

The BOOK of E-METER DRILLS

compiled by

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foreword by

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clearing series: three

The Book of
E-METER DRILLS

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CLEARING SERIES : VOLUME III

THE BOOK OF E-METER DRILLS
First printing 1965

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Printed in England by The Sidney Press Ltd, Bedford

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FOREWORD

More general information on the E-Meter may be found in the book *E-Meter Essentials*.

This present booklet contains all the standard E-Meter drills used in training in Scientology.

There are no other drills. Many have been developed from time to time and have proven less workable or useless. These drills have been of the greatest possible value.

There are many ways of using drills, but the recommended way is using the standard Scientology coach and student auditor arrangement, where the coach does the training and the student auditor the actions required.

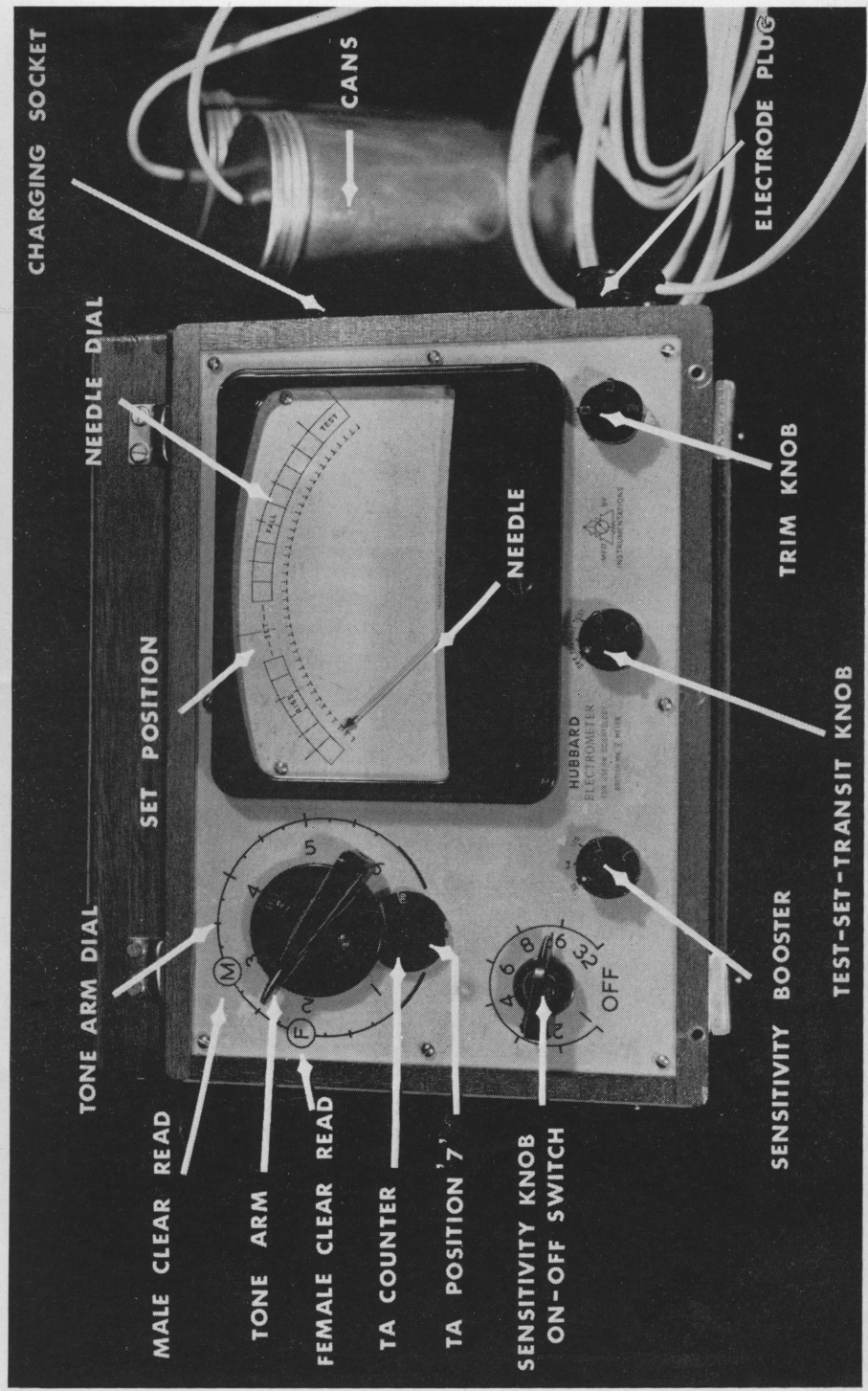
A drill should be done until the student auditor is letter perfect before going on to the next drill.

These drills cover levels as indicated. Do not do the drills of a higher level until the student auditor is perfect at a lower level and has been classed or certified for that level. Then go on to the higher level.

Metering is a very precise activity and requires much familiarity and expertise.

Even small meter errors are considered Gross Auditing Errors at any level.

L. RON HUBBARD



CHARGING SOCKET

NEEDLE DIAL

TONE ARM DIAL

SET POSITION

MALE CLEAR READ

TONE ARM

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SENSITIVITY KNOB
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ELECTROMETER
FOR USE IN CONNECTION
WITH THE MARK V E-METER

SENSITIVITY BOOSTER

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TRIM KNOB

ELECTRODE PLUG

CANS

THE MARK V E-METER

DRILL LIST BY LEVELS

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- EM-3 Reading and Setting up a Tone Arm Counter**
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TRAINING DRILLS

E-METER DRILL—1

Number: EM-1.

Name: TOUCH AND LET GO OF THE E-METER.

Purpose: To familiarize the student auditor with the E-Meter.

Position: The coach and student auditor sit facing each other with an E-Meter in front of the student auditor, either on a table or chair.

Commands: “Touch the meter” and “Let go of the meter” alternately. The acknowledgement, after each execution of the commands, is “Thank you”.

Training Stress:

The coach sees that the student auditor executes the commands. The coach asks from time to time, “How are you doing?” The coach handles any physical manifestations of the student auditor by asking, “What is happening?”

History: Developed by L. Ron Hubbard in September, 1962, at Saint Hill.

E-METER DRILL—2

Number: EM-2.

Name: E-METER FAMILIARIZATION.

Purpose: To familiarize the student auditor with the E-Meter.

Position: The coach and the student auditor sit beside each other with an E-Meter in the student auditor's lap or on a table in front of the student auditor.

Commands: Touch the sensitivity knob.
Move the tone arm to $5\frac{1}{2}$.
Touch the trim knob.
Plug in the electrodes.
Turn the meter on.
Set the sensitivity knob at 3.
Turn the meter on test.
Unplug the cans.
Turn the meter on set.
Adjust the needle to set.
Turn the sensitivity booster to 64.
Turn the meter to transit.
Switch the meter off.
Set the tone arm at $2\frac{3}{4}$.
Point to the needle.
Turn the sensitivity booster to 32.
Switch the meter on.
Turn the meter to set.
Demonstrate a tone arm blowdown.
Set the tone arm at $2\frac{1}{2}$.
Point to 7 on the tone arm dial.
Turn the sensitivity knob to 8.
Set the tone arm at 6.
Demonstrate a tone arm blowdown.
Switch the meter off.
Plug in the electrodes.
Set the tone arm at $1\frac{1}{2}$.
Turn the meter to transit.
Point to the electrode plug.
Turn the sensitivity booster to 128 (or 64).
Unplug the electrodes.
Switch the meter on.

Set the sensitivity knob at 16.
Turn the meter to set.
Set the tone arm at male clear read.
Set the tone arm at female clear read.
Set the sensitivity knob at 1.
Set the tone arm at $4\frac{3}{4}$.
Demonstrate an unmoving tone arm.
Switch the meter off.
Move the tone arm to $3\frac{1}{2}$.
Touch the tone arm.
Touch the sensitivity knob.
Switch the meter on.
Adjust the needle to set.
Demonstrate an unmoving tone arm.
Move the tone arm to 5.
Switch the meter off.
Touch the sensitivity booster.
Indicate the needle dial.

Training Stress:

The coach should read these off to the student auditor, getting him to do each action. As the student auditor improves, the coach can read the list more rapidly until the student auditor can perform each action called for without hesitation and without errors. Flunks are given for failure to execute the action called for, and for any hesitation after the student auditor has been through the drill several times.

The drill is passed when the student auditor can do the drill rapidly and precisely without any flunks.

History: Developed by L. Ron Hubbard in May, 1961, at Saint Hill.

E-METER DRILL—3

Number: EM-3.

Name: READING AND SETTING UP A TONE ARM COUNTER. (Only for those student auditors with a tone arm counter on their E-Meter.)

Purpose: To teach the student auditor how to read the tone arm counter. To train the student auditor to set up a tone arm counter before each session as part of setting up the E-Meter.

Position: The coach and the student auditor sit beside each other in front of a table with an E-Meter on it.

Commands: No set commands.

Training Stress:

Step 1. Have the student auditor do the following by list:

Set the figure "0" in the middle of the upper window of the tone arm counter. Move the tone arm clockwise until the tone arm is sitting at 2, 3, 4, 5, or 6 on the tone arm dial. Now have the student auditor do the following:

a. Move the tone arm down *one* division from 6 to 5 or 4 to 3 or so on. Have the student auditor observe that the figure "1" now reads in the middle of the upper window.

b. Move the tone arm up *one* division to the original position. Have the student auditor observe that the figure "1" remains constant in the middle of the upper window.

c. Move the tone arm down a *half* division from 6 to 5·5 or 4 to 3·5 or so on. Have the student auditor observe that the figure "1·5" now reads in the middle of the upper window.

d. Move the tone arm down another half division. Have the student auditor observe that the figure "2" now reads in the middle of the upper window.

e. Move the tone arm up a division. Again have the student auditor observe that the figure in the upper window is still "2" and that no change occurred by reason of an upward movement of the tone arm. The student auditor should now realize that only the downward movement of the tone arm is registered and counted on the tone arm counter.

f. Move the tone arm slowly down one division and count the number of small divisions registering in the upper window as the tone arm moves. Have the student auditor observe that the divisions are marked off in tenths of a division.

g. Move the tone arm randomly up and down. Have the student auditor read off the registration in the middle of the upper window of the tone arm counter.

h. Move the tone arm up and down and observe that the upper tone arm counter registers up to 7 divisions of downward tone arm motion and that the lower tone arm counter adds up these 7 divisions of tone arm action.

Step 2. Have the student auditor do the following actions again and again so as to train him in setting up a tone arm counter.

a. Move the tone arm up and down in the area below 2·0 on the tone arm dial until the figure “0” appears in the middle of the window of the upper counter.

b. Without further touching of the tone arm, rotate the pinions of the gear wheel on the lower counter with the thumb nail, or otherwise, until the figure “98” appears in the window of the lower tone arm counter.

c. Move the tone arm clockwise up to 3·5 on the tone arm dial. The student auditor should observe that the counter clicks twice and that the figure “0” is now reading in the window of the lower tone arm counter.

This is step ten of the next drill on setting up an E-Meter, so the student auditor should become proficient at doing this before going to the next drill.

The student auditor should know that in a proper session, after the can squeeze in session preliminaries, and before the R factor, he should write down on the Auditor's Report Form the figure now reading in the upper window of the tone arm counter. This figure will have to be subtracted from the total of the upper and lower counter windows at the end of the session in order to calculate the total downward arm motion obtained in the session.

Step 3. The following is to teach the student auditor to take care in reading his tone arm counter when the tone arm is being operated above 3·0 on the tone arm dial.

a. The coach moves the counter to any position by moving the tone arm so that a figure lower than 6 registers in the upper window of the tone arm counter.

b. The student auditor notes down the amount of tone arm motion registering on both counter windows by adding the position of the lower window to that of the upper window. This

figure is to be taken as the total tone arm motion obtained thus far in the session.

c. The coach has the student auditor move the tone arm up and down, keeping the tone arm above 3·0 on the tone arm dial, until the first click of the counter is heard or until the figure in the lower window changes one position.

d. The student auditor is to write down the figure reading in the middle of the upper window of the tone arm counter and observe that the reading in the lower window is *incorrect*.

e. The coach has the student auditor move the tone arm clockwise a little further until the second click of the counter occurs or until the figure in the lower window changes to a second position.

f. The student auditor should write down the figure appearing in the lower window of the tone arm counter and observe that the reading in the lower window plus that in the upper window would give an *incorrect* tone arm figure.

g. The coach now has the student auditor subtract the figure noted down in step "d" from 7·0. This amount is now subtracted from the figure noted down in step "f". This gives the proper total of the tone arm action obtained thus far in the session.

h. The above steps "a" through "e" are done again with the student auditor moving the tone arm in the range below 3·0. After the second click of the counter occurs or when the figure in the lower window changes to a second position, the student auditor should write down the figure appearing in the lower window of the tone arm counter and observe that the reading in the lower window plus that in the upper window will now give a correct tone arm figure.

Flunks are given for misreading the figures in the tone arm counter windows, for slowness and errors in setting up the tone arm counter, and for getting a wrong total of tone arm motion.

This drill is passed when the student auditor can demonstrate his ability to read and set a tone arm counter to the satisfaction of the instructor. A pink sheet is given for an earlier drill if the student auditor demonstrates a lack of ability.

History: Developed by L. Ron Hubbard at Saint Hill Manor in 1964 upon the advent of the tone arm counter as an aid in the use of an E-Meter.

E-METER DRILL—4

Number: EM-4.

Name: SETTING UP AN E-METER.

Purpose: To train the student auditor to set up an E-Meter properly before each session and to learn never to check the batteries in the presence of a preclear.

Position: The coach and student auditor sit beside each other in front of a table with an E-Meter and the cans on the table.

Commands: Have the student auditor do the following actions by number and command over and over again:

1. Take the lid off the E-Meter.
2. Put the lid on to the far edge of the E-Meter and secure into position with catches.
3. Turn the sensitivity knob full on (16 or 32 depending upon the model).
4. Turn the set-transit-test knob to test for battery check.
5. Turn the set-transit-knob to set.
6. Position the tone arm at 2·0 on the tone arm dial.
7. Adjust the trim knob until the needle registers at the set line on the needle dial.
8. Place the electrodes, not touching each other, in a position on the table for the preclear to pick up.
9. String the electrode lead between the E-Meter and the lid, from the left of the meter to the right, and plug the jack in completely.
10. Set the tone arm counter as given in previous drill. (Omit this step if student auditor has no tone arm counter on his E-Meter.)
11. Await the preclear.

Training Stress:

When the student auditor is proficient at doing the above by command and by number only, then the coach will have the student auditor do the full operation. Flunks are given for any action done out of sequence and for taking an excessive amount of time to perform any action.

This drill is passed when the student auditor can perform each action rapidly, smoothly, and without communication lag. A pink sheet is given any student auditor who cannot properly perform some action which he should have learned in an earlier drill. This drill will then have to be re-passed by the student auditor.

History: Developed by L. Ron Hubbard in December, 1963, at Saint Hill, in order to train the student auditor to set up an E-Meter properly and to eliminate the distractions of sound and noise from the preclear's session.

E-METER DRILL—5

Number: EM-5.

Name: CAN SQUEEZE.

Purpose: To train a student auditor how to get an accurate can squeeze which correctly indicates the preclear's current state of Havingness and state of case.

Position: The coach and the student auditor sit facing each other across a table with an E-Meter facing the student auditor. The E-Meter is already set up.

Commands: "Put your hands in your lap."

"Thank you."

"Squeeze the cans, please."

"Thank you."

Training Stress:

To give the student auditor a proper idea as to what a can squeeze is, the following drill should be done first:

1. The coach has the student auditor shake his hands until the fingers are loose and floppy.
2. Then the coach has the student auditor put his hands on the table, palms up, exerting no control on his fingers. The student auditor's fingers will curl in toward the palm.
3. Now the coach simply places the cans in the student auditor's hands at an angle across the palms. The natural curl of the fingers is sufficient to hold the cans in place, and the placement of the cans at an angle ensures that the maximum skin area is touching the cans.
4. Now the coach has the student auditor increase his grip on the cans and relax. This is a can squeeze.

Having done the above, the coach now has the student auditor do the following:

1. Have the coach pick up the cans.
2. Check the coach's grip on the cans.
3. Adjust the sensitivity booster knob to the lowest position (16 or 32, depending upon the model).
4. Set the sensitivity knob at 1 on the sensitivity dial.
5. Adjust the needle to the set line on the needle dial.

6. Give the proper commands for getting a can squeeze.

7. Note the distance the needle fell when the coach squeezed the cans.

Flunks are given for not having the coach remove all rings or finger jewellery, as they can cause the needle to give unusual reads; for not checking that there is maximum skin contact on the cans; for failing to see that the thumbs go around the can and not up the sides; for failing to set the meter and needle up properly; for failing to note accurately the distance the needle fell on the can squeeze; and for giving the wrong commands. Lack of skill in earlier drills is corrected by pink sheet.

Please note that step number 2 is not always done. In actual auditing, the preclear soon learns how to do a proper can squeeze. If the preclear's Havingness is in good shape, the needle should go over, hit the right-hand pin, and bounce off the pin twice.

History: Developed as a training drill by L. Ron Hubbard at Saint Hill in December, 1963.

E-METER DRILL—6

Number: EM-6.

Name: HANDLING THE TONE ARM AND SENSITIVITY KNOB.

Purpose: To train a student auditor to move the tone arm and sensitivity knob without distracting the preclear or drawing the preclear's attention to the E-Meter.

Position: The coach and the student auditor sit beside each other at a table with an E-Meter in front of them.

Commands: Tone arm and sensitivity positions as called by the coach in Step 1.

Training Stress:

Step 1. The coach has the student auditor place the four fingers of the left hand behind the E-Meter, leaving the thumb free to move the tone arm and the sensitivity knob. Then the coach calls out to the student auditor various tone arm and sensitivity positions. The student auditor must move the tone arm or the sensitivity knob to the correct position smoothly and fast.

Step 2. The coach holds the electrodes in his hands and makes gross hand motions to produce tone arm motion. The student auditor must continuously adjust the tone arm so as to place the needle in the set position area on the needle dial.

Flunks are given for any obvious movement which could distract a preclear; for any noisy actions, such as accidentally turning the meter off while moving the sensitivity knob; for slowness in adjusting the tone arm and the sensitivity knob to the positions called; for moving his head while watching the needle; for an inability to return the needle to the set position area on the needle dial; and for adjusting the needle so poorly as to cause the needle to hit the pin on either side of the needle dial, such being an action caused by the auditor and not the coach. Give a pink sheet for any earlier drills to be re-done, if necessary.

History: Developed by L. Ron Hubbard at Saint Hill upon the development of the more sensitive E-Meter.

E-METER DRILL—7

Number: EM-7.

Name: TONE ARM READING.

Purpose: To teach the student auditor how to read the tone arm positions on the tone arm dial accurately and speedily.

Position: The coach and student auditor sit beside each other at a table with the E-Meter in front of them.

Commands: No set commands, except the following by list for Step 2 of the drill:

Move the tone arm to:

1·9	6·5	0·7	6·1	4·9	3·5	4·2
5·75	3·0	5·0	3·4	1·75	2·4	3·3
1·3	4·1	5·9	4·0	3·25	2·7	3·9
3·1	2·3	2·2	6·0	1·5	5·25	2·75
5·3	4·7	6·2	0·5	0·9	5·8	2·0
4·5	3·5	2·1	2·6	5·6	1·8	2·8
4·4	1·25	6·25	2·25	3·2	5·1	4·8
3·6	1·1	2·5	4·25	4·75	3·75	4·6
6·3	5·4	5·7	1·6	2·9	1·0	5·5
1·7	0·8	1·2	4·3	6·4	0·6	1·4
5·2	3·8	0·75	1·7	0·8	1·2	4·3
0·6	1·4	5·2	3·8	0·75	3·0	5·0
3·4	1·75	3·3	1·3	4·1	5·9	3·25
3·1	2·3	2·2	6·0	1·5	5·25	2·75

Training Stress:

Step 1. The coach moves the tone arm, calling each position from 3·0 to 4·0, the positions being 3·0, 3·1, 3·2, 3·25, 3·3, 3·4, 3·5, 3·6, 3·7, 3·75, 3·8, 3·9, 4·0 and then has the student auditor do the same. Then the coach selects another division to work through, as from 1·0 to 2·0, doing the same thing. Do not forget to cover the half divisions from 0·5 to 1·0 and from 6·0 to 6·5. The student auditor should feel confident and familiar with reading the tone arm in this fashion before going to the next step.

Step 2. The coach calls off the tone arm positions as listed above. The student auditor rapidly moves the tone arm to the positions called. For further practice, if need be, the coach can call off the tone arm positions listed in a different sequence. The

student auditor should be able to move the tone arm to the required positions with precision and speed before going on to the next step. Should the student auditor get confused or continue to do this step slowly, the coach should return the student auditor to the first step for further practice.

Step 3. The coach flicks the tone arm to any and all positions of the tone arm dial. After this has been done, the student auditor should read and call the exact position of the tone arm. The tone arm positions are only read in tenths except for the marked positions of 0·25 and 0·75 for each division. The coach should continue to do this section of the drill until the student auditor can read and call the positions accurately without hesitation. If the student auditor has difficulty with this step of the drill, the coach should return him to the first step of the drill for further work and then re-do the second step again.

This drill is passed when the student auditor, upon examination by the instructor, can rapidly and accurately read and call any tone arm position as in the third step of this drill. Earlier drills in error are corrected by giving the student auditor a pink sheet to re-do them.

History: Developed by L. Ron Hubbard in 1961, in order to establish a common ground of tone arm position reading amongst the students of the Saint Hill Special Briefing Course and to train students to read the tone arm positions more rapidly.

E-METER DRILL—8

Number: EM-8.

Name: TONE ARM MOTION AND NO MOTION RECOGNITION.

Purpose: To enable the student auditor to recognize tone arm motion when it occurs and when it does not occur.

Position: The student auditor sits in any posture with the E-Meter held in any way he wants to hold it. Another student sits silently reading a bulletin, while holding the electrodes.

Commands: None. This is a totally silent drill.

Training Stress:

The student auditor should note when the tone arm moves and when the tone arm is not moving. These are noted by saying to himself, "The tone arm is moving; do nothing" or "The tone arm is not moving; do something".

Don't get involved with significances or phenomena.

All this drill is supposed to teach is that, when the tone arm moves, nothing should be done by an auditor and that, when the tone arm does not move, something should be done by an auditor. This is a simple drill. *Please Keep it Simple.*

The instructor should check now and then to make sure the student auditor is doing it correctly. This drill is passed when the student auditor can recognize when the tone arm is moving or not moving without error. Give a pink sheet for any earlier drill which the student auditor mishandles.

History: Developed by L. Ron Hubbard at Saint Hill in September, 1962, and revised in December, 1963.

E-METER DRILL—9

Number: EM-9.

Name: TONE ARM MOTION AND BODY MOTION.

Purpose: To teach the student auditor to differentiate between the reaction of thought and of body motion on the E-Meter and to train a student auditor not to touch the tone arm while the preclear is moving.

Position: The student auditor and the coach are seated facing each other across a table with the E-Meter set up and the sensitivity set at 16. The coach holds the electrodes and has a bulletin available to study. The student auditor has pen and paper.

Commands: No set commands are used. The coach, in making body motions, should do the following: sigh, yawn, breathe deeply, cough, laugh, move hands around, stretch, squirm, twist about in the chair, relax or firmly grip the electrodes, shift feet about, or any other motion of the body.

Training Stress:

The student auditor needs to know that the tone arm moves on thought and on body motion and that it is only the tone arm motion of the mind that is of interest to the auditor, plus the following:

Tone Arm Motion: The amount of divisions, down, measured for a $2\frac{1}{2}$ -hour session.

Naturally, in order to get downward motion of the tone arm, the tone arm does have to move upward. By downward motion is meant the tone arm moving, say, from 3·2 to 2·5 on the tone arm dial. By upward motion is meant the tone arm moving, say, from 2·7 to 3·4. The tone arm has to move up and down to get tone arm motion in a session, but it is the downward motion that tells whether the preclear is making gains or not. That is why tone arm motion is measured and recorded by downward motion for a session.

Body Motion: Any motion of the body which causes the tone arm to move falsely up or down. Body motion is *never recorded* in a session. In order not to falsely record body motion in a session, the auditor should *never* adjust the tone arm during a body motion of a preclear and should wait until the preclear settles down before adjusting the tone arm. Some preclears will

move about so as to get more tone arm motion or will do something to show the auditor that they can control the tone arm by causing it to blow down. This is all easily done by body motion or by going out of session. The student auditor should know that this can occur, should be unimpressed by it, and should know not to record it as tone arm motion for the session. It may be necessary for an auditor to tell a preclear that no body motion will be recorded, in order to get his co-operation in sitting relaxedly and quietly in the session.

The coach will alternately study a bulletin for a while and perform various body motions. Then the coach is both to study a bulletin and perform various body motions while studying. The student auditor records the downward motion of the tone arm.

After doing this for a while, the coach gets the student auditor to add up the tone arm motion and checks to see that the total is correct and that the total reflects only the downward motion of the tone arm.

Flunks are given for an incorrect total of tone arm motion, for adjusting the tone arm during body motion, and for recording any body motion. This is more difficult when the coach both studies bulletins and performs body motions at the same time, so the coach should keep a close watch on what the student auditor is doing.

This drill is passed when the student auditor can demonstrate that he can differentiate tone arm motion from body motion, can properly record tone arm motion (if student auditor cannot perform earlier drills on the E-meter, then the instructor should give him a pink sheet in order to re-do these), and can handle the tone arm properly.

History: Developed by L. Ron Hubbard in 1962 at Saint Hill with the discovery of the various levels of processes.

E-METER DRILL—10

Number: EM-10.

Name: TONE ARM BLOWDOWNS.

Purpose: To train the student auditor to observe and note down tone arm blowdowns.

Position: The student auditor and another student are seated facing each other across a table with the E-Meter set up and the sensitivity set at 16. The student holds the electrodes and studies a bulletin.

Commands: None. This is a totally silent drill.

Training Stress:

The student auditor, after getting the other student to hold the electrodes and to study a bulletin, carefully notes down tone arm motion and carefully watches for any tone arm blowdown.

A tone arm blowdown is a sudden downwards motion (at least 0·2 divisions or more) of the tone arm.

When a blowdown occurs, the student auditor marks it down and writes "Blowdown" to the right-hand side of the written line of the tone arm action.

Example: 2·4
 2·1
 2·0
 2·5 } Blowdown
 2·2 }

Further, the student auditor should say to himself every time a blowdown occurs, "*That which blows down the tone arm will produce tone arm motion.*"

This drill is passed when the instructor has examined the student auditor doing the drill, observed that the student auditor can observe and correctly note down tone arm blowdowns, and does understand that any tone arm blowdown if taken up by an auditor will, with processing, produce tone arm motion. The student auditor is given a pink sheet for failing to handle properly any of the earlier E-Meter drills.

History: Developed by L. Ron Hubbard in 1962, and revised in 1963. The value of the blowdown was first apparent in the assessment of items and was later discovered to be of value at all levels of auditing.

E-METER DRILL—11

Number: EM-11.

Name: SUPERLATIVE TONE ARM HANDLING.

Purpose: To train a student auditor to handle the tone arm while asking a metered question. To teach a student auditor that, when asking a metered question, the preclear must be still, the needle in sight on the needle dial, and his thumb off the tone arm before the end of a question.

Position: The student auditor and the coach sit beside each other at a table with an E-Meter set up and the coach holding the electrodes.

Commands: The preclear origination sheet. (See Appendix.)

Training Stress:

Step 1. The student auditor takes a line from the preclear origination sheet and reads it out. At the end of the line, the needle must be in sight on the needle dial and the student auditor must have his thumb off the tone arm.

Lower sensitivities are worked at to begin with, and the coach increases the sensitivity of the meter as the student auditor's ability increases, until the student auditor can do the drill with the sensitivity set at 32 and the sensitivity booster set at 128.

Step 2. The coach now complicates the drill by moving about, thereby causing the student auditor to repeat the line.

Flunks are given for failure to have the needle on the dial and the thumb off the tone arm before the end of the spoken line and for failure to repeat a line, when it was interrupted with a body motion so as to render the read unreadable or invalidated. Earlier drills in error are corrected by issuance of a pink sheet.

This drill is passed when the student auditor can handle the tone arm, as indicated, to the satisfaction of the instructor.

History: Developed by L. Ron Hubbard at Saint Hill when the most sensitive E-Meter that has ever been used in Scientology was produced—the Mark V.

E-METER DRILL—12

Number: EM-12.

Name: NEEDLE ACTIONS.

Purpose: To teach the student auditor to recognize the various needle actions.

Position: The student auditor and the coach sit beside each other at a table with the E-Meter turned on and the electrodes unplugged, or they work at a constructed, enlarged model of the E-Meter.

Commands: No commands are used.

The student auditor must demonstrate on the E-Meter and be able to define the following needle actions:

- | | | |
|--------------------------------|--------------------|------------------|
| 1. Stuck | 7. Rock slam | 13. Tick |
| 2. Null | 8. Free needle | 14. Speeded rise |
| 3. Fall | 9. Stage four | 15. Speeded fall |
| 4. Change of
characteristic | 10. Rocket read | 16. Slowed rise |
| 5. Rise | 11. A clean needle | 17. Slowed fall |
| 6. Theta bop | 12. A dirty needle | 18. Stop |

Training Stress:

Step 1. The student auditor is asked to produce, as well as he can, all of the above needle actions and define each one.

Step 2. The coach then does the various needle actions above and has the student auditor call what each one is.

Step 3. The coach now calls off at random the above needle actions and the student auditor has to produce each one as called.

Flunks are given for mis-defining a needle action, for mis-calling a needle action, and for failing to produce the proper needle action called for.

This drill is passed when the student auditor can perform the three steps of this drill accurately.

History: Developed in 1961 at Saint Hill by L. Ron Hubbard to supplement other similar meter drills.

E-METER DRILL—13

Number: EM-13.

Name: BODY REACTIONS.

Purpose: To familiarize the student auditor with the E-Meter and to train the student auditor to distinguish between mental reads and body reactions on the E-Meter.

Position: In the first part of the drill, the student auditor and coach are seated facing each other a comfortable distance apart. The student auditor holds the E-Meter in his hands with the sensitivity set at 16, and the coach holds the cans.

In the second part of the drill, the coach sits *behind* the student auditor, the coach holding the cans and the student auditor holding the E-Meter with the sensitivity set at 16.

Commands: In the first part of the drill the coach announces and then physically does each of the following actions: Sigh. Yawn. Breathe deeply. Cough. Laugh. Touch cans together. Lift a finger off the cans. Tap a finger on the cans. Rotate cans in hand. Compulsively grip the cans. Loosen grip on the cans. Scratch a leg. Rub a can against garment. Rub fingers together. Stretch.

In the second part of the drill, the coach does not announce what action he is doing.

Training Stress:

In the first part of the drill, the coach is to get the student auditor thoroughly familiar with all of the listed body reactions.

In the second part of the drill, the coach says, "Start", and then randomly does one of the above body actions. The coach then asks the student auditor what the body reaction was. If the student auditor gives the wrong answer, the coach says, "Flunk", and tells the student auditor what the body reaction was and does the same motion again. Then the coach does another body action.

This training drill is passed when the student auditor can correctly call each of the above body actions correctly by mere observation of the reaction produced by them on the E-Meter.

History: Developed by L. Ron Hubbard at Saint Hill in May, 1961.

E-METER DRILL—14

Number: EM-14.

Name: NEEDLE MOTION AND NO MOTION RECOGNITION.

Purpose: To enable the student auditor to recognize reads and no reads of the meter needle.

Position: The student auditor sits in any posture with the E-meter held in any way he wants to hold it. Another student, while holding the electrodes, sits silently reading a bulletin.

Commands: None. This is a totally silent drill.

Training Stress:

When the meter reads, the student auditor says to himself, "Read". When the meter does not read, the student auditor says to himself, "Clean". (He doesn't say it to the student reading the bulletin, or to an instructor, and NOT to a coach.) The student auditor calls silently a dozen reads and then calls a dozen times when the needle is clean, no reaction or change of needle characteristic occurring at the time he calls it. Then he calls more reads and more cleans.

Don't get involved with significances or phenomena.

All this drill is supposed to teach is that, when the meter reads, it reads and that, when it's clean, it's clean.

The instructor should check now and then to make sure the student auditor is doing the drill correctly. This drill is passed when the student auditor can call a read or a clean without missing. Errors in earlier E-Meter drills are corrected by issuing a pink sheet for any drills the student auditor needs to re-do.

History: Developed by L. Ron Hubbard at Saint Hill in September, 1962, and revised in December, 1963.

E-METER DRILL—15

Number: EM-15.

Name: FAMILIARIZATION WITH READING AN E-METER.

Purpose: To train the student auditor to recognize accurately, speedily, and with certainty when the preclear has reacted to something said or asked.

Position: The coach and student auditor sit facing each other across a table with an E-Meter set up and the coach holding the electrodes.

Commands: The preclear origination sheet.

Training Stress:

The student auditor takes a line from the preclear origination sheet and, while looking at the meter, says the line to the coach.

When the student auditor has done this, the coach asks the following question: "What did the needle do while reading the line?" If the student auditor hesitates or is uncertain of what the needle did, then the coach asks the student auditor for the ten main needle actions, getting him to define each briefly; and then the coach has the student auditor repeat the line from the preclear origination sheet and asks the above question again.

As the student auditor becomes proficient at observing and calling what the needle did, the coach now adds to the above question, "Where did the needle —?", for each action of the needle reported by the student auditor, until the student auditor not only can report accurately all that the needle did, but also exactly when, in the line read to the coach, the needle did it.

Flunks are given for any previous training drill in error and for comm lags in answering the questions.

This training drill is passed when the student auditor can demonstrate to the satisfaction of the instructor that he can observe and read accurately all actions which occur on the needle and can report precisely when all such actions occurred. A pink sheet is issued for earlier drills in error.

History: Developed by L. Ron Rubbard at Saint Hill in 1961 in order to improve the meter reading ability of students on the Saint Hill Briefing Course.

E-METER DRILL—16

Number: EM-16.

Name: THE PRODUCTION OF NEEDLE ACTIONS.

Purpose: To train the student auditor to produce the various needle actions, to recognize the various needle actions, to use the E-Meter to locate specific incidents and phenomena, and to show the student auditor that he can handle a preclear's bank.

Position: The coach and the student auditor sit facing each other across a table with an E-Meter set up and the coach holding the electrodes.

Commands: No set commands. Verbal questions, designed to produce needle actions, are asked.

Training Stress:

This training drill is not coached by the coach. It is coached by the instructor. The student auditor is to produce basic needle actions on as many coaches as he has time, keeping a written record of each coach checked out. When he is confident that he can produce those needle actions at will on any preclear, he is to be checked out by the instructor on this training drill.

The needle actions can be produced by questioning along the following lines, but it must be kept in mind that other things can produce these actions also:

1. A fall: Losses, lies, present time problems, locks, and disagreements with a reality.
2. A rise: Non-confront, an ARC break restimulation, unreality, out of sessioness, fear, irresponsibility, identification, elsewhereeness, dispersal, and confusion.
3. A stuck needle: Betrayal, anger, stopped or stopping, hate, fixed attention, failed help, refused help, terror, and failure.
4. A theta bop: Exteriorizations, operations, desires to leave anything, violent injuries, and shocks.
5. A rock slam: The consideration of committing overts. This is best done with "Consider committing overts against —" while checking over items on the R2-12 List One. (See Appendix.)
6. No reaction: Anything which has been destimulated or discharged or which is inert.
7. A change of characteristic: Any of the above.

8. A free needle: Demonstrated by elimination. If the student auditor has been able to produce any of the above needle actions, then the needle was not a free needle.

This training drill is passed when the student auditor can prove to the satisfaction of the instructor that he can produce the above needle actions.

History: Developed for the 20th ACC in 1958 and revised by L. Ron Hubbard in December, 1963.

E-METER DRILL—17

Number: EM-17.

Name: WHAT MAKES THE E-METER READ AND CLEANING A READ.

Purpose: To teach the student auditor that the E-Meter reacts on thought and disagreement. To teach the student auditor how to clean a particular read.

Position: The student auditor sits in any posture with the E-Meter held in any way he wants to hold it. Another student sits silently reading a bulletin, while holding the electrodes and answering questions when asked by the student auditor.

Commands: None, except two-way communication.

Training Stress:

While the student sits silently reading a bulletin, the student auditor watches the meter, looking for a tick or read. The student auditor carefully observes the exact characteristic of the read observed. It could be a quarter inch tick, or it could be a double tick, or it could be a speeded rise.

Having observed the read and noting its characteristic, the student auditor asks of the student reading the bulletin, "What did you just read?", and has the student read it in the bulletin again, only out loud now.

It is now the task of the student auditor to find again, on the meter, that exact same read which he observed. To do this the student auditor uses two-way communication concerning what was read to locate the thought the student had in disagreement with what was read in the bulletin. When the exact thought of disagreement with what was read in the bulletin is found, the exact same read will occur. The student auditor can now have the student read that part of the bulletin again. If the student auditor has found the exact read noted, then that read will not occur again as the student reads; however, the student auditor may now note that there is a different read on that same section of the bulletin. He notes the characteristics of that read and now works to recover that read by finding out what new thought of disagreement the student has. The student auditor will cognize that the student reading the bulletin doesn't really understand it and can become quite missionary about it. This is not an auditing session, but it is quite all right for the student auditor to help the other student.

This drill is passed when the student auditor can observe a read, find that same exact read by locating the thought of disagreement, and thus clean that read off the meter. If a student auditor can do this, he or she will have reality that, when a preclear thinks something, the E-Meter reads and that the E-Meter reads on disagreements. Pink sheets are given for earlier drills needing improvement.

History: Developed by L. Ron Hubbard in September, 1962, at Saint Hill Manor when it was discovered that a majority of auditors believe the E-Meter to read on their own voices or on the preclear's body or for some other nebulous reason.

E-METER DRILL—18

Number: EM-18.

Name: INSTANT RUDIMENT READS. (See Appendix.)

Purpose: To train the student auditor to recognize and call instant rudiment reads.

Position: The coach and the student auditor sit facing each other across a table with an E-Meter set up and the coach holding the electrodes.

Commands: The rudiments check sheet.

Training Stress:

The student auditor is to check the rudiments of as many coaches as he has time, keeping a written record of each coach checked out.

The student auditor puts in the R Factor that he is going to do a rudiments check on the last auditing session of the coach or, if the coach has not been audited that week, the rudiments on today with each question prefixed by "Today", and that no answer from the coach is expected. The student auditor then proceeds to ask the rudiments check questions, marking a rudiment in or out. He just asks the questions and acknowledges without getting any answers from the coach. A rudiment is out if it reads and in if it does not read.

This training drill is passed when the student auditor can do a perfect rudiments check with no errors as to which rudiments are in or out and can define accurately an instant rudiment read.

An Instant Rudiment Read. On rudiments, repetitive or fast, the instant read can occur anywhere within the last word of the question or when the thought major has been anticipated by the preclear, and must be taken up by the auditor. This is not a prior read. Preclears poorly in session, being handled by auditors with indifferent TR-1, anticipate the instant read reactively as they are under their own control. Such a read occurs in the body of the last meaningful word in the question. It never occurs latent. The instructor, in checking out the student auditor on this training drill, should note any student auditor weakness on training drills and promptly issue the student auditor a pink sheet on those needing correction.

History: Developed by L. Ron Hubbard at Saint Hill in 1962.

E-METER DRILL—19

Number: EM-19.

Name: INSTANT READS.

Purpose: To train the student auditor to recognize and call instant reads.

Position: The coach and the student auditor sit facing each other across a table with an E-Meter set up and the coach holding the electrodes.

Commands: The preclear origination sheet.

Training Stress:

The student auditor takes a line from the preclear origination sheet and, while looking at the meter, says the line to the coach.

When the student auditor has done this, the coach asks him, "Did you get an instant read? What was it?"

If the student auditor has any doubts about whether it read or did not read, the coach has the student auditor define an instant read and a major thought.

An Instant Read. An instant read is defined as that reaction of the needle which occurs at the precise end of any major thought voiced by the auditor. HCO B May 25, 1962.

Major Thought. By major thought is meant the complete thought being expressed in words by the auditor. Reads which occur prior to the completion of the major thought are "prior reads". Reads which occur later than its completion are "latent reads". HCO B May 25, 1962.

If the student auditor cannot give the precise definition, the coach reads the definition back to the student auditor, until the definition can be duplicated and proceeds with the drill.

Flunks are given for any previous training drill in error, for hesitation in calling the reads, and for imprecise definitions.

This training drill is passed when the student auditor can demonstrate the accurate reading of instant reads to the satisfaction of the instructor.

History: Developed by L. Ron Hubbard in 1962 for students of the Saint Hill Briefing Course.

E-METER DRILL—20

Number: EM-20.

Name: HOW TO DIRTY AND CLEAN A NEEDLE.

Purpose: To teach a student auditor what causes a dirty needle and to train a student auditor how to clean a dirty needle.

Position: The student auditor and a student sit facing each other across a table with an E-Meter set up and the student holding the electrodes. The sensitivity is set at 16.

Commands: The following questions are the only ones which the student auditor is allowed to ask of the student:

What is your name?
What is your height?
What is your weight?
What color is your hair?
What color are your eyes?
What is your nationality?
Are you married or single?
Where do you live?
Where are you from?
What is your occupation?
What types of work have you done?
Do you like walking?
Do you drive?
Do you like sports?
Do you read a lot?
Do you like fiction?
Do you like non-fiction?
Do you watch television?
What did you eat for breakfast?
What color are your shoes?
Do you have a passport?
How did you come to this course?
What kind of house do you live in?
When did you last go shopping?
What time is it?
Did you sleep well last night?
Do you like the weather?
Where are you now?
Is the sun shining?

What groups do you belong to?
What pets have you had?
Do you own a radio?
Do you like music?
What kind of music do you like?
Do you like cats?
Have you ever voted?
How many hours do you sleep at night?
Is it going to rain?

Training Stress:

The most important thing about auditing by cleaning a question on the E-Meter is to know that the E-Meter reacts first on the session and secondly on the preclear's bank; therefore, it is very important to maintain a good auditing cycle and a good repetitive cycle on the preclear. If this is not done, then the E-Meter begins to react on the session and not the preclear's bank. This reaction on the session is manifested by a dirty needle.

Thus, it becomes very important to know what causes a dirty needle and how a dirty needle is cleaned, when it occurs.

The student auditor in this drill should first of all dirty the student's needle and then clean the needle. The student auditor should dirty and then clean the needle in each one of the following fashions:

1. Ask the questions before the student is ready to receive the question, until you have a dirty needle, and then clean the needle.
2. Ask the questions in such a way that the student will not receive the questions, until you have a dirty needle, and then clean the needle.
3. Ask the questions in such a way that the student doesn't have a chance to answer any fully, until you have a dirty needle. Now clean the needle.
4. Ask the questions, let the student answer, and then pretend to misunderstand his answer by saying you don't understand. When the needle becomes dirty, clean it.
5. Ask the questions of the student and then query all of his answers by checking them on the E-Meter or by asking invalidative or evaluative questions. After you have dirtied the needle, clean it.
6. Ask the questions, but cut all the student's answers with an acknowledgement, until the needle is dirty. Now clean the needle.

7. Ask the questions of the student, but never acknowledge an answer. When the needle becomes dirty, clean it.

8. Ask the questions of the student, but answer them all for him. Clean the needle after you have made it dirty in this fashion.

9. Ask the questions on the E-Meter, carefully cleaning cleans at every opportunity until you have a dirty needle, and then clean the needle.

10. Ask the questions on the E-Meter. This time miss any and all reads. When the needle is dirty, clean it.

These are some of the major ways to mess up the auditing cycle and to cause a dirty needle. There are others which the student auditor should discover by studying the auditing cycle.

The needle is cleaned by getting the student's considerations off with regard to what has been happening in the drill, by maintaining a good auditing cycle while doing so, and by completing the repetitive cycle of getting off his considerations until the needle is clean.

This drill is passed when the student auditor can demonstrate to the instructor that he can clean a needle, that he does understand what causes a dirty needle, and that he can maintain a good auditing and repetitive cycle while cleaning the needle. Errors in earlier drills should be noted by the instructor and pink sheets issued for the drills to be re-done by the student auditor.

History: Developed by L. Ron Hubbard in 1963 at Saint Hill.

E-METER DRILL—21

Number: EM-21.

Name: E-METER STEERING.

Purpose: To train a student auditor to assist the preclear in finding an answer to a question, when difficulty arises, with a “That” each time a latent read duplicates the instant read of a question. To teach the student auditor that this is one method of cleaning a dirty needle.

Position: The student auditor and a student sit facing each other across a table with an E-Meter set up and the student holding the electrodes. The sensitivity can be set at 16 or 32 depending upon the model of the E-Meter, and the sensitivity booster knob can be at any position necessary to ensure reads will be obtained.

Commands: “Consider the events of today.”

Training Stress:

Step 1. The student auditor has to give the above command and carefully observe the characteristic of some read which occurs while the student is executing the auditing command. The student auditor must indicate the read he has observed by asking the student, “What was that?” When this is asked of him, the student should not answer, but should think of various other things. Having done this, the student now thinks the original thought which produced the read the student auditor questioned, whereupon that same read will re-occur on the E-Meter. When the read re-occurs, the student auditor must indicate that he has observed it by saying, “That was the same thought.”

If the student auditor has called the exact, same read, what the student is now thinking of will be what he originally thought of when the student auditor first queried him. If this is not the case, then the second read that the student auditor called was not really a duplicate of the one he originally observed. This is naturally a flunk, and the student auditor will have to try again, being more careful to observe the exact characteristic of a read and to pick that same read up when it re-occurs.

Step 2. The student auditor should observe the needle behavior of the student on the E-Meter. If the needle is clean (a clean needle is a needle that acts when the auditor speaks and does nothing the rest of the time), the student auditor should get another student.

If the needle is not clean, the student auditor should tell the student that he is now going to clean the needle and will want to know what the student is thinking of when the student auditor says, "That".

The student auditor observes a certain needle characteristic in the dirty needle phenomena (i.e., a particular double tick of a certain size or a stop in a jitter of activity) and proceeds to clean this read off the needle by steering (saying "That" whenever that particular, exact read occurs) and getting the student to say what he was thinking of. When that particular read is cleaned off the needle, then another particular read is noted and handled in the same fashion until the needle is clean.

NOTE that in regular auditing one would only use steering, as given in Step 1 above, when the preclear was having difficulty answering a rudiment question, a prep-check question, or a question given in auditing-by-list. Steering is used only when cleaning a needle or cleaning a question on the needle. Further, a preclear can answer a question whenever he has an answer. The student is asked not to answer the question in Step 1, so as to give the student auditor practice in steering.

This drill is passed when the student auditor can demonstrate the ability to steer correctly and to clean a needle to the satisfaction of the instructor. A pink sheet is given for any earlier drill or E-Meter drill in error.

History: Developed by L. Ron Hubbard at Saint Hill in 1961 to enable students of the Saint Hill Briefing Course to assist their preclears in answering questions which are cleaned by the needle and to enable students to clean a needle more readily and easily.

E-METER DRILL—22

Number: EM-22.

Name: E-METER HIDDEN DATE, THIS LIFE.

Purpose: To train the student auditor to locate a date on the track with the E-Meter, to increase the student auditor's reality on the factualness of an E-Meter and the factualness of the time track, and to give the student auditor a great familiarity with the E-Meter and its use.

Position: The student auditor and coach sit facing each other across a table. The student auditor handles the meter, while the coach holds the electrodes.

Commands: No set commands. "Over and under" method of questioning is used to isolate the correct date.

Training Stress:

The coach is to select a date, preferably his birthday or any *known* anniversary. Later as the student auditor gets better, the coach is to select any date (month, day, and year) at random from the early years of his present lifetime. He does not tell the student what the date is. The student auditor, by the use of the meter, is to find the date the coach has selected, without the coach replying or saying anything at all except for coaching instruction.

A date is found by the process of elimination. The student auditor's questions are of this sort: "Is the date before 1940 A.D.? . . . After 1940 A.D.?" If the needle reacts, the answer is yes. If the needle doesn't react, the answer is no. If the needle reacts on the first question, then the second question is not asked. If the needle does not react on either question, then the student auditor does not have a year even close to the right one or he has been asking the questions with poor TR-1.

After the year is found, then the student auditor locates the month of the year, "Is it before June, 1945 A.D. . . . After June, 1945 A.D.?" Then the day is found, "Is it before March 15, 1945 A.D. . . . After March 15, 1945 A.D.?"

As the student auditor improves, the coach should increase the difficulty of the date to be found by selecting month, day, year, and also minutes and seconds.

The student auditor may use "before" and "after", but not "more than" or "less than" for this lifetime.

The coach should flunk the student auditor for TR's 0 to 2, if poor; for ambiguous, indirect Q and A type of questions; for improper interpretation of the E-Meter reads; or for taking an excessive amount of time.

The student auditor passes this drill when he can easily, correctly, and accurately date on the E-Meter.

History: Developed as "E-Meter Hidden Body Part" by L. Ron Hubbard in November, 1958 in London, and revised in December, 1963.

E-METER DRILL—23

Number: EM-23.

Name: ASSESSMENT BY TONE ARM.

Purpose: To train the student auditor to assess a list accurately by selecting that item which, upon brief discussion, produces the most movement of the tone arm.

Position: The coach and the student auditor sit facing each other across a table with an E-Meter set up and the coach holding the electrodes.

Commands: Prepared assessment lists of items only. (See Appendix.) No listing must be allowed.

Training Stress:

The student auditor is to assess as many lists on as many coaches as possible, keeping a written record of each coach checked out. The student auditor is to assess prepared lists, keeping an accurate record of tone arm motion on each item.

To do this drill the student auditor gets the coach to discuss *briefly* each item on the list while the student auditor listens, to mark accurately the tone arm motion gotten on each item, and to acknowledge the coach.

When the list is completed, the student auditor immediately hands the coach the assessment list and informs the coach which item produced the most tone arm motion. The coach then checks the tone arm motion of each item to ascertain if the student auditor has selected the correct item. If the student auditor has selected the wrong item, the same list is done again. The student auditor should learn to spot accurately tone arm motion on a given subject without the comm lag of looking over the list and adding up the tone arm action.

Please note that all assessment drills are done with prepared lists. The coach should never be asked actually to list.

Flunks are given for any previous training drill, when in error; for taking an excessive amount of time in doing the assessment; for putting his attention on the list in an effort to add up the tone arm; and for selecting the wrong items.

This training drill is passed when the student auditor can accurately and smoothly assess a list by tone arm.

46 **History:** Developed by L. Ron Hubbard at Saint Hill in 1963.

E-METER DRILL—24

Number: EM-24.

Name: ASSESSMENT BY INSTANT READ.

Purpose: To train the student auditor to assess a list accurately and rapidly by instant read.

Position: The coach and the student auditor sit facing each other across a table with an E-Meter set up and the coach holding the electrodes.

Commands: Prepared assessment lists only. Permit no listing by the coach.

Training Stress:

The student auditor is to assess as many lists on as many coaches as possible, keeping a written record of each coach checked out. He should learn to call off rapidly a list and mark in accurately all items reading with an instant read. This should be practised until the student auditor can do this rapidly and accurately. Should the needle of the coach become dirty while doing this, the student auditor can clean it by getting the coach to tell what communication has been cut, but remember that the student auditor is not there to audit the coach or do anything for the coach's case; the student auditor is doing the drill for the total purpose of learning how to assess a list by instant read.

After the student auditor can accurately assess a list by instant read and mark all items in or out correctly, the student auditor can proceed to null completely a list by elimination until either one is in or all are out.

This drill is passed when the student auditor can rapidly, without hesitation and without having to read an item several times, mark the items in or out with complete accuracy, and can eliminate the list properly to either one item in or all out.

Flunks are given for any previous training drill in error.

The instructor in examining this drill should carefully note any training drill weakness of the student auditor, like TR-1 and any of the earlier E-Meter drills, and take prompt action to have the student auditor do further work on them by issuing a pink sheet.

History: Developed in 1961 by L. Ron Hubbard at Saint Hill for use in the assessment of lists.

E-METER DRILL—25

Number: EM-25.

Name: TRACK DATING.

Purpose: To train the student auditor to locate dates on the track accurately and rapidly, to help establish a reality of the track, and to demonstrate that the E-Meter can be used to detect something in the absence of verbal answers from the preclear.

Position: The coach and the student auditor sit facing each other across the table with the E-Meter set up and the coach holding the electrodes.

Commands: No set commands.

Training Stress:

Step 1. The student auditor is first of all trained to establish the correct order of magnitude of a track date. The coach writes down on a slip of paper the order of magnitude of an imagined date. For instance, the order of magnitude the coach writes down is *tens of years*. The student auditor then has to establish what the order of magnitude is by use of the E-Meter.

The phraseology is: "Is this the order of magnitude of seconds, minutes, days, years, tens of years, hundreds of years, thousands of years, tens of thousands of years, hundreds of thousands of years?" and so on until he gets a definite read. Then the student auditor informs the coach of the order of magnitude; the coach then flunks the student auditor if the order of magnitude is incorrect, and the student auditor has to work again to locate it until the correct order of magnitude has been established. When the correct order of magnitude has been established, the coach shows the slip of paper on which the order of magnitude is written. The coach should work to get the student auditor proficient at this step of the drill so that the student auditor can readily deal with large sections of time.

Step 2. Next the coach writes down on a slip of paper a definite amount of years, keeping to round figures like "75 trillion trillion years ago", "150 billion trillion years ago", "89 billion years ago", or some such. The student auditor finds the date by first of all getting the order of magnitude. Let's say that the order of magnitude is tens of thousands of trillions of years ago. Then, using "more than" or "less than", the student auditor gets

it down specifically. "Is this date more than 50 thousand trillion years ago, less than 50 thousand trillion years ago?" The student auditor will get a read on either question and take what reads. If neither question reads, the TR-1 was poor or the date is nowhere near correct. In the example, the read was on "less than 50 thousand trillion years ago". The patter would continue like so :

"Is this date more than 25 thousand trillion years ago? That reads."

"Is this date more than 35 thousand trillion years ago, less than 35 thousand trillion years ago? It reads less than."

"Is this date more than 30 thousand trillion years ago? That reads."

"Is this date 30 thousand trillion years ago, 31, 32. That reads. 32 thousand trillion years ago. Is this a correct date? Is this an incorrect date? It reads as correct."

Note that if the first question on "more than" reads, the second question is not added.

If the student auditor has done a good job of meter reading, used good TR-1, and not, himself, gotten confused, the date will be correct and will compare to the date noted down on the slip by the coach. It's a flunk to get a wrong date. When the student auditor gets the correct date, the coach shows him that the date found is the exact one he wrote down.

Step 3. In the last step of this drill the coach writes down a full date like: *56,276,345,829,100 years ago, 315 days, 42 hours, 15 minutes, and 10 seconds.*

Using the same procedure as in the second step, the student auditor locates the date in full. The coach should not set a date down which is greater than hundreds of trillions of years ago. The student auditor flunks if he doesn't get the correct date and passes if he does.

For purposes of clarification, the following is what is meant by various terms :

1-9, years.

10-99, tens of years.

100-999, hundreds of years.

1,000-9,999, thousands of years.

10,000-99,999, tens of thousands of years.

100,000-999,999, hundreds of thousands of years.

1,000,000-9,999,999, millions of years.

10,000,000-99,999,999, tens of millions of years.

100,000,000-999,999,999, hundreds of millions of years.

1,000,000,000-9,999,999,999, billions of years.
 10,000,000,000-99,999,999,999, tens of billions of years.
 100,000,000,000-999,999,999,999, hundreds of billions of years.
 1,000,000,000,000-9,999,999,999,999, trillions of years.
 10,000,000,000,000-99,999,999,999,999, tens of trillions of years.
 100,000,000,000,000-999,999,999,999,999, hundreds of trillions of years.
 1,000,000,000,000,000-9,999,999,999,999,999, thousands of trillions of years.
 10,000,000,000,000,000-99,999,999,999,999,999, tens of thousands of trillions of years.
 100,000,000,000,000,000-999,999,999,999,999,999, hundreds of thousands of trillions of years.
 and so on, going as follows :
 millions of trillions of years.
 tens of millions of trillions of years.
 hundreds of millions of trillions of years.
 billions of trillions of years.
 tens of billions of trillions of years.
 hundreds of billions of trillions of years.
 trillions of trillions, or trillions-two years.
 tens of trillions-two years.
 hundreds of trillions-two years.
 thousands of trillions-two years.
 tens of thousands of trillions-two years.
 hundreds of thousands of trillions-two years.
 millions of trillions-two years.
 tens of millions of trillions-two years.
 hundreds of millions of trillions-two years.
 billions of trillions-two years.
 tens of billions of trillions-two years.
 hundreds of billions of trillions-two years.
 trillions-three years.

This drill is passed when the student auditor can accurately and rapidly date on the track. Any errors in previous drills noted by the instructor should be re-done by the student through the issuance of a pink sheet.

History: Track dating was first done by L. Ron Hubbard in 1951, when it was obvious that preclears were recalling to view incidents further back in time than their present lifetime span.

Dating has been a subject taught in courses of Scientology since that time. The drill was revised in 1963.

E-METER DRILL—26

Number: EM-26.

Name: DIFFERENTIATION BETWEEN SIZES OF NEEDLE READS.

Purpose: To teach a student auditor to differentiate the sizes of needle reads.

Position: The coach and the student auditor sit facing each other across a table with the E-Meter set up and the coach holding the electrodes. The sensitivity is set as high as necessary to ensure that reads are obtained.

Commands: Prepared assessment lists only. Permit no listing.

Training Stress:

The student auditor is to assess the list, reading each item. When he comes to the end of the list, he must be able to determine which item read the largest, the second largest, and the third largest.

This is a very important drill in that, at Level V and Level VI auditing, it becomes necessary that an auditor gets big reads on goals, items, case analysis, and checking out things. Whereas at lower levels it is only important that something reads, at Level VI it is important how big it reads. If it reads big, then that is it. At Level VI a two inch read is about the smallest to be accepted with the sensitivity set at 4.

For the purpose of this drill, the student auditor is to become familiar with looking for bigger reads, not just any reads; and to do this he has to be able to differentiate between sizes of reads.

This drill is passed when the instructor is assured that the student auditor can do the above. Any mistakes in earlier drills are corrected by the issuance of a pink sheet.

History: Developed by L. Ron Hubbard at Saint Hill in 1964, when it was learned that most wrong goals run, were run because the auditor accepted small reads.

E-METER DRILL—27

Number: EM-27.

Name: NEEDLE OBSERVATION.

Purpose: To train the student auditor to observe any reaction of the needle outside the direct line of vision so as not to miss any reads of the needle.

Position: The coach and the student auditor are seated beside one another at a table with the E-Meter set up, a bulletin on the table, and the coach holding the electrodes with the sensitivity neither too high nor too low for the production of a one to two inch needle read when the cans are squeezed.

Commands: No set commands.

Training Stress:

Step 1. The E-Meter in this step is set up in the exact position which is usual in actual auditing. The bulletin is beside the E-Meter in the position where the Auditing Report Form is usually kept.

The coach is to cause the E-Meter to read by squeezing the electrodes. The student auditor is to call every read of the needle by saying "Then", while at the same time directing his vision in the following manner :

- a. The student auditor is to confront whatever is directly in front of his eye-level line of vision.
- b. The student auditor is to read the bulletin.
- c. The student auditor is to look at his left hand on the left side of the meter.
- d. The student auditor is to look at his lap.
- e. The student auditor is to look to his right.
- f. The student auditor is to look to his left.

Step 2. The coach has the student auditor do all the above once again, only this time the coach has the student auditor describe to him all that he can see or tell him what he is reading in the bulletin. While the student auditor is doing so, the coach again causes the needle to read by squeezing the electrodes; and the student auditor has to call every read as it occurs with a "Then".

Step 3. In this step the coach has the student auditor confront whatever is directly in front of his line of vision, while the student

auditor holds the E-Meter in different positions. The coach again causes the needle to read by squeezing the electrodes at different times.

The student auditor is to hold the E-Meter in the following positions:

- a. To the right with the E-Meter face parallel to his own line of vision.
- b. To the right with the E-Meter face at a 90° angle to his line of vision.
- c. To the left with the E-Meter face parallel to his line of vision.
- d. To the left with the E-Meter face at a 90° angle to his line of vision.
- e. To the right of his forehead with the E-Meter facing him and with the E-Meter held about 10 inches from his forehead.
- f. To any other position the coach may select.

In doing this drill the coach should be careful to sit in such a position that the coach can see the meter and to place his hands in such a fashion that the student auditor cannot see the electrodes being squeezed.

This drill is passed when the student auditor can call the reads exactly on each of the three steps of this drill. Any mishandling of earlier E-Meter drills should be corrected by the instructor in the issuance of a pink sheet, so that the drill in error can be re-passed by the student auditor.

History: Developed by L. Ron Hubbard on June 4, 1964, at Saint Hill Manor, where it was noted that students in the higher levels of auditing were missing reads vital to the running of Level VI.

APPENDIX

(Preclear Origination Sheet, R2-12 List One, Rudiments Check, Prepared Assessment Lists 1-12)

PRECLEAR ORIGINATION SHEET

For Use in E-Meter—15 and 19

I have a pain in my stomach.
The room seems bigger.
My body feels heavy.
I had a twitch in my leg.
I feel like I'm sinking.
The colors in the room are brighter.
My head feels lopsided.
I feel wonderful.
I have an awful feeling of fear.
You are the first auditor who ever paid attention to my case.
I think I've backed up from my body.
I just realized I've had a headache for years.
This is silly.
I feel all confused.
That was a very good session yesterday.
I've got a sharp pain in my back.
When are we going to do some processing?
I feel lighter somehow.
I can't tell you.
I feel terrible—like I'd lost something, or something.
WOW—I didn't know that before.
The room seems to be getting dark.
Say, this really works.
I feel awfully tense.
You surely are a good auditor.
That wall seems to move toward me.
If you give me that command again, I'll bust you in the mouth.
I feel like something just hit me in the chest.
You surely have a nice office here.
I feel warm all over.
By the way, I won that tennis tournament yesterday.
My head feels like it has a tight band round it.
When are you going to get a haircut?
I seem to see the wall behind my body.
This processing is worth the fee.
I feel like I was all hemmed in somehow.
Who is going to win the Cup Final?
It seems like I'm as tall as this building.
This chair is so comfortable I could go to sleep.

I feel like I could just suddenly break something.
I keep thinking about that copper who blew his whistle at me this morning.
I can see facsimiles better.
Things suddenly look a lot brighter.
Aren't we finished with this yet?
I feel like I'm floating.
It looks like the wall is caving in on me.
That wall looks real thin.
WOW!!! W-O-W!!!!!!!!!!
How long do we have to do this processing?
OUCH, OH OUCH.
My face tingles.
I'm getting sleepy.
This is the first time I have ever really been in session.
I'm starving. Let's go to lunch.
I remember a time when I fell down and hurt my zorch.
Can I have a cigarette?
What does this have to do with religion?
Suddenly, I'm so tired.
Everything is getting blurry.
What time do we get through?
I thought we were going to use Dianetics.
Is this room rocking?
How much longer do we have to run this process?
You are by far the worst auditor I've ever had.
Your eyes stink.
I just realized how wrong I've been all my life.
Do these processes work differently on men than on women?
I feel like there is a spider's web on my face.
My left knee hurts.
I feel so light!
Isn't it getting hotter in here?
I just remembered the first time I went swimming.
My back has been aching like this for years.
How much do you weigh?
Are you clear?
Can you make your body rise up in the air?
I kind of ache all over. That's a somatic, isn't it?
How many engrams have you had run out?
What is this "Assist" I keep hearing about?
What does Scientology say about ghosts?
Have you ever seen an Operating Thetan?
How are you going to prove to me that I have a soul?
I feel like killing myself.
How long will it take me to get clear?
I just realized how terrible my mother actually was.

Are you married?
Hold my hand.
I feel so lonesome.
How many hours have you been processed?
I feel like I can't talk.
My body is starting to shake all over.
My ribs hurt.
I feel just like the time I got run over by that car.
Everything seems to be getting dark.
Could we stop and talk for a little while?
Don't you get tired of listening to someone like me?
Can you make my hair curly?
How long will it take me to lose 20 pounds?
Kiss me.
You are my re-incarnated husband of 20,000 years ago.
Why are you talking so much?
That last process isn't flat. I'm sick.
You're dead.
I'm dead too.
We are all dead.
I love death.
Kill me.
Beat me.
No,—No, no, no, NO!!!!!!
Moo Gum Guy Pan.
Sum Gum War Sue Up.
Fizzle Wizzle Bum Crum.
I am going to vomit on you if you don't stop.
I absolutely love the way you handle originations.
You are sweet.

R2-12 List One

For Use in E-Meter—16

Scientology	the dynamics
Scientologists	the reactive mind
an auditor	aberration
auditors	somatics
auditing	pain
students	engrams
an E-Meter	circuits
meters	valences
a session	past lives
clearing	a center
a clear	certificates
a release	HCA's
a preclear	tests
a patient	examiners
insane people	tapes
the mind	lectures
mental health	field auditors
Dianetics	franchise
Book One	10%'s
Dianetic books	Scientology groups
Scientology books	group auditing
a Scientology magazine	memberships
a Scientology congress	reports
a bulletin	dissemination
a policy letter	infractions
a hat	world clearing
hats	Ron
Staff members	L. Ron Hubbard
a registrar	the Executive Director
HPA's	the Governing Director
D.Sc'n's	the founder
ministers	Mary Sue
HGC pc's	Mary Sue Hubbard
ACC's	the Association Secretary
mental science	the Organization Secretary
a science of mind	the HCO Secretary
mental doctors	security
Saint Hill	your case
courses	people's cases
statements	techniques
units	procedures
Scientology letters	a squirrel
instructors	psychologists
Staff auditors	psychiatrists

the D. of P.
the D. of T.
HCO
HASI
a Scientology organization
the church
the foundation
the central org.
the Academy
the HGC
the PE
HDRF
the co-audit
co-auditing
a Dianetic organization

rock slammers
thetans
PAB's
assessments
mid ruds
check outs
glasses
health
medicine
medical doctors
healing systems
processing
I.Q.
training

Rudiments Check

(Repeat the leading line before each numbered item)

For Use in E-Meter—18

By the end of your last session, had your auditor failed to find and clear:

1. A suppression?
2. Something you have been careful of?
3. Something you did not reveal?
4. Something you have not-ised?
5. A suggestion?
6. A mistake?
7. Something you have been anxious about?
8. A protest?
9. A decision?
10. Something you did or left unsaid?
11. A problem?
12. Any objection you had to the room?

Prepared Assessment List 1

For Use in E-Meter—23, 24 and 26

ASSESSMENT QUESTION: What is your favourite dog?

- | | |
|----------------------|-------------------------------|
| a bull terrier | an old English sheepdog |
| a whippet | a Siberian husky |
| a foxhound | an Irish wolfhound |
| a dachshund | a Saint Bernard |
| an Irish terrier | a Chihuahua |
| a Pekingese | a Scottish terrier |
| a German shepherd | a Sealyham terrier |
| a Pomeranian | a Doberman pinscher |
| a corgi | an English setter |
| a bulldog | a Gordon setter |
| an air dale | a Welsh terrier |
| a bloodhound | a Shetland sheepdog |
| a chow | a Welsh collie |
| a Dalmatian | an Alsatian |
| an Eskimo dog | an English Springer spaniel |
| a collie | a hound dog |
| a Boston terrier | an English bulldog |
| a cocker spaniel | an Irish water spaniel |
| a fox terrier | a bull mastiff |
| a greyhound | a West Highland white terrier |
| a mastiff | a Welsh corgi |
| a pointer | a Border terrier |
| a beagle | a malamute |
| a wirehaired terrier | a mongrel |
| a poodle | a Russian wolfhound |
| a pug | a Skye terrier |
| a spitz dog | a Great Dane |
| a schnauzer | a golden retriever |
| an Irish setter | a red setter |
| a Yorkshire terrier | a King Charles spaniel |
| an Afghan hound | a Bedlington terrier |
| a boxer | a Cairn terrier |
| a Labrador retriever | a Basset hound |

Prepared Assessment List 2

ASSESSMENT QUESTION : Which tree do you like the best?

- | | |
|------------------|------------------------|
| an oak | a juniper |
| an ash | a palm |
| a magnolia | a chinaberry |
| a horse-chestnut | a London plane |
| a dogwood | a snowdrop tree |
| a catalpa | a flowering crab-apple |
| a beech | a redbud |
| a maple | a locust |
| an elm | a cucumber tree |
| a hickory | a Pagoda tree |
| a sweet gum | a golden chain |
| a pine | a hornbeam |
| a sassafras | a teak |
| a willow | a mahogany |
| a poplar | a Kauri pine |
| a birch | a chestnut |
| a sycamore | an eucalyptus |
| a walnut | a turpentine |
| a linden | a tallow-wood |
| a copper beech | a jarrah |
| a tulip tree | a mangrove |
| a hawthorn | a bombax |
| a weeping willow | a baobab |
| a red oak | an ironwood |
| a ginkgo | an ebony |
| a cedar | a stinkwood |
| a yew | a sneezewood |
| a fir | a bluegum |
| a cypress | a hemlock |
| a spruce | a larch |
| a lime-tree | a jakarandah |

Prepared Assessment List 3

ASSESSMENT QUESTION : Which fruit tastes the best?

apples
pears
peaches
plums
cherries
oranges
grapefruit.
grapes
nectarines
raspberries
blackberries
strawberries
currants
gooseberries
blueberries
dewberries
quinces
watermelons
pineapples
bananas
plantains
breadfruit
guavas
pomegranates
coco-nuts
figs
chestnuts
mangoes
almonds

lemons
dates
damsons
walnuts
cranberries
tomatoes
persimmons
loquats
tangerines
cantaloupes
litchi nuts
papayas
kumquats
pomels
star-fruit
lotus seeds
crab apples
jujubes
peanuts
sugarcanes
water chestnuts
pecans
prunes
zapotes
limes
hazel nuts
cashew nuts
apricots
grededellas

Prepared Assessment List 4

ASSESSMENT QUESTION: What vegetable do you like the least?

spinach
carrots
green beans
turnips
leeks
potatoes
celery
cabbage
turnip greens
green peas
black-eyed peas
asparagus
rice
onions
parsnips
broccoli
Brussels sprouts
cauliflower
eggplant
parsley
kale
beetroot
rhubarb
lima beans

kidney beans
navy beans
endive
corn
kohl-rabi
mint
mushrooms
sweet potatoes
seakale
shallots
lentils
red beans
okra
green peppers
pumpkins
collard greens
spring greens
squash
artichokes
radishes
lettuce
marrows
chicory
broad beans

Prepared Assessment List 5

ASSESSMENT QUESTION: Which musical instrument would you like to play?

a flute
a clarinet
a contrabass
a guitar
an oboe
a bassoon
a banjo
a harmonica
a lute
an organ
a saxophone
a trombone
a ukulele
a violin
a piano
a xylophone
a mandolin
a marimba
a cello
a viola
a clavichord
cymbals
an English horn
a French horn
a concertina
an accordion
a double bass
a cornet
an althorn
a zither
a bamboo rattle

a tuba
a lyre
a trumpet
an ocarina
a bass tuba
a helicon
a harpsichord
a Hawaiian guitar
a fife
a bagpipe
a harp
bongo drums
a snare drum
an alto clarinet
a bass clarinet
a bass trumpet
a tenor saxophone
a triangle
castanets
a double bassoon
a piccolo
chimes
a glockenspiel
a bass drum
a Pan pipe
a samisen
a dulcimer
Burmese gongs
gourd rattles
an African flute
kettledrums

Prepared Assessment List 6

ASSESSMENT QUESTION : What flowers would you like to grow?

sweet peas
daisies
tulips
nasturtiums
dahlias
marigolds
poppies
gladioli
forget-me-nots
clarkias
snapdragons
petunias
lobelias
chrysanthemums
primroses
delphiniums
lilies
crocuses
sunflowers
columbines
candytufts
bellflowers
carnations
monkshoods
daffodils
nicotianas
asters

phloxes
pinks
regal lilies
shaster daisies
irises
zinnias
sweet williams
verbenas
anemones
larkspurs
alyssums
balloon-flowers
lady's-slippers
bugle-weeds
lupines
cannas
globe-flowers
hyacinths
veronicas
violets
wallflowers
jonquils
orchids
morning glories
pansies
peonies
hollyhocks

Prepared Assessment List 7

ASSESSMENT QUESTION: Which North American animal would you like to see?

a squirrel	a porpoise
a bear	a weasel
a moose	a lemming
an ocelot	a sea lion
a hare	a lynx
a vole	a wild dog
a porcupine	a dolphin
a wolf	a chipmunk
an elk	a coaté
a ringtail	a peccary
a sable	a pika
a rabbit	a shrew
a fox	a cougar
a deer	a coyote
an armadillo	an otter
a walrus	a wolverine
a badger	a sloth
a whale	a mountain goat
a woodchuck	a gopher
a caribou	a ground hog
a bat	a marmot
a mouse	a skunk
a beaver	a racoon
bighorn sheep	an opossum
a bison	a jaguar
a ferret	a jaguarundi
a fisher	a manatee
a rat	a marten
a prairie dog	a mink
a seal	a mole
a bobcat	a margay
a sea otter	a wildcat

Prepared Assessment List 8

ASSESSMENT QUESTION: Which color do you like the most?

green
red
pinky blue
bluey green
duck egg blue
white
mauve
cream
khaki
amethyst
turquoise
sage green
aquamarine
cobalt
blue
cardinal
charcoal
rust
scarlet
slate grey
rose red
orange
primrose
Prussian blue
emerald green
crimson
chartreuse
peacock blue
Venetian red
coffee
strawberry
straw colour
nutbrown
pale brown
royal blue
golden brown
pale pink
tea rose yellow
buff
maroon
olivegreen
vermilion

pink
ebony
cherry red
seagreen
yellow
nattier blue
magenta
purple
saffron
puce
rose
heliotrope
violet
bottle green
black
pistachio
ivory
pearl white
navy blue
ruby
topaz
burnt sienna
flamingo
bronze
grass green
indigo
chocolate
cinnamon
lavender
apricot
salmon pink
peach
brown
ochre
cadmium
flame-red
lilac
verdigris
beetle green
gold
silver
orchid

Prepared Assessment List 9

ASSESSMENT QUESTION: What country would you like to live in?

United Kingdom	Iceland
Ireland	Norway
Sweden	Finland
Denmark	Netherlands
Belgium	France
Spain	Portugal
Germany	Austria
Switzerland	Italy
Czechoslovakia	Poland
Hungary	Rumania
Yugoslavia	Albania
Greece	Bulgaria
Union of Soviet Socialist Republic	Luxembourg
Turkey	Syria
Saudi Arabia	Israel
Lebanon	Jordan
Yemen	Aden Protectorate
Trucial Oman	Muscat and Oman
Qatar	Persia
Afganistan	Kuwait
West and East Pakistan	Iraq
India	Kashmir
Ceylon	Nepal
China	Mongolia
Siam	Burma
Cambodia	Laos
Malaya	North and South Vietnam
Indonesia	Philippines
North Borneo	Sarawak
South Korea	North Korea
Kenya	Japan
Uganda Protectorate	Greenland
Congo	Canada
Tanganyika	United States
Republic of South Africa	Mexico
South West Africa	Jamaica
Angola	Haiti
Congo	Dominican Republic
Gabon	Puerto Rico
Bolivia	Colombia
Uruguay	Chile
Argentina	Australia
New Zealand	New Guinea
	Lichtenstein

Prepared Assessment List 10

ASSESSMENT QUESTION: What is your favorite mode of transportation?

oxcart	brougham
horseback	motorcycle
roller skates	ox
street car	caribou
airplane	snow cruiser
carriage	wheelbarrow
bicycle	lorry
automobile	snowshoes
steam ship	water buffalo cart
bus	caravan
sloop	rickshaw
mule-back	four-wheel cart
camel	dugout
balloon	llama
jet	brig
covered wagon	motorboat
canoe	dogsled
helicopter	barque
chariot	tricycle
elephant	wagon
train	schooner
palanquin	skis
rowboat	kayak
prairie schooner	raft
litter	yak
flatboat	brigantine
sleigh	barouche
galley	barkentine
overhead railway	on foot
stage coach	travois
buckboard	cabriolet
coupé	dirigible
hansom	junk
sampan	surrey
victoria	covered cart
underground	gondola

Prepared Assessment List 11

ASSESSMENT QUESTION : Which do you dislike the most?

- | | |
|----------------------|---------------------------|
| a tarantula | a lion fish |
| a mosquito | a copperhead |
| a cockroach | a stonefish |
| a rattlesnake | a gila monster |
| a centipede | a horsefly |
| a scorpion | a wasp |
| an alligator | a termite |
| a mamba | a red ant |
| a stink bug | a locust |
| a sting ray | a tsetse fly |
| a piranha | a scorpion fish |
| a flea | an adder |
| a water moccasin | a silverfish |
| a shark | a praying mantis |
| a crocodile | a ribbon worm |
| a boa constrictor | a cobra |
| a black widow spider | a sidewinder |
| an octopus | a snail |
| a tick | a black racer snake |
| a louse | a wood worm |
| a python | a giant clam |
| a bee | a lizard |
| a barracuda | a water spider |
| a frog | a jellyfish |
| a moray | a tape worm |
| an electric eel | an elephant's trunk snake |
| an anaconda | a moth |
| a worm | a crusader bug |
| a coral snake | a gnat |
| a caterpillar | a death watch beetle |
| a leech | a conger eel |

Prepared Assessment List 12

ASSESSMENT QUESTION : Which herb do you like best for flavoring?

clary
sweet woodruff
rosemary
pot marjoram
spearmint
sage
thyme
white mustard
dill
sweet fennel
coriander
caraway
celery
borage
basil
anise
parsley
chervil
cumin
red pepper
sesame
sweet marjoram
watercress
catnip

chives
costmary
dandelion
garlic
horehound
horse-radish
lemon verbena
peppermint
saffron crocus
rue
sweet cicely
sweet flag
tarragon
wild ginger
wintergreen
winter savory
wormwood
mint
opium poppy
rose geranium
summer savory
bay
balm
camomile

