

SCIENTOLOGY AND DIANETICS

BOOKLET 48
of the
PROFESSIONAL COURSE

BY
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Running Flows in Balance

Technique 88

(This Booklet is a Summarization of Tape Lecture 072452B)

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

COMPILED IN WRITTEN FORM BY

D. FOLGERE
AKA RICHARD DE MILLE

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

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

PAMPHLET COVERS ONE LECTURE

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

SCANNED, TYPED AND PROCESSED INTO READABLE AND
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RUNNING FLOWS IN BALANCE

1. When the preclear is running alternate flows in an electronic incident, there is a definite pattern which is followed by the needle of the E-meter.

If the out-flow is the first one which is run, for example, the needle will begin to rise as soon as the incident begins to run out, and it will go on rising until the out-flow has been run enough and the in-flow is ready to run. At this point the needle will slow in its rise and then stop.

When the preclear then starts to run the inflow, the needle will drop sharply and then begin another steady rise, while the in-flow is running.

This phenomenon will be repeated over and over, as the flows are alternated in order to run out the complete incident.

Each time the needle slows and stops at the top of the rise, however, a higher point will have been reached, so that a gain will be visible, even though, the needle drops at each alternation.

2. The consequence, of running one flow, or one kind of flow too long, is a stuck needle.

Conversely, a stuck needle means that the preclear has flowed too long in one direction without any flow in the other direction.

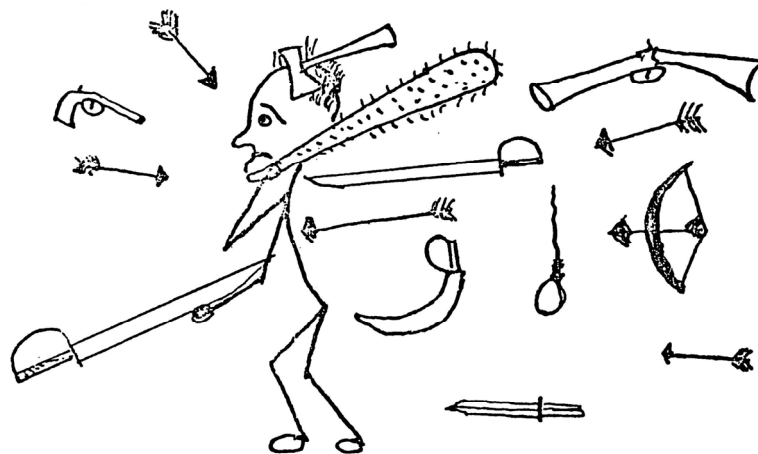
In order to unstick a thoroughly stuck needle, the preclear may have to force himself to flow in the direction opposite to that which causes no movement in the needle.

3. If the auditor has the preclear flow out in one incident just as long as he possibly can, and then takes the preclear to another incident and has him flow out in that one until the needle no longer rises, and then takes him to another incident and has him flow out in that one until he can no longer flow out, and never lets his preclear run the in-flows of any of these incidents, he very soon will have a thoroughly stuck case.

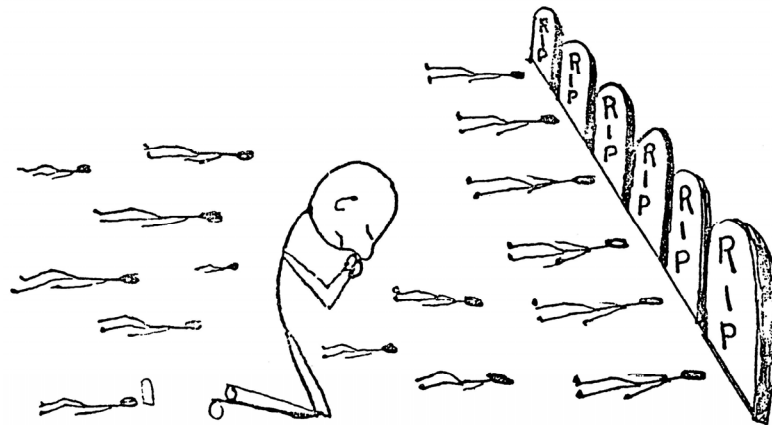
If the preclear has been running nothing but out-flows (overt acts), he will find himself overburdened with motivators that are unused, and he may become quite aggressive.

If he has been running nothing but in-flows (motivators), he will find himself overburdened with unjustified overt acts, and he may go around trying to suffer accidents and injuries, in order to balance up the situation.

Both flows must be run.



BELLIGERENT – Too Many Motivators



DOCILE APATHY – Too Many Overts

4. The visio which the preclear has of the flows that he is running will follow the same pattern as the needle of the E-meter.

As long as the incident is running out, whether by in-flow or out-flow, the flow will appear white or gray to the preclear.

When the incident is no longer running out, the flow will stop, and the visio will turn black.

This corresponds with the slowing and stopping of the needle at the top of the rise.

The auditor then asks the preclear what he has to do to turn this flow white, or if there is an opposite flow which he can now turn white.

When the preclear finds the new flow and begins to turn it white, the needle of the E-meter will take a sharp drop and then begin its steady rise again.

5. Sharp, minor, jerks of the needle during the rise indicate that the preclear is feeling somatics. As the pain goes through him, the needle takes a slight dip.

6. It is more important to know the principles of energy flow and how to run energy flow than it is to be personally acquainted with every electronic incident on the whole track. If the auditor knows how to run energy flows, he can audit the preclear through incidents of which he has never heard. But if he does not know how to run energy flows, he will not do the preclear any service by restimulating incidents just to show he knows they are there. The preclear does not care about the auditor's historical erudition. He cares about his processing.

The main value to the auditor in knowing the kind of incidents which are to be found on the whole-track is that upon encountering them he will neither invalidate them nor be frightened by them.

The second value is that, knowing about them, he will be better prepared to ask the right question at the right time.

The auditor does not know about the incidents on the whole-track in order to educate the preclear about them.

Let the preclear find out for himself. It is his time track. The auditor is only there to provide fuel and engineering adjustments.

7. There have been practitioners who have run across these electronic incidents with their preclears and have tried to fit all such incidents into this life.

These incidents will not fit into this life, for the very good reason that they did not happen in this life. Trying to fit them into this life may have a very poor effect on the preclear.

For one thing, the punishment which the preclear took in these incidents was severe. If it is suggested to the preclear that it had to happen in this life, because theta bodies do not exist, or because Professor Brasstacks of Mestic U. says they do not exist, the preclear may have the horrified reaction: "Who has been doing this to me?"

It is recommended to any practitioner — no matter what somatics he gets when reading the theta-MEST theory — that he let the preclear decide whether Facsimile One happened millions of years ago or in his childhood. Insistence by the practitioner that the incident is merely a symbolic rehash of the time father beat mother will have approximately the same effect on the preclear as telling him that he is crazy but if he does just what he is told he will get better. We left all that behind us in 1950!

8. What is it that causes facsimiles to "blowup" at death? If we consider a situation in which a thetan has blanketed another being and that being dies before the thetan can un-blanket him, we find that the facsimiles of the dying being explode out into the thetan. The thetan grasps in upon the being who is exploding, in order to stop the explosion, and he gets a liberal quantity of the facsimiles of the exploding being.

The reason for the explosion of facsimiles at death is very simple. What is it that causes facsimiles to have power, to be "alive"? It is the playing of live attention upon them. The more attention the being plays upon theses facsimiles, the more alive they become. At death, the being makes one violent effort to go on living, or to escape. The great surge of attention which the individual puts out activates many facsimiles to their maximum.

The blanketing thetan receives this surge of activated facsimiles.

The preclear, in running such an incident, may begin to run the facsimiles of the blanketed being as though they were his own. The auditor must cause him to distinguish between these and the facsimile of the incident itself. The facsimiles of the blanketed being, as they are received by the thetan, will be fragmentary, bits and pieces of experiences. They will not run smoothly, and running them will not do anything for the preclear.

9. Occasionally, a shock of considerable magnitude, such as an operation or an accident, will cause such a surge of attention in the individual that he may knock various facsimiles out of restimulation while bringing others into restimulation. This may result in a change in personality or physiology following the operation or accident.

If the change is for the better, it is said that the operation was a great success or that the accident knocked some sense into the head of the victim. If the change is for the worse, it is said that the operation was a success but complications arose afterwards which could not have been foreseen, or that the accident caused hidden damage.

In either case, it is a matter of which incidents came up on the facsimile slot machine.

10. The explosion of a blanketed being is postulated as the basic on the anxiety stomach somatic.
11. Some review questions:
12. What is the connection between physical sex activity and the relationship of the thetan to MEST bodies?

13. What kind of incidents were at the beginning of this chain?
14. What kind of incidents in the present life might act as locks on this chain?
15. Where is the thetan, in relation to the MEST body?
16. Where should he be?
17. If he is not where he should be, what curve of attitudes has brought about his misplacement?
18. What produces wavelength?
19. What does the auditor know about a preclear who keeps talking about "my thetan"?
20. What is the spinning cone incident?
21. How does it affect the individual's attitude toward bodies?
22. What is the picture wheel incident?
23. How does it affect the individual's attitude toward his facsimiles?
24. What importance does it place upon facsimiles?
25. What is the moving mirror incident?
26. What is its purpose?
27. What is the halver?
28. What patterns of flow may we expect to find in the halver?
29. What is the emotional curve that is often found in sex incidents on the whole track?
30. Is this same curve likely to be repeated in lock incidents in this life?
31. What is nipping?

32. What two kinds of waves do we assume to be present in nipping incidents?
33. What kind of an analogy may be made between the lifting power of an airplane wing and the action of theta in moving MEST objects?
34. Can you describe a manifestation which a preclear is likely to have if he confuses the somatic of one of his previous bodies with that of his present-time body?
35. What action on the part of the auditor is liable to make the preclear unwilling to run "impossible" somatics?
36. In the ideal processing relationship, how much would the auditor have to tell the preclear of the theories of Scientology?
37. What is the limit of numbers of MEST bodies with which the preclear may have himself confused or identified?
38. What might cause a preclear to think that he was outside his body operating it in an incident, when actually he was within his body?
39. What is the first obstacle to clearing the thetan?
40. What is the ordinary way of recognizing an individual in this society?
41. Can this be considered aberrative?
42. Why?
43. How might a therapy be derived from this fact?
44. May sex figure strongly in incidents which are brought up by such a therapy?

45. What relation does the individual's body have to his first dynamic?
46. What can you say about the various harmonic levels of brotherhood which may be manifested?
47. What series of events may be said to lead to an aberrated kind of brotherhood?
48. When the being trapped in a blanketed MEST body "kicked back" at the blanketing thetan, what mistaken postulate did the thetan make about MEST bodies?
49. What effect did this postulate have on his identifying himself with MEST bodies?
50. Looking at such an incident from the point of view of the trapped thetan, what is the preclear who was the trapped thetan likely to think concerning "his" thetan in this incident?
51. What is a theta clear?
52. What is a cleared theta clear?
53. What effect does the life continuum for MEST bodies have on the ability of the preclear to remember more than one life?
54. What similarity do we find between bodies and pseudo-allies?
55. What important overt act may take place around the time of the birth of a child?
56. What is the phenomenon of the duplicator?
57. In terms of energy, what is a bouncer?
58. What is a holder?
59. Which perceptics are stronger, this-life or whole-track?

60. If the theta body wanted a MEST body but could not find one in the neighborhood which suited it, what could it do in order to have a suitable body, provided it were relatively unaberrated?
61. Besides Techniques 80 and 88, with what other techniques should the auditor be familiar in order to process successfully?
62. Why is it more profitable to run ridges than to run single facsimiles?
63. What characteristic of preclears makes it inadvisable for an auditor to know only one or two of the techniques of Scientology?
64. Can you describe the type of borrowing of facsimiles which is assumed to take place in mind reading?
65. Is theft of facsimiles possible?
66. If so, is it likely in auditing?
67. When the preclear gets a still picture of a scene, and when running regret on that still picture does not restore it to motion, what does the auditor suspect about the nature of this picture and the source of it?
68. What examples can you give of borrowing facsimiles?
69. How might a borrowing incident deceive the auditor into thinking that the preclear was a member of an invader force of which he was not actually a member?
70. What is a theta-bop?
71. What incident may be mistaken by the auditor for the incident in which the thetan leaves a dying body?

72. Are there incidents in which the thetan leaves a body which is not dying?
73. If so, are there such incidents in this life?
74. What aberration will make the thetan eager to help the auditor audit the genetic entity?
75. Is this likely to be very profitable to the preclear?
76. Can you describe an incident in which the thetan goes through the screen?
77. How is it that the thetan can run experiences which are not his but those of the genetic entity?
78. Does this mean that the preclear IS the genetic entity?
79. What do you think a theta clear would do about bodies? Would he shun them? Hate them? Flee from them? Destroy them? Worship them? Love them? Use them at his convenience? Take pleasure in them? Swear off them? Collect them?
80. What are four ways in which the communication line between the auditor and the preclear can become jammed?
81. Which of these four ways should be blamed on the preclear?
82. Can you give examples of the following: (1) An auditing question which uses technical terminology that is liable to be unfamiliar to the preclear or unacceptable; (2) An auditing question which uses ordinary language but which is so involved and wordy that the preclear is likely to lose the thread of the auditor's thought; (3) An auditing question which is really two questions at the same time; (4) An auditing question in which the auditor changes the target in mid-flight?

83. Can you give another of each?
84. Can you recall an auditing session in which you, as the pre-clear, were subjected to the first kind of question?
85. A session in which you were subjected to the second?
86. A session in which you were subjected to the third?
87. A session in which you were subjected to the fourth?
88. Can you recall an earlier, related incident for each of these four?
89. Can you recall an auditing session in which you, as the auditor, subjected a pre-clear to the first kind of question?
90. The second?
91. The third?
92. The fourth?
93. Another instance of each?
94. Do you solemnly swear and affirm that you never will do this again?
95. If you did solemnly swear and affirm this, what good do you think that would do?
96. Why is the fourth type of question worse than the third type?
97. What factor governs the clarity and simplicity with which the auditor must address the pre-clear?
98. What is "automatic-pilot" auditing?
99. Is it recommended?
100. What does the auditor need to have before he fires a question?

101. What does a preclear use to stop a flow which is coming at him from a facsimile?
102. When the preclear begins to run the auto-wreck incident that is diagrammed in Booklet 47, why does he stick at the stone wall, at first?
103. What bounces the preclear out of this incident?
104. Is the other automobile actually in the same incident?
105. If not, why is the preclear remembering it?
106. How long, in processing, will the preclear keep these two automobiles together in the “same” incident?
107. What are the directions from which a preclear may have received counter-flows of energy?
108. What effect does this fact have upon the individual's communication with his environment?
109. Is the wearing of glasses related to this?
110. What is a tractor wave?
111. What causes the dead area between the individual and the tractor wave?
112. Why does this make a peculiarly effective kind of holder?
113. If an individual cannot get someone he dislikes out of his mind, what kind of an incident will the auditor look for, in terms of electronic flows?
114. If you had the ability to collapse air molecules selectively, what would be a way to use this ability constructively?
115. What gives a facsimile power in present time?

116. What is the difference between the attention flows which are recorded in facsimiles and the attention flows of present time?
117. What is the behavior of the needle of the E-meter when alternate flows are being run?
118. What is the cause of a stuck needle, in terms of flows?
119. What is the consequence of letting a preclear run flows in one direction in many incidents without letting him run the flows in the other direction?
120. What relation does this have to letting the preclear run nothing but overt acts or nothing but motivators?
121. Can you outline the action of the preclear's black-and-white visio which parallels the above-mentioned activity of the needle?
122. What is indicated by sharp dips of the needle appearing occasionally during a steady rise?
123. For what purpose does the auditor learn about the incidents on the whole track?
124. Which is likely to be better for the preclear: (1) The auditor invalidates his whole-track incidents, by saying that they are merely symbolic of this-life incidents that are too hot to handle, (2) The auditor validates his whole-track incidents by assuring him that they are real and that they did happen to him before this life?
125. What would be better for the preclear than either of these two courses?

126. What suspicion will the preclear logically develop if his auditor insists, or if the preclear believes, that the somatics in his whole-track facsimiles were actually received in this life?
127. What causes an individual to explode?
128. What is the preclear likely to do in processing with facsimiles that he has borrowed in an explosion incident?
129. What is one reason for changed behavior or physiology after an accident or operation?
130. Here follow some questions which may serve the student as a partial review of SCIENTOLOGY 8-80.
131. What one principle sums up the entire auditor's code?
132. By what standard should the auditor pick his preclear?
133. What relative magnitudes of energy are involved in a facsimile's being brought into play and then, later, "refusing" to be manageable?
134. What is a preferable alternative to running and erasing any given aberrative facsimile?
135. What is the relationship between getting the preclear "into" present time and getting his facsimiles "out of" present time?
136. How many facsimiles does an individual need in order to BE?
137. How do reason, emotion, effort, and the aesthetic wave rank upon the tone scale?
138. What is the process by which a facsimile is "built down"?
139. Why is this process necessarily present in any chain of facsimiles?
140. Are aesthetics bad?

141. What about enforced aesthetics?
142. What does SCIENTOLOGY 8-80 have to say about color in the preclear's perception of flows?
143. Have you read Chapter Six more than once?
144. How, theoretically, could an entire electronic incident be run out, without the preclear's feeling any somatics?
145. Why does running the aesthetic wave out of an incident "cut the curtain"?
146. What two courses are indicated for the auditor to try if the preclear cannot perceive a white flow?
147. What action will stop boil-off?
148. Do beauty and ugliness have counter-parts at various harmonic levels lower on the tone scale?
149. What does the auditor do with a case which says that black is beauty?
150. What tone-scale relation do concepts bear to reason?

SUMMARY BOOKLET 48

Seminar Questions

1. What do you do with an incident you suspect is hallucination?
2. Is it best to run flows close or distant from the body? How distant?
3. Why does an E-Meter register dispersals, ridges, or flows when the preclear may not even understand that such things exist?
4. Why is unbalanced auditing dangerous? And what is the danger?
5. What do Medicos mean by post-operative shock? What does the thetan do about undergoing surgery?