

The

Technical Bulletins

of

Dianetics and Scientology

by

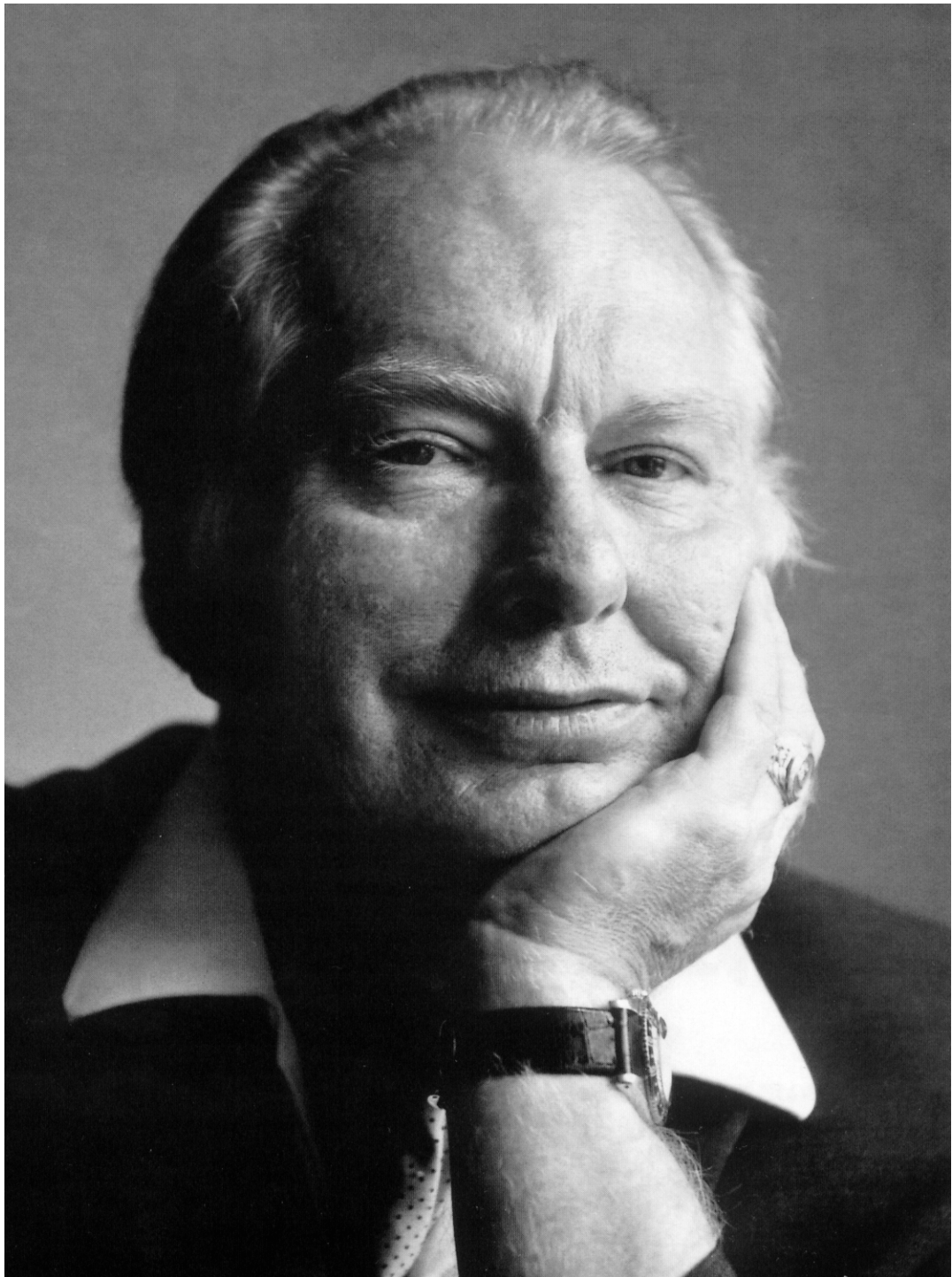
L. Ron Hubbard

FOUNDER OF DIANETICS AND SCIENTOLOGY

Volume
XIII
1980-1984

*I will not always be here on guard.
The stars twinkle in the Milky Way
And the wind sighs for songs
Across the empty fields of a planet
A Galaxy away.
You won't always be here.
But before you go,
Whisper this to your sons
And their sons —
“The work was free.
Keep it so. “*

L. RON HUBBARD



L. Ron Hubbard
Founder of Dianetics and Scientology

TECHNICAL BULLETINS

1980-1984

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Keeping Scientology Working Series 33
WHAT WE EXPECT OF A SCIENTOLOGIST

We inherited, when we began, a great many hidden errors in the society, so deeply laid they seemed right. "Everybody knows that...." is a tombstone of progress for it contains uninspected lies that bring the wittiest of us to grief. "Everybody knows that Man is Evil" was only one of the many things we found wrong, exposed and dropped from our own knowledge. However, in the field of what is expected of a Scientologist, we have for ten years carried along an inherited error. It is this: "Everybody knows that a specialist in a science hangs out a shingle and, if a professional, becomes a private practitioner."

Now listen. Psycho-analysis was developed in 1894 by Sigmund Freud. Everybody who studied it was expected to hang out a shingle and start practising. It took half a century for psycho-analysis to become generally known by the people. Yet how could it miss? Its tenet was that if you were sexually uninhibited you would be happy.

The psycho-analyst took his cue from the medico of his day. If you could heal you were a healer with a shingle.

Well, I'm afraid a lot of us have bought this too. If we were trained in Scientology as a professional we should hang out our shingle as a practitioner. With all due respect to the Scientologist in professional practice (where they have every right to be) this is not a true idea. It is a borrowed idea. It's as old as the witch doctor.

A Scientologist is the being three feet behind society's head. And society runs on eight dynamics, not in a sick room. Some of us, of course, would become professional practitioners. But a professional Scientologist is one who expertly uses Scientology on any area or level of the society. A housewife who does not have professional level skill in Scientology could not expect to run a wholly successful family or keep order in her neighborhood and keep her family well. A factory foreman could not possibly handle his crews with full effectiveness without professional Scientology skill. The personal assistant to a corporation executive could not do a fully effective job without being a professional Scientologist. A corporation president without a certificate will someday fail. And the head of a country would go to pieces if he didn't know Scientology from a professional angle. How can these people handle life if they have no expert knowledge of how to handle life.

Now we don't expect everyone in the world to become trained auditor. But we expect the people who are making the world to have a knowledge of how to make it go.

A trained Scientologist is not a doctor. He is someone with special knowledge in the handling of life.

We have many, many personal success stories in Scientology. They begin with a book acquaintance and bloom when professional skill enters the background. These people, small people, big people, drove a wedge for themselves into companies, societies, with Scientology and then took over control of the area. They succeeded where they never would have dreamed they could. And every time one of us drives in such a wedge, we all win because the world is brought nearer to a sane and decent

world. The factories, the marts of trade, the homes, the neighborhoods, these are the places we want trained Scientologists. In that way alone, we're on the busy, still healthy communication lines of the world. Some of us need to run centers and schools just to give the rest of us service when required. Training at a pro level must continue and must be kept good. And service and communication must be given. Hence, we have Central Organizations on every continent and HCOs. But if we avoid the throbbing comm lines of the world and act like doctors, we will not win soon enough as a group.

Any trained Scientologist can win to success in society. Heightened IQ, a knowledge of life, a forthright attitude—with these things it is easy for him or her to improve a social or business position, to get higher pay, to exert wider personal influence. This we know we can do, we have done it so often so let's improve the ability.

Process people weekends, run a co-audit some evenings of the week at home, but get on the active lines of the world and make your presence felt. It takes full training to do it. It's been done from our books alone but not always well. It takes tough Academy training to make a Scientologist, so don't go at it half armed.

And stop feeling apologetic because you are not a "full time auditor".

We are the auditors to the world, not to a handful of the sick. We are not doctors. We are the world's trouble shooters. When we make a company win, the whole world wins, when we make a neighborhood win, we all win.

A full time Scientologist makes life better wherever he is. And that is enough pro activity for anyone.

What do we expect of you? To become the best Scientologist that can be and to get on the comm lines of the world and bring a big win where it counts. We don't expect you to hang up a shingle as a doctor and have a private practice. We'll respect you if you do. But we'll respect you just as much and even more if you get trained as a pro and go out and up in the world of action and of life.

Hit for the key spots by whatever means, the head of the women's club, the personnel director of a company, the leader of a good orchestra, the president's secretary, the advisor of the trade union—any key spot. Make a good sound living at it, drive a good car, but get your job done, handle and better the people you meet and bring about a better earth.

And stop feeling hangdog because you "aren't auditing full time". Nobody expects you to.

We'll keep centers going to service your needs, some of us, we'll provide ammunition and books. And the rest of us had better invade every activity there is on a high level of success and make our influence felt on the comm lines of the world.

Scientology is the only game on Earth where everybody wins.

So let's help the world win.

L. RON HUBBARD
FOUNDER

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HCO BULLETIN OF 30 AUGUST AD15R

REVISED 30 DECEMBER 1979
(Only revision is series number.)

Remimeo
Saint Hill
Executives
Saint Hill
Students

Art Series 1
ART

For some fifteen years I have been studying, amongst other branches of philosophy, the subject of ART.

The reason for this is: Art is the least codified of human endeavors and the most misunderstood. What is Art? is one of the least answered of human questions.

Art abounds with authorities. It was chosen because «that field containing the most authorities contains the least codified knowledge.» The obvious invitation is to answer the question and codify the subject. This has now been done.

The subject was originally brought up in a conversation with Donald H.

Rogers at 42 Aberdeen Road, Elizabeth, New Jersey, in 1950.

As this zone of human activity seemed to stand outside the Field of Dianetics and Scientology, I thereafter worked with it on a casual basis.

Having published 15,000,000 words between 1929 and 1941, I was not unacquainted with the arts. Since 1950 I have worked with other arts than that of literature in order to make an advance on the general subject of ART.

I have made a breakthrough at last in this matter. And I find it is applicable to what we are doing and therefore also has practical value.

To make it a matter of record rather than a filed sheaf of notes, I am publishing these findings as an HCOB. I also feel they will be of some assistance in forwarding Scientology.

As in the case of all «pure research» (by which is meant study without thought of possible application) there is a sudden payoff in these answers including the better dissemination of Scientology and the rehabilitation of the artist.

My incidental studies in the fields of photography and music materially assisted these discoveries.

Approaching the state of Clear has also assisted in comprehending this rather vast subject of ART. It is adventurous to state one has solved such a sweeping subject but here at least are the fundamentals and basics.

The following are rough notes but are in fact the basics of that branch of activity we call ART. THE FUNDAMENTALS OF ART

BASIC DEFINITION

ART is a word which summarizes THE QUALITY OF COMMUNICATION.

It therefore follows the laws of communication.

Too much originality throws the audience into unfamiliarity and therefore disagreement, as communication contains duplication and «originality» is the foe of duplication.

TECHNIQUE should not rise above the level of workability for the purpose of communication.

PERFECTION cannot be attained at the expense of communication.

Seeking perfection is a wrong target in art. One should primarily seek communication with it and then perfect it as far as reasonable. One attempts communication within the framework of applicable skill. If perfection greater than that which can be attained for communication is sought, one will not communicate.

Example: A camera that shoots perfectly but is not mobile enough to get pictures. One must settle for the highest level of technical perfection obtainable below the ability to obtain the picture.

The order of importance in art is:

(1) The resultant communication

(2) The technical rendition.

(2) is always subordinate to (1).

(2) may be as high as possible but never so high as to injure (1).

The communication is the primary target. The technical quality of it is the secondary consideration. A person pushes (2) as high as possible within the reality of (1).

A being can take a lot of trouble with (2) to achieve (1) but there is a point where attempting (2) prevents (1).

If the ardours of (2) prevent (1), then modify (2), don't modify (1).

Perfection is defined as the quality obtainable which still permits the delivery of the communication.

Too much time on (2) of course prevents (1).

It is usually necessary to lower a standard from absolute perfection to achieve communication. The test of the artist is how little it is lowered not how high it is pushed.

A professional in the arts is one who obtains communication with the art form at the minimum sacrifice of technical quality. There is always some sacrifice of quality to communicate at all.

The reduction of mass or time or impedimenta or facilities toward the ability to render a result is the exact measurement of how much technical perfection can be attempted. The rule is if one is being too perfectionistic to actually achieve a communication, reduce the mass, time, impedimenta or facilities sufficiently low to accomplish the communication but maintain the technique and perfection as high as is reconcilable with the result to be achieved and within one's power to act.

No communication is no art. To not do the communication for lack of technical perfection is the primary error. It is also an error not to push up the technical aspects of the result as high as possible.

One measures the degree of perfection to be achieved by the degree of communication that will be accomplished.

This is seen even in a workman and tools. The workman who cannot accomplish anything but must have tools is an artistic failure.

«Art for art's sake» is a complete paradox as a remark. «Art for the sake of communication» and «Attempted perfection without communicating» are the plus and minus of it all.

One can of course communicate to oneself, if one wishes to be both cause and effect.

One studies art only if one wishes to communicate and the search for artistic perfection is the result of past failures to communicate.

Self improvement is based entirely on earlier lack of communicating.

Living itself can be an art.

The search for freedom is either the retreat from past failures to communicate or the effort to attain new communication. To that degree then the search for freedom is a sick or well impulse.

Searching for and discovering one's past failures to communicate an art form or idea about it will therefore inevitably rehabilitate the artist.

However, due to the nature of the Reactive Mind, full rehabilitation is achieved only through releasing and clearing.

How much art is enough art? The amount necessary to produce an approximation of the desired effect on its receiver or beholder, within the reality of the possibility of doing so.

A concept of the beholder and some understanding of his or her acceptance level is necessary to the formulation of a successful art form or presentation. This includes an approximation of what is familiar to him and is associated with the desired effect.

All Art depends for its success upon the former experience and associations of the beholder. There is no pure general form since it must assume a sweeping generality of former experiences in the beholder.

Artists all, to a greater or lesser degree, need comprehension of the minds and viewpoints of others in order to have their work accepted; since the acceptability of a communication depends upon the mental composition of the receiver. Scientology then is a must for any artist if he would succeed without heartbreak.

In any art form or activity one must conceive of the beholder (if only himself). To fail to do so is to invite disappointment and eventual dissatisfaction with one's own creations.

An artist who disagrees thoroughly with the «taste» of his potential audience cannot of course communicate with that audience easily. His disagreement is actually not based on the audience but on former abilities to communicate with such audiences or rejections by a vaguely similar audience.

The lack of desire to communicate with an art form may stem from an entirely different inability than the one supposed to exist.

Professionals often get into such disputes on how to present the art form that the entirety becomes a technology, not an art, and, lacking progress and newness of acceptance, dies. This is probably the genus of all decline or vanishment of art forms. The idea of contemporary communication is lost. All old forms become beset by technical musts and must nots and so cease to communicate. The art is the form that communicates not the technology of how, the last contributing to the ease of creating the effect and preservation of the steps used in doing it. A form's reach, blunted, becomes involved with the perfection alone, and ceases to be an art form in its proper definition.

A communication can be blunted by suppressing its art form: Example: bad tape reproduction, scratched film, releasing bits not authorized. This then is the primary suppression.

On the other hand, failing continuously to permit a non-destructive communication on the grounds of its lack of art is also suppressive.

Between these two extremes there is communication and the task is to attain the highest art form possible that can be maintained in the act of communicating. To do otherwise is inartistic and objectionable.

These, therefore, are the fundamentals of ART.

L. RON HUBBARD

FOUNDER

Revision assisted by

Maggie Sibersky

LRH Comps I/C

for the

BOARDS OF DIRECTORS

of the

CHURCHES OF SCIENTOLOGY

BDCS:LRH:MS:dr

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(Revisions in Script)

Remimeo
Vital data for
Tech Secs
Ds of P
HGC Training
Officers
Ds of T
Course
Supervisors
All Students
Tech/Qual

(Paragraph three under the ASSESSMENT section on page 4 of this HCOB has been revised to update and expand upon the use of Prepared Lists in handling cases.)

Keeping Scientology Working Series 26

OUT TECH

AND HOW TO GET IT IN

The term «OUT TECH» means that Scientology is not being applied or is not being correctly applied. When Tech is IN we mean that Scientology is being applied and is being correctly applied. By TECH is meant technology, referring of course to the application of the precise scientific drills and processes of Scientology. Technology means the methods of application of an art or science as opposed to mere knowledge of the science or art itself. One could know all about the theory of motor cars and the science of building them and the art of designing them and still not be able to build, plan or drive one. The practices of building, planning or driving a motor car are quite distinct from the theory, science and art of motor cars.

An auditor is not just a Scientologist. He or she is one who can apply it. Thus the technology of Scientology is its actual application to oneself, a preclear or the situations one encounters in life.

Tech implies USE. There is a wide gap between mere knowledge and the application of that knowledge.

When we say tech is out, we might also say «While that unit or person may know all about Scientology, that person does not actually apply it.»

A skilled auditor knows not only Scientology but how to apply the technology to self, pcs and life.

Many persons auditing have not yet crossed over from «knowing about» to «applying.» Thus you see them fooling about with pcs. When a skilled auditor sees a critical pc he knows BANG—pc has a withhold and pulls it. That's because this auditor's tech is in. Meaning he knows what to do with his data.

Some other person, who knows a lot of Scientology, has had courses and all that, yet sees a critical pc and then tries to add up everything he knows about pcs and stumbles about and then decides on a zero pc it's a new thing that's wrong that's never been seen before.

What's the difference here? It's the difference between a person who knows but cannot apply and a skilled technician who can apply the knowledge.

Most golfers know that you have to keep your eye on the ball just before, during and after you hit it. That's the basic datum of powerful, long drives down the fairway. So if this is so well known then why do so few golfers do it? They have arrived at a point of knowing they must. They have not yet arrived at a point of being able to. Then their heads get so scrambled, seeing all their bad drives which didn't go down the fairway, that they buy rabbits feet or new clubs or study ballistics. In short, not being able to do it, they disperse and do something else.

All auditors go through this. All of them, once trained, know the right processes. Then they have to graduate up to doing the right processes.

Observation plays an enormous role in this. The auditor is so all thumbs with his meter and unfamiliar tools he has no time or attention to see what goes on with the pc. So for 15 years lots of auditors made releases without ever noticing it. They were so involved in knowing and so unskilled in applying, they never saw the ball go down the fairway for a 200 yard drive!

So they began to do something else and squirrel. There was the pc going release, but the auditor, unskilled as a technician for all his knowledge of the science never saw the auditing work even though even the auditing done that badly did work.

Do you get the point?

You have to know your tools very very well to see past them! An auditor who squirrels, who fools about with a pc, who fumbles around and seldom gets results just isn't sufficiently familiar with a session, its patter, his meter and the mind to see past them to the pc.

Drill overcomes this. The keynote of the skilled technician is that he is a product of practice. He has to know what he is trying to do and what elements he is handling. Then he can produce a result.

I'll give you an example: I told an auditor to look over a past session

of known date on a pc and find what was missed in that session. Something must have been missed as the pc's tone arm action collapsed in that session and ever afterwards was nil. So this auditor looked for a «missed withhold from the auditor in that session.» The ordered repair was a complete dud. Why? This auditor did not know that anything could be missed except a withhold of the hidden overt type. He didn't know there could be an inadvertent withhold wherein the pc thinks he is withholding because the auditor didn't hear or acknowledge. This auditor didn't know that an item on a list could be missed and tie up TA. But if he did know these things he didn't know them well enough to do them. A second more skilled auditor took over and bang! The missed item on the list was quickly found. The more skilled auditor simply asked «In that session what was missed?» and promptly got it. The former auditor had taken a simple order «Find what was missed in that session» and turned into something else: «What withhold was missed in that session?»

His skill did not include applying a simple direct order as auditing looked very complex to him as he had so much trouble with doing it.

You can train somebody in all the data and not have an auditor. A real auditor has to be able to apply the data to the pc.

Importances play a huge part in this. I had a newly graduated darkroom photographic technician at work. It was pathetic to see the inability to apply important data. The virtues of ancient equipment and strange tricks to get seldom required effects were all at his fingertips. But he did not know that you wiped developer off your hands before loading fresh film.

Consequently he ruined every picture taken with any film he loaded. He did not know you washed chemicals out of bottles before you put different chemicals in them. Yet he could quote by the yard formulas not in use for 50 years! He knew photography. He could not apply what he knew. Soon he was straying all over the place trying to find new developers and papers and new methods. Whereas all he had to do was learn how to wash his hands and dry them before handling new film.

I also recall a 90 day wonder in World War II who came aboard in fresh new gold braid and with popped eyes stared at the wheel and compass. He said he'd studied all about them but had never seen any before and had often wondered if they really were used. How he imagined ships were steered and guided beyond the sight of land is a mystery. Maybe he thought it was all done by telepathy or an order from the Bureau of Navigation!

Alter-is and poor results do not really come from not-know. They come from can't-apply.

Drills, drills, drills and the continual repetition of the important data handle this condition of can't-apply. If you drill auditors hard and repeat often enough basic auditing facts, they eventually disentangle themselves and begin to do a job of application.

IMPORTANT DATA

The truly important data in an auditing session are so few that one could easily memorize them in a few minutes.

From case supervisor or auditor viewpoint:

- (1) If an auditor isn't getting results either he or the pc is doing something else.
- (2) There is no substitute for knowing how to run and read a meter perfectly.
- (3) An auditor must be able to read, comprehend and apply HCO Bs and instructions.
- (4) An auditor must be familiar enough with what he's doing and the mechanics of the mind to be able to observe what is happening with the pc.
- (5) There is no substitute for perfect TRs.
- (6) An auditor must be able to duplicate the auditing command and observe what is happening and continue or end processes according to their results on the pc.
- (7) An auditor must be able to see when he's released the pc and end off quickly and easily with no shock or overrun.
- (8) An auditor must have observed results of his standard auditing and have confidence in it.

CASE REACTION

The auditor and the Case Supervisor must know the only six reasons a case does not advance. They are:

- (1) PC is Suppressive.

(2) PC is ALWAYS a Potential Trouble Source if he Roller Coasters and only finding the RIGHT suppressive will clean it up. No other action will. There are no other reasons for a Roller Coaster (loss of gain obtained in auditing).

(3) One must never audit an ARC Broken pc for a minute even but must locate and indicate the by-passed charge at once. To do otherwise will injure the pc's case.

(4) A present time problem of long duration prevents good gain and sends the pc into the back track.

(5) The only reasons a pc is critical are a withhold or a misunderstood word and there is NO reason other than those. And in trying to locate a withhold it is not a motivator done to the pc but something the pc has done.

(6) Continuing overts hidden from view are the cause of no gain (see number 1, Suppressive).

The only other possible reason a pc does not gain on standard processing is the pc or the auditor failed to appear for the session.

Now honestly, aren't those easy?

But a trainee fumbling about with meter and what he learned in a bog of unfamiliarity will always tell you it is something else than the above. Such pull motivators, audit ARC Broken pcs who won't even look at them, think Roller Coaster is caused by eating the wrong cereal and remedy it all with some new wonderful action that collapses the lot.

ASSESSMENT

You could meter assess the first group (1) to (8) on an auditor and the right one would fall and you could fix it up.

You could meter assess the second group (1) to (6) on a pc and get the right answer every time that would remedy the case.

You have a C/S Series 53 which lists any general thing that can be aberrated in a thetan and you have a Green Form which covers the things bugging a case. Plus there are dozens of other Prepared Lists which are designed to handle various things that can be wrong in a case, an auditing action or a session. HCOB 29 April 80 PREPARED LISTS, THEIR VALUE AND PURPOSE, summarizes the various types of Prepared Lists and their use.

When I tell you these are the answers, I mean it. I don't use anything else. And I catch my sinning auditor or bogged down pc every time.

To give you an idea of the simplicity of it, a pc says she is «tired» and therefore has a somatic. Well, that can't be it because it's still there. So I ask for a problem and after a few given the pc hasn't changed so

it's not a problem. I ask for an ARC Break and bang! I find one. Knowing the principles of the mind, and as I observe pcs, I see it's better but not gone and ask for a previous one like it. Bang! That's the one and it blows completely. I know that if the pc says it's A and it doesn't blow, it must be something else. I know that it's one of six things. I assess by starting down the list. I know when I've got it by looking at the pc's reactions (or the meter's). And I handle it accordingly.

Also, quite vitally, I know it's a limited number of things. And even more vitally I know by long experience as a technician that I can handle it fully and proceed to do so.

There is no «magic» touch in auditing like the psychiatrist believes.

There is only skilled touch, using known data and applying it.

Until you have an auditor familiar with his tools, cases and results you don't have an auditor. You have a collected confusion of hope and despair rampant amongst non-stable data.

Study, drill and familiarity overcome these things. A skilled technician knows what gets results and gets them.

So drill them. Drill into them the above data until they chant them in their sleep. And finally comes the dawn. They observe the pc before them, they apply standard tech. And wonderful to behold there are the results of Scientology, complete. Tech is IN.

L. RON HUBBARD
FOUNDER
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

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REVISED & REISSUED 31 MAY 1980
(Changes not in Script)

Class VIII
Class III and
above

LIST CORRECTION—THE SHORT L4

(Only valid for a list recently done)

This list is the shorter version of the standard L4BRA. Its use is for sorting out the error in a current listing and nulling action or on a recently done L&N list. It contains the most common errors that foul up L&N actions. Its virtue is in its brevity which itself can increase results by pinpointing the error quickly, thus enabling the auditor to handle it quickly.

Assess the list M5.

If the situation does not resolve completely use an L4BRA.

1. WAS IT THE FIRST TIME ON THE LIST?

(Indicate and give pc his item.)

2. WAS THE LIST INCOMPLETE?

(Complete the list and give the pc his item.)

3. WAS THE ITEM BYPASSED?

(Locate which one.)

4. WAS THE ITEM SUPPRESSED?

(If so, the list may have to be nulled with Suppress, the nulling question being «On (item) has anything been suppressed?». Rehab the item by getting the Suppress button in on the item if necessary and clean it up and give it to the pc again.)

5. WAS THE ITEM INVALIDATED?

(If so, the list may have to be nulled with Invalidate, the nulling question being «On (item) has anything been invalidated?». Rehab the item by getting the Invalidate button in on the item if necessary and clean it up and give it to the pc again.)

6. WAS THE QUESTION MEANINGLESS?

(If so, check for MUs on the question. If question still meaningless indicate it to the pc.)

7. WAS THE LIST OVERLISTED?

(If so, indicate the list was overlisted. Get the item by nulling the list with Suppress, the nulling question being «On _____ has anything been suppressed?» for each item on the overlong list. Give the pc his item.)

8. WERE ITEMS THOUGHT OF THAT WEREN'T PUT DOWN?

(Add them to the list. Renuall the whole list and give the pc his item.)

9. WAS IT LISTED OUT OF SESSION?

(Reconstruct the list from recall and add the items to the list.

Get the item and give it to the pc.)

10. WAS THE ITEM DIFFERENT WHEN SAID BY THE AUDITOR?

(Find out what the item was and give it to the pc correctly.)

11. WAS THE ITEM NOT GIVEN TO YOU?

(Find what the item is, clean it up with Suppress and Invalidate and give it to the pc.)

L. RON HUBBARD

FOUNDER

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Remimeo
Class VIII
Level IV
Tech Sec
Qual Sec
Staff Auditor's
Hat

Keeping Scientology Working Series 32

CASE GAIN

COMPLETING LEVELS

Anyone who interprets "the real gains of a case consist of going up the levels" (which is true and was stated in order to prevent over-review) as meaning that the level a case is on is not to be conclusive or put the pc into good case condition, has a tech alter-is going.

The registrar can use "You need the next level" but when Tech or Qual buy this as an excuse not to run levels right or to get gains on any given level it's time to look this fact over HARD.

ANY LEVEL IS ITSELF CAPABLE OF STABLE CASE GAIN. If a level does not THEN THE CASE IS LOUSED UP ON EARLIER LEVELS and is a standard case of someone with a lower level out! This is all covered in Class VIII.

This is true of ARC Straight Wire and OT VI alike.

The rule holds.

Any level is capable of giving a stable case gain and if it does not THERE IS SOMETHING VERY WRONG with the way it or an earlier level was run. To chase a pc on up the levels to cure an outness on earlier levels is idiocy. It is WASTING AUDITING. It is a shabby excuse for not setting a case up to be audited or auditing badly.

To solve an earlier out tech situation one does not "give the next level".

If a pc ends up at Level II (or OT II) without a stable gain attained then the set-up of the case or the handling of is SOUR.

This is the most elementary situation in case repair. ANY LEVEL is capable of case gain and of being stable, the pc feeling good, etc. The drive to get the next level is very natural but when it becomes obsessive to get a case gain then it isn't the next level that's needed.

ARC Straight Wire is more tech than Man ever had before. It produces a stable gain. This is true of every level on up.

We have just had a PreOT whose case at every level "was going to be solved by the next level". People kept saying he "needed the next level" to solve his case. Bull.

He got all the way to OT II before I caught wind of it. He "had to have OT III" to solve his case according to the Qual Sec.

That case probably never made ARC Straight Wire! One or more earlier levels or ruds or 7 cases are out. That's the trouble with that case.

If you now let him go on to OT III he'd cop it.

The tech you are handling is capable of giving spectacular gains at every level.

If it does not then the case has missed somewhere, comes under 7 resistive cases or out ruds or one or more missed or overrun levels. This is one of these things which seems to have been going around ("needs the next level to solve his case") for some time without my finding out about it. Sure they need their next level. But do they have their levels up to where they are? If they aren't in good shape at the end of any one level then there's a miss on the case and it must be repaired by standard tech.

L. RON HUBBARD

FOUNDER

LRH:hk:ei:rd:iw

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Remimeo
Registrar's
Hat
Ltr Reg Hat
OES Hat
Tech Sec Hat
Qual Sec Hat
Dir Success
Hat
Dn C/S
Checksheet

Keeping Scientology Working Series 17
HANDLING WITH AUDITING

There is no reason or excuse not to actually HANDLE a pc's desire or complaint with auditing.

By handle is meant finish off, complete, end cycle on.

To give you an idea of the reverse—in admin we sometimes find terminals that refer despatches to others, let them drift, give excuses why not. This all adds up to NOT HANDLING. This is the basic reason for DEV T (Developed, meaning excessive, traffic). Like the stationery company writes somebody in the org to please specify the number of sheets wanted. So whoever's hat it is refers it to somebody else who refers it to another who fails to answer. In this way, the org can look industrious while accomplishing nothing. Nobody HANDLES it.

You can get a similar situation going with pcs. Nobody HANDLES the pc. And if you keep this up, your whole area fills up with unhandled pcs, the org's reputé goes down and stats eventually crash.

The org is being paid to HANDLE pcs. It is not being paid to put them off or explain or let them drift away.

Here is an example from the early 1960s. An org had it going that anybody who was feeling bad and demanding help got a review. The review consisted of a Green Form to F/N. While this would clean up an ARC Brk or PTP or a poor prior session, it sure wasn't about to remedy a feeling of nausea. So a pc would come in with a feeling of nausea. He would be sent to Review, get a Green Form and F/N on an ARC Break. Then Review would shrug off the fact that the pc was still nauseated by saying all it could do was a GF! In short, it wouldn't handle the pc.

Another recent case—pc with migraine headaches. Got some (evidently poor) Dianetic Auditing. No change. When the pc's friend complained, he was told it was «the illegal life she was living» and no action was taken. So the pc went to another org and there they refused auditing due to painkillers (instead of waiting 2 or 3 days until it wore off).

These are cases of NOT HANDLING.

The idea of non-handling can also go into fees. A pc once paid a Franchise for auditing to be done in an org. The Franchise did not forward the fee so the org sent the pc back home.

Service and HANDLING are the same thing. When you give service you handle.

There are thousands of ways of not handling. Letting backlogs occur in Tech and Qual is probably the most serious to org income and to field rep. Also if a person is goofed up in Tech he probably is suffering and to be put off in Qual for any reason at all is a severe blow to the org. A 3 hour Qual backlog is too long.

So, part of HANDLING cases is HANDLE N - O - W !

I recall a Qual backlog I once found of 10 pcs. They were of all varieties—but the main fault was just nobody had the idea except the pcs that they should be handled NOW. And HANDLED. I sat down and did four of them in the next four hours and grabbed off auditors from Admin and Exec areas and handled the rest. Within 6 hours of finding this backlog, they were all HANDLED, happily, finally and wholly satisfied.

What was required was (a) a determination to handle cases, (b) a surety they could be handled and (c) the actual handling. All three points are needful.

Only two things prevent the above. When the help factor is low in the org or its auditors, there is no real determination to handle cases. A commercialism enters where the payment of the money is more interesting than the delivery of the service. This is self-defeating. One has to have the money but one won't continue to get money unless one is vitally interested in actually delivering service—which means actually handling the cases.

The certainty that one can handle case, depends in the main upon good training and exact application of the technology. There can be an awful lot of tech to apply but the point is to apply the tech that is applied with exactness. «Squirrelling» is not really different processes—it is careless, incomplete, messed up auditing procedure. An auditor auditing a process that reads with excellent TRs to an F/N with good indicators seldom has any loses. But even given good procedure, one occasionally gets a lose. This tends to reduce one's certainty that he can get a result on a pc. Usually it isn't one's own pcs that cause this—it's hearing about some pc who didn't get a result, but not hearing the whole story.

If one's command of the subject of auditing is poor he doesn't recognize why there was a lose. A pc lies about having eaten or slept or is being audited on someone else's determination or some such thing and because of these, the pc gets a lose. This causes the auditor to have a lose.

Some auditors can get 20 wins and 1 lose and then mourn only about the 1 lose.

What is missed here—with pc loses—is that it is almost always a short-term lose. They lost in this one but nobody thinks to KEEP AT IT WITH DIANETICS AND SCIENTOLOGY UNTIL IT'S A WIN.

I've seen somebody audited for years before he finally and forever lost his chronic trouble. He would get better and then relapse, never quite so bad. And finally he recovered totally.

So there must be some idea extant amongst auditors that all «wins» in auditing must be fast, total and appreciated volubly. This isn't always the case. In fact, it is in the minority.

So an auditor's and an org's certainty should depend only on being certain of eventual permanent result and to be very extra happy when it is fast, total and appreciated.

To handle a case one keeps at it. So the pc got an intensive. So the pc wasn't handled in that intensive. Well, one doesn't just dust it off and say that's it forever.

The Case Supervisor looks harder and gets the Registrar to get more auditing bought.

If Dianetics didn't handle, Scientology will. If this process didn't handle completely, that process may.

This is the winning attitude. I know one case that's still goofed up after a decade. The medics put a steel pipe in his leg bone. He won't get it taken out and insists on auditing only. So every few months somebody tries again. Sooner or later this case will be handled. The point is to keep trying to handle, not dream up reasons it can't be.

Auditor, brought up with the idea that 5 hours of auditing should always resurrect a decayed corpse haven't been brought up right. Some SP around them has been making demands of the subject and auditing that BUILD IN LOSSES.

Girl with migraine, 15 hours of Dianetics, still has migraine. Okay. So we don't brush her off. We get her to buy a good long Scientology intensive and do a full «GF 40». Still has migraine. So we now do another Dianetic Intensive.

We don't mislead her. We say, «Okay, you want to get rid of your migraine. So we'll stay with you if you'll work along with us as long as it takes. It might happen fast, it might happen slow. You might have to go all the way to OT Grades. But we'll try all the way.

A Registrar that promises instant miracles is cutting the Tech Sec's throat and the GI as well!

The condition can be handled. The whole point is, for the good of the pc and the org it eventually must be handled.

There are literally thousands of processes and approaches available for use.

The pc expects the condition to be handled. So one way or another one gets the pc handled. To do otherwise is to court disaster for the org.

Now and then a pc gets away, nearly always because of errors that get the pc upset with the subject of auditing, never when the org wasn't still trying to handle. A session was goofed and not repaired, somebody in the org inferred the condition couldn't be handled, that's the sort of thing that loses pcs.

Keep on trying to handle and you will succeed.

Auditing is remarkable enough already not to cripple it by leading pcs to expect instant results every time.

But the main point is, you audit a pc with Dianetics and Scientology until the pc's case is handled.

And sooner or later, it will be.

L. RON HUBBARD
FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
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Remimeo

C/S Series 6

Keeping Scientology Working Series 20

WHAT THE C/S IS DOING

In DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH considerable stress is placed on the words and phrases in engrams. This is still functional. However as I did further research I found that (a) many pcs were unable to get the words in the engram and (b) the apparent force of the words was derived wholly from the pain, emotion, effort contained in the engram. In Standard Dianetics the words in an engram play no major role in the auditing.

The use of the words to de-aberrate and concentration on phrases in engrams is valid but junior in force to the pain, misemotion, etc. in the engram. Thus if you run out the force the words drop into insignificance. This is often how the pc gets cognitions: the words and meaning concealed in the engram are changing value and devaluating. The pc can then think clearly again on a subject previously pinned down by the force. Get the force out and the words take care of themselves and need no special handling.

The meaning of things plays a secondary role in processing to forces.

Thetans find counter-forces objectionable. Almost all chronic (continual) somatics have their root in force of one kind or another.

In that the handling of things with bodies involves force to greater or lesser degree, incapability and derangement of mental values is proportional to the thetan's objection to force.

This objection descends down to a wish to stop things. It goes below that into overwhelmedness in which propitiation and obsessive agreement manifest themselves.

LOW TAs

The low TA is a symptom of an overwhelmed being.

When a pc's TA goes low he is being overwhelmed by too heavy a process, too steep a gradient in applying processes or by rough TRs or invalidative auditing or auditing errors.

A low TA means that the thetan has gone past a desire to stop things and is likely to behave in life as though unable to resist real or imaginary forces.

HIGH TA

Chronically high TAs mean the person can still stop things and is trying to do so.

However, all one has to do is restimulate and leave unflat an engram chain to have a high TA. High TA is reflecting the force contained in the chain.

An «over-run» means doing something too long that has engrams connected with it which means an engram chain with too many engrams on it being restimulated by life or auditing. Hence Over-run.

If this overrun persisted unhandled eventually the pc would be overwhelmed and one, in theory, would have a low TA.

MENTAL MASSES

Mental masses, forces, energy are the items being handled by the C/S on any pc.

If the C/S loses sight of this he can wander off the road and go into the thickets of significance.

Engrams, secondaries, locks all add up to mental masses, forces, energies, time, which express themselves in countless different ways such as pain, misemotion, feelings, old perceptions and a billion billion thought combinations buried in the masses as significances.

A thetan can postulate or say or reason anything. Thus there is an infinity of significances.

A thetan is natively capable of logical thought. This becomes muddled by out-points held in by mental forces such as pictures of heavy experiences.

As the masses and forces accumulated and copied from living build up, the logic potential becomes reduced and illogical results occur.

PC SEARCH

The pc is continually searching for the significance of a mass or force - what is it, why is it.

The C/S is easily led astray by this.

All forces in the bank contain significances.

All forces can be unburdened and lightened up by the various procedures of auditing.

The search of the pc is for significance.

The action of the C/S is reduction of forces.

THE E-METER

The E-Meter records what force is being discharged in every slash, fall and blowdown. The amount of TA per session is the C/S's index of gain.

Note that a discharged process no longer gives TA and gives case gain.

The amount of significance recovered or realized by the pc only shows up as cognitions.

As the TA works off the case, then one has two indicators:

1. There is needle and TA action.
2. The pc cognites.

One shows that force is coming off. Two shows that thought is releasing from force.

BACKWARDS C/Sing

If a C/S processes toward significance only he will get cases that do not progress.

The needle action detects not so much significance as where the force is.

Diving toward significance the C/S winds up shortening grades, looking for «magic one-shot buttons» and overwhelming cases by shooting them on up the grades while levels remain loaded with force.

RELIABLE INDICATORS

When a pc gets no more TA action on Level I he will have made Level I and will know it. He will therefore attest to «No problems».

The reliable indicators are TA action and cognitions while a level is still charged.

Diminished TA action and cognitions mean the purpose of the level has been reached.

A feeling of freedom and expansion on a subject is expressed in a normal TA and a loose needle.

The pc will now attest to an ability regained.

F/N ABUSE

To process only to F/N and even chop off the cognitions on a process abuses the indicator of the F/N.

You can find many pcs who bitterly resent F/N indications. They have been:

- A. Not run on all the processes of a level;
- B. Still have force on the subject;
- C. Were chopped off before they could cognite.

The ARC Break in this is UNFINISHED CYCLE OF ACTION.

The proper End Phenomena for a process is F/N Cognition VGIs. Now look at that carefully. That is the proper end phenomena of a PROCESS. It is not the end phenomena of a LEVEL or even of a TYPE of process.

Let us say there are 15 possible Scientology processes for orienting a pc in his present location.

To run one of these 15 and say, «F/N that's it. You're complete.» is a Quickie impatient action that rebounds on the pc eventually. If there are 15, run 15!

Possibly the pc on no. 12 will cognite he's really right where he is.

Only then could you cease to work at it.

An F/N Cog VGIs tells you a process is finished, not a whole class of actions!

Thus 2 ½ minutes from 0 to IV is not only impossible, it is murderous.

It will result in an overwhelm, a low TA or a high TA eventually.

Level I says, amongst other things, «Problems Processes». There are certainly half a dozen. Each would be run to F/N Cog VGIs. When these and the other processes of the Level are run, the pc will come to have no further reaction to problems and will be able to handle them.

A cognition on lower levels is not necessarily an ability regained. Thirty or forty cognitions on one lower level might add up to (and probably would) the realization that one is free of the whole subject of the level.

It is safe to run more processes. It is unsafe to run too few.

PC ABILITIES

It is not enough for the pc to have only negative gains of deleting force.

Sooner or later he will have to begin to confront force.

This comes along naturally and is sometimes aided by processes directly aimed at further confront. «What problem could you have?» sooner or later is needed in one form or another.

What force can the pc now handle?

All auditing in a body—and any living in a body—makes a being vulnerable. Bodies break, suffer, intensify pain.

Sooner or later a pc will go Exterior. The Interiorization Rundown must be ordered as the next action or you will have a pc with a high TA. 2-way comm Ext-Int must be given in a following session (not the same one) so the full cognitions will occur.

After this the pc is less subject to the body and his ability to confront force will improve.

Do not be too worried or surprised if after this the pc has some minor accident with the body. Exterior he forgets its frailty. However, such things are minor. He is «learning how to walk» a new way and will run into chairs! He gets this figured out after a while.

Pcs sometimes improve their ability to handle force while interior so as to have mysterious headaches or new body pressures. Inevitably they have been exterior and need Interiorization run. They were just using too much force while still inside!

Thus force is the thing, significance very secondary.

Force of course is made up of time, matter, energy, flows, particles, masses, solids, liquids, gasses, space and locations. All this gets inherently handled in processes published long since.

The pc tends to dive for the thought imbedded in the force. He will tell you he's being processed to find out who his parents were or why he is sterile or who did him in, etc., etc. The C/S who chases after this is a deerhound illegally chasing mice!

C/S PURPOSE

The C/S is there to make certain that the pc makes gains and attains the actual abilities of the level.

The C/S is for the pc.

C/S auditor control exists only to keep the auditing standard, the TRs good, the processes ordered done and to End Phenomena each one.

No other reasons for C/Sing exist.

L. RON HUBBARD

FOUNDER

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C/S Series 9

Keeping Scientology Working Series 10

SUPERFICIAL ACTIONS

One of the reasons Scientology tended toward disuse in the late 1960s was not its workability. It was a growing cultural disinclination to do things thoroughly.

«Fast, quick results» was interpreted as seconds or minutes. In old psychotherapy as practiced in the 18th Century it required ONE YEAR of weekly consultation to see if anything could be done about a case and FOUR MORE YEARS to produce a meager superficial result. Compared to that two or three hundred hours of processing was nothing.

As we began to dominate this field in terms of persons handled and results obtained, psychiatry invented «instant psychiatry» by which no result was gotten in no time.

SPEED became the primary consideration of the culture. Jet planes, fast cars «saved time». But an old Chinese, when told by a driver that he had saved 4 minutes in speeding back from town asked, «What are you going to do with the 4 minutes?»

Time itself is a basis of aberration. Dropping time out is the consideration of factory managers of production lines as «the faster something can be made the more you have of it». But look at this again. Something can be done so fast it isn't done at all! The difference between a very fine camera and a cheap one is speed of manufacture. Cheap cameras don't get their parts carefully machined or matched—they don't fit together—they break, cease to work. A fine Run can be told by the lack of tool marks on the hidden places. A cheap gun's inner bolt is a mess of scars. It isn't smooth in operation. It didn't take much time to make but it also jams and freezes up when you try to use it. Maybe you've heard of «hotter than a 2 dollar pistol». A 2 dollar pistol is «hot» because it's so quickie made it usually blows up and blows off a hand.

There is a point where SPEED is simply a cover for a cheap worthless product.

Let us take a filthy room. A lazy housekeeper comes in and sweeps a few bits of dust under the carpet, leaves soot all over the windows and garbage on the mantle and says it's clean. Somebody else not afraid of work spends an hour at it and leaves a really clean room.

SHORT PGMS

A short pc program is economically and efficiently for the birds.

In the first place a C/S has to know the extent of his tech will to be able to think up light processes in quantity.

It one heard a C/S say, «But I don't have time to spend an hour doing a long program for the pc,» one is listening to something peculiar. If one spent an hour or two doing up a real long 20 action program to repair the pc, then for the next 20 C/Ses it takes only a few minutes to look over the session and order the next action on the list.

If one had no program one would have to study the folder each time. One actually saves C/S time by doing long programs both to repair and to get the pc back on the Class Chart where he'd gotten to.

Further, auditing is sold by the hour and it WASTES money and income and pcs to short program them.

«Yes but we sell result! If we can get 200 pcs done in 100 auditing minutes we would make #18,233 clear profit.....»

Well the cruel answer to that was when orgs began to do that on lower grades they didn't attain the result on the pc and stats went DOWN!

Power was once priced against the fact of 50 to 100 hours of auditing. It retained the price and by cutting out all End Phenomena or real gain it was at last being given in 20 minutes. And after just so many years of this economic dishonesty, SHs crashed! They had sold out the real value of the product for a quick buck. The «field» became «ARC Broken» and few takers came to an SH. It is a very long hard road back. And it is very costly one.

«Quickie Grades», instead of making fortunes for one and all, crashed the whole Scientology network.

BECAUSE QUICKIE RESULTS ARE LAZY AND DISHONEST.

Let's just face up to the facts of life!

Selling out the integrity of the subject for a buck wrecks the subject.

SUCCESS

The real stat of an org is Success Stories.

Honest grades and time spent in C/Sing and in auditing to obtain them add up to success for the individual, the org, its field, the country and the planet.

The time it takes to process somebody is how long it takes to get each single result available. It is not how slowly or quickly it is done. A book is not a good book if it takes 7 years to write. And a bad book isn't always written in 2 weeks. It takes as long to write a good book as you get a good book. The result is the result and TIME IS JUST AN ENTERED ARBITRARY.

A person who overwhelms at Grade IV is an easily overwhelmed person. It might take 50 hours just to repair the case and the person's life. That might be 20 or 30 steps on the program.

If the C/S can't dream up 8 or 9 ways to repair past auditing and 15 or 20 ways to repair a life, then it's time to go back and read THE ORIGINAL THESIS, EVOLUTION OF A SCIENCE, DMSMH, 8-80, 8-8008 and listen to a hundred or so SHSBC tapes.

«Yes, but I have no time to _____ .» Well, that's also saying «It can't be done well.»

But there is time. If anyone looked over his area he would be able to throw out the time-wasting actions if it comes to that.

«Look. I'm the C/S, the D of P and have to audit 3 _____ .»

That's a statement that the job has already been done so badly that no persons show up to take over the extra hats! And the no-result programs cripple the economics and that becomes no help.

I have seen Mary Sue take over an HGC that had tons of unsolved cases and too few auditors and have watched her solve one case at a time and within 2 weeks have 35 auditors and no backlogs and in six weeks no unsolved cases! She was using the «old», «historical», «background», «we don't use them anymore» processes!

So it not only can be done, it is the thing to do.

That org's stats soared. It became solvent. It ran at a high run and was a happy org.

SICK PCs

When there are sick people on a list one doesn't just «give a Dianetic Assist» and send to a doctor and write them off.

If one knows his tech, there was a reason the person got sick. One also knows a sick person goes into overwhelm easily.

One can do a touch assist, a contact assist, two-way comm, ruds on the accident, ruds before the accident, Dianetic Assist, medical treatment, life ruds, HCOB 24 July '68, two-way comm on suppression, 3 S & Ds, assessment for area of illness, prepcheck on area, ruds on area, hello and okay with the affected area, reach and withdraw from area, two-way comm, recall on persons similarly ill, location of the postulate that caused it with itsa earlier itsa, prepcheck on the body or its part, more HCOB 24 July '69, more ruds, assessment of failed purposes, two-way comm on the sickness.

That's not a program. It's just a helter-skelter list of a lot of things to do. It would not greatly matter what order they were done in but lighter actions should be the earlier. And in a program auditing repair comes before life repair.

EXPECTANCY

Now if a C/S or an auditor has a magical complex, he expects ONE process to run a person from wog to OT VI and in ONE minute.

The missing knowledge is «gradient scales». Stairs and ladders have steps and rungs. It takes TIME to climb a tower.

The magical complex thinks of processes as incantations or charms. A person C/Sing would always be trying to find THE process the Pc should be run on. The think is that THE process, once discovered, would take no time at all and the pc would magically become well!

Pardon me, but that's pure goofiness.

And it would set the C/S up for constant FAILURE.

One sees such a person scrambling through processes, trying to guess «which one which one which one. Oh there's one! Now we run it for 3 minutes on the pc. Oh dear. It didn't work. He isn't well. Let's see what's here still. Scramble scramble. Oh, here's one. This green paper is probably the right color. Auditor! Run this on the pc. Oh dear, it didn't work. He isn't well yet. So! We will take these 5 major processes and run them all in one session and add six grades. Do that! Do it! It's a desperate situation. Oh dear, the pc blew. Well I guess the subject doesn't work or I'm a failure»

That is NOT how one should C/S.

If a workman was supposed to cure an ox hide and was told salt would do it and he had a magical complex, what would he do. Well, he might take a small salt shaker and sprinkle the corner of the hide (thinking the right thought) and find that the hide rotted in a few days. He could then conclude salt didn't cure ox hides. If someone kept hammering at him to cure ox hides with salt and he kept sprinkling the corner (knowing it wouldn't work) he'd get a very odd idea about his orders! But who would suspect that this workman thought it was magic! An honest rubbing of salt all over and into the ox hide is the meaning of «salt will cure ox hides»!

But that would take work. It would take TIME! It would have to be honestly and thoroughly done. But one would have cured ox hides and gotten shoes and a profit and pay and everything for one had a product.

Magical thought in auditing isn't likely to give anyone a product of really able people!

SHORT-CUTTING PROCESSES

Processes can be short-cut as well as programs.

Take an early (means basic, useful, useable) version of Rising Scale.

There are 18 pairs. Each pair should be run to F/N, Cog, VGIs.

An auditor told to run Rising Scale can run along the 18 pairs until one F/Ns. And leave it.

The process has been short-cut. And with that shortcut went its ability to restore fertility:

So one hears Rising Scale will sometimes restore fertility or change eyesight. Orders it done. It is done to 1 F/N. No real result occurs.

Or take Dianetics. Dianetics can be chopped «to save TIME». First feeble flutter of an F/N, no Cog, no VGIs, auditor barking «Did it erase? Did it erase?» Final result, no real gain. There goes the subject. Half an hour to run chain, no extra 30 seconds for the real F/N, the Cog, the VGIs.

SO ONE WASTES A RESULT FOR THE SAKE OF SAVED TIME.

THE AGE

It is a symptom of the age that there is no time. But in the Data Series

PLs one finds that «omitted time» is a basic insanity.

That a body lives only about 70 years puts an awful limit on Man.

Man's Empires endure at most only about 300 years if that.

70 years is not enough time to make a real career and 300 years is not enough time to even groove in a civil service.

Man pays for it with poor lives and rotten governments.

But it doesn't take 70 years or 300 years to process a pc. A year maybe up to homo novis. A few years to OT. Even traveling it casually slow.

25 hours to repair someone's life and 50 to 100 hours to get him up to no somatics with Dianetics is pretty satisfactorily fast.

What's this take? A week to repair. 2 to 4 weeks for full Dianetics. At 25 hours a week. That's very little.

And it's enough to tell him to get trained so he can have all he wants.

SPEED LIABILITY

When speed is the consideration, not results, you get a very cheap camera or car. And you can expect it to fall apart very soon. You also get a cheap reputation.

We are in the Leica and Cadillac and Rolls Royce product class without trying.

Why settle for «Quickie Grades»?

You get no students that way and that's the heavy org income. You get no expanding field. And you won't ever get a cleared planet.

We've learned all this the hard way. So let's not let it go unheeded.

The place to handle the situation is with C/Sing.

And to gain the co-operation of C/Ses to make results real results by insisting that speed is the fast road to poverty in the long run.

If the C/S burden is too heavy, start pushing training. Then you'll get help.

Honest C/Sing gives an honest result.

It takes as long to correct a case as it takes. It takes as long to make a person well as it takes. It takes as long to get a real lasting grade result as it takes.

And that's a lot longer than the time spent on it in the late 60s.

ALL pcs «have to be OT tomorrow». Why let them C/S their case by demanding it only take 2 minutes?

Self C/Sing is no more effective than self auditing.

Registrars as well as pcs try to grab the C/S hat. «I will sell you a marital intensive because you have such a bad cold.» And Execs, «Run this staff member on money.....»

Well, a C/S's hat is the C/S's. And he should wear it for honest results. And damn others trying to C/S and wreck his job.

THERE ARE NO CONSIDERATIONS WHICH FORGIVE ANY RESULT THAT IS NOT THOROUGH AND HONEST FOR EVERY PROGRAM OR GRADE.

L. RON HUBBARD

FOUNDER

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HCO BULLETIN OF 25 JUNE 1970RB

ISSUE II

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(Revisions in Script)

Remimeo
C/Ses
Tech
Qual
Keeping
Scientology
Working
Technical
Checksheet

(This bulletin has been revised to give additional references for handling cases who have had «Quickie» Grades; to delete the reference to expansion of the Non-Interference Zone in regard to Dianetic Clears, as this was misinterpreted by some to mean no Grades could be run on a Dianetic Clear whereas it is Dianetics that is not to be run on Dianetic Clears; and to update the bulletin and include it in the Keeping Scientology Working Series.)

C/S Series 12RB

Keeping Scientology Working Series 9

GLOSSARY OF C/S TERMS

REFERENCE:

HCOB 5 Apr 77 EXPANDED GRADES
HCOB 24 Sep 78 III DIANETIC CLEAR
HCOB 22 Jun 78R NED Series 2R
NEW ERA DIANETICS FULL PC PROGRAM OUTLINE
THE CLASSIFICATION, GRADATION AND AWARENESS CHART
HCOB 1 Dec 78R PROGRAMMING THE DIANETIC
CLEAR FOR HIS NEXT STEP
HCOB 23 Jun 80 CHECKING QUESTIONS ON GRADES PROCESSES
HCOB/PL 27 Aug 80 Keeping Scientology Working Series 21
EXAMPLES OF QUICKYING AND FALSE DECLARES
HCOB/PL 28 Aug 80 Keeping Scientology Working Series 22
HOW TO HANDLE THE QUICKIE IMPULSE
HCOB/PL 29 Aug 80 Keeping Scientology Working Series 23
HOW NOT TO MISS OUT ON GAINS
FROM YOUR AUDITING
HCOB/PL 30 Aug 80 Keeping Scientology Working Series 24
WINS, «STATES» AND GRADE CHART DECLARES
HCOB/PL 31 Aug 80 Keeping Scientology Working Series 25
PROGRAMMING AND HANDLING CASES WHO
HAVE BEEN QUICKIED OR FALSELY DECLARED

When this bulletin was first issued in 1970, the RECOVERY PROGRAM included:

The pack of LRH EDs 100 INT 10 May 70 LOWER GRADES UPGRADED

102 INT 20 May 70 THE IDEAL ORG
103 INT 21 May 70 FAST FLOW GRADES CANCELLED
104 INT 2 Jun 70 AUDITING SALES AND DELIVERY PGM NO. 1
106 INT 3 Jun 70 WHAT WAS WRONG
107 INT 3 Jun 70 ORDERS TO DIVISIONS
FOR IMMEDIATE COMPLIANCE
10 SH 6 Jun 70 SH PCS
108 INT 11 Jun 70 AUDITING MYSTERY SOLVED
101 INT 21 Jun 70 POPULAR NAMES OF DEVELOPMENTS

which comprised the program to recover full use and results of EXPANDED LOWER GRADES.

(With the revision and reissue of this bulletin in 1980, LRH EDs 106R INT and 107R INT have been updated and reissued. A new Classification and Gradation Chart is being issued and the full Keeping Scientology Working Series is being released, all of which are to be used to again recover and maintain full use and results of EXPANDED LOWER GRADES.)

PROGRESS PROGRAM:

What was called a «Repair Program» on the first issue of the C/S Series (HCOB 24 May 70, now HCOB 23 Aug 71, C/S Series 1, AUDITOR'S RIGHTS) has since been renamed a PROGRESS PROGRAM. It has been found that case gain which has not been earlier achieved can be consolidated by a PROGRESS PROGRAM. It can take 25 hours or more, and can be done by any Classed Auditor who is qualified to run the needed processes, as long as it is C/Sed by a qualified C/S who has also starrated the C/S Series and the HCOBs referenced at the beginning of this issue. The PROGRESS PROGRAM is quite a technical development in itself. It is the answer to a pc who had «Quickie Grades» and didn't actually reach full abilities in earlier Scientology auditing. It is followed by an Advance Program which follows below.

ADVANCE PROGRAM:

This is what was called a «Return Program» in the first issue of C/S Series 1. The name has since been changed from «Return» to «Advance» as more appropriate. It gets the pc really up to where he should be. It may take 50 hours or more.

EXPANDED LOWER GRADES:

Pcs won't like being told they «have to have their lower grades rerun». Actually that's not a factual statement anyway. The lower grades harmonic into the OT Levels. They can be run again with full 1950-1960 to 1970 processes as given on the Saint Hill courses all through the 1960s. These are now regrouped and sorted out and are called EXPANDED LOWER GRADES. See also HCOB 5 Apr 77, EXPANDED GRADES and HCOB 22 Jun 78R, New Era Dianetics Series 2R, NED FULL PC PROGRAM OUTLINE. There are no Dianetic or Scientology single or «Quickie» lower grades anymore.

DIANETIC CLEAR:

The state of Clear can be achieved on Dianetics.

It is not however attained by feeding people cognitions; Clears are made through auditing.

A Dianetic Clear must not be run on engrams, R3RA or any version of R3R or Dianetics.

After Dianetic Clear, you can and must run Grades 0-IV if the pc has not yet had Scientology Grades. You do not run the pc on the R3RA section of the new Service Fac handling, however. He can be given Touch or Contact Assists (as can Clears and OTs), but not a Dianetic Auditing Assist nor any Dianetic auditing.

A Dianetic Clear does the Purification Rundown and the Survival Rundown if he has not had these. He is given the Scientology Drug Rundown (unless he has previously completed a full NED Drug Rundown or other Dianetic Drug Rundown). He is run on Expanded ARC Straightwire and Expanded Grades 0-IV, to full Ability Gained for each Grade not previously standardly declared.

When each Grade has been fully handled to Ability Gained, the next step is the Solo Auditor Course at a Saint Hill or Advanced Org.

A Dianetic Clear is not run on Power, R6EW or the Clearing Course, but, upon completion of the Solo Auditor Course, goes directly onto OT 1.

CLASSIFICATION CHART:

This chart «Classification and Gradation Chart» has been reissued many times.

All issues are more or less valid. All the processes listed in the Processes Run Column and more are used in Expanded Lower Grades. The chart is valid.

QUICKIE GRADES:

Persons were too demanding to be done quickly. On many cases these grades as given were valid but a large number of cases needed Expanded Lower Grades. 20 minutes from Grade 0 to IV and 5 minutes Power was far more than many could stand up to. These and all others who haven't fully made it need a PROGRESS PGM and an ADVANCE PGM «to pick up all the latent gain they missed».

DIANETIC PCS:

Dianetic pcs should be audited on New Era Dianetics until no somatics, then go up through ... Expanded Lower Grades to Power, R6EW, Clearing Course and OT Levels.

TRAINING:

Any pc who has trouble needs training and the amount of time required in Expanded Lower Grades and so on makes it cheaper to be trained.

L. RON HUBBARD
FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 AUGUST 1970R

REVISED 22 SEPTEMBER 1980

Revised and Reissued as part of
Keeping Scientology Working Series.
(Revisions in Script)

Remimeo
Tech
Qual
C/Ses
Class VIII
Checksheet
Class VIII

(Only revisions are under Quickie Grades and Actions, second paragraph, «OT IV» to «Grade IV», to align with the discovery that one must not run Dianetics on a Clear or OT, and in fifth paragraph, same section, to align with New Era Dianetics.)

C/S Series 17R

Keeping Scientology Working Series 15

INCOMPLETE CASES

OVERSHOOTING and UNDERSHOOTING are two very defeating errors in C/Sing.

OVERSHOOTING would be defined as going beyond a completion or completing a completion.

In such a circumstance the pc for instance reaches an F/N VGI point in Review and then the C/S decides to handle the case in Review.

Example: 2 or 3 sessions have been goofed. Review patches them all up to F/N VGIs all okay. Then a C/S C/Ses to Review the case to repair the errors. The case feels invalidated, caves in, needs further repair.

I have seen more than one folder where this cycle has been done three times!

In one of these an action had to be taken to patch up a goof so the pc could go back onto a grade. The goof was patched up to F/N VGIs. The correct action would have been to put the pc back on the incomplete grade. But no, a new Review cycle was laid out, audited, pc caved in. A new cycle to repair this was entered in upon. It was successful. The pc got F/N VGIs at Exam. The C/S ordered a new Review of the case, the case caved in, was then patched up and finally got an F/N VGIs. And was ordered to be reviewed.....

Studying what was wrong with the cases I found the above. I ordered an assessment of a list, got «unnecessary actions» and got the cases back onto the incomplete cycle of the grade and they did fine.

This can be done with a grade. It was the fault of early Power.

UNDERSHOOTING would be to leave a cycle incomplete and go off to something else.

Example: Case sent to Review or given a Review session to repair goofs. One goof is handled but there are three to handle. Case returned to the grade before being set up.

This can be so bad that the case never made any grade at all.

The modern Repair (Progress) Pgm as outlined in this C/S series takes care of this.

QUICKIE GRADES AND ACTIONS

Quickie grades left us with a totality of incomplete cases.

You look over a folder and you see the pc at «Grade IV». The folder is thick. He has had lots of auditing. He has aches and pains, problems, makes people wrong.

Probably he could be audited for another thousand hours without ever coming right! Unless there was an orderly program to complete his case level by level on the Class and Grade Chart.

It would take a Repair (Progress) Pgm and then an Advance Pgm that included each grade to completion.

He would have to have his ruds put in, any flubs at once handled session to session, just to complete Dianetics. Finally, his chronic somatics gone, he would simply F/N on the Health Form (now the Original Assessment Sheet) and you would have a well and happy pc who remained that way. That would complete his Dianetics with his attestation.

And so on right on up the Grades, each one done fully to the voluntary declare for that grade as per the Grade and Class Chart.

In doing Dianetics, Grades, etc. you still have to get in ruds and handle the case so it is set up for each major action and repair the flubs at once when they occur.

While completing an action you have to keep the case running, not audit over ARC Brks, PTPs, W/Hs and flubs.

The best answer is NO FLUBS. But when they occur they must be repaired in 24 hours.

When repaired (and not re-repaired and re-re-repaired with overshoots) you get the case back on the same cycle that was incomplete.

COMPLETE CASES

A case is not complete unless the lowest incomplete Grade Chart action is complete and then each completed in turn on up.

As you look over current folders who have had years of auditing, some of them you generally don't find any completed actions and you do find overshoots on Reviews.

It is not the least bit hard to handle these cases. This C/S series shows you how.

Auditing and Life Repairs (Progress), Advance Pgm completing fully each incomplete grade.

The C/S is blessed who follows these two rules:

RECOGNIZE A COMPLETION OF AN ACTION AND END IT OFF.

RECOGNIZE AN INCOMPLETE ACTION AND COMPLETE IT.

Don't overshoot, don't undershoot.

Follow the rules.

L. RON HUBBARD

FOUNDER

LRH:rr:rd:dr

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 AUGUST 1970RB

REVISED AND REINSTATED 27 JANUARY 1981

CANCELS HCOB 6 JAN 79

(Revisions in Script)

(Ellipsis indicates Deletion)

Remimeo
Tech
Qual
C/Ses
HGCs
Cramming
Officers

HC OUT-POINT PLUS-POINT LISTS RB

(Reference Data Series HCO PLs)

(Revised to include additional out-points issued since original HCO B)

Because of the fantastic workability of the HC Out-Point Plus-Point Lists I am happy to announce their reinstitution for general use.

The Out-Point Plus-Point Lists were originally issued in August of 1970 and since then, Data Series which contain additional out-points and plus-points have been released. So I am taking this opportunity to expand and update the Out-Point Plus-Point Lists.

These lists will not be restricted to any one particular rundown. Such is their power that auditors, C/Ses and Qual terminals should put them to use wherever applicable.

The HC Lists are capable of straightening out someone's thinking as many will attest—and in a drugged, illiterate culture such as ours this makes these lists a valuable tool indeed!

The ... lists are used:

- (a) To assess for a read.
- (b) Clear up with 2-way comm.

PROCEDURE

One assesses the Out-Point List and goes as far as a good read. One clears that up to F/N VGIs (very good indicators). He then leaves off that list for now.

One then takes up the Plus-Point List. One assesses it as far as one needs to go to get a good read. One then takes that up with the preclear with 2-way comm until there is an F/N and VGIs.

One now resumes where he left off on the Out-Point List and assesses until he gets a new good read. He takes that up with 2-way comm until he gets an F/N VGIs.

One now takes up the Plus-Point List where he left off until he gets a good read. He takes that up with 2-way comm until he gets an F/N VGIs.

In this way the lists are alternated.

They can be done over and over.

These are the elements of illogic and insanity on the Out-Point List.

They are the elements of logic and sanity on the Plus-Point List.

The lists may be done on Clears and OTs.

A meter must be used.

It is done exactly by the Auditor's Code. Never tell the person what he thinks. Never invalidate what he has said. Just acknowledge and let him/her tell you about it.

The reads of course disclose things which have charge on them.

Take a good read.

2-way comm on: «Any example of _____ in your life?» to F/N.

Assess again.

Same process.

Continue as long as you have TA on it.

Stop with any win.

Can be done to full F/Ning assessment on both lists.

The list items can be used in 2 ways.

A. They can be called off straight.

B. They can be given a prior statement.

In A one would say, «Knowing something is right _____ « noting read or lack of it. «Knowing a datum is correct _____ « noting read.

In B one would be directing the person's attention to some sphere of action like «In your work knowing something is right» noting read, etc. One would go on using this same prior statement on all the assessment until the whole subject, «work,» was cleaned up. That would be a work consultation. Or one could say, for marriage problems, «In marriage knowing something is right» «In marriage knowing a datum is correct _____ .»

One uses the same subject for both Out-Point and Plus-Point Lists until that one subject is cleaned up.

ALWAYS FINISH OFF WITH THE PLUS-POINT LIST.

OUT-POINT LIST

1. Omitted Fact _____
2. Omitted Terminal _____
3. Omitted Data _____
4. Omitted Location _____
5. Omitted Matter _____
6. Omitted Energy _____
7. Omitted Space _____
8. Omitted Form _____
9. Missing Scene _____

10. Missing Person	_____
11. Changed Sequence of Facts	_____
12. Changed Sequence of Data	_____
13. Changed Sequence of Particles	_____
14. Changed Sequence of Locations	_____
15. Changed Sequence of Objects	_____
16. Changed Sequence of Spaces	_____
17. Changed Sequence of Forms	_____
18. Twisted Ideas	_____
19. Dropped Out Time	_____
20. Incorrect Time	_____
21. False Time	_____
22. Invented Time	_____
23. Condensed Time	_____
24. Rushed Time	_____
25. Endless Time	_____
26. Waiting Time	_____
26a. Added Time	_____
26b. Unexpected Time	_____
27. Delusion	_____
28. Hallucination	_____

29. False Fact

30. False Terminal

31. False Being

32. False Datum

33. False Location

34. False Matter

35. False Energy

36. False Space

37. Fixed Idea

38. Altered Importance

39. Altered Value

40. Decreased Importance

41. Decreased Value

42. Over Valued

43. Too Important

44. Too Insignificant

45. Things all the same

46. Not Associated

47. Everything Different

48. Wrong Terminal

49. Wrong Location

50. Wrong Time	_____
51. Wrong Event	_____
52. Wrong Target	_____
53. Wrong Objective	_____
54. Wrong Goal	_____
55. Wrong Space	_____
56. Wrong Form	_____
57. Impossible Occurrence	_____
58. Impossible Terminal	_____
59. Impossible Time	_____
60. Impossible Event	_____
61. Unbelievable Idea	_____
62. Unbelievable Action	_____
63. Unbelievable Event	_____
64. Unbelievable Circumstance	_____
65. Unbelievable Being	_____
66. Wrong Source	_____
67. Incorrect Origin	_____
68. From Wrong Place	_____
69. From Wrong Person	_____
70. Wrong Authority	_____

71. False Source	_____
72. Conflicting Data	_____
73. Contrary Facts	_____
74. Impossible Situation	_____
75. Not Matching Reality	_____
76. Added In-Applicable Data	_____
77. Added In-Applicable Facts	_____
78. Added In-Applicable Terminals	_____
79. Added In-Applicable Matter	_____
80. Added In-Applicable Energy	_____
81. Added In-Applicable Space	_____
82. Added In-Applicable Form	_____
83. Added In-Applicable Event	_____
84. Assumed Identities Not Identical	_____
85. Facts Assumed To Be Identical Not Identical	_____
86. Data Assumed To Be Identical Not Identical	_____
87. Things Assumed To Be Identical Not Identical	_____
88. Actions Assumed To Be Identical Not Identical	_____
89. Events Assumed To Be Identical Not Identical	_____
90. Circumstances Assumed To Be Identical Not Identical	_____
91. Assumed Similarities Not Similar	_____

92. Facts Assumed To Be Similar Are Similar _____
93. Data Assumed To Be Similar Not Similar _____
94. Things Assumed To Be Similar Not Similar _____
95. Things Grouped Into The Same Classes Not Similar _____
96. Actions Assumed To Be Similar Not Similar _____
97. Events Assumed To Be Similar Not Similar _____
98. Circumstances Assumed To Be Similar Not Similar _____
99. Assumed Differences Not Different _____
100. Facts Assumed To Be Different Not Different _____
101. Data Assumed To Be Different Not Different _____
102. Things Assumed To Be Different Not Different _____
103. Actions Assumed To Be Different Not Different _____
104. Events Assumed To Be Different Not Different _____
105. Circumstances Assumed To Be Different Not Different _____

PLUS-POINT LIST

1. Knowing Something is Right _____
2. Knowing a Datum is Correct _____
3. A Known Being _____
4. A Correct Location _____
5. A Known Form _____
6. Something About Which All Data is Known _____

7. Events in Correct Sequence _____
8. Things in Proper Order _____
9. Actions Done in the Right Way _____
10. Data in Proper Alignment _____
11. People in the Right Places _____
12. Things Correctly Counted _____
13. A Known Time _____
14. A Correct Time _____
15. An Exact Time _____
16. A Proper Time _____
- 16a. Expected Time _____
- 16b. Adequate Time _____
17. Known Times _____
18. Something Correctly Located in Time _____
19. A Past Time _____
20. A Well Timed Action _____
21. A Person at the Right Time _____
22. A Truth _____
23. Something That is True _____
24. A Factual Location _____
25. Telling the Truth _____

- 26. The True Facts _____
- 27. A True Object _____
- 28. A Truthful Being _____
- 29. Knowing the Truth _____
- 30. The Correct Importance _____
- 31. Something that was Really Important _____
- 32. Something that was Unimportant _____
- 33. Knowing What was and What wasn't Important _____
- 34. Things more Important than Others _____
- 35. Things Less Important than Others _____
- 36. Knowing the Relative Importance of Things _____
- 37. Things Alike _____
- 38. Things Similar _____
- 39. Things Different _____
- 40. The Right Answer _____
- 41. The Right Target _____
- 42. The Correct Goal _____
- 43. The Correct Person _____
- 44. The Right Direction _____
- 45. The Correct Objective _____
- 46. The Right Intention _____

47. Something Believable	_____
48. A Credible Fact	_____
49. Something You Knew was Plausible	_____
50. Obviously Factual	_____
51. Acceptable Datum	_____
52. An Acceptable Person	_____
53. A Believable Location	_____
54. A Believable Form	_____
55. Acceptable Energy	_____
56. Acceptable Sensation	_____
57. A Feeling of Rightness	_____
58. Correct Source	_____
59. Correct Origin	_____
60. From Right Place	_____
61. From Right Person	_____
62. Correct Authority	_____
63. True Source	_____
64. Data in Agreement	_____
65. Facts Align	_____
66. Possible Situation	_____
67. Matching Data	_____

68. Matching Reality	_____
69. Adequate Data	_____
70. Adequate Terminals	_____
71. Adequate Matter	_____
72. Adequate Energy	_____
73. Adequate Space	_____
74. Adequate Form	_____
75. Applicable Data	_____
76. Applicable Facts	_____
77. Applicable Terminals	_____
78. Applicable Matter	_____
79. Applicable Energy	_____
80. Applicable Space	_____
81. Applicable Form	_____
82. Applicable Event	_____
83. Assumed Identities Are Identical	_____
84. Facts Assumed To Be Identical Are Identical	_____
85. Data Assumed To Be Identical Is Identical	_____
86. Things Assumed To Be Identical Are Identical	_____
87. Actions Assumed To Be Identical Are Identical	_____
88. Events Assumed To Be Identical Are Identical	_____

89. Circumstances Assumed To Be Identical Are Identical _____
90. Assumed Similarities Are Similar _____
91. Facts Assumed To Be Similar Are Similar _____
92. Data Assumed To Be Similar Is Similar _____
93. Things Assumed To Be Similar Are Similar _____
94. Things Grouped Into Proper Classes _____
95. Actions Assumed To Be Similar Are Similar _____
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101. Things Assumed To Be Different Are Different _____
102. Actions Assumed To Be Different Are Different _____
103. Events Assumed To Be Different Are Different _____
104. Circumstances Assumed To Be Different Are Different _____

L. RON HUBBARD
FOUNDER
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 OCTOBER 1970

REISSUED 30 AUGUST 1980

(Reissued as part of Keeping Scientology Working Series)

Remimeo
C/Ses
All
Auditors
Level 0
HGC
Checksheet

C/S Series 20

Keeping Scientology Working Series 19

PERSISTENT F/N

A FLOATING NEEDLE can persist.

This fact tells you at once why you cannot do three major actions in a row in the same ten minutes.

This was the bug behind «Quickie Grades» (0 to IV in one session. This also occurred in power when it was run all in one day). The auditor would attain a bonafide full dial F/N. The pc was still cogniting, still in a big win. The auditor would «clear the next process command», he would see an F/N. He would «clear the next process command», and see an F/N. BUT IT WAS THE SAME F/N!

Result was that processes 2 and 3 WERE NEVER RUN ON THE CASE.

This is really what is meant by «Quickie Grades».

In 1958 we got real Releases. You could not kill the F/N for days, weeks.

Several processes had this effect. Today's real Clear also goes this way. You couldn't kill the F/N with an axe.

By running a lot of Level Zero processes, for instance, you can get a real swinging unkillable F/N.

It not only gets to the Examiner, it comes in at the start of the next day's session!

Now if in one session you ran all of Level Zero and went on up to Level One, you would just be auditing a persistent F/N. The pc would get no benefit at all from Level One. He's still going «Wow» on Level Zero.

If you ran Level Zero with one process that got a big wide floating F/N and then «ran» Level I, II, III and IV, you would have just a Level Zero Release. The pc's bank was nowhere to be found. So next week he has problems (Level I) or a Service Fac (Level IV) and he is only a Grade Zero yet it says right there in Certs and Awards log he's a Grade IV. So now we have a «Grade IV» who has Level I, II, III and IV troubles!

A session that tries to go beyond a big dial-wide drifting floating F/N only distracts the pc from his win. BIG WIN.

Any big win (F/N dial-wide, Cog, VGIs) gives you this kind of persistent F/N.

You at least have to let it go until tomorrow and let the pc have his win.

That is what is meant by letting the pc have his win. When you get one of these dial-wide F/Ns, Cog, VGIs WOW you may as well pack it up for the day.

GRADUAL WIDENING

In running a Dianetic chain to basic in triple you will sometimes see in one session a half dial on Flow 1, $\frac{3}{4}$ of a dial on Flow 2, a full dial on Flow 3.

Or you may have 4 subjects to two-way comm or prepcheck in one session.

First action $\frac{1}{3}$ dial F/N. Then no F/N, TA up. Second action a dial F/N. Then no F/N. Third action $\frac{3}{4}$ dial F/N. Fourth action full dial-wide floating swinging idling F/N.

You will also notice in the same session—long time for 1st action, shorter, shorter, shorter for the next three actions.

Now you have an F/N that anything you try to clear and run will just F/N WITHOUT AFFECTING THE CASE AT ALL.

If you audit past that you are vasting your time and processes.

You have hit an «unkillable F/N», properly called a persistent F/N.

It's persistent at least for that day. Do any more and it's wasted.

If an auditor has never seen this be bad better get his TR 0 bullbait flat for 2 hours at one unflunked go and his other TRs in and drill out his flubs. For that's what's supposed to happen.

F/Ns on pcs audited up to (for that session) a persistent F/N always get to the Examiner.

If you only have a «small F/N» it won't get to the Examiner. However, on some pcs maybe that's good enough. May take him several sessions, each one getting a final session F/N a bit wider. Then he gets an F/N that gets to the Examiner. After that, well audited on a continuing basis, the F/N lasts longer and longer.

One day the pc comms into session with a dial-wide floating swinging F/N and anything you say or do does nothing whatever to disturb that F/N.

It's a real Release man. It may last weeks, months, years.

Tell him to come back when he feels he needs some auditing and chalk up the remaining hours (if sold by the hour) as undelivered. Or if sold by result, chalk up the result.

If the F/N is truly persistent he will have no objections. If it isn't he will object. So have him come back tomorrow and carry on whatever you were doing.

SUMMARY

The technical bug back of Quickie Grades or Quickie Tower was the Persistent F/N.

This is not to be confused with a Stage 4 (sweep, stick, sweep, stick) or an ARC Broke needle (pc Bad Indicators while F/Ning).

This is not to be used to refuse all further auditing to a pc.

It is to be used to determine when to end a series of major actions in a session.

L. RON HUBBARD

FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 DECEMBER 1970R

ISSUE I

REVISED 10 FEBRUARY 1981

Remimeo
All Levels
Training
Tech
Qual

Cancels:

BTB 22 Apr 70R	CLAY TABLE DEMO CHECKOUTS
BTB 30 Oct 70R	CLAY DEMO
BTB 6 Jul 71R	CLAY DEMO ERRORS Issue II

(Revised to include the valid data from the above BTBs, to add a section on «Handling Clay» and to delete references to the Instructor's use of Clay Table as a method of instruction. Instructors have been replaced in the Academy by Supervisors. References to Clay Table use in the HGC have also been deleted as this data is still contained in HCOB 17 Aug AD14 SCIENTOLOGY I TO IV CLAY TABLE WORK IN TRAINING AND PROCESSING and is not needed in this particular bulletin.)

(Revisions in Script)

(Ellipses indicate Deletions)

CLAY TABLE WORK IN TRAINING

(Ref: HCOB 11 Oct 67 CLAY TABLE TRAINING)

THE ONLY REASON ANY STUDENT IS SLOW OR BLOWS LIES IN FAILURE TO UNDERSTAND THE WORDS USED IN HIS OR HER TRAINING.

You will find that students at any level in any course will benefit greatly from Clay Table work on definitions.

The importance of this will become apparent as you study our ... educational technology, now mainly to be found on the Study Tapes.

THE CLAY TABLE

A Clay Table is any platform at which a student, standing or sitting, can work comfortable. In an Academy it may be 3 feet by 3 feet or 5 feet by 3 feet or any larger size. Smaller sizes are not useful. ...

The surface must be smooth. A table built of rough timber will serve but the top surface where the work is done should be oilcloth or linoleum. Otherwise the clay sticks to it and it cannot be cleaned and will soon lead to an inability to see clearly what is being done because it is stained with clay leavings.

In the Academy castors (wheels) can be put on the legs of both the clay table and the clay container where they will be moved a lot.

Large classes should have several clay tables.

CLAY

Several different colors of clay should be procured. The best source is a school supply house where educational supplies are sold. Artists' clay is not as good as the school type. (Ask for kindergarten clay.)

A receptacle, also of wood or metal and having a separate stand of its own of any type, is also valuable. It should have subdivisions in it for the different colored clays.

The amount of each color is not important so long as there is at least a pound or two of each color in a small class. ...

In the Academy colors are only used to make a student see the difference between one object and another and have no other significance as the objects in the mind are not uniformly colored. While «ridges» are black, they can become white.

Engrams may be a number of colors all in one engram, just as Technicolor is a colored motion picture. However, some persons see engrams only in black and white. So the color in the Academy is for instruction only, assisting to tell the difference between one object or another. ...

USE ON COURSES

Any part of the mind or any term in Scientology can be demonstrated on a Clay Table.

This is an important point to grasp. The use of the table is not just for a few terms. It can be used for all definitions.

The ingenuity of ... the student and his understanding of the terms being demonstrated are the only limits on a Clay Table.

Simplicity is the keynote. Nothing is too insignificant or unimportant to demonstrate on a clay table.

Anything can be so demonstrated if you work at it. And just by working on how to demonstrate it or make it into clay and labels brings about renewed understanding.

In the phrase «how do I represent it in clay» is contained the secret of the teaching. If one can represent it in clay one understands it. If one can't, one really doesn't understand what it is. So clay and labels work only if the term or things are truly understood. And working them out in clay brings about an understanding of them.

Therefore one can predict that the clay table will be most used in a practice or organization which understands the most and will be least used in an organization that understands the least (and is least successful).

Let us look over the level of simplicity of the terms to be used in a course of instruction.

Let us take BODY. All right, make a few lumps and call it a body and put a sign on it «BODY».

Now that doesn't seem to be much to do. But it is a lot to do to forward understanding.

Let us make a yellow ring of clay beside the body or on it or in it and label it «A Thetan».

We can thereupon see the relationship between the two most used terms in Scientology, «Body» and «Thetan». And cognitions will result. The student's attention is brought right to the room and the subject.

Getting the student to do this by himself . . . produces a new result. Getting the student to do it 25 times with his own hands almost exteriorizes him. Getting the student to contrive how it can be done better in clay or how many ways it can be done in clay drives home the whole idea of the location of the thetan in the body.

ART is no object in clay table work. The forms are crude.

Take a large lump of clay of any color, and cover up both «thetan» and «body» with it and you have MIND.

Take every part of the mind and make it in clay by making a thetan, making a body and making one or more parts of the mind (Machine, facsimile, ridge, engram, lock, what have you—all Scientology terms) and get the student to demonstrate in clay what it is and we begin to clarify what we're about.

Get a student to make a Present Time Problem. Make him put in all its parts represented in clay (boss, mother, self) and have each one done with a body, a thetan and a mind and some rather remarkable insights begin to occur.

The quantity of things that can be made has no limit.

LABELLING CLAY DEMONSTRATIONS

Any part of the mind can be represented by a piece of clay and a label.

The mass parts are done by clay, the significance or thought parts by label.

A piece of clay and a label are usually both used for any part of the mind. A thin-edged ring of clay with a large hole in it is usually used to signify a pure significance.

Everything is labelled that is made on the clay table, no matter how crude the label is. Students usually do labels with scraps of paper written on with a ball-point. ...

The procedure should go—student makes one object, labels it, makes another object, labels it, makes a third object and puts a label on it and so on in sequence.

If a student makes all the masses of his demonstration at once, without labelling them, he is sitting there with all those significances stacking up in his mind instead of putting down each one (in the form of a label) as he goes.

The correct procedure is label each mass as you go along.

SIZE OF CLAY DEMOS

The size of the demo can be important.

A clay demo should be rather large. (One or two inches high is usually inadequate.) Large demos help to increase the student's reality on what he is demonstrating. More reality means more affinity and communication and therefore more understanding.

CHECKOUTS

The clay demonstration must show that the student's understanding of the materials being demonstrated is present. The clay shows the thing, not the labels or the imagination. If a student's clay demonstration isn't correctly done or doesn't show what is to be demonstrated it must be flunked with reference to the material. In such case, the student must be referred to the correct Bulletin, Policy, Book or Tape reference from the materials of the course. Another student's demo is never referred to or used as an example.

HANDLING CLAY

Clay is messy. Until we find or unless we find a totally non-oily clay, precautions must be taken to keep students clean, and if not clean, cleaned up afterwards. Therefore the course administrator can provide liberal quantities of cheap cleaning tissue and odorless solvent.

The clinging quality of clay and the odor of bad solvents could put an end to the great value of clay table work. So safeguard against this.

The principal thing is to GET EVERY SCIENTOLOGY TERM MADE IN CLAY AND LABELS by the individual student.

You will see a new era drawn in training. You will see Academy blows vanish and time on course cut to one fifth in many instances. These are desirable attainments in any course so Clay Table work is serious Academy business.

Ingenuity and understanding are the only limits on the use of the clay table and the attainments of excellent results with it.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 16 MARCH 1971R

REVISED 29 JANUARY 1975

REISSUED 16 FEBRUARY 1981

(Revisions remain in Script, p. 2)

(Reissued as part of Keeping Scientology Working Series)

Remimeo
Course Super
Course
Course Super
Checksheets
LRH Comm to
Enforce.

(Also issued as HCO PL same date, same title.)

Keeping Scientology Working Series 27

WHAT IS A COURSE?

In Scientology a course consists of a checksheet with all the actions and material listed on it and all the materials on the checksheet available in the same order.

«Checksheet Material» means the Policy letters, bulletins, tapes, mimeo issues, any reference book or any books mentioned.

«Materials» also include clay, furniture, tape players, bulletin boards, routing forms, supplies of pink sheets, roll book, student files, file cabinets and any other items that will be needed.

If you look this over carefully, it does not say, «Materials on order» or «except for those we haven't got» or «in different order.» It means what it says exactly.

If a student is to have auditing or word clearing rundowns or must do auditing those are under ACTIONS and appear on the checksheet.

A course must have a Supervisor. He may or may not be a graduate and experienced practitioner of the course he is supervising but HE MUST BE A TRAINED COURSE SUPERVISOR.

He is not expected to teach. He is expected to get the students there, rolls called, checkouts properly done, misunderstands handled by finding what the student doesn't dig and getting the student to dig it. The Supervisor who tells students answers is a waste of time and a course destroyer as he enters out data into the scene even if trained and actually especially if trained in the subject. The Supervisor is NOT an «instructor» that's why he's called a «supervisor.»

A Supervisor's skill is in spotting dope-off, glee and other manifestations of misunderstands, and getting it cleaned up, not in knowing the data so he can tell the student.

A Supervisor should have an idea of what questions he will be asked and know where to direct the student for the answer.

Student blows follow misunderstands. A Supervisor who is on the ball, never has blows as he caught them before they happened by observing the student's misunderstanding before the student does and getting it tracked down by the student.

It is the Supervisor's job to get the student through the checksheet fully and swiftly with minimum lost time.

The successful Supervisor is tough. He is not a kindly old fumbler. He sets high checksheet targets for each student for the day and forces it to be met or else.

The Supervisor is spending Supervisor Minutes. He has just so many to spend.

He is spending Student Hours. He has just so many of these to spend so he gets them spent wisely and saves any waste of them.

A Supervisor in a course of any size has a Course Administrator who has very exact duties is keeping Up Course Admin and handing out and getting back materials and not losing any to damage or carelessness.

If Paragraphs One to Three above are violated it is the Course Administrator who is at fault. He must have checksheets and the matching material in adequate quantity to serve the Course. If he doesn't he has telexes flying and mimeo sweating. The Course Admin is in charge of routing lines and proper send off and return of students to Cramming or Auditing or Ethics.

The final and essential part of a course is students.

If a course conforms with this HCOB exactly with no quibbles, is tough, precisely time scheduled and run hard, it will be a full expanding course and very Successful. If it varies from this HCOB it will stack up bodies in the shop, get blows and incompetent graduates.

The final valuable product of any course is graduates who can apply successfully the material they studied and be successful in the subject.

This answers the question What is a Course? If any of these points are out it is NOT a Scientology Course and it will not be successful.

Thus, the order «Put a Course there!» means this HCOB in full force.

So here's the order, WHEN OFFERING TRAINING PUT A COURSE THERE.

L. RON HUBBARD
FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

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Remimeo

(Only changes are in question numbers 74 and 78)

(Revisions in Script)

I M P O R T A N T

L3RG

DIANETICS AND INT RD REPAIR LIST

This list includes the most frequent Dianetic errors.

A high or low TA and a bogged case can result from failures to erase a chain of incidents.

DO NOT ATTEMPT TO REPAIR A CHAIN OR ENGRAM WITHOUT USING THIS LIST as it can have different or several errors.

REMEMBER TO CLEAR EACH WORD ON THIS LIST. IF A QUESTION READS AND THE PC SAYS HE DOESN'T UNDERSTAND IT, CLEAR IT AND REASSESS (don't explain it and take it as it read on a misunderstood not on a fact).

RUNNING PCS ON DIANETICS WITHOUT A FULL AND COMPLETE DN C/S 1 INDOCTRINATION IS A FOOLISH ACTION.

TAKE ANY READ FOUND TO F/N BY FULL REPAIR OF IT PER THE INSTRUCTIONS.

1. WAS THERE AN EARLIER SIMILAR INCIDENT?

Indicate it. Run the chain to full EP.

2. WAS THERE NO EARLIER SIMILAR INCIDENT?

Indicate it. Determine if the chain erased or if the last incident needs to be run through again. Complete the chain to full EP by indication or by running it to full EP. Scn handling would include Date/Locate if needed.

3. WAS THERE AN EARLIER BEGINNING?

Indicate it. Handle with R3RA and complete the chain to full EP.

4. WAS THERE NO EARLIER BEGINNING?

Indicate it. Complete the chain to full EP R3RA DEF on last incident if unflat.

5. WAS AN F/N INDICATED TOO SOON?

Indicate it. Run the last incident (or chain) to full EP.

6. DID THE AUDITOR STOP JUST BECAUSE THERE WAS AN F/N?

Indicate it. Complete the chain to full EP using commands DEF on the last incident run.

7. WAS AN F/N INDICATED TOO LATE?

Indicate it. Get off the postulate made at the time of the incident. Indicate the overrun.

(Scn handling would include D/L if needed.) Then, if the pc jumped to another chain, get last incident pc ran on the jumped-to chain and do an L3RG on it.

8. WAS THE POSTULATE BY-PASSED?

Indicate. Get the postulate. Indicate that the chain was overrun. (Scn handling would include a D/L if necessary.) If pc jumped chains, handle as above.

9. HAS THE INCIDENT ERASED?

Indicate. Get the postulate made at the time of the incident. Indicate the overrun. (If any difficulty, Scn handling would include a D/L.)

10. WAS AN F/N NOT INDICATED AT ALL?

Indicate. Get off the postulate if not already given. Indicate the overrun. (D/L by Scn auditor if necessary.) If jumped chains, handle as in 7.

11. WAS THERE NO CHARGE ON THE ITEM IN THE FIRST PLACE?

Indicate it, and that it shouldn't have been run. Scn handling would include D/L if necessary.

12. DID YOU JUMP CHAINS?

Indicate it. Reorient to the original chain. Find out if it erased and get the postulate if not previously given. Indicate the overrun, or run the chain to full EP. Then locate last incident pc ran on the chain he jumped to. As this has now been restimulated but not run, do an L3RG on it. Scn handling would include D/L if necessary.

13. DID YOU JUMP FLOWS?

Indicate it. Reorient to the original chain and take it to full EP using commands DEF. If necessary and the pc is still upset about the other flow, do an L3RG on it.

14. WERE THERE FLUBBED COMMANDS?

Indicate it, E/S to F/N.

15. DID THE AUDITOR GOOF ON A SEQUENCE OF COMMANDS?

Indicate it, E/S to F/N.

16. DID YOU NOT HAVE A COMMAND?

Indicate it, E/S to F/N.

17. DID YOU HAVE A MISUNDERSTOOD ON THE COMMAND?

Find it and clear it.

18. SHOULD THE INCIDENT BE RUN THROUGH ONE MORE TIME?

Indicate it. R3RA DEF on the incident, run chain to full EP.

19. TOO LATE ON THE CHAIN?

Indicate it. Get the Earlier Similar incident and complete the chain with R3RA to full EP.

20. WAS A CHAIN NOT COMPLETED?

Indicate it. DEF on the incident, fun chain to full EP.

21. INCIDENT GONE MORE SOLID?

Indicate it. Check for earlier incident or earlier beginning and complete the chain to full EP.

22. WAS AN INCIDENT SKIPPED?

Indicate it. Find out what it was, run it and complete the chain to full EP.

23. WAS AN INCIDENT LEFT TOO HEAVILY CHARGED?

Indicate it. Find out what it was, run it through again.
Complete the chain to full EP.

24. DID YOU SAY SOMETHING WAS ERASED JUST BECAUSE YOU WERE TIRED OF RUNNING IT?

Indicate it. Complete the chain to full EP with R3RA DEF on the last incident run.

25. STOPPED RUNNING AN INCIDENT THAT WAS ERASING?

Indicate it. DEF on the incident and erase it. Get full EP.

26. WENT PAST BASIC ON A CHAIN?

Indicate it. Get full EP. Then, if pc jumped to another chain, get last incident pc ran on the jumped-to chain and do an L3RG on it. Scn handling would include D/L if necessary.

27. WAS AN EARLIER MISRUN INCIDENT RESTIMULATED?

Indicate it. Find out what it was and do an L3RG on it.

28. DID TWO OR MORE INCIDENTS GET CONFUSED?

Indicate it, sort it out with an L3RG on it.

29. WAS AN IMPLANT RESTIMULATED?

Indicate it. If no joy do an L3RG on the time of the restimulation.

30. WAS THE INCIDENT REALLY AN IMPLANT?

Indicate it. If necessary do an L3RG on it. Scn handling would include D/L if needed.

31. WRONG ITEM?

Indicate it was a wrong Item and that all other actions connected with it were wrong. If it is from an L&N list or if any question or difficulty, turn the pc over to an Scn auditor who is classed to do an L4BRA.

32. NOT YOUR ITEM?

Indicate it, E/S to F/N.

33. NOT YOUR INCIDENT?

Indicate it, E/S to F/N. L3RG if any trouble.

34. DID THE PREASSESSMENT ITEM GOTTEN HAVE NO CHARGE ON IT?

Indicate the item was uncharged and should not have been taken up and all items connected with it should not have been run. (Scn handling would include D/L if necessary.)

35. WAS THERE ANOTHER PREASSESSMENT ITEM THAT SHOULD HAVE READ?

Get what it was and note its read as the pc gives it. Find out if the Preassessment item taken up is uncharged. If so handle as above. If not, continue with the action you are on to EP and handle the new item given in its order.

36. WAS THE ORIGINAL ITEM ALREADY HANDLED?

Indicate that the original item was already handled and that items connected with it should not have been run. (Scn handling would include a D/L if necessary.)

37. (OMIT WHEN RUNNING DRUGS) WAS THERE NO INTEREST IN RUNNING AN ITEM? _____

Indicate it, and that it shouldn't have been run. Scn handling would include D/L if needed.

38. WAS THE SAME THING RUN TWICE? _____

Indicate it. Spot the first erasure, indicate the overrun. Scn handling would include D/L if needed.

39. WAS THERE A WRONG DATE? _____

Indicate it. Get the correct date and run the incident (if unflat) and chain to full EP.

40. WAS THERE NO DATE FOR THE INCIDENT? _____

Indicate it. Get the date and run the incident (if unflat) and chain to full EP.

41. WAS IT A FALSE DATE? _____

Indicate it. Get the correct date and run the incident (if unflat) and any chain to full EP.

42. WAS THERE AN INCORRECT DURATION? _____

Indicate it. Get the correct duration and run the incident (if unflat) and any chain to full EP.

43. WAS NO DURATION FOUND FOR THE INCIDENT? _____

Indicate it. Get the duration and run the incident (if unflat) and any chain to full EP.

44. WAS THERE A FALSE DURATION? _____

Indicate it. Get the correct duration and run the incident (if unflat) and any chain to full EP.

45. DID YOU RESENT DURATIONS? _____

Indicate it. E/S to F/N. Run the incident (if unflat) and any chain to full EP.

46. WAS AN EARLIER DIANETIC UPSET RESTIMULATED? _____

Locate what it was, indicate it. Sort out with an L3RG if necessary.

47. WAS AN EARLIER ARC BREAK ON ENGRAMS RESTIMULATED? _____

Indicate it. Sort it out with an L3RD.

48. WAS THERE AN ARC BREAK IN THE INCIDENT? _____

- Indicate it. Run the incident, if unflat, to full EP. _____
49. WERE YOU PROTESTING? _____
- Indicate it, clean it up E/S to F/N. _____
50. DID THE AUDITOR DEMAND MORE THAN YOU COULD SEE? _____
- Indicate it, E/S to F/N. If any difficulty, turn the pc over to an Scn auditor classed to do an L1C if necessary. _____
51. DID THE AUDITOR REFUSE TO ACCEPT WHAT YOU WERE SAYING? _____
- Indicate it, E/S to F/N. If any difficulty, turn the pc over to an Scn auditor classed to do an L1C as necessary. _____
52. WERE YOU PREVENTED FROM RUNNING AN INCIDENT? _____
- Indicate it, E/S to F/N. Run the incident (if unflat) to full EP. If any difficulty turn the pc over to an Scn auditor classed to do an L1C on it. _____
53. DID THE AUDITOR SIMPLY STOP GIVING COMMANDS? _____
- Indicate it. Complete the chain by running the last incident found DEF to full EP. _____
54. WAS A COGNITION INTERRUPTED? _____
- Indicate it. Get the cognition and any postulate connected with it. (If any difficulty at this point turn pc over to an Scn auditor for an L1C.) Continue chain if unflat, or indicate the overrun. _____
55. WAS THERE A POSTULATE THAT WAS NOT EXPRESSED? _____
- Indicate it. Get the postulate and indicate the overrun. (Scn handling would include L1C or D/L if needed.) _____
56. WERE YOU DISTRACTED WHILE RUNNING AN INCIDENT? _____
- Indicate it, E/S to F/N. Run the incident (if unflat) and any chain to full EP. If any difficulty, turn pc over to a classed Scn auditor for L1C. _____
57. WERE YOU AUDITED OVER AN ARC BREAK? _____
- PROBLEM? _____
- WITHHOLD? _____
- Indicate it. If you are trained to do so, handle the out-rud. If not, turn the pc over to an Scn auditor classed to handle out-ruds. Do not pull W/Hs before the engram or chain is repaired or it will mush engrams. _____
58. WERE YOU HELD UP BY THE AUDITOR? _____

- Indicate it, E/S to F/N. _____
59. WAS AN ITEM SUPPRESSED?
- Indicate it. Get the suppress off E/S to F/N, then run the item and any chain to full EP. _____
60. WAS AN ITEM INVALIDATED?
- Indicate it. Get the inval off E/S to F/N, then run the item and any chain to full EP. _____
61. WAS AN ITEM ABANDONED?
- Indicate it, get the item back and run the item and any chain to full EP. _____
62. WAS A CHAIN ABANDONED?
- Indicate it, get the chain back and run to full EP. _____
63. WAS THE ITEM ORIGINALLY MISWORDED?
- Indicate it. Get the correct wording and give it to him. _____
Handle to full EP if unflat.
64. WAS THE WORDING OF THE ITEM CHANGED?
- Indicate it. Get the correct wording and give it to him. Run it (if unflat) to full EP. _____
65. WERE YOU RUNNING AN ITEM THAT WAS DIFFERENT THAN THE ONE ASSESSED?
- Indicate it. Get the item the pc was actually running, handle to full EP. Then L3RG on the item actually assessed. _____
66. STUCK PICTURE?
- Indicate it. Do an L3RG on it. You can also unstick it by having him recall a time before it and a time after it. _____
67. ALL BLACK?
- Spot the black field or picture. Get the correct duration. If no go, L3RG on it. _____
68. INVISIBLE?
- Spot the invisible field or picture. L3RG on it. _____
69. CONSTANTLY CHANGING PICTURES?
- _____

Indicate there was a misassessment and a wrong item was taken off the list.
Get the correct item and run it, or L3RG on that session.

70. WHEN YOU SAID IT WAS ERASED DID IT STILL HAVE A MASS?

Indicate it. DEF, checking for earlier beginning, run to erasure and full EP. If necessary do an L3RG on it.

71. WAS THERE A PERSISTENT MASS?

L3RG on it.

72. WAS THERE TROUBLE WITH A PRESSURE ITEM OR PRESSURE ON AN ITEM?

L3RG on it.

73. DID YOU GO EXTERIOR?

Indicate it. Handle if you are an Scn auditor. Turn the pc over to an Scn auditor for a full Int RD or become a classed Scn auditor and handle.

74. WAS YOUR INT RD MESSED UP?

If so, indicate it to pc. If properly trained to do so, do an Int RD Correction List (HCOB 29 Oct 71RA). If Int Correction has already been done on the pc get an FES of the Int RD and its corrections. When all errors are corrected the C/S may order the End of Endless Int Repair RD per Int Series 4RA.

75. WERE YOU AUDITED OVER DRUGS, MEDICINE OR ALCOHOL?

Indicate it. L3RG on that time, then verify all chains to ensure they erased. Note for C/S attention to verify if Objectives and all other points of full drug handling have been done.

76. WAS A PAST DEATH RESTIMULATED?

Indicate it. If it doesn't blow run it out Narrative Secondary R3RA.

77. DID YOU ATTAIN SOME STATE AND IT WAS INVALIDATED?

Indicate it. Return folder to C/S for handling.

78. DID YOU GO CLEAR AND NOBODY WOULD LET YOU DECLARE?

If so, 2WC to F/N. Send the folder to C/S for programming. One would never simply send the person to Declare without having done a full and complete Dianetic Clear Special Intensive which showed beyond any doubt that the person was indeed Clear. To do otherwise can wreck the person's chances for making any case gain.

79. WAS THERE NOTHING WRONG IN THE FIRST PLACE?

Indicate it. Continue the action you were on.

80. WAS THIS LIST UNNECESSARY?

Indicate it. If it doesn't F/N turn the pc over to an Scn auditor for a rehab or become an Scn auditor to handle.

81. WAS THE REAL REASON BEEN MISSED?

Indicate it. Locate the real reason and handle.

82. WAS SOMETHING ELSE WRONG?

Locate what it is and sort it out.

L. RON HUBBARD

FOUNDER

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Remimeo

C/S Series 46

Keeping Scientology Working Series 18

DECLARES

It is the C/S's responsibility that a pc or Pre-OT is sent to Declare?

This is not an Admin point I'm making. It is a technical point.

Every so often a pc is found hung up in not having declared and attested the state attained.

A Declare Completes his cycle of action and is a vital part of the action.

One never forces or feeds one to the pc. I recall one org where the entire tech and income structure crashed, the C/O and several personnel had to be removed because they were forcing «clear cogs» on their Dianetic pcs who hadn't had them (and then telling them they couldn't be audited further on Scientology) (Connie Broadbent, ASHO), March '70).

So this goes 2 ways.

THE PC OR PRE-OT WHO KNOWS HE MADE IT MUST BE SENT TO EXAMS AND C & A TO ATTEST.

THE PC OR PRE-OT WHO HASN'T MADE IT MUST NEVER BE SENT TO EXAMS TO DECLARE AND ATTEST.

This gives us a third:

PCs AND PRE-OTs WHO HAVEN'T MADE IT MUST BE HANDLED UNTIL THEY HAVE MADE THAT SPECIFIC DECLARE, EVEN THOUGH IT MEANS SIGNING UP FOR MORE AUDITING.

TRUTH is the keynote, the essence, the point here.

All the «PR» (slang for promotional talk) in the world will not supplant truth.

The pc KNOWS he made something. Therefore he must be sent to declare it whether it's a standard grade or not!

The pc who hasn't made it KNOWS he hasn't and so when forced to declare or ordered to attest tends to cave in.

His concept of the validity of the org and honesty of Scientology depends on this, and really on this alone.

The correct declare or not declare decision of the C/S is a vital C/S action.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 30 JUNE 1971RC
RE-REVISED 26 MARCH 1981
CANCELS HCOB 3 DEC 71
HANDLING SHEET
(Revisions Not in Script)

Remimeo
Class IV
Grad Auditor
Checksheets
SHSBC Level F
Checksheets
Class IV Grad and
above auditors
C/Ses

EXPANDED GREEN FORM 40RE
GR 40XRE

The Expanded Green Form 40RE is used with the Resistive Cases Assessment on a resistive case to precisely locate and solve its resistiveness.

The assessment of the Resistive Cases will direct the auditor to the type of the pc's resistiveness. Further assessment is then done in the section of the Expanded Green Form 40RE appropriate to what has read on the Resistive Cases Assessment and handlings are given for what has been found.

This list provides a fast and direct method for solving resistive cases.

Before using this list on any pc the auditor must have first checked out on HCOB 8 Dec 78 II GREEN FORM AND EXPANDED GREEN FORM 40RD, USE OF.

RESISTIVE CASES ASSESSMENT

(If this assessment has just been done on the Green Form #40 question, it is not repeated. Go right into the Expanded Green Form 40RE assessments.)

Assess Method 5 the following Resistive Cases. If any item reads, go to its corresponding section on the Expanded Green Form 40RE and assess Method 5 all the items in that section. Assess the section on the Expanded Green Form 40RE that corresponds to each reading item.

When all sections corresponding to the reading Resistive Cases items are assessed you will have a full picture of the pc's resistiveness.

Then, if you have C/S okay, take up each reading section on the GF 40XRE in the order in which they are listed below and handle reads per the instructions given.

Otherwise, return to the C/S for programming.

IMPORTANT NOTE ON HANDLING READS ON THIS LIST:

A. Recalls, as well as R3RA Preassessment and Engram running have been added to the handlings on some sections of the list. Where these are included on a handling, use the Recall steps on Dianetic Clears, OTs and anyone who is on the Dianetic Clear Special Intensive. Do not run any Dianetics on such pcs or OTs. (This applies to any of the items or sections where Recalls and R3RA Narrative and Engram running are given as handlings.)

B. If this list is done as part of the Dianetic Clear Special Intensive and if it is established in that Intensive that the pc is not yet Clear, the pc should then, on completion of the DCSI, be run on the R3RA steps if necessary (providing the flows read when checked).

C. Cases in the Non Reference Zone would not receive this list.

D. All cases other than those listed in A and C above are run on the R3RA Narrative and Engram running handlings. (NOTE: Recalls would not be run on these cases unless specifically ordered by the C/S. This might be done, for example, on a case where the pc was not yet capable of running engrams and required a more gradient approach.)

*A-1. WENT DIANETIC CLEAR AND NEVER ATTESTED?

*A-2. HAVE HAD ENGRAMS RUN AFTER BEING DIANETIC CLEAR?

B. DON'T WANT AUDITING?

C. AUDITED WITH RUDIMENTS OUT?

D. OVERWHELMED?

E. CONTINUOUSLY COMMITTING OVERTS ON SCIENTOLOGY?

F-1. SUPPRESSED?

F-2. CONNECTED TO AN ANTAGONISTIC PERSON?

G. SERIOUSLY PHYSICALLY ILL?

H. HAVE NOT HAD AUDITING?

I-1. SEEKING THE SAME THRILL ATTAINED FROM DRUGS?

I-2. HAVE TAKEN DRUGS?

J. FORMER THERAPY BEFORE SCIENTOLOGY?

K. HAVE BEEN PART OF EARLIER PRACTICES?

L-1. OUT OF VALENCE?

L-2. ARE YOU BEING SOMEONE ELSE?

M-1. PRETENDING TRAINING OR GRADES NOT ATTAINED?

M-2. PRETENDING «STATES» NOT ATTAINED?

N. AUDITED WITH PRIOR GRADES OUT?

O. MISUNDERSTOODS IN AUDITING?

SECTION A—WENT DIANETIC CLEAR AND NEVER ATTESTED

*If items A-1 or A-2 read, 2WC to F/N and return folder to the C/S. (Items A-1 and A-2 are not assessed when doing a DCSI.)

SECTION B—DOESN'T WANT AUDITING

B-1. DO YOU NOT WANT AUDITING?

2WC to find out why not. It will be an out-rud or an out-list.
Handle appropriately.

B-2. ARE YOU REFUSING AUDITING?

2WC to find out why. It will be an out-rud or an out-list.
Handle appropriately.

B-3. ARE YOU PROTESTING AUDITING?

Itsa E/S Itsa to F/N.

B-4. DO YOU DISLIKE TALKING TO AN AUDITOR?

If so, run «Look at me. Who am I?» to F/N. Then «What could you say?» to F/N.

B-5. HAS NO ONE ASKED WHAT YOU REALLY WANT?

Itsa E/S Itsa to F/N.

B-6. HAS THERE BEEN ANYTHING WRONG WITH F/Ns?

Find the fault and handle with False TA HCOBs. Rehab any overruns due to false TA.

SECTION C—AUDITED WITH RUDIMENTS OUT

C-1. HAVE YOU BEEN AUDITED WITH RUDIMENTS OUT?

- Find out which and handle to F/N. _____
- C-2. HAVE YOU BEEN AUDITED OVER AN ARC BREAK? _____
- ARCU CDEINR E/S to F/N. _____
- C-3. HAVE YOU BEEN AUDITED OVER A PROBLEM? _____
- Itsa E/S Itsa to F/N. _____
- C-4. HAVE YOU BEEN AUDITED OVER A WITHHOLD? _____
- What was the withhold? Who missed it? E/S to F/N. _____
- C-5. HAVE YOU BEEN AUDITED OVER AN OVERT? _____
- What was the overt? E/S overt to F/N. _____
- C-6. ARE YOU LYING TO PEOPLE? _____
- Itsa E/S Itsa to F/N. _____
- C-7. DO YOU HAVE SECRETS? _____
- 2WC what secrets E/S to F/N. _____
- C-8. ARE YOU HERE FOR REASONS NOT DISCLOSED? _____
- If so, L&N «What was your original reason for coming here?»
 R3RA Triple or Quad if an evil purpose. Program for EXDN.
 (On a Dianetic Clear or OT, do the L&N step only.)
 If the person's reason for being here is suspect, such as to harm or get data for
 another agency, etc. HCO must be notified after the section. The person may
 not admit to having a discreditable reason for being in the org and so might
 need a special HCO Confessional to find out all the data.
- C-9. DO YOU HAVE AN EVIL PURPOSE? _____
- L&N «What evil purpose do you have?» R3RA Triple or Quad. Program
 for EXDN. (On a Dianetic Clear or OT, do the L&N step only.) _____

SECTION D—OVERWHELMED

- D-1. HAVE YOU BEEN OVERWHELMED BY AUDITING? _____
- Run out the incident of overwhelm R3RA Narrative Triple or Quad. (On Flow
 1, acknowledge what the pc says and continue with R3RA Narrative
 commands 2-9, A-EYE.)
- F2: Return to the time you caused another to be overwhelmed by
 auditing and tell me when you are there.
- F3: Return to the time others caused others to be overwhelmed
 by auditing and tell me when you are there.

F0: Return to the time you caused yourself to be overwhelmed by auditing and tell me when you are there.

(Progress Program.)

(On a Dianetic Clear or OT 2WC for data and use the appropriate correction list to locate and indicate the by-passed charge.)

D-2. HAVE YOU BEEN OVERWHELMED BY LIFE?

Handle as in D-1 with Narrative R3RA Triple or Quad, substituting «by life». (Progress Program.) 2WC and the appropriate correction list on Dianetic Clears or OTs.

D-3. HAVE YOU BEEN OVERWHELMED BY FAMILY CONNECTIONS?

Handle as In D-1 with Narrative R3RA Triple or Quad, substituting «by family connections». (Progress Program.) 2WC and the appropriate correction list on Dianetic Clears or OTs.

D-4. HAVE YOU BEEN OVERWHELMED ON YOUR POST?

(ON YOUR JOB?)

Handle as in D-1 with Narrative R3RA Triple or Quad, substituting «on your post» or «on your job» whichever is appropriate and has read.

(Progress Program.)

2WC and the appropriate correction list on Dianetic Clears or OTs.

D-5. ARE YOU RESTIMULATED IN YOUR CURRENT ENVIRONMENT?

Run out the time he felt restimulated in his environment R3RA Narrative Triple or Quad. (Progress Program.) 2WC and the appropriate correction list on Dianetic Clears or OTs.

SECTION E—CONTINUOUSLY COMMITTING OVERTS ON SCIENTOLOGY

E-1. ARE YOU CONTINUOUSLY COMMITTING OVERTS ON SCIENTOLOGY?

L&N «What are you trying to prevent?» R3RA Triple/Quad preventing

(item).

2WC committing continuous overts and pull them, E/S to F/N.

On a Dianetic Clear or OT the handling is: L&N «What are you trying to prevent?»

2WC committing continuous overts and pull them, E/S to F/N.

E-2. DO YOU KEEP ON GOOFING?

Handle as in E-1.

E-3. ARE YOU COMMITTING CONTINUOUS OVERTS IN LIFE?

Handle as in E-1.

**SECTION F—SUPPRESSED
CONNECTED TO AN ANTAGONISTIC PERSON**

F-1. ARE YOU CONNECTED TO SOMEONE HOSTILE OR ANTAGONISTIC TO SCIENTOLOGY?

PTS Interview. C/S to program as needed for further PTS handling.

F-2. ARE OTHERS ANTAGONISTIC TO WHAT YOU ARE DOING?

PTS interview. C/S to program as needed for further PTS handling.

F-3. HAVE YOU BEEN SUPPRESSED BY ANOTHER?

2WC to F/N. C/S to program as needed for further PTS handling including a PTS C/S-1 per HCOB 31 Dec 78 III, EDUCATING THE POTENTIAL TROUBLE SOURCE, THE FIRST STEP TOWARD HANDLING: PTS C/S-1.

F-4. DO YOU MAKE GAINS AND THEN LOSE THEM?

PTS Interview. C/S to program as needed for further PTS handling including a PTS C/S-1 per HCOB 31 Dec 78 III, EDUCATING THE POTENTIAL TROUBLE SOURCE, THE FIRST STEP TOWARD HANDLING:PTS C/S-1.

F-5. DO YOU RECEIVE GAINS OR BENEFITS FROM BEING ILL OR DISABLED?

2WC to F/N. Return to C/S.

SECTION G—SERIOUSLY PHYSICALLY ILL

G-1. ARE YOU SERIOUSLY PHYSICALLY ILL?

2WC to find out what the illness or symptoms are. Return the folder to the C/S. Program per HCOB 24 Jul 69R SERIOUSLY ILL PCS and BTB 28 May 74RB FULL ASSIST CHECKLIST FOR INJURIES AND ILLNESSES.

G-2. IS YOUR BODY ILL?

2WC «What seems to be wrong with your body?» to F/N. Program per BTB 28 May 74RB FULL ASSIST CHECKLIST FOR INJURIES AND ILLNESSES.

G-3. ARE YOU MENTALLY ILL?

Handle as a withhold. E/S «Is there an earlier time you were mentally ill?» to F/N. R3RA Narrative Triple/Quad. Then do a full Preassessment on it and run R3RA Triple/Quad.

Omit the R3RA Narrative and engram running steps on a Dianetic Clear or OT or a person being run on the Dianetic Clear Special Intensive. On a Dianetic

Clear or OT, the C/S would determine any other handling needed. If the list is done as a part of the Dianetic Clear Special Intensive and if it is established in that intensive that the pc is not yet Clear, the pc should then, on completion of the DCSI, be run on the R3RA steps if necessary (providing the flows read when checked).

G-4. DO YOU HAVE ANY BROKEN BONES?

2WC to F/N. Medical treatment followed by a program per BTB 28 May 74RB FULL ASSIST CHECKLIST FOR INJURIES AND ILLNESSES.

G-5. DO YOU HAVE ANY INFECTIOUS DISEASE?

2WC to get the data on what it is to F/N. Medical treatment followed by a program per BTB 28 May 74RB FULL ASSIST CHECKLIST FOR INJURIES AND ILLNESSES.

G-6. DO YOU HAVE ANY HIDDEN ILLNESSES?

2WC to F/N. Program per BTB 28 May 74RB FULL ASSIST CHECKLIST FOR INJURIES AND ILLNESSES.

G-7. DO YOU HAVE ANY TOOTH DECAY?

2WC to F/N. Dental treatment followed by a program per BTB 28 May 74RB FULL ASSIST CHECKLIST FOR INJURIES AND ILLNESSES.

G-8. DO YOU HAVE ANY PHYSICALLY DAMAGED PARTS?

2WC to find out what, to F/N, Program per BTB 28 May 74RB FULL ASSIST CHECKLIST FOR INJURIES AND ILLNESSES.

G-9. DO YOU HAVE ANY BODY PARTS MISSING?

2WC to find out what, to F/N. Program per BTB 28 May 74RB FULL ASSIST CHECKLIST FOR INJURIES AND ILLNESSES.

G-10 HAVE YOU HAD ANY BODY PARTS REMOVED?

2WC to find out what, to F/N. Program per BTB 28 May 74RB FULL ASSIST CHECKLIST FOR INJURIES AND ILLNESSES.

SECTION H—HAS NOT HAD AUDITING

H-1. HAVE YOU NOT HAD AUDITING?

L&N «Who or what would prevent auditing?» Triple or Quad Ruds and overts on the item.

H-2. HAVE YOU BEEN SELF AUDITING?

2WC to find out when the pc first started self auditing. Do an L1C on the prior upset. If the prior upset was in auditing, use the appropriate correction list.

H-3. HAVE YOU BEEN AUDITED IN AN EARLIER LIFE?

2WC to F/N. C/S to program to handle any overrun or other difficulties with past auditing. If needed.

SECTION I—SEEKING THE SAME THRILL ATTAINED FROM DRUGS

HAS TAKEN DRUGS

I-1. ARE YOU SEEKING THE SAME THRILL ATTAINED FROM DRUGS?

2WC to F/N. (E/S if needed «Is there an earlier time you were seeking the same thrill attained from drugs?»)

A. If the pc has had the Purification Rundown, Survival Rundown or a Drug Rundown, FES the actions and fully repair any errors found including use of the appropriate repair list (i.e. Survival RD Repair List, L3RG for Dianetic errors, End of Endless Drug Rundowns Repair List, etc. If needed, complete the Rundown(s)).

B. If the pc has not had these Rundowns, Advance Program for the Purification Rundown, Survival Rundown and:

1. For Pre-Clears: Full Drug handling per C/S Series 48RD.
2. For Dianetic Clears: The Scientology Drug Rundown.
3. For OT III or above: The OT Drug Rundown.

I-2. HAVE YOU TAKEN DRUGS?

2WC to F/N. Handle as in I-1.

I-3. DO YOU WANT TO CONTINUE TO TAKE DRUGS?

2WC to F/N. Handle as in I-1.

I-4. HAVE YOU NEVER TAKEN DRUGS?

2WC to F/N. (E/S if needed «Is there an earlier time you never took drugs?»)

I-5. ARE YOU CURIOUS ABOUT DRUGS?

2WC to F/N. (E/S if needed «Is there an earlier time you were curious about drugs?»)

I-6. HAS MEDICINE ACTED AS DRUGS?

2WC to F/N. Handle as in I-1.

I-7. HAVE YOU REVERTED TO DRUGS? MEDICINE? ALCOHOL?

2WC to F/N any reads. Handle as in I-1.

SECTION J—FORMER THERAPY BEFORE SCIENTOLOGY

J-1. HAVE YOU HAD A FORMER THERAPY BEFORE SCIENTOLOGY?

Handle per Note at bottom of Page 1.

Triple or Qual Recall: (Each reading flow is run repetitively to F/N, Cog, VGIs.)

F-1: «Recall a time you had a former therapy before Scientology.»

F-2: «Recall a time you gave a former therapy to another.»

F-3: «Recall a time another gave a former therapy to another or others.»

F-0: «Recall a time you gave yourself a former therapy.»

Narrative R3RA Triple or Quad on having a former therapy:

F-1: Return to the time you had a former therapy and tell me when you are there.

F-2: Return to the time you gave a former therapy to another and tell me when you are there.

F-3: Return to the time others gave a former therapy to another or others and tell me when you are there.

F-0: Return to the time you gave a former therapy to yourself and tell me when you are there.

Then do a full Preassessment on it and run R3RA, Triple or Quad.

J-2. HAVE YOU HAD MEDICAL THERAPY?

Handle as in J-1, substituting «Medical Therapy».

J-3. HAVE YOU HAD PSYCHIATRIC THERAPY?

2WC to F/N. Find out the nature of the therapy. Note: Report it to HCO after session. (Ref. HCO PL/HCOB 6 Dec 76R ILLEGAL PCS, ACCEPTANCE OF) HCO must handle in liaison with the C/S before any more auditing is delivered unless clearance for auditing has already been obtained with evidence in the folder.

A. If pc has okay to be processed and if no electric shock, insulin shock or other type of shock or heavy drug therapy is involved, C/S programs for handling per HCOB 13 Jun 70, C/S Series 3, SESSION PRIORITIES, other applicable C/S Series, and per note at bottom of Page 1 of the GF 40XRE. Program might include:

Handle as in J-1 and per note at bottom of Page 1 of GF 40XRE substituting «Psychiatric Therapy».

B. If pc has okay to be processed and psychiatric treatment involved electric or insulin or other shock or heavy drug therapy, the C/S programs the case for handling per: THE BOOK OF CASE REMEDIES; applicable C/S Series including HCOB 13 Jun 70, C/S Series 3, SESSION PRIORITIES; and all Tech Volume references on shock.

J-4. HAVE YOU HAD PSYCHOLOGY THERAPY?

Handle as in J-1, substituting «Psychology Therapy».

J-5. HAVE YOU HAD DENTAL THERAPY?

Handle as in J-1, substituting «Dental Therapy».

J-6. HAVE YOU HAD ELECTRIC SHOCK?

2WC to F/N. Find out the nature/extent of the electric shock.

- A. If pc has been electric shocked at the hands of psychiatrists, handle per J-3.
- B. If pc received electric shock accidentally or some such, and it is more than a minor shock, the C/S programs the case for handling per: THE BOOK OF CASE REMEDIES; applicable C/S Series including HCOB 13 Jun 70, C/S Series 3, SESSION PRIORITIES and all Tech Volume references on shock.
- C. If pc has received only very minor shock do nothing more than the 2WC to F/N.

SECTION K—HAS BEEN PART OF EARLIER PRACTICES

K-1. ARE YOU CURRENTLY DOING ANY BODY PRACTICES?

Handle per note at the bottom of Page 1.

Triple or Quad Recall: (Each reading flow is run repetitively to F/N, Cog, VGIs.)

F-1: «Recall a time you took part in body practices.»

F-2: «Recall a time you caused another to take part in body practices.»

F-3: «Recall a time another caused another or others to take part in body practices.»

F-0: «Recall a time you caused yourself to take part in body practices.»

Narrative R3RA Triple or Quad on body practices:

F-1: Return to the time you took part in body practices and tell me when you are there.

F-2: Return to the time you caused another to take part in body practices and tell me when you are there.

F-3: Return to the time others caused another or others to take part in body practices and tell me when you are there.

F-0: Return to the time you caused yourself to take part in body practices and tell me when you are there.

Then do a full Preassessment on it and run R3RA, Triple/Quad.

K-2. ARE YOU CURRENTLY DOING ANY EXERCISES?

Handle as in K-1, substituting «Exercises».

K-3. ARE YOU CURRENTLY PRACTICING ANY RITES?

Handle as in K-1, substituting «Rites».

K-4. ARE YOU CURRENTLY PRACTICING YOGA?

Handle as in K-1, substituting «Yoga».

K-5. DO YOU HOLD ANY EASTERN BELIEFS?

Handle as in K-1, substituting «Eastern Beliefs».

K-6. ARE YOU DOING ANY MENTAL EXERCISES?

Handle as in K-1, substituting «Mental Exercises».

K-7. DO YOU CURRENTLY PRACTICE MEDITATION?

Handle as in K-1, substituting «Meditation».

K-8. HAVE YOU TAKEN PART IN EARLIER PRACTICES BEFORE SCIENTOLOGY?

Handle as in K-1, substituting «Earlier Practices Before Scientology».

K-9. HAVE YOU TAKEN PART IN EARLIER RELIGIONS?

Handle as in K-1, substituting «Earlier Religions».

K-10. HAVE YOU TAKEN PART IN EARLIER RITES?

Handle as in K-1, substituting «Earlier Rites».

K-11. HAVE YOU TAKEN PART IN EARLIER EXERCISES?

Handle as in K-1, substituting «Earlier Exercises».

K-12. HAVE YOU TAKEN PART IN HYPNOTISM?

Handle as in K-1, substituting «Hypnotism».

K-13. HAVE YOU HELD EASTERN BELIEFS?

Handle as in K-1, substituting «Eastern Beliefs».

K-14. HAVE YOU TAKEN PART IN EARLIER INDOCTRINATIONS?

Handle as in K-1, substituting «Earlier Indoctrinations».

K-15. HAVE YOU TAKEN PART IN EARLIER SCIENTIFIC PRACTICES?

Handle as in K-1, substituting «Earlier Scientific Practices».

K-16. HAVE YOU TAKEN PART IN ELECTRONIC PRACTICES?

Handle as in K-1, substituting «Earlier Electronic Practices».

K-17. HAVE YOU TAKEN PART IN EARLIER THOUGHT PRACTICES?

Handle as in K-1, substituting «Earlier Thought Practices».

K-18. HAVE YOU TAKEN PART IN EARLIER SPIRITUAL PRACTICES?

Handle as in K-1, substituting «Earlier Spiritual Practices».

K-19. HAVE YOU TAKEN PART IN EARLIER EASTERN RITES?

Handle as in K-1, substituting «Earlier Eastern Rites».

K-20. HAVE YOU TAKEN PART IN EARLIER EASTERN PRACTICES?

Handle as in K-1, substituting «Earlier Eastern Practices».

K-21. HAVE YOU TAKEN PART IN EARLIER IMPLANTING TECHNIQUES?

Handle as in K-1, substituting «Earlier Implanting Techniques».

K-22. HAVE YOU PRACTICED WITCHCRAFT?

Handle per note at the bottom of Page 1.

Triple or Quad Recall: (Each reading flow is run repetitively to F/N, Cog, VGIs.)

F-1: «Recall a time you had witchcraft practiced on you.»

F-2: «Recall a time you practiced witchcraft on another.»

F-3: «Recall a time another practiced witchcraft on another or others.»

F-0: «Recall a time you practiced witchcraft on yourself.»

Narrative R3RA Triple or Quad on practicing witchcraft.

F-1: Return to the time you had witchcraft practiced on you and tell me when you are there.

F-2: Return to the time you practiced witchcraft on another and tell me when you are there.

F-3: Return to the time others practiced witchcraft on another or others and tell me when you are there.

F-0: Return to the time you practiced witchcraft on yourself and tell me when you are there.

Then do a full Preassessment on it and run R3RA, Triple/Quad.

K-23. HAVE YOU CAST SPELLS?

Handle per note at the bottom of Page 1.

Triple or Quad Recall: (Each reading flow is run repetitively to F/N, Cog, VGIs.)

F-1: «Recall a time a spell was cast on you.»

F-2: «Recall a time you cast a spell on another.»

F-3: «Recall a time another cast a spell on another or others.»

F-0: «Recall a time you cast a spell on yourself.»

Narrative R3RA Triple or Quad on casting spells.

F-1: Return to the time a spell was cast on you and tell me when you are there.

F-2: Return to the time you cast a spell on another and tell me when you are there.

F-3: Return to the time others cast spells on another or others and tell me when you are there.

F-0: Return to the time you cast a spell on yourself and tell me when you are there.

Then do a full Preassessment on it and run R3RA, Triple/Quad.

K-24. ARE YOU DOING SOME EXERCISES BETWEEN SESSIONS?

Handle as in K-1, substituting «Exercises».

SECTION L—OUT OF VALENCE

ARE YOU BEING SOMEONE ELSE

If Items L-1 or L-2 read, the handling is LX3, LX2, LX1 and 220H if necessary.

Ref:	HCOB 2 Aug 68R	«LX» Lists
	HCOB 5 Nov 69R V,	LX3 (Attitudes)
	HCOB 3 Aug 69R	LX2 (Emotional Assessment List)
	HCOB 9 Aug 69R	LX1 (Conditions)
	HCOB 20 Sep 78 II	LX LIST HANDLING

(In running the LX Lists on a Dianetic Clear, OT or a person receiving the DCSI, do not do any engram running. Use the recalls on the LX Lists only.

If, as a result of a completed DCSI, it turns out the pc is not Clear, he should then be run on the R3RA steps of the LX Lists if necessary providing the flows read when checked.)

SECTION M—PRETENDING TRAINING OR GRADES NOT ATTAINED

NOTE: If more than one item below reads (i.e. say M-1 and M-3 both read)

handling one item with the Recalls or R3RA actions also serves to handle the other reading item(s) because the handling is the same for all items in this section. Items M-4 and M-5 have additional 2WCs which are done if either M-4 or M-5 reads.

M-1. ARE YOU PRETENDING?

Handle per Note at bottom of Page 1.

Triple or Quad Recall: (Each reading flow is run repetitively to F/N, Cog, VGIs.)

F-1: «Recall a time another pretended to you.»
F-2: «Recall a time you pretended to another.»
F-3: «Recall a time another pretended to another or others.»
F-0: «Recall a time you pretended to yourself.»

Narrative R3RA Triple or Quad on pretending:

F-1: Return to the time another pretended to you and tell me when you are there.

F-2: Return to the time you pretended to another and tell me when you are there.

F-3: Return to the time others pretended to another or others and tell me when you are there.

F-0: Return to the time you pretended to yourself and tell me when you are there.

Then do a full Preassessment on it and run R3RA, Triple/Quad.

M-2. ARE YOU PRETENDING TRAINING NOT ATTAINED?

Handle as In M-1.

M-3. ARE YOU PRETENDING ATTAINMENTS IN LIFE NOT REALLY ATTAINED?

Handle as In M-1.

M-4. ARE YOU PRETENDING GRADES NOT ATTAINED?

2WC to find out the Grades the person is pretending to have attained and F/N the 2WC. Then handle as in M-1.

Note for C/S. C/S is to program as needed for handling. (Ref. HCOB 31 Aug 80, KSW Series 25, PROGRAMMING AND HANDLING CASES WHO HAVE BEEN QUICKIED OR FALSELY DECLARED.)

M-5. ARE YOU PRETENDING «STATES» NOT REALLY ATTAINED?

2WC to find out the «states» the person is pretending to have attained and F/N the 2WC. Then handle as in M-1. Note for C/S. C/S is to program as needed for handling. (Ref. HCOB 31 Aug 80, KSW Series 25, PROGRAMMING AND HANDLING CASES WHO HAVE BEEN QUICKIED OR FALSELY DECLARED)

SECTION N—AUDITED WITH PRIOR GRADES OUT

N-1. HAVE YOU BEEN AUDITED WITH PRIOR GRADES OUT?

2WC to find out what Grades the pc feels are out. Indicate it.
If no F/N, «Is there an earlier time you were audited over that/those out Grade(s)?» Note for C/S. Program to handle the out-Grade(s).

N-2. IS YOUR DIANETICS INCOMPLETE?

2WC to F/N. Note for C/S. Program to handle.

NOTE: No Dianetics would be run on a Dianetic Clear or OT or on a person being given the DCSI.

N-3. DO ENGRAMS FAIL TO ERASE?

«L3RD Rundown» done using an L3RG per instructions in BTB 10 June 1972R I, Rev. and Reiss. 6.6.74 THE L3RD RUNDOWN. (R-Factor: «We are looking for engrams contacted in your early auditing and not fully handled.») Assess L3RG Method 5 with the preface «In your early Dianetics _____ ?»

Handle per L3RG instructions and the BTB.

(On a Clear or OT simply indicate the read. If no F/N you may do an L3RG if needed, however do no handling beyond indicating the reading questions, to F/N.)

N-4. IS YOUR COMMUNICATION GRADE OUT?

2WC to F/N. Program for Expanded Grade 0 or to handle the unflat Grade.

N-5. IS YOUR PROBLEMS GRADE OUT?

2WC to F/N. Program for Expanded Grade 1 or to handle the unflat Grade.

N-6. IS YOUR OVERT/WITHHOLD GRADE OUT?

2WC to F/N. Program for Expanded Grade 2 or to handle the unflat Grade.

N-7. DO YOU HAVE PERSISTING ARC BREAKS?

2WC to F/N. Program for Expanded Grade 3 or to handle the unflat Grade.

N-8. ARE YOU ANXIOUS ABOUT CHANGE?

2WC to F/N. Program for Expanded Grade 3 or to handle the unflat Grade.

N-9. DO YOU HAVE SERVICE FACSIMILES?

2WC to F/N. Program for Expanded Grade 4 or to handle the unflat Grade.

N-10.DO YOU HAVE FIXED IDEAS?

2WC to F/N. Program for Expanded Grade 4 or to handle the unflat Grade.

N-11.ARE YOU CONCERNED ABOUT BEING RIGHT OR WRONG?

2WC to F/N. Program for Expanded Grade 4 or to handle the unflat Grade.

N-12.HAVE YOU FAILED TO ATTAIN OTHER GRADES?

2WC to F/N. Note for C/S. Program to handle the Grades he failed to attain.

N-13.HAVE WINS ON GRADES BEEN BY-PASSED?

Rehab each to F/N.

SECTION O—MISUNDERSTOODS IN AUDITING

O-1. HAVE YOU HAD MISUNDERSTOODS IN AUDITING?

Find and clear the misunderstands or do a WCCL prefaced with «In Auditing». Dianetic C/S-1 and/or Scientology C/S-1 if needed.

O-2. HAVE YOU HAD TROUBLE UNDERSTANDING WHAT WAS GOING ON IN A SESSION?

Clear this up with word clearing on the action that wasn't understood. Dianetic C/S-1 and/or Scientology C/S-1 if needed.

O-3. HAVE YOU HAD TROUBLE UNDERSTANDING AN AUDITOR?

2WC to F/N. Handle any MUs with word clearing on the area the pc didn't understand. Dianetic C/S-1 and/or Scientology C/S-1 if needed.

O-4. HAVE YOU HAD TROUBLE IN AUDITING BECAUSE OF MISUNDERSTOODS?

Find the misunderstands and clear them up. Note what actions were done over misunderstood words and handle with the proper repair list if needed. Dianetic C/S-1 and/or Scientology C/S-1 if needed.

L. RON HUBBARD
FOUNDER
Approved by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

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Remimeo

C/S Series 52

INTERNES

The word INTERN or INTERNE means «An advanced graduate or a recent graduate in a professional field who is getting practice experience under the Supervision of an experienced worker».

An Internship then is serving a period as an Interne, or an activity offered by an org by which EXPERIENCE can be gained.

Internships have been arranged this long while for every auditing class.

The apprenticeship of an auditor is done as an org Interne.

C/Ses very often have Internes on their lines and sometimes have trouble with getting them to audit.

The WHY of this is that the Interne seldom knows the definition of the word «Interne» (which is as above). They sometimes think they are still students. They do not know this fact: A COURSE GRADUATE BECOMES AN AUDITOR BY AUDITING.

That means LOTS of auditing.

The failure of «auditors» is that they go from one level to the next, HDC to IV to VIII, without ever becoming an auditor for that Class.

Thus you can get a silly situation where a Class IX can't audit or C/S well. Thus you get tech going out.

An HDC graduate who doesn't then audit under an experienced Case Supervisor who knows and demands the standard actions rarely gets to be a HDC AUDITOR. It takes tons of hours to make a real Dianetic auditor who can toss off standard sessions and get his routine miracles.

So if an HDC doesn't INTERNE, but simply goes on to the Academy Courses or SHSBC he has skipped his apprenticeship as a Dianetic Auditor.

If he gets his Class VI and never Internes but goes on to VIII—well, we now have somebody who has long since lost touch with the reality of why he is studying.

Therefore you CAN'T take a Class VI graduate who was never a Dianetic Auditor and Interne him as a VI. He'll goof-goof-goof. So you have to Interne him as a HDC.

WHEN he can turn out flawless Dianetic sessions on all kinds of pcs you can Interne him as a IV etc.

In other words you have to catch up all neglected Apprenticeships.

I don't care if the guy is an VIII, if he wasn't ever a Dianetic Auditor and a Class VI Auditor and isn't Interning as an VIII then he is only a provisional.

Flubby auditors are the biggest time wasters a C/S has. If auditors on his lines aren't good, he'll take forever to get his C/S work done. And he won't get results.

The answer is, regardless of Class as a course graduate, a C/S MUST INTERNE HIS AUDITORS FOR EACH INTERNESHIP MISSED ON THE WAY UP.

The «ok to audit» system is used.

One takes any graduate and Internes him on the lowest Interneship he has missed. He reviews his material, gets his drills checked, gets his misunderstood words cleared and gets an «ok to audit» for that level. If he goofs he is crammed. And sometimes wholly retreaded. The «ok to audit Dianetics» would be his first okay. This suspends if he has to retread.

When he then has turned out pcs, pcs, pcs, pcs, 5, 6, 8, 10 hours a day for weeks and weeks and is a total success as a Dianetic Auditor, he can go on up.

At first as a Dianetic Interne he is part time studying Dianetics. Then as he gets flawless and while he is getting experience and practice on Dianetics, he can gradually phase over into re-studying his next Interneship, usually IV or VI.

Then one day he is word cleared, checked out on his drills, and he qualifies for «ok to audit» for IV or VI.

Now it begins all over again. Flubs-Cramming, midnight oil, audit audit cramming audit audit new word clear new drill work audit audit audit audit 5, 6, 8, 10 hours a day.

Now he if a IV or VI auditor.

His next real step is a VI or VII Interne at an SH. If he has been a good IV Interne Auditor his VI Interneship after his SHSBC will be a VII Interneship. VII is an Interne activity.

When he's an Auditor that can do VI and Power, he is ready for VIII and IX.

If he is going to be a good VIII-IX auditor he will Interne in an AO or SH under an experienced C/S.

Now when he goes to his own org, you have a real honest to goodness C/S.

And as a C/S he must know how you use Interneships to make auditors.

Wherever this function is neglected, you don't get auditors. You get doubtful students and out-tech.

On Flag C/Ses have to catch up every missed Interneship to make a high volume high quality auditor.

The world renowned Superiority of Flag Auditors is built just like I am telling you here.

There is no reason just that same quality can't be built in any org.

One does it by the Interne method.

By using this method you get IN tech and high volume.

Any auditor in any org that is limping and fumbling simply has never been properly Interned.

The way to remedy it is to set up a good Cramming that uses only HCO Bs and has them available (and no verbal tradition), a Good Word Clearer and a Qual «okay to audit» Interne system. The Internes are a Section in Qual. They have a Course Supervisor. They study and audit cram audit cram study audit, audit audit audit.

And one day you have IN tech and high volume high Class auditing all over the place.

Otherwise you just have a bunch of students, in doubt, chewing on their misunderstood words and failed tech.

There IS a right way to go about it.

It is by Interneship.

L. RON HUBBARD
FOUNDER

BDCSC:LRH:nt:rd

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HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 16 AUGUST 1971RA

ISSUE II

REVISED 5 JULY 1978

RE-REVISED 4 SEPTEMBER 1980

(Revisions not in Script)

Remimeo
Courses
Checksheets
Professional
TRs Course

(This Bulletin has been revised to fully define TRs and to include data on the cycle of communication upon which the TRs are based.)

TRAINING DRILLS REMODERNIZED

This HCOB cancels the following:

Original HCOB 17 Apr 61	TRAINING DRILLS MODERNIZED
Revised HCOB 5 Jan 71	TRAINING DRILLS MODERNIZED
Revised HCOB 21 Jun 71 III	TRAINING DRILLS MODERNIZED
HCOB 25 May 71	THE TR COURSE

(REFERENCES: HCOB 5 Apr 73R	AXIOM 28 AMENDED Rev. 4.9.80
HCOB 23 Sep 79	CANCELLATION OF DESTRUCTIVE
	BTBs AND BPLs ON TRS
HCOB 24 Dec 79	TRS BASICS RESURRECTED
HCOB 18 Apr 80	TR CRITICISM
HCOB 5 Apr 80	Q & A, THE REAL DEFINITION)

This HCOB is to replace all other issues of TRs 0-4 in all packs and checksheets, excepting those TRs Booklets specifically designed for Div 6 Courses.

TRS DEFINITION

The term «TRs» is an abbreviation for Training Regimen or Routine. TRs are also often referred to as Training Drills.

While each individual TR drill has its own specific purpose, the overall purpose and definition of TRs is given here fully and finally:

TRS ARE METHODS OF DRILLING THE COMMUNICATION FORMULA AND BECOMING EXPERT IN ITS HANDLING AND USE.

That definition applies to any TR. At times over the years when it has been dropped out or obscured or misunderstood, auditor training quality and results have suffered.

Therefore, this full and final definition is to be posted in LARGE letters in any course room where Professional TRs are taught. It should be emblazoned upon the foreheads and minds of TR Course Supervisors and all students on TRs Courses in training to become auditors. It should be known broadly and understood and emphasized.

In 1971, due to the following factors, I found it necessary to modernize TRs 0 to 4.

1. The auditing skill of any student remains only as good as he can do his TRs.
2. Flubs in TRs are the basis of all confusion in subsequent efforts to audit.
3. If the TRs are not well learned early in Scientology training courses, THE BALANCE OF THE COURSE WILL FAIL AND SUPERVISORS AT UPPER LEVELS WILL BE TEACHING NOT THEIR SUBJECTS BUT TRs.
4. Almost all confusions on Meter, Model Sessions and Scientology or Dianetic processes stem directly from inability to do the TRs.
5. A student who has not mastered his TRs will not master anything further.
6. Scientology or Dianetic processes will not function in the presence of bad TRs. The preclear is already being overwhelmed by process velocity and cannot bear up to TR flubs without ARC breaks.

THESE FACTORS HOLD VERY TRUE TODAY AND ALWAYS WILL.

Academies were tough on TRs up to 1958 and have since tended to soften.

Professional TRs Courses are not a tea party.

The TRs given here should be put in use at once in all auditor training, in Academy and HGC and in the future should never be relaxed.

A more gradient approach to TRs is taught on specially packaged co-audits for those with no prior technical training, where the same degree of flawlessness and skill demanded of a professional auditor is not demanded of the untrained co-auditor.

And there is still another gradient of TRs found on courses for new public in Division 6, where the person is getting his first experience in handling communication in his life and livingness.

But on a Professional TRs Course for auditors absolutely standards are lowered. PROFESSIONAL AUDITORS IN TRAINING ARE GIVEN REAL TRs—ROUGH, TOUGH AND HARD. To do otherwise is to lose 90% of the results. There is nothing pale and patty-cake about TRs.

THIS HCOB MEANS WHAT IT SAYS. IT DOES NOT MEAN SOMETHING ELSE. IT DOES NOT IMPLY ANOTHER MEANING. IT IS NOT OPEN TO INTERPRETATION FROM ANOTHER SOURCE.

THE A-R-C TRIANGLE

As TRs are methods of drilling the communication cycle, one cannot expect to master TRs without familiarity with that cycle. And basic to the drilling or any real use of the comm cycle is an understanding of Affinity, Reality and Communication, which make up the ARC Triangle. There is no attempt here to repeat all of the existing data on the ARC Triangle and its use. Any student put on TRs must first have done a sound study of this theory. The data exists in the books:

THE PROBLEMS OF WORK, Chapter 6: Affinity, Reality and Communication

THE FUNDAMENTALS OF THOUGHT, Chapter 5: The ARC Triangle

DIANETICS 55! and in various HCOB Bulletins in the Technical Volumes.

A student ready for TR drills would know and would have demonstrated how Affinity, Reality and Communication interrelate. He would be familiar with how one improves the level of ARC by first raising one side of this important triangle in order to raise the next side and the next, and how ARC brings about Understanding.

When he has that data he's better prepared to handle the comm cycle.

THE FULL CYCLE OF COMMUNICATION

Communication Defined

If one were to put it very simply, it could be said, correctly, that communication is the interchange of ideas across space.

A finer statement of this is given in the following definition from Axiom 28:

COMMUNICATION IS THE CONSIDERATION AND ACTION OF IMPELLING AN IMPULSE OR PARTICLE FROM SOURCE-POINT ACROSS A DISTANCE TO RECEIPT-POINT, WITH THE INTENTION OF BRINGING INTO BEING AT THE RECEIPT-POINT A DUPLICATION AND UNDERSTANDING OF THAT WHICH EMANATED FROM THE SOURCE-POINT.

The simplest statement of the formula of communication is CAUSE-DISTANCE-EFFECT.

When we do a close inspection of this formula and the cycle involved, its many elements come to view.

The Parts Of The Full Communication Cycle

The full cycle of communication is made up of these components:

Observation, Confront, Consideration, Intention, Attention, Cause, Source-point, Particle or Impulse or Message, Distance, Estimation of Distance, Control (Start-Change-Continue-Stop), Direction, Time and Timing, Velocity, Volume, Clarity, Interest, Impingement, Effect, Receipt-point, Duplication, Answer, Acknowledgement, Understanding. It also includes Nothingness or Somethingness.

Each TR drill is designed to train the student in one or more of these various components, until he has become expert in handling each part of the communication cycle and the communication cycle as a whole.

When a student understands and has fully demonstrated the basic theory of communication in clay, including the theory of the ARC Triangle and how it works in practice and the use of the communication cycle and all of its parts, he is well equipped to begin his training in TRs.

DRILLING TRS ON A PROFESSIONAL TRS COURSE

The student first studies the TR, clears any misunderstood words in it and makes sure he understands it. Then he DRILLS it. He must DO TRs.

If during the drilling he has questions about the TR, he restudies it and gets right back onto drilling it.

AT NO TIME MAY A COACH OR SUPERVISOR GIVE A VERBAL INTERPRETATION OF THE HCOB. All queries and questions are handled by referring the student to the HCOB, getting him to restudy or re-word clear the drill. Then getting him to DO the drill.

In addition to this Bulletin, the supervisor may have the student and his twin study, in HCOB 18 Apr 80 TR CRITICISM, the section on the specific TR drill they are trying to do.

ON PROFESSIONAL TRS, DONE THE HARD WAY, STUDENTS DRILL EACH TR TO A PASS, ONE AT A TIME.

This is the rough, tough way it was done earlier, in the '60s, with results. The earlier action of getting a student through each TR itself, one at a time, and increasing the gradient of toughness as he does that TR, is what has proven successful.

IF A STUDENT HAS TROUBLE AND HANGS UP AND CAN'T PASS AN UPPER TR, HE HASN'T MADE IT ON THE LOWER TRS. THIS HAS BEEN PROVEN CONCLUSIVELY. START HIM BACK AT THE BEGINNING OF THE TRS AGAIN. HE RE-DRILLS EACH TR UNTIL HE DOES IT COMPETENTLY TO A PASS.

If he then hangs up on the lower TRs, you would put him all the way back to restudy ARC and the cycle of communication, as there will be something there he hasn't grasped.

TRs are coached and supervised with attention and with the intention of getting the student to win. By win we mean honestly mastering each TR as he goes.

There's got to be a supervisor THERE to ensure this occurs.

Lax, permissive coaching or lax, permissive supervision have no place on a Professional TRs Course. They are simply an extension of the permissiveness of modern education where nobody winds up educated. This is not how we train.

Permissiveness is nothing more than a symptom of the inability to confront.

A professional TRs Course is TAUGHT and taught HARD, not permissively.

The above points are those which make up the expertise of how it is done. There are not many of these points but they have to be emphasized.

TRAINING DRILLS 0-4

THESE TRS ARE DONE EXACTLY PER THIS HCOB WITHOUT ADDED ACTIONS OR CHANGE.

NUMBER: OT TR 0 1971 REVISED 1980

NAME: Operating Thetan Being There

THEORY: OT TR 0 is the drill which provides an undercut to the actual use of the communication formula. For any communication to take place, it requires somebody there. On OT TR 0 the student is drilling simply being there as potential Cause or Source-point or potential Effect or Receipt-point.

COMMANDS: None.

POSITION: Two students sit facing each other with eyes closed, a comfortable distance apart—about three feet.

PURPOSE: To train the student simply to be there comfortably. The idea is to get the student able to BE there comfortably in a position three feet in front of another person, to BE there and not do anything else but BE there.

TRAINING STRESS: Students sit facing each other with eyes closed. There is no conversation. This is a silent drill. There is NO twitching, moving, confronting with a body part, «system» or vias used or anything else added to BE there. One will usually see blackness or an area of the room when one's eyes are closed. THERE, COMFORTABLY. This does not mean the student is supposed to be completely unfeeling or unaware. And he does not get into a figure-figure or go into weird additives or considerations. There is NO complexity to this drill. It means exactly what it says—simply BE THERE, COMFORTABLY.

Students do not coach each other on OT TR 0. The Supervisor does the coaching, covering the whole classroom, spotting any twitches, squirming, etc., and flunking them. If a student goes to sleep or starts boiling off, the supervisor gets him back onto the drill. He simply keeps the students at it.

PATTER: None for students. Supervisor starts the drill with «Start» and uses «That's it» to terminate the drill. When he needs to flunk a student he uses «Flunk» and indicates what the flunk is on.

When a student can BE there comfortably for some time, the drill is passed.

NOTE: OT TR 0 would only be coached on a student by this twin if the student had flunked a later TR and been put back onto OT TR 0. It is then up to his twin to get him through, coaching him as the supervisor would, with the supervisor also keeping an eye on it. This means the student coach (who would have his eyes open for this coaching) sits across from the student who is doing OT TR 0, observing him and flunking twitches, squirming, etc. During this coaching, the coach would use «Start» «Flunk» and «That's it» as given in the Patter section above.

HISTORY: Developed by L. Ron Hubbard in June 71 to give an additional gradient to confronting and eliminate students Confronting with their eyes, blinking, etc.

Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs. Further revised by L. Ron Hubbard in 1980 to clarify coaching of OT TR 0 and emphasize the drill as a gradient to actual confronting.

NUMBER: TR 0 CONFRONTING REVISED 1961 RE-REVISED 1980

NAME: Confronting.

THEORY: On TR 0, in addition to potential Cause or Source-point or potential Effect or Receipt-point, the following parts of the comm cycle are entered in: Observation, Distance, Consideration Attention, Confront.

COMMANDS: None.

POSITION: Student and coach sit facing each other with eyes open, a comfortable distance apart—about three feet.

PURPOSE: To train student to confront another person with auditing only or with nothing. The whole idea is to get the student able to be there comfortably in a position three feet in front of another person, to BE there comfortably and CONFRONT and not do anything else but BE THERE AND CONFRONT.

TRAINING STRESS: Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do nothing for some hours. Student must not speak, fidget, giggle, be embarrassed or anaten, or exhibit any reactive body motion which would be distractive to a preclear.

TR 0 requires some coaching. It can be done uncoached for an initial period to accustom students to confronting and to permit some time for student to get through the initial manifestations he may encounter when first doing the drills. Thereafter, the drill is coached on a student by his twin, and vice versa, on a turnabout basis.

It will be found the student tends to confront WITH a body part, rather than just confront, or tends to use a system of confronting rather than just BE there. This can show up in any number of ways including fidgeting, giggling, twitching, or any distractive motion or manifestation. Flunks are given for those as they are indications of non-confront, and they would be taken up and coached on the drill.

Automatic body functions which are not distractive, such as normal breathing, swallowing, blinking, are not taken up by the coach or the supervisor.

To clarify what has been known in the past as «Blinkless TR 0», the statement should be made that this does NOT mean the person never blinks. It is defined here finally and in full to mean that when a person's TR 0 is in he doesn't exhibit manifestations of inability to confront, including blinking nervously or flinching or doing anything else that would be distractive to a pc and shows a non-confront.

PATTER: When TR 0 is coached, coach uses «Start» to begin the coaching period. He uses «Flunk» when the student shows any manifestation of non-confront, indicates what the non-confront is, and uses «Start» to begin the drill again. «That's it» is used to terminate the drill.

NOTE: The drill is mis-named if Confronting means to DO something to the person. The whole action is to accustom an auditor to BEING THERE three feet in front of another person without apologizing or moving or being startled or embarrassed or defending self. Confronting with a body part can cause somatics in that body part being used to confront. The solution is just to BE there and CONFRONT.

On a Professional TRs Course the student passes when he can just be there and do a straight, uninterrupted 2 hours of good, acceptable confront.

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be «interesting». Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level of technical skill than earlier processes. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs. Further revised in 1980 by L. Ron Hubbard to clarify «Blinkless TR 0» and coaching, and to include theory on the communication cycle.

NUMBER: TR 0 BULLBAIT REVISED 1961 RE-REVISED 1980

NAME: Confronting Preclear Bullbaited.

THEORY: On TR 0 Bullbaited the student drills being there as potential Cause or Source-point and being there as Effect or Receipt-point, with Duplication. He is also drilling Observation, Distance, Consideration, Attention, Confront and particularly confronting a preclear who is being Cause of Source-point. The gradient of confront is increased on this drill, with emphasis on the fact that the student is confronting a preclear no matter what the preclear says or does.

COMMANDS: Coach: «Start» «That's it» «Flunk».

POSITION: Student and coach sit facing each other a comfortable distance apart—about three feet.

PURPOSE: To train student to confront a preclear with auditing or with nothing. The whole idea is to get the student able to BE there comfortably and confront a preclear in a position three feet in front of the preclear without being thrown off, distracted or reacting in any way to what the preclear says or does. It is on TR 0 Bullbaited that the student learns to CONFRONT A PRECLEAR.

TRAINING STRESS: After the student has passed TR 0 and he can just BE there comfortably and confront, «bull baiting» can begin. Anything added to BEING THERE AND CONFRONTING THE PRECLEAR is sharply flunked by the coach. Twitches, sighs fidgets, anything except just being there is promptly flunked, with the reason why.

PATTER: Student coughs. Coach: «Flunk! you coughed. Start.» This is the whole of the coach's patter as a coach. Coach then repeats whatever he had said or does that caused the student to react. He continues to coach the student on that «button», flattening it to a win for the student before going on to another button or other bullbaiting.

Button: An item, word, phrase, subject, voice tone, mannerism, anything that causes a person to react, causes him discomfort, embarrassment, upset or to laugh

uncontrollably, etc. It is called a «button» because when you push it you get a reaction.

PATTER AS A CONFRONTED SUBJECT: Bullbaiting is done on a gradient, giving the student lighter situations to begin with so student is not plunged into overwhelm at the start. Coach gets the student through the lighter situations and confronting those, then gradually stiffens the gradient, giving the student more and more to confront. The coach may say anything or do anything except leave the chair. The student's «buttons» should be found (these will be spotted by the coach during drilling) and each button flattened before it is left. A button is never left unflat. Any words that are not coaching words may receive no response from the student. If the student responds, the coach is instantly a coach (see patter above). Student passes when he can BE there comfortably and confront a preclear without being thrown off or distracted or reacting in any way to anything the coach says or does.

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be «interesting». Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level technical skill than earlier processes. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs. Further revised by L. Ron Hubbard in 1980 to emphasize the purpose of TR 0 Bullbaited and to include data on «buttons» and the comm cycle.

NUMBER: TR-1 REVISED 1961 RE-REVISED 1980

NAME: Dear Alice.

THEORY: On TR 1, the student is using Observation, Consideration and confront as previously drilled. He is also drilling being Cause or Source-point, awareness of Effect of Receipt-Point, and as Cause getting a Message (or Impulse or Particle) across a Distance to Receipt-point with Attention, Interest, Control, correct Direction, correct estimation of Distance, Time and correct Timing, correct Velocity, correct Volume, Clarity and Impingement, and with the Intention that it is received and duplicated at Receipt-point.

PURPOSE: To train the student to deliver a command newly and an a new unit of time to a preclear without flinching or trying to overwhelm or using a via, and to deliver a command with the intention that it is received.

COMMANDS: A phrase (with the «he said» omitted) is picked out of the book «Alice in Wonderland» and read to the coach. It is repeated until the coach is satisfied it arrived where he is. In other words it must be received by the coach. **POSITION:** Student and coach are seated facing each other a comfortable distance apart.

TRAINING STRESS: The command goes from the book to the student and, as his own, to the coach. It must not go from book to coach.

It must sound natural not artificial. Diction and elocution have no part in it. Loudness may have.

The coach must have received the command (or question) clearly and have understood it before he says «Good». The operative word here is received. The communication must be received at Receipt-point as when that has occurred duplication can take place.

Any datum that every command must sound exactly like the last command is false. Each question or command is delivered in a new unit of time. When that does not occur the same tonality will be noted, command after command, and the student appears robotic. A command delivered naturally is one that is delivered newly in a new unit of time.

Don't buy an unchanging student or a wrongly done TR.

If a student is unchanging (delivers 3 or 4 robotic TR-1s in a row) flunk him, coax him to do it correctly, make sure he knows and understands the drill and do all possible to get him delivering a command naturally that arrives. But if there is still no change, put him back on OT TR 0 as he hasn't made it on his lower TRs.

PATTER: The coach says «Start», says «Good» without a new start if the command is received. He says «Flunk» if the command is not received. «Start» is not used again. «That's it» is used to end the activity or to terminate for a brief discussion. Any discussion is kept to a minimum. If student has a question it is acknowledged, student studies the TR again for any necessary clarification and is put back on the drill. If session is terminated for a discussion, coach must say «Start» again before it resumes.

This drill is passed only when the student can put across a command naturally, without strain or artificiality or elocutionary bobs and gestures, and when the student can do it easily and relaxedly. When the coach thinks the student has done it he asks the student if he has done it. If the coach is satisfied that he is receiving the commands, each newly in a new unit of time, and the student is satisfied that he has done it, he passes on to the next TR.

HISTORY: Developed by L. Ron Hubbard in London, April 1956, to teach the communication formula to new students. Revised by L. Ron Hubbard 1961 to increase auditing ability. Further revised by L. Ron Hubbard in 1960 to emphasize the purpose of the drill and to include theory on the comm cycle.

NUMBER: TR 2 REVISED 1978 RE-REVISED 1980

NAME: Acknowledgements.

THEORY: On TR 2, the student is using all of those parts of the comm cycle previously drilled. He is also drilling switching from Cause (Source-point) to Effect (Receipt-point) in order to receive, Understand and Duplicate the preclear's Answer, and then back to Cause to give the Acknowledgement.

The real emphasis here is on the drilling of Control (the Start-Change-Stop of a communication), is he uses the Acknowledgement to bring the communication to a full stop. Timing, Velocity, Volume and Impingement also enter into this drill.

PURPOSE: To teach the student that an acknowledgement is a method of controlling preclear communication and that an acknowledgement is a full stop. The student must understand and appropriately acknowledge the comm and in such a way that it does not continue the comm.

COMMANDS: The coach reads lines from «Alice in Wonderland» omitting the «He says» and the student thoroughly acknowledges them. The student says «Good», «Fine», «Okay», «I heard that», anything only so long as it is appropriate to the pc's comm—in such a way as actually to convince the person who is sitting there as the preclear that he has heard it. The coach repeats any line he feels was not truly acknowledged.

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

TRAINING STRESS: Teach student to acknowledge exactly what was said so preclear knows it was heard. Ask student from time to time what was said. Curb over and under acknowledgement. Let student do anything at first to get acknowledgement across, then even him out. Teach him that an acknowledgement is a stop, not beginning of a new cycle of communication or an encouragement to the preclear to go on and that an acknowledgement must be appropriate for the pc's comm. The student must be broken of the habit of robotically using «Good», «Thank you» as the only acks.

To teach further that one can fail to get an acknowledgement across or can fail to stop a pc with an acknowledgement or can take a pc's head off with an acknowledgement.

PATTER: The coach says «Start», reads a line and says «Flunk» every time the coach feels there has been an improper acknowledgement. The coach repeats the same line each time the coach says «Flunk». «That's it» may be used to terminate for discussion or terminate the session. «Start» must be used to begin a new coaching after a «That's it».

HISTORY: Developed by L. Ron Hubbard in London in April 1956 to teach new students that an acknowledgement ends a communication cycle and a period of time, that a new comm and begins a new period of time. Revised 1961 and again

in 1978 by L. Ron Hubbard. Further revised by L. Ron Hubbard in 1980 to include theory on the comm cycle.

NUMBER: TR 2 ½ REVISED 1978 RE-REVISED 1980

NAME: Half Acks.

THEORY: The same parts of the comm cycle are drilled on TR 2 ½ as on TR 2, with one exception; the emphasis here is on drilling Acknowledgement and Control in such a way as to bring about the «Continue» (or «change») part of the Control cycle.

PURPOSE: To teach the student that a half acknowledgement is a method of encouraging a pc to communicate.

COMMANDS: The coach reads lines from «Alice in Wonderland» omitting the «He says» and the student half acks the coach. The coach repeats any line he feels was not half acked.

POSITION: The student and coach are seated facing each other at a comfortable distance apart.

TRAINING STRESS: Teach student that a half acknowledgement is an encouragement to the pc to continue talking. Curb over-acknowledgement that stops a pc from talking. Teach him further that a half ack is a way of keeping a pc talking by giving the pc the feeling that he is being heard.

PATTER: The coach says «Start», reads a line and says «Flunk» every time the coach feels there has been an improper half ack. The coach repeats the same line each time the coach says «Flunk». «That's it» may be used to terminate for discussion or terminate the session. If the session is terminated for discussion, the coach must say «Start» again before it resumes.

HISTORY: Developed by L. Ron Hubbard in July 1978 to train auditors in how to get a pc to continue talking as in R3RA. Revised by L. Ron Hubbard in 1980 to include theory on the comm cycle.

NUMBER: TR 3 REVISED 1961 RE-REVISED 1980

NAME: Duplicative Question.

THEORY: On TR 3 the student is drilling using all the parts of the comm cycle, with emphasis on getting a communication duplicated and completed.

PURPOSE: To teach a student to duplicate without variation an auditing question, each time newly, in its own unit of time, not as a blur with other questions, and to acknowledge it. To teach that one never asks a second question until he has received an answer to the one asked.

COMMANDS: «Do fish swim?» or «Do birds fly?»

POSITION: Student and coach seated a comfortable distance apart.

TRAINING STRESS: One question and student acknowledgement of its answer in one unit of time which is then finished. To keep student from straying into variations of command. Even though the same question is asked, it is asked as though it had never occurred to anyone before.

Duplicating the auditing question without variation in a new unit of time does NOT mean a robotic duplication of tone of voice, command after command. It means that the original question asked is asked in a new unit of time without variation of the question. Any idea that the student must give every command sounding exactly like the last command is a false datum and only serves to mis-train the student into robotic delivery.

The student must learn to give a command and receive an answer and to acknowledge it in one unit of time.

The student is flunked if he or she fails to get an answer to the question asked, if he or she fails to repeat the exact questions, if he or she «Q and As» with excursions taken by the coach.

Q and A means: Asking a question that is based on the last answer. It never completes any cycle. (Ref: HCOB 5 Apr 1980, Q & A, THE REAL DEFINITION.)

The student is also flunked for robotic delivery of the question or command.

PATTER: The coach uses «Start» and «Flunk». «That's it» is used to terminate the session. «Start» must be used to begin a coaching session again after a «That's it».

The coach is not bound after starting to answer the student's question but may comm lag or give a commenting type answer to throw the student off.

Often the coach should answer. Somewhat less often the coach attempts to pull the student in to a Q and A or upset the student. Example:

Student: «Do fish swim?»

Coach: «Yes»

Student: «Good»

Student: «Do fish swim?»

Coach: «Aren't you hungry?»

Student: «Yes»

Coach: «Flunk»

When the question is not answered, the student must say, gently, «I'll repeat the auditing question», and do so until he gets an answer. Anything except commands, acknowledgement and as needed, the repeat statement is flunked. Unnecessary use of the repeat statement is flunked. A poor command is flunked. A poor acknowledgement is flunked. A Q and A is flunked (as in example). Student misemotion or confusion is flunked. Student failure to utter the next command (or with a long comm lag) is flunked. A choppy or premature acknowledgement is flunked. Lack of an acknowledgement (or with a distinct comm lag) is flunked. Any words from the coach except an answer to the question, «Start», «Flunk», «Good» or «That's it» should have no influence on the student except to get him to give a repeat statement and the command again. By repeat statement is meant, «I'll repeat the auditing command.»

«Start», «Flunk», «Good» and «That's it» may not be used to fluster or trap the student. Any other statement under the sun may be. The coach may try to leave his

chair in this TR. If he succeeds it is a flunk. The coach should not use introverted statements such as «I just had a cognition.» 'Coach divertive' statements should all concern the student, and should be designed to throw the student off and cause the student to lose session control or track of what the student is doing. The student's job is to keep a session going in spite of anything, using only command, the repeat statement or the acknowledgement. The student may use his or her hands to prevent a 'Blow' (leaving) of the coach. If the student does anything else than the above, it is a flunk and the coach must say so.

HISTORY: Developed by L. Ron Hubbard in London in April 1956, to overcome variations and sudden changes in sessions. Revised 1961 by L. Ron Hubbard.

The old TR has a comm bridge as part of its training but this is now part of and is taught in Model

Session and is no longer needed at this level. Auditors have been frail in getting their questions answered. This TR was redesigned to improve that frailty. Further revised by L. Ron Hubbard in 1980 to include the definition of Q and A, flunks for robotic delivery of question, and to include theory on the comm cycle.

NUMBER: TR 4 REVISED 1961 RE-REVISED 1980

NAME: Preclear Originations.

THEORY: On TR 4 the student drills handling another's origination of a communication cycle as well as handling his own cycle of communication, and ensuring that both of these cycles are completed. All the parts of the cycle of communication come into play in this drill.

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

COMMANDS: The student runs «Do fish swim?» or «Do birds fly?» on coach. Coach answers but now and then makes startling comments from , prepared list (see Attachment of this HCOB, taken from the Preclear Origination Sheet at the back of The Book of E-Meter Drills). Student must handle originations to satisfaction of coach.

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

TRAINING STRESS: The student is taught to hear origination and do three things.

1. Understand it;
2. Acknowledge it;
- and
3. Return preclear to session.

If the coach feels abruptness or too much time consumed or lack of comprehension, he corrects the student into better handling.

PATTER: All originations concern the coach, his ideas, reactions or difficulties, none concern the auditor. Otherwise the coach's patter is the same as in TR 3 («Start», «Flunk», «That's it» and «Start» to resume the coaching session after a «That's It»).

The student's patter is governed by:

1. Clarifying and understanding the origin.
2. Acknowledging the origin.
3. Giving the repeat statement «I'll repeat the auditing command», and

then giving it.

Anything else is a flunk.

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

1. Understand;
2. Acknowledge;
3. Return pc to session.

Flunks are also given for too abrupt a shift of attention or too slow a shift of attention back to the session, or for failure to return the pc to session at all.

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

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

The coach uses the Comments & Originations Sheet, attached to this issue, choosing items at random to drill the student in handling.

When the student has mastered 1. Understanding; 2. Acknowledging; 3. Returning pc to session, the gradient is upped and the student is flunked for any part of the comm cycle being out. This would include non-confront, failure to get a communication across, using a half acknowledgement improperly (and thus inviting the pc to continue endlessly when the pc isn't even answering the question asked) when a full stop acknowledgement is required, failure to encourage the pc to continue when it is necessary, failure to get the question answered or to deliver each command in a new unit of time, as well as any flub in handling preclear originations.

The drill is passed when the student can handle cycles of communication smoothly and naturally.

HISTORY: Developed by L. Ron Hubbard in London in April 1956, to teach auditors to stay in session when preclear dives out. Revised by L. Ron Hubbard in 1961 to teach an auditor more about handling origins and preventing ARC breaks, Further revised by L. Ron Hubbard in 1980 to include theory on the comm cycle.

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

ROBOTIC TRS

Stiff, unnatural TRs are robotic TRs. Students and auditors who haven't mastered the TRs will handle communication robotically.

Anatomy Of A Robot It can be said of robots that:

1. They don't know what a comm cycle is.
2. They have never really passed OT TR 0.
3. They have never really passed TR 0.
4. They have never really passed TR 0 Bullbait.

5. They don't do TR 1 in a new unit of time each time they give it, so they all sound alike and they probably have TR 3 mixed up with TR 1, or they are stuck in an unflat 0 Series (OT TR 0, TR 0, TR 0 BB).
6. They don't realize their TRs are addressed to the person in front of them but are probably addressed to the instructors for a pass.

And so, with a combination of the above, these students and auditors will look like robots. They would never get the product of a pc interested in his own case and willing to talk to the auditor. And it's possible that they don't know that that is their product.

The point is, however, that it would be almost impossible for any student or auditor to go on looking like a robot if he actually did the TRs.

The remedy for robotic TRs is to put the student back onto restudy of the basics, the ARC Triangle and the cycle of communication, and then to re-drill the TRs from OT TR 0 on up, each one this time to a real pass.

With these standard actions done he will reach the EP and wind up a Valuable Final Product.

VALUABLE FINAL PRODUCT AND END PHENOMENON OF TRS ON A PROFESSIONAL TRS COURSE

The PRIMARY VALUABLE FINAL PRODUCT of TRs is:

A Professional auditor who with comm handling alone can keep a pc interested in his own case and willing to talk to the auditor.

The SECONDARY VALUABLE FINAL PRODUCT of TRs is:

A person with the session and social presence of a professional auditor and that presence can be summed up as a being who can handle anyone with communication alone and whose communication can stand up faultlessly to any session or social situation no matter how rough.

The END PHENOMENON of TRs is:

A being who knows he can achieve both of the above flawlessly and from here on out.

With honest drilling of the cycle of communication on TRs these skills are fully achievably.

And any being mastering these skills is capable in the extreme.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 OCTOBER 1971RA

RE-REVISED 25 MAY 1980

(This issue is re-revised to include data on the Mark VI meter.)

Remimeo
Add to
E-Meter Books,
Studies,
Checksheets

(References to footplates have been deleted)

(Revisions not in Script)

FALSE TA

Ref:

HCOB 8 Jun 70	LOW TA HANDLING
HCOB 16 Aug 70R	C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
HCOB 12 Nov 71RB	FALSE TA ADDITION
HCOB 15 Feb 72R	FALSE TA ADDITION 2
HCOB 18 Feb 72RA	FALSE TA ADDITION 3
HCOB 16 Feb 72	C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB	DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 73RD	C/S 53RL SHORT FORM
HCOB 24 Nov 73RE	C/S 53RL LONG FORM
HCOB 19 Apr 75R	OUT BASICS AND HOW TO GET THEM IN
HCOB 23 Apr 75RA	VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA	C/S Series 96RA, DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB	C/S Series 99RB, SCIENTOLOGY
	F/N AND TA POSITION
HCOB 21 Jan 77RB	FALSE TA CHECKLIST
HCOB 24 Jan 77	TECH CORRECTION ROUND-UP
HCOB 26 Jan 77R	FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R	FALSE TA DATA
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP
	SESSIONS AND AN E-METER
HCOB 13 Jan 77RB	HANDLING A FALSE TA
	OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI,
	HOW TO SET UP YOUR MARK VI E-METER

Some pcs have a very difficult time in auditing due solely to can (electrode) outnesses.

Some auditors have heavy losses because they do not realize the troubles that can come from electrodes and thus remedy them.

TA USE

The TA must be between 2 and 3 for a correct F/N.

When the TA is reading falsely a pc can be butchered.

Example: Auditor talking the TA down. It gets to «3.1» by his meter.

So he gets the pc to talk a bit more to get the TA between 2 and 3 and F/N.

The TA suddenly rises to 3.8.

Pc and auditor go desperate. What has happened is that the TA was a false read. It was really reading 2.9 and F/Ning but for reasons given below it read «3.1». Thus the auditor overran the F/N and by keeping on invalidated the release, pulled the pc's attention out of session and demanded more than the pc had to give.

Example: Auditor two-way communicating with pc to get the TA up from «1.8».

The TA suddenly sinks to 1.6, pc goes into apathy.

What happened was a missed F/N. For reasons covered below the TA at 1.8 was false and was really at 2.1 and F/Ning.

Example: Pc being asked for an earlier similar incident because TA is at «4.0».

Pc can't get one, gets desperate, TA goes to 5.0.

For reasons given below the TA was at 3.0 but was reading falsely at «4.0».

Some cases get upset at the very idea of F/N when these mistakes are made.

More than one case has missed all his wins for a year because of a false TA.

So it is very important to know how a false TA comes about and how to avoid it.

A properly set up meter with cans (electrodes) fitted to a pc who is holding them properly IS ALWAYS CORRECT.

However, totally false tone arm readings can exist and an auditor must know how these come about.

TRIM

A meter can be improperly trimmed (not set at 2.0 with the trim knob) and can give a false TA position.

Further, when a meter is not left on a minute or two before trimming, it can drift in the session and give a slightly false TA.

The trim can be quietly checked in mid-session by snapping out the jack where the cord goes into the box and putting the TA on 2, seeing if the needle is now on SET.

If not, the trim knob can be moved to adjust it. The jack is quietly slipped back in. All without distracting the pc.

DISCHARGED

A cadmium cell meter discharges very suddenly when it does go flat.

In mid-session the meter can run out of battery. The TA will cease to act well and may go very false.

The remedy is to keep a meter charged at least one hour for every 10 of auditing for 240 AC volt charging current, or 2 hours for every 10 of auditing on a 110 AC volt charging current. (1 hour for every 6 of auditing with a Mark VI.)

A meter lasts much longer than this in practice but the above is very safe.

Before each session snap the knob over to TEST. The needle should hit hard on the right side of the face. It can even bounce. Thus guarantees lots of charge in the battery and no chance of a meter going flat in session.

If the needle doesn't snap to the right hard or if it doesn't quite get there on TEST, then that meter will go flat in mid-session and give false TA and no reads or TA on hot subjects.

ONE-HAND ELECTRODE

A single hand electrode with two terminals separated by a rubber works.

BUT it always gives a falsely high TA.

A Solo auditor who does not know this can get a release point and go half mad wondering why he is F/Ning at 4.0!

The answer is to make a «single hand» electrode out of two small cans (about 3 ¾ inches by 2 1/8 inches or 9 ½ cm by 5 ½ cm) (or even smaller for a very small handed pc). Glue a thin circle of foam rubber solidly to the bottom of one can so it reaches out slightly around the bottom. (Don't glue it up the sides.)

Put the alligator jaw clips one to each can. Now put the can bottoms together and hold them in one hand. Mark the TA (1)-meaning one hand (such as 3.75 (1)). Now take the cans one in each hand and mark the TA (2)-meaning two hands (such as 3.0 (2)).

Audit with them in one hand. Keep your worksheets with (1) marks (such as 3.5 (1)). Check at start and middle and end by taking a can in each hand and putting down the 2 can read (such as 2.5 (2)).

It is too much trouble to totally change cans and the distraction can change the TA read.

This two small can arrangement is not quite accurate. It gives a lower TA than big cans. But the difference is slight. It can scare you with a 1.9 when trim is 2.0 and real TA is 2.0. If this happens check with big cans.

(As an added tip a Solo auditor usually keeps the back of his hand on his leg while Solo auditing. The small 7 ½ volt current gives a tingle to the leg that is distracting when one's hand is moist. put a piece of foam rubber in a plastic sack. Lay the sack on the leg, put your hand on this pad. It insulates the area and is very comfortable.)

MOIST HANDS

When a pc's hands sweat a lot you will get a low TA.

Contrary to 19th century superstition the meter does not work on sweat.

Very sweaty hands as found on nervous persons gives a false TA. It goes low.

Many «low TA cases» are just sweaty hand cases.

Paper handkerchiefs (Kleenex) are a standard item for an auditing room— for grief charges and burning eyes, etc. These should be available.

If the TA is low, check if the pc's hands are wet. If so have him wipe them and get a new read. It is usually found that the 1.6 was really 2.0. Or the 1.6 was really 1.8 and the trim was 1.8 = 2.0.

Have the pc wipe hands, check and correct trim before you bypass all a «low TA's» F/Ns!

TAs can go low. Invalidation of the pc, lousy TRs can drive one low. If so the TA comes back up on repair.

But don't brand a case a low TA case until you make sure his hands are dried and the meter trimmed.

Also, very small cans or cans too small for the pc can give a slightly low reading.

DRY HANDS

Some pcs have extremely dry hands, usually from industrial chemicals such as chlorine in dishwater or skin scale.

This can give a wildly high TA.

The pc can be worried to death with high TA repairs when in fact he just doesn't have contact with the electrode.

A quick test is have the pc put the cans under his armpits and you'll see if it's his calloused or chemically dried out hands.

ARTHRITIC HANDS

A rare pc is so crippled with arthritis that he doesn't make contact fully with the cans.

This gives a high TA.

Use wide wrist straps and you'll get a right read.

SLACK GRIP

Sometimes a rare pc lets his hands go slack on the cans, particularly if they are the wrong size cans, too big.

This gives a mysterious «high TA.» It is false. The TA will come down only to 3.2 and F/N and of course an overrun then really gives a high TA. And the pc goes a bit frantic and begins to believe things don't erase or release.

Keep the pc's hands in sight. Check the pc's grip. Get smaller cans.

CAN SIZE

The most common fault is wrong can size.

For a normal or large handed pc the can size is about 4 7/8ths inches by 2 5/8ths inches or 12 1/2 cm by 7 cm. This can be altered as big as 4 1/2 inches by 3 inches diameter or 11 cm by 8 cm. This is standard.

This can is too large for people with small hands. These should use a can 3 3/4 inches by 2 1/8th inches or 9 cm by 5 cm diameter or thereabouts.

A small child would be lost even with that can. So a small 35 mm film can could be used. This is 2 inches long by 1 3/16ths diameter or 5 cm by 3 cm. This works but watch it as these cans are aluminum. They do work but test for true read with a slightly larger can and then trim to adjust for the aluminum if any different.

Cans of course should be STEEL with a thin tin plating. Regular soup cans.

Can size to match the pc avoids slack can grip or tiring the hands into going slack, giving the auditor 3.2 F/Ns and trouble.

COLD PC

A pc who is too cold sometimes has a falsely high TA.

Wrap him in a blanket or get a warmer auditing room.

The auditing environment is the responsibility of the auditor.

LATE AT NIGHT

Between 2 and 3 A.M. or late at night a pc's TA may be very high. The time depends on when he sleeps usually.

This TA will be found normal in regular hours.

RINGS

Rings on the pc's hands must always be removed. They don't influence TA but they give a false rock slam.

FLOATING TA

Many an auditor before now has gone a bit mad trying to handle a floating TA. They are not very common and are startling.

What happens is the pc is so released the needle can't be gotten onto the dial. The needle is swinging wider than the meter dial both ways from center and appears to lay first on one side then the other. The TA can't be moved fast enough to keep the extreme floating needle on the dial.

This gives a false TA of sorts as it can't be read.

Some auditors seeing it for the first time have even sent the pc out of the room so they could «adjust» the meter or get another one!

Thus the very highest state of release can be invalidated as where is the TA?

RUSTY CORRODED CANS

You'd think soup was very expensive the way some auditors hold onto old cans.

Corroded cans can falsify TA. Get new ones now and then.

TIGHT SHOES

And then there was the vain lady who wore shoes too small for her feet.

She removed them every session. The session went well each time.

Then she put on her agonizing shoes and went to the Examiner and the C/Ses and auditors all went mad trying find out why every exam had a high TA.

Tight shoes.

The E-Meter is accurate. It is a lovely instrument.

You have to fit the pc to it.

Good luck.

L. RON HUBBARD

FOUNDER

Revisions assisted by
LRH Technical
Compilations Unit

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 NOVEMBER 1971RB

RE-REVISED 25 MAY 1980

This issue is re-revised to update references.

Remimeo
Add to
E-Meter Books
Studies
Checksheets

(Revisions not in Script)

FALSE TA ADDITION

References:

HCOB 8 Jun 70	LOW TA HANDLING
HCOB 16 Aug 70R	C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
HCOB 12 Nov 71RB	FALSE TA ADDITION
HCOB 15 Feb 72R	FALSE TA ADDITION 2
HCOB 18 Feb 72RA	FALSE TA ADDITION 3
HCOB 16 Feb 72	C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB	DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 73RD	C/S 53RL SHORT FORM
HCOB 24 Nov 73RE	C/S 53RL LONG FORM
HCOB 19 Apr 75R	OUT BASICS HOW TO GET THEM IN
HCOB 23 Apr 75RA	VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA	C/S Series 96RA DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB	C/S Series 99RB SCIENTOLOGY F/N AND TA POSITION
HCOB 21 Jan 77RB	FALSE TA CHECKLIST
HCOB 24 Jan 77	TECH CORRECTION ROUNDUP
HCOB 26 Jan 77R	FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R	FALSE TA DATA
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 13 Jan 77RB	HANDLING A FALSE TA
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI, HOW TO SET UP YOUR MARK VI E-METER	

Regardless of can size, cold E-Meter electrodes tend to give a much higher tone arm reading particularly on some pcs.

Until the cans warm up, the reading is generally false and is false in the direction of high.

A chilled pc almost always has a high TA until he or she gets warm. Just throwing a coat over the pc's shoulders can bring down a TA in a cool room. But some pcs are «cool blooded» and the shock of ice cold cans can drive the TA up and it takes a while to drift down.

This has a great effect on examinations where the cans are used very briefly.

A practice which gets around this is for the auditor or Examiner to hold the cans briefly until they are warm and then give them to the pc. A variation is for the auditor or Examiner to put the cans under his armpits while setting up. This warms them.

There are probably many other ways to warm up cans to body temperature.

FOOTPLATES

Tests show that footplates do not read on the meter. The use of footplates is thereby cancelled.

PCs WHO FALSIFY

Some pcs (rare) take mistaken pride in being able to push the TA up by straining or tensing.

By just moving into the body the TA can be sent up by an otherwise exterior pc.

Some pcs also take a road out by «getting an F/N at will.» They have various tricks that do this, the main one being to «think of something else» and get an F/N.

Any of these (rare) pcs are manifesting out-of-sessionness. They aren't in session.

The definition of in session is «interested in own case and willing to talk to the auditor.» Remedy that and they cease such tricks.

Usually they aren't being run on what they are interested in or have comm blocks or withholds or no confidence.

They are easy to detect and easy to handle.

L. RON HUBBARD

FOUNDER

Revision assisted by
LRH Technical Compilations
Unit

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RE-REVISED 25 MAY 1980

ISSUE I

Remimeo

(References for footplates have been deleted.)

(This issue is re-revised to update the references.)

FALSE TA ADDITION 3

Ref: HCOB 8 Jun 70 LOW TA HANDLING
HCOB 16 Aug 70R C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA FALSE TA
HCOB 12 Nov 71RB FALSE TA ADDITION
HCOB 15 Feb 72R FALSE TA ADDITION 2
HCOB 18 Feb 72RA FALSE TA ADDITION 3
HCOB 16 Feb 72 C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 73RD C/S 53RL SHORT FORM
HCOB 24 Nov 73RE C/S 53RL LONG FORM
HCOB 19 Apr 75R OUT BASICS AND HOW TO GET THEM IN
HCOB 23 Apr 75RA VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA C/S Series 96RA, DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB C/S Series 99RB, SCIENTOLOGY
 F/N AND TA POSITION
HCOB 21 Jan 77RB FALSE TA CHECKLIST
HCOB 24 Jan 77 TECH CORRECTION ROUND-UP
HCOB 26 Jan 77R FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R FALSE TA DATA
HCOB 4 Dec 77 CHECKLIST FOR SETTING UP
 SESSIONS AND AN E-METER
HCOB 13 Jan 77RB HANDLING A FALSE TA
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI,
HOW TO SET UP YOUR MARK VI E-METER

A meter is a meter.

Meters are used to measure water, natural gas, and many other things.

An E meter is used to measure a pc.

If you rig a meter up so as to falsify its reads you get a wrong result.

You could rig up a water meter so it read that twice as much water had flowed and then sit around and wonder all week why the swimming pool never filled up.

The ACCURACY of a meter depends upon its being honestly set up and honestly used.

The HONESTY of the auditor determines his results.

The whole field of psychotherapy was dishonest from the days of witch doctors to psychiatry. Falsified data came from lack of knowledge of the mind. This made its practitioners DISHONEST.

We do not and must not follow that fatal road.

The technology we have WORKS to definite positive predictable results.

Results are obtained if the auditor has honestly studied and understood his materials and honestly applies them.

Falsifying study leads to falsifying meters and this gives bad results on pcs.

HONEST use of the materials and the meter gives an honest result.

One who does not know his materials and who cannot do his drills then thinks he has to make a meter cheat.

HONEST use of the meter by an HONEST auditor is the route to GOOD RESULTS.

LOW TAs

A bad practice has arisen to «beat» the low TA.

This is to have the pc wipe his hands every few minutes to get the TA up above 2.0.

Not only does this distract the pc and yank him out of session, but it is by inference putting his attention on the meter, a thing a good auditor does NOT do in a formal session. The pc's attention must be on his own case in a session, not on the meter or his hands.

But the best answer is to get the pc up scale so he doesn't have perspiring hands.

Overwhelming TRs is the commonest reason for low TAs. Not all the hand wiping in the world will cure poor TRs.

Some auditors «spook» (leap off the road like a horse frightened by something blowing along) at the very thought of high or low TAs. This is because they haven't got the TRs to handle a low TA nor the tech to handle a high one.

Making a meter read falsely low with cream or falsely high with talcum powder or wiping hands continually will not handle the pc's CASE.

That is what the auditor is there to do, not make his session look good!

The funniest one I have ever heard was a Solo auditor who had high TA trouble. So he used to fill up a bathtub with scalding water, fill the bathroom full of clouds of steam and then sit in the bath, holding onto his electrodes «Solo auditing.»

It gave him a lower TA but it sure didn't give him any case result.

We maybe ought to have a contest as to who can come up with the most comical actual instances of falsifying meter reads.

One «auditor» «solved it» by just calling F/Ns whenever she got tired of the pc regardless of TA position. After a year or more of this she saw the light and put herself in Ethics.

The funny part is that her co-auditor had been doing the same thing on her!

HONEST TA IS THE BEST POLICY.

L. RON HUBBARD

FOUNDER

Revisions assisted by
LRH Technical
Compilations Unit

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HCO BULLETIN OF 27 MARCH 1972RB

ISSUE III
REVISED 9 NOVEMBER 1980

Remimeo
All Auditors
All C/Ses

(Cancels BTB of 27 March 1972R Issue III, same title.)

(Revised to clarify the use of this correction list and to
align with recent technical developments.)

(Revisions in Script)
Study Corr List 3RB

AUDITOR CORRECTION LIST

AUDITOR RECOVERY

Reference: HCOB 24 October 76R C/S Series 96R

DELIVERY REPAIR LISTS

This list is designed to get the auditor back in the chair.

Assessed properly with good assessment TRs, this list will allow the auditor to recognize which way his tech has been out.

The list can be assessed Method 3 or Method 5. A second bracket in the handling shows the further actions to be done after the list has been F/Ned on all Reading Items.

It can be followed up by other auditing/Debug actions as adjudicated by the C/S or Cramming Officer to fully handle areas the auditor is having difficulty with as disclosed by the assessment of this list.

NAME: _____ DATE: _____

AUDITOR: _____

1. GIVEN A WRONG WHY?

(L4BRA and handle.)

2. GIVEN A WRONG WHY FOR AUDITING FAILURES?

(L4BRA and handle.)

3. CRAMMING GAVE A WRONG WHY?

(L4BRA and handle.)

4. GIVEN A WRONG ETHICS CONDITION?

(L4BRA and handle.)

5. TOLD YOU WERE PTS AND YOU WEREN'T?

(2wc E/S to F/N. L4BRA if any trouble.)

6. AS AN AUDITOR HAVE YOU HAD AN ARC BREAK?

(ARCU CDEINR E/S to F/N.)

7. UPSET WITH A C/S?

D OF P?

TECH SEC?

SENIOR EXEC?

(ARCU CDEINR E/S to F/N.)

8. AS AN AUDITOR HAVE YOU HAD A PROBLEM?

(2wc E/S to F/N.)

9. PROBLEMS WITH PCs?

(Do C/S Series 50, HCOB 15 July 71.)

10. AS AN AUDITOR, HAS A W/H BEEN MISSED?

(Pull it, 2wc E/S to F/N.)

11. OVERTS ON PCs?

(Pull them, 2wc E/S to F/N.)

12. W/Hs ABOUT PCs?

(Pull them, 2wc E/S to F/N.)

13. AUDITING WITHOUT STUDYING THE FOLDER AND UNDERSTANDING
THE PC'S CASE?

(2wc E/S to F/N.)

14. AUDITING WITHOUT AN FES?

(2wc E/S to F/N.)	
15. BREAKING THE AUDITOR'S CODE?	
(2wc what E/S to F/N.)	
16. HAD SOME SORT OF OUT ETHICS?	
(2wc E/S to F/N.)	
17. DISCUSSING PCS' CASES?	
(2wc E/S to F/N.)	
18. AUDITING A PC OVER AN: ARC BREAK?	
(ARCU CDEINR E/S to F/N.)	
PROBLEM?	
(2wc E/S to F/N.)	
W/H?	
(2wc E/S to F/N.)	
OVERT?	
(2wc E/S to F/N.)	
OUT ETHICS?	
(2wc E/S to F/N.)	
19. OUT 2D?	
(2wc E/S to F/N, handle as a W/H.)	
20. OUT 2D WITH PCs?	
(2wc E/S to F/N, handle as a W/H.)	
21. EVALUATION?	
(2wc E/S to F/N.)	
22. INVALIDATION?	
(2wc E/S to F/N.)	
23. FORCED A PC TO RUN A PROCESS?	
(2wc E/S to F/N.)	

24. DISINTERESTED?

(2wc E/S to F/N, handle any out ruds.)

25. FALSELY PASSED TRS?

(2wc E/S to F/N.)

26. FLUBBED COMMANDS?

(2wc E/S to F/N.)

27. NOT AUDITING FOR THE PC?

(2wc E/S to F/N.)

28. DIDN'T WRITE IT DOWN ON THE W/S?

(2wc E/S to F/N, handle as a W/H.)

29. FALSIFIED A W/S?

(2wc E/S to F/N, handle as a W/H.)

30. AUDITING FOR SPECIAL FAVORS?

(2wc E/S to F/N, handle as a W/H.)

31. COLLECTED FALSE BONUSES?

(2wc E/S to F/N, handle as a W/H.)

32. DIDN'T STARRATE PROCESSES?

(2wc E/S to F/N.)

33. DIDN'T WANT THE LIST TO READ?

(2wc E/S to F/N.)

34. CALLED AN F/N WHEN THERE WASN'T ONE?

(2wc E/S to F/N, handle as a W/H.)

35. DIDN'T CALL AN F/N WHEN THERE WAS ONE?

(2wc E/S to F/N, handle as a W/H.)

36. SAID THE LIST F/NED WHEN IT DIDN'T?

(2wc E/S to F/N, handle as a W/H.)

37. DOG CASES?

(2wc E/S to F/N. Pull all W/Hs.)

38. RABBITED?

(2wc E/S to F/N.)

39. GOT DESPERATE?

(2wc E/S to F/N.)

40. SQUIRRELLING?

(2wc E/S to F/N, handle as a W/H.)

41. TRIED UNUSUAL SOLUTIONS?

(2wc E/S to F/N, handle as a W/H.)

42. AUDITING WITHOUT A METER?

(2wc E/S to F/N, handle as a W/H.)

43. COFFEE SHOP AUDITING?

(2wc E/S to F/N, handle as a W/H.)

44. USING NON-STANDARD PROCESSES?

(2wc E/S to F/N, handle as a W/H.)

45. USING CONFIDENTIAL PROCESSES ON LOWER LEVEL PCS?

(2wc E/S to F/N, handle as a W/H.)

46. AUDITING ORG PCS OUTSIDE THE ORG?

(2wc E/S to F/N, handle as a W/H.)

47. C/SING IN THE CHAIR?

(2wc E/S to F/N, handle as a W/H.)

48. AUDITING WITHOUT A C/S?

(2wc E/S to F/N, handle as a W/H.)

49. AVOIDING CRAMMING?

(2wc E/S to F/N.)

50. DIDN'T GET ALL OF THE WITHHOLDS?

(2wc E/S to F/N.)

51. AUDITED UNSESSIONABLE PCS?

(2wc E/S to F/N.)

52. MOONLIGHTING?

(2wc E/S to F/N.)

53. SHOULD BE RETRAINED?

(2wc E/S to F/N. STUDENT REHAB LIST.)

54. PTS TO SOMEONE IN THE ENVIRONMENT?

(2wc to F/N.) (C/S to program as needed for further PTS handling.)

55. NEVER AUDITED?

(2wc E/S to F/N.)

56. NO HELP FROM A D OF P?

(2wc E/S to F/N.)

57. TROUBLE WITH TECH SERVICES?

(2wc E/S to F/N.)

58. AUDITING A WRONG C/S?

(2wc E/S to F/N.)

59. AUDITING A WRONG PROGRAM?

(2wc E/S to F/N.)

60. LOSSES ON PCS?

(2wc E/S to F/N.)

61. WERE YOU TAKEN OFF AUDITING?

(2wc E/S to F/N.)

62. A PC YOU FAILED TO HELP?

(2wc E/S to F/N.) (3 Way Help/3 Way Failed Help Triple or Quad.)

63. AUDITING AN NCG?

(2wc E/S to F/N.)

64. COULDN'T HELP A PC?

(2wc E/S to F/N.) (3 Way Help/3 Way Failed Help Triple or Quad.)

65. AN EARLIER TIME YOU FAILED TO HELP?

(2wc E/S to F/N.)

66. COULDN'T SOLVE IT?

(2wc E/S to F/N.)

67. CAN'T GET A PC IN SESSION?

(2wc E/S to F/N.)

68. MISUNDERSTOOD WORDS IN AUDITING?

(Find and clear them, each to F/N.)

69. MISUNDERSTOOD WORDS IN DIANETICS AND SCIENTOLOGY?

(Find and clear them, each to F/N.)

70. COULDN'T UNDERSTAND THE TECHNICAL TERMS?

(Find and clear them, each to F/N.)

71. AN EARLIER SIMILAR SUBJECT WAS MISUNDERSTOOD?

(2wc, find what word in the subject was Mis-U and clear it up.
Clear each word to F/N.)

72. WAS YOUR TRAINING INADEQUATE?

(2wc E/S to F/N and STUDENT REHAB LIST.)

73. RUSHED THROUGH COURSES?

(2wc E/S to F/N and STUDENT REHAB LIST.)

74. SEEKING STATUS?

(2wc E/S to F/N.)

75. YOU HAD DISAGREEMENTS?

(Find out what, find the Mis-U words and clear to F/N.)

76. EARLIER PRACTICE IN YOUR ROAD?

(2wc E/S to F/N.) (Pgm for GF 40 Expanded Handling.)

77. AFRAID OF AUDITING SOMEONE?

(2wc E/S to F/N.) (Fear of People RD.)

(Note: Do not run R3RA on a Clear or OT.)

78. TROUBLE WITH: TR 0?

TR 1?

TR 2?

TR 2 ½?

TR 3?

TR 4?

ASSESSMENT DRILLS?

(2wc E/S to F/N.) (TIP for handling.)

79. YOUR TRS WERE INVALIDATED?

(2wc E/S to F/N. Rehab any win.)

80. COULDN'T GET YOUR QUESTION ANSWERED?

(2wc E/S to F/N.)

81. COULDN'T GET PAID?

(2wc E/S to F/N.)

82. COULDN'T MASTER AN E-METER?

(2wc, find out what he didn't understand about it and clear up to F/N.)

83. METER IN THE WRONG PLACE?

(2wc E/S to F/N.)

84. NOT ENOUGH DRILLING ON PROCESSES?

(2wc E/S to F/N.)

85. COULDN'T GET READS?

(2wc E/S to F/N.)

86. WEREN'T SURE OF E-METER READS?

(2wc E/S to F/N.)

87. CAN'T TELL AN F/N?

(2wc E/S to F/N.)

88. WORRIED ABOUT TA?

(2wc E/S to F/N.)

89. COULDN'T F/N A LIST?

(2wc E/S to F/N.)

90. COULDN'T TELL AN R/S?

(2wc E/S to F/N.)

91. TROUBLE WITH THE ASSESSMENT?

(2wc E/S to F/N.)

92. TROUBLE WITH L&N?

(2wc E/S to F/N.)

93. NOBODY TO AUDIT?

(2wc E/S to F/N.)

94. PREVENTED FROM AUDITING?

(2wc E/S to F/N.)

95. FORCED TO AUDIT UNDER BAD CIRCUMSTANCES?

(2wc E/S to F/N.)

96. NOT GETTING ANY CRAMMING?

(2wc E/S to F/N.)

97. WAS TOLD TO RETRAIN WHEN IT WASN'T WARRANTED?

(2wc E/S to F/N.)

98. TECH DOESN'T WORK FOR YOU?

(2wc E/S to F/N.) (Note for further handling by Qual.)

99. TECH DOESN'T WORK ON YOU?

(C/S 53RL GF M5 and handle.)

100. SOMETHING WRONG WITH YOUR EYESIGHT?

(2wc what E/S to F/N.)

101. RESTIM?

(C/S 53RL.)

102. TROUBLE WITH YOUR OWN CASE?

(C/S 53RL.)

103. SOMETHING ELSE WRONG?

(2wc what and if no joy GF M5 and handle.)

L. RON HUBBARD
FOUNDER
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ISSUE I

RE-REVISED 31 MARCH 1982

Remimeo
Tech
Qual

(Revised 28.1.81 to change distribution of issue and to update, clarify and broaden the handlings on the list. Further revised 31.3.82 to include missed withhold handling to include and to add questions 39 and 40 to the list.)

(Revisions in Script)

STUDENT CORRECTION LIST—REVISED

Study Corr List 1RC

The Student Correction List is designed to help locate the reasons a student is not doing well on course.

The list is normally done in Qual. It is assessed Method Five and handled as indicated. A second bracket in the handling shows the further actions to be done after the list has been F/Ned on all reading items.

It must be done by an auditor who can make a prepared list read.

PC NAME: _____ DATE: _____

AUDITOR: _____ COURSE: _____

0. DO YOU HAVE A REASON YOU ARE NOT USING STUDY TECH?

(L&N "What reason do you have for not using study tech?") _____
(Handle the reason for the person not using Study Tech with
cramming or retread of BSM, Student Hat or PRD as applicable.)

00. HAS A WRONG WHY BEEN FOUND FOR YOUR NOT USING STUDY
TECH?

(L4BRA and handle.) _____

000. HASN'T A WORD CLEARING CORRECTION LIST BEEN DONE?

(Get it done.) _____

0000. DID YOU HAVE TROUBLE AFTER WORD CLEARING?

(WCCL and handle.) _____

1. CONCERNING COURSE DO YOU HAVE AN ARC BREAK?

CONCERNING COURSE HAVE YOU ARC BROKEN ANOTHER?

CONCERNING COURSE HAVE OTHERS ARC BROKEN SOMEONE ELSE?

QUAD PCs ONLY:

CONCERNING COURSE HAVE YOU ARC BROKEN YOURSELF?

(Handle each of the above with ARCU CDEINR E/S to F/N.)

2. CONCERNING COURSE DO YOU HAVE A PROBLEM?

CONCERNING COURSE HAVE YOU GIVEN A PROBLEM TO ANOTHER?

CONCERNING COURSE HAVE OTHERS GIVEN A PROBLEM TO SOMEONE ELSE?

QUAD PCs ONLY:

CONCERNING COURSE HAVE YOU GIVEN A PROBLEM TO YOURSELF?

(Handle above with Itsa E/S Itsa to F/N.)

3. CONCERNING COURSE HAVE YOU HAD A W/H?

CONCERNING COURSE HAS ANOTHER WITHHELD SOMETHING FROM YOU?

CONCERNING COURSE HAVE OTHERS HAD A WITHHOLD FROM SOMEONE ELSE?

QUAD PCs ONLY:

CONCERNING COURSE HAVE YOU HAD A WITHHOLD FROM YOURSELF?

(Handle by pulling it E/S to F/N.)

4. CONCERNING COURSE HAS ANOTHER COMMITTED AN OVERT ON YOU?

CONCERNING COURSE HAVE YOU COMMITTED ANY OVERTS?

CONCERNING COURSE HAVE OTHERS COMMITTED OVERTS ON SOMEONE ELSE?

QUAD PCs ONLY:

CONCERNING COURSE HAVE YOU COMMITTED AN OVERT ON YOURSELF?

(Handle any overt found by pulling it E/S to F/N.)

5. ARE YOU STUDYING OVER WITHHOLDS?

(Pull them E/S to F/N.)

6. DO YOU HAVE OVERTS ON FELLOW STUDENTS?

(Pull them E/S to F/N.)

7. DO YOU HAVE OVERTS ON SUPERVISORS?

(Pull them E/S to F/N.)

8. DO YOU HAVE OVERTS ON COURSE MATERIALS?

(Pull them E/S to F/N.)

9. DISAGREEMENTS WITH THE COURSE?

(2WC disagreements with course E/S to F/N.) (Complete the handling per HCOB 19 Jan 66 DANGER CONDITIONS TECHNICAL DATA FOR REVIEW AUDITORS if needed.)

10. DISAGREEMENTS WITH YOUR SUPERVISOR?

(2WC E/S to F/N.)

11. DISAGREEMENTS WITH THE COURSE MATERIALS?

(Get the disagreements—Word Clear the materials until fully handled, taking each M/U found to F/N.)

12. PTS TO SOMEONE IN THE ENVIRONMENT?

(2WC E/S to F/N.) (Pgm for PTS handling.)

13. TOLD YOU WERE PTS AND YOU WEREN'T?

(2WC E/S to F/N—L4BRA if any trouble.)

14. HAVE YOU BEEN MADE FUN OF FOR NOT UNDERSTANDING SOMETHING?

(2WC E/S to F/N.)

15. DID YOU FALSIFY YOUR STATS?

(2WC E/S to F/N, handle as a W/H.) (Get the stats corrected.)

16. DID YOU FALSELY ATTEST TO THE PREREQUISITES OF THIS COURSE?

(2WC E/S to F/N—handle as a W/H.)

17. DID YOU FALSELY ATTEST TO A COURSE COMPLETION?

(2WC E/S to F/N—handle as a W/H.) (Handle the False Attest with Ethics, Cramming, Retread or Retrain on the course materials as applicable.)

18. STUDYING UNDER DURESS?

(2WC E/S to F/N.)

19. ARE YOU UNDER THREAT?

(2WC E/S to F/N.) (If any misemotion or evidence of a PTS situation, PTS Interview and handle.)

20. NOT STUDYING ON YOUR OWN DETERMINISM?

(2WC E/S to F/N.) (If any indication of PTSness do PTS Interview and handle.) (Route person to the the Reg to get signed up for the correct service or to the Ethics Officer for further handling as appropriate.)

21. SEEKING STATUS?

(2WC E/S to F/N.)

22. HAVEN'T HAD METHOD ONE WORD CLEARING?

(2WC E/S to F/N.) (Pgm for M1 Word Clearing.)

23. NO METHOD ONE IN YOUR OWN LANGUAGE?

(2WC E/S to F/N.) (Pgm for M1 Word Clearing in own language.)

24. ARE THERE MISUNDERSTOOD WORDS IN DIANETICS AND SCIENTOLOGY?

(Find and clear them, each to F/N.)

25. AN EARLIER SIMILAR SUBJECT TO DIANETICS AND SCIENTOLOGY WAS MISUNDERSTOOD?

(2WC—find what word(s) in the subject(s) was misunderstood and clear each word found to F/N.)

26. ON COURSE ARE YOU NOT USING METHOD 3 WORD CLEARING?

(2WC E/S to F/N.) (Have pc study, M4 and drill BTB 7 Feb 72R W/C Series 31RA M3 WORD CLEARING and HCOB 23 Mar 78RA Word Clearing Series 59RA CLEARING WORDS.)

27. NOT GETTING ANY WORD CLEARING?

(2WC E/S to F/N.) (Use Word Clearing tech to find and handle any area of confusion, M/Us, etc.)

28. DON'T KNOW HOW TO CLEAR WORDS?

(2WC E/S to F/N.) (Have pc study, M4 and drill HCOB 23 Mar 78RA Word Clearing Series 59RA CLEARING WORDS. Then clear any words still misunderstood due to not having known how to clear a word.)

29. WORD CLEARING TECH DIDN'T WORK ON YOU?

(WCCL and handle.)

30. NOT GETTING ANY CRAMMING?

(2WC E/S to F/N.) (To Qual for cramming if necessary.)

31. NEVER DID STUDENT HAT OR BASIC STUDY MANUAL?

(2WC E/S to F/N.) (Get it done.)

32. MISUNDERSTOODS ON THE STUDY MATERIALS?

(Clear the M/Us and retread as needed.)

33. STUDY TECH DOESN'T WORK ON YOU?

(2WC to find what didn't work and handle it appropriately to F/N and a win.)

34. NO DICTIONARIES AVAILABLE?

(2WC E/S to F/N.) (Find and clean up any M/Us from this—each to F/N.) (Have him get some dictionaries.)

35. DICTIONARIES TOO COMPLICATED TO FOLLOW?

(2WC E/S to F/N.) (Find and clean up any M/Us from this—each to F/N.) (Have him get some simple, dictionaries.)

36. TROUBLE USING A DICTIONARY?

(2WC E/S to F/N.) (Have pc study and M4 HCOB 23 Mar 78RA W/C Series 59RA CLEARING WORDS.)

37. NO DICTIONARY AVAILABLE IN YOUR NATIVE LANGUAGE?

(2WC E/S to F/N.) (Find and clean up any M/Us—each to F/N.)
(Have him get a dictionary in his native language.)

38. GOING PAST WORDS YOU CAN'T DEFINE?

(Pull the missed withhold of going past MUs, as a missed withhold, E/S to F/N.
Then clear the MUs, each to F/N.)

39. DO YOU HAVE ANY WITHHOLD ABOUT GOING PAST
MISUNDERSTOODS?

(Handle as above.)

40. HAVE YOU GONE PAST MISUNDERSTOOD WORDS OR
ABBREVIATIONS IN YOUR WORK?

(Pull the missed withhold of going past MUs, as a missed withhold, E/S to F/N.
Then clear the MUs, each to F/N.)

41. CAN'T FIND DEFINITIONS OF SCIENTOLOGY TERMS?

(Get which terms and clear each to F/N.)

42. NO PACK OF MATERIALS?

(2WC E/S to F/N.) (Get the pack of materials.)

43. MATERIALS MISSING FROM PACKS?

(2WC E/S to F/N.) (Get the missing materials into the pack.)

44. PRINTED MATERIALS DIFFICULT TO READ?

(2WC E/S to F/N.) (If there are M/Us from a bad printing job, clear each to
F/N.) (Also, ensure the proper org terminals are notified of the situation.)

45. TROUBLED BY TYPOGRAPHICAL ERRORS?

(2WC E/S to F/N.) (Find and clear any confusions this caused to F/N.) (Also,
ensure proper org terminals are notified of the situation.)

46. EARLIER FAILED OR INCOMPLETE COURSES?

(2WC E/S to F/N.) (Pgm for Student Rehab List.)

47. DISINTERESTED?

(2WC E/S to F/N—handle with M4 or other methods of word clearing if
necessary.)

48. OUT 2-D?

(2WC E/S to F/N—handle as a W/H.)

49. OUT 2-D WITH SUPERVISOR?

(2WC E/S to F/N—handle as a W/H.)

50. OUT 2-D WITH ANOTHER STUDENT?

(2WC E/S to F/N—handle as a W/H.)

51. TROUBLE WITH DEMOS?

(Find out why and handle to F/N and a win.)

52. ARE YOUR CLAY DEMOS TOO SMALL?

(2WC E/S to F/N.) (Have pc study, W/C M4 HCOB 10 Dec 70R I CLAY TABLE WORK IN TRAINING in Qual.)

53. DON'T HAVE A CHECKSHEET?

(2WC E/S to F/N.) (Get the student a checksheet.)

54. DOING OTHER WORK IN CLASS TIME?

(2WC E/S to F/N—handle as a W/H.)

55. BREAKING STUDENT'S GUIDE TO ACCEPTABLE BEHAVIOR?

(2WC E/S to F/N—handle as a W/H.)

56. DISAGREEMENTS WITH STUDENT'S GUIDE TO ACCEPTABLE BEHAVIOR?

(2WC E/S to F/N.) (Clear up any M/Us.)

57. NO SUPERVISOR FOR THE COURSE?

(2WC E/S to F/N.) (Report the situation to the Qual Sec for handling.)

58. SUPERVISOR THERE BUT DOING SOMETHING ELSE?

(2WC E/S to F/N.) (If warranted, report it to the Qual Sec for handling of the supervisor.)

59. CAN'T HEAR THE SUPERVISOR?

(2WC E/S to F/N.) (If the supervisor's TRs are out notify the Qual Sec of this for handling.)

60. TROUBLE LISTENING TO TAPE?

(Find out why and handle to F/N.) (If necessary, handle with Word Clearing on the relevant tape(s).)

61. YOU DON'T SPEAK THE SAME LANGUAGE YOU ARE STUDYING IN?

(2WC E/S to F/N—handle any M/us found each to F/N.) (Pgm for Method 1 in languages he speaks—earliest one learned first.)

62. PHYSICALLY ILL?

(2WC E/S to F/N.) (Do full Assist Checklist for injury and Illness—HCOB 1 Feb 81 and pgm for New Era Dianetic Case Completion if pc is not yet Clear or OT.)

63A. ARE YOU ON DRUGS?

63B. ARE YOU ON MEDICINE?

63C. ARE YOU ON ALCOHOL?

(2WC E/S to F/N.) (Pgm for full drug handling according to person's case level, or repair of it if drug handling has been done. Complete any drug handling if unflat.)

64. IS THERE SOMETHING WRONG WITH YOUR PERSONAL LIFE?

(2WC E/S to F/N—handle any out ruds.) (If any evidence of a PTS situation—pgm for a PTS Interview.)

65. THE COURSE ROOM IS TOO HOT?

(2WC E/S to F/N.) (Work out a handling.)

66. THE COURSE ROOM IS TOO COLD?

(2WC E/S to F/N.) (Work out a handling.)

67. THE COURSE ROOM IS TOO NOISY?

(2WC E/S to F/N.) (Work out a handling.)

68. POOR VENTILATION IN THE COURSE ROOM?

(2WC E/S to F/N.) (Work out a handling.)

69. BAD LIGHTING IN THE COURSE ROOM?

(2WC E/S to F/N.) (Work out a handling.)

70. SOME OTHER COURSE ROOM DISTRACTION?

- (2WC E/S to F/N.) (Work out a handling.) _____
71. UPSET BY NOT BEING ABLE TO SMOKE ON COURSE?
- (2WC E/S to F/N. Handle any ARC break.) (Pgm for full drug handling according to person's case level, or repair of it if drug handling has been done. Complete any drug handling if unflat.) _____
72. SOMETHING WRONG WITH YOUR EYESIGHT?
- (2WC E/S to F/N.) (Handle with auditing—Dianetics, Effort Processing, Rising Scale Processing—and/or Medical.) (No Dianetics is run on Clears or OT's.) _____
73. ARE YOU REALLY SUPPOSED TO BE DOING SOMETHING ELSE?
- (2WC E/S to F/N.) (Get him properly TIPed or if an out-ethics situation, send him to the Ethics Officer for handling.) _____
74. HAS SOMEBODY SAID YOU SHOULDN'T BE STUDYING?
- (2WC F/S to F/N.) (If any PTS situation evident—pgm for PTS Int.) (Can also run out times he was prevented from studying -- R3RA Triple or Quad.) _____
- (No Dianetics is run on Clears or OTs.)
75. NO TIME TO DO THE COURSE?
- (2WC E/S to F/N.) (Work out a handling.) _____
76. HAVE YOU ALREADY DECIDED YOU WON'T FINISH THE COURSE?
- (2WC E/S to F/N.) (Get the student properly targeted for course completion or if out-ethics, send him to the E.O. for handling.) _____
77. ANY OTHER CONSIDERATION ABOUT FINISHING THE COURSE?
- (2WC E/S to F/N.) _____
78. AFRAID TO USE WHAT YOU'VE LEARNED?
- (2WC E/S to F/N.) _____
79. DID YOU THINK YOU WERE STUDYING SOMETHING ELSE?
- (2WC E/S to F/N.) _____
80. DO YOU HAVE SOME TRICK METHOD OF STUDYING?
- (2WC E/S to F/N.) (Find the 1st subject where pc started using this method and pgm to handle the subject with M1 Word Clearing to EP. Then use Word Clearing to find and clear any M/Us on the current subject being studied.) _____
81. DO YOU USE A MEMORY SYSTEM?

(2WC E/S to F/N.) (Find the 1st subject where pc started using this system and
pgm to handle the subject with M1 Word Clearing to EP. Then use Word
Clearing to find any M/Us in the current subject.)

82. ARE YOU STUDYING FOR SOMEONE ELSE?

(2WC E/S to F/N.) (If any evidence of a PTS situation, do a PTS Int and
handle.)

83. ARE YOU STUDYING TO BE SOMETHING YOU DON'T WANT TO BE?

(2WC E/S to F/N.)

84. NOT GETTING ENOUGH TO EAT?

(2WC E/S to F/N.) (Work out a handling.)

85. ARE YOU ON A DIET?

(2WC E/S to F/N.) (If diet classifies as an «Other Practice» handle it per
Section H of the Exp GF 40.)

86. TOO TIRED TO STUDY?

(2WC E/S to F/N.) (Work out a handling.)

87. HAVE YOU BEEN INVALIDATED ON COURSE?

(2WC E/S to F/N.)

88. HAS STUDY BEEN INVALIDATED TO YOU?

(2WC E/S to F/N.)

89. HAVE MATERIALS BEEN INTERPRETED FOR YOU?

(2WC E/S to F/N.)

90. HAS SOMEONE TOLD YOU WHAT THE WORDS MEAN?

(2WC E/S to F/N.) (Reclear any words as necessary—taking each word to
F/N.)

91. HAVE YOU INTERPRETED MATERIALS FOR SOMEONE ELSE?

(Get off the W/H E/S to F/N. Find out why he felt he had to do it and clean it up
to F/N.)

92. ARE YOU GETTING DATA FROM SOME OTHER SOURCE?

(2WC E/S to F/N, watch for M/Us or confused areas and handle with Word Clearing or False Data Stripping.)

93. HAVE YOU BEEN GIVEN VERBAL TECH?

(2WC E/S to F/N.) (False Data Stripping as necessary.)

94. NO HELP FROM THE SUPERVISOR?

(2WC E/S to F/N.) (If necessary, report the situation to the Qual Sec.)

95. NO HELP FROM THE COURSE ADMIN?

(2WC E/S to F/N.) (If necessary, report the situation to the Qual Sec.)

96. NO TWIN?

(2WC E/S to F/N.) (Work out a handling.)

97. TOO MANY INTERRUPTIONS?

(2WC E/S to F/N—handle any protest.) (If there is an outpoint on the course, report the matter to Qual Sec for handling.)

98. RUSHED?

(2WC E/S to F/N—handle any protest.)

99. IS THE SUPERVISOR NOT AVAILABLE WHEN YOU NEED HIM?

(2WC E/S to F/N.) (Report the situation to the Qual Sec for handling.)

100. DISTRACTED?

(2WC E/S to F/N.) (If there are distractions which warrant handling, report it to the supervisor and/or Qual Sec.)

101. HAVE YOU HAD A FREQUENT CHANGE OF SUPERVISORS?

(2WC E/S to F/N.)

102. DON'T LIKE THE SUPERVISOR?

(2WC E/S to F/N.) (General O/Ws on supervisor.)

103. DON'T LIKE A FELLOW STUDENT?

(2WC E/S to F/N.) (General O/Ws on student or each student if pc mentions more than one.)

104. HAVE YOU BEEN MADE TO HAVE A TWIN YOU DIDN'T WANT?

- (2WC E/S to F/N.) _____
105. HAVE YOU GONE ON TO ANOTHER SECTION OF STUDY WITHOUT FULLY GETTING AN EARLIER SECTION? _____
- (2WC E/S to F/N.) (Handle earlier section with Word Clearing, restudy, and any needed drilling.) _____
106. SKIPPED GRADIENT? _____
- (2WC E/S to F/N.) (Handle as in 105.) _____
107. ARE YOU CONFUSED BY ANY PART OF THE MATERIALS? _____
- (Find what and handle with Word Clearing.) _____
108. NOT STUDYING FOR APPLICATION? _____
- (2WC E/S to F/N.) _____
109. NO PRACTICAL ON YOUR COURSE? _____
- (2WC E/S to F/N.) (Report the situation to the Qual Sec if necessary.) _____
110. HAD YOU MADE IT, AND SOMEONE SAID YOU HADN'T? _____
- (If so, get off the inval, then rehab.) _____
111. HAS SOMEONE SAID YOU MADE IT WHEN YOU HADN'T? _____
- (2WC E/S to F/N.) (Report it to Qual for handling.) _____
112. HAVE YOU SAID YOU MADE IT WHEN YOU HADN'T? _____
- (2WC E/S to F/N—handle as a W/H.) _____
113. SELF-INVALIDATION? _____
- (2WC E/S to F/N.) (Pgm for Ser Facs handling.) _____
114. LACK OF MASS WHEN YOU STUDY? _____
- (2WC E/S to F/N.) (Notify supervisor for handling or send to Cramming if necessary.) _____
115. UNREAL TARGETS SET FOR YOU? _____
- (2WC E/S to F/N.) (Get him correctly targeted.) _____
116. DON'T USE A DEMO KIT? _____

(2WC E/S to F/N.) (Notify supervisor for handling or send to Cramming if necessary.)

117. WOULD YOU RATHER BE STUDYING SOMETHING ELSE?

(2WC E/S to F/N.) (Get him correctly TIPed if appropriate.)

118. YOU DON'T LIKE TO PARTICIPATE AS A STUDENT?

(2WC E/S to F/N.) (Student Rehab List if appropriate.)

119. ARE YOU MIXING YOUR COURSE STUDIES WITH SOME OTHER SUBJECT OR PRACTICE?

(2WC E/S to F/N.) (Pgm to handle the other subject(s) or practice(s) with M1 Word Clearing. Word Clear HCO PL 24 May 65 STUDENT'S GUIDE TO ACCEPTABLE BEHAVIOR.)

120. HAS THE SUPERVISOR REFUSED TO LISTEN TO YOU?

(2WC E/S to F/N. If any upset or misemotion, handle as an ARC break.)

121. IS SOMETHING DISTRACTING YOU FROM STUDY?

(2WC E/S to F/N.) (If necessary, work out a handling.)

122. ARE YOU ON THE WRONG COURSE?

(2WC E/S to F/N.) (Get him properly TIPed if appropriate.)

123. IS THERE A MORE BASIC COURSE YOU SHOULD HAVE DONE FIRST?

(2WC E/S to F/N.) (Get him properly TIPed.)

124. DID YOU KNOW IT ALL ALREADY?

(2WC F/S to F/N.)

125. DID YOU HIT A WIN AND LOSE IT?

(If so, rehab.) (Check for PTSness and handle, if appropriate.)

126. CAN'T YOU REMEMBER THE DATA?

(2WC E/S to F/N.) (Handle with Word Clearing and either Cramming or retread on the data he can't remember.)

127. RESTIM?

(C/S 53RL)

128. TROUBLE WITH YOUR CASE?

(C/S 53RL)

129. IS THERE SOME OTHER REASON YOU CAN'T STUDY?

(2WC E/S to F/N.) (Pgm for Student Rescue Intensive as appropriate.)

130. SOMETHING ELSE WRONG?

(2WC what, and if no joy, GF M5 and handle.)

Re-revised by
L. RON HUBBARD
FOUNDER
Assisted by
Senior C/S International

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HUBBARD COMMUNICATIONS OFFICE
Saint Mill Manor, East Grinstead, Sussex

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C/S Series 77

Keeping Scientology Working Series 8

“QUICKIE” DEFINED

The reason an auditor can say he doesn't “quickie a rundown” (and none ever say they do) is because he has no definition for the word QUICKIE.

The word has been used to designate rundowns that were not completely and fully done.

It is not a slang word.

In the dictionary you will find “Quickie also quicky: something done or made in a hurry. Also: a hurriedly planned and executed program (as of studies).”

What happens in auditing, for instance, is a “Grade Zero Expanded” is “done” by just doing a single flow to its first F/N.

That is obviously “quickie”.

A more subtle one is to do a “PTS Rundown” with no Ethics action to begin and no check for stability, holding gain and not ill a week or two after the RD. Only if both these actions were done would one have a “Complete PTS Rundown” as it would give a PRODUCT—A PC no longer PTS.

So what makes a Quickie “completion” quickie?

Is it length of time? Not necessarily.

Is it fewness of processes? Not necessarily as power can be done quickie simply by not hanging on for the EP and only going to F/N.

To define COMPLETE gives us the reverse of Quickie.

“COMPLETE: To make whole, entire or perfect; and after satisfying all demands or requirements.” A Completion is “the act or action of completing, becoming complete or making complete”.

So “completing” something is not a loose term. It means an exact thing. “End after satisfying all demands or requirements” does not mean “doing as little as possible” or “doing what one can call complete without being detected”.

Anything that does not fully satisfy all requirements is QUICKIE.

So “quickie” really means “omitting actions for whatever reason that would satisfy all demands or requirements and doing something less than could be achieved”.

In short a quickie is not doing all the steps and actions that could be done to make a perfect whole.

Standard auditing actions required for ages that auditors cleared each word of each command. Yet when they went quickie they dropped this. When this was dropped, GAINS ON 75% OF ALL PCS LESSEned OR VANISHED. We are right now

achieving spectacular wins on pcs just by clearing up commands and words on all lists. We are finding that these pcs did not recover and NEVER BEFORE HAD BEEN IN SESSION even though previously “audited” hundreds of hours.

By omitting an essential action of clearing commands, processing did not work because the pc never understood the auditing commands!

So quickie action did not save any time, did it? It wasted hundreds of hours!

Quickie Programs are those which omit essential steps like Vital lists or 2wcs to get data. FESs for past errors are often omitted.

To slow down the torrent of quickie actions on clearing commands HCO PL 4 Apr 72 Issue III ETHICS AND STUDY TECH has Clause 4 “An auditor failing to clear each and every word of every command or list used may be summoned before a Court of Ethics. The charge is OUT TECH.’

Ethics has to enter in after Quickie Tech has gotten in. Because quickie tech is a symptom of out-ethics. HCO PL 3 April 72 (Est 0 Series 13) DOING WORK and HCO PL 4 Apr 72 (Est 0 Series 14) ETHICS are vital know-how where a C/S is faced with Quickie actions—or flubby ones that will not cure.

Essentially Quickie Tech is simply dishonest. Auditors who do it have their own Ethics out in some way.

To be sure their confront is down.

There are numerous remedies for the quickie impulse. The above mentioned Policy Letters and plain simple TR 0 are standard remedies. TR 0 properly done and completed itself usually cures it.

Quickie study in ‘67 and ‘68 almost destroyed auditing quality. LRH ED 174 INT which really pushes in Study Tech will achieve the primary really for quickie—the auditor didn’t understand the words himself.

Wherever Quickie tendencies or false stats (the quickest quickie possible) show up, the above PLs had better be gotten into full use fast.

L. RON HUBBARD
FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 19 JUNE 1972R
REVISED 15 FEBRUARY 1981

(This HCOB has been revised to delete the recommendation of the WORLD BOOK DICTIONARY, as in 1976 it underwent a major revision so that it now contains many grammatical and other errors and the entry defining Dianetics was removed.

In its place this HCOB recommends some good dictionaries to use.)

Remimeo
Student Hat
Supervisors
Word Clearers
Cramming
Officers
Tech
Qual
Auditors
C/Ses

(Revisions not in Script)

Word Clearing Series 37R

DINKY DICTIONARIES

(Dinky: Small, insignificant)

In learning the meaning of words small dictionaries are very often a greater liability than they are a help.

The meanings they give are often circular: Like "CAT: An Animal."

"ANIMAL: A Cat." They do not give enough meaning to escape the circle.

The meanings given are often inadequate to get a real concept of the word.

The words are too few and even common words are often missing.

HUGE dictionaries can also be confusing as the words they use to define are often too big or too rare and make one chase through 20 new words to get the meaning of the original.

HCOB 13 Feb 81 DICTIONARIES contains considerable data on the subject of dictionaries and their use. There is no one dictionary that is perfect for all; on the contrary, each person must find a dictionary that is the correct gradient for him.

Following are the dictionaries recommended in HCOB 13 Feb 81, Word Clearing Series 67, DICTIONARIES as being the best dictionaries available. From these one should be able to find a dictionary that suits him.

WEBSTER'S NEW WORLD DICTIONARY FOR YOUNG READERS, published by William Collins, is a very good simple American dictionary. It does not contain derivations, but is very good for those students who do not have a large vocabulary. (When using this dictionary the student would look up the derivations in a larger dictionary.)

The OXFORD AMERICAN DICTIONARY is an excellent dictionary. It has very good definitions and is simpler than the college-sized dictionaries listed below. It does not contain derivations. It is published in paperback by Avon Books, a division of the Hearst Corporation, 959 Eighth Ave., New York, New York and in hardback by Oxford University Press, New York.

There are two American college dictionaries recommended: THE RANDOM HOUSE COLLEGE DICTIONARY REVISED EDITION published in the U.S. by Random House Inc., New York and in Canada by Random House of Canada Limited, Toronto and WEBSTER'S NEW WORLD DICTIONARY OF THE AMERICAN LANGUAGE COLLEGE EDITION published by Simon and Schuster, New York. These are both one-volume dictionaries and are higher gradients than the beginning dictionaries. A person with a limited vocabulary may find the definitions too complicated. These two dictionaries do give good derivations.

One of the best American dictionaries is the FUNK AND WAGNALLS NEW COMPREHENSIVE DICTIONARY OF THE ENGLISH LANGUAGE INTERNATIONAL EDITION. This dictionary is published by Publishers International Press in New York City at 9 Madison Ave. and in Los Angeles at 1543 West Olympic Blvd., 90015. This is a two-volume set and is one of the best American dictionaries you'll find.

The CHAMBERS TWENTIETH CENTURY DICTIONARY (printed in Edinburgh, Scotland) is a good English dictionary. The definitions are quite thorough but few examples are given. It is suitable for fairly literate students.

The two-volume set published by the Oxford University Press called THE SHORTER OXFORD ENGLISH DICTIONARY is an excellent dictionary, especially for the English. This dictionary is based on THE OXFORD ENGLISH DICTIONARY, which is the largest and most comprehensive English dictionary in existence. Although many students will not use THE OXFORD ENGLISH DICTIONARY as their only dictionary (as it is quite large, comprising over 12 volumes), it is an invaluable reference dictionary and is sometimes the only dictionary that correctly defines a particular word.

The Oxford University Press also puts out a smaller Oxford dictionary called THE CONCISE OXFORD DICTIONARY. It is a one-volume dictionary and uses a lot of abbreviations in its definitions. The definitions are very good and it gives good derivations.

I have found these dictionaries listed above to be better than most. (And they aren't determined on a course of propaganda to re-educate the public unlike Merriam Websters and World Book dictionaries.)

Little pocket book dictionaries may have their uses for traveling and reading newspapers, but they do get people in trouble. I have seen people find a word in them and then look around in total confusion. For the dinky dictionary did not give the full meaning or the second meaning they really needed.

So the dinky dictionary may fit in your pocket but not in your mind.

L. RON HUBBARD
FOUNDER

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 JANUARY 1973 RD

REVISED 19 DECEMBER 1979

RE-REVISED 13 SEPTEMBER 1980

(Revisions in Script)

Remimeo
All
Supervisors
All Word
Clearers

Word Clearing Series 46RD

METHOD 9 WORD CLEARING THE RIGHT WAY

(Cancels BTB 30 January 1973RA Word Clearing Series 46RA METHOD 9)

(Ref: M9 PICTURE BOOK—which will be issued in due time as part of a special course. HCOB 23 March 78RA Revised 14 Nov 79, Word Clearing Series 59RA, CLEARING WORDS.)

Word Clearing Series 46RB was the first HCOB which gave the full and correct use and handling of M9. It was revised 19 Dec 79 to include developments on how one goes about clearing a word. This revision is on page 7, section 7 "CLEAR THE WORD". There were five other changes, all minor. This 13 Sept 80 revision (of Step 8 of the procedure and the examples of correct M9 that follow) serves as 4 clarification and elaboration of the fact the Method 9 Word Clearing must be done with comprehension of the material being word cleared. Earlier write-ups on this subject, not by myself, stated that the person's Mis-U was that word on which he stumbled. This is not the case. It is only occasionally the word on which he stumbles that is misunderstood.

Usually, as was covered long since in study Tech, it is the earlier word or symbol which has caused the stumble or twitch or blink or omit or mispronunciation or what have you.

HISTORICAL

Method 9 word clearing was first developed in a pilot project which sought to teach people to read who were not reading in their native tongue. The first versions of M9 were not correctly written up but the technology nevertheless began to spread in use. It was found that not only non-English students didn't know what they were reading but as the educational standards of the culture deteriorated, it was found that people reading in their native tongue could benefit with the use of M9. It was then found that college students could not get through M9. And the latest survey has demonstrated that 31 school teachers taken at random throughout the school systems flunked M9 on their common reading materials. What has apparently happened here is that we have drifted down in literacy to a point where the culture can't read or hear. In a technical culture such as this, one should not ask further why it is failing.

Because there are not enough supervisors to personally M9 all the people on the planet, much less a medium, size class, has to be done on a turnabout basis by the students themselves. This caused a difficulty with M9 because one was asking students who couldn't read to understand how to do the Method 9 which would find the things which prevented them from reading. Here again we have the chicken and egg problem. Therefore, the procedure has been demonstrated in a picture book which will be issued in due time as a part of a special course. This picture book shows the student how to M9 another student and he can, after being drilled by the Supervisor on the picture book. So this has also been solved.

M9 is probably the top key method of word clearing today. You would be utterly amazed to find somebody who habitually reads Western stories cannot pass an M9 on them. He sees, "He mounted his roan (a type of horse)" and he understands from this, "He roamed around the

mountains.” He has become so accustomed to not-ising his inability to understand what he is reading that he thinks it is ordinary. Isn't that the way everybody reads?

M9 brings it home forcefully to him that he really doesn't understand what he is reading. This is not why one uses it. One uses it to produce somebody who can read. But, like one of the English teachers who was M9ed on his own text, although he may begin with hostile protest that of course he knows what he is reading, he soon gets into the real reality of it and sees where he is at. His willingness to continue then has, already been secured.

It will be found that the simple things are the main things on which he stumbles. Thus M9ing is usually preceded by M8 as covered in the new basic comprehensive reading course. This shows him by picture book how to use a dictionary and gets him to define the simple words of the language. Commas, semicolons, even capital letters will be found to be commonly misunderstood.

The usefulness of M9 has gone then from a way of spotting the points whirl a foreign language student is falling down to detecting and handling the professors and the rest of the culture. It is an extremely important method of word clearing and should be learned very well.

HOW TO LEARN METHOD 9

Method 9 word clearing is a way of finding the words a person doesn't understand in a book or other written material by having him read it aloud to the word clearer.

It is very simple and precise and it can be done by students on one another with great success as well as by a professional word clearer. Method 9 does not require expertise and it does not require a meter as many other methods of word clearing do. Method 2 word clearing is very similar to Method 9 but it requires the use of a meter to pick up the misunderstandings. The virtue of Method 9 is that, while it is very thorough and effective, it is not restricted in use to those who can operate a meter and who have other expertise needed for Method 2. It can therefore be learned very easily and used very broadly. To teach M9 the Supervisor gets the student through the picture book version of M9, which will be issued in due time as part of a special course and drills him so that he can do Method 9 word clearing and he can M9 other students. One can also learn how to do it all by himself by going through this picture book and this HCOB.

MISUNDERSTOOD WORDS

A student, when reading by himself, often does not know he has gone past misunderstood words. But whenever he does go by misunderstood words, he will have trouble with what he is reading.

A misunderstood word keeps a person from duplicating what the written material, actually say. It causes the Communication Formula to go out.

A word can be misunderstood in many different ways and it is important that these different types of misunderstandings are known to the person doing Method 9. A word can be misunderstood because of a false (totally wrong) definition, an incorrect definition, an incomplete definition, an unsuitable definition, a homonymic (one word which has two or more distinctly separate meanings) definition, a substitute (synonym—a word which has a similar but not the same meaning) definition, a no (omitted) definition, a rejected (by the person himself, usually due to a false datum) definition or an invented (by the person himself, usually due to a false datum) definition. This is covered more fully on HCOB 17 Jul 79 Issue I, THE MISUNDERSTOOD WORD DEFINED.

If a person has habitually gone past many, many misunderstood words in his reading or his education (which most everybody in this present culture has), not only will his ability to read be lowered but also his intelligence. What he himself writes and says won't be understood, what he reads and hears he won't understand, and he will be out of communication. The probability is that he will have sunk back to the first dynamic, the world will look like a very peculiar place to him, he will feel that he is “not understood” (how true!) and life will look a bit miserable to him. He can even appear to others to be criminal. At best he will become a sort of robot or zombie. So you see, it is very important to clear misunderstood words. Lack of the ability to communicate probably underlies the causes for the current drug culture.

You will be amazed that somebody who appears to be a criminal idiot all of a sudden begins to look comparatively like a genius after he has been M9ed.

WHY METHOD 9 WORKS

A student who understands all the words on the page he is reading will be able to read the page aloud perfectly. He will feel bright and alert and will fully understand what he reads. But when a student passes a word or symbol he doesn't understand, the misunderstood causes an interruption of his voice or physical beingness. His voice may change, or he may stumble on a word or make a face or squint his eyes or react in some other way.

This is easy to understand if you remember that a person can go blank after he passes a word or symbol he doesn't understand. He may make a mistake in his reading right there at the point of the misunderstood, or he may continue reading past the misunderstood and make a mistake on a later word or symbol. He will feel duller and he will try to make up for the dull feeling by reading with more effort. This will always be expressed by a non-optimum action of some kind which must be noted and handled at once by the word clearer.

A non-optimum reaction is anything the student does besides read the page easily, naturally, and perfectly. Examples of some of the non-optimum reactions that may show up are:

1. Student adding a word or leaving out a word or changing a word in the sentence he is reading.
2. Student stumbling on a word or saying it incorrectly.
3. Student pausing or reading more slowly.
4. Student frowning or looking uncertain.
5. Student going stiff or tensing a body part, such as squinting his eyes or tightening the grip of his hands, or biting his lip or some other physical reaction.
6. Student reading with effort.
7. Student reading with a glib, robotic attitude (which is how he gets after he has been forced to read "correctly" by someone who doesn't know anything about Mis-Us).

Other manifestations can occur.

Note that the above is not a complete list of reactions but is intended to give an idea of what to look for. In all fairness, one can stumble when reading if he is trying to read in a dim light or he is having eye trouble or the print or handwriting or pencilled corrections in the text are very hard to make out. Thus it is necessary to do M9 word clearing only in bright light and if the fellow is supposed to be wearing glasses, he should be wearing glasses, and the material being M9ed must not contain smudges and deletions itself. All possible reasons why he cannot see the text and unclear text must be removed. Otherwise, the student will simply say he couldn't see it or the light was bad or some other wrong why.

Anytime the person makes an error in his reading or reacts in some non-optimum way, a misunderstood will ALWAYS be found just before that point or sometimes at that point itself.

Example: The student is reading the page aloud. He reads, "Raymond walked home slowly and thoughtfully," then he frowns. The other student, who is M9ing him says: "That's it. Is there some word or symbol there that you didn't understand?" (If the student wonders why he was stopped, the word clearer tells him what reaction he noticed.)

The student looks over what he has read. He feels uncertain about the word "slowly". He tells this to the word clearer and the word "slowly" is looked up in the dictionary and used in sentences until the student fully understands it.

When the word that was misunderstood is located and cleared, the student will brighten up and will begin reading clearly and correctly once again.

THE GLIB STUDENT

Glibness is often trained into students by the current educational methods used in schools. The student is drilled to suppress or go by misunderstood words and to robotically answer back with what the book says. If he can do this, he is said to be a "good student" and a "good reader".

With this method, a student's understanding of what he has read is actually considered to be separate from the act of reading. If the educators bother with comprehension at all, it is only to measure memorization, not understanding.

In today's schools, students are actually instructed to go right on past words they don't understand; to figure out how to say them and to continue reading whether they understand the text or not. One textbook even advises, "If you find a hard word, read it as best you can and continue to read." Students are expressly drilled to suppress reactions such as mispronouncing words, substituting one word for another, inserting extra words, repeating words, and omitting words. These reactions indicate misunderstands have been bypassed, but under heavy drilling a student can learn to become robotic enough to suppress even these reactions, and read on, leaving misunderstands piled up behind him.

In all fairness, his teachers were not just trying to victimize him. The discovery of the effects of a misunderstood word and the reasons for such stumbles had not been discovered. Teachers did not know about them. Thus they invented various drills to force the student not to make these "comprehension errors". They did not have the tech or even know what caused these manifestations. You hate the reasons for them in Method 9 and in Study Tech.

You can spot a glib student on Method 9 because he sounds and looks robotic when he reads. One step to take on such a glib student is to ask him if he has ever been taught to suppress reactions on words which, when he read them, he did not understand. One is asking him to take the "suppress" off. He will tell you immediately that he has been when this is true, and some emotional reaction can occur. One simply lets him talk about it until the charge seems to be off of it and then gets him to start his M9ing again. Some of it may be left, of course, but he will gradually get into it and become more honest and more there. He thinks, of course, when you're M9ing him that you simply want him to utter certain sounds. This is what he has been trained to expect. If he is supposed to read aloud, he is supposed to utter certain sounds. These sounds, of course, are meaningless to him but that doesn't matter. Previously, his whole purpose and training pattern in reading aloud was narrowed into getting passed. So it may be necessary for the Supervisor to take up why he is being M9ed. But even though he is reading like a robot and suppressing everything, you will be able to see the suppression deepen when he hits the really big Mis-Us. He reads them even more robotically than he does the other parts of the text, so these too can be detected. As soon as he has found a few of these things out and found out what you are trying to do, he will begin to respond much more readily with M9. Method 9 on common reading materials will show up a student's lack of reading comprehension and show up his misunderstands so that he can really see it for himself. It may be an entirely new idea to him that written pages and sound waves communicate something.

Another method, an extreme one, of handling the extensively mis-trained glib student is to get him to read a paragraph and then, employing a method known as "clay table", get him to demonstrate it. He won't be able to do so. Furthermore, he will realize he isn't able to do so. It was just sounds.

METHOD 9 ON COMMON READING MATERIALS

To do Method 9 on common reading materials, the student chooses a paperback book or something that he reads for his own pleasure and he reads it aloud to the word clearer.

If he cannot read it perfectly, it is because he has gone by misunderstood words. At first it may not be real to the student that he has misunderstood words. But after he has found and cleared a number of them using Method 9, the student will realize that he does have misunderstood words and that his misunderstands are getting in the way of his ability to read.

When the student reaches the point of realizing that he does actually have misunderstood words on the materials he commonly reads for his own pleasure, he becomes very willing to find his own misunderstood words and he can usually do so easily. Method 9 of common reading materials can be ended at this point. The student is now much more aware of and able to find and handle his own misunderstands and he is on his way toward reading naturally, correctly and with understanding.

HOW TO DO METHOD 9

1. STUDENT AND WORD CLEARED SIT ACROSS FROM EACH OTHER.

The student and the word clearer sit across from each other at a table or desk. Each person has his own copy of the text to be word cleared. The word clearer must be able to see the student and the page in front of him at the same time.

2. DICTIONARIES ARE AVAILABLE.

A good, simple English language dictionary, and any other dictionaries the student may need are available. (Above all things, do not use what is called a "dinky dictionary". This is different than a simple well-expressed dictionary. A dinky dictionary is what you commonly get off the paperback racks in drug stores. It quite often defines word A as word B and then defines word B as word A. It also omits all the alternative definitions and all the technical definitions.

Always have to hand, at least in the classroom, the most extensive and voluminous set of dictionaries anybody ever heard of on all the subjects ever heard of under the sun, plus any encyclopedias that you can round up.)

3. STUDENT RECOGNITION OF MISUNDERSTOODS.

Before the student starts reading, he should be told that if he sees a word he doesn't know the meaning of, he should stop and look the word up and clear it instead of going on past it. And the student should be encouraged to find and clear misunderstood words himself. M9 brings about the ability to do this, so that the student will find and clear his own misunderstands in future. The word clearer on M9 would never prevent the student from clearing a word that the student recognizes as misunderstood. Correctly done M9 will bring about the ability of the student to find and clear his own misunderstands. ... (If you don't want to spend ten years M9ing one page, it is best to get him through Method 8 on simple English words. This will be part of a special course which will greatly improve someone's level of literacy.)

4. STUDENT READS THE TEXT ALOUD TO THE WORD CLEARER.

The student reads the text aloud to the word clearer. He is not on the meter. While the student reads, the word clearer follows his own copy of the same text, watches the student and listens to him.

The word clearer must be very alert and see or hear any non-optimum reactions of the student while he is reading.

5. NON-OPTIMUM REACTION EQUALS MISUNDERSTOOD WORD.

A non-optimum reaction by the student to what he is reading is the clue to the word clearer that the student has encountered a misunderstood word. The word clearer and student must now locate the exact misunderstood word or symbol. It will be found just before or sometimes at the point the non-optimum reaction occurred.

6. FIND THE MISUNDERSTOOD.

If it is not obvious to the student that he has reacted and he just continues reading, the word clearer says, "That's it. Is there some word or symbol there that you didn't understand?" It is the duty of the word clearer to steer the student to the misunderstood. It is either at the point of the non-optimum reaction or before it. The point is that the student must be steered onto it. And it then is looked up.

The student may be able to spot his misunderstood word right away and tell the word clearer what it is. Or he may have difficulty finding it and the word clearer will have to help him find it.

The word clearer helps the student by getting him to look earlier and earlier in the text from the point where he reacted until the misunderstood word is found. The word clearer can also spot-check the student. Spot-checking means choosing words from the text the student has already read and checking with him to see if he knows the definitions of those words.

If the student is uncertain about any word or gives a wrong definition, then that word is taken up and cleared in the dictionary.

7. CLEAR THE WORD.

Once the misunderstood is found it must be fully cleared in the dictionary. The person will be hung up on the definition of the word as it is used in the context of what is being word cleared, which will not necessarily be the first definition given in the dictionary. To try and clear any other definition before clearing the one he is stuck in would cause him to try and clear a word over misunderstands. Therefore he would rapidly go over the definitions to find the one that fits the context and clear that first. Then the remaining definitions would be cleared.

This is how a word is cleared:

The first step is to look rapidly over the definitions to find the one which applies to the context in which the word was misunderstood. One reads the definition and uses it in sentences until one has a clear concept of that meaning of the word. This could require ten or more sentences.

Then one clears each of the other definitions of that word, using each in sentences until one has a conceptual understanding of each definition.

The next thing to do is to clear the derivation—which is the explanation of where the word came from originally. This will help gain a basic understanding of the word.

Don't clear the technical or specialized definitions (Math., Biology, etc.) or obsolete (no longer used) or archaic (ancient and no longer in general use) definitions unless the word is being used that way in the context where it was misunderstood.

Most dictionaries give the idioms of a word. An idiom is a phrase or expression whose meaning cannot be understood from the ordinary meanings of the words. For example "give in" is an English idiom meaning "yield". Quite a few words in English have idiomatic uses and these are usually given in a dictionary after the definitions of the word itself. These idioms have to be cleared.

One must also clear any other information given about the word, such as notes on its usage, synonyms, etc. so as to have a full understanding of the word.

If one encounters a misunderstood word or symbol in the definition of a word being cleared, one must clear it right away using this same procedure and then return to the definition one was clearing. (Dictionary symbols and abbreviations are usually given in the front of the dictionary.)

8. READ THE SENTENCE OR PARAGRAPH AGAIN.

The word cleared then asks the student to read once again the sentence in the text in which the misunderstood word or symbol was found. The student does so. The word clearer must now ensure that the student understands the sentence and/or paragraph that contained The misunderstood. If the student does not originate this The word cleared must ask him to tell him what the sentence or paragraph means. He does not just let the student continue reading with no comprehension of the text that contained the misunderstood.

If the student still doesn't understand the sentence or paragraph there will be another misunderstood word or symbol probably earlier in the text, that needs to be found and cleared. Only when he fully understands the section of the text that contained the misunderstood does the student continue on with the M9. He would continue reading from the sentence that had the misunderstood in it, not just the point where he had the non-optimum reaction.

Any further non-optimum reactions are handled by finding the next misunderstood word or symbol and clearing it, as above.

9. METHOD 9 IS CONTINUED UNTIL THE TEXT HAS BEEN COMPLETED.

Method 9 is continued until the text to be word cleared is completed.

10. STUDENT GOES TO EXAMINER AT THE END OF METHOD 9 WORD CLEARING.

The student is always sent to the PC Examiner at the end of a Method 9 session.

And that's all there is to doing Method 9!

METHOD 9 CAUTION

When the word clearer has misunderstands of his own on the material being word cleared, he tends to go "wooden" and just sits and does nothing to handle the student. The word clearer must always clear his own misunderstood words or else when the student stumbles on a word, the word clearer won't even see it or hear it because of his own misunderstands. He can miss the student's stumble and never get the student's misunderstood word.

The word clearer can also miss a student's reactions when he has so much attention on the page that he becomes unaware of the student or doesn't even look at the student.

When students are M9ing each other on the same study materials, they do NOT first just read the materials as this will only give them misunderstands. They take the materials being

word cleared one paragraph or section at a time and M9 each other on it. This is done by a student first M9ing his twin on one section, and then getting M9ed on what he just word cleared his twin on, plus the next section. It then turns around again. The twin gets M9ed on what he just word cleared the other student on, and on the next section. In this way one person is not constantly leading. Unless the M9ing reversals are done in this fashion, misunderstands could be missed. The whole text would be covered in this way.

EXAMPLES OF STUDENT REACTIONS AND THEIR CORRECT HANDLING

There are many, many different kinds of reactions that can occur when a student passes a word he doesn't understand. There are also many different ways a student will respond to Method 9. All that is needed for success with Method 9 is for the word clearer to understand Method 9 and to apply it exactly according to this bulletin.

Given here are some examples of student reactions and correct handlings by the word clearer:

A. The student changes a word in the sentence.

Example:

The page says: "The boy then reached down and patted his dog."

The student says: "The boy than reached down and patted his dog."

The word clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

The student looks at the words "then", "boy" and "the". He knows those words. So he looks in the sentence before that one. In that sentence he sees the word "collie". He's not sure what that is.

He tells the word clearer and they clear the word "collie".

The word clearer now has the student re-read the sentence that had the misunderstood in it and the following sentence. The student does this and the word clearer ensures he now understands the sentences.

They continue on with the M9 starting with the sentence that has the word "collie" in it.

B. The student adds an extra word.

Example:

The page says: "The child went to school."

The student says: "The child went to the school."

The word clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

The student looks over the sentence. He says he understands all the words, but thinks the sentence should say, "A child went to school" rather than, "The child went to school."

The word clearer says, "Okay, let's spot-check some words. What does 'the' mean in this sentence?"

The student looks blank for a moment and doesn't say anything. The word clearer says, "All right. We're going to look up the definition of 'the'."

"The" is then looked up and cleared.

After clearing the word "the" the word clearer has the student take a look at the sentence again and tell him what it means. The student now understands the sentence perfectly so the M9 is continued from that sentence.

C. The student leaves out a word.

Example:

The page says: "Robert then visited the city."

The student says: "Robert visited the city."

The word clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

The student reads over the sentence. He can't find anything he doesn't understand. The word clearer asks him to look over the next earlier sentence for a misunderstood word. The student can't find any there, either. The word clearer has the student keep looking earlier and earlier in the text and finally the student spots the misunderstood word in the first sentence of the page.

The word found is then cleared.

The word clearer now has him re-read the sentence that the misunderstood was in.

The student reads the sentence and frowns.

The word clearer says: "All right, is there another word or symbol there that you don't understand?"

They look even earlier in the text and find another word that the student went by that he didn't understand. The word is cleared fully and the word clearer has him read the earlier passage where the misunderstood was found again. The word clearer then has the student tell him what that passage means. The student does so and now understands the passage, so the M9 is continued from that point in the text.

D. The student leaves off a part of a word, such as an "s" or an "ed" at the end.

Example:

The page says: "There was a huge pile of assorted tools in the woodshed."

The student says: "There was a huge pile of assorted tool in the woodshed."

The word clearer says, "That's it. You left the 's' off 'tools'. Have a look over that sentence or page and tell me what word or symbol was misunderstood."

The student says, "I don't have any misunderstood words on this page."

The word clearer acknowledges him and asks him once again to have a look for the misunderstood word or symbol.

The student looks over the entire page but still says he has no misunderstands. So the word clearer starts spot checking the student on the definitions of the words on the page.

The word clearer asks, "What's the definition of 'tools'?" The student says, "It means 'implements of work'." The word clearer says, "That's fine. What's the definition of 'assorted'?" The student gives it to him correctly, so the word clearer simply backs up the sentence words one by one, getting the definition of each one until he hits the word "was".

Student says, "It's something you saw with." The word clearer says, "Let's have a look at 'was' in the dictionary." Each definition of "was" is then cleared and it is suddenly discovered that the person has never understood that it had anything to do with the conjugation of the verb "to be".

After this is fully cleared up the word clearer has the student re-read the sentence and tell him what it means.

The student says: "There was a huge pile of assorted tools in the woodshed. Oh yes, I understand that, it means that there was a large pile of different sorts of tools in the woodshed. That makes sense."

The word clearer now has him continue on with the M9.

E. The student stumbles on a word or says it incorrectly.

Example:

The page says: "I think I'll go shopping."

The student says: "I th-think...."

The student stops after he stumbles. The word clearer says, "Is there some word or symbol there that you don't understand?"

The student says, "Well, it just doesn't make sense."

The word clearer asks, "What doesn't make sense?"

The student says, "I don't see why it says 'think' here."

The word clearer says, "All right. Let's have a look at 'think' in the dictionary."

"Think" is then looked up in the dictionary, but the student can't seem to get it, even though he understands all the words in the definition.

The word clearer asks, "Tell me, what part of speech is 'think' in that sentence?"

The student says, "Uh, I don't know."

The word clearer says, "Okay. Well, right here in the dictionary it says 'Verb'. What does that mean to you?"

Student: "Mm..." (long pause).

The word clearer says, "All right." He gets a grammar book and says, "Have a look at this definition of 'verb'."

"Verb" is then cleared but while clearing it, the student says, "Hey, I always thought you could only have one verb in one sentence and that sentence has two verbs in it. Somebody threw me a curve." And as he has cognited and has now got it straight M9ing continues. He uses it in sentences until he's really got it, then they go on to the next definition of "think" in the dictionary.

After all the definitions of "think" are cleared the word cleaner has the student re-read the sentence. The student does so, with no error. The word clearer asks him what the sentence means and the student tells him accurately with understanding.

The M9 is continued from that point in the text.

F. The student hesitates or pauses while he is reading or begins reading more slowly.

Example:

The page says: "The sun was shining on the flowers."

The student says: "The sun----was shining on the flowers."

The word clearer says, "That's it. What word or symbol was misunderstood just before that point?"

The student very carefully looks back over the page, but he can't find any words he doesn't understand.

The word clearer says, "Okay. I'll spot-check you." He gives the student a thorough spot-check, but no misunderstood words are found.

The word clearer then asks, "Show me where you were last doing really well on this text."

The student shows him. It's three paragraphs back.

The word clearer says, "Good. We're going to check from this point back for any misunderstood words."

He extensively spot-checks the student in that area, and the student's misunderstood word is finally found and cleared.

After ensuring that the student understands the part of the text where the misunderstood word was found, the M9 is continued from the sentence in which the misunderstood occurred.

G. The student frowns, looks uncertain, goes stiff, or in some way shows lack of comprehension.

Example:

The page says: "The family ate dinner together every night."

The student says: "The family ate dinner together every night."

While the student is reading, there is a slight look of uncertainty on his face.

The word clearer says, "That's it. Look over this section you've just read and tell me what word or symbol has been misunderstood."

The student says, "But why did you stop me?"

The word clearer says, "You were looking uncertain as you read that last sentence."

The student says, "Well, actually, I did have some attention back on the sentence before last."

The word clearer says, "Okay. Was there any misunderstood word or symbol there?"

The student says, "I have some attention on the word 'for', but I've looked that up before."

The word clearer says, "Well, let's have another look at it."

"For" is then cleared and the student realizes that he hasn't fully cleared all of the definitions when he had previously looked it up.

Each definition of "for" is cleared fully and then the word clearer asks the student to re-read these sentences and tell him what they mean. The student has a good grasp of the material and so the M9 is continued from the sentence that had the word "for" in it, with the student reading smoothly and effortlessly.

H. The student tenses his body in some way. This could be tightening his grip, squinting, tensing his jaw, jerking his body, stiffening any body part, etc.

1 -- The page says: "The girls were delighted to see one another."

The student says: "The girls (tightens the muscles in his jaw) were delighted to see one another."

The word clearer says, "That's it. Look back over this section you have just read. Was there a misunderstood word or symbol there?"

The student looks at the page a long time. The word clearer can see he is looking earlier and earlier on the page. Finally the student says, "I can't see any words I don't understand, but this line seems a bit strange to me:

'It was Christmas Eve. Alice was listening to "Silent Night" when Carol came into the room.'

The word clearer says, "All right. Let's do a spot-check in that area.

What does 'Carol' mean?"

The student says, "That's a girl's name."

The word clearer says, "Good. What do the quotation marks show in that sentence?"

The student says, "Hm. Well, someone said 'Silent Night' to Alice."

The word clearer says, "All right. I want you to read this section in the grammar book on quotation marks."

The student reads the section aloud and says, "Oh, I see. 'Silent Night' is a song and you use quotation marks around the names of songs. I've got it now!"

The word clearer says, "Great," and has the student give some examples of the use of quotation marks. They then return to the text.

2 -- The page says: "The men walked quietly through the dockyard."

The student says: "The men walked quietly through the dockyard."

(Student leans forward and looks at the page more intently.)

The word clearer says, "That's it. Is there some word or symbol there that you didn't understand?"

The student looks over the sentence. "Well, I've never seen 'dockyard' used like that before. It doesn't make sense."

The word clearer acknowledges him and has him look it up. The student reads the definition and starts brightening up. He turns to the word clearer and says, "And all this time I thought a dockyard was a place where you built docks, I never could understand why...."

3 -- The page says: "The car drove off, leaving a trail of dust in the air."

The student says: "The car drove off, leaving a trail (student squints his eyes at the page) of dust in the air."

The word clearer says, "Is there some misunderstood word or symbol in that area?"

Student looks bewildered. "No, the sentence just doesn't make sense."

Word Clearer says, "All right. What is the definition of 'trail'?"

"Oh, that's the impression of a horse hoof where a horse has been."

The word clearer says, "Okay, look up the word 'trail'." The word is cleared and the student sees that he had a totally wrong definition.

The word clearer now has him read that sentence again and tell him what it means. The student is still confused about the sentence and thinks it means that the car drove off a cliff or something.

They clear the word "off" fully and find that the sentence now makes perfect sense to the student. The M9 is continued from that sentence.

I. The student yawns, suppresses a yawn, gets watery eyes, etc.

The page says: "A bright red apple was on the table."

The student says: "A bright red apple was (yawn)..."

The word clearer says, "Okay. Let's find the word or symbol that was misunderstood in this section."

The student says, "I'm not sure I have the right definition for 'bright'. Could we look it up?"

The word clearer says, "Sure," and they look up the word "bright".

The student then re-reads the sentence and tells the word clearer what it means. The M9 is continued from that sentence.

J. The student begins reading with more effort. This includes reading very carefully or unnaturally or robotically or reading in such a way as to show that the words have no meaning to him, or that he doesn't understand what he is reading.

The page says: "The families were having a picnic on the beach."

The student says: "The families were having a picnic on the beach."

The student reads the page correctly, but he is being very careful not to make any mistakes.

The word clearer says, "That's it. Let's find the misunderstood word or symbol that you didn't understand before this sentence."

The student says, "Yes, I started feeling uncomfortable while I was reading the sentence before last."

The word clearer says, "Good. Let's look just before that for the misunderstood word."

The student finds his misunderstood and it is cleared.

After ensuring that the student understands this section of the text, the M9 is continued from the sentence where the student found the misunderstood.

The important point for the word clearer to remember is that WHERE THERE IS A STUDENT REACTION, A MISUNDERSTOOD WORD WILL BE FOUND, USUALLY JUST BEFORE THE POINT HE REACTED.

The misunderstood word can always, always be located with good communication, persistence and a totally standard application of Method 9 tech, as given in this HCOB. If the student can't easily achieve this, he must go to the Supervisor for help.

TRs AND M9

To be a very successful M9 word clearer, one's TRs must be in. One has to be able to TR-3 the question and get the actual misunderstood, yet at the same time, one should never go

robotic or rote on the Method 9 procedure. For example it may happen that half-way through a sentence, the student stops, smiles, and then continues on. Upon questioning, you find that a bulletin he has read many, many times before is now finally making sense. You wouldn't then ask him for him misunderstood. Just acknowledge his win and carry on with your word clearing with your TRs in and your application of this bulletin 100% standard. The wins and gains of those you word clear will by no means be slight.

QUARRELS OR UPSETS

It occasionally happens that the students doing the word clearing get into a quarrel or upset. If this happens, you know that one of two things has happened, either:

1. "Misunderstoods" that were really understood were forced off on the student, or
2. Actual misunderstands were not detected and were passed by.

1. If this happens, you can clean up any falsely looked-up words by asking him if he was made to look up words he understood. If this is the case, the student will brighten up and tell you the word or words he was wrongly made to clear. This done, the M9ing can be resumed.

2. If the above doesn't handle it, then one knows that misunderstands have been missed. Have the twin who is doing the word clearing take him back to when he was last doing well and then come forward in the text, M9ing as he goes, picking up the missed misunderstands. It will usually be found that several misunderstands have been missed, not just one.

WORKSHEETS

Worksheets are a written record of the word clearing session. They contain the student's name, the word clearer's name, the date and the name or title of what is being word cleared. The word clearer keeps worksheets during the word clearing session and writes down which words have been looked up and cleared and any other important information concerning the word clearing.

Worksheets are stapled to the student's exam form when word clearing is complete. They are filed in his pc folder.

TEACHING THE STUDENT

TO DO METHOD 9

This is done using this HCOB or the M9 Picture Book (which will be issued in due time as part of a special course). This is a simple picture book which is handed to the student. He goes through the book and then does some M9 drilling as contained in the back of it. The Supervisor checks him out and corrects him if needed, using only the data in the M9 Picture Book and this HCOB. No verbal Tech or opinions are thrown in.

The end result of a well done Method 9 is a student who is certain he has no misunderstands on that material so that he can easily study the material and apply it.

Method 9 is a great civilization saver.

It is easy to do. It's fun and it gives tremendous gains.

It is vital that Method 9 is done correctly, exactly by the book. Otherwise, people will be denied the enormous wins that can be attained with it.

L. RON HUBBARD

FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 APRIL 1973R

REVISED 24 SEPTEMBER 1980

Remimeo
HAS Course

(Revisions in Script)

(Revised to include the full list of the
component parts of Communication.)

AXIOM 28 AMENDED

AXIOM 28.

COMMUNICATION IS THE CONSIDERATION AND ACTION OF IMPELLING AN IMPULSE OR PARTICLE FROM SOURCE-POINT ACROSS A DISTANCE TO RECEIPT-POINT, WITH THE INTENTION OF BRINGING INTO BEING AT THE RECEIPT-POINT A DUPLICATION AND UNDERSTANDING OF THAT WHICH EMANATED FROM THE SOURCE-POINT.

The formula of Communication is: Cause, Distance, Effect, with Intention, Attention and Duplication WITH UNDERSTANDING.

The component parts of the full Communication cycle are:

Observation, Confront, Consideration, Intention, Attention, Cause, Source-point, Particle or Impulse or Message, Distance, Estimation of Distance, Control (Start-Change-Continue-Stop), Direction, Time and Timing, the Velocity of the impulse or particle or message, Volume, Clarity, Interest, Impingement, Effect, Receipt-point, Duplication, Answer, Acknowledgement, Understanding, Nothingness or Somethingness.

A non-communication consists of Barriers. Barriers consist of Space, Interpositions (such as walls and screens of fast-moving particles), and Time. A communication by definition, does not need to be two-way.

When a communication is returned, the formula is repeated, with the receipt-point now becoming a source-point and the former source-point now becoming a receipt-point.

L. RON HUBBARD
FOUNDER

LRH:dr
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 JUNE 1973RB

ISSUE I

RE-REVISED 12 AUGUST 1981

(Revised to delete Why Finding
as part of the Cramming Procedure.)

(Revisions in Script)

Remimeo
Qual Secs
Cramming
Offs
Execs
Tech
Qual
KOTs

Cramming Series 10RB

CRAMMING

The datum that "Qual does not take orders" solves the Admin Cramming dilemma of the staff member crammed four times on the Dev-T Pack.

It is up to Qual to handle, fully and totally. This means, not following the exact order, but locating the real cause of the trouble and handling it at once.

Qual's function is correction. By policy Qual does not take orders on What to do to correct.

Where an exec wants certain material covered, that's okay. Cover it. But find out exactly what needs to be handled and cram on that! And on a repeat order, realize you did not get to the actual source of the outness or the wrong area was addressed. So this time really work it over.

Several staff have been crammed several times on the Dev-T Pack. Means Qual takes orders.

The PRODUCT of Qual Admin Cramming is a functioning producing staff member who can produce on post.

L. RON HUBBARD
FOUNDER
Revisions assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 NOVEMBER 1973RB

RE-REVISED 25 MAY 1980

References to footplates and
any specific brand of hand cream
have been deleted.

Remimeo
Tech & Qual
All Levels
All Auditors
All Tech
Checksheets

(Revisions not in Script)

DRY AND WET HANDS

MAKE FALSE TA

References:

HCOB 8 Jun 70	LOW TA HANDLING
HCOB 18 Aug 70R	C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
HCOB 12 Nov 71RB	FALSE TA ADDITION
HCOB 15 Feb 72R	FALSE TA ADDITION 2
HCOB 18 Feb 72RA	FALSE TA ADDITION 3
HCOB 16 Feb 72	C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB	DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 73 RD	C/S 53RL SHORT FORM
HCOB 24 Nov 73RE	C/S 53RL LONG FORM
HCOB 19 Apr 75R	OUT BASICS AND HOW TO GET THEM IN
HCOB 23 Apr 75RA	VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA	C/S Series 96RA, DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB	C/S Series 99RB, SCIENTOLOGY F/N AND TA POSITION
HCOB 21 Jan 77RB	FALSE TA CHECKLIST
HCOB 24 Jan 77	TECH CORRECTION ROUND-UP
HCOB 26 Jan 77R	FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R	FALSE TA DATA
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 13 Jan 77RB	HANDLING A FALSE TA
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI, HOW TO SET UP YOUR MARK VI E-METER	

A couple of years ago some auditors were solving high TA problems by putting hand cream on the pcs' hands when they were calloused and talcum powder on a pc's hands when they were too wet. Since no research had been done they were censured.

Research has now been done on this matter of dry and wet hands.

Apparently when a person has taken certain medicines or chemicals, or uses detergent soaps or is in contact with certain chemicals (such as those in some furniture

polishes) the ordinary skin oils vanish. These oils are needed to make an electrical contact with the cans.

When these oils are absent, there is no adequate electrical contact and the “TA is high”.

When a person is deficient in certain minerals or vitamins such as magnesium or B Complex, his hands can be excessively wet.

Either of these two conditions in hands can produce an incorrect TA position.

The dry condition produces a false high TA.

The overly wet condition produces a false low TA.

The TA depends on normally moist hands. This does not mean the meter works on “sweat”. It does mean the meter works only when there is a correct electrical contact.

Too much and too greasy hand cream could produce too low a TA.

Vanishing creams don’t work as they are found to actually dry out the skin after repeated application and so produce a falsely high TA.

Too much powder or drier could produce too high a TA.

Therefore one must not go to extremes.

DRY HANDS

The excessively “dry” hand is seen as shiny or polished looking. It feels very dry.

The correct treatment is to use a hand cream, but not a greasy hand cream or vanishing cream.

A good hand cream rubs all the way into the skin and leaves no excess grease.

This restores normal electrical contact.

Such a hand cream would only have to be applied once per session—at session start—as it lasts for a long while. Hand cream is never applied during session.

If a cream leaves smears on a can, it is too heavily applied or too little absorbed.

Hand cream is usually smeared on, rubbed in and can then be thoroughly wiped off. The hands will usually produce, then, a normal TA and meter response.

WET HANDS

Anti-perspirants can be applied to too wet hands. There are many brands of these, often a powder or spray.

It can be wiped off after application and should work for two or three hours.

If the TA then goes too high, use hand cream on top of it.

SUMMARY

While much work could be done still, the above is enough for a practical result.

WARNING

Hi TAs and Lo TAs do not widely F/N. If you are getting wide persistent F/N with the TA too high (above 3) or too low (below 2) you have a pc whose hands are too dry or too wet. Using this HCOB should correct it and in future sessions you should continue the remedy on that pc.

NOTHING in this HCOB excuses the misreading or falsifying of a TA. Get the TA in normal range with this HCOB before you start calling processes ended.

CS-53RL and the False TA Checklist HCOB 21 Jan 1977RB are your tools for handling too high and too low TAs.

The only other conditions I know of that make an auditor mess up a pc's TA are:

- (a) A discharged meter (registers high).
- (b) An incorrectly set meter by trim button.
- (c) A "fleeting F/N" where the pc F/Ns so briefly the auditor misses it and overruns.
- (d) Bad TRs.
- (e) Unflat processes.
- (f) Overrun processes.
- (g) Heavy drugs or medicines.

False TA often comes to light when the auditor runs out of reasons it is hi or low and it dawns on him that he is dealing with false TA. In the latter case he should know all MATERIALS ON THIS SUBJECT OF FALSE TA (given on HCOB 21 Jan 1977RB FALSE TA CHECKLIST as references) AND REMEDY THE FALSE TA SITUATION AND THEN RESUME NORMAL AUDITING. He must not go on calling hi or low TA F/Ns just by assuming the TA is false.

Given a contact the meter always tells the truth.

L. RON HUBBARD

FOUNDER

Revision assisted by

LRH Technical

Compilations Unit

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HUBBARD COMMUNICATIONS OFFICE
HCO BULLETIN OF 18 MARCH 1975R

Saint Hill Manor, East Grinstead, Sussex

REVISED 25 AUGUST 1981

(Revised to delete the reference to Why Finding as it is currently
suspended as part of the Cramming procedure, and to make reference
to additional Cramming tools recently developed
which are carried out as metered actions.)

Remimeo
Cramming
Officers
All Qual
Personnel

(Revisions in Script)
(Ellipsis Indicates Deletion)

Cramming Series 15R

METER USE IN QUAL

Ref: HCOB 20 Aug 81 Cramming Series 4 CRAMMING TOOLS

With very few exceptions, all Cramming actions done in Qual must be done on a meter. This means metered rudiments, checks for misunderstands, scouting for areas of uncertainty, completion of clay demos (verifying it by F/N) and word clearing, etc., to name a few of the many tools of Cramming. (Ref. HCOB 20 Aug 81 Cramming Series 4, CRAMMING TOOLS)

It also means that in Cramming False Data Stripping, Crashing Mis-U Finding, and the Product Debug Checklist, etc., are done on the meter, regardless of how they may be done elsewhere.

The only exceptions to this would be where an action is specifically designed to be done off the meter (e.g., Method 9 Word Clearing), or those specific instances where someone may need to be crammed off the meter as given in HCOB 21 Aug 81 Cramming Series 5, HOW A CRAMMING OFFICER ENSURES THAT HE HAS NO BACKLOGS.

Neglect of the full use of the meter in the past has led to half done, ineffective and often repeat Cramming cycles as the real cause of the trouble and the person's MUs were never found in the first place. . . .

Every Cramming Officer must know and use all his tools. This includes metering.

The meter reveals all.

Use it.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 APRIL 1975RA

RE-REVISED 25 MAY 1980

(This issue is re-revised to update
references and delete reference
to a specific brand of hand cream.)

Remimeo
Tech & Qual
All Levels
All Auditors
All Tech
Checksheets

(Revisions not in Script)

VANISHING CREAM AND FALSE TA

Ref:HCOB 8 Jun 70	LOW TA HANDLING
HCOB 16 Aug 70R	C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
HCOB 12 Nov 71RB	FALSE TA ADDITION
HCOB 15 Feb 72R	FALSE TA ADDITION 2
HCOB 18 Feb 72RA	FALSE TA ADDITION 3
HCOB 16 Feb 72	C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB	DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 73RD	C/S 53RL SHORT FORM
HCOB 24 Nov 73RE	C/S 53RL LONG FORM
HCOB 19 Apr 75R	OUT BASICS AND HOW TO GET THEM IN
HCOB 23 Apr 75RA	VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA	C/S Series 96RA, DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB	C/S Series 99RB, SCIENTOLOGYF/N AND TA POSITION
HCOB 21 Jan 77RB	FALSE TA CHECKLIST
HCOB 24 Jan 77	TECH CORRECTION ROUND-UP
HCOB 26 Jan 77R	FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R	FALSE TA DATA
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 13 Jan 77RB	HANDLING A FALSE TA
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI, HOW TO	

SET UP YOUR MARK VI E-METER

After further and more extensive tests vanishing creams have proven unsuitable as a solution to dry hands.

In some cases vanishing creams have actually dried out pcs' hands and caused a false high TA.

Some hand creams have been workable when applied to a pc's hands, rubbed in and any excess wiped off.

A cream called Locorten was found workable but it contains cortisone which burns the eyes if you rub them with your hands. Further tests are underway on Locorten without cortisone but these are not yet complete.

Another hand cream formula was found 90% effective upon test and is somewhat similar to the Locorten formula without cortisone. Its formula is:

75 grams Emulsified Cetomacrofolis Wax
(80% cetostearyl alcohol and 20% cetomacrofol 1000)
100 grams Cetyl Alcohol
20 grams Sorbitol Solution - 70%
1 gram Sorbic Acid
up to
500 grams water.

You could have this cream made up by any pharmacist.

A NOTE ON FOOTPLATES

Footplates obscure F/Ns and reads.

Their use is hereby cancelled.

FALSE TA HANDLING

It has never been OK to call a pc's attention to his hands or TA or meter during a session. Therefore when handling a false TA get the TA in range with hand cream or can size or grip before session.

Don't check for hand cream or can grip or change cans during the session except as directed on correction lists such as a C/S Series 53 under false TA.

Otherwise it throws the pc out of session and puts his attention on his TA.

Use the session for auditing.

L. RON HUBBARD

FOUNDER

Revision assisted by LRH

Technical Compilations Unit

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 DECEMBER 1976R

REVISED 27 MAY 1980

(Also HCO PL 6 Dec 76R)

(Revisions in Script)

Remimeo
All Registrars
All Case
Supervisors
All Ds of P
All Auditors
GO

**ILLEGAL PCS, ACCEPTANCE OF
HIGH CRIME BULLETIN**

It shall be a Committee of Evidence offense for a Case Supervisor or Auditor to C/S or accept for processing and process any pc:

1. Who is terminally (fatally) ill, regardless of what the org or Registrars may have promised or asserted. Such diseases as advanced cancer are included.
2. Who has an extensive psychiatric history which includes heavy drugs, or shocks of various kinds, or so-called psychiatric brain operations or institutionalization.
3. Who has been denied processing by the Guardian Office for reason of past history or connections or current state as it may affect the safety and security of the org.

It shall also be a Committee of Evidence offense for any ED/CO, Org Exec Sec, Technical Secretary, Director of Processing or other executive or staff member to bring pressure or persuasion upon any Case Supervisor or Auditor to process such persons.

It is not that such cases cannot in many instances be handled. It is that neither Scientology nor the org, but doctors and psychiatrists, have brought about the condition and such conditions are outside the zone of responsibility of the org.

Registering such pcs is already illegal, but where it has occurred intentionally or accidentally, no one has the right to force such persons upon Case Supervisors or Auditors for any reason.

Any promise made by an org to such a person or his relatives is not binding upon an organization or its staff and such promises are also a Comm Ev offense.

Special Petition may be made by the person concerned to the Guardian Office, the representatives of which may act to correct injustices or erroneous use of this policy Letter. But the Guardian Office itself does not have the right to persuade or insist that Case Supervisors or Auditors accept the person for processing unless it is very clearly demonstrated that the person does not fall under any of the above three categories.

Doctors are too often careless and incompetent, psychiatrists are simply outright murderers. The solution is not to pick up their pieces for them but to demand medical

doctors become competent and to abolish psychiatry and psychiatrists as well as psychologists and other infamous Nazi criminal outgrowths. Society and police agencies should deal with such offenses. It is not up to Scientologists to salvage the wreckage created by these professions, but to prevent it from happening in the first place by reforming a degraded society.

Until such time as doctors have become fully competent and psychiatry and psychology have been recognized for what they are and abolished, Case Supervisors and Auditors are actionable for surrendering their rights and handling such. It is not that they cannot. They must not.

L. RON HUBBARD
FOUNDER

Revisions assisted by
Ellen Grover

AVC I/A

for the

BOARDS OF DIRECTORS

of the

CHURCHES OF SCIENTOLOGY

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 DECEMBER 1976RB

RE-REVISED 25 MAY 1980

This issue is re-revised to update reference HCOBs
for False TA.

URGENT—IMPORTANT

Remimeo
All Auditors
All Interne
Supervisors
All C/Ses

C/S Series 99RB

SCIENTOLOGY F/N AND TA POSITION

Through verbal tech just located, it has been found that some auditors have been ordered to disregard all F/Ns that were above 3.0 or below 2.0 on the meter.

Auditors have also called F/Ns which were ARC break needles, thus falsely indicating to the pc.

These two actions—disregarding actual F/Ns because the TA was not between 2.0 and 3.0 and calling “F/Ns” that were actually ARC break needles— have upset many preclears.

The outnesses here are: A. not considering pc indicators as senior and B. not noting pc indicators when calling an F/N and C. ignoring and giving junior importance to the technology covered in false TAs. (See list of references at end of this HCOB or the Subject Index of the HCOB Volumes.)

Auditors have even been led to falsify worksheets (giving TA as in range when it actually was not when calling an F/N) because they might “get in trouble” for calling an F/N in the wrong range, such as 1.8 or 3.2.

The CORRECT procedure for out of range F/Ns is:

1. Look at the pc's indicators.
2. Call the F/N regardless of its range.
3. Mark down the ACTUAL TA position.
4. Handle the false TA at the earliest opportunity when it will not intrude into the current cycle on which the pc is being audited. (You don't interrupt a Quad R3RA, for instance, to handle false TA; you complete it and then, when directed by the C/S, you handle the false TA.)
5. On any pc you suspect has had his F/Ns disregarded because of false TA, you C/S for and get run a repair and rehab of this error.

E-Meter cans can monitor or change TA position when the palms are too dry or too wet or when the cans are too big or too small or when the wrong hand cream is used. The E-Meter does not read on hand moisture along as was long believed by people in electronics. But TA depends upon resistance to electrical current in the palms, leads, and meter as well as its main resistance which happens to be mental masses or lack of them.

To simply tell some interne "Always disregard an F/N not in correct range" is to set him up for loses and set the pc up for crashes. The correct information is that an F/N which isn't in range is accompanied by pc indicators that indicate whether it is an F/N or not. AND indicator you better get the false TA handled fast as soon as it won't interrupt the current cycle. AND you always note where it F/Ned so the C/S can C/S for false TA handling.

Where an ARC break needle (which looks like an F/N) is observed, whether it is in range or out of range (2.0 to 3.0 or below 2.0 or above 3.0) you LOOK at the pc and establish the pc's indicators before falsely calling an F/N. A pc who is about to cry is NOT an F/Ning pc and if you indicate an F/N to that pc you will further the ARC break and suppress the emotional charge that is about to come off.

REPAIR

Where the above matters have not been fully understood and errors have occurred on pcs, it must be assumed that:

1. Auditors have falsified their worksheets as to TA position and thus built up withholds and make themselves blowy.
2. That every pc who has ever had high or low TA trouble has had F/Ns disregarded and ARC break F/Ns falsely indicated.
3. That a briefing and drilling of all internes and auditors must occur on this HCOB.
4. That a brief program or clean-up of disregarded F/Ns and falsely called ARC break F/Ns be done on every pc.
5. That every such pc be considered as having false TA troubles and these must be C/Sed for and corrected.
6. That all auditors and internes be drilled on all HCOBs relating to pc indicators.

SAMPLE CLEAN-UP C/S

Disregard TA position, use only F/Ns and pc indicators in doing this C/S.

1. It has been found that some of your F/Ns (release points) may have been disregarded by past or present auditors.
2. Have you ever felt an F/N (release point or end of an action) had been bypassed on your case?
3. Find and rehab the overrun of the release point to F/N. Check for any other bypassed F/Ns and rehab them.
4. Have you ever felt an F/N should not have been indicated by the auditor when it was?
5. Find the point and get in suppress on it and complete the action.

Check "Are there any other F/Ns which should not have been indicated by the auditor when they were?" and handle as above.

6. Find and run the ARC breaks bypassed, with ARC break handling.
7. Find and handle the false TA in totality.

DIANETIC F/Ns

An F/N seen by the auditor in running R3RA is not called until the full Dianetic EP is reached.

An auditor running R3RA is NOT looking for F/Ns. He is looking for the postulate which is sitting at the bottom of the chain he is running.

The EP of a Dianetic chain is always always always the postulate coming off. The postulate is what holds the chain in its place. Release the postulate and the chain blows. That's it.

The auditor must recognize the postulate when the pc gives it, note the VGIs, call the F/N and end off auditing that chain.

An F/N seen as the incident is erasing is not called.

The pc does not have to state that the incident has erased. Once he has given up the postulate, the erasure has occurred. The auditor will see an F/N and VGIs. NOW the F/N is called. F/Ns are not indicated until the EP of postulate off, F/N and VGIs is reached.

It's the postulate—not the F/N that we are going for in New Era Dianetics.

POWER F/Ns

F/Ns are disregarded in power.

Each Power Process has its own end phenomena and is ended only when that is obtained.

REFERENCE HCOBs FOR FALSE TA

HCOB 8 Jun 70	LOW TA HANDLING
HCOB 16 Aug 70R	C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
HCOB 12 Nov 71RB	FALSE TA ADDITION
HCOB 15 Feb 72R	FALSE TA ADDITION 2
HCOB 18 Feb 72RA	FALSE TA ADDITION 3
HCOB 16 Feb 72	C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB	DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 73RD	C/S 53RL SHORT FORM
HCOB 24 Nov 73RE	C/S 53RL LONG FORM
HCOB 19 Apr 75R	OUT BASICS AND HOW TO GET THEM IN
HCOB 23 Apr 75RA	VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA	C/S Series 96RA, DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB	C/S Series 99RB, SCIENTOLOGY F/N AND TA POSITION
HCOB 21 Jan 77RB	FALSE TA CHECKLIST
HCOB 24 Jan 77	TECH CORRECTION ROUND-UP
HCOB 26 Jan 77R	FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R	FALSE TA DATA
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 13 Jan 77RB	HANDLING A FALSE TA
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI, HOW TO SET UP YOUR MARK VI E-METER	

PC INDICATORS HCOBs

References:

HCOB 29 Jul 64	GOOD INDICATORS AT LOWER LEVELS
HCOB 28 Dec 63	INDICATORS PART ONE, GOOD INDICATORS
HCOB 23 May 71R VIII	RECOGNITION OF RIGHTNESS
Rev. 4.12.74	OF THE BEING
HCOB 22 Sep 71	THE THREE GOLDEN RULES
	OF THE C/S HANDLING AUDITORS
HCOB 21 Oct 68R	FLOATING NEEDLE

L. RON HUBBARD
FOUNDER
Revision assisted by
LRH Technical
Compilations Unit

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 13 JANUARY 1977RB

RE-REVISED 25 MAY 1980

Remimeo
Tech & Qual
All Levels
All Auditors
All Tech
Checksheets

(This revision removes the data not written by myself which inferred one would use aluminum tubing to remedy a false TA. It also removes reference to any specific brand of hand cream.)

(Revisions in Script)

(Ellipsis indicates deletion)

HANDLING A FALSE TA

Ref: HCOB 8 Jun 70	LOW TA HANDLING
HCOB 16 Aug 70R	C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
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HCOB 23 Nov 73RB	DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 73 RD	C/S 53RL SHORT FORM
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HCOB 19 Apr 75R	OUT BASICS AND HOW TO GET THEM IN
HCOB 23 Apr 75RA	VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA	C/S Series 96RA, DELIVERY REPAIR LISTS
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HCOB 30 Jan 77R	FALSE TA DATA
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 7 Feb 79R	E-METER DRILL 5RA
BTB 24 Jan 73R II	EXAMINER AND FALSE TA
BOOK: E-METER ESSENTIALS	
BOOK: INTRODUCTION TO THE E-METER	
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI,	
HOW TO SET UP YOUR MARK VI E-METER	

It has recently been discovered that auditors have been mishandling false TA by assessing with the meter to find what the cause of the false TA is instead of directly checking the pc themselves.

A recent example of this is the original False TA Checklist (HCOB 29 Feb 72RA Revised 23 April 75 now HCOB 21 Jan 1977RB, FALSE TA CHECKLIST) was being used by assessment on the meter to try to find the pc's false TA cause. The false TA was not remedied as the auditor never even felt the pc's hands:

Never even checked the pc's grip: Never felt what the pc's hands felt like with cream on them: The auditor just checked the lines on the meter and when a read was obtained the pc was asked and nothing came of it. The false TA, now being unhandled, due to the auditor's confusion caused the pc to be audited over further false TA and drove the pc into desperation. I had to jump in and handle this one. All I did was check the grip and I found that the can size was way too big and part of the pc's hand (the palm cup) was not touching the can thus causing the TA to read higher = false TA. The cans had to be reduced to 1 1/4 inch diameter ... tubing! This particular pc was also misapplying hand cream. The quantity was incorrect and the way the pc was putting it on was not handling the false TA. This pc needed to put hand cream on extensively then wipe off the hands with Kleenex and then put a bit more on and rub it all over the hands and ensure that the thumbs were being covered. One more factor that messed up the case was the sensitivity was set too high and consequently F/Ns were missed and the TA shot up.

Once in a while a pc will sit with his legs crossed for some time, cutting off circulation and causing a false high TA. This corrects itself when legs are once again returned to the normal sitting position.

So you have to watch it. Make sure that the sensitivity is set correctly for that pc so you don't miss the F/Ns.

NONE OF THIS WAS DONE BY AUDITOR ASSESSING A LIST. IT WAS DONE BY OBSERVING THE PC'S HANDLING OF CANS AND POSITIONS AND SEEING WHAT IT DID TO TA POSITION.

The main point here was the auditor thought that a false TA was think and would register on the meter. That is as silly as asking the meter if you should buy ice cream today or not. The meter can't answer when the answer is required of the preclear. How the hell would the meter know if the pc's hands were dry or cold. The auditor has to feel them, touch them, check for dryness by feeling them. Do they FEEL dry? Do they FEEL cold? Are the pc's feet so cold that no circulation gets through? Do you know without feeling them? Does the hand cream you are using dry up? How do you know without feeling the pc's hands? I have known a pc to say no it hasn't dried up because the pc hated wearing cream and didn't want to put more on. So feel the hands. Don't just ask the pc and then assume that that is it. You will mess up cases and won't handle the false TA.

False TA is in the physical universe. It is something that really exists. When you start checking for meter reads you are violating this law. It is in the physical universe not the pc's think or bank. It can badly mess up a case to not find the cause of false TAs and then carry on with auditing.

Understanding the meter and what the meter reads on and understanding false TA and what causes it are the basics behind finding a false TA and remedying it so that the pc can happily continue on with auditing and advance.

If you think that you have solved a false TA yet the pc still has high or low TA F/Ns then you haven't solved it at all and you had better roll up your sleeves and get bright and go in there and find it. And the way you do this is to check the pc. What do the hands feel like? What type of clothing is the pc wearing? Feel for tight clothes. Don't just take the pc's word. Maybe they like wearing tight shoes but look at that 4.5 F/N. Let them wear tight shoes out of session but get rid of those tight shoes in session so you can get an accurate reading meter.

Don't use this to hassle pcs and interject it into sessions whenever you please. When you see a false TA phenomena note it down and the C/S will include it in the

program to be handled. This is covered in HCOB 10 Dec 76RB F/N AND TA POSITION.

There is no pc on this planet or any planet who wants to experience over-repair and misery due to false TAs. You will be doing pcs a great service to handle it for them so they can happily be audited after that. Don't Q&A with the pc's considerations just find what "in the physical universe" is causing the false TA and remedy that in the physical universe.

Note: The False TA Checklist has been rewritten and issued as HCOB 21 Jan 77RB.

L. RON HUBBARD

FOUNDER

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 JANUARY 1977RB

RE-REVISED 25 MAY 1980

(Re-revisions in script)

Remimeo
Tech & Qual
All Levels
All Auditors
All Tech Checksheets

(This HCOB has been revised to include additional data on False TA and the full list of references on False TA. The layout of the list of handlings has been arranged to follow the line for checking, and reference to any specific brand of hand cream has been taken out.)

FALSE TA CHECKLIST

Ref:

HCOB 8 Jun 70	LOW TA HANDLING
HCOB 16 Aug 70R	C/S Series 15R. GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
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BOOK: E-METER ESSENTIALS	
BOOK: INTRODUCTION TO THE E-METER	
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI,	
HOW TO SET UP YOUR MARK VI E-METER	

«This Bulletin cancels HCOB 29 February 1972RA Revised 23 April 1975 as it is misleading and has caused some auditors to assess the pc on the meter to find the cause of false TA instead of checking directly with the pc.»

This Bulletin reinstates the False TA Checklist with specific handlings that are directly from the issues that I wrote on false TA.

«The following are the items to be checked by an auditor on any pc. It need only be done once unless the check itself is suspected false, or if conditions of the pc's hands, etc. change.

«The checklist is kept in the pc folder and is entered on the Folder Summary as an action done.

«The value of operating with correct can size should not be underestimated, the reference HCOBs state why.»

The auditor signs and answers the following points on the checklist. The auditor must obtain information by checking the pc's hands himself or herself to see if the hands are dry or wet. The cause of false TA is in the physical universe and that is where the check is done. It is not done by asking the pc or checking the questions on the pc for meter reads. So the auditor would feel the hands of the pc to establish if they are dry or wet, would feel the pc's hands with cream on them to see if the cream has dried up, would see if the pc's hands cup so as to form an area that does not touch the cans and so forth. False TA is not think or mental mass. It is in the physical universe and that is where it has to be handled for it to be remedied. The handling follows each line as you check it. This is for simplicity, as that is the way this checklist is done, each line being handled as you go.

R-FACTOR TO PC: «I AM GOING TO CHECK THE CANS, YOUR HANDS AND VARIOUS OTHER THINGS TO ADJUST EVERYTHING FOR BEST ACCURACY.»

FALSE TA CHECKLIST AND HANDLING SHEET

1. IS THE METER FULLY CHARGED?

Handling:

«Keep a meter charged at least one hour for every 10 of auditing for 240 AC volt charging current, or 2 hrs. for every 10 of auditing on a 110 AC volt charging current. (Mark VI will get about 6 hrs. for every 1 hr. charged.)

«Before each session snap the knob over to TEST. The needle should hit hard on the right side of the face. It can even bounce. If the needle doesn't snap to the right hard or if it doesn't quite get there on TEST, then that meter will go flat in mid-session and give false TA and no reads or TA on hot subjects.» LRH (HCOB 24 Oct 71RA False TA)

NOTE: To ensure an accurate check, the meter should be turned on a minute or two before turning to test.

2. IS THE METER TRIMMED CORRECTLY?

Handling:

«A meter can be improperly trimmed (not set at 2.0 with the trim knob) and can give a false TA position. When a meter is not left on a minute or two before trimming, it can drift in the session and give a slightly false TA.

«The trim can quietly be checked in mid-session by snapping out the jack where the cord goes into the box and putting the TA on 2, seeing if the needle is now on SET. If not, the trim knob can be moved to adjust it. The jack is quietly slipped back in. All without distracting the pc.» LRH (HCOB 24 Oct 71RA False TA)

3. ARE THE LEADS CONNECTED TO THE METER AND CANS?

Handling:

«A properly set up meter with cans (electrodes) fitted to a pc who is holding them properly IS ALWAYS CORRECT.» LRH (HCOB 24 Oct 1971RA) Reference for setting up a meter is covered in E-Meter Drills Book, EM 4, and the Mark VI owner's manual if one is using a Mark VI.

4. ARE THE CANS RUSTY?

Handling:

«Corroded cans Can falsify TA. Get new ones now and then.» LRH (HCOB 24 Oct 71RA)

5. ARE PC'S HANDS EXCESSIVELY DRY REQUIRING HAND CREAM?

Handling:

«A quick test is have the pc put the cans under his armpits and you'll see if it's his calloused or chemically dried out hands. The excessively dry hand is seen as shiny or polished looking. It feels very dry. The correct treatment is to use a hand cream, but not a greasy hand cream or vanishing cream. A good hand cream rubs all the way into the hand and leaves no excess grease. Hand cream is usually smeared on, rubbed in and can then be thoroughly wiped off. The hands will usually produce, then, a normal TA and meter response.» LRH (HCOB 23 Nov 73RB Re-revised 25 May 1980 Dry and Wet Hands Make False TA)

6. ARE THE PC'S HANDS EXCESSIVELY WET REQUIRING POWDER?

Handling:

«If the TA is low, check if the pc's hands are wet. If so have him wipe them and get a new read. It is usually found that the 1.6 was really 2.0 ... Have the pc wipe hands. LRH (HCOB 24 Oct 71RA)

«Anti-perspirants can be applied to too wet hands. There are many brands of these, often a powder or spray. It can be wiped off after application and should work for two to three hours.» LRH (HCOB 28 Apr 75RA)

7. THE PC IS NOT BEING TOLD CONTINUALLY TO WIPE HIS HANDS?

Handling:

Above per wet hands.

8. THE PC'S GRIP ON THE CANS IS NOT BEING CONTINUALLY CHECKED BY THE AUDITOR IN A WAY THAT INTERRUPTS THE PC?

Handling:

«Keep the pc's hands in sight. Check the pc's grip. Get smaller cans.» LRH (HCOB 24 Oct 71RA)

8A. IS THE PC USING THE WRONG TYPE OF CANS?

a) corrugated

b) cellophane bonded to metal

c) wrong metal

The right metal is tin-plated steel, not cellophane bonded or painted.

Handling: Replace with the correct cans. «Cans of course should be steel with a thin tin plating.» LRH (HCOB 24 Oct 71RA)

8B. ARE THE CANS TOO SHORT FOR THE PC'S HANDS TO COVER?

Handling:

Replace with cans of correct length so that the whole hand has contact with the can. (Ref. HCOB 24 Oct 71Ra)

9. TA POSITION FOR LARGE CANS?

Size approx 4 ½ inches by 3 inches or 11 cm by 8 cm

Handling: «For a normal or large handed pc the can size is about 4 7/8ths inches by 2 5/8ths inches or 12 ½ cm by 7 cm. This can be altered as big as 4 ½ inches by 8 inches diameter or 11 cm by 8 cm. This is standard.» LRH (HCOB 24 Oct 71RA)

10. TA POSITION ON MEDIUM CANS?

Size approx 4 7/8 inches by 2 5/8 inches or 12 ½ cm by 7 cm

Handling: Covered above.

11. TA POSITION ON SMALL CANS?

Size approx 3 ¾ inches by 2 1/8 inches or 9 cm by 5 cm

Handling: «This can should be 3 ¾ inches by 2 1/8th inches or 9 cm by 5 cm diameter or thereabouts. A small child would be lost even with that can. So a small 35 mm film can could be used. This is 2 inches long by 1 3/16ths diameter or 5 cm by 3 cm. This works but watch it as these cans are aluminum. They do work but test for true read with a slightly larger can and then trim to adjust for the aluminum if any different.

«Cans of course should be steel with a thin tin plating. Regular soup cans. Can size to match the pc avoids slack can grip or tiring the hands into going slack, giving the auditor 3.2 F/Ns and trouble.» LRH (HCOB 24 Oct 71RA)

11A. CAN SIZE FOR A CHILD IS INCORRECT?

Handling:

Size can go down to photographic aluminum 35 mm film cans for a child. Size approx 2 inches by 1 3/16 inches or 5 cm by 3 cm. Note down TA position.

11B. IF THE ABOVE MENTIONED CAN SIZES AREN'T CORRECT FOR THE PC'S HANDS

OTHER SIZES CAN BE TRIED

Handling: 1 ¼» tubing or 1 ¾» tubing as well as other can size checked to see which fits the pc's hand. Note TA position.

12. ARE THE CANS TOO LARGE FOR THE PC?

Handling: «Can size to match the pc avoids slack can grip or tiring the hands into going slack.» LRH (HCOB 24 Oct 71RA)

Check the pc's grip and see if the hand is touching all of the can and if the size is comfortable. (Ref. HCOB 13 Jan 77RB Handling a False TA)

13. ARE THE CANS TOO SMALL FOR THE PC?

Handling:

Per above. Check how the pc is holding the cans and if the entire hand is on the cans and if they are comfortable and adjust accordingly per above.

14. ARE THE CANS JUST RIGHT FOR THE PC?

Handling:

Check the grip and see if the can size is correct for the pc. Do the cans comfortable fit the pc's hands with the hand touching the cans so it gets an accurate reading on the meter? If the can size is correct then you must ensure that the grip is also correct on the cans.

15. ARE THE CANS COLD?

Handling:

«Regardless of can size, cold E-Meter electrodes tend to give a much higher tone arm reading particularly on some pcs.

«Until the cans warm up, the reading is generally false and is false in the direction of high. Some pcs are 'cool blooded' and the shock of ice cold cans can drive the TA up and it takes awhile to drift down.

«A practice which gets around this is for the auditor or Examiner to hold the cans briefly until they are warm and then give them to the pc. A variation is for the auditor or Examiner to put the cans under his armpits while setting up. This warms them. There are probably many other ways to warm up cans to body temperature.» LRH (HCOB 12 Nov 71RB)

15A.DID THE PC WASH HIS HANDS JUST BEFORE SESSION?

Handling:

Use a bit of hand cream to bring hands back to normal amount of moisture.

16. ARE THE PC'S HANDS DRY OR CALLOUSED?

Handling:

Covered above under pc's hands excessively dry requiring hand cream.

There are ways to apply the hand cream so that it is correct for that individual pc and does handle the false TA. You can spread it on extensively then wipe it off and then rub a bit more in ensuring the thumbs are included is one way. (Ref. HCOB 13 Jan 77RB)

The point is to feel the hands with the cream on them to see if it has handled the excessively dry hand that is seen as shiny or polished looking.

And it now should no longer feel dry. (HCOB 23 Nov 73RB Re-revised 25 May 80)
The correct treatment is to use a hand cream but not greasy hand cream or vanishing cream.

A good hand cream rubs all the way into the skin and leaves no excess grease. This restores normal electrical contact. Such a hand cream would only have to be applied once per session—at session start—as it lasts for a long while.

If a cream leaves smears on a can, it is too heavily applied or too little absorbed. (HCOB 25 Apr 75RA Re-revised 25 May 80)

17. DOES THE PC HAVE ARTHRITIC HANDS?

Handling:

«A rare pc is so crippled with arthritis that he doesn't make contact fully with the cans. This gives high TA. Use wide wrist straps and you'll get a right read.» LRH (HCOB 24 Oct 71RA Re-revised 25 May 80)

18. DOES THE PC LOOSEN HIS GRIP ON THE CANS?

Handling:

Check the grip. Does the angle of the cans go across the palms of the pc? Is the natural curl of the fingers sufficient to hold the cans in place, and is the placement of the cans at an angle ensuring that the maximum skin area is touching the cans? (Ref. BOOK OF E-METER DRILLS) See if the palm is touching the can and not elevated off. (Ref. HCOB 13 Jan 77RB)

19. CHECK THE PC'S GRIP DOES HE HOLD THE CANS CORRECTLY?

Handling:

Covered in above section. Also check to see if the pc is holding the cans so tight that it is causing the hands to sweat and read falsely low. (Ref. HCOB 13 Jan 77RB and HCOB 7 Feb 79R E-METER DRILL 5RA)

20. IS THE PC HOT?

Handling:

Get a fan in the room or handle the room so that it is cooler and the pc comfortable.

21. HAS THE PC SLEPT WELL?

Handling:

Don't audit a pc who has not had sufficient rest or is physically tired. (Ref. HCO PL 14 Oct 68RA The Auditor's Code)

22. IS THE PC COLD?

Handling:

«A pc sometimes has a falsely high TA. Wrap him in a blanket or get a warmer auditing room. The auditing environment is the responsibility of the auditor.» LRH (HCOB 24 Oct 71RA)

28. IS THE PC HUNGRY?

Handling:

Get the pc something to eat and don't audit a pc who has not bad enough to eat or is hungry. (Ref. HCO PL 14 Oct 68RA The Auditor's Code)

24. IS IT TOO LATE AT NIGHT?

Handling:

«Between 2 and 8 A.M. or late at night a pc's TA may be very high. The time depends on when he sleeps usually. This TA will be found normal in regular hours.» LRH (HCOB 24 Oct 71RA)

25. IS THE AUDITING BEING DONE NOT IN THE PC'S NORMAL REGULAR AWAKE HOURS?

Handling:

Covered above.

26. ARE THERE RINGS ON THE PC'S HANDS?

Handling:

«Rings on the pc's hands must always be removed. They don't influence TA but they give a false rock slam.» LRH (HCOB 24 Oct 71RA)

If the rings can't come off use a small strip of paper around them to shield the rings touching the can.

27. IS THE PC WEARING TIGHT SHOES?

Handling:

Remove them. (Ref. HCOB 24 Oct 71RA, HCOB 18 Jan 77RB)

28. IS THE PC WEARING TIGHT CLOTHES?

Handling:

If it turns out that tight clothing is affecting the TA ensure that the pc doesn't wear tight clothes in future sessions. If possible have the pc remove the tight clothing and see what the effect was that it had on the TA and make sure no more tight clothes are worn in future sessions.

29. IS THE PC USING THE WRONG HAND CREAM?

Handling:

Using the reference materials find the right hand cream and test it on the pc.

Note TA position.

30. IS THE APPLICATION OF THE HAND CREAM CORRECT AND DOES IT COVER THE ENTIRE BODY?

Handling:

Watch how the pc puts on hand cream and see if it covers the entire hand, thumb included. If not then have the pc put on hand cream covering the entire hand and pick up the cans and note TA position. Some pcs may have to put cream on and wipe it off and then re-apply it. (Ref. HCOB 13 Jan 77RB)

31. IS THE CHAIR THE PC IS SITTING IN COMFORTABLE?

Handling:

Get a new chair that is comfortable for the pc.

32. IS IT ACTUALLY A CHRONIC HIGH OR LOW TA CASE CONDITION?

Handling:

C/S Series 53 Assessment or Hi-Lo TA Assessment. Done To F/Ning assessment.

So standard tech handles the high and low TA. The C/S Series gives more data on the subject.

33. HAS THE PC GONE INTO DESPAIR OVER HIS TA?

Handling:

Handle the false TA with using this list as a guideline so that the cause of false TA is found and fully handled with the pc by the various handlings covered above. When false TA is handled check TA worries, TA hassles and L1C best read.

This handling sheet is used in conjunction with the items that are checked. This gives you the way to handle them.

Refer to reference material in reference section above for further data on handling a false TA.

L. RON HUBBARD
FOUNDER

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REISSUED 12 APRIL 1983

(Reissued as part of the Cramming Series
and the Keeping Scientology Working Series.)

Remimeo
All Course
Supervisors
All Ds or P
All C/Ses
All Qual
Cramming Terminals

Cramming Series 24
Keeping Scientology Working Series 21
IN-TECH, THE ONLY WAY
TO ACHIEVE IT

The dominating factor of tech being in, is whether the Auditor really wants to do a good job and help the pc. It is a matter of professional competence and pride. If the Auditor does not have this there is no amount of rules, reading or supervision that will bring about technical successes. Fortunately the vast majority of Auditors have a high professional conscience and are willing to study, drill and do everything possible to perfect their tech. The Course Supervisor, the D of P, the C/S and Qual Cramming terminals must realize this and must do all possible to fortify it and must abstain from invalidations and accusations and injustices which tend to nullify it.

From this springboard of belief in the Auditor and a willingness on the part of those training and handling him, to strengthen the Auditor's determination to be professionally competent, in-Tech will only then blossom in in org.

L. RON HUBBARD
FOUNDER

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HCO BULLETIN OF 26 JANUARY 1977R

REVISED 25 MAY 1980

(Revisions not in Script)

This issue is revised to up-date references.

Remimeo
Tech & Qual
All Levels
All Auditors
All Tech
Checksheets

FOOTPLATES USE FORBIDDEN

There have been several recent revisions of False TA issues. This issue will just clearly list out all the issues and their dates so there is an easy reference for data on false TA handling.

References:

HCOB 8 Jun 70	LOW TA HANDLING
HCOB 16 Aug 70R	C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
HCOB 12 Nov 71RB	FALSE TA ADDITION
HCOB 15 Feb 72R	FALSE TA ADDITION 2
HCOB 18 Feb 72RA	FALSE TA ADDITION 3
HCOB 16 Feb 72	C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB	DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 73RD	C/S 53RL SHORT FORM
HCOB 24 Nov 73RE	C/S 53RL LONG FORM
HCOB 19 Apr 75R	OUT BASICS HOW TO GET THEM IN
HCOB 23 Apr 75RA	VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA	C/S Series 96RA, DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB	C/S Series 99RB, SCIENTOLOGY F/N AND TA POSITION
HCOB 21 Jan 77RB	FALSE TA CHECKLIST
HCOB 24 Jan 77	TECH CORRECTION ROUNDUP
HCOB 26 Jan 77R	FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R	FALSE TA DATA
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 13 Jan 77RB	HANDLING A FALSE TA
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI, HOW TO SET UP YOUR MARK VI E-METER	

The use of footplates is forbidden. A recent dispatch to myself from LRH quotes him, «I tested footplates and they don't read! Not on the bank.»

The above issues cover how to handle a false TA. Use them to resolve TA problems not footplates.

L. RON HUBBARD
FOUNDER

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REVISED 25 MAY 1980

Remimeo

(Revised to add all relevant issues pertaining to false TA.)

(Revisions not in Script)

FALSE TA DATA

There have been several recent revisions of False TA issues. This issue will just clearly list out all the issues and their dates so there is an easy reference for data on false TA handling.

References:

HCOB 8 Jun 70	LOW TA HANDLING
HCOB 16 Aug 70R	C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
HCOB 12 Non 71RB	FALSE TA ADDITION
HCOB 15 Feb 72R	FALSE TA ADDITION 2
HCOB 18 Feb 72RA	FALSE TA ADDITION 3
HCOB 16 Feb 72	C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB	DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 78RD	C/S 5SRL SHORT FORM
HCOB 24 Nov 78RE	C/S 53RL LONG FORM
HCOB 19 Apr 78R	OUT BASICS AND HOW TO GET THEM IN
HCOB 23 Apr 75RA	VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA	C/S Series 96RA, DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB	C/S Series 99RB SCIENTOLOGY F/N AND TA POSITION
HCOB 21 Jan 77RB	FALSE TA CHECKLIST
HCOB 24 Jan 77	TECH CORRECTION ROUND-UP
HCOB 26 Jan 77R	FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R	FALSE TA DATA
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 13 Jan 77RB	HANDLING A FALSE TA
OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI, HOW TO SET UP YOUR MARK VI E-METER	

L. RON HUBBARD

FOUNDER

Revision assisted by
LRH Technical
Compilations Unit

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Remimeo

(Only revision is series number.)

Art Series 5

ART AND COMMUNICATION

When a work of painting, music or other form attains two-way communication, it is truly art.

One occasionally hears an artist being criticized on the basis that his work is too «literal» or too «common». But one has rarely if ever heard of any definition of «literal» or «common». And there are many artists simply hung up on this, protesting it. Also, some avant-garde schools go completely over the cliff in avoiding anything «literal» or «common»—and indeed go completely out of communication!

The return flow from the person viewing a work would be contribution. True art always elicits a contribution from those who view or hear or experience it. By contribution is meant «adding to it».

An illustration is «literal» in that it tells everything there is to know. Let us say the illustration is a picture of a tiger approaching a chained girl. It does not really matter how well the painting is executed, it remains an illustration and it IS literal. But now let us take a small portion out of the scene and enlarge it. Let us take, say, the head of the tiger with its baleful eye and snarl. Suddenly we no longer have an illustration. It is no longer «literal». And the reason lies in the fact that the viewer can fit this expression into his own concepts, ideas or experience: he can supply the why of the snarl, he can compare the head to someone he knows. In short he can CONTRIBUTE to the head.

The skill with which the head is executed determines the degree of response.

Because the viewer can contribute to the picture, it is art.

In music, the hearer can contribute his own emotion or motion. And even if the music is only a single drum, if it elicits a contribution of emotion or motion, it is truly art.

That work which delivers everything and gets little or nothing in return is not art. The «common» or overused melody, the expected shape or form gets little or no contribution from the hearer or viewer. That work which is too unclear or too poorly executed may get no contribution.

Incidental to this, one can ask if a photograph can ever be art, a controversy which has been raging for a century or more. One could say that it is only difficult to decide because one has to establish how much the photographer has contributed to the «reality» of «literalness» in front of his camera, how he has interpreted it, but really the point is whether or not that photograph elicits a contribution from its viewer. If it does, it is art.

Innovation plays a large role in all works which may become art. But even this can be overdone. Originality can be overdone to the point where it is no longer within any possible understanding by those viewing or hearing it. One can be so original one goes entirely outside the most distant perimeter of agreement with his viewers or listeners. Sometimes this is done, one suspects, when one has not spent the labor necessary to execute the work. Various excuses are assigned such an action, the most faulty of

which is «self-satisfaction» of the artist. While it is quite all right to commune with oneself, one cannot also then claim that it is art if it communicates with no one else and no other's communication is possible.

The third flow, of people talking to one another about a work can also be considered a communication and where it occurs is a valid contribution as it makes the work known.

Destructive attitudes about a work can be considered as a refusal to contribute. Works that are shocking or bizarre to a point of eliciting protest may bring to themselves notoriety thereby and may shake things up; but when the refusal to contribute is too widespread, such works tend to disqualify as art.

There is also the matter of divided opinion about a work. Some contribute to it, some refuse to contribute to it. In such cases one must examine who is contributing and who is refusing. One can then say that it is a work of art to those who contribute to it and that it is not to those who refuse to contribute to it.

Criticism is some sort of index of degree of contribution. There are, roughly, two types of criticism: one can be called «invalidative criticism», the other «constructive criticism».

Invalidative criticism is all too prevalent in the arts for there exist such things as «individual taste», contemporary standards and, unfortunately, even envy or jealousy. Too often, criticism is simply an individual refusal to contribute. One could also state that «those who destructively criticize can't do.»

«Constructive criticism» is a term which is often used but seldom defined. But it has use. It could probably be best defined as criticism which «indicates a better way to do», at least in the opinion of the critic. Those who simply find fault and never suggest a practical means of doing it better rather forfeit their right to criticize.

Art is probably the most uncoded and least organized of all fields. It therefore acquires to itself the most «authorities». Usually nothing is required of an «authority» except to say what is right, wrong, good, bad, acceptable or unacceptable. Too often the sole qualification of the authority (as in poor teaching of some subjects) is a memorized list of objects and their creators and dates with some hazy idea of what the work was. An «authority» could considerably improve his status by using rather precise definitions of his terms. The modern trend of seeking the significance in what the artist meant is of course not likely to advance the arts very much.

Viewing and experiencing art on the basis of what one is contributing to it and what others contribute to it is a workable approach. And it would result in improved art and improved appreciation.

Such a viewpoint, interestingly, also includes some things into the field of art not previously so viewed.

L. RON HUBBARD

FOUNDER

Revision assisted by

Maggie Sibersky

HUBBARD COMMUNICATIONS OFFICE

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HCO BULLETIN OF 6 FEBRUARY 1978RB

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RE-REVISED 4 DECEMBER 1979

RE-REVISED 21 APRIL 1983

Remimeo

(Cancels: HCOB 6 Feb 78R-1 Addition of 16 Mar 78, "LSD and the Sweat Program—Addition"; HCOB 30 Apr 78, "The Sweat program Further Data". Re-revises and re-titles the original bulletin of this date, "LSD and the Sweat Program".)

(Re-revised to further clarify the purpose of the Purification Rundown and to include and emphasize that before any person is permitted onto the Program written medical approval for the person to do the Program must be obtained from a licensed medical practitioner.)

(Revisions in Script)

THE PURIFICATION RUNDOWN

REPLACES THE SWEAT PROGRAM

Refs: HCOB 5 Nov 74	DRUGS, MORE ABOUT
HCOB 31 May 77	LSD
HCOB 25 Oct 71	DRUG DRYING OUT
HCOB 2 Jun 71	Study Series 2
Issue I	CONFRONTING

(This issue has been revised to incorporate data from recent research into the progress of cases in view of the current environmental and drug scene, and to give the full steps of the new purification Rundown.)(The Purification Rundown does not supplant technology developed and in use especially in Narconon for persons currently on drugs and apt to experience withdrawal symptoms when taken off of them. The Rundown would be begun only after such technology was applied.)

(While it is being published now as a holding action until the Purification Rundown is issued as an individual package, this issue does contain the Rundown as it has been piloted.)

(We are not concerned with handling bodies with the Purification Rundown. Our concern is freeing the individual up spiritually. The only dosages recommended are those classified as food. There are no medical recommendations or claims for it. The only claim is future spiritual improvement.)

(This data is released as a record of researches and results noted.

It cannot be construed as a recommendation of medical treatment or medication and it is undertaken or delivered by anyone on his own responsibility. I receive no percentage of fees for administering this rundown and my development of it is a contribution and gift to my friends.)

Glossary: Any words you find in this HCOB which you do not understand can be found in a normal dictionary or in the Dianetics and Scientology Technical Dictionary or are explained in the following text. The plant has hit a barrier that prevents widespread clearing—drugs and biochemical substances. These can put beings in a condition that can prevent case gain.

That's the situation today.

What would you give for a rundown that undercut every case on the planet and could be administered by technicians who did not require long periods of training?

Sweeping breakthroughs have been made recently through my 29 year study of the progress of cases against the environmental factors and biochemical aspect of our current society.

One immediate result of this is the Purification Rundown. The purification program is a program to purify and clean out of one's system the restimulative drug or chemical residues which could act to prevent case gain from Dianetics or Scientology processing. Based on the original Sweat Out program, it is a new much more thorough and much faster version of that program, streamlined by the introduction of the sauna bath for sweating, and with a much broader use.

It should be clearly understood at the outset that the Purification Rundown is not a substitute for any kind of processing. Rather, because of the biochemical problem that besets society today, it is the undercut that has become necessary to prepare the majority of pcs for making optimum case gain from their processing.

In point of fact, the Purification Rundown is for anyone.

BIOCHEMICAL FACTORS

By "biochemical" is meant:

The interaction of life forms and chemical substances. BIO means life; of living things. From the Greek "BIOS", life or way of life.

CHEMICAL: of or having to do with chemicals.

"Chemicals" are substances, simple or complex, which are the building blocks of matter.

We live in a chemical oriented society.

One would be hard put to find someone in the present-day civilization who is not affected by this fact. The vast majority of the public is subjected every day to the intake of food preservatives and other chemical poisons including atmospheric poisons, pesticides and the like. Added to this are the pain pills, tranquilizers and other medical drugs used and prescribed by doctors. And we have as well the widespread use of marijuana, LSD, Angel Dust and other street drugs which contribute heavily to the scene. I have even found that there is such a thing as the "Drug personality". Drugs can apparently change the attitude of a person from his original personality to one secretly harboring hostilities and hatreds he does not permit to show on the surface. While this possibly is not always the case, it does establish a linkage between drugs and increasing difficulties with crime, production, program execution and the modern breakdown of the social and industrial culture.

These factors are all part of the biochemical problem.

WHY "PURIFICATION"?

We have known since 1968 that it is a mistake to try to do mental and spiritual handling on somebody who has been on drugs.

People who have been on drugs do not make case gain until the drugs are handled. In the early '70s the Drug Rundown was developed and put into broad use and it included the auditing out of drugs, medicines and alcohol.

In 1977 I issued HCOB 1 May 77 in which I stated that LSD apparently stays in the system, lodging in the tissues and mainly the fatty tissues of the body and is liable to go into action again, giving the person unpredictable "trips". The "restimulation"

experienced by people who had been on LSD appeared to act as if they had just taken more LSD.

As it has been stated that it only takes 1/millionth of an ounce of LSD to produce a drugged condition and because it is basically wheat rust which simply cuts off circulation, my original thinking on this over the years was that LSD sticks around in the body. That basically is the idea underlying the original Sweat Program. The remedy given was to sweat it out.

From the most recent research developments, it now appears that:

Not only LSD but other chemical poisons and toxins, preservatives, pesticides, etc., as well as medical drugs and the long list of heavy street drugs (Angel Dust, heroin, marijuana, etc.) can lodge in the tissues and remain in the body for years.

Even medicinal drugs such as diet pills, codeine, novocaine and others have gone into "restim" years after they were taken and had supposedly been eliminated from the body.

Thus it seems that any or all of these hostile biochemical substances can get caught up in the tissues and their accumulation probably disarranges the biochemistry and fluid balance of the body.

These substances must be eliminated if the person is to get the most possible gains from mental and spiritual processing. The operating rule is that mental actions and even biophysical processes (Objectives, etc.) do not work in the presence of drugs. Drug residues can stop any mental help. They also stop a person's life!

THE ONLY REASON WE ARE HANDLING DRUGS AND DRUG DEPOSITS IN THE BODY IS SO THAT THE INDIVIDUAL CAN THEN GET CASE GAIN APPARENT GAIN OCCURS BY CLEANING UP THE BODY AND CAN BE SEEN AS AN END ALL IN ITSELF. THIS IS NOT THE CASE.

DRUGS AND BIOCHEMICAL SUBSTANCES CAN PREVENT CASE GAIN FROM OCCURRING. Only when we have accomplished the biochemical handling can we then go onto the next step, the biophysical handling (the relationship of the being to the body, the environment or universe) and then onto mental and spiritual processing.

When you try to move these around and put them out or sequence you get losses.

EXAMPLES: Actual tests have demonstrated that a person who has been on heavy drugs requires up to ten times the time to obtain a result which a non-drug person attained in only 6 to 8 hours of processing. Early tests are also showing that the learning rate of a person who has been on drugs is much lower than a non-drug person. The memory of a person who has been on drugs is such as to remove him from fear of consequences. Rate or case gain is enormously retarded by toxic substances such as drugs.

The reason we can make a breakthrough with this is because of the "Theta-MEST theory" covered in the text SCIENCE OF SURVIVAL. Older scientific thought believed all life came from matter, a belief which goes back to the ancient Egyptian priests and remains today the dominant belief of chemists, psychologists and psychiatrists.

A life form is a combination of life itself and the physical universe. Certain elements in the physical universe are highly antipathetic to life and when introduced into life forms, inhibit proper functioning and even destroy. The being (thetan) of course has potential pictures of these toxic substances and states and as long as they are in the body, these actual substances can restimulate a being. When they are gone from the body, the constant restimulation can cease. So it is actually a spiritual action that is being done.

A Case Supervisor should be aware of the fact that he is wasting his time if he ignores the above.

The removal of these life-hostile chemical substances from the body of any person apparently speeds, and in some cases even makes possible, case gain. It is even worth doing for its own sake.

The Purification Rundown, therefore, is for anyone.

There is probably not a pc today who is outside this requirement.

THE PURIFICATION RUNDOWN

The Rundown is a tightly supervised regimen which includes:

Exercise Sauna Sweat Out Nutrition, including vitamins, minerals, etc., as well as oil intake A properly ordered personal schedule. An OCA and IQ Test are given the person before starting the Rundown and upon its completion.

With each of these points kept in and the introduction of the Sauna Bath for sweating out, it is a refined and streamlined version of the original Sweat Out and can be completed in a fraction of the time Sweat Outs have taken in the past. properly scheduled, with exercise and sauna sweat out done 5 hours a day the program can be completed by many in two weeks time. Some pcs may require more than that, some less.

When The Purification Rundown Is Done: The Purification Rundown could be considered mandatory to any person who has been on LSD or heavy drugs or who has a heavy medical drug history. Such a pc is not likely to get very fast case gain without it.

There are many pcs who have had hundreds or hours of auditing, including Drug Rundowns, who have never done a sweat out of any kind. While tremendous gains have been made by such pcs which are not to be invalidated, there is no doubt but what a large majority of them would benefit by the Purification Rundown and benefit even further from future auditing as a result.

Additionally, there are those who have done sweat out programs in the past who have not experienced all the gain from it possible, or who have skimped or are incomplete on sweat outs.

In all cases such as those above, it is a matter for C/S adjudication as to whether or not the person would now do the program. One would not interrupt a case that was running smoothly and making excellent gains progressively. One would not interrupt an ongoing auditing action to throw in such a program randomly.

On the other hand, where a pc is consistently not making the expected gains from his processing, or is not continuing up the Bridge on his Grades, a C/S might suspect the need for this program and it now becomes a part of the tech of C/Sing to take this into consideration.

In the case of a pc who has started and is continuing up the Grades, it would require the correct programming.

As the Purification Rundown is always done under C/S supervision, it becomes a matter for the C/S to decide.

The Purification Rundown And Auditing: Originally, sweat outs were used to debar people from processing, so they were then permitted to be done during processing, which was not the most optimum solution. Today, as the Purification Rundown via sauna can take as little as two weeks, it is not done concurrently with auditing. The program is done by itself, intensively, to completion under the daily supervision of the C/S.

WARNING

This program can be strenuous and should not be undertaken by anyone who has a weak heart or who is anemic. It is therefore absolutely essential that the following rules are strictly adhered to:

1. Any person, before being put on the purification Rundown, must first have written medical okay to do the program from an informed licensed medical practitioner. The C/S, the Medical Liaison Officer (MLO) and the Purification Program I/C must ensure this prerequisite is kept in.
2. The MLO must ensure that no one who has a weak heart or who is anemic is allowed onto the program. These points must be checked by a reliable licensed medical doctor before the person starts the program. People wishing to do the Purification RD who have a known heart condition or high blood pressure or who are anemic, and even those with certain kidney conditions must do a program which is of a much lower gradient. An exercise program and nutrition can be worked out for them with a Medical Doctor.
3. Blood pressure checks and tests for anemia are given periodically as the person goes through the program and if any signs of a weak heart or anemia should appear, the person is taken off the Rundown and handled medically.

EXERCISE AND SAUNA

In order to flush the poisons and chemical substances out of the body, the following actions are done.

1. OUTSIDE RUNNING.

The first action is outside running. The purpose of this is NOT to generate sweat but to get the blood circulating and the system functioning so that impurities held in the system can be released and are pumped out. Running increases the circulation throughout the whole body, thus: (a) it carries out cell waste more rapidly and (b) causes the circulation to go deeper into the muscles and tissues so those areas which have been stagnant can now get rid of the accumulation of biochemical deposits and, in the case of LSD, the "residual crystals" which have been stored. Running is done on a daily basis once the person has been assigned to this program. It is done in a rubberized or vinyl-type sweat suit. The running should be done on a gradient. If you are so breathless that you can't talk to another while you are running, then you are straining too much, so cut the gradient.

2. SWEATING IN THE SAUNA.

The second action, following the running, is sweating. A person goes into the sauna to sweat. The impurities can now be dispelled from the body and leave the system through the pores.

A sweat suit is NEVER worn in the sauna as this acts as insulation much the same as when a diver wears a wet suit to insulate against the cold of the sea. Wearing a sweat suit in the sauna would insulate against the heat and so inhibit and curtail sweating.

Thus far, the use of a dry sauna has proved to be the most successful in inducing profuse sweating on most people. It is possible that some people may sweat more in a wet sauna; it may be that it is an individual matter and it has not yet been fully tested. There is no regulation on the Rundown that outlaws the use of a wet sauna. Whichever type of sauna is employed, the whole idea is to use the system which permits the person to sweat the most. Sweating in the sauna is done at temperatures ranging anywhere from 140 degrees to 180 degrees. It is a matter of what temperature the person can take. Usually, but not always, a person beginning the Rundown will start at a lower temperature and work up. Then as he progresses he will find he can take increasing degrees of heat.

On the Purification Rundown, five hours a day are spent on a combination of running and sweating. There are no arbitraries set as to exact time limits for each, but the bulk of the period would probably be best spent in the sauna after the person had Rotten his circulation up with running. One would not stint on the running, however, as the most benefit is obtained from the sweating when the circulation has been worked up so that the impurities are ready to be flushed out.

Running and sauna sweat out should be done with another person, as restimulation of past drugs, medicines, even anesthetics, etc., can and often does occur, as the toxins get sweated out. This can include the restimulation of a full-blown "trip" from LSD or other drugs one may have taken. It is a safeguard, therefore, to be accompanied by a partner or twin.

Salt and Potassium: Salt (sodium chloride) is not mandatory for every individual on the program. It is only necessary as a treatment if the symptoms of salt depletion (heat exhaustion) occur. These are clammy skin, tiredness, weakness, headache, sometimes cramps, nausea, dizziness, sometimes vomiting or fainting.

As potassium is lost in sweating, some of the above symptoms can be from potassium depletion. So, if salt does not handle the above symptoms, then one would switch to either potassium gluconate tablets or "salt substitute" which is mainly potassium.

Salt and potassium must be available to anyone who is on the Purification Rundown. Ideally, they would be located very near the sauna, clearly labeled. Liquids: While on this program, it is important that one drink plenty of water which greatly assists in flushing and cleansing the system out. Additionally, with all the sweating done in the sauna it would be dangerous not to replenish body fluids.

PERSONAL SCHEDULE

It is important that a person on the Purification Rundown maintains a properly-ordered personal schedule.

This means that once one has started on the program he must stick to it sensibly and not skip days or do it in a random fashion.

It also means that one should get enough sleep. If one proceeds through the program in an orderly fashion it will be faster and more effective.

NUTRITION

When we speak of nutrition we are not talking about food, as such. We are talking about vitamins and minerals as well, as these are vital to proper nutrition and vital to the effectiveness of this Rundown. We are not, however, talking about "diet" in the over-used sense of the word.

Diet and Food Fads

There are NO diets required on this Rundown.

The person simply eats what he normally eats and he should make sure he gets some vegetables and that the vegetables aren't cooked to death. Vegetables contain a lot of minerals and fiber as well as some vitamins necessary to his recovery.

We are not food faddists. However, there is plenty of food faddism going on in society and you can easily start such a fad, so this must be watched on the Purification Rundown. If we don't watch it on all this we'll have people eating banana fronds split into diamonds and star shapes and blessed by some Deity or other. Or a fad of "three lettuce leaves criss-crossed with two slabs of peanut butter an absolute must 18 times a day" as the only food a person can have.

Food is subject to becoming very faddist and frankly people know very little about it.

I wrote an essay on this subject (HCOB 25 Mar 75 DIET, THEORY OF A NATURAL DIET) to the effect that nobody has ever isolated the proper diet for Homo Sapiens. It gives the formula of how one would go about finding the exact and proper diet. It tells you that all this diet faddism is based on no data.

So, there is no thought here of putting the person on any kind of special diet at all. There are no restrictions on what one may eat. We are not even trying to preach against toxic foods or campaign against diet abuses or junk foods or anything of that sort.

We are only trying to handle the accumulation of impurities built up in the body. If you wanted to defend your body against ill future impurities then that is another program and not part of this one.

What is part of this scene is that a person will need certain nutrition in the form of vitamin intake and minerals.

One follows his normal eating habits. There are, however, some additions to the normal eating habits which consist of taking a quantity of "All Blend" oil each day, secondly, drinking lots of water to help flush out the system and thirdly, ensuring that the vitamin and mineral intake is adequate. To put a person on a diet different than that to which he is accustomed is to introduce a sudden change in the midst of these other changes. A change of diet might be just one too many changes and is an additive to this Rundown.

Oil

There is an oil called "All Blend" which has the four essential oils in it (soy, walnut, peanut and safflower oil) which is available in the US in health food stores. If this type of oil is not obtainable elsewhere, one could blend it from these four oils in the proper amounts, or find an adequate substitute. "All Blend" oil would be best but any oil used must be cold-pressed and polyunsaturated. The oil must be kept refrigerated so that it does not go rancid.

Toxic substances tend to lock up mainly, but not exclusively, in the fat tissue of the body. (There is no such thing as a fat cell.) The theory, then, is that one could replace the fat tissues that hold these accumulations. The body will actually tend to hold onto something it is short of. Thus, if you try to get rid of something it is short of, it won't give it up. So, in the matter of oil, if the person takes some oil the body might possibly exchange the good oil for the bad fat in the body. That is the basic theory. It is a theory of exchange. It is based on the Have-Waste formulas and processes which were extant in Scientology in the late '50s. That whole body of data applies to this oil's scene.

(Ref: PAB No. 123 THE REALITY SCALE
1 Nov 57 Vol III, pg 136
HCOB 29 May 58 Special Bulletin
STANDARD CLEAR PROCEDURE AND AN EXPERIMENTAL ROAD:
CLEARING BY VALENCES, Vol III, pg 273
SCIENTOLOGY 8-8008, page 117
ASSOCIATE NEWSLETTER NO. 2, 1953, ca. early May,
Vol 1, page 330
ASSOCIATE NEWSLETTER NO. 7, 1953, ca. late July,
Vol 1, page 412)

If one wants somebody to clean up the fat tissue in the body, he had better give the body some fat in order to make up for the fat tissues the body is now releasing or changing. The effort is to get the body to take good oil or fat in exchange for the bad fat it is holding onto. In this way we have some chance of getting the body to release fatty tissue which is impregnated with toxic substances.

How Much Oil?

The exact quantity of oil needed by the person on the Rundown has not been definitely established, but it is very likely somewhere between two tablespoonsful and a half a cup. One tablespoonful of oil is not going to accomplish much. Too little oil won't let the body substitute the fat tissue. If too much is given it can cause diarrhea. One way to test for the right amount of oil for the person would be to put him on a scale and keep a close check on his weight. This should be done routinely in any event when a person is on the Purification Rundown. If the fat is being replaced in the body despite the intake of oil then the weight will not go up. If the body is simply assimilating the oil, with no exchange in fat tissue, the weight will go up. Change in weight would tend to indicate whether or not the body was exchanging old fat tissue for new fat tissue or simply adding new fat tissue. All people, be they fat or thin, have some fatty tissue. Some of course have more fat stored in their bodies than others. On this program we simply want to get rid of the fat that contains the toxic substances, we are not even trying to make people lose weight.

(Worth mentioning here is also the fact, particularly in regard to thin people, that while toxic substances lock up mainly in fat tissue it does not mean that the person cannot have drug deposits inside cells.) One could not expect the results that can be achieved on the Purification Rundown without sufficient oil intake.

Nutritional Deficiencies

Having been an early discoverer and instigator of vitamin therapy over the past 29 years, I know whereof I speak on the subject of nutritional deficiencies. My work covering vitamins and deficiencies, stimulants and depressants and the field of biochemistry goes back to the spring of 1950. Though I have been interested in vitamins primarily only as they might aid, speed or assist auditing, my research along this line has been extensive. This is not to devalue the work and contributions of others in the nutritional fields.

It takes a mere skimming of the surface of this subject, however, to recognize that the Purification Rundown will not be effective in the face of a vitamin or mineral deficiency in the person.

One of the things that toxins and drugs do is create nutritional deficiencies in the body in the form of vitamin and mineral deficiencies. Obviously a C deficiency, a B Complex deficiency and a Niacin deficiency are brought about by drugs. There may be other deficiencies that we are not aware of at this time. But that list is certain.

Also, alcohol, for example, depends for its effects on a person being able to burn up B1. When it burns up all the B1 in the system the person goes into DTs (delirium tremens) and nightmares.

In the case of other toxic substances the probability exists that other vitamins besides B1 are burned up. What we seem to have hit on here is that the LSD and street drugs burn up not only B1 and B Complex (which we assume they do) but also create a deficiency in Niacin in the body and that they possibly depend on Niacin (one of the B Complex vitamins) for their effect.

It is easily seen that there is a wide range of toxic substances which create nutritional deficiencies.

It is quite vital that any vitamin or mineral deficiency is being handled while the person is on this Rundown.

In the piloting and development of the Purification Rundown, the most effective handling for this was found to be starting the person on the following:

Vitamin A—approximately 5000 IU per day.

Vitamin B Complex—approximately 2 caps per day. Ensure the Vitamin B2 and B6 are balanced (approximately the same amount of each). Vitamin B1 -- special additional amounts of B1 are required, 250 - 500 mg or greater daily, depending on the amount of Niacin given. Vitamin C -- 250 - 1000 mg daily, depending upon the person's tolerance. (As Vitamin C can cause stomach problems or diarrhea, each person's tolerance must be worked out.)

Vitamin C has to be increased in proportion to the Niacin given. Records exist wherein Vitamin C has become so deficient in a drug user that he used up tens of thousands of milligrams per day before he began to eliminate any. Vitamin C deficiencies result in scurvy. "Live C" from raw onions or raw potatoes is sometimes necessary in addition to synthetic C and were the traditional remedies for scurvy.

Vitamin D—approximately 400 IU daily.

Vitamin E—approximately 800 IU daily.

Niacin -- 100 mg daily to begin.

It is then increased gradiently to as high as 5000 mg. Particularly B1 and C have to keep pace with it as it is increased in dosage.

Cal-Mag—one glass daily, at least.

Multi-Minerals -- (a balanced combination of minerals).

These would then be increased proportionately according to need and/or Niacin increase as the person progressed on the Rundown. A person may have certain vitamin deficiencies which are not handled by the above. When he routes onto the Purification Rundown he should be sent to a Medical Doctor who would determine what, if any, additional vitamin deficiencies he might have. Any such not covered in the above list would then be handled with specific supplements for those deficiencies. Vitamins would be taken after meals or with yoghurt. If taken on an empty stomach they could cause stomach burn.

NIACIN

Niacin, as one of the B Complex vitamins, is essential to nutrition. It is so vital to the effectiveness of the Purification Rundown that it requires some extensive mention here.

It can produce some startling and in the end very beneficial results when taken properly on the Rundown, along with the other necessary vitamins and minerals in sufficient and proportionate quantities and along with proper running and sweat out.

Its effects can be quite dramatic so one should understand what Niacin is and does and have a good R-factor on it when starting the Rundown. Taken in sufficient quantities it appears to break up and unleash LSD, marijuana and other drugs and poisons from the tissues and cells. It can rapidly release LSD crystals into the system and send a person who has taken LSD on a trip. (One fellow who had done the earlier sweat out for a period of months and who believed he had no more LSD in his system took 100 mg of Niacin and promptly turned on a restimulation of a full blown LSD trip!)

Running and sweating must be done in conjunction with taking Niacin to ensure the toxic substances it releases actually do get flushed out of the body.

Niacin: Background History

Niacin's biochemical reaction is my own private, personal discovery. In the middle of the 1950s, I was doing work on radiation and I worked out that it must be Niacin that operated on radiation. I was recently told by a doctor that the Dianazene formula of that time is remarkably workable today. Niacin runs out radiation. It will often cause a very hot flush and prickly, itchy skin which can last up to an hour or longer. It may also bring on chills or make a person feel tired.

The outpoint in medical thinking has been that they thought the Niacin itself turned on a flush. So they invented something called Niacinamide to keep from turning on this flush. Niacin all by its lonesome does not turn on any flush. What it starts to do is immediately run out sunburn or radiation. So the Niacinamide they invented is worthless and it should be mentioned that it is.

In 1973 someone got a Nobel Prize for curing insanity with Niacin, but it was fairly marked that he didn't know the facts of what was actually happening because it was then promptly abandoned as people found that prolonged quantities of Niacin "gave very bad side effects". The truth of the matter is that if one continues Niacin, always along with the other necessary vitamins in proper amounts, the bad effects will vanish. In other words, the work I did on this was picked up and misapplied and then abandoned. This is the background history of Niacin. Now more recently doctors in megavitamin research have been administering Niacin to get people through withdrawal symptoms or get them over bad drug kicks and they have been using enormous doses of, for example, 5000 mg. I have no personal knowledge that such enormous doses are necessary for handling drugs. It is very possible that, given the combination of all the points on the Purification Rundown, many people would be able to handle drugs with lesser amounts of Niacin, something under 5000 mgs.

Niacin Theory

In theory, Niacin apparently does not do anything by itself. It is simply interacting with Niacin deficiencies which already exist in the cellular structure. It doesn't turn on allergies; it runs out allergies. Evidently anything that Niacin does is the result of running out and running through past deficiencies.

CAUTION: The manifestations Niacin produces can be quite horrifying. Some of the somatics and manifestations the person may turn on are not just somatics in lots of cases, in my experience. I have seen a full blown case of skin cancer turn on and run out. So, a person can turn on skin cancer with this and if that should happen if Niacin is continued the skin cancer has run out completely.

Other things that may turn on are hives, flu symptoms, gastroenteritis (inflammation of the mucous membrane of the stomach and intestine), aching bones, upset stomach or a fearful or terrified condition. There seems to be no limit to the variety of phenomena that may occur with Niacin. If it is there to turn on by Niacin it apparently will do so with Niacin.

The two vital and proven facts here are:

1. When the Niacin was carried on until these things discharged they did run out, as they will do. (Sometimes people chicken out on it and don't finish the course and it leaves them hung up. This should not be allowed to happen.)

IT IS A MATTER OF RECORD THAT WHAT TURNS IT ON WILL TURN IT OFF WHERE NIACIN IS CONCERNED.

2. When the Niacin dosage was increased and the whole lot of the rest of the vitamins being taken was also increased proportionately, the Niacin itself, taken in large amounts, did not create a vitamin deficiency.

Increasing Niacin and Other Vitamin Quantities

Most persons who have done the Purification Rundown started Niacin at 100 mgs a day (some took lesser amounts, depending upon tolerance) and increased the dosage as they progressed.

The best results were obtained when Niacin was taken all at one time, not split up during the day. Taken with water on an empty stomach it can be very upsetting. It is found to be best taken after a meal or with yoghurt or milk. To increase the dosage, a specific quantity of Niacin was administered each day until the effect that dosage

produced diminished. One would then, next day, up the dosage on a gradient, say in amounts of 100 mg. In this way you get an overlap of the old dosage becoming useless and the new dosage being needed. This tended to speed up the action considerably when continued each time the effect of the dosage diminished.

The other vitamins would have to be increased proportionately to Niacin at the same time the Niacin is increased as they are interacting in the deficiencies and more are needed.

It was found essential that C, B1 and other B vitamins need to be given in ratio to the Niacin being fed. In other words, as you up the Niacin you would up the B1 and the B Complex. And also as the Niacin is upped, the Vitamin C would be upped. These things would have to be kept in ratio.

The theory here is that one, by overdosing one vitamin, can create a deficiency artificially of another vitamin. This is a principle I hit upon as early as 1950 and proved it. You can actually create a deficiency in C by administering B and Calcium. All you have to do is pump those things to the guy in very very heavy dosages and he will develop the deficiency characteristics of C. His teeth begin to hurt. Then when you give him C the manifestations go away. In other words, an overdose of X and Y can apparently create a deficiency in vitamin Z.

The reason for all this is that a vitamin is making certain changes in the body and these changes to occur fully also require the additional vitamin. But that additional vitamin isn't there. So it gives the manifestation of being in deficiency. All of this is my own private theory; it isn't anywhere else and it hasn't been subjected to tremendous and intensive research. But I sure can turn on a Vitamin C deficiency in anybody by overadministering B and Calcium.

In other words, vitamin ratios would have to be in proportion to one another.

MINERALS

Between 1945 and 1973 I studied the endocrine system. In 1973 it seemed that minerals and trace minerals operating in the blood stream and circulated by other body fluids were a key to glandular interactions. The theory is:

Every gland in the body specializes in one or more minerals and actually that is how they make themselves interact one with another. The endocrine system of the body monitors the endocrine system of the body apparently through minerals. As various drugs upset the whole endocrine system of the body you can see that the moment you start administering vitamins and sweat out and things like that you're going to get a mineral demand in the body. Therefore, there would need to be certain mineral dosages right along with the rest of this package. The principle here is that by giving one or two vitamins in excess amount you can create a nutritional deficiency of another vitamin which isn't being given or isn't being given in enough quantity.

Thus, what could slow down the Purification Rundown and make it appear unflat would be a nutritional failure—a failure to flank the Niacin on either side by sufficient amounts of the other needed vitamins and minerals in proportion and a food intake which includes vegetables and oil.

In such a case one would be looking at created nutritional deficiencies not conditions which were there to begin with to be run out.

Not knowing these things is probably what made the medics earlier believe that Niacin had side effects. The side effects were probably somatics and manifestations half run out and deficiencies created by not flanking Niacin with the other vitamins and minerals and oils necessary to cause a rebuild.

CAL-MAG

Calcium is a must where any healing or exchange process is involved as it is a basic building block. But more important, it is calcium which affects the nervous system. I do not know the total relationship between calcium and toxic substances (and neither does anyone else) but it actually exists. The rationale back of this is that calcium in deficiency sets a person up for spasms. Nerve spasms occur in the absence of calcium. A person who thinks he is in high tension or something of the sort may simply have a calcium deficiency. Calcium would be administered in company with magnesium. Magnesium itself has been proven necessary to keep the nerves smoothed out. The proven ratio is one half the quantity of magnesium to the quantity of calcium. Something else odd about calcium is that it has to have an acidic base to operate in. If the system is too alkaline the calcium will not release the positive ion which makes it possible for the calcium to operate in the cellular structure and go through the vein walls and the intestinal walls and so forth. In other words, in an alkaline system calcium is ineffective and inactive. So this brings us up to vinegar, which would add the acidic base.

With Calcium, Magnesium and vinegar, in their correct quantities, in water exactly per the recipe, we have Cal-Mag. That is what "Cal-Mag" is and what it does. I developed and worked this out in 1973 against the very best biochemical background and references and tests.

Calcium and Magnesium can be taken in order to prevent sore muscles. Cal-Mag has been found to have the added benefit of balancing out the Vitamin B1 taken, as Vitamin B1 taken without calcium can cause serious teeth problems due to causing an imbalance of vitamins and minerals. The Cal-Mag formula, as given in HCOB 5 Nov 74 DRUGS, MORE ABOUT is repeated here:

1. Put one level tablespoon of Calcium Gluconate in a normal sized glass.
2. Add ½ level teaspoon of Magnesium Carbonate.
3. Add 1 tablespoon of cider vinegar (at least 5% acidity).
4. Stir it well.
5. Add ½ glass of boiling water and stir until all the powder is dissolved and the liquid is clear. (If this doesn't occur it could be from poor grade or old Magnesium Carbonate.)
6. Fill the remainder of glass with lukewarm or cold water and cover.

It will stay good for 2 days.

NOTE: There is a warning about Cal-Mag. Variations from the above can produce an unsuccessful mess that can taste pretty horrible. It can be made incorrectly so that it doesn't dissolve and become the most unpalatable, ghastly stuff anybody ever fed anybody. Possibly made incorrectly it is even unworkable. Made correctly it is a very clear liquid, quite pleasant to take and palatable. So the directions should be followed very explicitly to produce a proper Cal-Mag, pleasant to take and very beneficial.

MANIFESTATIONS

Various manifestations turn up on the purification program and these can vary widely from person to person. Anything from insect bites to a full blow restimulation of an LSD trip may turn on and these will simply run themselves out and blow as the program is contained. If there are heavy drugs to be flushed out it is not uncommon for the person to experience a restim of whatever the effects of the drug or medicine were when he first took it. Old injuries or old somatics may turn on, flare up for a brief spell and vanish. It is important to note that a given manifestation which turns on may turn on and vanish wholly or partly in any given day. Then it may turn on again the following day but less. If one increases the vitamin and mineral dosage at this time, the

manifestation will turn on again. But it will be less. These things don't become more and more violent day by day, they become less and less day by day, providing the whole Purification Rundown is continued properly. At length, the vitamins, minerals, etc. can longer turn the manifestation on and it is gone. There is evidence that no amount of vitamins and mineral dosage above a certain final level for the given individual will turn the manifestation on again. The trick is to take a proper gradient with the vitamins and minerals. When you go out gradient they can turn on awfully hard so don't get in a rush. And don't chicken out either. Emotions that have been shut off may start to reappear. The person can blow through stupidity and become more aware. He may find he can do actions more easily and consequences start to take on a new meaning to him. Memory can return.

At first some individuals may feel other determinism about doing this program but that will gradually change and he or she will want to do it on his own determinism and for his or her own welfare. Most individuals embrace it with enthusiasm.

As long as the precautions listed earlier are well taken and the procedure followed exactly as given, the solution to any manifestation is to continue the program until the phenomenon blows. The manifestations become less and less frequent until finally they cease altogether.

TRIPS

If a person is having trips during the program, he should take a lot of extra Vitamin B Complex and Vitamin C in correct ratio to other vitamins as these aid the body, especially the liver in getting rid of the drugs in the system. Normally the vitamins and minerals in the program are sufficient for the body to handle the residual drugs which come out.

ADMINISTRATION

The advices on the administration of the Purification Rundown are taken from the practical experience of large pilot projects. They should not be lightly disregarded. One may find that people administering the program tend to enter their own fads and hobbies into it, or needing it themselves, avoid delivering it. The Purification Rundown runs best when purely delivered.

Any org or person administering it should:

- A. Get a signed release or quit claim from the person as is usual.
- B. See that the person understands that the action is being undertaken to help free him as a spirit and is not a medical treatment.
- C. No medication of a medical nature; vitamins, minerals and oils are food.
- D. Brief the person as to what he can expect and why, making no promises.
- E. Getting his promise to follow orders and complete the Rundown and not blow it because it's uncomfortable or because he is lazy or has other appointments.

Testing

A battery of tests should be done on the individual and should be done before and after the Purification Rundown. These would include OCA, IQ, any learning rate tests that may exist and any other tests which would give a before and after picture of the person. These of course, include weight, blood pressure, etc.

The purification program must be tightly supervised to be successful. The program is done under the close supervision of the Medical Officer, the purification program In Charge and the Case Supervisor, as well as a Medical Doctor as required.

Purification Program In Charge

The In Charge will be the D of P (for org public) or the DPE or other appointed person (for org staff). The Program I/C must closely supervise each person's progress on the program and must ensure the program is done faithfully and with all points of the program in. When supervising a large group, the Program I/C is assisted by one or more Deputies and a Purification Program Admin, who maintains the progress board, handles filing in pc folders and transports folders to and from the C/S.

The person's daily schedule must be set up so that he is always running or sweating in the sauna with at least one other person.

It is important, especially when a group of people are doing the Purification Program at the same time, that musters and roll calls are held by the program I/C or his Deputy. Where individuals are not doing the program in a group, they should twin up and each twin assumes responsibility for the other and sees that he does the program fully.

Anyone not keeping to his schedule or the program as written is handled by the program I/C with warnings, cramming, chits, or ethics, as needed.

THE PROGRAM I/C IS RESPONSIBLE FOR SEEING THAT EVERYONE PARTICIPATING IN THE PROGRAM GETS THROUGH IT CORRECTLY AND COMPLETELY AND ATTESTS TO IT UPON COMPLETION.

Medical Doctor, Medical Liaison Officer

Before beginning the purification program, a person must first get written medical okay from a licensed medical practitioner. This is usually handled by the Medical Liaison Officer (MLO) or Medical Officer (MO) in the org in liaison with the Purification Program I/C. The MLO, when sending the person to a Medical Doctor for such okay, must ensure the Medical Doctor is informed about the Program and that the exam would include ensuring the person's blood pressure is normal and that there is no evidence of a weak heart, anemia, kidney condition or other condition which would prevent the person from doing the Program. Forms for such medical approval would be supplied by the organization.

In the case of a person who cannot go onto the Program for medical reasons, the MLO should see if a more gradient program can be worked out for the person with a Medical Doctor, and the Case Supervisor must be informed of this.

While on the program, the person reports daily and, once the folder has been C/Sed, it is the Medical Liaison Officer (or the Program I/C) who issues him his vitamins, minerals, niacin and oil. Blood pressure and anemia checks are re-done as needed And it is the MLO's responsibility to see there are done as required. The Medical Liaison Officer also writes up any medical reports on the person that are needed from her hat and ensures that these and any reports from the Medical Doctor are immediately filed in the person's pc folder for the C/S to inspect.

Case Supervisor

C/S okay to begin the program is required. The C/S then continues to supervise the progress of each person on the program on a daily basis.

It must be noted that this is a fully C/Sed action.

Daily Reports

Each program participant writes a daily report which includes:

1. How long he jogged.
2. How long he sweated in the sauna.

3. Vitamins taken and in what amount.
4. Minerals taken and in what amount.
5. Niacin taken and in what amount.
6. Cal-Mag taken and in what amount.
7. Salt taken and in what amount.
8. Weight (include any gain or loss).
9. Any occurrences, somatics, restimulations.
10. Wins.

The Daily Reports are given to the Program I/C or his Deputy or are

placed in his basket. They are read by the I/C to ensure the person is doing the program and then filed in his pc folder, which goes in to the C/S. The C/S verifies each person's daily progress (initialling the daily report and any medical reports to show he has inspected them) and writes orders to correct any out-tech found, such as not taking the right vitamins, etc.

The folder is returned to the Program I/C who checks the written C/S and executes any C/S orders, such as getting the person back onto the correct vitamins, getting the person to attest, and so on.

The program is run in this fashion until it is completed.

END PHENOMENA

The purpose of this program is very simply to clean out and purify one's system of all the accumulated impurities such as drugs, insecticides and pesticides, food preservatives, etc., etc. which by their presence and restimulative effects could prevent or delay freeing the being spiritually through processing. For someone who has taken LSD or Angel Dust this would include getting rid of any residual crystals from the body.

When this has been accomplished the program is complete. As the person goes through the Purification Program, one should be able to see an improvement in his physical well-being as he rids the system of its accumulated impurities.

Obviously if the person is still feeling the effects of past drugs or chemicals going into restimulation, the program cannot be considered complete and must be continued until all these manifestations have turned off completely. The product of this program is a purified body, free from the impurities, drugs, etc., that had accumulated in it.

It is up to the C/S to send the person to attest when the above product has been achieved.

A continuation of the vitamins, minerals, oil, vegetables and Cal-Mag, at least at the rate of recommended daily requirements in balanced amounts is wise after the Rundown is completed. A sudden cessation of such heavy a vitamin dosage can itself produce a let down. It is possible the person should come off them on a steep gradient rather than abruptly. Particularly, where drug damage to the brain or nerves has occurred, the body needs these things to rebuild itself. If one doesn't do the above there can be a brief apparency of a let down.

Remember that the person has probably been leading an unhealthy life without proper nutrition, sleep and exercise so it would be a good idea to recommend moderate daily dietetic and exercise disciplines so he will stay healthy, having nothing to do with therapy.

If such a let down occurs the C/S should take the above into account, otherwise he may be puzzled. He will find a certain number skimped the Rundown are unflat but

the majority of such simply went back to an exerciseless, five packs of cigs a day, vitamin and mineral deprived life. Such regimen recommendations are up to people who specialize in them. No fads please. The C/S must remember that the person should now be restored to any interrupted program or C/Sed for his next level or, if he is also PTS, should be de-PTSed. For most the next C/S would be Objective processing. The person has not finished his processing with the Purification Rundown. He has just cleared the way to get real case gains.

LENGTH OF PROGRAM

One should be able to get through the whole program in two weeks at five hours a day. Some will take more and some will take less. If the procedure in this HCOB is exactly followed this will not become a long, drawn-out action.

SUMMARY

With the Purification Program we now have the means to get rapid recovery from the effects of the accumulation of the environmental chemical poisons as well as the medical drugs and street drugs which inhibit the progress of cases.

By reducing the time required for sweat out and increasing its efficiency, we are able to make the Purification Program a single, easily completed step.

With the inclusion of vitamins, minerals and oils we are able to work toward restoring the biochemical balance of the body and make it possible for the body to reconstruct itself from the damage done by drugs and other biochemical substances. We have brought the person up to the level where he is now ready for processing and can truly achieve biophysical and then mental and spiritual gain.

From this step alone one will see some sparkling results. The Purification Rundown should be ideally followed by auditing. The type of auditing most beneficial for the next step is "Objective Processing". An enormous body of work exists for this next level, none of which is changed by the Purification Rundown. The Purification Rundown only undercuts it. As the world sinks we get below it to prop it up!

Let's give this program a total push and take a major step toward a drug-free society and planet!

L. RON HUBBARD
FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 1 MAY 1978R
REVISED 30 AUGUST 1981
(Taken from LRH ED 140 INT)

Remimeo
Cramming Off
C/Ses

(Revised to delete the mandatory 2 hours of
TRs and metering, which was part of every cram.)

(Revisions in Script)

(Ellipsis Indicates Deletion)

Cramming Series 17R

TECH QUALITY

Ref: HCOB 23 Sep 79 CANCELLATION OF DESTRUCTIVE
BTBs AND BPLs ON TRs
HCOB 18 Apr 80 TR CRITICISM

My current concern is tech quality over the world. Whereas the majority of auditors do a good job, there are some who don't, and it is these who have our reputation at stake.

The general outness has beef traced (as usual) to out-TRs and metering.

Lack of a Cramming in Qual Divs and even lack of Qual Divs is what has brought this about.

TRs and metering are out of the view of a C/S. He only sees what is written on the auditor report.

A Cramming should exist in every org and every bog should cause the auditor to be sent to Cramming on the material missed.

As TRs and metering are not visible to the C/S, it is usual to check an auditor's TRs and metering in Cramming whenever these are suspected and handle any outnesses. Auditors who receive frequent crams must tape a session or do a video.

A TR 1 that can't be heard (or blows the pc's head off), a TR 2 that consists of «That didn't read. That read» and TR 4 that is pure Q and A, plus missed reads and by-passed F/Ns can wreck any program.

A Cramming in every org and ... verification of TRs and metering will go a long ways to improve tech quality.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 JUNE 1978RB

RE-REVISED 31 MARCH 1982

Remimeo
Cram Off Hats
All Auditors

(Re-revised 31 Mar 82 to add missed withhold handlings to Items 23 & 29 and to add questions, Items 30 & 45 to the list.)

(Revisions in Script)

IMPORTANT

Cramming Series 18RB

CRAMMING REPAIR ASSESSMENT LIST

HISTORY: I recently made an important technical discovery that a person, org or area can be totally bogged by a mis-cram or by an R/Ser operating under the guise of a «Cramming Officer.» In the particular instance, one R/Sing Cramming Officer had bogged an org and then a second R/Sing Cramming Officer took over to «repair it,» resulting in a nearly total crash.

This isn't meant to be condemnatory of Cramming Officers because I know the vast majority do a good job and are valuable to their orgs and I do appreciate their efforts. The above are the general circumstances which led to my discovery.

To remedy this, I developed the following Cramming Repair List. In subsequent use of it, including people who had been mis-crammed elsewhere, the usage appeared quite miraculous.

It has been found that faulty, quickly or mis-cramming can result in continual goofs or an apparency of out-ethics as the person isn't correcting. This list covers the basic errors that can occur in cramming. It has also been found that a Cramming Officer who has consistent overt products will mess up an area. This list is used to correct such cramming.

This list can be used by an Auditor in session who finds the PC has by-passed charge on his past cramming.

It is also used when a bog or impasse has occurred during a cramming action which the Short Cramming Repair List did not resolve, or when the person goes sour after a cramming action.

Its main use is to clear up an org or area where it is found that one or more Cramming Officers have been messing it up. In such an instance, it is applied to every past or present staff member. In such an instance particularly, its use can result in a miraculous resurgence of the org or area. Needless to say it can produce a remarkable resurgence in a person who has a history of being mis-crammed.

The list is done in a session by an Auditor or qualified Cramming Officer who has a Qual OK to assess a prepared list and Qual OK to operate an E-Meter. It can be assessed Method 3 or Method 5.

Auditor Instruction: In case of a wrong why, self-listing or out-list, handle per HCOB 11 Apr 77 LIST ERRORS CORRECTION OF and L4BRA.

In case of any read find out who and when as needed to handle the question. If any question reads keep at it until you F/N it. F/N every item on the list that reads, then F/N the whole list on a final assessment of it.

In calling these items to the PC call them as questions, not as statements. This is the case in this list or any other prepared list. Do not call them as statements as this will tend to evaluate for the PC and even invalidate him.

If the list does not F/N or if the cramming repair does not seem to be getting anywhere, do a C/S 53 and return to and F/N the Cramming Repair List after you've handled the C/S 53.

NAME: _____ DATE: _____

1. WAS CRAMMING DONE OVER OUT-INT? _____

(If Int is validly reading and is not reading on False or Protest, end off and send folder to C/S. If Int is not out now, but there is BPC on being crammed over out now, indicate the read to get an F/N.)

2. WAS CRAMMING DONE OVER AN OUT-LISTS? _____

(Handle per HCOB 11 Apr 77 LIST ERRORS CORRECTION OF and with an L4BRA.)

3. HAVE YOU BEEN GIVEN A WRONG WHY? _____

(Handle as in #2.)

4. DO YOU HAVE A WRONG WHY? _____

(Handle as in #2.)

5. AS A RESULT OF CRAMMING ARE YOU SELF-LISTING? _____

(Handle as in #2.)

6. DO YOU SELF-LIST? _____

(Handle as in #2.)

7. WERE YOU CRAMMED OVER OUT-RUDS? _____

(Find out which and handle E/S to F/N.)

8. DO YOU HAVE AN ARC-X? _____

(ARCU CDEINR E/S to F/N.)

9. HAVE YOU BEEN UPSET WITH SOMEONE'S HANDLING OF YOUR AREA? _____

(ARCU CDEINR E/S to F/N.)

10. HAVE YOU ARC BROKEN ANOTHER? _____

(ARCU CDEINR E/S to F/N.)

11. DO YOU HAVE A PROBLEM? _____

(Get what and E/S to F/N.)

12. HAVE YOU MADE ANY PROBLEMS FOR ANOTHER? _____

(E/S to F/N.)

13. DO YOU HAVE ANY WITHHOLDS? _____

(Handle each E/S to F/N.)

14. HAVE YOU WITHHELD THAT OTHERS HAVE WITHHOLDS? _____

- (Handle as W/H. E/S to F/N.) _____
15. HAVE YOU BEEN CRITICAL OF ANOTHER? _____
- (Get prior overt. E/S to F/N.) _____
16. HAVE YOU COMMITTED ANY OVERTS? _____
- (Handle each E/S to F/N.) _____
17. HAVE YOU BEEN UPSET BECAUSE SOMEONE SEEMED MAD AT YOU? _____
- (ARCU CDEINR E/S to F/N.) _____
18. DID YOU STILL HAVE A PROBLEM WHEN YOU LEFT CRAMMING? _____
- (E/S to F/N.) _____
19. WAS CRAMMING A PROBLEM TO YOU? _____
- (E/S to F/N.) _____
20. DID YOU FEEL WORSE AFTER BEING CRAMMED? _____
- (Ind E/S to F/N.) _____
21. HAVE YOU BEEN TOLD ANYTHING F/N'D WHEN YOU FELT IT HADN'T? _____
- (Find out what and ind. E/S. Handle what hadn't really F/N'd.) _____
22. HAVE YOU FELT SOMETHING SHOULD HAVE F/N'D WHEN THE CRAMMING OFFICER/AUDITOR DIDN'T INDICATE IT HAD? _____
- (Indicate. 2WC E/S to F/N. Rehab any O/Rs.) _____
28. HAVE YOU HAD MISUNDERSTOODS THAT YOU STILL MISUNDERSTOOD AT THE END OF CRAMMING? _____
- (Handle it as a missed withhold, to F/N or earlier similar missed withhold of going past a misunderstood, to F/N. Then clear each MU found, to F/N.) _____
24. HAVE MISUNDERSTOODS BEEN MISSED? _____
- (Get them and handle per Word Clearing Tech.) _____
28. HAVE WITHHOLDS BEEN MISSED? _____
- (Handle each E/S to F/N.) _____
26. HAS THE WRONG MATERIAL BEEN GIVEN YOU TO CLEAR UP A MISUNDERSTOOD? _____
- (Find out what. Ind E/S to W/N. Clear up any MUs.) _____

27. HAS NO MATERIAL BEEN GIVEN YOU TO CLEAR UP A MISUNDERSTOOD?

(Find out what. Ind E/S to F/N. Clear up any MUs.)

28. DO YOU HAVE MISUNDERSTOODS NOW?

(Find out what. Handle per Word Clearing Tech.)

29. DO YOU HAVE MISUNDERSTOODS THAT YOU HAVEN'T CLEARED UP?

(Handle the missed withhold of going past MUs, do F/N or E/S to F/N. Then clear each MU uncovered, do F/N.)

30. HAVE YOU GONE PAST MISUNDERSTOODS?

(Handle as above.)

31. WERE YOU MADE TO LOOK UP WORDS YOU ALREADY UNDERSTOOD?

(Indicate E/S to F/N.)

32. COULDN'T YOU UNDERSTAND THE CRAMMING ORDER?

(2WC E/S to F/N.)

33. WAS A CRAMMING ORDER INVALIDATIVE?

(2WC E/S to F/N.)

34. WAS A CRAMMING ORDER EVALUATIVE?

(2WC E/S to F/N.)

35. HAVE YOU BEEN TOLD YOU SHOULDN'T HAVE BEEN SENT TO CRAMMING?

(Find out who and what. E/S to F/N.)

36. HAS THE CRAMMING OFFICER BEEN CRITICAL OF ANOTHER?

(Get who and what E/S to F/N. Then check for «Have you been similarly critical?» Get MWH.)

37. HAVE YOU FELT PTS TO YOUR AREA?

(2WC E/S to F/N. Return folder to C/S for any needed further handling or programming.)

38. IN CRAMMING HAS ANYBODY INVALIDATED YOU?

(Find out who and what. Ind E/S to F/N.)

39. IN CRAMMING HAS ANYBODY EVALUATED FOR YOU?

(Find out who and what. Ind E/S to F/N.)

40. HAS FALSE DATA STRIPPING BEEN MESSED UP?

(Find out what's been missed up and indicate the BPC going E/S as needed to F/N. Then handle by stripping off the False Data or Rehabbing the overrun or indicating cleaned cleans, etc. depending on what comes up.)

41. DID SOMEONE FAIL TO CLEAN UP FALSE DATA?

(2WC E/S to F/N. Then program to clean up False Data as necessary on the subjects mentioned.)

42. HAS A PRODUCT DEBUG BEEN MESSED UP?

(Handle with a Product Debug Repair List.)

43. WAS CRASHING MU FINDING MESSED UP?

(Handle with a CRMU Repair List.)

44. HAVE YOU GOOFED AND NOT TOLD ANYBODY?

(Find out what. Handle as a MWH. E/S to F/N.)

45. HAVE YOU GONE PAST A MISUNDERSTOOD WORD OR ABBREVIATION
IN YOUR WORK?

(Handle the missed withhold of going past MUs, to F/N or E/S to F/N. Then clear each MU uncovered, to F/N.)

46. IS THERE SOME OTHER REASON FOR TROUBLE IN YOUR AREA?

(2WC E/S to F/N.)

47. ARE YOU HAVING GENERAL CASE TROUBLE?

(Find out what to F/N, C/S 53 if necessary.)

48. DID THE CRAM INTERRUPT YOUR USUAL AUDITING?

(Ind E/S to F/N.)

49. WERE SEVERAL CORRECTIVE ACTIONS BEING DONE ON YOU AT ONCE?

(2WC E/S to F/N. Send folder to C/S for sort out and program to complete each needed action in correct sequence.)

50. DID THE CRAMMING OFFICER RUSH YOU?

(2WC E/S to F/N.)

51. WAS A CRAM QUICKIED?

(2WC E/S to F/N. Send to clamming to complete any incomplete cram after this list is handled.)

52. DID THE CRAMMING OFFICER FAIL TO DRILL YOU?

(2WC E/S to F/N. Send to cramming for any needed drilling after this list is handled.)

53. WAS THERE NOTHING WRONG IN THE FIRST PLACE?

(Ind E/S to F/N.)

54. WAS THE CRAM DONE OVER SOME OTHER BY-PASSED CHARGE?

(Find out what and handle.)

55. WAS THIS ASSESSMENT UNNECESSARY?

(Ind E/S to F/N.)

56. WAS THERE SOMETHING ELSE WRONG?

(Find out what and handle. GF if no joy.)

L. RON HUBBARD

FOUNDER

As assisted by

Special Tech Project

Re-revisions assisted by

Senior C/S International

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 JULY 1978R

REVISED 25 MARCH 1981

(Cancels BTB 8 Jan 71R, AUDITING CS-1
FOR DIANETICS AND SCIENTOLOGY.)

Remimeo
All C/Ses
All Auditors
Tech
Qual

(Revised to better clarify several of the handling steps of the CS-1 procedure and to provide additional data on terms in the attached Definitions Sheet.)

(Revisions Not in Script)

SCIENTOLOGY
AUDITING CS-1

A CS-1 is a general C/S (Case Supervisor direction) which covers the actions necessary to orient the pc to the basic factors of auditing and thus prepares him to receive auditing. For this purpose, because of the differences in Dianetic and Scientology auditing terms and procedures, there exists this Scientology CS-1 as well as a Dianetic CS-1 (HCOB 9 July 76R Rev. 4.9.78).

The Scientology CS-1 is done to give a pc new to Scientology or a previously audited pc, as needed, the necessary data and R-factor on Scientology basics, terminology and auditing procedure so that he understands and is able and willing to be audited successfully.

Note: When the Case Supervisor orders a CS-1 for a pc who has been trained or audited previously, the pc may protest that he knows the terms and procedure. Should this occur, the auditor must acknowledge with excellent TRs. Without invalidation or evaluation he can let the pc know that this C/S is intended to make auditing more effective for him and to ensure that anything he might have missed is picked up and cleared. If the auditor's TRs are good, if he gives an honest R-factor and if he does not clean cleans (attempt to handle something the pc has already grasped), no ARC break should ever occur. A CS-1 standardly delivered to the pc who needs it will give tremendous wins.

It is not necessary to re-clear those sections of this Scn CS-1 which the pc may have already covered in a recent and thorough Dianetics CS-1, provided the auditor is certain of the pc's understanding of the terms.

The auditor should be fully familiar with this issue as well as:

HCOB 17 Oct 64 III ALL LEVELS GETTING THE PC SESSIONABLE

HCOB 5 Apr 69 NEW PRECLEARS, THE WORKABILITY OF SCIENTOLOGY

HCOB 16 Jun 70 C/S Series 6, WHAT THE C/S IS DOING

He will need to take a very thorough look at what has to be covered with the pc in this CS-1 and know his materials very well and have them ready in the CS-1 session for reference and clearing any misunderstandings or questions the pc may have.

The following will be needed in the auditing room:

Technical Dictionary

Admin Dictionary A good English dictionary (See HCOB 13 Feb 81 DICTIONARIES.)

A good Dictionary in the pc's native language, and for a foreign language case a dual dictionary (English-to-foreign language and foreign language itself)

Scn CS-1 Definitions Sheet—Attachment No. 1 of this issue
THE BASIC SCIENTOLOGY PICTURE BOOK
THE FUNDAMENTALS OF THOUGHT
HCOB 14 Oct 68RA Rev. 19.6.80, THE AUDITOR'S CODE
Demo Kit.

The auditor makes full use of these as necessary. If further references are needed, ensure source materials are used.

A. Clear with the pc each Scientology (or other) term, using the definitions on the attachment sheet, and other references as needed. Ensure you fully handle any word or term that is obviously misunderstood or any word or term the pc is hesitant about or unsure of.

(Note: When having the pc define a word using Method 5 Word Clearing, you don't ask: «Do you know what this word means?» You ask: «What is the definition of _____ ?»)

When the pc has defined a word or term, have him use it correctly in several sentences. Where it is applicable have him give you examples, using his experiences where possible or those of relatives or friends and/or have him demonstrate the item, using a demo kit. Cover by exact definition all terms used.

B. Check for any questions (or misunderstandings) as you go along and ensure any such get handled so the pc winds up with a clear understanding of the word, item or procedure.

Don't settle for glibness that does not show understanding, but, on the other hand, don't overrun or put duress on the pc either.

Ensure that each word cleared on the pc is taken to F/N.

SCN CS-1 PROCEDURE:

1. Give pc the R-factor that you are going to do a Scientology Auditing CS-1 to familiarize him with auditing procedure and any basic data that may require clarification.

2. Clear the word: Scientology.

3. Clear the words: a) auditing d) Clear
b) auditing session c) preclear
c) auditor

4. Clear the words: a) thetan
b) mind
c) body

Have pc use the demo kit as well as the references to ensure he gets the relationship between these.

5. Now clear the words: a) picture c) reactive mind
b) mental image d) bank picture

Have the pc give you examples of how the reactive mind works on a stimulus response basis, and have him demo it.

6. Clear with the pc:
a) the communication cycle.

Get the pc to give you examples he has observed. Have him demo the communication cycle.

Get the pc to explain the difference between a comm cycle and the auditing comm cycle. Have him demonstrate it.

Get the pc to explain the difference between a comm cycle and the auditing comm cycle. Have him demonstrate it.

If it is necessary to clarify this further, you can demonstrate the steps of the auditing comm cycle to the pc using simple, non-restimulative questions.

Example: Ask: «Have you eaten dinner?» (or breakfast or lunch). And when he replies and has been acknowledged, ask: «What did you do when I asked that question?» Then have him ask you a similar type of question. Answer him and be sure he acknowledges you. Really establish your comm cycle with the pc.

7. Go over the TRs with the pc, demonstrating each with him, until he has a good idea of how they are used in auditing.

9. Go over with the pc what the meter does (registers charge/mental mass).

For demonstration, you can do a «pinch test» where you explain to the pc that to show him how the meter registers mental mass you will give him a pinch as part of the demonstration. Do so. Then get him to think of the pinch (while he is holding the cans), showing him the meter reaction and explaining how it registers mental mass.

10. a) Clear the words: 1. key-in
2. key-out

and have the pc demo and give you examples of each.

- b) Clear the word: release. Have the pc demo it.
- c) Clear the word: rehabilitate (rehab). Ensure the pc understands its use in auditing. Have the pc demo it.

11.
 - a) Clear the word: postulate.
 - b) Have pc give you examples of a time or two when he postulated something and got it.

12. a) Clear the word: cognition.
b) Have the pc give you some examples of a cognition.

13. Clear: floating needle.

14.
 - a) Give the pc an R-factor on rudiments and when those would be used.
 - b) Clear the word: rudiment.
 - c) Clear:
 1. affinity
 2. reality
 3. communication

Have pc give you examples of each.

- d) Clear the term: ARC

Demonstrate to the pc how A, R and C equate to understanding.

Have the pc give you examples of how A, R and C bring about understanding.

- e) Clear: ARC break.

Have the pc demo it for you.

- f) Using an appropriate dictionary, clear the words:
curious, desired, enforced, inhibited, no, refused.

- g) Clear: 1. problem
2. Present Time Problem.

Have the pc demo:

- 1) a problem 2) a present Time Problem.

h) Clear:

- 1) overt 2) withhold 3) missed withhold.

Have the pc demo:

- 1) an overt 2) withhold 3) missed withhold.

(Use Definitions Sheet, or other references as needed.)

15. a) Using an appropriate dictionary, clear the words:

- 1) similar 2) earlier.

b) Then clear: «earlier similar.» Give the pc examples of where it would be used.

c) Have the pc give you an example of something «earlier similar.»

16. Briefly clear with the pc how the rudiments are flown and the procedure for each rudiment.

17. Clear with the pc what a Repetitive Process is. Ensure he understands why and how it is done. Have the pc demo it for you.

18. a) Clear the word: flow.

b) Demonstrate for the pc each of the Flows 1, 2, 3, 0.

c) Then have the pc demo and give you an example of each.

19. Clear the words: a) assess b) assessment.

20. a) Explain to the pc that if at any time there is any difficulty in the auditing, you (or another auditor) will be using a prepared list to find and handle the exact difficulty.

b) Ensure he understands that when such a list is being assessed he sits quietly holding the cans while the auditor calls the list and takes meter reads to locate the difficulty.

21. Go over the Auditor's Code, Items 1, 2, 3, 4, 5, 6, 8, 9, 14, 17, 18, 19 and 22.

Check for and clear up any questions or misunderstandings the pc may have on this.

22. a) Clear: Examiner.

b) Give the pc an R-factor on the Examiner and the fact that he will go to the Examiner immediately after each auditing session. Ensure he understands the Examiner says nothing to the preclear at that time, only recording what the pc says and noting down the tone arm position and state of the needle.

Also, be sure the pc understands that the Examiner is the person he sees if he wishes to make any sort of statement regarding his case between sessions.

c) Conditional: To familiarize the pc more fully with this step, if it is feasible, take the pc to the Examiner's space, introduce him to the Examiner, briefly orient him to the space and go over with him again the functions the Examiner performs. Then return to the auditing room.

23. Turn the folder in to the C/S.

The C/S can also order any additional actions to the above.

The Scientology Auditing CS-1 can usually be completed in one session. If it takes more than one session, the first session should be ended off at the end of a step or completion of a word or demonstration—never in the middle of an action.

Make sure you do not leave your preclear with a question or a misunderstood or confusion. Know the preclear in front of you and get your product of an educated pc who can run Scientology processes easily and with gain.

CLEARING COMMANDS

The Scientology Auditing CS-1 does not preclude clearing the commands of each process or clearing a procedure in a session where the pc is begun on a new process or procedure. (Ref. HCOB 9 Aug 78 II, CLEARING COMMANDS)

This would include the first time the pc is given a Two-Way Comm session, a Listing & Nulling session, etc. With any new action the procedure would first be fully cleared on the pc by the auditor.

CLEARING WORDS ON CORRECTION LISTS

In addition to the CS-1, to fully prepare the pc for his auditing up the Grade Chart, it is standard to clear the words on the various correction lists very early in auditing, before the need for them arises. (Otherwise, it is difficult to clear the words of a correction list over heavy by-passed charge.) Thus, when the need for correction lists does arise the words have already been cleared and the correction list can be used without delay. (Ref. HCOB 9 Aug 78 II, CLEARING COMMANDS, Items 7 and 8)

This would be done as ordered by the C/S.

L. RON HUBBARD
FOUNDER

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SCIENTOLOGY CS-1

DEFINITIONS SHEET

(The following definitions have been taken from the DIANETICS AND SCIENTOLOGY TECHNICAL DICTIONARY, the glossary of the book DIANETICS TODAY, from the book DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH, Book One, Chapter II, and from existing HCO Bulletins where indicated.

Use these in conjunction with the BASIC SCIENTOLOGY PICTURE BOOK. If further references are needed when clearing these terms and concepts, ensure source materials are used. For any non-Scientology terms use a good non-dinky dictionary, per HCOB 13 Feb 81 DICTIONARIES and HCOB 19 Jun 72R Rev. 15.2.81 DINKY DICTIONARIES.)

SCIENTOLOGY:

An applied religious philosophy developed by L. Ron Hubbard dealing with the study of knowledge, which through the application of its technology can bring about desirable changes in the conditions of life.

(Taken from the Latin word scio, knowing in the fullest sense of the word, and the Greek word logos, to study.)

The study of the human spirit in its relationship to the physical universe and its living forms. A religious practice applying to Man's spirit and his spiritual freedom.

A body of knowledge which, when properly used, gives freedom and truth to the individual.

AUDITING:

Processing, the application of Scientology (or Dianetic) processes and procedures to someone by a trained auditor. The exact definition of auditing is: the action of asking a preclear a question (which he can understand and answer), getting an answer to that question and acknowledging him for that answer.

AUDITING SESSION:

A period in which an auditor and preclear are in a quiet place where they will not be disturbed. The auditor gives the preclear certain and exact commands which the preclear can follow.

AUDITOR:

A person trained and qualified in applying Scientology and/or Dianetic processes and procedures to individuals for their betterment; called an auditor because auditor means «one who listens.» An auditor is a minister of the Church of Scientology.

CLEAR:

A being who is unrepressed and self-determined. (Ref. Book:

DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH, Book One, Chapter II)

The state of Clear is achieved by completion of the Clearing Course at an Advanced Organization of the Church of Scientology. Additionally, the power of auditing is such that Clear has been achieved earlier than the Clearing Course, on the standard Grade Chart processes of Dianetics and Scientology as delivered by Class IV Organizations of the Church of Scientology.

PRECLEAR:

From pre-Clear, a person not yet Clear; generally a person being audited, who is thus on the road to Clear; a person who, through Scientology and Dianetic processing, is finding out more about himself and life. Abbreviated—p.c.

THETAN:

From THETA (life static), a word taken from the Greek symbol or letter:

theta, traditional symbol for thought or spirit. The thetan is the individual himself—not the body or the mind. The thetan is the «I»; one doesn't have or own a thetan; one is a thetan.

It is the person himself—not his body or his name, the physical universe, his mind, or anything else; that which is aware of being aware; the identity which is the individual.

MIND:

A control system between the thetan and the physical universe. It is not the brain. The mind is the accumulated recordings of thoughts, conclusions, decisions, observations and perceptions of a thetan throughout his entire existence. The thetan can and does use the mind in handling life and the physical universe.

BODY:

The organized physical composition or substance of an animal or man whether living or dead.

The body is the thetan's communication center. It is a physical object.

It is not the being himself.

PICTURE:

An exact likeness of something; a copy or representation of a thing, not the thing itself. An image or mental image of something.

MENTAL IMAGE PICTURE:

Mental picture; a copy of one's perceptions of the physical universe sometime in the past.

A facsimile or a mock-up. In Scientology we call a mental image picture a facsimile when it is an unknowingly created picture or «photograph» of the physical universe sometime in the past. We call a mental image picture a mock-up when it is created by the thetan or for the thetan and does not consist of a photograph of the physical universe.

Facsimiles, made up of mental energy, are the pictures contained in the reactive mind.

REACTIVE MIND:

Reactive bank. The portion of the mind which works on a stimulus-response basis (given a certain stimulus it will automatically give a certain response) which is not under a person's volitional control and which exerts force and power over a person's awareness, purposes, thoughts, body and actions.

It consists of locks, secondaries, engrams and chains of them and is the single source of human aberrations and psychosomatic ills.

The reactive mind never stops operating. Pictures of the environment, of a very low order, are taken by this mind even in some states of unconsciousness.

The reactive mind comprises an unknowing, unwanted series of aberrated computations which bring about an effect upon the individual and those around him. It is an obsessive strata of unknown, unseen, uninspected data which are forcing

solutions, unknown and unsuspected, on the individual—which tells you why it remained hidden from man for so many thousands of years.

BANK:

A colloquial name for the reactive mind. The mental image picture collection of the pc. It comes from computer technology where all data is in a «bank.»

COMMUNICATION CYCLE:

A completed communication, including origination of the communication, receipt of the communication, and answer or acknowledgement of the communication. A communication cycle consists of just: cause, distance, effect, with intention, attention, duplication and understanding.

AUDITING COMM CYCLE:

(HCOB 30 Apr 71) This is the auditing comm cycle that is always in use:

(1) is the pc ready to receive the command?

(appearance, presence)

(2) auditor gives command/question to pc

(cause, distance, effect)

(3) pc looks to bank for answer...

(4) pc receives answer from bank

(5) pc gives answer to auditor (cause, distance, effect)

(6) auditor acknowledges pc

(7) auditor sees that pc received acknowledgement (attention)

(8) new cycle beginning with (1).

CHARGE:

The stored quantities of energy in the time track; stored energy or stored or re-creatable potentials of energy. The electrical impulse on the case that activates the meter. Harmful energy or force accumulated and generated in the reactive mind, resulting from the conflicts and unpleasant experiences that a person has had.

MENTAL MASS:

Mental mass is the mass contained in the mental image pictures (facsimiles) in the reactive mind. It has weight; very tiny, but it has weight, and it actually has size and shape and so forth. Its proportionate weight would be terribly slight compared to the real object which the person is making a picture of.

KEY-IN:

The action of recording a lock on a secondary or engram; the moment an earlier upset or earlier incident has been restimulated.

The action of some part of the reactive mind moving in on the person. A Key-in occurs when the environment around the awake but fatigued or distressed individual is similar to some part of the reactive mind. Since the reactive mind operates on the equation $A=A=A$, the present time environment becomes identified with the contents of a particular portion of the bank and so it activates and exerts its influence on the person. (Ref. Tech Dictionary & HCOB 19 Dec 80 REHAB TECH)

KEY-OUT:

An action of an engram or secondary dropping away without being erased.

Released or separate from one's reactive mind or some portion of it.

The action of the reactive mind or some portion of it dropping out of restimulation on the pc. (Ref. Tech Dictionary & HCOB 19 Dec 80 REHAB TECH)

RELEASE:

(0) A preclear whose reactive mind or some major portion of it is keyed out and is not influencing him. (1) A person who has been able to back out of his bank. The bank is still there but the person isn't sunk into it with all its somatics and depressions. (2) When the pc disconnects from the mass in his bank, that is a release. When this happens, the pc disconnects from the bank to a greater or lesser degree. (3) A person who has become free of a difficulty or personal «block» stemming from the mind. (4) When you take a thetan out of a mass, that is a release. (Ref. Tech Dictionary & HCOB 19 Dec 80 REHAB TECH)

REHABILITATE (Rehab):

To restore to a former capacity or condition. In auditing, this means to do the series of actions in session which result in regaining a state of release for the pc. Abbreviated «Rehab.» (Ref. Tech Dictionary & HCOB 19 Dec 80 REHAB TECH)

POSTULATE:

A conclusion, decision or resolution made by the individual himself; to conclude, decide or resolve a problem or to set a pattern for the future or to nullify a pattern of the past.

... We mean, by postulate, a self-created truth. A postulate is, of course, that thing which is directed desire or order, or inhibition, or enforcement, on the part of the individual in the form of an idea.

... Postulate means to cause a thinkingness or consideration.

COGNITION:

A pc origination indicating he has «come to realize.» It's a «What do you know? I...» statement. A new realization of life. It results in a higher degree of awareness and consequently a greater ability to succeed with one's endeavors in life.

FLOATING NEEDLE:

A Floating Needle is a rhythmic sweep of the dial at a slow, even pace of the needle.

It is always accompanied by very good indicators in the pc. (Ref. HCOB 10 Dec 76R, C/S Series 99R SCN F/N AND TA POSITION, HCOB 21 Jul 78 WHAT IS AN F/N)

RUDIMENTS:

First principles, steps, stages or conditions. The basic actions done at the beginning of a session to set up the pc for the major session action; ARC Breaks, PTPs, withholds.

A rudiment is that which is used to get the pc in shape to be audited in that session.

AFFINITY:

Degree of liking or affection or lack of it.

The feeling of love or liking for something or someone.

Affinity is a tolerance of distance. A great affinity would be a tolerance of or liking of close proximity. A lack of affinity would be an intolerance of or dislike of close proximity. Affinity is one of the components of understanding; the other components being reality and communication.

REALITY:

Reality is an agreement as to what is. It is not what the individual thinks reality is; it is what the majority agrees it is. It is the solid objects, the real things of life. It is the agreement upon perceptions and data in the physical universe. Reality is what is. It is one of the components of understanding.

COMMUNICATION:

The interchange of ideas or objects between two people or terminals. More precisely the definition of communication is the consideration and action of impelling an impulse or particle from source point across a distance to receipt point, with the intention of bringing into being at the receipt point a duplication of that which emanated from the source point. The formula of communication is: cause, distance, effect, with attention and duplication. Communication by definition does not need to be two-way. Communication is one of the component parts of understanding.

ARC:

A word formed from the initial letters of Affinity, Reality and Communication, which together equate to Understanding. It is pronounced by stating its letters, A-R-C. To Scientologists it has come to mean good feeling, love or friendliness.

ARC BREAK:

A sudden drop or cutting of one's affinity, reality or communication with someone or something. It is pronounced by its letters A-R-C break.

Upsets with people or things come about because of a lessening or sundering of affinity, reality or communication or understanding.

PROBLEM:

A problem is a conflict arising from two opposing intentions. Anything which has opposing sides of equal force; it is postulate-counter-postulate, intention-counter-intention, terminal-counter-terminal, force-counter-force. It's one thing versus another thing. You've got two forces or two ideas which are interlocked of comparable magnitude and the thing stops right there.

PRESENT TIME PROBLEM:

A specific problem that exists in the physical universe now, on which a person has his attention fixed.

... Any set of circumstances that so engages the attention of the preclear that he feels he should be doing something about it instead of being audited.

OVERT:

An overt act is an act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics.

An aggressive or destructive act by the individual against one or more of the eight dynamics (self, family, group, mankind, animals or plants, mest, life or the infinite). That thing which you do which you aren't willing to have happen to you.

WITHHOLD:

An undisclosed harmful (contra-survival) act.

A withhold is something the pc did that he isn't talking about. Any withhold comes after an overt.

MISSED WITHHOLD:

An undisclosed contra-survival act which has been restimulated by another but not disclosed. This is a withhold which another person nearly found out about, leaving the person with the withhold in a state of wondering whether his hidden deed is known or not.

REPETITIVE PROCESS:

... A process that is run over and over with the same question of the pc.... we don't expect the auditor to do anything but state the command (or ask the question) with no variation, acknowledge the pc's answer and handle the pc origins by understanding and acknowledging what the pc said. A process which permits the individual to examine his mind and environment and out of it select the unimportances and importances.

FLOW:

A progress of energy between two points.

An impulse or direction of energy particles or thought or masses between terminals.

The progress of particles or impulses or waves from point A to Point B.

The four flows used in processing are:

F-1, flow one, something happening to self.

F-2, flow two, doing something to another.

F-3, flow three, others doing things to others.

F-0, flow zero, self doing something to self.

ASSESS:

To choose, from a list or statements—which item or thing has the longest read or blowdown. (In Dianetics it is choosing which item or statement has the longest read, blowdown or pc's interest. The longest read usually will also have the pc's interest.)

ASSESSMENT:

An action done from a prepared list. Assessment is done by the auditor between the pc's bank and the meter. The auditor looks at the meter while doing an assessment.

He just notes which item has the longest fall or blowdown.

Assessment isn't auditing, it is simply trying to locate something to audit. It is the whole action of obtaining a significant item from a pc.

EXAMINER:

Preclear Examiner. The person in a Scientology Church to whom preclears are sent immediately after any auditing session. The Examiner is assigned to the duties of noting the pc's statements, TA position and state of the needle and the pc's indicators, after session. He says nothing to the pc during this action; he simply records the necessary data, and acknowledges the pc's statement if one is made.

The examiner is also the person the pc sees when he wishes to volunteer information or make any sort of statement about his case, or if there is something he wants handled regarding his case.

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 8 SEPTEMBER 1978RA

RE-REVISED 6 MARCH 1982

Remimeo
Level 0-IV
Chksheets
Supervisors
Auditors
C/Ses

(This HCOB has been revised to modify the original statement that at the completion of each of the training Levels the student audits the processes on this list for that Level. The revision has been made to align this HCOB with HCO PL 13 Sep 81 Issue II REVISION OF ACADEMY LEVELS 0-IV AUDITING REQUIREMENTS which states that the student auditor must audit at least one pc on each of the processes of a specific Level to the attainment of the ability gained for that Level OR produce consistent well-done auditing hours in the style of auditing taught on the Level to a definite good pc result (remarkable case change). The exception is Level IV where the student is required to audit a pc on the major process of the Level, Service Facsimiles, to remarkably case changes before certification on that Level.) (Re-revised 6 March 1982 to add HCOB 7 March 1982 CONFESSIONALS INCLUDED IN EXPANDED GRADE 2 PROCESSES under Item 10, CONFESSIONAL PROCESSING.)

(Revisions in Script)

MINI LIST OF GRADE 0-IV PROCESSES

SPECIAL NOTE: The list below is by no means a complete list of Grade 0-IV Processes. Many, many processes exist on the Grades 0-IV on which a preclear may need to be audited to achieve the full end phenomena (ability gained) for a Grade, and which would also be required for a pc run on Expanded Grades.

The following is a MINI LIST of Grade 0-IV processes.

On each of the training Levels, toward the end of each checksheet, the student auditor studies and drills the processes on this list for that Level.

Commands for Flows 1, 2, 3 and 0 (Quads) for those processes that are run Quad are to be found on BTBs 15 Nov 76, Issues I through VI, 0-IV EXPANDED GRADE PROCESSES—QUADS, PARTS A, B, C, D, E and F.

1. ARC STRAIGHTWIRE PROCESS

HCOB 27 Sep 68 II ARC STRAIGHTWIRE

BTB 15 Nov 76 I 0-IV EXPANDED GRADE PROCESSES—QUADS
PART A, ARC STRAIGHTWIRE, Item 11

2. ARC STRAIGHTWIRE HAVINGNESS

BTB 15 Nov 76 I 0-IV EXPANDED GRADE PROCESSES—QUADS
PART A, ARC STRAIGHTWIRE, Item 12

3. 0-0, 0-A, 0-B

HCOB 11 Dec 64 SCIENTOLOGY 0 PROCESSES

HCOB 26 Dec 64 ROUTINE 0-A EXPANDED

BTB 15 Nov 76 II 0-IV EXPANDED GRADE PROCESSES—QUADS

PART B, GRADE 0 PROCESSES, p. 10

4. GRADE ZERO HAVINGNESS

BTB 15 Nov 76 II O-IV EXPANDED GRADE PROCESSES—QUADS
PART B, GRADE 0 PROCESSES, p. 12

5. CCHs

HCOB 1 Dec 65 CCHs

6. LEVEL ONE PROBLEMS PROCESS

HCOB 19 Nov 65 PROBLEMS PROCESS
BTB 15 Nov 76 III O-IV EXPANDED GRADE PROCESSES—QUADS
PART C, GRADE I PROCESSES, p. 18

7. HAVINGNESS PROCESS FOR GRADE I

BTB 15 Nov 76 III O-IV EXPANDED GRADE PROCESSES—QUADS
PART C, GRADE I PROCESSES, p. 18

8. O/W PROCESS

BTB 15 Nov 76 IV O-IV EXPANDED GRADE PROCESSES—QUADS
PART D, GRADE 2 PROCESSES, Item 26

9. HAVINGNESS PROCESS FOR GRADE II

BTB 15 Nov 76 IV O-IV EXPANDED GRADE PROCESSES—QUADS
PART D, GRADE 2 PROCESSES, Item 27

10. CONFESSIONAL PROCESSING

HCOB 30 Nov 78 CONFESSIONAL PROCEDURE
HCOB 7 Mar 82 CONFESSIONALS INCLUDED IN EXPANDED GRADE
2 PROCESSES

11. TWO WAY COMM

HCOB 21 Apr 70 2 WAY COMM C/Ses
HCOB 3 Jul 70 C/Sing 2 WAY COMM
HCOB 17 Mar 74 TWC CHECKSHEET, TWC, USING WRONG
QUESTIONS

12. L1C

HCOB 19 Mar 71 L1C

13. L4BRA

HCOB 15 Dec 68RA L4BRA

14. R3H

HCOB 6 Aug 68 R3H
HCOB 1 Aug 68 THE LAWS OF LISTING & NULLING
BTB 15 Nov 76 V O-IV EXPANDED GRADE PROCESSES—QUADS
PART E, GRADE 3 PROCESSES, pp. 7 - 8

15. GRADE III HAVINGNESS

BTB 15 Nov 76 V O-IV EXPANDED GRADE PROCESSES—QUADS
PART E, GRADE 3 PROCESSES, pp. 8 - 9

16. SERVICE FACSIMILE PROCESS

HCOB 6 Sep 78 III URGENT—IMPORTANT, ROUTINE THREE SC-A,
FULL SERVICE FACSIMILE HANDLING UPDATED
WITH NEW ERA DIANETICS

17. GRADE IV HAVINGNESS PROCESS

BTB 15 Nov 76 VI O-IV EXPANDED GRADE PROCESSES—QUADS
PART F, GRADE 4 PROCESSES, p. 5

The student auditor must study and drill and get checked out on any of the above processes or actions and their commands before he audits them.

He must not and cannot be required to audit any process above the Level to which he has been trained.

L. RON HUBBARD

FOUNDER

Revision assisted by
Research and Technical
Compilations Unit

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HCO BULLETIN OF 12 SEPTEMBER 1978

REISSUED 31 MARCH 81

Remimeo

BPI

(Reissued as part of the Dianetic Clear Series)

URGENT—IMPORTANT

Dianetic Clear Series 2

DIANETICS FORBIDDEN

ON CLEARS AND OTS

New Era Dianetics or any Dianetics is NOT to be run on Clears or above or on Dianetic Clears.

This applies even when they say they can see some pictures.

Anyone who has purchased NED auditing who is Clear or above must be routed to an AO or Flag to receive the special NED Rundown for OTs. They are NOT to be run on regular New Era Dianetics.

Anyone who is Clear but not OT III is to get through OT III immediately so he can receive this Special Rundown.

The EP of this Rundown is: CAUSE OVER LIFE.

L. RON HUBBARD

FOUNDER

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HCO BULLETIN OF 24 SEPTEMBER 1978RA

ISSUE III
RE-REVISED 31 MARCH 1981

Remimeo
AOs,
SHs
Class IV Orgs
NED Chkshts
Tech/Qual
All C/Ses
All Auditors
HCOs
Missions

(This Bulletin has been revised to restate the most accurate definition of the State of Clear, as given in Book One, Chapter II of DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH, to update the Bulletin in regard to the use of the Dianetic Clear Special Intensive for verification and rehabilitation of the State if it is achieved before doing the Clearing Course, and to give data on the programming of a Dianetic Clear for further auditing.)

(Revisions not in Script)

Dianetic Clear Series 1
DIANETIC CLEAR

REFERENCE:

HCOB 12 Sep 78	Dianetic Clear Series 2
Reiss. 31.3.81	URGENT—IMPORTANT, DIANETICS FORBIDDEN ON CLEARS AND OTs

(This Bulletin revises the definition of «Dianetic Clear»,
Page 113, Technical Dictionary, and the definition of «Keyed-Out Clear», Page
221, Technical Dictionary.)

The state of Clear can be achieved on Dianetics.

I have now determined there is no such thing as Keyed-Out Clear. There is only a Dianetic Clear and he is a Clear.

The definition of Clear, to re-emphasize the most accurate statement of it as given originally in Book One, Chapter II of DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH, is: A BEING WHO IS UNREPPRESSED AND SELF DETERMINED.

The state of Clear, whether achieved on the Clearing Course or on processing on Grade Chart materials prior to the Clearing Course, can be very accurately determined when it is attained, as there are specific evidences which accompany the state.

Should a pc originate that he has or might have gone Clear, or when he has read on a prepared list as having gone Clear, the folder must be sent to a C/S who is Clear and who is qualified to C/S the Dianetic Clear Special Intensive. The pc will then be given the Dianetic Clear Special Intensive, to verify the state and rehabilitate it, if valid.

The Dianetic Clear Special Intensive is only given at a Class IV Org (or higher) that is qualified to deliver that Intensive.

If a Mission or Field Auditor believes one of their pcs to have gone Clear, they must send the pc and his folders to their closest qualified org which has a qualified C/S, for adjudication and a full Dianetic Clear Special Intensive, as required.

NOTE: No auditor or C/S nor any other person must evaluate for a pc on this nor feed or coax him to any cognition, which is a Comm-Evable offense. Clears are made through auditing, not by feeding cognitions to pcs. This is important as someone who has not made Clear will not make it on the OT Levels.

Once declared, the person's pc folders must be clearly marked «DIANETIC CLEAR», for security and for purposes of further programming.

The individual is then issued the standard Clear Certificate by Certs and Awards, which states, simply, that he has attained the State of Clear. This standard Certificate bears no qualifying statement of the State.

The Dianetic Clear, on achieving this state, is not run further on Dianetics. He must not be run on engrams, R3RA or any version of R3R or Dianetics. He can be given Touch or Contact Assists (as can Scn Clears and OTs), but he is not to be given any Dianetic auditing assist nor any Dianetic auditing. (He can, of course, receive any actions on the Assist Summary Bulletin, excluding R3RA.)

A Dianetic Clear does the Purification Rundown if not previously completed. He does the Survival Rundown unless he has completed full Objectives, each run to EP, prior to the issuance of the Survival Rundown. He is given the Scientology Drug Rundown, as needed (unless he has previously completed a full NED Drug Rundown or other Dianetic Drug Rundown). He is run on Expanded ARC Straightwire and Expanded Grades 0-IV to full Ability Gained for each Grade not previously standardly declared. (Note: On Grade IV, however, he would not be run on the R3RA section of Service Fac Handling.)

A point to be made here is that it is highly important to the immediate and future well-being of the individual that he does fully achieve the Ability of each Grade and that he misses none of the Levels or actions that will enable him to eventually make it to OT.

When each Grade has been handled to ability Gained, the next step is the Solo Auditor Course at a Saint Hill or an Advanced Org.

Additionally, the above auditing actions fully completed are now required for a person going onto Advanced Courses at an AO.

A Dianetic Clear is not run on power, R6EW or the Clearing Course but, upon completion of the Solo Auditor Course, goes directly onto OT I.

Until Dianetics and Scientology came along the surface of the subjects of the reactive bank and of Clearing had not even been scratched. You can look in vain all through the records of history and you will not find one shred of valid data and enlightenment about the bank.

The uniform attainment of the State of Clear through standard Dianetic and Scientology auditing procedures was miraculous and came as a result of a very long road of research, culminating in the release of the Clearing Course making it certain that everyone could reach the state. Then, with the further refinement of the technology of Dianetics which resulted in New Era Dianetics, and as a result of further tech developments, it became evident that some persons were attaining Clear at an earlier Grade Chart level.

Where the person attains Clear in his processing (whether on the Clearing Course or at some earlier point in his processing) is not important. What is important is that he honestly attains it.

Clearing is the key to making a sane environment out of the barbarism known as Earth. It is not something to be brushed off lightly, as the technology was not easily won.

With the State of Clear and its technology protected and acknowledged for the important achievement that it is, the future of this planet can evolve to one of sanity and upward progress for all.

That is and has always been the goal and that is the trust that every Scientologist now shares with me.

L. RON HUBBARD

FOUNDER

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 NOVEMBER 1978R

REVISED 31 MARCH 1982

(Cancels BTB 21 July 1971RE Word Clearing Correction List Revised)

Remimeo
Word Clearers
Class IV Grad
and above
Auditors
C/Ses

(Revised to include missed withhold handling to Item #12 and to add new questions, Items #13 & #14, to the list.)

(Revisions in Script)

Word Clearing Series 35RG

WORD CLEARING CORRECTION LIST

The WCCL is the list to use when any form of Word Clearing bogs down. Any and all trouble with Word Clearing should be corrected by assessing and handling this list. The WCCL has been designed to parallel errors made in Word Clearing, not study, not the person's case, and it is to be used in Word Clearing sessions to correct Word Clearing errors.

If, after the Word Clearing Correction List has been fully handled, there seems to be other bypassed charge connected with the subject of study, a Study Green Form should be done.

This list can be assessed Method 3 or Method 5.

All Word Clearers are to check out on and use this list to correct Word Clearing errors.

1. IS THERE SOMETHING WRONG WITH YOUR CASE?

If this list is being assessed during course room metered Word Clearing, end off for C/S instructions, otherwise assess and handle a C/S Series 53.

2. HAVE YOU BEEN WORD CLEARED OVER OUT-RUDS?

Find out which and handle to F/N and VGIs.

3. IS A WORD STILL MISUNDERSTOOD?

Find out which and get it cleared to F/N. (If Method 1 Word Clearing, clear it E/S to EP.)

4. WAS A WORD IN A DEFINITION MISUNDERSTOOD?

Find out which word and get it cleared to F/N.

5. COULDN'T YOU FIND THE ACTUAL MISUNDERSTOOD?

Using your meter and 2WC, find the misunderstood word and clear to F/N.
(If Method 1 Word Clearing clear it E/S to EP.)

6. DID YOU NOT GET THE BASIC WORD?

Find out which word or subject was not taken to EP, locate the misunderstood words and clear each to F/N, going E/S to EP.

7. DID YOU FAIL TO USE THE WORD YOU WERE CLEARING IN ENOUGH SENTENCES?

Get the word used in sentences until it is fully understood, to F/N and VGIs.

8. DID YOU NEED TO DEMO THE WORD YOU WERE CLEARING?

Get the word demoed to full understanding, F/N and VGIs.

9. WERE YOU USING AN IMPROPER DICTIONARY?

Find out what word and what dictionary. Get a proper dictionary and clear it to F/N and VGIs.

10. WAS THERE AN EARLIER SIMILAR MISUNDERSTOOD WORD NOT CLEARED?

Find out what it is and clear it to F/N.

(If Method 1 Word Clearing, clear it E/S to EP.)

11. DID YOU NOT FEEL GOOD ABOUT A WORD WHEN IT WAS CLEARED?

Find the word and reclear it to F/N.

12. DO YOU KEEP FORGETTING WORDS YOU HAVE ALREADY DEFINED?

If the above reads, ask: «Do you have any withhold about going past misunderstood words?» and handle as a missed withhold, E/S to F/N. Then clear to F/N, each MU found. Then 2WC «How have you tried to solve the problem of forgetting words?» to F/N or E/S to F/N.

13. HAVE YOU GONE PAST WORDS YOU DIDN'T UNDERSTAND?

Handle as a missed withhold, E/S to F/N. Get the words located and defined, each to F/N.

14. HAVE YOU GONE PAST A MISUNDERSTOOD WORD OR ABBREVIATION IN YOUR WORK?

Handle the missed withhold of going past MUs, to F/N or E/S to F/N. Then clear each MU uncovered, to F/N.

15. DID YOU HAVE TO CLEAR A WORD YOU ALREADY KNEW?

Find out what the word was and indicate. If no F/N get off any protest or inval and rehab to F/N.

16. WAS A WORD OVERRUN?

Find out what word and rehab.

17. WAS A WORD READING ON PROTEST?

Get which word, indicate. If no F/N handle with Itsa E/S Itsa to F/N.

18. DID A WORD NOT REALLY READ?

Get which word, indicate. If no F/N handle with Itsa E/S Itsa to F/N.

19. COULDN'T YOU HEAR THE WORD CLEARER?

Itsa E/S Itsa to F/N.

20. DIDN'T YOU UNDERSTAND WHAT THE WORD CLEARER SAID?

Itsa E/S Itsa to F/N.

21. DIDN'T YOU UNDERSTAND THE ACTION BEING DONE?

Find out what it was and handle with Itsa E/S Itsa to F/N or clear it up with correct references to F/N and VGIs.

22. WERE YOU CONFUSED BY SOMETHING?

Find out what it was and handle with Itsa E/S Itsa to F/N or clear it up with correct references to F/N and VGIs.

23. WERE YOU PUZZLED WHY THE WORD CLEARER KEPT ON WORD CLEARING?

Find out what happened and handle with Itsa E/S Itsa to F/N or rehab the win.

24. ON WORD CLEARING DID YOU FEEL OVERWHELMED?

Find out what happened and handle with Itsa E/S Itsa to F/N.

25. ON WORD CLEARING DID YOU FEEL HOPELESS?

Find out what happened and handle with Itsa E/S Itsa to F/N.

26. ON WORD CLEARING DID YOU FEEL INVALIDATED?

Find out what happened and handle with Itsa E/S Itsa to F/N.

27. ON WORD CLEARING WAS THERE ANY EVALUATION?

Find out what happened and handle with Itsa E/S Itsa to F/N.

28. ON WORD CLEARING WERE YOU PROTESTING?

Itsa E/S Itsa to F/N.

29. DID YOU GET DISTRACTED DURING WORD CLEARING?

Find out what happened and handle with Itsa E/S Itsa to F/N.

30. WAS THERE SOMETHING WRONG WITH THE F/Ns INDICATED?

Find out what happened and handle with Itsa E/S Itsa to F/N or clear to F/N any words not fully cleared.

31. DID YOU HAVE TO LOOK UP TECHNICAL, OR SPECIALIZED DEFINITIONS OF WORDS THAT DIDN'T APPLY?

Find out what the word was. Indicate this was an unnecessary action. Correctly clear the word to F/N. (If Method 1 Word Clearing, take E/S to EP.)

32. DID YOU TELL THE WORD CLEARER IT WAS UNDERSTOOD JUST TO GET RID OF HIM?

Get the word (plus any others) and clear each to F/N.

33. WAS IT NOT YOUR MISUNDERSTOOD?

Itsa E/S Itsa to F/N.

34. WAS THERE INVALIDATION OF KNOWINGNESS?

Find out what it was, and handle with Itsa E/S Itsa to F/N.

35. DID YOU USE THE WRONG SIZED CANS?

False TA Checklist. Work out the right sized cans with the pc.

36. DID YOUR HANDS GET TIRED IN WORD CLEARING?

False TA Checklist. Work out the right sized cans with the pc.

37. WAS A WORD ON THE LIST OF SUBJECTS MISUNDERSTOOD?

Find out what it is and clear to F/N. (If Method 1 Word Clearing, take E/S to EP.)

38. IS A SUBJECT STILL MISUNDERSTOOD?

Get which subject and which word and clear it to F/N.
(If Method 1 Word Clearing, take E/S to EP.)

39. DID YOU NOT GET THE BASIC SUBJECT?

Find out what subject is incomplete by 2WC, locate the misunderstood words in it and clear each to F/N. (If Method 1 Word Clearing, take E/S to EP.)

40. IN REGARD TO EARLIER SUBJECTS OR COURSES YOU STUDIED DID YOU FIND ANY OF THEM DIFFICULT?

When this question is answered ask this second question:

WERE THERE ANY WORDS ON THESE COURSES THAT YOU DIDN'T FULLY UNDERSTAND?

Find by subject and get each defined. Then do steps again until both questions F/N.

41. DO YOU STILL HAVE MISUNDERSTOODS ON EARLIER COURSES?

Find out which course (or courses) and get each misunderstood word cleared. Then recheck the question and handle until it F/Ns on checking.

42. DO YOU HAVE MISUNDERSTOODS ON YOUR EARLIER THAN SCIENTOLOGY SCHOOL OR FAMILY TRAINING?

When this question has been answered, ask:

WAS THERE ANY WORD IN (SUBJECT NAMED) YOU DIDN'T UNDERSTAND?

Get it fully defined to F/N and all such words cleared up for that subject. Handle all subjects the person has named as above. Then recheck the original question and handle until it F/Ns on checking.

43. WERE YOU BEING WORD CLEARED ON AN UNREADING SUBJECT?

Find out what. Indicate. If no F/N rehab or Date/Locate.

44. WAS A SUBJECT OVERRUN?

Find out what and indicate. If no F/N rehab.

45. WAS A MISUNDERSTOOD SUBJECT MISSED?

Find out which subject(s) and which words and clear each to F/N.
(If Method 1 Word Clearing, take E/S to EP.)

46. DID YOU TRY TO MAKE THE LIST F/N?

Put in ruds on word clearing, each to F/N, VGIs. Rehab any overruns.

47. IS THERE A SUBJECT WHICH SHOULD HAVE BEEN ON THE LIST BUT WASN'T?

Find out what the subject is and clear all misunderstood words to F/N, going E/S to EP.

48. HAS A WIN BEEN BYPASSED?

Find out what and rehab.

49. IS THERE SOMETHING ELSE WRONG?

Find out what and handle or return to the C/S.

50. WAS THERE NOTHING WRONG IN THE FIRST PLACE?

Indicate. If no F/N rehab or Date/Locate.

51. IS THERE SOME OTHER BYPASSED CHARGE ON THE SUBJECT OF STUDY?

Assess and assess a Study Green Form.

L. RON HUBBARD

FOUNDER

Revisions assisted by

Senior C/S International

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HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 NOVEMBER 1978R

REVISED 31 MARCH 1981

Remimeo
All C/Ses
NED Auditors
Scn Auditors

(This Bulletin has been revised to include references on Declares as well as references on Dianetic Clear released after its original issue; to update and align it with the Dianetic Clear Special Intensive, and to incorporate it as part of the Dianetic Clear Series.)

(Revisions Not in Script)

C/S Series 104R

Dianetic Clear Series 8

DIANETIC CLEAR ATTESTS

References:

HCOB 24 Sep 78R III	Dianetic Clear Series 1
Rev. 31.3.81	DIANETIC CLEAR
HCOB 5 Mar 79R	Dianetic Clear Series 11
Rev. 31.3.81	DIANETIC CLEAR FALSE DECLARES
HCOB 19 Jun 71 II	C/S Series 46 DECLARES
HCOB 11 Nov 73	PRECLEAR DECLARE? PROCEDURE
and Keeping Scientology Working Series 5, 21-24	

Well, well. I seem to have been right in Book One about making Clears, but it seems to have exceeded mass reality.

WARNING TO NED AND SCN AUDITORS

If the case you are auditing has a fantastic win and then seems to go into a decline, beware—the pc might have become a pre-OT and that funny behavior of the needle and tone arm might have been a floating TA, when he went Clear.

NOTE FOR C/Ses

I have found some very interesting case phenomena being resolved since past Dianetic Clears are attesting to the state.

Some of the manifestations of some of the cases who were audited past Dianetic Clear (unrecognized and unattested to) are:

- (a) Manifesting PTSness and illnesses until the state was acknowledged and attested to.
- (b) Appearing to be no case gain, out-ethics cases.
- (c) Not moving up the Bridge but remaining «parked» at some point.
(They have many «reasons» for this.)
- (d) Becoming inactive as a Scientologist.

A C/S should look for these cases and recognize them when he sees them. This in no way means that every PTS or out-ethics case has an unacknowledged state of

Clear underlying it but this fact certainly needs to be included in any C/S's case debug line-up.

In the cases mentioned above, you will almost always find that the condition started at a certain point in the pc's auditing (or in his last life, as a pc). If you do a thorough folder study and get the pc through a standard Dianetic Clear Special Intensive, you might very likely find that he went Dianetic Clear just prior to the case going awry. (Or, by the same procedure, you might find he went Dianetic Clear in auditing in his last life.)

NOTE: The Dianetic Clear Special Intensive (HCOB 2 May 79R Issue I Rev. 25.3.81, Dn Clear Series 4, DIANETIC CLEAR SPECIAL INTENSIVE) may only be delivered by those orgs qualified to do so.

Advance Scheduling Registrars and those working in the Central Files of an org can go through CF folders and ask the Org C/S to check the folders of those who have drifted off lines or stopped going up the processing side of the Bridge, as an unacknowledged Dianetic Clear state may just be the cause.

C/S WARNING

A C/S who is C/Sing pcs on the DCSI or sending pcs through to attest to Clear must be a graduate of the Dianetic Clear Special Intensive Delivery Course and meet the qualifications expressed in HCOB 3 May 79R Dn Clear Series 7, DIANETIC CLEAR SPECIAL INTENSIVE C/S AND AUDITOR REQUIREMENTS. Otherwise, he is C/Sing illegally.

THE ATTEST ITSELF

When a person validly attains the state of Clear, whether this is reached on the Clearing Course or at any point earlier in his auditing, he attests to «the State of Clear.» Clear is Clear and there are no qualifying remarks at the attest such as «Dianetic Clear» or anything else.

Depending on the outcome of a DCSI and whether or not the pc had already attested to Clear, there are four possibilities which may be declared as a result of a DCSI.

1. When a pc successfully completes a DCSI and is verified as having reached Clear he attests to «the state of Clear.»

2. If a person had attested to Clear earlier and then received a successful DCSI which verified the state, he would simply attest to completion of the DCSI. (He wouldn't need to re-attest to Clear.)

3. When a person receives a DCSI and it is established that he is not yet Clear, he attests to completion of the DCSI, but only after being cleaned up to F/N and VGIs and eager to progress up the Bridge.

4. Someone who formerly attested to Clear who then received a DCSI which established that he had, in fact, not yet reached Clear (and so had the false declare cancelled) would simply attest to the completion of the DCSI but only after being cleaned up to F/N and VGIs and eager to progress up the Bridge.

The procedure for handling attest cycles is fully described in HCOB 11 Nov 73 PRECLEAR DECLARE? PROCEDURE.

CLEAR IN LAST LIFE

Some people didn't believe one had lived before this life. Also some people wondered what happened to old Dianeticists and Scientologists who had died. But others used to have the phrase «Well, we'll pick them up in the next lifetime,» or «the next time around.»

Well it seems like the former shouldn't have wondered and the latter were right. We are coming up with quite a few pcs who had gone Clear in their last lifetime during

Book One auditing, Goals Processing, etc. This is something that the pc originates or something he has been «wondering about» but invalidated.

INVAL/EVAL

The state of Clear having been truly attained yet not acknowledged and attested to, can cause an extraordinary amount of invalidation. Evaluation also occurs on this subject and comes from others and even the pc himself.

These things are cleared up on the Dianetic Clear Special Intensive so that the rehab of the state can easily be accomplished.

ETHICS WARNING

It is a Comm-Evable offense to coach the pc with data about Clear in any way. You also do not evaluate for any pc and try to convince him he has gone Dianetic Clear when he hasn't. You do not turn to «the pc must have gone Dianetic Clear» when you can't easily solve a pc's case. You use the C/S Series in full.

To send a pc through to attest to Dianetic Clear when he hasn't truly made it is a suppressive act as that preclear will not make it on the OT Levels.

An org that does not have a Clear C/S and a Clear auditor who are qualified to deliver the Dianetic Clear Special Intensive must send a person who has originated he might be Dianetic Clear, and his folders, to the nearest org with tech terminals who are qualified to deliver this Intensive.

THE POWER OF AUDITING

The power of modern auditing shouldn't be underestimated. It was pretty hot in 1950, but realize there were 28 years of research and development. This has been enormously stepped up. For 28 years, apparently, the power of auditing has been underestimated.

With better trained auditors than ever, and with their TRs and metering really in, the C/S who is keeping tech in on his lines can expect a lot more of this sort of thing, so he must be alert to it, without at the same time going delusory or failing to handle cases that really are bogged for quite some other reason.

Given standard tech used by standard auditors and C/Sed by standard C/Ses, there is no reason why we cannot Clear the planet.

L. RON HUBBARD

FOUNDER

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HCO BULLETIN OF 1 DECEMBER 1978R

REVISED 31 MARCH 1981

(Revised to emphasize and update the correct programming
of Dianetic Clears and to include additional references on such
programming as well as on the FESing of folders.)

Remimeo
AOs
SHs
Class IV Orgs
All Auditors
All C/Ses
HCOs
Tech/Qual
Missions

(Revisions Not in Script)

C/S Series 113

Dianetic Clear Series 10

**PROGRAMMING THE DIANETIC CLEAR
FOR HIS NEXT STEP**

REFS:

HCOB 24 Sep 78R III	Dianetic Clear Series 1 Rev. 21.2.81 DIANETIC CLEAR
HCOB 12 Jun 70	C/S Series 2 PROGRAMMING OF CASES
HCOB 26 Aug 70R	C/S Series 17R Rev. &
Reiss. 22.9.80	KSW Series 15 INCOMPLETE CASES
HCO PL 23 Oct 80 II	CHART OF ABILITIES GAINED FOR LOWER LEVELS AND EXPANDED LOWER GRADES
HCOB4 Apr 81	THE BIOCHEMICAL PERSONALITY
Keeping Scientology Working Series 21 through 25	
The 1980 Classification and Gradation Chart	

The following are the guidelines for programming a Dianetic Clear after the state has been declared:

The Purification Rundown, if not yet done.

The Survival Rundown, if not yet done or unless full Objectives have been run to EP.

The Scientology Drug Rundown, given at C/S adjudication (Ref. HCOB 4 Apr 81 THE BIOCHEMICAL PERSONALITY). This modifies the mandatory requirement of a Scientology Drug RD for all Dianetic Clears who have not had a Drug Rundown, as given in HCOB 21 Dec 80 THE SCIENTOLOGY DRUG RUNDOWN, HCOB/PL 29 Aug 80, KSW Series 23, HOW NOT TO MISS OUT ON GAINS FROM YOUR AUDITING, and the 1980 Grade Chart.

Expanded Grades—ARC S/W, 0-IV, for all cases, if not yet done.

EXPANDED GRADES

1. If a Dianetic Clear has had no previous auditing on the Grades, you can run him on Expanded Grades—ARC Straightwire and 0-IV. This includes Service Fac handling on Grade IV, with the R3RA steps on Service Facs omitted, per HCOB 6 Sep 78 III ROUTINE THREE SC-A, FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS.

2. If a Dianetic Clear was incomplete on Grades 0-IV prior to the Dianetic Clear attest (i.e. mid-Grades), you would program him through to Expanded Grade IV (omitting the R3RA steps on Service Facs).

3. If a pc goes Clear on a Grade then you can give him the other Grades, but you'd end off that Grade and not continue it.

4. If a Dianetic Clear is an old timer who has had a out of pre-Grades Scientology processes run (before formal Grades existed), you would still program him to ensure he has achieved or achieves the full Ability Gained for each Grade, but great care must be taken not to re-run actions that have already been run to EP.

5. If a Dianetic Clear has previously completed ARC Straightwire and Grades 0-IV and these are each verified as having been run to full Ability Gained, they obviously would not be run further.

The Dianetic Clear is not run on power, R6EW or the Clearing Course.

With the necessary Grade Chart actions in and upon completing of the Solo Auditor Course, he goes directly onto OT I.

Correct programming ensures the Dianetic Clear gets the full benefits to be gained from each of the vital Grade Chart actions. It also prepares him stably for handling the upper level materials.

FULL FES AND OBJECTIVES TABLE REQUIRED BY AOs AND SHs

It is mandatory that the folders of any pc or pre-OT sent to an Advanced Org or Saint Hill preparatory to the person going onto the Solo Course or onto Advanced Courses at the AO, have a full FES to PT of all auditing, showing all required Grade Chart actions completed to full EP, including a full Objectives Table completed. This is to be done per: HCOB 6 Oct 70, C/S Series 19, FOLDER ERROR SUMMARIES; HCOB 29 Jan 81, I Auditor Admin Series 24R, FES CHECKLISTS AND SUMMARY; and HCOB 16 May 80 PREPARING AN OBJECTIVES TABLE.

The AO or SH C/S can then verify from this data that all the Grade Chart actions prior to Solo and/or Advanced Courses have been done. The AO C/S would also need to see that the pc received any set-ups or repair that might be required, per HCOB 8 Jan 72RE II Re-rev. 17.9.80, Solo C/S Series 11RE, ADVANCED COURSES C/S CHECKLIST ON FOLDERS OF NEW STUDENTS ONTO ADV COURSES, to ensure the person's full eligibility for Advanced Courses.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 5 DECEMBER 1978R

REVISED 31 MARCH 1981

All C/Ses
Auditors
D of P
Tech/Qual
HCO

(This bulletin has been revised to delete actions given originally for the verification of Dianetic Clear and its rehabilitation, as the actions for verifying and rehabilitating the state are now done in a more exact sequence of steps on the Dianetic Clear Special Intensive; to correct the statement that indicated a Floating TA would be present in all cases when Clear is successfully rehabbed, and to include additional technical references from the Keeping Scientology Working and Dianetic Clear Series. This bulletin is also now incorporated as a part of the Dianetic Clear Series.)

(Revisions Not in Script)

C/S Series 105R

Dianetic Clear Series 9

DIANETIC CLEAR ATTESTS—ADDITIONAL DATA

REFS:

HCOB 24 Sep 78R III	Dianetic Clear Series 1
Rev. 31.3.81	DIANETIC CLEAR
HCOB 2 May 79R	Dianetic Clear Series 4
Rev. 25.3.81	DIANETIC CLEAR SPECIAL INTENSIVE
HCOB 29 Nov 78R	Dianetic Clear Series 8
Rev. 31.3.81	C/S Series 104R DIANETIC CLEAR ATTESTS
HCOB 19 Jun 71 II	C/S Series 46 DECLARES
HCOB 5 Mar 79RA	Dianetic Clear Series 11
Re-rev. 31.3.81	DIANETIC CLEAR FALSE DECLARES
Keeping Scientology Working Series 21 through 25	

Since the HCOBs on Dianetic Clear have come out there have been many attestations and many cases unbugged, and there will continue to be more Dianetic Clears as pcs continue to get standard processing. This bulletin gives some additional guidelines to help smooth the lines and prevent needless stops for the person who has made Dianetic Clear. Used in conjunction with the Dianetic Clear Special Intensive and the issues referenced above, it will also help handle the person who hasn't made it so that he may achieve all the gains available to him.

UNACKNOWLEDGED DIANETIC CLEARS

A person who has reached the State of Dianetic Clear without it being acknowledged can run into difficulties afterwards. You may find that he's been in ethics trouble or had a low OCA or poor case gain since that point.

It's not only lack of acknowledgement but also invalidation by running certain processes that a Clear wouldn't respond to, such as engrams, or continuing to run a Grade on which the person went Clear, or continuing goals processing, etc.

Also, with Clears and OTs who went Clear before they did the Clearing Course and never knew it or spotted it, by-passed charge results because they are running something which is trying to achieve what they have already achieved. It serves as an overrun.

In the case where a pc has this unacknowledged, invalidated Dianetic Clear state, you would most likely find a point in his auditing where it looks as if he had made it and a slump occurred afterwards. This point could have occurred many years back.

The appropriate list or lists used to clean up such a case (C/S 53, Green Form, L3RG, etc.) could show up a valid read on a question concerning Dianetic Clear. Or the person might simply originate this himself. In any of these instances, the handling is to program the pc for the Dianetic Clear Special Intensive and ensure each needed step of the Intensive is standardly done. This Intensive is designed to fully rehabilitate the state of Clear when it validly exists.

NOTE: The Dianetic Clear Special Intensive (HCOB 2 May 79R I, Dianetic Clear Series 4, DIANETIC CLEAR SPECIAL INTENSIVE) may only be delivered by duly authorized orgs who have C/Ses and auditors qualified to deliver this tech.

ETHICS

The fact that a person may currently be in ethics trouble is no basis on which to adjudicate whether or not he has achieved the State of Clear. It is not a criterion to be used to refuse to allow the person to attest. Clear is Clear. When a Clear is audited on R3RA, when the state is invalidated or goes unacknowledged, he can get into trouble. If you have ethics trouble during or immediately after auditing it is an indicator of possible by-passed charge or out tech on the case. So apply this to your understanding and analysis of cases.

The MAA interview and A to J Check on the Dianetic Clear Routing Form, which is done prior to the Dianetic Clear Special Intensive, is not to imply he's out-ethics but will furnish the C/S with data on the case which may or may not come up otherwise. It will also detect the rare case where the person is attempting to attest in order to save money or for status reasons. In one instance it was discovered that the person routing through was actually a plant. These last examples are a very, very small percentage of the cases.

METER PHENOMENA

When the state of Dianetic Clear has been verified, with any invalidation or other by-passed charge cleaned off the line, and when it has been fully rehabbed to end phenomena on the Dianetic Clear Special Intensive, you'll see a very floppy needle, at low sensitivity, an F/N that nothing can break up and, in many cases, a floating TA. A low sensitivity setting (1 to 4) will often be needed to even keep the needle on the dial, and the TA will be riding between 2.0 and 3.0 You'll find in many cases that the meter now reads on the pc's postulates i.e., a Clear's postulates read as a surge. A read therefore does not mean invariably «Yes» or that the question is charged. «No» can read if the pc says it or thinks it to himself as an answer to a question. (Ref. HCOB 18 Apr 68 NEEDLE REACTIONS ABOVE GRADE IV)

Bear in mind that you might not get the above meter phenomena immediately on a Dianetic Clear where the state has been by-passed, even though the state is valid.

In some cases the TA and needle can be packed up prior to cleaning up any by-passed charge or Date/Locating the exact time the pc went Clear, all of which would be handled on the DCSI. The pc may have out-Int to be handled. (The handling of out-Int on a person who may be Dianetic Clear is THE END OF ENDLESS INT REPAIR RD, HCOB 24 Sep 78RA I Re-rev. 21.2.79 Int RD Series 4RA.) The person may still be hung up on misrun R3R or Dianetics run after he went Clear, or on some point of eval or inval that has occurred.

The steps of the Dianetic Clear Special Intensive provide for the full handling of all such cases, and when they are properly done they result in the full resurgence of the state of Clear, when it validly exists.

PRIOR DIANETIC CLEARS AND KEYED-OUT CLEARS

The definitions of Dianetic Clear and Keyed-Out Clear in HCOB 24 Sep 78R III, Dianetic Clear Series 1, DIANETIC CLEAR, replace the definitions in the Tech Dictionary. The person who attested to Dianetic Clear or Keyed-Out Clear in past years would not necessarily qualify as a Dianetic Clear now, though the chances are good he did make it. Any pc who has attested to Dianetic Clear or Keyed-Out Clear in the past should be called in for correct case handling, including a DCSI, as indicated, to ascertain the state. This would only be done by an AO C/S or by an org C/S who is Clear and fully trained and qualified to C/S the DCSI. (Ref. HCOB 8 May 79R, Dianetic Clear Series 7, DIANETIC CLEAR SPECIAL INTENSIVE C/S AND AUDITOR REQUIREMENTS)

You will find that many of those who attested to Dianetic Clear earlier on actually did make it, and after confirmation of this they will need to be issued Clear Certs and Clear numbers and be properly programmed to move on up the Bridge. (See HCOB 1 Dec 78R, Dn Clear Series 10, C/S Series 113, PROGRAMMING THE DIANETIC CLEAR FOR HIS NEXT STEP.)

Additionally, where a qualified DCSI C/S knows of a case where it looks very likely, from folder study, that the pc went Dianetic Clear but it was unsuspected at the time and never originated, he should have such pcs called in for full clean-up and programming for a DCSI.

THE PERSON WHO HASN'T MADE IT

Where it is obvious from the results of a standardly done DCSI that a person who has already been allowed to attest hasn't attained Dianetic Clear, the pc would be given a good R-factor that the person handling the attest cycle didn't have all the data. He is also handled on any loss he experiences. He must also be given the R-factor that he is being programmed so as not to be denied any of the gains on the Grade Chart and so that he will be adequately prepared to do the OT Levels. The DCSI-trained C/S then programs the case so that this can occur and the pc is informed he should continue with his auditing program.

In the case where the person wanting to attest clearly hasn't made it (as evidenced from results or the DCSI steps), he would be told so. There may be some ability or state of being he did achieve that he may wish to attest to and he should be allowed to do so.

In both the above cases the person very likely has made some big gain or achieved a new ability, so this would be validated and he would be given an appropriate acknowledgement on his win.

(Refs:

HCOB/PL 29 Aug 80, KSW Series 23,

HCOB/PL 30 Aug 80, KSW Series 24,

HOW NOT TO MISS OUT ON
GAINS FROM YOUR AUDITING
WINS, «STATES», AND GRADE
CHART DECLARES)

NEXT STEP FOR DIANETIC CLEARS

Use HCOB 1 Dec 78R, Dianetic Clear Series 10, PROGRAMMING THE DIANETIC CLEAR FOR HIS NEXT STEP, as a guide when programming the Dianetic Clear for his next action.

SUMMARY

Keep in mind that a good percentage of the cases you see who by origination want to attest to Dianetic Clear will have achieved the state. The C/S, trained in C/Sing

the DCSI, follows the guidelines set forth here and applies all the HCOBs on the subject, so that those who have attained Dianetic Clear as well as those who haven't will be able to move on swiftly up the Bridge on the right gradient.

All C/Ses should get trained on the delivery of DCSIs, maintain their Ivory Towers, make full use of the C/S Series, the data in this bulletin, the Keeping Scientology Working Series and the Dianetic Clear Series. It is already going well and this additional data will handle the various situations that come to light.

L. RON HUBBARD

FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 9 FEBRUARY 1979
REISSUED 12 APRIL 1983

(Reissued as part of the Keeping Scientology Working Series.)
(Also issued as HCO PL 9 Feb 79, Issue II, same title.)

Remimeo

Keeping Scientology Working Series 23

HOW TO DEFEAT VERBAL TECH

1. If it isn't written it isn't true.
2. If it's written, read it.
3. If you can't understand it, clarify it.
4. If you can't clarify it, clear the Mis Us.
5. If the Mis Us won't clear, query it.
6. Get it validated as a written order.
7. Force others to read it.

IF IT CAN'T BE RUN THROUGH AS ABOVE IT'S FALSE!

L. RON HUBBARD
FOUNDER

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Remimeo
HCO
Tech Qual

Keeping Scientology Working Series 24

VERBAL TECH: PENALTIES

(Ref: HCOB/HCO PL 9 Feb 79, HOW TO DEFEAT VERBAL TECH)

ANY PERSON FOUND TO BE USING VERBAL TECH SHALL BE SUBJECT TO A COURT OF ETHICS.

THE CHARGES ARE: GIVING OUT DATA WHICH IS CONTRARY TO HCO BULLETINS OR POLICY LETTERS, OR OBSTRUCTING THEIR USE OR APPLICATION. CORRUPTING THEIR INTENT, ALTERING THEIR CONTENT IN ANY WAY. INTERPRETING THEM VERBALLY OR OTHERWISE FOR ANOTHER, OR PRETENDING TO QUOTE THEM WITHOUT SHOWING THE ACTUAL ISSUE.

ANY ONE OF THESE CATEGORIES CONSTITUTES VERBAL TECH AND IS ACTIONABLE PER THE ABOVE.

L. RON HUBBARD
FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 5 MARCH 1979RA
RE-REVISED 31 MARCH 1981

Remimeo
All Orgs
All Missions
C/Ses
Auditors
Ds of P
Tech
Qual
HCO
Ethics Officers
KOTs

(Revised to clarify paragraph 5, to give references which apply to this issue
and to include this issue as part of the Dianetic Clear Series.)

(Revisions in Script)

Dianetic Clear Series 11

DIANETIC CLEAR FALSE DECLARES

REF: HCOB 29 Aug 80 KSW Series 23
HOW NOT TO MISS OUT ON GAINS FROM YOUR AUDITING
HCOB 19 Jun 71 C/S Series 46 DECLARES

Any org or mission staff declaring a Dianetic Clear «achieved in other practices»
is subject to expulsion from the Church.

Technically, a very few thetans have never been anything but Clear. These few
didn't «go Clear» on anything; they have simply always been Clear. When a natural
Clear is found it should be so stated. To assign this condition to some other practice is
a suppression of Dianetics and Scientology.

Anyone evaluating for or feeding a preclear data to persuade him to declare
Dianetic Clear is also actionable.

Anyone suppressively validating squirrel practices or groups by stating they are
producing Dianetic Clears is also actionable as above, as it is not possible. It requires
the exact application of Scientology and/or Dianetic technology to bring a preclear up to
the state of Clear.

Falsely declaring a person Clear, Dianetic Clear or natural Clear who isn't, and
failing to declare one who made it on Dianetics or the Clearing Course or who has
always been Clear, are also actionable.

People don't go Clear in garbage eating or psychiatry—they perish. Thus herding
people into their hands by falsely validating them is suppressive.

Any and all such false declares are cancelled.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 APRIL 1979R

REVISED 31 MARCH 81

All Orgs &
Missions
All C/Ses
NED Auditors
Scn Auditors
Qual/Tech Staff
HCO
KOTs

(This bulletin has been revised to update its references, extend its distribution and to include the issue as part of the Dianetic Clear Series.)

(Revisions in Script)

Dianetic Clear Series 12

C/S Series 106R

AUDITING THE DIANETIC CLEAR

REF: HCOB 1 Dec 78R	Dianetic Clear Series 10
Rev. 31 Mar 81	PROGRAMMING THE DIANETIC CLEAR FOR HIS NEXT STEP
HCOB 8 Oct 70	C/S Series 20 PERSISTENT F/N
HCOB 19 Apr 72	C/S Series 77 «QUICKIE» DEFINED

It has recently come to my attention that some auditors are delivering Grades in outrageously short periods of time to Dianetic Clear pcs and only giving Quad Grades to the Dianetic Clear without making full use of the Expanded Grades. Such pcs are being denied the full gains of the grade processes due to Quickie Grades—out-tech.

From this point forward, anyone auditing Grades on a pc who has attested to Clear before Clearing Course level must:

- 1) M9 and starrate HCOB 8 Oct 70 C/S Series 20 PERSISTENT F/N,
- 2) M9 and starrate HCOB 19 Apr 72 C/S Series 77 «QUICKIE» DEFINED, and
- 3) Clay Demo the consequences of Quickie Grades.

It is the responsibility of the C/S to see that the above checkouts occur without stopping or slowing delivery lines.

These actions will ensure that the Dianetic Clear has the opportunity to attain all the benefits of the Grades. In addition to the immediate abilities gained from the Grades being properly delivered, having his Grades really IN will prevent the pre-OT from running into difficulties on the OT Levels.

The Grades are a very essential part of the Grade Chart and must not be delivered over a persistent F/N or skimped on in any way. Let's Keep Scientology Working!

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 17 JULY 1979R

ISSUE I

REVISED 2 SEPTEMBER 1981

Remimeo
Word Clearers
Tech
Qual
Staff

(The only revision is to clarify, in the first paragraph, how any error or omission in the comprehension of status classifies as a misunderstood, by giving examples of misunderstood status.)

(Revision in Script)

Word Clearing Series 64R

THE MISUNDERSTOOD WORD DEFINED

Ref:

HCOB 23 Mar 78RA	Word Clearing Series 59RA
Rev. 14.11.79	CLEARING WORDS
HCOB 25 Jun 71R	Word Clearing Series 3R
Rev. 25.11.74	BARRIERS TO STUDY
HCOB 26 Mar 79RB	Esto Series 35RB
Rev. 2.9.79	Word Clearing Series 60RB Product Debug Series 7R
	MISUNDERSTOOD WORDS AND CYCLES OF ACTION

«MIS-UNDERSTOOD» or «NOT-UNDERSTOOD» are terms used to define any error or omission in comprehension of a word, concept, symbol or status. (As examples of misunderstood status, one could misunderstand an object's location or its time factor, or the state or condition of someone or something.)

Most people go around thinking that a misunderstood is just something they obviously don't know—a «not-understood».

A «not-understood» is a misunderstood but there are additional ways a person can misunderstand a word.

A MISUNDERSTOOD WORD OR SYMBOL IS DEFINED AS A WORD OR SYMBOL FOR WHICH THE STUDENT HAS:

1. A FALSE (TOTALLY WRONG) DEFINITION: A definition that has no relationship to the actual meaning of the word or symbol whatsoever.

Example: The person reads or hears the word «cat» and thinks that «cat» means «box». You can't get more wrong.

Example: A person sees an equals sign (=) and thinks it means to subtract something twice.

2. AN INVENTED DEFINITION: An invented definition is a version of a false definition. The person has made it up himself or has been given an invented definition. Not knowing the actual definition he invents one for it. This is sometimes difficult to detect because he is certain he knows it, after all he invented it himself. There is enough protest preceding his invention of it to make it read on a meter. In such a case he will be certain he knows the definition of the word or symbol.

Example: The person when very young was always called «a girl» by his pals when he refused to do anything daring. He invents the definition of «girl» to be «a cowardly person».

Example: A person never knew the meaning of the symbol for an exclamation point (!) but seeing it in comic strips as representing swear words invents the definition for it «a foul curse» and regards it accordingly in everything he reads.

3. AN INCORRECT DEFINITION: A definition that is not right but may have some relationship to the word or symbol or be in a similar category.

Example: The person reads or hears the word «computer» and thinks it is «typewriter». This is an incorrect meaning for «computer» even though a typewriter and a computer are both types of machines.

Example: A person thinks a period (.) after an abbreviation means that you halt in reading at that point.

4. AN INCOMPLETE DEFINITION: A definition that is inadequate.

Example: The person reads the word «office» and thinks it means «room». The definition of the word «office» is: «a room or building in which a person transacts his business or carries on his stated occupation». (Ref:

Funk and Wagnalls Standard Dictionary of the English Language) The person's definition is incomplete for the word «office».

Example: The person sees an apostrophe (') and knows that it means that something is owned ('s) but does not know that it also is used to show that a letter has been left out of a word. He sees the word «can't» and immediately tries to figure out who can is.

5. AN UNSUITABLE DEFINITION: A definition that does not fit the word as it is used in the context of the sentence one has heard or read.

Example: The person hears the sentence: «I am dressing a turkey». The person's understanding of «dressing» is «putting clothes on». That is one definition of «dressing» but it is an unsuitable definition for the word as it is used in the sentence he has heard. Because he has an unsuitable definition he thinks someone is putting clothes on a turkey. As a result the sentence he has heard doesn't really make sense to him. The definition of «dressing» that correctly applies in the sentence he has heard is: «to prepare for use as food, by making ready to cook, or by cooking». (Ref: The Oxford English Dictionary)

The person will only truly understand what he is hearing when he has fully cleared the word «dressing» in all its meanings, as he will then also have the definition that correctly applies in the context.

Example: The person sees a dash (-) in the sentence: «I finished numbers 3 - 7 today». He thinks a dash is a minus sign, realizes you cannot subtract 7 from 3 and so cannot understand it.

6. A HOMONYMIC (one word which has two or more distinctly separate meanings) DEFINITION: A homonym is a word that is used to designate several different things which have totally different meanings; or a homonym can be one of two or more words that have the same sound, sometimes the same spelling, but differ in meaning.

Example: The person reads the sentence: «I like to box». The person understands this sentence to mean that someone likes to put things in «containers».

The person has the right meaning for the word «box», but he has the wrong word! There is another word «box» which is being used in the sentence he has just read and means: «to fight another in a boxing match». (Ref: Funk and Wagnalls Standard Dictionary of the English Language)

The person has a misunderstanding because he has a homonymic definition for the word «box» and will have to clear the second word «box» before he understands the sentence.

Example: The person sees a plus sign (+) and as it resembles a cross he thinks it is something religious.

Example: The person hears the word «period» in the sentence: «It was a disorderly period in history» and knowing that «period» comes at the end of a sentence and means stop, supposes that the world ended at that point.

Example: Homonymic misunderstandings can also occur when a person does not know the informal or slang usage of a word. The person hears someone on the radio singing: «When my Honey walks down the street». The person thinks «a thick, sweet, yellow or golden liquid, good to eat, that bees make out of the nectar they collect from flowers» is walking down the street! He doesn't know the informal definition of «honey» which is:

«sweet one: a pet name», which is how it is being used in the song.

(Ref: Funk and Wagnalls Standard Dictionary of the English Language)

7. A SUBSTITUTE (SYNONYM—a word which has a similar but not the same meaning) DEFINITION: A substitute definition occurs when a person uses a synonym for the definition of a word. A synonym is not a definition. A synonym is a word having a meaning similar to that of another word.

Example: The person reads the word «portly» and thinks the definition of the word is «fat». «Fat» is a synonym for the word «portly». The person, has a misunderstanding because the word «portly» means: «of a stately appearance and carriage; impressive, especially on account of size». (Ref: Funk and Wagnalls Standard Dictionary of the English Language) The person does not have the full meaning of «portly» if he thinks it just means «fat».

Knowing synonyms for words increases your vocabulary but it does not mean you understand the meaning of a word. Learn the full definition for a word as well as its synonyms.

8. AN OMITTED (MISSING) DEFINITION: An omitted definition is a definition of a word that the person is missing or is omitted from the dictionary he is using.

Example: The person hears the line «The food here is too rich». This person knows two definitions for the word «rich». He knows that «rich» means «having much money, land, goods, etc.» and «wealthy people». Neither of these definitions make much sense to him in the sentence he has just heard. He cannot understand what food could have to do with having a lot of money.

Omitted definitions can come about from using dinky dictionaries. If the person had looked up «rich» in a small paperback dictionary, he would probably still be stuck with his misunderstanding. A dinky dictionary probably will not give him the definition he needs. In order to understand the word he would have to get a good sized dictionary to ensure it gives him the omitted definition which is: «having in a high degree qualities pleasing to the senses; luscious to the taste: often implying an unwholesome excess of butter, fats, flavoring, etc.» (Ref:

Funk and Wagnalls Standard Dictionary of the English Language)

Example: The person reads «He estimated the light at f 5.6.» He can't figure what this «f» is, so he looks up «f» in the American Heritage Dictionary and wonders if it is temperature or money or sports for «foul» or maybe the money «franc». The text doesn't refer to France so he can't figure it out. Omitted in the American Heritage is the photography definition of «f» which simply means «the number which shows the width of the hole the light goes through in the lens». The moral of this is to have enough dictionaries around.

NOTE: It can occur that an accurate definition for a word is not given in any dictionary which is an error in the language itself.

9. A NO-DEFINITION: A no-definition is a «not-understood» word or symbol.

Example: The person reads the sentence «The business produced no lucre». No understanding occurs, as he has no definition for «lucre». The word means: «money, especially as the object of greed; gain». (Ref: Funk and Wagnalls Standard Dictionary of the English Language) It isn't that he has the word incorrectly, unsuitable or any other way defined, he has no definition for it at all. He has never looked it up and gotten it defined. Thus he does not understand it. The definition does not exist for him until he looks it up and gets it clearly understood.

Example: The person sees a dot at the end of a word on a printed page and having no definition for «a period (.)» tends to run all of his sentences together.

10. A REJECTED DEFINITION: A rejected definition is a definition of a word which the person will not accept. The reasons why he will not accept it are usually based on emotional reactions connected with it. The person finds the definition degrading to himself or his friends or group in some imagined way or restimulative to him in some fashion. Although he may have a total misunderstood on the word he may refuse to have it explained or look it up.

Example: The person refuses to look up the word «mathematics». He doesn't know what it means, he doesn't want to know what it means, and he won't have anything to do with it. A discussion of why he refuses to look it up discloses that he was expelled from school because he flunked with violence his first month of his first course in mathematics. If he were to realize that he flunked because he didn't know what he was supposed to study he would then be willing to look the word up.

Example: The person refuses to look up the definition of asterisk (*). On discussion it turns out that every time he sees an asterisk on the page he knows the material will be «very hard to read» and is «literary», «difficult» and «highbrow».

Discussion of why he won't look it up usually reveals and releases the emotional charge connected with it which he may never have looked at before. Properly handled he will now want to look it up, having gained an insight into why he wouldn't.

Any word you come across which fits one or more of the above definitions of a misunderstood word or symbol must be cleared up, using a good size dictionary or more than one dictionary or text book or encyclopedia.

It is catastrophic to go on past or ignore a misunderstood word or symbol as one simply will not understand what he is studying.

A student must discipline himself not to go past misunderstood words. He should learn to recognize from his reaction to what he is reading, especially the mental blankness which usually ensues right after one, that he has gone by a misunderstood. He should look them up and get them fully defined before going on with his reading. Students must be persuaded to do this. It is a self-discipline that has to be learned.

The definitions of «misunderstood» and «not-understood» and their different types, must be clearly understood by a person seeking to clear them in himself and others. The commonest error in word clearing is for the person being word cleared to believe that a misunderstood is something he simply does not know. With this limited definition he cannot adequately be word cleared nor can he adequately word clear others. So these definitions of «misunderstood» and «not-understood» should be very well known as it will often be necessary to clarify them to the person being word cleared.

Good reading.

L. RON HUBBARD
FOUNDER

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(Revisions in Script)

Remimeo
Exec Hats
Tech & Qual
Hats
HAS Hat
Dir I&R
LRH Comm Hats
Interns
KOTs
All Orgs
All Missions
All Auditors
All C/Ses
All Cramming Officers

(With the revision of this issue, Method 9 Word Clearing is no longer mandatory in High Crime checkouts or on Internships. As the requirement of M9 resulted in High Crime checkouts taking too long and being backlogged or completely omitted, a new and highly successful method of word clearing and doing High Crime checkouts has been developed. This new method has been thoroughly tested and takes 80% less time to do but has resulted in zero flubs and crams on materials checked out in this way.)

HIGH CRIME—ADDITION

HIGH CRIME CHECKOUTS AND WORD CLEARING

Ref:

HCOB	24 Oct 76R	C/S Series 96R (Modified by this HCOB/PL)
HCOB	30 Jan 73RB	Word Clearing Series 48RB
		METHOD 9 WORD CLEARING THE RIGHT WAY
HCOB/PL	26 Mar 79R	Esto Series 35R
Rev.	25.5.79	Word Clearing Series 60R
		MISUNDERSTOOD WORDS
		AND CYCLES OF ACTION
HCOB	16 Jul 79	Product Debug Series 5 Word Clearing Series 63
		THE «ELUSIVE» MIS-U OR CRASHING MIS-U
HCO PL	8 Mar 66	HIGH CRIME
HCO PL	4 Apr 72R III	ETHICS AND STUDY TECH
HCO PL	24 Sep 64	INSTRUCTION AND EXAMINATION,
		RAISING THE STANDARD OF
HCO PL	4 Oct 64	THEORY CHECKOUT DATA Reiss. 21.5.67

For many years the top Auditors, Case Supervisors and Supervisors have used word clearing in their High Crime Checkouts, but until now there has not been an issue that makes this a mandatory action.

From now on, High Crime Checkouts require word clearing in addition to starrates. The miracle results of word clearing make all the difference in the world to the quality of technical delivery.

CONSEQUENCES OF NO WORD CLEARING

Lack of word clearing has recently brought about some false declares and a return of Quickie Grades.

In many orgs it was found that new HCOBs were not being word cleared AT ALL.

The right thing to do is make full use of Word Clearing Technology.

If a persons goes past a misunderstood in the materials he is trying to study, he will go blank on the following section of the materials, he will not understand the materials, will not be able to apply them, will often get very confused ideas about what he thinks the materials stated, and will alter tech!

WORD CLEARING REQUIREMENTS

The purpose of High Crime Checkouts on anyone doing Tech or Qual functions, is to ensure that the materials have been studied, duplicated, understood and will be applied exactly. This is done in order to guarantee 100% Standard Tech in training and processing.

From now on the following is required in all High Crime Checkouts:

1. Go through the material, look for and clear the definitions of each word or term you do not fully understand, and use the word or term in sentences until you understand it conceptually.
2. Then study the material for understanding, and for how you are going to apply it.
3. With your twin, demonstrate the important theory principles and rules. Drill commands, questions and actions.
4. Get a meter check done on each page of the material to find out if there is any misunderstood on it (Method 4). If there is any misunderstood or confusion, it is to be cleared, and then study that page again (as the section following the misunderstood would have been a blank in the student's memory). Each page of the material is to be handled this way.
5. Then get a starrated checkout, done in accordance with: HCO PL 24 Sep 64 INSTRUCTION AND EXAMINATION, RAISING THE STANDARD OF; HCO PL 4 Oct 64, Reiss. 21 May 67, THEORY CHECKOUT DATA; HCO PL & Mar 66 HIGH CRIME.

If this checkout is flunked, repeat steps 1 through 5.

MATERIALS STUDIED MUST BE FULLY CLEARED OF MISUNDERSTOODS, AND STUDIED AND DEMONSTRATED TO FULL CONCEPTUAL UNDERSTANDING. COMMANDS AND ACTIONS MUST BE DRILLS UNTIL FLUBLESS.

When the checkout has been passed it is recorded on the intern's checksheet, or in the case of Tech/Qual personnel, in the High Crime log, in the Qualifications Division.

Should anyone bog doing the steps 1 through 5 above, then Qual personnel are expected to handle with False Data Stripping, Crashing Misunderstood handling, Method 9 Word Clearing, Debug Tech, Word Clearing Correction List, Cramming Repair List, Study or Student Correction Lists.

ETHICS PENALTY

Violations of High Crime policy are High Crimes per the Justice Code. High Crime Checkouts are required of Tech and Qual staff in order to safeguard Technology and to Keep Scientology Working. Therefore, the following are actionable:

1. WHENEVER A CASE IS FOUND TO HAVE BEEN LOUSED UP AND THE AUDITOR AND/OR CASE SUPERVISOR HAS NOT DONE HIS HIGH CRIME CHECKOUTS ON THE ACTIONS BEING AUDITED, AND/OR C/Sed ON THE CASE, THE AUDITOR AND/OR CASE SUPERVISOR IS SUBJECT TO AN IMMEDIATE COMM EV.
2. IF THE HIGH CRIME LOG IS NOT KEPT UP TO DATE THEN THE CRAMMING OFFICER IS SUBJECT TO AN IMMEDIATE COURT OF ETHICS, AND IF REPEATED, TO A COMM EV.

3. IF ANY STUDENT BLOWS OR IS LATER FOUND TO BE UNABLE TO APPLY THE MATERIALS HE HAS STUDIED, THEN THE SUPERVISOR RESPONSIBLE IS LIABLE TO COMM EV IF HIS/HER HIGH CRIMES ON SUPERVISION HAVEN'T BEEN DONE.

4. ALL TECH/QUAL EXECUTIVES SHARE RESPONSIBILITY FOR ENSURING THAT HIGH CRIMES ARE DONE BY THEIR STAFF, AND MAY BE NAMED AS INTERESTED PARTIES IN ANY JUSTICE ACTION TAKEN ON HIGH CRIME POLICY VIOLATIONS.

5. ANY FAILURE TO KEEP HIGH CRIME POLICY IN, OR ANY NEGLIGENCE ABOUT IT, OR PERMITTING HIGH CRIME CHECKOUTS TO BACKLOG, CAN RESULT IN A JUSTICE ACTION NOT ONLY ON THE TECH/QUAL PERSONNEL INVOLVED, BUT ALSO ON THE EXECUTIVES THAT ARE SENIOR TO THE TECH/QUAL DIVISIONS, THE LOCAL KEEPER OF TECH, AND THE EXECUTIVES OF THE ORGANIZATION. WHETHER TECHNICALLY TRAINED OR NOT, ALL OF THE ABOVE ARE SUBJECT TO SUCH A JUSTICE ACTION.

FORMER HIGH CRIME CHECKOUTS

Where High Crime Checkouts have been done previously and attested they remain valid. But, if the Auditor, Case Supervisor or Word Clearer is later crammed on those materials the cramming must include full use of Word Clearing, Student Corrective actions and Qual Corrective actions.

Where False Data Stripping, Crashing Mis-U Tech, O/W handling and Service Facsimile Tech are available and in use, these are to be employed in Qual (but not as part of a High Crime Checkout, as the «checkout» is done to ensure that the person has studied, does understand and can apply the material).

A new method of doing High Crime Checkouts has been given in this issue. This does not relieve Qual of its usual function of fully using Word Clearing, Study Tech, and other Qual Corrective actions. And when Qual finds that any of these actions have been flubbed, Qual ensures that the person who flubbed the action is corrected, as well as correcting the person the action was flubbed on.

TECHNICAL RESULTS

The Technology works when it is applied exactly.

Exact application depends on complete understanding.

Complete understanding depends on freedom from misunderstood words.

L. RON HUBBARD
FOUNDER

Revision assisted by
Senior C/S Int
for the
BOARDS OF DIRECTORS
of the

CHURCHES OF SCIENTOLOGY

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 SEPTEMBER 1979R

REVISED 26 AUGUST 1981

(Revisions in Script)

(Ellipses Indicate Deletions)

Remimeo
Cramming Officers
C/Ses
Review Auditors
Qual

Cramming Series 19R

FLYING RUDS IN CRAMMING

Ref: HCOB 15 Oct 74	Cramming Series 14 CRAMMING OVER OUT RUDS
HCOB 2 Jun 78RA Re-rev. 30.8.81 HCOB 21 Dec 79	Cramming Series 18RA CRAMMING REPAIR ASSESSMENT LIST C/S Series 107, Cramming Series 20 AUDITOR ASSIGNMENT POLICIES. CRAMMING ASSIGNMENT POLICIES
HCOB 11 Jan 80 I	C/S Series 108, Cramming Series 21 QUAL CORRECTIVE ACTIONS ON OTS
HCOB 11 Aug 78 I	RUDIMENTS DEFINITIONS AND PATTERN

BEFORE BEGINNING THE CRAMMING CYCLE:

FIRST CHECK THE PERSON'S PC FOLDER TO ENSURE HE IS NOT IN THE MIDDLE OF (OR C/SED FOR) INT REPAIR, INT HANDLING OR THE HANDLING OF OUT LISTS. IF INT OR LISTS ARE OUT THESE MUST BE HANDLED BEFORE ANY OTHER METERED ACTION IS DONE.

ALSO CHECK TO ENSURE THE PERSON IS NOT IN THE MIDDLE OF AN ENGRAM CHAIN OR ANOTHER QUAL CORRECTIVE ACTION SUCH AS PRODUCT DEBUG OR CRASHING MU FINDING, ETC. AND THAT THE PC IS NOT C/SED TO GET A FLUBBED ACTION REPAIRED.

IF YOU FIND ANY OF THE ABOVE, ENSURE THE PERSON IS GOTTEN INTO CRAMMING AS SOON AS THE INCOMPLETE CASE OR CORRECTIVE ACTIONS ARE COMPLETED.

Per HCOB 15 Oct 74 CRAMMING OVER OUT RUDS, a Cramming Officer must not try to cram over out-ruds. Despite this, there still have been instances of persons being «handled» in cramming without the ruds having been gotten in, so no handling got done at all.

HOW TO FLY RUDS IN CRAMMING

TO BEGIN ... CRAMMING ..., ASSESS THE RUDS INCLUDING OVERTS, INVALIDATION

AND EVALUATION AND FLY ANY THAT READ. THEN WHEN YOU HAVE CLEARED UP THE READS

TO F/Ns AND HAVE AN F/N. BEGIN THE EXACT CRAMMING ORDERS INDICATED.

You can mimeo a small form on which to assess these and mark reads which will save time. The form would look like this:

«Is there (normally used when flying ruds
at the beginning of cramming)
or,

«On (subject) , is there (used when the Cramming Officer wishes
to address the rudiments to a specific subject)

an ARC break?» _____

a present time problem?» _____

a withhold?» _____

an overt?» _____

«Is there an
Invalidation?» _____

Evaluation?» _____

The Cramming Officer would assess on the form above and clip it to the worksheets. (If no reads on the list but person is not F/Ning, check Suppress or Invalidate on the list and handle.)

Note: A person's ruds can also go out during a cram, at which point they must be put in.

PREVIOUSLY MIS-DONE CRAMMING

Mis-done crammings and failure to fly the ruds in cramming will mess up staff members, and undisclosed overts and withholds will prevent any gain, not just in auditing but in word clearing or cramming or other Qual corrective actions.

Resistance to cramming, protest of cramming or natter about cramming, or other Qual corrective actions are indicative of out-ruds, especially overts and withholds against cramming or Qual or on the subject on which the cramming order was written. These symptoms of resistance or natter can also stem from having been crammed over out-ruds in the past, or having been mishandled in cramming.

The way to handle someone who has been crammed over out-ruds in the past is to assess the following and fly each reading line to F/N (check Suppress or Invalidate if no reads on the list):

«Has cramming been done over
an ARC break?» _____

a present time problem?» _____

a withhold?» _____

an overt?» _____

an Invalidation?» _____

an Evaluation?» _____

If someone is nattery or upset about Cramming, Qual correction actions, or Qual, use the assessment above on the subject of their complaint. E.g. you could assess: «Has word clearing been done over ?»

If the above does not resolve the matter fully, use the Cramming Repair Assessment List (HCOB 2 Jun 78RA), or other specific lists such as the Word Clearing Correction List (WCCL).

CRAMMING OFFICER QUALIFICATIONS

Because the Cramming Officer is required to do these actions, he or she must get checked out on how to do them. Possibly a reason why some did not fly the ruds despite HCOB 15 Oct 74 CRAMMING OVER OUT RUDS, is that the Cramming Officer did not know how to fly ruds and had not gotten himself trained to do so, then either didn't fly ruds before he attempted to do the cramming order, or did not do the cramming order at all «because the ruds were out.» Both or these errors show an effect attitude that no real Cramming Officer (or Scientologist for that matter) would be guilty of. Cramming Officers get tech in and being applied, staff members successful and winning on their post and are therefore very causative.

A CRAMMING OFFICER MUST GET CHECKED OUT ON FLYING RUDS AND OVERTS AS THESE ARE VITAL TECH OF THE CRAMMING HAT. IF A CLASSED AUDITOR, HE MUST GET CHECKED OUT ON USE OF CORRECTION LISTS SUCH AS THE CRAMMING REPAIR ASSESSMENT LIST, WCCL, ETC. FAILURE TO CHECK OUT ON AND USE THE TECH OF THE POST IS AN ETHICS MATTER.

CAUTION

It has happened that Cramming Officers have made flying someone's ruds overly complex. Formal sessions have been done to get a person's ruds in before a cram when the person was already F/N, VGIs. This and other complications stem from not understanding what rudiments are, how to recognize when they are out and how to put them in.

The definition of rudiment as «that which is used to get the pc in shape to be audited that session» could be applied to cramming to mean «that which is used to get the person in shape to be crammed.» If the person is not in shape to be crammed you must get him in shape to be crammed or you risk getting no result or even messing the person up. But when the person is F/Ning and ready to get on with it, get on with it.

Additionally, a Cramming Officer who knows how to fly ruds should also know to check that the person has had enough food and rest and to check the person's metabolism. (Done by having the person take a deep breath and let it out. The needle should give a latent fall in order to fly ruds. Ref. HCOB 4 Dec 77, CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER)

WORKSHEETS

The worksheets (W/Ses) of all such actions (i.e. ruds, word clearing, crammings, Cramming Repair Lists, Product Debug Assessments and any other Qual corrective action), are put in the pc folder and sent to the Case Supervisor (C/S). The C/S will correct any out-tech or failure to fully handle, and in the case of no F/N at Exams or other out-tech, red tags the folder, until the matter is fully repaired.

These worksheets must be complete, accurate and legible. In the case of a non-F/N Exam or other Bad Indicator, these have rush priority and must be handled fast. All the rules regarding worksheets apply to cramming and any other Qual corrective actions.

IS A C/S NEEDED BEFORE FLYING RUDS IN CRAMMING?

Someone may wonder if he needs to get a C/S to fly the ruds before doing so in a cramming action. The answer is: no. You do not need to get the pc's folder to the C/S before you fly the ruds in cramming. To do so would make an unnecessary delay, and you don't need a C/S to fly somebody's ruds.

The C/S (Case Supervisor instruction) is contained in this issue, and that is what you do.

FOLDER CHECK BEFORE CRAMMING

Sometimes a staff member has been known to have been started on and left incomplete on several different actions. E.g. the staff member is started on a cramming order, but before this is complete, someone starts doing a Crashing Misunderstood handling on him, they end for lunch and after lunch someone tries to start yet another action on the staff member. This is a serious situation indeed and it could be enough to spin somebody. So it is mandatory that before starting an action, you must check the folder first. Cramming orders and flying ruds in cramming and other Qual corrective actions do not require C/S OK before doing them as this would put an unnecessary and arbitrary delay on the line, and could be used as an excuse not to do the action. (E.g. «I couldn't fly his ruds because I didn't have a C/S to 'Fly the Ruds,' so I

didn't do anything.») But since one would not start a new cycle in the middle of another incomplete cycle, and would not try to fly ruds or word clear over out-Int or out-lists (provided these really were out and not just a False or Protest read), the folder must be checked by the person who is going to do the action (this only takes a minute to do).

BEFORE STARTING A CRAMMING OR OTHER QUAL CORRECTIVE ACTION, LOOK IN THE FOLDER TO ENSURE THE PERSON ISN'T IN THE MIDDLE OF ANOTHER QUAL CORRECTIVE ACTION, OR C/SED TO GET A FLUBBED ACTION REPAIRED. AFTER THE CRAMMING OR OTHER QUAL CORRECTIVE ACTION, SEND THE FOLDER TO THE CASE SUPERVISOR WITH LEGIBLE WORKSHEETS ON WHAT YOU DID AND THE EXAM FORM.

FESing

If a person has been «crammed» or has had other Qual corrective actions and has gotten worse, or made no improvement, then get all Qual corrective actions done on the person FESed by the Case Supervisor, and a program and C/S to repair these, and get that program done. Comm Ev anyone who interrupts or cross-orders or prevents such a program from being done, as that would be suppressive. Such a program has the priority of repairing a flubbed session and the folder is red tagged, until handled.

USE THE TECH

There are several new Qual corrective actions as well as all the earlier tools of cramming. These produce spectacular results when done correctly. Use this tech to make greatly enhanced staff members.

YOUR CRAMMING WILL BE MANY TIMES MORE EFFECTIVE AND POPULAR IF YOU DO IT WITH THE CORRECT TECH.

L. RON HUBBARD

FOUNDER

As assisted by

Snr C/S Int

Revision assisted by

Research and Technical

Compilations Unit

Accepted by the

BOARD OF DIRECTORS of the

CHURCH OF SCIENTOLOGY

of CALIFORNIA

BDCSC:LRH:RTC:DM:bk

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HCOB 24.9.79R

Rev. 26.8.81

ATTACHMENT 1

You can mimeo a small form on which to assess these and mark reads which will save time. The form would look like this:

«Is there

or,

«On (subject) , is there

an ARC break?» _____

a present time problem?» _____

a withhold?» _____

an overt?» _____

«Is there an

Invalidation?» _____

Evaluation?» _____

The Cramming Officer would assess on the form above and clip it to the worksheets. (If no reads on the list but the person is not F/Ning, check Suppress or Invalidate on the list and handle.)

HCOB 24.9.79R
Rev. 26.8.81
ATTACHMENT 2

The way to handle someone who has been crammed over out-ruds in the past is to assess the following and fly each reading line to F/N. (Check Suppress or Invalidate if no reads the list):

«Has cramming been done over
an ARC break?» _____
a present time problem?» _____
a withhold?» _____
an overt?» _____
an Invalidation?» _____
an Evaluation?» _____

If someone is nattery about Cramming, Qual Correction actions, or Qual, use the assessment above on the subject of their complaint. E.g. you could assess: «Has word clearing been done over?»

If the above does not resolve the matter fully, use the Cramming Repair Assessment List (HCOB 2 June 78RA), or other specific list such as the Word Clearing Correction List (WCCL).

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 JANUARY 1980R

REVISED 10 APRIL 1980

Remimeo
All Staff
BPI
(Revisions in Script)
(Ellipses indicate Deletions)

PURIFICATION RUNDOWN AND ATOMIC WAR

References:

HCOB 6 Feb 78RA	THE PURIFICATION RUNDOWN REPLACES
Rev. 4.12.79	THE SWEAT PROGRAM
HCOB 6 Feb 78RA-1	THE PURIFICATION RUNDOWN—Add. 20.12.79
	ERRATA AND ADDITIONS
PAB 74, 6 Mar 56	OFFICE IN IRELAND
Technical Bulletins Vol II, pg 376	
ABILITY 47, 1957, ca	THE RADIATION PICTURE AND
	mid-May SCIENTOLOGY
Technical Bulletins Vol III, pg 44	
HCOB 3 Jun 57	EXPLANATION OF THE ABERRATIVE
	CHARACTER OF RADIATION
Technical Bulletins Vol III, pg 52	
PAB 119, 1 Sep 57	THE BIG AUDITING PROBLEM
Technical Bulletins Vol III, pg 107	
HCOB 27 Dec 65	VITAMINS
Technical Bulletins Vol VI, pg 123	
BOOK: ALL ABOUT RADIATION, May 1957	

I want Scientologists to live through World War III.

And I want them to be able to continue to make all the spiritual gain which is there to be had in their Dianetics and Scientology guidance and counseling.

There are factors in the society today which contribute to the restimulation of the effects of toxic substances in the environment upon the thetan, the being himself.

Atomic War has been more or less neglected as a news subject since the late '50s. But that doesn't make it any less a threat. All it takes is one psychopath politician with access to the war-peace button. And today there are a dozen atomic armed nations.

Further, the increased use of atomic power for electrical supply (without also developing proper tech and safeguards in its use) poses a non-military threat.

And the deterioration of the upper atmosphere of the planet, by jets and pollutants, is year by year letting more and more sun radiation through to the planetary surface.

Apparently, radiation can cause a cumulative effect. And, like an engram; has earlier similars back to a basic engram. It would seem therefore, that the more one is exposed to radiation the greater the restimulation and the less resistance he has and the more effect the radiation has on him. In other words, a build up occurs.

The primary purpose of the Purification Rundown is the Spiritual improvement of the person by handling the restimulative effects of the accumulation of drugs and toxic substances.... And, according to the success stories pouring in, it certainly does that.

One of the parts of the Purification Rundown is Niacin. The discoveries I made with this vitamin in the '50s began with its apparent effect on the restimulation of the being by radiation exposure. At that time there was a lot of bomb testing and general radiation exposure and we had lots and lots of preclears who had been subjected to atomic tests, atomic accidents and, in at least one case, to materials that had been part of an old atomic explosion. We were engaged in the spiritual salvaging of these people and we succeeded in that.

As radiation would seem to be cumulative, once one has gotten rid of the cumulative effect of it and the restimulation of the spiritual being that this engenders, one could be far less subject to new blasts of it and their restimulative effects. In other words, once a basic has been run out or handled, new incidents of a similar kind become very minor. While there is no claim that one would be made wholly immune to new incidents, he could be far less spiritually affected by them and freer spiritually as an individual to cope with them.

.....

Bombarded by radiation from atomic plant fallout, from lessened atmosphere protection, people today are far more subject to being victims in the time of atomic war. The cumulative effect of radiation has set them up to a rapid demise in the face of heavy atomic fallout.

With individuals thus far more subject to being spiritually affected by all of this, it brings us to the interesting probability that those who have had a full and competent Purification Rundown could fare better than others not so fortunate....

And that poses the interesting possibility that only Scientologists will have had the spiritual gain that would enable them to function in areas experiencing heavy fallout in an Atomic War.

I want all Scientologists to have the benefit of such spiritual improvement.

L. RON HUBBARD

FOUNDER

The Purification Rundown has as its sole purpose the handling of the restimulative effects of drugs and toxic residuals on a Spiritual Being. The Purification Rundown is a Spiritual activity based on and administered according to the doctrine and practices of the religion of Scientology as set forth by L. Ron Hubbard. No part of the Rundown is intended as the diagnosis, prescription for, or treatment of any bodily or physical condition or ill. The Church is not responsible for the handling of any bodily or physical condition or ill, it being the responsibility of the individual to seek the competent medical advice and treatment of his doctor in such matters.

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HCO BULLETIN OF 11 JANUARY 1980

ISSUE I

Remimeo
Cramming Officers
C/Ses
Tech/Qual

C/S Series 108

Cramming Series 21

QUAL CORRECTIVE ACTIONS ON OTs

References:

C/S Series 107 AUDITOR ASSIGNMENT POLICIES,
CRAMMING ASSIGNMENT POLICIES

C/S Series 98 «AUDITING FOLDERS, OMISSIONS
IN COMPLETENESS»

The reason why it is necessary to have OT versions of the various Qual corrective actions is that an OT's case can be messed up if mis-audited or mis-crammed, and the purpose of Qual corrective actions is to improve or correct the staff member.

The major cause of trouble in seeking to correct OTs has been violations of the auditor assignment policy, whereby a person of lower case level than the OT was trying to audit or cram the OT. Not only does this put the OT on a withhold of confidential data, but a person of lower case level has no reality on the materials of the case level of the OT and can easily stir up aspects of the case that should have been left alone, or, if taken up handled fully. Additionally if the OT did get messed up, then he could only be repaired by using repair actions appropriate to his case level. A non-OT III Cramming Officer or auditor could not possibly repair BPC on an OT III.

Where Cramming Officers have limited their actions to simply word clearing the materials that the person had gone past misunderstandings on, it has worked out OK. But if the action being done led into the person's case then there is a liability of a messed up case and ineffective staff member.

Some of the Qual corrective actions such as False Data Stripping and some of the questions on the Product Debug Checklist are not directed toward the person's post alone but are directed towards the person's case by asking about intentions or reactions or considerations or directing the person to recall past events. The statement: «I'm not auditing you.», doesn't prevent a case action from occurring if one then proceeds to ask auditing questions.

The worst repercussions of all have stemmed from offline case actions done as some sort of squirrely «2WC» which wasn't a valid part of the cramming action anyway.

When subjective questions are asked one invariably is into a case action. Definition of «Subjective»: «Consultation with the preclear's own universe, with his mock ups, and with his own thoughts and considerations.» (Book: The Creation of Human Ability, p. 167.) «Recall, think, remember or return on the time track processes are subjective.» (HCOB 2 Nov 57RA.)

Subjective actions, especially when metered, lead into the person's case.

If mis-done, particularly if mis-metered, these can ball the case up.

OTs when correctly handled with the correct tech appropriate to their case level, handle very quickly and easily. So it is important to know what to do and what not to do.

The solution to this is in having specialized lists for OTs, and forbidding the use of non-OT actions on OTs, and forbidding non-OTs from seeking to audit or cram OTs.

HOW TO DETECT FLUBBED CRAMMING

There are ways to detect and isolate what happened in a mis-done cramming:

- The person crammed has any BIs about the cramming action;
- The person continues to goof in the same area or subject;
- The person Red Tags on the cramming or within three days after the cramming action;
 - The person gets sick, misemotional on the subject of the cram, or turns on somatics, within three days of the cramming action;
 - The person is introverted on the subject of the cram;
 - The person comes to next session after the cram with TA or needle behavior worsened from what it was prior to the cram (such as TA used to be in normal range and now is high or low, or Sens setting for 1/3rd dial drop on can squeeze is now higher due to tighter needle, an unusual needle pattern has now appeared, etc.).

A sharp C/S can usually spot a mis-done cram from the worksheets of the cramming action and must insist that these are legible and accurate (ref:

HCOB C/8 Series 98, AUDITING FOLDERS, OMISSIONS IN COMPLETENESS).

These indicators above apply to flubbed cramming at any case level, (not just OTs), and must be repaired within 24 hours. Where the person is of an upper case level, the C/S and auditor must be of comparable case Level (C/S Series 107).

ACTIONS THAT CAN BE DONE

There are actions that are OK to do in Cramming and will not get into the person's case. These relate to his post or study and are objective.

Definition of «objective»: «Of or having to do with a material object as distinguished from a mental concept, idea or belief» (dictionary). «Means here and now objects in PT as opposed to 'subjective'.» (HCOB 2 Nov 57RA.)

Questions or actions by the Cramming Officer which are objective and pertain to the person's post, the materials which cover his post, the materials he is studying, clearing words misunderstood, hatting actions and post or product debugs (provided subjective questions are not asked on OTs) are all OK.

The most usual and successful cramming action is simply to take the materials or text that covers the subject of the cramming order and word clear and cram those materials. This is always safe and OK to do. (The only other caution is not to give verbal data, nor to evaluate or invalidate or throw the person's Ruds out while doing the cram!)

Word Clearing Methods 2, 3, 4, 5, 6, 7, 8 and 9 are OK to do on OTs (but not Method One, which asks for «earlier similar?»).

Finding and clearing Crashing Misunderstood Words is OK.

Demonstrating meanings of words and terms and principles either with a Demo Kit or on Clay Table are OK.

Starrate checkouts on materials are OK.

Product Debug Tech is OK to do on OTs (provided the subjective questions on the assessments are omitted).

All of the actions given in this section can and should be used in Cramming, and these have no liability.

OTs when handled correctly in Cramming (or in auditing) are very fast and easy to handle, and correct very readily.

L. RON HUBBARD

FOUNDER

As assisted by

Senior C/S Int

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 12 JANUARY 1980

Remimeo

Art Series 9

To do a montage, shot or work of art that talks one must:

1. Figure out what your message is.
2. Decide to communicate the message.
3. Put things or arrangements in that contribute to the message.
4. Take out or exclude things or arrangements which don't contribute to it.

It also helps to know what is meant by «message». (Def: Message—is a unit communication of a significance.)

It also helps to know the definition of «montage» which is—a series of shots with one message.

One should also know the definition of a shot and should understand that a short cut or glimpse of something is just a blip or some frames as opposed to a scene or a «picture» and there is really a missing word for this in the English language.

A scene is a picture with a message in its own right.

A shot is anything and it has no message in its own right and doesn't talk unless connected to other shots or scenes.

One should also know what is a sequence and what is an action sequence.

A sequence is a series of scenes related by location or general subject.

In films or a photo story it is comparable to a chapter in a book.

An action sequence is often fast cut to give the appearance of rapid movement and will never be a montage as each picture in it is a scene and therefore has its own message.

Individual shots in a montage have little meaning in themselves individually but when cut together deliver a single message.

By confusing an action sequence and a montage or a montage shot and a scene, one gets very little audience reaction and after all, that's the name of the game.

Doing things for self-satisfaction is for professors who can't.

All of this comes under the heading of integration. Integration consists of uniting the similar.

If you try to unite the totally dissimilar and unrelated you don't have integration and you don't have art. You have chaos.

The principle of integration applies to all editing and composition in all fields.

The above 1, 2, 3 and 4 is a formula that helps one to achieve clear aesthetic communication of art.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 11 FEBRUARY 1980
(Also issued as HCO PL of 11 Feb 80, same title)

Remimeo
All Registrars
All Case Supervisors
All Ds of P
All Auditors
All Ethics Officers
GO

**ILLEGAL PCS, ACCEPTANCE OF
ADDITION REGARDING PURIFICATION RD**

Ref:	
HCOB/PL 6 Dec 76	ILLEGAL PCS, ACCEPTANCE OF, HIGH CRIME BULLETIN
HCOB 6 Feb 78RA	THE PURIFICATION RUNDOWN
Rev. 4.12.79	REPLACES THE SWEAT PROGRAM

This bulletin enforces Church Policy of not accepting psychiatric cases for services and makes it known that this includes the Purification Rundown. (These policies are stated in HCO PL/HCOB 6 Dec 76, ILLEGAL PCS, ACCEPTANCE OF, HIGH CRIME BULLETIN and these policies apply in full to the Purification Rundown as well as other services currently being delivered, and to any future services.)

While psychiatric cases could possibly benefit from the Purification Rundown, it would have to be administered under clinical conditions and medical supervision and at the signed responsibility of those responsible for the case. Such cases could not be included in the general normal run of persons undergoing the Purification Rundown.

This is issued not because of any inability to help such persons, but because of the fact that such persons are often, after psychiatric treatment, in a state of risk to themselves, to others and to their environments.

L. RON HUBBARD

FOUNDER
As assisted by
Senior C/S Int

HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 14 FEBRUARY 1980

Remimeo

**RESEARCH DATA ON NUTRITIONAL VITAMIN INCREASES
ON THE PURIFICATION RUNDOWN**

(Ref: HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN
Re-rev. 4.12.79 REPLACES THE SWEAT PROGRAM
HCOB 6 Feb 78RA-1 THE PURIFICATION RUNDOWN
Add of 20.12.79 -- ERRATA & ADDITIONS
HCOB 3 Jan 80 PURIFICATION RUNDOWN AND ATOMIC WAR)

The original bulletin on the Purification Rundown (HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM) contains, as a record of researches and results, the approximate amounts of the various nutritional vitamins on which most persons were started on the Rundown.

The table below gives further research data on approximately how these vitamins were increased, in ratio, when the Niacin was increased as the person progressed on the Rundown.

NIACIN	VIT A	VIT D	VIT C	VIT E	VIT B COMPLEX	VIT B1	MINERAL MINERAL
100 to 400 mg	5,000 to 10,000 I.U.	400 I.U.	250 to 1000 mg	800 I.U.	2 Capsules	350 to 600 mg	1-2 tabs
500 to 1400 mg	20,000 I.U.,	800 I.U.	2 to 3 gm	1200 I.U.	3 Capsules	400 to 650 mg	2-3 tabs
1500 to 2400 mg	30,000 I.U.	1,200 I.U.	3 to 4 gm	1600 I.U.	4 Capsules	450 to 700 mg	3-4 tabs
2500 to 3400 mg	50,000 I.U.	2000 I.U.	4 to 5 gm	2000 I.U.	5 Capsules	750 to 1250 mg	4-5 tabs
3500 to 5000 mg	50,000 I.U.	2000 I.U.	5 to 6 gm	2400 I.U.	6 Capsules	800 to 1300 mg	5-6 tabs

Cal Mag was increased from 1 to 1 ½ to 2 glasses daily, depending upon individual need.

The dosages in the table above show the variations of individual tolerances encountered and the ranges of increase which proved most effective in the majority of cases.

The table does not include any additional vitamins which might be needed in cases of other specific vitamin deficiencies an individual may have, which may need to be determined by a medical doctor.

It should be stressed here that individual tolerances were and always must be taken into consideration in each case. Quantities of Vitamin C especially would need to be carefully increased according to the person's tolerance of it, as too much Vitamin C results in stomach upsets or diarrhea for some people.

The Vitamin B Complex used was one which contained:

B1 - 50 mg	Folic Acid - 100 mcg
B2 - 50 mg	Biotin - 50 mcg
B6 - 50 mg	Choline - 50 mg
B12 - 50 mcg	(Bitartrate)
Pantothenic Acid - 50 mg	Niacinamide - 50 mg
PABA - 50 mg	Inositol - 50 mg

all in a base of Lecithin, parsley, rice bran, watercress and alfalfa.

NOTE: The majority of Vitamin B Complex tablets on the market include Niacinamide in small amounts, which is the substance invented to keep from turning on the Niacin flush and as such is worthless. (Ref: HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM, page 11.) The likelihood is that this amount of Niacinamide in a B Complex tablet acts only upon its own Niacin content to eliminate any flush from its own content. Results from the piloting of the Rundown, where plenty of Niacin flush was experienced on different dosages of Niacin itself, in combination with other vitamins and minerals, indicate that the inclusion of the Niacinamide in the B Complex had little if any effect upon the flush that resulted from the additional dosages of Niacin taken. However, where a B Complex tablet can be found that includes Niacin rather than Niacinamide, that would be the preferable tablet to use. It is also possible to have a B Complex tablet especially made up that includes actual Niacin in amounts equal to the B1 and B6 amounts instead of Niacinamide, particularly if one is ordering it in fairly large amounts.

Where a B Complex tablet that includes Niacin is used this adds that much more to the daily Niacin intake and this must be taken into consideration when increasing Niacin and B Complex dosages.

The multi-mineral tablet used contained the following mineral amounts per each 9 tablets (in other words, one tablet would provide only 1/9 of the following mineral amounts):

- 500 mg calcium
- 250 mg magnesium
- 18 mg iron
- 15 mg zinc
- 4 mg manganese
- 2 mg copper
- 45 mg potassium (protein complex)
- 225 mg iodine (kelp).

In this tablet the minerals, except the potassium and iodine, were «chelated»* (bonded with) super amino acids*, in a base of selenium, yeast, DNA, RNA, ginseng, alfalfa leaf flour, parsley, watercress and cabbage.

*AMINO ACIDS, to define them very simply, are basic organic compounds which are essential to the body's breakdown and absorption of foods.

«CHELATION» is taken from a Greek word meaning «claw». It is a process by which minerals are held, as if by a claw, by amino acids. This bonding of a mineral with an amino acid exists in nature as a necessary step for the mineral to be absorbed and used by the body. Thus, with this step already provided, the mineral is more easily absorbed and used.

Most multiple mineral formulas include the major mineral elements required by the body but not all of the trace minerals. «Trace» minerals are those minerals which have been found essential to maintaining life even though they are found in the body in very small—i.e. «trace»—amounts. The main trace minerals currently include: cobalt, copper, iodine, manganese, molybdenum, zinc, selenium, chromium and lithium. Tin was also added as an essential trace mineral as late as 1970. Nutritional researchers are the first to admit that the work in this field is very far from complete, and there will undoubtedly be other trace minerals added to the list as such research is continued.

Currently, also, there are fairly wide differences of opinion among nutritionists as to the minimum daily requirements of the various minerals and especially the trace minerals.

Minerals are found in a wide variety of foods. Natural foods, undamaged by processing, are the best sources of minerals as they exist in unprocessed foods in the combinations in which they are most effective. But minerals can also be lacking in foods grown in mineral-depleted soil. Additionally, of course, there is no one food that supplies them all.

Therefore, it may be necessary to use more than one type of multi-mineral tablet to ensure one is getting all of the minerals, including the trace minerals, that are required by the body.

The additional research data released in this issue is not to be construed as a recommendation of medical treatment or medication. It is given here as a record of the food supplements in the form of nutritional vitamins and minerals which were found effective in the piloting and development of the Purification Rundown.

Three of the more informative books on the subject of nutritional vitamins and minerals are:

«Let's Get Well», by Adelle Davis.

Published by Harcourt, Brace & World, New York, N.Y.

«Body, Mind and The B Vitamins», by Ruth Adams and Frank Murray.

Published by Larchmont Books,

25 W. 145th Street,

New York, N.Y. 10036

«New Life Through Nutrition», by Dr. Sheldon C. Deal.

Published by New Life Publishing, 1001 North Swan Road, Tucson, Arizona, 85711.

L. RON HUBBARD
FOUNDER
As assisted by
LRH Technical Compilations

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 FEBRUARY 1980

Remimeo

THE PURIFICATION RUNDOWN:

PREGNANCY AND BREAST-FEEDING

(Ref: HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN
Rev. 4.12.79 REPLACES THE SWEAT PROGRAM
BOOK: DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH)

Pregnant women should not be routed onto the Purification Rundown.

During pregnancy there is a certain amount of fluid exchange between the mother and the fetus, via the placenta. It has been found that on the Purification Rundown, toxins which might have been lying dormant in the body are released and eliminated via sweat-out. In the case of pregnancy, some of these toxins, instead of being eliminated, could be transmitted to the fetus in a flow of fluids from the mother to the unborn child. There is no reason to risk the possibility of subjecting the unborn child to the effects of such toxins which, even if present but remaining dormant, might not otherwise reach him.

Similarly, mothers who are breast-feeding their babies should not do the Purification Rundown until the baby is no longer being breast-fed, as any toxins released during the Rundown could be imparted to the baby in the mother's milk.

The Purification Rundown would be done by the mother after the birth of the child and after any final medical check which pronounced the mother in good health, and, in the case of breast-feeding, when the baby had been completely weaned and was on his own formula.

L. RON HUBBARD
FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 MARCH 1980

Remimeo

DIETS, COMMENTS UPON

(Nothing in this HCOB should be interpreted as prescribing or recommending dieting or diets. It is a summary of personal opinions reached after research into the field.)

Locating and remedying deficiencies and excesses in vitamins, minerals, enzymes, sugar, protein, oil and fats, carbohydrates and bulk fiber as well as other dietary elements is the keynote of dieting. No special substance or food or abstinence from it is a whole answer.

Diet should be considered a subject where one seeks a balance of body support elements and determines quantity.

The problem of weight is resolved by counting daily calories of consumption of the diet as a whole. This is the only contemporary successful method which proves itself. Fasting, magic foods eaten to the exclusion of others, dozens of dietary fads alike tend to be more harmful than beneficial.

At times, personal allergies have to be taken into account. In some persons, disease or illness has to be allowed for. But in both cases the artificial creation of deficiencies in vitamins, minerals and other elements must be guarded against and made up for in some other way.

When large dosages of certain vitamins, minerals or foodstuffs are given, an artificial deficiency can apparently be created in others not given. Increase of some elements, just by the fact of being increased, demands increases in others. When intake of some elements is markedly increased, balance must be maintained by proportionately increasing others. vitamin or mineral does not work alone—it must be accompanied by other elements with which it combines to do its work. It will even rob bones, muscles and tissue to obtain the missing elements. Artificial deficiencies can be so created.

Any vital substance on which body support depends, when too reduced or omitted from consumption, can be depended upon to result in a nonoptimum physical condition.

When very obvious, it becomes a «disease». And when less obvious and even undetected, it becomes a «not feeling good».

There is a distinct possibility (after mental and spiritual factors) that the largest distinctive contributive factor in aging is the composite of cumulative deficiencies.

Predisposition to other types of illness is in many instances occasioned by these deficiencies even when the precipitation is viral or bacterial.

Prolongation of illness is guaranteed when deficiencies remain present and unremedied.

A lot of people probably go on drugs because they feel so terrible due to dietary deficiencies. And drugs, themselves, cause wholesale vitamin and mineral deficiencies, which then progressively worsen. Recovery from drugs requires a full repair of these deficiencies.

The bugbear is that man does not know what man's optimum diet really is. And another difficulty arises in that not all essential elements to life support have been isolated.

Improvement in these two areas of research is what will produce greater longevity and better health for man, barring mental factors, which of course we have now isolated and resolved.

As we are dealing with a being in an organism, our work is impeded by man's slow progress in biochemical and physiological spheres and the attendant authoritarianisms and faddisms which always arise around uncoded or little known subjects.

The most useful published, popular compilations on the subject of diets and biochemistry to date were done by the late Adelle Davis in her four books: «Let's Get Well», «Let's Eat Right To Keep Fit», «Let's Cook It Right» and «Let's Have Healthy Children».

An improperly fed and cared for body is a kind of trap. And as long as one is pushing a body around, he should make a sincere attempt, without becoming its slave, to provide it with the fuel, care and exercise required to keep it functioning.

L. RON HUBBARD
FOUNDER

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Remimeo
C/Ses
Qual
Tech
Auditors
Cramming Officers
Supervisors

C/S Series 109R
CONDITIONAL STEP FOLLOWING
THE PURIFICATION RUNDOWN AND OBJECTIVES

(REF:
HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN
REPLACES THE SWEAT PROGRAM
HCOB 16 Oct 78 REPAIR CORRECTION LIST
HCOB 24 Nov 73RD C/S Series 53RL SF or LF
HCOB 2 Jun 78RA CRAMMING REPAIR ASSESSMENT LIST
HCOB 12 May 80 DRUGS AND OBJECTIVE PROCESSES)

This bulletin has been revised to position its conditional repair step more correctly after the Purification Rundown and Objectives have been done, as that is where the majority of those who need the step will benefit from it most.

The technical reason for this lies in the fact that Objective processing is a lower gradient than Subjective processing. The following from HCOB 12 May 80, DRUGS AND OBJECTIVE PROCESSES, gives an even more precise statement as to why this is so:

«As the (Objective) process is orienting the person in the present time of the physical universe and as this present time is not threatening, he has a time point and a location point from which to sort out his confusions.»

HCOB 12 May 80 should be studied in its entirety for an understanding of the effects of drugs and of Objective Processes. But the statement above clarifies at once why most pcs who need repair and who have not flattened Objectives are not yet up to being audited on subjective repair actions (or at least not with maximum gain) until Objectives are handled. Such repair, attempted over undone but needed Objectives, can drag on, be ineffective and delay a pc from getting onto his next step and up the Bridge. It has done so in several reported cases.

Occasionally a pc might need some type of repair following his Purification RD and before Objectives (such as Int or Out Lists). And certainly not all Purification pcs who need repair of earlier actions are incapable of handling subjective processes. These are points for C/S adjudication, and the C/S is guided in this by his understanding of how and why Objectives work and what they accomplish.

When a person has completed the Purification Rundown and has had full Objectives, before he then goes onto or back onto a subjective auditing program of any kind, it may be necessary to:

1. CORRECT ANY FAILED AUDITING REPAIR HE WAS GIVEN BEFORE THE PURIFICATION RUNDOWN.
2. REPAIR AND COMPLETE ANY FAILED AUDITING PROCESS HE WAS GIVEN BEFORE THE PURIFICATION RUNDOWN.

3. REPAIR ANY FAILED CRAMMING, CORRECTION OR ESTO ACTIONS HE WAS GIVEN BEFORE OR DURING THE PURIFICATION RUNDOWN.

These are not necessarily actions that would be done on every pc, one for one. They are steps to be considered by the C/S in each such case he programs, particularly if the person has had a rough auditing history or a rough study or training history.

THE WHY FOR REPAIR OF REPAIR

FOLLOWING PURIFICATION AND OBJECTIVES

We know that deposits of drugs and biochemical substances in the body can prevent or inhibit case gain. Thus, where a case has been in rough shape and/or had extensive repair before the Purification Rundown, it is possible he could receive limited gain at that time. He may be hung up in failed auditing actions or errors in the repair from that period. To simply continue to give him subjective auditing over such hang-ups could give him losses or limited benefit.

But when he has eliminated the debilitating effects of drug residuals on the Purification Rundown and when Objective Processing has brought him into present time, in better control and in better communication with his environment, auditing repair and other actions can be effectively carried out with full realization and/or resurgence of case gain.

Additionally, we know that mental auditing actions and even sometimes Objectives do not work in the presence of drugs or other harmful deposits. We also know that drugs and drug residues impede learning. So it is obvious that persons loaded up with street or medical drugs or other harmful toxins would not be able to be crammed or repaired before or during the Purification Rundown or Objective Processing with the same effectiveness as they would be once these actions were complete.

Thus you are likely to find cases around who were mis-crammed or messed up on cramming who now, after Purification and Objectives, need a sort-out on those actions and the errors in all of it handled.

A civilization on drugs or made up of unhandled ex-druggies cannot learn. The Purification Rundown, coupled with well-run Objectives, can reverse that.

What has now been borne out conclusively (and quite resoundingly in some cases) is that once a person is free of these harmful residues and is well-oriented in present time he can now study more efficiently and learn, perhaps for the first time. He is now better able to absorb and use information, and he often can also better appreciate what is going on around him. For our purposes in programming cases this tells us that any failed cramming or correction actions undertaken prior to or during Purification can now be effectively handled to get the person back on the rails and winning.

Failed cramming or correction can hang a person up and affect his auditing gain as well as his post performance. Mishandled auditing or mishandled auditing repair and auditing losses can affect the person's post performance as well as his case gain. So one checks both areas (auditing and cramming) for any failed handling that may need repair.

SEQUENCE OF ACTIONS TO TAKE

When the person has completed the Purification Rundown, and has gone on to receive full Objectives or filled in any Objective Processes previously missed, these are the steps one would follow:

1. Ensure the person is maintaining a proper personal schedule and has not dropped out any supplementary nutrition, exercise or adequate sleep in the amounts he needs now to function best. (Ref: HCOB 6.2.78RA THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM, page 18.)

2. A. Check, by folder study or FES, to determine whether or not correction of auditing repairs, or the repair or completion of auditing processes given prior to the Purification Rundown, is needed. (Note: As auditing is not done concurrently with the Purification Rundown, these would be actions that preceded the Rundown. However, if any such action was done during the Rundown, this would also need to be checked for result.)

B. If case repair is indicated, use:

HCOB 16 Oct 78 REPAIR CORRECTION LIST and/or
HCOB 24 Nov 73RD C/S Series 53RL Short or Long Form
or other appropriate list to detect and get handled the exact outness.

3. A. Determine if cramming or correction repair would be needed by a review of any
cramming, correction, Esto or hatting action the person was given before or during the
Purification Rundown, and the results of these.

B. If, per folder study, cramming or correction repair is indicated, use:

1. HCOB 2 Jun 78RA Cramming Series 18R Rev. 30.8.81

CRAMMING REPAIR ASSESSMENT LIST

to detect and get handled the exact outness.

4. When any past failed actions are fully handled to VGIs, re-program.

One wouldn't harass or hold up a pc with any unnecessary repair or over-repair or
overrun, either in auditing or cramming. But to omit or ignore any of these actions where they
are needed would be to lead the person into losses in his future auditing or losses and failure on
his post or in his job. So let's not risk that, as it's totally avoidable.

A person complete on the Purification Rundown and Objectives, with his long-standing
barriers to successful auditing, study or training removed and his confront and awareness up, is
ripe for all the gains to be had, repair-wise or otherwise. He'll get all the gains to be had if he's
handled and programmed correctly.

A wise and skilled C/S will get the needed actions and only the needed actions done, on a
spot-on basis.

There are now hundreds of completed preclears rolling off the Purification Rundown and
through the SRD, many of them ready to take off and fly on their next auditing. The others may
only need one or more of the actions listed in this bulletin to clear the way for all the latent and
potential gains awaiting them.

I count on you to get each and every one of them flying!

L. RON HUBBARD

FOUNDER

Assisted by

Research and Technical

Compilations Unit

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HCO BULLETIN OF 5 APRIL 1980

TR Courses

Q & A, THE REAL DIFFERENCE

There are several definitions for the term «Q & A».

In Scientologese it is often used to mean «undecisive», not making up one's mind.

Q stands for «Question». A stands for «Answer». In «perfect duplication» the answer to a Question would be the Question.

The real definition as it applies to TRs is «The Question proceeding from the last Answer.»

Example:

Question: How are you?

Answer: I'm fine.

Question: How fine?

Answer: My stomach hurts.

Question: When did your stomach begin hurting?

Answer: About four.

Question: Where were you at four?

etc., etc.

The above example is a grievous auditing fault. As each question is based on the last answer, it is called «Q and A». It could also be called «Q based on last A».

It never completes any cycle. It tangles pcs up. It violates TR 8. Don't do it.

I trust the above handles any confusion on this subject.

L. RON HUBBARD
FOUNDER
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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 APRIL 1980

RELEASED 31 JULY 1981

Remimeo
C1 IV Auditors and above
Acad Supers and above

AUDITOR BEINGNESS

Ref:	
HCOB 18 Aug 71RA II	TRAINING DRILLS REMODERNIZED Re-rev. 4 Sep 80
HCOB 24 Dec 79	TRS BASICS RESURRECTED
HCOB 18 Apr 80	TR CRITICISM
HCOB 26 Apr 71 I	TRS AND COGNITIONS
HCOB 10 Jun 79	Art Series 8 A PROFESSIONAL

The data in this bulletin is for use by a student auditor or an auditor only after he has been thoroughly trained and drilled in TRs including Upper Indoc TRs, and after he has been trained in metering.

When one is free of uncertainties on the technical basics of his profession and has mastered the mechanics of those technical basics he can move up into another strata and assume the full beingness of a professional in his field.

So an auditor applies the Auditor Beingness step after he has acquired a good mastery of his basics, TRs and metering. To do otherwise would be out gradient, out sequence and would rarely, if ever, be successful.

BEINGNESS, correctly defined, is: THE RESULT OF HAVING ASSUMED AN IDENTITY.

ATTITUDE IS: THE OPINION ONE HOLDS OR THE BEHAVIOR ONE EXPRESSES TOWARD SOME PERSON, PLACE, THING OR SYMBOL AS A RESULT OF THE CONCEPT HE HAS OF IT.

TRs reflect an auditor's attitude.

And what is back of attitude? It is certainty and beingness.

Your beingness and attitude toward the pc are the things which your TRs measure. If you as an auditor simply go into a robotic imitation of a tone level or attitude or identity you aren't there at all. It will be apparent in your TRs.

It is the beingness which comes first and that gets reflected in your attitude and your attitude, in turn, is then reflected in your TRs.

And what directly influences beingness? Certainty. Before one can assume the beingness of an auditor he must have certainty on the materials of auditing. That means certainty on TRs and certainty on the meter and his own metering.

The importance of all these factors is based on the fact that they, each one, immediately and directly affect the pc's «in-sessionness.»

TRS AND METERING: THE TWO FOREMOST ACTIONS

There is a very good reason why you do TRs and metering as your two foremost actions. It has to do with the pc being «in session.»

Any auditor worthy of the title has the goal of his pc achieving case gain. Toward that end, the first aim of the auditor is to put the pc in session. Until and unless that happens, nothing else is going to happen in the way of case gain for the pc.

With your TRs in, the pc is confident that he is being listened to and that he is getting the attention that is desirable for the resolution of his case. Therefore he's willing to talk to you.

If your metering is very exact and you're not leaving the pc up in the air or plowed in with mis-reads or false reads, he has confidence in what you're saying because what you say reads is what he feels. There's a coordination there.

So between these two things we get the definition of «in session» for a pc which is: INTERESTED IN OWN CASE AND WILLING TO TALK TO THE AUDITOR.

If your TRs are rough and your metering is bad you won't get that reaction in a pc and you won't get enough case gain to bother with.

THE BASIC THING THAT MONITORS CASE GAIN IS: PC INTERESTED IN OWN CASE AND WILLING TO TALK TO THE AUDITOR.

Without that, you won't get any case gain on a pc. With it, given that he is audited on the correct processes, the pc's case progress is assured.

TRs And In-Sessionness

There is some interesting data which points up this matter of TRs and in-sessionness.

Back in the days before we had TRs I had a funny phenomenon occurring. I would audit somebody in London, then go away and time would march on. I'd come back, pick up the same pc and find him at the exact point where I'd left him, even though he had been audited by a lot of other auditors. That would be 6 or 8 months and lots of auditing hours later. It would be explained away with, «Well, of course, Ron is a good auditor,» and naturally they were saying that. Actually, that would be quite a critical thing to say about the other auditors as, while we didn't have pc programs then, we did have processes that advanced a pc's case. That being true, how did it happen that that pc stayed parked right where I had left him? The answer is elementary. When I was auditing him he was interested in his own case and willing to talk to the auditor. That was all.

The phenomenon was pronounced and it showed up in other ways. Every now and then I would arrive at the London Org and people would come in from the surrounding cities or areas and hang around in the hall. I was moving around the org a lot and as I would move out into the hall someone would rush up to me and tell me an awful tale of woe. This person's husband had just left her, or that person had just gone through a bankruptcy or something horrible. They would give me these stories and I would acknowledge them and then start to say something about what we might do about it. But they didn't listen any further to what I was saying after the acknowledgement; at that point they would go off and seem perfectly happy.

It didn't just happen once; it was rather a consistent phenomenon. I never did anything to solve any of those problems, and they were legion— there were hordes of them. Very peculiar. I began wondering what exactly this phenomenon was and the HCO Area Secretary at the time volunteered: «They just want you to know about it and that makes them feel better.» But the truth of the matter was that it was simply TR-2.

They were willing to talk to me about their troubles and I was concerned, I was interested in them, and I did acknowledge that it was a rough scene, etc. And apparently that was adequate to convey to them that they had now talked about their troubles and been heard, and that was it. Somebody was willing to listen to them and acknowledge and that, apparently, would blow it. That's TR-2.

I am not holding myself up here as the last word in TRs. The whole point I am making is the fact that if your TRs were good enough you could almost bypass processes and get a surface level of case gain. You wouldn't get anything in depth but you would get a surface level of case gain.

The phenomenon described above has been going on for a long time. It's been going on since the earliest days of Christianity and I'm sure the Christians picked it up from somebody before that. It's a basic mechanism so somebody picked up this confessional idea somewhere along the line. It's very far from the only mechanism there is in the mind, but it in itself was good enough to carry the Roman Catholic Church through hundreds of years over the out TRs of those father confessors. (There is no way that confront and TR 0 could be construed as in when the father confessor goes into his box, pulls the curtain and then listens to a confessional.)

Also, anything that Freudian analysis ever had to offer depends exclusively upon this same mechanism—the person feeling that he has been listened to. But there is not a psychoanalyst in the business who ever heard of TR-2. You want to know how someone being analyzed can sit there and talk for hours and hours on the same subject? Obviously the psychoanalyst's TR-2 is out because he's making the pc overrun.

And all the psychiatrists know how to do is give the person another pound of tranquilizers or electric shock. That is lousy TR-2. It is not even a substitute.

Some years ago I didn't even know TRs existed, that they were anything special or could be broken down into anything. But in Phoenix, Arizona, when I was giving live demonstrations on closed circuit TV for students, one staff member came out very, very excited about a discovery he had made. His discovery was: «You acknowledge what the pc says!» There apparently wasn't another auditor the length and breadth of the world who was doing that, so I decided I had better study this. It led into, over the years, a very deep analysis of the cycle of communication. Apparently nobody had ever analyzed this before but there is a very full analysis of cycles of communication now and the bulk of it is contained in the early Saint Hill lectures.

You are now studying the near ultimate of this strata of auditing.

The whole point here is: if your TRs were good enough you would be known as a great auditor without doing a single thing. I'm not advising that you shouldn't do another single thing but I want to point up that just this factor alone—good TRs—makes people feel better. It becomes safe to talk to the auditor and they become willing to talk to the auditor with confidence they will be listened to and acknowledged.

It comes down to the definition of «in session»: interested in own case and willing to talk to the auditor. That definition of in session is such that I can C/S and spot, even from fragmentary worksheets, whether or not the pc is in session. When I am first C/Sing on a new line that is really all I look for. If it's out, I mend it. When I've got it mended then we can begin to get someplace.

If you've got thousands of years of background history where they were getting along without knowing a blasted thing about TRs and it still had a workability, you can see where you could get if you really knew your TRs.

The potential is there and it is up to every auditor to realize it.

Metering And In-Sessionness

The pc's in-sessionness is going to be influenced by your understanding of the meter and your metering. When you have confidence in the meter and your metering ability you build greater confidence on the part of the pc.

First, it's got to be real to you as an auditor that the meter has something to do with the being you have it attached to, that it does connect up with that person's bank and that the meter works. It is important for the pc to realize that too.

There is a drill which makes this real to both auditor and pc. It's called the pinch test.

Whenever I have a new meter to test I put someone on the cans, give him an R-factor on what I'm going to do, and then I just reach over and pinch the person. Then I ask him to recall the pinch and when he does I see a meter read occur. I know then whether that meter works or not.

The theory behind this is quite simple. Life has the ability to register an impingement and to retain it or reduplicate it. Life has that ability and that is all the meter measures.

So, when you do a pinch test you'll see the meter read. You can actually see the meter read before you pinch if you reach up and then don't pinch. It is simply a matter of reactions. The meter is measuring reactions to impingements in life. That is all there is to it. In a pinch test it is measuring the reaction to the impingement of the pinch.

There is another datum that can be stated here to make it even clearer to an auditor how the meter connects up with the pc's bank. The E-Meter is an interlocking device with the electrons of the bank. With the bank you have a sheet of energy there and it is made out of electricity. When you pass a current of electricity near the thing it is going to monitor that current of electricity and that is what shows up on the meter.

The auditor who understands that datum will have certainty on the fact that when the meter reads it is reading on something.

If the meter reads when you ask about «ARC break» it is reading either on the fact that the pc has an ARC break or that he is startled to be asked if he has an ARC break when he really has a problem, but it is reading on something. You don't just walk on by it.

This is what I had to teach Class VIIIs: that you check Suppress and False when all is not running well. Because for a meter to read something must exist for it to read on. And normally it is exactly what you said. You said «Do fish fly?» and it read. There is something there. An accurate meter does not idly read.

Your knowledge of the meter and Four skill with a good operating meter has to be such that you have certainty on this and can't be given a sales talk and sold on the idea that «There's nothing there, really; it just happened to read.»

Without that certainty it goes off the rails. Instead of asking, «What was that withhold?» and really cleaning it up, you'll say, «Well, maybe. . . All right, maybe it was in some part life or something so let's go on to the next question» NO! There goes your pc out of session. That's it. He can't be interested in his own case now. His own case has just been alter-ised.

Without certainty on the fact that when the meter reads it reads on something, you're going to waffle on what you ask the pc. That will deteriorate your beingness and your attitude and put the pc out of session.

An auditor must also be a technician on meter interpretation.

He observes the meter reaction; that's an observation. After observation there is a point of interpretation.

Those are two different steps. You have to get observation down pat before you get into interpretation. So sandwiched in between your auditing question and interpretation is observation.

What the auditor must not miss is his observation of the needle on the dial, that it moves and that it reacts and that it does so because it is connected to the pc. So there is a point of action in there which is observation.

An auditor determines to find out something. That is an interrogation. It is followed by an observation, and that is followed by an interpretation.

You've got to single out the observation as to what it is, and then the interpretation as to what it is, and the causation that makes the meter read as to what it is. You will then have these things unstuck and separated out from each other.

There is nothing complicated about any of this unless someone makes it complicated. You can have a million interpretations and one truth. What makes the road hard to travel is that the interpretations (or alter-ises) are, every one of them, liable to be given the same importance as the truth.

There can be an infinity of «facts» and only one truth, so that one truth gets lost like a drop of water in the ocean. Which is the drop of water? I'll tell you what the drop of water is: it is the point of observation. And part of that observation is the fact that the meter is connected to the pc and the pc does have a bank. It then becomes clear that the meter reads because there is something there for it to read on.

So there is an area of confidence in the meter for the auditor which contributes to his auditor beingness. This results in greater confidence on the part of the pc which, in turn, contributes to the pc's ability to be in session.

BEINGNESS AND ATTITUDE

Once you have acquired certainty on your TRs and metering, the next step is beingness.

This can give rise to an infinity of questions: «What is this 'beingness'?» «How do I assume a beingness?» «Is it an artificial beingness I'm wearing?» «Do I need to adopt a different beingness?»

It is NOT a matter of a listing question, such as «what am I being?» It is something you simply have to work out for yourself; there isn't anybody who can do it for you.

In sorting this out, one can get into such matters as interesting and interested. It should help to realize there is nothing worse than an interesting auditor. It's a wrong beingness.

If you're disturbed by having to sit on a hard chair as an auditor, it will color your beingness. It will color your attitude. If your confront of evil is very low it will show up especially on your TR 0 and will cause you to do all sorts of odd-ball things with your TRs.

What does confront of evil have to do with beingness? Well, what being can confront evil? It is not necessarily an evil being. Let us say a pc comes in and says, «I have just strangled a dog and took a great deal of pleasure in it,» and you say «WHAT???!!!!» You are never going to get him in the kind of shape where he doesn't go around strangling dogs. Why? Because he has just learned that he shouldn't talk to the auditor.

Whatever you're doing as an auditor, if you're doing it through a colored beingness you've got a mis-attitude and your pc becomes unwilling. You start developing session withholds in the pc. These will be innocent withholds, such as «I don't have any interest in that but I won't tell him so,» or «I didn't really think that read.....» They will most likely be innocent withholds, but you now have a pc who isn't in there pitching. And that's the point at which the session deteriorates.

If you're not sure of your beingness, if you haven't decided upon your beingness, if your beingness is wobbly, then your attitude toward the pc will be uncertain and wobbly. And your attitude toward the pc will then color your TRs. In that case you can ask «Do fish fly?» until hell freezes over and drill and drill and drill continuously and religiously.

And you are not going to get anywhere until you get your beingness and your attitude settled.

What IS auditor beingness? Well, what are you being as you sit in the auditing chair auditing the pc? Are you a beingness somebody would be willing to talk to? The general attitude connected with your TRs is what signals this.

Your beingness as an auditor is something you yourself must DECIDE upon. It's a step to be taken when you are certain of your auditing basics. It could be done in minutes or it could require hours or days. But if you take a look at all of this data and apply it, you actually could simply decide «What is my beingness as an auditor?» and «Exactly what is my attitude toward pcs?» and your beingness as an auditor might suddenly go click. Your attitude then will fall comfortably into place, and that will be reflected in your TRs.

These are the skills you need to acquire. But it is basic simplicities you are after, as I have described them here.

I've given you an analysis of the scene that hasn't been stated quite this way before. It begins with certainty on technical basics, TRs and metering. It's then a matter of assuming an auditor beingness which comes across in your attitude. At that point your TRs, already well drilled, can be brought up easily to a point of flawlessness.

And from there it's a short step to your pcs, each and every one, interested in own case and willing to talk to the auditor.

L. RON HUBBARD
FOUNDER
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HCO BULLETIN OF 18 APRIL 1980

Remimeo
TR Supervisors
Cramming Officers
Auditors
C/Ses
Ds of T

TR CRITICISM

Ref :

HCOB 24 Dec 79	TRs BASICS RESURRECTED
HCOB 5 Apr 80	Q & A, THE REAL DEFINITION
HCOB 10 Apr 80	AUDITOR BEINGNESS
HCOB 16 Aug 71RA	TRs REMODERNIZED

During 1979, Ron made a thorough study of current TR training, examining the materials and checksheets in use, conducting TR course pilots, and critiquing video-recorded TRs done by students. He isolated and handled the difficulties that TR supervisors and students had been having. His reorganization of TR training is represented in HCOB 24 Dec 79 TRs BASICS RESURRECTED. During this period while Ron was sorting out TR training I had the privilege of working with him and being trained by him in criticizing TRs. This Paper summarizes what I learned from Ron, and my own experience in teaching TRs and getting them done from a C/S (Case Supervisor) point of view.

COMMENTS ON FAULTS WITH STUDENTS ON TRs

OT TR-0

Because this TR is so simple, students tend to make it complicated. It requires that the student do this TR in its simplicity and not add to it. All sorts of hidden standards get interjected into it by students, coaches and supervisors. One handling is to clear misunderstood words in the TR, restudy the TR and get them doing it again.

An important clarification is that OT TR-0 is just being there—the confront part is left until TR-0.

The coaching on OT TR-0 is mostly done by the supervisor. It is an actual waste of time to have two students coaching each other on it as there is very little to do. A supervisor can note somebody twitching. Even if the supervisor ignores it and just insists that the class go on doing OT TR-0, the guy will come through. The supervisor can cover a whole classroom of OT TR-0. The students don't do any coaching, the supervisor does. Even an isolated student when the rest of the class has gone on—the supervisor would keep his eye on him in spite of whatever else the supervisor was doing. And if he went to sleep or started boiling off or whatever, the supervisor would get him back onto it again. (But if a student flunked on a later TR and was returned to OT TR-0 it would be up to his twin to get him through. The twin does a lot of coaching only after somebody has been returned to it when the rest of the class is doing something else.)

TR-0

All too often students and coaches tend to get into trying to get the student to do something with his body, like trying to hold it still, trying not to blink, trying to hold a poker face, etc. These of course violate TR-0, as then the student is not confronting the coach, but has attention fixated on his body (to such a degree sometimes that he can be oblivious of the coach). Not that the student should be allowed to writhe and twitch on TR-0, but the emphasis needs to be first and foremost on getting the student to confront the person opposite him (the coach). Then later in the TR, iron out physical manifestations, twitches, blinks, etc. (but if physical manifestations persist, OT TR-0 is unflat and must be flattened).

Although OT TR-0 isn't coached by the coach, TR-0 does require some coaching, in order to get the student to sit there and confront—which is the purpose of TR-0.

TR-0 BULL-BAIT

The purpose of TR-0 is just to get the guy to sit there and confront. But the purpose of TR-0 Bull-bait is to get the student able to confront a preclear. The purpose of these TRs must be stressed. OT TR-0 gets the student able to just be there. TR-0 gets the student able to be there and confront. TR-0 Bull-bait gets the student able to confront a preclear.

The coach must use some sense and reality in his bull-baiting of the student, in order to present situations which test or could throw the student off his confront. Then the coach must flatten each of the student's buttons as it is encountered.

A gradient scale of toughness is essential. First the coach presents the student with lighter situations to confront, flattens that, then steps it up gradually until finally the student can confront anything that the coach (or a preclear) might say or do. Don't overwhelm the student at the start. Use a gradient. Always flatten each button encountered. Then step it up and make it tougher. Unfortunately coaches sometimes lose sight of the purpose of this TR -- to make the student able to confront a preclear—and get off into doing something else such as dramatizing their own banks or trying to entertain or impress the rest of the class, neither of which has anything to do with coaching TR-0 Bull-bait. In fact on TR-0 Bull-bait, the coach must be in PT and be very alert in what he is doing, and in observing the student so that he can spot any break in the student's confront and flatten it. A coach who goes off into his own dramatizations is actually unflat on OT TR-0 and TR-0 himself and should be put back to flatten them; he won't be able to coach TR-0 Bull-bait, much less be able to drill it himself, until his own OT TR-0 and TR-0 are in.

The coach must use a gradient scale of toughness in his bull-baiting, must be alert for and flatten any button of the student's that he encounters, and must get the student up to being able to confront a preclear. This requires good coaching with reality and with the purpose of this TR in mind. It is very much the supervisor's job to ensure that this gets done.

TR-1

Most troubles on TR-1 go straight back to out earlier TRs (i.e., OT TR-0, TR-0, and TR-0 Bull-bait); for example, the student mumbles to himself as he is unaware of or unable to confront the person he is talking to. Or, does the reverse and talks loudly, harshly, mechanically, which is also a non-confront of the person to whom he is talking.

Affinity level of the student-auditor is very important, and all too often the student or auditor whose TR-1 is out lacks affinity. He can't reach or be the other person (coach or pc), so has difficulty communicating.

Sounding like a machine or robot is very not OK on TR-1. The student-auditor must be able to communicate naturally, with affinity, and reach the person he is talking to.

TR-2

This used to be abused by an ultramechanical «Good», or «Thank you» to everything the pc or coach said. This was largely handled by the mid-78 revision of TR-2, in which it is stated that the auditor should acknowledge with a statement appropriate to what the pc said.

A recognition of what would be an appropriate acknowledgement depends on the student's or auditor's reality. It isn't just a matter of clearing the words «appropriate» and «acknowledgement» (though this would help); it is also necessary that the student-auditor have a sufficiently high reality level that he can recognize what is, and what is not, appropriate. But this isn't really too difficult. If someone were to tell you that he had broken his leg, it would not be appropriate to say «Good»! Reality is important in TR-2.

TR-3

Here most trouble comes from lack of understanding of what is meant by the term «Q & A», coupled with lack of understanding of the term «cycle of action» and why one should complete each cycle of action. Additionally, there is the bank tendency not to complete cycles but to Q & A instead. part of the trouble here is that the term «Q & A» has various different definitions and descriptions, like: «failure to complete a cycle of action», «changing when the pc

changes», «accepting orders from the pc», and «question and answer». The materials on the subject of Q & A are contained in many different HCOBs and articles and tapes and unless a student takes the time and trouble to look up and study and work out all the various references (which very few people will do), he/she winds up with a misconception of what «Q & A» is. E.g., an auditor fixates on «not accepting orders from the pc about what to run on him» as a definition for «Q & A». The pc says «the room is too hot», and the auditor doesn't handle the room temperature as it would be (he thinks) «accepting an order»; or pc gets upset and suggests «Why don't you assess a BPC list?», and the auditor freezes because he feels that if he does so he will have Q & Aed. These may seem offbeat but I've seen them happen all too often. And yet these are usually accompanied by the auditor Q & Aing madly with every misdirection from the pc's bank and never getting a question answered—or a cycle completed on the pc.

I think this would be handled by: (a) a compilation of all the various texts on the subject of Q & A and on cycles of action into one comprehensive text; (b) an announcement to the effect that duplication processes (such as Opening Procedure by Duplication) cure the tendency to Q & A by increasing the ability to duplicate and to complete cycles of action.

Run has now released HCOB 5 Apr 80 Q & A, THE REAL DEFINITION, which clarifies exactly what Q & A is.

TR-4

The errors on this TR are most commonly either too abrupt a shift of attention or too slow a shift of attention back to the process (including no shift back to the process!). Beginning students love to get a pat phrase or set of phrases to use to mechanically/robotically «handle» all originations with. Then later they tend to get into all kinds of Q & A with originations. Basically it depends upon the student-auditor's ability to understand, which comes straight back to the student-auditor's own ARC level, as well as whether the student-auditor understands what he/she is supposed to be doing on the TR, and why.

UPPER INDOC TRs

TRs 8 - 9 (Upper Indoc TRs) are also essential to professional auditor training.

TR-6

Here again the coach plays a vital role in that the coach must start off with a light gradient, and must ensure on this TR that the student becomes fully accustomed to, familiar with, and relaxed about controlling another's body. A lot of confusion is likely to blow off on this TR and the coach must get the student through it and to a point where the student learns that it is perfectly OK to run 8-C on another's body. The coaching here should be in the direction of encouragement and getting the student to do it. The coach should not present opposition as that is the subject of a later TR. This TR should concentrate on getting the student to do it, and showing him the importance of precision, accuracy and positiveness when running 8-C.

TR-7

In this TR the coach starts presenting opposition on a gradient and getting the student more and more capable of continuing to run perfect control without being thrown or sinking to a lower tone level when faced with opposition. Hence the importance of getting the student very expert in TR-6 before embarking on this TR. And if the student has a hard time of it on this TR then drop back to and flatten TR-6, or any earlier out TR.

Here again (as in TR-0 Bull-bait), the coach must be a coach, and not get carried away with his own dramatizations. Dramatization by the coach has nothing to do with coaching. (This doesn't mean that the coach shouldn't present dramatizations to the student, but the coach has to be in PT and not in his own bank.) Supervisors need to ensure that coaches do coach and neither overwhelm the student utterly, nor be so namby-pamby that the student's confront isn't raised. Hence the necessity for good coaching and for the supervisor to be on the ball and ensuring that the students and coaches are working on the TR.

TR-8

An error on this is to fail to ensure that the term «tone 40» is well cleared, also the word «intention» as these terms are often subject to misinterpretation.

The coach needs to ensure that the student does do the TR and doesn't become mechanical and just go through the motions. This is necessary because this TR has to do with intentions. It is however easy to observe whether the student is using intention or not, and to coax and persuade the student into doing so. The coach does have to get the student to do it. It is often a good idea to have the student and coach take turns in doing and coaching this TR, to increase reality on it. (The same is true of other TRs too.)

TR-9

As this TR depends for its success on the student having mastered the earlier TRs 0-4, 6-8, any weaknesses in earlier TRs will show up here. The remedy for failure on this TR is to get the earlier unflat TRs fully in.

The student and coach could err in either too readily quitting on TR-9, and drop back to earlier TRs rather than persist and get the student through and able to do it. Or, they will err in going on and on with the student failing.

It is a point of supervisor judgement as to whether to keep them at it and get them through, or whether to return to and get in earlier TRs. The supervisor decides this on the basis of whether the student is making progress on the TR, whether the coach is coaching correctly, and handles accordingly.

Earlier in TR training students were cycled through the TRs several times over. The idea here was to increase the gradient each time through, with the student getting better at it each time. This was to get the student more familiar with the TRs and to prevent the student from being stuck in a lose by miscoaching. The Professional TR Course is not run this way. The liability of cycling the student through the TRs is that the TR training then becomes permissive and doesn't result in professional auditors.

Most auditors entering the Professional TR Course have already done lower level TR courses and have had objective processes. And where they haven't, cycling is an answer (but it isn't THE answer).

Permissiveness in professional TR training is the main way that TR training for pro auditors went out. There are various purposes and uses for TRs. There are permissive TRs for new public, public Comm Course TRs, a therapeutic TR course as contained in the Survival Rundown, and there is the Professional TR Course. The uses and purposes of these various TR courses need to be kept separate. On the Professional TR Course we make a real pro auditor.

The way to run the Professional TR Course is by getting the student to do it, one TR at a time, to a full pass on each TR. It is up to the twins to get each other through with professional coaching and high standards. The supervisor's job becomes very crucial. The supervisor is there to get them through to a full pass on each TR and graduated from the course as pro auditors. A supervisor who does his part in this diligently and effectively is worth his weight in gold as he is making pro auditors whose TRs will stand by them through the years of auditing ahead.

Should the student fail on a TR on the Professional TR Course, he is started over from the beginning of the line-up, this time getting in each TR to a full pass, with his coach ensuring that he does, and the supervisor very actively in there making sure that the student becomes a real pro.

COPYING

It could be said with some humor that students on TR courses tend to obsessively copy. Unfortunately they do. They copy other students, they copy (or try to) what their auditor sounded like, or what they think he sounded like. And not infrequently, I have caught out students getting hold of another student's passing tape and trying to copy it. On TR critiquing there are repeating waves of all the students' TRs suddenly starting to sound alike. This usually traces to either an opinion leader (not someone who can get results as an auditor, but one who pretends to be an authority), or it traces to a bunch of students going out-ethics and trying to copy what they think students who passed sounded like.

Invariably these copy the worst traits or characteristics in others' TRs, and after all that isn't surprising as if they understood the TRs materials in the first place, they wouldn't be compelled to try to copy others. It probably stems from some impulse to beat the system by

attempting to steal the beingness of another whom they consider to be a winning valence = no beingness of their own.

DRUGS

I am convinced that most of the trouble with TR training in recent years is due to the increased incidence of heavy druggies arriving on TR courses. Now there is the point that doing TRs is therapeutic to druggies, helping them get over withdrawal symptoms as practiced by Narconon and in HGCs, and as an essential part of an effective Drug RD. But we need to differentiate between the use of TRs to help a druggie get over drugs, and the use of TRs in training a professional auditor. Of course TRs do give case gain even to nondruggies.

One of the more obvious case gains visible on a lower level case from TRs is physical changes such as increased whiteness of the whites of the eyes, color changes in the iris, reduction or disappearance of creases and wrinkles from frowning and facial ridges, cessation of obsessive and continual body motion, and on many the awareness of a mind or bank as separate from themselves or their body. In order to avoid students on TR courses being cases and to preserve these two different uses of TRs, a delineation could be made of these two different uses, both valid in their own right: TRs for case gain, and TRs for pro auditor training.

Heavy druggies have invariably failed in auditor training on TRs courses until their drugs were handled, the minimum being a Purification RD, but I think that many would also need Objectives and a Drug RD in order to succeed on a Professional TRs Course.

OBJECTIVES

Partly covered above under TRs 6-9, and under Drugs.

A very successful action was done on Flag, on Ron's advice, of putting all tech trainees through a checksheet and course called the «Tech TRs Course and Objectives Co-audit». On that course the students did all TRs 0 - 4, 6 - 9, and co-audited a full battery of objective processes on each other (on a read it, drill it, do it basis). After this, they actually studied and drilled TRs 0-4, and did their electronic attest (getting TRs tapes passed on actual auditing sessions during their internship). Those working on getting their TR tape passed had already co-audited a full battery of objective processes on each other. (And the additional advantage of co-auditing these processes is that they got it both ways, on themselves as a pc, and they learned the discipline of running Objectives as an auditor, both being important.)

(This whole line-up of TRs 0-4, Upper Indocs, co-auditing Objectives and much more, is now available on the Survival Rundown.)

In 1979 while viewing a batch of student TR videos, Ron analyzed the difficulty these students were having with TRs as due to their lack of «R» (Reality) and «A» (Affinity). He pointed out that they were trying to Communicate («C»), but their own «A» and «R» were so depressed, that their «C» couldn't be brought up (without raising their «A» and «R»). In other words these students hadn't made the case gains available from objective processes and ARC Straightwire. Until a person has been audited on objective processes and ARC Straightwire, he can't see, and he is out «R» and out «A». Ron also stressed that these are essential to the making of a Scientologist, as on these processes a pc will make quite a breakthrough. He/she will realize the communication formula, and that something is really real, affinity goes up, and the pc goes into ARC with the environment and life. This is an important step in becoming a Scientologist. And these gains are a very necessary prerequisite to pro auditor training. (SOED 1367 INT, 14 Jan 80 SPEEDING UP SLOW OR BOGGED STUDENT AUDITORS AND INTERNES implements and gives a supervisor the ways to handle these points above when they are found out on tech trainees and Professional TR Course students.)

AFFINITY, REALITY, COMMUNICATION & UNDERSTANDING

As pointed out above, unless the student-auditor can rise to a high enough level of ARC, then he won't succeed on a pro TRs course (nor in sessions as an auditor). He probably needs to be at least 3.0 or 3.5 on the tone scale to be able to do pro TRs successfully (or to audit successfully). If he is lower on the tone scale, his own ARC level is insufficient to be able to engage in a positive or theta exchange of communication with another being.

There is an essential basic that needs greater stress, and that is that we are seeking in TR training to bring about the ability in a being to be able to communicate (in ARC) with another

being, to complete communication cycles, not to get sidetracked into another subject, etc. The fundamental being the ability to get into ARC with another person, and to maintain that ARC.

That ability is partly acquired by case gain and partly by training.

ESSENTIAL MATERIALS FOR STUDY IN TR TRAINING

The following materials (which haven't always been on TR course checksheets) are essential in that the student must study and understand and be able to apply them to succeed on pro TR training:

The ARC Triangle

The Cycle of Action

The Communication Formula

Materials on Q & A

The Axioms 21 - 28 (especially Axiom 28)

Book: THE FUNDAMENTALS OF THOUGHT

Book: DIANETICS '55! (chapters on communication)

Book: THE PROBLEMS OF WORK (on A, R, and C)

Book: THE MECHANICS OF CONTROL AND S-C-S

Material on «Beingness», especially HCOB 10 Apr 80 AUDITOR BEINGNESS

These materials above are in addition to the HCOBs on TRs.

ESSENTIAL STUDY ACTIONS

1. Study of the ARC triangle.
2. Study of the cycle of action and the cycle of communication.
3. Study of the communication formula.
4. Representing the communication formula in clay.
5. Representing Chapter VII of DIANETICS '55! in clay.
6. Study of each TR, including clearing misunderstands and getting off false data.
7. Work out how each TR relates to the communication formula.

(Note: This is only useful when the student knows what the comm formula is and understands it.)

8. Study of the end phenomena and valuable final products of TRs (as given in HCOB 24 Dec 79 TRs BASICS RESURRECTED).

OTHER DATUMS

It is up to the supervisor to get the students to do the TRs, and to get them through each TR to a pass. This is the make-break point of any TR course -- the supervisor getting the students to do the TRs.

Only supervisors who have done a Professional TRs Course and have themselves gotten a pass on TRs, have succeeded in running a TRs course.

In practice I have had to dig the supervisor out of the video room. By which is meant that the TR supervisor starts spending all his time looking at videos that students have made of their TRs, to see if there is a video good enough to send up for a pass, instead of the supervisor spending most of his time on the floor in the course room getting the students' TRs in, and then when the student has made it on TRs, then and only then, make a video. Otherwise the supervisor gets glued to the TV screen. (This is also a kind of stat push instead of going for quality products.)

TR courses have been subject to corruption in stat pushes in that different items on TR checksheets have different amounts of points and there have been certain items that give higher points than other items and in times of stat push the students are gotten to do or redo the items that yield higher points to get the student points up before Thursday 2:00 p.m., without any regard for training these students to be able to do TRs and thereby producing graduates who can apply what they have learned (i.e., quality products). Such a course can appear «upstat» due to «power» stats—student points—while crippling tech training in academy, internship and messing up the HGC with failed auditors. (A point of some bitterness with me.)

Maybe a genuine desire to make auditors who can audit, on the part of the supervisors and executives in a training org, is amore important factor than I have realized, and possibly more of the difficulties over the past year on TR training are due to its lack.

I think with some derision of a fellow who claimed ineffectiveness due to out tech on his case, but omitted to mention that he was audited and C/Sed by those he was responsible for training. So a possible solution is to permit the executives and supervisors over a tech training area to only be audited and C/Sed by those they have trained in order to give them more incentive to train auditors who will be able to audit successfully.

TR CRITIQUING

I feel there is a wide gap between being able to do TRs successfully oneself and being able to successfully critique another's TRs. It's quite another level of skill.

Points in my experience in learning to critique TRs under Ron are:

1. There's a danger of not being certain enough and seeing an auditor or TR student do something that I wouldn't have done, but dismissing it on the basis that what I would or wouldn't do is not a valid criterion. That has always been a mistake as the reason I didn't like what I saw or heard was because it was a TR outness—otherwise it wouldn't have jarred my attention. The handling I found for this was (whenever I saw or heard something I didn't like on a TR tape/video) to replay it until I could isolate exactly which of the TRs 0 - 4 had been violated and how exactly. Or, how it violated or omitted part of the comm formula or the ARC triangle. In other words, by comparing it to the basic technical data, reviewing the basic tech data, and isolating the exact departure from those basics.

2. Writing up critiques of TR videos before they were critiqued by Ron, and then after he had critiqued them, comparing his and my critiques, and on any that differed replaying the video and watching it again until I clearly saw what I had missed previously. Then again reviewing the basic tech data on that area.

3. Working out the ideal scene for a session (see definition of «in session»), and the auditor's TRs in relation to this.

4. Working out the purpose of TRs and of each TR. Comparing this to the purpose of auditing, the definition of «in session» and how these relate.

5. Having high ARC for auditors and for pcs generally and an earnest desire to help them succeed.

6. Not letting an auditor go on failing on a TR course but getting the guy debugged, or some act of compassion even if as little as a letter to let him know that someone cared and to get some hope back up, getting O/Ws pulled, word clearing done, inspection of the course for WIAC PL outnesses, coming down on any dilettante attitude, verbal tech, or out-ethics.

7. A measure of humility borne of awareness of goofs I have made so as not to become authoritarian or out of reach and thus communication, with the students and supervisors.

8. Asking myself the question: «Would I want to be audited by this TR student or auditor?», and if not, establishing why not, and what would have to be done to correct it.

9. Always narrowing down and establishing the tech data or tech basic that was violated in any error and getting the guy onto the HCOB or book that covered this point so as to get him on source and avoid verbal tech or interpretation.

10. Withstanding the make-wrongs or bids-for-sympathy from those not up to a pass, seeking another way through than by achieving competence.

11. Knowing that it is possible to do the TRs and to do them right and an awareness of how valuable correct TRs are in auditing, both from my own experiences as an auditor and as a pc, on both good TRs and flubbed TRs.

EXAMPLES AND REMEDIES

1. Student and coach don't seem to know what they are supposed to be doing on any TR, or are doing something they ought not to be doing, or are omitting part of the TR. Remedy: Get them both word cleared on the TR, and, have them both restudy the TR materials. Then get them back onto and doing the TR.

2. Despite word clearing and restudy of the TR, the student and coach can't apply what they have studied or are misapplying the data, or get confused and can't think with the basic data. Remedy: Get any verbal tech off per HCOB/PL 9 Feb 79 HOW TO DEFEAT VERBAL TECH. Get FALSE DATA STRIPPING done on both student and coach.

3. Despite drilling, the student cannot seem to be brought up to confronting. Or the student sounds and acts «dead». Or the student is nattery, critical or gets into «joking and degrading». Remedy: See HCOB 3 Feb 79 Issue II CONFRONT TECH HAS TO BE PART OF THE TR CHECKSHEET. Get the person's O/Ws pulled, especially tech O/Ws.

4. Student is displaying roller-coaster, or is NCG (no case gain) as a student, or is being out-ethics. Remedy: Route to ethics for handling (per HCO PL 5 Apr 65 THE NO-GAIN-CASE STUDENT).

5. Student is showing a lack of perception, is wooden, out of PT, stuck back on the track or in drug pictures, can't learn despite word clearing, is dull, lacks self-determinism. Remedy: Put the person onto and through the Purification RD.

6. Student has done the Purification RD, but is not fully in PT, lacks perception or coordination. Doesn't perceive PT environment rapidly and with clarity. Or, lacks experience on TRs and objective processes. Remedy: Put him onto the Survival Rundown.

7. Student is lacking in Affinity, Reality, Communication or Understanding.

Remedy: Get the student to do the parts of and the whole ARC triangle in clay. (Use the books: THE PROBLEMS OF WORK, THE FUNDAMENTALS OF THOUGHT, and DIANETICS '55! as references.)

8. If after the above the student is still lacking in ARC, or doesn't seem sufficiently high toned to have and maintain ARC. Remedy: Have the student's ARC Straightwire Grade looked into and repaired and completed to its full result. Or get the Expanded ARC Straightwire Grade run if not previously run.

9. The student doesn't understand or can't apply the communication formula, or doesn't see how the TRs relate to the comm formula. Remedy: Get the student word cleared on the comm formula, then restudy it and demonstrate it in clay. (Note: After doing the comm formula in clay, the student can work out how each TR relates to the comm formula, and how the TRs relate to auditing. But this comes after doing the comm formula in clay, as otherwise he may not have sufficient comprehension of the comm formula.

10. The student doesn't understand or can't apply the comm formula and communication cycle, or the mechanics of communication. Remedy: Get the student to demonstrate in clay, Chapter VII, of DIANETICS '55!

11. Students or coaches not working or coaching in the direction of getting the TRs in better, or coaching without reality; unaware of how the TRs relate to auditing. Remedy: Thoroughly word clear and study the primary and secondary valuable final products of TRs and the end phenomenon of TRs (HCOB 24 Dec 79 TRs BASICS RESURRECTED). Work out the ideal scene for a session (see def: «in session»), and how each TR contributes to this when in, and detracts from it when out.

12. Student feels that he has gotten a TR done correctly once or twice or very briefly, and is afraid of «overrunning» it or that he might not get it right the next time or thereafter. Remedy: Pro auditor training is not a case action, but drilling to consistent and continual perfection of TR rendition. Once a person's TRs have been gotten in, they don't go out. A real pro can audit from there on out with perfect TRs. Point this out as the standard and get the student to continue the drill until fully and consistently competent.

13. The student gets part-way through the TRs and hangs up on a TR and can't make it to a pass on that TR. Or, the student has undue difficulty on a later TR. Remedy: Realize that the reason for the trouble is an outness on an earlier TR (or TRs). put the student back to the earliest TR that is out, and get these in fully.

14. The student gets through to the end of the TRs but hasn't made it fully, or cannot get a tape pass. Remedy: Realize that this is due to earlier TR outnesses and that he won't succeed until all earlier TRs are fully in. Put the student back to the beginning of the line-up (by which is meant he re-word clears, restudies the materials, does the clay demos again and starts at OT TR-0). Take each TR, from OT TR-0 on up, to a full pass.

15. Student failing and other remedies haven't handled. Remedy: Get the «TR Debug Assessment» assessed and handled to and F/N on each line. Do any additional handlings indicated as needed by this assessment.

16. For any lack of progress at an acceptable speed and to an excellent result. Remedy: Get the supervisor out on the floor in the course room actively and energetically getting the students to DO THE TRs!

17. After having done all the above, and the student's TR rendition is mechanically correct, and he has been very thoroughly drilled in all the TRs, including Upper Indoc TRs, there is something lacking in his attitude or presence that leaves him short of being a pro auditor. Remedy: Have him study and apply the data on auditor beingness. (Note: This data may only be studied or attempted after the student has become very proficient in and is thoroughly drilled in all the TRs including Upper Indocs. To attempt this action earlier would be a waste of the tech as it would be premature and out gradient. But when the student has been very thoroughly drilled in the TRs and has fully mastered them, then this action of doing the «Auditor Beingness» step will put the final polish on his TRs and will make him into a real professional auditor whose pcs go «into session» on his TRs alone and stay in session throughout the session. His pcs will rave about his auditing and the case gains they make. And there is the final reward for honestly and thoroughly doing each of the TRs, exactly the way Ron has laid them out in the materials, each to a full pass!)

IDEAL TR TRAINING LINE-UP

1. Beginning or public TR training course, Comm Course.
2. The Purification Rundown.
3. The Survival Rundown.
4. A Drug Rundown.
5. Method One Word Clearing (preferably co-audited).
6. Expanded ARC Straightwire Grade (again preferably co-audited).
7. THE PROFESSIONAL TR COURSE.

(Done to professional auditor standard, but not only for auditors, as the quality of having TRs of pro auditor standard is of great value to any Scientologist and will last with him as an ability from here on out.)

L. RON HUBBARD
FOUNDER
As assisted by
Senior C/S Int

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

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Exam Hat
Qual
Tech
All Auditors

CANCELS BPL 26 Jan 70R EXAMINER AND FLOATING NEEDLE
(Revisions in Script)

EXAMINER

An examination is given the preclear after each session, or when the pc wants to make any statement concerning his case, or when data is requested by the C/S.

The preclear exam is done by the pc examiner in Qual.

It is done on a meter.

The whole duty of the examiner is to note the TA and needle behavior of the pc.

This duty is done muzzled. No talk or chatter.

The pc comes in. The examiner smiles, indicates for the pc to sit down.

The examiner hands the pc the cans.

If the pc says or asks something social that has nothing to do with the exam the examiner nods or acks politely.

The examiner notes the TA and the needle and looks up at the pc for his statement.

When the pc says what he wants to say, the examiner says «Thank you very much», and he indicates an F/N if he sees one.

The examiner then indicates with an arm gesture the way out.

This is the whole drill.

To do, say, anything else will invalidate the pc and or lose the F/N he or she got in session. You don't as an examiner care about anything except TA, needle behavior, statement and pc indicators. The pc will tell you what he wants to. You don't have to ask for it.

The only addition to the above would be that, should the pc have a Floating TA, the examiner would indicate it.

The examiner should know the exact definition of Floating Ta, per the Tech Dictionary, and be drilled in being able to recognize such.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 22 April 1980

Remimeo
Auditors
Surveyors
Examiners
Ethics Officers

ASSESSMENT DRILLS

Ref:

HCOB 6 Dec 73	C/S Series 90 THE PRIMARY FAILURE
HCOB 28 Feb 71	C/S Series 24 METERING READING ITEMS
HCOB 15 Oct 73	C/S Series S7 NULLING AND F/NING PREPARED LISTS
HCOB 22 Jul 78	ASSESSMENT TRs THE BOOK OF E-METER DRILLS

(Note: It is required that anyone doing the following drills shall have done a TR course, an Upper Indoc course and the drills of the E-Meter Drill Book.)

According to HCOB 6 Dec 73, the make or break point of an auditor was his ability to get reads on a prepared list. This depended upon (a) His TR 1 and (b) His Metering.

In 1978 this was further studied and in HCOB 22 Jul 78 ASSESSMENT TRs, it was found that correct voice pitches had everything to do with assessment.

I have just developed drills which improve this ability to make lists read and to improve an auditor's auditing in general.

These drills will also be found to have great value to people who do surveys, to Examiners and to Ethics Officers.

E-METER

To begin, an auditor should review his E-Meter drills and practice E-Meter Drill 27 on page 82 of the Book of E-Meter Drills, E-Meter Drill CR0000-4 and, if found necessary, E-Meter Drill CR0000-3. It is called to attention that E-Meter Drill 5 of the Book of E-Meter Drills has been replaced with E-Meter Drill 5RA and if not done, should be done. This E-Meter Drill 5RA is the only change in the original book. Further, it applies to the Mark VI just as well as it applied to the Mark V for which the book was written—the controls and actions of the Mark V and Mark VI are practically identical, though the Mark VI moves up to higher level cases.

Being able to see and read and operate an E-Meter has everything to do with getting reads off a prepared list. Where an auditor misses it is simply that he has not adequately done the drills in the Book of E-Meter Drills and has not practiced up to a point of full, easy familiarity with the E-Meter. The point of being able to make lists read is pointless unless the auditor can set up, handle and read an E-Meter. But the skill is easily acquired.

ASSESSMENT TRAINING DRILLS

The following drills have the letter «Q» after them to mean that they are used for QUESTIONS. The Q is followed by a number to show that they are drilled in that sequence.

In these Q drills, the practice of twinning and any other TP tech normal to TRs is followed.

TR 1-Q1

NUMBER: TR 1-Q1

NAME: Pitch of the Question.

POSITION: Coach sitting at the keyboard of a piano or organ or any useable instrument, student standing beside instrument.

PURPOSE: To establish the pitch differences of statements and questions.

DATA:

[GRAPHICS INSERTED]

TRAINING PROCEDURE: If the student is a girl, the coach asks her to say «Apple» as a statement. The coach then strikes the C above middle C (as given in the data above) and then the C above middle C. If the student is a man, the coach asks him to say «Apple» as a statement and then strikes middle C and then the F below middle C. This is repeated—saying «apple» and striking the two notes until the pitch of a statement can be duplicated by the student. (In the event, the student has a voice pitch at variance with these notes, other notes can be found and used by the coach so long as the higher note is first and the second note is four or five whole notes below the first note. It must sound like a statement with the higher, then lower note.) Once the student has grasped this and can duplicate it, have the student use other two syllable words (or single syllable words preceded by an article), using these notes of the statement. Then, using these two notes, have the student make up sentences as statements, the bulk of the sentence said at the pitch of the higher note, but the end of the sentence at the pitch of the lower note. Once the student has this down and can easily do it and it sounds natural and he is satisfied that it does, go on to the question step.

The coach has the student say «apple» as a question. Then the coach (for a male student) strikes the F below middle C and then middle C. For a woman the coach strikes the A above middle C and then the D an octave above middle C. (In case this does not agree with the voice pitch of the student, the coach must work it out providing only that the upper note is three or four whole notes above the lower note. It must sound natural and must sound like a question.) The coach has the student say «apple» as a question and then strikes the lower and higher note until the student can duplicate it. Now take other two syllable words (or single syllable words preceded by an article) and have the student say these as a question, following each one with the two instrument notes, lower to higher. When the student can do this, is satisfied that it sounds natural and doesn't have to think about doing it, go on to the next step. Here the student makes up banal questions. The first part of the question is said at the lower note and the last part is said at the higher note. At each question, the coach strikes the lower note and then the upper note. When this sounds natural and the student does not have to think to do it and is satisfied with it, the drill is ended.

END PHENOMENA: A person who can state statements and questions that sound like statements or questions.

HISTORY: Developed by L. Ron Hubbard, April 1980, while doing the script for the soon to be produced training film «Tone 40 Assessment».

TR 1-Q2

NUMBER: TR 1-Q2

NAME: Walkabout Questions.

POSITION: There is no coach. Two students separate and walk around their neighborhood and then meet and compare notes. The object is to detect personal habits in questioning.

PURPOSE: To enlighten the student as to his own communication habits and people's reactions to his questions.

COMMANDS: The most common everyday social questions such as «How's it going?» «Do you like the weather?», etc. appropriate to the activities and circumstances of the person. Only one or two questions to a separate person. The questions must be banal, social and ordinary but they must be questions.

TRAINING STRESS: The two students agree on the areas they will cover and the time they will meet again. They then go off individually, not together. The student pauses next to people encountered and asks a social question, listens to his OWN voice tones and notes the reaction of the person asked. In this drill the student does not necessarily try to use TR 1-Q1 but is just himself, speaking as he would normally speak. The students then meet and compare notes and discuss what they have discovered about themselves on the subject of asking questions. If they have not learned or observed anything, the drill must be repeated.

END PHENOMENA: A person who has detected any habits he has in handling pitch of voice in asking questions so that he can cure these in subsequent drills.

HISTORY: Recommended by L. Ron Hubbard in February 1978, in the pilot for HCOB 22 Jul 78 ASSESSMENT TRs. Developed into a TR in April 1980, by L. Ron Hubbard.

TR 1-Q3

NUMBER: TR 1-Q3

NAME: Single Word Question.

POSITION: Student and coach facing each other with a table in between them. The E-Meter is not used. The Book of E-Meter Drills used by student and another copy by coach.

PURPOSE: To be able to ask questions using a single word read from a list.

COMMANDS: The coach uses the usual TR directions of start, flunk, that's it. The student uses single words from the prepared lists of the Book of E-Meter Drills, pages 66 to 72 of the Appendix.

TRAINING STRESS: To get the student to use the pitch of his voice to deliver a question consisting of a single word. It must sound like a question per TR 1-Q1 and use similar pitches to TR 1-Q1. The student is flunked for out TR-1, for keeping his eyes glued to the list, for sounding unnatural. The student is also flunked for slow or comm laggy delivery or pauses. The coach designates the list to be used, changes lists. When the student can do this easily, a second part of the drill is entered and the coach begins to use the PC Origination List on Page 58 so as to interrupt the student and make him combine his questions with TR 4. In this case the student acknowledges appropriately, uses «I will repeat the Question.» and does so.

END PHENOMENA: The ability to ask single word questions that will be responded to as questions and to be able to handle pc origins while doing so.

HISTORY: Developed in April 1980, by L. Ron Hubbard.

TR 1-Q4

NUMBER: TR 1-Q4

NAME: Whole Sentence Questions.

POSITION: Student and coach sit facing each other across a table. The E-Meter is set up and used. Copies of the Book of E-Meter Drills are used.

PURPOSE: To train the student to ask whole questions that sound like questions, read an E-Meter and handle a session at the same time.

COMMANDS: The usual coach commands of TR drills. The Prepared Lists of the Appendix of the Book of E-Meter Drills; the questions in these drills are reworded so that the item occurs as the last word; Example: List 2, pg 85 of the Book of E-Meter Drills states that the Assessment Question is «Which tree do you like best?». This is converted, for each question, to «Do you like _____ ?»; Prepared List 4 is converted to «Do you dislike _____ ?»; etc. A whole sentence is used in every case.

TRAINING STRESS: The usual TR commands are used by the coach. E-Meter Drill #5RA must be used to start. Any TR errors or Metering errors may be flunked, but special attention is paid to the student's ability to ask a question that sounds like a question in accordance to TR 1-Q1 and that sounds natural. The drill has three parts. In the first part, although the coach is on the meter, the ability to ask the question is concentrated upon. The second part concentrates upon the student's ability to look at the written question and then ask the coach directly without undue comm lag or hesitation. The third part is to do the first two parts and read the meter (in accordance with E-Meter Drills 27 and CR0000-4 which may have to be reviewed if flubby) and to keep session admin, all smoothly and accurately. If a question arises about meter accuracy, a third person who can read a meter or a video tape is employed to ensure that the student is actually not missing or dubbing in reads.

END PHENOMENA: A person who can do all the necessary actions of asking questions from a prepared list and run a session smoothly without errors or confusions and be confident he can.

HISTORY: Developed by L. Ron Hubbard in April 1980.

TR 8-Q

NUMBER: TR 8-Q

NAME: TONE 40 ASSESSMENT

POSITION: Same as TR 8 where the student is in one chair facing another chair on which sits an ashtray, the coach sitting beside the student in a third chair. A square four-cornered ashtray is used.

PURPOSE: To deliver the THOUGHT of a question into an exact position, wide or narrow at decision, that is a question, with or without words.

COMMANDS: For the first part of the drill: Are you an ashtray? Are you made of glass? Are you sitting there? Second part of drill: Same questions silently. Third part of drill: Are you a corner? to each corner of the ashtray, verbal and with intention at the same time. Fourth part of drill:

Any applicable question, verbal and with intention at the same time put broad and narrow at choice into the ashtray, exact parts of it and the surroundings.

TRAINING STRESS: The coach uses usual TR coaching commands. There are four stages to the drill. The first stage is to land a verbal command into the ashtray. The second stage is to put the question with full intention silently into the ashtray. The third stage is to put verbal command and silent intention at the same time into exact parts of the ashtray. The fourth stage is to put any applicable question both verbally and with

intention into any narrow or any broad portion of the ashtray or its surrounds at choice and at will. At the conclusion of the whole drill imagine the ashtray saying «Yes, yes, yes, yes» in an avalanche of yeses to balance the flow (in actual life, people, pcs and meters do respond and return the flow).

END PHENOMENA: The ability to land a question with full intention into an exact target area, broad or narrow, at will and effectively, whether verbally or silently.

HISTORY: Developed by L. Ron Hubbard in April 1980, as an extension of all earlier work on intention and Tone 40, as now applied to questions and assessments.

TR 4/8-Q1

NUMBER: TR 4/8-Q1 (TR 4 for Pc Origin, TR 8 Intention + Q for Question, 1 for first part.)

NAME: Tone 40 Assessment Prepared List Session Drill.

POSITION: Student and coach sitting across from each other at a table, E-Meter set up and in use, session admin, using prepared lists.

PURPOSE: To train a student to do all the actions necessary to a full, smooth, accurate session using prepared lists and to do Tone 40 Assessment of them.

COMMANDS: Coach commands are the usual TR commands of start, flunk, that's it. For the student, all commands relating to starting a session, giving an R factor, assessing a prepared list, keeping the admin, indicating any item found and ending a session. The Book of E-Meter Drills for Prepared Lists as in TR 1-Q4. Origins for coach as per pages 58, 59 and 60 of that book.

«Squeeze the cans», «Take a deep breath and let it out», «This is the session», «We are going to assess a prepared list» (assessment), «Your item is _____» «(indicate any F/N)» «End of Assessment» «End of Session».

TRAINING STRESS: Permit the student to continue to his first error, then have him drill and correct that error and continue. Finally, to conclude, let the student go through the entire sequence of the drill beginning to end three times without error or flunk for a final pass. It is expected that the student will not flub any TRs or metering or session patter. Metering may be finally verified by a third student or video. All assessing must be in proper Tone 40 with full intention exactly placed. The student must not walk to see if the meter read but catch the read of the last question as he starts the next one. His vision may shift from list to pc but at all times must embrace list, meter and pc.

(This drill also would be the one used for tape or video passes as it includes all elements of metering and TRs.)

END PHENOMENA: A person who can do a flawless and productive assessment session, Tone 40.

HISTORY: Developed by L. Ron Hubbard, April 1980.

TR 4/8-Q2

NUMBER: TR 4/8-Q2

NAME: Listing and Nulling Tone 40 Assessment.

POSITION: Same as TR 4/8-Q1.

PURPOSE: To teach a student to do the action of Listing and Nulling with all metering and admin, using Tone 40 Assessment.

COMMANDS: The usual coach TR commands. Two copies of the Book of E-Meter Drills. A prepared list is chosen by the coach and both use the same prepared

list. The student reads the question and asks it and the coach reads the replies from the same list but in his own copy. The student must write down the answers in a proper session worksheet and note and write down any reads. (An F/N terminates the listing if it occurs.) The coach need not use the whole list of replies but only half a dozen chosen at random. The sequence of commands is the same as TR 4/8-Q1 except that the R factor is «We are going to list a question.» And, if no item F/Ns and no significant read has occurred, the additional action of nulling the list is undertaken with the command, «I will now assess the list.»

TRAINING STRESS: The laws of Listing and Nulling HCOB 1 Aug 68 apply in full as these are very important laws and ignoring them can result in severe ARC breaks not so much in this drill but in actual sessions. The coach may also require suppress and invalidate buttons be put in on the whole list. All errors, omissions, hesitations and lapses from Tone 40 on the part of the student are flunked. Coach similarly to TR 4/8-Q1. Pass when the student can do it flawlessly three consecutive times. (This drill may be used for Internship tapes and videos for assessing and metering passes.)

END PHENOMENA: A person able to do a flawless L & N list as the session or as part of a session, with all TRs in, with perfect metering and proper admin and using Tone 40 in his listing and assessing.

HISTORY: Developed by L. Ron Hubbard in April, 1980.

SUMMARY

The purpose of these drills is to train the student to ask questions that will get answers and to assess prepared lists that will get accurate reads. If a student doing these drills has difficulty it will be traced to false data, misunderstood words or not having passed earlier TRs including Upper Indoc or his metering drills as contained in the Book of E-Meter Drills. If a satisfactory result is not obtained, the faults in the above items should be located and remedied and these drills repeated. If any earlier omissions are found and repaired and if these drills are honestly done, heightened success as an auditor (or a surveyor or examiner or ethics officer) is assured.

L. RON HUBBARD

FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 APRIL 1980

Remimeo

**PREPARED LISTS, THEIR VALUE
AND PURPOSE**

No matter how complicated or confusing the environment is getting, if you have a stable datum of exact action it can see you through.

The Prepared List provides the auditor with a stable action when a session or case is confusing and can bring things under control.

The idea of such lists and their development are original to Dianetics and Scientology. They are made possible because these subjects embrace the full extent of thought, the spirit and actual and potential aberration. Thousands of hours of research and development have gone into these lists. Thousands of case histories have been reviewed and condensed to make the lists possible. They are, in themselves, a considerable tour de force.

They have often meant the difference between a failed case and a spectacular result. Just as they are important, a knowledge of them and skill in their use is vital to auditing success.

HISTORY

Probably the oldest «prepared list» is the White Form, (now called THE ORIGINAL ASSESSMENT SHEET—HCOB 24 Jun 78R). This provided a series of questions which would give one the background of the preclear. It dates from 1950. By it one can get the probable this life areas of the preclear's heaviest charge.

SELF ANALYSIS was written in 1951. It contains processing lists a preclear could run on himself.

Group Auditing materials of the middle 80s contained lists of commands which were run on groups. Done on a meter, it provides a case entrance.

The «Joburg» of 1961 is probably the next historical point. It was a list of the possible withholds a preclear might have. It was called the «Joburg» because it was developed in Johannesburg, South Africa.

The «L1» was probably next. The original gave a list of session rudiments which might have gone out and enabled the auditor to get the session rudiments back in. It is still in use as «L1C» or «List One C».

The «Green Form» was developed in the early 60s so that Qual Review at Saint Hill would have a tool to analyze a case.

Correction lists for various auditing actions began to appear. These corrected an action in progress that had gone awry.

In 1973, the famous «C/S 53» (meaning «Case Supervisor Series 53») was devised and continued to be improved and reissued.

Today there are dozens of Prepared Lists. There is even a prepared list to repair repaired lists in general.

THEORY OF PREPARED LISTS

A Prepared List is an assembly of the majority of things which can be wrong in a case, an auditing action or a session.

Such lists are quite remarkable, actually. Only a thorough knowledge of aberration makes such a list possible. When you look over the extent of Prepared Lists, you will see that they contain a grasp of the subject of aberration never before available.

USE

While an auditor is expected to have studied and mastered all this theory, it is a bit much to expect that in the confusion of a case or session gone wrong he will be able to spot instantly, without help, exactly WHAT has gone wrong. Prepared Lists, where they exist, and his E-Meter will sort this out for him. All the auditor has to have is a general insight that something is going wrong, know in general what is being handled in the case, knows what list to use and then, with good TRs and metering, do an assessment of the Prepared List. Usually the trouble will come right, since the exact point will have been located. It is sometimes enough to merely indicate the point found to discharge it somewhat. One can F/N what is found or one can go into very wide, extensive handling. The point is, the use of the Prepared List has spotted the trouble. What is demanded of the auditor or C/S is WHICH Prepared List to use, but this is determined by what has been going on.

TYPES OF PREPARED LISTS

There are four general types of Prepared Lists. These are:

A. An ANALYSIS list. This is a type of Prepared List which analyzes a case broadly or analyzes a session. The purpose of it is to find out what to address in the case in order to program it. The White Form, the Green Form and the C/S 53 can all be used for this purpose. There are other such lists and there is even a Prepared List to debug production.

B. A direct AUDITING list. Prepared Lists exist which deliver direct auditing commands or questions which, run on the oc, produce an auditing result. The lists of SELF ANALYSIS and the various Confessional Lists form this type of Prepared List.

C. A CORRECTION list. This type of list corrects an ongoing action. Examples are the Word Clearing Correction List, the Int Rundown Correction List, the Dianetic Correction List. There is a bit of a grey area in this type of list as one can also use some of them for analysis as in the case of a Course Supervisor Correction List or a Student Correction List. The C/S 53 can also serve as a correction list. The real difference is what the list is being used for—to analyze to find out what to program or start or to correct something already in progress.

D. DRILL lists. These are used in training as dummy lists to get an auditor used to handling the meter and Prepared Lists. Such lists are contained in the Book of E-Meter Drills.

METHOD OF HANDLING

There are three methods of handling Prepared Lists, depending on the type of list.

There is simply the method of asking the questions in sequence and getting the answer from the preclear. This would apply to a White Form or to auditing Prepared Lists as in Self Analysis or in Group Auditing. Very few lists are handled in this way.

The second way is called «Method 3» wherein the list is assessed on a meter and when a read is noted, the meter-reading question is taken up with the preclear and F/Ned. Method 3 is covered in HCOB 3 Jul 71 AUDITING BY LISTS.

The third way is called «Method 5». This type of assessment assesses the whole Prepared List rapidly without getting the preclear to talk and the reads are then noted. The largest read or reads are then taken up and F/Ned. Method 5 is covered in HCOB 3 Jul 71 AUDITING BY LISTS.

TRS AND METERING

Whether or not a Prepared List reads depends upon the auditor's TRs and Metering. At one time or another Case Supervisors have had a great deal of trouble with this. Accuracy as to what really read was greatly in question. This came to view on Flag in the early 70s when Prepared Lists that had been assessed by Class IV trainees were then reassessed, same list, same pc shortly after the first list assessment, by Class XIIs. Totally different results were found—lists on which few or no reads were obtained by the Class Class IV trainees were found to be very live by the Class XIIs. The difference of quality of TRs and metering were what made the difference with the prepared list response. HCOB 22 April 1980 contains the drills which remedy this. It is the TRs and metering of the auditor that makes a prepared list reliable, not the list itself.

The champion list of all time is the C/S 53. On one page, any general thing that can be aberrated in a thetan has been assembled. There are two forms of it—Short Form for preclears who know the terms and Long Form for preclears who are unindoctrinated (they are the same lists but the Short Form is in single word and the Long Form is a full question).

A Director of Processing giving a D of P Interview can use one of these and obtain enough material to enormously help a Case Supervisor. It is not the only D of P Interview action but it is very helpful when used.

An auditor can debug a program or a session with it.

It can analyze a case for programming and it can also be used to correct a program or to correct a session.

Originally it was developed to handle high and low Tone Arm cases and although it still says this, it also says it can «correct case outnesses». And today, this is its greatest use.

PRIORITY of handling outnesses is a vital part of C/S 53. The first three groups of items -- (Interiorization outnesses), B (List errors) and C (rudiments) -- give the necessary order of handling. If Int is reading, nothing else can be handled until it is. List errors take the next priority. Then rudiments. If one were to try to repair a case out of sequence, a mess could occur. So this Prepared List also gives the sequence in which outnesses must be handled.

The main fault is using a C/S 53 is overuse—an auditor reaching for it when he gets in trouble instead of improving the auditor's own TRs, metering or knowledge of programming in the first place.

But the C/S 53 is one of the most valuable tools an Auditor or a Case Supervisor has.

GENERAL CASE HANDLING

The Prepared Lists of all types place in the hands of the Case Supervisor and the auditor a procedure by which a case can be analyzed and programmed.

Some auditing can be done direct from Prepared Lists.

WORD CLEARING PREPARED LISTS

It can happen that a Prepared List gets stalled on misunderstood words.

For many Prepared Lists there are also full word clearing lists which can be done on the pc.

At one time it was thought that before one did a list one should ALWAYS word clear it. However, this has the liability that a pc who is in one kind of trouble can't sit still until a full word clearing action is done.

The amount of trouble which came from Prepared Lists came more from assessing and metering errors than it did from misunderstood words.

When one is using a prepared list on a pc who has never had it word cleared, it is usually enough to check that the read isn't coming from a Mis U.

Early in a pc's auditing, about the time he gets a CS-1, the more critical prepared lists should be word cleared and the fact noted in his folder. But when one is doing this word clearing, tone arm action or significant reads should also be noted. One is liable to think he is word clearing whereas he is actually assessing.

True, there are a lot of tech words on a prepared list that the pc isn't likely to know. Unfortunately, the discoveries of Scientology exceed common language and require terms of their own. But a pc catches on to this quite rapidly. They are new ideas to him (even though he was been living with them all the eons of his existence). When the word is cleared, the idea is also thrown into action. So it is important to note meter reads and and tone arm actions when clearing the words of prepared lists.

No hard and fast rules can be drawn on this point of word clearing Prepared Lists. If you have already word cleared the key words of a key Prepared List before you need it, thank your stars. Otherwise, carry on and hope.

SUMMARY

A Case Supervisor and an auditor owe it to themselves to have a good command of this subject of Prepared Lists. There are many issues on the subject. There are dozens of Prepared Lists.

Knowing what Prepared Lists exist is a vital step for a Case Supervisor and auditor. Knowing what each is used for is equally important. Knowing which lists have word clearing lists already prepared is of assistance.

One has to know enough general tech in order to select what Prepared List to use.

The ability to assess, as it applies to TRs and metering is extremely important in using Prepared Lists.

When it comes to analyzing, auditing and correcting cases and actions, the Prepared Lists are a jewel box that glitters with potential success.

L. RON HUBBARD

FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 MAY 1980

Remimeo
Survival RD I/C
Survival RD C/S
Survival RD Supers
Survival RD Review Auditors

Survival Rundown Series 1

THE SURVIVAL RUNDOWN

Ref: HCOB 2 May 80	SURVIVAL RUNDOWN PC PROGRAM SRD Series 2
HCOB 2 May 80	SURVIVAL RUNDOWN Issue II
	ADMINISTRATION SRD Series 3
HCOB 6 Feb 78RA	THE PURIFICATION RD REPLACES THE SWEAT PROGRAM

When a person has fully completed the Purification Rundown he is in shape to get the most possible gain from his auditing.

We needed a rundown that would be exactly the right action after the Purification Rundown and so I have developed the SURVIVAL RUNDOWN, a very highly effective, life changing rundown!

Done properly on successful Purification RD graduates, the Survival RD puts the being in a position where he can be at cause and really survive in this universe.

It was quite obvious from the beginning that the next step after the Purification RD would be Objective Processing and this was stated in HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM. It was also found though that a thetan, upon completion of the Purif RD, feels he is on the road towards increased survival potential in this physical universe. The idea of giving Objective processing was then expanded upon, resulting in the overwhelmingly successful Survival Rundown which has been fully piloted and results in an individual with greatly increased survival potential who is in PT and able to control and put order into his environment.

It is important that one understands just how the Purification RD and the Survival RD are related.

The Purification Rundown is a BIOCHEMICAL handling. By this is meant «the interaction of life forms and chemical substances.» It handles those factors which produce a constant restimulation or drugs and drug related pictures. Thus, when it is completed, gains from mental and spiritual processing can fully occur.

The Survival RD is a BIOPHYSICAL handling. By biophysical we mean «the interaction and relationship of the being to the physical universe and the material things of the environment or universe.»

BIO means: life, of living things. (From the Greek «BIOS» which means life, or way of life.)

PHYSICAL means: of or pertaining to the body or thing of a material nature, or to the material universe perceived by the senses; pertaining to or connected with matter; material.

Thus, biophysical handling would be auditing the person on those processes which get him, as a thetan, better aware of his body and his physical surroundings, in better communication with these things and in better control of them.

We have had, since the early years of Scientology, the Objective processes which accomplish this. That they now accomplish it more successfully than ever before when preceded by the handling of the effects of drugs and toxins on the being on the purification Rundown is a very rewarding discovery, but there is more than that that has been discovered.

On the Survival Rundown this is amplified by the addition of brand new technology on the handling of disorganization and disorder. This is coupled with Objective Processes, a full battery of TRs and an array of drills which put a thetan at cause over handling MEST cycles of action and people (the Admin TRs). It is very simple but, after the Purification RD, it has produced very very dynamic results on all levels of cases.

DEFINITION OF OBJECTIVES

If the word «Objective» is not properly defined and is not understood, then one will not have any inkling as to why these processes work.

DEFINITION OF OBJECTIVE:

Noun:

1. Something real and observable.

Adjective:

2. Existing outside the mind as an actual object and not merely in the mind as an idea; real.
3. About outward things, not about the thoughts or feelings of the speaker, etc.

«Subjective» has to do with feelings and thoughts and internal mind things. OBJECTIVE is the reverse of subjective. Objectives are the reverse of thinking and significance.

Thus, Objective Processes deal with the real and observable. They are processes which call for the preclear to spot or find something exterior to himself in order to carry out the auditing command.

Broadly, Objective Processes also include:

1. Control Processes, which place the preclear's body and actions under the Auditor's control and which then invite the preclear's own control of his body and actions.
2. Duplication Processes, in which communication is established by having the preclear mimic and duplicate physical actions.

There is a wide range of Objective Processes to use to accomplish the handling of biophysical factors for any pc.

WHY OBJECTIVES FOLLOW PURIFICATION

When one has taken a searching look at the biochemical scene, it becomes obvious how and why Objectives quite naturally follow the biochemical handling the person has had on the Purification Rundown.

As covered in the original issue on the Purification Rundown, large segments of today's society have been subjected to drugs, medical or otherwise, and the intake of other biochemical poisons which are so much a part of our current scene.

Effects of these substances can and do prevent the person from making case gain, or optimum case gain, from any type of processing, including Objective processing.

One does not need to be a «druggie» in the common sense of the word to be affected by this. It is a factor to be dealt with by practically anyone who has been around and living in our biochemical-oriented society in recent past years.

It is known that drugs, pain-killers, tranquilizers, etc. block off sensations. Any drug may be taken to drive a person out of an unbearable present time or out of consciousness altogether. In most cases, people who have taken street drugs or medical drugs have done so to avoid the pain of a sick or injured body or to avoid painful situations in the environment.

Drugs however (whether alcohol, tranquilizers, marijuana, LSD or other biochemical substances) produce a threat to the person like any other poison. This can be due to the blocking off of sensation and awareness or to their direct effect on the nervous system, cells or tissues, but is also in great extent due to the fact that they deplete the body of needed and important vitamins and minerals. They can and do create nutritional deficiencies and these can be severe and continuing.

The immediate threat is to the body, but under threat the thetan often reacts by going out of present time. Anyone forced into a dangerous environment tends to go either fully into present time or retreat from present time. Without benefit of processing, the likelihood is the person goes out of P.T. in more cases than not.

Residuals of these poisonous substances lodged in the body tend to have much the same effect. They can contribute to a continuation of any nutritional deficiency caused by the drug in the first place. They tend to put the person out of communication with his body or at the very least with those parts of the body most severely affected by toxic deposits. Hence, they also tend to put the person out of communication with his environment and with present time to a greater or lesser degree.

Therefore, when one has handled the biochemical effects of such a situation on the Purification Rundown, the next logical step is the biophysical handling which gets the person into present time and in control of his body and in good communication with the things of his environment. It is done with Objective Processes. These processes can also work to un-fixate attention from the body where, for some, it may have been stuck for some time.

REPAIR OF BRAIN DAMAGE

OR OTHER CELLULAR DAMAGE FROM DRUGS

There is another factor here, which is that many people are concerned over the possibility that marijuana, LSD and other drugs so damage the brain or the nervous system and cells as to make complete recovery impossible.

There is probably more hope to be had here than was originally considered.

There are soldiers who have experienced bullet wounds in the brain who totally lost the power of speech or some other facility, but it is a matter of record that, when carefully schooled and exercised, other new brain cells have become usable and the lost ability has been regained.

Research may show that, even when drugs have damaged the nervous system or cells, the ability to think and act and react may probably be regained:

- a. if the residual effects of these drugs are handled,
- and
- b. if any damage is repaired by diet, vitamins, etc.

Whether the drugs have harmed the body directly or harmed it by creating vitamin and mineral deficiencies, once the original drug poisons are handled and the damage bypassed or handled with correct nutrition, it is entirely possible that such recovery could take place.

Thus, though many are worried about drug and poison damage being irreversible, based on the above research this may not necessarily be the case.

Taking all possibilities into consideration, it may be that, with the proper spiritual handlings being done on the biochemical level (as with the Purification Rundown) and the biophysical level (as with the Survival Rundown) thoroughly and well, there could be considerable hope for a full resurgence of physical health and spiritual well-being for someone who has suffered from the harmful effects of drugs and toxins.

WHO GETS AUDITED ON THE SURVIVAL RUNDOWN?

For any starting pc, the beginning of the Bridge now consists of:

1. The Purification Rundown
2. The Survival Rundown
3. Full Drug Rundown

And following that would come all of the remainder of the Dianetics and Scientology processes, mental and spiritual, in proper sequence, which make up the full Bridge.

It is the responsibility of the C/S to ensure that any new pc is programmed and handled according to these steps, and to ensure that pcs already on the Bridge are not being prevented from making case gain due to any of the above having been omitted or quickied.

Any person who has never had Objectives must be C/Sed for this Rundown as his next step after the Purification Rundown is completed.

For those who have had Objectives prior to the Purification Rundown, it must be a matter of C/S adjudication as to whether the person would then be given further Objectives or not. (Those Objective Processes that were previously received would of course be verified at the proper place on the Survival RD and either rehabbed or flattened.)

Many pcs now doing the Purification Rundown may have had many hours of Objectives and had valid and lasting gain from them. The C/S must establish whether this is the case and, if so, he would simply rehab each Objective run or, as needed in some cases, any overall EP of Objective processing is rehabbed or Date/Located.

Many may have missed Objectives totally, or been quickied on them. For such cases, the Survival Rundown (preceded by successful completion of the Purif Rundown) is the point at which a lack of Objectives or quickied Objectives would be remedied.

There will also be those who have had Objectives which were done over the effects of heavy drug and toxic restimulation, which could have prevented case gain even from Objectives if these were done before the Purification Rundown. In these cases the Objectives previously run would be verified and flattened as needed.

Obviously, if there is evidence that Objectives have been quickied or omitted or if the person did not do well on them, the C/S would need to ensure that this was handled on the Survival Rundown.

STEPS OF THE SURVIVAL RUNDOWN

0. CONTINUATION OF DAILY VITAMINS AND EXERCISE

Not only does the continuation of daily vitamins and exercise make sense but this was in high demand by Purification RD graduates. They wanted to continue the daily regimen of properly maintaining their bodies after their completion of the Purif and so this is therefore included in the Survival RD.

It is suggested that the minimum daily requirements of vitamins and minerals be continued while on the Survival RD, per HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM, page 18 under «End Phenomena» and HCOB 5 May 80 CONTINUATION OF DAILY VITAMINS AND EXERCISE.

It is also recommended that the system of twinning on the daily exercising is followed on the Survival RD. This is for two reasons: (1) twins 8-C each other on maintaining the daily schedule and regimen and (2) it is a good safety precaution.

Due to individual schedules, the person's course twin may not always be his exercise twin but it is usually preferred.

00. REPAIR OF PAST REPAIRS IN AUDITING

With the benefit of increased case gain potential one receives from the Purification RD, you will find that cases who had bugged repair cycles, incomplete case actions, apparently failed case actions and botched or apparently unsuccessful Qual correction actions can now be set straight and swiftly repaired.

This step of the RD is fully laid out in HCOB C/S Ser 109 CONDITIONAL STEP AFTER PURIF and HCOB 13 Jan 70 C/S Ser 3 SESSION PRIORITIES—REPAIR PROGRAMS AND THEIR PRIORITIES.

1. ENVIRONMENT LOCATIONAL

This step is extremely simple to do but produces very big wins on Purif grads. They are in a state of now having their attention unfixated from the body and this locational moves them right into communication with their present time environment. You'll be amazed at the responses this step gets! This step is laid out in HCOB 6 May 80 ENVIRONMENT LOCATIONAL.

2. REACH AND WITHDRAW ON MEST LOCATIONS

The Survival RD issue which covers this step includes data about Reach and Withdraw that I discovered had never been broadly released. The theory of this action is contained in HCOB 7 May 80 REACH AND WITHDRAW ON MEST LOCATIONS.

Once the thetan has been gotten into communication with his environment, his reach and confront is then raised on this step of the Survival RD. Three areas are covered—the outdoor environment, the individual's personal living area & MEST, and his work space. This step alone has produced some of the most dramatic changes which occur on this Rundown.

The Reach and Withdraw and the Environment Locational are not to be underestimated because of their simplicity. You must realize that, after the Purif, you have a thetan with a fresh clean viewpoint and an anxiousness to become reacquainted and causative over the physical universe which he is operating in. This Reach and Withdraw step does just that. (NOTE: Those co-auditing the Survival RD are purposely gotten onto the Locational and Reach and Withdraw steps before any admin hatting, TRs, etc. so that they get immediate wins on the course. It also improves their study.)

3. OT TR 0 - TR 4 and TRs 6 - 9

The TRs on the Survival RD are done on either Section II of the SURVIVAL RUNDOWN TRs AND CO-AUDIT COURSE CHECKSHEET (HCO PL 12 May 80) or on sections II - III of the SURVIVAL RUNDOWN TRs COURSE CHECKSHEET (HCO PL 13 May 80) (for HGC pcs on the Survival Rundown).

The TRs 0-4 on the Survival RD incorporate some of the most recent technical breakthroughs in the area of TRs. Theory on the communication formula, ARC and TR basics is included.

These are not Professional Auditor's TRs (Hard TRs) but are a gradient below that. The Training Drills on the Survival RD are done towards the purpose of improving an individual's understanding of communication, his ability to communicate and to raise his level of intention. They can be cycled through if necessary per study tech on gradients.

It has been found that at this step of the Survival RD, many individuals truly duplicate the data about communication for the first time regardless of how many times they read it previously. Also, life ruins in the area of communication have been handled. Doing TRs at this point in an individual's auditing is actually very therapeutic.

For those co-auditing the Survival RD, the above TRs of course are necessary drilling for their auditing of their twin.

4-16. OBJECTIVES

The Objective Processes run at this point of the Survival Rundown are as follows:

4. CCH 0 (Locational processing Step—per HCOB CCH 0 -- LOCATIONAL PROCESSING STEP)
5. Objective ARC
6. CCHs 1-4
7. CCH 5
8. CCH 6
9. CCH 7
10. CCH 8
11. CCH 9
12. CCH 10
13. Start-Change-Stop On An Object
14. Start-Change-Stop (Body)

These are run in the above sequence, each fully to its EP.

The remainder of these basics:

15. SOP 8-C
16. Opening Procedure by Duplication (Op Pro By Dup)

are then given the person as the final part of his next auditing step, the NED Drug Rundown.

In other words, when the person has not yet had a Dianetic Drug Rundown, SOP 8-C and Op Pro By Dup are the Objectives given after all of the steps of the NED Drug Handling are complete. (Ref: HCOB 15 July 71RC, Revised 31.1.79, C/S Series 48RD, NED Series 9RB, DRUG HANDLING.)

Exception: If the pc is Clear or OT he would not be given the NED Drug RD or any other Dianetics but would simply get all of the above Objectives 4 - 16, in sequence, as part of the Survival RD.

Any pc who is on or between R6EW, Clearing Course, OT I, OT II, OT III or who is a NED for OTs pc would not receive any other auditing action than the one he is on as he is in the Non-Interference Zone.

Also, in other cases where the preclear has completed a Drug Rundown but is getting additional Objectives following his Purification Rundown, SOP 8-C and Op Pro By Dup are verified or run as part of the Survival Rundown.

The list above comprises those Objective processes which have been chosen as the basic objective rundown. This does not mean that other objectives cannot be run. There are many, many more objective processes in Scientology, and these are covered extensively in HCOBs, PABs, books and tapes. The C/S is at liberty to get the pc run on other objectives if needed after the specified processes have been run to their full End Phenomena.

Note: Objectives are also used early on when a person is first coming off drugs to prevent withdrawal symptoms, but that is not a full Objectives handling and such persons have to be fully completed on Objectives after Purification and TRs have been done.

Note: A full list of Source references for the basic Objectives is given on the Attachment accompanying this bulletin.

17. R2-69 PLEASE PASS THE OBJECT

This process is fully presented in the book CREATION OF HUMAN ABILITY.

It is placed at this point on the Survival RD as a gradient to the Order versus Disorder step. On R2-69 the thetan is allowed to place an object in various locations. He even comes up to «games» on the subject and will regain the ability to causatively put an object somewhere.

18. R2-22 SPANNING ATTENTION

This is also a CREATION OF HUMAN ABILITY process.

The preclear now increases his attention concerning objects. He will be able to causatively put his attention on numerous objects and thus increase his ability to handle the MEST UNIVERSE.

19. HANDLING OF DISORGANIZATION

I have developed this process just for the Survival RD. It is not run outside of the Survival RD or in any other place on this RD.

R2-69 and R2-22 gives us a pc who knows he can causatively place an object somewhere and who can have his attention on more than one object at a time.

Step A of the Handling of Disorganization process is geared towards the realization that (a) objects can exist in an orderly fashion, (b) one can do something with objects and, © it is a simple task to return an object to its original location after doing something with it.

On step B of this process, the pc will realize that (a) he can self-determinedly organize objects,(b)the key to handling disorganization is to organize and locate MEST objects and return them to their original location once used, which is the EP of the process. It is laid out in HCOB 9 May 80 HANDLING OF DISORGANIZATION.

The Handling of Disorganization Process was tailor-made to precede the Order Versus Disorder step. It is the gradient that really ensures the Order Versus Disorder step is completely effective.

20. ORDER VERSUS DISORDER PL STEPS

The full theory of this step is' covered in HCO PL 14 Feb 80 ORDER VERSUS DISORDER. It is done exactly per the above PL with the exception of step #2 which has been expanded in HCO PL 10 May 80 ORDER VERSUS DISORDER—STEP #2 EXPANDED.

This step, quite obviously, gets an individual's personal and working environment into order. It increases his organization and helps him to causatively produce whatever his products are. It also would include the handling of anyone in the condition of Confusion (per page 7 of the Order Versus Disorder PL and per HCO PL 9 Feb 74R THE EXPANDED CONFUSION . FORMULA).

An individual's survival depends to a large degree on his ability to put order into things and produce a valuable product. Without this, the individual is out exchange with his environment and other people. An individual who is not producing is not surviving and in fact becomes mentally or physically ill. He is incompetent. His morale is out the bottom and he is not expanding.

An individual who can bring about order and who can produce a valuable product has high morale. He is in exchange with his environment and other people, and it is exchange which maintains the inflow and outflow that gives a person space around him and keeps the bank off of him. Such an individual has a high survival potential, indeed!

21. FINAL REACH AND WITHDRAW STEP

The Order Versus Disorder step of the Survival RD can seem to be a bit of an other-determined action as the individual's working and living areas are inspected, he is 8-Ced into putting order into any disorder encountered and then re-inspected. (This is covered in HCOB 11 May 80 FINAL REACH AND WITHDRAW STEP.)

This final Reach and Withdraw step raises the individual's Havingness and ARC towards the objects/areas he has now put into order. This also increases his causativeness in these areas so that he will maintain the order he has put them into.

22. ADMIN TRs

The Admin TRs (HCOB 17 May 80 ADMINISTRATIVE TRs) increase one's causativeness over the everyday confusions, randomities, justifications, excuses, traps and insanities of MEST and people. They enable one to comfortably confront such things when encountered.

All of the Admin TRs should be done at the end of the Survival RD even if previously done as the individual will get increased benefits from them after the gradient steps of the Survival RD. (The only exception is the fact that TR R/W MEST is not done on the Survival RD as its purpose is accomplished on an earlier RD step—R/W ON MEST LOCATIONS.)

At this point on the Survival RD, one's potential to handle the MEST Universe and other people is raised out the roof!

EP

The EP of the Survival Rundown is «Feeling in Present Time and able to control and put order into the environment. Greatly increased survival potential.»

CO-AUDIT VS HGC AUDITING

The Survival RD is set up so that it can easily be delivered in any org or mission, on a co-audit basis or in an HGC.

I do want you to know that in the piloting of the Survival RD, some of the biggest wins expressed were auditor wins from those co-auditing this Rundown. The Survival RD is now one of the first places an individual learns to audit. The issues and the checksheet are specially designed to make it very easy gradient for even the newest Scientologists.

Becoming an auditor raises a person's self-respect and feeling of value. He becomes more effective as a being because he knows he can help others. His confront is higher. His case gain is twice that of someone who only receives auditing.

THE SURVIVAL RD AND STAFF

I want to make it very clear that the Survival RD is intended for staff as well as public. All staff that complete the Purification RD should be programmed for the Survival RD. They can easily co-audit it and should. It has everything to do with enhancing our staff members, making them into auditors, getting them up the Bridge and improving their production.

Without able staff members we have no hope of flourishing and prospering. And besides, who more deserves to get up the Bridge than our staff?

C/SING THE SURVIVAL RUNDOWN

To C/S the Survival RD one must be a Graduate C1 IV C/S. He must be familiar with the co-audit technology and high crimed on all Survival Rundown issues and related tech. It is advised that he himself do the Survival RD at the soonest opportunity.

Specific data concerning C/Sing the Survival RD is found in HCOB 4 May 80 C/SING THE SURVIVAL RUNDOWN.

The Survival Rundown is the key to increased survival for your public, staff and the org. Run standardly it changes conditions beyond belief. It will directly affect stats and production and morale will soar, both for the individual and the org.

Most importantly, it is a big step on the Bridge and opens the way to mental and spiritual processing with more gains than ever before. You will also be training auditors and paving the way for more people to get up the Bridge.

Here's to the best, biggest and widest Bridge ever!

L. RON HUBBARD
FOUNDER
as assisted by
TECH PROJECT I/C

LRH:MM:nsp
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HCOB 1.5.80
ATTACHMENT

MATERIALS ON OBJECTIVES

There is a wealth of data on Objectives in earlier Scientology materials, and these materials must be well known by any C/S or HGC auditor or Co-audit Supervisor attempting to deliver this Rundown.

References for the basic Objectives are given here under each of the processes:

CCH 0

HCOB 8 May 80	CCH 0 -- LOCATIONAL PROCESSING STEP
HCOB 4 Dec 57	CLEAR PROCEDURE CONTINUED STEP ONE:
	PARTICIPATION IN SESSION BY THE PC
PAB No. 133 1 Apr 58	PROCEDURE CCH
HCOB 15 Oct 58	ACC CLEAR PROCEDURE
	OBJECTIVE ARC
HCOB 19 Jun 78	NED Series 3 OBJECTIVE ARC

CCHs 1-4

HCOB 1 Dec 65	CCHs
HCOB 5 Apr 62	CCHs AUDITING ATTITUDE
PAB 133	PROCEDURE CCH (Tech Vol III, pg 238)
PAB 134	PROCEDURE CCH CONTINUED (Vol III, pg 247)
HCOB 15 Oct 58	ACC CLEAR PROCEDURE PAB 150 DUMMY
	AUDITING STEP THREE: DUPLICATION
	(Vol III, pg 354)
PAB 151	DUMMY AUDITING STEP FOUR: HANDLING
	ORIGINATIONS (Vol III, pg 370)
PAB 154	CCH CONCLUDED (Vol III, pg 400)
HCOB 5 Jun 81	PROCESSES ALLOWED
HCOB 23 Jun 61	RUNNING CCHs
HCOB 27 Jun 61	ROUTINE ONE
HCOB 29 Mar 62	CCHs AGAIN. WHEN TO USE THE CCHs

Tapes:

5707C05 FC-4	BASIC THEORY OF CCHs
5707C07 FC-15	CCH—STEPS 1 THROUGH 4: DEMONSTRATION
6106C22 SH Spec 18	RUNNING CCHs
6203C29 SH Spec 126	CCHs

CCHs 5-10

HCOB 11 Jun 57	TRAINING AND CCH PROCESSES
PAB 135	PROCEDURE CCH CONTINUED (Vol III, pg 254)
PAB 131	THE SCALE OF WITHHOLD (Vol III, pg 230)
PAB 87	SCIENTOLOGY PROCESSING (Vol II, pg 441)

CCHs IN GENERAL

PAB 122	THE FIVE LEVELS OF INDOCTRINATION AND
	PROCEDURE CCH (Vol III, Pg 128)
HCOB 4 Dec 57	CLEAR PROCEDURE CONTINUED
BOOK: Scientology Clear Procedure Issue One (Vol III, pgs 172-193)	
HCOB 3 Jul 59	GENERAL INFORMATION
HCOB 11 Apr 62	DETERMINING WHAT TO RUN
HCOB 12 Apr 62	CCHs PURPOSE
HCOB 26 Apr 62	RECOMMENDED PROCESSES HGC

START-CHANGE-STOP

BOOK: Control and the Mechanics of S-C-S PAB 97 START-CHANGE-STOP (Vol II, pg 521)

HCOB 28 Jul 58

CLEAR PROCEDURE

HCOB 2 Feb 81

UK CASES DIFFERENT

SOP 8-C

PAB 34

OPENING PROCEDURE SOP 8C (Vol II, Pg 76)

PAB 47

OPENING PROCEDURE 8-C (Vol II, pg 146)

BOOK: Creation of Human Ability, R2-18

BOOK: Phoenix Lectures, Chapter 18

BOOK: Dianetics 55!, Chapter XII

OP PRO BY DUP

HCOB 4 Feb 59

OP PRO BY DUP

BOOK: Creation of Human Ability, R2-17

BOOK: Phoenix Lectures, Chapters 19 & 20

BOOK: Dianetics 55!, Chapter XII

OBJECTIVES IN GENERAL

HCOB 14 May 82

CASE REPAIR

HCO PL 17 May 65

CCHs

HCOB 19 Mar 78

QUICKIE OBJECTIVES

HCOB 26 Aug 78

MORE ON DRUGS

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 MAY 1980

ISSUE I

Survival RD
Only

Survival Rundown Series 2

SURVIVAL RUNDOWN

PC PROGRAM

(REF:	HCOB 1 May 80	SRD Series 1 SURVIVAL RUNDOWN
	HCOB 2 May 80 II	SRD Series 3
		SURVIVAL RUNDOWN ADMINISTRATION
	HCOB 4 May 80	SRD Series 4
		C/SING THE SURVIVAL RUNDOWN)

This program lays out the steps of the Survival RD. It is to be put in the front inside cover or the pc's PT folder and is to be used as the program for the RD. Its sequence is not to be altered in any way.

The Survival RD is to be run only on SUCCESSFUL Purification RD completions and the C/S is responsible for verifying this before he begins anyone on his Survival RD Pgm.

IF THE PC HAS RECEIVED ANY OF THE FOLLOWING STEPS PREVIOUSLY, THEY SHOULD BE VERIFIED/FLATTENED AT THE APPROPRIATE PLACE OP THE RD.

0. The pc continues daily vitamins and exercise

00. A. Any needed correction of auditing repair given before the Purif RD

B. Any needed repair or completion of any failed auditing process
given before the Purif RD

C. Any needed repair of cramming, correction or ESTO actions given
before or during the Purif RD

1. ENVIRONMENT LOCATIONAL

2. REACH/WITHDRAW ON MEST LOCATIONS:

A. OUTDOOR ENVIRONMENT

B. PC'S PERSONAL LIVING AREA AND MEST	_____
C. PC'S WORKING AREA	_____
3. TRs (TRs 0-4, TRs 6-9)	_____
4. CCH 0 (Locational Processing Step)	_____
5. OBJECTIVE ARC	_____
6. CCH I-IV	_____
7. CCH V	_____
8. CCH VI	_____
9. CCH VII	_____
10. CCH VIII	_____
11. CCH IX	_____
12. CCH X	_____
13. SCS ON AN OBJECT	_____
14. SCS ON THE BODY	_____
15. SOP S-C (omit if pc's next step is the Dianetic Drug RD)	_____
16. OP PRO BY DUP (omit if pc's next step is the Dianetic Drug RD)	_____
17. R2-69 PLEASE PASS THE OBJECT	_____
18. R2-22 SPANNING ATTENTION	_____
19. HANDLING DISORGANIZATION PROCESS	_____

20. ORDER VERSUS DISORDER PL STEPS

21. FINAL REACH/WITHDRAW STEP

22. ADMIN TRs

Case Supervisor

L. RON HUBBARD
FOUNDER

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HCO BULLETIN OF 2 MAY 1980

ISSUE II

Survival RD I/Cs
C/Ses
Review Auditors
Co-Audit Supervisors
Theory Supervisors
Administrators

Survival Rundown Series 3
SURVIVAL RUNDOWN ADMINISTRATION

(Ref: HCOB 1 May 80 SURVIVAL RUNDOWN
HCOB 29 May 80 CO-AUDITS: HOW TO RUN THEM)

Vital to the administration of the Survival Rundown is having adequate terminals to keep the lines moving quickly so that there are no stops or slows.

This issue lays out the hats that need to be worn for smooth Survival RD delivery.

In a smaller org or mission, some of these can be double-hatted but a larger course will need each post single-hatted in order to successfully handle the load.

SURVIVAL RD I/C

A Survival RD Co-Audit of any size must have a Survival RD I/C. He has the overall responsibility for Co-Audit's success and the success of the Survival Rundown. He is senior over the Co-Audit Supervisor, Theory Supervisor, Review Auditing Section and the Survival RD Admin. It is optimum that he has done the Survival RD himself. (If this function is held from above, it would most likely be held by the D of T or Tech Sec but could be held by the Survival RD Co-Audit Supervisor as a last resort.)

He is in charge of overseeing the routing of pcs/students through their Review cycles to completion.

He spot checks the Survival RD student DRs every day to ensure all is going well and makes sure any outnesses are corrected by the proper terminals.

The stat of the I/C is Survival RD PC Comps, Review Comps and Student Comps.

The Survival RD I/C ensures the Co-Audit Supervisor, Theory Supervisor and Admin wear their hats at all times. If anything comes on his lines that is another's hat, he pushes it down to them to handle. He writes crams on any goofs the supervisors may make and ensures the C/S issues pink sheets on the co-auditors as needed. He also ensures the supervisors pink sheet any outnesses.

The I/C really makes sure WHAT IS A COURSE PL is IN. He slams in all points. He makes sure HCOB 30 Oct 78 COURSES THEIR IDEAL SCENE is in. He isn't reasonable and doesn't tolerate Q & A, non-compliance or out-ethics. He 8-Cs things with ARC and an uncompromising attitude. He is a stable terminal in the delivery of the Survival RD.

A tight line with the Dir Review or the Qual Sec should be kept concerning the Reviews getting scheduled and done. Having people «waiting for Review» is not OK and the line must be 8-Ced by the Survival RD I/C.

He ensures all steps of the RD are being followed to the letter including the continuation of daily vitamins and exercise.

PUBLIC AND STAFF SURVIVAL RUNDOWN I/Cs

As with the Purification RD, many orgs have an I/C for the public and an I/C for the staff. This system can be applied to the Survival RD as well. (In this case the Staff I/C, if held from above, would most likely be held by the SSO. See HCO PL 29 Oct 79 SSO RESPONSIBILITY FOR STANDARD STAFF COURSES while the Public I/C would be held as covered on page 1.)

It is certain that orgs and missions will get their public through the Survival RD. It is just as essential though, that staff members are gotten through the Survival RD.

The most workable way to organize the staff onto and through the Survival RD is for the Survival RD I/C (whether he is handling only staff or both staff and public) to make up a master list of the org's staff members who have successfully completed the Purification RD and any that are currently on the Purif RD. This can be in a log or, better yet, on a board. He uses this as his guide to where individuals are at. He then knows who should be routed onto the Survival RD, who is on the Review step, who is on the Co-Audit steps, etc.

This would look something like this:

NAME	ON PURIF	PURIF COMP	(Conditional) REVIEW STEP	SURVIVAL RD CO-AUDIT STEPS	SURVIVAL RD COMP

The above is not a substitute for the course progress board but enables the I/C to keep track of where the staff members all are. There are plenty of org terminals keeping track of where the public are and 8-Cing them on to their next services, but staff members tend to get neglected. I want all staff members to receive the benefits of the Survival RD and I am charging the Qual Sec or SSO or Staff Survival RD I/C—whoever is assigned the hat—with getting their staff members through this RD. Liaise with the C/S and get my staffs (including yourselves) through the Purif RD, the Survival RD and on up the bridge. It's time someone gets concerned about staff members' enhancement. I am especially making these new rundowns easy to deliver to staff and I expect them gotten through them and on up to Clear and OT:

CASE SUPERVISOR

The C/S reads the DRs every day and C/Ses every step of the Rundown. He makes sure the Rundown is done in the exact sequence and with no interjected or off-line case actions (Ref. C/S Series 29 & 38).

This includes such actions as Post Purpose Clearing, Debug Checklist, False Data Stripping and Crashing MU Finding. These should be done before the Rundown is started. If needed during the Rundown for the person's post, the C/S would have to OK it and it would be limited to FDSing, Word Clearing and Debug actions not requiring L & N or other case handlings such as Service Fac Handling.

Rudiments and word clearing in Cramming do not require C/S OK.

The best action is to just get the pc through the program and he'll then be easier to debug.

The Case Supervisor should be available during the co-audit course time if at all possible. The actions sometimes EP rapidly and if the Case Supervisor is not available, the co-auditors lose valuable auditing hours due to waiting for their next C/S. (If the Co-Audit Supervisor is qualified, he can C/S a co-auditor's session rather than having his co-auditors wait several hours or overnight for the Case Supervisor to get to the folders—this is only a cope action though.)

REVIEW AUDITORS

The Survival RD Review Auditors must be Graduate Class IVs so that they can audit all of the required review steps.

The Review Auditors deliver the Repair step of the Survival RD, step 00. They also do any review actions that come up during the Rundown that cannot be handled easily by the Co-Audit Supervisor. They handle students needing extensive word clearing per TWINNING HCOB.

When you start the Rundown in an org, you would get the pcs who need the least Review in session first so that the co-audit can get rolling right away.

The way you get the reviews done is you take your available Senior Class IV auditors (if you don't have enough, you better recruit and train them in a TTC), and assign as many pcs to each auditor as they can handle in one day. Then those pcs go in every day until their repair is complete. As you complete pcs, you start new ones and finish their repairs in the same way.

You complete cycles of actions on pcs. Don't start everybody at once and leave them hanging in the middle for weeks.

By finishing programs, running co-audits and recruiting and training auditors, you will get your public and staff up the bridge.

THEORY SUPERVISOR

The Theory Supervisor is responsible for keeping WHAT IS A COURSE PL in on his Survival Rundown students. He calls roll for all the students (to ensure maximum 8-C) and after the roll call those who are working on practical report to the Co-Audit Supervisor.

The Theory Supervisor makes sure that the twins study together and do any necessary M3s, M9s, theory coaching, etc. on each other to get through the course's theory materials.

If both are doing fine on theory, they would not twin on the theory of course, but in the event one hits a rough spot, he would be coached through it by his twin.

When holding the final muster for the day, enough time must be allowed the students to fully fill out their DRs. If this is not done you will end up with very little DR data as they will be hurriedly written. (This applies to the Co-Audit Super also.)

CO-AUDIT SUPERVISOR

The Co-Audit Supervisor is in charge of the Practical Section of the Survival Rundown TRs and Objectives Course.

He supervises the drilling of TRs, processes, and the co-auditing of the Survival RD steps.

In the morning before course starts he reviews all the folders which came out from the C/S. He separates them out and puts them on the proper stacks (D of P, Declare, to Co-Auditor, Co-Audit Sup handling, Ethics, to MO, to Review).

Every student on the Rundown writes a Daily Report which the Survival RD Co-Audit Sup reads every day. The Survival RD Admin places these DRs in the folders after the Co-Audit Sup has read them and handled any BIs (he notes his handlings on the DR). They then go to the C/S, who also reviews them. The Co-Audit Sup is responsible for the quality of the DRs and keeping the students winning.

He handles any Bad Indicators such as no wins or cogs mentioned or difficulties mentioned, by 2-way comm with the student and standard handling in liaison with the Theory Sup, Word Clearer and C/S as appropriate. He involves the twin in the handling per the TWINNING HCOB.

The Co-Audit Sup should be a Survival RD completion or at least have received his Objectives. The Co-Audit Sup must be qualified to fly ruds, rehab overruns and do Interviews. He can be trained on all of these actions on the new Co-Audit Supervisor Checksheet (HCO PL 2 June 1980 CO-AUDIT SUPERVISOR COURSE).

If a co-audit session bogs, the co-auditor alerts the Co-Audit Sup before ending session and the Co-Audit Sup takes over and handles the pc exactly per CS Series 1 and HCOB 19 Mar 78 QUICKIE OBJECTIVES.

If the pc was in the middle of an unflat process and not at a good flat point, the Co-Audit Sup, after repairing the pc, would quickly correct the auditor and the session would resume. Then both twins would be thoroughly corrected as needed, after the session was over.

TIGHT SCHEDULING

The Rundown must not be done on a loose schedule. Tight scheduling is very important. A proper personal schedule is also vital to the Rundown's success.

Getting enough sleep, enough exercise and enough food and vitamins are obviously necessary for proper bio-physical handling. You don't want the body being a PTP to the thetan.

SURVIVAL RUNDOWN ADMIN

The Survival Rundown Admin has the responsibilities outlined in HCO PL 16 Mar 71R WHAT IS A COURSE as regards course materials. (If this function is double-hatted, it would most likely be held by the Co-Audit Supervisor.)

As the student only needs one pack for the course and a few books, it is not hard to have numerous complete packs for the students and there is no excuse not to.

A Progress Board must be kept up to show progress through the checksheet. This progress board should show the dates that the students are targetted to complete the various sections.

The Admin sees that each student turns in a DR every day. When the Co-Audit Sup and the I/C have finished with the DRs, the Admin files the DRs in the pc folders and sends the folders to the C/S.

The Survival Rundown Admin is the Folder Page for the Co-Audit and is the only one allowed to go into the C/S Office.

When the Co-Audit Sup or a co-auditor needs a pc folder, the Admin rapidly locates and delivers it.

The following is a list of some of the successful actions done by the SRD Admin on the pilot:

1. Using good 8-C on the students.
2. Keeping the progress board in PT.
3. Making sure that the DRs are gotten into the folders and the folders are gotten to the C/S in time, so that the folder is C/Sed for the next day.
4. Keeping the area in order (HCO PL 14 Feb 80 ORDER VERSUS DISORDER).
5. Keeping the files accurate and up to date.
6. Ensuring admin supplies and course materials are readily available.
7. Keeping Dev-T off the lines.
8. Maintaining a high level of particle flow.
9. Grooving in each new student on the admin lines which consist of Daily Reports, where to report student points, where pc folders go, etc.
10. Rounding up students that didn't show up for course.
11. Keeping close track of all students, especially when in Qual or Ethics, allowing none to fall off the line.
12. Keeping up a daily log that lists each student enrolled on the course and shows:
 - a. that the student has turned in his DR
 - b. that the DR has been filed in the pc folder and the folder has been turned in to the C/S

SAMPLE LOG

[GRAPHICS INSERTED]

A = Absent

NR = No Report

X = Student not scheduled for that day

The sequence or flow line of handling DRs is:

1. Students write their DRs and turn them in to the basket marked SRD DRs.
(SRD = Survival Rundown)
2. a. The Admin picks up the DRs and logs them.
 - b. If any student has not turned in a DR the Admin would write up a short report with the student's name at the top of the page and «No Report» written clearly in large letters in the middle of the page. This then takes the place of the student's omitted DR.
 - c. If the student was absent the Admin would similarly write up a report. He would include data as to why the student was absent, if anyone tried to call him and any bad indicators that were noted.

In this way there is a report for every student scheduled for class that day, whether the student wrote one or not.

3. The Admin hand routes the reports to the Co-Audit Sup.
4. The Co-Audit Sup reads the DRs and spots any with bad indicators.
5. a. Any bad indicator is plainly circled in red, by the Co-Audit Sup.
b. If the bad indicator has to do with the student's auditing, the

Co-Audit Sup makes note of it and ensures the student is available for a session the next day (even if the student was not scheduled to come in the next day).

- c. If the bad indicator is on study, the Co-Audit Sup makes a note of the report and writes in red on the report any other relevant data. The Co-Audit Sup would then ensure that the student is handled first thing the next day. This may necessitate word clearing, or the student may need to see the MO about his vitamins or his exercise. But whatever it is it is always handled as a first action. The full handling is then reported on the next day's student DR.

6. The Admin hand-routes the DRs to the I/C.

7. The I/C spot checks the DRs.

8. The Admin picks up all the DRs and files them in their respective pc folders, logs the folders as «to the C/S» and then immediately takes the folders to the C/S's IN stack.

9. The folders are C/Sed.

10. After the folders are C/Sed they are picked up from the C/S OUT stack by the Admin and are taken to the Co-Audit Sup. Drill these lines and get a smooth operation going.

Really deliver!

L. RON HUBBARD
FOUNDER
As assisted by
Tech Project I/C

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SURVIVAL RD
DAILY REPORT

DATE: _____

NAME: _____

POST: _____

CASE LEVEL: _____

TRAINING LEVEL: _____

DATE YOU STARTED THE RD: _____

RD STEP YOU ARE CURRENTLY ON: _____

WINS OR COGS: _____

ANY DIFFICULTIES: _____

ANY COMMENTS CONCERNING THE RD OR A RD STEP: _____

**HOW ARE YOU DOING ON CONTINUING YOUR DAILY EXERCISE AND
VITAMINS?** _____

WHAT VITAMINS TAKEN? _____

WHAT EXERCISE DONE? HOW LONG? _____

Signature

Supervisor Comments: _____

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 MAY 1980

(Cancels BTB 26 April 1969, Reiss. 7.7.74, BAD INDICATORS)

Remimeo
Tech
Qual
All Auditors
C/Ses

PC INDICATORS

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BTB 6 Nov 1972RA	Auditor Admin Series 11RA Iss. IV THE EXAM REPORT
HCO PL 8 Mar 1971	EXAMINER FORM
HCOB 18 Mar 1974R	E-METERS, SENSITIVITY ERRORS
BTB 7 Nov 72R	Auditor Admin Series 20R, Iss. V MISCELLANEOUS REPORTS

In this new issue, Bad Indicators have been reviewed and reorganized, and an entirely new list of Good Indicators has been introduced.

INDICATORS: DEFINITION AND USE

INDICATE: To direct attention to, point to or point out; show.

- Webster's New World Dictionary of the American Language

INDICATOR: A person or thing that indicates.

- Webster's New World Dictionary of the American Language

AN «INDICATOR» IS A CONDITION OR CIRCUMSTANCE ARISING IN A SESSION (OR BEFORE OR AFTER IT FOR THAT MATTER) WHICH INDICATES WHETHER THE SESSION (OR CASE) IS RUNNING WELL OR BADLY.

IT IS SOMETHING ONE OBSERVES.

OBNOSIS means observing the obvious. It is something you do with your eyes. And your meter.

Indicators are used to program the case. Good indicators mean keep it going. Bad indicators mean correction must be done.

You have to be able to SEE them, KNOW what they are and write them down in the worksheets when they occur.

BAD INDICATORS

1. CHART OF HUMAN EVALUATION. Pc not moving up the Tone Scale in an intensive or during a program.
2. CHART OF HUMAN EVALUATION. Pc's chronic tone unchanging despite one or more intensives.
3. CHART OF HUMAN EVALUATION. Pc's chronic tone dropping despite intensives.
4. WORKSHEETS. MISCELLANEOUS REPORTS. Pc not wanting more auditing.
5. WORKSHEETS. MISCELLANEOUS REPORTS. Pc protesting another session.
6. EXAM REPORTS. OBNOSIS. Pc looking worse after session.
7. WORKSHEETS. MISCELLANEOUS REPORTS. Pc doesn't seem to have time to get audited.
8. WORKSHEETS. METER. Pc not able to locate incidents easily.
9. CHART OF HUMAN EVALUATION. WORKSHEETS. OBNOSIS. Pc less certain about things than he/she was formerly.
10. HUMAN CHART OF EVALUATION. WORKSHEETS. MISCELLANEOUS REPORTS. Pc not doing as well in life as he/she was.
11. METER. WORKSHEETS. Pc's somatics don't seem to blow or erase.
12. MISCELLANEOUS REPORTS. ETHICS REPORTS. Pc in ethics trouble after last auditing.
13. WORKSHEETS. METER. Pc protesting auditing actions.
14. WORKSHEETS. OBNOSIS. Pc wandering all over the track, unable to stay with an incident to handle.
15. WORKSHEETS. EXAM REPORTS. OBNOSIS. Pc misemotional at session end.
16. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc demanding unusual solutions.
17. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc trying to explain condition to auditor or others, either verbally or by writing notes.
18. WORKSHEETS. EXAM REPORTS. Pc continuing to complain of somatics after they have been run.
19. WORKSHEETS. MISCELLANEOUS REPORTS. EXAM REPORTS. Pc self-auditing after session.
20. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc dependence on medicine not lessening.

21. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc continuing other practices.
22. OBNOSIS. EXAM REPORTS. Skin tone dull.
23. OBNOSIS. EXAM REPORTS. Eyes dull.
24. OBNOSIS. EXAM REPORTS. Pc lethargic.
25. TONE SCALE. WORKSHEETS. EXAM REPORTS. OBNOSIS. Pc not becoming more cheerful under auditing.
26. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc wanting special auditing.
27. METER. WORKSHEETS. No Tone Arm action on running incidents or getting audited.
28. WORKSHEETS. Pc not cogniting.
29. OBNOSIS. WORKSHEETS. Pc dispersed.
30. OBNOSIS. METER. WORKSHEETS. Pc overwhelmed.
31. OBNOSIS. WORKSHEETS. Pc bored with auditing.
32. OBNOSIS. MISCELLANEOUS REPORTS. Pc not available for sessions.
33. OBNOSIS. WORKSHEETS. EXAM REPORTS. Pc tired.
34. OBNOSIS. WORKSHEETS. EXAM REPORTS. Pc has attention on auditor.
35. WORKSHEETS. OBNOSIS. Pc not wanting to run process or incident.
36. WORKSHEETS. OBNOSIS. MISCELLANEOUS REPORTS. Pc taking drugs or excessive alcohol.
37. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc not sure auditing works for him/her.
38. CHART OF HUMAN EVALUATION. WORKSHEETS. Pc not handling environment more easily.
39. MEDICAL OFFICER REPORTS. WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS.
Pc ill after last session. (Usually a list error.)
40. WORKSHEETS. EXAM REPORTS. OBNOSIS. Pc critical of auditor or organizations.
(Means Missed Withholds.)
41. WORKSHEETS. OBNOSIS. Pc dopey or boiling off.
42. GRADE CHART. Pc not going up to the next grade or level.
43. METER. WORKSHEETS. EXAM REPORTS. Pc has dirty needle.
44. METER. WORKSHEETS. Pc gets no reads on the meter or has a stuck needle.
45. METER. WORKSHEETS. Despite corrections for False TA, the pc has a chronic high TA.
46. METER. WORKSHEETS. Despite corrections for low TA, pc has a chronic low TA.

- 47. METER. WORKSHEETS. EXAM REPORTS. No F/Ns.
 - 48. METER. WORKSHEETS. No change of meter characteristic.
 - 49. EXAM REPORTS. No change in Exam Reports.
 - 50. CHART OF HUMAN EVALUATION. OBNOSIS. WORKSHEETS. No change.
- (Note: There is additional data on indicators in HCOB 3 May 1962R, ARC BREAKS, MISSED WITHHOLDS, where indicators concern Missed Withholds.)

GOOD INDICATORS

- 1. WORKSHEETS. OBNOSIS. Pc willing to talk to the auditor.
- 2. WORKSHEETS. OBNOSIS. While in session, pc interested in own case.
- 3. METER. WORKSHEETS. A good read on the breath test shows pc is eating and sleeping well.
- 4. WORKSHEETS. Rudiments, session to session, easier to get in and stay in.
- 5. OBNOSIS. TONE SCALE. WORKSHEETS. EXAM REPORTS. Pc cheerful.
- 6. METER. WORKSHEETS. Needle F/Ning at session start.
- 7. METER. Tone Arm moving in the range of 8.0 to 2.0.
- 8. METER. Needle moving easily as pc does the process.
- 9. METER. WORKSHEETS. Blowdowns occur on right items and cognitions.
- 10. METER. Tone Arm counter showing normal or better TA for the session.
- 11. METER. WORKSHEETS. Change of characteristic in meter behavior every few sessions.
- 12. METER. WORKSHEETS. Tone Arm blows down on cognitions.
- 13. METER. WORKSHEETS. Cognitions and F/Ns go together.
- 14. WORKSHEETS. EXAM REPORTS. Somatics vanish in processing.
- 15. WORKSHEETS. EXAM REPORTS. Pc blowing somatics and aberrations more easily.
- 16. WORKSHEETS. METER. CHART OF HUMAN EVALUATION. Pc responses associated with what is being run.
- 17. TONE SCALE. CHART OF HUMAN EVALUATION. Pc moves on the Tone Scale.
- 18. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Pc understanding self better.
- 19. OBNOSIS. EXAM REPORTS. Eyes are brighter.
- 20. OBNOSIS. EXAM REPORTS. Improved skin tone.
- 21. WORKSHEETS. EXAM REPORTS. Ears pop more open.
- 22. WORKSHEETS. Pc cogniting.
- 23. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Life problems lessening.
- 24. WORKSHEETS. EXAM REPORTS. Pc getting through the program okay with wins.

25. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Pc's havingness in life and livingness is improving.
26. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Pc getting case gain.
27. EXAM REPORTS. Change of characteristic of Exam Reports.
28. WORKSHEETS. MISCELLANEOUS REPORTS. Pc wanting more auditing.
29. GRADE CHART. SUCCESS STORIES, WORKSHEETS. EXAM REPORTS. Pc going on up the Grade Chart not quickied and winning.

L. RON HUBBARD

FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 4 MAY 1980

SURVIVAL RD C/Ses
Co-Audit Sups
Review Auditors

Survival Rundown Series 4

C/S Series 110

C/SING THE SURVIVAL RUNDOWN

Ref: HCOB 1 May 1980	SRD Series 1 THE SURVIVAL RUNDOWN
HCOB 2 May 80 I	SRD Series 2 SURVIVAL RUNDOWN PC PROGRAM
HCOB 2 May 80 II	SRD Series 3 SURVIVAL RUNDOWN ADMINISTRATION
HCOB 19 Mar 78	«QUICKIE OBJECTIVES»

PROGRAMMING

The C/S does not robotically program pcs for the Survival Rundown. The majority of pcs do need it and should get it at an appropriate place in their program, the best time being immediately following the Purification Rundown.

In some cases it is best to continue a pc on his current program. The full use of the C/S Series will be necessary to determine this.

It is not the intent on the Survival Rundown to run already EPed objectives and grind the pc into the ground.

Objectives are verified and rehabbed or run in the correct program sequence.

PURIFICATION RD VERIFICATION

It is essential to the success of the Survival RD that any pc routed onto it is a SUCCESSFUL Purification Rundown completion. By successful is meant—he has had the EP of the Purif RD per HCOB 6 Feb 78RA PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM. Check the pc's completion routing form and success story to verify he's an actual completion. If things look very amiss, get the pc's purif RD FESed by a trained, competent purif C/S.

REVIEW

The conditional review step of the Survival RD is fully covered in C/S Series 109. If this step is needed it must not be brushed off. Do thorough folder studies. Make sure the FES is in PT and that you can see what actions the case may need. Get whatever is reading on repair lists handled fully. Get any incomplete processes completed. Fully handle any PTSness as the pc won't make it on the Survival RD with unhandled PTSness.

Review actions may also need to be done once the pc has gotten into the Survival RD Co-Audit actions. Several of the pilot cases had various past BPC show up while on the later RD actions. This happens because the Objective Processes themselves unburden the case further and BPC that may not have been available when first put onto the Survival RD can show up as the case is in essence becoming «auditable» for the first time. This must be watched for.

OBJECTIVES TABLES

The Co-Auditors on the Survival RD are trained on the action of making up Objectives Tables. This is covered in HCOB 16 May 80 PREPARING AN OBJECTIVES TABLE. The Co-Auditor whose pc has previously received Objectives can be requested to make up an Objectives Table for the C/S, listing each Objective Process run, when it was run, what occurred

on the process, etc. The C/S can use the Objectives Table along with studying the sessions where needed, to program the pc's Objectives on the Survival RD. Objectives that were obviously not quickied would be rehabbed if necessary. If the pc has a lot of charge on his Objective Auditing you may need to C/S for an L1C on his Objectives before having the verify & rehab/ flatten step done.

The Objectives Table is a very useful tool for C/Ses but must not be used in the place of folder study. The C/S must be familiar with all of the Objective process references listed on the attachment to HCOB 1 May 80 THE SURVIVAL RUNDOWN so that he can correctly adjudicate whether any previously run Objectives were taken to their proper End Phenomena.

PCs WHO PROTEST THE RD

You may encounter some Purification grads who protest doing the Survival RD.

These will usually fall into 3 categories:

1. Those who need case repair.

The first step after the completion of the Purification Rundown is a Review cycle (where needed) and it is certain that when a pc has any past bad auditing or cramming, any incomplete process or unacknowledged state, he will need that handled. Whatever it may be, you can easily locate it as a C/S by folder study and a C/S 53 assessment.

If this is the case and the review cycle is done correctly, the pc will then feel fine about doing the Survival RD.

2. Those who have been previously run or O/R on Objectives or O/R on Objective processes as a whole.

The first thing that must be done is to R-factor the pc that he will NOT be receiving any Objectives he has already EPed.

There are some cases who have had several batteries of Objectives run on them. If this is the case with any pc you have who is protesting doing the Survival RD you must check for any O/R on Objectives and/or any unacknowledged state attained on Objectives and rehab or Date/Locate as needed.

It may just require an indication of the fact that the pc's Objectives have been O/R, if this is obvious by folder study. The important factor is that you will have no success with the Survival RD unless any outnesses on previously run Objectives get indicated and handled appropriately.

3. Those who are totally set up for Solo Auditing and have been programmed for the Solo Levels as their next step.

If a pc in this category protests the Survival RD, don't push him.

Continue him on the program he has already been R-factored on.

ACKNOWLEDGING WINS AND STATES ATTAINED

C/Ses are going to have to consciously shift their approach on cases that have completed the Purification Rundown. The main thing that you have to realize is that you are now dealing with unsuppressed cases. They respond exactly the way they are supposed to. They make gains much more rapidly than they did before the Purif RD and this has to be watched for.

In the piloting of the Survival Rundown, it was found that many pcs began originating wins or states of release which they had achieved earlier in auditing that were never properly acknowledged. On the Survival RD steps themselves, the pcs experienced life-changing wins and also began going exterior with exceptional ease. All of these things must be watched for closely by the C/S. They show up in the student's DRs, exam statements and session worksheets.

Per HCOB 21 July 73 RECOVERING STUDENTS AND PCs—«Invalidation of case or gains includes being made to go on past a win. This acts as an invalidation. Some pcs who made it are hung up from then on out because no one asked them to declare it. Remedy is to get it declared.»

CAUTIONS

The following is a list of situations which may crop uP during the Survival RD that must be watched for and handled:

1. Int going out
2. Unhandled PTSness
3. Unhandled Repair
4. Previous incomplete processes needing completion
5. Past unhandled ethics situations needing handling (The Survival RD raises one's ethics level which sometimes brings to light some past out-ethics which the individual then needs to handle.)
6. A Survival RD step acting as an O/R or unnecessary action
7. Mutual Out Ruds/Ethics between co-audit twins

(Handled per HCOB 17 Feb 74 C/S Series 91 MUTUAL OUT RUDS and HCOB 21 Aug 79 TWINNING.)

UNFLAT OBJECTIVES

Although it may not be commonly recognized, unflat Objectives really take their toll on a case. The Survival RD picks up unflat Objectives and sets a case straight. In the piloting of the Survival RD there were several cases where the pc felt that he had some unexplainable case problem and had gone into apathy about moving up the Bridge. Once the unflat Objectives were fully flattened, the cases experienced full case resurgences and pc originations of «I now feel I can move up the Bridge!»

So don't underestimate the power of Objective processing: It is an essential step of full case handling for all cases.

C/SING CO-AUDITORS

When you C/S the Survival RD for co-auditors you must ensure you are familiar with the tech on co-audits and how they are run. Realize that these auditors are green and are co-auditing on this RD on a «read-it, drill-it, do-it» basis. The co-auditors must not be put down with invalidations and accusations and injustices but handled with patience and validation per HCOB 22 Jan 77 IN-TECH, THE ONLY WAY TO ACHIEVE IT.

When a co-auditor makes an auditing error, you correct him with the use of Pink Sheets from the approach of how one handles a green auditor (per C/S Series 63 C/SING FOR NEW AUDITORS OR VETERANS). Be very familiar with the materials on the Survival RD TRs AND CO-AUDIT CHECKSHEET so that you know what data the co-auditors can be held responsible for.

The Survival Rundown is a fabulous new RD.

Get yourself familiar with all of the materials it encompasses and C/S it standardly. You can change lives with it. And you will!

L. RON HUBBARD
FOUNDER
as assisted by
TECH PROJECT I/C

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HCO BULLETIN OF 5 MAY 1980

Survival RD Only
MLOs

Survival Rundown Series 5
CONTINUATION OF DAILY
VITAMINS & EXERCISE

(Ref: HCOB 6 Feb 78RA

HCOB 1 May 80
HCOB 2 May 80 I

THE PURIFICATION RUNDOWN
REPLACES THE SWEAT PROGRAM
SRD Series 1 THE SURVIVAL RUNDOWN
SRD Series 2 SURVIVAL RUNDOWN PC PROGRAM)

VITAMINS

A continuation of the vitamins, minerals, oil vegetables and Cal-Mag, at least at the rate of recommended daily requirements in balanced amounts is continued after the purification Rundown on the Survival Rundown per the above referenced HCOB (HCOB 6 Feb 78RA), page 18 under «End phenomena».

The vitamins taken should be determined on an individual basis based on what the person needs physically to remain healthy. It has been found for example, that some do not need to continue the intake of oil and Cal-Mag throughout the Survival Rundown.

EXERCISE

A continuation of the daily exercise discipline is also carried out on the Survival Rundown. The daily time spent exercising will vary, depending on what the individual feels he needs to stay healthy.

During the piloting of the Survival Rundown the minimum time spent daily was 15-30 minutes and the exercise consisted of activities such as running, brisk walks, hand ball, swimming and weight-lifting.

Twinning on these daily exercises is advised.

DAILY REPORTS

Daily Reports are filled in by everyone on the Survival Rundown for Case Supervision data and full information on the continuation of the daily vitamins and exercise is reported. This also should include any comments the individual has on how these activities are going and any difficulties or wins that are experienced.

The idea is to continue to lead a healthy life with proper nutrition, sleep and exercise. When an individual has a properly cared for, well exercised body his attention is to that degree freed up for spiritual gains.

L. RON HUBBARD
FOUNDER

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HCO BULLETIN OF 6 MAY 1980

Survival RD Only

Survival Rundown Series 6
ENVIRONMENT LOCATIONAL

(Ref: ABILITY 73 May 58 ASSISTS IN SCIENTOLOGY
PAB 153 1 Feb 59 CCH
SCIENTOLOGY CLEAR PROCEDURE Issue I—STEP EIGHT
HCOB 2 Nov 57RA AN OBJECTIVE RUNDOWN) Rev. 22.2.75

The purpose of this process is to help the individual locate things and himself in his environment, thus it is called an «environment locational». This process will get the preclear into communication with his environment and will extrovert him.

This is an Objective process.

«OBJECTIVE: (Dictionary Definition) 'Of or having to do with a material object as distinguished from a mental concept, idea or belief.' Means here and now objects in PT....

«SUBJECTIVE: (Dictionary Definition 2nd meaning) 'Proceeding from or taking place in an individual's mind.'

«Look around or physical contact processes are obviously 'Objective'. Recall, think, remember or return on the time track processes are obviously 'Subjective'.

«Pcs who have been on drugs obviously have to be run on Objective, not Subjective, processes.

«Anyone can be brought more into present time with Objective processes.»

(HCOB 2 Nov 57RA AN OBJECTIVE RUNDOWN.)

CLEARING THE COMMAND

It is important in any processing that the preclear understand the words being used and the command itself.

Therefore the first step in using any command for the first time is the clearing of it. This is simply done by clearing each word in the command, starting with the last word, and then clearing the command itself.

In this process for example, the auditor clears the word «that» then «at» then «look» by asking the pc «What is the definition of the word _____?». If the pc is not sure or incorrect (he need only know the definition of how it is being used in the command you are clearing), you have him clear the appropriate definition in the dictionary. You then clear the command by asking «What does the command (question) _____ mean to you?».

THE PROCESS

1. Take your pc to any place in his environment.
2. Tell your pc that you are going to run a Locational Process on him and that he is free to tell you anything that may occur while the process is being run.
3. a. Run the command «LOOK AT THAT (something visible in his environment).»

- b. Indicate each thing you are telling the pc to look at by pointing to it.
4. When the pc has done the command, acknowledge him and repeat the command, indicating a different thing.
5. Repeat steps 3 & 4 until the pc has a cognition and VGIs. (Various locations may be used as desired.)
6. Bring your pc to the examiner.
7. Write up what occurred while running the process and hand it in to your co-audit supervisor.

This process may take just several minutes or it may take a number of sessions.

«If running a Locational turns on a somatic it must be run until the somatic is flat. Therefore, the auditor has no business attempting Locational or getting the pc involved unless he intends to do something about it.»

If you have any questions as to what to do or how to handle something that has come up while running the process, go to your co-audit supervisor for assistance.

L. RON HUBBARD
FOUNDER
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HCO BULLETIN OF 7 MAY 1980

Survival RD Only

Survival Rundown Series 7
REACH AND WITHDRAW ON MEST LOCATIONS

Reach and Withdraw is a very simple but extremely powerful method of getting a person familiarized and in communication with things so that he can be more at cause over and in control of them.

One would not expect a person to be at cause over or to have much control or understanding of or skill in something with which he was not familiar. The keynote of familiarity is communication.

Reaching and withdrawing are two very fundamental actions in this universe.

By REACH we mean touching or taking hold of. It is defined as «to get to», «come to» and/or «arrive at».

By WITHDRAW we mean move back from, let go.

Life itself is composed of reaching and withdrawing.

Communication is actually based on reach and withdraw.

A person is out of communication with something because he is withdrawing from it and is not about to reach out or contact any part of it.

If a person cannot reach and withdraw from a thing he will be the effect of that thing.

A person who cannot reach and withdraw has no space. Everything is caved in on him. And this is awfully true in these druggie contemporary times.

If a person can reach for something and withdraw from it he could be said to be in communication with that thing.

To be in communication with something is to be at cause over it.

A highly effective action called «Reach and Withdraw» has been developed to bring a person into communication with and more at cause over objects, people, spaces, boundaries and situations.

It also extroverts a person from something he tends to be introverted into.

The commands for Reach and Withdraw are:

1. «Reach that _____ .»
2. «Withdraw from that _____ .»

The following commands may be substituted if the wording is more appropriate to the particular person, place or thing being addressed:

1. «Touch that _____ .»
2. «Let go of that _____ .»

A person, place or thing is named in the blank and the commands are given alternately (1, 2, 1, 2, and so on) repetitively, with an acknowledgement given after the execution of each command.

This is done on that one thing until the person has a minor win or 3 consecutive sets of commands with no change in the person's motions or attitude. Then another person, place or thing is chosen and the commands are taken to a win on that item and so on.

When the person has a win or cognition (sudden realization about something) and good indicators on the whole area being addressed, the Reach and Withdraw process is ended.

When running Reach and Withdraw on another, always point to the object (or person, space, etc.) each time you give a command so that there will be no mistake made by the person you are giving the command to. You also walk around with the person you are doing the Reach and Withdraw on, ensuring that he actually does get in physical contact with the points or areas of objects, spaces and boundaries.

In choosing objects, you usually progress from the smaller to the larger objects available. You can also include walls and floors and other parts of the environment.

We used to do Reach and Withdraw on ship stewards by having them walk into the dining room and walk out of the dining room over and over. This is used when you're running Reach and Withdraw on a room or a space rather than an object. Of course, we also included doing Reach and Withdraw on the other objects connected with the steward's duties.

REACH AND WITHDRAW ON THE SURVIVAL RUNDOWN

On the Survival Rundown there are three specific areas that you will be doing Reach and Withdraw on. These are the steps that you follow:

1. Clear the words «Reach» and «Withdraw» with the person, using the definitions given on page 1 of this issue. This is done by you defining the words for the person and actually physically demonstrating them for him so that he will understand what he is supposed to do.

2. Do reach and withdraw on the following:

A. The outdoor environment

B. The person's personal living area and belongings C. The person's working area.

You do the Reach and Withdraw on the first one of the above until the person has a win or cognition and good indicators on the whole area being addressed and then you take him to the examiner, write up what occurred and turn it in to your co-audit supervisor and if all is OK, you then go on to the next area listed above, etc.

If you need any help while doing the above, go to your Co-Audit Supervisor.

Reach and Withdraw is very easy to do. It is enjoyable for both the person receiving it and the person administering it and has very valuable results.

L. RON HUBBARD
FOUNDER

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HCO BULLETIN OF 8 MAY 1980

Survival RD Only

Survival Rundown Series 8
CCH 0 LOCATIONAL PROCESSING STEP

(Ref: Professional Auditors Bulletin #133 PROCEDURE CCH—under «CCH 0»)

This is step 4 of the Survival Rundown.

CCH 0 is to be done in the first CCH session you give, before you start Objective ARC. It can be used in following sessions if needed but it is not a substitute for Ruds and if your pc has out ruds that would interfere with any session and prevent your properly running the Objectives, you should send your pc to your Co-Audit Supervisor.

The process commands for the Locational Processing step of CCH 0 which you will be running are:

1. Call the pc's attention to the room
 - a. Have the pc look around the room.
 - b. Ask the pc if it's all right with him to be audited in the room.
 - c. If it's OK go onto the next step; if it's not OK, find out why and handle it.
2. Call the pc's attention to the auditing environment
 - a. Have the pc locate his auditor.
 - b. R-Fac the pc that you are going to be running an Objective Process on him and you will now begin the process.

You would then proceed with the exact process steps of whatever Objective you are C/Sed to run on your pc for that session.

If you have any questions or run into any trouble, go see your Co-Audit Supervisor for assistance.

L. RON HUBBARD
FOUNDER
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HCO BULLETIN OF 9 MAY 1980

Survival RD Only

Survival Rundown Series 9
HANDLING OF DISORGANIZATION
PROCESS

This process enables a pc to see how he can easily put organization into disorganization.

R2-69 and R2-22 bring a pc up to causatively placing an object somewhere and being able to have his attention on more than one object at a time.

The Handling of Disorganization Process has two steps.

Step A is geared towards the realization that (a) objects can exist in an orderly fashion, (b) one can do something with objects and (c) it is a simple task to return an object to its original location after doing something with it.

Step B of this process leads the pc to the realization that he can self determinedly organize and locate MEST objects and return them to their original location once used.

PROCESS #1

0. Auditor and pc are seated at a table with a container of at least 8 objects.

1A. The auditor puts the objects on the table in front of the pc in a neatly arranged order.

1B. Auditor points to one of the objects and tells the pc to pick it up and do something with it.

1C. The auditor acknowledges the pc and holds out his hand for the pc to return the object to the auditor's hand.

1D. The auditor then returns the object to exactly the same place the pc originally picked it up from.

1E. Repeat steps B through D until the pc has a realization.

PROCESS #2

0. Auditor and pc are seated at a table with a container of at least 5 objects.

2A. The auditor has the pc put the objects on the table in a neatly arranged order. (NOTE: The pc chooses where and how the objects are arranged.)

2B. The auditor tells the pc to choose one object.

2C. The auditor tells the pc to pick it up and do something with it.

2D. The auditor tells the pc to put the object back in exactly the same place he originally picked it up from.

2E. Repeat steps 2B through 2D until the pc has a realization.

This process is very easy to run.

Your pc may turn on yawning and go through some slight dopiness but this is common. Just continue the process until this turns off. You may also see your pc experience various emotions from boredom up to playing games.

You should have a very interesting time of it.

L. RON HUBBARD
FOUNDER
As assisted by
Technical Project I/C

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HCO BULLETIN OF 11 MAY 1980

Survival RD Only

Survival Rundown Series 11

FINAL REACH AND WITHDRAW STEP

The Order Versus Disorder step of the Survival RD, which precedes this R/W step, 8-Cs the individual into putting order into any disorder encountered. This final Reach and Withdraw step will then raise the pc's Havingness and ARC towards the objects/areas he has now put into order.

It is run exactly as laid out in HCOB 7 May 1980 Survival RD Series 7

REACH AND WITHDRAW ON MEST LOCATIONS.

The difference between this R/W step and the earlier one on this rundown is what the R/W is run on, as laid out below:

0. Upon completion of the Order Versus Disorder step of the Survival Rundown, the C/S inspects the pc folder and lists any MEST objects or areas that showed up during the Survival RD as being disorganized or disorderly.

(NOTE: The C/S should list the above items of step 0 in order of charge or disorganization/disorder if at all possible.)

1. Reach and Withdraw is then run on the first item on the list drawn up by the C/S, to EP.
2. The pc is taken to exams.
3. Steps #1 & 2 are repeated for each item listed.

Although it is optimum to have the pc verified as F/Ning at Exams after each Reach & Withdraw process run on this step, the auditor may find that it is inconvenient to travel back to where the Examiner is after each R/W is run. In this case it is not necessary to have the pc get an exam each time, as long as no problems arise.

It may also become too repetitious to have the pc get an exam after each final R/W if there is a list of 3 or more items. In this case use your judgement. If it is convenient and the pc seems fine about it then have him go to the Examiner each time. Otherwise, apply the above.

L. RON HUBBARD
FOUNDER
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HCO BULLETIN OF 12 MAY 1980

Remimeo

DRUGS AND OBJECTIVE PROCESSES

DRUGS AND THE BACKTRACK

There was a discovery about a decade ago that drug withdrawal symptoms could be eased by objective processes. Such processes as the CCHs, 8-C, remedies of havingness and even TRs were found to aid a person in coming off drugs and became part of standard routines to accomplish this.

In 1973 another observation was made, that the current civilization seemed to be regressing. «Regression» means a «return to earlier or more infantile behavior patterns». Men's shoe styles had become little boy shoe styles; the most popular women singers were singing lullabies; cars were being treated like toys and abused rather than maintained. More recently it was observed that life attitudes had become less responsible, that «playing» took a higher value, that productivity was declining steeply, that people seemed to require more and more care by the state—and all of these things seemed to indicate that people were getting stuck at or going back to childhood or infancy.

There is another observation: people taking drugs tend to go backtrack. Sometimes, when seeking to get a druggie to run engrams, he will balk and adversely react; apparently he has already hit the backtrack while on «trips» and it terrified him.

On such evidences one could construct a theory that drugs tend to throw people out of present time and park them on the backtrack. Experiments of the late forties did show that certain drugs and gases did throw people backtrack and into engrams. The «visions» that turn on under the influence of such a drug as peyote or when inhaling volcanic gases are probably simply the restimulation of backtrack. (It should be noted in passing that inducing engrams with drugs and gases in the hope of running them out does NOT work— one only runs them IN.) So it can workably be assumed that drugs do throw people out of present time.

OBJECTIVE PROCESSES

The thing that characterizes OBJECTIVE processes is that they bring about interaction between the individual and the existing physical universe. This is different than SUBJECTIVE processes in that these interact between the individual and his part or himself.

Objective processes do several things: they remedy havingness, they locate the person in his environment, they establish direct communication with the auditor and, last but not least, they bring a person to present time.

«Present time» is a very important factor in mental and spiritual sanity and ability. A human being can be stuck in literally thousands of different past moments. His behavior and attitudes are influenced by such past incidents and experiences. As a matter of fact a person can be totally regressed and can be in an incident of the past to the entire exclusion of present time.

As an example, if you were to walk through an insane asylum and say, to each patient you met, «Come up to present time», as an authoritative command, you would get a small percentage of complete recoveries. In one instance when this was done, those on whom this had been done got up in «group session» that night and volunteered how glad they were to be here. What would have happened is that the person would have come out of his past track incident or incidents and would have moved up to present time and sanity. While this process is not a «sure cure» for all insane, it does demonstrate the point. Those on whom it did not work can be supposed to have been just too mired down in their backtrack.

Drugs, of course, do not only regress a person. They do other things. And amongst these is a communication dulling. This is best observed when drugs are seen to reduce pain. This is simple a communication shut off. Drugs can also temporarily restimulate (before they ruin them) body glands and produce momentary feelings of well being. Part of this is probably a communication shut off from the bank. Drugs can also speed up the burning of reserves of

vitamins; alcohol probably burns up rapidly all reserves of Vitamin B1; other drugs also burn up all available niacin and C. This speeded burn up can also bring about a temporary feeling of well being. But when the reserves are gone, the delusions called delirium tremens (D.T.s) and withdrawal symptoms are nightmares indeed. But this again is simply the bank caving in on someone and he is now parked back on the track, not only with the nightmare but with the incidents in the past which caused them.

CONCLUSION

Objective processes, properly chosen and run, bring the person gradually more and more into present time.

As the process is orienting the person in the present time of the physical universe and as this present time is not threatening, he has a time point and a location point from which to sort out his confusions. His attention has been pulled out of his bank and has been placed on the physical universe around him.

Because it is the backtrack that is causing his aberration, putting his attention on the physical universe tends to de-aberrate him.

The backtrack contains mass and taking his attention off of this backtrack mass tends to lose it for him. But the masses around him in the physical universe substitute for the track mass and he receives a remedy of havingness.

Objective processes are not in themselves a total answer; a certain amount of subjective processes must be run to remove the reasons he is being called back into the past. Vitamin, mineral and nutrition reserves must also be replaced or the body also pulls him in and affects him.

This tells you as well why «mest work» and exercise have a de-aberrating effect upon a person. They are a sort of objective process in themselves even though they do not replace objectives.

Objectives also by-pass misunderstood words and significances. This makes them runnable with a minimum of word clearing and error.

Having an idea of why objective processes work assists one in applying them. One can see the person change masses, become located, and above that coma bit by bit more and more into present time.

It is not that the physical universe itself is therapeutic. It is that it provides a single reference point including time, location and mass.

Without objectives, no being is likely to recover in his infinity of future.

L. RON HUBBARD

FOUNDER

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HCO BULLETIN OF 14 MAY 1980

Survival RD
Basic Courses

CORRECTED & REISSUED

16 November 1981
Correction in Script.

DEMONSTRATIONS

DEMONSTRATION—Showing something by examples.

DEMO—Abbreviation for «demonstration».

Part of Scientology study technology is the use of «demonstration» when a student is studying concepts and ideas.

The student is often asked to show such things as definitions of terms, basic principles, etc.

Two ways of demonstration that are commonly used are:.

1. Demo Kit Demonstration—meaning the use of various small objects such as corks, caps, paper clips, batteries, etc. These objects are kept in a box or container called a «demo kit». Each student should have one. The Pieces are used while studying, to represent the things in the material being read. Demonstrating helps make concepts and ideas more real. A demo kit adds mass (physical matter), reality and doingness to the significance and so helps the student to study.

When a student is required to do a demonstration using his demo kit, he simply takes whatever demo kit items he wishes and has them represent the ideas he is studying.

An example of this is:

The student is reading about how a student and his twin should sit across from each other, each with a dictionary and a demo kit.

To demonstrate this, he picks a blue battery and decides that that represents the student. He picks out a red battery and decides that represents his twin. He places the batteries across from each other. He then picks out two pennies which he decides will represent the demo kits and he places a penny (demo kit) beside each of the batteries (students). He then picks out two paper clips which he decides will represent dictionaries and places them next to each of the batteries (students).

The student now has sitting in front of him some actual objects that represent what he has read and he feels much better because the information isn't just in his head.

The demo kit pieces can be moved around by the student if he is studying about an activity or an action.

If a demo is being done for a twin or the supervisor, the student explains what the objects represent and what he is doing with them (but the idea is to actually have the objects showing any action, not the student's explanations).

2. Clay Demonstration—meaning the use of clay in demonstrating or representing facts, ideas, procedures, etc. that the student is studying about. Clay demos also add mass, reality and doingness to the significance and so help the student to study.

Clay demos give a proper balance of mass and significance. They are used to teach a student to apply.

The student is given a word or auditing action or situation to demonstrate. He then does this in clay, labeling each part. The clay SHOWS the thing. It is not just a blob of clay with a label on it. Use small strips of paper for labels. The whole demonstration then has a label of what it is.

On the checkout, the student removes the overall label. The student must be silent. The examiner must not ask any questions.

The examiner just looks and figures out what it is. He then tells the student who then shows the examiner the label. If the examiner did not see what it was, it is a flunk.

Clay table must not be reduced to significance by the student explaining or answering questions. Nor is it reduced to significance by long-winded labels of individual parts. The clay shows it, not the label.

The clay demonstrates it. The student must learn the difference between mass and significance.

For example, the student has to demonstrate a pencil. He makes a thin roll of clay which is surrounded by another layer of clay—the thin roll sticking slightly out of one end. On the other end goes a small cylinder of clay. The roll is labeled «lead». The outer layer is labeled «wood». The small cylinder is labeled «rubber». Then a label is made for the whole thing:

«pencil». On checkout, the student removes «pencil» before the examiner can see it. If the examiner can look at it and say, «It's a pencil,» the student passes.

If clay table training is not brightening that student up, then the above is NOT being done. Someone is in such a rush that real learning is being put aside for the sake of speed.

«Demo» on a checksheet usually refers to using a demo kit.

«Clay Demo» on a checksheet refers to using clay to demonstrate per the Procedure given above.

A well done demonstration, which actually does demonstrate, will produce a marvellous change in a student. And he will retain the data.

L. RON HUBBARD

FOUNDER

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HCO BULLETIN OF 15 MAY 1980

Survival RD
Co-Audit Courses

**HOW TO WRITE UP A SESSION
(FOR NEW AUDITORS)**

Every auditing session is carefully kept track of and reported on by the auditor.

This issue lays out how to write up a session and gives examples of the forms that are used. Look at the forms attached to the back of this issue as often as you like, so that you have a proper balance of mass with the significance you are being presented with.

The following are terms that are used in connection with auditing and writing up an auditing session:

ADMINISTRATION: The action or fact of keeping auditor's reports and other records related to an auditing session. (Abbreviation: Admin)

CO-AUDIT: A team of any two people who are helping each other reach a better life with Scientology or Dianetic processing.

CO-AUDITOR: One who audits another co-auditor under supervision and after training at a given level.

PC EXAMINER: That person in a Scientology church assigned to the duties of noting pc's statements, E-Meter phenomena and pc indicators after a session or when a pc wishes to volunteer information.

CASE SUPERVISOR: That person in a Scientology church who gives instruction regarding the auditing of preclears and supervises the auditing of preclears. (Abbreviation: C/S)

Proper session admin is a very important activity. As a co-auditor, you are part of a team including the case supervisor, the co-audit supervisor and the pc examiner. Every member of this team has his separate duties in ensuring your co-auditing sessions are technically correct and that accurate and agreed-upon administration procedures are followed.

Part of your duties concerning the admin of your auditing sessions is to make it clear what happened in the session itself so that the session can be properly supervised by the C/S and so that an accurate record exists of what occurred. These records are kept in the pc's folder.

Here are the things that are always included in your session write-up:

WORKSHEET: A worksheet is supposed to be the complete running record of the session from beginning to end. (Abbreviation: W/S)

AUDITOR REPORT FORM: An auditor's report form is made out at the end of each session. It gives an outline of what actions were taken during the session and the exact process commands used. (Abbreviation: ARF)

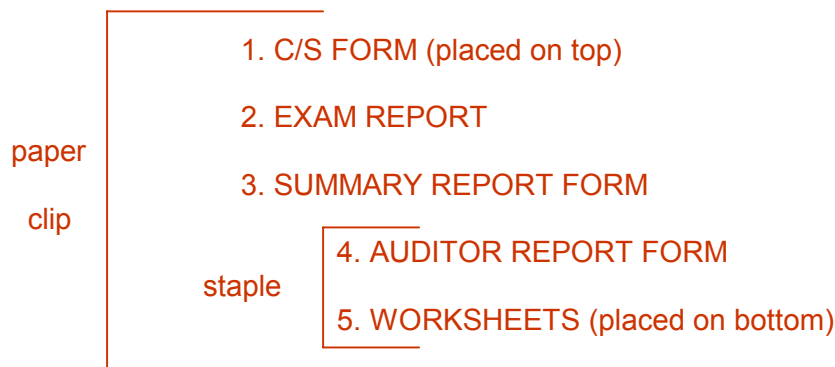
SUMMARY REPORT FORM: A report written after the session on a fill-in type standard form which is simply a summarized record of what happened and what was observed during the session. (Abbreviation: SRF)

EXAM REPORT: A report made out by the Examiner when the pc goes to the pc examiner after session or goes on his own volition. It contains the meter details, pc's indicators and the pc's statement.

C/S: A case supervisor's direction of what to audit on a pc. C/S also stands for the action of writing the direction, meaning to «case supervise».

An example of each of the above session admin terms is attached to the back of this issue.

The order in which these reports are clipped together and put into the pc's folder for presentation to the case supervisor is as follows: staple



The case supervisor usually writes the C/S (case supervisor directions of what to audit on a pc) for the next session. If the co-auditor is certain of what the next session action should be, he can fill it in himself and the case supervisor will OK it providing the co-auditor has recommended the correct next action for the pc. The case supervisor also grades the session just given. He lets the auditor know how well done the session was based on how standardly it was delivered.

FOLDER SUMMARY: The folder summary is a white piece of paper stapled to the left inside front cover of the pc's folder. The folder summary is a list of all of the auditing actions that have been done on a pc. It is in consecutive date order and shows what processes were audited and their end results. It includes each session's date, total time and the exam result. (Abbreviation: FS)

Attached is an example of what the folder summary should look like.

Extra copies of all of these forms will be available from your course admin or the organization's bookstore.

All of these reports (except the session worksheets) are filled out at the end of each session. They must be written very legibly so that the case supervisor can read them and see what occurred in the session.

The worksheet is written as the session is going on. It is a running record of the session and what happens during the session. The auditor does not, by any means, pay more attention to his admin than he does to his pc or to his communication cycle with his pc. He must, however, write down the main occurrences of the session. The most convenient way of keeping worksheets in a non-metered co-audit session is to have your worksheet paper on a clipboard and available for notations during the session.

After the session, the co-auditor can fill in (with red ink) any details he may have missed writing down during the session. He also goes over the worksheets he wrote during the session, and clarifies any words that are not easily readable, by BLOCK PRINTING the word above the one that is hard to read, as in the following example:

VERY

The pc was xxxxx happy.

The block printing (as with any after session clarification of a worksheet) is done in red ink. The original worksheets are never thrown away, copied, erased, deleted from, etc. in any way other than as described above.

Standard admin is a vital part of the technology of auditing and is something that every good auditor adheres to and takes pride in.

L. RON HUBBARD

FOUNDER

as assisted by

TECH PROJECT I/C

LRH:MM:mz

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HCOB 15.5.80
ATTACHMENT #1

C/S FORM

PAT SMITH (red)
JAN JONES (red)

22 Feb 80 (red)

SESSION GRADE _____ (red)

Session went very well. (red)

Next C/S:

1. Reach and Withdraw on Outdoor Environment (blue)
2. Reach and Withdraw on Pc's Personal Living Area and MEST (blue)
3. Reach and Withdraw on Pc's Working Area (blue)

Jan Jones (red)

HCOB 15.5.80
ATTACHMENT #2

HUBBARD COMMUNICATIONS OFFICE
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HCO POLICY LETTER OF 8 MARCH 1971

Remimeo
Examiners Hat
Tech Services
Hat
Mimeo on 16
sub paper

(Replaces and Revises HCO PLs of 9 May 69
and 26 Jan AD 20, «Exam Form».)

EXAMINERS FORM

(Important Note: This form is handled exactly as per HCO PL of 26 Jan AD20 AND NO EXAMINER MAY EXAMINE UNLESS STARRATE ON THAT PL, and HCO B 5 Mar 71 (C/S Series 25) AND AN E-METER COURSE. Students and pcs can be very upset if this post's duties are not done correctly and org pc and course results ruined.)

After Session	✓	Qual Div (Place)	FLAG
Volunteered		Date	22Feb80
Medical		Time	12:00 pm

PC or Pre OT Name Michael M.

Last Grade Attained Purification R/D

Grade, Course or Action Being Attested

PC's Statement (write down exactly what PC says)

I had a great session!

TA Position & any BD	2.3 PC Indicators	VGIs
State of Needle	F/N (Wide)	
F/N Indicated to PC	Yes	
	Mark Brown (Signature of Examiner)	

ROUTE THIS FORM TO TECH SERVICES WHICH ROUTES IT INTO THE FOLDER.

WHEN ILLNESS REPORTED MAKE THIS OUT WITH A CARBON UNDER IT AND ROUTE ORIG TO T/S AND FOLDER AND CARBON TO MO OR QUAL SEC. RUSH ROUTE ANY ROLLER COASTER LATER REPORT OR SICK RPT TO FOLDER TO PREVENT C/S ERRORS.

L. RON HUBBARD
FOUNDER

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CO-AUDIT

SESSION SUMMARY REPORT FORM

The auditor checks each one off and fills in the appropriate data.

DATE: 22 Feb 80

PC: Pat Smith

AUDITOR:

Jan Jones

PROCESS RUN: Environment Locational

PC GAINS: PC got into PT.

SESSION OBSERVATIONS:

1. How did pc do in relation to what was run? Great.
2. Effectiveness of process: Excellent.
3. Emotional state of the pc and whether this improved:
Bored. Improved to happy.
4. Any misemotion: No.
5. Preclear appearance: Neat. Well groomed.
6. Mannerisms: Twitches in mouth occasionally.
7. Mannerism changes: Stopped twitching his mouth.
8. Any change in skin tone: Got pinker.
9. Did color of eyes change? Yes Get brighter? Yes Get dull?
10. Any comm lags: Yes.
11. Any cognitions: Yes.
12. Any pains turn on? No Pains turn off?
13. Any sensations turn on? No Sensations turn off?
14. Any difficulties: No.
15. Did you complete the C/S instructions? Yes.
16. Was the pc happy at session end? Yes.

CO-AUDIT
AUDITOR'S REPORT FORM

PRECLEAR Pat Smith

DATE 22 Feb 80

AUDITOR Jan Jones

TOTAL SESSION TIME 18 minutes

PROCESS	TIME	RESULTS AND COMMENTS
Start of Session	11:50	PC VGIs
Environment Locational		
Clear Command—«Look at that (object)»		PC understood command
Start of Process	11:52	
1. Look at that (object).		PC cognited «I feel much more in present time!»
End of Session	12:08	F/N VGIs at Exam

HCOB 15.5.80
ATTACHMENT #5

WORKSHEET

Pat Smith
Jan Jones

22 Feb 80

PC is well fed and rested
- yes

Start of Session
11:50

PC—VGIs

Clear definitions of command:

That V

(PC gives correct definition)

at V

(PC gives correct definition)

look V

(PC gives correct definition)

(1)

Clear command:
«Look at that (object)»

PC—I would view EYES object
with my

11:52 Start of Process

Look at that (object).

Command given repetitively about 25 times
first in the course room and then outside.

PC looks at objects, becoming brighter.

Then originates—I feel much more in
Present Time!

INDICATORS Very good

PC very bright

End of Session 12:08

FOLDER SUMMARY

PC: Pat Smith

18 Mar 71 time: 1 Hr	(Name of Objective process) Process unflat Exam: F/N GIs		
20 Mar 71 time: 2 Hrs 20 min	(Name of Objective process) Process run to its End Phenomena Exam: F/N VGIs		
21 Mar 71	PC Declares Completion of (Name of Objective process)		
22 Feb 80 time: 18 min	Environment Locational—run to E/P. Exam: F/N VGIs		

HCOB 15.5.80
ATTACHMENT #7

NON-METERED CO-AUDIT AUDITOR'S REPORT FORM

PRECLEAR

DATE

AUDITOR

TOTAL SESSION TIME

PROCESS	TIME	RESULTS AND COMMENTS

HCOB 15.5.80

ATTACHMENT #8

NON-METERED CO-AUDIT SESSION SUMMARY REPORT FORM

The auditor checks each one off and fills in the appropriate data:

DATE: _____

PC: _____ AUDITOR: _____

PROCESS RUN: _____

PC GAINS: _____

SESSION OBSERVATIONS:

1. How did pc do in relation to what was run?
2. Effectiveness of process:
3. Emotional state of the pc and whether this improved:
4. Any misemotion:
5. Preclear appearance:
6. Mannerisms:
7. Mannerism changes:
8. Any change in skin tone:
9. Did color of eyes change? Get brighter? Get dull?
10. Any comm lags:
11. Any cognitions:
12. Any pains turn on? Pains turn off?
13. Any sensations turn on? Sensations turn off?
14. Any difficulties:
15. Did you complete the C/S instructions?
16. Was the pc happy at session end?

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 16 MAY 1980

Remimeo
Survival RD
Tech
Qual

PREPARING AN OBJECTIVES TABLE

OBJECTIVES: Objective processes deal with the real and observable. They are processes which call for the preclear to spot or find something exterior to himself in order to carry out the auditing command.

TABLE: An arrangement of data in a definite and compact form for convenient reference.

If your preclear or co-audit twin has previously received any Objective Processing, you may need to prepare an OBJECTIVES TABLE to aid the case supervisor. This table will provide an easy-to-refer-to list of the Objective processes that have been run, when they were run, how long they were run each session and what occurred while they were run.

This is the format that is followed when writing up an Objectives Table:

PROCESS	DATE	TIME	WHAT OCCURRED
(name of process)	17Apr 76	30 minutes	PC brightened up and originated «I just came totally into Present Time. This is incredible!» VGIs

Under the process section you write down the exact Objectives that have been run starting with the first Objective run and you fill in the table (in date order) for all that have been run (or verified as having been done). It is possible that a pc has had some Objectives run more than once, so make sure that you note each time the process was run. You can look in the Folder Summary to find out when any Objective was run and which of his Pc folders the session will be in. (Your supervisor can help you on this.)

For each Objective Process session given, note the process run stating its exact name, the date, the time (excluding session time spent on other actions) and a summary of what occurred. The summary of what occurred must include any cognitions the pc had, any changes in the pc that were noted and especially any data concerning the end result of the process.

Don't attempt to rewrite the entire worksheet when filling in an Objectives Table, but do include brief statements of any cognitions, pc indicators and any other relevant data. Include any evident auditor errors.

The attached Objectives Table sample will give you an idea of what the Objectives Table should include.

The case supervisor will then use the Objectives Table in conjunction with proper folder study, as an aid in case supervising and programming. This table can save the C/S valuable hours and has the additional benefit of familiarizing the co-auditor or auditor with his pc's previously run Objective Processing.

Once the Objectives Table is fully filled in and the case supervisor has studied it, it is placed in the back of the pc's current folder. It can then be referred to at any time during a pc's Objective Processing or for the programming of the case.

L. RON HUBBARD

FOUNDER
as assisted by

TECH PROJECT I/C

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HCOB 16.5.80
ATTACHMENT

SAMPLE OBJECTIVES TABLE

PROCESS	DATE	TIME	WHAT OCCURRED
(Objective process run)	9 Sept 68	2:35 2 hours 35 minutes	Pc experienced changes in emotion. At end of process pc said «I feel 3 feet behind my head! It's great to be able to control your body from an exterior viewpoint» Exam: F/N, VGIs
(Objective process run)	11 Sept 68	1:30 (1 hour 30 min)	Pc was bored for first half hour, said he must be flat on the process. Then he realized he had been out of present time and somewhat stuck in the past. Auditor continued and pc brightened up even more, gave cognition that he saw the difference between the MEST universe in present time and his mental image pictures from the past. Pc was very bright. Exam: F/N, VGIs
(Objective process run)	18 Sept 68	:45 (45 min)	Pc had lots of comm lags for the first 20 minutes. Comm lag reduced after this. Got to a flat point and auditor ended off. No cognitions. Exam: F/N, GIs
(Objective process run)	19 Sept 68	1:30 (1 hour 30 min)	Process from last session was continued. Pc went through several periods of dopiness, then alertness and then came out of it. Pc cognited he'd been in a fog from his days of taking drugs. Felt at end of process that he really was more here and could confront life better. Very, very good indicators. Exam: F/N, VVGIs
(Objective process run)	12 June 75	:05 (5 min)	Process command was only given a few times, then the pc said «I feel good.» Auditor ended off. Exam: no F/N. Co-Audit Supervisor checks to see if the process is unflat and finds it is.

(Objective process run)	12 June 75	2:45	<p>Same process continued. Pc's leg process run) which had always hurt him got better he volunteers an excellent success story after session and states he feels he has regained the ability to be at cause over his body.</p> <p>Exam: F/N, VGIs</p>
(Objective process run)	13 June 75	1:15	<p>Pc has a nice win of feeling more in process run) communication and cause over his environment. The session is continued. Then auditor ended for supervisor assistance, as the session wasn't going as well.</p> <p>Co-Audit Supervisor checked if the process had been overrun, finds that it had, and rehabilitates the win the pc had.</p> <p>Exam: F/N, VGIs</p>

ETC ...

HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 17 MAY 1980

Cancels BTB 7 Feb 71

Reissued 16 Jul 74 same title

Remimeo
Survival RD
SO Orgs
Scn Orgs
Staff Training Colleges
Tech
Qual
SSOs
FEBC Course

ADMINISTRATIVE TRAINING DRILLS

ADMIN TRs

These training drills were originally developed as a training aid for administrators for the purpose of training them to get compliances and complete cycles of action concerning administrative actions and orders.

The Admin TRs (training routines) are designed towards increasing one's causativeness over the everyday confusions, randomities, justifications, excuses, traps and insanities of the physical universe (Matter, Energy, Space and Time) and people (groups). They enable one to comfortably confront such things when encountered.

Needless to say, such abilities, if attained, would greatly increase any individual's survival in this world and since these Admin TRs do produce these abilities they are of extreme value.

These drills start off very gradually and work up to a high pitch of confront and handling by the individual.

They are done with a twin and they must be coached with full understanding of the need to give the individual doing them wins. He must not be driven out the bottom or into overwhelm due to forcing him to confront too much too quickly.

Each drill is run to a win where the individual is doing the drill comfortably and without effort and is happy about his ability to do it.

Even if an individual feels he will experience little change on some of the beginning drills, he will upon doing them, become aware of an increase in awareness or just a good feeling about doing them.

On the later drills the individual (when coached on a gradient of getting tougher and tougher) will find that he can confront and handle any such activities or randomities he may encounter.

These drills must be coached with positive, knowing, predictable control towards the individual's willingness to be at cause concerning the things and activities being addressed.

Do these drills well and you will witness a tenfold increase in SURVIVAL POTENTIAL for individuals as well as administrators!

TR MEST 0

NAME: Confronting MEST.

COMMANDS: «Confront that _____ .» (names object.)

POSITION: Student and Coach sitting or standing a comfortable distance apart.

PURPOSE: To accustom Student to confront MEST and to hold a position in relation to it. To be there and not do anything else but be there.

TRAINING STRESS: To teach Student to confront exactly what is indicated without vials and without additive gestures or emotional reactions. The Coach chooses a small object connected to the Student's post. Coach points to the object and gives Command, «Confront that _____ (names object)». Student does so. Coach makes no comments. As soon as Student is comfortable confronting the object with no reaction, the Coach acknowledges, chooses a new object and repeats the cycle. The Drill continues using gradually larger objects for gradually longer periods of time. Flunks are given for breaks of confront, additive actions and reactions. Pass when the Student can confront any object comfortably without reaction and has Good Indicators on the Drill.

NOTE: Do NOT flunk the Student if sudden GIs come in and he feels good about the Drill. This is a desired change.

TR MEST 1

NAME: MEST Intention.

COMMANDS: «Move that _____ (object)».

POSITION: Student and Coach sitting or standing a comfortable distance apart.

PURPOSE: To train Student to deliver an order and intention concerning the control and handling of MEST.

TRAINING STRESS: To teach the Student that his own intention has something to do with the handling of MEST in his environment. The Student must deliver the command clearly and with sufficient intention to carry through and accomplish the moving of the MEST object by the Coach. The Coach does NOT Bull-Bait but only carries out the order if it is received clearly and with good intention. A selection of objects from the student's post is used. The Student asks the Coach for carrying out the command. Flunks are given for failure to get the object moved, failure to confront the action or failure to confront the MEST involved. The Drill is passed when the Student can do the Drill easily and comfortably with no back-off from the action of getting the MEST moved by another.

TR MEST 2

NAME: Acknowledging MEST Cycles.

COMMANDS: None. Coach originates handling of MEST. **POSITION:** Student and Coach standing or sitting a comfortable distance apart.

PURPOSE: To train Student to recognize, accept and thoroughly acknowledge the completion of an action in the MEST universe.

TRAINING STRESS: To teach the Student that his acknowledgement can end a cycle of action and that his intention to end it is senior to effort. The Coach originates a cycle of action such as giving the Student a small object, moving an object to another location or picking up an object to look at. Student acknowledges the action when it is complete. Student may do anything at first to get his acknowledgement across but gradually is smoothed out until he can end cycle effortlessly. Coach flunks for failure to recognize when an action is complete, failure to freely accept the action and failure to end the cycle with good intention. Pass when the Student can do the Drill easily and comfortably.

TR MEST 3

NAME: MEST Duplicative Command.

COMMANDS: «Pick up that _____ (named object)».

«Hand it to me please.»

«Put it down there.» (Student indicates place.)

POSITION: Student and Coach standing or sitting a comfortable distance apart.

PURPOSE: To train the Student to not give up but to continue his intention to complete a cycle of action in the physical universe. To do each cycle in a new unit time and not as a blur with other cycles.

TRAINING STRESS: To teach the Student not to be thrown off and not to Q & A if he doesn't get immediate compliance to his command, and to keep on until he does get the cycle of action completed in the physical universe.

The Coach may stop complying with the cycle of action at any point and hold the cycle frozen at that point. The Student must repeat the last given command until he gets the cycle of action started again and follow it through to completion. No verbal Bull-Baiting or physical originations by Coach.

Flunks are given for poor intentions, failure to repeat the exact command, failure to confront the MEST or confront and get the cycle of action completed in the physical universe.

Pass when the Student can do the drill comfortably and easily.

TR MEST 4

NAME: MEST Cycle Alter-Is.

COMMANDS: Same as MEST 3.

POSITION: Student and Coach standing or sitting a comfortable distance apart.

PURPOSE: To train the Student to get his intended cycle of action carried out in the physical universe in spite of counter-intention and alter-is and to distinguish between a genuine attempt to comply and a deliberate non-compliance or alter-is.

TRAINING STRESS: To teach Student not to be startled or thrown off and not to give up or Q & A with non-compliance, inaccurate or incompetent attempts to complete cycles of action in the physical universe. The Drill is the same as TR MEST 3 with the addition that the Coach may deliberately perform the wrong action at any time or may attempt to pass the object to the Student when he has not asked for it. The Student repeats the order whenever the Coach freezes the cycle of action or deliberately does a wrong command. The Student acknowledges the Coach and repeats the order when the Coach does the command almost correctly or attempts to hand the object to the Student when it is not so ordered.

Flunks are given as in MEST TR 3 and also for acknowledging a deliberate non-compliance or alter-is and for failing to acknowledge a genuine attempt at compliance and eventual completion. If the Student accepts the object on the Coach's origination it is also a flunk.

Pass when the Student can do the Drill comfortably and easily with no confusion or non-confront.

TR PEOPLE 0

NAME: Confronting People.

COMMANDS: «Confront that person.

Or «Confront those people.»

POSITION: Coach and Student ambulatory.

PURPOSE: To accustom Student to confronting people and to hold a position in relation to them. To be there and not do anything but be there.

TRAINING STRESS: To teach Student to confront people singly and in groups without vias or additive gestures and without reacting or being afraid or embarrassed. The Coach and Student walk round to where various people or groups of people are located at work etc. The Coach indicates a person or group of people to the Student and gives him the appropriate command. The Student complies. The Coach has the Student confront larger and larger groups of people on a gradient. Flunks are given for breaking confront or for being disturbed when people stop what they are doing and become interested in the Student.

Pass when the Student can confront people easily and feels good doing the Drill.

TR PEOPLE 1

NAME: People Intention.

COMMANDS: «Hello.»

POSITION: Student and Coach both standing and sitting or one standing and the other sitting, at varying distances apart. Coach doing some action such as reading, writing, sorting papers, tying shoelace, etc.

PURPOSE: To teach the Student that he can get an order and intention across to another person under varying conditions and when they have their attention elsewhere, so that it is received.

TRAINING STRESS: To teach the Student that he can get through to others no matter where their attention may be and that his intention to reach them is the senior factor. The Coach takes up a position and occupies himself with another action. The Student approaches and says, «Hello». The hello must be delivered so that it reaches the Coach and gets his full attention. The distance between the Student and Coach is increased on a gradient up to 20 feet away. Stress is on correct intention not on volume or force. The Coach acks when the Student reaches him.

Flunks are given for failure to confront or for failing to reach with good intention.

Pass when the Student can do the Drill easily without effort and can get the Coach's attention from 20 feet away.

TR PEOPLE 2

NAME: People Acknowledgements.

COMMANDS: None. Coach originates.

POSITION: Various. Student and Coach standing and sitting. The Student may occupy himself with another simple action and Coach approaches Student to give origination.

PURPOSE: To train a Student to use an acknowledgement as a method of correctly ending a cycle of action for other people.

TRAINING STRESS: The Student is trained to acknowledge a report or message given so that the person knows it was heard and understood. The Coach approaches or gives from a distance a sensible report or message concerning the completion of some simple post cycle. The Student acknowledges Coach so that Coach knows he has been heard and that the cycle is ended. The Coach may then employ one or two other people to give reports to the Student in succession. Flunks are given for Student non-confront or for failure to end the cycle with his acknowledgement.

Pass when the Student can comfortably be receipt of a report on a complete cycle of action and can end cycle on the action without under or over acknowledgement.

TR PEOPLE 3

NAME: Group Command.

COMMANDS: «Hello.»

POSITION: Student and Coach ambulatory.

PURPOSE: To teach the Student to get an order and intention across to a group of people when their attention is elsewhere, to get an answer and to acknowledge it.

TRAINING STRESS: To teach a Student that a group of people can be approached without upsetting them, and that an order can be given, and compliance acknowledged. Coach indicates a group of people chatting or some such activity (not engaged in important cycles of action) and directs Student, «Say 'Hello' to that group.» Student does so without upsetting the group. He repeats the «Hello» if necessary to get a reply from the majority of the group. Student then acknowledges the group.

Flunks are given for failure to confront, failure to get the attention of the group, failure to get an answer from the group (majority) and failure to acknowledge the answer. (If necessary, other students can be used and can pose as a group occupied with other actions.) Pass when Student can do the Drill comfortably and successfully without back-off or strain and without upsetting a group.

TR PEOPLE 4

NAME: Selected Group Command.

COMMAND: «Hello.»

POSITION: Coach and Student ambulatory, plus selected group of three or more persons standing or sitting.

PURPOSE: To train Student to get an order and intention across to a group of people, to get an answer and to acknowledge despite counter-intention from the group.

TRAINING STRESS: The same as for TR PEOPLE 3 except that a selected group of people are used who are instructed only to look up and answer the Student when his intention really reaches them. (No Bull-Baiting is allowed.) Student repeats the order until he gets compliance and then acknowledges the group.

Flunks are given for back-off, poor intention, failure to get the order complied with and failure to correctly acknowledge the execution of the order. (The reply to the «Hello».)

Pass when the Student is really getting his intention through easily and he is getting compliance and acknowledging.

TR MEST BULL-BAIT

TR MEST BB 0

NAME: Confronting MEST with distractions.

COMMANDS: «Confront that _____ (named object).»

POSITION: Student and Coach standing or sitting at a desk with a stack of papers or objects on the desk.

PURPOSE: To accustom Student to confronting MEST and to hold a position in relation to it. To be there and not do anything but be there despite attempts to distract him and prevent him from confronting.

TRAINING STRESS: Same as TR MEST 0 with the addition that the Coach Bull-Baits and verbally attempts to distract the Student from confronting the paper or objects. When the Student can do this comfortably without breaking his confront of the MEST, the Coach may start moving and changing the MEST, adding other objects and taking them away and shifting them. (Do not get too wild.) Verbal Bull-Baiting is kept in also.

Flunks are given for failure to confront the MEST or the Bull-Baiting.

Pass when the Student can do the Drill comfortably without flunking.

TR MEST BB 1:

NAME: MEST Intention with Distraction.

COMMANDS: «Hand me that book.»

POSITION: Student and Coach seated a comfortable distance apart. Coach has a book on his knees.

PURPOSE: To train the Student to deliver an order and intention concerning the control and handling of MEST and get compliance despite distractions and attempts to prevent him doing so.

TRAINING STRESS: Student is trained to get his intention concerning the control and handling of MEST across to the Coach and get compliance in spite of Bull-Baiting and resistance by the Coach.

The Coach only gives the Student the book when the intention gets across to him strongly enough that he wants to comply.

Flunks are given for breaks of confront, giving up and poor intention. Pass when Student can do the Drill comfortably, getting his intention across without being affected by the Bull-Baiting and getting compliance to the command.

TR MEST BB 2

NAME: MEST Cycle Acknowledgement with Distractions.

COMMANDS: None. Coach originates handling of MEST.

POSITION: Student and Coach standing or sitting a comfortable distance apart.

PURPOSE: To train Student to recognize, accept and thoroughly acknowledge the completion of an action in the physical universe despite distractions and attempts to prevent him doing so.

TRAINING STRESS: To teach the Student to recognize and acknowledge the completion of a cycle of action in the physical universe in spite of distraction and «noise» and attempts to prevent recognition of the fact that the cycle has occurred. And that his acknowledgement can end a cycle of action in spite of noise, and that his intention to do so is senior to effort. The Coach originates a cycle of action such as moving an object from one location to another. Before, during, and after doing so he attempts to distract the Student by Bull-Baiting and chatter so as to prevent the Student realizing that the cycle has occurred or to prevent him from acknowledging it. Student learns to observe the cycle in the MEST universe rather than listen to the Coach. Coach flunks for Student failure to recognize and acknowledge when the cycle is completed, failure to accept the cycle freely and failure to end the cycle with good intention. Also for becoming the effect of Bull-Baiting. Pass when the Student can do the drill easily without flunks.

TR MEST BB 3

NAME: MEST Duplication Command with Distractions.

COMMANDS: Any orders composed of 2 or 3 separate simple actions such as «Pick up that pen and put it on the chair then place it beside the paper in the middle of the desk.»

POSITION: Student and Coach standing or sitting a comfortable distance apart.

PURPOSE: To train the Student to not give up but to continue his intention to complete a cycle of action in the physical universe despite attempts to distract him and prevent him from doing so. To do each cycle in a new unit of time and not as a blur with other cycles.

TRAINING STRESS: To teach the Student not to be thrown off and not to Q & A if he doesn't get immediate compliance with his order. To continue to repeat the order with full intention until he gets the cycle completed in the physical universe. The Coach tries to throw the Student off with Bull-Baiting or by not completing the cycle of action.

Flunks are given for earlier TR failures, for poor intention and for failing to get compliance.

Pass when the Student can comfortably do the Drill.

TR MEST BB 4

NAME: MEST Cycle Alter-Is and Distraction.

COMMANDS: Same as in MEST BB 3.

POSITION: Student or Coach standing or sitting a comfortable distance apart.

PURPOSE: To train the Student to get his intended cycle of action carried out in the physical universe despite counter-intentions, alter-is and other distractions and excuses.

TRAINING STRESS: Same as in MEST BB 3 with the addition that student must acknowledge originations concerning the cycle being performed by the Coach when necessary to get the order complied with accurately. The Coach may muddle up the sequence of the actions and also do verbal Bull-Baiting, reasons why the cycle is impossible, etc.

Flunks are given for failure in earlier TRs of this series and particularly for poor intention or failure to get the cycle completed.

Pass when Student can successfully do the Drill comfortably, using intention but not effort.

TR PEOPLE BB 0

NAME: Confronting people with Distractions.

COMMANDS: «Confront that Person.»

POSITION: Coach and 3rd person standing or sitting a comfortable distance apart. Student a comfortable distance to the side of them.

PURPOSE: To train the Student to get one person to confront another at his order and not be thrown off or Q & A with reactions, excuses and reasons why this should not be done.

TRAINING STRESS: To train the Student to use his confront and intention through the «via» of another person where the one person may not be willing to confront and the other not willing to be confronted. The Student gives the order to the Coach who complies or gives reasons or excuses why he should not. The other person may give the Coach reasons why he should not be confronted but may not speak to the Student. The Student must succeed in getting the Coach to confront the 3rd person despite that person's objections.

The Coach complies when the Student's confront and intention makes him want to do so.

The Coach flunks Student for failure to get the Coach to confront the third person.

Pass when the Student can do Drill without flunks.

TR PEOPLE BB 1

NAME: People Intention with Distractions.

COMMANDS: «Give that book to _____ (person's name).»

POSITION: Coach standing or sitting close to the Student, observing him. The Student and a 2nd person are standing or sitting a comfortable distance apart with a 3rd person a little way off. Student has a book.

PURPOSE: To train the Student to get his intention across on the via of another person and to get the Command through despite distractions.

TRAINING STRESS: To teach Student that he can get his intention to carry through to a 3rd person or persons via a relay terminal. Student gives 2nd person the order, «»Give that book to _____ .» The 2nd person may give excuses and reasons not to do it and the 3rd person can do the same. The 2nd person may return to the Student with the book and «explain» how the 3rd person won't accept or let him carry out the command. Stress is on getting the Student to improve his intention and get compliance to his orders.

Flunks are given by the Coach for failure to get the 2nd person to comply, for Q & A, for giving up and for an earlier TR outness.

Pass is given by the Coach when the Student can easily get the command complied with by the 2nd person.

TR PEOPLE BB 2

NAME: Return Compliance and Acknowledgement.

COMMANDS: «Tell _____ (3rd person's name) to bring me that book.»

POSITION: Coach standing or sitting close to the Student, observing him. The Student and a 2nd person are standing or sitting a comfortable distance apart with a 3rd person a little way off.

PURPOSE: To train Student to get a command carried out in the physical universe via another person.

TRAINING STRESS: To teach Student that he can get physical actions complied with via another person, regardless of the excuses or reasons why of both persons. The Student hands the 2nd person the book and gives the order, «Tell _____ to bring me that book.» Command with intention is repeated until the 3rd person complies at which time the Student acknowledges him fully. The 2nd person may Q & A with the 3rd person's unwillingness and attempts to alter-is and non-comply.

Flunks are given by the Coach for any failure of earlier TRs and for failing to have enough intention to get the 2nd person to get the 3rd person to comply and for failure to acknowledge the completed cycle of action.

Pass is given by the Coach when the Student can get a command carried out in the physical universe via another person.

TR PEOPLE BB 3

NAME: Command Relay.

COMMANDS: «Tell _____ to give that book to _____ »(3rd and 4th persons named).

POSITION: Coach standing or sitting close to the Student, observing him.

Student and 2nd person standing or sitting a comfortable distance apart and a 3rd person standing a few steps further off holding a book and a 4th person a few steps further off still.

PURPOSE: To train Student to get a command complied with on a relay.

TRAINING STRESS: To teach Student that his intention can be stepped up to a point where it will carry through terminals on a relay. The Student gives the command to the 2nd person who orders the 3rd person to give the book to the 4th person. The 2nd person may Q & A with the command, with the 3rd person's unwillingness to do it and with the 4th person's inattention or unwillingness to receive the book.

Flunks are given by the Coach for any break up of the Student's TRs or failure to persist and get full compliance.

Pass is given by the Coach when the Student can get all persons on a relay to carry out the command.

TR PEOPLE BB 4

NAME: Group Compliance.

COMMAND: «Give that paper to those people and tell them to put it on their table.»

POSITION: Student standing. Coach standing close to the Student, observing him. A 2nd and 3rd or more other people are seated in two groups at two tables a few paces apart.

PURPOSE: To train the Student to get compliance with his orders and intentions between groups of people and to teach him that intention is senior to effort.

TRAINING STRESS: To teach the Student that his persistent intention can overcome the counter-intentions of groups of people and that he can get them to comply with his orders despite group think, counter effort and other distractions. The Student gives the people at one table the command and has them comply and gets the cycle completed. He may order only one group. These may give excuses and argue between themselves and give reasons why it can't be done—so may the second group when the paper is taken to them. The Student repeats the order with full intention to the first group or a person from the first group until it is fully complied with.

Flunks are given by the Coach for Student failure to persist, for breaking-up or any other TR outness.

Pass is given by the Coach when Student has succeeded in getting full compliance with ease and knows he can handle groups intention.

TR R/W MEST

NAME: Reach and Withdraw MEST.

COMMANDS: «Reach that _____ .» (named object)

«Withdraw from that _____ .» (named object)

Coach acknowledging Student for execution of command.

POSITION: Student and Coach ambulatory.

PURPOSE: To put the Student at cause over the MEST of his post and area.

TRAINING STRESS: The Coach indicates different objects on a gradiently larger scale and sees that the Student executes the commands. The Coach asks from time to time, «How

are you doing?» The Coach handles any physical manifestations of the Student by asking «What is happening?»

The TR is run to a win for the Student.

TR R/W PEOPLE

NAME: Reach and Withdraw from People.

COMMANDS: «Touch that _____ .» (named object)

POSITION: Student and Coach and third person ambulatory.

PURPOSE: To familiarize the person with handling people.

TRAINING STRESS: Student must get the third person to comply with his command in spite of the Coach's physical attempts to block the person from doing so. The Student may in turn block the Coach so he can't interfere or may move him out of the way so that the third person can comply with the command. Stress should be on intention not on force. The Drill is run until the Student can quite comfortably take whatever action is necessary to get his command complied with and feels easy about the necessary Reach and Withdraw from the Coach and third person in order to do so. The Coach and third person in order to do so. The Coach may use verbal Bull-Baiting also.

The TR is run to a win and Cog for the Student.

L. RON HUBBARD

FOUNDER

Developed and Piloted aboard

Flag with the assistance of

Training & Services Aide

Revision assisted by

Tech Project I/C

for the

BOARDS OF DIRECTORS

of the

CHURCHES OF SCIENTOLOGY

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 MAY 1980

Remimeo
Tech
Qual
Survival RD
NED
Academy Levels
SHSBC

START—CHANGE—STOP

COMMANDS

(Ref: HCOB 28 Jul 58 CLEAR PROCEDURE
PAB 97 1 Oct 56 START-CHANGE-STOP CONTROL AND
THE MECHANICS OF S.C.S.
SCIENTOLOGY: CLEAR PROCEDURE—ISSUE ONE)

Start, Change and Stop is the anatomy of control.

This is the cycle of action.

There is no such thing as bad control, only nonpositive control. Good control is positive control and positive control is not bad control.

Start-Change-Stop is the name of an Objective process. It has two stages, both of which are designed to gradiently raise the pc's ability to control.

The process is often abbreviated as «SCS».

SCS ON AN OBJECT

The first stage of running Start-Change-Stop is «SCS ON AN OBJECT».

Starting, changing and stopping an object is a lower level than moving the body.

The following are the commands for SCS ON AN OBJECT. (This has been taken from parts of the LRH film script «SCS» which is scheduled for academy showing.)

COMMANDS—SCS ON AN OBJECT

START:

1. «I am going to ask you to start the (object) and when I tell you to start, you start the (object) in that direction (Auditor indicates a direction with his hand). Do you understand that?»
2. «Start.»
3. «Did you start the (object) ?»

(Repeat commands 1,2,3,1,2, etc. until pc is easily doing the commands on that object.)

CHANGE:

1. «This spot we are going to call 'A'.» (Auditor indicates spot «A» with a piece of marked tape on the table or a marked piece of paper on the floor as appropriate.)

2. «This spot we are going to call 'B'.» (Auditor indicates spot «B» with a piece of marked tape on the table or a marked piece of paper on the floor as appropriate.)
3. «This spot we are going to call 'C'.» (Auditor indicates spot «C» with a piece of marked tape on the table or a marked piece of paper on the floor as appropriate.)
4. «This spot we are going to call 'D'.» (Auditor indicates spot «D» with a piece of marked tape on the table or a marked piece of paper on the floor as appropriate.)
5. «When I ask you to change the (object), I want you to change the (object's) position from 'A' to 'B'. Do you understand that?»
6. «Change.»
7. «Did you change the (object)?»
8. «When I ask you to change the (object), I want you to change the (object's) position from 'B' to 'C'. Do you understand that.
9. «Change.»
10. «Did you change the (object)?»
11. «When I ask you to change the (object), I want you to change the (object's) position from 'C' to 'D'. Do you understand that?»
12. «Change.»
13. «Did you change the (object)?»

(Repeat commands 1-13, 1-13, etc. until pc is easily doing the commands on that object.)

(Note: When the commands 1-13 are repeated, the locations of the designated spots do not have to be the same as the previous time as it makes the process too much like duplication, brings the preclear to predict the process too easily and he will do it machine-wise.)

STOP:

1. «I am going to tell you to get the (object) moving in that direction (Auditor indicates direction with his hand). Somewhere along the line I will tell you to stop. Then you stop the (object). Do you understand?»
2. «Get the (object) moving.»
3. «Stop!»
4. «Did you stop the (object)?» (Repeat commands 1,2,3,4,1,2,3, etc. until pc is easily doing the commands on that object.)

The auditor would now run Start again on the same object and so on, until neither Start, Change nor Stop produces any change.

The auditor starts SCS ON AN OBJECT by running commands on a small gradient object (such as a paper clip).

When the first object is flat, the auditor runs SCS on an object that is larger (such as a brick, a beach ball, etc.) until this is flat and then goes to a larger object and so on until the pc has a realization about Starting, Changing and Stopping objects and can do so easily. (This can happen at any point while running SCS ON AN OBJECT.)

SCS ON THE BODY

The second stage of running Start-Change-Stop is «SCS ON THE BODY».

The pc is at this point, processed towards the ability to be in control of his body.

The following are the commands for SCS ON THE BODY. (This has been taken from parts of the LRH film script «SCS» which is scheduled for academy showing.)

COMMANDS—SCS ON THE BODY

START:

1. «I am going to ask you to start the body. I am not going to ask you to stop.»
2. «When I ask you to start the body, start the body. OK?»
8. «Start!»
4. «Did you start the body?»

(Repeat commands 1,2,8,4,1,2,3,4, etc. until the pc is easily doing the commands.)

CHANGE:

1. «This spot we are going to call 'A'.» (Auditor indicates spot «A» with a piece of marked paper on the floor.)
2. «This spot we are going to call 'B'.» (Auditor indicates spot «B» with a piece of marked paper on the floor.)
3. «This spot we are going to call 'C'.» (Auditor indicates spot with a piece of marked paper on the floor.)
4. «This spot we are going to call 'D'.» (Auditor indicates spot with a piece of marked paper on the floor.)
5. «When I ask you to change the body, I want you to change the body's position from 'A' to 'B'. Do you understand that?»
6. «Change.»
7. «Did you change the body?»
8. «When I ask you to change the body, I want you to change the body's position from 'B' to 'C'. Do you understand that?»
9. «Change.»
10. «Did you change the body?»
11. «When I ask you to change the body, I want you to change the body's position from 'C' to 'D'. Do you understand that?»
12. «Change.»
13. «Did you change the body?»

(Repeat commands 1-13, 1-13, etc. until pc is easily doing the commands.)

STOP:

1. «I am going to tell you to get the body moving in that direction (Auditor

indicates direction with his hand). Somewhere along the line I will tell you to stop. Then you will stop the body. Do you understand?»

2. «Get the body moving.»

3. «Stop!»

4. «Did you stop the body?»

(Repeat commands 1,2,3,4,1,2,8,4, etc. until pc is easily doing the commands.)

STOP SUPREME:

1. «I'm going to ask you to get the body moving. And at some point I am going to tell you to stop. And when I do, I want you to stop the body as fast as you can and hold it as still as you can. OK?»

2. «Get the body moving.»

3. «Stop!»

4. «Did you do it?»

(Repeat commands 1,2,3,4,1,2,3, etc. until pc is easily doing the commands.)

The auditor would now run Start again on the body and so on, until neither Start, Change, Stop nor Stop Supreme produces change. The pc will be able to do the steps of SCS easily and will have a realization about Starting, Changing and Stopping the body. (This can happen at any point while running SCS ON THE BODY.)

Whenever the pc is standing to execute a command, the auditor is standing next to the pc. He also ensures that he is touching the pc (hand lightly on pc's arm or elbow etc.) when he gives the pc the R-factor such as in steps 5, 8 and 11 above.

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

The only way to err on running SCS is to run it with imprecision and bad ARC. It is perfectly easy to be precise with high ARC.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 MAY 1980

Remimeo
All Orgs

Also issued as an HCO PL of the same date and same title.

CANCELLATION OF BTB 11 AUGUST 1974

REGISTRAR SALESMANSHIP DRILLS

BTB 11 August 1974, REGISTRAR SALESMANSHIP DRILLS is hereby cancelled. The drills given as Registrar Salesmanship Drills omitted the basic LRH policies and tech that make a successful Registrar.

These would include such basics as the Dissemination Drill, use of the Tone Scale and the communication formula.

There are now new Registrar Drills which incorporate the LRH policies and tech of basic Registrar skills. These are issued in HCO PL 27 May 1980, REGISTRAR DRILLS.

There is also a new series—«Big League» Registration Series—issued as HCO PLs so Registrars now have all the techniques they need to have tremendous success.

L. RON HUBBARD
FOUNDER
Assisted by Kathy Stewart
CS-4
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

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HCO BULLETIN OF 21 MAY 1980

Remimeo
All Staff
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All Missions
C/Ses
MOs,
MLOs
Purif I/C
Tech
Qual

PURIFICATION RUNDOWN CASE DATA

References:

HCOB 6 Feb 78RA	THE PURIFICATION RUNDOWN
Re-rev. 4.12.7	REPLACES THE SWEAT PROGRAM
HCOB 6 Feb 78RA-1	THE PURIFICATION RUNDOWN—
Add. of 20.12.79	ERRATA AND ADDITIONS
HCOB 30 Dec 79	HOW TO BUILD A SAUNA
HCOB 3 Jan 80R	PURIFICATION RUNDOWN AND
Rev. 10 Apr 80	ATOMIC WAR
HCOB/HCO PL of	ILLEGAL PCs, ACCEPTANCE OF
11 Feb 80	ADDITION REGARDING
PURIFICATION RUNDOWN	
HCOB 14 Feb 80	RESEARCH DATA ON NUTRITIONAL
VITAMIN INCREASES ON THE PURIFICATION RUNDOWN	
HCOB 29 Feb 80	THE PURIFICATION RUNDOWN:
	PREGNANCY AND BREAST-FEEDING
HCOB 7 Mar 80	DIET, COMMENTS UPON

The Purification Rundown is undertaken by those who wish to free themselves from the restimulative effects of drug residues and biochemical factors which would otherwise prevent or inhibit them from making the spiritual improvement which is possible with Dianetic and Scientology processing.

From the floods of highly enthusiastic letters and reports of glowing results that continue to roll in, it accomplishes this with resounding benefit and successes that are even beyond the original expectations.

Since the initial release of the research data, those who have completed the Rundown number well up in the thousands. Along with the numerous accounts received of wins and changes and gain have come requests for more data on some aspects of the Rundown.

To satisfy these requests, several Case Supervisors who were doing case supervision of the Purification Rundown and a number of people who were on or had completed the program were interviewed so as to obtain more information for your use in handling the rundown.

In all, six Case Supervisors from five major areas and a total of 120 persons from those areas were carefully surveyed. Their data is given in this HCOB, along with additional data from unsolicited reports, where the information was verified by folder study.

These summarized findings are based on results from a wide spectrum of cases, including those with heavy, medium or light strict drug history, those with history of medical drugs in varying degrees, and some few with minimal drugs of any kind reported.

This information is not intended to take the place of individual medical advices given to persons by their doctors in doing the Rundown.

1. WHAT IS THE OPTIMUM DAILY LENGTH OF TIME ON THE PURIFICATION RUNDOWN FOR

MOST PEOPLE?

From the many cases interviewed and from C/S data, five hours exercise and sauna daily has been found to be ideal for the majority of people on the Purification Rundown. The Rundown apparently works like a bomb when the highest percentage of this time is spent in the sauna and a lesser percentage in running. (Example: A good ratio has been found to be approximately 20 to 30 minutes of running to get the circulation up, and the remainder of the time in the sauna, for a total of five hours.)

Not everyone has gone immediately onto a full five hour stint right from the start (and some have successfully done the entire program on a shorter daily schedule, as covered later in this issue). In both the running and the sauna, where the right gradient was applied, particularly when beginning the program, it went very smoothly. Age and current physical condition and stamina can all enter into it. Among the many surveyed were those who required a few days to work up to five hours daily but once there it proved to be the optimum daily period for them, as it has for so many people.

Additionally, on such a schedule the Purification Rundown can and has been completed effectively in the shortest possible amount of time.

Most people approached the 5 hour daily program eagerly and enthusiastically. Some were found apt to plunge in a bit out-gradiently at the start, and this was handled by having them work up gradually to where they could run 20 to 30 minutes without strain and take the sauna time at the rate they could handle it, especially to begin with.

One area reported a few people staying in the sauna too long with no break and turning on headaches and other unnecessary reactions that way. The purpose should not be to see how long one can stay in the sauna for any one stretch of time, and this had to be clarified with several such enthusiasts. What worked best was when the person had a good sweat going and had been in the sauna sweating for a while then coming out, getting some fresh air and space and cooling off, as needed, and going right back in for more sweating. When plenty of liquids (many people take water jugs into the sauna), enough salt or potassium or Bioplasma were used the sauna time went very well.

These are some of the points which were found to get and keep the person winning.

2. CAN THE PURIFICATION RUNDOWN BE SATISFACTORILY COMPLETED ON LESS THAN FIVE HOURS DAILY?

This has been piloted where circumstances honestly prevented some persons from doing the Rundown 5 hours daily. It was found that the Rundown can be completed effectively by a good many cases on less than five hours per day, provided the person is getting benefit and change on the shorter schedule.

The shorter schedules ranged from 4 hours down to a minimum of 2 ½ hours daily, always with a higher percentage of time spent in the sauna than in running.

The absolute minimum daily period found to give good return on the Rundown was 2 ½ hours total running and sauna time. This period would then be spent as

follows: Approximately 20 to 30 minutes of running and the remaining two hours or so in the sauna.

The same gradients applied when the person was on or starting on a 2 ½ hour daily schedule as on any other schedule.

C/S approval would be obtained for the person to do the Rundown on this shorter schedule, as there are other factors that enter into it. Any medical advice or order for the person to be on the shorter schedule would, of course, need to be followed.

The Rundown can and in most cases has taken longer to complete on a shortened daily schedule, but survey results show that it can be done successfully by a good many people at a minimum of 2 ½ hours daily provided all other points of the Rundown are standardly maintained.

3. DOES THE EXTENT OF A PERSON'S DRUG HISTORY SEEM TO BE A FACTOR IN HOW MUCH TIME WOULD BE SPENT DAILY ON THE PURIFICATION RUNDOWN?

Per all the research and survey data thus far, the extent of drug history is definitely a factor in determining how much time daily an individual would spend on the Rundown.

Beyond any doubt the survey showed that those with heavy or even mediumly-heavy drug histories benefited most from the 5 hour daily schedule. This can apply to persons with heavy medical drug histories as well as to those who have had heavy street drugs.

There are reports on record of persons with heavy drug histories who, though they had done fairly well at the beginning of the Rundown on 2 ½ hours a day (some phenomena turning on and blowing), did not begin to turn on restimulation of actual «trips» and blow through them until they got onto a 5 hour daily schedule.

Others reported that if something turned on while in the sauna they made it a point to stick carefully to the sauna time (taking short breaks as necessary for water, salt or potassium, or to cool off) until the manifestation blew, and they then came out feeling good and refreshed. These same persons reported that if they short-cut the sauna time because something uncomfortable had turned on they came out feeling bad or dull and it would then take longer to blow through the manifestation.

Even some people with very light drug histories reported feeling calmer and more uptone after a stint in the sauna which was long enough to permit them to get through any restim or discomfort that had turned on.

There is everything to be said for putting a person on a schedule which will permit him to handle these factors, and it was found particularly important that those with heavy or mediumly-heavy drug histories were scheduled properly so that they were able to get full return from the action and wind up with the EP.

4. WHO DETERMINES WHAT DAILY LENGTH OF TIME THE PERSON SHOULD BE ON ON THE RUNDOWN?

On any question as to daily schedule, the C/S would adjudicate as to the daily time period for the individual.

In any case where the person was doing the Rundown on a special medical program, the C/S would ensure any doctor's orders regarding schedule were adhered to.

The C/S's first consideration would be what is going to give the person the most gain. Wherever possible the person would do five hours daily and most people have done this. In instances where a shorter daily schedule was actually required for best results on some individuals, the schedule was adjusted per C/S adjudication.

In cases where persons honestly had limited time, these were considered for the minimum 2 ½ hour daily time period, as it would have been altered importance to deny them the Rundown otherwise. But it was necessary to ensure that each person could and did make progress on the shorter daily schedule as he continued it and, if not, getting him onto the proper regimen.

Some who started at 2 ½ hours daily later requested to move up to the five hour period, and there have been cases where persons on the shorter schedule were getting heavy restimulation of drugs which they could not handle on the shorter period and when switched to the five hour period by the C/S they did remarkably better. This can occur, apparently, with street drug or medical drug users and is something for the C/S to bear in mind. The heavier drug cases were, where possible, put on the five hour schedule to begin with.

Again, per the survey data, correct gradient was the watch-word here, as in all aspects of the Purification Rundown.

The C/Sing of cases on the Rundown would not be done rotely but always done on an individual basis with the individual never pushed further or faster than he could go. (To do otherwise would be a violation of the tech of the Rundown and a violation of the tech on gradients.)

The successful action has been to get the person on a schedule where he is winning and able to handle what comes up, and then ensure he gets in that amount of time each day and preferably at the same time each day. Regularity of schedule plays a big part in completing the Rundown smoothly and effectively, with all the benefit to be had.

5. WHAT REACTIONS HAVE BEEN NOTED WHEN PARTS OF THE RUNDOWN WERE SKIMPED OR WHEN THE RUNDOWN WAS DONE IRREGULARLY?

LIMITED GAIN PER HOUR

One of the factors examined closely in the course of this survey was whether or not there was a common sauna time limit for most people (within the 5 hours) after which the person got tired and the individual got less return for the remainder of the period. In those cases where the Rundown was being carried out very standardly there were no reports of such tiredness setting in before the 5 hours were up, which were due to length of time spent in the sauna. (Some of these cases reported they experienced tiredness as part of a restimulation of drug reactions, etc., but they were able to spot it as such and blow through it within the 5 hour period.)

However, there were 24 reports from individuals stating they did get tired in the sauna well within the 5 hours and get limited or no benefit from it beyond that tiring point. The daily time limits for gain reported by these 24 cases varied widely from person to person, the reported limits ranging from 4 hours down to 2 ½ hours or less. The individual's drug history did not seem to be a factor, as the reports came from persons whose drug histories ranged from heavy down to few or no drugs, medical or otherwise.

These 24 cases were looked into carefully and when all the pertinent data was examined (some of it obtained by metered interview), what showed up were departures from the standard procedure as given in the Purification Rundown HCOBs.

The departures found were (in order of frequency):

- a. Not enough sleep
- b. Insufficient salt or potassium or Bioplasma taken while in the sauna or before running, OR a combination of a. and b.
- c. Dropped out vitamins that day, skimping on vitamins or taking

vitamins sporadically

d. An undetected and/or unhandled vitamin deficiency.

In one case out of the 24 the person was found to be anemic and he should not have put himself onto the program. This was handled by getting the person onto a special medical program to be carried out under medical supervision before the Rundown could be completed.

Correction of the other cases brought about smoother progress and much improved results.

At best, any one of the above-listed outnesses or omissions could result in the person tiring too quickly, experiencing unnecessary discomfort, getting limited gain per hour and prolonging the Rundown unnecessarily. The apparency would be that the Rundown was not working when in actual fact it was not being applied standardly.

Where a person on any schedule reports he is tiring at a certain point and getting little or no benefit per hour spent beyond that point, one would need to determine if an adjustment of the daily time period was needed. But, as has been found, additionally and always one would carefully examine exactly what the person was doing on each section of the Rundown and get any outnesses rectified.

Regardless of whether the person is on the maximum or minimum daily schedule, departures from other aspects of the procedure would decrease the benefits until these departures were handled.

SLEEP

In the 24 cases mentioned above and in some other cases reporting problems on the Rundown, by far the most common outness found was lack of sufficient sleep.

This is covered in the original bulletin under the section on a properly ordered personal schedule. However, it should be re-emphasized here that adequate sleep has been found to be a vital factor in the correct application of this Rundown. People function best when they are sufficiently rested.

Some tiredness has not been uncommon at certain intervals during the course of the Rundown, even when the procedure was being carried out standardly. It can occur when the person first goes onto the program and needs to build up to the full daily time period on a gradient. It can also occur as part of the restimulation in connection with medical or street drug residues or as part of restim of an old illness, etc., any of which the person might run through while on this program. There are many cases on record of persons on the Rundown turning on and blowing through periods of tiredness or fatigue connected with past illness and/or medical or drug experiences and coming through them far brighter and more energetic.

But it must be borne in mind that the Purification Rundown can be strenuous. Trying to do it on too little sleep would be a severe violation. A person observably needs enough sleep in order to cope with the changes he is undergoing. Per C/S reports, where this has been violated the person has often wound up having a rough time of it. Quite apart from any mere tiredness, any reactions which are there to be restimulated by drug residuals can (due to insufficient sleep) produce unnecessary and non-optimum reactions.

Adequate sleep while on the Purification Rundown has proven to be every bit as important as it is when one is on a routine auditing program and is part of a properly ordered personal schedule. One obviously can't expect to make the gains possible on the Purification Rundown unless this point is in.

And one must be okay medically to go onto the Rundown in the first place.

SAUNA VENTILATION

Correct ventilation of the sauna is covered in HCOB 30 Dec 79, HOW TO BUILD A SAUNA, and it is reiterated here as a must.

Improper sauna ventilation is reported as a contributive factor in a person tiring too quickly. It reportedly can bring on lassitude (weariness of body or mind from harsh climate), air hunger or any number of other symptoms which some persons have, in error, attributed to other causes. This has in some cases prolonged the Rundown or given the appearance of the Rundown being unflat when actually it was complete.

Those immediately responsible for delivering the Purification Rundown, as well as the executives of the org, are responsible for ensuring the sauna has been constructed and is being operated standardly, with a sufficient oxygen supply for the number of persons using it. This also ties in with correctly staggering the scheduling of people for the sauna. One wouldn't jam too many people in the sauna at once, from the standpoint of ordinary comfort as well as sufficient oxygen supply.

OVERHEATING AND SALT DEPLETION

An R-factor on the effects of over-heating was found to be essential for a person beginning the Rundown, as well as basic hatting on how to handle this on an emergency basis should it occur.

The symptoms of overheating and/or salt or potassium depletion— dizziness, feeling faint, weakness, clammy skin, becoming overheated, etc.— are taken up in HCOB 6 Feb 78RA and HCOB 6 Feb 78RA-1, THE PURIFICATION RUNDOWN, ERRATA AND ADDITIONS.

Beginning persons would need hatting on these points so as not to confuse these symptoms with the manifestations that can turn on when restimulation in connection with drug residuals is occurring. It is common knowledge and a matter of good common sense that over-heating and/or salt or potassium depletion can be prevented by sufficient salt, Potassium or Bioplasma intake and by cooling off periodically as necessary during the sauna period. But where these symptoms occurred they would be handled and not considered something the person must «go through».

Additionally, if perspiration ceases while in the sauna—the body suddenly stops sweating and the skin becomes hot and dry—it's an indicator that needs immediate handling. This is a clamping down on the part of the body, a resistance to expel, and it is the first sign of a heat stroke.

The Standard First Aid personal Safety booklet put out by the American National Red Cross covers the symptoms of heat exhaustion/heat stroke and the immediate aid to be given for such.

One would get the person out of the sauna at once and cool him off with a cold or cool shower or sponging, or start with a lukewarm shower and gradually make it cooler. Fluids, and salt, potassium or Bioplasma would be given.

This reference would be kept on hand, readily available, in the sauna location.

Hatting on all the above points would be included in the R-factor the person is given when he begins the Rundown. Salt or potassium depletion as a chronic condition would be handled in liaison with the person's doctor.

NUTRITION

What showed up throughout the survey data was the importance of the daily nutritional vitamins, minerals, oil, Cal Mag and vegetables and the role that these nutritional elements play in handling, on the Purification Rundown, the traumatic effects of the restimulation of drugs, as covered in some detail in the original bulletin.

In each area it was observed that dropping out any of these supplements while on the program, skimping on them or taking them only sporadically, contrary to the program as approved by the person's doctor, could create or intensify deficiencies which would then throw a curve into the Rundown that would show up in any number of ways—tiring quickly, lack of energy, upset stomach, nausea, a general «not feeling good» or actually getting sick in some way, to name a few.

Any omissions of these standard elements were found to interfere with the progress and purpose of the Rundown, which is to free up the individual for spiritual improvement by handling the restimulative effects of accumulated residual drugs and toxins.

With the increase in numbers of those doing the Rundown, many more persons are now reported to have successfully completed it under close supervision on the nutritional vitamin and mineral increases, including Niacin, within the ranges given in the original research data published in HCOB 14 Feb 1980 (RESEARCH DATA ON NUTRITIONAL VITAMIN INCREASES ON THE PURIFICATION RUNDOWN), with approval for such supplements from a medical doctor.

Many areas report it has also been helpful to have a good familiarity with the Adelle Davis books on nutrition and diet, as listed by title in HCOB 7 March 1980, DIETS, COMMENTS UPON.

Where individual tolerances were taken into consideration under medical supervision and any vitamin imbalance or deficiency handled under medical supervision, as stipulated in the bulletins on the Rundown, these ranges as published in the issues on the original research were reported to be highly workable for most.

In areas where the Rundown has been successfully delivered, the person's originations regarding his tolerance for or reactions to certain vitamins were never ignored. These would always be looked into and a correct solution worked out in alignment with the data in the original bulletin, with the assistance of the medical liaison officer in liaison with the doctor or between the individual and his doctor.

In reported cases where the person was having some difficulty and some nutrient imbalance was the actual cause of the upset, where the vitamins and minerals were properly adjusted as above there was invariably improvement.

But it was necessary to first determine that the person actually was taking the vitamins and other nutritional elements he was supposedly taking and in what amounts, or if he was taking them only sporadically.

It is the responsibility of the person who has undertaken to do the Rundown to keep those overseeing the Rundown well informed as to his daily actions and the results. It is also his responsibility to see his doctor where any irregularity or upset indicates such. Naturally it is also his option to see his doctor at any point he wishes on his progress on the Rundown.

From all the reported data, it is not unusual at certain Points of the Rundown for some to protest a bit at the large quantities of vitamins taken. The protest is not in regard to results or benefits but simply in regard to the quantities to get down. While the Niacin was always taken all at one time, in several areas it was found most viable to take the remainder of the vitamins at various intervals during the day, after meals or with snacks. One medical doctor has suggested that absorption of the needed nutrients is better accomplished in this way. The exception to this would be where one or more of the vitamins or minerals had been specifically suggested by the M.D. to be taken at certain set intervals.

Also reported was the datum that there is a hidden factor to look for if a person is having difficulty and that is the person is not eating but is going along mainly on something like vitamins And Niacin and yoghurt alone. Or he has made some other

major change in his eating habits. This was found in one area and totally explained why the person was having trouble on the Rundown.

Departures such as this were found quite often to come about as the result of exchange of verbal data among persons doing the Rundown, so this line was watched to ensure the procedure was being followed as given, not someone else's version of it or some experimentation of it on his own.

SCHEDULE IRREGULARITIES

Probably the biggest single factor found in keeping the person progressing smoothly on through to successful completion of the program was regularity of the actions. That included regularity of the timed schedule, nutrition, sleep, and the whole works.

Where any one part of the procedure was being done erratically it would throw the other parts out, or give that apparency, and the effect could sometimes be quite puzzling to the C/S or to the person's doctor and others assisting in the administration of the program.

Per C/S observation and other survey data, where people who had otherwise been doing well began skipping a day here or there, skimping or cutting down on the daily purification time or missing sleep, it usually resulted in upset of some degree. They began to report «feeling bad» or feeling «sickish» or actually getting sick following some irregularity or disruption of the routine. Where this occurred, the discomfort or upset was more severe among those with heavier drug histories.

A possible explanation of this is that the process has been interrupted and one is getting a backlogging of the drug and other toxic effects rather than a routine release of these at the same rate as when the person was on schedule. Therefore the person could be subject to a piling up of the restimulative effects of these at a rate not easily handled by him, and this could be further compounded by any continuation of an erratic schedule.

The handling was to get the person onto or back onto a proper and predictable daily regimen and maintain it through to completion of the Rundown.

What was stressed here was that in this, as well as all parts of the Purification Rundown, it is a matter of the person following the normal and generally accepted rules for good health. He would then be in the best possible shape to attain the lasting spiritual benefits which are available to him. This is, of course, the sole and ultimate objective of the Purification Rundown.

DETERMINING AND HANDLING WHAT WAS WRONG

Here are some of the more successful actions reported from an area with high Purification Rundown completions.

Any bad indicators, odd or strange indicators, upset, etc., would be always picked up and handled at once.

If the person was in some heavy restimulation and just wanted to get through it without interruption he was not forced or badgered but permitted to go through it easily and gradually at his own rate and he would then come out the other side all right. Per reports, most people know when they are in a drug restimulation and will tell you.

In a case where the cause of upset wasn't immediately obvious, the Purif I/C or D of P would simply sit down with the person and talk it over to find out what was going on.

What worked very well was to have the individual himself read over all points of the Rundown as contained in the issues and he himself would then very often spot and point out where he went off the rails. And in most cases he would prove to be right. It was very often found to be a matter of something having been altered or added or

dropped out and this would be resolved by getting him back on the correct regimen and doing it by the book.

If it didn't appear to resolve, no guesswork or experimentation was done. The person would be sent to his doctor for a medical check and any necessary adjustment of his regimen.

In summary, it has been found that there are any number of ways in which one can depart from the correct procedure and the effects of one such departure can be similar to or appear to be similar to those of another, which can make some cases look complicated indeed, and unnecessarily so. So it has also been found that it is vital to indoctrinate the person on the standard actions of the Rundown at the outset and then do everything possible to preserve that standardness throughout.

6. ON THE PURIFICATION RUNDOWN, HAS IT BEEN FOUND THAT THE ALL BLEND OIL MUST BE TAKEN «STRAIGHT» OR CAN IT BE MIXED WITH SOME OTHER FOOD?

Per survey data, some individuals had reported difficulty taking the All Blend Oil by itself, usually due more to the texture than to the actual taste.

The handling, as there seemed to be no reason why the oil could not be taken in orange juice or mixed with some other food of the person's choice and taken that way, was to have many people on the Rundown do just that, with good result. Others simply took the oil straight. (An exception, in taking the oil mixed with other food, is that you would not cook food in the oil and consider that the All Blend Oil ration for the day!)

As the oil will coat the stomach and intestinal walls for a certain period, which can prevent the full assimilation of other nutrients, especially the water soluble vitamins, one doctor has suggested that it is probably best taken before going to bed or at least at a different meal time than when the vitamins and minerals are taken.

Regarding the amount of oil to be taken, this did vary with the individual. However, a medical doctor who is also a Scientology auditor and Purification Rundown C/S and who has handled numerous people on the Rundown has reported that the most standard oil dosage found to be required thus far by most persons he has handled on the Rundown is between 2 and 4 tablespoonsful a day. Others (particularly some 250 pounders he has on the Rundown) are on considerably more oil than this. The recommendation of this medical doctor is that on any oil dosage one would reduce the intake if the oil showed up in a bowel movement or in the body sweat, as in such case there is an excess of oil which is not being put to use but simply expelled.

7. HAVE THERE BEEN ANY REPORTS OF A DIFFERENCE IN RESULTS WHEN NIACIN IS TAKEN IN POWDER FORM INSTEAD OF IN TABLET FORM?

Per reports thus far, this seems to vary among different individuals.

The observation of one medical doctor supervising the Rundown is that these variances are not unusual.

Some persons have reported more immediate and/or intense results when Niacin was taken in powder form. This difference was most often reported by persons who had reached the higher dosages, had little or no results from a large, highly compressed tablet and then switched to the same dosage in powder form and got more intense results.

However, at least two people report that they got results when taking 100, 200, 300, and 400 mgs of Niacin in tablets of 100 mg each; then, when 500 mgs were taken in a single 500 mg tablet nothing occurred. However, next day when 500 mgs were taken in 5 tablets of 100 mg each results were obtained at the 500 mg dosage.

Still others reported effective results from Niacin tablets of any dosage including the larger tablets of higher dosage.

What has been done in one area is to use tablets of 100 mg Niacin each until the 1000 Niacin dosage is reached and to use Niacin in powder form thereafter. Where this is done, or where Niacin in powder form is used exclusively, the measurement was and would need to be exactly done.

The label on a powdered Niacin container should carry instructions as to how to measure the powder content. With the brands that have been used, one teaspoon provides 3000 mg of pure Niacin. Note that this is per the English System of Weights & Measures. One would need to use the standard measuring teaspoon. In areas of the world where the Metric System is used (and where «teaspoon» sizes vary), an amount equivalent to a standard teaspoon measurement would be 4.9 milliliters.

8. WHAT HAS BEEN OBSERVED TO BE THE MOST SUCCESSFUL GRADIENT GENERALLY IN INCREASING NIACIN ON THE RUNDOWN?

Within the boundaries of the medical doctor's advice for the individual, the most workable gradient in the majority of cases observed was generally found to be starting the person on 100 mgs of Niacin and increasing it in increments of 100 mgs until the person was up to 1000 mgs daily. A steeper gradient was then used as one went up to higher dosages. It was found that many persons could take increases of from 300 to 500 mgs at one time when they reached the higher dosage ranges. Note that this does not refer to a daily increase, necessarily, but refers to the gradient in which the dosage was upped when an increased dosage was indicated.

Any increase was always based on individual tolerance, and there were exceptions to the «generally successful gradient» described above in every area surveyed. Certain individuals would and did require moving up on a lesser gradient according to their tolerances and according to individual medical advices.

On the other hand, in some instances a «grinding» phenomenon was observed where the individual:

- a. held to a certain Niacin dosage of say, 500 mgs day after day,
until nothing whatsoever was happening
or

- b. held to an increase of only 100 mgs at a time in the higher ranges

of Niacin, even though he was getting only brief, mild results, was very able to tolerate these effects and felt he could handle a steeper gradient.

By «grinding» phenomenon is meant an effect similar to running an engram late on the chain over and over without going earlier and the person getting irritated and frustrated with the Rundown and reeling he is not making the progress he could be making.

In these instances, it was observed that when the persons who could progress at a faster rate with larger Niacin increases (always with the other vitamins and minerals increased in correct ratio and by individual tolerance) did so, they went smoothly along on the Rundown, handling what did crop up.

In all surveyed areas, when to introduce an increase in Niacin was found to be as important as the amount of increase.

When Niacin was increased:

- a. after the effect of a certain dosage had diminished
(not vanished totally),

AND

- b. when any other manifestations and restimulation which had turned on at that dosage had blown or diminished (as covered in the procedure given in the

original bulletin), good progress was made on the Rundown on a one for one basis, providing all other points were standardly in.

In other words, it was recognized that there would very likely be various reactions and restimulations (as covered in the original bulletin) all of which would need to be taken into consideration when Niacin amounts were increased.

When this was done correctly excellent results were obtained. Questions arising on such increase were handled according to the person's individual medical approval to do the Rundown and further individual medical advices as needed.

It should be mentioned here that, along with this survey data, reports have been received of persons found taking Niacin quietly on their own without being on the Purification Rundown and without being under any supervision, medical or otherwise, just to see what it would handle. This is not advised in any HCOB. It could result in artificially created deficiencies or in things turning on which are not then properly run out. Also, where a pc being audited was at the same time experimenting on his own with Niacin dosages, it could present some puzzling aspects of the case to the Case Supervisor and could throw a curve into the C/Sing or programming.

The Purification Rundown has been carefully researched and piloted. It is concerned with freeing up the individual for future spiritual improvement. As such it is a programmed action carried out daily under C/S supervision and with medical approval for the individual to be on the Rundown and medical advices given as required. There is no issue which advises or advocates a person experimenting with it on his own.

9. HAS ANYONE COMPLETED THE RUNDOWN TO FULL END PHENOMENA BEFORE REACHING 5000 MILLIGRAMS OF NIACIN?

Per the original research and all reported survey data, there are a number of people who have completed the Rundown to full end phenomena on dosages under 5000 mgs of Niacin. Others have gone as high as that dosage before completing.

Apparently in some areas there was, earlier on, some misinterpretation of the purification Rundown HCOBs to the effect that one would be required to work up to a point where a 5000 mg Niacin dosage produced no effect, in order to achieve the EP—which is not the case. There is no statement in any HCOB to this effect.

The End Phenomena is reached when the individual is free of the restimulative presence of residuals of past drugs and other toxic substances. He will no longer be feeling the effects of these impurities going into restimulation and there is a marked resurgence of overall spiritual well being.

The fact of having a heavy drug history does not necessarily prolong the Rundown. It can do so but it is not true in all cases. More important than anything else is keeping all points of the Rundown in standardly, maintaining a well-balanced personal schedule with enough rest and nutrients, and getting as much exercise and sauna as possible on a routine daily basis.

On such a schedule, persons of varying drug histories, some heavy, some light, have completed the Rundown in 18 to 20 days at five hours a day, reaching the EP at amounts of Niacin which differed with different individuals. Some have done so in less time.

From reports based on direct observation, apparently what can happen in some cases (not all) is that the residuals of past drugs and other chemicals (sometimes every drug or medicine the person has taken) can restimulate and turn on heavily in the first week or ten days of the Rundown at lower dosages of, say, up to 1000 Niacin. It doesn't always happen in an orderly fashion and it can be severe but the person will handle these drug residuals, blow through any accompanying manifestations, and after that it can go totally flat with no effects showing up on the higher amounts of Niacin. Others will turn on these effects in a more graduated sequence, one following the other, and it can take longer.

From the original research and piloting of the Rundown, and from the reports of those currently delivering it and the personal reports from those who have completed or are on it, one can expect any variety of manifestations to crop up, not all of them comfortable by any means.

Where the person was on a sensible and well-kept schedule, with all other parts of the Rundown fully in, these manifestations would de-intensify and blow without undue discomfort or hang-up. As the toxic substances became active, he would experience their restimulative effects and come through these periods with nice wins. One would then see a gradual brightening of the person as he progressed.

Reported also was the fact that sometimes, especially on the lower Niacin dosages, one could get a person coming through some drug experience with such a sense of relief and release and such a big win that he would report he had completed when he actually had more to do. Or a person would have an auditing-type cognition or a whole string of such cognitions and mistake that for the EP. These, of course, are excellent wins but not necessarily the End phenomena. Big wins can be expected during the course of the Rundown, but in cases where the person was discontinued on the strength of such a win before all the toxic residuals had been handled, the person would come up with more to be done and would have to be returned to the Rundown to complete it. One must be able to recognize the difference between a good win and the actual EP.

In all those areas surveyed, where a person was progressing well on the program he could be observed to be becoming more uptone and aware. He would start reporting exactly what was going on, what drug was turning on, what impurities and restimulations he was running out. He could usually tell if he had hit a tolerance level on a certain vitamin. All of these are valid reactions throughout the run. As the person would release and blow through whatever was there to turn on, the manifestations became less day by day, and he would reach a point where no further manifestations were coming up. He would look and feel remarkably better, brighter and more alert; he would have come through good wins and he would often know and state that he felt free of impurities and their associated restimulative effects and originate on his own that he had done it. With all those indicators one could be pretty sure he had done it.

The amount of vitamin and mineral nutrients, exercise and sweat out it has taken and will take to accomplish this on the Purification Rundown is an individual matter.

There is no hard and fast rule laid down anywhere that says a person must work up to 5000 mgs Niacin before he is complete.

10. WHAT IS THE «WIND DOWN» THAT FOLLOWS PURIFICATION RUNDOWN COMPLETION?

There is no such thing, unless one would give that term to the action of coming down off heavy vitamin and other nutrient dosages on a steep gradient, rather than abruptly, following Purification Rundown completion, as suggested in the original bulletin (HCOB 6 Feb 78RA, page 18).

In one area it was found that this section of the bulletin was being misinterpreted to mean one gradually did less of all the elements of the Purification Rundown—i.e., less sauna, less exercise, less vitamins, etc., each day, and this was being called a «wind down». This is not stated in any of the HCOBs, and is not a valid action.

The suggestion that is made is that one doesn't abruptly simply cease the extra nutrients he has been taking, but comes down from high dosages on a steep gradient to what would be a moderate daily normal requirement for him, per medical advices. And that along with this some moderate daily exercise will help him maintain good health.

Continuing all the elements of the Purification Rundown would amount to continuing the Rundown itself past the point of valid completion, and further, would delay the person getting onto the auditing he is programmed for as his next step.

ADDITIONAL QUESTIONS ON END PHENOMENA AND NIACIN

Certain additional questions have arisen regarding the End Phenomena of the Rundown in relation to Niacin which should be taken up here so that the data is broadly known.

The first of these is:

11. CAN THE RUNDOWN BE CONSIDERED FLAT IF THE PERSON SEEMS TO HAVE REACHED THE EP AND IS GETTING NO MORE MANIFESTATIONS TURNING ON OR NO OTHER CHANGE OCCURRING BUT STILL GETS A SLIGHT RESULT FROM 5000 MGS NIACIN?

The person could very well be complete, but there are several factors to be looked at regarding this point.

The person could be hung up on some outness in the early stages of the Rundown, which would show up on a full review of his Purification Rundown history. One could do a full inspection of his folder, particularly in the area of minerals and vitamins, what effect they had, were these dosages standard and kept in the proper balance, was the Rundown administered standardly and done regularly. The person could be interviewed as well, and you might find some outness such as he doesn't like vegetables, he never eats vegetables, etc., etc. So parts of the Rundown could have been violated, and this could be showing up in the manifestation described above. It may be that he has some deficiency which has been bypassed and thus some sort of hang-up was created. There is the possibility that if the Rundown hasn't been done properly throughout, one could get such a hang-up. And with that there's a possibility of some deficiency alongside it which won't allow a complete discharge. A medical check would be done if the folder shows irregularities to determine if this is the case and, if so, to get it remedied. Getting any such deficiency remedied and getting all points of the Rundown in standardly would bring it to successful completion, in a case where such outnesses have existed.

There is also the possibility that the person simply has more to do on the Rundown.

And there is the possibility, and this may be by far the most common, that the person has reached the EP and is in overrun.

If he has done the Rundown standardly and has reached the End Phenomena as described earlier in this bulletin and in HCOB 6 Feb 78RA, the chances are he is complete on the Rundown despite the fact he is still getting some slight result from 5000 mgs of Niacin.

It is possible to overrun the Purification Rundown if one is not well aware of what is to be looked for in the End Phenomena. There have been cases of overrun where the person was continued for some weeks at 5000 mgs (5 grams) of Niacin with nothing more turning on than a slight effect. And there have been cases of overrun that occurred at less than 5000 mgs of Niacin.

The possibility exists here that if the point of completion of the Rundown is reached and bypassed the person could begin to dramatize a Niacin flush. It would be like any other bypassed condition, such as a bypassed F/N.

The condition tends to hang up because it is not acknowledged or signaled to have ended. This is simply an educated guess as to how this could occur, but it is also borne out by careful study of several cases on record where bypass of the EP and overrun did take place.

After the person has been on the regimen for some time, has come through good changes and is handing you the indicators of the EP, carrying him on the Rundown for six or seven days with no further effects at any dosage is really an overrun. In some of these cases it appears that 5000 mgs Niacin isn't doing anything that 3500 mgs of Niacin didn't do.

To repeat, the End Phenomena can and has been reached on 5000 mgs of Niacin and on dosages of lower than 5000 mgs. Once the drug and chemical residuals are handled they're handled. The person will feel the difference. Upping the dosage does not necessarily find more to be handled. And continuing the person past the EP can hang the whole thing up and produce a slight effect as a dramatization, either sporadically or each time the Niacin is taken.

This can then become confusing to the person himself and to the C/S. If the overrun is continued you'll see the person begin to go downtone, even if only slightly. His indicators become a bit less bright, he may become disheartened. He may now be efforting to produce some result that isn't there to be had and begin to feel the action is interminable. Certainly the person will appear less enthusiastic about the whole procedure and may begin to protest it. The picture now looks as if the Rundown is unflat whereas what has happened is that he achieved the EP, reached a point where he felt great, was getting no further manifestation of any kind (if even for only a day) and the fact was not acknowledged but bypassed. Overrun phenomena then sets in.

C/Ses report there have been a few cases who «rabbited» (wanted to run away from continuing the Rundown to its EP because it was uncomfortable, or out of other considerations) and insisted they were complete after a very few days at low Niacin dosage when little or nothing had yet turned on. But these cases were few and easily detected and handled by bringing them to a better understanding of the Rundown and its purpose and what it does. In two such cases where the persons were allowed to attest after too brief and skimpy a run, they both went into drug restimulation which should and would have been handled routinely on the Rundown. After full review of these cases, with medical participation, they were put back on the Rundown and completed it properly.

Judging from reports, including the many personal reports received, by far the majority are eager beavers who can't wait to turn on something on the Rundown and blow through it. They report drugs, medicines, anesthetics, alcohol, restimulation of various biochemical reactions, somatics or other manifestations turning on and blowing, and they report them all enthusiastically and with great relief and look for more! Such cases will often know and tell you when they've honestly reached the EP.

One C/S also reported he had had cases on his lines where the person from all indications was complete and stated he was complete but wanted to continue a bit longer «just to make sure». Allowed to go on, these cases promptly got into overrun Phenomena, went downtone and were getting no change. In each case, when all was checked out, it was found the EP had been reached at the point the person stated he was completed. So it appears that on the Purification Rundown just as in other Rundowns it doesn't do to continue past a valid EP. Should it happen it is handled simply by having the person spot when he did complete and acknowledging it.

What also showed up in the survey data was the rare bird who would try to handle his whole case on the Rundown and who looked for some result above and beyond the EP of this Rundown. Such a case would need to be given a very thorough R-factor on the Rundown and be carefully C/Sed, with medical liaison as necessary, throughout.

It was found important to make real the fact that all that is being looked for here is the person free of the restimulative effects of past drug and toxic residuals so that the person can then be audited with optimum gain and spiritual enlightenment.

It is up to the Case Supervisor to know each case, to be familiar with the progress of each case, to keep the medical liaison lines in, and to know well the indicators to

expect when the End Phenomena has been reached so that it can be acknowledged and validated.

Another question that has come up with some frequency is:

12. WHAT COULD ACCOUNT FOR A PERSON WHO HAS GENUINELY COMPLETED THE RUNDOWN WITH NO NIACIN REACTION AT 5000 MGS (OR LESS) THEN GETTING A REACTION LATER AT LOWER NIACIN DOSAGES?

Such a reaction, where the person has actually done the Rundown standardly to its End phenomena, does not mean the Rundown is unflat.

To understand this reaction one needs a good understanding of the bank and how it works. The specifics of what has happened in these instances can be quite variable, but what you are looking at here in general is that there has been an environmental shift or change which produced another type of bank key-in.

To begin with, we are living in a two-pole, a two-terminal universe. (Ref: HCOB 8 June 63R, Rev. 3.10.77, THE TIME TRACK AND ENGRAM RUNNING BY CHAINS, Bulletin 2: HANDLING THE TIME TRACK). It takes a two-terminal situation to hang something up.

On the Purification Rundown we are looking at two things: one, the actual drugs and toxic residuals in the body (and medical autopsies have shown that they are there), and two, the bank mock-up or facsimile of the drugs, drug residuals and their effects.

These two conditions are hung up—one of them playing against the other, in perfect balance. What the person is feeling is the two conditions, one of them the actual presence of the drug residuals, the other the bank mock-up of them. The thetan can actually, via his bank, mock up a perfect synthesis or a counterfeit of drugs. So you are getting two reactions here, one of them a total counterfeit but no less real to the person, nevertheless. The counterfeit is just bank restimulating and, oddly enough, the bank can approximate practically every drug there is under the sun. The bank can also approximate the effects of radiation and it will look just exactly like a physiologically caused effect.

I don't think the bank can necessarily key in a physiological reaction where an actual physical basis for such has not existed somewhere on the person's track. It can deform or change positions or rates of metabolism. It can change endocrine conditions and therefore can change various bodily conditions. And it is true that a thetan can mock up a facsimile strongly enough so that it hurts.

Probably the reason why the Purification Rundown works is that it handles the one side of it and thus fixes the person up so that the other side, the bank facsimile side of it, is no longer restimulative or in constant restimulation. It's as simple as that.

What, amongst other things, is happening on the Purification Rundown is that you cause an upset of this perfect balance and suddenly this balance goes b-z-z-z-t! The balance isn't there anymore so you don't get the cross reaction anymore. But it takes auditing to totally erase the bank. In other words, while the balance has been upset, all of the bank facsimiles are not gone. They're not keying in and they're not being reinforced by the presence of drug residuals but they're not necessarily blown.

A thetan can mock up anything. Thus, as the person is coming down off the Rundown on gradient Niacin and other vitamin dosages, he can hit an area where some factor in the environment can cause the facsimile to go into restimulation again. You can get a bank reaction which, so far as anyone could tell, would be absolutely identical to what the physiological reaction would be.

It doesn't mean there are still accumulated residuals. It is that the bank or facsimile side of this two-terminal hang-up isn't necessarily flat. It was flat for that period of time. Now the person drops back, moves into another environment, another

period of time, probably goes out in the sun and gets himself a nice sunburn or something of this sort, and his bank cross-reacts.

That is the basic theory behind this type of manifestation.

Upon completion of the Purification Rundown, the person is now in good shape to receive auditing and get optimum gain from it. Auditing is what handles the bank. When the Purification Rundown is completed and the person has fully flattened Objectives, the Drug Rundown is his next step, and it is on the Drug Rundown that one handles the mental and spiritual reactions from drugs. An OT would (after OT III) be given the OT Drug Rundown. Or, if the person is on NED for OTs, he would receive the NED for OTs Drug Rundown.

Thus, we are not looking at an endless run on the Purification Rundown. We're seeking simply to handle the drug deposits and toxic residues in their restimulation and reinforcement of the bank, and vice versa. And by breaking up the balance of these two and handling the one side of it on the Purification Rundown we are freeing up the person to handle the other side of it, the bank facsimile side of it, in auditing—and successfully.

With these factors handled the individual is now ready for all the spiritual gain that can be achieved in his future processing.

If these summarized findings are of interest and helpful to those in the many, many areas where the Purification Rundown is being delivered, I am pleased to be able to give you this data.

L. RON HUBBARD

FOUNDER

As assisted by
LRH Technical
Compilations Unit

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The Purification Rundown has as its sole purpose the handling of the restimulative effects of drugs and toxic residuals on a Spiritual Being. The Purification Rundown is a Spiritual activity based on and administered according to the doctrine and practices of the religion of Scientology as set forth in the writings of L. Ron Hubbard and adopted by the Church. No part of the Rundown is intended as the diagnosis, prescription for, or treatment of any bodily or physical condition or ill. The Church is not responsible for the handling of any bodily or physical condition or ill, it being the responsibility of the individual to seek the competent medical advice and treatment of his doctor in such matters.

THE BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 MAY 1980

Survival RD
Co-Audit Supervisors
Review Auditors
C/Ses

Survival Rundown Series 15

SURVIVAL RD CORRECTION LIST (SRD-CL)

This is a correction list for errors that may be made during the Survival Rundown. It can be assessed by the Co-Audit Supervisor (if fully qualified to assess and handle this list) or in a session by a Review Auditor. It is arranged so that it can be handled in the same sequence as the list, and is usually done Method 3, but in the case of a heavy upset, assess it Method 5. Each reading question is to be taken to an F/N per the instructions. (Any further handling (as given in the list) can then be done, after the reading questions have been F/Ned.)

This list has two main uses:

A. When difficulty is encountered during a co-audit session and the Co-Audit Supervisor needs to get the session rolling again. In this instance the list would be assessed and handled until the cause of the difficulty had been handled and then the Co-Audit session would be continued. The whole list need not be done, and shouldn't be continued past the point when the co-audit could resume.

B. When used by a Review Auditor, in which case the whole list would be done to insure that all possible sources of bypassed charge were found and handled. (Should someone on the SRD feel unwilling to continue session or the SRD, or actually discontinue, assess this list Method 5 and indicate the largest read. Then handle the remaining reads.)

1. DID YOU GO EXTERIOR?

(If so, find when, and rehab. Do not continue the same process that the person went exterior on as it has EPed.)

2. HAVE YOU HAD DIFFICULTY BEING AUDITED AFTER HAVING GONE EXTERIOR?

(Indicate that the person was audited after Exterior. Turn this over to a Review Auditor to handle per Int Series HCOBs.)

3. IS THERE SOMETHING THAT HASN'T BEEN UNDERSTOOD?

(Find out what, and clarify it. If a misunderstood word, clear it with a Dictionary or the Tech Dictionary, to F/N. Then have the person study the material again where the word was encountered. If it was a command that was misunderstood, clear any MU words and reclear the command. (C/S is then to adjudicate if the process should be taken up.))

4. IS THERE SOMETHING THAT WASN'T ACKNOWLEDGED?

(Find out what it was and acknowledge it. If no F/N, find out if there was an earlier similar time when something wasn't acknowledged, to F/N.)

5. IS THERE AN UPSET WITH SOMEONE?

(Find out what the upset is and who with, and assess it as an ARC Break to F/N or E/Sim to F/N.)

6. IS THERE ANY PRESENT TIME WORRY?

(Find out what it is, and handle it, or 2WC to F/N or E/Sim to F/N.)

7. IS THERE SOMETHING YOU THOUGHT OF THAT YOU DIDN'T TELL YOUR AUDITOR?

(Encourage the person to tell it, using the Prompters from HCOB 10 Dec 64. See Tech Dictionary. Handle to F/N.)

8. IS THERE SOMETHING YOU HAVE DONE THAT YOU SHOULDN'T HAVE?

(Pull the overt to F/N or E/Sim to F/N.)

9. HAS THERE BEEN ANY INVALIDATION?

(Find out what was invalidated, by whom, and how it was invalidated, to F/N or E/Sim to F/N.)

10. HAS THERE BEEN ANY EVALUATION?

(Find out what the evaluation was and by whom, to F/N or E/Sim to F/N.)

11. WERE THE AUDITING COMMANDS FLUBBED?

(2WC to get data, and to get off the person's reaction to it, to F/N, or E/Sim to F/N. Correct the auditor with the reference and get the process run correctly.)

12. WAS A PROCESS RUN INCORRECTLY?

(Handle as in #11.)

13. WAS A PROCESS LEFT UNFLAT?

(Find out which process, and get the process continued to full EP.)

14. DID A REACTION TURN ON DURING A PROCESS?

(Find out what process, and indicate that the process is unflat, to F/N, or E/Sim to F/N. Ensure that the unflat process(es) gets flattened.)

15. WAS A PROCESS ENDED WHILE IT WAS STILL PRODUCING CHANGE?

(Find out what process, and indicate that the process is unflat, to F/N, or E/Sim to F/N. Ensure that the unflat process(es) gets flattened.)

16. WAS A PROCESS «2 WAY COMM'D TO AN F/N», INSTEAD OF RUNNING THE PROCESS TO EP?

(Indicate that the process is unflat. Get it flattened.)

17. DID YOU GET AN F/N BY TALKING ABOUT THE PROCESS, INSTEAD OF RUNNING THE PROCESS?

(Indicate that the process is unflat, as the process itself was not run to EP. Get the process flattened.)

18. DID SOMEONE SUGGEST A PROCESS WAS UNNECESSARY OR SHOULDN'T BE RUN?

(2WC to F/N, getting the data. Get the process run, so the pc doesn't miss the gain available from it.)

19. DO YOU THINK THAT THESE PROCESSES ARE UNNECESSARY?

(Get off the person's considerations about why he/ she thinks the processes are unnecessary, to F/N, or E/Sim to F/N. If the pc is now ready to continue the SRD let him do so. If not, turn this in to the C/S.)

20. ARE YOU PROTESTING ANYTHING?

(Find out what the pc is protesting, to F/N, or E/Sim to F/N.)

21. ARE YOU ASSERTING SOMETHING?

(Find out what the pc is asserting, to F/N, or E/Sim to F/N.)

22. DID YOU HAVE A COGNITION THAT YOU DIDN'T MENTION?

(Get the pc to tell the cognition. If it was the EP for a process indicate that it was. If not the EP, acknowledge the cognition. and have the process continued. Do not attempt to «2WC the process to F/N», as the process itself must be run to F/N.)

23. WAS A COGNITION NOT ACCEPTED?

(Handle as in #22.)

24. WAS A PROCESS CONTINUED AFTER IT WAS FLAT?

(2WC to get the data. If the process was run to EP, rehab it.)

25. HAVE YOU ATTESTED OR DECLARED ANY STATE THAT YOU DIDN'T HONESTLY AND FULLY ATTAIN?

(Get off the withhold of the pc having done this, to F/N, or E/Sim to F/N. If the pc is now willing to continue the SRD, continue it. If not, turn the data in to the C/S.)

26. WERE YOU NOT SURE WHAT TO DO?

(Find out by getting data and take it to F/N, or E/Sim to F/N. If a process command, clear the command, and get the process correctly run and flattened.)

27. WAS THERE ANY LACK OF UNDERSTANDING?

(2WC to get data and take it to F/N or E/Sim to F/N. If it was an ARC Break, assess it as an ARC Break.)

28. DID SOMEONE GIVE YOU VERBAL DATA?

(2WC to F/N or E/Sim to F/N. Then handle with the correct reference.)

29. DO YOU HAVE MUTUAL OUT RUDS WITH YOUR TWIN?

(Fly mutual Out Ruds on both the pc and the twin.)

30. HAS THERE BEEN ANY ENTURBULATION ON COURSE?

(2WC to F/N or E/Sim to F/N.)

31. ARE THERE ANY DISAGREEMENTS?

(Get the disagreements off by 2WC to F/N, or E/Sim to F/N.)

32. HAS THE SAME PROCESS BEEN RUN AGAIN AFTER IT HAD BEEN FLATTENED EARLIER?

(Find out which process and when it was flattened and indicate the overrun. Rehab.)

33. HAVE YOU BEEN GIVEN UNNECESSARY REVIEWS OR REPAIRS?

(Indicate. Let pc tell you about it. If no F/N, E/Sim to F/N. Then complete the SRD, or if earlier SRD processes were quickied, flatten them from the earliest on forward.)

34. HAVE YOU BEEN AUDITED ON SUBJECTIVE PROCESSES, BEFORE THE SRD WAS COMPLETE?

(Indicate that this could be an error, as subjective processes are best run after the SRD. Get off pc's considerations about it, to F/N, or E/Sim to F/N. Complete the SRD.)

35. WERE THERE ANY OTHER ERRORS IN THE AUDITING?

(2WC to find out what, and get the person's reaction to these off to F/N, or E/Sim to F/N.)

36. HAS ANYONE INVALIDATED YOUR GAINS OR PROGRESS?

(Find out who and get the invalidation off to F/N, or E/Sim to F/N. Send to an Ethics Officer for PTS handling.)

37. ARE YOU CONNECTED TO SOMEONE WHO IS ANTAGONISTIC TO YOU?

(Find out who, and 2WC for data and take it to F/N. Turn the data over to an Ethics Officer to handle.)

38. ARE YOU CONNECTED TO SOMEONE WHO DOESN'T APPROVE OF YOU DOING THE SURVIVAL RUNDOWN OR SCIENTOLOGY?

(2WC to get the data and take it to F/N. Turn the data over to an Ethics Officer to handle.)

39. IS THERE SOMETHING WRONG WITH YOUR PURIFICATION RD?

(2WC to get the data and take it to F/N. Turn the data over to a Purification RD C/S to handle.)

40. HAVE YOU TAKEN DRUGS OR MEDICINE WHILE ON THE SURVIVAL RUNDOWN?

(2WC to F/N. Also find out why the person took the drugs or medicine, and whether physically ill or other reason. Get the data to the C/S.)

41. ARE YOU PHYSICALLY TIRED OR HAD INSUFFICIENT REST?

(2WC to get data. Indicate that one shouldn't be audited without sufficient rest. Get a handling worked out so that the person does get sufficient rest.)

42. HAVE YOU BEEN AUDITED WHILE HUNGRY OR IMPROPERLY FED?

(2WC for data. Get the person to eat if hungry now.)

43. IS THERE ANY UNHANDLED ETHICS SITUATION?

(Get the data, and take it to F/N, or E/Sim to F/N. Turn the data over to an Ethics Officer to handle.)

44. ARE YOU INVOLVED IN SOMETHING UNETHICAL?

(2WC for data and pull any withhold about it to F/N or E/Sim to F/N. If ethics handling is needed, turn the data over to an Ethics Officer for appropriate handling.)

45. WAS THERE REALLY NOTHING WRONG IN THE FIRST PLACE?

(2WC and if there wasn't, indicate it, to F/N or E/Sim to F/N.)

46. IS THERE SOMETHING ELSE WRONG, NOT COVERED ON THIS LIST?

(Indicate it. If the person knows what it is have him tell you about it to F/N or E/Sim to F/N. Otherwise, get a C/S 53 done by a Review Auditor.)

L. RON HUBBARD
FOUNDER
As assisted by
Senior C/S Int

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 MAY 1980

Remimeo
All Orgs
All Divisions
C/Ses
Co-Audit Supervisor's Course
Co-Auditors

CANCELS Co-Audit Series 0-18, as issued on:

BTBs 4 Dec 76 and 4 Dec 76R
Issues I through XVII.
(Co-Audit Series 2R, 3R, 3R Addition, 8-1, 4, 5, 6, 7, 8, 9, 10,
11, 12, 13, 14, 15, 16, 17 and 18.)
and

BTBs 8 Dec 76, Issue I, 8 Dec 76R, Rev. and
Reiss. 3 Apr 77, Issue II 8 Dec 78-1, Addition of 3 Apr 77, Issue I.
(Co-Audit Series 0, 1R and 0-1.)

Co-Audit Series 1

CO-AUDIT DEFINED

The co-audit has just come back into its own.

The introduction of the Purification Rundown has brought thousands flocking into orgs and missions around the world and from the wins being reported on this very basic action we can be assured that, with standard handling, this flow will continue.

Already we have a vast public fresh from the purification Rundown and ready for all the gain awaiting them on their next steps on the Bridge. We have entire staffs through purification and poised at the starting line for their next enhancement action.

With so many now prepared for and in vital need of the technical levels that follow purification, how do we get all of this tech delivered?

The answer: CO-AUDITS.

CO-AUDIT DEFINED

The co-audit is an early Scientology and Dianetics innovation.

It was the bright idea used in the early days to get a lot of auditing done in more volume and on a broader scale than would ever have been possible on a one-for-one basis at that time. It was also the means of training the many who were demanding training in this new technology, and providing them with the opportunity to get their own cases handled while at the same time giving them a subjective reality on the processes they were delivering to others.

The term «co-auditing» is an abbreviation for «cooperative auditing».

A CO-AUDIT IS: A TEAM OF ANY TWO PEOPLE WHO ARE HELPING EACH OTHER REACH A BETTER LIFE WITH SCIENTOLOGY OR DIANETIC PROCESSING.

It is a cooperative action toward a very worthwhile goal. It was then and is today a very valuable tool.

Co-audits are our quickest and most economical way of restoring vitality and purpose to the society, something I know all Scientologists are working with me to achieve.

Co-audits will handle the many, staff and public alike, who are reaching for those auditing actions which will bring them up through the next levels toward clearing and who are willing to bootstrap their way up through these levels.

THE PURPOSE OF A CO-AUDIT IS TO GET CO-AUDITORS UP THE GRADE CHART.

TYPES OF CO-AUDITS

Co-auditing is not a limited activity. Any pair of Scientologists who have the interest and desire to help each other up the Grade Chart can co-audit.

There are beginners' co-audits for new people. There are professional co-audits for trained auditors. Where specially designed co-audit packages are issued, non-professional co-audits can now be conducted for public on some of the first steps of the Grade Chart. Co-audits (professional and non-professional) should always be available for staff.

HAS CO-AUDIT

The HAS Co-Audit is for new public who have had no previous experience with the subject of auditing at all. Under very close supervision and using processes which undercut most reality levels, it gives a person new to Scientology his first taste of auditing, both as an auditor and as a preclear.

The co-auditors do «muzzled» auditing which means that the auditor says only two things. He gives the command and acknowledges the answer to that command. If the preclear says anything that is not an answer to the command the auditor nods his head and awaits an answer before giving an acknowledgement. If he runs into any difficulty the auditor puts his hand out behind him and waits for the supervisor to come and handle the situation.

HAS co-audits are a fabulously successful way of introducing new public to the gains available to them through auditing and training. HAS co-auditors discover for themselves, through giving and receiving auditing, that Scientology and Dianetic auditing is workable technology which enables them to help others and be helped in return.

HAS co-auditors frequently attain greatly improved levels of communication, responsibility and certainty. Some have major case gain.

CO-AUDITING OF SPECIFIC RUNDOWNS

Rundown co-audits are especially designed co-audit packages set up to permit co-audit team members, regardless of their training or lack of it, to audit each other through the full steps of that rundown.

Included in a rundown co-audit are any and all study and training steps needed to prepare co-auditors to successfully audit each other to the full EP of the rundown.

SURVIVAL RUNDOWN CO-AUDIT

The Survival Rundown, currently being released, is the first individual rundown to be offered as a co-audit package. It takes co-auditors, even those with no previous tech training, and trains them up to do a very proficient job of delivering the Survival Rundown to one another—and has them delivering it as they learn!

This rundown co-audit gets the co-auditors into session, giving and receiving processing on the Survival Rundown, with tremendously successful results—and FAST.

OTHER RUNDOWN CO-AUDITS

It is expected that co-audit packages on other rundowns will be released from time to time in the future. These rundown co-audit packages would be carefully planned and tailored to include the minimal but correct and necessary training gradients for delivery to public as well as staff.

This does not mean that, in the absence of such a package for a specific rundown, co-auditing could not be done. Auditors trained in the skills of a level of a particular run. down could co-audit that rundown, provided they are at that level pc-wise and training-wise. The co-audit would need to be organized and be properly supervised and C/Sed throughout, but the organization could be as minimal as providing a setup for one such co-audit team.

PROFESSIONAL CO-AUDITS

A professional co-audit is a co-audit between auditors trained on the skills of a level who are auditing each other on that level.

Professional co-audits have long been a favored and highly successful method whereby Scientologists could move up the auditing and training sides of the Bridge.

Professional co-audits are for auditors who are doing the Professional Training Route and for auditors who have completed their training but haven't themselves moved up the Grades. Professional co-audits are offered in Department 11 (Department of Training).

Academy and Briefing Course students could and should co-audit and get themselves up the Grade Chart as they go, in pace with their training.

Professional co-auditing can be done following each auditor training course. It can also be done on special co-audits set up by orgs so that these auditors can continue to co-audit under the supervision of org tech terminals and use org facilities.

Such co-audits for public students would be charged for at a nominal fee and would include C/Sing, etc.

A person can get all of his New Era Dianetics and Grades auditing on these co-audits.

NOTE

Orgs do not have the license to offer public non-professional co-audits on NED (Full NED Programs) or the Grades.

Training courses are already very much streamlined.

Any public interested in co-auditing New Era Dianetics or the Grades should be routed on to the NED Course or the Academy Levels where they can rapidly complete their study and get on to the professional co-audits.

Thus an org's concentration as far as public co-audits go would be on Div 6 co-audits, specific rundown co-audit packages and professional co-audits on New Era Dianetics and the Grades.

STAFF CO-AUDITS

Staff co-audits are by far the most advantageous method for an org to ensure its staff get and stay in good case shape and move on up the Bridge.

A well-run staff co-audit is the answer to the problem of how does an org, already short on auditors, get all its staff audited.

The staff co-audit can be arranged to be done by trained staff auditors (teamed with each other) and/or untrained staff (teamed with each other).

It can include any processing from the beginning of the Grade Chart up through Expanded Grade IV as well as processing on special rundowns designed for co-audit purposes.

In the case of untrained staff co-auditing, this would ideally begin with the Survival Rundown Co-Audit, in which the staff member is trained on Co-Audit TRs and Upper Indocs and then co-audits with his twin on a full battery of Objectives and other actions, to completion of the Rundown.

Following this, the untrained staff co-auditors would need to be gradually programmed and C/Sed and taken step-by-step through the next Grade Chart action on a «read-it, drill-it, do-it» basis.

«Read-it, drill-it, do-it» means:

1. The co-auditors twin up and study and check each other out on the basic issues and skills for the process or Grade to be audited.
2. They drill the actual actions involved in running the process, under tight supervision of a trained Co-Audit Supervisor.
3. They then audit each other on the process to EP, under the tight guidance of a trained co-audit supervisor.

Do you want to see an immediate upsurge in staff morale, activity level and enthusiasm? Establish a staff co-audit.

Specifics on setting up staff co-audits and how to supervise and run them are covered in HCOB 30 May 1980, Co-Audit Series 3, STAFF CO-AUDITS and HCOB 29 May 1980, Co-Audit Series 2, CO-AUDITS: HOW TO RUN THEM.

GUIDING FACTOR

The Grade Chart is the guiding factor in any co-audit. One doesn't audit a pc on processes or rundowns above his Grade in violation of the Grade Chart regardless of where the auditing is done or whether it is an HGC type of action or a co-audit action.

HISTORY OF CO-AUDITS

The development of public and staff co-audits and the HA8 Co-audit can be followed in the numerous materials issued over the Fears on the subject, a list of which is included below:

1955

Tech Volume II, Page 162, Section 7.

1957

HCOB 13 Jun 1957 STUDENT INTENSIVES & CO-AUDITING PROCESSES

1958

HCOB 22 Dec 1958 NEW HGC PROCESS (A New Straightwire)

1959

HCOB 10 Mar 1959 SUPPLEMENTAL DATA SHEET TO HCO
BULLETIN OF FEB 16, 1959
HCOB 17 Mar 1959 DO IT YOURSELF THERAPY

HCOB 25 Mar 1959	HAS CO-AUDIT AND COMM COURSE
HCOB 8 Apr 1959	HAS CO-AUDIT AND COMM COURSE
HCOB 21 May 1959	HGC PROCESSES AND ACC PROCESSES AS OF MAY 21, 1959 NEEDED MATERIAL
HCOB 9 Jun 1959	CO-AUDIT FORMULA
HCOB 10 Jun 1959	HGC ALLOWED PROCESSES
HCOB 21 Jul 1959	WHY VICTIM WORKS AS A PROCESS
HCOB 3 Sep 1959	HAS CO-AUDIT
HCOB 25 Sep 1959	THE ORGANIZATION OF A PE FOUNDATION
HCOB 29 Sep 1959	TO RETAIN CO-AUDIT PCS, INTEREST IN CASE
HCOB 30 Oct 1959	CREATE PROCESSES, DANGERS AND ADVANTAGES
HCOB 31 Oct 1959	HAS CO-AUDIT
HCOB 15 Dec 1959	URGENT CHANGE IN ALL CO-AUDIT COURSES
Tapes: 5905C12 6LACC-1	CLEARING
5905C13 6LACC-2	SECOND LECTURE ON CLEARING METHODOLOGY
5905C14 6LACC-3	CLEARING TECHNOLOGY
1960	
HCOB 2 Feb AD10	THE CO-AUDIT TEAM
HCOB 4 Feb 1960	THEORY OF RESPONSIBILITY PROCESSING
HCOB 7 Apr 1960	A NEW SUMMARY OF AUDITING
HCOB 14 Apr 1960	NEW PE DATA
HCOB 20 Nov 1960	HAS CO-AUDIT ENDED
HCOB 22 Dec 1960	HAS CO-AUDIT RESUMED
HCOB 29 Dec 1960	THE NEW PE AND NEW HAS CO-AUDIT
1961	
HCO PL 23 Jan 1961	PE COURSE ABOLISHED
1962	
HCOB 15 Mar AD12	SUPPRESSORS
HCO PL 21 Oct 1982	AUDITING SUPERVISION AND AUDITING INSTRUCTORS, DUTIES OF CO-AUDIT AND MISSED W/Hs
HCOB 15 Dec 1962	
1963	
HCO PL 17 Jun 1963	STAFF CLEARING PROGRAM
HCOB 21 Jul 1963	CO-AUDIT—ARC BREAK PROCESS
1964	
HCO PL 19 Mar 1964	STAFF REGULATIONS, STAFF INTENSIVES
HCOB 10 Dec 1964	LISTEN STYLE AUDITING
HCOB 26 Dec 1964	ROUTINE 0-A EXPANDED
1974	
HCOB 17 Feb 1974	MUTUAL OUT RUDS

The processes contained in some of the above issues now appear at different levels of the Grade Chart or are pre-Grade processes, and they would only be co-audited in their correct sequence, as pre-Grades or on the Grades or Expanded Grades.

SUMMARY

The HAS CO-AUDIT as it is currently being delivered is covered in detail in FDD 234 DIV VI INT Series, the HAS Co-Audit Series 1-17.

Data on how to set up and supervise co-audits for specific rundowns, NED and the Grades Processes is contained in HCOB 29 May 1980, Co-Audit Series 2, CO-AUDITS: HOW TO RUN THEM. That issue and Co-Audit Series 3 give full information on running staff Co-Audits.

One would use the entire Co-Audit Series and its references to deliver successful co-audits of any kind.

The GRADE CHART, HCO PL 23 July 1969, AUDITOR ASSIGNMENT POLICES and HCOB 21 Dec 1979, C/S Series 107, AUDITOR ASSIGNMENT POLICIES, etc., provide the guidelines for pairing up co-auditors and for the co-audit processes to be run.

Co-audits are for use. They spark immediate interest. They quickly bring people up to doingness. There is no better exchange for the auditing one gets than to deliver it to another and that in itself produces gain. They're the fastest, most satisfying method of getting lots of auditing delivered, of making lots of Releases and providing actual auditing experience.

If you want to turn your org scene into one of a bustling beehive of activity, get your co-audits established and running. It is within the means of any org to do so.

L. RON HUBBARD

FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 MAY 1980

Remimeo
All Orgs
Tech
Qual
Co-audit
Supervisor Courses
Supervisors
C/Ses
Survival
Rundown
Sup Checksheet

Co-audit Series 2

CO-AUDITS: HOW TO RUN THEM

One of the simple secrets of a successful co-audit is administration.

Without smooth workable lines and hatted terminals on those lines who really know their business and run a snap and pop operation no org or mission can expect to succeed with their co-audits.

However, where lines and terminals are in and functioning smoothly, rapidly, routinely, you'll have a high volume of co-auditors, many released pcs routing on to their next services, an active, uptone courseroom and new public banging on the door demanding co-audit courses.

It's a very simple matter to run a highly successful co-audit. The key to that success is standard administration.

This issue lays out the basic general features of administering co-audit courses. Any co-audit course, whether it is a specific rundown co-audit package, a professional co-audit on NED or the Grades or other type of co-audit, it follows the principles and guidelines laid out herein.

CO-AUDIT REQUIREMENTS

Any fair sized co-audit course, if one is to set it up to succeed, will require at least:

A Co-audit Supervisor—to supervise co-auditing actions. The co-audit supervisor must be tech trained to a level which enables him to handle the materials being co-audited. The level of tech training required for the co-audit supervisor will vary depending on the type of co-audit being supervised and the level of the materials being co-audited.

Course Supervisors—for the theory and practical sections of co-audits where some preparatory training is done.

In a small org or mission these posts might be covered by one person, but it is not optimum.

Add to this:

A C/S to case supervise the co-auditing sessions.

A Course Admin (who might be able to service more than one co-audit), and

A Co-audit I/C, who has the overall responsibility for one or more

co-audits.

and one would have an ideal scene, personnel-wise, for a co-audit set up to deliver in volume and expand.

CO-AUDIT THEORY

(Ref: HCO PL 2 Dec AD12 SUPERVISOR'S STABLE DATA Reiss. 7.9.67
HCO PL 24 Oct 68 SUPERVISOR KNOW-HOW RUNNING THE CLASS
HCOB 25 Mar 59 HAS CO-AUDIT AND COMM COURSE
HCOB 25 Jun 71R BARRIERS TO STUDY.)

Anyone dealing with the administration and supervision of a co-audit course must realize first and foremost that it is not a study course. It is not a study activity. It is a doingness activity. Students are there to do the actions of auditing, not to learn theory. This must be the supervisors' orientation towards the course.

The students enrolling on the course are going to be eager beavers and the Course Supervisors must have the attitude of contributing to the enthusiasm the students will bring to the course. The students will be there to move further along the Bridge and this is what the supervisors must make sure happens.

Auditing, auditing, auditing is what is stressed and that is what is delivered.

On a professional co-audit, the co-auditors will have been already trained in the theory and skills of the level they are auditing.

On a rundown co-audit package, co-auditors will often have no previous technical training. New co-auditors do have to learn what they will be applying but this has been cut down to the bare bones essentials. They are given mainly the «How» and only enough of the «Why» to make their co-audit actions meaningful.

The student is not being trained here to think with his materials. He is being trained to exactly apply the auditing procedure rat-tat-tat. If the pc does «A», the auditor is trained to respond with «B». And auditor and pc alike soon learn that this produces results.

Also, for all their eagerness these students will not necessarily have done a Student Hat so they will be operating without the benefit of a command of study tech.

For these reasons, the supervisors must be particularly good at spotting and handling the manifestations of misunderstood words and manifestations of skipped gradients. The third barrier to study, lack of mass, probably won't be as prevalent on a co-audit as on a straight study course, but will possibly occur on any of the co-audit's theory sections. Not being trained in study tech, the students will not necessarily be able to spot these things. The supervisors must be alert for them and handle them when they occur.

TWINNING AND COURSE ATTITUDE

(Ref: HCOB 21 Aug 79 TWINNING
HCO PL 21 Oct 62 AUDITING SUPERVISOR AND
AUDITING INSTRUCTORS, DUTIES OF
HCO PL 23 Jul AD19 AUDITOR ASSIGNMENT POLICIES
HCOB 21 Dec 79 AUDITOR ASSIGNMENT POLICIES,
GRAMMING ASSIGNMENT POLICIES)

HCOB 21 Aug 79 TWINNING is applied to the letter on co-audits. Nowhere is this piece of tech more applicable than on a co-audit course.

Twinning also enhances the atmosphere the supervisors must establish on the course.

Co-auditors are twinned according to comparable case and training level, as covered in the above references. Once twinned they are not musical chaired.

It is important that the Co-audit Supervisor twin students correctly. Properly twinned co-auditors will fly along while poorly twinned ones will generate problems, and where there is a big difference in ability, create an out-exchange situation in which the faster twin is always coaching the slower one to get him to catch up.

A Co-audit Course is a team activity. It is a jump-in-and-do-it activity and the supervisors establish this as the operating tone of the course from the first day. The activity level of the course is very high.

The Co-audit Course supervisors would exemplify this attitude by being human dynamos in the courseroom and this would rub off on the students.

The Co-audit supervisor's activity level must be high because he deals heavily in individual attention to each student, co-auditor and pc. He must maintain a high level of ARC with each student. He must always be approachable by the students and stay in good comm with them.

The students will not be perfect students nor will they be free necessarily of their drug engrams (before their Drug RD) and these points make individual attention for students a prime supervisor duty.

THE COURSE ROOM/THE CO-AUDITING ROOM

The Course Supervisor(s) and the Co-audit Supervisor(s) have different and distinct zones of operation on a co-audit course.

Ideally, the course is divided into a study section, a practical section and a co-audit section. These would exist in separate rooms, each with its own supervisor(s) in order to provide the best possible study and auditing environments.

Where the above is not possible, the theory part of the co-audit course would be done in one room with the theory supervisor and the practical and co-auditing part of the course would be done in another room, with the co-audit supervisor.

The theory and practical sections are not put together in the same room.

(Ref. HCOB 24 Jan 77 TECH CORRECTION ROUND-UP.)

The theory course room, practical course room and co-audit course room would be as near as possible to one another in the org. It is, after all, one course!

In the co-audit room, the auditing tables would be set up with the auditors facing outwards from the center of the room and pcs facing inwards toward the center. In this way, the co-audit supervisor can monitor each session from the center with a minimum of walking about.

NEW STUDENTS

When a new student enrolls he is greeted and welcomed by the Course Supervisor (and the Co-audit Supervisor if available). Right then and there the student gets indoctrinated with the idea that this is a gung-ho activity, that the students help each other out and take responsibility for one another. He is also infoed about twinning and given the datum that the better the auditing he delivers the better will be the auditing he receives. This is factually true and has been proven over the years. He is informed that it is to his advantage and best interests to become as competent an auditor as possible.

BEGINNING MUSTER

The Co-audit Course begins on schedule with a roll call of both the students on theory and the co-auditor teams (who are mustered in the study room). Roll call is done this way so that there is only one roll book and accurate 8-C can be run.

Tight scheduling must be maintained in both theory and co-audit room. Every minute counts if these students and co-auditors are to get the most out of their scheduled periods.

Immediately after the initial muster the two teams split up—students on theory sections to their seats in the study area; co-auditors to their sessions in the co-audit room.

RUNNING THE COURSE

All Points of HCO PL 16 Mar 71R WHAT IS A COURSE? must be in on any co-audit course. HCOB/PL 30 Oct 78 COURSES THEIR IDEAL SCENE must also be in.

A standard roll book, routine roll call each period, student graphs, a progress Board, are all used. The materials that will be needed on the course must be readily available. (This includes auditor admin materials.)

The course and the co-audit are both run with good stiff control and ARC.

The Supervisor gets right onto targeting students for the period after the beginning muster. He then works to ensure every pair of students makes or surpasses their targets.

If there are a lot of checkouts for him to do, it is best to have a sign-up sheet at the front of the room. This puts order into the activity and makes it predictable for the students. On a course of any size at all, a sign up sheet is a necessity to keep things from falling into chaos.

Heaven forbid that the course supervisor would ever be caught at his desk during course hours! No. He would be right on the floor ensuring the students studying their course packs were learning the data and that the students drilling had their drills down cold. He'd be watching for students manifesting MUs and jumping in to handle when he spotted one.

He gives students studying their packs spot checks to ensure they are getting what they are studying. If they aren't, he gets the MU found. If he can't get it located quickly, he sends the student to the course word clearer or, lacking one or when extensive word clearing is needed, to Qual for word clearing.

On practical checkouts the Supervisor cannot really afford to turn it into a coaching session and get stuck with one pair of students at the expense of everyone else in the class. Either the student being checked out has the drill down or he doesn't. If he does, great, pass. If he doesn't, the Supervisor issues the student a pink sheet with the error(s) noted and what he has to do to correct it so the student will pass on the next checkout.

Pink sheets are handled in the course/co-audit room, by the student co-auditor's twin or the supervisor. Only if the student became hopelessly bogged would he be sent to Cramming.

The supervisor would give every student individual attention and wouldn't get stuck with any one pair of students for too long a period.

He would be moving from team to team, seeing how they were doing, checking out their drilling, correcting outnesses when he saw them, always encouraging them and establishing the reality that they can audit successfully.

He would use every bit of supervisor tech at his disposal to get students through their drilling and onto the co-audit. And quickly. The student reads the material, drills it and he does it. One, two, three.

RUNNING THE CO-AUDIT

The Co-audit Supervisor's job is to ensure that auditing occurs and that it is successful auditing and that the pcs make the expected gains on their auditing.

Before the co-audit class starts, when the folders have come out from the C/S, the Co-audit Sup checks each one, notes what the pc needs and puts the folder in its proper stack (to Co-auditor, D of P, Declare, Co-audit Sup handling, Ethics, MO, Review, etc.). He then battle plans his day to get all the actions done in the proper sequence. For example, he would plan to do pc «A»'s D of P Interview, get pc «B» to the MO, get pc «C» into session with his co-auditor, make sure pc «D»'s MAA interview gets done by the MAA, etc. In this way he assures that the pcs make the fastest progress possible.

He doesn't want to spend time on these administrative cycles once there are sessions going, so he gets them planned out before course.

After roll call and muster at the start of class the Co-audit Supervisor gets right down to 8-Cing co-audit teams into session. He passes out the folders from the C/S and handles any questions or uncertainties the auditor may have about the C/S instructions. He does this by reference to course materials and not by verbal tech. He then arranges the co-audit teams in the auditing area and gets the sessions going.

The Co-audit Sup must budget his time wisely so that maximum co-audit production can occur. If one twin needed ruds to start a session and another twin needed a D of P interview but would not be going right into session after it, the Sup would do the ruds first and get those twins into session. Then he would do the D of P interview.

Once the sessions have started he is there observing the sessions.

He acts as a monitor for each co-audit session.

He ensures that if it's muzzled co-auditing that is to be done, the co-auditor remains muzzled giving only command and acknowledgement.

He is there to help out if a co-auditor gets into something he can't handle. If a co-auditor gets into trouble he alerts the Co-audit Supervisor by putting his hand out behind him. The Co-audit Supervisor comes over and, getting in comm with both the auditor and pc, finds out what is happening. This is done with good TRs and all points of the Auditor's Code in. The Co-audit Supervisor would put in a good R-factor to the pc about what was going on and include the pc in any discussion. The pc may say he spotted why he had done something and that he felt really good at that point and that would be the bug right there—overrun. In a metered session the Co-audit Supervisor might have to look over the worksheets to find out where the session went amiss. Once he finds the goof, he shows the auditor what to do per Source references, to remedy it and gives the pc another R-factor about what the auditor will do.

The Co-audit Supervisor has to know his tech cold and be able to figure out at a glance what is wrong with a session and instruct the co-auditor (with the proper Source reference) what to do to put it right.

At no time does he criticize or belittle the auditor, or in any way lower the auditor's altitude in the session. The Co-audit Supervisor doesn't violate Auditor's Code clause 20 by explaining or justifying any auditor mistakes to the pc. Nor does he invalidate the pc or evaluate for the pc and tell him what is going on with his case. The Supervisor steps in only to isolate the bug, get any BPC found and indicated and get the auditor to resume the session.

If the cause of the session difficulty isn't apparent the Co-audit Supervisor would R-factor both pc and auditor that he is going to put the pc on the meter (if he isn't already) and find what's bugging the session. He makes it clear that he is not taking over auditing the pc; he is simply finding the session bug. He takes the auditor's chair and, using the appropriate prepared correction list for the co-audit materials he assesses it down to the first read and indicates it to the pc. If the co-auditor is trained to handle the read, the supervisor instructs the auditor on what to do to handle it (according to the list instructions) and gets the co-auditor back in the chair and running the session. (The co-audit supervisor would keep copies of the appropriate correction lists on his clipboard and readily available.)

Should the Co-audit Supervisor find that what reads on the list is something that the co-auditor is not trained to handle but which the supervisor is qualified to handle (such as an out rud, overrun, etc.), the supervisor may handle it then and there providing it would not keep him away from supervising his other co-auditors for too long a period of time.

As soon as the pc's BPC is handled to F/N and VGIs the supervisor turns the session back over to the co-auditor.

If the trouble is something which would require more extensive handling, such as an Int Rundown or review auditing of some sort or if the Co-audit Supervisor is not qualified to handle the charge found on the prepared list, he would indicate the charge found to the pc and R-factor him that the folder would have to go back to the C/S for instructions. He would then turn the session back over to the auditor to end it.

REPEATED SESSION BOGS

The Co-audit Supervisor may find that after he has straightened out a session it bogs again. In this case the Supervisor would probably do the appropriate correction list Method 5, all the way through, and isolate all the points that were out. He would then get the co-auditor to handle them or handle them himself, as described above. In those cases where the Co-audit Supervisor was not qualified to handle the reads or where handling was lengthy, he would indicate to the Pc that the folder would have to go back to the C/S for further instructions and then turn the session back over to the auditor to end it.

INTERRUPTING SESSIONS

The supervisor must be able to quickly recognize any bad indicator and must stay on the alert for them. If he notices something going wrong in a session he doesn't have to wait until the auditor puts out his hand for help but can gently step in and handle.

The Co-audit Supervisor must, however, give the auditor more than sufficient opportunity to spot that something is wrong with the session. If the supervisor interrupts sessions all the time and bypasses the auditor, the auditor may stop taking responsibility for the pc and the session because «if anything was wrong with the session the supervisor would jump in and take over». The auditor might decide he doesn't have to concern himself with how his pc is doing because «the Supervisor will do all of that».

The goal in all of this is to get a win for the co-audit team and get the pc through his auditing.

RULE

The rule to follow in handling session difficulties is:

IF THE CO-AUDITOR CAN HANDLE IT, HE HANDLES IT.

The Co-audit Supervisor always maintains an encouraging attitude, good TRs and the certainty that the auditor will pull off the session. He never expects the auditor to do anything above his training level, but he does expect him to successfully audit what he has been trained to do.

The Co-audit Supervisor never steals the co-auditor's hat, but only borrows it for very short periods of time and even then doesn't exclude the co-auditor from the proceedings. He doesn't allow himself to become the auditor no matter how much the pc may seem to demand it or how rattled the auditor may appear at having made some goof. With ARC and certainty he isolates the bug in the session, gets the co-auditor to straighten it out or straightens it out himself and gets the co-auditor to continue the session.

POINT OF CAUTION

The Co-audit Supervisor must be sure not to become the pc's auditor completely because then the pc is likely to reactively create more trouble in order to get further attention.

If at all possible, the co-auditor must handle the session and bring his pc through it. Coming through a rough session to a win is a tremendous morale booster and nothing will more raise an auditor's confidence in the tech and his ability to apply it.

AUDITORS DO NOT LEAVE THEIR PCS

The Co-audit Supervisor never assists an auditor who has left the auditing chair or walked off from his pc to get the Co-audit Supervisor to help. Should an auditor leave his pc to seek assistance, the Co-audit Supervisor firmly, but with ARC tells the auditor to go back to his pc and put his hand out behind him. The supervisor then assists that auditor as soon as he possibly can.

Permitting a co-auditor to leave his pc violates the Auditor's Code, Clause 10, «I promise never to walk off from a preclear in session», is bad form and adds unnecessary randomness to the co-audit room. Co-auditors must be R-factored about this procedure before they begin auditing.

SESSION ADMIN

The Co-Audit Supervisor monitors the sessions until the last one is finished. He gets the auditors to write up their sessions correctly and legibly for their pcs' folders. The supervisor is responsible for the quality of the co-auditors' admin and must see that the folder admin is correctly done.

The Co-audit Supervisor also keeps a Log Book in which each co-auditor logs the number of hours he audits daily. In this way both the co-auditors and the Co-audit Supervisor have a ready record of the total number of hours co-audited for the week.

Any co-auditors who finish their sessions early and have their admin done and folders turned in before the end of the class period can spend the remaining course time helping out by drilling with other students or drill themselves, etc.

When the last session is over for the course period the Co-audit Supervisor gets the folders over to the C/S office after the co-auditors have written them up. He would make it a point to attend the end-of-class-muster and should ensure that his co-auditors are also there.

However, sessions that were still in progress at the end of the course period would not be ended for these musters, nor would the Co-audit Supervisor leave any sessions in progress to attend the musters.

END-OF-CLASS MUSTER

This muster is held for the entire class, at the end of the course period. The purpose of the muster is to share wins and validate the students who are doing well and auditing. This has the effect of establishing for the other students that it can be done easily and that they, too, will make it. The supervisors should never miss an opportunity to make this point. Students who are auditing should be encouraged to relate their wins to the class.

The Co-audit Supervisor can add to the wins being related by the students and co-auditors and pcs, and punch up for the students not yet auditing, the gains they can experience and the fact that they can do it. Besides boosting group morale—it happens to be the truth.

MUTUAL OUT RUDS

The theory of mutual out ruds is covered in HCOB 17 Feb 74, C/S Series 91 MUTUAL OUT RUDS. Mutual out ruds can stack up on courses and the supervisors must be sharp in recognizing indicators in a pair of students with out ruds on the rest of the group, and get them handled.

A co-audit team withdrawn or out of comm with the rest of the class could be a mutual ARC Break or withholds. A pair going around looking overly concerned or hunted likely have a mutual problem. Two students joking or being snide obviously have withholds from the group.

Now these things could also stem from something misunderstood in their training and the supervisor must detect this and handle by finding the MUs and straightening out the student's drilling and procedure. Whatever the cause, the supervisor must not let mutual out ruds go unhandled and the C/S must order checks for mutual out ruds when necessary to keep a co-audit team's ruds in on each other and on the group. Failing to do this can cost dearly in terms of lost gains for pcs.

Mutual out-ethics must be spotted and handled as well.

BLOWY STUDENTS

Students who are blowy or who have blown must be recovered and handled. They must first be checked for BPC in their sessions and out tech on their cases and then checked over for MUs and overts and withholds as co-auditors.

Since they are engaged in both receiving and giving auditing, both aspects must be thoroughly checked. When the session BPC is found or the out-Int handled or the O/Ws pulled such blowy feelings will cease.

The blown student's twin is responsible for recovering his course partner per HCOB 21 Aug 79 TWINNING.

REMEDIES

As mentioned before, students on the co-audit will be eager beavers but may be unhatted on study tech and will need help over any rough spots they may encounter in the river.

The supervisors have to know and use their available tools to guide the student through such impasses.

On the study portion of the course, the Course Supervisor has to be able to spot a student with an MU a mile off and handle it rapidly and with ARC. If he cannot locate the MU or bug easily he utilizes the course Word Clearer. If the student is really plowed in it is a job for Qual. Don't let the bogged student stagnate on course and don't ever buy any confused «it-can't-be-dones». We've had co-audits for over 30 years in

Dianetics and Scientology and the Co-audit Courses have always been very, very successful.

The lack of mass phenomena won't be as likely to occur here as on a theory course because of the amount of practical prior to the auditing section but it must be handled and remedied quickly if it does occur.

The most frequently observed manifestation on the drills section will very likely be the skipped gradient. (Ref: HCOB 25 Jun 71R, BARRIERS TO STUDY) If the student is having trouble with a drill he's come up on too steep a gradient. The remedy is to cut back to the action or drill where he was doing well, where he understood it and was not confused. Find out what he missed right at the tail end of that action or drill, because that's where he thought he had it down pat and went on and right there he skipped a gradient. Clear up what he missed at that point and bring him forward again, on the right gradient, to where he was having trouble. Now he will be able to do the drill because he truly understands the earlier gradient.

The badly bogged student probably needs a trip to Qual for handling. In such cases the bogged student's twin goes, too. For one half of a co-audit team to get so plowed under means it is very likely that something is awry with the other half of the team. Qual would check both students and probably have to straighten both out.

The Co-audit Supervisor would mainly be remedying bogged sessions. It may sometimes occur that the Co-audit Supervisor notices something out with a session while watching, before the auditor puts out his hand or is even aware something is wrong. The supervisor wouldn't let the session fall completely to pieces even though the co-auditor hadn't asked for help. Neither would he just jump in without giving the co-auditor ample opportunity to handle the session difficulties himself.

After determining what was wrong, the supervisor would place his hand gently on the auditor's shoulder and get in comm with the pc and auditor. Without eval or inval he would instruct the auditor with the appropriate Source reference, on how to correct the situation.

For example, in a Dianetic Co-audit the supervisor notices that the pc's TA has been going up and up but the auditor isn't checking for an earlier incident. The supervisor would place his hand on the auditor's shoulder gently, R-factor the pc that he wanted to interject something into the session and then suggest to the auditor that he try checking for an earlier incident or earlier beginning. Then he sees to it the auditor does so and gets on with the session.

It is important to let the co-auditor teams know what the Co-audit Supervisor's purpose is. He is there to run the class, oversee the sessions and ensure that the pcs achieve the greatest gains possible from their auditing. He is not there to run the session or audit the pc. The co-auditors do the auditing.

RED TAG SESSIONS

In the event of a session that red tags at exams it must be repaired within 24 hours per C/S Series 86RD, THE RED TAG LINE.

Occasionally a pc will red tag at exams after the session. When this happens, the supervisor does not take a condemnatory attitude towards the auditor. And he certainly does not let the auditor rabbit from further auditing even if the pc must go to Qual for a review session.

Normally, the co-audit team will audit on a turnabout basis. On Monday Joe audits Bill for the first part of the class time and then Bill audits Joe for the second part of the class period, etc. Or on Monday Joe audits Bill, on Tuesday Bill audits Joe and so on. In the event of a red-tagged session the pc would continue to get sessions until repaired and the red tag removed. It is optimum for all concerned that the co-auditor be instructed on how to handle the goofed session and repair it himself if this is feasible.

However a review session in Qual may be needed. That is up to the C/S who should keep in mind that this is not an HGC operation and that the co-auditor handles his pc except in dire circumstances.

Sending the pc to review would only be done if the session bug couldn't be spotted in the worksheets or by observation or if a Scientology auditor was needed to fly the ruds or do a Date/ Locate, handle Int, etc.

If the co-auditor can handle it and it is within the scope of the co-audit materials, he would take the pc right in the next day and handle it. He may need to do a bit of drilling on his procedure first but would still go back in there and handle his pc. This keeps the members of the co-audit team taking responsibility for each other. Of course, the red tag session must be repaired in 24 hours no matter who does it. This rule is invariable.

STATS

The Course Supervisor's stats are:

1. Student Points.
2. Number of students moved through the theory and onto the auditing portion of the course that week.

The Co-audit Supervisor has the stats of:

1. Co-audited WDAH (minus 10 hours for every day a red tag session goes unhandled).
2. Co-audit course completions.

The Co-audit student/auditor has the stats of:

1. Student Points.
2. Number or co-audited WDAHs.

I have given you the essentials for a successful co-audit.

For any co-audit, following the instructions in this issue will give you a bustling, high morale co-audit course with shiny completions rolling out the other side and further up the Bridge.

Co-audits throw the gates to the Bridge wide, wide open. They enable orgs to deliver far more auditing hours to more public and staff than anyone ever dreamed possible. And it's economical for the orgs and public, too.

Scientology is in an international boom, Supervisor, and I am counting on you to do your part in keeping the boom going.

While we now have thousands making daily progress up the Bridge, we have the line-up to handle millions. Millions of Clears and OTs.

Do your job well and we'll have wins all around.

L. RON HUBBARD

FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 MAY 1980

Co-Audit Courses
Tech
Qual

Co-Audit Series 3
SUPERVISING CO-AUDIT TRS

(Ref: HCOB 24 Dec 79 TRs BASICS RESURRECTED)

Between Dept 17 TRs Courses for brand new people, which are fairly permissive, and Professional Auditor TRs which result in a smooth, flawless comm cycle required by a professional auditor, we have Co-Audit TRs.

These are the TRs given to those who are not yet on the professional training route but who are training to give and receive auditing on a co-audit basis on rundowns and other co-audits designed for the non-professional.

They are the same drills, TRs 0-4, that are done on the Professional TRs Course. They would be preceded by some study of the ARC Triangle and the Comm Formula. And Co-Audit TRs would also have to include Upper Indoc TRs. But on Co-Audit TRs, you are not trying to make a pro auditor.

You give the co-auditor a chance to get his feet wet, to get a taste of what's expected of him on TR drills and to get some experience with them. You coach and supervise him to some good wins, to where he gets the hang of it, and you leave it at that.

The way to accomplish this is to start him on an easy gradient and have him cycle through the TRs, getting a bit stiffer each time he cycles through.

He would cycle through TRs 0-4 first, until he had achieved some confidence with those TRs.

He would then go onto Upper Indoc TRs 6-9, cycling through those TRs 6-9, getting a bit stiffer each time through, until he had achieved some confidence with TRs 6-9.

If the student is then having trouble and really flubbing on a certain TR, he might want to spend a bit more time on that one. But do not let him get stuck on trying to master one TR. The fault will be in an earlier TR or in the theory study of ARC and communication where something was not grasped or learned fully enough. So after he's had a go at the TR he finds difficult and is still not making it, put him back to the beginning to restudy the basics on ARC and communication and then put him through TRs 0-4 and 6-9 again. He'll come through it, and it needn't be a long drawn-out business. In fact, it should not be.

You want him up to being able to apply his TRs passably in a co-audit session with a terminal of comparable case level and training to his own. That doesn't mean your coaching or supervision is any less spot on. It doesn't mean the co-auditor doesn't give it the best he's got, or that he's permitted to be sloppy or chop up pcs. It does mean that you don't demand of a person on a non-professional co-audit the same polish, the same expertise you're going to demand of a student on an auditor training course who will need to perfect his comm cycle to the point where he can handle any case, any pc, any situation confidently and with ease.

Don't confuse these two levels of TRs. Don't let your professional auditors-in-training get by with anything less than perfect TRs.

But with the person who's there to bootstrap his way through giving and getting some auditing any way he can, realize you're not out to make a professional auditor of him—yet.

Get him to the point where he can handle a session passably. When he's had some wins at that, when he's discovered just what can be accomplished in auditing sessions, he'll probably be reaching for professional auditor training. And that's when you give him professional auditor TRs, done the hard way.

Keep Co-Audit TRs in their own sphere.

L. RON HUBBARD

FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 31 MAY 1980

All Orgs
All Staff & Execs
Qual Sec
SSO
Co-Audits

Co-Audit Series 4

STAFF CO-AUDITS

(Refs: HCO PL 20 Jul 70 Reiss. 26.12.79 HCO PL 14 Dec 70 HCO PL 17 Jun 63 HCO PL 21 Oct AD12 HCOB 7 Apr 60 HCOB 21 Aug 79 HCO PL 22 May 76 HCO PL 30 Nov 76R Rev. 25.4.79 HCO PL 29 Oct 79 HCO PL 23 Jul AD19	CASES AND MORALE OF STAFF Personnel Series 14 Org Series 10 GROUP SANITY STAFF CLEARING PROGRAM AUDITING SUPERVISOR, AND AUDITING INSTRUCTORS, DUTIES OF A NEW SUMMARY OF AUDITING TWINNING STAFF SECTION OFFICER HAT ONLY SSO CAN TIP SSO RESPONSIBILITY FOR STANDARD STAFF COURSES AUDITOR ASSIGNMENT POLICIES CO-AUDIT SERIES HCOBs.)
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Org staffs are made up of individuals. The better the case shape of each individual staff member, the more viable the org.

If an org is going to prosper, its staff must be getting audited, making case gain and actively progressing on the Grade Chart. Failure to use the tech on one's own staff is one of the fastest ways to allow the tech to go out or slip into disuse or become alter-ised.

Staff need a reality on the tech they work so hard to deliver—not just those technically trained who do the actual delivery but those working in admin capacities as well.

And quite apart from the fact that inattention to staff cases will result in a failing org and dwindling viability and potential, is the fact that staff members work hard and deserve the benefit of the tech they are handling and making available to others.

How does an org get all its staff audited? Every org should have Staff Staff Auditors as provided on the org board. Not all orgs do have them, but where they do these auditors serve a needed function and are valuable. The truth is, although they should, small orgs often don't have such an auditor and in a large org such auditors are hard put to handle all staff cases on a regular basis.

So how does an org get all its staff audited? The answer of course is STAFF CO-AUDITS.

We have had co-audit tech since the early days and it's high time we revitalized it and put it into active use as one of an org's standard functions.

To create an immediate upsurge in staff morale, activity level and enthusiasm all you have to do is establish a going Staff Co-Audit. It takes only some good planning and a bit of determination. Among staff the need and the want and the interest is there. If you want to prove it just fan that interest a bit and watch what happens!

HOW TO ORGANIZE A STAFF CO-AUDIT

Qual is responsible for staff cases. A Staff Co-Audit would be organized and set up in Qual, in the Department of Enhancement under the SSO.

The first actions of the Qual Sec and SSO would be to work out the bare bones essentials for a co-audit and get an I/C selected.

An org of any size will require a Co-Audit I/C, and if the I/C is also going to be the Co-Audit Supervisor he had better be someone who knows how to audit and can run good 8-C or he won't be able to handle the entire scene or individual co-audit teams when they run into trouble.

In a small org where there's no-one available to be the Co-Audit I/C, the SSO holds the hat from above. And if there's no SSO posted, it's the responsibility of the Qual Sec to get a Staff Co-Audit set up and running.

But regardless of who does the initial planning and set up, there's got to be a trained Co-Audit Supervisor in attendance at all scheduled co-audit times who is actively running the show. And he will need at least some part time help.

A Staff Co-Audit doesn't eliminate the need for Staff Staff Auditors. Staff Staff Auditors are very much a part of the Qual org board, and even with a staff co-audit running they would still need to handle individual cases and would also be used as Review auditors for the co-audit.

If the org has no staff C/S, C/Ses will need to be set up. These can be assigned from trained staff who volunteer or are selected to help out on this basis after production hours.

Get some space allocated, arrange for any needed furniture, chairs, tables, adequate paper, etc., and most important of all—the needed tech materials. Don't let lack of equipment be a hug. In one successful co-audit a couple of years ago and in early co-audits as well, staff audited with a meter on one knee and a clipboard on the other! Not ideal but where it's necessary it can be done and simply adds to the esprit de corps. It's a matter of what it takes to get the job done.

Set up a schedule that will accommodate the majority of staff. Two scheduled co-audit periods may have to be arranged so as not to disrupt regular production. This would be done in liaison with other execs.

As soon as the general plan is established, hold a rousing good staff muster and let the entire staff know what's going to be done. The Staff Co-Audit is for everyone—the trained and the untrained. The original maxim holds true—any two people can do it. The untrained will simply need tighter guidance in order to carry it off. Get some real enthusiasm generated and you'll find you have no shortage of volunteers to help with the initial set up. The way to get a staff co-audit rolling is to make it an all-hands action.

The rest of the planning and execution takes shape from there. It includes:

1. Review of all staff cases and staff folders made ready for C/Sing. Get the staff cases sorted out as to category, as covered in HCO PL 20 Jul 70, CASES AND MORALE OF STAFF. Where staff cases have been neglected you may need a corps of FESers to begin with to get all the folders FESed so the C/S can operate with full data.

2. Get the folders programmed and C/Sed.

3. Arrange that any staff who need medical treatment, PTS handling or Ethics handling are handled on a priority basis so they can get onto the co-audit as soon as possible. This gets done simultaneously with getting the co-audit into operation.

4. While all this is going on, the Co-Audit I/C or the Co-Audit Supervisor or both get themselves trained up and boned up on all the tech on co-audits and how to run them.

5. Set up the necessary admin lines and lines for folders to and from the C/S.

6. Get the staff who can start immediately, twinned up according to comparable training and case level per HCO PL 23 Jul AD19, AUDITOR ASSIGNMENT POLICIES, HCOB 21 Dec 79, C/S Series 107, AUDITOR ASSIGNMENT POLICIES, etc., and HCOB 21 Aug 79 TWINNING. Note: It's not ideal to twin up family members or marital teams, if it can be arranged otherwise. The possibility of mutual out ruds between such teams is greater as well as the possibility of overts or withholds from each other, which may result in unnecessary difficulty on the co-audit. Twin them up with other partners and it will all go more smoothly. Additionally,

don't break up any successful existing co-audit teams when setting up the co-audit. Keep these maintained.

7. START the staff co-audit and keep it rolling.

WHAT IS RUN ON A STAFF CO-AUDIT

All programming and C/Sing of cases for a staff co-audit is done against the Grade Chart.

On a staff co-audit you have two main zones of activity—co-auditing for the trained and the untrained.

In the first group you'll have staff with different levels of training and in both groups you'll have different levels of cases.

Where twinning is concerned, the two groups are handled separately.

Those in the trained group are twinned with others in the trained group, taking training and processing levels into consideration.

Those in the untrained group are twinned with others in the untrained group, taking case levels and study speed into consideration.

From there it's a matter of what needs to be run to get the person on or up the Grade Chart.

While the co-auditing is all done in one room it will save wear and tear on the Co-Audit Sup to have the trained staff seated together in one section and the untrained staff together in another section nearby. This way he can more easily keep an eye on the new green auditors and pcs who will require the most attention. But he does not neglect one group for the other. (It is not mandatory for professionally trained co-auditors to be closely supervised in the class room while they are in session. They normally can be trusted to audit in a separate auditing room if the pc prefers this to the classroom co-auditing set up.)

Ideally, all staff would do:

1. The Purification Rundown (not an audited action)

2. The Survival Rundown (which is designed for co-audit purposes for the trained and untrained alike, as well as for use in the HGC) and

3. The Drug Rundown in that sequence, if they have not already completed those steps. This is a matter for the C/S to determine according to individual cases.

Those who are complete on the above opening steps for all cases would then be programmed for their next Grade Chart action, whatever that might be.

TRAINED CO-AUDITORS: Trained personnel are expected to apply the skills of the highest level they were trained in if that's what is required for the pc. Some of them may need redrilling on certain actions or study of new bulletins that have come out since they were trained.

When a team of trained staff co-auditors have completed all the processes of one Grade on each other at the level of any formal training they've had, they can move into auditing at the next higher level, either taking it on a read-it, drill-it, do-it basis or getting fully trained on that level before resuming their co-audit.

UNTRAINED CO-AUDITORS: Co-auditing on the Survival Rundown provides an excellent starting point for new, beginning co-auditors.

Should you have an untrained staff member who has already had full Objectives as a pc he could still train on the Survival Rundown steps and deliver them to his twin, and his twin would give him any Survival RD steps he hadn't previously received.

If you have an untrained team where both have had full Objectives, or full Objectives and Drug Rundowns, they'd fill in any new or omitted steps and would be programmed for their next Grade Chart actions. You'd need to give these untrained staff co-auditors some basic definitions to begin with— auditor, preclear, session, etc. Then teach them the comm cycle and get them through Co-Audit TRs. Do not make it a long runway. You want them in there auditing and they can be polished up as they go.

Muzzled auditing is the keynote for the beginning co-auditor. It is covered fully in the HCOBs listed in Co-Audit Series 1 and the various tapes on co-audits given on the Co-Audit Supervisor Course Checksheet (HCO PL 2 Jun 80). It is simple enough for any co-auditor to do and it lends itself perfectly to the early Grade Chart processes as well.

If the untrained co-auditor remains muzzled there's very little trouble he can get into. But he will hit some trouble spots somewhere along the line and he'll need to be bailed out by the Co-Audit Supervisor, set straight and given a boost to keep going. The attitude is always that he can do it, because the truth of the matter is that he can and he will make it, taken up on the right gradient approach.

Untrained staff co-audit teams who are kept at it can get each other through the Survival Rundown, Drug Rundown, NED and the Grades, training and auditing on a read-it, drill-it, do-it basis as they go. They won't be fully classed auditors but the experience will be invaluable and the gains tremendous and it wouldn't take much to get them classified after that.

Expanded Dianetics and power processing would only be co-audited by auditors fully trained and classed to deliver the tech of those processes.

RESPONSIBILITY OF CO-AUDITORS: The entirety of the TWINNING HCOB (HCOB 21 Aug 79) applies to co-audit teams. That and The Auditor's Code make up the co-auditor's Bible. Co-auditors are responsible for getting each other through. They do twin checkouts, find and handle each other's misunderstandings, drill their materials until they're confident, and deliver the tech to each other. For the untrained, it's a read-it, drill-it, do-it operation and it makes auditors. A co-auditor is responsible for the quality of the auditing he gives and gets. You'll find most staff eager to meet the challenge.

HOW A STAFF CO-AUDIT IS RUN

All the tech on how to run a co-audit in HCOB 29 May 80, Co-Audit Series 2, and other Co-Audit HCOBs applies to a Staff Co-Audit.

The I/C and any Staff Co-Audit Supervisor must know this tech well and keep it fully applied.

Put a good auditor onto handling the Staff Co-Audit because he'll need to be able to handle all levels of cases, bail any of them out at any time, and run good 8-C on the entire room.

He's got to be able to jump in and handle ruds if needed, spot bad indicators, find and indicate bypassed charge, assess lists, give D of P interviews, correct co-auditors and keep all the sessions moving. He's alert and on the move, with an eye on every session in progress:

For a co-audit of any size (and most staff co-audits will be large) he'll need an assistant. The assistant can be assigned to the post or arranged for on a volunteer basis, but the Co-Audit Supervisor should be given back-up he can rely on.

Running a large co-audit in a common room can be a noisy business, and there will be distraction for pc and auditor alike. But it can be done, preclears become used to it, auditing does get delivered, and it makes a far better auditor when one learns his trade under co-audit circumstances.

Don't expect it all to go smoothly, because it won't. There's plenty of randomness on any co-audit but there's apt to be more of it on a staff co-audit because of the different case and training levels involved. The Co-Audit Supervisor holds it all together and keeps the co-auditors auditing.

Staff Co-Audits are tightly scheduled and tightly controlled. There's a roll book kept, with a roll call for each scheduled period, graphs are kept, and all points of What Is A Course must be well in.

With the twinning system firmly established it's not likely a Co-Audit MAA would be needed, but one can be assigned if it becomes necessary.

Correction is done by pink sheets which are handled in the Co-Audit room. Should that not always be workable, the person could be sent to the Cramming Officer. But he must be handled swiftly so co-auditing is not held up.

If a staff member simply is not making gains on the co-audit, even with debugging from the Co-Audit Supervisor, he would be turned over to a Staff Staff Auditor, an Intern or a Review auditor for auditing and returned to the co-audit when he could make it.

Red tags on a staff co-audit, as in any other auditing, must be handled within 24 hours.

The Co-Audit Supervisor rolls up his sleeves and makes sure it all gets done. And his job is made easier as it goes along by an enthusiastic and winning staff.

Let's pump some new life into org staffs everywhere with Staff Co-Audits that get people up the Grade Chart. You have all the tech you need to do it. Everybody wins, and the boost in staff morale, in staff spirit and staff effectiveness will be quite astounding.

It's the way to make fully qualified staff members. And you'll be making auditors at the same time!

L. RON HUBBARD

FOUNDER

LRH:dr

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HCO BULLETIN OF 1 JUNE 1980

Co-Audit Course
Checksheets
Tech
Qual

Co-Audit Series 5

C/SING FOR CO-AUDITS

Ref: HCOB 2 Oct 71, C/S Series 63	C/SING FOR NEW AUDITORS OR VETERANS
HCOB 16 Jun 70, C/S Series 6	WHAT THE C/S IS DOING
HCOB 7 Apr 60,	A NEW SUMMARY OF AUDITING

The whole of the C/S Series applies, of course, in C/Sing for co-audits. But most particularly, where co-audits are involved, the C/S must remember that he is more often than not C/Sing for green, inexperienced auditors or, in the case of some co-audits, even non-tech trained auditors who are co-auditing on a read-it, drill-it, do-it basis. And the pc who is being audited by this new, untried auditor will himself be, more than likely, a new, inexperienced pc.

This calls for a gradient approach, both from the standpoint of C/Sing for the case and C/Sing for the inexperienced auditor.

The purpose of a co-audit is to get people up the Grade Chart. Any C/Sing is always done from that viewpoint.

To accomplish this best on a co-audit, C/Ses are kept simple and within the do-ability of the pc and the auditor. The guidelines here are well laid out in HCOB 2 Oct 71, C/S Series 63, C/SING FOR NEW AUDITORS OR VETERANS, and the wise Co-Audit C/S will become very familiar with the cases and the abilities of his co-auditors and will use those guidelines accordingly.

Because of these factors, the Co-Audit C/S will need to keep even a sharper eye out than usual for any of the things that can come up or go awry in a session and cut across the progress of the case. The main things to watch out for and get handled when they do occur are:

1. Pc going exterior. (Int Rundown Series)
2. Unhandled PTSness. (HCOB 31 Dec 78, Iss II, OUTLINE OF PTS HANDLING, and all of its referenced issues)
3. Unhandled Repair. (HCOB 31 Mar 80, C/S Series 109, CONDITIONAL STEP FOLLOWING THE PURIFICATION RUNDOWN)
4. Previous incomplete processing needing completion. (C/S Series 109)
5. Mutual Out Ruds/Mutual Out Ethics. (HCOB 17 Feb 74, C/S Series 91, MUTUAL OUT RUDS, and HCOB 21 Aug 79, TWINNING)
6. Overrun/Underrun. (HCOB 19 Apr 72, C/S Series 77, «QUICKIE» DEFINED, and HCOB 21 Mar 74, END PHENOMENA)

The point here is not so much that these are more likely to occur on a co-audit than elsewhere (though this may be true in some cases). The point is that when they do occur an inexperienced co-auditor is less likely to be aware of them or report them. And the pc himself is less likely to know what is going on.

C/Sing for a co-audit is not a delicate business. Co-auditors are usually eager to jump in with both feet and get the job done.

It's not a delicate business, but it is a matter of using a gradient approach. When the right gradient approach is used there's a lot of satisfaction for a C/S in bringing a co-audit team on up the line and winning, both as pcs and co-auditors.

L. RON HUBBARD

FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 JUNE 1980

(Also HCO PL 14 Oct 68RA Rev. 19 Jun 80)

CANCELS HCO PL OF 14 OCT 1968R

Remimeo
Class VIIIs
All Auditors

(Revisions in Script)

THE AUDITOR'S CODE

The pledge of practitioners of pastoral counseling.

Required to be signed by the holders of or before the issuance of certificates for the certificates to be valid.

I hereby promise as an auditor to follow the Auditor's Code.

1. I promise not to evaluate for the preclear or tell him what he should think about his case in session.
2. I promise not to invalidate the preclear's case or gains in or out of session.
3. I promise to administer only Standard Tech to a preclear in the standard way.
4. I promise to keep all auditing appointments once made.
5. I promise not to process a preclear who has not had sufficient rest and who is physically tired.
6. I promise not to process a preclear who is improperly fed or hungry.
7. I promise not to permit a frequent change of auditors.
8. I promise not to sympathize with a preclear but to be effective.
9. I promise not to let the preclear end session on his own determinism but to finish off those cycles I have begun.
10. I promise never to walk off from a preclear in session.
11. I promise never to get angry with a preclear in session.
12. I promise to run every major case action to a floating needle.
13. I promise never to run any one action beyond its floating needle.
14. I promise to grant beingness to the preclear in session.
15. I promise not to mix the processes of Scientology with other practices except when the preclear is physically ill and only medical means will serve.
16. I promise to maintain Communication with the preclear and not to cut his comm or permit him to overrun in session.
17. I promise not to enter comments, expressions or enturbulence into a session that distract a preclear from his case.
18. I promise to continue to give the preclear the process or auditing command when needed in the session.

19. I promise not to let a preclear run a wrongly understood command.
20. I promise not to explain, justify or make excuses in session for any auditor mistakes whether real or imagined.
21. I promise to estimate the current case state of a preclear only by Standard Case Supervision data and not to diverge because of some imagined difference in the case.
22. I promise never to use the secrets of a preclear divulged in session for punishment or personal gain.
23. I promise to never falsify worksheets of sessions.
24. I promise to see that any fee received for processing is refunded following the policies of the Claims Verification Board, if the preclear is dissatisfied and demands it within three months after the processing, the only condition being that he may not again be processed or trained.
25. I promise not to advocate Dianetics or Scientology only to cure illness or only to treat the insane, knowing well they were intended for spiritual gain.
26. I promise to cooperate fully with the authorized organizations of Dianetics and Scientology in safeguarding the ethical use and practice of those subjects.
27. I promise to refuse to permit any being to be physically injured, violently damaged operated on or killed in the name of «mental treatment».
28. I promise not to permit sexual liberties or violations of patients.
29. I promise to refuse to admit to the ranks of practitioners any being who is insane.

Auditor _____

Date _____

Witness _____

Place _____

L. RON HUBBARD
FOUNDER
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 JUNE 1980

Remimeo
C/Ses
Auditors
Tech/Qual

(Cancels BTB 9 April 1972 Issue VI which did not give the references to be high crimed before clearing words on a pc and did not give the type of word clearing to be used.)

L1C WORD LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH
HCOB 8 Jul 74R I	CLEAR TO F/N
HCOB 21 Jun 72 I	METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	W/C Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 19 March 1971 LIST-1-C L1C.

These words should be cleared on the pc before the L1C is actually assessed per HCOB 9 Aug 78 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE L1C

A, acknowledged, action, actions, affinity, an, attention, auditing.

Been, before.

Command, communication, confusing, continued, cut.

Data, decision, did, disappointed, done.

Earlier, emotion, engram, error, evaluated, exterior.

For.

Given, go, goal, grasped.

Has, have, haven't, help.

Ignored, in, incident, interrupted, invalidated.

Known.

Listing, long.

Made, meaning, missed, misunderstanding, misunderstood.

No, not.

Occurred, of, other, overrun.

Perception, prevented, problem.

Reality, reason, refusal, refused, rejected, rejection, restimulated.

Said, shift, short, similar, situation, some, someone, something, startled, sudden.

Than, the, there, too.

Understood, unnecessary, upset.

Was, what, withhold, willingness, word, wrong.

You.

L. RON HUBBARD

FOUNDER

Assisted by

Mission Issues Revision

for the

BOARDS OF DIRECTORS

of the

CHURCHES OF SCIENTOLOGY

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HCO BULLETIN OF 22 JUNE 1980

Remimeo
C/Ses
Auditors
Tech/Qua

(Cancels BTB 9 April 1972R Issue X CLEARING LIST WORDS IN SCIENTOLOGY—INT RUNDOWN CORRECTION LIST REVISED as it did not include the new words from the revised Int Rundown Correction List, HCOB 29 October 1971RA INT RUNDOWN CORRECTION LIST REVISED.)

INT RD CORRECTION LIST WORDS

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH
HCOB 8 Jul 74R I	CLEAR TO F/N
HCOB 21 Jun 72 I	METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	W/C Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 29 Oct 71RA Interiorization Rundown Series 12, INT RUNDOWN CORRECTION LIST REVISED.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

These words need only be cleared once in the pc's auditing if they were correctly cleared the first time.

The fact of having cleared these words on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R, THE YELLOW SHEET.)

WORDS FROM INT RD CORRECTION LIST

A, about, action, after, against, afraid, already, an, and, another, anything, anywhere, ARC Break, are, assessed, assessment, audited, auditor.

Back, badly, be, because, been, begin, being, being in, being stuck in, body, button, by-passed, by-passed charge.

Can't, cause, caused, chain, charge, clear, cleared, concept, concerned, concerning, confused, continues, correction.

Damage, Dianetic, Dianetics, did, didn't, different, do, done, during.

Earlier, else, End of Endless Int Repair RD, engram, engrams, errors, exterior.

Failed, feel, find, first, flat, flow, for.

Get, go, going, going in.

Had, handling, has, have.

If, in, incident, instead, Int, Int RD, interiorization, into, is, it, item.

Jails, just.

Leaving, left, letting, list, long.

Misrun, misunderstood, move.

Neglected, no, not.

Of, okay, on, one, or, other, others, over, overdone, overrepaired, overrun, overt, out, out list.

Part, past, perfectly, place, post, practice, problem, push.

Read, recall, religion, repair, reviewed, run, rundown, running.

Scientology, secondary, several, should, some, something, stuck, subject.

Than, that, the, there, things, thinking, this, time, times, to, trying.

Unflat, understand, unnecessary.

Wanted, was, we, were, what, when, who, will, win, with, withhold, word, wording, worried, would, wrong.

You, your, yourself.

L. RON HUBBARD

FOUNDER

Assisted by

CMO Mission: Issues

Revision 2nd

for the

BOARDS OF DIRECTORS

of the

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HCO BULLETIN OF 23 JUNE 1980R

REVISED 25 FEBRUARY 1982
CANCELS THE ORIGINAL ISSUE

Remimeo
All Auditors
C/Ses
Academy Levels
Tech
Qual

CHECKING QUESTIONS ON GRADES PROCESSES

Ref: HCOB 12 Jun 70	C/S Series 2 PROGRAMMING OF CASES
HCO PL 17 Jun 70RA	URGENT AND IMPORTANT Re-rev. 27.4.81
	TECHNICAL DEGRADES
HCOB 19 Apr 72	C/S Series 77 Reiss. 30.8.80
	KSW Series 8 «QUICKIE» DEFINED
HCOB 27 May 70R	UNREADING QUESTIONS AND ITEMS
	Rev. 3.12.78
HCOB 3 Dec 78	UNREADING FLOWS
HCOB 30 Apr 79R	C/S Series 106R Rev. 31.3.81
	Dn Clear Series 12

AUDITING THE DIANETIC CLEAR

(HCOB 23 Jun 80 was not written by myself and was not approved by me. It falsely stated that an auditor was not to check the processes of a Grade for a read before running that process. This was called to attention by Snr C/S Int.)

EACH GRADE PROCESS, THAT IS RUN ON A METER, MUST BE CHECKED FOR A REA BEFORE IT IS RUN AND IF NOT READING, IT IS NOT RUN AT THAT TIME.

I believe that the HCOB in question, HCOB 23 Jun 80 has created an Out Tech situation of pcs being run on unreading processes on Grades, leading to pc protest, out of sessionness and a tendency on some auditors' parts to cease to expect a process EP! Though the issue was purported to be a handling of quickying, it gave rise to quickying.

«NO READS»

A process or question or command can be suppressed or invalidated which would prevent a read and could cause a miss if these buttons were not gotten in.

A process that has been started but left unflat (not taken to EP) may no longer read on the process question but would read on unflat? or incomplete?

These rules apply to subjective grade processes; they do not apply to processes that are not fun on a meter such as objective processes or assists (except for metered assist actions).

It is a Gross Auditing Error to run an unreading Grade process on a pc; it is also a Gross Auditing Error for an auditor to miss reads on processes or questions and so not run them. A C/S seeing too many processes or questions said to be unreading should suspect that the auditor's metering is out and get it checked in Cramming. If found to

be out, order a retread or retrain of the E-Meter Drills and put the auditor through the drills given in HCOB 22 Apr 80, ASSESSMENT DRILLS.

Actually, a process that «doesn't read» stems from three sources: (a) The process is not charged; (b) The process is invalidated or suppressed or © Ruds are out in session.

Factually PC interest also plays a part in this.

I think quickying came from (1) Auditors trying to push past the existing or persistent FNs or (2) Auditors with TRs so poor that the pC was not in session. Nearly all grade processes and flows will read on PCs in that grade chart area unless the above two conditions are present.

One also doesn't make a big production of checking as it distracts the PC. There is a system, one of many, one can use. One can say, «the next process is (state wording of the auditing question)» and see if it reads. This does not take more than a glance. If no read but, more likely, if it isn't charged, an FN or smoothly null needle, one hardly pauses and one adds «but are you interested in it?» PC will consider it and if not charged and PC in session, it will FN or FN more widely.

If charged, the PC would ordinarily put his attention on it and you'd get a fall or just a stopped FN followed by a fall on the interest part of the question.

It takes pretty smooth auditing to do this and not miss. So if in doubt, one can again check the question. But never hound or harass a PC about it. Inexpert checking questions for read can result in a harassed PC and drive him out of session so this auditing action, like any other, requires smooth auditing.

L. RON HUBBARD
FOUNDER

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HCO BULLETIN OF 23 JUNE 1980R
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ISSUE II

Remimeo
C/Ses
Auditors
Tech/Qual

(Cancels BTB 9 Apr 72R IV CLEARING LIST WORDS IN SCIENTOLOGY
WORD CLEARING CORRECTION LIST as it did not include the new words from
the revised WCCL, HCOB 27 Nov 78 WORD CLEARING CORRECTION LIST.)

(Revisions in Script)

WORD CLEARING CORRECTION

LIST WORDS

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 27 Nov 78 WORD CLEARING CORRECTION LIST.

These words should be cleared on the pc before the list is actually assessed on him per HCOB 9 Aug 78 II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

These words need only be cleared once in the pc's auditing if they were correctly cleared the first time.

The fact of having cleared these words on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET)

WORDS FROM THE WORD CLEARING CORRECTION LIST

A, about, action, actual, already, an, any, apply.

Basic, been, being, but, by, by-passed, by-passed charge.

Cans, case, clear, cleared, clearing, confused, couldn't, courses.

Defined, definition, definitions, demo, dictionary, did, didn't, difficult, distracted, do, done, during.

Earlier, else, enough, evaluation.

Fail, family, feel, find, first, F/N (noun and verb), F/Ns, forgetting, fully.

Get, good.

Hands, has, have, hear, him, hopeless.

Improper, in, in regard to, indicated, invalidated, invalidation, is it.

Just.

Keep, kept, knew, knowingness.

List, look, look up.

Make, missed, misunderstood, misunderstands.

Need, not, nothing.

Of, on, or, other, out-ruds, over, overrun, overwhelmed.

Place, protest, protesting, puzzled.

Read, reading, really, regard, rid.

Said, school, Scientology, sentences, should, similar, sized, some, something, specialized, still, studied, study, subject, subjects.

Technical, tell, than, that, the, them, there, these, tired, to, training, try.

Understand, understood, unreading, use, using.

Was, wasn't, were, what, when, which, why, win, with, word, word cleared, word clearer, word clearing, words, wrong.

You, your.

L. RON HUBBARD

FOUNDER

Assisted by

Mission Issues Revision

for the

BOARDS OF DIRECTORS

of the

CHURCHES OF SCIENTOLOGY

BDCS:LRH:SK:dr

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HCO BULLETIN OF 24 JUNE 1980

(Also HCO PL 24 June 1980)

Remimeo
Dissem Secs
Distrib Secs
Regges
C/Ses

Survival Rundown Series 16

WHO DOES THE SURVIVAL RUNDOWN?

Ref: HCOB 1 May 1980 SRD Series 1 THE SURVIVAL RUNDOWN
HCOB 4 May 1980 SRD Series 4
C/S Series 110 C/SING THE SURVIVAL RUNDOWN
HCOB 23 Dec 1971 C/S Series 73

THE NO-INTERFERENCE AREA

HCOB 12 May 1980 DRUGS AND OBJECTIVE PROCESSES

The Survival Rundown has been especially developed as the next step after the Purification Rundown.

The Survival Rundown results in a person feeling in present time and able to control and put order into the environment. He will have greatly increased survival potential.

The majority of pcs do need the Survival Rundown and they should get it at an appropriate place in their program; the best time being immediately following the Purification Rundown. The C/S adjudicates this of course with full use of the C/S Series and the Survival RD Series.

The only prerequisite for the Survival RD is the Purification RD.

WHO WOULD NOT BE PUT ON THE SURVIVAL RD?

Any pc who is on or between R6EW, Clearing Course, OT I, OT II or OT III, or who has received NED for OTs auditing would not be put onto the Survival Rundown.

The above are the only Grade Chart points where a pc can not receive the Survival RD.

(Note: The Survival RD has not yet been piloted on any pcs who are on or have completed NED for OTs so such pcs are not to be C/Sed onto the Survival RD at this time.)

The Survival Rundown is the key to increased survival for your public, staff and the org.

Most importantly, it is a big step on the Bridge and it opens the way to mental and spiritual processing with more gains than ever before.

Flood people onto the Survival Rundown. Your org will boom with this rundown. It changes lives!

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 JUNE 1980R

REVISED 28 JANUARY 1981

Remimeo
C/Ses
Auditors
Tech/Qual

(Cancels BTB 1 Dec 74 Issue II CLEARING LIST WORDS IN SCIENTOLOGY STUDENT CORRECTION LIST which did not include the new words from the revised Student Correction List, HCOB 27 March 72RA.)

(Revised to align with revision of HCOB 27 March 72RB Re-Revised 28 Jan 81 STUDENT CORRECTION LIST—REVISED.)

(Ellipses indicate deletions.)

STUDENT CORRECTION LIST WORDS

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCO B 8 Jul 74R I	Word Clearing Series 53R Rev. 24.7.74
	CLEAR TO F/N
HCO B 21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCO B 9 Aug 78 II	CLEARING COMMANDS
HCO B 17 Jul 79 I	Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 27 March 72RB STUDENT CORRECTION LIST.

These words should be cleared on the student (as the pc) before the list is actually assessed on him per HCOB 9 Aug 78 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on the student (pc). The auditor uses Method 5 word clearing when clearing these words on the student (pc).

This word list need only be cleared once in the student's (pc's) auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the student's pc folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET)

WORDS FROM THE STUDENT CORRECTION LIST

A, able, about, acceptable, admin, afraid, after, alcohol, all, already, an, and, another, any, application, ARC Break, ARC Broken, are, as, attest, available.

Bad, basic, be, been, behavior, being, breaking, but, by.

Can't, case, change, checksheet, class, clay demos, clear, clearing, cold, committed, completion, complicated, concerning, confused, consideration, correction, course, courses, cramming.

Data, decided, define, definitions, demo kit, demos, determinism, Dianetics, dictionaries, dictionary, did, didn't, diet, difficult, disagreements, disinterested, distracted, distracting, distraction, do, doesn't, doing, done, don't, drugs, duress.

Earlier, eat, else, enough, environment, errors, eyesight.

Failed, falsely, falsify, fellow, find, finish, finishing, first, follow, for, found, frequent, from, fully, fun.

Getting, given, go, gone, gradient, guide.

Had, hadn't, has, hasn't, hat, have, haven't, hear, help, him, hit, hot, how.

Ill, in, incomplete, interpreted, interruptions, invalidated, invalidation, is, it.

Kit, know.

Lack, language, learned, life, lighting, like, list, listen, listening, ... lose.

Made, manual, many, mass, materials, mean, medicine, memory, method, method one, method three, missing, misunderstood, misunderstands, mixing, more.

Native, need, never, no, noisy, not.

Of, on, or, other, others, out 2D, over, overt, overts, own.

Pack, packs, part, participate, past, personal, physically, poor, practical, practice, prerequisites, printed, problem, PTS.

Rather, read, really, reason, refused, ... remember, room, restim, rushed.

Said, same, Scientology, section, seeking, self, set, should, shouldn't, similar, skipped, small, smoke, some, somebody, someone, something, source, speak, stats, status, student, student's, students, studies, study, studying, subject, supervisor, supervisors, supposed, system.

Tapes, targets, tech, terms, the, there, think, this, threat, time, tired, to, told, too, trick, trouble, troubled, twin, typographical.

Under, understanding, unreal, ... upset, use, using.

Ventilation, verbal.

Want, was, were, weren't, what, when, why, win, with, withheld, withhold, withholds, without, won't, word, words, work, would, wrong.

You, your, you're, yourself, you've.

L. RON HUBBARD
FOUNDER
Revision assisted by
Research & Technical
Compilations Unit
Accepted by the
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 JUNE 1980R

Remimeo
C/Ses
Auditors
Tech/Qual

(Cancels BTB 15 November 1974 CLEARING LIST WORDS IN SCIENTOLOGY STUDENT REHABILITATION LIST which did not give the references to be high crimed before clearing words on a pc and did not give the type of word clearing to be used.)
(Revisions in Script)

STUDENT REHABILITATION

LIST WORDS

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	Word Clearing Series 52R, Rev. 24.7.74
	CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38, METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64,

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 15 Nov 74 STUDENT REHABILITATION LIST.

These words should be cleared on the student (as the pc) before the list is actually assessed on him per HCOB 9 Aug 78 Iss II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on the student (pc). The auditor uses Method 5 word clearing when clearing these words on the student (pc).

These words need only be cleared once in the student's (pc's) auditing if they were correctly cleared the first time.

The fact of having cleared these words on the pc must be noted in the appropriate place in the student's pc folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET)

WORDS FROM THE STUDENT REHABILITATION LIST

A, about, added, advice, after, alcohol, already, an, and, apply, ARC, ARC Breaks, at, attestation, audit, auditing, available.

Bad, best, booted.

Came, certificates, checksheet, clear, clearing, coaching, confused, couldn't, course, courses.

Dictionary, didn't, disagreements, dispute, do, downgraded, drugs, duress.

Each, earlier, eat, else, enough, error, ethics, evaluation, eyesight exam examination.

Failed, false, family, fees, find, flunked, for, forced, from, fully.

Gave, get, getting, given, God.

Had, hadn't, have, having, HCOBs, help.

In, interference, interpreted, interruptions, invalidation.

Kept, knew, known.

Lied, list, live, lots.

Mad, made, master, materials, meter, method, method one, missing, misunderstood, money.

Never, no, nobody, not.

Of, off, often, on, or, other, out, out-ethics, out-2D, over.

Passed, pay, people, personal, physical, place, players, practical, prevented, problem, problems, PTS.

Quotas.

Reason, reasons, registrars, restim, resulting, rules.

Scientology, service, set, similar, simply, sleep, some, someone, something, stated, stopped, student, studied, study, studying, subject, supervisor.

Taking, tape, tape players, tapes, tech, terms, than, that, the, there, things, this, to, told, too, trouble, TRs, twin, 2D.

Under, understand, understood, unreal, use.

Verbal, violated.

Was, were, weren't, when, why, with, withhold, word, word clearing, words, wrong.

You, your.

L. RON HUBBARD
FOUNDER
Assisted by
Mission Issues Revision
for the
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HCO BULLETIN OF 12 JULY 1980R

REVISED 5 NOVEMBER 1982
(Also issued as HCO PL, same date, same title.)

Remimeo
All
HCOs
Tech Sec
Qual Sec
Ds of T
Supervisors
Ethics Officers
Cramming Officers
Students
All Staff
All Hats

(Revised to include in the references additional early works on the subject of Ethics, to provide some added data on the subject and to correct a section of the issue which in its wording seemed to infer that by starting an ethics cycle on himself a person begins going downhill—which is not the case.)

THE BASICS OF ETHICS

References:

Dianetic Auditor's Bulletin	PREVENTIVE DIANETICS
Vol 1, No. 12, June 1951	(Section on Morals & Ethics)
Tech Vol I, Page 113	
PAB No. 40	THE CODE OF HONOUR
26 Nov 1954	Tech Vol II, Page 104
Book: SCIENCE OF SURVIVAL	Chapter 21, ETHIC LEVEL
HCO PL 9 Jul 80	ETHICS, JUSTICE AND THE DYNAMICS
ETHICS AND JUSTICE PACK IN VOLUNTEER MINISTER'S HANDBOOK	
HCO PL 1 Sep 65	ETHICS PROTECTION
HCO PL 29 Apr 65	ETHICS REVIEW
HCO PL 27 May 60	DEAR SCIENTOLOGIST
HCO PL 12 Apr 65	JUSTICE
HCO PL 11 May 65	ETHICS OFFICER HAT
HCO PL 6 Mar 66	REWARDS AND PENALTIES, HOW

TO HANDLE PERSONNEL AND ETHICS MATTERS

HCO PL 29 Dec 66	MATTERS JUDICIAL HISTORICAL
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PRECEDENCE OF ETHICS

HCO PL 18 Jun 68	ETHICS
HCO PL 4 Oct 68	ETHICS PRESENCE Rev. 8.7.80
HCO PL 7 Dec 69	ETHICS, THE DESIGN OF
HCO PL 7 Dec 69 II	THE ETHICS OFFICER,
	HIS CHARACTER
HCO PL 24 Feb 69	JUSTICE
HCO PL 7 Sep AD13	COMMITTEES OF EVIDENCE

SCIENTOLOGY JURISPRUDENCE, ADMINISTRATION OF
HCO PL 17 Mar 65 ADMINISTERING JUSTICE
HCO PL 24 Feb 72 INJUSTICE

Throughout the ages, man has struggled with the subjects of right and wrong and Ethics and Justice.

The dictionary defines Ethics as: «The study of the general nature of morals and of the specific moral choices to be made by the individual in his relationship with others.»

The same dictionary defines Justice as: «Conformity to moral right, or to reason, truth or fact,» or: «The administration of law.»

As you can see, these terms have become confused.

All philosophies from time immemorial have involved themselves with these subjects. And they never solved them.

That they have been solved in Dianetics and Scientology is a breakthrough of magnitude. The solution lay, first, in their separation. From there it could go forward to a workable technology for each.

ETHICS consists simply of the actions an individual takes on himself. It is a personal thing. When one is ethical or «has his ethics in» it is by his own determinism and is done by himself.

JUSTICE is the action taken on the individual by the group when he fails to take these actions himself.

HISTORY

These subjects are, actually, the basis of all philosophy. But in any study of the history of philosophy it is plain that they have puzzled philosophers for a long time.

The early Greek followers of Pythagoras (Greek philosopher of the sixth century B.C.) tried to apply their mathematical theories to the subject of human conduct and Ethics. Some time later, Socrates (Greek philosopher and teacher 470? - 399 B.C.) tackled the subject. He demonstrated that all those who were claiming to show people how to live were unable to defend their views or even define the terms they were using. He argued that we must know what courage, and justice, law and government are before we can be brave or good citizens or just or good rulers. This was fine but he then refused to provide definitions. He said that all sin was ignorance but did not take the necessary actions to rid Man of his ignorance.

Socrates' pupil, Plato (Greek philosopher, 427? - 347 B.C.) adhered to his master's theories but insisted that these definitions could only be defined by pure reason. This meant that one had to isolate oneself from life in some ivory tower and figure it all out—not very useful to the man in the street.

Aristotle (Greek philosopher 384 - 322 B.C.) also got involved with Ethics. He explained unethical behavior by saying that Man's rationality became overruled by his desire.

This chain continued down the ages. Philosopher after philosopher tried to resolve the subjects of Ethics and Justice.

Unfortunately, until now, there has been no workable solution, as evidenced by the declining ethical level of society.

So you see it is no small breakthrough that has been made in this subject in the last 80 years or so. We have defined the terms, which Socrates omitted to do, and we have a workable technology that anyone can use to help get himself out of the mud. The natural laws behind this subject have been found and made available for all to use.

ETHICS

Ethics is so native to the individual that when it goes off the rails he will always seek to overcome his own lack of Ethics.

He knows he has an Ethics blind spot the moment he develops it. At that moment he starts trying to put Ethics in on himself and, to the degree that he can envision long-term survival concepts, he may be successful, even though lacking the actual tech of Ethics.

All too often, however, the bank is triggered by an out-ethics situation and, if the individual has no tech with which to handle it analytically, his «handling» is to mock up motivators. In other words, he tends to believe or pretend that something was done to him that prompted or justified his out-ethics action, and at that point he starts down hill.

It is not his attempt to get his Ethics in that does him in. It is the automaticity of the bank which kicks in on him and his use of a bank mechanism at this point which sends him down the chute. When that happens, nobody puts him down the chute harder, really, than he does himself.

And, once on the way down, without the basic technology of Ethics he has no way of climbing back up the chute—he just caves himself in directly and deliberately. And even though he has a lot of complexities in his life, and he has other people doing him in, it all starts with his lack of knowledge of thy technology of Ethics.

This, basically, is one of the primary tools he uses to dig himself out.

BASIC NATURE OF MAN

No matter how criminal an individual is, he will be trying, one way or another, to put Ethics in on himself.

This explains why Hitler invited the world to destroy Germany. He had the whole war won before September, 1939, before he declared war. The allies were giving him everything he wanted; he had one of the finest intelligence organizations that ever walked; he had Germany well on the way to getting her colonies back and the idiot declared war! And he just caved himself and Germany right in. His brilliance was going at a mad rate in one direction and his native sense of Ethics was causing him to cave himself in at a mad rate in the other direction.

The individual who lacks any Ethics technology is unable to put in Ethics on himself and restrain himself from contra-survival actions so he caves himself in. And the individual is not going to come alive unless he gets hold of the basic tech of Ethics and applies it to himself and others. He may find it a little unpalatable at first, but when you're dying of malaria you don't usually complain about the taste of the quinine: you may not like it, but you sure drink it.

JUSTICE

When the individual fails to put in his own Ethics, the group takes action against him and this is called Justice.

I have found that Man cannot be trusted with Justice. The truth is, Man cannot really be trusted with «punishment». With it he does not really seek discipline, he wreaks injustice. He dramatizes his inability to get his own Ethics in by trying to get others to get their Ethics in: I invite you to examine what laughingly passes for «Justice» in our current society. Many governments are so touchy about their divine rightness in judicial matters that you hardly open your mouth before they burst into uncontrolled violence. Getting into police hands is a catastrophe in its own right in many places, even when one is merely the plaintiff, much less the accused. Thus, social disturbance is at maximum in such areas.

When the tech of Ethics isn't known, Justice becomes an end-all in itself. And that just degenerates into a sadism. Governments, because they don't understand Ethics, have «Ethics Committees» but these are all worded in the framework of Justice. They are even violating the derivation of the word Ethics. They write Justice over into Ethics continuously with medical ethics committees, psychological ethics committees, Congressional committees, etc. These are all on the basis of Justice because they don't really know what Ethics is. They call it Ethics but they initiate Justice actions and they punish people and make it harder for them to get their own Ethics in.

Proper Justice is expected and has definite use. When a state of discipline does not exist the whole group caves in. It has been noted continually that the failure of a group began with a lack of or loss of discipline. Without it the group and its members die. But you must understand Ethics and Justice.

The individual can be trusted with Ethics, and when he is taught to put his own Ethics in, Justice no longer becomes the all-important subject that it is made out to be.

BREAKTHROUGH

The breakthrough in Scientology is that we do have the basic technology of Ethics. For the first time Man can learn how to put his own Ethics in and climb back up the chute.

This is a brand new discovery; before Scientology it had never before seen the light of day, anywhere. It marks a turning point in the history of philosophy. The individual can learn this technology, learn to apply it to his life and can then put his own Ethics in, change conditions and start heading upwards toward survival under his own steam.

I hope you will learn to use this technology very well for your own sake, for the sake of those around you and for the sake of the future of this culture as a whole.

L. RON HUBBARD
FOUNDER
Adopted as Official
Church Policy by the
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HCO BULLETIN OF 23 JULY 1980

Remimeo

CANCELS AND REPLACES BTB 8 DEC 72RA

SAME TITLE

CONFESSIONAL REPAIR LIST—LCRD

This is the Prepared List to use for repairing/correcting Confessionals, whether done in session or by a tech trained and qualified HCO terminal, or for repairing other O/W actions such as O/W write-ups.

If, after a Confessional or O/W write-up, the person Red Tags at the examiner or if he gets sick or upset or falls on his head, this list is assessed and handled to straighten the matter out. The repair action would be a 24 Hour repair priority.

If there is a bog during a Confessional action, the auditor would first check for Missed Withholds, False Reads and ARC Breaks in that order and handle what he found. (Ref. HCOB 30 Nov 78 CONFESSIONAL PROCEDURE.) This action will handle many bogs and resolve the difficulty. If it doesn't, use the following list.

The list can be assessed Method 3 or Method 5. All reading items are handled to EP per the instructions given.

The list should be used with a prefix which acts as a time limiter such as

«In this session _____ », «On your O/W write-up _____ », etc.

PRECLEAR: _____ DATE: _____

AUDITOR: _____

1. OUT INT? _____

Check to make sure the read on Int is a valid read and not a protest or false read. If it is a valid read, end off for C/S instructions.

2. LIST ERROR? _____

L4BRA and handle. _____

3. DID YOU HAVE AN ARC BREAK? _____

ARCU, CDEINR E/S to F/N. _____

4. DID YOU HAVE A PROBLEM? _____

2WC E/S to F/N. _____

5. HAS A WITHHOLD BEEN MISSED? _____

Pull it getting who nearly found out, etc. E/S to F/N. _____

6. DID YOU TELL PART OF A WITHHOLD BUT NOT THE REST? _____

- Get all of the withhold, flatten it E/S to F/N. _____
7. DID YOU MISDIRECT THE AUDITOR? _____
- 2WC E/S to F/N. Flatten any unflat Confessional chains uncovered. _____
8. DID YOU AVOID TELLING ONE OVERT BY GIVING A DIFFERENT ONE? _____
- Pull it, E/S to F/N. _____
9. WERE YOU WAITING FOR A MORE ACCURATELY WORDED QUESTION? _____
- 2WC E/S to F/N. Then pull any overt chains that were missed. _____
10. DID THE AUDITOR FAIL TO FIND OUT SOMETHING ABOUT YOU? _____
- Get what, flatten it E/S to F/N. _____
11. WERE YOU WORRIED ABOUT REPUTATION? _____
- Clean it up 2WC E/S to F/N. _____
12. ARE THERE OPINIONS YOU DON'T DARE SAY? _____
- Get what. 2WC E/S to F/N. _____
13. ARE YOU HERE FOR UNDISCLOSED REASONS? _____
- Find out why he's here, 2WC E/S to F/N. Note for further handling. _____
14. WAS THERE AN EARLIER OVERT UNDISCLOSED? _____
- Pull it and clean it up E/S to F/N. _____
15. WAS A CHAIN OF OVERTS NOT TAKEN BACK TO BASIC? _____
- Take it back to basic. _____
16. ARE YOU WITHHOLDING ANYTHING? _____
- Get what it is, E/S to F/N. _____
17. DID YOU TELL ANY HALF-TRUTHS? _____
- Get all of the withhold, flatten it E/S to F/N. _____
18. WAS THERE SOMETHING THE AUDITOR SHOULD HAVE KNOWN ABOUT YOU THAT HE DIDN'T? _____
- Get what. Pull it E/S to F/N. _____
19. DID YOU FAIL TO ANSWER A CONFESSIONAL QUESTION? _____
- Find out which question and handle. _____
20. IS THERE MORE THAT SHOULD BE KNOWN ABOUT SOMETHING? _____

- Get it all E/S to F/N. _____
21. WAS A READ MISSED? _____
- Find out on what question and handle it to EP. _____
22. WAS A READING QUESTION NOT TAKEN UP? _____
- Find out which question and handle it to EP. _____
23. DID THE AUDITOR CALL AN F/N WHEN YOU DIDN'T FEEL YOU WERE F/NING? _____
- Indicate it if so. 2WC E/S to F/N. Find out what question or overt was being handled and handle it to F/N. _____
24. DID YOU TELL A LIE? _____
- 2WC E/S to F/N ensuring you get the lie or what he was covering up by lying and who missed it. Then flatten any unflat questions uncovered if necessary. _____
25. WAS A QUESTION LEFT UNFLAT? _____
- Find out which one, indicate it, flatten it. _____
26. DID YOU HAVE TO GET THE SAME W/Hs OFF MORE THAN ONCE? _____
- 2WC E/S to F/N. _____
27. WAS THERE A FALSE READ? _____
- 2WC E/S to F/N. Indicate the false read if so. Can also clean it up with suppress, inval, protest, if needed. _____
28. SOMEONE DEMANDED A W/H YOU DIDN'T HAVE? _____
- 2WC E/S to F/N. Indicate it if so. _____
29. WAS THERE A FALSE ACCUSATION? _____
- 2WC E/S to F/N. _____
30. HAD YOU TOLD ALL? _____
- 2WC E/S to F/N. Indicate it if so. _____
31. HAS AN OVERT BEEN PROTESTED? _____
- Get what it was and get in protest button on it, check for E/S. _____
32. WAS THERE A WITHHOLD THAT KEPT COMING UP? _____
- Get who wouldn't accept it, who said it still read. _____
Indicate false read. 2WC the concern. _____
33. WERE THERE OVERTS OR WITHHOLDS THAT WEREN'T ACCEPTED? _____

Get what. Get who wouldn't accept it. Get off any protest and inval, and clean it up E/S to F/N.

34. DID THE AUDITOR NOT HEAR OR ACKNOWLEDGE WHAT YOU SAID?

Indicate the BPC. Get what the auditor missed and clean it up E/S to F/N.

35. DID THE AUDITOR GET ANGRY AT YOU?

If this happened, indicate it is illegal to do so. 2WC E/S to F/N.
Clean up any ARC Break to F/N.

36. WERE YOU AFRAID OF WHAT MIGHT HAPPEN?

2WC E/S to F/N.

37. WAS THERE AN INJUSTICE?

2WC E/S to F/N.

38. WAS THERE A BETRAYAL?

2WC E/S to F/N.

39. WAS ANYTHING SUPPRESSED?

Clean it up E/S to F/N.

40. WAS ANYTHING INVALIDATED?

Clean it up E/S to F/N.

41. WAS ANYTHING PROTESTED?

2WC E/S to F/N.

42. WAS THERE ANY EVALUATION?

2WC E/S to F/N.

43. HAS SOMETHING BEEN MISUNDERSTOOD?

Clean it up, clearing any MU words each to F/N.

44. WAS THERE SOMETHING WRONG WITH THE METER OR CANS?

False TA handling.

45. WERE YOU TIRED OR HUNGRY?

2WC E/S to F/N.

46. HAD YOU RECENTLY TAKEN DRUGS

MEDICINE

ALCOHOL

2WC E/S to F/N. Note for C/S.

47. HAS SOMETHING BEEN OVERRUN?

Get what, rehab.

48. WAS A QUESTION OVERRUN?

Find out which question and rehab.

49. WAS AN F/N MISSED?

Find out on what and rehab.

50. WAS SOME ACTION UNNECESSARY?

Find out what it is. Indicate it if so. E/S to F/N.

51. WAS THE PURPOSE OF THE CONFESSIONAL ALREADY FULFILLED?

2WC to find out, if so. Indicate it if so. Rehab the EP of the Confessional.

52. WERE YOU IN THE MIDDLE OF ANOTHER AUDITING ACTION?

2WC E/S to F/N. Note for C/S.

53. IS THERE ANOTHER CONFESSIONAL LIST MORE APPROPRIATE TO YOUR SCENE?

2WC E/S to F/N. Note for C/S.

54. WAS THERE SOMETHING ELSE WRONG?

If so and it doesn't clean up on 2WC, GF M5 and handle.

55. HAS THE UPSET BEEN HANDLED?

2WC. If so, indicate it to F/N.

L. RON HUBBARD
FOUNDER
Revisions assisted by
Research and Technical
Compilations Unit
for the
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HCO BULLETIN OF 25 JULY 1980R

REVISED 10 SEPTEMBER 1980

Remimeo
C/Ses
Auditors

(Cancels BTB 1 Dec 74 III CLEARING LIST Tech/Qual WORDS IN
SCIENTOLOGY COURSE SUPERVISOR CORRECTION LIST STUDY CORR.
LIST 2 which did not give the references to be high crimed before clearing words on
a pc and did not give the type of word clearing to be used.)

(Revision in Script)

COURSE SUPERVISOR CORRECTION LIST

WORDS LIST

REFERENCES:

HCO PL 4 Apr 72R III ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I Word Clearing Series 52R Rev. 24.7.74
CLEAR TO F/N
HCOB 21 Jun 72 I Word Clearing Series 38
METHOD 5
HCOB 9 Aug 78 II CLEARING COMMANDS
HCOB 17 Jul 79 I Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words used in HCOB 27 Mar 72R II COURSE SUPERVISOR
CORRECTION LIST STUDY CORR. LIST 2R.

These words should be cleared on the Course Supervisor (the pc) before the list is
actually assessed on him per HCOB 9 Aug 78 II CLEARING COMMANDS.

An auditor must have received high crime checkouts himself from Qual on the above
references before clearing these words in session on the Course Supervisor (pc).

The auditor uses Method 5 Word Clearing while clearing these words on the Course
Supervisor (pc).

These words need only be cleared once in the Course Supervisor's (pc's) auditing if
correctly cleared the first time.

The fact of having cleared these words on the pc must be noted in the appropriate place in
the pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET)

WORDS FROM THE COURSE SUPERVISOR CORRECTION LIST

A, ability, about, afraid, after, agreeable, all, already, an, and, another, answer, any,
anyway, apply, ARC Break, are, as, attained, available.

Be, been, being, believe, bog, bogged, bound, bulletins, by.

Can, cannot, can't, case, certain, class, classroom, clearing, competence, conflict,
confront, confronted, consequences, consider, control, correction, course, cross, covered.

Definition, demos, did, didn't, disagreements, do, does, dog, doing, done, don't, double,
drugs, duress.

Each, else, encountered, enough, every, experimenting.

Fail, falsify, feel, find, fixed, F/Ning, for, forced, found, found out, from, fully.

Get, getting, give, giving, go, good, graduated, graduates.

Had, handle, handled, has, hasn't, hatted, have, he, helped, helping, here, how.

Ideas, if, important, in, in order to, interesting, instead, interpreting, interrupting, is, issues, it.

Knew, know, knowledgeable.

Lack, leaving, less, like, list, lists, listen, listened, losses, lots.

Make, make it, many, materials, meter, M9, methods, misemotion, missing, misunderstood, misunderstands, more.

Native, neglecting, never, new, no, not.

Of, on, once, or, order, orders, other, others, outnesses, over, overt, overts, overwhelmed, own.

Patience, people, physically, policy, popular, post, powerful, preventing, problems, product, prove, purpose.

Questions.

Rather, really, reason, refer, regulated, responsible, right.

Said, same, second, should, shouldn't, situations, so, some, somebody, someone, something, staff, started, statistic, stats, status, still, student, Student Hat, students, studied, study, subject, supervise, supervised, supervising, supervision, supervisor, supervisors, suppressive.

Tape, tapes, teach, teaching, tech, tell, than, that, the, their, them, then, there, these, things, think, thinking, third, third partying, through, time, tired, to, told, too, trouble, TRs, trying.

Unable, understand, understanding, unwell, upset, use, using.

Verbal.

Want, were, what, when, who, why, will, with, withholds, word, words, work, worked, working, works, worth, would, wrong.

You, your, yourself.

L. RON HUBBARD
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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 JULY 1980

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CRIMINALS AND PSYCHIATRY

Almost every modern horror crime was committed by a known criminal who had been in and out of the hands of psychiatrists and psychologists often many times.

There is no particular reason to enumerate endless case histories of this: they occur too frequently in news accounts and the newspaper morgues are thick with them. And as such stories develop it is found that the perpetrator had a long history, some even from childhood, of psychiatric and psychological treatment.

Such a record of failure does not seem to come to the attention of legislators and these continue to pour floods of money into the coffers of the psychiatrists, psychologists and their organizations. The public at large, by survey, seems to be aware of this state of affairs if not the whole facts: the only real customers the psychiatrist and psychologist have are the governments—the public does not of its own volition go to them.

The most charitable look at this would be that the psychologists and psychiatrists are simply incompetent. But other more sinister implications can be drawn.

Developed in the latter part of the 19th Century, they appeared on the militaristic scene of a re-arming and conquest-minded Germany. At that time, the arch-criminal Bismarck was laying the ground work for the slaughters of World War I and World War II. It fitted with the philosophy of militarism that man was an animal and that there was neither soul nor morality standing in the way of the wholesale murder of war.

Up until that time the Church had some influence upon the state and possibly some power in restraining bestiality and savagely insane conduct but, small as it might have been, it was incompatible with the unholy ambitions of the militarists. That man was only an animal after all, soulless and entitled to no decency, was bound to be a popular doctrine. That insanity consisted of urges to harm others would have been a very unpopular idea to government heads who had nothing else in mind. And so the notion that insanity was a physical disease was taken up avidly.

The basic tenet of psychology is that man is just an animal. The basic tenet of psychiatry is that insanity is a physical disease. Neither has any proof that these tenets are correct. That man can be reduced to animalistic behavior does not prove that that is his true basic nature. That some physical diseases also produce mental aberration does not prove that any «mental illness» has bacteria or virus and indeed none have ever been isolated.

The instigators, patrons and supporters of these two subjects classify fully and demonstrably as criminals.

If the crimes committed by a government in one single day were committed by an individual, that individual would be promptly put in a cell and probably even a padded cell.

Unfortunately, positions of power and authority attract to themselves beings who, all too often, need that altitude to exercise their lust for covertly or overtly harming others. Government positions are well suited to this use; they are also all too often held to be above any law. Some of the most notorious criminals in history have operated from government positions. This becomes statistically impressive when one counts the strewn corpses.

Looking this over (and it is amply documented in any history book or newspaper) one can begin to make some kind of sense out of it. Spawned by an insanely militaristic government, psychiatry and psychology find avid support from oppressive and domineering governments. The employer of these people classifies, even in the most generous view, as criminal. Thus it cannot be much wondered at that these subjects have no real success or even interest in detecting and handling criminals.

One cannot go so far as to say that psychiatry and psychology knowingly create criminals or actively plan and implant their patients to commit crimes, even though it might look this way in some cases. Rather, these subjects are false subjects, based on false principles which are well suited to the demands and ambitions of their employers. Their technology is incapable of detecting, much less helping, the criminal. It is even doubtful if their employers, the governments, would tolerate a subject which could detect and resolve criminality—for who would be the first ones detected? Some amongst the governments, of course. No, the wolf would only favor a jury of wolves to judge the crime of killing sheep. That is why you see governments flooding out money for psychologists in schools and psychiatrists in government departments.

With a complete, government supported monopoly in the field of the mind, potential criminals will go right on remaining undetected until they injure or slaughter citizens and, having done so, become unrelieved or even confirmed in their habit patterns in the hands of psychiatrists and psychologists and re-released upon the world to further injure and slaughter citizens.

The credence and power of psychiatry and psychology are waning. It hit its zenith about 1960: then it seemed their word was law and that they could harm, injure and kill patients without restraint. The appearance of an actual technology of the mind—Dianetics and Scientology—has played no small part in acting as a restraint. At one time they were well on their way to turning every baby into a future robot for the manipulation of the state and every society into a madhouse of crime and immorality. The world is still suffering from the effects of that domination.

There is no real reason why, using the proper technology, the criminal cannot be detected and also reformed. One might also, by the use of false data stripping, redeem a psychologist or psychiatrist—though this would be made difficult by the fact that he achieves all his power and money from the state which might have quite different purposes for him.

The world is turning, things change. And there may come a day when the mad dogs of the world are not given over to the charge of mad dogs. But that will be to the degree that you successfully carry forward Dianetics and Scientology.

L. RON HUBBARD
FOUNDER

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 JULY 1980

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THE NATURE OF A BEING

When one is associating with or attempting to guide or handle a person, it is necessary to know something of the nature of a being.

If a being were a single unit, separated from all other beings, conditions and current influences, the task of understanding him would be relatively simple and philosophers would have had it all worked out long before Dianetics and Scientology.

A single unit being responds to the most elementary and simple rules and laws you will find in Dianetics and Scientology. Affinity, Reality, Communication and Understanding; the time track; mental image pictures; the earlier incident holding the later in place; responses to Matter, Energy, Space, Time, Form as well as force; and the axioms. On this you can rest assured. And one might even wonder why we need all the additional bulletins and cautions and provisions and lectures.

The fact of the matter is that when one addresses a person, a human being «in the flesh» one is not addressing a simple being.

Possibly an example will illustrate this: I had just finished giving a Congress and a staff member had made some appointments for me to see people who wanted to talk to me. And, in a conference room, I was suddenly confronted by a woman who was demonstrably and actively insane. She was incoherent, she was being «pursued», she was utterly agitated. Well, I was not then and never was in the business of treating the insane. Yet here was a situation which had to be handled if only to maintain social calm. In those days there were many techniques for exteriorizing people and so I used one of them, putting her back of her head. promptly she went sane, calmly reviewed her problem with her husband, sensibly made up her mind what she was going to do to properly resolve the matter, thanked me and departed. For a brief time she had temporarily become a single unit being.

I have not given the example as a lesson in what to do in such cases for exteriorization techniques are not reliable. But only to illustrate the complexity of people.

What you see as a human being, a person, is not a single unit being.

In the first place, there is the matter of valence. A person can be himself or he can be under the belief that he is another person or thing entirely. This removes him a step from being a simple being.

Then there is the matter of being in a body. A body is a very complex contrivance, quite remarkable, quite complicated. And it is also quite subject to its own distortions.

There are also the entities (as discussed in «Dianetics, The Modern Science of Mental Health», pages 84-90, and also «The History Of Man», pages 13-14, 43, 75-77). These follow all the rules and laws and phenomena of single beings.

And then there is the matter of influences of other people around this human being.

From a single, simple being there is a progressive complication setting in as one adds all these other factors.

The single, simple being, without any further associations can be out of valence even miles away from other contacts.

It is the aggregate of all these factors which you address when you seek to guide or handle the usual human being.

This is also why objective processes are so effective—they get many of these factors all going in the same direction for once.

None of this is to say that it is impossible to handle all this. Far from it. But it does tell one why all the additional precautions (like don't overrun, like careful session procedures) are there in all those materials.

But mainly it tells you that full recoveries seldom happen fast and that cases require an awful lot of work and often for a very long time.

And like the woman at the Congress, one sometimes gets a sudden near-magical result. The trouble with that one was that she soon went back into her head and became again a composite, even though she now did have a sane plan of action to follow.

Results, if you follow the rules and laws carefully and with good heart, can be obtained. And you, knowing your business, can obtain them.

But don't become discouraged if it all doesn't happen fast and if it takes a long time. When you are handling a human being, you are handling a composite.

We did not construct the human mind or human body. We did not put the universe there to involve, oppress or complicate life. We are working with the end product of an awful lot of trials and tribulations.

If we were working with single beings, it would be a nothing to do. We are not. We are working with a complexity and we can do an awful lot, far more than anyone could do before us. And our work with life has effects and influences far beyond our auditing tables. It took vast, vast numbers of years and eons for life to get that involved and complicated. Be glad that it doesn't take even a tiny fraction of that to dig it out and smooth it out with Dianetics and Scientology.

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FOUNDER

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HCO BULLETIN OF 2 SEPTEMBER 1980

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REPAIR CORRECTION LIST WORDS

REFERENCES:

HCO PL 4 Apr 72R III	IMPORTANT—ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	Word Clearing Series 52R Rev. 24.7.74 CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 16 Oct 78 REPAIR CORRECTION LIST.

These words should be cleared on the pc before the list is actually assessed on him per HCOB 9 Aug 78 II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 word clearing when clearing these words on the pc.

These words need only be cleared once in the pc's auditing if they were correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE REPAIR CORRECTION LIST

A, action, an, and, anyway, asked, assessed, assessment, attesting, audited, auditing, auditor.

Bad, be, been, being, by, by-passed, by-passed charge.

Case, charge, chart, complete, could, cycle.

Declare, did, didn't, do, done.

Ever, exterior.

Fall, false read, feel, felt, F/N, F/Ned, F/Ning, from.

Get, get on with, given, going, gone, grade, grade chart.

Had, handle, handled, has, have, high, high TA, how.

In, indicate, Int RD, is, it, item.

Just.

Kept, know.

List, lists, low, low TA.

Many, messed up, misassessed, missed.

No, not.

Often, on, one, other, out-list, over-repair, overrun.

Prepared, prepared list, prepared lists, prevented.

Read, really, repair, repaired, repairs, rundown.

See, should, some, something.

TA, take up, tell, the, there, think, time, to, told, too, TRs.

Unnecessary, up.

Want, was, wasn't, were, what, when, while, win, with, would, wrong.

You, your.

L. RON HUBBARD

FOUNDER

Assisted by
Susan Krieger
Mission Issues
Revision I/C
for the

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HCO BULLETIN OF 11 SEPTEMBER 1980

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(CANCELS BTB 9 Apr 72R CLEARING LIST WORDS IN SCIENTOLOGY L4BR which did not contain all of the words from the revised L4BRA, HCOB 15 Dec 68RA.)

L4BRA WORDS LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	Word Clearing Series 52R Rev. 24.7.74
	CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 15 Dec 68RA L4BRA FOR ASSESSMENT OF ALL LISTING ERRORS.

These words should be cleared on the pc before the L4BRA is actually assessed per HCOB 9 Aug 78 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE L4BRA

THE MISUNDERSTOOD WORD DEFINED

Another, answer, ARC Break, ashamed, asserted, auditor.

Because, been, before, being, by, by-passed, by-passed charge.

Carried, carried on, cause, charge, correct, correction, couldn't.

Denied, did, didn't, different, do, done.

Earlier, else, else's, errors, evaluated, exterior.

Fail, first, forced, found, from.

Given, gone.

Had, handled, has, have.

In, incomplete, interest, invalidated, is, it, item, items.

Kind.

List, listed, listing, long.

Made, meaningless, missed.

No, not, nothing, nulling.

Of, off, on, only, or, other, out, overrun, overt.

Past, place, in the first place, point, previously, process, protest, protested, PTP, pushed, put.

Question.

React, release, restimulated, right.

Said, session, some, somebody, someone, suggest, suggested.

Taken, that, the, there, this, thought, to, too.

Under, understand, understood, unnecessary, upset.

Volunteered.

Want, was, way, were, what, when, while, withheld, withhold, word, wrong.

You, your, yours, yourself.

L. RON HUBBARD

FOUNDER

Assisted by

Mission Issues Revision

for the

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HCO BULLETIN OF 16 SEPTEMBER 1980

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(Cancels BTB 1 Dec 74 Iss VII CLEARING LIST WORDS IN SCIENTOLOGY—
PTS RD CORRECTION LIST which omitted giving the references to be high crimed
before clearing words on a pc and the method of word clearing to be used.)

PTS RD CORRECTION LIST

WORDS LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH
HCOB 8 Jul 74R I	CLEAR TO F/N
HCOB 21 Jun 72 I	METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	W/C Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 16 Apr 72 PTS RD CORRECTION LIST.

These words should be cleared on the pc before the PTS RD CORRECTION LIST is actually assessed per HCOB 9 Aug 78 II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 word clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE PTS RD CORRECTION LIST

A, about, achieved, additional, after, agree, all, all right, an, and, another, anyway, are, attest, audited, auditing, auditor.

Bad, be, been, believe, but, by.

Can't, caused, communication, complete, completely, condition.

Decided, detected, didn't, disagrees, disclosed, does, doing, don't.

Earlier, else, engram, errors, ever, everything.

Feel, feelings, first.

Gains, given, group.

Handle, handled, has, have, hold.

In, incomplete, is, it.

Know.

Lies, like, list, lost.

Middle, misunderstood, more.

Not, now.

Of, okay, on, only, onto, or.

People, person, physically, place, protested, PTS, PTS RD.

Really, rundown.

Said, Scientology, situation, someone, something, still, suppressive.

Than, that, the, there, this, to, told.

Understand, upset.

Want, was, wasn't, were, weren't, what, when, whole, with, words, wrong, who.

You, your.

L. RON HUBBARD

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HCO BULLETIN OF 17 SEPTEMBER 1980

ISSUE I

Remimeo
Auditors
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(Cancels BTB 28 April 74R DIANETICS CLEARING LISTS AND R3R as this BTB did not include the words from the revised issues, HCOB 28 June 78 New Era Dianetics Series 7 R3RA COMMANDS and HCOB 11 April 71RD L3RG, nor the Preassessment words.)

L3RG AND R3RA WORD LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	Word Clearing Series 53R Rev. 24.7.74
	CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38
	METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 11 April 1971RD IMPORTANT L3RG DIANETICS AND INT RD REPAIR LIST, the Preassessment List and R3RA Commands.

These words should be cleared on the pc before the L3RG or Preassessment List is assessed or R3RA Commands are run per HCOB 9 Aug 1978 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM L3RG R3RA PROCEDURE AND PREASSESSMENTS

A, abandoned, accept, aches, alcohol, all, already, an, and, another, ARC Break, are, assessed, at, attain, attitudes, audited, auditor.

Basic, be, because, been, beginning, black, by, by-passed.

Causing, chain, chains, changed, changing, charge, charged, clear, close, cognition, command, commands, completed, compulsions, confused, connected, continue, constantly, could.

Date, death, declare, demand, Dianetic, did, different, discomforts, dislikes, distracted, do, does, drugs, duration, durations.

Earlier, else, emotions, end, engrams, erased, erasing, expressed, exterior, eyes.

False, fears, feelings, first, flows, flubbed, F/N, for, from, found.

Get, giving, go, going, gone, goof, gotten.

Had, handled, happened, has, have, heavily, held up.

Implant, in, incident, incidents, incorrect, indicated, interest, interested, interrupted, Int RD, invalidated, invisible, is, it, item.

Jump, just.

Late, later, left, let, list, locate.

Make, mass, me, medicine, messed up, misemotions, misrun, missed, misunderstood, misworded, more, move.

New, no, nobody, not, nothing, numbnesses.

Of, okay, on, one, or, original, original item, originally, others, over.

Pains, past, persistent, picture, pictures, place, point, postulate, preassessment, preassessment item, pressure, pressures, prevented, problem, protesting.

Read, real, really, reason, refuse, resent, restimulated, return, run, running.

Said, same, say, saying, see, seem, sensations, sequence, should, similar, simply, skipped, solid, some, something, soon, sorenesses, start, starting, state (noun), still, stop, stopped, stuck, suppressed.

Tell, than, that, the, there, thing, this, through, time, tired, tirednesses, to, too, trouble, twice, two.

Unnecessary, unconsciousnesses, upset.

Was, we, went, were, what, when, while, with, withhold, wording, would, wrong.

You, your, yourself.

L. RON HUBBARD
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HCO BULLETIN OF 17 SEPTEMBER 1980

ISSUE II

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C/Ses
Auditors
Tech/Qual

(Cancels BTB 9 April 72R Issue I CLEARING LIST WORDS IN SCIENTOLOGY GREEN FORM as this BTB did not include the new words from the revised Green Form, HCO PL 7 April 1970RC Rev. 4.7.80, GREEN FORM.)

GREEN FORM WORDS LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	Word Clearing Series 52R Rev. 24.7.74
	CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCO PL 7 April 1970RC Rev. 4 July 1980 GREEN FORM.

These words should be cleared on the pc before the Green Form is actually assessed per HCOB 9 Aug 78 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE GREEN FORM

A, about, against, alcohol, altering, an, any, anything, ARC Break, are, arrested, aspirin, audited, auditing, auditor.

Bad, be, because, been, breaks, by, by-passed, by-passed charge.

Can't, Clear, code, coming, comm cycle, committed, confidential, connected, copies, could, crime, crimes, criminal, cured.

Dangers, data, debts, demanded, Dianetic Clear, do, doing, drugs, drunk.

Else, engram, enough, environment, environmental, erased, error, evaluated, exactly, experimenting, exterior.

Food, for, from.

Get, gone, group.

Had, handled, handwritten happen has, hasn't, have, here, hidden standard, hungry.

If, ignored, in, Int RD, invalidated, is, it.

Kept, know, knowledge.

Left, list.

Matching, materials, menace, mentioned, messed up, missed.

Non-standard, not.

Of, or, orgs, originations, over-repaired, overrun, overt.

Person, physically, picture, present time problem, process, PT.

Record, release, restimulation, review, rushed.

Scientology, self-auditing, sleep, someone, something, sufficient, suppressed, suppressive, study.

Taken, taped, tech, that, the, there, this, tired, to, tranquilizers, typed.

Unflat, unnecessary, unpaid, up, upsetting.

Was, what, which, with, withhold, worked, works, would, wrong.

You, your.

ADDITIONAL WORDS FROM RESISTIVE CASES ASSESSMENT

And, attested, after, antagonistic, attained.

Being, before.

Continuously, committing.

Doesn't.

Engrams, earlier.

Former.

Grades.

Misunderstoods.

Never.

Out, overwhelmed, overts, on.

Part, practices, pretending, prior.

Run, rudiments.

Seriously, seeking, same.

Therapy, thrill, training.

Valence.

Want, went.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 SEPTEMBER 1980

ISSUE II

Remimeo
C/Ses
Auditors
Tech/Qual

(Cancels BTB 9 Apr 72RA IX CLEARING LIST WORDS IN SCIENTOLOGY L1X HI LO TA LIST REVISED which did not include the new words from the revised L1X HI-LO TA LIST, HCOB 1 Jan 72RB.)

L1X HI-LO TA LIST REVISED

WORDS LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 1 Jan 72RB L1X HI-LO TA LIST REVISED.

These words should be cleared on the pc before the list is actually assessed on him per HCOB 9 Aug 78 II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET)

WORDS FROM THE L1X HI-LO TA LIST REVISED

A, about, accused, acted, action, actions, acts, actual, afraid, after, alcohol, all, an, and, another, any, anyone, anything, ARC Break, ARC Broken, are, assessment, assigned, at, attacked, attention, audited, auditing, auditor, aware.

Bad, be, because, been, being, between, black, blow, break, by, BPC.

Cans, can't, can't have, case, cases, caused, causing, chain, chains, charged, clash, clothing, cognitions, commands, committed, committing, condition, confront, connected, connection, considerations, continue, correct, couldn't, cover, covered, cramming, cream, crimes, C/S.

Dare, date, Dianetic, Dianetics, did, didn't, disagreements, do, does, doing, done, don't, drink, drug, Drug RD, drugs, drunk, dry, duration.

Else, engram, engrams, EPs, erase, error, errors, evaluation, ever, exam, examiner, experienced, exterior.

Fail, false, false TA, faulty, feel, felt, fine, flows, F/Ns, for, found, found out, from.

Get, given, giving, go, going, gone, gone on, grip.

Had, hand, hands, handle, handled, happen, has, hassles, have, having, havingness, hear, here, hiding, high, hostile.

Ill, in, incidents, incomplete, incorrectly, indicated, indication, inspection, interested, interiorized, interruptions, interview, interviews, into, Int RD, invalidated, invalidation, invisible, involved, is, isn't, it, item, items.

Keeps on, kept, kicked, kind.

Labelled, leave, left, lie, life, like, list, listed, listening, listing, location, long, looking, loosen, loss, lost, low, LSD.

Masses, materials, may, medicine, mentioned, messed up, meter, might, mind, missed, misunderstood, misunderstands, must.

Need, no, not, nothing, not-ised, not-ising, nulling.

Objectives, of, okay, on, once, opinions, or, other, others, out, out rud, out-ruds, out ethics, over, overlisted, overrepair, overrepaired, overts, overrun, overwhelm, own.

Past, pc, persistent, personality, physically, picture, pictures, point, pot, practice, problem, problems, procedure, process, protested, protesting, PT, PTS, PTS Interview, puzzled.

Quad, quadded up, questions.

Read, reading, reads, really, reasons, recalls, release, repairing, report, restimulation, ruds, run, rundown, rushed, R3RA.

Sad, said, same, satisfied, say, saying, scared, Scientology, secondary, see, self-auditing, separated, session, sessions, should, shouldn't, sized, smoke, smoked, smoking, some, somebody, someone, something, sort, spaces, state, still, stops, stuck, studied, study, suppressed.

TA, take, taken, taking, talk, talking, Tech, telling, that, the, their, there, thing, think, this, thought, tight, tired, to, told, too, trapped, triple, tripled, trouble, trying, twice, two way comm, type.

Understand, understood, undisclosed, unflat, unrun, unwilling, up, upset, urgently, using.

Wait, waiting, want, was, way, we, wearing, well, went, were, weren't, wet, what, when, who, whole track, why, why finding, will, with, withheld, withhold, withholding, without, word clearing, words, wrong, wrongly.

You, your, you're, yourself.

L. RON HUBBARD

FOUNDER

Assisted by Susan Krieger
Mission Issues Revision I/C

BOARDS OF DIRECTORS

of the

CHURCHES OF SCIENTOLOGY

BDCS:LRH:SK:dr

for the

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HCO BULLETIN OF 28 SEPTEMBER 1980

ISSUE III

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(Cancels BTB 9 Apr 72R II CLEARING LIST WORDS IN SCIENTOLOGY—LCR which did not contain all the words for the LCRD.)

CONFESSIONAL REPAIR LIST

LCRD WORDS LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	Word Clearing Series 52R
Rev. 24.7.74	CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 23 Jul 80 CONFESSIONAL REPAIR LIST—LCRD.

These words should be cleared on the pc before the list is actually assessed on him per HCOB 9 Aug 78 II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET)

WORDS FROM THE CONFESSIONAL REPAIR LIST—LCRD

A, about, accepted, accurately, accusation, acknowledge, action, afraid, alcohol, all, already, an, angry, another, answer, any, anything, appropriate, ARC Break, are, at, auditing, auditor, avoid.

Back, basic, be, been, betrayal, but, by.

Call, cans, chain, coming, confessional.

Dare, demanded, did, didn't, different, don't, drugs.

Earlier, else, error, evaluation.

Fail, false, feel, find out, F/N, F/Ning, for, fulfilled.

Get, giving.

Had, half-truths, handled, happen, has, have, he, hear, here, hungry.
In, injustice, invalidated, is.
Kept, known.
Left, lie, list.
Medicine, meter, middle, might, misdirect, missed, misunderstood, more.
Not.
Of, off, once, one, opinions, or, out Int, overrun, overt, overts.
Part, problem, protested, purpose.
Question.
Read, reading, reasons, recently, reputation, rest.
Said, same, say, scene, should, some, someone, something, suppressed.
Taken, taken up, tell, telling, than, that, the, there, tired, to, told.
Undisclosed, unflat, unnecessary, up, upset.
Waiting, was, were, weren't, what, when, with, withhold, withholding, withholds,
worded, worried, wrong.
You, your.

L. RON HUBBARD

FOUNDER

Assisted by

Susan Krieger

Mission Issues Revision I/C

for the

BOARDS OF DIRECTORS

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HCO BULLETIN OF 6 OCTOBER 1980
ISSUE I

Remimeo
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(CANCELS & REPLACES BTB 24 Dec 72RA Issue II Confessional Form 2
GENERAL STAFF CONFSSIONAL LIST which failed to give the correct reference
on how to do a Confessional, and omitted the end rudiments. Additional
Confessional questions have also been added to the list.)

Confessional Form 2R

GENERAL STAFF CONFSSIONAL LIST

REF: HCOB 30 November 1978 CONFSSIONAL PROCEDURE

Anyone doing a Confessional must have done or be on a Confessional course or
internship.

The procedure for doing a Confessional is contained in HCOB 30 November 1978
CONFSSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face
up to his responsibilities in his group and the society and putting him back into
communication with his fellow man, his family, and the world at large.

AUDITOR: _____ PRECLEAR: _____

ORG: _____ DATE: _____

1. Have you ever stolen anything from a Scientology Organization? _____
2. Are you here only to get free processing? _____
3. Do you intend to leave this organization once trained? _____
4. Have you audited outside pcs for money while a member of this org? _____
5. Have you ever fed an org pc to an outside auditor? _____
6. Have you ever broken a contract with an org? _____
7. Have you ever shifted the blame to an innocent staff member? _____
8. As a staff member, have you failed to keep the org schedule? _____

9. Have you offered or delivered free services?

10. Have you accepted services from an organization without being invoiced?

11. Have you ever advised anyone against joining staff of a Scientology Organization or the Sea Org?

12. Have you ever given Scientology materials to a group opposed to Scientology?

13. Have you ever said discreditable things to the press or public concerning Scientology?

14. As a staff member have you failed to regularly attend staff study or take your enhancement time?

15. Have you ever refused to comply with legal orders from a senior?

16. Have you ever false reported as a staff member?

17. Have you falsified a statistic?

18. Have you ever followed an order you knew to be off-policy?

19. Have you given false evidence to an Ethics body?

20. Have you ever obstructed an Ethics investigation?

21. Have you withheld data to protect yourself or another?

22. Have you ever third partied a staff member?

23. Have you ever lied to a staff member?

24. Have you feigned illness to avoid work?

25. Have you failed to pay back loans you actually owe? _____
26. Have you caused upset to a public pc or student? _____
27. As a staff member, have you committed a problem? _____
28. As a staff member, have you ever devised a solution which then became a problem? _____
29. Have you ever had case on post?? _____
30. Have you prevented a fellow staff member from wearing his hat? _____
31. Have you done anything to get another removed from post for your own personal gain? _____
32. Have you ever engaged in a power push against a senior executive? _____
33. Have you ever used a Scientology position to obtain unusual favors? _____
34. Have you ever personally accepted a commission, percentage, bribe or gift for giving any firm or person this organization's business? _____
35. Have you engaged in any sort of 2D activities with public students or pcs? _____
36. Have you lived or slept with anyone other than your legal spouse? _____
37. Have you created a new 2D relationship while legally married to another person? _____
38. Have you ever advised anyone against following policy? _____
39. Have you prevented another from learning his post? _____
40. Have you prevented another from studying or training? _____

41. Have you ever slowed things down just because your seniors wanted them speeded up? _____
42. Do you ever privately laugh at the antics of your superiors? _____
43. Have you done anything to get another staff member in bad reputé? _____
44. Have you ever damaged org property? _____
45. Have you wasted org supplied? _____
46. Have you juggled org accounts? _____
47. As a staff member have you produced any overt products? _____
48. Have you ever given out data which was contrary to HCO Bulletins or Policy Letters? _____
49. Have you ever pretended to quote HCOBs or PLs without showing the actual issue? _____
50. Have you ever prevented tech or policy from being known or correctly used? _____
51. Have you ever just pretended to work? _____
52. Have you taken credit for the work done by another? _____
53. Have you maligned another to enhance your own reputation? _____
54. Have you caused or contributed to an org mutiny? _____
55. Have you spent post time on matters not related to your post or org business? _____
56. Have you encouraged another to blow? _____
57. Have you done anything to damage the reputé of a senior _____

Scientology Org?

58. Have you done anything to damage the reput of the Sea Org?

59. Have you discouraged org pcs or students from advancing to a senior org?

60. Have you ever lied to a public pc or student?

61. Have you ever lied to a potential pc or student?

62. Have you ever withheld that you had a PTS A situation with a parent or relative?

63. Have you falsely reported to a Sea Org Missionaire?

64. Have you ever false reported to Flag?

65. Have you ever reported compliance to an order or target which was not fully done?

66. Have you knowingly violated policy?

67. Have you blamed another for not doing your job?

68. Do you think it really doesn't matter whether you do a good job or not?

69. As a staff member, have you ever taken books, packs, pens, small amounts of money or other articles which did not belong to you?

70. Are you here purposely to upset or damage Scientology?

71. While on staff of a Scientology organization have you committed any civil crime?

72. Is there something an Ethics Officer shouldn't know about you?

73. Have you done something you wouldn't like LRH to know about?

74. As a staff member have you committed some overt that hasn't been revealed?

75. In this Confessional, have you told a half truth?

76. In this Confessional, have you told an untruth?

77. In this Confessional, has a withhold been missed?

79. In this Confessional, have you told all?

L. RON HUBBARD

FOUNDER

Assisted by

Mission Issues Revision

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 OCTOBER 1980

ISSUE II

Remimeo
HCO
Tech/Qual

(CANCELS & REPLACES BTB 24 Dec 72RA Issue IV Confessional
Form 4 SUPERVISOR CONFSSIONAL LIST which failed to give the correct
reference on how to do a Confessional, and omitted the end rudiments. Additional
Confessional questions have also been added to the list.)

Confessional Form 4R

SUPERVISOR CONFSSIONAL LIST

REF: HCOB 30 November 1978 CONFSSIONAL PROCEDURE

Anyone doing a Confessional must have done or must be on a Confessional course or
Internship.

The procedure for doing a Confessional is contained in HCOB 30 November 1978
CONFSSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his
responsibilities in his group and the society and putting him back into communication with his
fellow man, his family, and the world at large.

AUDITOR: _____ PRECLEAR: _____

ORG: _____ DATE: _____

1. Have you ever given a student verbal data? _____
2. Have you taught a course without a checksheet? _____
3. Have you given students checksheets other than those
officially approved? _____
4. Have you deleted materials from an approved checksheet? _____
5. Have you failed to provide course materials? _____
6. Have you failed to update and correct checksheets before issuing
to new students? _____
7. Have you permitted a student to falsely attest? _____
8. Have you attested to a student's course completion without verifying

- his ability to apply the materials? _____
9. Have you ever permitted a student to blow? _____
10. Have you failed to remain in good ARC with your students? _____
11. Have you ever advised anyone not to take services at a
Scientology Org? _____
12. Have you blamed others for poor course attendance? _____
13. Have you ever become emotionally or sexually involved
with a student? _____
14. Have you falsified statistics? _____
15. Have you ever gotten angry with a student? _____
16. Have you ever interrupted a student who was doing well? _____
17. Have you ever failed to handle a bogged student? _____
18. Have you ever made a student re-do checkouts, drills or practicals
to boost stats? _____
19. Have you ever lied to, deceived or misdirected a student concerning
Scientology? _____
20. Have you ever lied to a student? _____
21. As a Supervisor have you ever left a course unattended? _____
22. Have you ever failed to refer a student to the materials? _____
23. Have you ever failed to keep a course exactly on schedule? _____
24. Have you failed to apply Word Clearing tech? _____
25. When word clearing students have you ignored reads? _____
26. Have you pretended you can read a meter? _____

27. Have you graduated someone you had misgivings about? _____
28. Have you ever used Supervisor status to obtain unusual favors? _____
29. Have you passed a student just to be kind? _____
30. Have you ever given a checkout on materials you were uncertain of? _____
31. Have you ever failed to correct a student's mistakes? _____
32. Have you ever become complacent about the existing scene in your course room? _____
33. Have you done something you wouldn't like your students to know about? _____
34. Have you ever failed to apply study tech? _____
35. Are you pretending that you know study tech? _____
36. Have you done admin or other duties during course time? _____
37. Have you ever permitted anyone to come into the course room and bother students for any reason? _____
38. Have you ever permitted a student to enturbulate a class? _____
39. Have you ever offloaded students instead of handling them? _____
40. Have you ever failed to recover a blown student? _____
41. Have you ever used your position as a Supervisor to procure students for another group? _____
42. Have you ever discussed or talked about your personal problems or case to a student? _____
43. Have you ever subjected a student to ridicule? _____
44. Have you C/Sed student sessions when not qualified to do so? _____
45. Have you ever flunked a student who really knew the data? _____

46. Is there something a student might find out about you? _____
47. Have you ever neglected to give praise to a student when due? _____
48. Have you ever run a slow course? _____
49. Have you blamed others for poor course enrollments? _____
50. Have you ever failed to spot a student's dope-off, glee or other manifestation of misunderstands and get them cleaned up? _____
51. Have you ever failed to use Supervisor Two-Way Comm when needed? _____
52. Have you ever failed to apply ethics tech when needed? _____
53. Have you ever invalidated a student rather than his mistake? _____
54. Have you ever allowed quickied drilling on checksheet drills? _____
55. Have you claimed false bonuses? _____
56. Have you not studied your hat? _____
57. Have you pretended qualifications not attained? _____
58. Have you personally studied past misunderstands? _____
59. Have you ever invalidated study tech? _____
60. Have you ever invalidated Scientology materials? _____
61. Have you ever failed to muster your students precisely on time, note absences and take action? _____
62. As a Supervisor, have you permitted students to goof off during course hours? _____
63. Have you permitted students to eat or smoke in the course room? _____
64. As a Supervisor have you ever stood around or sat at your desk not actively handling students? _____

65. Have you failed to get students through their course and graduated?

66. As a Supervisor have you produced any overt products?

67. Have you ever condoned out-tech?

68. As a Supervisor have you ever done anything you wouldn't want LRH
to know about?

69. Concerning study or supervision have you committed any overt that
hasn't been revealed?

70. In this Confessional, have you told a half truth?

71. In this Confessional, have you told an untruth?

72. In this Confessional, has a withhold been missed?

72. In this Confessional, have you told all?

L. RON HUBBARD

FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 11 OCTOBER 1980

BPI

DRUGS AND THEIR EFFECTS ON AUDITING GAINS

REFERENCES:

THE BASIC DIANETICS PICTURE BOOK THE BASIC SCIENTOLOGY PICTURE BOOK
HCOB 6 Feb 78RA THE PURIFICATION RUNDOWN

REPLACES THE SWEAT PROGRAM

HCOB 1 May 80 Survival Rundown Series 1

THE SURVIVAL RUNDOWN

HCOB 12 May 80 DRUGS AND OBJECTIVE PROCESSES HCOB 29 Aug 80

Keeping Scientology Working Series 23

HOW NOT TO MISS OUT ON GAINS FROM YOUR AUDITING

My intention and wish for all Scientologists has always been for them to become more able through auditing and thereby lead happier and more successful lives. I count among my happiest moments the times when I receive letters from Scientologists telling me of their wins in auditing and how their lives have improved through Scientology.

Auditing is the road to freedom for everyone, and no matter where you are on the Bridge, I want you to make the greatest gains possible from any auditing you receive.

To this end I have written this issue (and had some illustrations done to accompany the text) which I trust will be of use to you as you move up the Bridge.

There are three conditions which, when met, help ensure that any person getting audited will be in a position to get the most out of his auditing. A person who:

1. is freed from the restimulative effects of drugs, medicines and alcohol and any lingering effects their residues may have,
 2. has had his attention unstuck from incidents in his past experience,
- and

3. is alert, in present time and in good communication with the things around him stands to make very good or even spectacular gain on whatever auditing he is receiving. This is quite in addition to the general feeling of well-being which accompanies meeting 1, 2 and 3 above.

Indeed, such a person is far above what passes for «normal» currently in the society.

Add on top of this, good auditing on the person's current program and you would have someone who was routinely doing very, very well in life.

There are reasons why the attainment of 1, 2 and 3 above are advantageous to the progress of any person's auditing.

The wins experienced in auditing will be greater and more stable if the person is free from the effects of drugs and if his attention is in PT and not stuck on past occurrences. What is more, the person will be in an optimum state to recover wins he experienced in any previous auditing. Regaining these former wins is not so easy if a person is still hindered by past drugs he has taken and has attention units stuck out of present time.

Additionally, the pc who is alert and in present time will be more capable of spotting and identifying any new state of existence he may reach or have reached as a result of auditing. The ability to identify these points of gain accurately can be very important.

The biggest factor in preventing the attainment of the three conditions mentioned above is, of course, drugs.

Drugs are essentially poisons. The degree they are taken determines the degree of effect they have. A small amount gives a stimulant. A greater amount acts as a sedative. An even larger amount acts as a poison and can be fatal. This is true of any drug.

Drugs have unfortunately become very common and widely used in our society during the last 15 or 20 years. In the 1960s it became apparent what drugs can do to a case.

Drugs can inhibit a person from achieving gains in auditing and can inhibit a person from achieving a full resurgence of a state validly attained. It has been found that a person is unauditable while under the influence of a drug. He won't make gains. Also, drugs often produce lingering effects which affect the person and have a definite inhibiting influence on a person's auditing progress until they are handled. And it isn't only the more notorious drugs like LSD or angel dust which have these effects. Common medicines such as aspirin and novocaine (to say nothing of alcohol) can mess a person up, too.

Even though there may be a period during which the person feels good or «high» from taking drugs, after the drug wears off the person ordinarily feels worse than before the drug was taken.

Drugs cause portions of the Reactive Mind to come in on the person and cause him to re-experience incidents out of his past. They sometimes also cause the person to hallucinate, which means to see things that aren't there.

Hallucination

[GRAPHICS INSERTED]

Reactive Mind

Present time reality Person on drugs

So, when a person is on drugs, what gets recorded in his mind is a combination of present time events and possibly hallucinations and other incidents out of his Reactive Mind.

[GRAPHICS INSERTED]

Drugs can ball up a person badly. Because they scramble things around so, drugs can make it very difficult for the person to think clearly. They can also make a person seem dull and stupid.

[GRAPHICS INSERTED]

In auditing it can be very difficult for a person who has been on drugs to fully contact actual incidents or parts of incidents in the bank due to the person's ability to do so being shut off by drugs. In his auditing he will not then be able to spot the source of those things which have undesirable effects on him.

[GRAPHICS INSERTED]

A person can become so confused by the effects of drugs he has taken that when he looks for something in his bank there doesn't seem to be anything there at all!

This can make the person think he has no Reactive Mind to audit. Of course, that is not the case. The actual fact is that the effects of drugs have shut off the person's ability to perceive and handle the bank.

Another thing that can happen as a result of drugs is that the person can become stuck in a «drug high», which means that the person is under the influence of a part of his Reactive Mind that was recorded when he was feeling the euphoric effects of drugs.

[GRAPHICS INSERTED]

This can cause him to «feel great» and feel he «has no problems» or «can't see anything so there must be nothing there». Again this is simply the effect of drugs shutting off the person's perception of his bank.

A fact we have come to learn in Scientology is that a person will not make the full gains available to him from auditing until the effects of the drugs he has taken are handled.

Fortunately, we have a program to handle this.

THE PURIFICATION RUNDOWN

It has been found that drugs can remain in the body after the effects have worn off. These drug residues can sometimes circulate through the system long after the person has taken the drug and make the person feel as though he were again «high». Drugs and other residues in the body, from our chemically oriented society, can prevent a person from realizing his full potential as a Spiritual Being through Scientology.

Through a program known as the Purification Rundown, the restimulative effects of these drug residues and other harmful substances can be eliminated.

The program consists of exercise, heavy sweating in a sauna, vitamins and other nutrients, good food and plenty of rest. The drug effects can be resolved through the exercise and sauna and the person's system can be built back up by the vitamins and this can put him in a position where he can really make gains in auditing.

[GRAPHICS INSERTED]

In Scientology we are interested in you, the Spiritual Being. Treating bodies is not our business. We are interested in helping people become more aware and spiritually free. The Purification Rundown assists this purpose by helping the person handle the harmful effects that drug residues in his body can have on him spiritually.

THE SURVIVAL RUNDOWN

After the person has successfully completed the Purification Rundown, his potential for increased awareness of the world around him can be greatly enhanced.

There is another step which helps make this potential a reality. It is also the next step in handling the harmful effects of drugs on the individual. This remarkable level is called the Survival Rundown.

The Survival Rundown consists of a whole series of very important auditing processes as well as other actions and drills which have worked wonders in the lives of many people.

The way the Survival Rundown works is this: it gets the person into present time and in control of his body and in good communication with the things of his environment. It also works to un-fixate a person's attention from the body where, for some, it may have been stuck for some time.

On the Survival Rundown there are processes which get the person in touch with the world around him and which reacquaint a person, newly purified from the Purification Rundown, with the physical universe and get him causative over it.

There are drills which improve the person's understanding of communication, increase his ability to communicate and raise his level of intention.

These drills are followed by a highly workable series of processes which further increase the person's control of his body and surroundings, further increase his ability to communicate with his surroundings and other people and increase his ability to have things for himself. The person's causativeness over specific physical universe objects and his ability to span his attention over wider and wider portions of the environment are also addressed and increased.

At this stage of the Survival Rundown, there are actions which lead to a greater understanding of physical universe relationships and their organization.

The gains up to this point in the Survival Rundown are considerable when thoroughly done. Then, with the person's self-determinism and control over the environment at higher levels than before, these increased abilities are focused on the person's work and living areas. The result of this is better personal organization and a great aid in accomplishing the things one decides to accomplish. If a person is able to produce valuable products in his life he will be happier and have high morale. Such a person has a high potential for survival indeed!

All these actions, plus further drills to enable the person to handle everyday life situations, bring the person to the EP of the Survival Rundown which is «Feeling in Present Time and able to control and put order into the environment. Greatly increased survival potential.»

[GRAPHICS INSERTED]

Truly, this is a rundown which anyone can benefit from regardless of case level. We live in uncertain times in an uncertain world. But an individual can do something about his own survival, and the Survival Rundown is the most workable answer.

After a well done Purification Rundown and Survival Rundown, further auditing a person receives can go more quickly and smoothly and the gains can be much greater than auditing received before doing these rundowns.

[GRAPHICS INSERTED]

Handling the harmful effects of drugs is a vital step in any person's quest for spiritual freedom and so the Purification Rundown and Survival Rundown must be considered a standard part of the Bridge for anyone.

[GRAPHICS INSERTED]

These basic steps of the Bridge and those that follow them, will lead you to the states of Clear and OT and the attainment of these is something I very much want to see every Scientologist in the world achieve. Good luck!

L. RON HUBBARD

FOUNDER

Illustrations by the
Research and Technical
Compilations Unit
Approved and accepted by the

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HCO BULLETIN OF 23 OCTOBER 1980

Remimeo
Tech
Qual
Execs
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C & A

CANCELS BPL 25 June 70RB Rev. 27.4.75 EXPANDED LOWER GRADES
CHART OF ABILITIES GAINED
(Also issued as HCO POLICY LETTER same title, same date.)

**CHART OF ABILITIES GAINED
FOR LOWER LEVELS AND EXPANDED LOWER GRADES**

REF: CLASSIFICATION, GRADATION AND AWARENESS CHART

HCOB 11 Nov 73 PRECLEAR DECLARE? PROCEDURE

BPL 25 June 1970RB, Rev. 27 April 75, EXPANDED LOWER GRADES, CHART OF ABILITIES GAINED is hereby CANCELLED as it failed to state the Ability Gained for all flows of the Expanded Lower Grades.

EXPANDED GRADES ARE ATTESTED TO BY THE PC DECLARING THE FULL STATEMENT OF THE ABILITY GAINED FOR ALL FOUR FLOWS.

The chart given below lists the Ability Gained for each of the Lower Levels plus the four flows of the Expanded Grades.

It is used by the Examiner when a pc is sent to «Declare?». The Examiner has the pc read the entire statement for the Ability Gained for that Grade (including all four flows) or Level and must accept only the pc declaring the full statement for the Ability Gained.

Declare procedure is done exactly as stated in HCOB 11 November 1973 PRECLEAR DECLARE? PROCEDURE.

LEVEL	ABILITY GAINED
GROUP PROCESSING COMPLETION (Not a mandatory level)	Awareness that change is available.
DIVISION 6 CO-AUDIT PROCESSES (Not a mandatory level)	Personal case improvement in oneself and the ability to help others with co-auditing.
REPAIR OF ONE'S LIFE (Not a mandatory level)	Awareness of truth and the way to personal integrity.

(NOTE: At C/S discretion, where a pc needs 2 Way Comm or rudiments or other repair put in on his life and livingness previous to his doing a major beginning action such as the Purification Rundown, such repair can be done initially. This is not a mandatory action and would only be done as directed by the C/S.)

LEVEL	ABILITY GAINED
PURIFICATION RUNDOWN	Freedom from the restimulative effects

	of drug residuals and other toxins.
SURVIVAL RUNDOWN	Feeling in present time and able to control and put order into the environment. Greatly increased survival potential.
NED DRUG RUNDOWN	Freedom from harmful effects of drugs, alcohol and medicine and free from the need to take them.
DIANETIC CASE COMPLETION	A well and happy pc.
SCIENTOLOGY DRUG RUNDOWN	Freedom from harmful effects of drugs, medicine or alcohol and free from the need to take them.
EXPANDED ARC STRAIGHTWIRE	Knows he/she won't get any worse.

EXPANDED GRADE 0 COMMUNICATIONS RELEASE

FLOW 1:	Willing for others to communicate to him on any subject; no longer resisting communication from others on unpleasant or unwanted subjects.
FLOW 2:	Ability to communicate freely with anyone on any subject; free from, or no longer bothered by, communication difficulties; no longer withdrawn or reticent; likes to outflow.
FLOW 3:	Willing for others to communicate freely to others about anything.
FLOW 0:	Willingness to permit one's self to communicate freely about anything.

EXPANDED GRADE 1

PROBLEMS RELEASE

FLOW 1:	Ability to recognize the source of problems and make them vanish; has no problems.
FLOW 2:	No longer worried about problems he has been to others; feels free about any problems others may have with him and can recognize source of them.
FLOW 3:	Free from worry about others' problems with or about others, and can recognize source of them.
FLOW 0:	Free from worry about problems with self and can recognize the source of them.

EXPANDED GRADE 2

RELIEF RELEASE

FLOW 1:	Freedom from things others have done to one in the past. Willing for others to be cause over him.
FLOW 2:	Relief from the hostilities and sufferings of life; ability to be at cause without fear of hurting others.

- FLOW 3: Willing to have others be cause over others without feeling the need to intervene for fear of their doing harm.
- FLOW 0: Relief from hostilities and sufferings imposed by self upon self.

EXPANDED GRADE 3

FREEDOM RELEASE

- FLOW 1: Freedom from upsets of the past; ability to face future; ability to experience sudden change without becoming upset.
- FLOW 2: Can grant others the beingness to be the way they are and choose their own reality; no longer feels need to change people to make them more acceptable to self; able to cause changes in another's life without ill effects.
- FLOW 3: Freedom from the need to prevent or become involved in the change and interchange occurring amongst others.
- FLOW 0: Freedom from upsets of the past one has imposed upon oneself and ability to cause changes in one's own life without ill effects.

EXPANDED GRADE 4

ABILITY RELEASE

- FLOW 1: Ability to tolerate, and freedom from others' fixed ideas, justifications and make-guilty of self; free of need to respond in like kind.
- FLOW 2: Moving out of fixed conditions into ability to do new things; ability to face life without need to justify own actions or defend self from others; loss of make-guilty mechanisms and demand for sympathy; can be right or wrong.
- FLOW 3: Can tolerate fixed conditions of others in regard to others; freedom from involvement in others' efforts to justify, make guilty, dominate, or be defensive about their actions against others.
- FLOW 0: Ability to face life without need to make self wrong; loss of make-self-guilty mechanisms, and self-invalidation.

L. RON HUBBARD
FOUNDER
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HCO BULLETIN OF 3 NOVEMBER 1980

Remimeo

(Originally LRH OODs item of 3 March 1972.

Also issued as an HCO PL same date, same title.)

EXERCISE

Health of a body requires some exercise. When a body is not exercised it goes down hill, diet or no diet.

Exercise and correct diet keep a body going.

This applies especially to auditors, desk workers and students.

That's why you should be out there getting some air in your lungs and some limberness in the muscles for a short time each day.

L. RON HUBBARD

FOUNDER

Compiled & issued by
Sherry Anderson
Compilations Missionaire
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HCO BULLETIN OF 4 NOVEMBER 1980
ISSUE I

Remimeo
HCO
Tech/Qual

(CANCELS & REPLACES BTB 24 Oct 73RA Re-rev. 10 Mar 77
Confessional Form 10R PRD CONFESSIONAL LIST which omitted
the End Rudiments.)

Confessional Form 10RA

PRD CONFESSIONAL LIST

REF: HCOB 20 November 197S CONFESSIONAL PROCEDURE

Anyone doing a Confessional must be on or have done a Confessional course or internship.

The procedure for doing a Confessional is contained in HCOB 30 November 1978 CONFESSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family, and the world at large.

This Confessional List is for use on persons who have attested to the PRD but continue to have study difficulties or don't attend study or don't apply Study Tech. It can also be used on students having difficulty while on the PRD but does not replace the use of Word Clearing Correction Lists, Study Correction Lists, PCRD or any aspect of standard Supervision.

AUDITOR: _____ PRECLEAR: _____

ORG: _____ DATE: _____

1. Have you failed to use Study Tech? _____
2. Did you have some other purpose for doing the PRD? _____
3. Did you take the PRD for status only? _____
4. Have you tried to be better than or beat someone else on course? _____
5. Have you quickied the PRD? _____
6. Did you fail to clear every definition in each word on the word lists? _____

7. Did you fail to use all the meanings in sentences until you had a conceptual understanding of each definition? _____
8. Did you skip clearing the derivations or idioms or any needed technical terms? _____
9. Did you try to rush through the PRD? _____
10. Did you use a dinky dictionary? _____
11. Have you gone by an area of study you knew you had confusions on and didn't clear it up? _____
12. Have you failed to use Study Tech since the PRD? _____
13. Have you ever alter-ised or misadvised others on the use of Study Tech? _____
14. Have you ever drifted off while listening to a tape? _____
15. Have you failed to use a demo kit when you needed to? _____
16. Have you given a non-standard checkout? _____
17. Have you given another student a false pass? _____
18. Have you cheated on the PRD exam? _____
19. Have you discussed the PRD exam with anyone outside the Qual Div? _____
20. Were you studying over withholds? _____
21. Is there anything about the PRD which you don't like and think should be changed? _____
22. Have you attested to the PRD without having fully achieved the end product of Super-Literacy? _____

23. Have you attested to Super-Literacy without having fully done the PRD Checksheet? _____
24. Did you withhold any subjects from your auditor on Method 1 word clearing? _____
25. During Method 1, did you fail to fully clear a misunderstood word? _____
26. Were you just pushed for student points by the Supervisor?
(If so, ask: Who exactly have you made guilty of this?) _____
27. Were you less than 100% honest about your studies while on the PRD?
(If so, ask: What was the nature of your dishonesty?) _____
28. Did you skip words on the word lists? _____
29. Did you brush off any words or definitions of words as «unimportant» and therefore not fully clear each word? _____
30. Did you attest to the PRD when you knew you had uncertainties on the materials? _____
31. Have you ever allowed yourself to be rushed through your materials so you could be counted as a stat? (If so, ask: Who exactly have you made guilty of this?) _____
32. Is there anything about the PRD, or the Academy, or Scientology, that you are making allowances for? _____
33. Have you secretly violated any course rule or regulation? _____
34. Have you been thinking unkind or critical thoughts about L. Ron Hubbard? Your Supervisor? Other students? Staff members? _____
35. Have you criticised the PRD, your Supervisors, or the D of T to others? _____
36. Have you ever falsely signed off items on a checksheet? _____
37. Have you incorrectly word cleared another student? _____
38. Have you pretended not to be bogged on study when you really were? _____

39. Have you ever felt that you were given an incorrect target on course? (If so, ask: Who exactly have you made guilty of this?) _____
40. Have you ever bluffed your way through a checkout? _____
41. Have you accepted a non-standard checkout so you could get on with it? _____
42. Have you done anything outside of course hours which you shouldn't have? _____
43. Have you withheld asking a question because you were afraid it would sound stupid? _____
44. Have you been keeping other students from doing their work? _____
45. Are you upset by my questions? _____
46. Have you been such a problem to your Supervisor that you've been robbing other students of their fair share of the Supervisor's time? _____
47. Is there anyone to whom you make a regular practice of discrediting Scientology, its organizations or its personnel? _____
48. Have you ever used a demo kit to keep the Supervisor off your back? _____
49. Have you ever, while on course, felt that you would not achieve your goals, by reason of poor supervising or poor coaching or twinning? (If so, ask: Who exactly have you made guilty of this?) _____
50. Have you prevented anyone, including Supervisors, from achieving goals concerning you, or others, in Scientology? _____
51. Have you ever been critical of Scientology terminology? _____
52. How do you feel about these questions? _____
53. In this Confessional, have you told a half-truth? _____

54. In this Confessional, have you told an untruth?

55. In this Confessional, has a withhold been missed?

56. In this Confessional, have you told all?

Give the pc the Proclamation of Forgiveness:

BY THE POWER INVESTED IN ME, ANY OVERTS AND WITHHOLDS YOU
HAVE FULLY AND TRUTHFULLY TOLD ME ARE FORGIVEN BY
SCIENTOLOGISTS.

On any adverse reaction to the Proclamation of Forgiveness, get the rest of the
withhold or repair the withhold session. (Ref: HCOB 10 Nov 78R-1 PROCLAMATION:
POWER TO FORGIVE ADDITION.)

(NOTE: If this is being done as an HCO Confessional, the Proclamation of
Forgiveness is omitted.)

L. RON HUBBARD

FOUNDER

Assisted by

Mission Issues Revision I/C

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HCO BULLETIN OF 4 NOVEMBER 1980

ISSUE II

Remimeo

(Originally LRH OODs item of 24 October 1971.)

(Note: This data is given for information alone and is not intended to prescribe or otherwise treat an individual. All prescriptions and treatments should be done in due accordance with the medical laws of any country in which a person seeks treatment.)

VITAMINS

I have found some crew members are having stomach trouble.

Do not take vitamins in transparent gelatine capsules. The capsule melts in the upper stomach and can give you what feels like a stomach ulcer— too full, burning, pain after eating.

This is because the vitamin powder is dumped by the capsule when it melts into the upper area instead of the lower intestine as it should be.

A coated tablet is the answer. It's called «enteric (for intestine) coated».

There are «enteric gelatine capsules» made which dissolve an hour after being taken. You put vitamin powder in them.

To handle the «ulcer feeling»—pain or too full or burning—one takes 2 aluminum hydroxide tablets (one trade name is Maalox No. 2) (chewing them up) and a few swallows or a glass of milk every couple hours and in a day or two all should be back to normal—unless or course you continue to take harsh, fast dissolving pills!

L. RON HUBBARD

FOUNDER

Compiled & issued by

Sherry Anderson

Compilations Missionnaire

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ISSUE III

Remimeo

(Originally LRH OODs item of 27 October 1971.)

(Note: This data is given for information alone and is not intended to prescribe or otherwise treat an individual. All prescriptions and treatments should be done in accordance with the medical laws of any country in which a person seeks treatment.)

VITAMIN C

There are Vitamin C tablets that don't upset the stomach. 500 mg VITASCORBOL (French) can be taken in any quantity. They taste like circus lemonade if you care to suck them or chew them up. No stomach recoil.

Don't lay off Vitamin C. This is the only vitamin the body doesn't make so far as is known. It prevents scurvy.

If you feel you want something to drink or eat and you don't know what it is—it's Vitamin C. Take some and the odd craving goes away.

C can be taken up to thousands of mgs. It helps cure colds and a long list of things including fever, recovering from illness and fatigue.

When vitamins don't work, there's an aberration in the way of it. Same is true of any medicine or hormone.

Mind monitors structure. That couldn't be discovered until someone knew how to handle the mind! Namely us.

L. RON HUBBARD
FOUNDER
Compiled & issued by
Sherry Anderson
Compilations Missionaire
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HCO BULLETIN OF 4 NOVEMBER 1980

ISSUE IV

Remimeo
MO Hat

(Originally LRH OODs item of 27 January 1972.)

(Note: This data is given for information alone and is not intended to prescribe or otherwise treat an individual. All prescriptions and treatments should be done in due accordance with the medical laws of any country in which a person seeks treatment.)

TEMPERATURES

Many persons run a daily temperature.

The cycle of temperature is different from one person to the next. In the morning the temperature is usually sub-normal (below 98.6 Deg F or 37 Deg C). In the late afternoon there is sometimes a small rise above normal.

This does not necessarily mean the person is ill.

When a person has been sick and is running a «low order fever» in late afternoons he should be up and around and should be down a little while if he feels too tired and then get up again.

Continuous lying in bed because of a «low order temperature» will weaken a person.

Low order temperature means one of a few tenths occurring once a day.

All people have low and then higher temperature cycles. It does not mean that a person is ill.

The AMA, since it makes its bucks out of temperatures doesn't bother to mention this in its medical literature and texts.

Silly Optimist: A person who expects to feel well all the time while running a meat body.

L. RON HUBBARD

FOUNDER

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Sherry Anderson

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ISSUE II

Remimeo

(Originally LRH OODs item of 16 April 1970. Also issued as an HCO PL, same date, same title.)

ARBITRARIES

An arbitrary is a false order or datum entered into a situation or group. It is 3rd dynamic aberration.

An arbitrary is something entered without reason. For the tech on this I refer you to «Dianetics, Evolution of a Science». It is a fascinating subject, arbitraries.

I found one time that people hadn't read Problems of Work where confusion and the stable datum is first covered. When I got that text across, then why we had stable terminals become very plain. Stable data is the other side of the coin. An arbitrary could be said to be a false stable datum.

Now if we can get arbitraries understood we will make some progress.

Whenever we as an organization violate the basic philosophy of Dianetics and Scientology we get into muddy water.

The whole trouble for instance with C/Sing is that the theory of the mind is not learned, only the mechanical processes. When one doesn't know the basic put-together of the mind but only knows processes, one never learns WHY the processes are used or when to use them. So one can be an auditor but can fail as a C/S if he doesn't know WHY and therefore WHEN to use a process.

A C/S should be an expert on the Original Thesis and the first few chapters of the DMSMH and on 8-80 and 8-8008. I'll bet those studying C/Sing right now are still puzzling over processes!

Know your basics. They're in our very oldest books. All advances have been in how to handle basics better.

Applies to pcs and to organizations alike.

Know WHY and you can tell WHEN.

If you knew the most basic data given in Dianetics and Scientology books, and if you knew Scientology HCO Bulletins and policy Letters and Sea Org Flag Orders, you would never need an order at all. You would know the true intention and could work it all out.

L. RON HUBBARD
FOUNDER
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HCO BULLETIN OF 8 NOVEMBER 1980

Remimeo
C/Ses
Auditors
Tech/Qual

(CANCELS BTB 9 Apr 72RA Iss VII CLEARING LIST WORDS IN SCIENTOLOGY—C/S SERIES 53 RL which was an incomplete word list for the longer C/S 53 RL.)

C/S SERIES 53 RL LONG FORM

WORD LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH
HCOB 8 Jul 74R I	CLEAR TO F/N
HCOB 21 Jun 72 I	METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	W/C Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 24 Nov 73RE C/S Series 53RL LONG FORM.

These words should be cleared on the pc before the list is actually assessed on him per HCOB 9 Aug 78 II CLEARING COMMANDS.

An auditor must have received high crime checkouts himself from Qual on the above references before clearing these words in session on the pc.

The auditor uses Method 5 Word Clearing while clearing these words.

This word list need only be cleared once in the pc's auditing if correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM C/S SERIES 53RL LONG FORM

A, action, actions, alcohol, all, an, another, any, anything, ARC Break, are, at, attacked, audited, auditing, auditor.

Bad, been, being, between, black, by.

Can, cans, can't, committed, couldn't, cream.

Date, deadness, Dianetic Clear, did, didn't, do, doing, done, don't, drugs, drunk, dry.

Else, engram, engrams, errors, evaluation, exam, exams, examiner, experienced.

False, faulty, feel, felt, F/Ns, for, forced, found.

Get, given, giving, go, going, gone, grip.

Had, hands, has, have, havingness, hear, high.

In, incidents, incomplete, indication, interiorized, interrupted, into, invalidation, invisible, involved, is, isn't, it, item, items.

Keeps, kept, kicked.

Like, list, location, long, look, loosen, loss, lost, low, LSD.

Medicine, meter, mind, missed, misunderstood, misunderstands, more.

Not, nothing.

Of, off, on, once, other, out, out-rudiments, over, overlisted, over-repaired, overrun, overts, overwhelming.

Past, physically, point, pot, practice, problem, protesting, PTS, pulled, put, puzzled.

Read, reads, really, release, repairing, reports, restimulation, run, rushed.

Sad, said, same, shying, see, session, sessions, sized, smoked, some, someone, something, sort, spaces, stops, study, suppressed.

TA, taken, than, that, the, there, thing, tired, to, too, trapped, twice.

Unconsciousness, understand, upset, used, using.

Want, wait, was, we, well, went, wet, what, when, why, with, withhold, withholding, word, word clearing, wrong.

You, your, you're.

L. RON HUBBARD
FOUNDER
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HCO BULLETIN OF 12 NOVEMBER 1980

ISSUE I

Remimeo
Auditors
C/Ses
Tech/Qual
Qual Sec

(Cancels BTB 27 March 72RA Issue IV Revised 14 Jan 75, CASE SUPERVISOR CORRECTION LIST which incorrectly added Debug end Confessional questions to a case handling list.)

CASE SUPERVISOR CORRECTION LIST

This list is designed to clean up any BPC a C/S may have on his post.

It does not replace the Debug Checklist or C/S Confessional but has its own purpose as stated above.

The list can be assessed Method 3 or Method 5. A second bracket in the handling shows the further actions to be done after the list has been F/Ned on all reading items.

This Correction List can be followed up by other auditing/ Debug actions as adjudicated by the C/S or Cramming Officer to fully handle areas a C/S (as a pc or as a C/S) is having difficulty with as disclosed by the assessment of this list.

NAME: _____ DATE: _____

AUDITOR: _____ POST: _____

1. OUT INT?

(Check to make sure the read on Int is a valid read and not a protest or false read. If it is a valid read, end off for C/S Instructions.)

1. WRONG WHY?

(L4BRA and handle.)

2. WRONG ETHICS CONDITION?

(L4BRA and handle.)

3. TOLD YOU WERE PTS WHEN YOU WEREN'T?

(L4BRA and handle.)

4. AS A C/S IS THERE AN ARC BREAK?

- (ARCU CDEINR E/S to F/N.)
5. UPSET WITH A PC? _____
- (ARCU CDEINR E/S to F/N.)
6. UPSET WITH AN AUDITOR? _____
- (ARCU CDEINR E/S to F/N.)
7. UPSET WITH AN EXEC? _____
- (ARCU CDEINR E/S to F/N.)
8. AS A C/S DO YOU HAVE A PROBLEM? _____
- (2WC E/S to F/N.)
9. PROBLEMS WITH PCS? _____
- (2WC E/S to F/N.) (Do the 2WCs in HCOB 15 July 71, C/S Series 50.)
10. PROBLEMS WITH AUDITORS? _____
- (2WC E/S to F/N.) (Do the 2WCs in HCOB 15 July 71, C/S Series 50.)
11. AS A C/S HAS A WITHHOLD BEEN MISSED? _____
- (Pull it, E/S to F/N.)
12. WITHHOLDS ABOUT PCS? _____
- (Pull them E/S to F/N.)
13. WITHHOLDS ABOUT AUDITORS? _____
- (Pull them E/S to F/N.)
14. OVERTS ON PCS? _____
- (Pull them E/S to F/N.)
15. OVERTS ON AUDITORS? _____
- (Pull them E/S to F/N.)
16. PTS TO SOMEONE IN THE ENVIRONMENT? _____
- (2WC to F/N.) (C/S to program as needed for further PTS handling.)
17. WERE THERE NO EXAM REPORTS? _____
- (2WC E/S to F/N. If discreditable handle as a W/H.)

18. UNHANDLED RED TAGS?

(Handle as a W/H E/S to F/N.)

19. FALSE COMPLETIONS?

(Handle as a W/H E/S to F/N.)

20. ARE YOU ON DRUGS?

(2WC E/S to F/N.) (L3RG on the Drug RD if he had one/Drug RD Repair List. No R3RA is to be done on Clears or OTs.) (Pgm for full Drug Handling, including Purif RD and Survival RD.)

21. ARE YOU ON MEDICINE?

(2WC E/S to F/N.) (L3RG on his Drug RD if he had one/Drug RD Repair List. No R3RA is to be done on Clears or OTs.) (Pgm for full Drug Handling, including Purif RD and Survival RD.)

22. ARE YOU ON ALCOHOL?

(2WC E/S to F/N.) (L3RG on the Drug RD if he had one/Drug RD Repair List. No R3RA is to be done on Clears or OTs.) (Pgm for full Drug Handling, including Purif RD and Survival RD.)

23. ADMIN LINES OUT?

(2WC E/S to F/N.)

24. TROUBLE WITH TECH SERVICES?

(2WC E/S to F/N.)

25. OVERLOADED?

(2WC E/S to F/N.)

26. OVERWHELMED?

(2WC E/S to F/N.)

27. NO HELP FROM A D OF P?

(2WC E/S to F/N.)

28. ILLEGIBLE WORKSHEETS?

(2WC E/S to F/N.)

29. PERMITTING OFF LINE CASE ACTIONS?

(2WC E/S to F/N.)	
30. WRONG C/Ses?	_____
(2WC E/S to F/N.)	
31. FAULTY PROGRAMS?	_____
(2WC E/S to F/N.)	
32. OUT ADMIN?	_____
(2WC E/S to F/N.)	
33. MISSING DATA?	_____
(2WC E/S to F/N.)	
34. WITHHOLDING DATA?	_____
(2WC E/S to F/N.) (Pgm for Vital Info RD.)	
35. LOSSES ON PCS?	_____
(2WC E/S to F/N.)	
36. BOOTED OFF POST?	_____
(2WC E/S to F/N.)	
37. LOSSES ON AUDITORS?	_____
(2WC E/S to F/N.)	
38. C/S Q AND A?	_____
(2WC E/S to F/N.)	
39. TROUBLE WITH WRITING PROGRAMS?	_____
(2WC E/S to F/N.)	
40. OVER-REPAIRING PCS?	_____
(2WC E/S to F/N.)	
41. TROUBLE GETTING COMPLIANCE?	_____
(2WC E/S to F/N.)	
42. SOME SORT OF OUT-ETHICS?	_____

(2WC E/S to F/N.)

43. FLUBBY AUDITORS?

(2WC E/S to F/N.)

44. COULDN'T HELP A PC?

(3 Way Help/3 Way Failed Help. Each of the six legs to EP:
Who have you failed to help?
Who has failed to help you?
Who has failed to help another?

Who have you helped?
Who has helped you?
Who has helped another?)

45. AN EARLIER TIME YOU FAILED TO HELP?

(2WC E/S to F/N.) (3 Way Help/3 Way Failed Help.)

46. COULDN'T SOLVE IT?

(2WC E/S to F/N.)

47. TROUBLE WITH STUDY?

(2WC E/S to F/N.) (Student Rehab List.)

48. MISUNDERSTOOD WORDS IN DIANETICS AND SCIENTOLOGY?

(Find and clear them each to F/N. WCCL if needed.) (Pgm for Method 1.)

49. AN EARLIER SIMILAR SUBJECT TO DIANETICS AND SCIENTOLOGY WAS MISUNDERSTOOD?

(Get the earlier subject and clear the misunderstood words to F/N. WCCL if necessary.) (Pgm for Method 1.)

50. PERMITTING REGISTRARS TO C/S?

(2WC E/S to F/N.)

51. YOUR TRAINING WAS INADEQUATE?

(2WC E/S to F/N.) (Student Rehab List.)

52. YOU RUSHED THROUGH COURSES?

(2WC E/S to F/N.) (Student Rehab List.)

53. SEEKING STATUS?

(2WC E/S to F/N.)	
54. PRETENDING TO KNOW?	
(2WC E/S to F/N.) (Pgm to handle as per Exp GF 40.)	
55. DISAGREEMENTS?	
(2WC E/S to F/N.)	
56. HIDDEN DATA LINE?	
(2WC E/S to F/N.)	
57. EARLIER PRACTICE?	
(2WC E/S to F/N.) (Pgm for Exp GF 40.)	
58. OUT 2D?	
(Handle as a W/H E/S to F/N.)	
59. EVALUATION?	
(2WC E/S to F/N—Triple/Quad.)	
60. INVALIDATION?	
(2WC E/S to F/N—Triple/Quad.)	
61. HOPEFUL C/SING?	
(2WC E/S to F/N.)	
62. AFRAID TO C/S?	
(2WC E/S to F/N.)	
63. DON'T KNOW WHAT TO DO?	
(2WC E/S to F/N.)	
64. TAKING INSTRUCTIONS FROM EXECS?	
(2WC E/S to F/N.)	
65. COULDN'T GET PAID?	
(2WC E/S to F/N.)	
66. PREVENTED FROM C/SING?	

- (2WC E/S to F/N.) _____
67. INTERRUPTIONS? _____
- (2WC E/S to F/N.) _____
68. DOG CASES? _____
- (2WC E/S to F/N.) (C/S Series 80 Handling and C/S Confessional.) _____
69. GOT DESPERATE? _____
- (2WC E/S to F/N.) _____
70. MOONLIGHTING? _____
- (2WC E/S to F/N.) _____
71. DON'T LIKE CERTAIN AUDITORS? _____
- (2WC E/S to F/N.) (C/S Confessional.) _____
72. DON'T LIKE CERTAIN PCS? _____
- (2WC E/S to F/N.) (C/S Confessional.) _____
73. NOT GETTING ANY CRAMMING? _____
- (2WC E/S to F/N.) (Cramming Repair List if needed.) _____
74. CRAMMING DOESN'T WORK? _____
- (2WC E/S to F/N.) (Cramming Repair List.) _____
75. MISSING WITHHOLDS ON OTHERS BY FAILING TO WRITE CRAMMING
ORDERS OR ETHICS CHITS? _____
- (2WC to F/N or E/S to F/N.) _____
76. ENCOUNTERED SITUATIONS NOT COVERED IN THE MATERIALS? _____
- (2WC E/S to F/N.) _____
77. TECH DOESN'T WORK FOR YOU? _____
- (2WC E/S to F/N.) _____
78. TECH DOESN'T WORK ON YOU? _____
- (C/S 53RL to F/Ning.) (GF M5 and handle.) _____
79. NOT GETTING ENOUGH SLEEP? _____

(2WC E/S to F/N.)

80. NOT EATING?

(2WC E/S to F/N.)

81. PHYSICALLY ILL?

(2WC E/S to F/N.) (Assist pgm including Medical Treatment as needed.)

82. RESTIM?

(C/S 53RL to F/Ning.)

83. TROUBLE WITH YOUR CASE?

(C/S 53RL to F/Ning.)

84. SOMETHING ELSE WRONG?

(2WC what and if no joy GF M5 and handle.)

L. RON HUBBARD

FOUNDER

Assisted by

Mission Issues Revision

BOARDS OF DIRECTORS

CHURCHES OF SCIENTOLOGY

BDCS:LRH:SK:nc

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 NOVEMBER 1980

ISSUE II

Remimeo
HCO
Tech/Qual

(CANCELS & REPLACES BTB 23 Feb 73RA Rev. 10 Mar 77 Confessional Form 6R REGISTRAR AND SALES PERSONNEL LIST which omitted the and rudiments. Additionally the wording of the questions has been improved and further questions have been added to cover aspects not previously taken into account.)

Confessional Form 6RA

REGISTRAR AND SALES PERSONNEL

CONFESSIONAL LIST

REF: HCOB 30 November 1978 CONFESSIONAL PROCEDURE

This is a Confessional for use in cleaning up overts and withholds on Registrars and Sales personnel.

Anyone doing a Confessional must be on or have completed a Confessional course or internship.

The procedure for doing a Confessional is contained in HCOB 30 November 1978 CONFESSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family, and the world at large.

AUDITOR: _____ PRECLEAR: _____

ORG: _____ DATE: _____

1. Have you ever stolen money?

2. Have you ever sold anything that belonged to someone else?

3. Have you ever forced another into buying something he didn't want?

4. Have you ever used threats as a means of obtaining money?

5. Have you ever bribed someone to obtain money?

6. Have you ever accepted a bribe?

7. Have you ever blackmailed anybody? _____
8. Have you ever forged a signature, check or document? _____
9. Have you ever had another write a check for money he didn't have? _____
10. Have you ever falsely presented a service or product in order to make a sale? _____
10. Have you ever lied in order to close a sale? _____
11. Have you ever promised special favors to a prospect to get a sale? _____
12. Have you ever gone out 2D to get a sale? _____
14. Have you ever made a sale that was not in the best interest of the prospect? _____
15. Have you ever sought out wealthy public and sold them services they did not necessarily need or regged them for «donations» which were not really for any org service? _____
16. Have you persuaded a prospect to pay for services with money which did not belong to him thereby creating a PTS A situation for the prospect? _____
17. Have you persuaded or encouraged a prospect to borrow money under false pretenses? _____
18. Have you ever argued with a prospect? _____
19. Have you ever made a prospect wrong? _____
20. Have you ever ARC Broken a prospect? _____
21. Have you ever given a prospect misunderstood words or terms? _____
22. Have you ever failed to repair an upset with a prospect? _____
23. Did you ever fail to see that a prospect actually received

- what you sold him? _____
24. Have you ever been negligent in closing a sale? _____
25. Have you ever failed to close an important sale? _____
26. As a Reg have you ever failed to take an opportunity to disseminate Scientology? _____
27. Have you ever hindered a person's progress through Scientology? _____
28. Have you ever counted money on one week's GI that was not really received until a later week? _____
29. Have you ever refused to help another Reg close a sale? _____
30. Have you ever made false bonus claims? _____
31. Have you ever accepted a bonus you didn't earn? _____
32. Have you collected commissions or bonuses on reg cycles where checks bounced or pcs turned out to be illegal, and kept the commissions/bonuses anyway? _____
33. Do you still intend not to repay the org for any bonuses/commissions you have falsely claimed? _____
34. Have you ever reported false stats? _____
35. Have you charged more than the correct price? _____
36. Have you charged less than the correct price or fee? _____
37. Have you ever undercut another org's prices? _____
38. Have you ever misused special package deals authorized by Flag? _____
39. Have you ever tried to obtain sales by criticizing another org or mission? _____

40. As a Reg, have you ever ripped off mission public or public from a lower org? _____
41. Have you ever made loans or transfers on behalf of another without that person's prior knowledge and permission? _____
42. Have you ever debited someone's account without that person's prior knowledge and permission? _____
43. Have you ever received commissions or bonuses from illegally debiting someone's account? _____
44. Have you counted public transferring from another org as a Paid Start before ensuring the transfer was valid? _____
45. Have you promoted a transfer to help make a sale? _____
46. Have you ever taken another person's sale? _____
47. Have you ever failed to invoice monies received for services? _____
48. Have you ever encouraged or aided a prospect in false reporting to a bank or other loan agency to obtain a loan? _____
49. Have you ever given a Professional discount to an auditor whose cert was not valid and in full force? _____
50. Have you gone mutual out-ruds with the public about prices? _____
51. Have you sold courses to public that they do not intend to take just so they could receive auditing at a discounted price? _____
52. Have you ever committed the org to deliver free or cut-rate services? _____
53. Have you ever promised something you were uncertain the org could deliver, just to get a sale? _____
54. Have you ever made unauthorized deals to get the GI up? _____

55. Have you ever promised a return of fees in order to obtain a sale?

56. Have you ever accepted a check that you knew wasn't good?

57. Have you ever invoiced money or checks which were not good at the time of invoicing?

58. Have you ever permitted checks that weren't good to be counted on the org's income?

59. As a Reg have you concentrated on selling books in order to get book bonuses, while neglecting to sell major services?

60. Have you neglected people you thought didn't have much money?

61. Do you reg for «this week's GI» only?

62. Have you knowingly taken money for something that could not be delivered?

63. Have you ever made special arrangements which later caused an upset for the prospect or org?

64. Have you ever committed the HGC to servicing a pc without first getting a Tech Estimate and D of P OK?

65. Have you ever knowingly regged an illegal pc for auditing?

66. Have you ever tried to persuade technical staff or org execs to accept an illegal pc onto auditing lines?

67. Have you ever invalidated Scientology services to the public?

68. Have you ever taken another Reg's prospects?

69. Have you ever made another org or Registrar wrong in order to obtain a sale?

70. Have you ever held onto another org's income? _____
71. Have you ever counted money paid for transfer to another org
as your org's income? _____
72. Have you ever held onto another org's customer? _____
73. Have you ever neglected to keep complete Registrar and
sales records? _____
74. Have you relied on gimmicks, new services or special offers
to make GI rather than knowing and fully using standard Reg tech? _____
75. Have you ever failed to keep yourself informed of what the
org can deliver? _____
76. Have you ever failed to keep yourself informed of the results
being obtained in Tech? _____
77. Have you failed to clean up your own misunderstandings on
org services? _____
78. Have you ever failed to get yourself adequately briefed on new
services you were supposed to sell or packages you were supposed
to use? _____
79. Have you ever failed to do Reg drills when needed? _____
80. As a Reg have you ever avoided or refused correction? _____
81. Have you ever criticized the org or org executives to the public? _____
82. Have you done other things when you were supposed to be selling? _____
83. Have you only pretended to know your product? _____
84. Have you ever tried to make an org become insolvent? _____
85. Have you ever tried to handle a senior by keeping sales low? _____

86. Have you done anything to undermine the reputation of another? _____
87. Have you ever harmed Dianetics or Scientology? _____
88. Have you been secretly selling for another org? _____
89. Have ever used a sales position to build up a private practice? _____
90. Was it ever an overt to sell? _____
91. Have you committed any overts against L. Ron Hubbard? _____
92. Have you extravagantly spent org funds in order to close a sale? _____
93. Have you misused org funds? _____
94. Have you ever used the org's phones for personal calls? _____
95. Have you ever broken an appointment? _____
96. Do you have overts against a certain type of prospect? _____
97. Have you done anything that a prospect shouldn't find out about? _____
98. Do you have any overts against money? _____
99. Do you have any overts against training? _____
100. Do you have any overts against processing? _____
101. Do you have any overts against Scientology? _____
102. In this Confessional, have you told any half-truths? _____
103. In this Confessional, have you told an untruth? _____
104. In this Confessional, has a withhold been missed? _____

105. In this Confessional, have you told all?

Give the pc the Proclamation of Forgiveness:

BY THE POWER INVESTED IN ME, ANY OVERTS AND WITHHOLDS YOU
HAVE FULLY AND TRUTHFULLY TOLD ME ARE FORGIVEN BY
SCIENTOLOGISTS.

On any adverse reaction to the proclamation of Forgiveness, get the rest of the
withhold or repair the withhold session. (Ref: HCO PL 10 November 1978R-1
PROCLAMATION: POWER TO FORGIVE ADDITION.)

(NOTE: If this is being done as an HCO Confessional the Proclamation of
Forgiveness is omitted.)

L. RON HUBBARD

FOUNDER

Assisted by
Susan Krieger
Mission Issues

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 NOVEMBER 1980

ISSUE I

Remimeo
Auditors
Tech/Qual
C/Ses

(Cancels BTB 1 Dec 74 Iss IV CLEARING LIST WORDS IN SCIENTOLOGY—AUDITOR CORRECTION LIST—STUDY CORRECTION LIST 3 which omitted giving the references to be high crimed before clearing words on a pc and the method of word clearing to be used. This word list has also been revised to include the additional words from HCOB 27 Mar 72RB III Re-rev. 9.11.80 Study Correction List 3RB, AUDITOR CORRECTION LIST—AUDITOR RECOVERY.)

AUDITOR CORRECTION LIST

WORD LIST

REFERENCES:

HCOB PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	W/C Series 53R Rev. 24.7.74 CLEAR TO F/N
HCOB 21 Jun 72 I	W/C Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	W/C Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 27 March 72RB AUDITOR CORRECTION LIST.

These words should be cleared on the pc before the AUDITOR CORRECTION LIST is actually assessed Per HCOB 9 Aug 78 II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the Pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE AUDITOR CORRECTION LIST

A, about, afraid, all, an, and, answered, any, ARC Break, as, assessment, assessment TRs, audit, audited, auditing, auditor, auditor's, avoiding.

Bad, be, been, bonuses, breaking.

Call, called, can't, case, cases, chair, circumstances, code, coffee shop auditing, collected, commands, condition, confidential, couldn't, courses, cramming, C/S, C/Sing.

Desperate, Dianetics, didn't, disagreements, discussing, disinterested, doesn't, D of P, dog cases, down, drilling.

Earlier, else, E-meter, enough, environment, ethics, evaluation, exec, eyesight.
 Failed, failures, false, falsely, falsified, favors, FES, flubbed, F/N, F/Ned, folder,
 for, forced, from.
 Gave, get, getting, given, got.
 Had, has, have, help.
 In, inadequate, in session, invalidated, invalidation, in your road, it.
 Level, list, L & N, losses, lower.
 Master, meter, missed, misunderstood, moonlighting.
 NCG, never, no, nobody, non-standard, not.
 Of, off, on, one, org, out-ethics, outside, out-2D, over, overt, overts, own.
 Paid, passed, pc, pc's, pcs, pcs', place, practice, prevented, problem, problems,
 process, processes, program, PTS.
 Question.
 Rabbited, read, reads, restim, retrain, retrained, R/S, run, rushed.
 Said, Scientology, seeking, senior (adj.), should, similar, solutions, solve, some,
 someone, something, sort, special, squirreling, starrate, status, studying, subject,
 sure.
 TA, taken, tech, technical, Tech Sec, Tech Services, tell, terms, the, there,
 through, time, to, told, training, tried, trouble, TRs, TR 0, TR 1, TR 2, TR 2 ½, TR
 3, TR 4.
 Under, understand, understanding, unsessionable, unusual, upset, using.
 Want, warranted, was, wasn't, were, weren't, W/H, W/Hs, when, why, with,
 without, words, work, worried, write, wrong, W/S.
 You, your.

L. RON HUBBARD
 FOUNDER
 Assisted by
 Mission Issues Revision
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 BOARDS OF DIRECTORS
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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 NOVEMBER 1980

ISSUE II

Remimeo
C/Ses
Auditors
Tech/Qual

(Cancels BTB 1 Dec 74 Iss V CLEARING LIST WORDS IN SCIENTOLOGY—CASE SUPERVISOR CORRECTION LIST as this BTB no longer corresponds with the latest Case Supervisor Correction List, HCOB 12 Oct 80. Further this BTB did not give the references to be high crimed before clearing words on a pc and did not give the type of word clearing to be used.)

CASE SUPERVISOR CORRECTION LIST

WORD LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	W/C Series 53R Rev. 24.7.74 CLEAR TO F/N
HCOB 21 Jun 72 I	W/C Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	W/C Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 12 Oct 1980 CASE SUPERVISOR CORRECTION LIST.

These words should be cleared on the pc before the CASE SUPERVISOR CORRECTION LIST is actually assessed Per HCOB 9 Aug 78 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE CASE SUPERVISOR CORRECTION LIST

A, about, alcohol, actions, admin, afraid, an, and, any, ARC Break, are, as, auditor, auditors.

Been, booted, by.

Case, certain, chits, completions, compliance, condition, couldn't, courses, covered, cramming, C/S, C/Ses, C/Sing.

Data, desperate, Dianetics, disagreements, do, doesn't, D of P, dog cases, don't, drugs.

Earlier, eating, else, encountered, enough, environment, ethics, evaluation, exam, exec, execs.

Failed, failing, false, faulty, flubby, for, from.

Get, getting, got.

Has, have, help, hidden, hopeful.

Ill, illegible, in, inadequate, instructions, interruptions, invalidation, is, it.

Know.

Like, line, lines, losses.

Materials, medicine, missed, missing, misunderstood, moonlighting.

No, not.

Of, off, off-line, on, or, orders, others, out, out-admin, out-ethics, out-int, out-2D, overloaded, overrepairing, overts, overwhelmed.

Paid, pc, pcs, permitting, physically, post, practice, pretending, prevented, problem, problems, programs, PTS.

Q and A.

Red tags, registrars, reports, restim, rushed.

Scientology, seeking, similar, situations, sleep, solve, some, someone, something, sort, status, study, subject.

Taking, tech, Tech Services, the, there, through, time, to, told, training, trouble.

Unhandled, upset.

Was, were, weren't, what, when, why, with, withhold, withholding, withholds, words, work, worksheets, write, writing, wrong.

You, your.

L. RON HUBBARD
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 NOVEMBER 1980

Remimeo
HCO
Tech/Qual

(Cancels & Replaces BTB 24 May 73RA Re-Rev. 10 March 77, Confessional Form 8R, CASE SUPERVISOR CONFSSIONAL which failed to give the correct reference on how to do a Confessional and omitted the end rudiments. Additional Confessional questions have also been added to the list to cover various aspects not previously taken into account.)

Confessional Form 8RA

CASE SUPERVISOR CONFSSIONAL

Ref: HCOB 30 November 1978 CONFSSIONAL PROCEDURE

Anyone doing a Confessional must have done or be on a Confessional course or internship.

The procedure for doing a Confessional is contained in HCOB 30 November 1978, CONFSSIONAL PROCEDURE.

When applying Confessional tech correctly, you are helping the individual to face up to his responsibilities in his group and the society and putting him back into communication with his fellow man, his family, and the world at large.

AUDITOR: _____ PRECLEAR: _____

ORG: _____ DATE: _____

1. Have you ever evaluated the meaning of technical materials for
an auditor?

2. Have you ever told an auditor how he should audit?

3. Have you ever pretended to quote HCOBs or PLs without showing the
actual issue?

4. Have you ever failed to refer an auditor to an HCOB, book or tape?

5. Have you altered the content of an HCOB or PL in any way?

6. Have you ever C/Sed for a process which you'd seen but was never
published?

7. Have you ever accepted Verbal Tech from anyone?

8. Have you ever misused or altered tech? _____
9. Have you given out instructions to an auditor that were contrary to HCOBs or PLs? _____
10. Have you tolerated out-admin in pc folders? _____
11. Have you ever OKed an auditor's C/S when you really couldn't tell what happened in the last session? _____
12. Have you ever C/Sed a case when the folder summary was confusing or out of date? _____
13. Have you ever gone on C/Sing a case when an FES should have been done? _____
14. Have you ever failed to get familiar with a case before C/Sing it? _____
15. Have you ever C/Sed a folder from just a glib study of the last session's admin? _____
16. Have you ever given up trying to correct an auditor's handwriting? _____
17. Have you ever C/Sed a case without Exam reports? _____
18. Have you ever failed to see that pc programs were actually completed? _____
19. Have you ever allowed a pc to be audited without the folder being C/Sed? _____
20. Have you ever just patched up a pc and then dropped him? _____
21. Have you permitted a frequent change of auditors on a case? _____
22. Have you ever let red tags remain unhandled for more than 24 hours? _____
23. Have you C/Sed a red-tagged session without first finding out _____

what really went wrong?

24. Have you ever C/Sed an ill pc without finding and handling the tech reason?
25. Have you ever not handled mis-C/Sing or mis-auditing on a case?
26. Have you ever neglected the cases of Execs?
27. Have you ever let staff cases go unhandled?
28. Have you ever failed to send an auditor to Cramming when you should have?
29. As a C/S have you ever neglected to handle auditors you were C/Sing for, who had out-TRs or out-metering?
30. Have you ever given a well done to an auditor when the session really wasn't?
31. Have you not studied your C/S hat?
32. Have you ever C/Sed while your High Crime checkouts were backlogged?
33. Have you been spending C/Sing time doing something else?
34. Have you ever backlogged or refused to do Cramming Orders that had been written on you?
35. Have you ever failed to insist that auditors you were C/Sing for kept up their High Crime checkouts?
36. Have you neglected to keep up inspections of the Tech and Qual lines per C/S Series 57?
37. Have you ever pushed quality and neglected quantity?
38. Have you ever pushed quantity and neglected quality?

39. Is there any technical question you are afraid to ask for fear it would make you look incompetent or stupid? _____
40. Have you ever C/Sed over tech misunderstands? _____
41. Have you ever failed to get good results on a case? _____
42. Have you ever continued to C/S a case that baffled you without seeking help from a senior Tech terminal? _____
43. Have you ever «gone on hoping» while C/Sing a case? _____
44. Have you ever sent a pc to ethics when the real cause of the trouble was out tech? _____
45. Have you ever Q'd and A'd with a pc when C/Sing? _____
46. Have you ever Q'd and A'd with an auditor when C/Sing? _____
47. As a C/S, have you ever failed to hold your position on something? _____
48. Have you ever become involved 2D-wise with a pc you were C/Sing? _____
49. Have you ever let a Senior Exec tell you how to program a pc? _____
50. Have you ever let a Registrar tell you how to program a pc? _____
51. Have you ever let personal opinion sway you in C/Sing a pc's case? _____
52. Have you ever talked with a pc and then C/Sed his case from that talk? _____
53. Have you ever agreed with an auditor that the pc was responsible for the session going wrong? _____
54. Have you ever written a C/S based on some idea or opinion instead of following the C/S Series? _____

55. Have you ever not written a Cramming Order when you should have? _____
56. Have you ever failed to use ethics or justice on someone that
was being harmful or destructive on Tech or Qual lines? _____
57. Have you ever failed to use ethics on an auditor when
it was needed? _____
58. Have you ever not handled an examiner who falsely reported? _____
59. Have you ever failed to use ethics on a pc when it was needed? _____
60. Have you ever failed to take action when justice was misapplied
on an auditor or other tech personnel? _____
61. Have you accepted any illegal pc for processing? _____
62. Have you ever incorrectly labelled a pc «illegal»? _____
63. Have you ever used the Snr C/S to front for you? _____
64. Have you ever covered up errors in your C/Sing? _____
65. Have you ever blamed your errors on another C/S or auditor? _____
66. Have you ever blamed a pc? _____
67. Have you ever made a C/S wrong? _____
68. Have you ever C/Sed badly? _____
69. Do you have overts of omission on a Snr C/S? _____
70. Do you have overts of commission on a Snr C/S? _____
71. Do you have overts of omission on LRH? _____
72. Do you have overts of commission on LRH? _____

73. Have you ever not bothered to see that auditors were properly trained? _____
74. As a C/S, have you ever neglected to ensure the auditors under you were in good case shape? _____
75. Have you ever condoned or been involved in a TTC rip-off? _____
76. Have you ever failed to help establish a TTC? _____
77. Have you ever invalidated an auditor's intentions? _____
78. Have you ever invalidated an auditor's future? _____
79. Have you ever invalidated an auditor's potential? _____
80. Have you ever invalidated or harassed an Auditor when no technical goof had occurred? _____
81. Have you ever invalidated or harassed an auditor for doing a correct action? _____
82. Have you failed to recognize and acknowledge a technically perfect session? _____
83. Have you ever invalidated an auditor's willingness to audit? _____
84. Have you ever failed to strengthen an auditor's willingness to audit? _____
85. Have you ever let an auditor give up auditing and not do anything about it? _____
86. Have you ever snooped through a pc folder for personal interests? _____
87. Have you ever had a pc get extra exams just to get an F/N after session? _____
88. Have you ever C/Sed while not having read the basic books or _____

C/S Series?

89. Have you ever run a process you weren't qualified to run? _____
90. Have you ever C/Sed for an auditor to run a process that was above his training level? _____
91. Have you ever C/Sed solo folders without authority to do so? _____
92. Have you ever delivered processes which were unauthorized for the org you were at? _____
93. Have you ever done illegal solo sessions on yourself? _____
94. Have you ever read your own case folder? _____
95. Have you ever C/Sed your own case? _____
96. Have you ever guessed at or falsely reported the F/N VGI percentage? _____
97. Have you ever C/Sed for an action and then after the folder was sent to the auditor had doubts if it was the correct action? _____
98. Have you ever sent a pc to declare when you knew or had doubts if he'd made it? _____
99. Have you ever C/Sed a pc for higher Grades hoping that would handle the pc? _____
100. Have you ever C/Sed a pc to attest to a Grade without evidence of the full Ability Gained having been achieved? _____
101. Have you ever C/Sed for a multiple declare? _____
102. Have you ever C/Sed a pc to declare or attest to states being asserted just to avoid upsetting the pc? _____
103. Have you C/Sed a pc to attest to processes or a Grade run _____

- in a former life although the pc could not recall the processes
and no release point could be found?
- _____
104. Have you ever let a pc attest to Clear when he hadn't made it?
- _____
105. Have you ever written a C/S to «2wc a process to EP»?
- _____
106. Have you ever let an auditor get an F/N by 2wc or discussion
of a level or process and call that the EP?
- _____
107. Have you ever C/Sed a pc to declare or attest to states
being asserted because you didn't know what else to do?
- _____
108. Have you ever C/Sed a pc to attest to states being asserted
because you felt you had to «validate the pc»?
- _____
109. As a pc, have you falsely attested to Grades, Levels or states?
- _____
110. Have you ever over-estimated a pc's true case level?
- _____
111. Have you ever under-estimated a pc's true case level?
- _____
112. Have you ever failed to see that a pc fully understood the
auditing procedure?
- _____
113. Have you ever C/Sed for major actions to repair a case?
- _____
114. Have you ever illegally audited pcs outside an org?
- _____
115. Have you ever illegally C/Sed case folders outside an org?
- _____
116. Have you ever broken your contract with an org?
- _____
117. Have you ever disclosed Class VIII Course data?
- _____
118. Have you ever disclosed data from a confidential process?
- _____
119. Have you ever been insecure with confidential materials?
- _____

120. Have you ever zeroxed or copied confidential materials?

121. Have you ever refused to C/S a case?

122. Have you ever refused to C/S for an auditor?

123. Have you ever refused to C/S for an org?

124. Have you ever threatened to quit your post as C/S?

125. Have you ever considered giving up C/Sing?

126. Have you ever left a Tech post to escape from something?

127. Have you ever considered leaving a Tech post to escape
from something?

128. Have you ever advised someone against getting auditing
at some org?

129. As a C/S, have you ever falsely or inaccurately represented
anything?

130. Regarding your C/Sing is there anything which shouldn't be known?

131. Is there anything about the auditors you C/S for which should
not be known?

132. Is there anything about the tech delivery at an org or mission
where you've C/Sed which shouldn't be known?

133. Have you committed a tech overt not covered in these questions?

134. Is there any question about your C/Sing which you would hate
to be asked?

135. Do you still have attention on one of these questions?

136. Is there another question I should have asked you?

137. In this Confessional, have you told a half-truth?

138. In this Confessional, have you told an untruth?

139. In this Confessional, has a withhold been missed?

140. In this Confessional, have you told all?

Give the pc the proclamation of Forgiveness:

BY THE POWER INVESTED IN ME, ANY OVERTS AND WITHHOLDS YOU
HAVE FULLY AND TRUTHFULLY TOLD ME ARE FORGIVEN BY
SCIENTOLOGISTS.

On any adverse reaction to the Proclamation of Forgiveness, get the rest of the
withhold or repair the withhold session. (Ref: HCOB 10 Nov 78R-1, PROCLAMATION:
POWER TO FORGIVE ADDITION.)

(Note: If this is being done as an HCO Confessional, the Proclamation of
Forgiveness is omitted.)

L. RON HUBBARD

FOUNDER

Assisted by

Mission Issues Revision

Approved & accepted by the

BOARDS OF DIRECTORS

of the

CHURCHES OF SCIENTOLOGY

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 NOVEMBER 1980

Broad Public Issue

Happiness Rundown Series 1

HAPPINESS RUNDOWN

This rundown is based on the booklet «The Way to Happiness.»

The booklet is being released on general public lines and it is not a church publication as it is not religious. Scientology has its own creed and codes and the fact that it also uses this booklet to aid in spiritual counselling is incidental to its public use.

A minister or pastoral counselor can, however, counsel on any subject and that the church sells a rundown based on the booklet does not make the booklet religious.

THE WAY TO HAPPINESS

Factually, the world has gotten itself a lot of new violence potential without also getting a campaign for higher morality. Such an imbalance is catastrophic. The police, banks, merchants, insurance people are all in real trouble through the decline of morality.

The Kentucky school board, right now, is faced with no morals being taught in their schools. They already have a crime problem if their schools are like anyone else's.

Materialism and mechanism (these are philosophic schools) are on a rampage. The biologists, psychs, evolutionists are pushing them to the limit. These are blown up by the simple question, «Your data may be quite correct but you have no proof that there is not something else that uses all this.» Their position is untenable philosophically. So, using this, the psychs and biologists and so on are edging the churches out and factually are creating a dangerous social situation. At a time when man can wield unlimited force, he has no moral codes or restraints.

There factually is no moral code today. The Christian one was nice. But if you read the Ten Commandments, they are designed for people several thousand years ago.

There have not been any codes of morals based on common sense. They are handed down from heaven, even in China. The psychs use this to get an inside track. The U.S. government—and possibly some others—cannot finance religion, per the First Amendment. This means they cannot allow children to be taught morals, and cannot permit any power to churches. The psychs love that. They are anti-religious. They teach that one succumbs to temptation, that morals are inbred by paralleling the history of the race and when a child gets old enough his inbred nerves go moral. This is pure claptrap, but that happens to be their belief. This means that crime will worsen, the psychs will ride higher and higher.

Philosophers (not religious ones) over the world in various times and places have noted these qualities of morality so don't get the idea this is all derived from China. Confucius, for instance, was mainly interested in reforming the government, not the individual.

In all times and all places, the morals contained in this book have appeared amongst tribes and races.

What they lacked—in China, in the Near East, in Europe—was some basic principle which made the picture clear. When I isolated the common denominator, the dynamic principle of existence, I had such a factor. I never before applied it to straightening out ideas on the subject of morality. But the precepts contained in this book are not just culled here and there and put together. I worked them out newly with due attention to what had gone on before in man's history. His moral codes are woefully inadequate to deal with modern life. This one will.

There is another point. Nobody could ever possibly have kept any of the old moral codes. Old Mo-Tzu's code only lasted a few hundred years until people finally decided you couldn't keep it—too severe—and they even forgot it ever existed after about the 1st century B.C. and only found it again this century. There have been novels and plays about someone trying to live

the life of Christ and the hero always winds up in a mess, the lesson being that His teachings couldn't be followed.

The booklet, «The Way to Happiness,» contains a non-religious moral code based on common sense. It may be the first such code.

THE HAPPINESS RUNDOWN

Essentially, what the booklet does is give people stable data which holds off confusions. For people will be found to be quite confused on this subject.

This moral code is different in that it can be kept. It consists of 21 major rules or precepts and about 15 sub-rules making a total of about 36 in all. In number 20 there are about 20 additional items. In all, the rundown, then, would be handling about 56 separate concepts on the subject of morality, plus morality itself. There are probably around 10 steps for each concept: there are therefore over 500 questions or actions. This gives one some idea of the length of the rundown.

The object of the rundown is to clear up any confusions on the subject of morals, any and all transgressions against these specific morals, to slide the person out of the valence of any immoral person and obtain an EP of realization/cognition that one really is on the Way to Happiness.

Although the rundown is handling very hot charge, it runs very lightly and smoothly.

As these precepts and booklet do contain, in fact, the major principles of morality as they apply to modern life and as it is a fact that tragedy and unhappiness occur when the points are violated, the rundown should steer the person in a direction where he is certain he can live a happier life. So the rundown should be quite successful. It is quite a tour de force, really, to assemble the essentials into a modern moral code. And because these are somewhat universal, they will be found to have a lot of charge on them as they were the points where one went off the rails.

The rundown itself picks up specific confusions, transgressions and valence closures. It will probably get rid of a lot of shame, blame, regret. A person should feel pretty clean and sparky after it. The potential is there.

The Happiness Rundown could keep a lot of Class IV orgs and missions going. Two rundowns—the Purification Rundown and the Survival Rundown— have been made available. Now here is another. People could have their grades before or after this. It has no engram running and could be run anywhere up the chart, even on Clears.

The booklet itself will be running on through the society if well marketed. It should feed back pcs to the org even if the rundown is not religious. As I have said, a pastor can counsel anything.

Good luck with this rundown.

L. RON HUBBARD
FOUNDER
Approved & Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 DECEMBER 1980

Remimeo
Tech & Qual
All Levels
All Auditors
All Supervisors
All Internships
All C/Ses
Tech Checksheets
Examiners
Ethics Officers

FLOATING NEEDLE AND TA POSITION

MODIFIED

This Bulletin carries further the data given in:

HCOB 10 December 1978RB	URGENT—IMPORTANT C/S Series 99RB
Re-revised 25 May 1980	SCIENTOLOGY F/N AND TA POSITION
and modifies but does not cancel all HCOBs that mention having to have the TA between 2.0 and 8.0 before the F/N can be considered valid, including:	
HCOB 21 October 1968R	Revised 8 July 1977
	FLOATING NEEDLE
HCOB 7 May 1969R, Issue V	Revised 15 July 1977
	FLOATING NEEDLE
HCOB 21 April 1971RC	Revised 25 July 1978 C/S Series 36RC
	DIANETICS
HCOB 24 October 1971RA	Re-revised 25 May 1980
	FALSE TA
HCOB 15 February 1972R	Revised 26 January 1977
	FALSE TA ADDITION 2
HCOB 23 November 1973RB	Re-revised 25 May 1980
	DRY AND WET HANDS MAKE FALSE TA
HCOB 8 June 1970	LOW TA HANDLING
HCOB 13 June 1970 Issue II	HUBBARD CONSULTANT STUDY STRESS ANALYSIS

Some recent tests I conducted have shown that a floating needle is a floating needle regardless of tone arm position.

This changes an earlier belief that, in order to be valid, the tone arm had to be between 2.0 and 3.0 for it to be called a floating needle.

Carefully examining dozens of F/Ns which occurred with the TA well above 3.0 and looking for any troubles with the case following calling the F/N an F/N, I found that there were no adverse consequences.

Therefore, it can be safely assumed that a floating needle is a floating needle regardless of where the tone arm position may be. It should be called, indicated and written as an F/N, with the TA noted.

Palm moisture, pc grip and other factors alter the TA position but not the F/N. The auditor must also be prepared to handle and handle false TA and nothing in this finding changes handling.

Tone arm positions register the relative mass of the case and nothing in this finding changes that. There are low TA cases and high TA cases and the state of the TA remains important and all data regarding TA positions are valid.

An ARC Break needle (an F/N accompanied by bad indicators) remains an ARC Break needle and nothing in this finding changes that. It must be handled. (One ordinarily checks for an ARC Break in this case.)

This finding about TA position and F/Ns has been corrected earlier. This present issue carries it further based on very thorough recent testing. There are apparently no liabilities of any kind in calling high and low TA F/Ns F/Ns.

L. RON HUBBARD
FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 DECEMBER 1980

Remimeo
Tech
Qual
Academies
Class III
Auditors
and above

(Cancels BTB 6 Dec 68 RELEASE, REHABILITATION OF, not written by myself.)

REHAB TECH

REFERENCES:

HCOB 30 Jun 65	RELEASE, REHABILITATION OF, FORMER RELEASES AND THETAN EXTERIORS
HCOB 21 Jul AD15	RELEASE REHABILITATION
HCOB 2 Aug 65	RELEASE GOOFS
HCOB 30 Aug 80	Keeping Scientology Working Series 24 WINS, "STATES", AND GRADE CHART DECLARES
HCOB 15 Nov 78	DATING AND LOCATING

This bulletin is a condensation of the tech I first developed in 1965 on the subject of rehabs and release.

While there is considerably more data on these subjects in the Technical Volumes and on the Class VIII tapes, this issue sets forth the key data and presents the methods for rehabbing in one consolidated issue for the first time.

DEFINITIONS:

"Rehab" is a shortened version of "rehabilitate", which means: to restore to a former capacity or condition.

"Release" is the term for what occurs when a person separates from his reactive mind or some part of it or when he separates from some mass.

In Scientology we use the term "rehabilitate" most commonly to mean: restoring a state of release previously attained by the pc.

RELEASES

Scientology processes can be categorized as follows:

1. Those processes which direct the preclear's attention to the mental masses in his reactive mind in order to enable him to separate out from them.
2. Those processes which are aimed at increasing the preclear's abilities.

Both types of processes lead to release.

Both types of processes are necessary to bring a person up the levels of awareness and up each step of the Grade Chart to OT.

When you take a thetan out of a mass, that's a release.

When you erase the mass and leave the thetan there, that's an erasure.

Erasure is a different phenomenon from release.

In auditing, when the pc spots something in the bank he disconnects from the bank to a greater or lesser degree. That is a release. Or, when the pc becomes free of a difficulty or personal “block” or inability stemming from the mind, that is a release.

A person can and does go release many times in the course of his auditing. He may go release many times while being run on the processes of a Grade before he attains the ability of that Grade.

The Grades Releases are covered fully in HCOB 22 Sep 65, RELEASE GRADATION, NEW LEVELS OF RELEASE, in HCOB 27 Sep 65, RELEASE GRADATION, ADDITIONAL DATA, and on the Grade Chart itself. Further data can be found in HCO PL 23 Oct 80 II, CHART OE ABILITIES GAINED FOR LOWER LEVELS AND EXPANDED LOWER GRADES.

Oddly enough, the idea of release can translate through to the pc to include releases in life, too. For example, a person was in prison and they let him out. This might well read as a release on a pc being asked about former releases, and it would be okay. One sees how this can be in view of the basic concept of release, e.g. when you take a person out of a mass—any mass—that is a release.

So “release” points in life such as the above are valid, and, though one doesn’t ask for them specifically, should they come up during a former release rehab on a pc, they are to be handled.

However, the auditor must understand that such a release in no way means that a person is a release on a process or on one of the Grades! Prison might be a problem to someone but getting out doesn’t make him a problems Release! Don’t misconstrue one for the other and declare someone a Grades Release at some Level because he had a release in life.

Actually one can go release on any subject and theoretically one could rehab any release a pc had. The exact subjects a pc must be released on in order to make it up the Bridge are those listed on the Grade Chart. Occasionally it is necessary to rehab a win or state attained by the pc which is not specifically mentioned on the Grade Chart. But, again, one would not mistake it for a Grade Chart Release. (Ref: HCOB 30 Aug 80, Keeping Scientology Working Series 24, WINS, “STATES”, AND GRADE CHART DECLARES.)

OVERRUN

Overrun occurs when the thetan considers that something has gone on too long or happened too often.

When the person begins to feel this way about something, he begins to protest it and try to stop it. This tends to make things more solid and builds up mass in the mind. People who are very intent on stopping things in life appear solid and massy.

In auditing, an overrun means the preclear came out of the bank and then went back into it again. For instance, the pc released on the process “From where could you communicate to your dog?” but the auditor continued the process after he should have indicated the F/N and gone on to something else. By continuing, the auditor throws the pc back into the bank again and wrecks the release state.

An overrun in auditing can also mean that the pc gained an ability to do something and the auditor continued the process or grade past the point where the ability had been regained. By pushing on, the ability can get invalidated. In both cases the person’s attention goes back onto his case and hangs up. The person can feel the mass of it again.

In life when something is overrun, the person begins to accumulate protests and upsets about the thing or activity he feels overrun on. His attention tends to stick on it. This also builds up mass.

An overrun, whether it occurred in auditing or in life, is handled in auditing using the tech of rehabbing.

THEORY OF REHABBING

The theory of rehabs is based on the following stable datum: This particular universe is built by twos. One cannot know a datum unless there is another datum to compare it to. This fact can also be seen to operate in the field of the mind. (Ref: Logic 8, Scientology 0-8, THE BOOK OF BASICS.)

Thus, in rehabbing a release point one is getting the pc to view one datum (a time of release from a mass) as compared to another datum (a time he was stuck in the mass) and when this is done the pc moves out of the mass once again. That is the simplicity of what occurs.

To expand on the mechanics involved, it can be described as follows:

When a person has been overrun, he is trying to stop the mass or thing he has gone back into. The other side to that is the time or times he was released from it. These are opposites: the “plus” of the mass and the “minus” of the time the mass wasn’t there. This idea of opposites tends to hang things up.

The idea then behind handling an overrun is to unstabilize this plus-minus pair by getting the pc to clearly spot the “minus” side of it. When this happens, the “plus” side goes.

When the pc’s attention is directed to the points when he was released from the mass he ceases to try and stop the mass and it goes. The release state then rehabilitates.

So the mechanism being worked with here is that the mass connected with an overrun can be knocked out by spotting the release connected with it. It is a very simple principle which has important uses in auditing.

TYPES OF REHABS

There are three types of rehab procedures for use in rehabbing releases or states.

The earliest is Rehab 1965 Style. This is followed by Rehab by Counting which I developed in 1968. Later on, in 1971, I developed the Date/Locate procedure.

Each of the three has its uses depending on what it is one is trying to rehab.

One does a Rehab ‘65 Style when one is rehabbing a specific point, such as the point a specific former release was attained.

A Rehab by Counting is done when, for instance, a process appears overrun in session or when one is rehabbing “releases” such as on drugs on the Scientology Drug Rundown, or at any time something is likely to have a number of releases connected with it.

A Date/Locate is used when one wants to directly spot the exact time and location of a specific incident and thus blow the mass connected with it. (Date/Locate is used on the last step of the Dianetic Clear Special Intensive to determine the exact point a person went Clear. The Date/Locate procedure has many other uses in other types of auditing as well, but in rehabbing its most frequent use is on the DCSI, per the above.)

INDOCTRINATING THE PC

The procedure for doing a rehab is quite simple when one understands the theory of it and makes sure the pc does, too.

Before doing any rehab or Date/Locate, clear the terms and procedure with the pc so that he understands. Use the data in this issue to clear the theory of release and rehabs, and to clear the procedure to be used—Rehab '65 Style or Rehab by Counting. Use data in HCOB 15 Nov 78, DATING AND LOCATING, in indoctrinating the pc to the Date/Locate theory and procedure. All the terms and steps of the procedure are covered in that issue.

The better the pc understands what is going on the smoother it will go. Do not skimp this indoctrination step. Any auditing efforts can go up in smoke if one tries to audit the pc over misunderstandings.

1. Clear the terms below with the pc, using demos and consulting the pc's understanding.

A. RELEASE:

1. a person who has been able to back out of his bank. The bank is still there but the person isn't sunk into it with all its somatics and depressions. 2. When the pc disconnects from the mass in his bank, that is a release. When this happens, the pc disconnects from the bank to a greater or lesser degree. 3. A person who has become free of a difficulty or personal "block" stemming from the mind. 4. When you take a thetan out of a mass, that is a release.

B. REHABILITATE:

to restore to a former capacity or condition. In auditing, this means to do the series of actions in session which result in regaining a state of release for the pc. Abbreviated "Rehab".

C. KEY-IN:

the action of some part of the reactive mind moving in on the person. A Key-in occurs when the environment around the awake but fatigued or distressed individual is similar to some part of the reactive mind. Since the reactive mind operates on the equation $A=A=A$, the present time environment becomes identified with the contents of a particular portion of the bank and so it activates and exerts its influence on the person.

D. KEY-OUT:

the action of the reactive mind or some portion of it dropping out of restimulation on the pc.

E. GRADE:

a series of processes culminating in an exact ability attained, examined and attested to by the pc. (See the Classification Gradation and Awareness Chart for the complete explanation of the different grades.)

Auditing processes result in a release. The auditing processes of a Grade, when done, result in the pc attaining the specific ability of that Grade.

2. Clear "overrun" with the pc, using the section "Overrun" in this issue.

Have the pc demo an overrun in auditing and in life.

3. Clear with the pc the stable datum on which rehabbing is based (under

"Theory of Rehabbing" in this issue). Have him demo each (using a demo kit) as needed to ensure he's got it. 4. Using a demo kit, clear with the pc the simple

mechanics of rehabbing (spotting the release connected with a mass). Ref: Section on "Theory of Rehabbing" in this issue.

5. Go over with the pc each step of the procedure to be used (Rehab '65 Style or Rehab by Counting or Date/Locate, if needed). Clear any words regarding these procedures, which have not previously been cleared in the pc's auditing. Use a demo kit as needed.

6. Cover meter dating with the pc so he understands its purpose and how it is done. Use E-Meter Drill 22 to explain it. Ensure the pc understands you don't want him dependent on the meter but that you will help him, using the meter, if necessary. (Ref: HCOB 4 Aug 63, ALL ROUTINES, E-METER ERRORS, COMMUNICATION CYCLE ERROR.)

Be sure the pc understands the simple basics of rehabbing with no questions or confusions or misunderstood terms, before you begin any rehab.

Additionally, when doing any type of rehab session it is important to ensure the pc's ruds are in before starting.

REHAB PROCEDURES

PROCEDURE FOR REHAB '65 STYLE

I. Determine what is going to be rehabbed. This might be a release on a process, some other type of former release, the ability of a Grade attained or some other state achieved by the pc.

A. For a process, use the question:

"Were you released on (process)?".

a. Clear the question on the pc first, omitting the name of the actual process.

b. Then check the question (including the name of the actual process) on the meter.

c. If no read on the question, check Suppress and Invalidate.

d. If the pc says he was released but no read on the question, check

Suppress or Invalidate. If pc is assertive or protesty about having been released, check Asserted and/or Protest.

B. For rehabbing a state: One would simply orient the pc to the state

(having already verified that it is a valid state and having C/S instructions to do so) and proceed with the rehab steps. (Ref: HCOB 30 Aug 80, Keeping Scientology Working Series 24, WINS, "STATES", AND GRADE CHART DECLARES.) (Exception: The State of Clear would only be handled on a full Dianetic Clear Special Intensive. Any other states which might come up on that Intensive would, if valid, be handled routinely by the trained DCSI auditor, per DCSI procedure.)

C. Rehabbing Grades: Data on using '65 Style to rehab Grades is covered in the "Rehabbing Grades" section of this issue.

D. Rehabbing Former Releases: Data on using '65 Style to rehab former releases is covered in the "Rehabbing Former Releases" section of this issue.

II. When it has been determined that the pc was released on the process, the Ability Gained for a Grade had been attained or the state being rehabbed has been established, one proceeds by first finding out when this occurred, per Step 1 below, and then continues with the remainder of the rehab steps:

1. Loosely locate the session or time in which it occurred.

(Note: This may have to be meter dated if the pc is unable to locate when it happened. For this reason, any auditor doing rehabs must be adept at E-Meter Drill 22, "E-Meter Hidden Date, This Life". Also, see HCOB 2 Aug 65, RELEASE GOOFS, point 4, Meter Mis-use.)

You simply want to determine when. The pc may give you the year, month and day of the release, he may describe it by significance ("The moment I thought to myself, 'That's why I wrecked the car!'",), or he may spot when it occurred by location ("It occurred when I was in session for the first time with Joe in his new auditing room."). The reference for this is:

HCOB 8 Jun AD13, THE TIME TRACK AND ENGRAM RUNNING BY CHAINS, BULLETIN 2, HANDLING THE TIME TRACK.

NOTE: The indicators which tell you that the release or state is rehabilitated are an F/N on the meter and VGIs on the pc. If this occurs on any step of the rehab procedure, simply indicate the F/N and gently end off on that rehab action.

2. Get in Suppress, Invalidate buttons on the session or time.
3. Get in "unacknowledged" or "what was unacknowledged".
4. Indicate anything found to the pc as By-passed Charge.
5. Find the Key-in that was Keyed-out in that time or session.

(The person went release because something keyed out in that time or session.)

6. When this is found and recognized by the pc, the pc will recover the release and the process, Grade, state, etc. will be rehabilitated.
7. If this does not happen, find out what keyed in (at some point after the release) that ended the release state and get it loosely located as in Step 1.
8. Repeat Steps 2 to 6 on it.

9. **CONDITIONAL:** If, when the above is done, the release still has not rehabbed, get the pc to Itsa alternately the point of key-out when the pc released and the point of key-in afterwards, one after the other. (Use the meter to guide the pc, if necessary, by asking "What's that?" when you see a fall on the needle.) This isn't an alternate/repetitive question—"What was keyed out then?"/"What was keyed in then?"—but a use of these and any such wording, one after the other, as Itsa invitations until the release is regained and F/N, VGIs obtained.

CHECKING FOR EPs

If one wants to check if the pc has reached the EP of a process, or if one suspects that the EP may have been reached out of session, one can check "Did anything occur?" per HCOB 5 Dec 71 IMPORTANT END PHENOMENA and if the EP has been reached it can be rehabbed using the Rehab '65 Style. One would never ask leading questions or feed the EP to the pc in such situations. Simply check if anything occurred.

PROCEDURE FOR REHAB BY COUNTING

1. Establish there is something to be rehabbed. (Naturally, you can't rehab a release if there isn't one. You couldn't rehab a process if the pc had never run it.)

The question would vary depending on the situation being rehabbed.

- a. If it looks (due to overrun phenomena) as though a process has been overrun in session, one could ask, "Have we by-passed a release point on this process?".

b. For rehabbing releases on drugs on the Scientology Drug Rundown, one would check, "Did you go release on (drug) ?".

2. If there is a release the question should read. If no read, check Suppress and Invalidate. There must be a read either on checking the question or on the pc's origination that there is a release there, before proceeding with the rehab.

3. If no read but the pc says he was released, check if the release has been suppressed or Invalidated. If the pc is asserting release or being protesty about it, check Asserted and/or Protest.

4. Sometimes the pc will F/N simply on spotting he was released. This can be quite common especially when the pc's ruds are in and the auditor's TRs are smooth. An F/N with good indicators tells you that the rehab is complete and the mass has keyed out or the state has been rehabilitated.

5. If no F/N on spotting there was a release, ask the pc how many times he was released. Get him to count the number of times and when he gets it he will E/N.

6. Sometimes the pc can't get the number and the auditor can then use the meter to count how many times and get it that way. He can ask the pc if he has some idea of approximate number of times and then use "More than _____ ?"/"Less than _____ ?". He uses the tech of E-Meter Drill 22 to establish the general range of the number of times. He would the count to the pc. ("Were you released on (_____) 10 times? 11, 12?", etc.)

The correct number of times will read and, when indicated, will F/N.

Rehab by counting is a simple procedure but it can get messed up by an uncertain attitude on the part of the auditor or by rough auditor TRs, so be sure you are confident and well drilled.

BRIDGING FROM REHAB BY COUNTING

TO '65 STYLE

If, even with the ruds in, doing a Rehab by Counting doesn't F/N, one can bridge over into a Rehab '65 Style and rehab it that way. Doing a Rehab '65 Style will clean up any by-passed charge on the release and allow it to rehab.

If on the Rehab by Counting the pc had said he was released several times, one would have to find the primary release point (the one "that is most real to him," or when he "had the biggest win," etc.) in order to do the Rehab '65 Style steps on that release point. Handled smoothly in this way, you will be able to rehabilitate the release, with F/N, VGIs.

DATE/LOCATE PROCEDURE

The Date/Locate procedure is very thoroughly covered in HCOB 15 November 1978, DATING AND LOCATING, and thus is not repeated here. It is based upon the fundamental principles of rehab tech, but the additional theory and full Date/Locate procedure contained in HCOB 15 Nov 78 must be understood and drilled well before it is done on any pc.

ADDITIONAL DATA ON SPECIFIC

USES OF REHAB PROCEDURES

If one is to handle rehabs he must know the fine differences involved in the application of rehab tech to each type of thing to be rehabbed.

For example, the rehabbing of Grades and the rehabbing of former releases differ from each other and they also differ slightly in some of their steps from the rehabbing of specific processes or states as covered earlier in this issue.

For this reason each is taken up separately here in its own section.

REHABBING GRADES

The rehabilitation of any Grade is done on the basis of actual auditing having been done to the end product of the specific Ability Gained for the Grade on all flows. (Note: pcs should be Quaded up by the time they receive their Grades.)

One does not rehab a Grade by checking “Did anything occur?” or “Were you released on Grade _____ ?” Of course something would have occurred on the Grade and the pc would have released each time a process or a flow on a process of the Grade F/Ned. This is not what you’re looking for.

The End phenomena of a Grade is the attainment of an ability by the pc which he did not previously have. Each level of the Grade Chart results in a specific ability gained by the pc when he does that particular Grade. These are expressed on the Grade Chart in the “Ability Gained” column.

The specific ability for each of the four flows of a Grade is listed in HCOB/HCO PL 23 October 1980 Issue II, CHART OF ABILITIES GAINED FOR LOWER LEVELS AND EXPANDED GRADES. These are what you are interested in finding out and rehabbing, if they have been attained.

You want to determine that the pc has gained the ability for each flow of the Grade when you are rehabbing. It’s not: Did he get his Grade 0 ability? It’s: Is he willing for others to communicate to him on any subject? Does he no longer resist communication from others on unpleasant or unwanted subjects? Yes? Good, he’s made it on Flow 1 of Grade 0.

Does he have the ability to communicate freely with anyone on any subject? Is he free from or no longer bothered by communication difficulties, and no longer withdrawn or reticent? Does he like to outflow? If so, he’s attained the ability on Flow 2 of Grade 0.

One checks each flow of a Grade for the ability of that flow in this way. If the pc says he can’t, or if he reads on the meter as being unable to communicate freely to others, for example, then you know he is not complete on that Grade. He would need to have an FES done at least as far back as the beginning of that Grade and any errors found corrected, and then more processes for that Grade run on all flows until the Ability Gained had been genuinely attained. Further data about handling the pc who hasn’t made a Grade is contained in C/S Series 4.

A Dianetic pc who couldn’t honestly say he was a well and happy human being would need more somatic items run out R3RA. One would never try to rehab a Grade the pc had never really been run on, or for instance, Q and A with a pc who asserted he was a Grade 2 Release because he went to confession as a youth. The Abilities Gained of the Grades are attained only by auditing on the various processes of each Grade. The results of well-run Grades are light years above anything that other fields or practices can offer, so don’t sell them short by omitting or quickying them.

The procedure, then, for rehabbing a Grade is as follows:

1. Establish from folder study that the pc has run the processes of the Grade on all flows in the first place. There should be some evidence in the folder that the pc has attained the Grade, whether previously declared or not. He should have run enough processes for this to be evident.
2. Show the pc (with pc on the meter) the written statement of the Ability Gained for Flow 1 of the Grade, and have him read it. (Ref: HCOB/HCO PL 23 October 1980 II, CHART OF ABILITIES GAINED FOR LOWER LEVELS AND EXPANDED LOWER GRADES.)

3. Then check with the pc as to whether he has attained (or “can do”) the ability for that flow of the Grade, as stated in HCOB/HCO PL 23 October 1980 II.
4. If he has attained it, rehab it by Rehab ‘65 Style.
5. Repeat Step 2 and 3 on the Ability Gained for each of the remaining flows (Flow 2, 3 and 0) of the Grade.
6. If the pc has attained the ability on each flow of the Grade, he is a valid release on that Grade.
7. If the pc doesn’t have the Ability Gained for one or more of the flows of the Grade, he doesn’t have the abilities of the Grade. The processes (and the flows) he ran on it would have to be FES’ed to locate any errors. The errors found would have to be corrected and any unflat process flattened. Then additional processes for that Grade would need to be run until the pc really had the Ability Gained for each flow of the Grade.

REHABBING FORMER RELEASES

Rehabbing former releases came into being in 1965 and was done most frequently in that year and the years immediately following it, after the Grades had been established. At that time it was necessary to clear up and get acknowledged the former releases a pc may have had during his processing in the previous years, and to determine that he had been released on each Grade before he went onto power and Clearing.

It is still a very valid tech that is used when needed.

It may in some instances be done, at the adjudication of the C/S, where a case is having trouble or is bogged and the C/S suspects from folder study that the case may be hung up on former release points.

In genning the pc in to this action ensure hs understands what is being looked for. Although one uses Rehab ‘65 Style, the action is not the same as rehabbing a Grade or even exactly the same as rehabbing a process. Here you are looking for times in the pc’s auditing history, recent or distant, when he felt good in sessions. This would not necessarily have to be a specific EP of a process the pc ran or the EP of a particular Grade. Rehabbing former releases is not limited by reference to any specific process or Grade. Also, when the pc is asked about an earlier release, he may offer up a time he felt released from something in life. If so, this would be checked and handled just as any other release point, as in this action you are going to rehab any and all validly reading release points the pc may offer. When a former release is found it is rehabbed by the ‘65 Style.

The procedure for rehabbing former releases is:

1. Ensure the pc’s ruds are in and that he has been through steps 1-6 of the section “Indoctrinating the pc”, in this issue.
2. Have the pc demo the idea of former releases as it applies to auditing and to life until he’s got it.
3. R-Factor the pc that you are going to rehab any former releases he may have had.
4. Clear the question: “Have you been released earlier?” Then check the question.
5. If you get a read on clearing or checking the question, find out what the release was on.
 - a. If no read on the question when cleared or checked, check Suppress and Invalidate.

- b. If pc says he was released earlier but no read on the question when cleared or checked, check Suppress or Invalidate. If the pc is assertive or protesty about having been released, check Asserted and/or Protest.
- 6. When it has been determined that the pc has been released earlier, one then proceeds per Step 1 of Rehab '65 Style instructions until one gets an F/N and rehabilitation of the former release.
- 7. One then checks for any other former releases by checking, "Is there another time you were released earlier?" and handles per Steps 5 and 6 above.
- 8. Repeat Step 7 as long as the pc has former releases to rehab.
- 9. Conditional: If on Steps 5 a or b the meter doesn't read or ceases reading even after Suppress, Invalidate, Asserted and/or Protest are checked, or if an ARC Break needle turns on while doing the rehabs, one checks for and handles any ARC Breaks which may be present in the session or connected with the thing you are trying to rehab.

After handling any ARC Breaks, recheck for former releases and handle until the Auditor, pc and meter are in agreement that any former releases have been rehabbed and that there are no ARC Breaks preventing any former release from reading. It may be necessary to also check and handle the other rudiments (PTP and Missed Withholds) to ensure there is nothing preventing any former release from reading.

10. Conditional: If the pc has a big win in rehabbing former releases, one would let him have his win and end the session. When sessions are resumed, one would then check for and handle any remaining former releases.

When all the pc's former releases have been rehabbed, the action is complete.

ADVICE TO AUDITORS AND C/SES ON REHABS

Meter Dependence

In using the meter on a rehab of any sort, one does not want to get into a situation where the pc is made dependent on the meter for obtaining data. One uses the meter in a rehab only when the pc is unable to come up with the data needed. In getting the number of times released on a process, for instance, the auditor would get the pc to establish the number of times released and only if the pc could not get it would the auditor use the meter to find the number of times released. This all comes under increasing the pc's certainty of his data and is best expressed in HCOB 4 August 1963 ALL ROUTINES, E-METER ERRORS, COMMUNICATION CYCLE ERROR.

Out Ruds

When a rehab is not going to an F/N, one usually finds that there is an out rud over which the rehab is being done. This can be:

- a. An out rud on the subject being rehabbed;
- b. An out rud on something before the release occurred;
- c. An out rud in the rehab session itself.

One has to find out what the out rud is, handle it and then the rehab should go easily to F/N.

If at any time an ARC Break needle turns on during a rehab, immediately find what the ARC Break is on and handle fully. Then take the rehab to F/N.

An ARC Break, particularly, may obscure a release and prevent it from reading. The remedy is to handle the ARC Break and then recheck for the release.

NOTE: That one has F/Ned the ruds or handled session outnesses to F/N does not mean the rehab is finished, so complete the rehab if needed once the ruds are in.

Rehabs are very simple to do provided the auditor's comm cycle is not rough or distracting and both he and the pc understand what is being done on a rehab and how the procedures go. The action is one of de-stimulation not re-stimulation. It is done with a light touch and is a smooth action. One doesn't get into forcing the pc on a rehab.

Drilling the different rehab procedures must be a part of any High Crime checkout on this bulletin so that the auditor can confidently handle any situation that might arise during a rehab.

The best way to run a session is to be so sharp as an auditor that you never let the pc overrun in the first place. But should this occur or should you inherit a pc that another auditor has overrun, or should life and livingness knock out a release state, this issue lays out the steps for restoring any type of release.

L. RON HUBBARD
FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 DECEMBER 1980

Remimeo

BPI

(Also issued as an HCO Policy Letter
of the same date and sane title.)

PREREQUISITES FOR SOLO AUDITOR COURSE

AND ADVANCED COURSE LEVELS

The following are the new prerequisites as they appear on the 1980 Grade Chart for persons going onto the Solo Auditor Course, preparatory to doing the Advanced Course Levels.

1. Basic Study Manual or Student Hat.
2. The Purification Rundown.
3. The Survival Rundown (unless full Objectives have been run, each to its End Phenomena).
4. Any TRs Course, such as Co-Audit TRs on the Survival Rundown, or the How To Achieve Effective Communication Course (the new HAS Course), or a Professional TRs Course.
5. New Era Dianetics Drug Rundown (or full Drug Rundown received prior to the release of New Era Dianetics). Or Scientology Drug Rundown (for persons who have attained Clear before the Clearing Course and before completing a Dianetic Drug Rundown).
6. Dianetics fully run to Dianetic Case Completion (on any non-Clear).
7. ARC SW and Grades 0-IV fully run to End Phenomena, with the Ability Gained for each Grade (run Triple or Quad) with good Success Stories. All Expanded Grades Processes are run, if necessary, to achieve this.
8. If Clear has been attained before doing the Clearing Course: A full verification of the State of Clear done on the Dianetic Clear Special Intensive, with each step done and attested to by the C/S.
9. If Clear has not yet been attained: Power Processing (Grades V and VA) fully run to End Phenomena, before Advanced Courses are begun. To begin the Solo Auditor Course, the pc, if not complete on Power and VA, must be on Power or Power Set-Ups. A pc on Grade VI Set-Ups may also begin the Solo Auditor Course.

("Set-Ups" = A series of auditing actions given to ensure the pc is "set up" to receive a major action.) Solo Set-Ups can be done at a Saint Hill or an Advanced Org.

Advances made in the technology at both the beginning of the Bridge and in upper levels have resulted in these revised mandatory prerequisites. These steps fully and honestly done prepare the individual more fully than ever before for solo auditing successfully on his OT Courses.

L. RON HUBBARD

FOUNDER

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 DECEMBER 1980

Remimeo
Qual
Class III Auditors
and Above

THE SCIENTOLOGY DRUG RUNDOWN

(References:

HCOB 30 Jun 65	RELEASE, REHABILITATION OF FORMER RELEASES AND THETAN EXTERIORS
HCOB 21 Jul AD15	RELEASE REHABILITATION
HCOB 7 Nov 65	RELEASE REHABILITATION ERROR
HCOB 19 Dec 80	REHAB TECH
HCOB 30 Jun 62	ARC PROCESS)

I have just finalized a new rundown concerning the handling of drugs. It is called the Scientology Drug Rundown and it uses Scientology auditing techniques to handle drugs on Dianetic Clears who, of course, cannot be run on engrams and the New Era Dianetics Drug Rundown. This rundown will make for smoother gains up the Grades and OT Levels for the Dianetic Clear because it will handle any charge on the case on the subject of drugs. And in some instances it could mean the difference between a case that is resistive and rocky and a case that flies in auditing.

THEORY

It is very important to handle the effects of drugs, medicine and alcohol on a case. In the 60's drug use became widespread in the culture and it was then that I discovered the need to audit out drugs as a first action on pcs. Drugs make it difficult to get stable auditing gains. In fact, a drug history makes one a resistive case in many instances until the drugs are handled.

This requires both an objective and a subjective handling. The Purification Rundown and Survival Rundown are objective handlings; they don't involve or directly address the person's own thinkingness to accomplish the intended results. These rundowns work wonders when done correctly.

Normally, the subjective handling consists of the New Era Dianetics Drug Rundown, wherein the pc's engrams and mental pictures concerning drugs are erased. The total package, then, is made up of objective and subjective handlings. Both are necessary to effect the proper result. The objective handlings (Purification Rundown and Survival Rundown) won't do the whole job by themselves.

The case which has gone Clear prior to receiving a NED Drug Rundown has had no means of handling the subjective aspects of drugs until now. You must not run engrams on a Clear, so the problem we were faced with solving was: how do you handle a case's charge on drugs if you can't run engrams on him? Well, I've put together a line-up which solves this problem simply and effectively—the Scientology Drug Rundown. It accomplishes a necessary release of charge on drugs, and thus helps to remove drugs as a case factor for Dianetic Clears and allows them to get the maximum gains out of the Grades and OT Levels.

THE LINE-UP

The Scientology Drug Rundown handles charge on drugs with the following tools:

1. Rehabbing chemical releases on drugs, which unsticks the person from asses pulled in during drug experiences or “trips”.
2. Recalls on drugs to handle the charge on drugs and drug incidents.
3. Further Objective Processing to extrovert the person after the charge is handled.

REHABS OF RELEASES ON DRUGS

Definition: RELEASE—When the preclear disconnects from the bank that is a release. When you take a thetan out of a mass that is a release. This is not the same as getting rid of the mass which is called Erasure. There are many releases which normally occur in auditing. The Classification, Gradation and Awareness Chart, displayed in any org, explains these in detail.

Definition: REHAB (Short for REHABILITATION) -- When the person was originally released he had become aware of something that caused the reactive mind to destimulate at that point or become weak. This is a release. When the sudden point of awareness is again found, the release state can be regained or rehabilitated. The procedure of regaining a former release state is called a rehab.

Some years ago I made the discovery that drugs can give a person the sensation of releasing from the bank while pulling in mass on the person at the same time. This is one of the factors which makes drugs as deadly as they are.

When such “chemical releases” are located and rehabbed, the person becomes unstuck from mass pulled in during “trips”. This is covered in HCOB 23 Sept 68 DRUGS & TRIPPERS.

Drug rehabs were part of the original Class VIII Drug Rundown and are now reinstated as the first step of the Scientology Drug Rundown.

RECALL PROCESSING

One of the oldest methods of processing we have in Dianetics and Scientology is the recall process. It has been a mainstay of auditing techniques since 1951. It has a new application now on the Scientology Drug Rundown.

The charge a Dianetic Clear has on drugs can be released by running charged drugs using simple recall techniques. On the Scientology Drug Rundown this is done after the drug rehabs.

OBJECTIVE PROCESSING

In order to extrovert the pc’s attention after the recalls, one runs some objective processing. This isn’t a long parade of processes. It is just intended to get the pc extroverted and in PT.

AUDITOR REQUIREMENTS

In order to deliver the Scientology Drug Rundown, any auditor must:

1. Be at least a Provisional Class III Auditor.
2. Have high crimed this issue and drilled the procedure until he can ttest he knows it cold.
3. Have high crimed HCOB 19 Dec 80 REHAB TECH and thoroughly drilled he rehab procedures until expert.

PRECLEAR PREREQUISITES

The Scientology Drug Rundown is for cases who have gone Clear before having completed a New Erg Dianetics Drug Rundown. I discovered in 1978 that we had been far more successful in making Clears than anybody had guessed. A number of these Clears had attained the state prior to getting their drugs run out using Dianetics. Also, some went Clear while on the Drug Rundown itself and were left with charge connected with drugs. So the prerequisites for someone receiving the Scientology Drug Rundown are:

1. Is Dianetic Clear (but NOT in the Non-Interference Zone. See C/S Series 73.).
2. Has not had a full NED Drug Rundown or was on it when Dianetic Clear was attained and so has charged drugs unrun.
3. Has done a successful Purification Rundown.
4. Has done the Survival Rundown or a full, thorough Program of Objectives.

It will be pointless to run someone on the Scientology Drug Rundown without points 3 and 4 above well in, so don't do it.

PROCEDURE

PRELIMINARY STEPS:

1. Fly the pc's ruds so he is F/N, VGIs before starting the rundown.
- 1A. CONDITIONAL STEP: If the pc has never had an Original Assessment Sheet done on him, do one per HCOB 24 June 1978R, New Era Dianetics Series 5R, ORIGINAL ASSESSMENT SHEET. Even though the pc is not going to be run on Dianetics, the Original Assessment Sheet must be done if he has never before had one in his auditing. This will provide the C/S, the D of P and the auditor with essential data on the case.
2. From the pc, get a list of each drug, medicine or alcohol he has taken this lifetime if one doesn't already exist in the folder. Note the read the item gives at the exact end of the pc's statement of the item. If a drug list already exists, it maybe used and a new list need not be made.
3. Clear the terms "release" and "rehab" and the rehab procedure with the pc if these have not been cleared previously. Use HCOB 19 Dec 80 REHAB TECH.

Make sure the pc has a good grasp of what rehabs are and how they fit into the Scientology Drug Rundown procedure as explained on page 2 of this issue.

A. DRUG REHABS:

1. R-factor the pc that you will now begin rehabbing releases on drugs.
2. Clear the question "Did you go release on _____?" and let the pc know you will fill in the blank with an item (drug) off the drug list and that this is the question you will use to check for releases on each drug.
3. Take the first drug off the list and check the question with the pc, noting any instant read.

NOTE: Each drug will be checked for release whether or not the drug read when listed. You are looking for periods when the pc felt released while he was under the influence of the drug and this is not dependent on whether the drug is reading in PT. To repeat, each drug on the list is checked for release, reading or not.

4. If the question reads and the pc was released, find out how many times he was released and it will F/N. Don't go at this too strenuously. It is a light action and the pc may F/N just on spotting that he had felt released on the drug.

5. If no read on the question but the pc says he did go release, check Suppressed or Invalidated. (The Assert or Protest buttons may be checked if the pc is assertive or protesty about having gone release.)

6. If the question reads but the pc says he didn't go release, the read is False or Protest. Find which and handle.

7. If no read on the question, check Suppress and Invalidate. If still no read, leave off trying to rehab it. Instead, do Step 8.

8. If the pc didn't go release on the drug (or if there is an ARC Break F/N while rehabbing it), put in ruds on the drug by checking and handling the following questions:

(a) "In taking (drug) was there an ARC Break?"

ARCU CDEINR E/S to F/N.

(b) "In taking (drug) was there a problem?"

Itsa E/S to F/N.

(c) "In taking (drug) was a withhold missed?"

Pull it E/S to F N.

An out rud can obscure a release, so after the ruds have been put in on the drug, re-check for a release. If still no release, that's it. Drop it and go on to the next drug.

9. Occasionally a rehab won't go to F/N even though the pc did release on the drug. If this occurs put in ruds on the period before the release using the following questions:

(a) "Before the release on (drug) was there an ARC Break?"

(b) "Before the release on (drug) was there a problem?"

(c) "Before the release on (drug) was a withhold missed?"

With the ruds in, continue the rehab.

10. If you get a release that just won't rehab clear the following question and ask the pc "Did you take anything earlier on the track that was similar to (drug) ?" (When you find and rehab that earlier drug, the one which wouldn't rehab also releases, so there is no need to go back to the one which was hung up.)

11. Repeat steps 3-10 as necessary for each remaining drug, medicine or alcohol on the drug list. Each item is checked for release whether it is reading or not. Of course, the rehab question itself must read before you proceed with any rehab steps.

12. When all the drugs on the list have been checked you can ask the pc if there are any other drugs he would like to add to the drug list. If so, add them, being sure to catch any read. Then, on any added items do steps 3-10 until all items on the list have been handled.

These steps comprise the first part of the Scientology Drug Rundown.

B. RECALLS ON DRUGS:

On this part of the rundown each reading drug on the drug list is run out using recall processing. PC INTEREST IS NOT CHECKED. If the item reads, run it.

O. CONDITIONAL: If the drug list used is one which already existed in the folder before the person went Clear the list would have to be reassessed at this point to see which items were reading in PT. It is possible that charge on some of the items would have keyed out or blown when the person went Clear and if the list were not assessed in PT, items might get run which do not have available charge. (Items added by the pc

on step 12 of the Drug Rehabs section of this RD are validly reading if they read when the pc listed them.)

1. Taking the item with the largest read (sF or better), run it in the commands below. (Clear a flow before running it for the first time.)

NOTE: A flow must read before it is run as covered in HCOB 3 Dec 78

UNREADING FLOWS.

Flow 1: "Recall a time you took/had (drug being run) ."

Run it repetitively to F/N, Cog, VGIs.

Flow 2: "Recall a time you gave another (drug being run) ."

To F/N, Cog, VGIs.

Flow 3: "Recall a time another gave another or others (drug being run) ."

To F/N, Cog, VGIs.

Flow 0: "Recall a time you gave yourself (drug being run) ."

To F/N, Cog, VGIs. (Quad pcs only.)

NOTE: Ensure the pc tells you what he has recalled. A pc may just recall the time and not tell you about it unless you ask him "What was it?" or some such question.

2. When the first reading drug selected has been run to EP on each reading flow take the next best reading drug off the list and run it as covered in step 1.

3. Repeat steps 1 and 2 until all reading drugs have been run.

4. Reassess the items on the list which didn't read on first assessment. Run any now-reading items as per step 1. Use the Suppress and Invalidate buttons as needed.

5. Repeat the reassessment of any unreading items (using Suppress and Invalidate as needed) until all reading items have been run.

When all reading items have been run, the Recalls on Drugs portion of the rundown is completed.

C. OBJECTIVE PROCESS:

The final step of the Scientology Drug Rundown consists of running the pc on an objective process. The purpose of this is to extrovert his attention after it has been introverted while doing the subjective parts of the rundown. Almost any objective process would do.

One wouldn't rerun a person's CCHs 1-4 or anything like that, but one might very well run an Environment Locational on the pc per HCOB 6 May 80, SRD Series 6, ENVIRONMENT LOCATIONAL. Or one could do Reach and Withdraw on MEST locations per HCOB 7 May 80, SRD Series 7, REACH AND WITHDRAW ON MEST LOCATIONS.

Which objective process gets run is not so important as the point that something must be run to extrovert the person's attention. Whichever process is run it would be taken to a point where the pc was cheerful, fully extroverted and in present time.

This completes the rundown.

ABILITY GAINED AND EP

The Ability Gained of the rundown is "Freedom from harmful effects of drugs, medicine and alcohol and free from need to take them." Doing each step of the

Scientology Drug Rundown fully will achieve that EP on any Pc who is fully set up for it in the first place.

There are gains to be had from this rundown which might not be expected from such a seemingly simple set of actions. Run a pc or two on the rundown and you'll see what I'm talking about.

One thing which you may observe on pcs is a point of sudden resurgence during or near the end of the rundown. At this point, the pc comes up to PT and out of drug masses or ceases to be introverted and becomes extroverted (both of the above are the same thing—the phenomenon of the person having been parked down the track due to drugs and then snapping up to PT). This is significant and shows that the EP of the rundown has been obtained.

Depending on the pc, this resurgence may happen suddenly, accompanied by a big cog, dial-wide F/N and VVGIs, in which case, one would be safe to end off the recall steps of the rundown. Any charge on drugs will have moved off. So you can run an objective process next and that would complete the rundown.

On other cases, the resurgence may not be as sudden, i.e. it will happen gradually with the pc rolling happily along, having his wins and cogs and feeling better session after session. He may remark that he is feeling more in PT and this is to be expected. In these cases, one continues handling reading drugs and reassesses the drug list as needed to ensure that all charged drugs and flows are run to EP. By the time this is done and the pc has run the ending objective process, if the auditing has been standard he will have come up to PT and out of drug masses just the same as the pc who achieves this as a big win and sudden resurgence. The end product is the same in both cases.

It is very important, however, that the recall step is not ended simply because the pc has a good win which is mistaken for the EP. To do this could result in the auditor and C/S being accused of taking part in a very disreputable activity—quickying. And nobody wants to be hung with that kind of reputation!

If there is any question as to whether a big win the pc has had represents the resurgence being looked for, continue the rundown after the pc has had his win. You will be safe in doing this. No one thus far has shown evidence of overrun when continuing the rundown past the point of a big win (after the persistent F/N dies down, of course) and in completing the steps of the rundown. (As a note, that possibility does exist though, if the pc's big win also happened to be the EP. Should this occur and the pc begin to manifest overrun of the rundown—and not simply overrun of a process or drug—then the EP is rehabbed and the rundown completed with the objective process.)

If no point of resurgence occurs in the pc, then something is amiss with the auditing the pc has received. An FES would have to be done to locate the errors and they would have to be repaired. The FES may have to only go back a few sessions or the whole case may need to be FESed.

TIPS

Pcs often have big wins on these recall flows, followed by persistent F/Ns. When this happens it is wise to let the pc have his win so you don't miss a reading drug or flow because of the F/N.

Occasionally the pc may run a flow that runs much longer and deeper than other flows.

Don't be surprised if drug manifestations turn on while running certain drugs—they blow when the process is taken to EP. And don't mistake the euphoria of a drug incident in restim for the EP of a flow.

It is not unusual for a pc to go through a revivification on this rundown. This isn't anything to puzzle over though, as it is simply something which may occur on this rundown. If it does occur, don't stop the process. Carry on and the pc will come through it.

SPECIAL NOTE

Occasionally, a pc goes Clear in the middle of the NED Drug Rundown. In such a case, the correct thing to do is a verification and rehabilitation of the attainment of the state to full EP and resurgence, per the Dianetic Clear Special Intensive. After this is done, the Scientology Drug RD Recall steps are done on the remaining unhandled drugs which are now reading. You would have to reassess the unhandled portion of the drug list before doing any recalls to ascertain which drugs would now get run. The drug rehabs would not need to be done on these cases.

PREVIOUSLY RUN DRUGS

Once in a while a C/S will run across a Dianetic Clear who, despite having had a drug rundown, still has unhandled charge, incidents and masses in connection with drugs. Possible reasons for this are: drug residues left in the body which prevented auditing gains; lack of a full set of Objectives thoroughly done each one to EP; or poorly done or quickied auditing on the drug rundown itself.

Such a case might be obvious from an FES of the drug rundown the person had. Where such things as no Objectives run or "run to EP in 3 minutes", drug items unrun because the pc had "no interest" in the item (which usually means the person was no longer interested in taking the drug), reading items left unrun or items not run to full EP, are obvious from folder study, the C/S may find that the case would need the Scientology Drug Rundown. This would particularly apply to Dianetic Clears who still manifested heavily the effects of drugs whether in auditing, on post or in life. (Ref: HCOB 8 Jan 69, DRUGS AND "INSANITY"—NON COMPLIANCE AND ALTER-IS applies in particular, but all the 1969 HCOBs on drugs as well as later issues would also apply and help the C/S decide whether the case is one which would benefit from the Scientology Drug Rundown.)

The point here is that a case that has gone Dianetic Clear and had a poorly done drug rundown could possibly hang up on auditing on the Expanded Lower Grades because of unhandled charge on drugs.

If this proved to be the case through folder study and other indicators the basic handling would be:

1. Purification Rundown.
2. Survival Rundown.
3. End of Endless Drug Rundowns Repair List.
4. Scientology Drug Rundown.

This battery of actions would handle any lingering unhandled drug charge or manifestations on a Dianetic Clear due to botched earlier drug handling.

CAUTIONS AND REMEDIES

Never run Recalls on the same drug twice. Never run unreading drugs or flows. To do so may drop the pre-OT into more charge than one can easily get him out of. Should such happen and not resolve by the usual means (rehabbing the overrun, indicating an uncharged drug or flow was taken up and shouldn't have been or L1C on the session) the auditor can assess an L3RG and indicate any reads to key out the charge. No engram running would be done.

One should take care not to Q and A off the rundown into handling some other case manifestation or hidden standard. The purpose of the rundown is to handle drug charge, enabling the pc to make case gain in his subsequent auditing (where other aspects of the case would be handled).

An auditor can mistakenly let the pc sit on and on if his TR-2 and session control are not in. This cuts down the effectiveness of the rundown. If the auditor doesn't control this (without ARC Breaking the pc, however) he can run the pc's havingness down and plow him in.

One must not audit this rundown (or any other, for that matter) over out ruds. If this has occurred, the action to take is to fly the pc's ruds checking for "audited over" ("Have you been audited over _____ ?") or an L1C on the recent session or sessions.

Should the rundown be messed up it can be repaired with the End of Endless Drug Rundowns Repair List.

SUMMARY

We now have a method for handling drugs on a person with unhandled drugs who, because he has gone Clear, should not be run on engrams. It is essential to handle drugs as covered in this issue. Otherwise one is placing the Pre-OT in jeopardy of waiting his auditing on the Grades as it will have been done over the bypassed charge of unhandled drug incidents. Once the pre-OT has attained OT III any remaining effects from drugs can be terminatedly handled on the OT Drug Rundown.

Using this simple procedure we can ensure that the Dianetic Clear attains all the gains possible in his Grade Chart auditing, quite in addition to the relief and expansion one experiences when freed from drug influences, as will occur on this new rundown.

We now have the means by which the effects of drugs can be effectively handled for anyone at any position on the Bridge.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 DECEMBER 1980

ISSUE I

Remimeo
Auditors
C/Ses
Execs
Tech/Qual

(Cancels BTB 27 March 72RA Issue V EXECUTIVE CORRECTION LIST
Study Corr List 5A as it contained Debug-type actions on a case-handling list.)

EXECUTIVE CORRECTION LIST

The Executive Correction List is designed to handle charge in the area of being an Exec or difficulties as an Exec. It could also be used to help a failed Exec clean up his charge.

It does not replace the Debug Tech Checklist in HCO PL 23 Aug 79 II and is not to be confused with it. The Debug Tech Checklist addresses a lack of products while this list is a case-handling list.

The list can be assessed Method 3 or Method 5. A second bracket in the handling shows the further actions to be done after the list has been F/Ned on all reading items.

This correction list can be followed up by other auditing/ debug actions as adjudicated by the C/S to fully handle areas an Exec is having difficulty with as disclosed by the assessment of this list.

PC's NAME: _____ DATE: _____

AUDITOR: _____

1. OUT INT?

(Check to make sure the read on Int is valid i.e. not a protest or false read. If it is a valid read, end off for C/S instructions.)

2. GIVEN A WRONG WHY?

(L4BRA and handle.)

3. GIVEN A WRONG WHY FOR EXEC FAILURES?

(L4BRA and handle.)

4. CRAMMING GAVE A WRONG WHY?

(L4BRA and handle.)

5. WRONG ETHICS CONDITION?

(L4BRA and handle.)

6. TOLD YOU WERE PTS AND YOU WEREN'T?

(2wc E/S to F/N. L4BRA if any trouble.)

7. AS AN EXEC DO YOU HAVE AN ARC BREAK?

(ARCU CDEINR E/S to F/N.)

8. UPSET WITH A STAFF MEMBER?

ANOTHER EXEC?

SENIOR EXEC?

(ARCU CDEINR E/S to F/N.)

9. AS AN EXEC DO YOU HAVE A PROBLEM?

(2WC E/S to F/N.)

10. PROBLEMS WITH OTHER STAFF MEMBERS?

(2wc E/S to F/N.)

11. AS AN EXEC HAS A WITHHOLD BEEN MISSED?

(Pull it, 2wc E/S to F/N.)

12. W/Hs FROM STAFF?

(Pull them, 2wc E/S to F/N.)

13. OVERTS ON STAFF?

(Pull them, 2wc E/S to F/N.)

14. OVERTS ON YOUR POST?

(Pull them, 2wc E/S to F/N.)

15. COUNTER-INTENTION?

(2wc E/S to F/N, handle as a W/H.)

16. SOME SORT OF OUT ETHICS?

(2wc E/S to F/N, handle as a W/H.)

17. OUT EXCHANGE?

(2wc E/S to F/N.)

(Exchange by Dynamics per HCO PL 4 April 72 ETHICS.)

18. LAZY?

- (2wc E/S to F/N.) (Exec Confessional.)
19. INACTIVE?
- (2wc E/S to F/N.) (Exec Confessional.)
20. OUT 2D?
- (2wc E/S to F/N, handle as a W/H.)
21. OUT 2D WITH PUBLIC?
- (2wc E/S to F/N, handle as a W/H.)
22. DO YOU HAVE OPINIONS YOU DON'T DARE SAY?
- (Get what. 2wc E/S to F/N.)
23. DOING OTHER THINGS ON POST TIME?
- (2wc E/S to F/N, handle as a W/H.)
24. FALSE REPORTED?
- (2wc E/S to F/N, handle as a W/H.)
25. FALSIFIED A STAT?
- (2wc E/S to F/N, handle as a W/H.)
26. COLLECTED FALSE BONUSES?
- (2wc E/S to F/N, handle as a W/H.)
27. COULDN'T GET PAID?
- (2wc E/S to F/N.)
28. GRANTING SPECIAL FAVORS?
- (2wc E/S to F/N, handle as a W/H.)
29. RECEIVING SPECIAL FAVORS?
- (2wc E/S to F/N, handle as a W/H.)
30. MOONLIGHTING?
- (2wc to F/N.) (C/S to program for further handling as needed.)
31. PTS TO SOMEONE IN THE ENVIRONMENT?
- (2wc to F/N.) (C/S to program for further handling as needed.)

32. ARE YOU CONNECTED TO SOMEONE HOSTILE TO DIANETICS OR SCIENTOLOGY?

(2wc E/S to F/N.) (PTS Interview.)

33. PTS STAFF MEMBERS?

(2wc E/S to F/N.)

34. DON'T KNOW WHAT TO DO?

(2wc E/S to F/N.)

35. LOSSES AS AN EXEC?

(2wc E/S to F/N.) (L1C.)

36. COULDN'T HELP?

(2wc E/S to F/N.) (3 Way Help/2 Way Failed Help.)

37. AN EARLIER TIME YOU FAILED TO HELP?

(2wc E/S to F/N.) (3 Way Help/2 Way Failed Help.)

38. COULDN'T SOLVE IT?

(2wc E/S to F/N.)

39. SELDOM REFER TO POLICY?

(2wc E/S to F/N.)

40. UNHATTED?

(2wc E/S to F/N.)

41. DON'T HAVE A HAT?

(2wc E/S to F/N.)

42. DON'T STUDY?

(2wc E/S to F/N.) (Student Rehab List.)

43. TROUBLE WITH STUDY?

(2wc E/S to F/N.) (Student Rehab List.)

44. FAILED AS A STUDENT?

(2wc E/S to F/N.) (Student Rehab List.)

45. BLOWN STUDY?

- (2wc E/S to F/N.) (Student Rehab List.)
46. OFF COURSE TO HANDLE POST? _____
- (2wc E/S to F/N.) (Student Rehab List.)
47. WAS YOUR TRAINING INADEQUATE? _____
- (2wc E/S to F/N.) (Student Rehab List.)
48. RUSHED THROUGH COURSES? _____
- (2wc E/S to F/N.) (Student Rehab List.)
49. INCOMPLETE COURSES? _____
- (2wc E/S to F/N.) (Student Rehab List.)
50. FALSE ATTEST? _____
- (2wc E/S to F/N, handle as a W/H.) (Student Rehab List.)
51. MISUNDERSTOOD WORDS IN DIANETICS AND SCIENTOLOGY? _____
- (Find and clear them, each to F/N. WCCL if necessary.) (Method One Word Clearing.)
52. AN EARLIER SIMILAR SUBJECT WAS MISUNDERSTOOD? _____
- (2wc—find what word(s) in the subject was Mis-U and clear it up.
Clear each word to F/N. WCCL if necessary.)
(Method One Word Clearing.)
53. SEEKING STATUS? _____
- (2wc E/S to F/N.)
54. ARE YOU PRETENDING? _____
- (2wc E/S to F/N.)
55. YOU HAD DISAGREEMENTS? _____
- (Find out what, find the Mis-U words and clear to F/N.)
(Disagreements handling per HCOB 19 Jan 66 DANGER CONDITIONS
• TECHNICAL DATA FOR REVIEW AUDITORS.)
56. EARLIER PRACTICE IN YOUR ROAD? _____
- (2wc E/S to F/N.) (Pgm for GF 40X Handling.)
57. MISSING DATA? _____
- (2wc E/S to F/N.)
58. WITHHOLDING DATA? _____

- (2wc E/S to F/N.) (Vital Info RD.)
59. HERE FOR ANOTHER PURPOSE? _____
- (Pull it, 2wc E/S to F/N. Note for further handling.)
60. EVALUATION? _____
- (2wc E/S to F/N.)
61. INVALIDATION? _____
- (2wc E/S to F/N.)
62. DISINTERESTED? _____
- (2wc E/S to F/N, handle any out ruds.)
63. HAVE YOU COMPROMISED YOUR OWN REALITY? _____
- (2wc E/S to F/N.)
64. COULDN'T GET YOUR ORDERS COMPLIED WITH? _____
- (2wc E/S to F/N.) (Admin TRs.)
65. TROUBLE HANDLING PERSONNEL? _____
- (2wc E/S to F/N.) (Program to include Fear of People R/D, if exec is not Clear or OT, and Professional TRs Course and Admin TRs.)
66. TROUBLE GETTING POLICY FOLLOWED? _____
- (2wc E/S to F/N.)
67. NEGLECTING A BOGGED AREA? _____
- (2wc E/S to F/N, watch for any out rud and handle.)
68. TROUBLE COMMUNICATING? _____
- (2wc E/S to F/N.) (Program to include Exp Grade 0, Professional TRs Course and Admin TRs.)
69. 2D TROUBLES CAUSING CONFLICT ON POST? _____
- (2wc E/S to F/N.)
70. DIFFICULTY COMPLETING A CYCLE OF ACTION? _____
- (2wc E/S to F/N.)
71. AFRAID TO GIVE ORDERS? _____
- (2wc E/S to F/N.) (Program to include Fear of People RD, if exec is not Clear or OT, and Professional TRs Course and Admin TRs.)

72. OUT OF COMM?

(2wc E/S to F/N, watch for any out rud and handle.)

(Program to include Exp Grade 0 and Professional TRs Course.)

73. IS YOUR AREA UNDERMANNED?

(2wc E/S to F/N.)

74. ARE YOU CONSTANTLY HIT BY BAD NEWS AND DISASTERS ON YOUR LINES?

(2wc E/S to F/N.) (Any PTS handling needed.)

75. CONSTANTLY HAVING TO COPE?

(2wc E/S to F/N.)

76. CONSTANTLY PHASE I-ing YOUR AREA?

(2wc E/S to F/N.)

77. OVERLOADED ON POST?

(2wc E/S to F/N.)

78. CONFUSED BY TOO MANY THINGS TO DO?

(2wc E/S to F/N.)

79. OVERWHELMED ON POST?

(2wc E/S to F/N.)

80. NO BACK-UP?

(2wc E/S to F/N.)

81. WAS THERE A FAILED PURPOSE?

(Indicate it, 2wc E/S to F/N.)

82. NO HELP FROM YOUR SENIOR?

(2wc E/S to F/N.)

83. Q AND A?

(2wc E/S to F/N.) (Anti-Q and A Drill.)

84. AFRAID TO USE ETHICS?

(2wc E/S to F/N.) (Program to include Fear of People RD, if exec is not Clear or OT, and Professional TRs Course.)

85. ARE YOU AFRAID OF THE PUBLIC?

- (2wc E/S to F/N.) (Program to include Fear of People RD, if exec is not Clear or OT, and Professional TRs Course.)
86. MIS-USE OF ETHICS?
- (2wc E/S to F/N, watch for any out rud and handle.)
87. ARE YOU PROTECTING YOUR STATUS?
- (2wc E/S to F/N.)
88. USING DURESS?
- (2wc E/S to F/N.) (Exec Confessional.)
89. DOING SOMETHING OTHER THAN YOUR HAT?
- (2wc E/S to F/N, watch for any out rud and handle.)
90. AS AN EXECUTIVE, HAVE YOU DECIDED YOU WON'T MAKE IT?
- (2wc E/S to F/N.)
91. WERE YOU TAKEN OFF POST UNJUSTLY?
- (2wc E/S to F/N.)
92. ARE YOU NOT REALLY ON POST?
- (2wc E/S to F/N.)
93. ARE YOU TRYING TO LEAVE POST?
- (2wc E/S to F/N.) (Exec Confessional.)
94. ARE YOU EXPECTING TO BE REMOVED FROM POST?
- (2wc E/S to F/N.)
95. SHOULD YOU BE SOMEWHERE ELSE?
- (2wc E/S to F/N.)
96. DON'T YOU LIKE THE STAFF YOU WORK WITH?
- (General O/Ws on those staff.) (Exec Confessional/General Staff Confessional.)
97. 3RD PARTYING STAFF?
- (General O/Ws on those staff.) (Exec Confessional and/or General Staff Confessional.)
98. USING UNUSUAL SOLUTIONS?
- (2wc E/S to F/N, handle as a W/H.)
99. POLICY DOESN'T WORK FOR YOU?

	(2wc E/S to F/N.) (Note for further handling by Qual.)	<hr/>
100.	TECH DOESN'T WORK ON YOU?	
	(2wc E/S to F/N. GF M5 and handle.)	<hr/>
101.	FAILED DEBUGS?	
	(Assess Product Debug Repair List.)	<hr/>
102.	DEBUGS DIDN'T WORK?	
	(Assess Product Debug Repair List.)	<hr/>
103.	THINGS GOT WORSE AFTER A DEBUG?	
	(Assess Product Debug Repair List.)	<hr/>
104.	FELT BAD AFTER CRAMMING?	
	(2wc E/S to F/N.) (Cramming Repair List.)	<hr/>
105.	FAILED CRAMMING?	
	(2wc E/S to F/N.) (Cramming Repair List.)	<hr/>
106.	CRAMMING DOESN'T WORK?	
	(2wc E/S to F/N.) (Cramming Repair List.)	<hr/>
107.	DON'T GET AUDITING?	
	(Indicate it. 2wc E/S to F/N.)	<hr/>
108.	TAKEN OFF AUDITING?	
	(2wc E/S to F/N.)	<hr/>
109.	ARE THERE STOPS?	
	(Find out what. Clean up any protest.)	<hr/>
110.	ARE YOU ON DRUGS?	
	MEDICINE?	<hr/>
	ALCOHOL?	<hr/>
	(2wc to F/N.) (Program for full Drug handling including Purification RD, Survival RD and a Drug RD. If pc has had one or more of these, program for any needed repair.)	<hr/>
111.	ATTENTION FIXED ON SOMETHING?	
		<hr/>

(2wc E/S to F/N.) (Survival RD.)

112. NOT GETTING ENOUGH SLEEP? _____

(2wc E/S to F/N.) (Handling to be worked out with D of P after session.)

113. NOT EATING? _____

(2wc E/S to F/N.) (Handling to be worked out with D of P after session.)

114. ARE YOU PHYSICALLY ILL? _____

(2wc to find what. Note BD item. 2wc to F/N and get further C/S instructions for handling if necessary.)

115. RESTIM? _____

(Assess and handle a C/S 53.)

116. TROUBLE WITH YOUR OWN CASE? _____

(Assess and handle C/S 53.)

117. IS THERE NOTHING WRONG? _____

(Get pc to tell you about it briefly. If correct, then indicate to F/N. Go E/S and indicate it if no F/N at first.)

118. SOMETHING ELSE WRONG? _____

(2wc what and, if no joy, GF M5 and handle.)

L. RON HUBBARD
FOUNDER
Assisted by
Mission Issues Revision
Accepted by the
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of CALIFORNIA

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Attachment

EXECUTIVE CORRECTION LIST ADDITIONAL ACTIONS REQUIRED

TO: DIR CORRECTION DATE: _____

FROM: CASE SUPERVISOR _____

RE: PC _____

The following hatting and Qual correction actions were found to be needed on this executive in assessing and handling an Executive Correction List. These actions are in addition to auditing actions found needed in handling the list, which are being included in the pc's programing.

PART A: The following additional training actions are to be done on this exec as part of a standard TIP.

1. Done _____

2. Done _____

3. Done _____

4. Done _____

5. Done _____

PART B: The following corrective actions are also to be done on this exec.

1. Done _____

2. Done _____

3. Done _____

4. Done _____

5. Done _____

C/S _____

Handlings

completed: _____

Dir Correction

Date _____

ROUTE THIS FORM TO THE PERSON'S PC FOLDER WHEN COMPLETED.

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 DECEMBER 1980

ISSUE II

Remimeo
C/Ses
Auditors
Tech/Qual

(Cancels BTB 1 Dec 74 VI CLEARING LIST WORDS

IN SCIENTOLOGY—EXECUTIVE CORRECTION LIST

- STUDY CORR. LIST 5 which did not give the references to be high crimed before clearing words on a pc and did not give the type of word clearing to be used.)

EXECUTIVE CORRECTION LIST

WORD LIST

REFERENCES:

HCO PL 4 Apr 72R III ETHICS AND STUDY TECH Rev. 21.6.75
HCO B 8 Jul 74R I Word Clearing Series 53R Rev. 24.7.74 CLEAR TO F/N
HCO B 21 Jun 72 I Word Clearing Series 38 METHOD 5
HCO B 9 Aug 78 II CLEARING COMMANDS
HCO B 17 Jul 79 I Word Clearing Series 64

THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 23 December 1980 Issue I EXECUTIVE CORRECTION LIST.

These words should be cleared on the pc before the EXECUTIVE CORRECTION LIST is actually assessed per HCOB 9 Aug 78 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE EXECUTIVE CORRECTION LIST

A, action, afraid, after, alcohol, an, and, another, ARC Break, are, area, as, attention, attest, auditing.

Back-up, bad, be, been, blown, bogged, bonuses, by.

Case, causing, collected, comm, communicating, completing, complied, compromised, condition, conflict, confused, connected, constantly, cope, couldn't, counter-intention, course, courses, cramming, cycle.

Dare, data, debug, debugs, decided, Dianetics, didn't, difficulty, disagreements, disasters, disinterested, do, doesn't, doing, don't, drugs, duress.

Earlier, eating, else, enough, environment, ethics, evaluation, exec, executive, expecting.

Failed, failures, false, false reported, falsified, favors, felt, fixed, followed, for, from.

Gave, get, getting, give, given, got, granting.

Had, handle, handling, has, hat, have, having, help, here, hit, hostile.

Ill, in, in your road, inactive, inadequate, incomplete, invalidation, is, it.

Know.

Lazy, leave, like, lines, losses.

Make, many, medicine, missed, missing, misunderstood, mis-use, moonlighting.

Neglecting, news, no, not, nothing.

Of, off, on, opinions, or, orders, other, out, out ethics, out exchange, out Int, out 2D, overloaded, overts, overwhelmed, own.

Paid, personnel, Phase I-ing, physically, policy, post, practice, pretending, problem, problems, protecting, PTS, public, purpose.

Q&A.

Really, reality, receiving, refer, removed, restim, rushed.

Say, Scientology, seeking, seldom, senior, should, similar, sleep, solutions, solve, some, someone, something, somewhere, sort, special, staff, staff member, staff members, stat, status, stops, student, study, subject.

Taken, tech, than, the, there, things, 3rd partying, through, time, to, told, too, training, trouble, trying, 2D.

Undermanned, unhatted, unjustly, unusual, upset, use, using.

Was, were, weren't, what, why, with, withhold, withholding, W/Hs, won't, words, work, worse, wrong.

You, your.

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Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 21 JANUARY 1981

Remimeo
Student Hat
Supervisors
Tech
Qual

(BTB 8 Jan 73 STUDY AND EDUCATION TAPE AMENDMENT is cancelled as it unclearly gave «116 ft.» from the beginning of the tape as the location of the quoted passage.)

STUDY AND EDUCATION

TAPE AMENDMENT

TAPE: Study Tape No. 6 6408C13 SHSBC-36 «STUDY AND EDUCATION»

The following statement, 18 minutes from the beginning of this tape, contains an error:

«A live study is one which has purpose. It has a use. And a dead study is one that hasn't any use. And the way you make a DEAD study into a LIVE study is dual.

Its use dies away as in buggy whips, or one simply omits it as part of the educational process. And it will make the subject die away not only in the individual but the society, not only in the society but the individual. Do you see that?»

The error here is that the words DEAD and LIVE (in caps in the above statement) were accidentally transposed.

What was meant was: "The way you make a LIVE study into a DEAD study is dual."

This HCOB is to be added to all checksheets and packs of the Student Hat, or any other course containing this tape, to be read immediately prior to listening to the tape.

Future tapes will have this corrected.

L. RON HUBBARD
FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 29 JANUARY 1981

ISSUE I

(Cancels & Replaces BTB 3 Feb 77

AUDITOR ADMIN SERIES 24, FES CHECKLISTS,
which did not include the latest technical developments.)

Remimeo
FESers
C/Ses
Auditors
SHSBC Level A
Checksheet

Auditor Admin Series 24R

FES CHECKLISTS AND SUMMARY

References:

HCO B 24 Jan 77 TECH CORRECTION ROUND-UP
HCO B 20 Dec 80 PREREQUISITES FOR SOLO AUDITOR
COURSE AND ADVANCED COURSE LEVELS

In order to program a pc for optimum progress up the Grade Chart, a Case Supervisor must have an accurate picture of the full state of case of any pc. The C/S must know of any errors on such things as Int, L & N, drug handling, missed levels, etc., and thus relies on the FESer to provide him with a clear, summarized view of a case.

There are several FES checklists which exist for use by C/Ses to ensure full setups have been done for the major levels. These checklists are filled out by FESers and used by the C/S in programming the case.

FES checklists for starting or continuing Dianetics and Expanded Grades are attached to this HCOB. Copies of this HCOB for Flag have an additional FES checklist attached for starting or continuing L-10, 11 or 12. These are «Flag Only» rundowns.

The appropriate FES checklist is filled out before starting the major action. Each requisite is checked off on the list to ensure they have all been met. The completed checklist is then attached to the inside left cover of the pc folder.

These checklists, properly used, will prevent pcs from being audited on skipped gradients and will ensure pcs are being fully set up for their next level.

FES SUMMARY

In addition to these checklists, an FES summary form is also attached to this HCOB.

This is an additional tool for C/S use.

The purpose of the FES summary is to provide the C/S with a list of key items he needs to know to properly program a case.

The FES summary is filled out by the FESer and it is stapled to the top of the completed FES. Whenever a new FES is done or updated, the summary is also redone or updated.

Items on the summary which are important to handle and should be brought to the attention of the C/S are marked or circled in red. The dates when actions were completed or repaired would be filled in on the summary form as well. The C/S can then easily refer to the FES or Folder Summary to get the exact details as needed.

L. RON HUBBARD

FOUNDER

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BOARD OF DIRECTORS

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FES SUMMARY

(Staple to top of completed FES.)

PC NAME _____ DATE _____

TOTAL NUMBER OF FOLDERS? _____

ANY FOLDERS MISSING? _____

CURRENT CASE LEVEL? _____

DRUGS (Note: This is filled out fully regardless of case level of pc.)

HAS PC TAKEN DRUGS? (HALLUCINOGENIC, STREET OR MEDICAL)

HAS PC AN ALCOHOL HISTORY? _____

HAS PC SUCCESSFULLY COMPLETED THE PURIF? _____

WHEN? _____

OBJECTIVES? _____ WHAT? _____

WHEN? _____

OBJECTIVE TABLE DONE AND ATTACHED? _____

SURVIVAL RUNDOWN DONE? _____

WHEN? _____

LIFE REPAIR DONE IF NEEDED? _____

WHEN? _____

PTS AND SECURITY DATA:

ANY EVIDENCE OF A PTS SITUATION? _____

PHYSICALLY ILL OR INJURED? _____

ANY ROLLERCOASTER OR LOSS OF GAINS? _____

WAS A PTS C/S-1 EVER DONE? _____

HAS THE PC DONE THE PTS/SP COURSE? _____

PTS INTERVIEWS OK? _____

S & Ds OK? _____

ANY SIGN OF WRONG PTS ITEMS? _____

WAS A PTS RD DONE? _____

IF SO, WAS IT SUCCESSFUL? _____

WAS A SUPPRESSED PERSON RUNDOWN DONE? _____

IF SO, WAS IT SUCCESSFUL? _____

IS THE PTS SIT FULLY HANDLED? _____

PSYCHIATRIC OR INSTITUTIONAL HISTORY? _____

EVIDENCE OF ELECTRIC SHOCK, INSULIN OR ANY OTHER SORT OF SHOCK THERAPY? _____

BRAIN SURGERY OF ANY KIND? _____

TERMINALLY ILL? _____

CRIMINAL HISTORY? _____

ANY INDICATIONS PERSON MIGHT BE A PLANT? _____

(Ref. B.P.L. 8Aug63R «PLANTS» IN ACADEMIES --- INTRODUCTION OF «FORM» 5B)

SUICIDE ATTEMPTS, SUICIDE THREATS OR EVIDENCE OF PC HAVING SERIOUSLY CONTEMPLATED SUICIDE? _____

EVIDENCE THAT PERSON IS PTS TYPE III (Ref. HCOB 24 Nov 85 SEARCH AND DISCOVERY) OR IS MENTALLY RETARDED OR IS A LUNATIC (Ref. HCO PL 30 Nov 781 Corr. & Reiss. 2.12.71 IMPORTANT—BLIND REGISTRATION)?

EVIDENCE OF CONNECTIONS TO (MEMBERS OF OR IN FAMILIES OF) MEDIA, POLICE, GOVERNMENT SPY ORGANIZATIONS OR ANY OTHER FEDERAL AGENCY IN ANY COUNTRY, WHETHER ALREADY KNOWN ABOUT BY G.O. OR NOT?

UNDER G.O. INVESTIGATION OR HANDLING? _____

PAST OR PRESENT CONNECTIONS TO A SUPPRESSIVE PERSON OR GROUP? _____

NED/DIANETICS: (Note: this is filled out fully regardless of case level of pc.)

HAS PC HAD A COMPLETE DIANETIC C/S-1? _____

DIANETICS WAS RUN:

SINGLE FLOW _____ TRIPLE FLOW _____

QUAD FLOW _____

ARE THERE UNRUN FLOWS OR UNHANDLED BOGGED FLOWS?

SCN OR DN DRD WAS RUN TO FULL EP? _____

WHEN? _____

ANY UNRUN NO-INTEREST ITEMS ON DRD? _____

DRUG LIST F/Ned? _____

WHEN? _____

END OF ENDLESS DRD REPAIR LIST DONE? _____

WHEN? _____

ANY NED RUNDOWNS PER NED SERIES 16R DONE? _____

WHICH ONE(S)? _____

ANY BOGGED OR INCOMPLETE NED RDs? _____

CAN RUN R3RA EASILY? _____

CAN FIND, RUN, AND ERASE ENGRAMS? _____

GRADES/POWER/R6EW

HAS PC HAD A COMPLETE SCN C/S-1? _____

PC HAS ACHIEVED THE FULL ABILITIES GAINED OF EACH OF THE FOLLOWING GRADES:

(Ref. HCO PL 23 Oct 80 II CHART OF ABILITIES GAINED FROM LOWER LEVELS AND EXPANDED LOWER GRADES)

ARC SW:

SINGLE _____ TRIPLE _____ QUAD _____

SINGLE EXP _____ TRIPLE EXP _____ QUAD EXP _____

GRADE 0:

SINGLE _____ TRIPLE _____ QUAD _____

SINGLE EXP _____ TRIPLE EXP _____ QUAD EXP _____

GRADE I:

SINGLE _____ TRIPLE _____ QUAD _____

SINGLE EXP _____ TRIPLE EXP _____ QUAD EXP _____

GRADE II:

SINGLE _____ TRIPLE _____ QUAD _____

SINGLE EXP _____ TRIPLE EXP _____ QUAD EXP _____

GRADE III:

SINGLE _____ TRIPLE _____ QUAD _____

SINGLE EXP _____ TRIPLE EXP _____ QUAD EXP _____

GRADE IV:

SINGLE _____ TRIPLE _____ QUAD _____

SINGLE EXP _____ TRIPLE EXP _____ QUAD EXP _____

EXPANDED DIANETICS (IF NEEDED):

SINGLE _____ TRIPLE _____ QUAD _____

POWER (GRADE V):

SINGLE _____ TRIPLE _____ QUAD _____

R6EW:

SINGLE _____ TRIPLE _____ QUAD _____

ARE THERE ANY UNRUN FLOWS OR UNHANDLED BOGGED FLOWS ON ANY OF THE ABOVE? _____

CLEAR (IF CLEAR):

DID CLEARING COURSE AND ACHIEVED FULL EP? _____

DIANETIC CLEAR? _____

DCSI:

HAS CASE HAD A STANDARD DCSI? _____

WHEN? _____

HAS HAD PROPER EVIDENCES OF CLEAR? _____

WHERE IN FOLDER? _____

HAD FULL EP OF DCSI? _____

WHEN? _____

ANY EVIDENCE OF DCSI OUTNESS? _____

DCSI OUTNESS FULLY HANDLED? _____

PC MANIFESTING NEED FOR DCSI? _____

IF DCSI DETERMINED PC NOT CLEAR IS PC SATISFIED WITH THIS AND NO ATTENTION ON WHETHER CLEAR OR NOT? _____

HAS PC FALSELY ATTESTED TO CLEAR, DN CLEAR, OR NATURAL CLEAR? _____

IF YES, HAVE CERTIFICATES FOR THESE BEEN CANCELLED? _____

OT LEVELS:

HAS ACHIEVED THE FULL EP ON EACH OF THE FOLLOWING:

OT I _____ OT V _____

OT II _____ OT VI _____

OT III _____ FULL OT VII VERIFICATION _____

OT VII PROCESSES _____ OT DRD _____

OT III EXP _____ NED FOR OTs _____

OT IV _____ NED FOR OTs DRD _____

SOLO NED FOR OTs _____

NOTE ANY OTHER MAJOR RUNDOWNS PC MAY HAVE HAD AND WHETHER OR NOT THESE WERE TAKEN TO FULL EP _____

NOTE WITH FULL DETAILS ANY QUICKIED AND/OR FALSELY DECLARED RD, LEVEL, OR STATE AND WHETHER CERTIFICATION FOR THESE HAVE BEEN CANCELLED _____

FURTHER CASE DATA:

DOES PC GET TA ACTION? _____

IF PC DOES NOT GET TA ACTION IN PT, HAS ANYTHING PRODUCED TA IN THE PAST? _____

WHAT? _____
 WHEN WAS LAST TIME TA ACTION WAS GOTTEN? _____
 MAKES CASE GAIN? _____
 IS PC COMPLAINING ABOUT AUDITING? _____
 SOMETHING PC FEELS HASN'T BEEN HANDLED? _____
 IS PC DISSATISFIED WITH ANY LEVEL? _____
 ANY RECURRING ITEMS, TERMINALS OR CONDITIONS? _____
 HIDDEN STANDARD? _____
 EARLIER PRACTICES? _____
 HAD EXP GF 40? _____
 DOES PC HAVE FREQUENT OUT RUDS? _____
 WHAT TERMINALS ARE INVOLVED? _____
 HAS PC R/Sed? _____
 HAS PC R/Sed ON SUBJECTS CONNECTED TO SCN (LIST 1)? _____
 WERE ALL MECHANICAL FACTORS CHECKED AT TIME OF REPORTED R/S(ES)? _____
 HAVE R/Ses BEEN FULLY HANDLED (and if so by what means)? _____
 ANY R/Ses OR EVIL PURPS FOUND WHICH WERE NOT PREVIOUSLY CULLED AND RUN? _____
 ANY DRUG OR ALCOHOL REVERSION? _____
 WHEN? _____
 ANY SIGNS OF OUT-INT? _____
 INT RD DONE? _____
 CORRECTED? _____
 END OF ENDLESS INT RD? _____
 ANY SIGNS OF OUT-LISTS? _____
 WRONG WHYS? _____
 2WCs THAT ACT LIKE A LIST? _____
 OUT-LISTS HAVE BEEN CORRECTED. _____
 WHEN? _____
 TA IN NORMAL RANGE? _____
 HAS HIGH TA? _____
 HAS LOW TA? _____
 HAS HAD FALSE TA HANDLING? _____
 WHAT? _____
 DID IT HANDLE TA PROBLEMS? _____
 HAS HAD C/C 53 TO F/NING LIST? _____

WHEN? _____

DID C/S 53 HANDLE TA PROBLEMS/CASE OUTNESSES? _____

HAS PC HAD C/S 37R? _____

HAS PC HAD C/S SERIES 99? _____

HAS PC F/NED WHAT HE WAS ASKED (C/S SERIES 89)? _____

DOES PC HAVE BPC ON PREPARED LISTS? _____

DOES PC COMPLAIN OF OVER-REPAIR? _____

CAN GO BACKTRACK EASILY? _____

HAS HAD PAST TRACK REMEDIES? _____

CAN FIND AND RUN FLOW 2s (OVERTS)? _____

HAS HAD «NO OVERTS» REMEDIES? _____

WHAT CORRECTION LIST WORDS HAS PC HAD CLEARED? _____

DOES PC UNDERSTAND WHAT AUDITING IS ALL ABOUT? _____

ANY EVIDENCE OF QUICKIE LEVELS? _____

ANY MAJOR ACTIONS RUN TWICE? _____

IS PC IN THE MIDDLE OF ANY MAJOR ACTION(S)? _____

HAVE ANY MAJOR ACTIONS BEEN LEFT INCOMPLETE OR NOT TAKEN TO FULL EP? _____

IS PC READING HEAVILY ON PAST GRADES OR ACTIONS OR THEIR SUBJECT MATTER? _____

ANY POINTS WHERE PC WAS DOING REALLY WELL AND THEN BOGGED? _____

WAS THIS HANDLED? _____

IS PC CURRENTLY DOING WELL WITH NO COMPLAINTS? _____

ADDITIONAL COMMENTS _____

HAS THE HANDLING COLUMN OF THE FES BEEN UPDATED TO PT? _____

FESer's Signature

FESer's Training Level

**FES CHECKLIST FOR
STARTING OR CONTINUING DIANETICS**

(Attach to the inside left cover of the folder.)

PC'S NAME _____ DATE _____

PC'S CASE LEVEL _____

1. Life Repair complete if needed. _____
2. Purif RD fully done. _____
3. Survival RD complete (of full Objectives done). _____
4. No indication of PTSness or PTSness fully handled. _____
5. Pc is not in the middle of another major action. _____
6. TA is in normal range or has been handled in full. _____
7. No trouble with Int or Int has been fully handled. _____
8. Lists (L & N, Prepared Lists, Correction Lists, etc.) OK or have been properly corrected. _____
9. Pc has had a full and complete Dn C/S-1 and understands auditing and Dianetics. _____
10. Drug RD done and very complete. _____
11. Runs Dianetics well including past lives or has had this remedied. _____
12. Can find, run and erase engrams or has had this remedied. _____
13. Runs R3RA in valence. _____
14. Is not stuck in former therapies or earlier practices or has had

them run out R3RA.

15. Does not have unrun Dn flows or bogged and unhandled Dianetic chains.

16. Pc has been run on Triples if a Triple pc, or on Quads if a Quad pc.

17. Pc is not complaining about past auditing.

18. Pc can find and run Flow 2 (overts).

19. Not currently ill or in ethics trouble.

20. Person is not Clear or OT.

21. If DCSI done, it has been completed and per DCSI pc is not yet Clear and has no attention on whether or not he is Clear.

FESer's Signature

FESer's Training Level

**FES CHECKLIST FOR
STARTING OR CONTINUING EXPANDED GRADES**

(Attach to the inside left cover of the folder.)

PC's NAME _____ DATE _____

PC'S CASE LEVEL _____

1. Pc is not in the middle of another major action. _____
2. TA is in normal range or has been fully handled. _____
3. No trouble with Int or Int has been fully handled. _____
4. Lists (L & N, Prepared Lists, Correction Lists, etc.) OK or have been handled. _____
5. Pc is not PTS or has been fully handled. _____
5. Pc has had a full and complete Scn C/S-1 and understands auditing. _____
7. Life Repair complete if needed. _____
8. Purif RD fully done. _____
9. SRD complete (or full Objectives done). _____
10. C/S 54RA fully done. _____
11. Dn or Scn DRD fully complete. _____
12. Full NED program has been done per NED Series 16R to full Grade Chart EP. _____
13. If full NED program has not been done the person is Clear and has attested to Clear, after having had the DCSI. _____
14. Pc is not manifesting need for DCSI or correction of it. _____
15. Pc has been fully Tripled or Quaded and does not have unrun Dn flows or Scn flows. _____
16. Pc is not in Non-Interference area. _____
17. Resistiveness fully handled with GF 40X if needed. _____
18. Each prior Grade has been run to full EP on all flows with good Success Stories: _____
Triple Grades _____ Quad Grades _____
Exp Triple _____ Exp Quad _____

- (a) Dianetics _____ (d) Grade I _____
- (b) ARC SW _____ (e) Grade II _____
- (C) Grade 0 _____ (f) Grade III _____
- (g) Grade IV _____

19. Pc is not complaining about past auditing. _____
20. By D of P interview, pc is happy with his gains and not still
wanting something handled. Is not reading on past Grades. _____
21. Has pc R/Sed? _____
22. Has Pc R/Sed on subjects connected to Scn (List 1)? _____
23. Were all mechanical factors checked at time of reported R/S(es)? _____
24. If pc has R/Sed and R/Ses were true R/Ses, have they been fully
handled, and if so by what means? _____
25. Not currently ill or in ethics trouble. _____

FESer's Signature

FESer's Training Level

ATTACHMENT 4

**FES CHECKLIST FOR
STARTING OR CONTINUING FALSE PURPOSE RUNDOWN**

(Attach to the inside left cover of the folder.)

PC'S NAME _____ DATE _____

PC'S CASE LEVEL _____

1. No trouble with Int or Int has been fully handled. _____
2. Lists (L&N lists, Why Finding, etc.) okay or have been properly corrected. _____
3. Purif RD fully done. _____
4. Full Objectives done. _____
5. Pc has had a full and complete Scn C/S-1 and understands auditing. _____
6. Scn DRD fully complete if needed. _____
7. NED DRD, if needed, went to EP and is very complete. _____
8. If pc has had NED, runs it well including past lives or has had this remedied. _____
9. Pc responds to Confessional tech. _____
10. Any flubbed Confessional has been fully repaired. _____
11. Resistiveness including out of valence fully handled with GF 40X to F/Ning list if needed. _____
12. Pc is not in the middle of any major action which should be completed before starting FPRD. _____
13. Pc is not currently in ethics trouble or in the middle of any ethics/ justice handling which must be completed before FPRD auditing is started/continued. _____
14. Has pc R/Sed? _____
15. Has pc R/Sed on subjects connected to Scn (List 1)? _____
16. Were all mechanical factors checked at time of R/S(es)? _____
17. If pc has R/Sed, are these valid R/Ses? _____
18. Has pc had any other auditing actions to handle his R/S(es)? _____

What? _____

FESer's Signature _____

FESer's Training Level _____

ATTACHMENT 5

FLAG ONLY

**FES CHECKLIST FOR
STARTING OR CONTINUING L10, L11 OR L12**

(Attach to the inside left cover of the folder.)

PC'S NAME _____ DATE _____

PC'S CASE LEVEL _____

1. Pc is not in the middle of another major action. _____
2. TA is in normal range or has been corrected. _____
3. No trouble with Int or Int has been fully handled. _____
4. Lists (L&N lists, including Why Finding, etc.) okay or have been properly corrected. _____
5. Pc has not had 37R in the field. _____
6. Pc is not PTS or has been fully handled. _____
7. Pc is not in the Non-Interference Area. _____
8. Pc has had a full and complete Scn C/S-1 and understands auditing. _____
9. Life Repair complete if needed. _____
10. Purif RD complete. _____
11. Full Objectives done. _____
12. C/S 54RB fully done. _____
13. NED or Scn Drug RD very, very complete. _____
14. Fully complete on the NED full Pc Program Outline, perNED Series 16RA, to full Grade Chart EP. _____
15. If full NED program has not been done, person is Clear and has attested to Clear, after having had the CCRD and Sunshine RD. _____
16. Pc is not manifesting need for CCRD or correction of it. _____
17. Pc has been fully Tripled or Quaded and does not have unrun Dn flows or Scn flows. _____
18. Has had a complete GF 40X done to F/Ning list, and engrams handled (by R3RA if a pc, or if a pre-OT by Recalls or as otherwise indicated). _____
19. Has had a full set of Expanded Grades each to full EP on all flows with good Success Story. Triple () Quad ()
 - a. ARC SW _____
 - b. Grade 0 _____
 - c. Grade 1 _____
 - d. Grade 2 _____
 - e. Grade 3 _____
 - f. Grade 4 _____
20. Power, if run, went to full EP. _____
21. Preclear is at one of the points as listed in HCOB 14 Feb. 1975R, L10, L11 AND L12 PREREQUISITES.
(Mark which, as appropriate.) _____
 - a. After Grade IV Expanded. _____

- b. After Grade IV Expanded and NED Case Completion (on a pc who did not go Clear on NED). _____
 - c. After Dianetic Clear and Sunshine RD and before starting New OT I. _____
 - d. After completing OT III. _____
 - e. After completing New OT IV, OT Drug Rundown, and before starting New OT V, audited NOTs. _____
 - f. After completing New OT VIII, Truth Revealed. _____
 - g. After completing any individual OT level above New OT VIII. (Note which level) _____
22. Pc is not complaining about past auditing. _____
23. Has not got a psychotic OCA. _____
24. Does not have items, terminals and conditions recurring throughout the folders. _____
25. Is not still trying to get something handled. No hidden standard. _____
26. Is not a "No Overts" case or has had this remedied. _____
27. No evidence of unusual needle behavior or no TA. _____
28. Has pc R/Sed? _____
29. Has pc R/Sed on subjects connected to Scn (List 1)? _____
30. Were all mechanical factors checked at time of R/S(es)? _____
31. If pc has R/Sed and R/Ses were true R/Ses, have they been fully handled and if so by what means? _____
32. Is not currently ill or in ethics trouble. _____
33. By D of P interview, pc is happy with his gains and past auditing and does not still want something handled or waiting for a certain thing to happen. Is not reading on his past levels. _____
34. Any previous Ls run were to full EP. _____
- FESer's Signature _____ FESer's Training Level _____

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 29 JANUARY 1981

ISSUE II

CANCELS BTB 9 Apr 72R CLEARING LIST WORDS
IN SCIENTOLOGY HC OUT-POINT PLUS-POINT LISTS

Remimeo
Tech
Qual
C/Ses
HGCs
Cramming
Officers
Word Clearers

**HC OUT-POINT PLUS-POINT
LISTS RB WORDS LIST**

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCO B 8 Jul 74R I	W/C Series 53R,
Rev. 24.7.74	CLEAR TO F/N
HCO B 21 Jun 72I	W/C Series 38, METHOD 5
HCO B 9 Aug 78II	CLEARING COMMANDS
HCO B 17 Jul 79I	W/C Series 64,
	THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 28 Aug 70RB Rev. & Reins. 27.1.81 HC OUT-POINT PLUS-POINT LISTS RB.

An auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc, Method 5. He clears the words before assessing the lists on the pc.

This word list need only be cleared once in the pc's auditing if it is correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM HC OUT-POINT PLUS-POINT LIST RB

A, about, acceptable, action, actions, added, adequate, agreement, align, alignment, alike, all, altered, an, and, answer, any, applicable, are, associated, assumed, at, authority.

Be, being, believable.

Changed, circumstance, circumstances, classes, condensed, conflicting, contrary, correct, correctly, counted, credible.

Data, datum, decreased, delusion, differences, different, direction, done, dropped.

Endless, energy, event, events, everything, exact, example, expected.

Fact, facts, factual, false, feeling, fixed, form, forms, from.

Goal, grouped.

Hallucination.

Idea, ideas, identical, identities, impossible, importance, important, in, inapplicable, incorrect, insignificant, intention, into, invented, is.

Knew, knowing, known.

Less, life, located, location, locations.

Matching, matter, missing, more.

Not.

Object, objects, objective, obviously, occurrence, of, omitted, order, origin, others, out, over.

Particles, past, people, person, place, places, plausible, possible, proper.

Reality, really, relative, right, rightness, rushed.

Same, scene, sensation, sequence, similar, similarities, situation, something, source, space, spaces.

Target, telling, terminal, terminals, than, that, the, things, time, timed, times, to, too, two, true, truth, truthful, twisted.

Unbelievable, unexpected, unimportant.

Value, valued.

Waiting, was, wasn't, way, well, what, which, wrong.

You, your.

L. RON HUBBARD

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Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 13 FEBRUARY 1981

Remimeo
Student Hat
Supervisors
Word Clearers
Cramming
Officers
Auditors
C/Ses
Tech
Qual

Word Clearing Series 67

DICTIONARIES

A DICTIONARY is a book containing the words of a language (or a specific subject) usually arranged in alphabetical order, which gives information about the meanings of the words, their pronunciations, origins, etc.

Dictionaries are vital and important tools in studying or learning any subject. However, current dictionaries vary in accuracy and usefulness and many of these modern dictionaries are virtually useless and can actually confuse a person due to their false and omitted definitions and grammatical and other errors. So the dictionary that a student chooses to use is important and can actually make a difference in his success as a student.

As dictionaries are such an important factor in the learning and application of Scientology (or any subject for that matter) I thought I had better recommend some dictionaries that have been found to be the best of those currently available.

I have also included some additional data on the use of dictionaries in clearing words.

SOME USEFUL DICTIONARIES

The following dictionaries are recommended because they have been found to be better, more accurate and more useful than others. No one dictionary was found that would be ideal for all students. The dictionary a student uses is a matter of personal preference and depends to some degree on his vocabulary and level of literacy.

Using the wrong dictionary can make study much harder for a student and greatly extend his time on course. If a student finds he is looking up a lot of words in the definitions he's clearing and that he is getting into long word chains, he should change to a more simple dictionary. An out gradient dictionary can make word clearing and study unnecessarily difficult. For example, «college» dictionaries are often quite complicated and some students will find themselves spending too much time chasing around the dictionary trying to clear up MUs within the definitions of the words being cleared. This can be time consuming and frustrating.

If you look up «bird» in a simple beginner's dictionary it says something like «an animal covered with feathers that has two legs and lays eggs». Now if you look up this same word in a college dictionary it becomes «any warm-blooded vertebrate (animal with a backbone) of the class Aves (Latin for 'birds'), having a body covered with feathers and forelimbs (front legs) modified (changed in some way) into wings.» (The explanations in the brackets of course are not included in the dictionary definition. They have been added here so that one can easily understand that presentation of the definition of «bird».) This would likely lead a student into the definitions of «vertebrate», «Aves», «forelimbs» and «modified». After a bit of this the student is slumped on the table with 45 words to look up that he has never heard of before. The answer is to take away his «college» dictionary and give him a more simple dictionary and he'll begin to make some progress.

On the other hand, some students would do just fine with the more advanced dictionaries and would find the additional data helpful.

From the dictionaries recommended here a student should be able to find one that suits him and his vocabulary. (Note: If the dictionary a student chooses does not contain derivations

then after clearing the word in that dictionary he should consult a larger dictionary to clear the derivation. Some of the better simple dictionaries unfortunately do not contain the derivations of the words.)

Webster's New World Dictionary for Young Readers:

This is a very simple American dictionary. It is published by William Collins. It is a hardbound volume and does not contain derivations. When using this dictionary a student must be sure to clear the derivations in a larger dictionary. The definitions in this dictionary are quite good.

Oxford American Dictionary:

This is a very good American dictionary, simpler than the college dictionaries yet more advanced than the beginning dictionary listed above. It does not list derivations of the words. It is quite an excellent dictionary and very popular with students who want to use an intermediate dictionary.

It is published in paperback by Avon Books, a division of the Hearst Corporation, 959 Eighth Ave., New York, New York, 10019, and in hardback by Oxford University Press, New York.

The Random House College Dictionary Revised Edition:

This is a college dictionary and somewhat of a higher gradient than the dictionaries listed above. This is a one volume American dictionary published in the U.S. by Random House Inc., New York and in Canada by Random House of Canada Limited, Toronto.

This Random House dictionary contains a large number of slang definitions and idioms and also gives good derivations.

The Webster's New World Dictionary of the American Language College Edition:

This is an American college dictionary published by Simon and Schuster of New York. It is a one volume dictionary and gives most of the slang definitions and idioms. It also has good derivations.

Funk and Wagnalls New Comprehensive Dictionary of the English Language International Edition:

This dictionary has been previously published as the Britannica World

Language Edition of Funk and Wagnalls Standard Dictionary (published by Encyclopedia Britannica Inc., Chicago) and then the Funk and Wagnalls Standard Dictionary of the English Language International Edition (published by J.C. Ferguson Publishing Co. Chicago). It is currently available from the Publishers International Press under the name Funk and Wagnalls New Comprehensive Dictionary of the English Language International Edition. Publishers International Press is located in New York City at 9 Madison Ave. and in Los Angeles at 1543 West Olympic Blvd., 90015. (This most recent edition is sold by the Publishers International Press, not in bookstores, and can be obtained by writing or calling the above locations.)

This is one of the most grammatically correct dictionaries there is and it is probably the best American dictionary available. It is a two volume set and is a fairly advanced dictionary.

Chambers Twentieth Century Dictionary:

This is an English dictionary printed in Edinburgh, Scotland. It is quite thorough, containing most of the English idioms and slang. It is a fairly high gradient dictionary however and is recommended for the more literate students. The definitions are quite thorough but few examples are given.

The Concise Oxford Dictionary:

This is a very concise English dictionary, but is not a simple or beginner's dictionary. It is a small one volume dictionary. It uses a lot of abbreviations which may take some getting used to, but once the abbreviations are mastered students find this dictionary as easy to use as any other similarly advanced dictionary. It is less complicated in its definitions than the usual college dictionary and has the added benefit that the definitions given are well stated—in other words it does not give the same definition reworded into several different definitions, the way some dictionaries do.

This dictionary is printed in Great Britain and the United States by the Oxford University Press.

The Shorter Oxford English Dictionary:

This is a two volume English dictionary and is a shorter version of The Oxford English Dictionary. It is quite up-to-date and is an ideal dictionary for fairly literate students. Even if not used regularly it makes a very good reference dictionary. The definitions given in the Oxford dictionaries are usually more accurate and give a better idea of the meaning of the word than any other dictionary.

This Oxford dictionary is also printed by the Oxford University Press.

The Oxford English Dictionary:

This is by far the largest English dictionary and is the principal dictionary of the English language. It consists of 12 volumes and several supplementary volumes. (There is a Compact Edition of the Oxford English Dictionary in which the exact text of The Oxford English Dictionary is duplicated in very small print which is read through a magnifying glass. Reduced in this manner the whole thing fits into two volumes.)

For many students this dictionary may be too comprehensive to use on a regular basis.

(For some students huge dictionaries can be confusing as the words they use in their definitions are often too big or too rare and make one chase through 20 new words to get the meaning of the original.)

Although many students will not use this as their only dictionary, it is a must for every course room and will be found useful in clearing certain words, verifying data from other dictionaries, etc. It is a valuable reference dictionary and is sometimes the only dictionary that correctly defines a particular word.

These Oxfords are also printed by the Oxford University Press. If your local bookstore does not stock them they will be able to order them for you.

As a student's vocabulary increases and he becomes more literate, he will often «graduate» to a more advanced dictionary. This phenomenon of «outgrowing» dictionaries was observed on a pilot course designed to increase a person's level of literacy. As students progressed through the course they switched from a beginner's dictionary to a more advanced dictionary and sooner or later started delving into The Oxford English Dictionary. The point is, use as complete and advanced a dictionary as you can without getting in over your head. And don't hesitate to use a simpler one if it's better for you. (Some students have found their study speed greatly increased just by switching to a simpler dictionary.)

(Note: When a student using a simple dictionary has to go to a larger dictionary in order to find a definition he's looking for (but isn't in his dictionary) he would clear that particular definition in the larger dictionary and then go to his simpler dictionary to clear the rest of the definitions of that word. Otherwise he could get in over his head.)

From the dictionaries recommended here a student should be able to find one that suits him. Whatever dictionary one chooses, it should be the correct gradient for him. For instance, you wouldn't give a foreign language student, who barely knows English, the big Oxford to use in his studies!

DINKY DICTIONARIES

A dinky dictionary is a dictionary that gives you definitions inadequate for a real understanding of the word. Entire definitions are sometimes found to be missing from such dictionaries. «Dinky dictionaries» are the kind you can fit in your pocket. They are usually paperback and sold at magazine counters in drug stores and grocery stores. Don't use a dinky dictionary.

DICTIONARIES AND A PERSON'S OWN LANGUAGE

English dictionaries and American dictionaries differ in some of their definitions, as the Americans and English define some words differently. (For example, in an American dictionary we find «pavement» defined as a hard paved surface, generally referring to a road or a street. In an English dictionary it is defined as a paved footway at the side of the road, which is known in America as a «sidewalk». So you could get a situation where an American is barreling down the road on a steam roller yelling «Clear the pavement!» and an Englishman walking at the side of the road on the sidewalk hears this and thinks he means to get off the «paved footway at the

side of the road» and so he jumps into the road and gets run down! And you'll find that the word «sidewalk» does not even appear in the English dictionary, yet it is a very common American word.)

An English dictionary will have different applications of words that are specifically British. These usages won't necessarily be found in American dictionaries, as they are not part of the American version of the English language. Different dictionaries have things in them which are unique to that language.

In addition to The Oxford English Dictionary, the Chambers Twentieth Century Dictionary mentioned above is a good example of an English dictionary for the English.

For the most part a student's dictionary should correspond to his own language. This does not mean that an American shouldn't use an English dictionary (or vice versa), but if he does he should be aware of the above and check words in a dictionary of his own language as needed.

SYNONYMS

In using dictionaries and clearing words you should be aware that one can make the error of «defining» a word using synonyms. A synonym is a word that means the same or nearly the same as another word in the same language. It is not the definition of the word. Example: defining «fat» as «portly», is «defining» a word using a synonym. Whereas a definition of «fat» would be:

«Having much or too much flabby tissue.»

A definition is a precise statement of the real nature of a thing; an exact explanation of the meaning of a word or phrase. A synonym is not a definition.

A student who defines a word as its synonym does not necessarily understand the nuances of that word. The correct handling for this would be for him to define the word and use it in sentences until it is understood conceptually.

If a student defines a word in terms of its synonyms only, he will be missing a true understanding of the word.

FALSE AND OMITTED DEFINITIONS

It has been found that some dictionaries leave out definitions and may even contain false definitions. If, when using a dictionary, a student comes across what he suspects to be a false definition there is a handling that can be done. The first thing would be to ensure there are no misunderstandings in the definition in question and then he should consult another dictionary and check its definition for the word being cleared. This may require more than one dictionary. In this way any false definitions can be resolved.

Other dictionaries, encyclopedias and text books should be on hand for reference.

If a student runs into an omitted definition, or a suspected omitted definition, then other dictionaries or reference books should be consulted and the omitted definition found and cleared.

DERIVATIONS

A derivation is a statement of the origin of a word.

Words originated somewhere and meant something originally. Through the ages they have sometimes become altered in meaning.

Derivations are important in getting a full understanding of words. By understanding the origin of a word, one will have a far greater grasp of the concept of that word. Students find that they are greatly assisted in understanding a word fully and conceptually if they know the word's derivation.

A student must always clear the derivation of any word he looks up.

It will commonly be found that a student does not know how to read the derivations of the words in most dictionaries. The most common error they make is not understanding that when there is a word in the derivation which is fully capitalized it means that that word appears elsewhere in the dictionary and probably contains more information about the derivation. (For example, the derivation of «thermometer» is given in one dictionary as «THERMO + METER». Looking at the derivation of «thermo» it says it is a combined form of the Greek *thermos*,

meaning hot and therme, meaning heat. And the derivation of «meter» is given as coming from the French metre, which is from the Greek metron, meaning measure.) By understanding and using these fully capitalized words a student can get a full picture of a word's derivation.

If a student has trouble with derivations it is most likely because of the above plus a misunderstood word or symbol in the derivation. These points can be cleared up quite easily where they are giving difficulty.

An excellent dictionary of derivations is The Oxford Dictionary of English Etymology, also printed by the Oxford University Press.

We have long known the importance of clearing words and it stands to reason that the dictionary one uses to do this would also be quite important.

I trust this data will be of use.

L. RON HUBBARD
FOUNDER

As Assisted by
Research & Compilations
Unit

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 14 FEBRUARY 1981

BPI
HRD Checksheets
HRD Auditors
HRD C/Ses
All Staff, Orgs
and Missions
Hats, Execs
and Registrars

Happiness Rundown Series 2

HAPPINESS RUNDOWN, ADMINISTRATION AND DELIVERY

(Ref. HCOB 24 Nov 80, HAPPINESS RUNDOWN)

During the Happiness Rundown pilot auditing some rather spectacular results occurred. Not only did the pcs have many cognitions and wins in session, but these resulted in immediate changes in the pc's life and livingness—sometimes very noticeably as far as the pc's spouse or associates were concerned. Often, within the first one to three sessions the pc improved markedly in appearance, started getting along better with people around him and became noticeably different to others. The HRD produces results that are clearly observable to others as well as the pc! These are gains in beingness, doingness and havingness. It increases ARC, raises the person's sense of ethics, personal integrity and much more.

Highly trained auditors and C/Ses of many years' experience were most impressed with the immediately observable changes in the pc's life and livingness—real physical universe results.

Within days of the first pcs being started on the HRD, despatches and letters written by associates of the pcs started arriving, describing how much better the pcs were (most of the writers didn't even know what the pcs were being audited on, but were moved to express the changes they had observed).

The pcs themselves rave about the results and are generally very enthusiastic about getting others to get audited on the HRD, too.

Auditors love auditing the HRD, many stating that it was the most interesting auditing they had ever done and how much they enjoyed helping their pcs.

Despite the apparent lightness of the HRD, it actually touches on and handles very basic charge, common to everyone. It is very easy to audit, provided that it is done exactly per the instructions.

DELIVERY

The HRD auditing may be delivered in Class IV orgs and missions who have auditors and a C/S trained to deliver the HRD. There are two methods of doing the HRD. The usual method requires a Class 1 auditor trained on the HRD course and internship. About 95% of HRD auditing can be delivered this way (though this percentage could vary in some areas). The other method of doing the HRD, and any needed repairs or reviews (comprising about 5% of the auditing) require a Class IV auditor trained on the HRD course and internship. The C/S in either case needs to be a Class IV C/S and trained on the HRD C/S course and internship. Thus one Class IV HRD C/S, one Class IV HRD auditor and several Class 1 HRD auditors would be able to deliver a lot of HRD auditing. The minimum would be a Class IV HRD C/S and a Class IV HRD auditor.

HRD training courses and internships may be delivered in orgs Class IV and above who have trained HRD delivery personnel as above.

Provision should be made for the HRD delivery personnel to receive the HRD themselves as 50% of the auditors engaged on the pilot found the materials restimulative. Provision should also be made for the staffs of orgs and missions to receive the HRD also; they will want it very much and the increased efficiency and other benefits will make it well worthwhile.

The actual command sheets and techniques of the HRD are restricted to trained HRD auditors and C/Ses and HRD student checksheets. It is a powerful rundown and must be done very exactly. Indiscriminate distribution of the actual auditing materials could be restimulative and would be actionable by HCO. There is of course absolutely no restriction on the distribution of the booklet, nor of gains and wins and results from auditing on the rundown. Word of mouth on the HRD will be good and should be encouraged.

Auditor assignment policy applies in that the auditor or C/S must be of equal or higher case level, to handle cases of persons who have had confidential rundowns, confidential grades or confidential levels. (For example a Clear may only be audited or C/Sed by someone who is Clear or above.)

CASE PREREQUISITES

The Purification Rundown and SRD or Objective processes run to the result given in HCOB 12 May 80 DRUGS AND OBJECTIVE PROCESSES, are the prerequisites. (Rarely, some pcs might require a DRD or OT DRD, which an HRD C/S can determine.)

The HRD can be done anywhere on the Grade Chart (except during the Non-Interference Zone). It can be done before or after grades or anywhere after OT III. It can be done on preclears, Clears and OTs.

If a decision has to be made as to whether to do the HRD before or after grades, it would be preferable to do the HRD before grades, as the HRD raises confront, responsibility and the ability to as-is. An HRD completion will be able to run deeper and get more out of auditing. The HRD results are not less on pcs who have not had grades, compared with pcs who have had grades.

One would not interrupt a current major action that a pc was winning on to start the HRD, but otherwise one does not have to try to complete earlier actions or programs on a case before the HRD.

Very little or no set-up is required before the HRD. Usually none. The only exception would be the repair of a recent flubbed session or auditing, if the pc had his attention on it. During the pilot, set-up actions attempted on pcs before the HRD proved unnecessary, especially when the pc had read even part of the booklet. The rule regarding set-up is:

IF YOU CAN FLY THE PC'S RUDIMENTS, HE'S SET UP FOR THE HRD.

Once started, the HRD must be completed with no other auditing or case actions interjected. Experience has proven that once started on the HRD any other case action, mixing practices or other therapies are detrimental. In truth, the HRD covers aspects of a being's existence that are so universal, so fundamental and of such interest, that it is not possible to shift attention to other processes or actions.

LENGTH OF RUNDOWN

While the length of any rundown will vary from one person to another, the HRD can generally be done in 25 hours. The longest it has taken is 56 hours (on a pc who had only done the Purif Rundown, SRD, virtually no other auditing, was not Clear and had had a history of heavy street drugs), the shortest was 7 ½ hrs on a pre-OT who was OT III Expanded, had had a considerable amount of auditing and was in very good

case condition. Both of these are exceptions. The majority of cases take about 25 hrs, usually slightly less.

BOOKLET: THE WAY TO HAPPINESS

The pc needs to obtain his own copy (or copies) of the booklet and bring it to session. It is used during the sessions. The pc will also use it in life after the rundown and will want extra copies for his friends, acquaintances and relatives.

TEST RESULTS

Pcs should be given tests before and after the HRD. During the pilot the OCA test invariably showed an improvement, always a different OCA pattern (denoting a change of valence(s), personality or beingness). In fact, most pcs on the HRD have several to many changes of valence, becoming more and more themselves. This can be expected as a routine result on the HRD. (Sometimes a very high point on an OCA, when other OCA traits are much lower, will come down a bit while the low points come up—but that is an improved OCA.)

IQ tests, Aptitude and Leadership scores usually improve, especially where these were not already high before the HRD.

Overall the test results on all cases audited on the HRD show improvement. The most striking being OCA improvements, due to the pc having been freed from unwanted valences.

GAINS

The gains pcs have had on the HRD are numerous and varied, but there are certain gains that are common to all cases audited on the HRD. These follow in brief:

All experienced improvements in their beingness, doingness and havingness, very often making very observable changes even near the beginning of the rundown.

Confusions on the subject of right and wrong handled and replaced with workable stable data that can be used in day-to-day living.

A sense of security and calmness about oneself and one's future; knowing that one is indeed on the way to happiness.

A return of ARC with life across each of the dynamics and increased ability to get along well with others.

It has been observed by the pcs and by others that some of the benefits of the HRD seem to «rub off» on the pc's associates. In other words, not only does the pc change for the better, but often there is also a change for the better in those persons the pc is in contact with.

About 50% of the persons audited on the HRD had improvements in perception such as seeing objects in the environment more clearly, more color and better depth perception; better hearing and other perceptions.

All experienced increases in their enjoyment, happiness and pleasure in life.

All stated increases in their energy level, doingness, efficiency, competence and action level.

Many persons on the HRD were relieved to get rid of misunderstandings and false data (often that they would never have guessed they had) that had been holding them back and preventing clear thought and decisive action.

About 50% terminatedly handled PTS conditions, both current and long term.

Those who had guilt feelings, feelings of inferiority or inadequacy, shame, blame or regret concerning the past, persisting sadness about life, etc., got rid of these feelings and gained a fresh outlook and fresh start on life.

Areas of life where the pc had been effect changed with the pc becoming causative over them.

Many pcs stated that the HRD handled their ruin; handled what they came into Scientology to Set handled.

All got a considerable rise in their chronic tone level.

All experienced happiness.

PREDICTION

Based on the earliest cases completed on the HRD, there is no fading of the initial glow on completing the HRD. Not only was there no fade but those persons report an increase or expansion of their gains following the HRD. The result promises not only to be stable, but to actually get better as the person goes on in life applying the principles learned.

Due to the immense popularity of the HRD amongst the pcs, auditors and others in contact with it, the demand for the HRD can be expected to be very high, and it can be expected to accelerate in each area where it is delivered.

The combination of the booklet: «The Way to Happiness» and the availability of the Happiness Rundown are a boon to FSMs and Distribution Divisions.

The goal for Mankind and this planet of a world without war, insanity or criminality and happiness for all, is now much much closer.

L. RON HUBBARD

FOUNDER

Approved & Accepted by the

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 MARCH 1981
ISSUE II

(CANCELS BTB 9 APR 72R III CLEARING LIST WORDS IN
SCIENTOLOGY—EXPANDED GF 40 RR as this BTB does
not contain the new words from the revised Expanded
Green Form, HCOB 30 June 71RC Re-Rev. 26 Mar 81
EXPANDED GREEN FORM 40RE.)

Remimeo
C/Ses
Tech/Qual
Auditors
CI IV Grad
and above
Auditors

EXPANDED GREEN FORM 40RE

WORDS LIST

REFERENCES:

HCO PL 4 Apr 72R III	IMPORTANT—ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 Jul 74R I	Word Clearing Series 53R Rev. 24.7.74 CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 30 Jun 71RC EXPANDED GREEN FORM 40RE.

These words should be cleared on the pc before the Expanded Green Form 40RE is actually assessed per HCOB 9 Aug 78 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE EXPANDED GREEN FORM 40RE

A, about, acted, after, alcohol, an, and, another, antagonistic, anxious, any, anything, ARC Break, ARC Breaks, are, as, asked. attain, attained, attainments, attested, audited, auditing. auditor.

Because, been, before, being, beliefs, benefits, between, body, bones, broken, by, bypassed.

Cast, change, committing, communication, concerned, connected, connections, continue, continuous, continuously, curious, current, currently.

Damaged, decay, dental, Dianetic Clear, Dianetics, disabled, disease, disclosed, dislike, do, doing, don't, drugs.

Earlier, Eastern, electric, electronic, else, engrams, environment. erase, evil, exercise, exercises.

Fail, failed, family, fixed, F/Ns, for, former, from.

Gains, grade, grades, going, goofing.

Had, has, have, held, here, hidden, hold, hostile, hypnotism.

Ideas, ill, illnesses, implanting, in, incomplete, indoctrinations, infectious, is.

Job.

Keep, keep on.

Life, lose, lying.

Make, medical, medicine, meditation, mental, mentally, missing, misunderstands.

Never, no, not.

Of, on, one, or, other, others, out, over, overt, overts, overwhelmed.

Part, parts, people, persisting, person, physically, post, practice, practiced, practices, practicing, pretending, prior, problem, problems, protesting, psychiatric, psychology, purpose.

Really, reasons, receive, refusing, religions, removed, restimulated, reverted, right, rites, rudiments, run.

Same, scientific, Scientology, secrets, seeking, self auditing, seriously, service facsimiles, session, sessions, shock, some, someone, spells, spiritual, states, suppressed.

Take, taken, taken part in, talking, techniques, the, them, then, therapy, there, thought, thrill, to, tooth, training, trouble.

Understanding.

Valence.

Want, was, went, what, with, withhold, wins, witchcraft, wrong.

Yoga, you, your.

L. RON HUBBARD
FOUNDER
Assisted by
Research and Technical
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HCO BULLETIN OF 31 MARCH 1981

Remimeo
All Auditors
All C/Ses
Tech
Qual

«HEAVY DRUG HISTORY» DEFINED

REFERENCES:

HCOB 28 Aug 68	DRUGS Issue II
HCOB 29 Aug 68	DRUG DATA
HCOB 8 Jan 69	DRUGS AND «INSANITY»
	NON-COMPLIANCE AND ALTER-IS
HCOB 25 Oct 71	DRUG DRYING OUT
HCOB 17 Oct 69RA	DRUGS, ASPIRIN AND TRANQUILIZERS
Re-Rev. 20.9.78	
HCOB 31 May 77	LSD YEARS AFTER THEY HAVE
	«COME OFF OF» LSD

People who have been on drugs do not make case gain until the drugs are handled. We have known that since 1968.

Therefore, it's a mistake to try to do mental or spiritual handling on somebody who has been heavily on drugs.

Drugs are the big stopper. Drug residues can stop mental help. They also stop a person's life!

There should be guidelines which clarify what actually constitutes a heavy drug history, for C/Sing and case programming purposes.

Cases which fall in the category of having a heavy drug history include:

1. Any person who has taken or has been given drugs or medical drugs over a substantial period of time whether to handle a physical or mental condition, or otherwise.
2. A person who has gone through an extensive period of experimenting with drugs or taking drugs for «thrills».
3. Anyone who has taken LSD or Angel Dust even once.
4. A person who has experimented with any hard drug such as heroin, morphine, speed, cocaine, etc.
5. Anyone who has had highly restimulative experiences («bad trips») on marijuana or who has habitually smoked marijuana over an extended period. (Having smoked marijuana a few times with no particularly bad experiences, would not necessarily put one in the heavy drug history category.)
6. A person who has made a habit of excessive use of alcohol at some time.

(Definition of «Alcoholic»: a person who can't have just one drink. If he has one drink, he has to have another. He's addicted. One of the factors is, he has to have a full glass in front of him. If it gets empty, it has to be refilled.)

7. Anyone who has developed an addiction to any of the above drugs, any medical drug or alcohol (whether past or present).

8. Someone who has had general anaesthetics numerous times for medical operations.

9. Any person who has used any medical drug for extensive periods of time, such as asthma medicine or sinus medicine.

10. Someone who has had extensive and repeated dental work under nitrous oxide or sodium pentothal or other general anaesthetics.

DRUG LISTS

Because drug lists sometimes do not contain data on how long or how often a drug or drugs were taken, the pc may have to be interviewed as to the extent of his drug taking.

The information gotten from such an interview, if one is needed, can be compared against the above guidelines and this will aid the C/S in determining which cases have the heavy drug histories.

SUMMARY

The above is a guideline on what we would term a «heavy drug history» as compared to someone who has taken light drugs or very few medical drugs (aspirin occasionally, cough syrup when a child, etc.), and these not routinely over any extensive period of time.

Any individual with a heavy drug history should take full advantage of the overwhelmingly successful line-up available to them of the Purification Rundown, the Survival Rundown and Drug Rundown. In fact, these rundowns are essential.

L. RON HUBBARD

FOUNDER

As assisted by

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HCO BULLETIN OF 1 APRIL 1981

ISSUE II

(Also issued as an HCO PL, same date and title.)

Remimeo
Exec Hats
Dissem
Tech
Qual
Registrar Hat
D of P Hat
C/S Hat
HCO
Div 6
Chaplain Hat
Ethics Officers

INTERVIEWS

«A proper org board is a perpetual combination of flows which do not collide with one another and which do enter and do experience the desired change and which do leave as a product.»

Org Series 1
HCO PL 13 Sep 70, Iss II
BASIC ORGANIZATION

INTERVIEWS PLAY A VITAL PART IN THE CORRECT ROUTING AND SMOOTH FLOW OF PCS AND STUDENTS ON ORG LINES.

They are an integral part of the functioning system of an org.

Depending upon how needed interviews are assigned and carried out, org lines and therefore org products can be slowed or impeded or bypassed or disrupted, or they can be speeded up and made to flow more smoothly, with real products as the result.

The right type of interview, standardly done at the right time (when needed) by the right org terminal on the right public (pc or student) will always serve to grease the org lines.

Mis-used or mis-assigned interviews can and will scramble the scene, and with a scrambled scene the products suffer.

An interview is defined as a face-to-face meeting between the interviewer and another person, where questions are asked of the person to obtain data needed to accomplish the purpose of the interview.

«The purpose of the interview» is the key phrase here. If one doesn't know the purpose of the type of interview his post calls for, it can all go sadly awry.

That's when you get a Reg taking up case problems with a pc or attempting some kind of case debug or promising him a specific result. Or the D of P getting into questions of finance in an attempt to sell a pc more auditing, or even doing some sort of auditing under the guise of a «D of P interview.» Or one or both of these posts attempting to wear a «consultant» hat. You get a mix-up of functions, a mix-up of the lines, and you don't get the needed or expected result.

This bulletin serves to lay out several of the main types of interviews used in an org and get them briefly defined as to purpose and function so the lines can and will flow smoothly.

TYPES OF INTERVIEWS

REGISTRAR INTERVIEW: The Registrar interview is given to determine what service the person wants, to channel and intensify his wants, sign him up for service and re-sign him for further services and to assist him in the resolution of any problems in signing up for the service.

The Registrar uses the Reg Interview to familiarize the person with the service, to give him explanatory literature on training or processing, to answer his questions (but NOT technical questions) about a service, and to assist him in the handling of the finance for the service, acting in a financial consultant capacity.

Registrars sign people up for training and for processing. With the org promoting and delivering its services properly, a healthy majority of the sign-ups should be for training as we are in the business of making auditors, and therein lies our real expansion.

The Reg interview of the trainee or potential trainee is ordinarily a straightforward uncomplicated procedure. It's a matter of: What training, if any, has he had? With that determined, it's a matter of signing him up for his next (or first) level of training and prerequisites required for that level. It's a very direct route up the Training Bridge, and the Reg's job handling such sign-ups is comparatively simple.

The Reg interview when signing up a pc for processing may entail more know-how and handling on the part of the Reg.

The Reg must be familiar with the tech the org delivers and with technical results and wins achieved. But a Reg must not assign auditing hours or C/S the case or promise that such and such a rundown will be done. That is the hat of the C/S. But a Reg does give interviews and he should be trained to find a person's ruin. He establishes a comm line with the person and establishes himself as a terminal to help the person get onto the service he needs and wants as swiftly as possible.

Signing the person up for the required number of hours or intensives per his Technical Estimate is a part of the Reg interview and registration cycle. (Tech Estimate: the estimated number of hours or intensives that will be needed for the pc to make case progress and get stable results.) But determining the correct Tech Estimate for the pc is not part of the Reg interview. That is only done by a qualified tech terminal. The Reg's role here is to interview the person and initially sign him up and have him pay for the service on a conditional basis, pending his Technical Estimate and acceptance on HGC lines. He then routes the person for his Technical Estimate and, when that is made, the Reg now completes the cycle by signing the person up for the hours required by the Technical Estimate. (Ref. HCO PL 10 March 78 HGC PC APPLICATION FORM HCO PL 30 Nov 71 Corrected and Reissued 2 Dec 71 BLIND REGISTRATION, and HCO PL 19 Aug 60 REGISTRAR LOST LINE)

(The interview given the pc by the Technical Estimator is covered in its own section in this issue, along with listed references on the Tech Estimate Line.)

Should a pc who is mid-auditing (not yet a completion) need to purchase more hours, the sign-up is handled promptly in a routine Reg interview.

Occasionally, however, such an interview might go like this:

Pc: «Ted brought me down here and I'm supposed to sign up for more hours to complete my auditing, but I don't want to bud more auditing here. I don't want any more auditing.»

Reg: «Well, we'd better have you see the D of P so we can get data on this!»

That's the totality of the Reg interview in that situation. The Reg promptly puts it on the proper lines so the necessary data can be obtained. He notifies the D of P who gets the folder to the C/S at once. The C/S, after going over the folder, can then determine what needs to be taken up in the D of P interview, or whether it would be handled by the pc's regular auditor or requires sending the pc to the Qual Div for a review.

The Reg might also encounter a pc needing more hours to complete a rundown who is willing to sign up and pay for the additional time but who is not VGIs on his auditing, or who originates he is having a rough time in his auditing and/or has bad indicators. The Reg would, of course, sign the pc up for the additional hours promptly.

But in either of the above or similar cases, the Reg would also write up a BI (Bad Indicator) report and route it directly to the Snr C/S in Qual, so he could look into it, with a copy to the HGC C/S. It's not a matter of the Reg routing the pc to Qual, however, as the pc is still on Tech lines. (Ref. HCOB 26 Sep 74 HANDLING FLUBBED PCs)

Note that the Reg doesn't interview the pc to get the data about the bad auditing or bad indicators; the Reg simply writes up a report to the Snr C/S with a copy to the HGC C/S as to what he heard and observed with this pc. These lines got all crossed up in earlier days when the D of P more often than not was also the Reg, and this got people confused. But any confusion must be taken out of it and the correct routing and correct interviewing put in.

When an individual has completed an org service and has routed through Qual and Success as complete, a Reg interview is always given to re-sign him for his next service. This is ordinarily a smooth, routine cycle, as a standardly completed student or pc will have good indicators at the prospect of getting onto his next action. But should the Reg encounter bad indicators or a resistance to getting further services, it is an indicator that something has been missed on the student or pc. That is a matter for Qual correction, not something that would be handled in a Reg interview. In such a case the Reg, maintaining good ARC, efficiently routes the person to Qual where the matter does get handled. (Ref. BPL 4 Dec 71, Issue I, RE-SIGN UP REFUSALS, HANDLING OF)

The Reg is there to sign the person up, to re-sign him and to route him to the proper terminal for what he needs. There is no charge, ever, for a Registrar interview.

HGC PC TECHNICAL ESTIMATE INTERVIEW: The Technical Estimate interview is done to obtain necessary data from the applicant so that an accurate estimate can be made of the number of hours or intensives the person will need to get stable results from his auditing.

When a pc has been initially signed up for service and has been tested, he is routed to the Technical Estimator. (This could be the D of P or a technically qualified person deputized by the D of P for this purpose.) The Estimator, having reviewed the person's test results, folder, and forms filled out by the Registrar, interviews the applicant, using the HGC PC Estimation Form (BTB 12 Feb 78R, Reiss. 6.7.78). Such an interview covers what the applicant wants to accomplish, somatics or other problems he is trying to handle, length of time on earlier actions, and other information pertinent to the case.

When all the necessary data has been obtained, and when the Technical Estimate for that individual has been made, the Estimator gives the person an R-Factor regarding his estimate, handles any questions he may have, and sends the applicant back to the Registrar for final sign-up for the estimated number of intensives.

That's the essence of the Tech Estimate interview. It's: «What do you want to accomplish with auditing?», followed by lots of questions about the state of the case. Also asked would be the time it has taken him to do this or that action. For instance, the Estimator needs to know that it took the pc 25 hours to do Grade 0 and 1 in order to estimate how long it will take him to do Grade 2, 3 and 4. It can be done either

metered or unmetered. (When done in the field by a Remote Reg or Tours personnel it is usually unmetered.) Though it follows the HGC PC Estimation Form it is never done rotely.

The routing for a Tech Estimate is to the Registrar, to Testing, to the Tech Estimator and back to the Registrar for full sign-up. This line and all of its actions are fully covered in the following issues:

HCO PL 30 Nov 71	IMPORTANT
Corr. & Reiss. 2.12.71	BLIND REGISTRATION
B.P.L. 10 Mar 78 II	IMPORTANT, THE TECH
Reiss. 6.7.78	ESTIMATE LINE
B.T.B. 12 Feb 78R	HGC PC TECH
Reiss. 6.7.78	ESTIMATION FORM
HCO PL 10 Mar 78	HGC PC APPLICATION FORM
B.P.L. 10 Mar 78 IV	TOURS AND MAIL PROCESSING
Reiss. 6.7.78	INCOME, HANDLING OF
HCOB 15 Jan 70 II	KSW Series 17
Reiss. 30.8.80	HANDLING WITH AUDITING

Technical Estimates and Tech Estimate interviews are not charged for, but are given when the applicant has initially signed up and made a donation for service.

D OF P INTERVIEW: As D of P interviews are sometimes misunderstood as to their purpose and function, and sometimes mis-used (by having other actions thrown into them erroneously under the label of «D of P interview»), this issue spells out what a D of P interview is and what it is not.

Briefly, a D of P interview is an interview given to a pc on auditing lines by the D of P, as ordered by the C/S:

1. to get data for the C/S which is not otherwise available to him for C/Sing and programming the case,
or
2. to give the pc an R-factor on what is going on in order to dispel a mystery for him.

The C/S would order a D of P interview when he needs data not contained in the usual sources (the worksheets, pc folder, FES, test scores, exam reports, ethics or medical records). To use it otherwise, to call for such an interview in lieu of folder study, for example, would be lazy C/Sing.

But the D of P interview is used when the C/S needs data from the pc himself, or when he suspects his C/Ses aren't being done or that the auditor can't audit. It is used when he has reason to believe there may be omitted or hidden matter or false reports in the worksheets, or when it appears that additives are being entered into the session. Ordinarily it is used only when the case is packed up. And primarily what the C/S wants to know from this is:

«What did the auditor do?» The data obtained is then used, if it applies, for correction of the auditor as well as for C/Sing and programming the case. The D of P interview is also used when it is suspected that factors are being put in on the pc outside of the session.

Such an interview may also be ordered to find out what the pc is confused or in mystery about so that it can then be explained to him. (Note: You don't explain tech to the pc, but if he has a confusion or a mystery you do explain to him what is going on and what is expected of him.)

D of P interviews, then, are to get data, not to try to «audit» or try to accomplish a result. The D of P does not audit, he does not rehab, he does not Date/Locate anything

on the pc. That D of P interviews do sometimes accomplish a result is incidental, and this must not be used as a reason for the D of P to get into attempting to audit or rehab the pc. Those are actions for the auditor to do.

There will be times when the C/S wants specific, muzzled questions asked of the pc and nothing else. In such instances the D of P carries out his instructions exactly, asking only those questions he has been instructed to ask.

D of P interviews are always done on the meter, with all pc answers, pc indicators and tone level, meter reads and their size and any blowdowns marked. Thus, the D of P must have his TRs in, must have Qual Okay to operate an E-Meter and must be able to meter accurately. While the interview is not done to get case gain, the D of P would normally end the interview on an F/N and should try to do so.

As the D of P is the In Charge of all pcs when they are in the org, he himself may originate a D of P interview when it is warranted. For example, on observing bad indicators in a pc he could initiate an interview with the pc at once and then get the data immediately to the C/S. Or he would alert the C/S to the situation and suggest an interview be done.

Otherwise, the D of P interview is given per C/S order. It may not be ordered by a Registrar or other org terminal. It is only done, when needed, on pcs who have signed up, paid for and are on HGC lines for auditing. Otherwise it can easily lead into Free Service and has done so in some instances in the past, to the detriment of the org. Though it is done as part of the overall cycle of delivering paid auditing, the time spent in a D of P interview is not subtracted from the auditing hours the pc has paid for.

There are many other functions the D of P carries out as a part of his hat. But this clarifies what we term a D of P interview. It is its own action and must not be confused with a Reg interview, a Technical Estimate, a Consultant type of action or a 2-way comm action C/Sed for and carried out by an auditor in an actual session or anything else other than what it is. Properly used, it is of great assistance to the C/S for data he needs which is otherwise unavailable.

QUAL CONSULTANT INTERVIEW: This is a case-cracking type of interview, done by the posted Qual Consultant. (Optimumly, any org would have this post filled by a single-hatted terminal, in its Qual Division.)

Here you have a technical person using a metered interview to unravel a case that's in trouble or in bad condition and being mysterious. He uses the interview to get the data needed to resolve it.

The consultant interview is not a Tech C/S-ordered action. It's done when there's a hidden factor in the case and you haven't got all the data. The hidden factor may be in the auditing or C/Sing that has been done; therefore it is not a Tech C/S-ordered action. A D of P interview in such an instance could cloud the issue. It calls for a Qual Consultant action because it's something the C/S and auditor should have seen but they didn't see. So it is a matter of what didn't they see or what did they do or not do?

It can be ordered by the Senior C/S in Qual when something has gone very wrong with a case, or it can be originated by the Qual Consultant himself where he has spotted bad indicators or been alerted to a poor success story or something similar.

This type of interview is done on a person who is not lines, really on auditing lines. He's been pulled off auditing lines, possibly for the above reasons, or he's somewhere around auditing lines and you see he is fouled up, or he has come on Qual lines because he is fouled up. It's not limited to pcs but would be done on very slow or dropped out students as well.

The consultant interview is always metered, is always begun with «I'm not auditing you,» and is quite a different action than auditing. One might call it a review session of sorts with the difference here being that the consultant does what he needs to do to get the data that can then be used to resolve the case in a session. He

guides the interview as he needs to, deftly getting the pc off «grandmother» who doesn't read or marital problems that start the TA up, and steers it skillfully to what the trouble really is.

When I'm doing one of these things I don't just find out what is wrong and indicate the BPC, I push it through until I know what is wrong and in addition I finish the person up with an F/N. I take it to a resolution of his immediate problem and I indicate the bypassed charge. Then it's a matter of writing up the interview and getting it into the folder.

The person will probably require further auditing on it, but now at least the case has been cracked a bit and it's known what it's going to take to unravel the rest of it.

What is described here is a consultant interview, which is its own type of action and which may sometimes reveal the need for a Review session.

The interview is not charged for. However, if it becomes necessary to take the person into session to handle, it is then invoiced on standard Qual lines.

SOLO CONSULTANT INTERVIEW AT AN AO: At an Advanced Org, the C/S, lacking data on what has gone wrong with a messed up case, or solo session, sends the solo auditor who is on auditing lines to the Solo Consultant for a metered interview.

This terminal must be a skilled technician and be very, very familiar with the Advance Course materials, as the solo auditor: (a) very often doesn't present a complete enough picture of what happened in the session, and/or (b) could have MUs on the material and not be running it standardly. In this case a correction list would not necessarily pick it up because the solo auditor doesn't know that he doesn't know. He doesn't realize what he's doing wrong.

The Solo Consultant, using the meter and his knowledge of the materials, can find out. In his interview he does a swift debug action, going A to B to get what's hanging the case up. He handles what can be handled on the spot, indicating immediate bypassed charge that comes up, for example. He notes the full data for the C/S so that a full Review cycle can be C/Sed for, if needed, or cramming or retread ordered, if that is required.

The Solo Consultant interview is not charged for, as the pc is already on org lines on a signed up and paid for solo auditing action.

ETHICS OFFICER/MAA INTERVIEWS: The Ethics Officer or the MAA in a Sea Org Org conducts ethics interviews as an HCO function, gets PTS (Potential Trouble Source) A to J checks done and sometimes does full PTS interviews.

Students or pcs, where out-ethics is obvious or suspected, are interviewed to determine the extent and nature of the outness so the correct ethics gradient can be applied. The interview should include bringing the person to an understanding of ethics and the conditions and guiding him through any needed ethics handling cycles or correct application of the conditions.

Whether or not the interview is done metered depends on what type of ethics action the Ethics Officer is doing. For example, if he were trying to find out who stole something, he had better do this on a meter to ensure that he gets the data and does not miss withholds or clean cleans. Any Ethics Officer must be meter trained and be able to do a correctly metered ethics interview when it is called for. Ideally he should be able to do HCO Confessionals too. An Ethics Officer must ensure that ethics is gotten in to the degree that tech can then go in.

The PTS interview is given to determine whether or not the person is PTS and if so, the type of PTSness which is in need of handling. It is done on a meter with all reads marked, on a pc or student who is manifesting symptoms of PTSness, such as becoming sick, losing gains or roller-coastering. The interview may be given in HCO or by a classed auditor, but in any case it must always be done by a person who knows

his PTS tech well, who has good TRs and knows 2-way comm and who has been trained to operate a meter properly.

The pc or student will often require more handling of the PTS condition after the interview, but it is through the interview that it is determined what type of PTSness (if any) is involved to be handled.

If a pc is mid-auditing, the MAA or Ethics Officer should always check with the pc's C/S before doing a PTS interview or any metered ethics action. (Ref. HCOB 8 March 71R, C/S Series 29R, CASE ACTIONS, OFF LINE)

Full worksheets are always kept for any PTS interview and are sent to the person's pc folder. The worksheets of an ethics interview are filed in the person's ethics file and a copy of these, or a report on the interview, is sent to the person's pc or student folder.

Ethics and PTS interviews when given to pcs and students who are on lines on signed up and paid for services are not charged for.

CHAPLAIN INTERVIEW: A Chaplain's interview is for people who feel wronged, people who have fallen off the Bridge or are about to, people whose burdens appear to be too great and who need a terminal and some communication to help them sort it all out.

The whole purpose of the Chaplain interview is first to provide a terminal for a person who simply needs to be heard and understood. From there it's a matter of channeling the person into something he can do about it on the correct gradient. Such a person may actually be on org lines but having difficulty on the lines or he may have fallen off the lines altogether.

The interview gets the person into communication in order to obtain the data necessary to channel and direct him to the specific area where the situation can be addressed and handled.

The Chaplain's interview itself is not charged for. Some of the services available in the Chaplain's Department such as Marriage Counselling, Chaplain's Courts, etc. are charged for at very nominal fees.

EXECUTIVE DIRECTOR/COMMANDING OFFICER INTERVIEW: When a person has completed his services, he is interviewed by the CO or ED before he routes out of the org.

This provides the CO or ED with the opportunity to do a direct check on the products his org is producing. If he doesn't see a shiny product, if the person isn't 100% satisfied with the service he's received, it tells a CO or ED there's out tech in his org, as the person has already gone through Qual and Success lines. He acts at once to get a fast review done to handle any bypassed charge and/or repair needed, at no charge to the person. Should the person then validly need more hours to fully complete the service, he is signed up for them standardly.

This type of interview is covered quite fully in HCO PL 21 September 80 MONITORING TECH QUALITY IN ORGS. It is a useful tool for the CO or ED, not only for promoting goodwill and good PR but for ensuring no overt product gets out of his org and that the org is delivering standard tech with good wins for those it services.

The interview may be given to a person who is not yet complete on his services, should the CO or ED notice that he has bad indicators. Ordinarily, however, it is given to students and pcs who have completed their signed up and paid for services. This interview is never charged for.

HOST INTERVIEW: On Flag there is an LRH Host whose duty it is to see to the well-being and good servicing of Flag public.

The purpose of the initial Host interview is to welcome the person arriving for services, brief him and orient him to the scene and provide him at once with a stable terminal who is interested in his welfare and will be a terminal for him throughout his stay.

Thereafter the Host interviews Flag pcs and students as needful to ensure they are being serviced and to ensure any service outness is handled by the proper terminals.

Returning persons are similarly welcomed, re-briefed and brought up to date on any changes in services or new facilities.

There is no charge for any Host interview, as this is included as a part of signed up and paid for Flag services.

While these are by no means all the types of interview an org uses, they are the more major interviews given on an org's service lines.

Interviews—correctness of—can make or break an org's lines and an org's viability.

With the necessary distinctions made between them and with interview hats separated out and worn effectively, particles can flow easily on the lines. The result will be an increase in quantity and quality of the valuable final products of the org.

L. RON HUBBARD
FOUNDER

Assisted by
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 4 APRIL 1981

Remimeo
C/Ses
Auditors
Snr Execs
HCO
Tech
Qual
SSOs
Dirs Pers
Ethics Officers

THE BIOCHEMICAL PERSONALITY

REFS:

HCOB 29 Aug 68	DRUG DATA
Corr. & Reiss. 10.6.75	
HCOB 28 Aug 68 II	DRUGS
HCOB 17 Oct 69RA	DRUGS, ASPIRIN AND TRANQUILIZERS
Re-rev. 20.9.78	
HCOB 31 May 77	LSD, YEARS AFTER THEY HAVE «COME OFF OF» LSD
HCOB 12 May 80	DRUGS AND OBJECTIVE PROCESSES
HCOB 5 Nov 74	DRUGS, MORE ABOUT

There is such a thing as the «biochemical personality.» It is artificial and it is caused by drugs.

The material in this bulletin provides a more comprehensive look than ever before at what we are faced with in these current times in the handling of cases both public and staff, and in the society at large. The data herein is invaluable for use by C/Ses and auditors in the programming and auditing of cases, as well as the handling of people on personnel and ethics lines or on the Qual lines of an org.

Over the past decade, from a routine study of cases it began to appear that there were definite similarities in the personalities of those who had taken drugs. As the drug culture became more widespread and the incidence of hard street drugs became more and more common, the pattern appeared to become more pronounced.

What was showing up was the fact that there appeared to be common denominators among the personality factors of druggies. It occurred to me that there might be something we didn't know about the personality of someone on drugs. The possibility was that there might be such a thing as a «biochemical personality,» brought about by the taking of drugs.

Approximately a year ago I decided to dig into this more deeply.

The questions were:

Precisely how common are the similarities in personality factors among cases who have taken heavy drugs?

Is there such a thing as a biochemical (drug-induced) personality? If so, what are its attributes?

Did these cases have those personality attributes before taking drugs?

In other words, the possibility existed that if a normal person had been fed drugs you might find he had turned into a suppressive, or that a heavy this-lifetime

restimulation had been brought about, or even whole track restimulation (since drugs were used for implants). It could be you would then find the case in excessive, covert resentment and hostility to the degree that the person was actually going against everything and anything in his environment, but that these factors were hidden from view.

While reserving any final judgement until full research had been done, it seemed to be indicated from the decline society was taking that something happens to the personality because of drugs.

We had long known that heavy drug cases can go quite «dead» or dull and stupid or go into unreal states of high and false euphoria. What needed to be determined from the symptoms being manifested was whether drugs have an action in them which brings about an attitude of covert, hidden hatred or a destructive urge towards anything and everything in the person's vicinity. It could even be that the person had started to take drugs to make himself feel better or even handle things so he wouldn't be so active and the drug then suppressed this into a state which made him covertly, constantly active, in a manner that was out of sight of others around him.

It is quite common for alcoholics to go into a covert state of unrelenting hostility toward everything around them. Severe alcoholics have been known to do people in without ever mentioning it.

So the questions were: Do drugs restimulate past track hatred and resentment? If so, the heavy drug case would be stuck out of present time. Do drugs alter the personality of a person into some kind of destructive, covert individual? Has the drug case learned to be all pleasant seemingly, while he actually rips everything apart?

The co-relative factor in all this was the hard, brutal nature the current society is acquiring.

In the face of the trend civilization is taking, it becomes extremely important to the handling of cases to determine whether drugs do alter the personality of the individual and if so, to what extent and in what way.

An exhaustive study was made of cases who had taken or been given heavy drugs (LSD, Angel Dust and other hard drugs such as heroin, cocaine, speed, etc.).

This included detailed examination of pc folders, surveys and interviews carried out with these pcs themselves. Surveys and interviews were conducted as well on associates who had known these or other cases before and after taking drugs.

The following are the particular factors which were checked:

1. The attitude of the person.
2. Outpoints and what type of outpoint.
3. Whether or not the person had a secret hatred.

In addition to the pc folder data obtained, the survey data was established by interviewing:

- a) Persons who had taken heavy drugs, who were asked about what they were like before taking drugs compared to what they were like after taking drugs.
- b) Persons who had not taken heavy drugs but who knew druggie cases both before and after they became druggies.

The results of this research show very definitely that there are personality factors common to heavy drug cases, and that these are drug-produced.

DRUG-PRODUCED ATTITUDES

From 35 surveys and interviews done, the following is a tabulation of the response to questions regarding changes in personality as a result of taking drugs and

attitudes after taking drugs. These surveys were done on drug cases themselves as well as on others who had known them before and after they took drugs.

Lack of ambition/Loss of ambition/

«Don't care»/»Nothing matters»: Total = 27.

Introverted/Out of PT/Lack of reality: Total = 18.

Drug-induced neuroses/psychoses: Total = 11.

Attitudes which express a failure or refusal to

perceive/predict the consequences of actions and/

or future: Total = 8.

Couldn't (wouldn't)(didn't) communicate: Total = 6.

«It wasn't really me»/»Not me» (Out of Valence): Total = 5.

Anti-learning attitudes (overtly expressed opposition to learning, as different from an inability to learn, or loss of interest in learning): Total = 3.

Almost one for one the drug cases interviewed stated they had not had such attitudes before taking drugs but had been «open,» «outgoing,» «had plans for the future,» etc.

Folder data from the cases studied shows that very often the individual feels insecure, uncertain of himself. A lot of drug cases do not state their disagreements openly. They are not about to cause trouble (or more trouble) for themselves, but are in a state of hidden mutiny and mention their disagreements in natter to others. Very often there is a statement of «pent up anger,» but never expressed or stated to the object of the anger. Instead this would be mentioned covertly to others.

Quite commonly drug cases will go into euphoria and assert they have attained high states of case: «Keyed-Out OT,» «Native State,» «Cause over the universe,» «Natural OT,» etc., such states actually being quite unreal.

OUTPOINTS

The following is a summary of the outpoints expressed in survey replies from persons themselves in regard to themselves after taking drugs or from others in regard to persons who had taken drugs.

Omitted purpose (less ambition) = 6

Dropped out time (operating out of past) = 4

Disassociated = 4

Altered importance = 4

Omitted communication = 3

Omitted prediction = 3

Omitted perception (unaware of environment) = 2

False beingness (out of valence, not myself) = 2

Added time (slow in speech and/or action) = 2

Non sequitur = 1

Wrong target = 1

Note: The outpoints listed above are as observed by persons who had been on drugs and/or by associates of these persons who had observed them before and after taking drugs. The accuracy of the outpoints and frequency of these outpoints is limited by the ability to observe on the part of the person observing.

From folder data among the drug cases studied, common outpoints include the fact that very often drug cases are dishonest, and sometimes obsessively lie (whether «under the gun» or not).

Additionally, such cases often «wrong target» incessantly, i.e., they assign cause or blame to the wrong person or thing.

SECRET HATREDS

Another survey was conducted to find out whether or not any hatred or secret hatred had developed or been observed after the person had gone onto drugs.

Not unexpectedly, this question turned up few replies from the individual drug cases surveyed and even less from those reporting on cases they had known before and after taking drugs. A few cases reported that after drugs, they became rebellious; unpleasant to be around or hard to deal with; that they looked upon the rest of society as being weird and in opposition to themselves; and some became antagonistic to parents.

It is of note that there was very little affirmative survey response on this subject compared to the folder data from pc sessions. By contrast, folder data produced a great deal of data regarding the existence of secret hatreds.

From the folder data gathered, the following is significant:

Many drug cases seem to object to any order or demand in present time that requires their attention. (Signifies that present time orders act as a distraction from the incident they're stuck in.)

All «druggies» fit the description of «stuck in a long gone incident fighting enemies that no longer exist,» but this is probably more accurately worded as: «stuck in a long ago incident covertly resisting while appearing to cooperate with their oppressors.» Any demand or order or senior or authority in present time restimulates the whole track oppressor or implanter.

Some cases talk of «freedom of the individual» or «rights,» but since there is so little of this talk, it would seem that this is heavily suppressed.

Folder search turned up many, many Evil Purposes which came up either in listing Attitudes and Emotions connected with LSD and other drugs, or while running these drug chains. These evil purposes are often of the very generalized type, such as «To kill,» «To destroy,» «To wipe them out,» these usually stemming from implants. From observation of worksheets, the most common words in these statements are «kill,» «destroy,» «betray.»

There are often various statements to do with harboring vengeance, waiting to get even, sabotage, etc., especially when the case gets suppressed (these being more the person's computation or attitude rather than an implanted item).

From worksheet data, many incidents run are along the lines of a battle, one's own civilization defeated, oppression, drugs and implants used to make a slave society, suppressed hatred of the oppressors, apathy, unconsciousness, oblivion and waiting or appearing to be harmless with a faint hope of eventually wreaking vengeance.

Many drug chains were found to go earlier/similar to whole track drug implants. Quite often the whole track incidents run have concerned the person being a spy, double agent, or saboteur, apparently operating on implanted orders, under drugs and betraying their own people or civilization. (This, as different from incidents of the

person acting as a spy or agent in enemy territory, acting against the enemy. Drug case incidents often consist of being drugged, implanted and sent back by the enemy to betray one's own side.)

Some heavy drug cases have made a resurgence on running or pulling O/Ws committed while drugged, while high or while drunk. There are some cases where the person never came near mentioning these O/Ws on other processes or Sec Checks until asked specifically for O/Ws while he or she was drunk or on drugs. In many cases the O/Ws run often have to do with brutal, sadistic acts as well as stealing, etc., to buy drugs.

A common factor found among drug cases is that these mostly respond to Affinity, rather than Communication or Reality and they have very little duplication or understanding.

SUMMARY OF DATA

Most significant in this survey investigation was the high frequency of a statement of an attitude that amounted to: «Don't care»/»Nothing matters.» In the context in which this attitude is expressed it is not simply a passive statement of not caring, but an aggressively expressed statement of negation of caring.

Also of interest is the different viewpoint from which this survey was answered as opposed to that shown by folder study. The study of pc folders revealed what these drug cases had to say earlier in the safety of a session, and revealed far more of the discreditable attitudes and secret hatreds, some of which even then only came off as withholds.

Both the survey of persons who had taken drugs and the survey of persons who knew others who had taken drugs, are lacking in much mention of any secret hatreds even though directly asked. This simply confirms that:

- a) the biochemical personality's hatreds are secret, and
- b) that most persons are only dimly aware of any secret hatred from a drug case, if they are aware of it at all.

The surveys of persons who were or had been heavy druggies sound exactly as one would expect them to from the folder study showing what the biochemical personality was like. These confirmed the suppressed protest, hidden resentment of seniors or authority, covert rebellion, etc.

The folder examination was very revelatory in terms of showing there is a «biochemical personality,» how common this personality is from one drug case to another and that it is produced by drugs. There is a definite similarity of personality in each of the cases studied in that the person, apparently cooperative, harbors unexpressed resentment; resists orders or control; and is in a state of hidden insurrection. The only difference in this between cases is in degree. The conclusion here is, then, that drugs do restimulate whole track incidents of drug suppression and drug implants and these persons do dramatize this. There is a definite difference, however, in severity of viciousness from one case to another.

It is certain that anybody trying to work with these people would have trouble. It definitely explains the lack of production from such cases. It also explains the mysterious amount of destruction in their vicinity.

HARMFUL AND HARMLESS DRUG CASES

Note that this study was done on cases who had taken heavy drugs. It is possible there are two types of drug «cases»—harmful and harmless. From observation, there are many people who have taken more innocuous drugs such as an occasional aspirin or painkiller, novocaine, alcohol in moderation or who tried smoking marijuana once or twice. One probably wouldn't categorize these persons as «drug cases» or «druggies» nor as alcoholics. There is some indication that some persons who have had some

LSD or some small amount of a hard drug do not become anti-social. On the other hand, from study and observation, there was no case examined who was alcoholic or at all drug addicted who was not anti-social, overtly or covertly.

Although some of the data contained herein was already known and exists in HCOBs, the examination of folders for attitudes, outpoints and secret hatreds, and the examining of the content of whole track incidents run on drug chains, has been extremely eye-opening. I am sure the majority of us have had no idea previously of how common the attitudes of such cases are and how similar the «biochemical personality» is from one case to the next. While it was known that a heavy drug case often appeared dull, bemused and out of present time, the less visible «secret hatred» aspect of the biochemical personality which has been brought to view by this study is something new.

HANDLING

Fortunately, with all the processes of Dianetics and Scientology and especially with the Purification Rundown, the Survival Rundown and a Drug Rundown for any level of case, we have the technology to handle the «biochemical personality.»

When the C/S or other tech terminal observes these characteristics in a case he would suspect the person has a heavy drug history in this lifetime whether he has stated he has one or not. But even if a «this lifetime drug history» did not exist, the C/S upon observing these characteristics would know that he was looking at a «biochemical personality» and that this would need to be handled.

CONCLUSION

The results of this study should provide a much greater understanding of what has been going on in the world in terms of the worsening of humanity during the last decade. From this Scientologists can see more clearly what has to be handled and the direction in which Scientology is heading to ensure it is handled.

L. RON HUBBARD
FOUNDER
Research assisted by
Snr C/S Int
Accepted by the
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of the
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of CALIFORNIA

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 APRIL 1981

Remimeo
Auditors
Supervisors
C/Ses

REACH AND WITHDRAW

Ref:

PROFESSIONAL AUDITOR'S BULLETIN 7 1953 ca. mid-Aug
SIX STEPS TO BETTER BEINGNESS
6307C25 SHSBC 290 COMM CYCLES IN AUDITING
HCOB 14 Aug 63 LECTURE GRAPHS
THE PHOENIX LECTURES (page 45)

Reach and Withdraw is a very simple but extremely powerful method of getting a person familiarized and in communication with things so that he can be more at cause over and in control of them.

One would not expect a person to be at cause over or to have much control or understanding of or skill in something with which he was not familiar. The keynote of familiarity is communication.

Reaching and withdrawing are two very fundamental actions in this universe and Reach and Withdraw is actually a breakthrough from advanced technology.

Life itself is composed of reaching and withdrawing.

Communication is actually based on reach and withdraw.

A person is out of communication with something because he is withdrawing from it and is not about to reach out to or contact and part of it.

If a person cannot reach and withdraw from a thing he will be the effect of that thing.

A person who cannot reach and withdraw has no space. Everything is caved in on him. And this is awfully true in these druggie contemporary times.

If a person can reach for something and withdraw from it he could be said to be in communication with that thing.

To be in communication with something is to be at cause over it.

By REACH we mean touching or taking hold of. It is defined as «to get to,» «come to» and/or «arrive at.»

By WITHDRAW we mean move back from, let go.

A highly effective action called «Reach and Withdraw» has been developed to bring a person into communication with and more at cause over, objects, people, spaces, boundaries and situations.

It also extroverts a person from something he tends to be introverted into.

USES

Reach and Withdraw has a variety of different uses.

It can be run as a drill on a student, staff member or any person, in order to familiarize him with the objects and spaces and boundaries of his work or study area.

It is also used in session, as in Assists, etc.

Reach and Withdraw is a very broad tool and whether used on a staff member, student or pc will have far reaching effects.

Reach and Withdraw is very easy to run.

Anyone can run Reach and Withdraw who has been checked out on the theory and procedure as contained in this HCOB.

THEORY

In Reach and Withdraw you are doing connection with Associative Restimulators.

An Associative Restimulator is something in the environment of an individual that he has confused with an actual restimulator.

Restimulators are the direct approximations (in the environment of the individual) of the content of engrams. They can be words, voice tones, people, objects, spaces, etc.

The person has confused the objects, forms and spaces in his environment with those of incidents in his past.

A=A=A enters in and you get a whole dangerous environment to the individual. Some areas are more restimulative than others, because they contain objects which directly restimulate past engrams.

When a person runs Reach and Withdraw on his space or area he knocks out the Associative Restimulators in that area. The whole place is not restimulative to his past. It might just be the desk. Or it might be the air vent.

You don't know what it is and he doesn't know what it is, but you'll get it and you'll run Reach and Withdraw on it and when you hit it, that thing will cease to be an Associative Restimulator or Restimulator and he'll get a cognition.

In other words the objects, forms and spaces of earlier incidents go back into the past and those in the present cease to be restimulators and he comes into present time, boom!

When you run Reach and Withdraw on a pilot making him reach and withdraw from an airplane and its various parts, you're getting rid of all the joy sticks that went into his stomach 200,000 years ago and the propeller that cut his head off on Arcturus and all that sort of thing. These things get peeled off and actually go into the past and cease to trouble the person when he perceives a similar object, form or space in the present.

This is why Reach and Withdraw works.

REACH AND WITHDRAW ON POST AND WORK AREAS

In the physical universe communication with objects, forms, spaces and boundaries is best established by actual physical contact.

Reach and Withdraw is a valuable tool to use to get a person into good communication with his work environment, especially the tools and objects he uses.

A pilot would do Reach and Withdraw on all the objects and spaces of his airplane, his hangar, the earth; a secretary would do Reach and Withdraw on her typewriter, her chair, walls, spaces, her desk, etc.

Reach and Withdraw is also used for the same purpose as part of Debug Tech. It is run after a Crashing Mis-U has been found and cleared in order to refamiliarize and get a person into communication with his production area.

Feeling comfortable with the tools of one's trade is a very important step in getting out products. One can increase the amount of production tremendously with this drill.

It is not kindergarten tech: a flight surgeon, trained by us, ran Reach and Withdraw on his squadron and for one whole year there was not one single accident,

not even so much as the touch of a wingtip to a wingtip. It is probably the only squadron in history that went a whole year without even a minor accident and there was no accident at the end of that year either, we simply stopped keeping records of it.

REACH AND WITHDRAW ON THE COURSE ROOM

Any student in any course room can be run on Reach and Withdraw.

Reach and Withdraw on the course room environment gets the student into communication with the course room and the people and materials he will be working with. It tends to handle and back-off the student mad have.

It can be used to handle students who are withdrawn from the courseroom environment or who are restimulated by the courseroom environment.

Reach and Withdraw can be run on: anything or anyone in the course room, paper, books, dictionaries, a student, a supervisor and the course room and its spaces.

Reach and Withdraw is run on the above to a win for the student.

The student will now be more in communication with and feel more comfortable in his study environment.

REACH AND WITHDRAW IN AUDITING

Reach and Withdraw in auditing has long been used to bring about an increase of sanity—it has both mental and physical uses.

It is used to get a preclear into communication with anything that may be troubling him, be it a person, a situation, an area or a part of the body. It also serves to separate him from terminals and situations so that he is not compulsive towards them.

Reach and Withdraw can be used to restore communication to a sick or injured body part, and is often used this way in Assists.

It is also used in Repairs and Assists of all kinds to restore a pc's communication and cause level, as covered in HCOB 13 Jun 70, C/S Series 3.

COMMANDS AND PROCEDURE

The commands for Reach and Withdraw are:

- 1) «Reach that _____ .»
- 2) «Withdraw from that _____ .»

The following commands may be substituted if the wording is more appropriate to the particular person, place or thing being addressed:

- 1) «Touch that _____ .»
- 2) «Let go of that _____ .»

A person, place or thing is named in the blank and the commands are given alternately (1,2,1,2, and so on) repetitively, with an acknowledgement given after the execution of each command.

It is done on that one thing until the person has a minor win or 3 consecutive sets of commands with no change in the pc's motions or attitude. Then another person, place or thing is chosen and the commands are taken to a win on that item, and so on.

The words «reach» and «withdraw» are defined for the person using only the definitions given on page 1 of this HCOB.

The person running Reach and Withdraw on another always points to the object (or person, space, etc.) each time he gives a command so there will be no mistake made by the person doing it.

When being run as a drill on work or study areas different items are chosen and the action is done on each one until the person is in good communication with his

general environment or specific area that is being addressed. In choosing objects one usually progresses from the smaller to the larger objects available, touching different parts of each one in turn to a minor win of some sort on that object or 3 sets of commands with no change. One can also include walls and floors and other parts of the environment.

One doesn't keep the person reaching and withdrawing endlessly from the same part of anything that is being used but goes to different points and parts of an object being touched. If you keep him reaching for the same point on an object or just the general object time after time you are actually running a duplication process not Reach and Withdraw and Reach and Withdraw is not to be confused with Op Pro by Dup.

The person would be taken to a win or 3 sets of commands with no change on that one object or space (not on each different part of it that he is reaching and withdrawing from).

The reason why we have to have the 3 sets of commands with no change rule is that the person isn't on the meter and we have to depend on the person running the action to know when he hits a no-change. The object being used at the moment may not be of interest to the person or he may have no aberration on it. Yet he is working right there next to something that is extremely restimulative to him and his attention keeps being pulled onto it. So he can actually be quite distracted if Reach and Withdraw isn't run on the 3 sets of commands of no change rule. It also prevents an endless grind on Reach and Withdraw.

So when the person has a minor win or does 3 sets of commands with no change, go onto the next object or space.

The person administering Reach and Withdraw walks around with the person doing the action, ensuring that he actually does get in physical contact with the points or areas of objects, spaces and boundaries.

We used to run Reach and Withdraw on ship stewards by having them walk into the dining room and walk out of the dining room over and over. This is used when you're running Reach and Withdraw on a room or a space rather than an object. Of course we also ran them on the other objects connected with their duties.

END PHENOMENA

The end phenomena of Reach and Withdraw is a win or cognition accompanied by good indicators on the whole area being addressed.

Reach and Withdraw would not be run past a major win on the area.

In auditing, Reach and Withdraw is run to a cognition accompanied by an F/N and very good indicators.

RUNNING REACH AND WITHDRAW

Auditors and other people running Reach and Withdraw have encountered some interesting phenomena, occasional difficulty and some astounding wins.

Some of these are given here to supply additional reality and data on Reach and Withdraw.

Phenomena

A person being run on Reach and Withdraw will often begin by being very careful and slow and exhibit back off from touching the thing. He may not want to touch it at all. This flattens as the action is continued.

There is a large variance in how long the action will run before the EP is reached. Sometimes it is very fast, sometimes it runs for quite a while before the person hits the EP.

Occasionally the person will begin to do the process on automatic—he just goes on circuit and carries out the commands, but it isn't really him doing it. If this should

occur one can simply ask «How is it going?» or «What's happening?» and ask his answer and continue the process.

Pictures or incidents show up or turn on and then blow off. This is perfectly all right—in fact it is usual. One would simply continue running the action to EP.

People will go through a cycle of interiorizing into the object or space and then after a while they exteriorize from it.

They may get very interested in the object and all of its detail and parts.

These are not all of the manifestations that will be encountered. But it gives one a good idea of what to expect.

Difficulties

Obviously anyone running Reach and Withdraw must stay in excellent communication with and be aware of the person he is running it on, so as not to miss a win or 3 sets of no-change commands. The person might not voice the win if he isn't in sufficient communication with the person doing the action on him. One must take care not to overrun a person on Reach and Withdraw.

Sometimes the person doing the action will try to take over control of the action and choose what he will be run on and for how long. This is an indicator that the person running it is not controlling him well enough.

Some people like to touch and feel the thing when they reach for it, not just give it a light tap. One must be alert to this and not prematurely acknowledge as it may cause an upset.

Overrunning this action will cause difficulty. This has been a problem particularly when the person is supposed to run Reach and Withdraw on a series of items (as in Reach and Withdraw on the course room). The person may hit the EP of the whole action on the second item, yet it is continued to be run on other items past the EP. One runs Reach and Withdraw to its stated EP and that's the end of it. Don't go rote and plow the person in. When he's had his win and is brightly in present time and feels good about the environment, end off.

Grogginess and anaten may turn on, but actually this is perfectly fine and the person would simply be continued on the action and he'll come out of it.

Reach and Withdraw is a very simple action and if it is run per this HCOB one shouldn't get into difficulty.

Wins

The most common wins people have on Reach and Withdraw are increased perception, renewed communication and coming into PT on the area addressed.

Sometimes a person will realize he has had a picture there instead of the object and when Reach and Withdraw is run, just as given above, the picture blows and he is there in PT with the object for the first time. Don't get involved with the picture, continue Reach and Withdraw.

All sorts of pictures and incidents can turn on and blow during this action.

Reach and Withdraw run on equipment has produced some amazing results.

It increases the person's ability to use the equipment by increasing his familiarity and ARC for it.

One person was run on Reach and Withdraw on a large piece of equipment he was having trouble installing. The installation seemed hopelessly bugged. During the Reach and Withdraw he realized that a large cable necessary to hook up the machine was totally disconnected! He'd never even seen the cable before.

Reach and Withdraw has also handled a person's accident proneness with equipment.

Often a person will go exterior when run on Reach and Withdraw on a large area or object.

Reach and Withdraw on a sick or injured pc has keyed out engrams and greatly speeded recovery.

One pc was suffering from a mysterious, but rather severe, pain in a body part. He was run on Reach and Withdraw on that body part and realized the source of the pain and blew the somatic totally.

The wins and gains available from Reach and Withdraw are actually limitless.

Reach and Withdraw is very easy to do. It is enjoyable for both the person administering it and the person receiving it and has very valuable results.

If a person is going to do anything—study a subject, learn to drive a car, start a new job or post, attain a high level of production, be at cause over the things he deals with or simply survive better, Reach and Withdraw on objects, people, situations, spaces and boundaries will greatly assist one's control, familiarity, cause level and understanding.

L. RON HUBBARD
FOUNDER
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 4 MAY 1981R

REVISED 31 MARCH 1982

(Revised to align handlings on the list with the recent
streamlining of the Grade Chart, to clarify handlings
for items 24 and 25 and to add three questions to the
list, #s 15, 139 and 140.)

Remimeo
Class IV Grad
Auditor Chksheet
SHSBC Level F
Chksheet
C/Ses
Class IV Grad
and above
Auditors and
C/Ses
Tech/Qual

(Revisions in Script)
(Ellipsis Indicates Deletion)

Study Series 10R
STUDY GREEN FORM

REF: HCOB 2 Jul 78	New Era Dianetics Series 11
HCOB 23 Nov 89RB III	DIANETIC STUDENT RESCUE INTENSIVE STUDENT RESCUE INTENSIVE
Re-revised 4.9.78	

The Study Green Form is an analysis list which locates and indicates the handling of troubles with the subject of study, largely independent of or in addition to misunderstood words. The Study Green Form is not a WCCL. Questions addressed to misunderstood words or word clearing difficulties are found on the WCCL, not necessarily on the Study Green Form.

The product of the Study Green Form is a person who knows he can study.

Assess this list Method 3 or 5. If the pc has a big win end off the session and let him have his win. When he is off his win, the list is then resumed and completed through to the end unless the Ep of «person knows he can study» has been reached. Otherwise, it is completed all the way through to the end, in all cases. It is reassessed if necessary.

This action wouldn't be programmed for if the pc is in the middle of an action such as an Int RD, L & N correction or in the Non-Interference Zone. It would also not be programmed for if the pc is mid the purif RD, SRD or a Drug RD (as these actions handle drug charge which is a barrier to study), nor would it be done during rundowns which specifically forbid the interjection of other actions.

The Study Green Form can otherwise be programmed for as appropriate when a pc has study trouble that requires this handling.

It will be found, on some pcs, that the subject of study has become so charged that the very idea of study itself has become traumatic. When a person becomes very misemotional about study, has persisting study troubles that do not clean up or when there are other indicators of study-connected engrams the person should be given a Study Green Form followed by a Student Rescue Intensive (when needed). The Student Rescue Intensive may be necessary before the person reaches the EP of «knows he can study.»

Rarely, one may have to send the person back to study for a day or two after having had the list standardly done on him before he'll realize that he can now study.

Such a case would be recognized by mention of something along the lines of «feel better about study but don't know if I can yet because I haven't tried.»

In this situation, on C/S instruction, the D of P (1) R-factors the person to go to study for a day or two and to report in after study each day, whereupon (2) the D of P puts the person on the meter and asks «Tell me about study today» and (3) gets the data. (Note: he does not ask any leading questions like «how does he feel about study» or anything of the sort.)

From the data gathered the person either (a) goes back to study for another day, (b) goes back into session to complete the Study Green Form, (c) declares the Study Green Form complete or (d) if study is too traumatic to bear, is given a Student Rescue Intensive. This is decided by the C/S only.

1. HAVE YOU GONE EXTERIOR IN AUDITING? _____

If so, and pc has had no previous Int handling, do the following ONLY IF INT IS VALIDLY READING: On pcs below NED, do End of Endless Int Repair Rundown per Int Series 4RA. On pcs at the level of NED, do an Int Rundown including R3RA per Int Series 2.

On Clears or above, do End of Endless Int Repair Rundown per Int Series 4RA.

If you run into difficulties, or if the pc has previously had Int auditing, repair per the instructions under (2) below.

2. HAS YOUR INT HANDLING BEEN MESSED UP? _____

Do an Int RD Correction List Revised (HCOB 29 Oct 71RA Re-rev. 24.9.78) and handle the reads. If Int Correction has already been done on the pc, get an FES of the Int RD and its corrections. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int Series 4RA.

3. HAS THERE BEEN A LIST ERROR? _____

Find out which list and handle with an L4BRA.

4. ON STUDY HAVE YOU BEEN GIVEN A WRONG WHY? _____

L4BRA and handle.

5. ON STUDY DO YOU HAVE AN ARC BREAK? _____

ARCU CDEINR E/S to F/N.

6. ON STUDY DO YOU HAVE A PROBLEM? _____

Itsa E/S Itsa to F/N.

7. ON STUDY ARE YOU WITHHOLDING ANYTHING? _____

Get what, if discreditable find out who missed it. E/S to F/N.

8. HAVE YOU HAD EARLY BAD AUDITING? _____

L1C Method 3 on early auditing.

10. WAS WORD CLEARING DONE IN THE MIDDLE OF ANOTHER INCOMPLETE AUDITING CYCLE? _____

2WC to F/N. Get which cycle pc is on and by folder inspection evaluate which one needs to be completed first—make sure it is fully noted on the pc's program to complete word clearing if the other action is handled first.

10. DO YOU HAVE AN INCOMPLETE TRS COURSE? _____

2WC to F/N. Pgm to complete TRs Course.

11. HAVE YOU HAD EARLIER BAD STUDY CORRECTION? _____

2WC E/S to F/N or appropriate correction list as indicated.

12. ON STUDY HAVE YOU HAD TROUBLE WITH CLEARING WORDS? _____

Itsa E/S Itsa to F/N. WCCL if needed. Pgm for Method 1 W/C or repair/flattening of it if already done.

13. ON STUDY IS THERE BYPASSED CHARGE ON WORD CLEARING? _____

WCCL and handle.

14. DO YOU HAVE TROUBLE WITH WORDS? _____

Itsa E/S Itsa to F/N. WCCL if needed. Pgm for Method 1 W/C or repair/flattening of it if already done.

15. DO YOU HAVE MISUNDERSTOODS WHICH WON'T CLEAN UP? _____

Ask: «Do you have any withhold about going past misunderstands?» If so, handle as a missed withhold, getting who missed it, to F/N or E/S to F/N. Then clear the MUs, each to F/N.

16. DO YOU HAVE MISUNDERSTOODS FROM YOUR EARLIER SCHOOLING? _____

Itsa E/S Itsa to F/N. WCCL if needed. Pgm for Method 1 W/C or repair/flattening of it if already done.

17. ON STUDY HAS YOUR WORD CLEARING BEEN MESSED UP? _____

WCCL and handle.

18. DON'T YOU WANT TO STUDY? _____

Find out if there was a time when he did want to study and someone invalidated this and clean it up. Otherwise ask «Tell me about why you don't want to study,» and 2WC to F/N. Pull any withholds missed in study, E/S to F/N.

19. HAS THERE BEEN NO AUDITING ON THE SUBJECT OF STUDY? _____

Itsa E/S Itsa to F/N.

20. HAVE YOU BEEN MADE TO STUDY BECAUSE SOMEONE ELSE DEMANDED IT? _____

Itsa E/S Itsa to F/N.

21. HAVE YOU HAD TO STUDY WHEN YOU DIDN'T WANT TO? _____

Itsa E/S Itsa to F/N.

22. ON STUDY HAS THERE BEEN AN INJUSTICE? _____

Itsa E/S Itsa to F/N.

23. HAVE YOU BEEN THREATENED INTO STUDYING? _____

3 Way or Quad Recalls on being threatened into studying.

F1: Recall a time you were threatened into studying.

F2: Recall a time you threatened another into studying.

F3: Recall a time others threatened others into studying.

F0: Recall a time you threatened yourself into studying.

24. HAVE YOU BEEN PUNISHED INTO STUDYING? _____

3 Way or Quad Recalls on being punished into studying.

F1: Recall a time you were punished into studying.

F2: Recall a time you punished another into studying.

F3: Recall a time others punished others into studying.

F0: Recall a time you punished yourself into studying.

For Clears and above: Indicate it and let the pc tell you about it if he wishes, to get an F/N.

25. IS THERE PAIN CONNECTED WITH STUDY? _____

3 Way or Quad Recalls on pain connected with study.

F1: Recall a time pain was connected with study.

F2: Recall a time you caused another to have pain connected with study.

F3: Recall a time others caused others to have pain connected with study.

F0: Recall a time you caused yourself to have pain connected with study.

For Clears and above: Indicate it and let the pc tell you about it if he wishes, to get an F/N.

26. HAVE YOU BEEN MADE TO STUDY WHEN YOU HAD NO WILLINGNESS TO KNOW? _____

Itsa E/S Itsa to F/N.

27. HAVE YOU BEEN MADE TO FEEL BAD ABOUT DOING POORLY IN STUDY? _____

Itsa E/S Itsa to F/N.

28. HAVE YOU BEEN ASHAMED OF YOUR SCHOOL GRADES? _____

Itsa E/S Itsa to F/N.

29. HAVE YOU BEEN MADE TO FEEL LIKE A SOCIAL OUTCAST BECAUSE YOU DIDN'T DO WELL IN SCHOOL? _____

Itsa E/S Itsa to F/N.

30. HAVE YOU BEEN PUSHED TO GET GOOD GRADES? _____

Itsa E/S Itsa to F/N.

31. HAVE YOU BEEN ASHAMED OF NOT FINISHING HIGH SCHOOL? _____

Itsa E/S Itsa to F/N.

32. WERE YOU MADE TO THINK YOU'D FAILED BECAUSE YOU DIDN'T GO TO COLLEGE (UNIVERSITY)? _____

Itsa E/S Itsa to F/N.

33. HAS SOMEONE TOLD YOU YOU WERE A BAD STUDENT? _____

Itsa E/S Itsa to F/N.

34. HAVE YOU BEEN RIDICULED IN FRONT OF OTHER STUDENTS? _____

Itsa E/S Itsa to F/N.

35. HAS THERE BEEN NO ONE TO SUPERVISE YOUR STUDY? _____

Itsa E/S Itsa to F/N.

36. ON STUDY HAS NO ONE SHOWN ANY INTEREST IN YOUR PROGRESS? _____

Itsa E/S Itsa to F/N.

37. HAVE YOU HAD BAD STUDY SUPERVISION? _____

Itsa E/S Itsa to F/N.

38. ON STUDY HAVE YOU HAD BAD COACHING? _____

Itsa E/S Itsa to F/N.

39. ON STUDY HAVE YOU RECEIVED VERBAL DATA? _____

Itsa E/S Itsa to F/N.

40. ON STUDY HAVE YOU BEEN INVALIDATED? _____

Itsa E/S Itsa to F/N.

41. HAVE YOU KNOWN IT WOULD NEVER DO ANY GOOD TO STUDY? _____

Find out if there was a time when he felt it did matter if he studied and someone invalidated this. If so, clean it up. Otherwise ask, «Tell me about why it would never do any good to study,» and 2 WC to F/N.

42. ON STUDY HAVE YOU INVALIDATED YOURSELF? _____

Itsa E/S Itsa to F/N.

43. HAS SOMEONE TOLD YOU THAT YOU DON'T KNOW HOW TO STUDY? _____

Itsa E/S Itsa to F/N.

44. HAVE YOU BEEN FLUNKED WHEN YOU SHOULDN'T HAVE BEEN? _____

Indicate. Rehab the point when he know he had it.

45. ON STUDY HAD YOU MADE IT AND SOMEONE SAID YOU HADN'T? _____

Indicate. Rehab the point when he made it.

46. HAS SOMEONE INVALIDATED WHAT YOU STUDIED? _____

Itsa E/S Itsa to F/N.

47. ON STUDY HAVE YOU BEEN MADE TO FEEL STUPID ABOUT A SUBJECT? _____

Itsa E/S Itsa to F/N.

48. ON STUDY HAS SOMEONE TRIED TO CORRECT YOU WHEN THERE WAS NOTHING WRONG? _____

Itsa E/S Itsa to F/N.

49. HAVE YOU BEEN PREVENTED FROM STUDYING? _____

Itsa E/S Itsa to F/N.

50. HAVE YOU BEEN REPRIMANDED FOR WANTING TO KNOW? _____

Itsa E/S Itsa to F/N.

51. HAVE YOU EVER BEEN MADE WRONG FOR BEING SMARTER THAN OTHERS? _____

Itsa E/S Itsa to F/N.

52. HAS ANYONE INVALIDATED YOU FOR WANTING TO STUDY OR LEARN? _____

Itsa E/S Itsa to F/N.

53. HAVE YOU EVER PRETENDED NOT TO BE A GOOD STUDENT IN ORDER TO BE ACCEPTED BY OTHERS? _____

Itsa E/S Itsa to F/N.

54. WERE YOU NOT ALLOWED TO OBSERVE, UNDERSTAND AND DO? _____

Itsa E/S Itsa to F/N.

55. COULDN'T YOU STUDY BECAUSE OF THE DEMANDS OF A JOB OR POST? _____

Itsa E/S Itsa to F/N.

56. WAS THERE NO TIME TO STUDY? _____

Itsa E/S Itsa to F/N.

57. HAS THERE BEEN SOMETHING WRONG WITH THE STUDY ENVIRONMENT? _____

Itsa E/S Itsa to F/N.

58. HAVE YOU BEEN DISTURBED WHILE STUDYING? _____

Itsa E/S Itsa to F/N.

59. ON STUDY WAS SOMEONE MAD AT YOU? _____

Itsa E/S Itsa to F/N.

60. ON STUDY IS THERE AN ENGRAM IN RESTIMULATION? _____

If so, indicate it. If no F/N:

On a person not Clear but who is capable of running engrams, if the engram has not been run previously, run it out R3RA or Narrative R3RA as applicable. If it has been run before, L3RG and handle.

On Clears and above OR on those not up to running engrams, if no F/N on indication, get pc to Itsa on the moment of key-in to F/N, getting E/S key-ins of that engram as necessary. DO NOT RUN or otherwise touch the engram.

61. DO YOU HAVE AN ENGRAM MATCHING PT STUDY? _____

If so, indicate it. If no F/N:

On a person not Clear but who is capable of running engrams, if the engram has not been run previously, run it out Narrative R3RA Triple/Quad or R3RA as applicable. If it has been run before, L3RG and handle. On Clears and above OR on those not up to running engrams, if no F/N on indication, get pc to Itsa on the moment of key-in to F/N, getting E/S key-ins of that engram as necessary. DO NOT RUN or otherwise touch the engram....

62. HAVE YOU BEEN OVERWHELMED ON STUDY? _____

Itsa E/S Itsa to F/N.

63. HAVE YOU BEEN CONNECTED TO SOMEONE WHO DIDN'T WANT YOU TO LEARN? _____

Itsa E/S Itsa to F/N.

64. HAVE YOU BEEN MADE TO FEEL A SUBJECT WAS DANGEROUS? _____

Itsa E/S Itsa to F/N.

65. DOESN'T STUDY TECH WORK ON YOU? _____

Find out what didn't work and correct it to F/N VGIs and a win.

66. ON STUDY IS THERE SOMETHING YOU'RE CONFUSED ABOUT? _____

Find out what it is and clear it up to F/N and VGIs.

67. ON STUDY HAVE YOU GONE PAST MISUNDERSTOODS? _____

Assess a WCCL and handle.

68. HAVE YOU FAILED TO USE STUDY TECH? _____

2WC to find out what he hasn't used. Itsa E/S Itsa to F/N, then clear up any misunderstands that have come up.

69. ON STUDY WERE THERE NO DICTIONARIES? _____

Itsa E/S Itsa to F/N.

70. ON STUDY WERE THE DICTIONARIES INADEQUATE? _____

Itsa E/S Itsa to F/N.

71. ON STUDY WERE THE DICTIONARIES INCOMPREHENSIBLE? _____

Itsa E/S Itsa to F/N.

72. ON STUDY HAVE MATERIALS CONTAINED INCORRECT DATA? _____

Itsa E/S Itsa to F/N.

73. ON STUDY WERE YOU GIVEN NO TEXT? _____

Itsa E/S Itsa to F/N.

74. ON STUDY WERE YOU GIVEN A FALSE TEXT? _____

Itsa E/S Itsa to F/N.

75. HAVE YOU BEEN UNABLE TO FIND THE DATA YOU WANTED IN TEXTBOOKS? _____

Itsa E/S Itsa to F/N.

76. HAS THE DATA IN BOOKS BEEN INCOMPREHENSIBLE? _____

Itsa E/S Itsa to F/N.

77. HAVE YOU WANTED TO LEARN SOMETHING BUT YOU COULDN'T GET IT OUT OF A TEXTBOOK? _____
Itsa E/S Itsa to F/N.
78. HAVE YOU STUDIED SOMETHING THAT WAS FALSE? _____
Itsa E/S Itsa to F/N.
79. HAVE THERE BEEN DISAGREEMENTS WITH DATA? _____
Itsa E/S Itsa to F/N.
80. ON STUDY HAS ANYONE TAUGHT OR GIVEN YOU FALSE DATA? _____
Itsa E/S Itsa to F/N.
81. HAS SOMEONE MADE YOU STUDY IMPROPERLY? _____
Itsa E/S Itsa to F/N.
82. ON STUDY HAVE YOU BEEN PREVENTED FROM USING YOUR OWN JUDGEMENT? _____
Itsa E/S Itsa to F/N.
83. HAVE THERE BEEN ARBITRARY RULES ABOUT HOW YOU STUDY? _____
Itsa E/S Itsa to F/N.
84. WAS THERE NO REASON FOR LEARNING SOMETHING?? _____
Itsa E/S Itsa to F/N.
85. HAVE YOU HAD TO STUDY SOMETHING YOU WOULD NEVER NEED TO APPLY? _____
Itsa E/S Itsa to F/N.
86. COULDN'T YOU GET RESULTS WITH WHAT YOU LEARNED? _____
Itsa E/S Itsa to F/N.
87. HAVE YOU STUDIED ONLY TO PASS AN EXAM? _____
Itsa E/S Itsa to F/N.
88. HAVE YOU NEVER APPLIED WHAT YOU LEARNED? _____
Itsa E/S Itsa to F/N.
89. HAVE YOU STUDIED FOR SOME OTHER REASON? _____
Itsa E/S Itsa to F/N.
90. WAS THERE NO CHOICE ABOUT WHAT YOU STUDIED? _____
Itsa E/S Itsa to F/N.
91. DID YOU HAVE TO STUDY WHEN YOU WANTED TO DO SOMETHING ELSE? _____
Itsa E/S Itsa to F/N.
92. HAVE YOU HAD TO STUDY SOMETHING YOU HAD NO INTEREST IN? _____
Itsa E/S Itsa to F/N.
93. HAVE YOU HAD TO STUDY A SUBJECT THAT WAS OF NO USE? _____

Itsa E/S Itsa to F/N.

94. HAVE YOU HAD TO LEARN TOO MANY THINGS BEFORE YOU COULD LEARN WHAT YOU WANTED TO? _____

Itsa E/S Itsa to F/N.

95. DID SOMETHING SEEM TOO DIFFICULT TO LEARN? _____

Itsa E/S Itsa to F/N.

96. HAVE YOU HAD TO STUDY TOO MUCH TOO FAST? _____

Itsa E/S Itsa to F/N.

97. WERE YOU ASKED TO DO THINGS YOU COULDN'T STUDY? _____

Itsa E/S Itsa to F/N.

98. WERE YOU ASKED TO LEARN THE WHOLE SUBJECT AT ONCE? _____

Itsa E/S Itsa to F/N.

99. DID SOMEONE EXPECT YOU TO KNOW IT ALL AT ONCE? _____

Itsa E/S Itsa to F/N.

100. DO YOU LEARN SLOWLY BUT YOU'VE BEEN MADE TO STUDY FA _____

Itsa E/S Itsa to F/N.

101. DO YOU LEARN FAST BUT YOU'VE BEEN MADE TO STUDY SLOW _____

Itsa E/S Itsa to F/N.

102. HAVE THE BASICS OF A SUBJECT BEEN OMITTED? _____

Itsa E/S Itsa to F/N.

103. HAVE STUDY MATERIALS BEEN UNAVAILABLE? _____

Itsa E/S Itsa to F/N.

104. WAS IT ALL DOINGNESS AND NO REASON WHY? _____

Itsa E/S Itsa to F/N.

105. HAS IT BEEN ALL SIGNIFICANCE AND NO DOINGNESS? _____

Itsa E/S Itsa to F/N.

106. ON STUDY WAS A GRADIENT TOO STEEP? _____

Itsa E/S Itsa to F/N.

107. ON STUDY DID YOU SKIP A GRADIENT? _____

Itsa E/S Itsa to F/N.

108. HAVE YOU HAD TO CONTINUE STUDYING WHEN YOU ALREADY KNEW IT? _____

Indicate. Rehab the point where he knew it.

109. ON STUDY HAS THERE BEEN A WRONG EMPHASIS? _____

Itsa E/S Itsa to F/N.

110. DO YOU HAVE OVERTS AGAINST STUDY? _____

Get what, who missed it, E/S to F/N.

111. HAVE YOU COMMITTED OVERTS BY REASON OF STUDY? _____

Get what, who missed it, E/S to F/N.

112. HAVE YOU COMMITTED CRIMES IN SCHOOL? _____

Get what, who missed it, E/S to F/N.

113. DID YOU EVER DO ANYTHING IN STUDY THAT YOU FELT BAD ABOUT? _____

Get what, who missed it, E/S to F/N.

114. ON STUDY DID YOU EVER DO ANYTHING BAD WHICH YOU JUSTIFIED? _____

Get what, who missed it, E/S to F/N.

115. HAVE YOU VIOLATED STUDENT RULES? _____

Find out what he did, who missed it, E/S to F/N.

116. HAVE YOU GIVEN VERBAL DATA OR DEFINITIONS TO OTHERS? _____

Get what he did, who missed it, E/S to F/N.

117. HAVE YOU COMMITTED OVERTS ON A TEACHER OR SUPERVISOR? _____

Get what, who missed it, E/S to F/N.

118. HAVE YOU BEEN CRITICAL OF STUDY OR TEACHERS BEHIND THEIR BACKS? _____

Get what he did, who missed it, E/S to F/N.

119. HAVE YOU CAUSED AN UPSET IN A COURSE ROOM? _____

Get what he did, who missed it, E/S to F/N.

120. HAVE YOU LIED TO A TEACHER OR SUPERVISOR? _____

Get what he did, who missed it, E/S to F/N.

121. HAVE YOU MADE TROUBLE FOR A TEACHER OR SUPERVISOR? _____

Get what he did, who missed it, E/S to F/N.

122. HAVE YOU REFUSED TO LET OTHERS HELP YOU LEARN? _____

Get what he did, who missed it, E/S to F/N.

123. HAVE YOU COMMITTED OVERTS ON STUDENTS? _____

Get what, who missed it, E/S to F/N.

124. HAVE YOU MADE ANOTHER FEEL STUPID? _____

Get what he did, who missed it, E/S to F/N.

125. HAVE YOU MADE OTHERS FEEL ASHAMED OF THEIR GRADES? _____

Get what he did, who missed it, E/S to F/N.

126. HAVE YOU DAMAGED STUDY MATERIALS OR BOOKS? _____

Get what he did, who missed it, E/S to F/N.

127. HAVE YOU STOLEN STUDY MATERIALS OR BOOKS? _____

Get what, who missed it, E/S to F/N.

128. DO YOU HAVE UNPAID DEBTS FOR COURSES YOU'VE TAKEN?

Get what, who missed it, E/S to F/N.

129. HAVE YOU OMITTED DOING PARTS OF A CHECKSHEET OR COURSE?

Get what, who missed it, E/S to F/N.

130. HAVE YOU PASSED A CHECKSHEET, TEST OR EXAM FALSELY?

Get what he did, who missed it, E/S to F/N.

131. DID YOU BRIBE ANYONE IN ANY WAY TO PASS YOU?

Get what he did, who missed it, E/S to F/N.

132. ON STUDY HAVE YOU CHEATED?

Get what he did, who missed it, E/S to F/N.

133. ON STUDY HAVE YOU TAKEN CREDIT FOR SOMETHING YOU DIDN'T DO?

Get what he did, who missed it, E/S to F/N.

134. ON STUDY HAVE YOU FAILED TO DO HOMEWORK OR ASSIGNMENTS?

Get what, who missed it, E/S to F/N.

135. HAVE YOU FALSIFIED YOUR STUDY STATS?

Get what he did, who missed it, E/S to F/N.

136. HAVE YOU FALSELY ATTESTED TO COURSE COMPLETIONS?

Get what he did, who missed it, E/S to F/N.

137. HAVE YOU PRETENDED YOU'VE STUDIED WHEN YOU HAVEN'T?

Get what he did, who missed it, E/S to F/N.

138. HAVE YOU STUDIED BUT NOT INTENDED TO LEARN?

Get what he did, who missed it, E/S to F/N.

139. DO YOU HAVE ANY WITHHOLD ABOUT GOING PAST MISUNDERSTOODS?

Pull the missed withhold E/S to F/N. Then clear each misunderstood he went past, each word to F/N.

140. HAVE YOU GONE PAST A MISUNDERSTOOD WORD OR ABBREVIATION IN YOUR WORK?

Handle the missed withhold of going past MUs, to F/N or E/S to F/N. Then clear each MU uncovered, to F/N.

141. WHILE ON STUDY HAVE YOU DONE SOMETHING ELSE INSTEAD?

Get what, who missed it, E/S to F/N.

142. DID YOU STUDY OR STAY IN SCHOOL TO AVOID HAVING TO DO SOMETHING ELSE?

Get what he did, who missed it, E/S to F/N.

113. ON STUDY HAVE YOU NOT PAID ATTENTION? _____

Get what he's done, who missed it, E/S to F/N.

114. HAVE YOU SKIPPED GOING TO STUDY? _____

Get what he's done, who missed it, E/S to F/N.

145. HAVE YOU NOT GONE TO SCHOOL WHEN YOU WERE SUPPOSED TO? _____

Get what he did, who missed it, E/S to F/N.

146. HAVE YOU FALSELY ATTESTED TO COURSE PRE-REQUISITES? _____

Get what he did, who missed it, E/S to F/N.

147. HAVE YOU PRETENDED TO HAVE STUDIED THINGS YOU HADN'T? _____

Get what he's done, who missed it, E/S to F/N.

148. HAVE YOU DONE SOMETHING THAT MAKES YOU NOT DESERVE STUDY? _____

Get what, who missed it, E/S to F/N.

149. HAVE YOU STUDIED SOMETHING SO THAT YOU COULD DO HARM? _____

Get what, who missed it, E/S to F/N.

150. HAVE YOU PRETENDED TO KNOW A SUBJECT? _____

Get what he's done, who missed it, E/S to F/N.

151. HAVE YOU ALTERED STUDY TECH? _____

Get what he's done, who missed it, E/S to F/N.

152. HAVE YOU CONVINCED OTHERS IT WAS USELESS TO STUDY? _____

Get what he's done, who missed it, E/S to F/N.

153. HAVE YOU TURNED STUDENTS AGAINST THEIR TEACHERS? _____

Get what he's done, who missed it, E/S to F/N.

154. DID YOU EVER THINK OF STARTING A STUDENT REVOLT? _____

Get what he's done, who missed it, E/S to F/N.

155. HAVE YOU TRIED TO GET OTHER STUDENTS TO REVOLT? _____

Get what he's done, who missed it, E/S to F/N.

156. HAVE YOU GONE TO SCHOOL JUST TO MAKE TROUBLE? _____

Get what he's done, who missed it, E/S to F/N.

157. DO YOU HAVE EYESTRAIN OR BAD EYESIGHT? _____

2WC to F/N. Note for C/S.

158. ON STUDY DO YOU HAVE TROUBLE WITH YOUR HEARING? _____

2WC to F/N. Note for C/S.

159. IN STUDY HAS SOMETHING BEEN OVERRUN? _____

Find out what and rehab.

160. WAS THERE NOTHING WRONG WITH STUDY IN THE FIRST PLACE? _____

Indicate. If no F/N rehab or Date/Locate.

161. IS THIS LIST AN UNNECESSARY ACTION? _____

Indicate. If no F/N rehab or Date/Locate.

162. HAVE YOU EVER FELT YOU COULD STUDY? _____

Rehab this point.

L. RON HUBBARD
FOUNDER
Revision Assisted by
Research & Technical
Compilations Unit

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 MAY 1981

Remimeo
C/Ses
Auditors
Tech/Qual

STUDY GREEN FORM
WORDS LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH
Rev. 21.6.75	
HCOB 8 Jul 74R I	Word Clearing Series 53R
Rev. 24.7.74	CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64
	THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 4 May 81 STUDY GREEN FORM.

These words should be cleared on the pc before the STUDY GREEN FORM is actually assessed per HCOB 9 Aug 78 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET)

WORDS FROM THE STUDY GREEN FORM

A, about, accepted, action, against, all, allowed, already, altered, an, and, another, any, anyone, anything, applied, apply, arbitrary, ARC Break, are, ashamed, asked, assignments, at, attention, attested, auditing, avoid.

Backs, bad, basics, be, because, been, before, behind, being, books, bribe, but, by, bypassed charge.

Caused, cheated, checksheet, choice, clearing, coaching, college (university), committed, completions, confused, connected, contained, continue, convinced, correct, correction, could, couldn't, course, courseroom, courses, credit, crimes, critical, cycle.

Damaged, dangerous, data, debts, definitions, demanded, demands, deserve, dictionaries, did, difficult, didn't, disagreements, disturbed, do, doesn't, doing, doingness, done, don't.

Earlier, early, else, emphasis, engram, environment, error, ever, exam, expect, exterior, eyesight, eyestrain.

Failed, false, false data, falsely, falsified, fast, feel, felt, find, finishing, first, flunked, for, from, front.

Get, given, go, going, gone, good, grades, gradient.

Had, hadn't, handling, harm, has, have, haven't, having, hearing, help, high school, homework, how.

In, improperly, inadequate, incomplete, incomprehensible, incorrect, injustice, instead, Int, intended, interest, into, invalidate, is, it.

Job, judgement, just, justified.

Knew, know, known.

Learn, learned, learning, let, lied, like, list.

Mad, made, make, makes, many, matching, materials, messed up, middle, misunderstands, much.

Need, never, no, not, nothing.

Observe, of, omitted, on, once, one, only, or, order, other, others, out, outcast, overrun, overts, overwhelmed, own.

Paid, pain, parts, pass, passed, past, place, poorly, post, pre-requisites, pretended, prevented, problem, progress, PT, punished, pushed.

Reason, received, refused, reprimanded, restimulation, results, revolt, ridiculed, rules.

Said, school, schooling, seem, shouldn't, shown, significance, skip, skipped, slowly, smarter, so, social, some, someone, something, starting, stats, stay, steep, stolen, student, students, studied, study, studying, study tech, stupid, subject, supervise, supervisor, supervision, supposed.

Taken, taught, teacher, teachers, test, text, textbook, textbooks, than, that, the, their, there, things, think, this, threatened, time, to, told, too, tried, trouble, TRs, turned.

Unable, unavailable, understand, unnecessary, unpaid, upset, use, useless, using.

Verbal data, violated.

Want, wanted, wanting, was, way, well, were, what, when, which, while, who, whole, why, willingness, with, withholding, word clearing, words, work, would, wrong.

You, you'd, your, you're, yourself, you've.

L. RON HUBBARD
FOUNDER
Assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
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of CALIFORNIA

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HCO BULLETIN OF 26 JUNE 1981

(Cancels BTB 22 May 73R, TRs HOW TO USE THE
LRH MODEL AUDITING TAPES which contained
an incorrect procedure for listening to the
LRH Model Auditing Tapes.)

Remimeo
Tech/Qual
Pro TRs Course
Cram Offs
C/Ses

USE OF LRH MODEL AUDITING TAPES

LRH Model Auditing Tapes have been used with great success on Professional TRs Courses and in the cramming of auditors on their TRs. There is a correct way to use these demonstration tapes to help a student or auditor attain his own natural, smooth TRs.

Prior to his own TR drilling, the student listens to the tapes until he has a good idea of the quality of TRs and session presence evident in them. This establishes a standard of performance.

Then as the student is drilling his TRs he regularly listens to segments of the LRH tapes. He should occasionally make a tape of his own TRs and listen to the tape and compare it to an LRH tape noting any departures in the student's own TRs and then continue drilling to handle the departures. In doing this the students should refer to the HCOBs which cover the points needing improvement and word clear them to ensure complete understanding.

When the student has done the above and feels he is nearing the point of a final pass he should work heavily on recording his own TRs and comparing them to the LRH tapes until he is satisfied he has made it at which point he makes his video or tape (whichever is required) for submission. He should then play back the video or tape and again compare it to the LRH tape ensuring he is satisfied.

If the submission comes back from the C/S (or the person critiquing and passing the tapes) with any points to be corrected the student is to word clear the critique and the relevant HCOBs and other materials on TRs as needed. He also reviews the flunked tape or video so he sees exactly where he missed. Then he re-does the cycle of drilling and taping his TRs and comparing them to the LRH Model Auditing Tapes and resubmitting a video or tape until he is passed.

An auditor working on his TRs in cramming can also use the LRH Model Auditing Tapes to improve his TRs. However, this use of the tapes does not substitute for a full, hard Pro TRs Course and any auditor who hasn't done one should be sent to do the Professional TRs Course.

The above is a proven workable method of improving TRs and in bringing TRs up to passing standards. Use it.

L. RON HUBBARD
FOUNDER
Assisted by
Research & Technical
Compilations Unit
Accepted by the
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of the
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of CALIFORNIA

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HCO BULLETIN OF 23 JULY 1981

Remimeo
Auditors
C/Ses
Registrars

(Cancels BTB 27 Feb 1972RA Issue II, same title. The text was written by
LRH and should have been issued as an HCOB, not a BTB.)

PREGNANCY AND AUDITING

Pregnant mothers are not to be audited or audit, for the sixth month on up, on
Power and up on the Grade Chart.

It is very common for pregnant mothers to be audited and to audit on Dianetics
and is in fact vital.

L. RON HUBBARD

FOUNDER

Assisted by

Snr C/S FLB

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HCO BULLETIN OF 29 JULY 1981

ISSUE I

Remimeo
Auditors
C/Ses
Tech/Qual

(Cancels BTB 28 May 74 FULL ASSIST
CHECKLISTS FOR INJURIES AND ILLNESSES
which was incomplete and which failed to list the source
references for running the processes listed on the checklists.)

**FULL ASSIST CHECKLISTS
FOR INJURIES AND ILLNESSES**

REFERENCES:

ABILITY 73	TECHNICAL VOLUME III, pages 259-264
HCOB 29 Jul 81 II	ADDITIONAL ASSIST PROCESSES AND DATA
HCOB 27 Jul 69	ANTIBIOTICS
HCOB 5 Jul 71RB	C/S Series 49RB, ASSISTS Re-rev. 20.9.78
HCOB 11 Jul 73RB	ASSIST SUMMARY Re-rev. 21.9.78
HCOB 23 Jul 71R	ASSISTS Rev. 16.7.78
HCOB 21 Oct 71	ASSISTS IN SCIENTOLOGY Reiss. 21.9.74
B.T.B. 7 Apr 72R	TOUCH ASSISTS, CORRECT ONES
Rev. & Reiss. 23.6.74	
HCOB 24 Jul 69R	SERIOUSLY ILL PCs Rev. 24.7.78
HCOB 31 Dec 78 II	OUTLINE OF PTS HANDLING
HCOB 2 Apr 69RA	DIANETIC ASSISTS Rev. 28.7.78
HCOB 16 Aug 69R	HANDLING ILLNESS IN SCIENTOLOGY
Rev. 25.9.78	
HCOB 15 Nov 78	DATING AND LOCATING
HCOB 15 Jul 70R	UNRESOLVED PAINS Rev. 17.7.78
HCOB 23 Dec 71	Solo C/S Series 10, C/S Series 73, THE NO-INTERFERENCE AREA
	PHYSICALLY ILL PCS AND PRE OTS
HCOB 12 Mar 69 II	Don't force a pc....
HCOB 4 Sep 68	C/S Series 3, SESSION PRIORITIES
HCOB 13 Jun 70	REPAIR PGMS AND THEIR PRIORITY
	ANTI-BIOTICS, ADMINISTERING OF
HCOB 29 Mar 75R	
Rev. 23.10.78	DEFINITION PROCESSES
HCOB 21 Feb 66	
TAPE 5406C17 6ACC-50A & 50B	ASSISTS
TAPE 5608C.. HPC A-18	CHRONIC SOMATIC
TAPE 5905C21 6-LACC-6	CLEARING: PROCESS—SPECIAL CASES
TAPE 6110C03 SH SPEC 61	THE PRIOR CONFUSION

BOOK: DIANETICS 55!

IMPORTANT NOTE: DIANETICS IS FORBIDDEN ON CLEARS, OTs AND
DIANETIC CLEARS, PER HCOB 12 Sep 78 DIANETICS FORBIDDEN ON CLEARS
AND OTS.

There is a tremendous amount that can be done mentally and spiritually by an auditor to assist someone who is sick or hurt. We have known for years in Dianetics and Scientology that the tech of assists is very powerful and can work miracles when correctly applied.

The purpose of this bulletin is to lay out the available technology on assists for handling the ill or injured.

The processes presented in this issue are in checklist form which will greatly aid the C/S and auditor in drawing up and executing a proper assist program.

USING THE CHECKLISTS

In 1974 I developed the system of using a preliminary assessment of the pc's condition and checklists as aids to programming and C/Sing the case.

Attached to this bulletin are separate checklists which list symptoms for both injuries and illnesses and one comprehensive handling sheet which lists out the many assist actions and their references one uses to handle either.

To use the checklists:

1. Look up the symptom or symptoms the pc may have on the appropriate preliminary assessment sheet (injury or illness). Below each symptom are listed many possible handlings.
2. Look up the handlings on the handling sheet (which covers handlings for both injuries and illnesses).
3. Use these handlings and their references in C/Sing and programming the case.
4. Draw up the program and C/S.
5. The C/S can then circle the actions to be done on the handling sheet and number them in sequence. The handling sheet can be kept in the folder and signed off as each step is done.
6. Audit the pc regularly until the illness, injury or condition is handled.

C/SING AND PROGRAMMING

The Assist Summary bulletins were never intended to be used as a rote sequence of handling assists, which vary based on the circumstances of the pc.

It could be a serious mistake to simply robotically copy down in order the handlings listed for the pc's symptoms and then audit them on the pc.

One reason for this is that the case levels of people differ. An OT with a sprained ankle would be handled differently than a Dianetic pc with one.

Also, injuries and illnesses are two separate subjects and are handled differently.

Therefore, data has to be gotten where available, from medical reports, session reports, interviews and exam statements, and the C/S has to understand the case before him and program and C/S accordingly.

ANY ASSIST ACTION MUST BE SUITED THE THAT PC'S CASE AND CURRENT CONDITION.

CAUTION

The injured or ill person is overwhelmed easily. One must beware of keying the person in.

The operating basis is to take it easy on the pc and try not to run anything too heavy on him. Going earlier similar on 2WCs should be avoided as due to his condition E/S tends to make the ill or injured pc dive back to the year zero. This is more than a sick person can stand up to.

Along with this, NEVER MISS AN F/N ON A SICK PERSON.

NOTE ON HIGH CRIMING REFERENCES

It well behooves any auditor or C/S to get his high crime checkouts in PT for the assist actions listed in this bulletin. The circumstances requiring assists often crop up unexpectedly and a well prepared auditor will be more successful than an unprepared one.

One would always do whatever one could to help a person in difficulty regardless. Still, it is a matter of technical integrity and professional pride that one would get his high crime checkouts in PT for assist actions to his class.

Factually, there is no group but ourselves which possesses a body of technology to effectively assist the spiritual condition of the ill or injured person. Our knowledge in this area is considerable.

So don't skimp on your study and drilling of these procedures and the theory behind them. You can do much to relieve the misery suffered by the ill or injured.

With full understanding and application of assists you may appear to others to be a miracle worker.

L. RON HUBBARD

FOUNDER

Compilation assisted by
Research and Technical
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PRELIMINARY ASSESSMENT FOR INJURIES

PC: _____ DATE: _____

1. SYMPTOM: ILL AND HAS DONE A BUNK. _____

HANDLINGS: 2, 3, 1, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6K, 6M, 6O, 6Q, 6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6II, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

2. SYMPTOM: SEVERELY INJURED AND CLOSE TO DEATH. _____

HANDLINGS: 2, 1, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6L, 6P, 6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

3. SYMPTOM: HAS HAD AN ELECTRIC SHOCK. _____

HANDLINGS: 2, 1, 5, 4A/4B/4C, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 6I, 6J, 6L, 6N, 6P, 6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

4. SYMPTOM: SEVERELY INJURED AND BLEEDING/BROKEN BONES. _____

HANDLINGS: 2, 1, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 6I, 6J, 6L, 6N, 6P, 6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

5. SYMPTOM: INJURED AND IN A COMA. _____

HANDLINGS: 2, 1, 4A/4B/4C, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 6I, 6J, 6L, 6N, 6P, 6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

6. SYMPTOM: IN OR WAS IN A STATE OF SHOCK. _____

HANDLINGS: 2, 5, 1, 4A/4B/4C, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 6I, 6J, 6L, 6N, 6O, 6P, 6Q, 6R, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

7. SYMPTOM: INJURED AND UNCONSCIOUS. _____

HANDLINGS: 2, 1, 4A/4B/4C, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 6I, 6J, 6L, 6N, 6P, 6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6EE, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

8. SYMPTOM: INJURED AND IN PAIN. _____

HANDLINGS: 2, 1, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 6I, 6J, 6L, 6N, 6P, 6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

9. SYMPTOM: INJURED WITH EXTREME DISCOMFORT. _____

HANDLINGS: 2, 1, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 6I, 6J, 6L, 6N, 6P, 6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

10. SYMPTOM: INJURED WITH AN INFECTION/TEMPERATURE. _____

HANDLINGS: 2, 1 (ANTIBIOTICS), 7, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 6I, 6J, 6L, 6N, 6P, 6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z,

6AA, 6BB, 6CC, 6DD, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

11. SYMPTOM: INJURED AND TAKING DRUGS. _____

HANDLINGS: 2, 1, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 6I, 6J, 6L, 6N, 6P, 6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

12. SYMPTOM: INJURED WITH LITTLE/NO DISCOMFORT. _____

HANDLINGS: 2, 1, 6A, 6B, 6C, 6E, 6F, 6G, 6I, 6S, 6T, 6V, (Other processes from Section 6 may be used as needed), 8A, 8B, 8C, 8D, 8E.

13. SYMPTOM: INJURY NOT HEALING. _____

HANDLINGS: 6V, 6W, 6DD, 6FF, 8A, 8B, 8C, 8D, 8E, 9A, 9B, 9C, 9D.

14. SYMPTOM: INJURED AFTER OR WHILE INCOMPLETE ON AN AUDITING ACTION. _____

HANDLINGS: Handle with appropriate handlings depending on the injury. Then do #10 from handling sheet as soon as possible.

15. SYMPTOM: OLD INJURY RECURRING OR RESTIMULATED. _____

HANDLINGS: 6S, 6T, 6U, 6V, 6FF, 8A, 8B, 8C, 8D, 8E, 9A, 9B.

16. SYMPTOM: INJURED AND IN THE NO-INTERFERENCE AREA. _____

HANDLING: 14. _____

17. SYMPTOM: HIGH OR LO TA: _____

HANDLING: 13.

18. SYMPTOM: REPEATING INJURIES/ACCIDENTS (ACCIDENT PRONE). _____

HANDLING: 15, as soon as injury handlings are complete. _____

19. SYMPTOM: PC CAN'T RECALL RECENT ENGRAM. _____

HANDLINGS: 6V until pc recalls engram. Then 6S, 6U and complete 6V. Then proceed as above based on current symptoms.

20. CHILDREN SYMPTOM: INJURED AND IN PAIN. _____

HANDLINGS: 2, 1, 6A, 6B, 6C, 11A.

PREGNANCY

SYMPTOM: GOING TO GIVE BIRTH OR HAS GIVEN BIRTH.

HANDLING: 12.

PRELIMINARY ASSESSMENT FOR ILLNESSES

PC: _____ DATE: _____

1. SYMPTOM: ILL AND HAS DONE A BUNK. _____

HANDLINGS: 3, 2, 1, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 6O, 6P, 6Q, 6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E.

2. SYMPTOM: SEVERELY ILL AND CLOSE TO DEATH. _____

HANDLINGS: 1, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 6O, 6P, 6Q, 6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E.

3. SYMPTOM: SEVERELY ILL. _____

HANDLINGS: 1, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 6O, 6P, 6Q, 6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E

4. SYMPTOM: ILL AND IN A COMA/UNCONSCIOUS. _____

HANDLINGS: 1, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 6O, 6P, 6Q, 6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E.

5. SYMPTOM: ILL AND IN A STATE OF SHOCK (OR WAS). _____

HANDLINGS: 1, 5, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 6O, 6P, 6Q, 6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E.

6. SYMPTOM: ILL AND IN PAIN/EXTREME DISCOMFORT. _____

HANDLINGS: 1, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 6O, 6P, 6Q, 6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E.

7. SYMPTOM: ILL WITH AN INFECTION/TEMPERATURE. _____

HANDLINGS: 1 (ANTIBIOTICS), 7, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 6O, 6P, 6Q, 6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E.

8. SYMPTOM: ILL AND TAKING DRUGS. _____

HANDLINGS: 1, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 6O, 6P, 6Q, 6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E.

9. SYMPTOM: ILL WITH LITTLE/NO DISCOMFORT. _____

HANDLINGS: 1, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 6O, 6P, 6Q, 6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E.

10. SYMPTOM: ILLNESS NOT HEALING. _____

HANDLINGS: 6V, 6DD, 6FF, 8A, 8C, 8D, 8E, 9A, 8B, 9C, 9D.

11. SYMPTOM: ILL DURING/AFTER AUDITING. _____

HANDLING: 10.

12. SYMPTOM: AN OLD ILLNESS RECURRING (CHRONICALLY ILL). _____

HANDLINGS: 6V, 6FF, 8A, 8C, 8D, 8E, 9A, 9B, 9C, 9D.

13. SYMPTOM: ILL AND IN NO-INTERFERENCE AREA. _____

HANDLING: 14.

14. SYMPTOM: HIGH OR LO TA. _____

HANDLING: 13.

15. SYMPTOM: NOTHING WORKS. _____

HANDLING: 9D.

16. CHILDREN SYMPTOM: PHYSICAL DEFECT OR PSYCHOSOMATIC ILL. _____

HANDLINGS: 1, 11B.

17. SYMPTOM: TIREDNESS. _____

HANDLING: 16.

HCOB 29.7.81

ATTACHMENT 3

1. MEDICAL TREATMENT

An assist is not a substitute for medical attention and does not attempt to cure injuries requiring medical aid. First, call the doctor. Then assist the person as you can. (Ref. ABILITY 73 ASSIST'S IN SCIENTOLOGY)

Medical examination and diagnosis should be sought where needed, and where treatment is routinely successful, medical treatment should be obtained. As an assist can at times cover up an actual injury or broken bone, no chances should be taken, especially if the condition does not easily respond. In other words where something is merely thought to be a slight sprain, to be on the safe side an X-ray should be obtained, particularly if it does not at once respond. An assist is not a substitute for medical treatment but is complementary to it. It is even doubtful if full healing can be accomplished by medical treatment alone and it is certain that an assist greatly speeds recovery. In short, one should realize that physical healing does not take into account the being and the repercussion on the spiritual beingness of the person.

(Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY) _____

2. FIRST AID AND ENVIRONMENTAL CONTROL

Where you are giving an assist to one person, you put things in the environment into an orderly state as the first step, unless you are trying to stop a pumping artery—but here you would use First Aid. You should understand that First Aid always precedes an assist. You should look the situation over from the standpoint of how much First Aid is required....

You may often have to find some method of controlling handling and directing personnel who get in your way before you can render an assist. You might just as well realize that an assist requires that you control the entire environment and personnel associated with the assist if necessary....

A good example of an assist would be when somebody is washing dishes in the kitchen. There is a horrendous crash and the person comes down all over the sink, hits the floor as she is going down, she grabs the butcher knife as it falls. You go in and say, «Well, let me fix that up.» One of the first things you would have to do is to wind some bandage around the hand to stop the bleeding. Part of the First Aid would be to pick up the dishes and put them back on the sink, sweep the pieces together into a more orderly semblance. This is the first symptom of control. (Ref. HCOB 21 Oct 71 Reiss. 21.9.74 ASSISTS IN SCIENTOLOGY)

(This could include getting some assistance to ease discomfort such as Epsom salt baths, liniment, changing bandages, etc.) _____

3. IF A PERSON HAS DONE A BUNK

The preclear may do a compulsive exteriorization, «do a bunk,» and drop his body limp in the chair and give from that body no sign that he is hearing any of the auditing commands given by the auditor. One such case was pleaded with for half an hour by an auditor along the lines that the preclear should remember her husband, should think of her children, should come back and live for the sake of her friends, and found no response from the preclear. Finally the auditor said, «Think of your poor auditor,» at which moment the preclear promptly returned.

(Ref. DIANETICS 55! Chapter XVI EXTERIORIZATION) _____

4. ASSISTS FOR SOMEONE UNCONSCIOUS OR IN A COMA

4A. «YOU MAKE THAT BODY SIT ON THAT CHAIR.» (OR «LIE ON THAT BED.») (Ref. HCOB 21 May 59 HGC ALLOWED PROCESSES AND ACC PROCESSES AS OF SAY 21, 1959) _____

4B. Touch patient's hand to parts of the bed with «FEEL THAT (OBJECT).» (Ref. HCOB 27 Jul 69 ANTIBIOTICS) _____

4C. An unconscious pc can be audited off a meter by taking his hand and having him touch nearby things like pillow, floor, etc. or body without hurting an injured part.

A person in a coma for months can be brought around by doing this daily. _____

(Ref. HCOB 5 July 71RB Re-rev. 20.9.78, C/S Series 49RB, ASSISTS) _____

5. SHOCK OR CATATONIA

«HERE. WHAT WORD DID I SAY TO YOU?» «HERE. WHAT WORD DID I SAY TO YOU?» The auditor keeps this up until all of a sudden the pc says, «You said 'Here.'» Then, «REACH DOWN NOW AND FIND THE FLOOR WITH YOUR HAND. PRESS IT.» (Ref. 5406C17 6ACC-50A & 50B ASSISTS) _____

6. ASSISTS FOR ILLNESS OR INJURY

6A. INJURY

CONTACT ASSIST

Where possible and where indicated, until the person has re-established his communication with the physical universe site. To F/N. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY, HCOB 5 Jul 71RB Re-rev. 20.9.78 C/S Series 49RB ASSISTS, HCOB 2 Apr 69RA Rev. 28.7.78 DIANETIC ASSISTS) _____

6B. ILLNESS OR INJURY

TOUCH ASSIST

Until the person has re-established communication with the physical part or parts affected. To F/N. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY, HCOB 21 Oct 71 Reiss. 21.9.74 ASSISTS IN SCIENTOLOGY, BTB 7 Apr 72R Rev. & Reiss. 23.6.74 TOUCH ASSISTS CORRECT ONES) _____

6C. ILLNESS OR INJURY

HAVINGNESS

Running HAVINGNESS in every assist session is vital. This not only remedies havingness but also brings the preclear to present time. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY, HCOB 7 Aug 78 HAVINGNESS FINDING AND RUNNING THE PC'S HAVINGNESS PROCESS, HCOB 6 Oct 60R Rev. 8.5.74 THIRTY-SIX NEW PRESESSIONS) _____

6D. ILLNESS

He is explaining his illness by saying he needs attention and he is using it as a service fac of some sort or another, and you will find out this very often gives up if you give him attention. Well, there are various ways to give him attention. Get him a nurse, get him a doctor, put him in a special room, put him on arduously, awfully hard to maintain schedules. You take a pink pill at 20 minutes after the hour, three and one-half blue pills 45 minutes past the hour, and then every hour on the hour take 7 green ones, but skip every odd-numbered hour.

Attention then is given to it and he gets the idea it is being as-ised. This makes him feel stronger and he will start to as-is it himself and very often gets well simply by giving him attention. There are various mechanisms to do so. (Ref. 5905C21 6-LACC-6 CLEARING: PROCESS— SPECIAL CASES) _____

6E. ILLNESS OR INJURY

Run Reach and Withdraw from the affected area. (Ref. HCOB 24 Jul 69R Rev. 24.7.78 SERIOUSLY ILL PCs)

Reach and Withdraw can also be done on other body parts not affected, the environment, the body itself, the location where an injury occurred, the thing that injured the pc (e.g. the knife that cut him). To EP of F/N, GIs. (Ref. HCOB 29 Jul 81 OI ADDITIONAL ASSIST PROCESSES AND DATA) _____

6F. ILLNESS OR INJURY

«HELLO» AND «OKAY.» (Ref. P.A.B. No. 123 THE REALITY SCALE) _____

6G. INJURY

«WHERE DID IT HAPPEN?,» «WHERE ARE YOU NOW?» (Ref. ABILITY 110 TECHNIQUES OF CHILD PROCESSING, Technical Volume III, pp. 553-554) _____

6H. ILLNESS OR INJURY

«FROM WHERE COULD YOU COMMUNICATE TO A _____

(body part)?» (To F/N, Cog, VGIs.) (Ref. HCOB 21 Jul 59 HGC ALLOWED PROCESSES) _____

6I. INJURY

«LOOK AT THAT (object).» «DECIDE THE INJURY CANNOT HAVE IT.» Ep: Pain gone, Cog, F/N. (Ref. ABILITY 73 ASSISTS IN SCIENTOLOGY) _____

6J. INJURY

«KEEP IT FROM GOING AWAY.» (Ref. ABILITY 73 ASSISTS IN SCIENTOLOGY) _____

6K. ILLNESS

Run «HOLD IT STILL» on body parts until somatics blow. (Ref. HCOB 29 Jul 81 II ADDITIONAL ASSIST PROCESSES AND DATA) _____

6L. INJURY (IMPACT)

WHERE AREN'T YOU BEING _____

(e.g. «hit»)? Making sure he gets these places with great certainty. As a result you will get yourself quite a reduction in case. (Run to F/N, Cog, VGIs.) (Ref. 5406C17 ASSISTS) _____

6M. ILLNESS

«WHAT OTHER ILLNESSES COULD YOU HAVE?» (Run repetitively to F/N, Cog, VGIs.) (Ref. 5608C. HPC A-18 CHRONIC SOMATIC) _____

6N. ILLNESS OR INJURY

Ask the pc «GIVE ME ANOTHER PURPOSE FOR A (e.g. bad ear).» (He already assumes he's given you one. He's got a bad ear.) You could ask him for a few more purposes. Have him dream up a few more purposes and he'll feel much better.

(Ref. 5608C.. HPC A-18 CHRONIC SOMATIC) _____

6O. ILLNESS

«CAN YOU RECALL A TIME WHEN SOMEBODY ELSE HAD THAT CONDITION?» «CAN YOU RECALL A TIME WHEN YOU DECIDED TO HAVE THAT CONDITION?» To F/N, GIs. (Ref. ABILITY MAGAZINE MAJOR 4 of early July, 1955 entitled STRAIGHTWIRE A MANUAL OF OPERATION. Tech Volume II, pp. 216-239) _____

6P. ILLNESS OR INJURY

Fly Rudiments as follows: HANDLE ANY ARC BREAK that might have existed at the time (a) with the environment, (b) with another, (c) with others, (d) with himself, (e) with the body part or the body, and (f) with any failure to recover at once. Each to F/N. _____

HANDLE ANY PROBLEM the person may have had (a) at the time of illness or injury, (b) subsequently due to his or her condition. Each to F/N. _____

HANDLE ANY WITHHOLD (a) the person might have had at the time, (b) any subsequent withhold, and (c) any having to withhold the body from work or others or the environment due to being physically unable to approach it. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY) _____

6Q. ILLNESS OR INJURY L1C «Concerning the illness—» or «Concerning the injury/accident -- .» Can also do L1C on the injured member. (Ref. HCOB 23 Jul 71R Rev. 16 Jul 78 ASSISTS) _____

6R. ILLNESS

ASSESS FOR AREA OF ILLNESS AND PREPCHECK ON THE AREA. ALSO ONE CAN PREPCHECK THE BODY ITSELF. (Ref. HCOB 24 Jul 69R Rev. 24.7.78 SERIOUSLY ILL PCs) _____

6S. ILLNESS OR INJURY

RUN THE INCIDENT ITSELF Narrative R3RA Quad to erasure and full EP. Interest is checked. It is understood here that Flow 1 was the physical incident itself, not necessarily something done to the person but as something that happened to him or her. (Ref. HCOB 26 Jun 78RA II Re-rev. 15 Sep 78 NED Series 6RA R3RA ENGRAM RUNNING BY CHAINS, HCOB 28 Jul 71RA Re-rev. 22.9.78 C/S Series 54RA NED Series 8R DIANETICS, BEGINNING A PC ON) NOTE: Dianetics is not run on Clears or OTs. _____

6T. INJURY

Date/Locate the injury. (Ref. HCOB 15 Nov 78 DATING AND LOCATING) _____

6U. ILLNESS OR INJURY

HANDLE ANY SECONDARY, which is to say emotional reactions, stresses or shocks before, during or after the situation. Narrative Secondaries are run R3RA Narrative Quad. Interest is checked. It is important to get the earliest beginning of the incident and to continue to check for earlier beginning each run through. (Ref. HCOB 26 Jun 78RA II Re-rev. 15.9.78 NED Series 6RA R3RA ENGRAM RUNNING BY CHAINS, HCOB 28 Jun 78RA Re-rev. 15.9.78 NED Series 7RA R3RA COMMANDS, HCOB 28 Jul 71RA Re-rev. 22.9.78 C/S Series 54RA, NED Series 8R DIANETICS, BEGINNING A PC ON, HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY) NOTE: Dianetics is not run on Clears or OTs. _____

6V. ILLNESS OR INJURY

PREASSESS THE INCIDENT and take to a full Dianetic EP all somatics connected with the incident in which the pc is interested. (Ref. HCOB 18 Jun 78R Rev. 20.9.78 NED Series 4R ASSESSMENT AND HOW TO GET THE ITEM and the issues referenced in 6U above) NOTE: Dianetics is not run on Clears or OTs. _____

6W. ILLNESS OR INJURY

Check if the area was audited before on R3RA. If so, L3RG to F/N list on it. (Ref. HCOB 29 Jul 81 II ADDITIONAL ASSIST PROCESSES AND DATA) _____

6X. ILLNESS OR INJURY

If pc has a Service Fac or Evil Purpose behind it, R3RA Quad. Note: Dianetics is not run on Clears and OTs. (Ref. HCOB 29 Jul 81 II ADDITIONAL ASSIST PROCESSES AND DATA)

6Y. ILLNESS OR INJURY

POSTULATE TWO-WAY COMM. To F/N. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

6Z. ILLNESS OR INJURY

PRIOR CONFUSION. By 2-way comm see if a confusion existed prior to the accident, injury or illness. To F/N. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

6AA. ILLNESS OR INJURY

MYSTERY POINT. 2wc any mysterious aspect of the incident to F/N Cog VGIs. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

6BB. ILLNESS OR INJURY

2WC AGREEMENT: Get any agreement the person may have had in or with the incident. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

6CC. ILLNESS OR INJURY

PROTEST: 2wc any protest in the incident. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

6DD. ILLNESS OR INJURY

PREDICTION: 2wc (a) How long he/she expects to take to recover. (b) Get the person to tell you any predictions others have made about it. 2wc it to an F/N Cog VGIs. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

6EE. ILLNESS

LOSSES. 2wc anything the pc may have lost to F/N. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY, HCOB 29 Mar 65 ALL LEVELS ARC BREAKS)

6FF. ILL OR INJURED WITH FIXED PICTURE

BEFORE-AFTER: Where an injured or ill pc is so stuck that he has a fixed picture that does not move, one can jar it loose by asking him to recall a time before the incident and then asking him to recall a time after it. This will «jar the engram loose» and change the stuck point. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

6GG. ILLNESS OR INJURY

Have the numb, painful or injured area say «THERE IS SOMETHING HERE, THERE IS NOTHING HERE» having it then say, «THERE IS SOMETHING THERE, THERE IS NOTHING THERE» having the preclear say about the area, «THERE IS SOMETHING THERE, THERE IS NOTHING THERE,» and then the preclear about himself, «THERE IS SOMETHING HERE, THERE IS NOTHING HERE.» This makes a complete bracket. (Run to Pain gone, Cog, F/N.) (Ref. THE JOURNAL OF SCIENTOLOGY 16-G THIS IS SCIENTOLOGY THE SCIENCE OF CERTAINTY VOL 1 PAGE 388 OF TECHNICAL VOLUMES)

6HH. ILL OR INJURED AND WAS IN A SMALL ROOM FOR A LONG TIME

The gradient scale of taking people into larger and larger spaces was an early one. An individual has been lying in this small room. He's very ill. He's been lying in this small room for days and days and weeks and weeks and you're going to process him. Just get him into a little bit larger space. The tremendous tiredness he will experience is just giving him a little more space and a greater remoteness of wall. You take him out of his room into a larger room, he will start to experience tiredness. If you did that every day, and you gave him a little more space every day and gradiently scaled him up the line a little bit more and a little bit more, the individual would snap out of it. It's quite interesting because what you're doing is giving him a gradient scale of larger spaces to confront. Just don't give it to him with such steep doses that he finds them unconfontable and you've got it made. (Ref. 5904C23 SH PA 20 THEORY OF PROCESSES) _____

6II. INJURY

Where a person is injured, given a contact or touch assist and then medical examination and treatment, he is given the remainder as soon as he is able to be audited. The drug «five days» does not need to apply. But where the person has been given an assist over drugs, one must later come back to the case when he is off drugs and run the drug part out or at least make sure that nothing was submerged by the drugs. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY, HCOB 15 Jul 71RC III Re-rev. 31.1.79 C/S Series 48RD NED Series 9RB DRUG HANDLING and HCOB 19 May 69RB Re-rev. 14.11.78 DRUG AND ALCOHOL CASES PRIOR ASSESSING) _____

6JJ. INJURY

«SPOT THE SPOT WHERE YOU WERE INJURED.» «SPOT A SPOT OUTSIDE (the house, etc.)» or «...AWAY FROM (the gate, etc.)» Run alternate repetitive until pc exteriorizes or something blows. (Ref. HCOB 29 Jul 81 II ADDITIONAL ASSIST PROCESSES AND DATA) _____

6KK. ILLNESS OR INJURY

Fly Ruds before the illness or injury. (Can be done Quad.) (Ref. HCOB 24 Jul 69R Rev. 24 Jul 78 SERIOUSLY ILL PCS) _____

6LL. ILLNESS OR INJURY

PREPCHECK THE PRIOR CONFUSION TO THE ILLNESS OR THE ACCIDENT/INJURY. NOTE: Do not Prepcheck the illness itself or accident/injury itself. (Ref. HCOB 9 Nov 61 THE PROBLEMS INTENSIVE USE OF THE PRIOR CONFUSION, HCOB 7 Sep 78R Rev. 21.10.78 MODERN REPETITIVE PREPCHECKING. Also, 6110C03 SH SPEC 61, THE PRIOR CONFUSION) _____

7. HIGH TEMPERATURE

When illness is accompanied by temperature, antibiotics is usually the first thought. Then Fly all Ruds and do a Temperature Assist Version A or Version B. (Ref. HCOB 23 Jul 71R Rev. 16.7.78 ASSISTS, HCOB 24 Aug 71 II ASSISTS ADDITION, HCOB 29 Mar 75R Rev. 23 Oct 78 ANTI-BIOTICS, ADMINISTERING OF) _____

8. PTS HANDLINGS

8A. ILLNESS OR INJURED

The PTS C/S-1, given in HCOB 31 Dec 78 III EDUCATING THE POTENTIAL TROUBLE SOURCE, THE FIRST STEP TOWARD HANDLING: PTS C/S-1 must be done before any other PTS handling is begun. (Ref. HCOB 31 Dec 78 II OUTLINE OF PTS HANDLING) _____

8B. INJURY

SUPPRESSIVE PRESENCE: 2wc any suppressive or invalidative presence that may have caused a mistake to be made or the accident to occur. (To F/N Cog VGIs.) (Not E/S.) (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

8C. ILLNESS OR INJURY

A metered PTS interview per HCOB 24 Apr 71 I, C/S Series 79, PTS INTERVIEWS or a «10 August Handling» per HCOB 10 Aug 73 PTS HANDLING done by an auditor in session or an MAA, D of P or SSO will, in most cases, assist the person to spot the antagonistic or SP element. Once spotted, the potential trouble source can be assisted in working out a handling for that terminal. (Ref. HCOB 31 Dec 78 II OUTLINE OF PTS HANDLING)

8D. ILLNESS OR INJURY

3 S & Ds per HCOB 16 Aug 69R Rev. 25.9.78 HANDLING ILLNESS IN SCIENTOLOGY.

8E. ILLNESS OR INJURY

RUDIMENTS: Flying ruds and overts triple or quad flow on the antagonistic terminal is often done to «get ruds in» and enable the pc to better confront the PTS situation he is faced with. This would, of course, be done only in session by a qualified auditor when so ordered by the Case Supervisor. (Ref. HCOB 31 Dec 78 Issue II OUTLINE OF PTS HANDLING)

9. UNRESOLVING CONDITION

9A. WAS AUDITED WHILE ON DRUGS

Where a person is injured, given a contact or touch assist and then medical examination and treatment, he is given the remainder as soon as he is able to be audited. The drug «five days» does not need to apply. But where the person has been given an assist over drugs, one must later come back to the case when he is off drugs and run the drug part out or at least make sure that nothing was submerged by the drugs. It is not uncommon for a person to be oblivious to certain parts of a treatment or operation at the time of initial auditing, only to have a missing piece of the incident pop up days, months or even years later. THIS is the reason injuries or operations occasionally seem to persist despite a full assist: a piece of it was left unhandled due to a drugged condition during the operation; such bits may come off unexpectedly in routine auditing on some other apparently disrelated chain. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY, HCOB 15 Jul 71RC III Re-rev. 31.1.79 C/S Series 48RD NED Series 9RB DRUG HANDLING and HCOB 19 May 69RB Re-rev. 14.11.78 DRUG AND ALCOHOL CASES PRIOR ASSESSING)

9B. UNRESOLVED PAINS

Where you can't fully repair a crippled left leg, don't be surprised to find it was the right leg that was hurt. You audit the left leg somatic in vain. If you do, start auditing somatics in the OPPOSITE SIDE OF THE BODY.... This is also true for toothaches. Look at the pc's mouth. Has the RIGHT upper molar ever been pulled or injured? Yes. That's how the left molar began to decay.

The right upper molar was pulled. The pain (especially under the painkiller on the right side only) backed up and stopped on the opposite side. Eventually the left upper molar, under that stress, a year or ten later, caves in and aches. (Ref. HCOB 15 Jul 70R Rev. 17.7.78 UNRESOLVED PAINS)

9C. ILLNESS OR INJURY

Check if any L&N done in connection with the area, verify or correct the lists. NOTHING PRODUCES AS MUCH CASE UPSET AS A WRONG LIST ITEM OR

A WRONG LIST. Nothing else produces such a sharp deterioration in a case or even illness. (Ref. HCOB 20 April 72 II C/S Series 78 PRODUCT PURPOSE AND WHY AND WC ERROR CORRECTION) _____

9D. NOTHING WORKING—ILL OR INJURED

«WHAT COULD BE WORSE THAN (the condition of the pc).» Run repetitively. Skip the F/Ns, just keep this one going until the pc gets well. (Ref. HCOB 29 Jul 81 II ADDITIONAL ASSIST PROCESSES AND DATA) _____

10. ILLNESS OR INJURY DURING/AFTER AUDITING

Repair the earlier auditing with the appropriate correction list and/or GF M5 as soon as possible.

It can occur that a pc gets ill after being audited where the «auditing» is out-tech. When this occurs or is suspected, a Green Form should be assessed only by an auditor who can meter and whose TR 1 gets reads. The GF reads are then handled. Out Interiorization, bad lists, missed W/Hs, ARC Breaks and incomplete or flubbed engrams are the commonest errors. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY) _____

11. ASSISTS FOR A CHILD

11A. INJURED CHILD

«WHERE DID IT HAPPEN?,» «WHERE ARE YOU NOW?» (Ref. ABILITY 110 TECHNIQUES OF CHILD PROCESSING Technical Volume III pp. 553-554) _____

11B. CHILD WITH PHYSICAL DEFECT OR PSYCHOSOMATIC ILL

«FEEL MY ARM,» «THANK YOU,» «FEEL YOUR ARM,» «THANK YOU,» and so on, using common body parts.(Ref. ABILITY 110 TECHNIQUES OF CHILD PROCESSING Technical Volume III pp. 553-554) _____

12. PREGNANCY

A pregnant woman should have a full Preassessment done on birth and babies before delivery. Immediately after delivery the incident itself should be run out Narrative R3RA Quad and Preassessed if necessary. (Ref. HCOB 15 Jan 70 THE USES OF AUDITING, HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY) _____

NOTE: Pregnant women are not to be audited or audit, for the sixth month on up, from power on up the Grade Chart. It is very common for pregnant mothers to be audited and to audit on New Era Dianetics and is in fact vital. NOTE: Dianetics is not run on Clears or OTs.

13. HIGH OR LO TA

A C/S 53RL should be used to get the TA under control during assists if it cannot be gotten down. It must be done by an auditor who knows how to meter and can get reads. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY) NOTE: Additional references applicable to this situation are HCOB 10 Dec 76RB Re-rev. 25.5.80 URGENT—IMPORTANT C/S Series 99RB SCIENTOLOGY F/N AND TA POSITION and HCOB 2 Dec 80 FLOATING NEEDLE AND TA POSITION MODIFIED. _____

14. ILL OR INJURED AND IN NO-INTERFERENCE AREA

Assess and handle the correction list for the Advanced Course level he is on or just completed as soon as possible. (Ref. HCOB 23 Dec 71 Solo C/S Series 10 C/S Series 73 THE NO-INTERFERENCE AREA) _____

15. ACCIDENT PRONE

Run a full battery of Objectives (CCHs, SCS, SOP 8-C, Op Pro by Dup, etc.) or put the person through the Survival Rundown. (Ref. HCOB 12 Jun 70 C/S Series 2 PROGRAMMING OF CASES)

16. TIREDNESS

Do a purpose list as follows: WHAT PURPOSE HAS BEEN BLUNTED? (You can also use «abandoned» if it reads better.) (Ref. HCOB 15 Sep 68 «Pc looking or continually...») Tiredness is technically BLUNTED PURPOSE. The most effective way to handle this is by overt-motivator engram. (Ref. HCOB 8 Sep 71R Rev. 20.5.75 CASE SUPERVISOR ACTIONS)

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 16 AUGUST 1981

(Also issued as an HCO PL, same date and title.)

Remimeo
All Orgs
All Missions
All Executives
All Staff
Qual Div
Cramming Off
Hats
KOTs

THE PURPOSE AND FUNCTION OF CRAMMING

Ref:

HCO PL 24 Apr 65	REVIEW
HCO PL 31 Jul 65	KSW Series 12
Reiss. 30.8.80	PURPOSES OF THE QUALIFICATIONS DIVISION
HCO PL 29 Oct 70	Org Series 10, THE ANALYSIS OF ORGANIZATION BY PRODUCT
HCO PL 9 Sep 80R II	CLASS IV ORGS,
Rev. 11.3.81	QUALIFICATIONS DIVISION FIVE ORG BOARD
HCO PL 28 Dec 67	QUAL SENIOR DATUM

The staffing of the Qual Division, with particular attention given to cramming and the standardness of its operations, is vital to an organization's survival and expansion. Therefore it is the responsibility of the senior executives in any org to ensure that this occurs.

It is very important that all staff in an organization fully understand what cramming is and what its purpose and function is in relation to themselves and the org as a whole.

Without this understanding you are not likely to use cramming to get yourself corrected or to correct your juniors or fellow staff members.

With this understanding you will be more receptive to correction and cramming and you will also know what to expect and demand from cramming in terms of results.

THE CRAMMING UNIT AND CRAMMING

The Tech and Admin dictionaries contain valid definitions of cramming.

However, the following is the most accurate definition and should be known.

THE DEFINITION OF CRAMMING:

AN ACTIVITY DONE TO LOCATE AND TERMINATEDLY HANDLE THE CAUSE OF TECHNICAL AND ADMINISTRATIVE POST DIFFICULTIES AND SLOW OR INEFFECTIVE STUDY.

THE DEFINITION OF THE CRAMMING UNIT:

A UNIT IN THE DEPARTMENT OF REVIEW OF THE QUALIFICATIONS DIVISION IN ANY ORGANIZATION WHERE CAUSES FOR TECHNICAL AND ADMINISTRATIVE POST DIFFICULTIES AND SLOW OR INEFFECTIVE STUDY ARE LOCATED AND TERMINATEDLY HANDLED. IT HAS THE ADDITIONAL FUNCTIONS OF BRINGING STAFF UP-TO-DATE ON NEW TECHNICAL DEVELOPMENTS THROUGH HIGH CRIME CHECKOUTS AND THE ISSUANCE OF «QUAL OKs» FOR SPECIFIC TECHNICAL ACTIONS.

THE EVOLUTION OF CRAMMING

Cramming in its present form evolved mainly as a result of the tremendous breakthroughs made in the mid-sixties concerning the subject of organizations and the Qual Division in particular.

While I was researching the subject of organizations I was able to trace back the demise of great civilizations and organizations on the whole track and in more recent history to the lack of a Qualifications Division.

I was then able to work out the component parts that would be needed to make up the Qual Division and one of the key functions developed out of this was cramming as it exists today.

(The whole subject of organizations and the above discovery is covered in the tape 6504C06 SAINT HILL SPECIAL 57, ORG BOARD AND LIVINGNESS.)

CRAMMING AND PRODUCTION

Without effective cramming, production is threatened. Good correction is of such importance that the lack of it can slow a production line to a snail's pace and in some cases stop it all together.

With first-rate cramming an organization can correct not only its products but itself as well, resulting in increased org efficiency with greater public demand for its products.

The reverse can occur if there is no Cramming Unit or an ineffective Cramming Unit.

Those who need correction in order to be able to turn out products of high enough quality to create public demand, do not get corrected and the volume of traffic into the organization soon drops off.

The answer to this is simply to establish and keep established an effective Cramming Unit.

THE PURPOSE OF THE CRAMMING UNIT

The Cramming Unit is in the Qualifications Division, Department of Review.

The purpose of the Cramming Unit is:

TO TEACH STUDENTS AND STAFF WHAT THEY HAVE MISSED.

This encompasses their Technical and Administrative duties and studies and includes as well handling the failure to apply Standard Tech that caused the miss in the first place.

Cramming is not just a desk job. The Cramming Officer does not sit behind a desk all day waiting for business to come to him.

He can and should get out into the org and examine key areas such as the course rooms and public flow lines to ensure that the staff are doing their posts standardly.

He does this by taking the key Policy Letter or HCOB relating to that area and checking what is actually going on in the area against that Policy Letter or HCOB. When needed he crams the individuals concerned.

FUNCTIONS OF CRAMMING

The Cramming Officer's functions align with the definitions and purpose stated earlier.

He handles those staff and public who have flubbed in application of materials they have studied. He isolates the reason for the flub and handles with word clearing and any other other cramming tool necessary to the point where he and the person being crammed are satisfied that the error will not recur.

The other basic function of cramming is to see that High Crime checkouts get done rapidly where needed and that «Qual OKs» for specific technical actions are obtained by Technical or other org staff where these actions are part of their post duties.

STAFF AND STUDENT CONFIDENCE IN CRAMMING

When you have a Cramming Unit in operation where students and staff can go with confidence, knowing they are going to get the cause of any post or study difficulties terminatedly handled, you will find staff and students enthusiastic about cramming.

The quality of the products which come out of cramming is the main thing which will bring this about. Therefore quality is the thing a Cramming Officer should aim for.

PRODUCT

THE PRODUCT OF THE CRAMMING UNIT is:

A CORRECTED PERSON WHO CAN NOW GET THE PRODUCT HE REQUIRED
CRAMMING ON.

PROMOTE THE IMPORTANCE OF CRAMMING

The following signs should be permanently positioned in a prominent place in the Tech
and Admin Cramming areas:

«GOOD CRAMMING IS THE KEY TO FLUBLESS AUDITORS AND AUDITING.»

L. RON HUBBARD

«GOOD CRAMMING IS THE KEY TO WELL RUN AND PROSPEROUS
ORGANIZATIONS.»

L. RON HUBBARD

SUMMARY

With a very standard Cramming Unit handling both Tech and Admin areas, the org's lines
get smoother and smoother, the tech stays pure and the public start flooding into the org for
services.

It is not an exaggeration to say that the organization's future could well depend on having
an excellent Cramming Unit.

If your org does not have a good Cramming Unit then you had better demand of HCO and
Senior Execs that one be put there. Then watch things start to go right!

L. RON HUBBARD

FOUNDER

Assisted by
Research and Technical
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Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 17 AUGUST 1981

Remimeo
Cramming
Officers
C/Ses
Supervisors
Auditors
Tech
Qual

Cramming Series 1
AN INTRODUCTION TO THE NEW CRAMMING SERIES

If there is any one section of an org that can make the difference between long term prosperity and hardship, it is Cramming.

It has long been known that it is essential to any organization to have a strong and effective Cramming Section.

Therefore the technology of cramming must be clearly laid out, known and fully applied.

Until now a large section of the Cramming Series has been in the form of BTBs and BPLs written by others. On reviewing them to find out why they have not resulted in uniformly superlative cramming in orgs all over the planet, it was found that some false data and questionable tech points had gotten into them.

Complexity had been entered into something which is essentially a simple procedure. This led to the possibility of missing the very obvious misunderstands and false data.

A new Cramming Series has now been developed, tested and proven, which covers the full tech of cramming in its simplicity.

In this Series, new HCOBs have been added to the HCOBs already existing as part of the Cramming Series. The BTBs and BPLs formerly a part of the Series are cancelled by HCOB/PL 1 Sept 81 CRAMMING BTBs AND BPLs CANCELLED.

Veteran Cramming Officers will find the data in these new issues a validation of what they knew to be successful in their cramming actions. Where they were unsuccessful, this new Series gives the technology to ensure successful cramming in all cases.

Incorporation of many recent breakthroughs such as Debug Tech, Crashing Mis-U Finding and False Data Stripping into the cramming procedure now makes the subject of cramming very, very complete.

Additionally, there is now a course to teach Cramming Officers the tech of cramming and this will further ensure standard and successful cramming actions.

Following is the full list of the new Cramming Series with a brief description of the contents of each issue:

HCOB 17 Aug 1981 Cramming Series 1
AN INTRODUCTION TO THE CRAMMING SERIES

HCOB 18 Aug 1981 Cramming Series 2
THE BASIC CRAMMING PROCEDURE
The Basic Cramming Procedure Step by Step

What to do when the Basic Cramming Procedure doesn't seem to be handling
Doing a Full Product Debug
Student Hat Omission
The Importance of Basics

HCOB 19 Aug 1981 Cramming Series 3 SHORT CRAMMING REPAIR LIST
When the list is used
How the list is done
What to do if this list does not resolve

HCOB 20 Aug 1981 Cramming Series 4 CRAMMING TOOLS
The Key Cramming Tools which a Cramming Officer may have to use
The Basic Tool of Cramming
The Choice of Tools
Keeping a Cramming Log Book
Technical References for Cramming Tools

HCOB 21 Aug 1981 Cramming Series 5
HOW A CRAMMING OFFICER ENSURES THAT HE HAS NO BACKLOGS
What to do if an OT needs a cram done and the Cram Off is not an OT
What to do if the person being crammed can't be put on the meter
What to do if the person can't be gotten into cramming
What to do if the person is out-ethics
What to do if Ethics is backlogging cycles
What to do if Cramming Backlogs Develop

HCOB 22 Aug 1981 Cramming Series 6 TECH CRAMMING
Cramming Auditors Who Have Goofed
Auditor's Enhancement and Handling Auditors who Dramatize out-tech
on own case
Correcting Courses and Supervisors
Cramming and the Red Tag Line
Cramming and the C/S
How to handle a Number of Auditors with Crams Arriving at the Same Time

HCOB 23 Aug 1981 Cramming Series 7 ADMIN CRAMMING
The Importance of Admin Cramming
Handling the Cramming Load
Handling Admin Crams
Clay Demos in Admin Cramming
Admin Cramming and Drilling
Scientology Basics
Getting the Actual Area of Confusion
Arbitraries and Verbal Data
The Glib Cramming Order
Mis-Use of Admin Crams
Lack of Hatting
Too Narrow A View
Correcting Admin Courses and Supervision
Following Up Admin Cramming

HCOB/PL 24 Aug 1981 Cramming Series 8 C/S Series 70
HOW TO WRITE A CRAMMING ORDER
How to Write a Cramming Order
Qual Senior Datum
Cramming Order Mis-Use
Invalidative Cramming Orders

When to Write an Instruct
When to Write a Cram
When a Retread is Called For
Confidential Cramming Orders
Making Copies of Cramming Orders

HCOB 25 Aug 1981 Cramming Series 9R C/S Series 68R
THE C/S AND CRAMMING CYCLES
Reporting the exact outness found on the cram to the C/S
HCOB 10 June 1973RB Cramming Series 10RB Issue I
CRAMMING Re-rev. 12.8.81
Repeat Cramming Orders
Qual Does not Take Orders

HCOB 26 Aug 1981 Cramming Series 11
HIGH CRIME CHECKOUTS AND TECHNICAL OKs
High Crime Checkouts
High Crime Log
Inspection of High Crime Log
Okays to Audit and other Technical Okays

HCOB 27 Aug 1981 Cramming Series 12
EXAMPLES OF LRH CRAMMING ORDERS
Samples of LRH Crams on Auditors, C/Ses, Examiners, Execs, Admin
Personnel, Marketing Personnel and Film Crew

HCOB 28 Aug 1981 Cramming Series 13
HANDLING THE BADLY BOGGED INDIVIDUAL
The Basic Steps for Handling a Badly Boggled Individual
Earlier Messed Up Actions
Sort Out
Sequence of Handling
Ethics Situations
Terminated Handling
Related Handlings

HCOB 15 Oct 1974 Cramming Series 14
CRAMMING OVER OUT RUDS
The Consequences of Cramming Over Out Ruds
The Broader Area of Situation that Must Also be Handled

HCOB 18 Mar 1975R Cramming Series 15R Rev. 25.8.81
METER USE IN QUAL
The Use of the Meter in Cramming
Why the Meter is Used

HCOB 29 Aug 1981 Cramming Series 16
CRAMMING AND VERBAL TECH
Definition of Verbal Tech
Examples of Verbal Tech
Handling Verbal Tech

HCOB 1 May 78R Cramming Series 17R Rev. 30.8.81 TECH QUALITY
Handling the General Outness of Out-TRs and Metering

HCOB 2 June 1978RA Cramming Series 18RA
Re-rev. 30.8.81 CRAMMING REPAIR ASSESSMENT LIST

Why the Cramming Repair Assessment List was Developed
When the List is Used
How the List is Used

HCOB 24 Sep 1979R Cramming Series 19R
Rev. 26.8.81 FLYING RUDS IN CRAMMING
How to Fly Ruds in Cramming
The Way to Handle Someone Who has been Crammed over Out Ruds in the Past
Cramming Officer Requirements for Flying Ruds
Cramming Worksheets
C/S OK for Flying Ruds in Cramming
Folder Check before Cramming
How to Handle Someone Who has been «Crammed» or has had other Qual Corrective Actions and has Gotten Worse, or Made No Improvement

HCOB 21 Dec 1979 C/S Series 107
Cramming Series 20
Qual Corrective Actions on OTs Series 1
AUDITOR ASSIGNMENT POLICIES,
CRAMMING ASSIGNMENT POLICIES
Auditor Assignment Policies
Policies on Assigning Cramming Officers to OTs
Subjective Questions and Actions
Objective Questions and Actions
Actions which are OK on OTs
Actions which are Not OK on OTs

HCOB 11 Jan 1980 I C/S Series 108
Cramming Series 21
QUAL CORRECTIVE ACTIONS ON OTS
Why it is Necessary to have OT Versions of the Various Qual Corrective Actions
Actions which are Not OK on OTs
How to Detect Flubbed Cramming
Actions that Can be Done

HCOB 30 Aug 1981 Cramming Series 22
CRAMMING OFFICER PITFALLS
The Most Common Cramming Officer Pitfalls

HCOB 31 Aug 1981 Cramming Series 23
STABLE DATA FOR CRAMMING OFFICERS
8 Stable Data for Cramming Officers
Additional New Cramming Issues are:

HCOB/PL 1 Sep 1981 CRAMMING BTBs AND BPLs CANCELLED
Why the Cramming BTBs and BPLs were cancelled

HCOB/PL 2 Sep 1981 THE CRAMMING OFFICER
A Cramming Officer does Not Have to be an Expert in the Subject He is Cramming Someone on
Cramming Officer Post Requirements
The Senior Cramming Officer
Senior Cramming Officer Requirements
Cramming Officer Enhancement
Responsibilities of a Cramming Officer

The Importance of Word Clearers
Handling Cramming in a Large Org
Caring for the Individual

HCOB/PL 16 Aug 1981 THE PURPOSE AND FUNCTION OF CRAMMING

The Definition of Cramming
The Definition of the Cramming Unit
The Evolution of Cramming
Cramming and Production
The Purpose of the Cramming Unit
Functions of Cramming
The Product of the Cramming Unit
The Importance of Cramming
New cramming HCOBs may be added to this Series from time to time.

All Cramming Officers have the responsibility of learning the data in this Series, including doing the necessary High Crime checkouts, without delay.

This new Cramming Series, put to use, will bring about a new era for Qualifications Divisions by strengthening the effectiveness of their corrective actions. This will in turn strengthen our organizations.

So put it to good use!

L. RON HUBBARD

FOUNDER

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Cramming
Officers
Qual

Cramming Series 2
THE BASIC CRAMMING PROCEDURE

Cramming someone is a very direct and in most cases a very simple procedure.

Actually, cramming was never complex, but due to a lack of a full understanding of the whole subject on the part of some Cramming Officers, it was at times made to seem that way.

The Simplicity of the Procedure

When I am engaged in any corrective activity, I automatically assume that it is going to be a very fast and easy job to handle, and in most cases it is.

Procedure

Listed out here are the steps of the basic cramming procedure. They are not rote steps. They are monitored by the product the Cramming Officer is going for which is: **THE PERSON CAN ACTUALLY NOW GET THE PRODUCT HE REQUIRED CRAMMING ON.**

This is how a Cramming Officer would operate if he wants to get such a product:

1. Check the person's pc folder to ensure it is all right for him to be crammed (i.e. he's not sitting there with an outlist or is not already in the middle of some other correction action, etc.).
2. Familiarize himself with the cramming order.
3. (a) With the person on the meter, show him the cramming order.

(b) If he isn't F/Ning and ready to get on with the cram, assess the ruds and fly any which read (a simple action which is sometimes overcomplicated by those who don't understand what rudiments are or how to handle them).
4. Go over the cram with the person and determine the actual error made.
5. Loosely locate and then narrow down the area of the outness underlying the error. Determine exactly what it was that the person missed, didn't grasp or hadn't drilled.
6. Draw up the cramming program for the person to do (unless the cramming order itself covers everything sufficiently).
7. Send the person to do the assignment (Cramming Officer oversees study, word clearing, starrates and drilling).
8. Interview the person after completion of the assignment to ensure the situation is handled and that the person can actually now get the product.

Each of these steps is amplified below to impart further technique, but the above are the basic steps which have to be accomplished in a cram.

STEP ONE—Checking the Person's PC Folder

Ensure that you are qualified to cram the person per HCOB 21 Dec 79 C/S Series 107 Cramming Series 20 AUDITOR ASSIGNMENT POLICIES, CRAMMING ASSIGNMENT POLICIES. If you are not qualified to cram him or her yourself due to case level then you must send the individual to the staff member who has been set up to handle such emergencies by the Qual Sec.

If you are qualified to cram the person, look over his or her pc folder to ensure that there is no auditing or other correction cycle in progress which would need completing before the cramming cycle can be started. Flying ruds and cramming, for example, would never be done over Out Int or Out Lists, nor would it be done in the middle of an engram chain or other Qual corrective action nor if the pc was C/Sed to get a flubbed action repaired. (Ref. HCOB 24 Sep 79R Cramming Series 19R FLYING RUDS IN CRAMMING)

If, on checking the folder, it is found that the person is in the middle of an Int repair or Int handling, or the handling of Out Lists, or that he has been C/Sed to receive either of these, or if he has been C/Sed to get a flubbed action repaired, or has already been started on a Qual corrective action, the Cramming Officer must ensure the needed action is actively being carried out and gets completed so the person can be gotten into cramming. He liaises with the C/S and SSO as needed to ensure this gets done.

STEP TWO—Familiarizing Yourself with the Cramming Order

Simply make sure you understand the cramming order itself before you try and cram someone on it.

If the cram is on an area or subject you are unfamiliar with, you can quickly obtain and scan through the basic or key issues on the area or subject to get a rudimentary knowledge of the area being addressed so as to be able to spot outpoints.

In cramming auditors it is helpful to go over the session worksheets to isolate the errors before attempting to cram the person. Often additional errors are found this way. The errors can be marked in a different color ink so that when you go over it with the auditor these points will be in plain view.

In doing admin crams you may want to examine the flubbed product yourself, where this is feasible, before sitting down with the person. This is often very revealing and can save time later.

Note of this can be used to delay or backlog cramming actions, however. The Cramming Officer must be very competent at doing any such preliminary checking with speed and certainty.

STEP THREE—Beginning the Cram

a) Once it is clearly established that all is OK to begin the cramming action, show the person the cramming order. (At this point you do not want to go into detail on it, but just ensure that the individual understands what action is being started. This Way any bypassed charge on the cramming cycle itself will be picked up and handled in the ruds.)

b) Assess the ruds exactly per HCOB 24 Sep 79R, FLYING RUDS IN CRAMMING. Fly any that read.

This step has been made overly complex by some. One Cramming Officer had an auditor take the person into a formal session. The person was F/N and VGIs at the start of the session but the auditor then proceeded to «fly his ruds» for half an hour. But the person was already F/N, VGIs!

Cramming Series 14 CRAMMING OVER OUT RUDS and Cramming Series 19R FLYING RUDS IN CRAMMING must be understood or all sorts of wild complexities will be added to the simple datum: DO NOT CRAM SOMEBODY OVER OUT RUDS.

STEP FOUR—Determining the Error

a) With the person still on the meter now go over the cramming order in detail. Make sure that the cram is fully understood and that there are no MUs on the cramming order itself. This can include M4 word clearing the order if necessary.

The cramming order should state what the specific error is and list the specific HCOB, Policy Letter, book, tape, etc., which has been violated.

b) Establish with the person that that is the error he made, or if not, what error he did make.

NOTE: He may have a different version of what he actually did, or he may come up with additional errors not mentioned in the cramming order. In any case, something went wrong which landed the person in cramming, so at this point establish with the person (so that he has a good reality on it) what did occur.

c) Find out what reference(s) or data the person was operating on when he made the error. Establish that these are the correct references that cover the action, and if there are additional HCOBs, PLs, etc. that specifically apply dig these up as well.

d) With the person on the meter, determine the following:

1. Has he never studied the correct references?
2. Has he been given verbal data on the subject or action?
3. Has he been given false data on it?

(Note: False data is checked at this point to permit the person to get off at once any false data he knows he has been given. However, false data may need to be checked again later in the cram after the person has been given the correct data on the subject and if he has difficulty assimilating the correct data. Ref. HCOB 7 Aug 79 Product Debug Series 8 FALSE DATA STRIPPING)

4. Has he never been drilled on the actions to a point of confidence in applying them?
5. Does he have any known confusions on the applicable references?
6. Is he aware of any confusions in other related areas?

Note: This is done as metered Two-Way Comm. Ask the person about the above possibilities, observe his indicators, get his data, etc. This is not a rote action but is an outline of the things one would want to check into.

With the above data you will have a good picture of what will need handling in regard to the immediate and obvious goof.

STEP FIVE—Locating The Underlying Outness

If the person has never read the correct reference, find out why not.

If the reference concerned is found to be missing from his hat checksheet and if that reference belongs on the checksheet his senior should be informed and the matter remedied, with the particular reference added to his hat.

You may sometimes find that a person is doing an action he was never trained on. This could be an ethics matter if it's a technical action such as auditing. Get the data and write any needed ethics chits. Then send the person to the SSO to get the needed training added to his TIP.

If the person has previously studied the correct references, yet still goofed, you now (a) loosely locate, then (b) narrow down the area of the outness underlying the error.

This needn't and shouldn't be a lengthy step but it must not be excluded if the cram is to be taken to a full and complete done.

(During the course of the cram, the Cramming Officer is going to ensure the person does understand the materials that apply to the immediate and the obvious goof. But the originator of the cram may have seen only the error resulting from an earlier outness. Qual's job is to locate the cause of the error and get it handled. Otherwise, the person is going to repeat the same goof and the Cramming Officer will get into a repeating cycle of mere outpoint-correct. Ref. HCOB 10 June 73RB, Cramming Series 10RB CRAMMING)

Sometimes this step may be accomplished fairly quickly by simply asking, «What didn't you understand (or «What difficulty were you having...» or «What were you uncertain about...») just before you made the error?» and you may get it immediately. In some instances it may require more sort out, and the Cramming Officer would isolate the underlying cause of the error by determining:

Where was the person last doing well?

Where did he run into trouble?

To establish that point exactly, come forward from the point the person was doing well (going over the materials or the action with him) to the point where he first hit a confusion or difficulty. The underlying cause of his error (the misunderstandings and/or skipped gradient, etc.) will be found immediately before that point. Determine exactly what it was there that he missed, didn't grasp and/or didn't drill thoroughly enough, and you have what needs to be handled.

If the Cramming Officer knows his Study Tech and Cramming Tech he can isolate the underlying outness swiftly.

STEP SIX—Drawing Up The Program

With the data from Steps 4 and 5 you will have isolated fairly closely what it is you are dealing with, and the reference materials that apply.

YOU NOW DRAW UP THE CRAMMING PROGRAM (unless of course the cramming order itself covers everything that's needed).

The program is done in duplicate and will consist of the series of actions the person is to do under the Cramming Officer in order to terminatedly handle the situation.

The original is given to the student and the copy is kept by the Cramming Officer.

In making up this program, the Cramming Officer has all the tools of cramming at his disposal. (Ref. HCOB 20 Aug 81 Cramming Series 4, CRAMMING TOOLS) The program should consist of standard Scientology study and corrective actions. He uses the exact tools required to most swiftly and thoroughly resolve the situation so that it will not recur. He makes sure the program is designed to handle the error and the outness that preceded it.

Should the program be lengthy and begin to look like a course checksheet, then the person would need to be retreaded. A program that is to be done in the cramming area should be one that can be completed with rapidity.

MUs are handled with standard Word Clearing. False Data is handled exactly per HCOB 7 Aug 79 FALSE DATA STRIPPING. Inadequate drilling is handled by simply finding out what has not been drilled to proficiency and drilling it until he has total confidence in doing it.

If drilling gets into a long drawn out cycle realize you may be dealing with a skipped gradient, MUs or false data. (Ref. HCOB 25 Jun 71R, W/C Series 3R, BARRIERS TO STUDY, HCOB 4 Sep 71 II, W/C Series 19, ALTERATIONS, HCOB 7 Aug 79 FALSE DATA STRIPPING, Tape: 6408C06 SHSBC - 34 Study Tape 4 STUDY— GRADIENTS AND NOMENCLATURE)

Don't neglect to include clay demos in the program when these seem to be indicated, as they may be what is needed to bring the person to a full understanding of the materials on which he is being crammed.

STEP SEVEN—Doing The Program

The individual now goes about doing the cramming order program as laid out by the Cramming Officer.

The Cramming Unit Word Clearer does as much of the required word clearing as possible. He would never sit idle and allow the Cramming Officer to word clear when there is word clearing to be done.

However, if there is heavy traffic in cramming, the person being crammed, wherever possible, would be twinned up with another cramming student preferably of comparable training level. If trained to do so they can do Word Clearing on each other and drill and starrate each other as needed.

This does not relieve the Cramming Officer of his responsibility to do final checkouts on key issues and clay demos and to oversee the drills as they are done.

STEP EIGHT—Completing The Cram

Upon completion of the cramming cycle, interview the student or staff member on the meter to ensure that the causes for the errors have been fully handled and the person now feels confident in the area or actions on which he was crammed.

(This is a flub catch step to make sure that the person is F/Ning and VGIs on each step done on the cramming program.)

If the interview uncovers an incomplete or quickied step the Cramming Officer must establish exactly what has been omitted or left incomplete on the cramming cycle and see to it that the exact outness is then terminatedly handled.

A person who has not validly completed the cycle or is still in some confusion will be very easy to spot as he will not be F/Ning or VGIs.

To aid in catching incomplete cramming cycles the Cramming Officer should have a very thorough grasp of HCOB 3 May 80 PC INDICATORS, as these indicators are also very applicable to a person being crammed.

When the exact situation is handled and the person is VGIs, the Cramming Officer sends him to get an after cramming exam and to write a success story.

A report on the completed cram is then sent to the originator of the cramming order (with a copy to the person's pc folder), stating fully what was found, how it was handled and the results.

The folder copy of the cramming report plus worksheets of all cramming actions (ruds, word clearing, Cramming Repair Lists, Product Debug actions, False Data Stripping, etc.) along with any Exam Reports, the cramming order and/or the cramming program, are put in the person's pc folder when the cram is completed. The folder is then routed to the Case Supervisor. (With an extensive cram or if the person being crammed is currently being audited, the worksheets and any correction lists should be put into the person's pc folder at once.) The Case Supervisor must verify that correct tech was applied and also see to it that any out tech or failure to handle is corrected. (Ref. HCOB 24 Sep 79R, Cramming Series 19R, FLYING RUDS IN CRAMMING)

WHEN THE BASIC CRAMMING PROCEDURE

DOES NOT SEEM TO BE HANDLING

If at any time during the Basic Cramming Procedure it starts to get into a vagueness or the student is showing signs of uncertainty that what is being addressed is the real area of trouble, you are most likely way off the correct area that needs handling.

First look earlier than the point you are examining as the error may have a more basic source. If that does not reveal the correct area of trouble, go back and establish exactly what was done that resulted in the cramming order being issued. This could mean, in the case of cramming an auditor, going over the pc folder again. Or, if you are doing an admin cram, going into the person's area to have him show exactly what he did. (In extreme cases you may need to go over the situation with the C/S or the staff member's senior. If this is needed, it is best done in writing, especially when a C/S is involved.)

Taking an action such as going to the registrar's office to see how the Reg does an interview can save a Cramming Officer hours of floundering in trying to find what the Reg does wrong during his reg interviews. The Cramming Officer may go in there and find him telling a public person that he's not quite sure what the course donations are!

Having the auditor set up and drill all the actions of a session in front of you can be as revealing as any crystal ball. He may fumble with his pen and worksheets, drop his lists, fail to keep the meter needle on set, etc. This very quickly shows why his pcs aren't fully in session and a program can then be drawn up for him to do to terminatedly handle the situation.

Whether by going into the person's area to see him perform the action, having him drill the action in cramming, or even getting him to clay demo the cycle, you are still going to clearly see the outnesses, which are usually quite big. You simply have to compare what he is doing to the correct tech or policy relating to the activity.

If the cram bogs down or indicators of by-passed charge from the cram become evident, a Short Cramming Repair List (HCOB 19 Aug 81 Cramming Series 3) should be done.

Additionally the Cramming Officer has the benefit of the use of the appropriate correction list for the difficulty that is not resolving, an Auditor Correction List for an auditor having a rough time, for example. (Ref. HCOB 24 Oct 76R C/S Series 96R, DELIVERY REPAIR LISTS) In such cases, the Cramming Officer would have the action done by the Review Auditor. Note:

C/S OK would have to be obtained before many of these lists could be done.

DOING THE FULL DEBUG PROCEDURE

If you have gone through the above steps and the situation has not been resolved, then it's time for a full debug. This is done exactly per HCO PL 23 Aug 79 II Product Debug Series 2, DEBUG TECH CHECKLIST.

In some instances a full product debug per the Product Debug Series is indicated right at the start and in such a case one would not even waste time going through the lower gradients of handling.

The types of situations which would prove more profitable to handle with a full debug right from the start are:

- a) A person making lots of different errors in various areas in spite of previous standard cramming.
- b) Repeated crams on the same area.

- c) There is a lack of viable products from the person's area, again despite good standard cramming.
- d) A person who no matter what has been done to correct him just can not get out a product.

However, if a person is badly bogged he would need handling as laid out in HCOB 28 Aug 81 Cramming Series 13, HANDLING THE BADLY BOGGED INDIVIDUAL.

In an organization where there is a full time Debug Specialist posted in addition to a Cramming Officer, the Cramming Officer would turn over the debug to him.

In a small org without the facility of a full time Debug Specialist, the Cramming Officer would get his other cramming students moving along on their cycles in order to prevent any backlogs from occurring; then he would return to do the full Debug Cycle. It has been found that a very successful way to do the debug on a staff member is for a few hours each day and then have the person return to his post. This would have to be judged on an individual basis depending upon the person's post, the type of bog that he was in, and whether or not the person is able to get any post production done at all.

STUDENT HAT OMISSION

If during cramming it is found that the person cannot or does not know how to assimilate data and you discover that he has never done or has falsely passed the Student Hat or the Basic Study Manual, you had better get that handled before trying to have him study any more material. (Ref. HCO PL 25 Sep 79 I URGENT—IMPORTANT, SUCCESSFUL TRAINING LINEUP)

Continuing to study over that situation would result in very slow, if any, progress as the very basics of being a student are not in.

THE IMPORTANCE OF BASICS

If the person is not correcting easily, very often you will find that the trouble is caused by out-basics on the subject or action with which he is having difficulty.

When you see someone moving like molasses, unable to get something done, it's normally because they lack the basics of the subject where it exists. This can result in the person thinking all data is as important as all other data and all advices are as important as all other advices. What they have missed is that the right data they would need is the simple basics that underlie all the other data and which, if applied, get you the product. A datum is just as valid as it gets you the product. So when the person is slow and fumbly, know what you're looking at—an absence of basics.

Any time you are trying to cram someone and getting nowhere, you'll find it's a lack of basics. You can't handle someone who has a multitude of misunderstood words for which he has no basics, and you can't clear up false data on a person who has no basics on the subject.

Tech basics would include such things as data on the mind, the Auditors Code, Axioms, the Tone Scale, TRs and metering, etc. Admin basics cover such things as data on Dev-T, Hats, cycles of action, and terminals, dispatch routing, Org Boards, CSW procedure, etc.

One of the more successful actions in getting in basics is to have the person word clear and demo or, more preferably, in clay the basic terms of a subject. (Ref. HCOB 10 Dec 70R I CLAY TABLE WORK IN TRAINING, HCO PL 20 Nov 70 Personnel Series 12, Org Series 15 ORGANIZATION MISUNDERSTOODS, HCOB 21 Jun 72 II, W/C Series 39, METHOD 6)

The only trouble a Cramming Officer is doing to run into when he tries to solve this is his own lack of realization that every subject has its own specific basic laws and the only problem he's going to run into is where to find them. If he can't solve that he isn't going to get much of any place. When he is trying to cram Dianetics and Scientology, that's a piece of cake. He's got the Dianetic and Scientology Axioms, the HCOB volumes, the OEC volumes, you name it. In other subjects the Cramming Officer has more of a problem. Not all subjects have valid texts available and there are many false texts around. This is the problem the Cramming Officer has when he is trying to cram personnel on another technical area. But there are also valid texts on the various technical subjects around. They are usually the older texts on the subject. So when the person is having trouble on a subject other than Dianetics or Scientology a valid text will have to be tracked down and used for the cramming.

In any cramming, when the person isn't really grasping it, one must check for out basics. Out basics on a subject (or on earlier similar subjects) will hang things up until found and handled.

The watchword, when you have any false data somewhat stripped off, is to cram the person on the actual basics and let him put the real basic in place to hold back the confusion. When a real basic is there, the confusions disappear.

SUMMARY

Remember that situations do not just happen, they are created. Someone did something or failed to do something which then resulted in that situation, as he was operating on some sort of aberrated datum. If this datum is allowed to continue to exist and be operated with then the same situation is going to recur. This datum can be anything from not having the correct data and thus substituting some other data which does not apply, to MUs, False Data, fixed ideas, etc.

The Cramming Officer is expected to unearth and clear up this datum so that it ceases to be effective on that person and in this way clear that aberration out of the Third Dynamic so the situation does not recur and another cram become necessary on the same subject, or even lead into a Third Dynamic Justice action.

The person is there in front of you now, so handle him terminatedly. This way you get your product, the org survives that much better and everyone wins.

The Basic Cramming Procedure is laid out here very simply and is easily followed.

All the corrective technology that a Cramming Officer needs to know in order to be able to get uniformly excellent results is contained in the HCOBs which now comprise the Cramming Series and their references.

Providing that the Cramming Officer is an expert in E-Meter reading, has good TRs and recognizes the importance of basics, he will win every time and so will the individuals that he crams.

L. RON HUBBARD

FOUNDER

Assisted by

Research and Technical

Compilations Unit

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HCO BULLETIN OF 19 AUGUST 1981

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Cramming Series 3

SHORT CRAMMING REPAIR LIST

Ref: HCOB 21 Dec 79 C/S Series 107 Cramming Series 20
Qual Corrective Actions on OTs Series 1
AUDITOR ASSIGNMENT POLICIES,
CRAMMING ASSIGNMENT POLICIES

This list is for use by Cramming Officers (qualified to fly Ruds) to quickly sort out the reason why a cramming cycle in progress is bogging.

It contains the most likely reasons that would bog a cram and saves doing a full Cramming Repair Assessment List when the cramming cycle is hanging up on, say, a bypassed Mis-U. It does not replace or cancel HCOB 2 Jun 78RA, Revised 30 Aug 81, Cramming Series 18RA CRAMMING REPAIR ASSESSMENT LIST.

Assess this list Method 3 and handle each read as instructed. When the bog is cleared up, complete the cramming cycle.

If an item will not go to F/N or if the bog doesn't resolve, either do a Cramming Repair Assessment List if you are qualified to do so or end off and send all worksheets, etc. from the cramming cycle along with the person's folder to the C/S.

NAME: _____ DATE: _____

Prefix: «On this cramming cycle...»

1. IS A WRONG AREA BEING ADDRESSED? _____
(If so, indicate it, Itsa E/S to F/N. Then locate the correct area.)
2. IS THERE AN ARC BREAK? _____
(ARCU CDEINR E/S to F/N.)
3. IS THERE A PRESENT TIME PROBLEM? _____
(Itsa E/S to F/N.)
4. HAS A WITHHOLD BEEN MISSED? _____
(Handle the missed W/H E/S to F/N.)
5. HAS THERE BEEN AN INVALIDATION? _____
(Itsa F/S Itsa to F/N.)
6. HAS THERE BEEN AN EVALUATION? _____

(Itsa E/S Itsa to F/N.)

7. HAVE YOU BEEN UPSET BECAUSE SOMEONE SEEMED MAD AT YOU? _____

(ARCU CDEINR E/S to F/N.)

8. HAS A MISUNDERSTOOD BEEN MISSED? _____

(Locate it and clear it to F/N.)

9. HAS AN AREA OF CONFUSION BEEN MISSED? _____

(Locate it and handle by finding the MUs and clearing each to F/N.)

10. IS THERE SOMETHING YOU STILL DON'T UNDERSTAND? _____

(Find out what and handle per Word Clearing Tech.)

11. IS THERE AN UNDISCLOSED OUT-ETHICS SITUATION? _____

(Handle as a withhold E/S to F/N. Then, if the situation is serious enough to warrant breaking off the cram, send the person to Ethics.)

12. IS THERE SOMETHING ELSE WRONG? _____

(Find out what and handle to F/N if possible. If it is something beyond the scope of Cramming like a case problem send the folder with all the data to the C/S.)

L. RON HUBBARD

FOUNDER

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Officers
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Cramming Series 4

CRAMMING TOOLS

When one sees staff or students being returned to Cramming repeatedly for the same or similar outnesses, it's a pretty sure sign there's a Cramming Officer sitting on the post who doesn't know his tools.

He either doesn't know what his tools are or he doesn't know how to use them.

The Cramming Officer of today is fortunate in that he has at his disposal the wide array of debug and corrective materials researched and proven over the last 30 years.

A comprehensive list of these materials is laid out in this issue. The list does not substitute for nor change the basic cramming procedure given in Cramming Series 2, which shows the simple steps the whole cramming cycle goes through. What it does do is provide a concise view of the keg materials available to a Cramming Officer to use in following the basic cramming procedure to get cramming successfully done and achieve his product.

THE TOOLS OF CRAMMING

The list below, while broad, does not pretend to be a full and final list of all the materials a Cramming Officer might need or use, nor is he limited to these alone. There are additional correction lists, additional remedies which might be employed, and there may be new debug or corrective actions developed from time to time.

What is given here are the tools most frequently used in standard cramming actions. There is no particular significance to the sequence in which they are listed.

ALL FORMS OF WORD CLEARING
ALL FORMS OF STUDY TECH
THE STUDY TAPES
CLAY DEMOS
TRS
UPPER INDOC TRS
LRH MODEL AUDITING TAPES
ADMIN TRS
DRILLING OF SPECIFIC ACTIONS, PROCESSES OR ROUTINES
VERBAL TECH CHECKLIST
BASIC AUDITING TAPES (ESSENTIALS OF AUDITING SERIES)
BASIC AUDITING SERIES HCOBs
USE OF TAPING AND VIDEO
FALSE DATA STRIPPING
CRASHING MU FINDING
E-METER DRILLS
ASSESSMENT DRILLS

ANTI Q AND A DRILL
WORD CLEARING CORRECTION LIST
CRAMMING REPAIR ASSESSMENT LIST
SHORT CRAMMING REPAIR LIST
STUDY CORRECTION LIST
STUDENT CORRECTION LIST
STUDY GREEN FORM
STUDENT REHABILITATION LIST
FULL PRODUCT DEBUG
LEARNING DRILLS
REMEDY A
REMEDY B
STUDENT RESCUE INTENSIVE
STRESS ANALYSIS
NED AUDITOR ANALYSIS LIST
AUDITOR CORRECTION LIST
HC OUT POINT—PLUS POINT LISTS
VARIOUS POST CORRECTION LISTS

The majority of these actions can be done as a part of the cramming cycle without any specific C/S okay. However, any which are major case actions, such as a Student Rescue Intensive, Study Green Form, etc., must be C/Sed for.

Whether the Cramming Officer does the action himself or has a classed auditor do it does not change the fact that he is the person responsible for seeing that the cycle is taken to a done.

THE BASIC TOOL

THE BASIC TOOL OF CRAMMING IS THE TECHNOLOGY OF FINDING AND CLEARING MISUNDERSTOOD WORDS.

The data on this is fully covered in the Study Tapes and the Word Clearing Series, and there is no need to repeat the whole of that technology here.

However:

- a) as a Cramming Officer is concerned with the cause of the trouble, and
- b) as the cycle of an overt begins with a misunderstood word or symbol, one can easily see the importance of Word Clearing in cramming.

There is the simple, standard action of taking the Bulletin or Policy Letter the person is hung up on, locating the misunderstood word in it (or in an earlier Bulletin or Policy Letter) and clearing what is found. This alone can work quite magically, often to resolve the entire situation.

Sometimes the person has even gone past 20 or 30 misunderstands and each one has to be found and defined if he is to be terminatedly handled and gotten back on the rails.

THE CHOICE OF TOOLS

Deciding which tools are needed in order to attain a fully handled cramming cycle is not some magical ability which some Cramming Officers have and others do not.

It's a matter of knowing the whole range of tools available, knowing how to use them and what they can accomplish, used correctly. It's also a matter of a Cramming Officer studying and drilling the use of his tools in order to be flawless in their application.

After studying this issue, one should review Cramming Series 2 and work out at which point in the procedure each of the tools in this issue might be likely to be used.

THE E-METER

The E-Meter as a tool for the Cramming Officer deserves its own special mention here.

A Cramming Officer must be able to operate an E-Meter, be able to fly ruds and assess and handle prepared lists. He must also be able to find areas of confusion and uncertainty using the meter.

In the hands of a competent operator the meter becomes an invaluable tool in determining where an area of trouble lies, what needs to be done and when to do it.

KEEPING A CRAMMING LOG BOOK

An admin tool for the Cramming Officer is the Cramming Log Book. In this he logs every cramming cycle.

The Cramming Log Book should contain a brief but complete record of the cycle. The following might be necessary to provide a complete enough record:

- a) Name of the person crammed.
- b) Post title/student (note on which course).
- c) Date the cramming started.
- d) Reason sent to cramming/subject needing to be crammed on.
- e) Cramming actions taken.
- f) Date the cramming cycle is completed.
- g) Name of the Cramming Officer.

A cramming log need not cover all of these points, as the needs will be different for different Cramming Officers. However the log should at least contain items (a), (c), (d), (e) and (f).

The cramming cycle is entered in the log book when the cram is begun and checked off when fully done. Thus incomplete cycles can be spotted by glancing through the book at any time.

The Log Book provides the Cramming Officer with a record of all the persons who come to cramming, from what areas and on what subjects. He can then easily locate any area which is a high percentage cramming area, investigate for unhattedness, out tech, out supervision, etc., and, if warranted, get the area itself corrected.

It also gives a record that he can review in order to check up on those who have left cramming, to ensure they are now doing well. Additionally, it provides data for executive or HCO inspections.

A system of baskets is also helpful in monitoring the load of crams. One successful system consists of an IN Basket (for crams received but not yet started), an IN PROGRESS Basket, a CRAMS COMPLETED Basket (where the cram goes prior to the cramming report being written to the originator) and a HOLD Basket (for crams which cannot be done at the time due to the person being in the middle of a repair action, or being away from the org, etc.).

TECHNICAL REFERENCES FOR CRAMMING TOOLS

The following list of technical references is provided to assist the Cramming Officer in becoming thoroughly familiar with the tools at his disposal.

THE FULL WORD CLEARING SERIES (Technical Volumes)

THE STUDY TAPES

THE STUDY SERIES (Technical Volumes)

THE BASIC AUDITING SERIES HCOBs (Technical Volumes)

HCOB 8 Sep 64, OVERTS, WHAT LIES BEHIND THEM

HCOB 11 Oct 67, CLAY TABLE TRAINING

HCOB 10 Dec 70R I Rev. 10.2.81, CLAY TABLE WORK IN TRAINING

HCOB 16 Aug 71RA Re-rev. 4.8.80, TRAINING DRILLS REMODERNIZED

HCOB 17 May 80, ADMINISTRATIVE TRAINING DRILLS, ADMIN TRS

HCOB 7 May 68, UPPER INDOC TRS

THE BOOK OF E-METER DRILLS

HCOB 22 Apr 80, ASSESSMENT DRILLS

HCOB 20 Nov 73 I, 21st ADVANCE CLINICAL COURSE TRAINING DRILLS
(Anti Q and A Drill)

THE BOOK OF CASE REMEDIES (Remedy A & B)

HCOB 13 Sep 67, REMEDY B

HCOB 21 Feb 66, DEFINITION PROCESSES

HCOB 13 Jun 70 II, HUBBARD CONSULTANT STUDY STRESS ANALYSIS

HCOB/PL 7 Aug 79, Product Debug Series 8, Esto Series 36,
FALSE DATA STRIPPING

HCOB 17 Jun 79, W/C Series 61, Product Debug Series 3, URGENT—
MPORTANT, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES
OF ACTION AND PRODUCTS

HCOB 27 Nov 78, W/C Series 35RF, WORD CLEARING CORRECTION LIST

HCOB 23 Nov 68RB III Re-rev. 4.9.78, STUDENT RESCUE INTENSIVE

BTB 4 Feb 72RE Rev. 22.2.77, Study Series 7, STUDY CORRECTION LIST
REVISED

HCOB 4 May 81, Study Series 10, THE STUDY GREEN FORM

HCO PL 23 Aug 79 II, Esto Series 38, Product Debug Series 2,
DEBUG TECH CHECKLIST

HCOB 23 Aug 79 II, Product Debug Series 10, PRODUCT DEBUG
REPAIR LIST

HCOB 2 June 78RA Re-rev. 30.8.81, Cramming Series 18RA,
CRAMMING REPAIR ASSESSMENT LIST

HCOB 5 May 81, Cramming Series 3, SHORT CRAMMING REPAIR LIST

HCOB 27 Mar 72RB I Re-rev. 28.1.81, STUDENT CORRECTION
LIST—REVISED

HCOB 15 Nov 74, STUDENT REHABILITATION LIST

HCOB 28 Aug 70RB Rev. & Reinstated 27.1.81, HC OUT-POINT
PLUS-POINT LISTS RB

HCOB 27 Mar 72RB III Rev. 8.11.80, Study Corr List 3RB,
AUDITOR CORRECTION LIST AUDITOR

RECOVERY

HCOB 20 Sep 78 III, NED Series 18, C/S Series 103,

NED AUDITOR ANALYSIS CHECKLIST

HCOB 9 Feb 79, HOW TO DEFEAT VERBAL TECH

LRH MODEL AUDITING TAPES (Tech Vol VIII, Page 33)

HCOB 26 Jun 81, USE OF LRH MODEL AUDITING TAPES

The Technical Volumes, the OEC Volumes, the Technical Dictionary, and the Admin Dictionary, as well as the full list of Dianetics and Scientology Books, also exist as tools for the Cramming Officer.

SUMMARY

Whichever of the available tools he uses, the Cramming Officer is aiming at the product of a person who is terminatedly handled on the area with which he has been having trouble.

A repeat cram on the same area indicates a flubbed product and a failure on the part of the Cramming Officer to locate the actual reason for the trouble or to make the right choice of the tools needed to handle it.

So it's a matter of the Cramming Officer knowing what his tools are, knowing how to use them, and knowing when to use them. That is the key to his achieving 100% uniformly excellent results and high quality products.

L. RON HUBBARD

FOUNDER

Assisted by

Research and Technical

Compilations Unit

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HUBBARD COMMUNICATIONS OFFICE
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Remimeo
Cramming
Officers
Qual

Cramming Series 5

**HOW A CRAMMING OFFICER ENSURES
THAT HE HAS NO BACKLOGS**

Ref:

HCO PL 4 Oct 70	QUAL HAS NO BACKLOG
HCOB 21 Dec 79	C/S Series 107 Cramming Series 20 Qual Corrective Actions on OTs Series 1 AUDITOR ASSIGNMENT POLICIES, CRAMMING ASSIGNMENT POLICIES
HCOB 11 Jan 80 I	C/S Series 108 Cramming Series 21 QUAL CORRECTIVE ACTIONS ON OTs

The Cramming Officer must never, ever have a backlog of crams to do.

(Ref. HCO PL 4 Oct 70 QUAL HAS NO BACKLOG)

Certain situations can occur which threaten the Cramming Unit with a backlog. This issue delineates these situations and provides handlings for them.

1. AN OT NEEDS A CRAM DONE ON NON-CONFIDENTIAL MATERIALS BUT THE CRAMMING OFFICER IS NOT AN OT.

(Ref. Cramming Series 20 and 21)

Cramming Series 20 (HCOB 21 Dec 79, AUDITOR ASSIGNMENT POLICIES, CRAMMING ASSIGNMENT POLICIES) states:

«IT IS POLICY NOT TO ASSIGN NON-OT CRAMMING OFFICERS TO OTs AND THE CRAMMING OFFICER MUST NOT BE OF LOWER CASE LEVEL THAN THE OT.»

Where the situation of OTs needing cramming but no OT Cramming Officer in the org happens frequently an OT Cramming Officer must be posted, at least on a part-time basis.

Where such a situation does not occur too frequently, the following is the procedure for handling:

- a. A qualified OT (i.e., of the same case level as the person being crammed) checks the folder to ensure the OT needing cramming is not in the middle of a major action or repair cycle.
- b. If okay to do so, a qualified OT first shows the person the cramming order and then flies the person's ruds per Cramming Series 19RA, FLYING RUDS IN CRAMMING.
- c. The non-OT Cramming Officer takes over after the ruds are flown, and does an unmetered cram on the OT being crammed.

In essence, the action would consist of sitting down with the person, off the meter, finding out where the errors lie and getting the person to study the relevant material. Word Clearing (except Method One Word Clearing which asks «Earlier/similar»), demos, clay demos, drills and starrates may be done, as specified by the Cramming Officer.

Cramming Series 20 and 21 clearly lay out what is okay to do and what is not okay when cramming an OT in this situation.

d. There is one major precaution: NO SUBJECTIVE QUESTIONS ARE ASKED.

Cramming Series 20 and 21 cover this point.

e. If a bog occurs which does not resolve the person is sent to the examiner and the exam and all cramming worksheets are gotten to the person's pc folder and sent to the C/S at once.

NOTE: Worksheets done during an unmetered cram go in the person's pc folder the same as with metered crams.

NOTE: Under no circumstances can a Cramming Officer cram a person on confidential data if he himself is not at least at a case level to which the confidential data pertains.

2. THE PERSON NEEDS CRAMMING BUT CANNOT BE PUT ON THE METER.

Every now and then you will find somebody with a cram who is in the middle of an Int Rundown or who has out lists or who for some other case reason can't have his ruds flown, can't be put on a meter in cramming or can't be word cleared.

Even though Cramming does not treat people as cases—it treats them as students or auditors or staff members—a person with out Int or an out list is not in a position casewise to be crammed and any cramming must wait until the out Int or BPC from the out list is handled. The Cramming Officer should ensure such cases on his lines with cramming orders to do are handled so he can do his own job. It is out-tech to leave a pc with an out list, for example, and if this sort of thing is going unrepaired, those responsible must be handled with cramming and ethics.

In rare instances there may be certain other cases where the person needs cramming but cannot be metered for some reason. At these times, C/S okay must be obtained before any cramming is done.

When this is obtained an unmetered cram is done.

The Cramming Officer sits down with the person off the meter, asking no subjective questions, and finds out what errors were made and gets the person to study and drill the correct references and procedures. Demos, clay demos and star-rate checkouts are okay and ordinarily any non-metered word clearing could be done.

The precautions that must be taken are: (1) NEVER ASK A SUBJECTIVE QUESTION. This can restimulate the person's case, bog the cram and further mess up the case. The less two way comm the better. (2) DON'T FORCE THE PERSON TO DO THE CRAM IF HIS RUDS ARE OBVIOUSLY OUT OR IF HE IS PROTESTING.

NOTE: IF FOR SOME REASON A BOG OCCURS DURING SUCH AN UNMETERED CRAM AND IT IS NOT RESOLVING, GET THE PC EXAMINED AND HUSH THE WORKSHEETS WITH FULL DATA INTO THE PC FOLDER AND SEND TO THE C/S AT ONCE.

WHETHER A CRAM IS DONE ON A METER OR NOT IT MUST END WITH AN F/N AT THE EXAMINER AND MUST BE ACCOMPANIED BY AN ACCEPTABLE SUCCESS STORY.

While it is true that cramming is never done over out ruds, out Int or out Lists, nor a metered cram done on an OT by a non-OT Cramming Officer, one would not reprimand a Cramming Officer for giving a person a correct reference for a subject or action so long as he did not get off into trying to handle a cramming cycle or get into off-line case actions as covered in C/S Series 29. The Cramming Officer who provides assistance to those needing references is not violating any existing policy but is, in fact, simply Keeping Scientology Working.

3. THE PERSON CANNOT BE GOTTEN INTO CRAMMING.

There may be many reasons why a person cannot be gotten into cramming such as «too busy» unsessionability due to post pressures, BIs in general on cramming or the person simply refuses to report. These and any other reasons stem from either:

- a) the person has BIs on cramming and/or study
- b) out-ethics.

One could handle (a) by doing a Cramming Repair Assessment List per HCOB 2 Jun 78RA Cramming Series 18RA and/or one or more of the several correction lists on the subject of study. But other case factors may be present (see Cramming Series 13 HANDLING THE BADLY BOGGED INDIVIDUAL) and it is up to the C/S to determine what is needed.

If it is (b) out-ethics, the Cramming Officer normally first assesses and handles a Cramming Repair Assessment List (assuming he is qualified to do so) or gets this done to be sure that the person is not presenting an out-ethics aspect because of BPC on cramming. If this doesn't resolve it, then the person is sent to Ethics or handled by applying the Levels of Ethics Actions as found in HCO PL 28 Apr 65 II ETHICS REVIEW.

The Cramming Officer may also have the pay withheld from any staff member who does not report to cramming upon receiving a valid cramming order, or who will not come in to complete a cram. The Cramming Officer need only despatch the Payroll Officer referring to this HCOB and the pay of the staff member must be withheld until such time as the staff member reports to cramming and completes his cram. At that time, the person's pay is given him.

The out-ethics person may make a gesture of doing his cram, but in reality will be uninvolved and unwilling to participate in the cramming action.

If a Cramming Officer cannot spot out-ethics (or PTSness, which can cause havoc if not located and handled) when it exists then he may get failures on a small percentage of those he handles. If unsure, the Cramming Officer can always write up his observations and send the person to a competent Ethics Officer with a request to check for any out-ethics situation as this person is not making any progress in cramming.

HCOB 28 Aug 81 Cramming Series 13, HANDLING THE BADLY BOGGED INDIVIDUAL is relevant to the matter of handling the person who cannot be gotten into cramming and must be studied and known.

4. ETHICS IS BACKLOGGING CYCLES.

This can be a source of a backlog in cramming and so it bears mention.

In the event the Cramming Officer has had to send a person to Ethics and Ethics has not swiftly handled, a backlog develops.

The Cramming Officer cannot simply say it's not his fault should such occur and let it go. It is still his responsibility to get the crams done and if Ethics is backlogging his cycles then it is up to him to get these rolling.

The Cramming Officer can handle by (a) demanding Ethics do its job, (b) cramming the Ethics Officer responsible for the backlog—if necessary the Cramming Officer can do a debug or have someone else do one per HCO PL 23 Aug 79 I Product Debug Series 1, Esto Series 37, DEBUG TECH and HCO PL 23 Aug 78 II Product Debug Series 2, Esto Series 38, DEBUG TECH CHECKLIST, © requesting ethics action be taken on the Ethics Officer concerned.

The point is the Cramming Officer does not allow incomplete crams to stack up because Ethics is backlogging ethics cycles. He pushes the ethics cycles through and then gets the crams done!

The other way crams can get backlogged is simply too many cramming orders for one Cramming Officer to do. The handling is simple: Call an all hands to clean up the backlog, or better still, post another Cramming Officer!

Summary

The Cramming Officer has the responsibility of ensuring that undone cramming orders do not accumulate.

If he does not do this and backlogs do develop which do not get cleaned up, the Dir Correction and Qual Sec must handle rapidly.

QUAL HAS NO BACKLOGS.

L. RON HUBBARD
FOUNDER
Assisted by Research and
Technical Compilations Unit
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HCO BULLETIN OF 22 AUGUST 1981

Remimeo
Cramming
Officers
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Cramming Series 6

TECH CRAMMING

There are certain points the Cramming Officer should know about Tech cramming (as opposed to Admin cramming which is covered in the next issue in this series). Though Tech and Admin cramming procedures and tools are basically the same, the differences which do exist warrant mention.

Cramming Auditors Who Have Goofed

In a service org, a large part of the Cramming Officer's day is spent cramming auditors.

The procedure as laid out in Cramming Series 2 is followed, but the key to most cramming done on flubbed auditors is the folder of the pc on whom the goof was made.

The session worksheets usually reveal the goof straight away and then, in most cases, it is a simple matter of getting the material which covers that area of tech and locating the auditor's misunderstandings or false data, followed by any needed clay demos, drilling, etc.

The thing to ensure is that all the session errors are located, especially the first one. The most obvious goof is usually the result of an earlier, less obvious goof or auditor confusion in the session. Example:

Dianetic chain bogged. An L3RG is done but doesn't resolve it and instead sends the TA out the roof. Obvious flub—auditor has poor assessment TR-1. Cramming Officer, smart bunny that he is, traces this back earlier and finds that the auditor ignored the fact that there was no fall on the metabolism test, bought pc's PR that he was «sessionable» and attempted to audit a pc who wasn't actually sessionable and so couldn't properly confront and erase engrams that day.

So, in addition to handling the auditor's assessment TR-1, the Cramming Officer also thoroughly crams him on references dealing with pc sessionability, metabolism, obnosis of sessionable and unsessionable pcs and bullbaiting on confronting unsessionable pcs trying to PR their way into receiving a session. This isn't a rote handling or even necessarily a complete handling but it gives one an idea.

Checking «what happened just before» the goof often reveals either something the auditor didn't understand or something he couldn't control. Such things may not be apparent in the worksheets and may not present themselves until you ask, «What happened just before (the error)?»

If it remains unclear what the error is, and it has been established that there is an error somewhere due to a non-optimum result on the pc, the Cramming Officer should look into factors which do not usually show up in an auditing report. The main points to check into are:

- a) Out TRs.

- b) Out metering.
- c) Code breaks.
- d) False or incomplete auditing reports.
- e) Auditor inability to co-ordinate all the actions of an auditing session smoothly:
- f) Mis-Us on basics, e.g., the Mind, ARC, Comm Cycle, the Axioms, etc.
- g) Auditor does not set up an auditing session properly.
- h) Auditor has a physical defect such as bad eyesight which is affecting his performance.
- i) Auditor has been trying to audit a wrong C/S or program that does not apply to the case.

Checking over the above points with the auditor, such as by getting him to demonstrate, usually enables the Cramming Officer to locate the outness.

Still in doubt? Then a TV demo session or tape recorded session will reveal all, and it is well within the Cramming Officer's rights to request that either of these be done as part of a cramming cycle.

Get the auditor to show you exactly what he did in the session, get him to demonstrate his session pattern and procedure, check over his TRs and metering or get a TV demo or taped session done and the error will be spotted. Usually it doesn't have to go this far, however, and remember most auditors are only too happy to get their confusions sorted out and improve their auditing skills.

Auditor's Enhancement

From time to time we find that an auditor with out tech on his own case will tend to dramatize that on cases he is auditing (or C/Sing if he is a C/S). The auditor who has been given quickie Objectives may tend to quickie his pcs on Objectives. This isn't always the case, but it has happened.

This is not mentioned in license to throw away cramming tech on flubby auditors, but to point out that thorough correction of a flubby auditor may call for correction of outnesses on his own case in addition to the usual cramming/ retreading/retaining.

Correcting Courses and Supervisors

If the Cramming Officer starts to see a high percentage of auditors from a specific course are landing in cramming. It is way past the time when he should have been looking into the supervisor and course concerned. He'd better make a thorough inspection of the course room and supervisor in question, and fast!

The issues used to spot the outnesses in courses are HCO PL 16 Mar 71R, Rev. 29 Jan 75, WHAT IS A COURSE? and HCOB 30 Oct 78 COURSES—THEIR IDEAL SCENE. The existing course room scene is simply compared with these issues and all is revealed!

Unless Qual is also correcting training where needed, cramming will be overloaded with flubbed products who didn't get the data in the first place.

A wise Cramming Officer inspects the course rooms regularly to avoid this and he takes a look at things such as the following:

Does the supervisor have his meter get up to handle students who need M2 or M4 Word Clearing?

Does the supervisor move around the classroom ensuring that his students are F/Ning by using Pink Sheets and supervisor 2 W/C?

Are the student graphs in PT and used as indicators?

Are all students on course who should be with «no-shows» being handled and no students off schedule?

Are the students applying LRH Study Tech? etc.

In short, is the course run on policy per WHAT IS A COURSE? and COURSES

--THEIR IDEAL SCENE, and is the supervisor applying his supervisor technology?

A well-trained supervisor who turns out top quality course graduates is a very valuable person and therefore, time spent by the Cramming Officer in ensuring he is corrected, when needed, is time well spent.

Drilling Procedures

If a student auditor or any tech terminal does not do a thorough job of drilling the procedures he is to use, then it is a near certainty he will make errors and end up in cramming. Therefore, not to insist that students get drilled for blood on their courses and in cramming, is to guarantee yourself an awful lot of out tech and extra work in correcting it.

Cramming and the Red Tag Line

Per the Red Tag Line as laid out in C/S Series 86RD, the Cramming Officer should receive a list of any Red Tags from the Examiner daily. From this he establishes who should report to cramming within 24 hours.

A Red Tag denotes a serious goof and it is important that the flubbing auditor and the C/S, if warranted, are handled thoroughly so the scene does not perpetuate.

Cramming and the C/S

The line between the C/S and Cramming Officer has more to do with Tech quality than any other line in the org. The liaison should be close and the Cramming Officer has a right to get clarification of points made by the C/S on cramming orders when needed.

Whenever needed, the C/S himself is sent to or called in for cramming. C/Ses goof sometimes, too, and when they do it is dastardly not to correct them. A C/S will get into a a dwindling spiral as a C/S and hinder org delivery if never corrected for his goofs. Don't let it happen to your C/Ses and your org.

Tech Cramming Officer Efficiency

In any busy service organization the Cramming Officer can have a whole bunch of auditors arrive in cramming early in the morning, all wanting to be handled first in order to get into session and onto production.

He should base his activities on maximizing auditor production and minimizing the number of auditing hours lost that day due to auditors being in cramming. He would handle the auditor first who could complete his cram and get into session first. Those with longer crams or with multiple crams he'd handle afterwards.

Once he has found the cause of the person's troubles the Cramming Officer can save a lot of time and increase his efficiency by twinning up auditors to word clear, starrate, coach and drill each other on their cramming assignments.

Final checkouts and the responsibility of supervision of the twinning are of course the Cramming Officer's, but if he tries to do all the actions himself at times like this he is going to be very overloaded and will hold up org production.

With efficient organization, such an inflow can be easily serviced.

Summary

Superlative Tech Cramming is vital to all orgs that want to have happy pcs and successful auditors.

Auditors love to audit and want very much to help their pcs. When they feel they are not doing this they take themselves off the lines very quickly, one way or another.

Whenever I hear of an area where there is a shortage of auditors I know whatever else is out in that area, one thing is sure: cramming has become non-existent or very poor.

Where an area starts to really flourish and do well, I know that there is a Cramming Officer there who knows his business.

Where the pcs are raving about the excellent tech, and org stats are going up, up, up, the Cramming Officer should be looked upon with great respect. He will deserve it!

L. RON HUBBARD

FOUNDER

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Remimeo
Cramming Officers
Qual Div
Execs
HCO

Cramming Series 7
ADMIN CRAMMING

(Ref. HCO PL 11 April 70, THIRD DYNAMIC TECH)

A prosperous org is one which has its ethics, tech and admin effectively in.

(ADMIN: The abbreviation for ADMINISTRATION, which is the subject of how to organize or establish or correct the spaces, terminals, flows, line duties, equipment, material and so forth of a production group so as to establish optimum volume, quality and visibility.)

We have arrived at a point in our progression where Admin Cramming must come into its own.

There is no intention and there must never be any intention that Admin Cramming be emphasized to the exclusion or neglect of Tech Cramming. Rather the two must exist side by side and Admin Cramming brought up to the same high level of precision and accuracy as Tech Cramming. For one corrects and improves the application of First Dynamic Tech and the other corrects and improves the application of Third Dynamic Tech. It takes both to add up to a high level of survival for an org. (Ref: HCO PL 11 Apr 70, THIRD DYNAMIC TECH) This issue covers several points of importance pertaining to Admin Cramming.

HANDLING THE CRAMMING LOAD

Permitting admin crams to backlog or go into neglect is courting trouble. Where it is permitted to happen there is either a lack of care in regard to the administrative areas of the org or the Cramming Officer is too overloaded and a second Cramming Officer is needed.

If the workload of the Cramming Unit is such that there are enough tech crams to take up the whole day then an additional Cramming Officer must be gotten on post without delay.

In the meantime the Qual Sec must ensure that admin crams do get done.

HANDLING THE ADMIN CRAMMING CYCLE

The Basic Cramming Procedure laid out in Cramming Series 2 applies equally to both admin and tech cramming.

It is important to understand that, while this is the basic procedure, it is not a rote procedure.

In admin, the real outness can seem to be obscure. The basic knowledge is there, well covered in HCO Policy Letters, tapes and the OEC Volumes. But with administration there is a fairly wide, diversified range of actions to cover. The apparency can be that it is complex.

This is an apparency and is certainly not true for the person who knows his org basics, the structure of an org, lines and terminals and who knows the route on which

particles must flow. But the mere fact that this apparency can exist (if not for the Cramming Officer himself it often can exist for the person being crammed) -- makes the «LOOK, DON'T LISTEN» rule doubly important when handling admin cramming cycles.

To dig out exactly where the trouble lies, a smart Cramming Officer will get the person to SHOW him what he did. Get him to demonstrate it by going through the motions. How does the Receptionist greet and handle a public person? What does the Cashier actually do when making out an invoice, and where does he route it or file it? Can the Mimeo Operator operate his machine competently, per it, instruction manual? Or, in the case of an exec, how does he conduct his product conferences? Or his inspection of the areas under him? Go into the staff member's area with him, if needed.

In many instances, if a person is asked what was done, he may not report accurately what was done due to confusions in the area. If at all possible, a Cramming Officer should get person to SHOW him what he did.

Clay Demos

Don't underestimate the value of clay demos in admin cramming. Once the MUs are found and handled, a clay demo based on the applicable reference can make the difference between a fully handled cramming cycle and a partially handled one.

Admin Cramming And Drilling

Another tool which too often gets neglected in Admin Cramming is drilling.

Certainty of action is gained through drilling on the correct action after all the misunderstandings are cleared up and the key materials studied.

An organization runs as smoothly as each of the individuals knows and can do the functions of his post.

Scientology Basics

The admin basics are a knowledge of the org board, lines, terminals, cycles of action, dispatch routing, Dev-T, etc. But all the tools of tech cramming can also apply. There is not an org post that doesn't require use of Scientology tech basics, such as TRs, the ARC Triangle, and the like. What post doesn't need and use the comm formula? So where it's a lack of knowledge or use of these basics that's causing the trouble, the Cramming Officer handling admin cramming cycles ensures they go in.

Getting The Actual Area Of Confusion

To always take up what seems on first appearance to be the area of confusion can lead to crams which do not end in terminated cycles of action.

Unlike Tech areas where errors usually show themselves very quickly (with red tag pcs and non-F/N students) bad goofs in Admin can occur but often fail to appear until some time later.

The Cramming Officer should suspect that he hasn't got the right area to cram (or that he has not discovered the actual outness), if the cram doesn't seem to be going anywhere or if the person is not brightening up during the cram. The actual outness needing handling will bring in GIs on the person being crammed once it is located.

ARBITRARIES AND VERBAL DATA

In some orgs, the administrative areas of the organization can often be prone to false data and arbitraries. This is especially the case in an org where there are many green staff and/or relatively untrained execs. Where this is the case, it tends to show up during a cramming cycle or even in the cramming orders themselves, and anyone handling admin cramming should be on the lookout for it.

The Glib Cramming Order

If there is one thing that can add hours to the Cramming Officer's day and cause misses in cramming, it is the glib type of cramming order.

Examples of this are: «This staff member can't do his post properly, so cram him,» or «Joe isn't making it in Treasury. He is creating all kinds of Dev-T. Please cram him.»

The way for the Cramming Officer to handle is to return the cramming order to the originator to be clarified and made specific. He would also cram the originator on the correct way to write a cramming order.

Mis-Use Of Admin Crams

Admin crams can be mis-used.

Sometimes a senior employees a cramming order to attempt to get an outness corrected which he should actually be handling himself. Some seniors use cramming orders instead of the actual on-the-job hatting that should be taking place in the junior's area. Executives have a responsibility for training their juniors (Ref. HCO PL 15 Sep 70R ETHICS IMPORTANT EXECUTIVE RESPONSIBILITY FOR TRAINING STAFF), and the Cramming Officer should return any cramming order which seeks to have cramming handle that which the originator himself should be handling.

A cramming order is sometimes even used in place of the comm cycle! Where this is detected, the Cramming Officer must handle the senior (as well as any valid cram on the junior) and get him wearing his senior hat correctly. Why can't he get in comm with his junior before resorting to cramming? Has he tried? If there's a situation there it's up to the Cramming Officer to spot it and handle.

Admin crams have even, on some occasions, been used in place of chits. When this happens, cramming is landed with an ethics particle (if the chit is deserved) rather than a Qual particle. For instance, an annoyance report is the subject of an ethics chit, not a cramming order.

A sharp Cramming Officer soon learns to detect mis-crams and acts to get admin cramming used properly.

LACK OF HATTING

One doesn't try to hat an as-yet-unhatted staff member through cramming. It is pointless to try to cram, cram, cram a flubby staff member into being a success on post when he hasn't even done his hat. This is not to say that you shouldn't cram flubby staff. But why not invest your energy towards achieving a terminated handling of the staff member, namely by seeing to it he gets hatted!

TOO NARROW A VIEW

From all the above, it can be seen that a Cramming Officer who takes too narrow a view, who doesn't inspect for the actual situation, but simply sits at his desk taking orders from anywhere and anyone, will not make it.

He's got to handle admin cramming cycles realistically, and get at the actual root of the trouble. So he'd better fast get ADMINISTRATION defined and known and under his belt. Then he'll wind up with successes.

CORRECTING ADMIN COURSES AND SUPERVISION

The same routine inspection that is done of tech courses and supervision must be done of admin courses and their supervision.

Admin courses are where the staff get their post training and where they learn the organizational basics. They are also where the org's execs are trained.

So these courses must be run per «What Is a Course?» PL and per the PL on «Courses—Their Ideal Scene.»

It is the responsibility of the Org Review and Correction Officer (even if held from above by the Dir of Review) to inspect and issue cramming orders on outnesses spotted and it is the responsibility of the Cramming Officer to fully handle such.

And where outnesses or negligence on admin courses is found, the supervisor (and sometimes the STO or D of T) must be crammed.

FOLLOWING UP ADMIN CRAMMING

A good Cramming Officer always keeps a record of the persons he has crammed and follows up the cram by checking on their progress back on post a few days later.

This is to ensure that a real and terminatedly handled product was achieved, and the person is now doing well on the area that he was crammed on.

All of this adds up to the need for an adequately manned Cramming Unit in any org.

In an organization where the cramming load is greater than can be handled by one Cramming Officer, I am relying on the senior executives to get a second Cramming Officer on post without delay. It is, after all, our Third Dynamic Tech which is at stake.

And I am relying on those who handle admin cramming cycles to recognize the scope of Third Dynamic Tech and the value of its correct application.

If this is made into a reality we can make giant strides in increasing our survival potential.

L. RON HUBBARD

FOUNDER

Assisted by Research and
Technical Compilations Unit

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 24 AUGUST 1981

(Also issued as an HCO Policy Letter
of the same date and same title.)

(This HCOB/PL replaces BTB 12 Dec 71R XIV,
Cramming Series 8R, C/S Series 70R, HOW
TO WRITE UP A CRAMMING ORDER, which has
been cancelled by HCOB/PL 1 Sep 81, CRAMMING
BTBs AND BPLs CANCELLED, and expands upon
the data originally given in the BTB on
writing cramming orders. The data herein
applies equally to both technical and admin
cramming.)

Remimeo
All Execs
All Staff
All Orgs
All Missions
Cramming
Officer Hat

Cramming Series 8

C/S Series 70

HOW TO WRITE A CRAMMING ORDER

(Refs: HCO PL 28 Dec 67 QUAL SENIOR DATUM
BOOK: DIANETICS 55!, Chapter IV, Accent on Ability)

NOTE: With the issuance of this HCOB/PL it becomes mandatory that any technical or administrative staff must word clear and be starrate checked out on this issue before writing a cramming order on any staff member, student or other individual.

To fail to write cramming orders on tech or admin staff when cramming is needed can lower the quality of products and technical application at an alarming rate.

Next to the importance of writing the cramming order at all is the necessity of ensuring it is written clearly and correctly.

THERE IS A STANDARD WAY TO WRITE A CRAMMING ORDER.

Here are the simple rules that apply:

- a) ISOLATE THE EXACT ERROR OR ERRORS AND STATE THESE CLEARLY (i.e., VIOLATION OF A POLICY LETTER, HCOB, etc.) NOT JUST THE SITUATION RESULTING FROM THE ERROR OR ERRORS.
- b) INDICATE THE EXACT HCOBs, POLICY LETTERS, BOOKS, TAPES OR OTHER REFERENCES THAT HAVE BEEN VIOLATED.
- c) WRITE THE ORDER IN A POSITIVE, NON-INVALIDATIVE WAY.
- d) ENSURE THAT THE ORDER CONTAINS SPECIFICS, NOT GENERALITIES.
- e) ENSURE THAT THE ORDER IS BASED ON FACTUAL, NOT FALSE, DATA.

A standard, spot-on cramming order that gives specifics and is in-ARC, helps to ensure standard cramming results.

QUAL SENIOR DATUM

The fact that a senior, C/S, executive or any other staff member has written a cramming order per the above rules does not relieve the Cramming Officer of his responsibility to apply the Qual Senior Datum:

QUAL NEVER NEVER NEVER TAKES THE ORDER OR DIRECTION OF ANY OTHER DIVISION OR STAFF MEMBER ON WHAT TO DO TECHNICALLY WITH A STUDENT OR PC.

(Ref. HCO PL 28 Dec 67 QUAL SENIOR DATUM)

The same rule would apply when staff are being handled in Qual.

Thus, according to Qual Senior Datum, the Cramming Officer must not rotely take orders but must do his own investigation and handling. It will be found that there is usually a valid corrective action to be made.

CRAMMING ORDER MIS-USE

Cramming Orders are never written based on hearsay or when an outness is not observable. To do so is laziness. It not only creates dev-t but can be destructive. And in doing so one runs the risk of acting on a false or altered report. The issuer of a cramming order has the responsibility of finding out what the error was. It is almost always possible to isolate the error if the person writing the cramming order bothers to look.

Even when the exact error can't be pinpointed, one doesn't enter generalities into the cramming order but gives all the specifics possible.

In Tech, questionable tech points should not be crammed. This is well covered in HCOB 9 June 71 III, C/S Series 43, C/S RULES.

In Admin, cramming a staff member on a questionable admin point creates dev-t or ill will or, worst of all, can submerge the staff member's initiative. Further data on this is contained in Cramming Series 7, ADMIN CRAMMING.

At times it may be necessary to send a staff member to cramming with the request to do a full Product Debug, if other actions taken to correct the person's post production have been fruitless. But again specifics on the exact situation and what actions have already been done to handle must be clearly stated. (This in no way negates the responsibility of executives and staff to use debug tech themselves as a part of their daily post functions.)

One doesn't use cramming orders in place of on-the-job hatting, which is a senior's or Org Officer's function, nor in place of a deserved ethics chit, nor as a substitute for use of the comm cycle. And one does not enter invalidation or entheta into the cram.

Invalidative Cramming Orders

To enter entheta or derogatory or invalidative remarks or comments into a cramming order is never okay, as it simply defeats the purpose of cramming and can cause a staff member to go downhill fast. Negative criticism is also included under this subject. Just as negative criticism can undermine an auditor (HCOB 22 Jan 77 IN-TECH, THE ONLY WAY TO ACHIEVE IT and HCOB 28 Jun 69RA Re-rev. 21.9.78, C/S, HOW TO CASE SUPERVISE DIANETIC FOLDERS), so can it undermine any other staff member.

When a cramming order is received that violates any of the above, the Cramming Officer is responsible for correcting the person writing the order.

The whole purpose of writing cramming orders and cramming staff is to help them do their jobs better and to enhance their abilities. Chapter IV, Accent on Ability, DIANETICS 55! should be studied along with this HCOB as an aid to writing proper cramming orders.

GRADIENTS

When a staff member or student first makes a technical or administrative error, his senior or the person finding the error (C/S, Examiner, executive or fellow staff member) should write an «instruct,» indicating the error made and giving the reference material in which the correct data and its application can be found.

If the person who received the instruction then makes the same error again he should then be sent to cramming to ensure it gets terminatedly handled.

A third error means a retread is called for.

(See C/S Series 84, FLUBLESS C/SING.)

A senior has the responsibility to his juniors and to the organization to ensure these gradients are carried out.

(NOTE: The instruction step may be omitted and the individual sent directly to cramming if the error is of a nature that is immediately and severely affecting org lines or products.)

CONFIDENTIAL CRAMMING ORDERS

Confidential cramming orders (those on confidential technical materials or other confidential matters) are always put in a sealed envelope or inside the pc folder with the word CONFIDENTIAL clearly written on it and the level of material clearly marked.

Confidential cramming orders never go off org lines or to lower orgs not okayed to have the data.

MAKING COPIES OF CRAMMING ORDERS

In the case of the C/S writing a cramming order, three copies are made.

The original goes to the Cramming Officer.

The second copy stays in the pc folder and is not removed, since it serves as proof that the C/S caught the errors and ordered the needed correction on the auditor. The C/S keeps the remaining copy so he has a record of what crams have or have not been done and can chase them up and ensure his cramming orders are complied with.

All other cramming orders are always written in duplicate at least, with the original sent to the Cramming Officer and the copy to the person being crammed.

Where others, such as seniors, other networks or senior orgs need to be informed, extra copies would be made and sent to the appropriate terminals on standard routing lines.

No matter how many copies are made the original always goes to the Cramming Officer and the first copy goes to the person being crammed.

Production and morale are usually high in an org that has a standard Cramming Unit and whose staff know how to write correct cramming orders and who do so when these are needed.

Following the simple guidelines in this issue will raise the quality of cramming orders written and will also help to raise the quality of cramming results.

L. RON HUBBARD

FOUNDER

Assisted by

Research and Technical

Compilations Unit

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 AUGUST 1981

(Cancels and replaces BTB 8 Dec 71,
same title, which incorrectly stated
that a C/S should know the Data Series
in order to be able to handle
incomplete cramming orders.)

Remimeo
All C/Ses
Cramming
Offices

(Revisions in Script)
(Ellipsis Indicates Deletion)

Cramming Series 9R

C/S Series 68R

THE C/S AND CRAMMING CYCLES

A fast way for any C/S to go into Doubt about the skills of his Auditors is to send them to Cramming and get only a «done» back.

Cramming is there to find the real cause of any error. So if this is not made known to the C/S he has a «something is wrong with Joe's TRs» which hangs up in time and never is resolved.

A response from Cramming to an order from the C/S to «check his TRs—

Pc's TA went low in session—« which states: «I checked his TRs and they are good. But he audited the Pc in a room that was overhot and the cans were too big. He has been drilled on Auditor's Code and session environment handling and HCOBs on TA Errors and now has this down pat. It won't happen again,» leaves the C/S in no doubt as to what really happened. What's more he can order this repaired on the Pc by a «2wc on times he felt worried about his TA or F/Ns» taken E/Sim to F/N (which will clear it up).

Furthermore the Auditor now knows that the C/S knows what the real error was, doesn't get hung with a withhold or a false idea about his TRs from the C/S.

In essence one is putting the Exact Truth on the line.

So the following rule is now mandatory in all HGCs and Quals:

THE CRAMMING OFFICER IS ALWAYS ON ANY CRAMMING ORDER TO REPORT THE EXACT OUTNESSES FOUND OR THE EXACT SESSION GOOFS, WITH ANY ADDITIONAL DATA, IN DETAIL, TO THE C/S.

A C/S receiving a Cramming Order back which hasn't found the real cause of the error or which is incomplete or does not make sense when compared with the session and its results MUST return the Cramming Slip to the Cramming Officer requiring the cram be completed or the actual outness found and corrected.

A good C/S should . . . be able to spot such outpoints at once. He would go over the session with the Cramming Officer and point out what it is he wants handled.

This data is not theoretical but is taken from actual practical experience in C/Sing.

L. RON HUBBARD

FOUNDER

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HCO BULLETIN OF 26 AUGUST 1981

Remimeo
Cramming
Officers
Interne Sups
Tech
Qual
HCO

Cramming Series 11

HIGH CRIME CHECKOUTS AND TECHNICAL OKS

Ref:

HCO PL 8 Mar 66	URGENT—HIGH CRIME Reiss. 30.8.80
HCO B 28 Apr 71	OKAYS TO AUDIT IN HGCs
HCO B 19 Aug 79R	HIGH CRIME—ADDITION
Rev. 30.6.80	HIGH CRIME CHECKOUTS AND WORD CLEARING

The Cramming Officer has, as one of his major responsibilities, the task of ensuring that High Crime checkouts are kept in PT.

New bulletins and technical policies are High Crimed on all C/Ses, auditors, supervisors and internes according to their class and training level in accordance with HCO PL 8 Mar 66 HIGH CRIME. HCOB 19 Aug 79R HIGH CRIME— ADDITION HIGH CRIME CHECKOUTS AND WORD CLEARING is followed to the letter and the checkouts should be done within 24 hours of receipt of the issue.

High Crime Checkouts

High Crime checkouts are done by auditors to their highest class. For example, Class VIII auditors must High Crime checkout on all relevant issues designated to Class VIIIs or below. A NED auditor would check out on any relevant Dianetic issues.

The C/S High Crimes all issues applicable to his C/Sing level.

Internes do their High Crime checkouts under the Interne Supervisor usually on a twinning basis with another interne.

High Crime checkouts are always done in Qual. They can be done by the Cramming Officer himself or the Interne Supervisor or preferably on a twinning basis under the supervision of either.

Attestations are never accepted on any High Crime checkout. (Ref. HCO) PL 25 Sep 79 I URGENT—IMPORTANT, SUCCESSFUL TRAINING LINEUP) Each must be done per HCOB 19 Aug 79R HIGH CRIME—ADDITION HIGH CRIME CHECKOUTS AND WORD CLEARING.

Any confusions, disagreements or strange ideas found while doing High Crimes are handled immediately with word clearing, false data stripping or any other corrective tool needed.

The High Crime Log

The Cramming Officer must have and maintain a log book in which new issues and High Crime checkouts are recorded.

When a new issue arrives in an org a copy must go immediately to the Cramming Officer, who logs it in his book and then sees to it that sufficient copies are made available at once to ensure that checkouts can be done with no delay.

Following is an example of how the pages of the log could be arranged.

NAME	ISSUE A (Title& Date)	ISSUE B (Title& Date)	ISSUE C (Title& Date)	ISSUE D (Title& Date)	ISSUE E (Title& Date)	ISSUE F (Title& Date)	ISSUE G (Title& Date)
Fred Black CI VIII	Date	Date	Date	Date	Date	Date	Date
Joe Howard CI IV	Date	Date	xxxxxxx xxxxxxx	Date	xxxxxxx xxxxxxx	Date	xxxxxxx xxxxxxx
Mel Morrey HSST	Date	Date	Date	Date	Date	Date	Date
Anne Moyer NED	Date	xxxxxxx xxxxxxx	xxxxxxx xxxxxxx	xxxxxxx xxxxxxx	xxxxxxx xxxxxxx	Date	xxxxxxx xxxxxxx
(Etc.)							

The log is dated when the person does his High Crime checkout for the issue entered at the top of the log. If the person is not required to do a High Crime checkout on the issue a slash is drawn through the appropriate box opposite his name.

When an interne passes a High Crime checkout it is signed off on his internship checksheet rather than in the log book.

The Cramming Officer retains the High Crime Log and must keep it up to date at all times.

Mimeo Delays

Mimeo delays can be very destructive to an organization and the Cramming Officer must scream long and loud if new bulletins or policy letters are delayed by Mimeo either locally or at a higher level. Reports should be sent to the HAS, LRH Comm, Keeper of Tech and/or the ED if the delay is local or to the Keeper of Tech International at Flag if the delay is other than local.

Mimeo checklists of all issues should be sent out from Flag periodically to all orgs and the Cramming Officer should use these to check against the issues he has received.

Department 3 Inspections

The High Crime Log should be inspected weekly by the Inspections Officer or the Dir I & R to ensure that the High Crime checkouts are in PT.

Violations of High Crime policies are not to be treated lightly. The Cramming Officer can expect ethics action to be taken on him by HCO in accordance with HCO PL 8 Mar 66 HIGH CRIME if the High Crime Log shows backlogged High Crime checkouts. The Qual Sec is also culpable in the matter.

Okays to Audit

Anyone doing technical actions in an org, whether as an HGC auditor, Interne or otherwise, must first acquire a «Qual okay to audit» the action.

Internes, of course, acquire their OKs on their internships. Staff auditors do new courses and internships as well.

If a new process or technique is released which is not yet part of a course, but is designated to a course that the auditor has previously completed, the auditor would obtain his

«OK to audit» the action from the Cramming Officer or Interne Supervisor before doing the action.

«Okays to audit» never replace the need to do a full course. For instance, one would never be allowed to merely High Crime the Happiness Rundown issues and then audit the HRD. One would have to do the Happiness Rundown course first and then do the HRD Interneship which gives one his okay to audit the HRD?. It's never one without the other and never in any other sequence than (1) Course done (2) «Okay to audit» obtained in Qual on the Interneship.

This holds true for C/Ses as well. One does his course and then his interneship and receives his «okays to C/S» in this fashion. «OKs» for new techniques or processes which are not yet part of a course, but are designated to a course that the C/S has previously done, are obtained from the Cramming Officer or Intern Supervisor.

There are some posts in the org other than auditor, C/S or interne which call for technical actions to be done as part of the duties of the post. Examples are Ethics Officers doing PTS interviews or other metered interviews, word clearers, those doing metered debugs, D of Ps, Estos doing Product Clearing, etc.

These terminals must High Crime check out on issues pertinent to the action and must obtain Qual OKs to do the specific action required by their post duties or do a course and interneship if applicable, such as in the case of word clearers.

The Qual Sec, Cramming Officer or C/S may withdraw a specific «okay to audit» or «okay to C/S» or any other «okay» if found to have been falsely issued by reason of numerous flubs.

References which cover interneships and the «okay to audit» system are:

HCO PL 24 Aug 71 INTERNE CHECKSHEETS OKAYS TO AUDIT
HCO B 28 Apr 71 OKAYS TO AUDIT IN HGCs
HCO B 19 Jul 71 C/S Series 52, INTERNES
HCO B 7 Jan 72 TRAINING AND INTERNING STAFF AUDITORS
HCO B 26 Feb 78 INTERNESHIPS VS COURSES

It has been clearly established over the years that the omission of High Crime checkouts always leads to a crashed Div IV statistic. Therefore, the Cramming Officer should make it a big point of personal pride that the High Crime checkouts never get backlogged in his org.

The future of the org depends to a great extent on the policies on High Crime checkouts and «okays to audit» being followed zealously.

With these policies in, the standard of Technical delivery in the org will only improve.

L. RON HUBBARD

FOUNDER

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HCO BULLETIN OF 27 AUGUST 1981

Remimeo
Cramming
Officers
C/Ses
Execs
Staff

(This HCOB replaces BTB 12 Jun 73 I, Cramming Series 12,
THE TOOLS OF CRAMMING, which was cancelled by HCOB/PL 1 Sep 81
CRAMMING BTBs AND BPLs CANCELLED.

The sample LRH cramming orders from that BTB have been included
in this HCOB and additional LRH cramming orders have been added.

Data on the tools of cramming is now contained in the
new Cramming Series 4, HCOB 20 Aug 81 entitled CRAMMING TOOLS.)

Cramming Series 12

EXAMPLES OF LRH CRAMMING ORDERS

(Ref. HCOB/HCO PL 24 Aug 81 Cramming Series 8, C/S Series 70 HOW TO
WRITE A CRAMMING ORDER)

This HCOB lays out actual cramming orders which I have issued in the past to
correct tech and admin personnel under my supervision.

They are not presented as examples to be followed rotely. They are simply
given to provide practical examples and practical guidance both to those who write
cramming orders and to Cramming Officers.

The following cramming orders are grouped under the headings of «Auditors,»
«C/Ses and C/Ses I/T,» «Examiners,» «Execs and Admin Personnel,» «Marketing»
and «Film Crew.»

AUDITORS:

1. «Auditor missed an F/N. Check meter position and general admin habits that
would cause this. She must be able to see the meter, pc and admin in one look.
Check eyesight. Also Code and TRs, of course.»

LRH 13 May 72

2. «Worksheets utterly indecipherable. She 'clarifies' by overwriting words in blue,
instead of correctly printing above in red. Have her practice legible handwriting
rapidly until she can.»

LRH 13 May 72

3. «Does not put enough down in a worksheet to make sense. She must learn
what to put down, what not to. Things that move TA, Dn step numbers, items that
fall on 2WC and overts and withholds. And enough sense so a C/S can use it and
see what happened.»

LRH 13 May 72

4. «Commits auditing error, blames pc. Get off her overts on pcs. Check her out on Standard Dianetic C/Sing.»

LRH 12 May 72

5. «Missed first item's F/N on list. L&N laws. Metering. Check it for position during admin.»

LRH 3 June 72

6. «Metering. Placement of meter may have been upset by concentration on admin. Missed a no-read on the pc. Or isn't checking. Get metering and admin sorted out as a coordination.»

LRH 2 June 72

7. «Flubbed ARC Break handling. Look at folder. Get the Mis-U and drill her on ARC Break handling.»

LRH 6 June 72

8. «WCing over out lists, out ruds. M6 on key words of her post. M4 on programming sequences. In clay purpose of a program. In clay purpose of an auditor.»

LRH 18 July 72

9. «Auditor breaks up when pcs say something funny by report. Clobbered the F/N. He also assessed an uncleared list and missed Mis-U words and didn't handle even when it read. TRs the HARD WAY.»

LRH 16 April 72

10. «Auditor's pc is talking long long long. Clear Invalidation. Then work out in clay what invalidation is and what it would do to a pc. Then in clay how a pc would ltsa overlong on out TR2. Then TRs.»

LRH 21 May 72

11. «Couldn't follow an ARC Break chain down or pull a withhold. Just sat and watched a meter. Didn't do C/S. No session control. 'Auditor Rights' unknown. Retread Academy Levels 0 to IV. TRs.»

LRH 10 Sept 72

12. «Cramming on missed withholds. Let a pc get off an overt without telling him (the auditor) what the overt was. The pc even revived but wouldn't say.»

LRH 10 Jan 72

13. «Missed pc being wholly out of session. Session admin out—can't easily follow it. Practice writing. 1. Definition of in session— Word Clear M4 and in clay. 2. Rapid writing LEGIBLY.»

LRH 7 Mar 72

14. «Apparently thinks sending an auditor to cramming is an Ethics or punishment action. Was very aggrieved at having been sent to cramming by me. 0. Review last cramming action. 1. Meter check for overts and withholds on pcs and C/Ses. 2. Find out where she hasn't really completed a grade or study. 3. Meter check for Mis-Us on tech. 4. Mis-Us on cramming and the purpose of it.»

LRH 27 Jan 72

15. «Violation of HCO PL 21 Nov 62 CSW. C/S opinion requested but no folder, no data. Pack of Dev-T PLs starrate. CSW in clay and how Dev-T overloads lines.»

LRH 2 Mar 72

16. «Dev-T—challenging a cramming order on a Dev-T folder with more Dev-T.»

LRH 1 Mar 72

17. «Aside from any Out Tech, this auditor, out of two folders, has in each one left one item on a list unhandled. Causes C/S Dev-T. M4 and starrate Dev-T pack.»

LRH 12 Apr 72

C/Ses AND C/Ses I/T:

1. «C/S Series M4. Then study it. He missed obvious things and doesn't head auditors into a dead right correction.»

LRH

2. «Get this C/S to do C/S Series 57 as a familiarity action on the HGC. It can be done a bit each day. It must be metered as honestly done.»

LRH 15 June 72

3. «Gave a well done to an Auditor for word clearing over an Out List, Out Rud pc. M6 on his post. M4 on C/S Series, about sequence of Out Lists, ruds in programming. In clay on purpose and actions of a C/S in handling cases. In clay on purpose and actions of a C/S in handling Auditors.»

LRH 10 Sept 72

4. «Q and A C/Sing. 1. HCOB 19 Jun 70, C/S Q AND A. Get off the misunderstood word. 2. C/S Series 1 -- AUDITORS RIGHTS. MWHs = critical.»

LRH 5 Dec 71

5. «Submitted a C/S with no program. C/S and her review auditor are in the dangerous practice of C/Sing without a program. Review auditor never ordered corrected. 1. Get all programming misunderstands found and off. C/S Series 31, #6 especially. Must be misunderstood words on programming. 2. Find misunderstood words in her 'Areas of C/S uncertainty' as she says she is uncertain.»

LRH 17 Jan 72

6. «Noted pc in sad effect and placed ARC Bk (Ruds) of long duration after L3B. 1. C/S Series 44R addition is missed. Doesn't realize consequences of running pc over out ruds. Mis-Us on programs. C/S 44R addition.»

LRH 2 Mar 72

7. «Lost Pre-OT off lines who was to complete OT III. Do in clay Solo C/S's flow lines. How do they lose people? Essays. How could they prevent it? In clay.»

LRH 23 Dec 71

EXAMINERS:

1. «As Examiner, runs words together on Exam Reports. Makes it hard to read. 1. Clear up any Mis-Us on USE of Exam Reports. 2. Practice rapid writing, spacing words so they are legible.»

LRH 23 Feb 72

2. «False Exam. Did not distinguish an ARC Break needle even when the pc challenged it with 'Was it?' 1. Check out on meter reads. 2. Drill on obnosis. 3. Cure the stare people don't like.»

LRH 10 Feb 72

EXECS AND ADMIN PERSONNEL:

1. «Sent an incomplete program up. Cram her on PL NOT DONES, HALF DONES AND BACKLOGS. On Dev-T pack.»

LRH 9 Aug 72

2. «Is flunking on evaluation. Method 7 WC Handle. Method 4 Data Series. Get him to define a Why per Data Series. Have him rattle off all the outpoints until he can, with examples of each.»

LRH 11 July 72

3. «There is something adrift here. Possibly confront or people or getting people to work. She operates as an HCO Expeditor. She is perfectly willing to work personally and does a good job. However, her actions here tell us why her org fell apart with her as Org Officer. Instead of organizing—org boarding people, recruiting, training, hatting, putting in Ethics, etc., she clears up backlogs as an HCO Expeditor. She does not get people to get the work done but does the work. Establish the fact -- (1) Can she handle PEOPLE. (2) Can she recruit? (3) Can she train? (4) Can she compile packs? (5) Does she know theory of org board and posting? (6) Does she know Ethics, including investigation? (7) Does she believe she can get people to work? Or is it 'faster to do it yourself?' Straighten out what is found.»

LRH 22 Jan 72

4. «Did not follow orders. 1. Meter check for Mis-Us related to orders, key post terms. Clear up. 2. Check up on his attitude to his post. 3. Find the bug on reasonableness on post.»

LRH 10 Feb 72

5. «Posting with a gap in Qual. No formal coverage of Interne Super functions while Interne Super on leave, thus overloading the QEO with interne Super. HAS-HCO Cope Off Hat M4. In clay, posting an org board from the top down to cover all lower functions and why one does, shown in clay.»

LRH 12 Mar 72

6. «Let her area collapse. 1. Check WC1. 2. Check managing by stats PLs for Mis-Us. 3. WC4 Data Series. 4. Have her do evals that don't blame wrong targets.»

LRH 27 Jan 72

7. «Cut a comm line. Messed up an evening schedule by saying she 'didn't know'. Is wholly unaware of an existing scene. Attention fixed on something, easily upset, withholdy. M4 on 'Policy'. M4 on post. Dev-T pack starrate.»

LRH 5 Mar 72

8. «Blames other activities for own low stats and failures instead of policing and handling own area. Does not know a Why by definition is something you can use to improve a scene. 1. Check WC1 for errors. 2. WC4 on Data Series. Get her to do numerous evals that have Whys you can handle (that don't put it on God or other Divs).

LRH 27 Jan 72

9. «Data Series M4 and in clay. Gave me an eval lacking in CONSISTENCY (why on one subject area—program on another). Did not locate the right Why.»

LRH 9 Mar 72

10. «She is to be crammed on 1. What files are. 2. What the uses of files are. 3. What her products are.»

LRH 15 Mar 72

11. «Is not being a Product Off for his Div. Stats way down. Out admin and Out Ethics in Div. Find out Why he can't get production or quality. Cram.»

LRH 22 Mar 72

MARKETING:

1. «Get the Crashing Mis-U which underlies surveys, use of surveys, buttons, positioning, etc. Also find out what trouble she is having in writing English. Handle.»

LRH 1 Oct 79

2. «He apparently doesn't know the difference between a poster and a handout and he's also about to waste a piece of artwork into a poster form. Please get him cleared up on these terms and find out what false data he's sitting on.»

LRH 15 Oct 79

3. «She has just been crammed and yet she has just done a submission which could not be further off the rails on the subject of this poster. It doesn't have anything to do with the subject she is trying to sell. It is in fact disassociated. Some sort of a Crashing Mis-U has been missed on the basics of Marketing or some cramming has been mis-done here. Please review this quickly.»

LRH 18 Sept 79

4. «These surveys show an ignorance of survey tech or PR or how you name things. The questions do not lead to any solution of it. «Actually they decided what the name should be and then surveyed some people to find out what it was, according to the surveys I can find here.

«There is some Crashing MU or something of the sort on the subject of survey tech, positioning and so forth PLs. And there is certainly an inability to view things from an audience or public viewpoint to see how they sound.

«Please handle.»

LRH 6 Sept 79

FILM CREW:

1. «The editors don't understand the sequence and use of their equipment and that's why they won't even get it in shape or take care of it. Get these Crashing MUs or false data out of the line so we can get some movies out.

«They are out of ARC with their equipment and their films and therefore they can't cut it.

«It requires ruds flown on equipment and post and Reach and Withdraw on everything in the space. This is in addition to their Crashing MUs and any false data. Let's get this handled.

«Get this done on all of the editors.»

LRH 15 Sept 79

2. «Cram the lighting technicians and drill them on manual dexterity.

«They took an age to light the set once they had to change some bulbs.

«It shouldn't take that long.»

LRH 18 Sept 79

In these cases, when the basic outnesses were corrected the flubs were found to have occurred most commonly because of one or more of the following:

1. Didn't know the material (hadn't studied it).
2. Hadn't drilled the material sufficiently.
3. Misunderstood words.

In some cases the person had a Crashing Mis-U underlying the whole subject. And false data on the subject or action also often turned up on these crams.

In each case, with the outnesses fully handled in Cramming, the difficulty straightened out and the person began improving in his or her area.

While these crams do not cover every section of an org, nor the use of all the Cramming tools available, they do give enough examples to show how Cramming can be used to good advantage to achieve the product of a corrected individual.

A cramming order needn't be lengthy. But the more exactly and accurately it names the outness observed, the more easily the Cramming Officer can do his job and the more swiftly the person can be corrected to a win.

L. RON HUBBARD
FOUNDER

Assisted by Research and
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Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 28 AUGUST 1981
(Cancels BTB 12 Jun 73RA Iss II,
Cramming Series 13RA, CRAMMING
HEAVY HUSSAR HANDLING FOR A BADLY
BOGGED TECH PERSONNEL OR STAFF
MEMBER, which contained an incorrect
procedure for handling the badly bogged staff member.)

Remimeo
Cramming
Officers
C/Ses
Auditors

Cramming Series 13

HANDLING THE BADLY BOGGED INDIVIDUAL

Now and then a Cramming Officer is called upon to handle a horribly bogged Tech or Admin staff member or Interne.

They can be recognized by the following manifestations:

- A. Person overwhelmed on post and «too busy» to come to Qual for handling.
- B. Person has a stack of undone cramming orders but was never hatted in the first place.
- C. Auditor hopeless about handling a particular case or aspect of his tech.
- D. Person has been made resistive to cramming/correction because of too many invalidative cramming orders or invalidative handlings.
- E. Person has had messed up cramming/corrective actions.
- F. Person has been glib in his training and in cramming and so cannot apply (with its attendant difficulties).
- G. Person never got crammed and so never got corrected on his post goofs.

Messed up cramming/corrective actions such as crams done over out ruds, Crashing MU Finding done in the middle of False Data Stripping done in the middle of Method 9 Word Clearing, different terminals doing different actions on the person unbeknownst to each other has been known to make a staff member decline an offer for more «correction» and to beg to be left alone to do his post.

When a person is discovered to be in such a state a red tag should be slapped on his pc folder and left there until the flubbed cramming/correction has been corrected and the person is F/Ning.

Bogged cramming can be hell on an auditor or staff member and it is surely hell on the rest of the org affected by the bogged person's post or activities.

Sequence of Handling Though it is not a rote procedure, any handling of the badly bogged individual should roughly follow this sequence:

1. Familiarize yourself with the person's situation before you even call him into Cramming. Check the person's pc folder, obtain reports from the person's seniors, study over his past cramming/corrective actions plus any outstanding crams the person has stacked up, etc.

Case outnesses may be intertwined with his post troubles and these must be handled. Always enlist the C/S's help in determining what is going on with the person. Often, an FES and auditing program may be needed to handle BPC or a case outness the person is sitting in before you can begin to handle his post difficulties.

If repair is needed, ensure this is actually initiated and that the person does get handled. The Cramming Officer cannot really begin his job until the review auditor finishes his, so the Cramming Officer has an interest in seeing that the repair gets done.

2. Call the person into cramming.
3. If a repair is not needed, thoroughly handle the person's ruds per Cramming Series 19R FLYING RUDS IN CRAMMING.
4. Go over the overall scene with the person. Go over his past cramming/corrective actions, any pertinent reports, etc. Get from the person any other areas of confusion or difficulty or uncertainty which may not have been noted previously. Get him to lay everything out. This may take some coaxing but it is important if your handling is to be successful.
5. Isolate the biggest outness or the main situation. It must be real to the person that this is the main bug that needs to be handled.
6. Thoroughly handle the main situation by doing a full Debug Tech Checklist or direct cramming on it. A program may need to be drawn up to ensure a full handling of other outnesses brought up during earlier steps.

If the person doesn't experience a resurgence in his attitude about his post or area, the debug or cram is incomplete or the actual outness needing correction has not been isolated. Determine which it is and handle.

The handling is not a rote, mechanical procedure. The tools used to handle are never varied. But it would be impossible to rotely assign a sequence of actions «First you do List A, then use Debug B, then do Word Clearing C ... « for every handling.

Ethics

Where attempts to handle the person are met with overt or covert counter-intention, one should suspect an out-ethics situation present which will need to be resolved before tech will go in.

But don't confuse the out-ethics cat who runs from you when he sees you coming or tries to chop you up when you do get him in for handling with the person who is blowy because of Mis-Us or snarling from BPC.

None of the above justifies case on post and HCO PL 21 Feb 64 STAFF REGULATIONS AUDITING VERSUS JOB still applies.

Terminated Handling

The ultimate aim of the Cramming Officer in all of this is a terminated handling of the individual on the area or areas on which he was bogged. Handling his BPC on cramming, correction, etc. is necessary if it is preventing handling of the bog.

The person may experience a resurgence at just handling his out ruds or BPC and a big win like this should certainly be acknowledged. But it isn't the EP of what you are trying to do.

For instance, he may be F/N, VGIs and hopeful now about getting his TR-4 really handled and willing to work at it, but that would not be the EP of the debug. He still has to get his TR-4 handled.

See the difference?

The time it takes to handle the badly bogged individual will vary, and to do an honest and complete job may take many hours. In such cases the Cramming Officer should schedule a time daily where he can work with the person while still leaving himself time to handle his other cramming traffic.

Related Handlings

For a staff member, auditor or interne to get very badly bogged, one must ask the question: Where was that person's senior or supervisor while the person was digging himself into trouble? The fact of having a badly bogged individual to handle would usually mean that the person or persons who previously attempted to handle the badly bogged person need cramming as well.

By knowing and using the gamut of our corrective technology there is no reason to have Tech or Admin personnel in an org who are bogged and unable to successfully do their jobs.

It takes willingness to apply the tech with no compromise and some patience while the person works out of his tangles. But the benefits to the org and individual are well worth the efforts.

L. RON HUBBARD

FOUNDER

Assisted by

Research and Technical

Compilations Unit

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Cramming Series 16

CRAMMING AND VERBAL TECH

Ref:

HCOB/HCO PL 8 Feb 78	HOW TO DEFEAT VERBAL TECH
HCOB/HCO PL 15 Feb 79	VERBAL TECH: PENALTIES
HCO PL 16 Apr 65	THE «HIDDEN DATA LINE»
HCOB 23 Oct 75	TECHNICAL QUERIES
HCOB/HCO PL 7 Aug 79	Product Debug Series 8
Esto Series 36	FALSE DATA STRIPPING

Verbal tech, unchecked, can spread through an area like a forest fire.

VERBAL TECH: GIVING OUT DATA WHICH IS CONTRARY TO HCO BULLETINS OR POLICY LETTERS, OR OBSTRUCTING THEIR USE OR APPLICATION, CORRUPTING THEIR INTENT, ALTERING THEIR CONTENT IN ANY WAY, INTERPRETING THEM VERBALLY OR OTHERWISE FOR ANOTHER, OR PRETENDING TO QUOTE THEM WITHOUT SHOWING THE ACTUAL ISSUE.

(HCOB/HCO PL 15 Feb 79 VERBAL TECH: PENALTIES)

Every staff member has the responsibility of stamping out verbal tech when it is encountered. The Cramming Officer, however, is in a better position than most to spot and handle this plague, as the evidences of verbal tech will often show up in Cramming.

There are any number of ways in which verbal tech may come to the Cramming Officer's attention. False Data Stripping, for example, quite frequently may turn up verbal tech. Finding the source of a goof or error may reveal it. Two or more terminals making the same mistake in an area is an indication that verbal tech may be afoot there. A number of people in an area making the same error is often a sure sign the area is permeated with it. Occasionally a cramming order itself may contain verbal tech.

Cramming orders should be written on any individuals using or giving out verbal data. This is in addition to the fact that the person is subject to a Court of Ethics per HCOB 15 Feb 79 VERBAL TECH: PENALTIES.

When a valid instance of verbal tech is brought to the attention of the Cramming Officer or when he spots it himself he must act to get it handled.

Verbal tech can come in many forms and guises, some blatant, some more subtle.

The more blatant forms are usually easily recognizable but the more subtle forms can sometimes be missed. These can include such things as asking leading questions designed to get someone to «see the point.» This may be hard to detect as the person sometimes uses actual references but uses them out of context and sometimes they

are even unrelated to the subject. The apparency may be that he is using source reference, but unrelated quotes used out of context to push a point can have the same effect as verbal data. Only by fully studying the entire HCOB or Policy Letter, etc. and relating it to any other applicable references, does one get the data in its true perspective.

Another subtle type of verbal tech that can show up is with a person who tells you he is doing something a particular way because it says to do it that way in an HCOB or a PL, but he never produces the HCOB or PL that states it. And one has probably heard such lines as, «I'm sure this process is run repetitively, but I won't give you verbal tech on it.» (He has just done so!)

The way to defeat verbal tech is covered in the simple steps of the issue of the same name: HCOB/PL 9 Feb 79 HOW TO DEFEAT VERBAL TECH. A Cramming Officer must set an example in getting this applied.

Presented with an incorrect datum or one he suspects may be incorrect, his immediate response is: «What is the reference for that?» And if the datum didn't come from an issue, book, tape or other valid reference, the Cramming Officer must find out Who the datum came from and get it knocked out.

Verbal tech is always handled by cramming and false data stripping as needed on all those who have been infected.

The source of the verbal tech must also be isolated and handled to prevent it spreading further. This means ethics and also cramming on the correct materials.

Most, if not all, of those who deal in verbal tech will cross paths with the Cramming Officer sooner or later. And if the Cramming Officer is watchful he can use his position to put an end to the practice once and for all.

L. RON HUBBARD
FOUNDER
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Research and Technical
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Cramming Series 22
CRAMMING OFFICER PITFALLS

Cramming Officers on the whole do their jobs well and conscientiously.

Where they do get into difficulty or fail, the most common causes usually boil down to one or more of just a few main factors.

These most common pitfalls are listed here as a checklist for the Cramming Officer to use when examining his own actions or expertise in handling cramming cycles. They are also helpful for a Qual Sec or other senior tech terminal to use when the need arises to correct the Cramming Officer himself.

1. NOT KNOWING THE STUDY TAPES.

If a Cramming Officer doesn't know the Study Tapes cold he is missing the data which lies at the heart of almost any correction cycle.

If he isn't familiar with and relaxed about all aspects of Study Tech as covered on these tapes, and if he can't USE this data, he's going to miss.

Since any goof usually traces back to a lapse in application of some aspect of Study Tech, it is important for a Cramming Officer to know his Study Tapes. That doesn't mean he has heard them once or twice. It means he has duplicated them soundly and well; that he understands the data they contain and has made the data his own, for USE.

2. NOT KNOWING WORD CLEARING TECH COLD.

A Cramming Officer's ability to handle Word Clearing tech rests on his understanding of the Study Tapes and their coverage of the datum of the misunderstood word.

Armed with these basic principles, he is well prepared to master the various methods of Word Clearing.

If a Cramming Officer doesn't have certainty on the misunderstood word tech, and unless he is totally unreasonable about getting it applied and can find the misunderstood word(s) when they exist every time, he will fall short of success.

He must have total certainty on this, as possibly others won't. He will have people tell him it isn't a word, it's something else. And it may be, but if he buys this without investigating for himself and ensuring any existing misunderstands are cleared in addition to the «something else,» he's had it.

At the bottom of any confusion or conflict of ideas, lies a misunderstood word.

A Cramming Officer who doesn't have unshakeable certainty on this should re-study the Study Tapes and get himself word cleared by a competent word clearer on them and the Word Clearing Series. He should then drill the word clearing tech until he has a high reality on it and can find and clear the misunderstood words every time.

3. TURNING THE PERSON BEING CRAMMED OVER TO A WORD CLEARER WHO CAN'T WORD CLEAR.

If a Cramming Officer turns someone over to a word clearer who can't get the misunderstood words found and handled he is not likely to get good Cramming results.

The word clearer should have the same reality on the application of misunderstood word tech that the Cramming Officer should have. If not, then he should be trained and drilled until he's got it.

True, one sometimes has to twin people up in Cramming to have the twins get each other's misunderstood words found and cleared. But one should watch such word clearing closely. And if the misunderstandings don't get found then turn the person over to someone who can find and handle them. Or the Cramming Officer should find and handle them himself and then handle the terminals who are goofing at it.

One cannot rely on skimpy, half-done or out tech word clearing and expect to wind up with any kind of good cramming result. One's product is at stake.

4. VIOLATING «LOOK DON'T LISTEN.»

(Ref. HCO PL 16 Mar 72 I, Esto Series 8, LOOK DON'T LISTEN)

A Cramming Officer can totally miss by relying on an auditor's account of a session or an admin staff member's account of his application of a Policy Letter.

The auditor may be of the impression his TRs are totally natural but a taped or videoed session might reveal this is far from the truth. If the auditor knew exactly what was wrong he could probably correct it himself. Asking him, you're likely to only find out what he already knows. The way the Cramming Officer handles it is to look. Read the worksheets, look at the Exam report, see how the auditor's other pcs are doing. Check out his TRs. Put him through a drill. And the real error will spring into view.

In cramming admin staff, examine their products, watch them work, have them show you exactly what they did.

Blindly buying the reason for a goof without looking for yourself is asking for a possible loss.

LOOK DON'T LISTEN.

5. TRYING TO GET SOMEONE TO «SEE SOMETHING» THAT IS NOT WRITTEN IN AN HCOB OR HCO PL.

This is actually a form of verbal tech—a very insidious form, as it often pretends to use HCOBs and HCO PLs. It is often done with evaluative or leading questions, some even as blatant as «Well, does the HCOB (or PL) say you can't do such and such?» Some C/Ses and seniors do this at times via cramming orders. They cram or instruct the auditor or a junior, sometimes even giving references, on points that are not actually stated in an HCOB or PL. Cramming Officers should watch out for this and should cram the C/S or senior where this occurs.

If it is not written in an HCOB, PL or book or stated on a tape then the point should not be made.

It is also a very serious error for a Cramming Officer to attempt to get the person to «see the point» by asking various leading questions when the data in question is contained in an HCOB, PL or other source reference. To do so is a disservice to the person being crammed as it amounts to attempting to force understanding in over a misunderstood. It can also be classed as interpreting tech or policy, and is a sorry admission that the Cramming Officer does not know Study and Word Clearing tech.

An individual who is crammed correctly with any misunderstandings or false data handled standardly will duplicate the data as presented in source materials. That is the result the Cramming Officer should be working for.

6. ABSENCE OF DRILLING.

A Cramming Officer can err in thinking that because he's gotten the misunderstood words found and cleared and all the false data off that the job is complete. This comes about most frequently when the person being crammed has an especially big win in word clearing or false data stripping, etc.

Often, however, drilling is the final action needed in order to:

a. Give the person enough familiarity with doing the action so that he can do it smoothly.

b. Give the Cramming Officer visible proof that the person can now do the action correctly. Good drilling is essential. When drilling is needed to ensure a cramming result, don't neglect it.

7. ACCEPTING DATA ON HOW AN ACTION IS DONE BECAUSE OTHERS DO IT THAT WAY.

This is just another form of verbal tech. Auditors or staff members mimic each other and an agreement is formed on how something should be done. This soon spreads throughout the org. This really is nothing more than group agreement. (Ref. HCOB PL 7 Feb 65 Reiss. 27.8.80 KEEPING SCIENTOLOGY WORKING) It is also wrong source.

It is always easier to copy someone else than it is to dig up the references and clear up one's misunderstood words.

The pity of it is that «tech» gotten this way is usually incorrect or altered.

Not only does a successful Cramming Officer never rely on such data, he must stamp out any such verbal tech or hidden data line when he comes across it. He goes to source references for the correct tech or policy and must insist that others do the same.

8. FAILURE TO PULL WITHHOLDS ESPECIALLY ON THE SUBJECT OF THE CRAM.

Failure to pull someone's withhold when a withhold is evident is a violation of HCOB 15 Oct 74 Cramming Series 14 CRAMMING OVER OUT RUDS. When the person being crammed is nattery or critical or just doesn't want to say, pull the withhold.

The Cramming Officer who backs off and fails to get this done when it is indicated and needed is setting both the person and himself up for a loss and a failed cram.

Overts can block discovery of the misunderstandings in back of the goof. It is a bad goof not to pull the overts when they manifest. A cram can hang up on the person defending his actions. Getting the overts off then allows the misunderstandings to be found. (See HCOB 8 Sep 64 OVERTS, WHAT LIES BEHIND THEM?)

9. WRONG (INCORRECT) CRAMMING ORDERS.

A cramming order which attempts to handle an outness which does not in fact exist is actually an invalidation and may bring about a deterioration in the performance of the person being crammed. It often causes considerable upset.

A Cramming Officer must ensure that cramming orders conform to HCOB 24 Aug 81 Cramming Series 8 HOW TO WRITE A CRAMMING ORDER.

Where a cram is incorrect, the Cramming Officer must tell the person that it is incorrect and if necessary fly the person's ruds. The person is still sent to the examiner afterwards and the cramming order and worksheets must still be gotten into the person's pc folder.

The person who wrote the incorrect cramming order may also need to be crammed.

It should be noted that some crams may be incorrect only in that they indicate the wrong area needing cramming. In this case the Cramming Officer would find out what does need to be crammed and cram that.

A Cramming Officer avoids the pitfall of trying to execute a wrong or incorrect cramming order by applying Qual Senior Datum and also the sound rule: KNOW BEFORE YOU GO.

10. FAILURE TO GET HIS OWN MISUNDERSTOODS CLEARED UP.

A Cramming Officer does not need to be trained on or be an expert in the materials or subject on which he is cramming another. The liability, if he is so trained, and is himself out-ethics, is that often he may enter his own false data, misunderstands, confusions and/or misinterpretations into the scene. However, the Cramming Officer must be able to readily locate the correct source materials or other valid materials that apply to the cram, and get these studied, duplicated and drilled by the individual who needs correction.

It is important that if he encounters a misunderstood of his own in such materials he gets it cleared so that he is capable of handling the cramming action correctly.

Flubbed or half-done crams can result from the Cramming Officer dramatizing his own misunderstands.

11. DOING THE CRAM ROBOTICALLY.

A Cramming Officer can fall into the trap of going rote and simply carrying out a cramming order robotically. This is a sort of non-involvement on the Cramming Officer's part. He goes through the motions of the cram and does exactly what was ordered, without question. He does not really participate in the cram and, at best, hopes for a result.

This sometimes occurs on incorrect cramming orders where the person being crammed and the Cramming Officer both just resign themselves to doing the cram, without getting the matter properly resolved.

It also occurs sometimes because the Cramming Officer thinks he has to know all about the subject before he can cram the person on it. So the Cramming Officer just robotically does what was ordered.

That is a confession that the Cramming Officer doesn't know Study Tech and Cramming Tech. These are his tools. If a Cramming Officer knows these then he can handle anyone, even if the person is having trouble learning Chinese!

There is no excuse ever for a Cramming Officer to robotically or rotely handle a cramming action or any part of it.

12. CRAMMING OFFICER BEING INVALIDATIVE.

(Ref. HCOB 22 Jan 77 Reiss. 7.12.78, IN-TECH, THE ONLY WAY TO ACHIEVE IT)

Invalidation of the person being crammed is not going to result in an F/Ning, VGIs, terminatedly handled staff member or individual. The Cramming Officer who engages in this has just knocked out the preliminary step to cramming—flying the person's ruds.

This is not to say that a Cramming Officer doesn't maintain an ethics presence or that he buys excuses or allows the person to be a case in cramming or doesn't ensure the person's mistakes and misunderstands get corrected. But he must never, never invalidate the person himself nor his willingness to work or help or get corrected.

The willingness of the person in cramming is one of the basic factors one has to work with in getting excellent cramming results. A wise Cramming Officer cultivates it and gets the errors corrected and the correct data duplicated, without invalidating the person being crammed.

13. CRAMMING OFFICER BEING SYMPATHETIC.

Sympathy does not get a person's misunderstandings found. It does not teach him how to handle his post correctly. It will not make him a better auditor or staff member. It has no place in the cramming cycle. Why be sympathetic when you can be effective?

Sympathy is no substitute for positive, spot-on correction in cramming.

Don't indulge in it. One gets the job done with ARC—not sympathy.

14. NOT DOING THE CRAMMING ORDER AT ALL.

There can be various reasons for this such as not being able to confront the person being crammed, not being able to push through a review cycle which needs to be completed before the person can be crammed, not being able to get the person into cramming, etc. Many of these and their handlings are covered in HCOB 21 Aug 81 Cramming Series 5, HOW A CRAMMING OFFICER ENSURES THAT HE HAS NO BACKLOGS.

The point is that the goal of a corrected individual cannot be obtained if the cramming order is not done at all.

The Cramming Officer who is aware of these pitfalls can ensure that neither he nor any of the people he crams will fall into one of them.

His best insurance against this goes back to the very basics—a full familiarity with and ability to USE the data contained in the Study Tapes as the first fundamental.

When the Cramming Officer is thus armed it makes the road out for all of us that much smoother and faster.

L. RON HUBBARD

FOUNDER

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Cramming Series 23
STABLE DATA FOR CRAMMING OFFICERS

There is a cause for any situation. If cramming is to teach the student what he missed, it must handle:

- a) what he missed, and
- b) why he missed it.

Thus it becomes a matter of getting at the root of the situation, if the situation is not to recur.

This gives us the following:

1. Things are CAUSED, they do not «just happen.»
2. The cause lies earlier than the effect.
3. The following humanoid «stable data» are false:
 - «It is human to err.»
 - «It is reasonable to forget.»
 - «There are people who are naturally slow.»
4. Though stupidity comes about in general from charge on the case, thoroughly remarkable changes can be effected in rate and thoroughness of data assimilation, independent of general auditing, by USE of study technology.
5. Basic, when blown, discharges the rest of the chain. Basic is earliest.
6. If it didn't resolve the trouble the person was having, the correct cause hasn't been found.
7. A successful cramming action always ends with the person F/Ning and VGIs and handled on the outness he came to Cramming to resolve.

Hammering the same point over and over doesn't ever find the CAUSE of a repeating error. (And there shouldn't even be a first error if he did his course or post hat properly.) In practice, in the case of a suddenly slowed rate of study or in the case of a sudden rash of overt products, one looks just before the change occurred and handles what is found there. Sometimes it's necessary to carry it earlier to get the real cause of the trouble found and handled. When HE's found (not when YOU've found) what is out you'll have all the VGIs you could ask for and the error will not repeat.

This brings us to the final stable datum:

8. The route to 100% results in cramming is PERSISTENCE in finding the actual cause of the trouble.

A Cramming Officer can increase his results by knowing and using this data.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 SEPTEMBER 1981

(Also issued as an HCO PL, same date & title.)

(This issue cancels BTB 10 Jun 73RB IV,
Cramming Series 11RB, CRAMMING OFFICER
POST REQUIREMENTS, as it changes the
specific requirements now expected of a Cramming Officer.)

Remimeo
All Orgs
All Missions
All Executives

All Staff
Qual Div
Cramming
Officer Hats

THE CRAMMING OFFICER

Ref:

HCO PL 16 Aug 81	THE PURPOSE AND FUNCTION OF CRAMMING
HCO PL 9 Sep 80R ISSUE II	CLASS IV ORGS QUALIFICATIONS DIVISION FIVE
Revised 11 Mar 81	ORG BOARD
HCOB 21 Dec 79	AUDITOR ASSIGNMENT POLICIES, CRAMMING ASSIGNMENT POLICIES
HCO PL 30 Oct 78	COURSES—THEIR IDEAL SCENE
HCO PL 16 Mar 71R	WHAT IS A COURSE? Revised 29 Jan 75
LRH TAPE 7109C05	A TALK ON A BASIC QUAL

If a Cramming Officer thinks he has to know all about subject before he can cram someone then he doesn't know the tech of cramming. If I were a Cramming Officer and knew nothing about a subject I was cramming someone on, I would simply put the guy on the meter and find out what he didn't know about the subject and clean up what came up on that and then order the guy to word clear the materials concerned.

A Cramming Officer is an expert in the technology of cramming. He does not have to be an expert in the subject on which he is cramming someone.

What is important is that he have the tools and technology of cramming under his belt.

CRAMMING OFFICER POST REQUIREMENTS

The following are the minimum requirements a Cramming Officer would need in any organization in order to competently carry out the functions of his post:

a) STUDENT HAT COURSE

b) PROFESSIONAL TRS COURSE OR FULL PASS ON TRS 0-IV THE
HARD WAY ON

A DULY AUTHORIZED TRAINING CHECKSHEET (Ref. HCO PL 17 June 70RA TECHNICAL DEGRADES)

- c) MINI COURSE SUPERVISOR COURSE
- d) HUBBARD E-METER COURSE
- e) QUAL OK TO OPERATE AN E-METER
- f) QUAL OK TO FLY RUDS
- g) QUAL OK TO ASSESS PREPARED LISTS
- h) HUBBARD MINI WORD CLEARING COURSE
- i) APPLICABLE CRAMMING SERIES ISSUES HIGH CRIMED (OR NEW CRAMMING OFFICER COURSE DONE FOR NEWLY TRAINED CRAMMING OFFICERS)
- j) PRODUCT DEBUG SERIES HIGH CRIMED
- k) FULL CRAMMING OFFICER A-I HAT COMPLETED

Providing that the guidelines of HCOB 21 Dec 79 AUDITOR ASSIGNMENT POLICIES, CRAMMING ASSIGNMENT POLICIES are adhered to there is no reason for anything less than uniformly excellent cramming results as long as the above requirements are not skimped.

Any posted Cramming Officer who is lacking one or more of these requirements had better get very, very busy fulfilling any he is missing.

SENIOR CRAMMING OFFICER

Once an org has a hatted, functioning Cramming Officer on post, the ideal scene to work toward is to have the person trained to the level of Senior Cramming Officer. This parallels the Course Supervisor training line-up where we have a Mini Course Supervisor (MCSC), Professional Course Supervisor (HPCSC) and Senior Course Supervisor (HSCSC).

A person trained to the level of Senior Cramming Officer would most likely hold the post of Chief Cramming Officer in an org. However, all Cramming Officers should aim at attaining the level of Senior Cramming Officer.

Senior Cramming Officer Requirements

The requirements for a Senior Cramming Officer are:

- a) STUDENT HAT COURSE
- b) PROFESSIONAL TRS COURSE OR FULL PASS ON TRS 0-IV ON A DULY AUTHORIZED CHECKSHEET (Ref. HCO PL 17 June 70RA Re-rev. 27.4.81 TECHNICAL DEGRADES)
- c) MINI COURSE SUPERVISOR COURSE AND INTERNESHIP
- d) HUBBARD E-METER COURSE
- e) QUAL OK TO OPERATE AN E-METER AND FLAWLESS IN ITS USE
- f) QUAL OK TO FLY RUDS

- g) ASSESSMENT DRILL COURSE
- h) QUAL OK TO ASSESS PREPARED LISTS
- i) KEEPING SCIENTOLOGY WORKING TECHNICAL CHECKSHEET
- j) PROFESSIONAL WORD CLEARERS COURSE AND INTERNESHIP
- k) PRODUCT DEBUG COURSE
- l) APPLICABLE CRAMMING SERIES ISSUES HIGH CRIMED (OR NEW CRAMMING OFFICER COURSE DONE)
- m) VOLUME V OEC COMPLETED
- n) A PROVEN RECORD AS A GOOD CRAMMING OFFICER

The functions of a Senior Cramming Officer are the same as those of any Cramming Officer, the difference being that he more highly skilled and experienced. Additionally, he would have the responsibility of correctly apprenticing any Cramming Officer in training.

This, then, gives the direction an org should take in hatting and training up its Cramming Officers, if it is to become a truly affluent org.

All Cramming Officers whether they are Senior Cramming Officers or not need to be kept abreast of all developments in corrective technology as they occur.

CRAMMING OFFICER ENHANCEMENT

A Cramming Officer must get daily enhancement and must become fully hatted with no delay. Only in this way can he be expected to operate at the very high level of technical quality which is required of him.

In order that he can cram people of all case levels it is necessary that he advance up the Grade Chart as well.

RESPONSIBILITIES OF A CRAMMING OFFICER

In addition to doing regular cramming cycles, product debug cycles and other corrective actions, the Cramming Officer is responsible to ensure that all High Crime checkouts are done with no delay and that the technical staff stay abreast of all new technical developments up to the level that they are trained. (Ref. HCOB 19 Aug 79R Rev. 30 June 80 HIGH CRIME—ADDITION HIGH CRIME CHECKOUTS AND WORD CLEARING)

The Cramming Officer holds a great deal of responsibility for seeing that Verbal Tech in the org is stamped out and anyone found as a source or carrier of Verbal Tech is handled in ethics.

Ensuring the standardness of the courses being taught, and handling those responsible for any outnesses in the tech of course supervision is also the concern of the Cramming Officer. He is in an excellent position to detect outnesses in the training of auditors, execs or others as all overt products from any course will be sure to end up on the cramming lines one way or another.

THE IMPORTANCE OF WORD CLEARERS TO THE CRAMMING OFFICER

Once it has been determined which materials the student or staff member has misapplied or not applied, the Cramming Officer relies on word clearing tech to get him through those materials with any and all misunderstands found and cleared. The Cramming Officer does the word clearing or has the person's twin in cramming do the word clearing if he doesn't have a Qual Word Clearer available, but ideally he would have one posted in his Cramming Unit. In a very busy cramming area this posting would be vital.

HANDLING CRAMMING IN A LARGE ORG

The high degree of personal attention required in cramming brings about a situation whereby a second Cramming Officer must be added to reinforce the area when there are regularly more than 8 staff and/or students requiring service at one time.

In a large org it would, of course, be mandatory to have both a Tech and an Admin Cramming Officer permanently posted. There is no additional hatting required for either of these posts. The Tech Cramming Officer is not required to be top auditor, nor is the Admin Cramming Officer required to be an FEBC or OEC graduate. Regardless of any other tech or admin training a Cramming Officer has, it is the tech or Cramming in which he must be an expert.

CARING FOR THE INDIVIDUAL

A really successful Cramming Officer cares about the individuals who come to him for help. How these staff members and students progress after being crammed should be of interest to him and checking on this should be a routine part of his weekly actions.

SUMMARY

The Cramming Officer is there to debug internes, students, staff members and executives as needed and when needed. He does whatever is required to achieve an honest product (a terminatedly handled individual who will not return to cramming again on the subject crammed).

This issue lays out clearly what a Cramming Officer needs to know to be able to do the functions of his post successfully.

I'm looking forward to hearing of more trained and effective Cramming Officers in your org.

L. RON HUBBARD

FOUNDER

Assisted by

Research and Technical

Compilations Unit

Accepted by the

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of the

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Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 13 SEPTEMBER 1981R

ISSUE II

REVISED 14 JANUARY 1982

(Also issued as an HCO PL, same date & title.)

Remimeo
All Orgs
Tech/Qual
Academy
Supervisors
Academy

(Revised to delete the last Students paragraph, as the intention of the issue is clearly stated in the paragraph which preceded it.)

(Ellipsis Indicates Deletion)

REVISION OF ACADEMY LEVELS 0-IV
AUDITING REQUIREMENTS

In order to handle an international situation of Academy students being required to audit a pc on Expanded Grades for each Level before the student can be certified for that Level, this Bulletin revises the auditing requirements for each of the Level 0-IV Academy Level Checksheets as follows:

The student must successfully audit at least one preclear on each of the processes of the Level to the EP of each process and the attainment of the ability gained for that Level, OR produce consistent well-done auditing hours in the style of auditing taught on the Level and get a definite good pc result (remarkable case change). No student is to be certified for a Level unless he has demonstrated his competence at auditing that Level, as stated above.

L. RON HUBBARD
FOUNDER
Assisted by
Research & Technical
Compilations Unit

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HCO BULLETIN OF 15 SEPTEMBER 1981

Remimeo

THE CRIMINAL MIND

Definition: A criminal is one who is motivated by evil intentions and who has committed so many harmful overt acts that he considers such activities ordinary.

There is a datum of value in detecting overt acts and withholds in criminal individuals:

THE CRIMINAL ACCUSES OTHERS OF THINGS WHICH HE HIMSELF IS DOING.

As an example, the psychiatrist accuses others engaged in mental practice of harming others or worsening their condition yet the majority of psychiatrists maim and kill their patients and by record, in all history, have only worsened mental conditions. After all, that's what they seem to be paid to do by the Government.

The psychologist accuses others of misrepresenting what they do and lobbies in legislature continually to outlaw others on the accusation of misrepresenting but there is no psychologist who doesn't know that he himself is a fake, can accomplish nothing of value and that his certificates aren't even worth the printing ink. The psychologist goes further: He educates little children in all the schools to believe all men are soulless animals and criminals so that when the possible day of reckoning comes and the psychologist is exposed for what he is, the population will not be the least bit surprised and will consider the psychologist is «normal.»

The psychologist accuses others of sexual irregularities when this is, actually, his entire profession.

Jack the Ripper of English fame who gruesomely murdered prostitutes now turns out to have been a medical doctor and was undoubtedly of enormous assistance to the police in pointing out «the real murderer.»

The FBI agent or executive accuses others of graft and even sets up «abscams» to manufacture the crime. But an FBI agent regularly pockets money supposed to be paid to informers and then screams to protect informer sources that do not exist.

The FBI agent is terrified of being infiltrated and accuses others of it when, as standard practice, he infiltrates groups, manufactures evidence and then gets others charged for crimes his own plants have committed.

The FBI acts like a terrorist group posing as law enforcement officers. Their targets seem to be legislators and congress and public individuals who might someday have power over public opinion such as Martin Luther King, Jr.

From all this we get another datum:

THE CRIMINAL MIND RELENTLESSLY SEEKS TO DESTROY ANYONE IT IMAGINES MIGHT EXPOSE IT.

You have to be very alert when criminals are around.

J. Edgar Hoover, who organized the present FBI and still deified by it - they have his name in huge, brass letters on Washington D.C.'s biggest thoroughfare—and that town doesn't even have the names of former Presidents up in lights—has been shown by subsequent records to have been a blackmailer and traitor to his country. He carefully, personally, sat on the information for four months that Pearl Harbor was going to happen. Right up to the US entrance into World War II he was autographing his photo for pals in the deadly German SS. He even sacked an FBI agent (Tureau) who dared to catch some German spies.

Doctors, psychologists, psychiatrists and the Government form a tight clique. Only the Government would support such people as the public hates them.

From all this we get another datum:

INDIVIDUALS WITH CRIMINAL MINDS TEND TO BAND TOGETHER SINCE THE PRESENCE OF OTHER CRIMINALS ABOUT THEM TENDS TO PROVE THEIR OWN DISTORTED IDEAS OF MAN IN GENERAL.

It is not true that where any person accuses another of a crime the accuser is always guilty of the crime or that type of crime. But it is true that when a criminal is doing the accusing it is more than probable that the criminal is disclosing his own type of crime.

Apparently they add it up this way: «If I accuse him of robbing, then it would be assumed by others that I have not robbed a bank.» By loudly voicing a condemnation of a crime, the criminal, with a crooked think, supposes people will now suppose he is above bank robbery and won't suspect him.

Groups like psychologists who declare as fact that all men are criminals are of course just dramatizing their own inclinations.

People assume that others have their own case. The psychologist pushes his own case off on the whole world.

Anyone researching in the mind should be very aware of this point and be sure not to do it. Subjective reality seems to then to be the only reality there is, for such people are too introverted to really know the minds and motivations of others.

When working with the criminal, one can get a very good idea of that person's own mental state by getting him to say what other people want and do or are guilty of.

It is inconceivable to the criminal that anyone could possibly be decent or honest or do a selfless act. It would do no good whatever to try to convince him for he knows all men are like himself.

Thus one gets another datum of value:

THE CRIMINAL ONLY SEES OTHERS AS HE HIMSELF IS.

One of the reasons he does this, of course, is to justify injuring others. Because everyone else is useless, worthless, criminal, an animal and insane, why then, he reasons, it is perfectly all right to injure them.

Thus we come to another datum:

THE CRIMINAL IS NOT MUCH BENEFITED BY THE GIVING OFF OF CURRENT WITHHOLDS AND IS NOT LIKELY TO REFORM BECAUSE OF THIS.

One, therefore, has to get down to the basic evil intentions as in Expanded Dianetics.

There is another approach in that same area of technology which is finding what act the person really can take responsibility for. It is a gradient approach.

The criminal is basically so subjective that an auditor will find, in the short run, that improving the reality of such a person is needful before any effective, overall improvement is obtained through pulling withholds.

Thus TRs and 8-C and even ARC Straight Wire are indicated as first steps. If these are done, and as responsibility rises, expect that overts could begin to pop up almost of their own accord.

It is interesting that if a criminal were to face up suddenly to the enormity of his crimes he would go into degradation and self-destruction. Thus a gradient scale is definitely indicated.

As the person has more R (reality) he can take more responsibility and only then with pulling withholds can he have any real benefit.

This HCOB is simply some data on the criminal mind that might help.

At the very least it should give some understanding of why some individuals insist with such apparent conviction that all men are evil, why all men are insane, why all men are criminals.

And it also tells you how silly it is to try to argue with them. Who's there?

The criminal mind is a bitter and unsavory subject. The percentage of criminals is relatively small but the majority of grief and turmoil in the world caused by criminals is a majority percent. Thus the criminal mind is a subject one cannot avoid in research as it is a major factor in the distortion of a culture.

It is a mind like any other mind but it has gone wrong. It is motivated by evil intentions which, even if idiotic, are greater than the possessor's ability to reason. The criminal, even when he seems most clever, is really very, very stupid. The evil intentions get dramatized by senseless overt acts which are then withheld and the final result is a person who is more dead than alive and who faces a future so agonizing that any person would shudder at it. The criminal, in fact, has forfeited his life and any meaning to it even when he remains «uncaught» and «unpunished» for in the long run, he has caught himself and punishes himself for all eternity. No common judge can give a sentence as stiff as that. They know down deep that this is true and that is why they scream with such ferocity that men have no souls. They can't confront the smallest part of what awaits them.

When you understand what the criminal mind consists of you can also understand how ghastly must be the feelings or lack of them with which the criminal has to live within himself and for all his days forever. He is more to be pitied than punished. Neither bold nor brave, for all his pretense, he is really just a panicky, whimpering coward inside. When he bares his breast against the bullets, he does so with the actual hope that he will be killed. But of course that doesn't save him. He's got an eternity of it left to go. And his scoff of any such data hides the whimper for he knows, deep down, it's true.

Thus we have another datum:

THE CRIMINAL, NO MATTER WHAT HARM HE IS DOING TO OTHERS, IS ALSO SEEKING TO DESTROY HIMSELF. HE IS IN PROTEST AGAINST HIS OWN SURVIVAL.

If you have to work with criminals in pastoring, recognize what you are working with. He can be helped—if he will let you near him.

Fortunately, there are still a lot of decent people left in the world.

L. RON HUBBARD
FOUNDER

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HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 OCTOBER 1981

(Also issued as an HCO PL of the same date and title.)

URGENT—IMPORTANT

All Orgs
Course
Supervisors
Film
Supervisors
C/Ses
Ds of T
Cramming
Officers
Students
Tech
Qual
HCO

TECH FILMS AND VERBAL TECH

References:

HCOB/PL 9 Feb 79	HOW TO DEFEAT VERBAL TECH
HCOB/PL 15 Feb 79	VERBAL TECH: PENALTIES
HCOB 29 Aug 81	Cramming Series 16
	CRAMMING AND VERBAL TECH
HCO PL 16 Apr 65	THE «HIDDEN DATA LINE»
HCOB 23 Oct 75	TECHNICAL QUERIES

With the release of the Technical Training Films, the policies forbidding verbal tech must be extended to apply to any Technical Training Film as well as to HCO Bulletins, Policy Letters, books, tapes or other source references.

HCOB/HCO PL 15 Feb 79 VERBAL TECH: PENALTIES defines verbal tech as follows:

GIVING OUT DATA WHICH IS CONTRARY TO HCO BULLETINS OR POLICY LETTERS, OR OBSTRUCTING THEIR USE OR APPLICATION, CORRUPTING THEIR INTENT, ALTERING THEIR CONTENT IN ANY WAY, INTERPRETING THEM VERBALLY OR OTHERWISE FOR ANOTHER, OR PRETENDING TO QUOTE THEM WITHOUT SHOWING THE ACTUAL ISSUE.

The above definition applies equally to the Technical Training Films, and to it is added:

GIVING OUT TECHNICAL DATA VERBALLY OR OTHERWISE FROM A TECHNICAL FILM, OR ANY DISCUSSION, INTERPRETATION OR QUOTING OF THE TECHNICAL CONTENT OF A TECHNICAL FILM WITHOUT HAVING THE FILM VIEWED BY THE PERSON OR PERSONS CONCERNED SHALL CONSTITUTE VERBAL TECH.

Violations of this Policy Letter must be dealt with per HCOB/PL 15 Feb 79 VERBAL TECH: PENALTIES, and HCOB 29 Aug 81 Cramming Series 16 CRAMMING AND VERBAL TECH.

This Policy Letter is not to be used to curb enthusiasm or prevent word-of-mouth promotion of these vital films.

It is to be fully understood and applied in terms of the following maxim:

THE TECH OF ANY TECHNICAL TRAINING FILM IS IMPARTED BY THE FILM ITSELF, NOT BY ANY DISCUSSION OF IT.

This issue is to be prominently displayed in all course rooms for those courses to which Technical Training Films are assigned, as well as in the film viewing area itself.

L. RON HUBBARD
FOUNDER

Assisted by
Research & Technical
Complications Unit

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 7 OCTOBER 1981
(Cancels BTB 7 Feb 72RB II
Word Clearing Series 31RB
METHOD 3 WORD CLEARING)

Remimeo
All Students
All Supervisors
All Word Clearers
All Cramming
Officers
Tech
Qual

Word Clearing Series 31RC

METHOD 3 WORD CLEARING

Method 3 is the method of finding a student's misunderstood word by having him look earlier in the text than where he is having trouble for a word he doesn't understand. The student simply looks for the word, the word is found, and then cleared using a good dictionary.

Method 3 is routinely used by the supervisor. It is done by twins on each other as needed. And of course the student should use it himself whenever he runs into any trouble.

It is very simple to do. It doesn't require a meter. But it does require an ability to get in good comm with the student and an understanding of the following theory.

THEORY

References:

TAPE: 6407C09 SHSBC-28	Study Tape 2 STUDYING—DATA ASSIMILATION
TAPE: 6408C06 SHSBC-34	Study Tape 4 STUDY—GRADIENTS AND NOMENCLATURE
TAPE: 6510C14 SHSBC-68	BRIEFING TO REVIEW AUDITORS
HCO PL 24 Oct 68 II	SUPERVISOR KNOW-HOW HANDLING THE STUDENT
HCO PL 24 Oct 68 IV	SUPERVISOR KNOW-HOW TIPS IN HANDLING STUDENTS
HCOB 26 Jun 71R II Rev. 30.11.74	W/C Series 4R, SUPERVISOR TWO-WAY COMM AND THE MISUNDERSTOOD WORD
HCOB 27 Jun 71R	W/C Series 5R, SUPERVISOR TWO-WAY COMM EXPLAINED Rev. 2.12.74
HCOB 31 Aug 71R	W/C Series 16R CONFUSED IDEAS
HCOB 4 Sep 71 II	W/C Series 19, ALTERATIONS
HCO PL 24 Sep 64	INSTRUCTION AND EXAMINATION: RAISING THE STANDARD OF
HCOB 10 Mar 65	WORDS, MISUNDERSTOOD GOOFS

A student who knows his Study Tech will look up each word he comes across that he doesn't understand. If he comes to something he doesn't grasp he will look over it carefully for any misunderstood words and clear these up.

But when a student has cleared all the words and he can't understand it or disagrees with it; or when a student bogs down, or becomes dull, or is just not as bright as before, it is because the student has passed a word he didn't understand before he started having trouble.

This will be very clear to you if you understand that IF IT IS NOT RESOLVING, THE THING THE STUDENT IS APPARENTLY HAVING TROUBLE WITH IS NOT THE THING THE STUDENT IS HAVING TROUBLE WITH. Otherwise it would resolve, wouldn't it? The trouble is earlier. If he knew what he didn't understand he could resolve it himself. So to talk with him about what he thinks he doesn't understand just gets nowhere.

Good Word Clearing is a system of backtracking. You have to look earlier than the point the student became dull or confused and you'll find that there's a word that he doesn't understand somewhere before the trouble started. The student will brighten up the moment he spots the word, even before the word is cleared. And if he doesn't brighten up there will be a misunderstood word even before that one.

PROCEDURE

The student is not as bright, or feels dull or disinterested, or is dopping off, has bogged down or is going slower; or he just can't understand something or disagrees with it and has done all the usual actions such as clearing the words in it, but it still won't resolve.

The student is asked to look earlier in the text for the misunderstood word. There is one always. There are no exceptions. It may be that the misunderstood word is two pages or more back but it is always earlier in the text from where the student is now.

The word is found. The student brightens up.

The misunderstood word is looked up in a good dictionary and cleared per HCOB 23 Mar 78RA Word Clearing Series 59RA CLEARING WORDS.

The student reads the text that contains the word that was misunderstood. If the student is not now bright then there is a misunderstood word even earlier in the text that must be found.

When the student is bright and cheerful he is told to come forward, restudying the text, to the area of the subject he did not understand.

The difficulty he was having should now resolve. If the difficulty does not resolve then there are still one or more misunderstood words earlier which must be found.

If the word can't be found with Method 3, then it would be permissible to use one or more of the other methods of word clearing to get the word found.

ZEROING IN ON THE WORD

The formula is to find out where the student wasn't having any trouble and find out where the student is now having trouble and the misunderstood word will be in between. It will be at the tag end of where he wasn't having trouble. (See Tape 6408C06 SHSBC-34, Study Tape 4, STUDY—GRADIENTS AND NOMENCLATURE and HCO PL 24 Oct 68 IV SUPERVISOR KNOW-HOW TIPS IN HANDLING STUDENTS.)

The student can also be spot-checked on the words in the area to help him find the word, if necessary. The student is asked for the definitions of various words in the area and any that the student is uncertain of or doesn't know are looked up.

The end result of doing Method 3 is the student is now bright and any difficulty he has had is cleared up.

Method 3 is tremendously effective when done as described herein.

If it were done every time a student hit a bog or slow or every time a student became dull or his study stats dropped your students would gradually get faster and faster and brighter and brighter. Study stats would soar and the Academy would turn out more and more auditors as well as other trained individuals the org could really be proud of.

So get a good reality on it and become expert in its use. Use it to Keep Scientology Working.

L. RON HUBBARD

FOUNDER

Assisted by

Research and Technical

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HCO BULLETIN OF 8 OCTOBER 1981

ISSUE III

(Cancels BTB 28 June 71R W/C Series 6R

METHOD TWO METERED WORD CLEARING
IN THE COURSE ROOM

and

BTB 27 Nov 71R Tape Course Series 9

W/C Series 27R METHOD 2 WORD CLEARING
ON TAPES AND TAPE COURSES)

Remimeo
Word Clearers
Supervisors
Cramming
Officers
Tech
Qual

Word Clearing Series 6RA

Tape Course Series 9R

WORD CLEARING METHOD 2

Method 2 utilizes the E-Meter to locate misunderstood words that may not be detectable otherwise. It is a very thorough form of Word Clearing.

Method 2 Word Clearing is only done on an individual who has received Method One Word Clearing to completion.

There are two ways in which Method 2 Word Clearing can be used:

1) As a routine method of Word Clearing in Qual or in the Course Room to handle bogs, confusions, misapplications, misunderstandings, etc., or as part of a cramming order or checksheet requirement. This does not require any C/S OK.

2) On a large body of data. This is often done after it has already been studied, to clean up any misunderstandings in that body of data. It can be done on such things as a staff member's hat, the materials of an auditor's level of training, the C/S Series, one's first Scientology materials, etc. This action is usually part of a program such as a retread program or part of someone's TIP. It does require C/S OK before the action can be begun.

The Word Clearer doing the Method 2 must be trained in the use of the E-Meter and instant reads.

Method 2 is not attempted if the student's TA is either High or Low. The Word Clearer would ensure that there is no false TA, using the False TA Checklist. If the TA remains high or low and is not false, the student would be sent to Review for handling.

METHOD 2 PROCEDURE

a) On Written Materials

The student is put on the meter and the Word Clearer (or Supervisor) gives him the R-factor «I am not auditing you.»

The student is told that if he comes to a word or phrase he doesn't understand he should tell the Word Clearer, so that the misunderstood can be cleared. The student should be encouraged to find and clear misunderstood words himself, and should not become dependent on the meter.

The Word Clearer has the student read aloud to him starting at the very top of the first page.

The Word Clearer watches the meter carefully. As soon as the needle reads (sF, F, LF, LFBD) the Word Clearer stops the student and finds the word that read in a good dictionary, whether the student says he knows the meaning or not. If it is a technical word or term in the subject being addressed, it is looked up in a glossary or technical dictionary. (Note: In using various glossaries and technical dictionaries, care must be taken to find a dictionary definition that is on the correct gradient for the student.)

The Word Clearer first clears the word for himself, then the word is cleared on the student per HCOB 23 Mar 78RA W/C Series 59RA CLEARING WORDS. The dictionary is handled by the Word Clearer, the student does not let go of the cans.

If a technical word or term is being cleared from a glossary or technical dictionary, then the student reads the definition aloud while the Word Clearer watches the needle. Any word in the definition that reads is looked up and cleared per HCOB 23 Mar 78RA W/C Series 59RA CLEARING WORDS.

Each word cleared is taken to F/N.

The Word Clearer then has the student re-read the sentence that contains the word that was misunderstood. The Word Clearer must ensure that the student understands the section of the text that contains the word. If the student does not originate this fact, the Word Clearer should ask the student what that part of the text means. He wouldn't let the student continue reading if the student did not comprehend what he just read.

If the student doesn't understand something about what he just read then there will be another misunderstood word, probably earlier in the text, in which case the Word Clearer would have the student go to an earlier point in the text and start reading.

Only when he fully understands the section of the text that contains the word that was misunderstood does the student continue reading.

The student continues reading aloud to the end of the last page of the materials being covered. Any further reads of the meter are handled as above.

At the end of the Word Clearing session, send the student to the examiner.

b) On Tapes

This is done exactly as in Method 2 on written materials except that the student listens to the tape with headphones on while the Word Clearer watches the meter for a read.

The Word Clearer operates the controls of the tape player while the student listens. The Word Clearer does not listen to the tape himself.

As soon as the needle reads, the Word Clearer stops the machine and asks what word or term the student just heard. (Note: It is important that the tape player is stopped at the exact moment that the meter reads, otherwise the word clearer may be asking the student for a word 3 or 4 words later than the reading word. On some machines it is fastest to rest the thumb or a finger on the pause button while the tape is playing, using the pause button to immediately stop the machine when a read occurs. The most ideal set-up for Method 2 on tapes is to have a foot pedal that the Word Clearer uses to operate the tape player with. This then frees up the Word Clearer's hands.)

If the student can't spot the word the Word Clearer helps him find it by replaying the last short section of tape. If the student still can't tell him what the word is, the tape is replayed from an even earlier point.

As soon as the meter reads, the Word Clearer stops the machine and gets the word from the student. The word is then cleared as in Method 2 on Written Materials.

HANDLING THE BOGGED OR NON-F/NING STUDENT

Method 2 can be done on a student in trouble to get him F/Ning again, to handle a bog, confusion, etc.

The student is put on the meter and is given the proper R-factors as covered in Method 2 on written materials, above.

He is asked at what point in his materials he started having difficulty.

The Word Clearer takes the student back to a point earlier than where the student started having trouble and has the student read aloud to him.

The Word Clearer watches the meter and handles all reads as described in Method 2 on written materials, above.

The materials are so covered up to the point where he was having trouble.

If the difficulty does not resolve, the Word Clearer has the student start reading from an even earlier point in the material. It may go back to an earlier issue, tape, earlier course, or even an earlier subject. (Ref. Tape 6408C06 SHSBC-34, Study Tape 4, STUDY—GRADIENTS AND NOMENCLATURE and Tape 6510C14 SHSBC-68, BRIEFING TO REVIEW AUDITORS)

End off when the difficulty has been resolved and the student is once again bright and F/Ning, and send the student to the examiner.

METHOD 2 ON LARGE BODIES OF DATA

This requires C/S OK to ensure that the student is not in the middle of an auditing action or process or in the need of a repair, etc. (NOTE: Method 2 on just an issue or two, such as for a Cramming Order would not need C/S OK, but any large amount of Method 2 work would.)

The Word Clearer starts the student at the very top of the first page of the materials and the whole of the materials are covered by Method 2. All reading words are cleared including any words originated by the student as misunderstood.

Done on one's first Scientology materials (first materials read, or first tape heard), it uncovers basic misunderstands on Scientology. Done on one's hat or other material, it handles the basic reason behind past failures or difficulty with any material.

The EP is a continuous F/N on the materials being word cleared.

COMPREHENSION

Ref: HCOB 30 Jan 73RD Word Clearing Series 46RD

METHOD 9 WORD CLEARING THE RIGHT WAY

Glibness is often trained into students by the current educational methods as students are taught to read aloud without understanding what they are reading. Understanding is actually considered to be something separate from reading.

Therefore the Word Clearer must see that the student understands that he should be comprehending the materials as he reads them.

And if a student starts reading a section without comprehension (goes blank, robotic) or if any other manifestations of misunderstands appear, then the Word Clearer should have the student go back to the last point in the materials when he was doing well and reading with comprehension. The student would then come forward from there and the misunderstood word or symbol should be found and cleared.

After all, the reason Method 2 is being done is to bring about a comprehension of the materials.

CAUTIONS

The most common source of trouble in Method 2 Word Clearing is in the Word Clearer not knowing his meter reads and either missing actual reads or incorrectly calling reads, such as calling the right swing of an F/N a read. The remedy for this of course is for the Word Clearer to

get his misunderstands off on the subject of the E-Meter and its needle manifestations and to re-do the drills in THE BOOK OF E-METER DRILLS until his metering is flawless.

Method 2 can fail if the Word Clearer does not locate the earlier material that contains the misunderstood word. This is remedied by word clearing the Word Clearer on the Study Tapes, especially Study Tape 4 STUDY—

GRADIENTS AND NOMENCLATURE and word clearing him on Tape 6510C14 SHSBC-68 BRIEFING TO REVIEW AUDITORS.

A bog or the lack of a good result on Method 2 is handled by giving the student a Word Clearing Correction List (HCOB 27 Nov 78 W/C Series 35RF).

(NOTE: Just because a student has had a Word Clearing Correction List does not now mean that that's the end of the Method 2. The purpose of the Word Clearing Correction List is to pick up the errors made in Word Clearing. It in no way replaces Method 2 and actually getting the misunderstands found and cleared. When the student has been cleaned up with the WCCL, he is returned to Method 2 Word Clearing so any remaining misunderstood words can be found and cleared.)

Method 2 is simple to do and will produce astonishing results, provided the Word Clearer knows his Study Tech and his metering well.

L. RON HUBBARD
FOUNDER
Assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
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of CALIFORNIA

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 24 OCTOBER 1981

(CANCELS AND REPLACES
BTB 20 Jan 78 I, Same Title)

Remimeo
All Orgs
Public
Divisions

GROUP PROCESSING SESSION
«ACCEPT»—«REJECT»

Reference:

LRH Tape 5501C05C PPS «Group Processing»

This issue provides the Group Auditor with:

- (a) The commands for the actual process used in the session.
- (b) A transcript of the LRH Session to serve not only as a model Formal Group Auditing Session but also for reference when studying Group Auditing Tech.

OPENING PROCEDURE:

R-Factor as required.
Locational Processing.

BODY OF SESSION:

Commands:
«Find something you can accept.»
«Find something you can reject.»

ENDING SESSION:

Locational Processing.

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L. RON HUBBARD
FOUNDER
Edited by
Bill Morey
Flag Compilations Bureau
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of CALIFORNIA

HCOB 24.10.81

ATTACHMENT

Now I want you to find a floor. Any floor will do.

Find a floor. Any floor.

You got a floor?

Well, what're you doing using your feet to find it?

Now let's just find a floor.

Shall we just find a floor.

Got a floor?

Are you using your feet? All right.

Just find the floor. Just straight away.

Got a floor there? Well, fine.

Now without using your eyes, let's find the ceiling.

Got a ceiling? Fine.

Without using your eyes now, let's find the right wall.

You got that pretty eyes? All right.

Now let's find the left wall.

That very easy? Well good. Good.

Now let's make the head bob gently.

Just make the head bob. That's right.

Look at me up here, just make your head bob. That's fine. Come on.

Let's make the head bob. Come on. Just gently. That's right.

Let's just make the head bob. That's right. That's fine.

Just make the head bob. Good.

Now let's make it nod.

Look at me here.

Let's make the head nod.

Now let's make it bob.

Got a head?

Is it loose on the neck? Well, that's real good.

Let's make it nod.

Let's make it nod now. OK.

Make your head nod.

Now let's make it bob. All right, that's just fine.

Make it bob. Good, that's fine.

Now make it nod. Good. That's really fine. That's just swell. OK.

Now stop your head.

Now let's start your head moving again nodding.

Now let's stop your head. Good. Good.

Now we're going to start nodding and we're going to change it to bobbing.

All right.

Start nodding. OK.

Now change it to bobbing. That's right. OK.

And now change it to nodding. That's swell. That's fine.

Now stop your head. All right.

Now start your head bobbing. All right.

Now stop your head. Good.

Now let's start your head bobbing, and we're going to change it to nodding.

OK. All right.

Now let's change it.

Now let's change it again. Good, good.

Now let's start nodding. Good.

Now let's start bobbing. Fine.

Now let's stop it up. Good.

Now let's start and stop it down.

Now let's start it up and stop it up.

Now let's start it down and stop it down. Good.

Now let's start it bobbing.

Let's change it to nodding. Good. Good.

Now let's stop it nodding. All right.

Let's start it nodding to the right and stop it. All right.

Now let's start it nodding to the left and stop it. Good.

Now let's just start it nodding. All right.

Now let's find the floor. That's good.

You feel dizzy?

Do you think you have a head?

You any less sure of a head?

You more sure of it?

Now let me ask you a question: Can you control your head?

Well fine.

You sure you can? All right.

Anybody have any doubt that he can control his head? All right.

Well that's just fine.

Now let's find something now that you can accept.

Find something you can accept and then find some more things you can accept.

There must be something. OK, that's real good.

Now let's find some more things you can accept. Diamond studded sandwiches.

Anything.

Some more things you can accept. OK.

You found some things you can accept?

Anybody fail to find something he can accept? All right.

Now let's find something you can reject.

Let's find some more things you can reject. OK.

And some more things you can reject. OK. That's fine.

Let's find some more things you can reject. OK. That's fine.

Let's find some more things you can reject. OK. That's fine.

Some more things you can reject. OK.

How you making out?

Making out real good? Well swell. Swell.

Now is there anybody present that hasn't been able to find a single thing he could reject?

Everybody's found something he could accept? Well good.

Let's find some more things you could accept. OK.

Let's find some more things you could accept. OK.

Let's find some more things you could accept. All right.

You find some things?

You did?

Was that real easy? Well good.

Now let's find some things you can reject. All right.

How's that now?

Well, let's find some more things you can reject. OK.

How's that now? Well, good.

Let's find some more things you could reject. All right.

How's that now? Well good. Well good.

Now let's find some things—you all right? OK? All right. OK.

Let's find some more things now that you can accept. OK.

You got that? All right.

Now let's find some more things you can accept. OK.

How you doing now?

Doing all right?

Anybody having any difficulty? Well all right.

Let's find some more things you can accept. All right.

Now how you doing now?

You doing better?

Easier?

Is anybody pulling in mock ups with this or something like that?

Now you don't have to do that you know.
Just get some things now that you can reject. Some things you
can reject. All right.
How's that?
That pretty good? All right.
Let's get some more things you can reject. All right.
How's that?
That getting easier?
It's getting easier? All right.
Now let's find some more things you can reject. OK.
How's that now?
Getting easier?
Harder?
What? All right.
Now let's discover some things you can accept. OK.
Some things you can accept.
How's that? All right.
How some things you can reject. OK.
Some more things you can reject. All right.
How's that now?
That pretty good?
What's the matter. All right.
Now just for the fun of it, let's find the floor. With our feet. OK.
Find your chair.
Find the floor.
Find the chair.
Find the floor.
Find the chair.
Find the floor. OK.
Find your chair.
Got it? All right.
Find the floor. OK.
Find your chair.
You got a chair there?
I don't think you believe it's a chair. You sure it's a chair?
I don't believe it's a chair. Let's see some action on this.
You sure it's a chair?
You got a chair really?
You sure you got a chair?

Or you got a floor?
You got a chair? Well OK.
You got a floor? Well OK.
You got a chair? Well OK.
You got a floor? OK.
You got a chair? OK.
You got a floor? All right.
You got a chair? All right.
You got a floor? All right.
You got a chair? All right.
You got a floor?
You sure?
Are you absolutely certain? All right.
Are you sure?
What are you sure about? All right.
Have you got a floor? All right.
Is there a floor there? Good.
Do you know there's a floor there? Well all right.
Is there a floor there? Well good.
Is there a chair there? Well fine.
(Repeated 3 more times.)
There's a chair there? All right.
(Repeated two more times.)
Is there a floor there? Well OK.
(Repeated two more times.)
Is there a chair there? All right.
Is there a chair there?
Well is there a chair there? Well all right.
Is there a chair there? Well OK.
Is there a chair there? Well, if you say so.
Is there a floor there? Well all right. If you say so.
OK. All right. We're agreed more.

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

[HCO BULLETIN OF 7 NOVEMBER 1982]

HCO BULLETIN OF 30 OCTOBER 1981
CANCELLED 7 NOVEMBER 1982

HCO PL 30 OCTOBER 1981
CANCELLED 7 NOVEMBER 1982

All HCO, Tech,
Qual
Execs
HRD Auditors
and C/Ses
DCSI Auditors
and C/Ses
Cramming Officers
Ethics Officers
KOTs

C/S SERIES 114 CANCELLED

KSW SERIES 28 CANCELLED

HCOB 30 Oct 81, C/S Series 114, KSW Series 28, C/SING FOR THE PC, also issued as an HCO PL of the same date, is hereby CANCELLED, because of the false and arbitrary data it put forth regarding ethics actions on pcs.

This issue, never seen by myself and assisted by another, contained paragraphs not written by myself, one of which stated unequivocally that ethics-type case actions were not to be done in or out of session on persons on any major rundown or grade.

This is a FALSE DATUM and conflicts with the TRUE DATUM that TECH WILL NOT GO IN WHEN ETHICS IS OUT. This false datum served to cut the line for any needed ethics action a pc might require in order to actually make it on a major rundown or grade.

There are numerous valid HCOBs and PLs written by myself which cover the correct handling of pcs requiring ethics actions. Specifically, the correct data for both C/Ses and Ethics Officers on this subject is contained in HCOB 13 October 1982, C/S Series 116, ETHICS AND THE C/S, and the issues it references.

The valid data that was included in C/S Series 114 has already been covered in existing source materials.

Data on C/Sing for the pc is to be found in the book, DIANETICS: THE ORIGINAL THESIS, HCOB 30 Apr 69, AUDITOR TRUST, HCOB 8 Aug 71, C/S Series 55, THE IVORY TOWER and, in fact, the whole of the C/S Series HCOBs.

Data on the following subjects taken up in the now-cancelled C/S Series 114: Declares, folder study and FESes, Auditor Code breaks, technical misinterpretations and how these are handled and Tech and Qual personnel going PTS is already contained in the following existing LRH materials listed specifically, as well as in related HCOBs contained in the Technical Volumes:

HCOB 19 Jun 71, C/S Series 46, DECLARES

HCOB 5 Mar 79RA,	DIANETIC CLEAR FALSE DECLARES Re-rev. 31.3.81
HCOB 9 Jun 73 III,	C/S Series 43, C/S RULES
HCOB 6 Oct 70,	C/S Series 19, FOLDER ERROR SUMMARIES
HCO PL 14 Oct 68RA,	THE AUDITOR'S CODE Rev. 19.6.80
HCOB/PL 9 Feb 79,	HOW TO DEFEAT VERBAL TECH
HCOB/PL 15 Feb 79,	VERBAL TECH PENALTIES
HCOB 23 Oct 75,	TECHNICAL QUERIES
HCO PL 13 Jan AD29,	ORDERS, ILLEGAL AND CROSS (Corr. & Reiss. 2 May 79)
HCOB/PL 7 Aug 79,	Product Debug Series 8, Esto Series 36, FALSE DATA STRIPPING
HCO PL 1 Jul 65,	TECH-QUAL ETHICS CHITS
HCOB 15 Jul 71 II,	C/S Series 50, C/S CASE GAIN
PAB 39, 12 Nov 54,	THE AUDITOR'S CODE 1954

L. RON HUBBARD
FOUNDER

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HCO BULLETIN OF 12 NOVEMBER 1981RA

RE-REVISED 18 JANUARY 1982

CANCEL THE ORIGINAL ISSUE

(Revisions in Script)

URGENT—IMPORTANT

Remimeo
All C/Ses
All Auditors
Tech/Qual
Registrars
Dissem
Execs
Orgs & Missions
«The Auditor»
BPI

GRADE CHART STREAMLINED

FOR LOWER GRADES

I recently reworked the Grade Chart in the interest of greater gain for the pc. I forwarded the notes for issue and they were added to by others. Some of the additions were done because of an unnecessary confusion on the State of Clear: They have no bearing on this new Grade Chart and so have been deleted. Two additional HCOBs have been written by me, HCOB 12 Dec 81, THEORY OF THE NEW GRADE CHART and HCOB 14 Dec 81, THE STATE OF CLEAR. This New Grade Chart as follows is for use at once. A full new Grade Chart will be issued later.

NEW GRADE CHART

0. Introductory and Assist actions as commonly used in orgs and by auditors on new pcs.
1. PURIFICATION RD
2. OBJECTIVES as required
2. SCIENTOLOGY DRUG RD (OPTIONAL, only for those who need it per HCOB 4 Apr 81, THE BIOCHEMICAL PERSONALITY)
4. EXPANDED ARC STRAIGHTWIRE GRADE (Quad)
5. EXPANDED GRADE 0 (Quad)
6. EXPANDED GRADE 1 (Quad)
7. EXPANDED GRADE 2 (Quad)
8. EXPANDED GRADE 3 (Quad)
9. EXPANDED GRADE 4 (Quad)
10. NED DRUG RD

11. NED
12. If goes Clear on NED, DCSI
13. SUNSHINE RUNDOWN if goes Clear on NED
- 13A. If not Cleared on NED goes to an AO for Clearing Course
14. SOLO AUDITOR COURSE whether Clear or not (or Class 0-4 Academy courses, prior to Solo Auditor Course)

INTRODUCTORY AND ASSIST ACTIONS

It is quite common for auditors and orgs to give introductory or demonstration sessions. There are several of these: They have been issued under various names including «Life Repair.» They should not be excluded from the chart. Group processing comes under this category, despite the real gains it can give.

Division 6s often have counseling services which, although they can be done at any time, should be mentioned at this level.

Assists are, quite often, the first auditing a pc gets and while most assists can be done at any time (excluding R3R or NED on Clears or above) they should not be omitted.

OPTIONAL OR CONDITIONAL STEPS

Objectives

During the period of coming off drugs, Objectives are needed. For pcs who cannot follow commands, Objectives are needed. Purification in many cases has to be accompanied with auditing on Objectives to permit withdrawal.

Purification, on a heavy druggie, should be followed by Objectives.

This is a matter of C/S programming. The C/S should estimate the case and use or omit Objectives as indicated on an individual programming basis.

Registrars are forbidden to C/S and when the Purification is done (or when they sell it) simply state that it should be accompanied or followed by personal auditing. And regges should sell intensives.

The reg can show the Grade Chart and say where it goes but should state must state—that what is given is up to the C/S.

A low OCA, right or left, indicates a need of Objectives.

This means that C/Ses can either program the case for Objectives (optional) or straight onto Scn Drug RD (optional) or Expanded Straight Wire (not optional) and lower grades (not optional) and NED DRD (not optional) and NED.

Scientology DRD or NED DRD

It may be necessary on some cases heavily affected by drugs to handle the effects of drugs in order for the preclear to make case gain on the grades. Not all cases have been so affected and many of those who were, will be found to have been handled on drugs by the PURIF RD and Objectives sufficiently that they will make adequate case gain on grades.

Where further drug handling is deemed necessary by the C/S, a Scientology Drug RD should be done after Objectives and before ARC Straightwire or the case smoothly shifted over to a Scientology Drug RD from grades if it is discovered later. There may be some cases who still will not be able to run grades due to the effects of drugs and thus would need not only a Scientology Drug ND but also a NED Drug RD; such would be rarer and the exception rather than the rule.

Green Form 40 Expanded

There are seven factors which can make a case resistive if not handled as covered in earlier materials on the original Class VIII. Handle this with a Green Form 40 Expanded by «2WC and Recalls only,» preferably after Expanded ARC Straightwire Grade or any point thereafter. (Secondary and engram running is not recommended before NED on the Grade Chart as the handling of locks and key-ins by 2WC and Recalls is usually adequate and a better gradient is achieved this way.)

Happiness RD

The Happiness RD can be fitted—according to the case—before or after lower grades, before or after NED, before or after Clear. BUT to get OPTIMUM results from it, as clearly proved by pilot, is just before lower grades and after Objectives. So that is where it really belongs on the Grade Chart and will be positioned there on the final chart. And people who haven't had Purification or any needed drug handling and Objectives don't do too well on it.

It should not be run, of course, in the non-interference zone. It even works brilliantly on OTs!

The Happiness Rp is the most popular RD. But it won't run, of course, on a person who needs a Purification. And it won't run on someone who needs Objectives before he can follow auditing commands at all. A C/S has to know what any RD is supposed to do.

Method One Word Clearing

Method One is strongly recommended for students, auditors and anyone who wants to recover his past education and increase his ability to study. It ideally would be done after Objectives and before the NED Drug RD or NED. It can however be done at any point except during the Non-Interference Zone. It can be done by Method One Co-Audit in orgs and Missions. Method One is necessary in order to be a fast flow student.

PTS RDs and PTS Handlings

There are various PTS handlings and rundowns which are used to handle PTS conditions. These are not assigned to a specific point on the Grade Chart as they are used when a PTS condition is encountered and are done to a point where the PTS condition will no longer block case progress or cause rollercoaster. There are many published PTS handlings and rundowns. Those which do not contain engram running can be done early on the Grade Chart (and only these would be done after Clear). The PTS RD containing R3RA should be done at the level of NED on the Grade Chart. The stable datum to use in deciding which PTS handling or rundown to use is the Chart of Human Evaluation. The New Vitality Rundown (NVRD) (Flag only) would be done at the level of NED or just before NED as it contains R3RA.

INT RUNDOWNS

The remedies known as the INTERIORIZATION RD and the END OF ENDLESS INT RD are used after a preclear has gone Exterior in auditing. When completed, the pc is continued from the point he was on on the Grade Chart. The End of Endless Int RD is preferred at points earlier on the Grade Chart than NED as it does not contain R3RA and is thus easier for the pc to run; some pcs are not up to running R3RA easily at lower points of the Grade Chart. The INT RD containing R3RA should be used at the level of NED; the End of Endless Int ND should be used before NED or after Clear.

PROGRAMMING

Cases divide up into four general groups:

Case 1: ON DRUGS, will go through withdrawal = Needs Objectives and Purification at same time. Then up the Chart.

Case 2: HAS BEEN ON DRUGS. OCA BELOW CENTER LINE ON RIGHT OR LEFT. Needs Purification, Objectives before can respond well to think processes or auditing commands. Then up full Chart. Happiness RD before NED.

Case 3: NO HEAVY DRUGS. OCA MIDDLE RANGE. Purification, Objectives, Expanded Straight Wire, Lower Grades, Happiness RD, NED on up.

Case 4: OCA ALL IN THE UPPER HALF OF GRAPH. NO HEAVY DRUG HISTORY. Purification optional, ARC Straight Wire, Expanded Lower Grades, Happiness RD, NED, etc.

Regges must not sell the pc a program. A reg sells auditing. Person wants a certain rundown—reg only has to say, «Good, you'll get it,» and the C/S, informed, can put it on the program in its proper place.

Refunds came from non-delivery or mis-programming. As all cases are not in the same state, one cannot run them all on the same program. A raw pc can have every RD there is but not in a sequence that will not match his case.

Pcs will turn up who have had a Happiness RD in a mission but who need Objectives. Pcs will turn up who have had intro services or assists. One simply notes it and doesn't repeat or overrun those processes. Pcs will turn up who need repair of earlier auditing. Pcs will appear who have had Book One auditing. Each needs his own program. That is all the business of the C/S, not the reg.

The reg can tell the pc all about this RD or that but must always say «I am here to be sure you obtain enough hours so you can receive what you want. It is up to the Technical staff to give your case individual programming. We know where you want to go, the C/S will be told and we are here to help you get there. Not all cases are the same and the Tech staff will tailor your program to fit you. The rundown you have requested will be on that program. We want you to get the maximum obtainable benefit from it and that is done by preparation. If you cooperate, we will do the best we can.»

If you show them the routes you can stress individual programming. Every pc likes individual attention. The honest fact is that a Grade Chart can give only the big pattern one should travel. How to get the pc up it is between the C/S and the pc's individual case.

There is no Royal Road that has an exact starting point for every pc. There is a series of wins that people can attain and these are in a proper sequence of case levels. A Grade Chart is the sequence for all cases but cases start at different points when they begin to ascend it. And so a C/S has to use it that way.

ALTERNATE CLEAR ROUTE

Please note that at 12 on the above list, provision begins to be made for those who do not go Clear on NED. The DCSI is not given to someone who has not gone Clear on NED. 13. The SUNSHINE RUNDOWN is also not given to those who do not go Clear on NED. Instead of these two (12 and 13), the person can go on to an Advanced Org for his Clearing Course.

But, please note, whether a person goes Clear on NED or not, it is planned that he can begin his Solo Auditor's Course (necessary for OT steps) in his home org. Part I of the Solo Auditor's Course can be begun right after the Sunshine Rundown or, not having gone Clear, and Part II, completing it, can be done in an SH or AO.

L. RON HUBBARD

FOUNDER

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HCO BULLETIN OF 13 NOVEMBER 1981

(Cancels BTB 27 July 77 Issue I WHAT TONE 40 IS.)

Remimeo
Tech
Qual
Div VI
Missions
Group Auditors
Group Auditor
Courses
Assessment
Drills Course

WHAT TONE 40 IS

«Tone 40» refers to the highest tone (40) shown on the scale of the various tone levels for a thetan. (Ref: HCOB 25 Sep 71RB, Rev. 1.4.78, TONE SCALE IN FULL)

The term «Tone 40» as we use it to describe an action is most simply defined as:
AN EXECUTION OF INTENTION.

(Execution in this context means: to carry out, to accomplish; to fulfill. Intention = an idea that one is going to accomplish—do— something; it is positive direction of an idea. An intention is not words, nor is it dependent upon words.)

To define it more comprehensively:

Tone 40 is a positive postulate with no counter thought expected, anticipated or anything else; that is, total control.

It can also be defined as giving a command and just knowing that it will be executed despite any contrary appearances. In other words, Tone 40 is positive postulating.

A Tone 40 intention includes nothing else—no counter intention specifically. (Counter intention is any intention which counters an intention.) Any emotion is mis-emotion at Tone 40.

For one to achieve a Tone 40 intention, he must have a reality on space; otherwise he has no place in which to create an intention. Actually at Tone 40 one has unlimited space at will. That doesn't mean «the greatest space» (which would happen at about Tone 20 or 22). It means space at will.

One must have a reality on objects and other beings; otherwise he has no terminal in which to create an intention.

He must have a reality that he can create an effect in a given space, and he must be able to create this effect with no liability.

And, as executing a Tone 40 intention is, in essence, total control, confront enters into it. The ability to control is largely dependent upon the ability to confront.

TONE 40 AUDITING

Tone 40 Auditing is defined as: Positive, knowing, predictable control by a known source of control toward the pc's willingness to be at cause concerning his body and his attention.

All Tone 40 auditing is done completely in present time, without remembering or anticipating. One observes and handles in present time.

A Tone 40 acknowledgement totally ends the cycle of action and totally ends the creation of the intention. In other words, it ends the cycle completely and also acknowledges everything both auditor and pc have done, whether it was a Tone 40 action, execution of command or bank reaction. A true Tone 40 acknowledgement ends all preceding action.

There are three parts of man: Thetan, Mind, Body.

You cannot damage a thetan by exercising Tone 40 control over him.

The above is a brief summation of stable data concerning Tone 40. There is considerably more data on this subject to be studied and known, including drills on the use of Tons 40 intention, to be found in the full works of Scientology. The following is a list of some of the main references on the subject:

Book: SCIENTOLOGY 0-8, THE BOOK OF BASICS
Book: SCIENCE OF SURVIVAL
Book: ADVANCED PROCEDURES AND AXIOMS
Technical Volumes, especially Vols I, II and III
HCOB 25 Sep 71RB, Rev. 1.4.78, TONE SCALE IN FULL
PAB (Professional Auditors Bulletin) Nbrs: 133, 134,
135, 137, 147, 151, 152, 153, 154
Secretarial to the Executive Director, April 20, 1959,

UPPER INDOC HAT MATERIAL

HCOB 8 Apr 57 GROUP AUDITING
HCOB 11 Jun 57 TRAINING AND CCH PROCESSES Reiss. 12.5.72
HCOB 2 Apr 58 ARC IN COMM COURSE
HCOB 15 Oct AD8 ACC CLEAR PROCEDURE
HCOB 23 Aug 65 ABBREVIATIONS AND SYMBOLS OF DIANETICS
AND SCIENTOLOGY
HCOB 1 Dec 65 CCHs
HCOB 7 May 68 UPPER INDOC TRs
HCOB 22 Apr 80 ASSESSMENT DRILLS
TAPE 5707C25 SCALES (EFFECT SCALE)

L. RON HUBBARD
FOUNDER
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HCO BULLETIN OF 15 NOVEMBER 1981

BPI

THE SUNSHINE RUNDOWN

The Sunshine Rundown is a bright new rundown which adds extra shine to the State of Clear. It is the next step on the Grade Chart after the Dianetic Clear Special Intensive and is done by Clears directly after they attest to having attained the State of Clear. It may also be done by those who have attained the State of Clear and who have previously had a DCSI.

The Sunshine Rundown gives the Clear a fresh, new outlook and really orients him to present time as a Clear.

The rundown is done solo, by the Clear himself, and is usually completed in one session. Solo auditor training is not needed in order to audit the Sunshine Rundown. The confidential Sunshine Rundown instructions are easily followed, even by those with no previous tech training.

The Sunshine Rundown is available from Class IV orgs and higher orgs.

New Clears, already shining and bright, will come out shinier and brighter still—and ready to continue up the Bridge to OT. Their next step is the Solo Auditor Course.

L. RON HUBBARD
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HCO BULLETIN OF 18 NOVEMBER 1981

Remimeo
Auditors
FESers
Internes
C/Ses

FOLDER ERROR SUMMARIES—CLARIFIED

REFS: HCOB 6 Oct 70 C/S Series 19
FOLDER ERROR SUMMARIES
HCOB 19 Mar 71 C/S Series 30
C/S-ing AUDITOR—C/Ses
HCOB 6 Apr 71 C/S Series 34
NON F/N CASES
HCOB 3 May 80 PC INDICATORS
E-METER INSTRUCTION FILM NUMBER 10 -- «PC INDICATORS»

A surprisingly large percentage of FESes done contain unnecessary data or omit vital data.

An FES (Folder Error Summary) is a summary of auditing errors in a folder and on a pc's case not corrected at the time the summary is done which keep the case from running.

One does an FES when the case isn't running right or has bogged and one wants to know the reason why, so the case can be put to rights again.

The usual action is to find where the case was last running well and come forward from there noting the bug or bugs which can then be repaired. It does not take days to do this FES or even hours if the bog is recent.

A full FES or an «FES to PT» is not a long-winded account of everything in the pc's entire folder. It should simply consist of a consecutive series of times when the case bogged after doing well, what the goof(s) was that caused the bog, whether the error(s) was corrected and the name of the auditor and C/S who goofed.

Some of the so-called «errors» recently found listed in FESes would be laughable if it were not for the amount of wasted time and expense caused the auditor and C/S and the trouble made for the pc.

EXAMPLE:

A folder picked at random contained an FES with the following consecutive entries:

«(date) Note from Supervisor—Bogged on course.»
«(date) Pc finally gets CS 53 completed to F/Ning—a nice thorough job.»
«(date) Is on SRD. Routes on MO lines. Teeth hurting.»
«(date) Origin—Cramps (gas).»
«(date) Attests SRD.»
«(date) 2D upset.»
And so it goes throughout the entire «FES.»

What does any of it have to do with a proper FES? Nothing!

The FESer couldn't have had a clue about C/S Series 19, 30 or 34 which are the relevant issues and was just filling sheet after sheet of paper with useless data and wasting his own time and the time of anyone having to read it and stalling the pc's progress.

Such FESes can have the liability of throwing the C/S totally off the track of what is really bugging the case. An unthinking C/S may buy an FES like the above and totally misprogram the case, resulting in more wrong targeted auditing and more trouble for the pc.

The things that bog a case are detailed in the C/S Series issues referenced above.

It does take study of the folder to find the bug. But it has to be a bug that is affecting the case, or else the case won't resolve.

Don't waste your and others' time with improper FESes. They invariably arrive at no product through great expense.

Understand the target of an FES, get useful FESes done and watch tech quality in your area increase.

L. RON HUBBARD

FOUNDER

Assisted by
Research and Technical
Compilations Unit
and

Senior C/S International

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HCO BULLETIN OF 28 NOVEMBER 1981

Tech/Qual
Registrars
Execs

PROGRAMMING GRADES, NED, DCSI AND SUNSHINE RD

(Ref: HCOB 12 Nov 81 GRADE CHART STREAMLINED FOR LOWER GRADES
HCOB 30 Oct 81 C/S-ING FOR THE PC)

This issue gives further data to clarify how to program cases who have already had part of the Lower Grade Chart.

The important rules in HCOB 12 Nov 81 that apply to cases that have already had part of the Lower Grade Chart are:

- A. IT IS NED (OR R3R) THAT MAKES CLEARS,
- B. THE CHANCES OF A PERSON GOING CLEAR ON GRADES ARE SO REMOTE THAT IT IS VERY UNLIKELY,,
- C. EXPANDED GRADES MAKE IT EASIER FOR A PERSON TO GO CLEAR ON NED.

If a person has already had a DCSI and/or has already attested to the State of Clear, the C/S must inspect the folder to determine whether the person went Clear on NED.

If the person did not go Clear on NED auditing (or R3R), the chances that he or she is Clear are remote. Such a person is to be programmed to fill in missing parts of the Lower Grade Chart per HCOB 12 Nov 81 and is not to be put onto the Sunshine Rundown.

If the person did go Clear on NED auditing (or R3R), then the next step is the DCSI (if not already correctly done) and then the Sunshine Rundown. (Do not resume or continue grade auditing on a person who has gone Clear on NED auditing or R3R.)

There are two technical discoveries which modify earlier issues. First, that Expanded Grades make it easier for a person to go Clear on NED. Second, that it is NED auditing that is making Clears, not grade auditing.

Do not use any of this material to invalidate preclears or their gains. Persons who did not go Clear on NED can be shown HCOB 12 Nov 81 so that they understand the technical reasons, but not in a manner that would ARC break, Invalidate or Evaluate. The truth is that the state of Clear attained on NED auditing is valid but there have been instances where a person has attested mistakenly or falsely thinking that he or she went Clear on other auditing than NED auditing (or R3R).

There has also been confusion on the subject of Clear and what is a valid Clear attest and what is not. The recent discoveries clarify that and make a smoother and surer route to Clear or OT.

L. RON HUBBARD
FOUNDER
Assisted by
Senior C/S International

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 NOVEMBER 1981

Remimeo

**DIANETICS AND SCIENTOLOGY
COMPARED TO 19TH CENTURY PRACTICES**

A comparison between Dianetics and Scientology and psychology and psychiatry is nonsense.

The two 19th century subjects, psychology and psychiatry, do not achieve ANY good results. On the contrary they are destructive beyond belief. They make crackpots, sexpots and vegetables when they do not outright kill.

The greatest crime of our times is the use of psychology and psychiatry to teach little children in schools with them and manufacture crime and a whole world of immorality and unhappiness.

The character of the Governments themselves is established by their tolerance and use of psychology and psychiatry. In no human race of any civilized repute has any law condoned broad mayhem and murder of their populations. Yet under modern governments psychology and psychiatry not only have carte blanche but also get insistence on their use.

Murderers flock to murderers according to old sages. The governments only smile at the brand of Cain upon their heads.

Is this a civilized world we're living in?

I'm afraid it only will be when Dianetics and Scientology can bring wisdom enough to Man to blunt his furious efforts to do himself in.

So laugh in people's faces if they compare Dianetics and Scientology to the «orthodox mental subjects.» They are insulting you.

L. RON HUBBARD
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Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 5 DECEMBER 1981

CANCELS BTB 25 Nov 71R
Tape Course Series 7
SETTING UP AND USING A TAPE PLAYER

Remimeo
Students
Supervisors
Course Admins

Tape Course Series 7
SETTING UP AND USING A TAPE PLAYER

Years ago I found that student comprehension and tape playing quality went hand in hand. (Ref. HCO PL 6 May 71 AUDIENCE ALERTNESS AND TAPE PLAYERS) I made some experiments with this and I found that on bad quality equipment most of the students went to sleep, but as the quality of the equipment improved their comprehension also improved. And that students got the best grades on high quality equipment.

The tape player must be of high quality to reproduce the sound without adding to or distorting what is on the tape. Poor quality sound is difficult and annoying to listen to and causes misunderstandings by preventing the listener from hearing exactly what is said. The poorer the equipment, the poorer the comprehension. The better the equipment, the better the comprehension.

This also applies to the headphones. Course tapes must always be listened to through high quality, high fidelity headphones. This permits the listener to be undisturbed by other noises in the area, as well as prevents others from being disturbed by the tape being played. High fidelity headphones permit the listener to have his undivided attention on the tape and produce a pleasant and easy to listen to sound which closely duplicates what is spoken on the tape.

THE TAPE PLAYER CONTROLS

In an Academy you may find both tape players and tape recorders. A tape recorder is a machine that records sound onto tape and also can play back the sound. A tape player is a machine that only plays back the sound that is already recorded on tape.

Tape recorders should, in effect, be converted to tape players by having the «record» button removed or sealed up, so that it cannot be used. It will erase the tape and lose the valuable materials on the tape if pushed accidentally by the student.

Tape recorders and tape players come in many makes and models. The controls and switches are arranged in various places and the machines are of various styles.

Following is a description of the basic controls of a tape player. The arrangement of these controls will vary from machine to machine but their functions will be the same on most machines.

1. On/Off Switch or Power Switch.
2. Volume Control (often in combination with the On/Off Switch).
3. Tone Control (omitted on some machines).

The tape controls of a tape player are usually in the form of a switch which is turned to various positions or in the form of a series of buttons.

SWITCH TYPE CONTROLS:

STOP
REWIND
PLAY
PAUSE
FAST FORWARD

BUTTON CONTROLS:

PAUSE FAST REWIND STOP PLAY
FORWARD

4. **PLAY** (sometimes called **FORWARD**): Press this button or turn the switch to this position to play the tape.

5. **FAST FORWARD**: Rapidly runs the tape forward without playing the tape.

6. **REWIND**: Rapidly runs the tape back without playing the tape.

7. **STOP**: Stops the tape. Always stop the tape before fast forwarding or rewinding the tape. Also bring the tape to a complete stop after fast forwarding or rewinding the tape before playing the tape.

8. **PAUSE**: Use to temporarily pause a tape that is being played. On a machine with a Pause Button, press the Pause Button to hold the tape; press the button again to release it. On a machine that has a switch with a Pause Position turn the switch to the pause position to pause the tape then back to play to play the tape.

9. **FOOT PEDAL**: This is exactly the same as the Pause Button is function except that it is operated by the foot. Academy tape players should have a Foot Pedal so the student can have his hands free to look up words, take notes, demonstrate something with his demo kit, etc.

(Most tape players do not have Foot Pedals, but they can and should be installed on tape machines that don't already have them.)

CAUTION: If you are using a tape recorder that has a **RECORD BUTTON**, never press this button, as it will erase the section of tape being played while the record button is pressed. (The record button is used when recording something onto a tape. But when it is used with a pre-recorded tape, it will also erase any section of that tape that is played.) The Record Button is usually red.

SETTING UP THE TAPE PLAYER

1. The tape player is set on a steady bench, table or platform at a comfortable height so the student can easily operate the controls, take notes, etc.

2. The tape player should be set up so that the student is facing the Course Supervisor, rather than having his back to the Supervisor. This enables the Supervisor to see how the student is doing and he can easily spot if the student has gone dull or sleepy from a misunderstood word.

3. The tape machine is plugged in and switched on to check if the power is on and that the machine is operating.

4. Plug in the headphones.

5. Plug in the foot pedal and position it on the floor so that it can comfortably be reached by the foot.

6. The tape is put on the tape player and the colored leader is threaded around the tape guides and playing head and in between the capstan and rubber pinch roller as shown the following diagram.

reel of tape

empty reel tape

tape guide

tape guide

playing head (picks up the sound record on capstan (pulls the tape forward and regulates

the tape.)

the speed of the tape when being played.)

rubber pinch roller
(holds the tape firmly against the
capstan when the tape is being played.)

Be sure not to twist the tape as it is threaded past the head and guides. The tape should come off the reel flat and lie flat against the guides and should go onto the empty reel without a single twist.

7. Set the speed at which the tape will be played at the correct speed for the tape. (The usual speeds for a tape player are $7\frac{1}{2}$, $3\frac{3}{4}$, or $1\frac{7}{8}$ inches per second or their equivalent, 19, 9.5, or 4.8 cm per second.) Most of the tapes you will play are played at $3\frac{3}{4}$ inches per second (9.5 cm per second).
8. Run the tape to the beginning of the lecture and set the tape counter at zero (unless your machine is not equipped with a tape counter).
9. Play the tape. Adjust the Volume and Tone Controls as needed, while playing the tape.

POINTS ON THE USE OF THE TAPE PLAYER

- a) To rewind a tape or to fast forward it always press the stop button first. And after rewinding the tape or fast forwarding it press the stop button and wait for the tape to stop before pressing the play button. Suddenly jerking the tape forward or back can cause it to break or stretch or the tape can even come off the reel and get caught in between the side of the reel and the wound tape.
- b) The magnets inside headphones can erase part or all of a tape so never leave headphones lying near a tape.
- c) Keep dirt and dust away from the tape machine and when not in use replace the cover on the tape machine.
- d) Handle a tape gently. Don't do anything that would cause it to become stretched, tangled or broken. Be sure to place the tape in its correct box when done and don't permit loose ends to protrude from the tape box.
- e) Don't leave long loose ends sticking out from a reel when playing a tape. These could get caught in the machine.
- f) After the tape has been played store it in its box without rewinding it. Rewinding the tape serves no purpose and fast winding causes the tape to be wound rather sloppily. This can cause the tape to distort. Tapes store better and last longer when wound at playing speed.
- g) Never put a piece of paper or anything else into the tape to register your place. Use the tape counter to find your place.
- h) Always switch the tape player off when not in use, even on short breaks. This lets the machine cool off and helps to prevent it from overheating.
- i) At the first sign of any fault with the tape player or a tape report it to the Course Admin or your Supervisor.
- j) Never twist or knot the headphone cord as this may lead to inner wire

breakage.

- k) If a word or phrase cannot be understood call the Supervisor, or check a good transcript, if one is available.
- l) If the sound becomes blurred or of poor quality ask the Course Admin to clean the playing head across which the the tape moves. The playing head must be cleaned regularly as it picks up some of the coating from the tape which results in a blurred, poor quality sound.
- m) If you cannot clearly hear the tape or the quality of the recording is poor tell the Course Admin or your Supervisor. The playing head may need to be cleaned or the tape player may need to be demagnetized. You may also have a bad tape. Don't jeopardize your comprehension of the materials by listening to a lecture through poor equipment. Get it handled or switch to a better machine.
- n) Consult the instruction book or manual if you need additional information on the particular tape player or tape recorder that you are using.
- o) If a student has trouble running the tape player or has difficulty with it, he should be run on Reach and Withdraw on the tape player by another student as a drill per HCOB 10 Apr 81 REACH AND WITHDRAW. He should also be word cleared on this HCOB, and also the tape player manual if needed.

TAPE COURSES

(Tape courses are courses that are taught in languages other than English where the materials have been translated and recorded on tape.)'

1. Mark the tape counter reading of each item on the checksheet as you come to that item on the tape. This gives you a reference by which you can find any item later on.
2. If a word or phrase cannot be understood the student should call the Supervisor. The Supervisor listens to the tape and if he can't distinguish what is being said, he gets hold of the English text and locates the word or phrase and using a good foreign language dictionary translates the word or phrase for the student.
3. If a student bogs or can't understand something on a translated tape, he is first word cleared. If the confusion does not resolve the translated tape is compared to the English material and if found to be a translation error the Supervisor or Word Clearer makes a note of the translation error by entering it on a card which is then kept in the tape box for that tape. He also sends a report to the Translations Secretary at New Era Publications.

The vast majority of the technology of Dianetics and Scientology is recorded on tape. Use good equipment and use it properly so that you can hear these materials in their utmost clarity.

L. RON HUBBARD
FOUNDER
Assisted by
Research & Technical
Compilations Unit

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HCO BULLETIN OF 12 DECEMBER 1981

All C/Ses
All Auditors
Tech/Qual
Registrars
Dissem
Execs
Orgs &
Missions
«The Auditor»
BPI

THE THEORY OF THE NEW GRADE CHART

The effectiveness of auditing, according to records and results, tests and hours in session, has increased enormously in the past thirty-four years (1947/1981). This is due to research—a casual estimate of the time I have put in on this approaches now a hundred thousand hours and half a century. In that time, as could be expected, there have been breakthroughs and breakthroughs and it can be expected that, because of these, the line-up from time to time would change. It is probably remarkable that the Grade Chart has not changed more than it has.

Improvements in auditor training as well as technical revelations have contributed to these refinements.

In the final analysis, it is the individual who receives the benefits from this. Increased percentage of results, shortened time to obtain them, more stable gains, broader application.

But it probably has not occurred to anyone that for the past thirty-two years, I have been researching DOWNWARDS. That's right. Remember that I myself was producing results thirty-two years ago. So what has been happening?

As broader and broader numbers of people were being addressed, more and more types of cases had to be handled.

Meanwhile, the society itself was going downhill. Outside the perimeter of Dianetics and Scientology, the level of cases was DECLINING. More and more problems were being generated by the Establishment for its population: The psychologists were let loose on the schools and educational levels began to collapse; the doctors and psychologists and psychiatrists began to flood drugs into the culture; assisted by the FBI, crime statistics began to go out the roof; crushed by tax people, the economy began to generate more and more problems for the individual; the psychiatrist stepped up his program of injuring people and then compounded the Establishment tolerated felony of covering up his crimes by drugging his patient and keeping it a secret from him that he had been electric-shocked; soldiers began to be brainwashed, not just by the enemy but by their own governments. No need to go on, even if there are hundreds more, for this is not a rabble-rouse, it is just a brief comment on the society's decline and because members of that society were being audited as they came in and because each year the average case found was rougher than last year's cases, it affected the line-up of the Grade Chart. 1949 is not 1981.

The key word of all this is UNDERCUT. In research, whatever other considerations existed, there was always the necessity to go into a lower UNDERCUT of the cases.

Book One, DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH, contains the bulk of the elements and philosophy that we use today.

Of course there have been MANY breakthroughs that were not downwards, but upwards. However, the bulk of work has been devoted to finding where current cases were at and undercutting them to get positive results.

Don't be unduly alarmed by what I am saying about the social decline as it may influence Dianetics and Scientology: We are WAY out ahead of it. As the society went down, our percentages of successful handlings were going up and up. And this shift in the Grade Chart is part of a program to keep it so.

The main change in the New Grade Chart is that Dianetics and Scientology have been switched around. One gets his Scientology, per this chart, before he gets his Dianetics.

Chronologically, then, Dianetics came before Scientology; and it would seem natural that one would give Dianetics to a pc before he gave him Scientology auditing. But wait, Scientology ARC Straight Wire and Grades were developed as an undercut to Dianetics.

It was Dianetics that made the first Clears. Scientology Grades do not make Clears, even though they sometimes exteriorize a person.

So this has now been made real on the New Grade Chart. Lower Scientology Grades have been placed below NED.

There are other technical reasons for this change: The pc usually needs a lot of work on his life, his relationships to his environment today before he has an easy time confronting his bank as in NED. By giving him Scientology first, things are made much easier for him when he sails into NED and when he goes Clear.

The Scientology Lower Grades unburden an awful lot of bank and environment when properly applied to a cooperative pc and can give him wins, wins, wins in his normal life.

This makes, too, for a happier end result.

In most cases, it shouldn't add to time in session, but on the contrary, can shorten it up.

Also, there should be no particular reason to give lower grades after a person has gone Clear if his life problems have already been unburdened.

What is happening, with this New Grade Chart, is that one is correcting the relative positions of NED and Scientology lower grades.

I trust we can look forward now to even more Clears coming off the line.

L. RON HUBBARD
FOUNDER

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 DECEMBER 1981

All C/Ses
All Auditors
Tech/Qual
Registrars
Dissem
Orgs and
Missions
«The Auditor»
BPI

THE STATE OF CLEAR

There has been some confusion lately on exactly what is the state of Clear.

The confusion was introduced by a statement, not mine, that the State of Clear had harmonics, which is to say there were different states of Clear.

This is not true. Although it is quite impossible to obtain an absolute in this universe, the state of Clear is, actually, about as close as one can come to it.

I have given some time to it, lately, and have come up with a definition which fits all cases. It is as follows:

A CLEAR IS A BEING WHO NO LONGER HAS HIS OWN REACTIVE MIND.

The only exception, very, very, very rare, is one who didn't have a reactive mind in the first place.

The Book One definition of Clear is valid.

I believe I know what has been happening that caused the confusion.

Without invalidating the case gain of anyone (and NED for quite some time now has been making true and valid Clears) a few pcs and technical personnel have been mistaking the state of RELEASE for that of CLEAR.

You see, there are an awful lot of gains that can be made with auditing. Few people, walking on the street, have any idea whatever of how much better they can get. It is really a question of how much better is better.

A person hits a floating TA that simply won't turn off, his wife and girl friend oo and an on how much better he looks, he hasn't kicked the cat for days and is no longer coughing. He says, «By golly, I must be Clear!» even though he really can't pass the test. So the technical people, seeing him glow. say, «I don't want to invalidate this guy,» and they let him declare and he goes to an SH or AO and falls on his head when he starts to climb the next ten light years to OT. He was just a RELEASE.

There are MANY levels of release. It means simply that one has lost a fixation or an aberration of one kind or another. One should get a reality on the light years of gain obtainable between the guy on the street and the state of Clear.

It's simply that we are too good at making Releases today.

So I looked over this problem and found an outness in the line up which I have described more fully in HCOB 12 December 1981, THE THEORY OF THE NEW GRADE CHART.

There has just been a change in the Grade Chart (HCOB 12 November 1981 which has been reissued as HCOB 12 November 1981R Revised 14 December 1981 to correct an error in it where someone else redefined Clear).

This change in the Grade Chart will go far to handling personal misconceptions. Scientology Lower Grades can produce an abundance of wins. These releases go far to straightening out one's environment and life and set one up to have, most usually, a far easier run of it in New Era Dianetics.

Scientology Lower Grades sometimes exteriorize a person but to date, to my knowledge, have never produced a Clear: That was not their purpose.

Remember that with Dianetics Book One techniques, I could produce Clears. But it took decades of development of auditor training skills and precise statements of processes to bring it up to where others could. That point has now been with us for some time in developed training technology and New Era Dianetics.

We are making Clears today with NED, make no mistake about it. But it should prove even easier to do so once the pc's own life and environment have been straightened out with all those releases available lower on the new chart.

There is even another chance at Clear if the person misses it in NED. He still can go on to an SH for his Solo Auditor's Course and an AO for the old Clearing Course. It is even being worked out now so that he can begin his Solo Auditor's Course right in his local org—he'll need it to go on to OT.

A tiny percentage of people who haven't made it, want to declare themselves Clear as a status symbol but when they try to go on to OT it catches up with them and in any event can be handled. The releases, given good auditing and a cooperative pc, are there to be had and in cases that have not been wiped out by the psychs or who can be gotten into communication by an auditor and cooperate, the state of Clear is there to be had.

And it is just as worth while as it ever was.

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NEW GRADE CHART PC/PRE OT PROGRAMMING

Do NOT take people in progress of following the old grade chart off in the middle of an action and put them on the new chart. Example: Someone half through NED taken off and put on Scientology grades. Complete the major action of the program before any change of the action on the PC or Pre OT.

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POST PURPOSE CLEARING REVIVED

Reference: HCOB 4 August 71R Revised 26 Nov 74,
Tech Volumes, Volume VIII, page 363

Recently some new technology, known as De-oppression, was developed for and is being used on orgs. (Deop is part of mission tech and is the subject of Flag Orders.)

There is a piece of good technology that has fallen out of use: It is Post Purpose Clearing. It is quite successful in raising the general tone level and production of orgs. All by itself it produces an increase in production.

It should be undertaken, for sure after a De-oppression of an org is done. And, factually, it should be done in any case.

The tech of it is contained in the reference HCOB. But to that HCOB could be added additional steps.

PPC 12A. One asks, «What is your intention toward your post?» One takes this to F/N.

PPC 12B. One asks, «What is your post product?» One takes this to F/N.

PPC 12C is done, «What is your intention in getting out that product?» To F/N.

PPC 12D «What volume of product do you intend to get out?» To F/N.

PPC 12E «What degree of quality do you intend your products to have?» To F/N.

PPC 13 and PPC 14 are as given in the reference HCOB.

There is an added note to Post Purpose Clearing. It probably accidentally got swept aside when some Quals abused What, How and Why in questions and got org staff snarled up because these were listing questions. Qual was arbitrarily forbidden to use such listing questions and this may have influenced this action of Post Purpose Clearing, so necessary to orgs and the tech got lost. The result has been, in some cases, confused and unproductive staffs.

Also, some seniors, not knowing how their own departments or divisions were supposed to run, tended to knock off hats and put people on posts doing the wrong things, resulting in a «Hey, you,» org board.

The remedies for these two errors are quite plain.

1. When any step results in a BD F/N result. Indicate it to the pc. In case of any bog, treat the TWC pc statements as though they were L&N items. Any bog can be repaired with an L4B.

2. In the case of executives and seniors, clear them on the various posts over which they have command, using the. OEC volumes for reference. This will tend to make them hold the form of the org.

Various outnesses will be found by any Qual attempting to do this on an org. They may discover, for instance, that the org has no hats: but this should not stop them, although it should be remedied fast as well.

By adding the intention step, Qual is certainly going to collide with a few rock slams regarding products or the org. But this is all to the good:

We don't want rock slammers messing up products or the org. Any plants or people of evil intentions will show up, though PPC is not intended as an ethics cycle.

PPC is an organizing step and should not be used to stop production. But, at the same time, it should not be forbidden because it is an organizing step.

The speed with which a PPC can be done is not forever. At PPC 2, if the person is set up to have one as in this step, the PPC should, for most posts, simply sail along like a June breeze. With a VGIs at the end.

QUAL'S OBJECT IN GETTING THIS DONE ON A STAFF AND NEW STAFF MEMBERS IS TO IMPROVE THE QUALITY OF PRODUCTION OF THE ORG AND TO INCREASE THE PRODUCTION OF THE ORG.

It is quite true that the pay of the org depends upon the individual quality and volume productivity of each individual org member. A PPC well done throughout an org inevitably should raise, by making a better org org income and pay.

Remember that orgs which have had the highest stats were those orgs which ran closest to OEC Policy. This is an historical fact, borne out time after time. So in all Post Purpose Clearing, your main reference is Green on White, the Policy Letters and these should be handy and referred to in any case where the duties of the staff member are unclear.

It will also come about that you are handling someone who holds two or three posts. In that case, clear all of them but add a step PPC 12F «Is there any conflict with your other hats and posts?» If it reads, «What are the conflicts?» and «How are you going to resolve that?»

All cautions and directions in the reference HCOB apply in doing any Post Purpose Clearing.

L. RON HUBBARD
FOUNDER
Accepted by the
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POST PURPOSE CLEARING FOR MANAGEMENT TEAMS AND EXECUTIVES

References: HCOB 17 Dec 81 POST PURPOSE CLEARING REVIVED
HCOB 4 Aug 71R POST PURPOSE CLEARING Rev. 26.11.74

The two necessary ideas a management team or executive must have:

1. That a long term view as well as immediate remedies is vital.
2. That an increase in state and betterment of organization health is desirable.

Management staff members or executives who do not have these concepts or intentions have no business on a management team or on post as these two basics are why they are there.

A member of management or an exec can always short-sightedly operate for a quick profit (i.e. get lots of service sold but none delivered; buy a cheap machine that will look good on an FP but will break down in a month; do a fast, bad job to get up stats and then involve others for months trying to handle the botch; falsely reassure seniors that all is well when, in a short time, a crash will expose them; operate on short term stats and ignore the gradual drift down over the months).

When only short term views are taken, disaster is being courted.

A betterment of the organization and its prosperity has to be intended by management or an executive in order to bring it about. When a management team or an executive has other-intentioned items at work, they harm or destroy not only the organization but also themselves. (I.e., not have to work so hard; be powerful personally; get even with others; have more time for the family; keep up with my golf; live better; wear better clothes; escape the ethics officer; and of course simply intending to do the place and staff in.)

Upper echelon intentions bring about the state of the division, org or network not only in the present but in the future. If they intend to make things go right, they will, of course, observe their area and study successful policies and actions of proven worth and apply them.

The state of state, long term, of an executive or management team gives a definite revelation of their real intentions.

SUMMARY

Where any management team or executive is failing, it will be found that their view is very short term and they are other-intentioned on post.

In management and executive post purpose clearing, one has to keep these two things in view.

A good manager or executive works hard hour by hour to keep the show on the road but always with a long term view as well. And he intends that org and staff will prosper.

The auditor in post purpose clearing will get a lot of glib answers. The stats, the honest ones, and the true long term performance of the executive, measured by the health of his zone of responsibility tell the tale and should be consulted when in doubt.

The PPC auditor must be sure these two principles above are really the case and if not, handle the executive so that they are.

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HCO BULLETIN OF 19 JANUARY 1982

BPI
Auditors
C/Ses
Tech/Qual
Registrars
Dissem
Execs
Orgs & Missions
Magazine insert

NEW—STREAMLINED

CLASSIFICATION AND GRADATION CHART

Ref: HCOB 12 Nov 81	RA GRADE CHART STREAMLINED
Re-rev. 18.1.82	FOR LOWER LEVELS
HCOB 12 Dec 81	THE THEORY OF THE NEW GRADE CHART
HCOB 14 Dec 81	THE STATE OF CLEAR

TEMPORARY ISSUE

(This is a temporary issue of the New Streamlined Class & Grade Chart. The full final issue will be in this general pattern.)

Technical advances made by L. Ron Hubbard have resulted in a streamlined Class and Grade Chart, giving a better, faster Bridge, both on the training side and the processing side of the Chart. These are being published in the attachments so that all may benefit from these advances right away.

Attachment #1: The Grade Chart (Processing).

Attachment #2: The Class Chart (Training).

Until the full final Chart can be printed, this issue is provided for Scientologists, for registration, auditing and C/Sing purposes. It may be reproduced in magazines or reproduced on lightweight paper for mailings or as an insert. Registrars and orgs can take these mimeo sheets and with scotch tape make a larger chart and display them.

L. RON HUBBARD
FOUNDER
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HCO BULLETIN OF 19 JANUARY 1982

ISSUE II

Remimeo
Tech
Qual
SRD, Level I,
NED, SHSBC
Checksheets
Upper Indoc TRs
Checksheets

HIGH SCHOOL INDOCTRINATION

(Excerpted from the ACC Preparatory Manual for Advanced Students in Scientology, Copyright 1957.)

REF: HCOB 4 Oct 56 HIGH SCHOOL INDOCTRINATION

PAB 152 THE FIVE LEVELS OF INDOCTRINATION 15 Jan 5

HCOB 7 May 68 UPPER INDOC TRs

The following chapter on High School Indoctrination has been excerpted from the ACC Manual and published in HCOB form to ensure its data is easily available to students on Upper Indoc TRs.

There are five levels of auditor indoctrination, five levels of skill in which he must be versed. One of these is High School Indoctrination.

Every auditor has, from time to time, found himself in difficult and peculiar circumstances while auditing a preclear. How about the PC who makes a perfectly frank sexual pass at you? What about the time you said, «Walk over to the wall?» and the preclear looked at you intently and asked, «Are you a Theta clear?» Then there's the pc who sits down, presumably to be audited, and launches forth: «Oh, what a pretty tie you're wearing today. I got one just like it for my husband—except it's green instead of blue, the one I got for him I mean. And it was supposed to be three-fifty, but I got it at wholesale for two-ninety-five because I know the owner of the store. I went to his daughter's wedding last week. My niece was supposed to be a bridesmaid, but right at the last minute...» Non-stop. Or perhaps you've run into a «Tone Twenty»: «Do I see that wall? Why, I can see right through the wall! I can see the entire MEST universe, any time at all. Right now the Solar System looks about the size of a printed period to me.» Unreality, unreality, unreality.

So what did you do? Did you get a trifle tensed up when the PC started to paw you affectionately? Did you get a little brusque, as you scraped him or her off with a putty knife?

Did you get decoyed into a discussion of the history of your case and current state of exteriorization by the chap who wanted to know if you were clear? A little huffy, maybe? And what about the preclear who talks, and talks, and talks, and talks? Ever sat there wondering, «Is this a 'preclear origination?' Should I acknowledge? Should I ignore it? Is there any way of gagging her, till I can get 'Locate the ceiling' out?

Maybe she's blowing locks. Or is this her present time problem? And if so, which of the sixteen items she's covered in the last three minutes is it?» Perhaps you've got the obsessive talker taped, but how do you make out with the fake Tone Twenty? A little baffled about how to have him find a wall without bringing forth torrents of anguished protest? «You're invalidating me! You ought to be running me on 8-0. You're just trying to stick me in my head, because you're a Black Five yourself. All my theta perceptics just turned off! What do you do then?

Well, here comes the United States Cavalry to the aid of the stopped, badgered, and harassed auditor. It's called High School Indoctrination. And it should never happen to homo sapiens; he'd never survive it. Auditors, fortunately, are sterner stuff than homo sap. They come out of it, bright as a dollar, crying, «Bring on the lions!»

Here's how it goes. An instructor, who will act as preclear, leads a student-auditor to a large, secluded room. As soon as the words, «Start of session» are out of his mouth, the instructor-preclean may drop to the floor in a dead faint, burst into a wild grief charge, bolt for the door, or balk like a donkey with a glazed, blank stare. Or perhaps he may just stroke the student-auditor's hair, murmuring, «You're awfully cute, really. Why don't we drop this pretense ...» Whatever the instructor-preclean elects to do by way of randomness. If the student-auditor bogs utterly, a soft-hearted instructor-preclean might say, «End of session,» and give him a couple of tips. Tougher instructor-precleans frown on this, and believe in letting the student-auditor work his own way out of the situation, though he plow through 76,000,000,000,000 years of track, year by year, to accomplish it.

The instructor-preclean may run from manic enthusiasm to deepest apathy in a fraction of a second, and if the student-auditor doesn't instantly detect the change in «case level,» and handle it properly, he will be hearing from the instructor-preclean. One of the more unsettling things the instructor-preclean does is to behave like a nice, sane, high-toned preclean for minutes at a stretch. The student-auditor knows this state of affairs can't last for long. He will get thoroughly tensed up, expecting from instant to instant the next horrid outburst. It's like marching a lighted firecracker around the room. When the strain becomes obvious, the instructor-preclean will say, «End of session.» And he may say, «What are you all tensed up for?

Relax. Start of session.» Three seconds later, he's throwing an epileptic fit on the floor, complete with froth.

There is a second step of High School Indoc which is run seated. By this time the student-auditor has a fair certainty that he can cope with a preclean's going out of control on a general physical level. The seated form takes a more insidious turn. Some very simple process, Locational, or «Look at me. Who am I?» is used. The instructor-preclean will go out of control much more subtly. He will try to get the student-auditor to change the process, on one pretext or another. The nastiest thing to most student-auditors on seated Indoc is an avalanche of highly personal criticism and button pushing aimed directly at the student-auditor. When he winces noticeably, the instructor-preclean pursues the same topic to the bitter end. «Your hands smell funny. Don't you ever wash them? There's a lot of dirt under the nails, too. Careful you don't scratch me, and start an infection.»

Or, perhaps, «If Scientology's so good, what are you still wearing glasses for?» In other words, the instructor-preclean opens up with both barrels on anything he suspects the student-auditor might actually be a little sensitive about. When a student-auditor has survived this phase of High School Indoc, and discovers that he can still give an auditing command and see that it is executed, he has achieved a nearly unshakable poise and composure!

It may sound inhuman, but it's not out of reach. Students are arriving at this goal every day—students who mumbled, and students who fidgeted. Students who couldn't confront or control a PC, and ran a process on the nth. level of abstraction. (You know, they were «running 8C on a preclean for an hour,» not having this preclean walk over to that wall, right now.) They can make every minute of a session count now, because everything they do in session is AUDITING. This is the routine expectancy for a present day ACC graduate. It can be taught anyone who is willing to learn it.

L. RON HUBBARD

FOUNDER

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HCO BULLETIN OF 15 FEBRUARY 1982
(Released on 20 October 1986)

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FREEDOM OF SPEECH

You can say what you please but what you say does not have to please.
Just be careful not too many people get displeased.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 17 FEBRUARY 1982

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PREJUDICE

A fixed, unqualified opinion, usually based on unhappy experience, substituting itself for reason.

L. RON HUBBARD
Founder

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HCO BULLETIN OF 18 FEBRUARY 1982

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THE BODY COMMUNICATION PROCESS

(This was previously issued as HCOB 7 Feb 69, authorized by L. Ron Hubbard. It contains an objective process developed under the case supervision of L. Ron Hubbard. In addition to its original use, this process has proven to be very effective in helping drug addicts to overcome withdrawal symptoms. The original issue was later incorrectly revised, then cancelled by others, resulting in lost LRH Tech. It is hereby restored to full use and reissued as an HCOB at the request of L. Ron Hubbard.)

PURPOSE: To enable the Thetan to re-establish fuller communication with his body.

The degree of communication attainable on a gradient scale is limited only by the level of awareness of the Thetan.

INTRODUCTION: The Life Static «has the ability to postulate and to perceive.»

From Scientology Axiom One (Definition).

Thus there is an OUTFLOW and an INFLOW.

The Thetan, to operate a mest body in a mest environment, outflows THETAN - MIND - BODY. The inflow is likewise BODY - MIND - THETAN.

To and from all parts of the body messages and perceptions flow by way of the brain, spinal cord and the network of nerves.

Throughout the life of the body there is a continual flow of electrical impulses through the brain and nervous system. This fact enables the body to be ready to serve the will of the Thetan at all times.

Masses, ridges, charge and unbalanced flows can build up in relationship to the body, resulting in transient or chronic breaks in communication between Thetan and body. This may be in respect of the whole body, or, more usually, with a specific body part or area.

Thus occur transient or chronic pains and disorders in the body.

These flow lines in the body are the pathways by which the psychomatic disorders and illnesses are created by the Thetan. They are also the pathways by which the Thetan is informed of the state of his psychosomatic creation.

Thus the Life Static and its OUTFLOW and INFLOW related to a body.

METHOD:

«Bringing the static to view as-is any condition devaluates that condition.»—Scientology Axiom 19.

The individual lies on his back on a couch, bed, or mattress on a table. In an intensive the position may be varied to advantage by lying face downwards at alternate sessions.

The clothed body with shoes removed gives satisfactory results. For optimum results, men in brief shorts, women shorts plus a bra, naturally in a warmed room.

First the purpose is cleared. A dictionary is kept present and available

for use. Purpose given to be cleared is, «COMMUNICATION WITH MY BODY.»

Auditor gives the command, «Close your eyes,» and acknowledges the action with «Thank you.»

Auditor: «Start of Session.»

Then: «This is the process.»

Auditor places his hands on the individual's shoulders with a firm but gentle «A.R.C.» grip, using an «agreed» firmness. That is a firmness which the Auditor knows is as agreeable to the individual as it is to the Auditor.

The Auditor must BE there with INTENTION and ATTENTION. i.e. have good TRs in throughout. This is to achieve optimum A.R.C. and the best results.

The command is: «Feel my hands.» («Feel my hand» on the occasions when one hand is applied.)

The individual's reply is acknowledged with «Thank you,» (or «Good,» «Fine,» «Alright» or «O.K.»).

He continues to complete similar cycles down the body, over the chest, front of chest, sides of chest, hands on both sides of abdomen at the waist, then one hand going around the abdomen in a clockwise direction. (Clockwise because this is the direction of flow of the large bowel.) One hand placed over the upper abdomen pointed vertically towards the head. Both hands on the small of the back, one from each side and lift firmly. A hand over each hip with firmer pressure on these bony parts. Down one leg to the knee with both hands. Down the other leg to the knee with both hands. Back to the other leg and down over the calf, the lower calf, the ankle, the foot and the toes. The other leg from the knee to toes similarly.

Then work upwards in a flow towards the shoulders. Down each arm. Back to the shoulders. Both hands behind the neck, one from each side. Sides of face. Forehead and back of head. Sides of head.

The Auditor will know where next to place his hands or hand. An infinite variety of placings is available avoiding, of course, only the actual genital areas in both sexes. So the process proceeds up and down the body.

As A.R.C. builds up, even as early sometimes as after the first command, the Auditor will notice that something is happening with the individual. It may be a comm lag, a slight suffusion of the face, a somatic or twitch of the body, or in some way he will know that a communication is available to him. He should then ask, «What happened?»

The individual describes what just happened or what is happening. The Auditor leaves his hands in position with exactly the same pressure sustained while the individual is talking. The communication is acknowledged and the Auditor continues with the process.

The process is terminated with «That's it!» immediately after acknowledgement of the first COGNITION.

The Auditor will know whether one session is sufficient, or whether a further session is needed towards flattening the process.

An Auditor's Report is written up immediately after the session. It should include a record of moments of Emotion or Misemotion, any comm lags, individual's appearance, somatics, how he is doing, physical manifestations (e.g. yawning, body twitching), the cognition achieved, whether or not a flat point has been reached, and the presence or absence of good indicators.

After a successful session good indicators are apparent ;n both Auditor and the individual who has experienced the Body Communication Process.

L. RON HUBBARD
FOUNDER

Assisted by
Dr. Steve Jarvis, M.B., Ch.B.

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OVERTS

Perhaps people commit overts because it is the only thing they can consider they have themselves done.

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Founder

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HCO BULLETIN OF 6 MARCH 1982

U R G E N T

(Also issued as HCO PL, same date.)

Remimeo
All orgs
All staff
Executives
Ethics Officers
Auditors, C/Ses
Supervisors
D of T
HCO
Tech/Qual

CONFESSIONAL TECH POLICIES

(Effective on Receipt.)

(Adds to and Amends HCO PL/B 28 Nov 78, AUDITORS WHO MISS WITHHOLDS, PENALTY)

Recent investigations into failures of executives and staff to produce constructive products (and who produced no products and overts products), into case failures and into training failures, all revealed the following common denominator: missed withholds (including offences of a criminal nature and High Crimes against Scientology, its churches and members and against Standard Tech and Policy) and the omission of Confessional Technology.

EXECUTIVES AND CONFESSIONAL TECH

Any executive found to be discouraging or forbidding Confessionals or refusing to permit the tech to be applied or omitting the application of it or dismissing persons who seek to get tech or policy in is subject to immediate suspension from post, is to receive a Confessional and a Comm Ev on a charge of: NON-COOPERATION WITH ENFORCING CONFESSIONAL TECHNOLOGY.

By issuing an order to omit Confessionals or that could be applied as such or failing to keep the tech in or refusing have a Confessional, the person has at that moment just by act, automatically suspended himself from post and his orders would not apply. It is thereafter only subject to HCO Board of Review.

It is a High Crime for an executive to penalize auditors, C/Ses, Tech/Qual or Ethics Officers for following HCOBs or HCO PLs, especially when it is due to the executive's withholds. (It is also a High Crime to falsely charge an executive with the above.)

MINISTERS AND CONFESSIONAL TECH

A pastor or minister who refuses to hear the Confessionals of persons or who recommends or urges persons not to hear Confessionals or who omits to hear Confessionals can be suspended at once as a minister until he himself has received a Confessional and refusing, remains suspended until reinstated by an HCO Board of Review.

Such a person is subject to being declared and expulsion from the Church.

ETHICS OFFICERS AND CONFESSIONAL TECH

Ethics Officers must be ministers and the failure of an Ethics Officer to train himself to hear Confessionals subjects him to post removal and Comm Ev.

CASE SUPERVISION AND TRAINING

AND CONFSSIONAL TECH

On any failed case or training failure (Tech or Admin training) a Confessional is required on those responsible (i.e., auditors C/S, Supers, Word Clearers, D of T or other Tech/Qual personnel involved).

A failed case pc or failed student is also required to receive a Confessional as it has long been known that No Case Gain in auditing or in training is due to continuous overts and withholds.

Any Solo auditor who red-tags is sent to Review and Cramming and any Solo C/S and Solo Course Super whose pcs or students are red-tagging must be given a Confessional.

Any minister whose pcs are red-tagging, get sick after auditing, blow or are dissatisfied with their results or lack gains, must be given a Confessional.

REPORTS

Anyone who refuses a Confessional or who refuses to answer a reading question should be turned over to the Ethics Officer and the Guardian's Office notified then and there.

Any anti-Scientology overts or intentions disclosed are to be reported to the Ethics Officer and the Guardian's Office.

PENANCES

A minister who misses withholds on a parishioner is required to receive Confessionals himself (including a «Joburg» Confessional and an Auditor Confessional) and if repeated is subject to Comm Ev.

A parishioner who knowingly withholds during a Confessional is also subject to being named an Interested Party at the minister's Comm Ev.

A parishioner who knowingly withholds during an HCO Confessional is subject to double penances.

The charge (in addition to any other charges) is: NON-COOPERATION WITH
ENFORCING CONFSSIONAL TECHNOLOGY.

BENEFITS

Those who apply Confessional Technology are highly valued and produce great gains for their pcs and produce an improved environment generally.

Confessional Technology and its application is essential to the attainment of spiritual freedom, heightened responsibility and causativeness and the betterment of conditions.

L. RON HUBBARD
FOUNDER
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HCO BULLETIN OF 7 MARCH 1982

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Level II
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**CONFESSIONALS INCLUDED IN
EXPANDED GRADE 2 PROCESSES**

Ref: BTB 15 Nov 76 0-IV EXPANDED GRADE

Issue IV PROCESSES—QUADS
PART D—GRADE 2 PROCESSES
HCOB 8 Sep 78RA MINI LIST OF GRADE 0-IV
Re-rev. 6.3.82 PROCESSES

Scientology Level Two covers the vital survival technology of dealing with contra-survival acts of commission and omission (overts and withholds) and this includes the technology of Confessional procedure.

It is on Grade 2 processing that a pc is audited to relief from the hostilities and sufferings of life, using all of the technology which applies at that Level to achieve the result.

Therefore, any list of Expanded Grade 2 Processes must include:

1. A Joburg (HCO PL 7 Apr 61RB, Rev. 22.10.80, JOHANNESBURG CONFESSIONAL LIST REVISED).
2. Any other prepared Confessional List which may be C/Sed for the case by the Case Supervisor to ensure that the pc is fully cleaned up on this lifetime overt and withholds.

L. RON HUBBARD
FOUNDER
Assisted by
Senior C/S International

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 8 MARCH 1982R

REVISED 24 APRIL 1983

FSO and AOs:
Case Supervisors
Auditors
Tech/Qual
MAAs

CONFESSIONALS AND THE NON-INTERFERENCE ZONE

Refs:

HCOB 23 Dec. 71 Solo C/S Series 10 C/S Series 73
THE NO-INTERFERENCE AREA
HCOB 7 Sept. 64 II PTPs, OVERTS AND ARC BREAKS
HCOB 13 Sept. 65R OUT-TECH AND HOW TO GET IT IN
HCOB 29 Sept. 65 II THE CONTINUING OVERT ACT
HCOB 3 May 62R ARC BREAKS, MISSED WITHHOLDS
HCO PL 23 Feb. 70 QUALITY OF SERVICE
HCOB 13 Oct. 82 C/S Series 116 ETHICS AND THE C/S
HCOB 28 Sept. 82 C/S Series 115 MIXING RUNDOWNS AND REPAIRS

It has long been known that people do not make gains when audited over undisclosed overts and withholds and that a withhold missed in auditing can cause quite an adverse reaction.

Because it has not previously been specified whether Confessionals could be done during the Non-Interference Zone, it tended to leave the matter open to interpretation, and a common interpretation has been that one must not do any kind of Confessional or O/W pulling during the Non-Interference Zone.

But what about a case who is out-ethics and not making progress due to continuous overts and withholds or, even worse, undisclosed overts or crimes against Scientology? Such a case won't make any progress until these are gotten off.

A person who is NCG, nattery, critical or otherwise exhibiting O/Ws or out-ethics must be handled so that he can make case gains. And must not be continued in auditing until this is done.

This applies to pre-OTs as well as pcs and specifically also applies to pre-OTs on OT III; on New OT IV, OT Drug Rundown; on New OT V, Audited NOTs; on New OT VII, Solo NOTs - the same as it applies to any other grade or OT section.

It is a CRIME to let a pre-OT get onto an OT section in that condition in the first place. And it is also a CRIME to continue the error and not remedy the matter right away.

CAUTION

A pre-OT who is running well and making case gain should not be interrupted.

And, where a person in the Non-Interference Zone does need O/Ws pulled, the auditor must first obtain a C/S okay.

SUMMARY

By following these lines, you will save some pre-OTs who otherwise would not make it at all!

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 10 MARCH 1982
(Also issued as an HCO PL, same date)

Remimeo
All staff
Ethics Officers
Auditors
Case Supervisors

CONFESSIONALS—ETHICS REPORTS REQUIRED

Ref:

HCO PL	2 Apr 65	URGENT URGENT URGENT, FALSE REPORTS
HCO PL	1 May 65	STAFF MEMBER REPORTS
HCO PL	17 Jun 65	STAFF AUDITOR ADVICES
HCO PL	7 Mar 65R III	OFFENSES & PENALTIES Rev. 24.10.75
HCO PL	16 May 80 II	ETHICS, SUPPRESSIVE ACTS, SUPPRESSION OF SCIENTOLOGY & SCIENTOLOGISTS
HCO PL	5 Mar 68	JOB ENDANGERMENT CHITS
HCO PL	24 Feb 69	JUSTICE

It has recently been noticed that there was an omission on the part of ministers doing Confessionals: they were not writing reports to Ethics on matters relating to the offences of others that were revealed during a Confessional. Doing so, is required per HCO PL 17 Jun 65 STAFF AUDITOR ADVICES and is implicit in HCO PL 2 Apr 65 URGENT URGENT URGENT, FALSE REPORTS and in HCO PL 1 May 65 STAFF MEMBER REPORTS.

Apparently this was due to a failure to differentiate between a pc «getting off» only other people's withholds and a pc revealing knowledge of another's overt or crime against Scientology, its organizations or Scientologists.

A person who only talks about others' overts or withholds is often withholding an overt of his own or engaging in a Black PR campaign.

But a person who has knowledge of another's overts or crimes against Scientology should have made out an ethics report himself and having failed to do so, would have a withhold of knowing about another's offence and not having reported it, even if it were only suspected.

There are various reasons why a person might withhold from reporting the offences of another: similar overts or withholds of one's own; fear of consequences or retaliation from the person being reported on; not having all the facts and so only suspecting the offence and not being certain enough, are among more common reasons.

None of these are valid because a staff member can only be disciplined for making a knowing false report or for a no report. And if the matter is only suspected, the report should say so and it is the Ethics Officer's hat to investigate and determine the facts.

Thus, when a minister discovers that a pc has knowledge of an overt or crime against Scientology or against the codes of the Church but has not reported the matter to Ethics, this should be handled as a withhold and must be the subject of an ethics report. This applies both to HCO Confessionals and to any other session.

OFFENCES AGAINST SCIENTOLOGY OR ITS CODES BY ANOTHER PERSON THAN THE PC, MUST BE REPORTED TO ETHICS FOR INVESTIGATION (EVEN IF ONLY SUSPECTED OR WHEN FULL FACTS ARE NOT KNOWN).

This is important because persons who get off their own overts have a higher responsibility level than those who don't and these last, who don't get off their overts, are sometimes only detectable and handleable by the reports of others.

The more serious the ethics offence, the more necessary and vital it is that such reports be made. Failure to make such a report can result in the pc (or staff member) being named as an accessory or at least being charged with condoning the offence.

There is another side to this. Some pcs, viciously, can begin a Black PR campaign against another by «getting off the other's withholds» which are false.

Some people unfortunately, can be very wily and spread all sorts of rumors or trouble in this way. Doing so is the very lifeblood of such criminal organizations as the FBI and Interpol.

So the ministers reporting all overts reported by the pc serves a triple purpose.

A) It catches actual crimes by others which might otherwise remain undetected.

B) It gets rid of withholds from the pc which he knows he should have reported and

C) It gives evidence of a Black PR campaign in progress against principal people of Scientology and executives.

The use that the Ethics Officer puts these reports to is very precise.

They are:

In case of (A) he can at once investigate and sec check the others named and get Ethics in.

In the case of © he can order a full rollback of the rumor or report and usually catch a real tiger operating in an org or area with Black PR designed to paralyze the place.

So the reports are VERY valuable.

An honest executive would be very foolish to discourage these from being filed and even more foolish not to make sure they get fully followed up and investigated.

Doing this is a heavy blow to criminals and to the enemy who seek to stop Scientology.

For instance, finance crimes cannot occur without collaboration or someone noticing.

Black PR with its false reports is covering up real withholds and overts, which, remaining undetected, can cave the whole place in.

A person can be helped by Scientology only when he has clean hands with it. One cannot be helped by it when he has overts against it, its principal names or organizations.

So this policy assists greatly, not only in protecting execs but in saving people. It must NOT be looked on as a way to victimize anyone. It is an instrument of salvage.

And on an organizational strata, no org can prosper when its staff has overts. Recent investigation has shown that below EVERY outness in an org or down stat there lay heavy withholds and overts. The many should not be penalized by the criminal few.

By following these policies, ethics investigations will be speeded, statistics raised and a much cleaner, happier and more productive environment will be achieved. Only the guilty will ever protest such reports and that, too, is indicator for urgent action.

L. RON HUBBARD

FOUNDER

Assisted by

Senior C/S International

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 13 MARCH 1982

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INTRODUCTORY AND DEMONSTRATION PROCESSES

Reference: HCOB 12 Nov 81RA GRADE CHART STREAMLINED

Rev. 18.1.82 FOR LOWER GRADES

Introductory and Demonstration Processes are those processes commonly used by orgs and auditors on new pcs; these processes belong at step 0 of the NEW GRADE CHART.

Their use ranges from giving a person new to Dianetics and Scientology his first interest and reality on auditing on through what has been previously known as «Life Repair».

Without such processes, auditors, FSMs and Scientologists would have nothing to get a new pc started with, to get his first wins in auditing and to get hope that his case can be handled. The necessity for this is described in THE BOOK OF CASE REMEDIES. People would have a problem if they thought new pcs should instantly be shunted onto the purification Rundown.

Actions such as these were published on the bottom of the original (SH) Grade Chart. But, when Ron was working on streamlining the New Grade Chart, he discovered that Introductory and Demonstration Processes had fallen out of the line up and he promptly restored them to use.

There is a very real need for such processes in disseminating, in coffee shop auditing and in situations requiring assists. Every Scientologist should be able to run processes on people for the purposes of demonstration and to help with an assist.

In HGCs, in missions and in field auditing, Introductory and Demonstration Processes and Assists are vital and every auditor and C/S needs these processes to prepare new pcs' cases for major Grade Chart actions, to repair their immediate life and conditions and to bring them up through the lower awareness levels to a personal reality that auditing really works for them and awareness of the way to personal freedom.

If these processes were not included on the Grade Chart and no mention was made of them, people could get the idea that they had been abandoned or even start altering them or squirrelling by inventing their own. As an example, Ron discovered a mis-use of the WHITE FORM: some auditors were flying to F/N by 2WC or Ruds, whatever read on it and were calling this a «Life Repair». (This is not OK as by doing that, these charged items would no longer read when a NED auditor came to assess them—as the read had been taken to an F/N by getting off the surface charge—and the NED auditor would have lost his Dianetic indicators.)

Introductory and Demonstration Processes and Assists do not include processes that are part of another Grade or rundown; it is out tech to use processes that are part of a Grade or rundown outside of that Grade or rundown. Ron arranged the sequence of the Grades and rundowns for maximum gain for the pc.

But, Introductory and Demonstration Processes, Assists and Group Processing can be run on any new pc (provided only that the pc isn't in the middle of an intensive or auditing program). Parents will find the processes for children of great value—not

only to handle misemotion or tantrums of a child because of a key-in—but also to improve the child's memory, intelligence, personality and general tone level.

Book One auditing was so popular in the '50s that whole congress halls of people were filled with Book One Seminars and co-audit Book One auditing. Ron pointed out the value of Book One auditing a couple of years ago and today, Book One auditing is spreading like wildfire again. Many a Book One auditor would be able to improve his results considerably by using some of the simple but very effective Introductory Scientology processes that Ron developed in the early '50s to increase Book One results. And after the pc has had some Book One auditing, there are even more wins and gains available for him in Introductory and Demonstration processing. Some cases may even need a little case preparation with Introductory and Demonstration Processes in order to be able to run Book One techniques successfully. So it is a wise Book One auditor who is also well versed in Introductory and Demonstration processing.

There is a vast sea of technology that Ron has developed under the heading of Introductory and Demonstration Processes, Assists and Group Processing. Ron is having these collected up and compiled from the earlier publications and tapes so that he can publish them in books to make them easily and readily available for auditors and Scientologists to use.

In the meantime he has had some of these -- 101 Introductory and Demonstration Processes, including 15 processes for children and an animal process for pets (!) and 65 assists—made available in the Introductory & Demonstration Processes and Assists Pack.

The pack even contains articles by Ron on how to get a pc into session, basic theory of auditing and how to run the processes.

Anyone can use it; auditors and C/Ses will find it essential. It's a boon to FSMs and Scientologists. Parents will wonder how they survived without it! New pcs can get such wins from it that they will demand that their friends must experience this, too—and don't be surprised if they get a pack and start auditing their friends!!

While Ron has been busy researching new OT levels at the top of the Bridge, he has also made Standard Tech, a better gradient and lots, lots more wins more readily available at the beginning of the Bridge.

Use it and watch out for the results. The processes are simple and easy to use but the results can be mighty spectacular!

L. RON HUBBARD
FOUNDER
Assisted by
Senior C/S International

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STANDARDS

A favorite trick is to use one set of standards to condemn an action disrelated to them.

Tribe A that hates women condemns Tribe B for being nice to them.

A man attacked by mad dogs is condemned by the SPCA for being mean to animals.

An older generation, raised to believe a girl's place is in the home, objects to a daughter going out to earn a living.

They would object even if she were starving! Anyone can always be criticized for something - it all depends on what standards the critic uses.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
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Auditors

OBJECTIVES NOT BITING

Ref. Tape 5511C08 SIX LEVELS OF PROCESSING,
Issue 5, Level 2
HCOB 19 Mar 78 QUICKIE OBJECTIVES

This HCOB contains data on Objectives, based on current folder study, which is VITAL to C/Ses.

A major reason for the quickying of Objectives is running too-steep-a-gradient Objectives on cases that need lower gradient Objectives first. (Running too steep a gradient can also lead to grinding on with no change.)

During a study of folders of pcs currently being run on Objectives during Purif and pcs being run on Objectives after Purif, there were cases who were said to be «flattening» processes such as S-C-S and Op Pro by Dup in very short amounts of time (like 20 mins, 40 mins). These cases were not getting any real EP—more an assertion that they were done or a very minor win, often just a statement from the auditor that the process was «flat»— sometimes the process was ended on pc protest.

Those same cases, when put on very low gradient Objectives, started running the process and winning like mad!

By low gradient Objectives, I mean: Mimicry; PT Differentiation (getting the pc to tell the difference between objects by actual touch); Dangerous Environment Process («Look around the environment and find something that isn't being a threat to you.»); «Notice that ...»; «Feel my arm. Feel your arm.»; the Animal process and other Objective processes for invalids and children (such as those given in the Introductory and Demonstration Processes and Assists pack).

On those cases, these low gradient Objectives bit, turned somatics on and off and the pc ended up with a real cognition and very good exam report.

One of the pcs went through the Treason and Enemy conditions in session on the Objective process, PT Body Orientation (Have the pc locate a part of his body and recognize it as such). He had thought that he was «brown hair» (his hair color is brown) and went up through various recognitions that he wasn't body parts and that he wasn't his past and arrived at the cognition that he really is a thetan—which was quite a win!

The folders reviewed and handled as above were not all heavy druggies, nor were they what would be called especially rough cases; some were what would be called «average» cases on a Class IV org's or mission's lines, these days. These were ordinary people who hold jobs, etc.

This is further confirmation of the necessity to undercut due to the deterioration of society. Indeed, the world—thanks to psychologists, drugs and TV—is going down the tubes.

Today a high percentage of cases starting out in auditing have a very short attention span and can only respond to very light processes.

C/Ses and auditors who have been used to handling the cases of persons who have had Scientology processing and training could easily overlook just how low one has to go to undercut the cases or beginning pcs today. One very experienced C/S, who has mainly C/Sed for Scientologists and upper level cases in recent years, was somewhat shocked to find that processes ordinarily reserved for the more difficult cases a decade ago, were necessary for the majority of beginning pcs today. Sometimes we as Scientologists tend to overlook how far we have progressed and how rapidly society is going down.

Undercutting cases has been necessary since the early '50s and will go on being continuously necessary in the future. So auditors and C/Ses are again alerted to this. Success with beginning pcs and lower level cases is dependent on correctly choosing a process that the pc can do and make gains on. It is also necessary to be able to detect when a pc is not running a process successfully because it is too high.

WHEN TO UNDERCUT

In 1955, London, I gave a dissertation on Objectives not biting in the second lecture of the Hubbard Professional Course (Tape 5511C08). The main points were as follows:

A. When a pc is being run on too high a process, the auditor is running the process on a machine; no matter how brightly the pc may answer, the process is being run on a machine.

B. If you are running the pc too high, there are two things missing: communication lag and cognition; the pc will trot like a well-trained horse through the whole process, without any communication lag, without any cognitions.

Thus we have the rule:

AN OBJECTIVE PROCESS THAT PRODUCES A COMMUNICATION LAG, WILL PRODUCE A COGNITION; A PROCESS THAT DOES NOT DEVELOP A COMMUNICATION LAG, WILL NOT PRODUCE A COGNITION.

The only thing that has changed since 1955 is how far one must undercut today, to get a process that is within the ability of the pc to do and which will produce change.

CAUTIONS

Not every case needs to be undercut as far as those described above; on the other hand, some cases will have to be undercut lower than those described.

C/Ses and auditors can also err in the other extreme and try to re-run all of a pc's Objectives over again (as has already happened in some areas). Doing so is out tech and results in the pc grinding on and on or becoming protesty—sometimes surprisingly so.

There is a vast difference between flattening a process that is producing change and forcing on over pc protest or other bad indicators (or a lack of good indicators).

Objective processes (or any other processes for that matter) that have been run to EP, must not be run again; it violates the Auditor's Code to do so.

SUMMARY

C/Ses and auditors should look over cases being run on Objective processes and if these are not running very well and going to a full EP, then there are either auditor errors or the case is being run on too high a gradient or the same process or processes are being run again after they have already been flattened.

This data, hot off my research line, is being issued to you now (pending a full publication regarding Objective Processes) so that faster and better results can be obtained on pcs being run on Objective processes and in Objective Co-audits, right away.

L. RON HUBBARD

FOUNDER

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Tech/Qual
Supervisors
Divs 4 & 6
Hat, STO & SSO
Ethics Officers

Study Series 11
Word Clearing Series 68
BASIC STUDY MISSED WITHHOLD

I think I have spotted the basic missed withhold on study which may underlie why many execs don't study. They go by MISUNDERSTOODS all the time in their work!

It is probably the missed withhold of going past MUs and of course those MUs won't then clean up because they are also a missed withhold.

So, probably, a reason MUs don't clean up is that they are also a missed withhold.

Also, accumulating missed withholds of having gone past MUs, the student is likely to blow course or study (whether that blow is by sudden departure from course room, failure to attend course or to study and neglecting to study on post or get hatted).

The remedy is to get off the withhold of having gone past MUs, handling it as a missed withhold earlier similar to F/N (per HCOB 11 Aug 78, Issue I, RUDIMENTS, DEFINITIONS AND PATTERN). Then clear the MU word(s) to F/N.

The above has now been added to the various student correction lists and word clearing correction list. It will handle the majority of students, providing the handling of the missed withhold and of the MU and the correction list itself is well done.

But there are two possibilities which would require further handling:

- A) The student has other missed withholds or out-ethics on course or in his studies or
- B) The student has gone by MUs in earlier subjects.

In the case of (A) get a Student Confessional done and in the case of (B) get Method One Word Clearing done.

(On Public Courses or on persons new to Scientology there are lower gradients which should be used, such as THE BOOK OF CASE REMEDIES, Remedy A, Remedy B, Remedy C, Remedy H, Remedy I, Remedy J.)

Both MUs and missed withholds can cause upsets and blows. By handling both the missed withhold of having gone past an MU and the MU itself, we can prevent blows, recover students and greatly improve student attendance.

I think we have here the answer to many a course supervisor's difficulties, to staff and execs who don't study and the means to bring about higher competence and success for all!

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 11 APRIL 1982

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SEC-CHECKING IMPLANTS

(The end of Auditors missing withholds while sec-checking!)

An implant is an enforced command or series of commands installed in the reactive mind below the awareness level of the individual to cause him to react or behave in a prearranged way without his «knowing it.»

There are several methods of implanting.

IMPOSED SILENCE: The simplest and most common implant—and its lightest but not least deadly form—is the command to withhold. Implants could be said to be «methods of preventing knowledge or communication» and this can extend to the point of the person himself denying himself the data. The commonest «imposed silence» is probably the threatened child—an «if you tell, you will be punished.» Or simply ordering him not to tell. This tends to occlude his own memory and can be classified as an implant.

HYPNOTISM: This is without physical duress. Western hypnotism is effective on only about 22% of the people on whom it is attempted. It requires some cooperation from the subject and he often can tell you he has been hypnotized, even when he cannot tell you the content of the implant at once. It can be exposed and erased rather easily when found, often by simply recall of the content. Psychiatrists and psychologists use it and they are not very expert.

DRUGS: These are often used, by psychiatrists and psychologists in connection with or independent of hypnotism to increase the percentage of effectiveness and to deepen the effect. Anyone who has been given psychiatric drugs—or street drugs—can be suspected of having been implanted. For most of the drugs alone produce a trance state and environmental incidents can «go in» as an implant. The intensity of a received engram is increased when the subject is on drugs. For example, an auto accident, on a drugged person, makes a heavier engram than if he were not on drugs. Any druggie who has also been in the hands of psychiatrists or psychologists can also be suspected of having been implanted by them. Anyone psychiatrists or psychologists have given drugs to directly is a definite suspect of having been implanted by them.

ELECTRIC SHOCK: Although they pretend it is the shock that is the «therapy» (their word for mayhem and murder), an electric shock was usually just a method of implanting their «patient.» The criminals usually accompany the shock with hypnotic suggestions to the unconscious person before, during and after shock. This is why persons who have been «electric shocked», sometimes go and commit crimes. It could be concluded they have been told to do so while being shocked. (There is no therapeutic reason for shocking anyone and there are no authentic cases on record of anyone having been cured of anything by shock.)

DRUGS AND SHOCK: It is stated by psychiatrists and psychologists that they have to drug patients before they shock them to prevent them from breaking their teeth and spines from the convulsions. This is a lie. The reason they shock patients (with electricity or insulin or other means) is, by their own texts, to produce a convulsion. (They do this because the Greeks did it, no other reason, and the Greeks did it because a convulsion is «evidence» the person has been visited by a god.) The real reason psychiatrists and psychologists give drugs before shock is to hide from the

patient he has been shocked and to deepen the implant. One can find people who do not know they have been shocked—think they only have been drugged. Yet below that drugged state one can find, with careful search, one or a hundred vicious shocks and implants.

PAIN - DRUG - HYPNOSIS: Using administered pain, drugs and hypnotism the psychiatrist, psychologist and other criminals such as CIA or other government agents, seek to cause victims to become robots and commit crimes or act in an irrational way. «PDH» is the psychiatrists' gift to the police state. PDH is not very effective but it is very damaging to the person.

BRAINWASHING: This is a wrong use term to describe implanting by deprivation and physical and mental duress. It is said to be based on the Pavlov dog experiments (but was not developed by Pavlov). The theory is that when a victim is subjected to enough punishment, he will forget his former allegiances and can be «re-educated» politically. Despite the usual advertising lies of psychiatry and psychology (criminals seldom tell the truth) the workability of «brainwashing» is laughable. Dianetics can undo «brainwashing» rather rapidly when detected. To call the remedy for brainwashing «brainwashing» merely shows public ignorance of what «brainwashing» is.

NON-EXISTENT IMPLANTS: Part of the criminal tricks of implanting is to give the person an «implant» that doesn't happen. The motions are all gone through but the content is blank. It introverts the person and sometimes makes him pull implants up from his past where they may exist.

NEEDLE BEHAVIOR

When encountering an implant in a session, an auditor may be baffled by not getting any reads on it. BUT there IS a needle manifestation that no implant, no matter how buried, can escape.

New research on this subject has revealed that:

IN THE PRESENCE OF AN IMPLANT THE NEEDLE CAN GO STILL.

This is because of the hidden and withhold character of the implant.

One runs into a track area where «nothing registers on the meter.» Things which should register do not. Example: The question, «How old were you then?» would ordinarily get some sort of read. In the presence of an implant, it does not.

The needle simply goes very still and unreacting. It is different than the normal needle reaction of the same pc.

The pc too can begin to go vague and unresponsive, very introverted and not reacting. But with or without this pc reaction, the needle goes quite still.

An auditor sometimes has to work like mad to get the needle responding.

It is VERY easy at this point to miss a withhold!

The auditor, faced with an implant in the pc he does not suspect, can see this still needle and suppose there is nothing there and writes «clean needle» on the worksheet. And this is a mistake. For one thing, if you cannot get an area of track (or list) to F/N, there is something wrong. (One can of course have a false read or a suppress or an assert or out session ruds to prevent an F/N.)

This still needle will not respond. If one puts in ruds, asks for false reads, asserts, one may continue to get that same still needle.

If so, it means an implant—any one of the above listed methods.

One should work with various questions now that concern the possibility of an implant.

One could even draw up a prepared list that would cover all angles of an implant.

Confronted with a still needle that should react but doesn't, one begins with, «Is there something you are not supposed to tell?» and continues on with various approaches («Ever see a psychiatrist or psychologist?» «Did anyone give you drugs?» «Is there something here that you yourself don't know?», etc.). Sooner or later, as the auditor guesses and fishes his way through this, the still needle will jar loose and, slightly at first, begin to respond as he gets off the obscure trail and onto the main road of it.

The art is to GET THAT NEEDLE ACTIVE AGAIN.

It will only get active when you find out what it is that is making it so unresponsive. Something there has frozen the person's wits and comm and he himself may know nothing of it.

Oddly enough, the person is not likely to blow up at you as he will when you are missing a withhold he knows about. He just gets more and more introverted.

The end phenomena, so far as the meter is concerned, occurs only when the needle is no longer so unresponsive. It is now reading with small falls, falls and even blow downs and, when you have it all, F/Ns.

One must beware of mistaking out ruds for an implant, but in no case, once you have a real still needle before you that won't react, is it anything but one of the implants listed above.

If you understand this data I am giving you and use it cleverly, there goes the danger of missing withholds!

Pretty good, huh?

You're welcome!

L. RON HUBBARD
FOUNDER

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HCO BULLETIN OF 13 APRIL 1982

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STILL NEEDLE AND CONFESSIONALS

REF: HCOB 11 Apr 82 SEC-CHECKING IMPLANTS

The still needle which does not react on ordinary things it should react on is an indicator of withholds.

This is covered in the recent HCOB of 11 April 82 SEC-CHECKING IMPLANTS but there is more data.

The «withhold» can be partially gotten off and one can get a strange F/N. It is strange because, while it is an F/N, it is less than normal width and has a sort of spring on each end, as though the needle was hitting a spring or cushion. It is not a nice flowing F/N. And if you look close you can see it is sort of springing back. It is not flowing clean. The F/N also tends to stop too soon, does not carry over.

It indicates the subject of the withhold or area of life is still somewhat withheld.

When you clean the withholds up all the way on the subject or area being sec-checked, you get a free flowing F/N.

As it is fatal to miss a withhold, realize it is also fatal to miss part of a withhold.

Although the person is always a party to the withhold, it is not necessarily true that he or she committed the overts being withheld. It still registers as a still needle. And still behaves when partly clean with that F/N.

However, the person, in all cases so found, is either the one who committed the overts personally or was withholding for somebody else. It won't clean up just by seeking to shift the responsibility and get off the hook. It may even go «stiller.» The is-ness of it is the is-ness of it.

This tech is new. It resulted from research I did on sec-checks with the Mark VI E-meter. It may or may not apply to the Mark V, but the probability is that it does. The Mark VI however is dead on with this subject.

See a chronically still needle in answer to your questions? It tends to indicate a withhold. See an F/N that does not flow and springs at the end? The subject you are sec-checking is not fully clean.

Nice to know, eh?

Good hunting!

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FOUNDER

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HCO BULLETIN OF 16 APRIL 1982

Remimeo
HCO Area
Sec Hat
Dir I&R Hat
E/O Hat
MAA Hat
Tech/Qual
Ds of P
PTS Pack

(Excerpted from an LRH despatch of 10 Aug 1973. Also note there are additional tools developed since this despatch was written for handling PTSes, e.g. Can We Ever Be Friends cassette, Suppressed Person Rundown, etc.)

MORE ON PTS HANDLING

Ref: HCOB 10 Aug 73	PTS HANDLING
HCOB 20 Oct 76	PTS DATA
HCOB 31 Dec 78 II	OUTLINE OF PTS HANDLING
BPL 31 May 71RG	PTS AND SP DETECTION, ROUTING
Re-Rev. 13.11.77	AND HANDLING CHECKSHEET

PTS is a connection to an SP. That is true. But what may be overlooked is that persons of the middle class (which is a culture, not an income bracket, to which belong all the puritan hypocritical mores of the cop and the get-a-job-be-a-moderate-plugging-success) frown very terribly on anything that the least bit tries to make a better world. The middle class wants the world of a job and order and even hypocrisy and cops because they are AFRAID. They hold their narrow views because any other views may disturb their 20 year house mortgage, the store, the job. So when someone decides to make a better world they look on him as a direct menace even though the dull middle class world is a sort of slavery and suicide. It is the middle class that tries the hardest to keep the down-and-outer out and down, who go along with a cop America and hate support of anything not their class. And nearly every PTS you have will be found one way or another to be PTS to the middle class. As a group, not as individuals, the middle-class parent world suppresses anything different. So you have PTSes.

The bulk of your PTSes may very well be PTS to a class, the middle class of which their particular SP is simply a member. Few of them realize this or even that the middle class (bourgeoisie) ARE very suppressive to anyone who tries to do something in the world besides support the system. My attitude in this is that both the capitalist and communist are alike old hat and a bore, that they've made a ruddy mess of things, exhausted the planet and, with their senseless wars, smashed up mankind.

I have sometimes heard that less PTSes are found than are found people with the question «Do you have problems in your environment?» reading on a meter. I began to wonder about it. Then I heard of PTSes being simply transferred or demoted. Now listen, these people are PTS and there must be a total grasp on that tech. It IS a tech.

It is definitely out-tech to either (1) transfer someone who is PTS to another area yet still keep the person on one's lines or (2) to put someone who is PTS on a lower post, AS A MEANS OF HANDLING, as it is not handling at all.

The person has to handle. If he does so he will begin to get well and cease to have problems. The reasons he cannot handle are because he tries to do it in the heroic fashion that is required in a disconnect. Handling can be very, very gradient. I have seen a case where the person was simply coached to give his parents good roads and good weather and not take up any entheia and have seen the person pull right out of it and get well. It doesn't have to be an explosive handling. It can be very gentle. All you want is the person at cause and that is attained on a gradient toward the SP.

The whole crux of PTSes is HANDLE. And the misunderstood on it is how gently one can handle.

Many of them are caught up in the mystery of why they are snarled at and have no conception of the Middle Class as a formidable and jealous force that goes psychotic when it feels anyone may get away from the treadmill and threaten their uneasy and doomed lives.

One tries to find what it is and then persuades them into handling.

That's the tech.

EVERY ONE OF THOSE PEOPLE CAN BE STRAIGHTENED OUT. EVERY ONE OF THEM SHOULD BE.

Every one who reads on «problems in your environment» is to some degree PTS. Most of them don't even know what the letters PTS stand for. So there is an educational step, the PTS/SP Checksheet. It does not mean they have been connected to ogres. It means they are suppressed by someone or something, OFTEN FAR EXTERIOR TO THEIR PRESENT POSITION OR AREA. So there is an educational step. The tech is in HCO PLs and HCOBs. It is perhaps given more directly herein, as it applies to that exact scene.

So go to it. Really get a grip on it. And handle the hell out of them yourselves.

L. RON HUBBARD
FOUNDER

Assisted by
Mission Issues Revision 2nd

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HCO BULLETIN OF 26 APRIL 1982

Remimeo

THE CRIMINAL MIND AND THE PSYCHS

It has often been noted (and reported routinely in the papers) that criminals «treated» by psychologists and psychiatrists go out and commit crimes.

It could be suspected that these «practitioners» used Pain Drug Hypnosis and other means (under the guise of treatment) to induce the criminal to go out and commit more crimes. And possibly they do.

But I have just made a discovery that sheds some light on this scene.

Morality and good conduct are sensible. That is the theme of «The Way To Happiness.» It follows (and can be proven) that immorality and bad conduct are stupid.

This bears out under further investigation. One could lay aside the ancient Greek speculations of «Good and Bad» and go on an easier and less contentious logic of «Bright and Stupid.»

Anything that a criminal seeks to obtain can be obtained without crime if one is bright enough. Criminals, as police can tell you, are usually very, very stupid. The things they do and clues they leave around are hallmarks of very low IQ. The «bright» criminal is found only in fiction. Now and then a Hitler comes along and begins a myth that the highly positioned are criminal -- but Hitler (and Napoleon and all their ilk) were stupid beyond belief. Hitler destroyed himself and Germany didn't he? And Napoleon destroyed himself and France. So not even the highly placed criminals are bright. Had they really been bright they could have accomplished a successful reign without crime.

The bones of old civilizations are signboards of stupidity. The jails are bursting with people so stupid they did bad things and even those uncleverly.

So let us look at psychs again—what they call «treatment» is a suppression (by shocks, drugs, etc.) of the ability to think. They are not honest enough, these psychs, being just dramatizing psychotics themselves for the most part, to publish the fact that all their «treatments» (mayhem really when it is not murder) make people more stupid.

These actions of shock and crazy evaluative counselling etc. lower IQ like an express elevator going down to the basement.

They do not tell legislators this or put it in their books. This is why they say «no one can change IQ.» They are hiding the fact that they ruin it.

So the psych in prisons is engaging in an action (shocking or whatever) that makes people who are already criminal even stupider.

Although they obviously tell their victims to go out and commit more crimes (the psychoanalyst urged wives to commit adultery for instance), they would not have to do this at all to manufacture more crime.

Their «treatments» make the criminals more stupid. The stupid commit more crimes.

It is pretty simple, really, when you look at it.

Why does the state support psychiatrists and psychologists? Because the state is stupid? Or does it want more citizens robbed and killed? It's one or the other. Take your choice.

One is bright and is moral and honest and does well or one is stupid and does badly.

The answer to crime is raising IQ. But only the Scientologist can do that.

L. RON HUBBARD
FOUNDER

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HCO BULLETIN OF 6 MAY 1982

Remimeo

THE CAUSE OF CRIME

They say poverty makes crime. They say if one improved education there would be less crime. They say if one cured the lot of the underprivileged one would have solved crime.

All these «remedies» have proven blatantly false.

In very poor countries there is little crime. The «improving» education, it was tailored to «social reform,» not teaching skills. And it is a total failure. The fact that rewarding the underprivileged has simply wrecked schools and neighborhoods and cost billions is missing.

So who is «they»? The psychologist and psychiatrist of course. These were their crackpot remedies for crime. And it's wrecked a civilization.

So what IS the cause of crime? The treatment of course! Electric shocks, behavior modification, abuse of the soul. These are the causes of crime. There would be no criminals at all if the psychs had not begun to oppress beings into vengeance against society.

There's only one remedy for crime—get rid of the psychs! They are causing it!

Ah yes, it's true on cases and cases of research on criminals. And what's it all go back to? The psychs!

Their brutality and heartlessness is renowned.

The data is rolling in. Any more you pick up off a criminal or anyone, send it in.

On crime we have an epidemic running on this planet. The wrong causes psychs assign for crime plus their own «treatments» make them a deadly virus.

The psychs should not be let to get away with «treatment» which amounts to criminal acts, mayhem and murder. They are not above the law. In fact there are no lairs at all which protect them for what sane society would sanction crime against its citizens even as science? They should be handled like any other criminals. They are at best dramatizing psychotics and dangerous, but more dangerous to society at large than the psychotics they keep in their offices and looney bins because they lie and are treacherous. Why the government funds them I do not know. They are the last ones that should be let loose to handle children.

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HCO BULLETIN OF 8 MAY 1982

Remimeo
Tech
Qual
Level 1 Cksheet
SRD TRs & Co-Audit
Cksheet
HQS Cksheet

OP PRO BY DUP—END PHENOMENA

The following quote is from my comments to the C/S on a session of Opening Procedure by Duplication:

«This is the first time I have seen Op Pro by Dup stressed as the Ext [Exteriorization] process. Pcs Ext on many, many processes. The reason Op Pro by Dup has an EP of Ext is because we did not have Int-Ext* then and had to end it off on the first Ext.»

«In the presence of heavy overts ... it is possible the pc won't Ext on it [Op Pro by Dup].»

A, B and C below are possible EPs for Op Pro by Dup. The definitions given can be found in the Dianetics and Scientology Technical Dictionary, unless otherwise noted.

A. Flattened comm lags and no more change on the process (per Professional Auditor's Bulletin 48).

FLAT PROCESS:

1. A process is continued as long as it produces change and no longer, at which time the process is flat.

2. A question is flat when the communication lag has been similar for three successive questions. Now that's a flat question. The comm lag might be five seconds, five seconds and five seconds. We would still say with some justice that the question lag was flat. However, the process lag would not be flat until the actual normal exchange lag was present. The question would no longer influence the communication factors of the preclear when the process was flat.

B. A real big win with F/N, Cog, VGIs and ability regained.

BIG WIN, F/N dial-wide, Cog, VGIs (from HCOB 8 Oct 70 C/S Series 20, KSW Series 19, PERSISTENT F/N).

COG (Cognition), a pc origination indicating he has «Come to realize.» It's a «What do you know, I ... » statement. Something a pc suddenly understands or feels. «Well what do you know about that?»

ABILITY GAIN, pc's recognition that pc can now do things he couldn't do before (from HCOB 28 Feb 59 ANALYSIS OF CASES). Compare to ability regained.

C. Exterior with an F/N, Cog, VGIs (per THE PHOENIX LECTURES,

page 246).

EXTERIOR, the fellow would just move out, away from the body and be aware of himself as independent of a body but still able to control and handle a body.

*Int-Ext-Int-Ext Rundown, or Interiorization-Exteriorization Rundown (also known as Interiorization or Int Rundown): A remedy designed to permit the pc to be further audited after he has gone exterior.

If A, B or C occurs, it shows the pc has been released on the process, and the process should be ended at that point.

Nothing in this HCOB should be used to quickie Op Pro by Dun.

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HCO BULLETIN OF 10 MAY 1982

BP

OT LEVELS

Psychotics deal with doing people in. Their whole mission in life is destruction.

They inveigh against lower level gains and seek to discredit them since these run contrary to their aberrated purpose.

But when it gets to Clears and OT levels, psychos go berzerk!

They are, it happens, terrified of punishment for their own crimes.

The thought of someone being sensible or powerful enough to punish them (the way they would do) is more than they can stand.

You can, with the utmost certainty, identify a criminal psychotic by the way he vilifies or degrades or seeks to stop Clears and OTs from coming into existence.

It is lost on him that immorality and crime in others stem from the very things he is doing to them.

So look well at psychs and anti-religious campaigners. They are speaking from their own blackened souls, and they speak from terror.

That people when they grow saner are less inclined to vengeance is an argument they cannot assimilate. They know if they had the power to torture and kill everyone they would do so.

Thus the psychs with their rantings and electric shocks wear their own brand clearly marked on them by their own conduct in life.

Recognize them for what they are: psychotic criminals—and handle them accordingly.

Don't let them stop Man from going free.

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FOUNDER

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HCO BULLETIN OF 11 JULY 1982

ISSUE I

Remimeo
All Auditors
All C/Ses

QUESTIONABLE AUDITING REPAIR LIST

Ref: HCOB 8 Mar 62	THE BAD AUDITOR
HCOB 15 Mar 62	SUPPRESSORS
HCOB 26 Oct 76	AUDITING REPORTS
	Issue I FALSIFYING OF

This list is for use in cleaning up pcs who have been audited by a questionable auditor. Often a questionable auditor or SP falsifies the worksheets and thus errors made in the session would not necessarily be visible in the pc's folder.

If a pc has been found to have been audited by a questionable auditor or by an SP, that auditing should be FESed and any needed repair actions done. Additionally the C/S can order this prepared list assessed on the pc to detect hidden errors in the auditing.

This prepared list would ordinarily be done Method 5.

This assessment may be prefixed by the line «IN YOUR AUDITING WITH _____
(Name of auditor)» or used without the prefix.

1. WERE YOU GIVEN A WRONG ITEM?

(Repair the list with L4BRA.)

2. WERE YOU GIVEN SOMEBODY ELSE'S ITEM?

(Handle as in 1.)

3. WERE YOU GIVEN A WRONG INDICATION?

(Handle as in 1.)

4. DID YOU EVER THINK IT WAS ONE THING WHEN THE AUDITOR SAID IT WAS ANOTHER?

(Indicate the BPC and 2WC E/S to F/N.)

5. WERE YOU AUDITED OVER AN ARC BREAK?

(Fly the ARC break.)

6. WERE YOU AUDITED OVER A PRESENT TIME PROBLEM?

(Fly the PTP.)

7. WERE YOU AUDITED OVER A WITHHOLD?

(Pull the W/H.)

8. WERE YOU PERSUADED TO GET THE SAME WITHHOLD OFF MORE THAN ONCE?

(Usually comes from a false or protest read so find out which it was. E/S to find if pc had same thing happen before. Indicate to pc it did erase—for pcs, when this happens think they cannot erase.)

9. DID YOU AND AUDITOR AGREE IN ANY WAY NOT TO PUT SOMETHING DOWN ON THE WORKSHEET?

(Get it fully and enter it on current worksheet.)

10. DID AUDITOR PUT SOMETHING ON WORKSHEET YOU DIDN'T WANT?

(Find out if there is any false entry on worksheet.)

11. WERE YOU THREATENED WITH BLACKMAIL?

(Handle.)

12. DID YOU FEEL YOU WERE RUNNING THE SESSION?

(2WC E/S to F/N.)

13. WAS THERE SOME KIND OF MYSTERY?

(2WC E/S to F/N.)

14. DID THE AUDITOR EVALUATE FOR YOU?

(2WC E/S to F/N.)

15. DID THE AUDITOR TELL YOU WHAT YOU SHOULD THINK ABOUT YOUR CASE?

(2WC E/S to F/N.)

16. WAS THERE ANY INVALIDATION OF YOUR CASE OR GAINS?

(2WC E/S to F/N.)

17. DID THE AUDITOR GIVE YOU A PROBLEM?

(2WC E/S to F/N.)

18. WAS THE AUDITOR CHATTERING AT YOU?

(2WC E/S to F/N.)

19. WERE YOU DISTRACTED BY THE AUDITOR?

(2WC E/S to F/N.)

20. WAS YOUR COMMUNICATION CHOPPED?

(2WC E/S to F/N.)

21. DID THE AUDITOR GET ANGRY AT YOU?

- (If this happened indicate it is illegal to do so. 2WC E/S to F/N. Clean up any ARC Break.)
22. WERE ORIGINATIONS IGNORED? _____
- (2WC E/S to F/N.)
23. WERE THERE AUDITOR'S CODE VIOLATIONS? _____
- (2WC E/S to F/N.)
24. WERE YOU TOLD SOMETHING READ WHEN YOU DIDN'T SEE HOW IT COULD HAVE? _____
- (Get what, indicate it was a false read. ITSA E/S to F/N.)
25. WERE YOU TOLD THAT SOMETHING DIDN'T READ ON THE METER WHEN YOU FELT IT SHOULD HAVE? _____
- (2WC E/S to F/N.) (Note for C/S.)
26. DID YOU FEEL AN F/N SHOULD NOT HAVE BEEN INDICATED WHEN IT WAS? _____
- (Find the point and get in Suppress on it and complete the action. Check «Are there any other F/N, which should not have been indicated by the auditor when they were?» and handle as above. Then find and run the ARC Breaks bypassed, with ARC Break handling.)
27. WAS AN F/N OR RELEASE POINT BYPASSED? _____
- (Find and Rehab the overrun of the release point to F/N. Check for any other bypassed F/Ns and rehab them.)
28. WERE YOU PREVENTED FROM GETTING OFF A WITHHOLD? _____
- (Indicate the BPC, then pull the W/H.)
29. WAS AN OVERT OR WITHHOLD NOT ACCEPTED? _____
- (Get what, get off any protest and inval and clean it up E/S to F/N.)
30. DID THE AUDITOR TRY TO PULL A WITHHOLD THAT YOU DIDN'T HAVE? _____
- (Indicate if so. 2WC E/S to F/N.)
31. DID YOU FEEL GUILTY AFTER HAVING GOTTEN OFF A W/H? _____
- (Get what. Get off any protest and inval and clean it up E/S to F/N.)
32. WERE YOU MADE TO WITHHOLD SOMETHING? _____
- (Indicate. Then clean up the W/H E/S to F/N.)
33. WERE YOU MADE WRONG FOR SOMETHING YOU SAID? _____
- (2WC E/S to F/N. Clean up any ARC Break to F/N.)
34. DID THE AUDITOR TRY TO DOMINATE YOU? _____

- (2WC E/S to F/N.) _____
35. DID YOU GO PTS TO THE AUDITOR? _____
- (Indicate. 2WC to F/N. Note for C/S for further handling.) _____
36. WERE YOU RUN ON SOMETHING THAT WAS ACTUALLY PART OF THE AUDITOR'S CASE? _____
- (2WC E/S to F/N.) _____
37. DID THE AUDITOR TALK TO YOU ABOUT HIS/HER OWN CASE OR PROBLEMS? _____
- (2WC E/S to F/N.) _____
38. DID YOU EVER HAVE THE IMPRESSION THAT THINGS YOU'D SAID IN SESSION HADN'T BEEN REPORTED TO THE C/S? _____
- (2WC E/S to F/N.) _____
39. DID THE AUDITOR FAIL TO DO A NEEDED REPAIR? _____
- (2WC E/S to F/N.) (Note for C/S.) _____
40. WERE YOU GIVEN UNNECESSARY REPAIRS? _____
- (Indicate. 2WC E/S to F/N.) _____
41. WERE YOU FORCED TO RUN SOMETHING OVER PROTEST? _____
- (Indicate. 2WC E/S to F/N.) _____
42. DID YOU EVER FEEL THAT THE AUDITOR HAD SOME OTHER MOTIVE THAN TO HELP YOU? _____
- (2WC E/S to F/N.) _____
43. WERE THERE FLUBBED COMMANDS OR OTHER TECH VIOLATIONS? _____
- (2WC E/S to F/N.) _____
44. WERE YOU PREVENTED FROM EXECUTING AN AUDITING COMMAND? _____
- (2WC E/S to F/N.) (Note for C/S.) _____
45. WAS A PROCESS LEFT UNFLAT? _____
- (Get in suppress on it and complete the action.) _____
46. DID THE AUDITOR SYMPATHIZE WITH YOU INSTEAD OF BEING EFFECTIVE? _____
- (2WC E/S to F/N. If an action left unflat, get in suppress on it and complete the action.) _____

47. DID THE AUDITOR RABBIT?

(Handle as in 46.)

48. WERE YOU PERMITTED TO END PROCESSES OR SESSIONS ON YOUR OWN VOLITION?

(Handle as in 46.)

49. DID YOU COMMIT ANY OVERTS ON (name of auditor) OR THE AUDITOR?

(Pull the overts.)

50. DID YOU GO INTO AGREEMENT WITH THE AUDITOR ABOUT SOMETHING?

(2WC E/S to F/N.)

L. RON HUBBARD

FOUNDER

as assisted by

Senior C/S FLB

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HCO BULLETIN OF 11 JULY 1982

ISSUE II

C/Ses
Auditors

QUESTIONABLE AUDITING

Every once in a while a C/S finds himself in the position where he's had an auditor of questionable reputation on his lines, and he is now faced with the task of cleaning up pcs audited by that auditor and ensuring there are no hidden errors on pcs he has audited. HCOB 11 July 82 Issue I QUESTIONABLE AUDITING REPAIR LIST was written for this purpose, but there is an additional handling that should be done as well.

The handling is as follows:

- A. Explain the Auditor's Code (R-factor).
- B. Ask the pc if any of the following were violated in any way by the auditor (or any auditor).
- C. Read to the pc (on a meter) the Auditor's Code line by line.

Clear up all reads.

This will of course detect and clear up code breaks on pcs and get them back in the correct frame of mind about being audited.

Very few auditors, of course, get into the situation described above. And of this we can all be proud. But for those who have strayed we have these tools to remedy the matter.

I hope they are of some help to you.

L. RON HUBBARD
FOUNDER
as assisted by
Mike Eldredge
Commodore's Messenger

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HCO BULLETIN OF 10 AUGUST 1982

OT MAXIMS

For some time now I've been engaged on a path of OT research, resulting in the new OT Levels and which will result in never before dreamed of states of being for Thetans.

These new OT Levels and others to follow will advance a Thetan to levels he hasn't even imagined for eons.

And hear this! In order to help you along the road to OT, I'm going to release the following OT data that you can use to pull up your theta bootstraps and get along up the road.

These are OT Maxims! Know them well!!

THE POWER (defined as light-year kilo-tons per microsecond) OF A THETAN IS MEASURED BY NOTHING ELSE THAN THE DISTANCE (defined as spherical spatial length) AROUND HIM IN HIS ENVIRONMENT THAT HE CAN CONTROL.

And that is the power of a thetan; the totality of it, believe it or not.

WHEN A THETAN EXERTS THIS POWER UNCLEVERLY, HE BRINGS ABOUT DESTRUCTION.

And thus you get a Fascist State that destroys itself. It's got the control but not good sense.

And so that is where good sense and judgement enter in.

WHEN GOOD SENSE AND GOOD JUDGEMENT ARE NOT ADDED INTO CONTROL, CONTROL GETS A BAD NAME.

And that is where you get the idea that people shouldn't control.

A WAY TO IMPROVE YOUR CONTROL OR ANOTHER'S IS TO DO IT ON A GRADIENT.

If a thetan is having trouble controlling things, get him to control things on a gradient and he'll snap right out of it.

DEFINITIONS

GOOD CONTROL: Harmonious alignment.

BAD CONTROL: Disharmonious alignment.

And by the way, you have art here, too:

WAR: Bad control having to be exerted because good control wasn't exerted. And this also defines destruction.

So there you are! Use these maxims well. Our future depends on it:

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FOUNDER

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HCO BULLETIN OF 25 AUGUST 1982

Remimeo

Art Series 10

THE JOY OF CREATING

Force yourself to smile and you'll soon stop frowning.

Force yourself to laugh and you'll soon find something to laugh about.

Wax enthusiastic and you'll very soon feel so.

A being causes his own feelings.

The greatest joy there is in life is creating.

Splurge on it!

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FOUNDER

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HCO BULLETIN OF 26 AUGUST 1982

Remimeo

PAIN AND SEX

(NOTE. This HCOB probably won't increase my popularity but would be very remiss if I did not pass on an important discovery.)

There are two items in this universe that cause more trouble than many others combined.

One is PAIN.

The other is SEX.

One should know more about these things.

They may have applications but they are used by destructive beings in great volume to cave others in.

Despite the false data of Freud, psychologists, psychiatrists and other criminals, they are not native to a being. They are only artificial wave lengths. They have exact frequencies that can be manufactured. A being or a machine can synthesize either one.

Pain becomes a lock on a being's abhorrence for misalignment of his own electrical flows. It is a lock upon unconsciousness which shuts off knowingness.

Sex is a lock on and perversion of the «joy of creation» which involves a whole being and expands him, but by using just one wave length, sex, this can be perverted and he contracts.

When pain enters a scene a being withdraws, contracts and can go unconscious.

When sex enters the scene a being fixates and loses power.

Destructive creatures who do not want people big or reaching—since they are terrified of punishment due to their crimes—invented pain and sex to shrink people and cut their alertness, knowingness, power and reach.

Thus you see people who are «experiencing» either pain or sex introverting and not producing much.

Pain and sex were the INVENTED tools of degradation.

Believe it or not, a being can be so overwhelmed by either, that he or she becomes an addict of it. Priests become flagellants and cut themselves to pieces with self-whipping. Torturers drool over pain. Lovers are very seldom happy.

People do the most irrational things when overcharged with sex and prostitutes use it as a knowing stock-in-trade. Combined, pain and sex make up the insane Jack-The-Rippers (who killed only prostitutes) and the whole strange body of sex—murder freaks, including Hinckley, and the devotees of late night horror movies. Under the false data of the psychs (who have been on the track a long time and are the sole cause of decline in this universe) both pain and sex are gaining ground in this society and, coupled with robbery which is a hooded companion of both, may very soon make the land a true jungle of crime.

Go into an asylum or a prison and look at the increasing institutional population and know what you are looking at. In the main, there are pain and sex addicts,

decadent and degraded and no longer capable. They were sent on that route down through the ages by the psychs and here they are still in the psych's hands! And do they get well or go straight? Oh no. Whether in prisons or insane asylums they just get worse. And the psychs in both places rub their bloodied hands as they turn their products loose again upon the remaining population! It's no accident. And the stocks-in-trade of psychs are PAIN and SEX. They will even tell you it's «natural» to steal!

To compound their felony—if that is possible—they tell you it's the body doing it.

Another crashing big false datum on top of all their other lies.

These are data which emerged from recent thorough research of the whole track. This is not theory or some strange opinion. It is provable electronic fact. The waves are just synthesized.

They are the most used tools in the campaign against beings in furthering the general goal of those creatures whose sole ambition is destruction. The universe does not happen to be either destructive or chaotic except as such obsessed creeps make it. Statements it is otherwise are just more false data from the same suspect «authorities». It fits their purposes to make seem natural what they make artificially. The universe only seems that way to a being because such loathsome psychotics make it seem so. They destroyed every great civilization to date and are hard at work on this one. The one thing they can't stand is the light of truth so, despite their objections, one must turn it on them. Only in its glare do their lies wither. It is the potent weapon they can't fend off.

These facts may not be very palatable. But they could clean up some mysteries for you.

For wherever there is a mystery (and both pain and sex have been these for Man) there are answers. As both pain and sex could have messed up your life, the above may be some answers you've been looking for.

L. RON HUBBARD
FOUNDER

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 SEPTEMBER 1982

Remimeo
All C/Ses
All Auditors

C/S Series 115
MIXING RUNDOWNS & REPAIRS

(REF: HCOB 6 Mar 74 I	NTROSPECTION RD, SECOND ADDITION INFORMATION TO C/SES (Section: «Integrity»)
HCOB 3 Jun 71 II	C/S Series 42 C/S RULES
HCOB 20 Nov 73 II	C/S Series 89 F/N WHAT YOU ASK OR PROGRAM
HCOB 26 May 71	C/S Series 38
TRS COURSE AND AUDITING MIXING MAJOR ACTIONS	
HCOB 20 Jun 71	C/S Series 47 THE SUPREME TEST OF A C/S
HCOB 4 Aug 71R	POST PURPOSE CLEARING Rev. 26.11.74
HCOB 17 Dec 81	POST PURPOSE CLEARING REVIVED
HCOB 20 Dec 71	C/S Series 72
Reiss. 27.9.77	USE OF CORRECTION LISTS
HCOB 16 Jun 70	C/S Series 6 WHAT THE C/S IS DOING (Section: «C/S Purpose»)
HCOB 8 Aug 71	C/S Series 55 THE IVORY TOWER
DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH	
Book Three, Chapter III, The Auditor's Role	
SCIENTOLOGY 0-8, THE BOOK OF BASICS	
Book One, Chapter 3, Consideration and Mechanics.)	

WHEN C/SING A RUNDOWN ONE C/SES THAT RUNDOWN, NOT A MIXTURE OF DIFFERENT RUNDOWNS. EACH RUNDOWN IS ITSELF AND NO OTHER, AND EACH RUNDOWN HAS ITS OWN REPAIR.

To do otherwise is violent and actionable out-tech.

EXAMPLES OF MIXED RUNDOWNS AND REPAIRS

Recently one particular (now removed) C/S was found to have an «anything goes» pattern of C/Sing and programming cases. This C/S mixed rundowns one with another into hash and did not do the standard rundown or repair it standardly as its own rundown.

Example: A case was being run on Post Purpose Clearing and got up through the L&N step. The C/S decided something was wrong with the purpose that had been listed and ordered an Expanded Dianetics action on it. The result was an evaluated-for and caved in pc. PPC is just PPC, it is not mixed with other rundowns.

Example: A Pre-OT on the level of Solo III was solo auditing as per the directions given in the OT III materials. At one point the Pre-OT ran into some BPC. Instead of C/Sing for the repair list for that level, the C/S took parts of another rundown (Audited NOTs) and wrote out C/S instructions for the solo auditor to run solo, as part of OT III. Before this was caught by another C/S and handled the Pre-OT had done a number of attempted solo sessions and gotten her case into quite a snarl. OT III and New OT V (Audited NOTs) are two entirely separate rundowns and must not be mish-mashed together.

Example. A Pre-OT was left incomplete on a NOTs Drug RD and put onto the HRD. Then, with the HRD only half done, was put onto a rundown of HC lists «on your marriage», and then put onto yet another action. Needless to say, the end product of these mixed rundowns was a totally and utterly messed-up case.

Example (taken from earlier C/S errors): A pc was C/Sed for Book One Dianetics, was audited halfway down a chain and was left there. Then, because he was upset, was C/Sed to be «repaired» by flying Scientology ruds instead of a Dianetics Repair prepared

Example: A pc on Grade IV was given a wrong item, got upset, was «repaired» with an O/W session! And blew.

Example: A pc was started on NED and, with it incomplete, was begun on Scientology Grades. Then, with Grade 0 incomplete, was C/Sed to begin Book One auditing, and when this bogged was «repaired» with an L&N prepared list!

The result in all these cases was a thoroughly snarled up case. It required expert C/Sing and auditing to handle and can cause a lot of trouble (including for the C/S found doing it).

Mixing rundowns or repairs for rundowns as in the above examples is out-tech of a very serious nature and must not be done. It is the job of the C/S to make sure it doesn't happen and handle it when he finds other doing it.

CORRECT C/SING

The right way to go about C/Sing is:

1. Ensure the pc is set up for rundown «X».
2. C/S the pc standardly through rundown «X».
3. If trouble, repair the pc using the repair action or repair list designated for rundown «X».
4. Get rundown «X» completed to its full EP and attested.

Then you can C/S the case for rundown «Y» or rundown «Z» or whatever the next grade or level on the Grade Chart is that pc's next step.

When you find a case where «C/Sing» has not followed the proper Grade Chart or the case has been snarled up with each rundown interrupted with something else or wrong repairs used, the following is the proper procedure:

- A. Go back in the folder to find where the case was doing well. (Or spot it on a meter with dating and get the data that why if folders are unavailable or suspected false.)
- B. Plot out the rundowns run but incomplete.
- C. Spot the wrong prepared lists that were used to «repair».
- D. Program the case to:
 - i.) Complete each action in sequence of incompletes OR use the correct prepared list to repair it.
 - ii.) Get the case back onto an Advance Program that follows the Grade Chart.

CRAMS, PPC AND CONFESSIONALS

It would be thought that, by this, no one could ever cram a person or do a PPC or require a confessional.

There is a dicey point here. If a case cannot be crammed or Post Purpose Cleared or have a current withhold pulled while he is on a rundown, then no one could be hatted or corrected or gotten back if blown.

This is why it is mandatory to get a C/S okay to cram or PPC or pull O/Ws on a pc.

The safe rules for giving a C/S okay are as follows:

RULE ONE: DO NOT do or permit a cram or PPC or Qual Why Finding on a pc who is NOT at a rest point or win on an RD. Get the pc to a rest point or win on his current RD before these are done.

RULE TWO: ALWAYS require ruds be flown before a cram or PPC.

RULE THREE: ALWAYS use only the repair actions or prepared lists for the RD the pc is ON, not some other «repair» action for some other RD or some action that is squirrel tech.

RULE FOUR: ALWAYS C/S the pc for his own gain, not for any other purpose. The purpose of auditing is to help the pc, not to remedy social or organizational ills. If this is followed, those same ills vanish. If this is not followed, the ills multiply.

The purpose of auditing is to help the pc become more able as a being and has no part of discipline or «getting even».

RULE FIVE: It is the C/S who C/Ses the case, NOT the pc or his or her spouse or the Ethics Officer or some senior.

RULE SIX: All cramming, PPCing, withhold pulling and even coffee shop auditing must be part of the pc's auditing folder.

RULE SEVEN: Get the pc on the Grade Chart and keep him progressing up it smoothly, repairing what he is on with what was designed and intended to repair it and not with something else.

RULE EIGHT: C/Sing and auditing are very straightforward procedures, well laid out. If no one in the near infinity of years behind us in this universe came up with a precise and double system to unsnarl a being—and they didn't—the auditor in the chair and the C/S are not going to find any new and wonderfals off the cuff. Or any «different» cases or pcs either.

RULE NINE: C/Sing and auditing are a straight silver path to a golden future for the pc. It is there to be followed step by step with standard tech and all side trips lead only into grief and thorns.

RULE TEN: All C/Ses and Auditors are trusted beings. They earn that trust by being very standard. When they depart from standard tech, when they mix up RDs or repairs, they betray that trust, the pc and themselves and block the way to a better being and far better universe.

RULE ELEVEN: Standard, straight tech will get the pc there every time. It is only auditors and C/Ses who fail and they fail only when they don't apply completely available, fully published standard tech. So don't scatter around on the Grade Chart or mix RDs or use wrong repairs, and handle the hell out of it when you find another has done it. And when you find it, report it swiftly to the Senior C/S Int and the new Inspector General N/W via Flag. Standard Dianetics and Scientology tech has never been known to harm anyone. Pretending to apply it when not doing so is applying something else and falsely calling it Dianetics and Scientology. Thus non-standard actions become a violation, not only of trust but of trademark and copyright law and can be actionable.

RULE TWELVE: You are safe and secure doing standard tech.

L. RON HUBBARD
FOUNDER

Data collected by

Cmdr R. Mithoff

Snr C/S Int

Adopted by

CHURCH OF SCIENTOLOGY
INTERNATIONAL

P.S. What happened to the «C/Ses» and «Auditors» who did the above examples?

Don't ask! This is a bulletin not a horror movie!

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HCO BULLETIN OF 13 OCTOBER 1982

Remimeo
All C/Ses
All Auditors
Ethics Officers

C/S Series 116
ETHICS AND THE C/S

(Ref: HCO PL 18 Jun 68	ETHICS
HCO PL 17 Jun 65	STAFF AUDITOR ADVICES
HCO PL 1 May 65	STAFF MEMBER REPORTS
HCO PL 22 Jul 82	IMPORTANT
Corr. & Reiss. 26.8.82	KNOWLEDGE REPORTS
HCO PL 29 Apr 65 III	ETHICS REVIEW
HCO PL 30 Jul 65	PRECLEAR ROUTING TO ETHICS
HCO PL 4 Jul 65	PC ROUTING REVIEW CODE
HCOB 24 Apr 72 I	C/S Series 79 PTS INTERVIEWS
HCOB 29 Mar 70	AUDITING AND ETHICS
HCOB 25 Jun 70	C/S SERIES 11
HCOB 28 Oct 76	C/S Series 98 AUDITING FOLDERS, OMISSIONS IN COMPLETENESS
B.T.B. 7 Nov 72R V	Auditor Admin Series 20R MISCELLANEOUS REPORTS
HCO PL 16 May 65 II	INDICATORS OF ORGS
HCO PL 7 May 69	POLICIES ON «SOURCES OF TROUBLE»
HCO PL 16 Oct 67	Admin Know-How #16 SUPPRESSIVES, AND THE ADMINISTRATOR HOW TO DETECT SPs AS AN ADMINISTRATOR
HCO PL 23 Feb 78	BOARD OF REVIEW)

It has just been brought to my attention that over the last few years a C/S had been advising staffs that C/S approval was required before somebody could be handled in Ethics!

(The real problem he was solving was that he had an out-ethics situation of his own going on and didn't want an Ethics Officer anywhere around. He has since been removed from post.)

The above was not known at the time C/S Series 115 was written and it's possible some people could use HCOB C/S Series 115 to inadvertently or otherwise deny needed ethics actions on a person.

Technically, it is very proper indeed to get a C/S okay before somebody meddles with a case, regardless of the circumstances. But let's put this into a proper framework: if some pc is standing over a body with a smoking gun in his hand it certainly does not require a C/S okay to take him to jail!

HCOB 28 Sep 82, C/S Series 115 does not specifically state that C/S okay is required before someone can get ethics handling, but people could alter-is it and say, «See, this person has an out-ethics situation but he can't be sent to Ethics because he is on the Grade Chart.»

HANDLING PC ETHICS

To handle pc ethics, a C/S must, first of all, have data.

He must ensure that the various reports and worksheets, such as for Cramming or Word Clearing or Product Debug actions, do get filed in pcs' folders, as such reports often alert the C/S to existing ethics situations. (Ref: HCO PL 28 Oct 76, C/S Series 98, AUDITING FOLDERS, OMISSIONS IN COMPLETENESS, and BTB 7 Nov 72R, Issue V, Auditor Admin Series 20R, MISCELLANEOUS REPORTS.)

For example, the C/S sees a report that the pc has an unhandled PTS situation. He would have the pc routed to Ethics via Review. (Ref: HCO PL 29 Apr 65, Issue III, ETHICS REVIEW and HCO PL 4 Jul 65, PC ROUTING REVIEW CODE.)

Once the pc's ethics handling is complete, he's returned jack to auditing lines via Review, and copies of any Ethics interview must be filed in his pc folder.

When ethics action on a pc is originated by a terminal other than the C/S (a lower condition, Court of Ethics or Comm Ev), the D of P should be advised and make note of this in the pc's folder. The pc's auditing is then suspended until the action is complete. (Ref: HCO PL 29 Mar 70, AUDITING AND ETHICS.)

When the pc is off auditing for any of these handlings there must be a tight liaison maintained with Ethics and/or Review (via the D of P) to ensure pcs aren't lost off lines or kept waiting interminably for handling.

Where any auditing handling such as a Confessional, etc., is recommended by a Court or Comm Ev, C/S okay must of course be obtained and the C/S would oversee the action from his hat.

PC PROGRAMS AND ETHICS

There is a difference between a program—which is a general plan for the case—and the day-to-day C/Sing which, of course, is gauged to keep the program going forward.

Thus it is often found that additional steps have to be added to a program to handle outnesses as they turn up, without violating the program itself.

Example: One pc had gotten into ethics trouble and was given a repair program to unsnarl him, the first step of which was to get up through the conditions which he was already on. He got hung up at Doubt, couldn't get through it and virtually went off post. Step one of the program was then unbugged by pointing out that the Doubt would either be false data or PTSness. The PTS condition was then found and, by report, the pc was then able to get up through the conditions.

Thus the program discovered an earlier tech outness: a PTS pc was being audited on grades. Because of this an additional step had to be added to the program, Step 1A to get the PTSness handled. With that resolved the remainder of the program could be continued.

That is an example of a program in action which is unsnarling the case, but it requires considerable alertness. From it it can be seen that C/Ses are necessary and valuable on an ethics line, but they must know what they're doing.

HOW MUCH ETHICS IS CORRECT?

There is (or can appear to be) a conflict of targets between a C/S and an Ethics Officer. An Ethics Officer is trying to get in discipline and a C/S is trying to improve a case. But it is true that an out-ethics pc does not make case gain.

So one could say that one measures the amount of ethics which must go in to satisfy the viewpoint of the Ethics Officer who is charged with maintaining discipline and to still keep in Rule 4 of HCOB C/S Series 115 to C/S the pc for his own case gain.

In normal operating practice, the way I handle ethics in relationship to C/Sing is to:

1. Take the ethics actions necessary for the benefit of discipline in the group, and when this has been done:
2. Salvage the being independently of the organizational requirements.

So I would say that a C/S must not forbid ethics actions but that he follows Steps 1 and 2 above, in that sequence. For it is very certain that tech won't go in unless ethics is in.

Thus the two viewpoints (Ethics Officer and C/S) are maintained.

HCO BOARD OF REVIEW

As the pendulum can swing too far in either direction (too much or too little ethics), there is a third port of call in this scene. That is the HCO Board of Review action.

The HCO Board of Review exists in Department 21. In an org, the Board is convened by any LRH Comm or KOT who appoints a Chairman and two other members.

Its function is to look into injustices or technically incorrect findings and cancel any miscarriage of justice or incorrect handlings. (Ref: HCO PL 23 Feb 78, BOARD OF REVIEW.)

A properly established HCO Board of Review is obviously necessary as a point of recourse to keep some sanity in between the ethics actions and the C/Sing.

SUMMARY

The data in this HCOB and in the references listed at the beginning should resolve any conflict between a C/S and Ethics and prevent a majority of pendulum-swings from occurring.

The basic datum upon which all of these references are founded is just this: TECH WILL NOT GO IN WHEN ETHICS IS OUT.

As a note, with mis-use of this datum it can also go to total ethics, no tech! In one org, many years ago, the C/Ses and auditors handily got rid of all the evidence of their out-tech and their inactivity and put themselves on a long loaf by simply sending every pc that came on the lines over to the Ethics Officer. The pcs, unhandled, then moved out of the org and no cases were finished at all.

So there can be abuses both ways in case handling and ethics. Ethics can be over-used or it can be not used at all when needed. A C/S has simply got to know his stuff and steer a sane path on the subject.

It is the correct ethics and the correct tech action used in the correct amounts, that result in winning pcs.

L. RON HUBBARD

FOUNDER

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HCO BULLETIN OF 27 DECEMBER 1982

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PreOT Solo Auditors
Solo Courses
Solo NOT, Auditing Course
Ds of T
Registrars
C/Ses

TRAINING AND OT

On Solo levels you deserve the best auditor you can get: You.

Auditor training is highly recommended whether you plan to audit professionally or not. «Getting trained», as a Solo auditor, does not simply mean to do the Solo courses. Training up to the level of a Class IV/NED auditor who knows his business is the most positive assurance there is that you will make it to OT.

It's all right for these guys in lower grades to be pcs—that's fine. But there comes a point as you move up the Grade Chart when your lack of auditing skill starts hitting you in the teeth and you won't make it to OT at all. You're walking straight into the tiger's lair on New OT VII and you'd better be good!

Recently some Solo NOTs auditors reported that they were just giving themselves a session a week «to keep their ruds in». What was actually occurring was that they were trying to make it to OT without being sufficiently trained, and giving as an excuse that, well, they're just keeping their ruds in. If those Solo NOTs auditors knew what was ahead of them up the line they sure would not be monkeying with that.

The plain truth of it is, if anybody is really going to make it to OT he has to know how to audit. That's the long and short of it.

You wouldn't put yourself and your case in the hands of an untrained or poorly trained auditor, would you?

You owe yourself the best auditor in the world on Solo, and that is you.

So get trained.

L. RON HUBBARD
FOUNDER

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 23 JANUARY 1983

URGENT—IMPORTANT

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Qual
HCO
All C/Ses
Supervisors
Auditors
All Auditor
Training
Checksheets

AUDITOR TRAINING PREREQUISITE

This Policy Letter MODIFIES:

The Class Chart, of HCOB 19 Jan 1982, NEW—STREAMLINED CLASSIFICATION AND GRADATION CHART in its Prerequisites Sections for:

Academy Levels 0-4, NED Course, HRD Auditor Course, NED for OTs Advanced Courses Specialist Course, Class IV Graduate Auditor Course, the Saint Hill Special Briefing Course, Class VII Auditor Course, Class VIII Auditor Course, and the Class IX, X, XI and XII Auditor Courses.

(These named courses are defined as “Professional Auditor Courses.”)

THE PROFESSIONAL TR COURSE IS A PREREQUISITE FOR ALL PROFESSIONAL AUDITOR TRAINING COURSES BEGINNING WITH LEVEL 0 AND INCLUDING NED AUDITOR TRAINING AND ANY OR ALL AUDITOR TRAINING COURSES ABOVE THOSE LEVELS.

This now becomes firm, irrevocable policy, borne out of the hard, cold truth recognized many years back that YOU CANNOT TRAIN AN AUDITOR WHO HAS NOT DONE A TRs COURSE.

Additionally, IT IS A COMM EV OFFENSE TO DRAG OUT A PROFESSIONAL TR COURSE ENDLESSLY as, taught and supervised standardly per my HCOBs on the subject, getting a student auditor’s TRs in to professional level is not an interminable activity.

In 1950 it was found that raw public had no slightest idea of a communication cycle and you could not possibly make auditors out of them without it. The solution to this which was worked out and which proved very, very effective was the TRs Course. After that was introduced and particularly when Hard TRs were forced through for professional auditors, the problem was solved and did not exist thereafter as long as auditors were trained in auditor TRs.

TRs are key and basic to any other auditor training. From time to time over the years the vital importance of professional TRs as a requisite in auditor training has been alter-ised, not-ised or even cross-ordered, which has always necessitated putting it back in by hammer and pound and emphasis and more emphasis and then more re-emphasis.

Thus, the rule, THE PROFESSIONAL TR COURSE IS A PREREQUISITE FOR ALL PROFESSIONAL AUDITOR TRAINING COURSES, should be set forth in concrete.

Auditors beginning their training should be put through the Professional TR Course before starting any other auditor training checksheet. Auditors now in training who have not had the Professional TR Course should, at their first next Class completion (before receiving certification on their current level of training) be required to take a Professional TR Course.

Any “auditor” who has been “trained” without a Professional TRs Course had better be put onto one and gotten through it forthwith or risk suspension of certificates.

The importance is this: In-TRs are key not only to technical effectiveness at all levels of the Bridge but key as well to the effectiveness of every other sector of Scientology operations.

Train with them rigorously.

Use them implicitly.

L. RON HUBBARD

FOUNDER

Adopted as Official

Church Policy by the

CHURCH OF SCIENTOLOGY

INTERNATIONAL

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HCO BULLETIN OF 8 MARCH 1983

Remimeo
PTS/SP Checksheets
All Staff
HCOs
Tech/Qual
C/Ses
Auditors

HANDLING PTS SITUATIONS

Refs:

HCO PL 20 Oct. 81R PTS TYPE A HANDLING Rev. 10.9.83

HCOB 10 Aug. 73 PTS HANDLING

The following was taken from one of my taped lectures (7511C20) and is hereby issued in HCOB form:

I coached a pc one time as to how to talk to his parents. I coached him very, very carefully. This is a sort of MAA job, not a C/S job. I made him repeat everything after me, very carefully: "And when your mother says to you so and so and so and so, what are you going to say?" It was simply good roads and good weather. I forced him, at pain of being squashed, to follow that exact patter with the parents. It was just good roads and good weather.

"Hello Mamma, how are you? How's Papa?" you know. And she says, "Yeow, yeow, yeow, yeow, yeow and you whawha whawha." Just say, "Well, all right, all right." Don't answer back and don't engage in any argument of any kind whatsoever.

Give it an ack. I said, "You're calling them up just because you're passing through and you were interested in how they were, and that is your whole story." And he did, and that was the end of the whole situation. Pc came back to battery. Relationships with the parents went totally normal.

In other words, he was keeping it going-his worry, his upset, his letters, trying to answer their questions, his conversation with them. Whereas I cut it all into just a pattern of something on the order of about a tone 3.5 straight across the boards. That was the end of the PTS condition.

A PTS condition also has outside handling steps. But you as an auditor or you as a C/S are possibly limited by the fact that you don't have an MAA, or you do not have somebody who is sufficiently skilled in order to do this job for you. And it winds up blowing everybody's head off.

In such an instance, just get hold of the guy and coach him in exactly what he's going to say.

"Oh, but no, she'd never listen, she won't, she hasn't talked to me for seven years! She won't talk to me in any way, shape or form!"

"Well, all right, all right, all right. That's fine, good." You get a little bit inventive and you say, "Well, when is her birthday?" or something like that.

The pc says, "Well, as a matter of fact, it was a month or two ago." And you say, "Well, all right, why don't you send her a birthday card and tell her it's a belated

birthday card and that you remembered her birthday and always had kind thoughts of her?”

Now, the incoming comm may blow his head off. You just cool him off. Don't engage in any corner of this; this is not the game you're playing. You simply acknowledge any nice parts you can find.

“Papa went hunting and you're a dirty dog and I've never seen the like of you and you're an ungrateful brat and so on, and why don't you be like your great-uncle Oscar who is now doing time in Sing Sing and'll be executed next week?”

And you say, “I hope Daddy had a fine hunting trip.”

It's the only part of it you answer. You coach him into two-way comm that is well above 2.0 on the Tone Scale, that mostly consists of acks and mild interest in what's going on. You'll find out these conditions will evaporate, if you can prevent the backflash from being responded to by the PTS person. In other words, there are ways to handle this in real life.

You will find a great many people who are “PTS” are antagonizing the people.

They are antagonizing them beyond belief, and they're telling them what's wrong with them and they're telling them this and they're telling them that and the person eventually gets very resentful.

Well, even that can be patched up. You are not doing anything at the other end of the line. You cool off the PT scene sufficiently one way or the other so that the person can sit in the auditing chair.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 APRIL 1983

(Also issued as HCO PL 12 Apr. 83, same title)

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All Students
AOs
SHs
CI IV Orgs
Missions

LIST OF KEEPING SCIENTOLOGY WORKING SERIES

The following is the full list of the Keeping Scientology Working Series issues:

HCO PL 7 Feb. 65 KSW Series 1
Reiss. 27.8.80 KEEPING SCIENTOLOGY WORKING

HCO PL 26 May 61 KSW Series 2
Reiss. 30.8.80 QUALITY COUNTS

HCO PL 29 May 61 KSW Series 3
Reiss. 30.8.80 QUALITY AND ADMIN IN CENTRAL ORGS

HCO PL 14 Feb. 65 KSW Series 4
Reiss. 30.8.80 SAFEGUARDING TECHNOLOGY

HCO PL 17 June 70RA KSW Series 5
Re-Rev. 27.4.81 TECHNICAL DEGRADES

HCO PL 26 Oct. 71 KSW Series 6
Reiss. 30.8.80 TECH DOWNGRADES

HCO PL 30 May 70 KSW Series 7
Reiss. 30.8.80 CUTATIVES

HCOB 19 Apr. 72 C/S Series 77
Reiss. 30.8.80 KSW Series 8 "QUICKIE" DEFINED

HCOB 25 June 70RB II C/S Series 12RB
Re-Rev. 27.9.80 KSW Series 9 GLOSSARY OF C/S TERMS

HCOB 21 June 70 C/S Series 9
Reiss. 30.8.80 KSW Series 10 SUPERFICIAL ACTIONS

HCO PL 25 Jan. 80 KSW Series 11 Reiss. 30.8.80
EXECUTIVE RESPONSIBILITY FOR TECHNICAL EXCELLENCE

HCO PL 31 July 65 KSW Series 12
Reiss. 30.8.80 PURPOSES OF THE QUALIFICATIONS DIVISION

HCO PL 8 Mar. 66 KSW Series 13
Reiss. 30.8.80 HIGH CRIME

HCO PL 10 May 70 KSW Series 14
Reiss. 30.8.80 SINGLE DECLARE

HCOB 26 Aug. 70R C/S Series 17R

Rev. 22.9.80 KSW Series 15 INCOMPLETE CASES

HCO PL 2 Nov. 61 II KSW Series 16
Reiss. 30.8.80 TRAINING QUALITY

HCOB 15 Jan. 70 II KSW Series 17
Reiss. 30.8.80 HANDLING WITH AUDITING

HCOB 19 June 71 II C/S Series 46
Reiss. 30.8.80 KSW Series 18 DECLARES

HCOB 8 Oct. 70 C/S Series 20
Reiss. 30.8.80 KSW Series 19 PERSISTENT F/N

HCOB 16 June 70 C/S Series 6
Reiss. 30.8.80 KSW Series 20 WHAT THE C/S IS DOING

HCOB 22 Jan. 77 Cramming Series 13 KSW Series 21
Reiss. 12.4.83 IN-TECH, THE ONLY WAY TO ACHIEVE IT

HCO PL 16 Apr. 65 KSW Series 22
Reiss. 12.4.83 THE "HIDDEN" DATA LINE

HCOB 9 Feb. 79 KSW Series 23
Reiss. 12.4.83 HOW TO DEFEAT VERBAL TECH

HCOB 15 Feb. 79 KSW Series 24
Reiss. 12.4.83 VERBAL TECH: PENALTIES

HCO PL 22 Nov. 67RA KSW Series 25
Reiss. 12.4.83 OUT-TECH

HCO PL 13 Sept. 65R KSW Series 26
Rev. 16.2.81 OUT-TECH AND HOW TO GET IT IN

HCO PL 16 Mar. 71R KSW Series 27
Reiss. 16.2.81 WHAT IS A COURSE?

HCO PL 30 Jan. 83 KSW Series 28
Reiss. 12.4.83 YOUR POST AND LIFE

HCO PL 31 May 68 KSW Series 29
Reiss. 12.4.83 SCIENTOLOGY TECHNOLOGY

HCO PL 29 Sept. 82 KSW Series 30
Reiss. 12.4.83 MISREPRESENTATION OF DIANETICS AND SCIENTOLOGY

HCO PL 27 May 65 KSW Series 31
Reiss. 12.4.83 PROCESSING

HCOB 3 Mar. 69 KSW Series 32
Reiss. 12.4.83 COMPLETING LEVELS

HCOB 10 June 60 KSW Series 33
Reiss. 12.4.83 WHAT WE EXPECT OF A SCIENTOLOGIST

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 MAY 1983

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Tech/Qual
Snr C/S Hats
C/S Hats
Auditors
Tech Sec
Qual Sec

C/S Series 117

WHO OR WHAT IS A "C/S"?

Refs:

HCOB 21 Aug. 70	C/S Series 16 SESSION GRADING, WELL DONE, DEFINITION OF
HCOB 10 Nov. 70	C/S Series 21 C/S RESPONSIBILITY FOR TRAINING
HCOB 5 Mar. 71	C/S Series 25 Auditor Admin Series 10 THE FANTASTIC NEW HGC LINE
HCO PL 6 Mar. 71	Org Series 24 LINE DESIGN
HCOB 9 June 71 II	C/S Series 42 C/S RULES
HCOB 8 Aug. 71	C/S Series 55 THE IVORY TOWER
HCOB 25 Aug. 71	Auditor Admin Series 2 C/S Series 56 HOW TO GET RESULTS IN AN HGC
HCOB 1 Sept. 71 I	C/S Series 57 A C/S AS A TRAINING OFFICER A PROGRAM FOR FLUBLESS AUDITING
HCOB 7 Sept. 71	C/S Series 58 PROGRAMING CASES BACKWARDS
HCOB 22 Sept. 71	C/S Series 61 THE THREE GOLDEN RULES OF THE C/S
HCO PL 29 Oct. 71 II	Exec Series 1 THE EXECUTIVE
HCO PL 29 Oct. 71 III	Exec Series 2 LEADERSHIP
HCOB 20 Nov. 73 II	C/S Series 89 F/N WHAT YOU ASK OR PROGRAM
HCOB 26 Sept. 74	HANDLING FLUBBED PCs
HCOB 28 Sept. 82	C/S Series 115 MIXING RUNDOWNS AND REPAIRS
HCO PL 7 Apr. 83	Exec Series 37 PR Series 48 GOODWILL

The C/S is the CASE SUPERVISOR.

He has to be (a) an accomplished and properly certified auditor and (b) a person trained additionally to supervise cases.

The C/S is the auditor's "handler." He tells the auditor what to do, corrects his tech, keeps the lines straight and keeps the auditor calm and willing and winning.

The C/S is the pc's case director. His actions are done FOR THE PC.

The C/S may believe or be told that he is working for gross income or quantity as opposed to quality.

What he is actually accomplishing can be listed:

1. The C/S is keeping Scientology working in the hands of auditors for the benefit of pcs.
2. The C/S is keeping the correct sequence of programs and processes being used on the pcs.
3. The C/S is keeping the org tech flow lines straight and in proper sequence of actions.

4. The C/S has the reputé of the org and Dianetics and Scientology in his area fully in his hands.

HANDLING AUDITORS

Studying the worksheets of auditors written during the session the C/S can tell whether or not they are doing the processes right, staying within the Auditor's Code, attaining the end phenomena of the process without chop, doing what the C/S said to do and generally keeping the session flowing along with good TRs. Where he detects errors he puts the auditor right or sends the auditor to Cramming, specifying the materials to be restudied.

Where he sees that an apparent gain is noted by the auditor which does not compare with the Examiner's Report or sees that Dianetics or Scientology doesn't seem to be working, he has the pc questioned by the Examiner as to what really happened in the session.

The C/S must earn the confidence of his auditors by knowing what he is doing and getting results via the auditors.

The skill of an auditor can be enormously improved by a good C/S. And reversely, under an incompetent C/S the skill and enthusiasm of an auditor can be badly deteriorated. A C/S who fails to see errors the auditor knows were there is soon regarded as incompetent. A C/S is in effect a tech leader. His skill, attitude and demands bring about the state of tech in the area. His attitude toward session length, the exactness required, the state of case preparation he requires, when he will let a pc go, what he demands of his auditors all add up to the general tech attitude in an org. If this is good, the org will be a good, respected org.

HANDLING THE PC

The pc (or pre-OT) is the real reason the C/S is there.

All C/Sing as to programing and what to run when is FOR THE PC. It is not for the org, actually, except as it influences the org's reputé. It is not for the auditor except as it influences the auditor's willingness and attitude and skill.

The product the C/S is after is the pc's (or pre-OT's) case gain.

This is accomplished by applying the usual, by preventing errors and keeping pcs in session and winning.

Correctly applied tech works. The C/S has to know this. Auditor worksheet false reports or an unskilled auditor or a failure to study the case are the main reasons the pc does not win.

Thus a C/S who is not policing his actions on the case and is not detecting departures from standard auditing begins to believe some cases are very tough, begins to get inventive and departs from the usual and eventually fails on cases.

As the C/S is directing the case on a via of the auditor his view of the case can be obscured. When this occurs he has an Examiner question the pc about the sessions he has received. And he can order a 2-way comm session to get the pc's reactions.

Sometimes a pc has questions. The C/S can have the Examiner ask a pc who runs oddly what questions the pc has and thus get them answered.

It is very bad to let a flubbed session go unrepaired. Let go longer than 24 hours the C/S should not be surprised to have an occasional unrepaired pc go physically ill.

Thus all repairs of goofed sessions are priority.

A C/S gets so he knows certain cases. But he errs when he gets upset or angry with a case or regards one with contempt. A pc's reputé has nothing to do with a C/S.

When a C/S begins to regard a case as willful or hopeless or mean, he might commit errors. Admittedly some cases are very trying. But there is always a reason. It is up to the C/S to find it. I have never failed to find the reason some cases require more work than others.

The C/S is there to efficiently and effectively order the right action based on a survey of the case and then see that it is done.

The end product is a winning pc and an expansion of Dianetics and Scientology.

DIRECTING CORRECT PROGRAM SEQUENCE

The C/S who has mastered the small points of individual sessions must expand his view, widen it to take in the whole progress of the pc's or pre-OT's case from his entrance into auditing to its conclusion-a span which may include several years, due to many factors.

This SEQUENCE of programs includes the actions laid out on the Class Chart and Progress and Advance Programs. In C/Sing any one session, the C/S must fit it into the overall programed auditing. An assist cutting into an Interiorization Rundown, not finishing a GF40 Expanded before doing something else and similar errors in broad programing can upset a case as much as a bad session.

The C/S must be alert to the broad, long-term cycles of programs.

CONTROLLING FLOW LINES

Alterations in sequence is an outpoint. Omitting administrative steps is an outpoint. When the C/S fails to enforce the correct sequence of actions in the administration of the cases, the lines go psychotic.

A pc has to have a new invoice to get audited. He may have a former folder. He needs to have a C/S done. And he has to be scheduled. And, scheduled, he has to have an auditor and an auditing room. Then he gets a session. He goes to an Examiner, is put on a meter and makes a statement. The meter reads are recorded in the Exam Report, the Exam Report goes into the folder, the auditor completes his admin. The folder goes to the C/S for a new C/S.

While most of these actions belong to a Tech Services, WHEN THEY ARE NOT KEPT IN THE C/S HAS TROUBLE.

The C/S's trouble may be only from the flustered state of a pc who doesn't know when or where or who, or from an auditor who is overdue in his last session and is upset by the rush and upset of the pc. A lot of such factors can slow down gains.

Thus it's the C/S who must demand that the correct sequence of events occur, that admin personnel are on their toes.

Ordinarily a C/S does a folder when he receives it. That is his job. But if he doesn't receive it or doesn't receive it in correct sequence and form he can't do his job.

I have nearly always been served as a C/S by competent and dedicated tech admin personnel. I cannot imagine this would be true for all C/Ses. But when it isn't true a C/S is obligated to make it true or it will upset his own lines and affect both his auditors and pcs.

A C/S who "short-sessions" of course increases admin line stresses. So a C/S who long-sessions will have an easier time of it generally.

Most of the trouble a C/S has on cases is permitting auditors on his lines who flub without sending them to retrain.

Thus even competent cramming, if absent, can keep a C/S's job difficult.

Auditing is a TEAM ACTION.

By doing the usual, and seeing that it is done well, the C/S has the tech reputé of his org in his hands.

The number of public pcs and pre-OTs who leave an org with F/N VGIs at the Examiner determines the reputé of the org in that area.

The percent of staff members who currently have an F/N VGI

Examiner's

Report as their last report determines directly the efficiency and solvency and expansion of the org. This is by actual survey.

Thus the C/S, by knowing tech, by ordering the usual and seeing that it was smoothly done, by keeping the auditors willing and supervising the flow lines in correct order is the person who regulates the future of Dianetics and Scientology.

The hat of C/S is a very honorable hat.

The org and all of us depend utterly on its being very well done.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 AUGUST 1983

Remimeo
Professional tR Course
TR Supervisors
Cramming Officers
TR Students

ROBOTIC TRs

Stiff, unnatural TRs are robotic TRs. Students and auditors who haven't mastered the TRs will handle communication robotically.

ANATOMY OF A ROBOT

It can be said of robots that:

1. They don't know what a comm cycle is.
2. They have never really passed OT TR 0.
3. They have never really passed TR 0.
4. They have never really passed TR 0 Bullbait.
5. They don't do TR 1 in a new unit of time each time they give it, so they all sound alike and they probably have TR 3 mixed up with TR 1, or they are stuck in an unflat 0 series (OT TR 0, TR 0, TR 0 BB).
6. They don't realize their TRs are addressed to the person in front of them but are probably addressed to the Instructors for a pass.

And so, with a combination of the above, these students and auditors will look like robots. They would never get the product of a pc interested in his own case and willing to talk to the auditor. And it's possible that they don't know that that is their product.

The point is that it would be almost impossible for any student or auditor to go on looking like a robot if he actually did the TRs.

REMEDY

The remedy for robotic TRs is to put the student back onto restudy of the basics of ARC and the ARC triangle, the cycle of communication and the valuable final products of TRs. (Ref: HCOB 24 Dec. 79, TRs BASICS RESURRECTED) He then redrills the TRs from OT TR 0 ON UP, each one this time to a real pass.

The answer for any auditor who looks like a robot is to do the above steps and fully complete the Professional TR Course.

His pcs will be very glad that he did.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
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Course Checksheets
Professional
TR Course
TR Supervisors

**CYCLING THROUGH TRs
ON A PROFESSIONAL TR COURSE**

Cycling through TRs on a Professional TR Course has been given a new definition and action.

Newly defined, cycling on TRs means A STUDENT DRILLS THE TRs, EACH TO A PASS, UNTIL HE STICKS AND THEN HE IS PUT BACK ON THE LOWER TR HE DIDN'T PASS.

One reason for this is IT HAS BEEN FOUND CONCLUSIVELY THAT WHEN A STUDENT IS FLUNKING ON A LOWER TR, HE CANNOT DO AN UPPER TR.

The obvious handling, then, is to get him standardly through the lower TR and then graduate him up to the next one.

Originally, cycling through TRs meant the student went up through the TRs one by one, getting familiar with them and getting a little bit of a win on each TR before going to the next one. Then he went back to the beginning and cycled through the TRs in this fashion again and again until he achieved a full pass on all the TRs. The gradient of toughness was supposed to be increased each time through.

That system, however, opened the door to permissiveness and resulted in students taking interminable lengths of time on TR courses. Permissiveness has no place on any Professional TR Course. Nor does it require months to learn to do TRs correctly.

The time-honored way it was done even earlier when TRs were being rapidly passed was to simply get a student through each TR itself. Students do make it when hammered through each TR in turn until they get a full pass on that TR before going on to the next TR.

That is the rough, tough way it was done earlier with success and it has also proven successful more recently.

There is another vital factor upon which this hinges, however, and that is that the student MUST have an understanding of the ARC triangle and the cycle of communication and he MUST have done the full comm cycle in clay.

With those basics in and each TR then drilled and passed in turn, we get results.

Thus, we arrive at a new definition for cycling through TRs and we arrive at the following rules:

ON PROFESSIONAL TRs, DONE THE HARD WAY, STUDENTS DRILL EACH TR TO A PASS, ONE AT A TIME.

IF A STUDENT HAS TROUBLE AND HANGS UP AND CAN'T PASS AN UPPER TR, HE HASN'T MADE IT ON A LOWER TR. PUT HIM BACK ON THE LOWER TR HE DIDN'T PASS AND GET THROUGH IT TO A REAL PASS. HE THEN RE-DRILLS EACH TR FROM THAT POINT UP, EACH COMPETENTLY TO A PASS.

IF STUDENT HANGS UP ON THE LOWER TRs, PUT HIM ALL THE WAY BACK TO RESTUDY ARC AND THE CYCLE OF COMMUNICATION AS THERE IS SOMETHING THERE HE HASN'T GRASPED.

This regimen is simplicity itself. And it works. It is the way to fast, successful Professional TR Courses and auditors with natural, easy, flubless TRs.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 19 AUGUST 1983

BPI
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Advance Courses
Supers
C/Ses
Students

OT III COURSE POSH-UP

The OT III Course, the celebrated «Wall of Fire» level, has now been updated in its checksheet and associated materials to reflect the technical advances made in recent years which are vital to all pre-OTs studying this level.

There has been NO change in the phenomenal technology of OT III, of course.

What has been done is a review and alignment of all the materials, and a full updating and recompilation of the checksheet with additional drills which even better prepare a pre-OT to Solo audit the materials of Section III OT.

The result is a fully updated and poshed-up course.

So for pre-OTs approaching OT III - a sparkling bright, fully updated course, containing some of the most astounding technology of all my research, awaits you! And it is being issued in course packs containing fresh, newly printed, crystal-clear issues of my original materials.

The «Wall of Fire» has now, again, been given the red-carpet treatment that it richly deserves!

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 27 AUGUST 1983

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Word Clearers
Cramming Officers
Course Supervisors
Estos

Word Clearing Series 69
WORDS AND ASSOCIATIONS

Ref: HCOB 23 Mar. 78RA Word Clearing Series 59RA

Rev. 14.11.79 CLEARING WORDS

(The following material is from my research notes on study tech. It is released here for the first time to give further data on some of the fundamental theory underlying Word Clearing and study tech.)

A word may be difficult to grasp if it has unpleasant personal associations.

To define is sometimes not enough. One must also ask for examples. In giving these or demonstrating, unpleasant associations are discharged.

One might well conclude, were it not for a knowledge of even more basic causes, that general stupidity was only the sum of unpleasant associations grown too great to permit an approach to any word and thus cancelling any understanding, and that blindness and withdrawal were caused only by an accumulation of painful contacts with the objects of life.

To remedy either of these - stupidity or blindness and withdrawal - it is only necessary to coax a confrontation of the milder words or objects and thus reveal to the being that unpleasant associations were matters of past specialized significance rather than current general hostility.

Perhaps past-life forgottenness is only the dwindling spiral of retreat from unpleasant contacts, and old age itself might well be the vanishing of a life by retreating from it.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 SEPTEMBER 1983

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HCOs
E/O Hats
MAA Hats
Tech/Qual
All Staff
PTS/SP Course

PTSness AND DISCONNECTION

Refs:

Tape: 6505C18 «Organization and Ethics»
Tape: 6506C08 «Handling the PTS»
HCO PL 23 Dec. 65RA Rev. 10.9.83 SUPPRESSIVE ACTS,
SUPPRESSION OF SCIENTOLOGY AND SCIENTOLOGISTS
Tape: 6608C02 «Suppressives and GAEs»
Tape: 6608C25 «The Antisocial Personality»
HCOB 27 Sept. 66 THE ANTISOCIAL PERSONALITY THE ANTI-
SCIENTOLOGIST
HCOB 24 Apr. 72 I C/S Series 79 PTS INTERVIEWS
HCO PL 3 May 72R Exec Series 12 Rev. 18.12.77 ETHICS AND
EXECUTIVES
HCOB 10 Aug. 73 PTS HANDLING
HCOB 29 Dec. 78 THE SUPPRESSED PERSON RUNDOWN
HCOB 31 Dec. 78 II OUTLINE OF PTS HANDLING
HCOB 31 Dec. 78 III EDUCATING THE PTS THE FIRST STEP TOWARD
HANDLING: PTS C/S-1
HCO PL 20 Oct. 81R PTS TYPE A HANDLING Rev. 10.9.83
HCOB 8 Mar. 83 HANDLING PTS SITUATIONS

THEORY

Perhaps the most fundamental right of any being is the right to communicate.

Without this freedom, other rights deteriorate.

Communication, however, is a two-way flow. If one has the right to communicate, then one must also have the right to not receive communication from another. It is this latter corollary of the right to communicate that gives us our right to privacy.

These rights are so basic that governments have written them into laws - witness the American Bill of Rights.

However, groups have always regulated these rights to one degree or another.

For with the freedom to communicate come certain agreements and responsibilities.

An example of this is a marriage: In a monogamous society, the agreement is that one will be married to only one person at one time. That agreement extends to having second-dynamic relations with one's spouse and no one else. Thus, should wife Shirley establish a 2D-type of communication line with someone other than her husband Pete, it is a violation of the agreement and postulates of the marriage. Pete has the right to insist that either this communication cease or that the marriage will cease.

HANDLE OR DISCONNECT

In the HCOBs on PTS tech you'll see the phrase «handle or disconnect.» It means simply that.

The term «handle» most commonly means, when used in relation to PTS tech, to smooth out a situation with another person by applying the tech of communication.

The term «disconnection» is defined as a self-determined decision made by an individual that he is not going to be connected to another. It is a severing of a communication line.

The basic principle of handle or disconnect exists in any group and ours is no different.

It is much like trying to deal with a criminal. If he will not handle, the society resorts to the only other solution:

It «disconnects» the criminal from the society. In other words, they remove the guy from society and put him in a prison because he won't HANDLE his problem or otherwise cease to commit criminal acts against others.

It's the same sort of situation that husband Pete is faced with in the example mentioned above. The optimum solution is to handle the situation with wife Shirley and her violations of their group (marriage) agreements. But if Pete cannot handle the situation, he is left with no other choice but to disconnect (sever the marriage communication lines if only by separation). To do otherwise would be disastrous, for he is connected to someone antagonistic to the original agreements, postulates and responsibilities of the group (the marriage).

A Scientologist can become PTS by reason of being connected to someone that is antagonistic to Scientology or its tenets. In order to resolve the PTS condition, he either HANDLES the other person's antagonism (as covered in the materials on PTS handling) or, as a last resort when all attempts to handle have failed, he disconnects from the person. He is simply exercising his right to communicate or not to communicate with a particular person.

With our tech of handle or disconnect, we are, in actual fact, doing nothing different than any society or group or marriage down through thousands of years.

LOST TECH

Earlier, disconnection as a condition was cancelled. It had been abused by a few individuals who'd failed to handle situations which could have been handled and who lazily or criminally disconnected, thereby creating situations even worse than the original because it was the wrong action.

Secondly, there were those who could survive only by living on our lines - they wanted to continue to be connected to Scientologists (see the HCOBs on the characteristics of an SP). Thus, they screamed to high heaven if anyone dared to apply the tech of «handle or disconnect.»

This put Scientologists at a disadvantage.

We cannot afford to deny Scientologists that basic freedom that is granted to everyone else: the right to choose whom one wishes to communicate with or not communicate with.

It's bad enough that there are governments trying, through the use of force, to prevent people from disconnecting from them (witness those who want to leave Russia but can't!).

The bare fact is that disconnection is a vital tool in handling PTSness and can be very effective when used correctly.

Therefore, the tech of disconnection is hereby restored to use, in the hands of those persons thoroughly and standardly trained in PTS/SP tech.

HANDLING ANTAGONISTIC SOURCES

In the great majority of cases, where a person has some family member or close associate who appears antagonistic to his getting better through Scientology, it is not really a matter of the antagonistic source wanting the PTS to not get better. It is most commonly a lack of correct information about Scientology that causes the problem or upset. In such a case, simply having the PTS disconnect would not help matters and would actually be a nonconfront of the situation. It is quite common that the PTS has a low confront on the terminal and situation. This isn't hard to understand when one looks at these facts:

- a. To be PTS in the first place, the PTS must have committed overt against the antagonistic source; and
- b. When one has committed overt, his confront and responsibility drop.

When an Ethics Officer finds that a Scientologist is PTS to a family member, he does not recommend that the person disconnect from the antagonistic source. The E/O's advice to the Scientologist is to handle.

The handling for such a situation is to educate him in the tech of PTSness and suppression, and then skillfully and firmly guide the PTS through the steps needed to restore good communication with the antagonistic source. This eventually dissolves the situation by bringing about an understanding on the part of the antagonistic source as to what Scientology is and why the PTS person is interested and involved in it. Of course, when this is accomplished you no longer have a PTS at all-and you may very well find a new Scientologist on your hands!

The actual steps and procedure of this sort of handling are well covered in the materials listed at the beginning of this HCOB.

WHEN DISCONNECTION IS USED

An Ethics Officer can encounter a situation where someone is factually connected to a suppressive person, in present time. This is a person whose normal operating basis is one of making others smaller, less able, less powerful. He does not want anyone to get better, at all.

In truth, an SP is absolutely, completely terrified of anyone becoming more powerful.

In such an instance the PTS isn't going to get anywhere trying to «handle» the person. The answer is to sever the connection.

HOW TO DISCONNECT

How a disconnection is done depends on the circumstances.

Example: The pc lives next door to, say, a psychiatric clinic and feels PTS due to this environment. The remedy is simple - the pc can move to another apartment in another location. He need not write any sort of «disconnection letter» to the psychiatric clinic. He simply changes his environment - which is, in effect, a disconnection from the suppressive environment.

Example: A pc is connected to a person or group that has been declared suppressive by HCO in a published ethics order. He should disconnect and, if he wants to inform the SP of the fact, he may write a letter of disconnection. Such a letter

would be very straightforward. It would state the fact of the disconnection and the reason for it. It would not be misemotional or accusative, since this would only serve to stir up further antagonism. The letter would be inspected by the Ethics Officer before it was sent and copies kept for the PTS person's own ethics file and pc folder.

No attempt would be made to establish communication with the declared SP «to clear matters up» or to seek to reform the SP. The SP's reform is strictly in the hands of HCO. The PTS simply disconnects.

Example: One discovers that an employee at his place of business is an SP - he steals money, drives away customers, wipes out other employees and will not correct no matter what you do. The handling is very simple-the PTS fires him and that's the end of it right there!

To fail or refuse to disconnect from a suppressive person not only denies the PTS case gain, it is also supportive of the suppressive-in itself a Suppressive Act.

And it must be so labeled. (Ref: HCO PL 23 Dec. 65RA, SUPPRESSIVE ACTS, SUPPRESSION OF SCIENTOLOGY AND SCIENTOLOGISTS)

SUPPRESSED PERSON RUNDOWN

There is of course another technical way to handle PTSes and that is to get them through all problems they have had with the terminal involved and the PTSness will disappear (Ref: HCOB 29 Dec. 78, THE SUPPRESSED PERSON RUNDOWN).

But it still requires that during the handling the person disconnects.

SUMMARY

The technology of disconnection is essential in the handling of PTSes. It can and has saved lives and untold trouble and upset. It must be preserved and used correctly.

Nothing in this HCOB shall ever or under any circumstances justify any violations of the laws of the land. Any such offense shall subject the offender to penalties described by law as well as to ethics and justice actions.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 OCTOBER 1983

Remimeo
All Sec Checkers
All Auditors,
Level II and Above
Confessional Checksheets
Tech/Qual
HCO

SEC CHECKING: NOTE

An auditor doing a Sec Check can run into a phenomenon that goes like this: The pc says to the auditor, «I am in possession of a lot of secret data - therefore, I cannot get off my withholds.» And the auditor buys it and the case fails.

Actually, this is in large measure a lie, used to cover actual overts against the group or its VIPs.

When you look at the definition of a real overt as something contrary to the mores of a group, you realize that the withhold one is looking for is a withhold of having committed an actual overt on the group by omit or commit. At best you see that the pc excuse does not wash.

If the auditor were to ask for «overts contrary to the mores of the group and withholds of having done them or omitted actions that by omission caused harm to the group or its people,» one gets around that excuse.

The GO people and many others pull this.

The auditor technically is NOT interested in confidences or overts against a group's enemies or withholds thereof. He is looking for overts against the group as above and the withholding of having committed them by omit or commit.

If this were made plain to Sec Checkers, the swindle could no longer be pulled by such pcs and the cases would not fail.

A failed case will continue to be one as long as he is committing overts on the thing that is supposed to help him. But, with skilled auditing, this can be handled.

I hope this helps resolve some «failed cases.»

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 JANUARY 1984

Issue III

Remimeo
Purif C/Ses
Purif I/Cs
Tech/Qual

Purification Rundown Series 7

RADIATION AND LIQUIDS

In Purif, findings seem to bear out that there is a factor related to radiation that produces the greatest exudation of it and this is the sweating itself.

Radiation is apparently enormously water soluble as well as water movable.

According to researchers, one merely has to take a hose to a building surface or a road to wash the radiation off of it. This factor is well known to defense-trained personnel.

So where one is doing a Purif, one should be very careful to ensure that actual sweating occurs and in volume. The intake of water is therefore quite vital during a Purif.

This has a side effect, however, of washing a lot of minerals out of the system as well, possibly, as vitamins. Thus the intake of minerals and vitamins during Purif is also a necessity.

It is possible that a Purif RD is not as workable when profuse sweating does not occur, when liquid intake is not large to compensate for it and when vitamins and minerals of a water soluble nature are not carefully and adequately replaced. (The common vitamins taken on the Purif RD which are not water soluble are vitamins A, D and E.)

This gives us three important points that must be in on a Purification Rundown:

1. PROFUSE SWEATING MUST OCCUR.
2. A PERSON'S LIQUID INTAKE MUST BE SUFFICIENTLY LARGE TO COMPENSATE FOR THE LIQUID LOST THROUGH SWEATING.
3. VITAMINS AND MINERALS MUST BE TAKEN IN SUFFICIENT QUANTITIES TO REPLACE THOSE WASHED OUT OF THE SYSTEM THROUGH SWEATING.

As megavitamin dosages are also part of a Purif program, this mineral and vitamin intake is quite in addition to any other vitamin therapy ongoing at the time.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 10 JANUARY 1984
(Also issued as HCO PL 23 July 81R I)

Remimeo
Student Hat
Students
Supervisors

Study Series 12
THE USE OF DEMONSTRATION

Refs:

HCO PL 4 Oct. 64 THEORY CHECKOUT DATA
HCOB 11 Oct. 67 CLAY TABLE TRAINING

Demonstration comes from the Latin demonstrare, to point out, show, prove.

The Chambers Twentieth Century Dictionary includes the following definition of «demonstrate»:

«to teach, expound or exhibit by practical means.»

A «demonstration» or «demo» is usually done with a «demo kit» which consists of various small objects such as corks, caps, paper clips, pen tops, rubber bands, etc.

The student demonstrates an idea or principle with his hands, the paper clips on his desk, etc.

HISTORY

The original use of demonstration was during a checkout to detect glibness. The idea behind a «demo kit» was that, during a checkout by an examiner or twin, the student could be made to show that he really knows what he's talking about. There was no demonstration that the student did for himself.

Later, the use of the demo kit became extended and altered to mean the student fiddles with the demo kit continually while studying. A PL, written by another (and long since cancelled), made the statement that «the student mocks up what he reads as he reads it with the bits and pieces of his demo kit.» This statement was not correct. I never developed this use of the demo kit.

This business of fidgiting with the demo kit has nothing to do with demonstration, as all it demonstrates is a quickie, surface understanding.

STAR-RATE CHECKOUTS

The demo kit is used during a star-rate checkout. It is the answer to glibness.

You give the student a paper clip and a wooden block and a few leather or rubber bands and say, «You just show me with these things exactly how this would happen.» If the student can't show you anything about it at all, you make him study it again until he gets the idea. He has to show you his understanding, because if he can't put this in demo form in some fashion or another then he doesn't understand it.

THE BASIC PURPOSE OF THE DEMO KIT IS TO DEMONSTRATE UNDERSTANDING.

DEMONSTRATION IN THEORY STUDY

If a student ran into something he couldn't quite figure out, a demo kit would assist him to understand it. This is not demanded. It is at the discretion of the student himself.

The more usual action in such a case is actually for the student to go over to the clay table and work it out properly in clay in accordance with the clay demonstration HCOBs.

When people don't understand the use of the clay table, they sometimes try to substitute a demo kit for it and clay table could then become limited.

The whole theory of clay demos is that they add mass.

A student needs mass in order to understand something. Given that, he can sort it out because he has mass and space and he can then envision it.

Demo kit demonstrations work on this principle too, only a clay demonstration more closely represents the thing being demonstrated and provides more mass.

DEMOS AS CHECKSHEET ITEMS

Checksheets very often require students to do demos. The student simply does the demo and looks up the misunderstood word each time he can't demo it.

SKETCHING

Sketching is also a part of demonstration and part of working things out.

Someone sitting at his office desk trying to work something out doesn't have any clay to hand to work it out with, but he could work it out with a little demo kit action or a paper and pencil, draw graphs of it, and so forth. That is a necessary part of getting a grip on something.

For instance I started to work out the flow line for an area that I was handling. I first tried to figure it out in my head, but there was something funny about it that I couldn't quite put my finger on. The way I finally did manage to get it was by putting it on a little yellow card. I would have worked it out sooner, easier and earlier than I did if I had graphed it all and laid it all out in two dimensions in the first place.

There is a rule which goes IF YOU CANNOT DEMONSTRATE SOMETHING IN TWO DIMENSIONS YOU HAVE IT WRONG. It's an arbitrary rule, but it's very workable.

This rule is used in engineering and architecture. If it can't be worked out simply and clearly in two dimensions, there is something wrong and it couldn't be built.

This was the missing piece of demonstration.

I started working with this clear back in 1950 when I was taught mechanical drawing and engineering and that's where I developed this datum.

This is a whole area of tech and applies to drawing out what is in a bulletin, or trying to draw an org plan or a flow line and so on.

It works in other ways too.

An obvious example is a navigator who, instead of trying to work it all out in his head with some foggy concept of where he is, simply graphs the sailing plan and progress on a chart.

Org boards and statistical graphs are also examples in their own way.

This is all part of demonstration and part of working something out.

SUMMARY

1. The basic use of the demo kit is during a checkout to demonstrate understanding.

2. If the student wants to work something out and see how it works, the usual action is to work it out in clay.

3. Sketching is part of demonstration and is particularly useful for the staff member at his desk or the engineer at work, etc.

4. Demos also appear on checksheets. If the student can't demo it, he finds the misunderstood word.

That's the simplicity of demonstration.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 16 JANUARY 1984RA
REVISED 27 JUNE 1989

BPI

Happiness Rundown Series 1RA

THE HAPPINESS RUNDOWN

This rundown is based on the booklet The Way to Happiness.

It has been successfully piloted and now is generally released to orgs and missions.

The booklet is distributed on general public lines. It is not a Church publication as it is not religious. The Church has its own creed and codes.

A minister or pastoral counselor can, however, counsel on any subject and that the Church sells a rundown based on the booklet does not make the booklet religious.

THE WAY TO HAPPINESS

Factually, the world has gotten itself a lot of new violence potential without also getting a campaign for higher morality. Such an imbalance is catastrophic. The police, banks, merchants, insurance people are all in real trouble through the decline of morality.

The Kentucky school board, right now, is faced with no morals being taught in their schools. They already have a crime problem if their schools are like anyone else's.

Materialism and mechanism (these are philosophic schools) are on a rampage.

The biologists, psychs, evolutionists are pushing them to the limit. These are blown up by the simple question, «Your data may be quite correct but you have no proof that there is not something else that uses all this.» Their position is untenable philosophically. Using materialism, the psychs and biologists and so on are edging the churches out and factually are creating a dangerous social situation. At a time when man can wield unlimited force, he has no moral codes or restraints.

There factually is no moral code today. The Christian one was nice. But if you read the Ten Commandments, they are designed for people several thousand years ago.

There have not been any codes of morals based on common sense. They are handed down from heaven, even in China. The psychs use this to get an inside track.

The US government-and possibly some others-cannot finance religion, per the First Amendment.

This means they cannot allow children to be taught morals, and cannot permit any power to churches. The psychs love that. They are antireligious. They teach that one succumbs to temptation, that morals are inbred by paralleling the history of the race and when a child gets old enough his inbred nerves go moral. This is pure claptrap, but that happens to be their belief: This means that crime will worsen, the psychs will ride higher and higher.

Philosophers (not religious ones) over the world in various times and places have noted these qualities of morality so don't get the idea this is all derived from China.

Confucius, for instance, was mainly interested in reforming the government, not the individual.

In all times and all places, the morals contained in this book have appeared amongst tribes and races.

What they lacked - in China, in the Near East, in Europe - was some basic principle which made the picture clear. When I isolated the common denominator, the dynamic principle of existence, I had such a factor.

I never before applied it to straightening out ideas on the subject of morality.

But the precepts contained in this book are not just culled here and there and put together. I worked them out newly with due attention to what had gone on before in man's history. His moral codes are woefully inadequate to deal with modern life. This one will.

There is another point. Nobody could ever possibly have kept any of the old moral codes. Old Mo-Tzu's code only lasted a few hundred years until people finally decided you couldn't keep it too severe and they even forgot it ever existed after about the first century B.C. and only found it again this century. There have been novels and plays about someone trying to live the life of Christ and the hero always winds up in a mess, the lesson being that His teachings couldn't be followed.

The booklet *The Way to Happiness* contains a nonreligious moral code based on common sense. It may be the first such code.

THE HAPPINESS RUNDOWN

Essentially, what the booklet does is give people stable data which holds off confusions. For people will be found to be quite confused on this subject.

This new moral code is different in that it can be kept. It consists of 21 major rules or precepts and about 15 subrules making a total of about 36 in all. In number 20 there are about 20 additional items. In all, the rundown, then, would be handling about 56 separate concepts on the subject of morality, plus morality itself. There are 10 basic steps for each concept: There are therefore over 500 questions or actions.

This gives one some idea of the length of the rundown.

The object of the rundown is to clear up any confusions on the subject of morals, any and all transgressions against these specific morals, to slide the person out of the valence of any immoral person and obtain an EP of a realization that one really is on the Way to Happiness.

As these precepts and booklet do contain, in fact, the major principles of morality as they apply to modern life, and as it is a fact that tragedy and unhappiness occur when the points are violated, the rundown can steer the person in a direction where he is certain he can live a happier life. So the rundown has been quite successful. It is quite a tour de force, really, to assemble the essentials into a modern moral code. And because these are somewhat universal, they will be found to have a lot of charge on them as they were the points where one went off the rails.

The rundown itself picks up specific confusions, transgressions and valence closures. It can get rid of a lot of shame, blame and regret. A person should feel pretty clean and sparky after it. The potential is there.

DELIVERY

The Happiness Rundown may be delivered in missions and orgs which have:

- a. At least one Class IV Auditor who is also a graduate of the HRD Auditor Course and who has received his Qual Okay to Audit the Happiness Rundown.

b. A Class IV C/S who is a graduate of the HRD Auditor Course and who has received his Qual Okay to Audit the Happiness Rundown.

Additionally, he must have passed a high-crime checkout on HCOB 21 Jan. 84RA II, HRD Series 6RA, C/Sing THE HAPPINESS RUNDOWN.

Orgs which meet the above two qualifications may also deliver HRD auditor training.

Pre-OTs who wish to receive the Happiness Rundown must go to an AO or the FSO, where delivery personnel are available to service them.

People could have their grades before or after the Happiness Rundown. It has no engram running and could be run anywhere on the chart before Clear or after any completed level above OT III. The rundown should not be delivered between Dianetic Clear and OT III or between the start of New OT V and completion of New OT VIII, unless the person is stalled or moving slowly up the Bridge. In such cases the Happiness Rundown may be included as part of a program to get the person unstalled and moving again. (Ref: HCOB 27 Mar. 84, C/S Series 119, STALLED DIANETIC CLEAR: SOLVED)

The booklet itself is running on through the society, and feeding back pcs to the org even if the rundown is not religious. As I have said, a pastor can counsel anything.

Good luck with this RD.

L. RON HUBBARD

Founder

Revision assisted by
LRH Technical Research
and Compilations

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Issue II

Remimeo
Qual
Cramming
Officers
C/Ses

Cramming Series 17
REPAIR OF PAST CRAMMING

Refs:

HCOB 24 Nov. 73RE C/S Series 53RL LF (Long Form) Rev. 30.11.78
HI-LO TA ASSESSMENT C/S
HCOB 15 Oct. 73RB C/S Series 87RB Rev. 4.12.78 NULLING AND
F/Ning PREPARED LISTS
HCOB 4 Dec. 78 HOW TO READ THROUGH AN F/N
HCOB 30 Oct. 78 C/S SERIES 53, USE OF

One can review all past cramming a person has had, to repair any bad cramming. This is done with a C/S 53 on «past cramming actions,» handling major reads by key-out (not rundowns) and reassessing to an F/Ning list.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
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Remimeo
HRD Checksheets
HRD Auditors
HRD C/Ses
Qual

Happiness Rundown Series 2
HAPPINESS RUNDOWN BASICS

As the booklet The Way to Happiness and its precepts do contain, in fact, the major principles of morality as they apply to modern life, and as it is a fact that tragedy and unhappiness occur when the points are violated, the Happiness Rundown steers the person in a direction where he is certain he can live a happier life.

The rundown has proven quite successful. It is quite a tour de force, really, to assemble the essentials into a modern moral code. And because these are somewhat universal, they will be found to have a lot of charge on them as they were the points where one went off the rails.

AUDITING METHODS

There are two different approaches to auditing the HRD. One is by assessment of the precepts from the booklet The Way to Happiness and then taking up what is assessed. The other approach is simply to go straight forward from square one and proceed step by step through the booklet.

The straightforward method is used in the normal course of auditing a pc through the rundown. The assessment method has proven to be most useful in repair of a bugged HRD, where a charged precept or precepts need to be located for handling.

The full tech of the procedure and use of these two methods is given in HCOB 18 Jan. 84, HRD Series 3, HOW TO AUDIT THE HRD.

BASIC PROCEDURE

The basic steps of the HRD procedure follow:

A. Clean up the word «moral.» Get it defined. Get off any false data on it, if there. Two-way comm it and get it to F/N.

B. Take up each numbered section of the booklet from precept number 1 forward, in sequence, and do the following steps:

1. Read the precept (done by pc).
2. Clean up any Mis-U word in it.
3. Pc reads the section.
4. Clear up any Mis-U word in the section.
5. Look for and clear up any false data the pc may have for that precept.
- 6 . The transgressions of others (general) against that precept. Two-way comm. Don't make it a listing question. E/S it to F/N.
- 7 . The transgressions of oneself against that precept. Two-way comm, earlier-similar to F/N. Don't make it a listing question. Don't miss any W/Hs even though this is only a cousin to O/W. E/S to F/N.

8. See if the pc spots another specific person in his or her past who really transgressed against the precept. Treat it more like Straightwire: an exact moment the person was transgressing. A light auditor can get the valence to spring apart just by doing that and without plowing the person into an engram. Alternate for this step: an overt the pc did against the person. The object of the step is to get the valence sprung out (separated from the pc).

9. Check if the person now has any reservations about keeping the precept.

Handle with two-way comm (one of the above steps might have been missed if the person has reservations). Get it to F/N.

10. Check any reservations on getting someone else to keep it. If any, handle as a problem and E/S to F/N.

Precept 17-2 (Learn) starts with a very hot question, and a special handling has been readied to drain any charge off it. Be careful not to try to give somebody a full study tech rundown when doing this rundown. If it is very boggy, get it to F/Ning some way and advise Method One Word Clearing. It is a bit off the purpose and EP of the rundown but it might be run into, so there is a handling for it if it is.

Number 19 («Try not to do things to others that you would not like them to do to you») will get into overts. It may get into shame, blame and regret. Its EP is really to teach someone what a harmful act is, not to give them a full O/W handling. And remember one can miss W/Hs on this step particularly.

Number 20 («Try to treat others as you would like them to treat you») has a different handling. One simply does steps 1-4 as usual. But then one gets the person to imagine being treated in this fashion for each of the items. Then, virtue by virtue, take up treating another and others in that fashion; clean up any reservations to the pc's satisfaction. One or more of these items may be charged either on being treated that way or treating others in that way. Just handle with two-way comm. Then re-read Precept 20 to get any reservations off. An object here is to give a reality on what good behavior is. That's the real EP of number 20.

There is a definite possibility that one will run into spoken disagreement with the precept anywhere up to step 5 (false data handling). The false data steps might handle it. The other steps may do so. It needn't be given any special attention as, truth told, people who do not live moral lives don't because of material which will be uncovered in the original ten steps. A caution should be given any auditor doing this rundown that a flare-up probably means a missed withhold. If it were to block the session, one would have to pull it.

There is a final epilogue in the book. This is also taken up in the rundown.

If a roaring EP does not occur because of the rundown, then one of two things has occurred: One has overrun it (or introduced auditing faults) and smothered the EP.

Or the rundown is not complete and should be started again from the top, as something has been overlooked. Thus, where the rundown does not result in an EP, one either repairs it or does it again, as directed by the C/S.

The full list of commands for the rundown is given in HCOB 19 Jan. 84, HRD Series 4, HAPPINESS RUNDOWN COMMAND SHEETS. Further data on the HRD procedure is in HCOB 18 Jan. 84, HRD Series 3, HOW TO AUDIT THE HRD.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 JANUARY 1984

Remimeo
HRD Checksheets
HRD Auditors
HRD C/Ses
Pc Examiners
Qual Div Personnel

Happiness Rundown Series 3

HOW TO AUDIT THE HRD

Refs:

Booklet: The Way to Happiness

HCOB 16 Jan. 84R HRD Series 1R Rev. 20.7.88 THE HAPPINESS RUNDOWN

HCOB 17 Jan. 84 HRD Series 2 HAPPINESS RUNDOWN BASICS

HCOB 23 June 80RA CHECKING QUESTIONS ON GRADES Rev. 25.10.83
PROCESSES

HCOB 27 May 70R UNREADING QUESTIONS AND ITEMS Rev. 3.12.78

HCOB 8 June 61R Rev. 22.2.79 E-METER WATCHING-ARE YOU WAITING
FOR THE METER TO PLAY DIXIE?

HCOB 28 Sept.82 C/S Series 115 MIXING RUNDOWNS AND REPAIRS

HCOB 13 Oct. 82 C/S Series 116 ETHICS AND THE C/S

HCOB 7 Aug. 79 FALSE DATA STRIPPING

HCOB 15 Jan. 84 HAPPINESS RUNDOWN ADDITIVES

HCOB 20 Jan. 84 HRD Series 4-1 HRD PRECEPTS ASSESSMENT LIST

The Happiness Rundown consists of a precise series of steps.

Provided the HRD HCOBs are well studied in theory and in practical, and provided that the HRD procedure is followed exactly by the C/S and auditor, the HRD is very easy to audit and C/S, and can result in spectacular gains for the pc.

AUDITOR QUALIFICATIONS

In order to audit the HRD one must be a Class IV Auditor, trained on the HRD Auditor's Course. These qualifications ensure that the auditor is capable of handling the majority of situations and actions that may arise in the course of the HRD without having to call in a higher-classed auditor.

PROCEDURE

Once any needed setups are completed as programed by the C/S, the rundown is begun, starting from the top of the command sheets and carrying on through them step by step. A copy of the command sheets is kept in the pc's folder and used in each session. The auditor notes the number of each command or step on the worksheet as he gives it, and marks it off on the command sheet when it is completed.

The pc should not be left in the middle of a precept at the end of a session. All of the steps for the precept being handled should be complete before ending off.

Several precepts can be handled in one session.

Probably the first caution in applying the rundown is not to go past cognitions (and F/Ns) on a particular moral. And don't overrun F/Ns. If you get a persistent F/N, end off the session and pick up the rundown later. If you get a roaring EP, then that's it for the rundown.

USE OF THE METER

It has always been a basic rule in formal auditing that ONE DOES NOT RUN UNREADING AUDITING QUESTIONS OR ITEMS. This is well covered in HCOB 23 June 80RA, CHECKING QUESTIONS ON GRADES PROCESSES, and the issues it refers to.

All of the auditing questions on the rundown are checked for a read. There are some steps which are not «auditing questions» as such, e.g., having the pc read the precept.

There are questions in the rundown which ask for false data, and these are not tested for read. I found years ago, in the original research on the tech now known as False Data Stripping, that a question designed to locate false data will not necessarily read on the meter. This is because the person believes the data to be true. (Ref: HCOB 7 Aug. 79, FALSE DATA STRIPPING)

There are a few questions in the procedure which ask for misunderstood words.

These do not have to read for a pc to answer them, but any auditor should certainly be alert for an instant read on a word clearing question and would be remiss not to follow up on such a read. An instant read on a question such as «Do you have any misunderstandings on ?» means that there is something there to be cleaned up. (Ref: HCOB 22 Feb. 72RA, Word Clearing Series 32RA, WORD CLEARING METHOD 4)

VALENCE SEPARATION STEPS

There are several points that should be noted (and well drilled) with regard to the valence handling steps of the rundown, steps 8a through 8f.

1. Once you have gotten a reading terminal to run with question 8a («Is there any specific person in your past who really transgressed against the precept _____?»), the subsequent steps are not checked for read. You are using these steps to lightly get the pc separated out from the valence he has been in.

2. Should the pc give more than one terminal in response to the first question (8a), take down each terminal that he gives, noting reads. Handle them in order of longest read. Be alert for a pc starting to list on the question and be prepared to handle with L&N tech. This has not proven to be a frequent occurrence at all, but it should not be discounted as a possibility. (Ref: HCOB 17 Mar. 74, TWO-WAY COMM, USING WRONG QUESTIONS)

Note: If the pc should come up with the answer «me» in response to question 8a, the answer is accepted, but this item would not be run in the valence separation steps.

(Ref: HCOB 19 Nov. 78, L&N LISTS-THE ITEM «ME») If the pc has other reading answers for the question, they are handled as usual.

PRECEPT 20

Precept 20 («Try to Treat Others as You Would Want Them to Treat You») has a special handling. After going through the usual steps of reading and word clearing the precept, the auditor has the pc imagine being treated by others according to each virtue in turn (step 20, 5), and has him tell how he imagined it. If the pc has some charge on a virtue or virtues (either on treating others or on being treated that way), simply handle it with two-way comm. Once the pc has done each of these imagining steps, have him reread the precept and get off any reservations he may have on it with the usual steps 9 and 10 of the basic procedure (reservations the pc has about applying the precept and reservations on getting others to apply it). What you want to achieve for the pc is a reality on what good behavior is.

ASSESSMENT METHOD

As mentioned in HRD Series 2, HAPPINESS RUNDOWN BASICS, there is a second method of auditing the HRD - by assessment of the precepts in the booklet The Way to Happiness and handling the reading precept or precepts (in order of longest read) using the basic HRD procedure.

The assessment method is used in repair of the rundown and appears in several of the handlings on the HRD Repair List. It is used to locate charged precepts so that these can be taken up and handled.

The HRD Auditor must be proficient in the use of both the straightforward method and assessment method.

The procedure for doing the assessment method follows:

1. Use the prepared assessment list of all the precepts and subprecepts, HCOB 20 Jan. 84, HRD Series 4-1, HRD PRECEPTS ASSESSMENT LIST.

2. In session, clear all the words that appear on the assessment list with the pc. (Ref: HCOB 9 Aug. 78 II, CLEARING COMMANDS)

3. Assess the list straight through to the end, noting all reads.

4. Take up the longest reading precept or subprecept and handle it using the basic 110 steps of the HRD procedure.

5. Continue to handle the reading precepts in order of length of reads until all that read are handled.

END PHENOMENA

The object of the HRD is:

1. To clear up any confusions on the subject of morals;
2. To clean up any and all transgression against the specific morals laid out in the booklet The Way to Happiness;
3. To slide the person out of the valence of any immoral person; and
4. To obtain an EP of realization/cognition that one really is on the Way to Happiness.

The rundown steers the person in a direction where he is certain he can live a happier life. Once the above is achieved-and in most cases it is quite a roaring EP- the rundown is ended off and the pc C/Sed to declare to its completion. The EP can occur before the entire booklet has been run through, but this is not common. It may require more than one run through the booklet to achieve the EP fully, the pc making gradient gains all the while. (Ref:

HCOB 21 June 70, C/S Series 9, SUPERFICIAL ACTIONS)

At the Pc Examiner the pc attests to having realized that he/she really is on the Way to Happiness.

TIPS

- a. Command Sheets

It was soon learned during the pilot that if all the questions and steps of the HRD were not numbered and laid out in full, it was easy for the auditor to mistakenly omit steps or lose his place on the steps or precepts. This is why the commands are printed out in full in the command sheets.

- b. Metering

It is expected that auditors will apply the tech on detecting and handling false reads when handling HRD questions, and not run questions that are not validly reading. (Ref: HCOB 11 Sept. 68, FALSE READS and HCOB 6 Sept. 68, CHECKING FOR FALSE READS)

c. Valence Separation Steps

On the valence handling steps (8a through 8f) the pc may not always specifically express that he has «separated out of the valence of the person being run.» Sometimes there is simply an obvious key-out, F/N and VGIs. This point of procedure bears drilling until the auditor can easily detect an EP for these steps and knows when to end off on them. This includes making it quite clear in one's worksheets what has occurred so that the C/S can properly follow the progress of the case and correct the auditor's procedure where needed.

d. Drilling

In order to be able to handle the questions on this or any process or rundown that requires a read be checked for, the auditor must be well drilled and proficient in the skill of accurately determining whether a question is reading or not. (Ref: HCOB 23 June 80RA, CHECKING QUESTIONS ON GRADES PROCESSES) If this is not done, you and the pc are liable to have a rough time of it, with missed reads, nonexistent «reads» taken up, or endless «button checking,» when you had the intention to get some auditing done!

CAUTION

Do not fall prey to someone trying to use the revisions of the procedure and EP of the HRD given in this HCOB as license to quickie the rundown. These revisions are A RESTORATION OF THE ORIGINAL BASIC STANDARD TECH OF THE RUNDOWN. Ensuring that the pc is well set up for this major action, insistence on standard auditing and C/Sing, and accurate observation and evaluation of the case and progress of the pc are essential. Only with these points in can you assure that those receiving the HRD get all the tremendous gains there to be had.

REMEDIES

The remedy for auditor errors on the HRD is to assess and handle the Happiness Rundown Repair List (HRL).

When an HRL is done and the reads handled, the HRD can be continued from where it was left off.

SUMMARY

The HRD is a very popular, highly successful rundown. Its delivery requires competent auditors and C/Ses trained in its procedures and skilled in the basics of auditing and C/Sing. There are no particular «special tricks» to it-just standard tech all the way. With these points in, the Happiness Rundown can produce MIRACLES.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 19 JANUARY 1984

Remimeo
All Orgs
Missions
HRD Checksheets
HRD Auditors
HRD C/Ses
Qual Div
Personnel

Happiness Rundown Series 4
HAPPINESS RUNDOWN
COMMAND SHEETS

Refs.
HCOB 17 Jan. 84 HRD Series 2 HAPPINESS RUNDOWN BASICS
HCOB 18 Jan. 84 HRD Series 3 HOW TO AUDIT THE HRD
HCOB 23 June 80RA CHECKING QUESTIONS ON GRADES PROCESSES
Rev. 25.10.83
HCOB 7 Aug. 79 FALSE DATA STRIPPING
HCOB 9 Aug. 78 II CLEARING COMMANDS

This issue contains the commands for use in auditing the Happiness Rundown. It is kept in the pc's folder and followed by the auditor in session. The auditor notes the number of the command asked on the worksheet and checks it off in the command sheet when it is completed. This assists the auditor in keeping his track of what commands have been run. The C/S uses the command sheets to follow the auditor's progress.

Each of the auditing questions is cleared the first time it appears. Once the basic commands of the procedure are cleared, they need not be cleared each time they appear with a new precept. The pc will already have cleared the precept thoroughly as part of the first steps of handling it. (Ref: HCOB 9 Aug. 78 II, CLEARING COMMANDS)

The auditor must be thoroughly familiar with the procedure of the HRD as covered in HCOB 18 Jan. 84, HRD Series 3, HOW TO AUDIT THE HRD.

Caution: Do not go past a major win on a particular moral or precept.

Caution: If you get a persistent F/N, end off the session at that point.

PC'S NAME: _____ DATE: _____

HAPPINESS RUNDOWN COMMANDS

0000. Have the pc read the beginning chapter of the booklet, entitled «Happiness,» and ensure that he understands it.

000. Find out if the pc has read the booklet The Way to Happiness. If he has, ask him, «Did you have any realizations or gains from reading the booklet?» Rehab. _____

00. Using HCOB 7 Aug. 79, FALSE DATA STRIPPING, clear

the concept of false data and the procedure used in False Data Stripping. Have the pc give examples, demos, etc., so that these are fully grasped. Let the pc know that part of the procedure you will be using on the rundown involves this data and technique.

0. Clear the words of the Happiness Rundown Repair List, using HCOB 20 July 88, HRD Series 5R-1, HAPPINESS RUNDOWN REPAIR LIST WORD LIST.

SECTION A: MORALITY STEPS

A-1 CLEAR THE WORDS: «MORAL» AND «MORALITY.»

(Use the definition given in the footnote in the booklet and a regular dictionary as needed to fully clear these words.)

A-2 IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT MORALITY WHICH YOU COULDN'T THINK WITH?

(Handle using full False Data Stripping procedure. Questions A-3 through A-6 may also be used to ensure that any false data on morality is fully handled, according to the tech of False Data Stripping.)

A-3 IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT MORALITY WHICH DIDN'T SEEM TO ADD UP?

A-4 IS THERE SOMETHING ABOUT MORALITY WHICH NEVER MADE ANY SENSE TO YOU?

A-5 DID YOU COME ACROSS ANY DATA ABOUT MORALITY THAT YOU HAD NO USE FOR?

A-6 DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO BEHAVE MORALLY?

A-7 TELL ME YOUR IDEAS AND CONSIDERATIONS ABOUT MORALITY.

(2WC to F/N)

PRECEPT 1: TAKE CARE OF YOURSELF

1,1 HAVE THE PC READ THE PRECEPT (aloud).

12 CLEAR ANY MIS-U WORD IN THE PRECEPT.

1,3 (Omitted-there is no text here for the pc to read.)

1,4 (Omitted)

1,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TAKING CARE OF YOURSELF WHICH YOU COULDN'T THINK WITH? _____

(If so, ask the pc to tell you about it and handle using False Data Stripping procedure. Questions 5b through 5e may also be used to find and fully handle any false data the pc may have on this precept.)

1,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TAKING CARE OF YOURSELF WHICH DIDN'T SEEM TO ADD UP? _____

(Handle using False Data Stripping procedure.)

1,5c IS THERE SOMETHING ABOUT TAKING CARE OF YOURSELF WHICH NEVER MADE ANY SENSE TO YOU? _____

(Handle using False Data Stripping procedure.)

1,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «TAKE CARE OF YOURSELF» THAT YOU HAD NO USE FOR? _____

(Handle using False Data Stripping procedure.)

1,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «TAKE CARE OF YOURSELF»? _____

(Handle using False Data Stripping procedure.)

1,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «TAKE CARE OF YOURSELF»? _____

(2WC, E/S to F/N)

1,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «TAKE CARE OF YOURSELF»? _____

(2WC, E/S to F/N)

1,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «TAKE CARE OF YOURSELF»? _____

On reading terminal(s), run:

1,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

(If so, allow pc to tell you about it.)

1,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)?

(Handle as in 8b.)

1,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT TAKING CARE OF YOURSELF WAS A GOOD THING?

(Handle as in 8b.)

1,8e DID YOU EVER DO ANYTHING BAD TO (name)?

(Handle as in 8b.)

1,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF?

(Allow pc to tell you about these, alternately to EP.)

1,9 DO YOU HAVE ANY RESERVATIONS ABOUT TAKING CARE OF YOURSELF?

(2WC any reservations the pc may have. If 2WC does not resolve the pc's reservations, go over steps 1 through 8 again and pick up anything that has been missed, then return to step 9 and 2WC to F/N.)

1,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO TAKE CARE OF HIMSELF OR HERSELF?

(Handle any reservation as a problem by asking, «How could that be a problem to you?» and taking this E/S to F/N. Then F/N the original question.)

PRECEPT 1-1: GET CARE WHEN YOU ARE ILL

1-1,1 HAVE THE PC READ THE PRECEPT (aloud).

1-1,2 CLEAR ANY MIS-U WORD IN THE PRECEPT.

1-1,3 HAVE THE PC READ THE SECTION (aloud).

1-1,4 CLEAR ANY MIS-U WORD IN THE SECTION.

1-1,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT GETTING CARE WHEN YOU ARE ILL WHICH YOU COULDN'T THINK WITH? _____

1-1,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT GETTING CARE WHEN YOU ARE ILL WHICH DIDN'T SEEM TO ADD UP? _____

1-1,5c IS THERE SOMETHING ABOUT GETTING CARE WHEN YOU ARE ILL

WHICH NEVER MADE ANY SENSE TO YOU? _____

1-1,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «GET CARE WHEN YOU ARE ILL» THAT YOU HAD NO USE FOR? _____

1-1,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «GET CARE WHEN YOU ARE ILL»? _____

1-1,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «GET CARE WHEN YOU ARE ILL»? _____

1-1,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «GET CARE WHEN YOU ARE ILL»? _____

1-1,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «GET CARE WHEN YOU ARE ILL»? _____

1-1,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

1-1,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

1-1,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT GETTING CARE WHEN YOU ARE ILL WAS A GOOD THING? _____

1-1,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

1-1,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

1-1,9 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING CARE WHEN YOU ARE ILL? _____

1-1,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO GET CARE WHEN HE OR SHE IS ILL? _____

PRECEPT 1-2: KEEP YOUR BODY CLEAN

1-2,1 HAVE THE PC READ THE PRECEPT (aloud). _____

1-2,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

1-2,3 HAVE THE PC READ THE SECTION (aloud). _____

1-2,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

1-2,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT KEEPING YOUR BODY CLEAN WHICH YOU COULDN'T THINK WITH? _____

1-2,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT KEEPING YOUR BODY CLEAN WHICH DIDN'T SEEM TO ADD UP? _____

1-2,5c IS THERE SOMETHING ABOUT KEEPING YOUR BODY CLEAN WHICH NEVER MADE ANY SENSE TO YOU? _____

1-2,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «KEEP YOUR BODY CLEAN» THAT YOU HAD NO USE FOR? _____

1-2,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «KEEP YOUR BODY CLEAN»? _____

1-2,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «KEEP YOUR BODY CLEAN»? _____

1-2,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «KEEP YOUR BODY CLEAN»? _____

1-2,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «KEEP YOUR BODY CLEAN»? _____

1-2,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

1-2,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

1-2,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT KEEPING YOUR BODY CLEAN WAS A GOOD THING? _____

1-2,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

1-2,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

1-2,9 DO YOU HAVE ANY RESERVATIONS ABOUT KEEPING YOUR BODY CLEAN? _____

1-2,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO KEEP HIS OR HER BODY CLEAN? _____

PRECEPT 1-3: PRESERVE YOUR TEETH

1-3,1 HAVE THE PC READ THE PRECEPT (aloud). _____

1-3,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

1-3,3 HAVE THE PC READ THE SECTION (aloud). _____

1-3,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

1-3,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT PRESERVING YOUR TEETH WHICH YOU COULDN'T THINK WITH? _____

1-3,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT PRESERVING YOUR TEETH WHICH DIDN'T SEEM TO ADD UP? _____

1-3,5c IS THERE SOMETHING ABOUT PRESERVING YOUR TEETH WHICH NEVER MADE ANY SENSE TO YOU? _____

1-3,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «PRESERVE YOUR TEETH» THAT YOU HAD NO USE FOR? _____

1-3,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «PRESERVE YOUR TEETH»? _____

1-3,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «PRESERVE YOUR TEETH»? _____

1-3,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «PRESERVE YOUR TEETH»? _____

1-3,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «PRESERVE YOUR TEETH»? _____

1-3,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

1-3,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

1-3,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT PRESERVING YOUR TEETH WAS A GOOD THING? _____

1-3,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

1-3,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? _____

ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF?

1-3,9 DO YOU HAVE ANY RESERVATIONS ABOUT PRESERVING YOUR TEETH?

1-3,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO PRESERVE HIS OR HER TEETH?

PRECEPT 1-4: EAT PROPERLY

1-4,1 HAVE THE PC READ THE PRECEPT (aloud).

1-4,2 CLEAR ANY MIS-U WORD IN THE PRECEPT.

1-4,3 HAVE THE PC READ THE SECTION (aloud).

1-4,4 CLEAR ANY MIS-U WORD IN THE SECTION.

1-4,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT EATING PROPERLY WHICH YOU COULDN'T THINK WITH?

1-4,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT EATING PROPERLY WHICH DIDN'T SEEM TO ADD UP?

1-4,5c IS THERE SOMETHING ABOUT EATING PROPERLY WHICH NEVER MADE ANY SENSE TO YOU?

1-4,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «EAT PROPERLY» THAT YOU HAD NO USE FOR?

1-4,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «EAT PROPERLY»?

1-4,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «EAT PROPERLY»?

1-4,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «EAT PROPERLY»?

1-4,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «EAT PROPERLY»?

1-4,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT?

1-4,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)?

1-4,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT EATING
PROPERLY WAS A GOOD THING? _____

1-4,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

1-4,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF?
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

1-4,9 DO YOU HAVE ANY RESERVATIONS ABOUT EATING PROPERLY? _____

1-4,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE
ELSE TO EAT PROPERLY? _____

PRECEPT 1-5: GET REST

1-5,1 HAVE THE PC READ THE PRECEPT (aloud). _____

1-5,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

1-5,3 HAVE THE PC READ THE SECTION (aloud). _____

1-5,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

1-5,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT GETTING
REST WHICH YOU COULDN'T THINK WITH? _____

1-5,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT GETTING
REST WHICH DIDN'T SEEM TO ADD UP? _____

1-5,5c IS THERE SOMETHING ABOUT GETTING REST WHICH NEVER MADE
ANY SENSE TO YOU? _____

1-5,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «GET REST»
THAT YOU HAD NO USE FOR? _____

1-5,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY
FOR YOU TO FOLLOW THE PRECEPT «GET REST»? _____

1-5,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT
«GET REST»? _____

1-5,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT
«GET REST»? _____

1-5,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY
TRANSGRESSED AGAINST THE PRECEPT «GET REST»? _____

1-5,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED
(name) DOING THAT? _____

1-5,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)?

1-5,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT GETTING
REST WAS A GOOD THING? _____

1-5,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

1-5,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF?
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF?

1-5,9 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING REST?

1-5,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE
ELSE TO GET REST? _____

PRECEPT 2: BE TEMPERATE

2,1 HAVE THE PC READ THE PRECEPT (aloud). _____

2,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

2,3 (Omitted)

2,4 (Omitted)

2,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING
TEMPERATE WHICH YOU COULDN'T THINK WITH? _____

2,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING
TEMPERATE WHICH DIDN'T SEEM TO ADD UP? _____

2,5c IS THERE SOMETHING ABOUT BEING TEMPERATE WHICH NEVER
MADE ANY SENSE TO YOU? _____

2,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «BE
TEMPERATE» THAT YOU HAD NO USE FOR? _____

2,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR

YOU TO FOLLOW THE PRECEPT «BE TEMPERATE»? _____

2,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT
«BE TEMPERATE»? _____

2,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT
«BE TEMPERATE»? _____

2,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY
TRANSGRESSED AGAINST THE PRECEPT «BE TEMPERATE»? _____

2,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED
(name) DOING THAT? _____

2,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

2,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING
TEMPERATE WAS A GOOD THING? _____

2,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

2,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF?
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

2,9 DO YOU HAVE ANY RESERVATIONS ABOUT BEING TEMPERATE? _____

2,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE
ELSE TO BE TEMPERATE? _____

PRECEPT 2-1: DO NOT TAKE HARMFUL DRUGS

2-1,1 HAVE THE PC READ THE PRECEPT (aloud). _____

2-1,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

2-1,3 HAVE THE PC READ THE SECTION (aloud). _____

2-1,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

2-1,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TAKING
HARMFUL DRUGS WHICH YOU COULDN'T THINK WITH? _____

2-1,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TAKING
HARMFUL DRUGS WHICH DIDN'T SEEM TO ADD UP? _____

2-1,5c IS THERE SOMETHING ABOUT TAKING HARMFUL DRUGS WHICH NEVER MADE ANY SENSE TO YOU? _____

2-1,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «DO NOT TAKE HARMFUL DRUGS» THAT YOU HAD NO USE FOR? _____

2-1,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «DO NOT TAKE HARMFUL DRUGS»? _____

2-1,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «DO NOT TAKE HARMFUL DRUGS»? _____

2-1,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «DO NOT TAKE HARMFUL DRUGS»? _____

2-1,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «DO NOT TAKE HARMFUL DRUGS»? _____

2-1,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

2-1,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

2-1,8d IS THERE ANY TIME WHEN YOU DECIDED THAT TAKING HARMFUL DRUGS WAS A GOOD THING? _____

2-1,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

2-1,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

2-1,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT TAKING HARMFUL DRUGS? _____

2-1,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT TAKE HARMFUL DRUGS? _____

PRECEPT 2-2: DO NOT TAKE ALCOHOL TO EXCESS

2-2,1 HAVE THE PC READ THE PRECEPT (aloud). _____

2-2,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

2-2,3 HAVE THE PC READ THE SECTION (aloud). _____

2-2,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

2-2,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TAKING ALCOHOL TO EXCESS WHICH YOU COULDN'T THINK WITH? _____

2-2,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TAKING ALCOHOL TO EXCESS WHICH DIDN'T SEEM TO ADD UP? _____

2-2,5c IS THERE SOMETHING ABOUT TAKING ALCOHOL TO EXCESS WHICH NEVER MADE ANY SENSE TO YOU? _____

2-2,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «DO NOT TAKE ALCOHOL TO EXCESS» THAT YOU HAD NO USE FOR? _____

2-2,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «DO NOT TAKE ALCOHOL TO EXCESS»? _____

2-2,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «DO NOT TAKE ALCOHOL TO EXCESS»? _____

2-2,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «DO NOT TAKE ALCOHOL TO EXCESS»? _____

2-2,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «DO NOT TAKE ALCOHOL TO EXCESS»? _____

2-2,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

2-2,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

2-2,8d IS THERE ANY TIME WHEN YOU DECIDED THAT TAKING ALCOHOL TO EXCESS WAS A GOOD THING? _____

2-2,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

2-2,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

2-2,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT TAKING ALCOHOL TO EXCESS? _____

2-2,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT TAKE ALCOHOL TO EXCESS? _____

PRECEPT 3: DON'T BE PROMISCUOUS

3,1 HAVE THE PC READ THE PRECEPT (aloud). _____

3,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

3,3 HAVE THE PC READ THE SECTION (aloud). _____

3,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

3,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING PROMISCUOUS WHICH YOU COULDN'T THINK WITH? _____

3,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING PROMISCUOUS WHICH DIDN'T SEEM TO ADD UP? _____

3,5c IS THERE SOMETHING ABOUT BEING PROMISCUOUS WHICH NEVER MADE ANY SENSE TO YOU? _____

3,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «DON'T BE PROMISCUOUS» THAT YOU HAD NO USE FOR? _____

3,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «DON'T BE PROMISCUOUS»? _____

3,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «DON'T BE PROMISCUOUS»? _____

3,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «DON'T BE PROMISCUOUS»? _____

3,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «DON'T BE PROMISCUOUS»? _____

3,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

3,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

3,8d IS THERE ANY TIME WHEN YOU DECIDED THAT BEING PROMISCUOUS WAS A GOOD THING? _____

3,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

3,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF?
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF?

3,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT BEING
PROMISCUOUS? _____

3,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE
TO NOT BE PROMISCUOUS? _____

PRECEPT 3-1: BE FAITHFUL TO YOUR SEXUAL PARTNER

3-1,1 HAVE THE PC READ THE PRECEPT (aloud). _____

3-1,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

3-1,3 HAVE THE PC READ THE SECTION (aloud). _____

3-1,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

3-1,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING
FAITHFUL TO YOUR SEXUAL PARTNER WHICH YOU COULDN'T THINK
WITH? _____

3-1,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING
FAITHFUL TO YOUR SEXUAL PARTNER WHICH DIDN'T SEEM TO ADD UP?

3-1,5c IS THERE SOMETHING ABOUT BEING FAITHFUL TO YOUR SEXUAL
PARTNER WHICH NEVER MADE ANY SENSE TO YOU? _____

3-1,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «BE
FAITHFUL TO YOUR SEXUAL PARTNER» THAT YOU HAD NO USE FOR?

3-1,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY
FOR YOU TO FOLLOW THE PRECEPT «BE FAITHFUL TO YOUR SEXUAL
PARTNER»? _____

3-1,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «BE
FAITHFUL TO YOUR SEXUAL PARTNER»? _____

3-1,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «BE
FAITHFUL TO YOUR SEXUAL PARTNER»? _____

3-1,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY

TRANSGRESSED AGAINST THE PRECEPT «BE FAITHFUL TO YOUR SEXUAL PARTNER»? _____

3-1,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

3-1,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

3-1,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING FAITHFUL TO YOUR SEXUAL PARTNER WAS A GOOD THING? _____

3-1,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

3-1,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

3-1,9 DO YOU HAVE ANY RESERVATIONS ABOUT BEING FAITHFUL TO YOUR SEXUAL PARTNER? _____

3-1,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE FAITHFUL TO HIS OR HER SEXUAL PARTNER? _____

PRECEPT 4: LOVE AND HELP CHILDREN

4,1 HAVE THE PC READ THE PRECEPT (aloud). _____

4,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

4,3 HAVE THE PC READ THE SECTION (aloud). _____

4,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

4,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT LOVING AND HELPING CHILDREN WHICH YOU COULDN'T THINK WITH? _____

4,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT LOVING AND HELPING CHILDREN WHICH DIDN'T SEEM TO ADD UP? _____

4,5c IS THERE SOMETHING ABOUT LOVING AND HELPING CHILDREN WHICH NEVER MADE ANY SENSE TO YOU? _____

4,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «LOVE AND HELP CHILDREN» THAT YOU HAD NO USE FOR? _____

4,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR

YOU TO FOLLOW THE PRECEPT «LOVE AND HELP CHILDREN»? _____

4,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «LOVE AND HELP CHILDREN»? _____

4,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «LOVE AND HELP CHILDREN»? _____

4,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «LOVE AND HELP CHILDREN»? _____

4,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

4,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

4,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT LOVING AND HELPING CHILDREN WAS A GOOD THING? _____

4,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

4,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? _____

ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

4,9 DO YOU HAVE ANY RESERVATIONS ABOUT LOVING AND HELPING CHILDREN? _____

4,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO LOVE AND HELP CHILDREN? _____

PRECEPT 5: HONOR AND HELP YOUR PARENTS

5,1 HAVE THE PC READ THE PRECEPT (aloud). _____

5,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

5,3 HAVE THE PC READ THE SECTION (aloud). _____

5,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

5,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT HONORING AND HELPING YOUR PARENTS WHICH YOU COULDN'T THINK WITH?

5,5b IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT HONORING AND HELPING YOUR PARENTS WHICH DIDN'T SEEM TO ADD UP? _____

5,5c IS THERE SOMETHING ABOUT HONORING AND HELPING YOUR PARENTS WHICH NEVER MADE ANY SENSE TO YOU? _____

5,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «HONOR AND HELP YOUR PARENTS» THAT YOU HAD NO USE FOR? _____

5,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «HONOR AND HELP YOUR PARENTS»? _____

5,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «HONOR AND HELP YOUR PARENTS»? _____

5,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «HONOR AND HELP YOUR PARENTS»? _____

5,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «HONOR AND HELP YOUR PARENTS»? _____

5,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

5,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

5,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT HONORING AND HELPING YOUR PARENTS WAS A GOOD THING? _____

5,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

5,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

5,9 DO YOU HAVE ANY RESERVATIONS ABOUT HONORING AND HELPING YOUR PARENTS? _____

5,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO HONOR AND HELP HIS OR HER PARENTS? _____

PRECEPT 6: SET A GOOD EXAMPLE

6,1 HAVE THE PC READ THE PRECEPT (aloud). _____

- 6,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____
- 6,3 HAVE THE PC READ THE SECTION (aloud). _____
- 6,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____
- 6,5a IS THERE ANYTHING YOU HAVE, RUN ACROSS ABOUT SETTING A GOOD EXAMPLE WHICH YOU COULDN'T THINK WITH? _____
- 6,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT SETTING A GOOD EXAMPLE WHICH DIDN'T SEEM TO ADD UP? _____
- 6,5c IS THERE SOMETHING ABOUT SETTING A GOOD EXAMPLE WHICH NEVER MADE ANY SENSE TO YOU? _____
- 6,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «SET A GOOD EXAMPLE» THAT YOU HAD NO USE FOR? _____
- 6,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «SET A GOOD EXAMPLE»? _____
- 6,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «SET A GOOD EXAMPLE»? _____
- 6,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «SET A GOOD EXAMPLE»? _____
- 6,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «SET A GOOD EXAMPLE»? _____
- 6,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____
- 6,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____
- 6,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT SETTING A GOOD EXAMPLE WAS A GOOD THING? _____
- 6,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____
- 6,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

6,9 DO YOU HAVE ANY RESERVATIONS ABOUT SETTING A GOOD EXAMPLE? _____

6,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO SET A GOOD EXAMPLE? _____

PRECEPT 7: SEEK TO LIVE WITH THE TRUTH

7,1 HAVE THE PC READ THE PRECEPT (aloud). _____

7,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

7,3 HAVE THE PC READ THE SECTION (aloud). _____

7,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

7,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT SEEKING TO LIVE WITH THE TRUTH WHICH YOU COULDN'T THINK WITH? _____

7,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT SEEKING TO LIVE WITH THE TRUTH WHICH DIDN'T SEEM TO ADD UP? _____

7,5c IS THERE SOMETHING ABOUT SEEKING TO LIVE WITH THE TRUTH WHICH NEVER MADE ANY SENSE TO YOU? _____

7,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «SEEK TO LIVE WITH THE TRUTH» THAT YOU HAD NO USE FOR? _____

7,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «SEEK TO LIVE WITH THE TRUTH»? _____

7,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «SEEK TO LIVE WITH THE TRUTH»? _____

7,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «SEEK TO LIVE WITH THE TRUTH»? _____

7,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «SEEK TO LIVE WITH THE TRUTH»? _____

7,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

7,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

7,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT SEEKING TO
LIVE WITH THE TRUTH WAS A GOOD THING?

7,8e DID YOU EVER DO ANYTHING BAD TO (name)?

7,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF?
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF?

7,9 DO YOU HAVE ANY RESERVATIONS ABOUT SEEKING TO LIVE WITH
THE TRUTH?

7,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE
TO SEEK TO LIVE WITH THE TRUTH?

PRECEPT 7-1: DO NOT TELL HARMFUL LIES

7-1,1 HAVE THE PC READ THE PRECEPT (aloud).

7-1,2 CLEAR ANY MIS-U WORD IN THE PRECEPT.

7-1,3 HAVE THE PC READ THE SECTION (aloud).

7-1,4 CLEAR ANY MIS-U WORD IN THE SECTION.

7-1,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TELLING
HARMFUL LIES WHICH YOU COULDN'T THINK WITH?

7-1,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TELLING
HARMFUL, LIES WHICH DIDN'T SEEM TO ADD UP?

7-1,5c IS THERE SOMETHING ABOUT «TELLING HARMFUL LIES» WHICH
NEVER MADE ANY SENSE TO YOU?

7-1,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «DO NOT
TELL HARMFUL LIES» THAT YOU HAD NO USE FOR?

7-1,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY
FOR YOU TO FOLLOW THE PRECEPT «DO NOT TELL HARMFUL LIES»?

7-1,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «DO
NOT TELL HARMFUL LIES»?

7-1,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «DO NOT

TELL HARMFUL LIES»? _____

7-1,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY
TRANSGRESSED AGAINST THE PRECEPT «DO NOT TELL HARMFUL LIES»? _____

7-1,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED
(name) DOING THAT? _____

7-1,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

7-1,8d IS THERE, ANY TIME WHEN YOU DECIDED THAT TELLING HARMFUL
LIES WAS A GOOD THING? _____

7-1,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

7-1,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF?
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

7-1,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT TELLING HARMFUL
LIES? _____

7-1,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE
ELSE TO NOT TELL HARMFUL LIES? _____

PRECEPT 7-2: DO NOT BEAR FALSE WITNESS

7-2,1 HAVE THE PC READ THE PRECEPT (aloud). _____

7-2,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

7-2,3 HAVE THE PC READ THE SECTION (aloud). _____

7-2,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

7-2,5a IS THERE ANYTHING YOU HAVE REIN ACROSS ABOUT BEARING
FALSE WITNESS WHICH YOU COULDN'T THINK WITH? _____

7-2,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEARING
FALSE WITNESS WHICH DIDN'T SEEM TO ADD UP? _____

7-2,5c IS THERE SOMETHING ABOUT BEARING FALSE WITNESS WHICH
NEVER MADE ANY SENSE TO YOU? _____

7-2,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «DO NOT

BEAR FALSE WITNESS» THAT YOU HAD NO USE FOR? _____

7-2,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «DO NOT BEAR FALSE WITNESS»? _____

7-2,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «DO NOT BEAR FALSE WITNESS»? _____

7-2,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «DO NOT BEAR FALSE WITNESS»? _____

7-2,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «DO NOT BEAR FALSE WITNESS»? _____

7-2,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

7-2,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

7-2,8d IS THERE ANY TIME WHEN YOU DECIDED THAT BEARING FALSE WITNESS WAS A GOOD THING? _____

7-2,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

7-2,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

7-2,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT BEARING FALSE WITNESS? _____

7-2,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT BEAR FALSE WITNESS? _____

PRECEPT 8: DO NOT MURDER

8,1 HAVE THE PC READ THE PRECEPT (aloud). _____

8,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

8,3 HAVE THE PC READ THE SECTION (aloud). _____

8,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

8,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT MURDER WHICH YOU COULDN'T THINK WITH? _____

8,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT MURDER WHICH DIDN'T SEEM TO ADD UP? _____

8,5c IS THERE SOMETHING ABOUT MURDER WHICH NEVER MADE ANY SENSE TO YOU? _____

8,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «DO NOT MURDER» THAT YOU HAD NO USE FOR? _____

8,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «DO NOT MURDER»? _____

8,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «DO NOT MURDER»? _____

8,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «DO NOT MURDER»? _____

8,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «DO NOT MURDER»? _____

8,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

8,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

8,8d IS THERE ANY TIME WHEN YOU DECIDED THAT MURDER WAS A GOOD THING? _____

8,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

8,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

8,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT MURDERING? _____

8,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT MURDER? _____

PRECEPT 9: DON'T DO ANYTHING ILLEGAL

9,1 HAVE THE PC READ THE PRECEPT (aloud). _____

9,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

- 9,3 HAVE THE PC READ THE SECTION (aloud). _____
- 9,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____
- 9,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT DOING ILLEGAL THINGS WHICH YOU COULDN'T THINK WITH? _____
- 9,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT DOING ILLEGAL THINGS WHICH DIDN'T SEEM TO ADD UP? _____
- 9,5c IS THERE SOMETHING ABOUT DOING ILLEGAL THINGS WHICH NEVER MADE ANY SENSE TO YOU? _____
- 9,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «DON'T DO ANYTHING ILLEGAL» THAT YOU HAD NO USE FOR? _____
- 9,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «DON'T DO ANYTHING ILLEGAL»? _____
- 9,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «DON'T DO ANYTHING ILLEGAL»? _____
- 9,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «DON'T DO ANYTHING ILLEGAL»? _____
- 9,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «DON'T DO ANYTHING ILLEGAL»? _____
- 9,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____
- 9,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____
- 9,8d IS THERE ANY TIME WHEN YOU DECIDED THAT DOING ILLEGAL THINGS WAS A GOOD THING? _____
- 9,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____
- 9,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____
- 9,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT DOING ANYTHING _____

ILLEGAL? _____

9,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE
TO NOT DO ANYTHING ILLEGAL? _____

**PRECEPT 10: SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE
PEOPLE**

10,1 HAVE THE PC READ THE PRECEPT (aloud). _____

10,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

10,3 HAVE THE PC READ THE SECTION (aloud). _____

10,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

10,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT SUPPORTING
A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE WHICH YOU
COULDN'T THINK WITH? _____

10,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT
SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE
PEOPLE WHICH DIDN'T SEEM TO ADD UP? _____

10,5c IS THERE SOMETHING ABOUT SUPPORTING A GOVERNMENT
DESIGNED AND RUN FOR ALL THE PEOPLE WHICH NEVER MADE ANY
SENSE TO YOU? _____

10,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «SUPPORT A
GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE» THAT YOU
HAD NO USE FOR? _____

10,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR
YOU TO FOLLOW THE PRECEPT «SUPPORT A GOVERNMENT DESIGNED
AND RUN FOR ALL THE PEOPLE»? _____

10,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT
«SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE»?

10,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «SUPPORT
A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE»? _____

10,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY
TRANSGRESSED AGAINST THE PRECEPT «SUPPORT A GOVERNMENT
DESIGNED AND RUN FOR ALL THE PEOPLE»? _____

10,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED
(name) DOING THAT? _____

10,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)?

10,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE WAS A GOOD THING? _____

10,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

10,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF?
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

10,9 DO YOU HAVE ANY RESERVATIONS ABOUT SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE? _____

10,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE? _____

PRECEPT 11: DO NOT HARM A PERSON OF GOOD WILL

11,1 HAVE THE PC READ THE PRECEPT (aloud). _____

11,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

11,3 HAVE THE PC READ THE SECTION (aloud). _____

11,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

11,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT HARMING PERSONS OF GOOD WILL WHICH YOU COULDN'T THINK WITH? _____

11,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT HARMING PERSONS OF GOOD WILL WHICH DIDN'T SEEM TO ADD UP? _____

11,5c IS THERE SOMETHING ABOUT HARMING PERSONS OF GOOD WILL WHICH NEVER MADE ANY SENSE TO YOU? _____

11,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «DO NOT HARM A PERSON OF GOOD WILL» THAT YOU HAD NO USE FOR? _____

11,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «DO NOT HARM PERSONS OF GOOD WILL»? _____

11,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «DO NOT HARM PERSONS OF GOOD WILL»? _____

11,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «DO NOT HARM PERSONS OF GOOD WILL»? _____

11,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «DO NOT HARM A PERSON OF GOOD WILL»? _____

11,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

11,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

11,8d IS THERE ANY TIME WHEN YOU DECIDED THAT HARMING A PERSON OF GOOD WILL WAS A GOOD THING? _____

11,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

11,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF?
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

11,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT HARMING PERSONS OF GOOD WILL? _____

11,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT HARM PERSONS OF GOOD WILL? _____

PRECEPT 12: SAFEGUARD AND IMPROVE YOUR ENVIRONMENT

12,1 HAVE THE PC READ THE PRECEPT (aloud). _____

12,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

12,3 (OMITTED)

12,4 (OMITTED)

12,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT WHICH YOU COULDN'T THINK WITH? _____

12,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT WHICH DIDN'T SEEM TO ADD UP? _____

12,5c IS THERE SOMETHING ABOUT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT WHICH NEVER MADE ANY SENSE TO YOU? _____

12,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «SAFEGUARD AND IMPROVE YOUR ENVIRONMENT» THAT YOU HAD NO USE FOR? _____

12,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «SAFEGUARD AND IMPROVE YOUR ENVIRONMENT»? _____

12,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «SAFEGUARD AND IMPROVE YOUR ENVIRONMENT»? _____

12,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «SAFEGUARD AND IMPROVE YOUR ENVIRONMENT»? _____

12,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «SAFEGUARD AND IMPROVE YOUR ENVIRONMENT»? _____

12,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

12,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

12,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT WAS A GOOD THING? _____

12,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

12,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF?
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

12,9 DO YOU HAVE ANY RESERVATIONS ABOUT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT? _____

12,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO SAFEGUARD AND IMPROVE HIS OR HER ENVIRONMENT? _____

PRECEPT 12-1: BE OF GOOD APPEARANCE

12-1,1 HAVE THE PC READ THE PRECEPT (aloud). _____

12-1,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

12-1,3 HAVE THE PC READ THE SECTION (aloud). _____

12-1,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

12-1,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING OF GOOD APPEARANCE WHICH YOU COULDN'T THINK WITH? _____

12-1,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING OF GOOD APPEARANCE WHICH DIDN'T SEEM TO ADD UP? _____

12-1,5c IS THERE SOMETHING ABOUT BEING OF GOOD APPEARANCE WHICH NEVER MADE ANY SENSE TO YOU? _____

12-1,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «BE OF GOOD APPEARANCE» THAT YOU HAD NO USE FOR? _____

12-1,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «BE OF GOOD APPEARANCE»? _____

12-1,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «BE OF GOOD APPEARANCE»? _____

12-1,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «BE OF GOOD APPEARANCE»? _____

12-1,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «BE OF GOOD APPEARANCE»? _____

12-1,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

12-1,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

12-1,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING OF GOOD APPEARANCE WAS A GOOD THING? _____

12-1,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

12-1,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

12-1,9 DO YOU HAVE ANY RESERVATIONS ABOUT BEING OF GOOD APPEARANCE? _____

12-1,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE OF GOOD APPEARANCE? _____

PRECEPT 12-2: TAKE CARE OF YOUR OWN AREA

12-2,1 HAVE THE PC READ THE PRECEPT (aloud). _____

12-2,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

12-2,3 HAVE THE PC READ THE SECTION (aloud). _____

12-2,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

12-2,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TAKING CARE OF YOUR OWN AREA WHICH YOU COULDN'T THINK WITH? _____

12-2,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TAKING CARE OF YOUR OWN AREA WHICH DIDN'T SEEM TO ADD UP? _____

12-2,5c IS THERE SOMETHING ABOUT TAKING CARE OF YOUR OWN AREA WHICH NEVER MADE ANY SENSE TO YOU? _____

12-2,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «TAKE CARE OF YOUR OWN AREA» THAT YOU HAD NO USE FOR? _____

12-2,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU To FOLLOW THE PRECEPT «TAKE CARE OF YOUR OWN AREA»? _____

12-2,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «TAKE CARE OF YOUR OWN AREA»? _____

12-2,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «TAKE CARE OF YOUR OWN AREA»? _____

12-2,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «TAKE CARE OF YOUR OWN AREA»? _____

12-2,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

12-2,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

12-2,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT TAKING CARE OF YOUR OWN AREA WAS A GOOD THING? _____

12-2,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

12-2,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

12-2,9 DO YOU HAVE ANY RESERVATIONS ABOUT TAKING CARE OF YOUR OWN AREA? _____

12-2,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO TAKE CARE OF HIS OR HER OWN AREA? _____

PRECEPT 12-3: HELP TAKE CARE OF THE PLANET

12-3,1 HAVE THE PC READ THE PRECEPT (aloud). _____

12-3,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

12-3,3 HAVE THE PC READ THE SECTION (aloud). _____

12-3,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

12-3,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT HELPING TAKE CARE OF THE PLANET WHICH YOU COULDN'T THINK WITH? _____

12-3,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT HELPING TAKE CARE OF THE PLANET WHICH DIDN'T SEEM TO ADD UP? _____

12-3,5c IS THERE SOMETHING ABOUT HELPING TAKE CARE OF THE PLANET WHICH NEVER MADE ANY SENSE TO YOU? _____

12-3,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «HELP TAKE CARE OF THE PLANET» THAT YOU HAD NO USE FOR? _____

12-3,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «HELP TAKE CARE OF THE PLANET»? _____

12-3,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «HELP TAKE CARE OF THE PLANET»? _____

12-3,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «HELP TAKE CARE OF THE PLANET»? _____

12-3,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «HELP TAKE CARE OF THE PLANET»? _____

12-3,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

12-3,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

12-3,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT HELPING TAKE CARE OF THE PLANET WAS A GOOD THING? _____

12-3,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

12-3,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF?
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF?

12-3,9 DO YOU HAVE ANY RESERVATIONS ABOUT HELPING TAKE CARE
OF THE PLANET? _____

12-3,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE
ELSE TO HELP TAKE CARE OF THE PLANET? _____

PRECEPT 13: DO NOT STEAL

13,1 HAVE THE PC READ THE PRECEPT (aloud). _____

13,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

13,3 HAVE THE PC READ THE SECTION (aloud). _____

13,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

13,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT STEALING
WHICH YOU COULDN'T THINK WITH? _____

13,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT STEALING
WHICH DIDN'T SEEM TO ADD UP? _____

13,5c IS THERE SOMETHING ABOUT STEALING WHICH NEVER MADE ANY
SENSE TO YOU? _____

13,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «DO NOT
STEAL» THAT YOU HAD NO USE FOR? _____

13,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR
YOU TO FOLLOW THE PRECEPT «DO NOT STEAL»? _____

13,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «DO
NOT STEAL»? _____

13,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT
«DO NOT STEAL»? _____

13,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY
TRANSGRESSED AGAINST THE PRECEPT «DO NOT STEAL»? _____

13,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

13,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

13,8d IS THERE ANY TIME WHEN YOU DECIDED THAT STEALING WAS A GOOD THING? _____

13,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

13,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

13,9 DO YOU HAVE ANY RESERVATIONS ABOUT NOT STEALING? _____

13,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT STEAL? _____

PRECEPT 14: BE WORTHY OF TRUST

14,1 HAVE THE PC READ THE PRECEPT (aloud). _____

14,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

14,3 HAVE THE PC READ THE SECTION (aloud). _____

14,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

14,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING WORTHY OF TRUST WHICH YOU COULDN'T THINK WITH? _____

14,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING WORTHY OF TRUST WHICH DIDN'T SEEM TO ADD UP? _____

14,5c IS THERE SOMETHING ABOUT BEING WORTHY OF TRUST WHICH NEVER MADE ANY SENSE TO YOU? _____

14,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «BE WORTHY OF TRUST» THAT YOU HAD NO USE FOR? _____

14,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «BE WORTHY OF TRUST»? _____

14,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «BE WORTHY OF TRUST»? _____

14,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «BE WORTHY OF TRUST»? _____

14,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «BE WORTHY OF TRUST»? _____

14,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

14,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

14,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING WORTHY OF TRUST WAS A GOOD THING? _____

14,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

14,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

14,9 DO YOU HAVE ANY RESERVATIONS ABOUT BEING WORTHY OF TRUST? _____

14,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE WORTHY OF TRUST? _____

PRECEPT 14-1: KEEP YOUR WORD ONCE GIVEN

14-1,1 HAVE THE PC READ THE PRECEPT (aloud). _____

14-1,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

14-1,3 HAVE THE PC READ THE SECTION (aloud). _____

14-1,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

14-1,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT KEEPING YOUR WORD ONCE GIVEN WHICH YOU COULDN'T THINK WITH? _____

14-1,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT KEEPING YOUR WORD ONCE GIVEN WHICH DIDN'T SEEM TO ADD UP? _____

14-1,5c IS THERE SOMETHING ABOUT KEEPING YOUR WORD WHICH NEVER MADE ANY SENSE TO YOU? _____

14-1,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «KEEP YOUR WORD ONCE GIVEN» THAT YOU HAD NO USE FOR? _____

14-1,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «KEEP YOUR WORD ONCE GIVEN»?

14-1,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «KEEP YOUR WORD ONCE GIVEN»?

14-1,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «KEEP YOUR WORD ONCE GIVEN»?

14-1,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «KEEP YOUR WORD ONCE GIVEN»?

14-1,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT?

14-1,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)?

14-1,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT KEEPING YOUR WORD ONCE GIVEN WAS A GOOD THING?

14-1,8e DID YOU EVER DO ANYTHING BAD TO (name)?

14-1,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF?

14-1,9 DO YOU HAVE ANY RESERVATIONS ABOUT KEEPING YOUR WORD ONCE GIVEN?

14-1,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO KEEP HIS OR HER WORD ONCE GIVEN?

PRECEPT 15: FULFILL YOUR OBLIGATIONS

15, 1 HAVE THE PC READ THE PRECEPT (aloud).

15,2 CLEAR ANY MIS-U WORD IN THE PRECEPT.

15,3 HAVE THE PC READ THE SECTION (aloud).

15,4 CLEAR ANY MIS-U WORD IN THE SECTION.

15,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT FULFILLING YOUR OBLIGATIONS WHICH YOU COULDN'T THINK WITH?

15,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT FULFILLING YOUR OBLIGATIONS WHICH DIDN'T SEEM TO ADD UP? _____

15,5c IS THERE SOMETHING ABOUT FULFILLING YOUR OBLIGATIONS WHICH NEVER MADE ANY SENSE TO YOU? _____

15,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «FULFILL YOUR OBLIGATIONS» THAT YOU HAD NO USE FOR? _____

15,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «FULFILL YOUR OBLIGATIONS»? _____

15,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «FULFILL YOUR OBLIGATIONS»? _____

15,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «FULFILL YOUR OBLIGATIONS»? _____

15,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «FULFILL YOUR OBLIGATIONS»? _____

15,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

15,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

15,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT FULFILLING YOUR OBLIGATIONS WAS A GOOD THING? _____

15,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

15,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

15,9 DO YOU HAVE ANY RESERVATIONS ABOUT FULFILLING YOUR OBLIGATIONS? _____

15,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO FULFILL HIS OR HER OBLIGATIONS? _____

PRECEPT 16: BE INDUSTRIOUS

16,1 HAVE THE PC READ THE PRECEPT (aloud). _____

16,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

16,3 HAVE THE PC READ THE SECTION (aloud). _____

16,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

16,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING
INDUSTRIOUS WHICH YOU COULDN'T THINK WITH? _____

16,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING
INDUSTRIOUS WHICH DIDN'T SEEM TO ADD UP? _____

16,5c IS THERE SOMETHING ABOUT BEING INDUSTRIOUS WHICH NEVER
MADE ANY SENSE TO YOU? _____

16,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «BE
INDUSTRIOUS» THAT YOU HAD NO USE FOR? _____

16,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR
YOU TO FOLLOW THE PRECEPT «BE INDUSTRIOUS»? _____

16,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «BE
INDUSTRIOUS»? _____

16,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «BE
INDUSTRIOUS»? _____

16,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY
TRANSGRESSED AGAINST THE PRECEPT «BE INDUSTRIOUS»? _____

16,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED
(name) DOING THAT? _____

16,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)?

16,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING
INDUSTRIOUS WAS A GOOD THING? _____

16,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

16,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF?
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF?

16,9 DO YOU HAVE ANY RESERVATIONS ABOUT BEING INDUSTRIOUS?

16,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE INDUSTRIOUS? _____

PRECEPT 17: BE COMPETENT

17,1 HAVE THE PC READ THE PRECEPT (aloud). _____

17,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

17,3 HAVE THE PC READ THE SECTION (aloud). _____

17,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

17,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING COMPETENT WHICH YOU COULDN'T THINK WITH? _____

17,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING COMPETENT WHICH DIDN'T SEEM TO ADD UP? _____

17,5c IS THERE SOMETHING ABOUT BEING COMPETENT WHICH NEVER MADE ANY SENSE TO YOU? _____

17,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «BE COMPETENT» THAT YOU HAD NO USE FOR? _____

17,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «BE COMPETENT»? _____

17,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «BE COMPETENT»? _____

17,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «BE COMPETENT»? _____

17,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «BE COMPETENT»? _____

17,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

17,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

17,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING COMPETENT WAS A GOOD THING? _____

17,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

17,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF?
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF?

17,9 DO YOU HAVE ANY RESERVATIONS ABOUT BEING COMPETENT?

17,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE
ELSE TO BE COMPETENT?

PRECEPT 17-1: LOOK

17-1,1 HAVE THE PC READ THE PRECEPT (aloud). _____

17-1,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

17-1,3 HAVE THE PC READ THE SECTION (aloud). _____

17-1,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

17-1,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT LOOKING
AND SEEING WHAT YOU SEE WHICH YOU COULDN'T THINK WITH?

17-1,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT LOOKING
AND SEEING WHAT YOU SEE WHICH DIDN'T SEEM TO ADD UP? _____

17-1,5c IS THERE SOMETHING ABOUT LOOKING AND SEEING WHAT YOU
SEE WHICH NEVER MADE ANY SENSE TO YOU? _____

17-1,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «LOOK»
THAT YOU HAD NO USE FOR? _____

17-1,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY
FOR YOU TO FOLLOW THE PRECEPT «LOOK»? _____

17-1,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT
«LOOK»? _____

17-1,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «LOOK»? _____

17-1,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY
TRANSGRESSED AGAINST THE PRECEPT «LOOK»? _____

17-1,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

17-1,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

17-1,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT LOOKING WAS A GOOD THING? _____

17-1,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

17-1,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

17-1,9 DO YOU HAVE ANY RESERVATIONS ABOUT LOOKING? _____

17-1,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO LOOK? _____

PRECEPT 17-2: LEARN

17-2,1 HAVE THE PC READ THE PRECEPT (aloud). _____

17-2,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

17-2,3 HAVE THE PC READ THE SECTION (aloud). _____

17-2,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

NOTE: Commands 17-2,4a and 17-2,4b are special handling steps which are done if the pc reads on the first two sentences of precept 17-2: «Has there ever been an instance when another had some false data about you? Did it cause you trouble?» These special steps are also taken up if the pc becomes introverted or misemotional on reading these two sentences. As they are auditing questions, they are of course checked for read before running them.

17-2,4a DID YOU THINK OF AN INSTANCE WHEN ANOTHER HAD FALSE DATA ABOUT YOU? _____

(2WC, E/S to F/N. L1C if needed.)

17-2,4b IS THERE AN INSTANCE WHEN YOU MAY HAVE CAUSED ANOTHER TROUBLE BY GIVING FALSE DATA ABOUT HIM OR HER? _____

(2WC, E/S to F/N.)

17-2,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT LEARNING WHICH YOU COULDN'T THINK WITH? _____

17-2,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT LEARNING WHICH DIDN'T SEEM TO ADD UP? _____

17-2,5c IS THERE SOMETHING ABOUT LEARNING WHICH NEVER MADE ANY SENSE TO YOU? _____

17-2,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «LEARN» THAT YOU HAD NO USE FOR? _____

17-2,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «LEARN»? _____

17-2,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «LEARN»? _____

17-2,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «LEARN»? _____

17-2,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «LEARN»? _____

17-2,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

17-2,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

17-2,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT LEARNING WAS A GOOD THING? _____

17-2,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

17-2,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

17-2,9 DO YOU HAVE ANY RESERVATIONS ABOUT LEARNING? _____

17-2,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO LEARN? _____

PRECEPT 17-3: PRACTICE

17-3,1 HAVE THE PC READ THE PRECEPT (aloud). _____

17-3,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

17-3,3 HAVE THE PC READ THE SECTION (aloud). _____

17-3,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

17-3,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT PRACTICING WHICH YOU COULDN'T THINK WITH? _____

17-3,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT PRACTICING WHICH DIDN'T SEEM TO ADD UP? _____

17-3,5c IS THERE SOMETHING ABOUT PRACTICING WHICH NEVER MADE ANY SENSE TO YOU? _____

17-3,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «PRACTICE» THAT YOU HAD NO USE FOR? _____

17-3,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «PRACTICE»? _____

17-3,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «PRACTICE»? _____

17-3,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «PRACTICE»? _____

17-3,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «PRACTICE»? _____

17-3,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

17-3,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

17-3,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT PRACTICING WAS A GOOD THING? _____

17-3,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

17-3,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

17-3,9 DO YOU HAVE ANY RESERVATIONS ABOUT PRACTICING? _____

17-3,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO PRACTICE? _____

PRECEPT 18: RESPECT THE RELIGIOUS BELIEFS OF OTHERS

18,1 HAVE THE PC READ THE PRECEPT (aloud). _____

18,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

18,3 HAVE THE PC READ THE SECTION (aloud). _____

18,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

18,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS WHICH YOU COULDN'T THINK WITH?

18,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS WHICH DIDN'T SEEM TO ADD UP?

18,5c IS THERE SOMETHING ABOUT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS WHICH NEVER MADE ANY SENSE TO YOU?

18,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «RESPECT THE RELIGIOUS BELIEFS OF OTHERS» THAT YOU HAD NO USE FOR?

18,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «RESPECT THE RELIGIOUS BELIEFS OF OTHERS»?

18,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «RESPECT THE RELIGIOUS BELIEFS OF OTHERS»?

18,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «RESPECT THE RELIGIOUS BELIEFS OF OTHERS»?

18,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «RESPECT THE RELIGIOUS BELIEFS OF OTHERS»?

18,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT?

18,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)?

18,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS WAS A GOOD THING? _____

18,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

18,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF?
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF?

18,9 DO YOU HAVE ANY RESERVATIONS ABOUT RESPECTING THE
RELIGIOUS BELIEFS OF OTHERS?

18,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE
ELSE TO RESPECT THE RELIGIOUS BELIEFS OF OTHERS?

**PRECEPT 19: TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD
NOT LIKE THEM TO DO TO YOU**

19,1 HAVE THE PC READ THE PRECEPT (aloud).

19,2 CLEAR ANY MIS-U WORD IN THE PRECEPT.

19,3 HAVE THE PC READ THE SECTION (aloud).

19,4 CLEAR ANY MIS-U WORD IN THE SECTION.

19,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TRYING NOT
TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO
YOU WHICH YOU COULDN'T THINK WITH?

19,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TRYING
NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO
DO TO YOU WHICH DIDN'T SEEM TO ADD UP?

19,5c IS THERE SOMETHING ABOUT TRYING NOT TO DO THINGS TO
OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU WHICH
NEVER MADE ANY SENSE TO YOU?

19,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «TRY NOT TO
DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO
YOU» THAT YOU HAD NO USE FOR?

19,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR
YOU TO FOLLOW THE PRECEPT «TRY NOT TO DO THINGS TO OTHERS
THAT YOU WOULD NOT LIKE THEM TO DO TO YOU»?

19,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «TRY
NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO
DO TO YOU»?

19,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «TRY NOT
TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO
YOU»?

19,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY
TRANSGRESSED AGAINST THE PRECEPT «TRY NOT TO DO THINGS TO
OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU»?

19,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

19,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

19,8d IS THERE ANY TIME WHEN YOU DECIDED THAT DOING THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU WAS A GOOD THING? _____

19,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

19,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF?
ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

19,9 DO YOU HAVE ANY RESERVATIONS ABOUT TRYING NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU? _____

19,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO TRY NOT TO DO THINGS TO OTHERS THAT HE WOULD NOT LIKE OTHERS TO DO TO HIM? _____

PRECEPT 20: TRY TO TREAT OTHERS AS YOU WOULD WANT THEM

TO TREAT YOU

20,1 HAVE THE PC READ THE PRECEPT (aloud). _____

20,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

20,3 Due to the length of the text of this precept, the Word Clearing of the text is done by having the pc read over one section or part of the text, and then checking for Mis-Us in that part. Each of the virtues is taken up and word cleared individually.

20,4 (omitted)

20,5 Get the pc to imagine being treated by others according to each virtue in turn. One simply has the pc imagine each, then tell you how he imagined it. If the pc has some charge on a virtue, handle it with 2WC. Each virtue should F/N on the pc imagining being treated that way.

«CAN YOU IMAGINE BEING TREATED _____»

«TELL ME HOW YOU IMAGINED IT»

(unless pc has already told you).

5a. justly? _____ 5k. with forgiveness? _____

5b. with loyalty? _____ 5l. benevolently? _____

5c. with good 5m.with belief in you? _____

sportsmanship?	_____	5n. with respect?	_____
5d. fairly?	_____	5o. politely?	_____
5e. honestly?	_____	5p. with dignity?	_____
5f. with kindness?	_____	5q. with admiration?	_____
5g. considerably?	_____	5r. with appreciation?	_____
5h. with compassion?	_____	5s. with friendliness?	_____
5i. with self-control?	_____	5t. with love?	_____
5j. with tolerance?	_____	5u. with integrity?	_____

20,6 Get the pc to imagine treating another in that fashion.

(This is handled the same way as 20,5.)

«CAN YOU IMAGINE TREATING ANOTHER AND OTHERS «

«TELL ME HOW YOU IMAGINED DOING IT.»

6a. justly?	_____	6k. with forgiveness?	_____
6b. with loyalty?	_____	6l. benevolently?	_____
6c. with good ?	_____	6m. with belief?	_____
sportsmanship?	_____	6n. with respect?	_____
6d. fairly?	_____	6o. politely?	_____
6e. honestly?	_____	6p. with dignity?	_____
6f. with kindness?	_____	6q. with admiration?	_____
6g. considerably?	_____	6r. with appreciation?	_____
6h. with compassion?	_____	6s. with friendliness?	_____
6i. with self-control?	_____	6t. with love?	_____
6j. with tolerance?	_____	6u. with integrity?	_____

20,7 HAVE THE PC REREAD THE PRECEPT (full text). _____

20,8 DO YOU HAVE ANY RESERVATIONS ABOUT TRYING TO TREAT
OTHERS AS YOU WOULD LIKE THEM TO TREAT YOU? _____

20,9 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING OTHERS TO
TREAT YOU THE WAY THEY WOULD WANT TO BE TREATED? _____

PRECEPT 21: FLOURISH AND PROSPER

21,1 HAVE THE PC READ THE PRECEPT (aloud). _____

21,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

21,3 HAVE THE PC READ THE SECTION (aloud). _____

21,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

21,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT FLOURISHING AND PROSPERING WHICH YOU COULDN'T THINK WITH? _____

21,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT FLOURISHING AND PROSPERING WHICH DIDN'T SEEM TO ADD UP? _____

21,5c IS THERE SOMETHING ABOUT FLOURISHING AND PROSPERING WHICH NEVER MADE ANY SENSE TO YOU? _____

21,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT «FLOURISH AND PROSPER» THAT YOU HAD NO USE FOR? _____

21,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT «FLOURISH AND PROSPER»? _____

21,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT «FLOURISH AND PROSPER»? _____

21,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT «FLOURISH AND PROSPER»? _____

21,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT «FLOURISH AND PROSPER»? _____

21,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

21,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

21,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT FLOURISHING AND PROSPERING WAS A GOOD THING? _____

21,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

21,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

21,9 DO YOU HAVE ANY RESERVATIONS ABOUT FLOURISHING AND PROSPERING? _____

21,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE
ELSE TO FLOURISH AND PROSPER? _____

EPILOGUE

EP 1. HAVE THE PC READ THE EPILOGUE (aloud). _____

EP 2. CLEAR UP ANY MIS-U WORD IN IT. _____

EP 3. IS THERE ANYTHING IN THE EPILOGUE THAT YOU DISAGREE
WITH? _____

(Find out what it is and acknowledge it. Check for and handle any Mis-U words in the epilogue, then check for and handle any false data on it with standard False Data Stripping procedure. Once handled, have the pc read the epilogue again.)

EP 4. DO YOU ANTICIPATE ANY DIFFICULTY IN APPLYING WHAT
YOU READ IN THE EPILOGUE? _____

(If so, 2WC to F/N. Flatten any incomplete precept that may come up.)

EP 5 . DO YOU HAVE ANY RESERVATIONS ABOUT FOLLOWING THE
PRECEPTS OF The Way to Happiness? _____

(If so, 2WC to F/N. If this does not fully handle, the RD is incomplete. Return the folder to the C/S who will C/S for any needed repair and completion of the RD.)

EP 6. DO YOU HAVE ANY RESERVATIONS ABOUT GETTING ANOTHER
OR OTHERS TO FOLLOW THE PRECEPTS OF The Way to Happiness? _____

(If so, handle as in EP 5.)

EP 7. HOW DO YOUR LIFE AND FUTURE SEEM TO YOU NOW? _____

(Allow the pc to tell you. The pc should be VVGIs and F/Ning at this point. If this is not the case, handle any obvious out-rud or do an HRL, and get the folder to the C/S.)

L. RON HUBBARD
Founder

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Happiness Rundown Series 4-1
HRD PRECEPTS ASSESSMENT LIST

Refs:

HCOB 17 Jan. 84 HRD Series 2 HAPPINESS RUNDOWN BASICS
HCOB 18 Jan. 84 HRD Series 3 HOW TO AUDIT THE HRD
HCOB 19 Jan. 84 HRD Series 4 HAPPINESS RUNDOWN COMMAND SHEETS

The following form is used when the Happiness Rundown is audited by the assessment method.

The list is assessed Method 5. The reading precepts and subprecepts are then handled in sequence, in order of the largest reading item first, then the next largest reading item, and so on.

Each reading item is handled using the basic 1-10 steps of the HRD procedure, per HCOB 17 Jan. 84, HRD Series 2, HAPPINESS RUNDOWN BASICS.

PC NAME: _____ **DATE:** _____

AUDITOR: _____ **ORG:** _____

- | | |
|--|-------|
| 1. TAKE CARE OF YOURSELF. | _____ |
| 1-1. GET CARE WHEN YOU ARE ILL. | _____ |
| 1-2. KEEP YOUR BODY CLEAN. | _____ |
| 1-3. PRESERVE YOUR TEETH. | _____ |
| 1-4. EAT PROPERLY. | _____ |
| 1-5. GET REST. | _____ |
| 2. BE TEMPERATE. | _____ |
| 2-1. DO NOT TAKE HARMFUL DRUGS. | _____ |
| 2-2. DO NOT TAKE ALCOHOL TO EXCESS. | _____ |
| 3. DON'T BE PROMISCUOUS. | _____ |
| 3-1. BE FAITHFUL TO YOUR SEXUAL PARTNER. | _____ |
| 4. LOVE AND HELP CHILDREN. | _____ |
| 5. HONOR AND HELP YOUR PARENTS. | _____ |
| 6. SET A GOOD EXAMPLE. | _____ |
| 7. SEEK TO LIVE WITH THE TRUTH. | _____ |
| 7-1. DO NOT TELL HARMFUL LIES. | _____ |

- 7-2. DO NOT BEAR FALSE WITNESS. _____
8. DO NOT MURDER. _____
9. DON'T DO ANYTHING ILLEGAL. _____
10. SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE. _____
11. DO NOT HARM A PERSON OF GOODWILL. _____
12. SAFEGUARD AND IMPROVE YOUR ENVIRONMENT. _____
- 12-1. BE OF GOOD APPEARANCE. _____
- 12-2. TAKE CARE OF YOUR OWN AREA. _____
- 12-3. HELP TAKE CARE OF THE PLANET. _____
13. DO NOT STEAL. _____
14. BE WORTHY OF TRUST. _____
- 14-1. KEEP YOUR WORD ONCE GIVEN. _____
15. FULFILL YOUR OBLIGATIONS. _____
16. BE INDUSTRIOUS. _____
17. BE COMPETENT. _____
- 17-1. LOOK. _____
- 17-2. LEARN. _____
- 17-3. PRACTICE. _____
18. RESPECT THE RELIGIOUS BELIEFS OF OTHERS. _____
19. TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU. _____
20. TRY TO TREAT OTHERS AS YOU WOULD WANT THEM TO TREAT YOU. _____
21. FLOURISH AND PROSPER. _____

L. RON HUBBARD
Founder

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Happiness Rundown Series 5R
HAPPINESS RUNDOWN REPAIR LIST (HRL)

This correction list is used to repair auditing errors on the Happiness Rundown.

The list may be assessed Method 3 or Method 5. (Refs: HCOB

28 May 70,

CORRECTION LISTS, USE OF; HCOB 20 Dec. 71, C/S Series 72, USE OF
CORRECTION LISTS; HCOB 10 June 71 I, C/S Series 44R, PROGRAMING FROM
PREPARED LISTS)

1. DID YOU GO EXTERIOR? _____

(Indicate and handle per Int Series HCOBs, or turn the pc over to an auditor
classed to do so.)

2. LIST ERROR? _____

(Find out what list, and repair it with an L4BRA.)

3. IS THERE AN ARC BREAK? _____

(Get what it is and handle with ARCU CDEINR, E/S to F/N.)

4. DID YOU GET UPSET DURING A SESSION? _____

(Get what it is and handle with ARCU CDEINR, E/S to F/N.)

5. WAS THERE AN UPSET IN LIFE BETWEEN SESSIONS? _____

(Get what it is and handle with ARCU CDEINR, E/S to F/N.)

6. IS THERE A PROBLEM? _____

(Get what it is and handle with E/S to F/N.)

7. IS THERE SOMETHING YOU'RE WORRIED ABOUT? _____

(Get what it is and handle with E/S to F/N.)

8. WAS A WITHHOLD MISSED? _____

(Pull it with standard M/W/H handling procedure, E/S to F/N.)

9. IS THERE SOMETHING YOU HAVEN'T TOLD ME? _____

(Pull it with standard M/W/H handling procedure, E/S to F/N.)

10. IS THERE SOMETHING THAT YOU DIDN'T TELL YOUR AUDITOR? _____

(Pull it with standard M/W/H handling procedure, E/S to F/N.)

11. HAS THERE BEEN SOME WORD OR COMMAND YOU HAVEN'T UNDERSTOOD? _____

(Find and clear the misunderstood words to F/N.)

12. WERE YOU PROTESTING? _____

(2WC E/S to F/N.)

13. HAS THERE BEEN ANY EVALUATION? _____

(2WC E/S to F/N.)

14. HAS THERE BEEN ANY INVALIDATION OF YOUR GAINS? _____

(2WC E/S to F/N.)

15. HAS THERE BEEN ANY INVALIDATION OF THE HAPPINESS RUNDOWN? _____

(2WC E/S to F/N.)

16. WAS AN F/N OVERRUN? _____

(Find out which question or action was overrun past F/N and indicate. If no F/N, rehab to F/N.)

17. WAS AN F/N MISSED? _____

(Find out which question or action was overrun past F/N and indicate. If no F/N, rehab to F/N.)

18. WERE YOU RUN PAST A COGNITION ON A PRECEPT? _____

(Indicate, and rehab to F/N.)

19. WERE YOU RUN ON AN UNCHARGED QUESTION? _____

(Find out which question and indicate that the auditor missed that it didn't read. If no F/N, take it E/S to F/N.)

20. WAS A FALSE READ TAKEN UP? _____

(Find out which question this occurred on and indicate. If no F/N, take the false read E/S to F/N.)

21. WAS A QUESTION LEFT UNFLAT? _____

(Find out which question and flatten it.)

22. WAS A PERSON LEFT UNFLAT? _____

(Find which person and which precept and handle using steps 8b-8f of the HRD procedure.)

23. WAS A PRECEPT LEFT UNFLAT? _____

(Find out which precept and handle using HRD steps 1-10. If pc does not know which precept it is, HRD assessment method may be used.)

24. WAS SOMETHING LEFT UNFLAT? _____

(Find out which question or action was left unflat and flatten it. HRD assessment method procedure may be used if meter is reading on «a precept was left unflat» but pc does not know which precept it is.)

25. WAS A READ MISSED? _____

(Find out which question or action the read was missed on and run and flatten it.)

26. WAS A CHARGED QUESTION NOT RUN? _____

(Find which question and run it.)

27. DO YOU HAVE ATTENTION ON A PRECEPT THAT HASN'T BEEN TAKEN UP YET? _____

(Get which precept or precepts and handle with HRD procedure.)

28. WAS THERE A COGNITION YOU DIDN'T MENTION? _____

(Get the pc to tell you, and acknowledge it. If no F/N, rehab it. It may have occurred in or out of session.)

29. WAS A COGNITION NOT ACCEPTED? _____

(Find what cognition, and acknowledge it. If no F/N, rehab it.)

30. DID THE AUDITOR REFUSE TO ACCEPT WHAT YOU WERE SAYING? _____

(Indicate, and handle E/S to F/N.)

31. WAS AN EARLIER AUDITING ERROR RESTIMULATED? _____

(Get what it was and handle with the appropriate correction list, or an L1C «In session . . .»)

32. HAS ANYONE ELSE BEEN AUDITING YOU DURING THE HAPPINESS RUNDOWN? _____

(2WC to find out who was auditing the pc, and on what. If no F/N, handle with the appropriate correction list. Note data for the C/S.)

33. HAS ANYONE DONE SOME OTHER FORM OF CASE ACTION ON YOU DURING THE HAPPINESS RUNDOWN? _____

(2WC to find out what case action has been done. If no F/N, handle with the appropriate correction list. Note data for C/S.)

34. WAS THE HAPPINESS RUNDOWN INTERRUPTED? _____

(Indicate. If no F/N, take it E/S to F/N.)

35. HAVE YOU BEEN DOING ANY OTHER PRACTICE BETWEEN SESSIONS? _____

(2WC E/S to F/N. Note for C/S.)

36. HAVE YOU TAKEN ANY DRUGS, MEDICINE OR ALCOHOL DURING THE HAPPINESS RUNDOWN? _____

(2WC E/S to F/N. Note what the pc took and any reads for future drug handlings.)

(Note to C/S: If the pc is ill, see that proper medical treatment is obtained and assists done as needed, then complete the HRD.)

37. DURING THE HAPPINESS RUNDOWN IS THERE ANYTHING YOU HAVE DECIDED? _____

(2WC E/S to F/N.)

38. CONCERNING THE HAPPINESS RUNDOWN, DO YOU HAVE ANY CONSIDERATIONS? _____

(2WC E/S to F/N.)

39. HAVE YOU THOUGHT OF A TRANSGRESSION YOU DON'T DARE MENTION? _____

(Pull it with standard M/W/H handling procedure, E/S to F/N.)

40. ARE YOU AFRAID YOU'LL GET IN TROUBLE IF SOMETHING IS FOUND OUT? _____

(Pull it with standard M/W/H handling procedure, E/S to F/N.)

41. HAS AN OVERT BEEN RESTIMULATED? _____

(Pull it, E/S to F/N.)

42. IS THERE SOME PRECEPT THAT YOU FEEL INCLINED TO TRANSGRESS AGAINST? _____

(Find out when he transgressed against the precept and continue with steps A-G of False Purpose Rundown procedure. If you are not an FPRD Auditor, 2WC E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.)

43. IS THERE SOME PRECEPT THAT YOU HAVE TO RESTRAIN YOURSELF FROM TRANSGRESSING AGAINST? _____

(Find out when he transgressed against the precept and continue with steps A-G of False Purpose Rundown procedure. If you are not an FPRD Auditor, 2WC E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.)

44. IS THERE SOME PRECEPT YOU DO NOT INTEND TO KEEP? _____

(Find out when he transgressed against the precept and continue with steps A-G of False Purpose Rundown procedure. If you are not an FPRD Auditor, 2WC E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.)

45. IS THERE SOME PRECEPT THAT YOU FEEL YOU WOULDN'T GET OTHERS TO KEEP? _____

(Find out what precept and when he himself transgressed against that precept, and continue with steps A-G of False Purpose Rundown procedure. If you are not an FPRD Auditor, 2WC E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.)

46. DO YOU HAVE SOME GOAL OR PURPOSE THAT CONFLICTS WITH KEEPING THE WAY TO HAPPINESS PRECEPTS? _____

(Handle the goal or purpose with steps C-G of False Purpose Rundown procedure. If you are not an FPRD Auditor, 2WC E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.)

47. DO YOU HAVE A HARMFUL INTENTION CONCERNING A WAY TO HAPPINESS PRECEPT? _____

(Handle the harmful intention with steps C-G of False Purpose Rundown procedure. If you are not an FPRD Auditor, 2WC E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.)

48. ON THE HAPPINESS RUNDOWN, WAS AN EVIL PURPOSE
RESTIMULATED? _____

(Handle the evil purpose with steps C-G of False Purpose Rundown procedure. If you are not an FPRD Auditor, 2WC E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.)

49. ON THE HAPPINESS RUNDOWN, WAS AN INTENTION TO
SUCCUMB RESTIMULATED? _____

(Handle the intention with steps C-G of False Purpose Rundown procedure. If you are not an FPRD Auditor, 2WC E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.)

50. WAS THERE NOTHING WRONG IN THE FIRST PLACE? _____

(Indicate, and handle E/S to F/N.)

51. IS SOMETHING ELSE WRONG? _____

(Get what and handle, or get the data to the C/S.)

L. RON HUBBARD

Founder

Revision assisted by
LRH Technical Research
and Compilations

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 JANUARY 1984RA

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Happiness Rundown Series 6RA

C/Sing THE HAPPINESS RUNDOWN

Refs:

HCOB 18 Jan. 84 HRD Series 3 HOW TO AUDIT THE HRD
HCOB 17 Jan. 84 HRD Series 2 HAPPINESS RUNDOWN BASICS
HCOB 13 Oct. 82 C/S Series 116 ETHICS AND THE C/S
HCOB 12 Nov. 81RC Rev. 1.7 .85 GRADE CHART STREAMLINED
FOR LOWER GRADES
HCOB 28 Feb. 84 C/S Series 118 PRETENDED PTS
HCOB 27 Mar. 84 C/S Series 119 STALLED DIANETIC CLEAR: SOLVED

This HCOB takes up the points of technical expertise a C/S needs to successfully case supervise the Happiness Rundown.

C/S QUALIFICATIONS

In order to C/S the HRD, one must be a Class IV C/S and trained on the Happiness Rundown Auditor Course, with a Qual Okay to Audit the Happiness Rundown.

Additionally, he must have passed a high-crime checkout on this issue.

PROGRAMING

The Happiness Rundown may be done before or after lower grades or before or after NED (provided that the pc does not go Clear on NED). It may also be delivered after OT III or after any completed level above OT III. The HRD should not be run on a pre-OT between Dianetic Clear and OT III, or between the start of New OT V and completion of New OT VIII, except where the pre-OT is moving slowly or is stalled; in such a case the HRD may be given as part of a program to get the person unstalled and moving up the Bridge again. (Ref: HCOB 27 Mar. 84, C/S Series 119, STALLED DIANETIC CLEAR: SOLVED) It is most optimumly done after Objectives and before lower grades.

In most cases, a Purification Rundown and Objectives are required before beginning the Happiness Rundown. The only cases where this would not be needed are those in case category 4 of HCOB 12 Nov. 81RC, GRADE CHART STREAMLINED FOR LOWER GRADES: «OCA ALL IN THE UPPER HALF OF GRAPH. NO HEAVY DRUG HISTORY.»

The HRD would not be begun on a pc in the middle of another major action or who had unhandled outnesses on his case. Such would be spotted in the folder study done by the C/S before programing a case onto this or any rundown and handled as per the C/S Series HCOBs and other basic C/S materials.

Once any needed setups are successfully completed, the rundown is simply begun, right from the top of the command sheets and carrying through the steps as laid out, one after the next. The auditing procedure is given in HCOB 18 Jan. 84, HRD Series 3, HOW TO AUDIT THE HAPPINESS RUNDOWN and in the command sheets themselves.

COMPLETION OF THE RUNDOWN

The rundown is complete when the pc realizes that he really is on the way to happiness. In the process of going through the rundown, the pc should have cleared up any confusions on the subject of morals, cleaned up any and all transgressions against the morals laid out in the booklet *The Way to Happiness* and come out of the valence of any immoral person he may have been in. There should actually be quite a roaring EP on the rundown-it is no minor matter to get these points cleared up, as they are the points where one went off the rails.

HRD BUGS AND REMEDIES

The Happiness Rundown Repair List and its listed handlings are the primary tools used to clean up bugs that may arise with the HRD. There are additionally several handlings that an HRD C/S uses where needed:

1. Assessment Method

The assessment method of auditing the Happiness Rundown is done by doing an assessment of the precepts in the booklet *The Way to Happiness* and handling those that are reading using the steps of the HRD procedure.

Use of the assessment method is part of the handling given for several of the questions on the Happiness Rundown Repair List. In these cases it is used to quickly locate precepts which are charged and in need of handling with the basic steps of the HRD procedure.

Another of the uses of the assessment method is given in the following section.

2. Rerunning the Rundown

If the end of the HRD command sheets has been reached without the full EP of the rundown having been achieved, an HRL should be assessed and handled to pick up any errors in the auditing. If in the course of this repair it becomes apparent that the EP of the rundown was achieved earlier, it can be rehabbed once any BPC or upset has been handled. If after the repair it is evident that the rundown is incomplete, it is simply redone using the assessment method, as something has been missed.

3. Drugs

You may encounter a pc whose drug case is heavily interfering with his ability to run on the HRD. The solution is to end off the HRD at a flat point and get the pc through whichever of the Drug Rundowns is appropriate to his case level. After the Drug Rundown, get the HRD auditing he has already had thoroughly repaired and then complete the rundown.

Such a case should not have been put onto the HRD in the first place, not being properly set up for the rundown. The unhandled drugs should have been spotted and adequately handled previously.

4. «Unreading» Prepared Lists or «Unreading» HRD Commands

If you get a report of «no reads» or get mostly false reads on an HRL (or other repair list), realize that you are looking at out-assessment TRs and/or out-metering. Also, if an auditor turns in a report showing all or many of the HRD commands to be «unreading,» realize that you are looking at a situation of out-TRs and/or out-metering.

Get that auditor cleaned up using HCOB 22 Apr. 80R, ASSESSMENT DRILLS and get the pc's BPC properly located and handled. Don't start puzzling or going unusual because a prepared list «doesn't work.» (Ref: HCOB 6 Dec. 73, C/S Series 90, THE PRIMARY FAILURE)

Another indicator that an auditor's metering is probably faulty is a pc who says that the things that have been taken up and handled in doing the rundown really don't seem to be correct, wasn't really interested in them, etc. The handling in such a case is again to get the auditor's metering handled and an HRL assessed on the pc and its handlings done.

5. O/Ws or Evil Purposes

The Happiness Rundown Repair List includes questions that will detect a pc who has gotten plowed into an inability to free up on something on the HRD due to O/Ws or evil purposes. The instructions for handling these questions include use of False Purpose Rundown procedure, to be done by an FPRD Auditor.

If, after doing the HRL standardly, the pc is not then able to successfully run the HRD, he should be programed over onto False Purpose Rundown auditing and given the form or forms necessary to free him up from the restimulated O/Ws and evil purposes, and then returned to the Happiness Rundown.

MIXING RUNDOWNS

Remember that the HRD is a specific rundown, with its own procedures and repairs.

It is not to be mixed with other rundowns or have repairs intended for other rundowns or types of auditing applied to it. (Ref: HCOB 28 Sept. 82, C/S Series 115, MIXING RUNDOWNS AND REPAIRS)

SUMMARY

C/Sed and audited standardly, the Happiness Rundown is a powerful tool for use in creating a saner, happier environment. I count on HRD C/Ses to use this tool to the fullest.

L. RON HUBBARD

Founder

Revision assisted by

LRH Technical Research

and Compilations

HUBBARD COMMUNICATIONS OFFICE
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HRD Auditors
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HRD Checksheets
All C/Ses in
Advanced Orgs
and Above
Qual Personnel

Happiness Rundown Series 7R
DELIVERY OF THE HAPPINESS RUNDOWN
TO CLEARS AND OTs

Refs:

HCOB 28 Sept. 82 C/S Series 115 MIXING RUNDOWNS AND REPAIRS
HCOB 23 July 69 AUDITOR ASSIGNMENT POLICIES
HCOB 15 Jan. 84 HAPPINESS RUNDOWN ADDITIVES
HCOB 4 July 79 HANDLING CORRECTION LISTS ON OTs
HCOB 27 Mar. 84 C/S Series 119 STALLED DIANETIC CLEAR: SOLVED
Modifies:
HCOB 23 Dec. 71RA C/S Series 73RA Rev. 1.7.85 THE NO-INTERFERENCE
AREA CLARIFIED AND REENFORCED

The HRD should not be delivered between Dianetic Clear and completion of OT III, nor between the start of New OT V and completion of New OT VIII, except where the pre-OT is moving slowly or stalled and not moving up the Bridge. Such pre-OTs may be given the HRD as part of a program to get them unstalled and moving again. (Ref: HCOB 27 Mar. 84, C/S Series 119, STALLED DIANETIC CLEAR: SOLVED)

In order to audit a Dianetic Clear or above, the auditor must be of the same case level as the pre-OT (or higher), fully qualified to audit persons of that case level, AND a trained and certified Happiness Rundown Auditor. The C/S must be fully trained and certified to C/S persons of the pre-OT's case level and an HRD C/S.

This means that New OT 1's and above may receive the HRD only at a Sea Org org which has the technical personnel and lines necessary to service them.

L. RON HUBBARD

Founder

Revision assisted by
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Saint Hill Manor, East Grinstead, Sussex

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CI III Auditors and Above
All C/Ses
NED Courses
New CI VI Course

DRUG RUNDOWNS AND RADIATION

Radiation of different types (medical x-ray examinations, exposure on the job, watching TV, sunburn, etc.) is sometimes given by a pc in assessments for drugs, as something that has acted like a drug. If radiation comes up in this way and is reading, it may be preassessed or run.

The Scientology Drug Rundown and NED Drug Rundown are gauged to remove this-lifetime locks and the auditor should limit himself to this action in lower grades as there is much radiation in any pc's background. This does not forbid finding radiation incidents in NED or anything like that, but it does mean that an auditor shouldn't go plunging down the track just looking for radiation or he could wind up in a mess. Radiation is quite general.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
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All Orgs
Specialist FSM
Hat Checksheet
Supervisors
SSO
PES FSM I/C
Qual Sec

FSM BREAKTHROUGH

NEW FSM TRs - CONTROLLING A CONVERSATION

Refs:

LRH ED 348 Int RON'S JOURNAL 37
HCOB 16 Aug. 71R II TRAINING DRILLS REMODERNIZED Rev. 5.7.78
HCO PL 23 Oct. 65 DISSEMINATION DRILL
HCO PL 26 Sept. 79RA II SPECIALIST FSM HAT CHECKSHEET Rev. 27.1.84

These TRs have been specifically devised to teach the student to CONTROL A CONVERSATION.

All one is teaching here is TOTAL CONTROL of a conversation. One can see that the target is not to fight with public or SPs, but simply to control and guide the conversation where one wants it to go.

These drills are a superior technical development that the Greeks, in their science of argumentation, would have been proud of. They are superior drills in controlling conversations, whether hostile or otherwise.

The drills may be done by any FSM or Scientologist and are the drills called for in HCO PL 26 Sept. 79RA II, SPECIALIST FSM HAT CHECKSHEET.

These FSM TRs in no way excuse a person from attending a regular TRs course and/or Success Through Communication Course and are not a substitute for regular TRs but are a special application of them. A regular TRs course is not a prerequisite to FSM TRs even though they would help enormously. Nothing in this changes any data in other HCOBs regarding TRs or substitutes for any other HCOB on TRs.

The book What Is Scientology? is used throughout the TRs.

1. OT TR 0- Done per HCOB 16 Aug. 71R II.

PURPOSE: To train the student to be there comfortably and confront another person. The idea is to get the student able to BE there comfortably, in a position three feet in front of another person, to BE there and not to do anything else but BE there.

METHOD: Student and coach sit facing each other with eyes closed. There is no conversation. This is a silent drill. There is NO twitching, moving, confronting with a body part, «system» or vias used to confront or anything else added to BE there. One will usually see redness, blackness or an area of the room when one's eyes are closed. BE THERE COMFORTABLY AND CONFRONT.

2.FSM TR 0- CONFRONTING OR NOT CONFRONTING BY CHOICE (Ref: HCOB 16 Aug. 71R II)

A.PURPOSE: To train the student to confront another person who is manifesting various levels of the Tone Scale.

METHOD: Coach uses different Tone Scale levels physically (silently) as he sits opposite the student. The student confronts the coach's various manifestations of the Tone Scale levels until he can do it comfortably.

B.PURPOSE: To teach the student that he has a choice of confronting or not confronting various Tone Scale levels and to train him in not confronting by choice.

METHOD: Student and coach in same position as in above TR, coach continues to show various Tone Scale manifestations. The student now nonconfronts (by choice) the coach's various manifestations. This is done until the student can do this drill comfortably. One way to nonconfront by choice is to walk away.

3.FSM TR 0 BULLBAIT- CONFRONTING OR NOT CONFRONTING BY CHOICE BULLBAITED. (Ref: HCOB 16 Aug. 71R II)

A.PURPOSE: To train the student to confront another person who is pushing his buttons. The whole idea is for the student to sit there comfortably without being thrown off, distracted or reacting in any way to what the coach says or does.

METHOD: Coach, in this drill, must push the student's buttons and can do anything except leave his chair. The student must BE there comfortably and not be distracted.

B.PURPOSE: To teach the student that he has a choice of confronting or not confronting someone pushing his buttons and to train him in not confronting by choice.

METHOD: Coach pushes the student's buttons and can do anything except leave his chair. The student nonconfronts (by choice) the coach's actions. This is done until he can successfully nonconfront the coach at his own choice.

4.FSM TR 1- DELIVERING A COMMUNICATION.

PURPOSE: To train the student to deliver a communication about Scientology to another without flinching or trying to overwhelm or using a via.

METHOD: Student uses the answers section of the book What Is Scientology? to get something across to the coach, asking a question or making a statement.

Coach answers easily as per normal TR 1.

5.FSM TR 2-ANSWERING OR NOT ANSWERING QUESTIONS BY CHOICE.

A . PURPOSE: To teach the student to fully answer a question to the satisfaction of the coach.

METHOD: Student and coach must both have a copy of What Is Scientology? and must both be at the same page. Coach asks a question and the student must answer out of What Is Scientology? without flustering or being unsure. The coach flunks when he does not feel his question has been fully answered.

B. PURPOSE: To teach the student to take off the line of questioning, by choice, questions he does not want to answer.

METHOD: Coach asks a question and the student «answers» in such a way as to take it off that line of questioning and onto something else (BY CHOICE). Coach flunks when student cannot successfully steer the line of questioning.

6.FSM TR 3- GETTING THE QUESTION ANSWERED.

PURPOSE: To teach the student to get his questions answered no matter what the circumstances are.

METHOD: Student uses data from What Is Scientology? (or asks something like, «Have you read the book Dianetics:

The Modern Science of Mental Health?»). Coach refuses to answer-either by remaining silent, being antagonistic or stating, «I don't want to talk to you.» Student must handle and get his question answered.

7.FSM TR 4 - CONTROLLING CONVERSATIONS BY HANDLING ORIGINATIONS.

A.PURPOSE: To train the student to fully handle an antago or critical remark or statement and get the conversation back on the tracks.

METHOD: Student uses data from What Is Scientology? (questions and statements) and starts up a discussion. Coach goes along with it but in the middle of the discussion throws in a critical or antago comment or question. Student must handle it smoothly and get it acknowledged and get the discussion back on the tracks.

B.PURPOSE: To train the student to handle the critical or antago question or comment and then steer the conversation onto some other subject (using

What Is Scientology?) of the student's choice, as in FSM TR 2B.

METHOD: Student uses data from What Is Scientology? (questions and statements) and starts up a discussion. Coach goes along with it but in the middle of the discussion throws in a critical or antago comment or question. The student must acknowledge and handle it per TR 4 and must steer the conversation onto some other subject (using What Is Scientology?) of the student's choice as in FSM TR 2B.

L. RON HUBBARD

Founder

Compilation assisted by
LRH Technical Research
and Compilations

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
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Art Series 11
HOW TO VIEW ART

There is a skill needed by anyone engaging in any of the fields of the arts, including writing, music, painting, editing of films, mixing-in other words, across the boards.

It is the ability or skill, native or acquired, to view any piece of work in a new unit of time each time one views it. One has to be able to sweep aside all past considerations concerning any piece of work which has been changed or is under handling and see it or hear it in a brand-new unit of time as though he had never heard of it before.

By doing this, he actually sees or hears exactly what is in front of him, not his past considerations concerning it.

The skill consists solely of being able to see or hear in a new unit of time as though one had never seen or heard the work before.

Only in this way can one actually grasp exactly what he now has before him.

When he does not do this, he is viewing or hearing, in part, what he saw or heard before in memory and this gets confused with what it now is.

If one can do this, he can wind up with stellar presentations. But all too often, when he doesn't do this, he winds up with hash.

Some painters, for instance, will redo and redo and redo a painting up to an inch thick of paint when, possibly, several of those redos were quite acceptable. But he continued to try to correct the first impressions which were no longer there. By not viewing his painting in a new unit of time as though he had never seen it before, he cannot actually get a correct impression of what is in front of him.

Some painters or illustrators have a trick by which to do this. They look at their painting via a mirror. Because it is now backwards, they can see it newly.

There is another trick of looking at a painting with a reducing glass (like looking at a view through the wrong end of a telescope) to reduce the painting to the presentation size it will eventually have, let us say, on a printed page. It is quite remarkable that this reduction actually does change the appearance of it markedly.

But at the same time, a small painting, enlarged, can be absolutely startling enlarged when it did not look good at all small. But this is actually change of format, not viewing in a new instant of time. The additional skill of viewing something in a new instant of time is also vital.

When anyone engaged in any of the arts in any field has not acquired this skill, he never really knows when he has arrived at the point of completion. And he can often get a distorted opinion of a piece of work which does not any longer merit it.

AUDIENCES

There is another skill which is also acquired in the field of seeing or hearing.

This is being able to assume the viewpoint of the audience for which the work is intended.

There are certain areas which pretend to teach various arts, while actually covertly trying to wreck the future of the student, which stress «self-satisfaction» as the highest possible goal of engaging in any work related to any of the arts. There is, it is true, a considerable self-satisfaction in producing a good piece of work. But to profess that one works in these fields for his own self-satisfaction is to overstress the first dynamic to such a point that the work of the

artist or technician then fails miserably. It is actually pure balderdash and a sort of a weak limping apology for not being successful to say that one works for his own self-satisfaction.

This false datum can mix up many artists and technicians who would otherwise be quite successful. For it blocks out the one test which would make him successful: the audience.

It is quite vital that anyone engaged in any of these fields be able to assume the viewpoint of the eventual audience.

One has to be able to see or listen to any product he is engaged in from the audience viewpoint.

He can, of course, and has to, view it from his own viewpoint. But he has to be able to shift around and view or hear it from the audience viewpoint.

There are some tricks involved in this. One of them is to keep an ear open for «lobby comment.» After a performance or viewing of any work or cinema or recital or whatever-not necessarily one's own-one mingles with or gets reports on those who have just experienced the presentation. This isn't really vital to do. It is quite feasible actually simply to assume a viewpoint of an audience one has never even seen. One just does it.

A mixing engineer often puts this to a further test but this is because what he is busy mixing on his high-priced top-quality equipment is not what the audience is going to hear. So he takes a cheapo Taiwan wrist cassette-player speaker or a 3-inch radio speaker from the local junk store and he listens to the program he has just mixed through it. This tells him what the audience will actually be hearing. But this is mainly a technical matter as it is true that excellent speakers or earphones may handle easily certain distortions in a mix or performance whereas the cheapo speakers shatter on them. When they do, one adjusts the mix without spoiling it so that it will play over a cheap speaker. This is a sort of a mechanical means of assuming the viewpoint of an audience. But the necessity to do this is introduced by equipment factors.

The truth of the matter is even the mixing engineer is not mixing to remedy «faults» but is mixing for an optimum quality presentation to an audience. To know when he has it, it is necessary for him to assume the viewpoint of the audience.

In all arts it is necessary to be able to shift viewpoint to the viewpoint of the listener or the viewer other than oneself. And this extends out to audiences.

SUMMARY

What really separates the flubbers and amateurs from the professional are these two skills. One has to be able to view or hear anything he is working on at any time in a brand-new unit of time. And one has to be able to see or hear his production from the viewpoint of the eventual audience.

In other words, the really excellent professional can be fluid in time, not stuck in the past and can be facile in space location.

There is no reason why one should be stuck on the time track or fixated in just his own location in space.

Actually, just knowing that these skills can exist is often enough the key to acquiring them.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
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Marketing Hats

Art Series 13
DEPTH PERSPECTIVE

The subject of depth perspective applies to filmmaking and photography as well as to art and design.

Perspective means the art of conveying the impression of depth and distance; representation of scenes as they appear to the eye by means of correct drawing, shading, etc. (Funk and Wagnall's Standard Dictionary of the English Language, International Edition)

The following are the eight types of perspective:

1. Depth by aerial perspective. Distant areas go hazy; near areas go sharp.

2. Depth by color. Warm colors appear to advance while cool hues recede from the observer. All colors appear to have their relative distances according to the background against which they appear.

Darker and lighter of the same color, even if different shades, is not a point of depth perspective.

3. Depth by linear perspective. There are two other factors which give the illusion of space. One is illumination. By making an object recede and diminish as it goes back, one gets an illusion of space depth.

The other is perspective by which parallelisms of lines are plotted to withdraw to a common point of infinity «behind» the picture. These lines are always drawn in to converge at this preselected infinity point. This point may be within or outside the frame of view but it is always «behind» the picture within it or to left, right, above or below it but always at an infinite distance away from the viewer. Perspective can actually be plotted and drawn in with a ruler from the infinite point forward and it will give the planes, lines and lack of parallelism to rectangles, etc.

4. Depth by light.

5. Depth by light as shadow.

6. Depth by solidity. Solidity of shapes is different than shadow actions. The solidity itself is special. A thing can be drawn to be solid. Then one can add perspective. Shadows are closer to illumination.

7. Depth by focus. Things when quite near are sharp. Things that are far are a bit blurry. Sharp sun gives you sharp detail. In photography, for soft focus, put a little spiral of Vaseline in the middle of the lens.

8. Depth by lateral movement.

This is the first codification of these as distinct types of perspective.

L. Ron HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
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Art Series 14
COLOR

Color is one of the basic tools that must be well understood and used in many areas of artistic endeavor: painting, photography, set design for stage or cine, interior design and so on.

COLOR HARMONY

Color harmony is found by the use of a color wheel. Using a cine set as an example, color harmony concerns the key color in the set, which is determined by the color that one cannot change-as in an outdoor set where there may be predominantly green grass; or where the lead character must wear a specific color for his costume. It is the biggest amount of color in the scene, or what you are trying to concentrate your people's attention on in the picture. Harmonious colors are based on the key color and this would then be the basic setting for the color wheel for sets and costumes.

The dominant colors must integrate when put together and make the scene look like it belongs together (which is the reason you use a color wheel). Color has to be used to make something look like it belongs together, not so it's «pleasing.» There are four types of color harmonies most usually described in texts on the subject:

1. «Direct» harmony: This is the color directly opposite the key color on the color wheel. This color is also known as the «complementary color» or «complement» to the key color. In the direct harmony one has the equal or lesser amount of color in the scene as complementary.

2. «Related colors»: The immediate adjacent areas to the key color are the «related colors.» When you go two spaces away from the key color on a color wheel, you are stretching color harmony. Some color harmony texts refer to these adjacent colors to the key color as «analogous harmonies.» 3. «Split complementary» or «Splits»: This refers to the colors immediately adjacent to the complement of the key color. When you go into splits, you actually should apply them only to lesser image sizes and even then sparingly.

4. «Triadic harmony,» «Triadics» or «Triads»: This refers to the colors two spaces to either side of the key color's complement. When you go into triadics, you are dealing with just spots of color in a picture.

When you use triadics and splits, they have to be in small areas.

The fewer the colors in a scene, the more integrated the scene looks.

One color wheel that has been found useful is the Grumbacher Color Compass, published by M. Grumbacher, Inc., 460 West 34th Street, New York, New York 10001. It is available in many artist's supply stores and may also be ordered directly from the publisher.

COLOR DEPTH

There is another aspect of color which must be understood, and that is «color depth.» This is the apparency of depth (relative distance from the viewer) characteristic of different colors and depending on the background against which they appear.

Against a white background, colors give the illusion of distance from the viewer in the order:

blue-green (apparently nearest the viewer)
blue
purple
red

yellow
yellow-green (apparently farthest from the viewer)

Against a black background, the apparency of distance changes:

red (nearest)
orange
yellow
green
blue-green
blue violet (farthest)

Color depth and color harmony must be used in conjunction.

As an example of the use of this tech, I was once submitted a set design for a fill which looked a bit unintegrated, as though it didn't really belong together. The main fault was that a blackboard in this particular classroom scene looked like it was closer to the audience than the students, when it was actually farther away-thus robbing the set of depth. I tried to work with the color wheel to find some different color background for the set and discovered at that time that I couldn't get the combination that had been proposed on a color wheel or on the depth perception chart. It turned out that the blackboard would have to be yellow to make the set come off.

As another example, a proposed set design for a Greek temple I was handed had its color depth backwards, collapsing the set and making it look small. The back walls and floors and pillars should have been Greek white marble, and a decorative frieze set in the back wall (because of the white backgrounds in this set) could only have been apple-green.

The costumes would also have to have followed color depth perception - fabrics of almost all hues were available in Greece.

Further data on color depth may be found in the book *The Techniques of Lighting for Television and Motion Pictures*, by Gerald Millerson, and published by Hastings House, 10 East 40th Street, New York, New York 10016.

COLOR ASSOCIATIONS

According to marketing research, there is a whole index of emotional responses to colors. For example, blue is usually associated with knowledge or serenity; yellow is mostly associated with value and red prompts impulse buying. There have been various studies done on these associations, and it is worth the artist's time to become familiar with the subject. The television lighting text mentioned earlier (Millerson) includes a short section on color associations.

As an example of the use of color associations, one would not use a blue, connoting serenity, as a key color for a painting meant to convey terror. The message ends up garbled.

The principles of color depth, color harmony and color associations are invaluable tools for forwarding your message. Learn them well.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
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Art Series 15
Marketing Series 20
ART AND INTEGRATION

Art is the result of INTEGRATION of all its components. One can add that the result invites CONTRIBUTION of and from the beholder.

It isn't very mysterious.

By components we mean all of the parts which go to make up a whole. In a picture or a painting or ad or set design, this would include such things as the actual objects to be shown, color, color harmony and color depth, depth perspective, geometric design and the use of mood lines, and calligraphy or the form of type to be used. There may be other components which would enter into it as well.

The components that go into a work of art depend upon the art form itself. In music, for example, a matter of integration is that the melody has to match the rhythm and the tonality of instrumentation has to match the mood-otherwise, you get no integration in music.

Components are chosen only because they INTEGRATE into a whole design.

Only then does one have something pleasing. Otherwise, everything sticks out like sore thumbs.

Artistic designs are good when they attain a harmony of components. When components clash-except when used to counterpoint or overtly make a clash-it is because they have nothing in common. A Model-T Ford in a 1560 A.D. formal garden is a violation of integration. Because it is an outpoint. Cubes, nicely stacked and orderly, do not blend with broken glass.

Things have to be of a kind to integrate into art and the introduction of something contrary can only be used for counterpoint, perhaps to accentuate the integrity of the remainder.

MESSAGE

The purpose of art is to communicate an intended MESSAGE. Message is what you want someone to think about things. It is not a description of things. It is that which communicates a significance.

Messages can be feelings, sensations, desires, repugnance-practically anything that anybody is capable of thinking of. The idea is dominant. The technique exists to forward the idea and give it punch and power.

Thus, the selection of components that integrate is done to forward and assist the message. And with the selection and arrangement of components so that they do integrate, we are into composition.

But message comes before composition.

Composition is not a subject in itself. It is simply a portion of the harder subjects of meaning and message and emotion.

COMPOSITION

The word «composition» is misdefined in most dictionaries in that these definitions usually state it is a thing in itself. But composition cannot exist independently of a message.

Therefore, I have arrived at a comprehensive definition of it which would be COMPOSITION: ANY OR ALL OF THE ACTIONS NECESSARY TO INTEGRATE AND GIVE MEANING TO A MESSAGE.

And I have gone further in handling it than the many textbooks with their infinity of rules for composition, some of them valid, many of them false and misleading. I have the WHY that one

should compose properly, and that is to make a scene or picture integrate rather than disperse. That is why one uses color harmony, geometric design, mood lines, center of interest and other such tools.

All one is trying to do is make a scene not violate itself by introducing things that don't naturally seem to belong to it or, by introducing a positive contradiction, to cause shock or impingement.

Composition is simply locating things as they would be expected and, for impingement, locating something that would not be expected or that contradicts, and at the same time controlling direction and interest.

Composition simply consists of putting shapes together which belong together and not introducing or including something that doesn't belong there. This applies to objects (type of), color harmony, color depth, depth perception, etc.

CENTER OF INTEREST

In any scene or design there is a center of interest and it would tie in intimately with the message. If one just doesn't have any message, composition can go awry.

The breakthrough here is that composition is inextricable from message. Without message it becomes merely trite composition. Or one can wind up conveying two messages and this is called splitting interest, which is dispersal-not integration. It isn't that one can't have two points of interest but, if so, one combines (or integrates) the two points of interest. If you split interest and don't combine the two points of interest, the result is no message.

OBJECTS

Choice of objects is important to integration. The type or types of objects chosen for a scene must fit together. For example, one may be working with a nautical motif, but that would narrow down to a specific period of nautical history or experience.

The period of decor would not be mixed. If it should be the clipper ship era- 1802 to 1840- one would choose objects from that period. Figureheads, for one thing, go with clipper ships-the romantic era of sail. So do captain's chairs.

Introduction of the Queen Mary, which is 1930, into the scene would be an outpost.

If it is to be INTEGRATED, it would be clipper ship, 1802 to 1840.

GEOMETRIC DESIGN

On the subject of geometric design, a design takes its geometric form from the dominant object you have to include in your scene.

Geometric design has to do with consistency. This also has to do with integration.

Things which do not have a consistent geometric design-although it can be counterpointed by other geometric design-look like they don't belong there.

As an example of a basic design fault, one could first make the mistake of putting circles on a rectangle and then compound the error with use of rectangular lettering. Different typefaces at different levels, nonparallel, would add to the confusion. The design would lack geometric integration; it would not really integrate with its shapes. The design fault would have to do with nonparallelism of lines.

The artist may know what it is supposed to be all about, but the fact is he is trying to communicate something to an audience. When one has a nonintegrative design-a mixture of circles and spheres and triangles and rectangles and/or different typefaces at different, nonparallel levels, the geometric message is confusing. And the audience result will be confusion.

Classic design is concerned with geometric patterns relating with similar geometric patterns-circles with circles, squares with squares, etc.-which can be counterpointed with other geometric shapes. Other basic shapes are triangles, ovals, rectangles, horizontal and vertical lines. Consistency of the shape chosen, repeated in other shapes, is the basis of classic design.

The whole idea of a design is to make something look like it belongs together.

That is the reason back of use of geometric designs. It isn't that they are geometric forms. It is to attain the target of consistency and integration. That is why things look smooth and pretty or why they look jarring and ugly. They are either integrated in geometric design or they are messed up in design with mixed geometric designs.

For example, rectangular and octagonal do not go together. Octagons and triangles, however, do go together as the octagon breaks down into triangles.

Rectangles, though, don't go along with this and, in fact, don't even counterpoint it.

The essence of geometric design is consistency of geometric form.

Mood lines come into play here as a means of communicating the emotion of a scene or design. A mood line of low left to high right, for example, is optimism, and if that's the mood the message calls for, fine. If not, one had better select and use the lines that are going to convey the desired mood. Knowing and following mood lines is important in integrating the whole of a thing.

On a set, even the people, the actors, are a part of the design and, if not designed in the same geometric plan as the set, will look as if they do not belong there.

In that your sets are triangular or multiples of triangles, then even your costumes should also be triangular or multiples of triangles.

When these are not consistent, the parts of the set and the people don't look like they belong together and things look dispersed.

The reason you have set and costume consistency of geometric form is the same reason you have color harmony. It all has to do with integration.

COLOR

To use color effectively and as a means of integration, one must know how to use a color wheel and how to use color harmony against a color depth perception chart. The color harmony and color depth must agree.

The use of color as a means of achieving integration in a piece is covered in detail in HCOB 26 Feb. 84, Art Series 14, COLOR.

One can and should experiment with that data to gain a familiarity with the use of color and color depth. With a little experimentation, one can quickly see, for example, how one object can be moved into the distance and others pulled into the foreground using color alone.

It can be helpful when initially working out a design to do plain pencil sketches using integrated geometric forms and experimenting with different colors with these to arrive at something that integrates.

CALLIGRAPHY AND TYPE STYLES

Calligraphy or the style of type or lettering to be used enters into all of this. So, also, do type sizes and arrangements.

Disparity of type sizes used in related areas where one would expect uniformity will strike a discordant note. Print sizes varied all over the place on a page simply add confusion and a lack of integration.

And, from the viewpoint of integration, flowing color patterns or lines have no integration whatsoever with a sharp, modernistic style of typeface. The type doesn't align with the art form, so the two don't integrate. They don't seem to belong together, so they don't seem to be art.

To integrate with flowing color patterns, the calligraphy or lettering would have to fit with lines that give the impression of «in motion» or «flowing» or something similar. Different color patterns or geometric lines would require different types of calligraphy.

In other words, in an ad or other design the calligraphy or type style should align and integrate with the art form used.

And the type style itself should agree with the colors.

One should work toward an integration of geometric message, color depth, text alignment and text.

What is needed is very direct communication in all of those areas.

To arrive at a final design, one that will communicate the message, one has to know that it integrates.

One can describe a possible design but that isn't a rough layout. It's just an idea for a layout. What is missing is the artist and his rough sketches of full designs.

Without these one can't see if it integrates.

Finished art on random components which MIGHT become a design is not the basic step, as who knows how they'll add up in the final product?

One first does a rough layout, or many, based on one or more ideas, and only then could one see what it's going to do or be. Only then can one see if they will «work»-i.e., integrate.

Without this, one would be just shooting in the dark.

This data is true of ALL design-ads, cine sets, great paintings, cars. And in its basics, it translates over into the fields of other art forms-music, literature, any other form of art.

The key is INTEGRATION.

Begin with a message.

Attain a harmony of components that will assist the message.

Achieve an integration of all components.

You will then have achieved a quality of communication which invites contribution from the beholder. And that is art.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
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Remimeo
Execs
MAA/EO Hat
Tech/Qual
C/Ses
Sec Checkers
De-PTSers
PTS Packs
SSOs
Missionaires

C/S Series 118
PRETENDED PTS

(This data is also issued as an HCO PL so that executives know what to look for when somebody that they have requested be handled in Ethics hasn't been handled.)

Refs:

HCOB 19 June 70 II C/S Series 8 CHART OF HUMAN EVALUATION
HCOB 3 May 80 PC INDICATORS
HCOB 13 Oct. 82 C/S Series 116 ETHICS AND THE C/S
HCO PL 11 May 65 ETHICS OFFICER HAT
HCOB 9 May 77 II PSYCHOSIS, MORE ABOUT
HCOB 28 Nov. 70 C/S Series 22 PSYCHOSIS
HCO Info Letter 2 Apr. 64 TWO TYPES OF PEOPLE
HUBBARD CHART OF HUMAN EVALUATION

It is evident that asking directly for evil purposes as part of Sec Checking has been knocked out of use over the years by SPs.

It recently occurred that, in using Sec Checking to clean up several persons who had gotten into ethics trouble on their posts, a peculiar phenomenon and pattern came to light. The persons being handled had been asked for «overts» before and had «gotten them off» but would continue committing the overts. In each case they had blamed their difficulty on having been the effect of false data and black PR fed them by bad hats long since detected and removed from the area. However, these particular cases did not straighten out with de-PTSing actions.

These persons were then asked directly for evil purposes and this action finally got to the root of the matter.

APPARENT SEQUENCE

Apparently, the sequence with such persons is:

- a. They «get off overts» but then continue committing them.
- b. When overt products and flaps in their areas get investigated, they palm it off as having «gone effect of others' black PR or false data.» In other words, the person appears to be PTS.
- c. They manage to convince those doing the investigating that that's the end of the investigation.
- d. If something flaps, they get off some overts and start the cycle again at (a).

In other words, they were actively committing suppressive actions while pretending to be PTS. And were busy making people around them feel PTS. While apparently the effect of

suppression or black PR, they were actually generating it themselves: originating black PR to cover their own overt acts.

What had been omitted in the handlings these persons had gotten previously was the full follow-through, because routine PTS tech would of course not handle someone who was on the other side of the coin - and by pursuing it all the way through, it would have exposed the pretense.

We have in the (a) through (d) sequence above, the exact mechanism by which such people skid through the lines undetected. This may explain a great deal to many executives who have ordered staff handled and then have had to conclude that the tech didn't work because the staff wasn't handled. What had actually occurred is that evil purposes had been omitted from Sec Checking tech with malice aforethought and that PTS checks did not include checks for evil purposes.

This sequence shows the exact «failure» to handle people in RPFs, etc.

HANDLING

In handling a PTS, the C/S must monitor the person's progress closely. This means inspection of all interviews and session worksheets, observing the results of each PTS handling action, his change of position (or lack of) on the Chart of Human Evaluation as evident from the pc folder and so forth.

Also, it is important that the Ethics Officer advise the D of P when a staff or public person is undergoing an ethics or justice action so that this can be noted in the person's pc folder. In this way, the C/S can also find out if the pc has landed in ethics trouble. (Ref: HCOB 13 Oct. 82, C/S Series 116, ETHICS AND THE C/S)

If the person is not making change, or repeatedly slipping into further out-ethics behavior, the C/S must recognize this. It is, possibly, the (a) to (d) sequence above in action. If the C/S suspects this to be the case, his action is to begin to handle the case with Sec Checking by a competent Sec Checker. And such Sec Checking must include questions about the person's purposes and intentions.

Instead of only Sec Checking on, for example, «Have you committed an overt on the org?» one would also ask, «Have you had an evil purpose regarding the org?» Handled standardly in this way, the person can be expected to experience tremendous relief and case change.

CAUTION

If a person is progressing well on a de-PTSing program (such as PTS interview, PTS RD, Suppressed Person RD), is making change, keeping his personal ethics in and moving up the Chart of Human Evaluation, then it would be a C/S error to suddenly interject a Sec Check into his program.

ETHICS

None of this sets aside standard ethics and justice procedures. Such a person as would be found with a pretended-PTS situation is quite likely already under some justice action, and in fact doesn't deserve immediate handling other than what HCO deals out.

SUMMARY

Some executives have gotten in the frame of mind that it is a waste of time trying to handle a bad hat. It is true the bad hat probably doesn't deserve to be handled but it is nevertheless true that we do have the tools to handle one.

We're not out to handle the insane, but whether we like it or not we live in a pretty insane civilization. Any data which handles that or amplifies it technically or solves it is of course extremely vital.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 2 MARCH 1984R

REVISED 24 APRIL 1990

Remimeo
All Staff
HCO
Eth Offs/MAAs
Tech/Qual

O/W WRITE-UPS

Refs:

HCOB 3 Jan. 60 A THIRD DYNAMIC FOR SCIENTOLOGY
HCO PL 1 Nov. 70 III YOU CAN BE RIGHT
HCOB 5 Oct. 61 CLEAN HANDS MAKE A HAPPY LIFE
HCOB 21 Jan. 60 JUSTIFICATION

It has been longstanding knowledge in Scientology that in the presence of overts and withholds no gains occur.

An overt act is an act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics.

Overts are the biggest reason a person restrains and withholds himself from action.

Man is basically good. When people commit overts and then withhold them it is because they conceive that telling them would be another overt act. By withholding overt acts, these are kept afloat in the universe and are themselves, as withholds, entirely the cause of continued evil.

A person who has overts and withholds becomes less able to influence his dynamics and falls out of communication with those people and things he has committed overts against.

Writing up one's overts and withholds offers a road out. By confronting the truth an individual can experience relief and a return of responsibility.

BASIC THEORY

The theory behind the action of writing up one's overts and withholds is contained in the Scientology Axioms, published in their entirety in the book Scientology 0-8: The Book of Basics.

Axiom 38 is particularly applicable:

1: Stupidity is the unknownness of consideration.

2: Mechanical definition: Stupidity is the unknownness of time, place, form and event.

1: Truth is the exact consideration.

2: Truth is the exact time, place, form and event.

Thus we see that failure to discover truth brings about stupidity.

Thus we see that the discovery of truth would bring about an as-isness by actual experiment.

Thus we see that an ultimate truth would have no time, place, form or event.

Thus, then, we perceive that we can achieve a persistence only when we mask a truth.

Lying is an alteration of time, place, event or form.

Lying becomes alter-isness, becomes stupidity.

(The blackness of cases is an accumulation of the case's own or another's lies.)
Anything which persists must avoid as-isness.

Thus, anything, to persist, must contain a lie.

Writing up one's overts and withholds can accomplish an as-isness and thereby relieve a person of the burden of his transgressions.

O/W WRITE-UP FORMAT

When people do O/W write-ups, abuses can occur if the specifics of the action are not known and followed.

The first step to be done before one undertakes the action of an O/W write-up is to word clear exactly how such write-ups are done.

Experience has proven that people have run into trouble on O/W write-ups when the format (including the key words and terms) was not word cleared before embarking on the action.

Format:

The format for doing an O/W write-up is as follows:

1. Write down the exact overt of commission or omission.
- 2 . Then state explicitly the specifics regarding the action or inaction, including:
 - a. Time (Definition: A precise instant, second, minute, hour, day, week, month or year, determined by clock or calendar; the point at which something has happened.)
 - b. Place (Definition: A definite location.)
 - c. Form (Definition: The arrangement of things; the way in which parts of a whole are organized.)
 - d. Event (Definition: That which happens; result; any incident or occurrence.)

One has to get the time, place, form and event and one has to get a done or a failure in order to get as-isness.

Example:

«1. I hit a friend's car when backing out of my parking space at work and caused about five hundred dollars worth of damage to his car.

«2. On the 30th of June 1987, when I was leaving work, I was backing out of my parking space and hit the back end of my friend Joe's car. There was no one else around and the parking lot was almost empty. I drove away without leaving a note or telling Joe, knowing that I caused about five hundred dollars damage to his car which he had to pay for.»

or, when there is a withhold or withholds to be gotten off:

1. Write down the withhold.

2 . Then state explicitly the specifics regarding the action or inaction withheld, including:

- a. Time
- b. Place
- c. Form
- d. Event

For example:

« 1. I cheated on my wife (Sally) by seeing another woman and never told her about this.

«2. Three years ago, when I was first married to Sally, I cheated on her by seeing another woman. I have never told Sally about this. One morning (in June 1985) I had told Sally I would take her to the movies that night and on my way home from work, when I was at Jones' Department Store, I saw an old girlfriend of mine (Barbara). I asked Barbara to go out to dinner with me that night and she accepted. (She did not know that I was married.) I told her I would pick her up at 8:00 P.M. that night. When I got home from the store I told Sally I had to go back to work to get some things done and would not be able to go to the movies with her.» «I then went out to dinner in another city with Barbara (at the 'Country Inn') so that I would not risk seeing any of my friends.»

ADMINISTERING O/W WRITE-UPS

The action of writing up one's overts and withholds can be applied to anyone, and the breadth of its application is unlimited.

Examples:

A person is assigned a Danger condition and is instructed to write up his O/Ws per HCO PL 22 Mar. 85, Esto Series 51, FULL DANGER CONDITION HANDLING.

A person wants to leave a course and the Ethics Officer has him write up his O/Ws. It could be that a person is nattering or feels critical, in which case the Ethics Officer or MAA could have the person write up his O/Ws.

C/S Okay:

It is the responsibility of the person administering the O/W write-up, whether this is the Ethics Officer/MAA, an Esto, the person's senior or a Supervisor, to get the person's pc folder checked by a qualified C/S to ensure that they are not in the middle of a major case action such as Int repair or List repair or in the middle of an incomplete listing action, any of which would need to be completed before the pc started on an O/W write-up. (Ref: HCOB 10 June 71 I, C/S Series 44R, C/S RULES, PROGRAMING FROM PREPARED LISTS)

This is not to be construed as a rule that someone needs a C/S okay to get handled in Ethics. It simply means that the C/S and Ethics must be coordinated when handling a pc who needs to do an O/W write-up as fully covered in HCOB 13 Oct. 82, C/S Series 116, ETHICS AND THE C/S.

End Phenomena:

In doing an O/W write-up a person writes up his overts and withholds until he is satisfied that they are complete. The person will feel very good about it and experience relief. One would not engage in carrying on an O/W write-up past this point.

End Ruds Check:

When a person has completed his O/W write-up he must receive an end ruds check. This acts as an acknowledgment of the action completed. End ruds must be done by a qualified auditor (Class II or above, or a Hubbard Senior Security Checker).

The original copy of the O/W write-up must go into the person's pc folder, regardless of whether or not any copy is additionally given to the MAA or Ethics Officer. (Ref: HCOB 28 Oct. 76, C/S Series 98, Auditor Admin Series 26, AUDITING FOLDERS, OMISSIONS IN COMPLETENESS)

Repair:

When a person doing an O/W write-up bogs on the action at any point or gets sick or falls on his head shortly after doing an O/W write-up, he must be repaired at once by a qualified auditor using a Confessional Repair List. (Ref: HCOB 23 July 80R, CONFESSIONAL REPAIR LIST-LCRE)

O/W WRITE-UP PROCEDURE

The following steps are the full procedure for getting a person to do an O/W write-up:

0. The first action is for the person administering the O/W write-up to: (a) study and word clear this HCOB, (b) clear the words included in step 4 below, © word clear the O/W write-up format.

1. Get a qualified C/S to check the person's pc folder to ensure that the person is not in the middle of a major case action such as Int repair or List repair or in the middle of an incomplete listing action that would be interrupted by an O/W write-up.

2. Ensure that a space is provided where a person can write up his overts and withholds undistracted.

3. Provide paper and pen.

4 . Have the person clear the following words in the Tech Dictionary: overt, withhold, motivator, justification, overt-motivator sequence.

5. Have the person read this HCOB and word clear the O/W write-up format as covered above, to full understanding.

6. Have the person write up his O/Ws, exactly per the O/W write-up format above. This is done until the person is satisfied that he has written them up completely and he feels very good about it.

7. Get the person an end ruds check once the O/W write-up is complete.

8. See that the original copy of the O/W write-up is filed in the pc's folder along with the worksheets of his end ruds check.

SUMMARY

Writing up one's overts and withholds is a simple procedure that has unlimited application. O/W write-ups can bring about great relief and enable a person to achieve greater happiness.

L. RON HUBBARD

Founder

Revision assisted by
LRH Technical Research
and Compilations

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 10 MARCH 1984

Remimeo
Art Checksheet

Art Series 16
MESSAGE

Successful works of art have a message.

It may be implicit or implied, emotional, conceptual or literal, inferred or stated.

But a message nonetheless.

This applies to any form of art: paintings, sculpture, poetry, writing, music, architecture, photography, cine, any art form or any form that depends on art, even advertising brochures and window displays.

Art is for the receiver.

If he understands it, he likes it. If it confuses him, he may ignore or detest it.

It is not enough that the creator of the work understands it; those who receive it must.

Many elements and much expertise go into the creating of successful works of art. Dominant amongst them is message, for this integrates the whole and brings comprehension and appreciation to those for whom it is intended.

Understanding is the base of affinity, reality and communication.

A message is fundamental to understanding.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 MARCH 1984

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Purif C/Ses
Purif I/Cs
Tech/Qual

Purification Rundown Series 8

OILS CAN GO RANCID

Apparently oils such as those used on the Purif go rancid after a period of time, and can also go rancid if they are improperly stored and subjected to heat.

These include «All Blend» oil (which is a combination of soy, safflower, peanut and walnut oils), vitamin A, vitamin D, vitamin E and wheat germ oil.

According to published nutritional research, rancid fats (oils) destroy important vitamins in the body and this can result in a physical condition of swollen joints or cords or muscles, known as «gout.»

WHEAT GERM OIL

An example is wheat germ oil. If you look at a bottle of vitamin E you will see that it is mainly wheat germ oil. Apparently wheat germ oil, after being pressed, will only last a week before it goes rancid. Taking this oil after it has gone rancid could bring about, after exercise, agonizing cramps.

This rancidness could also bring about a condition of gout. And if a person took rancid wheat germ oil while on the Purif RD he might incorrectly attribute these sore muscles to the exercise, when in actual fact it was the result of rancidness of the oil.

RANCID OILS

This data is given here for information to those supervising Purification Rundowns. But one could find oil in other places that has turned rancid-such as that contained in mayonnaise that has not been properly refrigerated.

According to Adelle Davis, noted nutritionist, some manufacturers even use rancid oils in the preparation of margarines, cooking fats and highly refined commercial vegetable oils. She recommends that one consume only pressed, unrefined oils. However these must be stored properly or they can turn rancid.

STORAGE OF OILS

Apparently the reason that these oils go rancid is exposure to the sun or radiation. One Purif I/C reported that a jar of vitamin E, left out in the sun, went rancid within a matter of days. And if a bottle of oil, or a container of oil capsules (such as vitamins A, D and E are often sold in), is stored for a long period of time instead of being used up, it could go rancid.

The best thing to do is to keep these oils in a refrigerator and test them periodically to ensure none of them have turned rancid.

HOW TO DETECT RANCID OIL

The simplest way to tell if an oil has gone rancid is to smell it. Rancid oil smells peculiar-it does not smell at all like the same oil when fresh.

With a bottle of oil such as «All Blend» oil, one just needs to open it and smell it. And with capsules of oil, such as vitamin E capsules, you can simply poke a hole in one of the capsules and smell the oil to see if it is rancid.

OTHER FORMS

Due to the fact that wheat germ oil goes rancid so quickly, it is advisable that when one is taking vitamin E as a supplement, it is taken in a dry powdered or tablet form.

Also, vitamins A and D can be obtained in tablet form and it is quite okay for persons on the Purif to take these in place of the capsules of oil. The advised dosage would not change. One does, however, need to take the «All Blend» oil in its oil form.

The intake of oil is an essential part of the Purif RD, as per the basic Purif HCOBs.

On vitamins the important point is protecting them from sunlight, heat and oxygen- therefore vitamin containers should be kept closed and stored in a refrigerator. There is no reason one could not take vitamins such as A, D and E in oil capsule form as long as they are properly stored and not permitted to go rancid.

HANDLING OF GOUT

There are recommended dietary handlings for a person who has gout in the book Let's Get Well, by Adelle Davis (published by Harcourt Brace Jovanovich, Inc.). Any person who does have what appears to be a condition of gout should consult a qualified medical doctor.

SUMMARY

The Purification Rundown I/C should take adequate measures to ensure that none of the oils being taken are rancid.

This is done by:

- 1 . Proper storage of oils, including not only bottled oils but also those contained in capsules such as vitamin E. Oils should be kept refrigerated, and not left out in the sunlight or near any heat.
2. Oils should be checked regularly to see if they have turned rancid.
3. Any oils that are rancid should be thrown out as soon as detected.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 MARCH 1984

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URGENT-IMPORTANT

C/S Series 119

STALLED DIANETIC CLEAR: SOLVED

(This bulletin modifies any earlier HCOBs on the subject of what can or cannot be run on Dianetic Clears.)

Refs:

Book: Advanced Procedure and Axioms, 1951, Chapter «Postulates»
Book: Scientology 0-8, Chapter 3, «Consideration and Mechanics»
HCOB 6 Sept. 78 II SERVICE FACSIMILES AND ROCK SLAMS
HCOB 6 Sept. 78 III ROUTINE THREE SC-A FULL SERVICE FACSIMILE
HANDLING UPDATED WITH NEW ERA DIANETICS
HCOB 12 Sept. 78 DIANETICS FORBIDDEN ON CLEARS AND OTs
HCOB 3 May 80 PC INDICATORS
HCOB 30 July 80 THE NATURE OF A BEING
HCOB 14 Dec. 81 THE STATE OF CLEAR
HCOB 8 Mar. 82R CONFESSIONALS AND THE NONINTERFERENCE ZONE
HCOB 28 Feb. 84 C/S Series 118 PRETENDED PTS

Note: Earlier, various persons carefully obliterated the technical data given below (and the tech of Expanded Dianetics) from use, to effectively bar Dianetic Clears from going any further up the Bridge and becoming fully powerful beings.

The major steps for a Dianetic Clear moving up the Bridge are:

CCRD and the Sunshine Rundown

Solo Auditor Course Part 1

OT Preparations/Solo Setups

Solo Auditor Course Part 2

Eligibility for OT Levels Check.

There is no reason to interfere with a Dianetic Clear who is progressing on that route or who is progressing on the route between OT I and OT III and doing well.

They should not be interfered with by Sec Checking or anything else, really.

But where the person in this zone is moving slowly or stalled, there is a technical factor which must be known and taken into consideration:

Dianetic Clears who do not go up the Bridge are still subject to the vagaries and pressures of life.

Therefore, to handle any of the points of possible hang up, the following are included as allowed handlings on a Dianetic Clear:

PTS handlings, but no Dianetics

Confessionals, including Sec Checking on evil purposes

The handling of postulates, considerations, attitudes, evil purposes or evil intentions

False purpose checks

O/Ws

Disagreement Checks

Black PR handling

Service fac handling (by the bracket method only, which does NOT use engram running)

Rudiments

Happiness Rundown

Scientology Drug Rundown (as it uses Recalls), only if required

Method One Word Clearing

End of Endless Int Rundown, only if required (Note: This is a major rundown, not a repair action.)

and the Flag-only rundowns of L10, L11, L12.

The following actions can also be done to assist a Dianetic Clear who is stalled or not actively moving up the Bridge:

Ethics condition formulas

Repair of Past Ethics Conditions

Conditions and Exchange by Dynamics

Actions given in the Product Debug Series HCOBs (False Data

Stripping,

Crashing Mis-U Word Finding, Product Debug Checklist, etc.)

Getting the 21-department org board in in one's own life.

POSTULATES

The fact that one can sec check a Dianetic Clear and can locate purposes and nonsurvival considerations does not in the least make less of the state of' Clear. It is simply a matter of a different case phenomena on a Clear than on a preclear.

The definition of Clear is:

A BEING WHO NO LONGER HAS HIS OWN REACTIVE MIND.

Postulates and considerations can stand independently of mental mass.

Therefore, if anybody said you couldn't find postulates or try to spot them on Dianetic Clears then that is false data.

One can locate all the postulates one wants on a Dianetic Clear so long as he doesn't go into running engrams. Finding postulates and considerations is a free field on a Dianetic Clear; there is no slightest prevention of it. Finding and handling evil purposes is also in the area of postulates. And a Dianetic Clear can also be black PRed and go PTS.

Because someone is Dianetic Clear is no reason he does not still have postulates in place or counter-survival considerations which, cleared up, could improve his power as a being.

You will find that people who are not burdened with overts and black PR and evil purposes ARE going on up the route to the top. What stalls the person is lack of Sec Checking and discovery of any PTSness or black PR or evil purposes and the like-all of them counter-survival.

THE TECHNICAL FACT IS THAT IF THE PERSON IS NOT GETTING ON UP THE LEVELS, IF HE IS CLEAR AND/OR IS IN THE NON-INTERFERENCE ZONE AND IS MOVING SLOWLY OR STALLED, HE IS A CANDIDATE FOR HANDLING OF THESE FACTORS.

The handling of a Dianetic Clear on these is the same as for any preclear, with the proviso that no engram running may be attempted. One CAN handle postulates, purposes, considerations, attitudes, evil purposes or intentions and O/Ws. One can do false purpose checks, Disagreement Checks, black PR handlings, service fac handling (without running engrams) and rudiments on a Dianetic Clear, and one can also do all types of PTS handling that do not call for running engrams. And one had better get the appropriate handling done in such cases. You'll find the person experiences huge relief from being rid of these nonsurvival factors and he can then move on up to his next level and get the gains that are there to be achieved.

SUMMARY

It is expected that responsible technical terminals will ensure the needed handling gets done where a Dianetic Clear is not progressing well.

A person at the point of Clear should take effective measures to get himself up the Bridge.

But where this is not occurring, he needs help in the form of the exact technical action that will enable him to progress.

We are in the business of making beings more able. Here we have restored to use powerful tools with which to do it.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 JUNE 1984R

REVISED 11 JANUARY 1990

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False Purpose Rundown Series 1R

FALSE PURPOSE RUNDOWN

Refs:

Book: Advanced Procedure & Axioms, Chapter «Postulates»

Book: Scientology 0-8: The Book of Basics, Chapter
«Consideration and Mechanics»

HCOB 27 Mar. 84 C/S Series 119 STALLED DIANETIC CLEAR: SOLVED

HCOB 30 July 80 THE NATURE OF A BEING

That beings are basically good and are seeking to survive are two fundamental principles of Scientology.

A being's basic goodness can be made brightly evident or be heavily obscured, the quality of his life and survival potential can be enhanced or reduced, all through a factor fundamental to the thetan himself: PURPOSES.

Where a being has accumulated nonsurvival purposes and intentions, he will be found to be having, doing and being far below his potential. Having committed overt acts (prompted by false, nonsurvival intentions and purposes), he then restrains himself from action. Achievement, stability, certainty, respect for self, and even the thetan's innate power can seem to deteriorate or disappear altogether.

And it can be found that many of these contrasurvival purposes have been fettering the being for a VERY long time. Recent upper-level research breakthroughs have led to the development of a new rundown designed to slash straight through to the root of such false purposes and unwanted intentions and BLOW them.

The name of this new rundown is the FALSE PURPOSE RUNDOWN.

RESEARCH

The tech research done was quite extensive and involves several major discoveries. But I'll let you in on one thing:

There were psychiatrists who existed way, way back on the track.

It was the aim of these psychs back on the whole track to very carefully push in people's anchor points to prevent them from reaching. The psychs were, themselves, a bunch of terrified cowards, and the prevention of reaching was one facet of their operation. Handling overts, withholds and nonsurvival purposes with the False Purpose Rundown has proven highly effective in undoing the effects of the «work» of psychs on the whole track, and restoring the thetan's willingness and ability to reach.

DELIVERY

The False Purpose Rundown may only be delivered by an auditor who has completed the HUBBARD FALSE PURPOSE RUNDOWN AUDITOR (HFPRDA) Course, where one studies the materials of the new tech breakthroughs and masters

the laser-precise techniques of False Purpose Rundown auditing. The rundown may only be C/Sed by a Class V Graduate C/S (or above) who also has been thoroughly trained in the tech of the False Purpose Rundown as both an auditor AND a Case Supervisor.

The auditing is very fast and very direct.

And-hold your hat-though it is the result of research into the far reaches of the OT band, it can be delivered to persons who have just begun on their way up the Bridge! Case prerequisites for the rundown are determined by the Case Supervisor, based on the pc's drug history and personality test results. Some pcs will need no prior case actions at all. (Ref: HCOB 12 Nov. 81RB, GRADE CHART STREAMLINED FOR LOWER GRADES)

RESULTS

Pcs and pre-OTs report-and folder studies confirm-a very high rate of case gain per hour of auditing on this rundown, with unwanted fixed conditions and considerations dropping away left and right.

Barriers to enjoyment of life and attainment of goals that before seemed solid and formidable can be whisked away like a puff of smoke before a fresh gust of wind.

What would be left if such barriers were gone? Certainty of self and one's basic purposes and intentions-and a revitalized reach, drive and confidence in one's ability to achieve them, free from self-restraint.

And that spells a better game!

L. RON HUBBARD
Founder
Revision assisted by
LRH Technical Research
and Compilations

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 JUNE 1984

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New Class IX
(ACS) Auditors
False Purpose RD
C/S Course

ROCK SLAMS, MORE ABOUT

Refs:

HCOB 3 Sept. 78 DEFINITION OF A ROCK SLAM
HCOB 10 Aug. 76R R/Ses, WHAT THEY MEAN Rev. 5.9.78
HCOB 1 Nov. 74RA ROCK SLAMS AND ROCK SLAMMERS Rev. 5.9.78

It is true that an R/S indicates an underlying evil intention. And if one occurs it is vital that it be noted clearly. But an R/S is only an indicator.

R/Ses found in folders sometimes can't be made to repeat due to additional overburden or new withholds or something of the sort. A rock slam is a definite indicator but it is not THE indicator. There are various reasons for this-the auditor might be looking somewhere else, the meter may be discharged and the R/Ses missed or, on the other hand, a bad connection in the line or the pc wearing rings can also turn on a false R/S.

The point is that in detecting an evil purpose one would not rely totally on whether or not an R/S did or did not turn on. It is just an indicator. It's not proof. A person's conduct and his actions are a proof. Thus, behavior and production records are a more reliable indicator.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 JUNE 1984

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Auditors
C/Ses
Cramming Officers
MAAs/Ethics Offs
Tech/Qual
False Purpose RD
Auditors
Class XII Auditors
Sec Checkers

«MURDER ROUTINE»

Some years ago I developed a simple technique, that has proven very useful to Sec Checkers, known as «murder routine.» This name came about when an auditor, having some difficulty with a pc insisting he'd never done anything bad in his whole life was directed to ask if the pc had murdered someone, robbed a bank, and other such exaggerated Sec Check questions. Upon being asked such questions, the overt the pc was sitting on became much more confrontable to him, by comparison, and off it came. This became known as the «murder routine.» It is also known as «magnifying the overt» or «worse than» technique.

Where you have a validly reading Confessional question, but the pc is not coming up with a specific overt for one reason or another, you can very often hit pay dirt by giving the pc some samples of noncomparable magnitude. You just give him a horrible comparison, in the face of which the actual overt looks mighty small-and off it comes.

For example, the pc is getting a fall on «overts on cats» but saying, «Well, I ... really nothing there that I can see, and ...» The auditor, having tried unsuccessfully to get a specific overt with good TR 4, can move right in with the «murder routine»: «Well, have you deliberately run down any cats with a car? Strangled any cats just for the fun of it? Lopped some cat's ears off with the garden shears?» The pc says, «Oh no, nothing, nothing like that! I kicked the neighbor's cat, that's all ...,» and you're away: «Well, thank you. Now, when was that?» and so on.

Blood running all over the place, you see, in the picture you're painting, and the pc surrenders. It begins to look like a much more confrontable thing he's done, by comparable magnitude.

If this tech isn't already part of your repertoire as an auditor, drill it well and put it to good use.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 JUNE 1984

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Auditors
C/Ses
Auditor-training
Checksheets
HSSC Course
Tech/Qual
Sec Checkers

MISSED WITHHOLD HANDLING

Ref:

Tape: 6211C01 THE MISSED MISSED WITHHOLD

Modifies:

HCOB 30 Nov. 78 CONFSSIONAL PROCEDURE

HCOB 11 Aug. 78 I RUDIMENTS DEFINITIONS AND PATTERN

HCOB 15 Aug. 69 FLYING RUDS

Part of the routine procedure that is expected of any auditor pulling a missed withhold, whether as a rudiment or in Sec Checking, is to get «who missed it»-the people who missed the withhold-and what each of them did to make the pc wonder whether he or she knew. Sometimes, however, the rudiment keys out and F/Ns before the auditor has gotten to the «who missed it» step of the procedure.

Such an F/N is indicated, but you must then go forward and get who missed the withhold and what that person did to «miss» the withhold on the pc.

This handling can considerably widen the F/N and blow the missed withhold but good.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 6 JUNE 1984R

REVISED 12 JANUARY 1990

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Auditors
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Tech
Qual
HSSC Checksheet
False Purpose RD
Auditors and C/Ses

False Purpose Rundown Series 2R
THE «LOST TECH» OF HANDLING
OVERTS AND EVIL PURPOSES

Refs:

HCO PL 7 Feb. 65 KSW Series 1 KEEPING SCIENTOLOGY WORKING
HCO PL 17 June 70RB I KSW Series 5R Rev. 25.10.83 TECHNICAL DEGRADES
HCOB 28 Feb. 84 C/S Series 118 PRETENDED PTS
HCOB 13 Oct. 82 C/S Series 116 ETHICS AND THE C/S
HCOB 9 Feb. 79R KSW Series 23R Rev. 23.8.84 HOW TO DEFEAT
VERBAL TECH CHECKLIST
HCOB 15 Feb. 79 KSW Series 24 VERBAL TECH: PENALTIES
HCO PL 17 Jan. 79 A NEW TYPE OF CRIME

In a recent review of several cases, I've unearthed some vital tech in the fields of pulling overts and handling evil purposes that had been «lost» (buried) by certain SPs who've long since departed. This tech has now been put fully back into use and-with the addition of totally new breakthroughs on the handling of evil purposes-is more powerful than ever.

HISTORY

In early days I developed Security Checking to a high skill, whereby the meter was used to get the exact time, place, form and event nailed down on every overt.

In later years, in rundowns such as Expanded Dianetics, Sec Checking was covertly knocked out of use through verbal tech. This got to the point where some cases, not having been unburdened of later overts and withholds with Sec Checking, were sent off down the track in search of early overts and evil purposes well beyond the confront and reality of the preclear. Attempts were sometimes made to use high-powered L&N questions on such pcs to locate evil purposes and intentions to run.

Burdened with unpulled overts, the pcs had a hard time answering such questions.

A few unscrupulous persons who themselves were strenuously avoiding being sec checked put this «tech» out in issues. It of course threw a wrench into the works and was one of the main tricks they pulled in an effort to undermine the workability of Expanded Dianetics.

Sec Checking tech was, some years later, put back into use with a vengeance and many pcs got excellent gains from it. But not all of the tech was restored: The tech of handling evil purposes had been omitted!

What happened was that a «pendulum swing» effect had occurred. At one extreme, only straight pulling of overts and withholds close to present time was stressed. And at the other

extreme, scant attention was paid to skilled sec checking of the pc's current or recent withholds and, instead, auditors were guiding pcs in a search for whole track incidents and evil purposes exclusively.

SUCCESS

The fact is that any auditing aimed at handling the basic factors that can stall a case cannot succeed up to its full potential unless it includes BOTH:

- A. THOROUGH, VIGOROUS PULLING OF THE PC'S OVERTS, AND
- B. TRACING THE OVERT BACK TO E/S OVERTS ON THAT CHAIN AND BACK TO THE UNDERLYING EVIL PURPOSE AND CARRYING IT THROUGH TO A FULL BLOW.

I have since restored the tech of Sec Checking to full use and it is working very well in the hands of skilled auditors.

But now we have the brand-new, startlingly direct and powerful tech of the False Purpose Rundown! Based on discoveries made in upper level research this new rundown has produced spectacular results, including the undoing of psychs' suppressive actions of long, long ago. But for an auditor to be able to use this new tech he must first be a skilled Sec Checker.

This does not mean that the technology of Sec Checking cannot be used, nor is this HCOB intended to prevent people from being sec checked as part of HCO investigatory or justice actions. Sec Checking is a vital tool in its own right.

ETHICS

If in the future any person is found to be omitting or refusing to deliver the False Purpose RD or related RDs when needed, or doing something else and calling it «False Purpose RD,» he may be called before a Committee of Evidence on a charge of:

ATTEMPTING TO UNDERMINE OR ADVISING OR ENCOURAGING OR CONDONING THE ABANDONMENT OR REDUCTION OF USE OF THE FULL TECHNOLOGY OF LOCATING AND HANDLING OVERTS, EVIL PURPOSES, DESTRUCTIVE INTENTIONS AND NONSURVIVAL CONSIDERATIONS.

This offense is classified as a high crime, and if proven guilty beyond reasonable doubt by a Committee of Evidence, the offender may be declared suppressive and expelled from the Church.

SUMMARY

In this technology lies the key to sanity, certainty, reach and ability. Only the truly suppressive would wish to see it neglected or abandoned.

With this tech in your good hands and well applied, their wish will fade away as they do.

L. RON HUBBARD
Founder
Revision assisted by
LRH Technical Research
and Compilations

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 JUNE 1984

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False Purpose RD
Auditors and C/Ses
Cramming Officers

False Purpose Rundown Series 3

**THE PRIOR CONFUSION:
NEW TECH BREAKTHROUGH**

Refs:

HCOB 2 Nov. 61 THE PRIOR CONFUSION
HCOB 9 Nov. 61 THE PROBLEMS INTENSIVE USE OF THE PRIOR
CONFUSION HCOB 5 Apr. 71RA TRIPLE RERUNS HCOB 26 June 78RA II
NED Series 6RA ROUTINE 3RA ENGRAM RUNNING BY CHAINS (Section
on Narrative R3RA)
HCOB 13 Sept. 78 R3RA ENGRAM RUNNING BY CHAINS AND
NARRATIVE R3RA AN ADDITIONAL DIFFERENCE
HCOB 28 May 69 HOW NOT TO ERASE
HCOB 6 Oct. 61 TRAINING OF STAFF AUDITORS
HCOB 30 July 62 A SMOOTH HGC 25-HOUR INTENSIVE
Tape: 6110C03 «The Prior Confusion»

The highly effective tech of handling problems on a pc by finding the prior confusion to the problem and pulling O/Ws in that area has been in use since its discovery in the early 60s.

The theory of this is that any fixed idea or condition is the result of a postulate made by the thetan. Just prior to that postulate there was a confusion -an unconfrontable disturbance. The postulate is a stable datum, adopted in an attempt to solve that confusion. By getting off the pc's O/Ws in the area of the confusion, one can key out the postulate and fixed condition.

BREAKTHROUGH

I have just made a breakthrough of magnitude on the subject of the prior confusion while engaged in whole track research. This tech has a broader application than was originally envisioned.

What has actually been spotted here is that the psychs on the whole track created a confusion originally and used the overwhelm of that as the knockout for the implant. They didn't, at that stage of the track, have any other tools to knock beings out. So the mechanism of prior confusion is very early and very dominant.

This breakthrough on the prior confusion comes from spotting the first moment of the confusion.

This does not mean that a pc, in running back an evil purpose, is necessarily going to contact an incident containing a psychiatrist. But you as the auditor should know that that is what this tech discovery is based upon.

HANDLING EVIL PURPOSES

This has immediate application in auditing addressed to the locating and handling of a pc's accumulated evil purposes and nonsurvival considerations.

Once such a purpose or consideration is found, one locates the confusion which occurred just before it. If there is no blow of the purpose or no visible reaction, then one gets an earlier time for the same evil purpose and an earlier confusion to that.

WHEN ONE FINDS THE FIRST MOMENT OF THE FIRST CONFUSION WHICH LED TO THAT EVIL PURPOSE, ONE CAN BLOW THE WHOLE THING.

Once the FIRST MOMENT of that first confusion on that chain is found, you will normally get a blowdown of the tone arm, a cognition, VVGIs in the pc and a persistent F/N, if not a floating TA.

Getting the first moment of the confusion is crucial. This follows the fundamental auditing principle of the «earlier beginning,» as described in the basic books and in New Era Dianetics tech. By locating the earliest moment when the pc had an awareness of the confusion, it can be blown.

SOURCE

The false purpose or evil intention may have been generated by the person himself or directly implanted by another. This new application of prior confusion tech as given in the False Purpose Rundown has been shown to be highly effective regardless of the source of the purpose or intention.

ERRORS

On the False Purpose RD if one gets the prior confusion but the evil purpose doesn't spectacularly blow, it could be due to a number of reasons. But it is primarily one of these two things:

- 1 . The auditor failed to get the EARLIER TIME THE PC HAD THAT SAME PURPOSE and then get the prior confusion beneath it; or
2. The auditor did get the basic prior confusion on that evil purpose, but failed to get the FIRST MOMENT OF THAT CONFUSION.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

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False Purpose RD
Auditors and C/Ses
Cramming Officers
All Sec Checkers
HSSC Checksheet
False Purpose RD
Checksheet

False Purpose Rundown Series 4
CLEARING JUSTIFICATIONS

(Modifies: HCOB 30 Nov. 78, CONFESSIONAL PROCEDURE)

Refs:

HCOB 21 Jan. 60 JUSTIFICATION
HCOB 7 July 64 JUSTIFICATIONS
HCOB 8 July 64 MORE JUSTIFICATIONS
Tape: 6406C09 «The Cycle of Action, Its Interpretation on the E-Meter»
Tape: 6406C16 «Communication, Overt and Responsibility»

One of the tools of the successful auditor is the technique of getting off the pc's justifications when pulling overts and withholds. When this tech has fallen out of use, auditing has been less effective. Therefore, in auditing the False Purpose RD it is mandatory that on each overt pulled the pc's justifications of that overt must be cleared.

Additionally, a step is added to Sec Checking procedure of getting the pc's justifications off on each overt that is found.

THEORY

Where the pc is justifying, he is in a nonconfront of his own causation. By justifying he is lessening the severity of the overt, and as long as he has an overt justified, he hasn't taken responsibility for it and it will still be charged. Thus, pulling off the pc's justifications is invaluable in raising his cause and responsibility level.

PROCEDURE

Justifications are asked for after the time, place, form and event of the overt have been gotten and before asking for «who missed it» and E/S.

The pc's justifications can be gotten by asking, «Have you justified that overt?» or «Why wasn't that an overt?» getting that answered and asking for any more justifications until all are gotten. Quite often they will come off in a torrent, to the great relief of the pc.

Example: Auditor is running the Confessional question, «Have you ever stolen an apple?» After getting the pc to answer and give the what, when and so forth of the overt, the auditor asks:

Auditor: «Have you justified that overt?»

Pc: «Yes, I decided it was okay to steal the apples because I was hungry.»
Auditor: «Thank you. How else did you justify it?»

Pc: «Well, the store had so many apples in stock that I knew it wouldn't hurt them to lose a few . . . and after all, they've overcharged me before, so they actually sort of owed it to me, and I always shop there so they're still making plenty of money from me.»

Auditor: «Okay. How else did you justify it?»

Pc: «That covers it. Boy, I really had that one loaded up with reasons for its being all right!»

Auditor: «Thanks very much. Who missed it?» (Auditor continues on with the «missed» step and then, if no EP, goes E/S on the Sec Check question.)

GRADE IV

This HCOB in no way changes or replaces the «Overt-Justification» process which is run as part of Expanded Grade IV.

Ls

The L Rundowns are audited exactly per the Class X, XI and XII materials and are not added to or modified in any way by this HCOB.

This is quite a powerful bit of tech. Its application can make all the difference in cleaning up an overt.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 9 JUNE 1984R

REVISED 3 MAY 1985

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False Purpose RD
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False Purpose Rundown Series 5R
AUDITING THE FALSE PURPOSE RUNDOWN

Refs:

HCOB 5 June 84R FPRD Series 1R Rev. 11.1.90
FALSE PURPOSE RUNDOWN
Book: Advanced Procedure and Axioms, Chapter «Postulates»
HCOB 28 Nov. 70 C/S Series 22 PSYCHOSIS
HCOB 9 May 77 II ExDn Series 29 PSYCHOSIS, MORE ABOUT
HCOB 28 Feb. 84 C/S Series 118 PRETENDED PTS
HCOB 27 Mar. 84 C/S Series 119 STALLED DIANETIC CLEAR: SOLVED
HCOB 7 June 84 FPRD Series 3 THE PRIOR CONFUSION: NEW TECH
BREAKTHROUGH
HCOB 8 June 84 FPRD Series 4 CLEARING JUSTIFICATIONS HCOB 6 Nov.
64 STYLES OF AUDITING (Level II-Guiding Style)
HCOB 21 Mar. 74 END PHENOMENA
HCOB 1 Mar. 77 II CONFESSIONAL FORMS

The False Purpose Rundown is a brand-new development in the handling of overts, withholds, evil purposes and destructive intentions. Using this new technique they are traced straight down to their origins and BLOWN.

EVIL PURPOSES

An evil purpose is a destructive purpose, intention or postulate.

I discovered in 1970 that evil purposes are the basis of insanity. A person who continuously commits harmful acts has evil purposes. He is prompted by these purposes to commit overts. (Such a person often tries to keep these overts carefully hidden while continuing to commit them.)

This does not mean that every pc who gives off an evil purpose is a raving psychotic or a John Dillinger or is bent only on destruction. It does not mean that any pc who discovers he has been dramatizing a destructive intention is an SP.

What it does mean is that this is an area that will cause (or, more likely, has already caused) a great deal of difficulty or conflict not only for the pc himself but for those around him.

POSTULATES

Evil purposes are, in effect, postulates.

Research on purposes and postulates and their role in the general aberration of a case goes back as early as 1950, and a lot of material exists on this in HCOBs and in basic Dianetics and Scientology books.

In dealing with this subject we are, in reality, dealing with a whole spectrum of what are actually postulates: considerations, intentions, purposes, service facsimiles and computations. These are all postulates.

Such false purposes, false considerations, quasi-evil purposes and the like can sit squarely in the road of attempts to hat or train or get case gain on a person.

NEW TECH BREAKTHROUGH

Underlying an overt chain you will very often find an evil purpose or destructive intention. In other words, when you start tracking down O/Ws with E/Ses keeping on a certain type of O/W, you will very likely run into an evil purpose on a case. The underlying evil purpose prompts the person to commit and continue committing harmful acts.

The breakthrough that I have made on this line is in the application of prior confusion tech to the handling of overts and evil purposes. Just as an evil purpose can be found at the bottom of a chain of overts, so can a confusion be found just prior to an evil purpose.

Once the first underlying prior confusion on that chain is located, it is only necessary to have the pc spot the FIRST MOMENT of it to cause it to blow.

AUDITOR REQUIREMENTS

A False Purpose RD Auditor must be a graduate of the new HUBBARD FALSE PURPOSE RUNDOWN AUDITOR COURSE and provenly competent in handling the high-precision tech of the rundown. A prerequisite to this course is the HUBBARD SENIOR SECURITY CHECKER COURSE, where one becomes a highly skilled Sec Checker. NO ONE who has not successfully completed these two courses may audit the False Purpose Rundown.

The exact requirements to deliver the False Purpose RD are:

1. Student Hat
2. Pro TR Course
3. Class IV Auditor
4. Upper Indoc TR Course (or Upper Indoc TRs previously drilled on any training course)
5. Hubbard Senior Security Checker Course
- 6 . Hubbard False Purpose Rundown Auditor Course (Provisional until interned).

To deliver the False Purpose Rundown to an OT III or New OT IV (which would only be done in an AO or at the FSO) one must have done 1-6 above PLUS: 7. Qualified to audit OT III reviews.

To deliver the False Purpose Rundown to a NOTs pre-OT one must have done all of 1-7 above PLUS:

- 8 . Full training as a Class IX Auditor (Hubbard Advanced Courses Specialist).

FALSE PURPOSE RUNDOWN FORMS

The False Purpose Rundown procedure utilizes a form that consists of a series of questions related to a specific subject or area. There are different False Purpose RD forms which the C/S may include in the pc's program. Whatever form is used, the auditor does the whole form on the pc. Every question is cleared and checked on the meter as per basic Sec Checking tech.

Some of the questions on the form ask for overts (e.g., «Have you ever stolen materials from a school?») and other questions ask directly for evil purposes and destructive intentions (e.g., «Have you had an evil purpose towards a school teacher?») .

Form questions which simply ask for overts are taken E/S to basic, and usually lead right to an evil purpose. (See Steps A to G below.)

On questions which directly ask for evil purposes the auditor takes up the procedure from Step C and carries through to EP.

The whole aim in doing this rundown is to locate overts and evil purposes on the case and fully blow them. These two types of Sec Check questions simply give two different approaches to one thing: getting onto the trail that leads to an evil purpose and, once found, blowing the evil purpose.

AUDITING PROCEDURE

IMPORTANT: Before the rundown is started, the pc must have a clear understanding of what is meant by an evil or destructive intention, and what a confusion and prior confusion are, as per the Technical Dictionary. The commands themselves must also be thoroughly cleared. (Ref: HCOB 9 Aug. 78 II, CLEARING COMMANDS)

STEP A: Auditor clears and asks the question from the False Purpose RD form.

Example: «Do you have an overt on cats?»

On each reading Sec Check question get the question answered fully and the overt pulled with time, place, form and event and pull any justifications of the overt as part of this. This is done with full Sec Checking tech. If no persistent F/N or spectacular release on getting off the overt, go E/S on the overt chain, with each overt question being taken to basic. Just pulling an overt might result in a huge release and persistent F/N which would be the EP for that chain.

You may get an F/N accompanied by a cog and VGIs while going down an overt chain. An F/N indicates a release point. What occurs in a case when you get an F/N on going down an overt chain is a key-out; by pursuing it you resume the chain and can pull it down to its underlying evil purpose.

It is very important in running down these overt chains that the auditor keeps the pc ON the same chain. Should the pc offer up some other overt or even an evil purpose disrelated to the chain being run, it is just noted in the worksheet for later reference. It would be an auditor error of magnitude to Q-and-A with such an origination and pursue it in the middle of handling the overt chain that was started with. (Ref: HCOB 21 Mar. 62, PREPCHECKING DATA, WHEN TO DO A WHAT)

Note: In running an overt chain E/S, the pc may spot the evil purpose that prompted the overts on that chain. If this occurs, i.e., the pc (without prompting) volunteers the evil purpose or intention that underlies that overt chain, and it is reading on the meter, the auditor goes straight to Step C.

STEP B: If running the overt E/S (to the point where there is apparently no earlier overt) does not result in a spectacular release and persistent F/N, the auditor asks:

«WAS THERE SOME EVIL PURPOSE OR DESTRUCTIVE INTENTION THAT PROMPTED YOU TO COMMIT THAT OVERT?»

and, if this reads, he pulls the evil purpose or destructive intention. The auditor is expected to put in «Suppress» and «Invalidate» if this question is not reading.

(AN «F/N AND VGIs» IS NOT THE EP BEING SOUGHT IN FALSE PURPOSE RUNDOWN PROCEDURE. THE EP IS A SPECTACULAR RELEASE ANp A PERSISTENT F/N. THE PC SHOULD F/N ON THE E/S OVERT CHAIN ITSELF AND

THE F/N SHOULD BE INDICATED, BUT THE PROCEDURE IS CONTINUED UNTIL THE FULL EP IS REACHED.)

(If this question [»Was there an evil purpose ...»] does not read, this puts one back at Step A. The original question one started with [e.g., «Do you have an overt on cats?»] is rechecked as per standard Confessional procedure. Once that original question F/Ns on being checked, carry on with the next question listed on the False Purpose RD form.)

The purpose or intention should read when the pc gives it. If it isn't reading, do not pursue the item with Steps C1, C2, etc.

STEP C: If there is no great relief and persistent F/N from the pc on finding the evil purpose, get the prior confusion which occurred just before that evil purpose. Then ask for and find the first moment of that prior confusion which led to that evil purpose.

This is done as follows:

C1: The auditor asks: «WAS THERE A CONFUSION THAT OCCURRED JUST BEFORE YOU HAD THE PURPOSE (the wording of the evil purpose given by the pc)?»

(Example: «Was there a confusion that occurred just before you had the purpose 'to kill cats'?») and, by using the meter, the auditor finds this confusion.

C2: The auditor then asks: «WHEN WAS THE FIRST MOMENT OF THAT CONFUSION?» and gets the pc to find this.

STEP D: If there is no spectacular release and persistent F/N on finding the first moment of that prior confusion, ask the pc:

«WAS THERE AN EARLIER TIME YOU HAD THE PURPOSE (the wording of the evil purpose given by the pc)?»

(Example: «Was there an earlier time you had the purpose 'to kill cats'?») and find this earlier time the pc had that purpose. What is being looked for is NOT an earlier-similar purpose, but an earlier time the pc had THAT SAME EXACT PURPOSE.

STEP E: If there is no spectacular release or persistent F/N on finding the earlier time, find the CONFUSION PRIOR TO THAT TIME as per Steps C1 and C2 above, and proceed to Step D.

STEP F: The auditor continues going earlier as per Steps D and E, until the pc has found the first moment of the first confusion which led to THAT evil purpose.

STEP G: If all Steps A through F have been done yet there is still no spectacular release and persistent F/N, assess and handle a False Purpose RD Correction List.

STYLE OF AUDITING

The style of auditing used on the False Purpose RD is Level II, Guiding Style.

The auditor must be well drilled in this style of auditing to be successful with the rundown.

GOOD INTENTIONS

ONLY evil or destructive intentions are picked up and handled in this auditing.

DO NOT run good intentions.

PAST TRACK

Do not limit the pc to this lifetime when going E/S on overts or when asking for an earlier time he had that evil purpose. These chains very often go whole track.

LISTING

By following the False Purpose RD procedure exactly, the auditor should be able to easily find and pull the pc's evil purposes. The pc is not asked listing questions, nor is L&N any part of the procedure. But it is possible that a pc could start listing and the auditor must be able to recognize and handle such a situation per standard listing tech.

The auditor would handle an out-list per HCOB 11 Apr. 77, LIST ERRORS, CORRECTION OF, and HCOB 17 Mar. 74, TWO-WAY COMM, USING WRONG QUESTIONS.

ADDITIONAL NOTE ON SERVICE FACS

Upon reviewing the session worksheets, the C/S may find that a service fac was found and F/Ned, but not fully blown. In such an instance the C/S can order the service fac run in the R3SC brackets in a later session, to fully blow it. It is the auditor's responsibility to ensure the item reads; if it isn't reading, it is not run.

However, if one is doing a False Purpose RD Correction List and in doing so locates a reading service fac, the auditor should run it out with R3SC in that session.

REPAIR

During a chain if the auditor hits an impasse, it is expected that he would apply the appropriate Sec Checking tools right then and there to handle: Murder Routine, checking for a missed withhold, use of buttons, etc.

If there is some bog that the auditor is unable to rapidly handle using the routine Sec Check debug tools, a False Purpose Rundown Correction List should be assessed and handled.

ENDING THE SESSION

When at some point in doing these steps the pc has a spectacular release and a persistent F/N, end off the session at that point and turn the folder in to the C/S. That would be the EP for that chain and that session.

In the next session the auditor rechecks the last question run on the False Purpose RD form, and if reading, repeats Steps A to G on it. When that question no longer reads on checking, one proceeds on to the next question on the form.

SUMMARY

The importance of using this tech of purposes and considerations is immeasurable.

It can make the difference between complete failure and successful hatting; between a hell-bound existence and a pleasurable productive life.

This tech is for use. Use it well.

L. RON HUBBARD

Founder

HCOB 9.6.84R

Rev. 3.5.85

ATTACHMENT #1

[This is a drawing approximately as follows]

PC's Attention
Directed by
the Auditor

== OVERT ==> E/S ==> E/S ==> E/S ==> EVIL ==> PRIOR ==> PAST
OVERT OVERT OVERT PURPOSE CONFUSION TRACK
PRESENT TIME ^

||

[Drawing of FIRST MOMENT OF
a PC on the cans] THE CONFUSION

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 JUNE 1984

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False Purpose Rundown Series 6
FALSE PURPOSE RUNDOWN COMMANDS

The following are the commands of False Purpose Rundown procedure. The full data on each of these commands and its application is contained in HCOB 9 June 84, FPRD Series 5, AUDITING THE FALSE PURPOSE RUNDOWN.

STEP A: Clear, check for read and ask the question from the False Purpose RD form being used. If it reads, get the question answered fully and the overt pulled with full time, place, form and event, also pulling the pc's justifications. This is done with full Sec Checking tech. Take this E/S as a chain of overts, down to the basic overt on the chain.

STEP B: If no spectacular release or persistent F/N, find the underlying evil purpose, using the question:

«WAS THERE SOME EVIL PURPOSE OR DESTRUCTIVE INTENTION THAT PROMPTED YOU TO COMMIT THAT OVERT?»

STEP C: If there's no great relief and persistent F/N from the pc spotting the evil purpose, find the confusion before it, and get the pc to spot the first moment of that prior confusion:

C1: «WAS THERE A CONFUSION THAT OCCURRED JUST BEFORE
YOU HAD THE PURPOSE (the wording of the evil purpose the pc gave)?»

C2: «WHEN WAS THE FIRST MOMENT OF THAT CONFUSION?»

STEP D: If still no EP, get the earlier time he had that same exact purpose: «WAS THERE AN EARLIER TIME YOU HAD THE PURPOSE _____?»

STEP E: If no EP, find the confusion prior to that time as per Steps C1 and C2 above, then proceed to Step D.

STEP F: Continue with Steps D and E as needed to get the first moment of the first confusion which led to that evil purpose.

STEP G: A False Purpose Rundown Correction List should be assessed if full EP is not reached by this point.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

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False Purpose Rundown Series 7
C/Sing THE FALSE PURPOSE RUNDOWN

Refs:

HCOB 5 June 84R FPRD Series 1R Rev. 11.1.90 FALSE PURPOSE RUNDOWN
HCOB 9 June 84R FPRD Series 5R Rev. 3.5.85 AUDITING THE
FALSE PURPOSE RUNDOWN
HCOB 12 June 84 FPRD Series 8 FALSE PURPOSE RUNDOWN AUDITOR ERRORS
HCOB 16 June 70 C/S Series 6 KSW Series 20 WHAT THE C/S IS DOING
HCOB 1 Mar. 77 II CONFESSIONAL FORMS
HCOB 13 Oct. 82 C/S Series 116 ETHICS AND THE C/S
HCOB 28 Feb. 84 C/S Series 118 PRETENDED PTS
HCOB 27 Mar. 84 C/S Series 119 STALLED DIANETIC CLEAR: SOLVED
HCOB 21 Mar. 74 END PHENOMENA

This rundown is a very powerful C/S tool for case advancement. Utilizing technical breakthroughs made in whole track research, it is unique in its direct approach to the handling of evil purposes and destructive intentions. It is actually a brand-new look at the subject:

Guiding the pc down to basic on overt chains with thorough Sec Checking of each overt itself, then' carrying through with special steps designed to blow the factors that originally prompted the overt.

C/S REQUIREMENTS

In order to C/S the False Purpose Rundown one must have successfully completed the Hubbard False Purpose Rundown Auditor Course and internship and must have graduated the Hubbard False Purpose RD C/S Course.

WHO CAN RECEIVE THE RUNDOWN

Case prerequisites for the rundown are Purification Rundown and Objectives.

The only exception would be a pc who is in Case Category 4 per HCOB 12 Nov. 81RD, GRADE CHART STREAMLINED FOR LOWER GRADES: OCA all in the upper half of graph, no heavy drug history. Such a pc could be put straight onto the rundown provided he had been fully educated as a pc with a Scientology C/S-I. But the False Purpose RD is not an introductory-type action and would not ordinarily be programed on a «raw meat» case.

It would also be a mistake to program someone for the False Purpose RD whose track was heavily blocked off with drugs, as the pc needs to be able to go E/S. If the C/S has such a case on his hands, despite the person having completed a standard Purif and battery of Objectives, then a Drug RD must be done.

The False Purpose Rundown is primarily used to unstick a stalled case and get it moving up the Grade Chart again. It is not a grade or level in itself.

Where a Dianetic Clear or any pre-OT has stalled in his progress up the Bridge, the False Purpose Rundown can give him a tremendous boost in blasting through the barriers he is faced with and make it possible for him to make it on up the line to full OT.

As an example, a pc receiving HRD auditing might plow into an inability to free up on something, and not come around with handlings specific to the HRD. If through folder study and assessment of prepared lists the C/S discovers that the primary factor holding the pc back lies

in the area of evil purposes in conflict with one or more of the precepts of The Way to Happiness, such a pc would need to be shifted over to the False Purpose RD-and completed on a specific False Purpose RD form-and then returned to the HRD and the HRD carried through to completion.

Another example would be a pc receiving PTS handling. Should it become evident that the pc is actually a pretended PTS (per HCOB 28 Feb. 84, C/S Series 118, PRETENDED PTS) he can be smoothly moved over onto the False Purpose RD.

The False Purpose RD is not a panacea to be used in place of other standard case debug and repair tools such as drug handlings or the Expanded GF 40. It is used when the C/S has determined that what is stalling a case is evil purposes. It is programed so as to locate and handle the evil purposes and false purposes and nonsurvival considerations, after which the pc is returned to and moved on up the Grade Chart. Some repair lists, such as the GF 40X, contain questions which can detect evil purposes on a case. Such questions reading would alert the C/S to the need to ensure that the False Purpose RD was included in the pc's future programing.

PROGRAMING

Though the False Purpose Rundown reaches more deeply into the heart of a pc's case than Sec Checking, and incorporates brand-new tech discoveries from whole track research, its C/Sing and programing follow the same basic C/Sing and programing rules applicable to Sec Checking.

One could for example have a case that is in the middle of a grade or level, not in any sort of ethics trouble, and running fine in session, who simply originates to a Reg that he would like to receive the False Purpose RD. The Reg and C/S would handle this as they would any pc request for a particular rundown, as per HCOB 12 Nov. 81RD, GRADE CHART STREAMLINED FOR LOWER GRADES, section «PROGRAMING.» The C/S would not interrupt the grade the pc was in the middle of and interject the False Purpose RD.

On the other hand, one could have a pc who is very evidently in need of this RD right now - not later.

In all such cases the C/S follows HCOB 28 Sept. 82, C/S Series 115, MIXING RUNDOWNS AND REPAIRS, and HCOB 13 Oct. 82, C/S Series 116, ETHICS AND THE C/S, which give the rules.

SETUPS

Before a pc is begun on the False Purpose Rundown he must be properly set up, with an F/N and VGIs.

CLEARING WORDS

The preclear must have a full understanding of the words and commands of the False Purpose Rundown. The pc has to have a very clear understanding of what is an overt, a withhold, an evil purpose, a confusion and so on.

BEGINNING THE RUNDOWN

A pc or pre-OT beginning the rundown is first put onto the False Purpose Rundown Basic Form (HCOB 14 June 84, False Purpose Rundown Series 10-A).

Other forms may be used in addition to the basic form. For example, a pc might be a field auditor in for some case cleanup and tech update; he could be programed for the False Purpose Rundown using an «auditor form.» If additional forms are used, the questions are handled per the A-G steps of the False Purpose Rundown procedure.

In any case, questions are not deleted from the form.

Any form may have questions added to it by the C/S that pertain to the individual person's background and occupation(s) and current scene (Ref: HCOB 1 Mar. 77 II, CONFESSIOAL FORMS).

ETHICS

The False Purpose RD does not take the place of standard ethics. If a person is currently involved in an out-ethics situation and is thereby harming the org or those around him in some fashion, or has gross downtrending statistics as a group member, that person should be hauled into Ethics and sorted out. Such handling might even include a rapid HCO Sec Check as a means of getting to the root of some PT situation, so that ethics can be gotten in.

Example (correct): A sum of money has been reported missing from the Treasury cash box. At the same time, staff member Pete begins insisting he must leave staff for one «reason» or another. Well, here is an obvious candidate for some pointed investigatory questioning by a skilled Sec Checker. The C/S in this case needs to get a certain set of Sec Check questions answered, fast. In this illustration it would be incorrect to embark on the False Purpose RD, as the auditor would be bound by the HCOBs to take the first question all the way through the rundown steps to persistent F/N, end session, start another session later and take up question number two, and so on. It is simply a matter for a straight HCO Confessional, get the questions answered and the overts pulled, each to F/N, and that's it.

The False Purpose Rundown is a TECH handling. Handling tech before ethics is incorrect sequence.

Once the person has been interviewed or sec checked by an MAA, (or been before a court or committee) and physical universe handlings for any PT outethics have been done, or are at least in progress with the person's ethics going in, the False Purpose RD can be used as a tool to assist him to handle the situation terminatedly.

As long as ethics has gone in on the person, one can safely start him on the False Purpose RD.

Example (incorrect): Course Supervisor Elliot is found to be crashing the Academy stats, giving out verbal tech and caving in students with invalidation. Exec asks the C/S to «please get Elliot audited on the False Purpose RD right away as we must handle his destructiveness.» The C/S goes along with this. Elliot isn't comm-eved or put through lower ethics conditions or otherwise given any ethics handling.

He gets several sessions but doesn't make any real case change. The Academy empties out. Reason: They are trying to get tech in when he is still in the ethics band.

The handling is not «double the number of sessions per day he's getting.» That would be out-sequence.

Example (correct): Betsy damaged org property and falsified an FSM commission. Turns herself in to the Ethics Officer who has her write up her O/Ws and do ethics condition formulas starting at Confusion. She works up through the conditions to Liability and writes up overts and confronts the fact that she has been out-ethics. She is, at this point, started on the False Purpose RD. Between sessions she carries on with the rest of the condition formulas, amends work, studying an ethics course, etc. The rundown is very successful. And it was successful because the sequence applied was ethics and then tech.

EP OF A SINGLE FALSE PURPOSE RD FORM

The False Purpose Rundown, similar to Sec Checking, is an unlimited process (Ref: HCOB 2 Nov. 68R, CASE SUPERVISOR CLASS VIII, THE BASIC PROCESSES). In other words, a person could receive False Purpose RD auditing any number of times, with an EP achieved for each False Purpose RD form done.

Example: Pc has had some auditing, some grades, then is inactive for a while («falls off the Bridge»). He is involved in out-ethics, etc. He is recovered, and given False Purpose Rundown Series 10-A, the Basic Form. On completion of his auditing on this form he is doing extremely well and is ready to continue up the Bridge. He is sent to attest to completion of «False Purpose RD Basic Form.»

Example: A pc is having trouble with her marriage. She is audited on the False Purpose RD Basic Form, attests to it, and is then run on a False Purpose RD 2D Form. On completion of the 2D Form she is doing very well and her 2D situation is fully and happily resolved. She is sent to attest to completion of «False Purpose RD, Second Dynamic Form.»

When the person being audited on the False Purpose Rundown has been successfully completed on the last question of a particular form, the following indicators should be present:

1. The tone arm action has flattened off.
2. A marked shift of viewpoint accompanied by a cognition about the subject that was being sec checked, such as now being free from having to restrain oneself from committing harmful acts, etc. This would be a very big, embrative cognition, or number of them.

With these phenomena present, the pc may be sent to declare completion of that form. If they are not present, have the auditor assess a False Purpose Rundown Correction List and handle it M3 to an F/Ning list. If the EP as above is still not present, the case needs to be FESed and, taking care to use the data obtained from the correction list assessment, programed for any needed repair and then to complete that False Purpose Rundown form.

EP OF PROGRAM

Completing a whole program is a different matter than completing one form.

A stalled Dianetic Clear might, for example, have a case program that consists of several False Purpose Rundown forms (each carried to EP), followed by False Data Stripping and then Method One Word Clearing.

The overall program would be ended, and the pc sent to declare to the program, when the end phenomena of that program had been attained. This would mean achieving the end product that program was intended to achieve, as per the C/S Series HCOBs, and would include a marked rise in the person's OCA from the range it was in before the program was begun.

AUDITOR HANDLING

The C/S must ensure that his False Purpose Rundown auditors are well trained and interned to begin with and effectively crammed on any goofs of the procedure.

A point which must be particularly watched for is the auditor's handling of F/Ns that occur before the full EP of a chain is reached. Some auditors, accustomed to ending off an action at the first F/N, cog, VGIs will tend to end off at an F/N rather than carrying through to the full EP (persistent F/N, cog, VVGIs, evil purpose blown).

SUMMARY

With this new rundown and its direct address to factors that underlie nonsurvival conduct, the C/S is equipped to dramatically boost a pc or pre-OT on his way up the Bridge to full restoration of his power as a being.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 JUNE 1984

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Remimeo
FPRD Auditors
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False Purpose Rundown Series 8
FALSE PURPOSE RUNDOWN AUDITOR ERRORS

Refs:

HCOB 9 June 84 FPRD Series 5 AUDITING THE FALSE PURPOSE RUNDOWN
HCOB 11 June 84 FPRD Series 7 C/Sing THE FALSE PURPOSE RUNDOWN
HCOB 8 June 84 FPRD Series 4 CLEARING JUSTIFICATIONS
HCOB 7 June 84 FPRD Series 3 THE PRIOR CONFUSION: NEW TECH BREAKTHROUGH
HCOB 30 Nov. 78 CONFSSIONAL PROCEDURE
HCOB 13 Oct. 82 C/S Series 116 ETHICS AND THE C/S

The following are common errors that were made by some of the first auditors learning to audit the False Purpose Rundown. These errors can lessen or nullify results on the rundown and must be watched for closely by the C/S and thoroughly handled if they occur - by both cramming the erring auditor and repairing the pc:

1. FAILING TO VIGOROUSLY PULL THE OVERTS GOTTEN WHILE FOLLOWING DOWN THE OVERT CHAIN. Effective, no-Q&A overt pulling which nails down the overt in its entirety is a must. Patty-cake, sweaty-palmed auditors who did not master the tech of Sec Checking will not succeed with the False Purpose Rundown.

2. NOT TAKING THE OVERT CHAIN EARLIER-SIMILAR TO EARLIER OVERTS. Quite often the E/S O/W chain will go backtrack.

The evil purpose will be found to be underneath the earliest overt on that chain. This error often shows up in the auditor attempting to get off an evil purpose after having pulled only a light PT overt.

3. FAILURE TO DIRECT PROPER ETHICS HANDLING WHEN NEEDED.

Ethics must be in before tech will go in. Some persons will need ethics handlings before the False Purpose RD will even begin to bite at all. Trying to «handle» someone's PT out-ethics situation with False Purpose RD auditing alone will result in loses.

4. ATTEMPTING TO «DO THE FALSE PURPOSE RD» OVER THE TOP OF PC NATTER OR OUT-OF-SESSIONNESS OR OTHER SYMPTOMS OF MISSED WITHHOLDS. This of course comes under the heading of «auditing a pc over out ruds.»

5. QUICKYING. Example: Auditor calling a persistent F/N when there obviously is no persistent F/N present. Example:

Auditor saying something was an EP which wasn't.

6. FAILING TO PULL OFF THE PC'S JUSTIFICATIONS FOR EACH OVERT AS THE CHAIN IS FOLLOWED DOWN. Includes asking for justifications just once (brush

off), when the pc may need to be asked the question several times before all the justifications are gotten.

7. NOT GETTING ALL OF THE OVERT FIRST BEFORE ASKING FOR THE PC'S JUSTIFICATIONS OF THAT OVERT.

8. Q&A OFF THE O/W CHAIN, ONTO SOME OTHER O/W CHAIN OR ONTO SOMETHING ELSE.

9. BASIC OVERT PULLING ERRORS SUCH AS MISSING READS, NOT RAISING THE SENSITIVITY ON QUESTIONS, Q&A, NOT VARYING THE QUESTION OR PULLING STRINGS WHEN NEEDED, ETC.

10. NOT USING «LEFT-HAND BUTTONS» (e.g., «SUPPRESS» AND «INVALIDATE») WHEN A FALSE PURPOSE RD FORM QUESTION DOESN'T READ, OR WHEN THE STEP B QUESTION OF THE FALSE PURPOSE RD PROCEDURE DOES NOT READ.

11. FAILURE TO RECOGNIZE WHEN BASIC ON THE OVERT CHAIN HAS BEEN REACHED AND THE CHAIN FLATTENED.

12. OVERRUNNING A SESSION OR CHAIN BY TRYING TO CARRY ON PAST A SPECTACULAR RELEASE OR PERSISTENT F/N.

13. AUDITOR NOT KNOWING WHAT AN EVIL PURPOSE OR DESTRUCTIVE INTENTION IS AND TAKING UP GOOD INTENTIONS, RANDOM STATEMENTS, COMPUTATIONS, ETC.,

AS «EVIL PURPOSES.» Includes failing to clear these terms thoroughly with the pc before beginning him on the rundown.

14. NOT TAKING THE EVIL PURPOSE EARLIER (to the earlier time the pc had that same evil purpose), when needed as per Step D of False Purpose RD procedure.

15. COMMANDS NOT FULLY CLEARED, AND/OR PC NOT GROOVED IN TO THE PROCEDURE SO THAT HE UNDERSTANDS WHAT IS TO BE DONE AND WHAT IS EXPECTED OF HIM.

16. PICKING UP AND ATTEMPTING TO RUN RANDOM EVIL PURPOSES THAT THE PC ORIGINATES WHILE BEING RUN DOWN A SPECIFIC CHAIN.

17. TURNING STEP B OF THE FALSE PURPOSE RD PROCEDURE (PULLING THE EVIL PURPOSE) INTO AN L&N ACTION.

18. NOT USING THE FALSE PURPOSE RUNDOWN CORRECTION LIST WHEN NEEDED ON A CASE.

L. RON HUBBARD

Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

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Remimeo
False Purpose RD
Auditors
and C/S's
Cramming Officers

False Purpose Rundown Series 9R

FALSE PURPOSE RUNDOWN CORRECTION LIST

This list is used in repairing flubs or case upsets on persons receiving the False Purpose RD.

If after a session on the False Purpose Rundown the person red tags at the Examiner or if he gets sick or upset or falls on his head shortly after the auditing, this list should be assessed and handled to straighten the matter out. The repair action would be a 24-hour repair priority per policy.

If there is a bog during a False Purpose Rundown session, the auditor uses this list to sort the matter out and get the pc rolling again.

This list would normally be done Method 3, as the questions are written in a precise sequence: The initial questions cover those items which would have to be handled first, and the rest of the questions are laid out generally in the order of likelihood of what would be found to have caused the difficulty.

The list should be used with a prefix which acts as a time limiter, such as «In this session, _____?» or «On the False Purpose Rundown, _____?»

The majority of the questions on this list are handled by fully clearing a withhold or withholds that were left unhandled in a session. Once such a question is handled, it is rechecked-as per Sec Checking procedure-to ensure that there is no more to be gotten on that question.

1. YOU WENT EXTERIOR? _____

(Indicate it. If pc has never had an Int RD, give him a standard Int RD per Int RD Series 2. On a Clear or OT, do not run any Dianetics; do an End of Endless Int RD. If you are not a Class V Graduate Auditor, end off for a Class V Grad or above to handle.)

2. LIST ERROR? _____

(Indicate. If Class III or above, find out what list, and repair with L4BRB. If not Class III, end off for handling by a Class III or above.)

3. WRONG ITEM? _____

(Handle as in #2.)

4. DID YOU HAVE AN ARC BREAK? _____

(ARCU, CDEINR, E/S to F/N.)

5. WERE YOU AUDITED OVER A PROBLEM? _____

(2WC E/S to F/N.)

6. WAS A WITHHOLD MISSED? _____

(Pull it fully, and handle as per A to G of the False Purpose RD procedure.)

7. DID YOU TELL PART OF A WITHHOLD BUT NOT THE REST? _____

(Get all of the withhold, and handle as per A to G of the False Purpose RD procedure.)

8. DID YOU MISDIRECT THE AUDITOR? _____

(Treat as a M/W/H. Find out what the overt was that the pc misdirected the auditor away from, and handle the overt as per A to G of the False Purpose RD procedure.)

9. WITHHELD SAYING SOMETHING FOR FEAR OF GETTING INTO ETHICS TROUBLE? _____

(Pull it fully, as per Sec Checking procedure, to find out what exactly the pc withheld. After getting the what, when, etc., also ask: I. «What appeared there?» II. «What didn't appear there?» and then carry on with the False Purpose RD procedure steps-A, B and so on.)

10. DID YOU WITHHOLD SOMETHING BECAUSE OF WHAT OTHERS MIGHT THINK? _____

(Handle as in question #9.)

11. DID YOU AVOID TELLING ONE OVERT BY GIVING A DIFFERENT ONE? _____

(Treat as a M/W/H. Find out what the overt was that the pc avoided telling the auditor, and handle the overt as per A to G of the False Purpose RD procedure.)

12. DID THE AUDITOR FAIL TO FIND OUT SOMETHING ABOUT YOU? _____

(Pull it fully and complete its handling as per A to G of the False Purpose RD procedure.)

13. WAS THERE AN EARLIER OVERT UNDISCLOSED? _____

(Pull it, and complete its handling as per A to G of the False Purpose RD procedure.)

14. WAS A CHAIN OF OVERTS NOT TAKEN BACK TO BASIC? _____

(Flatten the overt chain and complete its handling as per A to G of the False Purpose RD procedure.)

15. OVERT TOO LATE ON THE CHAIN? _____

(Get the earlier overt and complete its handling as per A to G of the False Purpose RD procedure.)

16. WAS AN EARLIER WHOLE TRACK OVERT ON THE CHAIN MISSED? _____

(Get the earlier overt and complete its handling as per A to G of the False Purpose RD procedure.)

17. HAS AN OVERT BEEN JUSTIFIED? _____

(Pull the justifications off the overt, then complete its handling as per A to G of the False Purpose RD procedure.)

18. WAS THERE SOME OTHER WAY YOU JUSTIFIED THE OVERT? _____

(Pull the justifications off the overt, then complete its handling as per A to G of the False Purpose RD procedure.)

19. HAVE YOU TRIED TO LESSEN AN OVERT? _____

(Find out how he tried to lessen the overt. Then get all of the overt, pull all justifications and complete its handling with steps A to G of the False Purpose RD procedure.)

20. A CHAIN OR INCIDENT THAT WAS TOO INCREDIBLE TO BE BELIEVED? _____

(Get what the chain or incident was. Put in the buttons:

Suppressed, Invalidated, Protested, Anxious About, Rejected. It will probably blow and F/N. If it doesn't, handle per the appropriate step of the False Purpose RD procedure, depending on whether the incident was an overt or evil purpose or whatever.)

21. WERE YOU WORRIED ABOUT REPUTATION? _____

(Clean it up 2WC E/S to F/N. Then check for an overt or overts before pc became worried about reputation, and handle with False Purpose RD procedure.)

22. JUMPED TO A DIFFERENT OVERT CHAIN? _____

(Find out what overt was being pulled just before the pc jumped to some other overt chain, and complete that original overt chain as per A to G of the False Purpose RD procedure. Then take up the overt chain that the pc had jumped to, and handle that one similarly.)

23. WENT PAST BASIC ON AN OVERT CHAIN? _____

(Indicate it. Spot the flat point and indicate the overrun. Rehab if needed, to F/N. Continue with False Purpose RD procedure, step B.)

24. WAS THERE AN EVIL PURPOSE THAT DID NOT FULLY BLOW? _____

(Find the prior confusion and handle as per step C of False Purpose RD procedure. If still not blown, continue assessing this repair list.)

25. ON AN EVIL PURPOSE, WAS THE PRIOR CONFUSION NOT FOUND? _____

(Find the prior confusion and handle as per step C of False Purpose RD procedure.)

26. ON AN EVIL PURPOSE, WAS THE WRONG PRIOR CONFUSION FOUND? _____

(Find the correct prior confusion and handle as per the False Purpose RD procedure, from step C onwards.)

27. ON AN EVIL PURPOSE, FAILED TO GET THE EXACT PRIOR CONFUSION? _____

(Find the exact prior confusion and handle as per the False Purpose RD procedure, from step C onwards.)

28. WAS THERE AN EARLIER TIME WHEN YOU HAD THAT SAME EVIL PURPOSE? _____

(Find the earlier time the pc had that same evil purpose, as per step D of False Purpose RD procedure, and if no spectacular release or persistent F/N, carry on with steps E, etc.)

29. ON AN EVIL PURPOSE, DID NOT GET THE FIRST MOMENT OF THE FIRST PRIOR CONFUSION? _____

(Reorient to the earliest prior confusion found and get the first moment of that confusion. If no EP, continue as per step D of False Purpose RD procedure.)

30. HAS A SERVICE FAC BEEN MISSED? _____

(2WC to F/N. If no spectacular blow on just getting off the service fac, and if you are a Class IV Auditor or above, run it out fully with the R3SC brackets. If you are not Class IV, end off for handling by a Class IV.)

(Note: R3SC is a major action and must not be run over out-ruds; the pc must be F/N and VGIs before embarking on the R3SC brackets. If in doubt, end off for a new C/S.)

31. IS THERE SOME COMPUTATION THAT YOU USE TO MAKE OTHERS WRONG? _____

(2WC to F/N. If no spectacular blow on just getting off the service fac, and if you are a Class IV Auditor or above, run it out fully with the R3SC brackets. If you are not Class IV, end off for handling by a Class IV.)

(Note: R3SC is a major action and must not be run over out-ruds; the pc must be F/N and VGIs before embarking on the R3SC brackets. If in doubt, end off for a new C/S.)

32. PRIOR TO HAVING THE EVIL PURPOSE WAS THERE A MISUNDERSTOOD WORD? _____

(Get what the word was and clear it up to F/N. This may be what was holding the confusion in place and, on finding this, may result in a spectacular release and persistent F/N. If not, continue as per step D of the False Purpose RD procedure.)

33. NO PRIOR CONFUSION? _____

(2WC to F/N. Depending on what comes up in reply to this question, the auditor would continue with the evil purpose chain being addressed or, in the case of a spectacular release and persistent F/N, would end off for that session.)

34. UNDISCLOSED OUT-ETHICS SITUATION? _____

(Pull it as an overt and carry on from there as per the False Purpose RD procedure, steps A, B and so on.)

35. HAS A CRIME BEEN COVERED UP? _____

(Pull the crime and carry on from there as per the False Purpose RD procedure, steps A, B and so on.)

36. DID YOU WITHHOLD TELLING THE AUDITOR WHAT THE EVIL PURPOSE WAS? _____

(Get what the evil purpose is, and continue on as per step C of the False Purpose RD procedure.)

37. HAVE YOU BEEN GIVING FALSE REPORTS OR PR TO COVER UP A CRIME? _____

(Get what the false reports or PR were, then get the crime that was being covered up. Treat the crime as per the False Purpose RD procedure, steps A, B, etc.)

38. DID THE AUDITOR TRY TO RUN OUT A GOOD INTENTION? _____

(Indicate the BPC and that this was incorrect and should not have been done. If no relief, 2WC E/S «times when an auditor tried to run out a good intention» to F/N.)

39. NOT YOUR EVIL PURPOSE? _____

(If so, indicate to the pc this was not his item. Don't try to find whose it was.)

40. WAS THERE SOME EVIL PURPOSE YOU DIDN'T DARE MENTION? _____

(Get what the evil purpose is, and continue on as per step C of the False Purpose RD procedure.)

41. HAVE YOU BEEN INVOLVED IN A BLACK PR CAMPAIGN? _____

(Pull as a withhold, finding out the specific black PR he has spread, about whom and to whom, and handle this as an overt as per the False Purpose RD procedure, steps A, B, etc. Then, get the prior overt the pc committed and handle with steps A to G. Then check for and handle any other such overt. When these have been handled, recheck the original question, #41.)

(Note for C/S to program the case for additional FPRD actions as needed.)

42. WAS A POSTULATE MISSED? _____

(Get what the postulate was. It may be a false purpose or evil purpose, in which case carry on as per step C of the False Purpose RD procedure. Do not try to run out a good [prosurvival] intention or postulate.)

43. HAD THE EVIL PURPOSE ALREADY BLOWN? _____

(Rehab.)

44. WAS IT NOT AN EVIL PURPOSE BUT SOME OTHER SORT OF NON-SURVIVAL CONSIDERATION? _____

(Get what it is. Then do steps C to G of the False Purpose RD procedure.)

45. WAS THERE A CRASHING MISUNDERSTOOD WORD? _____

(Find and handle the Mis-U word as per HCOB 17 June 79, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS.)

46. WAS AN F/N OVERRUN? _____

(Rehab.)

47. WAS AN F/N MISSED? _____

(Find out on what and rehab.)

48. WAS AN IMPLANT RESTIMULATED? _____

(Indicate. The pc may BD and F/N with relief and VGIs. If not get the pc to recall moments before the implant, until it blows. If still no blow, date/locate it.)

49. DID YOU FAIL TO ANSWER A CONFESSIONAL QUESTION? _____

(Find out which question and handle with the False Purpose RD procedure, starting with step A.)

50. IS THERE MORE THAT SHOULD BE KNOWN ABOUT SOME OVERT? _____

(Get all of it, using Sec Checking tech, and then carry on with the False Purpose RD procedure, steps A, B, etc.)

51. WAS THERE A QUESTION THAT THE AUDITOR SAID DIDN'T READ THAT SHOULD HAVE? _____

(Find out what question and get in Suppress and Inval on it. Then handle it fully with the False Purpose RD procedure.)

52. WAS A QUESTION OR ITEM TAKEN UP THAT WASN'T CHARGED? _____

(Get what, indicate it was a false read. Itsa E/S to F/N.)

53. WAS A HOT QUESTION NOT TAKEN UP? _____

(Find out what question and get in Suppress and Inval on it. Then handle it fully with the False Purpose RD procedure.)

54. DID YOU TELL A LIE? _____

(Pull this as per Sec Checking tech, including getting what overt he was covering up with the lie-with all specifics-and handle it using the False Purpose RD procedure, steps A, B, etc.)

55. WAS A QUESTION LEFT UNFLAT? _____

(Find out which one and flatten it with the appropriate step of the False Purpose RD procedure.)

56. HAD YOU TOLD ALL? _____

(Indicate it if so. 2WC E/S to F/N.)

57. HAS AN OVERT BEEN PROTESTED? _____

(Get what it was and get in the Protest button on it. Then handle it fully with False Purpose RD procedure.)

58. WERE THERE OVERTS OR WITHHOLDS THAT WEREN'T ACCEPTED? _____

(Get what. Get who wouldn't accept it. Get off any Protest and Inval, and clean it up E/S to F/N.)

59 . DID THE AUDITOR NOT HEAR OR ACKNOWLEDGE WHAT YOU SAID? _____

(Indicate the BPC. Get what the auditor missed and clean it up E/S to F/N.)

60. HAS SOMETHING BEEN MISUNDERSTOOD? _____

(Clean it up, clearing any Mis-U words, each to F/N.)

61. WAS ANYTHING PROTESTED? _____

(2WC E/S to F/N.)

62. MISSED WITHHOLD OF NOTHING? _____

(Indicate it, and 2WC E/S to F/N.)

63. WRONG DATE? _____

(Correct the date to a blow, as per the HCOBs on Dating/Locating.)

64. WRONG LOCATION? _____

(Correct the location to a blow, as per the HCOBs on Dating/ Locating.)

65. EARLIER INCIDENT MISSED? _____

(Get the earlier incident and complete handling from the appropriate step of False Purpose RD procedure.)

66. ARE THERE OPINIONS YOU DON'T DARE SAY? _____

(Get what. 2WC E/S to F/N. Then check for an overt or overts before the pc felt he couldn't state his opinions. Handle with False Purpose RD procedure.)

67. WERE YOU WAITING FOR A DIFFERENTLY WORDED OVERT OR WITHHOLD QUESTION? _____

(2WC E/S to F/N. Then pull any overt chain that was missed and handle with False Purpose RD procedure, steps A, B, etc.)

68. RE YOU WITHHOLDING ANYTHING? _____

(Get what it is and handle with False Purpose RD procedure.)

69. DID YOU TELL ANY HALF-TRUTHS? _____

(Get all of the withhold and handle with False Purpose RD procedure.)

70. WAS THERE SOMETHING THE AUDITOR SHOULD HAVE KNOWN ABOUT YOU THAT HE DIDN'T? _____

(Pull it and handle with False Purpose RD procedure.)

71. PRIOR TO COMMITTING THE OVERT WAS THERE AN EVIL PURPOSE OR DESTRUCTIVE INTENTION? _____

(Get what the evil purpose is, and continue on as per step C of the False Purpose RD procedure.)

72. DO YOU HAVE A HARMFUL INTENTION TOWARD OTHERS? _____

(Pull the harmful intention and continue on as per step C of the False Purpose RD procedure.)

73. IS THERE SOME PURPOSE OR CONSIDERATION YOU HAVE THAT CONFLICTS WITH SCIENTOLOGY? _____

(Get what the evil purpose is, and continue on as per step C of the False Purpose RD procedure.)

74. WAS SOME HIDDEN IMPULSE NOT REVEALED? _____

(Get what it is and continue its handling as per step C of the False Purpose RD procedure.)

75. DID YOU PR AN ETHICS OFFICER INTO BELIEVING A SITUATION WAS HANDLED WHEN IT WASN'T? _____

(Handle as a withhold and continue with step A of the False Purpose RD procedure.)

76. DO YOU INTEND TO GO ON COMMITTING OVERTS SIMILAR TO THOSE YOU'VE GOTTEN OFF? _____

(Handle as a withhold and continue with step A of the False Purpose RD procedure.)

77. WERE YOU PRETENDING TO BE PTS TO AVOID TAKING RESPONSIBILITY FOR SOME OVERT OR INTENTION? _____

(Handle as a withhold and continue handling the overt or intention with the False Purpose RD procedure.)

78. DID THE AUDITOR CALL AN F/N WHEN YOU DIDN'T FEEL YOU WERE F/Ning? _____

(Indicate it if so. 2WC E/S to F/N. Find out what question was being run and complete its handling to F/N. If this turns out to be an unflat overt chain, flatten it fully with the False Purpose RD procedure.)

79. ID YOU HAVE TO GET THE SAME W/Hs OFF MORE THAN ONCE?

(2WC E/S to F/N.)

80. SOMEONE DEMANDED A W/H YOU DIDN'T HAVE?

(Indicate if so. 2WC E/S to F/N.)

81. WAS THERE A WITHHOLD THAT KEPT COMING UP?

(Get what it was and then clean up anything that wasn't gotten off about the withhold, any unhandled misses of that withhold, and if not then fully handled, take it E/S and find and handle the underlying, unhandled incident as per False Purpose RD. [Ref: HCOB 21 Mar. 62, PREPCHECKING DATA, WHEN TO DO A WHAT; Tape: 6201C11, THE MISSED MISSED WITHHOLD])

82. WERE THERE AUDITOR'S CODE BREAKS?

(Get what. Indicate it was illegal and 2WC E/S to F/N. C/S to program for a QUESTIONABLE AUDITING REPAIR LIST, HCOB 11 July 82 I.)

83. HAVE YOU WANTED THIS RUNDOWN TO FAIL?

(Handle as a W/H. Pull all of the W/H, and then take the O/W E/S to a full handling as per steps A to G of the False Purpose RD.)

84. WERE YOU AFRAID OF WHAT MIGHT HAPPEN?

(2WC E/S to F/N.)

85. WAS THERE AN INJUSTICE?

(2WC E/S to F/N. Then check for any similar overt of the pc's own and handle any found with False Purpose RD procedure.)

86. WAS THERE A BETRAYAL?

(2WC E/S to F/N. Then check for any similar overt of the pc's own and handle any found with False Purpose RD procedure.)

87. DID THE AUDITOR GET ANGRY AT YOU?

(If this happened, indicate it is illegal to do so. 2WC E/S to F/N. Clean up any ARC break to F/N.) (C/S to program for a QUESTIONABLE AUDITING REPAIR LIST, HCOB 11 July 82 I.)

88. WAS ANYTHING SUPPRESSED?

(Clean it up E/S to F/N.)

89. WAS ANYTHING INVALIDATED?

(Clean it up E/S to F/N.)

90. HAVE YOU NEVER REALLY DONE ANYTHING BAD?

(Handle with «murder routine,» getting an overt or overts and handling with steps A to G of the False Purpose RD procedure.)

91. WAS ANYTHING FALSIFIED?

(Clean it up as a W/H and complete its handling with False Purpose RD procedure.)

92. WAS THERE ANY EVALUATION?

(2WC E/S to F/N.)

93. WERE YOU TIRED OR HUNGRY?

(2WC E/S to F/N.)

94. HAD YOU RECENTLY TAKEN DRUGS? MEDICINE? ALCOHOL?

(2WC E/S to F/N. Note for C/S.)

95. WAS THERE A FALSE READ?

(2WC E/S to F/N. Indicate the false read if so. Can also clean it up with Suppress, Inval, Protest, if needed.)

96. WAS THERE A FALSE ACCUSATION?

(2WC E/S to F/N.)

97. WAS THERE SOMETHING WRONG WITH THE METER OR CANS?

(False TA handling.)

98. BYPASSED CHARGE FROM SOME OTHER AUDITING ERROR?

(Find out what auditing action and handle with the appropriate repair list.)

99. DRUG INCIDENT RESTIMULATED?

(Handle with L3RH. On a Clear or above, only indicate the reads.)

(Note for C/S.)

100. WAS THERE AN OVERT ON SOME OTHER DYNAMIC?

(Pull the overt and handle as per steps A, B, C, etc., of False Purpose RD procedure.)

(Note for C/S to program the case for any additional Sec Check forms needed, to be done after the current form has been completed.)

101. WAS THERE AN OVERT ON SOME OTHER SUBJECT OR AREA OF LIFE?

(Pull the overt and handle as per steps A, B, C, etc., of False Purpose RD procedure.)

(Note for C/S to program the case for any additional Sec Check forms needed, to be done after the current form has been completed.)

102. IN THIS LIFETIME, HAVE YOU BEEN IMPLANTED BY A PSYCHIATRIST OR PRIEST?

(Applying the tools of Sec Checking tech, find out all of the data of the incident, including: name of implanter; the time, place, form and event of the incident; any commands that were given to pc and to what degree the pc has carried out or executed these commands and suggestions.)

(Note for C/S for further PDH follow-up actions.)

103. IN THIS LIFETIME, HAVE YOU EVER BEEN A VICTIM OF PAIN-DRUG-HYPNOSIS?

(Applying the tools of Sec Checking tech, find out all of the data of the incident, including: name of implanter; the time, place, form and event of the incident; any commands that were given to pc and to what degree the pc has carried out or executed these commands and suggestions.)

(Note for C/S for further PDH follow-up actions to be programmed.)

104. IN THIS LIFETIME, HAVE YOU EVER BEEN DRUGGED AND THEN ELECTRIC SHOCKED WITHOUT KNOWING IT? _____

(Handle as in question #103.)

105. IN THIS LIFETIME, HAVE YOU EVER HAD A STRANGE, DESTRUCTIVE IMPULSE YOU COULDN'T ACCOUNT FOR? _____

(Handle as in question #103.)

106. IN THIS LIFETIME, WAS THERE A TIME WHEN YOU SAW A PSYCHIATRIST BUT AFTERWARD COULD NOT REMEMBER EVERYTHING THAT HAD TAKEN PLACE? _____

(Handle as in question #103.)

107. WHEN ASKED FOR AN OVERT OR EARLIER-SIMILAR OVERT, COULD YOU ONLY SEE BLACKNESS? _____

(Have the pc close his eyes and then do the following:

I. Date/Locate the overt-whatever the pc can see of it-as exactly as you can. This may blow it and result in a persistent F/N. Or it may just change the view slightly.

II. If no persistent F/N, run this command repetitive to EP:

«What part of that scene you're looking at could you be responsible for?» continuing to repeat the question no matter how many times the pc repeats the same answer and even if the pc gives you the most strained or vague answers. Run the process to F/N, cognition, VGIs.

III. If no spectacular release and persistent F/N, Sec Check the overt as per step A of the rundown and continue with steps B, C, etc.)

108. WAS THERE SOMETHING ELSE WRONG? _____

(If so and it doesn't clean up on 2WC, GF M5 and handle.)

109. HAS THE UPSET BEEN HANDLED? _____

(2WC. If so, indicate it to F/N.)

L. RON HUBBARD
Founder
Revision assisted by
LRH Technical Research
and Compilations

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 JUNE 1984

Remimeo
C/Ses
FPRD Auditors
and C/Ses
Tech/Qual
MAA/Ethics Offs

False Purpose Rundown Series 10-A
FALSE PURPOSE RUNDOWN BASIC FORM

Refs:

HCOB 5 June 84R FPRD Series 1R Rev. 11.1.90 FALSE PURPOSE RUNDOWN
HCOB 9 June 84R FPRD Series SR Rev. 3.5.85 AUDITING THE FALSE
PURPOSE RUNDOWN
HCOB 1 Mar. 77 III FORMULATING CONFESSIONAL QUESTIONS
HCOB 1 Mar. 77 II CONFESSIONAL FORMS

Here is the basic form employed on the False Purpose Rundown. It is written for use on any pc or pre-OT beginning the rundown.

This list may have questions added to it by the C/S, but questions are not deleted from it in any case. Other False Purpose RD forms may also be used in the course of the rundown, but this list is given as the basic list to be used for any pc beginning the rundown.

AUDITOR INSTRUCTIONS

The auditor does the whole form on the pc, starting with the Section I questions and proceeding on through to the end of the Section II questions. Every question is cleared and checked on the meter per standard Sec Checking tech.

Reading questions on this list are handled with False Purpose Rundown procedure. The form itself is composed of two sections of questions.

Questions in Section I of this form ask for overts, which are handled with Steps A through G of the False Purpose Rundown procedure.

Questions in Section II ask directly for evil purposes and destructive intentions, and are handled using Steps C through G of False Purpose Rundown procedure.

SECTION I QUESTIONS:

1.DO YOU HAVE A BACK-OFF IN HANDLING SOME AREA OF YOUR LIFE?

(Find which area he has a back-off on handling, get when it started and then pull the prior overt. Handle that overt per Steps A to G of False Purpose RD procedure. Then recheck the original question, 1.)

2.IS THERE SOME OVERT ACT YOU'VE HAD TO RESTRAIN YOURSELF FROM COMMITTING?

3.IS THERE SOMETHING YOU HAVE DONE YOU HAVE SUCCESSFULLY WITHHELD IN AUDITING OR SEC CHECKING?

4. DO YOU HAVE A SECRET OVERT? _____

5. DO YOU HAVE A BACK-OFF ON HANDLING SOME PERSON? _____

(Find out which person he has a back-off on handling, get when it started and then pull the prior overt. Handle that overt per Steps A to G of False Purpose RD procedure. Then recheck the original question, 5.)

6. HAVE YOU DONE SOMETHING THAT YOU COULD GET INTO SERIOUS TROUBLE FOR? _____

7. HAVE YOU BEEN REASONABLE WITH PERSONS YOU SHOULD HAVE HANDLED? _____

(Find out what person[s] he has been reasonable with in handling, get when it started and then pull the prior overt. Handle that overt per Steps A to G of False Purpose RD procedure. Then recheck the original question, 7.)

8. DO YOU HAVE SOME WITHHOLD YOU HAVEN'T WANTED TO DISCUSS? _____

9. HAVE YOU EVER BETRAYED A FRIEND? _____

10. HAVE YOU COMMITTED AN OVERT AGAINST YOURSELF? _____

11. HAVE YOU DONE ANYTHING THAT WAS HARMFUL TO YOUR OWN BODY? _____

12. IS THERE SOMETHING YOU REGRET HAVING DONE TO SOMEONE? _____

13. HAVE YOU EVER BEEN SEXUALLY UNFAITHFUL? _____

14. HAVE YOU EVER DELIBERATELY HURT SOMEONE YOU LOVED? _____

15. HAVE YOU EVER COMPROMISED YOUR INTEGRITY? _____

16. HAVE YOU EVER USED DRUGS OR ALCOHOL TO TRAP SOMEONE? _____

17. HAVE YOU EVER ILL-TREATED CHILDREN? _____

18. HAVE YOU COMMITTED ANY OVERTS AGAINST YOUR FAMILY? _____

19. HAVE YOU EVER DONE SOMETHING HARMFUL TO ANOTHER'S MIND? _____

20. HAVE YOU DELIBERATELY QUICKIED ANY PRODUCT OR IMPORTANT CYCLE ON YOUR JOB? _____

21. HAVE YOU DONE A BRUSH-OFF JOB OF SOMETHING? _____

22. HAVE YOU KNOWINGLY GONE BY MIS-Us ON YOUR JOB? _____

23. IS THERE SOMETHING YOU HAVE DONE YOU THINK MIGHT GET YOU REMOVED FROM YOUR JOB OR GROUP, IF IT WERE KNOWN? _____

24. HAVE YOU EVER CONSISTENTLY MADE A PRACTICE OF SEXUAL PERVERSION? _____

25. HAVE YOU CHEATED SOMEONE WHO TRUSTED YOU? _____
26. HAVE YOU DONE SOMETHING TO MAKE YOUR GROUP OR ORGANIZATION LOSE? _____
27. HAVE YOU EVER CAVED SOMEONE IN? _____
28. HAVE YOU MISREPRESENTED YOUR KNOWLEDGE OR SKILL? _____
29. HAVE YOU EVER PARTICIPATED IN ELECTRIC SHOCKING OR IMPLANTING SOMEONE? _____
30. HAVE YOU EVER DELIBERATELY INJURED SOMEONE? _____
31. HAVE YOU EVER INJURED DIANETICS OR SCIENTOLOGY? _____
32. HAVE YOU COMMITTED AN OVERT ON A SCIENTOLOGY ORGANIZATION? _____
33. IS THERE AN OVERT THAT YOU HAVE COVERED UP WITH FALSE PR? _____
- (The act of false PRing should be gotten off, but then pull the actual OVERT that was being covered up, E/S to F/N.
34. HAVE YOU ALTERED LRH TECH? _____
35. IS THERE SOME OTHER OVERT YOU HAVE COMMITTED THAT WOULD BE AWFUL TO HAVE TO GET OFF? _____
36. HAVE YOU EVER CAVED YOURSELF IN? _____

SECTION II QUESTIONS

37. DO YOU HAVE A SECRET DESIRE TO SEE SOMEONE FAIL? _____
38. HAVE YOU EVER HAD AN IMPULSE TO COMMIT SUICIDE? _____
39. HAVE YOU HAD SOME PURPOSE WHICH IS IN OPPOSITION TO THE PURPOSE OF SCIENIOLOGY? _____
40. DO YOU HAVE SOME SECRET PURPOSE? _____
41. DO YOU INTEND TO HARM SCIENTOLOGY DISSEMINATION? _____
42. HAVE YOU HAD A HIDDEN EVIL PURPOSE ON SOME OTHER DYNAMIC? _____
43. HAVE YOU HAD A FEELING OF WANTING TO GET EVEN FOR SOMETHING? _____
44. HAVE YOU EVER HAD A VICIOUS, CRUEL INTENTION TOWARDS SOMEONE? _____
45. IS THERE SOME OUT-ETHICS IMPULSE THAT YOU HAVE FAILED TO RESTRAIN? _____
- (Pull the overt.)

END RUDS

(Session withholds are handled with usual withhold rudiment procedure. Undisclosed overts missed in doing the questions on the list are handled with Steps A to G of False Purpose RD procedure.)

1. IN THIS CONFESSIONAL, HAVE YOU TOLD A HALFTRUTH? _____
2. IN THIS CONFESSIONAL, HAVE YOU TOLD AN UNTRUTH? _____
3. IN THIS CONFESSIONAL, HAVE YOU SAID SOMETHING ONLY TO
IMPRESS ME? _____
4. IN THIS CONFESSIONAL, HAVE YOU TRIED TO DAMAGE SOMEONE?

5. IN THIS CONFESSIONAL, HAVE YOU DELIBERATELY TRIED TO
INFLUENCE THE E-METER? _____
6. IN THIS CONFESSIONAL, HAVE YOU SUCCESSFULLY WITHHELD
SOMETHING? _____
7. IN THIS CONFESSIONAL, HAVE YOU COVERED UP FOR SOMEONE
ELSE? _____
8. IN THIS CONFESSIONAL, HAS ANYONE SAID YOU HAD A WITHHOLD
WHEN YOU DIDN'T HAVE ONE? _____
9. IN THIS CONFESSIONAL, HAS ANYTHING BEEN ASSERTED? _____
10. IN THIS CONFESSIONAL, HAS ANYTHING BEEN SUPPRESSED?

11. IN THIS CONFESSIONAL, HAS ANYTHING BEEN INVALIDATED?

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 JUNE 1984

Remimeo
All Class IV Orgs
All Missions
Tech/Qual
False Purpose RD
Auditors, C/Ses
and Supervisors
Cramming Officers
D of T

**FALSE PURPOSE RUNDOWN
INFO FOR ORGS AND MISSIONS**

The distribution of False Purpose Rundown Series 10-B, FALSE PURPOSE RUNDOWN, ELIGIBILITY FOR OT LEVELS FORM (HCOB 15 June 84 I) is limited to Saint Hills, Advanced Orgs and the Flag Service Org.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 17 JUNE 1984

Remimeo
Auditors
C/Ses
HCO Tech/Qual
MAAs/Ethics Offs

C/S Series 118-1
EVIL PURPOSES AND FALSE PR

Refs:

HCOB 28 Feb. 84 C/S Series 118 PRETENDED PTS
HCO PL 2 Apr. 65 FALSE REPORTS
HCO PL 4 Apr. 72 Esto Series 14 ETHICS

An additional point in the behavior of people with evil purposes has been found: They often cover their evil purposes up and usually with PR statements. These are actually false reports of one kind or another. The dominating behavior action is false reports and neglect of the real situation. Under all of that can generally be found an evil purpose.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 NOVEMBER 1984R

REVISED 18 JUNE 1989

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All Sec Checkers
Auditors
C/Ses
MAAs/Ethics Offs
Academy Supers
Intern Supers
HSSC Course
Academy Level II
Tech/Qual
HCO

SECURITY CHECKER BEINGNESS

Refs:

HCOB 10 Apr. 80 AUDITOR BEINGNESS
HCOB 4 Apr. 65 ARC BREAKS AND MISSED WITHHOLDS
HCOB 26 May 60 SECURITY CHECKS
HCOB 24 Aug. 64 SESSION MUST-NOTS
HCOB 26 Apr. 71 I TRs AND COGNITIONS
HCOB 10 May 62 PREPCHECKING AND SEC CHECKING
HCOB 12 Feb. 62 HOW TO CLEAR WITHHOLDS AND MISSED WITHHOLDS
HCOB 28 Nov. 78 AUDITORS WHO MISS WITHHOLDS, PENALTY
Tape: 6201C16 «Nature of Withholds»
Tape: 6202C14 «Directing Attention»
Book: E-Meter Essentials, Chapter H, «Confessionals»

Just as a professional auditor must fully assume the BEINGNESS of a professional auditor in order to be a success, so must a Security Checker understand and fully assume the BEINGNESS of a Sec Checker. There is such a beingness, and it is distinctly itself.

A Sec Check session can be technically correct but for one key ingredient: the Sec Checker's beingness. In other words, the correct questions were asked, the metering was faultless, the Auditor's Code was observed to the letter and the pc was in-session. Yet the Sec Checker missed. He was being an auditor or an observer, when he should have been a SECURITY CHECKER.

BEINGNESS

A Sec Checker is a detective. He is there to FIND OUT.

Any theetie-weetie attitude or a coy «You don't have any withholds do you?» approach are straight routes to failure as a Sec Checker.

The good Sec Checker is marked by his thoroughness, his willingness to pry, his swinish suspicion. He's a believer in the meter and little else when he is on the trail of a pc's withhold.

This does not, however, mean that a Sec Checker should be misemotional or accusative. It means that he sees what he sees. He knows that when his meter tells him something is there, something is there - and he knows when he's gotten it all.

He knows well what sort of misdirection a preclear can volunteer in an effort to hang on to a withhold. He understands what is going on and smoothly and unconcernedly goes right ahead and gets the job done with ARC. And so his pcs win.

Remember that a Sec Check, even when being done for justice or investigatory purposes, is for the pc.

The beingness of a Sec Checker is that of a detective.

ATTITUDE

Live communication with the pc (that is to say, flawless TRs) is essential. A wrong or challenging auditor attitude can throw the scene off as there is a destroyed comm cycle. Instead of bringing up the pc's confront and willingness to dig and get off his transgressions, an accusative attitude on the part of the Sec Checker backs the pc into the reactive bank. The law from Dianetics: The Original Thesis applies: Auditor plus pc is greater than the bank.

Sometimes the pc needs an R-factor, such as a helpful «I am trying to complete this Sec Check so you can get on with your next level, so let's buckle down and get it all cleaned up.»

SEQUENCE

One should first be well trained in the technical skills of Sec Checking. His TRs must be faultless; he has to be a metering ace and have his admin and procedure down cold. He must have certainty of his tools and his ability to use them. Just as it is a waste of time for an auditor to attempt a full sort-out of his auditor beingness before he has mastered TRs and the other technical basics of auditing, it is fruitless for a Sec Checker to attempt this step before he knows his Sec Checking tech inside and out.

Having duplicated and gained an understanding of Sec Checking basics and mastered its mechanics, the Sec Checker can then fully assume the proper beingness.

The evidence of his having done so will appear in the Sec Checks he does: They will roll along successfully, with the pc well controlled and rapidly shedding the burden of his transgressions.

L. RON HUBBARD
Founder
Revision assisted by
LRH Technical Research
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Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 22 NOVEMBER 1984

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False Purpose Rundown Series 9-1

FALSE PURPOSE RUNDOWN

CORRECTION LIST

WORD LIST

Refs:

HCO PL 4 Apr. 72R III ETHICS AND STUDY TECH Rev. 21.6.75
HCOB 8 July 74R I Word Clearing Series 53R Rev. 24.7.74 CLEAR TO F/N
HCOB 21 June 72 I Word Clearing Series 38 METHOD 5
HCOB 9 Aug. 78 II CLEARING COMMANDS
HCOB 17 July 79RA I Word Clearing Series 64RA Rev. 30.7.83
THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 13 June 84, FPRD Series 9, FALSE PURPOSE RUNDOWN CORRECTION LIST.

These words should be cleared on the pc before the False Purpose Rundown Correction List is actually assessed, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The auditor or student must have received high-crime checkouts from Qual on the above references before clearing these words on a pc. The auditor or student uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time. Words previously cleared are not recleared.

WORDS FROM THE FALSE PURPOSE RUNDOWN

CORRECTION LIST

A, about, accepted, account, accurately, accusation, acknowledge, afraid, afterward, alcohol, all, already, an, angry, answer, any, anything, ARC break, are, area, asked, at, audited, auditing, auditor, Auditor's Code, avoid.

Back, bad, basic, be, because, been, believed, believing, betrayal, blackness, black PR, blow, blown, breaks, but, by, bypassed, bypassed charge.

Call, campaign, cans, chain, charge, charged, coming up, committing, computation, Confessional, conflicts, confusion, consideration, could, couldn't, covered up, cover up, Crashing Misunderstood Word, crime.

Dare, date, demanded, destructive, did, didn't, different, differently, do, done, don't, drug, drugged, drugs, dynamic.

Earlier, electric, else, error, ethics, Ethics Officer, evaluation, ever, everything, evil, exact, exterior.

Fail, failed, false, falsified, fear, feel, find out, first, F/N, F/Ning, for, found, from, fully.

Get, getting, giving, good, go on, gotten, gotten off.

Had, half-truths, handled, happen, harmful, has, have, have to, having, he, hear, hidden, hot, hungry.

Implant, implanted, impulse, in, incident, incredible, injustice, intend, intention, into, invalidated, involved, is, it, item.

Jumped, justified.

Kept, knowing, known.

Late, left, lessen, lie, life, lifetime, list, location.

Make, medicine, mention, meter, might, misdirect, missed, missed withhold, misunderstood, moment, more.

Never, no, nonsurvival, not, nothing.

Of, off, officer, on, once, one, only, opinions, or, other, others, out, out-ethics, over, overrun, overt, overts.

Pain-drug-hypnosis, part, past, postulate, PR, pretending, priest, prior, problem, protested, psychiatrist, PTS, purpose.

Question.

Read, really, recently, remember, reports, reputation, responsibility, rest, restimulated, revealed, run, rundown, run out.

Said, same, saw, say, saying, Scientology, Sec Check, see, service fac, shocked, should, similar, situation, some, someone, something, sort, strange, subject, suppressed.

Taken, taken place, taken up, taking, tell, telling, than, that, the, then, there, think, this, those, time, tired, to, told, too, toward, tried, trouble, try.

Undisclosed, unflat, upset, use.

Victim.

Waiting, wanted, was, wasn't, way, went, were, weren't, what, when, whole track, with, withheld, withhold, withholding, withholds, without, word, worded, worried, wrong.

You, your, you've.

L. RON HUBBARD

Founder

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