

ARC SW & GRADE 0

INTERNSHIP HIGH CRIME REFERENCES

Black/White Version (suitable for print) (BW, Black/White)

Compiled 17. November 2012

a) Table of Contents, in Checksheet order:

1.	71-07-19	INTERNES	1
2.	66-03-08	HIGH CRIME.....	5
3.	65-02-07	KEEPING SCIENTOLOGY WORKING.....	9
4.	70-06-17	TECHNICAL DEGRADES.....	17
5.	65-02-14	SAFEGUARDING TECHNOLOGY	19
6.	71-10-26	TECH DOWNGRADES.....	21
7.	75-03-13	TRS TRAINING BREAKTHROUGH.....	25
8.	72-09-20	TR TRAINING UNDER LRH	31
9.	68-05-07	UPPER INDOC TRS	39
10.	64-04-07	Q AND A	43
11.	68-10-14	THE AUDITOR'S CODE	45
12.	65-08-03	AUDITING GOOFS BLOWDOWN INTERRUPTION	47
13.	66-02-05	"LETTING THE PC ITSA" THE PROPERLY TRAINED AUDITOR.....	49
14.	69-05-07	THE FIVE GAES.....	53
15.	69-05-17	TRS AND DIRTY NEEDLES.....	55
16.	69-07-04	AUDITING OF OT III PRECLEARS	57
17.	71-08-23	AUDITOR'S RIGHTS	59
18.	71-04-30	AUDITING COMM CYCLE.....	71
19.	71-05-23	THE THREE IMPORTANT COMMUNICATION LINES	73
20.	59-01-12	TONE OF VOICE – ACKNOWLEDGEMENT	75
21.	71-05-23	AUDITOR FAILURE TO UNDERSTAND.....	77
22.	71-05-23	PREMATURE ACKNOWLEDGEMENTS.....	79
23.	65-07-01	COMM CYCLE ADDITIVES.....	81
24.	71-03-05	THE FANTASTIC NEW HGC LINE.....	83
25.	71-03-06	LONG C/SES	91
26.	73-01-20	THE RED TAG LINE	93
27.	73-11-20	F/N WHAT YOU ASK OR PROGRAM.....	97
28.	74-02-17	MUTUAL OUT RUDS.....	99
29.	76-10-26	AUDITING REPORTS, FALSIFYING OF	101
30.	74-07-20	BASIC AUDITING DRILLS.....	105
31.	78-08-11	MODEL SESSION	119
32.	65-11-14	CLEARING COMMANDS	121
33.	78-08-09	CLEARING COMMANDS	123
34.	64-11-06	STYLES OF AUDITING	127
35.	76-11-15	0-IV EXPANDED GRADE PROCESSES - QUADS PART A ARC STRAIGHTWIRE	135
36.	71-10-09	ARC STRAIGHTWIRE DRILLS.....	141
37.	_____	REMEMBER SOMETHING.....	153
38.	59-02-16	STAFF AUDITORS' CONFERENCE OF FEBRUARY 16, 1959	155

39.	59-02-16	HGC PROCESSES FOR THOSE TRAINED IN ENGRAM RUNNING OR TRAINED IN THESE PROCESSES.....	159
40.	59-10-20	AN EXPERIMENTAL PROCESS.....	161
41.	58-04-08	A PAIR OF PROCESSES.....	163
42.	60-03-09	EXPANSION OF OT-3A PROCEDURE, STEP TWO HGC ALLOWED PROCESSES.....	165
43.	60-04-20	PROCESSES.....	167
44.	71-09-25	TONE SCALE IN FULL.....	169
45.	55-02-18	STRAIGHT WIRE.....	171
46.	71-09-30	DRILL – RECALL LISTS MODEL SESSION.....	175
47.	68-09-27	ARC STRAIGHT WIRE.....	181
48.	55-06-10	REALITY LEVEL OF PRECLEAR.....	183
49.	76-11-15	0-IV EXPANDED GRADE PROCESSES – QUADS PART B GRADE 0 PROCESSES.....	189
50.	71-10-09	DRILLS FOR AUDITORS LEVEL 0 DRILLS.....	199
51.	_____	R2- 31: BEINGNESS PROCESSING.....	215
52.	55-07-08	AXIOM 51 AND COMMUNICATION PROCESSING.....	219
53.	60-03-17	STANDARDIZED SESSIONS.....	225
54.	59-05-04	AN AFFINITY PROCESS.....	229
55.	61-03-02	NEW PRE-HAV COMMAND.....	231
56.	59-09-25	HAS CO-AUDIT.....	233
57.	59-07-21	HGC ALLOWED PROCESSES.....	235
58.	_____	R2-60: THE HIDDEN COMMUNICATION.....	237
59.	59-10-13	D.E.I. EXPANDED SCALE.....	239
60.	_____	DEI TO CDEI.....	243
61.	59-05-07	NEW PROCESS.....	245
62.	_____	REMEDY OF COMMUNICATION SCARCITY.....	247
63.	64-12-11	PROCESSES.....	249
64.	64-12-26	ROUTINE 0-A (EXPANDED).....	255

b) Table of Contents, in chronological order:

1.	_____	DEI TO CDEI	243
2.	_____	R2- 31: BEINGNESS PROCESSING.....	215
3.	_____	R2-60: THE HIDDEN COMMUNICATION	237
4.	_____	REMEDY OF COMMUNICATION SCARCITY.....	247
5.	_____	REMEMBER SOMETHING.....	153
6.	55-02-18	STRAIGHT WIRE.....	171
7.	55-06-10	REALITY LEVEL OF PRECLEAR.....	183
8.	55-07-08	AXIOM 51 AND COMMUNICATION PROCESSING	219
9.	58-04-08	A PAIR OF PROCESSES	163
10.	59-01-12	TONE OF VOICE – ACKNOWLEDGEMENT	75
11.	59-02-16	HGC PROCESSES FOR THOSE TRAINED IN ENGRAM RUNNING OR TRAINED IN THESE PROCESSES.....	159
12.	59-02-16	STAFF AUDITORS' CONFERENCE OF FEBRUARY 16, 1959	155
13.	59-05-04	AN AFFINITY PROCESS.....	229
14.	59-05-07	NEW PROCESS	245
15.	59-07-21	HGC ALLOWED PROCESSES	235
16.	59-09-25	HAS CO-AUDIT	233
17.	59-10-13	D.E.I. EXPANDED SCALE.....	239
18.	59-10-20	AN EXPERIMENTAL PROCESS	161
19.	60-03-09	EXPANSION OF OT-3A PROCEDURE, STEP TWO HGC ALLOWED PROCESSES.....	165
20.	60-03-17	STANDARDIZED SESSIONS	225
21.	60-04-20	PROCESSES.....	167
22.	61-03-02	NEW PRE-HAV COMMAND	231
23.	64-04-07	Q AND A	43
24.	64-11-06	STYLES OF AUDITING	127
25.	64-12-11	PROCESSES.....	249
26.	64-12-26	ROUTINE 0-A (EXPANDED)	255
27.	65-02-07	KEEPING SCIENTOLOGY WORKING.....	9
28.	65-02-14	SAFEGUARDING TECHNOLOGY	19
29.	65-07-01	COMM CYCLE ADDITIVES.....	81
30.	65-08-03	AUDITING GOOFS BLOWDOWN INTERRUPTION	47
31.	65-11-14	CLEARING COMMANDS	121
32.	66-02-05	"LETTING THE PC ITSA" THE PROPERLY TRAINED AUDITOR	49
33.	66-03-08	HIGH CRIME.....	5
34.	68-05-07	UPPER INDOC TRS	39
35.	68-09-27	ARC STRAIGHT WIRE	181
36.	68-10-14	THE AUDITOR'S CODE	45
37.	69-05-07	THE FIVE GAES.....	53
38.	69-05-17	TRS AND DIRTY NEEDLES.....	55

39.	69-07-04	AUDITING OF OT III PRECLEARS	57
40.	70-06-17	TECHNICAL DEGRADES.....	17
41.	71-03-05	THE FANTASTIC NEW HGC LINE.....	83
42.	71-03-06	LONG C/SES	91
43.	71-04-30	AUDITING COMM CYCLE.....	71
44.	71-05-23	AUDITOR FAILURE TO UNDERSTAND	77
45.	71-05-23	PREMATURE ACKNOWLEDGEMENTS.....	79
46.	71-05-23	THE THREE IMPORTANT COMMUNICATION LINES	73
47.	71-07-19	INTERNES.....	1
48.	71-08-23	AUDITOR'S RIGHTS	59
49.	71-09-25	TONE SCALE IN FULL	169
50.	71-09-30	DRILL – RECALL LISTS MODEL SESSION.....	175
51.	71-10-09	ARC STRAIGHTWIRE DRILLS.....	141
52.	71-10-09	DRILLS FOR AUDITORS LEVEL 0 DRILLS	199
53.	71-10-26	TECH DOWNGRADES.....	21
54.	72-09-20	TR TRAINING UNDER LRH	31
55.	73-01-20	THE RED TAG LINE	93
56.	73-11-20	F/N WHAT YOU ASK OR PROGRAM.....	97
57.	74-02-17	MUTUAL OUT RUDS.....	99
58.	74-07-20	BASIC AUDITING DRILLS.....	105
59.	75-03-13	TRS TRAINING BREAKTHROUGH.....	25
60.	76-10-26	AUDITING REPORTS, FALSIFYING OF	101
61.	76-11-15	0-IV EXPANDED GRADE PROCESSES - QUADS PART A ARC STRAIGHTWIRE	135
62.	76-11-15	0-IV EXPANDED GRADE PROCESSES – QUADS PART B GRADE 0 PROCESSES	189
63.	78-08-09	CLEARING COMMANDS	123
64.	78-08-11	MODEL SESSION	119

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1.	66-02-05	"LETTING THE PC ITSA" THE PROPERLY TRAINED AUDITOR	49
2.	76-11-15	0-IV EXPANDED GRADE PROCESSES - QUADS PART A ARC STRAIGHTWIRE	135
3.	76-11-15	0-IV EXPANDED GRADE PROCESSES – QUADS PART B GRADE 0 PROCESSES	189
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10.	65-08-03	AUDITING GOOFS BLOWDOWN INTERRUPTION	47
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31.	65-02-07	KEEPING SCIENTOLOGY WORKING.....	9
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33.	78-08-11	MODEL SESSION	119
34.	74-02-17	MUTUAL OUT RUDS.....	99
35.	61-03-02	NEW PRE-HAV COMMAND.....	231
36.	59-05-07	NEW PROCESS	245
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51.	64-11-06	STYLES OF AUDITING	127
52.	71-10-26	TECH DOWNGRADES.....	21
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55.	71-03-05	THE FANTASTIC NEW HGC LINE.....	83
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59.	59-01-12	TONE OF VOICE – ACKNOWLEDGEMENT	75
60.	71-09-25	TONE SCALE IN FULL.....	169
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 19 JULY 1971

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 practical 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* an 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 an 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 Internship missed on the way up.**

The "ok to audit" system is used.

One takes any graduate and Internes him on the lowest Internship 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 retreated. The "ok to audit Dianetics" would be his first okay. This suspends if he has to retreat.

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 Internship, 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 *is* 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 Internship after his SHSBC will be a VII Internship. 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 Internships 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 Internship 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 HCOBs 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 Internship.

L. RON HUBBARD
Founder

LRH:nt.rd

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 8 MARCH 1966

Remimeo
Exec Sees Hats
ES Comm Qual Hat
HCO Sec Hat
Dir I & R Hat
Ethics Hat
Tech & Qual Hats
LRH Comm Hat

Exec – HCO – Tech – Qual

Ethics

U R G E N T

HIGH CRIME

Effective 1 June 1966

In any instance of a heavily falling statistic in Tech or Qual or a chronically low statistic in Tech or Qual in an org or in any org which has chronically low statistics in all divisions:

The Ethics Officer must look for this policy violation which is the highest crime in Tech and Qual:

Tolerating the absence of, or not insisting upon star-rated check outs on all processes and their immediate technology and on relevant Policy Letters on HGC Internes or Staff Auditors in the Tech Div or Staff Auditors or Internes in the Qual Div for the levels and actions they will use before permitting them to audit org Pcs and on Supervisors in Tech and Qual who instruct or examine or failing to insist upon this policy or preventing this policy from going into effect or minimizing the check outs or lists.

If an Ethics Officer or any person in HCO Dept 3 discovers this high crime to exist he must report it at once to the HCO Area Secretary.

The HCO Area Secretary must at once order a thorough investigation into any and all persons who might have instigated this high crime and report the matter to the HCO Exec Sec.

The HCO Exec Sec must then convene a Committee of Evidence with the persons accused as interested parties and must locate amongst them the suppressive or suppressives by the "reasonableness" of their defence, state of case and other signs.

The Committee of Evidence must declare the located SP suppressive by HCO Ethics Order and dismiss.

If any Ethics Officer, Director of I & R or HCO Area Secretary fails to obtain co-operation by superiors in carrying out this Policy Letter quickly then he or she must inform the LRH Communicator.

The LRH Communicator must then cable full particulars to Worldwide.

The Worldwide AdCouncil must then carry out this policy letter expeditiously and at any cost.

If the HCO personnel making this discovery cannot obtain action in any other way he or she must go outside the org and cable LRH Comm WW and his actions and costs in so cabling will be reimbursed on claim to WW and his post will be fully protected.

If the AdCouncil WW suspects this policy not to be in full force in any org despite assurances an HCO WW personnel must be sent to that org to investigate and may be deputized to remove either or both Exec Sees of that org by Comm Ev on the spot or at WW.

It has been discovered that failure to check out, Star Rated, the Tech and Qual HCO Bs applying to levels being audited or taught or examined and their processes and the data used in Review and relevant policy on those using the material in orgs results in a crashed Division 4 completion statistic, crashed income and low statistics throughout and a failing org and was the reason through 1965 for struggling orgs-the public would not pay more for service than it was worth to them and with this policy out, the service was not worth very much.

It has been found that a suppressive person will discourage this check out policy as one of his first actions.

This policy applies whether an auditor has been trained or not with star-rated check outs. Staff and Review auditor and Supervisor are special technical status grades and one cannot consider this double training.

"Star-Rated" means = 100 percent letter perfect in knowing and understanding, demonstrating and being able to repeat back the material with no comm lag.

Org Exec Sec Communicator for Qual WW is the final authority for any checksheets on this matter and is responsible for preparing and standardizing them from time to time. But the lack of a checksheet from ES Comm Qual WW does not set aside any provision or penalty of this policy letter.

This policy letter is issued in the complete knowledge that the absence of this policy in full effect is the primary reason for orgs not growing and is based on actual experience.

The only higher crime I could think of would be to pretend to have an org but have no technical personnel on staff in Tech or Qual. That is suppressive also and will crash an org. Handle it similarly to the above.

L. RON HUBBARD

LRH:ml.cden

[Added to by HCO P/L 21 November 1971, Scientology Courses Examination Policy, Volume 5-page 139, which made it firm policy that anyone examining a student for certification on any Scientology Course, including Admin, must have first star-rated related Policies, HCO Bs or other issues before writing or grading exams.]

[Note: In the original issue of this Policy Letter the words "THE ABSENCE OF" in the first line of the 3rd paragraph were omitted. However, in a poster issued by Flag in 1971 quoting this capitalized paragraph of the "High Crime" P/L, these words were included, and accordingly have been added in this printing. – Ed.]

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 7 FEBRUARY 1965
Reissued 15 June 1970

Remimeo
Sthil Students
Assn/Org Sec Hat
Case Sup Hat
Ds of P Hat
Ds of T Hat
Staff Member Hat
Franchise
(issued May 1965)

Note. Neglect of this Pol Ltr has caused great hardship on staffs, has cost countless millions and made it necessary in 1970 to engage in an all out International effort to restore basic Scientology over the world. Within 5 years after the issue of this PL with me off the lines, violation had almost destroyed orgs. "Quickie grades" entered in and denied gain to tens of thousands of cases. Therefore actions which neglect or violate this Policy Letter are **High Crimes** resulting in Comm Evs on **administrators** and **executives**. It is not "entirely a tech matter" as its neglect destroys orgs and caused a two-year slump. **It is the business of every staff member** to enforce it.

ALL LEVELS

KEEPING SCIENTOLOGY WORKING

HCO Sec or Communicator Hat Check on all
personnel and new personnel as taken on.

We have some time since passed the point of achieving uniformly workable technology.

The only thing now is getting the technology applied.

If you can't get the technology applied then you can't deliver what's promised. It's as simple as that. If you can get the technology applied, you can deliver what's promised.

The only thing you can be upbraided for by students or pcs is "no results". Trouble spots occur only where there are "no results". Attacks from governments or monopolies occur only where there are "no results" or "bad results".

Therefore the road before Scientology is clear and its ultimate success is assured if the technology is applied.

So it is the task of the Assn or Org Sec, the HCO Sec, the Case Supervisor, the D of P, the D of T and all staff members to get the correct technology applied.

Getting the correct technology applied consists of:

- One: Having the correct technology.
- Two: Knowing the technology.
- Three: Knowing it is correct.
- Four: Teaching correctly the correct technology.
- Five: Applying the technology.
- Six: Seeing that the technology is correctly applied.
- Seven: Hammering out of existence incorrect technology.
- Eight: Knocking out incorrect applications.
- Nine: Closing the door on any possibility of incorrect technology.
- Ten: Closing the door on incorrect application.

One above has been done.

Two has been achieved by many.

Three is achieved by the individual applying the correct technology in a proper manner and observing that it works that way.

Four is being done daily successfully in most parts of the world.

Five is consistently accomplished daily.

Six is achieved by instructors and supervisors consistently.

Seven is done by a few but is a weak point.

Eight is not worked on hard enough.

Nine is impeded by the "reasonable" attitude of the not quite bright.

Ten is seldom done with enough ferocity.

Seven, Eight, Nine and Ten are the only places Scientology can bog down in any area.

The reasons for this are not hard to find. (a) A weak certainty that it works in Three above can lead to weakness in Seven, Eight, Nine and Ten. (b) Further, the not-too- bright have a bad point on the button Self-Importance. (c) The lower the IQ, the more the individual is shut off from the fruits of observation. (d) The service faces of people make them defend themselves against anything they confront, good or bad, and seek to make it wrong. (e) The bank seeks to knock out the good and perpetuate the bad.

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

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

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

Our technology has not been discovered by a group. True, if the group had not supported me in many ways I could not have discovered it either. But it remains that if in its formative stages it was not discovered by a group, then group efforts, one can safely assume, will not add to it or successfully alter it in the future. I can only say this now that it is done. There remains, of course, group tabulation or co-ordination of what has been done, which will be valuable – only so long as it does not seek to alter basic principles and successful applications.

The contributions that were worthwhile in this period of forming the technology were help in the form of friendship, of defence, of organization, of dissemination, of application, of advices on results and of finance. These were great contributions and were, and are, appreciated. Many thousands contributed in this way and made us what we are. Discovery contribution was not however part of the broad picture.

We will not speculate here on why this was so or how I came to rise above the bank. We are dealing only in facts and the above is a fact – the group left to its own devices would not have evolved Scientology but with wild dramatization of the bank called "new ideas" would have wiped it out. Supporting this is the fact that Man has never before evolved workable mental technology and emphasizing it is the vicious technology he did evolve – psychiatry, psychology, surgery, shock treatment, whips, duress, punishment, etc, ad infinitum.

So realize that we have climbed out of the mud by whatever good luck and good sense, and refuse to sink back into it again. See that Seven, Eight, Nine and Ten above are ruthlessly followed and we will never be stopped. Relax them, get reasonable about it and we will perish.

So far, while keeping myself in complete communication with all suggestions, I have not failed on Seven, Eight, Nine and Ten in areas I could supervise closely. But it's not good enough for just myself and a few others to work at this.

Whenever this control as per Seven, Eight, Nine and Ten has been relaxed the whole organizational area has failed. Witness Elizabeth, N.J., Wichita, the early organizations and groups. They crashed only because I no longer did Seven, Eight, Nine and Ten. Then, when they were all messed up, you saw the obvious "reasons" for failure. But ahead of that they ceased to deliver and that involved them in other reasons.

The common denominator of a group is the reactive bank. Thetans without banks have different responses. They only have their banks in common. They agree then only on bank principles. Person to person the bank is identical. So constructive ideas are individual and seldom get broad agreement in a human group. An individual must rise above an avid craving for agreement from a humanoid group to get anything decent done. The bank-agreement has been what has made Earth a Hell – and if you were looking for Hell and found Earth, it would certainly serve. War, famine, agony and disease has been the lot of Man. Right now the great governments of Earth have developed the means of frying every Man, Woman and Child on the planet. That is Bank. That is the result of Collective Thought Agreement. The decent, pleasant things on this planet come from individual actions and ideas that have somehow gotten by the Group Idea. For that matter, look how we ourselves are attacked by "public opinion" media. Yet there is no more ethical group on this planet than ourselves.

Thus each one of us can rise above the domination of the bank and then, as a group of freed beings, achieve freedom and reason. It is only the aberrated group, the mob, that is destructive.

When you don't do Seven, Eight, Nine and Ten actively, you are working for the Bank dominated mob. For it will surely, surely (a) introduce incorrect technology and swear by it, (b) apply technology as incorrectly as possible, (c) open the door to any destructive idea, and (d) encourage incorrect application. It's the Bank that says the group is all and the individual nothing. It's the Bank that says we must fail.

So just don't play that game. Do Seven, Eight, Nine and Ten and you will knock out of your road all the future thorns.

Here's an actual example in which a senior executive had to interfere because of a pc spin: A Case Supervisor told Instructor A to have Auditor B run Process X on Preclear C. Auditor B afterwards told Instructor A that "It didn't work." Instructor A was weak on Three above and didn't really believe in Seven, Eight, Nine and Ten. So Instructor A told the Case Supervisor "Process X didn't work on Preclear C." Now this strikes directly at each of One to Six above in Preclear C, Auditor B, Instructor A and the Case Supervisor. It opens the door to the introduction of "new technology" and to failure.

What happened here? Instructor A didn't jump down Auditor B's throat, that's all that happened. This is what he should have done: grabbed the auditor's report and looked it over. When a higher executive on this case did so she found what the Case Supervisor and the rest missed: that Process X increased Preclear C's TA to 25 TA divisions for the session but that near session end Auditor B Qed and Aed with a cognition and abandoned Process X while it

still gave high TA and went off running one of Auditor B's own manufacture, which nearly spun Preclear C. Auditor B's IQ on examination turned out to be about 75. Instructor A was found to have huge ideas of how you must never invalidate anyone, even a lunatic. The Case Supervisor was found to be "too busy with admin to have any time for actual cases".

All right, there's an all too typical example. The Instructor should have done Seven, Eight, Nine and Ten. This would have begun this way. Auditor B: "That Process X didn't work." Instructor A: "What exactly did you do wrong?" Instant attack. "Where's your auditor's report for the session? Good. Look here, you were getting a lot of TA when you stopped Process X. What did you do?" Then the Pc wouldn't have come close to a spin and all four of these would have retained certainty.

In a year, I had four instances in one small group where the correct process recommended was reported not to have worked. But on review found that each one (a) had increased the TA, (b) had been abandoned, and (c) had been falsely reported as unworkable. Also, despite this abuse, in each of these four cases the recommended, correct process cracked the case. Yet they were reported as not having worked!

Similar examples exist in instruction and these are all the more deadly as every time instruction in correct technology is flubbed, then the resulting error, uncorrected in the auditor, is perpetuated on every pc that auditor audits thereafter. So Seven, Eight, Nine and Ten are even more important in a course than in supervision of cases.

Here's an example: A rave recommendation is given a graduating student "because he gets more TA on pcs than any other student on the course!" Figures of 435 TA divisions a session are reported. "Of course his model session is poor but it's just a knack he has" is also included in the recommendation. A careful review is undertaken because nobody at Levels 0 to IV is going to get that much TA on pcs. It is found that this student was never taught to read an E-Meter TA dial! And no instructor observed his handling of a meter and it was not discovered that he "overcompensated" nervously, swinging the TA 2 or 3 divisions beyond where it needed to go to place the needle at "set". So everyone was about to throw away standard processes and model session because this one student "got such remarkable TA". They only read the reports and listened to the brags and never looked at this student. The pcs in actual fact were making slightly less than average gain, impeded by a rough model session and misworded processes. Thus, what was making the pcs win (actual Scientology) was hidden under a lot of departures and errors.

I recall one student who was squirreling on an Academy course and running a lot of off-beat whole track on other students after course hours. The Academy students were in a state of electrification on all these new experiences and weren't quickly brought under control and the student himself never was given the works on Seven, Eight, Nine and Ten so they stuck. Subsequently, this student prevented another squirrel from being straightened out and his wife died of cancer resulting from physical abuse. A hard, tough Instructor at that moment could have salvaged two squirrels and saved the life of a girl. But no, students had a right to do whatever they pleased.

Squirreling (going off into weird practices or altering Scientology) only comes about from non-comprehension. Usually the non-comprehension is not of Scientology but some earlier contact with an off-beat humanoid practice which in its turn was not understood.

When people can't get results from what they think is standard practice, they can be counted upon to squirrel to some degree. The most trouble in the past two years came from orgs where an executive in each could not assimilate straight Scientology. Under instruction in Scientology they were unable to define terms or demonstrate examples of principles. And the orgs where they were got into plenty of trouble. And worse, it could not be straightened out easily because neither one of these people could or would duplicate instructions. Hence, a debacle resulted in two places, directly traced to failures of instruction earlier. So proper instruction is vital. The D of T and his Instructors and all Scientology Instructors must be merciless in getting Four, Seven, Eight, Nine and Ten into effective action. That one student, dumb and impossible though he may seem and of no use to anyone, may yet some day be the cause of untold upset because nobody was interested enough to make sure Scientology got home to him.

With what we know now, there is no student we enroll who cannot be properly trained. As an Instructor, one should be very alert to slow progress and should turn the sluggards inside out personally. No system will do it, only you or me with our sleeves rolled up can crack the back of bad studenting and we can only do it on an individual student, never on a whole class only. He's slow = something is awful wrong. Take fast action to correct it. Don't wait until next week. By then he's got other messes stuck to him. If you can't graduate them with their good sense appealed to and wisdom shining, graduate them in such a state of shock they'll have nightmares if they contemplate squirreling. Then experience will gradually bring about Three in them and they'll know better than to chase butterflies when they should be auditing.

When somebody enrolls, consider he or she has joined up for the duration of the universe – never permit an "open-minded" approach. If they're going to quit let them quit fast. If they enrolled, they're aboard, and if they're aboard, they're here on the same terms as the rest of us – win or die in the attempt. Never let them be half-minded about being Scientologists. The finest organizations in history have been tough, dedicated organizations. Not one namby-pamby bunch of panty-waist dilettantes have ever made anything. It's a tough universe. The social veneer makes it seem mild. But only the tigers survive – and even they have a hard time. We'll survive because we are tough and are dedicated. When we do instruct somebody properly he becomes more and more tiger. When we instruct half-mindedly and are afraid to offend, scared to enforce, we don't make students into good Scientologists and that lets everybody down. When Mrs. Pattycake comes to us to be taught, turn that wandering doubt in her eye into a fixed, dedicated glare and she'll win and we'll all win. Humour her and we all die a little. The proper instruction attitude is, "You're here so you're a Scientologist. Now we're going to make you into an expert auditor no matter what happens. We'd rather have you dead than incapable."

Fit that into the economics of the situation and lack of adequate time and you see the cross we have to bear.

But we won't have to bear it forever. The bigger we get the more economics and time we will have to do our job. And the only things which can prevent us from getting that big fast are areas in from One to Ten. Keep those in mind and we'll be able to grow. Fast. And as we grow our shackles will be less and less. Failing to keep One to Ten, will make us grow less.

So the ogre which might eat us up is not the government or the High Priests. It's our possible failure to retain and practise our technology.

An Instructor or Supervisor or Executive must challenge with ferocity instances of "unworkability". They must uncover what did happen, what was run and what was done or not done.

If you have One and Two, you can only acquire Three for all by making sure of all the rest.

We're not playing some minor game in Scientology. It isn't cute or something to do for lack of something better.

The whole agonized future of this planet, every Man, Woman and Child on it, and your own destiny for the next endless trillions of years depend on what you do here and now with and in Scientology.

This is a deadly serious activity. And if we miss getting out of the trap now, we may never again have another chance.

Remember, this is our first chance to do so in all the endless trillions of years of the past. Don't muff it now because it seems unpleasant or unsocial to do Seven, Eight, Nine and Ten.

Do them and we'll win.

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Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 17 JUNE 1970R
Revised 9 April 1977

(Revision in this type style)

Remimeo
Applies to all SHs and
Academies
HGCs
Franchises

URGENT AND IMPORTANT

TECHNICAL DEGRADES

(This PL and HCO PL Feb 7, 1965 must be made part of every study pack as the first items and must be listed on checksheets.)

Any checksheet in use or in stock which carries on it any degrading statement must be destroyed and issued without qualifying statements.

Example: Level 0 to IV Checksheets SH carry "A. Background Material – This section is included as an historical background, but has much interest and value to the student. Most of the processes are no longer used, having been replaced by more modern technology. The student is only required to read this material and ensure he leaves no misunderstood." This heading covers such vital things as TRs, Op Pro by Dup! The statement is a falsehood.

These checksheets were not approved by myself, all the material of the academy and SH courses **is** in use.

Such actions as this gave us "Quickie Grades", ARC broke the field and downgraded the academy and SH courses.

A condition of **Treason** or cancellation of certificates or dismissal and a full investigation of the background of any person found guilty, will be activated in the case of anyone committing the following **High Crimes**.

1. Abbreviating an official course in Dianetics and Scientology so as to lose the full theory, processes and effectiveness of the subjects.
2. Adding comments to checksheets or instructions labeling any material "background" or "not used now" or "old" or any similar action which will result in the student not knowing, using, and applying the data in which he is being trained.
3. Employing after 1 Sept 1970 any checksheet for any course not authorized by myself and the SO Organizing Bureau Flag.
4. Failing to strike from any checksheet remaining in use meanwhile any such comments as "historical", "background", "not used", "old", etc. or **verbally stating it to students**.

5. Permitting a pc to attest to more than one grade at a time on the pc's own determinism without hint or evaluation.
6. Running only one process for a lower grade between 0 to IV, where the grade EP has not been attained.
7. Failing to use all processes for a level where the EP has not been attained.
8. Boasting as to speed of delivery in a session, such as "I put in grade zero in three minutes." etc.
9. Shortening time of application of auditing for financial or laborsaving considerations.
10. Acting in any way calculated to lose the technology of Dianetics and Scientology to use or impede its use or shorten its materials or its application.

Reason: The effort to get students through courses and get pcs processed in orgs was considered best handled by reducing materials or deleting processes from grades. The pressure exerted to speed up student completions and auditing completions was mistakenly answered by just not delivering.

The correct way to speed up a student's progress is by using two way comm and applying the study materials to students.

The best way to really handle pcs is to ensure they make each level fully before going on to the next and repairing them when they do not.

The puzzle of the decline of the entire Scientology network in the late 60s is entirely answered by the actions taken to shorten time in study and in processing by deleting materials and actions.

Reinstituting full use and delivery of Dianetics and Scientology is the answer to any recovery.

The product of an org is well taught students and thoroughly audited pcs. When the product vanishes, so does the org. The orgs must survive for the sake of this planet.

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HCO POLICY LETTER OF 14 FEBRUARY 1965
(Reissued on 7 June 1967, with the word
"instructor" replaced by "supervisor".)

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All Hats
BPI

SAFEGUARDING TECHNOLOGY

For some years we have had a word "squirreling". It means altering Scientology, off-beat practices. It is a bad thing. I have found a way to explain why.

Scientology is a workable system. This does not mean it is the best possible system or a perfect system. Remember and use that definition. Scientology is a workable system.

In fifty thousand years of history on this planet alone, Man never evolved a workable system. It is doubtful if, in foreseeable history, he will ever evolve another.

Man is caught in a huge and complex labyrinth. To get out of it requires that he follow the closely taped path of Scientology.

Scientology will take him out of the labyrinth. But only if he follows the exact markings in the tunnels.

It has taken me a third of a century in this lifetime to tape this route out.

It has been proven that efforts by Man to find different routes came to nothing. It is also a clear fact that the route called Scientology does lead out of the labyrinth. Therefore it is a workable system, a route that can be traveled.

What would you think of a guide who, because his party said it was dark and the road rough and who said another tunnel looked better, abandoned the route he knew would lead out and led his party to a lost nowhere in the dark. You'd think he was a pretty wishy-washy guide.

What would you think of a supervisor who let a student depart from procedure the supervisor knew worked. You'd think he was a pretty wishy-washy supervisor.

What would happen in a labyrinth if the guide let some girl stop in a pretty canyon and left her there forever to contemplate the rocks? You'd think he was a pretty heartless guide. You'd expect him to say at least, "Miss, those rocks may be pretty, but the road out doesn't go that way."

All right, how about an auditor who abandons the procedure which will make his pre-clear eventually clear just because the pre-clear had a cognition?

People have following the route mixed up with "the right to have their own ideas." Anyone is certainly entitled to have opinions and ideas and cognitions – so long as these do not bar the route out for self and others.

Scientology is a workable system. It white tapes the road out of the labyrinth. If there were no white tapes marking the right tunnels, Man would just go on wandering around and around the way he has for eons, darting off on wrong roads, going in circles, ending up in the sticky dark, alone.

Scientology, exactly and correctly followed, takes the person up and out of the mess.

So when you see somebody having a ball getting everyone to take peyote because it restimulates prenatales, know he is pulling people off the route. Realize he is squirreling. He isn't following the route.

Scientology is a new thing – it is a road out. There has not been one. Not all the salesmanship in the world can make a bad route a proper route. And an awful lot of bad routes are being sold. Their end product is further slavery, more darkness, more misery.

Scientology is the only workable system Man has. It has already taken people toward higher IQ, better lives and all that. No other system has. So realize that it has no competitor.

Scientology is a workable system. It has the route taped. The search is done. Now the route only needs to be walked.

So put the feet of students and preclears on that route. Don't let them off of it no matter how fascinating the side roads seem to them. And move them on up and out.

Squirreling is today destructive of a workable system.

Don't let your party down. By whatever means, keep them on the route. And they'll be free. If you don't, they won't.

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 26 OCTOBER 1971

Remimeo
D of P Hat
Tech Sec Hat
Qual Sec Hat
Registrar Hat

TECH DOWNGRADES

A constant alertness must be maintained in the Tech and Qual Divisions and especially by a C/S and *DofP* for technical downgrades.

To people who have no personal reality on the results of processing it is especially easy to be "reasonable" about no results.

The public is not result conscious. This is proven by a century of botched up psychiatry and psychology. At no time in that century has a government or a society recognized or demanded *results*. The evidence that this is a *fact* is very plain. Psychiatry and psychology have *never* achieved a positive lasting result of any benefit but on the contrary downgrade, injure and kill. Yet they are still functioning as professions.

Now this seems to be an invitation or justification for an org not to try for any results.

But the *truth* is that the public is with you just so long as results *are* achieved. As soon as they aren't achieved, areas become upset.

And as for psychiatry and psychology, they are functioning but resultless, are in serious trouble and are despised.

So there is no tradition of or any general belief in results in the society or its governments.

Thus an org can become sloppy as there is no *visible* demand for results. There is only an invisible hope. And a definite reaction when they don't occur.

We **can** and **do** achieve results beyond anyone's hopes.

So long as we continue to do this our area control will expand. When we don't it will contract.

In view of the above lack of demand, it is up to us to hold up our own standards. Quality is a matter we must give constant attention.

We must produce:

1. Students who **can** audit.
2. Pcs who **have achieved** gains in auditing.

A very high-handed attitude, based on truth, is what is required of us.

Example: Pc has had triple grades but can't talk.

All right, so we don't let him go.

We say, "We're sorry but you must redo your grade zero."

We get a Folder Error Summary, repair it, really set him up, get him through a Comm Course and redo zero with further processes.

Example: The OCA graph of a pc "completing" his Dianetics is all below the line – unacceptable.

We don't kid ourselves, pay a completion bonus to the auditor and let the pc go.

We say, "Sorry. You haven't made it. This takes more auditing."

Example: A student "graduates" from the Academy yet doesn't audit.

We call him back, find out why, word clear him, drill him, demand he interne.

As long as a student or pc thinks his failure to make it is all right with you, you will have a bad reputation in his area. Privately he will think the subject doesn't work and that you are frauds.

The moment you say to somebody who hasn't made it, "You have not met our standards" truth and respect go in.

Reversely, the moment you say to somebody who *has* made it that he has, the truth of your skill is apparent to him.

To tell people that haven't made it that they have is to establish a lie and earn contempt.

To tell people they haven't made it **when they have** is to get back hostility and a bad reputation.

THE GRADE CHART

When the pc has honestly achieved the auditing skills or pc grades of the Gradation Chart you are satisfied.

If the pc hasn't, you are *not* satisfied.

This technical honesty is your winning card.

Even if he buys no more training or auditing he will respect you and have confidence in you.

LOTS OF AUDITING

Real gains for pcs are attained with lots of auditing closely spaced as in intensives.

Failure to receive *enough* auditing is the primary reason for case failures.

LOTS OF COACHING

The real gains of a student come from lots of coaching, lots of tough unswerving demands that he knows his business.

CONCLUSION

You don't just sit back and say "We did all we could so we'll let it go."

You deal in truth. Students or pcs, make it or they don't.

Whichever way it is, you say so.

You *demand* they do make it.

Never permit a downgrade of a training or processing result.

Even if the person buys no more auditing you still tell him.

Get off the dishonest false Public Relations morals of this planet.

Just be honest about results.

You will be startled how well it works and how right it is.

**L. RON HUBBARD
FOUNDER**

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BOARD TECHNICAL BULLETIN

13 MARCH 1975R

REVISED 30 APRIL 1975

Remimeo
Intern Sup
Cramming Officer
C/Ses
TRs Supers
KOT

Cancel BTB 29 June 1962 How to Acknowledge and Re-
vises BTB 29 Oct 72 Ex Dn Series 17 Ex Dn Case K and
BTB 20 Sept 72 TR Training Under LRH.

TRs TRAINING BREAKTHROUGH

LRH has been recently coaching, on tape, the TRs of Flag Auditors and Internes for many weeks. Each night Messengers have been lugging in a great batch of tape recorders, each containing one or more auditing tapes.

Some real breakthroughs were made on TR training that have never been seen or released. The Tech of making an assessment really impinge and read was completely wrapped up.

Pcs, very early in this, began to comment that their Auditor was "much better".

The Auditors had a great many wins.

They are released here for your use in upgrading the quality of your org's auditing.

TYPES OF TRs

There are two different kinds of TRs. These are General TRs and Assessment TRs. General TRs are for use in regular auditing. They are natural, relaxed, while fully controlling the session and the pc.

Assessment TRs are used to get a list to read. Assessment questions are delivered with impingement, the Auditor accenting or "barking" the last word and syllable. An assessment is done crisply and businesslike with real punch (not shouting) so each line is *to* the pc. This is not to say that an assessment is done Tone 40 or with antagonism. Its friendly but businesslike and impinged.

TRAINING TIPS

In training Auditors and Internes, the person supervising the TR Training, and tapes trains them first on General TRs to a pass, then on Assessment TRs to a pass. A full TRs pass requires both.

All previous tape cover notes to the Supervisor and his comments should be attached together in sequence so he can see that progress has been made and which points are being worked on.

Care must be given to ensure that the Auditors learn how to set up a tape recorder, position the mike so the Auditor and pc can be heard easily and keep the heads clean so that recordings are not faint but easily audible. The proper position of the mike is either hung from the ceiling a bit to the side of the Auditor and pc with the mike at the same height as the Auditor's face, or sticking out from under the meter behind the meter shield.

A poor recording is as worthless as an illegible auditing report.

The person supervising the TRs tapes (usually the Interne Super with a final pass by the Senior C/S or KOT) must not invalidate or evaluate for the Auditors but must use lots of encouragement and ARC. When an Auditor backslides the Supervisor must tell him not to backslide and see that the Auditor is sorted out and improving again.

This TR training is not a pattycake affair, but must be demanding and tough enough to get the Auditors through it. Pc results are at stake. LRH has when warranted, ordered an Auditor to 12 hours a day TR Training and increased it to 14 hours a day to bring up the Auditor's necessity level and get him through it when he had been lagging and was overdue to fire to his org.

GENERAL TRs TRAINING

Tools used in General TR Training were LRH model auditing tapes, lots of Word Clearing, use of the TR Booklets, study of Original Thesis Primary Axioms (Chapter 2) and the rules that permit engram running (Chapter "The Laws of Returning"), use of Mood Drills (later described), drilling out attitudes about pcs that interfere with the session, knocking out automaticities by having the Auditor drill doing them, causatively and the TRs themselves.

In knocking out faulty or inconsistent TRs, the tech used is to drill the entire scale from one extreme to another up and down. For example: Auditor has a problem with loudness and tends to mumble – have him drill the faulty TR 1 or 2 on a gradient from the barest mumble to Tone 40 and back again until it's cured.

The idea is to get General TRs up to a level of real polish and consistency (not just barely passing one tape) so they are live, natural, interested in the pc, delivered *to* the pc, relaxed and smooth.

USE OF TR 0

TR 0 is ordered when it is obviously out, or when other TRs drills don't seem to be resolving.

TR 0 is used so that the Auditor can be with the pc easily, is comfortable in session and not anxious or impatient. TR 0 is ordered done where there is not much Auditor there in session.

TR 0 was ordered in recent TR training when the following showed up in the Auditors' tapes: when an Auditor was clearing his throat, when an Auditor was fumbling assessment lines, when TR 1 and 2 were way out and not improving, when an Auditor went mechanical in session, to handle a timid Auditor, when an Auditor's mood wasn't resolving with Mood Drills, when the pc was unaware of the Auditor and wasn't working well in session = not much Auditor there.

TR 0 can also be used with Mood Drills and when knocking out an Auditor attitude that is interfering. What is usually ordered is to have the Auditor look over his attitude to pcs and drill that attitude to free it up, then practice other attitudes. And also do TR 0.

TR 1

TR 1 in General TRs must be friendly and real, natural, positive with each command given in its own unit of time. Poor diction can get in the road and have to be drilled out. TR 1 must also be live and interested with adequate volume and crispness to arrive at the pc. Commands must be given without hesitation or being slowly dragged out because that gives a slow session pace and violates the rule on number of commands given and answered per unit of time determines gain.

A lilt on TR 1 loses any impingement the question could have. It can be cured by drilling lilted and then the opposite, monotone, until the automaticity is broken.

The opposite of this is where the Auditor drops the end of the line or swallows it. This also loses impingement and must be drilled out.

An Auditor whose TR 1 is too soft and low volume can be ordered to do 50 foot TRs.

A breathless TR 1 can be cured by having the Auditor practice being breathless to get rid of the automaticity.

A timid Auditor can practice being a mean tiger to get the softness out of his TR 1. He should also review the Primary Axioms of Original Thesis.

Timing is an important part of TR 1. Session pace depends on it. Where commands or questions are too far apart auditing time is extended.

Flubbed commands are out. Having to re-read a command is a flub and shouldn't be necessary if the Auditor drills the procedure so it's smooth.

When taking questions or commands from an HCOB the Auditor can sound like he's reading the question and must learn to sound like he's *saying* when he's in fact reading.

These were some of the points picked out on TR 1.

TR 2

"The essence of TR 2 is session control." "The pc's comm is begun with TR 1 and controlled in flow with TR 2." (LRH) There are really different types of TR 2, a whole range that go from a ½ ack to a full ack up to a Tone 40 ack.

"A full ack is really a stop ack. If you break it down, there's a degree of acks going from 'go on, I'm listening' order mutter to an 'okay, that's enough of this phase of this' to 'well we got through with that and that's it'. One doesn't use such words. It is done by tone and intention. It's called session control. There's also a Tone 40 ack which ends off the whole scene and that's that." (LRH)

"A half ack keeps the pc going and also keeps a pc from over-itsaing." "Half ack when it is going to go on, like Earl Sim." (LRH) You use half acks to show the pc you are still there and to let him know you're interested.

On R3R you use half acks on 1 to 8, full ack on 9, half acks on A to C and a full ack on D.

Where a pc over-itsas it is caused by a slow TR 2, a lack of TR 2 especially half acks, too strong a half ack and over-acking. A lack of half acks shows up with a pc who is unaware of the Auditor and so is out of control or doesn't work well in session.

Practice on half acks and full acks so as not to fall between and drilling acks that control comm from making it continue to making it stop utterly, the full range of ½ acks to full acks to Tone 40 acks, cures an Auditor who flubs on the above.

Where TR 2 is interruptive and overrides the end of the pc's answer, it will put the pc on a W/H. Practice on timing of TR 2 and perception of when the pc has said all corrects that.

Double acks, multiple acks such as: "OK. Good." and "All right. Thank you. OK." are not OK and must be knocked out by drilling the Auditor so he learns to ack with one ack. TR 2 repeated makes an overack.

Too cold a TR 2 can be corrected by Mood Drills (see below). TR 2 expresses mood and interest in the pc's incidents and itsa. TR 2 must be *to* the pc so he gets it.

Sometimes an Auditor has TR 2 and the next TR 1 colliding, running together so that they nearly overlap. This is corrected by drilling timing of TR 1 and TR 2 and the next TR 1 so that each TR 1 is in its own unit of time and each TR 2 ends that comm cycle.

Use of LRH model auditing tapes is necessary in training Auditors on TR 2.

MOOD DRILLS

Mood Drills were developed by LRH to handle stuck or fixated Auditor moods or where some Auditor's mood entered into the session would rough up or upset a pc or slow his progress.

Mood Drills consist of TRs 1 to 4 done out of session on each tone level of the *full* tone scale, hitting each mood up and down the scale. The coach calls the mood, the Auditor does TRs 1 to 4 in that mood. It doesn't really require much coaching.

"You just start low on the scale and TR that mood then the next, then the next. Like all TRs done 'hopeless', etc. Lots of laughs doing it really. Doing TRs as a dead Auditor is pretty tricky." (LRH)

An Auditor drilling these must beware of mis-U's and make sure that he understands each mood (tone). Any moods that are too easy to do or too hard should be spotted by coach and Auditor and repeated until the automaticity is broken. Once begun mood drills should be continued until the whole scale is flat so the Auditor doesn't get stuck on the Tone Scale but can do any mood easily and without strain.

"TRs are a matter of sound not how an Auditor feels." (LRH)

Where an Auditor is upset about his voice you can have him try – out of session – speaking melodiously, boringly, enthusiastically, until he can change his mood about at will.

Mood drills can be done on TR 104 when R3R is mechanical, brush off, not interested or done with a set emotion. You have the Auditor drill TR 104 by mood, up and down the tone scale, and *to* the pc. The coach calls the mood as with TRs 1 to 4.

50 foot Mood Drills can be used to cure a fixed mood that doesn't seem to budge with regular Mood Drills.

A timid Dn Auditor is cured with 104 at each mood level including doing it as a panther, a lion, aggressive. As a bird, scared stiff. This breaks the automaticity.

Mood Drills can be done on Assessments where the Auditor's mood would rough up the pc, where the assessment has an up lilt, or when it's dull or monotonous or when it's an out mood of any sort that's fouling up the Auditor's assessment. The Auditor can be drilled on assessments in the E-Meter Drill book at different moods or he can use a prepared list in a dummy session at different moods.

Mood Drills can also be used to fix up a TR 1 that's too variable or rushed, on a set emotion, choppy, pushy, monotonous, sad, dreary and even on TR 2 when it's an out moods.

Mood Drills are not only fun to do but also enable an Auditor to pass off a session without strain and without his own feelings interfering with it. The session will sound live, the Auditor will be interested in the pc and with good TRs get maximum pc gain.

ASSESSMENTS

Assessments are done to impinge and get a meter to read. The Auditor barks the last word and the last syllable so it does impinge. You don't go ----\, ----\. Go ___/, ___/. You don't drop your voice or downcurve your voice tone at the end of the line as that will cost you reads. You punch the last syllable to make it read, and *to* the pc. This is different from a lilt which is a —/.

The accent is at the end of the sentence routinely, not on the earlier part. This must be drilled, drilled, drilled until the Auditor can do it easily and consistently with good bark.

A lot of automaticities will come off with the drilling and it may sound "strange" at first but you'll be surprised at the reads you otherwise wouldn't get. An example is the line "Were you *ashamed* to cause an upset" (usual emphasis underlined) which when assessed goes "Were you ashamed to cause an upset" (bark on last syllable).

Don't get the idea that assessments are harsh or forceful. You don't have to shout. They must be natural without strain, consistent, friendly but businesslike, with good impingement and bark.

Done as above your assessments will read when they should and not when they shouldn't.

VERBAL TECH

Beware of verbal tech on TR training. You can detect verbal tech when several Auditors are making the same TR errors.

Locate the source of the verbal tech, the "expert" giving advice and knock it out. It can cost you your results.

SUMMARY

Do you want maximum gains for your pcs and maximum results for your Auditors?

Interne Supers, Senior C/Ses, Cramming Officers, KOTs, TRs Supers. Put these drills into effect now. Use them on Auditor and Interne TR training as part of BPL 8 Nov 71RB Electronic Attestation Form and when correcting TR flubs.

They do not replace the TRs themselves, the TR Booklets or LRH tapes but are used with them.

As a result of Ron's coaching drills above, Auditor began to get rave notices from pcs as to how good the Auditor was suddenly.

Any Auditor can win on these.

Here's to a Golden Era of Tech with real TRs.

Taken from recent LRH TR developments
by

W/O Ron Shafran CS-4

Approved by

L. RON HUBBARD
FOUNDER

for the

BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

BDCS:LRH:RS:nt

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SAME TITLE

Remimeo
TR Crse Super Hat
HPCSC
HSCSC Professional TR Crse
All Crses with TRs

TR TRAINING UNDER LRH

Toward the end of 1971 LRH began requiring that Flag Internes send him taped sessions of their auditing. Ron would listen to these and make invaluable corrective comments. The stress of course was on TRs and session presence. The Interne, after listening to LRH model auditing tapes, and correcting the outnesses noted in his own taped session, would tape another session and submit it. And so on until Flag standards were attained, at which time the Interne passed on his TRs with an LRH OK.

Needless to say, Ron sets a *very* high standard and the results achieved from this program once again highlight the datum, "Do what Ron says!".

The following advices and corrections were aimed at particular TR outnesses heard in the taped sessions of specific Internes. They are quoted here exactly as Ron wrote them. Listen to a few LRH model sessions and you'll really hear what perfect auditing sounds like.

Interne A:

"Your tone is okay. Your **diction** needs some work. You tend to muffle at times and words are not clear. LRH"

And after another taped session,

"You are running so dully that the pc is fogged out. Could even be running things that don't read. But TRs are too dull. LRH"

Interne B:

This Interne indicated by her C/S comments that she really didn't understand what was going on with the pc. LRH commented in the next C/S:

"...**certainty** of auditing affects TRs. One doesn't have good TRs on a case he doesn't dig. And lack of such knowledge makes one think he is losing when he isn't... LRH"

Interne C:

This comment was directed from LRH to the Interne Supervisor after hearing a taped session by this Interne.

"There's a momentary comm lag on his TR 2 – I suppose it's a 'wanting to be sure'. It is not easy. Running O/Ws he would drag the pc into Itsa and O/R. It is slight. The rest is good. Improve TR 2. Love LRH."

In response to this the following note and another taped session went up to Ron from this Interne: "Dear Sir: The following was out with me. I was listening for the pc to finish. I was not controlling the pc's communication. Hence the pc was out of session to that degree, which would also cause excessive Itsa. I was also afraid of ARC Breaking the pc when it was just good TR 2..." LRH replied to this note and the tape as follows:

"At the risk of breaking somebody's heart by correction, this pc is not in session and the TR 1 is now rushed. The Auditor is tense. Pc keeps talking after ack. This 'afraid he'd ARC Break the pc' is actually TR 0. Have this Auditor listen to some of my demo tapes. TR 3 is supposed to be a newly originated TR 1, not a mechanical action. He is not doing badly. But there is no reason why a really good job of training can't be done. If he's this tense or anxious, if his zero is not natural and easy and if TR 1, 3 are out then it falls back to an uneasy 2 and pc not under control. Clear also definition of 'in-session'. He is still trying too hard. Perfect auditing sounds as natural as rain while being as disciplined as a Prussian drill master. Love R."

And finally,

"Excellent. 1000 percent improved. Love R." (Tape was passed.)

Interne D:

Comment on taped session:

"Not too bad. A bit soft. (Tape quality poor, not loud enough.) TR 2 is too slow and doesn't get pc really acked so you get a sleepy, draggy session. Love R."

Interne E:

Remarks on taped session:

"You need to differentiate and shift between Tone 40 assessing and Auditors' TRs as some of the assessing Tone 40 carries over at times to TR actions. Otherwise seems good. You could overwhelm a pc this way. Re-listen to the tape about half through and you'll see it. Also there's a TR 2 chop before pc can cog on the F/N. Love R."

And another, later tape from the same Interne:

"This is pretty mechanical. Voice goes over the same tone patterns with the same drop at end. It is the end which must impinge, there's a trifle of chop. These TRs would be overwhelming on a rocky pc. Slowness and fastness have nothing to do with it. It's tone and hit. Love R."

Interne F:

"Comm lag TR 2, varied with chop and over ack. Will cause the pc to drag out answers and give slow sessions. Also improve the naturalness. It's a trifle robot in spots. You should have an even pace, uniform quality. Love R."

Another tape from this Auditor:

"Don't try to audit in such a noisy environment. The auditor is responsible for environment.

The TRs are not too bad. They need work, particularly zero as they are too soft. Diction and crispness are missing. Love R."

Interne G:

Tape submitted requesting an OK to audit Class VI:

"In assessment you have doubt or near lilt. You are putting a bit of a question in it. It won't impinge for Class. Sometimes it's ———/, sometimes ———, sometimes ^^^^^\, but always a no-impinging statement. You want ^^^^^\, a statement.

Interne H:

"Comm lag TR 2 is keeping pc in over-comm. A TR 2 must not chop but it must not comm lag either. You only do it once in a while. TRs are otherwise OK. Love R."

And another:

"A bit too Tone 40. Your drill is good. It's just a bit overwhelming to the pc. Lists are done T 40 but regular TRs don't go this strong. Learn to shift gears from list assessment TRs to Auditing TRs. Love R."

And another:

"Monotone semi-Tone 40 acks. You're almost there. It's just not quite natural. LRH."

In another instance:

"TR 1 very dull, even bored, mechanical, as though you're just learning the commands. Needs a lot of work, TR 2 too flat but also somehow Tone 40. Work on it, Love R."

And finally:

"Well, well, quite an improvement. Get it so it's easy and no effort for you to do. Love R."

Interne I:

"OK. You're coming along fine. Your TRs are a trifle tense at times and at times a bit mechanical (just quoting a line, not saying it to the pc). Come off of quote and same tone (all commands sound the same tone). Listen to it and you'll hear it. Love R."

Another tape from the same Interne:

"Enormously improved. Just a trifle wound up doll. Also the tone rise on the end of a command makes it sound like a question. Cuts the impingement. Love R."

And another:

"Sorry, your TR 2 is bad. It doesn't get to the pc. For Dn especially, comm lag on next command in favor of admin. Attention really not on pc so he runs on and on. This is the most offhand TR 2 I've heard for some time. It's an upswing with a sort of question in it, LRH."

Another:

"Too mechanical. TR 2 poorly timed. Once late, once early. Too admin interested. Not quite with the pc. TR 0 may be a bit out. Work on it some more. Not the worst I've heard. Love R."

Another in which the Interne made this comment: "Any latent ack was due to a BD," to which LRH replied:

"Never heard of a latent ack being required on a BD. Hidden data line? Get the doubt or question out of your TR 2. Don't rush at it so hard. It's much better. Love R."

And this one:

"It's better. Why be in a flap about it? It's easy. You make it too hard. Your TR 4 was flubbed. Pc originates picture was erasing, you asked if picture erasing. Drill diction and TR 4. Love R."

And this:

"Too mechanical. Good TRs requires real interest in the pc and what is going on. Listen to some of my auditing sessions. Don't listen to words. Listen to *tone* and interest. The pc responds poorly to mechanical monotone TRs as he feels brushed off. If you do TRs make it OT Zero and TR 0 not the rest. Love R."

And this one to the same Interne:

"Greatly improved. Work now a bit on your TR 2 so you don't chop. It's just a hair too quick. Also TR 1 is not quite to the pc. You almost have it. Love R."

And an other:

"No TR 2 at all. Pc is talking on and on and on because he is not acked at all. If you did this on L 10 or Grade 2 you would have about one item an hour instead of 10 or 15 and the pc would never get through at all. This went from a chop to *no* TR 2. Threw the pc out of session, put him in boredom. On most of tape TR 2 is OK. But it still varies from chop to no. Many are OK. Get them all that way. Love R."

And this one:

"The idea is not to get a pass. It's to have good consistent TRs. This needs OT 0, TR 0 and obnosis and TR 2 as it (TR 2) cuts in and half acks too often. Love R."

Interne J:

In Feb 1972, before LRH model demo tapes were in use, the following comment was made by Ron in response to an Interne taped session:

"He flunks. Where do Internes get their TR model? Recent ones I've heard are strained rushing the pc, chopping, overwhelming, no interest in pc, but only in rapping out commands. Who is setting this weird style? LRH."

And later, after listening to LRH model auditing demo tapes:

"Congratulations on a vast improvement. LRH"

Interne K:

"Too mechanical. Too monotone. You sound like you're reading the commands. Work on it to get some interest and ARC in your TRs. Listen to some LRH tapes. Love R."

Interne I:

"Assessment and Inds of F/N are not top grade. On assessment the Qs get run together. Impingement is poor. On Inds it's an 'unimportant' inflection. Needs some work. Otherwise quite good, Love R,"

Four days later:

"You almost got it. TR 2 has a lilt – – – –/ that gives a question to the ack. Rest is absolutely great. Love R," (The next day a tape was passed.)

Interne M:

Auditor sent up a tape for LRH comment and correction.

"... this needs a lot of work. When you audit it sounds nervous and rushed, quite unlike your natural voice **and you introduce a speech impediment in your TRs**. Needs a *lot* of work. Accounts for any trouble you've had. Glad you finally sent one. Get it handled flat out. Love R."

Another tape went up two days later:

"This is greatly improved. LRH." (Tape was passed.)

Interne N:

Interne submitted a tape of a Word Clearing session.

"Re tape. WC tapes aren't really acceptable. However, this auditing has the following needing correction.

1. Comm lag TR 2. Pc isn't really acked. Also begins talking again after TR 2.
2. Auditor using up session time by ack, then admin, wait, new command.
3. This session is not really in control of the auditor.

I wish you'd just do some auditing on a tape that is good TR auditing and send it up. You never heard me do these things on a tape in your life. An auditor runs the session. This is done by flawless **TRs in use in the session**. Love R."

Another tape from the same Auditor:

"Not OK on TR tape. These TRs sound lax or disinterested. They are an attitude of some sort. Sort of like a brush-off or unimportant. Or like the pc isn't important. Get Prod Cleared Long Form Esto Series 11. Then listen to some LRH sessions. Try again. LRH."

And another tape from the same Interne. Comments are to the Interne Super:

"Rushed. Chops with TR 2. Too robot. Cough-habit. He sort of keeps climbing up on top of the pc. Pc would get to feeling pushed. Throat clear – as a mannerism not acceptable. LRH."

And finally:

"That's excellent, good and businesslike and interested and natural. You got it! LRH." (Session passed.)

Interne O:

Sent up a Dianetic OK to audit tape for LRH OK. This note came down to the Interne Super:

"Not OK. He is very busy in a session with notes pad etc, must be distracting to a pc. His TR 2 is too off hand. He sort of sounds like it isn't important, pretty mechanical, not too interested in pc. LRH."

And another tape submitted later:

"Not *bad* but – just a trace of impatience. Not smooth smooth yet. Results in session control too poor. Doesn't get the question answered. Pc a trifle conscious of the impatience, not really in session. The singsong of the question tone doesn't comm to the pc. TR 2 infrequent. LRH."

And another 3 days later:

"That's excellent, good, personalized intention. You won't have any trouble with session control now. Love R." (Tape was passed.)

Interne P:

After her first taped session to LRH:

"I wish you'd sent up a tape earlier. You've done a lot of auditing. You have a lilt in your questions that will get you no impingement – – – –/ . It is so pronounced it will make you miss reads on items and lists as it expresses negation of the Q. Try again. Love R."

And another 3 days later:

"Not bad. You have a lilt – – – –/ that will injure impingement. The acks could be more natural, work on it. Diction is a point here. Good commands are a trifle blurred at times due to a bit of rush. This isn't bad. Just needs perfecting. LRH."

Six days later another tape went up and returned with the following comments:

"You're better. This pc is running a comm lag. He's not quite with it. Correction of his answers may be the reason. I think TR 4 is out as pc is not in session. Get more interested, get off any exasperation. Practice TR 4. Listen to tapes of my auditing. Get a better *presence*. Love R."

And another tape 8 days later:

"Lack of TR 2 is making this pc feel she is not being heard so she drags out her answers. This would be fatal running O/Ws or L10. Pc would start hunting, thinking the auditor wanted something else. You even bleed it after the pc has gone on and on and on. F/N doesn't come as pc tense. Pc not in session, even giving auditor earlier similars in one place. Auditor seems invisible and nervous. Gotten worse since last test tape. LRH."

4 days later:

"You have something going here on TR 2. You may have introduced some arbitrary of your own like wanting to see if that is all. Do OT 0 TR and TR 0 until you can be wholly relaxed in a session and then your session control will come up. The pacing is ragged. Now *very* too fast speaking on TR 1, then a drag comm lag TR 2. Work on it some more as above. Love R." Then, 13 days afterward:

OK: "LRH" NOT OK: (Tape passed.)

Interne Q:

A deadline had been set by Ron for Internes to submit tapes. This Interne asked for an extension as her voice had been cracking on the tape and she had to clear it on several occasions. LRH replied:

"No extension granted. Tape not passed. Get your TR 0 in so pcs don't cave in your chest. And drill TRs so they don't lilt – – – –/ and get less toss-off and less off-hand. Auditing is a more important business. Work on it. Love R."

Hope the above helps you to achieve Flag Standards in your HGC!

R. Strauss

Tech Compilations Flag

Reissued as BTB by FMO 1234

I/C: CPO Andrea Lewis

2nd: Molly Harlow

Authorized by AVU

For the BOARDS OF DIRECTORS

of the

CHURCHES OF SCIENTOLOGY

BDCS:SW:AL:MH:RS:mh

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 7 MAY 1968

Remimeo

UPPER INDOC TRS

Following are the Upper Indoc TRs 6 to 9 inclusive.

Number: TR 6

Name: 8-C (Body Control)"

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

The commands to be used for 8-C are:

"Look at that wall." "Thank you."

"Walk over to that wall." "Thank you."

"Touch that wall." "Thank you."

"Turn around." "Thank you."

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

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

Training Stress: Complete, crisp precision of movement and commands. Student, as in any other TR, is flunked for current and preceding TRs. Thus, in this case, the coach flunks the student for every hesitation or nervousness in moving body, for every flub of command, for poor confronting, for bad communication of command, for poor acknowledgement, for poor repetition of command, and for failing to handle origination by coach. Stress that student learns to lead slightly in all the motions of walking around the room or across the room. This will be found to have a great deal to do with confronting. In the first part of the session student is not allowed to walk coach into walls, as walls then become automatic stops and the student is then not stopping the coach's body but allowing the wall to do it for him.

History: Developed by L. Ron Hubbard in Camden, New Jersey in October 1953, modified in July 1957 in Washington, D.C., and the commands were modified in HCO Bulletin of 16 November 1965, Issue II.

Number: TR 7

Name: High School Indoc.

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

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

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

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

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

Number: TR 8

Name: Tone 40 on an Object.

Commands: "Stand up." "Thank you." "Sit down on that chair." "Thank you." These are the only commands used.

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

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

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

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

There are other ways to help the student along. The coach occasionally asks, "Are you willing to be in that ashtray?" When the student has answered, then, "Are you willing for a thought to be there instead of you?" Then continue the drill. The answers are not so important on these two questions as is the fact that the idea is brought to the student's attention. Another question the coach asks the student is, "Did you really expect that ashtray to comply with that command?"

There is a drill which will greatly increase the student's reality on what an intention is. The coach can use this drill three or four times during the training on Tone 40 on an Object. As follows: "Think the thought – I am a wild flower." "Good." "Think the thought that you are sitting in a chair." "Good." "Imagine that thought being in that ashtray." "Good." "Imagine that ashtray containing that thought in its substance." "Good." "Now get the ashtray thinking that it is an ashtray." "Good." "Get the ashtray intending to go on being an ashtray." "Good." "Get the ashtray intending to remain where it is." "Good." "Have the ashtray end that cycle." "Good." "Put in the ashtray the intention to remain where it is." "Good." This also helps the student get a reality on placing an intention in something apart from himself. Stress that an intention has nothing to do with words and has nothing to do with the voice, nor is it dependent upon thinking certain words. An intention must be clear and have no counter-intention in it. This training drill, Tone 40 on an Object, usually takes the most time of any drill in Upper Indoc, and time on it is well spent. Objects to be used are ashtrays, preferably heavy, coloured glass ashtrays.

History: Developed by L. Ron Hubbard in Washington, D.C., in 1957 to train students to use intention when auditing.

Number: TR 9

Name: Tone 40 on a Person.

Commands: Same as 8-C (Control). Student runs fine, clear-cut intention and verbal orders on coach. Coach tries to break down Tone 40 of student. Coach commands that are valid are:

"Start" to begin, "Flunk" to call attention to student error and that they must return to beginning of cycle, and "That's it" to take a break or to end the training session. No other statement by coach is valid on student and is only an effort to make student come off Tone 40 or in general be stopped.

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

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

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

History: Developed in Washington, D.C., in 1957 by L. Ron Hubbard.

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

L. RON HUBBARD
Founder

LRH:js.cden

[This HCOB has been corrected per BTB 22 May 1971R, *TR-8 Clarification*, which added the first sentence in TR-8 Training Stress above.]

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 7 APRIL 1964

CenOCon

ALL LEVELS

Q AND A

A great number of auditors Q and A.

This is because they have not understood what it is.

Nearly all their auditing failures stem not from using wrong processes but from Q and A.

Accordingly I have looked the matter over and re-defined Q and A.

The origin of the term comes from "changing when the pc changes". The basic answer to a question is, obviously, a question if one follows the duplication of the Comm formula completely. See Philadelphia Congress 1953 tapes where this was covered very fully. A later definition was "Questioning the pc's Answer". Another effort to overcome it and explain Q & A was the Anti-Q and A drill. But none of these reached home.

The new definition is this:

Q and A is a failure to complete a Cycle of Action on a preclear.

A cycle of action is redefined as Start – Continue – Complete.

Thus an auditing comm cycle is a cycle of action. It starts with the auditor asking a question the preclear can understand, getting the preclear to answer it and acknowledging that answer.

A process cycle is selecting a process to be run on the preclear, running the Tone Arm action into it (if necessary) and running the Tone Arm action out of it.

A programme cycle is selecting an action to be performed, performing that action and completing it.

Thus you can see that an auditor who interrupts or changes an auditing comm cycle before it is complete is "Q and A-ing". This could be done by violating or preventing or not doing any part of the auditing cycle, i.e., ask the pc a question, get an answer to a different idea, ask the different idea, thus abandoning the original question.

An auditor who starts a process, just gets it going, gets a new idea because of pc cognition, takes up the cognition and abandons the original process is Q and A-ing.

A programme such as "Prepcheck this pc's family" is begun, and for any reason left incomplete to go chasing some new idea to Prepcheck, is a *Q and A*.

Unfinished cycles of action are all that louse up cases.

Since Time is a continuum, a failure to carry out a cycle of action (a continuum) hangs the pc up at that exact point.

If you don't believe it, prepcheck "Incomplete actions" on a pc! What Incomplete action has been suppressed? etc. cleaning the meter for real on every button. And you'd have a clear – or a pc that would behave that way on a meter.

Understand this and you'll be about ninety times as effective as an auditor.

"Don't Q and A!" means "Don't leave cycles of action incomplete on a pc."

The gains you hope to achieve on a pc are lost when you Q and A.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO POLICY LETTER OF 14 OCTOBER 1968R
REVISED 1 JANUARY 1976

Remimeo
Auditor 43
Class VIII
All Auditors

THE AUDITOR'S CODE

In celebration of the 100% gains attainable by Standard Tech.

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 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.
24. I promise not to advocate Scientology only to cure illness or only to treat the insane, knowing well it was intended for spiritual gain.
25. I promise to cooperate fully with the legal organizations of Dianetics and Scientology as developed by L. Ron Hubbard in safeguarding the ethical use and practice of the subject according to the basics of Standard Tech.
26. I promise to refuse to permit any being to be physically injured, violently damaged, operated on or killed in the name of "mental treatment".
27. I promise not to permit sexual liberties or violation of the mentally unsound.
28. I promise to refuse to admit to the ranks of practitioners any being who is insane.

Auditor: _____

Date: _____

Witness: _____

Place: _____

L. RON HUBBARD
Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 3 AUGUST 1965

Remimeo
All Students
All Staff

AUDITING GOOFS
BLOWDOWN INTERRUPTION

It is a serious goof for the auditor to speak or move during a blowdown of the Tone Arm.

When a Tone Arm has to be moved rapidly down, the needle appears to float to some but it is just falling.

To see if a needle is floating the TA must have stopped moving down.

A Blowdown is a period of relief and cognition to a pc while it is occurring and for a moment after it stops.

Therefore it is a serious goof for an auditor to speak or move during the blowdown or for a moment afterwards.

This was noted years ago and is given in early materials on goals.

An auditor must not speak or move during a blowdown.

When the auditor has to move the TA from right to left to keep the needle on the dial and the movement is .1 divisions or more then a blowdown is occurring. The needle of course is falling to the right.

That is a period of charge blowing off the bank. It is accompanied by realizations for the pc. Sometimes the pc does not voice them aloud. They nevertheless happen.

If the auditor speaks or moves beyond adjusting the TA quietly with his thumb the pc may suppress the cognitions and stop the blowdown.

To see if a needle floats the TA must be halted for the moment between 2 and 3 on a calibrated meter. A floating needle cannot be observed during a blowdown.

For an auditor to sit up suddenly and look surprised or pleased, or for an auditor to say the next command or "That's It" during a blowdown, can jolly well wreck a pc's case. So it's a real goof to do so.

To get auditing results one must audit with a good comm cycle, accept the pc's answers, handle the pc's originations, be unobtrusive with his auditing actions, not hold the pc up while he writes, not develop tricks like waiting for the pc to look at him before giving the

next command, not prematurely ack and so start compulsive Itsa, and be very quiet during and just after a blowdown.

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HUBBARD COMMUNICATIONS OFFICE
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Issue II

Remimeo
Auditors
Supervisors
Students
Tech & Qual

Reissued 23 May 71 verbatim as

Basic Auditing Series 8

**"LETTING THE PC ITSA"
THE PROPERLY TRAINED AUDITOR**

The most painful thing I ever hope to see is an auditor "letting a pc Itsa".

I have seen auditors let a pc talk and talk and talk and talk and run down and talk and run down and talk again until one wondered where if anywhere that auditor had been trained.

In the first place such an auditor could not know the meaning of the word ITSA.

The word means "It is a"

Now how an auditor letting a pc talk believes he is getting a pc to spot what **it** is is quite beyond me.

This pc has been talking all his life. He isn't well. Analysts had people talk for five years and they seldom got well.

So how is it supposed to happen today that a pc, let talk enough, will get well.

It won't.

The auditor does not know the very basics of auditing skills. That's all. These are the TRs.

An auditor who can't do his TRs can't audit. Period.

Instead he says he is "letting the pc Itsa".

If by this he means he is letting the pc drive all over the road and in both ditches, then this isn't auditing.

In auditing an auditor guides. He gives the pc something to answer. When the pc answers the pc has said "IT IS A .." and that's Itsa.

If the pc answers and the auditor acknowledges too soon the pc tends to go into an anxiety – he has been chopped. So he talks more than he wanted.

If the pc answers and the auditor does not acknowledge, then the pc talks on and on, hoping for an acknowledgement that doesn't come, "runs dry", tries again, etc.

So premature or late-or-never acks result in the same thing – the pc running on and on and on.

And they *call* it "letting the pc Itsa". Bah! If a pc talks too much in session he either is getting cut off too fast by the auditor or hasn't got an auditor at all. It isn't "Itsa". It's lousy TRs. (The one single exception is the pc who had years in analysis but even he begins to get better with proper TRs used on him.)

The proper cure is to drill the auditor until the auditor realizes:

1. The *auditor* asks the questions.
2. The pc says what is the answer, "It's a"
3. The auditor acks when the pc has said it to the pc's satisfaction and
4. The auditor acks when the pc has finished saying "It's a"

And that's Itsa.

Scientology auditing is a precision skill, not a gag blop goo slup guck blah.

1. The auditor wants to know
2. The pc says it is
1. 2. 1. 2. 1. 2. etc.

TECH SAVVY

Now an auditor who doesn't know his technology about the mind and his processes of course never knows what to ask. So he or she simply sits like a lump of sacking hoping the pc will say something that makes the pc feel better.

A sure sign that an auditor doesn't know an engram from a cow about processes is seeing a pc "Itsa" on and on and on.

In Scientology we *do* know what the mind is, what a being is, what goes wrong in the mind and how to correct it.

We aren't psychoanalysts or psychiatrists or Harley Street witch doctors. We do know.

The data about beings and life is there in Scientology to be learned.

It isn't "our idea" of how things are, or "our opinion of"

Scientology is a precision subject. It has axioms. Like geometry. Two equilateral triangles aren't similar because Euclid said so. They're similar because they are. If you don't believe it, look at them.

There isn't a single datum in Scientology that can't be proven as precisely as teacups are teacups and not saucepans.

Now if we get a person fresh out of the study of "the mystical metaphysics of Cuffbah" he's going to have trouble. His pcs are going to "Itsa" their heads off and never get well or better or anything. Because that person doesn't know Scientology but thinks it's all imprecise opinion.

The *news* about Scientology is that it put the study of the mind into the precise exact sciences. If one doesn't know that, one's pcs "Itsa" by the hour for one doesn't know what he is handling that he is calling "a pc".

By my definition, an auditor is a real auditor when his or her pcs **don't** overtalk or undertalk but answer the auditing question and happily now and then originate.

So how to tell an auditor, how to determine if you have trained one at last, is **do his pcs answer up or do they talk on and on.**

If I had an auditor in an HGC whose pcs yapped and yapped and ran dry and yapped while the auditor just sat there like a Chinese pilot frozen on the controls, I would do the following to that "auditor":

1. Remedy A, Book of Case Remedies.
2. Remedy B, Book of Case Remedies.
3. Disagreements with Scientology, technology and orgs and Scientology personalities all found and traced to basic and blown.
4. A grind study assignment of the Scientology Axioms until the "auditor" could **do them in clay.**
5. A memorization of the Logics, Qs (Prelogics) and Axioms of Dianetics and Scientology.
6. TRs 0 to 4 until they ran out of his or her ears.
7. TRs 5 to 9.
8. Op Pro by Dup until **flat.**
9. A hard long study of the Meter.
10. The ARC triangle and other scales.
11. The Processes of Level 0.
12. Some wins.

And I'd have an *auditor*. I'd have one that could make a Grade Zero Release *every* time.

And it's lack of the above that causes an "auditor" to say "I let the pc Itsa" with the pc talking on and on and on.

Scientology is the breakthrough that made the indefinite subject of Philosophy into a precision tool.

And pcs get well and go Release when it is applied.

L. RON HUBBARD
Founder

LRH:nt,jh

[The original issue said "Level 0" above the title.]

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 7 MAY 1969
Issue IV

Dianetic Course

(HCO BULLETIN 21 SEPT 1965 EDITED
FOR USE ON THE DIANETIC COURSE)

THE FIVE GAES

The five Gross Auditing Errors (GAEs) are:

1. Can't handle and read an E-Meter.
2. Doesn't know and can't apply Technical data.
3. Can't get and keep a pc in session.
4. Can't complete an auditing cycle.
5. Can't complete a repetitive auditing cycle.

These are the only errors one looks for in straightening up the auditing of an Auditor.

If you look for other reasons, this is itself a gross goof. There are no others.

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 17 MAY 1969

Remimeo
Dn Checksheets

TRs AND DIRTY NEEDLES

When a student's pc develops a dirty needle (dn) it is caused by one of three things.

1. The student's TRs are bad.
2. The student is breaking the Auditor's Code.
3. The pc has withholds (w/hs) he does not wish known.

The remedy for TRs is to have the student do them in clay, showing the lines and actions of each TR. And to do more TRs with a fellow student.

The remedy for Code Breaks is to have the student define and do Invalidation and Evaluation in clay. And to list examples of possible upsets caused by each line of the Code.

The remedy for the pc with withholds is to send to a Scientology Review Auditor as Scientology can handle outnesses which occur in Dianetic sessions.

It is a safe rule in any event when a "dirty needle" occurs to send the preclear to a Scientology Review Auditor.

It is also a safe rule to assume that the student whose pcs get dirty needles is deficient on TRs and the Auditor's Code.

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 4 JULY 1969

Remimeo
Tech Sec
Qual Sec
Dianetics Course

AUDITING OF OT III PRECLEARS

Preclears who have studied or run the OT III materials may only be audited by auditors who are OT III or above.

This applies to Dianetics and Scientology auditing.

You can wreck a non-OT III Dianetic auditor by assigning him or her to a pc who has run the OT III materials. **So don't do it.**

Any auditor who is not OT III who is assigned to a pc who has studied or audited OT III must refuse to audit that pc.

This rule is invariable. Don't violate it.

Only auditors who are OT III or above may audit pre-clears who have studied or run the OT III materials.

Brian Livingston

CS-5

for

L. RON HUBBARD

Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 23 AUGUST 1971
(HCO B 24 May 1970 Revised)

Remimeo
All Auditors
C/Ses
SHSBC
Acad Level IV
Class VIIIs
HGCs
Class VIII Checksheet
Class VI Checksheet
Class III Checksheet
C/S Course Checksheet
HSST
Internes

(Revised to update and delete the O/R list
and add Auditing Over Out Ruds.
All changes are in this type style.)

C/S Series 1

AUDITOR'S RIGHTS

AUDITOR RESPONSIBILITY FOR C/SES

An auditor who receives a Case Supervisor direction (C/S) of what to audit on a pc is **not** discharged of his responsibility as an auditor.

The auditor has a series of responsibilities that are part of every C/S he gets to audit.

ACCEPTING THE PC

No auditor is required to accept a specific pc just because the pc is assigned to him.

If an auditor does not believe he can help that particular pc or if he dislikes auditing that particular pc the auditor has a right to refuse to audit that pc. The auditor must state why.

The Case Supervisor, Director of Processing or Director of Review, nor any of their seniors, may not discipline the auditor for refusing to audit a particular pc.

An auditor who refuses to audit his quota of hours or sessions is of course subject to action.

Thus refusing to audit a particular pc, so long as one is not refusing to audit other pcs, is not actionable.

"I do not wish to audit this pc because _____. I am willing to audit other pcs," is the legal auditor statement in the matter.

Some pcs get a bad name with some auditors, some don't appreciate the auditing, some conflict with a particular auditor's own personality. There are such instances. It does not mean certain pcs cannot be helped by others.

It is also true that an auditor who dislikes a pc may not do a good job so the rule also has a practical side to it.

One auditor disliked young men and did a bad job on them. Another disliked old ladies and chopped them up in session. One pc had messed up several Scientologists and couldn't find anyone to audit him at all.

We are not auditing people to make amends to the world.

Thus an auditor has a right to reject or accept the pcs he is given.

ACCEPTING A C/S

When the auditor gets a C/S to do on a case and if he thinks it is not the correct thing to do he has the right to reject the C/S for that pc and require another one he can agree to.

The auditor does not have the right to start doing a C/S and change it during the session except as noted below.

The auditor may **not** C/S in the auditing chair while auditing the pc. If he has **no** Case Supervisor at all the auditor still audits from a C/S. He writes the C/S before session and adheres to it in session. To do something else and not follow the C/S is called "C/Sing in the chair" and is very poor form as it leads to Q and A.

STALE DATED C/S

A C/S that is a week or two old or a Repair (Progress) Pgm that is a month or two old is dynamite.

This is called a "Stale Dated Pgm" or a "Stale Dated C/S" meaning it is too old to be valid.

It should have been done sooner. The pc of last week when the C/S was written may have been well and happily employed but a week later may have headaches and reprimand from the boss.

It is dangerous to accept a Repair (Progress) Pgm if it is old.

The auditor who sees his C/S is old and sees the pc has Bad Indicators is justified in demanding a fresh C/S giving his reasons why.

A program written in January may be completely out of date in June. Who knows what may have happened in between.

Use fresh C/Ses and fresh Pgms.

Stale Dates only occur in poorly run backlogged Divisions anyway. The real remedy is reorganize and hire more and better auditors.

ENDING THE SESSION

When the C/S he has is proving unworkable *during* the session, the auditor has a right to end the session and send the folder to the C/S.

Ending the session is totally up to the auditor.

If the auditor just doesn't complete an action that was producing TA and could be completed it is of course a flunk. Such a case is just not running a basic engram the one more time through that would bring the TA down and give a proper end phenomena. This and similar actions would be an auditor error.

The judgement here is whether or not the auditor's action is justified in ending the session.

Even though he may have made an error, the auditor cannot be blamed for the ending off of the session as that is totally up to him. He can be given a flunk for the error.

AUDITING OVER OUT RUDS

Auditing a pc on something else whose ruds are out is a **Major Auditing Error**.

Even if the C/S omits "Fly a rud" or "Fly ruds" this does not justify the auditor auditing the pc over out ruds.

The auditor can do one of two things: He can Fly all ruds or he can return the folder and request ruds be flown.

The **Dianetic Auditor** is not excused from auditing over out ruds and in an HGC must be specially cautioned not to do so but return the folder for a new C/S. Better still he should learn to Fly ruds.

INABILITY TO FLY RUDS

If an auditor cannot get a rud to F/N, cannot get any rud to F/N, he is justified in starting a Green Form.

The auditor solution to no F/N on ruds is to do a GF whether the C/S said to or not.

This is an expected action.

It is understood the auditor would use Suppress and False in trying to Fly ruds.

SESSIONS FAR APART

When a pc has not had a session for some time, or when a pc gets sessions days apart, **ruds must be flown**. Otherwise the pc will get audited over out ruds. This can develop mental mass.

Optimum session scheduling is a series of sessions or a whole program done in a block of sessions close together. This prevents the world from throwing the pc's ruds out between sessions.

Giving sessions far apart barely keeps up with life. The auditing time is absorbed in patching life up.

Rapid gain gets above life's annoyances and keeps the pc there.

UNREADING ITEMS

When an item the auditor has been told to run doesn't read on the meter, even when the auditor puts in Suppress and Invalidate on it, the auditor **must not** do anything with the item no matter what the C/S said.

It is expected he will see if it reads and use Suppress and Invalidate on it. And if it still doesn't read he will be expected **not** to run it.

LISTS

When an auditor whose C/S told him to list "Who or what _____" or any list question finds that the list question does not read, the auditor **must not** list it.

When doing a list ordered by the C/S it is assumed that the auditor will test it for read before listing and that he will **not** list an unreading question. (A read is an actual fall, not a tick or a stop.)

LIST TROUBLE

When an auditor has trouble doing a list and getting an item it is expected he will use a Prepared List like L4B to locate the trouble and handle it.

As it is very hard on a pc to mess up a list it is expected the auditor will handle the situation then and there with no further C/S directions.

HIGH TA

When the auditor sees the TA is high at session start yet the C/S says to "Fly a rud" or run a chain, the **auditor must not try to fly a rud** and he must not start on a chain.

Trying to bring a TA down with ARC Brks or ruds is very hard on a pc as ARC Breaks aren't the reason TAs go up.

Seeing a high TA at start the Dianetic auditor or SCN auditor up to Class II does *not* start the session but sends the folder back to the C/S and for a higher class auditor to do.

Seeing a high TA at start the Scientology auditor (Class III or above) (a) checks for exteriorization in a recent session and if so the session is ended and the C/S is asked for an "Interiorization Rundown"; (b) if the pc has had an Interiorization Rundown the auditor asks the C/S for permission to do a "C/S Series 53" or a Hi-Lo TA assessment or whatever the C/S indicates. The Int RD may have been (usually is) overrun and needs rehab or correction and it is usual to check it – it is included in a "C/S 53" and a Hi-Lo TA.

These actions are expected of the auditor even when not stated in the C/S.

GOING ON HOPING

When a case is running badly session to session the **last** thing you do is go on hoping, either in auditing or C/Sing.

"Let's try _____", "Then this", "Then this", is not going to solve the case.

You get data. You can get data by a White Form (Pc Assessment Form). You can get data from a GF fully assessed (Method 5). You can get data by 2-way comm on various subjects. You can have the D of P interview and get answers. You can even ask his mother.

You look for case errors. You study the folder back to where the pc ran well and then come forward and you'll find the error every time.

Do not just go on session after failed session hoping. That's pure idiocy.

You get data! from prepared lists, from life, from the pc, from the folder.

Find the bug!

Ah, good Lord, he is a Pinkerton Agent sworn to secrecy! He does yoga exercises after every session. He was tried for murder when he was 16 and nobody has run the engram of it.

Various auditors ran the same engram chain four times.

An auditor ran Int RD twice.

After Power she had her baby and nobody ran the delivery.

He doesn't like to talk but is a "Grade Zero"!

A dozen dozen reasons can exist.

An auditor does **not** let a C/S C/S hopefully. He refuses the C/Ses until a Folder Error Summary is done and the bug found.

THINGS DONE TWICE

By carelessness the same rundowns can be called for twice and done twice or even more.

A Folder Summary inside the front cover must exist and must be kept up.

Over it there must be a program on which the case is being audited. But just because it's covered, never neglect entering a session and what was run on the Folder Summary (FS).

If Hold it Still is ordered, see if it was run before.

Don't let major Rundowns be done twice.

Dianetic Items must **never** be run twice. Dianetic lists must not be scattered through a folder. Bring them together and keep them together and being brought forward.

COPY

Don't copy Dianetic lists or worksheets from notes or items from lists.

Keep all admin neat and in the original form.

Copying makes errors possible.

RUDS GOING OUT

When the ruds go out during the session the auditor recognizes the following:

Pc Critical	=	W/H from auditor
Pc Antagonistic	=	BPC in session
No TA	=	Problem
Tired	=	Failed Purpose or no sleep
Sad	=	ARC Break
Soaring TA	=	Overrun or Protest
Dope Off	=	By-passed F/N or not enough sleep
No Interest	=	Out Ruds or no interest in the first place.

An auditor who isn't sure what it is but runs into trouble with the pc (except on lists which he handles at once always) is smart to end off the session quickly, write down the full observation and get it to the C/S.

The auditor who is an old hand and knows what he is looking at as per above scale (and the C/S the C/S would give) handles it promptly.

Pc Critical	= W/H	= pull the W/H.
Pc Antagonistic	= BPC	= assess proper list (such as L1C) and handle.
No TA (or case gain)	= Problem	= locate the problem.
Tired	= no sleep or Failed Purpose	= check which it is and handle.
Sad	= ARC Brk	= locate and handle, Itsa earlier Itsa.
Soaring TA	= O/R or Protest	= find which and handle. Such an O/R is usually by rehab.
Dope Off	= lack of sleep or BP F/N	= check on sleep, or rehab F/N.
No Interest	= no interest in first place or Out Ruds	= check for interest or put in ruds.
List goes wrong	= BPC	= handle or do L4B or any L4 at once.
Ruds won't fly	= some other error	= assess GF and handle.

The auditor has no business trying to do the C/S given when it collides with and isn't designed to handle any of the above.

If the previous session disclosed such an error and this session C/S was designed to handle and doesn't, the auditor should end off and the next C/S should be "2-way comm for data".

CASE NOT HANDLED

When the auditor or the Examiner collides with a pc who is asserting his case has not been handled, there should not be a new set of actions based on little data but the auditor should end off and the C/S should order a "way comm on what hasn't been handled".

The auditor should not at once take this up as part of any other C/S.

In other words an auditor doesn't change the C/S to a 2-way comm on something not called for by C/S.

MAJOR ACTIONS

An auditor should *never* begin a major action on a case that is not "set up" for it.

As this can occur during a session it is vital to understand the rule and follow it. Otherwise a case can be bogged right down and will be hard to salvage as now a new action to repair has been added to an unrepaired action. Now, if the auditor starts a major action on a case not "set up" we get *two* things to repair where we only had one as the major action won't work either.

Repair = patching up past auditing or recent life errors. This is done by prepared lists or completing the chain or correcting lists or even 2-way comm or prepchecks on auditors, sessions, etc.

Rudiments = setting the case up for the session action. This includes ARC Brks, PTPs, W/Hs, GF or O/R listing or any prepared list (such as L1C, etc.).

Set up = getting an F/N showing and VGIs before starting any major action. It means just that – an F/N and VGIs before starting any major action. Such may require a repair action and rudiments as well.

Major Action = any – but any – action designed to change a case or general considerations or handle continual illness or improve ability. This means a Process or even a series of processes like 3 flows. It doesn't mean a grade. It is any process the case hasn't had.

Grade = a series of processes culminating in an exact ability attained, examined and attested to by the pc.

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

The vast bulk of auditing errors come about because C/Ses and auditors seek to use a Major Action to repair a case.

It is a responsibility of an auditor to reject a C/S which seeks to use one or more major actions to repair a case that isn't running well.

The auditor must understand this completely. He can be made to accept a wrong C/S for the pc and even more importantly can in his own session make the error and mess up the case.

Example: Pc has not been running well (no real TA or had a grumpy Exam report). Auditor sees C/S has ordered a major action, not a repair by prepared lists, ruds, etc. The auditor must reject the C/S as he will be made to fail in session by it.

Example: Auditor gets a C/S, "(1) Fly a rud; (2) Assess LX3; (3) Run 3-way recall, 3-way secondaries, 3-way engrams on all / / X items". The auditor can't get a rud to fly. Does the LX3. In other words he flunks by failing to **set up** the case. It could also go this way. Auditor can't get a rud to fly, does a GF, gets no F/N. He **must not** begin a major action but **must** end off right there.

It is fatal to begin any new process on the case designed to change the case if the case is not F/N VGIs.

The pc who starts processing for the first time and is surely not F/N VGIs must be *set up* by repair actions! Simple rudiments, life ruds, O/R list on life, even assessing prepared

lists on life, these are repair actions. The pc *will* sooner or later begin to fly. Now at session start you put in a rud, get F/N VGIs and **can** start major actions.

So the auditor has a responsibility not to be led up a garden path by a C/S which orders a major action on a pc who isn't repaired or by not being able in session to get an F/N VGIs by repair.

The *only* exceptions are a touch assist or life ruds or the Dianetic assist all on a temporarily sick pc. But that's repair isn't it?

PROGRAM VIOLATIONS

When an auditor receives a C/S and sees that it violates the pc's program he should reject it.

The pc, let us say, is supposed to finish his Dianetic Triples but is suddenly being given a Group Engram Intensive. That violates the program and also the grade.

If the pc is running badly, a repair should be ordered. If not, the program should be completed.

Example: An effort is being made to get the pc to go backtrack. This is a program containing several major actions which probably consists of several sessions. Before this program is complete and before the pc has gone backtrack, the C/S orders "(1) Fly a rud, (2) 3 S & Ds". The auditor should recognize in 3 S & Ds a major action being run into the middle of a program and reject it. The correct action is of course the next backtrack process.

GRADE VIOLATIONS

A pc who is on a grade and hasn't attained it yet must not be given major actions not part of that grade.

Example: Pc is on Grade I. C/S orders a list having to do with drinking. It is not a process on that grade. It could be done after Grade I is attained and before Grade II is begun. The C/S is incorrect and should not be accepted.

ABILITY ATTAINED

Now and then before the full major action is complete or before all the grade processes are run, the pc will attain the ability of the grade or the end phenomena of the action.

This is particularly true of valence shifters or Interiorization Rundowns and can happen in grades.

The auditor should recognize it and, with the F/N VGIs always present at such moments, end off.

I know of one case who had a huge cog about Interiorization on Flow 1 Engrams and was pushed by both C/S and auditor to do Flows 2 and 3 who bogged so badly that it took a long while – weeks – to straighten the case out.

The ability itself gets invalidated by pushing on.

On the other hand this should never be taken as an excuse. "I think he clogged to himself so we ended off." It must be a real "What do you know!" sort of out-loud cog with a big F/N and VVGIs and directly on the subject to end off a major action or a program or a grade before its actions are all audited.

REVIEWING REVIEWS

An auditor who gets a C/S or an order to repair a case that is running well should reject doing the action.

I have seen a case ordered to repair who had Ext Full Perception Doing Great. The repair bogged the case. The case then got running well again but a second C/S ordered a new repair which of course bogged it. Then major actions were done. The case was again repaired and rehabbed and became OK. Three times the auditor should have said **no**.

FALSE REPORTS

The vilest trick that can be played on a pc is for an auditor to falsify an auditing report. It may be thought to be "good Public Relations" (good PR) for the auditor with the C/S.

Actually it buries an error and puts the pc at risk.

Integrity is a hallmark of Dianetics and Scientology.

Just because psychiatrists were dishonest is no reason for auditors to be.

The results are there to be gotten.

False reports like false attests recoil and badly on both the auditor and pc.

OVERTS ON PCS

When an auditor finds himself being nattery or critical of his pcs he should get his withholds on pcs pulled and overts on them off.

An auditor who goes sad is auditing pcs over his own ARC Break.

An auditor worried about his pc is working over a Problem.

Getting one's ruds in on pcs or C/Ses or the org can bring new zest to life.

AUDITORS DON'T HAVE CASES

In the chair no auditor has a case.

If breath shows on a mirror held to his face he can audit.

Faint afterwards if you must but see that the pc gets to the Examiner with his F/N.

Then get yourself handled.

"WHAT HE DID WRONG"

An auditor has a right to know what he did wrong in the session that went wrong.

Most often a sour session occurs only when the rules and data in this HCO B have been violated.

But an auditor's TRs can go out or his listing and nulling is in error.

After a session that went wrong somebody else (not the auditor) should ask the pc what the auditor did. This sometimes spots a false auditing report. But it also sometimes is a false report by the pc.

In any event, the auditor has a right to know. Then he can either correct his auditing or his know-how or he can advise the C/S the pc's report is untrue and better repair can be done on the pc.

Savage action against an auditor is almost never called for. He was trying to help. Some people are hard to help.

Not only does an auditor have the right to be told what was wrong but he must be given the exact HCO B, date and title, that he violated.

Never take a verbal or written correction that is not in an HCO B or tape.

Don't be party to a "hidden data line" that doesn't exist.

"You ruined the pc!" is not a valid statement. "You violated HCO B page ____" is the charge.

No auditor may be disciplined for asking, "May I please have the tape or HCO B that was violated so I can read it or go to Cramming. "

If it isn't on a tape, a book or an HCOB **it is not true** and no auditor has to accept any criticism that is not based on the actual source data.

"If it isn't written it isn't true" is the best defense and the best way to improve your tech.

These are the rights of the auditor with relation to a C/S. They are all technical rights based on sound principles.

An auditor should know them and use them.

If an auditor stands on these rights and gets beaten down he should put all the facts before his nearest OTL or SO ship as something would be very wrong somewhere.

Auditing is a happy business – when it is done right.

L. RON HUBBARD

LRH:nt,jh

[OTL means Operation-Transport Liaison which was a Sea Organization office that managed orgs or an area and was a forerunner of the Flag Operations Liaison Office (FOLO).]

HUBBARD COMMUNICATIONS OFFICE
 Saint Hill Manor, East Grinstead, Sussex
 HCO BULLETIN OF 30 APRIL 1971

Remimeo
 HDC Checksht
 Cse Sup Checksht
 Class 0 Checksht
 Cramming

AUDITING COMM CYCLE

(Reference HCO B 26 Apr 71,
 "TRs AND COGNITIONS")

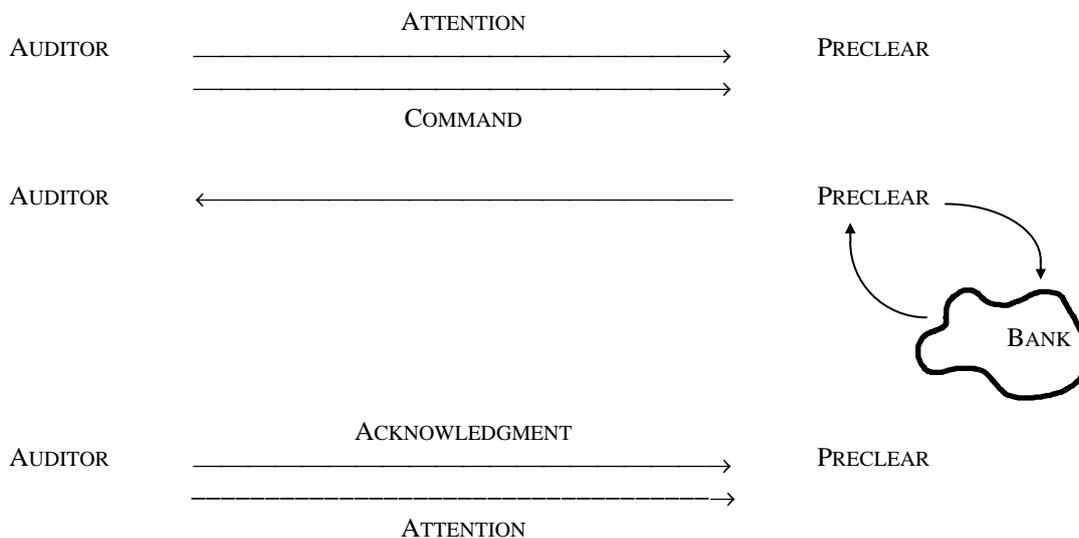
The following **Auditing** comm cycle is taken from SHSBC tapes.

An auditor runs the session. He gives the pc the session action without pulling the pc's attention heavily on the auditor. He does not leave the pc inactive or floundering without anything to do. He does not leave the pc to make a session out of it. The auditor makes the session. He doesn't wait for the pc to run down like a clock or just sit there while the TA soars after an F/N.

The auditor runs the session. He knows what to do for everything that can happen.

And 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 (Itsa maker line).
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 ack (attention).
8. New cycle beginning with (1).



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Cancels
BTB of 23 May 1971 Issue III
Same Title

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Basic Auditing Series 3

THE THREE IMPORTANT COMMUNICATION LINES

From the LRH Tape 15 Oct 63, "Essentials of Auditing"

When you are sitting in an auditing session what are the three important communication lines and what is their *order of importance*?

1. The first is the Pc's line to his bank. The *Itsa Maker* line.
2. The second is the Pc's line to the Auditor. The *Itsa* line.
3. The third is the Auditor's line to the Pc. The *What's-it* line.

Now the definition, "*Willing to talk to the Auditor*", is very easy to interpret as "*Talking to the Auditor*". So the Auditor *cuts the line the Pc has to the bank* in order to get the Pc to talk, because "It's the *Itsa* line that blows the charge," he says.

So the Auditor *cuts the Pc's communication* line with his bank in order to *bring about* an *Itsa* line – and then he wonders why he gets no TA action and why the Pc ARC Breaks.

This cut communication line is not perceivable to the naked eye. It's hidden because it's from the Pc – a Thetan unseen by the Auditor – to the Pc's bank – unseen by the Auditor.

The Auditor is simply there to use the *What's-it* line in order to get the Pc to confront his bank. The charge blows off it to the degree that it's confronted and this is represented by the *Itsa* line.

The *Itsa* line is a report on what has been as-ised, that gives it its flow.

The *sequence* of use of these lines in an auditing cycle is 3, 1, and then 2.

Where the Auditor neglects this hidden line from the Pc to the Pc's bank, where he doesn't understand that hidden line and can't integrate it or do anything with it he is going to fail.

L. RON HUBBARD
Founder

LRH:nt.ts.rd

HUBBARD COMMUNICATIONS OFFICE
WASHINGTON, D.C.
HCO BULLETIN OF 12 JANUARY 1959

D of T
Acad Admin
Ext Course Dir
Acad Insts
D of P
Processing Admin
HCO Bd of Review
ACC World Wide Inst
HCO

TONE OF VOICE – ACKNOWLEDGEMENT

Mood can be expressed by an acknowledgement. Evaluation can also be accomplished by acknowledgement, depending on the tone of voice with which it is uttered.

There is nothing bad about expressing mood by acknowledgement, except when the acknowledgement expresses criticalness, ridicule, or humor.

L. RON HUBBARD

LRH:-jh

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
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Issue VI

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Auditors
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HCOB of 17 Oct 1962, Reissued verbatim as

Basic Auditing Series 6

AUDITOR FAILURE TO UNDERSTAND

If a pc says something and the auditor fails to understand what the pc said or meant, the correct response is:

"I did not (hear you) (understand what was said) (get that last)."

To do anything else is not only bad form, it can amount to a heavy ARC Break.

INVALIDATION

To say "You did not speak loud enough ____" or any other use of "you" is an invalidation.

The pc is also thrown out of session by having responsibility hung on him or her.

The *Auditor* is responsible for the session. Therefore the auditor has to assume responsibility for all comm breakdowns in it.

EVALUATION

Far more serious than Invalidation above, is the accidental evaluation which may occur when the auditor *repeats* what the pc said.

Never repeat anything a pc says after him, no matter why.

Repeating not only does not show the pc you heard but makes him feel you're a circuit.

The highest advance of 19th Century Psychology was a machine to drive people crazy. All it did was repeat after the person everything the person said.

Children also do this to annoy.

But that isn't the main reason you do *not* repeat what the pc said after the pc. If you say it wrong the pc is thrown into heavy protest. The pc must correct the wrongness and hangs up right there. It may take an hour to dig the pc out of it.

Further, don't gesture to find out. To say, pointing, "You mean this item, then," is not only an evaluation but a nearly hypnotic command, and the pc feels he must reject very strongly.

Don't tell the pc what the pc said and don't gesture to find what the pc meant.

Just get the pc to say it again or get the pc to point it out again. That's the correct action.

DRIVING IN ANCHOR POINTS

Also, do not shove things at a pc or throw things to a pc. Don't gesture toward a pc. It drives in anchor points and makes the pc reject the auditor.

ROCK SLAMMER

The reason a person who Rock Slams on Scientology or auditors or the like can't audit well is that they are wary of a pc and feel they must repeat after the pc, correct the pc or gesture toward the pc.

But Rock Slammer or not, any new auditor may fall into these bad habits and they should be broken fast.

SUMMARY

A very high percentage of ARC Breaks occur because of a failure to understand the pc.

Don't *prove* you didn't with gestures or erroneous repeats.

Just audit, please.

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Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
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Issue VII

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Reissued verbatim as

Basic Auditing Series 7

PREMATURE ACKNOWLEDGEMENTS

Here's a *new* discovery. Imagine my making one on the Comm Formula after all these years.

Do people ever explain to you long after you have understood?

Do people get cross with you when they are trying to tell you something?

If so, you are suffering from Premature Acknowledgement.

Like body odor and bad breath, it is not conducive to social happiness. But you don't use Lifebuoy soap or Listerine to cure it, you use a proper comm formula.

When you "coax" a person to talk after he has begun with a nod or a low "yes" you ack, make him forget, then make him believe you haven't got it and then make him tell you at **great** length. He feels bad and doesn't cognite and may ARC Break.

Try it out. Have somebody tell you about something and then encourage before he has completely told you all.

That's why pcs Itsa on and on and on and on with no gain. The auditor prematurely acknowledged. **That's** why pcs get cross "for no reason". The auditor has prematurely and unwittingly acknowledged. **That's** why one feels dull when talking to certain people. They prematurely acknowledge. That's why one thinks another is stupid – that person prematurely acknowledges.

The quickest way to become a social pariah (dog) is to prematurely acknowledge. One can do it in *many* ways.

The quickest way to start the longest conversation is to prematurely acknowledge for the person believes he has not been understood and so begins to explain at greater and greater length.

So this was the hidden ARC Break maker, the cognition wrecker, the stupidifier, the Itsa prolonger in sessions.

And why some people believe others are stupid or don't understand.

Any habit of agreeable noises and nods can be mistaken for acknowledgement, ends cycle on the speaker, causes him to forget, feel dull, believe the listener is stupid, get cross, get exhausted explaining and ARC Break. The missed withhold is inadvertent. One didn't get a chance to say what one was going to say because one was stopped by premature acknowledgement. Result, missed w/h in the speaker, with all its consequences.

This can be counted on to make you feel frightened of being "agreeable with noises or gestures" for a bit and then you'll get it straight.

What a piece of tech to remain incompletely explained. Fair scares one it does. And in the Comm Formula too!

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HUBBARD COMMUNICATIONS OFFICE
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Issue X

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Basic Auditing Series 9

COMM CYCLE ADDITIVES

There are no additives permitted on the Auditing Comm Cycle.

Example: Getting the pc to state the problem after the pc has said what the problem is.

Example: Asking a pc if that is the answer.

Example: Telling pc "it didn't react" on the meter.

Example: Querying the answer.

This is the **worst** kind of auditing.

Processes run best **muzzled**. By muzzled is meant using **only** TR 0, 1, 2, 3 and 4 by the text. A pc's results will go to **hell** on an additive comm cycle.

There are a hundred thousand tricks that could be added to the Auditing Comm Cycle. **every one** of them is a **goof**. The **only** time you ever ask for a repeat is when you couldn't hear it.

Since 1950, I've known that all auditors talk too much in a session. The maximum talk is the standard model session and the TR 0 to 4 Auditing Comm Cycle **only**.

It is a serious matter to get a pc to "clarify his answer". It is in fact an Ethics matter and if done habitually is a Suppressive Act, for it will wipe out all gains.

There are mannerism additives also.

Example: Waiting for the pc to look at you before you give the next command. (Pcs who won't look at you are ARC Broken. You don't then twist this to mean the pc has to look at you before you give the next command.)

Example: A lifted eyebrow at an answer.

Example: A questioning sort of ack.

The Whole Message is **good auditing occurs when the comm cycle alone is used and is muzzled**.

Additives on the Auditing Comm Cycle are **any action, statement, question or expression given in addition to TRs 0-4.**

They are Gross Auditing Errors.

And should be regarded as such.

Auditors who add to the Auditing Comm Cycle never make Releases.

So, that's Suppressive.

Don't do it!

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 5 MARCH 1971

Remimeo

C/S Series 25

THE FANTASTIC NEW HGC LINE

(A marvelous new C/S Auditor line has just
been piloted in for HGCs.)

In the new C/S line the Auditor, in his Admin time at the end of the day, or when he has no preclears, does Folder Error Summaries or Progress and Advance Programs for his pcs and does the C/S form for the Tech C/S as well as adds the day's process and the length of the session and amount of Admin time on that folder to the inside front cover of the folder, with the process run and result.

If his programs and C/Ses are acceptable to the Tech C/S, the Auditor gets full Well Done Auditing Hour credit on his stat.

The Auditor logs his sessions for the day in the general HGC Auditor's log and his Admin time is also logged.

This Admin time is subtracted from the bought hours of the pc where auditing is sold by the hour.

Where Auditors are so engaged and the new folder routing line is in use, this C/S form is used:

Full blank page.

Pc's Name (Red)

Date

Auditor's Name (Red)

Class of Auditor required
next sess.

(Session Grade) left blank

Auditor's comment (Red) or think about the case if he wishes.

The next C/S

1. _____ Blue
2. _____ Blue
3. _____ Blue
4. _____ Blue

Auditor Signature (Red)

The Auditor does not grade his own session. He leaves this blank.

The correctly Admined folder is then given to Tech Services which routes it (usually with the Auditor's other folders for the day) to the C/S.

The C/S looks it over (it is **his** final responsibility for the case being run right).

The C/S looks to see if the Examiner form taken by the Examiner at session end F/Ned. If it did not he leaves the grade line blank as it is a No Grade session (see F/N and well done hours) as the Auditor gets no hour credit for the session. If the C/S and other Admin is ok he writes OK with his initial in the session grade space. If none of it is okay he leaves it blank and does the C/S form or programs completely new. In this last case he enters a subtract figure in his log for the auditing time for the week against that Auditor's name.

If the Exam form F/Ned, but the Admin is not okay and the session actions were not okay the C/S writes "Well Done by Exam" on his own new C/S in its proper place and ignores the form and subtracts the Admin time in his book to subtract the Admin from the Auditor's week's stat.

If the session was not okay with no F/N at Exams yet the Admin and next C/S are ok, the Auditor loses the session time in the C/S but gets the Admin time credited to his week's stat. The C/S subtracts the session time in his book, not the Admin time.

Of course, as we hope is usually the case, if the Auditor did the C/S, did a correct session, got an F/N at Exam and did the Admin and next C/S is correct, then the C/S marks

"Very well done" in the blank space for session grade with his initial. After inspection, this would be the sole action of the C/S regarding that folder.

By the C/S writing in the session grade (Very well done, well done, okay, flunk, to cramming) the Auditor is receiving acknowledgement for his work and is not just acking himself.

THE NEW LINE

The Ideal Folder-C/S line can shift the number of well done hours from a ceiling of 250-300 to 600-800 with one C/S. No matter how many Auditors an org has, older lines put a 250-300 top ceiling on the org's well done hours.

When hours could go above 600 due to the available Auditors (20 or 30), a new parallel line has to be manned by a new C/S, new D of P and another Examiner and more Tech Services personnel.

Despite how hard the C/S and anyone else in tech works, a line not so run will ceiling at about 250 hours, no matter how many Auditors are hired.

A C/S using the old lines can C/S for about 5 working Auditors only with the line running any old way. And even so will work himself half to death.

In trying to get pcs handled, Auditors will be added. The C/S will not be able to handle his job. The line, being faulty, gets pegged at about 250 hours no matter how hard the C/S and Admin people work.

With the same C/S and Tech Services people, and a correct new line, 24 to 30 Auditors will be kept busy at their 5 hours a day (given auditing rooms) and the stat will be able to rise to 600 to 800.

NEW SEQUENCE

1. Auditor picks up his pc folders and his pc schedule list at Tech Services at the start of his day from the LEAVING rack.
2. Tech Services (having a duplicate list) begins sending pcs to him (using Tech Pages).
3. The Auditor gives the session.
4. The Auditor leaves the folder in the Auditing room at session end and takes the pc to the Examiner.
5. The Examiner simply does the Exam form on a meter with no folder. He sends the Exam form (hand route) to Tech Services.
6. The Auditor returns at once to his auditing room and a Tech Page has a pc there waiting for him.

7. Having done all his pcs for the day, the Auditor carries his folders to the Auditor Admin Room.
8. Tech Services has placed the Exam forms in the Auditor Admin Room and sees they get into the Auditor's basket *and* the folder.
9. The Auditor does the complete Admin of the session.
10. The Auditor does any program needed for future sessions.
11. The Auditor C/Ses the folder for the next session.
12. The Auditor marks in a box (2 columns) on a sheet stapled to the inside front cover the process, the Exam result, the session time and the Admin time he has just put in.
13. The Auditor hands his completed folders in to Tech Services.
14. Tech Services gets the folders to the C/S using a Folder Page who comes on late and works the C/S's hours.
15. Fed the folders rapidly by the Folder Page who is standing in the C/S area, the C/S does his C/S work. If the Folder Page is fast, removing folders and putting the new one in, chasing up data and other bits for the C/S, the time of C/Sing even when done very carefully will be found to average 3 to 5 minutes a folder even when some require full programming (but not FESing). This makes a ceiling of about 100 folders (sessions) a day for the C/S, an output of 30 Auditors. Needless to say the C/S and the Auditors have to know their business and Qual Cramming is used extensively both for new material and for flubs both in auditing and C/Sing by Auditors.
16. The Folder Page gets the folders over to the D of P office preserving the piles per Auditor as much as possible.

The C/S posts the data he wants Auditors to know or do on the AUDITORS' BOARD of the Auditors' Admin Room. He turns in his Cramming Orders into the D of P basket. This finishes his actions.

Where there is a senior Review C/S there is a hot spur line from the C/S to the senior C/S and back to the C/S. This is not necessarily an instant line. It can be a 12 hour lag line. In orgs where a C/O or Exec Dir or Product Officer or Org Officer is also a very skilled C/S this hot line would probably be in. New tech in use, fantastic completions and utter dog cases nobody can make anything out of go on this senior C/S hot spur line. There are very few of these, only two or three a day in a very busy org. The senior C/S "does" these and sends them back to the C/S. They are then sent on as usual to the D of P.

17. The Director of Processing comes on duty very early. The C/Sed folders will all be there. The D of P has assignment master sheets that are kept up by the D of P.

The D of P does the day's schedules, a list for each Auditor. The lists preferably have a few too many pcs on them.

The D of P can tell what Class of Auditor is required for the next session because the Auditor has marked it in in the upper right-hand corner of the C/S for the next session.

When the D of P has the lists done the folders are placed in the "leaving" rack of Tech Services and Tech Services, now up and about, is given the lists and gets to work on the scheduling board, moving the names about to agree with the lists.

Tech Services does any room shifts or handlings at this time.

18. The D of P now goes to the Auditor Admin Room and begins to muster Auditors from her muster list as they come in and gets them over to Tech Services.
19. A Cramming personnel will be in there trying to get any crammings scheduled.
20. Tech Services hands out folders (which are in neat piles for each Auditor) and schedules to the Auditors as they turn up and handles any arguments or shifts in sequence.
21. Tech Pages are on phones or running to round up pcs and get them going to sessions, which work continues all day.
22. The D of P interviews any hung-up or curious pcs or as requested by the C/S or gets new Auditors or keeps up Admin. This goes on until the C/S comes in when the DofP is off.
23. The Auditor picking up his folders begins the cycle all over again at (1) above.

ABOVE 600

When the well done hours go above 600 a week, **a whole new HGC** is put in duplicating the first, with its own C/S, D of P, T/S, auditing rooms and Auditor Admin Room. It would be HGC Section Two or HGC2 with the original being HGC1.

A special second Cramming would have to be provided in Qual for it.

At first they would share new hours and build up independently. More HGCs are added to the Department at each multiple 600 wd hours.

SENIORS

The two chief seniors in the area are the C/S (for tech) and the D of P (for Auditors and bodies).

It is the D of P who must see that Auditors exist and are on post.

It is Tech Services who sees pcs are rounded up and audited. The D of T/S is actually in charge of pcs and all folder files and all board keep-up work.

The D of P should have some tech training. The D of T/S need not have any. The C/S of course is the Tech Expert and should be an HSST.

If there are no Auditors it is the D of P's neck.

If there are no C/Ses it is the C/S's neck.

If there are no folders it is the D of T/S's neck.

And if there are no auditing rooms it is the D of T/S's neck.

If signed-up scheduled pcs don't get to session it is the D of T/S's neck.

If there are no **new** pcs it is the D of P's neck who should begin to shoot Dissem Secs and Registrars and procure new pcs on a by-pass for the org.

From this a table of seniors and duties can be made.

CRAMMING

You will notice no pcs are sent to Review on this new line. Review actions are done in Tech as a patch-up in Tech. The Qual Sec is responsible for overall tech quality **but does it by Cramming** C/Ses or Auditors.

Thus Cramming is a busy street.

Cramming must be good, check-outs excellent.

If an Auditor doesn't grasp a C/S he has received he gets help from Cramming.

Auditors new to the HGC are given a fast hard grooving in in Cramming or a Qual Interne Course. (New Auditors never audit until grooved in.)

Tech will be as good as the Cramming Officer can cram.

This line is grooved in by the HAS and kept in by Qual. Or if there is no Qual, it is kept in by the HAS who will find no Qual very embarrassing.

DUMMY RUN

The line should be dummy run by folders, "pcs" and Auditors until they understand it.

People are often totally unaware of lines and get very sloppy.

Thus this line has to be drilled hard on old and new tech personnel. *All* must know this exact line.

It is a good line.

Fully in, it raises the well done hours stat from 250 per week maximum at total overload to an easy 600 to 800.

Auditors must audit five hours a day, 25 minimum per week of well done hours for any bonus to be paid at all. In the SO they get no pay at all much less bonuses if short on their 25.

Tech Services and an unenergetic D of P or a bad Dissem Sec and Registrar set-up can cause a no pc situation. And often do unless pushed.

But counting FESes and Admin in on an Auditor's wd time helps slack periods to even out. And one Auditor can FES and program folders for others or from files if he is left adrift

and short-timed by the D of P or D of T/S or until the Tech Division forces the Dissem Div and Distribution Div to really get on the ball and wear their hats on pc flow.

PROCUREMENT

The D of P has always had new pc procurement responsibility when all else failed or even when it didn't.

Old folders, for example, are a marvelous source of new auditing repairs and intensives. An FES done on an old folder and a letter to "come in and get audited before you fall apart" is excellent pc procurement, usually neglected by Registrars. Any procurement by a D of P is legitimate.

Auditors who have no pcs can write procurement letters and have for 20 years.

SUMMARY

This is a beautiful line. It has been piloted hard.

It will serve as well as it is checked out, drilled in and used.

This line is the key to affluence from pcs alone.

(But if the org isn't training Auditors heavily, you'll soon have no Auditors to be on it and the org will not gain its high income low cost cushion from training.)

This line is the answer to really getting auditing done in an area.

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
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Remimeo

C/S Series 27

LONG C/Ses

A long C/S is far more desirable than a short C/S in all but the most sickly and feeble cases.

In doing a long C/S, the auditor can also end it off where an F/N goes $\frac{3}{4}$ to a dial wide and looks like it will persist. The pc has a win.

A long C/S also permits an auditor to adjust his own length of session.

If the C/S isn't complete on that day, one simply adds (1) "Fly a rud" and (2) "Continue C/S of (yesterday)."

By having a whole Progress Program (repair) laid out on a red sheet and clipped with its green Advance Pgm (grade chart) inside the front cover, over the session summary, the guidance for the case is right there. This gets checked off as done.

The C/S could consist of half the program or even (in shorter programs) all of it.

Handling

One speeds a line by taking repeated handlings out of it.

Less sessions mean less handling.

Thus the session is more economical if long.

Getting the pc and folder rounded up 5 times when it means the same number of hours to do it 2 times saves wear and tear.

This is the benefit of very long C/Ses.

Dianetic C/Ses

Dianetic sessions often go 5 or even 8 hours.

One tries to do all the flows of an item in one session.

Length of Pgms

When auditing the public, not staff, you long program.

In a Progress (repair) Program you try to throw the whole bag of tricks at them.

These are not only repairs, when you do a Progress Program. You throw in a lot of other bits like 2-way comms on BD items.

You now have a Hi-Lo TA List to assess and an Expanded Green Form.

Advance Programs

All Advance (gradesheet) Programs start *lower* than the pc was if the pc got in trouble *where* he was.

Often a grade is obviously out below where he is graded.

Let us say he is a bogged "Grade IV". Well, he couldn't be a Grade IV. So the Advance Program (green paper) that you do picks him up at Grade 0 or even Dianetics.

A bogged "OT I" the other day began to win when

- (a) given a long long Progress Program, and
- (b) shoved back to Grade III on the Advance Program and brought on up *all* the way including OT I before going on to OT II!

Thorough C/Ses

Thus you can have long C/Ses only when you have long programs already done and pinned to the inside of the front cover, a pink one for Progress (non grade) and a green one for Advance (back up the grades).

Don't try to save auditing time. Save instead repeated handlings.

This does not go into "over-repair". A Progress Pgm contains all sorts of bits like 2-wc on "What do you feel you owe your family" (as the pc is always getting off about his family in Ruds).

The advance of a case is the amount of charge you get off it.

Long C/Ses ease your Admin lines greatly.

They also give less chance of having ruds go out between sessions.

Short sessioning has its uses – small children, sick people, psychos.

But long sessions save time in the long run and get the job done.

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BOARD TECHNICAL BULLETIN

20 JANUARY 1973 RD

Revised 4 May 1976

Cancels

BTB 20 January 1973RB

Same Title

&

BTB 20 January 1973RC

(Piloted on Flag for 9 months)

Same Title

DofP

Pc Examiner

Qual Sec

Tech Services

Senior C/S

C/Ses

C/S Series 86RD

THE RED TAG LINE

(Corrections in this type style)

Ref: HCO PL 8 Sep 70R A Examiner's 24 Hour Rule
HCO PL 13 Jan 71 Exam 24 Hour Rule
HCO PL 20 Jul 70 Cases and Morale of Staff
BTB 6 Oct 71R C/S Series 65R; Auditing of Staff & Public

There is a precise line for handling Red Tags which must be put in and maintained.

A Red Tag is a large red card placed on the outside front cover of a Pc folder which indicates that a **Repair Session** must be done within 24 hours. An FES may be called for but does not waive the 24 hr rule.

A Red Tag is placed on the front of a folder by the Pc Examiner, C/S, Senior C/S or Qual Sec for one or more of the following reasons:

- A. No F/N at Exams after a session, word clearing, product or post purpose clearing or Why Finding or 3 May 72 PL or PTS Check.
- B. Roller-coaster bad exam report within a few hours of a session.
- C. Pc ill within a few days of any major case action, or word clearing, product or post purpose clearing or Why Finding or 3 May 72 PL or PTS Check.
- D. Flunked Declare of any major action or Grade, accompanied by a BER.

This pertains to staff and students as well as HGC Pcs.

The Red Tag Line is handled in the following manner:

1. **Pc Red Tags, as per A-D above.**
2. **Examiner paper clips a Red Tag to the Exam Form, logs the exam in the exams log book in red and body routes (or gets it body routed by Qual Page) the Exam Form into the hands of the DTS for immediate handling. The DTS notifies the DofP.**
3. If red tagged after a session the Auditor is expected to take the Pc back into session for the appropriate correction list. If this has been done yet the Pc remains red tagged the Auditor must immediately write up the session for the C/S. The DTS in this case verifies that one or the other of these actions is occurring.
4. The D of P is responsible for seeing that an Auditor is assigned to the Pc.
5. The DTS is responsible for seeing that the folder gets to the C/S and that *all* necessary arrangements are made to get the Pc and Auditor into session as rapidly as possible.
6. The C/S is responsible to see that the folder is immediately C/Sed *and* the Auditor corrected. He puts the exam Red Tag on the folder.
7. Once the folder is C/Sed the DTS ensures that the session takes place.
8. After the session is given and Pc is now F/Ning, the Auditor, Pc and folder revert to routine traffic lines. The C/S would remove the red tag at this point.
9. **All** red tags must be seen by the Snr C/S preferably before the next session. This may not always be possible in orgs where the Senior C/S has other duties.

In no case should this take more than 24 hours and, in most, it should be handled the same afternoon or evening.

None of this, of course, relieves the Auditor (even if taken off the case by reason of re-tread, retrain or higher class Auditor needed) of his responsibility for seeing that *his* Pc is rapidly handled and F/Ning again.

As the HGC operates on Intensive Auditing, bit and piece repair actions would be disruptive of scheduling and delivery. For that reason an Org would do well to invest in a Qual Emergency Review Auditor to handle Word Clearing and Why Finding flubs, assists for loss, illness and injury, student review, etc. In that case the DPE and Qual Page would substitute for D of P and DTS in the line. The HGC would handle its own red tags as part of their intensives.

In order to ensure no red tagged Pcs get lost, on lines and not handled in 24 hours the following must be done:

Pc Examiner sends a daily list at the end of each day of all Red Tags to the Cramming Officer and Senior C/S. For the C/S this provides a confirmatory line against his own marked Red Tags for the day. For the Cramming Officer, this provides data on who should be sent for Cramming. If those persons do not

report for Cramming within 24 hours, the Cramming Off must report to the Dir Correction or Qual Sec for investigation and handling. The Examiner must verify that any Red Tagged Pc has been handled within 24 hours or report any not handled to the Senior C/S, Qual Sec and Dir I & R for investigation and handling. When handled he crosses off the Red Tag in his log.

AOs AND SOLO

All the above applies to Solo Auditing also and a Red Tagged Solo Auditor must keep himself available for a Cram, Solo Repair C/S or Review Session. His folder would get immediate C/S attention.

Regardless of whether the Red Tag was handled or not any non-F/N session logged by the Examiner is included in the Senior C/S F/N Percentage stat. The Pd Comps bonus for F/N percentage remains as per the Pd Comps BTB.

A D of P is well advised to have an Auditor on standby who is not assigned regular Pcs, to handle Red Tag repair sessions when the Auditor cannot complete the action, through retread or retrain required.

The Qual Sec and Senior C/S are responsible for getting this line in and drilled and the Qual Sec is responsible for maintaining it. A wall chart should be made up for drills and Chinese School.

PENALTY

"Penalty for violation of the 24 Hr Rule is loss of a day's stats for the Division, the day being that day when the unrepaired flub occurred and subtracted at the time the flub is found" – HCO PL 8 SEP 70RA, EXAMINER'S 24 HOUR RULE.

If all on the line assume their share of responsibility for the well-being of Pcs, the penalty should never occur.

Revised by
Msm John Eastment
CS-5

Approved by
Guardian WW
FB Advisory Council
FB Exec Council
Commodore's Staff Aides

The Board of Issues

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Issue II

Remimeo
All Levels
Flag Internes

C/S Series 89

F/N WHAT YOU ASK OR PROGRAM

Ref: HCO B 23 Dec 72 Integrity Processing Series 20
HCO B 21 Nov 73 The Cure of Q and A

When an Auditor asks one question but F/Ns something else it is simply a version of Q and A.

Example:

Auditor: Do you have a problem?

Pc: (ramble-ramble) I was thinking of last night's dinner.

Auditor: That F/Ns.

Every few folders you pick up, if you can find examples of this:

The Auditor is not trained not to Q and A.

He is **not** getting answers to his questions.

When the Auditor starts something (such as a question or process) he **must** F/N what he started **even though he did something else during it and got an F/N on something else. He must F/N the original action.**

The result can be:

- (a) Missed W/H phenomena.
- (b) High or low TA an hour after the pc "F/Ned at Examiner".
- (c) A stalled case.
- (d) An undone program.
- (e) An unhandled pc.
- (f) Continual need for repair programs.

To get this disease out of an HGC requires that Auditors go through an Anti-Q and A handling.

C/S Q AND A

C/Ses can also Q and A. They simply handle whatever the pc originates to the Examiner or Auditor, over and over and on and on.

The result is:

- A. Incomplete Programs.
- B. Tripled or quadrupled C/S effort as the case never seems to get solved.
- C. Loads of repair programs.

Yet a C/S who does it will never look for it as **the** primary error being committed.

The remedy is to have the C/S do an Anti-Q and A program.

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Remimeo

C/S Series 91

MUTUAL OUT RUDS

It has been known for many many years that the phenomenon of "Mutual Out Ruds" existed.

This means **two or more people who mutually have ruds out on the wider group or other dynamics and do not get them in.**

Example: A husband-wife co-audit team never run O/Ws on the rest of the family because both of them have similar overts and so consider it usual.

Example: Prisoners engaged in co-auditing (as in Narconon) may have similar overts, withholds, ARC Brks and/or problems with the rest of society and so do not think of handling them as out-ruds.

Example: Two top class auditors co-auditing, have similar overts on the junior auditors and the org and so never think to get them in.

This can stall cases!

A C/S has to take this factor into account wherever he has a possibility of its occurring.

In one instance mutual out ruds went so far as four auditors, co-auditing, agreeing never to put their overts down on W/Ses "so they would not lose reputation". Needless to say all four eventually blew.

If the C/S had done a *routine* check for mutual out ruds, this whole scene would have been prevented and four beings would not have ruined each other.

In any situation where a small portion of a larger group is engaged in co-audit the C/S must check routinely for mutual out ruds.

This could even apply to an org or vessel which was separate from the rest of society around it: its members could develop mutual out ruds from the rest of society and cases could fail on this point.

Be alert to **mutual out rud situations and handle by getting them in on the rest of the surrounding people or society.**

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Issue I

Remimeo
All HCOs
All Tech Divs
All Qual Divs
All Courses

(Also issued as HCO PL 26 Oct 76
Issue I, same title.)

C/S Series 97

AUDITING REPORTS, FALSIFYING OF

Probably the most covert and vicious crime in auditing is falsifying an auditing report.

At first glance, to someone who is trying to PR himself as an auditor or to escape consequences of session goofs, this might not seem to be the huge crime that it is.

When an auditing report is falsified, means of repairing the pc are denied, out tech and a need for restudy or redrilling of materials is covered up, out tech is spread about and the repute of the org and Scientology are at risk.

There are many ways of falsifying an auditing report. Chief amongst them is omission of vital data in the report. Another is faking the things run or the pc's actions or reactions.

To the person doing this it may seem that he has covered up his incompetence but in actual fact it is eventually detected.

A twice declared person recently messed up the cases of several VIPs by simply omitting some of their disagreements with what was being done.

Three SPs, now declared, some years ago had a mutual understanding that they would not put down each other's withholds. These three also falsified auditing reports to the effect that they had run certain things on pcs "and there was nothing on them," when in fact they either had not run them or there was reaction which they did not put into the report. They messed up about a dozen people before they were caught and it took many, many hours of careful C/Sing and auditing to salvage those cases (and it also took about two years). They made several hundred serious enemies for themselves and today I doubt any Scientologist would even speak to them and their names are remembered with scathing contempt.

It is not only easy to detect a falsified auditing report, it is also inevitable that it will be detected.

The person whose auditing reports have been falsified is easy to spot in folders and records. The auditor marks "VGIs, F/N" and the Examiner notes bypassed charge and bad indicators. An auditor seeking to prevent this being detected has been known to take the Examiner Report from the folder but that there is no Examiner Report would be the first thing a C/S would notice. Examiner Reports have been forged and exchanged with the actual one but this too is very visible.

Lack of a proper success story points directly to out tech and if it is not visible in the folder then that folder contains falsified auditing reports.

The pc in the midst of his auditing, refuses to re-sign for more. An inspection of folder either finds the out tech in the auditing reports or it doesn't. If the Folder Error Summary finds no out tech, the next thing that is looked for is falsified auditing reports and this is extended to looking at the other cases this auditor has handled to see if there is any similarity of reaction.

A D of P interview with the pc will reveal falsified auditing reports. It will contain data that does not appear in the auditing reports. The first thing suspect is the auditing reports.

Basically, correct tech applied by a competent auditor who has been trained and interned, works and works every time. When it "doesn't work," a C/S begins to look for the real scene. There are many ways he can ascertain the actual scene. Amongst these are outside-the-door session taping, monitors, interviews, lack of success stories, failures to declare, failures to re-sign, Examiner Reports at variances with the session reports, personal check-up into the case and many others.

The only thing which temporarily misleads a C/S is a falsified auditing report. But in all our experience with these, the detection of such reports is inevitable even if it occurs a long time afterwards.

The person who would falsify an auditing report is usually found to be a suppressive with abundant R/Ses and evil intentions who never should have been trained in the first place.

Therefore, the penalty for knowingly falsifying an auditing report in order to make oneself seem more competent than one is or to hide departures from the C/S or to omit vital data necessary to C/Sing, resulting in upsets to a case and time spent in investigation by seniors, is actionable by a Committee of Evidence and if the matter is proven beyond reasonable doubt, a cancellation of all certificates and awards, a declare and an expulsion order are mandatory.

Should the person perpetrating the falsification of auditing reports run away (blow) before action can be taken, the result is the same and is enforceable even if the person is not present.

A green auditor may look upon the offense as slight. If he is too untrained to realize that proper application of tech works every time and that improper application is a gross overt act, he may not realize the seriousness of his action. This however cannot be pleaded as a defense. It is not a light thing to end the hopes and close the door on a pc just because one is trying to cover up his blunders. The blundering auditor can be repaired by cramming and re-

training. But only if it is known how he has blundered. That in itself is nowhere near as serious as hiding the fact.

Honesty is the road to truth.

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Founder

LRH:lf

BOARD TECHNICAL BULLETIN
20 JULY 1974

Remimeo

(This issue cancels and replaces "Drills Course
for Auditors" – Basic Drills of 9 Oct 71 Issue I.)

Auditor Expertise Drills Series No. 1

BASIC AUDITING DRILLS

Purpose: To improve the quality of auditing by familiarizing Auditors with the exact procedure of each auditing action through the use of Drills.

How to use: These Drills are numbered as Expertise Drill 1 (ED-1), Expertise Drill-2 (ED-2) etc. The odd numbered Drills are unbullbaited. The even numbered Drills are bullbaited. If Coach upset occurs because of restimulation fruit words should be inserted in place of the process Key Words on bullbaited Drills.

Simply start with the first actions and work through the Drills in the order given.

If a student has trouble on a Drill locate whether the student has a misunderstood or has skipped gradient and handle either or both with standard study tech. This can lead back to outnesses on basics such as TRs, codes or scales. Whatever it is, find out why and handle.

FORMAT FOR UNBULLBAITED DRILLS

Name: Auditing on a doll unbullbaited.

Command: As for each separate process.

Purpose: To train the student to be able to co-ordinate and apply the commands and procedures of each separate auditing action with the actual doingness of auditing.

Position: Student seated at a table with E-Meter, worksheets and auditing forms as needed. In the chair opposite the student is a doll occupying the position of the PC. (During the Drill the Coach is seated or standing beside the Auditor. He does not take the position of the doll.)

Training Stress: This Drill is coached. The student sets up the E-Meter and worksheets exactly as in a session – as follows:

1. Set up E-Meter as for E-Meter drills.
2. Set up shield (to prevent TA and admin being seen by PC – doll).
3. Have extra pens under the E-Meter.

4. Have C/S face down between the bottom of the E-Meter and the table.
5. Have W/S and Lists readily available in sequence required for the session.

Auditor starts the session and runs a standard session with the particular auditing action being taken up on the doll, keeping full session admin and using all standard procedures of the auditing action. Coach watches Drill and points out any outnesses noted, giving a "That's it" and re start, Outnesses should be handled one at a time until none exist.

The Drill is done on a steeper and steeper gradient until the student can very quickly do the action correctly.

The Drill is passed when the student can do the Drill flawlessly with good TRs 0-4, correct procedure and commands, without comm lags or confusions ie. flublessly!

FORMAT TO BE USED FOR UNBULLBAITED DRILLS

Name: Auditing _____ unbullbaited.

Commands: As for each separate auditing action.

Purpose: To train the student to be able to co-ordinate and apply the commands and procedures of each separate auditing action in a Drill similar to a real auditing session and thereby become flawless in applying it.'

Position: Student seated at a table with E-Meter and Auditor forms, as needed. In the chair opposite the Auditor is a doll, as the PC. Coach sits beside doll and is the bullbaiter and gives answers as PC, not about his own case.

Training Stress: The drill is the same as for auditing in that the "PC" Coach bullbaites the student Auditor using "fruit" answers during the session in an attempt to throw the student of a session. Where necessary, the Coach squeezes the cans to simulate reads. He still using "fruit" answers (six apples, blue pears) when asked to speak.

The PC bullbaiter can throw in situations, originate troubles or gains, be tricky, etc. But he must never lose sight of HCOB 24 May 1968, "COACHING", especially the second paragraph, "Coach with reality".

Once the Coach throws out a situation, etc., he must allow the student Auditor to carry it out, and handle the situation before the Coach calls a new situation.

Stress is on training the Student Auditor to have his TRs 0-4 **in** on the bullbaiter.

The Coach (bullbaiter) does the "Start", flunking or "That's it". Flunks are given for any improper commands, procedure, comm lags, break in TRs or improper session

Each Drill is to be done thoroughly building up the speed of Auditor commands and actions ("It's the number of auditing commands per unit of auditing time which make gains in a session." LRH)

The Drill is passed when the student can do the Drill flawlessly with excellent TRs 0-4, correct procedure and commands, without comm lags or confusion.

These are the Drills that train the student Auditor to handle all the elements in a session, to be exact and be real.

ED-1 HOW TO GET A PC UNBULLBAITED

ED-2 HOW TO GET A PC BULLBAITED

Ref: HCOB 5 March 1971 C/S Series 25 THE FANTASTIC NEW HGC LINE.

Purpose: To teach the student Auditor how to get a PC. The student Auditor must be able to get his own PC, on his own if necessary.

Position: Student Auditor and Coach seated at a table.

Training Stress: The Coach and student Auditor are seated opposite each other at a table. First the Coach has the student give him the steps in order until he thoroughly understands them and could use them. When the Coach calls off situations, for example, the D of P says he doesn't have any PCs. Or, all PCs on lines need actions you cannot audit, etc. How will you get a PC? Keep throwing situations at the student Auditor until you are confident he could get a PC no matter what barriers existed. Flunks are given for any mishandling, or failing to satisfactorily obtain a PC. The student is passed when he knows how to get a PC.

Steps:

1. Inform the D of P that a PC is needed.
2. Hound the D of P to assign you a PC, if he hasn't.
3. Independently go through current PC folders looking for any ready for an action you can do, get their Auditor to complete them to where you can audit them, fast.
4. Hound the D of P if he won't prepare you a PC.
5. Study PC folders of PCs currently not on lines with your Org. Also study the person's CF folder, find out from the study:
 - A. What hasn't been handled.
 - B. What goals he has had for processing.
 - C. What the person's own statement is of what is wrong with him or what he wants handled or improved.
 - D. What person came into Dianetics/Scientology for. (Above are usually liberally stated through-out PC and CF file but almost always on first White form or letter Reg. questionnaire.)

Get in comm with the person through a letter and get him in to see the Registrar.

PC must sign up with the Registrar and pay the Cashier for processing. Reception provides the routing form. The D of P makes the PC available once the PC reaches that point on the routing form.

6. If a student, and Org PC folders are unavailable, get raw meat PCs by using the Dissem Drill for FSMs. Strictly laid down in HCO PL 23 Oct 65. Contact, handle, salvage, and bring to understanding.

ED-3 OBSERVING THE OBVIOUS UNBULLBAITED

ED-4 (No Bullbaiting on this Drill.)

Ref: BTB 26 OCT 70 OBNOSIS AND THE TONE SCALE.

Purpose: To train an Auditor to see what is there without additives or opinions.

Position: Coach and student seated at table or ambulatory as required.

Training Stress: To train an Auditor "The art of observing the obvious. It's the only way you ever see anything. You look at the is-ness of something, at what is actually there." LRH

Commands: "Start", "Flunk", "What do you see?".

Steps:

1. Coach and student may be seated or standing in the class room to start with and may move around to other areas.
2. Coach says "Start", "What do you see?".
3. The student Auditor tells the Coach what he observes that is plainly visible.
4. The Coach accepts nothing that isn't plainly visible to the student Auditor.

Eg. The student is looking at another person in the room:

Student: Well, I can really see he's got ears."

Coach: All right, but from where you are sitting, can you see both ears right now as you are looking at him?

Student: Well, no.

Coach: Okay. What do you see?

Student: I see he's got a left ear.

Coach: Fine.

5. After the student has caught on to what observing the obvious is you flunk him for any tacit assumptions, conjectures, deductions of what might be there from what he does see there. (Something the bank says ought to go in company with what is there.)

The Coach only accepts what is visible and plain to the eye.

6. The Student Auditor passes this Drill when he can obnose flawlessly.

History: Developed by L. Ron Hubbard in 1957 for the Advanced Clinical Course to help train students to observe the obvious. Reissued in BTB 26 Oct 70 Issue III "OBNOSING AND THE TONE SCALE".

ED-5 LEARNING THE TONE SCALE UNBULLBAITED

ED-6 (There is no bullbaiting on this Drill.)

Refs: HCOB 25 SEPT 71 ISSUE III, REV. 15 NOV 71, TONE SCALE IN FULL

HCO PL 13 MAY 72 CHINESE SCHOOL

HCOB 21 JUNE 72 ISSUE IV WC SERIES 41, METHOD 8

THE BOOK: SCIENCE OF SURVIVAL

Purpose: To teach a student Auditor the full Tone Scale so he understands and knows it verbatim and can apply it.

Position: Student seated at a table.

Training Stress: Is on duplicating and understanding and learning the full Tone Scale "Chinese School" style. The first 3 parts are done with a twin coach. The last part can be done either singly – with a coach or in a group.

Commands: No set commands.

Steps:

Part 1 – Method 8:

1. Take a copy of HCOB 25 SEPT 71 REV. 15 NOV 71, TONE SCALE IN FULL.
2. Starting with bottom of the scale and going up towards the top – clear each word of the Tone Scale per Method 8 HCOB.

Part 2 – Examples:

1. The student Auditor tells his twin coach examples of actions that would indicate a person's tone level. (Note: The book Science of Survival is all about the Tone Scale and explains behavior on the different tone levels and should be read by all Auditors.
2. When the student has done this to his and the coach's satisfaction, go on to the next part.

Part 3 – Acting it out:

1. The student now takes the Tone Scale HCOB and starts from the bottom up – dramatizing each different tone level. His twin coach tries to guess which one he is doing. The student does this over again and again until he feels confident he can duplicate the various tone levels. Then the coach takes a turn and dramatizes the different tone levels and the student guesses which one he is portraying. This part of the Drill is done to the satisfaction of both the student and coach. When this point is reached, go on to the next part.

Part 4 – Chinese School:

1. Read HCO PL 13 May 72 "CHINESE SCHOOL".

2. Take some big card board or paper and print the Expanded Tone Scale on it with a felt tip pen of heavy ink.
3. This Drill can be done by one student and coach or with a group.
4. Coach has a pointer and starts from the bottom of the Tone Scale and works up towards the top in the following manner:
The coach points and says "Total Failure." Student(s) says after him: "Total Failure."
Coach points and says "Can't Hide." Student(s): "Can't Hide."
And so on up to Serenity of Beingness.
5. This is cycled through several times until the student or group as a whole feels good about this step and is thoroughly familiar with the Tone levels.
6. In this step the coach points to the Tone level and says:
"What is this?"
Student(s): "Total Failure."
Coach(s): "What is this?"
Student(s): "Can't Hide."
and so forth. Coach follows the Tone Scale from bottom up to the top of the scale until the student(s) is thoroughly familiar with it and can do it very fast.
7. When the student(s) get very good at the above steps, you can have them recite the Tone Levels without looking at the chart.
In this way you can also tell how much more drilling may be needed in the event the Tone Levels are not yet known verbatim.

History: Developed by L. Ron Hubbard on 13 May 72 for use in study, learning languages and for ESTO use. See HCO PI 13 May 72.

ED – 7 OBNOSIS AND THE TONE SCALE UNBULLBAITED

ED – 8 (There is no bullbaiting on this Drill.)

Refs: BTB 26 OCT 70 OBNOSIS AND THE TONE SCALE

BPL 7 JAN 72 ISS II PR SERIES 14 CREATING

Survey Questions (Star-rate "BREAKTHROUGH" p.5 and "SPOTTING TONE" p. 17-18.)

Purpose: To train the student Auditor to gain proficiency in looking at the is-ness of people and spotting them on the Tone Scale.

Position: Ambulatory.

Training Stress: Is in the application of what the student Auditor has learned in the two preceding Drills by combining them and putting them into use.

Commands: The following questions were designed to get a person "involved" so you can get an Emotional Reaction, (If you want to get real fancy, you can of course learn to do a proper Survey Question for the PL 7 Jan 72 Issue II, PR Series 14, "Creating Survey Questions",)

1. "What's the most obvious thing about me?"
2. "When was the last time you had your hair cut?"
3. "Do you think people do as much work now as they did fifty years ago?"

Steps:

1. The student takes a clipboard and paper and pen and goes out of the classroom and into the public to talk to strangers.
2. The student can tell public persons he is a public-opinion poll-taker from the Hubbard Research Foundation.
3. The student is to keep in mind the real purpose of going out and talking to people at all times. (This is to spot persons on the Tone Scale, their chronic Tone and social Tone.)
4. To gain proficiency, this Drill is done on a gradient
 - A. Walk around and spot people on the Tone Scale. Just say to yourself what Tone Level each person is at until you feel confident that you can tell instantly where any person is on the Tone Scale, spotting their social Tone and actual Theta Tone.
 - B. Now, decide to look for someone at a specific Tone Level. Walk around until you find someone at that Tone. Then pick another and go from there. Do this until you feel confident, making sure you spot both their social Tone and actual Theta Tone Level.
 - C. Now take your clipboard and write your survey questions on it (if not already done) leaving a large space between questions. Mark the questions 1, 2, 3 or a, b, c.

The second sheet of paper under your question sheet is marked 1, 2, 3 or a, b, c – also leaving a large space between the numbers. On this sheet is where you will quickly note the Tone Levels, social and Theta, by number.

Now go up to someone and give them an R-factor that you are a public-opinion poll taker and you would like to ask him some survey questions.

Ask your questions (as given above) and very quickly note the Tone Levels and any useful info you may want to jot down.

Don't linger or fumble about with your papers – be efficient in your manner.

Do step C until you feel very confident in approaching people and spotting their Tones.

- D. Now interview at least 15 people. With the first five, match their chronic tone as soon as you've spotted it and see what happens. Make brief notes after the interview. With the next five, you drop below their chronic tone and see what happens. Make brief notes after the interview. With the last five, as soon as you spot their chronic Tone, go a ½ to one tone higher than their and see what happens. Make brief notes after the interview.

Do this drill until you feel very confident and have gained assurance in handling people and Tone Levels.

History: Developed by L. Ron Hubbard in 1957 to teach students how to obnose and use the Tone Scale. Tone Scale data is further expounded in LRH's book: "Science of Survival" and in BPL 7 Jan 72 Issue II, PR Series 14, "Creating Survey Questions" where further Tone Scale Drills were developed.

ED – 9 THE IDEAL SESSION START DRILL UNBULLBAITED

ED – 10 (There is no bullbaiting on this Drill.)

Ref: BTB 16 JUNE 1971 ISSUE III, REVISED 10 APRIL 1972, "THE IDEAL SESSION START DRILL".

Purpose: To train the student to raise his awareness of the condition of the PC.

Position: As described.

Training Stress: An Auditor must be able to see when a PC has not eaten or slept, or what his tone level is, or is the PC auditable?

1. Student must know the Tone Scale levels verbatim, from HCOB 25 Sept 1971RA, rev. 4 April 1974 "TONE SCALE IN FULL". Coach and student go around the Org. Coach has the student name the Tone Level of large numbers of persons until the student can spot a person's Tone Scale level instantly, and with certainty.
2. Then the coach has the student find someone who hasn't had enough sleep for a session. He must observe the physical and emotional aspects of the person and note these down. Do this on as many persons who haven't had enough sleep as possible. Coach then gets the student to tell him the characteristics of a person who hasn't had enough sleep. The Drill is done until the student can spot someone who hasn't had enough sleep instantly and with certainty.
3. Then the coach has the student find someone who hasn't eaten, with certainty. Do the same as in 2 above until the student knows the characteristics of a person who hasn't eaten, with certainty.
4. Then the coach has the student find persons who haven't had enough sleep and who have not eaten enough for a session with certainty. Write down these characteristics in combination. Student does the Drill until he can spot a person who hasn't slept enough or eaten enough for a session.

5. **Note:** Both coach and student are expected to be familiar with the Hubbard Chart of Human Evaluation (Science of Survival), and to have a copy of this chart.

A disagreement between coach and student is not to develop into a Q&A session. It is handled by simple reference to this chart.

History: Developed in 1971 by L. Ron Hubbard.

ED – 11 SESSION SET UP PROCEDURES UNBULLBAITED

ED – 12 (No bullbaiting on this Drill.)

Purpose: To train the student in obnosis of preclears and in session set up procedures.

Position: Student and coach seated at a table across from each other.

Commands: No set commands.

Training Stress: The steps below are drilled until the student can do the whole procedure flawlessly. All actions observations, notes made, steps 1-16 done in one minute. The coach gradually increases the stress, adds mannerisms which the student is to see and note down, and demonstrates in increasing degree of out points. The student is to see each single one and note it down. Flunks are given for incorrect procedure or out TRs. The Drill is passed when the student can do it flawlessly.

Steps:

1. An E-Meter is set up on the table, shielded so coach can't see the TA.
2. Worksheets, auditing reports etc., are also behind the shield so the coach can't see what is written.
3. Under the E-Meter are reserve pens, minimum 3 extra blue (black) ones, a green one and a red one. (Reason – they may be needed for list corrections.)
4. E-Meter already switched on (having been trimmed and plugged in before coach arrives at table.
5. Coach sits down. Student may already be seated or sits down with coach.
6. A piece of paper with red writing on it (the current C/S lies face down between the table edge and the bottom of the E-Meter.
7. Student observes coach when he comes in and sits down.
8. Student watches for indicators:
 - A. Skin tone.
 - B. Expression on face.
 - C. Tone level.
 - D. Mannerisms – twitching eyes, trembling, nail biting etc.
9. Student notes these down on W/S, very briefly.

10. Student observes characteristics of lack of sleep if the slightest bit suspicious asks coachs "How many hours of sleep have you had?" (Note: He does not asks "Have you had enough sleep?" for obvious reasons.) Similarly obnoses for lack of food, drugs etc. In this manner he assures that the Auditor's Code does not get broken.
11. Tells the Coach, "Pick up the Cans please."
12. Checks the coach's grip on the cans.
13. Student assures throughout the Drill that the cans are held in such a position that he can always see them.
14. E-Meter and worksheets are aligned so the student can see them and the coach (PC) at one time.
15. Student observes coach and sees whether or not the coach is ready to begin session.
16. Student then says "This is the session." (Tone 40.)

ED – 13 SPOTTING BAD INDICATORS UNBULLBAITED

ED – 14 (No bullbaiting on this Drill.)

Refs: HCOB 29 JULY 1964 GOOD INDICATORS AT LOWER LEVELS.

BTB 26 APRIL 1969 BAD INDICATORS

Purpose: To train the student in obnosis of the PC as a continued action and to teach the student Auditor that auditing does not occur to the degree that the Auditor is not with the PC.

Position: Coach and student Auditor seated at a table across from one another with a full session set up.

Commands: "Do birds fly?"; "Do fish swim?"

Training Stress: This Drill is done with perfect TR 0-IV. Coach uses "fruits" for verbalizations (eg. "There is a banana on the table." etc.), and is not permitted to enter his own case into situations. Flunks are given for any failure to spot and note any bad indicator, or for any out TR. The Drill is passed when the student can flawlessly spot bad indicators.

Steps:

1. Verifies session set up procedures have been done.
2. Notes coach is ready to be asked the first question.
3. Both student and coach have a copy of HCOB 29 July 64 GOOD INDICATORS AT LOWER LEVELS, and a copy of BTB 26 April 69 BAD INDICATORS.
4. The coach dramatizes one of the bad indicators. Student spots it and notes it down.
5. Student tells coach each time what it was coach did.
6. Coach dramatizes another, student spots it and notes it down, Coach gradiently makes this step more difficult by becoming more subtle.

7. All that is being done in this Drill is as described above. This Drill is passed when the student can flawlessly and immediately spot bad indicators.

ED – 15 CLEARING COMMANDS UNBULLBAITED

ED – 16 CLEARING COMMANDS BULLBAITED

Refs: HCOB 7 NOV 68 CLEARING COMMANDS ALL LEVELS

HCO PL 4 APRIL 72 REV. 7 APRIL 72 ETHICS AND STUDY TECH

BTB 2 MAY 72R CLEARING COMMANDS

Purpose: To train a Student Auditor to clear a processing command in session until both the "PC" coach and the student Auditor are satisfied that a full grasp of the meaning of the command (by the "PC") has been obtained.

Position: Student and coach seated at a table across from each other with a full session set up.

Commands: No set commands. Student Auditor uses phrases from "Alice in Wonderland" with the "He said" omitted.

Training Stress: To train an auditor to clear an auditing command fully with TRs O-IV in.

Steps:

1. Just before the coach gives a "Start" the Student Auditor takes a phrase from the book "Alice in Wonderland" with the "He said" omitted and writes it down.
2. The coach then gives a "Start." and the student Auditor gives an R-factor "We are going to run a process called." Student makes up a name, using a fruit word(s) or a word(s) from "Alice".
3. The student also says "We'll clear the command first."
- 3A. The Auditor makes sure the PC is holding the cans and watches the Meter for reads while clearing the words and the command.
4. The student then clears each word of the command, starting with the last word in the command. (In other words, clear the command words backwards.)
5. For any word the PC – coach does not know the definition of, the student Auditor opens the dictionary and finds each word to be cleared (one at a time of course). He has the "PC" read the definitions and use the word in sentences until the PC feels good about it and understands it.
6. The coach meanwhile is holding the cans in his lap and can simulate Meter reads by can squeezes.
7. When all the single words are cleared, the student then clears the whole command and watches the Meter for a read.
8. The student Auditor must be sure the "PC" coach fully understands the command.

9. The Drill is coached on a gradient, handling one thing at a time.
10. The coach throws in misunderstand word phenomena becoming more and more difficult until the student Auditor can handle the randomness of clearing words and commands.

The coach then bullbait him on a gradient to a flawless performance and a pass.

ED-17 INDICATION OF F/N DRILL UNBULLBAITED

ED-18 INDICATION OF F/N DRILL BULLBAITED

Ref: HCOB 20 FEB 70 FLOATING NEEDLES AND END PHENOMENA

Purpose: To train student to correctly observe and handle End Phenomena.

Position: Student and coach seated facing each other across a table with a full session set up.

Commands: "Do birds fly?" or "Do fish swim?"

Training Stress: The student Auditor is trained to see a process cycle to complete EP effortlessly and flawlessly.

Steps:

1. Coach gives student a "Start" and student gives command "Do birds fly?" or "Do fish swim?".
2. Coach answers as in TR 4. He ensures that the student's TRs are **in**.
3. When the coach has observed that the student's TRs are in, he proceeds to simulate an End Phenomena using a pen to simulate a small FN which is gradually being widened as the "PC" cognites.
4. Coach talks, looks at student, looks away, looks at student etc.
5. The Student Auditor observes coach until he sees coach has said all, the needle is floating widely, coach has VGIs and is in PT, ie. no longer introverted.
6. Student Auditor then indicates the FN by saying as though agreeing with the "PC" – "Your needle is floating."

ED – 19 HANDWRITING DRILL UNBULLBAITED

ED – 20 (No bullbaiting on this Drill.)

Ref: HCOB 3 NOV 71 C/S SERIES 66 AUDITORS WORKSHEETS

Purpose: To train the Student Auditor in handwriting so that he can write legibly and quickly in session.

Position: Student Auditor seated at a table. Coach seated opposite him.

Commands: "Do birds fly?" or "Do fish swim?"

Training Stress: This Drill is to increase the speed and legibility of an Auditor's handwriting.

Steps:

1. The coach gives a "Start" and the Student Auditor says "Do birds fly?" or "Do fish swim?".
2. The coach answers the questions and talks about the rate of a slow "PC".
3. The student Auditor keeps adequate session admin.
4. When the student Auditor can easily keep up with the coach and maintain good session control, the coach increases his speed of talking until the student can keep adequate session admin even with a very fast PC.
5. Flunks are given for out TRs, illegible handwriting, or not getting important data written down.
6. The Drill is passed when the student Auditor can write quickly and legibly even with a very fast PC.

Revised & Reissued as BTB
By Flag Mission 1234
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Authorized by AVU
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BOARDS OF DIRECTORS
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 11 AUGUST 1978
Issue II

Remimeo
All Auditors

(Cancels BTB 18 Nov 68R, MODEL SESSION)

MODEL SESSION

(Note: If a Dianetic or Level 0, I, II auditor is not trained in flying rudiments he would have to get a Level III (or above) auditor to fly the pc's ruds before starting the major action of the session.)

1. Setting Up for the Session

Prior to the session the auditor is to make sure the room and session are set up, to ensure a smooth session with no interruptions or distractions.

Use HCOB 4 December 1977, "Checklist for Setting Up Sessions and An E-Meter," getting in every point of the checklist.

The pc is seated in the chair furthest from the door. From the time he is asked to pick up the cans he remains on the meter until the end of the session.

When it is established there is no reason not to begin the session the auditor starts the session.

2. Start of Session

The auditor says: "This is the session." (Tone 40.)

If the needle is floating and the pc has VGIs, the auditor goes directly into the major action of the session. If not, the auditor must fly a rud.

3. Rudiments

Rudiments are handled per HCOB 11 AUGUST 1978, ISSUE I, "RUDIMENTS, DEFINITIONS AND PATTERN."

(If the TA is high or low at session start, or if the auditor cannot get a rud to fly, he ends off and sends the pc folder to the C/S. A Class IV auditor (or above) may do a Green Form or another type of correction list.)

When the pc has F/N, VGIs the auditor goes into the major action of the session.

4. Major Action of the Session

a) R-Factor to the pc. The auditor informs the pc what is going to be done in the session with:

"Now we are going to handle ..."

- b) Clearing commands. The commands of the process are cleared per HCOB 9 August 1978 Issue II, "Clearing Commands."
- c) The process. The auditor runs the process or completes the C/S instructions for the session to end phenomena.

In Dianetics, the end phenomena would be: F/N, erasure of the chain, cognition, postulate (if not voiced in the cognition) and VGIs.

In Scientology processes, the end phenomena is: F/N, cognition, VGIs. The Power Processes have their own EP.

5 . Havingness

When Havingness is indicated or included in the C/S instructions, the auditor runs approximately 10 to 12 commands of the pc's Havingness Process to where the pc is bright, F/Ning and in PT. (Note: Havingness is never run to obscure or hide the fact of failure to F/N the main process or an auditing or Confessional question.)

(Ref: HCOB 7 AUGUST 78, "HAVINGNESS, FINDING & RUNNING THE PC'S HAVINGNESS PROCESS.")

6 . End of Session

- a) When the auditor is ready to end the session he gives the R-Factor that he will be ending the session.
- b) Then he asks: "Is there anything you would care to say or ask before I end this session?" Pc answers. Auditor acknowledges and notes down the answer.
- c) If the pc asks a question, answer it if you can or acknowledge and say, "I will note that down for the C/S."
- d) Auditor ends the session with: "End of session." (Tone 40.)

(Note: The phrase "That's it" is incorrect for the purpose of ending a session and is not used. The correct phrase is "End of Session.")

Immediately after the end of session the auditor or a Page takes the pc to the pc Examiner.

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Remimeo

CLEARING COMMANDS

Always have a dictionary in the auditing room with you. When running a process newly or whenever the preclear is confused about the meaning of the commands, clear the commands with the preclear, using the dictionary, if necessary.

It could take a long time to clear the command. The worse off the pc, the longer it takes.

Example:

Auditor is going to run 0-0 on the pc. Auditor reads the commands one at a time to the pc and asks the pc "What does this command mean to you?" From the pc's answer the auditor realizes that the pc has a confusion on the words "willing" and "talk". He tells the pc to look them up in a dictionary. The pc now understands "talk", but still seems slightly puzzled about "willing". Now the auditor could tell the pc to use the word "willing" in a few sentences. When the pc understands it, the auditor again gets the pc to tell him what the whole command means to him.

If necessary, the auditor could get the pc to define each word of the command to be used.

Under no circumstances is the auditor to evaluate for the pc and tell him what the word or command means.

The worst fault is the pc using a new set of words in place of the actual word and answering the alter-ised word, not the word itself, (SEE HCOB 10 MARCH 1965, "WORDS, MIS-UNDERSTOOD GOOFS").

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ISSUE II

Remimeo

(Cancels BTB 2 May 72R, Rev. 10.6.74, CLEARING COMMANDS.)

CLEARING COMMANDS

(Ref: HCOB 14 Nov 65, CLEARING COMMANDS
HCOB 9 Nov 68, CLEARING COMMANDS, ALL LEVELS
HCO PL 4 Apr 72R ETHICS AND STUDY TECH)

Always when running a process newly or whenever the preclear is confused about the meaning of commands, clear each word of each command with the preclear. using the dictionary if necessary. This has long been standard procedure.

You want a pc set up to run smoothly, knowing what is expected of him and understanding exactly the question being asked or the command being given. A misunderstood word or auditing command can waste hours of auditing time and keep a whole case from moving.

Thus this preliminary step to running a process or procedure for the first time is **vital**.

The rules of clearing commands are:

- 1. Under no circumstances is the auditor to evaluate for the pc and tell him what the word or command means.**
- 2. Always have the necessary (and good) dictionaries in the auditing room with you.**

This would include the Tech Dictionary, the Admin Dictionary, a good English dictionary, and a good non-dinky dictionary in the pc's native language. For a foreign language case (where the pc's native language is not English) you will also need a dual dictionary for that language and English.

(Example: English word "apple" is looked up in English/French dictionary and "pomme" is found. Now look in the French dictionary to define "pomme.")

So for the foreign language case two dictionaries are needed: (1) English to foreign language (2) foreign language itself.

- 3. Have the pc on the cans throughout the clearing of the words and commands.**

4. Clear the command (or question or list item) backwards by first clearing in turn each word in the command in backwards sequence.

(Example: To clear the command "Do fish swim?" clear "swim" first, then "fish," then "do.")

This prevents the pc starting to run the process by himself while you are still clearing the words.

4a. Note: F/Ns obtained on clearing the words does not mean the *process* has been run.

5. Next, clear the command itself.

Auditor asks the pc, "What does this command mean to you?" If it is evident from the pc's answer that he has misunderstood a word as it is used in the context of the command:

(a) Re-clear the obvious word (or words) using the dictionary.

(b) Have him use each word in a sentence until he has it. (The worst fault is the pc using a new set of words in place of the actual word and answering the altered word, not the word itself. See HCOB 10 MAR 65, WORDS, MIS-UNDERSTOOD GOOFS.)

(c) Re-clear the command.

(d) If necessary, repeat Steps a, b and c above to make sure he understands the command.

5a. Note: that a word reads when clearing a command, an assessment question or listing question does not mean the *command or question* itself has read necessarily. Mis-understood words read on the meter.

6. When clearing the command, watch the meter and note any read on the command. (REF: HCOB 28 FEB 71, C/S SERIES 24, IMPORTANT METERING READING ITEMS.)

7. Don't clear the commands of all ruds and run them, or of all processes and run them. you'll miss F/Ns. the commands of one process are cleared just before *that* process is run.

8. ARC breaks and lists should be word cleared before a pc gets into them and should be tagged in the pc's folder on a yellow sheet as cleared. (REF: BTB 5 NOV 72R II, REV. 24.7.74, AUDITOR ADMIN SERIES 6R, THE YELLOW SHEET.)

As it is difficult to clear all the words of a correction list on a pc over heavy by-passed charge, it is standard to clear the words of an L1C and ruds very early in auditing and to clear an L4BRA *before* commencing listing processes or an L3RE *before* running

R3RA. Then, when the need for these correction lists arises one does not need to clear all the words as it has already been done. Thus, such correction lists can be used without delay.

It is also standard to clear the words of the Word Clearing Correction List early in auditing and before other correction lists are cleared. This way, if the pc bogs on subsequent Word Clearing, you have your Word Clearing Correction List ready to use.

- 9. If, however, your pc is sitting in the middle of an ARC break (or other heavy charge) and the words of the L1C (or other correction list) have *not* been cleared yet, don't clear first. Go ahead and assess the list to handle the charge. Otherwise it's auditing over an ARC break.**

In this case you just verify by asking afterwards if he had any misunderstandings on the list.

All the words of the L1C (or other correction list) would then be cleared thoroughly at the first opportunity – per your C/S's instructions.

- 10. Do not re-clear all the words of assessment lists each time the list is used on the same pc.** Do it once, fully and properly the first time and note clearly in the folder, on the yellow sheet for future reference, which of the- standard assessment lists have been cleared.
- 11. These rules apply to all processes, listing questions and assessments .**
- 12. The words of the platens of advanced course materials are not so cleared.**

Any violation of full and correct clearing of commands or assessment questions, whether done in a formal session or not, is an ethics offense per HCO PL 4 Apr 72R (Rev. 21.6.75) ETHICS AND STUDY TECH, Section 4, which states:

"Any 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.**"

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STYLES OF AUDITING

Note 1: Most old-time auditors, particularly Saint Hill Graduates, have been trained at one time or another in these auditing styles. Here they are given names and assigned to Levels so that they can be taught more easily and so that general auditing can be improved.

(Note 2: These have not been written before because I had not determined the results vital to each Level.)

There is a Style of auditing for each class. By Style is meant a method or custom of performing actions.

A Style is not really determined by the process being run so much. A Style is how the auditor addresses his task.

Different processes carry different style requirements perhaps, but that is not the point. Clay Table Healing at Level III can be run with Level I style and still have some gains. But an auditor trained up to the style required at Level III would do a better job not only of CT Healing but of any repetitive process.

Style is how the auditor audits. The real expert can do them all, but only after he can do each one. Style is a mark of Class. It is not individual. In our meaning, it is a distinct way to handle the tools of auditing.

LEVEL ZERO

LISTEN STYLE

At *Level 0* the Style is Listen Style Auditing. Here the auditor is expected to listen to the pc. The only skill necessary is listening to another. As soon as it is ascertained that the auditor is listening (not just confronting or ignoring) the auditor can be checked out. The length of time an auditor can listen without tension or strain showing could be a factor. What the pc does is not a factor considered in judging this style. Pcs, however, talk to an auditor who is really listening.

Here we have the highest point that old-time mental therapies reached (when they did reach it), such as psychoanalysis, when they helped anyone. Mostly they were well below this, evaluating, invalidating, interrupting. These three things are what the instructor in this style should try to put across to the HAS student.

Listen Style should not be complicated by expecting more of the auditor than just this: Listen to the pc without evaluating, invalidating or interrupting.

Adding on higher skills like "Is the pc talking interestingly?" or even "Is the pc talking?" is no part of this style. When this auditor gets in trouble and the pc won't talk or isn't interested, a higher classed auditor is called in, a new question given by the supervisor, etc.

It really isn't "Itsa" to be *very* technical. Itsa is the action of the pc saying, "It's a this" or "It's a that." *Getting* the pc to Itsa is quite beyond Listen Style auditors where the pc won't. It's the supervisor or the question on the blackboard that gets the pc to Itsa.

The *ability* to listen, learned well, stays with the auditor up through the grades. One doesn't cease to use it even at Level VI. But one has to learn it somewhere and that's at Level Zero. So Listen Style Auditing is just listening. It *thereafter* adds into the other styles.

LEVEL ONE MUZZLED AUDITING

This could also be called rote style auditing.

Muzzled Auditing has been with us many years. It is the stark total of TRs 0 to 4 and not anything else added.

It is called so because auditors too often added in comments, Qed and Aed, deviated, discussed and otherwise messed up a session. Muzzle meant a "muzzle was put on them", figuratively speaking, so they would *only* state the auditing command and ack.

Repetitive Command Auditing, using TRs 0 to 4, at Level One is done completely muzzled.

This could be called Muzzled Repetitive Auditing Style but will be called "Muzzled Style" for the sake of brevity.

It has been a matter of long experience that pcs who didn't make gains with the partially trained auditor permitted to two-way comm, did make gains the instant the auditor was muzzled: to wit, not permitted to do a thing but run the process, permitted to say nothing but the commands and acknowledge them and handle pc originations by simple acknowledgment without any other question or comment.

At Level One 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.

Those processes used at Level One actually respond best to muzzled auditing and worst to misguided efforts to "Two-Way Comm".

Listen Style combines with Muzzled Style easily. But watch out that Level One sessions don't disintegrate to Level Zero.

Crisp, clean repetitive commands, muzzled, given and answered *often*, are the road out – not pc wanderings.

A pc at this Level is instructed in exactly what is expected of him, exactly what the auditor will do. The pc is even put through a few "do birds fly?" cycles until the pc gets the idea. Then the processing works.

An auditor trying to do Muzzled Repetitive Auditing on a pc who, through past "therapy experience", is rambling on and on is a sad sight. It means that control is out (or that the pc never got above Level Zero).

It's the number of commands given and answered in a unit of auditing time that gets gains. To that add the correctly chosen repetitive process and you have a release in short order, using the processes of this Level.

To follow limp Listen Style with crisp, controlled Muzzled Style may be a shock. But they are each the lowest of the two families of auditing styles – Totally Permissive and Totally Controlled. And they are so different each is easy to learn with no confusion. It's been the lack of difference amongst styles that confuses the student into slopping about. Well, these two are different enough – Listen Style and Muzzled Style – to set anybody straight.

LEVEL TWO

GUIDING STYLE AUDITING

An old-time auditor would have recognized this style under two separate names: (a) Two-Way Comm and (b) Formal Auditing.

We condense these two old styles under one new name: Guiding Style Auditing.

One first *guides* the pc by "two-way comm" into some subject that has to be handled or into revealing what should be handled and then the auditor handles it with formal repetitive commands.

Guiding Style Auditing becomes feasible only when a student can do Listen Style and Muzzled Style Auditing well.

Formerly the student who couldn't confront or duplicate a command took refuge in sloppy discussions with the pc and called it auditing or "Two-Way Comm".

The first thing to know about Guiding Style is that one lets the pc talk and Itsa without chop, but also gets the pc steered into the proper subject and gets the job done with repetitive commands.

We presuppose the auditor at this Level has had enough case gain to be able to occupy the viewpoint of the auditor and therefore to be able to observe the pc. We also presuppose at this Level that the auditor, being able to occupy a viewpoint, is therefore more self-determined, the two things being related. (One can only be self-determined when one can observe the actual situation before one: otherwise a being is delusion-determined or other-determined.)

Thus in Guiding Style Auditing, the auditor is there to find out what's what from the pc and then apply the needful remedy.

Most of the processes in the Book of Remedies are included in this Level (II). To use those, one has to observe the pc, discover what the pc is doing, and remedy the pc's case accordingly.

The result for the pc is a far-reaching re-orientation in Life.

Thus the essentials of Guiding Style Auditing consist of Two-Way Comm that steers the pc into revealing a difficulty followed by a repetitive process to handle what has been revealed.

One does expert TRs but one may discuss things with the pc, let the pc talk and in general one audits the pc before one, establishing what *that* pc needs and then doing it with crisp repetitive auditing, but all the while alert to changes in the pc.

One runs at this Level against Tone Arm Action, paying little or no heed to the needle except as a centering device for TA position. One even establishes what's to be done by the action of the Tone Arm. (The process of storing up things to run on the pc by seeing what fell when he was running what's being run, now belongs at this Level (II) and will be re-numbered accordingly.)

At II one expects to handle a lot of chronic PTPs, overts, ARC Breaks with Life (but not session ARC Breaks, that being a needle action, session ARC Breaks being sorted out by a higher classed auditor if they occur).

To get such things done (PTPs, overts and other remedies) in the session the auditor must have a pc "willing to talk to the auditor about his difficulties". That presupposes we have an auditor at this Level who can ask questions, not repetitive, that guide the pc into talking about the difficulty that needs to be handled.

Great command of TR 4 is the primary difference in TRs from Level I. One understands, when one doesn't, by asking more questions, and by really acknowledging only when one has really understood it.

Guided comm is the clue to control at this Level. One should *easily* guide the pc's comm in and out and around without chopping the pc or wasting session time. As soon as an auditor gets the idea of *finite result* or, that is to say, a specific and definite result expected, all this is easy. Pc has a PTP. Example: Auditor has to have the idea he is to locate and destimulate the PTP so pc is not bothered about it (and isn't being driven to do something about it) as the finite result.

The auditor at II is trained to audit the pc before him, get the pc into comm, guide the pc toward data needful to choose a process and then to run the process necessary to resolve that thing found, usually by repetitive command and always by TA.

The Book of Remedies is the key to this Level and this auditing style.

One listens but only to what one has guided the pc into. One runs repetitive commands with good TR 4. *And* one may search around for quite a while before one is satisfied he has the answer from the pc needful to resolve a certain aspect of the pc's case.

O/W can be run at Level I. But at Level II one may *guide* the pc into divulging what the pc considers a real overt act and, having that, then guide the pc through all the reasons it wasn't an overt and so eventually blow it.

Half-acknowledgment is also taught at Level II – the ways of keeping a pc talking by giving the pc the feeling he is being heard and yet not chopping with overdone TR 2.

Big or multiple acknowledgment is also taught to shut the pc off when the pc is going off the subject.

LEVEL III

ABRIDGED STYLE AUDITING

By Abridged is meant "abbreviated", shorn of extras. Any not actually needful auditing command is deleted.

For instance, at Level I the auditor *always* says, when the pc wanders off the subject, "I will repeat the auditing command" and does so. In Abridged Style the auditor omits this when it isn't necessary and just asks the command again if the pc has forgotten it.

In this style we have shifted from pure rote to a sensible use or omission as needful. We still use repetitive commands expertly, but we don't use rote that is unnecessary to the situation.

Two-Way Comm comes into its own at Level III. But with heavy use of repetitive commands.

At this Level we have as the primary process, Clay Table Healing. In this an auditor must *make sure* the commands are followed exactly. No auditing command is *ever* let go of until that actual command is answered by the pc.

But at the same time, one doesn't necessarily give every auditing command the process has in its rundown.

In Clay Table Healing one is supposed to make sure the pc is satisfied each time. This is done more often by observation than command. Yet it is done.

We suppose at III that we have an auditor who is in pretty fine shape and can observe. Thus we *see* the pc is satisfied and don't mention it. Thus we see when the pc is not certain and so we get something the pc is certain of in answering the question.

On the other hand, one gives *all* the necessary commands crisply and definitely and gets them executed.

Prepchecking and needle usage is taught at Level III as well as Clay Table Healing. Auditing by List is also taught. In Abridged Style Auditing one may find the pc (being cleaned up on a list question) giving half a dozen answers in a rush. One doesn't stop the pc from doing so, one half acknowledges, and lets the pc go on. One is in actual fact handling a bigger auditing comm cycle, that is all. The question elicits more than one answer which is really only one answer. And when that answer is given, it is acknowledged.

One sees when a needle is clean without some formula set of questions that invalidate all the pc's relief. And one sees it *isn't* clean by the continued puzzle on the pc's face.

There are tricks involved here. One asks a question of the pc with the key word in it and notes that the needle doesn't tremble, and so concludes the question about the word is flat. And so doesn't check it again. Example: "Has anything else been suppressed?" One eye on pc, one on needle, needle didn't quiver. Pc looks noncommittal. Auditor says, "All right, on " and goes on to next question, eliminating a pc's possible protest read that can be mistaken for another "suppress".

In Abridged Style Auditing one sticks to the essentials and drops rote where it impedes case advance. But that doesn't mean one wanders about. One is even more crisp and thorough with Abridged Style Auditing than in rote.

One is watching what happens and doing exactly enough to achieve the expected result.

By "Abridged" is meant getting the exact job done – the shortest way between two points – with no waste questions.

By now the student should know that he runs a process to achieve an exact result and he gets the process run in a way to achieve that result in the smallest amount of time.

The student is taught to guide rapidly, to have no time for wide excursions.

The processes at this Level are all rat-a-tat-tat processes – CT Healing, Prepchecking, Auditing by List.

Again it's the number of times the question is answered per unit of auditing time that makes for speed of result.

LEVEL IV DIRECT STYLE AUDITING

By direct we mean straight, concentrated, intense, applied in a direct manner.

We do not mean direct in the sense of to direct somebody or to guide. We mean it is direct.

By direct, we don't mean frank or choppy. On the contrary, we put the pc's attention on his bank and anything we do is calculated only to make that attention more direct.

It could also mean that we are not auditing by vias. We are auditing straight at the things that need to be reached to make somebody clear.

Other than this the auditing attitude is *very* easy and relaxed.

At Level IV we have Clay Table Clearing and we have Assessment type processes.

These two types of process are both astonishingly *direct*. They are aimed directly at the Reactive Mind. They are done in a direct manner.

In CT Clearing we have almost total work and Itsa from pcs. From one end of a session to another, we may have only a few auditing commands. For a pc on CT Clearing does almost all the work if he is in session at all.

Thus we have another implication in the word "direct". The pc is talking directly to the auditor about what he is making and why in CT Clearing. The auditor hardly ever talks at all.

In assessment the auditor is aiming directly at the pc's bank and wants no pc in front of it thinking, speculating, maundering or Itsaing. Thus this assessment is a very *direct* action.

All this requires easy, smooth, steel-hand-in-a-velvet-glove control of the pc. It *looks* easy and relaxed as a style, it is straight as a Toledo blade.

The trick is to be direct in what's wanted and not deviate. The auditor settles what's to be done, gives the command and then the pc may work for a long time, the auditor alert, attentive, completely relaxed.

In assessment the auditor often pays no attention to the pc at all, as in ARC Breaks or assessing lists. Indeed, a pc at this level is trained to be quiet during the assessment of a list.

And in CT Clearing an auditor may be quiet for an hour at a stretch.

The tests are: Can the auditor keep the pc quiet while assessing without ARC Breaking the pc? Can the auditor order the pc to do something and then, the pc working on it, can the auditor remain quiet and attentive for an hour, understanding everything and interrupt alertly only when he doesn't understand and get the pc to make it clearer to him? Again without ARC Breaking the pc.

You could confuse this Direct Style with Listen Style if you merely glanced at a session of CT Clearing. But what a difference. In Listen Style the pc is blundering on and on and on. In Direct Style the pc wanders off the line an inch and starts to Itsa, let us say, with no clay work and after it was obvious to the auditor that this pc had forgotten the clay, you'd see the auditor, quick as a foil, look at the pc, very interestedly and say, "Let's see that in Clay." Or the pc doesn't really give an ability he wants to improve and you'd hear a quiet persuasive auditor voice, "Are you quite certain you want to improve that? Sounds like a goal to me. Just something, some ability you know, you'd like to improve."

You could call this style One-Way Auditing. When the pc is given his orders, after that it's all from the pc to the auditor, and all involved with carrying out that auditing instruction. When the auditor is assessing it is all from the auditor to the pc. Only when the assessment action hits a snag like a PTP is there any other auditing style used.

This is a very extreme auditing style. It is straightforward – direct.

But when needful, as in any Level, the styles learned below it are often also employed, but never in the actual actions of getting CT Clearing and Assessment done.

(Note: Level V would be the same style as VI below.)

LEVEL VI

ALL STYLE

So far, we have dealt with simple actions.

Now we have an auditor handling a meter and a pc who Itsa's and Cognites and gets PTPs and ARC Breaks and Line Charges and Cognites and who finds Items and lists and who must be handled, handled, handled all the way.

As auditing TA for a 2½ hour session can go to 79 or 125 divisions (compared to 10 or 15 for the lowest level), the pace of the session is greater. It is this pace that makes perfect ability at each lower level vital when they combine into All Style. For each is now faster.

So, we learn All Style by learning each of the lower styles well, and then observe and apply the style needed every time it is needed, shifting styles as often as once every minute!

The best way to learn All Style is to become expert at each lower style so that one does the style correct for the situation each time the situation requiring that style occurs.

It is less rough than it looks. But it is also very demanding.

Use the wrong style on a situation and you've had it. ARC Break! No progress!

Example: Right in the middle of an assessment the needle gets dirty. The auditor can't continue – or shouldn't. The auditor, in Direct Style, looks up to see a puzzled frown. The auditor has to shift to Guiding Style to find out what ails the pc (who probably doesn't really know), then to Listen Style while the pc cognites on a chronic PTP that just emerged and bothered the pc, then to Direct Style to finish the Assessment that was in progress.

The only way an auditor can get confused by All Style is by not being good at one of the lower level styles.

Careful inspection will show where the student using All Style is slipping. One then gets the student to review that style that was not well learned and practice it a bit.

So All Style, when poorly done, is very easy to remedy for it will be in error on one or more of the lower level styles. And as all these can be independently taught, the whole can be co-ordinated. All Style is hard to do only when one hasn't mastered one of the lower level styles.

SUMMARY

These are the important Styles of Auditing. There have been others but they are only variations of those given in this HCO Bulletin. Tone 40 Style is the most notable one missing. It remains as a practice style at Level One to teach fearless body handling and to teach one to get his command obeyed. It is no longer used in practice.

As it was necessary to have every result and every process for each Level to finalize Styles of Auditing, I left this until last and here it is.

Please note that none of these Styles violate the auditing comm cycle or the TRs.

L. RON HUBBARD

LRH:jw.rd

0-IV EXPANDED GRADE PROCESSES - QUADS

PART A

ARC STRAIGHTWIRE

based on BTB 15 Nov 76 I

Revised 22 Mar 2008 according to Qual Board Recommendation Bulletin of same date. The "note" in the introduction was inserted and processes 3, 7 and 8 accordingly changed by adding brackets to F3. In process 12 F2-F0 were deleted as they change the process.

This Bulletin gives a checklist of the Expanded Quad Grade Process Commands. It is not all the possible processes for this level. If more are needed to attain full EP for the level, additional processes can be found in LRH Bulletins, Books, Tapes, PABs and other issues.

Each process is run to its full End Phenomena of F/N, Cog, VGIs. Any previously run are re-habbed or completed and any missing flows run.

A copy of this checklist is placed in the folder of a pc being run on Expanded Grades and the processes checked off with the date each is run to EP.

On any of these processes where the pc answers only "yes" or that he did it, find out what it was by asking "What was it?" This keeps in the itsa line from pc to auditor. (Reference HCOB 30 June 62.)

This Bulletin does not replace Source data.

Note: where F2 and F3 of a process are identical except for changing the word "another" to "others" F3 is put in brackets. It is recommended to ask the pc for interest before taking the F3 up, as these are really not different flows and many pcs run the F2 with a concept that covers the singular as well as the plural; thus, running F3 without further notice could constitute an overrun and/or lead to protest.

1. REMEMBER SOMETHING

Ref: Dianetics 55 (page 129 in 1971 Edition)

"Remember something."

to EP

2. RECALL A TIME

Ref: Staff Auditors Conference of 16 Feb 59 (refers to HCOB of 16 Feb 59 HGC processes for those trained in engram running or trained in these processes).

"Recall a time."

to EP

3. COMM RECALL PROCESS

Ref: HCOB 20 Oct 59 An Experimental Process

"Recall a communication."

to EP

4. THE ONLY BASIC AFFINITY PROCESS

Ref: HCOB 20 Oct 59 An Experimental Process

- F-1 "What would you like to confront?" to EP _____
- F-2 "What would another like to confront?" to EP _____
- (F-3 "What would others like to confront?" to EP) _____
- F-0 "What would you like to confront in yourself?" to EP _____

4A. EXHAUSTION

Ref: HCOB 20 Oct 59 An Experimental Process

"Recall exhaustion." to EP _____

5. PAST AND FUTURE EXPERIENCE

Ref: HCOB 16 Feb 59 HGC Processes for those trained in engram running or trained in these processes

HCOB 16 Feb 59 Staff Auditors Conference

- "What part of your life would you be willing to re-experience?"
- "What part of the future would you be willing to experience?" Alt. to EP _____

6. FORGETTING - 6 WAY BRACKET

Ref: HCOB 8 Apr 58 A Pair of Processes.
PAB 143

- 1. "Recall something you wouldn't mind forgetting yourself.
- 2. "Recall something you wouldn't mind another person forgetting.
- 3. "Recall something you wouldn't mind forgetting about another.
- 4. "Recall something you wouldn't mind another forgetting about you.
- 5. "Recall something you wouldn't mind other people forgetting.
- 6. "Recall something you wouldn't mind another person forgetting about another person. Run the bracket in sequence to EP. _____

7. CAUSE ELEMENTARY STRAIGHTWIRE

Ref: HCOB 9 Mar 60 Expansion of OT-3A Procedure, step two HGC allowed processes.
HCOB 20 Apr 60 Processes.

- F-1 "What would it be all right for another to make forgotten?" to EP _____
- F-2 "What would it be all right for you to make forgotten?" to EP _____
- (F-3 "What would it be all right for others to make forgotten?" to EP) _____
- F-0 "What would it be alright for you to make forgotten about yourself?" to EP _____

8. DUPLICATION STRAIGHTWIRE

Ref: HCOB 9 Mar 60 Expansion of OT-3A Procedure, step two HGC allowed processes

- F-1 "What would another permit to have happen again?" to EP _____
- F-2 "What would you permit to have happen again?" to EP _____
- (F-3 "What would others permit to have happen again?" to EP) _____
- F-0 "What would you permit to have happen again to yourself?" to EP _____

9. KNOW TO MYSTERY RECALL PROCESS

Ref: HCOB 20 Oct 59 An Experimental Process
 Scientology 0-8 Expanded Know to Mystery Scale

- "Recall an unconsciousness." to EP _____
- "Recall waiting." to EP _____
- "Recall a mystery." to EP _____
- "Recall sex." to EP _____
- "Recall eating" to EP _____
- "Recall a symbol." to EP _____
- "Recall thinking." to EP _____
- "Recall an effort." to EP _____
- "Recall an emotion." to EP _____
- "Recall looking." to EP _____
- "Recall knowing about." to EP _____
- "Recall not knowing." to EP _____
- "Recall knowing." to EP _____

10. SELF ANALYSIS LISTS

Ref: PAB 46
 Book Self Analysis (Run per instructions in book.)

- List One. to EP _____
- List Two. to EP _____
- List Three: Time Sense to EP _____
- Sight to EP _____
- Relative Sizes to EP _____
- Sound to EP _____
- Olfactory to EP _____
- Touch to EP _____

Personal Emotion	to EP	_____
Organic Sensation	to EP	_____
Motion Personal	to EP	_____
Motion External	to EP	_____
Body Position	to EP	_____
List Four.	to EP	_____
List Five.	to EP	_____
List Six.	to EP	_____
List Seven.	to EP	_____
List Eight.	to EP	_____
List Nine.	to EP	_____
List Ten.	to EP	_____
List Eleven.	to EP	_____
List Twelve.	to EP	_____

11. ARC STRAIGHTWIRE TRIPLES

Ref: HCOB 27 Sept 68 ARC Straight Wire

- SW F-1
 1. "Recall a time that was really real to you."
 2. "Recall a time someone was in good communication with you."
 3. "Recall a time someone really felt affinity for you."
 4. "Recall a time another knew he/she understood you." to EP _____

- SW F-2
 1. "Recall a time that was really real to another."
 2. "Recall a time you were in good communication with someone."
 3. "Recall a time you really felt affinity for someone."
 4. "Recall a time you knew you understood someone." to EP _____

- SW F-3
 1. "Recall a time that was really real for others."
 2. "Recall a time another was in communication with others."
 3. "Recall a time another really felt affinity for others."
 4. "Recall a time another knew he/she understood others." to EP _____

- SW F-0
 1. "Recall a time you were really real to yourself."
 2. "Recall a time you were in good communication with yourself."
 3. "Recall a time you really felt affinity for yourself."
 4. "Recall a time you knew you understood yourself." to EP _____

12. HAVINGNESS

Ref: HCOB 3 Dec 56 B. Scn - HAA Techniques
PAB 54

"Look around here and find something that is really real to you."

to EP _____

Revised by the QUAL BOARD of the
RON'S ORG COMMITTEE

As assisted by the

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BOARD TECHNICAL BULLETIN

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Cancels HCO Bulletin of
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Remimeo
Level 0 Chksht
Level VI Chksht

Auditor Drills Series No. 1RA

ARC STRAIGHTWIRE DRILLS

With particular emphasis on correct application of Self Analysis Processing.

Purpose: To improve the quality of auditing by familiarizing Auditors with the exact procedure of each auditing action through the use of drills.

How to use: These drills are in order by levels. The first number indicates the level taught on. Those that begin with TR 00 – (drill No.) are Level Zero Drills. The double zero is to differentiate the drills from TR 0-4. Unbullbaited drills end in odd numbers; and bullbaited end in even numbers.

Most drills are done within the basic formats as laid out. Any that don't will be fully covered in the specific drills themselves.

Simply start with the first actions and work through the drills in the order given as it's the same order as the ARC SW. Wire Expanded Grade BTB 4 Jan 72 RA. Each drill is done until you know you can do it flawlessly, even while being bullbaited.

If a student has trouble on a drill, locate whether the student has a misunderstood or has a skipped gradient and handle either or both with standard Study Tech. This can lead back to outnesses on basics such as TRs, codes or scales. Whatever it is, find out why and handle.

Note: If coach upset occurs because of restimulation, fruit words should be inserted in the place of the process Key Words, for bullbaited drills only.

FORMAT FOR UNBULLBAITED DRILLS

Name: Auditing on a doll unbullbaited.

Commands: As for each separate process.

Purpose: To train the student to be able to coordinate and apply the commands and procedures of each separate auditing action with the actual doingness of auditing.

Position: Student seated at a table with E-Meter, worksheets and auditing forms as needed. In the chair opposite the student is a doll occupying the position of the PC. (During drill the coach is seated or standing beside the Auditor. He does not take the position of the doll.)

Training Stress: This drill is coached. The student sets up the E-Meter and worksheets exactly as in a session – as follows:

1. Set up E-Meter as for E-Meter drills.
2. Set up shield to prevent TA and admin being seen by PC (doll).
3. Have extra pens under the E-Meter.
4. Have C/S face down between the bottom of the E-Meter and the table.
5. Have W/S and Lists readily available in sequence required for the session.

Auditor starts the session and runs a standard session with the particular auditing action being taken up on the doll, keeping full session admin and using all standard procedures of the auditing action. Coach watches drill and points out any outnesses noted giving a "that's it" and a re-start. Outnesses should be handled one at a time until none exist...

The drill is done on a steeper and steeper gradient until the student can very quickly do the action correctly.

The drill is passed when the student can do the drill flawlessly with good TRs 0-4, correct procedure and commands, without comm lags or confusion; i.e. flawlessly!

FORMAT TO BE USED FOR BULLBAITED DRILLS

Name: Auditing _____ Bullbaited.

Commands: As for each separate auditing action.

Purpose: To train the student to be able to coordinate and apply the commands and procedures of each separate auditing action in a drill similar to a real auditing session and thereby become flawless in applying it.

Position: Student seated at a table with E-Meter and Auditor forms, as needed. In the chair opposite the Auditor is a doll as PC. Coach sits beside doll and is the bullbaiter and gives answers as PC, not about his own case.

Training Stress: The drill is the same as for auditing on a doll except that the "PC" coach bullbaites the student Auditor using "fruit" answers during the session in an attempt to throw the student off session. On any list, the coach squeezes the cans to simulate reads. He still uses "fruit" answers (six apples, blue pears) when asked to speak, but as the student Auditor reads off the list items (e.g. L3RF) he squeezes the cans for reads.

When bullbaiting an auditing action the coach should **throw in various signs of pc out of sessionness**. (Per HCOB on Good Indicators and BTB on Bad Indicators.) The student Auditor must:

1. Obnose the out of sessionness.

2. Align this to the process run.
3. Handle.

An example is, on a Listing and Nulling procedure an out of sessionness is observed, the Auditor queries and follows through with an L4BRA at once. (An L4BRA is a repair list.)

The PC bullbaiter can throw in situations, originate troubles or gains, be tricky, etc. But he must never lose sight of HCOB 24 May 1968 "Coaching", especially the second paragraph – "Coach with reality".

Once the coach throws out a situation, etc. he must allow the student Auditor to carry it out, and handle the situation before the coach calls a new situation.

Stress is on training the student Auditor to have his TRs 0-4 in on the bullbaiter.

The coach (bullbaiter) does the "start", flunking or "That's it". Flunks are given for any improper commands, procedure, comm lags, break in TRs or improper session admin.

Each drill is to be done thoroughly, building up the speed of Auditor commands and actions. ("It's the number of auditing commands per unit of auditing time which makes gains in a session." LRH)

When the student Auditor has done these steps to his satisfaction, he gets a starrate checkout. The drill is passed when the student can do the drill flawlessly with excellent TRs 0-4, correct procedure and commands, without comm lags or confusion. These are the drills that train the student Auditor to handle all the elements in a session, so be exact and be real.

Note: Clearing of commands is per BTB 2 May 72R and other Bulletins and PLs on the subject (i.e. clearing each word of command backwards).

TR 00-1 "REMEMBER SOMETHING" UNBULLBAITED.

TR 00-2 "REMEMBER SOMETHING" BULLBAITED.

Ref. Dianetics '55

Steps:

1. R-factor to PC that you are going to run ARC Straightwire Expanded processes. Clear "ARC", "What does ARC mean to you?" Then clear the words "Straightwire and expanded" in the same way. Use a Scientology and regular dictionary do clear up any the PC doesn't know or has confusion on. Make sure the PC understands what is going to happen and is happy to be run on the processes, and that a good Auditor-PC-Auditor Comm Cycle is in.
2. Tell the PC "The first process of ARC SW Expanded is a repetitive process." Clear the word "repetitive" so that the PC understands how the process is to be run. Tell the PC that when he has carried out the auditing command he should tell you what he recalled or thought of, not just an answer like "yes" to the command (ref. HCOB 30 June 62). This applies to all processes of this level and PC must understand this.

3. Clear the command with the PC – "What is the definition of the word _____?"
Clear the word "something" first – then the word "remember".
4. Run the process repetitively, same command over and over, to F/N Cog VGIs.

TR 00-3 "RECALL A TIME" UNBULLBAITED

TR 00-4 "RECALL A TIME" BULLBAITED

Ref: Staff Auditors Conference of 18 Feb 59

Steps:

1. R-factor – "We are going to run an ARC SW process. This is a repetitive process."
2. Clear the command – "What is the definition of the word _____?" clear "Time, A, Recall" in that order.

Be sure to use the Scientology Dictionary definition of "recall".
3. Run the process repetitively to F/N Cog VGIs.

TR 00-5 COMM RECALL PROCESS UNBULLBAITED.

TR 00-6 COMM RECALL PROCESS BULLBAITED.

Ref: HCOB 20 Oct 59 An Experimental Process

Steps:

1. R-factor – "We are going to run a process called Comm Recall Process. "Make sure PC understands that "Comm" is short for "Communication". Tell PC – "This is a repetitive process."
2. Clear the command word by word backwards as in the above drills.
3. Run the process command repetitively to F/N Cog VGIs.

TR 00-7 THE ONLY BASIC AFFINITY PROCESS UNBULLBAITED

TR 00-8 THE ONLY BASIC AFFINITY PROCESS BULLBAITED

Ref: HCOB 20 Oct 59 An Experimental Process

Steps:

1. R-factor – "We are going to run a process called The Only Basic Affinity Process."
2. Tell PC "This process has three commands, each is run separately in a repetitive manner."

3. Clear the first command as in the earlier drills.
4. Run the first process command repetitively to F/N Cog VGIs.
5. R-factor – "Now we'll run the second command."
6. Clear the second command as in the earlier drills.
7. Run the second command repetitively to F/N Cog VGIs.
8. R-factor – "Now we'll run the third command."
9. Clear the third command as in the earlier drills.
10. Run the third command repetitively to F/N Cog VGIs.

TR 00 – 11 PAST AND FUTURE EXPERIENCE UNBULLBAITED

TR 00 – 12 PAST AND FUTURE EXPERIENCE BULLBAITED

Ref: HCOB 16 Feb 59 HGC Processes for Those Trained in Engram Running or Trained in These Processes.

Steps:

1. R-factor – "We are going to run a process called "Past and Future Experience". This process has two commands which are run alternately, one after the other, over and over.
2. Clear the first command as in earlier drills. Then clear the second command.
3. Run the process commands alternately (1-2-1-2, etc.) over and over until the PC has F/N Cog VGIs.

TR 00-13 FORGETTING – 6 WAY BRACKET UNBULLBAITED

TR 00-14 FORGETTING – 6 WAY BRACKET BULLBAITED

Ref: HCOB 8 April 58 A Pair of Processes
PAB 143

Steps:

1. R-factor – "We are going to run a process called 'Forgetting'. It has six commands, each of which is run by itself repetitively."
2. Clear the first command as in earlier drills. PC must understand that he is to recall when he himself forgot something.
3. Run the first command repetitively to F/N Cog VGIs.
4. R-factor. "Now we'll run the second command."
5. Clear the second command.

6. Run the second command repetitively to F/N Cog VGIs.
7. Repeat steps 4-7 on each command 3 through 6 in turn (R-factor each time refers to "third command", "fourth command", etc.)

TR 00-15 CAUSE ELEMENTARY STRAIGHTWIRE UNBULLBAITED

TR 00-16 CAUSE ELEMENTARY STRAIGHTWIRE BULLBAITED

Ref: HCOB 9 Mar 60 Expansion of OT-3A Procedure, step two HGC allowed processes.
HCOB 20 April 60 Processes.

Steps:

1. R-factor – "We are going to run a process called 'Cause Elementary Straightwire'. Clear the words "Cause" and "Elementary". This process has three commands; each is run by itself repetitively. Itself repetitively.
2. Clear the first command.
3. Run the first command of the process repetitively to F/N Cog VGIs.
4. R-factor "Now we are going to run the second command."
5. Clear the second command.
6. Run the second command of the process repetitively to F/N Cog VGIs.
7. R-factor – "Now we are going to run the third command."
8. Clear the third command.
9. Run the third command repetitively to F/N Cog VGIs.

TR 00-17 DUPLICATION STRAIGHTWIRE UNBULLBAITED

TR 00-18 DUPLICATION STRAIGHTWIRE BULLBAITED

Ref: HCOB 9 Mar 60 Expansion of OT-3A Procedure, step two HGC Allowed Processes.

Steps:

1. R-factor – "We are going to run a process called 'Duplication Straightwire'." Clear the word "Duplication" with the PC.
"This process has three commands, each run by itself repetitively."
2. Clear the first command.
3. Run the first command repetitively to F/N Cog VGIs.
4. R-factor "Now we are going to run the second command."
5. Clear the second command.

6. Run the second command repetitively to F/N Cog VGIs.
7. R-Factor "Now we are going to run the third command."
8. Clear the third command.
9. Run the third command repetitively to F/N Cog VGIs.

TR 00-19 KNOW TO MYSTERY RECALL PROCESS UNBULLBAITED

TR 00-20 KNOW TO MYSTERY RECALL PROCESS BULLBAITED

Ref: HCOB 20 Oct 59 An Experimental Process

Scn 0-8 Expanded Know to Mystery Scale

Steps:

1. R-factor "We are going to run the 'Know to Mystery Recall Process'. This process is used with a scale called the Know to Mystery Scale. It has a number of commands, each of which is run by itself repetitively."
2. Clear the first command.
3. Run the first command repetitively to F/N Cog VGIs.
4. R-factor – "Now we are going to run the second command."
5. Clear the second command.
6. Run the second command repetitively to F/N Cog VGIs.
7. Do steps 4-6 on each command in turn 3 through 13 (R-factor on each matches the number of the command" third command", " fourth command", etc. Also that command is the one cleared and then run).

TR 00-21 SELF ANALYSIS LISTS UNBULLBAITED

TR 00-22 SELF ANALYSIS LISTS BULLBAITED

Ref: Book – Self Analysis

PAB 46

R-Factor to Auditor: It is very important that the Auditor have a full understanding of the purpose and technique of Self Analysis processing. This data is contained in the book and must be thoroughly studied with particular attention to the "Processing Section."

These processes prepare the pc's case for auditing on Dianetics. In running these lists the Auditor directs the PC to moments action took place, not when somebody said it took place or merely the concept that it did happen. **You get the actual physical occurrence.** Each time you ask the PC to recall an incident of a certain kind you then ask, after he recalls it, to pay attention to a certain sense channel which was present during the time he experienced it. The

circular disc is provided for the purpose of directing which sense to pay particular attention to. You place the disc over the question you are going to ask and the sense perception at the top is asked for. When you go to the next list question you move the disc over it and rotate it one sense counter-clock-wise so that you have a new sense to ask for.

When you go to a new page of questions in the book you turn over the disc so that you have a new set of senses to ask for. If you don't have a disc use the same senses as listed on the bottom of each page and tick them off one after the other as you go along.

The Auditor should make sure that the PC speaks aloud the things he is recalling. The pre-clear's nod or "yes" to signify that he has recalled something is insufficient. Have him select an actual moment in his life called for by the question. Try to get him to re-sense that moment with the perceptic called for on the disc.

If the PC finds it extremely difficult to recall any one question in these lists, simply pass over it and go to the next question. You can go over a list more than once if the PC does not reach EP the first time through.

Steps:

1. R-factor to PC – "We are now going to run the Self Analysis lists from the book Self Analysis. I will be asking you to recall specific incidents in your life. Try to recall the moment it actually occurred, not just the concept that it did occur. When you have recalled it tell me what it is. Then I will ask you to pay particular attention to a certain sense perception in the incident. Try to re-sense that moment with the perceptic called for."

2. Clear the sense perceptics with the PC.

Clear "emotion" as that emotion the PC felt at the time of the incident. Clear "loudness" as the loudness of the various sounds in the incident.

Clear "body position" as the position of his own body at the time the incident occurred.

Clear "sound" as those sounds in the incident.

Clear "weight" as the heaviness of the things, including the pull of gravity on the PC and the weight of anything he may actually be supporting in the incident such as his clothes, a ball or and other thing which he is actually holding at the time the incident occurred.

Clear "personal motion" as the motion which the PC himself was undertaking at the time the incident occurred.

Clear "sight" as what the PC actually saw at the time the incident was taking place.

Clear "smell" as what odors were present during the scene he is recalling.

Clear "touch" as anything he was actually touching at the time with the sensation of touch including pressure.

Clear "colour" as the actual colour contained in the scene called for.

Clear "tone" as the quality of the sound present when the scene occurred.

Clear "external motion" as the motion of other people or objects or of energy.

3. Clear the commands for List 1, clearing each word of the basic question backwards.
"What is the definition of the word _____?"

Clear – "Can you recall a time when _____?"

"Can you recall another time when _____?"

"Can you recall the earliest time when _____?"

4. R-factor to PC "We will clear the additional words to each list question as we go along."
5. To PC – "This is the process."
6. Place the disk over the first question.
7. Clear the first question – "What is the definition of the word _____?" Clear "happy" and "were". "You" has already been cleared so needn't be again. In clearing the list questions the words that are repeated need only be cleared the first time they come up.
8. Ask PC – "Can you recall a time when you were happy?"
9. PC answers and Auditor acknowledges. If PC only nods or says "yes" Auditor asks "What was it?", gets the answer and acknowledges PC.
10. Auditor says "Try to see what you saw in the incident." (Or whatever perceptic you start with.)
11. PC indicates he has, Auditor acks and then asks – "What did you 'see' at that time?"
12. PC answers and auditor acks.
13. Auditor asks PC – "Can you recall another time when you were happy?"
14. PC answers and auditor acks and then says – "Try to 'see' what you saw in the incident."
15. PC indicates that he has, Auditor acks and then asks "What did you 'see' at that time?"
16. PC answers and Auditor acks.
17. Auditor asks PC – "Can you recall the earliest time when you were happy?"
18. PC answers and Auditor acks and then says – "Try to 'see' what you saw in the incident."
19. PC indicates he has, auditor acks and then asks "What did you 'see' at that time?"
20. PC answers and auditor acks.
21. Auditor moves the disc down to question 2 and rotates the disc one perceptic counter-clockwise.

22. Clear the new words that are in question No. 2 – "What is the definition of _____?"
(Clear – something, constructing, finished, just, had).
23. Auditor asks PC – "Can you recall a time when you had just finished constructing something?"
24. PC answers by telling auditor what it is and auditor acks.
25. Auditor says to PC – "Recall the odors that you smelled in the incident."
26. PC indicates he has, Auditor acks and then asks – "What odors did you smell at that time?"
27. Auditor continues as above handling each list question – by rotating the disc for each new question and asking for an incident, another incident and the earliest incident that he can recall. The questions to direct the PC to re-sense the different perceptions are not all the same exact patter as each must communicate as itself. The questions – would be:

- Sight:** "Try to 'see' what you saw in the incident."
"What did you 'see' at that time?"
- Smell:** "Recall the odors that you smelled in the incident"
"What odors did you smell at that time?"
- Touch:** "Recall what you were touching in the incident."
"What were you touching at that time?;"
- Color:** "Try to perceive the colors in the incident."
"What colors did you perceive at that time?"
- Tone:** "Try to contact the tone of the sounds present in the incident."
"What tones were present at that time?"
- External** "Try to perceive the external motion in the incident."
Motion: "What external motion did you perceive at that time?"
- Emotion:** "Try to recall and feel again the emotion you felt in the incident."
"What emotion did you feel at that time?"
- Loudness:** "Pay particular attention to the loudness of the sounds in the incident."
"What was the loudness of the sounds at that time?"
- Body Position:** "Pay particular attention to your own body position in the incident."
"What was your body position at that time?"
- Sound:** "Pay particular attention to the sounds in the incident."
"What sounds were there at that time?"

Weight: "Pay attention to the weight of things in the incident."

"What was the weight of things at that time?"

Personal "Pay attention to your personal motion in the incident."

Motion: "What personal motion was there at that time?"

Each list is run to F/N Cog VGIs. You would then go on to the next list.

In List 2 each list question has sub-questions which are also asked, such as – "Can you recall an incident which happened a long time ago?" "What year was it?" "What was the month?" "What was the date?" "What was the hour?" You would then direct him to pay particular attention to one of the senses and so on as in the earlier list.

All new words must be cleared as you go along, clearing the words of the questions backwards.

When starting List 5 give the PC an R-factor:

"In answering these questions particular attention should be paid to happier incidents. (See preface to List 5)

TR 00-23 ARC STRAIGHTWIRE TRIPLES UNBULLBAITED

TR 00-24 ARC STRAIGHTWIRE TRIPLES BULLBAITED

Ref: HCOB 27 Sept 68 ARC Straightwire

Steps:

1. R-factor – "We are going to run an ARC SW Expanded process called 'ARC SW Triples'. This process has three sets of commands with 4 commands in each set. Each set will be run separately with the commands in that set run alternately, one after the other, over and over."
2. Clear the first set of commands starting with the first command clearing each word going backwards through the command.
3. Run the first set of commands alternately, over and over 1-2-3-4, 1-2-3-4, etc.) to F/N Cog VGIs. End off the series of commands for that flow when F/N Cog VGIs is reached.
4. R-factor "Now we are going to run the second set of commands."
5. Clear the commands of Flow 2 in the same way as in Step 2.
6. Run the second Flow in the same way as in Step 3 to F/N Cog VGIs.
7. R-factor "Now we are going to run the third set of commands"
8. Clear the commands of Flow 3 as in Step 2.
9. Run Flow 3 as in Step 3.

TR 00-25 HAVINGNESS UNBULLBAITED
TR 00-26 HAVINGNESS BULLBAITED

Ref: HCOB 3 Dec 56 B. Scn – HAA Techniques
PAB 54

Steps:

1. R-factor "We are going to run the Havingness process for ARC SW." Clear the word "Havingness". "This process has three commands; each is run by itself repetitively."
(**Note:** As with the other processes PC is to tell you what he found when he did the command.)
2. Clear the first command.
3. Run the first command repetitively to F/N Cog VGIs.
4. R-factor – "Now we are going to run the second command."
5. Clear the command of Flow 2.
6. Run Flow 2 repetitively to F/N Cog VGIs.
7. R-factor – "Now we are going to run the third command."
8. Clear the command of Flow 3.
9. Run Flow 3 repetitively to F/N Cog VGIs.

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REMEMBER SOMETHING

DIANETICS 55!

EXCERPT

From the process known as "Two-way Communication" we move on to the process known as "Elementary Straightwire." Elementary Straightwire has two basic commands. One of these commands is used continually, over, and over, and over, and over, until the communication lag is entirely flat on it and then the other command is used over, and over, and over until the communication lag is entirely flat, at which time it will be discovered that the first command will now give communication lag. And so it is used over, and over, and over, and then the second one is used over, and over, and over. In other words, what we do here is to use this process of Elementary Straightwire with just two commands, continually, one command at a time, flattening each communication lag encountered. While one is doing this, of course, one maintains two-way communication. He acknowledges the fact that the preclear has recalled something and is in general alert to receive from the preclear an originated communication, answer it, and give further orders. The two commands of Elementary Straightwire are: "Give me something you wouldn't mind remembering," "Give me something you wouldn't mind forgetting." This can be varied with: "Tell me something you wouldn't mind remembering," "Tell me something you wouldn't mind forgetting." This Elementary Straightwire is a standard form. If it is varied it should be varied towards simplicity. A simple form of straightwire is "Remember something," over and over, again, and again, and again, and again, and again. Do not use, however, "Forget something," since this is far too rough for the preclear. Another even simpler form is to apply "Remember something" to the Dynamics, such as "Remember a man," "Remember a group." The only error that can be made in Elementary Straightwire is to get too fancy, for one does not believe that an auditor who has advanced this far in auditing would make an error in communication. There is an entire gamut which we call "The next to the last list in Self-Analysis" published in the original edition of "Self-Analysis" which has many times been known to break a person from a neurotic to a sane state. This is: "Can you recall a time that is really real to you?" "Can you recall a time when you were communicating well to someone?" "Can you recall a time when someone was communicating well to you?" "Can you recall a time when you felt Affinity for someone?" "Can you recall a time when someone felt Affinity for you?" By keeping this in the Understanding or Affinity line a case advances more rapidly than if mis-emotion and other factors are addressed.

HUBBARD COMMUNICATIONS OFFICE
WASHINGTON, D.C.

Staff Auditors' Conference Of February 16, 1959

EXCERPT

Past and Future Experience

Now, the next thing we're going to run into here is **Past and Future Experience**. This is a bid for two things: One, the lowest level case there is – because experience, to him, is a dub-in, usually. Or it's a figure-figure, or it's something, so it compares to the Reality Scale. His definition of experience compares with the Reality Scale.

His definition of experience is a direct index to the Reality Scale, by the way. What does experience mean? He'll say, "Experience – that's very easy. To consider." There you've got your figure-figure level. "What does experience mean?" Well, "To write about it or make something out of it – experience is that thing which you use to manufacture the future." He's dub. "Now, what is an experience?" "Well, experience is that which you try not to have." That's probably black or invisible. Or, "It's the thing you forget," would be blackness. "Experience is something you try to forget" – invisibility level. "Experience is something you have to cope with." Obsessive confront. "Experience is – ah – well, experience – that's pretty hard to define – experience. I guess it's to go through something." You're getting a fairly sane response – to go through something. To have an actual adventure, something of this sort. You're getting a fairly sane reaction to experience.

So don't think that Past and Future Experience is pegging up at the highest level of the Reality Scale. It isn't. This process was found, in the 21st American, to be the undercut process. This was the lowest undercut process. And this is a killer, and it is very trying to an auditor. A very trying process, because it offers so many wonderful temptations. And that's what's wrong with this process.

Now, you run these two questions, one after the other, with no assessment, no E-Meter, nothing. You just put the E-Meter down after you've done the Dynamic Straight Wire thing, because on Dynamic Straight Wire, when you said, "Children," the needle was going on a gradual shift over here, and a little theta bop now and then. You said, "Children," and it fell a dial, or all of a sudden started doing a big theta bop in the middle. When you got off of children, it settled down to the other pattern. That told you that you had something to be run on the subject of children. That he will also, at the same time, give you a daffy reading, he will tell you some daffy terminal to represent – so you needed the E-Meter there. But you don't need the E-Meter on Past and Future Experience, not even vaguely. You can just put the E-Meter aside and turn it off, and just run these two commands. Just clear them with the pc

very bluntly. Say, "We're going to run something about experience. Now, we're going to see how you get along with this little process, and here are the commands of it: What part of your life would you be willing to re-experience? And the other command is: What part of the future would you be willing to experience? Now, here's the first command: What part of your life would you be willing to re-experience?"

The answer actually called for is a time, isn't it? And this is a time process. But there are very few preclears that will find this out for a very long period. They won't give you anything but super-significances and ball-up, and the pc who is real bad off will give you a type of experience. You accept all these things. You say, "What part of your life would you be willing to re-experience?" He says, "Well, eating cake." That's an answer? That's an answer. And that's followed with this: "What part of the future would you be willing to experience?" He says, "Well, more cake." That's an answer. So you just accept any answer that he gives you on the line. It gradually will boil down to a time answer. And it will gradually go back-track. The longer you run it, the more track you're going to cover, the more future you're going to cover. And there will be periods when the individual is absolutely sure that he is totally predicting the future. He gets into implants, let us say, that tell him what the future is all about. He's stuck 8000 years ago, but he's telling you about the future. All kinds of odd phenomena show up. But engrams come up and slap you in the teeth, one right after the other.

You run this for a while, and the individual says, "Oooh, well, you know I really wouldn't be willing – well, I would be willing – I don't know – I would – oohh, well – I really don't know – dental operation there, I was a young boy – I don't know if I'd like to re-experience that – I guess I could re-experience sitting in the – no, no, no. I could re-experience – I could re-experience the next day after it." You say, "That's fine," and just mark it down with the ball-point: "Dental experience as a child." That one he can't confront. Now, you're never going to run it as an engram, but you're going to have some tag of it as an engram. See, it may show you something.

As you go along and he runs into hot experiences, real, real hot experiences one right after the other, it is about time you put the E-Meter back in his paws. Get the idea? You don't have to start it with the E-Meter, but if he starts running into hot experiences, or if he gets into an engram and he can't seem to get out of the thing, the thing to do is not run the engram but give him an E-Meter and spot it in time for him. Get it spotted in time. If he's running into them hot and heavy, one right after the other, just leave him with the E-Meter. But if there is only one you have to spot in time, and then in a little while he doesn't seem to be running any more, take the cans away from him again and put the E-Meter aside. But if he starts running into one that obsessively sticks with him, don't let him flounder in the thing for an hour. Don't let him wallow in this one. Because he will just wallow in it, and this is no process-this is *not a good process* to run an engram with. So you let him out, OK? And the way you let him out is to locate it in time with an E-Meter. And you go on running the process. Now, as I say, it offers enormous temptations to the auditor – beautiful temptations to run the things contacted. As you sit this out, you actually are going to change the characteristic of the engram you will ultimately run on the case. But you keep listing engrams that he runs into. Keep listing engrams that he runs into, well knowing that he will favor motivators. For every one of those motivators there is an overt. Now an engram that he consistently and persistently keeps hit-

ting and hitting and hitting, you are going to find in that engram probably the engram you will run, eventually. But not until he is in PT, out of the engram, it seems to have dropped out, and so forth, and he seems to be all smooth on this thing, are you going to reach for that one again. You are going to flatten the process and then go to the engram.

Here we go. **Engram Running**. Of course, that is run all the way through with an E-Meter. Give him the cans and start out on this engram that you more or less found with Past and Future Experience.

Now, this is going to undercut cases, and I don't care how long you run it. I don't care if you run it for two weeks, because this is a very productive process. But if you are going to run it over that period of time, it isn't noted here, but some **Third Rail** had better be brought in here some place. And he'd better be shifted up finally until havingness. And you put in **Past and Future Experience**, right after that line, "**Combine With Third Rail If Run More Than 8 Hours**". If you run it eight hours, this guy's havingness is going to start dropping on him, and you are going to run into difficulties. You could get into difficulties. All right.

....

"Recall a Time"

Q. Is "recall something" preferred over "recall a time"? I have heard "Recall a time you did something to somebody," and also "Recall something you did to somebody," which is slightly different.

A. "Recall a time" is always a superior process, unless the individual is consistently not recalling a time, at which time he is not obeying the auditing command. So you should say, "Recall something you have done to" to somebody who can't spot something on a time track.

Q. What's the difference there?

A. You are running really two processes with "Recall a time you did something," and you are running only one process, "Recall something you have done."

Q. Can he continue to do that without recalling a time?

A. Yeah. Definitely. Anything else?

"Recall a time," all by itself – you just sit down and say to a pc, "Recall a time. Thank you. Recall a time. Thank you." Some interesting things would happen to a case. Time, you see, is the single aberration. Joe?

HGC PROCESSES FOR THOSE TRAINED IN ENGRAM RUNNING OR TRAINED IN THESE PROCESSES

Starting a Case: Begin every session as follows with these rudiments.
Use Rudiments. Find the auditor, find the pc, find the auditing room.
Establish a goal for the session. Ask for present time problem.

Present time problem:

If PTP exists then run it as follows and in no other way. Do not yak around about it. Just ask if there is one, see if one registers on the meter. On the **PT problem that registers on the meter** (not some other one) do the following.

Ask for and write down all the persons connected with this problem. That problem includes the preclear. On each of these persons, one after the other, beginning with the one most real to the pc, run this:

"Think of something you have done to (selected person)." "Think of something you have withheld from (selected person)."

These commands are run one after the other until the selected person chosen is somewhat flat. (Pc begins to repeat things he has recalled before.)

Do this to each person involved in the problem.

PT Problems were cut out of HGC because auditors burned up half an intensive on them. A PT Problem never requires more than a couple of hours to flatten. No "when" is used with PT problem by Selected Persons.

Use Rudiments and check PT Problem each session and handle as above.

Dynamic Straight Wire:

Do a survey, one time on the pc, not every session, to discover any errors in their dynamics. This is done with an E-Meter. On pcs not familiar with Sci. terms use the following words: Self, sex, family, children, groups, mankind, the animal kingdom, birds, beasts, fish, vegetables, trees, growing things, matter, energy, space, time, spirits, souls, gods, God. Assess with this question only, "Tell me something that would represent (each of the above, one after

the other)." When one changes the pattern of the needle action or when it is definitely balmy, write it down. When list is completed, take those items written down and run:

"Think of something you have done to (selected terminal you wrote down)."

"Think of something you have withheld from (selected terminal, same one)."

Run these questions on each, one after the other, until pc seems flat.

If no daffy terminals are found on survey, survey it all again. If none are found this second time, skip this process.

Do this only once per auditor per pc.

Past and Future Experience:

This process goes rapidly into engrams but can be continued even if engrams are contacted.

Run these two questions one after the other, one time per each.

"What part of your life would you be willing to re-experience?"

"What part of the future would you be willing to experience?"

Keep an accurate record of any engrams contacted. When engrams persist in the pc's view, carefully spot them in time for him.

Engram running:

Find the engram necessary to resolve the case. **Once you have chosen it and have begun to run it, be sure you have the motivator and the overt and then do not do not do not depart from that incident to run another that "drops better" or comes up. In other words once you have found an incident stay on it until it is flat.**

Not-is Straight Wire:

When you have flattened an engram thoroughly with all five commands gone over twice, run Not-Is Straight Wire between incidents. In other words, flatten an engram, then run Not-Is Straight Wire, get that a bit flat and locate and run the next incident.

Selected Person Overt Withhold, and General Overt and Withhold can be run on a pc only if they are biting. This is also true of Not-Is Straight Wire.

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LRH:-.rd

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 20 OCTOBER AD9

HCO Secs
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AN EXPERIMENTAL PROCESS

Recall Processes have always worked well. But it has been hard to get the most fundamental processes that would reach the lowest cases.

Here are some Recall Processes that work way down South of the Auks:

Comm Recall Process:

"Recall a Communication"

Know Mystery Recall Processes:

"Recall an Unconsciousness"

"Recall Waiting"

"Recall a Mystery"

"Recall Sex"

"Recall Eating" (or a variation

"Recall Food")

"Recall a Symbol"

"Recall Thinking"

"Recall an Effort"

"Recall an Emotion"

"Recall Looking"

"Recall Knowing"

"Recall Not-Knowing"

These are very good, especially on bad off cases. They all work.

When the lowest seems flat one can go to one above. Probably there is an E-Meter tellingness that denotes flatness. I'm working on this and will have the gen soon.

The earliest experiments of this were on "Recall a Mystery" as a method of raising IQ and the pc was spouting poetry he'd "forgotten".

There are many possible versions of these simplicities as one can run them on terminals and significances. Also, remember that these things (Recall Processes) take the pc out of PT and put him back in. You stop one with the PC back in PT. The Comm bridge to be used on this process is: "When you next get an answer close to present time we will end this process if it is all right with you." Then don't go on for an hour or two, catch it with 8 or 10 commands by seeing the pc is doing a short cycle at the time and has started back up.

"Recall Exhaustion" is a simple, very effective version of a work process.

"Recall Creating" is a good way, apparently, to mop up Step 6 flubs.

Therefore you can use these processes in the HGC or you can, when it is okayed, use them in training. These are individual processes and not co-audit. As a note on co-audit, the process, the only basic affinity process, "What would you like to confront," could cut your co-audit attendance losses. It is now allowed, having been carefully tested. Man, do they get interested in cases and hence into session. This is a fine individual process for pcs that "have no reality on pictures".

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HUBBARD COMMUNICATIONS OFFICE
WASHINGTON, D.C.
HCO BULLETIN OF 8 APRIL AD 8
Issue II

A PAIR OF PROCESSES

Now and then I overhaul some old process once in use and see what can be done to make it work.

Op Pro by Dup and Forgetting are a pair that recently showed up as having a possible specific value – i.e. to create a specific effect upon a specific difficulty.

Evidently Admiration and Critical are a dichotomy. Maxine Kozak suggests that Duplication is Admiration. From this I looked over Critical on the APA (OCA) profile and saw that the low critical might be influenced by Op Pro by Dup. A test should be made of this.

The other process is less nebulous in action. The specific for a bad memory is Forgetting run in Brackets. You will ordinarily find an automaticity of forgetting when you ask "Recall something you wouldn't mind other people forgetting." This is a "bad memory". Nothing like a good conscience to retain a good memory.

The commands of Forgetting would be a 6-way bracket.

Recall (or think of) something you wouldn't mind

1. Forgetting yourself
2. Another person forgetting
3. Forgetting about another
4. Another forgetting about you
5. Other people forgetting
6. Another person forgetting about another person.

Each command is cleared. The commands are run in sequence rather than repetition.

This is a low scale process. Goes lower than "Not know" but graduates into it.

This is a basic on unknowns and fields of whatever kind.

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Fran Hldrs
Central Orgs

EXPANSION OF OT-3A PROCEDURE, STEP TWO
HGC ALLOWED PROCESSES

Step Two of OT-3A Procedure is as follows:

Run Cause ARC Straight Wire to give pc a win on getting audited. Once each over and over. End process only with pc in present time on cycle.

"Recall communicating to someone"

"Recall a time you felt affinity for someone"

"Recall something that is really real to you"

Now people do have time tracks, the time span of the individual from beingness to present time on which lies the sequence of events of his total existence. And when the pre-clear *is* in session and is being run on a recall type process, he, with his attention, goes up and down this time track. He may recall things only from this life or he may recall things from his whole past track; but however that may be, his attention cycles from early on the track to present time or from present time to early on the track to present time. This is known as the cycle aspect of recall type processes. In ending such a process, it is of utmost importance that the auditor end it with the pre-clear in present time on the cycle. The auditor wants to watch ending the process when the pre-clear has not made a smooth cycle into present time, but has made a big jump from way back in the past to present time. In such a case, the pre-clear has really bounced out of the past incident into present time, and it is only an apparency that the pre-clear is in present time.

So when ending such a process, the auditor must exert caution to be certain the pre-clear is in present time. Being left with one's attention back on the track is not a comfortable sensation and sometimes can be quite painful, despite any justification offered by an auditor who himself has no reality on the time track, and I hope there are no such auditors.

With Cause ARC Straight Wire, the auditor must forget his fastidiousness about ending the process precisely so on the last command, "Recall something that is really real to you." He ends the process, no matter on what command of Cause ARC Straight Wire, when the pre-clear's attention has come into or close to present time, close to present time being the last day or two.

In ending such a process the communication bridge used is as follows: "The next time you come close to present time I am going to end this process." He continues to give the commands using the question, "When was that?", after each answer the pre-clear gives and before the acknowledgement. When the pre-clear gives an answer close to present time, he

says, "That was the last command of that process; end of process." Bang. With processes that cycle, there can be no communication bridges like, "If it's alright with you in a few more commands I am going to end this process." It could take fifty more commands until the pre-clear is close to present time; and by that time, the pre-clear has entirely forgotten that there ever was any intention on the auditor's part to end the process as it seems to him that the auditor must have changed his mind and decided to run the process longer than *a few* commands.

An auditor should not get upset with a pre-clear when the auditor, in an effort to get the pre-clear to give an answer right in present time, starts the pre-clear back down

the time track again. Remember it is the auditor who calls the shot, and if he misses, then he had better learn to gage it a bit better. A good auditor allows himself time in which to properly end a process.

Now two further cyclic processes which can be seen under Step Two of OT-3A are:

1. "What would it be all right for you to make forgotten?"
2. "What would you permit to have happen again?"

These are called Cause Elementary Straight Wire and are two separate processes which are not to be run alternately.

The first process puts the pre-clear at cause over forgetting, and the second process rehabilitates the pre-clear's ability to duplicate. These are both terrific processes in turning on recall in the pre-clear. All processes under Step Two are unlimited, with the "make forgotten" one only slightly less unlimited as it has a bit of a tendency to run down havingness. Havingness, however, should be checked upon in each session and run as needed.

The auditor should not consider Step Two of OT-3A lightly. These processes are, in reality, very potent and will certainly do more for CCH-step cases than anything we have had before. An example of this is how pre-clears broke through from psychosis to neurosis to sanity with the simplified version of ARC Straight Wire as given in the original *Self Analysis*. So use these processes and win faster.

Note: On second thoughts for purposes of differentiation, the first process, "What would it be all right for you to make forgotten?", should be termed Cause Elementary Straight Wire; and the second process, "What would you permit to have happen again?", shall be called Duplication Straight Wire. These two processes were first used in early Advanced Clinical Courses in Phoenix and were called at that time "Elementary Straightwire". The commands of "Elementary Straightwire" as given in *Dianetics 1955* were: "Give me something you wouldn't mind remembering" and "Give me something you wouldn't mind forgetting". As the ability to recall depends upon the mechanisms of forgetting and remembering (the ability to duplicate) you can easily understand the importance of these in Step Two of OT-3A.

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 20 APRIL 1960

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PROCESSES

Dick Halpern, in charge of the First South African ACC in Johannesburg, has sent a dispatch to Ron in which he states that Cause Elementary Straight Wire is most suitable for raising low tone arms, while Duplication Straight Wire is most suitable for lowering high tone arm. Dick has tested this on ACC students, and found the results excellent.

The commands of Cause Elementary Straight Wire is: "What would it be all right for you to make forgotten?"

The command of Duplication Straight Wire is: "What would you permit to have happen again?"

Issued by
PETER HEMERY
HCO Secretary WW
for
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Revised 1 April 1978

Revision in this type style

Remimeo
 PR Hats
 D of P Hats
 Auditors

TONE SCALE IN FULL

TONE SCALE EXPANDED

KNOW TO MYSTERY SCALE

SERENITY OF BEINGNESS	40.0	KNOW
POSTULATES	30.0	NOT KNOW
GAMES	22.0	KNOW ABOUT
ACTION	20.0	LOOK
EXHILARATION	8.0	PLUS EMOTION
AESTHETIC	6.0	
ENTHUSIASM	4.0	
CHEERFULNESS	3.5	
STRONG INTEREST	3.3	
CONSERVATISM	3.0	
MILD INTEREST	2.9	
CONTENTED	2.8	
DISINTERESTED	2.6	
BOREDOM	2.5	
MONOTONY	2.4	
ANTAGONISM	2.0	MINUS EMOTION
HOSTILITY	1.9	
PAIN	1.8	
ANGER	1.5	
HATE	1.4	
RESENTMENT	1.3	
NO SYMPATHY	1.2	
UNEXPRESSED RESENTMENT	1.15	
COVERT HOSTILITY	1.1	
ANXIETY	1.02	
FEAR	1.0	
DESPAIR	.98	
TERROR	.96	

NUMB	.94	
SYMPATHY	.9	
PROPITIATION – (HIGHER TONED – SELECTIVELY GIVES)	.8	
GRIEF	.5	
MAKING AMENDS – (PROPITIATION – CAN'T W/H ANYTHING)	.375	
UNDESERVING	.3	
SELF-ABASEMENT	.2	
VICTIM	.1	
HOPELESS	.07	
APATHY	.05	
USELESS	.03	
DYING	.01	
BODY DEATH	0.0	
FAILURE	-0.01	
PITY	-0.1	
SHAME – (BEING OTHER BODIES)	-0.2	
ACCOUNTABLE	-0.7	
BLAME – (PUNISHING OTHER BODIES)	-1.0	
REGRET – (RESPONSIBILITY AS BLAME)	-1.3	
CONTROLLING BODIES	-1.5	
EFFORT PROTECTING BODIES	-2.2	
OWNING BODIES	-3.0	THINK
APPROVAL FROM BODIES	-3.5	
NEEDING BODIES	-4.0	SYMBOLS
WORSHIPPING BODIES	-5.0	EAT
SACRIFICE	-6.0	SEX
HIDING	-8.0	MYSTERY
BEING OBJECTS	-10.0	WAIT
BEING NOTHING	-20.0	UNCONSCIOUS
CAN'T HIDE	-30.0	
TOTAL FAILURE	-40.0	UNKNOWABLE

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P.A.B. No. 46
PROFESSIONAL AUDITOR'S BULLETIN
From L. RON HUBBARD

Via Hubbard Communications Office
163 Holland Park Avenue, London W.11

18 February 1955

STRAIGHT WIRE

The oldest form of psychotherapy involved the questioning of the patient about his dreams. This is currently dramatized by psychology. A more modern type of psychotherapy consists of asking a preclear about his past.

Both of these, and many other activities in Dianetics and Scientology could be included under the heading of Straight Wire.

Effective particularly from 1.1 on the tone scale to 1.8, the processes embraced under the heading "Straight Wire" have all one purpose in common: this is the purpose of making the preclear stretch a "straight wire" between Cause and Effect across the intervening distance, whether this "distance" could be a distance in terms of location or a distance in terms of time.

Any process in Dianetics or Scientology is a Third Dynamic process. Thus, any process in Dianetics or Scientology requires communication. In Straight Wire and any other process, this fact must be observed by the auditor: that a two-way communication must be maintained. Thus, when administering any process which could be called "Straight Wire," the auditor should be careful at the same time to maintain two-way communication. When he originally started the session the auditor captured some ground. He established two-way communication, whether by mimicry, conversation, or discussion. He must never lose this captured ground. Thus, when running Straight Wire, when running Opening Procedure of 8-C, Opening Procedure by Duplication, Remedy of Havingness, Spotting Spots in Space or any other process, it is necessary that this gained ground be maintained.

The term "straight wire" itself is meant to describe the imaginary straight line between Cause and Effect. The trouble with a preclear is that he is doing too many things VIA. He is doing anything and everything in life VIA. He is obtaining via food. He is looking via glasses. He is feeling and expressing emotion via glands. He is utilizing or experiencing effort via muscles. He is thinking via (he thinks) a brain. He is obtaining sensation, sustenance, and even revenge, via food. He is experiencing sensation and making the future via his genitals, and he is even trying to experience the origin of life, in most cases, via a church.

His dependency upon objects and services is such that his own creativeness becomes suppressed, submerged, for this working law is always present: that upon which one becomes dependent becomes, at length, one's enslaver. When anyone sets up anything automatically, that thing becomes his randomness at some future date. We can observe this in many ways, but the entire summation of this can be grouped under the heading "VIA."

Should the auditor bring the preclear to a point where a certain cause and a certain effect can be joined together without the intervention of a VIA, then the auditor has materially gained. Such a process is the Opening Procedure of 8-C, for here the preclear is being asked to connect, at least as a body, directly with a wall. As he reaches out to touch a spot on that wall, he is, in effect, stringing a straight line. It is notable that the Opening Procedure of 8-C was first designed for use upon an exteriorized person, and when one has a preclear exteriorized, running through the steps of the Opening Procedure of 8-C and the remainder of 8-C as given in Issue 24-G of the *Journal of Scientology* produces very marked effects.

If your preclear cannot have an effect he certainly cannot change. If he cannot cause an effect to occur, he certainly cannot change himself. All time is change – change is time. While, basically, time is simply a consideration, the considerations of time itself are mechanically tracked by the alteration of the position of the particles in space. Your preclear is stuck wherever there was no motion of particles, whether the moment is a pleasure moment, a triumph, a failure, or even death. In the absence of particle motion, as far as he is concerned, if he has lost his power to change his considerations, no time has existed. Thus, those things which you find in the engram bank which are most readily available to the preclear are things which contain no change in them, or things which have a change immediately before them and after them, but have no change between. In the absence of this change, we get a condition of timelessness in an engram or facsimile which permits that incident to "float" on the track and thus rise up to present time.

As the preclear becomes more and more embedded in motionless incidents he becomes harder and harder to change himself. Or, as he dramatizes to a marked degree his own bank, in the most ordinary living, then, he dramatizes the changeless moments, and he, himself, does not change.

The basic confusion of a preclear lies in the fact that an awareness of awareness unit basically has no mass, meaning or mobility. It has qualities and potentials, but it does not have position in space, nor, in its highest form, any movement in space. It can be at will in various positions in space, but it is not, itself, in space. As this is the case you can see that a preclear is dramatizing the truth when he is holding himself and motionless incidents motionless. In other words, if change to him is totally a particle shift in space, then he is apt to consider himself moving as the particles move. If he is moving he is actually to some degree disobeying the most basic quality of theta. Motion, then, to him, becomes antipathetic. On the lowest toned catatonic one finds this dramatization in full progress. A motionless person is then dramatizing the truth. But in all aberration we discover that it is the ingredient of truth which maintains the aberration in force. He is dramatizing motionlessness, and is motionless, but the truth of the matter is that, as a thetan, he should be able to make things move at will and appear in various positions in space. Thus, in clinging to the truth he loses his ability to move particles, and thus loses his ability to have time. This is best manifested as his communication, but as his communication drops, so drop his reality and his affinity. In other words, although he clings to the motionlessness of being a thetan, he loses the basic qualities of being a thetan, which are those of Knowingness and Understanding.

The basic confusion of any preclear, then, is to move or not to move. Shakespeare has said "to be or not to be" is the question. When it comes to getting a preclear upscale, the question is "to move or not to move."

The basics of Straight Wire are designed to bring the preclear into the realization that he, himself, can be at either the cause or effect point of a communication line, and that he, himself, does not have to be the particle moving on that line. Being the particle and insisting upon the truth that he isn't moving simply stops his communication entirely. Particles move on the straight line between Cause and Effect. Cause and

Effect themselves are not in motion. The task is to get the individual to assume the responsibility of moving particles. With this comes the realization on his part that he, himself, does not have to move in order to move particles, and thus he will come upscale. Getting him to move his body around the room is an excellent method of accomplishing this, but to many preclears the movement of a body is a near-impossibility. And these can contemplate only the moving of a memory or an idea. Thus, from 1.1 to 1.8 on the tone scale we find the best therapy to be that which directs itself toward the thinkingness below effort – the moving of ideas.

There is no particular reason to concentrate solely upon a preclear's past. Actually, a preclear is not the product of the past, he is the product of himself. All the past can do for him is to accumulate and hold for him the information that it is bad for him to move, or act, or do. So, let us take a preclear whom we have gotten into communication and work with his more elementary ideas and thus get him to string straight lines between Cause and Effect.

Elementary Straight Wire has two commands. The auditor takes the first of these and uses it as long as is necessary to entirely flatten the preclear's hesitancy as represented by his communication lag. His communication lag is merely the expression of VIAs on the line, which amounts to the preclear's unwillingness to string a straight line. The questions are: **"Give me something you wouldn't mind remembering," "Give me something you wouldn't mind forgetting."**

A more elementary form of this would be: **"Remember something," "Forget something,"** but this is far too direct for our preclear. If you will notice, a very direct and forthright person, if surrounded by people who are more covert, gets a very bad going-over for it. Thus it is in processing when you try to string a very straight line with a preclear he will sometimes resist.

Slightly less elementary than Elementary Straight Wire as above is the next-to-the-last list in *Self Analysis*: **"Can you recall something that is really real to you," "Can you recall a time when you were in good communication with someone," "Can you recall a time when someone was in good communication with you," "Can you recall a time when you felt some affinity for someone," "Can you recall a time when someone felt some affinity for you."**

The entire text of *Self Analysis*, in its original edition now available from the Foundation in Phoenix, is devoted to rehashing the preclear's past to show him that it is not quite as dangerous as it is made out to be, and that it won't bite him if he remembers some things about it.

From this form of Straight Wire we go into a more complicated form as given in *Self Analysis in Scientology*, a converted edition of the original *Self Analysis*. The edition is converted, by the way, simply by substituting everywhere in its text for the word "recall" the

word "mock up." Simply by substituting "mock up" in the directions at the beginning of each list, one has a modern *Self Analysis*.

Now it is very remarkable that the less specific and sequitur the auditor's questions are, the better the results with the preclear.

Another form of Straight Wire is quite superior to those above, but is a very vicious and violent process. It is contained in *The Creation of Human Ability*, which is the printed edition, much expanded, of the earlier *Auditor's Handbook*. The basic command of this process is: "Start Lying," "Keep on Lying." This can be particularized with: **"Tell me some lies about your past," "Tell me some lies about me present," "Tell me some lies about the future,"** the auditor each time making sure that the preclear is using non-actual places and times.

Remember that while running Straight Wire one must maintain a two-way communication. Many a case has been lost simply because the preclear wanted to say something and the auditor was so intent upon the process that he paid no attention whatsoever to the preclear's urge to communicate. Remember that one-way communication is a First Dynamic operation; that two-way communication is necessary for a Third Dynamic operation; that under one-way communication a preclear will not get well; that under two-way communication a preclear *will* get well. Thus, in running Straight Wire do not begrudge the preclear a few moments' discussion of the incident he has just recalled, or discussion of phenomena he has suddenly noticed. Do not crush him simply because he wishes to express himself.

This is essentially a subjective process, and the auditor should make sure that the preclear speaks aloud the things he is remembering. The preclear's nod or "yes" to signify that he has recalled something or has invented something is insufficient, and should always be suspect, for preclears who are very bad off pervert or invert every communication line they use and so they will not be doing the process if given any slightest opportunity.

Elementary Straight Wire and other forms of Straight Wire are intensely beneficial from 1.1 to 1.8 on the Tone Scale, but after you have your preclear up to 1.8 or above, remember that there are better processes.

"You stop" from
the book
"The Creation of Human Ability"

BOARD TECHNICAL BULLETIN
30 SEPTEMBER 1971RA

Issue IX

Remimeo
HQS Course
HQS Course Supers

Revised and reissued 21 September 1977
to include sense definitions

Cancels BTB of 30 September 1971R
Issue IX Same Title

DRILL – RECALL LISTS MODEL SESSION

NAME: Drill – Recall Lists (Reference: *Self Analysis*, by L. Ron Hubbard.)

COMMANDS: 1. "Can you recall a time when _____ (item from Self Analysis List)?"

"What (*sense*) did you get in the recall?"

2. "Can you recall another time when _____ (item from Self Analysis List)?"

"What (*sense*) did you get in the recall?"

3. "Recall the earliest time you can when _____ (item from Self Analysis List)."

"What (*sense*) did you get in the recall?"

Senses to be used: Sight, Smell, Touch, Color, Tone, External Motion, Emotion, Loudness, Body Position, Sound, Weight, and Personal Motion.

PURPOSE: To train the student to be able to coordinate and apply the commands and procedure of (Self Analysis) Recall Lists so that he can do them smoothly in co-auditing.

POSITION: Student (Auditor) and a doll (representing the pc) are seated in chairs a comfortable distance apart, facing each other. The student has a clip board with worksheets and report form on it.

RUNNING STRESS: Student (Auditor) starts the session and runs a standard session which includes the steps given below. The student also keeps records on the worksheets and report forms as he goes along.

The drill is considered passed when the student can do it smoothly and comfortably without flubs or out TRs.

STEPS:

1. Prepare your report forms and set up the auditing space and two chairs facing each other. Also have a copy of Self Analysis there and open to the list you will be working on.
2. Inform the Supervisor that you are going to be starting a session and show the Supervisor that you are up to that part of your checksheet, and just where the session will be.
3. Get the Pc's folder and check with the Supervisor so that he knows you understand what the next action is to be. He will give you an OK to start session.
4. Get the pc, sit the pc in his or her chair, and then sit down across from the pc, knees a few inches from the Pc's.
5. Ask the pc if it is all right to audit in the room and if not, make things right by adjusting the room or location of auditing.
6. Tell the pc the purpose of such sessions (Reality Factor) – "I want to improve your ability."

An hour would be a good approximate length for a session. The process win point may occur before that and if it does, end off the session.

7. Tell the pc "Start of Session" and start your worksheet.(These will be kept throughout the entire session, as the Auditor goes along.)
8. Clear the three basic commands (without the endings), one at a time: Clear the words of the first command in backwards sequence. Then tell the pc the command and find out what that means to the pc. Use a dictionary and have the pc make up sentences to clear any words until the pc understands all the commands. (Note quickly on your worksheets what the commands mean to the pc and any words you have him look up.) Repeat this procedure for the other two basic commands (Ref.: BTB 2 May 72R Clearing Commands).
9. Give the pc an R-factor that you are going to be using different endings on the questions as you go along, and that you will clear each new ending as you come to it.
10. Give the pc an R-factor that after each question you will be asking him to recall a particular sense in that incident.
11. Clear the "senses" one at a time with the pc and find out what each means to him. Use the dictionary and the definitions as given *below*, and have pc make up sentences to clear any words until the pc understands all of the senses.

Clear "sight" as what the pc actually saw at the time the incident was taking place.

Clear "smell" as what odors were present during the scene he is recalling.

Clear "touch" as anything he was actually touching at the time with the sensation of touch including pressure.

Clear "colour" as the actual colour contained in the scene called for.

Clear "tone" as the quality of the sound present when the scene occurred.

Clear "external motion" as the motion of other people or objects or of energy.

Clear "emotion" as that emotion the pc felt at the time of the incident.

Clear "loudness" as the loudness of the various sounds in the incident.

Clear "body position" as the position of his own body at the time the incident occurred.

Clear "sound" as those sounds present in the incident.

Clear "weight" as the heaviness of the things, including the pull of gravity on the pc and the weight of anything he may actually be supporting in the incident such as his clothes, a ball or any other thing which he is actually holding at the time the incident occurred.

Clear "personal motion" as the motion which the pc himself was undertaking at the time the incident occurred.

NOTE: During the session keep your worksheets as you go along, The commands you give can be indicated by numbers, and also note briefly what the pc says and any changes that occur.

12. Tell the pc "Start of Process". (Start with List One Page 40 of Self Analysis, by L. Ron Hubbard.
13. Clear the words of the first ending (in backwards sequence). Then read the first command to him, "Can you recall a time when were you were happy?" and ask him what that means to him. Use a dictionary if necessary.
14. Tell the pc "I want you to concentrate on getting the *SIGHT* in the recall." Make sure he understands that and then acknowledge him.
15. Give the pc the command "Can you recall a time when you were happy?"
16. Allow the pc to answer and then acknowledge his answer. (If pc answers only "yes" or that he did it, find out what it was by asking "What was it?". Make sure you acknowledge his answer when he has. Finished answering the question.)
17. Ask the pc, "What *SIGHT* did you get in the recall?"
18. Allow the pc to answer and then acknowledge his answer.
19. Give the pc the next command, "Can you recall another time when you were happy?"
20. Allow the pc to answer and then acknowledge his answer.
21. Ask the pc, "What *SIGHT* did you get in the recall?"
22. Allow the pc to answer and then acknowledge his answer.
23. Give the pc the next command, "Recall the earliest time you can when you were happy?"
24. Allow the pc to answer and then acknowledge his answer.
25. Ask the pc, "What *SIGHT* did you get in the recall?"

26. Allow the pc to answer and then acknowledge hi. Answer.
27. Clear the next ending as in step 13. Tell the pc "I'm now going to give you the next command and I would like to know what it means to you." "The command is 'Can you recall a time when you had just finished constructing something?' What does that mean to you?"
28. Allow the pc to answer, acknowledge and use the dictionary as needed.
29. Tell the pc "I want you to concentrate on getting the SMELL in the recall."
30. Give the pc the command, "Can you recall a time when you had just finished constructing something?"
31. Allow the pc to answer and then acknowledge him.
32. Ask the pc, "What SMELL did you recall?"
33. Allow the pc to answer and then acknowledge him.
34. Continue down the list in the same pattern used in 13 through 29. Each time you go on to the next item use the next "sense" (given either on a disc or on the bottom of the page of the recall list.)

NOTE: For each item be sure to clear it first as done in 27, and give the R-factor of the "sense" to be used with the item as given in 29.

35. If the pc says something that you don't grasp, ask the pc to repeat it.
36. If the pc says he can't recall anything on an item, acknowledge him and go on to the next item.
37. Continue down the list until the pc has the EP (Cognition and VGIs). End off with "That's it" and write briefly what happened at the EP. At that time signal to the Supervisor. He will have you take the pc to the Examiner to check for the F/N or continue the process (if the EP has not quite been reached). When you go to the Examiner, bring the report back with you and put it with your auditing reports.
38. If the time to end session comes up before the EP (end phenomena) of the process, do the following:
 - A. Make sure the process is at a flat point and say, "We'll have to be ending shortly."
 - B. When the pc has carried out a few more commands say, "We're closing the session now." (End on a completed cycle after the third command and sense on an item has been answered.) "Have you made any gains in this session?"
 - C. Quickly note dawn on your report form the Pc's answer.
 - D. End the session with "End of Session". Take the pc to the Examiner who will put the pc on a Meter.
39. Tidy up and complete your report forms, put them in the Pc's folder, and hand it to the Supervisor. (Worksheets & Auditor Report Form are used.)

NOTE: You may not have to go through the entire list before the pc has an EP (cognition and has VGIs). In other cases, if the pc has not had his EP on the process when you come to the end of a list, go back to the beginning of the same list and go through it again.

The other lists (Two through Twelve – pages 40 to 100 of *Self Analysis*) are done in the same pattern. Take note that in some lists, such as List Three, there are many sub-lists. Each of these should be run in the same way to Cognition and VGIs.

If the pc has a big win on the lists in general or on the subject of recall, it is not necessary to run; any remaining lists. That may be considered a completion.

by Special Project

Revised & Reissued as BTB by Flag Mission 1234

I/C: CPO Andrea Lewis

2ND: MOLLY HARLOW

Re-Revised by Sally Miscavige

FOR JULIE GILLESPIE TRAINING & SERVICES
AIDE

AUTHORIZED BY AVU FOR THE

BOARDS OF DIRECTORS of the
CHURCHES OF SCIENTOLOGY

BDCS:AH:JG:SM:AL:MH:dr

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 27 SEPTEMBER 1968
Issue II

Remimeo
All Dianetic Courses

ARC STRAIGHT WIRE

(Corrects HCO B 30 June 1962 and also
in the HDA Course book. Corrects p. 102
[soft-cover edition] of *Self Analysis*.)

(Paste over HDA Course page 15.)

(Corrects earlier HCO B of same date & title.)

The *correct* commands for ARC Straight Wire, as researched and as successful in test
in cracking even neurotic cases, with one command added to modernize it, were and are:

Recall a time that was really real to you.

Recall a time you were in good communication with someone.

Recall a time you really felt affinity for someone.

Recall a time you knew you understood something.

Run **only** on a Meter.

Run **only** to Floating Needle and **not** beyond. (Don't abruptly cut pc's Comm.)

A true fact is that ARC always must precede an ARC *Break*.

Also ARC = Understanding and Time.

A = Space and the willingness to occupy the same space of.

R = Mass or agreement.

C = Energy or Recognition.

L. RON HUBBARD
Founder

LRH:jp.ei.rd

P.A.B. No. 54
PROFESSIONAL AUDITOR'S BULLETIN

From L. RON HUBBARD

Via Hubbard Communications Office
163 Holland Park Avenue, London W.11

10 June 1955

REALITY LEVEL OF PRECLEAR

Find the reality of the preclear. This is the watchword of processing. Although communication, as completely outlined in *Dianetics, 1955!* is a universal solvent, remember that there are also two other comers to the triangle, and that one of these corners is Reality. That R corner of the triangle is very important to you as an auditor because you, having very great certainties on this and on that, are very prone to forget that your Realities are greater than those of your preclear.

The reality level of the preclear is dependent on how much he is "not-ising" his environment. If he is not-ising it, he must believe that it is dangerous, and must believe that he himself does not have the power to make anything in it disappear or vanish for himself. Therefore, his reality level is as great as he is strong, and it is as poor as he is weak. Do you know that you are processing preclears who do not believe that thought has anything to do with action? You are processing preclears who believe that thinking a thought will influence nothing. You are processing preclears who believe that thinkingness is one thing and actingness is an entirely different thing, and that no amount of thinkingness is going to influence any amount of actingness. This is apathy, indeed, and along with that goes an unreality which would appall you.

Yes, these preclears can get mock-ups. They can get concepts. They can be very obedient. They can even be run with SOP 8-C and somehow or another muddle through it, but the joker here is that the auditor is actually monitoring the body of the preclear, and of course a body can respond to orders, and will respond probably faster to the auditor's orders than to the thetan the auditor is processing. Thus a preclear can be put through any number of contortions and convolutions in processing without getting anywhere at all. The auditor is simply doing it.

Find the reality level of your preclear. Unless you find the reality level of the preclear you are not going to reach the preclear, because the preclear is as alive as things are real.

Now, if this is so important, then let us see how far south we would have to go to reach some preclears. Mechanical two-way communication might very well be much too tough for 75% of the preclears you will process. Just ordinary conversation is actually over

their heads. People that we are trying to reach do not know the auditor is acknowledging them when he says "Okay."

Let us look at this acknowledgment of the preclear, and let us discover that the auditor, in order to acknowledge the preclear, must also make the preclear aware that he is being acknowledged. Thus, when an auditor says "Okay," or "All right," or "That's fine," the other part of the statement is to make the preclear aware that an acknowledgment has been delivered. Thus, a "Did you hear me?" is quite often beneficial. When the preclear finally admits that he did hear the "Okay," and when the auditor makes sure that he time after time hears the "Okay," you will notice that the communication, on the acknowledgment level, starts to work with the preclear. But it won't work as long as the preclear is oblivious of the "Okays" the auditor is giving. Of course, you must give the preclear an "Okay" for every action or completed thought he performs. You must acknowledge what he has said or done, but you must also be very sure that he receives that acknowledgment. It is not out of order to face him squarely and hold up one finger and say, "Wait a minute, did you hear me say 'Okay'?"

Now there are two processes which are at once the most basic of processes and which are very low on the Reality Scale as well as high on it. A person processed on these processes should not believe that the auditor believes his reality level is low. Quite the contrary. Such a process as this one happens to be very good anywhere on the tone scale. And this process is, **"Think a thought," "Receive a thought."**

You are in essence processing thinkingness. I wonder how long and how often you have processed preclears who could not clearly or differentiatively understand that they were thinking a thought? The auditing command is simply, **"Think a thought."** The preclear is given this command time and time again, and he vocalizes the thought back to the auditor, and the auditor acknowledges the fact that he has received that thought, aloud. And the preclear is run until the preclear knows, absolutely, that he himself, not some machine, not some energy mass, not his toe, or his hat, is thinking the thought. The preclear will start out thinking thoughts which are actually handed to him from some mysterious source. When the communication lag on this is entirely flat, and when the preclear knows that he himself is thinking the thought, the auditor can then run the other side of the process.

"Receive a thought" is run with the following auditing command: **"Tell me a thought you would be willing to receive."** This is then run until it, as a process, is entirely flat: when it is no longer producing any result or comm lag.

Part of the "Think a thought" process is to have the preclear place the thought in various locations after he has thought it. Have his shoe think a thought, have his hat think a thought, have a lamp think the thought, have a rug think the thought. This gets the preclear into the practice of placing the thought somewhere. Thus, thoughts are less likely to appear suddenly and magically out of his machinery.

Very curious phenomena result from "Think a thought" and "Receive a thought." It will be found sometimes that it is easier for the preclear to think a thought for another universe than for himself to think a thought. Let us take for example a preclear who is entirely interiorized into the universe of his mother. It would, therefore, evidently be much easier for him to have his mother think a thought than for the preclear himself to think a thought. As a

matter of fact it might be an enormous struggle, resulting in rebellion, for the preclear himself to think a thought, but it would be very easy for the preclear to have his mother think a thought. The way to go about this would be to take an E-Meter, or simply estimate, by finding out who the preclear most resembles, the probable universe into which the preclear is interiorized. Having established this (and you would only do this if the preclear were rebellious about thinking a thought himself) you would then have this likely universe think a thought, with the auditing command (having established that he is interiorized into his mother's or his father's universe): **"Have your mother (father) think a thought."** This would then be carried out until the preclear was absolutely sure that he was making his mother or his father think a thought. This would betoken an initial division of the universe.

Slicing up universes with communication processes is a very easy thing to do. All one has to do is use the process: **"What could you say to your father?"** and have the preclear say it, and get an Okay from his father. And when this was flat, **"What could your father say to you?"**, and when the preclear has vocalized this, the auditor would say, **"Now give your father an 'Okay' to this."** However, this workable process which splits universes (in old-time parlance "valences") is yet much too high for a preclear who is very low on reality, and would take a very long time to do. It would be a process into which you would eventually move the preclear who had been thinking a thought for his mother, but remember that thinking a thought for his mother would be only a start into communication processing, and would be an elementary process, run until the preclear is entirely certain that he is thinking a thought that his mother would think or that he can make his mother think a thought – the latter being the most desirable condition.

You should be aware of the fact that you are processing thinkingness. You are not processing spaces, you are not processing masses at this day and state of development of Dianetics and Scientology. You are processing thinkingness. A man is as well as he thinks. The more masses and spaces, phrases and engrams you process, the less you are validating the fact that you are actually processing a thinkingness: a thinkingness that we call a thetan. To process this directly is, of course, the most indicated process there could be, and sure enough, we are producing good results with it. But the remarkable thing about the process is that it works on people who heretofore have had very, very poor reality.

Now there is a process which is a little bit lower than this "Think a thought" process, and this is the process of finding something real in the room. Recently I have had some very excellent results with **"Find something in this room that is comfortably real."** This is a variation on the initial auditing command as given in the early SOPs. It is apparently better. A preclear who is not-ising everything in sight will find things real, he says, but actually he is not comfortable about it, and if you ask him to find something that is comfortably real, it may take him a long time to discover anything that he would tolerate to continue existence, and once you have begun this process of toleration you would be able to do a great deal for his case.

"Find something comfortably real" is not necessarily a low-toned process. It will work in varying degrees on anyone. It is not recommended for any particular case level. If a preclear utterly bogs on **"Think a thought"** (which isn't likely), then you should have him **"Find something in this room that is comfortably real to you."**

I am reminded of an auditor recently processing a very bad arthritic, who processed him as an exteriorized case for some little time without any apparent gain in the case before it occurred to this auditor that something must be wrong. Actually, a great amount of time was invested. The auditor asked Nibs, my boy who was then instructing the ACC course in the United States, and who is at this writing in England, teaching the BScn course there, what could possibly be wrong with this hung-fire preclear. Nibs looked him over and discovered that the auditor had never yet gotten the preclear into any kind of a situation which was even vaguely real to the preclear. The auditor in one chair and the preclear in the other chair was not a real situation to this preclear, and yet the auditor was running him as an exteriorized case. Of course he was exteriorized, but with such a low level of reality that very little benefit of course was resulting from the processing.

Processing is as beneficial as it is real and factual to the preclear, and if you cannot raise the preclear's reality level by the use of Affinity and Communication, then you are letting the whole triangle hang fire. This triangle of ARC may have suddenly gotten very important on the C corner, but it is still foremost in the tool-kit of the auditor.

Now you will want to know why you should use "Think a thought" when what is obviously wrong with the preclear you have in mind is a withered leg. Let me assure you that if you process directly this withered leg, you are processing something and somebody who probably has a very low level of reality. He wouldn't have a withered leg if he had a high level of reality. Where you have anybody who is neurologically, physically, or psychosomatically ill, unless it be from an acute infection or an accident, you have somebody who has been trying to not-is his body. When an individual is not-ising his body, making his legs wither, or his stomach get ulcers, or his head get migraine headaches, or his teeth fall out, you have somebody who is trying to not-is the environment. He is already going in the direction of succumb. The one thing that would make him very happy would be the entire disappearance of the physical universe. Well, with modern processing you can make this happen, too, and maybe this is something you should have happen for him in order to demonstrate that it could happen. Of course, if you did this you would have to go through a modern BScn course at least, for this is a very tricky procedure. In view of the fact that unreality is the action of realizing things are there and then saying they aren't there (not-ising them; see *Creation of Human Ability* and the Axioms of Scientology) you are dealing with a protest against reality which results in unreality. A person will let things be as real as he is willing to let them exist. When an individual isn't willing to let a leg or a tree, or this universe exist, then things are not real to him. One of the best ways you could get him to raise his level of reality would be to give him some reality on thinkingness. It isn't actingness, it isn't getting tired, it isn't being unable to work, it isn't the second dynamic that impedes your preclear – it is his thinkingness. All you have to do is to get him to change his mind. If you could get anyone to change his mind enough he could then command anything that was bothering him. But a preclear who is not-ising things is trying to use force and pressure of one kind or another against physical objects and spaces in order to push them out of existence. This will never win, let me assure you. Energy will never destroy energy, I don't care how many atomic bombs the peanut whistly brigade builds, they will never destroy any space or energy with them. Your preclear who finds things unreal has stopped trying to do anything with thought and is trying to do

something with force. He no longer conceives that thought can generate or handle or give existence or life to space and energy.

Now you take this to heart, and take a good, hard look at some of these preclears you have been processing on very fancy and frilly processes, and you take a think back over all of these preclears who, after you processed them, didn't think anything had happened. When the preclear didn't think anything had happened, nothing happened. What was in error? You were processing him above his level of reality. If you could get him to think a thought and know he thought it, and receive a thought and know he had received it, even though he put it there to receive it, which is what he does, you would then be directly addressing the very thing that is doing unreality and reality. An individual who has a compulsive outflow is simply unwilling to receive a thought. An individual who is silent simply can't think of anything. Thus, if an individual had control of his thoughts he would have control of the universe. We can prove this now in a process.

And don't think you are going to finish this process, either side of it, in a half-hour or forty-five minutes. Some of these glib preclears you process will "fall in" on this process and begin to comm-lag an hour or two after you start processing them on it. The main errors which have been made with this process so far have been failing to run it long enough to have the preclear really know and really understand that he, himself, has thought the thought and that he, himself, has received the thought, or is willing to receive the thought.

"Find the reality level of the preclear" is one of those bywords that you can't use too often or look at enough.

0-IV EXPANDED GRADE PROCESSES – QUADS

PART B

GRADE 0 PROCESSES

based on BTB 15 Nov 76 II

Revised 22 Mar 2008 according to Qual Board Recommendation Bulletin of same date. Process 9 was revised according to the source reference so that all items are run, not just reading ones. In Process 17 Step 3 Flow 0 a footnote was inserted.

This bulletin gives a checklist of the Expanded Quad Grade Process commands. It is not all the possible processes for this level. If more are needed to attain full EP for this level additional processes can be found in LRH Bulletins, Books, Tapes, PABs and other issues.

Each process is run to its full EP of F/N, Cog, VGIs. Any previously run are rehabbed or completed and any missing flows run. A copy of this checklist is placed in the folder of a pc being run on Expanded Grades and the processes checked off with the date each is run to EP.

On any of these processes where the pc answers only yes or that he did it find out what it was by asking "What was it?" This keeps in the itsa line from the pc to auditor.

This bulletin does not replace Source data.

1. R2-31 BEINGNESS PROCESSING

Ref: CREATION OF HUMAN ABILITY

"Look around the room and discover some object which you don't mind being present."

"Locate something else you don't mind being present." to no comm lag or to EP _____

"Now see this (room object) here?"

"All right, what else wouldn't you mind this (room object) being?"

to no comm lag or to EP _____

"Now what wouldn't you mind your body being?"

"And now what else wouldn't you mind your body being?"

to no comm lag or to EP _____

"Now let's find something you wouldn't mind being."

"What else wouldn't you mind being?"

to EP _____

This process is not Quaded as it would change the process but it is included in this BTB as it is part of Expanded Grade 0.

2. AXIOM 51 COMM PROCESSING

Ref: PAB 56, 8 July 1955

Run on list of charged terminals culled from worksheets.

- F-1 "What wouldn't _____ mind you communicating with?" to EP _____
- F-2 "What wouldn't you mind _____ communicating with?" to EP _____
- F-3 "What wouldn't others mind _____ communicating with?" to EP _____
- F-0 "If you were a _____ what wouldn't you mind yourself communicating with?"
to EP _____

3. PAB 54 COMM PROCESS

Ref: PAB 54, 10 Jun 55

"Think a thought" to EP _____

Part of the "Think a thought" process is to have the preclear place the thought in various locations after he has thought it. Have his shoe think a thought, have a rug think a thought. This gets the pre-clear into the practice of placing the thought somewhere. Thus, thoughts are less likely to appear suddenly and magically out of his machinery.

- F-1 "Tell me a thought you would be willing to receive from another." to EP _____
- F-2 "Tell me a thought another would be willing to receive from you." to EP _____
- F-3 "Tell me a thought others would be willing to receive from others." to EP _____
- F-0 "Tell me a thought you would be willing to have." to EP _____

4. AN OBVIOUS PROCESS

Ref: HCO B 17 Mar 60 STANDARDIZED SESSIONS

- Think about matter to EP _____
- Think about energy to EP _____
- Think about space to EP _____
- Think about time to EP _____
- Think about a thetan to EP _____

5. A BASIC COMM PROCESS

Ref: HCO B 4 May 59 AN AFFINITY PROCESS

- F-1 "Recall a time another communicated to you." to EP _____
- F-2 "Recall a time you communicated to others." to EP _____
- F-3 "Recall a time others communicated to others." to EP _____
- F-0 "Recall a time you caused yourself to communicate." to EP _____

6. IN SEQUENCE

Ref: HCO B 2 Mar 1961 NEW PRE-HAVE COMMAND

- F-1 "Recall another's communication with you."
"Recall another's no-communication with you." to EP _____
- F-2 "Recall your communication with another."
"Recall your no-communication with another." to EP _____
- F-3 "Recall another's communication with others."
"Recall another's no-communication with others." to EP _____
- F-0 "Recall a communication of yours."
"Recall a no-communication of yours." to EP _____

7. UNIVERSE PROCESSES

Ref: HCO B 25 Sept 1959 HAS CO-AUDIT

Run: The physical universe, a Body, a Mind, a Thetan.

- F-1 "From where could _____ communicate to you?" to EP _____
- F-2 "From where could you communicate to _____?" to EP _____
- F-3 "From where could _____ communicate to others?" to EP _____
- F-0 "If you were a _____ from where could you communicate?" to EP _____

8. LOCATIONAL BODY COMM PROCESS

Ref: HCO B 21 July 59 HGC ALLOWED PROCESSES

Run on charged body parts, culled from worksheets or make a list of body parts, assess, and run on reading items.

- F-1 "From where could a _____ communicate to you?" to EP _____
- F-2 "From where could you communicate to a _____?" to EP _____
- F-3 "From where could _____ communicate to others?" to EP _____
- F-0 "If you were a _____ from where could you communicate?" to EP _____

9. A CLEARING PROCEDURE

Ref: HCO B 21 July 1959 HGC ALLOWED PROCESSES

Insert: Male bodies, Female bodies, Bodies, Matter, Energy, Space, Time.

- F-1 "From where could _____ communicate to you?" to EP _____
- F-2 "From where could you communicate to _____?" to EP _____
- F-3 "From where could _____ communicate to others?" to EP _____
- F-0 "If you were a _____ from where could you communicate?" to EP _____

10. PROCESS S-2

Ref: HCO B 21 July 1959 HGC ALLOWED PROCESSES

- F-1 "From where could a victim communicate to you?" to EP _____
- F-2 "From where could you communicate to a victim?" to EP _____
- F-3 "From where could a victim communicate to another or others?" to EP _____
- F-0 "If you were a victim from where could you communicate?" to EP _____

11. R2-60 HIDDEN KNOWINGNESS (THE HIDDEN COMMUNICATION)

Ref: CREATION OF HUMAN ABILITY, run per instructions.
SCIENTOLOGY 0-8

- F-1 "Spot some communications another has hidden from you." to EP _____
- F-2 "Spot some communications you have hidden from another." to EP _____
- F-3 "Spot some communications another has hidden from others." to EP _____
- F-0 "Spot some communications you have hidden from yourself." to EP _____

- F-1 "Spot some communications another has protected from you." to EP _____
- F-2 "Spot some communications you have protected from another." to EP _____
- F-3 "Spot some communications another has protected from others." to EP _____
- F-0 "Spot some communications you have protected from yourself." to EP _____

- F-1 "Spot some communications of yours another has owned." to EP _____
- F-2 "Spot some communications of another you have owned." to EP _____
- F-3 "Spot some communications of another others have owned." to EP _____
- F-0 "Spot some communications you have owned." to EP _____

- F-1 "Spot some communications of yours another has inhibited." to EP _____
- F-2 "Spot some communications of another you have inhibited." to EP _____
- F-3 "Spot some communications of another others have inhibited." to EP _____
- F-0 "Spot some communications of yours you have inhibited." to EP _____

- F-1 "Spot some communications another has enforced on you." to EP _____
- F-2 "Spot some communications you have enforced on another." to EP _____
- F-3 "Spot some communications another has enforced on others." to EP _____
- F-0 "Spot some communications you have enforced on yourself." to EP _____

- F-1 "Spot some communications another has desired from you." to EP _____
- F-2 "Spot some communications you have desired from another." to EP _____
- F-3 "Spot some communications others have desired from others." to EP _____
- F-0 "Spot some communications you have desired for yourself." to EP _____

12. R2-60 CONTINUED

Ref: CREATION OF HUMAN ABILITY (Run per instructions, each command to EP)

- "Spot some hidden knowingness" to EP _____
- "Spot some protected knowingness" to EP _____
- "Spot some owned knowingness" to EP _____
- "Spot some inhibited knowingness" to EP _____
- "Spot some enforced knowingness" to EP _____
- "Spot some desired knowingness" to EP _____
- "Spot some interesting knowingness" to EP _____
- "Spot some knowingness people could be curious about" to EP _____

13. R2-60 HIDDEN KNOWINGNESS (KNOW to MYSTERY)

Ref: CREATION OF HUMAN ABILITY, run per instructions

- "Spot some mysteries" to EP _____
- "Spot some hidden sex" to EP _____
- "Spot some hidden eating" to EP _____
- "Spot some hidden symbols" to EP _____
- "Spot some hidden thinking" to EP _____
- "Spot some hidden efforts" to EP _____
- "Spot some hidden emotions" to EP _____
- "Spot some hidden looking" to EP _____
- "Spot some hidden knowing" to EP _____
- "Spot some protected mysteries" to EP _____
- "Spot some protected sex" to EP _____
- "Spot some protected eating" to EP _____
- "Spot some protected symbols" to EP _____
- "Spot some protected thinking" to EP _____
- "Spot some protected efforts" to EP _____
- "Spot some protected emotions" to EP _____
- "Spot some protected looking" to EP _____
- "Spot some protected knowing" to EP _____
- "Spot some owned mysteries" to EP _____
- "Spot some owned sex" to EP _____
- "Spot some owned eating" to EP _____
- "Spot some owned symbols" to EP _____

"Spot some owned thinking"	to EP	_____
"Spot some owned efforts"	to EP	_____
"Spot some owned emotions"	to EP	_____
"Spot some owned looking"	to EP	_____
"Spot some owned knowing"	to EP	_____
"Spot some inhibited mysteries"	to EP	_____
"Spot some inhibited sex"	to EP	_____
"Spot some inhibited eating"	to EP	_____
"Spot some inhibited symbols"	to EP	_____
"Spot some inhibited thinking"	to EP	_____
"Spot some inhibited efforts"	to EP	_____
"Spot some inhibited emotions"	to EP	_____
"Spot some inhibited looking"	to EP	_____
"Spot some inhibited knowing"	to EP	_____
"Spot some enforced mysteries"	to EP	_____
"Spot some enforced sex"	to EP	_____
"Spot some enforced eating"	to EP	_____
"Spot some enforced symbols"	to EP	_____
"Spot some enforced thinking"	to EP	_____
"Spot some enforced efforts"	to EP	_____
"Spot some enforced emotions"	to EP	_____
"Spot some enforced looking"	to EP	_____
"Spot some enforced knowing"	to EP	_____
"Spot some desired mysteries"	to EP	_____
"Spot some desired sex"	to EP	_____
"Spot some desired eating"	to EP	_____
"Spot some desired symbols"	to EP	_____
"Spot some desired thinking"	to EP	_____
"Spot some desired efforts"	to EP	_____
"Spot some desired emotions"	to EP	_____
"Spot some desired looking"	to EP	_____
"Spot some desired knowing"	to EP	_____
"Spot some curious mysteries"	to EP	_____
"Spot some curious sex"	to EP	_____

- "Spot some curious eating" to EP _____
- "Spot some curious symbols" to EP _____
- "Spot some curious thinking" to EP _____
- "Spot some curious efforts" to EP _____
- "Spot some curious emotions" to EP _____
- "Spot some curious looking" to EP _____
- "Spot some curious knowing" to EP _____

14. EXPANDED CDEI COMM PROCESS

Ref: HCO B 13 Oct 1959 DEI EXPANDED SCALE
SCIENTOLOGY 0-8 p. 109-112

Assess a group of terminals culled from worksheets (or a prepared assessment list by the C/S "Bodies, people, etc.").

Run each reading item in the following:

- F-1 "From where could a hidden _____ communicate to you?" to EP _____
- F-2 "From where could you communicate to a hidden _____?" to EP _____
- F-3 "From where could a hidden _____ communicate to others?" to EP _____
- F-0 "If you were a hidden _____ from where could you communicate?" to EP _____

Repeat above four flows using each of the following in place of "hidden":

- A protected to EP _____
- An owned to EP _____
- A false to EP _____
- A no to EP _____
- An unwanted to EP _____
- A necessary to EP _____
- A desirable to EP _____
- An interesting to EP _____
- An unknown to EP _____
- A known to EP _____

15. LOCATIONAL COMM PROCESSES

Ref: HCO B 7 May 1959 NEW PROCESS

- F-1 "From where could another communicate to you?" to EP _____
- F-2 "From where could you communicate to another?" to EP _____
- F-3 "From where could another communicate to others?" to EP _____
- F-0 "From where could you communicate?" to EP _____

or:

- F-1 "Find a place from which another could communicate to you." to EP _____

- F-2 "Find a place from which you could communicate to another." to EP _____
- F-3 "Find a place from which another could communicate to others." to EP _____
- F-0 "Find a place from which you could communicate?" to EP _____
- or:
- F-1 "Recall a place from which another has communicated to you." to EP _____
- F-2 "Recall a place from which you have communicated to another." to EP _____
- F-3 "Recall a place from which another has communicated to others." to EP _____
- F-0 "Recall a place from which you have communicated?" to EP _____

16. REMEDY OF COMM SCARCITY

Ref: SCIENTOLOGY 8-8008, "Six Levels of Processing Issue 5"

- F-1 "What wouldn't another mind you communicating with?" to EP _____
- F-2 "What wouldn't you mind another communicating with?" to EP _____
- F-3 "What wouldn't another mind others communicating with?" to EP _____
- F-0 "What wouldn't you mind yourself communicating with?" to EP _____

17. GRADE ZERO QUADS 0-0, 0-A-0B

Ref: HCO B 11 Dec 64 SCIENTOLOGY 0 PROCESSES
HCOB 26 Dec 64 ROUTINE 0-A EXPANDED

STEP ONE: AUD-PC CLEARANCE

- 00F-A1 "What are you willing for me to talk to you about?"
"What would you like me to tell you about that?" to EP _____
- 00F-A2 "What are you willing to talk to me about?"
"What would you like to tell me about that?" to EP _____
- 00F-A3 "What are you willing for me to talk to others about?"
"What would you like me to tell others about that?" to EP _____
- 00F-A0 "What are you willing to tell about yourself?"
"What would you like to say about that?" to EP _____

STEP TWO: 0-0

- 00F-1 "What are you willing for another to talk to you about?"
"What would you like him/her to tell you about that?" to EP _____
- 00F-2 "What are you willing to talk to another about?"
"What would you like to tell another about that?" to EP _____
- 00F-3 "What are you willing for another to talk to others about?"
"What would you like him/her/them to tell others about that?" to EP _____
- 00F-0 "What are you willing to let yourself talk about?"
"What would you like to say about that?" to EP _____

STEP THREE - 0A

Auditor chooses person by making a canned list of people it would be difficult to talk to or listen to and taking each item in turn. (Ref: HCO B 26.12.64 0-A EXPANDED.)

0A F-1 "If _____ could talk to you what would he talk about?"
 "Alright, if he/she were talking to you about that, what would he/she say exactly?" to EP _____

0A F-2 "If you could talk to _____ what would you talk about?"
 "Alright, if you were talking to _____ about that, what would you say exactly?" to EP _____

(Pc is expected to speak as though talking to the subject chosen.)

0A F-3 (Auditor chooses 2 people who would have difficulty talking to each other)
 "If _____ could talk to _____ what would he/she/they talk about?"
 "Alright, if _____ was talking to _____ about that what would he/she/they say exactly?" to EP _____

0A F-0 "If you could talk about yourself what would you talk about?"
 "Alright, if you were talking about that what would you say exactly?" to EP* _____

STEP FOUR – 0B

(Per HCO B 11.12.64 ZERO PROCESSES)

(Auditor makes a canned list (not from the pc but himself) of everything he can think of that is banned for any reason from conversation or is not generally considered acceptable for social communication, see HCO B 11.12.64.)

0B F-1 "What are you willing to have someone else tell you about _____?"
 "Who else could he/she say those things to?" to EP _____

0B F-2 "What are you willing to tell me about _____?"
 "Who else could you say those things to?" to EP _____

0B F-3 "What are you willing to have someone tell others about _____?"
 "Who else could another say those things to?" to EP _____

0B F-0 "What are you willing to let yourself say about _____?"
 "Who else could you say those things to?" to EP _____

18. HAVINGNESS

F-1 "What solid could another have you understand?" to EP _____

F-2 "What solid could you have another understand?" to EP _____

F-3 "What solid could others have others understand?" to EP _____

F-0 "What solid could you have yourself understand?" to EP _____

Revised by the QUAL BOARD of the
 RON'S ORG COMMITTEE

As assisted by the

* Note: This flow should only be run once even if F1-F3 are run with several terminals

TECH EXAMINATION BOARD

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Auditors Drills Series 2

DRILLS FOR AUDITORS

LEVEL 0 DRILLS

Purpose: To improve the quality of auditing by familiarizing Auditors with the exact procedure of each auditing action through the use of drills.

How to use: These drills are in order by levels. The first number indicates the level taught on. Those that begin with TR 00 - are level Zero drills. Unbullbaited drills end with odd numbers; and bullbaited drills end in even numbers.

Simply start with the first actions and work through the drills applying them unbullbaited and bullbaited, until you are thoroughly familiar with each separate auditing action and can apply it flawlessly, even with distractions.

If a student has trouble on a drill, cut back the gradient. On a bullbaited drill this *could* mean returning the student to the drill on a doll or even to TR 0-4.

Important: Also check that the student himself has no misunderstood words on the bulletin or drill, as this will cause him to alter-is and have difficulty. Get him word cleared.

Note: If coach upset occurs because of restimulation, fruit words should be inserted in the place of the process *key words*, for bullbaited drills only.

FORMAT FOR UNBULLBAITED DRILLS

Name: Auditing on a Doll Unbullbaited.

Commands: As for each separate process.

Purpose: To train the student to be able to co-ordinate and apply the commands and procedures of each separate auditing action with the actual doingness of auditing.

Position: Student seated at a table with E-Meter, worksheets and auditing forms as needed. In the chair opposite the student is a doll occupying the position of the PC. (During the drill the coach is seated or standing beside the Auditor. He does not take the position of the doll.)

Training Stress: This drill is coached. The student sets up the E-Meter and worksheets exactly as in a session - as follows :

1. Set up E-Meter as for E-Meter drills.
2. Set up shield (to prevent TA and admin from being seen by PC (doll).
3. Have extra pens under the E-Meter.
4. Have C/S face down between the bottom of the E-Meter and the table.
5. Have W/S and lists readily available in sequence required for the session.

Auditor starts the session and runs a standard session with the particular auditing action being taken up on the doll, keeping full session admin and using all standard procedures of the auditing action, coaching on a gradient handling one outness at a time.

The drill is done on a steeper and steeper gradient until the student can very quickly do the action correctly and flawlessly.

The drill is passed when the student can do the drill flawlessly with good TRs 0-4, correct procedure and commands, without comm lags or confusion; ie flublessly!

FORMAT TO BE USED FOR BULLBAITED DRILLS

Name: Auditing _____ bullbaited.

Commands: As for each separate auditing action.

Purpose: To train the student to be able to co-ordinate and apply the commands and procedures of each separate auditing action in a drill similar to a real auditing session and thereby become flawless in applying it.

Position: Student seated at a table with E-Meter and Auditor forms as needed. In the chair opposite the Auditor is the coach (bullbaiter), as PC.

Training Stress: The drill is the same as for auditing on a doll except that the "PC" coach bullbaites the student Auditor using "fruit" answers during the session in an attempt to throw the student off session. On any lists the coach squeezes the cans to simulate reads. He still uses "fruit" answers (six apples, blue pears) when asked to speak, but as the student Auditor reads off the list items (ex. L3RD) he squeezes the cans for reads.

When bullbaiting an auditing action the coach should **throw in various signs of pc out of sessionness**. (Per HCOB on Good Indicators and BTB on Bad Indicators. The student Auditor must:

1. Obnose the out of sessionness.
2. Align this to the process and to his level of training.

3. Handle.

The PC bullbaiter can throw in situations, originate troubles or gains, be tricky, etc. But he must never lose sight of HCOB 24 May 1968, "Coaching", especially the second paragraph, "Coach with reality".

Once the coach throws out a situation, etc. he must allow the student Auditor to carry it out and handle the situation before the coach calls a new situation.

Stress is on training the student Auditor to have his TRs 0-4 **in** on the bullbaiter.

The coach (bullbaiter) does the "Start", flunking or "That's it". flunks are given for any improper commands, procedure, comm lags, break in TRs or improper session admin.

Each drill is to be done thoroughly building up the speed of Auditor commands and actions. ("It's the number of auditing commands per unit of auditing time which makes gains in a session," LRH)

The drill is passed when the student can do the drill flawlessly with excellent TRs 0-4, correct procedure and commands, without comm lags or confusion.

These are the drills that train the student Auditor to handle all the elements in a session, so be exact and be real.

Ref: BTB 5 Jan 72 Rev. 18 June 74, 0-IV Expanded Grade
Processes - Triples Part B Grade 0 Processes
Grade 0 Expanded Processes

TR 00 - 27 R2-31 UNBULLBAITED

TR 00 - 28 R2-31 BULLBAITED

Ref: Creation of Human Ability p. 74.

(Use basic drill format.)

Steps:

1. R-Factor. "We are going to run an expanded Grade 0 Comm process. It's called Beingness processing."
2. Clear each of the following commands as each step is reached, before running that command.
3. Begin using the environment and the vicinity that the auditing is taking place in.
4. Clear this command: "Look around the room and discover some object which you don't mind being present."
5. Give the PC the command in No. 4.
6. The PC must answer the question. TR 0-4 is used fully. The PC must actually locate something in the environment, not a picture. Auditor obnoses the PC is looking out not introverted. '

7. When the first command is answered, ask the PC to "Locate something else you don't mind being present."
8. The Auditor runs the second command until all comm lag on the question is flat, or F/N, Cog, VGIs. When this happens the Auditor indicates the F/N, if one, and then picks out an object which the preclear was comfortable about. For example: the door.
9. Now say to the PC: "Now see this door here."
10. Immediately when No. 9 is done, say "All right, what else wouldn't you mind this door being? As the PC answers this the Auditor continues to ask the same question, using the same object, until all comm lag is gone from the question, or F/N, Cog, VGIs.
11. When all comm lag is flat in No. 10, the Auditor selects other objects in the area and uses the same question on them. Ex: "What wouldn't you mind this chair being?" "What else wouldn't you mind this chair being?" to no comm lag or F/N, Cog, VGIs.
12. When the preclear is perfectly willing to have anything in the room be a large number of things, including the walls, the ceiling and the floor, ask "Now what wouldn't you mind your body being?"
13. Take whatever the PC says, acknowledge it.
14. Say "And now what else wouldn't you mind your body being?" Repeat this question until the PC is doing is comfortably and with no comm lag or F/N, Cog, VGIs.
15. Then ask: "Now lets find something you wouldn't mind being." Take the PC's answer and acknowledge.
16. Then run repetitively "What else wouldn't you mind being?" to F/N, Cog, VGIs.

TR 00 - 29 AXIOM 51 COMM PROCESSING UNBULLBAITED

TR 00 - 30 AXIOM 51 COMM PROCESSING BULLBAITED

Ref: PAB 56

(Use basic drill format,)

Steps:

1. R-Factor, "We are going to run an expanded Grade 0 Comm Process, It's called Axiom 51 Comm Processing."
2. A list of reading terminals is culled from the work-sheets, White Form, that read when the PC mentioned them.

Also, "Clara", (the PC's wife), should be expanded to "a wife" and "a woman" and added to the culled list. This is an example of how an item can be expanded. One would only run the added items of "a wife" and "a woman" if they read on test, of course. The items do not have to be checked for a read if they once read on the work-sheets.

3. Clear the flow one command, "What wouldn't (same item) mind you communicating with?"
4. Say to PC, "This is the Process."
5. Run command repetitively, to F/N, Cog, VGIs. Indicate the F/N after PC's cognition and VGIs.
6. Clear the flow two command and run as above in steps 4 and 5.
7. Clear the flow three command and run as above in steps 4 and 5.
8. Take next best reading item, repeat No.s 3,4 5,6, and 7.
9. Handle all items per No. 8.

TR 00 - 31 PAB 54 COMM PROCESS UNBULLBAITED

TR 00 - 32 PAB 54 COMM PROCESS BULLBAITED

Ref: PAB 54

(Use basic drill format.)

Steps:

1. R-Factor: "We are going to run a Grade 0 communication process. The process is called 'Comm Process'."
2. Clear "think" with a dictionary, as a doingness, an action. The PC is on the cans when clearing the command.
3. Clear thought with a dictionary as an idea, consideration, decision.
4. Clear 1st command, "Think a thought". Ensure PC knows to tell auditor what it was he thought.
5. Say to PCs "This is the process."
6. Run repetitively "Think a thought", to F/N, Cog, VGIs. PC will voice the EP that he knows absolutely that he is thinking the thought.
7. Every 5 commands or so ask the PC to place the thought he just thought in an object in the room. This action getting the PC into the practice of placing the thought somewhere, and thoughts are less likely to appear suddenly and magically out of his machinery.
8. When F/N, Cog, VGIs is reached, indicate the F/N after PC's Cog, then clear the word "receive" with a dictionary.
9. Clear the flow one command, "Tell me a thought you would be willing to receive from another."
10. Say toPC: "This is the process".

11. Run to F/N, Cog, VGIs the above command repetitively. Indicate the F/N after PC's Cog and VGIs.
12. Clear the flow two command: "Tell me a thought another would be willing to receive from you."
13. Run process as in steps 10 and 11.
14. On flow three, "Tell me a thought others would be willing to receive from others", clear the command and run as in steps 10 and 11.

TR 00 - 33 AN OBVIOUS BASIC PROCESS UNBULLBAITED

TR 00 - 34 AN OBVIOUS BASIC PROCESS BULLBAITED

Ref: HCOB 17 Mar 60 Standardized Sessions

(Use basic drill format.)

Steps:

1. R-Factors "We are going to run an expanded Grade 0 process, it's called 'An obvious basic process'." Clear the words: A, about, energy, matter, space, think, time.
2. Give R-Factors "There are 5 commands for this process. Each is run separately." Run each command repetitively to F/N, Cog, VGIs; the commands are:
 - "Think about matter"
 - "Think about energy"
 - "Think about space"
 - "Think about time"
 - "Think about a thetan"
3. Clear the first command and tell the PC that you want him to tell you what he thinks about.
4. Say to the PC, "This is the process."
5. Run the command to F/N, Cog, VGIs indicating the F/N after the PC's Cog and VGIs.
6. When the first command has been run to EP run the next command and so on through all 5 commands as per steps 3, 4 and 5.

TR 00 - 35 AN AFFINITY PROCESS UNBULLBAITED

TR 00 - 36 AN AFFINITY PROCESS BULLBAITED

Ref: HCOB 4 May 1959 An Affinity Process

(Use basic drill format.)

Steps:

1. R-Factors "We are going to run an expanded Grade 0 comm process; this process is called "An affinity process."
2. Clear the flow one command. "Recall a time another communicated."
3. Run repetitively to F/N, Cog, VGIs, indicating the F/N after PC's Cog and VGIs.
4. Clear the flow two commands "Recall a time you communicated".
5. Run the process as in step 3.
6. Clear the flow three commands "Recall a time others communicated".
7. Run the process as in step 3.

TR 00 - 37 IN SEQUENCE UNBULLBAITED**TR 00 - 38 IN SEQUENCE BULLBAITED**

Ref: HCOB 2 Mar 1961 New Pre Hav Command

(Use basic drill format.)

Steps:

1. R-Factor: "We are going to run a Grade 0 process called "In sequence". It has two commands to each flow.
2. Clear the word "no-communication".
3. Clear the flow one command:
"Recall another's communication with you."
"Recall another's no-communication with you."
4. Say to PC: "This is the process."
5. Run repetitively 1-2-1-2-1 etc. to F/N, Cog, VGIs, indicating F/N after PC has Cog, VGIs.
6. Repeat step 2, 3 and 4 on flows two and three of the process. See BTB 5 Jan 72R Rev 18 June 74 0-IV Expanded Grade Processes - Triples Part B Grade 0 Processes for reference.

TR 00 - 39 UNIVERSE PROCESSES UNBULLBAITED**TR 00 - 40 UNIVERSE PROCESSES BULLBAITED**

Ref: HCOB 25 Sept 59 HAS Co Audit

(Use basic drill format.)

Steps:

1. Give PC R-Factor: "We are going to run a Grade 0 process called 'Universe Processing'."
2. Clear the words: The physical universe, a body, a mind, a thetan. Watch for reads while clearing and take up those that read, running largest read first. If none read on clearing, then assess the list. If none read, check the items with suppress and invalidate.
3. Run reading items in the commands listed below, 3 flows to F/N, Cog, VGIs, indicating F/N after Cog VGIs.
4. Say to PC: "This is the process."
 - F1. "From where could _____ communicate to you?"
 - F2. "From where could you communicate to _____?"
 - F3. "From where could _____ communicate to others?"

TR 00 - 41 LOCATIONAL BODY COMM PROCESS UNBULLBAITED**TR 00 - 42 LOCATIONAL BODY COMM PROCESS BULLBAITED**

Ref: HCOB 21 July 1959 HGC Allowed Processes

(Use basic drill format.)

Steps:

1. Give PC R-Factors "We are going to run an Expanded Grade 0 process; it's called Locational Body Comm Process."
2. Cull reading body parts from worksheets or make a list of body parts, assess them and run reading items, taking largest read first.
3. Say to PC, "This is the process".
4. Commands are the same as in above drill.
5. Run to F/N , Cog, VGIs indicating the F/N after the Cog VGIs.

TR 00 - 43 CLEARING PROCEDURE UNBULLBAITED**TR 00 - 44 CLEARING PROCEDURE BULLBAITED**

Ref: HCOB 21 July 1959 HGC Allowed Processes

(Use basic drill format.)

Training Stress: This drill is the same as Basic Drill Format except that for the assessment that is done on step 3, use the following instead of the real items:

pink oranges

red apples

pears

strawberry

banana

lemon

lime.

Steps:

1. R-Factor: "We are going to run an Expanded Grade 0 Comm Process".
2. "I am going to do an assessment on the meter; you don't have to say anything. OK?"
Handle TRs 0-4.

Assess:

Male bodies

Female bodies

Bodies

Matter

Energy

Space

Time

4. Clear the flow one commands "From where could _____ communicate to you?"
(Using best reading item) Run to F/N, Cog, VGIs.
5. Run flows two and three in the same manner.
 - F2. "From where could you communicate to _____ (item)?"
 - F3. "From where could _____ communicate to others?"
6. Take the next most reading item, use it in the commands and run to F/N, Cog, VGIs, indicating the F/N after the Cog VGIs.
7. Take all reading items from the assessment and handle as in step 6, in descending order of reads until all are handled.

TR 00 - 45 PROCESS S-2 UNBULLBAITED

TR 00 - 46 PROCESS S-2 BULLBAITED

Ref: HCOB 21 July 1959 HGC Allowed Processes.

(Use basic drill format.)

Steps:

1. Give PC R-Factor "We are going to run an Expanded Grade 0 process, it's called 'Process S-2' it is run repetitively."
2. Clear the word "victim".
3. Clear the commands
 - F1. "From where could a victim communicate to you?"
4. Say, this is the process run it to F/N, Cog, VGIs indicating the F/N after Cog, VGIs.
5. Clear flows two and three and run as in step 4.
 - F2. "From where could you communicate to a victim?"
 - F3. "From where could a victim communicate to another or others?"

TR 00 - 47 R2-60 THE HIDDEN COMMUNICATION UNBULLBAITED**TR 00 - 48 R2-60 THE HIDDEN COMMUNICATION BULLBAITED**

Ref: Creation of Human Ability P. 152

Scientology 0-8 p. 110 and p. 112.

(Use basic drill format.)

Steps:

1. R-Factor: "We are going to run an Expanded Grade 0 Comm Process, it is called R2-60.
2. Clear each of the commands as each step is reached, before running that command, clearing the word "Spot" and the key word first (such as "hidden" and "protected" etc).
3. The commands are as per HCOB 5 Jan 72R Rev. 18 June 74 0-IV Expanded Grade Processes - Triples Part B Grade 0 Processes. Run as per Creation of Human Ability - R2 60.
4. Run each command to F/N, Cog, VGIs, indicating the F/N after Cog and VGIs.

TR 00 - 49 R2-60 KNOW TO MYSTERY UNBULLBAITED**TR 00 - 50 R2-60 KNOW TO MYSTERY BULLBAITED**

Ref: Creation of Human Ability P. 153.

(Use basic drill format.)

Steps:

1. Give PC R-Factor: "We are going to run an expanded Grade 0 process, it's called R2-60 Know to Mystery."

2. Clear each of the commands as each step is reached, before running that command.
3. Run each command repetitively to F/N, Cog, VGIs indicating the F/N after Cog and VGIs.
4. The commands are as per HCOB 5 Jan 72R Rev. 18 June 74 0-IV Expanded Grade Processes - Triples Part B Grade 0 Processes.

TR 00 - 51 EXPANDED CDEI COMM PROCESS UNBULLBAITED

Ref: HCOB 13 Oct 1959 DEI Expanded Scale

Scientology 0-8 p.109-112.

Training Stress: This drill is done with Basic Drill Format except that the student Auditor actually gets the items he uses on the doll from a PC folder. He goes through the folder and culls out reading terminals from the White Form and worksheets and makes up a list as in step 2. He then continues with the steps. The coach also checks to see that the list was correctly made up.

TR 00 - 52 EXPANDED CDEI COMM PROCESS BULLBAITED

Training Stress: In doing this drill with a PC bullbaiter do not real terminals taken off the worksheets. Use "fruit" words instead. For example, a *false apple*. The bullbaiter squeezes the cans for reads; and as always uses made up answers, not real answers- flunks are given for out TRs and incorrect session procedure. The drill is passed when the student can do it correctly despite distractions.

Steps:

1. R-Factor: "We are going to run an Expanded Grade 0 Comm Process. I am going to do an assessment on the meter. You don't have to say anything. OK?"
2. Assess a group of terminals that have been culled from reading items from the White Form, worksheets, etc. Items would be "mother" or "mothers" not "your mother". A body not your body. A cat, not your cat.
3. Take the best read, and clear the command. Run each command to EP and then clear and run the next command. The item is the one found by assessment and then fitted in the commands.
4. The commands are as per BTB 5 Jan 72R Rev 18 June 74 0-IV Expanded Grade Processes - Triples Part B Grade 0 Processes.
5. Take the next best reading terminal that read on assessment and repeat No. 3 and 4.
6. Continue until all terminals that read are handled. This process can be used over and over, all that changes is the terminals used in the commands.

Of course, the same terminals are not run twice, and terminals are not run that the PC has not mentioned in a session and the terminals must have "read" in order to be run.

TR 00 - 53 LOCATIONAL COMM PROCESS UNBULLBAITED

TR 00 - 54 LOCATIONAL COMM PROCESS BULLBAITED

Ref: HCOB 7 May 1959 New Processes

(Use basic drill format.)

Steps:

1. R-Factor: "We are going to run an Expanded Grade 0 Comm Process."
2. Indicate you are going to assess some questions on the meter.
3. Clear Assess, tell the PC: "I am going to do an assessment on the meter. You don't have to say anything. Is that OK with you?" and handle with TR 0-4.
4. Assess:
 - a. From where could another communicate to you?
 - b. Find a place from which another could communicate to you.
 - c. Recall a place from which another has communicated to you.

(These are the flow one commands of these processes which are now tripled.)

Check with PC if there was anything he didn't understand. If so, clear it up and if you had a read on a misunderstood then reassess a, b, and c. If all OK, continue.

5. Take the biggest reading question (SF, F, LF, LFBD) and run that one only repetitively on three flows, each to F/N, Cog, VGIs, indicating the F/N after Cog, VGIs.

TR 00 - 55 REMEDY OF COMM SCARCITY UNBULLBAITED

TR 00 - 56 REMEDY OF COMM SCARCITY BULLBAITED

Ref: 8-8008 P. 137 "Six Levels of Processing, Issue 5"

(Use basic drill format.)

Steps:

1. R-Factors "We are going to run Expanded Grade 0 Comm Process; it's called 'Remedy of Comm Scarcity'."
2. Clear each command as you get to it.
3. Say to PCs "This is the process."
4. Run commands repetitively to F/N, Cog, VGIs.

Fl. "What wouldn't another mind you communicating with?"

F2. "What wouldn't you mind another communicating with?"

F3. "What wouldn't another mind others communicating with?"

Auditor continues to obnose PC and with a wide F/N , Cog, VGIs and PC in PT and no longer "in" the process, the Auditor indicates the F/N, "Thank you. Your needle is floating."

TR 00 - 57 GRADE 0 TRIPLES UNBULLBAITED

TR 00 - 58 GRADE 0 TRIPLES BULLBAITED

Refs: HCOB 11 Dec 64 Scientology 0 Processes

HCOB 26 Dec 64 Routine 0 - A Expanded

BTB 5 Jan 72R Rev. 18 June 74 0-IV

Expanded Grade Processes - Triples Part B Grade 0 Processes.

(Use Basic drill format)

Steps:

1. R-Factor: "We are going to run Grade 0 - Communications."
2. R-Factor: "The first process is called Auditor - PC Clearance."
3. Clear the first two commands on flow one.
00F-A1 "What are you willing for me to talk to you about?"
"What would you like me to tell you about that?"
4. Say, "This is the process." Run the two commands to F/N, Cog, VGIs. Indicate the F/N and note on W/Ss.
5. If PC bogs use prompters:
 - a. "Have you found something you think would make me think less of you?"
 - b. "Is there something you thought of that you think I wouldn't understand?"
 - c. "Have you said something you felt I didn't understand?"
"If so, tell me again."
 - d. "Have you found something you haven't understood?"
"If so, tell me about it."
6. Do steps 3 - 5 with flow two (00F-A2) and three (00F-A3) .
00F-A2 "What are you willing to talk to me about?"
"What would you like to tell me about that?"
00F-A3 "What are you willing for me to talk to others about?"

"What would you like me to tell others about that?"

7. R-Factor: "We are now going to run a process called 0-0 .

8. Clear the first two commands on flow one.

00F-1 "What are you willing for another to talk to you about?"

"What would you like him/her to tell you about that?"

9. Follow steps 4 and 5.

10. Do step 8 on flow 2 and 3 of 0-0.

00F-2 "What are you willing to talk to another about?"

"What would you like to tell another about that?"

00F-3 "What are you willing for another to talk to others about?"

"What would you like him/her/them to tell others about that?".

11. Follow steps 4 and 5.

Grade 0 Process 0A

1. Auditor chooses person by making a list of people it would be difficult for that PC to talk to or listen to and taking each item in turn. (Ref. HCOB 26 Dec 64 0-A Expanded.) Gives PC R-Factor: "We are going to run process "0A" .

2. Clear the command for flow 1.

A0 F-1 "If _____ could talk to you, what would he talk about?"

"All right, if he were talking to you about that, what would he/she say exactly?"

3. "This is the process."

Run each terminal to F/N. Run to F/N, Major Cog, VGIs on process.

4. R-Factors "We are going to run Flow 2."

5. Clear the commands and clear that in the 2nd command the PC is to answer as if he were actually talking to that terminal.

0A F-2 "If you could talk to _____ what would you talk about?"

"All right, if you were talking to about that, what would you say exactly?"

(PC is expected to speak as though talking to the subject chosen.)

6. "This is the process.""

Run each to F/N. Run to F/N, Major Cog, VGIs on Process.

7. R-Factor: "We are going to run flow 3."

8. Clear the commands.

0A F-3 "If could talk to _____ what would he/she/they talk about"

"All right, if _____ was talking to about that what would he/she/they say exactly?"

(Auditor chooses 2 people who would have difficulty talking to each other.)

9. "This is the process." Run each to F/N. Run to F/N Major Cog, VGIs on *process*.

GRADE 0 PROCESS 0B

(per HCOB 11.12.64, Zero Processes.)

1. R-Factors "We are going to run a process 0B."
2. The Auditor has canned list which he has made and chooses in turn subjects the PC would find it difficult to hear another talk about.
3. He clears the F-1 commands.

0B F-1 "What are you willing to have some one else tell you about _____ ?"

"Who else could he/she say those things to?"

4. Run each subject to F/N. Run to F/N, Major Cog, VGIs on the on the *Process*.
5. R-Factor flow 2.
6. (Auditor has made a canned list and chooses in turn subjects the PC would have difficulty talking about.) He clears the commands.

0B F-2 "What are you willing to tell me about ? "

"Who else could you say those things to?"

7. Run each subject to F/N. Run to F/N, Major Cog, VGIs on the *Process*.
8. R-Factor flow 3.
9. The Auditor has a canned list and chooses in turn subjects PC would have difficulty having others discuss.
10. The Auditor clears the commands for flow 3.

0B F-3 "What are you willing to have someone tell others about ?"

"Who else could another say those things to?"

11. Run each subject to F/N. Run to F/N, Major Cog, VGIs on the **Process**.

TR 00 - 59 HAVINGNESS UNBULLBAITED

TR 00 - 60 HAVINGNESS BULLBAITED

Ref: 5 Jan 72R Rev. 18 June 74 0-IV Expanded

Grade Processes - Triples Part B Grade 0 Processes.

1. R-Factor: "We are going to run a havingness process."
2. Clear 1st flow command.
0H F-1 "What solid could you understand?"
3. Run repetitively to F/N, Cog, VGIs.
4. Repeat 2 and 3 with the 2nd flow.
0H F-2 "What solid could another understand?"
5. Repeat 2 and 3 with the 3rd flow.
0H F3 "What solid could another get others to understand?"

Revised & Reissued as BTB
By Flag Mission 1234
I/C: CPO Andrea Lewis
2nd: Molly Harlow
Authorized by AVU
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

BDCS:SW:AL:MH:al

R2- 31: BEINGNESS PROCESSING

The cardinal rule where mental or physical compulsions are concerned follows: **Whatever the Thetan is doing obsessively or compulsively, have him do it on a self-determined basis.**

This applies to machines, habits, twitches, etc.

There is a gradient scale of exteriorization which could be described as follows: first, the thetan without contact With a universe then a thetan in full contact with a universe then a thetan in contact with part of a universe, who considers the remainder of the universe barred to him then a thetan in a universe without any contact with any part of the universe then a thetan unknowingly in contact with a large part of a universe. The first condition would be a true Static, the last condition is called colloquially in Scientology, 'battered all over the universe. As it is with a universe such as the physical universe, so it is with physical bodies. The thetan who has already gone through the cycle on the universe itself may be in contact with a physical body in the same order. At first he would be without association with a physical body then with occasional contact with bodies then with a fixed contact on one body, but exteriorized then interiorized into a body, but easy to exteriorize then in contact with and interiorized into a body, but withdrawn from the various parts of the body and then obsessively 'battered all through the body' then obsessively and unknowingly drawn down to some small portion of the body, and so forth. This is the gradient scale which includes inversion and then inversion of the inversion. The auditor will discover preclears are very variable in the matter of exteriorization. Some preclears, even when they have a dark field, exteriorize rather easily. Others, after a great deal of work, are still found to be difficult to exteriorize. The matter of exteriorization is the matter of which level of inversion the preclear is in. One of the more difficult levels to work is so inverted that he thinks that a thetan is running him. In other words, here is a thetan functioning in a body and actually running it through various covert communication lines, who yet believes he is a body to such an extent that he considers himself, or any life around him to be some other being. When discussing the matter of a thetan, this preclear is likely to tell the auditor, 'I'm over there'. This is about the only signal the auditor gets from such a case which tells him that the preclear is being a body, and considers that he is being run by another thetan. Very often an auditor will 'exteriorize' such a person, he thinks, only to have the preclear say, 'I'm over there'. A thetan who knows he is a thetan is always 'here' and never 'there'.

The diagnostic manifestation, however, which the auditor first encounters in any case where he is having difficulty with exteriorization is contained in Beingness. Those on lower levels of inversion are having a great deal of difficulty being anything. Such people are below the level of being a body, therefore it would be far up- scale for this person to be able to be a body with certainty. A person who cannot exteriorize easily must be brought up to the level where he can be a body before he can then be exteriorized from the body. In other words, an auditor exteriorizing anyone has to follow such a scale as Beingness Processing.

Oddly enough, Beingness Processing is an excellent exteriorization tool, and I say 'Oddly enough' because, in one sense, Beingness Processing is an Alter- is- ness process. When a case is extremely inverted it is necessary to get the case up to a level where it can identify itself with something. Beingness is essentially an identification of self with an object.

The commands used in Beingness Processing should begin with the environment and the vicinity of the preclear. One has the preclear look around the auditing room and select an object, let us say a chair. The auditor does this by saying 'Look around the room and discover some object which you don't mind being present'. Remember always, that when an auditor asks a question, that question has to be answered by the preclear. It is the auditor's bad luck if he asks a question which introduces an enormously long communication lag in the preclear. The preclear must still answer the question. At this question, then, 'Discover something you don't mind being present', it is necessary that the preclear actually locate something, even if a dust mote. The auditor then asks the preclear to 'Locate something else you don't mind being present'. And when all communication lag is gone from this level of process, the auditor then picks out an object which the preclear was comfortable about and says: 'Now see this (chair) here', 'All right, what else wouldn't you mind this (chair) being?' And then, as the preclear answers this, and using this same object, the auditor continues to ask the same question until all communication lag is gone from the question: 'What else wouldn't you mind this (chair) being?'

The auditor then selects other objects in the area and uses the same question on them: 'What wouldn't you mind this (couch) being? ', 'What else wouldn't you mind this (couch) being?' When the preclear is perfectly willing to have anything in the room be a large number of things, including the walls, the ceiling, and the floor the auditor asks: 'Now what wouldn't you mind your body being?' And whatever the preclear answers, 'And now what else wouldn't you mind your body being?' Finally, when the preclear is able to do all the foregoing in Beingness Processing, the auditor commands him: 'Now let's find something you wouldn't mind being', and, as this is the question for which the auditor has been working, he uses this question for a very long period of time, asking over and over, 'What else wouldn't you mind being?'

It will be discovered in working Beingness Processing that the entire mechanism of winning Valences occurs. Here, for instance, is a thetan who is caught in a theta trap. After a while he will consider that the trap itself is surviving, which is to say that the motions of the trap have themselves set the thetan into motion so that he now thinks of himself totally as a trap. (This is how anybody gets to be anything – by getting set into motion by the vibrations in his vicinity.)

At first the thetan is willing to be the trap, but after a while, if asked to be the trap and then asked to be the thetan (and this is not a process), the most terrible apathy will be found to intervene between the two steps. The thetan, while fairly comfortable being the trap, on beginning to recover some of his own identity, will be found to be at a point on the tone scale so low as to contain an unbearable and agonizing apathy.

Beingness Processing recovers the various valences which the thetan is trying to avoid. As a practical example in life, we find a housewife who is incapable of keeping house.

Although intelligent and able in most things, we find she cannot sweep, make beds, or even shop for the house. We discover that her mother was an excellent housekeeper, an excellent cook, and could shop very well. If this is the case, then we would also discover that the one person in this world our pre-clear does not want to be is her mother. In other words, by being unable to be her mother, she is also unable to be all those things which her mother could do or be. In other words, the matter of valences is also a matter of packages of abilities, and where an individual is unable to be something which has certain definite abilities, he also cannot achieve those abilities, and this, in itself, is the heart of disability.

In running Beingness Processing it will be discovered that the imagination of the pre-clear revives to a marked extent. This is a process which requires a skilled auditor, a patient auditor, and one who is willing to level every communication lag he encounters by repeating the same question over and over, each time waiting to receive a definite answer. It is not a process which one starts and leaves uncompleted.

P.A.B. No. 56
PROFESSIONAL AUDITOR'S BULLETIN

From L. RON HUBBARD

Via Hubbard Communications Office
163 Holland Park Avenue, London W.11

8 July 1955

AXIOM 51 AND COMMUNICATION PROCESSING

Let me give you a small review on communication. Axiom 51 says that MEST cannot change MEST, and we find that postulates and live communication do change MEST. MEST cannot change MEST, therefore a pair of forceps cannot basically change a tooth condition. This is sweeping and I want you to realize how sweeping it actually is. A medical doctor would not be able to alter completely a broken leg. You may say, "That's silly, of course he could. He could come in and snap the bone back into place and the fellow would feel a lot better." No, I'm sorry, a medical doctor cannot over a period of time change a broken leg. Do you know what will happen? Let's look at it from the standpoint of life, now, and we find out that the individual got attention for his broken leg, didn't he? It will emerge as rheumatism some day. In the next life it will emerge as two broken legs! We're going to get a repetition of this because as soon as you attempt to change MEST with MEST in one fashion or another you are going to get persistence, and that is all. Persistence of what?

In view of the fact that all conditions are postulated conditions, and that the consideration behind them that they are bad or good is simply again a consideration, if we say persist it doesn't mean that it is either bad or good, it simply means *that condition*. What condition is it? The condition we are trying to change. And whenever we try to change MEST with MEST we get a persistence of that condition. It will crop up one way or another, and you will see this time after time.

Dealing as we are in a very high echelon of live communication, when we try to alter a condition with MEST we get this persistence. Restimulation is the condition persisting in the auditor, as an auditor who goes around altering energy masses gets restimulated. The auditor comes along and says, "Now all I have to do is change this energy mass one way or the other," and he may succeed in doing so as far as he can see for the moment. So he goes off restimulated. That is the condition persisting. It's going to persist, one way or the other. The only motto back of MEST is "**Persist.**"

But we have this licked. Hence Axiom 51. Postulates and live communication actually can bring about a permanent change and can actually stop a persistence.

Now, this process, **"What wouldn't you mind ____ communicating with?" "What wouldn't ____mind you communicating with?"** is actually not a low echelon process. A low-echelon preclear, one with no mock-ups and very little reality, one who is not well off, will not be touched by this process. He cannot assimilate the process. Why? Because, to run this process, you have to have the cooperation of the preclear's ability to as-is. You have to have the ability of the preclear to have a cognition and the ability of the preclear to as-is a piece of energy, that is, to make a perfect duplicate of it.

Where, then, does that leave this process to be totally functional? It leaves it upstairs, because when you run it downstairs, the individual begins to "chew energy." Just "chewing the energy around" doesn't make it persist, but, with all this chewing, he isn't as-ising anything. All he is doing is moving mass "A" to position "B." Anybody who is doing this gets no cognition out of it at all. He is waiting for that piece of energy to tell him something, and this tells you a great deal about the preclear who couldn't run an engram. He was waiting for the MEST to say something.

The preclear who could run engrams could still play a game well enough to make the MEST say over and over again what the MEST had imprinted on it. That is exactly why an engram could run and why we had success in running engrams, and when an engram disappeared that is exactly what happened. It was up there all right, it was up there in lights, but it wasn't saying anything. It was a bunch of sound waves imprinted on a bunch of molecules of one kind or another, and the preclear had to sort of pretend it was saying these things over and over. In other words, he made it talk. Now today an individual gets an engram in front of his face and you just tell him to make it talk. Make it say, if you please, exactly what is in the engram, or make it say anything – it doesn't matter which.

As we look over this running of an engram, let us say that we are getting an individual to run birth. What we are doing is to get an energy mass called birth to articulate to an individual, and it would run very handsomely indeed if we had the preclear saying Okay. This is actually a terrifically effective way to run an engram. If we wanted to start today running engrams, we could, full out, and achieve tremendously superior successes because we could certainly run any kind of an engram in the bank. We could dream it up, and the preclear could dream it up, could do anything he wanted to, just to make these energy masses talk.

Of course very strange phenomena happen on an occluded case when you have him dream up the fact that he has the concept of an engram in front of him. You just look at him and you say, "Now let's make believe that you have birth in restimulation in front of you." (This would be a roughie, and a weird way to go about it.) "And now let's pick up the engram at the point where the doctor is saying, 'If you will just take this pint of strychnine, mamma, the child will be born much earlier.' " You have him to make this concept say this, and have him say Okay to that.

The strange part of it is that you don't have to pay any attention to whether birth shows up or not. I counted the number of births on an individual one time and it was several thousand, believe me, and they all go back to Fac Ones and things like that. So we just have him get the idea that he has birth in front of him and have it articulate. Quite often this totally oc-

cluded case will have a complete birth show up and begin to run off. But, he was totally occluded, wasn't he? He couldn't run an engram.

We could just buckle right down at that point and actually run that engram with Okays from the preclear, just as it showed up, or we could go on running a synthetic engram. In either case facsimiles would go out of restimulation in the individual. As long as we have communication those energy masses will disintegrate and you will stop the persistence of the condition.

So let's look at the optimum way that I know of at this moment – the best way I know of – to separate universes, on which I have had considerable success and to date have had no failures as long as the preclear could at least articulate anything. As long as you can make him do anything at all you can make him do this. You have seen the process already.

"Give me some things you could say to your mother." If you wanted to make this very perfect, if he is unable to play a game you don't have to (very often the preclear is unable to play a game), you would say, **"Now get the idea mamma is out there saying Okay to all of this."** **"Now give me something else you could say to your mother."** Then you say, **"Get the idea mamma is out there and have her say 'Okay.' "** **"Now give me some things that mamma could say to you."**

Now you will get a positive blow-apart in a fairly rapid order of the interiorization of the universe. We know very well that people interiorize into a body, into other bodies, into MEST objects, into planets. So, if you were to run this one all the way backward you would take somebody who is obviously seen to be interiorized into earth, and what would you have him do?

You would say, **"All right now, give me something earth could say to you."** If he is really interiorized into earth he'll think up something. Then you have him say Okay. The next thing you know he will get the ball of earth 'way out there somewhere. Maybe it's the first picture he has ever had! You will say, **"That's fine. Now give me some more things that earth could say to you."** **"Now give me some things you could say to earth,"** and very ordinarily he will come right on up the tone scale. You will never see such perfect behavior of a tone scale as when you use a MEST object.

Then we would pick out (if we really were bent on exteriorizing Mr. Doakes and Mr. Doakes was interiorized into the interiorizations) another universe when we knew that we had the first one blown, and we would know that because his physiological condition would very definitely alter. We would go on to the next likely universe.

We find this fellow who has been a linotype operator for eight thousand seven hundred and sixty-two months, or something of the sort. We don't have to be specific. We pick a linotype machine, and we say if he got into earth he certainly got there via some sort of apparatus he was controlling, so we say, **"All right, what could a linotype machine say to you?"** He would think it over for a moment. A very literal-minded fellow would probably say, "It could say 'clank.' "

"Okay, have it say clank."

"You know, I don't get any sonic on this," he'd say. (I've had this happen.)

"Well, just get the idea of its saying clank."

"Well, it's going clank, all right."

("Oh no you don't," says the auditor, aside and to himself.) "Have it **say** clank."

"Have it **say** clank? A linotype machine can't... well, I guess it could. On thinking it over I guess a linotype machine could.... All right, I'll have it say clank."

"All right. Now have it say something else." He does, and we blow him out of the universe of the linotype machine.

Now let's pick the wife he hates worst, or something like that. What could she say? etc. Admittedly this is not a short process, but it keeps going faster and faster. Next we would pull him out of papa and mamma, and maybe grandma and grandpa, and so on. We are doing one of these schoolbook, by the table, separations. Then we say, "**Now give me something your body could say to you.**"

"My body say something to me?"

And away we would go, and we would blow him out of his head.

It will work with almost that mechanical ease. The question is, how many hours of auditing would it take to bring somebody who is totally interiorized into a planet out through these various stages and finally out of his head? As far as I'm concerned it is the minimum number of hours he could be audited for maximum result.

We could do a tremendous number of things for him. We could do a momentary patch-up on a lot of things, we could do this and we could do that, but if we were going straight toward the goal of making this individual into the highest level of condition that we could make him into, we would follow a process just about like this. It would be slow, and it would be arduous, but we would get better, and better, and better. He would finally get to a point where he could feel these things blow off and blow out on him.

I went so far one time as to try to exteriorize a fellow from his engram bank. I think I exteriorized a lot of thetans from that bank, but I never got the fellow out of it entirely because I didn't have the time. His track finally stretched out in all directions and he could view it clearly, and then he was terribly interested and wanted to run and have to do with each individual engram – and there were about seventy-six trillion years worth of them. Then there was the whole GE line. So I abandoned that attempt. He felt wonderful, though, and went around telling everybody he was cleared. Compared to his earlier state he sure was. He was cleared easily from eight or nine heavy engrams in about eight or nine hours' auditing.

The articulation of the actual communication would be something you would do on an individual who is having the vaguest difficulty playing a game, who couldn't as-is birth at a glance. And this is the conclusion I have reached rather arduously over these past weeks on this. I give you data when I have it.

Axiom 51 is right. It says you can't change MEST with MEST, but postulates and live communication can change it. But realization on the part of a preclear with no cognition is not possible. So if he can't realize, that means he can't as-is, so if he can't as-is, there he is. But I have seen preclears pass right on up the line from cognition zero to almost instantaneous cog-

niton. In the Air Force they have ceiling zero. We have cognition zero, but it's the same thing – total fog.

It is immensely safe for an auditor to change by communication. There is no restimulation involved.

[Small handwritten signature or mark]

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 17 MARCH 1960

Fran Hldrs

STANDARDIZED SESSIONS

There are many reasons why sessions should be standardized and held in pattern. First of these is confidence. The auditor, going over practised ground, feels more confident and, startled by some sudden action or new development, does not lose session control by seeming incapable to the pc. The preclear, accustomed to repetitive session pattern, feels a security when all his sessions are predictable as to pattern of address. And if he changes auditors he is still able to feel confident that he is getting real auditing.

A second reason is duplication: Just as old repeater technique *done by* the auditor to the pc will run out a phrase or charged word, so do session patterns, well followed, tend to run out earlier sessions. Duplication does not make all things seem alike. Duplication of a session adds communication to the session and speeds up the willingness of the pc to communicate to the auditor.

The basic freeing action of auditing depends upon the separation of thought from form, matter, energy, space and time and other life.

We see in "science" as currently practised a nearly total identification by the "scientist" of mass with thought. "Man from mud" is a natural conclusion by anyone who has all his thought bound up in mass.

The reason a clear's needle is so free (and you've seen, certainly, how an E-Meter needle gets sticky, then freer and freer) is that his thought is separated from a matter, energy, space, time consequence.

The "deadin-'is-'ead" case is totally associating all thought with mass. Thus he reads peculiarly on the meter. As he is audited he frees his thinkingness so that he can think without mass connotations.

What auditing is doing is making the preclear think key thoughts until they can be thought without creating or disturbing matter, energy, space and time.

As most pcs associate themselves with *thought*, only when they can think a thought without ploughing anew into mass can they exteriorize. Difficult exteriorization or exteriorization with bad consequences is all caused by a person's considerations of thought being matter, self being matter, etc, etc.

The basic overt act is making somebody else want mest. This recoils so that self wants mest. Thus we have the "necessity for havingness". Running havingness restores the pc at cause over matter, permits him to be separate from matter to some degree.

Thinking, then, is separated from mest by repetitive thinking on the exact points that pin a particular person to mest.

If a person is aberrated, say, on the subject of women, the shortest cut to de-aberration (barring havingness difficulties – see below) would be the repeated command "Think of a woman." At last he would no longer have pictures or masses just because he thought *that* thought and you would then find he could *think* about women as opposed to reacting about women.

This naturally leads to an obvious basic process, "Think about matter" "Think about energy" "Think about space" "Think about time" "Think about a thetan." In theory each one could be run flat in turn and then all run again.

In actual practice this is pretty steep for most cases and would not be real to many. A more complex approach containing more significance is more real to the pc.

The pc's mind is trapped into *forms* of mest and life, rather than merely mest and life. Thus, what falls on the E-Meter needle shows what form of mest and life his attention is fixed upon.

Havingness is a complicated subject when viewed in a pc's mind. Familiarity, which is to say, predictability, is strongly connected with his ability to have or own. When he receives shocks or surprises, his ability to predict is invalidated and he *can't have*.

The reason a thetan "dies" is his loss of the familiar by the introduction of the unpredictable. Rapidity of change of state, unpredicted, would be a definition of surprise, also of death and forgetfulness.

The more change he is subjected to, that he did not predict, the less he can have.

Thus when he is given a "rough session", the pc's havingness goes down. Not predicting the shifts and changes of the auditor, the pc ceases to be able to have the session or its appurtenances – the auditor, the room, etc. The smoother the auditing the better the pc's havingness stays up.

The model session is designed to avoid unpredictable changes. Thus it is designed to retain havingness by retaining pattern, which is to say, retaining predictability by the pc.

Auditing, done smoothly, duplicatively session by session as to session pattern, runs itself out, even if the pc has a constantly changing bank.

A pc began to use pictures when he changed lives and sometimes, therefore, language, but only after he had already adopted language for thought. So an ultimate step in processing could concern itself with separating the pc from the significance of words. Some such process as "Think of a word," followed by "Think of a meaning," would in theory, if it could be run (but has not been tested and would violate havingness), discharge the pc of his dependence on language for thought and would find him less fixated on having pictures (which of course bridge the language barrier).

Appearing in a form composed of matter, running on energy, existing in space and keeping pace with others in time is a favour pcs do one another (or an overt act depending on how cynical you may feel when you consider it).

The games condition of havingness is have for self, can't have for others. Appearing in a form violates this games condition. Also, giving another words violates it. Thus actors and writers tend to go downhill by violating their own games condition *if they are in one*. A games condition evolves from separateness. Running some form of separateness can then result in exteriorization not from willingness to lose the mass of the body but by curing the games condition. Separateness is of course handled on lower cases by running out obsessive connectedness. But separateness itself can be run.

Any auditing is a solution: Solutions are ordinarily an alter-is of problems. Thus getting people to confront problems or even solutions can resolve not only case but auditing where auditing itself has now and then, in absence of smooth analysis and session handling, become a problem to the preclear.

A fine process for this is "Tell me a problem that auditing would be a solution to," and for that matter, this also applies to any psychosomatic illness. A person with a bad leg would experience relief if audited on "Tell me a problem a bad leg would be a solution to," as a repetitive process. Similarly, it might work if one asked "Tell me a solution to a bad leg you could confront," or "What problem about a leg could you confront?" which last is very good as a process.

The separation of thinkingness from a problem, from particular forms, and from Life and Mest are the primary targets of auditing. And just as the repetitive auditing command runs out not only the connection with a mass but itself, so does a repetitive session design eventually free the pc from not only his aberrations but auditing itself.

A person gets as able as he regains confidence – and he gets as free as his auditing is a constant not itself a wild variable.

L. RON HUBBARD

LRH:js.rd

HUBBARD COMMUNICATIONS OFFICE
37 Fitzroy Street, London W.1
HCO BULLETIN OF 4 MAY 1959

AN AFFINITY PROCESS

We have a fundamental Reality process in Overt-Withhold Straight Wire and, at a higher level, "What can you confront?"

Variations suggest themselves but what with Administration, Congresses, HPA Courses, ACCs and heavy promotion, I have not had time to test them.

The above form, startlingly enough, does work. It *apparently* cracks lower cases than "What can you confront?" There is some evidence it raises havingness.

A basic communication process is "Recall a time you communicated."

There have been few successful Affinity processes. However, as unlikely as it first appears, the following is nearly a pure Affinity process.

"What would you like to confront?"

L. RON HUBBARD

LRH:mp.rd

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 2 MARCH 1961

HCO Secs
Assn Secs
Ds of P
All HGC Personnel
All Auditors Auditing Staff
All 22nd American ACC students
All 3rd S.A. ACC students

NEW PRE-HAV COMMAND

Here is a new command for Communication on the Pre-Hav Scale.

It comes as a surprise to me to find a new Comm process after Comm being in prominence 11 years, but that's what's happened. Also this process is foreshadowed by the Code of Honor.

It replaces the Pre-Hav Command in HCO Bulletin of February 2, 1961 (dated March 9, 1961 from Saint Hill).

The basic command from which the others are derived is:

"Recall not wanting to communicate."

The full commands that can be run in sequence are:

"Recall not wanting to communicate."

"Recall another not wanting to communicate."

"Recall not wanting another to communicate."

"Recall another not wanting you to communicate."

"Recall another not wanting others to communicate."

"Recall a communication."

"Recall a no-communication."

"Recall a communication."

"Recall a no-communication."

"Recall a communication."

"Recall a no-communication."

The command structure, having so many possibilities, has only been partially sorted out. The first five commands of the above or the last six commands of the above or all of the above may be run. The last six, of course, handle loss incidents.

It just may be that the first line as a process underlies all withholds and gives later withholds power. This may then, just as a process, considerably ease the task set in getting off withholds on secretive cases.

Using all the first five lines in sequence is probably easiest on the pc, afterwards flattening the last six commands.

L. RON HUBBARD

LRH:ph.rd

HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 25 SEPTEMBER 1959

HAS CO-AUDIT

Here are some hints on how to run Comm Processes on assessment:

The instructor asks the preclear if he is sick or well. If the pc says he is ill then the instructor says, "What part of the body would you say is ill?" Whatever the pc answers, this is then run on "From where could you communicate to a... (generalized terminal) body part." If the pc answers that he is well, the instructor says, "Have you ever been ill?" The pc will in general say yes. The instructor then says, "What part of your body was ill?" and runs the Comm Process on whatever the pc says.

Giving you advance scoop on a new research win it seems that the most effective and rapid clearing could take place with what we will call Universal Processes. This means running a Comm Process on Universe as follows:

"From where could you communicate to the physical Universe."

"From where could you communicate to a body."

"From where could you communicate to a mind."

"From where could you communicate to a Thetan."

This is all experimental at this stage but it would be a separation process from all universes the thetan is anxious about and should be quite successful in general use.

However I give you this not to use but to show you that we would probably win further and better if we began to steam people up on the subject of being clear and then slammed right in on whatever universe they could handle on Co-audit. I would then run Co-audit as follows:

Do the actions described above on body part and when the pc has come through that go at once on to the physical universe and then graduate him on to any body part that bangs on the meter and finally when various parts are flat get him into running the body as a general terminal.

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LRH:iet.rd

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
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CenOCon

HGC ALLOWED PROCESSES

The following rundown is to be used in all HGCs.

For use on unconscious and fixedly psychotic persons unwilling to be audited:

"You make that body sit on that chair (or lie on that bed)", and CCH 1, 2, 3, 4.

For use on persons unwilling to be audited at any time: Two way help bracket "How could you help me?" – "How could I help you?"

Get each question answered. Use lots of two way comm. Don't Q and A with reasons.

For use on persons unwilling to be audited by reason of session errors: TR 5N, which is: "What have I done wrong?" – "What have you done wrong?" with two way comm.

For persons who are acutely ill: Ask them what part of their body they think is ill. Use that as the terminal. Run: "From where could you communicate to a ...?" (body part named).

For use on persons who complain that auditing has no effect on them or who make very slow gains, or who are going for OT. Run: Process S2: "From where could you communicate to a victim?" This is flat when pc can confront calmly a victim.

For use on persons in general. If this has been handled in an HAS Co-audit well, don't handle it again: Overt-Withhold Straight Wire after careful assessment and used on various buttons, Dynamic Straight Wire, Know to Mystery Straight Wire, are all more or less same processes but are different ways of assessment. Always run terminals, never conditions.

For use on persons who have a P.T. problem. Get them to name the terminals associated with the problem. Run: "From where could you communicate to a ...?" (general form of terminal).

For use on persons in general, always to some extent when they enter HGC: S-C-S.

For use on auditors in for auditing. Run until fully flat: Process S 2: "From where could you communicate to a victim?"

For use on people going to theta clear. Use liberally and long: Assess case with E-Meter. Spot terminals needing clearing. Use: "From where could you communicate to a ...?" on each terminal.

For use on people going to theta clear: Find engram necessary to resolve the case each time. Check out all terminals present in it. Make a list. Run: "From where could you communicate to a ...?" (each terminal in incident by general name). Don't run off from incident that is being run. Pc will go up and down the track but when one terminal is flat, choose the next

from the same incident we started with. Remember to resurvey incident for new terminals when several are flat.

For finishing off cases to level of theta clear: "From where could you communicate to a ...?" (male, female bodies, bodies, mest).

For easing off any case into comfort or completion of an intensive: Get person to say what is wrong. Get them to name the terminal they think is the trouble, run: "From where could you communicate to a ...?" (terminal name).

HAS CO-AUDIT

Comm processes may be used in HAS Co-audit. Assess by asking person: "Are you sick or well?" If he says "ill", ask, "What part of your body do you think is ill?" Run: "From where could you communicate to a ...?" (body part person said).

If person says "well", then say, "What person or thing have you been most sorry for?" (meaning pity). Whatever person says, run it as a terminal, "From where could you communicate to a ...?" (generalized form of whatever he or she said).

This gets people up to talking and you get the "word of mouth advertising" you should have, plus a lot of better people.

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LRH:brb.rd

R2-60: THE HIDDEN COMMUNICATION

'Spot some hidden knowingness', is an auditing command which, pursued properly, opens the gates to freedom.

In 'Scientology 8- 80' and 'Scientology 8- 8008' you will find a scale which begins at its lowest rung with 'hidden'. Above that is 'protection'. Above that is 'ownership'. I have recently discovered that the DEI cycle and the above low scale join to make the scale read:

Curiosity
Desire
Enforcement
Inhibition
Ownership
Protection
Hidden

and I have discovered that the road upward through this scale is communication.

Knowingness condenses. Trying to know becomes the first level of communication. This 'looking to know' condenses into 'emoting to know', which condenses into 'effort to know', which in turn becomes 'thinking to know', which then condenses into 'symbols to know' which, and this is the astonishing thing, becomes 'eating to know', which becomes 'sexual activity to know', which then turns into oblivion of knowing or 'mystery'.

An energy particle is a condensed knowingness. Trying to discover or move one is an action with the goal of knowingness.

Gravity, grim thought, becomes in the mind, and is, the effort to know, to pull in knowingness. Other- determinism is only other knowingness.

The aspects of know are the common denominators of any scale in Scientology. When knowingness is done by communication, we get emotion and effort particles changing position.

This struggle to know is not just me and thee working on Scientology and gone mad in the process, it is life and all its manifestations including space, energy, matter and time. Each is only a barrier to knowingness. A barrier is a barrier only in that it impedes knowingness. Barriers do not exist for complete knowingness.

And what is there to know? Only that knowingness can vary. One has to invent things to know for there is only knowingness, and knowingness has no data since a datum is an invented, not a true, knowingness. The motto of any particle below knowingness is 'Only energy can tell you'.

We handle R2- 60 HIDDEN KNOWINGNESS in this wise: 'Spot some hidden communications', 'And now spot some more hidden communications', and so forth. We may have to direct the preclear closely with, 'Point to the spot', 'How far away does it seem? ', 'Are you spotting a hidden communication there? ' and such questions, meanwhile keeping good ARC.

He could be asked to spot specific kinds of hidden communications as with this command: 'Spot some hidden disease communications', 'Some hidden poisonous communications', or 'Spot some hidden, but uninteresting communications'. But use the question to flatten all communication lags before you change it.

If he goes into the past, let him. He'll come back to the present. He'll find his chronic somatic and do many interesting things, including, perhaps, the data in the text of R2- 60 here.

It is curious that the above 'Spot some hidden communications' does not seem to require a remedy of havingness. But it will turn on many heavy ridges and somatics. Having thoroughly worked 'hidden communications' you can now use this command: 'Spot some protected communications', and when that is null, 'Spot some owned communications', and after that has no communication lag, 'Spot some inhibited (stopped) communications'. Then: 'Spot some enforced communications', and then, 'Spot some desired communications'.

Now when all that is done, proceed as follows: 'Spot some hidden knowingness', 'Are you spotting it in the physical universe? If so all right, point to it', 'How far away does it seem? ', 'Spot some more hidden knowingness', and so on until after an hour or two (or six) this command is comm- lag- flat.

Now start upscale as follows, making the preclear point and give the distance to the spot (even when trillions of miles away): 'Spot some protected knowingness'. And after many times of that, then: 'Spot some protected knowingness', many times. Then: 'Spot some owned knowingness', many times. Then: 'Spot some inhibited knowingness'. Then: 'Spot some enforced knowingness'. Then: 'Spot some desired knowingness'. Then: 'Spot some knowingness that people could be curious about'.

In R2- 60 HIDDEN KNOWINGNESS, we can use the Know - Mystery scale:

'Spot some mysteries' 'Spot some hidden sex' 'Spot some hidden eating' 'Spot some hidden symbols' 'Spot some hidden thinking' 'Spot some hidden efforts' 'Spot some hidden emotions' 'Spot some hidden looking' 'Spot some hidden knowing' Then: 'Spot some protected mysteries', 'Spot some protected sex', and so on.

You can, using the principles of hidden knowing and communication, combine any other part of Scientology with them, and discover an excellent process. However, the first commands given in R2- 60 are the easiest to communicate and to use.

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Franchise Holders

D.E.I. EXPANDED SCALE

(With a Note on Salesmen)

The original scale

4.0 Desire
1.5 Enforce
.5 Inhibit

was expanded in 1952 to

Curiosity
Desire
Enforce
Inhibit.

In 1959 I have found another vital point on this scale which gives us a new case entrance point.

Curiosity
Desire
Enforce
Inhibit
Unknown

I suspect also that "Wait" fits between Unknown and Inhibit.

To make these agree in intention, they would become

Interest
Desire
Enforce

Inhibit
Unknow.

This scale also inverts, I find, similar to the Dynamics and below sanity on any subject.

Unknow
Inhibit
Enforce
Desire
Interest

These points, particularly on the inverted scale, going down, are lowered by failure. Each lower step is an explanation to justify having failed with the upper level.

One seeks to not know something and fails. One then seeks to inhibit it and fails. Therefore one seeks to enforce it and fails. Thus one explains by desiring it and fails. And not really being able to have it, shows thereafter an obsessive interest in it.

The above inversion is of course all reactive.

Reactive selling (of interest to us in a salesman campaign) would be accomplished thusly (and this *is* the basic scale of selling):

The salesman refuses to let the customer forget the product;

The salesman then inhibits all efforts by the customer to refuse the product;

The salesman enforces the product on the customer;

The salesman now finds the customer desires the product;

And the customer will remain interested.

There is an interplay here whereby the salesman reverses the scale:

SOURCE OF SALES FAILURE

Salesman	Customer
Interest	Unknow
Desire	Inhibit
Enforce	Enforce

Inhibit	Desire
Unknow	Interest

Salesmen, bringing about an inverted scale, can go downscale themselves as they do it. They seek to interest and meet *forgetfulness*. They *want* to sell and meet *opposition*. They *high pressure* the customer and get pressured back. And about the time the customer *wants* the product the salesman is reactively inhibiting the sale. And as the customer's interest is at its highest the salesman forgets all about him.

SALESMAN SUCCESS

All a salesman has to do is continue to try to interest the customer and the reactive inversion will take place.

It is interesting that this scale, more importantly, gives us new case entrances. A series of Comm Processes on any terminal, say "bodies", could be run.

From where could you communicate to an unknown body an unwanted body a necessary body a desirable body an interesting body

This would pick the case off the bottom and run it to the top on any terminal that has gone totally reactive.

By the way, don't take my remarks on salesmen as being "all for the best". The basic overt act is making people want useless objects and spaces, and unfortunately for him that's often part of the business of the salesman. He, unlike us, sometimes isn't fishing people out of the mud. He's often more likely pushing them in. Therefore *he* needs our help to get square with the world. As his income depends on making people want things and buy things (even though sometimes they need them), we haven't much choice but to show him the mechanics of selling, to the end of getting him to help pull others out of the mud. Making somebody want something they really need is no crime, but the salesman is on very shaky ground. What do people really need? We had best not try to get involved in the ethics of all this, or to persuade them to sell only needed items.

The whole economic structure needs the salesman; he is the key of the whole structure. But we can leaven the flow of even useless goods by letting an invitation to freedom trickle in the same channel.

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LRH:dd.rd.-h

DEI TO CDEI

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(Suspecting also that "Wait" fits between Unknown and Inhibit)

To Make these agree in intention, they would become

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Desire

Enforce

Inhibit

Unknow

This scale also is found to invert - similar to the Dynamics, and below sanity on any subject. Thus:

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Enforce

Desire

Interest

These points, particularly on the inverted scale, going down, are lowered by failure. Each lower step is an explanation to justify having failed with the upper level.

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The above inversion is of course all reactive.

A later expansion of the scale gives us:

- K Know
- U Unknow
- C Curious
- D Desire
- E Enforce
- I Inhibit
- O Absence of (" No....")
- F Falsify

Standard Tech Use

The old DEI cycle gives us an important tool used in today's standard technology for Level III, the handling of ARC Breaks. An "ARCU - CDEI" assessment uses:

- A Affinity
- R Reality
- C Communication
- U Understanding

In conjunction with

- C Curious about ...
- D Desired ...
- E Enforced ...
- I Inhibited ...

This is part of the Level III tech of R (Routine) 3H.

It works like a bomb.

NEW PROCESS

THEORY

It never snows but it avalanches!

Possessing now tremendous processes at lowest levels, we need a new understanding of processing and assessment.

The broad tone scale is divided into three general parts. Highest is Pan Determinism. Mid-range is Self-Determinism. Low range is Other-Determinism.

The fundamental difficulty is that something has so thoroughly overwhelmed the pc that he is it. This is Other-Determinism become the person. Mild locks use this route to further overwhelm him. A person doesn't really find anything in this lifetime that would have overwhelmed him enough to aberrate him. It took great doing. Things like prenatals and operations and shocks just use the existing overwhelm channel.

The picture of aberration is this. The person causes an effect, time and time again. Usually this is not aberrative. But one day he causes an unintended effect. He didn't mean to. It was wrong. This is the true overt act – an unintended bad effect. It is not *deserved* by the recipient. It is a wrong, unintended, undeserved effect. The person now tends to limit his effects or withhold his effects. Having been wrong once, he now becomes cautious. Next thing he knows he has assisted himself to be overwhelmed. He now has an inflow channel over which other things, all locks, can now overwhelm him.

Eventually he becomes an "other-determinism". This, of course, can get nothing done, doesn't outflow, etc., etc., which adds up to all the faults we find in an aberrated person. For example, if the pc has been overwhelmed by money, he, in money matters, is now money. If you took some money and threw it on the bed it wouldn't do a thing. It wouldn't stack itself up or add up accounts. Money doesn't *do* anything. Therefore, the pc, as an other-determinism, does nothing really about money – and this we find annoying in him. It is his aberration.

Clearly all one need do as an auditor is to reverse this flow and put the pc at cause over the button, money, to have the other-determinism (and the overwhelmingness) fade away. Using Problems of Comparable Magnitude or Overt-Withhold Straight Wire or simple reaching, the effect is turned to cause and the pc comes out of it.

Assessment is only discovering *what* has overwhelmed the pc.

Auditing is the reversing of other-determined flows by gradient scales, putting the pc at cause again.

THE BASIC ERROR

The question was asked me, and a fine question it was, "Why does a thetan make his postulate fail to stick in the first place? Why would he say, 'I can get my postulates all messed up and so cause an overt act'?"

Obviously all aberration is third dynamic. The entrance into self-determinism requires that a thetan conceive the idea of other beings. Also he must then conceive that there are zones of privacy from which he must not communicate.

This error leads to obsessive or fixed channels on which one can be overwhelmed, since he "may not" take the position of cause on this channel.

Avoidance of the places he must not communicate from leads into all manner of difficulties, since this is inhibited communication. A person, therefore, becomes as aberrated as he cannot communicate, as aberrated as he is overwhelmed by Other-Determinisms, as aberrated as he himself dare not assume cause points.

A NEW PROCESS

This leads to a new process, for use "in individual sessions". The final phrasing is not established at this time.

"From where could you communicate?" or

"Find a place from which you could communicate," or

"Recall a place from which you have communicated."

My first tests show this to be very strong but workable. I have not established the depth this reaches nor the complete effectiveness up scale. But it does reverse Other-Determinism heavily.

(This, of course, does not supplant Selected Person Overt-Withhold Straight Wire as fundamental and is not for use in HAS Co-auditing, where Selected Persons Overt-Withhold Straight Wire is the tested allowed process.)

This new process may open a faster route to theta clear, even though that route is already very fast.

Note: Apparently this process, **Locational Communication**, relieves the face pressures and terror stomachs (after turning them on) which have proved reluctant. Terror stomachs we have a specific for. Face pressures, we do not have totally taped.

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LRH:m.rd

Level Five

REMEDY OF COMMUNICATION SCARCITY

The object of this step is to restore abundance on any and all communication possibilities. Done in an auditing room.

(a) Create confusion:

Commands: "Mock up a confusion." Alternate command: "What confusion could you create?"

(b) Creating Terminals:

The preclear may have to be coached into mocking up unknown confused black terminals and thus into good terminal mock ups. Commands: "Mock up a communication terminal." "Mock up another communication terminal."

(c) What wouldn't you mind communicating with:

Duplicate the auditing command exactly. Don't red-herring (go chasing after facsimiles). Command: "What wouldn't you mind communicating with?"

(d) Creating family terminals:

Have preclear mock up until he has abundance of any and all persons he has ever used as anchor points. Commands: "Mock up your (father, wife, mother, husband). "Mock him (her) up again."

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
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Remimeo
Franchise
Sthil Students
Sthil Co audit

SCIENTOLOGY 0

PROCESSES

The *whole* case gain to be expected from a pc at Level 0 is an increase of ability to talk to others.

At Level 0 we do not expect or lead people to expect any sudden miracle of physical or mental recovery. Rather, we emphasize that we are getting their feet on the ladder and as they *progress* up through levels they will achieve all they ever hoped for and more.

Jumping to higher levels leaves the lower level disabilities untouched and while trying to audit somebody at, say, Level III, we will find ourselves struggling with things that should have been handled at Level 0.

Further, this target is the one that beginning pcs make the most gains on in my experience. I recall one near miracle on a girl who couldn't bring herself to talk to her parents and all I did was get her to tell me what she'd say to them if she could talk to them.

Recalling is *too steep* for a starting pc. They can't recall well really until about Level IV when they can be cleaned up on their ARC Breaks with Life.

Here we have the whole design of Level 0:

"Recover the pc's ability to talk to others freely."

If you realize that a pc can't be in session unless he is willing to talk to his auditor, you will also realize that he can't be in life until he is able to communicate freely with others.

Thus any process that does not forward this end is *not* for Level 0, no matter how frantic the case may be to become clear yesterday.

The more hysterical a pc is about getting advanced processes or a case gain, the less strenuous the process administered must be. The psychiatrist erred on this one point and it wiped him out as a social benefactor. The more desperate the case, the more desperate were his measures. He was just echoing his patients. It is *very* important for an auditor to realize this one datum for it is the second guiding rule of Level 0. It is a very senior datum. One must not become desperate and use desperate measures just because the pc is desperate or the family or society is desperate about the pc. The worse off the pc, the lighter the approach to that pc must be.

Psychotics (real, gibbering ones) are below auditing treatment in sessions. The measure used for them should be just rest and isolation from their former environments. And the first process used should be just getting the person to realize you are safe and safe to talk to.

So, although a few cases are psychotic, this still holds good. The auditor must get the pc to realize he is safe – won't punish, scold, reprimand or betray confidences – and that the auditor will listen.

It doesn't give the auditor a withhold to not speak of another's withholds. One can only withhold what one oneself has done. What the pc did or said isn't even subject for a session on the auditor for withholding it had no aberrative value.

Even when we're Class IV, we still start all our pcs at the pc's level, which is, for a beginning pc, Level 0.

So what we are trying to do with our pcs at Level 0 is the following:

1. Recover the pc's ability to talk to others freely;
2. Teach the pc by example the auditor is safe to talk to and won't scold, reprimand, punish or betray, and
3. Refuse to engage in desperate measures just because the pc is desperate; and therefore get a real, lasting gain for the pc.

ROUTINES

A routine is a standard process, designed for the best steady gain of the pc at that level. The *remedy* is different. It is an auditing process which is designed to handle a non-routine situation. The only real remedy at Level 0 is patching up having failed to hear or understand the pc. The rest is all done by routine. The Case Remedies are at Level II and while we all realize that every Level 0 case *needs* a lot of Level II remedies, we also know that no remedy will work well until the pc is able to talk to others. When you run into trouble at Level 0, there are only 3 reasons possible:

1. The pc was not run in a direction or on a process to improve his or her ability to communicate to others;
2. The auditor failed to understand the pc's statements, either words or meanings; or
3. The auditor engaged in desperate measures, changed processes, or scolded or did something to lower the pc's feeling of security in the session.

That's all. As you go on up through the levels, you will find many other ways a pc can get upset. *But* at Level 0, the pc is not close enough to reality on his own case to even be touched by these at first. The pc is a long way off when he first starts getting audited. He can only approach his own case by degrees. So a pc, no matter how wildly he or she dramatizes at Level 0, is really only capable of a reality of the smallest kind about self. And such a pc must be able to talk before anything else can happen. Pcs can be ruined by someone who doesn't

grasp that simple fact. Psychiatrists, failing to grasp it, murdered several million people – so it's no light matter. It's an important one.

A pc at Level 0 usually can't even conceive of an overt (a harmful act) done by himself. When they can, they go religiously guilty and seek to atone or some such thing. Become a monk. Or commit suicide.

The reason 33¹/₃ percent of all psycho-analytic patients are said to have committed suicide in their first three months of treatment is not that they "came too late" but that a lot of wild data was thrown at them to get at their "source of guilt" and they went head on into the reactive bank, sought to demonstrate their "guilt" by making others guilty and killing themselves.

You don't want anything out of the pc but an increased ability to talk relaxedly to others without fear, embarrassment, suspicion or guilt. So all processes at Level 0 are arranged accordingly.

WORDINGS

To give all possible wordings of routines that will accomplish the above is completely beyond need.

Once you have the idea of it straight, you can invent them by the dozens.

One doesn't even have to think of a particular pc. All Level 0 processes are good only when they apply to all pcs.

ROUTINE 0-0 (ZERO-ZERO)

The starting routine is the most basic of all auditing routines. It is simply "What are you willing to talk to me about?" Pc answers. "What would you like to tell me about that?"

At Level II, the first question alone becomes a remedy. Here the two questions make a routine – and a very effective one it is!

ROUTINE 0-A

This is how the auditor puts together Routine 0-A:

1. Make a list of people or things one can't generally talk to easily! That includes parents, policemen, governments and God. But it's a far longer list. The auditor must do this. It must never be published as a "canned" list.
2. Using any one of the listed items: "If you could talk to ____ (listed item) what would you say?"

All right, that's all there is to finding the commands for Routine 0-A.

One doesn't get the pc to do the list. The list isn't done in session. The auditor does it himself on his own time. And each auditor must do his own list for his pcs and add to it from time to time as he thinks of new ones.

The pc isn't necessarily given any choice of items. The auditor picks one he thinks may fit. That's easy to do after one session. The pc keeps complaining about parents. OK. Run 0-A on parents.

And flatten it!

By flatten is meant to use that one subject until the pc is darned sure he or she could now talk to the item chosen. If the pc still wants to abuse the item, it isn't flat. If the pc still wants to *do* something about the item, it is not flat. When the pc is cheerful about the item or no longer fascinated with it, it's flat.

Remember, there's no need to find out what the pc can't talk to. In fact, most cases you're better off just to take an item of your own for 0-A and use it. May seem strange, but you'll have a smoother time of it with the pc. Further you'll not restimulate (churn up) the pc's bank so hard.

ROUTINE 0-B

The second routine consists of things to talk *about*.

One puts the routine together this way:

1. The auditor makes a list (not from the pc but himself) of everything he can think of that is banned for any reason from conversation or is not generally considered acceptable for social communication. This includes non-social subjects like sexual experiences, W.C. details, embarrassing experiences, thefts one has done, etc. Things nobody would calmly discuss in mixed company.
2. An item from the list is included in the auditing command, "What would you be willing to tell me about?" Add the item you choose.
3. When they have "run down" (as in clocks) ask them, "Who else could you say those things to?"
4. Rechoose a subject on the list.
5. Repeat 3.
6. Continue to repeat 4. and 5.

Above all, don't be critical of the pc. And very calmly hear and seek to understand what the pc said. (You never, by the way, seek to find out *why* the pc reacted or responded in some way. A real blunder at Level 0 is "Why did you feel that way?" Or "Why do you think you can't say that?" You're *not* after the causes of things at Level 0. You will find out why at Level VI!) At Level 0, just keep them talking while you listen. And you use only the subject chosen to keep them talking.

ROUTINE 0-C

Routine 0-C is, of course, old R-1-C renamed. It is done without a meter and it has any subject under the sun included in its command. It is elsewhere covered.

In all the above routines it is vital not to alter the commands given above.

There are many more possible routines. But to be a Level Zero Routine it must have as its goal only freeing up the ability of the pc to talk freely to others.

This is not a level to be regarded with a brush-off. It takes a lot of skill to restore a pc's ability to communicate freely.

When an auditor has that skill he will succeed at all higher levels.

When a pc has that skill regained, his world will look to him to be a far, far better place.

So it is very important to get over this first hurdle. And very important not to dodge it and try to climb the hill anyway. It will become an awfully steep hill.

L. RON HUBBARD

LRH:jw.cden

[This HCO B is corrected by HCO B 26 December 1964, Routine O-A (Expanded).]

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Remimeo
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Sthil Co-audit

SCIENTOLOGY ZERO

(Corrections to HCO Bulletin of 11 December 1964, "Processes", and to
HCO Bulletin of 10 December 1964, "Listen Style Auditing")

ROUTINE 0-A (EXPANDED)

An additional command increases the usefulness of this routine. It is therefore rewritten as follows:

The auditor makes a list of things people generally can't talk to easily. That includes parents, policemen, governments and God. But it's a far longer list. The auditor must compile this list himself or herself out of session. It may be added to by the auditor from time to time. It must never be published as a "canned list". Scientology Instructors and Scientology Personnel should not be listed on it as it leads to upset in sessions.

STEP 1. The auditor chooses one of the subjects off the list and uses it in Steps 2 and 3 below until the pc is comfortable about it. Subjects from the list can be chosen in sequence or at random. A chosen subject is not left until the pc is comfortable about it. By this is meant, the pc would not feel disturbed talking to the subject chosen.

The auditor does not ask the pc which subject or if it is all right to choose that subject as the pc at the moment of selection is not likely to feel comfortable about any of the listed subjects and so will just reject. No, the auditor just chooses one and starts on it.

STEP 2. The auditor asks, "If you could talk to _____ (chosen subject), what would you talk about?" Pc answers one or more things at greater or shorter length.

STEP 3. When the pc seems satisfied the question has been answered, the auditor then says, "All right, if you were talking to _____ (chosen subject in 1) about that what would you say, exactly?"

The pc is expected to speak as though talking to the subject chosen in 1.

STEP 4. The auditor notes whether pc is comfortable about the subject chosen in Step 1, yet without asking pc. This is done by noting the voice tone or text of what the pc would

say. If it is shy, diffident, or if it is belligerent or annoyed, the same subject is retained for a new go with Steps 2 and 3. If the pc seems bright and cheerful, a new subject is chosen from the list for a working over with Steps 2 and 3. If the subject in 1 is retained, the auditor again does Steps 2 and 3 above over and over until the pc is cheerful. A subject chosen in 1 is not left until the pc really can respond cheerfully. When this is accomplished, a new subject is chosen as Step 1 and the process is continued with Steps 2 and 3 using the new subject.

The whole of Routine 0-A is flat when the pc feels far more comfortable about talking to specific items and isn't shying off from items on the list. It is flat, therefore, when an ability is regained on specific items on the list and the list items aren't producing big new changes in the pc's communication ability.

LISTEN STYLE CO-AUDIT

It is expected that by the time an auditor is permitted to do the Zero Routines, Individual Listen Style will have been entered upon.

Until the class seems able to run individual sessions, old "R-1-C" can be used by the auditing supervisor on a group basis using Listen Style Co-audit until the group has the idea of sessions.

Routines work best on Individual Listen Style. The pc is always wondering, in Listen Style Co-audit, if the auditing supervisor is listening to him personally. The auditor is not the receipt point of the pc's comm in many instances.

Old R-1-C is the best training mechanism to get auditors to run sessions. In this process the auditing supervisor just chooses something for all the pcs to talk to the auditors about, like a dynamic or a common social problem.

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