

SCIENTOLOGY AND DIANETICS

BOOKLET 12
of the
PROFESSIONAL COURSE

BY
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The Electropsychometer

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TO THE STEADFAST AND LOYAL SUPPORTERS OF
TOMORROW AND THE THINKING MEN OF YESTERDAY

COMPILED IN WRITTEN FORM BY

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ADDITIONAL STUDY MATERIAL FOR THIS LECTURE MAY BE FOUND IN
THE FOLLOWING BOOKS:

- ADVANCED PROCEDURE AND AXIOMS
- SELF ANALYSIS
- HANDBOOK FOR PRECLEARS
- DIANETICS: MODERN SCIENCE OF MENTAL HEALTH (1950)
- SCIENCE OF SURVIVAL (1951)
- SYMBOLOGICAL PROCESSING
- LECTURES OF L. RON HUBBARD

PAMPHLET COVERS ONE LECTURE

- COMMUNICATIONS SYSTEMS (HOW TO LIVE THROUGH AN EXECUTIVE)
- INDIVIDUAL TRACK MAP
- WHAT TO AUDIT

SCANNED, TYPED AND PROCESSED INTO READABLE AND
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THE ELECTROPSYCHOMETER

1. The electropsychometer is a simple electronic meter for measuring the resistance of the body to a small current of electricity flowing through it. The current which is used is so small that it cannot be felt, but the instrument is so sensitive that this current is quite sufficient to give a reading of the resistance of the body.
2. Electrical resistance is a function of the body which changes instantaneously and widely with changes in emotion. When the tone of the pre-clear is high, the resistance of his body to a current is also high. When his tone is low, the current flows more easily through his body.
3. This is in agreement with the handling of motion at various points of the tone scale, which has been discussed in earlier lectures.
4. The E-meter (electropsychometer) does not "read the mind" of the individual. It has no connection with the mind. It is only connected to the body and it reads only the electrical resistance of the body, which varies with emotion. This reading is useful to the auditor, because the resistance of the body *reflects* the tone of the mind.
5. The E-meter is similar to the "lie detector" which is used by law enforcement agencies. The "lie detector" does not tell when someone is telling a lie, and neither does the E-meter. The operator of a "lie detector" needs great skill to be able to tell when someone is telling a lie, because the lie "detector" merely tells him that the person he is questioning is or is not

disturbed by a particular question. It is up to the operator to find out *why* this person is disturbed.

The E-meter is simpler than the "lie detector". It does not measure breathing, pulse, blood pressure or temperature. It measures only the electrical resistance of the body. This is sufficient to give a reliable indication of rising and falling tone.

6. In using the E-meter, the pre-clear grasps in each hand an ordinary tin can which is connected to a terminal on the meter. He secures his grip naturally, making firm contact but not exerting any force which might become tiring. Then he answers or merely listens to the questions of the auditor, and the meter indicates his rise or fall in tone at each question.
7. If the pre-clear is low in tone, the auditor should cover one of the pre-clear's hands with a mitten or bag, to prevent his striking one can against the other, since this might burn out the meter. If one can touches the other, the resistance to the current is practically nil, and too large a current will pass through the meter, damaging it or rendering it completely non-operable.
8. The student should clearly understand, before using the meter, that the tone reading which it gives is relative. Even with each of the three controls set at the center position, there is no guarantee that the reading of the meter is "absolute". In other words, the meter will tell the auditor that the pre-clear is higher or lower in tone than he was the day before (although a change in humidity or temperature might effect the reading in comparison with the day before) or ten minutes before, but it cannot be counted on to tell the auditor that this

pre-clear is at 2.5 on the tone scale. Only behavior can tell him that.

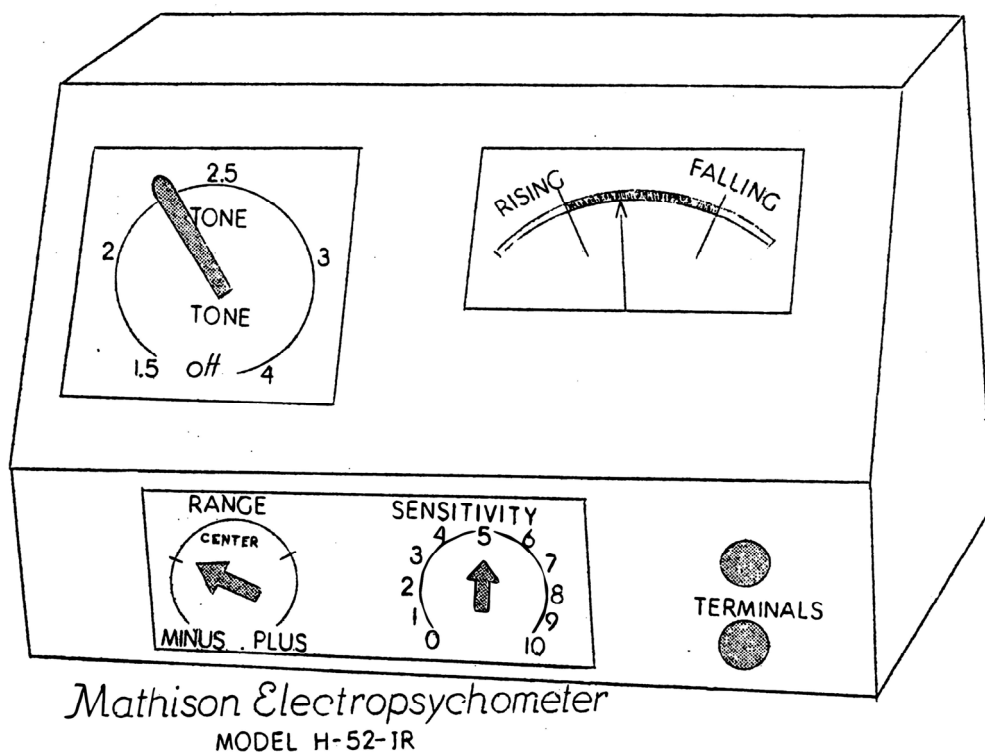
The auditor should be careful not to allow the pre-clear to think that a low reading on the meter indicates that he is a low-toned person. It is very easy for a pre-clear to invalidate himself with such an instrument, because the educational pattern of our time is to give machines credit for thinking more reliably than people. It is very easy for the auditor to invalidate the pre-clear with the meter, when he might not be able to do so without it. To some pre-clears, the meter has more altitude than any mere human being. Therefore, the auditor must indoctrinate the pre-clear in such a way that the pre-clear will not invalidate himself.

The meter itself is labeled, "TONE (Relative only) FALLING, RISING," and it is not calibrated below 1.5. This does not mean that it will not read a pre-clear who is below 1.5. But it does mean that the pre-clear will have a harder time invalidating himself with a meter which has no tone indicated on it lower than 1.5. The auditor should fall in with this plan of safety, and make a few remarks about the meter indicating momentary risings and fallings of tone. If the pre-clear asks the auditor – jokingly, of course – what his tone is on the meter, the auditor should say, very plainly, that the meter is not designed to tell anything more than whether tone is rising or falling and that it does not tell what the absolute tone of the pre-clear is.

9. The auditor should notice the hands of the pre-clear from time to time, to see whether his grip on the cans has changed. The removal of one finger from the can will cause the needle to rise sharply, and conversely. Various physical exertions,

particularly deep breathing, will cause the needle to drop. If the auditor is not alert to these activities, he may be deceived about the meaning of movements of the needle. Moreover, most of these activities are significant in themselves and show the presence of change.

10. The purpose of the three controls on the meter is a single one: to make it possible to read any pre-clear on the meter. Earlier meters had a limited range. The average pre-clear could be read on the meter, but many pre-clears had too much resistance or too little resistance to fit within the range of the meter. Therefore, they could not be read on the meter. The new machine is designed with a very great range, and the controls are adjustments for that range, so that the meter may be adjusted to suit whatever pre-clear is to be read.



11. The large dial on the left, we may call merely the tone dial. It is calibrated, arbitrarily, from 1.5 to 4.0. This is the control which is most often adjusted. The needle follows this control. If the needle falls too far to the right, the auditor moves the tone control to the left until the needle comes back from the pin and gives a reading again. If the needle moves too far to the left, the auditor moves the control to the right, until the needle reads again.

The auditor tries to keep the needle in the black area of the arc, so that rises and drops in tone will be detectable by movements of the needle out of the black area and into the white area either to the left or the right.

12. If the auditor finds that the tone control must be placed far to the left or far to the right, he knows that another adjustment is necessary. The instrument is most accurate when the tone lever is near the center position. If he has to keep the lever all the way to the left or right, he should correct this by adjusting the range expander, which is directly below the tone control.
13. As with the tone control, the needle follows the lever of the range expander. If the needle has moved all the way to the left, and if moving the tone lever far to the right has failed to return the needle to the black area, then the added assistance of the range expander is called in, by moving the range expander one calibration to the right, also. This should allow the auditor to return the tone lever to a position near the center of the dial.
14. There are five positions for the range expander: Minus (far left), Left, Center, Right, and Plus (far right). The range of

the tone control is included many times within the range of the expander. The auditor will find that some pre-clears will require a minus setting on the expander, many will require a left setting, quite a number will require a center setting, and a few will require a right setting. However, any pre-clear may rise or drop during a session through two or three settings, if important material is run.

15. The goal of the auditor, with respect to the E-Meter, is to have it reading higher at the end of the session than it was at the beginning, and to have it read higher and higher from session to session.
16. The two controls which have been discussed are mainly concerned with finding the tone range in which the pre-clear is hovering. The third control, the sensitivity control, has a different purpose. The sensitivity control is for the benefit of pre-clears whose tone fluctuations are too great or too small to give a reading. In other words, the auditor may have located the average tone of the pre-clear on the meter, but the needle may be swinging so wildly that it is not possible to read it. It may be dropping and rising faster than the auditor can follow it with the first two controls. Or it may move so slightly that the most important questions cause only a slight movement, and routine questions cause no movement at all.

The sensitivity control adjusts the size of the arc in which the needle swings. If it is swinging too wildly, the sensitivity may be cut down in order to keep the needle within bounds. If the needle is barely moving, the sensitivity may be increased, in order to make the movements more readable. The sensitivity control is calibrated from zero to ten. It should be operated normally at five or less.

17. There is a standard routine in using the machine which should be followed by the auditor, in order to insure the most efficient service.
18. First of all, is the warning that the cans must never be touched together.
19. Second, the auditor should realize that the E-Meter is a delicate instrument and can be injured by improper settings. Therefore, a routine has been established to safeguard the instrument.
20. Setting before meter is turned on:
 - (1) TONE at "Off".
 - (2) RANGE at "Minus".
 - (3) SENSITIVITY at zero.
21. The meter should not be turned on to warm up before the pre-clear is in position, holding the cans, for two reasons:
 - (1) The pre-clear may touch the cans together by mistake (or on purpose, if he is low-toned);
 - (2) It takes longer for the pre-clear to warm up the cans than for the meter to warm up. The cans must reach the temperature of the pre-clear's body before a constant reading may be obtained.

The auditor should have the pre-clear grasp the cans and should adjust the sack or mitten on the pre-clear's left hand, before turning on the meter.
22. When the pre-clear is in position, the meter is turned on, by advancing the TONE lever to 1.5.

The auditor waits fifteen seconds for the meter to warm up. Then he advances the SENSITIVITY control to five (or less).

If the meter does not read, he advances the TONE control until it does read, or until he reached 3.0.

If it does not read at 3.0, he advances the RANGE control one division, and so on, until the meter reads.

NEVER TURN THE METER ON WHEN THE CONTROLS ARE ADVANCED. The sudden surge is very injurious.

23. When the first reading is obtained, the auditor should watch the needle, to see whether it is still moving due to the warming up of the cans. He should converse casually with the pre-clear. When the needle has come to rest, more or less, the auditor may begin his auditing questions.
24. When the auditor asks a question about a subject on which the pre-clear has a considerable amount of charge, the needle drops to the right.
25. When the auditor asks a question which is associated in the mind of the pre-clear with pleasure, the needle rises to the left.
26. If the pre-clear consciously lies to the auditor, the needle will drop, due to the charge which is on the activity of lying.
27. If a question is asked about which the pre-clear says he knows nothing, and the needle begins to drop and then steadies immediately, the auditor may suspect a postulate which forbids the pre-clear to remember about this subject or to tell anyone about it. A question about such a postulate should

cause the needle to drop severely, after which the pre-clear may be able to answer the original question.

28. If the pre-clear does not watch the needle as the auditor is asking questions, there will be less chance of computations about the meter reading will enter the pre-clear's reactions. There will be less chance that the pre-clear will invalidate himself.

However, if the pre-clear feels that he must watch the needle, in order to prevent the auditor "from knowing more about him than he knows himself," or some such computation, the auditor may do well to allow the pre-clear to watch the needle until he relaxes and gains confidence in the operation.

29. A pre-clear who refuses bluntly to use the meter is consciously hiding something – or almost consciously. This may be because the auditor has failed grossly to inspire the confidence of this pre-clear. Many pre-clears will associate the E-Meter with "lie detectors", and will have a fear of the meter. This should be overcome by a few moments of familiarization with the meter.
30. Some pre-clears will have a genuine fear that they will receive a shock from the meter. The auditor can demonstrate that it does not hurt him. He can also be sure that there is a severe electric shock or equivalent experience in restimulation in this pre-clear.
31. The E-Meter is used to save auditing time, to help the auditor locate important incidents quickly.

The E-Meter does not ask any questions. It does not wash clothes or cook. It just indicates tone drop and rise. The audi-

tor has to ask the questions, and has to know what questions to ask.

32. Some things which are easily established on the meter are:

- (1) Has the auditor been looking for material which applies to this case? (He may have been looking instead for material which applies to his own case.)
- (2) Is it possible to reach Facsimile One or any other specific incident which the auditor may choose, or must overt acts occurring later as locks be contacted first?
- (3) Is some situation in present time preventing any other material from being reached?
- (4) Is there an earlier incident on this chain which may now be reached?
- (5) Etc., etc.

33. **DEMONSTRATION**

Do you beat your wife? No. (Needle rises.)

Are you married? No.

Have you been married? Twice.

Did you beat either one of them? No. (Rise off dial; adjusted)

Are you a man? Naturally. (Sensitivity increased to check its setting.)

Are you a man? Naturally. (Wider swing of needle. Sensitivity decreased). (Auditor pinches pc's arm. Needle rises)

All right let's run out that pinch. (As pc runs, needle fluctuates.)

Get your effort not to be pinched. (Dropping)

Get it again. (Big drop)

What did you get? It passed me by, as if I hit something.

Let's run it again. (Dropping – Steadies – Rising)

*Do you feel the pinch? Get the finger nail dig I gave you.
(Drops. Rises to starting position)*

Go over it again. (Drops – steadies – rises)

Have you ever lived before? Yeah. (Drop-rise) (Tests sensitivity)

Do you remember the last time you lost your wallet? It has been quite a spell. It didn't have much money in it anyway. (Too big a fluctuation, sensitivity decreased.) It wasn't a wallet I remembered.

What was it? That's it.

What was it? Is this Facsimile One? I doubt it.

You're not supposed to remember? It's different than that. I'm not afraid of Facsimile One. At least, I don't think I am.

ARE you afraid of Facsimile One? No.

Were you afraid at the time? Yes.

Have you run the fear out of it? I ran some terror out of something.

Have you ever used Facsimile One on anyone? I wouldn't be surprised.

Would you shut off the information from yourself, if you used it on anyone? If I used it on someone, I did shut off the information from myself.

How many times did you use it? Tens? Hundreds? I got fifteen the first time you said anything.

Did anyone die that you used it on? Everyone.

Eventually? Yes, eventually. (Needle barely moving, sensitivity increased.)

Did you ever eat any women? No. No? No.

Never? The thought doesn't make you quiver? Sure it does.

Well, then, did you ever eat any? I don't think so.

Did you ever see one eaten? Yes. (Big drop)

So you did. How long ago? A million years? Two Million? A million and a half? Yes. A million and a half. I said that because you were quivering on both a million and two million. The needle moved on a million and a half.

Have you ever been up in an airplane? Yeah.

Scare you? Yeah. (Drop)

So it did. It still does. (Dropping)

You don't like airplanes? I like them, but I don't like them.

Is this falling sensation fixed on an earlier incident? It's not a falling sensation.

What is it? It seems like the engine's going to explode.

Would you say it is the motor noise? Seems like the engine is laboring too hard.

Is this sensation in Facsimile One? I have been wondering about that. I don't know. It probably is.

IS it in Facsimile One? Well, there's noise in Facsimile One. I figure than an engine exploded, but not lately.

Was this in some past life that an engine exploded? I – yes, I guess so.

What kind of engine? Steam? Steam or some, kind of rocket engine. (Rising)

I don't think you're very worried about it, are you? Well, I would like to solve it, that's all, so I wouldn't be afraid of an airplane.

Has fear of falling got anything to do with it? Some, if the engine exploded, that is what would happen. I'd fall.

Did you ever run the Boo-Hoo? Some.

Was there any charge on it? Well, I got quite a line charge on it.

Didn't get through it? (Rising) It wouldn't resolve for some reason.

By the way, were you ever rejected from some society or other and sent down to earth? I guess so. (Dropping)

Do you know anything about this? Off-hand, no.

How do you feel about being rejected from groups? Until Dianetics, I never cared. That is, I thought I didn't.

How about being rejected by Mankind? I wouldn't like that. (Dropping)

Did you ever get court martialled for anything? Well, I got in the jug all right. (Big drop)

And you didn't like that. Ever been in jail in any past life? I don't know. (Rising)

No, ever put anybody else in jail? No. (Needle quivers)

Who did you lock in a dark closet? (No answer)

Did you ever get locked in a dark closet? I don't like to be locked in a dark closet.

You don't mind it much, though. Well, I could get out, if I was locked in.

Is there any particular incident that ought to be run next in your case? I reckon.

What is it? An overt act.

What overt act? (Dropping) Against what? Another man? What did you do to him? That's it, what is it? Did you kick him? (Rising) Bite him? (Falling) Maybe, I get a little somatic in my left arm.

Did you bite his arm off? Well, hardly.

Well, how did you bite at him. (Pc biting, needle dropping)

Hold your arm out here. Want to do it again, huh? How does it feel in biting? It's hard to bite him and chew my gum, too. (Slight rise)

Did you bite his arm off? Bite his throat out? That's what I did. Whew.

Don't like to bite him? I got a twinge in my neck.

Does his jugular vein bleed much when you bite his throat? (Dropping) I guess I didn't bite him.

Why? No somatics.

Maybe you didn't regret it. (Drop) Did you kick him? No.

Stab him? I don't know what I did to him.

Choke him? Claw him? Poke his eyes out? (Rising)

Did he steal something from you? Was it in the cave period?

Oh, yeh, yeh, yeh.

What did you do, hit him in the teeth with a stone axe? I don't like that. The needle says you don't like it.

What about stabbing him with a stone knife? (Dropping)

How about dashing his brains out with a rock? (Rising) I did that once, but that's not it. I just got a tiny somatic.

What about stamping on him with both feet? I get another somatic in my arm.

Is this all the same incident? Might be, but this isn't the principle overt act incident.

Did you ever duel with anybody? I don't recollect.

Gun? (Dropping) Pistols at dawn? (Slight rise) Did you shoot him from ambush? I wouldn't do that.

Did you duel with him? (Rising) Did you walk off, back to back? Who turned first? I turned first.

So you did. You turned before you were supposed to, didn't you. I got him.

So you did. What did your friends say? (Dropping) They didn't like that.

They said you weren't a gentleman? Something like that.

Would they associate with you afterwards? Sure, sure.

What country was this in? I don't know, I get too many answers here all at once.

What are they? Asia, New York, and... are they all correct? They might be.

You make a habit of doing this? Yeh. (Dropping)

You walk away from the guy and then turn around and shoot him? Do I?

Well, is that the way you do it? If you say so.

Well, did you ever shoot a guy in the morning before you were supposed to do it? (Big drop) *Then bury him? And he'd not report for the duel, and that would cost him his honor, and he must have been a coward because he didn't show up?* (Big drop) So help me God, that's it. I killed him and buried him and that son of a gun is still trying to get out of the ground.

Does that kind of haunt you? Yeah, lots.

Was this in Asia? No.

Europe? Probably. (Rising)

America? (Rise) *Which is it?* America.

An Englishman in America? (Rise) It seems more like England. (Drop)

Maybe Scotland? Oh, boy. (Drop)

What part of Scotland? (Dropping) Edinburgh.

Edinburgh? That's one of the places.

Are you a medical student in Edinburgh? Oh, no. Don't bring that out. I wouldn't want to be a medical student in Edinburgh.

Why not? I don't think much of that outfit.

A medical student in Edinburgh, huh? What else are you thinking of? Are you thinking about anything else besides being a medical student in Edinburgh? (Big drop) Well, I read a story.

Oh, bad, eh? Well, it wasn't very pretty.

What was it? Robert Louis Stevenson? No. I never read that. I have read a lot of – junk about these guys – muggers, etc., in Scotland and England.

What's the matter with going to school in Edinburgh? Well, I don't think they've got much of a school there.

Is it medical? Yeh, that's one thing.

You don't like that school? No.

Did you ever stop to wonder why you didn't like it? No.

Did you ever go there? No.

I guess you did. I wouldn't argue, though. Is your overt act that we're looking for associated with killing a guy the night before the duel in Edinburgh? Yeh.

Is there any wrong data in there, any place? (No answer)

Where did you shoot him? In the head, I guess.

Which side of the head? Right side.

Right side of the head? Maybe. Maybe the left side.

Right side? Left side. That's where I get the most somatics when running.

Oh, yeh? What did you shoot him with, a pistol? I guess. Left side is where I get the somatic. When I have a headache the rest of the time it is on the right side...

34. As the student reads this, he will notice that the auditor often asks a question which is a direct contradiction of what the pre-clear has just told him. If this transcript contained a full and accurate account of the fluctuations of the needle, instead of the infrequent mentions which it does contain, the student would see that each contradiction is indicated by the movement of the needle.

When the auditor repeats a question several times, it is to get a further reading on the meter.

35. In listening to this lecture, the student will notice that the description of the meter which is given does not always match the description which is given in these notes. This is because the notes describe a later model of the E-meter, Model H-52-IR.
36. The chief lesson of this demonstration is to be found in the big drop of the needle when the subject of the duel was being discussed and in the small drop when the exploding motor was being discussed. This difference in meter reading allowed the auditor to save his time by going immediately to the correct incident or type of incident. Without the meter, the auditor would have a hard time knowing which of these two subjects was more applicable to the case of the pre-clear. This does not mean that the exploding motor is not an important incident. It means only that the pre-clear is more ready to run some incident on the "duel chain". The meter tells the auditor what is ready to be run, or what is preventing a cer-

tain incident from running. It tells him what must be run first.

SUMMARY BOOKLET 12

Seminar Questions

1. What does the electropsychometer measure? In the body? In the mind?
2. Why should a pre-clear not be too concerned with the "tone reading" on the meter?
3. What is the auditor's goal in respect to the E-Meter?
4. Why is an E-meter not a "lie detector"? How can it detect lies?
5. Does a lack of reaction or slight reaction insure the auditor a line of questioning may not later get a heavy needle drop?

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