HAPPINESS RUNDOWN

Auditor Course

(1984/2014)

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User Guide

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Compilation Unit

I will not always be here on guard.
The stars twinkle in the Milky Way
And the wind sighs for songs
Across the empty fields of a planet
A Galaxy away.

You won't always be here.
But before you go,
Whisper this to your sons
And their sons —
"The work was free.
Keep it so."

by L. Ron Hubbard

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(Alphabetical)

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CHECKSHEETS

COURSE PACK

REFERENCES

LECTURE TRANSCRIPTS

1. **Basics of Auditing**   (SHSBC-050 #6108C29)
2. **Principles of Auditing**   (SHSBC-053 #6109C05)
3. **Basics of Auditing**   (SHSBC-207 #6208C21)
4. **Directing PC's Attention**   (SHSBC-209 #6209C18)
5. **PTPs, Overts and ARC Breaks**   (SHSBC-410 # 6411C10)
6. **Presession 38: Withholds and In-Session-ness**   (2nd SA ACC-2 #6101C24)
7. **The Missed Missed Withhold**   (SHSBC-235 #6211C01)
8. **Elementary Straightwire**   (8th ACC-5A #5410C07)
9. **Viewpoint Straightwire**   (5th ACC-29 #5405C03)
    Glossary   (HRD Lecture Series)

PREPARED LISTS
(14 x 8½ Legal Print Size)

Happiness Rundown Command Sheets   (HCOB 19 Jan 84)
HRD Precepts Assessment List   (HCOB 20 Jan 84)
Happiness Rundown Repair List   (HCOB 21 Jan 84RA I)
Happiness Rundown Repair List, Word List   (HCOB 20 Jul 88)
False Data Stripping Repair List   (HCOB 11 Jul 88)
False Data Stripping Repair List, Word List   (HCOB 12 July 88)
False Purpose Rundown Correction List   (HCOB 13 Jun 84R)
L4BRB Assessment For Listing Errors   (HCOB 15 Dec 68RB)
List 1C – L1C   (HCOB 19 Mar 71)
Examiner's Form   (HCOPL 8 Mar 71 I)

BOOKS

Way To Happiness Booklet   [1984]
Book Of E-Meter Drills   [1998]
Technical Dictionary   [2012]

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 22 JANUARY 1984
Issue I
UPDATED TO 27 JUNE 1989

Remimeo
All orgs
Tech
Qual
Course
 Supervisor

Cancels and replaces:
HCO PL 2 March 1981, same title.

HUBBARD HAPPINESS RUNDOWN
AUDITORS COURSE

NAME _____ DATE _____

STARTED _____ DATE COMPLETED _____

PREREQUISITES: 1. Student Hat.
         2. Class IV auditor and above.
         3. Method 1 Word Clearing.
         4. Completion of a Professional TRs course.

LENGTH: 2 weeks full time

PURPOSE: To train an auditor in the technology how the Happiness Rundown is audited, and to ensure he can successfully apply it in session. In this course the basic technology of auditing will also be thoroughly reviewed.

STUDY TECH: This course is done by (a) reading the theory (b) doing the practical. If the student has difficulty getting through a practical step, he restudies the theory and then returns to the practical. If the supervisor can't easily handle the student's misunderstoods then the student is sent to Review for Word Clearing. The supervisor personally checks out the student's practical application of the processes as needed, to ensure correct session application will occur. (If a student has done a checksheet action previously, he may sign it off after supervisor verification.)

Study tech is to be applied in full throughout this course. The materials are to be studied and drilled in sequence. By initialing the blank after each checksheet entry, you are attesting that you fully understand and can apply the data.

(Method One Word Clearing is a prerequisite for training at this level, except where waived by a qualified C/S as covered in HCO PL 25 Sept. 79RB II, Rev. 1.7.85, METHOD ONE WORD CLEARING.)

CERTIFICATE: The graduate is awarded the certificate of HUBBARD HAPPINESS RUNDOWN AUDITOR (PROVISIONAL).

SECTION 0:
KEEPING SCIENTOLOGY WORKING

1. HCO PL 7 Feb 65 Reiss. 27.8.80	*KSW Series 1* KEEPING SCIENTOLOGY WORKING	____ ____ ____
2. HCO PL 17 Jun 70RB Rev. 25.10.83	*KSW Series 5R* TECHNICAL DEGRADES	____ ____ ____

SECTION I:
BASIC AUDITING

* **1**. HCOPL 14 Oct. 68RA   THE AUDITOR'S CODE
     Rev. 19.6.80
                                                           ____ ____ ____

* **2**. PAB 38, 29 Oct. 54   *A Basic Course in Scientology #5*
                                      THE AUDITOR'S CODE 1954   ____ ____ ____

* **3**. PAB 39, 12 Nov. 54   *A Basic Course in Scientology #5*
                                      THE AUDITOR'S CODE 1954
                                           (Concluded)   ____ ____ ____

4. HCOB 23 May 71 X   *Basic Auditing Series 9*
                                      COMM CYCLE ADDITIVES   ____ ____ ____

5. **DEMO**:   The effects of comm-cycles additives on a PC.   ____ ____ ____

6. HCOB 5 Apr. 80   Q & A, THE REAL DEFINITION   ____ ____ ____

7. **CLAY DEMO**:   Q & A in a session.   ____ ____ ____

8. HCOB 23 May 71R I   *Basic Auditing Series 1R*
     Rev. 4.12.74   THE MAGIC OF THE
                                      COMMUNICATION CYCLE   ____ ____ ____

9. HCOB 23 May 71R II   *Basic Auditing Series 2R*
     Rev. 6.12.74   THE TWO PARTS OF
                                      AUDITING   ____ ____ ____

10. **CLAY DEMO**:   An auditor and a PC in communication with
                               each other.   ____ ____ ____

11. **CLAY DEMO**:   An auditor who does something for the PC.   ____ ____ ____

12. HCOB 23 May 71 III   *Basic Auditing Series 3*
                                      THE THREE IMPORTANT
                                      COMMUNICATION LINES   ____ ____ ____

13. HCOB 23 May 71R IV   *Basic Auditing Series 4R*
     Rev. 4.12.74   COMMUNICATION CYCLES
                                      WITHIN THE AUDITING
                                      CYCLES   ____ ____ ____

14. **DEMO**:   **a**. How an auditor restimulates charge.   ____ ____ ____

                     b. How a PC gets rid of the charge.   ____ ____ ____

                     c. What happens if the PC doesn't get to answer the
                            question.   ____ ____ ____

15. **DEMO**:   Draw/sketch a communication cycle within the au-
                               diting cycle per HCOB 23 May 71R IV.   ____ ____ ____

16. HCOB 23 May 71R V   *Basic Auditing Series 5R*
     Rev. 19.11.74   THE COMMUNICATION
                                      CYCLE IN AUDITING   ____ ____ ____

17. HCOB 23 May 71 VI   *Basic Auditing Series 6*
                                      AUDITOR FAILURE TO
                                      UNDERSTAND   ____ ____ ____

18. **DEMO**:   **a**. Invalidation in session.   ____ ____ ____

                       b. Evaluation in session.   ____ ____ ____

19. TAPE: #6108C29   *SHSBC Lecture #50*
                                   BASICS OF AUDITING   ____ ____ ____

20. **CLAY DEMO**:   "Auditing could be defined, to the pc, as anything which is handling the things his attention is fixed on."   ____ ____ ____

21. TAPE: #6109C05   *SHSBC Lecture #53*
                                   PRINCIPLES OF AUDITING   ____ ____ ____

22. **CLAY DEMO**:   The effects when a PC's attention in auditing is yanked off his case.   ____ ____ ____

23. TAPE: #6208C21   *SHSBC Lecture #207*
                                   BASICS OF AUDITING   ____ ____ ____

24. **CLAY DEMO**:   The difference between an auditor who in auditing has ARC for a PC, and an auditor who runs the procedure mechanically.   ____ ____ ____

25. TAPE: #6209C18   *SHSBC Lecture #209*
                                   DIRECTING PC's ATTENTION   ____ ____ ____

26. **ESSAY**:   Why the auditor has to assume responsibility in directing a PC's attention in session.   ____ ____ ____

27. HCOB 16 Aug. 71R II   TRAINING DRILLS
      Rev. 5.7.78   REMODERNIZED   ____ ____ ____

28. **DRILL**:   OT TR 0 _____   TR 1 _____

                TR 0   _____   TR 2 _____

                TR 0 BB _____   TR 2½ _____

                OT TR 3 _____   TR 4 _____

29. HCOB 3 May 80   PC INDICATORS   ____ ____ ____

30. **DRILL**: Examine the worksheets of 3 different PC folders (Several sessions in each folder). Determine which indicators the auditor had reported and which ones he omitted. Work out for yourself how this would impair the ability of the Case Supervisor to understand the case and to case-supervise it accurately. (Keep in mind axiom 28 when doing this.) Write down what you have found and which conclusions you came to, and submit this write-up to your Course Supervisor.   ____ ____ ____

SECTION II:
E-METER HANDLING

1. HCOB 25 May 62   E-METER INSTANT READS   ____ ____ ____

2. HCOB 21 July 62   INSTANT READS   ____ ____ ____

E-Meter Drill **27**: NEEDLE OBSERVATION ____ ____ ____

14. **DRILL**: Checking of reading questions, done until this procedure runs smoothly and the student auditor has gained proficiency on this action. The coach must present a number of situations and scenarios to be handled by the student auditor. The relevant section(s) of the HCOB are to be referred to on any flunks. The Course Supervisor or a qualified auditor determines when the drill is passed. ____ ____ ____

15. **DRILL**: Checking for false reads, per the HCOBs of 6 Sept. 68 and 11 Sept. 68. ____ ____ ____

SECTION III:
RUDIMENTS

1. TAPE: #6411C10 *SHSBC Lecture #410*
PTPS, OVERTS AND ARC
BREAKS ____ ____ ____

* **2**. HCOB 7 Sept. 64 II PTPs, OVERTS AND ARC
BREAKS ____ ____ ____

3. **DEMO**: How progress in auditing is prevented by:

a. A PTP. ____ ____ ____

b. An Overt. ____ ____ ____

c. An ARC Break. ____ ____ ____

4. HCOB 4 Apr. 65 ARC BREAKS AND MISSED
WITHHOLDS ____ ____ ____

5. TAPE: #6101C24 *2ⁿᵈ South African ACC #2*
Essentials Of Auditing Lectures
PRESESSION 38—WITHHOLDS
AND IN-SESSION-NESS ____ ____ ____

6. **CLAY DEMO**: What "In-Session-ness" actually is. ____ ____ ____

7. TAPE: #6211C01 *SHSBC Lecture #235*
THE MISSED MISSED
WITHHOLD ____ ____ ____

8. **DEMO**: The difference between a Withhold and a Missed Withhold. ____ ____ ____

9. **CLAY DEMO**: What happens when one tries to audit over an ARC Break. ____ ____ ____

10. **CLAY DEMO**: What occurs when one tries to audit over a PTP. ____ ____ ____

11. **CLAY DEMO**: What happens when one tries to audit over a Missed Withhold. ____ ____ ____

SECTION IV:
END PHENOMENA

* **1**.	HCOB 20 Feb. 70	FLOATING NEEDLES AND END PHENOMENA	___ ___ ___
2.	HCOB 21 Mar. 74	END PHENOMENA	___ ___ ___
3.	HCOB 3 Jul 71R Rev. 22.2.79	*Scientology III* AUDITING BY LISTS	___ ___ ___
4.	**DEMO**:	The End Phenomenon of a Rudiment.	___ ___ ___
5.	**DEMO**:	The End Phenomenon of a Line of a Correction List.	___ ___ ___
6.	**DEMO**:	The End Phenomenon of a Correction List.	___ ___ ___
7.	**CLAY DEMO**:	The end of a major process.	___ ___ ___
8.	**CLAY DEMO**:	Overrun of an F/N.	___ ___ ___
9.	**DEMO**:	A charged area that was bypassed.	___ ___ ___

SECTION V:
STRAIGHTWIRE AND VALENCES

* **1**.	ABILITY, Major 4 early July 1955	STRAIGHTWIRE— A MANUAL OF OPERATION	___ ___ ___
2.	HCOB 23 May 71R VIII Rev. 4.12.74	*Basic Auditing Series 10R* RECOGNITION OF RIGHTNESS OF THE BEING	___ ___ ___
3.	**CLAY DEMO**:	Additives to a Being.	___ ___ ___
4.	HCOB 2 May 58	BEINGNESS AGAIN	___ ___ ___
5.	**CLAY DEMO**:	A Valence.	___ ___ ___
6.	HCOB 29 May 58	STANDARD CLEAR PROCE- DURE AND AN EXPERIMEN- TAL ROAD: CLEARING BY VALENCES	___ ___ ___
7.	**DEMO**:	Each definition of VALENCE in the Tech dictionary.	___ ___ ___
8.	**CLAY DEMO**:	Valence Grouper. (ref. Tech dictionary)	___ ___ ___
9.	**CLAY DEMO**:	Valence Shift. (ref. Tech dictionary)	___ ___ ___
10.	TAPE: #5410C07	*8th ACC #5A COHA* *Essentials Of Auditing Lectures* ELEMENTARY STRAIGHTWIRE	___ ___ ___
11.	TAPE: #5405C03	*5th ACC #29 Universes: The* *War Between Theta and Mest* VIEWPOINT STRAIGHTWIRE	___ ___ ___

12. HCOB 18 Nov. 59   1ˢᵗ MELBOURNE ACC
          MATERIAL   ____ ____ ____

13. **DEMO**: Valence Differentiation.   ____ ____ ____

14. **CLAY DEMO**: How the Straightwire technique brings about
       a key-out.   ____ ____ ____

15. HCOB 30 July 80   THE NATURE OF A BEING ____ ____ ____

SECTION VI:
THE HAPPINESS RUNDOWN

 1. **BOOKLET**:   "The Way To Happiness" ____ ____ ____

* **2**. HCOB 16 Jan. 84RA I *Happiness Rundown Series 1RA*
   Rev. 27.6.89   THE HAPPINESS RUNDOWN ____ ____ ____

 3. **CLAY DEMO**: The function of the booklet "The Way To
       Happiness" is to give people stable data to
       keep confusions away.   ____ ____ ____

* **4**. HCOB 17 Jan. 84   *Happiness Rundown Series 2*
          HAPPINESS RUNDOWN
          BASICS   ____ ____ ____

 5. **CLAY DEMO**: The 10 basic steps of the HRD. ____ ____ ____

* **6**. HCOB 18 Jan. 84   *Happiness Rundown Series 3*
          HOW TO AUDIT THE HRD ____ ____ ____

 7. **CLAY DEMO**: Each of the four objectives of the Happiness
       Rundown (Counts as 4 clay demos). ____ ____ ____

* **8**. HCOB 19 Jan. 84   *Happiness Rundown Series 4*
          HAPPINESS RUNDOWN
          COMMAND SHEETS   ____ ____ ____

 9. **DEMO**: **a**. The special handling steps for precept 17-2. ____ ____ ____

      b. The steps for precept 20.   ____ ____ ____

      c. The steps of the epilogue.   ____ ____ ____

* **10**. HCO PL 7 Aug. 79   *Product Debug Series 8*
          Esto Series 36
          FALSE DATA STRIPPING   ____ ____ ____

11. **DRILL**: Drill with a twin the procedure of False Data Strip-
      ping (FDS). This drill is done until the student is
      fully conversant with the procedure and can com-
      petently do it with certainty.   ____ ____ ____

12. **DRILL**: Drill the complete HRD procedure including the
      special handling steps in section <u>A</u> (Morality), pre-
      cept <u>17-2</u>, precept <u>20</u> and the steps of the <u>epi-
      logue</u>. It's not required to drill each single precept.
      The product of this drill is an auditor who is profi-
      cient with the HRD procedure, and fully prepared
      to audit a PC.   ____ ____ ____

13. HCOB 20 Jan. 84   *Happiness Rundown Series 4-1*
                         HRD PRECEPTS ASSESSMENT
                         LIST   ____ ____ ____

14. **DRILL**:   Drill the application of the precepts of the HRD-
                  Assessment-List.   ____ ____ ____

* **15**. HCOB 21 Jan. 84RA I   *Happiness Rundown Series 5RA*
         Rev. 20.9.99   HAPPINESS RUNDOWN REPAIR
                                 LIST (HRL)   ____ ____ ____

16. **DRILL**:   Assess and handle an HRL.   ____ ____ ____

* **17**. HCOB 21 Jan. 84R III   *Happiness Rundown Series 7R*
         Rev. 20.7.88   DELIVERY OF THE HAPPINESS
                                 RUNDOWN TO CLEARS AND OTs   ____ ____ ____

SECTION VII:
STUDENT THEORY COMPLETION

I have completed the requirements of this checksheet and I know and can apply this material. I attest that:

a.   I fully understand and can apply the Auditor's Code.   _____

b.   I understand and can use an E-Meter with precision.   _____

c.   I understand and can use the prepared lists covered on this checksheet.   _____

d.   I understand the theory behind the Happiness Rundown and can apply
       the procedure.   _____

STUDENT ATTEST: _____ DATE: _____

I have trained this student to the best of my ability and he has completed the requirements of this checksheet and knows and can apply the checksheet data.

SUPERVISOR ATTEST: _____ DATE: _____

Only when the student has acquired these skills without question will he or she achieve the ability to properly supervisor a course room:

SECTION VIII:
STUDENT AUDITING

1. The student now begins to audit a PC on the HRD. This auditing is continued until the student has consistently given well or very well done sessions, and has achieved excellent results on his PC(s).   ____ ____ ____

2. **CONDITIONAL**: Get any errors or misunderstandings of the
                      standard application of the materials of the
                      HRD reviewed and corrected.   ____ ____ ____

STUDENT ATTEST: _____ DATE: _____

I attest this student has successfully fulfilled the auditing requirements for certification of the Hubbard Happiness Rundown Auditor Course, as given above, and has demonstrated his competence in auditing the style of this level.

SUPERVISOR ATTEST: _____ DATE: _____

STUDENT C/S ATTEST: _____ DATE: _____

SECTION IX:
STUDENT COURSE COMPLETION

1. **STUDENT COMPLETION**:

I have completed the requirements of this checksheet and I know and can apply this material.

STUDENT ATTEST: _____ DATE: _____

I have trained this student to the best of my ability and he has completed the requirements of this checksheet and knows and can apply the checksheet data.

SUPERVISOR ATTEST: _____ DATE: _____

Only when the student has acquired these skills without question will he or she achieve the ability to properly supervisor a course room:

2. **STUDENT ATTEST AT C&A**:

I attest that:

      a. I have exchanged for my course.   _____

      b. I have studied and understand all the materials on the checksheet   _____

      c. I have done all the drills on the checksheet   _____

      d. I can produce the results required in the materials of the course.   _____

STUDENT ATTEST: _____ DATE: _____

C&A ATTEST: _____ DATE: _____

The student is awarded the provisional certificate of:
HUBBARD HAPPINESS RUNDOWN AUDITOR

(Route this checksheet to the Course Admin for filing in the student's folder.)

L. RON HUBBARD
Founder

Updated by:

TFCU

The Freezone
Compilation Unit

This Project endorsed by the
**ASSOCIATION OF PROFESSIONAL
INDEPENDENT SCIENTOLOGISTS**

APIS

HCO POLICY LETTER OF 22 JANUARY 1984
Issue I
UPDATED TO 27 JUNE 1989

Remimeo
All orgs
Tech
Qual
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  Supervisor

Cancels and replaces:
HCO PL 2 March 1981, same title.

HUBBARD HAPPINESS RUNDOWN
AUDITORS COURSE

NAME _____ DATE _____

STARTED _____ DATE COMPLETED _____

PREREQUISITES: 1. Student Hat.
                    2. Class IV auditor and above.
                    3. Method 1 Word Clearing.
                    4. Completion of a Professional TRs course.

LENGTH: 2 weeks full time

PURPOSE: To train an auditor in the technology how the Happiness Rundown is audited, and to ensure he can successfully apply it in session. In this course the basic technology of auditing will also be thoroughly reviewed.

STUDY TECH: This course is done by (a) reading the theory (b) doing the practical. If the student has difficulty getting through a practical step, he restudies the theory and then returns to the practical. If the supervisor can't easily handle the student's misunderstoods then the student is sent to Review for Word Clearing. The supervisor personally checks out the student's practical application of the processes as needed, to ensure correct session application will occur. (If a student has done a checksheet action previously, he may sign it off after supervisor verification.)

Study tech is to be applied in full throughout this course. The materials are to be studied and drilled in sequence. By initialing the blank after each checksheet entry, you are attesting that you fully understand and can apply the data.

(Method One Word Clearing is a prerequisite for training at this level, except where waived by a qualified C/S as covered in HCO PL 25 Sept. 79RB II, Rev. 1.7.85, METHOD ONE WORD CLEARING.)

CERTIFICATE: The graduate is awarded the certificate of HUBBARD HAPPINESS RUNDOWN AUDITOR (PROVISIONAL).

SECTION 0:
KEEPING SCIENTOLOGY WORKING

1. HCO PL 7 Feb 65
Reiss. 27.8.80

KSW Series 1
KEEPING SCIENTOLOGY
WORKING

____ ____ ____

2. HCO PL 17 Jun 70RB
Rev. 25.10.83

KSW Series 5R
TECHNICAL DEGRADES

____ ____ ____

SECTION I:
BASIC AUDITING

* **1**. HCOPL 14 Oct. 68RA
Rev. 19.6.80

THE AUDITOR'S CODE

____ ____ ____

* **2**. PAB 38, 29 Oct. 54

A Basic Course in Scientology #5
THE AUDITOR'S CODE 1954

____ ____ ____

* **3**. PAB 39, 12 Nov. 54

A Basic Course in Scientology #5
THE AUDITOR'S CODE 1954
(Concluded)

____ ____ ____

4. HCOB 23 May 71 X

Basic Auditing Series 9
COMM CYCLE ADDITIVES

____ ____ ____

5. **DEMO**: The effects of comm-cycles additives on a PC.

____ ____ ____

6. HCOB 5 Apr. 80

Q & A, THE REAL DEFINITION

____ ____ ____

7. **CLAY DEMO**: Q & A in a session.

____ ____ ____

8. HCOB 23 May 71R I
Rev. 4.12.74

Basic Auditing Series 1R
THE MAGIC OF THE
COMMUNICATION CYCLE

____ ____ ____

9. HCOB 23 May 71R II
Rev. 6.12.74

Basic Auditing Series 2R
THE TWO PARTS OF
AUDITING

____ ____ ____

10. **CLAY DEMO**:   An auditor and a PC in communication with
each other.   ____ ____ ____

11. **CLAY DEMO**:   An auditor who does something for the PC.   ____ ____ ____

12. HCOB 23 May 71 III   *Basic Auditing Series 3*
THE THREE IMPORTANT
COMMUNICATION LINES   ____ ____ ____

13. HCOB 23 May 71R IV   *Basic Auditing Series 4R*
Rev. 4.12.74   COMMUNICATION CYCLES
WITHIN THE AUDITING
CYCLES   ____ ____ ____

14. **DEMO**:   **a**. How an auditor restimulates charge.   ____ ____ ____

b. How a PC gets rid of the charge.   ____ ____ ____

c. What happens if the PC doesn't get to answer the
question.   ____ ____ ____

15. **DEMO**:   Draw/sketch a communication cycle within the au-
diting cycle per HCOB 23 May 71R IV.   ____ ____ ____

16. HCOB 23 May 71R V   *Basic Auditing Series 5R*
Rev. 19.11.74   THE COMMUNICATION
CYCLE IN AUDITING   ____ ____ ____

17. HCOB 23 May 71 VI   *Basic Auditing Series 6*
AUDITOR FAILURE TO
UNDERSTAND   ____ ____ ____

18. **DEMO**:   **a**. Invalidation in session.   ____ ____ ____

b. Evaluation in session.   ____ ____ ____

19. TAPE: #6108C29   *SHSBC Lecture #50*
BASICS OF AUDITING   ____ ____ ____

20. **CLAY DEMO**:   "Auditing could be defined, to the pc, as
anything which is handling the things his at-
tention is fixed on."   ____ ____ ____

21. TAPE: #6109C05   *SHSBC Lecture #53*
PRINCIPLES OF AUDITING   ____ ____ ____

22. **CLAY DEMO**: The effects when a PC's attention in auditing is yanked off his case. ____ ____ ____

23. <u>TAPE</u>: #6208C21   *SHSBC Lecture #207*
BASICS OF AUDITING ____ ____ ____

24. **CLAY DEMO**: The difference between an auditor who in auditing has ARC for a PC, and an auditor who runs the procedure mechanically. ____ ____ ____

25. <u>TAPE</u>: #6209C18   *SHSBC Lecture #209*
DIRECTING PC's ATTENTION ____ ____ ____

26. **ESSAY**: Why the auditor has to assume responsibility in directing a PC's attention in session. ____ ____ ____

27. HCOB 16 Aug. 71R II   TRAINING DRILLS
      Rev. 5.7.78   REMODERNIZED ____ ____ ____

28. **DRILL**:

OT TR 0	_____	TR 1	_____
TR 0	_____	TR 2	_____
TR 0 BB	_____	TR 2½	_____
OT TR 3	_____	TR 4	_____

29. HCOB 3 May 80   PC INDICATORS ____ ____ ____

30. **DRILL**: Examine the worksheets of 3 different PC folders (Several sessions in each folder). Determine which indicators the auditor had reported and which ones he omitted. Work out for yourself how this would impair the ability of the Case Supervisor to understand the case and to case-supervise it accurately. (Keep in mind axiom 28 when doing this.) Write down what you have found and which conclusions you came to, and submit this write-up to your Course Supervisor. ____ ____ ____

SECTION II:
E-METER HANDLING

1. HCOB 25 May 62   E-METER INSTANT READS ____ ____ ____

2. HCOB 21 July 62   INSTANT READS   ____ ____ ____

3. HCOB 28 Feb. 71   *C/S Series 24*
METERING READING ITEMS   ____ ____ ____

* **4**. HCOB 5 Aug. 78   INSTANT READS   ____ ____ ____

* **5**. HCOB 8 Jun. 61R   E-METER WATCHING —
Rev. 22.2.79   ARE YOU WAITING FOR THE
METER TO PLAY DIXIE?   ____ ____ ____

6. **CLAY DEMO**:   What the E-Meter reacts to.   ____ ____ ____

7. **CLAY DEMO**:   An Instant Read.   ____ ____ ____

8. HCOB 27 May 70R   UNREADING QUESTIONS
Rev. 3.12.78   AND ITEMS   ____ ____ ____

* **9**. HCOB 23 June 80RA   CHECKING QUESTIONS
Rev. 25.10.83   ON GRADES PROCESSES   ____ ____ ____

10. **DEMO**:   Why only auditing questions and items which pro-
duce a <u>read</u> are audited.   ____ ____ ____

11. HCOB 6 Sept. 68   CHECKING FOR FALSE
READS   ____ ____ ____

12. HCOB 11 Sept. 68   FALSE READS   ____ ____ ____

13. **E-METER DRILLS**: (The student first reads and then drills
each of the E-Meter drills in this section.)

E-Meter Drill **11**:   SUPERLATIVE TONE ARM
HANDLING   ____ ____ ____

E-Meter Drill **12**:   NEEDLE ACTIONS   ____ ____ ____

E-Meter Drill **13**:   BODY REACTIONS   ____ ____ ____

E-Meter Drill **14**:   NEEDLE MOTION AND NO-
MOTION RECOGNITION   ____ ____ ____

E-Meter Drill **15**:   FAMILIARIZATION WITH
READING AN E-METER   ____ ____ ____

E-Meter Drill **16**:   THE PRODUCTION OF
NEEDLE ACTIONS   ____ ____ ____

E-Meter Drill **17**:	WHAT MAKES THE E-METER READ AND CLEANING A READ	____ ____ ____
E-Meter Drill **18**:	INSTANT RUDIMENT READS	____ ____ ____
E-Meter Drill **19**:	INSTANT READS	____ ____ ____
E-Meter Drill **20**:	HOW TO DIRTY AND CLEAN A NEEDLE	____ ____ ____
E-Meter Drill **21**:	E-METER STEERING	____ ____ ____
E-Meter Drill **24**:	ASSESSMENT BY INSTANT READ	____ ____ ____
E-Meter Drill **26**:	DIFFERENTIATION BETWEEN SIZES OF NEEDLE READS	____ ____ ____
E-Meter Drill **27**:	NEEDLE OBSERVATION	____ ____ ____

14. **DRILL**: Checking of reading questions, done until this procedure runs smoothly and the student auditor has gained proficiency on this action. The coach must present a number of situations and scenarios to be handled by the student auditor. The relevant section(s) of the HCOB are to be referred to on any flunks. The Course Supervisor or a qualified auditor determines when the drill is passed.   ____ ____ ____

15. **DRILL**: Checking for false reads, per the HCOBs of 6 Sept. 68 and 11 Sept. 68.   ____ ____ ____

SECTION III:
RUDIMENTS

  1. <u>TAPE</u>: #6411C10   *SHSBC Lecture #410*
PTPS, OVERTS AND ARC
BREAKS   ____ ____ ____

* **2**. HCOB 7 Sept. 64 II   PTPs, OVERTS AND ARC
BREAKS   ____ ____ ____

  3. **DEMO**: How progress in auditing is prevented by:

      a. A PTP.   ____ ____ ____

    b. An Overt.   ____ ____ ____

    c. An ARC Break.   ____ ____ ____

4. HCOB 4 Apr. 65   ARC BREAKS AND MISSED
WITHHOLDS   ____ ____ ____

5. TAPE: #6101C24   *2nd South African ACC #2*
Essentials Of Auditing Lectures
PRESESSION 38—WITHHOLDS
AND IN-SESSION-NESS   ____ ____ ____

6. **CLAY DEMO**:   What "In-Session-ness" actually is.   ____ ____ ____

7. TAPE: #6211C01   *SHSBC Lecture #235*
THE MISSED MISSED
WITHHOLD   ____ ____ ____

8. **DEMO**:   The difference between a Withhold and a Missed
Withhold.   ____ ____ ____

9. **CLAY DEMO**:   What happens when one tries to audit over
an ARC Break.   ____ ____ ____

10. **CLAY DEMO**:   What occurs when one tries to audit over a
PTP.   ____ ____ ____

11. **CLAY DEMO**:   What happens when one tries to audit over a
Missed Withhold.   ____ ____ ____

SECTION IV:
END PHENOMENA

* **1**. HCOB 20 Feb. 70   FLOATING NEEDLES AND
END PHENOMENA   ____ ____ ____

2. HCOB 21 Mar. 74   END PHENOMENA   ____ ____ ____

3. HCOB 3 Jul 71R
    Rev. 22.2.79   *Scientology III*
AUDITING BY LISTS   ____ ____ ____

4. **DEMO**:   The End Phenomenon of a Rudiment.   ____ ____ ____

5. **DEMO**:   The End Phenomenon of a Line of a Correction List. ____ ____ ____

6. **DEMO**:   The End Phenomenon of a Correction List.   ____ ____ ____

7. **CLAY DEMO**:   The end of a major process.   ____ ____ ____

8. **CLAY DEMO**:   Overrun of an F/N.   ____ ____ ____

9. **DEMO**:   A charged area that was bypassed.   ____ ____ ____

SECTION V:
STRAIGHTWIRE AND VALENCES

* **1**. ABILITY, Major 4   STRAIGHTWIRE—
early July 1955   A MANUAL OF OPERATION   ____ ____ ____

2. HCOB 23 May 71R VIII   *Basic Auditing Series 10R*
Rev. 4.12.74   RECOGNITION OF RIGHTNESS
OF THE BEING   ____ ____ ____

3. **CLAY DEMO**:   Additives to a Being.   ____ ____ ____

4. HCOB 2 May 58   BEINGNESS AGAIN   ____ ____ ____

5. **CLAY DEMO**:   A Valence.   ____ ____ ____

6. HCOB 29 May 58   STANDARD CLEAR PROCE-
DURE AND AN EXPERIMEN-
TAL ROAD: CLEARING BY
VALENCES   ____ ____ ____

7. **DEMO**:   Each definition of VALENCE in the Tech
dictionary.   ____ ____ ____

8. **CLAY DEMO**:   Valence Grouper. (ref. Tech dictionary)   ____ ____ ____

9. **CLAY DEMO**:   Valence Shift. (ref. Tech dictionary)   ____ ____ ____

10. TAPE: #5410C07   *8th ACC #5A COHA*
Essentials Of Auditing Lectures
ELEMENTARY
STRAIGHTWIRE   ____ ____ ____

11. TAPE: #5405C03   *5th ACC #29 Universes: The*
War Between Theta and Mest
VIEWPOINT STRAIGHTWIRE   ____ ____ ____

12. HCOB 18 Nov. 59   1st MELBOURNE ACC
MATERIAL   ____ ____ ____

13. **DEMO**:   Valence Differentiation.   ____ ____ ____

14. **CLAY DEMO**:   How the Straightwire technique brings about
a key-out.   ____ ____ ____

15. HCOB 30 July 80   THE NATURE OF A BEING   ____ ____ ____

SECTION VI:
THE HAPPINESS RUNDOWN

1. **BOOKLET**:   "The Way To Happiness"   ____ ____ ____

* **2**. HCOB 16 Jan. 84RA I   *Happiness Rundown Series 1RA*
Rev. 27.6.89   THE HAPPINESS RUNDOWN   ____ ____ ____

3. **CLAY DEMO**:   The function of the booklet "The Way To
Happiness" is to give people stable data to
keep confusions away.   ____ ____ ____

* **4**. HCOB 17 Jan. 84   *Happiness Rundown Series 2*
HAPPINESS RUNDOWN
BASICS   ____ ____ ____

5. **CLAY DEMO**:   The 10 basic steps of the HRD.   ____ ____ ____

* **6**. HCOB 18 Jan. 84   *Happiness Rundown Series 3*
HOW TO AUDIT THE HRD   ____ ____ ____

7. **CLAY DEMO**:   Each of the four objectives of the Happiness
Rundown (Counts as 4 clay demos).   ____ ____ ____

* **8**. HCOB 19 Jan. 84   *Happiness Rundown Series 4*
HAPPINESS RUNDOWN
COMMAND SHEETS   ____ ____ ____

9. **DEMO**:   **a**. The special handling steps for precept 17-2.   ____ ____ ____

b. The steps for precept 20.   ____ ____ ____

c. The steps of the epilogue.   ____ ____ ____

* **10**. HCO PL 7 Aug. 79   *Product Debug Series 8*
Esto Series 36
FALSE DATA STRIPPING   ____ ____ ____

11. **DRILL**:   Drill with a twin the procedure of False Data Stripping (FDS). This drill is done until the student is fully conversant with the procedure and can competently do it with certainty.   ____ ____ ____

12. **DRILL**:   Drill the complete HRD procedure including the special handling steps in section <u>A</u> (Morality), precept <u>17-2</u>, precept <u>20</u> and the steps of the <u>epilogue</u>. It's not required to drill each single precept. The product of this drill is an auditor who is proficient with the HRD procedure, and fully prepared to audit a PC.   ____ ____ ____

13. HCOB 20 Jan. 84   *Happiness Rundown Series 4-1*
HRD PRECEPTS ASSESSMENT
LIST   ____ ____ ____

14. **DRILL**:   Drill the application of the precepts of the HRD-Assessment-List.   ____ ____ ____

* **15**. HCOB 21 Jan. 84RA I   *Happiness Rundown Series 5RA*
       Rev. 20.9.99   HAPPINESS RUNDOWN REPAIR
LIST (HRL)   ____ ____ ____

16. **DRILL**:   Assess and handle an HRL.   ____ ____ ____

* **17**. HCOB 21 Jan. 84R III   *Happiness Rundown Series 7R*
       Rev. 20.7.88   DELIVERY OF THE HAPPINESS
RUNDOWN TO CLEARS AND OTs   ____ ____ ____

SECTION VII:
STUDENT THEORY COMPLETION

I have completed the requirements of this checksheet and I know and can apply this material. I attest that:

a.   I fully understand and can apply the Auditor's Code.   _____

b.   I understand and can use an E-Meter with precision.   _____

c.   I understand and can use the prepared lists covered on this checksheet.   _____

d.   I understand the theory behind the Happiness Rundown and can apply the procedure.   _____

STUDENT ATTEST: _____ DATE: _____

I have trained this student to the best of my ability and he has completed the require-
ments of this checksheet and knows and can apply the checksheet data.

SUPERVISOR ATTEST: _____ DATE: _____

Only when the student has acquired these skills without question will he or she achieve
the ability to properly supervisor a course room:

SECTION VIII:
STUDENT AUDITING

1. The student now begins to audit a PC on the HRD. This audit-
   ing is continued until the student has consistently given well or
   very well done sessions, and has achieved excellent results on
   his PC(s).   ____ ____ ____

2. **CONDITIONAL**: Get any errors or misunderstandings of the
                     standard application of the materials of the
                     HRD reviewed and corrected.   ____ ____ ____

STUDENT ATTEST: _____ DATE: _____

I attest this student has successfully fulfilled the auditing requirements for certification
of the Hubbard Happiness Rundown Auditor Course, as given above, and has demon-
strated his competence in auditing the style of this level.

SUPERVISOR ATTEST: _____ DATE: _____

STUDENT C/S ATTEST: _____ DATE: _____

SECTION IX:
STUDENT COURSE COMPLETION

1. **STUDENT COMPLETION**:

I have completed the requirements of this checksheet and I know and can apply this ma-
terial.

STUDENT ATTEST: _____ DATE: _____

I have trained this student to the best of my ability and he has completed the require
ments of this checksheet and knows and can apply the checksheet data.

SUPERVISOR ATTEST: _____ DATE: _____

Only when the student has acquired these skills without question will he or she achieve
the ability to properly supervisor a course room:

2. **STUDENT ATTEST AT C&A**:

I attest that:

    a. I have exchanged for my course.   _____

    b. I have studied and understand all the materials on the checksheet   _____

    c. I have done all the drills on the checksheet   _____

    d. I can produce the results required in the materials of the course.   _____

STUDENT ATTEST: _____ DATE: _____

C&A ATTEST: _____ DATE: _____

The student is awarded the provisional certificate of:
HUBBARD HAPPINESS RUNDOWN AUDITOR

(Route this checksheet to the Course Admin for filing in the student's folder.)

L. RON HUBBARD
Founder

Updated by:

The Freezone
Compilation Unit

This Project endorsed by the
**ASSOCIATION OF PROFESSIONAL
INDEPENDENT SCIENTOLOGISTS**

HCO POLICY LETTER OF 22 JANUARY 1984
Issue I
UPDATED TO 27 JUNE 1989

Remimeo
All orgs
Tech
Qual
Course
  Supervisor

Cancels and replaces:
HCO PL 2 March 1981, same title.

HUBBARD HAPPINESS RUNDOWN
AUDITORS COURSE

NAME _____ DATE _____

STARTED _____ DATE COMPLETED _____

PREREQUISITES: 1. Student Hat.
                        2. Class IV auditor and above.
                        3. Method 1 Word Clearing.
                        4. Completion of a Professional TRs course.

LENGTH: 2 weeks full time

PURPOSE: To train an auditor in the technology how the Happiness Rundown is audited, and to ensure he can successfully apply it in session. In this course the basic technology of auditing will also be thoroughly reviewed.

STUDY TECH: This course is done by (a) reading the theory (b) doing the practical. If the student has difficulty getting through a practical step, he restudies the theory and then returns to the practical. If the supervisor can't easily handle the student's misunderstoods then the student is sent to Review for Word Clearing. The supervisor personally checks out the student's practical application of the processes as needed, to ensure correct session application will occur. (If a student has done a checksheet action previously, he may sign it off after supervisor verification.)

Study tech is to be applied in full throughout this course. The materials are to be studied and drilled in sequence. By initialing the blank after each checksheet entry, you are attesting that you fully understand and can apply the data.

(Method One Word Clearing is a prerequisite for training at this level, except where waived by a qualified C/S as covered in HCO PL 25 Sept. 79RB II, Rev. 1.7.85, METHOD ONE WORD CLEARING.)

CERTIFICATE: The graduate is awarded the certificate of HUBBARD HAPPINESS RUNDOWN AUDITOR (PROVISIONAL).

SECTION 0:
KEEPING SCIENTOLOGY WORKING

1. HCO PL 7 Feb 65 *KSW Series 1*
    Reiss. 27.8.80 KEEPING SCIENTOLOGY
    WORKING   ____ ____ ____

2. HCO PL 17 Jun 70RB *KSW Series 5R*
    Rev. 25.10.83 TECHNICAL DEGRADES   ____ ____ ____

SECTION I:
BASIC AUDITING

* **1**. HCOPL 14 Oct. 68RA THE AUDITOR'S CODE
    Rev. 19.6.80   ____ ____ ____

* **2**. PAB 38, 29 Oct. 54 *A Basic Course in Scientology #5*
    THE AUDITOR'S CODE 1954   ____ ____ ____

* **3**. PAB 39, 12 Nov. 54 *A Basic Course in Scientology #5*
    THE AUDITOR'S CODE 1954
    (Concluded)   ____ ____ ____

4. HCOB 23 May 71 X *Basic Auditing Series 9*
    COMM CYCLE ADDITIVES   ____ ____ ____

5. **DEMO**: The effects of comm-cycles additives on a PC.   ____ ____ ____

6. HCOB 5 Apr. 80 Q & A, THE REAL DEFINITION   ____ ____ ____

7. **CLAY DEMO**: Q & A in a session.   ____ ____ ____

8. HCOB 23 May 71R I *Basic Auditing Series 1R*
    Rev. 4.12.74 THE MAGIC OF THE
    COMMUNICATION CYCLE   ____ ____ ____

9. HCOB 23 May 71R II *Basic Auditing Series 2R*
    Rev. 6.12.74 THE TWO PARTS OF
    AUDITING   ____ ____ ____

10. **CLAY DEMO**: An auditor and a PC in communication with
    each other.   ____ ____ ____

11. **CLAY DEMO**: An auditor who does something for the PC.   ____ ____ ____

12. HCOB 23 May 71 III *Basic Auditing Series 3*
    THE THREE IMPORTANT
    COMMUNICATION LINES   ____ ____ ____

13. HCOB 23 May 71R IV   *Basic Auditing Series 4R*
    Rev. 4.12.74   COMMUNICATION CYCLES
                               WITHIN THE AUDITING
                               CYCLES   ____ ____ ____

14. **DEMO**:   **a**. How an auditor restimulates charge.   ____ ____ ____

               b. How a PC gets rid of the charge.   ____ ____ ____

               c. What happens if the PC doesn't get to answer the
                    question.   ____ ____ ____

15. **DEMO**:   Draw/sketch a communication cycle within the au-
               diting cycle per HCOB 23 May 71R IV.   ____ ____ ____

16. HCOB 23 May 71R V   *Basic Auditing Series 5R*
    Rev. 19.11.74   THE COMMUNICATION
                               CYCLE IN AUDITING   ____ ____ ____

17. HCOB 23 May 71 VI   *Basic Auditing Series 6*
                               AUDITOR FAILURE TO
                               UNDERSTAND   ____ ____ ____

18. **DEMO**:   **a**. Invalidation in session.   ____ ____ ____

               b. Evaluation in session.   ____ ____ ____

19. TAPE: #6108C29   *SHSBC Lecture #50*
                               BASICS OF AUDITING   ____ ____ ____

20. **CLAY DEMO**:   "Auditing could be defined, to the pc, as
                       anything which is handling the things his at-
                       tention is fixed on."   ____ ____ ____

21. TAPE: #6109C05   *SHSBC Lecture #53*
                               PRINCIPLES OF AUDITING   ____ ____ ____

22. **CLAY DEMO**:   The effects when a PC's attention in auditing
                       is yanked off his case.   ____ ____ ____

23. TAPE: #6208C21   *SHSBC Lecture #207*
                               BASICS OF AUDITING   ____ ____ ____

24. **CLAY DEMO**:   The difference between an auditor who in
                       auditing has ARC for a PC, and an auditor
                       who runs the procedure mechanically.   ____ ____ ____

25. TAPE: #6209C18   *SHSBC Lecture #209*
                               DIRECTING PC's ATTENTION   ____ ____ ____

26. **ESSAY**: Why the auditor has to assume responsibility in directing a PC's attention in session. ____ ____ ____

27. HCOB 16 Aug. 71R II   TRAINING DRILLS
    Rev. 5.7.78   REMODERNIZED   ____ ____ ____

28. **DRILL**: OT TR 0 _____   TR 1   _____

               TR 0   _____   TR 2   _____

               TR 0 BB _____   TR 2½   _____

               OT TR 3 _____   TR 4   _____

29. HCOB 3 May 80   PC INDICATORS   ____ ____ ____

30. **DRILL**: Examine the worksheets of 3 different PC folders (Several sessions in each folder). Determine which indicators the auditor had reported and which ones he omitted. Work out for yourself how this would impair the ability of the Case Supervisor to understand the case and to case-supervise it accurately. (Keep in mind axiom 28 when doing this.) Write down what you have found and which conclusions you came to, and submit this write-up to your Course Supervisor.   ____ ____ ____

SECTION II:
E-METER HANDLING

  1. HCOB 25 May 62   E-METER INSTANT READS   ____ ____ ____

  2. HCOB 21 July 62   INSTANT READS   ____ ____ ____

  3. HCOB 28 Feb. 71   *C/S Series 24*
                             METERING READING ITEMS   ____ ____ ____

* **4**. HCOB 5 Aug. 78   INSTANT READS   ____ ____ ____

* **5**. HCOB 8 Jun. 61R   E-METER WATCHING —
    Rev. 22.2.79   ARE YOU WAITING FOR THE
                             METER TO PLAY DIXIE?   ____ ____ ____

  6. **CLAY DEMO**:   What the E-Meter reacts to.   ____ ____ ____

  7. **CLAY DEMO**:   An Instant Read.   ____ ____ ____

  8. HCOB 27 May 70R   UNREADING QUESTIONS
    Rev. 3.12.78   AND ITEMS   ____ ____ ____

14. **DRILL**: Checking of reading questions, done until this procedure runs smoothly and the student auditor has gained proficiency on this action. The coach must present a number of situations and scenarios to be handled by the student auditor. The relevant section(s) of the HCOB are to be referred to on any flunks. The Course Supervisor or a qualified auditor determines when the drill is passed. ____ ____ ____

15. **DRILL**: Checking for false reads, per the HCOBs of 6 Sept. 68 and 11 Sept. 68. ____ ____ ____

SECTION III:
RUDIMENTS

1. <u>TAPE</u>: #6411C10 *SHSBC Lecture #410*
PTPS, OVERTS AND ARC
BREAKS ____ ____ ____

* **2**. HCOB 7 Sept. 64 II PTPs, OVERTS AND ARC
BREAKS ____ ____ ____

3. **DEMO**: How progress in auditing is prevented by:

     a. A PTP. ____ ____ ____

     b. An Overt. ____ ____ ____

     c. An ARC Break. ____ ____ ____

4. HCOB 4 Apr. 65 ARC BREAKS AND MISSED
WITHHOLDS ____ ____ ____

5. <u>TAPE</u>: #6101C24 *2nd South African ACC #2*
Essentials Of Auditing Lectures
PRESESSION 38—WITHHOLDS
AND IN-SESSION-NESS ____ ____ ____

6. **CLAY DEMO**: What "In-Session-ness" actually is. ____ ____ ____

7. <u>TAPE</u>: #6211C01 *SHSBC Lecture #235*
THE MISSED MISSED
WITHHOLD ____ ____ ____

8. **DEMO**: The difference between a Withhold and a Missed Withhold. ____ ____ ____

9. **CLAY DEMO**: What happens when one tries to audit over an ARC Break. ____ ____ ____

10. **CLAY DEMO**:   What occurs when one tries to audit over a PTP.   ____ ____ ____

11. **CLAY DEMO**:   What happens when one tries to audit over a Missed Withhold.   ____ ____ ____

SECTION IV:
END PHENOMENA

* **1**. HCOB 20 Feb. 70   FLOATING NEEDLES AND END PHENOMENA   ____ ____ ____

2. HCOB 21 Mar. 74   END PHENOMENA   ____ ____ ____

3. HCOB 3 Jul 71R   *Scientology III*
    Rev. 22.2.79   AUDITING BY LISTS   ____ ____ ____

4. **DEMO**:   The End Phenomenon of a Rudiment.   ____ ____ ____

5. **DEMO**:   The End Phenomenon of a Line of a Correction List.   ____ ____ ____

6. **DEMO**:   The End Phenomenon of a Correction List.   ____ ____ ____

7. **CLAY DEMO**:   The end of a major process.   ____ ____ ____

8. **CLAY DEMO**:   Overrun of an F/N.   ____ ____ ____

9. **DEMO**:   A charged area that was bypassed.   ____ ____ ____

SECTION V:
STRAIGHTWIRE AND VALENCES

* **1**. ABILITY, Major 4   STRAIGHTWIRE—
    early July 1955   A MANUAL OF OPERATION   ____ ____ ____

2. HCOB 23 May 71R VIII   *Basic Auditing Series 10R*
    Rev. 4.12.74   RECOGNITION OF RIGHTNESS OF THE BEING   ____ ____ ____

3. **CLAY DEMO**:   Additives to a Being.   ____ ____ ____

4. HCOB 2 May 58   BEINGNESS AGAIN   ____ ____ ____

5. **CLAY DEMO**:   A Valence.   ____ ____ ____

6. HCOB 29 May 58   STANDARD CLEAR PROCE-DURE AND AN EXPERIMEN-

TAL ROAD: CLEARING BY
VALENCES   ____ ____ ____

  7. **DEMO**:   Each definition of VALENCE in the Tech
dictionary.   ____ ____ ____

  8. **CLAY DEMO**:   Valence Grouper. (ref. Tech dictionary)   ____ ____ ____

  9. **CLAY DEMO**:   Valence Shift. (ref. Tech dictionary)   ____ ____ ____

10. <u>TAPE</u>: #5410C07   *8th ACC #5A COHA*
    Essentials Of Auditing Lectures
    ELEMENTARY
    STRAIGHTWIRE   ____ ____ ____

11. <u>TAPE</u>: #5405C03   *5th ACC #29 Universes: The*
    War Between Theta and Mest
    VIEWPOINT STRAIGHTWIRE   ____ ____ ____

12. HCOB 18 Nov. 59   1st MELBOURNE ACC
    MATERIAL   ____ ____ ____

13. **DEMO**:   Valence Differentiation.   ____ ____ ____

14. **CLAY DEMO**:   How the Straightwire technique brings about
a key-out.   ____ ____ ____

15. HCOB 30 July 80   THE NATURE OF A BEING   ____ ____ ____

SECTION VI:
THE HAPPINESS RUNDOWN

  1. **BOOKLET**:   "The Way To Happiness"   ____ ____ ____

* **2**. HCOB 16 Jan. 84RA I   *Happiness Rundown Series 1RA*
    Rev. 27.6.89   THE HAPPINESS RUNDOWN   ____ ____ ____

  3. **CLAY DEMO**:   The function of the booklet "The Way To
Happiness" is to give people stable data to
keep confusions away.   ____ ____ ____

* **4**. HCOB 17 Jan. 84   *Happiness Rundown Series 2*
    HAPPINESS RUNDOWN
    BASICS   ____ ____ ____

  5. **CLAY DEMO**:   The 10 basic steps of the HRD.   ____ ____ ____

* **6**. HCOB 18 Jan. 84   *Happiness Rundown Series 3*
    HOW TO AUDIT THE HRD   ____ ____ ____

7. **CLAY DEMO**:   Each of the four objectives of the Happiness Rundown (Counts as 4 clay demos). ____ ____ ____

* **8**. HCOB 19 Jan. 84   *Happiness Rundown Series 4*
HAPPINESS RUNDOWN
COMMAND SHEETS ____ ____ ____

9. **DEMO**:   **a**. The special handling steps for precept 17-2. ____ ____ ____

b. The steps for precept 20. ____ ____ ____

c. The steps of the epilogue. ____ ____ ____

* **10**. HCO PL 7 Aug. 79   *Product Debug Series 8*
Esto Series 36
FALSE DATA STRIPPING ____ ____ ____

11. **DRILL**:   Drill with a twin the procedure of False Data Stripping (FDS). This drill is done until the student is fully conversant with the procedure and can competently do it with certainty. ____ ____ ____

12. **DRILL**:   Drill the complete HRD procedure including the special handling steps in section <u>A</u> (Morality), precept <u>17-2</u>, precept <u>20</u> and the steps of the <u>epilogue</u>. It's not required to drill each single precept. The product of this drill is an auditor who is proficient with the HRD procedure, and fully prepared to audit a PC. ____ ____ ____

13. HCOB 20 Jan. 84   *Happiness Rundown Series 4-1*
HRD PRECEPTS ASSESSMENT
LIST ____ ____ ____

14. **DRILL**:   Drill the application of the precepts of the HRD-Assessment-List. ____ ____ ____

* **15**. HCOB 21 Jan. 84RA I   *Happiness Rundown Series 5RA*
 Rev. 20.9.99   HAPPINESS RUNDOWN REPAIR
LIST (HRL) ____ ____ ____

16. **DRILL**:   Assess and handle an HRL. ____ ____ ____

* **17**. HCOB 21 Jan. 84R III   *Happiness Rundown Series 7R*
 Rev. 20.7.88   DELIVERY OF THE HAPPINESS RUNDOWN TO CLEARS
AND OTs ____ ____ ____

SECTION VII:
STUDENT THEORY COMPLETION

I have completed the requirements of this checksheet and I know and can apply this material. I attest that:

a.   I fully understand and can apply the Auditor's Code.   _____

b.   I understand and can use an E-Meter with precision.   _____

c.   I understand and can use the prepared lists covered on this checksheet.   _____

d.   I understand the theory behind the Happiness Rundown and can apply
     the procedure.   _____

STUDENT ATTEST: _____ DATE: _____

I have trained this student to the best of my ability and he has completed the requirements of this checksheet and knows and can apply the checksheet data.

SUPERVISOR ATTEST: _____ DATE: _____

Only when the student has acquired these skills without question will he or she achieve the ability to properly supervisor a course room:

SECTION VIII:
STUDENT AUDITING

1. The student now begins to audit a PC on the HRD. This auditing is continued until the student has consistently given well or very well done sessions, and has achieved excellent results on his PC(s).   ____ ____ ____

2. **CONDITIONAL**: Get any errors or misunderstandings of the standard application of the materials of the HRD reviewed and corrected.   ____ ____ ____

STUDENT ATTEST: _____ DATE: _____

I attest this student has successfully fulfilled the auditing requirements for certification of the Hubbard Happiness Rundown Auditor Course, as given above, and has demonstrated his competence in auditing the style of this level.

SUPERVISOR ATTEST: _____ DATE: _____

STUDENT C/S ATTEST: _____ DATE: _____

SECTION IX:
STUDENT COURSE COMPLETION

1. **STUDENT COMPLETION**:

I have completed the requirements of this checksheet and I know and can apply this material.

STUDENT ATTEST: _____ DATE: _____

I have trained this student to the best of my ability and he has completed the requirements of this checksheet and knows and can apply the checksheet data.

SUPERVISOR ATTEST: _____ DATE: _____

Only when the student has acquired these skills without question will he or she achieve the ability to properly supervisor a course room:

2. **STUDENT ATTEST AT C&A**:

I attest that:

    a. I have exchanged for my course.   _____

    b. I have studied and understand all the materials on the checksheet   _____

    c. I have done all the drills on the checksheet   _____

    d. I can produce the results required in the materials of the course.   _____

STUDENT ATTEST: _____ DATE: _____

C&A ATTEST: _____ DATE: _____

The student is awarded the provisional certificate of:
HUBBARD HAPPINESS RUNDOWN AUDITOR

(Route this checksheet to the Course Admin for filing in the student's folder.)

L. RON HUBBARD
Founder

This Project endorsed by the
**ASSOCIATION OF PROFESSIONAL
INDEPENDENT SCIENTOLOGISTS**

Updated by:

TFCU

The Freezone
Compilation Unit

HAPPINESS RUNDOWN

Auditor Course (HRD)

Course Pack

(1984/1989)

A 2014 Compilation

Remimeo
Sthil Students
Assn/Org Sec Hat
Case Sup Hat
HCO Sec Hat
Ds of P Hat
Ds of T Hat
Staff Member Hat
Franchise

(As the first issue in the
Keeping Scientology Working Series)

(Issued May 1965)

Keeping Scientology Working Series 1

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 2-year slump. IT IS THE BUSINESS OF EVERY STAFF MEMBER to enforce it.

SPECIAL MESSAGE: THE FOLLOWING POLICY LETTER MEANS WHAT IT SAYS. IT WAS TRUE IN 1965 WHEN I WROTE IT. IT WAS TRUE IN 1970 WHEN I HAD IT REISSUED. I AM REISSUING IT NOW, IN 1980, TO AVOID AGAIN SLIPPING BACK INTO A PERIOD OF OMITTED AND QUICKIED FUNDAMENTAL GRADE CHART ACTIONS ON CASES, THEREBY DENYING GAINS AND THREATENING THE VIABILITY OF SCIENTOLOGY AND OF ORGS.

SCIENTOLOGY WILL KEEP WORKING ONLY AS LONG AS YOU DO YOUR PART TO KEEP IT WORKING BY APPLYING THIS POLICY LETTER. WHAT I SAY IN THESE PAGES HAS ALWAYS BEEN TRUE, IT HOLDS TRUE TODAY, IT WILL STILL HOLD TRUE IN THE YEAR 2000 AND IT WILL CONTINUE TO HOLD TRUE FROM THERE ON OUT. NO MATTER WHERE YOU ARE IN SCIENTOLOGY, ON STAFF OR NOT, THIS POLICY LETTER HAS SOMETHING TO DO WITH YOU.

ALL LEVELS

KEEPING SCIENTOLOGY WORKING

HCO Sec or Communicator Hat Check on all personnel and all 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 facs 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 Southeast 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 coordination 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 defense, 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 dramatizations 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 Q'd and A'd 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 their 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 had (a) 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 O 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 offbeat 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 noncomprehension. Usually the noncomprehension is not of Scientology but some earlier contact with an offbeat 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. Humor 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 practice 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.

L. RON HUBBARD
Founder

LRH:jw.rr.nt.ka.mes.rd.bk.gm

HCO POLICY LETTER OF 17 JUNE 1970RB
Issue I
REVISED 25 OCTOBER 1983

Remimeo
Applies to all
 SHs and
 Academies
HGCs
Missions

URGENT AND IMPORTANT

Keeping Scientology Working Series 5R

TECHNICAL DEGRADES

(This PL and HCO PL 7 Feb. 65
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 or the Authority, Verification and Correction Unit International (AVC Int). (Hat checksheets may be authorized locally per HCO PL 30 Sept. 70, CHECKSHEET FORMAT.)

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 3 minutes." Etc.

9. Shortening time of application of auditing for financial or labor-saving 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.

L. RON HUBBARD
Founder

HCO POLICY OF 14 OCTOBER 68RA
REVISED 19 JUNE 1980

(Also HCOB 19 June 80)
(Cancels HCO PL of 14 Oct. 68R)

Remimeo
Class VIIIs
All Auditors

THE AUDITOR'S CODE

The pledge of practitioners of pastoral counseling.

Required to be signed by the holders of or before the issuance of certificates for the certificates to be valid.

_____

I hereby promise as an auditor to follow the Auditor's Code.

1. I promise not to evaluate for the preclear or tell him what he should think about his case in session.

2. I promise not to invalidate the preclear's case or gains in or out of session.

3. I promise to administer only standard tech to a preclear in the standard way.

4. I promise to keep all auditing appointments once made.

5. I promise not to process a preclear who has not had sufficient rest and who is physically tired.

6. I promise not to process a preclear who is improperly fed or hungry.

7. I promise not to permit a frequent change of auditors.

8. I promise not to sympathize with a preclear but to be effective.

9. I promise not to let the preclear end session on his own determinism but to finish off those cycles I have begun.

10. I promise never to walk off from a preclear in session.

11.   I promise never to walk off from a preclear in session.

12.   I promise never to get angry with a preclear in session.

13.   I promise to run every major case action to a floating needle.

14.   I promise never to run any one action beyond its floating needle.

15.   I promise to grant beingness to the preclear in session.

16.   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.

17.   I promise to maintain communication with the preclear and not to cut his comm or permit him to overrun in session.

18.   I promise not to enter comments, expressions or enturbulence into a session that distract a preclear from his case.

19.   I promise to continue to give the preclear the process or auditing command when needed in the session.

20.   I promise not to let a preclear run a wrongly understood command.

21.   I promise not to explain, justify or make excuses in session for any auditor mistakes whether real or imagined.

22.   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.

23.   I promise never to use the secrets of a preclear divulged in session for punishment or personal gain.

24.   I promise to never falsify worksheets of sessions.

25.   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.

26.   I promise not to advocate Dianetics or Scientology only to cure illness or only to treat the insane, knowing well they were intended for spiritual gain.

27.   I promise to cooperate fully with the 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.

28. I promise to refuse to permit any being to be physically injured, violently damaged, operated on or killed in the name of "mental treatment."

29. I promise not to permit sexual liberties or violations of patients.

30. 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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29 October 1954

A Basic Course in Scientology—Part 5

THE AUDITOR'S CODE 1954

1. DO NOT EVALUATE FOR THE PRECLEAR.

The main difficulty of the preclear is other-knowingness. An auditor auditing a preclear has before him someone whose last stronghold of owned knowingness is his engram bank and various mental phenomena. As much as possible, the preclear should be permitted to discover the answers to this phenomena through the process of auditing. What the auditor is doing is steering. If he tells consistently what is to be found or what will happen, the preclear will not get well. The steering, of course, is a covert but highly acceptable method of inviting the preclear to find out. Giving a process' commands is an invitation to this discovery. The auditor is working from a body of knowledge as to how all minds and spirits function. The preclear could even be trained in this high generality without harm, and certainly can be audited in such a high generality, but its particularities and peculiarities, the phenomena which occur, must not be "telegraphed" to the preclear before they occur, and when something has occurred to the preclear the auditor should not then come up with its explanation. This was the entire failure of psychoanalysis. The preclear would say something, and the analyst would then tell the preclear what it meant.

The auditor should confine himself to giving the proper auditing commands and engaging in enough "dunnage" (extra and relatively meaningless talk) to maintain a two-way communication line.

2. DO NOT INVALIDATE OR CORRECT THE PRECLEAR'S DATA.

After a preclear has informed the auditor of an incident in his life, it would be a fatal error, so far as the preclear's case is concerned, for the auditor using other data to inform the preclear that he did not have a proper recall on the incident. This is the main trouble with husband and wife auditing teams, and why they normally do not work. Both have been present under various circumstances, and the husband or the wife doing the auditing on the other may find it impossible to repress his or her own version after the other one has

delivered up an incident. Today's type of auditing enters incidents minimally; therefore opportunities of this kind are not as frequent as in earlier days. Verbal invalidation is, of course, the symbolic manifestation of force. Invalidation, when expressed in emotion and effort, is force. When the preclear is invalidated, he feels as though he has been struck by some force. One of the lowest levels on this line of invalidation is criticism. Lacking the effort or energy to hit somebody, a covert person criticizes or otherwise invalidates.

3. USE THE PROCESSES WHICH IMPROVE THE PRECLEAR'S CASE.

In a series of tests conducted to discover why certain co-auditing teams had failed to effect an improvement, it was found that the auditor in each of these failed teams had been auditing out of the preclear what should have been audited out of the auditor. Top-flight Scientology processes minimize this difficulty for they audit the common denominator, as nearly as it can be approached, of the difficulties in any and all minds. Nevertheless, auditors have a tendency to do to the preclear what should be done to the auditor in the way of processing. Furthermore, there are processes which effect improvement only after a great deal of auditing, and although this might be considered remunerative, it is actually not efficient since an auditor tying himself to one case is not benefiting the society as a whole, and is so defying his own third dynamic.

4. KEEP ALL APPOINTMENTS ONCE MADE.

Many a case has failed, not because of processing, but because the auditor was so irregular in keeping appointments that he introduced into the case an anxiety about waiting or unpunctuality. By failing to keep an appointment, the auditor is actually telling the case that the case is not important, therefore not interesting, and the case will not run for an auditor who will not keep appointments. If an auditor has, himself, difficulty in keeping appointments, then he should not make specific appointments or be forced by the preclear into making specific appointments.

5. DO NOT PROCESS A PRECLEAR AFTER 10:00 P.M.

Utilizing all the experience of four years, it has been discovered that items 5, 6 and 7 of the Auditor's Code were the only actual causative agents in spinning preclears. Whenever a preclear markedly worsened under processing, the process itself was found to be guiltless, and it was discovered that items 5, 6 and 7 of this code had one or all been present. In every case where a psychosis or neurosis was restimulated by bad auditing, all these factors, 5, 6 and 7, were present. Because the body is built of cells which contain in their experience line, evidently, the pattern of plankton, energy level actually drops after sundown, but for a while there is a certain franticness which can be mistaken for energy. In other words, when the sun went down the source of energy was no longer present, therefore auditing during any of the dark hours is not as effective as auditing during daylight. However, a person can be audited safely up to 10:00 P.M. regardless of the state of his case. After 10:00 P.M. the curve of ability to handle energy drops quickly and hits its low at 2:00 A.M. But any auditing after 10:00 P.M. has been found to be at least ineffective, and might as well not have been done.

6. **DO NOT PROCESS A PRECLEAR WHO IS IMPROPERLY FED**.

It is an unhappy thing that occasional hidden factors such as lack of sleep, lack of food or an urgent present time problem may defeat the efforts of an excellent auditor. The best process will not benefit a preclear who, still interiorized, is being drained down as a thetan by a body which is badly in need of food. Every bit of energy which the thetan puts out is being absorbed by the body, which is improperly fed. A body suffering from malnutrition, or even lack of a proper breakfast, will thus inhibit auditing.

Sometimes a preclear who has come from a distant area to be audited is sufficiently short of cash that he will attempt to subsist during the week of an intensive upon sandwiches and coffee. He might as well have stayed home, for his body, being hungry, will pull in engrams, which are after all edible energy, will drain down every beam which a thetan throws out and will in general defeat processing. An improperly fed preclear demonstrates on a basal metabolism test, even when sane, the same oxygen burning rate as a psychotic. You can take any preclear, have him omit eating breakfast, and a psychotic, and test the two of them, and you will discover their metabolism and breathing behavior to be similar. It is not prescribing a diet to demand that your preclear eat as a normal human being should during an auditing intensive or before any auditing. Preclears who are not adequately fed can be spun if bad auditing and some other factors are added into the session. This does not mean that a body can get so starved that it cannot benefit from auditing, but it does mean that a proper diet, as is normal with the preclear, should be observed during an intensive. Diet, by the way, is nowhere near as large a factor in the recovery of cases as nutrition "ads" would have you believe, and today no HASI auditor is allowed to prescribe diets if he is to continue in the protection of the organization. However, number six must be observed during auditing.

7. **DO NOT PERMIT A FREQUENT CHANGE OF AUDITORS**.

Although it is almost impossible for a case to escape having two or three auditors, when the number gets up to six or eight over a relatively short space of time, such as a few months, the case is seen to suffer by reason of the change. As much as possible a case should be run by one auditor. The basic reason for this is that one auditor running a case has a better chance of completing what he starts. A frequent change of auditors nearly always means a frequent change of estimates of a case, and a frequent change of processes none of which get finished.

8. **DO NOT SYMPATHIZE WITH THE PRECLEAR**.

There are three ways of handling those who need help. The first and most senior of them is to be effective and remedy the condition once and for all. The second method would be to make the person comfortable. If you cannot be effective, and you cannot make the person comfortable, only then would you be justified in giving the person sympathy. At the same time cases can be retarded by the auditor's being far too domineering, but if one has to err, err in the direction of being too domineering, not in the direction of being sympathetic. Sympathetic auditing invites the preclear to dredge up more data about which the auditor can be sympathetic, and finally becomes a mutual sympathetic society.

9. **NEVER PERMIT THE PRECLEAR TO END THE SESSION ON HIS OWN INDEPENDENT DECISION**.

With such processes in existence as Opening Procedure by Duplication, it becomes important that the auditor carry through what he starts. You will discover that a preclear very often will get up to a point where he desires to fight the auditor, and then will walk off from a session. It is the auditor's responsibility to bring the preclear back and to finish the session. Sessions end when the auditor says they are over, not when the preclear says they are over. However, in order to continue the session it is not legitimate to abuse the preclear or disobey any other sections of the Code.

L. RON HUBBARD
Founder

(Continued in PAB 39)

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12 November 1954

THE AUDITOR'S CODE 1954 (Concluded)
A Basic Course in Scientology—Part 5

10. NEVER WALK OFF FROM A PRECLEAR DURING A SESSION.

Although no auditor of any decency or attainment would believe that a person applying Scientology processes would need number 10, it has happened often enough that auditors have walked off from preclears who were in the midst of long communication lags to make it necessary that this be included in the Auditor's Code. The auditor's effort to punish the preclear for not obeying his command is responsible for this. One notable case, a poorly trained person practicing Scientology—you would hardly call him an auditor-became incensed with a psychotic girl he was auditing, got her into the middle of a long communication lag, raged at her, and then walked off from her. It took fifteen hours of extremely good and clever processing on the part of a top-flight auditor to regain the ground lost.

11. NEVER GET ANGRY WITH A PRECLEAR.

What must be the level of self-confidence of an auditor who feels that the introduction of misemotion into a session is necessary to express his inability to cope with his preclear?

12. ALWAYS REDUCE EVERY COMMUNICATION LAG ENCOUNTERED BY CONTINUED USE OF THE SAME QUESTION OR PROCESS.

Numbers 12 and 13 of the Auditor's Code 1954 are the essential difference between a good auditor and a bad one. If you want to know who is a bad auditor, then discover the auditor who fails to reduce communication lags encountered in the preclear by a repetition of the same question or process. This auditor is expressing his own inability to persist, and is expressing as well his own inability to duplicate, and he is more under the control of the preclear than the preclear is under his control. An auditor not only has to understand communication lag, he must reduce every communication lag brought into being by a question or a process before going on to a new question or a new process.

13. **ALWAYS CONTINUE A PROCESS AS LONG AS IT PRODUCES CHANGE**, **AND NO LONGER**.

Here is the other way you tell a bad auditor. A person whose case is in poor condition will express his state by changing every time the preclear changes. Here is the auditor being the effect of the preclear. The preclear changes his condition, changes his communication lag, changes his ideas, and if, between auditor and preclear he is actually cause, the auditor will then change the question or change the process. You watch some auditor auditing who is ordinarily not reputed to get results, and you will find out that in the course of an hour he is likely to use ten or twelve different processes. Each time some change occurs in the preclear, instead of pursuing it and reducing the communication lag on the process, the auditor promptly changes. He excuses this to himself by saying some other process is needed or necessary.

It so happens that the process which brings about a change will probably bring about further change. There is an auditing maxim concerning this: "The process which turns on a condition will turn it off." This is true within limits, but it is true enough to drive home the fact that a person should use a process as long as it produces change. This can also be true of an auditing question. An auditing question should be used as long as it continues to produce change. But if one has used a question or process for some little time-in the case of a Straightwire question five or eight minutes, in the case of Opening Procedures two or three hours—with no real change in the preclear, it is time to change the process. If the auditor does not change a good process, the process will then produce a change in the preclear.

A bad auditor will use a process until it turns on a somatic, will then change to another process, will run it until it turns on another somatic, and then change it, and so on until he has thoroughly bogged a case. In spotting spots to get rid of old auditing in preclears who have been audited between 1950 and 1954, the plaint is often heard from the preclear, "Oh, if only just one engram had been run a second time, or if one secondary had been run again, or if any auditor had said 'Go through that again' how wonderful it would have been."

It was the inability of the auditor to repeat the process of erasure which prevented Dianetics from being all we would ever have needed. The inability of the auditor to duplicate is mirrored in the fact that he cannot duplicate over and over the same question or the same process. This also comes into view in another way. An auditor who is unable to duplicate must always give the given and standard process with his own slight twist. He is given an auditing phrase, but he finds that he cannot use it unless he gives it a small curve. This auditor is worried about his own thinkingness and is using other thinkingness as his randomity. You can always tell a good auditor. He uses and abides by 12 and 13 of this Code.

14. **BE WILLING TO GRANT BEINGNESS TO THE PRECLEAR**.

An auditor who is unwilling to grant beingness to those around him will find himself unable to run a process which is effectively producing a change for the better in the preclear. This auditor will try to discover all manner of processes which reduce the status of the

preclear. Whatever rationale he uses to explain this, he will not use an effective process if he is himself unwilling to grant beingness or life to the preclear. Thus we get two sharp divisions amongst auditors: Those who are using the preclear as an opponent in a game, and those who are using the preclear as though the preclear was something being created by the auditor. The latter state of mind will produce remarkable results, the earlier will produce chaos. An auditor who needs preclears in order to have a fight would probably also beat children or small dogs—not big dogs, small dogs.

15. **NEVER MIX THE PROCESSES OF SCIENTOLOGY WITH THOSE**
    OF OTHER PRACTICES.

Auditors in general have considerable contempt for those who mix Scientology with some other practice or who use Scientology, change it around, and out of position or cowardice call it something else. Auditors do not like this because they almost invariably, one or another of them, will inherit at least some of the preclears of people who disobey this line of the Code. There follows then an auditor's effort to unscramble a case which has had its spine adjusted while running engrams or which has discovered an incident only to have discovered immediately after that it has tremendous mystic significance or psychoanalytic bearing. An auditor who mixes Scientology or miscalls it has never learned Scientology. If he knew Scientology, he would not feel it necessary to do something else, for Scientology is nothing if not extremely effective—certainly more effective than any other existing practice today.

Sometimes auditors encounter people who "really use Scientology, but because of the acceptance level of the public" mix it with something else. The public has no difficulty and has never had any real difficulty in accepting or using Scientology under that name practiced according to its own procedures. In a particular instance, an auditor who prescribes diets or who does other things of a material nature additive to the practices of Scientology immediately divorces himself from the protection of the HASI and is subject to action by the Committee of Examinations, Certificates and Services. An auditor who has to mix Scientology to make it work didn't know Scientology in the first place and so wasn't really an auditor anyway.

This is the Auditor's Code of 1954. It supersedes any earlier Codes. It has been developed by the Committee of Examinations, Certificates and Services as its standard of practice, and latterly was adopted by the Hubbard Dianetic Research Foundation for use in the field of Dianetics. It is the official Auditor's Code.

It is required of students under training that they know this Code by heart, know what it means and, as they process, practice it. It is one thing to know it—another thing to practice it. A good auditor does both. It is not something to be read, agreed with and forgotten. Following it means success in cases. Neglecting any part of it means failures. It combines the arduously won experiences collected during four years from the practices of three thousand auditors.

We want successes.

L. RON HUBBARD
Founder

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Basic Auditing Series 9

COMM CYCLE ADDITIVES

(Originally issued as
HCO PL 1 July 65 II**,** same title)

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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L. RON HUBBARD
Founder

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Q & A, THE REAL DEFINITION

There are several definitions for the term "Q&A."

In Scientologese it is often used to mean "undecisive; not making up one's mind."

Q stands for "Question." A stands for "Answer." In "perfect duplication" the answer to a question would be the question.

The real definition as it applies to TRs is "The Question proceeding from the last Answer."

Example:

Question: How are you?

Answer: I'm fine.

Question: How fine?

Answer: My stomach hurts.

Question: When did your stomach begin hurting?

Answer: About four.

Question: Where were you at four?

etc., etc.

The above example is a grievous auditing fault. As each question is based on the last answer, it is called "Q and A." It could also be called "Q based on last A."

It never completes any cycle. It tangles pcs up. It violates TR 3. Don't do it.

I trust the above handles any confusion on this subject.

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Founder

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Basic Auditing Series 1R

THE MAGIC OF THE COMMUNICATION CYCLE

From the LRH Tape 6 February 1964,
"Comm Cycle in Auditing"

If you look over communication you will find that the magic of communication is about the only thing that makes auditing work.

The Thetan in this universe has begun to consider himself MEST and has begun to consider himself mass and the being that considers himself mass of course responds to the laws of electronics and the Laws of Newton. He is actually incapable of generating very much or as-ising very much.

An individual considers himself mesty or massy and therefore he has to have a second terminal. A second terminal is required to discharge the energy.

Here we have two poles. We have an auditor and a pc and as long as the auditor audits and the pc replies we get an exchange of energy from the pc's point of view.

Many auditors think they are being a second terminal to the degree that they pick up the somatics and illnesses of the pc. Actually there is no backflow of any kind that hits the auditor but if he is so convinced that he is MEST he will turn on somatics in echo of the pc. Actually nothing hits the auditor, it has to be mocked up or envisioned by him.

You have set up in essence a two-pole system and that will bring about an as-ising of mass.

It isn't burning the mass, it is as-ising the mass and that's why there is nothing hitting the auditor.

Now that is the essence of the situation. The magic involved in auditing is contained in the communication cycle of auditing. You see now you are handling *the* SMOOTH INTERCHANGE BETWEEN THESE TWO POLES.

When you look over the difficulties of auditing realize that you are handling simply the difficulties of the communication cycle and when you yourself as the auditor do *not* per-

mit A SMOOTH FLOW BETWEEN YOU AS A TERMINAL AND THE PC AS A TERMINAL, AND THE PC AS A TERMINAL BACK TO YOU, you get a no as-ising of mass. So you don't get TA action.

Part of the trick of course is what has to be as-ised and how do you go about it, but that we call technique—(what button has to be pressed). We find, oddly enough, if the auditor is actually capable of making the pc willing to talk to him, he wouldn't have to hit a button to get tone arm action. (He cannot make the pc get tone arm action basically because a communication cycle doesn't exist.)

The person who is insisting continuously upon a new technique is neglecting the *basic* tool of his auditing which is the *communication cycle of auditing*.

When the communication cycle does not exist in an auditing session we get this horrible compounding of a felony of trying to get a technique to work but the technique cannot be administered because there is no communication cycle to administer it.

Basic auditing is called *basic auditing* because it goes PRIOR to the technique.

A communication cycle *must exist* before the technique can exist.

The fundamental entrance to the case is not on a level of the technique but is on a level of the communication cycle.

Communication is simply a familiarization process based on reach and withdraw.

When you speak to a pc you are reaching. When you cease to speak you are withdrawing. When he hears you, he's at that moment a bit withdrawn but then he reaches toward you with the answer.

You'll see him go into a withdraw while he thinks it all over. Then he reaches the reason. Now he will reach the auditor with the reason and he will say that was it.

You have made an exchange from the pc to the auditor and will see it reflect on the meter because that exchange now is giving an as-ising of energy.

IN THE ABSENCE OF *THAT* COMMUNICATION YOU DO NOT GET METER AC-TION. So THE FUNDAMENTAL OF AUDITING IS THE COMMUNICATION CY-CLE. *That's* the fundamental of auditing and that is really the *great* discovery of Dianetics and Scientology.

It's such a simple discovery but you realize that nobody knew anything about it.

L. RON HUBBARD
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Basic Auditing Series 2R

THE TWO PARTS OF AUDITING

From the LRH Tape 2 July 1964,
"O/W Modernised and Reviewed"

In order to do something for somebody, you have to have a communication line to that person.

Communication lines depend upon reality and communication and affinity. And where an individual is too demanding, the affinity tends to break down slightly.

Processing goes in two stages.

1.   To get into communication with that which you are trying to process.

2.   Do something *for* him.

There is many a pc who will go around raving about his auditor, whose auditor has not done anything *for* the pc. All that has happened is that a tremendous communication line has been established with the pc. And this is so novel and so strange to the pc that he then considers that something miraculous has occurred.

Something miraculous *has* occurred, but in this particular instance the auditor has totally neglected *why* he formed that communication line in the first place. He formed it in the first place to *do* something for the pc.

He very often mistakes the fact that he has formed a communication line and the reaction on the pc for his having formed one—with having *done* something for the pc.

There are two stages.

1.   Form a communication line.

2.   Do something for the pc.

Those are the two distinct stages. It is something like (1) walking up to the bus and (2) driving off. If you don't drive off you never go anyplace.

It is a very tricky and no small thing to be able to communicate to a human being who has never been communicated to before. This is quite remarkable, and is such a remarkable feat that it appears to be an end-all of Scientology to some.

But you see, that's just walking up to the bus. Now you have got to *go* someplace.

Any upset that the individual has is so poised, it is so delicately balanced, that it is difficult to maintain. It is not difficult to get well. It is very hard to remain batty. A fellow has to work at it.

If your communication line is *very* good and *very* smooth, and if your auditing discipline is *perfect* so you don't upset this communication line, and if you just made a foray of no more importance than saying something like, "What are you doing that's sensible and why is it sensible?" and kept your communication line up all the while and kept your affinity up with the pc all the while—did it with perfect discipline—you would see more aberration fall to pieces per square inch than you ever thought could exist.

Now, that's what I mean when I say *do something for the pc.*

You must audit well, get *perfect* discipline and get your communication cycle *in.* Don't ARC break the pc; let your cycles of action *complete.*

All of that is simply an entrance. You see, the discipline of Scientology makes it possible to do this. And one of the reasons why other fields of the mind never got anyplace and could never get near anybody was because they couldn't communicate to anybody.

So that discipline is *important.*

That is the ladder that goes up to the door. And if you can't get to the door, you can't do anything.

The perfect discipline of which we speak— the perfect communication cycle, the perfect auditor presence, perfect meter reading, all of these things—are just to get you in a state where you *can do* something for somebody.

So when you're real slow picking up the discipline, real slow picking up keeping in the communication cycle, when you're pokey on the subject, you are still nine miles from the ball. You're not even attending yet.

What you want to be able to do is audit *perfectly.* By that we mean keep in a communication cycle; be able to approach the pc, be able to talk to the pc; and be able to *maintain* the ARC; get the pc to give you *answers* to your questions; be able to read a meter and get the reactions.

All of those things have to be *awfully good* because it's very difficult to get a communication line in to somebody anyway. They all have to be present and they all have to be *perfect.* If they are all present and they are all perfect, *then* we can *start* to process somebody. THEN we can start to process somebody.

I'm giving you an entrance point here of, if all your cycles were perfect, if you were able to sit there and confront the pc, *and* meter that pc, *and* keep your auditing report *and* do all these multiple various things, *and* keep a pleasant smile on your face and *not chop his communication,* well then there is something you *do* with these things. It takes a process now.

We used to have it all backwards. We used to try and teach people what they could do for somebody. But they could never get in communication with him to do it, so therefore you had failures in processing.

The most elementary procedure would be "What do you think is sensible?" or anything of that sort. The pc says, "Well, I think horses sleep in beds. That's sensible." The auditor says, "All right. Now, why is that sensible?" The pc says, "Well ... ah ... Hey! ... That's not sensible. That's nuts!" You actually wouldn't have to do anything more than that. He's cognited. You've flattened it. It's so easy to do, but you keep looking for some magic.

Well, your magic is in getting into communication with the person. The rest is very easy to do, all you have to do is remain in communication with the person while you are doing this, and realize that these huge aberrations he's got are poised with the most fantastically delicate balance on little pinheads. All you have to do is to phooph and these things crash.

Now, if you're not in communication with this person, he doesn't cognite. He takes it as an accusative action. He tries to justify thinking that way. He tries to make himself look good to you and tries to put on a public front of some kind or another. He tries to hold up his status.

Anytime I see a bunch of pcs around who want to jump happily to something else— "because sane people run on that and crazy people run on something else, and they never have to be run on the crazy one"—I right away know their auditors are not in communication with them and that auditing discipline itself has broken down, because the pc is trying to justify himself and trying to uphold his own status. So he must be defending himself against the auditor.

The auditor couldn't possibly be in communication with him.

So, we are right back to the fundamental of, why didn't the auditor get into comm with the pc in the first place.

You get into communication with the pc in the first place by doing proper Scientology discipline. That is not any trick. It goes off one, two, three, four.

You sit down and you start the session and you start handling the pc and his problems and that sort of thing, and you do it by completing your communication cycles and not cutting his communication—the very things you are taught in the TRs, and you find you are in communication with the person. Now you've got to do something for the person.

Unless, having gotten into communication, you do something for the person, you lose your communication line because the R-factor of why you're in communication with the pc breaks down. He doesn't think you're so good, and you go out of communication with him. That having happened, the person will be in a sort of status defensive and wonder why he is being processed.

On the other hand, if you have done something for the pc and he has had his cognition, and you try and go on and get more TA action out of the fact that "all horses sleep in beds," you don't get there as you've already flattened the process.

You can over audit and you can under audit.

If you don't notice that *one* answer come your way, that indicates you *have done* something for the pc and if you keep him working on that same thing, your TA action will disappear, your pc will get resentful and you'll lose your communication line.

He's already *had* the cognition, you see. *You are now restimulating* the pc. You have gotten your key-out destimulation factor—it has occurred right before your eyes. You have *done* something for the pc. One more mention of the subject and you've had it.

There are a lot of things you could do *with* the pc, without doing anything *for* him. You can turn on some very, very handsome somatics on a pc at one time or another without turning them off either. You've got to do something *for* the pc, not *to* him.

Now, you can be doing something (A) and the pc is doing B, and you go on doing A while the pc is doing B. Then somewhere on down the line you wind up in a hell of a mess and you wonder what happened.

Well, the pc never did what you said so you didn't do anything *for* the pc. There was in actual fact no barrier to your willingness to do something for the pc *but there must have been a tremendous barrier to your understanding of what was going on.*

That you could ask A while the pc answered B in itself showed the auditor observation was very poor, so therefore the auditor *wasn't* in communication with the pc.

So again the communication factor was out and once more we weren't doing anything for the pc.

It requires of the auditor discipline to *keep* in his communication line. He has got to *stay* in communication with his pc. Those cycles have got to be *perfect.* He can't be distracting the pc's attention onto the TA, e.g., "I'm not getting any TA action now." That's not stay-

ing in communication with the pc, has nothing to do with it. You're distracting the pc from his own zones and areas.

Don't put the pc's attention out of session. Keep him going and keep that communication line *in.* And the next requirement is to do something productive for the pc *using* the communication line.

L. RON HUBBARD
Founder

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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 3 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 *whatsit* 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 whatsit 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.

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Basic Auditing Series 4R

COMMUNICATION CYCLES WITHIN THE AUDITING CYCLE

(Taken from the LRH Tape, "Comm Cycles
in Auditing", 25 July 1963)

The difficulty that an Auditor gets into is normally found in his own *auditing cycle*.

There are basically two communication cycles between the Auditor and the Pc that make up the *auditing cycle*.

They are cause, distance, effect with the Auditor at cause and the Pc at effect, and cause, distance, effect with the Pc at cause and the Auditor at effect.

Cause ----------- Distance ----------> Effect

Auditor   Pc

Effect <---------- Distance ------------ Cause
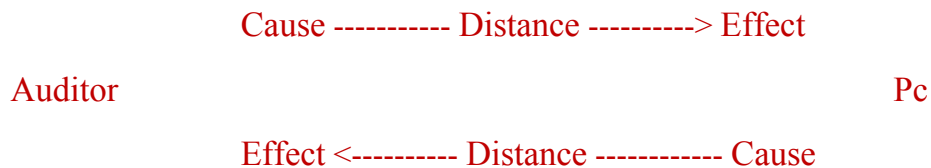
These are completely distinct one from the other. The only thing that connects them and makes an auditing cycle, is the fact that the Auditor, on his communication cycle, has calculatingly restimulated something in the Pc which is then discharged by the Pc's communication cycle.

What the Auditor has said has caused a restimulation and then the Pc needs to answer the question to get rid of the restimulation.

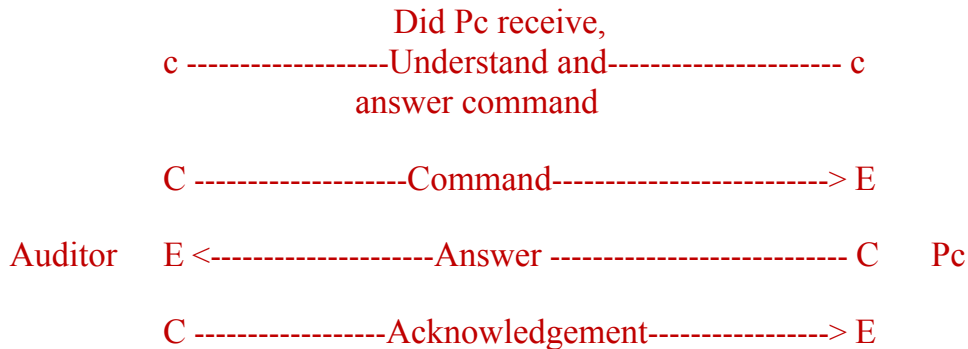If the Pc does not answer the question he doesn't get rid of the restimulation.

That is the game that is being played in an auditing cycle and that is the entirety of the game. (Some auditing breaks down because the Auditor is unwilling to restimulate the Pc.)

There is a little extra communication cycle on here. The Auditor says, "Thank you" and you have this as the acknowledgement cycle.

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            C --------------------Command------------------------> E

Auditor   E <---------------------Answer --------------------------- C        Pc

            C ----------------Acknowledgement-------------------> E
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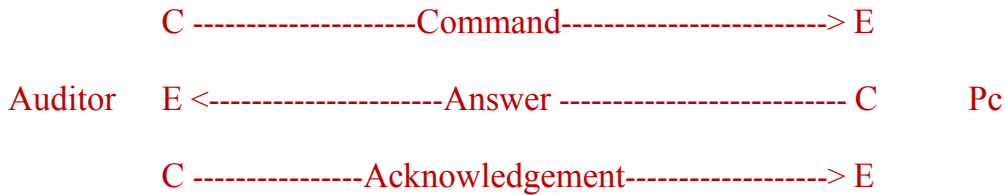
Now there are some little inner cycles that can throw you off and make you think that there are some other things to the auditing cycle. There is another little shadow cycle: it is the observation of "Has the Pc received the auditing command?" This is such a tiny "cause" that nearly all Auditors who are having any trouble finding out what's going on with the Pc are missing this one. "Does he receive it?" *Actually there is another cause in here and you're missing that one when you're not perceiving the Pc.*

You can tell by looking at the Pc that he didn't hear or understand what you'd said or that he was doing something peculiar with the command he was receiving. *Whatever that message is in response, it rides on this line*.

```
                             Did Pc receive,
            c -------------------Understand and---------------------- c
                            answer command

            C --------------------Command------------------------> E

Auditor   E <---------------------Answer --------------------------- C     Pc

            C -------------------Acknowledgement-----------------> E
```

An Auditor who isn't watching a Pc at all never notices a Pc who isn't receiving or understanding the auditing command. Then all of a sudden somewhere along the line there is an ARC Break and then we do assessments and we patch up the session and all kinds of things go wrong.

Well, they actually needn't ever have gone wrong in the first place if this line had been in. *What is the Pc doing completely aside from answering? Well, what he is doing is this other little sub-cause, distance, effect line.*

Another of these tiny lines is the cause, distance, effect line of—"Is the Pc ready to receive an auditing command?"
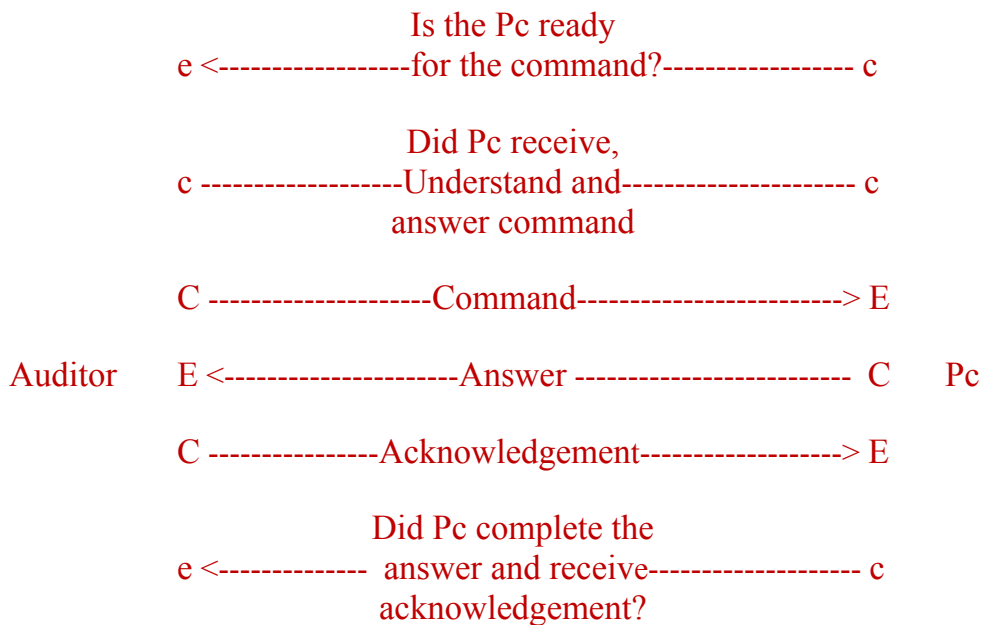
This is the Pc causing and it rides up the line across distance, *is received at the Auditor* and the Auditor perceives that the Pc is doing something else.

It is an important one and you find that Auditors goof that one very often; the Pc's attention is still on a prior action.

Now here's another one—"Has the Pc received the acknowledgement?" Sometimes you violate this one. You have been acknowledging but you've never seen that he didn't receive the acknowledgement. *That perception has another little tiny one in it that actually comes on this line; it is—"Has the Pc answered everything?"*

The Auditor is watching the Pc and the Auditor sees that the Pc has not said all that the Pc is going to say. You sometimes get into trouble with Pcs that way. Everything at "cause" hasn't moved on down the line to effect and you haven't perceived all of the "effect" and you go into the acknowledgement one before this line has completed itself.

That's chopping the Pc's communication. You didn't let the communication cycle flow to its complete end. The acknowledgement takes place and of course it can't go through as it's an inflowing line and it jams right there on the Pc's incomplete outflowing answer line.

```
                         Is the Pc ready
        e <------------------for the command?------------------ c

                          Did Pc receive,
        c -------------------Understand and--------------------- c
                          answer command

        C ---------------------Command------------------------> E

Auditor E <----------------------Answer ------------------------  C     Pc

        C ----------------Acknowledgement-------------------> E

                       Did Pc complete the
        e <-------------  answer and receive-------------------- c
                        acknowledgement?
```

So if you want to break it all down, there are six communication cycles which make up one auditing cycle. Six, not more than six unless you start running into trouble. If you violate one of these six communication lines you of course are going to get into trouble which causes a mish-mash of one kind or another.

There is another communication cycle inside the auditing cycle and that is at the point of the Pc. It's a little additional one and it's between the Pc and himself. *This is him talking to him. You're listening to the inside of his skull when you're examining it.* It actually can be multiple as it depends upon the complications of the mind.

This happens to be the least important of all the actions except when it isn't being done. And of course it's the hardest to detect when it isn't being done. Pc says: "Yes. "Now what has the Pc said yes to? And sometimes you are insufficiently curious. And that in essence is this internal perception of line. It includes this cause, distance, effect backflash here—"Is the Pc answering the command I gave him?"

So *with this*, there are seven communication cycles involved in an auditing cycle. It is a multiple cycle.

A communication cycle consists of just cause, distance, effect with intention, attention, duplication *and understanding*. How many of these are there in *one* auditing cycle? You'd have to answer that with how many *principal* ones there are *because some auditing cycles contain a few more*. If a Pc indicates that he didn't get the command *(cause, distance, effect)*, the Auditor would give a repeat of it *(cause, distance, effect)* and that would add 2 more communication cycles to the auditing cycle, *so you've got 9*—because there was a flub. So anything unusual that happens in a session adds to the number of communication cycles in the auditing cycle, but they are still *all* part of the auditing cycle.

Repetitive commands as an auditing cycle, is doing the same cycle over and over again.

Now there is a completely *different* cycle *inside the same pattern*. The Pc is going to originate and it's got *nothing to do* with the auditing cycle. The only thing they have in common is that they both use communication cycles. *But this is brand new*. The Pc says something that is not germane to what the Auditor is saying or doing and you actually have to be alert for this happening at any time and the way to prepare for it is just to realize that it can happen at any time and just go into the drill that handles it. Don't get it confused with the drill that you have as an auditing cycle. Consider it its own drill. *You shift gears into this drill when the pc does something unexpected.*

And, by the way, this handles such a thing as the Pc originates by throwing down the cans. That's still an origin. It has nothing to do with the auditing cycle. Maybe the auditing cycle went to pieces and this origination cycle came in. Well, the auditing cycle can't complete because this origin cycle is now here. That doesn't mean that this origin has precedence or dominance but it can start and take place and have to be *finished off* before the auditing cycle can resume.

So this is an interruptive cycle and it is cause, distance, effect. *The Pc causes something. The Auditor now has to originate as the Auditor has to understand what the Pc is talking about—and then acknowledge. And to the degree that it is hard to understand, you have the cause, distance, effect of the Auditor trying to clarify this thing; and every time he asks a question, he's got a new communication cycle.*

You can't put a machine action at that point because the thing has to be understood. And this must be done in such a way that the Pc isn't merely repeating his same origination or the Pc will go frantic. He'll go frantic because he can't get off that line—he's stuck in time and it really upsets him. So the Auditor has to be able to understand what the devil the Pc is talking about. And there's really no substitute for simply trying to understand it.

There is a little line where the Pc indicates he is going to say something. *This is a line (cause, distance, effect) that comes before the origination takes place so you don't run into a jam and you don't give the auditing command*. The effect at the Auditor's point is to shut up and let him. There can be another little line *(cause, distance, effect)* where the Auditor indicates he is listening. Then there is the origination, the Auditor's acknowledgement of it and then there is the perception of the fact that the Pc received the acknowledgement.

That's your origination cycle.

An Auditor should draw all these *communication* cycles out on a scrap of paper. *Just take a look at all these things; mock up a session* and all of a sudden it will become very straight how these things are and you won't have a couple of them jammed up. What's mainly wrong with your *auditing cycle* is that you have confused a couple of *communication cycles* to such a degree that you don't differentiate that they exist. That's why you sometimes chop a Pc who is trying to answer the question.

You know whether the Pc has answered the question or not. How *did you* know? Even if it's telepathy it's *cause, distance, effect*. It doesn't matter how that communication took place, you know whether he's answered the command by a communication cycle. I don't care how you sense this.

If you are nervy on the subject of handling the basic tool of auditing and if that's giving you trouble (and *if you* get into trouble *by suddenly breaking it down and analyzing it*) then it should be broken down and analyzed *at a time when you're auditing something nice and simple.*

I've given you a general pattern for an auditing cycle; maybe in working it over you can find a couple of extra communication cycles in the thing. But they are all there and if you made someone go through each one painstakingly, you would find out where his auditing cycle is jammed up. It isn't necessarily jammed up on his ability to say "Thank you". It may *very* well be jammed up in another quarter.

L. RON HUBBARD
Founder

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Basic Auditing Series 5R

THE COMMUNICATION CYCLE IN AUDITING

(From the LRH tape 6 Feb. 64,
"The Communication Cycle in Auditing")

The ease with which you can handle a communication cycle depends on your ability to observe *what* the pc is doing.

We have to add to the simplicity of the communication cycle OBNOSIS (observation of the obvious).

Your inspection of what *you* are doing should have ended with your training. Thereafter it should be taken up exclusively with the observation of what the pc is doing or is not doing.

Your handling of a communication cycle ought to be so instinctive and so good that you're never worried about what *you* do now.

The time for you to get all this fixed up is in training. If you know your communication cycle is good you haven't any longer got to be upset about whether you're doing it right or not. You *know* yours is good, so you don't worry about it any more.

In actual auditing, the communication cycle that you watch is the *pc's*. Your business is the communication cycle and responses of the *pc*.

This is what makes the auditor who can crack any case and when absent you have an auditor who couldn't crack an egg if he stepped on it.

This is the difference, it's whether or not this auditor can *observe* the communication cycle of the pc and repair its various lapses.

It's so simple.

It simply consists of asking a question that the pc *can* answer, and then observing that the pc *answers* it, and when the pc has answered it, observing that the pc has completed the answer to it and is *through* answering it. Then give him the acknowledgement. Then give him something else to do. You can ask the same question or you can ask another question.

Asking the pc a question he *can* answer involves clearing the auditing command. You also ask it of the pc so that the pc can *hear* it and knows what he's being asked.

When the pc answers the question be bright enough to know that the pc is answering *that* question and not some other question.

You have to develop a sensitivity—when did the pc finish answering what you've asked. You can tell when the pc has finished. It's a piece of knowingness. He looks like he's finished and he feels like he's finished. It's part sense; it's part his vocal intonation; but it's an instinct that you develop. You know he's finished.

Then knowing he's finished answering you tell him he's finished with an acknowledgement, OK, Good, etc. It's like pointing out the by-passed charge to the pc. Like– "You have now found and located the by-passed charge in answer to the question and you have said it." *That's* the magic of acknowledgement.

If you don't have that sensitivity for when the pc is finished answering—he answers, gets nothing from you, you sit there and look at him, his social machinery goes into action, he gets onto self auditing and you get no TA action.

The degree of stop you put on your acknowledgement is also your good sense because you can acknowledge a pc so hard that you finish the session right there.

It's all very well to do this sort of thing in training and it's forgivable, but *NOT* in an auditing session.

Get your own communication cycle sufficiently well repaired that you don't have to worry about it after training.

L. RON HUBBARD
Founder

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Basic Auditing Series 6

AUDITOR FAILURE TO UNDERSTAND

(Originally issued as
HCOB 17 Oct. 62, same title)

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.

L. RON HUBBARD
Founder

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TRAINING DRILLS REMODERNIZED

Revises 17 April 1961
This HCOB cancels the Following:

Original	HCOB	17 Apr. 61	TRAINING DRILLS MODERNIZED
Reissued	HCOB	5 Jan. 71	TRAINING DRILLS MODERNIZED
Revised	HCOB	21 June 71 III	TRAINING DRILLS MODERNIZED
	HCOB	25 May 71	THE TR COURSE

This HCOB is to replace all other issues of TRs 0-4 in all packs and checksheets.

Due to the following factors, I have modernized TRs 0-4.

1.   The auditing skill of any student remains only as good as he can do his TRs.

2.   Flubs in TRs are the basis of all confusion in subsequent efforts to audit.

3.   If the TRs are not well learned early in Scientology training courses, THE BALANCE OF THE COURSE WILL FAIL AND SUPERVISORS AT UPPER LEVELS WILL BE TEACHING NOT THEIR SUBJECTS BUT TRs.

4.   Almost all confusions on meter. Model Sessions and Scientology or Dianetic processes stem directly from inability to do the TRs.

5.   A student who has not mastered his TRs will not master anything further.

6.   Scientology or Dianetic processes will not function in the presence of bad TRs. The preclear is already being overwhelmed by process velocity and cannot bear up to TR flubs without ARC breaks.

Academies were tough on TRs up to 1958 and have since tended to soften. Comm courses are not a tea party.

These TRs given here should be put in use at once in all auditor training, in Academy and HGC and in the future should never be relaxed.

Public courses on TRs are NOT "softened" because they are for the public. Absolutely no

standards are lowered. THE PUBLIC ARE GIVEN REAL TRs – ROUGH, TOUGH AND HARD. To do otherwise is to lose 90% of the results. There is nothing pale and patty-cake about TRs.

THIS HCOB MEANS WHAT IT SAYS. IT DOES NOT MEAN SOMETHING ELSE. IT DOES NOT IMPLY ANOTHER MEANING. IT IS NOT OPEN TO INTERPRETATION FROM ANOTHER SOURCE.

THESE TRs ARE DONE EXACTLY PER THIS HCOB WITHOUT ADDED ACTIONS OR CHANGE.

NUMBER: **OT TR 0** (REVISED 1971)

NAME: Operating Thetan Confronting.

COMMANDS: None.

POSITION: Student and coach sit facing each other with eyes closed, a comfortable distance apart—about three feet.

PURPOSE: To train student to be there comfortably. The idea is to get the student able to BE there comfortably in a position three feet in front of another person, to BE there and not do anything else but BE there.

TRAINING STRESS: Student and coach sit facing each other with eyes closed. There is no conversation. This is a silent drill. There is NO twitching, moving. "system" or vias used or anything else added to BE there. One will usually see blackness or an area of the room when one's eyes are closed. BE THERE, COMFORTABLY. When a student can BE there comfortably and has reached a major stable win, the drill is passed.

HISTORY: Developed by L. Ron Hubbard in June 1971 to give an additional gradient to confronting and eliminate students confronting with their eyes, blinking, etc. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs.

NUMBER: **TR 0 CONFRONTING** (REVISED 1971)

NAME: Confronting Preclear.

COMMANDS: None.

POSITION: Student and coach sit facing each other a comfortable distance apart – about three feet.

PURPOSE: To train student to confront a preclear with auditing only or with nothing. The whole idea is to get the student able to be there comfortably in a position three feet in

front of a preclear, to BE there and not do anything else but BE there.

TRAINING STRESS: Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do nothing for some hours. Student must not speak, blink, fidget, giggle or be embarrassed or anaten. It will be found the student tends to confront WITH a body part, rather than just confront, or to use a system of confronting rather than just BE there. The drill is mis-named if confronting means to DO something to the pc. The whole action is to accustom an auditor to BEING THERE three feet in front of a preclear without apologizing or moving or being startled or embarrassed or defending self. Confronting with a body part can cause somatics in that body part being used to confront. The solution is just to confront and BE there. Student passes when he can just BE there and confront and he has reached a major stable win.

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be "interesting." Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level of technical skill than earlier processes. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs.

NUMBER: **TR 0 BULLBAIT** (REVISED 1971)

NAME: Confronting Bullbaited.

COMMANDS: Coach: "Start" "That's it" "Flunk."

POSITION: Student and coach sit facing each other a comfortable distance apart— about three feet.

PURPOSE: To train student to confront a preclear with auditing or with nothing. The whole idea is to get the student able to BE there comfortably in a position three feet in front of the preclear without being thrown off, distracted or reacting in any way to what the preclear says or does.

TRAINING STRESS: After the student has passed TR 0 and he can just BE there comfortably, "bullbaiting" can begin. Anything added to BEING THERE is sharply flunked by the coach. Twitches, blinks, sighs, fidgets, anything except just being there is promptly flunked, with the reason why.

PATTER: Student coughs. Coach: "Flunk! you coughed. Start." This is the whole of the coach's patter as a coach.

PATTER AS A CONFRONTED SUBJECT: The coach may say anything or do anything except leave the chair. The student's "buttons" can be found and tromped on hard. Any words not coaching words may receive no response from the student. If the student re-

sponds, the coach is instantly a coach (see patter above). Student passes when he can BE there comfortably without being thrown off or distracted or react in any way to anything the coach says or does and has reached a major stable win.

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be "interesting." Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level of technical skill than earlier processes. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs.

NUMBER: **TR 1** (REVISED 1961)

NAME: Dear Alice.

PURPOSE: To train the student to deliver a command newly and in a new unit of time to a preclear without flinching or trying to overwhelm or using a via.

COMMANDS: A phrase (with the "he saids" omitted) is picked out of the book Alice in Wonderland and read to the coach. It is repeated until the coach is satisfied it arrived where he is.

POSITION: Student and coach are seated facing each other a comfortable distance apart.

TRAINING STRESS: The command goes from the book to the student and, as his own, to the coach. It must not go from book to coach. It must sound natural not artificial. Diction and elocution have no part in it. Loudness may have.

The coach must have received the command (or question) clearly and have understood it before he says "Good."

PATTER: The coach says "Start," says "Good" without a new start if the command is received or says "Flunk" if the command is not received. "Start" is not used again. "That's it" is used to terminate for a discussion or to end the activity. If session is terminated for a discussion, coach must say "Start" again before it resumes.

This drill is passed only when the student can put across a command naturally, without strain or artificiality or elocutionary bobs and gestures, and when the student can do it easily and relaxedly.

HISTORY: Developed by L. Ron Hubbard in London, April 1956, to teach the communication formula to new students. Revised by L. Ron Hubbard 1961 to increase auditing ability.

NUMBER: **TR 2** (REVISED 1978)

NAME: Acknowledgments.

PURPOSE: To teach the student that an acknowledgment is a method of controlling pre-clear communication and that an acknowledgment is a full stop. The student must understand and appropriately, acknowledge the comm and in such a way that it does not continue the comm.

COMMANDS: The coach reads lines from Alice in Wonderland, omitting the "he saids," and the student thoroughly acknowledges them. The student says "Good," "Fine," "Okay," "I heard that," anything only so long as it is appropriate to the pc's comm – in such a way as actually to convince the person who is sitting there as the preclear that he has heard it. The coach repeats any line he feels was not truly acknowledged.

POSITION: Student and coach are seated facing each other at a comfortable distance apart.

TRAINING STRESS: Teach student to acknowledge exactly what was said so preclear knows it was heard. Ask student from time to time what was said. Curb over- and under-acknowledgment. Let student do anything at first to get acknowledgment across, then even him out. Teach him that an acknowledgment is a stop, not beginning of a new cycle of communication or an encouragement to the preclear to go on and that an acknowledgment must be appropriate for the pc's comm. The student must be broken of the habit of robotically using "Good," "Thank you" as the only acks.

To teach further that one can fail to get an acknowledgment across or can fail to stop a pc with an acknowledgment or can take a pc's head off with an acknowledgment.

PATTER: The coach says "Start," reads a line and says "Flunk" every time the coach feels there has been an improper acknowledgment. The coach repeats the same line each time the coach says "Flunk." "That's it" may be used to terminate for discussion or terminate the session. "Start" must be used to begin a new coaching after a "That's it."

HISTORY: Developed by L. Ron Hubbard in London in April 1956 to teach new students that an acknowledgment ends a communication cycle and a period of time, that a new command begins a new period of time. Revised 1961 and again in 1978 by L. Ron Hubbard.

NUMBER: **TR 2½** (1978)

NAME: Half-Acks.

PURPOSE: To teach the student that a half-acknowledgment is a method of encouraging a pc to communicate.

COMMANDS: The coach reads lines from Alice in Wonderland, omitting "he saids," and the student half-acks the coach. The coach repeats any line he feels was not half-acked.

POSITION: The student and coach are seated facing each other a comfortable distance apart.

TRAINING STRESS: Teach student that a half-acknowledgment is an encouragement to the pc to continue talking. Curb over-acknowledgment that stops a pc from talking. Teach him further that a half-ack is a way of keeping a pc talking by giving the pc the feeling that he is being heard.

PATTER: The coach says "Start," reads a line and says "Flunk" every time the coach feels there has been an improper half-ack. The coach repeats the same line each time the coach says "Flunk." "That's it" may be used to terminate for discussion or terminate the session. If the session is terminated for discussion, the coach must say "Start" again before it resumes.

HISTORY: Developed by L. Ron Hubbard in July 1978 to train auditors in how to get a pc to continue talking as in R3RA.

NUMBER: **TR 3** (REVISED 1961)

NAME: Duplicative Question.

PURPOSE: To teach a student to duplicate without variation an auditing question each time newly, in its own unit of time, not as a blur with other questions, and to acknowledge it. To teach that one never asks a second question until he has received an answer to the one asked.

COMMANDS: "Do fish swim?" or "Do birds fly?"

POSITION: Student and coach seated a comfortable distance apart.

TRAINING STRESS: One question and student acknowledgment of its answer in one unit of time which is then finished. To keep student from straying into variations of command. Even though the same question is asked, it is asked as though it had never occurred to anyone before.

The student must learn to give a command and receive an answer and to acknowledge it in one unit of time.

The student is flunked if he or she fails to get an answer to the question asked, if he or she fails to repeat the exact question, if he or she Q-and-As with excursions taken by the coach.

PATTER: The coach uses "Start" and "That's it" as in earlier TRs. The coach is not bound after starting to answer the student's question but may comm lag or give a commenting-type answer to throw the student off. Often the coach should answer. Somewhat less often the coach attempts to pull the student in to a Q and A or upset the student. Example:

Student: "Do fish swim?"

Coach: "Yes."

Student: "Good."

Student: "Do fish swim?"

Coach: "Aren't you hungry?"

Student: "Yes."

Coach: "Flunk."

When the question is not answered, the student must say, gently, "I'll repeat the auditing question" and do so until he gets an answer. Anything except command, acknowledgment and, as needed, the repeat statement is flunked. Unnecessary use of the repeat statement is flunked. A poor command is flunked. A poor acknowledgment is flunked. A Q and A is flunked (as in example). Student misemotion or confusion is flunked. Student failure to utter the next command without a long comm lag is flunked. A choppy or premature acknowledgment is flunked. Lack of an acknowledgment (or with a distinct comm lag) is flunked. Any words from the coach except an answer to the question, "Start," "Flunk," "Good" or "That's it" should have no influence on the student except to get him to give a repeat statement and the command again. By repeat statement is meant "I'll repeat the auditing command."

"Start," "Flunk," "Good" and "That's it" may not be used to fluster or trap the student. Any other statement under the sun may be. The coach may try to leave his chair in this TR. If he succeeds it is a flunk. The coach should not use introverted statements, such as "I just had a cognition." "Coach divertive" statements should all concern the student and should be designed to throw the student off and cause the student to lose session control or track of what the student is doing. The student's job is to keep a session going in spite of any-thing, using only command, the repeat statement or the acknowledgment. The student may use his or her hands to prevent a "blow" (leaving) of the coach. If the student does any-thing else than the above, it is a flunk and the coach must say so.

HISTORY: Developed by L. Ron Hubbard in London in April 1956 to overcome variations and sudden changes in sessions. Revised 1961 by L. Ron Hubbard. The old TR has a comm bridge as part of its training but this is now part of and is taught in Model Session and is no longer needed at this level. Auditors have been frail in getting their questions answered. This TR was redesigned to improve that frailty.

NUMBER: **TR 4** (REVISED 1961)

NAME: Preclear Originations.

PURPOSE: To teach the student not to be tongue-tied or startled or thrown off session by originations of preclear and to maintain ARC with preclear throughout an origination.

COMMANDS: The student runs "Do fish swim?" or "Do birds fly?" on coach. Coach answers but now and then makes startling comments from a prepared list given by Supervisor. Student must handle originations to satisfaction of coach.

POSITION: Student and coach sit facing each other at a comfortable distance apart.

TRAINING STRESS: The student is taught to hear origination and do three things.

1. Understand it;

2. Acknowledge it; and

3. Return preclear to session.

If the coach feels abruptness or too much time consumed or lack of comprehension, he corrects the student into better handling.

PATTER: All originations concern the coach, his ideas, reactions or difficulties, none concern the auditor. Otherwise the patter is the same as in earlier TRs. The student's patter is governed by:

1. Clarifying and understanding the origin,

2. Acknowledging the origin,

3. Giving the repeat statement, "I'll repeat the auditing command," and then giving it.

Anything else is a flunk.

The auditor must be taught to prevent ARC breaks and differentiate between a vital problem that concerns the pc and a mere effort to blow session. (TR 3 Revised.)

Flunks are given if the student does more than:

1. Understand,

2. Acknowledge,

3. Return pc to session.

Coach may throw in remarks personal to student as on TR 3. Student's failure to differentiate between these (by trying to handle them) and coach's remarks about self as "pc" is a flunk.

Student's failure to persist is always a flunk in any TR but here more so. Coach should not always read from list to originate and not always look at student when about to comment. By originate is meant a statement or remark referring to the state of the coach or fancied case. By comment is meant a statement or remark aimed only at student or room. Originations are handled, comments are disregarded by the student.

HISTORY: Developed by L. Ron Hubbard in London in April 1956 to teach auditors to stay in session when preclear dives out. Revised by L. Ron Hubbard in 1961 to teach an auditor more about handling origins and preventing ARC breaks.

As TR 5 is also part of the CCHs, it can be disregarded in the comm course TRs despite its appearance on earlier lists for students and staff auditors.

TRAINING NOTE

It is better to go through these TRs several times getting tougher each time than to hang on one TR forever or so be tough at start student goes into a decline.

L. RON HUBBARD
Founder

HCO BULLETIN OF 3 MAY 1980

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PC INDICATORS

In this new issue, Bad Indicators have been reviewed and reorganized, and an entirely new list of Good Indicators has been introduced.

INDICATORS: DEFINITION AND USE

INDICATE: To direct attention to, point to or point out; show.
(Webster's New World Dictionary of the American Language)

INDICATOR: A person or thing that indicates.
(Webster's New World Dictionary of the American Language)

AN "INDICATOR" IS A CONDITION OR CIRCUMSTANCE ARISING IN A SESSION (OR BEFORE OR AFTER IT FOR THAT MATTER) WHICH INDICATES WHETHER THE SESSION (OR CASE) IS RUNNING WELL OR BADLY.

IT IS SOMETHING ONE OBSERVES.

OBNOSIS means observing the obvious. It is something you do with your eyes. And your meter.

Indicators are used to program the case. Good indicators mean keep it going. Bad indicators mean correction must be done.

You have to be able to SEE them, KNOW what they are and write them down in the worksheets when they occur.

BAD INDICATORS

1. CHART OF HUMAN EVALUATION.
   Pc not moving up the Tone Scale in an intensive or during a program.

2. CHART OF HUMAN EVALUATION.
   Pc's chronic tone unchanging despite one or more intensives.

3. CHART OF HUMAN EVALUATION.
   Pc's chronic tone dropping despite intensives.

4. WORKSHEETS. MISCELLANEOUS REPORTS. Pc not wanting more auditing.

5. WORKSHEETS. MISCELLANEOUS REPORTS. Pc protesting another session.

6. EXAM REPORTS. OBNOSIS. Pc looking worse after session.

7. WORKSHEETS. MISCELLANEOUS REPORTS.
   Pc doesn't seem to have time to get audited.

8. WORKSHEETS. METER. Pc not able to locate incidents easily.

9. CHART OF HUMAN EVALUATION. WORKSHEETS. OBNOSIS.
   Pc less certain about things than he/she was formerly.

10. HUMAN CHART OF EVALUATION. WORKSHEETS. MISCELLANEOUS REPORTS. Pc not doing as well in life as he/she was.

11. METER. WORKSHEETS. Pc's somatics don't seem to blow or erase.

12. MISCELLANEOUS REPORTS. ETHICS REPORTS.
    Pc in ethics trouble after last auditing.

13. WORKSHEETS. METER. Pc protesting auditing actions.

14.   WORKSHEETS. OBNOSIS.
Pc wandering all over the track, unable to stay with an incident to handle.

15.   WORKSHEETS. EXAM REPORTS. OBNOSIS. Pc misemotional at session end.

16.   WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS.
Pc demanding unusual solutions.

17.   WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS. Pc trying to explain condition to auditor or others, either verbally or by writing notes.

18.   WORKSHEETS. EXAM REPORTS.
Pc continuing to complain of somatics after they have been run.

19.   WORKSHEETS. MISCELLANEOUS REPORTS. EXAM REPORTS.
Pc self-auditing after session.

20.   WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS.
Pc dependence on medicine not lessening.

21.   WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS.
Pc continuing other practices.

22.   OBNOSIS. EXAM REPORTS. Skin tone dull.

23.   OBNOSIS. EXAM REPORTS. Eyes dull.

24.   OBNOSIS. EXAM REPORTS. Pc lethargic.

25.   TONE SCALE. WORKSHEETS. EXAM REPORTS. OBNOSIS.
Pc not becoming more cheerful under auditing.

26.   WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS.
Pc wanting special auditing.

27.   METER. WORKSHEETS.
No Tone Arm action on running incidents or getting audited.

28.   WORKSHEETS. Pc not cogniting.

29.   OBNOSIS. WORKSHEETS. Pc dispersed.

30.   OBNOSIS. METER. WORKSHEETS. Pc overwhelmed.

31.   OBNOSIS. WORKSHEETS. Pc bored with auditing.

32.   OBNOSIS. MISCELLANEOUS REPORTS. Pc not available for sessions.

33.   OBNOSIS. WORKSHEETS. EXAM REPORTS. Pc tired.

34.   OBNOSIS. WORKSHEETS. EXAM REPORTS. Pc has attention on auditor.

35.   WORKSHEETS. OBNOSIS. Pc not wanting to run process or incident.

36.   WORKSHEETS. OBNOSIS. MISCELLANEOUS REPORTS.
Pc taking drugs or excessive alcohol.

37.   WORKSHEETS. EXAM REPORTS. MISCELLANEOUS REPORTS.
Pc not sure auditing works for him/her.

38.   CHART OF HUMAN EVALUATION. WORKSHEETS.
Pc not handling environment more easily.

39.   MEDICAL OFFICER REPORTS. WORKSHEETS. EXAM REPORTS. MISC-
ELLANEOUS REPORTS. Pc ill after last session. (Usually a list error.)

40.   WORKSHEETS. EXAM REPORTS. OBNOSIS.
Pc critical of auditor or organizations. (Means Missed Withholds.)

41.   WORKSHEETS. OBNOSIS. Pc dopey or boiling off.

42.   GRADE CHART. Pc not going up to the next grade or level.

43.   METER. WORKSHEETS. EXAM REPORTS. Pc has dirty needle.

44.   METER. WORKSHEETS. Pc gets no reads on the meter or has a stuck needle.

45.   METER. WORKSHEETS.
Despite corrections for False TA, the pc has a chronic high TA.

46.   METER. WORKSHEETS.
Despite corrections for low TA, pc has a chronic low TA.

47.   METER. WORKSHEETS. EXAM REPORTS. No F/Ns.

48.   METER. WORKSHEETS. No change of meter characteristic.

49.   EXAM REPORTS. No change in Exam Reports.

50.   CHART OF HUMAN EVALUATION. OBNOSIS. WORKSHEETS. No change.
(Note: There is additional data on indicators in HCOB 3 May 1962R, ARC
BREAKS, MISSED WITHHOLDS, where indicators concern Missed Withholds.)

GOOD INDICATORS

1. WORKSHEETS. OBNOSIS. Pc willing to talk to the auditor.

2. WORKSHEETS. OBNOSIS. While in session, pc interested in own case.

3. METER. WORKSHEETS.
   A good read on the breath test shows pc is eating and sleeping well.

4. WORKSHEETS. Rudiments, session to session, easier to get in and stay in.

5. OBNOSIS. TONE SCALE. WORKSHEETS. EXAM REPORTS. Pc cheerful.

6. METER. WORKSHEETS. Needle F/Ning at session start.

7. METER. Tone Arm moving in the range of 3.0 to 2.0.

8. METER. Needle moving easily as pc does the process.

9. METER. WORKSHEETS. Blowdowns occur on right items and cognitions.

10. METER. Tone Arm counter showing normal or better TA for the session.

11. METER. WORKSHEETS.
    Change of characteristic in meter behavior every few sessions.

12. METER. WORKSHEETS. Tone Arm blows down on cognitions.

13. METER. WORKSHEETS. Cognitions and F/Ns go together.

14. WORKSHEETS. EXAM REPORTS. Somatics vanish in processing.

15. WORKSHEETS. EXAM REPORTS.
    Pc blowing somatics and aberrations more easily.

16. WORKSHEETS. METER. CHART OF HUMAN EVALUATION.
    Pc responses associated with what is being run.

17. TONE SCALE. CHART OF HUMAN EVALUATION.
    Pc moves on the Tone Scale.

18. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION.
    Pc understanding self better.

19. OBNOSIS. EXAM REPORTS. Eyes are brighter.

20. OBNOSIS. EXAM REPORTS. Improved skin tone.

21. WORKSHEETS. EXAM REPORTS. Ears pop more open.

22. WORKSHEETS. Pc cogniting.

23. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Life problems lessening.

24. WORKSHEETS. EXAM REPORTS. Pc getting through the program okay with wins.

25. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Pc's havingness in life and livingness is improving.

26. WORKSHEETS. EXAM REPORTS. CHART OF HUMAN EVALUATION. Pc getting case gain.

27. EXAM REPORTS. Change of characteristic of Exam Reports.

28. WORKSHEETS. MISCELLANEOUS REPORTS. Pc wanting more auditing.

29. GRADE CHART. SUCCESS STORIES, WORKSHEETS. EXAM REPORTS. Pc going on up the Grade Chart not quickied and winning.

L. RON HUBBARD
FOUNDER

HCO BULLETIN OF 25 MAY 1962

Central Orgs
Missions

E-METER INSTANT READS

An instant read is defined as that reaction of the needle which occurs at the precise end of any major thought voiced by the auditor.

The reaction of the needle may be any reaction except "null." An instant read may be any change of characteristic, providing it occurs instantly. The absence of a read at the end of the major thought shows it to be null.

All *prior* reads and *latent* reads are ignored. These are the result of minor thoughts which may or may not be restimulated by the question.

Only the instant read is used by the auditor. Only the instant read is cleared on rudiments, **What** questions, etc.

The instant read may consist of any needle reaction, rise, fall, speeded rise, speeded fall, double tick (dirty needle), theta bop or any other action so long as it occurs at the exact end of the major thought being expressed by the auditor. If no reaction occurs at exactly that place (the end of the major thought), the question is null.

By *major thought* is meant the complete thought being expressed in words by the auditor. Reads which occur prior to the completion of the major thought are "prior reads." Reads which occur later than its completion are "latent reads."

By *minor thought* is meant subsidiary thoughts expressed by words within the major thought. They are caused by the reactivity of individual words within the full words. They are ignored.

Example: Have you ever injured dirty pigs?

To the pc the words "you," "injured" and "dirty" are all reactive. Therefore, the minor thoughts expressed by these words also read on the meter.

The major thought here is the whole sentence. Within this thought are the minor thoughts "you," "injured" and "dirty."

Therefore, the E-Meter needle may respond this way: "Have you (fall) ever injured (speeded fall) dirty (fall) pigs (*fall*)?"

Only the major thought gives the instant read and only the last fall (underscored in the sentence above) indicates anything. If that last reaction was absent, the whole sentence is null despite the prior falls.

You can release the reactions (but ordinarily would not) on each of these minor thoughts. Exploring these prior reads is called "compartmenting the question."

Paying attention to minor thought reads gives us laughable situations, as in the case, written in 1960, of "getting PDHed by the cat." By accepting these prior reads, one can prove anything. Why? Because Pain and Drug and Hypnosis are minor thoughts within the major thought: "Have you ever been PDHed by a cat?" The inexpert auditor would believe such a silly thing had happened. But notice that if each minor thought is cleaned out of the major thought, it no longer reacts as a whole fact. If the person on the meter had been PDHed by a cat, then only the discovery of the origin of the whole thought would clean up the whole thought.

Pcs also think about other things while being asked questions and these random personal restimulations also read before and after an instant read and are ignored. Very rarely, a pc's thinks react exactly at the end of a major thought and so confuse the issue, but this is rare.

We want the read that occurs instantly after the last syllable of the major thought without lag. That is the only read we regard in finding a rudiment in or out, to find if a goal reacts, etc. That is what is called an "instant read."

There is a package rudiment question in the half-truth, etc. We are doing four rudiments in one and therefore have four major thoughts in one sentence.

This packaging is the only apparent exception but is actually no exception. It's just a fast way of doing four rudiments in one sentence.

A clumsy question which puts "in this session" at the end of the major thought can serve the auditor badly. Such modifiers should come before the sentence, "In this session have you _____?"

You are giving the major thought directly to the reactive mind. Therefore, any analytical thought will not react instantly.

The reactive mind is composed of:

1. Timelessness

2. Unknownness

3. Survival.

The meter reacts on the reactive mind, never on the analytical mind. The meter reacts instantly on any thought restimulated in the reactive mind.

If the meter reacts on anything, that datum is partly or wholly unknown to the preclear.

An auditor's questions restimulate the reactive mind. This reacts on the meter.

Only reactive thoughts react instantly.

You can "groove in" a major thought by saying it twice. On the second time (or third time if it is longer) you will see only the instant read at the exact end. If you do this, the prior reads drop out leaving only the whole thought.

If you go stumbling around in rudiments or goals trying to clean up the minor thoughts, you will get lost. In Sec Checking you can uncover material by "compartmenting the question" but this is rarely done today. In rudiments, **What** questions, et al., you want the instant read only. It occurs exactly at the end of the whole thought. This is your whole interest in cleaning a rudiment or a **What** question. You ignore all prior and latent reactions of the needle.

The exceptions to this rule are:

1.   "Compartmenting the question," in which you use the prior reads occurring at the exact end of the minor thoughts (as above in the pigs sentence) to dig up different data not related to the whole thought.

2.   "Steering the pc" is the only use of latent or random reads. You see a read the same as the instant read occurring again when you are not speaking but after you have found a whole thought reacting. You say "there" or "that," and the pc, seeing what he or she is looking at as you say it, recovers the knowledge from the reactive bank and gives the data, and the whole thought clears or has to be further worked and cleared.

You can easily figure-figure yourself half to death trying to grapple with meter reads unless you get a good reality on the instant read which occurs at the end of the whole expressed thought and neglect all prior and latent reads except for steering the pc while he gropes for the answer to the question you asked.

That's the whole of reading an E-Meter needle.

(Two Saint Hill lectures of 24 May 1962 cover this in full.)

Franchise
Sthil Students

URGENT

INSTANT READS

(Adds to HCOB of 25 May 62,
E-METER INSTANT READS)

On Rudiments, repetitive or fast, the instant read can occur anywhere within the last word of the question or when the thought major has been anticipated by the preclear, and must be taken up by the auditor. This is not a prior read. Preclears poorly in session, being handled by auditors with indifferent TR One, anticipate the instant read reactively as they are under their own control. Such a read occurs into the body of the last meaningful word in the question. It never occurs latent.

In other words all reads occurring when the major thought has been received by the preclear must be taken up and cleaned. This does not mean all needle reactions occurring while question is being asked must be cleaned, but it does mean that the instant read is often to be found before the last meaningful word is spoken fully, and it is catastrophic not to take it up and clean it.

Goals and items are however read only when the read occurs exactly at the end of the last word.

This will give you cleaner sessions and smoother needles.

L. RON HUBBARD
Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 FEBRUARY 1971

Remimeo
HGC Auditor
Checksheet
Academy Level 0
Checksheet
Dn Cse Checksheet

C/S Series 24

IMPORTANT

METERING READING ITEMS

(NOTE: Observation I have recently done while handling
a C/S line has resulted in a necessary clarification of the
subject of "a reading item or question" which improves
older definitions and saves some cases.)

It can occasionally happen that an auditor misses a read on an item or question and does
not run it as it "has not read". This can hang up a pc badly if the item was in fact a reading
item or question. It does not get handled and exists in records as "No read" when in fact it
DID read.

THEREFORE ALL DIANETIC AUDITORS WHOSE ITEMS OCCASIONALLY
"DON'T READ" AND ALL SCIENTOLOGY AUDITORS WHO GET LIST QUES-
TIONS THAT DON'T READ MUST BE CHECKED OUT ON THIS HCOB IN QUAL
OR BY THE C/S OR SUPERVISOR.

These errors come under the heading of Gross Auditing Errors as they affect metering.

1. An Item or Question is said to "Read" when the needle falls. Not when it stops or
   slows on a rise. A tick is always noted and in some cases becomes a wide read.

2. The read is taken when the pc first says it or when the question is cleared. THIS is
   the valid time of read. It is duly marked (plus any blow down). THIS reading defines
   what is a reading item or question. CALLING IT BACK TO SEE IF IT READ IS
   NOT A VALID TEST as the surface charge may be gone but the item or question
   will still run or list.

3. Regardless of any earlier statements or material on READING ITEMS, an item does
   not have to read when the auditor calls it to be a valid item for running engrams or
   listing. The test is did it read when the pc first said it on originating it or in Clearing
   it?

4. That an item or question is marked as having read is sufficient reason to run it or use
   it or list it. Pc Interest, in Dianetics, is also necessary to run it, but that it did not read
   again is no reason to not use it.

5. When listing items the auditor must have an eye on the meter NOT necessarily the pc and must note on the list he is making the extent of read and any BD and how much. THIS is enough to make it a "reading item" or "reading question".

6. In Clearing a listing Question the auditor watches the meter, NOT necessarily the pc and notes any read while clearing the question.

7. An additional calling of the item or question to see if it read is unnecessary and not a valid action if the item or question read on origination or Clearing.

8. That an item is marked as having read on an earlier Dianetic list is enough (also checking interest) to run it with no further read test.

9. To miss seeing a read on an origin or clearing is a Gross Auditing Error.

10. Failing to mark on the list or worksheet the read and any BD seen during pc origination or clearing the question is a Gross Auditing Error.

EYESIGHT

Auditors who miss reads or have poor eyesight should be tested and should wear the proper glasses while auditing.

GLASSES

The rims of some glasses could obstruct seeing the meter while the auditor is looking at the worksheet or pc.

If this is the case the glasses should be changed to another type with broader vision.

WIDE VISION

A good auditor is expected to see his meter, pc and worksheet all at one time. No matter what he is doing he should always notice any meter movement if the meter needle moves.

If he cannot do this he should use an Azimuth Meter and not put paper over its glass but should do his worksheet looking through the glass at his pen and the paper—the original design purpose of the Azimuth Meter. Then even while writing he sees the meter needle move as it is in his line of vision.

CONFUSIONS

Any and all confusions as to what is a "reading item" or "reading question" should be fully cleaned up on any auditor as such omissions or confusions can be responsible for case hang-ups and needless repairs.

NO READ

Any comment that an item or question "did not read" should be at once suspected by a C/S and checked with this HCOB on the auditor.

Actually non-Reads, a non-reading item or question means one that did not read when originated or cleared and also did not read when called.

One can still call an item or question to get a read. That it now reads is fine. But if it has never read at all, the item will not run and such a list will produce no item on it.

It is not forbidden to call an item or question to test it for read. But it is a useless action if the item or question read on origination by the pc or clearing it with him.

IMPORTANT

The data in this HCOB, if not known, can cost case failures. Thus it must be checked out on auditors.

L. RON HUBBARD
Founder

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INSTANT READS

Refs:

HCOB 28 Feb. 71	C/S Series 24
	METERING READING ITEMS
HCOB 8 Apr. 78	AN F/N IS A READ
HCOB 18 June 78	NED Series 4
	ASSESSMENT AND HOW
	TO GET THE ITEM

E-Meter Essentials, "Rock Slam"

The correct definition of INSTANT READ is THAT REACTION OF THE NEEDLE WHICH OCCURS AT THE PRECISE END OF ANY MAJOR THOUGHT VOICED BY THE AUDITOR.

All definitions which state it is fractions of seconds after the question is asked, are canceled.

Thus an instant read which occurs when the auditor assesses an item or calls a question is valid and would be taken up and latent reads, which occur fractions of seconds after the major thought, are ignored.

Additionally, when looking for reads while clearing commands or when the preclear is originating items, the auditor must note only those reads which occur at the exact moment the pc ends his statement of the item or command.

L. RON HUBBARD
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E-METER WATCHING

ARE YOU WAITING FOR THE METER TO PLAY DIXIE?

I have been a bit surprised by the length of time it is taking people to do assessments on the Prehav, on Security Checks and goals.

A query into this, which may reveal more, has discovered that students wait patiently for the meter to react, which Mary Sue has noticed.

It dawns on me that auditors believe they are doing an *analytical* assessment on the Prehav, etc. *This is wrong.*

The Prehav Scale is not a picture of analytical thought. It is in the order it is in because it is a picture of *reactive* thought. It is how the reactive mind is stacked up. (See *Dianetics: The Modern Science of Mental Health* for the chapter on the reactive mind.)

Now, an E-Meter reacts only on the reactive mind. A Clear doesn't react because he is able to be conscious. An aberree reacts because he can't think without thought exciting the reactivity of the reactive mind. This, being composed of mass, energy, space, time and thought, responds to tiny electrical impulses.

If your auditing was not aimed at reactivity, it would not register on a meter. Thus, you run what reacts because it reacts and is therefore part of the reactive mind.

The reactive mind responds instantly on data a billion years ago? How is this? Time in the reactive mind is out of order. So is space. So is matter. So is energy. Pin a sign on the reactive mind: "Out of Order." It connects wrong connections. Hence, the E-Meter.

What is wrong with the pc is not known to the pc. Therefore, if a pc knows all about it, it isn't wrong with him.

That's why you never run what the pc says. You run *only* what the meter says. Example: PC is *sure* his current general Prehav level that should be run now is "Order or Command" "Order" rapidly vanishes. "Command" follows suit. CONQUER stays in. This is an actual example. I just assessed it a few minutes ago on a pc who is in pretty good shape. He didn't like CONQUER. He said Order and Command were long track. Somebody running a Q-and-A on his assessment would have said, perhaps, the pc knows best,

so we'll run Order. Even if it doesn't fall. But when I said it was CONQUER that we were going to run as only *it* now fell, the pc sighed and gave in. Finding the Conquer-level questions pro-duced a very responsive meter needle. It was wrong with the pc because he didn't know about it. It was part of his reactive mind. Order and Command were analyti-cal responses prompted by an entirely different thing—CONQUER. If Order or Command had been run, the pc would have had a lot of auditing time wasted on him.

Now, why are assessments wrong sometimes? Because the auditor is persuaded by the pc, not the meter. *If* the pc and the meter agree, so what. You can still run it. But only if the meter says so, for only then is it reactive.

Now, what about *slow* assessments? Well, the auditor thinks the pc must consider things before he answers, waits for the pc to answer and waits for the question to sink in so the meter will react.

This is entirely wrong. Based on a misunderstanding of assessment, the meter and the re-active mind.

1. The pc does not have to be given a chance to think before the needle responds.

2. The pc does not have to answer or say one word to make the needle respond.

3. All needle response is reactive.

4. There is no time in the reactive mind.

5. If the pc knew what was wrong with him it wouldn't be wrong.

6. Only the meter knows.

7. The auditor has more control over the pc's reactive mind than the pc since the pc is influenced by the reactive mind responses and the auditor is not so influenced.

_____

The meter responds instantly. The reaction you will get on the needle starts to occur on the needle instantly after you utter it.

There is no need to sit there afterwards waiting for the needle to respond again, for it won't until *you* push that button again.

The only wait is caused by letting the needle come back at the end of a fall. This may take one second.

Therefore: TO WAIT MORE THAN ONE SECOND BEFORE UTTERING THE NEXT WORD ON THE LIST IS A COMPLETE WASTE OF AUDITING TIME.

All the response you want will begin to occur instantly after you utter a goal, terminal, level or security question. Thus, the maximum time between questions on the Prehav level is at most a one-second interval of silence while you digest the data.

Further, on an assessment for a Prehav run on the General Scale (as in Routine 2, HCOB 5 June 61, PROCESSES ALLOWED), you do not now say, "Do you . . ." or any other dunnage. You just say the level itself, note response, put a pencil point down on the level if it responds, say the next word, etc., etc. Takes about five minutes to run the Primary Scale up and down to find its level. You start at the bottom. You just say the word. If it responds you dot the sheet (using different symbols to tell them apart, like dots, Xs, lines). Then go back down the scale touching only those you marked going up. Add another dot if they still fall or react. Then play off those left one against the other, saying a level only once each time. The remaining level is now the only one that reacts. So you assemble your five-way bracket and carry on with auditing.

The pc doesn't have to say a word throughout the whole assessment. You can even ask him politely not to, as breath going in and out in speech can vibrate the needle.

When you assess over into the Secondary Scale of the level you found, you do exactly the same as above. You read them all off once, then only those that reacted, eliminate them and you've got it. (And, by the way, if you go over to the Secondary Scale, you then don't only run levels on that Secondary forever; in each new assessment you use the Primary Scale again to find a new Secondary level to assess.)

This is also true of a Joburg. If you're going to get a reaction on the needle, it will come fast. No waiting. If you get a reaction, you clear that reaction, not the pc's whole life. The moment the needle is null, you go on to the next question. Of course, in a Joburg, the pc talks. He better!

All auditing actions except the CCHs are now done in Model Session.

And all auditing actions and questions are done effectively, neither frantically rushed nor slowly.

So it boils down to this. Weeks can be added to Joburgs and assessments if you think you have to wait for a needle response.

What are you waiting for? The whole action only requires a second.

Don't wait for the E-Meter to play Dixie. It was made in the Nawth.

L. RON HUBBARD
Founder

Remimeo

UNREADING QUESTIONS AND ITEMS

Ref:
HCOB 3 Dec. 78   UNREADING FLOWS

Never list a listing question that doesn't read.

Never prepcheck an item that doesn't read.

These rules hold good for all lists, all items, all flows, including Dianetics.

A "tick" or a "stop" is not a read. Reads are small falls or falls or long falls or long fall blowdowns (of TA).

A preclear's case can be gotten into serious trouble by listing a list that doesn't read or prepchecking an item that doesn't read or running an item or flow that doesn't read.

On a list, this is the sort of thing that happens:

The list is "Who or what would fly kites?" The C/S has said to "List this to a BD F/N item." So the auditor *does* list it, without checking the read at all. The list can go on 99 pages with the pc protesting, getting upset. This is called a "dead-horse list" because it gave no item. The reason it didn't was that the list question itself didn't read. One does an L4BRB on the pc to correct the situation and gets "unnecessary action."

On a list that is getting no item you don't *extend.* You correctly use L4BRB or any subsequent issue of it. If you extend a "dead-horse list" you just make things worse. Use an L4BRB and it will set it right.

This weird thing can also happen. C/S says to list "Who or what would kill buffaloes?" The auditor does, gets a BD F/N item, "A hunter." The C/S *also* says to list as a second action "Who or what would feel tough?" The auditor fails to test the question for read and lists it. Had he tested it, the list would not have read. But the list comes up with an item, "A mean hunter." It has stirred up charge from the first question and the item "A mean hunter" is a *wrong* item as it is a misworded variation of the first list's item! Now we have an unnecessary action and a wrong item. We do an L4BRB and the pc is still upset as maybe only one or the other of the *two* errors read.

In a Dianetic "list" one is not doing a listing action. One is only trying to find a somatic or sensation, etc., that will run. The item must read well. Or it won't produce a chain to run. In actual fact the Dianetic list question does usually read but one doesn't bother to test it.

But an item or flow that doesn't read will produce no chain, no basic and the pc will jump around the track trying but just jamming up his bank.

The moral of this story is:

ALWAYS TEST A LISTING QUESTION BEFORE LETTING THE PC LIST.

ALWAYS MARK THE READ IT GAVE (SF, F, LF, LFBD) ON THE WORKSHEET.

ALWAYS TEST AN ITEM FOR READ BEFORE PREPCHECKING AND ALWAYS CHECK AN ITEM AND FLOW BEFORE RUNNING RECALLS OR ENGRAMS.

ALWAYS MARK THE READ AN ITEM GAVE (SF, F, LF, LFBD) ON THE WORK-SHEET.

CHARGE

The whole subject of "charge" is based on this. "Charge" is the electrical impulse on the case that activates the meter.

"Charge" shows not only that an area has something in it. It also shows that the pc has possible *reality* on it.

A pc can have a broken leg, yet it might not read on a meter. It would be *charged* but below the pc's reality. So it won't read.

THINGS THAT DON'T READ WON'T RUN.

The Case Supervisor always counts on the AUDITOR to test questions and items and flows for read before running them.

The auditor, when a question or item or flow doesn't read, can and should always put in "Suppress" and "Invalidate." "On this (question) (item) (flow), has anything been suppressed?" "On this (question) (item) (flow), has anything been invalidated?" If either one reads, the question or item or flow will also read. The Case Supervisor also counts on the AUDITOR to use Suppress and Invalidate on a question or item or flow. If after this there is still no read on the question or item or flow, that's it. Don't use it, don't list it. Go to the next action on the C/S or end off.

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HCO BULLETIN OF 23 JUNE 1980RA
REVISED 25 OCTOBER 1983

Remimeo
All Auditors
C/Ses
Academy Levels
Tech/Qual

CHECKING QUESTIONS
ON GRADES PROCESSES

Refs:

HCOB	12 June 70	C/S Series 2
		PROGRAMING OF CASES
HCO PL	17 June 70RB	KSW Series 5R
	Rev. 25.10.83	TECHNICAL DEGRADES
HCOB	19 Apr. 72	KSW Series 8
		C/S Series 77
		"QUICKIE" DEFINED
HCOB	3 Dec. 78	UNREADING FLOWS
HCOB	27 May 70R	UNREADING QUESTIONS
	Rev. 3.12.78	AND ITEMS
HCOB	8 June 61	E-METER WATCHING
HCOB	7 May 69 IV	THE FIVE GAEs
HCOB	22 Apr. 80	ASSESSMENT DRILLS

(The original version of HCOB 23 June 80 incorrectly stated that an auditor was not to check the processes of a grade for read before running them. That HCOB was then cancelled on 25 Feb. 82 and it remains cancelled. The person who had originally approved—and even taken part in writing—this incorrect and illegally issued HCOB later sought to cover these actions by "discovering the error," attributing it to someone else, and "calling it to my attention." With this re-revision, all earlier text written by others has simply been removed and further HCOB references have been added to the list above.)

EACH GRADE PROCESS THAT IS RUN ON A METER MUST BE CHECKED FOR A READ BEFORE IT IS RUN, AND IF NOT READING, IT IS NOT RUN AT THAT TIME.

This rule applies to subjective grade processes. It does not apply to processes that are not run on a meter such as Objective Processes or assists (except for metered assist actions of a subjective nature).

Actually, a process that "doesn't read" stems from one of three sources: (a) the process is not charged; (b) the process is invalidated or suppressed; or (c) ruds are out in session.

Factually, pc interest also plays a part in this.

I think quickying came from (1) auditors trying to push past the existing or persistent F/Ns or (2) auditors with TRs so poor that the pc was not in session.

Nearly all grade processes and flows will read on pcs in that Grade Chart area unless the above two conditions are present.

One also doesn't make a big production of checking, as it distracts the pc. There is a system, one of many, one can use. One can say "The next process is (state wording of the auditing question)" and see if it reads. This does not take more than a glance. If no read but, more likely, if it isn't charged, an F/N or smoothly null needle, one hardly pauses and one adds "but are you interested in it?" Pc will consider it, and if not charged and pc in session, it will F/N or F/N more widely.

If charged, the pc would ordinarily put his attention on it and you'd get a fall or just a stopped F/N followed by a fall on the interest part of the question.

It takes pretty smooth auditing to do this and not miss. So if in doubt, one can again check the question. But never hound or harass a pc about it. Inexpert checking questions for read can result in a harassed pc and drive him out of session, so this auditing action, like any other, requires smooth auditing.

<div align="right">

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</div>

Class VIII

CHECKING FOR FALSE READS

When you check for earlier auditor false reads on a GF or rudiment-type read:

When follow-up of the read seems to bog down, get nowhere and when pc has no answers.

When the pc protests, seems ARC Broken by the read or seems resigned.

When the pc starts to explain how the thing has been run before.

When there is protest or inval.

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Class VIII

FALSE READS

False reads are handled by checking back any that are false to when they were first "seen" by an auditor.

Sometimes a false read goes on and on, never cleans because there wasn't anything there in the first place.

Find when and where somebody thought it read when it didn't. Can ask, "Who said you had an _____ reading when you didn't have one?"

Also check Protest, Invalidate and Suppress to clean up a false read.

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ALL LEVELS

PTPs, OVERTS AND ARC BREAKS

Just to remind you, other auditing is not possible in the presence of present time problems and overts. No auditing is possible in the presence of an ARC break.

These are data like "Acknowledge the pc," "An auditor is one who listens," etc. These belong in the ABCs of Scientology.

PRESENT TIME PROBLEMS

When a pc has a PTP and you don't handle it, you get *no* gain. There will be no rise on a personality test graph. There will be little if any TA action. There will be no gain in the session. The pc will not make his session goals. Etc. Etc. So you don't audit pcs who have PTPs on anything but the PTPs *the pc has*.

And you don't audit PTPs slowly and forever. There are numerous ways of handling PTPs. One of them is "What communication have you left incomplete about that problem?" A few answers and poof! no PTP. Another is "What doesn't (that person or thing pc is having PTP with) know about you?" Other versions of overts and withholds can be used. These are all fast PTP handling methods and they get rid of the PTP and you can audit what you started to audit.

The mark of a ruddy amateur in auditing is somebody who can always do successful assists but can't do a real session. The secret is, in an assist you are handling the PTP, aren't you? So you never audit over the top of (in the presence of) a PTP!

Another circumstance is "can't get down to real auditing because the pc always has so many PTPs." This is only a confession that one can't *handle* a PTP and then get on with the session. One fumbles with the PTPs so badly as an auditor one never really handles the pc's PTPs, so of course one never gets on with the job at hand—auditing the pc.

The pro, in a real session, just handles the PTPs quickly, gets the pc into session and gets on with whatever should be run.

OVERTS

Overts are the other principal source of getting no gain.

Here we really can tell the goony birds from the eagles professionally.

No pro would *think* of auditing a pc on other processes in the presence of overts.

1. The pro would recognize by the pc's natter or lack of previous gain that the pc had overts;

2. The pro would know that if he tried to do something else besides pull these overts, the pc would eventually get critical of the auditor; and

3. The pro wouldn't (a) fail to pull the real overts or (b) ARC break the pc in getting the overts off.

If one gets "reasonable" about the pc's condition and starts agreeing with the motivators ("look at all the bad things they did to me"), thus ignoring the overts, that's the end of gains for that pc with that auditor.

If one is clumsy in recognizing overts, if one fails to get the pc to give them up, if one fails to properly acknowledge the overt when given, or if one demands overts that aren't there, overt pulling becomes a howling mess.

Because, then, getting the pc overts off is a tricky business, auditors sometimes become shy of doing it. And fail as auditors.

Sometimes pcs who have big overts become highly critical of the auditor and get in a lot of snide comments about the auditor. If the overt causing it is not pulled, the pc will get no gains and may even get ARC broken. If the auditor doesn't realize that such natter *always* indicates a real overt, when pcs do it, eventually over the years it makes an auditor shy of auditing.

Auditors buy "critical thoughts" the pc "has had" as real overts, whereas a critical thought is a *symptom* of an overt, not the overt itself. Under these critical thoughts a *real* overt lies undetected.

Also, I love these pcs who "have to get off a withhold about you. Last night Jim said you were awful. . . ." An experienced auditor closes the right eye slightly, cocks his head a bit to the left and says, "What have you been *doing* to me I haven't known about?" "I thought . . ." begins the pc. "The question is," says the old pro, "What have you been doing to me that I don't know about? The word is *DOING.*" And off comes the overt like "I've been getting audited by Bessy Squirrel between sessions in the coffee shop."

Well, some auditors are so "reasonable" they never really learn the mechanism and go on getting criticized and getting no gains on pcs and all that. I once heard an auditor say, "Of

course he was critical of me. What he said was true. I'd been doing a terrible job." The moral of this story is contained in the fact that this auditor's pc died. A rare thing but a true one. The pc had terrible overts on Scientology and the auditor, yet this auditor was so "reasonable" those overts were never cleaned up. And that was the end of those auditing sessions.

It's almost never that drastic, but if an auditor won't pull overts, well, auditing gets pretty unpleasant and pretty pointless, too.

A lack of grasp of the overt-motivator sequence (when somebody has committed an overt, he or she *has* to claim the existence of motivators—the DED-DEDEX version of Dianetics—or simply when one has a motivator, he is liable to hang himself by committing an overt) puts an auditor at a very bad disadvantage. Howling pcs and no pc wins.

ARC BREAKS

You can't audit an ARC break. In fact, you must *never* audit in the presence of one.

Auditing below Level III, the best thing to do is find an auditor who can do ARC break assessments.

At Level III and above, do an ARC break assessment on the pc. An ARC break assessment consists of reading an ARC break list appropriate to the activity to the pc on a meter and doing *nothing* but locate and then indicate the charges found by telling the pc what registered on the needle.

That isn't auditing because it doesn't use the auditing comm cycle. You *don't* ack what the pc says, you *don't* ask the pc what it is. You don't comm. You assess the list between you and the meter, same as no pc there. Then you find what reads and you tell the pc. And that's all.

A bypassed charge assessment is auditing because you clean every tick of the needle on the list being assessed. The pc is acked, the pc is permitted to itsa and give his opinions. *But* you never do a *bypassed charge assessment* on an ARC broken pc. You do an ARC break assessment as per the paragraph above this one.

These two different activities unfortunately have the word "assessment" in common and they use the same list. Therefore, some students confuse them. To do so is sudden death.

You can really clobber a pc by doing a bypassed charge assessment on an ARC broken pc. And also you can ARC break a pc by doing an ARC break assessment on a pc who isn't (or has ceased to be) ARC broken.

So unless you have these two separate and different actions—the ARC break assessment and the bypassed charge assessment—clearly understood and can do both of them well

and never get too rattled to know which one to use, you can get into plenty of trouble as an auditor.

Only auditing over the top of an ARC break can reduce a graph, hang the pc up in sessions or worsen his case. So it's the next to the most serious blunder that an auditor can make. (The most serious error is to deny assistance either by not trying to get the pc into session or not using Scientology at all.)

Auditing an ARC broken pc and never realizing it can lead to very serious trouble for the auditor and will worsen the pc's case—the only thing that will.

SUMMARY

It is elementary auditing knowledge that no gains occur in the presence of PTPs or overts and that cases worsen when audited over the top of an ARC break.

There aren't "lots more conditions that can exist." Given an auditing session, there are only these three barriers to auditing gain.

When you do clay table auditing or any other kind of auditing, the rules all still apply. A change of process or routine doesn't change the rules.

In doing clay table auditing off a meter, one still handles the elements of a session. One puts the pc on the meter to start off and checks for PTPs, overts, withholds, even ARC breaks, handles them quickly and then goes into the body of the session. Much the same as the oldest Model Session rudiments. One doesn't use mid ruds or buttons to get started. One just knows the things that mustn't be there (PTPs, overts, ARC breaks) and checks for them, handles if found and goes on with the main session activity. If a PTP or an overt or an ARC break shows up, one handles them, putting the pc back on the meter if necessary. When they are handled, the pc is put back into the main activity of the session.

It's true of any auditing that gets done. It isn't likely to alter and actually no new data is likely to be found that controverts any of this. The phenomena will still be the same phenomena as long as there are pcs. Ways of handling may change but not these basic principles.

They're with the auditor in every session ever to be run. So one might as well stay alert to them and be continuously expert in handling them.

They are the only big reefs on which an auditing session can go up high and dry, so their existence, causes and cures are of the greatest possible importance to the skilled auditor.

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ARC BREAKS AND MISSED WITHHOLDS

The primary error one can make in ARC break handling is to handle the pc with ARC break procedure when the pc really has a missed withhold.

As some auditors dislike pulling withholds (because they run into pcs who use it to carve the auditor up, such as "I have a withhold that everybody thinks you are awful—"), it is easier to confront the idea that a pc has an ARC break than the idea that the pc has a withhold.

In case of doubt one meter checks on a withhold to see if it is nonexistent ("Am I demanding a withhold you haven't got? "). If this *is* the case, the TA will blow down. If it isn't the case, the needle and TA remain unchanged. If the pc's nattery or ARC breaky condition continues *despite* finding bypassed charge, then of course it is obviously a withhold.

ARC break finding *does* work. When the pc doesn't change despite skillful ARC break handling, locating and indicating, it was a withhold in the first place.

The hardest pc to handle is the missed withhold pc. They ARC break but you can't get the pc out of it. The answer is, the pc had a withhold all the time that is at the *bottom* of all these ARC breaks.

Scientology auditing does not leave the pc in poor condition unless one goofs on ARC breaks.

ARC breaks occur most frequently on people with missed withholds.

Therefore, if a pc can't be patched up easily or won't stay patched up on ARC breaks, there *must* be basic withholds on the case. One then works hard on withholds with any and all the tools that we've got.

ARC breaks don't cause blows. Missed withholds do. When you won't hear what the pc is saying, then you have *made* him have a withhold and it responds as a missed withhold.

In short, the bottom of ARC breaks is a missed withhold.

But an antisocial act done and then withheld sets the pc up to become "an ARC breaky pc." It isn't an accurate remark really since one has a pc with withholds who on being au-

dited ARC breaks easily. So the accurate statement is "the pc is a withholdy-type pc that ARC breaks a lot." Now, *that* type exists. And they sure have lots of *subsequent* ARC breaks and are regularly being patched up.

If you have a pc, then, who seems to have a lot of ARC breaks, the pc is a " withholdy pc" not an "ARC breaky pc." Any auditor miss causes a pc blow-up. The auditor by calling this pc an "ARC breaky pc" is not using a description which leads to a resolution of the case as thousands of ARC break assessments leave the case still liable to ARC break. If you call such a case that ARC breaks a lot a "withholdy pc that ARC breaks a lot," then you can solve the case. For all you have to do is work on withholds.

The actual way to handle a "withholdy pc that ARC breaks a lot" after you've cooled off the last of his many ARC breaks is:

1. Get the pc to look at what's going on with his sessions.

2. Get the pc in comm.

3. Get the pc to look at what's really bugging him.

4. Get the pc's willingness to give withholds up on a gradient.

5. Bring the pc to an understanding of what he's doing.

6. Get the pc's purpose in being audited in plain view to him or her.

Those are of course the names of the first six grades. However, low down, these six things are all crushed together and you could really pursue that cycle in one session just to get the pc up a bit without even touching the next grade up.

Whenever I see a sour-faced person who has been "trained" or is being "trained," I know one thing—there goes a pc with lots of withholds. I also know, there is a pc who ARC breaks a lot in session. And I also know his co-auditor is weak and flabby as an auditor. And I also know his auditing supervisor doesn't shove the student auditor into doing the process correctly.

One sour-faced student, one glance and I know all the above things, bang!

So why can't somebody else notice it?

Auditing is a pleasure. But not when an auditor can't tell a withhold from an RC break and doesn't know that continual ARC breaks are caused by missed withholds on the bottom of the chain.

I never miss on this. Why should you?

The only case that will really "bug you" is the CONTINUOUS OVERT case. Here's one

that commits antisocial acts daily during auditing. He's a nut. He'll never get better, case always hangs up.

Unless you treat his continual overts as a solution to a PTP. And find what PTP he's trying to solve with these crazy overt acts.

You see, we can even solve that case.

BUT, don't go believing Scientology doesn't work when it meets an unchanging or continually misemotional pc. Both of these people are foul balls who are loaded with withholds.

We've cracked them for years and years now.

But not by playing patty-cake or "slap my wrist."

Takes an *auditor,* not a ladyfinger.

"Mister, you've been wasting my time for three sessions. You have withholds. Give!" "Mister, you refuse just once more to answer my question and you're for it. I've checked this meter. It's not a withhold of nothing. You have withholds. Give!" "Mister, that's it. I am asking the D of P to ask the Tech Sec for a Comm Ev on you from HCO for *no report.*"

If skill couldn't do it, demand may. If demand couldn't do it, a Comm Ev sure will.

For it's a no report!

How can you make a man well when he's got a sewer full of slimy acts.

Show me *any* person who is critical of us and I'll show you crimes and *intended* crimes that would stand a magistrate's hair on end.

Why not try it? Don't buy "I once stole a paper clip from the HASI" as an overt or "You're a lousy auditor" as a withhold. Hell, man, people who tell you those things just stole your lunch or intend to empty the till.

Get clever, auditor. Thetans are basically good. Them that Scientology doesn't change are good—but down underneath a pile of crimes you couldn't get into a confession story magazine.

Okay. *Please* don't go on making this error. It grieves me.

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Class VIII
CheckSheet

FLOATING NEEDLES AND END PHENOMENA

Now and then you will get a protest from preclears about "floating needles".

The preclear feels there is more to be done yet the auditor says "Your needle is floating."

This is sometimes so bad that in Scientology Reviews one has to Prepcheck the subject of "Floating Needles".

A lot of by-passed charge can be stirred up which ARC Breaks (upsets) the preclear. The reason this subject of floating needles gets into trouble is that the auditor has not understood a subject called END PHENOMENA.

END PHENOMENA is defined as "those indicators in the pc and meter which show that a chain or process is ended". It shows in Dianetics that basic on that chain and flow has been erased and in Scientology that the pc has been released on that process being run. A new flow or a new process can be embarked upon, of course, when the END PHENOMENA of the previous process is attained.

DIANETICS

Floating needles are only ONE FOURTH OF THE END PHENOMENA in all Dianetic auditing.

Any Dianetic auditing below Power has FOUR DEFINITE REACTIONS IN THE PC WHICH SHOW THE PROCESS IS ENDED.

l. Floating needle.

2. Cognition.

3. Very good indicators (pc happy).

4. Erasure of the final picture audited.

Auditors get panicky about overrun. If you go past the End Phenomena the F/N will pack up (cease) and the TA will rise.

BUT that's if you go past all four parts of the end phenomena, not past a floating needle.

If you watch a needle with care and say nothing but your R3R commands, as it begins to float you will find:

1. It starts to float narrowly.

2. The pc cognites (What do you know—so that's ...) and the float widens.

3. Very good indicators come in. And the float gets almost full dial, and

4. The picture, if you inquired, has erased and the needle goes full dial.

That is the full End Phenomena of Dianetics.

If the auditor sees a float start, as in I and says, "I would like to indicate to you your needle is floating," he can upset the pc's bank.

There is still charge. The pc has not been permitted to cognite. VGIs surely won't appear and a piece of the picture is left.

By being impetuous and fearful of overrun, or just being in a hurry, the auditor's premature (too soon) indication to the pc suppresses three quarters of the pc's end phenomena.

SCIENTOLOGY

All this also applies to Scientology auditing.

And all Scientology processes below Power have the same end phenomena.

The 0 to IV Scientology end phenomena are:

A. Floating needle.

B. Cognition.

C. Very good indicators.

D. Release.

The pc goes through these four steps without fail IF PERMITTED TO DO SO.

As Scientology auditing is more delicate than Dianetic auditing, an overrun (F/N vanished and TA rising, requiring "rehab") can occur more rapidly. Thus the auditor has to be more alert. But this is no excuse to chop off three of the steps of end phenomena.

The same cycle of F/N will occur if the pc is given a chance. On A you get a beginning F/N, on B slightly wider, on C wider still and on D the needle really is floating and widely.

"I would like to indicate to you your needle is floating" can be a chop. Also it's a false report if it isn't widely floating and will keep floating.

Pcs who leave session F/N and arrive at Examiner without F/N, or who eventually do not come to session with an F/N have been misaudited. The least visible way is the F/ N chop, as described in this session. The most obvious way is to overrun the process. (Running a pc after he has exteriorized will also give a high TA at examiner.)

In Dianetics, one more pass through is often required to get 1, 2, 3, 4 End Phenomena above.

I know it said in the Auditor's Code not to by-pass an F/N. Perhaps it should be changed to read "A real wide F/N". Here it's a question of how wide is an F/N? However, the problem is NOT difficult.

I follow this rule—I never jolt or interrupt a pc who is still looking inward. In other words, I don't ever yank his attention over to the auditor. After all, it's his case we are handling, not my actions as an auditor.

When I see an F/N begin I listen for the pc's cognition. If it isn't there, I give the next command due. If it still isn't there, I give the 2nd command, etc. Then I get the cognition and shut up. The needle floats more widely, VGls come in, the F/N goes dial wide. The real skill is involved in knowing when to say nothing more.

Then with the pc, all bright, all end phenomena in sight (F/N, cog, VGls, erasure or Release, depending on whether it's Dn or Scn) I say, as though agreeing with the pc, "Your needle is floating."

DIANETIC ODDITY

Did you know that you could go through a picture half a dozen times, the F/N getting wider and wider without the pc cogniting? This is rare but it can happen once in a hundred. The picture hasn't been erased yet. Bits of it seem to keep popping in. Then it erases fully and wow, 2, 3 and 4 occur. This isn't grinding. It's waiting for the F/N to broaden to cognition.

The pc who complains about F/Ns is really stating the wrong problem. The actual problem was the auditor distracting the pc from cognition by calling attention to himself and the meter a moment too soon.

The pc who is still looking inward gets upset when his attention is jerked outward. Charge is then left in the area. A pc who has been denied his full end phenomena too often will begin to refuse auditing.

Despite all this, one still must not overrun and get the TA up. But in Dianetics an erasure leaves nothing to get the TA up with!

The Scientology auditor has a harder problem with this, as he can overrun more easily. There is a chance of pulling the bank back in. So the problem is more applicable to Scientology as a problem than to Dianetics.

But ALL auditors must realize that the END PHENOMENA of successful auditing is not just an F/N but has 3 more requisites. And an auditor can chop these off.

The mark of the real VIRTUOSO (master) in auditing is his skilled handling of the floating needle.

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AO Auditors
Class VIII

END PHENOMENA

Ref:
HCOB 20 Feb. 70   FLOATING NEEDLES AND
                              END PHENOMENA

Different types of auditing call for different handlings of End Phenomena.

End Phenomena will also vary depending on what you're running.

The definition of END PHENOMENA is "those indicators in the pc and meter which show that a chain or process is ended". Misapplication of this definition can result in underrun and overrun processes or actions and the pc snarled up with BPC.

TYPES OF EPs

In Power Processing the auditor waits for a *specific* EP and does not indicate an F/N until he has gotten the specific EP for the process. To miss on this in Power is disastrous, thus Power auditors are drilled and drilled on the handling of Power EPs.

In Dianetics, the EP of a chain is erasure, accompanied by an F/N, cognition and good indicators. You wouldn't necessarily expect rave indicators on a pc in the middle of an assist, under emotional or physical stress until the full assist was completed though. What you would expect is the chain blown with an F/N. Those two things themselves are good indicators. The cognition could simply be "the chain blew".

In Scientology, End Phenomena vary with what you're auditing. An ARC Broken pc on an L1C will peel off charge and come uptone gradually as each reading line is handled. Sometimes it comes in a spectacular huge cog and VVGIs and dial F/N, but that's usually after charge has been taken off on a gradient. What's expected is an F/N as that charge being handled moves off.

In Ruds it's the same idea. When you've got your F/N and that charge has moved off, indicate it. Don't push the pc on and on for some "EP". You've got it.

Now a major grade process will run to F/N, Cog, VGIs and release. You'll have an ability regained. But that's a *grade* process on a set up flying pc.

F/N ABUSE

Mistakenly applying the Power EP rule to Ruds will have the pc messed up by overrun. It invalidates the pc's wins and keys the charge back in. The pc will start thinking he hasn't blown the charge and can't do anything about it.

In 1970 I had to write the HCOB "F/Ns and End Phenomena" to cure auditors of chopping pc EPs on major actions by indicating F/Ns too soon. This is one type of F/N abuse which has largely been handled.

That bulletin and Power EP handling have been in some instances misapplied in the direction of overrun. "The pc isn't getting EP on these chains as there's no cognition, just 'it erased'," is one example. Obviously the C/S didn't understand the definition of cognition or what an EP is. Another example is the pc spots what it is and F/Ns and the auditor carries on, expecting an "EP".

OTs and EPs

An OT is particularly subject to F/N abuse as he can blow things quite rapidly. If the auditor misses the F/N due to too high a sensitivity setting or doesn't call it as he's waiting for an "EP", overrun occurs. It invalidates an OT's ability to as-is and causes severe up-sets.

This error can also stem from auditor speed. The auditor, used to auditing lower level pcs or never trained to audit OTs, can't keep up with the OT and misses his F/Ns or reads.

Thus overruns occur and charged areas are bypassed.

This could account for those cases who were flying then fell on their heads with the same problems that blew back again.

REMEDY

The remedy of this problem begins with thoroughly clearing all terms connected with EPs. This is basically Word Clearing Method 6, Key Words.

The next action is to get my HCOBs on the subject of EPs and also related metering HCOBs fully understood and starrated. This would be followed by clay demos of various EPs of processes and actions showing the mechanics of the bank and what happens with the pc and meter.

TRs and meter drills on spotting F/Ns would follow, including any needed obnosis drills and correction of meter position so that the auditor could see the pc, meter and his admin at a glance.

Then, the auditor would be gradiently drilled on handling the pc, meter and admin at increasing rates of speed including recognizing and indicating EPs when they occurred. When the auditor could do all of this smoothly at the high rate of speed of an OT blowing

things by inspection without fumbling, the last action would be bullbaited drills like TRs 103 and 104, on a gradient to a level of competence whereby the auditor could handle anything that came up at speed and do so smoothly.

Then you'd really have an OT auditor. And that's what you'll have to do to make them.

SUMMARY

Overrun and underrun alike mess up cases.

Both stem from an auditor inability to recognize and handle different types of EPs and inexpertness in handling the tools of auditing at speed.

Don't overrun pcs and have to repair them.

Let the pc have his wins.

L. RON HUBBARD
Founder

Remimeo
Missions
All Auditors
Level III
  Checksheets
Tech/Qual
C/Ses

SCIENTOLOGY III

AUDITING BY LISTS

(*Note*: We now F/N everything. We do NOT tell the pc what the
meter is doing. This changes "Auditing by Lists" in both respects.
We do not say to the pc "That's clean" or "That reads.")

Refs:

HCOB 14 Mar. 71R Rev. 25.7.73	F/N EVERYTHING
HCOB 4 Dec. 77RA Rev. 23.4.96	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 24 Jan. 77	TECH CORRECTION ROUND-UP
HCOB 7 Feb. 79RB Rev. 10.3.88	E-METER DRILL 5RB—CAN SQUEEZE
HCOB 8 Dec. 78 II	GREEN FORM AND EXPANDED GREEN FORM 40RD, USE OF

Use any authorized, published LIST. (Green Form for general review, L1C for ARC
breaks, L4BRB for list errors.)

METHOD 3

Set the sensitivity for one-third-of-a-dial drop on a correct can squeeze per E-Meter Drill
5RB (Ref: HCOB 7 Feb. 79RB, E-METER DRILL 5RB—CAN SQUEEZE).

Have your meter in a position (line of sight) so you can see the list and the needle or you
can see the needle and the pc. The meter position is important.

Hold the mimeoed list close beside the meter. Have your worksheet more to the right.
Keep record on your worksheet. Mark the pc's name and date on it. Mark what list it is on
the worksheet with time. It remains in the folder stapled to the worksheet.

Read the question on the list, note if it reads. Do NOT read it while looking at the pc, do
NOT read it to yourself and then say it while looking at the pc. These are the L10 actions
and are called Method 6, not Method 3. It is more important to see the pc's cans than his
face as can fiddle can fake or upset reads.

TR 1 must be good so the pc clearly hears it.

You are looking for an INSTANT READ that occurs at the end of the exact last syllable of the question.

If it does not read, mark the list X. If the list is being done through an F/N and the F/N just continues, mark the question F/N.

If the question reads, do *not* say, "That reads." Mark the read at once (tick, SF, F, LF, LFBD, R/S), transfer the number of the question to the worksheet and look expectantly at the pc. You can repeat the question by just saying it again if pc doesn't begin to talk. He has probably already begun to answer as the question was live in his bank, as noted by the meter.

Take down the pc's remarks in shortened form on the worksheet. Note any TA changes on the worksheet.

If the pc's answer results in an F/N (cog, VGIs sometimes follow, GIs always accompany a real F/N), mark it rapidly on the worksheet and say, "Thank you. I would like to indicate your needle is floating."

Do NOT wait endlessly for the pc to say more. If you do he will go into doubt and find more; also, do NOT chop what he is saying. Both are TR errors that are very bad.

If there is no F/N, at the first pause that looks like the pc thinks he has said it, ask for an earlier-similar _____, whatever the question concerned. Do NOT change the question. Do NOT fail to repeat what the question is. "Was there an earlier-similar restimulation of rejected affinity?" This is the "E/S" part of it. You do NOT leave such a question merely "clean."

It does not matter now if you look at the pc when you say it or not. But you can look at the pc when you say it.

The pc will answer. If he comes to a "looks like he thinks he said it" and no F/N, you ask the same question as above. You ask this question— "Was there an earlier-similar _____," —until you finally get an F/N and GIs. You indicate the F/N.

That is the last of that particular question.

You mark "F/N" on the list and call the next question on the list. You call this and other questions without looking at the pc.

Those that do not read, you X as out.

The next question that reads, you mark it on the list, transfer the question number to the worksheet.

Take the pc's answer.

Follow the above E/S procedure as needed until you get an F/N and GIs for the question. Ack. Indicate and return to the mimeoed list.

You keep this up until you have done the whole list in this fashion.

If you got no read on the list question but the pc volunteers some answer to an unreading question, do NOT take it up. Just ack and carry on with your mimeoed list.

BELIEVE YOUR METER. Do not take up things that don't read. Don't get "hunches." Don't let the pc run his own case by answering nonreading items and then the auditor taking them up. Also don't let a pc "fiddle the cans" to get a false read or to obscure a real one. (Very rare but these two actions have happened.)

BIG WIN

If halfway down a prepared list (the last part not yet done) the pc on some question gets a wide F/N, big cog, VGIs, the auditor is justified in calling the list complete and going to the next C/S action or ending the session, except in the case where an F/Ning list is C/Sed for, e.g., C/S 53RL. The auditor does not violate C/S Series 20, PERSISTENT F/N. If he is intending to F/N the list and the pc is on a big win, the auditor would end off, let the pc have his win, and then in another, later session, continue with the list.

There are two reasons for this—one, the F/N will usually just persist and can't be read through, and further action will tend to invalidate the win.

The auditor can also carry on to the end of the prepared list if he thinks there may be something else on it, if it does not violate C/S Series 20, PERSISTENT F/N.

GF AND METHOD 3

When a GF is taken up Method 3 (item by item, one at a time), one ends it at the first F/N (Ref: HCOB 8 Dec. 78R II, GREEN FORM AND EXPANDED GREEN FORM 40RF, USE OF). If the auditor were to continue, it can occur that the TA will go suddenly high. The pc feels he is being repaired, that the clearing up of the first item on the GF handled it and protests. It is the protest that sends the TA up.

Thus, a GF is best done by Method 5 (once through for reads, then the reads handled).

L1C, L3RH, L7 and other such lists are best done Method 3.

The above steps and actions are exactly how you do Auditing by List today. Any earlier data contrary to this is cancelled. Only two points change—we F/N everything that reads by E/S or a process to handle (L3RH requires processes, not E/S to get an F/N) or else

check for false read if the pc shows manifestations of this, and we never tell the pc that it read or didn't read, thus putting his attention on the meter.

We still indicate F/Ns to the pc as a form of completion.

L1C and Method 3 are NOT used on high or very low TAs to get them down or up.

The purpose of these lists is to clean up bypassed charge.

_____

An auditor also indicates when he has finished with the list.

An auditor should dummy drill this action both on a doll and bullbait.

_____

The action is very successful when precisely done.

L. RON HUBBARD
Founder

Ability

STRAIGHTWIRE

A MANUAL OF OPERATION

ARTICLE ONE

Modern Straightwire

On the theory that someone may pick up this book and have only time to read a few lines, or have a constricted ability in amount of material assimilable, right here in a hurry I wish to give you the type of Straightwire which is today producing phenomenal results on preclear.

THE COMMAND: Recall a moment of _____.

NUMBER OF TIMES COMMAND USED: Until the complete flattening of the preclear's communication lag takes place, so that he can readily and at some length and quantity give replies without any difficulty.

COMMUNICATION: Always acknowledge with an "Okay" or an "All right" every answer which the preclear gives you. Always let the preclear originate any communication he wishes to originate, or comment on the process, and acknowledge his origin of communication or comment. In other words, do not override his effort to communicate to you as this will considerably reduce his tone rise.

DUPLICATION: Make sure that you, the auditor, duplicate the command over and over and over until the comm lag is flat, and do not be detoured by any rationale of your own into any other process simply because you are unwilling to continue the duplication of the command.

APPLICATION: In the blank space of the command can be placed any subject of any concern or consideration of the preclear whether theta or entheta.

EXAMPLE: The preclear is studious. The auditor then applies Straightwire in this fashion: "Recall a moment of studiousness."* The preclear does so and says that he has or de-

scribes the time. It will be observed that the first one may take a considerable length of time and that the length of time intervening between the question and the reply will vary from here on until the communication lag is entirely flat, which means that the process may have to be continued for half an hour, an hour or many hours. The communication lag is known to be flat when the replies are readily given without pause or hesitation and without any comment on the preclear's part. The moment the preclear says he has recalled a time or describes the time he has recalled, which is optional, the auditor says, "Okay" or "All right," acknowledging the fact that he has received the preclear's communication, at which moment the auditor then places the exact question once more. An additional symptom of a flat process is that the preclear will no longer be studious. But, as preclears do not know how studious they are, it is best to run the process until the communication lag is flat. It is not necessary for the auditor to demand NEW times every time. The preclear can recall the same time if he desires to do so.

OBSERVED PHENOMENON: The time track phenomenon will be observed while delivering this Straightwire question. It will manifest itself in this fashion. The first answers of the preclear will probably be relatively close to present time and then will be further back into the past, at which time they will begin to progress (at some time they will begin to progress forward into the future) and will come close to present time again, when they will once more turn around and go into the past and then come into the future. In other words, the preclear will give the time A DAY OR SO AGO when he was studious, then a time A YEAR OR SO AGO when he was studious, then a time WHEN HE WAS A CHILD when he was studious, then a time WHEN HE WAS SIXTEEN when he was studious, then a time LAST YEAR when he was studious, then a time THREE DAYS AGO when he was studious, then a time TWO YEARS AGO when he was studious, then a time when he was THREE YEARS OLD and he was studious, then a time when he was EIGHT YEARS OLD and he was studious, then a time YESTERDAY when he was studious, and so forth. In other words, the preclear sweeps up and down the time track. The caution to be observed in this is, never leave the process when the preclear is recalling moments which are far into the past. Leave the process when the preclear is recalling times relatively close to present time. Otherwise you stick the preclear on the track.

GOAL OF THE PROCESS: The goal of many processes is to raise the self-determinism of the preclear. Memory is an automaticity which is not under the control of the preclear. By taking over the automaticities of memory and forgetting, the preclear is capable of greater self-determinism. In view of the fact that all mass could be said to be memory, you will see at once that Straightwire leads to the control of mass.

PREREQUISITES TO SESSION: Present must be an auditor, a preclear, a place to audit and time in which to audit.

WHEN THE SESSION HAS BEGUN: The session is actually in progress and the process is ready to be administered only when the preclear is aware of the fact that an auditor is present, that HE is present, that the auditing room is present and that an auditing session

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* The reason we've used "studious" here instead of "tired" or "dead" is to keep the reader in present time. We want him to get the data, not paralysis.

is in progress. TWO-WAY COMMUNICATION or asking the preclear to locate objects in the room simply by NOTICING THAT THEY ARE THERE (a lower process than Two-way Communication) should then be engaged upon until such time as the preclear is aware of his surroundings and the condition.

ON WHAT PRECLEAR TO USE STRAIGHTWIRE: Straightwire can be used on any preclear who is AWARE OF HIS SURROUNDINGS, THE AUDITOR, AND AUDITING SESSION AND WHO HAS REALITY UPON THE GOAL OF AUDITING. This is signalized by the preclear being in fairly good two-way communication with the auditor. Straightwire should not be employed on preclears who are in very poor two-way communication.

SUBJECTS ON WHICH STRAIGHTWIRE CAN BE USED: Straightwire can be employed on ANY SUBJECT OR CONDITION. It will be discovered that the Straightwire processes are PROBABLY THE BEST RESOLUTION OF BLACK CASES. The resolution of a black case is indeed contained rather succinctly in the auditing command, "Recall a time when you were looking at blackness." The entire HIDE to SERENITY scale can be employed with considerable tone change in the preclear. The key to exteriorization lies in the auditing command: "Recall a time when you were in or associated with a body." Peculiarities, physical deformities or conditions of any kind could be used on the above Straightwire basis with success.

I have given you this brief rundown on modern Straightwire, not because it is all there is to say on the subject, but because I wanted to give you the exact essentials present in modern Straightwire as rapidly and as efficiently as possible, so that they could be used without having to go through a great deal of material. However, a person, to use Straightwire, should know a great deal about Straightwire. While he could simply use the essentials above and could produce a considerable change in a case on any subject, an auditor who is not skilled would be held up by the duplication factor. He would have a tendency, under, of course, very good alibis of his own, to desert the command itself before the process was flat. He would have a tendency to change the command to something else. He would have a tendency to go on excursive trips into the side roads of the process, since a great many comments, considerations and phenomena will come up while Straightwire is in progress. The self-discipline necessary to continue an auditing command over and over and over and over is not a light discipline. In fact we could say that an auditor who has not himself had a great deal of duplication run would find himself very resistive to repeating this auditing command to a preclear for a long period of time. However, this does not go to say that an auditor in terrible condition himself, knowing this fact, could not then grit his teeth and pitch in and go on and continue a two-way communication with the preclear, and go on and ask this auditing question over and over and over and over until the preclear's case was solved. Not only is this possible, but it has been done very often. And, in fact, we have a great deal of respect for auditors who, although they themselves are in relatively poor condition, yet go on and produce tremendous advances in cases. We, of course, get more enthusiastic about auditors who are in good shape, producing good results, but we cannot but admire the stick-to-itivity some auditors have in carrying through processes which are above their own case level.

Now, just because we have a modern Straightwire which is interestingly exact in its application and very predictable in its results is no reason why we have to throw away all other processes. The six basic steps, done as they are done today, are, of course, of great value and do not go into the discard simply because we have a more effective, more exact and simpler Straightwire.

There is one particular caution which should be observed in administering Straightwire: that A PRECLEAR WILL VERY OFTEN GIVE A NO-COMMLAG REACTION TO A PROCESS WHICH IS ABOVE HIS LEVEL. He will not get well on the process; he will not improve on the process, but also he does not comm lag on the process. The process is being done more or less by some circuit. It is being done without any reality and it is not involving the preclear at all. One has to go far enough south so that the preclear develops a comm lag. Now, if you were to run Straightwire on some preclear and simply get your answers every two or three seconds and keep getting answers for a long period of time, you would discover at length that the process was not improving the preclear. The reason the process is not improving the preclear is because the process is above the preclear and the preclear has no reality upon his recalls or his answers. In such a wise it would be very wise to start in below Two-way Communication and get the preclear to spot objects in the room. Not walk over to them, or perform an 8-C, which is above Straightwire on the Tone Scale, but simply to look around and find that there is a chair in the room, that there is a table, and so on. This done for a while orients the preclear and it is discovered that he will go into two-way communication with the auditor. Two-way Communication, then, about the preclear's everyday life should ensue, and after this, R2-20, Problems and Solutions, should be run flat on the preclear, for the preclear who is very short on problems and who is incapable of arriving at solutions is not likely to give up any case problem and is not likely to arrive at any solution. So, we understand that there are actually three points below Straightwire. Now, a preclear who would need Problems and Solutions run onhim at great length is liable, oddly enough, not to comm lag on Straightwire and also not to improve upon it. In this wise, the preclear's reality on the question or the response is very low and he is simply being monitored by the auditor. The auditor is more or less running all of the preclear's machinery, an oddity which we observe in some auditing sessions. Although the auditor is running the preclear's machinery, neither the auditor nor the preclear is aware of it. The auditor isn't aware of it because he would rather not be, and the preclear isn't aware of it because he isn't aware of very much anyhow. Just as an automobile doesn't much care who drives it, so do some low-toned preclears not care who is running the circuits.

A variation on modern Straightwire, a little older but still quite effective, is "Give me something you wouldn't mind remembering," and "Give me something you wouldn't mind forgetting." These two commands are run independently of each other, not alternately, and each is flattened. These are very, very effective commands. It is remarkable that "Give me something you wouldn't mind forgetting" hits people who are dislocated so hard that a many-hour comm lag may ensue on the question. These people are afraid to forget anything. This is very, very effective auditing and is not discarded. It can be used a little lower on the scale than modern Straightwire, but it is slower.

An auditor should test Straightwire very rigorously in the recommended form given above before forming any forthright opinions concerning it. He should observe that running this Straightwire on a very low-toned preclear produces no comm lag and no betterment of the preclear. This is the first thing he should learn about it. Then he should learn that run in its proper place on a preclear who is in two-way communication and is in fair condition it produces remarkable, stable results which last for a very long time. It is not a trick process. It is a plow-horse sort of process, but once it has hauled the preclear up the scale it leaves him there. A preclear's continued stability for a long time after an auditing session is very desirable. The trick momentary flash results sometimes do not last. An auditor should also learn that he himself is capable of repeating one command over and over and over and over, without varying it, without getting so bored with it that he himself goes out of the auditing session. Remember, when the auditor leaves the auditing session (although he is still there giving auditing commands) it sometimes occurs that very little auditing gets done, since an auditing session of necessity has to have an auditor and a preclear present and auditing in progress.

It will be startling to you to know that this process is a specific process for a black case and does relieve the black case's blackness. And, after and above the black case level, this process is a specific for nonexteriorization and will produce exteriorization if "Recall a time when you were in or associated with a body," is employed over a long enough period of time.

There is a great deal more to know about Straightwire. There is a great deal of phenomenon which occurs in Straightwire and there are many other data to be studied about Straightwire. However, if the auditor cares to study these, first let him learn thoroughly what we mean by modern Straightwire and that is laid out above with exactness.

ARTICLE TWO

The History of Straightwire

The old Dianetic auditor will have no difficulty in recalling the earliest days of Straightwire.

Once upon a time Straightwire was one of the most intricate, tricky, intuitive processes known. There were auditors who were excellent at this, but they were alone in their skill. There were many, many auditors who never did make Straightwire work.

Straightwire of the old Dianetic type, expertly done, many times produced such fascinating results that auditors would then specialize in it, but, because it has often failed, their specialization would be tempered with a restless search for some other process that would do the job with greater exactness.

The genus of Straightwire immediately followed the release of "The First Book," *Dianetics: The Modern Science of Mental Health,* on 9 May 1950. I developed Straightwire a little too late to get it into the text of that book, but taught the first ten students at 42 Aberdeen Road, Elizabeth, New Jersey, this process and actually got these students suffi-

ciently expert in the use of Straightwire that they could straighten out present time problems on preclears with remarkable facility.

Here is an example of the earliest form of Straightwire: A preclear is observed to be possessed of a nervous affliction-the rapid blinking of one eye. The auditor asks him, "Who had that affliction?" and asks him this with sufficient communication and discussion so that the preclear at length actually SPOTS A TIME WHEN HE OBSERVED THIS AFFLICTION IN ANOTHER THAN HIMSELF. Now, today with our understanding of Ownership Processing, as covered in the Congress of Eastern Scientologists on 3 June to 6 June 1955 at the Shoreham Hotel in Washington, DC, it becomes highly technical, for naturally the affliction, if it persisted, must be misowned. But it would also be understood that the preclear himself might be the creator of the condition. If the preclear himself had created the eye twitch at some time in his past, recalling it in somebody else would simply reinforce the eye twitch; thus Straightwire would not work. As, let us say crudely, this condition exists in about 50 percent of the cases on whom Straightwire was used, we certainly would have, by the factors involving ownership, a misunderstanding of the process and a great many failures.

In view of the fact that a thing persists only if it is misowned—if a person himself has created it and says somebody else has created it or if a person is saying he created something which somebody else actually created—we get a persistence of the space or mass. If a person created the condition and then says that he himself created the condition, a vanishment of the condition will occur. If somebody else, a specific person, created the condition and the preclear says that person created the condition, then again we get a vanishment. Only when we misown or miscall the creation of a condition do we get a persistence. Thus we can see that the earliest Straightwire depended in a great measure upon calling the correct ownership; and recalling the correct ownership by recalling observation of the condition in somebody else would be then sufficient to bring about a diminishment of the condition.

Thus, repeating, Straightwire would not work on conditions which the person had himself created, as long as the auditing command was "Recall a time when you saw that in somebody else." This would have to be supplemented by "Recall a time when you decided this was a good thing." And if those two auditing commands had been used on any condition and if we had also known about comm lag and duplication of the question, then Straightwire would have been very successful. As a matter of fact it was quite successful and quite startling but had the above limitations.

Now, the earliest type of Straightwire was interesting in that it did not embrace the case that couldn't remember. To handle this type of case we invented a variation, which was simply to ask the preclear to remember something, anything, and keep him remembering something or anything until his confidence in his own memory rose to a point where he could remember and thus could experience the benefit of old-time Straightwire. An example of this variation was to ask somebody if he could remember something that had happened today or something that he had had for breakfast, and keep on asking him for various things until he did have a solid reality on one recall or another.

But this too was quite limited as to process, and in order to further improve memories we came out with what is now known as the next-to-the-last list of *Self Analysis,* which is "Recall something real," "Recall a time when you were in communication with someone," "Recall a time when someone was in communication with you," "Recall a time when you felt some affinity for someone," "Recall a time when someone felt some affinity for you," which process capitalized on the ARC triangle which we came out with in July of 1950, which was much better described in the book *Notes on the Lectures* of November of 1950 and expanded considerably in *Science of Survival* which was written in the spring of 1951 and released that summer, the above list appearing in *Self Analysis,* which was written in September of 1951.

Succeeding this "next-to-the-last list of *Self Analysis"* was Validation Straightwire, the theory of which was to validate all the good moments in the preclear's past by having him recall them. An oddity immediately demonstrated itself, however, in the use of Validation Straightwire to the effect that the preclear would recall just so many moments which were good and would then fall off into moments which were very bad indeed. This phenomenon had, by the way, been observed much earlier as a comment on the running of pleasure moments, a process developed in Elizabeth in 1950.

After Validation Straightwire the whole subject of Straightwire more or less fell into disrepute and decay, and a great deal of concentration was given to actual incidents on the whole track and an enormous amount of phenomena which had been dug up through my work in Wichita. Only "next-to-the-last list of *Self* Analysis" continued to be used right up to the time when we developed "Something you wouldn't mind remembering," "Something you wouldn't mind forgetting," in one of the clinical units of the summer of 1954. Immediately a great many limitations on Straightwire were swept away and Straightwire became a much more important process because it was getting much better results. Here for the first time we had entered into the idea that forgettingness was an actual attribute. In other words, it was a skill. A person forgot things so that he could have things. And, realizing that this was a skill and that it was on full automatic, we of course had the reason why people were not able to remember. They were so anxious to forget.

In the spring of 1955, in the tenth clinical unit, we discovered that "something you wouldn't mind FORGETTING" was far, far more important than "something you wouldn't mind remembering," and made several tests which demonstrated a considerable rise in tone as a result of using this single command: "Something you wouldn't mind forgetting. " However, because many more interesting things were showing up and occurring we did not give this really the attention it deserved, and actually to this moment the process is not as thoroughly tried as it might be. It might very well occur that this process would succeed many other processes as something which would produce a long-continued and stable result.

With the first clinical unit, 5 October to 16 November 1953, which was taught in Camden, New Jersey, we made a considerable codification of "automaticity" and "randomity," which had first been introduced in the Philadelphia lectures of December 1952. The understanding of these two things demonstrated that THE GREATEST AUTOMATICITY

IN WHICH ANYONE WAS ENGAGED WAS REMEMBERING AND FORGETTING. Thus, exercises on remembering and forgetting were, of course, very, very important.

It should be understood, then, that no amount of engram running or present time processes would handle this highly specialized thing, automatic remembering and automatic forgetting. And in view of the role remembering and forgetting play in everyday living we couldn't consider the person very thoroughly processed unless we had taken his memory into account. Thus, whatever other processes are run on the individual, something should be done in order to bring this automatic memory factor under control.

We have rather suspected of recent months that it is not necessary to have a great versatility of subject in remembering in order to restore memory. The mere act of remembering something is enough to take over the automaticity. In other words, there isn't an automaticity for every subject you can remember; there is simply an automaticity on the subject of memory. Similarly on forgetting. One might think there was a forgetting automaticity on every type and subject known, but there is only one mechanism behind all of this and that is simply an automaticity of forgetting.

Now, if you were to stabilize a preclear in present time and do all sorts of other things with him and yet neglect exercising his memory in any degree it is probable that you would have left the sphere of recall untouched to his detriment and would have left him with this automaticity. And the automaticity of remembering and the automaticity of forgetting could, of course, push him on down again. So, we should say that any preclear who becomes stable should have had exercises in remembering and forgetting.

The actual history of Straightwire is of course a very old one, much older than Dianetics. We did not invent Straightwire. We discovered and observed a great many mechanics about memory which had been neglected hitherto. But we find that Straightwire or memory exercises are actually very ancient and have been used for at least sixty-five years.

There were many excursions and experiments made in Straightwire in early Dianetic days. One of these was Repetitive Straightwire. Simply asking a person to remember something over and over and over again. This naturally succeeded from the running of an engram. Running an engram through and through and through eventually erases it, so it was tried with Straightwire and it was discovered that this was fairly effective, but again was not an answer.

The old Dianetic auditor can probably remember early Straightwire with affection and probably can remember a great many successes as a result of using it. And strictly as a nostalgic exercise, he should know now that with Ownership Processing as given in the Congress of Eastern Scientologists, he could make old-time Straightwire totally effective with the question "Can you recall a time when somebody else had that condition?" "Can you recall a time when you decided to have that condition?" on all those cases who are already in fairly good condition in the memory department. He would have to ask BOTH of these questions of ANY case in order to get a result and he would have to ask BOTH of these questions MANY, MANY TIMES, until the preclear had flattened his comm lag.

This would be a rather crude form of Straightwire, but it would at least be completing the cycle of action from olden times.

Straightwire is one of the most agreed upon things in Dianetics and Scientology. There may have been many people who questioned the advisability of running engrams or running secondaries or scanning engrams or doing something else, but nobody ever questioned very seriously the efficacy of Straightwire when it worked. It is and has been broadly accepted as a near synonym for Dianetics and Scientology.

ARTICLE THREE

The Theory of Straightwire

Memory has played an intimate part in existence since the first thetan. The creation of time and the creation of memory were concurrent incidents. Let us take a single particle. We find that with this single particle no time is possible, since the space occupied by the single particle would be indeterminate in placing the particle. Unless of course there were eight particles demarking the space itself, at which time you would now have nine particles, and it would be very simple to have time. But with one particle we cannot have time. We have to have two particles to have time. And we have to have two particles to have memory. We have to have two particles to have memory because we would have to have a reference point for establishing where the moving particle had been if one had remained motionless. In other words, let us take a motionless particle and then let us have another particle move in relationship to that motionless particle; we would then be able to tell that it had moved by remembering that it had been where it was originally. And then remembering successively the positions it had gone through until it arrived at its present time position. The moment that it moved further one would have a situation again of remembering what had been present time for it, but observing what was now its present time position.

MEMORY IS THEN, MECHANICALLY, THE TRACKING OF POSITIONS. Where POSTULATES or CONSIDERATIONS are concerned, however, we must first have the consideration that space, particles in time can exist and then THAT ONE CAN REMEMBER. This latter is more important than the mechanical facts of time. For if one continually makes the consideration that he cannot remember, he is at once making the consideration that he cannot discover the former position of earlier particles, and any advanced student who knows about PERFECT DUPLICATION, or if you care to read about that in *The Creation of Human Ability,* will find that it would now be next to impossible for the individual to cause the vanquishment of the particle. In other words, if the person cannot remember where the particle came from originally, he cannot establish its original position. And being unable to establish its original position, he cannot get an exact duplication of it, which is to say a perfect duplicate of-it, and so will get a persistence of the particle. Once one has forgotten its original position, which is the mechanical aspect of this, one is then no longer able to cause it to disappear.

In processing we very often run into a person who has "heavy facsimiles." In other words, these facsimiles are so heavy and so weighty that he can barely push them around. This is

simply basically a postulate that these things are heavy, that energy is heavy, but next to that it is a consideration that one cannot do anything to them. One cannot cause them to vanish—therefore, one cannot cause them to affect one less.

Observing, then, that things tend to become more permanent and more solid the less one can remember where they came from (though this is not a total truth, you understand), we could consider that ALL OBJECTS ARE MEMORY. Or more accurately, that ALL OBJECTS ARE MISMEMORY. If an object is there, one comment you could make about it is that everybody has forgotten when and where it was created. And having forgotten when and where it was created, it now persists. Thus, you might say that objects depend, or persistent spaces depend, entirely for their persistence upon forgettingness. Which is to say, mismemory.

Now, as memory applies to postulates and considerations as well as to spaces and masses, it becomes obvious that conditions, good conditions or bad, would tend to persist where they were misremembered. In other words, if you knew exactly where all the particles of your car were created and how many movements back they were created and who had created them (the more important fact) and who had assembled them into a car, you would not have any car. It would simply disappear. In other words, a perfect memory would bring about a vanishment of all objects and spaces.

Well, at least that is the theory and the theory is borne out by the fact that it is only necessary to remember who created something to have it diminish in density or, in case of a light mass of energy such as an engram, to vanish.

In that thetans become very possessed with the idea of making nothing out of everything (their primary obsession), memory, an exact and persistent memory, becomes an obsession with the thetan. He knows that when he no longer remembers the exact genus of all those things in his vicinity he will no longer be able to make them disappear. Therefore, a failure in memory causes a thetan to be very frantic.

Now, we needn't go too deeply into just exactly why this is, but I will brush it in passing. ALL THINGS LIKE TO BE DUPLICATED. A THETAN HAS NO MASS, NO SPACE, NO WAVELENGTH AND NO TIME. Therefore, to get a perfect perception of anything, he thinks the best choice would be to look at something which has no mass, no space, no wavelength and no time. Of course, this is impossible. But this is a thetan being duplicated, and this indeed would be the most comfortable frame of mind for a thetan—to have no persistence or nonpersistence of any kind in its vicinity. Thus, when a thetan begins to see more and more spaces (and he is not space) and when he begins to see more and more masses (and he is not mass) and when he begins to see more and more wave motion (and he is not wave motion), he conceives the fact that nothing is duplicating him, which is to say that nothing is taking a look at his nothingness and becoming nothing. In other words, he's losing control of things.

Well, it just so happens that a thetan knows that if he could remember the exact place everything had been generated, the exact time and the exact conditions and the exact person who did it, he would then get a disappearance. Thus when a thetan begins to object to life

and considers that this idea of masses and spaces is foolish and should be discontinued (as the boys evidently believe in the nuclear physics department), they can only think in frantic terms of making nothing out of everything.

It does not happen to be a healthy frame of mind for a thetan to be obsessed with making nothing out of things. We see people around who, themselves, have considerable bulk but who are unable to make nothing out of things but who try all the time to do so anyway. For instance, you tell a joke; they say, well that's nothing, and they've heard that before. You buy a new hat and they say they've always liked it. You invent a new dance step and they say it has been done before. They are, on a covert level, trying to make nothing out of something. These people already know they can't make nothing out of masses and spaces. They are already obsessed with the idea that masses and spaces are dangerous to them and therefore they do have to make nothing out of them. And these people at the same time will be obsessed with problems in memory and will probably develop a fantastic comm lag on the auditing question "Give me something you wouldn't mind forgetting." It does not follow that everybody who wants to improve his memory is obsessed with making nothing out of everything. But it does demonstrate how we get these obsessions on the subject of memory. Actually you could probably remember one hundredth of what you are able to remember and still get along. Certainly I know lots of places where people would employ you if you could remember just one thousandth of what you are able to remember at this moment. The income tax bureau is one of them.

Memory, strangely enough, has very little to do with intelligence. Intelligence is the ability to pose and resolve problems relating to survival. Without some memory, one would have no track of time, but an absolutely perfect memory does not necessarily connote a perfect intelligence. If one's memory were really perfect, he would have no objects or spaces with which to pose or resolve problems. So therefore a certain amount of mismemory (or forgettingness) is necessary to have factors with which to play a game.

When memory is entered as a factor into the posing and resolving of problems, one then gets the phenomenon of time track. One conceives through "experience" the IDENTITIES, SIMILARITIES AND DIFFERENCES BETWEEN THE PRESENT TIME FACTORS AND THE FACTORS OF THE PAST. AND HERE WE HAVE THE KEY TO ABERRATION.

Theoretically, a person could not be aberrated who was not living on a time track, since he would have no need of any kind to associate any spaces or objects of the present with any spaces or objects of the past. Now, naturally no spaces or objects of the present are ever exactly identical to spaces or objects of the past. But a person through mismemory will eventually come into a situation where he does actually conceive a present time situation to be identical with a past situation. When he conceives this automatically and with great ease, he is then in a fair way to being aberrated.

One could not go so far as to say that no experience at all is necessary to the living of life. But one could go so far as to say that a total reliance upon experience or hearsay or second-hand observation in life brings a person into a very frightening state of mind.

Therefore, mismemory could be of this kind. One sees a certain number of factors before him. One misremembers some factors that happened to him earlier sufficiently to conceive that these earlier factors are now identical with the factors he faces. When he has managed this, he has essentially no time. In other words, IDENTITY does not give him PAST. He says the factors I face right now ARE the factors which confronted me five years ago. But he does not conceive this articulately. He conceives this on a mismemory basis. He "feels" that the present factors have a significance which is due to nothing but themselves, but it's actually due to a combination of past factors. This essentially is about all there is to aberration. Aberration is "NO TIME." It does not conceive that there is any earlier position for any particle.

Thus we have the interesting fact that a perfect memory to an extreme and absolute that has never existed would bring about a situation of NO UNIVERSE, NO FORM, NO MASS, NO SPACE. And that a completely IMPERFECT memory, which again has never existed, would bring about a total COLLAPSE of all time, and would bring all factors into the present. Now, somewhere between these two lies the game called SANITY. It is in the effort to attain this game called sanity that the auditor exercises the memory of the preclear. He must exercise the memory in such a way as to uncover a great many similarities which the preclear thought were identities.

Now, here is the subject of valence. By valence we mean personality. Theoretically a person could have his own valence. But more familiarly the term is used to denote the borrowing of the personality of another. A preclear "in his father's valence" is acting as though he were his father. The word "valence" means, in Latin, strength *(valentia)*. We use it in Dianetics and Scientology as meaning personality, but it has not escaped the value of strength. **A** person takes at will the valences of a commanding nature or valences of a very obedient nature in order to answer up to various situations. One person may routinely use several valences. In order to handle women he takes the valence of his father, in order to handle students he takes the valence of a bulldog. In order to get drunk he takes the valence of a horse. There may or may not be any sense to the valence beyond the fact that it was a strong valence in a situation relating to the subject. In other words, he has mental image pictures unconsciously experienced by him which have as their dominant or obedient personality things related to the subject which he then identifies with the subject. Many a psychotic is in the valence of a bedpost. Others are in the valence of God. But these are totally stuck valences; any sane person routinely uses in his modus operandi of existence a vast category of valences. To say that somebody is capable of two or three valences would be a misnomer. A person takes many valences. Now, it is not necessary to pick up these valences or these personalities or "strengths" or "weaknesses" in our expanded understanding of the word in order to handle existence. A thetan is perfectly capable of mocking up a beingness or valence sufficient to the situation simply compounded from the elements of the situation. If he does this easily, he is very intelligent. He has a good imagination. Or you might say a good "valencination." Only when he has a tremendous successful valence in the past which has enormous command value or enormous obedience value and then when he forgets this and conceives that it is all in the present does he assume anything like a fixed valence. He then is, you might say, "himself." The "himself" or "herself" is simply a valence which is moderately commanding, moderately obedient and which is "dreamed up" or "taken out of past experience."

The automaticities of memory are dependent upon this valence situation. By automaticity we mean anything that goes on running outside the control of the individual. This in its severest definition would seem to indicate that everything was automatic except those things upon which the person had his immediate attention. And this is not too far from wrong. It is not bad to have things automatic; it is bad to have placed things on automatic which are detrimental to one's happiness and life. The more automaticities exist around the individual the less living that individual is likely to do.

This is quite interesting to observe, off the subject a little, in a business office which is determined to modernize with all the latest machinery and equipment. It is the theory that the introduction of all these automaticities will bring down the number of people on staff and will bring up the volume of work. Now, there is a make-or-break point beyond which the introduction of automaticities is detrimental to the business itself and will actually cut down the amount of outgoing communication. In fact, in a great many overly machined business offices the greatest amount of work done is by the repairmen, keeping the machinery in action. But without a certain amount of automaticity in an office, it is true that very little work gets done.

Harm comes from this factor of automaticity only when people have forgotten that something has been put on automatic, for when a thing is put on automatic, which is to say, when it is put in a situation where it is intended to run without any observation of any kind from anybody and without any knowledge on the part of anybody that it is running, we suddenly find a sphere of deterioration, and we cannot trace it. We do not know what has broken down since we did not know what was there and had been placed on automatic.

Here memory plays an interesting role. The first requisite to putting something on automatic is to forget that it has been placed on automatic. And that in the severest Scientological use of the word is what we mean by a full automaticity. Something is going on and we do not know its cause. We do not know its cause because we have forgotten that we have placed it there. Or we have forgotten that anyone placed it there. We do not even know that anything IS there. But something is happening in that sphere.

Now, although this relates to many parts of life we are apt to specialize on the psychosomatic character of this manifestation. We have forgotten or maybe never did know who put a bad leg into this body. A bad leg is in this body. We try, by moving it around or by manipulation, to change the bad leg and find out that we get an additional persistence to the bad leg. Only by discovering the ownership of the decision or idea or mass of the bad leg would we get a complete vanquishment of the bad leg. Now, if we went just a little bit further and remembered also who made the leg in the first place, and remembered this fully to the extent of remembering who made all the particles that went together and made the leg and who made all of the organizations of food which fed the leg, we would have no leg. So we see that we could carry memory through to a complete vanquishment.

But automaticity and memory do not happen to be limited entirely and completely to just one factor—psychosomatic illness. In fact, a person who would work memory simply to get somebody over a psychosomatic illness has himself a very bad identification. Life does not consist of psychosomatic illnesses. As a matter of fact, the Scientology auditor

who tells preclears that he is going to get them over their psychosomatic illness has already created a new automaticity, as far as the preclear is concerned.

Now, the PRECLEAR isn't going to do it; the AUDITOR, by some necromancy, is going to do it and we're likely to get a failure on the part of the auditor to remedy that psychosomatic illness. As a matter of fact, an auditor has no business at all promising anybody that he will ever do anything about a psychosomatic illness. Not, of course, because he can't, because of all the professionals in the world the auditor is probably the one most likely to knock out a psychosomatic illness. But an auditor who says he's going to knock out a psychosomatic illness and goes in the direction of knocking such things out is limiting himself so woefully that it's hardly worthwhile knowing how to audit. When preclears start telling us that they want to get rid of such and such a psychosomatic illness, we are apt to gaze at them with a questioning eye since the person has an insufficiency of problems or he wouldn't have the psychosomatic illness, and if we took it away he would just get another one unless we also remedied PROBLEMS. And all we can see out of this statement of the preclear is that this preclear has his attention fixed on something and he ought to have his attention unfixed off of it. Well, if he has his attention this thoroughly fixed on a psychosomatic illness he probably, on a gradient scale, has his attention fixed on a great many other and unpleasant things. And as a result we have a problem here in an individual who is stuck all over the track. He's identifying, he's misremembering, he is in, to say the least, an interesting state. And even if we did get him over the psychosomatic illness we probably, if we limited the auditing to this, would not have made him happy. So what we tell such a preclear is, "Well, I may or may not do something about the psychosomatic illness, but I will certainly make 'you feel happier about it." Usually he is fairly satisfied with such an answer.

The earliest coining of the memory exercises known as "Straightwire" came from the formula of cause and effect. In 1950 in the early HDA lectures we described this as the act of stringing a line between present time and some incident in the past, and stringing that line directly and without any detours. In other words, we conceived the auditor was stringing a straight wire of memory between the actual genus of a condition and present time, thus demonstrating that there was a difference of time and space in the condition then and the condition now, and that the preclear conceding this difference would then rid himself of the condition or at least be able to handle it. This essentially was the overcoming of automaticities or the locating of automaticities. The preclear had some engram that had a command value over him and it was necessary to locate the source of that situation in order to bring it under the preclear's control. The term "Straightwire" was used to differentiate between Dianetic memory exercises and those which had been used by psychotherapy in the past. And a great need for such differentiation was necessary, because there's many a Dianetic auditor who permitted "free association" and other unworkable techniques to go on in the guise of auditing. Hence the term "Straightwire," and that term seems to be an apt one since it stuck with auditors all during these years.

The motto of Straightwire could be said to be, DISCOVER THE ACTUAL GENUS OF ANY CONDITION AND YOU WILL PLACE THE CONDITION UNDER THE CONTROL OF THE PRECLEAR.

ARTICLE FOUR

Straightwire and Present Time

One of the earliest observations of Straightwire which we made was on no less a preclear than Burke Belknap (then studying to be an HDA) in the small reception room at 42 Aberdeen Road in Elizabeth, New Jersey. Burke had come in complaining of a headache and in an offhand way I said, "I'll handle that," and asked him to remember who had a headache. He promptly came up with a memory of someone else having a headache and then someone else having a headache and finally of someone who complained about headaches and abruptly his headache was gone. Well, this was very triumphant, but I did not have enough sense to quit at that exact moment but started to run him through the incident he had last recalled, and instantly his headache was back.

Now, we are telling you this for more reason than nostalgia. This was the first time we observed the difference between Straightwire and engram running to the degree that Straightwire did not run out the engram but only got it out of present time. Naturally, in theory, we had had this around for some time. But here was an exact example of this very thing occurring. In other words, you could remember something and feel good, and then could run immediately into the engram and feel terrible all over again. Now, this immediately and instantly gives us the reason why psychotherapy was unworkable before Dianetics. One would get the preclear into present time (and of course the preclear is always in present time but the engrams are there also, so it is more accurate to say, get the engrams out of present time) and then have the engram get into present time again and have the preclear in the same state as before. In other words, as long as and as often as we wanted to get these mental image pictures of pain and unconsciousness into and out of present time we would have a change accordingly in the preclear. Theoretically we could throw birth into present time and out of present time, into present time and out of present time, and have the preclear as rapidly have and not have the symptoms of birth. Now, when we realize that our machinery as body-plus-thetan is being continually monitored by the environment and that the machinery which throws engrams into present time is also monitorable by the environment and by others in it, we see that simply throwing the engrams out of present time and keeping the preclear in present time would apparently be inadequate processing. Here evidently we would make a preclear well and would then make him unwell just to the degree that we took out of present time and put into present time the engram causing that unwellness.

Now, in view of the fact that an engram contains pain and unconsciousness, it is very likely to become an automaticity. Thus, we are playing tag with an unknown genus whenever we are playing tag with engrams. A preclear does not like to look at things which suddenly make him feel like his head is being torn half off. Thus, he will continue to keep out of existence for himself, and to refuse control over, all engrams.

By old Dianetic standards, then, Straightwire was merely a patch-up process. It did not do too much for the preclear but made him momentarily comfortable. It did this simply by slipping out of present time, engrams. Engrams were held in present time by the preclear's making a bridge between present time and the engram, of locks, which is to say conscious

moments which lay on top of the engram. In other words, we could have a sort of a picture of a dark, lying-in-wait engram, which had happened or had been created at some early date, which had been keyed in by a conscious incident a little bit later, which had been bridged by a repetition of similarities until at last the preclear conceived an identity between the moment of the engram's occurrence and present time. By this bridge of locks we would then have an engram being present time.

So much for the early attitude. What is the attitude about this now? There is no real change. It's just that THE PRECLEAR CAN BE BROUGHT TO CONTROL A MASS OF ENERGY AS HEAVY AS AN ENGRAM BY THE GRADIENT SCALE OF CONTROLLING LIGHTER MASSES.

Here we have essentially the idea of the person who lifts a calf every day until the calf becomes a bull. Then we have a person who is able to lift a huge animal. Now, I don't know that anybody ever tried this, but theoretically it would actually occur. Certainly, it is much more likely that this gradient scale of lifting would more workably apply to locks and engrams than to pure bull.

By Straightwire, on modern standards, we get the preclear to handle the light key-ins. Over and over and over, new incidents or the same incidents until at last he is able to handle the actual genus of the situation, at which time the condition, of course, will vanish.

The great oddity is that a preclear is so wary of a heavy, hidden mass like an engram that when it comes into present time automatically he will not or cannot throw it out of present time. And this is the main thing which is wrong with the preclear. A heavy mental image from the past comes into the present time, then the preclear cannot throw it out of present time. If he is unable to throw it out of present time, it will stay in present time, which is to say, ride along with the preclear.

One of the goals of modern Straightwire is to get the preclear to throw the engram out of present time or into present time at will. In other words, to teach him that he doesn't necessarily have to vanquish all energy masses—that he can handle these energy masses and get them up to him or away from him at will.

A Clear, by definition, is somebody who does not have any engrams in present time with him. By actual practice a Clear would have to be a stable thetan exterior since the body itself is composed of energy masses which unfortunately contain engrams.

We are no longer trying to rid present time of all engrams. We are simply trying to bring about an ABILITY on the part of the preclear to handle energy masses in the past or in present time at will. And by a gradient scale to cure his fright of being confronted with a picture and his compulsion and necessity to obey that picture.

ARTICLE FIVE

Straightwire and Pictures

With the advent of communication processing a new method of handling pictures arose. Within minutes after the first discovery that communication alone would vanquish masses, we found that communication would handle pictures themselves. In view of the fact that pictures have been more or less a common denominator of investigation since the earliest Dianetic days, we became very interested in this startling new method of handling the bank.

Whenever a person of the usual Mark I Homo Sapiens type is asked to remember something, he gets a picture along with it. This, no matter what names or description you place upon it, is simply a picture which has been taken of an event in the past, said picture now being in the present. This automatic feed mechanism has gone relatively unnoticed but occasionally described back through the centuries. It seems that this should be considered very usual. However, it was not until Dianetics that anyone made any kind of a thorough study of these pictures.

In the first place, of what were these pictures composed? It was an old saw in mysticism that mental energy was one thing and physical energy was another thing. I suppose this was stated many times out of hopefulness rather than fact. Today enough data has come to hand to establish that this mental energy, such as is contained in a picture, and the energy of Earth or of the electric light company, are different only in wavelength. The proof of this is that a person, by remedying havingness, can increase his weight if he only pulls the havingness in, and can decrease his actual weight by throwing the havingness away. Of course, a preclear has to be in fairly good condition and has to be able to throw away or possess havingness at will in order to do this, but in actual experiment weight has been changed many pounds either way by this. And, believe me, if you can weigh mental energy on a set of Toledo scales you certainly have something very intimate to the energy of the electric light company, and you don't have anything different than the energy of the electric light company, save only in characteristic.

These mental image pictures, then, are actually composed of energy. They have mass, they exist in space, and they follow some very, very definite routines of behavior, the most interesting of which to us just now is the fact that they appear when somebody thinks of something. He thinks of a certain dog, he gets a picture of the dog. When a person is rather far gone, when he thinks of the dog he gets the picture of a house. When he thinks of a house he gets a picture of a cactus. This person's pictures are not associated with his own thoughts, but are occurring on a total automaticity.

But what do we have in the first place but an automaticity? An individual thinks of a dog and he gets a picture of that dog. This carried on long enough would bring it about where he would think of one dog and get the picture of another dog. And a little bit further, he would merely think the thought and get a picture without any relationship between the thought and the picture.

Well, if these pictures are actually more or less the same stuff as is sold to you for five cents a kilowatt-hour by the power company, then you could suppose that they would have some effect on the human body, and so they do. Pictures are continually being taken by the body or the thetan or the thetan's machinery or the body machinery. You never saw such a complete cinematographic plant in your life as the thetan-plus-body, Mark I Homo Sapiens. Something even takes pictures when he is deeply unconscious and during an operation.

Not only does a person take pictures of anything and everything just as you right this moment are taking a picture of this page (if you don't believe it, close your eyes and take a look at the page again) (oh, you didn't know you were taking pictures all the time?), but also these pictures then react back on the individual more or less as the incident itself reacted on the individual. Thus, if a person had a bang on the thumb from a hammer, he is certain to have taken a picture of this. Later on this picture gets into present time and his thumb hurts. It is a picture which is impinged upon his beingness so as to reproduce some of the qualities in the picture.

One of the oldest obedience stunts on the track was to convince the thetan that he ought to "obey the picture." In fact, according to the O-Meter, people within the last many generations have taught their children to "obey the picture." In other words, made use of these mental image pictures in order to produce a higher level of obedience on the part of a child. Certainly it might or might not have produced a higher level of obedience, but it did produce a much higher level of conscience and it is in itself practically the anatomy of conscience. Overt act-motivator sequence is itself only the action and reaction of these pictures. A person takes a picture and then the picture turns on him.

Thus, the handling of these pictures becomes very important if one's going to change the characteristics of an individual. One of the first things, then, that an individual ought to be able to do is to handle these pictures. An individual can't handle these pictures—he's in bad shape.

Now, let's take this thing we call a black five. This poor fellow is so far gone he can't even see pictures anymore. He only sees blackness in front of him. Well, this blackness may be some kind of a screen; it may be anything; but at least it prevents him from seeing pictures, and he's very often keeping himself from being victimized by all these pictures by having a continuous black screen in front of him. That the pictures reach THROUGH the black screen and do influence him anyhow, he hopefully overlooks. However, remember that THIS BLACKNESS ITSELF IS ONLY A PICTURE, and so we don't have a special category of (1) people who get pictures, and (2) people who get blackness. We have only one category. We get people who have pictures of various things and people who have pictures of special things. And this is simply a GRADIENT SCALE of how easily does the individual handle these pictures that get into present time. When he handles present time returned pictures very poorly, more and more pictures get stacked up in present time and pretty soon he is a fairly "massive" case.

Hence you can appreciate our excitement when we found a new way of handling pictures. There have since been developed, as we became more versed in handling special prob-

lems, additional ways, such as Ownership Processing. But to this moment we know of no better routine way of handling pictures than a combination of Straightwire and the data which we are going to give you here.

Before we go very deeply into this, you should realize that pictures are not bad, and that blackness is not totally bad. Pictures are used by the thetan to assist his memory. They are not necessary to his memory, but he begins to play with the idea of taking pictures of everything and remembering by pictures as a sort of a game. It is an interesting game. Gives him something to look at. Gives him some mass and makes him happy—up to the point when he collects pictures of great unhappiness; then these moments of unhappiness stay with him simply because he has pictures of them and really for no other reason. As far as blackness is concerned, blackness is usually the protective coating between the preclear and the pictures. Not unusual for a preclear to have a machine, either of his own or belonging to his body, which black-coats every picture that shows up before he looks at it. This keeps him from getting stunned by these pictures. This, by the way, is somewhat different than having blackness in continual and total restimulation. Both of these conditions regarding blackness exist: the machine that makes blackness, and having a black picture in restimulation. There is also simply the blackness of looking around inside of a head and, as yet, the modernness of science has not installed electric lighting inside skulls.

We also get the condition, where these pictures are concerned, of the thetan's machinery taking pictures and then trying to show them to the thetan while the thetan is inside the head. This is a very interesting condition because the machinery cannot reach the thetan but reaches the head of the body instead, and if this machinery is very powerful, which it usually is, the body becomes very uncomfortable solely by reason of having pictures shoved up against it by machinery which is foreign to it.

So we get a lot of conditions which are germane to pictures. But these pictures are not all bad, and the whole subject of pictures is not a bad subject. And again, before we go any further, you should realize that it is not ABSOLUTELY necessary for the auditor to handle pictures in the fashion we are going to outline now in order to have Straightwire as given in an earlier article work. But this is the fillip which really handles pictures and is called "Hellos and Okays to Pictures."

The technique has limitations. It is limited by the fact that the auditor can audit Straightwire on preclears lower on the scale than those who can handle pictures with Hellos and Okays. In other words, a rather low-toned preclear can simply be run on Straightwire as given earlier, but when he comes upscale and starts to get pictures this process can then be applied.

The anatomy of the process is simple indeed. Every time the preclear remembers something, the auditor asks him, "Did you get a picture?" If the preclear did, which is usually the case, the auditor tells him, "Throw a shower of hellos at it." The preclear does. The auditor then says, "Have it throw a shower of okays at you." The preclear does. The auditor then says, "Is the picture still there?" If the preclear says it is, the auditor simply has the preclear complete the cycle of two-way communication with, "Have the picture send a shower of hellos at you," and when the preclear does, the auditor says, "Throw a shower

of okays at the picture," which the preclear does. Again the auditor asks him, "Is the picture still there?" If it is, the auditor simply repeats the four commands given above, which is to say, he has the preclear throw a shower of hellos at the picture, has the picture throw a shower of okays to the preclear, has the picture send a shower of hellos to the preclear and the preclear throws a shower of okays to the picture. Actually the auditor can have the preclear do this over and over until the picture is gone, for that is the single and solitary goal of the process—to make the picture disappear. It will be discovered that early in processing the auditor will have to make the preclear complete several two-way cycles of communication with the picture before it vanishes, but, as processing continues and as the preclear becomes more and more capable, that fewer and fewer two-way exchanges are necessary to make the picture vanish. And at length all the auditor has to say is, "Throw it away," and the preclear will be able to do so. Of course, the case which can simply throw the picture away in the first place and get it back at will does not need to use communication processing on this, a fact which most auditors overlook—they neglect to test the preclear to find out whether or not the preclear can throw these pictures away. Now, in the case of blackness this is rather foolish, to ask the preclear to throw hellos at the blackness, since these screens are very resistive, indeed. In the case of blackness one would simply use Straightwire with the question "Recall a time when you were looking at blackness" over and over and over until the blackness was gone. If the blackness doesn't go, then it's a machine which is making the blackness, but this is found to be handleable too by the same process, if it is carried on long enough. And even if that did not work, machine processing would.

Very well. We have here, by throwing showers of hellos and okays back and forth between the preclear and the picture, a method of vanquishing the picture. BUT IF YOU AS AN AUDITOR ASSUME THAT ALL PICTURES ARE BAD AND OUGHT TO BE THROWN AWAY, YOU WILL HAVE IN YOUR HANDS IN A VERY SHORT SPACE OF TIME A VERY UNHAPPY PRECLEAR. If he is fairly upscale, he will tell you why he is unhappy. If he's fairly well downscale, he will simply hug it bitterly to his bosom. The fact is, you are getting rid of his pictures, and his pictures are not a bad phenomenon, totally. Thus, you were robbing him continually. Now, the old Dianetic auditor who is trained only to make pictures vanish or a person who is obsessed with the idea of making nothing out of everything is liable to neglect this vital little step, and if this vital little step is neglected this entire process will wind the preclear up in an unhappy state of mind. So after the picture has been vanquished by either throwing it away or by throwing hellos and okays back and forth between the preclear and it, the auditor MUST ask the preclear TO GET THE PICTURE BACK. This is, of course, part of the automaticity cycle. The picture got there automatically; well, the preclear had better take over that automaticity—for all automaticities are conquered by having the preclear do what is being done automatically, or by simply sighting the genus of the automaticity.

Thus, having completed this two-way cycle of hellos and okays, the auditor now says, "Get the picture back." This usually startles the preclear, for at first the preclear will be very victorious at having gotten rid of this automatic function of pictures. But the preclear, one way or another, will get the picture back. He may get back some other facet of the scene. He may get back a picture different from the first one, but what you want is that same picture. Of course, don't badger and hound your preclear until he goes out of com-

munication with you to get the same picture back. You can tolerate a certain amount of looseness at this stage of the processing, but what you really want is the same picture back again. Now, having gotten the preclear to get the picture back, you now have him throw once more showers of hellos at it, have it throw showers of okays at him, have it throw showers of hellos to him, and he throw showers of okays to it, until it vanishes again. And when it is vanished, you ask the preclear to get the picture back. Now, before you have handled this picture very much you will find usually that the preclear can simply bring the picture up and throw it away at will, at which moment you go on to the next auditing question on Straightwire, which is, "Recall a time when _____" or "Recall a moment of _____" whatever you were asking before. And once more you ask him, "Did you get a picture?" You handle it in this fashion. You have him throw hellos and okays back and forth. You have him throw it away, get it back-you have him handle it, in other words. After a while you will find the preclear will be able to get all sorts of pictures at will and throw them away at will. You will also find that some of his automatic machinery starts to break down. If this starts to happen, why, just continue him on the process. You may have to drill him for a short time on mocking up pictures. If you knock out his automatic machinery which is giving him pictures-doing the mock-ups for him-you have made it necessary for you to give him the assurance that he can make pictures, which will again make him happy. Very often a preclear who is unable to make pictures but is getting everything automatically will recover his ability to create pictures once he brings this automaticity under control.

Hellos and Okays to Pictures is a very valuable process. A preclear will work up a gradient scale to where he can throw some hellos and okays to engrams that pop up and will then be able to bring engrams into present time or throw them out of present time at will. And when he can do this, he has no further worries or upsets about energy masses.

You will understand that this process of communication is entirely independent of locating the genus of the picture. The actual knockout of the machinery making the pictures could be accomplished by having the preclear state that this or that CREATED or OWNED the machine, including himself, until the machine was gone. But this is not a very good process. It is robbing the preclear of something on which he has no reality. However, we expect future developments will embrace something which gives us a superior process along ownership lines.

Remember, now, that our goal is not to make the preclear get rid of every picture that pops up. Our goal is to make him capable of handling those pictures which pop up, throwing them away and getting them back at will.

This process is also used with the technique "Tell me something you wouldn't mind remembering," "Tell me something you wouldn't mind forgetting," and was originally employed as part of this process.

ARTICLE SIX

Psychoanalysis and Straightwire

When Sigmund Freud and Breuer first began working on the theory that if an individual could recall enough he could be well, they were working primarily on the assumption that there was something wrong, which they now had to make right, and that the wrongness was a hidden or buried memory.

It is notable to remark today that Scientology does not try to find something wrong in order to make that wrongness right. This introduces a via on the line, introduces an assumption into the case which is not justified. All we assume is that an individual can be more able than he is and we take it from there. We are not looking for hidden memories.

Another thing which Freud assumed was that guilt underlay these hidden memories as their primary propulsive mechanism. This was not necessarily true, for you will discover that anyone, no matter how innocent, who has been struck, if he has been struck hard enough, will begin to believe that he must have been guilty of something. In other words, he gets a reason why he has been punished, which may or may not have any actuality in fact. In other words, any sudden blow or duress can be expected to have as its consequence the feeling that one has been guilty. In order to stay a reasonable or rational being, an individual has to assume that there must be a reason for everything. This is not necessarily true at all. Thus, guilt comes about merely from a blow or duress. I imagine if you put a man in prison long enough he would be absolutely certain at the end of that time that he had committed the crime for which he was incarcerated. I suppose if you questioned a man long enough about his guilt, if this questioning were under duress, that he would begin to feel he was guilty of the crime of which he was being accused, which accounts for many of the confessions which are brought forth by third-degree methods. Even the police have begun to question these, having discovered all too often that the person was really innocent although he now believed he was completely guilty. Thus, we have the fact that physical pain and unconsciousness in a memory would produce a HIDINGNESS in the memory, since a person would not want to confront a painful picture, and would bring about a feeling of guilt. All this is resolved simply by MAKING THE INDIVIDUAL CAPABLE OF HANDLING ENERGY PICTURES OR ENERGY MASSES OR SPACES REGARDLESS OF THEIR SIZE, SHAPE OR THREAT.

In performing a psychoanalysis, emphasis was then laid upon memory and upon things about which society expected people to feel guilty. In this alone we have the reason why psychoanalysis is such a long, drawn-out affair and why it leaves a person in such a careful frame of mind.

The psychoanalytic patient was expected to talk long enough- without much acknowledgment from the analyst—to disclose hidden memories. The actual hidden memories were, of course, moments of pain and unconsciousness, and if the psychoanalyst had ever gotten a patient into one of these moments of pain and unconsciousness he wouldn't have known what to have done about it. But this was outside the theory if well inside the practice.

In the process of trying to recover hidden memories the analyst was continually in combat with the automatic forgettingness of the patient. By asking a person to recall and recall and recall and recall and think about the past, the analyst often got the individual back down the time track and didn't get him up again. In the first place, the analyst, not being very able in the field of DUPLICATION, seldom gave a repetitive question which would have freed the patient from one line of action.

Further, the analyst was insufficiently observant and inquiring. He may or may not have noticed this phenomenon of energy pictures but, being trained in a rather mystic school, he probably did not believe that these energy pictures possessed any energy and so could not do the patient any harm.

But let us suppose that we were actually trying to uncover hidden memories for the preclear. If this were the case, then we would have to get his forgettingness off of automatic and into his control.

If you wish to reform the entire field of psychoanalysis, which is not any particular mission for the Scientologist, as Scientology is not psychotherapy, you yet could do so by the publication of this material:

Have the patient relax and become aware of the fact that you, the analyst, are there, that he is there, that the room is there and that you are about to do some psychoanalysis.

Enter into a discussion with the patient concerning his trials and tribulations in the present time world, permitting the patient to originate communications and become relaxed about talking with the analyst.

Now that these steps have been accomplished, ask the patient this question, and use no other question aside from incidental and momentary discussions and acknowledgments, no other: "Tell me something you wouldn't mind forgetting."

No matter how long the patient took to answer this question, do not abandon it and do not go away from the question. But at last, still maintaining pleasant relations with the patient, obtain an answer to this question.

Having obtained the patient's statement that he has at last found something that he is very certain he wouldn't mind forgetting, the analyst should then say "Very well" as an acknowledgment of the fact that the question has been answered. And the analyst should never at any future time omit to acknowledge with a "Very well," or some such statement, the fact that the patient has completed the analyst's command.

Having received an answer to this question, the analyst must now repeat the very same question and again must get an answer to this question and again must acknowledge the fact that an answer has been received.

The analyst should not go into discussions of the material and should not tell the patient what the material means, for the analyst should be well aware of the fact that if the patient

has already reached this depth in his psyche he must perforce be capable of reaching much deeper depths and that better information will always be forthcoming.

Even though the analyst finds himself becoming inattentive or upset by the repetition of the same question over and over, he must continue this. He must, each time the patient has complied and the analyst has acknowledged, ask again, "Tell me something else you wouldn't mind forgetting."

This should be the sum total of the analysis and this program should be continued as long as the patient is being analyzed, whether that be four times a week for a year or four times a week for two years. No other interchange or material should be discussed or addressed than these things the patient would not mind forgetting.

If an analyst were to follow this program and if he were capable of repeating this question or duplicating so often and so long, he would discover that his patient had come into more possession about his life and his beingness than any other program could have accomplished, and that it will no longer be necessary for the analyst to evaluate for or make decisions for the patient.

We recommend that this process be coached to analysts in the hope that the field of psychoanalysis could be made into a successful psychotherapy, for Scientology is not a psychotherapy and does not intend to take the place of any existing psychotherapy.

ARTICLE SEVEN

How to Do Straightwire

There is a happy medium of two-way communication which must be present in all processing, whether that processing be Opening Procedure by Duplication or Straightwire.

ENOUGH TWO-WAY COMMUNICATION WILL KEEP THE PRECLEAR AWARE OF BEING AUDITED AND AWARE OF THE AUDITOR'S INTEREST. AN INSUFFICIENT AMOUNT OF TWO-WAY COMMUNICATION MAY CAUSE THE PRECLEAR TO FEEL A LACK OF PARTICIPATION IN HIS CASE, WHICH WILL CAUSE THAT CASE TO SAG OR BOG. TOO MUCH TWO-WAY COMMUNICATION WILL SIMPLY GET IN THE ROAD OF THE PROCESS. An auditor must be aware of these factors and have a feeling for the right amount of two-way communication whenever he is processing a preclear.

One of the most delicate subjects in all auditing and one of the most delicate skills in auditing consists of knowing HOW MUCH TWO-WAY COMMUNICATION TO ENTER UPON AS AN AUDITOR WITH THE PRECLEAR.

Straightwire requires this as in any other process. However, many errors can be made in Straightwire with two-way communication which would have peculiarly detrimental effects. The preclear, you must understand, is indulging in recalling his past, and we can forgive preclears for being excited about remembering various pleasant parts or various

unpleasant parts of the past. We can also forgive the preclear for trying to justify some of the actions he has suddenly recalled having entered upon in his past. Thus, we can understand that it is necessary for the preclear to be permitted to communicate about what he is doing; otherwise he will feel suppressed and straitjacketed by the auditor who refuses to let him talk. BUT, THE PRECLEAR WHO JUST GOES ON TALKING ENDLESSLY ABOUT WHAT HE IS RECALLING IS NOT DOING HIMSELF ANY GOOD; HE IS NOT DOING THE PROCESS; HE IS TALKING ABOUT THE PROCESS. Thus, to some slight degree he must be checked on this excessive comm lag. The auditor should be very definitely aware of what comm lag is before he does very much auditing. He must also be aware of what acknowledgment is before he does very much auditing.

COMM LAG—COMMUNICATION LAG—IS THE INTERVAL OF TIME BETWEEN THE MOMENT OF THE AUDITOR'S ASKING THE QUESTION AND THE REPLY TO THAT EXACT QUESTION BY THE PRECLEAR. A near reply is not a reply. A reply to some related question is not a reply. The interval between may be occupied by argument from the preclear, talk from the preclear or silence from the preclear. It does not matter what goes on between the asking of the question and the answer to the question; the interval is communication lag. In other words, communication is not taking place during this interval.

A COMMUNICATION LAG IS FLAT WHEN IT IS CONSISTENT. A person may have a habitual lag of ten seconds. He may answer everything after a ten-second pause. If a person then answers after a ten-second pause on a particular process, it could be said that his communication lag was flat, since his communication lag is always ten seconds. We say that a question is flat when the communication lag has been similar for three successive questions. Now, that is a FLAT QUESTION. The communication lag might be five seconds, five seconds and five seconds. We would still say with some justice that the QUESTION lag was flat. However, the process lag would not be flat until the actual normal exchange lag was present. The question would no longer influence the communication factors of the preclear when the process is flat. Usually, because these processes are very beneficial, it occurs that the individual under processing talks very rapidly after a process is flat. His basic lag has changed.

There is another kind of communication lag with an automaticity of communication which an auditor should understand. When the question has excited a machine into answer, it is quite common for the answers to come very rapidly, often too rapidly for the preclear to articulate. When this occurs, the auditor is advancing against a communication SPEED which is as artificial as a communication LAG, and it will be discovered after the question is answered several times that this communication speed will drop into a normal and will then expand out into a communication lag.

ACKNOWLEDGMENT is a very necessary study. AN AUDITOR MUST ALWAYS ACKNOWLEDGE WHAT THE PRECLEAR HAS SAID. This may enter a compulsiveness into auditing for the auditor, but it is nevertheless true that a preclear will keep on talking until he KNOWS he has been acknowledged. Some people would require a sledgehammer in the face to know that they had been acknowledged. One auditor stood in front of a preclear and waggled his finger close to the preclear's nose for several seconds and

said very loudly, "Good!" and the preclear knew she had been acknowledged. It very often happens that the auditor is saying okay but is not acknowledging the preclear because the preclear does not understand or even hear the auditor saying okay. Thus, occasionally an auditor should ask, "I just said okay. Did you hear that?" and the preclear will sometimes look rather sheepish and realize that he has not known that his statement was acknowledged.

Very often the crankiness or upset of old people or children simply stems from the fact that nobody acknowledges them. They begin to say something and then can't stop saying it, and will keep on saying it until it has been acknowledged by someone that they have said it. They would have to know that that statement had been acknowledged before they could "come off" the statement. You could say that a thing persists until it is acknowledged. This, by the way, is quite applicable to machinery. Machinery keeps putting up pictures until the pictures are acknowledged, and the thetan seldom acknowledges these pictures, and so we get into a dwindling spiral of automaticity which ends up in blackness. It is not a cure, however, to simply have the preclear say "Okay" to all the machinery.

The auditor should also understand the Axioms as contained in *The Creation of Human Ability,* particularly the CONDITIONS OF EXISTENCE which are outlined in the Axioms. These are quite important. Particularly important are those axioms devoted to "IS-NESS" and "NOT-ISNESS." We find that a person very often not-ises his pictures or not-ises his memory. In other words, he meets his memory or pictures with force. He pushes force against force and then we have accumulation of force, and this is not particularly good. The apparency, or isness, condition of existence comes about, of course, through alter-isness. Where we try to change a mass for a long time, we eventually get a mass which is persisting and that persistence is isness. So we see that CHANGING MASSES WITH ANYTHING LESS THAN LIFE OR MEMORY OR COMMUNICATION OR POSTULATE BRINGS US INTO A CONDITION OF PERSISTENCE OF A CONDITION. The auditor who knows this well knows that if he were to try to change with not-isness or alter-isness a deformed shoulder he would find that the condition of the deformed shoulder was persisting greater than ever.

SUCH **A** WELL-INFORMED AND SKILLED AUDITOR MIGHT USE, WITH GREAT PROFIT, AN ADDITIONAL COMMAND—MAKING TWO STRAIGHTWIRE COMMANDS IN ALL. THE ADDITIONAL COMMAND WOULD BE "RECALL A MOMENT OF PREVENTED _____".

EXAMPLE: THE PROCESS WOULD THEN BE "RECALL A MOMENT OF STUDIOUSNESS." AND WHEN THIS COMMAND SEEMS FLAT, "RECALL A MOMENT OF PREVENTED STUDIOUSNESS." THE LATTER COMMAND TAKES OUT THE NOT-ISNESS OF THE PRECLEAR.

ACTUALLY THE BEST RESULTS ARE OBTAINED BY USING THESE TWO COMMANDS, SUPPLYING WHATEVER IS NECESSARY IN THE BLANK. ONE IS RUN FAIRLY FLAT. THEN THE OTHER IS RUN UNTIL IT IS FAIRLY FLAT. THEN THE FIRST IS RUN AGAIN. WHEN IT IS AGAIN FLAT, RUN THE SECOND AND SO ON—AS NEW MATERIAL THUS IS DEVELOPED.

The duplication of questions is something that is very hard for an auditor who has not had much processing to do. He will get discursive, he will go off away from this necessity to duplicate it over and over and over. Thus, many processes are rendered null and void by an auditor failing to complete the process. He cannot stand the idea of duplicating, doing the same thing again and again and again, because he apparently is stacking his time track up. Actually he is not doing so and if he did it long enough, if he simply would go ahead and audit and ask the same question over and over and over again long enough, he would get a drill for himself which would cure him of his inability to duplicate. The biggest stumbling block to auditing is the obsessive change factor on the part of some auditors. Actually, when an auditor has an obsessive change factor he seldom makes a good auditor, because his obsession to change gets into his auditing. He has an obsession to change the preclear so he starts to force the preclear into changes which the preclear does not particularly want. The preclear may want changes but not necessarily the kind the auditor wants. The auditor precomputes the case, in other words, and decides in which direction he's going to change this preclear. That's all right and an auditor can do it, but when an auditor obsessively has to change the preclear we discover that the auditor at the same time will change THE PROCESS. In other words, both of these are inabilities to duplicate. An auditor can also err in the opposite direction. He can use the process so long and so consistently and so far beyond its doing the preclear any good that the whole idea of auditing is defeated. For more data on this look at the new Auditor's Code, which is printed in *The Creation of Human Ability* and in *Dianetics 55!* These enjoin the auditor to run the process as long as it produces change. When it no longer produces change, don't run it. However, an auditor who changes the process and says to himself, "Well I changed this process because it was no longer producing change," when in reality it was, and the auditor couldn't stand the duplication any longer, is of course reasoning himself out of good results for the preclear.

The auditor should understand that the discovery of the actual creator or genus of anything will bring about its vanishment. This is also done by communication only. Ownership Processing can be used very effectively on preclears and in Straightwire, but actually using communication as given in an earlier article is a superior activity. Ownership Processing is run by having the preclear state that this owns the condition or that owns the condition, and just have him keep stating that this or that or the other thing, and including himself, and his machinery and the body's machinery owns or made the condition, or the pictures own or made the condition until the condition vanishes. One has sighted the actual owner often enough. However, if one went on sighting the wrong owner often enough the picture or condition would strengthen. In other words, you would be misowning it. All masses, spaces, conditions depend on misownership for their persistence. In the absence of misownership—we own up to the ownership of everything that we did and know the ownership of everything that everybody else did, or has—why, everything would disappear. Ownership Processing is declaring the proper owner. It's a very amusing process.

Ownership Processing is best done using an 0-Meter or any type of physiogalvanometer. Here we see at once that the principal ownership is the response that we get on the meter. We get greater masses when we get misownership. We get more reaction when we get misownership. All the needle of a lie detector or any such instrument registers is misownership. When misownership is present, the needle registers, and when it is not present, the

needle doesn't register. Thus, a lie detector does not detect a lie; it merely detects the misownership of the picture of the incident. **A** criminal who says that he didn't do a thing when he did will of course make the picture of the incident become stronger; thus, it will register. Similarly, the criminal could say, "I did it," when somebody else did and you would get an additional lie or the same reaction. If the preclear says that he caused the picture when something else caused the picture, the picture will become stronger and the needle of the meter will register. This is about all there is to electropsychometric auditing.

One of the most notably lacking qualities in the unsuccessful auditor is charity. I am reminded of a section in the New Testament which I misquote, because it sounds better, to the effect, "Though I speak with the tongues of angels or of men, though I have not charity, I am as sounding brass or the tinkling of the temple bell." An auditor who has no charity, who is continually critical of the preclear, who is trying to change the preclear because the preclear is so bad, seldom achieves very great results with the preclear because he's out of ARC with the preclear. Mercy, charity, kindness are qualities which are not low scale. They are the highest and kingliest qualities there are. And an auditor should never forget them.

ARTICLE EIGHT

Scientology and Straightwire

It is a great temptation to call anything a psychotherapy which uses memory. Because psychotherapy has devoted itself to memory in the past. This is a fluke or a freak. Psychotherapy should devote itself to aberration.

Because Scientology has a process known as Straightwire, which uses memory, it might be very easy to conclude that Scientology was then a psychotherapy.

And this, of course, would be true if the goals of Scientology were those of psychotherapy.

The goals of psychotherapy are to eradicate unsocial or aberrated behavior in an individual.

The goals of Scientology are to create better abilities in the individual.

Scientology is far more closely related to education and its goals than it is to psychotherapy, but because of the factors which Scientology handles it is perforce not only intimately related to but is basic religion.

If you find anything disturbing about that association—Scientology and religion—we might cockily ask, "If religion treats of the human soul, has there ever been a religion before Scientology? "—since there was precious little information available about the human soul until we took our textbooks in hand.

Naturally when you know the broad principles of anything, such as memory and forgettingness (these being two different items), you can apply them to almost anything you want to. And, as we have stated in an earlier article, you certainly could take an elementary form of Straightwire and apply it to the field of psychoanalysis and let the analyst go on and do much of the things he does. As a matter of fact, if I were a Scientologist practicing in an area which contained some psychoanalysts I would definitely make it my business to associate myself with these people, and train them to give the same question as given in an earlier article, over and over, to duplicate, to acknowledge and to get some good works out of their patients. This is a very simple thing to train somebody in a sharp discipline and it would not be out of order for a Scientologist to take this under his wing because, Lord knows, the analyst has a hard time in the society and has a hard time with his patients. Furthermore, it is not unusual for the field of psychotherapy to turn to the church when it is blocked. And we hope it is not unusual for the church to try to make the world a better place to live in.

But when you are using Scientology as a Scientologist, and you're employing Straightwire, you had better realize that your best results come about BY RETURNING SELF-DETERMINISM TO THE PRECLEAR. Which is to say, make him better able to handle and control himself and his environment. In fact, you will not be able to achieve any results of any lasting quality or of note unless you do this for the preclear. Therefore, the degree to which you suppress his self-determinism by finding things wrong with him will depress as well the results of auditing. As a Scientologist you should concentrate on increasing the abilities of a person.

In the field of education memory is of the essence. Unless we could handle memory well, we could not educate people well. Automatic forgettingness sets in on a student almost as fast as the textbook is closed. This is because he is on a forced draft of memory. He is expected to remember everything. Until the day comes when he can forget and remember at will, he will be no better than the book from which he has studied. Thus, as a Scientologist you could explain this to an educator and use your skills and technologies to train this educator into the elementary steps of Straightwire. The delivery of the question, the giving of the acknowledgment, the duplication of the question. You could train the educator into this as a necessary step to education, since every student he has who is failing is failing not because of a real antipathy toward the subject but because the automatic characters of his memory are not properly engaged and in gear. Before we would spend years and great quantities of wealth upon the education of a young man, we would certainly see that he was in shape to REMEMBER OR FORGET HIS MATERIAL AT WILL. We would also see to it, even as importantly, THAT HE WAS ABLE TO POSE AND RESOLVE PROBLEMS RELATED TO ANY SUBJECT. Were he able to do these two things, he would always be an honor student. Why should we waste time as educators, and as a nation obsessed with education, in handling minds which cannot remember and forget, which cannot pose and resolve problems? Were we to practice this on an educational level and if we were to be careful at all times with all students to bring them into a state of ability with regard to memory and problems and solutions, before we gave them things to have memory and forgettingness about, and problems and solutions, we could probably place eight or nine foreign languages and eighteen or twenty new majors in any standard educational span and do it with success. Therefore, education would be far more effective and would

have much greater duration with the individual, and as a result we would have a much higher culture.

In the field of business efficiency, memory, forgettingness and the posing and resolving of problems are the difference between an ineffective slave and a powerful executive. With these processes, almost any second-rate file clerk could be moved into a valuable asset, and certainly the moving of a business executive from the lower brackets of ability in memory, forgettingness and posing and resolving problems to an upper bracket might mean the make or break of that business.

While Straightwire does not, in any way, supplant any of the other of the Six Basic Processes, you can be very certain that it can stand by itself as a process. It is very important to know this, for it is the easiest process to teach anyone, and it is the easiest way to obtain stable results.

If you were to essay to teach those people who had the handling of other people in their charge the elements of Straightwire, exactly how to do it as a drill, not to burden them in any degree with any theory, to reassure them about the phenomena and to turn them loose to do exactly the drill called Straightwire on those intimate to them, you would have Scientology spreading at a very rapid rate.

The only other solution akin to this would be to teach everyone 8-C. Particularly parents who ordinarily run very poor 8-C on their children. However, 8-C appears to be more childish than Straightwire. Straightwire appears to be deep and has great significances connected with it and would be done by adults much more easily. Furthermore, an individual could conceive himself to be very wise in delivering Straightwire and listening to the answers he got from it, but do not let your student, of course, get so wise that he will stray from the process.

In other words, I recommend to you that you would take some of the people who have some vague interest in Scientology and take a certain facet of their existence and run the basic Straightwire question given in the earliest article in this series on that one facet until they understand something has happened. Then teach them how to do the process on others. TEACH THEM THESE EXACT RUDIMENTS:

ONE: Awareness of the auditor, the auditing room, that an auditing session is in progress.

TWO: Two-way communication on a casual basis.

THREE: The delivery of the question.

FOUR: Communication lag.

FIVE: The acknowledgment of the question.

SIX: The duplication of that exact question.

Having taught a person to do these things and having taught him to do them well, you could see that you have expanded his livingness and his beingness. He can MEAN more to more people by this knowledge. This knowledge is not difficult to learn, it is not difficult to teach, and we hope that we have placed in your hands at this time something which will help you to disseminate the information of Scientology and to bring about a better culture than that we have.

L. RON HUBBARD
Founder

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Basic Auditing Series 10R

RECOGNITION OF RIGHTNESS OF THE BEING

(Taken from the LRH Tape
"Good Indicators," 7 January 1964)

An auditor's tendency is to look for wrongnesses. He is always trying to find something wrong with the pc. That's the nature of Scientology; we assume that there is something wrong with somebody otherwise he wouldn't be here and be dead in his head, and he would be capable of doing a great deal more than he is doing at the particular moment.

An individual is basically and routinely good, capable of many actions and considerable power.

In the state of a Free Thetan or Native State he is a far more powerful individual than when he's been complicated up.

It's the idea of the additive data to the thetan. Try to give somebody something he doesn't want and you are going to overthrow his power of choice. His power of choice is the only thing that he had to begin with, which gave him power, capability and anything else and that power of choice has been consistently and continuously overthrown by giving him things he didn't want and taking away from him things he didn't want to get rid of back and forth. You get the individual pretty overwhelmed and he goes down in power.

What happened to him *actually* is he solved something that didn't needs solving. There was something he couldn't confront so he *solved* it and he fixed the solution.

Anytime you fix these solutions, for ever and ever you put the individual down grade. An individual becomes aberrated by additives. His experiences in this universe are usually calculated to degrade and depower him. Now all *you* have to do is pick up all of these criss-crosses and you return him to power.

Man is an added—to being and everything that has been added to him has decreased his ability to cope. When you add something to the being, he gets worse.

We are in the business of deleting wrongnesses from the individual.

Even the Freudian analyst realized that some additive had been added that should be deleted. So the idea of deleting something to bring about a recovery is not new with us.

Because we are in the business of deleting wrongnesses from the individual, we seldom look at rightnesses and that's what's wrong with most auditors. They are so anxious to find the wrongness—and quite properly—and they never really look at the rightness. If they don't look at the rightnesses that are present, then they aren't appreciating the degrees of truth that are present that can be promoted into *more* truth.

In other words they are starting at a level of no truth present all the time so of course they never make any forward progress.

You must realize that there must be truth present and that this truth must be recognized and that this is hand-in-glove a part of auditing—*the recognition of the fact that truth is present*.

If you only look for wrongnesses and only recognize wrongnesses then you will never be able to pull anything up a gradient because you won't think you have any rightnesses to work with. It just all looks wrong to you.

You have to be *able* to look at the wrongnesses in order to right them but we also have to be able to look at the rightnesses in order to *increase* them.

We are *only* trying to find wrongnesses in order to increase rightnesses, and that's very important. If you have *no* rightnesses present in a session, you will never be able to make any progress of any kind. Progress is built on a gradient scale of rightnesses by which you delete wrongnesses and they drop and fall away.

Therefore, processing is an action by which wrongnesses can be deleted from the case to the degree that rightnesses are present in the session. You cannot take a case that doesn't have any rightness present and delete a wrongness. So you have to realize that there are rightnesses present and then you increase those rightnesses. That makes it possible for you to pick up the wrongnesses and that's what auditing consists of.

Auditing is a contest of *maintaining* rightnesses so that we can delete wrongnesses. If you keep on deleting wrongnesses, all the while *maintaining* and *increasing* the rightnesses, you eventually wind up with a very right being. You are trying to get a *right being*, therefore if you don't continually encourage right beingness you never wind up with a right being.

You must learn to observe an auditing session. You want your pc to wind up in a right state—in a more native, more capable, less overwhelmed, higher power of choice sort of state. You want him to wind up with more rightnesses.

Therefore, if you audit so that you do not encourage and increase rightnesses then you won't wind up with a right pc.

The degree of rightness you have present must *exceed* the wrongness you are going to pick up. It's a proportional action. If you've got as much *wrongness* in a session as you've got rightness, you're not riding on any cushion. It makes a very difficult job of auditing. If you want to pick up this little wrongness, you have to have rightnesses present which are big enough to engulf it. That makes easy auditing.

If the rightnesses in the session are very minor and the problem is a tiny one, there isn't enough rightness in the session to handle the problem and the pc cannot erase it.

THE PC's ABILITY TO AS-IS OR ERASE IN A SESSION IS DIRECTLY PROPORTIONAL TO THE NUMBER OF GOOD INDICATORS PRESENT IN THE SESSION.

And his *in*ability to cope in a session rises proportionally to the number of bad indicators present in a session.

Any process has its own series of bad indicators. And the bad indicator moves in when the good indicator moves out. So you have to have a primary knowledge of good indicators. Don't *look* for bad indicators on and on and on; you'll drive the pc around the bend and suppress the good indicators. What you want to do is know your good indicators for the level you are running so well that when one of them disappears out of the session, your ears go up and you instantly look for the bad indicator. Don't look for the bad indicator until you see the vanishment of the good indicator. Otherwise you're continually prowling around looking for wrongnesses in a session and you keep a pc very upset and you get no auditing done of any kind whatsoever.

Remember this next time you see a pc start to bog down and drag and flounder one way or the other. You've got to get the pc's good indicators back in before you can get the pc to handle what you want him to handle.

What influences the attitude of the pc is an ARC break (that of course is influenced earlier by the *auditor's* behavior), or the pc has an overt on the auditor or the pc has a missed withhold.

An auditor who never gets in and finds out what is wrong in the session—the reasonable auditor—messes up pcs like mad.

If all the good indicators are present, the auditor *knows* he is doing a good job of auditing.

L. RON HUBBARD
Founder

BEINGNESS AGAIN

The best solution to valences is Beingness Processing.

Help on valences is excellent, even phenomenal, and should not be ignored.

Problems of Comparable Magnitude to a selected person cannot be ignored.

But an understanding of valences gives us a new look at processes.

In the first place, a valence is a beingness. Bad, crazy or superb, a valence is still a beingness.

A thetan has a basic personality. But if this is too thoroughly invalidated, a thetan assumes some invented valence. And if this is invalidated, he then eventually completes the DEI scale on beingness.

The things wrong with a thetan are the lower harmonics of the characteristics of a thetan. You could say carelessly that the only thing wrong with a person is himself. Let us say more accurately that the only thing wrong with a person is his abandonment of *self* and the assumption of other selves. Because there *is* a self, the assumption of *selves* is possible.

We find that the APA or OCA is a picture of *A self*. What self is another matter. *All* selves other than *true self* are less honest and ethical since the thetan has a poorer opinion of others than he does of himself in the basic state.

To change an APA or OCA it is necessary to shift *selves*.

It is fascinating that theft of *objects* is really an effort to steal a self. Objects represent selves to others. Thieves and what they steal cannot be understood by the logic of their material needs. They steal tokens of selves and hope to assume thereby another self. It is sometimes not amusing to me to be missing my lecture notes or a book from my shelf. This is covert theft of beingness. People sometimes get anxious to be me—I know not why. They wind up stealing my things. The theft is irrational. The articles were not later cherished and all were put away or thrown away when the beingness did not materialize. Perhaps it is bad taste to mention this from my personal viewpoint but from where else should I look? And it has all happened to you, too. The senselessness of the items selected probably puzzled you when they were stolen. But they were identified with you. *You* couldn't be stolen, so you lost your wife, your husband or your little trinket, "meaningless" perhaps to anyone but you.

A person has to discover he can't be you before he steals your things without credit. When he discovers he still isn't you, he damns you to all. He finally cannot be you, so he wastes you. And thus the DEI scale of beingness is completed.

One answer to this is never be a desirable you. And never get famous. A far better answer is to understand it, for by understanding alone you can prevent it.

Thus, the major tears of the world are based on beingness. Insanity, heartbreak, bitter lives all stem from the same source.

There is also an acceptance level of beingness, based on a viewpoint of an already alloyed beingness. Some people can only have the beingness of the criminal or the insane. Thus, there is yet another door to cracking cases, another latchstring to the problem of man.

There is also the problem of *acceptable* beingness, probably more important than acceptance level. What beingness is acceptable to various people in the pc's life?

There is also such a thing as taking on another's unwanted beingness to help him or her. Such as taking a psychosomatic.

We have had many Beingness Processes. Like we did at first with Help, we missed a point. The preclear does not know what "help" means. And he does not know what beingness means. He is below cognition level on them. All help or beingness actions he undertakes are reactive, not analytical.

To overcome this, one enters the case of the pc at the Inhibit end of the DEI scale. He has the pc waste the item in brackets. He asks the pc to waste help, to waste the help of another, to have another waste help for himself and so on.

Thus it is with beingness. Have the pc waste it.

Man tears his idols apart trying to get a bit of desirable beingness. Every thetan wants to heal at sight; so they crucified Christ. *And* sold pieces of the cross.

A pc who assumes the aches of another wishes to be that other. He is short on beingness. He accepts it obsessively.

Wearing Empress Eugenie's hats is understandable. What woman wouldn't be an empress? But wearing the crooked back of the Hunchback of Notre Dame isn't quite so comprehensible—if you don't know Scientology.

One follows knowing assumptions of beingness with unknowing assumptions. The thief knows not why he steals. The bishop knows little of why he cherishes the bit of the True Cross.

And none of them know, so invalidated has it become, that each has a basic beingness, complete. And that beingness is important to you. It is the best beingness there is. And it

is important to me, how important can only be viewed through these eyes that see the magnitude of the job. Why should anyone steal when he can have the best there is for the asking? And why steal from me and thee for we alone in all man's history can give him the priceless gift of himself.

Just as the thief knows not why he steals, so does the archbishop fail to know why he dons a robe.

To abandon life is to waste all beingness. *There* is the preclear who sits at succumb.

Try it on a pc. You'll be surprised.

This is one of the OT steps on which I am working for the 20th ACC.

L. RON HUBBARD
Founder

LRH:md.rd

HCO BULLETIN OF 29 MAY 1958

SPECIAL BULLETIN

**STANDARD CLEAR PROCEDURE AND
AN EXPERIMENTAL ROAD**:

CLEARING BY VALENCES

There have been many roads to Clear.

The first was the most simple in description but the most difficult to audit. I never succeeded in teaching it to anyone. All one did was renew the pc's confidence in being able to face sonic, visio, tactile, etc., in the bank by gradient scale and at long last he would be able to confront a bank wholly. When that happened he didn't have a reactive bank. He was Clear. It required a *very* gentle touch. That was the way I made all the early Clears in 1947 to 1949. Then I had to explain it all to the "scientists" and the fact of Clear was lost in the mire of the roadway for some years. I've been accused of wanting it that way to tell the sheep from the goats. The point remains that this route was the first successful route. We did not know how much there was to a bank or its anatomy. We had to know the worst before the sun came up again. It came up in December of 1957 with my development of "help'' and Step 6. Suddenly we were making Clears. Making them out of both high and low profile cases, out of occluded cases and wide open cases.

Clearing is now an accomplished fact for any *well-trained* validated auditor using a Central Organization E-Meter.

The further in miles from the Central Organization the attempt to clear is tried, the more difficulty is being experienced. First the word goes out that clearing is being done, then the how-to-do-it. By the time it gets to Alaska or the Bronx or some distant place, the auditor is uncertain as to the right way and even the fact of clearing. He tries it (or thinks he does) (his version anyway) and laying an egg or two, gives up or thinks it isn't real.

For such an auditor an HAA clearing course is indicated. (1) He'll learn right and (2) he'll *see* some Clears around and begin to understand what one is. And he'll *know* there is at least *one* valid road to Clear that *he* can take and *do*.

Therefore we do not really need right now more roads to Clear and certainly we need no roads to OT while the path to Clear is still a thin blazed trail. Good heavens, what's happened is wonderful enough—and nobody far away has any reality on *that* yet. However I am still on the job looking for (1) alternate Clear roads and (2) roads to OT.

Standard Clearing Procedure, the procedure that is making Clears in skilled hands, is a very set SCP indeed. It alone has made all Clears to date by persons other than myself.

SCP is aided here and there by other techniques used to cross a block or two faster. But all older techniques only assist the steps of SCP (and sometimes impede SCP). Of course there are some people who would rather walk in the swamp alongside the causeway just built—that's up to them. If they *know* there's a causeway and still walk in a swamp it's power of choice. If they haven't seen the big causeway beside them and walk in the swamp, that's stupidity.

Standard Clearing Procedure works as follows:

Requisite for auditor: Validated certificate.

Tools: A quiet room and clearing E-Meter from DC or London (not some tin quivering together on the hopes of some tinker nor yet an old Model T E-Meter made in California).

Publications: Clear Procedure available from the HCO.

First Action: Start session CCH 0.

Second Action: Search out by meter a PT problem and run it by finding "what part of it pc can be responsible for" as a repetitive command, formal auditing.

Third Action: CCH 0 b. Clear help in brackets with a meter, running meter toward a freer needle. Don't overrun a leg of the bracket and get the pc stuck or anaten.

Fourth Action: Run Step 6 of the book *Clear Procedure* and run it flat.

Fifth Action: Reclear help.

Sixth Action: Step 6 until flat, flat, flat and needle free.

That's SCP. It is assisted by SCS and Connectedness on some pcs.

SCP is an accomplished fact only if the auditor has good training and validation. He doesn't have to be Clear. But he has to be accurate. The HAA/BScn course teaches validation and clearing. HCA/HPA teach the basics of Scientology—you have to know those first.

Thus an experimental road to Clear is today a luxury. But you know me—I'm always cutting corners.

So here is an alternate, still in theoretical stage, which promises to be the third successful road. However it requires even greater auditing skill and understanding than SCP but may be faster for lower cases.

It is called "Clearing by Valences."

Its theory is simple. One can assume that a thetan has all the attributes of Clear in his basic personality (see Book One, *Dianetics: The Modern Science of Mental Health* for a discussion of basic personality). The action of clearing gives a person back to himself. Therefore the bulldozing of rubble from the basic personality would give us a Clear.

I have known for some time that an APA or OCA profile was a picture of a valence or of valences—artificial overlays. I have also known that there *is* a basic personality. When you clear someone you don't get a ghost or a god—you get a distinct personality. Men are not equal even if the highest courts in the US so insist. And neither are Clears. It is commie-psychiatric thinking that each is equal to the next like grains of mush. You can generalize by saying Clears are good and able. But some are gooder than others and some are distinctly differently able. So people are different.

But valences (borrowed, artificial personalities) overlay the real self and weaken it. Valences are the sum of overwhelmings of the pc. Whenever he lost he got one.

His basic personality was invalidated so he sought new ones. These were invalidated so he sought even newer ones. Like standing between two mirrors facing each other we achieve the multiple pc. But where is the Clear? We find him when we scoop away the thousands of others he is being.

The first straightwire run at Elizabeth, NJ, in 1950 succeeded when it knocked off a sick valence. Well we can knock them off wholesale today—with *skilled* auditing.

The clue is the Curiosity-Desire-Enforce-Inhibit Scale run on valences. That which the pc erases with difficulty is misowned by him. Therefore it is a valence. In the presence of valences he cannot change his mind easily when he misowns the consideration. Therefore all fixed, harmful ideas or aberrations stem from valences.

The process on this would be "Tell me how you could waste a (male) (female) (other) valence." This would have to be cleared as a command thoroughly and often. That's the skill. An auditor can ask a pc about an aberration and spot a valence possibility. And then run it by waste, etc.

People usually have to waste before they can have. A person who can have a valence isn't subject to it.

This type of command is rounded off with "What part of that valence could you be responsible for?"

The general rules of auditing must be observed. The basics of Scientology must be understood. And great skill and understanding are required of the auditor.

"Tell me how you could waste father's valence" " ... a fat valence" " ... a defeated valence" etc. The list is enormous.

Well there it is in the rough. When it's made some Clears it will be an alternate probably and have a highly polished form like SCP. Right now it is used as an assist to SCP on a difficult case as per the next PAB.

L. RON HUBBARD
Founder

HCO BULLETIN OF 18 NOVEMBER 1959

Assoc Secs
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 ONLY

1st MELBOURNE ACC MATERIAL

The following technology is being taught on the 1st Melbourne ACC which began 9 Nov. 59, at HASI Melbourne:

Bring tone arm of meter to Clear reading for sex of pc at the beginning of session by getting withholds off the case, use two-way comm and "What question shouldn't I ask you?" and overts in PT restim on various dynamics. Auditing of processes on average pc not to begin until tone arm so registers. On lower than Clear-reading tone arms, if all else fails, to run SCS.

In extremely difficult cases to do an assessment by dynamics for current overts to get pc's tone arm to read Clear before session. Then, seeing needle changes on any one dynamic, to ferret out the overt.

Seventy-five hours spent getting pc in-session not too long. Tone arm trick to be done each session.

Create series of processes, "What would you like to confront?" and "What would you like to create?" "What part of a _____ (assessed terminal) would you be willing to create?" alternated with "What part of a _____ (same terminal) would you be willing to confront?"

Cases in 1st Melbourne were started on clearing tone arm then running "Think of entering a mind." "Think of not entering a mind." Alternated.

Goal, of course, is to get whizzing up toward OT.

Some of the scheduled processes to be run include: "What force would it be all right to use?" "What force would it be all right not to use?" This same pattern of process to be applied to postulates, spaces, masses, forms on various dynamics. Experimental version: "What _____ (as in this paragraph) would it be all right to make?" "What _____ would it be all right not to make?"

The main valence splitter is given above in entering minds. But another easier valence splitter (similar in action to Overt/Withhold Straightwire) is "Tell me a difference between (any specific or general terminal) and yourself." "Tell me a similarity between (same terminal) and yourself." The extreme version is "Tell me of a difference between yourself

and a body." "Tell me a similarity between yourself and a body." Not necessarily recommended as not tested. This last is called Valence Differentiation.

My goal at Saint Hill, in which all orgs are assisting, is to consolidate research and produce rapid OTs. The above processes are some of the fruits already garnered.

The 1st Melbourne Congress and ACC tapes are available from Melbourne or from HCO WW, same prices. Not too high. The full rationale of these processes and others are on these lectures and demonstration tapes of the 1st Melbourne.

L. RON HUBBARD
Founder

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Remimeo
All Staff
Tech/Qual

THE NATURE OF A BEING

When one is associating with or attempting to guide or handle a person, it is necessary to know something of the nature of a being.

If a being were a single unit, separated from all other beings, conditions and current influences, the task of understanding him would be relatively simple and philosophers would have had it all worked out long before Dianetics and Scientology.

A single unit being responds to the most elementary and simple rules and laws you will find in Dianetics and Scientology. Affinity, Reality, Communication and Understanding; the time track; mental image pictures; the earlier incident holding the later in place; responses to Matter, Energy, Space, Time, Form as well as force; and the axioms. On this you can rest assured. And one might even wonder why we need all the additional bulletins and cautions and provisions and lectures.

The fact of the matter is that when one addresses a person, a human being "in the flesh" one is not addressing a simple being.

Possibly an example will illustrate this: I had just finished giving a Congress and a staff member had made some appointments for me to see people who wanted to talk to me. And, in a conference room, I was suddenly confronted by a woman who was demonstrably and actively insane. She was incoherent, she was being "pursued", she was utterly agitated. Well, I was not then and never was in the business of treating the insane. Yet here was a situation which had to be handled if only to maintain social calm. In those days there were many techniques for exteriorizing people and so I used one of them, putting her back of her head. Promptly she went sane, calmly reviewed her problem with her husband, sensibly made up her mind what she was going to do to properly resolve the matter, thanked me and departed. For a brief time she had temporarily become a single unit being.

I have not given the example as a lesson in what to do in such cases for exteriorization techniques are not reliable. But only to illustrate the complexity of people.

What you see as a human being, a person, is not a single unit being. In the first place, there is the matter of valence. A person can be himself or he can be under the belief that he is another person or thing entirely. This removes him a step from being a simple being.

Then there is the matter of being in a body. A body is a very complex contrivance, quite remarkable, quite complicated. And it is also quite subject to its own distortions.

There are also the entities (as discussed in "Dianetics, The Modern Science of Mental Health", pages 84-90, and also "The History Of Man", pages 13-14, 43, 75-77). These follow all the rules and laws and phenomena of single beings. And then there is the matter of influences of other people around this human being. From a single, simple being there is a progressive complication setting in as one adds all these other factors.

The single, simple being, without any further associations can be out of valence even miles away from other contacts.

It is the aggregate of all these factors which you address when you seek to guide or handle the usual human being.

This is also why objective processes are so effective—they get many of these factors all going in the same direction for once.

None of this is to say that it is impossible to handle all this. Far from it. But it does tell one why all the additional precautions (like don't overrun, like careful session procedures) are there in all those materials.

But mainly it tells you that full recoveries seldom happen last and that cases require an awful lot of work and often for a very long time.

And like the woman at the Congress, one sometimes gets a sudden near—magical result. The trouble with that one was that she soon went back into her head and became again a composite, even though she now did have a sane plan of action to follow.

Results, if you follow the rules and laws carefully and with good heart, can be obtained. And you, knowing your business, can obtain them.

But don't become discouraged if it all doesn't happen fast and if it takes a long time. When you are handling a human being, you are handling a composite.

We did not construct the human mind or human body. We did not put the universe there to involve, oppress or complicate life. We are working with the end product of an awful lot of trials and tribulations.

If we were working with single beings, it would be a nothing to do. We are not. We are working with a complexity and we can do an awful lot, far more than anyone could do before us. And our work with life has effects and influences far beyond our auditing tables. It took vast, vast numbers of years and eons for life to get that involved and complicated. Be glad that it doesn't take even a tiny fraction of that to dig it out and smooth it out with Dianetics and Scientology.

Happiness Rundown Series 1RA

THE HAPPINESS RUNDOWN

This rundown is based on the booklet *The Way to Happiness.*

It has been successfully piloted and now is generally released to orgs and missions.

The booklet is distributed on general public lines. It is not a Church publication as it is not religious. The Church has its own creed and codes.

A minister or pastoral counselor can, however, counsel on any subject and that the Church sells a rundown based on the booklet does not make the booklet religious.

THE WAY TO HAPPINESS

Factually, the world has gotten itself a lot of new violence potential without also getting a campaign for higher morality. Such an imbalance is catastrophic. The police, banks, merchants, insurance people are all in real trouble through the decline of morality.

The Kentucky school board, right now, is faced with no morals being taught in their schools. They already have a crime problem if their schools are like anyone else's.

Materialism and mechanism (these are philosophic schools) are on a rampage. The biologists, psychs, evolutionists are pushing them to the limit. These are blown up by the simple question, "Your data may be quite correct but you have no proof that there is not something *else* that uses all this." Their position is untenable philosophically. Using materialism, the psychs and biologists and so on are edging the churches out and factually are creating a dangerous social situation. At a time when man can wield unlimited force, he has no moral codes or restraints.

There factually is no moral code today. The Christian one was nice. But if you read the Ten Commandments, they are designed for people several thousand years ago.

There have not been any codes of morals based on common sense. They are handed down from heaven, even in China. The psychs use this to get an inside track. The US govern-

ment—and possibly some others—cannot finance religion, per the First Amendment. This means they cannot allow children to be taught morals, and cannot permit any power to churches. The psychs love that. They are antireligious. They teach that one succumbs to temptation, that morals are inbred by paralleling the history of the race and when a child gets old enough his inbred nerves go moral. This is pure claptrap, but that happens to be their belief. This means that crime will worsen, the psychs will ride higher and higher.

Philosophers (not religious ones) over the world in various times and places have noted these qualities of morality so don't get the idea this is all derived from China. Confucius, for instance, was mainly interested in reforming the government, not the individual.

In all times and all places, the morals contained in this book have appeared amongst tribes and races.

What they lacked—in China, in the Near East, in Europe—was some basic principle which made the picture clear. When I isolated the common denominator, the dynamic principle of existence, I had such a factor. I never before applied it to straightening out ideas on the subject of morality. But the precepts contained in this book are not just culled here and there and put together. I worked them out newly with due attention to what had gone on before in man's history. His moral codes are woefully inadequate to deal with modern life. This one will.

There is another point. Nobody could ever possibly have kept any of the old moral codes. Old Mo-Tzu's code only lasted a few hundred years until people finally decided you couldn't keep it—too severe—and they even forgot it ever existed after about the first century B.C. and only found it again this century. There have been novels and plays about someone trying to live the life of Christ and the hero always winds up in a mess, the lesson being that His teachings couldn't be followed.

The booklet *The Way to Happiness* contains a nonreligious moral code based on common sense. It may be the first such code.

THE HAPPINESS RUNDOWN

Essentially, what the booklet does is give people stable data which holds off confusions. For people will be found to be quite confused on this subject.

This new moral code is different in that it can be kept. It consists of 21 major rules or precepts and about 15 subrules making a total of about 36 in all. In number 20 there are about 20 additional items. In all, the rundown, then, would be handling about 56 separate concepts on the subject of morality, plus morality itself. There are 10 basic steps for each concept: There are therefore over 500 questions or actions. This gives one some idea of the length of the rundown.

The object of the rundown is to clear up any confusions on the subject of morals, any and all transgressions against these specific morals, to slide the person out of the valence of

any immoral person and obtain an EP of a realization that one really is on the Way to Happiness.

As these precepts and booklet do contain, in fact, the major principles of morality as they apply to modern life, and as it is a fact that tragedy and unhappiness occur when the points are violated, the rundown can steer the person in a direction where he is certain he can live a happier life. So the rundown has been quite successful. It is quite a tour de force, really, to assemble the essentials into a modern moral code. And because these are somewhat universal, they will be found to have a lot of charge on them as they were the points where one went off the rails.

The rundown itself picks up specific confusions, transgressions and valence closures. It can get rid of a lot of shame, blame and regret. A person should feel pretty clean and sparky after it. The potential is there.

DELIVERY

The Happiness Rundown may be delivered in missions and orgs which have:

a. At least one Class IV Auditor who is also a graduate of the HRD Auditor Course and who has received his Qual Okay to Audit the Happiness Rundown.

b. A Class IV C/S who is a graduate of the HRD Auditor Course and who has received his Qual Okay to Audit the Happiness Rundown. Additionally, he must have passed a high-crime checkout on HCOB 21 Jan. 84RA II, HRD Series 6RA, C/Sing THE HAPPINESS RUNDOWN.

Orgs which meet the above two qualifications may also deliver HRD auditor training.

Pre-OTs who wish to receive the Happiness Rundown must go to an AO or the FSO, where delivery personnel are available to service them.

People could have their grades before or after the Happiness Rundown. It has no engram running and could be run anywhere on the chart before Clear or after any completed level above OT III. The rundown should not be delivered between Dianetic Clear and OT III or between the start of New OT V and completion of New OT VIII, unless the person is stalled or moving slowly up the Bridge. In such cases the Happiness Rundown may be included as part of a program to get the person unstalled and moving again. (Ref: HCOB 27 Mar. 84, C/S Series 119, STALLED DIANETIC CLEAR: SOLVED)

The booklet itself is running on through the society, and feeding back pcs to the org even if the rundown is not religious. As I have said, a pastor can counsel anything.

Good luck with this RD.

L. RON HUBBARD
Founder

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HRD Checksheets
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Happiness Rundown Series 2

HAPPINESS RUNDOWN BASICS

As the booklet *The Way to Happiness* and its precepts do contain, in fact, the major principles of morality as they apply to modern life, and as it is a fact that tragedy and unhappiness occur when the points are violated, the Happiness Rundown steers the person in a direction where he is certain he can live a happier life.

The rundown has proven quite successful. It is quite a tour de force, really, to assemble the essentials into a modern moral code. And because these are somewhat universal, they will be found to have a lot of charge on them as they were the points where one went off the rails.

AUDITING METHODS

There are two different approaches to auditing the HRD. One is by assessment of the precepts from the booklet *The Way to Happiness* and then taking up what is assessed. The other approach is simply to go straight forward from square one and proceed step by step through the booklet.

The straightforward method is used in the normal course of auditing a pc through the rundown. The assessment method has proven to be most useful in repair of a bugged HRD, where a charged precept or precepts need to be located for handling.

The full tech of the procedure and use of these two methods is given in HCOB 18 Jan. 84, HRD Series 3, HOW TO AUDIT THE HRD.

BASIC PROCEDURE

The basic steps of the HRD procedure follow:

A. Clean up the word "moral." Get it defined. Get off any false data on it, if there. Two-way comm it and get it to F/N.

B. Take up each numbered section of the booklet from precept number 1 forward, in sequence, and do the following steps:

1. Read the precept (done by pc).

2. Clean up any Mis-U word in it.

3. PC reads the section.

4. Clear up any Mis-U word in the section.

5. Look for and clear up any false data the pc may have for that precept.

6. The transgressions of others *(general)* against that precept. Two-way comm. Don't make it a listing question. E/S it to F/N.

7. The transgressions of oneself *against* that precept. Two-way comm, earlier-similar to F/N. Don't make it a listing question. Don't miss any W/Hs even though this is only a cousin to O/W. E/S to F/N.

8. See if the pc spots another specific person in his or her past who really transgressed against the precept. Treat it more like Straightwire: an exact moment the person was transgressing. A light auditor can get the valence to spring apart just by doing that and without plowing the person into an engram. Alternate for this step: an overt the pc did against the person. The object of the step is to get the valence sprung out (separated from the pc).

9. Check if the person now has any reservations about keeping the precept. Handle with two-way comm (one of the above steps might have been missed if the person has reservations). Get it to F/N.

10. Check any reservations on getting someone else to keep it. If any, handle as a problem and E/S to F/N.

Precept 17-2 (Learn) starts with a very hot question, and a special handling has been readied to drain any charge off it. Be careful not to try to give somebody a full study tech rundown when doing this rundown. If it is very boggy, get it to F/Ning some way and advise Method One Word Clearing. It is a bit off the purpose and EP of the rundown but it might be run into, so there is a handling for it if it is.

Number 19 ("Try not to do things to others that you would not like them to do to you") will get into overts. It may get into shame, blame and regret. Its EP is really to teach someone what a harmful act is, not to give them a full O/W handling. And remember one can miss W/Hs on this step particularly.

Number 20 ("Try to treat others as you would like them to treat you") has a different handling. One simply does steps 1-4 as usual. But then one gets the person to imagine being treated in this fashion for each of the items. Then, virtue by virtue, take up treating another and others in that fashion; clean up any reservations to the pc's satisfaction. One or more of these items may be charged either on being treated that way or treating others in

that way. Just handle with two-way comm. Then re-read Precept 20 to get any reservations off. An object here is to give a reality on what good behavior is. That's the real EP of number 20.

There is a definite possibility that one will run into spoken disagreement with the precept anywhere up to step 5 (false data handling). The false data steps might handle it. The other steps may do so. It needn't be given any special attention as, truth told, people who do not live moral lives don't because of material which will be uncovered in the original ten steps. A caution should be given any auditor doing this rundown that a flare-up probably means a missed withhold. If it were to block the session, one would have to pull it.

There is a final epilogue in the book. This is also taken up in the rundown.

If a roaring EP does not occur because of the rundown, then one of two things has occurred: One has overrun it (or introduced auditing faults) and smothered the EP. Or the rundown is not complete and should be started again from the top, as something has been overlooked. Thus, where the rundown does not result in an EP, one either repairs it or does it again, as directed by the C/S.

The full list of commands for the rundown is given in HCOB 19 Jan. 84, HRD Series 4, HAPPINESS RUNDOWN COMMAND SHEETS. Further data on the HRD procedure is in HCOB 18 Jan. 84, HRD Series 3, HOW TO AUDIT THE HRD.

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Remimeo
HRD Checksheets
HRD Auditors
HRD C/Ses
PC Examiners
Qua1 Div Personnel

Happiness Rundown Series 3

HOW TO AUDIT THE HRD

Refs:
Booklet: *The Way* to *Happiness*

HCOB 16 Jan. 84R	HRD Series 1R
Rev. 20.7.88	THE HAPPINESS RUNDOWN
HCOB 17 Jan. 84	HRD Series 2
	HAPPINESS RUNDOWN BASICS
HCOB 23 June 80RA	CHECKING QUESTIONS ON GRADES
Rev. 25.10.83	PROCESSES
HCOB 27 May 70R	UNREADING QUESTIONS AND ITEMS
Rev. 3.12.78	
HCOB 8 June 61R	E-METER WATCHING: ARE YOU WAITING
Rev. 22.2.79	FOR THE METER TO PLAY DIXIE?
HCOB 28 Sept. 82	C/S Series 115
	MIXING RUNDOWNS AND REPAIRS
HCOB 13 Oct. 82	C/S Series 116
	ETHICS AND THE C/S
HCOB 7 Aug. 79	FALSE DATA STRIPPING
HCOB 15 Jan. 84	HAPPINESS RUNDOWN ADDITIVES
HCOB 20 Jan. 84	HRD Series 4-1
	HRD PRECEPTS ASSESSMENT LIST

The Happiness Rundown consists of a precise series of steps.

Provided the HRD HCOBs are well studied in theory and in practical, and provided that the HRD procedure is followed exactly by the C/S and auditor, the HRD is very easy to audit and C/S, and can result in spectacular gains for the pc.

AUDITOR QUALIFICATIONS

In order to audit the HRD one must be a Class IV Auditor, trained on the HRD Auditor's Course. These qualifications ensure that the auditor is capable of handling the majority of situations and actions that may arise in the course of the HRD without having to call in a higher-classed auditor.

PROCEDURE

Once any needed setups are completed as programed by the C/S, the rundown is begun, starting from the top of the command sheets and carrying on through them step by step. A copy of the command sheets is kept in the pc's folder and used in each session. The auditor notes the number of each command or step on the worksheet as he gives it, and marks it off on the command sheet when it is completed.

The pc should not be left in the middle of a precept at the end of a session. All of the steps for the precept being handled should be complete before ending off. Several precepts can be handled in one session.

Probably the first caution in applying the rundown is not to go past cognitions (and F/Ns) on a particular moral. And don't overrun F/Ns. If you get a persistent F/N, end off the session and pick up the rundown later. If you get a roaring EP, then that's it for the rundown.

USE OF THE METER

It has always been a basic rule in formal auditing that ONE DOES NOT RUN UNREADING AUDITING QUESTIONS OR ITEMS. This is well covered in HCOB 23 June 80RA, CHECKING QUESTIONS ON GRADES PROCESSES, and the issues it refers to.

All of the *auditing* questions on the rundown are checked for a read. There are some steps which are not "auditing questions" as such, e.g., having the pc read the precept.

There are questions in the rundown which ask for false data, and these are not tested for read. I found years ago, in the original research on the tech now known as False Data Stripping, that a question designed to locate false data will not necessarily read on the meter. This is because the person believes the data to be true. (Ref: HCOB 7 Aug. 79, FALSE DATA STRIPPING)

There are a few questions in the procedure which ask for misunderstood words. These do not have to read for a pc to answer them, but any auditor should certainly be alert for an instant read on a word clearing question and would be remiss not to follow up on such a read. An instant read on a question such as "Do you have any misunderstoods on _____?" means that there is something there to be cleaned up. (Ref: HCOB 22 Feb. 72RA, Word Clearing Series 32RA, WORD CLEARING METHOD 4)

VALENCE SEPARATION STEPS

There are several points that should be noted (and well drilled) with regard to the valence handling steps of the rundown, steps 8a through 8f.

1. Once you have gotten a reading terminal to run with question 8a ("Is there any specific person in your past who really transgressed against the precept _____?"), the subse-

quent steps are not checked for read. You are using these steps to lightly get the pc separated out from the valence he has been in.

2. Should the pc give more than one terminal in response to the first question (8a), take down each terminal that he gives, noting reads. Handle them in order of longest read. Be alert for a pc starting to list on the question and be prepared to handle with L&N tech. This has not proven to be a frequent occurrence at all, but it should not be discounted as a possibility. (Ref: HCOB 17 Mar. 74, TWO-WAY COMM, USING WRONG QUESTIONS)

Note: If the pc should come up with the answer "me" in response to question 8a, the answer is accepted, bit this item would *not* be run in the valence separation steps. (Ref: HCOB 19 Nov. 78, L&N LISTS-THE ITEM "ME") If the pc has other reading answers for the question, they are handled as usual.

PRECEPT 20

Precept 20 ("Try to Treat Others as You Would Want Them to Treat You") has a special handling. After going through the usual steps of reading and word clearing the precept, the auditor has the pc imagine being treated by others according to each virtue in turn (step 20, 5), and has him tell how he imagined it. If the pc has some charge on a virtue or virtues (either on treating others or on being treated that way), simply handle it with two-way comm. Once the pc has done each of these imagining steps, have him reread the precept and get off any reservations he may have on it with the usual steps 9 and 10 of the basic procedure (reservations the pc has about applying the precept and reservations on getting others to apply it). What you want to achieve for the pc is a reality on what good behavior is.

ASSESSMENT METHOD

As mentioned in HRD Series 2, HAPPINESS RUNDOWN BASICS, there is a second method of auditing the HRD—by assessment of the precepts in the booklet The *Way to Happiness* and handling the reading precept or precepts (in order of longest read) using the basic HRD procedure.

The assessment method is used in repair of the rundown and appears in several of the handlings on the HRD Repair List. It is used to locate charged precepts so that these can be taken up and handled.

The HRD Auditor must be proficient in the use of both the straightforward method and assessment method.

The procedure for doing the assessment method follows:

1. Use the prepared assessment list of all the precepts and subprecepts, HCOB 20 Jan. 84, HRD Series 4-1, HRD PRECEPTS ASSESSMENT LIST.

2. In session, clear all the words that appear on the assessment list with the pc. (Ref: HCOB 9 Aug. 78 II, CLEARING COMMANDS)

3. Assess the list straight through to the end, noting all reads.

4. Take up the longest reading precept or subprecept and handle it using the basic 1-10 steps of the HRD procedure.

5. Continue to handle the reading precepts in order of length of reads until all that read are handled.

END PHENOMENA

The object of the HRD is:

1. To clear up any confusions on the subject of morals;

2. To clean up any and all transgression against the specific morals laid out in the booklet *The Way to Happiness;*

3. To slide the person out of the valence of any immoral person; and

4. To obtain an EP of realization/cognition that one really is on the Way to Happiness.

The rundown steers the person in a direction where he is certain he can live a happier life. Once the above is achieved—and in most cases it is quite a roaring EP—the rundown is ended off and the pc C/Sed to declare to its completion. The EP can occur before the entire booklet has been run through, but this is not common. It may require more than one run through the booklet to achieve the EP fully, the pc making gradient gains all the while. (Ref: HCOB 21 June 70, C/S Series 9, SUPERFICIAL ACTIONS)

At the PC Examiner the pc attests to having realized that he/she really is on the Way to Happiness.

TIPS

a. **Command Sheets**

It was soon learned during the pilot that if all the questions and steps of the HRD were not numbered and laid out in full, it was easy for the auditor to mistakenly omit steps or lose his place on the steps or precepts. This is why the commands are printed out in full in the command sheets.

b. **Metering**

It is expected that auditors will apply the tech on detecting and handling false reads when handling HRD questions, and not run questions that are not validly reading.

(Ref: HCOB 11 Sept. 68, FALSE READS and HCOB 6 Sept. 68, CHECKING FOR FALSE READS)

c. **Valence Separation Steps**

On the valence handling steps (8a through 8f) the pc may not always specifically express that he has "separated out of the valence of the person being run." Sometimes there is simply an obvious key-out, F/N and VGIs. This point of procedure bears drilling until the auditor can easily detect an EP for these steps and knows when to end off on them. This includes making it quite clear in one's worksheets what has occurred so that the C/S can properly follow the progress of the case and correct the auditor's procedure where needed.

d. **Drilling**

In order to be able to handle the questions on this or any process or rundown that requires a read be checked for, the auditor must be well drilled and proficient in the skill of accurately determining whether a question is reading or not. (Ref: HCOB 23 June 80RA, CHECKING QUESTIONS ON GRADES PROCESSES). If this is not done, you and the pc are liable to have a rough time of it, with missed reads, nonexistent "reads" taken up, or endless "button checking," when you had the intention to get some auditing done!

CAUTION

Do not fall prey to someone trying to use the revisions of the procedure and EP of the HRD given in this HCOB as license to quickie the rundown. These revisions are A RESTORATION OF THE ORIGINAL BASIC STANDARD TECH OF THE RUNDOWN. Ensuring that the pc is well set up for this major action, insistence on standard auditing and C/Sing, and accurate observation and evaluation of the case and progress of the pc are essential. Only with these points in can you assure that those receiving the HRD get all the tremendous gains there to be had.

REMEDIES

The remedy for auditor errors on the HRD is to assess and handle the Happiness Rundown Repair List (HRL).

When an HRL is done and the reads handled, the HRD can be continued from where it was left off.

SUMMARY

The HRD is a very popular, highly successful rundown. Its delivery requires competent auditors and C/Ses trained in its procedures and skilled in the basics of auditing and

C/Sing. There are no particular "special tricks" to it—just standard tech all the way. With these points in, the Happiness Rundown can produce MIRACLES.

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Founder

HCO POLICY LETTER OF 7 AUGUST 1979

Remimeo
Sups
Tech
Execs

(Also issued as
HCOB 7 Aug. 79
FALSE DATA
STRIPPING)
ALL STAFF

Product Debug Series 8

Esto Series 36

FALSE DATA STRIPPING

(*Ref:*	The Study Tapes	
	Dianetic Auditor's Bulletin	Vol 1 Numbers 1-2
		STANDARD PROCEDURE
		Tech Vol 1. pgs. 15-20
	Dianetic Auditor's Bulletin	Vol 1 Number 3
		HOW TO RELEASE A CHRONIC SOMATIC
		Tech Vol 1, pgs. 24-26
	NOTES ON THE	
	LECTURES	Pgs. 52-66, 112-113)

When a person is not functioning well on his post, on his job or in life, at the bottom of his difficulties will often be found *unknown* basic definitions and laws or *false* definitions, false data and false laws, resulting in an inability to think with the words and rules of that activity and an inability to perform the simplest required functions The person will remain unfamiliar with the fundamentals of his activity, at times appearing idiotic, because of these not-defined and falsely defined words.

Verbal hatting is the main source of false definitions and false data. Someone who "knows" tells someone else a definition or a datum. The person now thinks he knows the definition (even though nothing in the field makes any sense to him). The word may not even read on the meter during misunderstood checks because the person "thinks he knows."

A politician is told by an advisor, "It doesn't matter how much money the government spends. It is good for the society." The politician uses this "rule" and the next thing you know, inflation is driving everybody to starvation and the government to bankruptcy. The politician, knowing he was told this on the very best authority, does not spot it as false data, but continues to use it right up to the point where the angry mobs stand him up in front of a firing squad and shoot him down. And the pity of it is that the politician never once suspected that there was anything false about the data, even though he couldn't work with it.

There is no field in all the society where false data is not rampant. "Experts," "Advisors," "Friends," "Families" seldom go and look at the basic texts on subjects, even when these are known to exist, but indulge in all manner of interpretations and even outright lies to seem wise or expert. The cost, in terms of lost production and damaged equipment is enormous. You will see it in all sectors of society. People cannot think with the fundamentals of their work. They goof. They ruin things. They have to redo what they have already done.

You'll find people whose estimate of the environment is totally perverted to the point they're walking around literally in a fog. The guy looks at a tree and the reality of the tree is blurred by the "fact" that "trees are made by God" so he won't take care of the tree because he is convinced.

What we're trying to cure in people is the inability to think with data. This was traced by me to false data as a phenomenon additional to misunderstood words, although the misunderstood word plays a role in it and will have to be allowed for.

When a person is having difficulty in an area or on a post, when he can't seem to apply what he has "learned" or what he is studying or when he can't get through a specific drill or exercise in his training materials, you would suspect he has false data in that area or on those materials. If he is to use it at all effectively he must first sort out the true facts regarding it from the conflicting bits and pieces of information or opinion he has acquired. This eliminates the false data and lets him get on with it.

INABILITY TO HAT

We are looking here at a brand new discovery I have made which is that it can be nearly impossible to hat anyone who is sitting on false data on the subject you are trying to hat him on. This is the *primary* reason people cannot be hatted and False Data Stripping therefore enables a person to be hatted even though other approaches have failed. This is a very valuable discovery—it solves the problem of inability to hat or train.

SOURCES

False data on a subject can come from any number of sources. In the process of day-today living people encounter and often accept without inspection all sorts of ideas which may seem to make sense but don't. Advertising, newspapers, TV and other media are packed with such material. The most profound false data can come out of texts such as Stanislavsky (a Russian actor and director); and even mothers have a hand in it, such as "children should be seen and not heard."

Where a subject, such as art, contains innumerable authorities and voluminous opinions you may find that any and all textbooks under that heading reek with false data. Those who have studied study tech will recall that the validity of texts is an important factor in study.

Therefore it is important that any supervisor or teacher seeking to use False Data Stripping must utilize basic *workable* texts. These are most often found to have been written by the original discoverer of the subject and when in doubt avoid texts which are interpretations of somebody else's work. In short, choose only textual material which is closest to the basic facts of the subject and avoid those which embroider upon them.

It can happen, if you do False Data Stripping well and expertly without enforcing your own data on the person, that he can find a *whole* textbook false—much to his amazement. In such a case, locate a more fundamental text on the subject. (Examples of false texts: Eastman Kodak; Lord Keynes treatises on economics; John Dewey's texts on education; Sigmund Freud's texts on the mind; the texts derived from the "work" of Wundt (Leipzig 1879—Father of Modern Psychology); and (joke) a textbook on "Proper Conduct for Sheep" written by A. Wolf.)

USE OF FALSE DATA STRIPPING

False Data Stripping should be used extensively in all hatting and training activities. Current society is riddled with false data and these must be cleared away so that we can hat and train people. Then they will be able to learn useful data which will enable them to understand things and produce valuable products in life.

False Data Stripping can be done on or off the meter. It can be done by an auditor in session, by a Supervisor, Cramming Officer or Word Clearer or by an exec, Esto or any administrator. Students and staff can be trained to do it on each other.

Not a lot of training is required to deliver this procedure but anyone administering it must have checked out on this HCOB/PL and have demoed and drilled the procedure. If it is going to be done on the meter (which is preferable) the person doing it must have an OK to operate an E-Meter.

GRADIENTS

It will be found that false data actually comes off in gradients.

For example, a student handled initially on false data on a particular drill will appear to be complete on it. He goes on with his studies and makes progress for a while and then sometimes he will hit a bog or slow in his progress. This is usually an indication that more false data has been flushed up (restimulated or remembered as a result of actually doing studies or drills). At that point more basic false data will come off when asked for. The reason for this is: when you first give a student false data handling he doesn't know enough about the subject to know false data from the true. When he has learned a bit more about the subject he then collides with more false data hitherto buried. This can happen several times, as he is getting more and more expert on the subject.

Thus the action of stripping off false data can and must be checked for and used in any training and hatting.

The rundown has to be given again and again at later and later periods, as a student or staff member may come up against additional faulty data that has been not-ised. It can be repeated as often as necessary in any specific area of training until the person is finally duplicating and is able to use the correct tech and *only* the correct tech exactly.

THEORY

There is a philosophic background as to why getting off false data on a subject works and why trying to teach a correct datum *over* a false datum on the subject does not work. It is based on the Socratic thesis-antithesis-synthesis philosophical equation.

Socrates: 470 B.C. - 399 B.C. A great Greek philosopher.

A *thesis* is a statement or assertion.

Antithesis: opposing statement or assertion.

The Socratic equation is mainly used in debate where one debater asserts one thing and the other debater asserts the opposite. It was the contention of Socrates and others that when two forces came into collision a new idea was born. This was the use of the equation in logic and debate. However, had they looked further they would have seen that other effects were brought into play. It has very disastrous effects when it appears in the field of training.

Where the person has acquired a *false* thesis (or datum), the *true* datum you are trying to teach him becomes an antithesis. The true datum comes smack up against the false datum he is hanging on to, as it is counter to it.

In other words, these two things collide, and *neither one will* then make sense to him. At this point he can try to make sense out of the collision and form what is called a synthesis, or his wits simply don't function. *(Synthesis:* a unified whole in which opposites, thesis and antithesis, are reconciled.)

So you wind up with the person either:

(**a**) attempting to use a false, unworkable synthesis he has formed, or

(**b**) his thinkingness locks up on the subject.

In either case you get an impossible-to-train, impossible-to-hat scene.

GLIBNESS

Probably we have here the basic anatomy of the "glib student" who can parrot off whole chapters on an examination paper and yet in practice uses his tools as a door stop. This

student has been a mystery to the world of education for eons. What he has probably done in order to get by, is set up a circuit which is purely memory.

The truth of it is his understanding or participation is barred off by considerations such as "nothing works anyway but one has to please the professor somehow."

The less a person can confront, the more false data he has accumulated and will accumulate. These syntheses are simply additives and complexities and make the person complicate the subject beyond belief. Or the collision of false data and true data, without the person knowing which is which, makes him look like a meathead.

Therefore, in order to cure him of his additives, complexities, apathy and apparent stupidity on a subject, in addition to cleaning up misunderstood words, it is necessary to strip the false data off the subject. Most of the time this is prior to the true data and so is basic on the chain. Where this is the case, when that basic false data is located and stripped the whole subject clears up more easily.

FALSE DATA PRONE

Some people are prone to accepting false data. This stems from overts committed prior to the false data being accepted. The false data then acts as a justifier for the overt.

An example of this would be a student studying past Mis-Us on a subject, cheating in the exam and eventually dropping the subject entirely. Then someone comes along and tells him that the subject is useless and destructive. Well, he will immediately grab hold of this datum and believe it as he needs something to justify his earlier overts.

This actually gets into service facsimiles as the person will use the false data to make the subject or other people wrong.

So if you see someone who is very prone to accepting false data on a particular subject or in general, the answer is to get the prior overts pulled. Then the person will not need to justify his overts by accepting any false data that comes his way.

PROCEDURE

You may not easily be able to detect a false datum because the person believes it to be true. When False Data Stripping is done on a meter the false datum won't necessarily read for the same reason.

You therefore ask the person if there is anything he has run across on the subject under discussion which he couldn't think with, which didn't seem to add up or seems to be in conflict with the material one is trying to each him.

The false datum buries itself and the procedure itself handles this phenomenon.

When the false datum is located it is handled with elementary recall based on 1950 Straightwire. Straight memory technique or Straightwire (so called because one is stringing a line between present time and some incident in the past, and stringing that line directly and without any detours) was developed originally in 1950 as a lighter process than engram running. Cleverly used, Straightwire removed locks and released illnesses without the pc ever having run an engram.

Once one had determined whatever it was that was going to be run with Straightwire, one would have the pc recall where and when it happened, who was involved, what were they doing, what was the pc doing, etc. until the lock blew or the illness keyed out.

Straightwire works at a lock level. When overdone it can key in underlying engrams. When properly done it can be quite miraculous.

STEPS

A. Determine whether or not the person needs this procedure by checking the following:

  1. The person cannot be hatted on a subject.

  2. No Crashing Mis-Us can be found on a subject yet it is obvious they exist.

  3. The person is not duplicating the material he has studied as he is incorrectly applying it or only applying part of it, despite Word Clearing.

  4. He is rejecting the material he is reading or the definition of the word he is clearing.

  5. You suspect or the person originates earlier data he has encountered on the materials that could contain false data.

  6. The person talks about or quotes other sources or obviously incorrect sources.

  7. He is glib.

  8. The person is backing off from actually applying the data he is studying despite standard Word Clearing.

  9. He is bogged.

  10. He cannot think with the data and it does not seem to apply.

B. Establish the difficulty the person is having—i.e. what are the materials he can't duplicate or apply? These materials must be to hand and the person must be familiar with the basic true data on the subject being addressed.

C. If the action is being done metered, put the person on the meter and properly adjust the sensitivity with a proper can squeeze.

D. Thoroughly clear the concept of false data with the person. Have him give you examples to show he gets it. (This would be done if the person was receiving False Data Stripping for the first time.)

E. The following questions are used to detect and uncover the false data. These questions are cleared before they are used for the first time on anyone. They do not have to read on a meter and may not do so as the person will not necessarily read on something that he believes to be true.

1. "Is there anything you have run across in (subject under discussion) which you couldn't think with?"

2. "Is there anything you have encountered in (subject under discussion) which didn't seem to add up?"

3. "Is there something you have come across in (subject under discussion) that seems to be in conflict with the material you are trying to learn?"

4. "Is there something in (subject under discussion) which never made any sense to you?"

5. "Did you come across any data in (subject under discussion) that you had no use for?"

6. "Was there any data you came across in (subject under discussion) that never seemed to fit in?"

7. "Do you know of any datum that makes it unnecessary for you to do a good job on this subject?"

8. "Do you know of any reason why an overt product is alright?"

9. "Would you be made wrong if you really learned this subject?"

10. "Did anyone ever explain this subject to you verbally?"

11. "Do you know of any datum that conflicts with standard texts on this subject?"

12. "Do you consider you really know best about this subject?"

13. "Would it make somebody else wrong not to learn this subject?"

14. "Is this subject not worth learning?"

The questions are asked in the above sequence. When an area of false data is uncovered by one of these questions one goes straight on to Step F—handling.

F. When the person comes up with an answer to one of the above questions locate the false datum as follows:

   1. Ask: "Have you been given any false data regarding this?" and help him locate the false datum. If this is being done on the meter, one can use any meter reads one does get to steer the person. This may require a bit of work as the person may believe the false data he has to be true. Keep at it until you get the false datum. If the person has given you the false datum in Step E then this step will not be needed: just go straight on to Step G.

G. When the false datum has been located, handle as follows:

   1. Ask: "Where did this datum come from?" (This could be a person. a book. TV, etc.)

   2. "When was this?"

   3. "Where exactly were you at the time?"

   4. "Where was (the person, book, etc.) at the time?"

   5. "What were you doing at the time?"

   6. If the false datum came from a person ask: "what was (the person) doing at the time?"

   7. "How did (the person, book, etc.) look at the time?"

   8. If the datum has not blown with the above questions ask: "Is there an earlier similar false datum or incident on (the subject under discussion)?" and handle per Steps 1-7.

Continue as above until the false datum has blown. On the meter you will have a floating needle and very good indicators.

DO NOT CONTINUE PAST A POINT WHERE THE FALSE DATUM HAS BLOWN.

If you suspect the datum may have blown but the person has not originated then ask: "How does that datum seem to you now?" and either continue if it hasn't blown or end off on that datum if it has blown.

H. When you have handled a particular false datum to a blow, going earlier similar as necessary, you would then go back and repeat the question from E (the detection step) that uncovered the false datum. If there are any more answers to the question, they are

handled exactly as in Step F (location) and Step G (handling). That particular question is left when the person has no more answers. Then, if the person is not totally handled on the subject under discussion, one would use the other questions from Step E and handle them in the same way. All the questions can be asked and handled as above but one would not continue past a point where the whole subject has been cleared up and the person can now duplicate and apply the data he has been having trouble with.

I.   *CONDITIONAL:* If False Data Stripping is being done in conjunction with Crashing Mis-U finding one would now proceed with the Crashing Mis-U finding.

J.   Send the person to the Examiner.

K.   Have the person study or restudy the true data on the subject you have been handling.

END PHENOMENA

When the above procedure is done correctly and fully on an area the person is actually having difficulty with he will end up able to duplicate, understand and apply and think with the data that he could not previously grasp. The false data that was standing in the road of duplication will have been cleared away and the person's thinking will have been freed up. When this occurs, no matter where in the procedure, one ends off the False Data Stripping on that subject and sends the person to the Examiner. He will have cognitions and VGIs and on the meter you will have an F/N. This is not the end of all False Data Stripping for that person. It is the end of that False Data Stripping on the person at that particular time. As the person continues to work with and study the subject in question, he will learn more about it and may again collide with false data at which time one repeats the above process.

NOTE

False data buries itself as the person may firmly believe that it is true. Sometimes the person will have such faith in a particular person, book, etc. that he cannot conceive that any data from that particular source might be false. One artist being false data stripped had received some false data from a very famous painter. Even though the data didn't really add up and actually caused the artist tremendous problems, he tended to believe it because of where it came from. It took persistence on the part of the person administering the False Data Stripping to eventually blow this false datum with a resulting freeing up of the artist's ability to think and produce in the area.

MISUNDERSTOODS

Misunderstoods often come up during False Data Stripping and should be cleared when they do. One would then continue with the False Data Stripping. One person being false data stripped knew he had some false data from a particular source but the false data was a complete blank—he couldn't remember it at all. It was discovered that he had a Mis-U

just before he received the false data and as soon as this was cleared up he recalled the false data and it blew.

This is just one example of how Word Clearing can tie in with False Data Stripping.

REPEATED USE

False Data Stripping can be done over and over as it will come off in layers as mentioned before. If False Data Stripping has been done on a specific thing and at some later point the person is having difficulty with a drill or the materials, the stripping of false data should be done on him again.

In such a case it will be seen that the person recognizes or remembers *more* false or contrary data he has accumulated on the subject that was not in view earlier.

As he duplicates a drill or his materials more and more exactly, former "interpretations" he had not-ised, incorrect past flunks that acted as invalidation or evaluation, etc., may crop up to be stripped off.

CAUTIONS

CODE. False Data Stripping is done under the discipline of the Auditor's Code. Evaluation and invalidation can be particularly harmful and must be avoided. All points of the code apply.

RUDIMENTS. One would not begin False Data Stripping on someone who already has out-ruds. If the person is upset or worried about something or is critical or nattery, then you should fly his ruds or get them flown before you start False Data Stripping.

OVERRUN. One must be particularly careful not to overrun the person past a blow of the false datum. The stress in recall is that it is a light action which does not get the person into engrams or heavy charge. Keep it light. If you overrun someone past the point of a blow, he may drop into engrams or heavy charge. Just take the recall step to a blow and don't push him beyond it.

DATE/LOCATE. Date/Locate is another way of getting something to blow. If a false datum does not blow on the recall steps despite going earlier similar, then it could be handled with Date/Locate *in session* as ordered by the C/S. This would normally be done as part of a False Data Stripping Repair List. Date/Locating false data would never be done except in session as ordered by the C/S or as directed by the False Data Stripping Repair List. The auditor must be totally starrated on Date and Locating and practiced in it before he attempts it.

FALSE DATA STRIPPING REPAIR LIST. The False Data Stripping Repair List is used in session by an auditor when False Data Stripping bogs inextricably or the person is not F/N

GIs at exams or gets in trouble after False Data Stripping has been done. A bogged False Data Stripping session must be handled within 24 hours.

NEW STUDENTS. Students who are new to Scientology should not use this procedure on each other as they may be insufficiently experienced to deliver it competently. In this case the Supervisor or someone qualified would administer False Data Stripping to those students who need it.

SUMMARY

The problem of the person who is unable to learn or who is unable to apply what he learns has never been fully resolved before. Misunderstoods were and are a major factor and Word Clearing must be used liberally. Now, however, I have made a major breakthrough which finally explains and handles the problem of inability to learn and apply.

Man's texts and education systems are strewn with false data. These false data effectively block someone's understanding of the true data. The handling given in this HCOB/PL makes it possible to remove that block and enable people to learn data so they can apply it.

With the ability to learn comes stability and the production of valuable products. With stability and the production of valuable products comes the achievement of one's purposes and goals, high morale and happiness.

So let's get to work on stripping away the false data which plagues Man, clogs up his ability to think and learn and reduces his competence and effectiveness. Let's increase the ability of individuals and the human race.

L. RON HUBBARD
Founder

Happiness Rundown Series 4-1

HRD PRECEPTS ASSESSMENT LIST

Refs:
HCOB 17 Jan. 84   HRD Series 2
                                HAPPINESS RUNDOWN BASICS
HCOB 18 Jan. 84   HRD Series 3
                                HOW TO AUDIT THE HRD
HCOB 19 Jan. 84   HRD Series 4
                                HAPPINESS RUNDOWN COMMAND SHEETS

The following form is used when the Happiness Rundown is audited by the assessment method.

The list is assessed Method 5. The reading precepts and subprecepts are then handled in sequence, in order of the largest reading item first, then the next largest reading item, and so on.

Each reading item is handled using the basic 1-10 steps of the HRD procedure, per HCOB 17 Jan. 84, HRD Series 2, HAPPINESS RUNDOWN BASICS.

PC NAME: _____ DATE: _____

AUDITOR: _____ ORG: _____

1.   **TAKE CARE OF YOURSELF**.   _____

1-1.   **GET CARE WHEN YOU ARE ILL**.   _____

1-2.   **KEEP YOUR BODY CLEAN**.   _____

1-3.   **PRESERVE YOUR TEETH**.   _____

1-4.   **EAT PROPERLY**.   _____

1-5.	**GET REST**.	_____
2.	**BE TEMPERATE**.	_____
2-1.	**DO NOT TAKE HARMFUL DRUGS**.	_____
2-2.	**DO NOT TAKE ALCOHOL TO EXCESS**.	_____
3.	**DON'T BE PROMISCUOUS**.	_____
3-1.	**BE FAITHFUL TO YOUR SEXUAL PARTNER**.	_____
4.	**LOVE AND HELP CHILDREN**.	_____
5.	**HONOR AND HELP YOUR PARENTS**.	_____
6.	**SET A GOOD EXAMPLE**.	_____
7.	**SEEK TO LIVE WITH THE TRUTH**.	_____
7-1.	**DO NOT TELL HARMFUL LIES**.	_____
7-2.	**DO NOT BEAR FALSE WITNESS**.	_____
8.	**DO NOT MURDER**.	_____
9.	**DON'T DO ANYTHING ILLEGAL**.	_____
10.	**SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE**.	_____
11.	**DO NOT HARM A PERSON OF GOODWILL**.	_____
12.	**SAFEGUARD AND IMPROVE YOUR ENVIRONMENT**.	_____
12-1.	**BE OF GOOD APPEARANCE**.	_____
12-2.	**TAKE CARE OF YOUR OWN AREA**.	_____
12-3.	**HELP TAKE CARE OF THE PLANET**.	_____
13.	**DO NOT STEAL**.	_____
14.	**BE WORTHY OF TRUST**.	_____
14-1.	**KEEP YOUR WORD ONCE GIVEN**.	_____

15.   **FULFILL YOUR OBLIGATIONS**.   _____

16.   **BE INDUSTRIOUS**.   _____

17.   **BE COMPETENT**.   _____

17-1.   **LOOK**.   _____

17-2.   **LEARN**.   _____

17-3.   **PRACTICE**.   _____

18.   **RESPECT THE RELIGIOUS BELIEFS OF OTHERS**.   _____

19.   **TRY NOT TO DO THINGS TO OTHERS THAT
        YOU WOULD NOT LIKE THEM TO DO TO YOU**.   _____

20.   **TRY TO TREAT OTHERS AS YOU WOULD
        WANT THEM TO TREAT YOU**.   _____

21.   **FLOURISH AND PROSPER**.   _____

_____

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 JANUARY 1984R
Issue III
REVISED 20 JULY 1988

Happiness Rundown Series 7R

DELIVERY OF THE HAPPINESS RUNDOWN
TO CLEARS AND OTs

Refs:

HCOB 28 Sept. 82	C/S Series 115
	MIXING RUNDOWNS AND REPAIRS
HCOB 23 July 69	AUDITOR ASSIGNMENT POLICIES
HCOB 15 Jan. 84	HAPPINESS RUNDOWN ADDITIVES
HCOB 4 July 79	HANDLING CORRECTION LISTS ON OTs
HCOB 27 Mar. 84	C/S Series 119
	STALLED DIANETIC CLEAR: SOLVED

Modifies:

HCOB 23 Dec. 71RA	C/S Series 73RA
Rev. 1.7.85	THE NO-INTERFERENCE AREA
	CLARIFIED AND REENFORCED

The HRD should not be delivered between Dianetic Clear and completion of OT III, nor between the start of New OT V and completion of New OT VIII, except where the pre-OT is moving slowly or stalled and not moving up the Bridge. Such pre-OTs may be given the HRD as part of a program to get them unstalled and moving again. (Ref: HCOB 27 Mar. 84, C/S Series 119, STALLED DIANETIC CLEAR: SOLVED)

In order to audit a Dianetic Clear or above, the auditor must be of the same case level as the pre-OT (or higher), fully qualified to audit persons of that case level, AND a trained and certified Happiness Rundown Auditor. The C/S must be fully trained and certified to C/S persons of the pre-OT's case level and an HRD C/S.

This means that New OT I's and above may receive the HRD only at a Sea Org org which has the technical personnel and lines necessary to service them.

L. RON HUBBARD
Founder

HAPPINESS RUNDOWN

Auditor Course (HRD)

References

(1984/1989)

A 2014 Compilation

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 25 SEPTEMBER 1979RB
Issue II
REVISED 1 JULY 1985

Remimeo
Tech/Qual
All Registrars
Course Supervisors
C/Ses
Ds of T
Ds of P

(Also issued as an HCOB,
same date and title.)

Word Clearing Series 34

METHOD ONE WORD CLEARING

MODIFIES any issue or checksheet stating that Method One Word Clearing
is a mandatory prerequisite to Academy training or admin courses.

Refs:	
HCOB 30 June 71RC II	Word Clearing Series 8RC
Rev. 3.3.89	STANDARD C/S FOR WORD CLEARING
	IN SESSION METHOD ONE
HCOB 12 Nov. 81RC	GRADE CHART STREAMLINED FOR
Rev. 1.7.85	LOWER GRADES
HCOB 23 Dec. 71RA	Solo C/S Series 10RA
Rev. 1.7.85	C/S Series 73RA
	THE NO-INTERFERENCE AREA
	CLARIFIED AND RE-ENFORCED
HCOB 23 Aug. 71	C/S Series 1
	AUDITOR'S RIGHTS
HCOB 13 Aug. 72RA	FAST FLOW TRAINING
Rev. 30.8.83	

Method One Word Clearing is the action taken to clean up all misunderstoods in every subject one has studied. It is done on a meter in session with a Word Clearing auditor.

When properly done and completed, the result of Method One Word Clearing is RECOVERY OF ONE'S EDUCATION.

That factor in itself can mean a tremendous gain for the person. The added dividend is that, with misunderstoods in earlier subjects now cleaned up, the way is clear for the student to get the most out of his current training course or activity. He can now study and grasp the materials of any subject more easily, as he will no longer be bogged down by and stumbling over the earlier misunderstoods.

METHOD ONE A REQUIREMENT
FOR ACADEMY AND OEC TRAINING

Method One has for years been a requirement for anyone doing Academy or OEC train-

ing, and rightfully so—it has been proven conclusively that those who've had M1 before embarking on these major training levels get through their checksheets faster and have a better grasp of what they studied, resulting in much more competent auditors and administrators. It was expected that if for some case reason the student could not be programed to receive M1 at that moment, he would still be permitted to study but would need to star-rate all star-rated materials on the checksheet until such time as he did get M1.

However, a PL of 25 Sept. 79 was issued by another which entered an arbitrary on the line that if a student could not get his M1 then he could not do ANY further Academy training. Such a rule is completely against basic policy on training. The PL of 25 Sept. 79 II and also its revision of 3 Oct. 80 are both hereby CANCELLED and replaced by this HCOB/PL.

METHOD ONE WORD CLEARING IS VERY DEFINITELY A PREREQUISITE FOR ANY ACADEMY OR OEC/FEBC TRAINING. (And "Academy training," as used here, includes Levels 0–IV, NED and any higher-level auditor training; and Course Supervisor, C/S, Word Clearer or Cramming Officer training.) BUT IF THE STUDENT DOES NOT HAVE A C/S OKAY TO RECEIVE METHOD ONE WORD CLEARING, HE IS NOT TO BE HELD UP OR DENIED ACADEMY OR OEC TRAINING. THE STUDENT IS ALLOWED TO DO THESE COURSES; HOWEVER, HE MUST STAR-RATE ALL THE STAR-RATED MATERIALS ON THE CHECKSHEET AND ADDITIONALLY MUST PASS AN EXAMINATION IN THE QUALIFICATIONS DIVISION BEFORE BEING PERMITTED TO GRADUATE THE COURSE.

METHOD ONE A REQUIREMENT
FOR FAST FLOW TRAINING

A fast flow student is one who may attest to the theory and practical items on his course when he has fully covered the materials and can apply them. There is no examination. This applies to any course checksheet, any training.

In order to qualify as a fast flow student, the person must have completed the Student Hat and Method One Word Clearing. (Completion of the full Primary Rundown also qualifies a student to fast flow his courses.)

ONE MUST HAVE RECEIVED METHOD ONE WORD CLEARING AND ALSO COMPLETED THE STUDENT HAT COURSE TO QUALIFY AS A FAST FLOW STUDENT.

Students who are not fast flow may still enroll on Academy and other courses. They study the course materials with full use of study tech and Word Clearing tech, as do fast flow students, but they additionally must star-rate check out on all star-rated materials and must pass an examination on the course before graduation.

WHEN METHOD ONE CAN BE DONE

Method One can be done at any point on the Grade Chart except in the No-Interference

Area (the zone between the start of New OT I and the completion of OT III, for those who went Clear on NED, or from the beginning of R6EW to the completion of OT III, for those who did not go Clear on NED.) It may be done after completion of OT III or any higher OT level. Thus, with the exception of those in the No-Interference Area, it may be done on preclears, Clears and OTs. (Ref: HCOB 23 Dec. 71RA, Solo C/S Series 10RA, C/S Series 73RA, THE NO-INTERFERENCE AREA CLARIFIED AND RE-ENFORC-ED)

Of course, it would not be done in the middle of another incomplete auditing action. (Ref: HCOB 28 Sept. 82, C/S Series 115, MIXING RUNDOWNS AND REPAIRS)

Ideally one should get Method One early on in his auditing, before getting onto NED, whether the person is taking the training route (and co-auditing up the Bridge) or the pc route. M1 is not only valuable for those who plan to be professional auditors. It will stand one in good stead on Solo Auditor training, on the OT courses and on up the line.

CASE SETUP

As Method One is a major case action, the case must be set up with an F/N before the action is started, but this most often does not require a lengthy program. Usually all that's needed is flying the rudiments. (Refs: HCOB 23 Aug. 71, C/S Series 1, AUDITOR'S RIGHTS, and HCOB 30 June 71RC II, Word Clearing Series 8RC, STANDARD C/S FOR WORD CLEARING IN SESSION METHOD ONE)

Some cases who have had heavy drugs may not be able to get through Method One or other Word Clearing until the drugs are handled. The handling is then to first get them through the Purification Rundown, Objectives and in some cases a Drug Rundown. (Refs: HCOB 12 Nov. 81RC, GRADE CHART STREAMLINED FOR LOWER GRADES, and HCOB 4 Apr. 72R II, PRIMARY RUNDOWN [REVISED])

HOW TO GET METHOD ONE

One can get Method One Word Clearing as a public pc in the HGC in any org, and it is also available in missions.

One can receive M1 as student auditing from another student, or it may be obtained by enrolling on the Method One Co-audit Course at an org and co-auditing M1 with another.

Method One can give a remarkable boost in the ability to study. It is a VITALLY important rundown for all students and preclears.

L. RON HUBBARD
Founder

LRH:DM:gal
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Remimeo
Exec Sec Hats
Qual
Personnel
Enhancement Hat
HCO Area Sec Hat

CHECKSHEET FORMAT

A great deal of work can go into making a checksheet for a post or course and it can be all wasted by errors in issue.

A checksheet must be in a certain form and issued in a certain way to be useful and valid and preserved.

The best way to preserve any item of admin is to issue it as part of a numbered series that can be filed and can be found and can be duplicated for further use.

Any checksheet that somebody has spent time and care in making up deserves to be respected enough to be preserved.

Many people have spent time on this subject. If we had all the checksheets and hats MSH had ever prepared, if we had the original checksheets of the London Comm Course or the original Academy levels done by the Assoc Sec London or the early hat layouts of Washington, DC ...

Now that we are checksheeting hats, why waste the work and commit the same errors again which are failures to make available, failures to preserve.

HOW TO ISSUE

When a checksheet has been compiled by anyone:

1.   It should be issued as part of a numbered series;

2.   It should be mimeographed;

3.   It should be filed;

4.   Copies should be made available to anyone interested in that post or subject;

5.   Copies should be sent to any permanent file in other areas where it may be of use.

Example: The Qual Sec at the Doberville Org draws up a Review Auditor Hat Checksheet compiled of various write-ups, relevant HCO PLs and HCOBs. If she gave it to just her own Review auditors as a typed sheet, it will probably be lost in a year. Also there are not enough copies to issue it to new Review auditors. Also both a junior and senior org have no Review Auditor Hat Checksheet.

She therefore should have the HCO Exec Sec Doberville authorize it as an Executive Directive Doberville.

This gives it a number and a date and a file (EDs DOB) to go into both in Doberville and other orgs. She should put FIVE copies of it in every single hat (because the hat will get passed on and the next one to have it also needs a checksheet for the hat and pack). She should send a couple copies of it to each senior org above Doberville and five or six copies of it to any junior org. This issue being marked ED Doberville and having a file and being signed by her can then be found again or copies requested from elsewhere.

SENIORITY OF CHECKSHEET ISSUE

The order of seniority of issues are:

1. Flag-HCO Policy Letter.

2. Flag-Central Bureau Order (for bureaux hats).

3. Flag-Flag Order for ship and Sea Org hats.

4. Worldwide-Executive Directive International.

5. Worldwide-Executive Directive Continental.

6. Continental Liaison Office - Continental Order.

7. Continental Executive Council-Executive Directive Continental.

8. Org Executive Directive - Executive Directive of that org.

Hat checksheets may be issued for any post in any of the above forms.

Normally speaking, if a checksheet for a post is an HCO PL, it *is* the checksheet for that post. The local write-up may be added to it and further PLs or manuals added to it. It is illegal to take anything off an HCO PL checksheet or practice cutatives or say "That's all old," etc., as that is how we lose our tech of admin and lose all we have.

A long course checksheet is less responsible for "interminable courses" than poor course supervision and admin. But only here do we have to watch extremely long checksheets.

Who cares how long a hat checksheet is? It's only when it is (a) too short (b) contains highly irrelevant data (c) is not for that post that it fails. It isn't its length that's at fault. It's its unreality or omissions that foul up the person on the post.

CHECKSHEET FORM

A checksheet must say:

a. What issue type and number and date (HCO PL, ED __ , etc.).

b. It must have a place for the person's name, org, post, date started and date completed.

c. It must give the POST, the SECTION, the DEPARTMENT and the DIVISION. (Even a course checksheet has the post as "Student.")

d. It must give the award at Certs and Awards (i.e., award-DIR INCOME CERT). This is to be duly logged at Certs and Awards in Div 5 and issued to the holder and entered in personnel enhancement folder. (This is new and won't be found on earlier check-sheets but will appear on new ones and is grantable for old ones.)

e. Distribution must be indicated.

f. What it is for must be explained in its preamble.

g. How it is to be studied may be noted.

h. The type of the items to be studied are on the left (ie., HCO PL *date)*. The name of the item is next. At least three blank slots must follow at the right of the line. Example: HCO PL 27 Apr. 65 _____ _____ _____ (The last one for any retread.)

i. Any manuals or books must be given full name, author, where book can be gotten and must be broken into lines for partial study. Example:

BOOK, AMOS TUTWILER,
Care of Lawns
Dodd Mead & Co.
75 5th Ave, NY

Chapter 1 Earth   _____ _____ _____

Chapter 2 Fertilizer   _____ _____ _____

Chapter 3 Seed   _____ _____ _____

etc. ,

J. Many blank spaces must be left for adding additional PLs, HCOBs, materials, drills.

k. A CORRECTION section for cancelled or amended PLs.

l. Any drills are noted with spaces for passing.

m. Any exam grade.

n. Any retread in red ink pen on same form.

o. Signature by Certs and Awards as completed.

p. The name and position of the compiler of the checksheet.

FILING

Full files of all checksheets ever done must be kept in an org, an Executive Council Continental, a Continental Liaison Office, Worldwide and Flag, and copies of any locally made up should be sent to those places.

PACKS

From these checksheets packs are made up, usually locally for the post or student. They must not be deficient in items and missing items must be requested from the nearest full files to be included in local files.

VOLUMES OF PLs

Where PLs exist in full volume sets IN THE HANDS OF THE POST HOLDER, the checksheet may be studied from this set, the items being looked up in the set and studied.

SCARCITY BOOKS

Where books are scarce every effort should be made to obtain them. Local public libraries may be used if the material is available there. Books provided for a pack should be jacketed in cellophane and marked "Hat Checksheet—Post".

DEVELOPMENT

One should realize that:

A. The checksheet is a Scientology development.

B. That study is greatly advanced by checksheets.

C. That posts without checksheets, packs and competent study thereon will cave in from confusion and let the society's aberrations into org staff and

D. An unchecksheeted org is very hard to manage or work in.

E. Checksheets that have been carefully composed are valuable.

<div align="right">

L. RON HUBBARD
Founder

</div>

HCO BULLETIN OF 3 MAY 1962R
REVISED 5 SEPTEMBER 1978

Remimeo

ARC BREAKS
MISSED WITHHOLDS

(HOW TO USE THIS BULLETIN:

WHEN AN AUDITOR OR STUDENT HAS TROUBLE WITH AN "ARC BREAKY PC" OR NO GAIN, OR WHEN AN AUDITOR IS FOUND TO BE USING FREAK CONTROL METHODS OR PROCESSES TO "KEEP A PC IN SESSION," THE HCO SEC, D OF T OR D OF P SHOULD JUST HAND A COPY OF THIS BULLETIN TO THE AUDITOR AND MAKE HIM OR HER STUDY IT AND TAKE AN HCO EXAM ON IT.)

After some months of careful observation and tests, I can state conclusively that:

ALL ARC BREAKS STEM FROM MISSED WITHHOLDS.

This is vital technology, vital to the auditor and to anyone who wants to live.

Conversely:

THERE ARE NO ARC BREAKS WHEN MISSED WITHHOLDS HAVE BEEN CLEANED UP.

By WITHHOLD is meant AN UNDISCLOSED CONTRASURVIVAL ACT.

By MISSED WITHHOLD is meant AN UNDISCLOSED CONTRASURVIVAL ACT WHICH HAS BEEN RESTIMULATED BY ANOTHER BUT NOT DISCLOSED.

————————

This is FAR more important in an auditing session than most auditors have yet realized. Even when some auditors are told about this and shown it, they still seem to miss its importance and fail to use it. Instead they continue to use strange methods of controlling the pc and oddball processes on ARC breaks.

This is so bad that one auditor let a pc die rather than pick up the missed withholds! So allergy to picking up missed withholds can be so great that an auditor has been known to

fail utterly rather than do so. Only constant hammering can drive this point home. When it is driven home, only then can auditing begin to happen across the world; the datum is that important.

——————————

An auditing session is 50% technology and 50% application. I am responsible for the technology. The auditor is wholly responsible for the application. Only when an auditor realizes this can he or she begin to obtain uniformly marvelous results everywhere.

——————————

No auditor now needs "something else," some odd mechanism to keep pcs in session.

PICKING UP MISSED WITHHOLDS KEEPS PCs IN SESSION.

There is no need for a rough, angry ARC breaky session. If there is one it is *not* the fault of the pc. It is the fault of the auditor. The auditor has failed to pick up missed withholds.

As of now it is not the pc that sets the tone of the session. It is the auditor. And the auditor who has a difficult session (providing he or she has used standard technology, Model Session and can run an E-Meter), has one only because he or she failed to ask for missed withholds.

——————————

What is called a "dirty needle" (an erratic agitation of the needle—not limited in size—which is ragged, jerky, ticking, not sweeping and tends to be persistent) is caused by missed withholds, not withholds.

——————————

Technology today is so powerful that it must be flawlessly applied. One does his CCHs in excellent two-way comm with the pc. One has his TRs, Model Session and E-Meter operation completely perfect. And one follows exact technology. And one keeps the missed withholds picked up.

——————————

There is an exact and precise auditor action and response for every auditing situation, and for every case. We are not today beset by variable approaches. The less variable the auditor's actions and responses, the greater gain in the pc. It is terribly precise. There is no room for flubs.

Further, every pc action has an exact auditor response. And each of these has its own drill

by which it can be learned.

Auditing today is not an art, either in technology or procedure. It is an exact science. This removes Scientology from every one of the past practices of the mind.

Medicine advanced only to the degree that its responses by the practitioner were standardized and the practitioner had a professional attitude toward the public.

Scientology is far ahead of that today.

_____

What a joy it is to a preclear to receive a completely standard session. To receive a textbook session. And what gains the pc makes! And how easy it is on the auditor!

It isn't how interesting or clever the auditor is that makes the session. It's how standard the auditor is. Therein lies pc confidence.

_____

Part of that standard technology is asking for missed withholds any time the pc starts to give any trouble. This is, to a pc, a totally acceptable control factor. And it totally smooths the session.

You have no need for and must not use any ARC break process. Just ask for missed withholds.

_____

Here are some of the manifestations cured by asking for missed withholds:

1. PC failing to make progress.

2. PC critical of or angry at auditor.

3. PC refusing to talk to auditor.

4. PC attempting to leave session.

5. PC not desirous of being audited (or anybody not desirous of being audited).

6. PC boiling off.

7. PC exhausted.

8.   PC feeling foggy at session end.

9.   Dropped havingness.

10.   PC telling others the auditor is no good.

11.   PC demanding redress of wrongs.

12.   PC critical of organizations or people of Scientology.

13.   People critical of Scientology.

14.   Lack of auditing results.

15.   Dissemination failures.

Now I think you will agree that in the above list we have every ill we suffer from in the activities of auditing.

Now PLEASE believe me when I tell you there is ONE CURE for the lot and ONLY that one. There are no other cures.

The cure is contained in the simple question or its variations "Have I *missed a withhold on you?"*

_____

THE COMMANDS

In case of any of the conditions (1) to (15) above, ask the pc one of the following commands and CLEAN THE NEEDLE OF ALL INSTANT READ. Ask the exact question you asked the first time as a final test. The needle must be clean of all instant reaction before you can go on to anything else. It helps the pc if each time the needle twitches, the auditor says "That" or "There" quietly but only to help the pc see what is twitching. One doesn't interrupt the pc if he or she is already giving it. This prompting is the *only* use of latent reads in Scientology—to *help* the pc spot what reacted in the first place.

The commonest questions:

   "**In this session, have I missed a withhold on you**?"

   "**In this session have I failed to find out something**?"

   "**In this session is there something I don't know about you**?"

The best beginning rudiments withhold question:

"Since the last session is there something you have done that I don't know about?"

Prepcheck Zero Questions follow:

"Has somebody failed to find out about you who should have?"

"Has anyone ever failed to find out something about you?"

"Is there something I failed to find out about you?"

"Have you ever successfully hidden something from an auditor?"

"Have you ever done something somebody failed to discover?"

"Have you ever evaded discovery in this lifetime?"

"Have you ever hidden successfully?"

"Has anyone ever failed to locate you?"

(These Zeros do not produce "What" questions until the auditor has located a specific overt.)

———————————

When Prepchecking, when running any process but the CCHs, if any one of the auditing circumstances in (1) to (15) above occurs, ask for missed withholds.

Before leaving any chain of overts in Prepchecking, or during Prepchecking, ask frequently for missed withholds, "Have I missed any withhold on you?" or as above.

———————————

Do not conclude intensives on any process without cleaning up missed withholds.

———————————

Asking for missed withholds does not upset the dictum of using no O/W processes in rudiments.

———————————

Most missed withholds clean up at once on Two-way Comm *providing* the auditor doesn't ask leading questions about what the pc is saying. Two-way Comm consists of asking for what the meter showed, acknowledging what the pc said and checking the meter again

with the missed withhold question. If pc says, "I was mad at my wife" as an answer, just ack and check the meter with the missed withhold question. Don't say, "What was she doing?"

In cleaning missed withholds do not use the Prepcheck system unless you are Prepchecking. And even in Prepchecking, if the Zero is not a missed withhold question and you are only checking for missed withholds amid other activities, do it simply as above, by Two-way Comm, not by the Prepcheck system.

To get auditing into a state of perfection, to get clearing general, all we have to do is:

1. Know our basics (axioms, scales, codes, the fundamental theory about the thetan and the mind);

2. Know our practical (TRs, Model Session, E-Meter, CCHs, Prepchecking and clearing routines).

In actual fact, this is not much to ask. For the return is smooth results and a far, far better world. An HPA/HCA can learn the data in 1 above and all but clearing routines in the material in 2. An HPA/HCA should know these things to perfection. They are not hard to learn. Additives and interpretations are hard to get around. Not the actual data and performance.

———————

Knowing these things, one also needs to know that all one has to do is clean the E-Meter of missed withholds to make any pc sit up and get audited smoothly, and all is as happy as a summer dream.

———————

We are making all our own trouble. Our trouble is lack of precise application of Scientology. We fail to apply it in our lives or sessions and try something bizarre and then we fail too. And with our TRs, Model Session and meters we are most of all failing to pick up and clean up MISSED WITHHOLDS.

———————

We don't have to clean up all the withholds if we keep the missed withholds cleaned up.

Give a new auditor the order to clean up "missed withholds" and he or she invariably will start asking the pc for withholds. *That's* a mistake. You ask the pc for *missed withholds.* Why stir up new ones to be missed when you haven't cleaned up those *already missed?* Instead of putting out the fire we pour on gunpowder. Why find more you can *then* miss when you haven't found those that *have been* missed?

—————————

Don't be so confounded *reasonable* about the pc's complaints. Sure, they may all be true BUT he's complaining only because *withholds* have been *missed.* Only then does the pc complain bitterly.

—————————

Whatever else you learn, learn and understand this please. Your auditing future hangs on it. The fate of Scientology hangs on it. Ask for missed withholds when sessions go wrong. Get the missed withholds when life goes wrong. Pick up the missed withholds when staffs go wrong. Only then can we win and grow. We're waiting for you to become technically perfect with TRs, Model Session and the E-Meter, to be able to do CCHs and Prepchecking and clearing techniques, *and* to learn to spot and pick up missed withholds.

If pcs, organizations and even Scientology vanish from man's view it will be because you did not learn and use these things.

L. RON HUBBARD
Founder

Central Orgs
Missions

SCIENTOLOGY VI

ROUTINE 6
INDICATORS
PART ONE: GOOD INDICATORS

Note: No auditor at this date is qualified to run actual GPMs regardless of any former training. The successful technology has not been fully released. There are *no* Class VI Auditors. If you were trained, run only Implant GPMs, the technology for which has been fully released.

An INDICATOR is a condition or circumstance arising in an R6 auditing session which indicates whether the session is running well or badly, and if badly what action the auditor should at once take.

There are good indicators and bad indicators, but all of them are indicators.

The good indicators mean that the session is progressing properly and that the next routine action should be undertaken. Good indicators abound in a properly run session. Here are some GOOD INDICATORS:

PC cheerful.

PC cogniting on items or goals.

PC's items found are the ones the pc thought they were on the list.

PC listing items briefly and accurately.

Early items on list turning out to be the right ones.

The right item reading on the needle with a chug as though through a resistive wall and then heavily falling with blowdown.

Items found not rocket reading.

Goals found rocket reading.

Short item lists (1 to 15 or 20 items on the list).

Items being found rapidly without a lot of hassle even though the right item hard to make read.

Tone arm continuing in motion. Not stuck (symptom of wrong goal or bypassed GPMs or RIs).

Needle active. Not stuck (symptom of RR gone off which means wrong goal or wrongly worded goal).

PC not troubled with new mass appearing when item is given.

RI given pc blowing tone arm down when pc asked if it is it.

Further blowdown of TA with full-dial-needle slash when pc told it is his or her item.

Distinct needle slash, two inches or so, when pc asked if new item solves or is solved by RI found just before.

Full-dial slash of needle when pc answers question as to what is the position of the newly found item in the bank.

Heat on the item list.

Heat on the goals list.

Heat on the RI found.

No pain on RI found.

Tone arm riding between 2.5 and 3.75 (acceptable) or 2.25 and 3.0 (excellent).

Good tone arm action on finding items (about 125 TA divisions per GPM in fast running). (About 30 or 40 TA divisions down per 2½ hour session, minimum.)

The right item reading with only some coaxing.

PC with no PTP about which really went where concerning goals or RIs found in earlier session.

PC with no question as to what was the right goal or item after it is found.

PC not critical or ARC breaky.

PC not protesting auditor's actions.

PC looking younger by reason of R6 auditing.

PC without weariness.

PC without pains or aches or illnesses developing during auditing.

PC wanting more auditing.

Pc's confidence in finding goals and items getting progressively better.

Pc's itsa free but not so extensive as to halt session progress, giving no more than 30 seconds or a minute, usually less, to itsaing a goal or item.

Auditor seeing how goals oppose goals.

Auditor seeing how RIs solve RIs or are solved by them.

The goals plot making sense to the auditor.

The line plot looking proper, with correct gradients, to the auditor.

No vast mental effort demanded of the auditor to follow pc's logic in why something opposes something or solves something.

PC not developing heavy PTPs or somatics between sessions or in session.

_____

The good indicator tells you things look the way they ought to look and are going the way they *have* to go to make an OT.

When these good indicators are absent, *then* is the time to start doing searches, repairs, etc.

In actual practice you get so used to good indicators that you don't really think of them as indicators at all. Therefore, you keep your attention alert for bad indicators and when these show up you *have* to act and promptly.

Like many other things in this universe, you don't concentrate on the smooth, you stay alert for the rough.

But it is a great mistake for an auditor to be so nervous about bad indicators that the pc is thrown into a whatsit when nothing is wrong. Things will go wrong *then* for sure.

The rule is: Expect good indicators and go on with routine actions as long as they are present. Observe quickly and knowingly bad indicators and rapidly act with the correct response.

Every bad indicator is precise, easily observed and has an exact counteraction.

The speed with which a bad indicator is observed and the certainty with which it is corrected prevents the session from producing *more* bad indicators.

Observe the trouble sign instantly. Know what to do for that exact sign instinctively. Repair swiftly. And in these points we have the whole secret of fast progress.

It is not the pc who slows the session. It is the auditor's lack of knowledge of bad indicators and their remedies. The longer a bad indicator goes unobserved and unrepaired the longer it will take to repair it. In R6 errors consume time far, far out of proportion to successes. One overlooked bad indicator can consume a month of auditing time. In that month three whole banks could have been run. But no. The month is consumed with unproductive wanderings, the pc and auditor torn to bits with stress and ARC breaks.

It's all a matter of indicators and knowing what to do. If that knowledge is poor, then—well, no OT, that's all. The road is traveled with total correctness only. It is never traveled at all when unremedied bad indicators are present. The auditor is either totally competent or totally incompetent. There are no shades of gray. 'one error unremedied puts the whole project on the dump heap.

So the auditor has to know his business. And so does the pc. And errors can't be let go by. This is the routine of perfection. Sloppy, hope-it-will-get-by, well-it-doesn't-matter attitudes will not make OTs.

Any error passed up and neglected will within minutes or sessions wreck the lot. Miss a GPM or half a dozen items and within two banks the pc will bog completely and hopelessly and *never* progress further until the earlier error is remedied.

It's like having a pc on rubber bands. The pc will go down the track from an error just so far and then, as though the bands tighten to drag him back, will run slower and slower and then suddenly one is faced with a pc who can't run at all!

But these errors are *not* undetectable. The instant they occur a bad indicator shows up. The speed errors are remedied determines the speed of advance of the case.

The don't-care, hope-it-will-get-by, why-repair auditor just *can't* audit R6 and will only seriously mess up pcs. This is the condition of the final road out. I wish it were different but it isn't. It's that way.

An auditor *can* know his business.

There is a finite, specific answer for every bad indicator that shows up.
Therefore, an auditor, to succeed in R6, must:

1.   Know basic auditing and meters and itsa like an old smoothie;

2.   Know the anatomy of GPMs, RIs, and the objects of the mind and all their possible combinations like a card sharp knows cards;

3.   Know the techniques of R6 like a completely relaxed one-man band;

4.   Know all good indicators at a glance;

5.   Know every bad indicator and its response with a bang-bang, one-two certainty that never permits a moment's wonder as to what's going on or what to do;

6.   Know the rules of R6 rat-a-tat-tat.

Given those six things, an auditor can make an OT in under a thousand hours. A weakness on any one of them will not only not make an OT but will fiendishly mess up a case. For even if you know R6 cold you will make enough mistakes to keep you very busy.

The pity of it is that one must become an expert before he or she performs on an actual case. But that must be overcome. I learned it from scratch. So can you with all the data now neat before us.

L. RON HUBBARD
Founder

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Missions
Sthil

SCIENTOLOGY I TO IV

GOOD INDICATORS AT LOWER LEVELS

The following list of good indicators was compiled from my lecture tapes. An additional three are added at the end.

Lower-Level Good Indicators.

 1. PC cheerful or getting more cheerful.

 2. PC cogniting.

 3. Fundamental rightnesses of pc's asserting themselves.

 4. PC giving things to auditor briefly and accurately.

 5. PC finding things rapidly.

 6. Meter reading properly.

 7. What's being done giving proper meter response.

 8. What's being found giving proper meter response.

 9. PC running rapidly and flattening by TA or cognitions.

10. PC giving auditor information easily.

11. Needle cleanly swinging about.

12. PC running easily and if pc encounters somatics they are discharging.

13. Tone arm goes down when pc hits a cognition.

14. Further TA blowdown as pc continues to talk about something.

15. Expected meter behavior and nothing unexpected in meter behavior.

16. PC gets warm and stays warm in auditing or gets hot and unheats while in auditing.

17. PC has occasional somatics of brief duration.

18. Tone arm operating in the range 2.0 to 3.5.

19. Good TA action on spotting things.

20. Meter reading well on what pc and auditor think is wrong.

21. PC not much troubled with PTPs and they are easily handled when they occur.

22. PC stays certain of the auditing solution.

23. PC happy and satisfied with auditor regardless of what auditor is doing.

24. PC not protesting auditor's actions.

25. PC looking better by reason of auditing.

26. PC feeling more energetic.

27. PC without pains, aches or illnesses developing during auditing. Does not mean pc shouldn't have somatics. Means pc shouldn't get sick.

28. PC wanting more auditing.

29. PC confident and getting more confident.

30. Pc's itsa free but only covers subject.

31. Auditor easily seeing how it was or is on pc's case by reason of pc's explanations.

32. Pc's ability to itsa and confront improving.

33. Pc's bank getting straightened out.

34. PC comfortable in the auditing environment.

35. PC appearing for auditing on his own volition.

36. PC on time for session and willing and ready to be audited but without anxiety about it.

37. Pc's troubles in life progressively lessening.

38. Pc's attention becoming freer and more under pc's control.

39. PC getting more interested in data and technology of Scientology.

40. Pc's havingness in life and livingness improving.

41. Pc's environment becoming more easily handled.

L. RON HUBBARD
Founder

Remimeo
All Auditors
All C/Ses
All W/Cers
All Tech
  CheckSheets

WHAT IS A FLOATING NEEDLE?

A floating needle is a rhythmic sweep of the dial at a slow, even pace of the needle.

That's what an F/N is. No other definition is correct.

L. Ron HUBBARD
Founder

BDCS:LRH:pb.lfg

Remimeo
Dianetic Course

(Revision of HCO Bulletin of 21 October 1968R.
For use on Dianetic Course only.)

FLOATING NEEDLE

A floating needle is the idle, uninfluenced movement of the needle on the dial without any patterns or reactions in it. It can be as small as 1 inch or as large as dial wide. It does not fall or drop to the right of the dial. It moves to the left at the same speed as it moves to the right. It is observed on a Mark V E-Meter calibrated with the TA between 2.0 and 3.0 with GIs in on the pc. It can occur after a cognition blowdown of the TA or just moves into floating. The pc may or may not voice the cognition.

It, by the nature of the E-Meter reading below the awareness of the thetan, occurs just before the pc is aware of it. So to give a ''That's it'' on the occurrence of the F/N can prevent the pc from getting the cognition.

Pcs and pre-OTs OFTEN signal an F/N with a "POP" to the left and the needle can actually even describe a pattern much like a rock slam. Meters with lighter movement do "pop" to the left.

One does not sit and study and be sure of an "F/N." It swings or pops, he lets the pc cognite and then indicates the F/N to the pc, preventing overrun.

A one-hand electrode sometimes obscures an F/N and gives false TA. If used, use higher sensitivity and get the TA from 2 cans when needed.

L. RON HUBBARD
Founder

Revised by CS-4/5

As ordered by

L. RON HUBBARD

C/S Series 6

WHAT THE C/S IS DOING

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

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

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

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

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

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

LOW TAs

The low TA is a symptom of an overwhelmed being.

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

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

HIGH TA

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

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

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

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

MENTAL MASSES

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

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

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

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

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

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

PC SEARCH

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

The C/S is easily led astray by this.

All forces in the bank contain significances.

All forces can be unburdened and lightened up by the various procedures of auditing. The search of the pc is for significance.

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

THE E-METER

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

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

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

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

1. There is needle and TA action.

2. The pc cognites.

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

BACKWARDS C/Sing

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

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

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

RELIABLE INDICATORS

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

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

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

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

The pc will now attest to an ability regained.

F/N ABUSE

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

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

A.   Not run on all the processes of a level;

B.   Still have force on the subject;

C.   Were chopped off before they could cognite.

The ARC Break in this is UNFINISHED CYCLE OF ACTION.

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

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

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

Possibly the pc on no. 12 will cognite he's really right where he is. Only then could you cease to work at it.

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

Thus 2½ minutes from 0 to IV is not only impossible, it is murderous. It will result in an overwhelm, a low TA or a high TA eventually.

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

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

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

PC ABILITIES

It is not enough for the pc to have only negative gains of deleting force. Sooner or later he will have to begin to confront force.

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

What force can the pc now handle?

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

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

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

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

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

Thus force is the thing, significance very secondary.

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

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

C/S PURPOSE

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

The C/S is for the pc.

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

No other reasons for C/Sing exist.

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L. RON HUBBARD
Founder
</div>

Remimeo

C/S Series 61

THE THREE GOLDEN RULES
OF THE C/S
HANDLING AUDITORS

There are three firm rules in handling auditors which make the difference between good auditors and poor auditors or even having auditors or no auditors at all.

1. NEVER FAIL TO FIND AND POINT OUT AN ACTUAL GOOF AND SEND THE AUDITOR TO CRAMMING.

2. NEVER INVALIDATE OR HARASS AN AUDITOR FOR A CORRECT ACTION OR WHEN NO TECHNICAL GOOF HAS OCCURRED.

3. ALWAYS RECOGNIZE AND ACKNOWLEDGE A TECHNICALLY PERFECT SESSION.

By reversing these three things, a C/S can wreck and blow every auditor in the place.

By *always* doing these three things correctly, the C/S winds up with splendid auditors.

An auditor who knows he goofed and yet gets a well done doesn't think the C/S is a good fellow. He holds the C/S in contempt and his auditing worsens.

An auditor who didn't goof and yet is told he did becomes bitter or hopeless and begins to hate the C/S.

The test of a C/S in the auditor's eyes is "Is he 'spot on'?" meaning is the C/S *accurate* in giving the right program, the right C/S, spotting the goof and ordering cramming, and being well enough trained to see and commend a well done.

You never get bad indicators in an auditor or student when you state the truth.

You only get bad indicators when your statement is not true.

"PR (public relations cheery falsehoods) has nothing to do with getting good indicators.

Good indicators in auditors are made with TRUTH.

"You goofed, go to Cramming, do TRs 101 to 104 until you cease to alter commands."

"Well done by Exams. Practice handwriting so I don't take so long reading your work-sheets."

"This F/N VGIs at session end and the Bad Exam Report do not agree. Is there any way this report was falsified? Is there any goof you didn't write down?"

or

"Very well done" on a very well done totally ON-tech, ON-admin and correct auditor's C/S session.

Auditors work well even for a bad tempered C/S *when* that C/S is always "spot on" with program, C/S, auditor's grade or censure of auditor and TO CRAMMING.

Auditors like a businesslike, accurate C/S.

A "good fellow" C/S who "lets it slide" and says nothing becomes a very bad fellow indeed in auditors' eyes.

A C/S who doesn't recognize and who invalidates good auditing is looked on as a suppressive even when it's just ignorance.

The Golden Rules of C/Sing are:

1.   Never fail to find and point out an actual goof and send the auditor to Cramming.

2.   Never invalidate or harass an auditor for a correct action or when no technical goof has occurred.

3.   Always recognize and acknowledge a technically perfect session.

Only those C/Ses who follow these Golden Rules are truly loved by their auditors.

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L. RON HUBBARD
Founder

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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	
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FAILURE	- 0.01	
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SHAME – (BEING OTHER BODIES)	- 0.2	
ACCOUNTABLE	- 0.7	
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OWNING BODIES	- 3.0	THINK
APPROVAL FROM BODIES	- 3.5	
NEEDING BODIES	- 4.0	SYMBOLS
WORSHIPING 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

Remimeo
Examiner Hat
Tech Services
    Hat
(Mimeo on
    16 Substance paper)

Auditor Admin Series 11

EXAMINER'S FORM

(Important Note: This form is handled exactly as per HCO PL of 13 Oct. 68RA PC EXAM-
INER, AND NO EXAMINER MAY EXAMINE UNLESS STAR-RATED ON THAT PL, and
HCOB 5 Mar. 71, C/S Series 25, AND AN E-METER COURSE. Students and pcs can be very
upset if this post's duties are not done correctly and org pc and course results ruined.)

After Session _____ Qual Div _____ (*Place*) Volunteered _____

Date _____ Time _____ Medical _____

PC or Pre-OT Name _____ Last Grade Attained _____

Grade, Course or Action Being Attested _____

PC's Statement: *(Write down exactly what pc says)*

TA Position and any BD _____ PC Indicators _____

State of Needle _____ F/N Indicated to PC _____

                             _____

ROUTE THIS FORM TO TECH SERVICES WHICH   Signature of Examiner
ROUTES IT INTO THE FOLDER.

WHEN ILLNESS REPORTED, MAKE THIS OUT WITH A CARBON UNDER IT AND ROUTE ORIGINAL
TO TECH SERVICES AND FOLDER, AND CARBON TO MEDICAL LIAISON OFFICER OR QUAL SEC.

RUSH ROUTE ANY ROLLER COASTER. LATER REPORT OR SICK REPORT TO FOLDER TO PRE-
VENT C/S ERRORS.

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L. RON HUBBARD
Founder

Remimeo
Tech/Qual
All Auditors

E-METERS
SENSITIVITY ERRORS

Refs:

HCOB 4 Dec. 77RA	CHECKLIST FOR SETTING UP SESSIONS
Rev. 23.4.96	AND AN E-METER
HCOB 24 Jan. 77	TECH CORRECTION ROUNDUP
HCOB 7 Feb. 79RB	E-METER DRILL 5RB—CAN SQUEEZE
Rev. 10.3.88	

An auditor must set the sensitivity of an E-Meter exactly right for *each* pc and each session.

The setting is different for almost every pc and can change, session to session, even for one pc.

TOO LOW

Too low a sensitivity on some pcs (like sensitivity 1) will obscure reads and make them look like ticks. It will obscure an F/N. Whereas a sensitivity 16-128 will show reads and F/Ns.

A pc can be hindered by the auditor not setting the sensitivity high enough to show reads and F/Ns. Items are missed as well as F/Ns.

On almost any pc, a convulsive or incorrect can squeeze can shoot the needle across the dial and cause the auditor to reduce his sensitivity down and down and down until he finally sets it at a point where long falls become ticks and F/Ns don't exist. E-Meter Drill 5RB tells one how to do a proper can squeeze.

TOO HIGH

When auditing a flying pc or a Clear or OT, the auditor who sets the sensitivity too high gets weird impressions of the case.

"Latent reads" on such a case are common. They aren't latent at all. What happens is that the F/N is more than a dial wide at high sensitivity and a started F/N looks like a read as its sweep is stopped by the pin on the right of the dial.

Also, the pc can delicately press the cans improperly with his thumbs and forefingers when doing a can squeeze and cause the auditor to push the sensitivity up and up and up, and then, with the sensitivity set too high, be unable to keep the needle on the dial and so miss or imagine reads. E-Meter Drill 5RB now teaches how to do this properly.

In this way uncharged items are taken up, the case is slowed, overrun and general upsets requiring repairs occur.

On a one-hand electrode an OT VII sometimes has a one-third-dial-wide F/N at sensitivity 2!

This would mean a three-quarter-dial-wide F/N with two cans.

A Clear sometimes has a floating TA at sensitivity 5 or 10 instead of an F/N. He might have to be run at sensitivity 1 on two cans to keep him on a dial to detect F/Ns.

This is a very important matter, as the auditor will miss F/Ns, think beginning F/Ns are reads and, as the pre-OT is off the dial, miss reads.

Thus, uncharged areas are run and charged ones are missed.

The result is very chaotic to repair.

Many lower-level pcs also have a need for lower sensitivity settings.

SUMMARY

Sometimes an easy pc looks very difficult just because of wrong sensitivity settings brought about by wrong can squeeze procedure.

Set the sensitivity for the pc for one-third-of-a-dial drop on a correct can squeeze per E-Meter Drill 5RB (Ref: HCOB 7 Feb. 79RB, E-METER DRILL 5RB—CAN SQUEEZE). And do the drills. You will be amazed.

Don't get repairs.

Get wins.

L. RON HUBBARD
Founder

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Auditor Admin Series 20RA

MISCELLANEOUS REPORTS

Refs:

HCOB 28 Oct. 76	Auditor Admin Series 26
	C/S Series 98
	AUDITING FOLDERS, OMISSIONS
	IN COMPLETENESS
HCO PL 30 Oct. 80 III	DELIVERY DUTIES
HCO PL 17 June 65	STAFF AUDITOR ADVICES
HCOB 29 Mar. 70	AUDITING AND ETHICS
HCOB 28 Sept. 71	C/S Series 62
	KNOW BEFORE YOU GO
HCOB 13 Oct. 82	C/S Series 116
	ETHICS AND THE C/S

A miscellaneous report is a report such as a Medical Liaison Officer (MLO) report, a D of P interview, an ethics report, a success story, etc., which is put in the pc's folder and gives a C/S more information about a case.

It is the responsibility of the HGC Admin to see that such reports get filed in the folder.

D OF P INTERVIEWS

D of P interviews are done on a meter, and the worksheets from the interview are filed in the folder.

DECLARE? AND SUCCESS

When a person goes to Declare? and through lines, an Exam Report is made, the pc signs an attestation form and then writes a success story. The exam, attestation and a copy of the success story are stapled to the completed "HGC pc to declare" routing form and filed in the pc folder, on top of the latest C/S sheet. The fact of the attestation and what the person attested to is also noted in the Folder Summary.

CRAMMING ORDERS

Cramming orders written on auditors, C/Ses or other tech personnel who have erred on a case are made out in duplicate. The original goes direct to the Cramming Officer. The copy of the cram goes in the folder of the pc on whom the error was made.

By leaving a copy in the folder, the corrective actions assigned to those handling the case can be viewed.

WORD CLEARING AND OTHER WORKSHEETS

Worksheets from Word Clearing actions, Cramming interviews, Qual or HCO Why Finding actions must be routed to Tech Services who files them in date order in the person's pc folder.

MEDICAL LIAISON OFFICER REPORTS

A pc goes to the MLO on a routing form via the PC Examiner. The Examiner makes a carbon copy of the Exam Report and gives it to the MLO, then gets the original to Tech Services quickly.

Tech Services must get the original into the folder so the C/S can correctly program and C/S the case.

While the pc is on medical lines, Tech Services sees to it that reports from the MLO get filed in the folder.

When going off MLO lines, the pc goes to the Examiner and the "now well" Exam Report is given to Tech Services who puts it in the pc's folder.

ETHICS REPORTS

When an auditor finds an ethics situation with a pc, he should note it for the C/S. It is, however, illegal to try a pc on data revealed in his sessions. For this reason, a report is not written to Ethics nor is any data turned over to Ethics on the matter. But the auditor must make mention of the ethics situation on his Auditor's C/S so that the C/S is informed.

Sometimes one finds another person's offenses than the pc's in getting off withholds. These *are* reported to Ethics for any needed investigation, with a copy to the folder.

The only exception to the above is when a pc is receiving an HCO Confessional. In this case, a Knowledge Report of the overts and out-ethics disclosed in the Confessional is written to HCO. A copy of the report is always left in the pc folder.

When a person is undergoing an ethics action, such as a lower condition, Court of Ethics or Comm Ev, the D of P should be advised and make note of this in the person's pc folder. Copies of any Ethics interviews done on a pc must be routed to Tech Services for filing in the folder.

SUMMARY

Miscellaneous reports are vital in order to ensure that the pc's folder is complete and the C/S has full data on the case.

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations

HCO BULLETIN OF 8 APRIL 1978

Remimeo

*(Note: This HCOB is not in the 1991 Tech Vols,
although reference is made to it.)*

AN F/N IS A READ

Ref:
HCOB 2 Nov. 68R   CASE SUPERVISOR CLASS VIII
                                        THE BASIC PROCESSES
HCOB 20 Feb. 70   FLOATING NEEDLES AND
                                        END PHENOMENA
HCOB 1 Aug. 70RA   F/N AND ERASURE

I recently took over the C/Sing of a case on a Dianetic Assist and found that F/Ns were being neglected as reads.

This pc had a Dianetic list listed out that gave an F/Ning item. All the other reading items were handled with the exception of this F/Ning item.

An F/Ning item is a reading item. An F/N is only a read when an item F/Ns at the end of you calling it. The F/N would occur instantly upon calling the item.

So what does this mean that an F/N is a read? A read means there's charge there to handle. It means there is force connected with that significance that is available to the pc to view and run. An F/Ning item means there's charge there as the F/N means something just keyed-out so there must be charge there for there to be a key-out. After all what is keying out?

You can get four F/Ns off the same item. The first one is in finding the item, the second one in running recalls, the third one is in running secondaries and the fourth one is in running the engrams.

The basic mechanics of key-out, key-in and erasure have to be understood before you can understand why an F/N is a read and when it would be a read.

An F/N also means stop that is it end of process, end of rud or end of action being handled. To confuse this with an F/N being a read could be fatal for a pc.

There is no substitute to understanding basics when it comes to understanding what an F/N is; when it means go and when it means stop for that process or action.

An F/Ning assessment does not mean that the assessment is now all reading. This means that the actions have been done and the charge is off that area at least temporarily.

An instant F/N on an item means this item is keying out some charge that can be keyed-in again and run which is really what any other read is saying; there's charge there to handle.

This piece of tech can make the difference in a case being totally handled and just doing better. Understand it and use it and you will see the difference in the results.

L. RON HUBBARD
Founder

Assisted by
Paulette Cohen
LRH Tech Expeditor

Remimeo

New Era Dianetics Series 4R

ASSESSMENT AND HOW TO GET THE ITEM

A great deal of material has existed about assessment of the preclear. In New Era Dianetics, Dianetic assessment has been summarized and simplified and added to. These New Era Dianetics assessment steps are precise. And they will detect and isolate the things that have to be handled to make a pc a well and happy being.

It is important to understand what assessment is and what you are attempting to accomplish when doing an assessment.

If you simply understand that you are trying to find an item that reads well, brings in the pc's indicators, in which the pc is interested, an item which was usefully worded and would run, you would have it.

In New Era Dianetics, several different kinds of assessment are used to get items to run out R3RA on the pc.

The New Era Dianetics Original Assessment Items

This is the first assessment done in New Era Dianetics. It has been known by various names, "Health Form," "Preclear Assessment Sheet" and is now reissued with only minor changes as HCOB 24 June 78RA, NED Series 5RA, ORIGINAL ASSESSMENT SHEET.

It contains the pc's physical history and background, and gives the auditor and C/S a picture of the case. It is an assessment as it is done on the meter and enables the auditor and C/S to see what needs to be handled.

Original Item

The original item is a condition, illness, accident, drug, alcohol or medicine, etc., that has been given by the pc to the auditor. This will come from the Original Assessment Sheet, from another New Era Dianetics rundown or may simply be offered by the pc.

Original items tend to be general in character, such as "lame" or a medical condition, and are either lacking things you will find on the Preassessment List or are too broad to be au-

dited. Pcs normally give items this way when asked for them on the New Era Dianetics Original Assessment Sheet, NED Series 5RA.

Preassessment

Preassessment is a new procedure in New Era Dianetics. It is done with a prepared Preassessment List and determines what categories of somatics are connected to the original item, and which of these is the most highly charged.

It is called the preassessment because it comes before the assessment of the actual item to run out R3RA. (The item to be run out is now called the running item.)

Preassessment is done on the original item with the Preassessment List.

Preassessment List

This is found in New Era Dianetics Series 4-1.

A prepared list of categories of somatics which is assessed in connection with the original item. (The list includes pains, sensations, feelings, emotions, attitudes, misemotions, unconsciousnesses, sorenesses, compulsions, fears, aches, tirednesses, pressures, discomforts, dislikes, numbnesses.)

Preassessment Item

The largest reading item obtained on an assessment of the Preassessment List. This item is used to get running items.

LISTING FOR RUNNING ITEMS

The auditor now takes the preassessment item and makes a list on a separate sheet of paper and asks the pc, "What (preassessment item found) are/is connected with (original item found)?"

The auditor writes down exactly what the pc says in a column and notes the meter reads at the exact moment the pc ends the statement of the running item.

The result is a list called the running item list.

If the pc gives you an exact feeling ("feeling scared," "a burning feeling in my ear," "a sharp pain in my toe"), the feeling is simply run out R3RA Quad if it reads and the pc is interested.

An item which states a somatic and is runnable is called a running item. Running items are exactly stated pains, sensations, feelings, emotions, attitudes, misemotions, uncon-

sciousnesses, sorenesses, compulsions, fears, aches, tirednesses, pressures, discomforts, dislikes, numbnesses.

If the pc gives you a general type item like "stomach problems," a drug, alcohol, medicine, medical term or narrative, which does not state a feeling (etc.), the feelings (etc.) for the item must be found so they can be run. The preassessment is done to get running items.

Running Item

The auditor takes the best reading item on the running item list (possibly an LF or an LFBD or an instant F/N) and checks with the pc, "Are you interested in this item?" and if so it becomes the running item which you will run by R3RA Quad.

Running items are sometimes abruptly volunteered by the pc and if they are within the categories of the assessment list they can be run, but be careful of (1) jumping onto some other subject than the original item you are trying to handle or (2) upsetting the pc because you refuse to audit it. Warning: If you go off New Era Dianetics assessment procedure, you will be potshooting all over a case and never finish it.

All this New Era Dianetics procedure is leading up to finding running items that will run and resolve the case. So the thing you are after in assessment is the running item and it is most accurately obtained as above.

This is done by taking the original item, say "stomach problems," doing a preassessment on it and, with the preassessment item, finding a running item.

(Example: Stomach problems is the original item. A preassessment is done and "sorenesses" is the largest reading item on the Preassessment List. The auditor then lists for running items, using sorenesses, and gets "A dull soreness on my left side." This is the running item, which will be handled with R3RA Quad.)

PREASSESSMENT

Previous to New Era Dianetics you would have taken a Dianetic item such as a drug or a chronic condition or an accident and you would have asked the pc to give you the attitudes, emotions, sensations and pains connected to the item.

I have just developed a new procedure on the handling and running of Dianetics. It is called the preassessment. This is how it works.

1. The auditor obtains an original item from the pc. This will be from a drug list, the Original Assessment Sheet or other New Era Dianetics rundown. (It will be a drug, a condition, an illness, an accident, etc.)

2. He then preassesses the feelings on the Preassessment List to find out which preassessment item is the most highly charged in connection with the original item.

3. From the preassessment item (the largest reading Preassessment List item) the auditor can get specific somatics, called running items, from the pc. These running items will be the ones the pc is most interested in.

4. The running item found in step 3 is run R3RA Quad.

Example: The original item is "bronchitis." The auditor assesses the Preassessment List below by asking the pc:

"Are _____ connected with bronchitis?"

pains	compulsions
sensations	fears
feelings	aches
emotions	tirednesses
attitudes	pressures
misemotions	discomforts
unconsciousnesses	dislikes
sorenesses	numbnesses

He gets an LF on misemotions. This is the largest read.

"What misemotions are connected with bronchitis?"

As the pc tells him, the auditor takes them down, noting meter reads while the pc is giving the items. (And that's all there is to the preassessment.)

PREASSESSMENT ITEM

This is in turn the largest reading item on the Preassessment List above and then subsequently lesser reading items from the same list are taken up.

With the preassessment item gotten, the auditor can list to find the running items.

(Example: The preassessment item is "misemotion." The auditor asks, "What misemotions are connected with bronchitis?")

He writes down all the answers the pc gives him, with their reads.

Feeling like I want to give up	X
Worried about my lungs	LFBD
Feeling angry about not breathing	F
Scared to death	sF

The auditor would first run "Worried about my lungs" R3RA Quad and then would return to the next best reading item, in this case, "Feeling angry about not breathing."

RUNNING ITEM

The auditor chooses the largest reading item the pc has given and checks interest for the next chain. This is the running item.

ACTUAL AUDITING

Having found the running item, the auditor then runs it out R3RA Quad.

FINDING THE NEXT RUNNING ITEM

The auditor has a choice of taking a lesser reading item from the Preassessment List or the running item list or (safer) do a new preassessment on the same original item. (You don't stop working on the original item until it is gone completely and forever.)

Having done a preassessment on the same original item, you do a new running item list, take the best read (Fall, LF, instant F/N) and use it as your new running item.

ASSESSMENT COMMANDS

Commands for the Original Assessment Sheet of the New Era Dianetics rundown:

1. Ask the question on the Original Assessment Sheet. Write answer and note meter read.

2. "Are (preassessment item being called) connected with (original item being preassessed)?"

3. "What (largest reading preassessment item) are connected with (original item)?"

4. "Are you interested in running (largest reading or instantly F/Nine running item found in 3 above)?"

5.   Go straight into R3RA Quad, using the item in 4 if the pc is interested.

HANDLING SOMATICS

The Preassessment List is designed to locate somatics which the auditor can then handle with R3RA.

By somatic is meant a pain or ache, sensation, misemotion or even unconsciousness. There are a thousand different descriptive words that could add up to a feeling. Pain, aches, dizziness, sadness, they are all feelings.

All chains are held together by the general various awarenesses which are named on the Preassessment List.

One generally identified difficulty given by the pc on the Original Assessment is, in actual fact, in almost all cases composed of pains, sensations, feelings, emotions, attitudes, misemotions, unconsciousnesses, sorenesses, compulsions, fears, aches, tirednesses, pressures, discomforts, dislikes and numbnesses as well as one or more postulates. It is very possible that any major Original Assessment item contains 3 or 4 full chains for each one of these.

Hence an auditor really hasn't got a prayer of eradicating a major Original Assessment unless he runs 64 or more complete chains thoroughly and accurately. Some might give up with less and some might require many more.

If you follow the New Era Dianetics assessment procedure perfectly and flawlessly, well, you have every chance of achieving a well and happy human being.

HANDLING NARRATIVES

A narrative is a story, an account, a tale.

For many years narratives were held in disrepute and auditors were sometimes warned against running them. The reason for this is that when you try to solve a case on narratives alone it takes several thousand hours of auditing.

However, to abandon narratives totally is to abandon some of the most dramatic case changes you can get.

Occasionally the pc will come into a session after a physically or emotionally painful experience, an accident, illness, loss or great emotional stress. Running these incidents out narrative erases the psychic trauma the person has undergone and speeds recovery.

You sometimes find that a person's whole life changed around the death of a relative or child or a divorce or an auto accident or some other similar catastrophe. This is usually

found and handled in ACTION NINE in the HCOB 22 June 78RA, NED Series 2RA,NEW ERA DIANETICS FULL PC PROGRAM OUTLINE.

When running a narrative, one is running out the narrative *incident*. A narrative needs to be run and run and run on that one incident. You are running that incident to erasure and you only go earlier-similar if it starts to grind very badly. The trick in running narratives is to find the earlier beginning each time the person is moved through it. (See ACTION NINE, NED Series 2RA.)

A condition or circumstance without an incident is NOT narrative. An example of this would be "obstruction of justice." It would not run as there is not an exact incident. "Hitting a cop" is a narrative. "Feeling sick about cops" is not a narrative as there is no story connected with it, but there is a somatic.

RUNNING NARRATIVES

To run a narrative item, the auditor must first find out exactly what happened with the pc, then, by asking the pc "What shall we call this incident?" he will have the preclear's wording and can run it Narrative using the New Era Dianetics Narrative commands. One would run a narrative item ONLY if it reads well and the pc is interested in running it out.

Narrative handling to its full EP can give miraculous results, but it can take a long time to get the pc through it. A full Dianetic EP of postulate off (which IS the erasure), F/N and VGIs must be reached. If the pc gives a cognition which is not the actual postulate from the incident or doesn't sound like it to the auditor, the postulate is asked for.

NARRATIVE ASSESSMENT COMMANDS

1. Ask the questions called for on the Original Assessment Sheet.

2. Note any original items that contain recent losses, illnesses, accidents, upsets or deaths and ask: "Are you interested in handling (description of item on the Original Assessment Sheet)?"

3. If the pc signifies that he is, go immediately into R3RA Narrative.

ASSESSING TONE OF VOICE

The auditor does the assessing by asking the question as a question, not as a statement of fact. To assess the question as a statement tends to evaluate and can even invalidate the preclear.

You can go around asking questions with a tape recorder going. Play it back and you will notice the voice tone rises on a question and goes down on a statement. So the right way to assess the questions would be to have a slight upcurve at the end and actually assess it as a question.

ASSESSMENT IS DONE BY THE AUDITOR BETWEEN THE PC'S BANK AND THE METER. THERE IS NO PARTICULAR NEED IN DIANETIC ASSESSING TO LOOK AT THE PC. JUST NOTE WHICH ITEM HAS THE LONGEST FALL OR BD. THE AUDITOR LOOKS AT THE METER WHILE DOING AN ASSESSMENT.

Rote procedure gets heavily in the road of a Dianetic assessment. The pc gives a list, the auditor doesn't watch the reads and note them, then the auditor commonly goes back to assess the list. By that time the surface charge is off. He should have watched the meter in the first place and taken reads while the pc was originating the item. Why all this assessing of the finished list? Of course, when you already have a list done by another with no reads marked on it, you have to read it off and mark what reads. And using a list a second time, you have to read it off to the pc to see what reads.

In Dianetics one always handles an instant F/N first, then any LFBD, LF, F or sF, in that order. The largest reading items are the ones the pc can most easily confront. When the largest reading item is handled, go on to the next biggest reading item (and so on) until all reading items have been handled. This same principle applies to all New Era Dianetics auditing. Take up the biggest reading areas and handle those first.

You may find there is something plainly visible that is wrong with the preclear, like a broken leg, yet it may not read at all. Instead the meter is reading on the pain in his arm. You do the standard action of handling the items that the meter reads on.

In assessing a prepared list such as the Preassessment List, always take up the item which got an instant F/N first, followed by the next largest read.

In a list like the running items list you continue listing until the pc says that's all or you've got an F/N item. If you get in trouble right after listing a running item list on a pc and the pc seems upset and you are not a Scientology auditor, go get a Scientology auditor Class IV fast and have him repair the list for you as it may have become a Scientology list either through auditor error or inability to read a meter or missing a read or whatever.

The laws of listing and nulling always apply to Scientology lists and sometimes on rare occasions apply to a Dianetic list and can on these cases cause trouble.

Listing for a running item on the running item list usually doesn't cause trouble as it is already taken from the Preassessment List and is not a very broad question.

This and a failure to follow New Era Dianetics assessment and R3RA procedure exactly or failure to actually erase the basic on a chain is about all the trouble you'd run into.

Review New Era Dianetics Series 1R on what is expected of a student.

L. RON HUBBARD
Founder

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All Auditors
All C/Ses
NED Checksheet

UNREADING FLOWS

Ref:

HCOB 5 Aug 78	INSTANT READS
HCOB 25 May 62	E-METER INSTANT READS
HCOB 28 Feb 71	C/S Series 24
	METERING READING ITEMS
HCOB 8 Jun 61	E-METER WATCHING
HCOB 27 May 70R	UNREADING QUESTIONS
Rev 3.12.78	AND ITEMS

EACH FLOW OF AN ITEM OR QUESTION IS CHECKED FOR A READ BEFORE RUNNING IT. UNREADING FLOWS ARE NOT RUN.

One of the governing laws of auditing is that you don't run unreading items. It doesn't matter what you are auditing. You don't run unreading items. And you don't run unreading flows. You don't run an unreading anything. Ever. For any reason.

Auditing is aimed at reactivity. You run what reacts on the meter *because* it reacts and is therefore part of the reactive mind. A read means there is charge present and available to run. Running *reading* items, flows and questions is the only way to make a pc better. This is our purpose in auditing. To run unreading flows, etc. requires the pc to run "analytical" answers or to "run" things that aren't there or to put something there to "run."

The most trouble you can get a pc into is running him on uncharged items or flows. For an auditor to sit in session watching a meter that didn't read, looking expectantly at the pc for an answer to an uncharged question, flow or item is a GAE and will wreck cases faster than anything you can do.

So you must check questions, flows or items before running anything. If it doesn't read you just say "Thank you" and go on to the next one. You would, of course, use the buttons to ensure nothing was suppressed, invalidated or misunderstood before leaving an unreading item, flow or question.

This is probably one of the reasons that it has been observed that I can audit a pc for 12½ hours and get the same result that another auditor might get in 25 hours. There's nothing mysterious about it. I never run a pc on things that aren't charged. And I don't miss reads. I expect no less from you.

L. RON HUBBARD
Founder

LRH:jk

Remimeo

C/S Series 2

PROGRAMING OF CASES

Every action taken on a case by a CASE SUPERVISOR (or an auditor doing his own C/S actions) should be part of a definite outlined PROGRAM for that case.

PROGRAM definition—A program is defined as the sequence of actions session by session to be undertaken on a case by the C/S in his directions to the auditor or auditors auditing the case.

The master program for every case is given on the Classification and Gradation Chart issued from time to time. The earliest of these charts was 1965 followed by 1 Dec. 66 followed by 1 Jan. 68 followed by 1 Dec. 69. The reissues of the chart are done to improve the communication of the data on the chart. The program factor has not much changed since its earliest issue. Tapes about this chart were made for the SHSBC at its first issue and of course remain valid. The processes called for on the chart are all part of the SHSBC or for upper levels part of the SH and A0 confidential materials. From time to time they are reissued but they remain standard and have been so since the first issue of the chart.

The chart and its materials have now and again been neglected or disregarded and THE NEGLECT HAS RESULTED IN FIELD FLAPS AND DOWN STATS.

Omitting this gradient of processes not only stalls cases but results in a case manifesting out-grade phenomena.

A pc *must* attain the full ability noted on the chart before going up to the next level of the chart.

Telling the pc he has made it is, of course, evaluation.

The outnesses which have occurred surrounding this chart are hard to believe. They consist of total abandonment of the chart, degrading and losing all its lower-grade processes, feeding a pc at Dianetic level data at Class VI and telling him, who has not made Dianetics yet, he is now Clear, cutting down all processes from the chart bottom up to IV to be able to do them in 2½ minutes, neglecting all levels up to OT V and then trying to put in a few lower grades and sending on to OT VI, having the pc after one trivial session attest all abilities at once, and many other errors.

This is crazy driving. If a bus were driven along a road this way, it would soon be wrecked and back where it started but in an ash heap.

Genius in C/Sing is normally required only when some former driver wrecked the thing instead of driving it right in the first place.

To case supervise, one has to accept the following facts:

1. Dianetics and Scientology work.

2. The subjects are serious subjects, not experimental toys.

3. The basics and fundamentals are stated early in the period of development and have not changed.

4. The "newest and latest" is usually a recovery of basics and better statements of them.

5. The purpose of the subject has not altered and continues to be the attainment of ability and freedom for the individual.

6. That things which were true early in the subjects are still true.

7. That the mind responds on a gradient of improvement, not suddenly like a bomb explosion.

8. That the Classification and Gradation Chart, and all its processes and steps, IS the basic program of any case.

9. That all other programs are efforts to get the pc or pre-OT back on the basic program.

10. That there is no hidden data line and that the materials and procedures are refined mainly to facilitate use and communication of them.

11. That auditing is for the pc, not the org or the auditor.

12. That major processes are done to improve the case.

13. That repair is undertaken to eradicate errors made in auditing or the environment which impede the use of major processes.

14. That a case has to be programed by the C/S to get it advancing as it should have been in the first place on the Classification and Gradation Chart.

15. That a C/S is not being called upon to develop a new chart for the case, but only to get the case back on the basic chart and get it done.

THREE PROGRAMS

There are, then, three types of programs:

1. The program laid out in the Classification and Gradation Chart (called the basic program).

2. Repair Programs to eradicate case mishandling by current life or auditing errors (called a set up program).

3. Major actions to be undertaken to get the case back on the Class Chart from wherever he has erroneously gotten to on it (called a Return Program).

It has been a very common C/S action to disperse away from a program laid out. This has been happening ever since the first issue of the Class Chart and has been a principal source of trouble for C/Ses.

This happens in several ways:

1. Not knowing the importance of the Class Chart.

2. Not knowing basics.

3. Falling for SP propaganda that "we don't use that now," "the material is old," "it's only background data," etc., that deteriorates what one does know and could use.

4. Failure of auditors to give good sessions and do the usual required in a session.

5. Abandonment of the C/S'S own Repair or Return Program—usually because of false auditor reports or operating on insufficient data from the pc.

The correct way to go about all this is to:

A. Repair the case thoroughly with minor actions like GFs, prepared lists, ruds, two-way comm.

B. Acquire adequate data on the pc.

C. Complete any C/S Return Program begun.

D. Get the pc back on the Class Chart without any processes of the grade skipped.

E. Run the case on the Class Chart.

F. Repair any departures or errors made in life or auditing.

G. Get the pc back on the Class Chart.

DISPERSAL

Not following *any* program is a complete exercise in non sequitur (means ne step does not follow the last but is different and unrelated).

Giving a pc process after process that are not related to each other and follow no Repair Program or Return Program is non sequitur in the extreme.

If processes were remarks, one would get a sequence of processes given the pc sounding like this: "The submarine just went by so we will order a hundred tons of bread. There wasn't any beer so birds are seldom seen. The dance was very fast so we fixed the carburetor. He has very long hair so we decorated his father's tomb."

"Give pc Scn Triples then do his Dianetics then fix up his hidden standard," would be a series of crazy non sequitur C/Ses. Nothing is connected to or proceeds from anything. That would be a dispersed program for sure.

It actually happens, horribly enough. Study a Class Chart and then look through some old folders. At once, the sequence of processes ordered sounds like "The submarine just went by so order a hundred tons of bread."

Such C/Sing has no cause and effect in it. A person totally ignorant of basic cause and effect gets "PC nattery. Run Dianetics." "PC's case not advancing. Do Grade 0." The cause of the pc condition is not understood. A nattery pc has withholds. A case not advancing has problems. That's real actual basic tech (see Auditor's Rights HCOB for the table). This data is over fifteen years old at this writing, is part of proper Academy courses and the SHSBC and is even in Class VIII materials. The reasons for the pc's behavior or trouble are not mysterious reasons never revealed. They are all very well given in course materials.

Here is an actual case, a folder I examined of a pc who is now in trouble and needing a Repair and Return Program.

PC was an accident-prone (person who is apparently dedicated to having accidents). Very low aptitude score (about 30). Had been skipped over almost the entire Class Chart and given Power.

To handle accident-proneness was given CCHs. This cured it.

Had exteriorized so was given Interiorization Rundown without a two-way comm session.

PC subsequently developed bad somatics. (Dianetics was never flattened or completed.)

A quarter of an inch of Examiner's Reports wherein the pc was asking for help or medicine to get rid of somatics was then put one by one into the folder.

Despite this, the "C/S" saw "VA" on the pc's folder and ordered R6EW.

More Examiner's calls collected.

The pc ran one item, making one mark on a worksheet and attested R6EW.

More Examiner's Reports collected, pc reporting self ill.

"C/S," seeing R6EW attested, ordered pc to Clearing Course.

PC did one brief session, attested Clear.

More Examiner's Reports into folder, pc in pain and now in ethics trouble.

"C/S" ordered pc to OT I.

PC spent thirty-five minutes on OT I in terror of it, hastily attested, had five accidents in three days.

Folder sent to me as a "baffling case."

So the correct actions now have to be taken.

1. Repair pc with every list known to man or beast to get off BPC collected in these overwhelming levels.

2. Repair pc in errors in current life.

3. Return Program the pc by running simple things, two-way comm, to give pc some wins in actual case gain by maybe handling by two-way comm minor this-life or childhood upsets with family, maybe putting in ruds on some early subject that turns up.

4. Put pc back on the Class Chart TO COMPLETE THE INCOMPLETE GRADE (Dianetics) to its full end phenomena as per Class Chart.

5. Bring the pc on up the Class Chart using all processes for each grade and honestly attesting each grade in turn.

It's all a shame because the pc had a lose on *status*. She wanted to be Clear and OT, was actually on it and never walked up the stairs to get to it.

PROGRAM NECESSITY

One can see from all this the NECESSITY of working by program on a case.

Even when one starts an honest program for the case, one can get thrown off of it and be-

gin to do something else.

If the pc goes exterior, of course, one has to handle by Interiorization Rundown before the case can be audited at all. But that's no reason to then skip all the grades! A pc can go exterior at any point. Thus, it must be handled when it occurs. But that does not mean anything happened to one's program or the Class Chart. Exterior or interior, a pc unflat on Dianetics (not attained the ability marked on the Class Chart) is unflat on Dianetics!

And a pc who is unflat on Dianetics will have out lower grades.

Jumping processes on the Class Chart set the pc up to fall on his head later. An "OT VI with problems" is really just an unflat Grade I. And until Grade I is flattened to permanent Ability Attained on the Class Chart, he remains an unflat Grade I.

A C/S who gets wound up in this, sort of skipped everything and made nothing, of course has an awful mess on his hands. He can feel as lost as Hansel or Gretel. But waiting to get covered up by leaves is for the birds.

If one finds the pc off the road, the thing to do is return the pc to the road at the point he didn't walk it, AND THERE ARE NO SHORTCUTS FOR THE MIND.

The utter despair and insane barbarism psychiatry descended into was patient lost, psychiatrist lost, patient crazy, psychiatrist into insane sadism.

So maybe the first lesson a C/S really has to learn is:

THERE IS A KNOWN ROAD OUT.

There is no shortcut; it has to be walked, every inch of it.

And therefore, the greatest enemy of the C/S is the SP who says, "that's all old," "we don't use that now," "that's just background data" and thereby obscures the actual road.

And another enemy is the pc who screamingly demands to be put up to Clear at once so he won't have this awful headache!

STEADY ON

Thus, the measures a C/S takes to hold a steady course will profit him greatly in the end with good solid gains for the pc.

As the pc should no longer be a total humanoid by Class IV, the lower-grade gains are the most important of all.

A C/S who puts a Class Chart into every folder he handles is doing a wise thing. Even if it's big, clumsy, hard to handle, it is at least thorough.

If on it he marks in red things the pc has gotten to falsely and if in green things the pc made from the bottom walking an honest road, he knows where he is at! Seeing the whole training-cycle half of the chart continue blank means that much more ignorance and trouble for the pc in making his gains stably.

If the C/S put his Repair Program on a *red* sheet in the folder and doled it out session by session to be audited until it was DONE and all flubs made in doing it also marked in and repaired, the C/S wouldn't lose his place in the book. For a red sheet stands out in amongst other folder papers. A red sheet with a "Folder Error Summary" on one side of it and the C/S's Repair Program on the other keeps the pc's progress located. When that red sheet is done, it should be signed by the C/S as DONE, which retires all errors to that point.

A bright *blue* sheet giving the C/S RETURN PROGRAM, properly dated, also gives one a chance to not get steered off. A new red Repair Program sheet fixing up errors occurring in doing the blue sheet can be pushed into the folder, but the blue sheet can be resumed again.

The blue sheet completed should find the pc back on the Class Chart.

A list of processes run tallied up by the auditor each session keeps the C/S from repeating a process and gives him the Dianetics items used singly to be done Triple.

While all this admin may seem time consuming, lack of it mounts up into valuable AUDITOR TIME being thrown away.

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C/Sing is a road. It has milestones. When the pc didn't pass one honestly, he got lost.

There's no reason for pc, auditor and C/S to all get lost.

The C/S has an exact road to hold to, return to and repairs to get done so the pc can get moving on the Return Program and the Class Chart which IS the road.

It took too many trillions to find this road for it to be neglected. For if the C/S neglects it, people won't arrive anywhere but lost as well.

The right idea is the road.

L. RON HUBBARD
Founder

Remimeo

Keeping Scientology Working Series 8

C/S Series 77

"QUICKIE" DEFINED

The reason an auditor can say he doesn't "quickie a rundown" (and none ever say they do) is because he has no definition for the word *QUICKIE*.

The word has been used to designate rundowns that were not completely and fully done.

It is not a slang word.

In the dictionary you will find *"quickie* also *quicky"* something done or made in a hurry. Also: a hurriedly planned and executed program (as of studies)."

What happens in auditing, for instance, is a "Grade Zero Expanded" is "done" by just doing a single flow to its first F/N.

That is obviously "quickie."

A more subtle one is to do a "PTS Rundown" with no ethics action to begin and no check for stability, holding gain and not ill a week or two after the RD. Only if both these actions were done would one have a "Complete PTS Rundown," as it would give a PRODUCT = a pc no longer PTS.

So what makes a quickie "completion" quickie?

Is it length of time? Not necessarily.

Is it fewness of processes? Not necessarily, as Power can be done quickie simply by not hanging on for the EP and only going to F/N.

To define *COMPLETE* gives us the reverse of *quickie.*

"COMPLETE: To make whole, entire or perfect; end after satisfying all demands or requirements." A completion is "the act or action of completing, becoming complete or making complete."

So "completing" something is not a loose term. It means an exact thing. "End after sat-isfy-ing all demands or requirements" does not mean "doing as little as possible" or "do-ing what one can call complete without being detected."

Anything that does not fully' satisfy all requirements is QUICKIE.

So *"quickie"* really means "omitting actions for whatever reason that would satisfy all demands or requirements and doing something less than could be achieved."

In short, a quickie is not doing all the steps and actions that could be done to make a per-fect whole.

Standard auditing actions required for ages that auditors cleared each word of each com-mand. Yet when they went quickie they dropped this. When this was dropped, GAINS ON 75% OF ALL PCs LESSENED OR VANISHED. We are right now achieving specta-cular wins on pcs just by clearing up commands and words on all lists. We are finding that these pcs did not recover and NEVER BEFORE HAD BEEN IN SESSION even though previously "audited" hundreds of hours.

By omitting an essential action of clearing commands, processing did not work because the pc never understood the auditing commands!

So quickie action did not save any time, did it? It wasted hundreds of hours!

Quickie programs are those which omit essential steps like vital lists or 2WCs to get data. FESes for past errors are often omitted.

To slow down the torrent of quickie actions on clearing commands, HCO PL 4 Apr. 72 III, ETHICS AND STUDY TECH, has clause 4, "An auditor failing to clear each and every word of every command or list used may be summoned before a Court of Ethics. The charge is OUT-TECH."

Ethics has to enter in after quickie tech has gotten in. Because quickie tech is a symptom of out-ethics. HCO PL 3 Apr. 72, Esto Series 13, DOING WORK, and HCO PL 4 Apr. 72, Esto Series 14, ETHICS, are vital know-how where a C/S's is faced with quickie ac-tions—or flubby ones that will not cure.

Essentially, quickie tech is simply *dishonest.* Auditors who do it have their own ethics out in some way.

To be sure, their confront is down.

There are numerous remedies for the quickie impulse. The above-mentioned policy letters and plain, simple TR 0 are standard remedies. TR 0 properly done and completed itself usually cures it.

Quickie study in 67 and 68 almost destroyed auditing quality. LRH ED 174 Int, STUDY AND TECH BREAKTHROUGH, which really pushes in study tech, will achieve the primary reason for quickie—the auditor didn't understand the words himself.

Wherever quickie tendencies or false stats (the quickest quickie possible) show up, the above PLs had better be gotten into full use fast.

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L. RON HUBBARD
Founder

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Dianetic Course

(HCOB 21 Sept. 65 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.

L. RON HUBBARD
Founder

Remimeo
Auditors
Surveyors
Examiners
Ethics Officers

ASSESSMENT DRILLS

Ref:
HCOB   6 Dec. 73   C/S Series 90
                                         THE PRIMARY FAILURE
HCOB   28 Feb. 71   C/S Series 24
                                         METERING READING ITEMS
HCOB   15 Oct. 73RC   C/S Series 87RC
     Rev. 26.7.86   NULLING AND F/Ning
                                         PREPARED LISTS
HCOB   22 July 78   ASSESSMENT TRs
Book: *The Book of E-Meter Drills*

According to HCOB 6 Dec. 73, the make or break point of an auditor was his ability to *get reads on a prepared list. This depended upon (a) his TR 1 and (b) his metering*.

In 1978 this was further studied and in HCOB 22 July 78 ASSESSMENT TRs, it was found that correct voice pitches had everything to do with assessment.

I have just developed drills which improve this ability to make lists read and to improve an auditor's auditing in general.

These drills will also be found to have great value to people who do surveys, to *Examiners and to Ethics Officers*.

LEVELS OF USAGE

There are three levels of usage of these drills:

1. AUDITOR TRAINING: A student auditor must become expert in the handling of prepared lists. Training the student to make a list read is the first usage level for the Assessment Drills. The prerequisites for this level of use are a Professional TR Course, Upper Indoc TRs and the drills of the E-Meter Drills book.

   Before starting the Assessment Drills, the auditor should review his E-Meter drills and practice E-Meter Drill 27, E-Meter Drill CR0000-4 and, if found necessary, E-Meter Drill CR0000-3. It is called to attention that E-Meter Drill 5RB and, if not done, should be done. Being able to see and read and operate an E-Meter has everything to do with getting reads off a prepared list. Where an auditor misses, it is simply that he

has not adequately done the drills in The Book of E-Meter Drills and has not practiced up to a point of full, easy familiarity with the E-Meter. The point of being able to make lists read is pointless unless the auditor can set up, handle and read an E-Meter. But the skill is easily acquired.

2. SURVEYORS, ETHICS OFFICERS, EXAMINERS (and others not yet trained as auditors): The Assessment Drills are extremely valuable tools for those whose duties involve asking and getting answers to questions, as in surveying and doing interviews. Where the skill of asking questions well is needed, but E-Meter training hasn't yet been completed, the prerequisite to doing the Assessment Drills would be successful completion of TRs 0 – 4 and 6 – 9. Such a student would do any of the Assessment Drills calling for use of the meter.

3. AUDITOR CORRECTION: Sometimes a C/S needs to handle an auditor who is having trouble getting prepared lists to read and in such a case the Assessment Drills are the answer. So the third use level is simply a C/S ordering an auditor through Assessment Drills, where his lists are suspect. One is presupposing here that the auditor has already done the necessary courses as in 1. above.

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ASSESSMENT TRAINING DRILLS

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The following drills have the letter Q after them to mean that they are used for QUESTIONS. The Q is followed by a number to show that they are drilled in that sequence.

In these Q drills, the practice of twinning and any other TR tech normal to TRs is followed.

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TR 1 – Q1

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NUMBER: TR 1 – Q1

NAME: Pitch of the Statement and Question.

POSITION: Coach sitting at the keyboard of a piano or organ or any usable instrument, student standing beside instrument.

PURPOSE: To establish the pitch differences of statements and questions.

DATA:
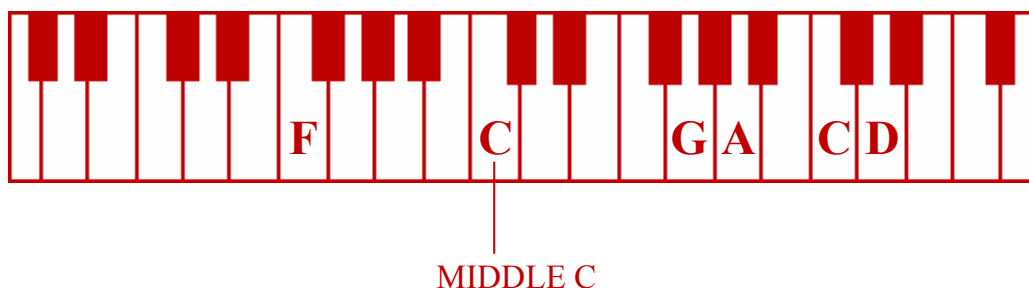
MIDDLE C

TRAINING PROCEDURE: If the student is a girl, (he couch asks her to say "apple" as a statement. The coach then strikes the C above middle C (as given in the data above) and then the G above middle C. If the student is a man, the coach asks him to say "apple" as a statement and then strikes middle C and then the F below middle C. This is repeated – saying "apple" and striking the two notes until the pitch of a statement can be duplicated by the student. (In the event the student has a voice pitch at variance with these notes, other notes can be found and used by the coach so long as the higher note is first and the second note is four or five whole notes below the first note. It must sound like a statement with the higher, then lower note.) Once the Student has grasped this and can duplicate it, have the student use other two-syllable words (or single syllable words preceded by an article), using these notes of the statement. Then, using these two notes, have the student make up sentences as statements, the bulk of the sentence said at the pitch of the higher note, but the end of the sentence at the pitch of the lower note. Once the student has this down and can easily do it and it sounds natural and he is satisfied that it does, go on to the question step.

The coach has the student say "apple" as a question. Then the coach (for a male student) strikes the F below middle C and then middle C. For a woman the coach strikes the A above middle C and then the D an octave above middle C. (In case this does not agree with the voice pitch of the student, the coach must work it out providing only that the upper note is three or four whole notes above the lower note. It must sound natural and must sound like a question.) The coach has the student say "apple" as a question and then strikes the lower and higher note until the student can duplicate it. Now take other two-syllable words (or single-syllable words preceded by an article) and have the student say these as a question, following each one with the two instrument notes, lower to higher. When the student can do this, is satisfied that it sounds natural and doesn't have to think about doing it, go on to the next step. Here the student makes up banal questions. The first part of the question is said at the lower note and the last pan is said at the higher note. At each question, the coach strikes the lower note and then the upper note. When this sounds natural and the student does not have to think to do it and is satisfied with it, the drill is ended.

END PHENOMENA: A person who can state statements and questions that sound like statements or questions.

HISTORY: Developed by L. Ron Hubbard, April 1980, while doing the script for the soon to be produced training film "Tone 40 Assessment".

TR 1 – Q2

NUMBER: TR 1 – Q2

NAME: Walkabout Questions.

POSITION: There is no coach. Two students separate and walk around their neighbor-hood and then meet and compare notes. The object is to detect personal habits in questioning.

PURPOSE: To enlighten the student as to his own communication habits and people's reactions to his questions.

COMMANDS: The most common everyday social questions such as "How's it going?" "Do you like the weather?" etc., appropriate to the activities and circumstances of the person. Only one or two questions to a separate person. The questions must be banal, social and ordinary, but they must be questions.

TRAINING STRESS: The two students agree on the areas they will cover and the time they will meet again. They then go off individually, not together. The student pauses next to people encountered and asks a social question, listens to his OWN voice and tones and notes the reaction of the person asked. In this drill the student does not necessarily try to use TR 1-Q1 but is just himself, speaking as he would normally speak. The students then meet and compare notes and discuss what they have discovered about themselves on the subject of asking questions. If they have not learned or observed anything, the drill must be repeated.

END PHENOMENA: A person who has detected any habits he has in handling pitch of voice in asking questions so that he can cure these in subsequent drills.

HISTORY: Recommended by L. Ron Hubbard in February 1978, in the pilot for HCOB 22 Jul 78 ASSESSMENT TRs. Developed into a TR in April 1980, by L. Ron Hubbard.

TR 1 – Q3

NUMBER: TR 1 – Q3

NAME: Single Word Question.

POSITION: Student and coach facing each other with a table in between them. The E-Meter is not used. The *Book of E-Meter Drills* used by student and another copy by coach.

PURPOSE: To be able to ask questions using a single word read from a list.

COMMANDS: The coach uses the usual TR directions of "start", "flunk," "that's it." The student uses single words from the prepared lists of *The Book of E-Meter Drills*, pages 66 to 72 of the Appendix.

TRAINING STRESS: To get the student to use the pitch of his voice to deliver a question consisting of a single word. It must sound like a question per TR 1–Q1 and use similar pitch's to TR 1–Q1. The student is flunked for out TR–l, for keeping his eyes glued to the list, for sounding unnatural. The student is also flunked for slow or comm-laggy delivery or pauses. The coach designates the list to be used, changes lists. When the student can do this easily, a second part of the drill is entered and the coach begins to use the PC Origination List on Page 58 so as to interrupt the student and make him combine his questions with TR 4. In this case the student acknowledges appropriately, uses "I will repeat the Question." and does so.

END PHENOMENA: The ability to ask single word questions that will be responded to as questions and to be able to handle pc origins while doing so.

HISTORY: Developed in April 1980, by L. Ron Hubbard.

TR 1–Q4A

NUMBER: TR 1–Q4A (For meter-trained student only)

NAME: Whole Sentence Questions.

POSITION: Student and coach sit facing each other across a table. The E-Meter is set up and used. Copies of The Book of E-Meter Drills are used.

PURPOSE: To train the student to ask whole questions that sound like questions, read an E-Meter and handle a session at the same time.

COMMANDS: The usual coach commands of TR drills. The Prepared Lists in *The Book of E-Meter Drills*: the questions in these drills are reworded so that the item occurs as the last word. Example: List 2 of *The Book of E-Meter Drills* states that the assessment question is "which tree do you like best?" This is converted, for each question, to "Do you like _____?" Prepared List 4 is converted to "Do you dislike _____?" etc. A whole sentence is used in every case.

TRAINING STRESS: The usual TR commands are used by the coach. E-Meter Drill 5RA must be used to start. Any TR errors or metering errors may be flunked, but special attention is paid to the student's ability to ask a question that sounds like a question (in accordance with TR 1–Q1) and that sounds natural. The drill has three parts. In the first part, although the coach is on the meter, the ability to ask the question is concentrated upon. The second part concentrates upon the student's ability to look at the written question and then ask the coach directly without undue comm lag or hesitation. The third part is to do the first two parts and read the meter (in accordance with E-Meter Drills 27 and CR0000–4 which may have to be reviewed if flubby) and to keep session admin, all smoothly and accurately. If a question arises about meter accuracy, a third person who can read a meter or a video tape is employed to ensure that the student is actually not missing or dubbing in reads.

END PHENOMENA: A person who can do all the necessary actions of asking questions from a prepared list and run a session smoothly without errors or confusions and be confident he can.

HISTORY: Developed by L. Ron Hubbard in April 1980.

TR 1–Q4B

NUMBER: TR 1–Q4B (For nonmeter-trained student only)

NAME: Whole Sentence Questions (nonmetered).

POSITION: Student and coach sit facing each other across a table, if that is the position the student would take when using this tech on post. If the student would do his post activities standing up (as in doing a survey), then that is the position used for the drill. The E-Meter is not used in this drill, but the tools of the student's post, such a clipboard and survey forms, for a surveyor, are set up and used. Copies of *The Book of E-Meter Drills* are used.

PURPOSE: To train the student to ask whole questions that sound like questions, handle any admin he might have to handle in an interview (or while doing a survey, etc.) and carry on the interview at the same time.

COMMANDS: The usual coach commands of TR drills. The Prepared Lists in The Book of E-Meter Drills: the questions in these drills are reworded so that the item occurs as the last word. Example: List 2 of The Book of E-Meter Drills states that the assessment question is "which tree do you like best?" This is converted, for each question, to "Do you like _____?" Prepared List 4 is converted to "Do you dislike _____?" etc. A whole sentence is used in every case.

TRAINING STRESS: Special attention is paid to the student's ability to ask a question that sounds like a question in accordance to TR 1–Q1 and that sounds natural.

The drill has three parts:

1. In the first part the ability to ask the question is concentrated upon.

2. The second part concentrates upon the student's ability to look at the written question and then ask the coach directly without undue comm lag or hesitation.

3. The third part is to do the first two parts and to keep interview admin, all smoothly and accurately, as well as keep the interview going.

END PHENOMENA: A person who can do all the necessary actions of asking questions from a prepared list and run a session smoothly without errors or confusions and be confident he can.

<center>**TR 8–Q**</center>

NUMBER: TR 8–Q

NAME: TONE 40 ASSESSMENT

POSITION: Same as TR 8 where the student is in one chair facing another chair on which sits an ashtray, the coach sitting beside the student in a third chair. A square four-cornered ashtray is used.

PURPOSE: To deliver the THOUGHT of a question into an exact position, wide or narrow at decision, that is a question, with or without words.

COMMANDS: For the first part of the drill: "Are you an ashtray?" "Are you made of glass?" "Are you sitting there?" Second part of drill: same questions silently. Third part of drill: "Are you a corner?" to each corner of the ashtray, verbal and with intention at the same time. Fourth part of drill: Any applicable question, verbal and with intention at the same time put broad and narrow at choice into the ashtray, exact parts of it and the surroundings.

TRAINING STRESS: The coach uses usual TR coaching commands. There are four stages to the drill. The first stage is to land a verbal command into the ashtray. The second stage is to put the question with full intention silently into the ashtray. The third stage is to put verbal command and silent intention at the same time into exact parts of the ashtrays. The fourth stage is to put any applicable question both verbally and with intention into any narrow or any broad portion of the ashtray or its surrounds at choice and at will. The coach puts out his finger or his hands to indicate various spots and locations in space around the ashtray. The coach also makes the student put thoughts precisely into areas, some narrow and some wide, above the student's head and behind his back by putting his finger or hands in those places. (Coach doesn't touch student's body.) At the conclusion of the whole drill imagine the ashtray saying "Yes, yes, yes, yes" in an avalanche of yeses to balance the flow (in actual life, people, pcs and meters do respond and return the flow).

END PHENOMENA: The ability to land a question with full intention into an exact target area, broad or narrow, at will and effectively, whether verbally or silently.

HISTORY: Developed by L. Ron Hubbard in April 1980, as an extension of all earlier work on intention and Tone 40, as now applied to questions and assessments.

TR 4/8–Q1

NUMBER: TR 4/8–Q1 (TR 4 for Pc Origin, TR 8 Intention and Q for Question, 1 for first part.)

NAME: Tone 40 Assessment Prepared List Session Drill.

POSITION: Student and coach sitting across from each other at a table, E-Meter set up and in use, session admin, using prepared lists.

PURPOSE: To train a student to do all the actions necessary to a full, smooth, accurate session using prepared lists and to do Tone 40 Assessment of them.

COMMANDS: Coach commands are the usual TR commands of "start," "flunk," "that's it." For the student, all commands relating to starting a session, giving an R-factor, assessing a prepared list, keeping the admin, indicating any item found and ending a session. *The Book of E-Meter Drills* for Prepared Lists as in TR 1–Q4. Origins for coach as per pages 58, 59 and 60 of that book. "Squeeze the cans." "Take a deep breath and let it out."

"This is the session." "We are going to assess a prepared list." (Assessment), "Your item is _____." (indicate any F/N) "End of Assessment." "End of Session."

TRAINING STRESS: Permit the student to continue to his first error; then have him drill and correct that error and continue. Finally, to conclude, let the student go through the entire sequence of the drill beginning to end three times without error or flunk for a final pass. It is expected that the student will not flub any TRs or metering or session patter. Metering may be finally verified by a third student or video. All assessing must be in proper tone 40 with full intention exactly placed. The student must not wait to see if the meter read but catch the read of the last question as he starts the next one. His vision may shift from list to pc but at all times must embrace list, meter and pc.

(This drill also would be the one used for tape or video passes as it includes all elements of metering and TRs.)

END PHENOMENA: A person who can do a flawless and productive assessment session, Tone 40.

HISTORY: Developed by L. Ron Hubbard, April 1980.

<div align="center">TR 4/8–Q2</div>

NUMBER: TR 4/8–Q2

NAME: Listing and Nulling Tone 40 Assessment.

POSITION: Same as TR 4/8–Q1.

PURPOSE: To teach a student to do the action of Listing and Nulling with all metering and admin, using Tone 40 Assessment.

COMMANDS: The usual coach TR commands. Two copies of *The Book of E-Meter Drills*. A prepared list is chosen by the coach and both use the same prepared list. The student reads the question and asks it and the coach reads the replies from the same list but in his own copy. The student must write down the answers in a proper session work-sheet and note and write down any reads. (An F/N terminates the listing if it occurs.) The coach need not use the whole list of replies but only half a dozen chosen at random. The sequence of commands is the same as TR 4/8-Q1 except that the R-factor is "We are going to list a question." And, if no item F/Ns and no significant read has occurred, the additional action of nulling the list is undertaken with the command, "I will now assess the list."

TRAINING STRESS: THE LAWS OF LISTING AND NULLING, HCOB 1 Aug. 68 apply in full as these are very important laws and ignoring them can result in severe ARC breaks, not so much in this drill, but in actual sessions. The coach may also require Suppress and Invalidate buttons be put in on the whole list. All errors, omissions, hesitations and lapses from Tone 40 on the part of the student are flunked. Coach similarly to TR

4/8–Q1. Pass when the student can do it flawlessly three consecutive times. (This drill may be used for internship tapes and videos for assessing and metering passes.)

END PHENOMENA: A person able to do a flawless L&N list as the session or as part of a session, with all TRs in, with perfect metering and proper admin and using Tone 40 in his listing and assessing.

HISTORY: Developed by L. Ron Hubbard in April 1980.

SUMMARY

The purpose of these drills is to train the student to ask questions that will get answers and to assess prepared lists that will get accurate reads. If a student doing these drills has difficulty it will be traced to false data, misunderstood words or not having passed earlier TRs, including Upper Indoc, or his metering drills as contained in *The Book of E-Meter Drills*. If a satisfactory result is not obtained, the faults in the above items should be located and remedied and these drills repeated. If any earlier omissions are found and repaired and if these drills are honestly done, heightened success as an auditor (or a Surveyor or Examiner or Ethics Officer) is assured.

L. RON HUBBARD
FOUNDER

Revision assisted by
LRH Technical Research
and Compilations

Remimeo
All Levels

(Only change being word "by" in para 4 changed to "but".)

F/N EVERYTHING

Whenever an auditor gets a read on an item from Ruds or a prepared list (L1B, L3A, L4B, etc., etc.) IT MUST BE CARRIED TO AN F/N.

To fail to do so is to leave the pc with by-passed charge.

When a pc has had several reads on various lists which were none of them carried to F/N, it can occur that he will become upset or depressed without any other apparent reason. As one has DONE the lists without F/Ning each item, one now has the mystery of what is wrong?

The error is reading items from Ruds or prepared lists cleaned to no read but not carried to F/N.

This action (amongst many such refinements) is what makes Flag auditing so smooth and indeed makes it Flag Auditing.

When an auditor first tries this he may well think it is impossible.

Yet it is simplicity itself. If you know bank structure you know it is necessary to find an earlier item if something does not release. What has been found as a read on a prepared list would F/N if it were the basic lock. So if it doesn't F/N, then there is an earlier (or an earlier or an earlier) lock which is preventing it from F/Ning.

So the RULE:

NEVER WALK OFF FROM A READING ITEM ON A RUDIMENT OR A PREPAR-ED REPAIR LIST BEFORE YOU CARRY IT DOWN (EARLIER SIMILAR) TO AN F/N.

Example: ARC Brk reads. Pc says what it is, Auditor does ARCU CDEI. If no F/N, Auditor asks for an earlier similar ARC Brk, gets it, ARCU CDEI, etc. until he gets an F/N.

Example: PTP reads. Carry it E/S (earlier similar) until a PTP F/Ns.

Example: L4B: Has an item been denied you? Reads. Answered. No F/N. Is there an ear-

lier similar denied item? Answered. F/N. Go on to next reading item on the list.

Example: GF assessed once through for reads. The next C/S must take every item on it that read, by 2wc or other process, to an F/N.

So there is a much more general rule:

EVERY ITEM THAT READS MUST F/N

In Dianetics you get the F/N when you run E/S secondaries or engrams to an erasure, F/N, Cog, VGIs.

In Rudiments, every out rud you get a read on is run E/S to F/N.

On a prepared list you take each read to an F/N or E/S to F/N.

On an LX list you run each flow chain to an F/N.

On GF you get by whatever process an F/N.

On Listing by the Laws of Listing and Nulling, your eventual item listed must F/N.

So another rule:

EVERY MAJOR AND MINOR ACTION MUST BE CARRIED TO AN F/N.

There are NO exceptions.

Any exception leaves by-passed charge on the pc.

Also, every F/N is indicated at the conclusion of the action when cog is obtained.

You take too soon an F/N (first twitch) you cut the cognition and leave by-passed charge (a withheld cognition).

_____

I could take any folder and simply write out the ruds and prepared list reading items and then audit the pc and carry each one to F/N and correct every list so disclosed and wind up with a very shining, cool calm pc.

So "Have reading items been left charged?" would be a key question on a case.

_____

Using lists or ruds on high or low TAs that are not meant for high or low TAs will get you reading items that won't F/N.

So, another rule:

NEVER TRY TO FLY RUDS OR DO L1B ON A HIGH OR LOW TA.

One can talk the TA down (see HCOB on Talking the TA Down).

Or one can assess L4B.

About the only prepared lists one can assess are the new Hi-Lo TA HCOB 13 Mar. 71 and possibly a GF40 once through for biggest read. The biggest read will have a blowdown on it and can possibly be brought to F/N. If this occurs then one also handles all other items that read.

_____

The most frequent errors in all this are:

Not taking a read earlier similar but just checking it and leaving it as "clean".

Not using suppress and false on items.

And of course leaving a pc thinking things are still charged by failing to indicate the F/N.

Indicating an F/N before Cog.

Not going back through the folder to handle ruds and items that read but were called "clean" or were simply abandoned.

A pc audited under tension of poor TRs has a hard time and does not F/N sometimes, inviting overrun.

The rules then to happy pcs are:

GOOD TRs.

F/N EVERYTHING FOUND ON RUDS AND LISTS.

AUDIT WITH TA IN NORMAL RANGE OR REPAIR IT SO IT IS IN NORMAL RANGE.

<div style="text-align:right">

L. RON HUBBARD
Founder

</div>

Remimeo
All Levels
All Auditors

CHECKLIST FOR SETTING UP
SESSIONS AND AN E-METER

In order to prevent constant interruptions of a session to get dictionaries, prepared lists, etc., etc., and in the vital interest of keeping the pc smoothly in-session—interested in own case and willing to talk to the auditor—the following checklist has been made.

An auditor should drill this checklist until he has it down thoroughly, without reference to it.

A. **PRE-APPOINTMENT**

    1. Paid invoice slip of pc. _____

    2. Pc Folders.

        2a. Current. _____

        2b. Old. _____

    3. Pc folder study by auditor. _____

    4. Folder Error Summary. _____

    5. A C/S for the session. _____

    6. Any cramming actions on the C/S. _____

B. **CALL-IN**:

    7. Enough Time to do session. _____

    8. APPOINTMENT (made by auditor or Technical Services). _____

    9. Scheduling board (auditor, pc, room, time). _____

C. **ROOM READINESS**:

    10. Clean up room.   _____

    11. Smells removed.   _____

    12. Room temperature handled.   _____

    13. Area and hall silence signs made.   _____

    14. Silence signs placed.   _____

    15. Knowing where the water closet is.   _____

    16. Right-sized table, sturdy, doesn't squeak.   _____

    17. Side table.   _____

    18. Adequate light if room gets dark.   _____

    19. Flashlight in case power fails.   _____

    20. Quiet clock or watch.   _____

    21. Blanket for pc in case gets cold.   _____

    22. Fan or air conditioner in case pc gets too hot.   _____

D. **AUDITING MATERIEL**:

    23. Paper for worksheets and lists.   _____

    24. Ballpoints or pencils.   _____

    25. Kleenex.   _____

    26. Antiperspirant for sweaty palms.   _____

    27. Hand cream for dry palms.   _____

    28. Dictionaries including tech and admin dictionaries and a non-dinky one in language.   _____

    29. Grammar.   _____

    30. Auditing materiel, Original Assessment Sheets, prepared lists, including those that might be called for on other prepared lists.   _____

31. E-Meter. _____

32. Spare meter. _____

33. Preliminary meter check for charge and operational condition. _____

34. Meter shield (to obscure meter from pc). _____

35. "In Session" sign for door. _____

36. Extra meter lead. _____

37. Different-sized cans. _____

38. A plastic bag to cover one can for pcs who knock cans together. _____

39. Finalize setting up room for session. _____

E. **PC ENTRANCE TO AUDITING ROOM**:

40. "In Session" sign on door. _____

41. Phone shut off. _____

42. Putting pc in chair. _____

43. Comfort of chair – check with pc and handle. _____

44. Adjusting pc's chair. _____

45. Check pc clothes, shoes for tightness and handle. _____

46. Check with pc if room is all right and handle. _____

F. **METER SET UP FOR SESSION**:

47. Check test (for charge). _____

48. See that needle is not dancing by itself or auditing itself. _____

49. Make sure 2.0 = 2.0 by trim. _____

50. Snap in leads. _____

51. Verify trim by calibration resistor onto alligator clips. _____

52. Put pc on. _____

53. Put needle on set. _____

54. Adjust pc sensitivity for ⅓–dial drop by pc can squeeze. _____

55. Go through false TA correction as needed including
change of cans, cream, antiperspirant as needed. _____

55A. If false TA handling was done, readjust pc sensitivity
for ⅓–dial drop by pc can squeeze. _____

56. Have pc take a deep breath and let it out and see
if the needle gives a fall of one inch or more. _____

57. Check for adequate sleep. _____

58. Check to be sure pc has eaten and is not hungry. _____

59. Ask for any reason not to begin session. _____

G. **START THE SESSION**:

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 JANUARY 1977

Remimeo
All Auditors
All Supervisors
All Interneships
All HCOB
    Volume Buyers
BPI

URGENT AND IMPORTANT

TECH CORRECTION ROUND-UP

Auditors and Scientologists for 27 years have tended to be suspicious of HCOBs and Policy Letters not written by myself.

Until a few months ago my opinion was that this, while flattering, was not entirely justified.

However, these last few months have sharply changed my belief into total agreement with all those who have expressed some fear of reinterpretations of bulletins by others.

I have been engaged for some months now in a round-up of out-tech issues.

And I have found, I am sorry to say, that mice have been gnawing at the pillars of the Bridge, putting up traffic barriers and false detour signs.

I have been finding serious out-tech issues and correcting them.

Whether because of misunderstood words (the commonest cause of out tech alterations) or other reasons, there have been a staggering number of tech sectors that have been corrupted by issues by others that alter-ised.

The corrections I have been doing have been, are being or will be issued shortly. However, not all auditors and Scientologists keep pace with current issues and so I am here giving you a rapid summary of the gross departures from standard tech which have occurred in the past 3 or 4 years and their corrections.

So you were right!

A very few people (3 or 4) have wittingly or unwittingly brought about outnesses which could easily make the difference between successful case handling and failed cases.

Action has been taken to handle them and there are a great many good people at work now in compiling and reissuing the workable tech which I developed in the first place.

It is now forbidden to write an HCOB or an HCO PL and sign my name to it.

If anyone helped compile it or wrote it, my name is followed by "Assisted by _____" the person who helped get it back together at my directions.

Also no Board Technical Bulletin may cancel an HCOB.

So from here on you are relatively safe.

I am always the first to tell you and this is no exception.

TECH CORRECTIONS

There follows here a long list of incorrect procedures or data found to have been issued.

Also a brief rundown of the correct procedure will be found, which is the correct and standard tech.

What makes tech correct? When it doesn't get results it is incorrect. When it gets the expected result it is correct.

My own writings and researches are based wholly upon things that got and get results.

When another, through misunderstood words or other reasons, "interprets" or changes the original tech, it has been the general experience that results are not obtained.

By studying this list you may very well find some alter-ised points which caused you to have trouble or which caused confusion.

Therefore, the subjects themselves are described in summary form.

Not all issues are out yet which accomplish full correction. Their HCOB numbers therefore cannot be given. Some of the issues are not yet released but will be soon. However, there is no reason to deny you the essence of the material and so I am giving you the full list to date.

I trust this list and HCOB restore some stability.

I hope that any failures you may have had due to alter-ised materials will be spotted by you. And that you will be able to apply some of these right now and get the full materials later.

I like results, you like results. And the following may include some of the reasons you may have had a hard time with some sessions.

I am sorry for that. I have come back on tech lines especially to correct it, and have spent seven months spotting areas where there has been trouble or failures, evaluating them and discovering the alter-is of original materials and issues. In many cases the alter-is sure was hidden. This completes 7 months of search for tech outnesses.

Here is the list.

A: PTS HANDLING

The first shock (which actually began this current search for out tech issues) was the discovery that PTS conditions were going unhandled across the world and had been for some time.

"PTS" means Potential Trouble Source and means the person is affected adversely by a suppressive in his life. A PTS person can be a lot of trouble to himself and to others. The condition is not too difficult to handle and to find that all the tech of handling it was in disuse explained why there had been a lot of trouble and upset on various lines.

After a great deal of search, it was found that PTS handling and another rundown (The Vital Information Rundown) had been restricted only to Expanded Dianetics. Thus one would find on pcs' programs that they were supposed to go all the way through Dianetics and their grades before their PTS condition was handled. In actual fact a person who is PTS cannot be audited on anything else until the PTSness has been straightened out. This was operating as an effective barrier to cases.

Fortunately, the Technical Bulletin Volumes were not quite off the press and this one was caught with HCOB 27 July 1976 which will be found on page 428 of Volume VIII.

The first thing you do for a pc in *any* grade or without grades is handle his PTSness.

As long as the subject was hot I decided to look further into it to make sure that the actual tech was still available and to get a pilot done to verify its use in actual practice since few had had any PTS handling for a couple of years.

I initiated a pilot project and it was well executed by CS-5.

The results of this project are found in HCOB 20 Oct. 1976.

The outcome of this further research as contained in that HCOB was that the person, for full handling, should be gotten through his PTSness and *then* should study the complete pack of PTS/SP Checksheet, BPL 31 May 71RC, so that he knows the full mechanics that had been wrecking his life. This is contained in HCO PL of 20 Oct. 1976.

While the above named checksheet is quite adequate, a project is now in progress to collect up all original LRH Case Supervisor notes (C/Ses) and handwritten materials on PTSness so that additional issues may be brought out and the checksheet extended. The

reason for this is that there is a sector of *non-audited* handling of PTSness which has never been fully released. This comes under the heading of additional material and the existing PTS material is not only workable but is vital.

So this scene was rounded up and PTSness is again being handled successfully over the world.

As an additional note, a cassette is now being made for general distribution and sale which will soon be released so that PTS people can get one and send it or play it to persons antagonistic to their leading a better life.

B: ORG DELIVERY

No auditing is a technical situation. The ability to procure auditing has a considerable bearing on people's case progress – naturally.

It was found that some organizations were slow in delivery and were backlogging which tends to create a no auditing situation amongst pcs.

To remedy this backlog, the Technical Secretary of every org was given a new statistic, "VALUE OF SERVICES DELIVERED." This gives an index of the delivery of the org and brings backlogs into view and will serve as a means of alleviating a no auditing situation in the field where it exists as it calls the fact spectacularly to the attention of all management, local and international. This is HCO PL 12 Nov. 76.

Along with this another situation came to view which again was a matter of other people writing HCOBs.

The Director of Processing had been given in HCOB 16 June 1972R a statistic which encouraged him to simply route pcs out of the org once they had completed a small part of their processing.

Accordingly the statistic of the Director of Processing in an org was revised in HCOB 16 June 1972RA to "the number of pcs routed back into the lines."

The Director of Tech Services was given a stat of getting actions completed on pcs.

With these two stats operating, one after the other, a no auditing situation in an area is further alleviated.

People do not sufficiently consider no auditing as the most basic failure of cases. It seems so "of course" that it gets entirely overlooked yet it can cause a great deal of trouble.

C: **HSDC REDO**

The first inkling that the Hubbard Standard Dianetics Course curriculum had gone adrift was noticing that two key drills had been omitted and even cancelled by others even though they were vital to an auditor's skill in handling a Dianetic session.

These drills were Dianetic Training Drills 101, 102, 103 and 104. These have to do with student auditors remembering their commands in session, making him practiced in using commands while handling his meter and admin, training him to use the right command in the right place according to what the pc does and finally training him to use commands and handle the session in spite of any and all distractions or reactions from a pc. Obviously if a Dianetic auditor cannot do these things he cannot run a Dianetic session.

These drills now have been emphatically reinstated in HCOB 19 July 1969R reissued 9 Dec. 1976; they are for use in all Dianetic training.

Looking into this further, I found that there was a new unauthorized Dianetics Course which supposedly was based on *Dianetics Today* being issued which would be a sort of a competitive course to an HSDC. In following this further it was found that even the most fundamental formats of the HSDC which I personally developed and piloted had been grossly alter-ised, that a number of persons had been writing HCOBs on the subject, and that the format had been lost.

The original HSDC is being gathered together at this time with all instructions, C/Ses and drills in the pattern and format which was originally developed and which DID make GREAT auditors. So you can expect a considerable resurgence in the quality of Dianetic auditing some time in the future.

At the same time, a new course, which makes a senior Dianetic auditor, is being put together which is a post-graduate step after a person has become an HSDC. This will take in all the materials found in *Dianetics Today* and should cover areas of special Dianetic application.

D: **ROCK SLAMS**

A rock slam (R/S) is defined as "a crazy irregular slashing motion of the needle."

This particular meter reaction was found to be relatively unknown to auditors on an examination I made of some worksheets. They were calling dirty needles, dirty reads, rocket reads, body motion and even ticks as "R/Ses." They were also missing real R/Ses.

As the R/S is probably the single most important and dangerous read on the meter, clarifications of this were in order.

Accordingly I wrote HCOB 10 Aug. 1976, "R/Ses, WHAT THEY MEAN" and caused to be written from my notes HCOB 1 Nov. 1974R, "ROCK SLAMS AND ROCK SLAM-MERS."

For a pc to be branded as an R/Ser is a very serious thing. Also for a real R/Ser to be over-looked by an auditor is a catastrophe both to the pc and to those around that particular person.

Therefore, this is very dangerous ground to have wrong.

These issues will help to clarify that.

At the same time I'm currently at work on a video tape which will be available in Academies some time in the future, which gives all meter reads.

Meanwhile, don't make any mistakes on R/Ses. Read those bulletins.

Another confusion in this sector was how to define and identify a "List 1 R/Ser."

All characteristics given in a list issued as HCOB 1 Nov. 74 and signed by another with my name were stated to have to be present before a person was a "List 1 R/Ser." The incorrect HCOB is on page 344 Vol. VIII of the HCOB Volumes and will be corrected in later editions.

"List 1" refers to Scientology related terminals as found on page 57 of *The Book Of E-Meter Drills*.

The additional characteristics on this list only help to look for a List 1 R/S. I issued HCOB 1 Nov. 1974R revised 30 Dec. 1976 which now corrects this error.

A List 1 R/Ser is simply one who R/Ses on List 1.

E: SEC CHECKING AND INTEGRITY PROCESSING

Following down the trail of auditors missing R/Ses, it was found that Sec Checking had become a nearly lost art.

Sec Checking means, unfortunately, "Security Checking." That it was so misnamed in its origins obscures the fact that Confessionals have been part and parcel of religion nearly as long as religion has existed.

In actual fact the meter simply gets a pastor or minister over the very dangerous situation of missing a withhold on his parishioner. A person with a missed withhold can become very upset with the person who misses it; the meter, properly operated, makes sure that none are missed.

In an effort to get around what was thought to be a public relations scene, the name "Security Checking" was changed to "Integrity Processing." This was also a PR error because the actual truth of the matter is it originated as "Confessional" and should have simply been changed back to "handling of confessions."

This administrative demand of name alteration threw the original issues on "Sec Checking" into disuse.

Additionally "Integrity Processing" did not include all the tech of Sec Checking. And some even thought they were different subjects!

The loss of Sec Checking, more properly called Confessionals, and the failure to use a meter to verify withholds resulted in many student blows (dropouts) and has permitted the continuance of a great deal of natter and upset which are simply the result of missing withholds on people.

When you realize that a lot of the trouble of the Roman Catholic Church probably arose through not having a meter to verify the completeness of Confessionals, you can see what the loss of Sec Checking would do to our own churches and organizations. In other words, we were about to repeat history!

All this original "Sec Checking," properly Confessional, tech is being rounded up again and will be issued in checksheet form and there will be courses in "The Handling of Confessionals." But even before you receive these, you should resume the use of this metered tech as it will save you having people "mad at you" simply because you have missed withholds on them.

It is highly self-protective both from the viewpoint of the auditor and the organization to have the proper metered handling of Confessionals fully in.

BTB 31 Aug. 1972RA "HCO CONFESSIONAL PROCEDURE" clarified the matter but this bulletin was on a very limited distribution and is not known. It contains the tech I developed on Sec Checking in the autumn of '72.

There should be no further confusion in this matter. "Sec Checking," "Integrity Processing" and "Confessionals" are all the exact same procedure and any materials on these subjects is interchangeable under these titles.

The materials when all recollected and consolidated and reissued will be under the title of "Confessionals." But even before that reaches you, you had better determine to become an expert in it, since an auditor's inability to handle this is a fast route to "how to win enemies and wrongly influence people."

F: **EXPANDED DIANETICS OVERHAUL**

Expanded Dianetics began in development in 1970. It is a very fully developed subject. However, for some reason or another, the *total* materials of Expanded Dianetics were never packaged and exported even when it was reported that they had been. Thus auditors who have been trained as Expanded Dianetics auditors had been denied considerable key materials and have even lost the reason for Expanded Dianetics.

Contributing to this was the removal of "Sec Checking" (Confessionals) materials from the Expanded Dianetics Course to make up the "Integrity Processing Rundown." Thus the course was stripped even further, for an Expanded Dianetics auditor has to be very expert in the handling of Confessionals.

The actual extent of Expanded Dianetics can be described as follows: "Ex Dn consists of all the work I did on psychos and very difficult cases from 1970 forward, my C/Ses, case histories, any tape lectures or notes, which includes as well all data known to date on Confessionals, and all data on PTSes. The product of the course is an auditor who can handle psychos, R/Sers and any person's evil intentions as well as any PTSes."

That would be the full extent and skill of an Expanded Dianetics auditor. There is considerable data connected with the subject and it is the only data, proven, workable data, Man has on the subject of neurosis and psychosis, and is the first breakthrough made in this field as to its actual cause. This also embraces criminality.

While we are very far from being in the business of handling psychos, not all psychos are in institutions or classified as psychos in this society. Furthermore PTS persons become PTS to people who are usually psycho.

Thus this whole scope and breadth of Expanded Dianetics has to be and is being recompiled and issued.

Furthermore the position of Expanded Dianetics on the Grade and Class Chart was muddied up. Actually Expanded Dianetics can be given after a Drug Rundown, after Standard Dianetics, after Scientology grades, after Power, after OT III and at any point upwards after completion of Grade OT III.

A PTS Rundown can be given without regard to whether the person had had Expanded Dianetics or not. A PTS Rundown can be given anywhere and better had be.

An auditor is trained on Expanded Dianetics after he has become an HSDC, a Class IV auditor.

An auditor does not have to be an Expanded Dianetics auditor in order to deliver a PTS Rundown. All he has to do is complete the PTS Checksheet and should be a Class IV in order to audit it. There are even some portions of the PTS Checksheet, particularly as it would be revised, which can be delivered by a person who is not trained as an auditor at

all, but this would be non-audited handling which consists mainly of coaching the person as to how to handle his scene.

The complete Expanded Dianetics tech is, as I have said, being recompiled, issued and gotten back in.

G: WORD CLEARING

Having discovered an executive who had "been word cleared" by a "Word Clearer" but who then required more than 4½ hours to clear the first two pages of the same material when handled by a higher classed auditor, I investigated the extent of Word Clearing training and use being out.

A study of the Word Clearing Series was ordered and it was found that there was little concentration on *metering* and *TRs*.

These seem to have been slighted because Word Clearing starts with the phrase "I am not auditing you" and this apparently has been taken to mean that one didn't have to know his meter and TRs in order to word clear. HCOB 10 January 1977, Word Clearing Series 55, "HOW TO WIN WITH WORD CLEARING" is a result of this investigation and should be given particular importance.

Another factor was spotted and is handled in Board Technical Bulletin 12 January 1977 Revised 16 January 1977, which was issued as a result of my having found that Word Clearers had a wrong stat. The stat of Well Done Auditing Hours would not apply to a Word Clearer. Their stat is now "Number of Misunderstood Words honestly found and fully handled in applicable materials."

Another action is found in HCO Policy Letter 10 January 1977, "ETHICS AND WORD CLEARING," wherein "Any Word Clearer who word cleared materials on which misunderstoods have been found at a later date shall be summoned to a Court of Ethics."

The phrase "I am not auditing you" does not excuse ignorance on the Word Clearer's part of a meter or a poor command of TRs. Of course this must also include his knowledge of Word Clearing tech. His TRs and metering must be excellent.

The marvelous wins that can be gotten with Word Clearing had been lost and with this should now be recovered.

H: F/N TA POSITION

The subject of missing F/Ns (floating needles) on pcs is very important as a pc who has had an F/N missed becomes overrun and can be very upset and his case can even be stalled.

The first instance I ran into of this (some years ago) had to do with the sensitivity setting on the meter. Most auditors apparently simply would set a sensitivity knob on 5 and leave it there, regardless of how the pc advanced and regardless of who they were auditing. This would give them extremely wide F/Ns which would hit the pin, on one or both sides, and hang up as they were unable to keep the needle on "set." The correct way to go about this is to always set the sensitivity knob by pc can squeeze. When the pc squeezes the cans, the sensitivity knob should give about a third of a dial drop, no more, no less. Only in that way can you keep a needle on the "set" mark on the dial. Otherwise, F/Ns get missed. Some pcs have to go up to 128 (32) which is a front face meter setting to get such a fall on a can squeeze and I have just noted a pc who had such a wide F/N swing that the sensitivity had to be set at 1 (32), which is about as low as the meter can go without turning off, and even then this pc got a half a dial can squeeze fall and so had to be watched very carefully so that F/Ns were not missed. I mention this in case it has dropped out again.

The current discovery which just dropped with a clang was that in one interneship, an interne supervisor was using verbal tech which had then spread all over the world to the effect that you MUST NOT call an F/N an F/N unless it were between 2 and 3 on the tone arm dial, and that any F/N type motion which occurred with the TA above 3 or below 2 could not possibly be called an F/N. This was his own craziness and he wished it off with a bunch of verbal tech on an awful lot of auditors and caused an enormous amount of pcs subsequently to be very unhappy.

The result and remedy of this is contained in HCOB 10 December 1976, which is marked *Urgent* and *Important.* It is marked that way because apparently there are very few pcs around right now who haven't had F/Ns missed on them.

This HCOB should be very carefully studied. However, in brief, the correct procedure for out of range (above 3 or below 2) F/Ns is:

1. Look at the pc's indicators,

2. Call the F/N regardless of its range, if the indicators are alright,

3. Mark down the actual TA position when the F/N is indicated,

4. Handle the false TA at the earliest opportunity when it will not intrude into the current cycle of auditing,

5. On any pc you suspect has had his F/Ns disregarded because of false TA, you C/S for and get run a repair and rehab of points in his auditing when F/Ns were missed on him.

In other words, have your sensitivity correct and when an F/N occurs outside of the range between 2 and 3, know that it is an F/N by the needle motion and by the *pc s indicators* and call it, indicate it and put it down on the worksheet. Note the actual TA position. Then, before the next session or after you have finished a crucial cycle of auditing on the pc, in the next several sessions, go into the whole subject of his false TA and handle it.

Missing an F/N is very cruel on a pc because it invalidates his having released the charge on the subject on which he is being audited and tends to tell him that he is not better even though he feels better. There is one historic case of an auditor having gotten an F/N in the first ten minutes of auditing and then, because it occurred slightly above 3, auditing the pc for an additional three hours with the TA climbing, the pc unhappy and no results being obtained from the processing. This sort of thing is pretty gruesome.

Verbal tech is no substitute for HCOBs.

I: FALSE TA

Having written the HCOB just above telling auditors that they call the F/N regardless of where it was, providing the pc's indicators were OK and then handle the TA on the pc, I found that issues on correcting false TA had been messed up.

In both HCOB 29 Feb. 1972R Revised 23 Nov. 1973 and its successor HCOB 29 Feb. 1972RA Revised 23 Apr. 1975, careless reading could imply that the False TA Checklist was *audited* on the pc like any other prepared list. In other words this idiocy set in that the meter reads were going to be used to divine whether or not the meter knew whether or not the pc was responding properly. The list actually, is a list of things the auditor *manually, mechanically* checks on the pc. He does not consult reads and he does not assess anything on the pc; he simply personally does a checklist and this was the checklist. It was not assessed to find a reading item. Therefore an auditor trying to correct false TA and get the TA to read between 2 and 3 by using a meter to *assess* the list would never find out what was going on and would be unable to get the meter into that position.

Accordingly, HCOB 13 Jan. 1977 was directed to be written, and the full and entire checklist to be done by the auditor on the pc recompiled and updated. It is being issued as HCOB 21 Jan. 1977.

Therefore it will now be very easy for an auditor to correct the false TA on a pc and he will be able to get the meter tone arm properly between 2 and 3.

You know, don't you, that a TA goes up more than a division when you start using a one-hand electrode? This is not a "false TA" that you can correct. Solo auditors using just one hand have their TAs riding around 3.7 and 4.5 on the tone arm. This is not a case of false TA, it is always checked by using both hands on the cans at the start and end of session. But here again false TA can occur if the hands are too dry or too wet or the can size is wrong.

You shouldn't have very much trouble with this. Actually it's a very simple matter, but the outnesses in this sector have caused an awful lot of trouble and I was very happy to be able to find the erroneous issues and get it straight for you.

A video which will eventually become available in Academies will also cover false TA handling.

J: INCOMPLETE AUDITING FOLDERS

For some time Word Clearers, Sec Checkers, Ethics Officers and Cramming Officers have neglected to include their worksheets in the pc's actual folder.

This causes considerable difficulty for a Case Supervisor since the person may have wrong lists in "Why Finding," may have R/Sed on a Sec Check, may have had incomplete or incorrect Word Clearing and other tech outnesses in between regular sessions. Where these folder omissions occur an FESer (Folder Error Summary maker) is often prevented from finding where the case went wrong.

Then there is the matter of no folders at all. Somebody has lost them or mislaid them, yet some auditor needs them desperately to find out lists or to actually verify grades attained. The preservation and availability of auditing folders to the next auditor or a Case Supervisor years up the track is of very great importance.

Accordingly HCO PL 28 Oct. 1976 and HCOB 28 Oct. 1976, C/S Series 98 (which are both the same equal texts) were written by me to remedy these very dangerous tech outnesses.

K: FALSIFYING AUDITOR REPORTS

Along with missing reports it was found that there had been some difficult situations created by the falsification of auditing reports.

From the small matter of saying that the TA was at 3.0 when actually is at 4.5 when the F/N occurred (thus obscuring the fact that false TA had to be handled), up to the very large crime of faking the fact that certain processes had been run when they had not just to get a completion or a bonus and up to falsifying the data or text which the pc gave, this matter of false Auditor Reports can cause enormous amounts of trouble.

The consequences and detection of the falsification of auditing reports is now contained in HCO Policy Letter 26 Oct. 1976 Issue I, the same text issued as HCOB 26 Oct. 1976 Issue I, C/S Series 97. This makes even the minor falsification of an auditing report a matter of Comm Ev and, if the crime is proven beyond reasonable doubt, there can result a cancellation of all certificates and awards, a declare and an expulsion order.

If you think this is unnecessarily harsh, think of the poor pc.

L: CHECKLIST FOR FESers

It can happen that a pc is taken up into new grades without having completed earlier, more basic grades and without being set up for the later grade. This can result in somebody going through several grades just to cure a mild somatic or a PTP. It can also throw a pc in over his head.

For a long time there have been checklists showing the requirements for most major grades.

A recent instance of a pc going all the way through to OT III who had not completed anything caused me to investigate the reasons behind this.

It was discovered that very few Case Supervisors ever check a folder to find out if the pc has actually made the grades lower than the one that he is about to be put on.

A further check showed that few C/Ses ever looked up the earlier history of the case and this resulted in pcs being put up through levels for which they have not been set up and past levels they have not made.

A further investigation showed that these checklists were not in existence for every grade and action.

It became obvious that the people who should be using these checklists would be the Folder Error Summary auditors. These FESers are the only ones who thoroughly go through the folders and Case Supervisors depend on them. Thus if the FESer is not required to verify whether the pc has properly attained the level he is about to go onto and if he has been set up for the level, then nobody is going to check this over and a great many pcs are going to be audited on skipped gradients without set-ups and will get into difficulty.

I have ordered that checklists be made up for FESers to use for each major grade so that they can check off the requisites for each grade and thus handle this out gradient situation. These checklists are being worked on at this time and will be issued in the near future.

In the meantime it is the duty of the FESer to indicate whether or not the pc has actually reached each grade to which he has attested and whether or not he is properly set up for the grade he is about to be embarked upon.

M: AUDITOR RECOVERY

It can happen here and there that an auditor who has been auditing eases off and ceases to audit.

There are various reasons for this. One of the common ones is a skipped gradient in his training. Another one is misunderstood words and the commonest one is overts of omission or commission on the subject of auditing or pcs which have not been handled.

An LRH ED 176RB INT originally issued on 24 April 1972 was unfortunately revised 2 or 3 times by other people and lost its punch.

I reworked this and restored it to its earlier form on 7 Nov. 1976 and this is available as LRH ED 176RB INT. The investigation and reissue being assisted by CS-7.

It is available in this form and in the near future will be issued as an HCOB.

N: STUDY TECH

During an investigation of pricing I discovered that "The Student Hat" had disappeared from use and in its place had been put an optional *Basic Study Manual.* The fact is that the *Basic Study Manual* has its own uses and is very valuable but it does not begin to replace The Student Hat.

This meant actually that study tech had more or less disappeared in Academies and was not in general use.

The actions taken were to make The Student Hat mandatory on a one-time basis before the next major course a person took and to include it free as a bonus to the person taking that course.

The Student Hat has been restored in totality as a requisite for study tech. This will make study much more positive and much faster.

The *Basic Study Manual* was put forward sometime ago as a means of getting staffs hatted on their hat materials and as a fast method of getting people reading the materials of their posts. I suppose that is how it drifted over onto major courses, where it has no business.

Thus The Student Hat is back full force and if there are any blown students around you should realize that the reason for their blow is either lack of study tech or undisclosed overts. The thing to do is to get them back and push them through The Student Hat so they can win at their studies and get their overts off so they can look their fellow man in the eye.

There has been another training outness found which I will mention in passing. In some internships the entire Qual staff of the org has been employed in checking out students. Actually such checkouts are done by the students themselves, on each other where star-rates are required *in internships.*

It has also been found that twinning on theory occasionally creeps back in. People have not noticed that twinning on theory, meaning two students always study together, went out many years ago and has been cancelled. It makes a noisy classroom and prevents students from getting through their courses rapidly. Twinning on theory sets up too many difficulties such as the loss of one's twin by reason of graduation or transfer, being sent to Cramming, an odd number of people on the course so that one is without a twin and so on.

Practical is another matter. In practical drilling is done on the twin basis.

The theory and practical are *never* in the same room; they must be in different rooms. The theory room must be very, very quiet where a student can concentrate and the practical room must be so situated as to allow students to make noise. If any Academy has a noisy

theory classroom or if the Academy is difficult to study in, this is probably what is in violation: probably the twinning is going on in theory or the theory rooms are noisy. Only a practical room can be made noisy.

The two issues (putting twinning in on theory) have now been revised and cancelled. They are HCOB 26 Nov. 71, Tape Course Series 10, W/Cing Series 26 "HANDLING MISUNDERSTOOD WORDS ON TAPE RECORDED MATERIALS," which has been revised and cancelled by BTB 26 Nov. 71RA (Tape Course Series 8, W/C Series 26RA) of same title (Tech Volume IX, page 440). HCOB 7 Feb. 72 Issue II, W/Cing Series 31, "METHOD 3 WORD CLEARING BY THE STUDENT'S TWIN" has been revised and cancelled by BTB 7 Feb. 1972RA Issue II, W/Cing Series 31RA "METHOD 3 WORD CLEARING" (Tech Volume IX, page 448).

The main point is you want a quiet and orderly theory training room and put the noisy demo and practical actions elsewhere. And also don't hang up people on theory because they lose their twins. Practical twins are highly interchangeable.

O: PROFESSIONAL RATES

It was found in some cases that pcs would enroll on courses and then never take them just so they could have professional rates in their auditing.

This not only denied them the training they paid for but it was also making organizations short of auditors.

Accordingly HCO PL 13 Nov. 1976 was issued which clarified "professional rates" which makes it necessary for an auditor to be fully classed in the class of that org from which he is seeking service in order to qualify for a 50% professional discount in auditing. This does not apply to his family.

What's the matter with becoming an auditor? There are 2 or 3 billion pcs out there and only a few of us auditors. Have a heart and also lend a hand. Furthermore how do you know what good auditing is unless you're trained?

P: SENIOR CASE SUPERVISOR LINE

It was recently found that the Senior Case Supervisor, in at least one large org spent most of his time giving advice to executives on personnel case requirements for the crew! This is so far from the duties of a Snr C/S that the HCO PL outlining their duties has been rewritten and has become HCO PL of 26 Sept. 1974R, revised and reissued 21 Jan. 1977, which tells a Snr C/S in effect to look after the tech quality in his org.

There is another modification on Snr Case Supervisors. Previously it was necessary for someone to go to a distant org and become a Class VIII before he could be qualified as the

Snr Case Supervisor of an org. This is no longer necessary. HCO PL 24 Oct. 76 Issue III modifies these requirements so that a Snr Case Supervisor can be trained by his local org.

In this same Policy Letter the award of Dean of Technology is outlined. These would be gold certificate Case Supervisors. They are Saint Hill Special Briefing Course Class VIII Course auditors who have attained the case level to the class of his org and has a uniform record of case supervision.

This general overhaul of the Snr Case Supervisor and his lines and duties is in effort to correct out tech and establish excellent tech in any org and its area.

Q: INTERNESHIPS

It was found that very few interneships were now being taught and an investigation undertaken by the Action Aide Flag Bureau at my orders, finally uncovered that internship checksheets had been added to and added to and stirred about until they had become checksheets within checksheets, thus making interneships interminable.

As a result of this, a special mission was put on the job of reforming interneship checksheets.

These checksheets have now been issued and exist for every level as Board Policy Letters issued from 10 Nov. 76 up through BPL 25 Nov. 76 Issue I. They have been greatly simplified and have made interneships into very worthwhile actions.

These new simplified interneship checksheets are in full use at this time.

Along with this internship program, HCO Policy Letter of 25 Oct. 1976 has been issued which requires that all past provisional certificates which have not been validated by an interneship and which are one year or more old from the date of course completion are cancelled. It states such students should be notified and should be enrolled on the interneship for the class. If a properly conducted interneship is satisfactorily completed, their permanent certificate may be reissued.

All of this is in an effort to get auditors straightened out, getting wins and making them really proficient and professional in all areas of the world.

R: ILLEGAL PCs

It has occasionally happened that an auditor has had pushed off on him by persuasion or pressure, cases who should not have been accepted by the org.

HCOB 6 Dec. 1976 also HCO PL 6 Dec. 76 (identical texts), make this a High Crime.

Certain types of cases may not therefore be forced off on auditors by anyone, and anyone seeking to force such a pc upon an auditor against policy, is actionable by a Committee of Evidence.

S: EXPANDED GRADES BEING REDONE

It has been found that some processes were left out of Expanded Grades 0 to IV and that in some cases these grades had been quickied. Therefore, all Expanded Grades checklists are being reissued and will contain more extensive processes.

Until you have the new Expanded Grades checklists, the ones you are using are still OK.

T: REPAIR LIST REVISED

Through an oversight, an incomplete Board Technical Bulletin 11 Aug. 1972RA revised 18 Dec. 1974, C/S Series 83RA, was included on page 230 of Volume X of the HCOB Volumes.

A far more extensive write-up, LRH ED 257 INT of 1 Dec. 1974, existed which gave much more data and many more prepared lists as repair tools for the auditor.

The LRH ED has now been issued as HCOB of 24 Oct. 1976 C/S Series 96 "DELIVERY REPAIR LISTS."

Although this issue has been updated to some degree, there are still one or two repair lists omitted. Therefore, this is about to be issued again as C/S Series 96R, which will include the additional and valuable lists.

U: ROUTING FORMS AND STAFF STATUSES

It has been found that Staff Status 0, I & II, Sea Org Products 0, I & II and Org Routing Forms were not in full agreement with one another.

This is taking a lot of straightening out and is very much in need of it, as in one major org it was found to be impossible for a new staff member to route onto post!

This is under full coordination rewrite and will be issued in the near future.

V: STAFF SECTION OFFICER

I have for some time been concerned about the lack of care some orgs had been giving their own staff members.

As a result HCO PL 22 May 1976 was issued which established the post of Staff Section Officer, who was responsible for the training and the processing of staff members.

To further enforce this, the Qual Divisions of orgs were given a new Gross Divisional Statistic in HCO PL of 4 Nov. 1976. This gave the dominant Qual Divisional Statistic as "Fully qualified and trained staff members in the org. cumulative."

Additionally, in HCO PL of 10 Nov. 1976 certain staff courses were made mandatory in orgs.

So as not to neglect staff cases, even when auditors were absent, a whole new project has been released concerning "co-audits."

This is actually a recovery of lost tech. There used to be co-audits, very successful ones, and they had their own special technology.

A tech mission to the UK, reassembled the tech and got staff co-audits going with rave wins.

All of this technology and how it is done, has been issued as Board Technical Bulletins dated around early December 1976 under the title of "Co-audit Series."

Both the co-audit tech and Group Processing fell under the category of lost tech, but have been restored, polished up and are being issued for full use.

W: UNISSUED RUNDOWNS

It came to my attention in July of '76 that about 5 years worth of my developments on Flag had never been fully packaged up or issued for use. The reason for this is, that the Tech Compilations Units which had previously worked on this were disbanded in 1972 by the then CS-4 and was not reestablished.

Several years worth of intensive research and development are therefore backlogged in being issued.

Only one of these areas of development is restricted to Flag, as it is the famous "L" series of rundowns which require such technical accuracy that they can only be audited by a Class XII.

The rest of the rundowns, however, are fully capable of being fully compiled from the notes, lectures, issues and my case supervision notes and released.

Including the repackaging necessary for the HSDC, Expanded Dianetics and reissue of Expanded Grades, all mentioned above, there were 9 rundowns in all which were never compiled or exported.

For that matter, the much earlier Class VIII Course was added to and varied and it also is being repackaged in its original form and exported and is now being taught again in Advanced Orgs.

The remaining rundowns are being worked on for issue as never having seen the light of day in Class IV, Saint Hill and Advanced Orgs.

All this is now being done. So soon this important new tech will appear and be available in orgs.

X: ADVANCED GRADES

For a number of years people have wondered when OT VIII would be released.

Well, to tell you the honest truth, OT VIII has been in existence all those several years, and to it has been added a very large number of OT grades. None of them have been issued. Notes for all these grades are in existence.

What I have been waiting for is 2 or 3 months of free time to go over these materials and write them up and make them available through Advanced Organizations.

Now I will make a bargain with you. If you get all the tech straightened out and the orgs and flaps and emergencies off my lines and get your training in and your Word Clearing in and everything flying and this civilization even more thoroughly pointed in a civilized direction, you will buy me those 3 months' worth of time so I will be able to afford the time to write up all these Advanced Levels I have researched. Do your job well and buy me these three months.

Is it a bargain?

L. RON HUBBARD
Founder

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HCO BULLETIN OF 7 FEBRUARY 1979RB
REVISED 10 MARCH 1988

Remimeo
All Auditors
Tech/Qual
C/Ses
Cramming Officers

E-METER DRILL 5RB
CAN SQUEEZE

(Note: The text of this HCOB is also found in
The Book of *E-Meter Drills,* 1988 Edition.)

NUMBER: EM-5RB

NAME: CAN SQUEEZE

PURPOSE:

I.   To demonstrate to the student auditor how an incorrect can squeeze gives an inaccurate, unreliable needle reaction.

II. To train a student auditor how to get a pc to do an accurate can squeeze.

III. To train a student auditor how to determine the sensitivity setting to get one-third-of-a-dial drop of the needle on the can squeeze, for use in setting the correct sensitivity for each preclear in an auditing session.

IV. To convince a student auditor that he has to use a correct sensitivity setting for one-third-of-a-dial drop on the can squeeze to have a workable and readable E-Meter.

COMMANDS: No set commands for Section I, commands as specified for Sections II, III and IV.

POSITION: For Sections I and II, the coach and the student auditor sit beside each other with an E-Meter set up on the table in front of the student auditor. For Section III, the coach and student auditor sit facing each other across a table with the E-Meter set up in front of the student auditor. For Section IV, the student auditor and another student sit facing each other across a table with the E-Meter set up in front of the student auditor and the coach beside or behind the student auditor.

TRAINING STRESS:

SECTION I: To give the student auditor a reality on how a can squeeze can be done *incorrectly,* so he will know all the points he may have to correct to ensure he gets an accurate can squeeze.

1. Coach picks up the cans and holds his hands on the table so the student auditor can clearly see them.

2. Coach has student auditor set sensitivity booster to Normal (32) and the sensitivity at 1 on the sensitivity knob.

3. Coach has student auditor adjust the needle to the set line on the needle dial.

The coach will have the student auditor readjust the needle to set as necessary at the beginning of each demonstration of the can squeeze.

4. The coach gives the cans a squeeze with an even pressure. If there is no read or a very small one, less than an inch, at sensitivity 1, the student auditor moves the sensitivity knob to 5 and gets another can squeeze. If still no read or it's smaller than an inch, student auditor moves sensitivity to 16 and gets another squeeze. For purposes of the following demonstration, you want to set the sensitivity so that you can obviously see a movement of the needle on the can squeeze of about an inch. So the sensitivity could be set lower than *5* or higher than 5 so long as you get a fall of about an inch on the squeeze.

5. With the sensitivity setting determined in 4 above, the coach will then squeeze the cans incorrectly, each time in a different way. The coach shows the student auditor what particular thing he's doing with his hands and then has the student auditor observe what happens on the meter and the distance the needle falls on the dial when he does each version of an *incorrect* can squeeze as follows:

A. Coach holds the cans with cups of palms and all fingers and both thumbs in complete contact with the cans. As he squeezes the cans, he lifts one finger off and then puts the finger back on after relaxing the squeeze. This is an incorrect can squeeze.

B. Coach holds the cans as in (A). This time he gives the cans a *very* fast light squeeze. This is an incorrect can squeeze.

C. Coach holds the cans as in (A), squeezes them with a gradual pressure, and then when he releases the squeeze, he relaxes his grip on the cans so it is much looser than before the can squeeze. This is an incorrect can squeeze.

D. Coach holds the cans as in (A) and this time gives a hard, fast squeeze. This is an incorrect can squeeze.

E. Coach holds the cans as in (A), squeezes them firmly and only *partially* releases the squeeze. This is an incorrect can squeeze.

F. Coach holds the cans as in (A) but gives a squeeze in two stages, first a little squeeze, then suddenly a harder one. This is an incorrect can squeeze.

G. Coach holds the cans as in (A), gives a hard, *fast* squeeze and *holds the grip*. The student auditor should notice that the needle swings way over to the right due to the *sudden* motion and that it returns only part of the way with the coach still maintaining the squeeze, thus giving an incorrect measurement of the can squeeze. Student auditor should see that the distance between the first needle position at set and the final needle position with the coach still maintaining the squeeze is the *actual* measurement of the can squeeze fall. It is *not* the distance between the first needle position of set and the needle position at the far swing to the right. A hard, fast can squeeze is an incorrect can squeeze.

H. Coach holds the cans so they are not in contact with the cups of his palms and squeezes them. This is an incorrect can squeeze.

I. Coach holds the cans with the thumbs going up the sides and sticking out over the top edge of the cans and squeezes them. This is an incorrect can squeeze.

J. Coach holds the cans in a fairly tight grip and squeezes the cans. This is an incorrect can squeeze.

K. Coach holds the cans with the forefingers lifted slightly off and puts the forefingers on the cans during the squeeze. This is an incorrect can squeeze.

The drill is continued until the student auditor gets the idea that an incorrect can squeeze gives inaccurate, unreliable needle reactions.

SECTION *II:* The training stress in Section II is on giving the student auditor a proper idea as to what a correct can squeeze is and training him how to get a correct can squeeze.

1. The following drill should be done first by the coach to demonstrate to the student auditor what a correct can squeeze is.

A. The coach has the student auditor shake his hands until the fingers are loose and floppy.

B. Then the coach has the student auditor put his hands on the table, palms up, exerting no control on his fingers. The student auditor's fingers will curl in toward the palm.

C. Now the coach simply places the cans in the student auditor's hands at an angle across the palms. The natural curl of the fingers is sufficient to hold the cans in place and the placement of the cans at an angle ensures that the maximum skin area is touching the cans. The cups of the student auditor's palms and all the fingers and both thumbs must be touching the cans. Ensure the thumbs go around the cans and not up the sides.

D. Now the coach has the student auditor gradually increase the pressure of his grip on the cans until a light squeeze is achieved, and then relax it. This is a correct can squeeze.

E. *Note:* Ensure when the student auditor relaxes his grip that he does not take a finger or thumb or his palms off the cans. He should have about the same contact he had at the start as in (C) above.

2. Having done the above, the coach now has the student auditor do the drill as follows:

A. Have the coach pick up the cans and keep his hands on the table so the student auditor can see them throughout the can squeeze.

B. Check the coach's grip on the cans to ensure it is correct as in (B) and (C) above. The student auditor may have to try out different sizes of cans— small, medium or large, depending on the size of the coach's hands-to obtain the correct size can which he can hold comfortably without strain and that fits into the cup of his palm with maximum skin contact.

C. Adjust the sensitivity booster to Normal (32).

D. a. Set the sensitivity knob at 1 on the sensitivity dial.

    b. Adjust the needle to the set line on the needle dial.

    c. Give the proper commands for getting a can squeeze as follows:

        "Squeeze the cans, please."

        "Thank you."

    The student auditor must ensure the coach gradually increases the pressure of his grip on the cans and relaxes it.

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

E. Now increase the sensitivity setting to 2 and repeat steps D (b), (c) and (d) above, again noting the distance the needle fell when the coach squeezed the cans.

F. Repeat steps D (b), (c) and (d) for sensitivity setting at 3, then sensitivity setting 4, then 5, then 6 and on up until you have the needle hitting the pin on the can squeeze. With the needle hitting the pin on the can squeeze, you wouldn't be able to note the length of the needle fall.

Flunks are given for not having the coach remove all rings or finger jewelry, as they can cause the needle to give unusual reads; for not checking that there is maximum skin contact on the cans; for failing to see that the thumbs go around the can and not up the sides; for failing to set the meter and needle up properly; for failing to notice and handle a sudden or hard or jerky or convulsive can squeeze instead of an even increase of pressure on the cans or sudden letting go of the cans; for not making sure the coach doesn't take a finger or thumb or palm off the cans when he releases the contact; for failing to note accurately the distance the needle fell on the can squeeze; and for giving the wrong commands.

SECTION *III:* The training stress in Section III is on giving the student auditor a reality on setting the sensitivity for a one-third-of-a-dial drop of the needle on the can squeeze.

The student auditor should know that setting the sensitivity for one-third-of-a-dial drop on the can squeeze is an integral part of setting up each and every session he does. It is the sensitivity he will be using during the session. It is vitally important he gets the correct sensitivity setting for each preclear at each session, so that he will not miss reads or F/Ns. A sensitivity setting which is too low or too high for that particular preclear in the particular session will obscure reads and F/Ns, thus upsetting the preclear's case. Therefore, the student auditor must be proficient on this drill.

1.　**A.**　Have the coach pick up the cans and keep his hands on the table so the student auditor can see them throughout the can squeeze.

B.　Check the coach's grip to ensure it is correct, also ensuring you have the correct can size.

C.　Adjust the sensitivity booster to Normal (32).

D.　a.　Set the sensitivity knob at 5 on the sensitivity dial.

b.　Adjust the needle to set line on the dial.

c.　Get the coach to squeeze the cans, ensuring he does it properly.

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

E.　On step D (d) the needle will have fallen a distance of either

a.　*less* than one-third-of-a-dial drop,

b.　*more* than one-third-of-a-dial drop, or

c.   exactly one-third-of-a-dial drop.

If it's (a), raise the sensitivity a bit and repeat steps D (b), (c) and (d) and continue to do this until you have one-third-of-a-dial drop.

If it's (b), lower the sensitivity a bit and repeat steps D (b), (c) and (d) and continue to do this until you have one-third-of-a-dial drop.

In other words, until you have a one-third-of-a-dial drop, keep adjusting your sensitivity lower or higher according to whether the drop is more or less than one-third-of-a-dial drop, until you get the correct sensitivity setting.

Each time a new can squeeze is asked for, the student auditor is to make sure the coach is holding the cans properly and is giving a correct can squeeze.

F.   The student auditor then notes the exact sensitivity setting at which he got the one-third-of-a-dial drop.

2.   Now the coach has the student auditor do the drill on a number of other students with the coach watching, until he is satisfied that the student auditor can easily and accurately establish the correct sensitivity setting for a one-third-of-a-dial drop can squeeze.

Flunks are given for errors as in Section II above and for failing to recognize when a one-third-of-a-dial drop of the needle on the can squeeze has been obtained, for failing to recognize if the coach or another student participating in the drill is giving an improper can squeeze and for failing to establish the correct sensitivity setting for one-third-of-a-dial drop on the coach or another student participating in the drill.

SECTION *IV:*   The training stress in Section IV is on giving the student auditor a reality on how a correct sensitivity setting for one-third-of-a-dial drop on the can squeeze gives a readable and workable meter and how an incorrect sensitivity setting gives an unreadable and unworkable meter, so the student auditor will understand why he has to use a sensitivity setting that gives one-third-of-a-dial drop. For Section IV, the student auditor and another student sit facing each other across a table with the E-Meter facing the student auditor and the coach beside or behind the student auditor.

1.   Coach has the student auditor set the sensitivity accurately for another student on a correct can squeeze for one-third-of-a-dial drop as in Section III.

2.   The student auditor does a "pinch test" as follows: student pinches other student's arm, hard enough to hurt a little bit.

3.   Now, while watching the meter, the student auditor says to the other student:

"Recall the moment of the pinch."

"Thank you."

4. Student auditor notes the reaction of the needle to his command and the distance the needle fell.

5. Coach has the student auditor do steps 1, 2, 3 and 4 several times on other students, each time noting what the needle does in response to "Recall the moment of the pinch."

6. Coach now has the student auditor set the sensitivity at 1. Student auditor has another student squeeze the cans and notes whether there's a read or not. If there is a read, note size of read and leave the sensitivity at 1. If there's no read on the squeeze, the student auditor still leaves the sensitivity at 1.

7. The student auditor does a new "pinch test" as in 2, 3, 4 and *5* above on the other student, noting the difference in needle response to the command "Recall the moment of the pinch" as compared to what it was in step *5* at the correct sensitivity setting. There may be no read at all and the student auditor should notice that.

8. Coach now has student auditor set the sensitivity at 32 and the other student squeezes the cans.

9. Student auditor does the "pinch test" again and notes the reaction of the needle to his command "Recall the moment of the pinch."

10. Coach has the student auditor then set the sensitivity correctly on the other student for one-third-of-a-dial drop on a correct can squeeze and does the pinch test again.

11. The student auditor should observe from these pinch tests that an accurate sensitivity setting determined from a correct can squeeze gives a readable and workable meter and that an incorrect sensitivity setting gives an unreadable and unworkable meter. If he does not see this clearly, then the coach would have the student auditor redo steps 7 through 10 until the student auditor sees why the sensitivity must be set for one-third-of-a-dial drop determined by a correct can squeeze.

Flunks are given for failing to note what the needle did and size of read in response to student auditor telling the other student to recall the pinch and for errors in setting sensitivity accurately and getting a correct can squeeze when called for in the drill.

When the student auditor has attained a reality on the importance of correct sensitivity setting and has demonstrated that he can set the sensitivity for a pc accurately, rapidly and without flunks, he is given a pass by the Supervisor.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Remimeo
Class V Grad
  Checksheet
Class VI
  Checksheet
Class IV and
  above Auditors
C/Ses

GREEN FORM AND

EXPANDED GREEN FORM 40RF, USE OF

Refs:

HCO PL 7 Apr. 70RD Rev. 27.6.88	GREEN FORM
HCOB 30 June 71RD Rev. 27.6.88	EXPANDED GREEN FORM 40RF GF 40XRF
HCOB 30 June 70RA Rev. 9.4.77	C/S Series 13RA VIII ACTIONS
HCOB 25 Nov. 71 II	RESISTIVE CASES, FORMER THERAPY
HCOB 2 Nov. 68R Rev. 31.1.75	CASE SUPERVISOR CLASS VIII, THE BASIC PROCESSES
HCOB 26 Oct. 75	C/S Series 95 "FAILED" CASES

The Green Form is a precision tool which covers the things bugging a case that no other list will detect. It is not intended to correct session errors or cure high or low TA. It specializes in picking up the peculiarities and elements of a pc's life which are out of view in normal auditing and which cause a case to behave unusually. The case may not be particularly resistive, just bugged or not making sense and the Green Form (up through question 39) is the list to use to sort it out. It is an excellent C/S tool for getting an estimate of a case and getting it untangled.

You can assess it Method 3 and handle, not going beyond the first F/N, when ruds won't fly at the start of session, but its real use is to assess Method 5 and then send to the C/S for programing.

RESISTIVE CASES AND THE
EXPANDED GREEN FORM 40RF (GF 40XRF)

In 1968, a list of seven types of resistive cases was added to the end of the Green Form as its question 40. The 40 question (actually a short assessment in itself) became known as "the seven resistive cases" or simply "GF 40." In 1971 the 40 assessment was expanded into a separate HCOB called "Expanded Green Form 40" or "GF 40X."

If the case appears to be resistive and hasn't sorted out after a full handling of all reading items has been done on the Green Form's questions 1-39, then the C/S can call for the 40 section, now called the Resistive Cases Preassessment, to be assessed Method 5. Note that a case would only be adjudicated as resistive by a Case Supervisor based on case *history,* not by the condition of the pc at the beginning of a session.

Each item on the Resistive Cases Preassessment has a corresponding section on the Expanded Green Form 40RF. When an item reads on the Resistive Cases Preassessment, you go to the section of the Expanded Green Form 40RF which corresponds (by letter) and assess Method 5 *that* section. For example, on the Resistive Cases Preassessment, item C-1 "Audited with rudiments out?" and item 1-2 "Have you taken drugs?" read. The auditor will now go to the Expanded Green Form 40RF, assess all of Section C "Audited with rudiments out, secrets" and all of Section I "Seeking the same thrill attained from drugs, has taken drugs." Then, depending on C/S instructions, the auditor will return the folder to the C/S for programing of the case based on the reads he has just gotten or, if he has C/S okay, handle the reads per the instructions given for each reading question. (Ref: HCOB 2 Oct. 71, C/S Series 63, C/Sing FOR NEW AUDITORS OR VETERANS, and HCOB 10 June 71 I, C/S Series 44R, C/S RULES, PROGRAMING FROM PREPARED LISTS)

When the GF 40XRF is being taken to an F/Ning list (as would be done as part of a program to handle a "failed" case), these steps are repeated until the Resistive Cases Preassessment F/NS on being called off a final time. Done standardly, this handles the resistiveness of the case.

HANDLING READS

The sections of the Expanded Green Form 40RF have been arranged in the order in which they are to be taken up if reading.

Occasionally an item may read on the Resistive Cases Preassessment but give no reads on the assessment of the appropriate section of the GF 40XRF. (Example: "G. Seriously physically ill?" reads on the Resistive Cases Preassessment, but when the auditor assesses Section G on the GF 40XRF, even after putting in the buttons, there are no reads.) If this occurs, check False and Protest on the Resistive Cases Preassessment question and handle.

CLEARS AND OTs

The Green Form and especially the Expanded Green Form 40RF call for Dianetic handlings (R3RA) on many items. In using these lists on someone who is Clear or OT, NO Dianetic handlings are done on any items, nor is *any* activity to be engaged in which brings about further engram running. (Ref: HCOB 12 Sept. 78R, DIANETICS FORBIDDEN ON CLEARS AND OTs) The instructions given under such items include how Clears and OTs are handled if the item reads.

DRUGS

If unhandled drugs are reading, drugs must be fully handled with a drug handling program appropriate to the person's case level. The program would include an FES and repair/completion of any earlier Dianetics or Scientology drug handling actions the person may have had. (Ref: HCOB 15 July 71RD III, C/S Series 48RE, NED Series 9RC, DRUG HANDLING)

————————————

The Green Form, used by itself or with the GF 40XRF, will solve cases that no other list will handle. Standard use of these lists will get a pc winning who has been making no or slow case gains due to some peculiarity or element of his life or case and can make it possible for him to fly on up the Bridge.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

C/S Series 20

Keeping Scientology Working Series 19

PERSISTENT F/N

A FLOATING NEEDLE can *persist*.

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

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

BUT IT WAS THE SAME F/N!

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

This is really what is meant by "Quickie Grades".

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

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

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

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

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

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

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

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

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

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

GRADUAL WIDENING

In running a Dianetic chain to basic in triple you will sometimes see in one session a half dial on Flow 1, ¾ of a dial on Flow 2, a full dial on Flow 3.

Or you may have 4 subjects to two-way comm or prepcheck in one session. First action ⅓ dial F/N. Then no F/N, TA up. Second action a dial F/N. Then no F/N. Third action ¾ dial F/N. Fourth action full dial-wide floating swinging idling F/N.

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

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

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

You have hit an "unkillable F/N", properly called a persistent F/N. It's persistent at least for that day. Do any more and it's wasted.

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

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

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

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

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

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

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

SUMMARY

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

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

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

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

L. RON HUBBARD
Founder

HRD C/Ses
HRD Auditors
Qual Div Personnel

Happiness Rundown Series 6RA

C/Sing THE HAPPINESS RUNDOWN

Refs:

HCOB 18 Jan. 84	HRD Series 3
	HOW TO AUDIT THE HRD
HCOB 17 Jan. 84	HRD Series 2
	HAPPINESS RUNDOWN BASICS
HCOB 13 Oct. 82	C/S Series 116
	ETHICS AND THE C/S
HCOB 12 Nov. 81RC	GRADE CHART STREAMLINED
Rev. 1.7.85	FOR LOWER GRADES
HCOB 28 Feb. 84	C/S Series 118
	PRETENDED PTS
HCOB 27 Mar. 84	C/S Series 119
	STALLED DIANETIC CLEAR: SOLVED

This HCOB takes up the points of technical expertise a C/S needs to successfully case supervise the Happiness Rundown.

C/S QUALIFICATIONS

In order to C/S the HRD, one must be a Class IV C/S and trained on the Happiness Rundown Auditor Course, with a Qual Okay to Audit the Happiness Rundown. Additionally, he must have passed a high-crime checkout on this issue.

PROGRAMING

The Happiness Rundown may be done before or after lower grades or before or after NED (provided that the pc does not go Clear on NED). It may also be delivered after OT III or after any completed level above OT III. The HRD should not be run on a pre-OT between Dianetic Clear and OT III, or between the start of New OT V and completion of New OT VIII, except where the pre-OT is moving slowly or is stalled; in such a case the HRD may be given as part of a program to get the person unstalled and moving up the Bridge again. (Ref: HCOB 27 Mar. 84, C/S Series 119, STALLED DIANETIC CLEAR: SOLVED) It is most optimumly done after Objectives and before lower grades.

In most cases, a Purification Rundown and Objectives are required before beginning the Happiness Rundown. The only cases where this would not be needed are those in case category 4 of HCOB 12 Nov. 81RC, GRADE CHART STREAMLINED FOR LOWER GRADES: "OCA ALL IN THE UPPER HALF OF GRAPH. NO HEAVY DRUG HISTORY."

The HRD would not be begun on a pc in the middle of another major action or who had unhandled outnesses on his case. Such would be spotted in the folder study done by the C/S before programing a case onto this or any rundown and handled as per the C/S Series HCOBs and other basic C/S materials.

Once any needed setups are successfully completed, the rundown is simply begun, right from the top of the command sheets and carrying through the steps as laid out, one after the next. The auditing procedure is given in HCOB 18 Jan. 84, HRD Series 3, HOW TO AUDIT THE HAPPINESS RUNDOWN and in the command sheets themselves.

COMPLETION OF THE RUNDOWN

The rundown is complete when the pc realizes that he really is on the way to happiness. In the process of going through the rundown, the pc should have cleared up any confusions on the subject of morals, cleaned up any and all transgressions against the morals laid out in the booklet *The Way to Happiness* and come out of the valence of any immoral person he may have been in. There should actually be quite a roaring EP on the rundown—it is no minor matter to get these points cleared up, as they are the points where one went off the rails.

HRD BUGS AND REMEDIES

The Happiness Rundown Repair List and its listed handlings are the primary tools used to clean up bugs that may arise with the HRD. There are additionally several handlings that an HRD C/S uses where needed:

1. **Assessment Method**

   The assessment method of auditing the Happiness Rundown is done by doing an assessment of the precepts in the booklet *The Way to Happiness* and handling those that are reading using the steps of the HRD procedure. Use of the assessment method is part of the handling given for several of the questions on the Happiness Rundown Repair List. In these cases it is used to quickly locate precepts which are charged and in need of handling with the basic steps of the HRD procedure.

   Another of the uses of the assessment method is given in the following section.

2. **Rerunning the Rundown**

   If the end of the HRD command sheets has been reached without the full EP of the rundown having been achieved, an HRL should be assessed and handled to pick up

any errors in the auditing. If in the course of this repair it becomes apparent that the EP of the rundown was achieved earlier, it can be rehabbed once any BPC or upset has been handled. If after the repair it is evident that the rundown is incomplete, it is simply redone using the assessment method, as something has been missed.

3. **Drugs**

You may encounter a pc whose drug case is heavily interfering with his ability to run on the HRD. The solution is to end off the HRD at a flat point and get the pc through whichever of the Drug Rundowns is appropriate to his case level. After the Drug Rundown, get the HRD auditing he has already had thoroughly repaired and then complete the rundown.

Such a case should not have been put onto the HRD in the first place, not being properly set up for the rundown. The unhandled drugs should have been spotted and adequately handled previously.

4. **"Unreading" Prepared Lists or "Unreading" HRD Commands**

If you get a report of "no reads" or get mostly false reads on an HRL (or other repair list), realize that you are looking at out-assessment TRs and/or out-metering. Also, if an auditor turns in a report showing all or many of the HRD commands to be "unreading," realize that you are looking at a situation of out-TRs and/or out-metering. Get that auditor cleaned up using HCOB 22 Apr. 80R, ASSESSMENT DRILLS and get the pc's BPC properly located and handled. Don't start puzzling or going unusual because a prepared list "doesn't work." (Ref: HCOB 6 Dec. 73, C/S Series 90, THE PRIMARY FAILURE)

Another indicator that an auditor's metering is probably faulty is a pc who says that the things that have been taken up and handled in doing the rundown really don't seem to be correct, wasn't really interested in them, etc. The handling in such a case is again to get the auditor's metering handled and an HRL assessed on the pc and its handlings done.

5. **O/Ws or Evil Purposes**

The Happiness Rundown Repair List includes questions that will detect a pc who has gotten plowed into an inability to free up on something on the HRD due to O/Ws or evil purposes. The instructions for handling these questions include use of False Purpose Rundown procedure, to be done by an FPRD Auditor. If, after doing the HRL standardly, the pc is not then able to successfully run the HRD, he should be programed over onto False Purpose Rundown auditing and given the form or forms necessary to free him up from the restimulated O/Ws and evil purposes, and then returned to the Happiness Rundown.

MIXING RUNDOWNS

Remember that the HRD is a specific rundown, with its own procedures and repairs. It is not to be mixed with other rundowns or have repairs intended for other rundowns or types of auditing applied to it. (Ref: HCOB 28 Sept. 82, C/S Series 115, MIXING RUN-DOWNS AND REPAIRS)

SUMMARY

C/Sed and audited standardly, the Happiness Rundown is a powerful tool for use in creating a saner, happier environment. I count on HRD C/Ses to use this tool to the fullest.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 MARCH 1984

URGENT—IMPORTANT

C/S Series 119

STALLED DIANETIC CLEAR: SOLVED

(This bulletin modifies any earlier HCOBs on the subject
of what can or cannot be run on Dianetic Clears.)

Refs:
Book: *Advanced Procedure and Axioms,* 1951, Chapter "Postulates"
Book: *Scientology 0-8,* Chapter 3, "Consideration and Mechanics"

HCOB 6 Sept. 78 II	SERVICE FACSIMILES AND ROCK SLAMS
HCOB 6 Sept. 78 III	ROUTINE THREE SC-A FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS
HCOB 12 Sept. 78	DIANETICS FORBIDDEN ON CLEARS AND OTs
HCOB 3 May 80	PC INDICATORS
HCOB 30 July 80	THE NATURE OF A BEING
HCOB 14 Dec. 81	THE STATE OF CLEAR
HCOB 8 Mar. 82R	CONFESSIONALS AND THE NON-INTERFERENCE ZONE
HCOB 28 Feb. 84	C/S Series 118 PRETENDED PTS

Note: Earlier, various persons carefully obliterated the technical data given below (and the tech of Expanded Dianetics) from use, to effectively bar Dianetic Clears from going any further up the Bridge and becoming fully powerful beings.

The major steps for a Dianetic Clear moving up the Bridge are:

   CCRD and the Sunshine Rundown

   Solo Auditor Course Part 1

   OT Preparations/Solo Setups

   Solo Auditor Course Part 2

   Eligibility for OT Levels Check.

There is no reason to interfere with a Dianetic Clear who is progressing on that route or who is progressing on the route between OT I and OT III and doing well. They should not be interfered with by Sec Checking or anything else, really.

But where the person in this zone is moving slowly or stalled, there is a technical factor which must be known and taken into consideration:

Dianetic Clears who do not go up the Bridge are still subject to the vagaries and pressures of life.

Therefore, to handle any of the points of possible hang up, the following are included as allowed handlings on a Dianetic Clear:

PTS handlings, but no Dianetics

Confessionals, including Sec Checking on evil purposes

The handling of postulates, considerations, attitudes, evil purposes or evil intentions

False purpose checks

O/Ws

Disagreement Checks

Black PR handling

Service fac handling (by the bracket method only, which does NOT use engram running)

Rudiments

Happiness Rundown

Scientology Drug Rundown (as it uses Recalls), only if required

Method One Word Clearing

End of Endless Int Rundown, only if required (Note: This is a major rundown, not a repair action.)

and the Flag-only rundowns of L10, L11, L12.

The following actions can also be done to assist a Dianetic Clear who is stalled or not actively moving up the Bridge:

Ethics condition formulas

Repair of Past Ethics Conditions

Conditions and Exchange by Dynamics

Actions given in the Product Debug Series HCOBs (False Data Stripping, Crashing Mis-U Word Finding, Product Debug Checklist, etc.)

Getting the 21-department org board in in one's own life.

POSTULATES

The fact that one can sec check a Dianetic Clear and can locate purposes and non-survival considerations does not in the least make less of the state of Clear. It is simply a matter of a different case phenomena on a Clear than on a preclear.

The definition of Clear is:

A BEING WHO NO LONGER HAS HIS OWN REACTIVE MIND.

Postulates and considerations can stand independently of mental mass. Therefore, if anybody said you couldn't find postulates or try to spot them on Dianetic Clears then that is false data.

One can locate all the postulates one wants on a Dianetic Clear so long as he doesn't go into running engrams. Finding postulates and considerations is a free field on a Dianetic Clear; there is no slightest prevention of it. Finding and handling evil purposes is also in the area of postulates. And a Dianetic Clear can also be black PRed and go PTS.

Because someone is Dianetic Clear is no reason he does not still have postulates in place or counter-survival considerations which, cleared up, could improve his power as a being.

You will find that people who are *not* burdened with overts and black PR and evil purposes *ARE* going on up the route to the top. What stalls the person is lack of Sec Checking and discovery of any PTSness or black PR or evil purposes and the like—all of them counter-survival.

THE TECHNICAL FACT IS THAT IF THE PERSON IS *NOT* GETTING ON UP THE LEVELS, IF HE IS CLEAR AND/OR IS IN THE NON-INTERFERENCE ZONE AND IS MOVING SLOWLY OR STALLED, HE IS A CANDIDATE FOR HANDLING OF THESE FACTORS.

The handling of a Dianetic Clear on these is the same as for any preclear, with the proviso that no engram running may be attempted. One CAN handle postulates, purposes, considerations, attitudes, evil purposes or intentions and O/Ws. One can do false purpose checks,

Disagreement Checks, black PR handlings, service fac handling (without running engrams) and rudiments on a Dianetic Clear, and one can also do all types of PTS handling that do not call for running engrams. And one had better get the appropriate handling done in such cases. You'll find the person experiences huge relief from being rid of these nonsurvival factors and he can then move on up to his next level and get the gains that are there to be achieved.

SUMMARY

It is expected that responsible technical terminals will ensure the needed handling gets done where a Dianetic Clear is not progressing well.

A person at the point of Clear should take effective measures to get himself up the Bridge.

But where this is not occurring, he needs help in the form of the exact technical action that will enable him to progress.

We are in the business of making beings more able. Here we have restored to use powerful tools with which to do it.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 28 SEPTEMBER 1982

Remimeo
All C/Ses
All Auditors

C/S Series 115

MIXING RUNDOWNS AND REPAIRS

Refs:

HCOB 6 Mar. 74	INTROSPECTION RD, SECOND ADDITION
	INFORMATION TO C/Ses
	(Section: "Integrity")
HCOB 9 June 71 II	C/S Series 42
	C/S RULES
HCOB 20 Nov. 73 II	C/S Series 89
	F/N WHAT YOU ASK OR PROGRAM
HCOB 26 May 71	C/S Series 38
	TRs COURSE AND AUDITING
	MIXING MAJOR ACTIONS
HCOB 20 June 71	C/S Series 47
	THE SUPREME TEST OF A C/S
HCOB 4 Aug. 71R	POST PURPOSE CLEARING
Rev. 26.11.74	
HCOB 17 Dec. 81	POST PURPOSE CLEARING REVIVED
HCOB 20 Dec. 71	C/S Series 72
	USE OF CORRECTION LISTS
HCOB 16 June 70	C/S Series 6
	WHAT THE C/S IS DOING
	(Section: "C/S Purpose")
HCOB 8 Aug. 71	C/S Series 55
	THE IVORY TOWER
Book: *Dianetics:*	*The Modern Science of Mental Health*
Book Three, Chapter 3,	"The Auditor's Role"
Book: *Scientology* 0-8,	*The Book of Basics*
Chapter 3,	"Consideration and Mechanics"

WHEN C/Sing A RUNDOWN, ONE C/Ses THAT RUNDOWN, NOT A MIXTURE OF DIFFERENT RUNDOWNS. EACH RUNDOWN IS ITSELF AND NO OTHER, AND EACH RUNDOWN HAS ITS OWN REPAIR.

To do otherwise is violent and actionable out-tech.

EXAMPLES OF MIXED RUNDOWNS AND REPAIRS

Recently, one particular (now removed) C/S was found to have an "anything goes" pattern of C/Sing and programing cases. This C/S mixed rundowns one with another into hash and did not do the standard rundown or repair it standardly as its own rundown.

Example: A case was being run on Post Purpose Clearing and got up through the L&N step. The C/S decided something was wrong with the purpose that had been listed and ordered an Expanded Dianetics action on it. The result was an evaluated-for and caved-in pc. PPC is just PPC; it is not mixed with other rundowns.

Example: A pre-OT on the level of Solo OT III was Solo auditing as per the directions given in the OT III materials. At one point the pre-OT ran into some BPC. Instead of C/Sing for the repair list for that level, the C/S took parts of another rundown (Audited NOTs) and wrote out C/S instructions for the Solo auditor to run Solo, as part of OT III. Before this was caught by another C/S and handled, the pre-OT had done a number of attempted Solo sessions and gotten her case into quite a snarl. OT III and New OT V (Audited NOTs) are two entirely separate rundowns and must *not* be mish-mashed together.

Example: A pre-OT was left incomplete on a NOTs Drug RD and put onto the HRD. Then, with the HRD only half done, was put onto a rundown of HC Lists "on your marriage," and then put onto yet another action. Needless to say, the end product of these mixed rundowns was a totally and utterly messed-up case.

Example (taken from earlier C/S errors): A pc was C/Sed for Book One Dianetics, was audited halfway down a chain and was left there. Then, because he was upset, was C/Sed to be "repaired" by flying Scientology ruds instead of a Dianetics repair prepared list!

Example: A pc on Grade IV was given a wrong item, got upset, was "repaired" with an O/W session! And blew.

Example: A pc was started on NED and, with it incomplete, was begun on Scientology grades. Then, with Grade 0 incomplete, was C/Sed to begin Book One auditing and, when this bogged, was "repaired" with an L&N prepared list!

The result in all these cases was a thoroughly snarled-up case. It required expert C/Sing and auditing to handle and can cause a *lot* of trouble (including for the C/S found doing it).

Mixing rundowns or repairs for rundowns as in the above examples is out-tech of a very *serious* nature and must *not* be done. It is the job of the C/S to make *sure* that it doesn't happen and handle it when he finds others doing it.

CORRECT C/Sing

The right way to go about C/Sing is:

1.	Ensure the pc is set up for rundown "X."

2.	C/S the pc standardly through rundown "X."

3.	If trouble, repair the pc using the repair action or repair list designated for rundown "X."

4.	Get rundown "X" completed to its full EP and attested.

Then you can C/S the case for rundown "Y" or rundown "Z" or whatever the next grade or level on the Grade Chart is that pc's next step.

When you find a case where "C/Sing" has not followed the proper Grade Chart or the case has been snarled up with each rundown interrupted with something else or wrong repairs used, the following is the proper procedure:

A. Go back in the folder to find where the case was doing well. (Or spot it on a meter with dating and get the data that way if folders are unavailable or suspected false.)

B. Plot out the rundowns run but incomplete.

C. Spot the wrong prepared lists that were used to "repair."

D. Program the case to:

   i. Complete each action in sequence of incompletes OR use the *correct* prepared list to repair it.

   ii. Get the case back onto an Advance Program that follows the Grade Chart.

CRAMS, PPC AND CONFESSIONALS

It would be thought that, by this, no one could ever cram a person or do a PPC or require a Confessional.

There is a dicey point here. If a case cannot be crammed or post purpose cleared or have a current withhold pulled while he is on a rundown, then no one could be hatted or corrected or gotten back if blown.

This is why it is mandatory to get a C/S okay to cram or PPC or pull O/Ws on a pc.

The safe rules for giving a C/S okay are as follows:

RULE ONE: DO NOT do or permit a cram or PPC or Qual Why Finding on a pc who is NOT at a rest point or win on a rundown. Get the pc to a rest point or win on his current rundown before these are done.

RULE TWO: ALWAYS require ruds be flown before a cram or PPC.

RULE THREE: ALWAYS use only the repair actions or prepared lists for the rundown the pc is ON, not some other "repair" action for some other rundown or some action that is squirrel tech.

RULE FOUR: ALWAYS C/S the pc for his own gain, not for any other purpose. The purpose of auditing is to help the pc, not to remedy social or organizational ills. If this is fol-

lowed, those same ills vanish. If this is not followed, the ills multiply. The purpose of auditing is to help the pc become more able as a being and has no part of discipline or "getting even."

RULE FIVE: It is the C/S who C/Ses the case, NOT the pc or his or her spouse or the Ethics Officer or some senior.

RULE SIX: *All* cramming, PPCing, withhold pulling and even coffee-shop auditing must be part of the pc's auditing folder.

RULE SEVEN: Get the pc on the Grade Chart and keep him progressing up it smoothly, repairing what he is on with what was designed and intended to repair it and not with something else.

RULE EIGHT: C/Sing and auditing are *very* straightforward procedures, well laid out. If no one in the near infinity of years behind us in this universe came up with a precise and doable system to unsnarl a being—and they didn't the auditor in the chair and the C/S are not going to find any new-and-wonderfuls off the cuff. Or any "different" cases or pcs either.

RULE NINE: C/Sing and auditing are a straight silver path to a golden future for the pc. It is there to be followed step by step with standard tech and all side trips lead only into grief and thorns.

RULE TEN: All C/Ses and auditors are trusted beings. They earn that trust by being very standard. When they depart from standard tech, when they mix up rundowns or repairs, they betray that trust, the pc and themselves and block the way to a better being and far better universe.

RULE ELEVEN: Standard, straight tech will get the pc there every time. It is only auditors and C/Ses who fail and they fail only when they don't apply completely available, fully published standard tech. So don't scatter around on the Grade Chart or mix rundowns or use wrong repairs, and handle the hell out of it when you find another has done it. And when you find it, report it swiftly to the Senior C/S Int and the new Inspector General Network via Flag. Standard Dianetics and Scientology tech has never been known to harm anyone. *Pretending* to apply it when not doing so is applying something else and falsely calling it Dianetics and Scientology. Thus, nonstandard actions become a violation, not only of trust but of trademark and copyright law and can be actionable.

RULE TWELVE: You are safe and secure doing standard tech.

P.S. What happened to the "C/Ses" and "auditors" who did the above examples? Don't ask! This is a bulletin not a horror movie!

L. RON HUBBARD
Founder

Data collected by
Senior C/S International

Remimeo
All C/Ses
All Auditors
Ethics Officers

C/S Series 116

ETHICS AND THE C/S

Refs:

HCO PL 18 June 68	ETHICS
HCO PL 17 June 65	STAFF AUDITOR ADVICES
HCO PL 1 May 65	STAFF MEMBER REPORTS
HCO PL 22 July 82	KNOWLEDGE REPORTS
HCO PL 29 Apr. 65 III	ETHICS, REVIEW
HCO PL 30 July 65	PRECLEAR ROUTING TO ETHICS
HCO PL 4 July 65	PC ROUTING REVIEW CODE
HCOB 24 Apr. 72 I	C/S Series 79
	PTS INTERVIEWS
HCOB 29 Mar. 70	AUDITING AND ETHICS
HCOB 25 June 70 I	C/S SERIES 11
HCOB 28 Oct. 76	C/S Series 98
	AUDITING FOLDERS, OMISSIONS
	IN COMPLETENESS
HCOB 10 Nov. 87	Auditor Admin Series 20RA
	MISCELLANEOUS REPORTS
HCOPL 27 Oct. 64R	POLICIES ON PHYSICAL HEALING,
Rev. 15.11.87	INSANITY AND SOURCES OF TROUBLE
HCO PL 16 May 65 II	INDICATORS OF ORGS
HCO PL 16 Oct. 67	AKH Series 16
	SUPPRESSIVES AND THE
	ADMINISTRATOR—HOW TO DETECT SPs
	AS AN ADMINISTRATOR
HCO PL 23 Feb. 78R	BOARD OF REVIEW
Rev. 7.5 .84	

It has just been brought to my attention that over the last few years a C/S had been advising staffs that C/S approval was required before somebody could be handled in Ethics!

(The *real* problem he was solving was that he had an out-ethics situation of his own going on and didn't want an Ethics Officer anywhere around. He has since been removed from post.)

The above was not known at the time C/S Series 115 was written and it's possible some people could use HCOB C/S Series 115 to inadvertently or otherwise deny needed ethics actions on a person.

Technically, it is very proper indeed to get a C/S okay before somebody meddles with a case, regardless of the circumstances. But let's put this into a proper framework: If some pc is standing over a body with a smoking gun in his hand, it certainly does not require a C/S okay to take him to jail!

HCOB 28 Sept. 82, C/S Series 115, does not specifically state that C/S okay is required before someone can get ethics handling, but people could alter-is it and say, "See, this person has an out-ethics situation but he can't be sent to Ethics because he is on the Grade Chart."

HANDLING PC ETHICS

To handle pc ethics, a C/S must, first of all, have data. He must ensure that the various reports and worksheets, such as for cramming or Word Clearing or Product Debug actions, *do* get filed in pcs' folders, as such reports often alert the C/S to existing ethics situations. (Refs: HCO PL 28 Oct. 76, C/S Series 98, AUDITING FOLDERS, OMISSIONS IN COMPLETENESS and HCOB 10 Nov. 87, Auditor Admin Series 20RA, MISCELLANEOUS REPORTS)

For example, the C/S sees a report that the pc has an unhandled PTS situation. He would have the pc routed to Ethics via Review. (Refs: HCO PL 29 Apr. 65 III, ETHICS, REVIEW and HCO PL 4 July 65, PC ROUTING REVIEW CODE)

Once the pc's ethics handling is complete, he's returned back to auditing lines via Review, and copies of any Ethics interview must be filed in his pc folder.

When ethics action on a pc is originated by a terminal other than the C/S (a lower condition, Court of Ethics or Comm Ev), the D of P should be advised and make note of this in the pc's folder. The pc's auditing is then suspended until the action is complete. (Ref: HCOB 29 Mar. 70, AUDITING AND ETHICS)

When the pc is off auditing for any of these handlings, there must be a tight liaison maintained with Ethics and/or Review (via the D of P) to ensure pcs aren't lost off lines or kept waiting interminably for handling.

Where any auditing handling, such as a Confessional, etc., is recommended by a court or Comm Ev, C/S okay must, of course, be obtained and the C/S would oversee the action from his hat.

PC PROGRAMS AND ETHICS

There is a difference between a program—which is a general plan for the case—and the day-to-day C/Sing which, of course, is gauged to keep the program going forward.

Thus, it is often found that additional steps have to be added to a program to handle outnesses as they turn up, without violating the program itself.

Example: One pc had gotten into ethics trouble and was given a Repair Program to unsnarl him, the first step of which was to get up through the conditions which he was already on. He got hung up at Doubt, couldn't get through it and virtually went off post. Step 1 of the program was then unbugged by pointing out that the Doubt would either be false data or PTSness. The PTS condition was then found and, by report, the pc was then able to get up through the conditions.

Thus, the program discovered an earlier tech outness: A PTS pc was being audited on grades. Because of this an additional step had to be added to the program, step 1A to get the PTSness handled. With that resolved, the remainder of the program could be continued.

That is an example of a program in action which is unsnarling the case, but it requires considerable alertness. From it it can be seen that C/Ses are necessary and valuable on an ethics line, but they must know what they're doing.

HOW MUCH ETHICS IS CORRECT?

There is (or can appear to be) a conflict of targets between a C/S and an Ethics Officer. An Ethics Officer is trying to get in discipline and a C/S is trying to improve a case. But it is true that an out-ethics pc does not make case gain.

So one could say that one measures the amount of ethics which must go in to satisfy the viewpoint of the Ethics Officer who is charged with maintaining discipline and to still keep in Rule 4 of HCOB C/S Series 115 to C/S the pc for his own case gain.

In normal operating practice, the way I handle ethics in relationship to C/Sing is to:

1.   Take the ethics actions necessary for the benefit of discipline in the group, and when this has been done,

2.   Salvage the being independently of the organizational requirements.

So I would say that a C/S must not forbid ethics actions but that he follows steps 1 and 2 above, in that sequence. For it is very certain that tech won't go in unless ethics is in.

Thus, the two viewpoints (Ethics Officer and C/S) are maintained.

HCO BOARD OF REVIEW

As the pendulum can swing too far in either direction (too much or too little ethics), there is a third port of call in this scene. That is the HCO Board of Review action. The HCO Board of Review exists in Department 21. In an org, the board is convened by any LRH Comm or KOT who appoints a chairman and two other members.

Its function is to look into injustices or technically incorrect findings and cancel any miscarriage of justice or incorrect handlings. (Ref: HCO PL 23 Feb. 78, BOARD OF REVIEW)

A properly established HCO Board of Review is obviously necessary as a point of recourse to keep some sanity in between the ethics actions and the C/Sing.

SUMMARY

The data in this HCOB and in the references listed at the beginning should resolve any conflict between a C/S and Ethics and prevent a majority of pendulum swings from occurring.

The basic datum upon which all of these references are founded is just this: TECH WILL NOT GO IN WHEN ETHICS IS OUT.

As a note, with misuse of this datum it can also go to total ethics, no tech! In one org, many years ago, the C/Ses and auditors handily got rid of all the evidence of their out-tech and their inactivity and put themselves on a long loaf by simply sending every pc that came on the lines over to the Ethics Officer. The pcs, unhandled, then moved out of the org and no cases were finished at all.

So there can be abuses both ways in case handling and ethics. Ethics can be overused or it can be not used at all when needed. A C/S has simply got to know his stuff and steer a sane path on the subject.

It is the correct ethics and the correct tech action used in the correct amounts, that result in winning pcs.

L. RON HUBBARD
Founder

Remimeo
All Supervisors
Student Hat
HPCSC
Mini Course
    Supervisor Course
Word Clearing Course
Esto Course
Dept 13 Personnel

URGENT - IMPORTANT – URGENT

Vital for all Supervisors,
Estos and Cramming Officers

Word Clearing Series 32RA

WORD CLEARING METHOD 4

Tech and Admin Cramming Officers, Word Clearers and Course Supervisors use Method 4 Word Clearing when fishing for a misunderstood word, e.g., Cramming Officers use it to fish for misunderstood words concerning what the person is being crammed on. Word Clearers use it on interns when the intern needs a retrain or retread or even if the intern is sent to Cramming. Course Supervisors use it in the classroom CONTINUOUSLY ON NON-F/N STUDENTS or queries.

The whole idea is the person requiring the Method 4 Word Clearing has a cramming order or is not an F/Ning student because of confusion as a result of a misunderstood word, as per Word Clearing Series 16R, or omitted materials.

Method 4 fishes for the misunderstood word, finds it, clears it to F/N, looks for another in the area until there are no more, with an F/N VGIs, then moves to another area, handles that—eventually all the misunderstoods that resulted in the cramming order or non-F/N student are handled.

It requires no C/S okay for it to be done. Method 1 is not a prerequisite to Method 4.

E-Meter Drill 21 is the E-Meter drill to be drilled on Method 4. It's the method of fishing for a cognition.

Requires proper application of TRs and metering. All Supervisors, Estos and Dept 13 personnel to check out on, drill and apply this tech AS IT IS VITAL STUDY TECH.

METHOD 4 WORD CLEARING

1.   Give person the cans, state, "I am not auditing you."

2.   Ask while watching the meter:

"Is there any part of what you're studying you did not fully get?"

Trace the read. Use "fishing for a cog" drill (per E-Meter Drill 21, "E-Meter Steering") if needed.

If no read the question may be varied, e.g.:

"Is there any part of the materials you're studying you disagree with?" or "Is there any part of what you're studying you feel you could not apply?" or "In *(material being checked)* is there anything you didn't understand?"

Let the student tell you *briefly*. Do NOT tell him the data.

Verify that his study pack is complete as the data might have been omitted. Also he might never have read the pack at all.

If the data was missing, do not go on to step 3. See that he gets the complete pack and reads it. Then repeat Method 4.

If the person just has not read the materials, do not go on to (3) but get him to read the materials. Then repeat Method 4.

3.   Get what it is, then ask:

"What *word* was misunderstood just before that?"

Meter reads, Word Clearer finds the word, never accepting a confusion but finds *the* word giving the read (SF, F, LF, BD), gets it looked up in a dictionary and used in sentences until it can be seen from the sentences that the student now understands the word and the word F/Ns. All the tools of study tech and Word Clearing are at the Word Clearer's disposal to take the word to F/N. The Word Clearer does not stop at one misunderstood but makes sure all are cleared.

4.   Repeat (2) and (3) until the materials are fully cleared up and any and all misunderstoods or confusions handled.

5.   If the action bogs when used in the classroom, the student must be sent to Qual for handling and Supervisor to Cramming on TRs and metering and drilling on this procedure. The correct action is a WORD CLEARING CORRECTION LIST DONE ON THE STUDENT AND HANDLED.

Of course, if the above question F/Ns on asking, there would be no misunderstoods on the material being checked, but the person is in Cramming, not an F/Ning student or whatever, so there obviously are misunderstood words to be found and handled.

Look at HCO PL 16 Feb. 72, THE PURPOSE OF THE DEPT OF PERSONNEL ENHANCEMENT. It says this dept "reaches and looks for business all over the org and

brings it in." So someone with stats down—student or post stats, confusion about what to do, overloaded, can't seem to handle it, how do you do this, etc., etc., are *all* indicators of misunderstood words as the person is saying confusion, confusion. Well, underneath the confusion is a misunderstood word just as Word Clearing Series 16R says.

Method 4 Word Clearing is what is used in doing and achieving the purpose of the Dept of Personnel Enhancement, HCO PL 16 Feb. 72.

One of the ways the Word Clearers in this dept do the job is using Method 4 Word Clearing.

METHOD 4 IS USED BY COURSE SUPERVISORS TO HANDLE *ALL STUDENT QUERIES ABOUT* CONTENTS OF COURSE *MATERIALS.*

The reason students ask questions about "What is meant" is because of omitted pack materials from their checksheet, failure to read what they have OR BECAUSE OF A MISUNDERSTOOD WORD JUST BEFORE THEY GOT CONFUSED.

The Supervisor has to know only where the materials are and BE SMART ENOUGH TO DO METHOD 4 INSTEAD OF GIVING THE STUDENT ALTER-ISED ANSWERS THAT STOP SCIENTOLOGY WORKING. Word Clearing, especially Method 4, is how to get in high crime HCO PL 7 Feb. 65, KEEPING SCIENTOLOGY WORKING.

SUCCESSFUL COURSE SUPERVISION AND SUCCESSFUL CRAMMING REQUIRE THIS ACTION BE FULLY KNOWN AND U-S-E-D.

K * E * E * P

S * C * I * E * N * T * O * L * O * G * Y

W * O * R * K * I * N * G

L. RON HUBBARD
Founder

Remimeo

TWC CHECKSHEETS
TWC, USING WRONG QUESTIONS

Two Way Comm is not an art. It is a science which has exact rules.

Foremost in the rules is:

DON'T USE A LISTING QUESTION IN TWO WAY COMM.

By a "listing question" is meant any question which directly or indirectly calls for items in the pc's answer.

Use of "who", "what", "which" instantly turns a TWC into a listing question.

Listing questions are governed by the rules of Listing and Nulling.

If you use a listing question accidentally in TWC you can get the same bad reactions from a pc that you would get on a wrongly done list.

The reason for pc upsets in TWC is hidden as it is not apparently a listing process, rarely gets the correction a bad list would get.

Asking "who" or "what" or "which" during a TWC after the main question can also turn it into a Listing and Nulling process.

TWC questions MUST be limited to feelings, reactions, significances. They must NEVER ask for terminals or locations.

EXAMPLE: "Who upset you?" in TWC causes the pc to give items. This is a LIST. "What are you upset about?" does the same thing. "Which town were you happiest in?" is also a LISTING question NOT a TWC question. Any of these results in the pc giving items. They are not then nulled or correctly indicated. The pc can get VERY upset just as he would with a wrong list. Yet the session is not a "listing session" so never gets corrected.

EXAMPLE: "How are you doing lately?" is an example of a correct TWC question. It gets off charge and gets no list items. "Are you better these days than you used to be?" "How have you been since the last session?"

"What happened" is different than "What illness", "What person", "What town" which are listing questions.

REPAIR

When other things fail to locate the upset of a pc look into TWC processes in the folder and treat them as L&N processes where the pc has answered with items. The relief is magical.

L. RON HUBBARD
Founder

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HCO BULLETIN OF 19 NOVEMBER 1978

Auditors
Class IV
and above
C/Ses   URGENT—IMPORTANT
Class IV
and above

L & N LISTS—THE ITEM "ME"

RULE: THE ITEM "ME" MUST BE ACCEPTED ON ANY S & D LIST.

RULE: THE ITEM "ME" MUST NEVER BE REPRESENTED.

The item "Me" on an L & N list must be accepted as the item, as it is basically the only right item there could be for an identity or valence list.

The item "Me" often appears on S & D lists, or similar L & N lists which ask for an identity or valence. If it is not accepted, or if it is represented, it will really mess up the case. (This includes the pronouns, "myself," and "I.")

The right thing to do when the pc gives this item, is to accept it as the item for the list, and do not continue that list or take any further action with that item.

L. RON HUBBARD
Founder

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Remimeo

(Cancels BTB 2 May 72R, Rev. 10.6.74,
CLEARING COMMANDS.)

Word Clearing Series 52

CLEARING COMMANDS

(Reissued 3 Mar. 89 with updated references)

Ref:

HCOB	14 Nov. 65	CLEARING COMMANDS
HCOB	9 Nov. 68	CLEARING COMMANDS, ALL LEVELS
HCO PL	4 Apr. 72R III	Word Clearing Series 48
	Rev. 21.6.75	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. Reclear 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 alter-ised word, not the word itself. See HCOB 10 Mar. 65, Word Clearing Series 14, WORDS, MISUNDERSTOOD GOOFS.)

   c. Reclear 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. MISUNDERSTOOD 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, 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: HCOB 30 Oct. 87, Auditor Admin Series 6, 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 L4BRB before commencing listing processes or an L3RH 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 misunderstoods 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 RECLEAR 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.

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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 III, Word Clearing Series 48, ETHICS AND STUDY TECH, section 4, which states:

"AN AUDITOR FAILING TO CLEAR EACH AND EVERY WORD OF EVERY COMMAND OR LIST USED MAY BE SUMMONED BEFORE A COURT OF ETHICS.

"The charge is OUT-TECH."

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
And Compilations

Remimeo

C/S Series 9

Keeping Scientology Working Series 10

SUPERFICIAL ACTIONS

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

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

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

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

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

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

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

SHORT PROGRAMS

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

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

If one heard a C/S say, "But I don't have time to spend an hour doing a long program for the pc," one is listening to something peculiar. If one spent an hour or two doing up a real long, twenty-action program to repair the pc, then for the next twenty C/Ses it takes only a few minutes to look over the session and order the next action on the list. If one had no program, one would have to study the *folder* each time. One actually saves C/S time by doing *long* programs both to repair and to get the pc back on the Class Chart where he'd gotten to.

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

"Yes, but we sell result! If we can get two hundred pcs done in one hundred auditing minutes, we would make £18,233 clear profit . . ."

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

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

"Quickie grades," instead of making fortunes for one and all, crashed the whole Scientology network.

BECAUSE QUICKIE RESULTS ARE LAZY AND DISHONEST.

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

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

SUCCESS

The real stat of an org is success stories.

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

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

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

If the C/S can't dream up eight or nine ways to repair past auditing and fifteen or twenty ways to repair a life, then it's time to go back and read *Dianetics: The Original Thesis; Dianetics: The Evolution of a Science; Dianetics: The Modern Science of Mental Health; Scientology* 8-80; *Scientology* 8-8008 and listen to a hundred or so SHSBC tapes.

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

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

"Look. I'm the C/S, the D of P and have to audit three _____."

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

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

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

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

SICK PCs

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

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

One can do a Touch Assist, a Contact Assist, two-way comm, ruds on the accident, ruds before the accident, Dianetic Assist, medical treatment, life ruds, HCOB 24 July 69, two-way comm on suppression, 3 S&Ds, assessment for area of illness, Prepcheck on area,

ruds on area, Hello and Okay with the affected area, Reach and Withdraw from area, two-way comm, Recall on persons similarly ill, location of the postulate that caused it with itsa earlier itsa, Prepcheck on the body or its part, more HCOB 24 July 69, more ruds, assessment of failed purposes, two-way comm on the sickness.

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

EXPECTANCY

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

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

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

Pardon me, but that's pure goofiness.

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

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

That is NOT how one should C/S.

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

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

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

SHORT-CUTTING PROCESSES

Processes can be short-cut as well as programs.

Take an early (means basic, useful, useable) version of Rising Scale. There are eighteen pairs. Each *pair* should be run to F/N Cog VGIs.

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

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

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

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

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

THE AGE

It is a symptom of the age that there is no time. But in the Data Series PLs one finds that "omitted time" is a basic insanity.

That a body lives only about seventy years puts an awful limit on man.

Man's empires endure at most only about three hundred years if that.

Seventy years is not enough time to make a real career and three hundred years is not enough time to even groove in a civil service.

Man pays for it with poor lives and rotten governments.

But it doesn't take seventy years or three hundred years to process a pc. A year maybe up to *Homo novis*. A few years to OT. Even traveling it casually slow.

Twenty-five hours to repair someone's life and fifty to one hundred hours to get him up to no somatics with Dianetics is pretty satisfactorily fast. What's this take? A week to repair. Two to four weeks for full Dianetics. At twenty-five hours a week. That's very little.

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

SPEED LIABILITY

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

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

Why settle for "quickie grades"?

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

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

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

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

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

Honest C/Sing gives an honest result.

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

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

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

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

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

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

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

L. RON HUBBARD
Founder

Standard Procedure

Standard procedure has been revised to simplify auditing (for accessible cases—not psychotics). The revision became possible when valences were examined and were found in themselves to exert considerable influence on sonic and general perceptic recalls. When a person is in another's valence he cannot, of course, perceive fully his own perceptics.

STEP ONE: Starting the Case

A case is started on straight line memory to recover data about incidents which may contain grief, as in deaths, or about engrams of physical pain, as in accidents, illnesses or operations. Actual and hearsay evidence may be recovered which the auditor can use in working the case. A written record of such possible engrams should be kept at hand while auditing. Remembered hearsay information, particularly from relatives, should be granted less validity than the recall of the patient and should never be permitted to invalidate the data of the patient.

STEP TWO: Opening the Case and Running Engrams

A. Opening the Case

1. Reverie is the same thing as being wide awake with one's eyes closed. It is not a special state of being. None at the Foundation now count. The preclear is simply told to close his eyes, the canceller is installed and the preclear is in reverie. Wide awake he could move to any incident he can reach in reverie. Persons who do not go anywhere when told are invariably stuck somewhere on the track although they appear to be in present time. After telling a person to close his eyes, see if he moves on track.

2. Run pleasure incidents in this fashion: Send preclear back to yesterday when he may have been doing something pleasant. Run the incident just like an engram, over and over, each time coaxing him to pick up more content in the incident until at last he is re-experiencing it with several perceptics. Succeeding or failing, return the preclear then to an even earlier moment of pleasure. Treat this as an engram, running him through it over and over, picking up all available perceptics, coaxing him to see and hear, to feel clothes, or a chair or water if you have sent him swimming. Work pleasure moments for five or ten hours if having difficulty with case. This gives him the knack of returning, gives him a greater sense of reality (very important) and tunes up his sonic and visio. It also helps him to get into his own valence. Pick up moments of triumph for him when he was proud to be himself and see if these can be run.

If he cannot contact pleasure moments, don't be concerned. He may contact instead the moment which makes it impossible for him to contact pleasure; if he contacts thus an un-pleasant incident make him run it immediately as a real engram. Coax him as well, if possible, into his own valence.

Whether his perceptics do or do not turn on with this, proceed to try for painful emotion (grief).

3. Grief engrams (called painful emotion engrams in the Handbook*) result from losses of position, allies or things. A grief engram is run like any other engram. Pick it up at the first moment of the awareness of loss, when the person first knew of the death, etc., and run it with all perceptics over and over until the grief is discharged. Be sure to ask what the preclear is thinking also, and to run the words of the articulate thoughts, if any, with all the perceptics, the same way as the other people's words. If grief does not discharge in tears and if the incident does not deintensify after several runs, there is an emotional shut-off or the person is out of his own valence. Do not assume there are no tears present if logic indicates that there should have been. Getting grief off a case is very important and all the grief which can be reached should be discharged as rapidly and as thoroughly as possible. Pin all grief down to its source and run it like any other engram. Getting grief discharge or not getting it, go to the successive step of testing the file clerk.

4. The file clerk and somatic strip should be in good working order. The file clerk should furnish flash answers and engrams as requested. The somatic strip should go instantly to engrams as ordered. One cooperates with the file clerk. He commands the somatic strip. Optimum working of these should be demonstrated by the file clerk's giving up the next engram required to resolve the case and the somatic strip's going to the first part of that engram. It is done by educating the preclear into the definition and existence of the file clerk and somatic strip. Demon circuits should not be confused with the file clerk. The file clerk is positive and always right. But a "file clerk" who hands out answers on playing cards or teletype tapes, or who gives bouncers when a holder is desired, is actually a de-mon circuit obstructing the file clerk and the demon circuit should be cleared away (See Step Three).

*Handbook: *Dianetics: The Modern Science of Mental Health*, by L. Ron Hubbard.

The auditor says to the preclear, "The file clerk will now give us the engram necessary to resolve this case. The somatic strip will go to the beginning of this engram. When I count from one to five and snap my fingers the first words of this engram will flash into your mind. One, two, three, four, five (Snap)." If an engram is presented, the auditor may not know it until the first words in it are several times repeated by the preclear. This settles the preclear into the incident which then can be run with due attention to bouncers, holders, etc.

Don't expect the preclear to wander into the incident by himself or "hear" the first words himself. He needs to be brought into it with requests to the file clerk and orders to the somatic strip. The first words come up usually as a flash answer. The file clerk and somatic strip should work perfectly. If they do not the patient is stuck on the track (even if it appears he is in present time), he is out of his own valence or he has demon circuits interposed between his file clerk and "I."

Detect a preclear being stuck with an age flash. Ask him his age and snap your fingers in this fashion, "How old are you? (Snap)." His answer may be his present time age and yet he is stuck on the track, for he may have built in a response to answer such a question. Ask him again, "How old are you? (Snap)." He may still give his present time age and yet be stuck. Say then, "Give me a number!" He may give you another number than his age number if he is stuck. The last number will be the age at which he is stuck. Ask him then, "Days, weeks, months or years?" Get a flash on one of these. This is the year or day or week or month post-conception (or post-birth) in which he is stuck. If he doesn't give you a clue as to where he is stuck with this method, ask for yes-no flash answers as follows: "Hospital? (Snap)." "Doctor? (Snap)." "Mother? (Snap)." Getting yes or no to a series of such questions will identify the people present and the geographic area of the engram. Then put him on straight memory and ask him about this incident. In such a way the engram in which he is stuck is coaxed into view. It is then deintensified, which is to say, run as an engram until it is incapable of holding the preclear. If the holding engram will not reduce there is another similar to it earlier which can be reached and reduced. USING REPEATER TECHNIQUE AT RANDOM ON SUCH A CASE ONLY GETS IT STUCK IN MORE AND MORE ENGRAMS. REPEATER TECHNIQUE MUST BE USED SPARINGLY AND ONLY WHEN THE PRECLEAR IS RETURNED TO AN ENGRAM. IT IS A SECONDARY TECHNIQUE AND SHOULD NEVER BE USED TO OPEN A CASE OR REMEDY A STUCK CASE. REPEATER IS USED ON A BOUNCER FROM CLUES GOTTEN FROM THE FILE CLERK. IT IS USED ON DEMON CIRCUITS ONLY WHEN ONE HAS DATA ABOUT THE COMMAND. (SEE STEP THREE BELOW.) If the file clerk and somatic strip do not work after all this, go to STEP THREE.

5. It sometimes happens in a case which is stuck on the track, full of demons and out of valence, that basic area engrams can be reached and reduced. The moment yawns can be gotten off a case or an engram can be erased in the basic area, the remaining engrams in that case deintensify slightly. Since unconsciousness is common to all engrams, as soon as it starts to lift: (a) the patient begins to improve and (b) the command power of engrams drops and (c) engrams can be entered more safely when one is looking for demon circuits and valence shifts. If you are unable to contact basic area engrams, review your technique

as to how to go about it, try several times, reduce a few late life engrams or locks, try basic area again. If you still fail to contact, go to STEP THREE. Do not just keep using repeater technique. Never use repeater for such general purposes.

B. Running Engrams

1. One should not expect the preclear to simply wander into the basic area. He must be sent. The somatic strip has to be ordered to go there. The engrams around conception and conception itself are the earliest part of basic area. The first missed menstrual period is the latest part of basic area. THIS AREA IS THE MOST VITAL IN THE CASE AND EVERY EFFORT SHOULD BE MADE TO REACH AND REDUCE OR ERASE ENGRAMS IN IT. One can often obtain conception quickly and easily by placing the preclear in a late life moment of sexual pleasure or courtship, settling him in that moment (telling him he does not have to tell about it but must only tell the auditor that he is there: it is run silently and without details), and then, when he is in good contact with the incident, sending him, by command, immediately to his own conception. Conception* is run off as the sperm and then as the ovum with all details it contains. Moments a little earlier as the sperm or ovum have been found engramic, and when conception has pain and will not erase after many, many runs, look earlier. Conception does not always have pain, and if not it should be run a few times to be sure and thereafter neglected. Yawn-off in the conception sequences (sperm and then ovum) takes unconsciousness off the whole case to some slight degree. If engrams in the basic area are erased or reduced, keep right on erasing or reducing more as long as they will present themselves. If they stop presenting themselves, try for grief in the post-birth life and if discharged there, return to basic area and keep reducing or erasing. Command the patient into his own valence in the basic area when he has run the intensity out of the valences there. If you get him into his own valence (as himself rather than mama or papa or ally) in the basic area you will probably turn on his sonic. Most cases that cannot get into the basic area are held out because of bouncers or denyers in conception or elsewhere in the basic area. "It's too early to tell yet" commonly denies engrams in the basic area (doctor's comment on pregnancy of mother). Some cases fail to get reductions in the basic area because the auditor has not cultivated "dialogue sense" in that he has not realized that when the patient runs out the conversation of one valence (such as mama) she may be talking to somebody else whose conversation (and therefore valence) is also present. The auditor must call for the dialogue of all persons present in the engram and try to figure out for himself what the other people might be saying, feeding these lines to the preclear who may be at a loss.

2. When the auditor gets an erasure early he should keep asking the file clerk for the earliest moment of pain or discomfort which can now be reached and proceed up the case until he has all engrams erased. Sometimes when he gets later painful emotion off a case he can go back and find early engrams which were previously bypassed. If none of these things work, go to STEP THREE.

The subjective reality of conception cannot be questioned. The objective reality, the validity of the experience, has not been thoroughly checked, as have prenatal engrams in general. —LRH

3. A case may be running smoothly and suddenly bog down. The Auditor's Code may have been broken: somebody may have pulled the break of all breaks of the code by invalidating the data of the preclear. Auditing may have been so inept that the file clerk has given up and refuses to forward more data in view of the fact that the data he did forward was mishandled (not reduced fully or reduced in some weird fashion such as letting the preclear free-associate on it or just give the concept of the engram without running out all percepties in it). Great care must be taken to rehabilitate the preclear, running out the Auditor's Code breach like an engram and running out anything it locked upon. The current environment of the preclear, if it contains persons eager to invalidate the data of the preclear or harm him by damning his actions continually, may be so bad that a change for the term required to obtain a release may well be in order. The auditor must reestablish the file clerk's faith in him by working on unimportant data. After a few sessions wherein the file clerk learns that it is now safe to furnish the auditor with data, the file clerk will begin to give out useful engrams again.

However, a case may bog down because painful emotion has come to view. Grief is then discharged and the erasure continued thereafter from the basic area upwards. If the case is still bogged after this, go to STEP THREE and simply open the case again with all the steps just as though it had never been touched. The computations may have changed. New data will be in view.

STEP THREE: Removing Demon Circuit and Valence Commands

1. Demon circuits are discussed in the Handbook. A demon is installed by commands addressed to "You" in engrams. "You've got to get a grip on yourself" sets up a demon when it is in an engram. "You've got to tell the truth" would still be a demon if appearing in an engram. "You" addresses, within the mind, "I" in such a case. Demons are set up most commonly when they contain thinking or talking commands. Demons which dictate that one control himself are bad offenders because it places a pseudo-auditor within the mind which, distinct from "I," controls the individual. Dub-in is caused by "control yourself" types of circuits. A patient who can run alone is most likely to have dub-in. The control yourself" demon is interposed between "I" and the file clerk. "You've got to lie to them" or "You can't tell anything about it" mask the file clerk very badly. The file clerk is still there. In working technique the file clerk is *always* obedient. But a demon can mask that obedience. The lie factory installed by "You can't tell the truth" takes up a part of the analyzer and dictates to "I," demon or no demon. But in bad dub-in, the preclear is not under the auditor's control. He is under demon control. The auditor gets bouncers when he asks for holders; strange mechanisms such as pictures of hands with signs in them relay what is purported to be "file clerk" information; in short, a nightmare source of information comes up when the file clerk is asked questions.

The source of demons is, of course, the engram. Merely running out the engram runs out the circuit. The task is to find a clue as to the wording of the command, which is to say the engram causing the case to work poorly, to dub in, etc., etc. Using random repeater technique will only snarl the engram bank so that several days have to be allowed to pass to permit the case to resettle. Using repeater technique toward a *known* engram and using, for repeater, the words of that engram, will reach the first time that engram appears in the

bank. One discovers the words, then repeats them to get in contact with an engram. When that is contacted, test it to see if it will reduce. If it will not, there is an earlier engram like it. Try to reach that merely by telling the patient to go earlier, meanwhile repeating the phrase which makes up the circuit. Eventually, going on down from engram to engram, one will be discovered which will release. Run all of it. Never neglect to follow all the way down until one is discovered which *will* release. Otherwise the case is restimulated unduly. It is a general law that an uditor MUST REDUCE EVERY ENGRAM HE CONTACTS OR THE BASIC ENGRAM ON THAT CHAIN BEFORE STOPPING A SESSION.

Straight line memory is the tool which discovers circuits and valences. The general rule is that anything which the preclear thinks derogatorily or suboptimum about himself was told to him by somebody or is contained in an engram, *without exception.* He thinks he should control himself. He has been told to do so. Make him recall who used to tell that to him or somebody else in his presence. Find out who was "self-controlled" around him when he was a child. This works for any aberrated thinking a preclear does. In fact, quantities of locks can be knocked out of a case by straight line memory of the dramatizations of the people around the preclear's childhood or even later life. This technique is a fast herapy technique which can be employed to make a patient comfortable. An hour of it is worth, when you know the rules and become an expert in it, hundreds of hours of any older process. The aberrated parents, relatives or associates of the preclear were aberrees. When an aberree dramatizes an engram once he can be counted upon to have dramatized it dozens of times. By contagion this engram has gotten into the preclear's bank, where it remains as engrams or as locks.

In straight line memory we can make the patient remember the locks. He will first recall a generality about them. Then he can be made to discover (still in present time, not in reverie) a *specific* instance when this happens. When he connects he generally laughs a trifle with relief. ANY worry he has can be found in a dramatization of the people around his early life *in the exact words* he uses to describe his worry. Trace back who would have said those words. Find a lock where they were said. They will deintensify as locks just because they have been remembered. Further, the chronic psychosomatic illness he has is usually a ounterfeit of an illness suffered by an ally. If he wears glasses, find out who wore glasses in his family. If he has gastric upset, find out who had gastric upset and who complained about it. This locates for the auditor the valence in which the preclear has settled. Now find out who used to tell him that he was like the person in whose valence he now exists. This will be a lock on something. But get it in full recall on straight line memory. This has a tendency to take him out of the valence he is in and get him into his own valence where he can reach his perceptics.

An engram in the prenatal area might be found to contain the statement, "You're just like your father," etc. Other valence shifters consist of such phrases as "You're no different than anybody else" (puts him in everyone's valence), "I'm beside myself," "I'll have to pretend I'm somebody else," "If that had been you, you would have been killed" (synthetic valence creator). The valence shifters and the demon circuits exist, then, not only as engrams in the early bank but also as locks. Get the preclear to recall a lock by clever questioning.

2. When a lock has been contacted, place the preclear in reverie and get him into the lock, using one or more of its specific phrases as repeater or merely sending him there. Then run the whole dramatization just as though it were an engram. Actually it is a lock, but one thereby finds out the commands which shift valence or create demon circuits. "You're using too much imagination," "You have to think about this and I'll tell you what to think," "Don't you dare tell anybody," "You're wrong, you're always wrong," "That isn't true. You don't know what you are talking about," are common circuits which block the auditor. The control-yourself species of command such as "Control your emotions," "Get hold of yourself," "You must control yourself," etc., etc., lets the preclear run by himself; when they exist in force, the question of "altitude" (auditor has to be powerful enough to control his preclear and get him to cooperate) becomes acute. Any time a preclear demands an auditor with more "altitude" control circuits are present.

The preclear may object to having control circuits reduced on the grounds that controlling oneself is necessary. "I" controls self expertly and naturally and the preclear is out of control within himself only when control circuits, demons, exist in him. The auditor must delete all circuits which interfere with "I" in "I's" effort to control the organism. Once he has the content of the lock, he can use repeater with its phrases to contact an engram early in the bank, preferably prenatal. Then try to reduce that phrase in the engram. If the auditor cannot reduce it he must find it where it appears earlier. And so on down until he can get one which will release. This takes careful and painstaking work. Care must be taken to reach straight for the exact engrams desired as revealed by an examination of dramatizations as locks.

It is also possible to examine the dramatizations of the preclear himself and, by finding times when his own engrams have been restimulated so that he acted them out, find the engram itself. By putting him in the instant he was dramatizing he can sometimes be made, by recounting the dramatization word for word, to go then instantly to the time the engram itself was laid down.

3. Reduce the *earliest* engrams containing these commands, after they have been located by careful computation and judicious use of repeater technique.

4. When demon circuits or valence shifters have been contacted and reduced, try for grief and sorrow in the case. Keep trying for basic area engrams. If grief and basic engrams are still out of sight, keep repeating STEP THREE until you have made the case into one which will run easily.

5. Run the case. REDUCE EVERY ENGRAM YOU CONTACT AND WHEN THE ENGRAM WILL NOT REDUCE TRY TO GET THE EARLIER ONE LIKE IT WHICH KEEPS IT FROM REDUCING AND REDUCE THAT. FOLLOW THIS PROCEDURE. NEVER LEAVE A CHAIN OF ENGRAMS IN RESTIMULATION. DISCOVER THE BASIC OF THAT CHAIN AND REDUCE IT.

*   *   *

NOTE: This procedure should not be applied until the auditor is familiar with *Dianetics: The Modern Science of Mental Health.*

L. RON HUBBARD
Founder

How To Release A Chronic Somatic

A chronic somatic (any "illness" generated by an engram or engrams) can be addressed and released by using one or more of the methods listed below:

1. by straight memory, blowing out locks;

2. by straight memory and reverie, blowing out locks and lock engrams;

3. by bringing the whole case to a release, specifically including the chronic somatic;

4. by clearing.

1. **STRAIGHT MEMORY**

The technique of straight memory case scouting, wherein valences and demon circuits of various types are found, is also a releasing technique. In a percentage of cases (which is no lower than 20 percent and no higher than 50 percent) the straight memory technique, when cleverly used, will remove locks and release illnesses without the preclear ever having been placed in reverie.

This is done by discovering any similarity between the illnesses of some valence and the chronic somatic of the preclear and then, still by straight memory, discovering the command or commands which placed the preclear in that valence or by discovering specific moments when the illness was keyed in and, still by straight memory, keying them out.

The straight memory technique has limitations. It works at the lock level and if overdone will restimulate the engram itself and key it back in again. When it does work it will work

within three or four sessions of fifteen minutes to half an hour. A straight memory key-out has the aspect of a miracle to most observers, particularly when they do not understand the basic working law underlying straight memory technique:

A HUMAN BEING WHO DEMONSTRATES CONCERN OF AN ABERRATED MAGNITUDE ABOUT ANYTHING HAS BEEN TOLD TO HAVE THAT CONCERN, USUALLY IN THE SPECIFIC WORDS HE USES TO DESCRIBE IT, OR HAS BEEN TOLD TO BE THE PERSON WHO HAS THAT CONCERN AND WHOSE SOMAT- ICS HE BEARS.

2. STRAIGHT MEMORY AND REVERIE

If a chronic somatic does not release by straight memory, another stage of the case should be entered—reverie directed toward the location of moments which account for his chronic somatic or account, less directly, for his being in another valence than his own. If the chronic somatic is severe the necessity level is usually high and the file clerk can be counted on for immediate assistance in releasing it.

In some conditions, such as asthma, the engram containing the chronic somatic is quite ordinarily on the surface and is susceptible to reduction. A very long list of such condi- tions have been released permanently (as to their specific cause) by running out specific engrams and lock engrams: spontaneous abortion, tooth decay, eye inflammation and oth- ers have been released with considerable ease when they could be released with this tech- nique.

Birth is occasionally found "floating free" of earlier incidents. The same situation may obtain with almost any other engram. But as one returns into the prenatal area earlier and earlier there is less and less chance of an independent reduction. From around eight months back to two months, engrams received are peculiarly liable—according to incom- plete studies—to lock on earlier material. After the eighth month, however, it seems to be the case that engrams are more and more likely to reduce independently of earlier reduc- tions, and many cases have been observed where engrams received after the eighth month have erased with unconsciousness coming off fully.

Whereas laws probably exist which would determine this, and manifestations not so far observed can be suspected to exist, which on being observed would assist the auditor, no data on this is at hand. It is only known that many engrams, particularly when located af- ter the eighth month, reduce or erase without the auditor first having contacted the basic area. Engrams in the basic area, of course, always erase or reduce, which is the definition of "basic area."

By locating and reducing or erasing such engrams as birth or early accidents or illnesses, the auditor often frees the preclear of chronic somatics.

Sympathy will be found to predominate as the emotional aspect of engrams carrying such chronic somatics.

3. COMPLETE RELEASE

When the chronic somatic has not been eradicated by the first two methods above, one carries the preclear on through to a full release.

A release is effected chiefly by removing from the case all grief engrams.

As much work in the basic area and other areas of the case is done as may be required to facilitate the release of grief. When the main grief charges are removed from a case, the chronic somatics will often be found to have been released as well, even when they are not specifically contacted in engrams.

This may be a special type of case. It is only known that when a release via grief discharge can be effected readily, chronic somatics vanish.

If a release of grief is effected and yet chronic somatics still hold, the basic area is contacted and the unconsciousness is thinned on the case. After that the specific engrams which hold the chronic somatics are contacted and reduced. The reason unconsciousness is removed from the case in the basic area is that such removal thins the tenacity of all other engrams in the case.

When striking for a specific chronic somatic, the auditor will do well not to predetermine without evidence the source of that somatic and the type of command which caused it. The information will be found in the case and he will save time by working it in an orderly fashion.

Actually, these first three methods are used in succession, over and over, while the preclear is coming up to a release. During any one of such successive steps the chronic somatic may resolve.

4. CLEARING

The final step, if the engram bank is too tightly interwoven and crossed so that all simpler measures have failed to release a chronic somatic, is simply to progress forward toward Clear. At the point of Clear, of course, all chronic somatics will be found to have vanished, and a point roughly halfway toward Clear should see the preclear without any chronic somatics or troublesome aberrations, whether the causative engrams have been contacted or not.

As the case progresses toward Clear, more and more attention units are available in the analyzer and the importance of engrams becomes less and less. Thus it is possible for a person to feel he is in excellent health even when half the engram bank remains, since the engrams are balanced by released analytical power and can no longer severely affect him, his tone having risen above their aberrative force.

NOTE: There is much research to be done in formulating methods of predicting how long a case will require processing. There is much more work to be done to discover *precisely* why some locks and lock engrams release and some don't.

L. RON HUBBARD
Founder

HCO POLICY LETTER OF 23 JULY 1969

Remimeo
Dianetics Checksheet
Class VIII Checksheet
Case Supervisors
Dir Tech Services
Ds of P
Ds of T

AUDITOR ASSIGNMENT
POLICIES

One used to hear auditors complain "Scientologists are harder to audit than new pcs." We know the answer to this now. It is auditor *speed*. When an auditor complains of this, he is revealing that he is a slow auditor.

Dianetics and Scientology (demonstrated by carefully controlled tests) greatly speed up reaction time. They also increase IQ rapidly and were the reason colleges came off their "IQs never change."

As a person is audited he becomes quicker mentally. Also he becomes less comm-laggy. Also he is more familiar with technology and his own case and is less afraid of himself and his "bank."

In assigning auditors to pcs if you do not pay attention to comparable grade levels between auditors and pcs you will have failed sessions.

Therefore, it is policy not to assign an auditor whose grade and class is less than that of the pc.

Further, a good auditor deserves a good auditor. To assign a new student to audit a skilled and practiced veteran auditor of excellent auditing record is suppressive. The new student or new graduate would probably be intimidated just at the thought of auditing someone who is far more expert—this would magnify his flubs and comm lags.

Therefore, it is policy to assign only good, proven auditors to good auditors.

It is a suppressive act to assign a new or poor auditor to an auditor who has proven he can attain uniformly good results.

Slow auditors will be found successful auditing slow auditors.

———————

This does not excuse not drilling slow auditors up to becoming fast, precision auditors.

_____

Good auditors are valuable. They should be safeguarded, given favors and even pampered.

Slow auditors should be drilled and given slow (new) pcs only until their own case gain brings them, with their drills, higher ease gain and thus, higher speed.

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L. RON HUBBARD
Founder

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Solo C/S Series 10RB

C/S Series 73RB

THE NO-INTERFERENCE AREA CLARIFIED
AND RE-ENFORCED

Refs:

THE CLASSIFICATION GRADATION AND AWARENESS CHART OF LEVELS AND CERTIFICATES	
HCOB 12 Dec. 81	THE THEORY OF THE NEW GRADE CHART
HCOB 12 Nov. 81RD Rev. 20.4.90	GRADE CHART STREAMLINED FOR LOWER GRADES
HCOB 12 Sept. 78R Rev. 2.12.85	DIANETICS FORBIDDEN ON CLEARS AND OT's
HCOB 26 May 71R Rev. 23.10.83	C/S Series 38R TRs COURSE AND AUDITING MIXING MAJOR ACTIONS
HCOB 28 Sept. 82	C/S Series 115 MIXING RUNDOWNS AND REPAIRS
HCOB 27 Mar. 84	C/S Series 119 STALLED DIANETIC CLEAR: SOLVED

Modifies:

HCOB 3 Feb. 72	R6EW-OT III NO-INTERFERENCE AREA

MAJOR ADVANCES

Two phenomenal technical advances made in recent years—New Era Dianetics and the technology resulting in the NED for OTs levels—have, by their nature, made it especially necessary to clarify and re-enforce the No-Interference Area.

These two powerful developments alone represent giant strides in the refinement of the technology. With their release in 1978 we were suddenly making Clears and OTs more rapidly than ever before.

One result of the research which culminated in NED and the NED for OTs levels was the discovery that Dianetics must not be run on Clears and pre-OTs. This required a full re-

view of auditing materials to align all of the various levels and actions with that vital technical rule.

With the additional developments which followed upon the heels of these advances—the Purification Rundown, the Happiness Rundown, the shift in the Grade Chart which puts Grades 0 to IV before NED, the Clear Certainty Rundown and Sunshine Rundown, the new Solo Auditor Course Part I which can be done in orgs, OT Preparations and Solo Auditor Course Part II done at Saint or higher orgs, all of these major advances in themselves—I made certain that brand-new NED Clears moving up the Grade Chart through OT III, the ED for OTs levels and beyond would have available the tech they need, both auditing wise and training wise, each step of the way.

Some C/Ses and auditors have had confusions regarding the No-Interference area and have not fully aligned the technical developments made in recent years with the basic principle and rules regarding the No-Interference Area. Some pcs, as a result, have been audited on actions which were not needed or which they should not have been given between Clear and OT III.

The route to Clear and OT is now swifter. It needs to be very well defined and handled standardly, from an administrative as well as a technical viewpoint. Therefore, I have revised and updated this HCOB to state exactly what can and cannot be delivered in the No-Interference Area.

CLARIFICATION AND RE-ENFORCEMENT OF
THE NO-INTERFERENCE AREA

The No-Interference Area is still the No-Interference Area, with exclamation points!

It is defined today as:

THE ZONE FROM NEW OT I TO OT III COMPLETION (FOR THOSE WHO WENT CLEAR ON NED) OR FROM R6EW TO OT III COMPLETION (FOR THOSE WHO DID NOT GO CLEAR ON NED).

This is the critical band of the Gradation Chart.

On Flag it was learned the hard way that you don't do other major auditing actions between these points.

Example: Pre-OT doing OT III is given the End of Endless Int Rundown. Result: You will have nothing but trouble, trouble, trouble. Right action: Get the pre-OT through Solo OT III to completion.

The rule is: FROM NEW OT I TO OT III COMPLETION (FOR THOSE WHO WENT CLEAR ON NED) OR FROM R6EW TO OT III COMPLETION (FOR THOSE WHO DID NOT GO CLEAR ON NED) ONE DOES NOT DO ANYTHING EXCEPT KEEP THE PC WINNING.

A person between New OT I and the completion of OT III (for those who went Clear on NED), may only audit on New OT I, OT II and OT III.

A person between R6EW and the completion of OT III (for those who did not go Clear on NED), may only audit on R6EW, Clearing Course, New OT I, OT II and OT III.

Pre-OTs in the No-Interference Area may only be audited on repairs for those levels (by a trained and qualified Advanced Courses Review Auditor), as covered by standard C/Sing HCOBs regarding these Solo levels.

EXCEPTION

Pre-OTs progressing well in the No-Interference Area should not be interfered with by Sec Checking or anything else. However, when a pre-OT is stalled or moving slowly, any of the actions listed below, as appropriate, can be ordered by a qualified C/S (Ref: HCOB 27 Mar. 84, C/S Series 119, STALLED DIANETIC CLEAR: SOLVED):

1. Nonaudited PTS handlings

2. Confessionals and O/Ws

3. The handling of postulates, considerations, attitudes, evil purposes or evil intentions (False Purpose Rundown)

4. Service Fac handling (bracket method only, no R3RA)

5. Disagreement Checks.

A pre-OT in the No-Interference Area would never be given Dianetics or Book One auditing (any R3RA as part of NED or a rundown or assist or repair list), lower grades, any Clay Table Processing, TRs or any Int Rundown.

For those who went Clear on NED, Power Processing (Grade V or VA), R6EW and the Clearing Course would also not be given.

THE AREA BETWEEN CLEAR AND NEW OT I
FOR THOSE WHO GO CLEAR ON NED

A person who goes Clear on NED gets his Clear Certainty Rundown and Sunshine Rundown at an org qualified to deliver them, then does the Solo Auditor Course, Part I. From there he is promptly routed to a Saint Hill Org or higher for OT Preparations, Solo Setups, Eligibility for OT Levels Check and to continue on up the Bridge.

Orgs must not hold on to Clears unnecessarily and anyone who is Clear but not OT III had better be pushed up to OT III fast because otherwise he is at risk.

Persons who go Clear on NED and who are progressing and doing well should not be interfered with; however, when a Clear is stalled or moving slowly, any of the actions listed earlier under the "Exception" section may also be given to pcs between Clear and New OT I.

ADDITIONAL SERVICES THAT MAY BE DELIVERED BETWEEN CLEAR AND NEW OT I FOR THOSE WHO GO CLEAR ON NED

A person between Clear and New OT I may also receive the following actions to prepare him to move onto the OT levels:

A. PTS Rundown and Suppressed Person Rundown, but no R3RA

B. Scientology Drug Rundown

C. Method One Word Clearing

D. Int handlings if required, including End of Endless Int, but no R3RA

E. The Happiness Rundown and any other such special rundowns that do not include R3RA, such as the Asthma or Allergy Rundown, Auditing Repair List for People from Est or Scientology Marriage Counseling

F. Primary Rundown

G. The Flag-only rundowns of L10, L11, L12

H. Super Power

I. Professional TR Course (with Clay Table Processing)

J. The Hubbard Key To Life Course

K. The Hubbard Life Orientation Course.

A person between Clear and New OT I would never be given Dianetics or Book One auditing (any R3RA as part of NED or a rundown or assist or repair list), Power Processing (Grade V or VA), R6EW or the Clearing Course.

THE AREAS BETWEEN OT LEVELS FOLLOWING COMPLETION OF OT III

Pre-OTs completed on OT III or who are completed on any other OT level may never be given Dianetics or Book One auditing (any R3RA as part of NED or a rundown or assist or repair list), Power Processing (Grade V or VA), R6EW, Clearing Course or lower

grades. In the instance of someone who did not make lower levels before New OT I, yet started on the OT levels anyway (called a "bypassed case" per confidential AO materials), the person, after OT III, could be put back to complete some lower action that he had not honestly attained. This would ONLY be done at an Advanced Organization, by a qualified AO C/S.

The only other restrictions that apply to pre-OTs between any OT level following the completion of OT III are:

a. Pre-OTs in the area between the start of New OT V (Audited NOTs) and the completion of New OT VIII (Truth Revealed) may not receive the Happiness Rundown or the Flag-only rundowns of L10, L11, L12.

b. Pre-OTs in the area between the beginning of New OT VI (Solo NOTs Auditing Course) and the completion of New OT VII (Solo NOTs) may not receive any other auditing, with the exception of those services allowed in the No-Interference Area (between the start of New OT I and the completion of OT III) for pre-OTs who are stalled or moving slowly.

TRs

Never order TRs after Solo materials study or before OT III is attested.

TRs should be done before or during Solo study but not after materials are issued. And TR courses may not be done from then on to OT III.

A partially completed earlier TR course found to be hanging up a pc on Solo grades can be handled to completion and should be. This does not mean long additional hours of TR 0, nor does it mean auditing a pc on TRs Clay Table processing. It usually means word clearing on the TR materials and rehab.

MAJOR ACTIONS

It is a very losing game to throw a major rundown in between R6EW (or New OT I for those who went Clear on NED) and OT III. The result is a mess.

The way to recover such a blunder is to get the pc rehabbed or to a rest point and then finish up the Solo grades to OT III attest and then complete the rundown.

SET UP

It is VERY important that a pc be fully set up with Purification Rundown, Objectives and any other needed drug handling steps, lower grades and any other needed lower Grade Chart actions, before he goes onto NED and goes Clear.

AUDITING SKILL

None of this states that you cannot improve a pc's auditing skill between Clear/R6EW and OT III (excepting only TRs).

BIG wins are to be had by doing so.

THE MAJOR CAUSE OF FAILURE ON SOLO GRADES IS THE INABILITY TO AUDIT.

The sources of failure on Solo are:

1. No or incomplete drug handling actions

2. Incomplete NED (Did not go Clear on NED but was incorrectly declared Clear when he had not made it.)

3. Case not set up

4. Inability to audit.

SUMMARY

Realize that from Clear (or R6EW) to OT III you have a closed band for other major actions.

So don't let people onto Solo auditing who have points 1-4 out.

If it has happened, patch it up as you can and let the pre-OT get on with it.

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L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

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HCO BULLETIN OF 28 MAY 1970

Remimeo

CORRECTION LISTS, USE OF

The various lists designed to find by-passed charge and *repair* a faulty auditing action or life situation should be used heavily and thoroughly.

There are many such lists—Green Form, L1B, L4, etc. They are available in HCOB form and are themselves corrected and re-issued from time to time. They can be found in HCOB 5 July AD13 and others.

There are FOUR WAYS TO USE these prepared lists.

1. The auditor starts at the top and takes up each read until he gets one to F/N. In this case the auditor does not do "Itsa earlier Itsa". He just cleans each read.

2. The auditor starts from the top and on each read cleans it and does Itsa earlier Itsa to F/N or to a clean no-read and goes on.

3. The auditor assesses the list down until he gets a heavy read and cleans that, using Itsa earlier Itsa. Then he can go on to the next heavy read, cleans that, etc to F/N. In this case he can get several F/Ns on the same list.

4. The whole list is rapidly assessed over and over until one item stays in and that is given to the pc.

UPSET PC

When a pc is very upset and misemotional the action in 4 above is the only one to use as it is the safest. On a very upset or antagonistic pc don't engage in any chatter, just grab a list and assess it, and indicate the By-Passed Charge. The results are usually magical.

REPAIR

Repairing a case fully, as done in Qual or in an HGC, where the person has led an out-rud life, Method 3 above is the one to use. Various and assorted lists can be employed.

SETTING UP

The best way to set up a case for auditing a major action is to Repair it. This can be necessary before the person is ever audited at all on any major action such as Dianetics or Grades.

Such an action can go on and on and should. The action is to bleed the list of all possible use, using 3.

This is a new discovery I have made.

AUDITING REPAIR

Auditing repair usually uses Methods 1 or (for pcs upset from lists) 4.

ERROR IN USING LISTS

The major error in using prepared lists is not to really get full use out of the list.

In using lists don't be in a great hurry or do a superficial job.

The list is for the *pc,* not a statistic.

L. RON HUBBARD
Founder

Remimeo

C/S Series 72

USE OF CORRECTION LISTS

A current survey shows that the weakest point in C/Sing done in orgs is failure to use prepared lists for case correction.

There are some other points. For some reason C/Ses are being inventive instead of following the C/S Series and doing standard repairs and grades.

Probably the failure to use prepared correction lists derails the use of standard actions.

There are very few actions which do not have their own correction lists.

THERE IS NOTHING IN DIANETICS AND SCIENTOLOGY AS MIRACULOUSLY WORKABLE AS CORRECTION LISTS.

The only things which prevent the list from working are:

a.   AUDITOR'S METERING

b.   AUDITOR'S TRs.

METERING

When the auditor's meter is habitually placed where he cannot see (1) the meter needle, (2) the worksheet and (3) the pc WITH ONE DIRECTED LOOK, then he misses reads.

All three have to be seen at once.

The faults are:

i.   Eyesight poor

ii.   Glasses rims obscure one while looking at another

iii.   Position of the meter.

It is a standard cramming action to look into these points WHENEVER A CORRECTION LIST IS SAID TO BE BLANK.

For example a GF is done by Auditor A on Monday. It is done again by Auditor B on Tuesday. Reads are found by B. This means Auditor A is missing reads.

THIS IS FAR MORE COMMON THAN BELIEVED.

TRs

When an auditor can't be heard or is overwhelming the pc, the list won't be valid.

An auditor's TRs show up more quickly on a correction list than anything else.

A pc ARC broken by TRs 0 to 4 will not read properly on a correction list.

NUMBERS OF LISTS

The number of correction lists is large.

It is unthinkable to do Word Clearing without ever using a Word Clearing Correction List. Yet we find folders with bogged Word Clearing sessions where the list was never used.

There is the Green Form for general case upset, the Green Green Form for Solo, L1C for ARC breaks over a period, L3B for Dianetic bogs, L4B for listing and nulling goofs, Int RD Correction List for Int-Ext corrections, a Power Correction List for Power, GF 40R for resistive cases, C/S 53 and Hi-Low TA for TA misbehavior, L7 for Clearing Course, and others.

C/Ses trying to "solve cases" without using correction lists is like trying to repair flat tires without puncture patches. It just CAN'T BE DONE.

THE PRIMARY TOOL OF A C/S IS PREPARED CORRECTION LISTS.

It is not inventive ways of "solving cases."

METHOD OF USE

Where you have inexpert auditors, you always order Method 5, which is just a full rapid assessment. Then the C/S sorts out the reads and C/Ses what to do as *very* well covered on the lists themselves and the C/S Series.

Then the auditor does the C/S.

A Green Form is *always* done this way. It will bog on any other method like 3.

There are different methods of handling lists. L1C is always done Method 3, carrying each read as it is found earlier-similar to F/N.

A GF 40R is done Method 3 and then the engrams are run for each read where engrams are indicated.

It's up to a C/S to use correction lists, to coach his auditors into proper list use and to get corrected any misuse.

A C/S who can't or doesn't use prepared correction lists isn't a C/S at all but a "person puzzled about cases."

Correction lists, standard programs and the Grade Chart and grade commands and materials; these are the tools of the C/S.

There are NO others.

A C/S is one who uses these things. He is supervising that they are used when they are supposed to be.

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L. RON HUBBARD
Founder

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Remimeo

C/S Series 44R

C/S RULES
PROGRAMING FROM PREPARED LISTS

There are many vital prepared lists.

King of these is the Green Form. The additional no. 40 items are the original Seven Resistive Cases. The best way to do a GF +40 is Method 5 (once through), lengths of reads and BDs marked and C/S to then write a C/S for it.

Hi-Lo TA is also such a list, also done Method 5.

Any such prepared list can be done Method 5 and the C/S to then write a C/S.

But L4B (lists correction), L3B (Dianetic errors) and L1C (ARC breaks and bypassed charge) are usually done Method 3 (auditor assesses to a read, gets the action done and/or earlier-similar to an F/N, not going on until his action has resulted in an F/N and then going on to complete, handling and F/Ning each read he gets).

When the C/S has a list assessed Method 5, he expects usually to get it back with the reads and then write the C/S for it. Sometimes he asks for a GF +40 and a Hi-Lo TA both to be done Method 5.

Now the question comes up, which reads does the C/S write up to be handled first? And second? And third? Etc. In other words, how does he arrange the C/S the auditor is to do now? What sequence are the items handled in?

These rules apply:

Handle an out-Int RD first.

Handle anything connected with "lists" (meaning listing and nulling lists) first if Int isn't out. Like "Listed past right item" reads. The C/S would get that handled FIRST. Always handle list errors first. And usually do an L4B additionally, auditor to handle. A pc can get sick after a listing error and you can't get auditing done when lists are out.

Doesn't want auditing, why, is then handled if it read.

Next, C/S to handle anything to do with rudiments. ARC breaks, PTPs and W/Hs take precedence in that order.

(Listing errors are first, before ARC breaks because an apparent ARC break after a listing error can only be handled by getting the charge off the list.)

Anything that *looks* like a withhold comes next.

After that, one just takes the lengths or BD of reads. Take the biggest reads before you take the smaller ones, once you have C/Sed for lists, doesn't want auditing and ruds and evident other withholds.

The only confusion that one can get into is a very high TA. But list errors can cause high TAs. Next in frequency is withholds.

Never C/S to take a TA down with an ARC break rud or an L1C. Never.

You can C/S to "talk a TA down" only when there are no list errors or withholds reading on a GF.

Of course, an Interiorization Rundown error is a primary target. But you don't have that once it's handled. You will get a soaring TA if Int is out. L3B is a potent tool to order for Int outnesses, the auditor handling as he goes, Method 3.

_____

So the above gives you the rules by which you C/S from assessed prepared lists.

Basically—when Int is out, auditing will drive the TA up.

When lists are out, nothing will handle but lists, and L1C won't nor will ruds.

When ruds are out, nothing else will straighten up and you mustn't order auditors to audit with out-ruds.

Doesn't want auditing can come from a bad L&N list. Or out-Int. Or out-ruds. Previous bad auditing can be cured by L1C on previous bad auditing.

The craziest out-auditing I ever ran into was an auditor using reads and F/Ns when there were none and failing to take up or flatten reads he did get. So there can be variations on bad auditing and there can be, to our shame, false auditing reports. The best C/S is to find what auditor and find out what the error was. Bad TRs on a poor TRs course where the pc was a student (false passes and invalidated wins) can also cause "doesn't want auditing."

"Protest" is a frequent reason for high TA and is a cousin to "doesn't want auditing" and is handled by checking "lists" for read and doing an L4B if it reads or finding the out-ruds or other BPC as in L1C.

_____

As there are so many combinations of reading items from prepared lists, you have to C/S according to these general principles.

These rules serve as a steadying guide that you'll find win for you.

L. RON HUBBARD
Founder

Remimeo
Student Hat
Staff Hats

(Also issued as an HCOB,
same date and title.)

IMPORTANT

Word Clearing Series 48

ETHICS AND STUDY TECH

The basic Why of the majority of cases of post nonperformance of a staff member and OUT-TECH in an org stems from misunderstood words. The primary point that has to be gotten in is study tech.

This is also our bridge to society.

Yet study tech is the tech that includes misunderstood word tech.

Thus if study tech is not in, people on staffs see nothing wrong with hearing or reading orders containing words they do not understand and have no urge to look them up. Further, they often feel they do know words that they in fact do not know.

When this situation exists, it is next to impossible to get study tech and Word Clearing tech in. For the orders seeking to get in study tech may contain words the person does not understand. Thus he doesn't really comply with the orders, and study tech does not get in. Thus the ability to hear or read and understand continues to be missing.

Therefore, these ethics actions become part of standard ethics:

1. A PERSON MAY BE SUMMONED TO A COURT OF ETHICS OR EXECUTIVE COURT OF ETHICS IF IT BE FOUND THAT HE HAS GONE PAST A WORD HE DOES NOT UNDERSTAND WHEN RECEIVING, HEARING OR READING AN ORDER, HCOB, POLICY LETTER OR TAPE, ANY AND ALL LRH WRITTEN OR PRINTED MATERIALS INCLUDING BOOKS, PABS, DESPATCHES, TELEXES AND MIMEO ISSUES WHICH RESULTED IN A FAILURE TO DO DUTIES OF HIS POST, WITHOUT HIS AT ONCE MAKING AN EFFECTIVE EFFORT TO CLEAR THE WORDS ON HIMSELF, WHETHER HE KNEW HE WAS

MISSING THEM OR NOT, AS THE SOURCE OF HIS INACTION OR DAMAG-
ING ACTIONS.

The charge is NEGLECTING TO CLARIFY WORDS NOT UNDERSTOOD.

2. A STAFF MEMBER WHO DOES NOT USE STUDY TECH OR GET IT KNOWN
WHILE STUDYING OR INSTRUCTING MAY BE SUMMONED TO A COURT
OF ETHICS OR AN EXECUTIVE COURT OF ETHICS.

The charge is FAILURE TO EMPLOY STUDY TECH.

3. A STUDENT ALTER-ISING OR MISADVISING OTHERS ON THE USE OF
STUDY TECH MAY BE SUMMONED BEFORE A COURT OF ETHICS.

The charge is ADVOCATING A MISUSE OR NEGLECT OF PROPER
STUDY TECH.

4. AN AUDITOR FAILING TO CLEAR EACH AND EVERY WORD OF EVERY
COMMAND OR LIST USED MAY BE SUMMONED BEFORE A COURT OF
ETHICS.

The charge is OUT-TECH.

5. ANY PUBLIC DIVISION PERSON, STAFF MEMBER OR SCIENTOLOGIST
FOUND USING TERMS, CIRCUMSTANCES OR DATA ON RAW PUBLIC IN
PUBLIC LECTURES OR PROMOTION OR IN PR BEYOND THE PUBLIC ABIL-
ITY TO GRASP WITHOUT STRESSING STUDY TECH OR AT ONCE TAKING
EFFECTIVE MEASURES TO CLARIFY, OR RELEASING MATERIALS
BROADLY TO A WRONG PUBLIC MAY BE SUMMONED TO A COURT OF
ETHICS IF ANY FLAP OR UPSET RESULTS.

The charge is FAILURE TO APPLY STUDY TECH IN DISSEMINATION.

SUPPRESSIVE

Furthermore, as study tech is our primary bridge to society and the basic prevention of
out-tech and out-admin, if any offense as above found guilty in a Court of Ethics is RE-
PEATED and the person has had two such courts on this offense, the person may be
summoned before a Committee of Evidence on a charge of COMMITTING AN ACT OR
OMISSION UNDERTAKEN TO KNOWINGLY SUPPRESS, REDUCE OR IMPEDE
SCIENTOLOGY OR SCIENTOLOGISTS, and if found guilty beyond reasonable doubt,
may be declared a SUPPRESSIVE PERSON and expelled with full penalties.

AXIOM 28

Failures to teach or use study tech or alterations of study tech are actually offenses against

AXIOM 28 as it is applied internally in an org on admin and tech and from the org to society.

Study tech including its technology of Word Clearing is in fact the technology of Axiom 28.

The Axiom (amended) follows:

AXIOM 28.　COMMUNICATION IS THE CONSIDERATION AND ACTION OF IMPELLING AN IMPULSE OR PARTICLE FROM SOURCE-POINT ACROSS A DISTANCE TO RECEIPT-POINT, WITH THE INTENTION OF BRINGING INTO BEING AT THE RECEIPT-POINT A DUPLICATION AND UNDERSTANDING OF THAT WHICH EMANATED FROM THE SOURCE-POINT.

The formula of Communication is: Cause, Distance, Effect, with Intention, Attention and Duplication WITH UNDERSTANDING.

The component parts of Communication are Consideration, Intention, Attention, Cause, Source-point, Distance, Effect, Receipt-point, Duplication, Understanding, the Velocity of the impulse or particle, Nothingness or Somethingness. A noncommunication consists of Barriers. Barriers consist of Space, Interpositions (such as walls and screens of fast-moving particles), and Time. A communication, by definition, does not need to be two-way. When a communication is returned, the formula is repeated, with the receipt-point now becoming a source-point and the former source-point now becoming a receipt-point.

L. RON HUBBARD
Founder

LRH:ldv
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by L. Ron Hubbard

Remimeo

CLEAR TO F/N

(Word Clearing Series 32R has been corrected
as 32RA to require the F/Ning of all words
and forbids W/Cing on a high TA.)

Do NOT try to Word Clear a person Method 1, 2 or 4 whose TA is high at session start. Use standard auditing procedures by an Auditor of the required class to get the TA down to normal range. (Usually a C/S Series 53RG and handling.)

If the TA is high at start of session one of course cannot F/N a TA on Word Clearing when it is high for some other reason.

ALWAYS F/N a word being cleared on the meter. It may happen there is a chain and the word has to be earlier similared. But even then, when the chain is F/Ned, the words on the chain that didn't F/N must F/N.

Example: A chemical type word reading. Doesn't F/N. E/S it on E/S words, comes down to a lecture in school. The Mis-U word there F/Ns. Now check the words touched while going E/S. Usually they just F/N.

Do NOT do a lot of words to "Clean" and say the person has been "Word Cleared". Cases are messed up because the Word Clearing may be over out rudiments or even out lists or out Int.

A Word Clearing worksheet must show truthfully all words F/Ned.

RED TAB

Where a pc has been Word Cleared on the meter without F/Ning or with or to a high or low TA, THE WHOLE FOLDER MUST BE RED TABBED.

W/Cing worksheets must go into the pc's folder, just as why finding and touch assists and other auditing actions must be put in the folder.

A pc red tabbed because of Word Clearing must be repaired within 24 hours, as in the case of any other red tab.

————

Stalled cases have been traced to Word Clearing errors. Repair of these will get them going again.

<div style="text-align: right">

L. RON HUBBARD
Founder

</div>

LRH:nt.rd

Word Clearing Series 38R

METHOD 5

Method 5 Word Clearing is a System wherein the word clearer feeds words to the person and has him define each. It is called Material Clearing. Those the person cannot define must be looked up.

This method may be done without a meter. It can also be done with a meter.

The actions are very precise.

The word clearer asks, "What is the definition of _____?" The person gives it. If there is any doubt whatever of it, or if the person is the least bit hesitant, the word is looked up in a proper dictionary.

This method is the method used to clear words or auditing commands or auditing lists.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Remimeo
Word Clearers
Tech/Qual Staff

Word Clearing Series 64RB

THE MISUNDERSTOOD WORD DEFINED

Refs:

HCOB 23 Mar. 78RB	Word Clearing Series 59RB
Rev. 16.1.89	CLEARING WORDS
HCOB 25 June 71R	Word Clearing Series 3R
Rev. 25.11.74	BARRIERS TO STUDY
HCOB 26 Mar. 79RB	Esto Series 35RB
Rev. 2.9.79	Word Clearing Series 60RB
	Product Debug Series 7R
	MISUNDERSTOOD WORDS
	AND CYCLES OF ACTION

"MIS-UNDERSTOOD" or "NOT-UNDERSTOOD" are terms used to define any error or omission in comprehension of a word, concept, symbol or status.

Most people go around thinking that a misunderstood is just something they obviously don't know— a "not-understood."

A "not-understood" is a misunderstood, but there are additional ways a person can misunderstand a word.

A MISUNDERSTOOD *WORD* OR SYMBOL IS DEFINED AS A WORD OR SYMBOL FOR WHICH THE STUDENT HAS:

1. *A FALSE (TOTALLY WRONG) DEFINITION:* A definition that has no relationship to the actual meaning of the word or symbol whatsoever.

   Example: The person reads or hears the word "cat" and thinks that "cat" means "box." You can't get more wrong.

   Example: A person sees an equals sign (=) and thinks it means to subtract something twice.

2. *AN INVENTED DEFINITION:* An invented definition is a version of a false definition. The person has made it up himself or has been given an invented definition. Not

knowing the actual definition, he invents one for it. This is sometimes difficult to detect because he is certain he knows it; after all, he invented it himself. There is enough protest preceding his invention of it to make it read on a meter. In such a case he will be certain he knows the definition of the word or symbol.

Example: The person when very young was always called "a girl" by his pals when he refused to do anything daring. He invents the definition of "girl" to be "a cowardly person."

Example: A person never knew the meaning of the symbol for an exclamation point (!) but seeing it in comic strips as representing swear words invents the definition for it, "a foul curse," and regards it accordingly in everything he reads.

3. *AN INCORRECT DEFINITION:* A definition that is not right but may have some relationship to the word or symbol or be in a similar category.

Example: The person reads or hears the word "computer" and thinks it is "typewriter." This is an incorrect meaning for "computer" even though a typewriter and a computer are both types of machines.

Example: A person thinks a period (.) after an abbreviation means that you halt in reading at that point.

4. *AN INCOMPLETE DEFINITION:* A definition that is inadequate. Example: The person reads the word "office" and thinks it means "room." The definition of the word "office" is "the building, room or series of rooms in which the affairs of a business, professional person, branch of government, etc., are carried on." (Ref: Webster's New World Dictionary of the American Language, College Edition) The person's definition is incomplete for the word "office."

Example: The person sees an apostrophe (') and knows that it means that something is owned ('s) but does not know that it also is used to show that a letter has been left out of a word. He sees the word "can't" and immediately tries to figure out who can is.

5. *AN UNSUITABLE DEFINITION:* A definition that does not fit the word as it is used in the context of the sentence one has heard or read.

Example: The person hears the sentence "I am dressing a turkey." The person's understanding of "dressing" is "putting clothes on." That is one definition of "dressing" but it is an unsuitable definition for the word as it is used in the sentence he has heard. Because he has an unsuitable definition, he thinks someone is putting clothes on a turkey. As a result the sentence he has heard doesn't really make sense to him. The definition of "dressing" that correctly applies in the sentence he has heard is "to prepare for use as food, by making ready to cook, or by cooking." (Ref: The Oxford English Dictionary)

The person will only truly understand what he is hearing when he has fully cleared the word "dressing" in all its meanings, as he will then also have the definition that correctly applies in the context.

Example: The person sees a dash (-) in the sentence "I finished numbers 3-7 today." He thinks a dash is a minus sign, realizes you cannot subtract 7 from 3 and so cannot understand it.

6. *A HOMONYMIC (one word which has two or more distinctly separate meanings) DEFINITION:* A homonym is a word that is used to designate several different things which have totally different meanings; or a homonym can be one of two or more words that have the same sound, sometimes the same spelling, but differ in meaning.

Example: The person reads the sentence "I like to box." The person understands this sentence to mean that someone likes to put things in "containers."

The person has the right meaning for the word "box," but he has the wrong word! There is another word "box" which is being used in the sentence he has just read and means "to fight with the fists, to engage in boxing." (Ref: *Oxford American Dictionary)*

The person has a misunderstood because he has a homonymic definition for the word "box" and will have to clear the second word "box" before he understands the sentence.

Example: The person sees a plus sign (+) and as it resembles a cross he thinks it is something religious.

Example: The person hears the word "period" in the sentence "It was a disorderly period in history" and knowing that "period" comes at the end of a sentence and means stop, supposes that the world ended at that point.

Example: Homonymic misunderstoods can also occur when a person does not know the informal or slang usage of a word. The person hears someone on the radio singing "When my *Honey* walks down the street." The person thinks "a thick, sweet, syrupy substance that bees make as food from the nectar of flowers and store in honeycombs" is walking down the street! He doesn't know the informal definition of "honey" which is "sweet one; darling; dear: often a term of affectionate address" which is how it is being used in the song. (Ref: *Webster's New World Dictionary of the American Language, College Edition)*

7. *A SUBSTITUTE (SYNONYM—a word which has a similar but not the same meaning. DEFINITION:* A substitute definition occurs when a person uses a synonym for the definition of a word. A synonym is not a definition. A synonym is a word having a meaning similar to that of another word.

Example: The person reads the word "portly" and thinks the definition of the word is "fat." "Fat" is a synonym for the word "portly." The person has a misunderstood because the word "portly" means "large and heavy in a dignified and stately way." (Ref: *Webster's New World Dictionary of the American Language, College Edition*) The person does not have the full meaning of "portly" if he thinks it just means "fat."

Knowing synonyms for words increases your vocabulary but it does not mean you understand the *meaning* of a word. Learn the full definition for a word as well as its synonyms.

8. *AN OMITTED (MISSING) DEFINITION:* An omitted definition is a definition of a word that the person is missing or is omitted from the dictionary he is using.

Example: The person hears the line "The food here is too rich." This person knows two definitions for the word "rich." He knows that "rich" means "having much money, land, goods, etc." and "wealthy people." Neither of these definitions make much sense to him in the sentence he has just heard. He cannot understand what food could have to do with having a lot of money.

Omitted definitions can come about from using dinky dictionaries. If the person had looked up "rich" in a small paperback dictionary, he would probably still be stuck with his misunderstood. A dinky dictionary probably will not give him the definition he needs. In order to understand the word he would have to get a good-sized dictionary to ensure it gives him the omitted definition which is "(of food) containing a large proportion of fat, butter, eggs or spices, etc." (Ref: *Oxford American Dictionary)*

Example: The person reads "He estimated the light at f 5.6." He can't figure what this "f" is, so he looks up "f" in *The American Heritage Dictionary* and wonders if it is temperature or money or sports for "foul" or maybe the money "franc." The text doesn't refer to France so he can't figure it out. Omitted in *The American Heritage* is the photography definition of "f" which simply means "the number which shows the width of the hole the light goes through in the lens." The moral of this is to have enough dictionaries around.

NOTE: It can occur that an accurate definition for a word is not given in any dictionary, which is an error in the language itself.

9. *A NO-DEFINITION:* A no-definition is a "not-understood" word or symbol.

Example: The person reads the sentence "The business produced no lucre." No understanding occurs, as he has no definition for "lucre." The word means "riches; money: chiefly a scornful word, as in *filthy lucre."* (Ref: *Webster's New World Dictionary of the American Language, Student Edition)* It isn't that he has the word incorrectly, unsuitably or any other way defined; he has no definition for it at all. He has never looked it up and gotten it defined. Thus he does not understand it. The definition does not exist for him until he looks it up and gets it clearly understood.

Example: The person sees a dot at the end of a word on a printed page and having no definition for "a period (.)" tends to run all of his sentences together.

10. *A REJECTED DEFINITION:* A rejected definition is a definition of a word which the person will not accept. The reasons why he will not accept it are usually based on emotional reactions connected with it. The person finds the definition degrading to himself or his friends or group in some imagined way or restimulative to him in some fashion. Although he may have a total misunderstood on the word, he may refuse to have it explained or look it up.

Example: The person refuses to look up the word "mathematics." He doesn't know what it means, he doesn't want to know what it means, and he won't have anything to do with it. A discussion of why he refuses to look it up discloses that he was expelled from school because he flunked with violence his first month of his first course in mathematics. If he were to realize that he flunked because he didn't know what he was supposed to study, he would then be willing to look the word up.

Example: The person refuses to look up the definition of asterisk (*). On discussion, it turns out that every time he sees an asterisk on the page he knows the material will be "very hard to read" and is "literary," "difficult" and "highbrow."

Discussion of why he won't look it up usually reveals and releases the emotional charge connected with it which he may never have looked at before. Properly handled, he will now want to look it up, having gained an insight into why he wouldn't.

———————

Any word you come across which fits one or more of the above definitions of a misunderstood word or symbol must be cleared up, using a good-sized dictionary or more than one dictionary or textbook or encyclopedia.

It is catastrophic to go on past or ignore a misunderstood word or symbol, as one simply will not understand what he is studying.

A student must discipline himself not to go past misunderstood words. He should learn to recognize from his reaction to what he is reading, especially the mental blankness which usually ensues right after one, that he has gone by a misunderstood. He should look them up and get them fully defined before going on with his reading. Students must be persuaded to do this. It is a self-discipline that has to be learned.

The definitions of "misunderstood" and "not-understood" and their different types must be clearly understood by a person seeking to clear them in himself and others. The commonest error in Word Clearing is for the person being word cleared to believe that a misunderstood is something he simply does not know. With this limited definition, he cannot adequately be word cleared nor can he adequately word clear others. So these definitions

of "misunderstood" and "not-understood" should be very well known, as it will often be necessary to clarify them to the person being word cleared.

Good reading.

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

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Exec—HCO—Tech—Qual

Ethics

Urgent

Keeping Scientology Working Series 13

HIGH CRIME

(Effective 1 June 66)

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 STARRATED CHECKOUTS ON ALL PROCESSES AND THEIR IMMEDIATE TECHNOLOGY AND ON RELEVANT POLICY LETTERS ON HGC INTERNS OR STAFF AUDITORS IN THE TECH DIV OR STAFF AUDITORS OR INTERNS 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 CHECKOUTS 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 defense, 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 cooperation 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 Ad Council 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 Ad Council 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 Secs 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 HCOBs 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 checkout policy as one of his first actions.

––––––––––––

This policy applies whether an auditor has been trained or not with star-rated checkouts. 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
Founder

LRH:ml.cden

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 OCTOBER 1987

Auditor Admin Series 6RA

THE YELLOW SHEET

Refs:

HCOB 9 Aug. 78 II	Word Clearing Series 52 CLEARING COMMANDS
HCOB 21 Jan. 77RB Rev. 25.5.80	FALSE TA CHECKLIST

Cancels:

BTB 5 Nov. 72R II	THE YELLOW SHEET

The Yellow Sheet is a sheet detailing each correction list or set of commands which have been word cleared on a pc. It also lists the pc's current Havingness Process and the size of can the pc uses.

The sheet is kept up-to-date by the auditor on a yellow sheet of paper. As additional lists are word cleared or as the pc's Havingness Process changes, they are noted on the sheet, with the date. The Yellow Sheet is stapled inside the front cover of the pc folder under the Folder Summary.

Example:

YELLOW SHEET

PC: Judy Smith

Can size: medium

Havingness Process:

Look around here and find something you could have. 22 Aug. 85
Touch that _____. 14 Apr. 86

Commands/Correction Lists Cleared:

Ruds	20 Aug. 85
Scn C/S-1	20 Aug. 85
WCCL	24 Aug. 85
L1C	10 Jan. 86
Rehabs	29 Mar. 86
L4BRB	12 Dec 90

Data from the Yellow Sheet is useful and auditors should see that one exists in the folder of each pc they audit.

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations

C/Ses
Tech/Qual
Auditors
Class IV

DATING AND LOCATING

Refs:
Book: AXIOMS AND LOGICS
Book: THE BOOK OF E-METER DRILLS
                   EM DRILL 22, E-METER HIDDEN DATE;
                   THIS LIFE, EM DRILL 25 TRACK DATING
HCOB 4 Aug. 63   ALL ROUTINES, E-METER ERRORS,
                   COMMUNICATION CYCLE ERROR

Axiom 30:   "The general rule of auditing is that anything which is unwanted and yet persists must be thoroughly viewed, at which time it will vanish."

—The Axioms of Scientology

Excerpt from Axiom 38:   "... Truth is the exact time, place, form and event ... Thus we see that the discovery of Truth would bring about an As-is-ness by actual experiment."

—The Axioms of Scientology

A thetan knows that if he could remember the exact place a thing had been generated, the exact time and the exact conditions, and the exact person who did it, he would then get a disappearance of the thing.

Dating is the action the auditor takes to help the pc spot the exact *time* something happened.

Locating is the action the auditor takes to help the pc spot the exact *place* something happened.

By dating and locating, getting the exact time and place a specific thing happened, the pc is able to blow the mass and energy connected with the occurrence which has hung him up at that point.

Date/Locate, as called for in the various prepared correction lists, is a very effective tool for the handling of certain items found to be out on such a list. These could be points of overrun, wins that have been bypassed or invalidated in some way, moments of loss, trauma, painful emotion, or any of various stuck points of this nature. It is also used in the correction of wrong dates or wrong locations given the pc in previous auditing.

In any of these cases the pc will be somewhat stuck at these points, or at the very least will have some attention units hung up at these points, and getting the exact "when" and "where" will unstick him.

That which is viewed in its own time, place, form and event can be as-ised.

WHY YOU DATE *AND* LOCATE

A person can have a wrong date for an incident, or he might have a date totally occluded. He might have a confusion on two incidents, thinking one happened before the other when it is actually vice versa. He could have two incidents collapsed into one, time-wise. Or, more severely, he can be stuck in the time of an incident which acts as present time for him. In other words, that time is still in existence for him in PT. He is seeing things from that point in time.

By dating it exactly you blow the stuck viewpoint in time. You see it as a blowdown on the meter and the pc will feel the sudden dissipation of mass.

The question might then arise: If you have dated an incident to a "blow" what is there left to blow on the Locate step? The answer is that, in addition to a stuck viewpoint in time, a person can have a stuck viewpoint of location.

Since he had the wrong time, he could, as well, have the wrong location, or an occluded location, or a confusion between two or more locations. He could be quite stuck in a past location. That past location is still in existence for him. The point of view from that location is still there for him.

So you date *and* locate. Finding when it was and where it was blows both the time of the incident and the place of the incident. If he's still hung up in either of these he's out of present time and out of present location. Getting the precise date and location blows him out of these into present time.

Sometimes during dating the pc spots the correct past location simultaneously with getting the correct date, and it (the location) then blows at the same time. The auditor must know that this can occur and recognize when it does as he would not then rotely try to put the pc through the Locate steps.

DATE/LOCATE NOT A ROTE PROCEDURE

While Date/Locate is a precise action, it is by no means a rote procedure. The auditor must know the theory of the action if he is to Date/Locate successfully. He must understand that he takes the pc's data and he works with the pc. Robotic application of the steps will not only not produce the desired result but can result in messing up a case badly.

BLOW

Definition of blow: The sudden dissipation of mass in the mind with an accompanying feeling of relief. (Technical Dictionary.)

This definition must be understood by both auditor and pc. It is cleared with the pc before beginning the Date/Locate steps. Have the pc demo it, using a demo kit, if necessary, so he has no confusion on it.

A blow is a definite manifestation. Vital data for the auditor is that the pc must say "Something blew" or "It disappeared" or "It's gone" or "It vanished," not simply "I feel lighter."

METERING

During Dating/Locating the pc is on the meter but the auditor is consulting the *pc* and getting the pc's answers, while also keeping an eye on the meter. He does *not* resort to meter dating or meter locating unless the pc himself gives up on one or the other of these steps.

A pc can be made more dependent on the meter or can be made more independent of the meter, depending upon the way the meter is used by the auditor. If the pc's case is improving he becomes more independent of the meter. That is the direction you want to go.

"RULE: Use the meter to date and verify date correctness by all means but *only* after the pc has been unable to come up with the date." (HCOB 4 Aug. 63, ALL ROUTINES, E-METER ERRORS, COMM CYCLE ERROR.)

The same rule would apply to using the meter on the Locate steps.

TIME

When dating anything you are using a system of measurement of time. There are various systems for measuring time and as time is basically a postulate or consideration there is no absolute system for measuring time. Time can be measured in terms of years ago. It can be measured by year, month and day (1918 AD, January 1st). These two systems are applicable to this planet, as the term "year" is the time it takes this planet to complete an orbit around the sun. In larger whole track dates different systems were used. The whole point is to use the system the pc is using, because the whole point of dating is to blow a past time that the pc is stuck in. And the pc will very often use the dating system of the time period he is stuck in. It doesn't matter what system of time measurement the pc uses. It is important that the auditor accepts and uses the system the pc is using and doesn't try to change it.

You're first going to ask the pc, "When was it?". He may tell you in terms of "years ago" or "weeks ago." Or he may say "It was 1890" or "It was the 24th of August 1672." Or he may use an earlier track system of dating. Either way, you take it, and if he has said "High

noon on May 2nd, 1912" you don't then ask "How many years ago?" as he has just told you, and your question would be altering the dating system the pc is using.

YOU CAN USE ANY SYSTEM OF TIME MEASUREMENT IN DATING; THE IMPORTANT THING IS THAT YOU USE THE SYSTEM THE PC IS USING.

It is remarkable that a pc can date something that happened earlier than this planet in terms of years ago. He can by some sort of mental computer, but the auditor mustn't require that the pc convert a date to some other system.

And when the pc has it, the auditor doesn't then alter-is it in sequence. Found by years—months—weeks—days—hours—minutes—seconds and fractions of a second, one doesn't then call it back by day, year, month, as it tangles the pc. It is called back in the same order.

WHEN CALLING BACK A DATE AS AN INDICATION, ALWAYS CALL IT BACK IN THE *SAME SEQUENCE* THAT THE DATE WAS FOUND OR GIVEN.

IMPLANT DATES/ACTUAL DATES

Implant dates usually only give small reads whereas actual dates read well. If you suspect that you are getting false dates out of an implant, you meter check "Implant date?" and you'll get a read on that question, and the false implant date will no longer read. The actual date will read well.

Meter check if it is:

a. **A false date from an implant**?

b. **An actual date**?

and the meter read will tell.

DATING

THE PURPOSE OF DATING IS TO *GET A BLOW* OF THE PAST TIME THE PC IS STUCK IN.

Whether the pc gives the date, or whether the auditor has to meter date it, you must remember that all you are going for is a blow.

Sometimes you will get a blow as easily as the pc saying "It was a long time ago." A blow is accompanied by a BD and F/N. So be alert when dating for a sudden BD and F/N. And if the pc doesn't originate that it blew, ask him so you won't go on trying to date to blow, something that has already blown!

Very often a date has to be dated precisely down to the fraction of a second in order to get a blow.

If there is no blow on pc giving the date, or on auditor meter dating it, you then call the date back as an indication and it will blow. If it doesn't it is because there is an error in the date, or the auditor altered the date or its sequence in calling it back, or there already was a blow on dating that wasn't noticed and was overrun.

Usually a pc will need help from the auditor to start with and the auditor might need to do the whole dating drill on the meter establishing the order of magnitude and every part of the date on the meter. Then the pc's ability improves and the pc starts to become more able to find dates himself. The auditor must be alert for this and accept the pc's data and *never* challenge, meter check or invalidate the pc's data. Sometimes the pc will blurt the whole date out at once, and the auditor must be ready to write this down accurately and call it back accurately.

LOCATIONS AND DISTANCE

When locating something you are using *direction* and a system of *measurement of distance.* Just as time is basically a consideration, so is distance. And there are many systems of measuring distance, both on this planet and earlier on the track. Distance can be measured in miles, kilometers, light-years, to name a few. In one whole track space opera civilization, intergalactic distances were measured in terms of how long it took a particular spaceship, called a Hylan and intergalactic distances were measured by the number of "days of Hylan spaceflight." You will probably find that the pc will tend to use the system of measurement of distance that was used at the time of the past location that he is stuck in. Just as a pc can use a sort of mental computer to convert whole track dates into "years ago," he can also mentally convert some distances into "miles." But the auditor never expects him to do so, and never asks him to.

YOU CAN USE ANY SYSTEM OF MEASUREMENT OF DISTANCE IN LOCATING. THE IMPORTANT THING IS THAT YOU USE THE SYSTEM THE PC IS USING.

And when you have the distance you must call it back accurately, and not alter-is it in sequence either.

WHEN CALLING BACK A DISTANCE AS AN INDICATION, ALWAYS CALL IT BACK *ACCURATELY,* AND IN THE *SAME SEQUENCE* THAT IT WAS GIVEN OR FOUND.

LOCATING

THE PURPOSE OF LOCATING IS TO *GET A BLOW* OF THE PAST LOCATION THE PC IS STUCK IN.

As in dating the auditor may have to help the pc with the meter but usually the pc will be able to find and give the data, and the auditor never resorts to the meter if the pc can get it.

And you may get a blow on direction step alone or on the pc realizing it happened somewhere else, or "not here" or "Greece" or whatever. The auditor must be alert for the BD and F/N and ask the pc if it blew, so as not to go on trying to get a blow of a location that has already blown!

Usually if you don't get a blow on finding the direction and distance, you will get a blow on calling the location back to the pc as an indication. If not there is an error in the direction or distance or the auditor altered it in calling it back.

In locating, the auditor is getting the *past* physical location. E.g. the auditor gets the direction, distance, what galaxy, star, planet, country, etc., pinpointing it down to the exact location in space where it happened.

But these items are not taken up rotely; one uses the questions that apply.

For example, if it occurred "next door" one would not ask "What planet?". Or if the pc has said it's "two years ago" when dating, in locating one doesn't then ask "What galaxy?" as, of course, it's this one. Or what star, either. If you start asking "What galaxy?" on an incident on Earth the pc is thrown backtrack.

And if it happened outside a town in the open you wouldn't ask what city, house, or street or room, either. You must use the questions that apply.

The pc is of course IN the auditing room. One doesn't ask where *he is*. And it's never "Who else was there?" or "What else is there?" as these things put the pc down the track. One does not try to run engrams at the same time one is doing the Locate step. It is simply *location*. Where? What? How far? *Location*.

AND in locating, if there is no instant blow when the location is fully spotted and it seems correct, the location is called back to the pc. It usually blows when it is called back to the pc after it is known.

<center>**TWO SEPARATE DRILLS**</center>

There are two separate drills for dating and locating, and which is used depends upon pc ability to find and give the data. The first drill given is where the pc volunteers or gives the data. The second drill is where the auditor establishes all the data by metering. As with all processing, the pc's ability increases as you go along, and the auditor must be alert for this and change from meter dating and meter locating to accepting and taking the pc's data. It can also happen that a pc who was able to find and give the data may run into something particularly heavy and now need assistance from the auditor. The rule is:

NEVER RESORT TO THE METER IF THE PC CAN FIND AND GIVE THE DATA, AND NEVER LET A PC STRUGGLE IF HE CAN'T FIND THE DATA. AND NEVER,

NEVER USE THE METER TO CHALLENGE, 'CORRECT' OR INVALIDATE THE PC'S DATA.

PRELIMINARY STEP

Before dating and locating on a pc for the first time you must clear what you will be doing and the words and terms used, so that he understands these and knows what is expected of him.

1. Give the pc an R-Factor that you will be dating the *past time* of the incident (i.e. when it happened), until that blows.

2. Clear the word "blow" with the pc per the Tech Dictionary definitions No. 1 and No. 2.

3. Clear any misunderstoods the pc has on dates and dating or words used in measurement of time, or numbers (e.g. "billions," etc.).

4. Give the pc an R-Factor that you will be establishing the direction and distance in order to find the *past* location of the incident (i.e. where it happened), until that blows.

5. Clear the term "direction" and the concept of pointing. Clear the term "distance" and any misunderstoods the pc has on measurement of distance (e.g. miles, lightyears, etc.).

6. Let the pc know you will be getting answers from him, not the meter, unless it is necessary to help him with the meter. And that if the pc should suddenly get the date or location he should tell you. Also let the pc know that you are dating and locating to get a blow and that when a blow occurs to tell you, as the purpose of this procedure is to get the mass to blow.

DATING TO BLOW/LOCATING TO BLOW
PROCEDURE BY STEPS

PROCEDURE ONE, PC GIVING THE DATA

DATING DRILL No. 1

1. R-Factor: "We're going to date the past time when that (_____) happened precisely, until the mass blows."

2. Ask the pc when it happened. (If the pc doesn't know, go to meter dating, per Dating Drill No. 2.)

3. Write down the pc's answer.

4. If not already given, have the pc give the rest of the date right on down to the fraction of a second.

5. Call the date back to the pc accurately and in the same sequence in which it was given, and it will blow.

(Caution: The blow may occur earlier in the dating steps and the auditor must not go on past a blow. If you suspect a blow and pc hasn't volunteered this, ask him if it blew.)

LOCATING DRILL No. 1

1. R-Factor: "We're going to find the past location where ( ) happened precisely, until the mass blows."

2. Get the pc to *point* to where it happened. (Points with finger in the direction to the past location.)

3. Ask the pc the *distance* to that location. (This is the distance from where the pc is now to that past location.)

4. If not already given have the pc give the rest of the distance right on down to fractions, until you have a precise distance.

5. Call the distance back to the pc accurately and in the same sequence in which it was given, and it will blow.

NB. If the pc starts giving you the location in some other terms such as "On the corner of Times Square, New York," you would of course accept the pc's data, and not ask him to convert that into miles away, or anything else.

(Caution: The blow may occur earlier in the locating steps and the auditor must not go on past the blow. Sometimes the blow will occur on asking the pc to point. Sometimes the pc while dating will also get the location and blow it too. If you suspect a blow due to a BD and F/N and the pc hasn't volunteered this, ask him if it blew.)

PROCEDURE TWO, AUDITOR FINDING THE DATA BY METERING

DATING DRILL No. 2

If the pc didn't know when it happened (on step 2 of Dating Drill No. 1), you go to meter dating.

1. Establish what system of dating or time measurement this date is measured in. Such as "years ago," or by year (i.e. 1918 AD), or some entirely different system. Do not do

this if you already know it is a this lifetime date, or a this planet date, as that would be robotic.

2. Establish the *order of magnitude.*

3. Meter date the date right on down precisely, even to fractions of a second, until you get a blow—F/N.

4. If no blow—F/N when the full date is found, call it back to the pc accurately and in the same order it was found and you should get a blow.

5. If you haven't got a blow, there is either an error in the date or some part of the date, or it is not precise enough, or it blew earlier and wasn't noticed.

Meter check:

Wrong date?

Incompletely dated?

Implant date?

Some part of the date was incorrect?

Already blown?

and handle what reads, and you will get a blow—F/N.

LOCATING DRILL No. 2

It is rare that a pc can't get the direction and distance, or otherwise pinpoint the exact past location. Should you encounter this, do the same drill as given in Locating Drill No. 1, with the auditor establishing each step by metering.

1. Get pc to point to the location to get direction.

2. Establish what system of measurement of distance (i.e. miles, or light-years, or whatever).

3. Get the distance.

4. Get any remaining increments of distance on down to fractions or decimal points.

5. Call back the distance or location as an indication, and you should get a blow—F/N.

6. If no blow there has been an error and you should meter check:

Is some part of the location wrong?

Wrong direction?

Wrong distance?

Incompletely located?

Already blown?

and handle what comes up, and you will get a blow—F/N.

CAUTION: In Date/Locate, if it bogs and the auditor can't easily correct the error in dating or in locating, do not continue messing up the pc with wrong dates or wrong locations, as these can be very upsetting to a case. INDICATE TO THE PC THAT THERE IS AN ERROR IN DATING OR LOCATING AND END OFF FOR C/S INSTRUCTIONS.

A drill that can be used in locating when applicable is given below. This must not however be done rotely when it doesn't apply. If you knew the incident occurred in the recent past or this lifetime, you would not ask "What galaxy?" as the question wouldn't make sense, and would throw the pc backtrack.

Point (pc points with finger)

Distance? (including increments of distance to get the exact distance)

What galaxy?

What star?

What planet?

What country?

What city?

What street?

What house?

Position on street?

What room?

Distance from front of house?

Where in the room?

How far from *each wall?*

How far off the floor?

How far from the ceiling?

continuing with questions which will narrow it down to the precise location, to a blow—F/N.

NOTE: The above steps, particularly, cannot be rote. Listen to the pc and work with him, realistically, to get the location spotted exactly, but do not evaluate for him in any way.

If at some point on these steps the location turns out to be in the middle of the ocean or in a field, etc., the auditor uses available landmarks or reference points to get the location (i.e., distance from the nearest point of land? or, distance from the big rock?) down to a blow—F/N.

If, while locating, the pc starts running the incident or gives too much "scene" the auditor has the pc point again, then continues from where he left off on the Locate steps.

LIABILITY

In dating and locating there is a possible source of BPC, peculiar to dating and locating.

A correct date for one incident or mass can act as a wrong date for another incident or mass, as it is a wrong date for it.

A correct location for one incident or mass can act as a wrong location for other incidents or masses, as it is wrong for the others.

It is peculiar to dating and locating that a right date or a right location can cause BPC by also being a wrong date or wrong location for other incidents or masses. This does not always occur, but is noted here should an auditor or C/S encounter it.

Manifestations of this are:

a. pc getting upset inexplicably

b. getting a read on both "Correct date?" and "Wrong date?"

c. TA going up

d. increase of mass or pressure.

It will relieve on the indication that the date found is a wrong date for other incidents or masses, and on the indication that the location found is a wrong location for other incidents or masses.

SUMMARY

A CORRECT DATE, ESPECIALLY IF TAKEN DOWN TO SECONDS AND FRACTIONS OF A SECOND, WILL BLOW.

A CORRECT LOCATION, ESPECIALLY IF TAKEN DOWN TO MINUTE INCREMENTS OF DISTANCE, WILL BLOW.

Date/Locate, when done correctly, quickly and smoothly, works well and is successful. The longer it takes the more it will restimulate all sorts of other things which have nothing to do with the course of action.

The Date/Locate steps must NOT be done robotically. One has to understand the mechanics of how it's done and why.

The essence of Date/Locate is to bring the pc to PT by erasing the date by spotting and the location by spotting, as the pc is out of PT fixed by both date and location.

If the theory is understood nobody would do it rotely.

This is a highly precise action to be done smoothly with good TRs. Its results are phenomenal.

<div style="text-align: right;">

L. RON HUBBARD
Founder

</div>

HAPPINESS RUNDOWN

(1984/89)

Prepared Lists

(14 x 8½ Legal Print Size)

CORRECTION LISTS

(Click below)

▪ **Happiness Rundown Command Sheets** ▪
(HCOB 19 Jan. 84)

▪ **HRD Precepts Assessment List** ▪
(HCOB 20 Jan. 84)

▪ **Happiness Rundown Repair List** ▪
(HCOB 21 Jan. 84RA I)

▪ **Happiness Rundown Repair List, Word List** ▪
(HCOB 20 July 88)

▪ **False Data Stripping Repair List** ▪
(HCOB 11July 88)

▪ **False Data Stripping Repair List, Word List** ▪
(HCOB 12 July 88)

▪ **Examiner's Form** ▪
(HCOPL 8 Mar. 71 I)

Happiness Rundown

Remimeo
All Orgs
Missions
HRD Checksheets
HRD Auditors
HRD C/Ses
Qual Div
Personnel

Happiness Rundown Series 4

HAPPINESS RUNDOWN
COMMAND SHEETS

Refs:

HCOB 17 Jan. 84	HRD Series 2
	HAPPINESS RUNDOWN BASICS
HCOB 18 Jan. 84	HRD Series 3
	HOW TO AUDIT THE HRD
HCOB 23 June 80RA	CHECKING QUESTIONS ON GRADES
Rev. 25.10.83	PROCESSES
HCOB 7 Aug. 79	FALSE DATA STRIPPING
HCOB 9 Aug. 78 II	CLEARING COMMANDS

This issue contains the commands for use in auditing the Happiness Rundown. It is kept in the pc's folder and followed by the auditor in session. The auditor notes the number of the command asked on the worksheet and checks it off in the command sheet when it is completed. This assists the auditor in keeping his track of what commands have been run. The C/S uses the command sheets to follow the auditor's progress.

Each of the auditing questions is cleared the first time it appears. Once the basic commands of the procedure are cleared, they need not be cleared each time they appear with a new precept. The pc will already have cleared the precept thoroughly as part of the first steps of handling it. (Ref: HCOB 9 Aug. 78 II, CLEARING COMMANDS)

The auditor must be thoroughly familiar with the procedure of the HRD as covered in HCOB 18 Jan. 84, HRD Series 3, HOW TO AUDIT THE HRD.

Caution: Do not go past a major win on a particular moral or precept.

Caution: If you get a persistent F/N, end off the session at that point.

PC's NAME: _____ DATE: _____

HAPPINESS RUNDOWN COMMANDS

0000.　　Have the pc read the beginning chapter of the booklet, entitled "Happiness," and ensure that he understands it.

000.　　Find out if the pc has read the booklet *The Way to Happiness*. If he has, ask him, "Did you have any realizations or gains from reading the booklet?" Rehab.

00.　　Using HCOB 7 Aug. 79, FALSE DATA STRIPPING, clear the concept of false data and the procedure used in False Data Stripping. Have the pc give examples, demos, etc., so that these are fully grasped. Let the pc know that part of the procedure you will be using on the rundown involves this data and technique.

0.　　Clear the words of the Happiness Rundown Repair List, using HCOB 20 July 88, HRD Series 5R-1, HAPPINESS RUNDOWN REPAIR LIST WORD LIST.

SECTION A: MORALITY STEPS

A-1   **CLEAR THE WORDS:** "MORAL" AND "MORALITY." _____
(Use the definition given in the footnote in the booklet and a regular dictionary as needed to fully clear these words.)

A-2   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT MORALITY WHICH YOU COULDN'T THINK WITH?** _____
(Handle using full False Data Stripping procedure. Questions A-3 through A-6 may also be used to ensure that any false data on morality is fully handled, according to the tech of False Data Stripping.)

A-3   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT MORALITY WHICH DIDN'T SEEM TO ADD UP?** _____

A-4   **IS THERE SOMETHING ABOUT MORALITY WHICH NEVER MADE ANY SENSE TO YOU?** _____

A-5   **DID YOU COME ACROSS ANY DATA ABOUT MORALITY THAT YOU HAD NO USE FOR?** _____

A-6   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO BEHAVE MORALLY?** _____

A-7   **TELL ME YOUR IDEAS AND CONSIDERATIONS ABOUT MORALITY.** _____
(2WC to F/N)

PRECEPT 1: TAKE CARE OF YOURSELF

1,1   **HAVE THE PC READ THE PRECEPT** (aloud). _____

1,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

1,3   (Omitted-there is no text here for the pc to read.)

1,4   (Omitted)

1,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TAKING CARE OF YOURSELF WHICH YOU COULDN'T THINK WITH?** _____
(If so, ask the pc to tell you about it and handle using False Data Stripping procedure. Questions 5b through 5e may also be used to find and fully handle any false data the pc may have on this precept.)

1,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TAKING CARE OF YOURSELF WHICH DIDN'T SEEM TO ADD UP?** _____
(Handle using False Data Stripping procedure.)

1,5c   **IS THERE SOMETHING ABOUT TAKING CARE OF YOURSELF WHICH NEVER MADE ANY SENSE TO YOU?** _____
(Handle using False Data Stripping procedure.)

1,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "TAKE CARE OF YOURSELF" THAT YOU HAD NO USE FOR?**   _____

(Handle using False Data Stripping procedure.)

1,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "TAKE CARE OF YOURSELF"?**   _____

(Handle using False Data Stripping procedure.)

1,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOURSELF"?**   _____

(2WC, E/S to F/N)

1,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOURSELF"?**   _____

(2WC, E/S to F/N)

1,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOURSELF"?**   _____

On reading terminal(s), run:

1,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

(If so, allow pc to tell you about it.)

1,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

(Handle as in 8b.)

1,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT TAKING CARE OF YOURSELF WAS A GOOD THING?**   _____

(Handle as in 8b.)

1,8e **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

(Handle as in 8b.)

1,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

(Allow pc to tell you about these, alternately to EP.)

1,9 **DO YOU HAVE ANY RESERVATIONS ABOUT TAKING CARE OF YOURSELF?**   _____

(2WC any reservations the pc may have. If 2WC does not resolve the pc's reservations, go over steps 1 through 8 again and pick up anything that has been missed, then return to step 9 and 2WC to F/N.)

1,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO TAKE CARE OF HIMSELF OR HERSELF?**   _____

(Handle any reservation as a problem by asking, "**How could that be a problem to you**?" and taking this E/S to F/N. Then F/N the original question.)

PRECEPT 1-1: GET CARE WHEN YOU ARE ILL

1-1,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

1-1,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT**.   _____

1-1,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

1-1,4   **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

1-1,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT GETTING CARE WHEN YOU ARE ILL WHICH YOU COULDN'T THINK WITH?**   _____

1-1,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT GETTING CARE WHEN YOU ARE ILL WHICH DIDN'T SEEM TO ADD UP?**   _____

1-1,5c   **IS THERE SOMETHING ABOUT GETTING CARE WHEN YOU ARE ILL WHICH NEVER MADE ANY SENSE TO YOU?**   _____

1-1,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "GET CARE WHEN YOU ARE ILL" THAT YOU HAD NO USE FOR?**   _____

1-1,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "GET CARE WHEN YOU ARE ILL"?**   _____

1-1,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "GET CARE WHEN YOU ARE ILL"?**   _____

1-1,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "GET CARE WHEN YOU ARE ILL"?**   _____

1-1,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "GET CARE WHEN YOU ARE ILL"?**   _____

1-1,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

1-1,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

1-1,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT GETTING CARE WHEN YOU ARE ILL WAS A GOOD THING?**   _____

1-1,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

1-1,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

1-1,9 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING CARE WHEN YOU ARE ILL**? _____

1-1,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO GET CARE WHEN HE OR SHE IS ILL**? _____

PRECEPT 1-2: KEEP YOUR BODY CLEAN

1-2,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

1-2,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT**. _____

1-2,3 **HAVE THE PC READ THE SECTION** (aloud). _____

1-2,4 **CLEAR ANY MIS-U WORD IN THE SECTION**. _____

1-2,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT KEEPING YOUR BODY CLEAN WHICH YOU COULDN'T THINK WITH?** _____

1-2,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT KEEPING YOUR BODY CLEAN WHICH DIDN'T SEEM TO ADD UP?** _____

1-2,5c **IS THERE SOMETHING ABOUT KEEPING YOUR BODY CLEAN WHICH NEVER MADE ANY SENSE TO YOU?** _____

1-2,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "KEEP YOUR BODY CLEAN" THAT YOU HAD NO USE FOR**? _____

1-2,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "KEEP YOUR BODY CLEAN"?** _____

1-2,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "KEEP YOUR BODY CLEAN"?** _____

1-2,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "KEEP YOUR BODY CLEAN"?** _____

1-2,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "KEEP YOUR BODY CLEAN"?** _____

1-2,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

1-2,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

1-2,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT KEEPING YOUR BODY CLEAN WAS A GOOD THING**? _____

1-2,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

1-2,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

1-2,9 **DO YOU HAVE ANY RESERVATIONS ABOUT KEEPING YOUR BODY CLEAN?** _____

1-2,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO KEEP HIS OR HER BODY CLEAN?** _____

PRECEPT 1-3: PRESERVE YOUR TEETH

1-3,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

1-3,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT**. _____

1-3,3 **HAVE THE PC READ THE SECTION** (aloud). _____

1-3,4 **CLEAR ANY MIS-U WORD IN THE SECTION**. _____

1-3,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT PRESERVING YOUR TEETH WHICH YOU COULDN'T THINK WITH?** _____

1-3,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT PRESERVING YOUR TEETH WHICH DIDN'T SEEM TO ADD UP?** _____

1-3,5c **IS THERE SOMETHING ABOUT PRESERVING YOUR TEETH WHICH NEVER MADE ANY SENSE TO YOU?** _____

1-3,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "PRESERVE YOUR TEETH" THAT YOU HAD NO USE FOR?** _____

1-3,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "PRESERVE YOUR TEETH"?** _____

1-3,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "PRESERVE YOUR TEETH"?** _____

1-3,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "PRESERVE YOUR TEETH"?** _____

1-3,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "PRESERVE YOUR TEETH"?** _____

1-3,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

1-3,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

1-3,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT PRESERVING YOUR TEETH WAS A GOOD THING?** _____

1-3,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

1-3,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

1-3,9 **DO YOU HAVE ANY RESERVATIONS ABOUT PRESERVING YOUR TEETH?** _____

1-3,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO PRESERVE HIS OR HER TEETH?** _____

PRECEPT 1-4: EAT PROPERLY

1-4,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

1-4,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

1-4,3 **HAVE THE PC READ THE SECTION** (aloud). _____

1-4,4 **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

1-4,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT EATING PROPERLY WHICH YOU COULDN'T THINK WITH?** _____

1-4,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT EATING PROPERLY WHICH DIDN'T SEEM TO ADD UP?** _____

1-4,5c **IS THERE SOMETHING ABOUT EATING PROPERLY WHICH NEVER MADE ANY SENSE TO YOU?** _____

1-4,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "EAT PROPERLY" THAT YOU HAD NO USE FOR?** _____

1-4,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "EAT PROPERLY"?** _____

1-4,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "EAT PROPERLY"?** _____

1-4,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "EAT PROPERLY"?** _____

1-4,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "EAT PROPERLY"?** _____

1-4,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

1-4,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

1-4,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT EATING PROPERLY WAS A GOOD THING**? _____

1-4,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

1-4,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

   ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

1-4,9   **DO YOU HAVE ANY RESERVATIONS ABOUT EATING PROPERLY?** _____

1-4,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO EAT PROPERLY**? _____

PRECEPT 1-5: GET REST

1-5,1   **HAVE THE PC READ THE PRECEPT** (aloud). _____

1-5,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

1-5,3   **HAVE THE PC READ THE SECTION** (aloud). _____

1-5,4   **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

1-5,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT GETTING REST WHICH YOU COULDN'T THINK WITH**? _____

1-5,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT GETTING REST WHICH DIDN'T SEEM TO ADD UP**? _____

1-5,5c   **IS THERE SOMETHING ABOUT GETTING REST WHICH NEVER MADE ANY SENSE TO YOU**? _____

1-5,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "GET REST" THAT YOU HAD NO USE FOR**? _____

1-5,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "GET REST"**? _____

1-5,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "GET REST"**? _____

1-5,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "GET REST"**? _____

1-5,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "GET REST"**? _____

1-5,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT**? _____

1-5,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

1-5,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT GETTING REST WAS A GOOD THING?**   _____

1-5,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

1-5,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

   ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

1-5,9   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING REST?**   _____

1-5,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO GET REST?**   _____

PRECEPT 2: BE TEMPERATE

2,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

2,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT**.   _____

2, 3   (Omitted)   _____

2, 4   (Omitted)   _____

2,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING TEMPERATE WHICH YOU COULDN'T THINK WITH?**   _____

2,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING TEMPERATE WHICH DIDN'T SEEM TO ADD UP?**   _____

2,5c   **IS THERE SOMETHING ABOUT BEING TEMPERATE WHICH NEVER MADE ANY SENSE TO YOU?**   _____

2,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "BE TEMPERATE" THAT YOU HAD NO USE FOR?**   _____

2,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE TEMPERATE"?**   _____

2,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE TEMPERATE"?**   _____

2,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "BE TEMPERATE"?**   _____

2,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "BE TEMPERATE"?**   _____

2,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

2,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

2,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING TEMPERATE WAS A GOOD THING?**   _____

2,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

2,8 f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

         ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

2,9   **DO YOU HAVE ANY RESERVATIONS ABOUT BEING TEMPERATE?**   _____

2,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE TEMPERATE?**   _____

PRECEPT 2-1: DO NOT TAKE HARMFUL DRUGS

2-1,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

2-1,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT**.   _____

2-1,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

2-1,4   **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

2-1,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TAKING HARMFUL DRUGS WHICH YOU COULDN'T THINK WITH?**   _____

2-1,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TAKING HARMFUL DRUGS WHICH DIDN'T SEEM TO ADD UP?**   _____

2-1,5c   **IS THERE SOMETHING ABOUT TAKING HARMFUL DRUGS WHICH NEVER MADE ANY SENSE TO YOU?**   _____

2-1,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT TAKE HARMFUL DRUGS" THAT YOU HAD NO USE FOR?**   _____

2-1,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT TAKE HARMFUL DRUGS"?**   _____

2-1,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE HARMFUL DRUGS"?**   _____

2-1,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE HARMFUL DRUGS"?**   _____

2-1,8a	**IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE HARMFUL DRUGS"?**	_____
2-1,8b	**CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**	_____
2-1,8c	**IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?	_____
2-1,8d	**IS THERE ANY TIME WHEN YOU DECIDED THAT TAKING HARMFUL DRUGS WAS A GOOD THING?**	_____
2-1,8e	**DID YOU EVER DO ANYTHING BAD TO** (name)?	_____
2-1,8f	**ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**	_____
	ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**	_____
2-1,9	**DO YOU HAVE ANY RESERVATIONS ABOUT NOT TAKING HARMFUL DRUGS?**	_____
2-1,10	**DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT TAKE HARMFUL DRUGS?**	_____

PRECEPT 2-2: DO NOT TAKE ALCOHOL TO EXCESS

2-2,1	**HAVE THE PC READ THE PRECEPT** (aloud).	_____
2-2,2	**CLEAR ANY MIS-U WORD IN THE PRECEPT.**	_____
2-2,3	**HAVE THE PC READ THE SECTION** (aloud).	_____
2-2,4	**CLEAR ANY MIS-U WORD IN THE SECTION.**	_____
2-2,5a	**IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TAKING ALCOHOL TO EXCESS WHICH YOU COULDN'T THINK WITH?**	_____
2-2,5b	**IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TAKING ALCOHOL TO EXCESS WHICH DIDN'T SEEM TO ADD UP?**	_____
2-2,5c	**IS THERE SOMETHING ABOUT TAKING ALCOHOL TO EXCESS WHICH NEVER MADE ANY SENSE TO YOU?**	_____
2-2,5d	**DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT TAKE ALCOHOL TO EXCESS" THAT YOU HAD NO USE FOR?**	_____
2-2,5e	**DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT TAKE ALCOHOL TO EXCESS"?**	_____
2-2,6	**HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE ALCOHOL TO EXCESS"?**	_____

2-2,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE ALCOHOL TO EXCESS"?** _____

2-2,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE ALCOHOL TO EXCESS"?** _____

2-2,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

2-2,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

2-2,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT TAKING ALCOHOL TO EXCESS WAS A GOOD THING?** _____

2-2,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

2-2,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

       ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

2-2,9   **DO YOU HAVE ANY RESERVATIONS ABOUT NOT TAKING ALCOHOL TO EXCESS?** _____

2-2,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT TAKE ALCOHOL TO EXCESS?** _____

PRECEPT 3: DON'T BE PROMISCUOUS

3,1   **HAVE THE PC READ THE PRECEPT** (aloud). _____

3,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

3,3   **HAVE THE PC READ THE SECTION** (aloud). _____

3,4   **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

3,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING PROMISCUOUS WHICH YOU COULDN'T THINK WITH?** _____

3,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING PROMISCUOUS WHICH DIDN'T SEEM TO ADD UP?** _____

3,5c   **IS THERE SOMETHING ABOUT BEING PROMISCUOUS WHICH NEVER MADE ANY SENSE TO YOU?** _____

3,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DON'T BE PROMISCUOUS" THAT YOU HAD NO USE FOR?** _____

3,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DON'T BE PROMISCUOUS"?** _____

3,6	**HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DON'T BE PROMISCUOUS"?**	_____
3,7	**HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DON'T BE PROMISCUOUS"?**	_____
3,8a	**IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DON'T BE PROMISCUOUS"?**	_____
3,8b	**CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**	_____
3,8c	**IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?	_____
3,8d	**IS THERE ANY TIME WHEN YOU DECIDED THAT BEING PROMISCUOUS WAS A GOOD THING?**	_____
3,8e	**DID YOU EVER DO ANYTHING BAD TO** (name)?	_____
3,8f	**ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**	_____
	ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**	_____
3,9	**DO YOU HAVE ANY RESERVATIONS ABOUT NOT BEING PROMISCUOUS?**	_____
3,10	**DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT BE PROMISCUOUS?**	_____

PRECEPT 3-1: BE FAITHFUL TO YOUR SEXUAL PARTNER

3-1,1	**HAVE THE PC READ THE PRECEPT** (aloud).	_____
3-1,2	**CLEAR ANY MIS-U WORD IN THE PRECEPT**.	_____
3-1,3	**HAVE THE PC READ THE SECTION** (aloud).	_____
3-1,4	**CLEAR ANY MIS-U WORD IN THE SECTION**.	_____
3-1,5a	**IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING FAITHFUL TO YOUR SEXUAL PARTNER WHICH YOU COULDN'T THINK WITH?**	_____
3-1,5b	**IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING FAITHFUL TO YOUR SEXUAL PARTNER WHICH DIDN'T SEEM TO ADD UP?**	_____
3-1,5c	**IS THERE SOMETHING ABOUT BEING FAITHFUL TO YOUR SEXUAL PARTNER WHICH NEVER MADE ANY SENSE TO YOU?**	_____
3-1,5d	**DID YOU COME ACROSS ANY DATA ON THE PRECEPT "BE FAITHFUL TO YOUR SEXUAL PARTNER" THAT YOU HAD NO USE FOR?**	_____

3-1,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE FAITHFUL TO YOUR SEXUAL PARTNER"?** _____

3-1,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE FAITHFUL TO YOUR SEXUAL PARTNER"?** _____

3-1,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "BE FAITHFUL TO YOUR SEXUAL PARTNER"?** _____

3-1,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "BE FAITHFUL TO YOUR SEXUAL PARTNER"?** _____

3-1,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

3-1,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

3-1,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING FAITHFUL TO YOUR SEXUAL PARTNER WAS A GOOD THING?** _____

3-1,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

3-1,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

3-1,9 **DO YOU HAVE ANY RESERVATIONS ABOUT BEING FAITHFUL TO YOUR SEXUAL PARTNER?** _____

3-1,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE FAITHFUL TO HIS OR HER SEXUAL PARTNER?** _____

PRECEPT 4: LOVE AND HELP CHILDREN

4,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

4,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT**. _____

4,3 **HAVE THE PC READ THE SECTION** (aloud). _____

4,4 **CLEAR ANY MIS-U WORD IN THE SECTION**. _____

4,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT LOVING AND HELPING CHILDREN WHICH YOU COULDN'T THINK WITH?** _____

4,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT LOVING AND HELPING CHILDREN WHICH DIDN'T SEEM TO ADD UP?** _____

4,5c **IS THERE SOMETHING ABOUT LOVING AND HELPING CHILDREN WHICH NEVER MADE ANY SENSE TO YOU?**   _____

4,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "LOVE AND HELP CHILDREN" THAT YOU HAD NO USE FOR?**   _____

4,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "LOVE AND HELP CHILDREN"?**   _____

4,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "LOVE AND HELP CHILDREN"?**   _____

4,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "LOVE AND HELP CHILDREN"?**   _____

4,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "LOVE AND HELP CHILDREN"?**   _____

4,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

4,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

4,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT LOVING AND HELPING CHILDREN WAS A GOOD THING?**   _____

4,8e **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

4,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

      ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

4,9 **DO YOU HAVE ANY RESERVATIONS ABOUT LOVING AND HELPING CHILDREN?**   _____

4,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO LOVE AND HELP CHILDREN?**   _____

PRECEPT 5: HONOR AND HELP YOUR PARENTS

5,1 **HAVE THE PC READ THE PRECEPT** (aloud).   _____

5,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT.**   _____

5,3 **HAVE THE PC READ THE SECTION** (aloud).   _____

5,4 **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

5,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT HONORING AND HELPING YOUR PARENTS WHICH YOU COULDN'T THINK WITH?**   _____

5,5b IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT HONORING AND HELPING YOUR PARENTS WHICH DIDN'T SEEM TO ADD UP? _____

5,5c IS THERE SOMETHING ABOUT HONORING AND HELPING YOUR PARENTS WHICH NEVER MADE ANY SENSE TO YOU? _____

5,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "HONOR AND HELP YOUR PARENTS" THAT YOU HAD NO USE FOR? _____

5,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "HONOR AND HELP YOUR PARENTS"? _____

5,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "HONOR AND HELP YOUR PARENTS"? _____

5,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "HONOR AND HELP YOUR PARENTS"? _____

5,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "HONOR AND HELP YOUR PARENTS"? _____

5,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

5,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

5,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT HONORING AND HELPING YOUR PARENTS WAS A GOOD THING? _____

5,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

5,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? _____

ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

5,9 DO YOU HAVE ANY RESERVATIONS ABOUT HONORING AND HELPING YOUR PARENTS? _____

5,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO HONOR AND HELP HIS OR HER PARENTS? _____

PRECEPT 6: SET A GOOD EXAMPLE

6 1 HAVE THE PC READ THE PRECEPT (aloud). _____

6,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

6 3 HAVE THE PC READ THE SECTION (aloud). _____

6,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

6,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT SETTING A GOOD EXAMPLE WHICH YOU COULDN'T THINK WITH? _____

6,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT SETTING A GOOD EXAMPLE WHICH DIDN'T SEEM TO ADD UP? _____

6,5c IS THERE SOMETHING ABOUT SETTING A GOOD EXAMPLE WHICH NEVER MADE ANY SENSE TO YOU? _____

6,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "SET A GOOD EXAMPLE" THAT YOU HAD NO USE FOR? _____

6,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "SET A GOOD EXAMPLE"? _____

6,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "SET A GOOD EXAMPLE"? _____

6,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "SET A GOOD EXAMPLE"? _____

6,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "SET A GOOD EXAMPLE"? _____

6,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

6,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

6,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT SETTING A GOOD EXAMPLE WAS A GOOD THING? _____

6,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

6,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? _____

ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

6,9 DO YOU HAVE ANY RESERVATIONS ABOUT SETTING A GOOD EXAMPLE? _____

6,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO SET A GOOD EXAMPLE? _____

PRECEPT 7: SEEK TO LIVE WITH THE TRUTH

7,1 HAVE THE PC READ THE PRECEPT (aloud). _____

7,2	**CLEAR ANY MIS-U WORD IN THE PRECEPT**.	_____
7.3	**HAVE THE PC READ THE SECTION** (aloud).	_____
7,4	**CLEAR ANY MIS-U WORD IN THE SECTION**.	_____
7,5a	**IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT SEEKING TO LIVE WITH THE TRUTH WHICH YOU COULDN'T THINK WITH?**	_____
7,5b	**IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT SEEKING TO LIVE WITH THE TRUTH WHICH DIDN'T SEEM TO ADD UP?**	_____
7,5c	**IS THERE SOMETHING ABOUT SEEKING TO LIVE WITH THE TRUTH WHICH NEVER MADE ANY SENSE TO YOU?**	_____
7,5d	**DID YOU COME ACROSS ANY DATA ON THE PRECEPT "SEEK TO LIVE WITH THE TRUTH" THAT YOU HAD NO USE FOR?**	_____
7,5e	**DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "SEEK TO LIVE WITH THE TRUTH"?**	_____
7,6	**HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "SEEK TO LIVE WITH THE TRUTH"?**	_____
7,7	**HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "SEEK TO LIVE WITH THE TRUTH"?**	_____
7,8a	**IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "SEEK TO LIVE WITH THE TRUTH"?**	_____
7,8b	**CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**	_____
7,8c	**IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?	_____
7,8d	**IS THERE ANY TIME WHEN YOU DECIDED THAT NOT SEEKING TO LIVE WITH THE TRUTH WAS A GOOD THING?**	_____
7,8e	**DID YOU EVER DO ANYTHING BAD TO** (name)?	_____
	ARE THERE ANY DIFFERENCES BETWEEN (name) **AND YOURSELF?**	_____
7,8f	**ARE THERE ANY SIMILARITIES BETWEEN** (name) **AND YOURSELF?**	_____
7,9	**DO YOU HAVE ANY RESERVATIONS ABOUT SEEKING TO LIVE WITH THE TRUTH?**	_____
7,10	**DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO SEEK TO LIVE WITH THE TRUTH?**	_____

PRECEPT 7-1: DO NOT TELL HARMFUL LIES

7-1,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

7-1,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT**.   _____

7-1,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

7-1,4   **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

7-1,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TELLING HARMFUL LIES WHICH YOU COULDN'T THINK WITH?**   _____

7-1,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TELLING HARMFUL LIES WHICH DIDN'T SEEM TO ADD UP?**   _____

7-1,5c   **IS THERE SOMETHING ABOUT TELLING HARMFUL LIES WHICH NEVER MADE ANY SENSE TO YOU?**   _____

7-1,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT TELL HARMFUL LIES" THAT YOU HAD NO USE FOR?**   _____

7-1,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT TELL HARMFUL LIES"?**   _____

7-1,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT TELL HARMFUL LIES"?**   _____

7-1,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT TELL HARMFUL LIES"?**   _____

7-1,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT TELL HARMFUL LIES"?**   _____

7-1,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

7-1,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

7-1,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT TELLING HARMFUL LIES WAS A GOOD THING?**   _____

7-1,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

7-1,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

         ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

7-1,9   **DO YOU HAVE ANY RESERVATIONS ABOUT NOT TELLING HARMFUL LIES?**   _____

7-1,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT TELL HARMFUL LIES?**   _____

PRECEPT 7-2: DO NOT BEAR FALSE WITNESS

7-2,1 **HAVE THE PC READ THE PRECEPT** (aloud).   _____

7-2,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT**.   _____

7-2,3 **HAVE THE PC READ THE SECTION** (aloud).   _____

7-2,4 **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

7-2,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEARING FALSE WITNESS WHICH YOU COULDN'T THINK WITH?**   _____

7-2,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEARING FALSE WITNESS WHICH DIDN'T SEEM TO ADD UP?**   _____

7-2,5c **IS THERE SOMETHING ABOUT BEARING FALSE WITNESS WHICH NEVER MADE ANY SENSE TO YOU?**   _____

7-2,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT BEAR FALSE WITNESS" THAT YOU HAD NO USE FOR?**   _____

7-2,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT BEAR FALSE WITNESS"?**   _____

7-2,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT BEAR FALSE WITNESS"?**   _____

7-2,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT BEAR FALSE WITNESS"?**   _____

7-2,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT BEAR FALSE WITNESS"?**   _____

7-2,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

7-2,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

7-2,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT BEARING FALSE WITNESS WAS A GOOD THING?**   _____

7-2,8e **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

7-2,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

   ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

7-2,9   **DO YOU HAVE ANY RESERVATIONS ABOUT NOT BEARING FALSE WITNESS**?   _____

7-2,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT BEAR FALSE WITNESS**?   _____

PRECEPT 8: DO NOT MURDER

8,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

8,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT**.   _____

8,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

8,4   **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

8,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT MURDER WHICH YOU COULDN'T THINK WITH**?   _____

8,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT MURDER WHICH DIDN'T SEEM TO ADD UP**?   _____

8,5c   **IS THERE SOMETHING ABOUT MURDER WHICH NEVER MADE ANY SENSE TO YOU**?   _____

8,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT MURDER" THAT YOU HAD NO USE FOR**?   _____

8,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT MURDER"**?   _____

8,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT MURDER"**?   _____

8,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT MURDER"**?   _____

8,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT MURDER"**?   _____

8,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT**?   _____

8,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

8,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT MURDER WAS A GOOD THING**?   _____

8,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

8,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF**?   _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

8,9   **DO YOU HAVE ANY RESERVATIONS ABOUT NOT MURDERING?** _____

8,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT MURDER?** _____

PRECEPT 9: DON'T DO ANYTHING ILLEGAL

9,1   **HAVE THE PC READ THE PRECEPT** (aloud). _____

9.2   **CLEAR ANY MIS-U WORD IN THE PRECEPT**. _____

9,3   **HAVE THE PC READ THE SECTION** (aloud). _____

9,4   **CLEAR ANY MIS-U WORD IN THE SECTION**. _____

9,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT DOING ILLEGAL THINGS WHICH YOU COULDN'T THINK WITH?** _____

9,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT DOING ILLEGAL THINGS WHICH DIDN'T SEEM TO ADD UP?** _____

9,5c   **IS THERE SOMETHING ABOUT DOING ILLEGAL THINGS WHICH NEVER MADE ANY SENSE TO YOU?** _____

9,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DON'T DO ANYTHING ILLEGAL" THAT YOU HAD NO USE FOR?** _____

9,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DON'T DO ANYTHING ILLEGAL"?** _____

9,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DON'T DO ANYTHING ILLEGAL"?** _____

9,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DON'T DO ANYTHING ILLEGAL"?** _____

9,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DON'T DO ANYTHING ILLEGAL"?** _____

9,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

9,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)**?** _____

9,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT DOING ILLEGAL THINGS WAS A GOOD THING?** _____

9,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)**?** _____

9,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

            ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

9,9   **DO YOU HAVE ANY RESERVATIONS ABOUT NOT DOING ANYTHING ILLEGAL?** _____

9,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT DO ANYTHING ILLEGAL?** _____

PRECEPT 10:   SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE

10,1   **HAVE THE PC READ THE PRECEPT** (aloud). _____

10,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT**. _____

10,3   **HAVE THE PC READ THE SECTION** (aloud). _____

10,4   **CLEAR ANY MIS-U WORD IN THE SECTION**. _____

10,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE WHICH YOU COULDN'T THINK WITH?** _____

10,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE WHICH DIDN'T SEEM TO ADD UP?** _____

10,5c   **IS THERE SOMETHING ABOUT SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE WHICH NEVER MADE ANY SENSE TO YOU?** _____

10,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE" THAT YOU HAD NO USE FOR?** _____

10,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE"?** _____

10,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE"?** _____

10,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE"?** _____

10,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE"?** _____

10,8b	**CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**	_____
10,8c	**IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?	_____
10,8d	**IS THERE ANY TIME WHEN YOU DECIDED THAT NOT SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE WAS A GOOD THING**?	_____
10,8e	**DID YOU EVER DO ANYTHING BAD TO** (name)?	_____
10,8f	**ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**	_____
	ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**	_____
10,9	**DO YOU HAVE ANY RESERVATIONS ABOUT SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE?**	_____
10,10	**DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE?**	_____

PRECEPT 11: DO NOT HARM A PERSON OF GOOD WILL

11,1	**HAVE THE PC READ THE PRECEPT** (aloud).	_____
11,2	**CLEAR ANY MIS-U WORD IN THE PRECEPT**.	_____
11,3	**HAVE THE PC READ THE SECTION** (aloud).	_____
11,4	**CLEAR ANY MIS-U WORD IN THE SECTION**.	_____
11,5a	**IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT HARMING PERSONS OF GOOD WILL WHICH YOU COULDN'T THINK WITH?**	_____
11,5b	**IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT HARMING PERSONS OF GOOD WILL WHICH DIDN'T SEEM TO ADD UP?**	_____
11,5c	**IS THERE SOMETHING ABOUT HARMING PERSONS OF GOOD WILL WHICH NEVER MADE ANY SENSE TO YOU?**	_____
11,5d	**DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT HARM A PERSON OF GOOD WILL" THAT YOU HAD NO USE FOR?**	_____
11,5e	**DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT HARM PERSONS OF GOOD WILL"?**	_____

11,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT HARM PERSONS OF GOOD WILL"?** _____

11,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT HARM PERSONS OF GOOD WILL"?** _____

11,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT HARM A PERSON OF GOOD WILL"?** _____

11,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

11,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

11,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT HARMING A PERSON OF GOOD WILL WAS A GOOD THING?** _____

11,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

11,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

11,9 **DO YOU HAVE ANY RESERVATIONS ABOUT NOT HARMING PERSONS OF GOOD WILL?** _____

11,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT HARM PERSONS OF GOOD WILL?** _____

PRECEPT 12: SAFEGUARD AND IMPROVE YOUR ENVIRONMENT

12,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

12,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

12,3 (OMITTED)

12,4 (OMITTED)

12,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT WHICH YOU COULDN'T THINK WITH?** _____

12,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT WHICH DIDN'T SEEM TO ADD UP?** _____

12,5c **IS THERE SOMETHING ABOUT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT WHICH NEVER MADE ANY SENSE TO YOU?** _____

12,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "SAFEGUARD AND IMPROVE YOUR ENVIRONMENT" THAT YOU HAD NO USE FOR?** _____

12,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "SAFEGUARD AND IMPROVE YOUR ENVIRONMENT"?** _____

12,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "SAFEGUARD AND IMPROVE YOUR ENVIRONMENT"?** _____

12,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "SAFEGUARD AND IMPROVE YOUR ENVIRONMENT"?** _____

12,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "SAFEGUARD AND IMPROVE YOUR ENVIRONMENT"?** _____

12,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

12,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

12,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT WAS A GOOD THING?** _____

12,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

12,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

          ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

12,9   **DO YOU HAVE ANY RESERVATIONS ABOUT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT?** _____

12,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO SAFEGUARD AND IMPROVE HIS OR HER ENVIRONMENT?** _____

PRECEPT 12-1: BE OF GOOD APPEARANCE

12-1,1   **HAVE THE PC READ THE PRECEPT** (aloud). _____

12-1,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

12-1,3   **HAVE THE PC READ THE SECTION** (aloud). _____

12-1,4   **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

12-1,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING OF GOOD APPEARANCE WHICH YOU COULDN'T THINK WITH?** _____

12-1,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING OF GOOD APPEARANCE WHICH DIDN'T SEEM TO ADD UP?** _____

12-1,5c **IS THERE SOMETHING ABOUT BEING OF GOOD APPEARANCE WHICH NEVER MADE ANY SENSE TO YOU?** _____

12-1,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "BE OF GOOD APPEARANCE" THAT YOU HAD NO USE FOR?** _____

12-1,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE OF GOOD APPEARANCE"?** _____

12-1,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE OF GOOD APPEARANCE"?** _____

12-1,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "BE OF GOOD APPEARANCE"?** _____

12-1,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "BE OF GOOD APPEARANCE"?** _____

12-1,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

12-1,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

12-1,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING OF GOOD APPEARANCE WAS A GOOD THING?** _____

12-1,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

12-1,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

12-1,9 **DO YOU HAVE ANY RESERVATIONS ABOUT BEING OF GOOD APPEARANCE?** _____

12-1,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE OF GOOD APPEARANCE?** _____

PRECEPT 12-2: TAKE CARE OF YOUR OWN AREA

12-2,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

12-2,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT**. _____

12-2,3	**HAVE THE PC READ THE SECTION** (aloud).	_____
12-2,4	**CLEAR ANY MIS-U WORD IN THE SECTION.**	_____
12-2,5a	**IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TAKING CARE OF YOUR OWN AREA WHICH YOU COULDN'T THINK WITH?**	_____
12-2,5b	**IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TAKING CARE OF YOUR OWN AREA WHICH DIDN'T SEEM TO ADD UP?**	_____
12-2,5c	**IS THERE SOMETHING ABOUT TAKING CARE OF YOUR OWN AREA WHICH NEVER MADE ANY SENSE TO YOU?**	_____
12-2,5d	**DID YOU COME ACROSS ANY DATA ON THE PRECEPT "TAKE CARE OF YOUR OWN AREA" THAT YOU HAD NO USE FOR?**	_____
12-2,5e	**DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "TAKE CARE OF YOUR OWN AREA"?**	_____
12-2,6	**HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOUR OWN AREA"?**	_____
12-2,7	**HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOUR OWN AREA"?**	_____
12-2,8a	**IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOUR OWN AREA"?**	_____
12-2,8b	**CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**	_____
12-2,8c	**IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?	_____
12-2,8d	**IS THERE ANY TIME WHEN YOU DECIDED THAT NOT TAKING CARE OF YOUR OWN AREA WAS A GOOD THING?**	_____
12-2,8e	**DID YOU EVER DO ANYTHING BAD TO** (name)?	_____
12-2,8f	**ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**	_____
	ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**	_____
12-2,9	**DO YOU HAVE ANY RESERVATIONS ABOUT TAKING CARE OF YOUR OWN AREA?**	_____
12-2,10	**DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO TAKE CARE OF HIS OR HER OWN AREA?**	_____

PRECEPT 12-3: HELP TAKE CARE OF THE PLANET

12-3,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

12-3,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT**.   _____

12-3,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

12-3,4   **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

12-3,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT HELPING TAKE CARE OF THE PLANET WHICH YOU COULDN'T THINK WITH?**   _____

12-3,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT HELPING TAKE CARE OF THE PLANET WHICH DIDN'T SEEM TO ADD UP?**   _____

12-3,5c   **IS THERE SOMETHING ABOUT HELPING TAKE CARE OF THE PLANET WHICH NEVER MADE ANY SENSE TO YOU?**   _____

12-3,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "HELP TAKE CARE OF THE PLANET" THAT YOU HAD NO USE FOR?**   _____

12-3,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "HELP TAKE CARE OF THE PLANET"?**   _____

12-3,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "HELP TAKE CARE OF THE PLANET"?**   _____

12-3,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "HELP TAKE CARE OF THE PLANET"?**   _____

12-3,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "HELP TAKE CARE OF THE PLANET"?**   _____

12-3,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

12-3,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

12-3,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT HELPING TAKE CARE OF THE PLANET WAS A GOOD THING?**   _____

12-3,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

12-3,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

    ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

12-3,9 **DO YOU HAVE ANY RESERVATIONS ABOUT HELPING TAKE CARE OF THE PLANET?** _____

12-3,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO HELP TAKE CARE OF THE PLANET?** _____

PRECEPT 13: DO NOT STEAL

13,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

13,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

13,3 **HAVE THE PC READ THE SECTION** (aloud). _____

13,4 **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

13,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT STEALING WHICH YOU COULDN'T THINK WITH?** _____

13,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT STEALING WHICH DIDN'T SEEM TO ADD UP?** _____

13,5c **IS THERE SOMETHING ABOUT STEALING WHICH NEVER MADE ANY SENSE TO YOU?** _____

13,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT STEAL" THAT YOU HAD NO USE FOR?** _____

13,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT STEAL"?** _____

13,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT STEAL"?** _____

13,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT STEAL"?** _____

13,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT STEAL"?** _____

13,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

13,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

13,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT STEALING WAS A GOOD THING?** _____

13,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

13,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

13,9   **DO YOU HAVE ANY RESERVATIONS ABOUT NOT STEALING?** _____

13,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT STEAL?** _____

PRECEPT 14: BE WORTHY OF TRUST

14,1   **HAVE THE PC READ THE PRECEPT** (aloud). _____

14,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

14,3   **HAVE THE PC READ THE SECTION** (aloud). _____

14,4   **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

14,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING WORTHY OF TRUST WHICH YOU COULDN'T THINK WITH?** _____

14,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING WORTHY OF TRUST WHICH DIDN'T SEEM TO ADD UP?** _____

14,5c   **IS THERE SOMETHING ABOUT BEING WORTHY OF TRUST WHICH NEVER MADE ANY SENSE TO YOU?** _____

14,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "BE WORTHY OF TRUST" THAT YOU HAD NO USE FOR?** _____

14,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE WORTHY OF TRUST"?** _____

14,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE WORTHY OF TRUST"?** _____

14,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "BE WORTHY OF TRUST"?** _____

14,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "BE WORTHY OF TRUST"?** _____

14,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

14,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)**?** _____

14,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING WORTHY OF TRUST WAS A GOOD THING?** _____

14,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)**?** _____

14,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

14,9 **DO YOU HAVE ANY RESERVATIONS ABOUT BEING WORTHY OF TRUST?** _____

14,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE WORTHY OF TRUST?** _____

PRECEPT 14-1: KEEP YOUR WORD ONCE GIVEN

14-1,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

14-1,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

14-1,3 **HAVE THE PC READ THE SECTION** (aloud). _____

14-1,4 **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

14-1,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT KEEPING YOUR WORD ONCE GIVEN WHICH YOU COULDN'T THINK WITH?** _____

14-1,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT KEEPING YOUR WORD ONCE GIVEN WHICH DIDN'T SEEM TO ADD UP?** _____

14-1,c **IS THERE SOMETHING ABOUT KEEPING YOUR WORD WHICH NEVER MADE ANY SENSE TO YOU?** _____

14-1,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "KEEP YOUR WORD ONCE GIVEN" THAT YOU HAD NO USE FOR?** _____

14-1,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "KEEP YOUR WORD ONCE GIVEN"?** _____

14-1,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "KEEP YOUR WORD ONCE GIVEN"?** _____

14-1,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "KEEP YOUR WORD ONCE GIVEN"?** _____

14-1,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "KEEP YOUR WORD ONCE GIVEN"?** _____

14-1,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

14-1,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

14-1,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT KEEPING YOUR WORD ONCE GIVEN WAS A GOOD THING?** _____

14-1,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

14-1,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

14-1,9 **DO YOU HAVE ANY RESERVATIONS ABOUT KEEPING YOUR WORD ONCE GIVEN**? _____

14-1,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO KEEP HIS OR HER WORD ONCE GIVEN**? _____

PRECEPT 15: FULFILL YOUR OBLIGATIONS

15,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

15,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT**. _____

15,3 **HAVE THE PC READ THE SECTION** (aloud). _____

15,4 **CLEAR ANY MIS-U WORD IN THE SECTION**. _____

15,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT FULFILLING YOUR OBLIGATIONS WHICH YOU COULDN'T THINK WITH?** _____

15,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT FULFILLING YOUR OBLIGATIONS WHICH DIDN'T SEEM TO ADD UP?** _____

15,5c **IS THERE SOMETHING ABOUT FULFILLING YOUR OBLIGATIONS WHICH NEVER MADE ANY SENSE TO YOU?** _____

15,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "FULFILL YOUR OBLIGATIONS" THAT YOU HAD NO USE FOR?** _____

15,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "FULFILL YOUR OBLIGATIONS"?** _____

15,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "FULFILL YOUR OBLIGATIONS"?** _____

15,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "FULFILL YOUR OBLIGATIONS"?** _____

15,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "FULFILL YOUR OBLIGATIONS"?** _____

15,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

15,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

15,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT FULFILLING YOUR OBLIGATIONS WAS A GOOD THING?** _____

15,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

15,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

15,9 **DO YOU HAVE ANY RESERVATIONS ABOUT FULFILLING YOUR OBLIGATIONS?** _____

15,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO FULFILL HIS OR HER OBLIGATIONS?** _____

PRECEPT 16: BE INDUSTRIOUS

16,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

16,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

16,3 **HAVE THE PC READ THE SECTION** (aloud). _____

16,4 **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

16,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING INDUSTRIOUS WHICH YOU COULDN'T THINK WITH?** _____

16,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING INDUSTRIOUS WHICH DIDN'T SEEM TO ADD UP?** _____

16,5c **IS THERE SOMETHING ABOUT BEING INDUSTRIOUS WHICH NEVER MADE ANY SENSE TO YOU?** _____

16,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "BE INDUSTRIOUS" THAT YOU HAD NO USE FOR?** _____

16,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE INDUSTRIOUS"?** _____

16,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE INDUSTRIOUS"?** _____

16,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "BE INDUSTRIOUS"?** _____

16,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "BE INDUSTRIOUS"?** _____

16,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

16,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

16,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING INDUSTRIOUS WAS A GOOD THING?**   _____

16,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

16,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

        ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

16,9   **DO YOU HAVE ANY RESERVATIONS ABOUT BEING INDUSTRIOUS?**   _____

16,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE INDUSTRIOUS?**   _____

PRECEPT 17: BE COMPETENT

17,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

17,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT**.   _____

17,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

17,4   **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

17,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING COMPETENT WHICH YOU COULDN'T THINK WITH?**   _____

17,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING COMPETENT WHICH DIDN'T SEEM TO ADD UP?**   _____

17,5c   **IS THERE SOMETHING ABOUT BEING COMPETENT WHICH NEVER MADE ANY SENSE TO YOU?**   _____

17,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "BE COMPETENT" THAT YOU HAD NO USE FOR?**   _____

17,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE COMPETENT"?**   _____

17,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE COMPETENT"?**   _____

17,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "BE COMPETENT"?**   _____

17,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "BE COMPETENT"?**   _____

17,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

17,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

17,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING COMPETENT WAS A GOOD THING?**   _____

17,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

17,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

       ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

17,9   **DO YOU HAVE ANY RESERVATIONS ABOUT BEING COMPETENT?**   _____

17,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE COMPETENT?**   _____

PRECEPT 17-1: LOOK

17-1,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

17-1,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.**   _____

17-1,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

17-1,4   **CLEAR ANY MIS-U WORD IN THE SECTION.**   _____

17-1,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT LOOKING AND SEEING WHAT YOU SEE WHICH YOU COULDN'T THINK WITH?**   _____

17-1,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT LOOKING AND SEEING WHAT YOU SEE WHICH DIDN'T SEEM TO ADD UP?**   _____

17-1,5c   **IS THERE SOMETHING ABOUT LOOKING AND SEEING WHAT YOU SEE WHICH NEVER MADE ANY SENSE TO YOU?**   _____

17-1,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "LOOK" THAT YOU HAD NO USE FOR?**   _____

17-1,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "LOOK"?**   _____

17-1,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "LOOK"?**   _____

17-1,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "LOOK"?**   _____

17-1,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "LOOK"?**   _____

17-1,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

17-1,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

17-1,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT LOOKING WAS A GOOD THING?**   _____

17-1,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

17-1,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

    ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

17-1,9   **DO YOU HAVE ANY RESERVATIONS ABOUT LOOKING?**   _____

17-1,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO LOOK?**   _____

PRECEPT 17-2: LEARN

17-2,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

17-2,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.**   _____

17-2,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

17-2,4   **CLEAR ANY MIS-U WORD IN THE SECTION.**   _____

NOTE: Commands 17-2,4a and 17-2,4b are special handling steps which are done if the pc reads on the first two sentences of precept 17-2: "**Has there ever been an instance when another had some false data about you? Did it cause you trouble?**" These special steps are also taken up if the pc becomes introverted or misemotional on reading these two sentences. As they are auditing questions, they are of course checked for read before running them.

17-2,4a   **DID YOU THINK OF AN INSTANCE WHEN ANOTHER HAD FALSE DATA ABOUT YOU?**   _____
    (2WC, E/S to F/N. L1C if needed.)

17-2,4b   **IS THERE AN INSTANCE WHEN YOU MAY HAVE CAUSED ANOTHER TROUBLE BY GIVING FALSE DATA ABOUT HIM OR HER?**   _____
    (2WC, E/S to F/N.)

17-2,5a IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT LEARNING WHICH YOU COULDN'T THINK WITH? _____

17-2,5b IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT LEARNING WHICH DIDN'T SEEM TO ADD UP? _____

17-2,5c IS THERE SOMETHING ABOUT LEARNING WHICH NEVER MADE ANY SENSE TO YOU? _____

17-2,5d DID YOU COME ACROSS ANY DATA ON THE PRECEPT "LEARN" THAT YOU HAD NO USE FOR? _____

17-2,5e DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "LEARN"? _____

17-2,6 HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "LEARN"? _____

17-2,7 HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "LEARN"? _____

17-2,8a IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "LEARN"? _____

17-2,8b CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED (name) DOING THAT? _____

17-2,8c IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE (name)? _____

17-2,8d IS THERE ANY TIME WHEN YOU DECIDED THAT NOT LEARNING WAS A GOOD THING? _____

17-2,8e DID YOU EVER DO ANYTHING BAD TO (name)? _____

17-2,8f ARE THERE ANY DIFFERENCES BETWEEN (name) AND YOURSELF? _____

ARE THERE ANY SIMILARITIES BETWEEN (name) AND YOURSELF? _____

17-2,9 DO YOU HAVE ANY RESERVATIONS ABOUT LEARNING? _____

17-2,10 DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO LEARN? _____

PRECEPT 17-3: PRACTICE

17-3,1 HAVE THE PC READ THE PRECEPT (aloud). _____

17-3,2 CLEAR ANY MIS-U WORD IN THE PRECEPT. _____

17-3,3 HAVE THE PC READ THE SECTION (aloud). _____

17-3,4 CLEAR ANY MIS-U WORD IN THE SECTION. _____

17-3,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT PRACTICING WHICH YOU COULDN'T THINK WITH?** _____

17-3,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT PRACTICING WHICH DIDN'T SEEM TO ADD UP?** _____

17-3,5c **IS THERE SOMETHING ABOUT PRACTICING WHICH NEVER MADE ANY SENSE TO YOU?** _____

17-3,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "PRACTICE" THAT YOU HAD NO USE FOR?** _____

17-3,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "PRACTICE"?** _____

17-3,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "PRACTICE"?** _____

17-3,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "PRACTICE"?** _____

17-3,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "PRACTICE"?** _____

17-3,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

17-3,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

17-3,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT PRACTICING WAS A GOOD THING?** _____

17-3,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

17-3,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

17-3,9 **DO YOU HAVE ANY RESERVATIONS ABOUT PRACTICING?** _____

17-3,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO PRACTICE?** _____

PRECEPT 18: RESPECT THE RELIGIOUS BELIEFS OF OTHERS

18,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

18,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

18,3 **HAVE THE PC READ THE SECTION** (aloud). _____

18,4 **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

18,5a　　**IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS WHICH YOU COULDN'T THINK WITH?**　　_____

18,5b　　**IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS WHICH DIDN'T SEEM TO ADD UP?**　　_____

18,5c　　**IS THERE SOMETHING ABOUT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS WHICH NEVER MADE ANY SENSE TO YOU?**　　_____

18,5d　　**DID YOU COME ACROSS ANY DATA ON THE PRECEPT "RESPECT THE RELIGIOUS BELIEFS OF OTHERS" THAT YOU HAD NO USE FOR?**　　_____

18,5e　　**DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "RESPECT THE RELIGIOUS BELIEFS OF OTHERS"?**　　_____

18,6　　**HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "RESPECT THE RELIGIOUS BELIEFS OF OTHERS"?**　　_____

18,7　　**HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "RESPECT THE RELIGIOUS BELIEFS OF OTHERS"?**　　_____

18,8a　　**IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "RESPECT THE RELIGIOUS BELIEFS OF OTHERS"?**　　_____

18,8b　　**CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**　　_____

18,8c　　**IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?　　_____

18,8d　　**IS THERE ANY TIME WHEN YOU DECIDED THAT NOT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS WAS A GOOD THING?**　　_____

18,8e　　**DID YOU EVER DO ANYTHING BAD TO** (name)?　　_____

18,8f　　**ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**　　_____

　　　　ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**　　_____

18,9　　**DO YOU HAVE ANY RESERVATIONS ABOUT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS?**　　_____

18,10　　**DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO RESPECT THE RELIGIOUS BELIEFS OF OTHERS?**　　_____

PRECEPT 19: TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU

19,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

19,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT**.   _____

19,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

19,4   **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

19,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS
         ABOUT TRYING NOT TO DO THINGS TO OTHERS
         THAT YOU WOULD NOT LIKE THEM TO DO TO
         YOU WHICH YOU COULDN'T THINK WITH?**   _____

19,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED
         ABOUT TRYING NOT TO DO THINGS TO OTHERS
         THAT YOU WOULD NOT LIKE THEM TO DO TO
         YOU WHICH DIDN'T SEEM TO ADD UP?**   _____

19,5c   **IS THERE SOMETHING ABOUT TRYING NOT TO
         DO THINGS TO OTHERS THAT YOU WOULD NOT
         LIKE THEM TO DO TO YOU WHICH NEVER MADE
         ANY SENSE TO YOU?**   _____

19,5d   **DID YOU COME ACROSS ANY DATA ON THE
         PRECEPT "TRY NOT TO DO THINGS TO OTHERS
         THAT YOU WOULD NOT LIKE THEM TO DO TO
         YOU" THAT YOU HAD NO USE FOR?**   _____

19,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT
         UNNECESSARY FOR YOU TO FOLLOW THE
         PRECEPT "TRY NOT TO DO THINGS TO OTHERS
         THAT YOU WOULD NOT LIKE THEM TO DO TO YOU"?**   _____

19,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST
         THE PRECEPT "TRY NOT TO DO THINGS TO
         OTHERS THAT YOU WOULD NOT LIKE THEM TO
         DO TO YOU"?**   _____

19,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE
         PRECEPT "TRY NOT TO DO THINGS TO OTHERS
         THAT YOU WOULD NOT LIKE THEM TO DO TO YOU"?**   _____

19,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST
         WHO REALLY TRANSGRESSED AGAINST THE
         PRECEPT "TRY NOT TO DO THINGS TO OTHERS
         THAT YOU WOULD NOT LIKE THEM TO DO TO YOU"?**   _____

19,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN
         YOU OBSERVED** (name) **DOING THAT?**   _____

19,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE
         LIKE** (name)?   _____

19,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT
         DOING THINGS TO OTHERS THAT YOU WOULD
         NOT LIKE THEM TO DO TO YOU WAS A GOOD THING?**   _____

| 19,8e | **DID YOU EVER DO ANYTHING BAD TO** (name)? | _____ |

| 19,8f | **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** | _____ |

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

| 19,9 | **DO YOU HAVE ANY RESERVATIONS ABOUT TRYING NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU?** | _____ |

| 19,10 | **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO TRY NOT TO DO THINGS TO OTHERS THAT HE WOULD NOT LIKE OTHERS TO DO TO HIM?** | _____ |

PRECEPT 20:   TRY TO TREAT OTHERS AS YOU WOULD WANT THEM TO TREAT YOU

| 20,1 | **HAVE THE PC READ THE PRECEPT** (aloud). | _____ |

| 20,2 | **CLEAR ANY MIS-U WORD IN THE PRECEPT.** | _____ |

| 20,3 20,4 | **Due to the length of the text of this precept**, **the Word Clearing of the text is done by having the pc read over one section or part of the text**, **and then checking for Mis-Us in that part**. Each of the virtues is taken up and word cleared individually. | _____ |

| 20,5 | **Get the pc to imagine being treated by others according to each virtue in turn**. One simply has the pc imagine each, then tell you how he imagined it. If the pc has some charge on a virtue, handle it with 2WC. Each virtue should F/N on the pc imagining being treated that way. |

"**CAN YOU IMAGINE BEING TREATED _____**"
"**TELL ME HOW YOU IMAGINED IT**"
  (unless pc has already told you).

5a.	**justly?**	_____	5k.	**with forgiveness?**	_____
5b.	**with loyalty?**	_____	5l.	**benevolently?**	_____
5c.	**with good sportsmanship?**	_____	5m.	**with belief in you?**	_____
5d.	**fairly?**	_____	5n.	**with respect?**	_____
5e.	**honestly?**	_____	5o.	**politely?**	_____
5f.	**with kindness?**	_____	5p.	**with dignity?**	_____
5g.	**considerately?**	_____	5q.	**with admiration?**	_____
5h.	**with compassion?**	_____	5r.	**with appreciation?**	_____
5i.	**with self-control?**	_____	5s.	**with friendliness?**	_____
5j.	**with tolerance?**	_____	5t.	**with love?**	_____
			5u.	**with integrity?**	_____

20,6 **Get the pc to imagine treating another in that fashion**.
(This is handled the same way as 20,5.)

"CAN YOU IMAGINE TREATING ANOTHER AND OTHERS _____"
"TELL ME HOW YOU IMAGINED DOING IT."

6a.	**justly**?	_____	6k.	**with forgiveness**? _____
6b.	**with loyalty**?	_____	6l.	**benevolently**? _____
6c.	**with good**	_____	6m.	**with belief in you**? _____
	sportsmanship?	_____	6n.	**with respect**? _____
6d.	**fairly**?	_____	6o.	**politely**? _____
6e.	**honestly**?	_____	6p.	**with dignity**? _____
6f.	**with kindness**?	_____	6q.	**with admiration**? _____
6g.	**considerately**?	_____	6r.	**with appreciation**? _____
6h.	**with compassion**?	_____	6s.	**with friendliness**? _____
6i.	**with self-control**?	_____	6t.	**with love**? _____
6j.	**with tolerance**?	_____	6u.	**with integrity**? _____

20,7 **HAVE THE PC REREAD THE PRECEPT** (full text). _____

20,8 **DO YOU HAVE ANY RESERVATIONS ABOUT LIKE TRYING TO TREAT OTHERS AS YOU WOULD THEM TO TREAT YOU?** _____

20,9 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING OTHERS TO TREAT YOU THE WAY THEY WOULD WANT TO BE TREATED?** _____

PRECEPT 21: FLOURISH AND PROSPER

21,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

21,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT**. _____

21,3 **HAVE THE PC READ THE SECTION** (aloud). _____

21,4 **CLEAR ANY MIS-U WORD IN THE SECTION**. _____

21,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT FLOURISHING AND PROSPERING WHICH YOU COULDN'T THINK WITH?** _____

21,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT FLOURISHING AND PROSPERING WHICH DIDN'T SEEM TO ADD UP?** _____

21,5c **IS THERE SOMETHING ABOUT FLOURISHING AND PROSPERING WHICH NEVER MADE ANY SENSE TO YOU?** _____

21,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "FLOURISH AND PROSPER" THAT YOU HAD NO USE FOR?** _____

21,5e	**DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "FLOURISH AND PROSPER"?**	_____
21,6	**HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "FLOURISH AND PROSPER"?**	_____
21,7	**HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "FLOURISH AND PROSPER"?**	_____
21,8a	**IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "FLOURISH AND PROSPER"?**	_____
21,8b	**CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**	_____
21,8c	**IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?	_____
21,8d	**IS THERE ANY TIME WHEN YOU DECIDED THAT NOT FLOURISHING AND PROSPERING WAS A GOOD THING?**	_____
21,8e	**DID YOU EVER DO ANYTHING BAD TO** (name)?	_____
21,8f	**ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**	_____
	ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**	_____
21,9	**DO YOU HAVE ANY RESERVATIONS ABOUT FLOURISHING AND PROSPERING?**	_____
21,10	**DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO FLOURISH AND PROSPER?**	_____

EPILOGUE

EP 1.	**HAVE THE PC READ THE EPILOGUE** (aloud).	_____
EP 2.	**CLEAR UP ANY MIS-U WORD IN IT**.	_____
EP 3.	**IS THERE ANYTHING IN THE EPILOGUE THAT YOU DISAGREE WITH?**	_____

(Find out what it is and acknowledge it. Check for and handle any Mis-U words in the epilogue, then check for and handle any false data on it with standard False Data Stripping procedure. Once handled, have the pc read the epilogue again.)

EP 4.	**DO YOU ANTICIPATE ANY DIFFICULTY IN APPLYING WHAT YOU READ IN THE EPILOGUE?**	_____

(If so, 2WC to F/N. Flatten any incomplete precept that may come up.)

EP 5.   **DO YOU HAVE ANY RESERVATIONS ABOUT FOLLOWING THE PRECEPTS OF The Way to Happiness**?   _____

(If so, 2WC to F/N. If this does not fully handle, the RD is incomplete. Return the folder to the C/S who will C/S for any needed repair and completion of the RD.)

EP 6.   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING ANOTHER OR OTHERS TO FOLLOW THE PRECEPTS OF The Way to Happiness**?   _____

(If so, handle as in EP 5.)

EP 7.   **HOW DO YOUR LIFE AND FUTURE SEEM TO YOU NOW**? _____

(Allow the pc to tell you. The pc should be VVGIs and F/Ning at this point. If this is not the case, handle any obvious out-rud or do an HRL, and get the folder to the C/S .)

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 JANUARY 1984

Happiness Rundown Series 4

HAPPINESS RUNDOWN
COMMAND SHEETS

Refs:

HCOB 17 Jan. 84	HRD Series 2
	HAPPINESS RUNDOWN BASICS
HCOB 18 Jan. 84	HRD Series 3
	HOW TO AUDIT THE HRD
HCOB 23 June 80RA	CHECKING QUESTIONS ON GRADES
Rev. 25.10.83	PROCESSES
HCOB 7 Aug. 79	FALSE DATA STRIPPING
HCOB 9 Aug. 78 II	CLEARING COMMANDS

This issue contains the commands for use in auditing the Happiness Rundown. It is kept in the pc's folder and followed by the auditor in session. The auditor notes the number of the command asked on the worksheet and checks it off in the command sheet when it is completed. This assists the auditor in keeping his track of what commands have been run. The C/S uses the command sheets to follow the auditor's progress.

Each of the auditing questions is cleared the first time it appears. Once the basic commands of the procedure are cleared, they need not be cleared each time they appear with a new precept. The pc will already have cleared the precept thoroughly as part of the first steps of handling it. (Ref: HCOB 9 Aug. 78 II, CLEARING COMMANDS)

The auditor must be thoroughly familiar with the procedure of the HRD as covered in HCOB 18 Jan. 84, HRD Series 3, HOW TO AUDIT THE HRD.

Caution: Do not go past a major win on a particular moral or precept.

Caution: If you get a persistent F/N, end off the session at that point.

PC's NAME: _____ DATE: _____

HAPPINESS RUNDOWN COMMANDS

0000.   Have the pc read the beginning chapter of the booklet, entitled "Happiness," and ensure that he understands it.

000.   Find out if the pc has read the booklet *The Way to Happiness.* If he has, ask him, "Did you have any realizations or gains from reading the booklet?" Rehab.

00.   Using HCOB 7 Aug. 79, FALSE DATA STRIPPING, clear the concept of false data and the procedure used in False Data Stripping. Have the pc give examples, demos, etc., so that these are fully grasped. Let the pc know that part of the procedure you will be using on the rundown involves this data and technique.

0.   Clear the words of the Happiness Rundown Repair List, using HCOB 20 July 88, HRD Series 5R-1, HAPPINESS RUNDOWN REPAIR LIST WORD LIST.

SECTION A: MORALITY STEPS

A-1 **CLEAR THE WORDS: "MORAL" AND "MORALITY."** _____
(Use the definition given in the footnote in the booklet and a regular dictionary as needed to fully clear these words.)

A-2 **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT MORALITY WHICH YOU COULDN'T THINK WITH**? _____
(Handle using full False Data Stripping procedure. Questions A-3 through A-6 may also be used to ensure that any false data on morality is fully handled, according to the tech of False Data Stripping.)

A-3 **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT MORALITY WHICH DIDN'T SEEM TO ADD UP?** _____

A-4 **IS THERE SOMETHING ABOUT MORALITY WHICH NEVER MADE ANY SENSE TO YOU?** _____

A-5 **DID YOU COME ACROSS ANY DATA ABOUT MORALITY THAT YOU HAD NO USE FOR?** _____

A-6 **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO BEHAVE MORALLY?** _____

A-7 **TELL ME YOUR IDEAS AND CONSIDERATIONS ABOUT MORALITY**. _____
(2WC to F/N)

PRECEPT 1: TAKE CARE OF YOURSELF

1,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

1,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT**. _____

1,3 (Omitted-there is no text here for the pc to read.)

1,4 (Omitted)

1,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TAKING CARE OF YOURSELF WHICH YOU COULDN'T THINK WITH**? _____
(If so, ask the pc to tell you about it and handle using False Data Stripping procedure. Questions 5b through 5e may also be used to find and fully handle any false data the pc may have on this precept.)

1,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TAKING CARE OF YOURSELF WHICH DIDN'T SEEM TO ADD UP?** _____
(Handle using False Data Stripping procedure.)

1,5c **IS THERE SOMETHING ABOUT TAKING CARE OF YOURSELF WHICH NEVER MADE ANY SENSE TO YOU?** _____
(Handle using False Data Stripping procedure.)

1,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "TAKE CARE OF YOURSELF" THAT YOU HAD NO USE FOR?**   _____

(Handle using False Data Stripping procedure.)

1,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "TAKE CARE OF YOURSELF"?**   _____

(Handle using False Data Stripping procedure.)

1,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOURSELF"?**   _____

(2WC, E/S to F/N)

1,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOURSELF"?**   _____

(2WC, E/S to F/N)

1,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOURSELF"?**   _____

On reading terminal(s), run:

1,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

(If so, allow pc to tell you about it.)

1,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

(Handle as in 8b.)

1,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT TAKING CARE OF YOURSELF WAS A GOOD THING?**   _____

(Handle as in 8b.)

1,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

(Handle as in 8b.)

1,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

(Allow pc to tell you about these, alternately to EP.)

1,9   **DO YOU HAVE ANY RESERVATIONS ABOUT TAKING CARE OF YOURSELF?**   _____

(2WC any reservations the pc may have. If 2WC does not resolve the pc's reservations, go over steps 1 through 8 again and pick up anything that has been missed, then return to step 9 and 2WC to F/N.)

1,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO TAKE CARE OF HIMSELF OR HERSELF?**   _____

(Handle any reservation as a problem by asking, "**How could that be a problem to you**?" and taking this E/S to F/N. Then F/N the original question.)

PRECEPT 1-1: GET CARE WHEN YOU ARE ILL

1-1,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

1-1,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.**   _____

1-1,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

1-1,4   **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

1-1,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT GETTING CARE WHEN YOU ARE ILL WHICH YOU COULDN'T THINK WITH?**   _____

1-1,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT GETTING CARE WHEN YOU ARE ILL WHICH DIDN'T SEEM TO ADD UP?**   _____

1-1,5c   **IS THERE SOMETHING ABOUT GETTING CARE WHEN YOU ARE ILL WHICH NEVER MADE ANY SENSE TO YOU?**   _____

1-1,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "GET CARE WHEN YOU ARE ILL" THAT YOU HAD NO USE FOR?**   _____

1-1,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "GET CARE WHEN YOU ARE ILL"?**   _____

1-1,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "GET CARE WHEN YOU ARE ILL"?**   _____

1-1,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "GET CARE WHEN YOU ARE ILL"?**   _____

1-1,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "GET CARE WHEN YOU ARE ILL"?**   _____

1-1,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

1-1,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

1-1,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT GETTING CARE WHEN YOU ARE ILL WAS A GOOD THING?**   _____

1-1,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

1-1,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

1-1,9 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING CARE WHEN YOU ARE ILL?** _____

1-1,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO GET CARE WHEN HE OR SHE IS ILL?** _____

PRECEPT 1-2: KEEP YOUR BODY CLEAN

1-2,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

1-2,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

1-2,3 **HAVE THE PC READ THE SECTION** (aloud). _____

1-2,4 **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

1-2,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT KEEPING YOUR BODY CLEAN WHICH YOU COULDN'T THINK WITH?** _____

1-2,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT KEEPING YOUR BODY CLEAN WHICH DIDN'T SEEM TO ADD UP?** _____

1-2,5c **IS THERE SOMETHING ABOUT KEEPING YOUR BODY CLEAN WHICH NEVER MADE ANY SENSE TO YOU?** _____

1-2,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "KEEP YOUR BODY CLEAN" THAT YOU HAD NO USE FOR?** _____

1-2,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "KEEP YOUR BODY CLEAN"?** _____

1-2,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "KEEP YOUR BODY CLEAN"?** _____

1-2,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "KEEP YOUR BODY CLEAN"?** _____

1-2,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "KEEP YOUR BODY CLEAN"?** _____

1-2,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

1-2,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

1-2,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT KEEPING YOUR BODY CLEAN WAS A GOOD THING?** _____

1-2,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

1-2,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

1-2,9 **DO YOU HAVE ANY RESERVATIONS ABOUT KEEPING YOUR BODY CLEAN?** _____

1-2,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO KEEP HIS OR HER BODY CLEAN?** _____

PRECEPT 1-3: PRESERVE YOUR TEETH

1-3,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

1-3,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

1-3,3 **HAVE THE PC READ THE SECTION** (aloud). _____

1-3,4 **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

1-3,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT PRESERVING YOUR TEETH WHICH YOU COULDN'T THINK WITH?** _____

1-3,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT PRESERVING YOUR TEETH WHICH DIDN'T SEEM TO ADD UP?** _____

1-3,5c **IS THERE SOMETHING ABOUT PRESERVING YOUR TEETH WHICH NEVER MADE ANY SENSE TO YOU?** _____

1-3,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "PRESERVE YOUR TEETH" THAT YOU HAD NO USE FOR?** _____

1-3,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "PRESERVE YOUR TEETH"?** _____

1-3,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "PRESERVE YOUR TEETH"?** _____

1-3,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "PRESERVE YOUR TEETH"?** _____

1-3,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "PRESERVE YOUR TEETH"?** _____

1-3,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

1-3,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

1-3,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT PRESERVING YOUR TEETH WAS A GOOD THING?** _____

1-3,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

1-3,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

1-3,9 **DO YOU HAVE ANY RESERVATIONS ABOUT PRESERVING YOUR TEETH?** _____

1-3,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO PRESERVE HIS OR HER TEETH?** _____

PRECEPT 1-4: EAT PROPERLY

1-4,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

1-4,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

1-4,3 **HAVE THE PC READ THE SECTION** (aloud). _____

1-4,4 **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

1-4,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT EATING PROPERLY WHICH YOU COULDN'T THINK WITH?** _____

1-4,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT EATING PROPERLY WHICH DIDN'T SEEM TO ADD UP?** _____

1-4,5c **IS THERE SOMETHING ABOUT EATING PROPERLY WHICH NEVER MADE ANY SENSE TO YOU?** _____

1-4,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "EAT PROPERLY" THAT YOU HAD NO USE FOR?** _____

1-4,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "EAT PROPERLY"?** _____

1-4,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "EAT PROPERLY"?** _____

1-4,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "EAT PROPERLY"?** _____

1-4,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "EAT PROPERLY"?** _____

1-4,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

1-4,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

1-4,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT EATING PROPERLY WAS A GOOD THING**?   _____

1-4,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

1-4,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

             ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

1-4,9   **DO YOU HAVE ANY RESERVATIONS ABOUT EATING PROPERLY?**   _____

1-4,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO EAT PROPERLY**?   _____

PRECEPT 1-5: GET REST

1-5,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

1-5,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT**.   _____

1-5,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

1-5,4   **CLEAR ANY MIS-U WORD IN THE SECTION.**   _____

1-5,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT GETTING REST WHICH YOU COULDN'T THINK WITH?**   _____

1-5,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT GETTING REST WHICH DIDN'T SEEM TO ADD UP?**   _____

1-5,5c   **IS THERE SOMETHING ABOUT GETTING REST WHICH NEVER MADE ANY SENSE TO YOU?**   _____

1-5,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "GET REST" THAT YOU HAD NO USE FOR?**   _____

1-5,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "GET REST"?**   _____

1-5,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "GET REST"?**   _____

1-5,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "GET REST"?**   _____

1-5,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "GET REST"?**   _____

1-5,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

1-5,8c	**IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?	_____
1-5,8d	**IS THERE ANY TIME WHEN YOU DECIDED THAT NOT GETTING REST WAS A GOOD THING?**	_____
1-5,8e	**DID YOU EVER DO ANYTHING BAD TO** (name)?	_____
1-5,8f	**ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**	_____
	ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**	_____
1-5,9	**DO YOU HAVE ANY RESERVATIONS ABOUT GETTING REST?**	_____
1-5,10	**DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO GET REST?**	_____

PRECEPT 2: BE TEMPERATE

2,1	**HAVE THE PC READ THE PRECEPT** (aloud).	_____
2,2	**CLEAR ANY MIS-U WORD IN THE PRECEPT**.	_____
2, 3	(Omitted)	_____
2, 4	(Omitted)	_____
2,5a	**IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING TEMPERATE WHICH YOU COULDN'T THINK WITH?**	_____
2,5b	**IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING TEMPERATE WHICH DIDN'T SEEM TO ADD UP?**	_____
2,5c	**IS THERE SOMETHING ABOUT BEING TEMPERATE WHICH NEVER MADE ANY SENSE TO YOU?**	_____
2,5d	**DID YOU COME ACROSS ANY DATA ON THE PRECEPT "BE TEMPERATE" THAT YOU HAD NO USE FOR?**	_____
2,5e	**DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE TEMPERATE"?**	_____
2,6	**HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE TEMPERATE"?**	_____
2,7	**HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "BE TEMPERATE"?**	_____
2,8a	**IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "BE TEMPERATE"?**	_____

2,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

2,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

2,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING TEMPERATE WAS A GOOD THING?** _____

2,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

2,8 f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

           ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

2,9   **DO YOU HAVE ANY RESERVATIONS ABOUT BEING TEMPERATE?** _____

2,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE TEMPERATE?** _____

PRECEPT 2-1: DO NOT TAKE HARMFUL DRUGS

2-1,1   **HAVE THE PC READ THE PRECEPT** (aloud). _____

2-1,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

2-1,3   **HAVE THE PC READ THE SECTION** (aloud). _____

2-1,4   **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

2-1,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TAKING HARMFUL DRUGS WHICH YOU COULDN'T THINK WITH?** _____

2-1,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TAKING HARMFUL DRUGS WHICH DIDN'T SEEM TO ADD UP?** _____

2-1,5c   **IS THERE SOMETHING ABOUT TAKING HARMFUL DRUGS WHICH NEVER MADE ANY SENSE TO YOU?** _____

2-1,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT TAKE HARMFUL DRUGS" THAT YOU HAD NO USE FOR?** _____

2-1,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT TAKE HARMFUL DRUGS"?** _____

2-1,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE HARMFUL DRUGS"?** _____

2-1,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE HARMFUL DRUGS"?** _____

2-1,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE HARMFUL DRUGS"?**   _____

2-1,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

2-1,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

2-1,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT TAKING HARMFUL DRUGS WAS A GOOD THING?**   _____

2-1,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

2-1,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

2-1,9   **DO YOU HAVE ANY RESERVATIONS ABOUT NOT TAKING HARMFUL DRUGS?**   _____

2-1,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT TAKE HARMFUL DRUGS?**   _____

PRECEPT 2-2: DO NOT TAKE ALCOHOL TO EXCESS

2-2,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

2-2,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.**   _____

2-2,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

2-2,4   **CLEAR ANY MIS-U WORD IN THE SECTION.**   _____

2-2,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TAKING ALCOHOL TO EXCESS WHICH YOU COULDN'T THINK WITH?**   _____

2-2,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TAKING ALCOHOL TO EXCESS WHICH DIDN'T SEEM TO ADD UP?**   _____

2-2,5c   **IS THERE SOMETHING ABOUT TAKING ALCOHOL TO EXCESS WHICH NEVER MADE ANY SENSE TO YOU?**   _____

2-2,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT TAKE ALCOHOL TO EXCESS" THAT YOU HAD NO USE FOR?**   _____

2-2,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT TAKE ALCOHOL TO EXCESS"?**   _____

2-2,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE ALCOHOL TO EXCESS"?**   _____

2-2,7	**HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE ALCOHOL TO EXCESS"?**	_____

2-2,8a	**IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT TAKE ALCOHOL TO EXCESS"?**	_____

2-2,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

2-2,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

2-2,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT TAKING ALCOHOL TO EXCESS WAS A GOOD THING?**   _____

2-2,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

2-2,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

       ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

2-2,9   **DO YOU HAVE ANY RESERVATIONS ABOUT NOT TAKING ALCOHOL TO EXCESS?**   _____

2-2,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT TAKE ALCOHOL TO EXCESS?**   _____

PRECEPT 3: DON'T BE PROMISCUOUS

3,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

3,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.**   _____

3,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

3,4   **CLEAR ANY MIS-U WORD IN THE SECTION.**   _____

3,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING PROMISCUOUS WHICH YOU COULDN'T THINK WITH?**   _____

3,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING PROMISCUOUS WHICH DIDN'T SEEM TO ADD UP?**   _____

3,5c   **IS THERE SOMETHING ABOUT BEING PROMISCUOUS WHICH NEVER MADE ANY SENSE TO YOU?**   _____

3,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DON'T BE PROMISCUOUS" THAT YOU HAD NO USE FOR?**   _____

3,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DON'T BE PROMISCUOUS"?**   _____

3,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DON'T BE PROMISCUOUS"?** _____

3,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DON'T BE PROMISCUOUS"?** _____

3,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DON'T BE PROMISCUOUS"?** _____

3,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

3,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

3,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT BEING PROMISCUOUS WAS A GOOD THING?** _____

3,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

3,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

3,9 **DO YOU HAVE ANY RESERVATIONS ABOUT NOT BEING PROMISCUOUS?** _____

3,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT BE PROMISCUOUS?** _____

PRECEPT 3-1: BE FAITHFUL TO YOUR SEXUAL PARTNER

3-1,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

3-1,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT**. _____

3-1,3 **HAVE THE PC READ THE SECTION** (aloud). _____

3-1,4 **CLEAR ANY MIS-U WORD IN THE SECTION**. _____

3-1,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING FAITHFUL TO YOUR SEXUAL PARTNER WHICH YOU COULDN'T THINK WITH?** _____

3-1,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING FAITHFUL TO YOUR SEXUAL PARTNER WHICH DIDN'T SEEM TO ADD UP?** _____

3-1,5c **IS THERE SOMETHING ABOUT BEING FAITHFUL TO YOUR SEXUAL PARTNER WHICH NEVER MADE ANY SENSE TO YOU?** _____

3-1,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "BE FAITHFUL TO YOUR SEXUAL PARTNER" THAT YOU HAD NO USE FOR?** _____

3-1,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE FAITHFUL TO YOUR SEXUAL PARTNER"?** _____

3-1,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE FAITHFUL TO YOUR SEXUAL PARTNER"?** _____

3-1,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "BE FAITHFUL TO YOUR SEXUAL PARTNER"?** _____

3-1,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "BE FAITHFUL TO YOUR SEXUAL PARTNER"?** _____

3-1,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

3-1,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

3-1,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING FAITHFUL TO YOUR SEXUAL PARTNER WAS A GOOD THING?** _____

3-1,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

3-1,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

3-1,9 **DO YOU HAVE ANY RESERVATIONS ABOUT BEING FAITHFUL TO YOUR SEXUAL PARTNER?** _____

3-1,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE FAITHFUL TO HIS OR HER SEXUAL PARTNER?** _____

PRECEPT 4: LOVE AND HELP CHILDREN

4,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

4,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT**. _____

4,3 **HAVE THE PC READ THE SECTION** (aloud). _____

4,4 **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

4,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT LOVING AND HELPING CHILDREN WHICH YOU COULDN'T THINK WITH?** _____

4,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT LOVING AND HELPING CHILDREN WHICH DIDN'T SEEM TO ADD UP?** _____

4,5c **IS THERE SOMETHING ABOUT LOVING AND HELPING CHILDREN WHICH NEVER MADE ANY SENSE TO YOU?** _____

4,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "LOVE AND HELP CHILDREN" THAT YOU HAD NO USE FOR?** _____

4,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "LOVE AND HELP CHILDREN"?** _____

4,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "LOVE AND HELP CHILDREN"?** _____

4,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "LOVE AND HELP CHILDREN"?** _____

4,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "LOVE AND HELP CHILDREN"?** _____

4,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

4,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

4,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT LOVING AND HELPING CHILDREN WAS A GOOD THING?** _____

4,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

4,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

4,9 **DO YOU HAVE ANY RESERVATIONS ABOUT LOVING AND HELPING CHILDREN?** _____

4,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO LOVE AND HELP CHILDREN?** _____

PRECEPT 5: HONOR AND HELP YOUR PARENTS

5,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

5,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

5,3 **HAVE THE PC READ THE SECTION** (aloud). _____

5,4 **CLEAR ANY MIS-U WORD IN THE SECTION**. _____

5,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT HONORING AND HELPING YOUR PARENTS WHICH YOU COULDN'T THINK WITH?** _____

5,5b	**IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT HONORING AND HELPING YOUR PARENTS WHICH DIDN'T SEEM TO ADD UP?**	_____
5,5c	**IS THERE SOMETHING ABOUT HONORING AND HELPING YOUR PARENTS WHICH NEVER MADE ANY SENSE TO YOU?**	_____
5,5d	**DID YOU COME ACROSS ANY DATA ON THE PRECEPT "HONOR AND HELP YOUR PARENTS" THAT YOU HAD NO USE FOR?**	_____
5,5e	**DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "HONOR AND HELP YOUR PARENTS"?**	_____
5,6	**HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "HONOR AND HELP YOUR PARENTS"?**	_____
5,7	**HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "HONOR AND HELP YOUR PARENTS"?**	_____
5,8a	**IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "HONOR AND HELP YOUR PARENTS"?**	_____
5,8b	**CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**	_____
5,8c	**IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)**?**	_____
5,8d	**IS THERE ANY TIME WHEN YOU DECIDED THAT NOT HONORING AND HELPING YOUR PARENTS WAS A GOOD THING?**	_____
5,8e	**DID YOU EVER DO ANYTHING BAD TO** (name)**?**	_____
5,8f	**ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**	_____
	ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**	_____
5,9	**DO YOU HAVE ANY RESERVATIONS ABOUT HONORING AND HELPING YOUR PARENTS?**	_____
5,10	**DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO HONOR AND HELP HIS OR HER PARENTS?**	_____

PRECEPT 6: SET A GOOD EXAMPLE

6,1	**HAVE THE PC READ THE PRECEPT** (aloud).	_____
6,2	**CLEAR ANY MIS-U WORD IN THE PRECEPT.**	_____
6,3	**HAVE THE PC READ THE SECTION** (aloud).	_____

| 6,4 | **CLEAR ANY MIS-U WORD IN THE SECTION**. | _____ |

6,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT SETTING A GOOD EXAMPLE WHICH YOU COULDN'T THINK WITH?**   _____

6,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT SETTING A GOOD EXAMPLE WHICH DIDN'T SEEM TO ADD UP?**   _____

6,5c   **IS THERE SOMETHING ABOUT SETTING A GOOD EXAMPLE WHICH NEVER MADE ANY SENSE TO YOU?**   _____

6,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "SET A GOOD EXAMPLE" THAT YOU HAD NO USE FOR?**   _____

6,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "SET A GOOD EXAMPLE"?**   _____

6,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "SET A GOOD EXAMPLE"?**   _____

6,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "SET A GOOD EXAMPLE"?**   _____

6,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "SET A GOOD EXAMPLE"?**   _____

6,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

6,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)**?**   _____

6,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT SETTING A GOOD EXAMPLE WAS A GOOD THING?**   _____

6,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)**?**   _____

6,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

    ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

6,9   **DO YOU HAVE ANY RESERVATIONS ABOUT SETTING A GOOD EXAMPLE?**   _____

6,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO SET A GOOD EXAMPLE?**   _____

PRECEPT 7: SEEK TO LIVE WITH THE TRUTH

7,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

| 7,2 | **CLEAR ANY MIS-U WORD IN THE PRECEPT**. | _____ |

7,3 **HAVE THE PC READ THE SECTION** (aloud).   _____

7,4 **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

7,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT SEEKING TO LIVE WITH THE TRUTH WHICH YOU COULDN'T THINK WITH?**   _____

7,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT SEEKING TO LIVE WITH THE TRUTH WHICH DIDN'T SEEM TO ADD UP?**   _____

7,5c **IS THERE SOMETHING ABOUT SEEKING TO LIVE WITH THE TRUTH WHICH NEVER MADE ANY SENSE TO YOU?**   _____

7,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "SEEK TO LIVE WITH THE TRUTH" THAT YOU HAD NO USE FOR?**   _____

7,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "SEEK TO LIVE WITH THE TRUTH"?**   _____

7,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "SEEK TO LIVE WITH THE TRUTH"?**   _____

7,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "SEEK TO LIVE WITH THE TRUTH"?**   _____

7,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "SEEK TO LIVE WITH THE TRUTH"?**   _____

7,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

7,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

7,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT SEEKING TO LIVE WITH THE TRUTH WAS A GOOD THING?**   _____

7,8e **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

  ARE THERE ANY DIFFERENCES BETWEEN (name) **AND YOURSELF?**   _____

7,8f **ARE THERE ANY SIMILARITIES BETWEEN** (name) **AND YOURSELF?**   _____

7,9 **DO YOU HAVE ANY RESERVATIONS ABOUT SEEKING TO LIVE WITH THE TRUTH?**   _____

7,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO SEEK TO LIVE WITH THE TRUTH?**   _____

PRECEPT 7-1: DO NOT TELL HARMFUL LIES

7-1,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

7-1,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT**.   _____

7-1,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

7-1,4   **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

7-1,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TELLING HARMFUL LIES WHICH YOU COULDN'T THINK WITH**?   _____

7-1,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TELLING HARMFUL LIES WHICH DIDN'T SEEM TO ADD UP**?   _____

7-1,5c   **IS THERE SOMETHING ABOUT TELLING HARMFUL LIES WHICH NEVER MADE ANY SENSE TO YOU**?   _____

7-1,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT TELL HARMFUL LIES" THAT YOU HAD NO USE FOR**?   _____

7-1,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT TELL HARMFUL LIES"**?   _____

7-1,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT TELL HARMFUL LIES"**?   _____

7-1,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT TELL HARMFUL LIES"**?   _____

7-1,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT TELL HARMFUL LIES"**?   _____

7-1,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT**?   _____

7-1,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

7-1,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT TELLING HARMFUL LIES WAS A GOOD THING**?   _____

7-1,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

7-1,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF**?   _____

     ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF**?   _____

7-1,9   **DO YOU HAVE ANY RESERVATIONS ABOUT NOT TELLING HARMFUL LIES**?   _____

7-1,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT TELL HARMFUL LIES?**   _____

PRECEPT 7-2: DO NOT BEAR FALSE WITNESS

7-2,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

7-2,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.**   _____

7-2,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

7-2,4   **CLEAR ANY MIS-U WORD IN THE SECTION.**   _____

7-2,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEARING FALSE WITNESS WHICH YOU COULDN'T THINK WITH?**   _____

7-2,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEARING FALSE WITNESS WHICH DIDN'T SEEM TO ADD UP?**   _____

7-2,5c   **IS THERE SOMETHING ABOUT BEARING FALSE WITNESS WHICH NEVER MADE ANY SENSE TO YOU?**   _____

7-2,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT BEAR FALSE WITNESS" THAT YOU HAD NO USE FOR?**   _____

7-2,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT BEAR FALSE WITNESS"?**   _____

7-2,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT BEAR FALSE WITNESS"?**   _____

7-2,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT BEAR FALSE WITNESS"?**   _____

7-2,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT BEAR FALSE WITNESS"?**   _____

7-2,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

7-2,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

7-2,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT BEARING FALSE WITNESS WAS A GOOD THING?**   _____

7-2,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

7-2,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

   ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

7-2,9   **DO YOU HAVE ANY RESERVATIONS ABOUT NOT BEARING FALSE WITNESS?**   _____

7-2,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT BEAR FALSE WITNESS?**   _____

PRECEPT 8: DO NOT MURDER

8,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

8,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.**   _____

8,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

8,4   **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

8,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT MURDER WHICH YOU COULDN'T THINK WITH?**   _____

8,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT MURDER WHICH DIDN'T SEEM TO ADD UP?**   _____

8,5c   **IS THERE SOMETHING ABOUT MURDER WHICH NEVER MADE ANY SENSE TO YOU?**   _____

8,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT MURDER" THAT YOU HAD NO USE FOR?**   _____

8,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT MURDER"?**   _____

8,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT MURDER"?**   _____

8,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT MURDER"?**   _____

8,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT MURDER"?**   _____

8,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

8,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

8,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT MURDER WAS A GOOD THING?**   _____

8,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

8,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

8,9 **DO YOU HAVE ANY RESERVATIONS ABOUT NOT MURDERING?** _____

8,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT MURDER?** _____

PRECEPT 9: DON'T DO ANYTHING ILLEGAL

9,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

9.2 **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

9,3 **HAVE THE PC READ THE SECTION** (aloud). _____

9,4 **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

9,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT DOING ILLEGAL THINGS WHICH YOU COULDN'T THINK WITH?** _____

9,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT DOING ILLEGAL THINGS WHICH DIDN'T SEEM TO ADD UP?** _____

9,5c **IS THERE SOMETHING ABOUT DOING ILLEGAL THINGS WHICH NEVER MADE ANY SENSE TO YOU?** _____

9,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DON'T DO ANYTHING ILLEGAL" THAT YOU HAD NO USE FOR?** _____

9,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DON'T DO ANYTHING ILLEGAL"?** _____

9,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DON'T DO ANYTHING ILLEGAL"?** _____

9,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DON'T DO ANYTHING ILLEGAL"?** _____

9,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DON'T DO ANYTHING ILLEGAL"?** _____

9,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

9,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

9,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT DOING ILLEGAL THINGS WAS A GOOD THING?** _____

9,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

9,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

           ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

9,9   **DO YOU HAVE ANY RESERVATIONS ABOUT NOT DOING ANYTHING ILLEGAL?**   _____

9,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT DO ANYTHING ILLEGAL?**   _____

PRECEPT 10: SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE

10,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

10,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.**   _____

10,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

10,4   **CLEAR ANY MIS-U WORD IN THE SECTION.**   _____

10,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE WHICH YOU COULDN'T THINK WITH?**   _____

10,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE WHICH DIDN'T SEEM TO ADD UP?**   _____

10,5c   **IS THERE SOMETHING ABOUT SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE WHICH NEVER MADE ANY SENSE TO YOU?**   _____

10,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE" THAT YOU HAD NO USE FOR?**   _____

10,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE"?**   _____

10,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE"?**   _____

10,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE"?**   _____

10,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE"?**   _____

10,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

10,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

10,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE WAS A GOOD THING?**   _____

10,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

10,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

        ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

10,9   **DO YOU HAVE ANY RESERVATIONS ABOUT SUPPORTING A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE?**   _____

10,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE?**   _____

PRECEPT 11: DO NOT HARM A PERSON OF GOOD WILL

11,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

11,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.**   _____

11,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

11,4   **CLEAR ANY MIS-U WORD IN THE SECTION.**   _____

11,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT HARMING PERSONS OF GOOD WILL WHICH YOU COULDN'T THINK WITH?**   _____

11,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT HARMING PERSONS OF GOOD WILL WHICH DIDN'T SEEM TO ADD UP?**   _____

11,5c   **IS THERE SOMETHING ABOUT HARMING PERSONS OF GOOD WILL WHICH NEVER MADE ANY SENSE TO YOU?**   _____

11,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT HARM A PERSON OF GOOD WILL" THAT YOU HAD NO USE FOR?**   _____

11,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT HARM PERSONS OF GOOD WILL"?**   _____

11,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT HARM PERSONS OF GOOD WILL"?** _____

11,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT HARM PERSONS OF GOOD WILL"?** _____

11,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT HARM A PERSON OF GOOD WILL"?** _____

11,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

11,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

11,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT HARMING A PERSON OF GOOD WILL WAS A GOOD THING?** _____

11,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

11,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

    ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

11,9   **DO YOU HAVE ANY RESERVATIONS ABOUT NOT HARMING PERSONS OF GOOD WILL?** _____

11,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT HARM PERSONS OF GOOD WILL?** _____

PRECEPT 12: SAFEGUARD AND IMPROVE YOUR ENVIRONMENT

12,1   **HAVE THE PC READ THE PRECEPT** (aloud). _____

12,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

12,3   (OMITTED)

12,4   (OMITTED)

12,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT WHICH YOU COULDN'T THINK WITH?** _____

12,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT WHICH DIDN'T SEEM TO ADD UP?** _____

12,5c   **IS THERE SOMETHING ABOUT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT WHICH NEVER MADE ANY SENSE TO YOU?** _____

12,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "SAFEGUARD AND IMPROVE YOUR ENVIRONMENT" THAT YOU HAD NO USE FOR?**   _____

12,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "SAFEGUARD AND IMPROVE YOUR ENVIRONMENT"?**   _____

12,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "SAFEGUARD AND IMPROVE YOUR ENVIRONMENT"?**   _____

12,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "SAFEGUARD AND IMPROVE YOUR ENVIRONMENT"?**   _____

12,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "SAFEGUARD AND IMPROVE YOUR ENVIRONMENT"?**   _____

12,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT**?   _____

12,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

12,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT WAS A GOOD THING**?   _____

12,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

12,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF**?   _____

    ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF**?   _____

12,9   **DO YOU HAVE ANY RESERVATIONS ABOUT SAFEGUARDING AND IMPROVING YOUR ENVIRONMENT**?   _____

12,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO SAFEGUARD AND IMPROVE HIS OR HER ENVIRONMENT**?   _____

PRECEPT 12-1: BE OF GOOD APPEARANCE

12-1,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

12-1,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.**   _____

12-1,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

12-1,4   **CLEAR ANY MIS-U WORD IN THE SECTION.**   _____

12-1,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING OF GOOD APPEARANCE WHICH YOU COULDN'T THINK WITH?** _____

12-1,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING OF GOOD APPEARANCE WHICH DIDN'T SEEM TO ADD UP?** _____

12-1,5c **IS THERE SOMETHING ABOUT BEING OF GOOD APPEARANCE WHICH NEVER MADE ANY SENSE TO YOU?** _____

12-1,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "BE OF GOOD APPEARANCE" THAT YOU HAD NO USE FOR?** _____

12-1,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE OF GOOD APPEARANCE"?** _____

12-1,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE OF GOOD APPEARANCE"?** _____

12-1,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "BE OF GOOD APPEARANCE"?** _____

12-1,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "BE OF GOOD APPEARANCE"?** _____

12-1,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

12-1,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

12-1,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING OF GOOD APPEARANCE WAS A GOOD THING?** _____

12-1,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

12-1,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

12-1,9 **DO YOU HAVE ANY RESERVATIONS ABOUT BEING OF GOOD APPEARANCE?** _____

12-1,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE OF GOOD APPEARANCE?** _____

PRECEPT 12-2: TAKE CARE OF YOUR OWN AREA

12-2,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

12-2,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

12-2,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

12-2,4   **CLEAR ANY MIS-U WORD IN THE SECTION.**   _____

12-2,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TAKING CARE OF YOUR OWN AREA WHICH YOU COULDN'T THINK WITH?**   _____

12-2,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TAKING CARE OF YOUR OWN AREA WHICH DIDN'T SEEM TO ADD UP?**   _____

12-2,5c   **IS THERE SOMETHING ABOUT TAKING CARE OF YOUR OWN AREA WHICH NEVER MADE ANY SENSE TO YOU?**   _____

12-2,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "TAKE CARE OF YOUR OWN AREA" THAT YOU HAD NO USE FOR?**   _____

12-2,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "TAKE CARE OF YOUR OWN AREA"?**   _____

12-2,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOUR OWN AREA"?**   _____

12-2,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOUR OWN AREA"?**   _____

12-2,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "TAKE CARE OF YOUR OWN AREA"?**   _____

12-2,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

12-2,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

12-2,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT TAKING CARE OF YOUR OWN AREA WAS A GOOD THING?**   _____

12-2,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

12-2,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

    ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

12-2,9   **DO YOU HAVE ANY RESERVATIONS ABOUT TAKING CARE OF YOUR OWN AREA?**   _____

12-2,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO TAKE CARE OF HIS OR HER OWN AREA?**   _____

PRECEPT 12-3: HELP TAKE CARE OF THE PLANET

12-3,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

12-3,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT**.   _____

12-3,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

12-3,4   **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

12-3,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT HELPING TAKE CARE OF THE PLANET WHICH YOU COULDN'T THINK WITH?**   _____

12-3,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT HELPING TAKE CARE OF THE PLANET WHICH DIDN'T SEEM TO ADD UP?**   _____

12-3,5c   **IS THERE SOMETHING ABOUT HELPING TAKE CARE OF THE PLANET WHICH NEVER MADE ANY SENSE TO YOU?**   _____

12-3,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "HELP TAKE CARE OF THE PLANET" THAT YOU HAD NO USE FOR?**   _____

12-3,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "HELP TAKE CARE OF THE PLANET"?**   _____

12-3,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "HELP TAKE CARE OF THE PLANET"?**   _____

12-3,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "HELP TAKE CARE OF THE PLANET"?**   _____

12-3,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "HELP TAKE CARE OF THE PLANET"?**   _____

12-3,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

12-3,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

12-3,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT HELPING TAKE CARE OF THE PLANET WAS A GOOD THING?**   _____

12-3,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

12-3,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

    ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

12-3,9   **DO YOU HAVE ANY RESERVATIONS ABOUT HELPING TAKE CARE OF THE PLANET?**   _____

12-3,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO HELP TAKE CARE OF THE PLANET?**   _____

PRECEPT 13: DO NOT STEAL

13,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

13,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.**   _____

13,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

13,4   **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

13,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT STEALING WHICH YOU COULDN'T THINK WITH?**   _____

13,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT STEALING WHICH DIDN'T SEEM TO ADD UP?**   _____

13,5c   **IS THERE SOMETHING ABOUT STEALING WHICH NEVER MADE ANY SENSE TO YOU?**   _____

13,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "DO NOT STEAL" THAT YOU HAD NO USE FOR?**   _____

13,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "DO NOT STEAL"?**   _____

13,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "DO NOT STEAL"?**   _____

13,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "DO NOT STEAL"?**   _____

13,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "DO NOT STEAL"?**   _____

13,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

13,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

13,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT STEALING WAS A GOOD THING?**   _____

13,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

13,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

13,9   **DO YOU HAVE ANY RESERVATIONS ABOUT NOT STEALING?** _____

13,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO NOT STEAL?** _____

PRECEPT 14: BE WORTHY OF TRUST

14,1   **HAVE THE PC READ THE PRECEPT** (aloud). _____

14,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

14,3   **HAVE THE PC READ THE SECTION** (aloud). _____

14,4   **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

14,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING WORTHY OF TRUST WHICH YOU COULDN'T THINK WITH?** _____

14,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING WORTHY OF TRUST WHICH DIDN'T SEEM TO ADD UP?** _____

14,5c   **IS THERE SOMETHING ABOUT BEING WORTHY OF TRUST WHICH NEVER MADE ANY SENSE TO YOU?** _____

14,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "BE WORTHY OF TRUST" THAT YOU HAD NO USE FOR?** _____

14,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE WORTHY OF TRUST"?** _____

14,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE WORTHY OF TRUST"?** _____

14,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "BE WORTHY OF TRUST"?** _____

14,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "BE WORTHY OF TRUST"?** _____

14,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

14,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

14,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING WORTHY OF TRUST WAS A GOOD THING?** _____

14,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

14,8f   **ARE THERE ANY DIFFERENCES BETWEEN**
(name) **AND YOURSELF?**   _____

ARE THERE ANY SIMILARITIES BETWEEN
(name) **AND YOURSELF?**   _____

14,9   **DO YOU HAVE ANY RESERVATIONS ABOUT BEING**
WORTHY OF TRUST?   _____

14,10   **DO YOU HAVE ANY RESERVATIONS ABOUT**
GETTING SOMEONE ELSE TO BE WORTHY OF TRUST?   _____

PRECEPT 14-1: KEEP YOUR WORD ONCE GIVEN

14-1,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

14-1,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.**   _____

14-1,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

14-1,4   **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

14-1,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS**
ABOUT KEEPING YOUR WORD ONCE GIVEN
WHICH YOU COULDN'T THINK WITH?   _____

14-1,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED**
ABOUT KEEPING YOUR WORD ONCE GIVEN
WHICH DIDN'T SEEM TO ADD UP?   _____

14-1,c   **IS THERE SOMETHING ABOUT KEEPING YOUR**
WORD WHICH NEVER MADE ANY SENSE TO YOU?   _____

14-1,5d **DID YOU COME ACROSS ANY DATA ON THE**
PRECEPT "KEEP YOUR WORD ONCE GIVEN"
THAT YOU HAD NO USE FOR?   _____

14-1,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT**
UNNECESSARY FOR YOU TO FOLLOW THE
PRECEPT "KEEP YOUR WORD ONCE GIVEN"?   _____

14-1,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST**
THE PRECEPT "KEEP YOUR WORD ONCE GIVEN"?   _____

14-1,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE**
PRECEPT "KEEP YOUR WORD ONCE GIVEN"?   _____

14-1,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST**
WHO REALLY TRANSGRESSED AGAINST THE
PRECEPT "KEEP YOUR WORD ONCE GIVEN"?   _____

14-1,8b **CAN YOU RECALL AN EXACT MOMENT WHEN**
YOU OBSERVED (name) **DOING THAT?**   _____

14-1,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE**
LIKE (name)?   _____

14-1,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT**
NOT KEEPING YOUR WORD ONCE GIVEN WAS A
GOOD THING?   _____

14-1,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

14-1,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

14-1,9 **DO YOU HAVE ANY RESERVATIONS ABOUT KEEPING YOUR WORD ONCE GIVEN?** _____

14-1,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO KEEP HIS OR HER WORD ONCE GIVEN?** _____

PRECEPT 15: FULFILL YOUR OBLIGATIONS

15,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

15,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT**. _____

15,3 **HAVE THE PC READ THE SECTION** (aloud). _____

15,4 **CLEAR ANY MIS-U WORD IN THE SECTION**. _____

15,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT FULFILLING YOUR OBLIGATIONS WHICH YOU COULDN'T THINK WITH?** _____

15,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT FULFILLING YOUR OBLIGATIONS WHICH DIDN'T SEEM TO ADD UP?** _____

15,5c **IS THERE SOMETHING ABOUT FULFILLING YOUR OBLIGATIONS WHICH NEVER MADE ANY SENSE TO YOU?** _____

15,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "FULFILL YOUR OBLIGATIONS" THAT YOU HAD NO USE FOR?** _____

15,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "FULFILL YOUR OBLIGATIONS"?** _____

15,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "FULFILL YOUR OBLIGATIONS"?** _____

15,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "FULFILL YOUR OBLIGATIONS"?** _____

15,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "FULFILL YOUR OBLIGATIONS"?** _____

15,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

15,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

15,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT FULFILLING YOUR OBLIGATIONS WAS A GOOD THING?** _____

15,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

15,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

15,9 **DO YOU HAVE ANY RESERVATIONS ABOUT FULFILLING YOUR OBLIGATIONS?** _____

15,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO FULFILL HIS OR HER OBLIGATIONS?** _____

PRECEPT 16: BE INDUSTRIOUS

16,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

16,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

16,3 **HAVE THE PC READ THE SECTION** (aloud). _____

16,4 **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

16,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING INDUSTRIOUS WHICH YOU COULDN'T THINK WITH?** _____

16,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING INDUSTRIOUS WHICH DIDN'T SEEM TO ADD UP?** _____

16,5c **IS THERE SOMETHING ABOUT BEING INDUSTRIOUS WHICH NEVER MADE ANY SENSE TO YOU?** _____

16,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "BE INDUSTRIOUS" THAT YOU HAD NO USE FOR?** _____

16,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE INDUSTRIOUS"?** _____

16,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE INDUSTRIOUS"?** _____

16,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "BE INDUSTRIOUS"?** _____

16,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "BE INDUSTRIOUS"?** _____

16,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

16,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

16,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING INDUSTRIOUS WAS A GOOD THING?**   _____

16,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

16,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

         ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

16,9   **DO YOU HAVE ANY RESERVATIONS ABOUT BEING INDUSTRIOUS?**   _____

16,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE INDUSTRIOUS?**   _____

PRECEPT 17: BE COMPETENT

17,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

17,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.**   _____

17,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

17,4   **CLEAR ANY MIS-U WORD IN THE SECTION.**   _____

17,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT BEING COMPETENT WHICH YOU COULDN'T THINK WITH?**   _____

17,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT BEING COMPETENT WHICH DIDN'T SEEM TO ADD UP?**   _____

17,5c   **IS THERE SOMETHING ABOUT BEING COMPETENT WHICH NEVER MADE ANY SENSE TO YOU?**   _____

17,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "BE COMPETENT" THAT YOU HAD NO USE FOR?**   _____

17,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "BE COMPETENT"?**   _____

17,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "BE COMPETENT"?**   _____

17,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "BE COMPETENT"?**   _____

17,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "BE COMPETENT"?** _____

17,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

17,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

17,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT BEING COMPETENT WAS A GOOD THING?** _____

17,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

17,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

17,9 **DO YOU HAVE ANY RESERVATIONS ABOUT BEING COMPETENT?** _____

17,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO BE COMPETENT?** _____

PRECEPT 17-1: LOOK

17-1,1 **HAVE THE PC READ THE PRECEPT** (aloud). _____

17-1,2 **CLEAR ANY MIS-U WORD IN THE PRECEPT.** _____

17-1,3 **HAVE THE PC READ THE SECTION** (aloud). _____

17-1,4 **CLEAR ANY MIS-U WORD IN THE SECTION.** _____

17-1,5a **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT LOOKING AND SEEING WHAT YOU SEE WHICH YOU COULDN'T THINK WITH?** _____

17-1,5b **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT LOOKING AND SEEING WHAT YOU SEE WHICH DIDN'T SEEM TO ADD UP?** _____

17-1,5c **IS THERE SOMETHING ABOUT LOOKING AND SEEING WHAT YOU SEE WHICH NEVER MADE ANY SENSE TO YOU?** _____

17-1,5d **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "LOOK" THAT YOU HAD NO USE FOR?** _____

17-1,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "LOOK"?** _____

17-1,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "LOOK"?** _____

17-1,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "LOOK"?**   _____

17-1,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "LOOK"?**   _____

17-1,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

17-1,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

17-1,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT LOOKING WAS A GOOD THING?**   _____

17-1,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

17-1,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

          ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

17-1,9   **DO YOU HAVE ANY RESERVATIONS ABOUT LOOKING?**   _____

17-1,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO LOOK?**   _____

PRECEPT 17-2: LEARN

17-2,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

17-2,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT.**   _____

17-2,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

17-2,4   **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

NOTE: Commands 17-2,4a and 17-2,4b are special handling steps which are done if the pc reads on the first two sentences of precept 17-2: "**Has there ever been an instance when another had some false data about you**? **Did it cause you trouble**?" These special steps are also taken up if the pc becomes introverted or misemotional on reading these two sentences. As they are auditing questions, they are of course checked for read before running them.

17-2,4a   **DID YOU THINK OF AN INSTANCE WHEN ANOTHER HAD FALSE DATA ABOUT YOU?**   _____
          (2WC, E/S to F/N. L1C if needed.)

17-2,4b   **IS THERE AN INSTANCE WHEN YOU MAY HAVE CAUSED ANOTHER TROUBLE BY GIVING FALSE DATA ABOUT HIM OR HER?**   _____
          (2WC, E/S to F/N.)

17-2,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT LEARNING WHICH YOU COULDN'T THINK WITH**?   _____

17-2,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT LEARNING WHICH DIDN'T SEEM TO ADD UP**?   _____

17-2,5c   **IS THERE SOMETHING ABOUT LEARNING WHICH NEVER MADE ANY SENSE TO YOU**?   _____

17-2,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "LEARN" THAT YOU HAD NO USE FOR**?   _____

17-2,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "LEARN"**?   _____

17-2,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "LEARN"**?   _____

17-2,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "LEARN"**?   _____

17-2,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "LEARN"**?   _____

17-2,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT**?   _____

17-2,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

17-2,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT LEARNING WAS A GOOD THING**?   _____

17-2,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

17-2,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF**?   _____

   ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF**?   _____

17-2,9   **DO YOU HAVE ANY RESERVATIONS ABOUT LEARNING**?   _____

17-2,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO LEARN**?   _____

PRECEPT 17-3: PRACTICE

17-3,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

17-3,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT**.   _____

17-3,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

17-3,4   **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

17-3,5a | **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT PRACTICING WHICH YOU COULDN'T THINK WITH?** | _____

17-3,5b | **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT PRACTICING WHICH DIDN'T SEEM TO ADD UP?** | _____

17-3,5c | **IS THERE SOMETHING ABOUT PRACTICING WHICH NEVER MADE ANY SENSE TO YOU?** | _____

17-3,5d | **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "PRACTICE" THAT YOU HAD NO USE FOR?** | _____

17-3,5e | **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "PRACTICE"?** | _____

17-3,6 | **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "PRACTICE"?** | _____

17-3,7 | **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "PRACTICE"?** | _____

17-3,8a | **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "PRACTICE"?** | _____

17-3,8b | **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** | _____

17-3,8c | **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)**?** | _____

17-3,8d | **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT PRACTICING WAS A GOOD THING?** | _____

17-3,8e | **DID YOU EVER DO ANYTHING BAD TO** (name)**?** | _____

17-3,8f | **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** | _____

| | **ARE THERE ANY SIMILARITIES BETWEEN** (name) **AND YOURSELF?** | _____

17-3,9 | **DO YOU HAVE ANY RESERVATIONS ABOUT PRACTICING?** | _____

17-3,10 | **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO PRACTICE?** | _____

PRECEPT 18:   RESPECT THE RELIGIOUS BELIEFS OF OTHERS

18,1 | **HAVE THE PC READ THE PRECEPT** (aloud). | _____

18,2 | **CLEAR ANY MIS-U WORD IN THE PRECEPT.** | _____

18,3 | **HAVE THE PC READ THE SECTION** (aloud). | _____

18,4 | **CLEAR ANY MIS-U WORD IN THE SECTION.** | _____

18,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS WHICH YOU COULDN'T THINK WITH?**   _____

18,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS WHICH DIDN'T SEEM TO ADD UP?**   _____

18,5c   **IS THERE SOMETHING ABOUT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS WHICH NEVER MADE ANY SENSE TO YOU?**   _____

18,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "RESPECT THE RELIGIOUS BELIEFS OF OTHERS" THAT YOU HAD NO USE FOR?**   _____

18,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "RESPECT THE RELIGIOUS BELIEFS OF OTHERS"?**   _____

18,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "RESPECT THE RELIGIOUS BELIEFS OF OTHERS"?**   _____

18,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "RESPECT THE RELIGIOUS BELIEFS OF OTHERS"?**   _____

18,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "RESPECT THE RELIGIOUS BELIEFS OF OTHERS"?**   _____

18,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

18,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

18,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS WAS A GOOD THING?**   _____

18,8e   **DID YOU EVER DO ANYTHING BAD TO** (name)?   _____

18,8f   **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?**   _____

    ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?**   _____

18,9   **DO YOU HAVE ANY RESERVATIONS ABOUT RESPECTING THE RELIGIOUS BELIEFS OF OTHERS?**   _____

18,10   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO RESPECT THE RELIGIOUS BELIEFS OF OTHERS?**   _____

PRECEPT 19: TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU

19,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

19,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT**.   _____

19,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

19,4   **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

19,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS ABOUT TRYING NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU WHICH YOU COULDN'T THINK WITH?**   _____

19,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED ABOUT TRYING NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU WHICH DIDN'T SEEM TO ADD UP?**   _____

19,5c   **IS THERE SOMETHING ABOUT TRYING NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU WHICH NEVER MADE ANY SENSE TO YOU?**   _____

19,5d   **DID YOU COME ACROSS ANY DATA ON THE PRECEPT "TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU" THAT YOU HAD NO USE FOR?**   _____

19,5e   **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU"?**   _____

19,6   **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU"?**   _____

19,7   **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU"?**   _____

19,8a   **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU"?**   _____

19,8b   **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?**   _____

19,8c   **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)?   _____

19,8d   **IS THERE ANY TIME WHEN YOU DECIDED THAT DOING THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU WAS A GOOD THING?**   _____

19,8e	**DID YOU EVER DO ANYTHING BAD TO** (name)?	_____
19,8f	**ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF**?	_____
	ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF**?	_____
19,9	**DO YOU HAVE ANY RESERVATIONS ABOUT TRYING NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU**?	_____
19,10	**DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO TRY NOT TO DO THINGS TO OTHERS THAT HE WOULD NOT LIKE OTHERS TO DO TO HIM**?	_____

PRECEPT 20: TRY TO TREAT OTHERS AS YOU WOULD WANT
         THEM TO TREAT YOU

20,1	**HAVE THE PC READ THE PRECEPT** (aloud).	_____
20,2	**CLEAR ANY MIS-U WORD IN THE PRECEPT**.	_____
20,3 20,4	**Due to the length of the text of this precept**, **the Word Clearing of the text is done by having the pc read over one section or part of the text**, **and then checking for Mis-Us in that part**. Each of the virtues is taken up and word cleared individually.	_____
20,5	**Get the pc to imagine being treated by others according to each virtue in turn**. One simply has the pc imagine each, then tell you how he imagined it. If the pc has some charge on a virtue, handle it with 2WC. Each virtue should F/N on the pc imagining being treated that way.	

"**CAN YOU IMAGINE BEING TREATED _____**"
"**TELL ME HOW YOU IMAGINED IT**"
  (unless pc has already told you).

5a.	**justly**?	_____	5k.	**with forgiveness**?	_____
5b.	**with loyalty**?	_____	5l.	**benevolently**?	_____
5c.	**with good**	_____	5m.	**with belief in you**?	_____
	sportsmanship?	_____	5n.	**with respect**?	_____
5d.	**fairly**?	_____	5o.	**politely**?	_____
5e.	**honestly**?	_____	5p.	**with dignity**?	_____
5f.	**with kindness**?	_____	5q.	**with admiration**?	_____
5g.	**considerately**?	_____	5r.	**with appreciation**?	_____
5h.	**with compassion**?	_____	5s.	**with friendliness**?	_____
5i.	**with self-control**?	_____	5t.	**with love**?	_____
5j.	**with tolerance**?	_____	5u.	**with integrity**?	_____

20,6   **Get the pc to imagine treating another in that fashion**.
(This is handled the same way as 20,5.)

"CAN YOU IMAGINE TREATING ANOTHER AND
  OTHERS _____"
"TELL ME HOW YOU IMAGINED DOING IT."

6a.	**justly**?	_____	6k.	**with forgiveness**? _____
6b.	**with loyalty**?	_____	6l.	**benevolently**? _____
6c.	**with good**	_____	6m.	**with belief in you**? _____
	sportsmanship?	_____	6n.	**with respect**? _____
6d.	**fairly**?	_____	6o.	**politely**? _____
6e.	**honestly**?	_____	6p.	**with dignity**? _____
6f.	**with kindness**?	_____	6q.	**with admiration**? _____
6g.	**considerately**?	_____	6r.	**with appreciation**? _____
6h.	**with compassion**?	_____	6s.	**with friendliness**? _____
6i.	**with self-control**?	_____	6t.	**with love**? _____
6j.	**with tolerance**?	_____	6u.	**with integrity**? _____

20,7   **HAVE THE PC REREAD THE PRECEPT** (full text).   _____

20,8   **DO YOU HAVE ANY RESERVATIONS ABOUT
LIKE TRYING TO TREAT OTHERS AS YOU
WOULD THEM TO TREAT YOU?**   _____

20,9   **DO YOU HAVE ANY RESERVATIONS ABOUT
GETTING OTHERS TO TREAT YOU THE WAY
THEY WOULD WANT TO BE TREATED?**   _____

PRECEPT 21: FLOURISH AND PROSPER

21,1   **HAVE THE PC READ THE PRECEPT** (aloud).   _____

21,2   **CLEAR ANY MIS-U WORD IN THE PRECEPT**.   _____

21,3   **HAVE THE PC READ THE SECTION** (aloud).   _____

21,4   **CLEAR ANY MIS-U WORD IN THE SECTION**.   _____

21,5a   **IS THERE ANYTHING YOU HAVE RUN ACROSS
ABOUT FLOURISHING AND PROSPERING WHICH
YOU COULDN'T THINK WITH?**   _____

21,5b   **IS THERE ANYTHING YOU HAVE ENCOUNTERED
ABOUT FLOURISHING AND PROSPERING WHICH
DIDN'T SEEM TO ADD UP?**   _____

21,5c   **IS THERE SOMETHING ABOUT FLOURISHING AND
PROSPERING WHICH NEVER MADE ANY SENSE
TO YOU?**   _____

21,5d   **DID YOU COME ACROSS ANY DATA ON THE
PRECEPT "FLOURISH AND PROSPER" THAT YOU
HAD NO USE FOR?**   _____

21,5e **DO YOU KNOW OF ANY DATUM THAT MAKES IT UNNECESSARY FOR YOU TO FOLLOW THE PRECEPT "FLOURISH AND PROSPER"?** _____

21,6 **HOW HAVE OTHERS TRANSGRESSED AGAINST THE PRECEPT "FLOURISH AND PROSPER"?** _____

21,7 **HOW HAVE YOU TRANSGRESSED AGAINST THE PRECEPT "FLOURISH AND PROSPER"?** _____

21,8a **IS THERE ANY SPECIFIC PERSON IN YOUR PAST WHO REALLY TRANSGRESSED AGAINST THE PRECEPT "FLOURISH AND PROSPER"?** _____

21,8b **CAN YOU RECALL AN EXACT MOMENT WHEN YOU OBSERVED** (name) **DOING THAT?** _____

21,8c **IS THERE ANY TIME WHEN YOU WANTED TO BE LIKE** (name)? _____

21,8d **IS THERE ANY TIME WHEN YOU DECIDED THAT NOT FLOURISHING AND PROSPERING WAS A GOOD THING?** _____

21,8e **DID YOU EVER DO ANYTHING BAD TO** (name)? _____

21,8f **ARE THERE ANY DIFFERENCES BETWEEN** (name) **AND YOURSELF?** _____

ARE THERE ANY SIMILARITIES BETWEEN (name) **AND YOURSELF?** _____

21,9 **DO YOU HAVE ANY RESERVATIONS ABOUT FLOURISHING AND PROSPERING?** _____

21,10 **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING SOMEONE ELSE TO FLOURISH AND PROSPER?** _____

EPILOGUE

EP 1. **HAVE THE PC READ THE EPILOGUE** (aloud). _____

EP 2. **CLEAR UP ANY MIS-U WORD IN IT.** _____

EP 3. **IS THERE ANYTHING IN THE EPILOGUE THAT YOU DISAGREE WITH?** _____
(Find out what it is and acknowledge it. Check for and handle any Mis-U words in the epilogue, then check for and handle any false data on it with standard False Data Stripping procedure. Once handled, have the pc read the epilogue again.)

EP 4. **DO YOU ANTICIPATE ANY DIFFICULTY IN APPLYING WHAT YOU READ IN THE EPILOGUE?** _____
(If so, 2WC to F/N. Flatten any incomplete precept that may come up.)

EP 5.   **DO YOU HAVE ANY RESERVATIONS ABOUT FOLLOWING THE PRECEPTS OF The Way to Happiness**?   _____

(If so, 2WC to F/N. If this does not fully handle, the RD is incomplete. Return the folder to the C/S who will C/S for any needed repair and completion of the RD.)

EP 6.   **DO YOU HAVE ANY RESERVATIONS ABOUT GETTING ANOTHER OR OTHERS TO FOLLOW THE PRECEPTS OF The Way to Happiness**?   _____

(If so, handle as in EP 5.)

EP 7.   **HOW DO YOUR LIFE AND FUTURE SEEM TO YOU NOW**? _____

(Allow the pc to tell you. The pc should be VVGIs and F/Ning at this point. If this is not the case, handle any obvious out-rud or do an HRL, and get the folder to the C/S .)

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations

Remimeo
HRD Checksheets
HRD Auditors
HRD C/Ses
Qual Div Personnel

Happiness Rundown Series 4-1

HRD PRECEPTS ASSESSMENT LIST

Refs:

HCOB 17 Jan. 84	HRD Series 2	
	HAPPINESS RUNDOWN BASICS	
HCOB 18 Jan. 84	HRD Series 3	
	HOW TO AUDIT THE HRD	
HCOB 19 Jan. 84	HRD Series 4	
	HAPPINESS RUNDOWN COMMAND SHEETS	

The following form is used when the Happiness Rundown is audited by the assessment method.

The list is assessed Method 5. The reading precepts and subprecepts are then handled in sequence, in order of the largest reading item first, then the next largest reading item, and so on.

Each reading item is handled using the basic 1-10 steps of the HRD procedure, per HCOB 17 Jan. 84, HRD Series 2, HAPPINESS RUNDOWN BASICS.

PC NAME: _____ DATE: _____

AUDITOR: _____ ORG: _____

1.   **TAKE CARE OF YOURSELF**.   _____

1-1.   **GET CARE WHEN YOU ARE ILL**.   _____

1-2.   **KEEP YOUR BODY CLEAN**.   _____

1-3.   **PRESERVE YOUR TEETH**.   _____

1-4.   **EAT PROPERLY**.   _____

1-5.   **GET REST**.   _____

2.   **BE TEMPERATE**.   _____

2-1.   **DO NOT TAKE HARMFUL DRUGS**.   _____

2-2.   **DO NOT TAKE ALCOHOL TO EXCESS**.   _____

3.   **DON'T BE PROMISCUOUS**.   _____

3-1.   **BE FAITHFUL TO YOUR SEXUAL PARTNER**.   _____

4.   **LOVE AND HELP CHILDREN**.   _____

5.	**HONOR AND HELP YOUR PARENTS.**	_____
6.	**SET A GOOD EXAMPLE.**	_____
7.	**SEEK TO LIVE WITH THE TRUTH.**	_____
7-1.	**DO NOT TELL HARMFUL LIES.**	_____
7-2.	**DO NOT BEAR FALSE WITNESS.**	_____
8.	**DO NOT MURDER.**	_____
9.	**DON'T DO ANYTHING ILLEGAL.**	_____
10.	**SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE.**	_____
11.	**DO NOT HARM A PERSON OF GOODWILL.**	_____
12.	**SAFEGUARD AND IMPROVE YOUR ENVIRONMENT.**	_____
12-1.	**BE OF GOOD APPEARANCE.**	_____
12-2.	**TAKE CARE OF YOUR OWN AREA.**	_____
12-3.	**HELP TAKE CARE OF THE PLANET.**	_____
13.	**DO NOT STEAL.**	_____
14.	**BE WORTHY OF TRUST.**	_____
14-1.	**KEEP YOUR WORD ONCE GIVEN.**	_____
15.	**FULFILL YOUR OBLIGATIONS.**	_____
16.	**BE INDUSTRIOUS.**	_____
17.	**BE COMPETENT.**	_____
17-1.	**LOOK.**	_____
17-2.	**LEARN.**	_____
17-3.	**PRACTICE.**	_____
18.	**RESPECT THE RELIGIOUS BELIEFS OF OTHERS.**	_____
19.	**TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU.**	_____
20.	**TRY TO TREAT OTHERS AS YOU WOULD WANT THEM TO TREAT YOU.**	_____
21.	**FLOURISH AND PROSPER.**	_____

_____

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Founder

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HRD Checksheets
HRD Auditors
HRD C/Ses
Qual Div Personnel

Happiness Rundown Series 4-1

HRD PRECEPTS ASSESSMENT LIST

Refs:
HCOB 17 Jan. 84   HRD Series 2
                         HAPPINESS RUNDOWN BASICS
HCOB 18 Jan. 84   HRD Series 3
                         HOW TO AUDIT THE HRD
HCOB 19 Jan. 84   HRD Series 4
                         HAPPINESS RUNDOWN COMMAND SHEETS

The following form is used when the Happiness Rundown is audited by the assessment method.

The list is assessed Method 5. The reading precepts and subprecepts are then handled in sequence, in order of the largest reading item first, then the next largest reading item, and so on.

Each reading item is handled using the basic 1-10 steps of the HRD procedure, per HCOB 17 Jan. 84, HRD Series 2, HAPPINESS RUNDOWN BASICS.

PC NAME: _____ DATE: _____

AUDITOR: _____ ORG: _____

1.   **TAKE CARE OF YOURSELF**.   _____

1-1.   **GET CARE WHEN YOU ARE ILL**.   _____

1-2.   **KEEP YOUR BODY CLEAN**.   _____

1-3.   **PRESERVE YOUR TEETH**.   _____

1-4.   **EAT PROPERLY**.   _____

1-5.   **GET REST**.   _____

2.   **BE TEMPERATE**.   _____

2-1.   **DO NOT TAKE HARMFUL DRUGS**.   _____

2-2.   **DO NOT TAKE ALCOHOL TO EXCESS**.   _____

3.   **DON'T BE PROMISCUOUS**.   _____

3-1.   **BE FAITHFUL TO YOUR SEXUAL PARTNER**.   _____

4.   **LOVE AND HELP CHILDREN**.   _____

5. **HONOR AND HELP YOUR PARENTS.**   _____

6. **SET A GOOD EXAMPLE.**   _____

7. **SEEK TO LIVE WITH THE TRUTH.**   _____

7-1. **DO NOT TELL HARMFUL LIES.**   _____

7-2. **DO NOT BEAR FALSE WITNESS.**   _____

8. **DO NOT MURDER.**   _____

9. **DON'T DO ANYTHING ILLEGAL.**   _____

10. **SUPPORT A GOVERNMENT DESIGNED
    AND RUN FOR ALL THE PEOPLE.**   _____

11. **DO NOT HARM A PERSON OF GOODWILL.**   _____

12. **SAFEGUARD AND IMPROVE YOUR ENVIRONMENT.**   _____

12-1. **BE OF GOOD APPEARANCE.**   _____

12-2. **TAKE CARE OF YOUR OWN AREA.**   _____

12-3. **HELP TAKE CARE OF THE PLANET.**   _____

13. **DO NOT STEAL.**   _____

14. **BE WORTHY OF TRUST.**   _____

14-1. **KEEP YOUR WORD ONCE GIVEN.**   _____

15. **FULFILL YOUR OBLIGATIONS.**   _____

16. **BE INDUSTRIOUS.**   _____

17. **BE COMPETENT.**   _____

17-1. **LOOK.**   _____

17-2. **LEARN.**   _____

17-3. **PRACTICE.**   _____

18. **RESPECT THE RELIGIOUS BELIEFS OF OTHERS.**   _____

19. **TRY NOT TO DO THINGS TO OTHERS THAT
    YOU WOULD NOT LIKE THEM TO DO TO YOU.**   _____

20. **TRY TO TREAT OTHERS AS YOU WOULD
    WANT THEM TO TREAT YOU.**   _____

21. **FLOURISH AND PROSPER.**   _____

_____

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Founder

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HRD Checksheets
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Qual Div Personnel

Happiness Rundown Series 5RA

HAPPINESS RUNDOWN REPAIR LIST (HRL)

This correction list is used to repair auditing errors on the Happiness Rundown.

The list is used in the event of a bog during a Happiness Rundown session. Additionally, if after a Happiness Rundown session the person red tags at the Examiner or gets upset or falls on his head, this list is assessed and handled to straighten the matter out. The repair action would be a 24-hour repair priority.

This list is ordinarily assessed Method 3 with each reading line taken to F/N per the instructions. If the pc is very upset and misemotional, the list may be assessed Method 5. (Refs: HCOB 28 May 70, CORRECTION LISTS, USE OF; HCOB 20 Dec. 71, C/S Series 72, USE OF CORRECTION LISTS; HCOB 10 June 71 I, C/S Series 44R, C/S RULES, PROGRAMING FROM PREPARED LISTS)

Note: Some items on this list require use of False Purpose Rundown procedure.
Any trouble or bog encountered is handled with the False Purpose Rundown Correction List.

1. **DID YOU GO EXTERIOR**?   _____
    (Indicate it. If the pc has never had an Int RD, give him a standard Int RD per Int RD Series 2R. If the pc is Clear, Dianetic Clear or OT and has not had an Int RD, do the End of Endless Int Repair RD per Int RD Series 4RB. If you are not qualified to audit Int, end off and send the folder to the C/S.)

2. **HAS YOUR INT RD BEEN MESSED UP**?   _____
    (Assess and handle an Int RD Correction List. If Int correction has already been done, get an FES of the Int RD and its corrections. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int RD Series 4RB. If you are not qualified to audit Int, end off and send the folder to the C/S.)

3. **LIST ERROR**?   _____
    (Find out what list, and repair it with an L4BRB.)

4. **IS THERE AN ARC BREAK**?   _____
    (Get what it is and handle with ARCU CDEINR, E/S to F/N.)

5. **DID YOU GET UPSET DURING A SESSION**?   _____
    (Get what it is and handle with ARCU CDEINR, E/S to F/N.)

6. **WAS THERE AN UPSET IN LIFE BETWEEN SESSIONS**?   _____
    (Get what it is and handle with ARCU CDEINR, E/S to F/N.)

7. **IS THERE A PROBLEM**?   _____
    (Get what it is and handle with E/S to F/N.)

8. **IS THERE SOMETHING YOU'RE WORRIED ABOUT**?   _____
(Get what it is and handle with E/S to F/N.)

9. **WAS A WITHHOLD MISSED**?   _____
(Pull it with standard M/W/H handling procedure, E/S to F/N.)

10. **IS THERE SOMETHING YOU HAVEN'T TOLD ME**?   _____
(Pull it with standard M/W/H handling procedure, E/S to F/N.)

11. **IS THERE SOMETHING THAT YOU DIDN'T TELL YOUR AUDITOR**?   _____
(Pull it with standard M/W/H handling procedure, E/S to F/N.)

12. **HAS THERE BEEN SOME WORD OR COMMAND YOU HAVEN'T UNDERSTOOD**?   _____
(Find and clear the misunderstood words to F/N.)

13. **WERE YOU PROTESTING**?   _____
(2WC E/S to F/N.)

14. **HAS THERE BEEN ANY EVALUATION**?   _____
(2WC E/S to F/N.)

15. **HAS THERE BEEN ANY INVALIDATION OF YOUR GAINS**?   _____
(2WC E/S to F/N.)

16. **HAS THERE BEEN ANY INVALIDATION OF THE HAPPINESS RUNDOWN**?   _____
(2WC E/S to F/N.)

17. **WAS AN F/N OVERRUN**?   _____
(Find out which question or action was overrun past F/N and indicate. If no F/N, rehab to F/N.)

18. **WAS AN F/N MISSED**?   _____
(Find out which question or action was overrun past F/N and indicate. If no F/N, rehab to F/N.)

19. **WERE YOU RUN PAST A COGNITION ON A PRECEPT**?   _____
(Indicate, and rehab to F/N.)

20. **WERE YOU RUN ON AN UNCHARGED QUESTION**?   _____
(Find out which question and indicate that the auditor missed that it didn't read. If no F/N, take it E/S to F/N.)

21. **WAS A FALSE READ TAKEN UP**?   _____
(Find out which question this occurred on and indicate. If no F/N, take the false read E/S to F/N.)

22. **WAS A QUESTION LEFT UNFLAT**?   _____
(Find out which question and flatten it.)

23. **WAS A PERSON LEFT UNFLAT**?   _____
(Find which person and which precept and handle using steps 8b-8f of the HRD procedure.)

24. **WAS A PRECEPT LEFT UNFLAT**?   _____
(Find out which precept and handle using HRD steps 1-10. If pc does not know which precept it is, HRD assessment method may be used.)

25. **WAS SOMETHING LEFT UNFLAT**? _____

(Find out which question or action was left unflat and flatten it. HRD assessment method procedure may be used if meter is reading on "a precept was left unflat" but pc does not know which precept it is.)

26. **WAS A READ MISSED**? _____

(Find out which question or action the read was missed on and run and flatten it.)

27. **WAS A CHARGED QUESTION NOT RUN**? _____

(Find which question and run it.)

28. **WERE THERE ERRORS IN THE FALSE DATA STRIPPING**? _____

(Assess and handle a False Data Stripping Repair list.)

29. **DO YOU HAVE ATTENTION ON A PRECEPT THAT HASN'T BEEN TAKEN UP YET**? _____

(Get which precept or precepts and handle with HRD procedure.)

30. **WAS THERE A COGNITION YOU DIDN'T MENTION**? _____

(Get the pc to tell you, and acknowledge it. If no F/N, rehab it. It may have occurred in or out of session.)

31. **WAS A COGNITION NOT ACCEPTED**? _____

(Find what cognition, and acknowledge it. If no F/N, rehab it.)

32. **DID THE AUDITOR REFUSE TO ACCEPT WHAT YOU WERE SAYING**? _____

(Indicate, and handle E/S to F/N.)

33. **WAS AN EARLIER AUDITING ERROR RESTIMULATED**? _____

(Get what it was and handle with the appropriate correction list, or an LlC "In session . . .")

34. **HAS ANYONE ELSE BEEN AUDITING YOU DURING THE HAPPINESS RUNDOWN**? _____

(2WC to find out who was auditing the pc, and on what. If no F/N, handle with the appropriate correction list. Note data for the C/S.)

35. **HAS ANYONE DONE SOME OTHER FORM OF CASE ACTION ON YOU DURING THE HAPPINESS RUNDOWN**? _____

(2WC to find out what case action has been done. If no F/N, handle with the appropriate correction list. Note data for C/S.)

36. **WAS THE HAPPINESS RUNDOWN INTERRUPTED**? _____

(Indicate. If no F/N, take it E/S to F/N.)

37. **HAVE YOU BEEN DOING ANY OTHER PRACTICE BETWEEN SESSIONS**? _____

(2WC E/S to F/N. Note for C/S.)

38. **HAVE YOU TAKEN ANY DRUGS, MEDICINE OR ALCOHOL DURING THE HAPPINESS RUNDOWN**? _____

(2WC E/S to F/N. Note what the pc took and any reads for future drug handlings.)

39. **DURING THE HAPPINESS RUNDOWN IS THERE ANYTHING YOU HAVE DECIDED**? _____

(2WC E/S to F/N.)

40. **CONCERNING THE HAPPINESS RUNDOWN, DO YOU HAVE ANY CONSIDERATIONS?** _____
(2WC E/S to F/N.)

41. **HAVE YOU THOUGHT OF A TRANSGRESSION YOU DON'T DARE MENTION?** _____
(Pull it with standard M/W/H handling procedure, E/S to F/N.)

42. **ARE YOU AFRAID YOU'LL GET IN TROUBLE IF SOMETHING IS FOUND OUT?** _____
(Pull it with standard M/W/H handling procedure, E/S to F/N.)

43. **HAS AN OVERT BEEN RESTIMULATED?** _____
(Pull it, E/S to F/N.)

44. **ON THE HAPPINESS RUNDOWN, WAS AN EVIL PURPOSE OR DESTRUCTIVE INTENTION RESTIMULATED?** _____
(Get what the evil purpose is and pull the overts of dramatizing that evil purpose, then continue with False Purpose Rundown procedure. If you are not an FPRD Auditor, run the overt chain E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.)

45. **DID YOU BOG DOWN ON HANDLING A PRECEPT DUE TO AN EVIL PURPOSE?** _____
(Get what the evil purpose is and pull the overts of dramatizing that evil purpose, then continue with False Purpose Rundown procedure. If you are not an FPRD Auditor, run the overt chain E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.)

46. **IS THERE AN EVIL PURPOSE PREVENTING YOU FROM UNSTICKING ON A PRECEPT?** _____
(Get what the evil purpose is and pull the overts of dramatizing that evil purpose, then continue with False Purpose Rundown procedure. If you are not an FPRD Auditor, run the overt chain E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.)

47. **IS THERE AN EVIL PURPOSE OR DESTRUCTIVE INTENTION HOLDING SOME DIFFICULTY WITH A PRECEPT IN PLACE?** _____
(Get what the evil purpose is and pull the overts of dramatizing that evil purpose, then continue with False Purpose Rundown procedure. If you are not an FPRD Auditor, run the overt chain E/S to F/N, then end the session and turn the pc over to an FPRD Auditor to handle with FPRD procedure.)

48. **WAS THERE NOTHING WRONG IN THE FIRST PLACE?** _____
(Indicate, and handle E/S to F/N.)

49. **IS SOMETHING ELSE WRONG?** _____
(Get what and handle, or get the data to the C/S.)

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HCO BULLETIN OF 21 JANUARY 1984RA
Issue I
REVISED 20 SEPTEMBER 1999

Remimeo
HRD Checksheets
HRD Auditors
HRD C/S
Qual Div Personnel

Happiness Rundown Series 5RA

HAPPINESS RUNDOWN REPAIR LIST (HRL)

This correction list is used to repair auditing errors on the Happiness Rundown.

The list is used in the event of a bog during a Happiness Rundown session. Additionally, if after a Happiness Rundown session the person red tags at the Examiner or gets upset or falls on his head, this list is assessed and handled to straighten the matter out. The repair action would be a 24-hour repair priority.

This list is ordinarily assessed Method 3 with each reading line taken to F/N per the instructions. If the pc is very upset and misemotional, the list may be assessed Method 5. (Refs: HCOB 28 May 70, CORRECTION LISTS, USE OF; HCOB 20 Dec. 71, C/S Series 72, USE OF CORRECTION LISTS; HCOB 10 June 71 I, C/S Series 44R, C/S RULES, PROGRAMING FROM PREPARED LISTS)

Note: Some items on this list require use of False Purpose Rundown procedure.
Any trouble or bog encountered is handled with the False Purpose Rundown Correction List.

1. **DID YOU GO EXTERIOR**?　　　　　　　　　　　　　_____
   (Indicate it. If the pc has never had an Int RD, give him a standard Int RD per Int RD Series 2R. If the pc is Clear, Dianetic Clear or OT and has not had an Int RD, do the End of Endless Int Repair RD per Int RD Series 4RB. If you are not qualified to audit Int, end off and send the folder to the C/S.)

2. **HAS YOUR INT RD BEEN MESSED UP**?　　　　　　　_____
   (Assess and handle an Int RD Correction List. If Int correction has already been done, get an FES of the Int RD and its corrections. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int RD Series 4RB. If you are not qualified to audit Int, end off and send the folder to the C/S.)

3. **LIST ERROR**?　　　　　　　　　　　　　　　　　_____
   (Find out what list, and repair it with an L4BRB.)

4. **IS THERE AN ARC BREAK**?　　　　　　　　　　　_____
   (Get what it is and handle with ARCU CDEINR, E/S to F/N.)

5. **DID YOU GET UPSET DURING A SESSION**?　　　　_____
   (Get what it is and handle with ARCU CDEINR, E/S to F/N.)

6. **WAS THERE AN UPSET IN LIFE BETWEEN SESSIONS**?　_____
   (Get what it is and handle with ARCU CDEINR, E/S to F/N.)

7. **IS THERE A PROBLEM**?　　　　　　　　　　　　_____
   (Get what it is and handle with E/S to F/N.)

8.   **IS THERE SOMETHING YOU'RE WORRIED ABOUT**?   _____
     (Get what it is and handle with E/S to F/N.)

9.   **WAS A WITHHOLD MISSED**?   _____
     (Pull it with standard M/W/H handling procedure, E/S to F/N.)

10. **IS THERE SOMETHING YOU HAVEN'T TOLD ME**?   _____
     (Pull it with standard M/W/H handling procedure, E/S to F/N.)

11. **IS THERE SOMETHING THAT YOU DIDN'T TELL YOUR
     AUDITOR**?   _____
     (Pull it with standard M/W/H handling procedure, E/S to F/N.)

12. **HAS THERE BEEN SOME WORD OR COMMAND YOU
     HAVEN'T UNDERSTOOD**?   _____
     (Find and clear the misunderstood words to F/N.)

13. **WERE YOU PROTESTING**?   _____
     (2WC E/S to F/N.)

14. **HAS THERE BEEN ANY EVALUATION**?   _____
     (2WC E/S to F/N.)

15. **HAS THERE BEEN ANY INVALIDATION OF YOUR GAINS**?   _____
     (2WC E/S to F/N.)

16. **HAS THERE BEEN ANY INVALIDATION OF THE HAPPINESS**   _____
     RUNDOWN?
     (2WC E/S to F/N.)

17. **WAS AN F/N OVERRUN**?   _____
     (Find out which question or action was overrun past F/N and in-
     dicate. If no F/N, rehab to F/N.)

18. **WAS AN F/N MISSED**?   _____
     (Find out which question or action was overrun past F/N and in-
     dicate. If no F/N, rehab to F/N.)

19. **WERE YOU RUN PAST A COGNITION ON A PRECEPT**?   _____
     (Indicate, and rehab to F/N.)

20. **WERE YOU RUN ON AN UNCHARGED QUESTION**?   _____
     (Find out which question and indicate that the auditor missed that
     it didn't read. If no F/N, take it E/S to F/N.)

21. **WAS A FALSE READ TAKEN UP**?   _____
     (Find out which question this occurred on and indicate. If no F/N,
     take the false read E/S to F/N.)

22. **WAS A QUESTION LEFT UNFLAT**?   _____
     (Find out which question and flatten it.)

23. **WAS A PERSON LEFT UNFLAT**?   _____
     (Find which person and which precept and handle using steps 8b-
     8f of the HRD procedure.)

24. **WAS A PRECEPT LEFT UNFLAT**?   _____
     (Find out which precept and handle using HRD steps 1-10. If pc
     does not know which precept it is, HRD assessment method may
     be used.)

25. **WAS SOMETHING LEFT UNFLAT?**   _____

(Find out which question or action was left unflat and flatten it.
HRD assessment method procedure may be used if meter is read-
ing on "a precept was left unflat" but pc does not know which
precept it is.)

26. **WAS A READ MISSED**?   _____

(Find out which question or action the read was missed on and
run and flatten it.)

27. **WAS A CHARGED QUESTION NOT RUN**?   _____

(Find which question and run it.)

28. **WERE THERE ERRORS IN THE FALSE DATA STRIPPING**?   _____

(Assess and handle a False Data Stripping Repair list.)

29. **DO YOU HAVE ATTENTION ON A PRECEPT THAT HASN'T
BEEN TAKEN UP YET?**   _____

(Get which precept or precepts and handle with HRD procedure.)

30. **WAS THERE A COGNITION YOU DIDN'T MENTION**?   _____

(Get the pc to tell you, and acknowledge it. If no F/N, rehab it. It
may have occurred in or out of session.)

31. **WAS A COGNITION NOT ACCEPTED**?   _____

(Find what cognition, and acknowledge it. If no F/N, rehab it.)

32. **DID THE AUDITOR REFUSE TO ACCEPT WHAT YOU WERE
SAYING**?   _____

(Indicate, and handle E/S to F/N.)

33. **WAS AN EARLIER AUDITING ERROR RESTIMULATED**?   _____

(Get what it was and handle with the appropriate correction list,
or an LlC "In session . . .")

34. **HAS ANYONE ELSE BEEN AUDITING YOU DURING THE
HAPPINESS RUNDOWN**?   _____

(2WC to find out who was auditing the pc, and on what. If no
F/N, handle with the appropriate correction list. Note data for the
C/S.)

35. **HAS ANYONE DONE SOME OTHER FORM OF CASE ACTION
ON YOU DURING THE HAPPINESS RUNDOWN**?   _____

(2WC to find out what case action has been done. If no F/N, han-
dle with the appropriate correction list. Note data for C/S.)

36. **WAS THE HAPPINESS RUNDOWN INTERRUPTED**?   _____

(Indicate. If no F/N, take it E/S to F/N.)

37. **HAVE YOU BEEN DOING ANY OTHER PRACTICE BETWEEN
SESSIONS**?   _____

(2WC E/S to F/N. Note for C/S.)

38. **HAVE YOU TAKEN ANY DRUGS, MEDICINE OR ALCOHOL
DURING THE HAPPINESS RUNDOWN?**   _____

(2WC E/S to F/N. Note what the pc took and any reads for future
drug handlings.)

39. **DURING THE HAPPINESS RUNDOWN IS THERE ANYTHING
YOU HAVE DECIDED**?   _____

(2WC E/S to F/N.)

40. **CONCERNING THE HAPPINESS RUNDOWN**, **DO YOU HAVE ANY CONSIDERATIONS**? _____

(2WC E/S to F/N.)

41. **HAVE YOU THOUGHT OF A TRANSGRESSION YOU DON'T DARE MENTION**? _____

(Pull it with standard M/W/H handling procedure, E/S to F/N.)

42. **ARE YOU AFRAID YOU'LL GET IN TROUBLE IF SOMETHING IS FOUND OUT?** _____

(Pull it with standard M/W/H handling procedure, E/S to F/N.)

43. **HAS AN OVERT BEEN RESTIMULATED**? _____

(Pull it, E/S to F/N.)

44. **ON THE HAPPINESS RUNDOWN**, **WAS AN EVIL PURPOSE OR DESTRUCTIVE INTENTION RESTIMULATED**? _____

(Get what the evil purpose is and pull the overts of dramatizing that evil purpose, then continue with False Purpose Rundown procedure. If you are not an FPRD Auditor, run the overt chain E/S to F/N, then end the session and tum the pc over to an FPRD Auditor to handle with FPRD procedure.)

45. **DID YOU BOG DOWN ON HANDLING A PRECEPT DUE TO AN EVIL PURPOSE**? _____

(Get what the evil purpose is and pull the overts of dramatizing that evil purpose, then continue with False Purpose Rundown procedure. If you are not an FPRD Auditor, run the overt chain E/S to F/N, then end the session and tum the pc over to an FPRD Auditor to handle with FPRD procedure.)

46. **IS THERE AN EVIL PURPOSE PREVENTING YOU FROM UNSTICKING ON A PRECEPT**? _____

(Get what the evil purpose is and pull the overts of dramatizing that evil purpose, then continue with False Purpose Rundown procedure. If you are not an FPRD Auditor, run the overt chain E/S to F/N, then end the session and tum the pc over to an FPRD Auditor to handle with FPRD procedure.)

47. **IS THERE AN EVIL PURPOSE OR DESTRUCTIVE INTENTION HOLDING SOME DIFFICULTY WITH A PRECEPT IN PLACE**? _____

(Get what the evil purpose is and pull the overts of dramatizing that evil purpose, then continue with False Purpose Rundown procedure. If you are not an FPRD Auditor, run the overt chain E/S to F/N, then end the session and tum the pc over to an FPRD Auditor to handle with FPRD procedure.)

48. **WAS THERE NOTHING WRONG IN THE FIRST PLACE**? _____

(Indicate, and handle E/S to F/N.)

49. **IS SOMETHING ELSE WRONG**? _____

(Get what and handle, or get the data to the C/S.)

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Updated for 20 Sept. 99RA Happiness
Rundown Series 5RA, HAPPINESS
RUNDOWN REPAIR LIST (HRL)

Happiness Rundown Series 5RA-1

HAPPINESS RUNDOWN REPAIR LIST

WORD LIST

Refs:

HCO PL 4 Apr. 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB 8 July 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB 21 June 72 I	Word Clearing Series 38 METHOD 5
HCOB 9 Aug. 78 II	CLEARING COMMANDS
HCOB 17 July 79RA I Rev. 30.7.83	Word Clearing Series 64RA THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 21 Jan. 84RA, HRD Series 5RA, HAPPINESS RUN-DOWN REPAIR LIST (HRL).

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words in session on an org pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words.

This word list need only be cleared once in the pc's auditing if correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

WORDS FROM HAPPINESS RUNDOWN REPAIR LIST

A, **about**, **accept**, **accepted**, **action**, **afraid**, **alcohol**, **an**, **any**, **anyone**, **anything**, **ARC break**, **are**, **attention**, **auditing**, **auditor**.

Been, **between**, **bog**.

Case, **charged**, **cognition**, **command**, **concerning**, **considerations**.

Dare, **data**, **decided**, **destructive**, **did**, **didn't**, **difficulty**, **do**, **doing**, **done**, **don't**, **down**, **drugs**, **due**, **during**.

Earlier, else, **error**, **errors**, **evaluation**, **evil**, **exterior**.

False, **first**, **F/N**, **form**, **found**, **from**.

Gains, **get**, **go**.

Handling, **Happiness**, **has**, **hasn't**, **have**, **haven't**, **holding**.

If, **in**, **Int**, **intention**, **interrupted**, **invalidation**, **is**.

Left, **life**, **list**.

Me, **medicine**, **mention**, **messed**, **missed**.

Not, **nothing**.

Of, **on**, **or**, **other**, **out**, **overrun**, **overt**.

Past, **person**, **place**, **practice**, **precept**, **preventing**, **problem**, **protesting**, **purpose**.

Question.

Read, **refuse**, **restimulated**, **run**, **rundown**.

Saying, **session**, **sessions**, **some**, **something**, **stripping**.

Taken, **tell**, **that**, **the**, **there**, **thought**, **to**, **told**, **transgression**, **trouble**.

Uncharged, **understood**, **unflat**, **unsticking**, **up**, **upset**.

Was, **were**, **what**, **with**, **withhold**, **word**, **worried**, **wrong**.

Yet, **you**, **you'll**, **your**, **you're**.

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Updated for 20 Sept. 99RA Happiness
Rundown Series 5RA, HAPPINESS
RUNDOWN REPAIR LIST (HRL)

Happiness Rundown Series 5RA-1

HAPPINESS RUNDOWN REPAIR LIST

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A, **about**, **accept**, **accepted**, **action**, **afraid**, **alcohol**, **an**, **any**, **anyone**, **anything**, **ARC break**, **are**, **attention**, **auditing**, **auditor**.

Been, **between**, **bog**.

Case, **charged**, **cognition**, **command**, **concerning**, **considerations**.

Dare, **data**, **decided**, **destructive**, **did**, **didn't**, **difficulty**, **do**, **doing**, **done**, **don't**, **down**, **drugs**, **due**, **during**.

Earlier, else, error, errors, evaluation, evil, exterior.

False, **first**, **F/N**, **form**, **found**, **from**.

Gains, **get**, **go**.

Handling, **Happiness**, **has**, **hasn't**, **have**, **haven't**, **holding**.

If, in, **Int**, **intention**, **interrupted**, **invalidation**, **is**.

Left, life, list.

Me, **medicine**, **mention**, **messed**, **missed**.

Not, **nothing**.

Of, on, or, **other**, out, **overrun**, **overt**.

Past, **person**, **place**, **practice**, **precept**, **preventing**, **problem**, **protesting**, **purpose**.

Question.

Read, **refuse**, **restimulated**, **run**, **rundown**.

Saying, **session**, **sessions**, **some**, **something**, **stripping**.

Taken, **tell**, **that**, **the**, **there**, **thought**, **to**, **told**, **transgression**, **trouble**.

Uncharged, **understood**, **unflat**, **unsticking**, **up**, **upset**.

Was, were, **what**, **with**, **withhold**, **word**, **worried**, **wrong**.

Yet, **you**, **you'll**, **your**, **you're**.

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  and above
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Supervisors
Estos

Product Debug Series 11

FALSE DATA STRIPPING REPAIR LIST

Ref:
HCOB 7 Aug. 79   Product Debug Series 8
                              Esto Series 36
                              FALSE DATA STRIPPING

This list is used to clean up any BPC and errors that may have occurred as a result of mis-done False Data Stripping. It is used in session by an auditor when False Data Stripping bogs or when a person red tags at exams or gets in trouble after False Data Stripping.

A red-tagged False Data Stripping session must be handled within 24 hours.

The list can be assessed Method 3 or Method 5. (Ref: HCOB 28 May 70, CORRECTION LISTS, USE OF; HCOB 20 Dec. 71, C/S Series 72, USE OF CORRECTION LISTS; HCOB 10 June 71 I, C/S Series 44R, PROGRAMING FROM PREPARED LISTS)

In order to use this list the auditor must be high-crime checked out on the list itself, on HCOB 7 Aug. 79, FALSE DATA STRIPPING, and on HCOB 15 Nov. 78, DATING AND LOCATING.

Under some of the questions there are two separate sets of handling instructions. Where this is the case, the handling given in the first set of parentheses is the one the auditor does directly in the session. The handling in the second set of parentheses shows the further actions to be done, as programed and ordered by the C/S after all reading items have been F/Ned. These further actions include case handling steps, hatting and Qual corrective actions.

FALSE DATA STRIPPING AND OUT-LIST PHENOMENA

It can sometimes occur that False Data Stripping will produce out-list phenomena. This can happen because finding a false datum on a person is actually finding a wrong item, yet the fact that it is a wrong item doesn't get indicated. This does not mean that one should indicate a false datum found as a wrong item as part of routine False Data Stripping procedure, but one does need to be aware of the fact that out-list phenomena can occur, and that the remedy is to assess and handle this False Data Stripping Repair List.

_____

The list is assessed using the prefix: "On False Data Stripping, _____?" or "On False Data Stripping on (<u>subject</u>), _____?"

NAME: _____   DATE: _____

AUDITOR: _____

1. **OUT-INT**?   _____

    (Check to make sure the read on Int is a valid read and not a pro-
    test or false read. If it is valid, indicate it. If the pc is not Clear or
    OT, give him a standard Int RD per Int RD Series 2. If he is Clear
    or OT and has not had an Int RD, give him the End of Endless Int
    Repair RD per Int Series 4RA. If the pc has had an Int RD or End
    of Endless Int Repair RD, do an Int RD Correction List [HCOB 29
    Oct. 71RA]. If Int correction has already been done on the pc, get
    an FES of the Int RD and its corrections. If you are not qualified to
    audit or repair Int, turn the pc over to a qualified auditor. When all
    errors are corrected, the C/S may order the End of Endless Int Re-
    pair RD per Int Series 4RA, as applicable.)

2. **WAS FALSE DATA STRIPPING DONE IN THE MIDDLE
    OF INT HANDLING**?   _____

    (Indicate it. Clean up any BPC with an Int RD Correction List. Get
    the folder to the C/S so that the Int handling can be completed be-
    fore any further repair of the False Data Stripping is attempted.)

3. **WAS THERE AN OUT-LIST**?   _____

    (L4BRB and handle.)

4. **WAS FALSE DATA STRIPPING DONE IN THE MIDDLE
    OF OUT-LIST CORRECTION**?   _____

    (Indicate it. Clean up any BPC with an L4BRB. Get the folder to
    the C/S so that the out-list handling can be completed before any
    further repair of the False Data Stripping is attempted.)

5. **WAS THE WRONG AREA ADDRESSED**?   _____

    (Indicate and 2WC E/S to F/N. If it is acting like a wrong L&N
    item, L4BRB and handle.)

    (Get FDSing done on the correct area.)

6. **WAS A WRONG ITEM FOUND**?   _____

    (Get what it was and indicate that it was a wrong item. If no F/N
    VGIs, L4BRB and handle.)

7. **HAS A FALSE DATUM BEEN FOUND ON YOU AND
    THEN NOT INDICATED AS A WRONG ITEM**?   _____

    (Get what it was and indicate that it was a wrong item. If no F/N
    VGIs, L4BRB and handle.)

8. **WAS THERE AN ERROR IN DATING**?   _____

    (Indicate. Get the correct date to F/N per HCOB 15 Nov. 78,
    DATING AND LOCATING. Complete the False Data Stripping
    steps if the false datum is not yet handled, to EP. If any trouble or
    if the date acted as a wrong L&N item, L4BRB and handle.)

9. **WAS THERE A WRONG DATE**?   _____

    (Indicate. Get the correct date to F/N per HCOB 15 Nov. 78,
    DATING AND LOCATING. Complete the False Data Stripping
    steps if the false datum is not yet handled, to EP. If any trouble or
    if the date acted as a wrong L&N item, L4BRB and handle.)

10. **WAS THERE AN ERROR IN LOCATING**?   _____

    (Indicate. Get the correct location to F/N per HCOB 15 Nov. 78,
    DATING AND LOCATING. Complete the False Data Stripping
    steps if the false datum is not yet handled, to EP. If any trouble or
    if the location acted as a wrong L&N item, L4BRB and handle.)

11. **WAS THERE A WRONG LOCATION**? _____

(Indicate. Get the correct location to F/N per HCOB 15 Nov. 78, DATING AND LOCATING. Complete the False Data Stripping steps if the false datum is not yet handled, to EP. If any trouble or if the location acted as a wrong L&N item, L4BRB and handle.)

12. **WAS THERE A WRONG SOURCE**? _____

(Indicate. Find the actual source of the false data and complete the False Data Stripping steps on the unhandled false datum, to EP. If any trouble or if the source acted as a wrong L&N item, L4BRB and handle.)

13. **WAS THE FALSE DATA STRIPPING DONE WHILE YOU WERE IN THE MIDDLE OF A MAJOR ACTION**? _____

(Indicate and 2WC E/S to F/N.)

(Program to get the major action completed.)

14. **WAS THERE AN ARC BREAK**? _____

(Handle the ARC break with ARCU CDEINR E/S to F/N.)

15. **WAS THERE A PROBLEM**? _____

(Itsa E/S itsa to F/N.)

16. **WAS THERE A WITHHOLD**? _____

(Pull the withhold E/S to F/N.)

17. **WAS THERE AN OVERT**? _____

(Pull the overt E/S to F/N.)

18. **WAS THE TROUBLE REALLY CAUSED BY OUT-ETHICS**? _____

(Get what the out-ethics is and handle as a withhold E/S to F/N.)

19. **WERE THERE OVERTS OR WITHHOLDS IN THE AREA OF THE FALSE DATA**? _____

(Pull the overts and withholds, each E/S to F/N.)

20. **WERE THERE ANY OVERTS OR WITHHOLDS PRIOR TO ACCEPTING THE FALSE DATA**? _____

(Pull the overts and withholds, each E/S to F/N.)

21. **DID THE FALSE DATA JUSTIFY SOME EARLIER OVERT OR WITHHOLD**? _____

(Pull the overt or withhold E/S to F/N.)

22. **HAVE YOU GIVEN FALSE DATA TO ANOTHER**? _____

(Handle as a withhold E/S to F/N.)

(Get him False Data Stripped on the area of the false data he gave.)

23. **HAVE YOU TOLERATED FALSE DATA BEING GIVEN TO YOU**? _____

(Handle as a withhold E/S to F/N.)

24. **HAVE YOU PRETENDED KNOWLEDGE AND EXPERIENCE YOU DID NOT HAVE**? _____

(Handle as a withhold E/S to F/N.)

25. **HAVE YOU GIVEN FALSE DATA TO GET OUT OF SOMETHING?** _____
(Handle as a withhold E/S to F/N.)

26. **HAVE YOU EVER LIED ABOUT ANYTHING IN THE SUBJECT OR AREA BEING ADDRESSED?** _____
(Handle as a withhold E/S to F/N.)

27. **HAVE YOU BEEN CRITICAL OR MALICIOUS ABOUT THE AREA BEING ADDRESSED?** _____
(Pull all overts and withholds connected with this, going E/S as needed. Note for handling of any black PR campaign he may be running on others.)

(Get the False Data Stripping completed. Program for False Purpose Rundown and handling of black PR if applicable.)

28. **HAVE YOU LISTENED TO CRITICAL OR MALICIOUS STATEMENTS ABOUT THE AREA BEING ADDRESSED?** _____
(Pull the overts and withholds he has connected with this, including any overts of agreement, going E/S as needed. Note for handling of any black PR campaign.)

(Get the False Data Stripping completed. Program for False Purpose Rundown and handling of black PR if applicable.)

29. **WAS THERE ANY INVALIDATION?** _____
(2WC E/S to F/N.)

30. **WAS THERE ANY EVALUATION?** _____
(2WC E/S to F/N.)

31. **WERE YOU PROTESTING?** _____
(2WC E/S to F/N.)

32. **DID YOU RESENT THE FALSE DATA STRIPPING?** _____
(2WC E/S to F/N, putting in any out-rud. If it turns out that the False Data Stripping was unnecessary, indicate it and take it E/S to F/N.)

33. **DID SOMEBODY SAY YOU HAD FALSE DATA WHEN YOU DIDN'T?** _____
(Indicate. If no F/N, 2WC E/S to F/N.)

34. **WAS THE "FALSE DATA" FOUND NOT REALLY FALSE?** _____
(Indicate. If no F/N, 2WC E/S to F/N.)

35. **WAS A SENSIBLE DATUM MADE TO SEEM FALSE BECAUSE IT WAS MISAPPLIED?** _____
(Indicate. If no F/N, 2WC E/S to F/N.)

36. **HAD THE FALSE DATA ALREADY BLOWN?** _____
(Indicate. If no F/N, get when it blew and rehab to F/N.)

37. **WAS SOME PART OF THE FALSE DATA STRIPPING OVERRUN?** _____
(Indicate. Find out what it was and rehab to F/N.)

38. **HAD THE WHOLE SUBJECT BEEN HANDLED?** _____
(Indicate. If no F/N, rehab to F/N.)

39. **DID YOU NOT FULLY UNDERSTAND WHAT "FALSE DATA" IS?** _____

(Check for and clear up any Mis-U words and clear up fully what "false data" is, using HCOB 7 Aug. 79, FALSE DATA STRIPPING.)

40. **WAS THE FALSE DATA NOT FOUND?** _____

(Indicate. Help him locate it and complete the False Data Stripping steps to EP.)

41. **WAS A FALSE DATUM NOT BLOWN?** _____

(Indicate. Complete the False Data Stripping on the datum to EP. Date/Locate if necessary.)

42. **WAS THERE AN EARLIER-SIMILAR FALSE DATUM OR INCIDENT?** _____

(Get what it was and complete the False Data Stripping on that datum to EP.)

43. **WAS THERE NO EARLIER-SIMILAR FALSE DATUM OR INCIDENT?** _____

(Indicate it. Find out if the false datum had already blown; if so, indicate it and rehab to F/N. If the false datum has not blown, Date/Locate the receipt of the datum, to EP.)

44. **WAS A FALSE-DATA CHAIN LEFT UNFLAT?** _____

(Indicate. Complete the chain to EP. Date/Locate the receipt of the false data if needed.)

45. **DID YOU JUMP FROM ONE FALSE-DATA CHAIN TO ANOTHER?** _____

(Indicate. Find out if the false datum from the original chain blew; if it did, have him spot the point where it blew. Rehab to F/N if needed. If the false datum had not blown, complete the original chain to EP. Then complete the chain that was jumped to, if unflat.)

46. **WAS THERE MORE FALSE DATA ON THE SUBJECT OR AREA?** _____

(Indicate. If no F/N, 2WC E/S to F/N.)

(Get the False Data Stripping on the subject or area completed.)

47. **WERE THERE MISUNDERSTOODS IN THE AREA OF THE FALSE DATA?** _____

(Find and clear the MUs, each to F/N.)

(Get the False Data Stripping completed.)

48. **WERE YOU NOT FAMILIAR WITH THE BASIC TRUE DATA ON THE SUBJECT BEING ADDRESSED?** _____

(Indicate. If no F/N, 2WC E/S to F/N.)

(Get the true data on the area found and studied, then redo False Data Stripping on the subject.)

49. **WAS THE TRUE DATA NEVER FOUND?** _____

(Indicate. If no F/N, 2WC E/S to F/N.)

(Get the true data found and studied, then redo False Data Stripping on the subject.)

50. **DID YOU NOT RESTUDY THE TRUE DATA**?   _____
(Indicate. If no F/N, 2WC E/S to F/N.)

(Get him to restudy the true data, then redo False Data Stripping on the subject.)

51. **WAS THERE A FALSE DATUM YOU THOUGHT MUST BE TRUE**, **BECAUSE OF ITS SOURCE**?   _____
(Indicate. If no F/N, 2WC E/S to F/N. Then complete the handling of that datum.)

52. **WERE YOU EMBARRASSED TO SAY WHAT THE FALSE DATUM WAS**?   _____
(Indicate. If no F/N, 2WC E/S to F/N. Then complete the handling of that datum.)

53. **WERE YOU EMBARRASSED TO SAY WHERE THE FALSE DATUM HAD COME FROM**?   _____
(Indicate. If no F/N, 2WC E/S to F/N. Then complete the handling of that datum.)

54. **DID THE PERSON DOING THE ACTION GIVE YOU FALSE DATA**?   _____
(Indicate. If no F/N, 2WC E/S to F/N.)

(Get the False Data Stripping completed. Send the person who gave him the false data to Ethics.)

55. **DID YOU THINK OF SOME FALSE DATA YOU DIDN'T MENTION**?   _____
(Find out what it was and handle it to EP with False Data Stripping procedure.)

56. **WAS THE FALSE DATA VALUABLE TO YOU**?   _____
(2WC the value, E/S to F/N. Then pull any withhold connected with this, E/S to F/N.)

(Get the False Data Stripping completed, including finding and studying the true data.)

57. **WERE YOU USING THE FALSE DATA TO MAKE SOMEONE WRONG**?   _____
(2WC him on this and get him to spot and tell you the service facsimile, without getting into listing for it. What you are trying to do is get him to find and blow the service facsimile by recall. If he does not come up with the service facsimile, complete the 2WC to F/N and complete this repair list.) (If the service facsimile was not spotted and blown, program for full service facsimile handling.)

58. **WERE YOU THROWN INTO A SECONDARY**?   _____
(Indicate. Assess and handle an L3RH. On Clears and OTs, indicate the read; if it doesn't F/N on indication, assess an L3RH but do no handling beyond indicating the L3RH read or reads.)

59. **DID YOU FEEL GRIEFY**?   _____
(Indicate. Assess and handle an L3RH. On Clears and OTs, indicate the read; if it doesn't F/N on indication, assess an L3RH but do no handling beyond indicating the L3RH read or reads.)

60.   **WAS A LOSS RESTIMULATED**?   _____
      (Indicate. Assess and handle an L3RH. On Clears and OTs, indi-
      cate the read; if it doesn't F/N on indication, assess an L3RH but
      do no handling beyond indicating the L3RH read or reads.)

61.   **WAS AN ENGRAM RESTIMULATED**?   _____
      (Indicate. Assess and handle an L3RH. On Clears and OTs, indi-
      cate the read; if it doesn't F/N on indication, assess an L3RH but
      do no handling beyond indicating the L3RH read or reads.)

62.   **WAS AN IMPLANT RESTIMULATED**?   _____
      (Indicate. If no joy, do an L3RH on the time of the restimulation.
      Date/Locate if needed. On Clears and OTs, indicate the read; if it
      doesn't F/N on indication, assess an L3RH but do no handling be-
      yond indicating the L3RH read or reads.)

63.   **WERE THERE METERING ERRORS**?   _____
      (Indicate. Find out whether it was false reads, missed reads or
      missed F/Ns and handle E/S to F/N.)

      (Get the False Data Stripping completed if needed.)

64.   **DID THE FALSE DATA HANDLED HAVE NO CHARGE
      ON IT**?   _____
      (Indicate it and that it should not have been taken up. If no F/N,
      2WC E/S to F/N. Get in False and Protest buttons.)

65.   **WAS THE FALSE DATA STRIPPING DONE ON
      TOO BROAD AN AREA**?   _____
      (Indicate it. If no F/N, 2WC E/S to F/N.)

      (Get the specific area or areas that need to be False Data Stripped
      located per step A of False Data Stripping procedure and complete
      the False Data Stripping to EP.)

66.   **HAD YOU NOT HAD SUFFICIENT FOOD**?   _____
      (2WC E/S to F/N.)

67.   **HAD YOU NOT HAD SUFFICIENT SLEEP**?   _____
      (2WC E/S to F/N.)

68.   **HAD YOU TAKEN DRUGS**?   _____

                              MEDICINE?   _____

                              ALCOHOL?   _____

      (2WC E/S to F/N.)

      (Get the False Data Stripping completed. Program for drug handling.)

69.   **WAS THERE SOMETHING ELSE WRONG WITH YOUR
      FALSE DATA STRIPPING**?   _____
      (Find out what and handle with the appropriate correction list.)

70.   **WAS THERE SOMETHING WRONG WITH YOUR CASE**?   _____
      (Assess and handle a C/S 53.)

71.   **WAS THERE NOTHING WRONG IN THE FIRST PLACE**?   _____
      (Indicate. If no F/N, 2WC E/S to F/N.)

L. RON HUBBARD
Founder

Remimeo
Class III Auditors
  and above
C/Ses
Tech/Qual
Cramming Officers
Supervisors
Estos

Product Debug Series 11

FALSE DATA STRIPPING REPAIR LIST

Ref:
HCOB 7 Aug. 79   Product Debug Series 8
                     Esto Series 36
                     FALSE DATA STRIPPING

This list is used to clean up any BPC and errors that may have occurred as a result of misdone False Data Stripping. It is used in session by an auditor when False Data Stripping bogs or when a person red tags at exams or gets in trouble after False Data Stripping.

A red-tagged False Data Stripping session must be handled within 24 hours.

The list can be assessed Method 3 or Method 5. (Ref: HCOB 28 May 70, CORRECTION LISTS, USE OF; HCOB 20 Dec. 71, C/S Series 72, USE OF CORRECTION LISTS; HCOB 10 June 71 I, C/S Series 44R, PROGRAMING FROM PREPARED LISTS)

In order to use this list the auditor must be high-crime checked out on the list itself, on HCOB 7 Aug. 79, FALSE DATA STRIPPING, and on HCOB 15 Nov. 78, DATING AND LOCATING.

Under some of the questions there are two separate sets of handling instructions. Where this is the case, the handling given in the first set of parentheses is the one the auditor does directly in the session. The handling in the second set of parentheses shows the further actions to be done, as programed and ordered by the C/S after all reading items have been F/Ned. These further actions include case handling steps, hatting and Qual corrective actions.

FALSE DATA STRIPPING AND OUT-LIST PHENOMENA

It can sometimes occur that False Data Stripping will produce out-list phenomena. This can happen because finding a false datum on a person is actually finding a wrong item, yet the fact that it is a wrong item doesn't get indicated. This does not mean that one should indicate a false datum found as a wrong item as part of routine False Data Stripping procedure, but one does need to be aware of the fact that out-list phenomena can occur, and that the remedy is to assess and handle this False Data Stripping Repair List.

_____

The list is assessed using the prefix: "On False Data Stripping, _____?" or "On False Data Stripping on (<u>subject</u>), _____?"

NAME: _____   DATE: _____

AUDITOR: _____

1. **OUT-INT?** _____

   (Check to make sure the read on Int is a valid read and not a protest or false read. If it is valid, indicate it. If the pc is not Clear or OT, give him a standard Int RD per Int RD Series 2. If he is Clear or OT and has not had an Int RD, give him the End of Endless Int Repair RD per Int Series 4RA. If the pc has had an Int RD or End of Endless Int Repair RD, do an Int RD Correction List [HCOB 29 Oct. 71RA]. If Int correction has already been done on the pc, get an FES of the Int RD and its corrections. If you are not qualified to audit or repair Int, turn the pc over to a qualified auditor. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int Series 4RA, as applicable.)

2. **WAS FALSE DATA STRIPPING DONE IN THE MIDDLE OF INT HANDLING?** _____

   (Indicate it. Clean up any BPC with an Int RD Correction List. Get the folder to the C/S so that the Int handling can be completed before any further repair of the False Data Stripping is attempted.)

3. **WAS THERE AN OUT-LIST?** _____

   (L4BRB and handle.)

4. **WAS FALSE DATA STRIPPING DONE IN THE MIDDLE OF OUT-LIST CORRECTION?** _____

   (Indicate it. Clean up any BPC with an L4BRB. Get the folder to the C/S so that the out-list handling can be completed before any further repair of the False Data Stripping is attempted.)

5. **WAS THE WRONG AREA ADDRESSED?** _____

   (Indicate and 2WC E/S to F/N. If it is acting like a wrong L&N item, L4BRB and handle.)

   (Get FDSing done on the correct area.)

6. **WAS A WRONG ITEM FOUND?** _____

   (Get what it was and indicate that it was a wrong item. If no F/N VGIs, L4BRB and handle.)

7. **HAS A FALSE DATUM BEEN FOUND ON YOU AND THEN NOT INDICATED AS A WRONG ITEM?** _____

   (Get what it was and indicate that it was a wrong item. If no F/N VGIs, L4BRB and handle.)

8. **WAS THERE AN ERROR IN DATING?** _____

   (Indicate. Get the correct date to F/N per HCOB 15 Nov. 78, DATING AND LOCATING. Complete the False Data Stripping steps if the false datum is not yet handled, to EP. If any trouble or if the date acted as a wrong L&N item, L4BRB and handle.)

9. **WAS THERE A WRONG DATE?** _____

   (Indicate. Get the correct date to F/N per HCOB 15 Nov. 78, DATING AND LOCATING. Complete the False Data Stripping steps if the false datum is not yet handled, to EP. If any trouble or if the date acted as a wrong L&N item, L4BRB and handle.)

10. **WAS THERE AN ERROR IN LOCATING?** _____

    (Indicate. Get the correct location to F/N per HCOB 15 Nov. 78, DATING AND LOCATING. Complete the False Data Stripping steps if the false datum is not yet handled, to EP. If any trouble or if the location acted as a wrong L&N item, L4BRB and handle.)

11. **WAS THERE A WRONG LOCATION**? _____

(Indicate. Get the correct location to F/N per HCOB 15 Nov. 78, DATING AND LOCATING. Complete the False Data Stripping steps if the false datum is not yet handled, to EP. If any trouble or if the location acted as a wrong L&N item, L4BRB and handle.)

12. **WAS THERE A WRONG SOURCE**? _____

(Indicate. Find the actual source of the false data and complete the False Data Stripping steps on the unhandled false datum, to EP. If any trouble or if the source acted as a wrong L&N item, L4BRB and handle.)

13. **WAS THE FALSE DATA STRIPPING DONE WHILE YOU WERE IN THE MIDDLE OF A MAJOR ACTION**? _____

(Indicate and 2WC E/S to F/N.)

(Program to get the major action completed.)

14. **WAS THERE AN ARC BREAK**? _____

(Handle the ARC break with ARCU CDEINR E/S to F/N.)

15. **WAS THERE A PROBLEM**? _____

(Itsa E/S itsa to F/N.)

16. **WAS THERE A WITHHOLD**? _____

(Pull the withhold E/S to F/N.)

17. **WAS THERE AN OVERT**? _____

(Pull the overt E/S to F/N.)

18. **WAS THE TROUBLE REALLY CAUSED BY OUT-ETHICS**? _____

(Get what the out-ethics is and handle as a withhold E/S to F/N.)

19. **WERE THERE OVERTS OR WITHHOLDS IN THE AREA OF THE FALSE DATA**? _____

(Pull the overts and withholds, each E/S to F/N.)

20. **WERE THERE ANY OVERTS OR WITHHOLDS PRIOR TO ACCEPTING THE FALSE DATA**? _____

(Pull the overts and withholds, each E/S to F/N.)

21. **DID THE FALSE DATA JUSTIFY SOME EARLIER OVERT OR WITHHOLD**? _____

(Pull the overt or withhold E/S to F/N.)

22. **HAVE YOU GIVEN FALSE DATA TO ANOTHER**? _____

(Handle as a withhold E/S to F/N.)

(Get him False Data Stripped on the area of the false data he gave.)

23. **HAVE YOU TOLERATED FALSE DATA BEING GIVEN TO YOU?** _____

(Handle as a withhold E/S to F/N.)

24. **HAVE YOU PRETENDED KNOWLEDGE AND EXPERIENCE YOU DID NOT HAVE**? _____

(Handle as a withhold E/S to F/N.)

25. **HAVE YOU GIVEN FALSE DATA TO GET OUT OF SOMETHING?** _____

(Handle as a withhold E/S to F/N.)

26. **HAVE YOU EVER LIED ABOUT ANYTHING IN THE SUBJECT OR AREA BEING ADDRESSED?** _____

(Handle as a withhold E/S to F/N.)

27. **HAVE YOU BEEN CRITICAL OR MALICIOUS ABOUT THE AREA BEING ADDRESSED?** _____

(Pull all overts and withholds connected with this, going E/S as needed. Note for handling of any black PR campaign he may be running on others.)

(Get the False Data Stripping completed. Program for False Purpose Rundown and handling of black PR if applicable.)

28. **HAVE YOU LISTENED TO CRITICAL OR MALICIOUS STATEMENTS ABOUT THE AREA BEING ADDRESSED?** _____

(Pull the overts and withholds he has connected with this, including any overts of agreement, going E/S as needed. Note for handling of any black PR campaign.)

(Get the False Data Stripping completed. Program for False Purpose Rundown and handling of black PR if applicable.)

29. **WAS THERE ANY INVALIDATION?** _____

(2WC E/S to F/N.)

30. **WAS THERE ANY EVALUATION?** _____

(2WC E/S to F/N.)

31. **WERE YOU PROTESTING?** _____

(2WC E/S to F/N.)

32. **DID YOU RESENT THE FALSE DATA STRIPPING?** _____

(2WC E/S to F/N, putting in any out-rud. If it turns out that the False Data Stripping was unnecessary, indicate it and take it E/S to F/N.)

33. **DID SOMEBODY SAY YOU HAD FALSE DATA WHEN YOU DIDN'T?** _____

(Indicate. If no F/N, 2WC E/S to F/N.)

34. **WAS THE "FALSE DATA" FOUND NOT REALLY FALSE?** _____

(Indicate. If no F/N, 2WC E/S to F/N.)

35. **WAS A SENSIBLE DATUM MADE TO SEEM FALSE BECAUSE IT WAS MISAPPLIED?** _____

(Indicate. If no F/N, 2WC E/S to F/N.)

36. **HAD THE FALSE DATA ALREADY BLOWN?** _____

(Indicate. If no F/N, get when it blew and rehab to F/N.)

37. **WAS SOME PART OF THE FALSE DATA STRIPPING OVERRUN?** _____

(Indicate. Find out what it was and rehab to F/N.)

38. **HAD THE WHOLE SUBJECT BEEN HANDLED?** _____

(Indicate. If no F/N, rehab to F/N.)

39. **DID YOU NOT FULLY UNDERSTAND WHAT "FALSE DATA" IS?**   _____

(Check for and clear up any Mis-U words and clear up fully what "false data" is, using HCOB 7 Aug. 79, FALSE DATA STRIPPING.)

40. **WAS THE FALSE DATA NOT FOUND**?   _____

(Indicate. Help him locate it and complete the False Data Stripping steps to EP.)

41. **WAS A FALSE DATUM NOT BLOWN**?   _____

(Indicate. Complete the False Data Stripping on the datum to EP. Date/Locate if necessary.)

42. **WAS THERE AN EARLIER-SIMILAR FALSE DATUM OR INCIDENT**?   _____

(Get what it was and complete the False Data Stripping on that datum to EP.)

43. **WAS THERE NO EARLIER-SIMILAR FALSE DATUM OR INCIDENT**?   _____

(Indicate it. Find out if the false datum had already blown; if so, indicate it and rehab to F/N. If the false datum has not blown, Date/Locate the receipt of the datum, to EP.)

44. **WAS A FALSE-DATA CHAIN LEFT UNFLAT**?   _____

(Indicate. Complete the chain to EP. Date/Locate the receipt of the false data if needed.)

45. **DID YOU JUMP FROM ONE FALSE-DATA CHAIN TO ANOTHER**?   _____

(Indicate. Find out if the false datum from the original chain blew; if it did, have him spot the point where it blew. Rehab to F/N if needed. If the false datum had not blown, complete the original chain to EP. Then complete the chain that was jumped to, if unflat.)

46. **WAS THERE MORE FALSE DATA ON THE SUBJECT OR AREA**?   _____

(Indicate. If no F/N, 2WC E/S to F/N.)

(Get the False Data Stripping on the subject or area completed.)

47. **WERE THERE MISUNDERSTOODS IN THE AREA OF THE FALSE DATA**?   _____

(Find and clear the MUs, each to F/N.)

(Get the False Data Stripping completed.)

48. **WERE YOU NOT FAMILIAR WITH THE BASIC TRUE DATA ON THE SUBJECT BEING ADDRESSED**?   _____

(Indicate. If no F/N, 2WC E/S to F/N.)

(Get the true data on the area found and studied, then redo False Data Stripping on the subject.)

49. **WAS THE TRUE DATA NEVER FOUND**?   _____

(Indicate. If no F/N, 2WC E/S to F/N.)

(Get the true data found and studied, then redo False Data Stripping on the subject.)

50. **DID YOU NOT RESTUDY THE TRUE DATA?** _____
(Indicate. If no F/N, 2WC E/S to F/N.)

(Get him to restudy the true data, then redo False Data Stripping on the subject.)

51. **WAS THERE A FALSE DATUM YOU THOUGHT MUST BE TRUE, BECAUSE OF ITS SOURCE?** _____
(Indicate. If no F/N, 2WC E/S to F/N. Then complete the handling of that datum.)

52. **WERE YOU EMBARRASSED TO SAY WHAT THE FALSE DATUM WAS?** _____
(Indicate. If no F/N, 2WC E/S to F/N. Then complete the handling of that datum.)

53. **WERE YOU EMBARRASSED TO SAY WHERE THE FALSE DATUM HAD COME FROM?** _____
(Indicate. If no F/N, 2WC E/S to F/N. Then complete the handling of that datum.)

54. **DID THE PERSON DOING THE ACTION GIVE YOU FALSE DATA?** _____
(Indicate. If no F/N, 2WC E/S to F/N.)

(Get the False Data Stripping completed. Send the person who gave him the false data to Ethics.)

55. **DID YOU THINK OF SOME FALSE DATA YOU DIDN'T MENTION?** _____
(Find out what it was and handle it to EP with False Data Stripping procedure.)

56. **WAS THE FALSE DATA VALUABLE TO YOU?** _____
(2WC the value, E/S to F/N. Then pull any withhold connected with this, E/S to F/N.)

(Get the False Data Stripping completed, including finding and studying the true data.)

57. **WERE YOU USING THE FALSE DATA TO MAKE SOMEONE WRONG?** _____
(2WC him on this and get him to spot and tell you the service facsimile, without getting into listing for it. What you are trying to do is get him to find and blow the service facsimile by recall. If he does not come up with the service facsimile, complete the 2WC to F/N and complete this repair list.) (If the service facsimile was not spotted and blown, program for full service facsimile handling.)

58. **WERE YOU THROWN INTO A SECONDARY?** _____
(Indicate. Assess and handle an L3RH. On Clears and OTs, indicate the read; if it doesn't F/N on indication, assess an L3RH but do no handling beyond indicating the L3RH read or reads.)

59. **DID YOU FEEL GRIEFY?** _____
(Indicate. Assess and handle an L3RH. On Clears and OTs, indicate the read; if it doesn't F/N on indication, assess an L3RH but do no handling beyond indicating the L3RH read or reads.)

60. **WAS A LOSS RESTIMULATED**?   _____

(Indicate. Assess and handle an L3RH. On Clears and OTs, indicate the read; if it doesn't F/N on indication, assess an L3RH but do no handling beyond indicating the L3RH read or reads.)

61. **WAS AN ENGRAM RESTIMULATED**?   _____

(Indicate. Assess and handle an L3RH. On Clears and OTs, indicate the read; if it doesn't F/N on indication, assess an L3RH but do no handling beyond indicating the L3RH read or reads.)

62. **WAS AN IMPLANT RESTIMULATED**?   _____

(Indicate. If no joy, do an L3RH on the time of the restimulation. Date/Locate if needed. On Clears and OTs, indicate the read; if it doesn't F/N on indication, assess an L3RH but do no handling beyond indicating the L3RH read or reads.)

63. **WERE THERE METERING ERRORS**?   _____

(Indicate. Find out whether it was false reads, missed reads or missed F/Ns and handle E/S to F/N.)

(Get the False Data Stripping completed if needed.)

64. **DID THE FALSE DATA HANDLED HAVE NO CHARGE ON IT**?   _____

(Indicate it and that it should not have been taken up. If no F/N, 2WC E/S to F/N. Get in False and Protest buttons.)

65. **WAS THE FALSE DATA STRIPPING DONE ON TOO BROAD AN AREA**?   _____

(Indicate it. If no F/N, 2WC E/S to F/N.)

(Get the specific area or areas that need to be False Data Stripped located per step A of False Data Stripping procedure and complete the False Data Stripping to EP.)

66. **HAD YOU NOT HAD SUFFICIENT FOOD**?   _____

(2WC E/S to F/N.)

67. **HAD YOU NOT HAD SUFFICIENT SLEEP**?   _____

(2WC E/S to F/N.)

68. **HAD YOU TAKEN DRUGS**?   _____

MEDICINE?   _____

ALCOHOL?   _____

(2WC E/S to F/N.)

(Get the False Data Stripping completed. Program for drug handling.)

69. **WAS THERE SOMETHING ELSE WRONG WITH YOUR FALSE DATA STRIPPING**?   _____

(Find out what and handle with the appropriate correction list.)

70. **WAS THERE SOMETHING WRONG WITH YOUR CASE**?   _____

(Assess and handle a C/S 53.)

71. **WAS THERE NOTHING WRONG IN THE FIRST PLACE**?   _____

(Indicate. If no F/N, 2WC E/S to F/N.)

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 JULY 1988

Product Debug Series 11-1

FALSE DATA STRIPPING REPAIR LIST
WORD LIST

These are the words from HCOB 11 July 88, Product Debug Series 11, FALSE DATA STRIPPING REPAIR LIST.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words in session on an org pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words.

This word list need only be cleared once in the pc's auditing if correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

WORDS FROM FALSE DATA STRIPPING REPAIR LIST

A, **about**, **accepting**, **action**, **addressed**, **alcohol**, **already**, **an**, **and**, **another**, **any**, **anything**, **ARC break**, **area**, **as**.

Basic, **be**, **because**, **been**, **being**, **blown**, **broad**, **by**.

Case, **caused**, **chain**, **charge**, **come**, **correction**, **critical**.

Data, **date**, **dating**, **datum**, **did**, **didn't**, **doing**, **done**, **drugs**.

Earlier, **earlier-similar**, **else**, **embarrassed**, **engram**, **error**, **errors**, **evaluation**, **ever**, **experience**.

False, **false data**, **familiar**, **feel**, **first**, **food**, **found**, **from**, **fully**.

Get, **give**, **given**, **griefy**.

Had, **handled**, **handling**, **has**, **have**.

Implant, **in**, **incident**, **indicated**, **Int**, **into**, **invalidation**, **is**, **it**, **item**, **its**.

Jump, **justify**.

Knowledge.

Left, **lied**, **list**, **listened**, **locating**, **location**, **loss**.

Made, **major**, **make**, **malicious**, **medicine**, **mention**, **metering**, **middle**, **misapplied**, **misunderstoods**, **more**, **must**.

Never, **no**, **not**, **nothing**.

Of, **on**, **one**, **or**, **out**, **out-ethics**, **out-Int**, **out-list**, **overrun**, **overt**, **overts**.

Part, **person**, **place**, **pretended**, **prior**, **problem**, **protesting**.

Really, **resent**, **restimulated**, **restudy**.

Say, **secondary**, **seem**, **sensible**, **similar**, **sleep**, **some**, **somebody**, **someone**, **something**, **source**, **statements**, **stripping**, **subject**, **sufficient**.

Taken, **the**, **then**, **there**, **think**, **thought**, **thrown**, **to**, **tolerated**, **too**, **trouble**, **true**.

Understand, **unflat**, **using**.

Valuable.

Was, **were**, **what**, **when**, **where**, **while**, **whole**, **with**, **withhold**, **withholds**, **wrong**.

You, **your**.

L. RON HUBBARD
Founder

Compilation assisted by
LRH Technical Research
and Compilations

Remimeo
C/Ses
Auditors
Tech/Qual

Product Debug Series 11-1

FALSE DATA STRIPPING REPAIR LIST
WORD LIST

Refs:

HCO PL 4 Apr. 72R III	Word Clearing Series 48
Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB 8 July 74R I	Word Clearing Series 53R
Rev. 24.7.74	CLEAR TO F/N
HCOB 21 June 72R I	Word Clearing Series 38R
Rev. 20.2.89	METHOD 5
HCOB 9 Aug. 78 I1	Word Clearing Series 52
	CLEARING COMMANDS
HCOB 17 July 79RB I	Word Clearing Series 64RB
Rev. 26.2.89	THE MISUNDERSTOOD
	WORD DEFINED

These are the words from HCOB 11 July 88, Product Debug Series 11, FALSE DATA STRIPPING REPAIR LIST.

These words should be cleared on the pc before the list is actually assessed on him, per HCOB 9 Aug. 78 II, CLEARING COMMANDS.

The staff auditor or intern must have received high-crime checkouts from Qual on the above references before clearing these words in session on an org pc. (Ref: HCO PL 8 Mar. 66, KSW Series 13, HIGH CRIME)

The auditor uses Method 5 Word Clearing when clearing these words.

This word list need only be cleared once in the pc's auditing if correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref: HCOB 30 Oct. 87, Auditor Admin Series 6RA, THE YELLOW SHEET)

WORDS FROM FALSE DATA STRIPPING REPAIR LIST

A, **about**, **accepting**, **action**, **addressed**, **alcohol**, **already**, **an**, **and**, **another**, **any**, **anything**, **ARC break**, **area**, **as**.

Basic, **be**, **because**, **been**, **being**, **blown**, **broad**, **by**.

Case, **caused**, **chain**, **charge**, **come**, **correction**, **critical**.

Data, **date**, **dating**, **datum**, **did**, **didn't**, **doing**, **done**, **drugs**.

Earlier, **earlier-similar**, **else**, **embarrassed**, **engram**, **error**, **errors**, **evaluation**, **ever**, **experience**.

False, **false data**, **familiar**, **feel**, **first**, **food**, **found**, **from**, **fully**.

Get, **give**, **given**, **griefy**.

Had, **handled**, **handling**, **has**, **have**.

Implant, **in**, **incident**, **indicated**, **Int**, **into**, **invalidation**, **is**, **it**, **item**, **its**.

Jump, **justify**.

Knowledge.

Left, **lied**, **list**, **listened**, **locating**, **location**, **loss**.

Made, **major**, **make**, **malicious**, **medicine**, **mention**, **metering**, **middle**, **misapplied**, **misunderstoods**, **more**, **must**.

Never, **no**, **not**, **nothing**.

Of, **on**, **one**, **or**, **out**, **out-ethics**, **out-Int**, **out-list**, **overrun**, **overt**, **overts**.

Part, **person**, **place**, **pretended**, **prior**, **problem**, **protesting**.

Really, **resent**, **restimulated**, **restudy**.

Say, **secondary**, **seem**, **sensible**, **similar**, **sleep**, **some**, **somebody**, **someone**, **something**, **source**, **statements**, **stripping**, **subject**, **sufficient**.

Taken, **the**, **then**, **there**, **think**, **thought**, **thrown**, **to**, **tolerated**, **too**, **trouble**, **true**.

Understand, **unflat**, **using**.

Valuable.

Was, **were**, **what**, **when**, **where**, **while**, **whole**, **with**, **withhold**, **withholds**, **wrong**.

You, **your**.

L. RON HUBBARD
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Compilation assisted by
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and Compilations

Remimeo
False Purpose RD
  Auditors
  and C/Ses
Cramming Officers

False Purpose Rundown Series 9R

FALSE PURPOSE RUNDOWN CORRECTION LIST

This list is used in repairing flubs or case upsets on persons receiving the False Purpose RD.

If after a session on the False Purpose Rundown the person red tags at the Examiner or if he gets sick or upset or falls on his head shortly after the auditing, this list should be assessed and handled to straighten the matter out. The repair action would be a 24-hour repair priority per policy.

If there is a bog during a False Purpose Rundown session, the auditor uses this list to sort the matter out and get the pc rolling again.

This list would normally be done *Method* 3, as the questions are written in a precise sequence: The initial questions cover those items which would have to be handled first, and the rest of the questions are laid out generally in the order of likelihood of what would be found to have caused the difficulty.

The list should be used with a prefix which acts as a time limiter, such as "**In this session**, _____?" or "**On the False Purpose Rundown**, _____?"

The majority of the questions on this list are handled by fully clearing a withhold or withholds that were left unhandled in a session. Once such a question is handled, it is rechecked as per Sec Checking procedure-to ensure that there is no more to be gotten on that question.

_____

1. **YOU WENT EXTERIOR**? _____
   (Indicate it. If pc has never had an Int RD, give him a standard Int RD per Int RD Series 2. On a Clear or OT, do not run any Dianetics; do an End of Endless Int RD. If you are not a Class V Graduate Auditor, end off for a Class V Grad or above to handle.)

2. **LIST ERROR**? _____
   (Indicate. If Class III or above, find out what list, and repair with L4BRB. If not Class III, end off for handling by a Class III or above.)

3. **WRONG ITEM**? _____
   (Handle as in #2.)

4. **DID YOU HAVE AN ARC BREAK**? _____
   (ARCU, CDEINR, E/S to F/N.)

5. **WERE YOU AUDITED OVER A PROBLEM**? _____
   (2WC E/S to F/N.)

6. **WAS A WITHHOLD MISSED**? _____

(Pull it fully, and handle as per A to G of the False Purpose RD procedure.)

7. **DID YOU TELL PART OF A WITHHOLD BUT NOT THE REST**? _____

(Get all of the withhold, and handle as per A to G of the False Purpose RD procedure.)

8. **DID YOU MISDIRECT THE AUDITOR**? _____

(Treat as a M/W/H. Find out what the overt was that the pc misdirected the auditor away from, and handle the overt as per A to G of the False Purpose RD procedure.)

9. **WITHHELD SAYING SOMETHING FOR FEAR OF GETTING INTO ETHICS TROUBLE**? _____

(Pull it fully, as per Sec Checking procedure, to find out what exactly the pc withheld. After getting the what, when, etc., also ask:

I. "**What appeared there**?"

II. "**What didn't appear there**?"

and then carry on with the False Purpose RD procedure steps-A, B and so on.)

10. **DID YOU WITHHOLD SOMETHING BECAUSE OF WHAT OTHERS MIGHT THINK**? _____

(Handle as in question #9.)

11. **DID YOU AVOID TELLING ONE OVERT BY GIVING A DIFFERENT ONE**? _____

(Treat as a M/W/H. Find out what the overt was that the pc avoided telling the auditor, and handle the overt as per A to G of the False Purpose RD procedure.)

12. **DID THE AUDITOR FAIL TO FIND OUT SOMETHING ABOUT YOU**? _____

(Pull it fully and complete its handling as per A to G of the False Purpose RD procedure.)

13. **WAS THERE AN EARLIER OVERT UNDISCLOSED**? _____

(Pull it, and complete its handling as per A to G of the False Purpose RD procedure.)

14. **WAS A CHAIN OF OVERTS NOT TAKEN BACK TO BASIC**? _____

(Flatten the overt chain and complete its handling as per A to G of the False Purpose RD procedure.)

15. **OVERT TOO LATE ON THE CHAIN**? _____

(Get the earlier overt and complete its handling as per A to G of the False Purpose RD procedure.)

16. **WAS AN EARLIER WHOLE TRACK OVERT ON THE CHAIN MISSED**? _____

(Get the earlier overt and complete its handling as per A to G of the False Purpose RD procedure.)

17. **HAS AN OVERT BEEN JUSTIFIED**?   _____
(Pull the justifications off the overt, then complete its handling as per A to G of the False Purpose RD procedure.)

18. **WAS THERE SOME OTHER WAY YOU JUSTIFIED THE OVERT**?   _____
(Pull the justifications off the overt, then complete its handling as per A to G of the False Purpose RD procedure.)

19. **HAVE YOU TRIED TO LESSEN AN OVERT**?   _____
(Find out how he tried to lessen the overt. Then get all of the overt, pull all justifications and complete its handling with steps A to G of the False Purpose RD procedure.)

20. **A CHAIN OR INCIDENT THAT WAS TOO INCREDIBLE TO BE BELIEVED**?   _____
(Get what the chain or incident was. Put in the buttons: Suppressed, Invalidated, Protested, Anxious About, Rejected. It will probably blow and F/N. If it doesn't, handle per the appropriate step of the False Purpose RD procedure, depending on whether the incident was an overt or evil purpose or whatever.)

21. **WERE YOU WORRIED ABOUT REPUTATION**?   _____
(Clean it up 2WC E/S to F/N. Then check for an overt or overts before pc became worried about reputation, and handle with False Purpose RD procedure.)

22. **JUMPED TO A DIFFERENT OVERT CHAIN**?   _____
(Find out what overt was being pulled just before the pc jumped to some other overt chain, and complete that original overt chain as per A to G of the False Purpose RD procedure. Then take up the overt chain that the pc had jumped to, and handle that one similarly.)

23. **WENT PAST BASIC ON AN OVERT CHAIN**?   _____
(Indicate it. Spot the flat point and indicate the overrun. Rehab if needed, to F/N. Continue with False Purpose RD procedure, step B.)

24. **WAS THERE AN EVIL PURPOSE THAT DID NOT FULLY BLOW**?   _____
(Find the prior confusion and handle as per step C of False Purpose RD procedure. If still not blown, continue assessing this repair list.)

25. **ON AN EVIL PURPOSE, WAS THE PRIOR CONFUSION NOT FOUND**?   _____
(Find the prior confusion and handle as per step C of False Purpose RD procedure.)

26. **ON AN EVIL PURPOSE, WAS THE WRONG PRIOR CONFUSION FOUND**?   _____
(Find the correct prior confusion and handle as per the False Purpose RD procedure, from step C onwards.)

27. **ON AN EVIL PURPOSE, FAILED TO GET THE EXACT PRIOR CONFUSION**?   _____
(Find the exact prior confusion and handle as per the False Purpose RD procedure, from step C onwards.)

28. **WAS THERE AN EARLIER TIME WHEN YOU HAD THAT SAME EVIL PURPOSE**? _____

(Find the earlier time the pc had that same evil purpose, as per step D of False Purpose RD procedure, and if no spectacular release or persistent F/N, carry on with steps E, etc.)

29. **ON AN EVIL PURPOSE**, **DID NOT GET THE FIRST MOMENT OF THE FIRST PRIOR CONFUSION**? _____

(Reorient to the earliest prior confusion found and get the first moment of that confusion. If no EP, continue as per step D of False Purpose RD procedure.)

30. **HAS A SERVICE FAC BEEN MISSED**? _____

(2WC to F/N. If no spectacular blow on just getting off the service fac, and if you are a Class IV Auditor or above, run it out fully with the R3SC brackets. If you are not Class IV, end off for handling by a Class IV.)

(Note: R3SC is a major action and must not be run over out-ruds; the pc must be F/N and VGIs before embarking on the R3SC brackets. If in doubt, end off for a new C/S.)

31. **IS THERE SOME COMPUTATION THAT YOU USE TO MAKE OTHERS WRONG**? _____

(2WC to F/N. If no spectacular blow on just getting off the service fac, and if you are a Class IV Auditor or above, run it out fully with the R3SC brackets. If you are not Class IV, end off for handling by a Class IV.)

(Note: R3SC is a major action and must not be run over out-ruds; the pc must be F/N and VGIs before embarking on the R3SC brackets. If in doubt, end off for a new C/S.)

32. **PRIOR TO HAVING THE EVIL PURPOSE WAS THERE A MISUNDERSTOOD WORD**? _____

(Get what the word was and clear it up to F/N. This may be what was holding the confusion in place and, on finding this, may result in a spectacular release and persistent F/N. If not, continue as per step D of the False Purpose RD procedure.)

33. **NO PRIOR CONFUSION**? _____

(2WC to F/N. Depending on what comes up in reply to this question, the auditor would continue with the evil purpose chain being addressed or, in the case of a spectacular release and persistent F/N, would end off for that session.)

34. **UNDISCLOSED OUT-ETHICS SITUATION**? _____

(Pull it as an overt and carry on from there as per the False Purpose RD procedure, steps A, B and so on.)

35. **HAS A CRIME BEEN COVERED UP**? _____

(Pull the crime and carry on from there as per the False Purpose RD procedure, steps A, B and so on.)

36. **DID YOU WITHHOLD TELLING THE AUDITOR WHAT THE EVIL PURPOSE WAS**? _____

(Get what the evil purpose is, and continue on as per step C of the False Purpose RD procedure.)

37. **HAVE YOU BEEN GIVING FALSE REPORTS OR PR TO COVER UP A CRIME**? _____

(Get what the false reports or PR were, then get the crime that was being covered up. Treat the crime as per the False Purpose RD procedure, steps A, B, etc.)

38. **DID THE AUDITOR TRY TO RUN OUT A GOOD INTENTION**? _____

(Indicate the BPC and that this was incorrect and should not have been done. If no relief, 2WC E/S "times when an auditor tried to run out a good intention" to F/N.)

39. **NOT YOUR EVIL PURPOSE**? _____

(If so, indicate to the pc this was not his item. Don't try to find whose it was.)

40. **WAS THERE SOME EVIL PURPOSE YOU DIDN'T DARE MENTION**? _____

(Get what the evil purpose is, and continue on as per step C of the False Purpose RD procedure.)

41. **HAVE YOU BEEN INVOLVED IN A BLACK PR CAMPAIGN**? _____

(Pull as a withhold, finding out the specific black PR he has spread, about whom and to whom, and handle this as an overt as per the False Purpose RD procedure, steps A, B, etc. Then, get the prior overt the pc committed and handle with steps A to G. Then check for and handle any other such overt. When these have been handled, recheck the original question, #41.)

(Note for C/S to program the case for additional FPRD actions as needed.)

42. **WAS A POSTULATE MISSED**? _____

(Get what the postulate was. It may be a false purpose or evil purpose, in which case carry on as per step C of the False Purpose RD procedure. Do not try to run out a good [prosurvival] intention or postulate.)

43. **HAD THE EVIL PURPOSE ALREADY BLOWN**? _____
(Rehab.)

44. **WAS IT NOT AN EVIL PURPOSE BUT SOME OTHER SORT OF NON-SURVIVAL CONSIDERATION**? _____

(Get what it is. Then do steps C to G of the False Purpose RD procedure.)

45. **WAS THERE A CRASHING MISUNDERSTOOD WORD**? _____
(Find and handle the Mis-U word as per HCOB 17 June 79, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS.)

46. **WAS AN F/N OVERRUN**? _____
(Rehab.)

47. **WAS AN F/N MISSED**? _____
(Find out on what and rehab.)

48. **WAS AN IMPLANT RESTIMULATED**?   _____
(Indicate. The pc may BD and F/N with relief and VGIs. If not get the pc to recall moments before the implant, until it blows. If still no blow, date/locate it.)

49. **DID YOU FAIL TO ANSWER A CONFESSIONAL QUESTION**?   _____
(Find out which question and handle with the False Purpose RD procedure, starting with step A.)

50. **IS THERE MORE THAT SHOULD BE KNOWN ABOUT SOME OVERT**?   _____
(Get all of it, using Sec Checking tech, and then carry on with the False Purpose RD procedure, steps A, B, etc.)

51. **WAS THERE A QUESTION THAT THE AUDITOR SAID DIDN'T READ THAT SHOULD HAVE**?   _____
(Find out what question and get in Suppress and Inval on it. Then handle it fully with the False Purpose RD procedure.)

52. **WAS A QUESTION OR ITEM TAKEN UP THAT WASN'T CHARGED**?   _____
(Get what, indicate it was a false read. Itsa E/S to F/N.)

53. **WAS A HOT QUESTION NOT TAKEN UP**?   _____
(Find out what question and get in Suppress and Inval on it. Then handle it fully with the False Purpose RD procedure.)

54. **DID YOU TELL A LIE**?   _____
(Pull this as per Sec Checking tech, including getting what overt he was covering up with the lie-with all specifics-and handle it using the False Purpose RD procedure, steps A, B, etc.)

55. **WAS A QUESTION LEFT UNFLAT**?   _____
(Find out which one and flatten it with the appropriate step of the False Purpose RD procedure.)

56. **HAD YOU TOLD ALL**?   _____
(Indicate it if so. 2WC E/S to F/N.)

57. **HAS AN OVERT BEEN PROTESTED**?   _____
(Get what it was and get in the Protest button on it. Then handle it fully with False Purpose RD procedure.)

58. **WERE THERE OVERTS OR WITHHOLDS THAT WEREN'T ACCEPTED**?   _____
(Get what. Get who wouldn't accept it. Get off any Protest and Inval, and clean it up E/S to F/N.)

59. **DID THE AUDITOR NOT HEAR OR ACKNOWLEDGE WHAT YOU SAID**?   _____
(Indicate the BPC. Get what the auditor missed and clean it up E/S to F/N.)

60. **HAS SOMETHING BEEN MISUNDERSTOOD**?   _____
(Clean it up, clearing any Mis-U words, each to F/N.)

61. **WAS ANYTHING PROTESTED**?   _____
(2WC E/S to F/N.)

62. **MISSED WITHHOLD OF NOTHING**? _____
(Indicate it, and 2WC E/S to F/N.)

63. **WRONG DATE**? _____
(Correct the date to a blow, as per the HCOBs on Dating/ Locating.)

64. **WRONG LOCATION**? _____
(Correct the location to a blow, as per the HCOBs on Dating/ Locating.)

65. **EARLIER INCIDENT MISSED**? _____
(Get the earlier incident and complete handling from the appropriate step of False Purpose RD procedure.)

66. **ARE THERE OPINIONS YOU DON'T DARE SAY**? _____
(Get what. 2WC E/S to F/N. Then check for an overt or overts before the pc felt he couldn't state his opinions. Handle with False Purpose RD procedure.)

67. **WERE YOU WAITING FOR A DIFFERENTLY WORDED OVERT OR WITHHOLD QUESTION**? _____
(2WC E/S to F/N. Then pull any overt chain that was missed and handle with False Purpose RD procedure, steps A, B, etc.)

68. **ARE YOU WITHHOLDING ANYTHING**? _____
(Get what it is and handle with False Purpose RD procedure.)

69. **DID YOU TELL ANY HALF-TRUTHS**? _____
(Get all of the withhold and handle with False Purpose RD procedure.)

70. **WAS THERE SOMETHING THE AUDITOR SHOULD HAVE KNOWN ABOUT YOU THAT HE DIDN'T**? _____
(Pull it and handle with False Purpose RD procedure.)

71. **PRIOR TO COMMITTING THE OVERT WAS THERE AN EVIL PURPOSE OR DESTRUCTIVE INTENTION**? _____
(Get what the evil purpose is, and continue on as per step C of the False Purpose RD procedure.)

72. **DO YOU HAVE A HARMFUL INTENTION TOWARD OTHERS**? _____
(Pull the harmful intention and continue on as per step C of the False Purpose RD procedure.)

73. **IS THERE SOME PURPOSE OR CONSIDERATION YOU HAVE THAT CONFLICTS WITH SCIENTOLOGY**? _____
(Get what the evil purpose is, and continue on as per step C of the False Purpose RD procedure.)

74. **WAS SOME HIDDEN IMPULSE NOT REVEALED**? _____
(Get what it is and continue its handling as per step C of the False Purpose RD procedure.)

75. **DID YOU PR AN ETHICS OFFICER INTO BELIEVING A SITUATION WAS HANDLED WHEN IT WASN'T**? _____
(Handle as a withhold and continue with step A of the False Purpose RD procedure.)

76. **DO YOU INTEND TO GO ON COMMITTING OVERTS SIMILAR TO THOSE YOU'VE GOTTEN OFF**? _____

(Handle as a withhold and continue with step A of the False Purpose RD procedure.)

77. **WERE YOU PRETENDING TO BE PTS TO AVOID TAKING RESPONSIBILITY FOR SOME OVERT OR INTENTION**? _____

(Handle as a withhold and continue handling the overt or intention with the False Purpose RD procedure.)

78. **DID THE AUDITOR CALL AN F/N WHEN YOU DIDN'T FEEL YOU WERE F/Ning**? _____

(Indicate it if so. 2WC E/S to F/N. Find out what question was being run and complete its handling to F/N. If this turns out to be an unflat overt chain, flatten it fully with the False Purpose RD procedure.)

79. **DID YOU HAVE TO GET THE SAME W/Hs OFF MORE THAN ONCE**? _____

(2WC E/S to F/N.)

80. **SOMEONE DEMANDED A W/H YOU DIDN'T HAVE**? _____

(Indicate if so. 2WC E/S to F/N.)

81. **WAS THERE A WITHHOLD THAT KEPT COMING UP**? _____

(Get what it was and then clean up anything that wasn't gotten off about the withhold, any unhandled misses of that withhold, and if not then fully handled, take it E/S and find and handle the underlying, unhandled incident as per False Purpose RD. [Ref: HCOB 21 Mar. 62, PREPCHECKING DATA, WHEN TO DO A WHAT; Tape: 6201C11, THE MISSED MISSED WITHHOLD])

82. **WERE THERE AUDITOR'S CODE BREAKS**? _____

(Get what. Indicate it was illegal and 2WC E/S to F/N. C/S to program for a QUESTIONABLE AUDITING REPAIR LIST, HCOB II July 82 I.)

83. **HAVE YOU WANTED THIS RUNDOWN TO FAIL**? _____

(Handle as a W/H. Pull all of the W/H, and then take the O/W E/S to a full handling as per steps A to G of the False Purpose RD.)

84. **WERE YOU AFRAID OF WHAT MIGHT HAPPEN**? _____

(2WC E/S to F/N.)

85. **WAS THERE AN INJUSTICE**? _____

(2WC E/S to F/N. Then check for any similar overt of the pc's own and handle any found with False Purpose RD procedure.)

86. **WAS THERE A BETRAYAL**? _____

(2WC E/S to F/N. Then check for any similar overt of the pc's own and handle any found with False Purpose RD procedure.)

87. **DID THE AUDITOR GET ANGRY AT YOU**? _____

(If this happened, indicate it is illegal to do so. 2WC E/S to F/N. Clean up any ARC break to F/N.)

(C/S to program for a QUESTIONABLE AUDITING REPAIR LIST, HCOB II July 82 I.)

88. **WAS ANYTHING SUPPRESSED**? _____
    (Clean it up E/S to F/N.)

89. **WAS ANYTHING INVALIDATED**? _____
    (Clean it up E/S to F/N.)

90. **HAVE YOU NEVER REALLY DONE ANYTHING BAD**? _____
    (Handle with "murder routine," getting an overt or overts and handling with steps A to G of the False Purpose RD procedure.)

91. **WAS ANYTHING FALSIFIED**? _____
    (Clean it up as a W/H and complete its handling with False Purpose RD procedure.)

92. **WAS THERE ANY EVALUATION**? _____
    (2WC E/S to F/N.)

93. **WERE YOU TIRED OR HUNGRY**? _____
    (2WC E/S to F/N.)

94. **HAD YOU RECENTLY TAKEN DRUGS**? _____

    MEDICINE? _____

    ALCOHOL? _____
    (2WC E/S to F/N. Note for C/S.)

95. **WAS THERE A FALSE READ**? _____
    (2WC E/S to F/N. Indicate the false read if so. Can also clean it up with Suppress, Inval, Protest, if needed.)

96. **WAS THERE A FALSE ACCUSATION**? _____
    (2WC E/S to F/N.)

97. **WAS THERE SOMETHING WRONG WITH THE METER OR CANS**? _____
    (False TA handling.)

98. **BYPASSED CHARGE FROM SOME OTHER AUDITING ERROR**? _____
    (Find out what auditing action and handle with the appropriate repair list.)

99. **DRUG INCIDENT RESTIMULATED**? _____
    (Handle with L3RH. On a Clear or above, only indicate the reads.)

    (Note for C/S.)

100. **WAS THERE AN OVERT ON SOME OTHER DYNAMIC**? _____
    (Pull the overt and handle as per steps A, B, C, etc., of False Purpose RD procedure.)

    (Note for C/S to program the case for any additional Sec Check forms needed, to be done *after* the current form has been completed.)

101. **WAS THERE AN OVERT ON SOME OTHER SUBJECT OR AREA OF LIFE?** _____

  (Pull the overt and handle as per steps A, B, C, etc., of False Purpose RD procedure.)

  (Note for C/S to program the case for any additional Sec Check forms needed, to be done *after* the current form has been completed.)

102. **IN THIS LIFETIME, HAVE YOU BEEN IMPLANTED BY A PSYCHIATRIST OR PRIEST?** _____

  (Applying the tools of Sec Checking tech, find out all of the data of the incident, including: name of implanter; the time, place, form and event of the incident; any commands that were given to pc and to what degree the pc has carried out or executed these commands and suggestions.)

  (Note for C/S for further PDH follow-up actions.)

103. **IN THIS LIFETIME, HAVE YOU EVER BEEN A VICTIM OF PAIN-DRUG-HYPNOSIS?** _____

  (Applying the tools of Sec Checking tech, find out all of the data of the incident, including: name of implanter; the time, place, form and event of the incident; any commands that were given to pc and to what degree the pc has carried out or executed these commands and suggestions.)

  (Note for C/S for further PDH follow-up actions to be programed.)

104. **IN THIS LIFETIME, HAVE YOU EVER BEEN DRUGGED AND THEN ELECTRIC SHOCKED WITHOUT KNOWING IT?** _____
  (Handle as in question # 103.)

105. **IN THIS LIFETIME, HAVE YOU EVER HAD A STRANGE, DESTRUCTIVE IMPULSE YOU COULDN'T ACCOUNT FOR?** _____
  (Handle as in question #103.)

106. **IN THIS LIFETIME, WAS THERE A TIME WHEN YOU SAW A PSYCHIATRIST BUT AFTERWARD COULD NOT REMEMBER EVERYTHING THAT HAD TAKEN PLACE?** _____
  (Handle as in question # 103.)

107. **WHEN ASKED FOR AN OVERT OR EARLIER-SIMILAR OVERT, COULD YOU ONLY SEE BLACKNESS?** _____
  (Have the pc close his eyes and then do the following:

  I. Date/Locate the overt-whatever the pc can see of it-as exactly as you can. This may blow it and result in a persistent F/N. Or it may just change the view slightly.

  II. If no persistent F/N, run this command repetitive to EP: "**What part of that scene you're looking at could you be responsible for?**" continuing to repeat the question no matter how many times the pc repeats the same answer and even if the pc gives you the most strained or vague answers. Run the process to F/N, cognition, VGIs.

  III. If no spectacular release and persistent F/N, Sec Check the overt as per step A of the rundown and continue with steps B, C, etc.)

108. **WAS THERE SOMETHING ELSE WRONG**? _____
(If so and it doesn't clean up on 2WC, GF M5 and handle.)

109. **HAS THE UPSET BEEN HANDLED**? _____
(2WC. If so, indicate it to F/N.)

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Remimeo
False Purpose RD
  Auditors
  and C/Ses
Cramming Officers

False Purpose Rundown Series 9R

FALSE PURPOSE RUNDOWN CORRECTION LIST

This list is used in repairing flubs or case upsets on persons receiving the False Purpose RD.

If after a session on the False Purpose Rundown the person red tags at the Examiner or if he gets sick or upset or falls on his head shortly after the auditing, this list should be assessed and handled to straighten the matter out. The repair action would be a 24-hour repair priority per policy.

If there is a bog during a False Purpose Rundown session, the auditor uses this list to sort the matter out and get the pc rolling again.

This list would normally be done *Method* 3, as the questions are written in a precise sequence: The initial questions cover those items which would have to be handled first, and the rest of the questions are laid out generally in the order of likelihood of what would be found to have caused the difficulty.

The list should be used with a prefix which acts as a time limiter, such as "**In this session**, _____?" or "**On the False Purpose Rundown**, _____?"

The majority of the questions on this list are handled by fully clearing a withhold or withholds that were left unhandled in a session. Once such a question is handled, it is rechecked as per Sec Checking procedure-to ensure that there is no more to be gotten on that question.

————————

1. **YOU WENT EXTERIOR**?   _____
   (Indicate it. If pc has never had an Int RD, give him a standard Int RD per Int RD Series 2. On a Clear or OT, do not run any Dianetics; do an End of Endless Int RD. If you are not a Class V Graduate Auditor, end off for a Class V Grad or above to handle.)

2. **LIST ERROR**?   _____
   (Indicate. If Class III or above, find out what list, and repair with L4BRB. If not Class III, end off for handling by a Class III or above.)

3. **WRONG ITEM**?   _____
   (Handle as in #2.)

4. **DID YOU HAVE AN ARC BREAK**?   _____
   (ARCU, CDEINR, E/S to F/N.)

5. **WERE YOU AUDITED OVER A PROBLEM**?   _____
   (2WC E/S to F/N.)

6. **WAS A WITHHOLD MISSED**? _____

(Pull it fully, and handle as per A to G of the False Purpose RD procedure.)

7. **DID YOU TELL PART OF A WITHHOLD BUT NOT THE REST**? _____

(Get all of the withhold, and handle as per A to G of the False Purpose RD procedure.)

8. **DID YOU MISDIRECT THE AUDITOR**? _____

(Treat as a M/W/H. Find out what the overt was that the pc misdirected the auditor away from, and handle the overt as per A to G of the False Purpose RD procedure.)

9. **WITHHELD SAYING SOMETHING FOR FEAR OF GETTING INTO ETHICS TROUBLE**? _____

(Pull it fully, as per Sec Checking procedure, to find out what exactly the pc withheld. After getting the what, when, etc., also ask:

I. "**What appeared there**?"

II. "**What didn't appear there**?"

and then carry on with the False Purpose RD procedure steps-A, B and so on.)

10. **DID YOU WITHHOLD SOMETHING BECAUSE OF WHAT OTHERS MIGHT THINK**? _____

(Handle as in question #9.)

11. **DID YOU AVOID TELLING ONE OVERT BY GIVING A DIFFERENT ONE**? _____

(Treat as a M/W/H. Find out what the overt was that the pc avoided telling the auditor, and handle the overt as per A to G of the False Purpose RD procedure.)

12. **DID THE AUDITOR FAIL TO FIND OUT SOMETHING ABOUT YOU**? _____

(Pull it fully and complete its handling as per A to G of the False Purpose RD procedure.)

13. **WAS THERE AN EARLIER OVERT UNDISCLOSED**? _____

(Pull it, and complete its handling as per A to G of the False Purpose RD procedure.)

14. **WAS A CHAIN OF OVERTS NOT TAKEN BACK TO BASIC**? _____

(Flatten the overt chain and complete its handling as per A to G of the False Purpose RD procedure.)

15. **OVERT TOO LATE ON THE CHAIN**? _____

(Get the earlier overt and complete its handling as per A to G of the False Purpose RD procedure.)

16. **WAS AN EARLIER WHOLE TRACK OVERT ON THE CHAIN MISSED**? _____

(Get the earlier overt and complete its handling as per A to G of the False Purpose RD procedure.)

17. **HAS AN OVERT BEEN JUSTIFIED**? _____
    (Pull the justifications off the overt, then complete its handling as per A to G of the False Purpose RD procedure.)

18. **WAS THERE SOME OTHER WAY YOU JUSTIFIED THE OVERT**? _____
    (Pull the justifications off the overt, then complete its handling as per A to G of the False Purpose RD procedure.)

19. **HAVE YOU TRIED TO LESSEN AN OVERT**? _____
    (Find out how he tried to lessen the overt. Then get all of the overt, pull all justifications and complete its handling with steps A to G of the False Purpose RD procedure.)

20. **A CHAIN OR INCIDENT THAT WAS TOO INCREDIBLE TO BE BELIEVED**? _____
    (Get what the chain or incident was. Put in the buttons: Suppressed, Invalidated, Protested, Anxious About, Rejected. It will probably blow and F/N. If it doesn't, handle per the appropriate step of the False Purpose RD procedure, depending on whether the incident was an overt or evil purpose or whatever.)

21. **WERE YOU WORRIED ABOUT REPUTATION**? _____
    (Clean it up 2WC E/S to F/N. Then check for an overt or overts before pc became worried about reputation, and handle with False Purpose RD procedure.)

22. **JUMPED TO A DIFFERENT OVERT CHAIN**? _____
    (Find out what overt was being pulled just before the pc jumped to some other overt chain, and complete that original overt chain as per A to G of the False Purpose RD procedure. Then take up the overt chain that the pc had jumped to, and handle that one similarly.)

23. **WENT PAST BASIC ON AN OVERT CHAIN**? _____
    (Indicate it. Spot the flat point and indicate the overrun. Rehab if needed, to F/N. Continue with False Purpose RD procedure, step B.)

24. **WAS THERE AN EVIL PURPOSE THAT DID NOT FULLY BLOW**? _____
    (Find the prior confusion and handle as per step C of False Purpose RD procedure. If still not blown, continue assessing this repair list.)

25. **ON AN EVIL PURPOSE, WAS THE PRIOR CONFUSION NOT FOUND**? _____
    (Find the prior confusion and handle as per step C of False Purpose RD procedure.)

26. **ON AN EVIL PURPOSE, WAS THE WRONG PRIOR CONFUSION FOUND**? _____
    (Find the correct prior confusion and handle as per the False Purpose RD procedure, from step C onwards.)

27. **ON AN EVIL PURPOSE, FAILED TO GET THE EXACT PRIOR CONFUSION**? _____
    (Find the exact prior confusion and handle as per the False Purpose RD procedure, from step C onwards.)

28. **WAS THERE AN EARLIER TIME WHEN YOU HAD THAT SAME EVIL PURPOSE**? _____

(Find the earlier time the pc had that same evil purpose, as per step D of False Purpose RD procedure, and if no spectacular release or persistent F/N, carry on with steps E, etc.)

29. **ON AN EVIL PURPOSE**, **DID NOT GET THE FIRST MOMENT OF THE FIRST PRIOR CONFUSION**? _____

(Reorient to the earliest prior confusion found and get the first moment of that confusion. If no EP, continue as per step D of False Purpose RD procedure.)

30. **HAS A SERVICE FAC BEEN MISSED**? _____

(2WC to F/N. If no spectacular blow on just getting off the service fac, and if you are a Class IV Auditor or above, run it out fully with the R3SC brackets. If you are not Class IV, end off for handling by a Class IV.)

(Note: R3SC is a major action and must not be run over out-ruds; the pc must be F/N and VGIs before embarking on the R3SC brackets. If in doubt, end off for a new C/S.)

31. **IS THERE SOME COMPUTATION THAT YOU USE TO MAKE OTHERS WRONG**? _____

(2WC to F/N. If no spectacular blow on just getting off the service fac, and if you are a Class IV Auditor or above, run it out fully with the R3SC brackets. If you are not Class IV, end off for handling by a Class IV.)

(Note: R3SC is a major action and must not be run over out-ruds; the pc must be F/N and VGIs before embarking on the R3SC brackets. If in doubt, end off for a new C/S.)

32. **PRIOR TO HAVING THE EVIL PURPOSE WAS THERE A MISUNDERSTOOD WORD**? _____

(Get what the word was and clear it up to F/N. This may be what was holding the confusion in place and, on finding this, may result in a spectacular release and persistent F/N. If not, continue as per step D of the False Purpose RD procedure.)

33. **NO PRIOR CONFUSION**? _____

(2WC to F/N. Depending on what comes up in reply to this question, the auditor would continue with the evil purpose chain being addressed or, in the case of a spectacular release and persistent F/N, would end off for that session.)

34. **UNDISCLOSED OUT-ETHICS SITUATION**? _____

(Pull it as an overt and carry on from there as per the False Purpose RD procedure, steps A, B and so on.)

35. **HAS A CRIME BEEN COVERED UP**? _____

(Pull the crime and carry on from there as per the False Purpose RD procedure, steps A, B and so on.)

36. **DID YOU WITHHOLD TELLING THE AUDITOR WHAT THE EVIL PURPOSE WAS**? _____

(Get what the evil purpose is, and continue on as per step C of the False Purpose RD procedure.)

37. **HAVE YOU BEEN GIVING FALSE REPORTS OR PR TO COVER UP A CRIME**? _____

(Get what the false reports or PR were, then get the crime that was being covered up. Treat the crime as per the False Purpose RD procedure, steps A, B, etc.)

38. **DID THE AUDITOR TRY TO RUN OUT A GOOD INTENTION**? _____

(Indicate the BPC and that this was incorrect and should not have been done. If no relief, 2WC E/S "times when an auditor tried to run out a good intention" to F/N.)

39. **NOT YOUR EVIL PURPOSE**? _____

(If so, indicate to the pc this was not his item. Don't try to find whose it was.)

40. **WAS THERE SOME EVIL PURPOSE YOU DIDN'T DARE MENTION**? _____

(Get what the evil purpose is, and continue on as per step C of the False Purpose RD procedure.)

41. **HAVE YOU BEEN INVOLVED IN A BLACK PR CAMPAIGN**? _____

(Pull as a withhold, finding out the specific black PR he has spread, about whom and to whom, and handle this as an overt as per the False Purpose RD procedure, steps A, B, etc. Then, get the prior overt the pc committed and handle with steps A to G. Then check for and handle any other such overt. When these have been handled, recheck the original question, #41.)

(Note for C/S to program the case for additional FPRD actions as needed.)

42. **WAS A POSTULATE MISSED**? _____

(Get what the postulate was. It may be a false purpose or evil purpose, in which case carry on as per step C of the False Purpose RD procedure. Do not try to run out a good [prosurvival] intention or postulate.)

43. **HAD THE EVIL PURPOSE ALREADY BLOWN**? _____
(Rehab.)

44. **WAS IT NOT AN EVIL PURPOSE BUT SOME OTHER SORT OF NON-SURVIVAL CONSIDERATION**? _____
(Get what it is. Then do steps C to G of the False Purpose RD procedure.)

45. **WAS THERE A CRASHING MISUNDERSTOOD WORD**? _____
(Find and handle the Mis-U word as per HCOB 17 June 79, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS.)

46. **WAS AN F/N OVERRUN**? _____
(Rehab.)

47. **WAS AN F/N MISSED**? _____
(Find out on what and rehab.)

48. **WAS AN IMPLANT RESTIMULATED**? _____

(Indicate. The pc may BD and F/N with relief and VGIs. If not get the pc to recall moments before the implant, until it blows. If still no blow, date/locate it.)

49. **DID YOU FAIL TO ANSWER A CONFESSIONAL QUESTION**? _____

(Find out which question and handle with the False Purpose RD procedure, starting with step A.)

50. **IS THERE MORE THAT SHOULD BE KNOWN ABOUT SOME OVERT**? _____

(Get all of it, using Sec Checking tech, and then carry on with the False Purpose RD procedure, steps A, B, etc.)

51. **WAS THERE A QUESTION THAT THE AUDITOR SAID DIDN'T READ THAT SHOULD HAVE**? _____

(Find out what question and get in Suppress and Inval on it. Then handle it fully with the False Purpose RD procedure.)

52. **WAS A QUESTION OR ITEM TAKEN UP THAT WASN'T CHARGED**? _____

(Get what, indicate it was a false read. Itsa E/S to F/N.)

53. **WAS A HOT QUESTION NOT TAKEN UP**? _____

(Find out what question and get in Suppress and Inval on it. Then handle it fully with the False Purpose RD procedure.)

54. **DID YOU TELL A LIE**? _____

(Pull this as per Sec Checking tech, including getting what overt he was covering up with the lie-with all specifics-and handle it using the False Purpose RD procedure, steps A, B, etc.)

55. **WAS A QUESTION LEFT UNFLAT**? _____

(Find out which one and flatten it with the appropriate step of the False Purpose RD procedure.)

56. **HAD YOU TOLD ALL**? _____

(Indicate it if so. 2WC E/S to F/N.)

57. **HAS AN OVERT BEEN PROTESTED**? _____

(Get what it was and get in the Protest button on it. Then handle it fully with False Purpose RD procedure.)

58. **WERE THERE OVERTS OR WITHHOLDS THAT WEREN'T ACCEPTED**? _____

(Get what. Get who wouldn't accept it. Get off any Protest and Inval, and clean it up E/S to F/N.)

59. **DID THE AUDITOR NOT HEAR OR ACKNOWLEDGE WHAT YOU SAID**? _____

(Indicate the BPC. Get what the auditor missed and clean it up E/S to F/N.)

60. **HAS SOMETHING BEEN MISUNDERSTOOD**? _____

(Clean it up, clearing any Mis-U words, each to F/N.)

61. **WAS ANYTHING PROTESTED**? _____

(2WC E/S to F/N.)

62. **MISSED WITHHOLD OF NOTHING**? _____

    (Indicate it, and 2WC E/S to F/N.)

63. **WRONG DATE**? _____

    (Correct the date to a blow, as per the HCOBs on Dating/ Locating.)

64. **WRONG LOCATION**? _____

    (Correct the location to a blow, as per the HCOBs on Dating/ Locating.)

65. **EARLIER INCIDENT MISSED**? _____

    (Get the earlier incident and complete handling from the appropriate step of False Purpose RD procedure.)

66. **ARE THERE OPINIONS YOU DON'T DARE SAY**? _____

    (Get what. 2WC E/S to F/N. Then check for an overt or overts before the pc felt he couldn't state his opinions. Handle with False Purpose RD procedure.)

67. **WERE YOU WAITING FOR A DIFFERENTLY WORDED OVERT OR WITHHOLD QUESTION**? _____

    (2WC E/S to F/N. Then pull any overt chain that was missed and handle with False Purpose RD procedure, steps A, B, etc.)

68. **ARE YOU WITHHOLDING ANYTHING**? _____

    (Get what it is and handle with False Purpose RD procedure.)

69. **DID YOU TELL ANY HALF-TRUTHS**? _____

    (Get all of the withhold and handle with False Purpose RD procedure.)

70. **WAS THERE SOMETHING THE AUDITOR SHOULD HAVE KNOWN ABOUT YOU THAT HE DIDN'T**? _____

    (Pull it and handle with False Purpose RD procedure.)

71. **PRIOR TO COMMITTING THE OVERT WAS THERE AN EVIL PURPOSE OR DESTRUCTIVE INTENTION**? _____

    (Get what the evil purpose is, and continue on as per step C of the False Purpose RD procedure.)

72. **DO YOU HAVE A HARMFUL INTENTION TOWARD OTHERS**? _____

    (Pull the harmful intention and continue on as per step C of the False Purpose RD procedure.)

73. **IS THERE SOME PURPOSE OR CONSIDERATION YOU HAVE THAT CONFLICTS WITH SCIENTOLOGY**? _____

    (Get what the evil purpose is, and continue on as per step C of the False Purpose RD procedure.)

74. **WAS SOME HIDDEN IMPULSE NOT REVEALED**? _____

    (Get what it is and continue its handling as per step C of the False Purpose RD procedure.)

75. **DID YOU PR AN ETHICS OFFICER INTO BELIEVING A SITUATION WAS HANDLED WHEN IT WASN'T**? _____

    (Handle as a withhold and continue with step A of the False Purpose RD procedure.)

76. **DO YOU INTEND TO GO ON COMMITTING OVERTS SIMILAR TO THOSE YOU'VE GOTTEN OFF**?

(Handle as a withhold and continue with step A of the False Purpose RD procedure.)

77. **WERE YOU PRETENDING TO BE PTS TO AVOID TAKING RESPONSIBILITY FOR SOME OVERT OR INTENTION**?

(Handle as a withhold and continue handling the overt or intention with the False Purpose RD procedure.)

78. **DID THE AUDITOR CALL AN F/N WHEN YOU DIDN'T FEEL YOU WERE F/Ning**?

(Indicate it if so. 2WC E/S to F/N. Find out what question was being run and complete its handling to F/N. If this turns out to be an unflat overt chain, flatten it fully with the False Purpose RD procedure.)

79. **DID YOU HAVE TO GET THE SAME W/Hs OFF MORE THAN ONCE**?

(2WC E/S to F/N.)

80. **SOMEONE DEMANDED A W/H YOU DIDN'T HAVE**?

(Indicate if so. 2WC E/S to F/N.)

81. **WAS THERE A WITHHOLD THAT KEPT COMING UP**?

(Get what it was and then clean up anything that wasn't gotten off about the withhold, any unhandled misses of that withhold, and if not then fully handled, take it E/S and find and handle the underlying, unhandled incident as per False Purpose RD. [Ref: HCOB 21 Mar. 62, PREPCHECKING DATA, WHEN TO DO A WHAT; Tape: 6201C11, THE MISSED MISSED WITHHOLD])

82. **WERE THERE AUDITOR'S CODE BREAKS**?

(Get what. Indicate it was illegal and 2WC E/S to F/N. C/S to program for a QUESTIONABLE AUDITING REPAIR LIST, HCOB II July 82 I.)

83. **HAVE YOU WANTED THIS RUNDOWN TO FAIL**?

(Handle as a W/H. Pull all of the W/H, and then take the O/W E/S to a full handling as per steps A to G of the False Purpose RD.)

84. **WERE YOU AFRAID OF WHAT MIGHT HAPPEN**?

(2WC E/S to F/N.)

85. **WAS THERE AN INJUSTICE**?

(2WC E/S to F/N. Then check for any similar overt of the pc's own and handle any found with False Purpose RD procedure.)

86. **WAS THERE A BETRAYAL**?

(2WC E/S to F/N. Then check for any similar overt of the pc's own and handle any found with False Purpose RD procedure.)

87. **DID THE AUDITOR GET ANGRY AT YOU**?

(If this happened, indicate it is illegal to do so. 2WC E/S to F/N. Clean up any ARC break to F/N.)

(C/S to program for a QUESTIONABLE AUDITING REPAIR LIST, HCOB II July 82 I.)

88. **WAS ANYTHING SUPPRESSED**? _____
(Clean it up E/S to F/N.)

89. **WAS ANYTHING INVALIDATED**? _____
(Clean it up E/S to F/N.)

90. **HAVE YOU NEVER REALLY DONE ANYTHING BAD**? _____
(Handle with "murder routine," getting an overt or overts and
handling with steps A to G of the False Purpose RD procedure.)

91. **WAS ANYTHING FALSIFIED**? _____
(Clean it up as a W/H and complete its handling with False Pur-
pose RD procedure.)

92. **WAS THERE ANY EVALUATION**? _____
(2WC E/S to F/N.)

93. **WERE YOU TIRED OR HUNGRY**? _____
(2WC E/S to F/N.)

94. **HAD YOU RECENTLY TAKEN DRUGS**? _____

    MEDICINE? _____

    ALCOHOL? _____
(2WC E/S to F/N. Note for C/S.)

95. **WAS THERE A FALSE READ**? _____
(2WC E/S to F/N. Indicate the false read if so. Can also clean it
up with Suppress, Inval, Protest, if needed.)

96. **WAS THERE A FALSE ACCUSATION**? _____
(2WC E/S to F/N.)

97. **WAS THERE SOMETHING WRONG WITH THE METER
OR CANS**? _____
(False TA handling.)

98. **BYPASSED CHARGE FROM SOME OTHER AUDITING
ERROR**? _____
(Find out what auditing action and handle with the appropriate
repair list.)

99. **DRUG INCIDENT RESTIMULATED**? _____
(Handle with L3RH. On a Clear or above, only indicate the
reads.)

(Note for C/S.)

100. **WAS THERE AN OVERT ON SOME OTHER DYNAMIC**? _____
(Pull the overt and handle as per steps A, B, C, etc., of False Pur-
pose RD procedure.)

(Note for C/S to program the case for any additional Sec Check
forms needed, to be done _after_ the current form has been com-
pleted.)

101. **WAS THERE AN OVERT ON SOME OTHER SUBJECT OR AREA OF LIFE?** _____

(Pull the overt and handle as per steps A, B, C, etc., of False Purpose RD procedure.)

(Note for C/S to program the case for any additional Sec Check forms needed, to be done *after* the current form has been completed.)

102. **IN THIS LIFETIME, HAVE YOU BEEN IMPLANTED BY A PSYCHIATRIST OR PRIEST?** _____

(Applying the tools of Sec Checking tech, find out all of the data of the incident, including: name of implanter; the time, place, form and event of the incident; any commands that were given to pc and to what degree the pc has carried out or executed these commands and suggestions.)

(Note for C/S for further PDH follow-up actions.)

103. **IN THIS LIFETIME, HAVE YOU EVER BEEN A VICTIM OF PAIN-DRUG-HYPNOSIS?** _____

(Applying the tools of Sec Checking tech, find out all of the data of the incident, including: name of implanter; the time, place, form and event of the incident; any commands that were given to pc and to what degree the pc has carried out or executed these commands and suggestions.)

(Note for C/S for further PDH follow-up actions to be programed.)

104. **IN THIS LIFETIME, HAVE YOU EVER BEEN DRUGGED AND THEN ELECTRIC SHOCKED WITHOUT KNOWING IT?** _____

(Handle as in question # 103.)

105. **IN THIS LIFETIME, HAVE YOU EVER HAD A STRANGE, DESTRUCTIVE IMPULSE YOU COULDN'T ACCOUNT FOR?** _____

(Handle as in question #103.)

106. **IN THIS LIFETIME, WAS THERE A TIME WHEN YOU SAW A PSYCHIATRIST BUT AFTERWARD COULD NOT REMEMBER EVERYTHING THAT HAD TAKEN PLACE?** _____

(Handle as in question # 103.)

107. **WHEN ASKED FOR AN OVERT OR EARLIER-SIMILAR OVERT, COULD YOU ONLY SEE BLACKNESS?** _____

(Have the pc close his eyes and then do the following:

I. Date/Locate the overt-whatever the pc can see of it-as exactly as you can. This may blow it and result in a persistent F/N. Or it may just change the view slightly.

II. If no persistent F/N, run this command repetitive to EP: "**What part of that scene you're looking at could you be responsible for?**" continuing to repeat the question no matter how many times the pc repeats the same answer and even if the pc gives you the most strained or vague answers. Run the process to F/N, cognition, VGIs.

III. If no spectacular release and persistent F/N, Sec Check the overt as per step A of the rundown and continue with steps B, C, etc.)

108. **WAS THERE SOMETHING ELSE WRONG**?   _____
(If so and it doesn't clean up on 2WC, GF M5 and handle.)

109. **HAS THE UPSET BEEN HANDLED**?   _____
(2WC. If so, indicate it to F/N.)

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Remimeo

L4BRB

FOR ASSESSMENT OF ALL LISTING ERRORS

ASSESS THE WHOLE LIST (METHOD 5). THEN TAKE biggest reads or blowdowns and handle. Then clean up the list.

PC NAME: _____ DATE: _____

AUDITOR: _____

0.   **WAS IT THE FIRST ITEM ON THE LIST**?   _____
     (Indicate and give pc his item.)

1.   **DID YOU FAIL TO ANSWER THE LISTING QUESTION**?   _____
     (If it reads, find out what questions, clear the question noting whether it reads; if so, list it, find the item and give it to the pc.)

2.   **WAS THE LIST UNNECESSARY**?   _____
     (If it reads, indicate BPC and indicate that it was an unnecessary action.)

2A. **DID THE QUESTION HAVE NO CHARGE ON IT**?   _____
     (Indicate.)

2B. **WERE YOU ASHAMED TO CAUSE AN UPSET**?   _____
     (L1C after list corrected.)

2C. **WERE YOU AMAZED TO REACT THAT WAY**?   _____
     (Same as 2B.)

2D. **THE QUESTION HAD ALREADY BEEN LISTED BEFORE**?   _____
     (Indicate, rehab.)

2E. **YOU HAD NO INTEREST IN THE QUESTION**?   _____
     (Indicate that the auditor missed that it didn't read.)

3.   **WAS THE ACTION DONE UNDER PROTEST**?   _____
     (If it reads, handle by itsa earlier-similar itsa.)

4.   **IS A LIST INCOMPLETE**?   _____
     (If reads, find out what list and complete it, give pc his item.)

5.   **HAS A LIST BEEN LISTED TOO LONG**?   _____
     (If so, find what list and get the item from it by nulling with Suppress, the nulling question being "**On _____ has anything been suppressed**?" for each item on the overlong list. Give the pc his item.)

6. **HAS THE WRONG ITEM BEEN TAKEN OFF A LIST**?   _____

    (If this reads, put in Suppress and Invalidate on the list and null as in 5 above and find the right item and give to the pc.)

7. **HAS A RIGHT ITEM BEEN DENIED YOU?**   _____

    (If this reads, find out what it was and clean it up with Suppress and Invalidate and give it to the pc.)

8. **HAS AN ITEM BEEN PUSHED OFF ON YOU, YOU DIDN'T WANT?**   _____

    (If so, find it and get in Suppress and Invalidate on it and tell pc it wasn't his item and continue the original action to find the correct item.)

9. **HAD AN ITEM NOT BEEN GIVEN YOU?**   _____

    (If reads, handle as in 7.)

10. **HAVE YOU INVALIDATED A CORRECT ITEM FOUND?**   _____

    (If so, rehab the item and find out why the pc invalidated it or if somebody else did it, clean it up and give it to the pc again.)

11. **HAVE YOU THOUGHT OF ITEMS THAT YOU DID NOT PUT ON THE LIST?**   _____

    (If so, add them to the correct list. Renull the whole list and give the pc the item.)

12. **HAVE YOU BEEN LISTING TO YOURSELF OUT OF SESSION?**   _____

    (If so. find out what question and try to write a list from recall and get an item and give it to the pc.)

13. **HAVE YOU BEEN GIVEN SOMEBODY ELSE'S ITEM?**   _____

    (If so, indicate to the pc this was not his item.
    Don't try to find whose it was.)

14. **HAS YOUR ITEM BEEN GIVEN TO SOMEONE ELSE?**   _____

    (If so. find if possible what item it was and give it to the pc.
    Don't try to identify the "somebody else.")

14A. **NO ITEMS WERE YOURS?**   _____

    (If so, indicate to the pc none of the items were his.
    Do not try to find whose they were.)

14B. **WERE EARLIER LISTING ERRORS RESTIMULATED?**   _____

    (Indicate and correct earlier lists, then check the current.)

14C. **HAD THIS LIST ALREADY BEEN HANDLED?**   _____

    (Indicate.)

15. **HAS A RELEASE-POINT BEEN BYPASSED ON LISTING?**   _____

    (If so, indicate the overrun to the pc, rehab back.)

16. **HAS A RELEASE-POINT BEEN BYPASSED ON THE QUESTION ONLY?**   _____

    (If so, indicate the overrun to the pc and rehab back.)

17. **HAVE YOU GONE EXTERIOR WHILE LISTING**? _____
(If so, rehab. If Int Rundown not given, note for C/S.)

18. **HAS IT BEEN AN OVERT TO PUT AN ITEM ON A LIST**? _____
(If so, find out what item and why.)

19. **HAVE YOU WITHHELD AN ITEM FROM A LIST**? _____
(If so, get it and add it to the list if that list available.
If not, put item in the report.)

20. **HAS A WITHHOLD BEEN MISSED**? _____
(If so, get it; if discreditable, ask "**Who nearly found out**?")

21. **HAS AN ITEM BEEN BYPASSED**? _____
(Locate which one.)

22. **WAS A LISTING QUESTION MEANINGLESS**? _____
(If so, find out which one and indicate to the pc.)

23. **HAS AN ITEM BEEN ABANDONED**? _____
(If so, locate it and get it back for the pc and give it to him.)

24. **HAS AN ITEM BEEN PROTESTED**? _____
(If so, locate it and get the Protest button in on it.)

25. **HAS AN ITEM BEEN ASSERTED**? _____
(If so, locate it and get in the Assert button on it.)

26. **HAS AN ITEM BEEN SUGGESTED TO YOU BY
ANOTHER**? _____
(If so, get it named and the protest and refusal off.)

27. **HAS AN ITEM BEEN VOLUNTEERED BY YOU AND
NOT ACCEPTED**? _____
(If so, get off the charge and give it to the pc, or if he then chang-
es his mind on it, go on with the listing operation.)

28. **HAS THE ITEM ALREADY BEEN GIVEN**? _____
(If so, get it back and give it again.)

29. **HAS AN ITEM BEEN FOUND PREVIOUSLY**? _____
(If so, find what it was again and give it to the pc once more.)

30. **HAS AN ITEM NOT BEEN UNDERSTOOD**? _____
(If so, work it over with buttons until pc understands it or accepts
or rejects it and go on with listing.)

30A. **WAS THE LISTING QUESTION NOT UNDERSTOOD**? _____
(Get defined and check for read. It may be unreading. If so, indi-
cate that an uncharged question was listed because it read on a
misunderstood.)

30B. **WAS A WORD IN THE QUESTION NOT UNDERSTOOD**? _____
(Same as 30A.)

31. **WAS AN ITEM DIFFERENT WHEN SAID BY THE AUDITOR?** _____
   (If so, find out what the item was and give it to the pc correctly.)

31A. **DID THE AUDITOR SUGGEST ITEMS TO YOU THAT WERE NOT YOURS?** _____
   (Indicate as illegal to do so. Correct the list, removing these.)

32. **WAS NULLING CARRIED ON PAST THE CORRECT ITEM?** _____
   (If so, go back to it and get in Suppress and Protest.)

33. **HAS AN ITEM BEEN FORCED ON YOU?** _____
   (If so, get off the reject and suppress and get the listing action completed to the right item if possible.)

34. **HAS AN ITEM BEEN EVALUATED?** _____
   (If so, get off the disagreement and protest.)

35. **HAD EARLIER LISTING BEEN RESTIMULATED?** _____
   (If so, locate when and indicate the bypassed charge.
   Find and correct the earlier out-list.)

36. **HAS AN EARLIER WRONG ITEM BEEN RESTIMULATED?** _____
   (If so, find when and indicate the bypassed charge.
   Find and correct the earlier out-list.)

37. **HAS AN EARLIER ARC BREAK BEEN RESTIMULATED?** _____
   (If so, locate and indicate the fact by itsa earlier-similar itsa.)

38. **DO YOU HAVE AN ARC BREAK BECAUSE OF BEING MADE TO DO THIS?** _____
   (If so, indicate it to the pc. Handle the ARC break.
   Correct the list if it's a list ARC break.)

39. **HAS THE LIST CORRECTION BEEN OVERRUN?** _____
   (If so, rehab.)

39A. **WAS THE LIST DONE WHILE YOU ALREADY HAD AN**

	ARC BREAK?	_____
	PTP?	_____
	W/H?	_____

39B. **COULDN'T YOU UNDERSTAND WHAT WAS BEING DONE?** _____

39C. **COULDN'T YOU UNDERSTAND THE AUDITOR?** _____

39D. **DIDN'T THE AUDITOR ACKNOWLEDGE YOU?** _____

40. **IS THERE SOME OTHER KIND OF BYPASSED CHARGE?** _____
   (If so, find what and indicate it to pc.)

41. **WAS THERE NOTHING WRONG IN THE FIRST PLACE**? _____
     (If so, indicate it to the pc.)

42. **HAS THE UPSET BEEN HANDLED**? _____
     (If so, indicate it to the pc.)

43. **HAS A LIST PROCESS BEEN OVERRUN**? _____
     (If so, find which one and rehab.)

- 5 -

L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Remimeo

L4BRB

FOR ASSESSMENT OF ALL LISTING ERRORS

ASSESS THE WHOLE LIST (METHOD 5). THEN TAKE biggest reads or blowdowns and handle. Then clean up the list.

PC NAME: _____ DATE: _____

AUDITOR: _____

0. **WAS IT THE FIRST ITEM ON THE LIST**?   _____
    (Indicate and give pc his item.)

1. **DID YOU FAIL TO ANSWER THE LISTING QUESTION**?   _____
    (If it reads, find out what questions, clear the question noting whether it reads; if so, list it, find the item and give it to the pc.)

2. **WAS THE LIST UNNECESSARY**?   _____
    (If it reads, indicate BPC and indicate that it was an unnecessary action.)

2A. **DID THE QUESTION HAVE NO CHARGE ON IT**?   _____
    (Indicate.)

2B. **WERE YOU ASHAMED TO CAUSE AN UPSET**?   _____
    (L1C after list corrected.)

2C. **WERE YOU AMAZED TO REACT THAT WAY**?   _____
    (Same as 2B.)

2D. **THE QUESTION HAD ALREADY BEEN LISTED BEFORE**?   _____
    (Indicate, rehab.)

2E. **YOU HAD NO INTEREST IN THE QUESTION**?   _____
    (Indicate that the auditor missed that it didn't read.)

3. **WAS THE ACTION DONE UNDER PROTEST**?   _____
    (If it reads, handle by itsa earlier-similar itsa.)

4. **IS A LIST INCOMPLETE**?   _____
    (If reads, find out what list and complete it, give pc his item.)

5. **HAS A LIST BEEN LISTED TOO LONG**?   _____
    (If so, find what list and get the item from it by nulling with Suppress, the nulling question being "**On _____ has anything been suppressed**?" for each item on the overlong list. Give the pc his item.)

6. **HAS THE WRONG ITEM BEEN TAKEN OFF A LIST**? _____

(If this reads, put in Suppress and Invalidate on the list and null
as in 5 above and find the right item and give to the pc.)

7. **HAS A RIGHT ITEM BEEN DENIED YOU**? _____

(If this reads, find out what it was and clean it up with Suppress
and Invalidate and give it to the pc.)

8. **HAS AN ITEM BEEN PUSHED OFF ON YOU, YOU DIDN'T
WANT**? _____

(If so, find it and get in Suppress and Invalidate on it and tell pc it
wasn't his item and continue the original action to find the correct
item.)

9. **HAD AN ITEM NOT BEEN GIVEN YOU**? _____

(If reads, handle as in 7.)

10. **HAVE YOU INVALIDATED A CORRECT ITEM FOUND**? _____

(If so, rehab the item and find out why the pc invalidated it or if
somebody else did it, clean it up and give it to the pc again.)

11. **HAVE YOU THOUGHT OF ITEMS THAT YOU DID NOT
PUT ON THE LIST**? _____

(If so, add them to the correct list. Renull the whole list and give
the pc the item.)

12. **HAVE YOU BEEN LISTING TO YOURSELF OUT OF
SESSION**? _____

(If so. find out what question and try to write a list from recall
and get an item and give it to the pc.)

13. **HAVE YOU BEEN GIVEN SOMEBODY ELSE'S ITEM**? _____

(If so, indicate to the pc this was not his item.
Don't try to find whose it was.)

14. **HAS YOUR ITEM BEEN GIVEN TO SOMEONE ELSE**? _____

(If so. find if possible what item it was and give it to the pc.
Don't try to identify the "somebody else.")

14A. **NO ITEMS WERE YOURS**? _____

(If so, indicate to the pc none of the items were his.
Do not try to find whose they were.)

14B. **WERE EARLIER LISTING ERRORS RESTIMULATED**? _____

(Indicate and correct earlier lists, then check the current.)

14C. **HAD THIS LIST ALREADY BEEN HANDLED**? _____

(Indicate.)

15. **HAS A RELEASE-POINT BEEN BYPASSED ON LISTING**? _____

(If so, indicate the overrun to the pc, rehab back.)

16. **HAS A RELEASE-POINT BEEN BYPASSED ON THE
QUESTION ONLY**? _____

(If so, indicate the overrun to the pc and rehab back.)

17. **HAVE YOU GONE EXTERIOR WHILE LISTING**?   _____
(If so, rehab. If Int Rundown not given, note for C/S.)

18. **HAS IT BEEN AN OVERT TO PUT AN ITEM ON A LIST**?   _____
(If so, find out what item and why.)

19. **HAVE YOU WITHHELD AN ITEM FROM A LIST**?   _____
(If so, get it and add it to the list if that list available.
If not, put item in the report.)

20. **HAS A WITHHOLD BEEN MISSED**?   _____
(If so, get it; if discreditable, ask "**Who nearly found out**?")

21. **HAS AN ITEM BEEN BYPASSED**?   _____
(Locate which one.)

22. **WAS A LISTING QUESTION MEANINGLESS**?   _____
(If so, find out which one and indicate to the pc.)

23. **HAS AN ITEM BEEN ABANDONED**?   _____
(If so, locate it and get it back for the pc and give it to him.)

24. **HAS AN ITEM BEEN PROTESTED**?   _____
(If so, locate it and get the Protest button in on it.)

25. **HAS AN ITEM BEEN ASSERTED**?   _____
(If so, locate it and get in the Assert button on it.)

26. **HAS AN ITEM BEEN SUGGESTED TO YOU BY
ANOTHER**?   _____
(If so, get it named and the protest and refusal off.)

27. **HAS AN ITEM BEEN VOLUNTEERED BY YOU AND
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(If so, get off the charge and give it to the pc, or if he then chang-
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(Indicate as illegal to do so. Correct the list, removing these.)

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(If so, get off the reject and suppress and get the listing action completed to the right item if possible.)

34. **HAS AN ITEM BEEN EVALUATED**? _____
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39A. **WAS THE LIST DONE WHILE YOU ALREADY HAD AN**

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                                              W/H? _____

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39D. **DIDN'T THE AUDITOR ACKNOWLEDGE YOU**? _____

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    (If so, indicate it to the pc.)

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L. RON HUBBARD
Founder

Revision assisted by
LRH Technical Research
and Compilations

Remimeo

LIST 1C – L1C

(Cancels earlier L1 Lists such as HCOB 8 Aug. 70)

Used by Auditors in session when an upset occurs, or as ordered by C/S.

Handles ARC broken, sad, hopeless or nattery pcs.

Questions can be prefaced with "**Recently**" "**In this life**" "**On the whole Track**" or used without.

DO NOT USE ON HIGH TA TO BRING IT DOWN. USE HI-LO TA LIST.

TAKE ALL READING ITEMS OR VOLUNTEERED ANSWERS Earlier Similar to F/N as they occur.

1. **Has there been an error in listing**?   _____
   (If this reads change to L4B at once.)

2. **Has a withhold been missed**?   _____

3. **Has some emotion been rejected**?   _____

4. **Has some Affinity been rejected**?   _____

5. **Has a Reality been refused**?   _____

6. **Has a communication been cut short**?   _____

7. **Has a communication been ignored**?   _____

8. **Has an earlier rejection of emotion been restimulated**?   _____

9. **Has an earlier rejection of Affinity been restimulated**? _____

10. **Has an earlier refusal of Reality been restimulated**?   _____

11. **Has an earlier ignored communication been restimulated**? _____

12. **Has something been misunderstood**?   _____

13. **Has someone been misunderstood**?   _____

14. **Has an earlier misunderstanding been restimulated**?   _____

15. **Has some data been confusing**?   _____

16. **Has there been a command you haven't understood**?   _____

17. **Has there been some word you haven't known the meaning of?** _____

18. **Has there been some situation you haven't grasped?** _____

19. **Has there been a problem?** _____

20. **Has a wrong reason for an upset been given?** _____

21. **Has a similar incident occurred before?** _____

22. **Has something been done other than what was said?** _____

23. **Has a goal been disappointed?** _____

24. **Has some help been rejected?** _____

25. **Has a decision been made?** _____

26. **Has an engram been restimulated?** _____

27. **Has an earlier incident been restimulated?** _____

28. **Has there been a sudden shift of attention?** _____

29. **Has something startled you?** _____

30. **Has a perception been prevented?** _____

31. **Has a willingness not been acknowledged?** _____

32. **Has there been no auditing?** _____

33. **Did you go Exterior?** _____

34. **Have actions been interrupted?** _____

35. **Have actions continued too long?** _____

36. **Has data been invalidated?** _____

37. **Has someone evaluated?** _____

38. **Has something been O/Run?** _____

39. **Has an action been unnecessary?** _____

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6. **Has a communication been cut short**? _____

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8. **Has an earlier rejection of emotion been restimulated**? _____

9. **Has an earlier rejection of Affinity been restimulated**? _____

10. **Has an earlier refusal of Reality been restimulated**? _____

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L. Ron HUBBARD
Founder

Remimeo
Examiner Hat
Tech Services
    Hat
(Mimeo on
    16 Substance paper)

Auditor Admin Series 11

EXAMINER'S FORM

(Important Note: This form is handled exactly as per HCO PL of 13 Oct. 68RA PC EXAMINER, AND NO EXAMINER MAY EXAMINE UNLESS STAR-RATED ON THAT PL, and HCOB 5 Mar. 71, C/S Series 25, AND AN E-METER COURSE. Students and pcs can be very upset if this post's duties are not done correctly and org pc and course results ruined.)

After Session _____ Qual Div _____ (*Place*) Volunteered _____

Date _____ Time _____ Medical _____

PC or Pre-OT Name _____ Last Grade Attained _____

Grade, Course or Action Being Attested _____

PC's Statement: *(Write down exactly what pc says)*

TA Position and any BD _____ PC Indicators _____

State of Needle _____ F/N Indicated to PC _____

_____
Signature of Examiner

ROUTE THIS FORM TO TECH SERVICES WHICH ROUTES IT INTO THE FOLDER.

WHEN ILLNESS REPORTED, MAKE THIS OUT WITH A CARBON UNDER IT AND ROUTE ORIGINAL TO TECH SERVICES AND FOLDER, AND CARBON TO MEDICAL LIAISON OFFICER OR QUAL SEC.

RUSH ROUTE ANY ROLLER COASTER. LATER REPORT OR SICK REPORT TO FOLDER TO PREVENT C/S ERRORS.

Transcripts

Basics Of Auditing

A Lecture given on 29 August 1961

Thank you.

This is the 29th of August 1961, and I'm often gagging about using notes in lectures. But this particular lecture I have some notes for, believe it or not. That's because this is a very, very tricky subject. And I'm going to talk to you about something that is going to make you more auditing gains in less time as an auditor and make us more Clears than any other single subject we have opened up on in recent times.

Now, this is quite an important lecture. This lecture should be a basic on HPA and an absolute necessity at the level of HCS/BScn. And if a DScn is missing these points, we ought to revoke his thetan. But this is quite important, this material; not to give it an overstress of some kind or another, because I don't think it could be overstressed.

Now, you see, earlier this summer I was confronted with the fact that with all the materials in hand as to how to clear people, very few Clears were being made. Interesting, huh? But every time we have borne down on the subject of auditing and accuracy of auditing, all of a sudden we have people finding their goals and terminals on, you see, finding goals and terminals on pcs and we have more Clears being made.

This is very direct. We have had this experience here. We are all, I'm sure, agreed that it was a matter of the rudiments were out. And just as soon as I said, "Well, we've got some kind of a games condition going here, and the rudiments are out, and you'll find it in the first 150." It's proven true. I think maybe we got, maybe, something on the order of one or two goals out of fifteen cases that are still not found since that was released just a few days ago, right?

Female voice: Yes, two cases ....

Just two cases.

Female voice: ... who are hanging.

See? Interesting. And in every case, the goal was within the first 150 and yet they had assessed for weeks and weeks and weeks after that first 150. See, they'd added it up to a thousand and all gone up and on and on and more and more goals, and longer and longer assessment. And I said, "Well, go back to the first 150. I think that's where you found them, isn't it?" Interesting, isn't it?

So that all the time after the first 150, certainly, goals were taken, then the rudiments were out during auditing. Obviously the rudiments were out.

The goal was buried. And as soon as the rules were put right, the goal came back in, perked up and *pangity-pangity-pang*, and everything was going along gorgeously. As my friend Paul said the other day, we were all off at a smart trot.

Now, here's a point, then. Here's a point of some interest: that by improving auditing technology and the skill of individual auditors, we then some closer to very broad clearing. It is *not* case difficulties that are restraining the pc *now* from getting Clear. All the evidence is in, and that's what it ads up to. All right.

Therefore, the stress must be on auditor technology—the handling of technical aspects of Scientology. Now, the better that is, the more Clears you're going to make. We've got the weapons with which to make Clears. There aren't any bugs in it. I haven't written up your last Prehav Scale, but you mostly have it right now. There's no missing items of any importance that would restrain this from happening. So therefore we come back on auditor technology.

Now, I don't want you to accept anything I am saying as accusative casewise, or anything like that. I'm simply going to give you data here and this data is very well worth having. This data was arrived at the hard way. It'd be a withhold from you to tell you otherwise than that it was arrived at, at a hard way—on a hard line. I've been getting some auditing. Sessions have been going out. We sat down and analyzed, and we have analyzed now, all the points where sessions were going out and so forth. I got a good reality on that, and Suzie got a good reality on it, and we were straightening out these points. Because, frankly, we weren't doing it particularly to find out more about auditing; but it's just stuff that came up and we analyzed accordingly. And apparently what it boils down to is not auditing attitude or anything as nebulous as this. It boils down to very concrete data, which you'll be happy to find out.

Now, as an auditor, perhaps, you say, "Well, there's so many rules of auditing, and which one of these rules of auditing should I be following, and how much memorizing of rules and all of this sort of thing should I do?" Well, basically, first and foremost, if you are worried about the rules of auditing, there is something wrong with your auditing approach.

We can count on that, then, as a stable datum; that if somebody is worried about the rules about auditing and the zigs and the zags and so forth about auditing, and terribly concerned with these things and so forth, then there's something basically wrong. Because auditing, fundamentally, is simply this—it goes back to *The Original Thesis*: The auditor plus the pc is greater than the pc's bank. And the auditor is there to direct the pc's attention and to keep the pc in-session and to remain in control of the session and get auditing done.

Now, there's... Aside from saying what auditing is—therapeutically supposed to be doing this and that, and make Clears and freeing up attention and the various theoretical and technical aspects of Scientology—when you've talked about auditing, you've said it when you have said that. *Auditor plus the pc is greater than the pc's reactive bank.* The auditor is there to direct the attention of the pc and get the pc in there and get these objects confronted and straightened out, and the unknowns off and the bank straightened out and the track straightened out, and so forth. And he winds up at the other and with a Clear. That is what it amounts to with the technical knowledge of what you *do* with a pc.

It all boils down to that. You are there to get auditing done. The less auditing you do which is effective auditing, the more upset your pc is going to be.

Now, let's take the first object lesson here. The auditor sits down in the auditing chair; the pc sits down in the pc's chair. What is the contract? What is the understood contract as of that instant? That understood contract is a very simple contract. The pc sat down to be audited. What does the pc understand by being audited? He basically understands it as getting on toward Clear. What he means "toward Clear," we're not sure a lot of the time, but even that—he senses it is there, he senses he's got a direction to go, he senses that he can arrive at a certain destination, and he's there to get that done.

Now, he's *not* there to have ARC breaks run, present time problems handled; he's not there to straighten out the auditing room; he's not there to have any of these things done at all that we call rudiments. He is there to get audited toward Clear.

Well, the first observation we can make, that rudiments go out to the degree that auditing doesn't get done. That's a direct ratio. Rudiments go out to the degree that auditing does not get done.

Now, this poses you a problem. If you are using no session to put rudiments in, if you use up no time at all to put rudiments in, of course, you're apparently around the bend as far as handling the pc, because the rudiments are out. you see, here's a puzzle that we face at once. If you're not spending any time putting the rudiments in, of course the rudiments are going to go out. But the more time you spend putting the rudiments in, the more rudiments you've got to put in. Have you got that?

So, somewhere here there's an optimum amount of rudiments putting-in and it's not very much. It's on the order of five minutes. You know, five minutes and the rudiments are in; the pc will bear with that, but not much more. And when it goes to a half an hour, his present time problem is actually, basically, the fundamental problem of getting auditing.

Now, he'll say the present time problem is something else, is something else, is something else, is something else; but his basic problem: is he going to get any auditing? And after he's had half to three-quarters of the session thrown away on a bunch of things that he didn't care about, why, of course now, he has a new present time problem called "getting auditing." In the next session, he comes in with this new present time problem: "Am I ever going to get audited?" because he doesn't consider any of these other things auditing.

Now, that's quite fascinating. He doesn't consider them auditing. So therefore, of course he's out of session. From a pc's viewpoint, auditing is a direct press forward, getting himself straightened out so he can get a good Goals Assessment, and finding his terminal—if he knows anything about it at all, this is what he demands—and getting auditing straight along on the road to Clear, and knowing he's getting someplace and all of that sort of thing. This is what he really settles for. This is by experience.

They will even hang on for months, as we know now, getting assessed for goals. Even though the goals are all invalidated and everything else, they're still interested and they'll still go to session, don't you see? Even though the thing is being run completely crosswise, you see, they'll still go to session and still be assessed. You got that?

Well, they won't be run endlessly on general processes that don't approach them any closer to Clear. They'll only go for maybe seventy-five, a hundred hours, and they'll leave the HGC, and they take a lot of persuading to get back, and they won't want to be audited by you anymore, you know, in private practice, and so forth. What are all these things from?—from the basic present time problem of not getting auditing. So actually your main chance is simply to audit the pc.

If it comes to a question of whether to audit the pc or go through some arduous flipperoo on straightening out some kind of a super-relationship, or something—audit the pc first. See?

Now, you've got to find out what the pc's attention is on and what he considers auditing; and he very often considers it a chronic present time problem of some kind or another—or a long-duration problem. And he judges everything as to whether or not he's making process [progress] by whether or not this problem is getting stronger, getting weaker. The hidden standard sort of thing; he's got all that sort of thing. Well, he'll be interested in that. Why?—is his attention is on it. So that's auditing.

So auditing could be defined, to the pc, as anything which is handling the things his attention is fixed on. That's what he considers auditing. If his attention is superfixed on it and it's being handled, he considers that auditing. And of course his attention is superfixed on goals, so you can get away with assessing practically forever. He will stay in there being assessed longer than he will stay in there being run on oddball, bit-and-piece general processes that don't lead toward Clear. Isn't that fascinating? That's an observation that I think you'll find is quite valid.

Now, if it came to a choice as to whether or not we went about it endlessly, endlessly, endlessly running rudiments to get them in, or auditing the pc, you would always choose what the pc considered auditing. You would always choose what the pc considered auditing, and let the rudiments go to hell. And the next thing you know, they'll disappear in importance.

Remember, what you validate becomes important. You start handling too many present time problems and ARC breaks too arduously and too long and believe me, you get more

ARC breaks. Why do you get more ARC breaks? You get them simply because auditing itself is a present time problem, because he isn't getting auditing. In his viewpoint, he is not getting auditing, he is not sure he will get auditing; therefore, his contract is violated so he is in disagreement with what is happening in the session. Do you follow that?

Now, a pc will sit there and endlessly run 1A. Why? Well, his attention is stuck on it. His attention is stuck on all these problem points, you see? He considers it auditing as long as you are auditing in the direction of his problems—of course. So he will settle for 1A. It's amazing how long he will run how many versions of 1A. See? This is amazing, too. If you were to flatten 1A, then—as we already have talked about—and gotten problems and Security Checks totally out of the road, you would find your pc would stay in-session and think he was going someplace, and of course he is going someplace. And if you were to flatten 1A, giving the rudiments a lick and a promise before you did a Goals Assessment, you'd find out your rudiments were in when you were doing the Goals Assessment. Because, you see, the pc now *can* confront problems. You've already brought him up to the point of being able to confront the rudiments before you started fooling with the rudiments. You got the idea?

Although you run rudiments every session, although you try to find out what they are, although you try to knock them out, although you do run some Havingness on the room—and you keep the rudiments in, nobody is saying just forget rudiments—but don't consider rudiments anything like a session. Don't ever make the mistake that the pc will think he is getting a session when rudiments are being run.

You'll find pc after pc, when you ask him, "Do you have a present time problem?" will *groan*. Because he knows now that his session is going to be endlessly chewed up with the John and Mary of life, and he doesn't consider he's getting anyplace. Why doesn't he consider he's getting anyplace? Because he knows he's getting no place with his wife, and so forth. Well, you say, "Well, that's a problem." But he doesn't consider this the general problem of his case by any means.

You have found a problem. He is worried about having to write Blitz and Company. And you say, "Well, we'll have ..." and you just start to make the motion toward handling this problem of having his attention on Blitz and Company and the letter he's got to write to them, and you get "Oh, no! My God!" You've heard him, huh?

Well, why do you get this? He doesn't consider Blitz and Company auditing. He doesn't consider Blitz and Company as any difficulty. But he *does* consider that not getting auditing will produce an enormous difficulty.

The value which a pc assigns to auditing should be appreciated by you. It is terribly highly valued—very highly valued by the pc. And this is a great oddity, because actually, psychoanalysis was never highly valued; hypnotism is not highly valued; psychiatry, they spit on. They go back for their electric shocks like wound-up dolls. But you say, "Well, what do you think would happen to you if you didn't have any psychiatric treatment?"

"Oh, I'd probably be just the same as before. What's the difference?"

You say, "Well, would you walk across the street for psychiatric treatment?"

"Hell, no."

Well, that's an oddity in itself. See? This is an oddity. You're dealing with a commodity which is very highly valued and which the society has been trying to put into the field of psychotherapy, but psychotherapy is not highly valued. So what you're doing basically is very highly valued by the pc. So the more you don't give him of it, the more difficulty you're going to have with him.

If there's ever a crossroads of decision as to whether or not we're going to endlessly get on with this, even a crude remark of this character, "Well, I see you've got a present time problem. Yeah, have you got a little bit of an ARC break? All right. Well, okay. To hell with those. We're just going to run now ..." And you give him the process and you go on and run it.

And you'll be amazed how often the pc will say, "Hey, you know, he's right in there pitching." He might grump for a minute, you know, and say, 'Well, it's not according to Hoyle, you know?" But you'll just be amazed how many times *that* will win where the endless handling of rudiments won't win.

The endless handling of rudiments is a limiting factor in auditing, because it produces eventually the ARC break of obtaining no auditing. So the decision is, audit. You'll have less ARC breaks the more auditing you do. And of course, if your auditing is flawless from a standpoint of Model Session, and if some of these other things I'm bringing up are also present smoothly in the session, your days of having ARC breaky pcs end as soon as you recognize that point—that he is there to be audited, and his basic contract is the basic contract of being audited. And the more you audit him on the things his attention is fixedly on—I mean *fixedly* on, on the long track basis, you see—and the more attention you give to that and the more you handle that, the more he knows he's being audited, the less ARC breaks you're going to get.

It's amazing what a pc will put up with to get auditing, quite amazing what they will put up with to get auditing. Why make them put up with anything, but at the same time go on and audit. So the best, hottest message 1 can give you on that exact subject is audit! Don't fool with it; audit! See?

What a pc responds to best: "Oh, well. All right. You're here to be audited. Good enough. Fine. Now, we're going to go over the rudiments. All right." And you rip on down the rudiments line. And you notice there's a bad flick of some kind or another. You say, "What's that?"

He says, "Well, that's so-and-so."

You say, "Good," and you ask it again. "All right. That's good, good. It's still flicking. Is it still worrying you? Anything else about it worrying you?"

"Well, so-and-so's worrying me."

You say, "All right. Good." Get the next one, *bang!* the next one, *bang!* You say, "All right. Now, now let's get down to business. Now, this is the process I'm going to run, and here it is."

And he says, "Well, I don't much care for that process." (I'll take this up in a moment.) And you say, "I don't care." you say, "I care for it. Do it." you know, that kind of an aspect.

And he says, "But so-and-so technically, and it said in bulletin so-and-so..."

You say, "Well, all right. I read it, too. Do it." you find the guy doesn't go into apathy. Quite the contrary—he goes spark, spark, spark, spark, spark, and you'll get good gains.

All right. There are some more aspects in that. But that whole first section of what I want to talk to you about is: for God's sakes, just audit the pc. Don't fool with it, just audit. You see? Just go right in there and saw it up and chew it up and push his attention around and get him through to the other end and ... Well, get 1A all straight and handle whatever you want to handle. I don't care what you handle, because this would hold, possibly, if 1A ever became ancient history this would still hold. *Run* the pc toward Clear and have minimal chop behind your back, you see, minimal unkind thoughts, minimal ARC breaks, minimal difficulties in sessions. These all just tend to disappear.

Because he might say, "Well, that auditor of mine is a cross son of a bitch, but, jeez, he sure audits!" You know, this would be kind of the idea. you got the idea? "He sure audits." It might be terribly profane, the opinion, you see? 'Well, you don't do right in a session, she's a real bitch, that auditor, you know?" You know, that kind of an aspect and that kind of conversation. "But I'd rather have her audit me than anybody else I know." you know, that kind of song.

The HGC—as soon as that became prevalent in an HGC, and as soon as HGC auditors… You just try and change the auditor on the pc. They had this auditor last year or something like that; and well, they just don't want to be processed unless they can be processed by the same auditor, because they're very sure that auditor can audit. But it's not can audit, although they always use *can* audit. The secret is *will* audit. And the auditor who kind of *won't* audit, they don't want. That's the secret of "being wanted by" as an auditor—is how much you get down to business and how much business you get done.

All right. Now let's take up something a little more esoteric here under the heading of "escape" as a philosophy. This is a very complicated subject. This is the orientation of an auditor—has to do with his orientation. This is the only point where an auditor's orientation can seriously get in his road. As long as he follows Scientology and goes on auditing

and using the principles of Scientology, this one can get in his road. All those levels of the Prehav Scale that have to do with escape—that is: Abandon, Leave, anything like that—if these are in any way, shape or form "hot" or if they're not thoroughly flat on an auditor, you'll get two aspects.

You'll get the auditor letting the pc escape. He wants the pc to escape, because this is the auditor's modus operandi of handling situations. And this is as wrongheaded as you could get, because the only way a pc will ever get Clear is by turning around and fighting down the devils that pursue him. And if the auditor's philosophy is "the only thing the pc should be permitted to do is escape," the auditor will never control the session. And this is why an auditor doesn't control a session when the auditor doesn't control a session. He thinks he's being good. He thinks he's being nice to the pc.

Now, let's go about this on a little wider basis. And oddly enough, under that same heading comes case reality necessary in an auditor. And we've got the same heading. It's "escape" as a philosophy. Case reality is necessary in an auditor.

Exactly what is this that we are looking at when we find that a Scientologist has never seen or gone through an engram? When we find that a Scientologist has never collided with a ridge? When a Scientologist is not aware of the thenness of incidents? If the Scientologist is not aware of those things, he will continue to make mistakes and no amount of training will overcome it. Knowing this—just knowing this—will overcome it, because it all of a sudden sees lots of light. Lights begin to flash in all directions.

If a Scientologist has never been through an engram, if a Scientologist has never been stuck on the track, if a Scientologist has never seen ridges or any of the other mental phenomena, it is because his basic philosophy in life is escape. Now, there is all the wisdom there is in it. I will go ahead and tell you all about it, but there is all the wisdom there is in it.

Of course, if he's never seen an engram, what is he trying to do? He's trying to escape from engrams. So he escapes so hard from engrams that he sees a little flick of a picture and he's away, man, he's away. He's off like a rocket. He's off like the Russian never went. See, he's over the hills and past Arcturus. There's a little twitch of a somatic and *pshew!* he's gone. Why?

His basic philosophy is that if you can run fast enough you never get bit. So, of course, he doesn't have what we call case reality, because of course he's running from his case. His basic philosophy is, "The best way to handle a case is get out of it!" So that's all he ever does with the pc—takes the pc out of his case. So therefore a pc will never be in-session with him.

Oh, lights begin to dawn, huh?

It is pure kindness. This auditor will find the pc getting interiorized a little bit and he'll know that this is the wrong thing to do. So he will take the pc's attention out of session.

Some of them do it very flagrantly and some of them do it very pleasantly. It is nevertheless true. one of the ways of doing it is change the process. Another way of doing it is Q and A.

Pc says, "I don't want to be here."

The auditor says, "Of course, you dear fellow, you do not want to be there. Let's be somewhere else at once."

Pc shows the slightest inkling of digging into it in the bank and the auditor pulls him out. The auditor is selling him freedom. At what cost? The cost of never getting Clear. But the auditor sells him freedom; and it's a good thing. It's kindly meant.

This same auditor well might have a penchant—doesn't necessarily—but might have a penchant for going around opening all the canary bird cages in the world. But then, by George, never follows up the fact that the canary birds are inevitably eaten by cats or killed by hawks, promptly and at once. Don't you see?

The auditor is saying, "Escape, escape, escape." The auditor is actually saying, "Don't confront it, don't confront it, don't confront it, don't confront it, don't confront it." The processes he's running are saying, "Confront it, confront it, confront it," don't you see? But the auditor, with his auditing technology, prevents the pc from confronting it, and so therefore runs rudiments forever, does other things, doesn't quite let the pc go into session, (quote) "makes mistakes," (quote) "changes the process often;' (quote) "ends the session irregularly"—does something odd. And all of these oddities could be said to be backed up by this one philosophy, the philosophy of escape. The kind thing to do is to let him out.

The guy is settling down on the track in some fashion or another and he's going out of present time—oh! let's not let him do that, because that's the wrong thing to do.

Now, this is compounded—this is a complex subject, which is why I said this—earlier in the lecture it was. The auditor who has no case reality, of course, dramatizes this point. You cannot see engrams while you're running from them.

Let's take a model engram that this person is in, and let's take some of the things that this person has happen to them. The model engram he is in—he's being whipped. The Jesuit fathers, or something of the sort, have decided to really lay it into him on the backtrack, you see, at some time or another; and they've got him tied to a post, and he's being whipped. So he cannot leave that post, so he fixes his attention on a section of sky and says, "It isn't happening." That's escape, isn't it? So what does he find when he gets into that engram? He finds an invisibility called "sky." He doesn't find any whiplashes; he doesn't find any post. He doesn't find anything; he finds a section of sky. That is the final mechanism: escape.

Now, he escapes mentally. He doesn't just run away, he escapes mentally. Don't you see? All right. So that worked; he didn't feel them after that. So it was a workable philosophy, perfectly workable philosophy. Unconsciousness is also a workable philosophy. So he's being tortured on the rack—ah! —he fools them all. He goes unconscious; he can't feel it anymore. We don't have, then, an engram of the rack, we have a period of unconsciousness. You see that? He's actually in the incident, but he's only unconscious.

All right. Now, let's go a little bit further here, and let's take a look at this—a little bit further—and we'll find this person has odd somatics and odd difficulties that he cannot account for. And if he never sees any engrams or sees them very rarely, of course he can't account for these difficulties at all. In Book One, it says they're all contained in pictures, and he doesn't see any pictures; and yet here are the somatics, and there's no pictures. Of course there's no pictures, because his attention on any given point is the solution "escape." Escape mentally, escape mentally by forgetting it, escape mentally by looking at nothing, escape mentally by saying it isn't there, you know? The various mechanisms of not-is.

Yet the somatics have not been not-ised. And this person, every time he (quote) "contacted an engram" actually contacted a nothingness, and then was left with a nagging somatic or a sensation that he could not then account for and which seemed to be very mysterious to him. And therefore didn't connect any of these sensations much with his bank, don't you see? And knows he feels uncomfortable, but can't really connect it with any given engram. Got it?

All right. Let's take an actual case in point. Person does in running on the track, contact an engram. And there it is, all 3-D and so forth—people standing on the bank throwing a spear. All right. Spear comes across the river, goes through the pc's ribs, and the pc has a hell of a somatic and that is the end of the picture.

This person, now auditing, says, "Well, why doesn't this pc handle incidents like that? Well, nothing to it. Spear went through you and of course *phsst*—momentary, you know? Flat and gone and you're out of it, and that's it. I don't get this idea of being stuck on the track," you see. "*Hooh!* Nobody should be stuck on the track. Why doesn't this pc just flick his attention out, you know? Well, I'll fix this pc up so he *can* flick his attention out. I'll pull this pc's attention out." Don't you see? This is the best mechanism.

You ask this same person (this is an actual case), you say, "Do you ever have a somatic in that area you just indicated that the spear went through during that incident?"

"Oh, yes, all the time."

"Well, does it have anything to do with that spear?"

(Person didn't say "all the time"; person said, "Yes, very occasionally, but ...")

"Does it have anything to do with the spear?"

"No, uh ... Well uh—or does it?"

"Well, do you have a lot of odds and ends of somatics of this particular character?"

"Oh, yes. I do."

"Are they connected with pictures?"

"No." (Actual conversation that took place.) "But I thought all that went out with Dianetics, and in Scientology you no longer had to confront all of these things."

Well, here immediately, of course, you have the tag end of every engram that the person has contacted is just stuck, stuck, stuck, and where are they all? They're all in PT. So what is PT to this person? PT is certainly just PT, but actually it's a jam of engrams; so therefore the pc should be in PT all the time—because the auditor is. The auditor is never out of PT, so therefore the pc is never out of PT. And this auditor will not actually guide the pc's attention through an engram, because there's no reality on it. The best thing to do is to yank the attention out of the engram. So the auditor will not control the pc's attention because escape is the better philosophy. Don't you see why this is? So there's the reality.

Now, there's a direct cure for this. And if you wanted to get anybody who didn't have (quote) "any reality on the past track, no reality on engrams, no reality on this and that" as far as these things are concerned, and was thinking people are being unreasonable who go into engrams and get stuck and whose attention are not in present time—this person, then, is not operating on a reality. They can't quite tell what the pc is doing, don't you see? So they're always worried about what the pc is doing. Because they themselves have never been in this identical situation, they get a little bit impatient with the pc, don't you see? So they're not actually doing a guided tour of a bank. They're doing a guided yank of a bank.

And if you were to run this process on that unreal case—it's just one process, a one-shot process—you would suddenly find that they would have an enormous shift of reality on what we've been talking about all these years. And the process is: "What unknown might you be trying to escape from?" That's the process. And at first glance, that would become a very brutal process, of course, because it'll just start unstacking this. And one of the first things this pc would see, who had this brilliant reality on the people on the bank who threw the spear, would be to find out the water was cold. And the pc, I happen to know, has cold feet all the time. Of course, there's that piece of that engram, see? So, that piece of that engram would be contacted. And you just keep contacting these pieces of the engram, because of course you're running the reverse mechanism now, not the philosophy of escape. But the only philosophy that works in Scientology is "confront it."

It isn't that you have to *erase* it; it is only that you have to become *familiar* with it. All you have to establish is familiarity with the bank; you don't have to establish an erasure of the whole bank. It would take endless time to do that.

And all of a sudden this auditor who's been having trouble guiding a pc's attention will not have that trouble anymore. They will recognize at once, "Oooh-ho-ho-ho-ho-ho-ho, I've been trying to get the pc—oh, I see. My—my—pardon my red face! Oh boy, is *this* what it's like down here!" You know?

Now, what happens is every time this auditor yanks the pc's attention, the auditor is not aware of the fact that he has got the pc in one time stratum, called engram time, and is pulling the pc's attention to present time, and locks the incident the pc was in, in present time by an attention shift. Any kind of a mechanism, whether you call it faulty technology, changing the process, changing one's mind, doing something of this sort—whatever you want to define it or whatever rationale went with it—this is actually occurring. And of course, it is painful to the pc to have this happen; so the pc, of course, protests and this is a basic difficulty with ARC breaks. You get a basic difficulty at once, because the pc was there and now he's here, only he's not here and he's not there and where the hell is he?

It isn't that a pc should be regressed on the track and totally impressed by this past-time incident to a total point of overwhelm, but the pc *is* in another time stratum, usually, when he's being audited, even on a conceptual or permissive process. Pc appears to be sitting in present time, and the pc is *not* in present time. So, of course, the pc can neither be talked to nor handled as a person would be handled in present time. It is not a social tea party—auditing isn't. The pc is not there, really; the pc is in another time stratum. And if you practice the philosophy of escape on somebody who doesn't have to escape but is trying to do the bank, the auditor's goal is different than the pc's goal. And the pc is saying, "Well, I'm confronting it and I'm getting familiar with it, and here it all is."

And the auditor is saying, "Come away, come away, come away, it's dangerous." Reactively, this is what is happening.

So the auditor is saying, "Come away," and the pc is saying, "Let's stay here," and between the two, you get ARC breaks and arguments. You would inevitably, wouldn't you?

And as soon as the auditor takes a guided tour of this thing called an engram bank, you see, with the spears whizzing from both banks of the river—this particular person has probably never noticed that not only were there spears coming from one side of the river, but that probably there were whole volleys of arrows coming, too. Those somatics haven't appeared yet. you got the idea? There's other things missing in all this, and of course it all looks very mysterious. But the person gets down there and they're trying to escape from it—that would be their first action—spear goes through them, they say, "Escape." Boom! "Let's go."

Well, it's one of the basic thetan mechanisms. It's why he never as-ises much track. It's why he doesn't become familiar with his bank. So look how prevalent this thing is—very prevalent.

And a thetan would be in a bad way if, when you killed his body he *couldn't* exteriorize, see? So it's an absolute survival mechanism for a thetan. So, you see, it's not a bad thing

to have escape philosophy or to be able to escape. But let me tell you, when a person is compulsively escaping, he of course never escapes. And when you get a pc that you're getting to escape all the time, of course he never escapes, and his case just winds up in a little black ball. you got the idea?

So, therefore, we can say that escape as a philosophy very much gets in the road of auditing when the auditor has this as a total philosophy, you see? And we can say also, then, that a case reality is very necessary in the auditor. But of course, what do we mean by "case reality"? Well, "case reality" is willing to stay there and take a look, you see, instead of running out on the incident when it comes up.

These two things, then, are under the same heading and they are the same subject. A person who doesn't have a reality on the bank has consistently escaped from the bank; and then that person, of course, does odd things in auditing. And we say, "Well, that person is a bad auditor." "That person is not so good," or "That person doesn't get results," or something like that.

Well, we can say that much more succinctly and much more kindly now, much more effectively. We can simply say, "Well, this auditor has escape as a philosophy and hasn't got much reality on the bank. So therefore, when he audits a pc he doesn't know what the pc's doing." And when the auditor doesn't know what the pc's doing and can't fathom what the pc's doing; and the auditor thinks that the pc shouldn't be looking at all that stuff, too, of course we don't get any clearing. Because clearing depends on a familiarity with the bank.

I'm not telling you, you all stick on the track; I'm merely saying that it's necessary to have a familiarity of what can happen. You know, there you are in the middle of the river and stuff is coming from all directions; and you're confronting it and you got it and you've got a sensation of fear or something, or confusion, already that's going with it, and all of a sudden the auditor says, "Well, that's the end of that process. Let's run something else." God, you don't know whether you're on the track or in present time or something like that. You've been betrayed, in other words.

But you could educate this auditor endlessly—just endlessly—without producing a single change in that philosophy, unless you hit the philosophy itself. Got it? You cannot educate an auditor who has that as a philosophy into giving what you would consider a smooth session of keeping the pc in-session and his attention on his bank. Do you follow that?

So that's exactly where that button sits, and that's exactly what button you press. And when an auditor makes consistent mistakes; when an auditor yanks the pc's attention; when the auditor is doing a lot of Q-and-Aing—there's more about Qing-and-Aing—but when he does a lot of this, a lot of shift, we just assume that—that the auditor has a total philosophy and fixation of escape, and therefore is letting the pc escape.

And he isn't being vicious, he isn't trying to cut the pc to pieces. He knows what's best for the pc: "Get out of there, man!" Not even "Get rid of it," just "Get out of there." Pc starts to look a little bit indrawn, go into session, the auditor will pull him out every time.

You probably couldn't even list the number of mechanisms auditors use to effect this. So there's just no sense in putting up counter-laws to each one of these mechanisms that's used, is there? There's no sense in doing that, because we have the basic mechanism for it.

All right. Now, let's go a little bit further here. Here's another subject on this: Responsibility for the session. In *The Original Thesis*, way, way back when, you had the rules, the laws, the basic laws of auditor plus pc greater than the pc's bank. Pc less than pc's bank. Obvious, a pc must be less than a pc's bank or the pc would never be troubled by the bank, don't you see?

So that's why self-auditing doesn't work, by the way—the pc is less than his own bank. Also, he never can get in-session, because a bank won't go in-session. You can audit valences and that sort of thing. Oh, don't mistake me; I mean, there's... You can't say that self-auditing does not produce a result. It does produce a result but the result is quite minor.

And actually all self-auditing is, is remedying havingness on auditing. Self-auditing always, always, *always* begins on scarcity of auditing. A pc would always rather be audited than self-audited. But they could get to a point finally where auditing is so scarce... You know, people have been (quote) "auditing them" (unquote) without auditing them, and auditing thereby gets scarce. So, pc starts auditing and can come up to a point where the scarcity becomes so great that they begin to assume virtues, like the fox who loses his tail, you see? The great virtues of having no tail, the great virtues of self-auditing. Simply the lack of havingness of auditing can result to the fact where self-auditing can become quite a virtue.

And a person can say, occasionally, once in a while, rarely, you'll have somebody say, "Well, I want to do it myself"—as far as self-auditing is concerned—"I really want to make the grade myself." And you look back over the history of the case and you'll find out they didn't feel that way a year before. They just didn't have auditing.

So you can actually have somebody sitting there, and an "auditor" (quote, unquote) there, and the person getting no auditing, don't you see? And this denial of auditing, denial of auditing—by being yanked off the track, by endless rudiments, by never getting anything on the road, by never really getting in there and pitching, you see, one way or the other, the person is being denied auditing. And the person will be denied auditing to a point where they self-audit. That's what self-auditing is.

You find a pc self-auditing, you can be sure that the pc has such a scarcity of auditing that your auditing is having considerable difficulty arriving. You don't have to do anything about it except just reestablish the pc's confidence in the fact that he is being audited and

will be audited. That's basically what you do, is just audit, and the pc will come out of this. But it requires auditing.

But the pc less than the pc's bank—otherwise the bank would never be giving him any trouble. Yes, I know he's creating the bank, on how many vias and that sort of thing. But he's created a Frankenstein monster—and it's about to eat up Frankenstein, you see—called the bank. And Frankenstein's monster inevitably will eat up Frankenstein. He's created a bank. He's created all these various valences and that sort of thing. He's denied full responsibility for having done these things, and so on. And the result is that he's having difficulties with a bank.

This is not self-auditing now, I'm just talking about pcs in general. I'm talking about Homo sap; I'm talking about the farmer that's walking down the road; and I'm talking about this guy and that guy and the other fellow, you see? And these chaps are all in this sort of a state of less than the bank. When we say a man is aberrated, we say he's less than the bank. When we say somebody is psychotic, of course this person is not just less than the bank; this person is nonextant and *is* the bank. you see, he's done a... There's a total overwhelm, and that's all psychosis is: total overwhelm by own bank.

Now, the gradients of cases is the degree to which a person is overwhelmed by the bank. Now, recognizing this, that you're auditing somebody who is a bit overwhelmed by his own bank, and recognizing these laws in *Original Thesis* (simple and elementary as they are; they are, nevertheless, they're very sweeping in their truth in auditing), we get this kind of a condition here. The auditor has got to be cooperating and running the pc's bank, you see, and running the pc at the bank in order to get auditing done, inevitably. When the auditor withdraws from doing this, he collapses the pc's bank on him. you see?

When an auditor *is* auditing and suddenly stops auditing—like, you know, a shift of attention, spills the water glass, tips over the ashtray, something of this sort—he, of course, has to some degree withdrawn his control of the pc's bank, and you get a minor collapse. But there is a way to get a major one. And this has never been articulated before in Scientology and it's terribly important. *Whenever you take a direction from a pc and follow it, you collapse the pc's bank on him*. These poor guys. I know two or three fellows who will only let some weary, very weak auditor audit them, you see, and give the auditor all sorts of directions as to how to audit them. And of course this is just a self-audit. They don't make much progress. They make some, but they don't make very much progress. They're usually in misery. They've set up a booby-trap situation here, because of course the auditor is taking directions from the bank and following them. That's part of it. And the other part of it is, is the auditor has subtracted himself from the basic equation of auditor plus pc is greater than the bank. you see?

So, when the auditor takes the pc's directions, then it looks to the pc at once as though only the pc is confronting the bank; and he loses the illusion of the auditor's confronting the bank, and of course the bank then collapses on the pc. Do you follow this carefully? It's one of these simple arithmetical propositions. It's one plus one is greater than one and a half; but one is not greater than one and a half. And what you've done is subtract a one

from the one plus one, and of course you get immediately the one and a half greater than the one. You've only got one left, you see?

You haven't got a pc sitting in the pc's chair; you've got an auditor sitting in the pc's chair. So the pc is now both the auditor and the pc, only it doesn't add any ones. So instantly and immediately you, of course, get the bank greater than pc, and so therefore the pc is *promptly* and *instantly* overwhelmed.

Pc says, "I think you really ought to ask about that present time problem another time." Oh yes, pcs can do anything they like and they will say things like this, you see, in a perfectly good situation. They have sort of taken over—because of anxiety for auditing and other things—they've taken over the idea of auditing and they're afraid some auditing is not going to occur And so they sort of merge up and something in the bank is this and that and they sort of say, "Well, I think you ought to ask about that one more, because I think there is one. And the auditor does ask that one more. And instantly, *pshew!* the bank collapses promptly and instantly on the pc.

Got an ARC break. You never notice it, because it takes an hour or so to swell up, but the pc thereafter is running on auto. All you've got to do is take one direction from a PC and you collapse his bank on him. You must understand exactly how that occurs, you see?

Here's the PC and the auditor and the pc's bank. And the auditor plus the pc are greater than the bank. Now of course, the moment that the PC becomes the auditor, even to just any tiny degree, you no longer have the equation of auditor plus pc. You have the equation of PC plus pc-being-auditor, which of course still adds up only to one person—the PC. And of course this is not greater than the bank. So you get a collapse of the bank. And I do mean a collapse of the bank. You can make the bank go *pshew!*—just hit him in the face. *Blango!*

Now, just look this over, because it's the first time we've ever examined this mechanism, in spite of the fact the laws are some of the oldest laws we have. I think the only two laws earlier than that is: Survival is the dynamic principle of existence; and the purpose of the reactive mind, purpose of the analytical mind—those are the only laws that are earlier than these laws—I mean, in terms of time and development.

So, let's take another example. Auditor says, "Do you feel all right now, or do you feel too tired to go on?"

And the PC says, "I feel too tired to go on."

And the auditor says, 'All right. We won't go on." At that exact instant, you've collapsed the pc's bank on him. I mean, it isn't a simple thing, that the Pc is suddenly dismayed or goes out of session or something like this. An actual mechanical fact happens—whether the PC perceives it or not—the bank collapses on the pc. Of course, because the bank is being held out, basically, and the PC is being held in position and the bank is being held in

position only by the equation of auditor plus PC. The presence of the auditor drops and the auditor ceases—that's what we mean by "ceases to take responsibility for the session."

Now, that's an esoteric statement; it hasn't any mechanics with it that give you any explanation. But that is the primary method by which the auditor does not take responsibility for the session. And that is the exact mechanism by which an auditor gets into trouble—the *exact* mechanism. It's down there to a hairline.

All the auditor has got to say is, "Is it all right with you if we run this an hour and a half?"

And the pc says, "No, I don't think so."

And the auditor says, "Well, all right. Then we won't."

Well, on the surface of it, it is the socially acceptable, kindest thing you can do. The poor fellow feels tired, so we just won't go on with it. And at that moment, we just picked up the stew pot and hit him in the face with it. See, we collapsed the bank on him. The bank will collapse—can be counted on collapsing—instantly that this occurs. He'll get a reaction from the bank, *bang!*

That means actually, probably, that the Model Session should be rephrased on a discovery of this magnitude. But worry about it until you see it in an HCOB, because it may be and it may not be. Because basically the Model Session is written up just to get the illusion of courtesy.

I say, "Well, is it all right if we end this session now?"

And the pc says, "No, it's not all right. I'm having a great deal of trouble here and I'm struggling around," and so forth.

I say, "Well, all right. I've made a mistake, and we're now going to end the session." It's always all right with the pc. I decided to end the session. If I decide anything else now merely because the pc told me something else, I've had it, because the bank just will go splat! Now, if I don't want this pc to be butchered up, I certainly better stick by my own ideas of what I should be doing, no matter how wrongheaded or inopportune or upsetting those ideas may appear to be.

So you just have to take fate in your own two fists on such a situation. You say, "Is it all right if I end this session now?" It's courtesy.

And the pc says, "Well, yes, it's all right. Except I'm pretty far back on the track." All this is, is a comment to the effect that "Well, you knucklehead, you didn't ask me where I was on the track before you sprung this other one." Don't you see?

Well, if you now say, "Well, all right. We will run it ten minutes longer in order to get you up to present time," you've had it at once! You'll never get him to present time. Why

won't you ever get him to present time? Because you just collapsed the whole track on him, that's why! And then you probably didn't do anything to reassume the control of the session. Do you see what happens?

So you just never, never, never, never do what the pc says. you just never do what the pc says. I don't care how logical it is; I don't care how wrong you are. If you've given him a totally wrong, upside-down, incorrect instruction, you can do something more wrong than that.

You know, English doesn't permit the deepening of the word *wrong*. *You* can't be "wronger," apparently, according to English. But boy, I'm telling you, you can be wronger. It doesn't matter how idiotic the auditing direction was, how noncompliable the auditing direction was—it just doesn't matter. If the pc now gives you some advice concerning it and you take that advice, you are promptly and at once wronger. You have just lost the control of the session, but that isn't what's important. Mechanically, you've collapsed the pc's bank on him.

You just must never do it! That's just something an auditor must never do. He says, "All right if I end this session now?"

And the pc says, "No, it isn't all right. I'm stuck down the track."

And the auditor says, "All right. I'll run the process for ten minutes longer." Well, this is the kindest, most sensible, decent thing you can do, isn't it? And it winds you up every time in the soup. Then you probably will spend the next five hours trying to end that session.

Why? Because you are no longer auditing the session; the pc is. you haven't got an auditor plus pc greater than the pc's bank, so the pc of course can't come up to present time, so he just struggles. See? The mechanics are just dead against it. That's the way the reactive mind is, not the way I think it is.

So that is a primary method of getting into trouble. A *primary* method is to violate that original equation. Auditor plus pc must both be there in order to be greater than pc's bank, and when the pc says to the auditor, "Advice, advice," and the auditor takes it, of course then at once, immediately, instantly, then, the pc becomes quasily the auditor He is running his own bank on a via, he's no longer greater than the bank; it only takes a split second to happen—he's in the soup. Got the idea?

Well, it isn't that pcs mustn't give advice to auditors. By all means as a pc give the auditor all the advice in the world. You understand? Give him all the advice in the world. If he takes any part of it, he's a lousy auditor. That's all. Because he at once passes over control of the session. It's something tantamount to walking out in front of the troops and handing your sword over, see? I mean, it's something of this order of magnitude. Promptly and at once you've lost the war and that is it. There's going to be reparations charged and the United States will be sending three-quarters of the national income over to rehabilitate the

country. But if the United States doesn't hear about it, then nobody is going to rehabilitate anything.

Now, there's the whole situation in controlling a session. And there's the primary difficulty an auditor runs into. Once more, it looks like pure kindness and it turns out to be total viciousness.

All right. Let's take up one more point here. You can also put a pc at responsibility for the session by a bunch of "pcs ought to;' and individual considerations about what ought to be going on. This is a little more esoteric, but becomes less so when I say something like this (this also comes under escape as a philosophy): "Well, he ought to be able to get out of that very easily." See, the auditor says, "Well, he couldn't be in any great trouble. He ought to be able to get out of that very easily."

Well, you see, what did he do? Even if he did it silently to himself, he says immediately, "Well, the PC is responsible for the condition he's in." And you will find the one plus one greater than the bank also operates. That promptly operates, and the bank will cease to behave. It's quite esoteric; it's quite odd.

You say, "Well, pc shouldn't be in that much trouble. A man of that age shouldn't have all of those difficulties with women. After all, after you've lived for forty or fifty years, you certainly should know something about women." You know, something like this. You have some kind of a little unkind thought of this character. But it's an "ought to be," you see? And you have just shifted responsibility for the session over to the pc, just as neatly as though you'd suddenly crowned him with laurel wreaths. You see how you'd do that?

The Pc "ought to;' the pc "*shouldn't* ought to." Now, here's a whole class of things, you see? "The pc shouldn't be screaming at me." Well, that would be the best way in the world to bring the scream up four more decibels. Don't you see? That would operate at once to put this PC at cause. So, of course, immediately eliminates and deletes the auditor plus Pc over bank. It eliminates the auditor and of course, collapses the bank on the pc. You get how this would work, you see? The pc "ought to;' "*shouldn't* ought to."

"Well, men are always like that." That isn't so bad, that type of consideration—it just denotes an inability to do something about it, so an apathetic acceptance of a condition which one is confronting. Well, this merely lowers control over the pc's bank slightly; it's not a very great thing. Well, that doesn't amount to a great deal. It's when you really drop it out; when you really say, "Well, the pc should be" or "the pc shouldn't be," or something of this sort—*Dang!* You see, you've gone into the same old violation of this original rule.

No, a pc is doing what the pc is doing. And the pc ought to be doing what the pc is doing. You see? And the pc oughtn't to be doing the things the pc isn't doing. And the pc does what the pc does. you get the idea? And considerations as to what the pc should be doing up on top of this, of course, interrupt responsibility for making the pc do something. You get the idea?

Now, of course, so long as your intentions are totally wrapped up in what the pc ought to be doing with inspecting pictures and so forth; you, of course, are making this occur! You are doing this, you see, so it isn't an "ought to be" or a "shouldn't be" or something like this, see? The pc is going up and down the track and around the bank. Well, he ought to be doing these things, you see? And you know that he should be doing these things and he knows that he should be doing these things. He should be following the auditing command and you know that he should be following the auditing command, and all that sort of thing.

I'm not talking about that class of thing. I'm talking about another class entirely; that instead of making the pc do or become what you want the pc to do or become, you add this sneak one into it, you see? The pc "ought to," you know.

And you sort of said faintly to yourself, "Well, I'm not doing anything about it, and he shouldn't really be upset about that ARC break. That's really nonsense. He shouldn't be upset about it. He shouldn't be—oh well, it's a... Well, he shouldn't have that present time problem, not now. We've only got two hours here and, God, he shouldn't have this present time problem. No, no. Heavens on earth."

No, the pc has got what he's got, don't you see? You just look at what the pc's got, and then you can go ahead and you and the *pc* can make him "got" something else, don't you see, with greatest of ease. But if the pc "ought to" without any further action on your part, of course what do you wind up with? You wind up with a collapsed bank. Is that clear to you? That is not as serious or as general as the other.

Now, Q and A—Q and A. Every time the pc says something you follow it, is the most prevalent method of Q and A.

You say, "Well, how's your mother? How's that about your mother now?"

And "Well, it's not my mother now, it's my father."

"Well, how about your father?"

"Well, it's not my father so much, it's ... My father's okay, but it's actually my Aunt Bessie."

"Oh, well. Well, all right. Now, how does that apply to your Aunt Bessie?" And by the time you've done this of course, you of course are doing two things. You're letting the pc spot what you ought to be auditing—you've dropped responsibility then—and you of course permitted him to escape from the original questions and you haven't followed it through. You're permitting the pc to escape. And the pc will go along a whole sequence and series of escapes. And if you follow along this sequence of escapes without ever once saying, "Whoa, now, pc! I asked you about Pop. I want to know about Pop and I'm not interested in Aunt Bessie. Now, Pop!" You can say it as rough as you want to. It won't affect the pc, because he knows confoundedly well that's what he ought to be doing.

And he says, "Oh, oh, oh, oh, I—ha-ha-ha-ha. Fly cops are on my trail, and I didn't get a chance to duck up that alley. Well, I guess I just better not. So that and I better come back here and take a look at Pop. Okay. Well now, what did you want to know about Father?"

You say, "Well, all right. I just wanted to know how that was about Father?" "All right. Well, it's all right about Father."

"Now, what else about this? Yeah, well, how is it all right about Father?" "Oh, kill the son of a bitch as quick as look at him, that's how all right it is about Father," and so forth, see.

"Oh," you say, "well, all right Now, you got a picture there or something"

"Well, sure 1 got a picture there! What else do you think I have?"

"You've had a picture there?"

"Oh, yes, of course I've had a picture there!"

"Well, all right. Now, what don't you know about it?"

"Well, I don't know this and I don't know that and I don't know that and don't know that and don't know that and don't know that, there, there, there, and ..."

"What else don't you know about it?"

"Well, I don't know so-and-so."

"All right. That's fine. Now, you still got a picture there of your father?" "No."

"All right. Now, how about your father?"

"Well, all right. Take him or leave him."

"Okay. All right. Now, we'll go on to something else."

Got the idea?

The pc *never* wants to handle what you want him to handle. You can just put it down—he *never* wants to handle what you want him to handle. I don't know a pc yet that will handle exactly what you want him to handle! When a pc sits there smiling sweetly, I get very, very suspicious.

I say, "What are you looking at?"

He said, "The same incident you told me to look at."

"Yeah, well, what incident was that?"

"Oh, this incident about picking these flowers out here in the field."

And I say, "No, we had an incident there about burning down a house. What happened to that?"

"Oh, you caught me. Oh, well, all right. Burning down a house," and so forth. And somewhat grumpily they'll go back in and look at it. But they don't like you when you let them escape, because they know way down deep that it's wrong. They know way down deep that's wrong. They know the road out is the way through, and the road out is not a bounce.

The guy has been running away for two hundred trillion years; and he's looking for somebody to stand and hold the ground and say, "All right. Let's pick up these devils one by one and fight them down."

He will say, "That is the most horrifying, shuddering thought that anybody has ever pushed in my direction, but I know damn well he's speaking sooth."

Now, it actually hasn't worked for the last two hundred trillion years—running away. So, he says, "Well, here's a picture."

And you say, "Good. Got any other pictures?"

"(Ah, these guys are going to let me run away.) All right. Yeah, I got some other pictures."

"Good, you got any other pictures in there?"

"Oh, yes, I've got some other pictures in there."

"Oh, yeah. Well, how's your father?"

"All right, fine."

"And how's your mother?"

"Okay. Fine. Oh, yes," and so forth. And the fellow says, "Well, it wasn't my mother I was thinking about, actually. It was my Aunt Bessie."

"Oh, well, how's your Aunt Bessie?"

And the pc right at that time says to himself, way down deep someplace, 'That's all we're going to do now is escape, and I know that it isn't the road out." So he has ARC breaks because he knows he's not getting auditing.

It's a very funny thing. Not overwhelming a pc, not pounding him down.

Pc says, "I have to go to the bathroom."

You say, "You damn well sit there and don't go to the bathroom," and so forth.

And the pc says, "Well, I have to go to the bathroom, it's a present time problem," and so forth.

And you say, "Well, I'm not going to let you go to the bathroom till 4:30. That's the end of session and that's the end of it," and so forth.

Well, you keep this kind of thing up forever and eventually the pc gets an overwhelm. He's pounded into a position. See, all of this stuff is moderated with reason, don't you see?

That isn't any kind of a session direction. Pc says he has to go to the bathroom. All right, say, "Go to the bathroom." All right. Now go into session. You'll find he's slightly out when he comes back. So put him into session again; put him into session again with a crunch.

But five minutes later he says, "I have to go to the bathroom."

You say, "I've heard that before. We're now going on with the session." He'll be back in processing again.

Invalidation is the basic overwhelm. The pc says, "Oh, it was my father doing all this."

And the auditor says, "It couldn't possibly have been your father." You get the idea? Now, there's where overwhelm comes from: invalidation.

Pc says, "I think it's an automobile mechanic. I think it is."

"Couldn't possibly be an automobile mechanic," you know?

You could run a whole case, possibly, by saying, "Who's been invalidated?"

See? What's death? Death is invalidation—invalidation of a terminal. What's sickness? Invalidation of a terminal. What's punishment? Invalidation of a terminal. I mean, all things add up more or less to the invalidation of a terminal, don't they? And as a result, why, you've got a button there that you've got to lay off of, which is just invalidation.

Pc says, "It's made out of green soup."

You say, "All right. Solid green soup." As far as he's concerned, that's the way it is. It's just that's the way it is.

And this sort of a matter-of-fact situation is—in a few minutes the pc says, "I made a mistake. It is not green soup." The wrong thing to do is to tell him, 'Why, I could have told you that earlier."

You're taking him on a tour of a bank. You're getting him familiar with various things by various mechanisms. He'll wind up in the other end not afraid.

Now, what basically then, would best answer up these conditions? Certainly not escape. Don't let him escape. Make him face it up. You're always safe.

Pc starts using rudiments for escape—omit them. Always the better choice is to audit—always the better choice.

If the pc gives you directions as to what you ought to be doing in the session, give him the cheeriest acknowledgment he ever received and go right on doing what you were doing. Don't ever shift. Now is the time not to shift, because you've run into some kind of a valence or a machine which tells you 'Change, change, change, change" and you start going change, change, change with the pc, it's a Q and A, and of course you're going to get no place at the other end.

Now, these are very important considerations in auditing. And if an auditor were to do these things, pay attention to them and handle those things, he actually could be quite ignorant of some other facets of technology and he'd still win. He'd be right in there pitching.

No, there is no substitute whatsoever for having a reality on the bank. There is no substitute for it at all, because now you know what's happening to the pc, you know where his attention is, you know where he's going, you know what he's doing. And you don't make the mistake of believing he's in present time and this is all a social chitchat that we're indulging in. We've known auditors who have thought auditing was that, and they always, of course, wound up with pcs with no gain and tremendous ARC breaks and rudiments out all the time and that sort of thing, because the pc's attention was never in session.

The basics of auditing, however, require that the pc feel able to talk to the auditor, so you don't necessarily shut the pc off about things like this or directions like this. you let the pc tell you. But it's a great oddity that when the pc has told you that the process is wrong and that he's having difficulty answering it—it would be a great oddity if, when you acknowledge this, and you say, "All right. I'm sorry, but that's the process we cleared, and here is the next auditing command." And the pc will say, "Oh, hell," then he'll go on and audit it. And you'll wind up, oddly enough, without any much of an ARC break.

But you say, "Well, now let's see; let's just shift the process. He says he can't answer this, so let's change the wording of the process." And of course, don't be amazed that for the remainder of the session, and maybe for the next couple of sessions, you get absolutely no change of case. Why? There's no auditor there. Why? Because the pc did the auditing.

So these various considerations are right there amongst the fundamentals, and they're things to pay a great deal of attention to. And if a pc is moving through a bank you should have some idea that people can get stuck on the track. And you'll get an idea of "other timeness" than here and that things can happen, and that somatics and so forth are directly connected with pictures (which they are) and that sort of thing. There's no substitute for that sort of thing.

And in training auditors, one of the things you should always ask an auditor is, "Well, do you have any reality on an engram? Do you know what an engram is? You ever seen one? You ever had a somatic out of one?" Not necessarily "Have you ever had sonic?" or something like this, but "Have you ever seen one of these engrams?" and so forth. "Well, have you ever had a moment there when you were on the track when you did not quite know what was happening?"

"Oh yes. Yes, yes, I have. Yeah, ooh-ooh, yeah, ooh, well, sure, yeah. I was running this one about elephants and these elephants were walking all over me. Goddamn it. And I don't think it ever got flattened. Feel an elephant's footprint on my chest right now."

Ah, this is a safe auditor Why? He's not running a big philosophy of "escape, escape, escape is the road out," don't you see?

If you asked this auditor, you say, "Well now, have you had any reality on the track?"

"Well, I've read about it in *Dianetics: Modern Science of Mental Health*."

"Well, have you ever run into an incident? Have you ever run into an engram?"

"No. No, I know they exist, intellectually. I have good intellectual reality on them. Ron wouldn't lie to me about that."

No matter how kind this auditor appears, this auditor is not safe as an auditor Why? Because this auditor practices escape. That is the only reason why the auditor has never seen an engram, you see? So if they've practiced the escape from the bank, they have practiced the escape in auditing, and they *will yank* pcs out of session. Okay?

These various considerations are very pertinent to training, to auditing, to understanding; and I give them to you at a time when they're easily remediable. There is no difficulty with these things. I'm not citing you any 120-foot board fence that you have to climb over with your fingernails. That process which I gave you is the most revealing process to somebody who has no reality on the track. That is *most revealing*. They say, "Ooh, wow," you know? "This is what I've been pulling people out of And it was a good thing I did, too!"

Okay. Well, possibly many interpretations could be made of this particular lecture. But just remember that it, too, just means exactly what it says, which is do the auditing, get

the show on the road, get the most auditing done in the least time that you can—your pcs will be very happy with you and they won't ARC break, either.

And you'll be amazed how seldom you have to put the rudiment in. When you come into session, you bang yourself down in a chair, you move the pc's chair slightly. You tell him, "Sit there. Hold the cans. All right. We are now going to start a session. Start of session.

Good. Now, process we left unflat yesterday was so-and-so and so-and-so. The first auditing command is ... "-*bang!* Pc will say (*pant!*) ... He'll say, "But wait a minute. I'm not even in-session. You haven't run any rudiments. You haven't done any this or tha-"

"The first auditing command is. . "-*bang!* "Answer it, answer it, answer it. Answer it!"

The pc says, "Well, let's see. What is it again?"

"You heard it. Answer it."

"N-ohhh-uh... Yep, what unknown stomach. What unknown stomach."

You say, "Good. What unknown stomach don't you know nothing about?"

The pc answers the auditing question. Chops back at you maybe a little bit here and there—says, "Boy, this is rough, man. You're rough, rough, rough, you know? Do you realize I'm stuck all over the track here; I got everything all messed up; I don't know whether I'm going or coming. And you just keep pouring these auditing commands at me."

You say, "Good. Here's the next one.

Pc, at the end of twenty-five hours—he may or may not tell *you* anything about it—goes around and tells the D of P or another student or somebody like this, "My God, that person certainly gets a lot of auditing done! We've certainly had a lot of auditing done. Yes sir, that person really will audit." And the whole aspect of the thing changes.

Now, I'm not recommending that you let the rudiments be out; I'm not recommending these various things. I'm just giving you the frame of mind in which sessions run well, and they do run well when they do that.

When the pc says, "I think I ought to be running something else," you say, "You probably should be. But right now we're running so-and-so."

Pc is all ARC breaky about not running something else: "But my last auditor... But my last auditor was running a five-way bracket on Mother, and it was never flattened. And I just keep telling you this, that it was never flattened."

You say, "Well, all right." And at this point you might think to yourself, 'Well, maybe I ought to ask what part of it isn't flattened. What was the auditor's name?" Something of the sort. And, man, you are handling a twelve-inch stick of inch-thick dynamite with the fuse lighted. This is a booby trap; don't fall for it.

You say, "Well, good. Good." Even cheer him up. Say, "Well, I hope it gets flattened someday."

I think you'll find that this is the winning card. And if you look this over and you follow some part of this and you get an understanding of this, why, I think you will get some fantastic auditing gains, and your days of loses will simply be in the long-distant past. Okay?

Thank you.

Audience: Thank you.

Principles Of Auditing

A Lecture given on 5 September 1961

All right. This is 5 Sept., isn't it?

Audience: Yes. Right.

And 61. Saint Hill Special Briefing Course.

Now, I hate to begin on a theme like this. There are actually so many things to tell you, why, I don't think it'll ever get it done. I don't think they'll—these things can ever be told you; they are just too many. So I would like to invite your cooperation and initiative in sweeping up, surging forward and synthesizing some of this material as you go. There's no substitute for understanding and there is no understanding without experience.

Nothing was more wonderful than the North's total solution to the black slavery problem of the South. They were not encumbered by any familiarity with the problem at all, which is an optimum way to enter into any problem, of course. One is uninhibited by facts. And the South, of course, was totally uninhibited by any facts of what was going on in the North or what that was all about. The only familiarity they could establish between them, then, was war.

Let me point out that's a terribly, terribly apt example, because that in essence is an auditing situation where there is no understanding or familiarity. If you do not permit understanding and familiarity of the preclear with his bank, he will go to war. And if the auditor does not have understanding and familiarity with the pc and his bank and the mechanics of the mind, he will be at war whether he likes it or not.

The anatomy of hatred is totally based on the anatomy of noncomprehension. And noncomprehension is totally based upon a lack of familiarity and observation. If you want to not comprehend something, by all means don't look at it. But another condition applies: that a tremendous amount of pretended knowingness and pretended understanding can arise after one has not observed. The ancient example of the wise men and the elephant is a very poor example compared to an auditor attempting to audit a pc when the auditor has no familiarity with the mind.

Out of this you get such idiocies as Freudian analysis, which is just plain idiocy, and after some years will bring the patient—who has to be patient; that is why, you see, the term is applied—to a state, you see, where by being careful he can still live. That is the Freudian equivalent of Clear. That was their goal.

Now, a Clear is brought up to a point where he is free to act, which is just the other end of the spectrum. Now, the Freudian analyst sat there in his analysis on a busy, busy, busy pretended knowingness. He "knew" that the observation of children's sexual parts brought about insanity. Well, it must have been, because he looked in childhood only for sexual incidents, and that's the area of the least sex, isn't it? Yeah, fascinating. So he knew what caused insanity, and of course he went on and made people insane.

The Freudians never released it, but in the first three months of analysis, at one time, the astonishing figure of 35 percent suicide resulted. Never been made public. They never validated any gains in spite of the fact that they had the whole field of psychometric tests available.

Psychology is even more idiotic. The psychologist is born out of a school of science that observed dead tissue. The medico has all of his stable data from the area and field of dead tissue. The pathologist does observe a few bugs wiggling, but dead tissue is the source of medicine.

But there—the study of dead tissue—ah, the psychologist came out of this same field. After you've sawed the top of a corpse's 'ead off, all you can find in a skull is a brain, so they studied it. Oh, I suppose that's better than nothing. But let me point out something to you—that the thing they should have been studying had left. And out of this, of course, we got a no-observation of the mind and the fundamentals of behavior because they were not observing what they were processing.

I'm not just giving you some tricks of logic here. What I tell you is absolute fact: that the whole theory of modern medicine is based on a study of dead tissue. They—in medical school all they do is cut up dead bodies. They have a ball. They whittle and chop and classify, and that's all very interesting, and I'm sure they learned a great deal about anatomy. But when it came to the mind and they opened up the skull and found a brain, they of course studied it and they haven't been anywhere since. Do you realize that a field is as vital as it makes progress, and a science is as vital as it makes progress, and it is no more vital than that. Let me point out that there has been no significant advance in Freudian analysis over and above the day of its origin in 1894. And there's been no significant advance in the field of psychology since its origin at Leipzig, Germany, in 1879—they've not gone anyplace. So obviously they *couldn't* have been observing what the mind was all about. They couldn't have been or they would have found out something.

Now, the most novel thing that I introduced into the study of the mind was the observation of living beings. Very interesting. What a new thought! But you'd have to be able to confront motion to do that, and you yourself would have to be to some degree a man of action. You'd have to be able to confront some action.

You'd have to be out there slugging it along with the fellows who were sweating. And you would never have studied this in any ivory tower. And to withdraw to the highest peak of the Himalayas and regard with curiosity one's umbilical remains is of course not the way to do it because no familiarity ever occurs.

After a while, you would start saying, "Well, if you stretch somebody's umbilical cord far enough, why, you'll get a Clear." Inevitable. All right. Let's take a look at this, because we can learn a great deal from this one fact. An auditor has two sources of familiarity—two sources—in processing. There are more sources of familiarity than this in general that he could work with but I'm talking now about sessions.

He has the familiarity we call subjective reality, and he has as well the familiarity of the observation of a preclear and his meter behavior while in session. In other words, while he himself is in session as a preclear, he has the opportunity of obtaining familiarity on the data and functions of life and thinkingness. And then as an auditor, you see, he has the opportunity of obtaining an objective familiarity on the behavior and activities and phenomena of the pc as viewed directly with his own eyes and indirectly through the electronic phenomena of the E-Meter.

In other words, there are two spheres there of observation as far as auditing is concerned. Naturally, there are more spheres. There's the sphere of observing life, observing living. There is the sphere of living, as well as observing living. Of course, it's rigged so that if you do too much living in this particular society, you wind up with too many withholds. And after that, of course, your auditor has a lot of trouble trying to get you in session.

I don't know, I think there possibly is some phase of life that is not punished. I haven't discovered what it is yet, but—but speaking strictly and entirely in the zone of sessions, there are these two sources of observation and familiarity. You have an opportunity to become familiar in two zones: one as an auditor and one as a pc.

Now, certain laws govern auditing. And if you were in a state of mind where you believe that there are too many laws and that you were having to memorize too many laws and that you have to think of too many laws while you were busy doing it, then I can tell you that you have a vast familiarity on the subject of laws and very little familiarity on the subject of the mind. Ever stop and think of that?

Now, rules can only go so far as to guide you in the path of right and light on the road to making Clears. They can only go so far. The great oddity is that it can be done at all. *That is* the oddity.

But factually speaking, no number of rules can deliver into your hands a familiarity with what is going on in the pc at any given moment. You yourself should be able to experience that or should have experienced it and should have some knowingness on it. And the moment that you gain knowingness upon this particular subject, the rules will all fall into line and will all have proper value, and you will see the reasons for all of them. And you'll see which ones are important and which ones are not important.

All of that is very comprehensible; you have all been audited. This is obvious that you have familiarity with the mind because you have been audited. Oh, I've got a crasher for you. I've got a crasher for about 30 percent of the cases in Scientology: You have never seen a mind. That's a crasher, isn't it? That is only—the only source of very bad auditing, is no familiarity with the mind.

Now, of course, I have got the machine guns out and the cordons divided up in all directions on just one subject, and that is Clearing. And I am doing every possible thing that I can do to improve auditing, wherever it is, in order to make Clears. This is my push. And to make them faster and more smoothly with a minimum number of flubs. This is, you might say, my current crusade.

We look at a broader track, I might have some other crusades of much broader significance; but right now this is my current crusade, and this crusade has been in progress now since the 3rd South African ACC. So all I've been doing, actually, is just making better auditors.

And every time I find another gate opening on this route, I am very happy about it indeed. And though I myself may sound somewhat condemnatory occasionally, just assign it to my urgency. On this line, I am eager. And I would say—having no actual survey present, but just at a—offhand estimate—that at least one third of the auditors in Scientology have never become familiar with the mind. They have no subjective reality on engrams, secondaries, locks, ridges, machines, circuits, time track, visio, sonic, tactile, kinetic—haven't any reality on these things. Don't exist. Horrible state of affairs, isn't it?

All right then. This requires a special technology, and the second that we get this technology, we of course can advance cases much more rapidly. Why are cases dragging their heels to Clear? Why? Why? Why? Why? Why are auditors being difficult to train? Why? Why? Well, they're only difficult to train in those areas where they do not have familiarity.

So obviously, the technical advance which is most needful at this present instant on this particular crusade and campaign is a type of process that will give one a great deal of familiarity with the bank and all of its aspects. And at the same time you would pick up all the hangfire cleared cases. All the cases that are hanging fire on the road to Clear are hanging fire because they are not going along the line they should be going in auditing. They are walking the far, far, far perimeter of the crater, operating so as not to fall in.

I don't know how many hours they could do this on current processes, but that would be up to the auditor. Now, the processes which we have, used in a skilled fashion by an auditor who has comprehension of the mind, would not possibly permit anybody to do this. They would fall in. Bang! That would be it.

Ah! But an auditor who has no familiarity on the mind will applaud this tightrope walk on the far, far edge of the crater. And so he makes very sure that the pc never falls in because that is the thing to do—to keep out of trouble.

All of man's wars, sicknesses, diseases, economic disasters, political chaoses and anything else which he has assigned to the various plagues of existence come entirely from one area: keeping out of trouble.

If this planet and civilization were ever to vanish, perhaps I will come back someday and put a sign in orbit on its exact track—just a single sign—no planet, you see. "There was a

planet here once, but they were very anxious to keep out of trouble. They were awfully careful." Oh, that sounds like a grim thing.

Well, fortunately, I'm not going to have to do that because we're all going to get in and pitch. This is for sure. But it's just this. It's just this. It's just that diffidence, this with-drawal from session. It's just that diffidence which makes all that difference. You're not supposed to keep a pc out of trouble if the trouble is in his bank. Only trouble you're sup-posed to keep a pc out of is session randomity, but you're not supposed to keep him out of bank randomity. If he's got a bank to fall in, you would do a grievous crime if you didn't unfasten the nails and bolts on one of the slats of the bridge.

Auditing questions are designed to take the drop; and if an auditor is administering them so that no drop will occur, this must be an interesting session. Here you have all the ques-tions necessary to plunge somebody into a great familiarity with his bank—on a gradient, so that it doesn't overwhelm him—and are applying them in such a way as to prevent him from falling in. By that time, you will start misinterpreting rules. You will need rules, and you'll have to misinterpret rules, and you'll have to do all sorts of things, and you'll so on, and it all becomes very complicated and so forth. But your problem is a rather interesting problem: it is how to keep somebody out of the bank. It is how to keep somebody from getting in trouble.

A pc never protests at getting into trouble that presents him with familiarity—possible familiarity. He never protests against this. What he does is protest against measures which prevent him from becoming familiar with the bank. You can always count on a pc protest-ing measures which prevent him from becoming familiar with his bank. To this degree, every thetan is owed a considerable compliment. They will do this in session. But some-times in auditing they are being kind, they are being nice, they are being pleasant and they are being confused; and they keep the pc's attention out of the bank, and you get instant and immediate Trouble with a capital T.

Where do you get this trouble? Pc's getting no auditing, and he knows it. Well, how does a pc get no auditing? He's permitted to walk a tightrope far, far from the crater, and he's never permitted to fall into anything. Pc goes along, "Well, there's an answer to the audit-ing question. There's the answer to the auditing question," and so on.

And the auditor says, "Good."

And the pc says, "Well, there's the answer."

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And the auditor says, "Good."

And the auditor knows better than to ever ask him, "How are you doing? What are you looking at? Where are you going? How do you feel about this?" Because if he did, the pc might confront his bank and that would be terrible, wouldn't it?

To audit without curiosity as to where the pc is and what he is doing is a sure-fire method of keeping a pc from ever getting into any trouble. If you never find out anything about what's going on, of course you don't have to confront his bank, he doesn't have to confront his bank and the time can go up to light years and nobody gets any auditing done. See? You don't find out what's going on. He doesn't find out what's going on. Here we go. Here we go.

Now, as a general rule, any mechanism that you introduce into a session— any mechanism that you introduce into a session which permits the pc to avoid confronting his bank or takes the pc's attention out of his bank or takes the pc out of session is going to produce every evil you associate with auditing, which is ARC breaks, heavy problems—all these difficulties of auditing. They're all produced on the same common denominator.

Now, having learned this common denominator, I'll try to teach it to you so that you can really see this for what it is.

The pc objects to not being audited, and that is all a pc ever objects to. Now, if you just write me a catalog of how many ways a pc could not be audited, I will show you then every ARC break that a pc could have. See? That's all you have to do. That's all you have to do is just deliver no auditing, and you get back every phenomenon that you associate as an evil. Pc ARC broke, pc this, pc that, pc not in-session, long grind, pc no gain, pc with a lose, pc not want any more auditing, all of these—oh, just ad infinitum. Anything that you could think of that a pc is liable to do that you would object to as an auditor is all from the same source.

It isn't the pc *thinking* he has no auditing. It has to be the pc is *getting* none. And as soon as this occurs, you've had it. The rocket is up, the lifeboats are out, because everything is sinking with seacocks wide open. That's it.

You audit in such a way as to prevent the pc from being in-session and you're going to get every single evil that you have ever heard of or seen or experienced in auditing. So you just have to figure out how many ways there are that you could do this. So you can't lay it out, actually, one, two, three and say these are the ways. You just have to take it from this general, broad observation. That is the rule: You prevent the pc getting audited, and the pc is upset.

Now, this goes so far as an evil of this character: You always have a present time problem with somebody's wife while you're auditing him. Well, what's the basic source of the present time problem? It is always that the wife is denying him auditing. One way or the other, the wife denies him auditing, and this creates the ARC break. Get that?

I don't care what he said, "She went out with Joe, and they went to a bar, and she came home drunk, and I had to put her to bed, and therefore I am very tired, and I am having a hard time staying in session because I'm so tired, having been up all night searching the bars of South Main Street," or something of the sort. Whatever this is, it doesn't matter what the PT problem was, somebody is preventing him from getting auditing. See? So that makes a PT problem and that makes an upset. Got it?

Now, the reason she does this is another interesting reason, which is on exactly the same line; is she can't have any auditing. Just add it up. So the grades of cases are those that can't have any auditing, those that consider their auditing is being prevented and those who can have auditing.

Now, on the first two classes you're not going to get any clearing. So the obvious thing is to remedy havingness of auditing. That would be an obvious solution to any part of it.

This fellow's old grandma keeps nattering into her teacup all the time about how he is doing this terrible thing of getting some auditing and so forth, and so forth. And you say, well, what's the matter with her? Well, you just better sum it up, if you want to understand this old girl, is she just can't have any, that's all.

Why can't she have any? Well, there could be several reasons why, but the main one is if you so much as rattled the knob of her closet door, an avalanche of skeletons would spill all about the room. There'd be such a nasty pounding and bumping of skulls flying about that there would be a terrible dishabille. Isn't that interesting?

Some of this could simply be noncomprehension. Somebody's mother, I think it was, was objecting to a girl being audited and was causing all kinds of present time problems. And the auditor finally got very clever and cross-questioned this and found out that there was no comprehension of anything that was going on. And she didn't know what Scientology was. So he took an old folder we had which gave the dynamics and the laws of Dianetics (Remember? The eight dynamics) and gave it to the old—person. And she read it, and after that, auditing was fine. Just was simply the randomity of a missing datum. It was that wild.

Now, auditing for herself, however, would have run into the other barrier. She understood all about it now: There were eight dynamics. And this so gripped her as a concept that after that she knew all about it, and she became quite an authority. The only thing she actually knew was the eight dynamics, and she had gotten these totally on having been handed this leaflet.

I think the leaflet came into bearing on an identical situation or the same situation. I mean it came into existence because of that. We then started using this leaflet very broadly. I remember this instance well. It was marvelous. People knew all about it. There were eight dynamics. And they were one, and they were two and three and four and five and six and seven and eight and that was it! And they knew all about it, and that was brand-new, and now life clarified for them, and everything was fine and it was all good roads and good weather.

But as far as them *getting* auditing was concerned, this again would have fallen across the skeleton. But if they'd gone on—they'd read the eight dynamics and they'd gone on—its cou— only have been skeletons. So it could be missing data or too much data that they're holding on to, which again they make data missing for you, you see—withholds.

So that third party situation still comes under just that heading: scarcity of auditing. Why is it scarce? Well, it can't be. It can't be had. Either it doesn't exist, which is they have no understanding of it and therefore it isn't anything or if it did occur, why, there would be too many social repercussions of one kind or another because they've got too many withholds. So they can't have auditing, that's all. So you never audit these people unless you practically back them into the corner of the courtyard, you see, and at gunpoint demand what the withhold is.

Anybody start arguing with me today on the subject of Scientology out in the broad public, something like that—I'm sitting there enjoying my creme de menthe or something after dinner, and somebody—all of a sudden somebody jumps me on the subject of Scientology and so forth, "Oh, that. Oh, you're that Hubbard. Oh, I see. Yes."

I tell you what I would do. I wouldn't go any further with the conversation with that. We used to say put them in session, run an engram and so forth. That's still perfectly all right, but I would now take a different tack. I would look at them surprised and say, "Well, what have you done?"

And they would say, "What?"

"No, what have you done that you couldn't tell me about? What have you done that these people shouldn't know about?"

It'd be so non sequitur, everybody would be terribly shocked, and they would look at me (they always think you're some kind of a swami with a bath towel wrapped around your head) and they'd—"How did you know?"

"Well, it's fairly easy when you have familiarity with the thing. It does something to the eyes."

Every single one of the people present, the next time they were in the bathroom would gaze into the mirror.

All right. The pc who is ARC breaky or who gets present time problems is in some fashion or other being denied auditing in some way. I know this sounds very funny. I know it sounds rather monocentric on our part to say that they are denied auditing, because auditing is apparently something brand-new that hasn't existed. Adequate treatment has not existed on this planet—period.

What's your first thought if you fall down and bust your skull, "Oh, God, doctors! Oh, God! Hospital bills! Oh, my heavens on earth! Well, they'll probably trepan me. *Ooooh, whoa, wah, wah ...*" You're not worried about the fact that your car is wrecked near so

much as the fact you're now going to be treated. Isn't that right? You get an injury, now you're going to be treated. You hope you don't get too sick because then you will have to be treated.

Rarh, you can see some sawbones coming around and taking cotton wads and sticking them on swabs and sticking them into your nose—which won't do anything, you know, but irritate hell out of your nose, you know—and monkey with it and say, "Well, you take this prescription, which you go up to the drugstore where I get a cut, you see, and over here to the chemist, and he'll fill this thing, and then he can put it on 'national service' or something." And then after you've gone to all this trouble ... It's just enough trouble just to get some of this swill, you see, and when you take it, it tastes ghastly, and you know it won't do anything either.

Confidence in treatment on this planet is at its lowest possible ebb. The only planet I know of where it dropped any lower was the Marcab Confederacy, and it dropped much lower in the Marcab Confederacy. The way they taught medicine there, they had a number of drawers with dead, *dried* tissue in them. And they'd drag these drawers out, you see, and show the students, "And this is a dried head, you see. And this is tissue that's been affected by tuberculosis. And this is this ..." and it was all dried, and so forth, and that was their total command of medicine.

The only thing that was wrong with this particular activity is these really were infected tissues, and they were still carrying the germ spores, which I thought was always a little bit rough. But I remember giving medical lectures occasionally, and any student gave me any trouble, why, I'd just drop some tubercular tissue on his desk. This was all sort of raw. But there it got to a point where you weren't ever permitted to get a new body. And this is typical of many space opera societies and is getting typical of this one. This one will go along too.

And this society has got it rigged up now where the best treatment for this and that and the other thing, you see, is to give some fellow an artificial medulla oblongata and wire him up, you see, for sound. And they're starting this evolution where they're going to replace the body with the mechanical parts—you know, that I've told you about before—and eventually they'll omit the printed circuit, and the things still work, and they'll say, "What's this?"

All right. Well, not to get off onto whole track, but you've got a point here where treatment is very, very poor. It's guesswork, it's unpositive, it is negligent. Little girl hurt in an automobile accident here in East Grinstead is taken up to the hospital. She lies there on a cot bleeding for several hours in an anteroom without anybody even coming around to put a tourniquet on. I mean stuff of this character just goes on all the time. Treatment has to be done by calloused people because it doesn't treat.

Now, the consternation which can spread through a hospital by a Scientologist walking in from bed to bed and doing Touch Assists and so forth has already been demonstrated on many occasions. And it is consternation. But nobody can confront it. The doctors can't confront it. Some of the nurses do, but never the doctors. Scientology has done some fan-

tastic things in hospitals. Well, I personally have discouraged it. We are not in the field of healing. That doesn't say we can't heal better than they can. But healing is at such an ebb that if you cure somebody with a broken leg—I mean that too, cure him— and he's been in bed for three or four days with this broken leg, and they're getting ready to come in and put a souvenir cast on him—I think that's why they put casts on things like that, it's so people can write their names on it and then keep the souvenir.

The end product of this is what? You cured him! My God, you never heard so many remarks as will be made by doctors which are further off base in your life. They are fantastic remarks! They are incredible! And it'll finally sum up to, "Well, the leg couldn't have been broken." And they will make this remark *while* they're looking at their own x-ray plate!

I had this advanced to me one time. A little kid was cured of leukemia by an auditor. In older days they did much more of it than they do now. And the auditor thought, boy, that medico's eyes are really going to pop out, see, when he finds this is all negative now.

It was an interesting engram, by the way. Mother's favorite phrase was, "It'll just turn your blood to water." And the auditor pulled this phrase out of the bank and the kid got well. That is, of course, leukemia. That was it. Interesting, huh?

But the medical pronunciamento is: "The child couldn't have possibly had leukemia because leukemia is not curable." Just try to wrap your wits around this, you know. You get kind of groggy, you know, trying to make all corners of this thing. They just throw everything out of existence because they know it's not curable and they know themselves are not capable of curing. Hence, their callousness. They have to make nothing out of their patients, otherwise the treatment would be an overt. The psychologist has to make nothing out of man because treating him would then be an overt. They're just lessening the overt, is their professional approach ordinarily.

All right. What does all this add up to? Absence of treatment. You have preclears who are trained from—not the cradle—they have been trained since the Roman arena; they have been trained since the last pyramid—into the nonexistence of treatment. Well, that is then no cure, no auditing But the funny part of it is—the very funny part of it is—the very large percentage that still hopes treatment can take place. That is what is amazing! If you're going to be amazed about anything, not amazed about the fact that the wogs never whipped themselves up any method of doing anything, but be amazed at the fact that after *all this* people still have hope. It's never been killed in a large percentage of the people.

Now, those in whom it has been utterly squashed, to get them into any kind of a session and so forth, oh, wow, man, wow, because you're going on a total no-have of auditing, don't you see? But if there's any hope there at all, that hope must therefore be rather thin. By this time it must be rather raveled. And all the auditor has got to do is make a motion in the direction of no treatment and he ARC breaks the pc.

Why? Because the pc's hope of treatment is already so thin. So you're doing, at first, kind of a cheerleader's job, you know? I am talking about before he gets into session, you

know? You have to kind of reassure him. And then when you get him in session, let him have treatment.

All right. Now, how many ways could there be of not letting him have treatment while he's sitting in the pc's chair? How many ways could there be?

First and foremost is not permit his attention to go onto his case. And that's practically a common denominator of all of them. If he's sitting there in the chair, don't let his attention go on his case. Even though he's putting in chair time, he's not being audited, see, and he knows it.

Now, the oddity is that the most crude fumbling around with the case itself, as long as the pc's attention continues on the case, elicits no real protest from the pc. He never protests about this. You run him into some of the juiciest bits that you practically will never be able to get him out of without superheroic auditing, see (actually, you can get him out of anything), and he never protests. He never really protests! But don't let him go into it and he'll protest.

All protests of the pc, all difficulties of the pc, all stem from this same button I am talking to you about: no treatment, no havingness on auditing.

And when these are even vaguely aided and abetted by the auditor, you of course have trouble with the pc; you will always have trouble with the pc. If you're going to give pcs auditing, give them auditing.

Now, what is auditing? Auditing consists of putting a pc in-session. And this has two things: able to talk to the auditor and interested in own case.

Now, interested in own case infers, of course, and means attention on his own case. So if you wanted to refine this and make that definition of *in-sessionness* even more workable, you would say, "Attention on his own case and able to talk to the auditor." And that would be an absolute necessity. So that would be what auditing is.

Auditing is directing the pc's attention on his own case and directing his ability to talk to the auditor. That would be the scope of auditing. And the only way, then, you could get into trouble, if that is an auditing session—the only way you could get into trouble—would be, take his attention off of his case and make it difficult for him to talk to the auditor. And that would add up on both counts to no auditing. And you would run square into this other button, and there is where you get the violence of the ARC break. It can be pretty explosive and can be pretty violent because actually it is painful to have these things happen. But the basics of the pain is, is there is no auditing, so therefore damage might occur which is irreparable.

You see, he knows—he believes now the auditing could cure any damage, but if there's going to be no auditing then the damage isn't curable. And this is exactly which way his mind dives. So he's in a state of anxiety. The moment you violate in-sessionness, he is in a state of anxiety.

Now, there are many other phenomena involved with this. One of the phenomena consists of this: He is looking at an engram. The only space in the engram, actually, is brought about by his attention on the engram; and until the engram is desensitized, he will have to keep some space in it to keep the engram off the front of his nose.

So that if you distract his attention suddenly from an engram, the space possibly may disappear out of the engram, and he finds the engram on the end of his nose. And the engram might have some bite in it. You haven't bitten him, but the engram has. By doing what? By taking his attention off the engram.

His attention is on the engram, and his attention is on as much of the engram as he is able to put his attention on it at that moment; and then all of a sudden the auditor betrays him and pulls his attention off of the engram. And of course the engram will collapse on him, bang! It's uncomfortable. He doesn't like this. It's physically painful; it can be. He'll develop a somatic from it. There are various phenomena will occur. Sensations occur that he doesn't like. And now he compounds it with an overt against the auditor— one, two. See?

Now, how could the auditor distract his attention? How many ways could an auditor distract his attention? Well, once more we have a very long list. It'd be a dictionary full of ways. There are numerous ways his attention could be yanked out of session. One is choosing an auditing room, or permitting one to be chosen for one, which has action or activity in its vicinity. Why? Because you've set up an auditing session then as the stable datum around which action is occurring. See? That would be one. You can get away with a lot of that; but don't try to audit somebody in the middle of a busy street, because there's motion going on all around, and you'll find later that the auditing session is itself kind of an engram. Why? Because he got all this motion out of the tail of his eye, you see, and yet his attention is supposed to be on the case, and so forth.

Well, you can get away with quite a bit of it. But you'll find out in—an operation in a hospital which is located in a busy traffic area of a city is far more serious than an operation in a hospital in the country where there is no traffic action. That's fascinating. That's how you make an operation hang up. Just put a hospital right in the middle of four freeways, and then put its operating room out in a corner of the building, you see, where you've got the visibility of two freeways. Now, we're trying to run the operation and we have a hell of a time running this operation. It seems to be an awful sticky operation. We find out it was for removing a pimple on the left gluteus maximus, you see? It wasn't much of an operation, but, boy, is it stuck!

You see, I know that there was—now that there was larger scope in terms of cubic area to an engram. You'd think of the engram as taking place in the operating room, probably with a scope from the patient to the doctor, you see, or in the immediate vicinity, maybe a cubic yard of engram. You get the idea? Whereas, factually, it isn't even as small as the room, which would be something on the order of fifteen or twenty cubic yards of engram, you see? It's more like half a cubic mile. And as the pc starts running it, he becomes aware of more zone. And if there's activity in that zone, it pins his attention back into the operation.

One of the interesting ways of running an engram would be to pay absolutely no attention to what was going on, particularly, in the operating room—this engram taking place in the corner of the building—but just find out what he wouldn't know about the traffic around the hospital. You'd find all of a sudden the engram just goes *fling! you see?* It's just the traffic around the hospital, you see. *Oohhhohhhh!* Boom. That was what was holding the engram in place. Actually, the engram wasn't being held in place in the auditing room. It was being held in place in the corridor. Got the idea?

If a pc has had a lot of auditing in a very busy, active environment or area, ask them what has been unknown about the activity of an auditing area. And you're liable to find their sessions blowing up much faster than on trying to run out auditors. Get the idea? Because the auditing sessions were maybe fifty cubic yards of zone, and he's only looked at the first cubic yard, and he—yet he was aware of the activity in fifty cubic yards. So the activity in fifty cubic yards pinned him down into the half a cubic yard. You get the idea?

Environment. Environment. Motion in the environment. Very, very interesting study all in itself.

All right. That would be the first thing that you would do about it, is guarantee the noninterruption of the session. That's the auditor's responsibility; no matter who made the room assignment, that's the auditor's responsibility.

All right. There are certain physical limitations against a certain thing like this. But any auditing room you've got around here, to give you some area of comparison, is fairly quiet. That's fairly quiet. Now—there's a little interruption, but it doesn't usually amount to a hill of beans. I'm talking about more motion than that. You got the idea? It takes a little more motion than that to really pound them down and pound them in. It takes something like—well, the most—as we've known for a long time, the most *horrible* thing you could do to any accident patient would be to throw them into an ambulance, open up the siren, and drive them at eighty miles an hour. And I think that the boys know this down deep, and that they're just lessening the overt of treating him at all.

Basically, it'd—in most (quote) treatments (unquote), it would be kinder to leave the fellow lying on the battlefield or at the scene of the accident, you know—take him over the—under the hedge and put a pillow under his head and say, "Well, are you as comfortable as possible?" Oh, yes. He's as comfortable as he could get under those circumstances. And if he gets well, he'll get up from the hedge, and if he doesn't get well, he'll die. But who introduced this idea of the scarcity of bodies? Well, there isn't any great scarcity of bodies.

Well, how all this treatment? Ambulances, you know, screaming sirens, eighty miles an hour, you know, traffic areas and so forth. And in the bustling reception rooms, you know, and up elevators and down carriage ways and halls and into a room that's gleaming full of all kinds of reflected light, you see? Oh, man. They're great. They're great. They're marvelous. They got it all taped. And then operate him on some kind of a gas with oxygen in it or ether with lots of oxygen, and have the oxygen tank explode or something like this. They do that very often. Anything to create randomity. Well, I'd say their mind isn't on

their business, and we shouldn't make the same mistakes. All right. So much for the quietude of the room.

Now, an auditor who chatters endlessly about other things than the session while auditing a pc, or chatters at a pc in (quote) breaks (unquote) about other things than the session, of course, is actually setting himself up to get the pc's attention off of it. That is not a very broad error, but I have noticed it often enough in HGCs to comment on it. You're dragging his attention off of his case in the break, and then when he starts a session again or something like this, well, of course, the pc's attention is every place. The pc most normally wants to keep on talking about his case, if you ever noticed, during the break. Well, if you're tired of hearing of his case for the moment, excuse yourself and go get a glass of water. He won't object.

But now, in the session itself, an ineffective or unworkable process, of course, is no auditing. But we've got the technology of this thing pretty well taped, and you can almost neglect it. Just do a good technical job. Use the tools which you have. Learn how to use them and so forth. That is an easy one. And that is actually not too much of a barrier. And yet it is the barrier at which you mostly strain. It is not the major barrier of keeping a pc in-session. Certainly, anything we have had since February run on a pc—just chosen at random almost and run on a pc with—inside the limits of what you can do and what you can't do—would keep the pc in-session. I'm now just talking about smooth sessions, don't you see? Almost anything. An old Dianetic engram would keep him in-session. So, technical—technical is a separate compartment to these other things I'm talking to you about.

All right. Our next big hurdle then—let's just lay aside technical. There it is, and it's very important, and that *is* what we're doing after all, but it is not the main source of auditing bust-ups. Even when poorly done, it is not the main source of auditing bust-ups, because it is auditing. It's administration of that technical which is the main source of difficulty.

Now we get to our next one—our next one, and by far the most important one: the prediction factor. This has all sorts of things such as surprise. Surprise. What is a surprise?

Well, first and foremost, people who have low tolerance for the unknowns are surprised easily, much more easily than you would think. And the degree that a person can be surprised is in direct proportion to his intolerance for unknownnesses. The less a person has toleration for the unknown, the more he can be surprised.

Now, what is a surprise? And the reason I'm talking about surprise rather than not-know is to give you a little better look at it. A surprise is not having known. A surprise is not not-knowingness; a surprise is not *having* known. A surprise is a past tense knownness. Now, I've been trying to crack what a surprise was here since 57, and there's what it is. It's a not having known, and that gets at the root of every surprise, and that just rips up all the surprises on the track, *zippety-bap*. That is very rapid for running surprises.

Not having known—not-knowingness. "What isn't known?" doesn't run surprises. "What *wasn't* known?" runs surprises. You see, the fact had existence before he found out about it, and he is shocked by the fact that he didn't know about it by some weird prescience of

some kind or another when it was going on. So therefore, the death of Uncle Zorch is uniformly a surprise, because Uncle Zorch died a week or so ago and we didn't know it. And that is the source of surprise.

Of course, the basic anatomy of surprise is elementary. It is just change unpredicted. So a surprise is an unpredicted change. That is your technical background definition, but how does this register in the mind?

An unpredicted change is not of any consequence unless there was a knowingness present which the pc didn't know and then finds out. See, like the death of Uncle Zorch: Uncle Zorch has been dead for a week, and now he suddenly finds out Uncle Zorch is dead. Now he is *very* surprised. You see? This amazes him. He's surprised. What's he surprised about? Well, actually, he tries to go backtrack into all that unknowingness of a week. And of course, he gets the impression of himself floundering around for an entire week in a not-knowingness, which is an invalidation of his knowingness and his permeation. And that is the only thing a thetan ever objects to: an invalidation of knowingness. Then he objects with violence, but it's on the basis of surprise.

He thinks of himself as going around all that week—he thinks of everything he did that week with Uncle Zorch dead, which of course does what? It's actually a pretended unknowingness. He didn't really not-know it during that whole week, you see, but it was a fact that existed someplace of which he was not aware. So he gets a future that looks like this: that all sorts of things he doesn't know about are going on in his vicinity that he will maybe find out about and they will be a terrible shock to him. See? So he starts living in an environment in a state of anxiety. Because he has now had it demonstrated to him clearly and brilliantly that facts not known to him which are quite destructive can exist in his environment without his awareness. So he starts fighting the black thetans every night. You got the idea?

See, he's sucked back into the whirlpool of unknown yesterdays. Well, the truth of the matter is he knew his environment in those yesterdays, but he looks back at them as not-knowing the environment. So he doesn't know whether he knows it and he doesn't know whether he not-knows it, and things of horrible portent might be going on at just this very moment.

Do you realize—I'll give you an example of this. Do you realize that your nearest and dearest and best loved one right at this exact instant might be in terrible trouble and you wouldn't even know it? Can you get a little spark of anxiety out of that? Well, that's what anxiety is and that's what nervousness is. And the fellow who's starting to get nervy about things has simply been taught this lesson: that facts can exist without his awareness of them, and he moves over, as a protection-survival mechanism, over into: "I had better be very alert because it can happen again, you see, that facts can exist without my knowing anything about them. So therefore I am living in an unknown environment."

And this, by the way, is the greatest destroyer of IQ there is. IQ goes down in direct ratio to the amount of unknownness which the individual conceives the environment to hold. It

isn't how stupid he is. It's how much unknownness does he conceive to exist there, which is quite amusing. So this then will also apply to a subject.

Fellow can't learn German. He's stupid on the subject of German. Well, why is this person stupid on the subject of German? Well, there must be a lot of feeling that there's terrible unknownnesses in the zone and area of German. I think you take somebody that fought in World War I, World War II and tried to teach them the German language, I think you'd have a ball. See? After he—he's sitting there minding his own business eating his bully beef or something of the sort, and all of a sudden somebody says, "Well, there was an attack yesterday over on A Company, and Bill is dead." It isn't even really the shocks and shells, don't you see? It's Bill is dead, but he should have known it yesterday. Get the idea? See?

If he was any good as a thetan (this is his self-criticism) he'd know these things. Got the idea? He doesn't know these things, so therefore he's stupid. His—his conception of the amount of unknownness on any subject gives you the direct ratio of his intelligence on that subject. So in the environment at large you get an additional one which is, the amount of unknownness he conceives might exist in the environment at large, regulates his intelligence about the environment at large.

Ah, you get people in insane asylums where this has gone all the way out, and they don't know those walls are there, *ooohhhhooohhhh*. Might be something else, you know? *Ooohhoohh*.

Watch them, you know. And then they get to a point where they don't know. They don't even dare look at the wall. They don't know they don't know about the wall, and so forth, and *uhhhh* there might be spooks present and— and then they very often will solve this whole problem. The anxiety factor, when it comes to solution, gets to be gruesome indeed. They will mock up unknown presences so they can be known presences, you see? They solve the whole thing. They say, "Well, the way to conquer all this unknown environment, or this unknown about what the people are going to do, is just put the people in the environment. And we will say they are there." Don't you see? Now, let's solve it with a total delusion.

I saw such a fellow. I was up at Lowestoft inspecting a couple of motor fishing vessels not long ago and there was a war veteran there, and he came aboard one of them, and he was evidently using one of its cabins to change his clothes. And he came aboard and he changed his clothes and he went out and with the most vile language was having violent arguments.

First, he tried to have a violent argument with the boat guard, but this didn't work too well. But he had the most violent argument going along, and I listened to it. And, of course, everybody said, "Well, he's been crazy ever since the war, but—" and so forth, "and it's just something he does," and so on. But I looked at him rather interestedly from a standpoint of exactly what he was doing, you know, as a Scientologist would. What is this fellow doing, you know? And he was scolding back at somebody who was reprimanding him— probably a sergeant—very defensive, snarling, vile, violent kickbacks. There was

obviously somebody in his environment that was just scolding him all the time and repri-
manding him all the time and telling him all kinds of things all the time, and sometimes
the person would be over on the right and sometimes over on the left, and he'd have to
bop and turn in that direction and shake his finger at this fellow and curse him out and
say—and tell him off, really tell him off. And he'd walk a few more feet, and the fellow
would be over here by now, and he'd tell him and he'd tell him off, and so forth.

Well, what was he doing? He was putting a known in an environment which had become
intolerably unknown to him. He could no longer tolerate that much unknown in his envi-
ronment, so he had put a known into it. In other words, he had gone through the line of
just merely being insane on the subject of the environment, and he was now in a pretended
knowingness on the environment, which was really gone. You get the mechanism? Well,
that's the mechanism of surprise.

Well, this applies to sessions, very closely and very *directly* applies to sessions. Most of
what a pc is going through is accumulations of unknownnesses that he suddenly found
out, and nearly everything he's got in the bank is a prevention against being caught un-
awares again. I won't bother to give you any examples of that. If you're interested in ex-
amples of it, look in *Dianetics: Modern Science of Mental Health*—any engram in there
that is detailed—and you will find out that it is the intolerance of the unknownness that
causes the person to get the reactive computation that will act without his finding out
about it.

You see? He's got some kind of a mechanical setup that any time—you see, it's very dan-
gerous. The little fish gets bit in water that has yellow stones on the bottom. So, of course,
when he sees yellow stones on the bottom, why, he must have a mechanism now which
tells him to get the hell out of there because he's in danger, and he just does this automati-
cally. And he (quote) doesn't like yellow stones, don't you see, (unquote). So he never
goes near yellow stones, and this keeps him out of ever being bitten in water where there
are yellow stones. And then, of course, he starts to go kind of daffy because the next time
he gets eaten up, he gets eaten up in water that has blue stones. "You can't win," see;
that'd be his motto after a while.

Do you follow this rationale of how all of this comes about, exactly what occurs when a
pc finds out something in session from the auditor which existed before he discovered it?

Now, let's look at a mechanism of what could happen in something of that order. The pc
is sitting there interiorized into his bank. All right. That's all very well, he's sitting there
interiorized in his bank, and he's going along and he's looking at it and so forth. And then
all of a sudden the auditor reaches over and diddles with the E-Meter cans, and says,
"Well, the meter is out so we have to stop the session." This happens more times than
you'd think.

Well, the pc is given the datum that the meter was out and he didn't know it, so there
wasn't a session when he thought there was one, and this has possibly been going on for a
little while, see? And the little while that this had been going on, of course, is an unknown

area, so that's what pins him in the session—not his consequent overt so much as what was unknown. Got the idea?

Now he's finding out about his case, and he's going along fine about his case, and he thinks the auditor is satisfied, and all of a sudden the auditor stops the process. The pc thought he was doing all right, the auditor didn't think he was doing all right, so you've got an unknown.

That's a come-to-realize more than a surprise, but it's a come-to-realize that an unknown has existed—an unknown has existed—and those are the damaging points of the line. They're not complicated otherwise. See this?

Of course, surprise is based on change, and sudden change is the anatomy of all surprise, and so forth. But we're interested in the more—the living phenomena connected with the change, the unpredicted character of it. What do we mean by unpredicted? We mean not known. It's the not-known character of it that is the sticker, and that's what sticks them in surprise. It's not the fact that change occurred that sticks them in surprise. It's they didn't know it. And you better learn that one well as an auditor.

You can change a process fifteen times an hour on a pc without damaging him, but you can *suddenly* change a process on some consideration he doesn't know about once in two hours and ARC break him across the boards. See? The unknownness. He thought he was doing all right. All of a sudden he isn't doing all right, or something like that, don't you see?

He thought he was going to run this thing flat, and the auditor isn't going to give him a chance. The auditor has been sitting there, possibly with some critical thought—because the pc will add up and put supposed knowingness and all sorts of things in the way, and therefore he gets accusative of the auditor. He'll try to solve this problem. What's he trying to do? What are all these accusations against the auditor? They're just efforts to solve the unknownness which existed before the fact of change. What the hell was all this about before the change occurred? You see? He's left in a zone and area of noncomprehension.

All right. That's very messed up. That can get very messed up in a session. That can go *blooey-blooey-blooey*. Do you see what the exact mechanism of it is there?

All right. Then you could do auditing along in this style of you could advise the pc well in advance of what you were going to do and what you intended to do, and if you did this in a way so as not to yank his attention too violently off of what he was doing, well, it'd be fine. So, your one-two-three would be something on the order of find out what he is doing and then advise him what you are going to do.

You say, "Well, what are you doing? What are you looking at? What is it?" That's perfectly all right. You can ask him all kinds of questions that you possibly care to along this line. "What is it?" "What are you doing?" "How is it going?" "How did you answer the question?" "What did it apply to?" "Did any picture come up?" "Is a picture there?" "Have you seen any pictures for a little while?"

Any type of questioning like this, of course, is directly putting him in-session, isn't it?

All right. Now, if we only do this just before we throw in the bridge and end the process, this becomes a signal that he didn't know the process was going to end at this moment; so you ask him how he's doing—this can get this silly—you ask him how he's doing, and he'll tell you that he didn't know you were going to end the process. He gets upset because he didn't know you were going to end the process. See?

So if a pc is getting into that state of thing, auditor patter can move over onto this as a cure of the not-knowingness of the pc; and you can say, "Well, I'm not going to end the process just now, but how are you doing and what are you looking at?" You get the difference?

"Oh," the pc'll say, "Well, that's all right," you know?

"Now, I want to find out what you're doing, because it's getting toward end of session. I just want to find out what you're doing so that we can get this patched up okay before we end the process."

Why, that's okay with the pc too, don't you see? See, that cures his notknowingness.

All right. Now, you can ask him how he's doing before you tell him to do something, and he'll be fine. But if you start suddenly on an auditing command—this isn't ne— this doesn't get people into much trouble—you start suddenly on an auditing command without telling him you're going to do so or clearing it, he will normally go ahead and run the auditing command. That is not a very fruitful source of trouble about it. But if the auditing command doesn't work after you have done that, of course, he thinks you are impetuous or rash. See? So this is just one other way that you're denying him auditing.

Now, a pc is only one kind of victim. There's only one victim—only one victim complex in a pc. He's a victim of no auditing. That's the only victim complex he's got. No matter how many victim complexes show up on his case or motivators or anything else, these things are minimal. What's important is that he's the victim of no auditing and—because out of that becomes all your auditing difficulties, and we're talking about auditing *difficulties* in this lecture, see? So it's just that one thing. It's no auditing. See? You're making a victim out of him.

All right. Now, this reads to him on this basis: that an unknown exists that he doesn't know about in the session. That's why you have to keep the R-factor up. PCs know. They can sense these things, you see? And unless you keep them genned in and keep the R-factor in and keep the knowingness factor in and so forth while you're auditing, you get into all kinds of trouble that's very mysterious to you. And you say, "What in the name of God is happening? I mean, what is wrong with my auditing?" Well, your auditing might be practically flawless except it'd omit these points. It'd omit the basic point of denying him knowingness. See? So your auditing becomes an unknown, and that's why you've got to keep an R-factor in.

You're tired. You don't want to audit him. In a very short period of time he's going to find this out, and of course that makes a new surprise, because the mechanics of surprise are there no matter how gently the news broke. See? So breaking the news gently, to hell with that. Just make sure that when an unknowingness is about to occur to the pc, you turn it into a known as far as you're concerned as an auditor—from your viewpoint as an auditor, as far as the session mechanics are concerned. Warn him. Keep him aware of what's going on. Got the idea? What you are going to do.

Now, of course, you can err perhaps in being too verbose about telling him what you are going to do, but that error is not serious. It just consumes a little time. The error is in trying to make time in an auditing session by omitting this. That is the error which causes your ARC breaks and upsets. Omit this. Why do you say, "Now I am going to audit you"? See? Why do you say such things as that, except to gen him in. "Now this is the process we're going to run." Well, whether you have his agreement or not, for God's sakes give him the knowingness.

Now, you can audit a pc without his agreement, but you can't audit him without his knowingness. So move your importance from agreement over to knowingness, and you'll start running awfully smooth sessions. Get smart at this. Get real smart at this.

Right at the beginning of session, give him a whole timetable of the session, then keep it. Tell him what you're going to do, step by step. Keep him genned in as to what's happening Now he'll relax about the environment, because his main difficulty is he thinks the environment is full of unknowns. Well, don't make the auditing session another unknown to him. Give him the gen. Give him the gen.

Now, ARC breaks clear up most rapidly on not-know processes. These are killers. And you want an ARC break process that works, man, that is one of them. But remember that a not-know process run in that wise is always run past tense. Don't ever run it present tense. Run it past tense.

"What wasn't known," you see, "in this session?" "What wasn't known about what I was doing? What didn't I know about what you were doing?" *Didn't I, you see?* Past tense. Not "*What don't I* know about what you're doing?" Always past tense. Always past tense, because that's the element of surprise. That's where the track is collapsed. It's that an unknown existed which he found out about. And it's the find-out-about point that you are hitting now in auditing and that is not the damaging point. When you try to clear an ARC break you're trying to clear all these find-out-about points, the known points, and they are not the difficulty in the session. The difficulty in the session is the period which preceded it. So he is thinking of this notknown always in a past tense.

This doesn't apply to Security Checking or anything like that. I mean you're not interested in—we're just talking about sessions. Doesn't matter what tense, as this doesn't influence the use of not-know elsewhere. You use those past tense or present tense or the other ways, you know, any way that it's supposed to add up. I'm just talking about patching up ARC breaks and keeping a session running.

So you keep the knowingness in, and keep it in good and heavy. And you keep in, at the same time, a fairly predictable activity. Well, that gives it, of course, Model Session. You're asking in certain order and you're asking in certain ways on the basic bones of a session. And this is predictable to the pc, so an auditing session becomes known to the pc; and every time you jump this in any way, the pc is liable to object. But it is possible to jump it providing you genned him in enough. You just gen him in. You don't even have to have his agreement. Just gen him in. Don't be so propitiative. Just tell him. You know? You say, "I'm sitting here thinking of doing something else with this particular thing we're doing. How is it going to you? How is it doing?"

"Well, it's not doing badly. It's doing fine. I'm right in the middle of this engram here."

"Well, do you think there's anything we could do to make it go a little faster?"

"Yeah. There possibly is because I sure stuck up here."

"Well, what are you doing right now?"

"Well, so-and-so and so-and-so."

"All right. I'm going to vary the auditing command so-and-so and so-and-so, and it's going to be so-and-so and so-and-so now. Do you think that would get anyplace with it?"

"Oh, yes. I think it would."

Well, apparently, you're seeking his agreement. Actually, you're filling him in. See the difference? He'll never ARC break on you on something like that. He'd know. It's not that he'd agree or not agree. It's that he'd know. Do you follow that?

All right. Now if "unknown" is that vital in a session and if "unknown" plays this enormous part in the existence of a thetan, don't you suppose that an unknownness about the constituency, size, shape, general characteristic, name, rank and serial number of his bank doesn't register on the pc with exclamation points? Man, don't it! It really does!

If you don't know about banks, if you don't know about engrams, if you don't know about secondaries, if you don't know about ridges, and you don't know about the time track, and you've never collided with any of these things—you'd carefully skirted that volcano—of course, you're auditing from what pedestal? From the same pedestal that the North declared war on the South. You're auditing in the grand, vast deserts of the unknown. And, of course, it registers straight across to the pc that you don't know your business. And, of course, after that you'll have nothing but trouble with pcs. Interesting, huh?

So if you don't bother to ask pertinent questions that make sense to the pc, and if your questions don't make sense to the pc, of course, the pc doesn't think you know what you're doing. And your ability to control and command a session is directly proportional to your familiarity and knowingness on the parts of the human mind. Directly proportional.

Ah, you've long muttered and thought about this, of how come I could audit pcs that you might have trouble auditing? Or how do I get results faster than you do? It is basically just that. It's right on that basis.

I very often leave a pc gasping as to how I found out that this was about to occur. Well, that's an all right kind of unknown. That's perfectly all right to him because he now knows something else: He knows he's in safe hands. Even though he doesn't know that there is an arquebus pointed straight at his midriff around the corner, why, obviously the auditor already knows that the arquebuseer is standing there.

I even demonstrate this to a fellow every now and then. I move him up a few more minutes—I can realize that he just isn't going to go near the part of that engram at all; he isn't going to go near that part of the track, that there is something there, and he is not even approaching it. And I keep saying, "Well, is there something else there?" you know? "Which direction is it?" and so forth.

"Yeah, well," he says, "I am looking to the left."

And I say, "Well, why don't you look to the right? Why don't you just look over to the right?"

And, of course, he gets it straight in the midriff, and he's going to say to himself, "How the hell did he know that arquebuseer was standing over to the right?"

Well, of course, I might or might not have known that the arquebuseer was standing over to the right. But I sure know that if he's going to look over to the right he's going to find out more about the engram, and how do I know this? Well, because he's looking to the left.

And it gives you a strange aura of omniscience to the pc. He feels that you must see all, know all.

Well, let's give him a reverse look. Let's give him a reverse look. He's looking at an engram, and he's about to get his head chopped off on a chopping block, and there he is, and this is all very grim, and so forth.

And you say, "Well now, how about that lock there that you're looking at?" and so on, and so on. "Uh... uh, look around the room and let's see if you can have something." Instantly and immediately, he thinks you're the most stupid character he ever ran into in his life. So therefore the unknownness is resident in the auditor, isn't it? You didn't ask the right question.

Get familiar with the mind and make the session familiar to the pc, and you'll be a bearcat of an auditor.

Thank you.

Basics Of Auditing

A Lecture given on 21 August 1962

All right. This is lecture number two, 21 August AD 12, the Basics of Auditing. The Basics of Auditing.

Auditors keep asking me for rules, and they ask for more rules, and they ask for more rules, and they ask for more rules, and they ask for more rules, and they ask for more rules. And then they goof in session, and they ask me for more rules. And then they goof in sessions and don't apply those rules and ask for more rules.

I think it's about time I gave you a lecture on the subject of the basics of auditing. This is very fundamental material I'm about to give you. It is probably more fundamental than HPA. But, it's a very strange thing that fundamentals usually come at high ranges of training. In other words, the fundamental auditing can be understood only after one has audited perhaps by rule for quite a while, and he runs into what the fundamentals are.

Now, that I'm giving you this lecture makes a fundamental change in training. Training from Class Y on up remains completely the same, you See, but training of the W and X units are shifted by this. That is your very low basic training, and HPA/HCA training is shifted by this.

Let me tell you what an auditor should be able to do and thereby you will understand it far, far, far, far better. An auditor should be able to get another being to be interested in his own case and to talk to him. That is the way that is. That's what he should be able to do.

Now rules and tricks and all kinds of things of that particular type—rudiments, auditing positions, various types of upset preventers—all of those things are contributive to getting this fact to occur. But remember they're only contributive to getting this fact to occur. Your E-Meter is only contributive so far as it applies to rudiments in body of session. Your E-Meter is only contributive to this fact as far as it applies to rudiments. Of course, the E-Meter has an entirely different function, which is assessment. But where you're using the E-Meter to get somebody into session and to audit him, you continuously go astray and become completely unstuck, because you try to do with the meter what you can't do naturally, if you ever have trouble with sessions. You're trying to make the rules and the meter do something that you can't do. Now there would be some reason why you couldn't do this.

That is to say you didn't want pcs to talk to you or you were trying to make them sane because they were so crazy, or someone's basic purposes get in his road on this. But some auditors, all they got to do is sit down in the auditing chair and the pc ARC breaks. Well,

do you realize that this is getting worse? It is more apparent in sessions these days than it ever was before. It is more apparent.

Why? Why are ARC breaks very often these days so much more catastrophic and explosive than they were perhaps five or six years ago? It's only been in the last two or three years that you could really make an explosive ARC break, and that's the period we've been using meters.

Well, that's because the auditor can do this interesting fact: The difficulties that an auditor encounters are his own difficulties. And the mechanics he is using force the pc into session with an auditor who doesn't want the pc in-session or who doesn't understand the pc should be in-session or why the pc should be in-session. You follow me? And these rules have made auditing so powerful—the rudiments themselves have made auditing so powerful—that where the auditor is actually incapable of getting somebody interested in his own case and to talk to him, and yet is using all these rules to put a person in a state of mind—see, to be interested in his own case to talk to him—but the auditor doesn't want the pc to be interested in his own case and talk to him. He thinks auditing is for something else. See?

The rules drive the pc into session and the auditor drives him out, and it kind of drives the pc around the bend. You see how this could work? Do you see how this could work?

Audience: Yeah. Yeah. Yep. Yeah.

This is very, very vital. This is very, very vital. How could this work?

You have the auditor sitting there looking like an auditor. The rules trick the pc into being into session. The pc suddenly finds out he's made a mistake. The auditor does not want to hear what the pc is saying. The auditor doesn't understand the basics of auditing. The auditor's just auditing by some kind of a set of rules. In fact there is no auditor, but the technology is sufficiently powerful to create a pc.

The technology with the auditor busy auditing—understand this—the auditor busy auditing, you see, with all these rules but not auditing then leaves a pc without an auditor. Do you see how this is? And this can be the most maddening thing, and a pc really doesn't know what's wrong. He's actually—a lot of tricks have been used on the pc to get him into session. And now he's in-session and interested in talking to somebody about his own case, see, and interested in general; and there's no auditor.

Now, look-a-here. We've been blaming meter reading, missing meter reads, cleaning cleans and that sort of thing. This is just another technical rule. Now a man who is auditing or a girl who is auditing by the basics of auditing—understood the basics of auditing and could audit by them—could actually miss reads and clean cleans on rudiments and session material and still have the pc perfectly happy and in-session.

Audience: Yes, yes.

Do you see that? But, a person who is cleaning cleans and missing reads must also be committing this other error of not auditing by basic auditing but auditing by rules which force the pc into session. Now the pc is only facing rules and a meter. The rules may be right, but the meter is wrong. There's nothing else holding the pc in session. And as a result, you get a very, very upset condition on the part of the pc.

Therefore, it's very necessary to know what basic auditing is. And I'm going to tell you the gruesome fate of the Ws and the Xs at the Saint Hill Course, including those who are present at this moment in those two courses.

The others who have graduated above those courses are fortunate unless they have been peculiarly unlucky—it's always "unlucky," see, it's never any reason for it—in not being able to handle pcs. And then they will be graded back into this W, X type training.

The first moment somebody appears here—we've got some more auditing space coming up shortly so we can do this—they're going to start auditing. See? If they appear here, they're going to start auditing. I'm going to take the meter away from them. They're not going to have any meter. And they're under orders to put all of their rudiments in and move on up the line—not with Havingness, see—move on up the line with some salient Prepcheck questions. And they can get out of that unit when they can have all of those rudiments in, checked by a meter, after the session.

We're going to make some auditors. We're going to make some auditors. It's a horrible thing to do to some people, perhaps. Think of it. You're sitting there and you got no meter, and you say, "Willing to talk to me about your difficulties?" And there's the pc, and the pc is in a particularly 1.1 frame of mind that day.

Says, "Yes. Talk to you about anything," you know, the frank-eyed stare of the criminal just after they robbed the First National, you know? "No, I wasn't even there. Um—I wasn't even near the place." Greenbacks in their pockets, you know? And be able to go through all of those rudiments, do some Prepcheck questions, get those all clean, miss no withholds of any kind, catch all the missed withholds, bring them out the other end with the end rudiments and no missed withholds, and an Instructor can check that all on a meter and find every single one of them in. See?

Well, they can do this, because they're going to learn the basics of auditing beginning with this tape.

Basics of auditing in rapid fire are very easy to state—very, very easy to state. Why does auditing exist at all? In the last two issues of *Certainty* magazine, published in, I think, July and August in London, you find a critique of psychoanalysis. It's an old article—1956—but is possessed of several terrible and unavoidable truths of what psychoanalysis did wrong. It's pats on the back in there for old Papa Freud. I'm not kicking Freud's head in particularly. But we had to know what psychoanalysis was doing wrong. What did psychoanalysis do wrong?

Frankly, no auditing ever existed in psychoanalysis. Nobody in psychoanalysis was ever permitted to be in-session—never permitted to be—but went into session accidentally. And it's no accident—now this is a figure that you—it's something like "All jewelers—jewelers never go anywhere." You know, it's one of those horrible, broad generalities.

Thirty-three percent of people going to psychoanalysts, according to the records in the United States based on the 40s (and these records, you see, are not very public), in the first three months (this sounds incredible) wind up in spinbins or commit suicide. That isn't given in that pair of articles. But that's the truth. But the data of why this is occurs in those articles, and any interested auditor's attention is directed to that, because it was a rather careful breakdown based on old technology as far as we're concerned—not particularly up-to-date in Scientology. But nevertheless, that told you why psychoanalysis didn't work: no, the guy could accidentally go into session and he never had an auditor. There he was down the track, and all of a sudden, "And my mother did this to me." Motivator, motivator, motivator, you know? "My mother did this to me and my mother did that to me and my mother did something else to me and *awham-ljus-er-ooo-rowrr*. And I—I was so abused when I was a little child, and oh, yes, everybody interfered with me sexually. Yes, everything was terrible," and so forth.

And he's way down the track someplace, and the analyst says, "Well, it's five o'clock now. That's the end of your period. Thank you very much. I hope you do well now, Mrs. Jones. And goodbye."

Just look at that, man. This could happen to a dog, you know? Nobody ever brought them up to present time and squared them around or anything like that. Hypnotists even have rules on the subject. For God's sakes, wake your patient up and slap him in the face and pour cold water on him. Don't let him walk out of the door and out onto a busy public street, because they very often do and get themselves killed or run over or injured, because they're still hypnotized when they leave the session, you see? Well, that's a hypnotist, see? Even a hypnotist knew. Psychoanalysts didn't know. I'm not jumping on Papa Freud. Papa Freud perhaps had all kinds of rules about auditing that we'll never hear of, see? Because he's not a well—recorded man, if you recognize that. He has fantastic numbers of interpreters. And he himself didn't write enough or put out enough dope, and he was not really scientifically oriented. He was more mystically oriented.

All right. Well, that just gives you an example. See, they made a lot of mistakes. Well now, do you realize that we could walk forward into a lot of mistakes unless we examine the basics of auditing. What, why is auditing—and these basics are very few. There's the mechanics of blowing something; why auditing works. Ask yourself that question, that burning question: Why does auditing work? See? There's such things as asking an auditing question, getting it answered. Now, there's just that fundamental, you see? There's make the pc feel better. An interesting thing that gets overlooked—just that. That's quite incidental to auditing, but is a—is an underlying factor in auditing. 1 won't say that I have never given a session that made anybody feel worse. But in recent years, I give somebody a session trying to get something done, see?

That's fine. I'm very happy that they feel better, but the point is that, God Almighty, they could fall through the bottom of the chair and break their arm, and it wouldn't stop me from getting done what I'm trying to do.

Let us say we're—let's say we're trying to check out some Prepcheck questions and make this per—self—this person is going to stay in session, don't you see, while we do a Goals Assessment. See, that's what we're trying to do, see? Well, I just get in there and pitch and hammer and pound and do everything else, and they go to the end of the session and they feel better—wasn't even intentional. I don't care whether they felt better or not.

It isn't that I don't care whether people feel better or not. I do. But in that particular session, see, they could have—as far as I was concerned—could have wound up at the end of the session feeling like hell and they would have been better off, because we were now up along the line to do our next step and get closer to clearing this guy. You see, it's quite incidental. But nevertheless, the pc felt better.

You do a Security Check on a pc; the pc feels better at the end. See, this is an underlying thread. This is the golden thread that goes through all good auditing, is the pc always feels better. You've really missed the boat if the pc feels worse.

Let's say we're doing a Goals Assessment. It's one of those horrible sessions where we have not found the pc's goal and it lies somewhere behind us and we haven't found it out yet. And the pc is just blowing his stack and is upset, and we can expect everything going to hell in a balloon. A good auditor should be able to bring that session off with the pc feeling better at the end: goal missed, everything missed, everything gone to hell, you See, as far as the pc is concerned. The pc feels better at the end.

Now man, that's asking something, because the most fruitful source of a screaming ARC break is a *missed* goal. That's a missed withhold with magnitude! Do you realize that's why human beings are so inhuman to humans, just because every one of them has missed the basic purpose of every other one of them. This is what makes your Torquemadas.

Possibly the basic goal of Torquemada was to make people happy. But nobody ever found that out. So he knew how to make them happy, you know? Most of them could be happy if you tortured a few. Ha-ha-ha! You See how wildly astray the man could have gone? Why? It's a missed withhold. Nobody believes this Torquemada. Nobody believes this fact. He actually hadn't hidden it—just nobody ever finds it out. He could even have told somebody someplace on the track that he was trying to make people happy. Nobody ever believed him. He never got off the withhold, in other words. And eventually it got to be more and more a withhold and more and more a withhold and more and more a withhold. And we find a book that dear old Torquemada bound with his own little paws, which is in the Carmel library, by the way, off at Pacific Groves, California. It's bound in human skin. This was the great boy who made Spain safe for Christianity or something. Actually, there is a copy of that book bound in human skin. Interesting. That was our boy, see? Maybe his basic goal was to make people happy, you see? And he turns into a complete beast because everybody has missed this withhold.

So, you say—originally, the pc is sitting across from you, you got a missed withhold on him to begin with. You haven't got his goal or any of his goals, plus you haven't got any of his overts, plus you haven't straightened out anything that people have missed on him in this lifetime. Ha-hu! What's that make? Ha-ha-ha-ha-ha-ha. It makes a cabinet minister or something, you know? This makes a boy. Ha-ha. There he sits. We all know how it feels to be like that, because before we got into Scientology we felt like that. We knew what life was all about. *Rowrr*.

Now, the earliest part of auditing is the roughest part of auditing, therefore. And an auditor who can handle new cases has to be far better than an auditor who is handling a case who has gone along the way for a while.

Now, this is fashionable in Scientology to believe that Scientologists are harder cases than raw meat. And that's only because you mainly get Scientologists to audit, see? You really *don't* collide with raw meat. Ha-a-a-a! Let's go out to one of the Johannesburg mines and just tap a black boy on the shoulder, just at random. Let's not get somebody who has reached for Scientology. He—that already tells him that he's accessible for auditing. He's reached!

All right, we just tap this boy on the shoulder and we sit him down. And we say, "We is gonna audit you. Ha-ha-ha-ha."

And he says, "Wus dat?"

Well, that would be an interesting test of an auditor, wouldn't it? Yet an auditor ought to be able to do that. I've put cops, newspaper reporters, all sorts of weird characters into session while being interviewed. And occasionally have them come around and ask for auditing—occasionally audit them; get their rudiments in. You know, that kind of thing. And let me tell you, when I haven't done it, I've usually been sorry.

But I very often think that the guy is too rough or something like that, or he's too this and that, you see? He's too far gone. He's unauditable, and it's very hard to get him into this type of session, and I let him go.

So you see that type of fellow who is dead set against it, and so forth, he could be very rough. He could be very rough to handle. But you would be surprised at who will go into session and who can be audited.

The Detroit police, one time, came down with a crash on a center in Detroit, and they did the incredible thing, which has never been repeated anyplace, of seizing a whole bunch of tapes. And they had fourteen cops, I think, listening to these tapes in relays down at the police station. And twelve of them resigned from the force. That's a record, isn't it? That's truthful, it's factual; I've had the reports from it now. And that shows you that there are—people are auditable if you approach them right.

An auditor has got to handle the pc's problems. An auditor should be able to get a clean needle so a pc can be assessed and made to feel better. I don't care how he does it.

Whether he even does it by Dynamic Assessment, he should be able to do it, you see? An auditor should be able to get things done in an auditing session and not audit for the purpose of auditing.

Don't audit to audit. Get things done in an auditing session. That's an interesting fundamental that is, interestingly enough, missed. People all will sit down sometime, and they will audit. And they audit, and they audit, and they audit, and they audit, and they audit, and they audit, and they audit, and they audit, and they audit, and they never get anything done! Get the idea?

We had somebody—a team going here. I mean, won't mention any names. I had a team going here for a week. I was saying via the auditing section—I was saying get this one little thing done on this audit—on this pc, because this pc is having a rough time. This pc has continued to have a rough time, and a checkback shows that in one *whole week* of three-hour sessions this auditor was unable to get done this one little thing. There wasn't anything else to do for the case. It's just clear up a couple of questions, see, something like that. Had to get it done or the auditor couldn't have gone on, and yet for somehow or another went jockeying back and forth and just auditing on and on and on and on and on and on. For God's sakes! *Fifteen hours!* And never got this one little thing done. You see, so busy putting in rudiments and making out the reports and handling the E-Meter and starting sessions and ending sessions and giving breaks and doing this and doing that, doing this, doing that. And they substitute looking like they're doing something for getting something done, see? They look awful busy, but you check up at the end of a period of time and you say, "Well, all right. That's fine, son, but what have you got done?"

And the individual says, "Well, we—we've got the pc's goals list in his folder."

"Yeah. Well, did you do any part of that…"

"Well, we didn't do anything. That was—that was completed before we—we started in there."

"Well, all right. Fine. Now have you—have you set the pc up? The pc got a clean needle here in order to be…"

"No. Well, the pc's needle is pretty dirty. We—we—it gets dirtier almost every day, I think."

And you say, "Well, have you prepchecked out the subject of clearing or you got something accomplished that way…?"

"Well, no. We were going to start on that here next week."

And you look at this long span of auditing time and nothing happened in it, see? Nothing got done. They did other things in order to get something done. You get the idea? Other things. They did a lot of other things, but they never got anything done. Seems like whenever they'd start to do anything, they would hit some sort of a via that led them into some

other type of action, which led them into some other type of action; but somehow or another they never did get around in the session to asking the girl if she had a missed withhold on her husband in order to cure up these PT problems which have been coming up for the last twenty sessions. See? Never did get around to that, see?

Now, auditing actually consists of little accomplishments. It's a series of small accomplishments. It's getting something done. It is not going through motions.

Now, you should be able to get somebody into session without a meter or anything. You should be able to get somebody into session. You don't need a bunch of—you don't even need rules or anything. You get somebody in session. How do you do that? A lot of people have this as a sort of a gift they call it. They make terrific auditors. They've already crossed this little bridge, so they can get somebody interested in their own case and willing to talk to them. That's all it takes, see? And that's without any artificial aids of any kind whatsoever. And they can get somebody in session.

Now, an auditor should be able to allow a pc to blow something. That means an auditor must permit the pc to talk to him. And you'd be surprised how rare this is. You would really be surprised how rare this is: that the auditor will let the pc talk to him. A large trouble in auditing is differentiating between a Q and A and TR 4—and this is another thing.

An auditor must be able to differentiate between Q and A and TR 4. And an auditor must be able to handle the session and do things the pc wants done without Qing and Aing. And auditors who have trouble with this are just having trouble. It's almost willful. I mean, you have to practically sit up all night to have trouble with this. You have to work at this trouble.

I'll tell you the basic differences between Q and A and doing something. Q and A is a very simple thing; it's just not accepting the pc's answer. That's all a Q and A is. You question the answer of the pc. I mean, how simple can it get? Isn't anything more simple than that. Don't question his answers. And everybody comes around and they want to know rules: how you're not supposed to question their answers. Oh, no! Please. I can't substitute for somebody's lack of understanding of anything. Oh, I can do a lot, man, but that's pretty—that's asking it, you know?

In other words, let the pc talk to you and you'll never have any difficulties with Q and A. See, people who Q-and-A do not want the pc to talk to them. That's all. So they use a Q and A to keep the pc from talking to them.

You can just see them sitting there with an oar in the auditing session, and they use a remark—an evaluation, you see, or a comment or a request for more information or—perfectly, occasionally to ask the pc for more informa—you don't think he answered the auditing question, you better ask him for more information. But usually this doesn't apply to this, see? Or, the pc is asked another question without any acknowledgment of what he just asked, you see, or he's asked a question which is wildly off what the auditor was trying to do in the first place, you see? It's all a defensive mechanism. Or the auditor does

something every time the pc says something. You know that will break down a pc quicker than anything else? TR 4 be damned!

Once in a while a pc gets so *hot*, so smoking, ruddy hot in the room, he can't stand it. He can't stay in session and he says to the auditor, he says, "Please open a window."

And the auditor says, "Well, I mustn't Q-and-A. Ho-ho-ho-ho-ha-ha-ha-ha-ha. Let him sit there and roast. Ho-ho. That makes Ron good and wrong, isn't it—doesn't it?" See?

Hell's bells! Go open the window! Say, "You feel better now?"

Pc said, "Yup," and you go on in session.

An auditor who *never* does anything that the pc wants him to do will drive a pc mad. I guarantee it, man. And a pc—an auditor who *always does* something when the pc says something will also drive a pc crazy.

Pc says, "Well, why were you going over that goal there? I had a little bit of withhold there. I mean, I th—I thought to mys—ha-ha-ha—thought to myself that's silly—ha-ha-ho-ho-that's silly; that goal is silly. That's what I thought."

Well, there's a variety of courses open to the very bad auditor.

He can say, "How was the goal silly'.?" See? Completely psychotic comment, see? He can say to the pc, "All right. Uh, thank you." ("That's good TR 4, isn't it? Ha-ha. That got the TR 4 in there. I—you understood the pc thought the goal was silly.") And he says immediately, jumping out of the middle of his Tiger Drill, "Has that goal been invalidated? No—no there's no read on there. Hummm. Wonder why not?"

Well, why not? The pc got it off just now. See? This auditor is in a fog, man, if he does a thing like that.

The pc said, "Well, I—I think that last goal, ho-ho, the last goal up the line there—I thought the last goal up the line there, the one that you just went across, I—I—I actually thought that would stay in." You know, the pc has dared open his yap, see? He's dared be in-session.

And the auditor said, ("I'll fix this. Ha-ha-ha-ha-ha. I'll fix this. Ha-ha-ha.") "I'll check that for you again."

What's this? That's using session doingness to prevent communicatingness.

Now, there's two things that pcs do: They ask the auditor to do things which, if the auditor doesn't do them, the session is just going to go round the bend, let me tell you; and they originate. And auditors who are having hard times with pcs never differentiate between these two facts. They never find out when the pc wants them to do something or when the pc is originating. They can't tell from the tone of voice or something of the sort. You

could do all sorts of weird things, like make bargains with the pc, and so forth. You don't need to do that.

The pc says, "Heh-heh-heh, he-heh. That-that-that-that goal that-that…" He's pointing at you—your goals list upside down, you know, with his can sort of, you know, "Ya-aheh-heh, to ca-catch catfish-to-to-catch catfish. I—I cant *believe that that's out.* How—how—how can it be out? I've always sort of thought of that as my goal, and how can it be out? I—I—I think you've missed a suppress or something!"

And the auditor says, knowing he mustn't Q-and-A, you know, audit by the rules, says, "All right. Thank you. To be a tiger. Has that goal been suppressed?"

May find this pc hanging by a rope from his neck in the barn, don't you see? He can't keep the pc in-session; he keeps wondering why. He's auditing by all the rules, isn't he? Never Q-and-A, never do anything the pc says, never this, never that, see? Never, never, never, never, never. Well, actually, basically, he's not doing any basic auditing. So he just doesn't know his business. He doesn't know his basic auditing. He's auditing by some kind of a bunch of silly rules. Trying to make—you know, he's trying to make me wrong through having said a rule some time or other.

This is a rule that you can follow. Every time the pc says something—a Q and A is challenging, questioning the pc's answer. See? Also doing what the pc tells you to do is a Q and A. Well, that's for sure, but what's the order of magnitude here? There's a hell of a difference between running, "How many times have you gone inconscious?" as the process which the pc demands, and rechecking a goal the pc thought was in. There's a hell of a difference between these two things, you see? You sacrifice no session control of any kind whatsoever when just being a civil—a civil auditor and saying, well, cheerily, "Oh, right—let's see…" You're supposed to help the pc, man. Well, let me tell you. You don't help the pc ever by running his processes. You never help a pc by taking the process he knows should be run on him. Oh, never. Pc doesn't know.

The pc *knows* this is his *goal*, so the auditor says, "All right. He knows it's his goal, so therefore, we'll take it as his goal and we'll list it even though we cant quite check it out," see?

Well, there's a hell of a difference between that, you see, and just civilly—the pc says, "There's a racket out in the hall, I—I just can't stay in session. There's just this racket out in the hall," and so forth.

And the auditor civilly says, "Well, it will probably be over in a minute. Why don't you put down the cans. Why don't you put down the cans and have a smoke." And they do. And the racket subsists or the auditor goes out and say, "What the hell is going on out here?" See?

And somebody says, "Well, we're just changing the mop pails."

And the auditor says—shouldn't say to the person, "Well, you must never change mop pails while I'm auditing." For this is the nuts, see? He should say, "When will you be finished?"

Well, the person says, "Well, couple hours."

Well, you better find something—do something yourself or find somebody in charge. Let's get this thing squared, you see? Let's don't keep running into this. Let's not demand of the pc that he stay in-session under such impossible circumstances, don't you see?

At the same time, it may be a situation where, well, it's raining on the tin roof and this gets on the pc's nerves. Now you say, "All right. Look. Ha-ha. I can't do a thing about it," you say to him. "I'd like to help you, but I can't do a thing about it. It's just a tin roof And this is the only place we've got to audit, and there's the reality of the situation. It's going to audit on the tin roof." And then say, "Well, does it remind you of anything in particular?"

And sometimes the pc looks at this terribly reasonable attitude on the part of the auditor, he says, "Well, yeah. When I was a little kid, I used to have nightmares all the time. And you know, I used to have nightmares all the time and slept in a room that had a tin roof."

"Oh, yeah. What do you know? Oh-oh, okay. How do you feel about it now?"

"Well, I guess I can get along in a session," and he goes on in being audited. It's handling the pc.

Handling the pc isn't making him sit still and talk when he's supposed to and not talk when he's not supposed to you know? That isn't handling the pc. The pc, as far as the auditor is concerned, is a rampant reactive bank that is influencing an analytical viewpoint, and there's limits that you must not go beyond, of course, in helping out. And anything serious like, "Well, in this session today we're going to prepcheck."

And the pc says, "Oh, my God! I thought we were going to…" (This is the roughest part of auditing, is why I'm picking up goals, you see?) "Oh, my God! I thought we were going to-uh-gee. What the hell! God damn! I sat up all last night doing this list and now you're not even going to go into it!"

And the auditor says, "Well, I've got my orders here from Mary Sue to prepcheck you this session." Gives him Mary Sue, you see, as an auditor. He just backs out of the session totally, you see?

No. An auditor on the ball handles that. And he said, "All right. I would be very happy to go into this. I'd be very happy to do this. However, 'it ain't reading very well. And some time here in the very near future, we're going to find your goal and all will be straight, and I'm not going to desert you, and I'm going to raise hell if I get transferred off of you. I'm going to find your goal. Don't worry about it. From where I sit here, I think we ought to have a Prepcheck, and I think this Prepcheck will straighten out a lot of things and smooth

the whole thing out and that's why I'm doing it. And if you can give me a hand here, why, we'll get through this thing, and of course the more you help me get through this thing, why, the faster we'll get through it. And we might even be able to get onto a few goals today. Ha-ha. How about that?"

Zip! Zip! Zip! Zip! See, you get a Prepcheck all down the line. In other words, you use the force of the protest to get your auditing done. A lot of tricks. You could probably learn it by the rules, but actually there's no substitute for an ability to understand and a feeling of humanness. See, there's no substitute for these things.

Now, why does auditing *work?* That is the burning question. Why does auditing work at all? Well, you could theorize on the subject of ventilation, and you could theorize on the subject of as-ising. But let's not theorize. Let's just take ourselves a look at the basic-basic basics of the basic-basic.

This guy has been going around haunted for a long time, feeling that the whole nation was after him, and then you find out he was Benedict Arnold, and this somehow or another blows some charge. This wouldn't be a normal action. You find a goal will blow charge. But actually just finding out the character was, you know, or something like that. This might do an interesting thing, you see, for the case.

Well, all right. You've gotten something done, and so forth. But how did this do anything for the case? It's because as long as only he had his attention on it, and as long as *he* had to keep anyone else from having an attention on it, it bothered him. And when he puts it out where somebody else can see it too, and he can see it too, he all of a sudden sees it too. And we don't care what other mechanics occur, don't you see? You can find them all in the Axioms and that sort of thing.

But look at the Condition of the guy who is withholding. He is not letting anybody else see it. All right. So he lets somebody else see it. And the other person says he sees it. Then he knows that it has been seen by somebody else and then he waits there for a moment for the roof to fall in, the clouds to collapse, Earth to open or the devil to appear complete with forked tail. What you're running into is the phenomenon of "no consequence." Axiom 10 hasn't fired. He hasn't produced the effect he thought he was going to produce. He was always absolutely sure if he ever told anybody about this, he'd, of course, be executed on the site. He can imagine hordes of people swinging in, climbing in through the windows to get at him.

I know what he feels like. I've only hit one of these on the track and it was very funny. It was one morning when Suzie was doing some coffee-shopping, and we were hitting back along the track someplace and I was trying to pick up something of the sort. We'd had a session and I was trying to pick up something. Then all of a sudden I had the feeling like everybody was after me, see? Just for a moment. I spotted it suddenly where it was and where it was on the track and what I'd been doing at the particular point of it, and the feeling that they were still after me was almost overwhelming. It was right in present time, don't you see? I could practically feel the cops battering the door in there for about—oh, I don't know—it must have been over a second or so that the feeling lasted, see? I just

knew that was what was going to happen. It puzzled me very much afterwards exactly why it happened for about three or four minutes, and then I added it up. It was a scarcity of dead families. Imagine that. Hadn't seen one for two or three billion years and all of a sudden saw one. Scared me half to death, see? I thought I'd done it! Yaw. Ooh. *Horrible!* And I didn't tell anybody I thought I must have done it. Somehow or another I must have produced this action, now withheld, and then I didn't look at it again. And it was just sensation of this and that. And just the process of ventilation of the thing, and nobody came in the doors, nobody came in the windows. The Galactic Empire didn't immediately send a despatch and a scout car to have me picked up for the execution, you see? Nothing happened. It's anti-climactic, whatever else it is.

Well, he hasn't made an effect with that one. So he drops it like a hot potato. And we don't care why auditing—we do care—but we don't have to go into *why* auditing works by what phenomena exist and as-ising and so forth. Let's not go into the actual complications of as-ising and all this sort of thing. Let's just look at this one interesting fact: that when the guy has presented something to his own view and the auditor's view and the roof hasn't fallen in as a result of it, or if the somatics turned on didn't actually kill him—and they never do, you know, unless you're listing the wrong goal—you get a sudden feeling of relief. You have ventilated something. They—various phrases have been applied to this basic phenomenon, you see? What you've done is, his attention doesn't have to be on it anymore because he doesn't have to hold it in. You've freed up his attention is what you've really done in the most common action. You presented something to view. The auditor hasn't knocked his head off.

Now supposing the auditor did this. The guy says—in this particular instance, the guy says, "I think I was, *ohh,* dead family lying there in a log cabin, and I think I killed them. Uop!"

And the auditor says, "You what? You murdered a whole family. *Mmmmmmmm.* Well, I don't know whether I care to audit you anymore." See, we let the bird create an effect with this thing, you see? We let him—we haven't ventilated it. He still has to hold onto it. It hasn't been presented to view. I mean, it doesn't fall with a thud. You get the idea? I mean, a lot of things here go on. And, man, that thing will persist like crazy. Let's just look at that as a fundamental that something happens. That is blowing something. You call it colloquially, "blowing something." The pc blew something. You do it all the time. You do it all the time. Well, that's what you're describing.

An auditor who will not let the pc answer an auditing question will not let the pc blow anything. And auditors have interesting mechanisms by which they forbid the answering of the auditing question. They use the meter. "Has anything been suppressed?"

And the pc says, "W—." He's about to say, "Well, actually a—quite a few things. Yesterday, why, I was thinking about this and I suddenly said I'd better not think about it because I was supposed to study this bulletin, see? And so forth. And there was yesterday and a suppre—. I was about to say that." See, the pc is about to say that.

And you say, "Anything been suppressed in the area?"

And the pc is just saying, "W—." He gets about that far.

And the auditor said, "Good. Well, that's good and clean. Thank you. All right. Has anything been invalidated? Good. That's good and clean."

The pc had about ready to say, "Well, yes. The suppression I just had was invalidated. I was just about to say that, see? But…"

"That's clean. That's good. Ha-ha-ha. Fine. All right. And all right. Is there anything on this you failed to reveal? That reads. That reads there. What was that? What was that?"

And the pc says, "Well, wasn't able to re—." And he's about to say…

"Well, yes. Well, what was it?"

And the pc says, "Well, I—I was going to—going to—to tell you, there's a—there's a suppress—press—press read, and—uh-uh-uh-uh…

"Well, what was it?"

And the pc says, "Well, I'm tr—trying to tell you. There's a—it's a-s-s-pp-pre-pre-a suppress read, and-an-an-an-and I was going to tell you about that too."

"Well, what was it here, something you failed to reveal? Right here. There. There. There. What's it? Where? What's it? What's it? Well, all right. I'll ask the question again now. Is there anything you failed to reveal? That's clean. I told you it was clean."

Well, of course, no auditing occurs at all. You can actually tiger drill with complete impunity if your intention is well understood by the pc. You're just asking the meter and trying to check and that sort of thing. You're not interested in getting the thing answered. But there's even a way to do that, see?

You say, "All right. On the goal to catch catfish, has anything been suppressed?" And "To catch catfish."

"Ah, well, that's—uh…" And the pc is saying, "Uh—that's, uh—I—I—I—I had—had—had an answer, you know? I thought of something that's suppressed. And—and so forth. And, uh—I had an answer there. I felt kind of suppressed in the session, just early on in the session, you see?"

"Oh, you did, huh? All right. Well, I'll check that. On the goal to catch catfish, has anything been suppressed? Yeah, well, it's—it reads now. What was that?"

The pc says, "Well, I just told you. I mean, I um—umf—give me a session, I felt something, *bzzzzz, that heh-heh*."

"Oh, well, yeah. All right. That's fine. But there's a read here. And what's that? This is the one I want."

"Well, that's the one I'm trying to tell you."

"But well, this is right here. This read. This read. Suppressed. That's the one I want."

"This is what I'm trying to tell you."

"Oh, all right. Well, what was it? What was it? Go on. Well, say it anyhow, and then we'll clear this up. On the goal to catch catfish, anything being suppressed? That's it. That's the one. That's the one right there."

"Well," the fellow says, "*pft-ft*. I've told you."

"Well, it's reading on something here."

Pc said, "Well, it's probably an ARC break."

"Oh, well…" Auditor knows now he mustn't Q-and-A so he can't ask if there's an ARC break, see. This whole thing would go completely around the bend, you see? It becomes a comedy of nonsense—just becomes asinine.

The way the mechanism works is every time the pc tells you something, you do something. You never Q-and-A. You could never be called guilty of Qing and Aing, you see? But still, it somehow works out that the pc says, "Well, at the beginning of the session, I was warm." And you go open the window. The pc doesn't quite know what to make out of this, see? He was trying to get off a withhold. You just asked him for a withhold, and he said, "Well, at the beginning of the session, I was sort of warm," and the auditor goes over and opens a window. Why, the pc realizes if he's going to get any auditing, he'd better not talk to this auditor. See that? The auditor never quite differentiates between these two things: of the pc asking him to do something and the pc getting off something. That's because the auditor doesn't understand what basic auditing is—the mechanism of blowing something. That's why auditing works. He never reads this difference in the pc.

The pc is saying, "Oh, my God! I just suddenly realized something. I have been withholding a Suppress here for the last four goals you were nulling."

Well, you got an interesting question there. That suppress is a pretty tricky button. This pc gets this off—, he tells you. You say, "Well, all right. What is it?"

And he tells you what it is and so forth. "Well, I don't know." You got to put in an R-factor if you're going to do anything about it.

You say, "Do you think it affected those next goals?"

"Yes. Well, my mind wasn't on them at all."

"All right. Well, do you think it might be a good idea if we covered those again? What do you think of that?"

He says, "Well, yeah. Yeah, I better." Well, that's because he suddenly caught himself on a mistake. Don't you see? This is—you've got to have an ear for this sort of thing.

All right. Here's an entirely different situation. Pc said, "Well, I just suddenly realized that you asked me a Suppress question a minute ago and I've been sitting here with an answer to it. Well, I've been holding my breath every time you said anything because I was afraid my breathing was reacting on the meter."

And the auditor says, "All right. We'll check that Suppress question again."

Get the interesting dividing line, see? Well, the basics of auditing include the mechanism of blowing something. And if the auditor always does something or Qs-and-As and does—says something else and never buys anything from the pc, nothing is ever blown. And if the auditor never, even on a Tiger Drill, makes any allowances for the pc to say things to him and never sets it up in the session so the pc can talk to him, why, of course, the pc never blows anything. And after a while the missed withholds stack up, stack up, stack up, and it becomes painful because auditing works because the pc blows things. And the auditor is actually preventing auditing from working. Of course, the pc will stack up and almost blow his head off like he was an active volcano. It's just the force and power is built up on this thing. Oh, the pc must be permitted to blow things. It's as simple as that.

The answer to Q and A and TR 4 and all these other interestingly involved and technically difficult questions is whether or not the auditor is actually auditing the pc or going through a drill, see? That's the difference. And inevitably, if an auditor is having trouble differentiating this way and getting into ARC breaky sessions, they've got something that is—they've got a bug on preventing the pc from talking to them. Auditing can still happen under these circumstances, but it's rather rough; auditing can still be very successful under these circumstances, but it is tough auditing.

The more the pc is in-session, the more understanding and the less antagonism the auditor has for the pc, the more the pc can blow, the easier it is for the pc to go over the road he's going over, the more auditing occurs per unit of time. These are the basics of auditing.

And actually, an auditor ought to understand why auditing works; ought to be perfectly willing for the pc to talk to him and also realize that the pc's havingness will run down and right on out the bottom if the pc talks to the auditor too much. Because then the auditor isn't really being talked to. He's being talked at in some fashion.

You don't let a pc go on for three-quarters of an hour telling you about how his mother caved him in. You can't. You'll kill him.

You see these little dividing lines? An auditor has got to know these things. And an auditor has got to know that when he asks an auditing question, he's got to get an answer to that question, not some other question. And when that question is answered, by God, he's

got to buy the answer to it. And if he finds himself in the embarrassing position of the question having been answered, but he didn't buy the answer but questioned it, of being graceful enough and willing to admit that he is wrong and apologize to the pc and say, "I'm very sorry. I didn't realize that that answered the auditing question." You know, bang, bang! Everything would go back into shape, and he keeps going.

If the auditor explains to the pc why he didn't think that was an answer to the auditing question and how he was really right in challenging the thing, of course, out goes the session because he hasn't let the pc blow anything.

And your pc feels better as he goes along. Now, auditing is validated for him. He becomes more willing to be audited, less defensive. If he feels worse all the time, he becomes harder to audit. And you try to get a pc with a lousy, dirty, scrubby needle that's going *bzz, bzz, bzz,* and you're trying to read through this thing and you're trying to do this. Now that you got a Dynamic Assessments, that cures it. You see? But oddly enough, if you're a good Prepchecker, you can also cure it. And oddly enough, you can actually assess on old 3GA on a dirty needle that you can clean. And you clean that dirty needle. And you should be able to do that. You should be able to clean up a pc's needle slick as a whistle. See? He's right in the middle of a rock slam. You should be good enough that you just clean up his needle, bang! You know? You ask him this, you ask him that, you ask him the other thing. Say, "What does that refer to?" *Bzz. Boong! Bzzz. Bong!* Got a perfectly even needle. You understand?

There's no excuse for trying to ask questions across a dirty needle. Of course, I will admit that I have spent as long as two hours, two hours and a half of a person's auditing time just shopping around for, "What the hell is this all about?" And then all of a sudden, why, strike the jackpot. Say, "Oh ho-ho, I get it. Yeah. I got it now." And ask the series of questions, straighten the thing out—pc assessable. Got the idea?

Pc would be prepcheckable on the thing. What turned it on? You must have turned it on somehow. It got turned on somewhere by something. An auditor ought to be able to clean up the pc's needle. Just similarly, an auditor without any meter at all should be able to sit there and just bleed every single one of these Prepcheck questions dry as a bone without another tick on them by just looking at the hunted look in the pc's eye, by looking at this, by looking at that; just watching that pc operate and keeping that pc talking to him until the pc looks nice and comfortable and relaxed and happy about that particular zone in question. You see? You ought to be able to do that.

You can't assess goals without a meter. At this stage of the game, you can't do it. Impossible! Period. Don't ever try it. You'll get into trouble, man. You'll have a pc so damned sick, he won't know whether he's coming or going. You're burying that boy, you understand? But you sure should be able to put a whole Model Session together without a meter within a mile of you—sensitivity to the pc. Don't get dependent on this meter to put a pc in-session. You should be able to—a good auditor should be able to put a pc in-session, put all of his rudiments in, make the pc happy as a bird, get a lot of things done and so forth. We did it for years with lots lousier technology than we got now. Ah, what's all this dependency on a meter? You put the mechanics in and take the human being out. And you

should be able to get things done in an auditing session, not just audit for the purpose of auditing. And you ought to be able to allow the pc to get well, the pc to get up, the pc to have wins, the pc to do this.

If rules are so much in your road according to your understanding of the game, then you probably don't understand the rule. It isn't the rule is wrong. You just don't understand it. And it must then follow, immediately, that you're using the rule to audit the pc. And do you know a rule will never acknowledge anything? You could set a rule down in front of the E-Meter, and it would never clean or clear anything.

Fundamental auditing, basic auditing simply consists of getting the pc in the session willing to talk to the auditor; and then, for God's sakes, let him talk to the auditor. And then be able to use the technology that you have in front of you to make himself feel better and put him in-session, square him up, bring him up smiling at the other end. You should be able to do that.

Actually, you should be able to audit a pc without a meter for an hour and bring him up at the other end—Model Session throughout—bring him up to the other end, have an Instructor check the thing and find—with a very sensitive meter—and find every rudiment in, neat as pie. You understand? If you could do that, you can audit.

And today I don't mind telling you the reason I'm giving you this particular basic data has really nothing to do with the fact that we are making bad auditors. We are not. It has to do with the fact that 3GA requires a superlatively good auditor. It's not going to get easier. I don't expect it to get easier; I expect it to get shorter. You understand? But the more you shorten it, the more tension you put on the pc. So the more you shorten it and the faster you do it, the better you've got to be as an auditor. So I have been studying basics. And that's what they amount to. And, actually, auditing consists of no more than I have told you in this lecture. Interesting, isn't it?

So wherever we see ARC breaks flying, we don't necessarily suppose we've got a bad auditor on our hands. But where it happens all the time, then somebody is auditing "by the rules" but not sitting in the auditing chair. Something or other—the rules are somehow being misused to keep the pc from talking to the auditor. We don't care about an ARC break, and a pc blowing his stack and going to hell in a balloon. His goal has been missed, and everything has gone to hell and so forth, but an auditor ought to be able to sweat it out one way or the other and get the job done. We don't care about that. We're talking about a persistent, continuous action of the pc always feels worse, the pc always feels more upset, we never get anything done in a session, the pc is always nattering, this, that and the other thing. You got that sort of thing. We're talking about that kind of thing. And that auditor must be auditing by the rules, man. He must be auditing "by the rules" on a sort of a white mutiny basis, you know? He should never Q-and-A. The pc says, "You know, there's a tack in this chair and it hurts, and that's what you're getting on the meter is this tack in this chair."

And the auditor says, "I mustn't Q-and-A," and never removes the tack. Three sessions later—this has been going on for three sessions—why, he has a dirty needle and com-

plains to the Instructor the fellow was unauditable. See? Well, I don't expect things like that to happen around here. Okay?

All right.

Thank you very much.

Directing PC's Attention

A Lecture given on 18 September 1962

Well, that's very nice of you. Thank you very much.

Well, this is what?

Audience: 18 September AD 12.

Eighteen September…

Female voice: 12 AD

… AD 12.

You realize your chances of getting out of here Clear actually occur in the first six weeks of your presence here. Somebody sighs. Some old student sighed. It was too true wasn't it? You don't think it was true. He—he came Clear and he hasn't been the same since.

Male voice: That's right.

Yeah well, I'm here now. I'll fix it. I'll fix it. I know what you got overts on. You didn't take me seriously did you?

Male voice: Yeah.

You should have!

Well now, on the boat—when I was down in the cabin working like mad, and other people I won't name were up swimming and dashing about the decks and looking athletic and enthusiastic—a remark was made to me that on the first night back with all the data I had to give you, "Well, you'll probably be here till 12:30." I wish to disabuse you of this particular fact and say that why don't I just make this a ten, fifteen minute lecture and then we all go home. Wouldn't you rather do that?

Audience: No.

All right.

Well anyway I will give you some of the data, tonight. But it might take till 2:30. Anyhow, that's…

I probably should tell you something about what happened over in Washington but I couldn't get it into a five or six hour lecture schedule. This was very adventurous. I left here tired; I arrived in Washington tired; I finished the congress tired; I finished my stay in Washington tired—always looking forward to this next moment when I was going to get some rest, you see? And then finally came back to Saint Hill, tired. I have never done so much auditing, looked over so many goals, done so many Dynamic Assessments, talked to so many people. And few people who were at the congress, were aware of the fact that I spent most of the congress off the stage auditing. I was making very sure we had a goal to announce by congress end, you see?

And also we were straightening up some of the organizations in the States. The best way to straighten things up is an E-Meter. And I'd like to give you a tip: Instead of reaching for an argument, reach for an E-Meter. That's a nice tip. And if you followed that tip more often, life would run like a summer dream. That is so overbearingly true.

For instance, amongst the adventures which assailed me on—this rapid passage was a fellow coming into my room in 1827, just as we had all the baggage stacked up in the hall, and insulting me. He said the one unforgivable thing that mustn't be said to me, on the subject of how I was responsible for everything, everyplace.

And I promptly barked, growled, headed him backwards over stacks of luggage—it was very disgraceful, I mean, cameras and briefcases went in all directions—and he got out the front door and I hooked him back in the front door on the realization that this was not a way to resolve a case. And so I hooked a hand around his neck and threw him back into the house, and hooked the hand around his neck the other way and threw him into my room, and gave him a good shove in the chest, and he sat down.

I opened my E-Meter case—it was all packed; we were just about to leave for New York. We were going to leave for New York at two o'clock and something came up. And then we postponed it till three and something came up. And then we postponed it till four and something came up. And I think this happened at five.

Anyway, I just sat there and pulled his missed withholds. Put the cans in his hands, put on my auditor hat and, just as though nothing had been happening, just sat down and pulled his missed withholds. Just like that. One right after the other. And cleaned three buttons in the space—I don't remember what the auditing period was but it couldn't have been more than about half an hour to thirty-five minutes.

And I cleaned three buttons. And I wish to recommend this to you as an auditing job. Three buttons clean in about thirty or thirty-five minutes as follows: "What have *we* failed to find out about you?" (meaning all Scientologists everyplace), "What have I failed to find out about you?" and "In this session have I missed a withhold on you?"—all three clean, slick as a whistle.

He was giving me nicer and nicer answers. The answers were sweeter and sweeter. And he was more and more pleasant. And I think somebody out on the other coast had given

him a twenty-five-hour intensive to clean up these buttons, but hadn't ever scratched them. That's interesting, isn't it? And at the end of that time ran a Security Check on him.

This is in the last five minutes. Told him that his goal was in opposition to Scientology after I had done so. This was a—this was—the last minute was a Dynamic Assessment. And told him his goals were in opposition—his goal was in opposition to Scientology, and that was why he'd been acting that way, because that's what the meter said.

And he said, "Well, what do we do about it?"

And I said, "Well," I said, "You go on and get yourself some auditing, and I'll see to it somebody finds your goal somewhere along the line."

And he got up and shook me by the hand and he said, "Thank you, very much." He said, "I'm going to make you a good auditor."

Now, the number of hours of administrative time that this person had already occupied on various lines in various places had amounted to a minimum of fifty or sixty. And if you don't like administration, use an E-Meter. Get the idea? And when you use an E-Meter, get something done.

Now, that may be a novel thought. That may be a novel thought. When you use an E-Meter, get something done. I see that lands more or less on deaf ears.

An E-Meter is not something that you should spend lots of time on; an E-Meter is something you should do something with. You can do a great deal with an E-Meter. Somebody's busy arguing with you left and right, somebody's busy knocking your head in, somebody's getting very uppity and monkeyed up; well, you're lucky if you can get to him with an E-Meter. You're very lucky. Because sometimes you can't. Such as the building you're sitting in is illegal, and Town and County Planning are corresponding. Now, I'm sure this will take a great many hours to settle. But if I could get these cotton-picking monkeys on the other end of an E-Meter, I'd pull the withhold fast. We might even arrange it. Oh! Well, that's another story.

Anyway, Scientology is to be used. It's for use. It is something you can use. And it isn't something that you pick up and use in an auditing session, necessarily, but it's something you can use all the time. But when you do decide to do something Scientology-wise, well be effective and do it. Yeah, that's all—just do it. And most of the rules which are laid down in auditing and in clearing are all devoted to keeping you from doing ineffective things. These rules are a path of effectiveness.

Now remember, men have been talking to men for a number of millennia, ever since they came out of the trees. And they've been talking. And they've been doing a lot of talking. Some of them are still in the trees. In fact, I saw a psychiatrist the other day wearing a swallow—tail coat. And, he had to. And, the general position of talking and discussing and so forth has been that it has been a waste of time.

Now, how is it in auditing that we can use talkingness and suddenly something happen-nesses, see? How come? How come this occurs?

And the rules by which you audit are the rules of an effective path to an accomplishment—of reaching someone, of bettering someone, of obtaining agreement and improving existence. But it's a highly circumscribed path.

Now, if you were to—if you were to look over a great many activities in the past which were supposed to cure people or supposed to make them sane or supposed to make them happy or something of the sort, you would be amazed at their numerousness. They're just almost without number. We know a few of them as the witch doctor, the rrarh psychoanalyst, the Aesculapian school of healing. These things—I could go on and on and on and name and name and name and name and name, and you'd all come down to something quite interesting, is that it had to do with talking to somebody about something or listening to somebody about something. That's been assisted from time to time with puffs of smoke and pinches of pepper as in the case of the witch doctor—juju horsetail flies with fleas in them. All of these things have a—have a talkingness, a reachingness, an effort to reach connected with them.

For instance, by the simple expedient of scattering fleas all over somebody with a horse-tail fly, the juju doctor creates a confusion into which he can put his implant. You recognize that it's—fellow wouldn't pay much attention to what was coming in; it would just go in at that moment.

The—well, most old witch doctors had to learn how to scream, and you got an interrupted scream. They'd scream loud enough to kick your eardrums in and then say something and then continue the scream. And the patient thereafter didn't know they had stopped screaming, but of course had a sandwiched implant, with the statement in the middle of the scream, you see, being an implanted suggestion of some kind or another. Usually, in that stage of medicine, the suggestion was something on the order of, "You're going to die."

There's always been a talkingness and a reachingness. In other words, we found Axiom 10 operating throughout efforts to overwhelm, efforts to heal, efforts to control, efforts to make sane, efforts to better, efforts to become better. All of these various things have Axiom 10 running through their midst.

Now, how is it that we in Scientology can suddenly come along and, by certain applications of this same talk that has been going on since time immemorial without effectiveness—with this same talk, being effective? How do we do this? That's something to think about, isn't it?

Now, many a student misses this. They miss the fundamental of auditing—the most fundamental fundamental there is. Auditing has to do with the communication formula, and when a person says something and somebody acknowledges it (if the statement is truthful and the acknowledgment is received), can blow, erase, eradicate, deintensify mental charge. It's on that fact alone that auditing works. Auditing is based upon that fact. There is no other erudite fact on which it is *based*. It's Axiom 10!

Now, it actually isn't what's said by the person who is being treated. It actually isn't what's said by the person who is acknowledging. It, to a very marked degree, is what is said by the person doing the treating in the first place. This causes a momentary restimulation, and that restimulation is picked up by the pc, recognized, verbalized and blown by the moment when the acknowledgment is received. Somebody has heard him.

Now, that's your—that's the cycle of auditing. The question or the command directs the person's attention to a certain area of bank; and the person, perceiving that area of bank, responds, and knows he has responded when he is acknowledged and receives that acknowledgment. And that is the cycle of an auditing command.

Now, it is to maintain a purity of cycle that you find most auditing rules growing up. These rules occur to maintain the auditing cycle. And techniques specify what is to be restimulated in what sequence. Now, if you've done that right and you know what button should be hit and what responses should be given, you only need add to it repetitive question and repetitive response, order of question—that is, the sequence of questions asked by the practitioner, each one followed by the same cycle as I have just named—to obtain a state of Release or Clear or Theta Clear or Operating Thetan.

In other words, it's that magical formula which leads all the way out, and don't you forget it. That is the only reason anybody goes out. It is not the charm of the practitioner, the nameplate on the E-Meter; it's not that the person believes or disbelieves Scientology—because let me point out, I think the fellow—you'd say a fellow who has been yanked around by me and javelined all over the front hall would not be in a very receptive state. In fact, he'd be in a very repressed state of some kind or another to audit. Yet, the exact button processed on the person relieved the state. In other words, the auditing was greater than the wooling.

Now, what—what might somebody come to believe? Well, if you want a list then just take all the asininities that have been written in the books of philosophy on any planet in this universe—take the lot, make your list and you'll get how many departures there can be from the auditing cycle. And that's an awful lot. So there's really not much reason to go into it.

A salesman depends on some kind of a cycle in order to sell. He says to somebody, "Here is an automobile, buy it!"

And the person is supposed to say, "Okay. Here is my check."

And then the salesman is supposed to say, "Okay, take it away." And do you know, most cars are sold on that simple a formula. Guy's already seen the car, he wants a car, he walks in and he says, "Do you have cars for sale? Is that car—is that—that purple car in the window for sale?"

And, the fellow says, "Yes, yes, we just have one left."

And the fellow says, "All right. Oil it and grease it up. I'll drive it out the rear door."

Actually, that's what would more or less be called the majority of sales.

Now, a salesman believes, of course, he has to *sell* the car. And that is what cancels the majority of sales. Now, that even goes so far in some places which have done a cycle of action on the subject of business which is gone into a fine games condition, where the seller will not permit the buyer to have the product. Now that can be attained too. I remember one time spending an hour and a half in my office, selling an Addressograph salesman on the idea of selling us, a machine.

Well, that's because aberration is entered into it. But there are certain cycles of action that go along with selling. And there are certain cycles of action that go along with teaching, which are quite different than these auditing cycles of action. And then there are all these varied cycles of action that have turned up in philosophic tech since time immemorial. Zen Buddhism—that gives you a stack of them that gets nobody no place. By the time it had gotten out to Japan, they didn't know much about Buddhism. I say that advisedly because I'm no authority on Zen Buddhism. I'm still sane.

Such practices try to handle some ramification of Axiom 10—all of them. And they all go off in different directions.

Now, you get this fellow that's been a salesman for the last twenty—nine to the twenty—ninth power lives, and you make him an auditor. You try to make him an auditor, you see? So he sells the pc engrams, and the pc takes them away with him too. He'll sell clearing, and the thetan's lucky to get away from there with any body left, because it goes from nowhere. In other words, he's trying to handle a cycle of communication which is pertinent to some other field. And he doesn't see that auditing is its own cycle of communication.

Had an example called to my attention the other day. Pc comes in and he says, "Well," he says, "I've been up all night, and uh—I been auditing myself, and uh—I kind of messed up and uh—so forth, and uh—tsk well, that's it."

And the auditor flies into the D of P or the Auditing Supervisor—just breaks off the session right there at that point—and says, "Oh my God! I can't possibly audit this fellow because he—you know what he's just told me? He's told me that he's been auditing all night, and what can you do about that?"

Aaaaah. Ow! Do about that? Everything about that that can be done has already happened. The pc has told him. You get the idea? I mean, everything that you're going to do about it has already occurred.

Well, an auditor who will do that is on some other communication cycle. See? He's trying to sell planets or something—He's not auditing. I don't know what he—I don't know what he thinks auditing is if he does something like that, or what is supposed to happen in an auditing session.

I have run into students, sometime ago, who actually thought the E-Meter fell on the sound of their own voice. We've been curing this up. In other words, when the auditor spoke, the E-Meter reacted. I think that's marvelous, you know? Because it shows no comprehension of the auditing cycle. Because this immediately lends itself to some weird, old past track idea of some kind or another, whereby it is the practitioner who wears the case of the patient, and by speaking about it gets it to react on the meter, and now that the pc or the patient witnesses it, becomes well.

Now, I hate to burden your wits with that one, but I'm just showing you there's another cycle of action.

Now, you've seen characters laying on hands. Well, this is not a disgraceful activity. As a matter of fact a Touch Assist is always welcome. But how come this communication cycle of "We lay on the paw and draw the pain out of the wound, and experience the pain in the paw, and then shake it away like a dog coming out of the water." You've seen that, haven't you?

Well, it's an interesting cycle of action.

Now, we take somebody who of course is totally addicted to another cycle of action of some kind or another and never sees the auditing cycle of action, and what do we get out of this? After he reads the E-Meter, see—got the E-Meter there and he says "Have you sinned?" "Now he's better." Do you get that? It is totally—totally possible. This sounds utterly mad.

But I'm only calling this to your attention because the basic of auditing is an auditing cycle of command which operates as an attention director—call it a restimulator if you want, but it's an attention director—eliciting a response from the patient to as-is that area, and who knows he has done so when he receives from the practitioner an acknowledgment that it has occurred. Now, that is the auditing cycle and any departure from that auditing cycle will wind you up in the soup.

Now, that auditing cycle all by itself is sufficiently powerful to get gains no matter what button you direct. Let's be very, very, very puristic about this. Let's remove all significance from it as an action and see if anything happens to the pc! Let us tell him from where he is to get the idea of looking at his left ear, and thank him, and get the idea of looking at his right ear, and thank him, and get the idea of looking at his left ear, and thank him, and get the idea of looking at his right ear, and thank him. Well, what happens is he's not going to wind up without ears. But the mere fact of directed attention and the acknowledgment that he has directed his attention—just that fact all by itself—operates as a therapeutic action. See, there's no significance in the command. It just says, "Inspect your right ear; inspect your left ear," see, and that just run *bang, bang, bang, bang*.

Now, just doing it once might not be observably therapeutic. Doing it twice, probably not. But here is a *new* thing that enters into it: repetitive. The repetitive action. Duplication is added to the communication formula, which contains duplication anyway. So of course, you've taken the apparency of duplication—pardon me, you've taken the apparency of

communication and increased it enormously by the fact of duplication. This fellow really knows he's being communicated to now, and he can direct his attention better and better and better and better. And he knows something is happening because somebody has told him so every time the acknowledgment occurs. '

Now, what occurs this way? The person will become aware of some other being in existence, will become aware of mass, will become aware of the fact his attention is easy to shift or hard to shift. Various things will occur. His awareness of these things will increase and his attention becomes free. It becomes freer and freer and freer. Now, the thing is limited because he wots not of what he's looking at. Nobody has asked him for any sense to it. It takes longer.

Now, in essence, those are your CCHs. It's the nonsignificance of directed attention, and those of you who are still trying to read all kinds of significance into the CCHs should just tear that little chapter out of the book and go over in the corner quietly and read it, because the CCHs present different ways of directing the pc's attention with minimal significance. And of course, your worse-off pc does very well on them, because he finds out that there is matter, energy, space, time, and somebody else alive in the world. It's probably one of the greatest cognitions that an individual can have, if he doesn't know it. It's almost with horror that he realizes it for the first time.

How do you suppose the great criminal manages to live with himself? How does he manage to live with himself? It's just that nobody else exists, so therefore it doesn't matter what he does. And there he goes.

How are you going to get this fellow out of it? Well, you can't tell him, "Think of the significance of this or that and the other thing" most of the time, because the significance would never arrive. He—this he could not duplicate. He cannot duplicate the significance of looking at it—the significance of looking at a significance. He can't do that. But he can duplicate the relatively nonsignificant action of simply directed attention.

If you want to make some pc feel like he's being hypnotized when he isn't, set up two bottles in front of him and tell him to look at the left one, and then tell him to look at the right one, and then tell him to look at the left one, and tell him to look at the right one, and tell him to look at the left one, and tell him to look at the right one, and tell him to look at the left one, and all of the sudden hell get some weird feeling of becoming hypnotized. Of course, he isn't becoming hypnotized; hypnotism is running off. And if you do it for a little while after he first begins to feel that he's being hypnotized, he'll realize actually what is happening. He's waking up. Sleeping Beauty.

Now, there you see a new idea in the communication cycle. It's a communication without significance, beyond the significance of what the attention is directed to.

Now, many an activity has directed attention, but not duplicatively. And that is one of the secrets of Scientology processing and why it works. Duplicative. One of the reasons this was never discovered was because most people can't take it. It's the practitioner who can't take it, not the patient. Therefore at HCA level we like to have a lot of Op Pro by

Dup, and somebody comes through and says, "Well, should Op Pro by Dup be run just during the auditing periods for three days in order to get in—or four days in order to get in eight hours of it, or should it be run all at once, or should it be so, and should it be so on?" You see, they're so starved for significance they won't just do Op Pro by Dup. I don't care how it's run; run it! See?

But of course, every time the fellow says that he cannot walk over to the book one more time, at that moment you assist him thither. It must be run. And where everybody is busy worrying about how it's run, they very often neglect that it must be run. If you ever wanted to see a Scientologist natter, find one that early in his career was run on Op Pro by Dup by consent of the pc on this basis: The pc says he's getting tired so the auditor says, "All right, sit down and take a rest." The pc says he can't tell just now, so the auditor lets it skid. And boy, what's happened there? The cycle of action is entirely and completely mishmashed. You don't get the intention of the practitioner expressed in the direction of attention of the person it is being run on. And therefore, then, you don't get the acknowledgment—and it's very weird.

But there's a very basic action, and you could do this in a single—action basis. But it doesn't make space and it tends to make the guy feel kind of stacked up when you say, "You see that black spot? All right, look at that spot. Thank you. Look at that spot. Thank you. Look at that spot. Thank you. Look at that spot. Thank you. Look at that spot. Thank you. Look at that…" You haven't got two points, so of course you've no space. And the odd part of it is this black spot will start to look closer and closer and closer and closer, and the guy will begin to believe he's kind of being pulled out of his head toward the black spot. Because he can't make space, so therefore he doesn't know where he is.

So two is always better. And then of course, two adds to the element of duplication. We got a two-pole universe and we've got duplication going and here we go. Op Pro by Dup becomes a killer.

But recognize that you could direct attention repetitively, in a duplicative fashion, on and on and on—in almost any fashion—and achieve a renewed awareness on the part of another being, for yourself and for the world around him. See? It isn't—any other significance in it than just that. There is no further significance in that action than that. There is actually no further result in that action than that either. Somatics will turn on and off and you'll think he's getting rid of lots of somatics, and you'll run to them—run into them later on, to the place where he is going to. And there they'll be waiting on the track again. But that's beside the point. The person has become aware. He's become more aware and to that degree he has enormously improved.

Now, this does very interesting things in terms of improvement. It improves IQ, it improves alertness, it improves sogginess of one kind or another in life. It'll do all kinds of things. You could write up a bill of—a bill of health on the thing and put it on a slab board outside, that a lot of customers would be very, very happy to come in and get that to happen to them. But it's an elementary purity. Op Pro by Dup.

Other activities, as I was just about to say, have done repetitive commands. Various activities have done this. There is a one-command process which is used over in the heights of the Himalayas which deletes these things, and that is "Regard your navel." The command is given once and twenty years later the fellow is still sitting there. It's not optimum auditing. It's called an auditor comm lag. But recognize that as a cycle of action of sorts. Recognize that. Somebody writes down in a book "What you want to do is regard your navel." All right. So the fellow says, "Fine. I'll regard my navel." He's got one auditing command and one navel. And he gets stuck! Because the acknowledgment is missing even for that one command. The author of the text never comes out afterwards, through the pages of the book, and—sort of breaking the fellow's attention off as it's staring downward—and says, "Thank you very much."

You go around to somebody—if you want to produce a shock of magnitude on some monk of Tibet, why, learn this in Tibetan. It'd probably get you past many monastery doors. They'd be so flat on their backs after you said it that nobody would stop you. And that would be "Thank you very much for regarding your navel." Guy has been waiting for it, you know?

Now, if you—you see that then the—there are different cycles than the auditing cycle, and it is very easy to fall into these other cycles because men have been in them for a long time. There's lots of them on the track. There's an enormous variety of ways to handle communication. There's, for instance, a cycle—there's a cycle that might go something like this: "Hello dear." Bang! You see? The acknowledgment comes with the greeting. Well, we see this in less domestic ways on such a thing, "Halt or I'll shoot!" Bang! You see?

It's like the captain walking past the guardhouse one day and new sentry said to him, "Halt or I'll shoot. Halt or I'll shoot. Halt or I'll shoot."

And fortunately before he got the last syllable completely out the captain reached over and shook him and said, "Hey, what's going on? What's the matter? What's the matter?"

"Well, sergeant said to say that three times and then shoot." Well, that's another cycle of action.

Now, wherever you've got a—a communication line set up, you have some kind of a response system on this line and it'll go through some kind of a cycle. There are some marvelous cycles. I wouldn't spend any time studying them particularly. But if you know there are different cycles of communication or action, then you'll see that it is a unique cycle. The auditing cycle of action is unique. And frankly you could sit down and study it for quite a while with a considerable amount of benefit. You could say, "What is this thing all about?" You utter a command or ask a question, and this directs the pc's attention; and then you'd realize that the question or command (also unseen) directs the attention of the pc by pulling the reactive bank up around the pc's ears, which is operating independent of the intention of the pc, and is more responsive to the practitioner than it is to the person.

I can always make people's somatic strips go tearing around. It's very fascinating. Any outsider has more control of a person's reactive bank than the person himself. Of course it's on that additional point that auditing is to some degree based. This fellow sits inside of his skull and he says, "I'll restimulate it and then I'll as-is it, and I'll restimulate it, and I'll as-is it, and I'll restimulate and I'll as-is it, and I'll restimulate it and I'll as-is." Odd part of it is it has some workability, but he gets stacked up after a while, you see, because he actually isn't as-ising some of it and never notices when he goes off of it. He isn't a good director of his reactive bank, because the common denominator of the reactive bank is other-determinism.

So auditing basically requires a practitioner. That is because an other-determinism handles the other-determinism of the reactive bank much more easily than the individual himself. Did you ever think of that?

So when the auditor isn't following through the cycle of action of auditing—the cycle of an auditing command—then nobody else is going to adjust the bank for him. And an auditor who won't help him out by adjusting the bank for him, of course, is leaving him in the soup; and the pc feels like he's getting no auditing.

If you go ahead and study the cycle I've been talking to you about in this lecture, you will see most of the mistakes of auditing. You will see how these things grow and come about: first by a habit pattern from other eras and scenes and activities, and second by not recognizing that it is a set pattern that you're following. There is a set pattern. It is very set. Auditing has a very precise cycle. And if that cycle isn't followed, auditing doesn't occur.

The next thing that you should recognize about this is that a pc whose attention cannot be controlled cannot be directed into areas of significance which don't (reactively) want to have any attention directed into, Let us say this pc has a goal "never to look." And you're busy trying to find a goal " never to look," only you don't know what the goal is. Oh, coo ! I invite you to try to find this on a pc whose attention you, the auditor, does not—do not control. You see what would happen? The bank has more authority over the pc than the auditor.

Now, this pc's attention can be directed so—and the auditor is skilled at directing his attention, not diverting it by dropping E-Meters or comments on the weather—and there is a point in the session when this ridge, or whatever the buildup is which sort of surrounds this goal, first appears over the reactive horizon. And it says, "never to look." And of course, the auditor has more control of the pc's attention than the pc's own bank. So therefore, the pc looks straight at it and tells the auditor exactly what it is. And you write down the goal "never to look" on the pc's list, and when it's tiger drilled you find it.

Now, a pc who is gloriously "out of session," we call it—that is, a pc whose attention is not being directed by the auditor—he hits this one and he obeys the bank and he doesn't look over there. Bank says, "never to look." That's it. Pc doesn't look over there. Do you see how it is?

Now, all goals lists contain goals of this character. This is not peculiar to one pc. For one pc to have this as a goal would be an individualism of one kind. That's the pc's goal. But all goals lists contain goals of this character. And you can almost—this is just a hazarded guess here—look over the list of the pc whose goal is not being easily found and you will find on it a complete absence of goals which command the attention to go the other way. There'll never be anything on it like "never to look," "not to talk," "to be silent." These things will not appear on that pc's goals list. And the pc whose attention can be directed by the auditor will have a great many of these on the list. That's just an educated guesstimate, not based on very much observation. But I'm just giving you just a look at it.

So you wonder why pc A's goal cannot be found and pc B's goal can be found. It again comes down to the auditor and to nobody else. There are no good pcs or bad pcs. There are only pcs. There are good auditors and there are bad auditors. And good auditors use a communication cycle and *get it executed*. And bad auditors monkey along and never direct the pc's attention. Therefore you have fast goal finding and slow goal finding. You have fast auditing and slow auditing. You have all the varieties of auditing which are presented to your eye by any group of pcs passing through an HGC or a private auditor's hands. That's the way it is.

Now, we say, "Well, some pcs' attention is harder to direct than others." And I say it's still the auditor. It's sometimes an auditor has to work harder than others. And that's about all that you can say about it. If you look over your own auditing on the basis of the cycle of auditing, and if you look over any pc that you are auditing on the basis of "Is his attention being directed by me and can I count upon the fact that it is?" you will learn a great deal about what is going on, both with your auditing and with that pc and the relationships in between. Okay?

Thank you.

PTPs, Overts And ARC Breaks

A Lecture given on 10 November 1964

Well, either you look better or I do. Wonder which it is? Oh, you're doing all right. One isn't. Somebody audit him. You, too. You look all right.

What's the date?

Audience: 10 November.

Ten November AD 14, Saint Hill Special Briefing Course.

Well, what'll I talk to you about today? What'll I talk to you about today? I've had a lecture sitting back of me left ear here for some time that I had just not gotten around giving you.

I could mention in passing—and this is merely in passing—that you have a new bulletin out that has to do with auditing styles and you've all done these various styles but you've never had them categorized into levels. And the first mistake you will make about the bulletin is that the auditing style is determined by the process being run, and the reason you make this mistake is because those auditing styles are so precisely matched to certain processes.

I want to call to your attention that it—that's totally incidental. The auditing style given at a level is the best style for a particular process, but that doesn't make it why that's an auditing style. These are the progressive stages of auditing necessary to make a totally finished auditor, and that's the really—reason for it. And each one of those styles is very effective, and can be performed rather easily by the auditor at that level.

So you have auditing styles and don't—don't make the mistake of saying, "Well, they go with certain processes," because they don't. You can audit almost any process with almost any of those styles. For instance, you could probably audit R6 with itsa. Yes. It wouldn't be very effective, but you could do it. Don't you see? And so on. And the—I think you'll find that this makes training much, much easier. Because I left this until last.

Had to have all the processes and know where they all fitted and know where the person was going to go, you see, what level he had to attain in order to move up to the next one. After I had all that, well, I had to decide how is he audited. And then I went back over about fourteen years of auditing experience and then I found out that there were only a little handful of auditing styles; they weren't enormous in number; they were very few and they could easily be broken down.

There is an auditing style I should mention, between Level 0 and Level I or between Level 0 and Level II, that you occasionally use, that isn't mentioned in auditing styles. And that's—would be a version of guiding style which didn't wind up with a repetitive process. It's a guiding style that goes into itsa, and you do that quite frequently. And that's actually a coffee shop sort of style. It doesn't necessarily fit the dignity of a level, but it's a—it's a combo, it's a cross.

So it's guiding style; you're guiding the pc into what he should talk about. You very often—well it, at II, is done with a meter, don't you see? And then you let him itsa. We even had a process which calls for that particular style and it isn't one of the styles mentioned. It's a combo of two different styles. Because pure guiding style—I don't want you to make this error, either—pure guiding style, which is Level II, would be simply guiding the pc into what he was going to run on. And many auditors err: They don't guide the pc, they just let him wander you know? They don't head him off, they don't practice multiple acknowledgment at the right places.

You know, you can herd up a pc just like you can dogies, you know? You can—the dogie has to be—has to be yipped at when he goes too far off the trail, you see? So what you want to do is you yip at the pc by multiple acknowledgment. It's actually a little trick. It isn't covered in the bulletin, but it's multiple acknowledgment. He starts talking about his mother-in-law and we don't—we don't happen to be covering the area of family in this particular session, and he wanders off there about his mother-in-law So we say, "Well, all right. Good, good. Well, I'm very glad to know that. Fine, fine. All right. Now, ahem!" It herds him back on the trail again, you see? And then there's—that's the overacknowledgment. It has a use, you see?

And then there's the underacknowledgment or the half-acknowledgment. And you want the pc to go on talking about what he is, well, you give him these little encouraging nods: "Hm-hhhm, hm-hm, hm-hm, hm-hm." And you'll find out if you do that to somebody he'll go on talking about what he's talking about. And you can actually use acknowledgment to make a person go on talking about what you want him to talk about or, reversewise, use it to head him off And the only thing you do is just faintly acknowledge and he will go on talking; and of course, if you heavily acknowledge, it operates as a stop and you can halt him.

And that is probably—will be the most adroit use of one of those styles that stands up at Level—at Level II, Guiding-style. Actually, Guiding-style, as such, is you guide the pc into something, then run a repetitive process on it or some process on it. That's the pure style. It's a guide and a process and a guide and a process and it's just an alternation of that sort of thing. And then of course, we find this appearing up a little bit higher in assessing and processing, see? We process what we assess. It's a harmonic on it.

But this other one is a very narrow-band sort of a situation. Let's find out what we ought to run on this pc and let's guide him around to talking about things so that he can give us enough information so we know what this is all about, you see? And then the next thing we're saying, "All right. Good. Now, what communication haven't you completed to that person? Thank you. What communication haven't you completed to that person? Thank

you. What communication haven't you completed to that person? Thank you." Tone arm starts damping out of the thing and you know you've got it.

In other words, it's—you guide him into something, then you run it. And at Level I, you don't guide him into nothing. You see? And that—you find out that these fit at, actually, the stages of development of the auditor and what they're really compared to is the return of self-determinism to the auditor of the ability to occupy a viewpoint.

Now, as the auditor goes up in class, he will partly be going up in case. And he's more and more capable of looking at who is there across the table from him. See? And as such, the early levels, therefore, you must actually never permit a Level 0 Auditor to tell the pc what to talk about off his own bat. It would require a certain amount of diagnosis, you see? (To use a medical term.) He—he'd have to know what was wrong with the pc to get the pc to talk about something. Therefore he'd have to go into upper stages and upper grades of auditing in order to run it, you see? And the mistake you make in training, when you make any mistakes at all, is not keeping those levels pure. And demanding more of the beginner than he can possibly perform.

You look at this poor, poor bloke; he's come in almost on a public co-audit. Yes, he's had some HAS lessons, you see? And you say, "All right. Now, find out what the problem is all about and get the pc talking about it. All right. That's your assignment for this evening." Well, that sounds awfully simple to you! But you've just left the guy sitting there.

The idea that he could start and stop somebody else talking will be completely beyond him. How's that done? Now you go in with upper-scale ways of bringing this about and you just get yourself into endless complexities. Your training, then, starts getting very tangled and very long and the student gets very confused and he can't figure out what you're trying to train him in and he gets the idea that auditing is all impossible anyhow, and so forth. Simply because you're giving him an upper style to do a lower style with that he—he hasn't ever advanced to this point, don't you see?

So actually, the styles of auditing are arranged very carefully against the ability of the individual progressively to confront his pc and handle pcs. Now, we get the idea of a Class VI Auditor tells a Class II Auditor, "Well now, it's very simple. Just get him talking about the primary buttons, you see, of his case, and watch those things carefully and monitor them down on the E-Meter and make sure that he itsas them properly and that you've guided him into that. And it's very simple; you can clear him very easily."

Level II Auditor, you see: "All right."

You come back a half an hour later, or you get the auditing report, and it is the most horrible, messed-up blackbird pie that ever got a wing fluttered in it, you know? It's a mess. What has gone on?

Well, a confusion has gone on. That's what's gone on. Because you just gave this guy something that—wuhnu! So you see, this thing is fitted against the idea that the Level 0 doesn't even get TR 1. Apar—they just never have had it, see? And so where do they get

their auditing command? Well, they get it off the blackboard or from the Auditing Supervisor. That's where they get their auditing command.

"Now, what I want all of you pcs to talk to your auditor about is… " see, and you say, "your job—considerations you've had about your job. Now, that's what I want you to talk to your auditor about." And the auditor is supposed to sit there and listen. And you can't even kick him for not acknowledging, don't you see, because he doesn't know anything about that.

And you'll find out people can do that just by the hour. They just do that by—nothing to it. That's easy. That's easy for them to do. But if you tell them to give the pc the auditing command, you have now made them take responsibility, in their eyes, for somebody else's whole life and they ponder this as a philosophic impossibility, don't you see? They're not upstairs far enough to recognize the relative values of these things, and so forth. And you're talking against all the confusions that you ever heard of. All these confusions.

Now, that style of auditing, actually, we take from psychoanalysis. Actually, we developed that independently because many analysts don't listen.

You heard the joke about the two analysts coming down in the elevator and one is all worn out and the other one looks bright and happy. And the one that's all worn out says, "How can you possibly go through that many patients in a day and look so bright and cheerful?" And he says, "Doesn't it—doesn't it just about kill you sitting there listening to all that stuff all day long?"

And the bright one says, "Who listens?"

So… And you'll find that the automatic auditing command was put in by Freud, not by the analyst. The analyst really never gave anybody anything to talk about. He sort of just infiltrated it somehow or another, told them about something and somehow or other the guy started talking—they didn't have a TR 1. So actually, the high point of psychotherapy never attained Level 0. Now, if professionals in this field were not up to developing any higher style of action—evaluating, interrupting, do the wildest things, you see—if they were not up… Now, don't expect some bloke just off the street that you've got in a co-audit someplace, or some bird who is just starting in, wondering if he should be a student of Scientology—see, he's still in this terrific rat maze of puzzlement—taking him and throwing on his back anything above that auditing style. And you actually will have to curb yourself from throwing more things on it than that.

That style is the one, oddly enough, that you as an Auditing Supervisor will have the most trouble with. It's the hardest for you to understand, the hardest for you to pass a student on, the hardest one to find out if he's confronting—is the student confronting or listening? It's hard to establish. It's very difficult from a viewpoint of supervision. It's not difficult from its performance. But its performance looks difficult to the person because it's so simple. He's supposed to do that one thing. And you know, you'll have some bird you're training in this, some fellow you're training in this, he will actually go for days and days and days and days and days before he finally gets the idea of what he's supposed to do.

And then you sort it out—one datum. He's got this one datum: He's supposed to listen. He's not supposed to do anything else, he's supposed to listen. He finally sorts this out as a performance or an action which is pure in its own right and which is performable, and then he finds out that he can do it and at that point you have put an auditor's feet on the road up. And if you miss that, then that auditor would be falling off the road all the way up. Do you see?

But you could make it so unnecessarily complicated as to how you listened and what you were supposed to do, that he'd get a lose before he began and therefore he'd remain in Confusion forevermore. Don't you see? So you have to adjust not just your auditing to this—you can do that easily; that's very easy—but you've got to adjust your supervision to this. And that's what mainly has to be adjusted at that basic style. Because it's very hard to supervise at that level of simplicity.

Oh, you take a Class IV Auditor who is competent and capable at Class IV: He knows very well what should be done for the pc. He sees exactly what the pc should be guided into; he sees exactly what the pc should be assessed on; he sees exactly where that pc should go; he sees what's wrong with that case; and of course his basic impulse as an auditor is to just run the case toward maximum gain. But the mistake he makes is, it's his running of the case toward maximum gain. You got it? See, then he adjudicates what the session should be by how he would run the case toward maximum gain. You follow that? Well, he's short-circuited it because he isn't running the case!

Now, the way to run that case toward maximum gain, oddly enough, is to run the case at a level the case will gain on in the hands of the auditor auditing that case. And once you've made that differentiation and snapped out of the valence of the pc's auditor, you will see that that would be the maximum gain; because now you've made an auditor, now that pc is gaining the little bit possible at that level and so you've got it.

So the material which you have in the way of processes, and so on, is matched up not against maximum gain, it's matched up—matched up against the gain attainable in the auditing at that level that we can be sure of. See, so it's matched up against certain gain in the hands of the auditor who will audit it. And if the auditor doesn't do anything more than audit that level and run the processes of that level, his pc is going to gain, regardless of what you or I would do. Do you see? Somehow or other they'll struggle in—through it and they'll wander out of it and they'll get themselves into some sort of a—of a bettered situation.

You see, for years people were being very successful at the processes we now have at Level I: Havingness, Trio, 8-C. Look at these things, man. And how were they run? Well, you sat the pc down, you told the pc he was supposed to answer the question and you just banged questions at him. And he gave you the responses to the questions and you acknowledged them. All right. Well, that was all the—all you had to know and that's all you had to do and the question was the magic chant and you didn't even have to know it wasn't ev—it wasn't a magic chant. You didn't even have to know that it had any sense to it. Don't you see? It was a rote process. And auditing could go on like that for years. So

that level has become extreme; that it is muzzled. That's the style at that. That's muzzled. Level I: muzzled auditing.

We've had it for years. We take an ACC; there are a certain number of the students in the ACC just aren't—their pcs aren't progressing. And you listen to them for a little while: The pc opens his mouth to talk, the auditor interrupts. You see? Other things are going on and crisscrossing; other things are being entered. So we just put a muzzle on the pc—pardon me, a muzzle on the auditor. I'm afraid that I would regard those people as pcs; that's the Hobson-Jobson there. They needed a lot of improvement. Well, we put a muzzle on the auditor and the pc would gain.

I've watched it. And I've seen a pc come right on up under muzzled auditing. Rather fabulous. Actually—actually making fabulous gains. Nobody being very smart about what process was being picked, see? So you use of course at those levels the crash, bang, hammer, pound, exclamation-point processes—you know, like, you know, "Look at that wall. Walk over to that wall."

Those things require no judgment as when to run them; they just get broad gains. Do you see how all that would be? So anyway, the auditing style is adjusted against the capability of the auditor.

Now, unfortunately there are three things—and now begins what I'm really talking to you about—there are three things which are in the road of every case. There are three things. There are all those things in *The Book of Remedies*, of course. In *The Book of Remedies* you find there are a great many different things that can be this way or that way about a case. But these data have never been set aside and there is nothing that overwhelms these data or overcomes them or fixes them up except addressing them: and one is the PTP, another is the overt with its companion withhold and the other is the ARC break. Those three things. And they're present, potentially, in any session at any level anyplace.

Well, we'd normally handle these things with "call in a higher-level auditor" at the very low levels, don't you see? We'd handle them by special auditing. "You, Joe, require special auditing." You see, that sort of thing. "You've got to be handled at a higher grade." We don't try to run into those things head-on at 0 and 1 particularly. But at II, the door opens and the totality of processes at II are contained in the book which you now have, *The Book of Remedies*.

But the woof and warp—rug terms, weaving—of any case is composed of a certain mental makeup, attitude or Combination don't you see, of a chronic or continuous nature. In other words, there's a continuous case mess-up. You follow me? I mean he's got this wrong with him all the way along the line, don't you see? This is wrong with this pc. These are the rocks in his head; these are the permanent fixtures, you might say, of the joint. Well, you got those things, but then you have the things which keep those things from unraveling.

I can't think of a simile offhand, here, that would exactly—well, yes I can. You've got a whole big pile of rocks in a courtyard, and you could move those rocks very easily, or

demolish them or set them up in an orderly fashion so they could be viewed. You could do things with those rocks, except that every once in a while some lunkhead drops the drawbridge or raises the drawbridge and you can't get across the moat. Or once in a while they shut the gates. Do you see? Well, the moat and the drawbridge and the gates would be the PTP, the overt, the ARC break.

All those things just bar entrance to the case. They are entrance barriers. They keep the case from being entered. And of course, those things, one or another of the three can happen at any time. And that's the liability of a session. And those are the three things which prevent the pc from being in-session and oddly enough, there aren't any others. There aren't any others.

There aren't large numbers of things which prevent the pc from being in-session—there are just those three. Given, of course, the fact that he has an auditor of even indifferent skill. The auditor doesn't have to be a screaming genius to audit routine cases.

But sometimes—sometimes it appears to you that you have to be a screaming genius to audit a certain case because you just can't seem to get to first base with this case. You can't get anyplace with this case. You can go nowhere. Very discouraging. And what you're looking at is a PTP of chronic or temporary nature—continuous or temporary nature; you're looking at continuing overts or past overts; and you're looking at an ARC break which may have just occurred or may be of long-standing. In other words, those three things become six just to the degree of their position in time.

Now, you'll accuse me of expanding it out too far, but if you really know your basics you realize I'm not. You see, the overt act will go into action when a withhold is put on it. You have to have a restraint before this thing really starts biting, don't you see? You have to have a secrecy involved in the thing. You have to have something else involved before you get into any serious mess-ups with this, you see? You have to have censure.

Now, either it's the censure of the fellow's own decency or a censure of the act by the public or social mores or something, but there's censure. He doesn't think it's good or somebody else doesn't think it's good and he goes into being made guilty or becoming guilty of this act. And then, although he is performing the act, he will withhold it. And what we're doing, actually, is discussing the overt-motivator sequence; so when I say "overts," of course I mean the overt-motivator sequence. You see, the overt is always prior to the withhold. Always.

So the dominant factor there is the overt. Now, what are all of the things we know about handling overts and their consequences and what they track back to and everything else? Well, now this gets encyclopedic. See, this is lots. There's lots to know about overts. Tremendous amounts. There are lots of ways to run them—all of them more or less effective. There are processes and processes and processes.

But how do you—how do you classify all these processes and this phenomena, and so forth, including withholds and missed withholds and everything else? Well, just classify it under the heading of overts.

Now, present time problem is peculiar, and well named, by the way, because even though it occurred in the past it can float in present time. And it's the floatingness of the problem that we find fault with, not the fact that somebody has problems. It's the—it's the present existence. See, even though its genus was long ago, it still exists as a problem because it's peculiar to the problem that it hangs up in space. And it's interesting about the problem that it itself in its examination was what brought me over into a view of the Goals Problem Mass and gave us all Class VI. See? So it's a basic mechanism in which a thetan engages.

And it's postulate-counter-postulate, mass-counter-mass, you see? A is starting—is trying to go north and B is trying to go south, and there they meet in perfect balance, and there they stay and so they hang up in time. And they'll just stay there forever. You've got one and then the other, you See? You've got these two forces counter-opposed.

The Russians actually have dignified this by calling it dialectic materialism, or ecclesiasticism or something—I don't know their terms very well. But I was amazed. I went to the trouble of studying this subject that the Russians have whipped up to go along with German Marxism, and—your Russian really never realizes that he's following a German philosophy; and the public at large doesn't know that it was the last of the Kaiser's official acts to finance the Russian Revolution. He paid for it since, rather heavily. But the German system probably could be traced back to some philosophical nonsense someplace or another on the line as the foundation of this dialectic materialism or whatever you call it.

And that is that ideas are only produced by the meeting of two forces. It's marvelous. It's marvelous. How anybody has made a philosophy and deified and enhanced and enshrined the problem by giving it this vast virtue of the fact that the only generating force of ideas anywhere in the universe is when a couple of planets collide or something, see? If you got a big idea, it's because two big things collided; if you got a little idea, it's two little things collided. If you want a real idea, why—if you want a nice idea, why, you smack your hands loudly and of course you get an idea. I don't quite dig it. But anyhow, it's very interesting.

I'm being serious about this, by the way. There is such a philosophy and that *is* its genus and it is "force versus force produces ideas." Well, actually, ideas versus ideas produce force. But they would not be likely to know that one. They've got their hat on backwards, you see? It's like the doctor. He says, "All—all function is determined by structure." That's taught. That's the basic datum of a medical school. "All function is determined by structure." So if you've got your structure out, why, then the function will go out, don't you see? And he's never heard of anybody writing a story with a broken pen, see? But it can be done. You see?

And the reason we collide with them—aside from their own ideas of medical imperialism—is a very elementary reason—is because we have "function precedes structure." In other words, this—what the guy is doing in life influences what's going to be built and made and what he becomes. And we've also worked with the idea, "If you've got your ideas in crosswise, why, the broken leg won't heal." See? Well, the doctor looks at it that if you've got the broken leg in crosswise, why, then the ideas won't heal. And that's why

they use shock and surgery to try to "cure" insanity. That they have never succeeded in doing so in the entire history of the thing does not seem to convince them that they must have something backwards there.

Any clever research man would look at this sort of thing and he would say, "Hey, well, wait a minute. There must be something wrong with the basic theory." But no, that theory is so enshrined: that if you have a broken leg you get evil ideas about man, see? Yeah, this—it works this way, see? If you're thinking wrongly it must have been because your brain cells were warped. So then of course, all you have to do is unwarp the brain cell to make somebody think rightly. That they've never succeeded in doing this does not deter them from believing it implicitly. It's very funny. It's a backward situation.

So you see, there's a lot of ideas about ideas; and there's a lot of ideas about structure and function; but man, basically, in this culture, is more devoted to materialistic ideas. That is to say, he says that ideas proceed from force. Man is generated—in the whole field of biology, man is generated from mud. They're dramatizing its Darwinian implant that's up the line up here. You see, "Man comes from mud." You see? "Force makes ideas," the Russian says, you see? The medical doctor says, "Mental condition is caused by structural upsets." See? It's all proceeding from mass over to…

Well, I don't know what they could be hung up in, unless they're just totally overwhelmed in their own problems. A problem is basically generated by postulate-counter-postulate. And if those postulates, neither one overwhelms the other, you've had it. Because now force is going to start accumulating on those two points. And if the force, unfortunately, does not overwhelm-force A does not overwhelm force B, force B does not overwhelm force A, the thing stays in balance now. And the balance, then, is maintained.

As long as the balance is maintained, you will have these two postulates counter-opposed, no matter how buried or hidden they get. And they will be represented by two forces counter-opposed, no matter how big they get. And they will remain to a marked degree equal, because they will only remain that way if they are equal.

So you see, you could have *thousands* of problems, none of which became a present time problem, you see? A pc could have the most brain—cracking problems he ever heard of in his past or background, you see, without doing very much to the pc, whether he solved them or didn't solve them. Because they're not held at this delicate point of balance. A—force A is not exactly opposed to force B, don't you see? That imbalance there causes it to rock off and go into the distance someplace. And actually the solution of problems is more or less performed by unbalancing the postulates or forces which are involved in them.

You have the North and the South fighting over the 1964 election, something like this. Some are—certain ideas existed in the South and certain ideas existed in the North, you see? Well now, that war would still be going on unless somebody had started to change his ideas. Somebody must have started to change his ideas. Somebody must have gone into agreement with the North or the South wouldn't have lost—something or somebody.

Now, communism right now is playing footsies with coexistence. Well, you see, they've weakened the force with which they're pressing against the West. And it's not going to remain that way; you're not going to see a forever Cold War. In fact, they could work very hard in Russia right now to try to put the Cold War back together again and they wouldn't win. Why? Because the idea has become unbalanced, you see? The idea of "You've got to fight the dirty capitalist in the West" has been watered down.

Now, to some degree, elsewhere in the world, we have the idea that you ought to exist with the communists, but actually it hasn't become that watered down. I notice they still have all their bases and missiles, and so forth, pointed in that direction, that people are agreeing they should do something about it. I notice they're burning up an awful lot of manpower and petrol down in South Vietnam right this minute as a conviction that this should not go on, don't you see? That communism shouldn't go on.

So the idea against communism is, if anything, strengthening, and the idea of communism against the West is weakening, basically because they can't get the materiel that the West has. You can't buy powder puffs the way you can from drugstores, you see, over in New York. The populace itself's havingness is down, don't you see? So it's unsettling them and making them question this philosophy, and that's why they popped off Papa Khrushchev. They no longer believed totally, don't you see? They believe that you might be able to do something.

For instance, one of their number—one men—I don't know which one is which these days, but he is an expert on industrial improvement. And it's interesting that this man, the most—the most informed man, possibly, in all of Russia is—now finds himself in a position of tremendous power in the Russian government. Well, he's the boy that studied how to put industry on the road. How to bring in these various things. And he's the boy who has probably been standing around recommending Western reward practices—Western supervision practices. Western capitalism has been consistently recommended and is being recommended right this moment to Russian industry as the way to get the show on the road.

That cold war is going to blow up. It can't help it because the idea over here is diluting and, although we're getting some dilution on it, in the West we just had a presidential campaign fought more or less on the basis of we ought to fight communism, which looks like it—there are an awful lot of people still agreeing, hm? The guy got some votes.

Now you see, what I'm trying to put across to you is if you as an auditor recognized this, you'd be able to clear cases easily, but more important, you'd be able to get them into session easily—that it isn't every problem, see? It's just that freak which is exactly balanced—its postulate-Counter-postulate and its force-counter-force. It's just that freak is the only one you're looking for and that's the only thing that saves your bacon as an auditor. Because let me assure you, if you counted the number of problems which a thetan had had on the whole track since the beginning of this universe and you wrote the number up on the wall, it would exceed the number of years by considerable, because I think that people have more than one problem per year. Be an unwritable number! It would just go on *endlessly*; you'd go on writing, see?

And if you as an auditor had to take each one of these up, and even though you became very good and could handle a problem in a minute of auditing, you and the pc would be something like a million years old apiece by the time you had all the problems of the track audited. See, you'd have been that long auditing the pc at a minute apiece, you see?

In other words, you got this fantastic, overwhelming number of problems which the person has had and you're not interested in any of them. And therefore—therefore, at a lower level, yes, you'll see some pc sitting—oh, you've got problems; and he'll go on about these problems; and he'll go on about these problems; and he'll delineate problems; he'll describe problems; and he'll go on and on and on and on and on and on and on and on and on, hour after hour, session after session, intensive after intensive. And you'll say, why isn't he getting any better?

Well, it's because nobody has picked up the problem that was balanced perfectly. Now, in actual fact, there is a problem there. He just doesn't happen to have mentioned it. And what's very peculiar about this is that any condition—and now we're not speaking of general pcs but any condition, even a neurosis or a psychosis—is so delicately balanced between postulate-counter-postulate, mass-counter-mass, that if an auditor just slips it just a little bit, the guy can't go on holding onto it, see? This is such an accidental series of forces, you see, it's so accidental that that thing is suspended in time that if you—if you just tick it, it starts going *bzzz, bzzz, zzzz, zzzz*—where is it? You know?

And you'll sometimes see a dog or something like this that—not comparing pcs to dogs, but you see a dog once in a while will have a sympathetic limp. And he will—he will go out racing around the countryside, running on all four feet beautifully and then he sees his master, don't you see, and he wants his master. He's supposed to have a limp, he just remembers, see? And he'll start limping. And he limps with great patheticness, don't you see? He's trying to hold one in, don't you see? He's trying to hold in a service fac of some kind, something for which he got paid and something and so forth. But he really can't do it.

And right in the middle of his great pose of holding this thing in, why, a rabbit runs under a fence someplace, and "*Rowr rowr rowr!*" you know, and all four feet on the ground, man, running like a whippet, you know? Forgotten all about it.

Oh, I just give that offhandedly. You've got a—that dog has to consciously hold in the limp, don't you see? And you will see some poor neurotic sometime or another—you will actually see this as an auditor—trying for *days* after you have knocked out a PTP or knocked the few little pins out from underneath this delicate balance, that it's gone and yet he's used to it. It isn't gone to the degree… Don't you see, you've triggered this and it's sort of a way of life. You know? And you'll see this poor person trying to recover this thing. You once in a while will see this. And you'll see your tone arm is hanging now between 2.5 and 3.0 and it doesn't anymore stay around 5.5 where it always did. Don't you see?

But you sometimes will see—when this thing particularly became what we'd call a service facsimile or something like that; it had some element of survival in it, you see; he

isn't comfortable about it still—you'll see this confounded thing—he'll be trying to pick it up and put it back on. You'll—he'll want you to audit some more about it, or something like this. And it never even trembles on the needle. You can't even get it to wiggle. It gives no tone arm action and so forth. And yet the pc will be trying to persuade you to audit it some more. You see?

Well, it was a present time problem for so long that it became a way of life and he's not adjusted to not having it. The reason for that is, is he's still got tremendous accumulated forces involved in its solution, you see, and it isn't there. And there isn't any reason you should do anything about it at all. It isn't going to interrupt auditing for a moment. You go ahead and audit him on anything.

Now, just as there are these three things—the PTP, the overt and the ARC break—which have the moat and the drawbridge and the gates closed, you see, there are still these rocks in here, see? And they really got to be moved and straightened out before the guy can do anything at all, or before you could do anything whatever.

Well, now, on those rocks you use processes and those rocks will move, providing you can keep the gates open and get across the moat. See? The rocks, you can move them. Well, that's done by a routine. Just to pick up your terminology. What we call a routine: That's a rock-moving activity. And the only reason the routine will not work is because you couldn't get in the courtyard. The routine always works if you can get in the courtyard. So if the routine isn't working, you then must assume that you're not in the courtyard. And the reason you're not in the courtyard will have to do with a present time problem, long or short duration; an overt, continuously performed or being performed now or someplace, see? Overt: Something about overts with withholds mixed up in them, and that sort of thing; or an ARC break, which means a bypassed charge, which means some incomprehensible influence upon him which is making him go *bzzzzzzz!* and he can't tell where it's coming from or what it is. Something has made something go *bzzz*.

He's got some charge loose someplace and he doesn't like it. It's like a—like you had a very large-hoofed donkey with all his hoofs on an organ keyboard. You see, this charge has all of a sudden—is alive someplace. Something is going this way and that way and he can't tell what it is, where it is, or anything else. And that's an ARC break. It's a reduction of affinity, reality or communication, but in actual fact I can tell you exactly what an ARC break is: is you unwittingly ticked some major restimulation. Now you understand, something was in major restimulation in R6: data, track, end words, root words, something; and you ticked something that was already in tremendous restimulation in that bundle of the reactive bank and it went bzzz. And until you tick it again and key it out—and I give you right away that List 1 is perfectly adequate, see, to key it out—why, the guy is short-circuited. He looks like a switchboard that somebody has thrown a wire net over.

He's going *bzzzzz!* There'll be something there on the whole track that's going *bzzzz*. And that has various things that can key it in. Now, what you've done is gotten a direct short circuit into the bank.

Now, that's done in various ways and the things that are in chronic restimulation are very few. Difficulties with communication is primary. That is the primary end word that gets into restimulation. There's no reason under the sun, moon or stars why anybody should communicate about anything, except there's an end word on the subject. And this is always there. It's a way of life.

Actually, you can sit down and ask somebody, "Recall a time you communicated. Recall a time you communicated. Recall a time you communicated," and they emerge at the other end of the line feeling much better and you can always get tone arm action on it and so forth. You should realize you're running 268 GPMs all at one fell swoop.

Now, one of these things, you see then, when you—when you fail to carry out a communication cycle on the pc, why, you're going to knock one of those end words into *bzzzzzzzz!* And he's going to go, "*Nyow! Nyow! Nyow! Nyow!*" or "*Mmm-mmm-mmm-mmm-mmm,*" or apathy, or "I can't go on," you know, or something like this. Something wild is going to happen. Exactly what the pc does is probably the root word. And if you get the root word "to kill somebody" or something like that, you see, that would be quite interesting. Do you follow me?

Nevertheless, the lists themselves are tailor-made to knock the top off that's got this thing in cockeyed, and if you can locate and indicate—just on, let's say, List 1—what has occurred, and then tell the pc what it was, then this thing goes on a lie-down-dog thing and it just becomes quiet. And it's quite interesting. You've probably had a lot of subjective reality on it. The mystery at which you're feeling all "*Nyaaww!*" And then somebody says that it's a so-and-so, and you say, "Oh."

What actually has happened is, is one or another part of the GPMs has been yanked madly into restimulation or existence by some life proposition. But remember, it would have had to have been powerfully in restimulation because of life, before a little something you did could knock it that extra little flick. And of course, when you quiet that down by locating and indicating the bypassed charge, you've simply dropped it back to former status. Don't—realize you've not done anything for the pc, but you've made him—his case—but you have made him auditable. You follow that? And that's the total composition of the ARC break. There's nothing more mysterious about ARC breaks than that.

Somebody has just reached in and pulled half a manual into a dead short. You got to get that hand out of there. You don't have to straighten up the manual. Many an auditor makes the mistake of thinking he has to rebuild the whole organ in order to cure an ARC break. No, no. "Take your hand out of there, Joe." About all there is to it and the sound dies down.

So this is the—this is the crux for—you'll find that things that are in chronic restimulation with men are something like time, problems—these are the big dogs that are always there. And bits of items, like havingness. That's out of an item. But that item repeats itself endlessly through the bank.

These are—these are the things which jaw at men most of the time and of course which they ARC break on most. And they'll ARC break most on communication or time and much less so on a problem (which is of course an end word). But they'll sometimes ARC break on a problem. Somebody is giving them more problems and they go *zzzzzz!* But it tapers off then. But there's such a tremendous gap—there's such a tremendous gap between the value of communication and the value of time, and the next nearest competitor, don't you see, that it's a very silly looking chart. You couldn't even draw it on the wall. You have these enormous values, you see, and then somebody tries to tell you that these little marbles lying on the floor, don't you see, alongside of this Mont Blanc—there's a marble in the bottom of the valley alongside of Mount—Mont Blanc, you see? And he says, "Now, that's as big as Mont Blanc." Somebody is crazy, see? That couldn't be.

Well, that would be the next value. That would be the next value, and that's havingness, as compared to communication and time. These are the big dogs.

Communication is the biggest one. That's huge. It's rather unfortunate, because it's way to hell and gone back in the series. It's not close to PT at all. Way back! And you can ARC break somebody *snapperoo* on that big one, very easily. Just don't answer him. Or answer him a little bit cross-toned or something like that. Well, this thing is in restimulation all the time, and of course time is in restimulation all the time or you wouldn't have any time. Get late for a session sometime, you're going to see a nice ARC break. You as the auditor are late for the session. See, making somebody wait.

You look in vain for something—some significance to the word "wait." There's no significance to the word "wait"; it's just time. It's maladjustments of time. Somebody throwing the switch off. You know, wrong way to. And the motor isn't now running as smoothly as it did. It can't be dramatized. Dramatization of the—the smooth turnover of the clock going *tickata-tickata-tickata* has been interrupted and it'll throw it into restimulation, and you'll have yourself an ARC break.

Now, knowing that that is the character of an ARC break, you should therefore, at lower levels particularly, devote it very exclusively into the lightest possible feather-touch methods of keying it out. You don't go after an ARC break, you know, with a crash and you certainly don't try to audit one. You just assess it. Pc sitting there not saying a word or screaming at you like mad; you just go on and assess it. You don't care what the pc is doing; this is no auditing. Whatever the pc says, you don't answer the pc; you don't have anything to do with this at all. Because anything you do further than that, you're going to mess it up further, see? Because you're just going to key in that thing harder.

And the thing to do is to find the ARC break fast and find the last key-in of the ARC break quickly and expertly and key it out. And you find out it all dies down. It's a very, very mysterious proposition. It's almost like waving the magic wand across the booming surf and having it all of a sudden go into a millpond, you know?

Very often an auditor has done this expertly on a screaming, howling, raving, homicidal pc, and so forth. And he's just gone on about his business somehow or other (while being almost knocked away from his E-Meter, you see); he's managed to keep the pc on the

cans and go on with his assessment and never answered the pc. All of a sudden says, "All right," gets a nice big fall on the fact that something or other has gone into restimulation on something or other, whatever is on the list, don't you see? And he simply indicates this in its purity to the pc, *brrr-bow*. And all of a sudden, "What happened?" Dead calm, you know? Pin drop a mile away would be loud compared to the ensuing silence. This—the pc's all right. "Well, I don't know why we were worried about this."

Now, a pc, by the way—this isn't necessarily so true that it has to be audited, by the way. This isn't one of these conditions that has to be audited. The pc very often feels guilty of overts against the auditor. Very often feels guilty of overts against the auditor, feels propitiative and that sort of thing. And I'll give you news; there's no particular reason to audit it. Because you're just going to get back into the ARC break again. So that, you might say, is one overt you leave alone. Don't pay any attention to it. So he feels propitiative, all right, let him buy you a pack of cigarettes. Who cares? It isn't going to do him a bit of harm. He can just feel as propitiative as he likes about the subject or as guilty as he likes and it isn't going to hold up his case, it isn't going to do him a bit of harm, providing—providing only that he doesn't get up to such a peak that he feels he shouldn't have any auditing because he doesn't deserve it.

And the way to handle that is not by pulling his overts, but by a little *rat-a-tat-tat* sort of an action of just a little bit of itsa on what he deserves or anything. It's what he's brought up as the reason why. Well, just get it itsaed. Get it out of the road. You'll sometimes run into this sort of thing. But in actual fact, you wouldn't even really have to do that. If his case was making any progress, he'd come out of this too. Do you follow me? Now, this isn't one of these important factors; I'm just giving you some sidelights on it.

But the ARC break is an R6—not an R6 action to handle, but it's R6 materials going into restim in that bank. And what you've got to do is neat them up.

What you actually are doing—you were in there piling up these rocks in the courtyard, minding your own business and everything was going along fine; and then suddenly you find yourself not even outside the gate—you're clear out there on the meadow looking back at the castle, with the pc saying, "*Nyooowww!*" or the pc just *nuuhhhh*, nothing.

The only one that's dangerous is the one that you don't detect, that he has at the end of the session and so he doesn't come back for his next session. And that's only dangerous because it interrupts auditing. You get what happens?

Now, if you didn't have a recognition of these three things—the PTP, the overt and the ARC break—as being the only three barriers—the only three real barriers to a case—you might have difficulty in aligning all of the different phenomena you find in a case. Because there's tremendous number of phenomena in a case. Oh, and just thousands and thousands and thousands of conditions which you could equate up to "he wasn't being audited," or something, "he wasn't responding to auditing." Just be thousands of these things, you see? But the funny part of it is, almost all of them depend on this—these three things' direct handling.

In other words, the major things are those. Now, there are other things which prevent the case from being audited, like he doesn't have any money or you haven't got any time, you know, or the auditor hasn't been trained or the pc is being talked at all night long when he should be getting some sleep by his wife who wants him to stay good and sick because, after all, the will is in her favor and here's some guy auditing this bird, you know? No, no, didn't like that. So he's argued at all night, "Well, how do you know you've had any gains out of your auditing?" Typical sample question.

He comes back to session, you see, at eight o'clock the next morning. Well, it's just all covered in the Auditor's Code. He hasn't had any sleep. He would be a troublesome case, because he's a trouble source. He is a trouble source because he has somebody on the other side of him who is doing him in and he's such a knucklehead that he won't knock this off, you know? It's something like somebody hitting himself on the head with a hammer all the time because it's habitual. And he really won't knock it off long enough to let himself recover, you see? He's trying to cover these two spheres. He's trying to propitiate over here to somebody and at the same time trying to get better, and he eventually only winds up by trying to make them wrong, don't you see, by quitting, or them wrong by not getting better. How he eventually figures this out, Lord knows, but he would eventually figure this out.

He would first begin to try to prove them wrong by getting better. Well, let me tell you, if he's trying to get better to prove somebody wrong, you have set up the postulate-counter-postulate and so you have a continuous PTP running in the session. Don't you see? And if you ever wanted to see a graph sit in one place intensive after intensive, it's to get somebody with a chronic PTP which is actually riding in present time which nobody ever does anything with. And then you will see that graph, intensive after intensive remain exactly the same. It's the most marvelous thing how that graph can remain poised in that one place.

He has to be audited pretty clumsily to have all this always missed, don't you see, because auditing itself, chipping away at the case, is liable to hit that PTP too. See, and it only has to take a milligram off the side of one of the forces to unbalance it. Do you see? It's not really a hard trick, but if it's just blindly ignored and somehow or another never gone into and it somehow or another gets avoided all the way along the line, then you're going to see this constant graph, constant graph, constant graph. Not necessarily a low one. Not necessary a high one. Just any graph. And if you want to see a graph that just doesn't change, doesn't change, doesn't change, doesn't change, doesn't change, well, you know very well that the person has a chronic present time problem of some kind or another. It's just not going to shift.

Now, there's a different behavior on a graph for overts, oddly enough, a different behavior. Overts carry a lot of different reactions with them. Some fellow is just so not—there and so irresponsible that the overt has nothing to do with him. And there are various types of responses or reactions to overts. Somebody is going on doing this "but," you see? There's always some "but." But it's—his attitude toward this type of overt can be varied. Sometimes it's very propitiative, you see? He just can't help but do this overt and he's getting more and more propitiative. But actually, overts are a source of change. They are

not a source of constant behavior. And if you see a case—if you see a case constantly and continuously shifting, but never shifting steadily, see, you get—you get the idea? I mean, this case is shifting—it goes up a little bit and then it goes down, you know, and then it goes up a little bit and it'll go down and around, and this intensive he did well on and the next intensive he doesn't do well on. You know, it's a sporadic result to auditing.

Don't always blame the auditor. There is a bunch of overts mixed up in this that the pc is performing or are going into resti—they are going into restimulation during the session period, or weren't touched by sessions. Do you see this? So there's something—there's something wrong there. Well, what you get is an instability.

And it works like this: The individual won't let himself get any better. If he finds himself improving, he yanks himself back downstairs again. You got all kinds of odd computations on this, like he doesn't deserve to get better and if he got any more—if he got any better he would destroy everybody. He mustn't let himself get strong because he might commit this overt again. Do you see? He's on—either he or the society are on a check, don't you see? If the society is on the check, well, if he commits that overt again he's liable to go to jail. See, that's society checking him. And the people around him see him get more active and know that he's a bad man basically, and they don't want to see him more active, so they see him a little more active…

You find this, by the way—we had one up in New York one time, many years ago, that led the auditors up there the—about the maddest chase I think I have ever seen. There was some girl up there. Somebody didn't have any better sense than to audit somebody who was an institutional case. Well, that's trouble to begin with. All right. The mad spin that went on from that, I listened to for the better part, I think, of a year and a half. Every few weeks I would hear some more about this case. It was something on the order of *The Perils of Pauline*. It was a real cliffhanger. I felt sorry for the poor girl, but there wasn't anything you could do about it. The auditor would get the pc and get her somewhere where she could be audited and then would proceed to give her some auditing. The girl would come up toward anger, and then get loose from the auditor, one way or the other, and get home and ream everybody out. And then would be taken by the family to the local institution and—or to the local psychiatrist and knocked into seven different contortions, don't you see? I think they have seven contortions, is what the code is. (That's a joke, by the way.) I was just thinking—this is very interesting, I wonder if there is a connection between—between some—some certain practice I know of in India and what they're trying to do with electric shock, because they sure go into contortions.

Anyway, the—this poor girl would then manage to escape or get away; and the auditor would get ahold of her, and he'd audit her back up again; she would get angry; she'd go back home, ream the family out. And this went on for a year and a half. Same cycle.

There was another one that went on for a long time, in that same vicinity, that was more pathetic. It was just the fact that the brother con—had the power to sign checks if the girl continued to be non compos mentis. It's just a very sordid, commercial affair. And the poor girl would get auditing, you see; and the second she'd get any better they'd have her thrown back in the institution. And she wasn't bad off, but it just got her so rocky after a

while, she didn't know whether she was coming or going. It was just the fact that any time she was in an institution then the whole wealth of the family—which had been left to the brother and the sister—came under his control for the period that she was in an institution. And he was the sort of a bird that liked to drink and go to Las Vegas and blow dough, don't you see? So it was just a jockey. I think no auditor seemed to ever be able to do anything about it. But these are crazy ones.

You'll see these kind of cycles going at one time or another. Well, they're not exactly composed of overts, they're composed of the restraints of the society against the pc. We must take that into consideration. It isn't just the pc himself, you see? The society could also be chivying up the pc one way or the other. That's why I've given you those two examples. Some mad dance could be going on around your pc, don't you see, that you yourself have wot not of, or haven't evaluated the importance of. Well, you'd have to handle that. You'd have to handle the social environment of the pc quite in addition to that, but it would give the same symptom of overts, is the point I'm making here. See? You'd have the same behavior. The person would get better and get worse and get better and get worse and get better and get worse, and that sort of thing.

Well now, a person who has a tremendous number of overts, when they remain constant, are simply trying to solve a present time problem with overts. And you'll find most anybody is trying to solve a problem with overts. That's why they commit these—why they keep doing these things, because they got some problem. And it goes back to a PTP.

But the overt itself can be on the part of the society or on the part of the individual during any course of auditing. Over a month or year, but not over the course of a session.
So you sometimes wind up with this kind of a situation: You audit the pc just long enough to get the gates open and the pc leaves the session and gets the gates closed in your—your face. And what you've got to have, then, is sufficient gain so the pc gets up high enough that the gates don't get closed in your face before you get to audit the pc again. And that is the primary problem of overts. It isn't whether or not society will be damaged. I think it will take care of itself until we get around to it, by plenty of damage.

We're not worried about, like the psychiatrist, the total evaluation of the psychiatrist is whether or not people in society will be damaged. That's why he has to damage people. He's solving the problem of "the destructive conduct of people." That's the one—that's what brings him in close to the police all the time, why you always find him in—representing people in police courts and all this sort of thing. He's—his problem is the problem of the society—that people shouldn't act destructively—and he considers himself a sort of a mental cop.

It's not for the patient, you see, it's for society that he's operating. Well, that explains most of his inhumanities with regard to the society.

Well, his problem is a social problem and he's trying to solve it in his own way, peculiar as they are. But now, your problem then at that time would become a social problem, and you would find yourself having to solve the social aspect of the case, because you can't

make any progress with the case. You sometimes collide with this unwittingly, and you just think it's out of your control, and so you don't handle it.

But a case can commit a whole bunch of series—a whole series, continuously, of overts with consequent withholds from you which park the case into *a thud*. And this is more or less the continuous, no-changing overt case. That case, however, does go up and down. It doesn't hang like a PTP does.

But the—the guy—the guy for a whole week goes without hitting any little kids over the head. And then he's just got to hit a little kid over the head toward the end of the week, and this is another overt; but you don't hear about this.

I was very interested one time, in a pc I was supervising the auditing of, to find out that this pc habitually killed animals. It was very interesting, you know? Just well, animal—kill the animal. He had to do it, don't you see? It's all very reasonable. And the pc was making no progress at all. And this was the mystery which was being posed. What was going on, don't you see?

And eventually, why, we dug and dug and dug, and we finally found out that it wasn't something—it wasn't an animal, the way Freud would have had it, that the child had killed when they were two by accidentally sitting on it. No, this was the—this was the simple procedure of when a cat was seen and nobody else was around, then the cat had to be slowly choked to death, until it was very dead, see? So, this was what the auditor was going up against, you see? That gate was closed. Did this person ever dare be frank with the auditor? Oh, no! Do you see?

Well, the pc had the gate shut and intended to keep it shut. And therefore there could be no communication with the auditor, and you saw the result of a wobbly type of gain. The pc, for a little while, would knock off this sort of thing, you see, and the force of the process all by itself would start driving the pc up the line. Now when either society or the pc sees they're all of a sudden getting better and that mustn't happen because they really should stay in a very weak state—otherwise they'd be very destructive—so they pull themselves back down again, and you see the case going this way on the graph, see? Just up and down, up and down, but not getting anywhere. You know, they climb up the well three inches and—at night and fall back three inches in the daytime. They don't even make it two; they fall back three. When you get that you know you're looking at a continuing overt.

That isn't well documented. I haven't got tons of cases against this representation for this excellent reason, is you don't find out about them very often. It's very hard to collect data on, because the mechanism of it is a withhold, see? So you *suspect* more about that level than you ever really find out on a broad level. Because very often auditors are shy about inquiring into the private lives of others to the force and duress necessary to have cracked this one. And if the auditor—I'm now talking on the basis of a relatively untrained auditor. He has a diffidence, don't you see? The personal privacy of the pc is…

Well, of course, he doesn't know enough about the mind to realize that that personal privacy is what is making that pc have lumbosis, and that it's just about as safe to have around, don't you see, as a handful of scorpions. It—as long as this remains terribly private, our pc is going to remain awfully sick. That doesn't look to me to be a sensible attitude therefore. But nevertheless, you find that auditors, when they first enter training and that sort of thing, you find they're being very diffident. Diffident.

"Did you ever commit an overt against the HASI?"

Well, I missed a withhold someplace in the group right now. All right, that's all right, I forgive you. Now, somebody, some year or two from now, is going to come along and say, "You remember that thousand pounds you missed? Well, I took it, and you forgave me, remember, in the session."

And having asked this question, this auditor received the response, "Yes, I once stole a pen. I think it was off the Registrar's desk or something."

And the auditor was so relieved to have pulled this overt and knew the pc was now going to get better. That stayed in my mind as a classic, man. Classic. This was an overt.

So that's the wobbly condition which you find at that level. They won't let themselves progress because they would do much worse; they've got it all figured out, you see? If they catch themselves getting well, they put themselves down to the bottom of the well again, quick. If society sees them getting any better, why, everybody opens up on them with guns because they know this guy is dangerous, don't you see?

And you get a wibble—wobble going on, but you know that there is a—really a continuous—a continuous type overt there, a repeating type overt. That's what you know about it. And that's—that's the key to that gate. It's a continuous, repeating type overt; there's something going on. It happens over and over; it's happened many times and it's been very dangerous and it isn't stealing a pen from HASI. It's a little worse than that.

And not only that, but society agrees it's worse than that. It isn't the personal mores of the individual has now figured it out… Guys who try to give you overts off the past track—as soon as somebody tries to give me some overts off the past track I stamp them down into this lifetime. Why? Well, if they haven't run well on overts in this lifetime, why, I know that they will then go on the backtrack, because I'll call to your attention that none of the Praetorian Guard of Rome have any longer any power of arrest. That's a safe overt to disclose, see? So I figure the guy is dodging around about something. It's not that there aren't whole track overts. Good heavens! But a guy would have to be flying like a bird to really be taking responsibility for them. Look! To really call them an overt he would have to have taken some responsibility for his past lives and he'd have to take some responsibility and he'd have to have some positive memory of this, and so forth. In other words, a lot of conditions are there.

And this rule, then, it doesn't pervade 100 percent that every time you audited a pc and he brought up a past track overt he was dodging a present life overt. No, I'm talking about

this bird—he hasn't been audited that long or that effectively, you understand? And he's giving you past track overts. Oh, no! Don't you see? We're dodging some continuous chain of overts.

And the proof of this thing is—the proof of this thing is that I have watched several such cases never get any better on auditing and finally have chased it down to that. And it was only when I began to load up a blunderbuss and say, "This life, brother! Now! Where you live this life. Where you have been John Jones. Now, that's—we want something that you have done during this period of time. See? Now, when were you born?"

"Well, I was born… Well, you're invalidating my past track."

"Yes, I know I am. Thank you. What I want to know is, I just got to be sure here, that in this span from the 21st of June, since 1921, or something like that, until now, what's the date?"

"Well, it's—it's—it's 1964."

"All right, that's fine. Now, during that span of time, have you ever done anything that you considered socially reprehensible, or that anybody else did?"

"Oh well, they're always being unreasonable about it."

"Unreasonable about what?"

Now, of course, the cat leaps out of the bag. See? What is this thing.? Now let's find out what this is. When we get that one out of the road, we're into the gates. Otherwise, this overt running can be sometimes used by the pc to keep you outside. Do you see? So running overts can be a backfiring proposition. And you sometimes can run overts endlessly without ever getting an overt, don't you see? This becomes, then, the peculiarities of some failures that you run into in cases. This is all covered in dozens of different ways in *The Book of Remedies*.

But now, those are the primary—the primary things that are going on. And you'll find out in *The Book of Remedies* that they equate down—the general thing is, although it may not be totally plain to you when you look over the remedy, you actually are going toward an ARC break the person has had in life, or is in now; or overts or withholds or missed withholds of some kind or another that have been passed up, that nobody has found out about, and even the pc might not know about. Or it's some kind of a locked-up postulate-counter-postulate, mass-counter-mass that is in that delicate balance that permits no possible case gain.

See, the person is so fixated—he's postulate A, and he's looking at postulate B, and he would so little be postulate B, and he is being so much postulate A, that he is just pinned right there. He looks like somebody, you know, that's just got his eye glued to one of these machines that you drop a penny in, in the penny arcades, you know? And somehow or another it's gotten busted and continues to run. There he is, man. He just isn't going to

take his eye away from that, man. And he appears to ARC break easily. He appears to do various other things which are quite peculiar. Beeau—truth of the matter is, when you have distracted his attention from what he is so fixated on, it hits him. So he knows better than to let his attention be distracted from this peephole. See, he knows that if he takes his eye away from it, why, somebody is going to hit him. He mustn't leave it, and so there he is.

So you're auditing and he's sort of putting you off over here. You're sort of auditing at this three or four feet distance, you see, from the pc, and he'll sort of handle these things backwards and forwards and you ask him a question and so forth. You suddenly say to him very searchingly and so forth, "What was the question I just asked you? How does that answer the auditing…"

"What question?"

"Well, the question that you were—you were just asked."

Actually, you're talking, you know—this guy—all of his attention is fixated right here, see? And he says, "Well, what question are you talking about?" And you get into some of the silliest discussions. When you find yourself in one of these silly discussions, realize that you've never had any part of the pc's attention, that you don't have the pc's attention in session; the pc hasn't been in-session. You're auditing his right hand.

So when you have a—when you have a situation going—when you have a situation going that you don't easily comprehend, you'll find it added up in *The Book of Remedies*. But you could possibly whip yourself up a nice bowlful of remedy yourself, if you just carefully took this apart on the basis of. Is it a PTP? Is it an overt with its withholds and so forth? Or is it an ARC break?

Now, you'll find out that in general auditing you don't have to fall back on *The Book of Remedies*. But you find out if your pc has a PTP in session and you don't handle it, you're going to get into trouble; if you try to audit over the top of an ARC break, you're going to get into trouble; and if the pc has committed an overt between sessions that you don't know about, you're going to get into trouble. So these things you've always got there. And they're—they'll be constant. That's why I'm pointing them up. They are not, then, just merely a remedy of a *whole* case, they take place in the small portion of a session.

So you see then, an auditor's actions are broken down into two sections. And one is the action of a routine, where he's following through, and the other is making the case auditable and receptive to the receipt of the routine. Now, he's *got* to do that before he can run the routine. So the auditor has these two different—widely different—classes of action. And the hunt-and-punch proposition of trying to find out what ails this case and that sort of thing is frankly not necessary on all cases. You won't find all cases are equally difficult to start, fortunately. Actually, it's not a majority, even; it's a minority.

So a tremendous number of people, they'll make some distance, in other words, just on a plain repetitive process, don't you see? And as they're going up—as they're going up

through I, and so on, they're not getting so much better that it alarms them. You don't have the overt mechanisms jumping in. And you know, various other factors enter in here to support the Grade I Auditor. At 0, well, it doesn't make any difference, you see, to him. And he isn't up there. But at I, when he finally gets up to a level of Release, then he'll put himself back downhill again if you've got an overt mechanism present, so therefore we have to bring in *The Book of Remedies* at Grade II.

And all the way along the line from there on up the auditor has to be alert to these in any session which he is conducting. He's got to be right on the ball on those three things. Those are the things that will keep him out. When it's something more than this and appears to be more than this and appears to be terribly serious and it—so forth, just knock it off, knock it off, it's one of those three things. "Oh yes, I know, but it's such a *terrible* situation and it's so ghastly and the results of this are so awful that it must *possibly* be more complex than simply PTPs or overts or ARC breaks."

No, I am sorry, it couldn't possibly; because they are about as bad as you can get and you can't get any further south with the surface manifestations of the case than a case in a chronic PTP, a case chronically and continuously committing the same type of overt, or somebody who is very badly ARC broken and doesn't know what ails him and is just out of control with his switchboard shorted up from one side and one end to the other.

Now, when you have those conditions, why, you've got the chronically failed case. He isn't going to destimulate because this is so restimulated, don't you see? An auditor is going to have to do something about it to make this person auditable.

So even at Level 0 and Level I, these people exist. Don't you see? And they are in a terrible state, let me assure you. They are—they don't improve. And anything you do—you point a finger at them—they—one or another of these factors will restimulate, whatever one is wrong.

So, your proper procedure at those levels would be to turn the pc over to an auditor who knew how, straighten the pc up, and then turn the pc back over to the original grade. Just because he's been straightened up at II or III is no reason he is now in shape to run at II or III. He's now about in shape to itsa. Because these processes are pretty heroic. If you look them over, they comb a pc's hair mighty smooth, but it sometimes has to be done very roughly. Trying to get somebody to come up with the actual overt necessary to resolve the case, and so forth, it can be a rather duressful situation. "Well, I'm just going to sit here all night long. I'm perfectly willing to sit here all night long; and you're going to sit *there* all night long, and we'll just wait until you finally do tell me what *has* fallen on this meter."

And you find the pc saying, "Well, all right, if you put it that way, it was I who threw the handful of tacks down on the gutter that your car ran over and why you had a flat tire last night. All right. Now go ahead and shoot me."

This is pretty wild. Sometimes you come up on this, you can't get onto the gradient of communication at all, don't you see? "What are you willing to talk to me about?" and so forth. That would work in almost all cases. This guy is perfectly willing to talk to you

about anything except this one overt. Well, there's only one thing to do from that point on is practically choke it out of him by duress.

"All right, I tell you what; when you're willing to tell me about this, we will have some more auditing. Okay? End of session."

"What? What happened? Oh, you put it that way, I'm perfectly willing to tell you about it. It's just sort of a nasty habit I have. Nasty habit I have. Actually, it's an impulse to drown girls."

It's quite, quite interesting. There are ways to approach these smoothly on a gradient, but in the final analysis it comes up to the fact that it's something you have to do. And you can be as nice about it or as smooth about it as you want to, but remember, it is something you have to do. And sometimes that exceeds being nice about it.

Well anyway—anyway, those are the barriers, but they exist all the way on up the line. Now, *The Book of Remedies*, of course, falls back and leads to those things one way or the other throughout its length and breadth. And it might be rather obscure how some of those remedies do lead to some of those things because they are empirically arrived at, the remedies are; they're just things that have worked consistently for a long period of time. But these three are the dominant ones and these are the three which get in the road of routines and which you have to handle continuously as an auditor, so I thought I'd better sum them up and tell you all I knew about them as rapidly as I could.

Thank you very much.

(Presession 38)
Withholds and In-Session-ness

A lecture given on 24 January 1961

Thank you.

Well, hello. This is lecture #2, 2nd South African ACC. What is the date? 25? 24. What do you know? I have a hard time keeping up with Earth time with all the other things that are going on.

Well, today we have a talk about.... by the way, talking up against this silver screen up here will run out all your movies. We're gonna get some light in there tomorrow.

Going to have a talk today about Presession 38. Never heard of it? All right. That's good. Staff auditors go 'duuh'.

Presession 38; the Dianetic assist.

Now this is why you've got to know about E-Meters. You got to make these things play Yankee Doodle, God Save the Queen, and Deutschland über Alles.

The difficulties of running an E-Meter are resident with the auditor. There is nothing very difficult about an E-Meter but there is a great deal of difficulty in overcoming one's aversion to the invasion of privacy.

You see, you all run on a common agreement that you won't get in each other's heads. That's why we use an E-Meter, so that it can get in peoples' heads. But if you think I'm joking about the invasion of privacy, that country which least likes to invade privacy and considers it bad form and all that, has the most trouble with the E-Meter. It's a direct coordination, a direct correlation between these two facts. You just might as well make up your mind to the fact, that this puts you into the realm and zones of high power. And if you realize this is what you're flinching from... if you realize that the entire Hitlerian kingdom, empire and whatnot was run totally on police dossiers and blackmail.

I don't know if you knew that, but that was the way those boys came to power, over there in Germany in about '33. They just got a little bit on everybody. And the way they governed was to have a full file on the whole town, the whole state. And they would say, "well, if you don't go out and murder yourself a flock of Jews, then we'll just have to expose the fact that you have nasty habits of making passes at your fellow man."

This, by the way, is an oddity since it's still carrying on and gives us government by perverts.

Now, I don't mean to get into the seamier side of life, but after all, we're all professionals here. Let's take a look at this thing flatly. If they can find something on somebody and then keep it secret, and then tell the fellow that they're going to let it loose unless... You have the woof and warp of modern government.

Now communism learned its lesson from Hitler or Hitler learned its lesson from communism, Hitlerian government. But right this minute, the entire communist empire, the whole ruddy, cotton picking lot, is run not by skill in government, but by blackmail and nothing else. And if you have people in government who can be blackmailed, you will become a communist state.

It's not that it's a better political philosophy. But it's one which remorselessly uses blackmail to ascend to power.

Now I'm not joking about this. After all, the old expert's talking to you on this.

I was a B-3 of the Office of Naval Intelligence. I graduated from the Princeton School of Government, also, toward the end of the war.

This is a mechanism used by intelligence services. And has been for a very, very long time. And it's just that intelligence services have become ascendent in this world of ours today. You're not being governed any more by politics. You're being governed by intelligence activities. It's who they've got on what.

Intelligence dossiers pick up all the data that the people don't want known and then they just let them in on it. And they say "well, if you don't .... next time you go to your office in the State Department, if you don't pick up document 613 that we're so anxious to get and pass it on to Operative 5, we're going to let your wife in on who you've been sleeping with."

And the guy says "oh no, no, no, no."

So he picks up document 613, hands it to Operative 5 and then they say, "Look, we now have new data on you." "You're the person who picked up document 613 and handed it to Operative 5."

Criminals operate this way and have since time immemorial. They get some fellow to stand as look-out and then they tell him he has stood his look-out for a crime. And then this really goes, "what?" "Yes, you can go to prison as an accessory to the fact. The next job we pull, you're going to help us out." Criminals are made by blackmail, and so on. So there's a natural aversion of this.

Now I'm not telling you something you don't know. I'm bringing to light something you probably have forgotten.

In your basic aversion to invading privacy and giving up little scripts of data on yourself, and so forth, are all founded in the data which I have just been giving you. Which is, of course, on the whole track. Liberally.

You think somebody is going to use this for blackmail. Well, blackmail only works in a society where everybody obsessively withholds. If you could break the back of that, you would break the back of every Hitlerian, fascistic, Communist criminal government in the world.

Honest people have rights. If you'll notice the laws of the lands these days, more and more police common behavior. The psychiatrist is there policing common behavior. You scratch your head, he describes to you how this demonstrates conclusively that you're crazy. You have a habit of fingering the lapel of your jacket and this demonstrates that you're crazy. You like wine with your women, this demonstrates that you're crazy. You like men. This demonstrates that you're crazy. Got the idea?

Today no country can afford moral laws. No country can afford laws which punish immoral activity. Because who's to say what's immoral?

There is no immoral act which is not moral in some ethnic group in the world. It's fantastic, you know? But it's very true. This is an ethnological fact and one that you would be very startled about, perhaps, if you weren't down here in a country which has ethnic groups of strange moral practices already. The Bantu has quite a few interesting characteristics from tribe to tribe and area to area. In Arabia it is immoral to have one wife. In America it's immoral to have two. You get how this is?

It's very peculiar, tracing these various data. Well, for instance, you're only supposed to have one husband in South Africa and you're just selfish in Tibet if you don't have ten.

No nation can afford to threaten with prison and punishment, fines and so forth, immoral conduct. No nation can afford it these days because it runs smack into the hands of the political monsters who use this intelligence activity in order to govern.

I would hate to think that my control of human beings was so bad that I had to govern them by blackmail. I should think it would be such a forceful self criticism that I was slipping. Yet most intelligence groups, if you have... as an intelligence officer, you have a hundred operatives operating in some area, you're supposed to run them all by blackmail. Your operatives are supposed to be held in line by blackmail material. Well in handling operatives, I myself have never found it necessary.

And as a matter of fact, governed a ship of criminals one time. A whole ship. A hundred percent. They were on their way to Portsmouth Naval Prison and they took them off the prison train and shipped them to me. Combat vessel needed a crew. They didn't have any crews. They had a lot of people in uniform, but didn't have people they wanted to send out into the teeth of the North Atlantic in 1942.

A hundred percent criminals these fellows were. I governed them by throwing away their service record books. I just told them, "well, I'm not going to make any marks in your service records."

I saw them come aboard with their braid dirty and their hammocks black with grime and they stood there slouched, and that was the first intimation I had that this was the crew. There they were. More than a hundred men lined up on the deck. And I said, "These fellows have had it." And I asked the yeoman, "What's this all about?"

"I don't know, sir."

I said, "well get their service record books. Let's take a look."

Second I did, they were all scheduled for Portsmouth Naval Prison. For years of imprisonment. And yet, they thought it would be better to send them to the war. It had never even occurred to me that the Navy Department might be mad at me. But they could have been.

So I took their service record books, enormous pile of them, took them out in front of them and I said, "do you see these books? I'm not going to make a mark in them. Whatever you do is between you and me. And if you're willing to put up with what punishments I give you, if you're willing to serve this ship, maybe we'll survive the war. But as far as these service records are concerned, I care nothing about them."

Dumped them a mailbag and dumped them in the safe and never looked at them from that time hence forward. I didn't even know what crimes these men were assigned for. And they made a splendid crew. Took a lot of doing. But all of a sudden these men were standing sea watches in undressed blues, merely because they thought it would look better. They were quite remarkable.

All I had done was take the weight of super officialdom and dossiers off their back. I had set them free to that degree. I just wouldn't want to govern anything any place on the basis that I could send men to jail if they didn't do what I said.

Something staffs don't even know. I never fire anybody in Scientology organizations, I never do. Been years since anybody was pushed out in any way. Some fellow's been eased off the line for a week or two, but that's about the end of it. He usually found himself back on the line quite promptly. No, the only people that leave are the people who've got overts and blow. That's about all you can say about that.

Now this is very fascinating to you from one standpoint. As long as you have secrets, you get people departing from the human race. And as long as these various activities of blackmail, and so on, exist in politics, you'll get an allergy to having one's past investigated or giving up one's past. Therefore, it isn't enough in Scientology that we simply sit around and make a few people more able. We've got to take a further responsibility than that. And one of these fine days, I'm going to kick these laws about immorality in these

various governments in the head before we have to pick up the machine guns to man the barricades. Because governments which have such laws go mad.

Man that is governed by duress and blackmail goes bad. Man holding on to his overts and secrets goes bad. This is the basis of aberration. Secrets. They are the opposition to communication. And if we wanted to say the single aberrative factor of modern living, we would say it is simply the necessity to have secrets. Because so long as your preclear has secrets, he is not going to communicate to you. Your preclear is not going to get better. That's a very flat statement, isn't it?

As long as your preclear has secrets, he is not willing to communicate to you. He is not going to get better. And all of your skill, all of your ability, all of your tremendous élan, the way you hold your finger as you adjust the tone arm, all of these various things go for nothing. What you know about the reactive mind, the analytical mind, what you know about engrams, the time track. What you know about processes, what you know about model sessions, any of these things, they all are for nothing if your pc continues to have secrets from you.

That is an interesting fact, you know? And it's something that we haven't really faced up to. That can defeat us.

In the ARC triangle, C is the most important. C is the most important of affinity, reality and communication. It's communication. And whatever blocks or dams communication stops the gain of the individual. Why? Because his gain is measured in his ability to reach or control his reach.

Now some fellow has to take a desperate choice. He has done something for which he could be sent to prison. In this lifetime. And if he's done something that he could be sent to prison for in some past lifetime, of course he can easily give that up because nobody, according to present law, can shift this on him so that he can be sent to jail for something he did in his last life. So therefore, these become relatively unimportant. He'll give these up when he finds out about them. And he always gives them up as fast as he finds out about them. He might be nervous sometime to give them up, but he'll give them up.

But this lifetime, that's a different proposition. He may have done things for which he could be put inside for.

There'd be several things you could do to make a society much saner if you put a three year amnesty on all crimes. Just that. It would even sound reasonable to legislators. Why are they tearing around in circles trying to solve crimes ten years ago when they can't solve yesterday's crimes, you see. Say well every three years wipe the record. All of the sudden the society would start looking saner. And all of a sudden all these little cliques with all of their blackmail would suddenly fold up. That would be an interesting thing. You would see blows in some of the most important parts of the government.

Then all of a sudden some fellow that's really been somebody, you know, in the government, he all of a sudden just has no power. He's lost all of his lines. He was controlling by blackmail. A very bad thing to do, but there it is.

Now this amnesty, however, doesn't exist as yet. But the best part of a persons lifetime has been innocently spent. And very few preclears are witholding crimes. But the funny part of it is, if they withhold it, they think it's important. Got that? If they withhold it they think it's important.

Now, rather fortunately amongst us, we have always had an aversion to punishment.

You know when I first put out the Code of a Scientologist, the word punish was in there to punish people for messing up Scientology, you know? It's in one of the Code of a Scientologist. And you know I got more protests from Scientologists about that word punish. They're absolutely right. Punishment is the car of aberration. Punishment proves to somebody that anything he does will get him hurt. And the Axiom of aberration and the very center of the Reactive mind is 'all doingness harms self.' That is the basic core of the Reactive mind. All doingness harms self.

Therefore, the more aberrated a person gets, the less he can do. Because he becomes more and more convinced that he's going to harm himself by doing. And punishment, as performed by the state, seeks to confirm this basic craziness. It says if you do so and so, we're going to make sure that you realize you will be hurt.

You don't have any governments on Earth today. You have dramatizations. Just dramatizations of the basic Axiom of aberration. Punish, punish, punish, punish. See how that would be?

Well, that's a short term way of looking at it and I guess it was the best answer that anybody could turn up early on the track. So here it was later on the track, the thing to do, and so on, and there it is. But Scientologists don't like punishment. They've always thought this was a bum show. They're absolutely right. Their instinct is very good.

Punishment never did anything for anybody. They take some chap down here and make him a hangman. Well, wait a minute all he's doing is stacking up overts. You try and run a hanging, being hanged out of a pc sometime. You're not going to make it. What he's upset about is hanging people. Anybody's got a hanging in restimulation or a being hung in restimulation, being hanged, it's because he hanged somebody else, not himself. And you can run his hanging of others out and he'll feel much better because he's sitting right on top of and confirming this Axiom of aberration.

You see when you punish somebody, you're in a non-duplicative situation. You don't want to be that person; you're punishing that person. You have found fault with that beingness and having found fault with that beingness, you were trying to alter the beingness by duress. Well, do you want to be a person whose beingness is being found fault with to such a degree that it must be altered by duress? No, you don't want to be that

person. Therefore all these punishing situations give you engrams that tend to hang up on the track.

Now, that's not far afield from an E-Meter. It's just giving you some of your data which gets tripped and gets excited when you start plumbing in somebody's psyche. When you start looking over somebody and you have a slight aversion to this, mostly trained into you on the whole track. You've probably been operator BX9 of the Intergalactic Empire, you know? You know what you can do with a dossier. You know you'd certainly better not have any dossiers. That will keep it all safe. Got the idea?

Reorient yourself. Reorient yourself to this degree: Recognize that to set man free you must free his communication. If you're going to free his communication, you had better find out what he won't communicate. You'd better discover what that is and free it. And if you do that, then he can communicate. Interesting, isn't it?

So that is the first building block of case gain. In-Session-ness. PC willing to talk to Auditor and interested in own case. And that's all there is to being in session. There's no other factors of in-session. It isn't even the pc sitting in a chair because I've seen pcs in session in milk bars and all kinds of wild, weird places. Driving along in automobiles and all this sort of thing. Auditors are always coffee-shopping. Coffee shop auditing. Irregular, illegal session. And if it didn't do so many people good, I'd have long since said something about it. Funny part of it is, amongst Scientology, usually your aches and pains are gotten rid of, or your states of mind are gotten rid of much more often with coffee shop auditing then with regular sessions. You just get more of them.

You turn up, "I don't feel so good this morning", man you've had it if you've opened your mouth to that degree. Scientologist around he says, "Well, when did you start feeling bad?" You know? Here we go. He'll put you through a half a dozen or two dozen auditing commands, and although he never started the session, he'll end it. It's quite remarkable. Been doing this for years. There's no reason to do anything about it, it's perfectly all right. Once in a while, somebody gets stuck in a hot engram in the middle of the milk bar, but so what.

The whole idea of in-session consists of just those two things, you see? It's not the pc sitting in a chair. It's not the pc with you with an E-Meter on your lap, or anything like that. There are no doodle-daddles or conditions. It's just willing to talk to the auditor and interested in own case. Just those two things.

Now these withholds violate the willing to talk to the auditor. And a person never goes into session. He's always out here around the perimeter of the session. He's never in session. Might even get slightly interested in his own case, but he's not in session. And you just plain can't audit a pc who isn't in session! That's all! You've got to put him in session before you can audit him!

So the first and foremost condition of getting a gain on a pc is to get off his withholds. Because he won't get in session until he's in communication with the auditor. Got that?

Now those withholds, then, which take him out of communication with the auditor are therefore the most important withholds to get off the case. Now past life withholds rarely keep somebody from communicating with the auditor. They just keep somebody from communicating. You know, that's different. He's not intentionally not communicating.

Now there's a thing called judgment required in auditing. I hate to have to say this. You can't drop a ticky in your left ear and go on full automatic and audit. It can't be done. You have to be awake. You have to be alert. And you have to be able to observe what the pc is doing and saying.

And there's two errors you can make about these things called withholds. And the first error is to audit a pc who is not in session. And the other error is trying to get a pc in session who is in session. They're almost equally serious because he gets upset after a while. He's perfectly willing to talk to the auditor and the auditor keeps insisting he isn't.

"What else are you withholding from me?" oh *hwwww*. Guy's perfectly willing to talk to you, you know? And the guy sitting there ready to roll, and perfectly interested, you know? He's more or less got his attention on the fact that he's had a headache for three days, and would kind of like to get rid of it, and so forth. And the auditor says, "what else are you withholding from me?"

And the guy says, "I'm not withholding anything from you really. Oh there are a few things I might tell you about— so and so and so and so, I'm perfectly willing to tell you these things." And tells him and so forth.

"Ah, well what else are you withholding from me?"

Well the preclear is liable to say "Ah nuts, Joe, nuts! I got a headache! Let's get the show on the road!" "What else are you withholding from me?"

That's as bad a blunder as not getting any withholds off at all. Presession 37 runs for, that's the "What question shouldn't I ask you?" Runs very well for 30 minutes to two hours, just to shake a case down, square it up and get it running. Works fine then. But if you haven't got the withholds off by the end of that time it's not the process to do it with. It's not a good process. It's not a process anyhow. It's a presession. You can vary the wordings of presessions. You can vary the questions all over the place because it's not a regular session. "What question shouldn't I ask you?" "Is there anything that would embarrass you if I demanded that you tell me?" You know, that kind of thing. Variation of question, Presession 37. But it's supposed to just get the withholds off.

Well now if you haven't gotten the withholds off in a relatively short space of time, absolute limit 2 hours, that's the outer most limit. It's a shame to even write it down in a notebook. If I can't get a pc's withholds off in about 7 minutes, I quit. I look down their gullet and say, "*a ha, whoohool*. Well you tell me about that and we'll get the show on the road."

And the person, "Oh, I don't want to."

And you say, "Yes, you're going to."

That's the end of that. Presession 37 is now completed. He tells me. Presession 37 complete. Now we get on with the session. Got the idea?

All right. They're two errors. One is to not get them off and the other is to beat them to death. And they're equally serious. Because they both violate in-sessionness. You put the pc in session, then you drive him out. So, he's not in session so your auditing isn't going to be effective, right? Or if he doesn't go into session, if he has withholds and he doesn't go into session if you won't let him go into session. Because in session is interested in own case and willing to talk to the auditor. And if you start knocking around a case or condition that isn't there, he of course, ceases to be interested in his own case. You lay in an ARC break.

And that's what I mean by judgment. You have to have enough judgment to tell when somebody is in session. Is he interested in his own case? Is he willing to talk to the auditor? And you have to figure out whether he is or isn't. And it requires judgment because there is a degree of it. There is a degree of interest in own case. Well, you want enough interest in own case in order to receive auditing. And you want enough communication so that whatever is coming up, he's willing to talk to you about. And there isn't anything, really, going to tell you exactly what that's all about. But you can cross check it. I mean no meter or gimmick or so forth is going to tell you. You have to look!

But there is a cross check. You've been pounding somebody for withholds for 45 minutes and you suddenly think, "Well, I don't know now." Ask him if he has an ARC break. If he has an ARC break, you've gone too far. And the ARC break will show up on the meter. You got it? You're going to have to run the ARC break now and that's going to slow you down, too.

And the other thing is "do you have any withholds from me and things that you're not willing to talk to me about?" And that registers on the meter too. Actually if a person has no withholds from you, and sensitivity is at 16, and a request for withholds gets not even a quiver on the needle, with sensitivity at 16, that would be a case that has totally given up all withholds. That's how flat withholds should be. But you're not going to accomplish this in the first part of your auditing of the pc.

Well, why aren't you going to accomplish it? Because he's forgotten most of them, that's why! His case isn't up high enough now, yet, for him to recognize that he still has withholds from you! He just isn't that high up yet! He's forgotten all about throwing the knife at his grandmother. He's just forgotten all about it. It is so withheld, it is withheld from him.

Now past track occlusion is simply withhold from self. Occlusion is just withhold from self. And you get that condition in the present lifetime as well as in the past. There's nothing peculiarly different about the present lifetime, except you can be hanged for it.

It's the only thing (that) is different about the present lifetime as opposed to the past lifetime.

Well, of course, a later life time, walking around in a later lifetime, you can look at the graves where your bodies of earlier lifetimes are buried. That's an interesting activity, by the way.

We went on a grave hunt a few years ago. Well not even a few years ago, about a year ago. We were grave hunting like mad. It was rather ghoulish of us. But we found more graves. We'd find when the pc died, you know? Find a recent death. You know? Name, rank and serial number and when he died and where he died and where he's buried and everything else all about it. And then take the pc over and locate the place. And it'd be right there. Bang. You know? Places the pc, this lifetime, had never even been near. Quite interesting.

So that's a difference with the present lifetime, because your body isn't buried yet. Because actually a withhold is a withhold and it can be withheld from self just as thoroughly as a past death can be withheld from self. A withhold is a withhold.

Therefore, we use this line in the Model Session: "Are you withholding anything? Is it all right for me to audit you? Are you withholding anything?" You know? I mean....put that sense in there right after getting a green light to audit him, see? You put it in there anyhow, whether or not he says it is all right for you to audit him. See, that's put in there anyway. It's just something that you pick up in passing.

You do different things about it. You sort of Presession 37 it only if he doesn't instantly give up the withhold.

Now this meter has a peculiarity you must know about. Although it is used basically to find out what the pc is doing, that you detect something with the meter will often discharge it. And you've asked him a question about whether or not he is afraid of brooms. And it goes *brrrrrroooomms*. You know? And you say, "Well how do you feel about brooms?" and it goes *zooom*. "Now, what is this about brooms?"

And he says, "oh, it isn't anything about brooms. I used to fall over brooms once in a while."

And there's no, there's not a tick on the meter. It's gone! Because you've discharged it.

Now, there are two ways something could disappear on this meter dial. One, by discharging the actual charge on it and the other is, and they're both actually the same thing, discharging the association the item has with something bad, which is both discharging. 'Broom' up to this time has been associated with 'mother'. You're looking for something around the house to get a fall on because he can never leave home. So you, so you say 'broom', you know? And 'broom' falls out. But 'broom' is just a lock on 'mother' and you still get a deep dive on 'mother'.

But here's a rule with this meter, here's a rule: You don't audit what blows.

You'll be doing dynamic assessments on pcs and you will be... you'd probably be getting upset. You'll find several items during the dynamic assessment that you are just absolutely certain are just the right terminal to run 75 hours worth of help on. Yes, sir! By the third time you ask the question, it no longer shows up on the meter. You say, "Oh shucks!"

Why say "oh shucks"? You did some auditing there. You blew something that had charge on it. It blew just like that. You blow things on this meter all the time. Why are you auditing somebody if you don't expect some release to take place? And you can see this release take place. The item itself blows. You can say that as a perfect truth. Whether it blows as itself or blows because it ceases to be associated with some other thing that isn't going to release as easily is beside the point. You can discharge the bank and no longer get falls.

But of course you can be fooled by this. And the pc, the pc by the way is not capable of thinking about something else and throwing a red herring across the path, this is not possible. But he pc can do this, the pc can be so doggone low-toned that knifing a policeman would not be considered anything criminal or anything unusual. "Ah well. Had breakfast this morning and knifed the policeman, patted the dog on the head." All have equal charge. I mean they're all... no charge to them at all. I mean that's it. *Trala trala trala*.

You're going to have people in your, in your pc's chair, you're going to have people that will sit there and give you what you're absolutely sure are withholds. You say "boy! boy!" because you know you would withhold them. And you're going to make a mistake. You're going to make a mistake just to that degree. You know you would withhold them, so you think you're getting off withholds.

Fellow says, "Oh well. I went to prison. And I was on board a ship one day, one night and I didn't like the first mate and threw him overboard. And uh, I uh stole uh, I stole a cash box out of a theatre marquis once. And uh, I remember hitting a baby over the head one time; I think it died. And uh, so forth." And he goes on and on and on. Hey, watch this meter, man! This..... is that needle acting up while he's talking about these things? Well, if it's not acting up, it's not doing a thing. You're just wasting your time. Because he's fulfilling the condition of "willing to talk to the auditor." Don't get it so mixed up with whether or not it is moral, immoral or otherwise. He's willing to talk to the auditor even though the auditor's hair's standing on end.

And you will find that this is one of the conditions of the lower aberrations of criminality. I mean, the more aberrated criminal has this as one of his conditions because he has no idea of rightness and wrongness anymore. That idea is missing. So these aren't withholds. As a matter of fact the only reason he's never told the police is they've never asked him.

You might be startled once in a while to hear of somebody who's been singing like a couple of canary birds to the police. They arrest him. They arrest him for banging an old

lady in the head and he says, "well," he says, "yes, so and so and so and so and so and last week I shot a man. Killed him dead. An old man." And he just gives them everything. He just never happened to be talking to the police before, that was all.

He has no idea of self preservation. As a matter of fact he's actually trying to commit suicide in some dim way. But they ask him a little bit about some little tiny crime and he comes out and gives them some real hair raisers. And then, of course, there's a complete alter-is of this.

There's the fellow who will confess to anything. And you'll get him, too, as a pc and he'll fool you too, unless you pay attention to this. He'll confess to anything. He will tell you the most fantastic withholds you ever heard of. Only they don't ever happen to have happened. All that's wrong with that case is it's in an obsessive compulsive alter-is. It alter-ises everything. That's all that's wrong with it. Confess to anything. Be very, very helpful, you know? Say, "well what do you want me to confess to?"

You say, "Well, tell me about the time you murdered somebody." They'd tell you about a time they murdered somebody, only they never did. If they never did, it'd show up on the meter, providing you ask the right questions. You say, "well did you murder somebody or didn't you, really?" You'll find out. The meter will register. They didn't murder anybody.

Now, what the person considers is bad and is withholding registers on the meter at his level of case. See? At his level of case, what he considers bad and necessary to withhold registers on the meter and nothing else does. Now isn't that a happy state of affairs?

Later on this fellow, who was killing babies and so on, is going to tell you all about the fact that he feels damn bad about it. He's got to come up through the band of recognizing that he's done something. But that's a long way in advance of him. He'll get too it one fine day. He'll unlessen the overts. Look at him with some pity, though, when he does this because when those overts unlessen, he's on an inversion of it. He's got everything not-ised. You see? Everything's not-is. And when it's isness starts to set in here, *woooow!* It's like being caught in the middle of a vise with five blow torches playing on you. You know? *Awooohl*.

I've seen a case like that very recently and it was very grim. As a matter of fact the case didn't get all the way up through it. Just.... it will eventually, get some more auditing. But did get up through, more or less, the worst part of it. Got up to being able to blow. How do you like that? It's about how high the case went. But he had all overts lessened. See? Everything was lessened. Everybody was no good so it was all right to shoot anybody. You know, this kind of thing. And when all of a sudden he found out through auditing that you know, they were, they did exist, he had to own up to the fact that he'd been shooting these people, see? Rough! Rough!

But if it is going to be audited or is auditable, it registers on the meter. It hasn't anything to do with the condition, significance, or text. The text of the withhold has nothing to do with whether or not it's a withhold.

You can very well say to yourself, "Well, if I were this person, I certainly would be withholding this!" Or you can say to yourself, "if I were this person, I certainly wouldn't bother to withhold that for two seconds. That's nonsense! Why should I bother to withhold that?" Yet this person is desperately withholding this thing.

Now, in-sessionness then, just to give you that... to hit that once more, it is what the person thinks it is necessary to withhold that is important. Not what the withhold is. It's the person's consideration of the withhold, not the withhold.

All you're trying to get rid of is the consideration that he should withhold from the auditor. That's basically your only target. And whenever that comes up, and it does routinely as his case advances, he will run into more things he thinks he'd better withhold and you're going to get them every time you start a session because you've got it in your Model Session now, you see?

Now the conditions of in-session are: Willing to communicate to the auditor and interested in own case. And you're going to get somebody who has done something between sessions. They don't just sit in nirvana or some place between sessions. They breathe and beget and shoot and run up overts and collect motivators and so forth, between sessions.

And you're auditing some girl and she was perfectly all right at the end of the last session. And you pick her up in the next session and you make the automatic assumption that she isn't withholding anything because you got that, you know, you cleared that up last week. And she's interested in her own case, of course, because she was yesterday. Ahhh, these are not justified assumptions, man. A session is a session. Each session is itself. And each session is a whole pc. Not a pc that is half completed.

I had an auditor in ACC once, one of the early ones—about the 5th ACC, tell me, "Well, we only had 35 minutes left so we didn't bother to do any more auditing because you couldn't do anything in 35 minutes, see?" Oh? 35 minutes has made or broken lots of cases.

But whether it's... the session is 35 minutes long or 8 or 9 hours long as they sometimes are, rarely, which ever it is, it's still a whole pc. You see? It's a pc who may or may not be in session. A pc who may or may not have ARC breaks. A pc who may or may not have withholds. A pc who may or may not have a present time problem. Got the idea? A person, it's a pc who may or may not have a high affinity or a high reality or a high communication. It's a pc. It's a pc for that session. And a pc is a pc for each session. A pc isn't a pc for an intensive because you can miss it.

This young girl can leave the session, perfectly good condition. Interested, still interested in own case. Not withholding anything from the auditor. Come back in the next morning having got drunk as a skunk and having done something very reprehensible and sit there totally out of session, going through all the motions and you're just wasting time. That's because you didn't look at the pc. You have to look at them every time.

This, by the way, is up—possibly even upsetting to people around me. But I can always tell, regardless of sessions, whether people have withholds from me or not. You know, I can always tell if they're nerved up or tensed up or something of this sort. I'll usually, in some oblique way, will speak to them about it. And those that aren't too familiar with me go through the nonsense of saying, "Oh no, no, no! There's nothing... everything's fine, fine."

So I say, "Ah the hell with that. What is it?"

You know, well we have to get this thing straight.

Now there's one organization, a rather interesting organization since it's closely connected with Scientology. And there are several organizations which are throughout the world. They're not officially connected with Scientology, you know? They're Scientologists who have gone to work in some area and something has happened, and so forth, and they run on Scientology principles. This company pushes the communication formula to its ne plus ultra. They won't let, in this group where they're doing research and engineering and doing some fantastic things, they won't let one another have withholds. They notice that Joe has a withhold just by the fact that he's sort of stiff and standoffish. Well, they play it the rough way. They instantly will put him on a meter.

In view of the fact that a lot of things they are dealing with are secret in their classification, and so on, this is quite amazing. But they do. They won't let anybody in that group withhold from them. And they always acknowledge a communication. If somebody says something to them, they always signify that they've heard and understood it. Or if they haven't understood it, they get it clarified and then signify that they received and understood it before anything else happens. They let people finish communication cycles of action, as in auditing. And now they push these two things to the complete, uttermost limit and they're being very successful.

Of course this is a group of men that are dealing with very, well, actually I suppose for humanity they're either very great or very dangerous advances. They're well in advance of atomic fission as she is practiced on the Manhattan idiocies. And that's the way they operate. You'd think they have to work at it all the time. Well, actually they don't have to work at it all the time or anything like that. It only happens once every few days. They'll suddenly notice somebody's fallen on his silly head, you know? And, uh, it's very interesting. The guy says, "Yap yap, so on, so on, so on, so on," and another one of them will stand there and let him finish. Say, "That's it! What is it? Is that all of it?"

"Yeah, that's all of it."

"All right. I understand that. Thank you."

Before they say another thing that attaches to it. Quite remarkable.

You know when you listen to a couple of people out here on the street. One says, "Oh say, Mamie, I was just down to...."

"Oh, I was there also... and I bought..."

And you just don't know...is.... what is this, a conversation or a combined valence?

But you have to carry this in-sessionness to an extreme with a pc and you have to do it every session and you have to depend, to a very marked degree, on this meter to find out what is happening that is going wrong. Of course you can tell when somebody's withholding something from you without putting them on a meter. But to find out what it is, successfully every time, that meter's an awful good thing to have. And today I don't know how Scientologists could operate without one.

Now the next step of interested in own case is something else again. That is something else. And that is another day and another story. But in-sessionness begins with the pc willing to talk to the auditor. Therefore it is what the pc considers is a withhold that is holding up the case. Got it?

You're going to be into this hand over fist. You should know your Model Sessions, cold. You should be able to roll these things off, cold, and so forth.

Now, the Dianetic assist, Presession 38 requires an in-sessionness to be successful. All you're trying to do is knock out what's wrong with case. And we'll take that up again, too.

Thank you.

The Missed
Missed Withhold

A Lecture given on 1 November 1962

Thank you.

When you were building this country, why didn't you fix up the weather? You know, really, I have my opinion of planet builders that go around designing weather like this, and that sort of thing. There's a great deal to be said for rain, but it quickly becomes hyperbolical.

Well, now tonight, I've made notes for lectures, so I probably won't talk about that. And this is the 1st of November, isn't it? What year is it?

Audience: AD 12.

AD 12. All right. Lecture number one.

This is a brand new subject to you. It's an entirely new subject to you. You have never heard of this subject before. In fact, you have never run it or handled it or had it done. I want to recommend, then, this lecture to you very, very seriously. There have been several bulletins out on it, but you apparently haven't read those. Now, therefore, this is new material here. And I want you to take to heart what I tell you in this lecture.

And the subject of the lecture is missed withholds. Now, it may surprise you that the first bulletin out on this particular subject of missed withholds is February the 8th, HCOB February 8, 1962, and it's marked, as a bulletin, "Urgent." And it says, "The one item Scientologists everywhere must get an even greater reality on is missed withholds and the upsets they cause." That's the first paragraph of this. It says, "Every upset with Central Orgs, field auditors, pcs, the lot, is traceable to one or more missed withholds." That's what it says. Well, anyhow, on February the 12th, because nobody got it then, I issued another one—rote formulas for missed withholds, and so forth. That's HCOB February 12th. It's HOW TO CLEAR WITHHOLDS AND MISSED WITHHOLDS.

Well, they didn't get it then, so we issued another one on February 22nd. And on February 22nd, 1962, we had WITHHOLDS, MISSED AND PARTIAL, see? And it has a lot to say on that particular subject. And it says, "I don't know exactly how to get this across to you except to ask you to be brave, squint up your eyes and plunge. I don't appeal to reason, only to faith at the moment. When you have a reality on this, nothing will shake it and you'll no longer fail cases or fail in life. But at the moment, it may not seem reasonable, so just try it and do it well and day will dawn at last." Well, day didn't dawn. Well.

So, on May the 3rd, 1962, you have the HCOB ARC BREAKS AND MISSED WITH-HOLDS, and it says, "How to use this bulletin: When an auditor or student has trouble with an 'ARC breaky pc' or no gain, or when an auditor is found to be using freak control methods or processes to 'keep a pc in session,' the HCO Sec, D of T or D of P should just hand a copy of this bulletin to the auditor and make him or her study it and take an HCO Exam on it.

"After some months of careful observation and test, I can state conclusively that: All ARC breaks stem from missed withholds.

"This is vital technology," and so forth.

It says also, "There are no ARC breaks when missed withholds have been cleared up." And it goes on, technically.

Well, on May the 21st, we have one: MISSED WITHHOLDS, ASKING ABOUT, and so forth, but that's just a little more data.

And on June the 28th, 1962, we have DIRTY NEEDLES, HOW TO SMOOTH OUT NEEDLES. There it is, and it talks all about missed withholds and so forth. It's not obviously and directly on the point, but it does mention withholds, missed withholds, overts and secrets and so forth.

And on July the 4th we have BULLETIN CHANGES which include missed withholds, and then on July the 12th, 1962, we have MOTIVATORISH CASES and so forth, and that goes on talking about how to get missed withholds out of people.

And then on August the 13th we talk about ROCK SLAMS AND DIRTY NEEDLES. And there's some more about missed withholds then.

And then on August the 30th, while I was stateside, why, Mary Sue got desperate and issued some bulletins. And of course the first subject that she picked up was missed withhold handling. Well now, that is a lot of bulletins. Let me call to your attention, there's weight here, man. There's weight. There's been a lot said on this subject, see?

And it's just about the most important subject in an auditing session and keeping the show on the road, short of actually clearing and helping people, you see, it's just about the most important subject there is. And there isn't one here got it. None of you. You haven't got it. So I'm going to give you a lecture on it.

And I might as well start this lecture with, "The one item Scientologists everywhere must get an even greater reality on is MISSED WITHHOLDS and the upsets they cause." Do you see? That's out of the February 8th bulletin. And "I don't know exactly how to get this across to you except to ask you to be brave, squint up your eyes and plunge," on February the 22nd.

Listen. All you're doing and all you go on doing and all you keep on doing and all you do, endlessly, every time you're told to pick up a missed withhold, all you do is pick up a withhold. Honest. You're picking up withholds. I don't think you have ever picked up a missed withhold off of a pc in any session you've ever run. You've only picked up withholds.

You ask the auditor to pick up the missed withholds and the auditor promptly picks up all the withholds. You got the idea? Everybody says this, and I guess it's because of the semantics of the word *missed*. It says they're missed withholds, and by God, they are! Everybody misses them! See?

You see, it is so pat and it's so plain to the naked eye that this is what happens: Pc has a withhold, and you haven't picked it up. So therefore it's a missed withhold. No! That is wrong.

So, when I tell you to pick up the missed withholds, all you're doing is picking up withholds. You say, "Well, he wants us to pick up the missed withholds, so therefore I better pick up the withholds I've missed. So therefore, 'Do you have a withhold?'" When sometimes you even say, "Have I ever missed a withhold on you?" "Has anybody missed a withhold on you?" and the pc gratuitously gives you withholds; gives you more withholds and more withholds and more withholds.

No pc has ever given you a missed withhold. I'll bet you you've never picked one up. Now, I may be very harsh on this line, but let's get down to tacks here, man! Brass, iron and otherwise.

A missed withhold is a withhold that people *nearly found* out about but didn't. And you're only looking for the nearly found outs. You don't give a *damn* what the guy did. You don't care what the person did. You only want to know what people almost found out!!

Honest! I've been talking since February, you know? I'm getting hoarse.

You see, a withhold is something the pc did. That is something the pc did—do you understand? —that he isn't talking about. See? He did it and he isn't talking about it. Now that is a withhold and that is all a withhold is. And please don't keep saying also it is a missed withhold just because you didn't get it in a session.

You see, it's all very neat. You got it all figured out that if you didn't get the withhold in a session, why, therefore, it's a missed withhold. And that's not what a missed withhold is! A missed withhold has nothing to do with what the pc said. Nothing! Not anything to do with what the pc did and then withheld. It actually hasn't a *damn* thing to do with what the pc is withholding.

The missed withhold is something people nearly found out. It's an other-person action! Look. It's not the pc's action! It's nothing the pc did or is doing! You keep trying to pick up missed withholds by asking the pc what he's withholding, you never get anything but withholds and then you miss some more of these and you've got a pc even further upset.

Look, here are—here are absolute pearls on a silver platter. They're actually beyond price. And I've never got it across to you. A missed withhold has nothing to do with the pc. But nothing! It is an other person action and the pc's wonder about it. I just know right now I'm not making any sense to you even this minute. I'll betcha I'm not making any sense to you.

It hasn't a *thing* to do with what the pc is withholding. Let's just sever the end off of the "missed." Let's forget that it is even a withhold.

You're looking for exact moments in the lifetime or lifetimes of this pc when somebody almost found out, and he's never been sure since whether they did or they didn't. And we don't care *what* they almost found out! We only care that they almost found out something! And that is the address to a missed withhold. It's an other person than the pc's action. It's an other person's action.

I really didn't realize that I hadn't gotten it across to you in bulk and in gross form till not too long ago in a catch as catch can session I said to a pc—this pc was going natter, natter, natter, natter, natter, yak, yak, yak, yak, yak, natter, natter, natter, natter, natter, natter, natter, natter, natter, yap, yap, yap. So I just routinely was running a little bit of—I said, "Well, what have you done?" "What have you withheld?" "What have you done?" "What have you withheld?" "What have you done?" "What have you withheld?" "What have you done?" "What have you withheld?" you know, that sort of thing. And got stuck in this area of the track and started saying natter, natter, natter, and natter, natter, natter, and natter, natter, natter, and started giving me withholds and withholds and withholds and withholds out of that area of the track, and withholds and overts and withholds out of that area of the track, and they would have been going yet if I hadn't—that's one of the dangerous things is Instructors are actually going to stop you sometimes practically right here. Because once you shove this down the pc's throat, it looks just like a Q and A. It's almost in the teeth of the laws about Q and A. You understand?

But the pc isn't clearing this. You've got this thing called a recurring withhold. You understand? You run into these things all the time. You were auditing a pc, so they're going to run some withholds, and they run the time that they locked their husband out. And you say, "Ha, ha. Thank you very much."

And you note down this fact, and a few sessions later, they tell you they locked their husband out, see, and they didn't tell him that they were the person that had locked him out, you know? Never confessed to it since, and he got pneumonia, and it was all pretty rough.

And so, a few sessions after this, you know, why, you're running down the track and they tell you they locked their husband out. And a little while later some other auditor is auditing this same pc, and they tell him they locked their husband out.

Look. Sometime or another, won't you get tired of hearing the same withhold? Isn't it boring? It's like watching a "C" movie that wasn't very good in the first place for the tenth time. That is a *missed* withhold.

Look. It has a very special anatomy: It isn't the moment they locked the husband out; it isn't when they withheld it from the husband; it isn't when they withheld it from you. These things have nothing to do with the reason this is charged up! That it is an overt, that it is a withhold—ahhh, yes. But there's this special thing called a *missed withhold*, and it hasn't got anything to do with either one of them. It merely uses them for fodder to feed on. And the overt and the withhold won't blow if a missed withhold occurs.

Now, what is the missed withhold? The only thing you have to ask this recurring withhold pc is "When did your husband nearly find out about it?" Not "When did he find out?"—see, that would have blown—but "When—when did your husband *nearly* find out about it?"

Now, here's the actual mechanics of it. A few days later while he was lying there suffering with a fever of 118, why, his eyes opened slittedly and suspiciously and looked at her and glanced toward the lock on the door. Now, that was his action, not hers, see? That was his action. And ever afterwards she hasn't known whether he knew or didn't know. Ever afterward! She doesn't know! And that's why the recurring withhold hangs up.

Now, I lowered the boom on this pc, and I said, "All right. Fine. Thank you. Thank you. Good. Now, tell me the exact moment you suspected somebody knew what you are telling me."

"Ohhhh." And that was dead easy. It was right there. The whole package blew, and that was that.

Somebody had made a comment which might or might not have been interpreted as the fact that they knew about it. And the pc goes off in this fantastic confusion. Now, how can it be a confusion? Well, it's a confusion because there is an overt and there is a withhold. And these are the primary mechanisms which sit back of all this. But they actually aren't very serious until they get a mystery on top of them.

Now, you take an overt, a withhold, plus a mystery, and you've got a missed withhold. It's a mystery! Now, did her husband know about it or didn't he? "Did did did he find out—did he re— and—and is he withholding? And is he—did he—as he was lying there in a fever and so forth, did he —he really mean that look toward her and toward the lock of the door as an accusation for having accidentally locked him out in the snow storm? Or did he—did he ever know, or—or—or wasn't that? Or did it or didn't it? Did he fi—. No. He couldn't have known about it. Oh, he—he did—no. No. He couldn't have. He he did, but still he looked straight at the lock of the door and he looked at me. He must, I—I—I—I don't know."

Do you understand this? Now, that is a missed withhold, see? Had nothing whatsoever to do—you can say, "Now, what have you done?"

And she says, "I locked my husband out in the snow and he got sick with pneumonia and he was sick for seventeen months and eighteen days. Lost his pension."

A few sessions later, you say, "All right, rata ta tatta ta tatta. What have you done?"

"Well, I locked my husband out in the snow, and—and he—he got—he got sick, and—and he was sick for eighteen months and eighteen days and he lost his pension."

You say, "Good. Thank you. Thank you very much. Good. (Maybe if I acknowledge it this time, maybe the pc will find out that I heard it, see?) Good. Thank you. Thank you very much. Thank you. Good, good. Good. Tha— thank you. Thank you. Thank you. Now, I got that. I heard exactly what you said there. I heard exactly what you said. Thank you."

Next morning in session you're running some General O/W, see? "I locked my husband out in…

Now, of course, that isn't as comprehensible as some offbeat—because this society is a bit offbeat on the subject of the second dynamic—you get some juicy second dynamic withhold of some kind or another. Get this girl, and she's making love to a dog, you know? You get this, you know? And then you, the auditor, get pulled right in on this. You say, "Well, of course this is heavily charged! Of course the pc is having trouble getting this off. Of course, of course, of course!"

Don't be so damn reasonable. There isn't any reason why the magnitude of the overt has anything to do with the readiness of its blowing. The magnitude of the overt has nothing to do with the speed of its evaporation. I don't care if you've blown up a husband or a planet. It's an overt. And it—one doesn't blow any harder than another.

Well, therefore, we have to ask this question. "How come this doesn't blow?" Don't sit there and say, "Well, because the society is rigged the way it is and because so forth, and it's on her terminal chain, and it's probably something that rock slams. It's on the oppterm side, dogs are oppterms, and—and so forth, and I'll fix that. Actually she is stuck on the se— and that's why that overt worn't blow, see?" Figure, figure, figure, figure, figure, figure, figure, see? That's why you get this second dynamic overt ten minutes deep in every session, or every third session. Or every Prepcheck, it comes up.

Wouldn't you be a little bit curious why this thing keeps recurring? Well, don't be so reasonable. It is not recurring because it is badder than other overts, see? It's not recurring because it weighs heavily on the pc's conscience. I don't know where people keep their consciences —lunch boxes or something like that. Obviously, it's very dangerous to squash a conscience because things are—shouldn't be kept on the conscience, and so forth. It's all a very interesting mechanical problem to me, this whole problem of consciousness. Because you see, everything that is on a conscience is unconscious. It's all confusing. And you can just figure yourself into a grave with this if you don't know this mechanism.

One day they had this elderly man and he came to the house for dinner. And he had a rather false smile. He had false teeth, see? And he had—and he had a false smile, and he looked straight at this girl, and he says, "You like dogs, don't you?" And that's the missed

withhold, see? The pc that you're auditing didn't do it. And ever since then: "Did he know? Did he really know? No, he couldn't have known. Yes, he…."

Now, you getting hold of the corner of this thing's tail, huh?

All right. I— maybe I haven't been as articulate as I could be.

Actually, I figured and I figured and I figured and I thought and I looked at it and so forth. And on this demonstration the other night, I actually couldn't believe it when the pc said, "I never thought you had to remember a specific moment in time to get off a withhold." Even the pc had missed it, but the thing had evaporated. There was no more natter in that area. There were a whole bunch of overts and a whole bunch of withholds. But this was just pursuant with natter until the exact moment when somebody was standing there—see, this is the moment we had to find—and I said, "All right. Let's look for it. This is the exact moment I want, see?" Pc is just going off answering questions, answering questions, getting noplace, see? I say, "This is the exact moment I want. Who almost found out you were doing that?"

"Oh, well."

And we picked up this exact split instant in time and it was just somebody making a casual remark that it indicated that they might know about these overts. You get the idea? They might know. But they didn't. But did they? See, there's the mystery sandwich.

If you want to see what is sticking a pc to something, always look for the mystery sandwich. Mystery is the glue which sticks thetans to things. Mystery is the glue. Even overts wind up in mystery. You shoot somebody. Now you don't know whether you shot him or you didn't shoot him or if it was a lucky shot or you should have shot him or if he was a bad man, or if, if, if, if, if, if, if, or if you should have done it. So it's the "if you should have done it" which causes you to pull back the withhold and sort of withhold a further action like that.

All things boil down to right conduct. Here is the crux of this situation. If you go on asking the pc, who doesn't understand what you're asking for, "Have I missed a withhold on you?" or "Have we missed a withhold on you?" and the pc is glibly giving you withholds, you ain't gettin' noplace. You is on the *Arkansas Special* with its wheels locked, its brakes on and the rails torn up. You're not going down any track anyplace.

Now, you can take the edge off of a case. I salute the fantastic workability of General O/W, you see? See, it is —it's the woof and warp of the GPM itself And it's right on down the line. That's why it's totally unlimited in the amount of run it can have. But I don't think you'd like to run out a GPM with General O/W. You're perfectly welcome to try if you've got a few centuries. Numerically, to count up the number of withholds that the person has, pursuant to the number of overts which they have committed, gives us some figure that if we were to write it up on the wall behind me in very tiny figures, starting at that corner and then just keep on writing across the whole top of the wall with groups of three zeros, you see, and then without ending the number, come just down be-

low it and start right straight across the wall again, and then come down another quarter of an inch and start writing zeros there, you'd get some kind of an idea of what this guy has done and withheld.

Well, that many answers is not necessary to clear somebody. So although the overt is very powerful in its ability to aberrate the individual—the withhold which follows it is locked up by the overt itself, of course—and although this mechanism is the mechanism underlying the gathering up of energies which results in solid mass terminals and gives you the game in the first place (see, the whole anatomy of a game is O/W).

In spite of all that, why, you don't have time and the pc doesn't have enough body years to run out all those overts, even if you could keep him in session that long, even if he could spot them all that long. And you don't even have time to run them out for one lifetime. How do you like that? And you haven't got time to sit around watching a pc's dirty needle go *bzz, bzz, bzz, bzz, bzz, bzz, bzz*, and try to settle it with General O/W. Recurring withholds will result.

General O/W, of course, is enough to straighten out the thing and get the session running, and all that sort of thing—a very valuable process; don't think I'm running it down. I'm just going to say it's too lengthy for that sort of thing.

And when I tell you to pick up somebody's missed withholds, I want you to pick up another person's action and not the pc's action. And it's best characterized as "nearly found out." Don't ask the pc for a missed withhold because he obviously, I have learned lately, he doesn't know any more of what I've been talking about than you have. See, you'd have to explain the whole anatomy to him. So there's got to be a better thing, see?

It—"What did we almost find out about you?" It's got to be that "almost." It's got to be "might have." It's got to be some conditional word. And then you will see a case suddenly go spoing! nyyow! and pick up the—a funniest, funniest series of disrelated incidents that case had never looked at before, never had anything to do with it before. You'll see the tone arm do peculiar things and the needle do peculiar things that you've never seen it do on O/W because you're running a different track. You're running the "almost discovered" track.

Now let me give you an example. Once upon a time I was up in the wilderness and wilds of Montana, and for some reason or other, a wolf, gray timber wolf, showed up and I shot a bullet over his head. I don't know just exactly why I shot at him because I never have any trouble with animals. I was very young at the time. And he heard this bullet go by over his head and he reached up and he snapped at the place where the bullet had been. And he decided to come my way. It upset him to be missed.

Honest, you never quite see anybody quite so upset as somebody who has been just barely missed. Look at a pedestrian who was not hit. The examinations flunks which you're most upset about were those which you passed all except for the last half of the last question. See? That's the nearness of the miss. In other words, missing things upsets things. It's a misestimation of effort or thought or something of the sort.

Now, a thetan's main attention is on estimation of effort, estimation of thought, estimation of look. He wants to know how much look is a look and so forth, and his certainties are all based on proper estimation of how much look is a look and all that sort of thing. See, just look at your Know to Mystery Scale, you see? How much knowledge is knowingness, see? That's an estimation. University is very simple. University hands you an old school tie, and you now know that you have the knowledge necessary, see? You can wave a pennant with your right hand so many motions to the left under the sis—boom bah, and you're all set in life. That's how much knowledge, you see, is necessary to be knowledge. So that's an estimation of knowledge.

Now, you can go right on down the scale and how much emotion does it take to be emotional? How much emotion is emotional? Well, you get lots of answers to that: enough to create an effect on somebody. If you're a TV actress, it's very simple: enough to please the sponsor. You can go on down and take another one at random. What is a proper symbol? How proper is a symbol when it is a symbol, see?

Well, you can estimate everything, except "How much mystery is a mystery?" And of course that's a mystery. You're into the no estimation of effort band. No estimation of the think, no estimation of anything; it's all mysterious. You don't know. The not knowingness of it all is what is upsetting.

But now you take a not knowingness which is probably known and play it both ways. Now, they knew but they didn't or couldn't have known, and you knew that they knew but you know they didn't know.

Now let's just get the four way flows on a not know and you've got a missed withhold. And it's very painful to a thetan. So I really don't blame you for avoiding it like a plague.

See, the fellow walks up to the girl and he smiles and he looks at her in a sort of a false smile and he says, "Well, little girl, I understand you like dogs." Well, right away, her concept of him is—is "Did he know? Didn't he know? He couldn't have known," she thinks to herself. "He must know." But then complicated in to this is the fact that he looks like he knows but he hasn't said enough to indicate that he did know, so he doesn't know. It's strictly ding, ding, ding, here comes the wagon, you know? Strictly. This is the stuff out of which insanity gets made, see?

It's a can't reach, not reach, must reach situation, and so forth, in the effort band. When you get insanity in the mystery band, it's a "did know, but didn't know, but mustn't know," you see? But he must know, but he mustn't know, you see, and it's the sort of reach and withdraw, only it's not a mechanical thing. And there it is and it's just pure mystery mucilage. And a thetan will stick right to it, man. Now, in trying to pull off the overt and the withhold in the presence of something that has a missed withhold on it does not accomplish an as-isness of the section of track in which the pc is stuck. Because the pc is not stuck with the overt and is not stuck with the withhold; the pc is stuck with the "almost found out." So, of course, nothing as-ises and you get a recurring withhold, see, because he isn't looking at that section of track where he did it or where he's withholding it. He's only looking at that section of track where it was almost found out. And you ask him

for what he did and what he withheld, you don't as is the section of track he's stuck in. So therefore, it just perpetuates itself and goes on forever.

And if you want to see something very remarkable in a pc, just very remarkable in a pc, just sit down in apropos of nothing, after you've got the pc in session and so forth, just start running in any command sequence, "Well, just get the idea of nearly being found out." See, it has to be nearly being found out, see? "Get the idea of somebody nearly finding out about you." "Get the idea of you nearly finding out about another" —that's an unnecessary leg to the thing, but you could make it up—and the next thing, more track would be going by that this person had never heard of before. Didn't matter what else you'd run. That's got a brand new track area. They've never seen this track before and it's been with them all the time. It's what's stuck out in front of their noses. Directly in front of their noses.

I could just ask you at this exact instant to "Recall a time you were nearly found out." Now go ahead, think of a time you were nearly found out.

Having any trouble finding this time you were nearly found out?

Well, I shouldn't think so because that's the bulk of the stuff in front of your schnozzola. Most people can't even find an engram, merely because there are so many missed withholds in front of their faces. They can't get any clear view of anything, because they got missed withholds in front of their faces.

"Did they really know or didn't they? Was I actually discovered at that time or wasn't I?" See, that is the question.

"Who has nearly known about you?" Think that over for a while, you'll come up with people you have been leery of or felt nervous around.

And when I tell you to pick up somebody's missed withholds on Scientology, I don't want you to pick up the overts that they have been withholding. See? I couldn't care less about these overts, don't you see, that they have been withholding. That they have been withholding them, oh, all right, so they have been withholding them. You can get TA action by finding all the things the fellow has been withholding. That's good. That's fine. But this is a junior action. That would be asking you to run General O/W on a pc. That'd have nothing to do with missed withholds.

Now, when I ask you to find out something about missed withholds, get this pc's missed withholds. Don't you *dare* come up with any withholds. Just don't you *dare!* I want the name, rank and serial number of the person who missed it. God, I couldn't care less what was missed. You understand? I don't want the pc's actions, I want the pc's guesses about the other guy, see? That's what I'm asking you to find out.

Now, this is very arduous to run, because sometimes you actually have to bear down on it if your command has not been sufficiently explicit. You have to direct the pc's attention rather heavily. Let's say you've run a lot of O/W and so forth. Well now, you think

you've got this all licked, you see? This person has been taking things from their company, you see? And you've run this—and they're taking things from their company and stealing them, actually, and you think you got it all licked. You've got the number of fountain pens and the number of stenographers, and all these things they've stolen from their company, you see? And you think you've got a tabulated list now and you say, "Well, that cured it" and so forth, and next week, why, they take a typewriter.

There's something missing here, something —something went wrong. You got all of the overts, and you got the fact they were withholding it. They're not now withholding because they told you —see, there's the rationale. And so therefore it's now all hunky dory, and so they go back and steal a typewriter and the week after steal the boss's secretary, see? They're still nervous about the company. The person is not in a forgive —or—forget mood about the company. See, that's because they've gotten off these overts, why, you have a feeling, and your feeling is quite right by the way—you're not totally stupid—your feeling is quite right when you suppose that after they've gotten this straightened out in their mind they'll feel all right about the company. And they very often don't. They feel propitiative or they feel sort of guilty, or they feel some other weird misemotional way about the target of these overts and withholds, and you don't feel this is right. And so you keep plunging and asking for something else they did. And if there's anything guaranteed to drive the pc round the bend, it's after he has told you everything he has did, you insist there must be something else the pc has did—did. You're in essence cleaning a clean, see?

Now, actually, because you sense that this pc is still a little bit "*mnyah*" about the company, why, then you assume there must have been some other overt. Well, he can always dig up another one or two, or something like this, and the basic on the chain, and… And the trouble is you so often have a near win on this that you really never get your win. You sort of quit eating just before dessert.

And there was a lot of people that were with us in 50, 51, that sort of thing, are starting to write me now and they're starting to get in contact again and that sort of thing.

I just sort of laugh rather raucously, by the way. The last one that did, I said he quit before dessert, you know? I'd realized after I had mailed the letter that I had missed a wonderful sort of an epigrammatic sort of thing that he deserted before the dessert, you know, but it's—that's what you're denying yourself. You're denying yourself a forkful of strawberries and cream, see? You quit with the gravy and mashed potatoes, you know? There's still one more course.

So, he stole a typewriter, and he stole an eraser, and he did this, and he withheld it from this person, he withheld it from that person, and he stole the boss's secretary, and he goes so, and yes, all fine. Yes. And he's withheld it all these years, and now you know about it, and that's fine.

And he's sort of still kind of blowy and sort of nattery about the company a little bit. A week or so later, you see him; he really doesn't feel good about the company, and so forth. Well, you just quit before the dessert was served, that's all. You've got to find out *who* Now. Now. Now. All of a sudden he goes "*Uu huugh coooo. I should say so. Ohhhh!*"

See, the idea is you've gotten off all the overts, you've gotten off all the withholds, and he still doesn't like the Materiel Executive. Got the idea? He still feels a little peculiar in some parts of the organization. You see, you really didn't clean it up. Because the key in—the bullet that passed almost into his ear but not quite, you know, just fanned air—was one day the Materiel Executive stepped out of the back door putting an inventory sheet in his pocket and looked at him rather frowningly and went on by into his office. Like somebody who has been in a hotel that has thin rooms and floors, you know, and the guy upstairs drops one shoe, you see? Five o'clock in the morning, he's still waiting there for the other shoe, you see?

Next action, you see, never proceeds from this point. We have started a piece of time track here which doesn't go anyplace. Next action is he's—you see, he's doing all this quite reactively, and it's down underneath the surface of analysis, you know? I mean, at the surface of his analytical processes. And he saw the fellow do this, and he knew it made him nervous, and he goes back in, and he doesn't want to have the phone ring. Because he knows what's now going to happen, you see? If the fellow did know, this is what's going to happen: You see, the phone is going to ring, and he's going to be sent for by one of the directors of the company, and then one of two things will happen. They will either hand him the pink slip, or there will be a policeman standing there, see? And then there's two choices that come out of that, and if it's the policeman, that's got one choice, you see? And you get a big dramatic sequence about the trial, you see, and he has to have all of the bad things the company did to him, and how it's actually one of the junior directors trying to cover up. See, he's got to have all the whole story manufactured for this, but is there any reason to manufacture the story? Did the Materiel Executive really know? See?

Here we've got the track that goes nowhere, don't you see? And it could develop into track, but is it going to develop into track or isn't it going to develop into track? Here's where this thing—just as far as time is concerned, it becomes a mystery sandwich and there's no time in it because those events don't take place. So therefore, there is no time track for it so the—which hangs it. It's not spotted in time. It doesn't fire off right, don't you see? There's nothing goes right about it at all because this isn't any estimation of it. You can't figure out what you would do because it didn't happen. You can't figure out what you would have said because nobody said it. You can't figure out what explanation was the right explanation because you never had to explain it. You see? But you should have explained it, but you didn't. So there's just nothing known and you just get this terrific area of just total—it's not even hardly a positive negative. It's just *lhaah*. And that's a missed withhold.

And the missed withhold depends on the other guy—the accidental action of another person.

Sometimes it'll be a piece of paper, or something like that. He's sitting there. He's sitting there in conference and he suddenly notices that just showing in the boss's in basket is a memorandum with his own name just showing above the covering pieces of paper. That conference is ruined for him. You see, he never has another thing to say during the whole conference. He sort of sits there and sweats, you know? But he really doesn't quite realize what he's sweating about. You see, there's his name on a memorandum. He doesn't know

what the memorandum is about except that it concerns him in some way and he can't see what the subject of it is, do you see?

Now actually, three people are standing together in the hall, you come by and they shut up. There's a very good missed withhold situation. If that was preceded by an overt which the person wasn't telling anybody about, if that was the morning after the high school girl's first raw escapade—see, the truth of the matter is that they probably had their mouths full of candy and couldn't talk when they went by. But then one never really knows what the truth is, you see? No, there's no truth contained in any of it. It's just one huge glob of mystery. And that is a missed withhold.

It's a "should have known" as it has been described, but you will pick it up and be able to relay it much more ably if you call it a "nearly found out." It's a nearly known, see? Nearly found out.

Now, if you wished to clear up somebody's missed withholds on Scientology and you said, "What have we failed to find out about you?" he would give you a whole string of withholds. And this would then go no place, see? No. You want another word, and this will clarify it to you and this will clarify it to the pc and everybody will be as happy as clambakes. Now, "What have we nearly found out about you and when did we nearly find it out?" comes much closer in to what you want, see?

See ' you want to know what. Well, he's not likely to give you the rest of it until he has identified, to some degree, what. See, "Well, my escapades with young boys," see, or something like this, see, or wild women or something, see? "That's what you failed to find out about me," you see? That's what he kind of answers. "What did we nearly find out about you?" "My escapades with wild women," see? Oddly enough, that doesn't clarify the situation at all. That doesn't make him like you any better, or anybody else. That doesn't keep him from getting ARC breaks. You've got to follow it up with a second question. Now you've got the missed withhold, see? You've merely identified what the missed withhold was about. You haven't got the missed withhold. Takes some additional step. All right.

"When did we nearly find out about it?" Now you could follow that through a little bit further if it wasn't blowing well with "who?" you see? "Who nearly found out about it?" "When was that?" You get the concatenation of questions—the series of questions—that would deliver all of this data into your hands. You're looking for moments in the HGC's, D of T's office. You're looking for the instant when the PE Instructor all of a sudden paused. Fellow realized that he'd better cut this short because actually, he's gonna miss his ride home, see? This thought suddenly strikes the PE Instructor, you see? He's liable to miss his ride home, you know? So he'd better cut this short. So he's looking over the class and he fixes his beady eye on one person. Seems to lose track of what he was saying, don't you see?

Said, "Well, all right. Now you understand ARC and we're going to have to conclude the talk this evening. And so, good night," and hurriedly walks out the door. Now, the person his eye accidentally lit on in those pauses goes, "*Beenk*," see? Nearly found out. "Did he

know? Didn't he know?" See? "Wa-wa wa was he on the *ri ri ri uh uohhhh*. What did he guess at that moment? What did he recognize about me at that moment? Which one of my various crimes?" You see, here's something else, see? Now he doesn't even know which one of his crimes have been identified. Maybe the Instructor has been talking about the fact that people with big heads have more brains than people with little heads or something, you know? And this person gets some kind of a rationale about this thing.

He couldn't make up his mind whether he had lots of brains or little brains because he's always realized that he had a medium sized head. See? Now, that's already got a little mystery connected with it, which is just nothing. Then all of a sudden the Instructor seems to completely look down, seems to completely change pace, and then abruptly leaves. And you know there'll be some people leave that PE class very, very nervous, because they realize when they go out the front door that the police are going to be waiting for them?

What did we nearly find out? Well, it isn't good enough to find out just *what* was nearly found out. We've got to find *when* it was nearly found out or might have been found out, but doesn't know if it was found out, don't you see? When and by *whom?* We got to spot these points. And all of a sudden, why, this person, *tah!* Everything is marvelous. Everything goes off beautifully, smoothly, and there it is.

Now, you can give me a gold star tonight, at least, for trying.

Audience: Yeah!

Thank you.

Elementary Straightwire

A lecture given on 7 October 1954

I'd like to talk to you today about Elementary Straightwire. And under this subject comes the Auditor's Code, *Self Analysis,* memory and mass, past-life loss of memory, and the fact that MEST knows a datum.

Now, Elementary Straightwire is a very interesting subject, particularly since it can utterly change the mind of anyone to whom it is addressed; it is a very powerful process, and is one of the basic processes of Dianetics and Scientology. The first Straightwire that was used was evidently used by Hippocrates, who knew its value back in Greek days, since he says, "A patient is not well until he has told at least five people about his operation." And he evidently made a practice of this sort of thing.

But we don't hear about it seriously as anything useful, until the days of Sigmund Freud when he began this endless thing known as associative ... matter of fact, I've forgotten most of the material in psychoanalysis. There's a terrific amount of material on the subject of you get the fellow to talk, and he keeps on talking, and if he talks enough years, why, he will eventually dredge up something.

Let's compare that to the Aesculapian practice and find out if there's a considerable advance. The Aesculapians practiced in the early days of Greece, by hypnotic suggestion. They used hellebore to produce a savage and violent shock in the person, and then would talk to him in such a way as to produce dreams, which they would then convince him, afterwards, was a visitation of a god, and this was all very interesting.

But that actually is where psychiatry gets, intimately and directly, the whole theory of shock as a therapy. Nuts. The Greeks and the use of hellebore—a psychiatrist does it today with electricity. I mean, it's just as unworkable today as it was then, but it's something to do—better than standing around, I guess, smoking a cigarette. So they do that.

Now, you say, "What does this have to do with Straightwire?" I'm just demonstrating to you that first we had an impound—you know, we inflowed like mad against the person and then after a while we let him outflow—without any directive material or direction, really, on the part of the doctor treating him—and then we got up to the field of more selective recall. And that's practiced to some slight degree by Jung and Adler. And we finally come up to the Dianetic auditor, 1950, and we got what is known today as Straightwire.

You can see that Straightwire is pinpointing the trouble and using a knowledge of the mechanics of the mind in order to locate and pinpoint the difficulty. The Freudian analyst lets the patient regurgitate Lord-knows-how much material just in the hopes that the patient will stumble over something, and sooner or later, then, the analyst will be able to evaluate it for him.

That is Straightwire, if you wish to call it that. And the Dianetic auditor pinpointed it, out of a knowledge of the mind. He was looking for incidents appertaining to pain and unconsciousness. And he was trying to get the locks which held such engrams in suspense—and it took a lock. So the auditor, by Straightwire, could hit one of these locks, and he would simply shoot for it. And he knew about valences and he knew a great deal of other material, and so he was able to pinpoint these held-down points in the computer, you might say. And by Straightwire, just getting the fellow to recall them directly, he could relieve the tension on the case.

Quite remarkable material, quite remarkable results, have ensued from just this ordinary, but rather complicated, use of Straightwire. You see what that is, then? It's ... knowing that he could get into his mother's or father's valence, you might ask him, "Now, can you recall a time when you decided to be like your father? Do you recall a time when somebody told you you were like your father?" He'll eventually remember something like that, and the valence mechanism will shift.

All right, there are other things. "Can you recall a time when you ..." (overt-act-motivator sequence) "Can you recall a time when you told somebody they were just like their father?" You see? And if he could recall such things, why, it would cause a resurgence in the case, and he would get out of his father's valence, and so would be rid of all the maladies he was carrying around which were actually his father's maladies and did not belong to him.

Now, as we look along this line which goes from the ancient Greek until now, we discover simply this: That people who were practicing this knew more and more and more about the actual mechanics of the mind and the factors which were the most vital factors in the mind.

Freud got onto the dynamics. He got onto the dynamics, at least, by emphasizing the second dynamic. He had seven more to go, but he nevertheless was on the way.

And because sex is a hidden thing in this society—naturally, any time you can get anybody to remember anything about sex, you are getting him to remember a hidden communication, which is a tremendously important process all by itself. And you ask somebody, "Let's point out some hidden communications. Let's point out some hidden joys. Let's point out some hidden satisfaction," anything like this. Or "Give me some unknown data." The fellow will sit there and be ... this is, by the way, a technique. It's impossible for him to answer this question. You ask him, "Give me an unknown datum," and what happens is every time he looks at a datum that he considers unknown it immediately becomes known.

And he just reels off these thousands and thousands of locks at a great rate of speed, one after the other, you see?—all the time trying to find an unknown datum. You see, he has taken the knownness off the bank. He as-ises the knownness from the bank, you see, and that leaves the unknownness on the bank. And all you've asked him to do is as-is the unknownness which is on the bank.

Now, as-ising unknownness is quite antipathetic to trying to remember something, you see this? As-ising unknownness is not as-ising data. But unknownness is itself a sort of datum. It is the consideration that something cannot be known and somebody never as-ises this. As witness this fact: The whole field of psychology has been so confronted, so thoroughly, with this datum—

that something cannot be known—that it has refused, bluntly and precisely, to admit at any time that the problem to which it was dedicated was a workable, solvable problem. What are they working on it for? You want to know the difference between Dianetics and psychology, just take a look at that.

They do not believe the problem they are working on can be solved, because I've had psychologist after psychologist, psychology department after psychology department, tell me "The human mind, of course, is far too complicated to be solved; you realize that."

Well, I asked them, "What the devil are you doing sitting there, then, calling yourself an expert on the subject of the human mind? If you believe the problem can't be solved, then what are you doing on this track? Get the ties off the rails and let's get going!"

And that's why you, when you're out there trying to train somebody who has been a psychologist, will find yourself going appetite over tin cup with this fellow, because you're training somebody who has made the assumption that the problem is not capable of solution. And you're teaching him the solution in the teeth of the fact that it can't be solved.

We have had psychologists in training for four years in the field of Dianetics, and at the end of four years have discovered that they have not absorbed the most basic principle there was. Just recently we discovered that a psychologist told us that we had made an unreasonable assumption: That some slightly greater freedom was available to the average man. He said we'd made this as an unreasonable assumption. The unexamined assumption in the subject. Where's he been for four years? That's one of the first assumptions we make: That a greater freedom can exist for the individual, and by that greater freedom, that he is then less driven into channels which the society frowns upon. It is restriction which brings on crime, not freedom.

All right, the field of psychology, then, was running up against this exact mechanical thing—unknownness. And they themselves had postulated that unknownness to aid and abet the fact that unknownness can actually exist in the bank—unknown datum. So, one of the trickier forms of Straightwire would simply be to ask somebody, "Give me some unknown data. Give me some unknown times and unknown places."

What is stupidity? You want to raise somebody's IQ? Simply ask him for some unknown times and unknown places, because the definition of stupidity is simply this: Having lost the time, the place and the object. And if you can get somebody to lose time, place, object, and lose the time, the place and the object often enough and long enough, he will be stupid, believe me! Stupidity is just that, and no more. I refer you to the printed edition of *The Auditor's Handbook*.

All right, let's look at this, then, and discover that by Straightwire we could as-is, off the bank, known data and leave there great masses of unknown data; and thereby, just by practicing Straightwire too long, we could make a person more stupid. You got that? But by practicing it for a short time, we could make him brighter—unless we add into it the fact that we can ask him for unknown data, which means that we could use, then, Straightwire forever and he would just keep on getting brighter. And understand this about Straightwire: If you simply ask him for known data, known data, known data, known data, he will eventually get a great deal of stupidity piled up, see, and he will be more stupid.

Do you see that?

If you ask him for just a very short time—you know, if you only Straightwire him ten minutes or a half an hour or an hour, or even ten or twenty hours; you know, just Straightwire —you're going to see him get brighter and brighter and brighter and brighter and brighter, and then he's going to get more stupid and more stupid and more stupid and more stupid. And he'll finally get back to the point where he was when you first started asking him, and then he will go below that point.

So, we're talking about Straightwire as a momentary or limited technique, and also because we know about this unknown datum as an unlimited technique. So if you understand what I've just said to you, then Straightwire becomes an unlimited technique—if you remember to ask him every once in a while, "Well, give me some unknown mothers."

"Oh," he'll say, "some unknown mothers? There's only one mother as far as I am concerned. Unknown mothers—I don't know, I suppose Ed had a mother, um-um-um-um-um, yeah. Yeah, there's ... well, there's little Johnny's mother. Unknown mothers you want, though. Yeah, well, excuse me. Well, there was Bobby's mother, and there was Aunt Gracie's mother, and there's a great-grandmother, and she was somebody's mother, yes, and there was a ... I had a dog one time and—wait a minute! I'm sorry, I'm sorry, you're asking me for some *unknown* mothers. Yeah, well, I'll give you some in just a minute. And then there's Joe's mother and Bill's mother, and then there's mother's ... I-I-I don't know, I ... it's elusive, you know, I just ... I-I almost find one, and then I ..." And all of a sudden he'll say, "You know, this is kind of dumb. You're asking me for unknown mothers. How could I know them, I have to assume I don't know them before I can then look for them and not find them."

And you say, "Well, that's all right; that's all well and good. Just give me some unknown mothers." And great stretches of Straightwire occur. Enormous vistas of life open up that he's never before inspected. Why? Because he as-ised all the knownness off the bank, and anything that was a little difficult to know, or that he had to reach for a little bit, why, he said then, "That's unknown." Well, you've asked him to pick up all those walls, you know. Of course, he picks them up and there's a picture behind each one of them. See the trick?

Then how does Straightwire become an unlimited technique? By occasionally interjecting into it requests for unknown times, places, objects, persons. Ask him for unknown times, places, objects and persons. You'll get back into past lives so fast that you'll wonder how on earth he didn't remember them in the first place. See that? All right.

Then, Straightwire at large becomes unlimited if you remember to as-is the unknown factors out of it. Now, another factor in the field of interest comes this way: If you ask a fellow to remember all the things which were interesting in his life, he would as-is off—you know, erase—all of the interest in his past life. And you would say, "Well, that's fine, he'll then no longer be interested in his past life and so it'll go away." Oh, no you don't! You've left the disinterest on the bank.

Now, if you ask a preclear, sometime or another, to take a look at the lamp in your office and get the idea of being tremendously interested in it, and then without calling back to him any of the energy he's put out toward it, simply to take his attention off of it and abandon it—the beam he's put out will smack him in the face. You see how you do this? You tell him to get interested in something; now tell him to take his attention off it and— you know, cease to be interested in it but don't take the beam off of it; you know, just leave himself connected to it but cease to be interested in *it—bang!* Horrible.

All right, what's this? Interest is itself, at first—most basically, of course —is a consideration. Interest is basically a consideration. But that consideration develops into energy particles which are just as real as any energy particle. And a fellow can get connected to things and then become—with interest—and then become disinterested in them and still remain connected to them. And so he has a tendency to become very, very solid.

So if you simply asked this person for all of the interesting things in his life—"Remember a time, now, when you were interested in your mother. Remember a time when you were interested in your father. Remember a time when you were interested in dogs. Remember a time when you were ..." *Zzup, zzup.* The next thing you know, jam! What have you done? With the assumption that he was to find some interest in dogs, he did. But he created some new interest for the bank as well as the interest which was already there, you see? Now he takes his attention off, he hits the disinterest about the subject of dogs and doesn't as-is it or erase it.

So, a Straightwire question which would plow it up and make him ex*tremely* happy, would be to "Give me some times ..." By the way, it'd make him awfully miserable at first; and again, this makes an unlimited technique if you do this: "Give me some times when you were disinterested in your mother. Disinterested in your father. Can you recall a time when you ceased to be interested in moving fast? Ceased to be interested in speed? Can you recall a place that you're no longer interested in?" Get the idea? He'll all of a sudden start to come up to the surface.

What happens? Interest thrown at any energy mass causes it to begin to dissolve, and throws into restimulation the disinterest which is already there.

Now, here's the explanation of the dilettante I was talking to you about in the last lecture. He's as-ised all of the interest. He has created no new interest, and he has left in existence disinterest. And this disinterest exists as energy deposits which then absorb any interest he puts out. And this is the mechanics behind interest and disinterest, and why your dilettante is very often completely bogged in a very short space of time. He starts to be interested in something and he bogs on it immediately.

Now, one of the odd angles of Straightwire is that Straightwire—in the field of interest—can be accomplished very, very much on the order of shotgun. In other words, you can ask for a concept and run a concept. You're then doing a sort of a shotgun Straightwire, you see? And it's not anywhere near as good, really, as pinpointed Straightwire where you're getting the specific incident.

You know, if you're asking him and he remembers specific incidents, it's very good. And you're running Straightwire if you're asking him for specific moments when and where, you

know. That's Straightwire. And if you're asking him "give me a concept; run a flow; get the idea," you're not asking him for specific incidents. See what you're asking him for? You're asking him for a shotgun, scattered all over the place, and it's nowhere near as good as pinpointing.

Now, this you must know about Straightwire: It is better to get pin-pointed, actual incidents than it is to shotgun with "Get the idea, now, of sitting there and being disinterested." It'd be much better to use Straightwire. "Give me a time when you were disinterested in life." And have him remember an actual time when he was disinterested in life. See that?

The essence of Straightwire, what we mean by Straightwire, is the recovery of the actual *time, place and object.* Now, let me be a little more specific: The recovery of a memory which immediately and actually appertains to time, place, object—remembering all the while that there are two things that can get in the road: one is unknownness, and the other one, disinterest. These two things will get in our road.

We ask him for all the known times and places, endlessly, and we'll have simply as-ised them all. See that? And we ask him for all the interesting things in his life, and we will have as-ised them all—in other words, erased them. If this fellow isn't producing very much interest, we will leave him in an unknown state of mind—"Who am I?" "Mr. What-Wall"—and we will leave him in a disinterested frame of mind. Unknown and disinterested. On the one hand, stupid, and on the other hand, disinterested in existence. You see that? So Straightwire, then, must take care of these two problems, and if it doesn't take care of these two problems, it's not good Straightwire.

All right, let's go over what Straightwire is again. Straightwire is: Specific points in time, space and specific objects—very specific, you see. You're asking for *the* time *when, the* object *that.* See? *The* place *where,* with (added to it) "Give me some unknown places where; Give me some disinteresting things," but making sure that he gets the exact place, the exact time, the exact object. In other words, "remember." Follow me now? All right.

Straightwire has some more to it. Why is it called Straightwire? It's called Straightwire because it is stringing a line between cause and effect, directly and with no vias. *Straightwire,* as opposed to wire which runs through relays. You want direct cause and effect.

Now, a thetan has gone all the way through this universe, unable to discover cause. Why can't he discover cause? In the first place, he's never going to really discover cause, because cause is without mass, without energy or wavelength, has no location in space, has no time; and that is the biggest cause there is. That's a static.

Now, actually, in view of the fact that a thetan actually has no mass, no energy or wavelength, no space or location in, and no time—in view of this fact—and in view of the fact that he can yet change his mind, make considerations and render effects, we discover that he would be an unknown cause, wouldn't we? And on the other hand, he would also be actually an unknown effect. So an unknown cause to an unknown effect gradually drives a thetan daffy. You see this? He can never find this cause. He can find the last particle of energy in the last space, but beyond that, there's—*rrrr!* See? And when he's trying to make an effect on somebody, he gets the idea

after a while that he can get down to that last particle of energy in that space, in that time, and beyond *that—nyah!*

So he never gets to an ultimate, he never gets to an absolute effect and he can never discover an absolute cause. And for that reason we have, in Dianetics, the Axiom "Absolutes are unobtainable." And that's exactly what that means. It doesn't mean anything else, it just doesn't happen to apply to that. Absolutes are unobtainable. What are the absolutes here? Cause and effect.

So, the best he can ever do is discover "assisting causes" and "assisting effects." He can discover the energy, the times and the spaces which assist causes and which assist effects. When you're giving him Straightwire, you must know that you are always going in the direction of an unsolvable effect, an unsolvable cause. And remember, the only thing that's ever worried him is the fact that it is unknown or unsolvable, and that it is uninteresting, really. That cause, that effect, never themselves as energy masses could be called interesting or uninteresting. So he gets the idea that they're disinterested.

Man has a great avidity for this. He mocks up all sorts of saints and builds them out of plaster, I call to your attention, in order to demonstrate to himself that a thetan can be interested in him. In other words, he tries to do it by mock-ups, because he can't do it really.

So when you're rendering and delivering Straightwire, you must realize that the bulk of the concern on the bank is wrapped up in "uninteresting" on the one hand, and in "unknownness" on the other hand. Unknown what? Unknown cause.

Stupidity is unknown place, time and object. So, that's anxiety too, you know. It's about all there is to it. Anxiety, fear, worry—what's all this connected with? It's connected with simply this: an unknown cause, an unknown effect. Did he really do it? Did he really cause the effect, or didn't he? No certainty. Because he depends for certainty on impact.

Impact certainty steps in here, and he said, "Well I can at least be certain that there's a wall over here." And he goes wandering around too long, getting too concerned with the ultimates and absolutes of cause and effect, and he begins to neglect the fact that at least there's a wall here. See, he neglects this "at least there's a wall."

So, by Straightwire, you can show him that there's an awful lot of memory on the bank that he is overlooking. He gets so desperate about this thing that he will forget things. He'll make a postulate that he can no longer remember them. And so you get a person with a poor memory. A person with a poor memory though, remember, is just doing this: he's obscuring place, time and object, isn't he? He's just obscuring this thing.

Now, of course, because Straightwire deals primarily and basically with communication, hidden communication becomes very important in the field of Straightwire—so important that if you could take somebody out on a street corner where there are a lot of people and there's a lot of scenery and a lot of things going around, and simply have him point out some hidden communications, he would feel better and better and better and better and better. That's not Straightwire. That's environmental observation. That's environmental observation. See that? That's not Straightwire. That's an 8-C with a concept, or an 8-C

with an idea. You're making him spot the vicinity. Straightwire, then, refers immediately to the past. It refers immediately to the past.

Now, one of the most dangerous postulates that comes up out of the past is that the past can affect you. But if you didn't have the postulate the past could affect you, then nothing could affect you. And a person gets an idea though, that a past is affecting him far, far too much, and Straightwire is indicated—definitely indicated.

Many, many combinations, infinity of combinations, could be applied, but in Dianetics and Scientology we use the knowledge of the mind in order to pinpoint what we should ask for. So let's ask for some unknown things, let's ask for some uninteresting things, let's ask for some hidden communications and let's ask for the various other items which are of the obscuring kind, and remembering at the same time to intersperse questions which are really real. You know, ask for the data too, but don't neglect or forget to handle these unknown, uninteresting factors. Don't as-is all the data off the bank and leave nothing there—a soggy mass of stupidity.

All right, the most basic and elementary Straightwire—remembering all these other factors— the most basic and elementary Straightwire is of course ARC Straightwire. But when we *say Straightwire,* we are simply talking about stringing a line from cause to effect through the past. And that's what we mean by Straightwire. And it's direct, pinpointing questions which bring this to the attention of the individual. What bars him from remembering all there is to remember is, of course, the fact that many of the data, he has pronounced to be unknown; and much of the material, he has withdrawn from, because it was uninteresting.

So if we include these factors in, then we could Straightwire straight back to the beginning of all time, and Straightwire out the postulate of time itself, if you wanted to.

Now, as soon as we go into the subject of Straightwire, we begin to realize that there are a tremendous number of combinations of questions which we could ask a preclear. An infinity of questions, just as there are an infinity of life motives and forms. So we have to know our basics very, very well to keep from wandering into the unproductive bypasses in the bank.

Now, the preclear who is sitting in front of us has lost cause-points. He doesn't know what caused the effect, he doesn't know what is causing the effect, there is a hidden cause scattered around in his bank and he is looking for it. And he will look, look, look, look, look, and scale off all available data, and not scale off the uninteresting data, and not scale off or erase the unknown data, and so he will eventually leave himself in a fine state of *Homo sapiens.*

How does he get to be *Homo sapiens?* He starts looking for cause, cause, cause, cause, cause—"We can't find it, don't know where it is, don't know where it is, don't know where ... Well, there's one. No, that isn't it. There ... no, that isn't it. There—there's ... no, that's ... Oh! No, th ... Uh!"

Finally, he'll even welcome a bullet. He knows at least the bullet killed him. See, that's certainty now; he's certain now. Well, you must get him to be fairly easy about the ideas of cause and effect.

One of the good ways to do it is to simply ask him questions which direct his attention immediately into those factors which are the factors of Dianetics and Scientology; and this is survive; the eight dynamics—in Scientology, the Mystery to Know Scale—and very, very and most importantly, ARC: affinity, reality and communication.

Now, ARC Straightwire is quite a technique all by itself. But when we're asking him for things, remember to remember your fundamentals, and apply and use those fundamentals on him. Don't ask him for times when all of his schoolbooks were lost. You know, "Can you remember a time when all your schoolbooks were lost?" This is not an important question. An important question would be "Give me some times when you decided not to survive." *Verrrrrrr!*

If he can't remember any, well, "Give me some unknown times when you decided not to survive." You got the idea?

You could ask him, "Now, when did you first get interested in this type of psychosomatic illness?" See what it would do—what would happen to him? "Give me some times when you became disinterested in this psychosomatic illness." And it'll go away. He'll skim off all the interesting points while he's looking for the uninteresting ones, you see?

So, remembering these tricks and these basics, and remembering that life is pretty well patterned out by these various fundamentals which we find are the common denominators of existence—and you will discover as you begin to use them that they are the common denominators of existence—why, we can produce some tremendous results with Straightwire.

Well, one of the mechanical ways of producing results is ARC Straightwire, and ARC Straightwire had an elementary form. Its most elementary form was—and boy, you'd better know this one by heart, shall we, because this is a very elementary form indeed—"Can you recall a time that is really real to you? A time when you were in good communication with someone? A time when someone was in good communication with you? A time that is really real to you? A time when you were in good communication with someone? A time when someone was in good communication with you? A time when you felt some affinity for someone? A time when someone felt some affinity for you?"

Now, that's the most elementary form of it. But if you use that very long—if you use that very long—remember to use the reverse side of it. All angels have two faces: a good face and a bad one. And so it is with the bank. It's got a good face and a bad face. "Can you remember a time that's really unreal to you? Can you remember a time when someone refused to communicate with you? Can you remember a time when you refused to communicate with someone? Can you remember a time when there was no affinity? When nobody felt any affinity for you?"

If you don't reverse the coin, sooner or later you're going to bog your boy. You'll just as-is off everything. You know, all angels have two faces—so does life. Has a good face and a bad face.

All right. The most elementary form, then, you will find in the next-to-the-last list of *Self Analysis*. And you will discover, however, that by reversing its face it becomes an unlimited technique. But as for a quick boost and a good assist, and a temporary, limited technique, which you're only

going to use for a few minutes, an hour, something like this, just ARC Straightwire—"Remember a time that's really real to you"—is excellent. You have to test this out to really know it.

Now, of course, there is a more basic Straightwire than this. We actually—if we're starting to research the memory—we had better start in with the factors which make memory. And there aren't any hidden factors which make memory, besides remembering and forgetting. Any time you think there are any more factors to memory, you … because memory, by itself, simply implies this mechanical action of remembering and forgetting.

Memory is not necessarily living at all. It's just a mechanical little machine that goes whir-whir and delivers you the datum when you want it. So we have a more basic Straightwire: "Remember something you wouldn't mind remembering," "How about recalling something you wouldn't mind forgetting." See? That's the two factors of memory. And it will certainly knock this little machine called memory either into line or out of operation entirely—at least you produce an effect.

Now, those are Straightwire in its most elementary forms, and we discover that the rendition of Straightwire is more important, however, in many cases, than the question asked. You've got the question asked, you can commit this to memory, and it ceases to be all-important when you know what all the forms of Straightwire are.

If you want some forms of Straightwire, by the way, open up *Self Analysis*—old-time *Self Analysis*. Boy, there's Straightwire in there to end all Straightwire, and if you add to its factors "uninterestingness," you know, and "unknownness," why, it'll just reel off everything for you. There's practically every combination of life in that old book. It's based on the formula of control: start, stop and change—the whole book is. The factors of control are start, stop and change.

Now, the rendering, then, of Straightwire becomes all-important, and this becomes the variable factor. The other factor is not variable. You can commit these things to memory—it's very easy to know, and so forth—so the variable factor becomes your skill in administering Straightwire. And your skill depends first and foremost upon (1) getting a two-way communication with a preclear which remembers to keep interested. You even see sessions given by auditors as demonstration sessions in which there is not enough interest. You can notice that there really isn't enough interest. He's just giving a demonstration, he's not interested really in making the preclear well. And you can notice that the session is not delivering. You know, he's just demonstrating the session. If he were really in there auditing, he would be interested—he would be interested in the preclear, not in giving a demonstration. See that?

So the interest factor must be in there while you're giving this, which means that you've got to maintain everything we know about a two-way communication in order to deliver Straightwire.

Now, we've got to observe the communication lag. The auditor has got to stay interested, and he's got to observe this communication lag, and he's got to repeat that question and get incidents as long as there is a communication lag upon obtaining those incidents. "Remember something real," you say to somebody. It's nothing to have somebody tell you forty-five minutes later, the first one—just nothing for this to happen. Well, you'd certainly ask the question again, then, wouldn't you? And you'd ask again and again and again and again and again until he could finally spit them out in a fairly quick fashion. See that?

So communication lag becomes all-important. Straightwire, because we can codify it, because it is very precisely codified, because we can understand its factors and even commit them to memory, becomes unimportant in a form just as soon as you know it. By the way, you'd better know those forms before you assume it's unimportant.

But as soon as you know that, then we must pay attention to the only factor which can vary, and that factor is the auditor's presence and his delivery of Straightwire. It's how he administers his questions to the preclear. And if he can do a good job of it, of course, his preclear will get well rather rapidly. And if he does a poor job of it, his preclear won't. If the auditor is good at Straightwire, we are assuming already that he is good at two-way communication, observing the communication lag, and that he will pursue the technique as long as he believes that it is producing change and result in the preclear.

All right, now let's look at the code of how you administer any kind of auditing and realize that if we're talking now about the administration of a technique to make it workable, then we'd certainly better codify the various "can'ts" or "don'ts." Now, over a period of four years we've learned a great deal, *a very* great deal, about what not to do to a preclear and what to do to one. And although the first code as given in Book One was a very idealistic and workable code and was better than no code at all, in four years of accumulated data we have actually accumulated a code which is a very, very good code, and which does contain the factors which immediately and directly knock to pieces a case.

And if you paid attention to the Auditor's Code and knew your business and were interested in your preclear, why, you would just sail right along beautifully—be no other factor to pay any attention to at all.

Well now, this Auditor's Code is compiled—1954—it's compiled out of experience, a great deal of experience, and you should treat it as such. This is not something that LRH dreamed up, it's not something that the HASI is trying to force off on you, it is something that auditors like yourselves have learned over a long period of time. And by isolating all the common denominators of failures in cases we have finally succeeded in getting the Auditor's Code together.

And I'm just going to read it off here. You'll find in one of the PABs, a complete explanation for every step of this code. Well, there's no reason why we should go into that now. I'll simply read you the code.

1. *Do not evaluate for the preclear.*

2. *Do not invalidate or correct the preclear's data.*

Those are the two "shuns." No evaluation, no invalidation.

3. *Use the processes which improve the preclear's case.*

You say, for heaven sakes, that doesn't have to be in there. Oh, yes it does! You know why it does? Horribly enough, an auditor quite commonly uses the processes which would improve *his own* case. The preclear and an auditor have been put on E-Meters and then the things the audi-

tor has been running at the preclear have been repeated. And it's been discovered that the auditor reacted on them and the preclear didn't. In other words, the auditor had been auditing, all the time, the things that should have been audited on him, not what should have been audited on the preclear.

4. Keep all appointments once made.

If there's anything you want to bog a preclear down with, it's just don't keep the appointment. If you're not going to keep the appointment or if you're sloppy at keeping appointments, for heaven sakes be sloppy in making them! See, this doesn't say you have to be very precise about appointments, but if you make them, keep them. If you make them, then it's just your hard luck, you've got to keep them, even if you've got a broken leg. Because what it does to a preclear's case, shouldn't happen.

You know, you're half an hour late for the appointment, something like that. What are you telling him? You're telling him "I'm not interested in you, Mr. Preclear." And you think after that that you're going to get anyplace with this case? Boy, you're sure not. He's going to stick and bog and everything else. You've just told him, by being late or not keeping the appointment, that you aren't interested in him. And boy, does he take it to heart. Because boy, is he being a problem, you see, and he's got to have interest to live. And he'll just go to pieces—happens all too often.

5. Do not process a preclear after 10 P.M.

Why 10 P.M.? Well, 10 P.M. We just found out that preclears who are processed after 10 P.M. are boggy enough so that a technique which would have been okay at 8 P.M. will shoot them on over to 2 P.M. [A.M.]. And you process anybody after 10 P.M., you're liable to be processing him at 3 and 4 P.M. [A.M.], because he isn't alert enough at those hours of the day. He's built on algae, and at night—you know, plankton, monocells, so forth; that's his past history of his body, and these things quite customarily and commonly are starved for energy during the hours when the sun is not present. And whatever his habit patterns of existence, his body cells are going to react. And if you're having any difficulty with your preclear at all, his body is drinking energy off of him every time—as a thetan—every time he tries to produce any energy. The body is starved at those hours and so sucks up the energy of the thetan, and you can't do too much with him.

You start in, then, running a technique, and all the body will do is just suck up the energy. You can count on the fact that if you are adventurous enough to go to 10:30 on a preclear or two, sooner or later, you know, you all of a sudden will be processing him at 2:00. Why? Just hour after hour after hour, you see? He's on the verge of spinning. Fellow's perfectly normal, usually. So just don't process past 10 P.M. That 10 P.M. deadline gives you enough to kind of square it away and straighten it out and cut it out, see? But past 10:00, you've got no chance.

6. Do not process a preclear who's improperly fed.

Same thing. Body's too starved. They spin; they can't run as an engine. So the thetan is trying to pump this body up and make it run and be audited at the same time, and it just doesn't work—body requires food; a thetan doesn't.

7. *Do not permit a frequent change of auditors.*

8. *Do not sympathize with the preclear.*

9. *Never permit the preclear to end the session on his own independent decision.*

10. *Never walk off from a preclear during a session.*

11. *Never get angry with the preclear.*

12. *Always reduce every communication lag encountered by continued use of the same question or process.*

And 13. *Always continue a process as long as it produces change and no longer.*

Oh, boy! Those two—altogether, those two are the difference between a good auditor and a bad auditor.

I'll say that again. These two: Always reduce every communication lag encountered by continued use of the same question or process. If an auditor won't do that, he's a bad auditor. What makes a bad auditor a bad auditor? The fact that he doesn't do this. That's what makes him a bad auditor. You know, he can get away with murder in other directions and still not be a bad auditor. But a bad auditor does this one, and this one: Always continue a process as long as it produces change and no longer.

A bad auditor will Q-and-A with a preclear. See, he'll duplicate the preclear. The preclear gets a change, the auditor will change the process. Preclear gets a change, the auditor will change the process. No, no! This process was going to go along and produce a great many more changes. And instead of going along and reducing the process lag, why, the auditor changes the process. He's just duplicating. He's weak, you know? The preclear changes, so he duplicates the preclear and he changes the process. And the preclear changes again and he changes the process. Next thing you know, he's got the preclear in the midst of all these changes—bogged.

See, he just didn't finish off the process. Now, that's a bad auditor. We can chalk them up ... by the way, it's a very interesting thing, but their accident rate (their accident-proneness), their changingness of techniques on the preclear, and a dozen other factors, all go along together. And given some of these factors, we can say to ourselves, "Oh well, he'll probably change processes on the preclear every time the preclear changes." That's a bad auditor. Just grind it through. As long as the preclear is changing under that process, run the process. The other rule is: The process which turned on the somatics will turn them off.

So, you'll leave the fellow all hung up, you see, if you change the process every time he gets a little change.

That was quite a victory, by the way—learning that. Learning that one, smelling that one out amongst auditors and being able to point it out to them was quite a victory in the field of processing. We understood an awful lot, all of a sudden, and we understood that the auditor changing this process all the time on the preclear was actually what was spinning preclears and making this auditor get no results.

14. Be willing to grant beingness to the preclear.

Damn few auditors do until they are in good condition.

15. Never mix the processes of Scientology with those of various other practices.

Now, of course that also applies to Dianetics. And this is also the Auditor's Code of Dianetics.

All right, so much for that Auditor's Code. Take it, live by it, abide by it, and you will discover that all these hitherto mysterious manifestations on the part of your preclear will start to become very easily understood indeed. You'll say, "This preclear's case is not progressing. Go and read your Auditor's Code. Did you do any of these things?"

You say, *"Ahhhh, ah-ah-ah-ah-ah!* You know, that fellow's awfully thin, I wonder if he's eating." You chump, you've been processing somebody who never ate breakfast and who couldn't stomach dinner, and he's been going downhill, downhill, downhill. A preclear who is improperly fed—didn't have anything to do with your auditing, it had to do with beefsteak. Some preclears will buy an intensive off of you and then be so broke thereafter, that they will not be able to afford food while they're in the area. So they'll eat engrams.

Now, *Self Analysis,* as a book, is a good book, as such, which can be trusted to people who ask you how they go about processing somebody. Shove them a copy of *Self Analysis.* It tells them how to do it, saves you a lot of time, and they won't get into trouble with it. They can go out and fool around with this on a case for a long time and produce good results. Of course, they don't know all there is to know about it because they have that book, but that is your little pal. That keeps you from rendering enormous quantities of charity auditing. That keeps you from having to practically educate some co-auditor's auditor, see? You say, "Well, here. Here's *Self Analysis.* Here's a copy of *Self Analysis.* Take that home, and you do it just like it says, right there."

By the way, if you tell them to do it together, or to have three or four people get together and do it together, it's a lot of fun. It's a great game, *Self Analysis* is; a lot of sport. That's your stopgap. What do you do with these people, you know, that want to be educated by you free of charge, all in one evening, as to how they're going to get their mother out of the spin that they put them into? Hand them a copy of *Self Analysis.*

Now, memory and mass: If we're talking about Straightwire, we're talking about memory, then, aren't we? We're talking, then, about mass. When a person loses a mass, he very often fails to differentiate between the mass and the memory of the mass. And when he loses a mass, he loses the memory of the mass. You know, loss is loss—loss of mass, loss of memory.

A fellow loses a body all of a sudden; this body has been walking for him, talking for him, speaking for him, spitting for him. It has also been—he thinks—remembering for him. So he loses this mass, then he doesn't remember his past life. See, he thinks he's brand-new and fresh, right there. See how this would be? Lose the mass, lose the memory. Get the mass, and very often, recover the memory—so that you have a fellow's memory sometimes getting better after he's been in an auto accident. Smash! Peps him up, gives him some new somatics and new ridges. His memory is better. You also find it getting much worse sometimes after such a situation. Amnesia, by the way, is an interesting manifestation of a thetan going away and picking up another body.

Now let's go into the fact that MEST knows. And let's understand this pretty clearly. Anybody who goes over the line, when he himself can't know, decides that MEST knows. Knowingness could be divided into the knowingness which is simply the thetan knowing, and on the other hand could be a fixed datum—MEST doing the knowingness for him.

Now, let me point out to you that a small cannon knows it's a small cannon—doesn't know anything else. But it sure knows it's a small cannon, doesn't it? In other words, that's an identification knowingness. And somebody comes along and finds this a very, very easy way to remember this.

The cannon knows it's a cannon; there it is—this is the way it looks, you know? This is a rather aberrated view, by the way, but this is the way it looks to people. A cannon knows it's a cannon. That's all it knows. And John Jones knows he's John Jones. That's all he knows. You get a similarity here?

When a fellow can't solve any problems at all, he picks on the most obvious identity he can and becomes that, because he is given the picture of MEST out here all the time doing that. This wall knows it's a wall; it doesn't know anything else, it just knows it's a wall. That's what he thinks about that wall, see? He thinks the wall knows it's a wall because it's in the form of a wall. And when he looks at it, he knows it's a wall. It's identified. It has an identification.

All right, the wall is a symbol—a symbol. It's a solid symbol. A symbol has mass, meaning and mobility. Remember this: A symbol has mass, meaning and mobility. Where does it get mass, meaning and mobility? Particularly though, where does it get it's meaning? It gets its meaning from the orientation point. What is the orientation point? It is the viewpoint from which the space is made, to make the space in which the symbol moves. Orientation point. Viewpoint. It is that point of viewingness which is making the space which knows what the symbol is and where it is moving. Very often a preclear's orientation point is his mother—or his father or his grandparents or the army, or something. That's his orientation point. See?

And as he moves around, he moves in relationship to this orientation point. Remember, the orientation point is always fixed—thought of as being fixed—and if the orientation point moves, then this symbol gets lost. Mass, meaning and mobility—a symbol has mass, meaning and mobility. It gets its mass, meaning and mobility, it even gets the space in which it moves—it thinks—from the person that is doing the viewing in that particular life.

So we get somebody depending upon Mama as an orientation point, and then Mama dies, and after this the fellow feels lost. Now, all things in the universe are moving in relationship to other things, so therefore we have to think of one space as being motionless, don't we? One *point,* rather, in space, has to be motionless in order to measure the motion of all other points. See, we've always got to have one point and consider that one point fixed in order to get the movement of other points, and to check and orient the movement of other points.

If we consider all points in motion and no points fixed, we have chaos. And that is the definition of chaos. If you're asked on an examination what chaos is, it would be all points in motion, no point fixed. How do you straighten out a chaos? You get one point not in motion.

Now, how on earth are you going to do this if all points are really in motion? Well, they're only really in motion because the preclear considers they are. So let's have him fix one point.

This person, every time he's lost his orientation point ... you know, he moved away from his small town and went to the big city. A small town was his orientation point. Every time he's lost this, that, other orientation points, he just gets more and more lost, more and more lost. And finally all points start to go into motion as far as he's concerned. Then the small town isn't fixed and the city isn't fixed and earth isn't fixed and nothing's fixed and everything is just moving.

Well, the remedy for that is to have him pick out, choose, a fixed point, and simply select it as a fixed point and see how other points are moving in relationship to it.

What's this got to do with Straightwire? Straightwire is *all* conducted by symbols. Symbols are things which have mass, meaning and mobility. The bank itself has mass, meaning and mobility. An engram is simply a symbol—the words are simply symbols. So therefore, there must be an orientation point somewhere. And if the preclear himself is lost, if he considers himself also in motion, and all the engrams and particles around him in motion, how on earth are you ever going to give this boy any straightening out at all?

The remedy of it is try to make an orientation point out of him. We make an orientation point out of him by showing him that he is in a time. See, well, that's a big jump, you know; he's in a time. We make him find the walls of the room and walk around and touch them. Yes, but you've got him moving, haven't you? Oh, not particularly. He can move—at least he sees the walls are motionless. So he'll choose and then he'll have the walls motionless, see? You make him actually dramatize being a symbol, which is what he's dramatizing. You make him move around in relationship to some fixed walls—one of the reasons it works.

Well now, on Straightwire, remember that a fellow could get into such a chaos of particles, chaos of incidents and a chaos of unknownness—theoretically—he could get into all this chaos of everything moving where he'd be moving too, and he'd just get lost and dis-

oriented and he wouldn't know where he was and he'd be in a fog. That is the state a preclear is in, who is in a fog. See, everything's in motion.

So, we had better have him be in present time for Straightwire. Straightwire demands as part of its conditions that the preclear be in present time while he is, and we are remembering then. We are not then returning him down the track to these incidents, are we? We're just going to have him be in present time and recall these incidents, and maybe point out where they occurred, and tell you when they occurred, and what they occurred to.

But we're making an orientation point out of him with Straightwire, and we are making all these engrams—meaning symbols, objects, places and times—into symbols, which is what they should be, what they are. And as far as the preclear's concerned, there's only one orientation point anywhere that could exist, and that happens to be himself. He is his best orientation point. So we go in the direction, then, of having him be able to handle these symbols of memory—these engrams, these locks, things like that. He has to be able to handle these symbols of memory before he himself can consider that he himself is not a symbol.

And when he can handle all of these symbols as memory, he then considers himself to be an orientation point and so to have some fixity. Then the world can move in relationship to him. This isn't bad—this isn't bad. It's bad when it's done obsessively. You know, the fellow says, "I'm the only one alive." Well, that is the basic obsessive dramatization of insisting on being an orientation point without knowing what one is doing. The difference between an obsession and a sane action is just that. There isn't any other difference of condition, except that a person with an obsession does not know he's doing it. He doesn't know he's the author of the obsession. And a person who is … simply knows he is the author wouldn't have an obsession, he'd simply be sane. Okay?

Elementary Straightwire is recommended to you on cases which are having a great deal of difficulty, and I repeat to you, Elementary Straightwire consists of ARC Straightwire just as given, next-to-the-last list, *Self Analysis*, and "Something you wouldn't mind remembering" and "Something you wouldn't mind forgetting." And that is Elementary Straightwire. And all these other characteristics which I have given you are added to it, are piled up on it, and have a great deal to do with it, of course. And the first thing you want to know is how to utilize, with the Auditor's Code and interest, Straightwire, in order to make a preclear into a better orientation point and much less of a symbol than he is.

If you can do that properly, you've done it.

Okay.

Viewpoint Straightwire

A lecture given on 3 May 1954

And this is a lecture on viewpoint Straightwire, a process which is very simple, very easy to use and has continuous advances.

This process is not mixed with other processes; it's not part of any Standard Operating Procedure; it's not part of anything that you would do ordinarily; it doesn't particularly apply to one case level or another case level. It is an independent process which in itself is very simple to administer. It can be, I suppose, self-audited, but I wouldn't advise it off-hand.

The formula of this process is: all those definitions and Axioms, arrangements and scales of Scientology should be used in such a way as to bring about a greater tolerance of such viewpoints on the part of the preclear. That's a formula. That means that any scale there is—any arrangement of fundamentals in thinkingness, beingness—could be so given in a Straightwire that it would bring about a higher state of tolerance on the part of the pre-clear.

To make this more intelligible, you should understand what a great many preclears are doing and why an auditor occasionally has trouble with one preclear more than another preclear. A great many preclears are being processed solely and entirely because they are unable to bring themselves to tolerate an enormous number of viewpoints, and being un-able to tolerate these viewpoints they desire processing so that they can fall away from them and not have to observe them. And the auditor is auditing somebody who is in full retreat, and Scientology is being used to aid and abet the retreat. By taking the charge off of an engram, the auditor at once gives the preclear something in the way of a change of viewpoint, in that he erases something so the preclear doesn't have to view it anymore.

Well, as you can see, this is a weak direction—he erases something so the preclear doesn't have to view it. In other words, what the auditor is doing is to some degree holding in question the ability of the preclear to tolerate viewpoints.

Time itself may very well be caused by an intolerance of past viewpoints. A person doesn't want viewpoints in the past, and so at a uniform rate he abandons past viewpoints. And when he no longer is following this uniform rate but is abandoning them faster than the uniform rate, he starts to jam in terms of time and becomes obsessed about time, be-comes very hectic, begins to rush time, push hard against the events of the day, feels that he doesn't have enough time to accomplish everything he's supposed to accomplish. And this falls off on a very rapid curve to a point where an individual will simply sit around idle, fully cognizant of the fact that he doesn't have enough time to do anything and so

doesn't do anything, but knows he should be doing something but can't do anything because he doesn't have enough time.

This is idiocy itself, but is the state in which you find a great many preclears. Time is a single arbitrary which entered into life, is well worth investigating on the part of an auditor.

Now, an unwillingness to tolerate viewpoints will cause a jam in time. The fewer viewpoints which an individual will tolerate, the greater his occlusion and the worse his general state of beingness is. As I said, an auditor can remedy this in various ways. He can erase locks and engrams, and by erasing them make it possible for the individual to tolerate the view he finds in his own bank. Or, an individual can be so processed, as in exteriorization, that he can be caused to go around and look at various things and find they're not so bad.

Now let's just take the mean between these two and realize that a person who doesn't exteriorize is a person who does not want an exteriorized viewpoint: he does not feel he can tolerate an exteriorized viewpoint. He may have many reasons for this, but one of the main reasons he will give, of course, is that somebody may steal his body and so forth. In other words, here you have a tremendously valuable viewpoint which he's liable to lose if he exteriorizes.

But, viewpoints then must be scarce, viewpoints are obviously too valuable to be used, and this comes about by viewpoints becoming intolerable.

Let's take somebody standing watching his family being butchered by soldiers or something of the sort—Indians or other wild people. And he would go along afterwards so intolerant of this viewpoint that he would fixate on it. It's the fact that he refuses to tolerate the viewpoint which makes him fixate on it.

Now, the reason for this lies in the various agree-disagree scales in the Doctorate lectures: the fact that if you want anything in this universe, you can't have it; if you don't want it, you're going to get it. This is an inversion, and when this inversion comes about, an individual finds himself overwhelmed each time on whatever his own determinism is. If he starts to desire something, he will find out immediately that he can't have it. Actually, he himself will take steps to make sure that he can't have it.

The point is that you have an inversion: when he wants something to flow in, it flows out; when he wants something to flow out, it flows in.

Now, there's nothing more pathetic than watching a psychotic try to give up any material object. I processed a psychotic just on this basis: trying to make them give me or give up or throw away one possession, such as an old Kleenex or almost anything—just try to make them give it up. No, no, they just won't do it. The material object is there, they clutch it to them, and I swear that if you handed them an adder, wide-mouthed and fully-fanged, they would clutch it to their bosom. Anything that comes in, they immediately seize, and that's that.

Now, you as an auditor are trying to make somebody give up something. In essence, you give up a compulsive viewpoint. Well, every time you ask them to give up something, they're liable to hold it closer.

Now, there are many processes—there are a great many processes. There's all the Standard Operating Procedures, and oddly enough in good hands they all work. There's Universe Processing; there's Advanced Course Procedure; there's Creative Processing, on and on and on and on; the tremendous, tremendous amount of technique which can be applied with good sense to a preclear.

There's enormous numbers of Straightwire. There's old-time Straightwire, the most basic Straightwire there is, which by the way is better than Freudian analysis. It's a marked advance on Freudian analysis, the first Straightwire we ever had, which... We notice that the preclear is afraid of cats, so we say, *"All right. Now, let's recall a time when you were afraid of cats." "Now, let's recall somebody who was afraid of cats." "Now, let's find a time when somebody said you were like this person."* That was, to some degree, its formula.

Just Straightwire, and you sprung apart these valences very gently. However, it required a great deal of good sense on the part of an auditor. An auditor now and then would become a Straightwire expert and by just asking such searching questions and causing the individual to recall certain things, he would bring about a great deal of relief on the case.

Why did the relief take place? The individual has been going along in the full belief that he could not tolerate a certain viewpoint. And the auditor has come along and demonstrated to him that the viewpoint was in the past and therefore is tolerable. There's, in essence, the fundamentals of such Straightwire. You get key-outs on this type of Straightwire.

Well, there's that process which is: get the individual in present time so he isn't looking at the past. That's a goal of a great many processes. Another one is: wipe out the past so he won't have to look at it or experience it.

We have in Viewpoint Straightwire a very, very new type of thinking in this. This is a new type of thinking. This is not to be confused with what we have been doing for the... lo, these many years. It hasn't any connection with it. You should think of this as something entirely different, because it has an entirely different goal than any process you've ever done on a preclear. It takes the benefit of exteriorization and reduces it to Straightwire. We get an individual to race around the universe and look at things, observe things, experience things. That's Grand Tour and that sort of drill, and reduces it right down to Straightwire which is done interiorized or exteriorized. One simply goes on the basis that the preclear is in the state he is in, because he is not tolerating many viewpoints. And the entire goal of the process is to bring him to a point where he will tolerate viewpoints. That's all there is to the process. The key wording of the process is, *"... you wouldn't mind."*

All right, let's give an example of this. Why do I announce this as something important, something new, something that is very useful to you and so forth? That's because, as I told you a few days ago in a lecture, there are many varieties of viewpoint. If we were to take knowingness and squash it, we would find we were first getting into space, which would be perception. We have to *"perceive to know."* Now, if we condense that, we find out that we have to get *"emote to know."* The person has to emote. We squash perception and we get into *"emotion to know."* Now, if we squash down and condense even further emotion, we get effort; and if we condense effort even further, we get thinkingness; and if we condense and package thinkingness, we get symbols (as an example of this, what is a word but a package of thought); and if we were to condense symbols, we would get actually the wider definition of a symbol—we would get animals.

It's very strange, when you think about it. You're probably thinking about it in terms of a viewpoint of a body, if you don't see that clearly. But the definition of a symbol is a mass with meaning which is mobile. And that is a symbol. And of course that is an animal, too. An animal has certain form which gives him certain meaning, and he is mobile.

And if you see that thinkingness condenses, then, into form, you will understand art, just in so many words—a very simple thing. You have thinkingness condensing into symbols, in other words, ideas are condensing into actually solid objects. And when these are mobile, we have these symbols, and when these symbols are observed, they are found to line themselves up with other symbols and take and associate—associate with one and another and take things from one another—and you get eating.

That's a big band we're covering in there. That's the whole business from *"I have an idea about a form, in this space and matter, and I'm going to get it all together, and I'm going to make this mass together."* Well, the second we've done that, something has been created. Now, don't expect that thing which has been created to create anything, because it won't. So, it is a thing which isn't creating and therefore must subsist on an interchange of energy, and we get eating.

Now we take eating and condense it down—that is to say, let's make food scarce and let's make it very hard to get—and we got a condensation, you might say, which completely escapes time itself. And you go outside of time and get sex—that is to say, the outside of present time and you get future time, which is sex. An individual goes right straight off the time track between eating and sex, and there's nothing will float on a time track like a sexual engram. They just float all over the time track; they don't nail down at all; they're very mobile. Believe me.

And the individual, in eating, starts to slide out of present time by this token alone—and most people are terribly worried how are they going to eat tomorrow. And when they reduce this down to the reductio ad gastronomy, you get to a point where *"I can't solve the problem of eating tomorrow, so, therefore, I'd better just leave it all up to somebody else and slide in on the genetic protoplasm line and go up the line a little bit and get a form and be another form."* That's the best way to solve eating, is just to live tomorrow. And maybe tomorrow there will be more food.

This is by the way, such a thoroughly easy thing to perceive that a simple test will demonstrate this. Now, let's take a look at those countries of the world which breed faster and harder than other countries of the world. And we find India and China. And we find that these two countries have the greatest food scarcity. Now, we could say, *"Well look, they have the greatest food scarcity because they keep breeding people and that eats up all their food."* No, no, it's the other way to: They eat up all their food and so they breed like mad.

And this can be tested with an animal. If you starve an animal, an animal will procreate faster. If you were, for instance, to give any family of Homo sapiens a carbohydrate diet, with a very, very low protein diet... and by the way, this would be, you'd say, terribly unconducive to the production of, well, estrogen, androgen. It's true, it would be very unproductive to it, but if you give them a high carbohydrate and very low protein diet, the next thing you know, they'll start to get very anxious about breeding. You're telling them in essence, right where they can understand it—in their stomachs—that they are unable to obtain enough food today and so must eat tomorrow. Therefore, you get countries of the Western hemisphere, which are very heavily starch-dieted, and you'll find out that these countries are the most anxious about breeding and about tomorrow. Why, no reason to stand around and prove this for hours—it's just the Know to Sex Scale and you get condensed knowingness. *"I don't know how I'm going to get along today, so therefore I'd better breed like mad and appear tomorrow and maybe I'll know then"* is about the last ditch.

Well, if you notice this, death must come in this band above sex. And the person presupposes his own death, to indulge in the protoplasm line. See that? And so we get people like Schopenhauer and The Will and The Idea and so forth, closely associating sex and death. And we get certain animals and insects and so on, which so closely associate sex and death that they accomplish death when they accomplish sex.

People always—particularly fear merchants who come along—they always like to tell you about the black widow spider. I don't know why the black widow spider is such an attractive beast to some people, but its apparently so. I notice that it exists mainly in California—Southern California. Lots of black widows down there. And most California girls, if you get into any kind of a discussion on the second dynamic at all, will sooner or later inform you that the female black widow spider eats its mate after consummation of the sexual act. I don't know why this is, but well, it's probably Californians. Anyway, the main thing is here is, actually, when you go down this scale—although it doesn't belong on the scale—you'll find death just before sex. In other words, it goes: Know, Look, Emote, Effort, Think, Symbol, Eat, Death, Sex. See, only Death doesn't belong there. But just shows you where this mechanism comes in.

Now, beingness might also be on this scale somewhere. Beingness might be on this scale, and if it were, you would have a tendency to look for it up toward the top. But the truth of the matter is it's all up and down the scale. And there is no beingness like that beingness at Symbols. And you'll find most of the human race having been made into a form, that is, a mass which is mobile, has meaning—a mass with meaning which is mobile (that's a body, that's a word in a dictionary, that's a flag flying above a building, it can be moved

around and so forth). You'll find out that they indulge very, very heavily in being symbols.

Well, you'll find people around being sexual objects too. So that this scale sort of interlocks on beingness. A fellow could be some effort and actually we don't find beingness up at the top of the scale at all, we find it down there pretty low on the scale. So when an individual has gotten to a point where he has to be something, he's practically out the bottom.

Now, that controverts to some slight degree something I said many, many weeks ago on this. But if you remember many weeks ago, I said beingness didn't belong on this scale. Beingness is an activity or a condition and you might as well throw it onto the scale. So I just threw it onto the scale and didn't discuss it further. Further discussion examination would have to put beingness at least at Symbols. A person becomes things at that level. So if you find a preclear madly being his name, where is he?

All right, now let's look this thing over even further and find out that there's—I told you the other day—some different kinds of viewpoints. Well, there's something you might call a *"know point"*—k-n-o-w point. That would be senior to a viewpoint, wouldn't it? An individual wouldn't have any dependency on space or mass or anything else, he'd simply know where he was.

Now, there'd be a viewpoint, which is a perception point, which would consist of look and smell and talk and hear, and all sorts of things could be thrown in under this category of viewpoint. But ordinarily we simply mean at that level of the scale, looking. But you can throw all the rest of the perceptions in at that level of the scale.

Now, we go down a little bit, and we would get something called an *"emotion point."* It would be that point from which a person emotes and at which he is emoted.

And then there would be something else called an *"effort point."* And the *"effort point"* would be that area from which a person exerted effort and that area into which a person received effort.

And we'd go down a little bit more than that and we'd find we had a *"thinking point."* And there, of course, we get figure-figure-figure. The person is thinking there, not looking.

And we go down a little bit further than this, and we get into—from a *"thinking point,"*—we just get a *"symbol point."* And there, really, properly, we get words.

And below that we get an *"eating point,"* and below that we get a *"sex point."*

If you considered each one of these below Know as an effort to make space, a great deal of human behavior would make sense to you.

Let's take an individual trying to make space with words. He's simply trying to make space with words. Words don't make good space, and so an individual who tries to make space with words sooner or later gets in bad condition.

Now, let's look at another one, much lower than that, and a person who's trying to make space with eating—of course that's inverted, isn't it?

And then there's the person who is trying to make space with sex. And boy, that's really inverted. That goes both ways from the middle.

Of course, part of the eating scale... the lowest part of the eating scale is excreta and urine. And people will try to make space with that. Dogs are always trying to make space, for instance, that way.

Now, then there are people who try to make space with effort. This is the use of force. This is Genghis Khan riding out and slaughtering a bunch of people—he's trying to make space. You notice the space had to exist before he could ride out anyplace.

And we go up a little higher, and maybe you've known somebody who tried to make space with emotion.

And we go up a little higher and we get the way you do make space, which is by looking. Actually you make space by knowing. If you just knew there was some space, there would be some space. That would be about all there was to that, so it's so simple.

Now, that's an effective way to go about it. And looking is another effective way to go about it.

And when we get down to emotion, boy, that's getting real ineffective. People who try to make space with emotion don't get very far. And that's literally, actually, figuratively, any other way you want to look at it, they just don't get very far. You can't make much space with emotion. It's too condensed and it kicks back and so forth.

And then there's the individual who makes space by working hard or by pushing hard or by exerting force. In other words, there's quite a little bit of band there, you see, to the effort band. And you'll find out they don't get very far either, but they get less far than people who try to make space with emotion.

And now, we get into the thinking band. And people who try to make space with thinking, boy, that is about the awfullest activity anybody could engage in, is trying to make space with thinking.

And of course we get down to making space with symbols. This is a nation trying to fly its flag all over the world and so forth. And, it doesn't make much space.

Then we of course go into eating. And an individual by offering things to be eaten, such as a cattleman—you know, he offers things to be eaten—he's in a king space with cattle.

And a fat man, of course, is trying to make space with food, so on.

Now, when we get down into sex, of course, if an individual could breed fast enough and far enough and that sort of thing, why, he'd wind up with all kinds of space, he thinks. And of course he winds up with no space. This is the most condensed activity you can get into, sex. If you want to see somebody's bank all short-circuited and jammed, it's certainly short-circuited and jammed on sex. But remember, we're looking at a gradient scale that runs from Sex right straight on up through to Know. And anybody comes along and tells you sex is the only aberration there is, laugh at him. Say, *"Yes, that was how we entered the problem. We found out that people were loopy on the subject of sex, so then we examined the problem. And having examined the problem for many, many years, discovered that sex was part of a gradient scale of human experience, which is an activity of trying to make space."*

And people try to make space in various ways. And when they get down too low, why, on the sexual scale, they're abandoning life. When they get into sex they're abandoning present time life and trying to get some future going on the track, and that throws them all around the place, because sex is really a cave-in. It's the effort to have an experience externally. You know, pull an experience in.

Well, if you look at this band up and down, you'll see that it inverts here or there. So, it gives you the doggonedest, most enormous number of Straightwire questions, when codified correctly, that you'd ever want to ask anybody. The basic questions would reduce this thing, first from just the standpoint of viewpoint of the whole scale.

And there's where you'll catch your preclear most ably. You just take viewpoint of the scale: viewpoint of sex, you see and viewpoint of effort and so forth. And you would ask a question like this: You'd say, *"All right, let's give me some effort you wouldn't mind observing," "... type of effort you wouldn't mind observing," "... a type of sex you wouldn't mind observing," "... sexual activity you wouldn't mind looking at,"* and so on and so on and so on and so on. You know, ... *"some eating you wouldn't mind watching," "... some emotion you wouldn't mind observing"*—just as quiet and mild as that.

Now, the systematic questions, as you go into the line, would run like this: "*Now, give me something you wouldn't mind knowing," "...something you wouldn't mind looking at," "... an emotion which you wouldn't mind observing," "... some effort which you wouldn't mind observing," now "...some thinking which you wouldn't mind observing,"* and now *"... some symbols which you wouldn't mind seeing,"* and *"... some eating which you wouldn't mind inspecting,"* and *"... some sex you wouldn't mind looking at."*

Well, that's the simplest way to phrase these questions. But as we go on from there, of course, these questions can get much more complicated, because we simply interweave every single part of Scientology and get the individual to pick out some kind of a viewpoint by gradient scale which he wouldn't mind observing or wouldn't mind experiencing.

Now, as we go on a little further from this, we find out *"...some effort you wouldn't mind engaging in," "...some effort you wouldn't mind having leveled against you," "...some*

thinking you wouldn't mind doing," "...some things you wouldn't mind thinking about," *(better question) "...some things about you, you wouldn't mind people thinking,"* and so forth. In other words, you throw him into the centers of those viewpoints. As what? First as cause and then as effect. Which is, of course, then obeying the entire communication chain—C to E being the definition of communication: cause, distance, effect.

So, *"Give me some people you wouldn't mind looking at you."* And you'll finally get him down to *"Give me some things, now, you wouldn't mind eating,"* and *"... some things you wouldn't mind being eaten by."* You see, cause to effect. Let's get the action involved in it.

But how complicated would you have to be with this Straightwire? Well, you wouldn't have to be very complicated. You can actually take the first lineup which I gave you, and just play that over and over and over and over and over, and you'll clear up the fellow's bank and turn on his sonic and visio. That's not an idle promise, for I've been working with this process. And at first, when I was using the process, it was so complicated that I rather despaired of an auditor using it, since it took into consideration the many considerations of the preclear. And finally just broke it down to a point of where it no longer took into consideration any of the considerations of the preclear, and so it became a simple enough process to put out and a process which could be used to advantage.

Now, you go over and over and over this, and the whole object of it would be to bring the preclear into a higher tolerance of viewpoints and, of course, this will eventually fish him out into having some space. You accomplish all the goals there are just by that highly permissive quiet approach. Now, if you don't think this will turn on some somatics, you're quite mistaken. If you don't think it won't turn on some aberrations, you're also mistaken. It's liable to turn on some very, very vicious ones. Because your preclear will immediately determine that you are asking him these questions in order to beat him into apathy, and his first acceptance of any viewpoints will be an apathetic acceptance. He will suddenly conceive that you're just asking him, *"All right, I'll give up and abandon all the fight every place. And all right, so I will look at my mother. All right, I don't mind looking at my mother. I don't mind looking at my mother punishing me."* You're pushing him right straight through the tone band.

Now, an auditor using this process shouldn't kick the bottom out from the preclear. And if he tries to press the preclear too hard and push him around too hard, he'll really produce this apathetic reaction. You're inviting the preclear to look at things which he ordinarily would find intolerable. And you're just going in there a little deeper and a little further and a little further and a little further, and you're just inviting him to do this and to do that and to look at this and do that.

And your goal is... Without directing his attention toward any specific thing (that's the one thing you leave alone with this process—don't direct his attention to anything specific; let him pick up what he picks up, good, bad or indifferent), why, you will find him eventually looking a red-hot electronic or an atom bomb in the teeth and saying, *"Yep. Yeah, viewpoint of my town being wiped out by an atom bomb. Yep. Yep. Yeah, yeah, that's pretty bad, to be radioactively burned that bad. Yeah, I guess I could experience*

that." You just search a little further, occasionally, and ask him, *"Well, how would you like to experience such a thing?"*

And he'll say, *"Oh, no-no-no."*

Now, you'll find out that he will run into one which isn't on this scale—a viewpoint of aberration. People try to make space with aberration. And he will run into this sooner or later and tend to fixate on people who have made a lot of space with aberration. Particularly if this fellow is an auditor, he's liable to fixate on aberration and look constantly and continually for aberration rather than to realize that 99 percent of living consists of nonaberrated conduct. It's the fact that a culture gets stuck on the remaining one percent which invites a person to plumb only into that one percent. But if he does, he's overlooking the bulk of living.

Just because you were part of a culture which had a taboo against touching banyan trees, would be no reason for you then to exclusively process the touching of banyan trees. Do you see that? If you went into the Mugwumps in Lower Catatonia, you wouldn't find very many customs which made good sense to you. So you would consider all these customs as aberrated customs, and you would be very likely prone to process out these strange, weird and fantastic customs. And these would demand your interest to such a degree that you would overlook the fact that even the Mugwumps are doing a lot of things which are a lot of fun, and which they enjoy doing, and so forth. In other words, if an auditor looks at aberration only as a part of conduct, he is not really clearing up the life of the individual at all. You want to get his attention off of aberration rather than to get it on it.

But people make space with aberrations. And an auditor tends to fixate on such people because those people evidently can make space, and certainly have made space in the past when there was no remedy for their aberration. They said, *"Boy, is it safe to be aberrated! There's no cure for it."*

Now, you've done a terrible thing. You've come along and told the fellow that he isn't safe being aberrated anymore, you're going to cure him. Of course, his primary impulse, if he really realized what he was doing, would be to knock you off. You're spoiling his game entirely.

All right, as we go over this Straightwire, we find out that many other items could be added into it. An auditor could use the ARC triangle. *"Who could you like?" "What wouldn't you mind agreeing with?" "What could you agree with right here?" "What could disagree with you?"* Just that. And you would get the reality and the affinity sides of the communication triangle.

Now, you could get fancier than that. You could get up to a point of *"Who wouldn't you mind hating you?" "Who wouldn't you mind hating?"* Because hate and so forth is usually a nonacceptable viewpoint.

But as soon as you start going out terribly wide with this and including all the other elements that you can think of and so on, it gives you quite a repertoire. But you had better

not get too complicated because it'll stop producing results for you out there in about the third or fourth echelon. So you stick along with the ARC triangle, the Know to Sex Scale and primary principles such as duplication. *"What wouldn't you mind duplicating?"* *"Let's look around and find something you wouldn't mind duplicating at the moment."* And stick close to home, in other words, with such things as the dynamics.

Now, let's take this whole thing and run it against the dynamics. And we discover that we have a... In any one of the Know to Sex Scale, we have eight dynamics at every level. We have the effort of sex and the effort of God at the Effort band. You see, the complexities of life are made up from the fact that you have eight dynamics at each level of the Know to Sex Scale. See, there's knowing about sex, there's knowing about spirits, there's knowing about... This is all in the knowingness band. It doesn't necessarily... know about these things doesn't take you into the dip on further condensation—you simply know about these things, that's all. Perfectly at liberty to know about anything you want to know about. There isn't anything damaging about knowing.

And then we go into Look, and of course you can look at anything on the eight dynamics—so you've got eight dynamics there at Look. But remember that Look includes lots of perceptions, other perceptions, even though sound dives down to Symbols, see? Sound, hearing, the transfer communication of symbols goes way on down the bottom of the band there. Nevertheless, actually, it belongs in the field of perception which is at Look, see? Hear. Look, hear—these things go together.

The hardest thing there is to turn on in a case—lookingness turns on long before sonic, and sonic is the hardest thing there is to turn on in a case—because an individual will turn it off. So, we mustn't neglect in this Straightwire process such things as sound. All right, *"What wouldn't you mind listening to?"* *"What sound wouldn't you mind making?"* *"What sound would it be all right for you to make?"* so forth. *"What sound would it be all right for you to hear right now?"* And you pursue that course of questioning for a while, and you will find an individual's ears will hurt and pop and snap and various things will occur, and sonic is liable to turn on.

But of course, if you haven't hit the rest of the band, his sonic won't turn on. You see, you've got a lot of things there he's afraid of looking at and afraid of hearing. He's also afraid of other people hearing things. *"What would it be all right for other people to hear?"* So we could spread this all out onto a bracket, couldn't we? We, in other words, play this thing almost any way. There's almost an infinity of questions here.

We get emotion—of course, there's an emotional level from the first to the eighth dynamic. And quite in addition to that, there are about eight very, very specific emotions. So we've got eight dynamics for each emotional scale. Look how this plots out for Straightwire questions.

And we've got effort for all eight dynamics, and we've got all kinds and types of effort. We have the force—ideas of force. We have electronic, we have mechanical effort—you know, there's lots of them.

And the same way about thinking. There's all kinds of thinking. There's mathematical thinking, there's intuitive thinking and there's spontaneous thinking and telepathic thinking, and you could get very complicated if you want to.

Well, the funny part of it is, is that's what your preclear's brain is going to do the second you start asking him simple questions. See, he'll start racking around all over the place. And what you're looking at here is, if you plot these eight dynamics at every level on the Know to Sex Scale and then plot the eight dynamics on each corner of the ARC triangle, and if you were actually to arrange the Know to Sex Scale as a triangular column (you know, Know to Sex at each corner of the column, and that triangle, bottom or top, were the ARC triangle), you see there—did you get that picture?

Let's take ARC at the bottom—pretty condensed—and we take it and apply it to sex, see? And then we have agreement and disagreement about sex. And then we have—over on another corner, why, we have liking and other emotional reactions toward sex. And then we have at the other corner sexual communication. So that at each point there we could take the Know to Sex Scale totally in communication, Know to Sex Scale totally as it comes down the line in terms of affinity and the Know to Sex Scale totally in the form of reality, which is agreement. And we would have the nicest-looking column there you ever wanted to see. It's the ARC triangle gone solid on us, and we plot it in chunks on the Know to Sex Scale vertically. See, we just got a stack of triangles—a vertical stack of triangles—and they're all lying there flat. You see that?

Well, by the time we've pushed this around and drawn it around a few times and worked it around, we find out that, my golly, we're working with a jigsaw puzzle now which can be plotted almost in any direction that comes up with practically the same answers. And it interweaves and interlocks. And these interweaves and interlocks and interrelationships are the basics of the complications known as life and human behavior and animal behavior and any other kind of behavior. (Going to write a book sometime on behavior along all of the eight dynamics.)

It gets very interesting when you get to the eighth dynamic, you have God behavior. Then you have to, of course, take into account all kinds of things, such as what is the acceptance level of God, and so forth. It gets very amusing after a while when you start plotting out behavior, but you could get awfully complicated in this line. You could sit down and you could write ten fifteen-million-word books without any trouble whatsoever, tracing out numerous examples and so forth.

Well, it's so easy to get complicated, that why don't you leave that up to your preclear? And why don't you stay with these great simplicities, such as the corners of the triangle and the Know to Sex Scale. And you find out he's studiously avoiding the third dynamic, why, you take note of it sooner or later and ask him, well, what's something about groups he could agree with or he wouldn't mind experiencing; what kind of a group would he mind experiencing—something like that.

Just steer him a little bit, because he can get complicated enough. And your whole goal is a very simple goal. That's to give this individual some tolerance of viewpoints. Try to

make him tolerate viewpoints, wider and wider, more and more of them, and he will start changing his mind. And that is the first thing that processing ought to do, is change a preclear's mind—process doesn't change a preclear's mind, it isn't any good at all. And that's one thing this process does, with rapidity! You say, *"Now, let's... Some kind of effort you wouldn't mind looking at."*

"Oh, effort. Oh-ah-oooh. Ohh, effort. Um... effort? What do you mean by effort?"

"Oh, well, you know, just effort. Putting... Somebody putting out some energy and so forth."

"Woo-oo, let's see." You get this kind of a reaction; you're liable to get a long communication lag. And then all of a sudden the individual happily thinks, *"Ha! A dancer. I wouldn't mind watching a dancer. That's right, I wouldn't mind watching a dancer."* Yeah, he's real certain now, he just wouldn't mind that at all. He has suddenly realized that effort was part of art. You've made him change his mind about effort, to that degree that now he recognizes that effort is an essential part of existence, not something you would ignore all the time.

The next thing you know, he will say, well, he wouldn't mind his mother doing housework—wouldn't mind watching his mother doing housework. And he'll think about all the complaining that he listened to when he was a little kid and he all of a sudden reevaluates this whole thing: *"It served her right! Yeah, anybody that unhappy about something or other ought to close terminals with it."*

Then he realizes that he himself has kept areas, even if they were only a summer camp and so forth, certainly clean and burnished bright—and maybe a compartment on a ship when he was in the service or something like that—he's kept that all duded up, and he's worked hard at this sort of thing and he begins to wonder a little bit just what the devil his mother was talking about. It was a small house, there was only a couple of kids, there wasn't too much work to do and all he ever heard about was how hard she worked. And now he's scratching his head wondering how this could come about.

Well, he's liable to hit one of these tracks of association and want to soliloquize for the next eight hours. You are not interested in consideration, you are interested in looking at and that's all you're interested in—you're interested in looking at. You want him to tolerate viewpoints. You don't give a damn for his opinion about a viewpoint. Because every time he starts to give you a bunch of considerations and stretch it all out and explain to you this and explain to you that, without suddenly damming his communication line but by expertly detouring him, get him to look at something else. Because there's... You don't want him in the think band. You just landed him in the thinkingness band. Instead of looking, now he's perfectly willing to think. And do you know, that he could probably go on thinking for the next 76 trillion years without getting anyplace with it. And that's a solemn and horrible fact, that thinkingness doesn't happen to wind up in solutions.

Thinkingness is based upon the fact that a person doesn't know, so he has to think about it. The solution depends upon the fact of his postulating that he does know, and then he

knows. You see, in order to do thinking, you have to assume that you have to go through some kind of a process in order to arrive at an answer.

Now, there's another horrible thing that happens about preclears, is, you see, they have to have assumed an inability—assumed that they had an inability—before they have it.

Now look how this blocks processing. They have to assume that they can't do so and so in order to have it remedied. And you leave them parked there—I've gone into this several times, we didn't have a process which easily remedied it—but an individual has to assume he's sick before he can make up his mind to get well. The reason he's sick, basically, is in the postulate band. He's had to make a postulate that he's sick before he can make up his mind to get well. Now, if your preclear has had to make up his mind that he's aberrated before he can get sane, he's still riding on the postulate that he's aberrated. But he's still better off having made the postulate that he's aberrated so that he can get over his aberrations, than to coast along gibbering like an idiot for years and years telling everybody how sane he is. You see, he'd be crossed up there in universes—something of the sort.

Well, what does this do... this process do for universes? We have the three kinds of universes: the other fellow's universe, the preclear's universe and the physical universe. And what does it do for these universes?

Well, any universe is essentially existent in the space created by lookingness. See, any universe exists from the center of lookingness. So that if we speak of Mama's universe, it's the point from which Mama is looking—see, if we think of Mama's universe.

Now, we could take a terrific number of factors here that would complicate this universe, such as what does Mama say? What are her postulates, and so forth? And we get the space with the postulates. You see that? First she has to have some space, one way or the other, and then she has to put some postulates in there to have a universe. The basic definition of a complete universe would be some space which is tenanted by postulates. Postulates, of course, might wind up in forms of various kinds, might wind up in various conditions.

Now, you can ask yourself some day, why is it you see this MEST universe so well? And if you look around, you will discover that there are many people around who are so thoroughly interiorized into Mama's universe or somebody else's universe that they actually see Mama's engrams. And you don't have to go very far to investigate this. You take a preclear who is very badly interiorized into some other person's universe than his own, they will see that other person's pictures and not their own. Now, get that.

The fact that Mama made a postulate produced a visibility. Mama said, *"There are snakes,"* and this individual then very easily gets pictures of snakes. But he himself can say, in trying to put up mock-ups, *"There are flagpoles,"* and he doesn't get a mock-up of a flagpole. Curious, huh?

If Mama had said there are flagpoles, he would be able to see flagpoles. You see that? He must be running on somebody else's postulates than his own. So the manifestation of super-, super-, supervisibility, which is not the individual's super-, super-, supervisibil-

ity—you know, the individual, doesn't... when he puts up a mock-up he doesn't get this much visibility on it. You know, he has terrific visibility on mock-ups somebody else has put up, you know, like Mama's statements and so forth. You are looking at a condition there of living in somebody else's created space.

Now, what would you think of somebody who could look out here and see a factory chimney with great ease and yet couldn't mock one up of his own? You would suspect him of being in another universe, wouldn't you? Well, whose universe is he in? He's in the physical universe, that's the universe he's in. Its postulates are so strong and impressed upon him so strongly, that its reality is much greater than his own reality. Therefore we used to talk about—and in the book 8-8008, talk about—agreement with the physical universe. You can agree with it or disagree with it, but as long as its postulates outweigh your own postulates, you're going to have difficulty.

Now, there's a lot of complexity here that we needn't even look at. And that complexity, however, that we do need to look at—the part of it we do need to look at—is this: Look, an individual is in the physical universe and then he's reinteriorized, you might say, into somebody else's universe, such as Mama's. And Mama's pictures are very bright to him, but his own mockups don't exist. Oh, boy.

Now, the common denominator of universes declares for him that the physical universe is right there, you know? There is the physical universe. There it is. But he is not even in it. He has been in it and has to some degree... Well, you see, he was in his own universe, and then he got into the physical universe, and now he went into his last wife's universe and his mother's universe and he's in those universes. Well man, there's no telling what kind of a mock-up this individual is liable to get, if he gets any at all. Everything is kind of other-determined. If he gets any pictures, they're probably in a nightmare. He's running on somebody's declared statement that he resists all the time, and he goes to sleep and his resistance cuts down; the next thing you know he's in a full-armed play about something or other.

Well, when your individual is departed from the physical universe into Mama's universe, and so forth, on down the line, you've got this kind of a backtrack to walk with your preclear. He's got to get out of his mama's universe and into the physical universe.

Now, the only way he ever gets into a universe is by refusing to tolerate its viewpoints. If he refuses to look, he pins himself in the universe with his own energy and turns off the visio. There's two necessary steps here. He interiorizes by resisting—he goes into the universe by resisting the universe. A viewpoint he doesn't want is the one he gets. You see that? Because he's the only person really capable of putting out energy. So he has granted an other-determinism and, having granted this other-determinism, it backfires on him.

Now, let's look at this physical universe out here and discover that an individual has as much perception in it and of it as he will tolerate its viewpoints. And you're not going to get anybody out of Mama's universe, really, or out of the physical universe, until they can tolerate a viewpoint or an effort point or a sex point of any part of the whole darn universe. And when they will tolerate any point in it—any view, any effort—either as cause

or as effect, they are then capable of withdrawing from that universe. Until they can tolerate all the various viewpoints of that universe, they can't withdraw from it.

So your preclear is going to think at first that you're just pushing him into apathy, because you're asking him to tolerate things. If he knows anything, it's this: that if he tolerates those viewpoints, it'll finish him. And that's the funny part of it: It is only by refusing to tolerate them that he gets finished.

So, the course and direction of this processing is to bring about the greatest possible tolerance for the greatest possible number of viewpoints.

Okay.

(End of lecture)

Glossary – The Happiness Rundown Lectures

(1990 Compilation)

1A: short for "Routine 1A", a procedure developed in 1961 consisting of any combination of problems processes and Security Checks. For more information on Routine 1A *See* HCOB 6 July 61 in the *Technical Bulletins of Dianetics and Scientology*.

3-D: a three-dimensional form, having or seeming to have the dimensions of depth as well as width and height.

3D Criss Cross: short for "Routine 3D Criss Cross", one of a series of processes developed to audit GPMs. It is called "Criss Cross" because it alternately audited both what the pc had been and what the pc had opposed.

3GA: one of a series of processes to audit GPMs, following 3D Criss Cross in its development. *See also* 3D Criss Cross in this glossary.

3rd South African: short for 3rd South African Advanced Clinical Course, given by Ron in Johannesburg, South Africa from 23 January through 17 February 1961.

3rd South African ACC: the Advanced Clinical Course given by Ron in Johannesburg, South Africa from 23 January through 17 February 1961. *See* "ACC" in this glossary.

8-C: the name of a Scientology process which gives the preclear reality on the environment, control in following directions and capability of taking charge of objects, energies and spaces. The pc and auditor are both ambulant for the process.

ACC: abbreviation for Advanced Clinical Course, one of a number of theory and research courses delivered by L. Ron Hubbard during the years 1953 to 1961, which gave a deep insight into the phenomena of the mind and the rationale of research and investigation.

Ad Infinitum: *(Latin)* endlessly; forever; without limit. Literally means "to infinity".

Addressograph: a trademark for a machine that automatically prints addresses on letters, etc., from prepared stencils.

Advanced Course Procedure: a series of exact and consistently workable procedures, including Two-way Communication, Opening Procedure and SOP 8-C.

Aesculapian: of Aesculapius, the god of medicine and healing in ancient Greek and Roman mythology.

American Revolution: the war for American independence from Britain, 1775 to 1783.

Arkansas Special: name of a luxurious passenger train tour service offering scenic rides through the state with the historic experiences of locomotive transportation of a bygone era.

Assess: call off questions or items to a preclear from prepared lists and note down any E-Meter reactions to the questions or items called.

Atomic Fission: the splitting of the nucleus of an atom into nuclei of lighter atoms, accompanied by the release of energy. This is the principle of the atomic bomb.

Auditing Supervisor: at the time of the lecture, the individual who supervised all the auditing in a course activity and whose job it was to ensure students could audit, by direct observation of sessions, study of the auditor's reports and observation of the preclears.

Auditor's Code: a collection of rules (do's and don'ts) that an auditor follows while auditing someone, which ensures that the preclear will get the greatest possible gain out of the processing that he is having. It was evolved from years of observing processing.

Auditor's Handbook, The: Scientology: Auditor's Handbook—Including Intensive Procedure, a handbook for auditors written by L. Ron Hubbard and published in August, 1954. It was later published (in combination with other materials) as *The Creation of Human Ability*.

Axiom: **1**. an established principle or law of a science, art, etc. **2**. a statement of natural law on the order of those of the physical sciences. Full lists of the Axioms of Dianetics and the Axioms of Scientology are contained in the book *Scientology 0-8: The Book of Basics*.

Axiom 10: the tenth of the Axioms of Scientology: "The highest purpose in this universe is the creation of an effect". For the full list of the Axioms of Scientology, *See* the book *Scientology 0-8: The Book of Basics* by L. Ron Hubbard.

B-3: a member of the section of the Office of Naval Intelligence which dealt with counterintelligence during early World War II.

Backtrack: the area in time prior to a person's present life.

Bank: *See* "Reactive Mind" in this glossary.

Bantu: a large group of Negroid tribes found in equatorial Africa and southern Africa.

Basic-Basic: the first of a chain of similar circumstances repetitive through a person's whole track.

Bacon, **save (one's)**: *(slang)* save (one) from injury; help (one) escape from a danger; spare (one) from loss or harm.

Benedict Arnold: (1741–1801) American general of the Revolutionary War. He performed notably in the early days of the war, but became bitter over several setbacks to his career. After receiving command of the American fort at West Point, New York, Arnold plotted to betray it to the British. The plan was revealed when the American forces captured Major John André of the British army, who was carrying messages between Arnold and the British. Arnold escaped to England and continued a military career, but was widely scorned by the English. *See also* "American Revolution" in this glossary.

Bessie, Aunt: a made-up name for a person.

Bit-and-piece: having to do or dealing with stray or small articles, or odds and ends.

Blitz and Company: a made-up name for a company.

Book One: *Dianetics: The Modern Science of Mental Health*: the basic text on Dianetics techniques, written by L. Ron Hubbard and first published in 1950. The work is divided into three major sections: **Book One**, The Goal of Man; Book Two, The Single Source of All Inorganic Mental and Organic Psychosomatic Ills and Book Three, Therapy.

Buddhism: the religion founded by Gautama Buddha. The term Buddha derives from Bodhi, or "one who has attained intellectual and ethical perfection by human means". The hope of Buddhism was, by various practices, to break the endless chain of births and deaths and to reach salvation in one lifetime.

Bulletin: short for Hubbard Communications Office Bulletin (HCOB). A technical issue written by L. Ron Hubbard only. An HCOB is valid from first issue unless specifically cancelled. All data for auditing and courses is contained in HCOBs. These outline the product of the organization. They are issued in red ink on white paper, consecutive by date.

Bully Beef: canned or pickled beef.

Button: an item, word, phrase, subject or area that causes response or reaction in an individual.

By George: an oath or exclamation, originally referring to Saint George, Christian martyr of the early fourteenth century A.D., and patron saint of England from the fourteenth century. "Saint George" was the battle cry of English soldiers, and from this arose such expressions as "before George" and "by George".

Bypassed Charge: earlier charge restimulated and not seen. *See also* "Charge" in this glossary.

Carmel: a city in western California on the Pacific Ocean which was founded in 1904 by several artists.

Catatonia: condition of being withdrawn totally.

Catfish: a large usually freshwater fish with whiskerlike feelers around the mouth.

CCHs: abbreviation for "Control, Communication, Havingness": a series of processes which bring a person into better control of his body and surroundings, put him into better communication with his surroundings and other people, and increase his ability to have things for himself. They bring him into the present, away from his past problems.

Central Organization: the name given, at the time of the lecture, to a Scientology Organization which provided services (training, auditing and certification) to the public.

Certainty: the magazine of the Church of Scientology of London, England (started in 1954).

Charge: harmful energy or force accumulated and stored in the reactive mind, resulting from the conflicts and unpleasant experiences that a person has had. By charge is meant anger, fear, grief or apathy contained as misemotion in the case.

Clean Needle: an E-Meter needle action that flows, producing no pattern or erratic motions of the smallest kind, with the auditor sitting looking at it and doing nothing. *See* the book *E-Meter Essentials* by L. Ron Hubbard for further information.

Clear: the name of a state achieved through auditing or an individual who has achieved this state. A Clear is a being who no longer has his own reactive mind. A Clear is an unaberrated person and is rational in that he forms the best possible solutions he can on the data he has and from his viewpoint. The Clear has no engrams which can be restimulated to throw out the correctness of computation by entering hidden and false data.

Clearing: the actions involved with bringing a person to the state of Clear. The word Clear can be used to describe the state itself or an individual who has achieved this state. A Clear is a being who no longer has his own reactive mind, that portion of a person's mind which works on a totally stimulus-response basis, which is not under his volitional control and which exerts force and the power of command over his awareness, purposes, thoughts, body and actions.

Code of a Scientologist: a code which governs the activity of a Scientologist in general. It was evolved from many years of observation and experience and is supported by leading Scientologists.

Coffee-Shopping: coffee shop auditing, out of session auditing of someone. Used facetiously in the lecture in reference to LRH research auditing.

Coffee Shop Auditing: informal auditing of someone, such as that which might be done in a coffee shop. The preclear is never informed at all of the existence of a session.

Cold War: a state of political tension and military rivalry between nations, stopping short of actual full-scale war. The Cold War was the state of such rivalry existing after World

War II between the Soviet Union and its satellite nations and the democratic countries of the Western world, under the leadership of the United States.

Communication Lag: the length of time intervening between the asking of the question by the auditor and the reply to that specific question by the preclear. The question must be precise; the reply must be precisely to that question. It does not matter what intervenes in the time between the asking of the question and the receipt of the answer. The preclear may outflow, jabber, discuss, pause, hedge, disperse, dither or be silent; no matter what he does or how he does it, between the asking of the question and the giving of the answer, the time is the communication lag.

Communist: of or pertaining to communism, a theory or system of social organization based on the holding of all property in common, actual ownership being ascribed to the community as a whole or to the state.

Congress: an assembly of Scientologists held in any of various cities around the world for a presentation of Dianetics and/or Scientology materials. Many congresses were addressed directly by Ron. Others were based upon taped LRH lectures or films on a particular subject.

Cotton-Pickin': *(slang)* damned; confounded.

Creative Processing: an exercise by which the preclear was actually putting up the physical universe. It consisted of having the preclear make, with his own creative energies, a mock-up.

D of P: abbreviation for "Director of Processing", (Division 4, Department 12) head of the Hubbard Guidance Center (HGC), under whom comes all individual cases. The D of P is responsible for auditors, assignment of preclears to auditors and states of cases.

D of T: abbreviation for "Director of Training": the executive over the Department of Training. He is in charge of all Course Supervisors in that department.

Darwinian: of Charles Robert Darwin (1809–1882), English naturalist and author who originated the theory of evolution by natural selection. This theory holds that all species of plants and animals developed from earlier forms by hereditary transmission of slight variations in successive generations, and that the forms which survive are those that are best adapted to the environment.

Detroit: a city in southeast Michigan state, USA. It has been known as the "automobile capital of the world".

Deutschland über alles: the title of the German national anthem. It means "Germany above all else".

Dilettante: a person who follows an art or science only for amusement and in a superficial way; dabbler.

Dianetics: The Modern Science of Mental Health: a book written by L. Ron Hubbard, published in 1950. The basic text on Dianetics techniques, it has sold over eleven million copies and continues to be a bestselling self-help work. —Editor

Dishabille: disorderly or disorganized.

Dirty Needle: an erratic agitation of an E-Meter needle which is ragged, jerky, ticking, not sweeping and tends to be persistent. *See* the book *E-Meter Essentials* by L. Ron Hubbard for further information.

Doctorate: of or pertaining to a degree given in the early '50s to an auditor who was trained to the highest level at that time, and who had completed a series of cases and a paper demonstrating his application of Scientology to one particular psychosomatic illness.

Doodle-Daddle: act aimless or foolish. A coined word from doodle, to scribble or draw aimlessly.

Dynamic Assessment: an assessment done of the dynamics to find the most E-Meter needle change on any one dynamic amongst the rest of them.

Dynamics: the eight urges (drives, impulses) in life. These are motives or motivations. We call them the eight dynamics. These are urges for survival as or through (1) self, (2) sex and family, (3) groups, (4) all mankind, (5) living things (plants and animals), (6) the material universe, (7) spirits, and (8) infinity or the Supreme Being.

E-Meter: an electronic device for measuring the mental state or change of state of a person. It is not a lie detector. It does not diagnose or cure anything. It is used by auditors to assist the person receiving auditing in locating areas of spiritual distress or travail.

East Grinstead: an urban district in Sussex, England where Saint Hill (L. Ron Hubbard's English residence at the time of this lecture) is located. *See also* "Sussex" in this glossary.

Eighth-Dynamic: of the eighth dynamic, infinity or the Supreme Being. There could be said to be eight urges (drives, impulses) in life. These we call dynamics. These are motives or motivations. We call them the "eight dynamics". These are urges for survival as or through (1) self, (2) sex and family, (3) groups, (4) all mankind, (5) living things (plants and animals), (6) the material universe, (7) spirits, and (8) infinity or the Supreme Being.

End Word: a word that comes on the end of each of a series of goals. For example, in the goal "to catch catfish", "catfish" is the end word. *See also* "Goal" in this glossary.

Engram: a mental image picture of an experience containing pain, unconsciousness and a real or fancied threat to survival. It is a recording in the reactive mind of something which actually happened to an individual in the past and which contained pain and un-

consciousness, both of which are recorded in the engram. It must, y definition, have impact or injury as part of its content. Engrams are a complete recording, down to the last accurate detail, of every perception present in a moment of partial or full unconsciousness. *See also* "Mental Image Picture" in this glossary.

Flipperoo: a coined word from flip (a somersault, especially one performed in the air), and -eroo (a humorous slang suffix added to nouns).

Footsies with, **playing**: *(US slang)* carrying on or starting a flirtation with; allying or cooperating with in a covert manner.

Frankenstein Monster: a destructive agency that cannot be controlled or that brings about the creator's ruin. The expression comes from a manlike monster in the 1818 novel Frankenstein by Mary Wollstonecraft Shelley (1797–1851). In the novel, the monster was created by Dr. Victor Frankenstein from parts of cadavers (dead bodies) and brought to life by the power of an electrical charge. Frankenstein's monster was larger than most men and fantastically strong. Longing for sympathy and shunned by everyone, the creature ultimately turned to evil and finally destroyed its creator.

Freud: Sigmund Freud (1856–1939), Austrian physician and the founder of psychoanalysis. Psychoanalysis is a system of mental therapy which depends upon the following practices for its effects: the patient is made to talk about and recall his childhood for years while the practitioner brings about a transfer of the patient's personality to his own and searches for hidden sexual incidents believed by Freud to be the only cause of aberration; the practitioner reads sexual significances into all statements and evaluates them for the patient along sexual lines. Each of these points later proved to be based on false premises and incomplete research, accounting for their lack of results and the subsequent failure of the subject and its offshoots.

Freudian: referring to Sigmund Freud (1856–1939), Austrian physician and the founder of psychoanalysis. *See also* "Psychoanalysis".

Freudian Analysis: also called psychoanalysis, a system of mental therapy developed in 1894 by Sigmund Freud (1856–1939), Austrian neurologist. It depended upon the following practices for its effects: The patient was made to talk about and recall his childhood for years while the practitioner brought about a transfer of the patient's personality to his own and searched for hidden sexual incidents believed by Freud to be the only cause of aberration. The practitioner read sexual significances into all statements and evaluated them for the patient along sexual lines. Each of these points later proved to be based upon false premises and incomplete research, accounting for their lack of result and the subsequent failure of the subject and its offshoots.

Freud, **Papa**: a humorous reference to Sigmund Freud.

General O/W: short for general Overt/Withhold, a process using the commands "What have you done?" and "What have you withheld?" run repetitively, to handle a pc who is

very distraught before the start of session by reason of upsets in life (howling PTPs accompanied by misemotion) or who is too ill physically to settle into auditing.

Genghis Khan: (1162–1227) Mongol conqueror of much of Asia and Eastern Europe. He and his armies were totally ruthless in their actions and were said to have killed over a million people in one city alone.

Gluteus Maximus: *(anatomy)* the largest of several muscles of the buttocks in the human body.

Goal: **1**. the prime postulate; the prime intention. It is a basic purpose for any cycle of lives the pc has lived. *See also* "GPM" in this glossary. **2** a solution to the problems which have been given the preclear, usually by terminals. **3** a known objective toward which actions are directed with the purpose of achieving that end. As part of CCH 0, the auditor discusses the preclear's goals for the session.

Goals Assessment: a procedure for finding the goal on which the preclear was reactively operating, which could then be further processed using specialized techniques.

Goals-Problem-Mass: abbreviation is "GPM", a mental mass created by two or more opposed ideas which, being opposed, balanced and unresolved, make a mental energy mass. GPMs are composed of beingnesses that the person has been and has fought, these identities being hung up on the postulate-counter-postulate of a problem. Each GPM is founded on a basic goal. Some cover 2.5 trillion years and some much more, though the last one formed may be only partially formed and cover as little as 60 thousand years. The auditing of goals and Goals-Problem-Masses is the subject of numerous processes developed by LRH in the early and mid-1960s in the process of discovering the exact structure of the reactive mind. *See also* "Goal" in this glossary.

God almighty: *(colloquial)* an exclamation used to express strong feeling or excitement.

God Save the Queen: the national anthem of Great Britain.

GPM: abbreviation for "Goals-Problem-Mass", a mental mass created by two or more opposed ideas which, being opposed, balanced and unresolved, make a mental energy mass. GPMs are composed of beingnesses that the person has been and has fought, these identities being hung up on the postulate-counter-postulate of a problem. Each GPM is founded on a basic goal. Some cover 2.5 trillion years and some much more, though the last one formed may be only partially formed and cover as little as 60 thousand years. The auditing of goals and Goals-Problem-Masses is the subject of numerous processes developed by LRH in the early and mid-1960s in the process of discovering the exact structure of the reactive mind. *See also* "Goal" in this glossary.

Grand Tour: a process used on an exteriorized thetan to free him from the craving for mass and to bring into present time a greater portion of the MEST universe by having him be in several different places and locations.

Greenbacks: any piece of US paper money printed in green ink on the back.

Havingness: one of various processes which increase the preclear's havingness. By havingness we mean owning, possessing, being capable of commanding, taking charge of objects, energies and spaces.

HCS/BScn: abbreviation for Hubbard Clearing Scientologist/Bachelor of Scientology. A Bachelor of Scientology (also called a Hubbard Clearing Scientologist) was an advanced level of professional auditor certification at the time of the lecture.

HCOB: abbreviation for Hubbard Communications Office Bulletin: a technical issue written by L. Ron Hubbard only. An HCOB is valid from first issue unless specifically cancelled. All data for auditing and courses is contained in HCOBs. These outline the product of the organization. They are issued in red ink on white paper, consecutive by date.

HAS Co-audit: short for Hubbard Apprentice Scientologist Co-audit, a basic Scientology course delivered at the time of the lecture in which students audited each other alternately on precise processes, to improve cases and further interest people in Scientology.

HASI: abbreviation for Hubbard Association of Scientologists International: the company which operated all Scientology organizations over the world and was the general membership group of the Church from mid-1950s to mid-1960s.

Hellebore: any of the poisonous or medicinal substances obtained from plants of the buttercup and lily families.

HGC: abbreviation for Hubbard Guidance Center, that department of the Technical Division of a Scientology church which delivers auditing to preclears.

Hippocrates: (460?–370? b.c.) Greek physician, known as "the father of medicine". He believed that disease resulted from an imbalance of the four bodily humors and maintained that the humors were glandular secretions which were influenced by outside forces.

Hitler: Adolf Hitler (1889–1945), dictator of Germany from 1933 to 1945. In rising to power in Germany, he fortified his position through murder of real or imagined opponents and maintained police-state control over the population. He led Germany into World War II resulting in its nearly total destruction.

Hitlerian: relating to or resembling Adolf Hitler (1889–1945), dictator of Germany from 1933 to 1945. Hitler's military advances contributed to starting World War II. He is known for killing millions of Jewish people in the belief that they would contaminate the German people.

Hot Potato, **drop (something) like a**: *(slang)* divest or get rid of (something) very quickly.

HPA: abbreviation for the "Hubbard Professional Auditor Course". At one time this was the course which an auditor did to attain professional certification in a Central Organization in Great Britain. Its equivalent elsewhere was called the Hubbard Certified Auditor (HCA) Course. HCA and HPA, as titles, now refer to Class II and Class III Auditors respectively.

HPA/HCA: abbreviations for the "Hubbard Professional Auditor Course" and "Hubbard Certified Auditor Course". This course (called HPA in Great Britain and HCA, its equivalent, elsewhere) was at one time the course which an auditor did to attain professional certification in a Central Organization. HCA and HPA, as titles, now refer to Class II and Class III Auditors respectively.

Implant: an enforced command or series of commands installed in the reactive mind below the awareness level of the individual to cause him to react or behave in a prearranged way without his "knowing it".

Instructor: a post title used interchangeably with Course Supervisor at the time of this lecture. A Course Supervisor, or Supervisor for short, is the person in charge of a course and its students whose job it is to ensure that his students duplicate, understand and apply the materials of the course being studied.

Intergalactic Empire: a made-up name for an empire.

Itsa: a coined term, which is the action of a preclear saying "It is a..." in answer to an auditor. In auditing an auditor guides. He gives the preclear something to answer. When the preclear answers, the preclear has said "It is a..." and that is itsa. The preclear is saying what is, what is there, who is there, where it is, what it looks like, ideas about, decisions about, solutions to, things in his environment.

Jesuit: of a Roman Catholic religious order (Society of Jesus) founded by Ignatius of Loyola in 1534. Mainly a missionary order, the Jesuits used education as its primary means of propagating their beliefs.

Jigsaw Puzzle: a puzzle consisting of a picture that has been cut up into irregularly shaped pieces, which must be put together again to reform the picture.

Johannesburg: the largest city of the Republic of South Africa, near which is a major gold mining area known as Witwatersrand.

Juju: a spirit or god worshipped by some West African tribes. The word was originally applied to objects which it was supposed the natives worshipped, and was transferred from the objects themselves to the spirits or gods who dwelt in them.

Kaiser: *(German)* emperor. Reference to Kaiser Wilhelm II (1859–1941), German emperor (1888–1918). On the outbreak of the first Russian Revolution (March 1917) the Germans, with the object of weakening Russian war efforts, smuggled one of the key revolutionaries (Vladimir Lenin) into St. Petersburg. Lenin set about overthrowing the

provisional government and seized power in a second revolution in November, ultimately becoming virtual dictator in Russia. In November of 1918, Wilhelm abdicated and fled to Holland after Germany was defeated in World War I. *See also* "Lenin" in this glossary.

Kleenex: *(trademark)* a brand name for a soft, disposable paper tissue, used especially as a handkerchief.

Know to Mystery Scale: a scale which includes: Not-Know, Know, Look, Emotion, Effort, Think, Symbols, Sex, Eat, Mystery, Wait, Unconsciousness. Everything on the Know to Mystery Scale is simply a greater condensation or reduction of knowingness. For further information, *See* the book *Scientology 0-8: The Book of Basics.*

Know to Sex Scale: a scale of behavior, patterned on the Tone Scale, which starts at the top with Know and goes downscale to Sex. This is an earlier version of the Know to Mystery Scale. *See also* "Know to Mystery Scale" in this glossary.

Knucklehead: *(slang)* a stupid person.

Khrushchev: Nikita Sergeyevich Khrushchev (1894–1971), Soviet leader, first secretary of the Communist Party (1953–1964) and premier of the Soviet Union (1958–1964). He urged peaceful coexistence between his country and Western nations. Within the Soviet bloc, however, Khrushchev sent troops into Poland and Hungary in 1956 against persons who resisted the communist government. He also aided the government of Fidel Castro in Cuba and had Soviet military missiles installed there but removed them at the insistence of the United States.

Las Vegas: a city in southeast Nevada in the western United States which abounds in bars, hotels, gambling and nightclubs.

Leipzig: a city in Germany; the location of Leipzig University, where Wilhelm Wundt and others developed "modern" psychology.

Lenin: Vladimir I. Lenin (1870–1924), a Russian revolutionary leader of the early twentieth century, highly honored in the Soviet Union as the founder of the modern Soviet state. Lenin, a founder of the Bolshevik party, contributed much to the success of the Russian Revolution of 1917. He held that a dedicated group of intellectuals had to spearhead the revolution. He became chief of government of the Soviet Union after the revolution and served until his death in 1924.

Leukemia: a cancerous, usually fatal, disease characterized by a large excess of white blood cells in the blood.

List 1: an assessment list for use in finding bypassed charge. There are also other numbered lists, e.g., List 2, List 3, List 4. For more information on these lists *See* HCOB 5 July 1963, ARC BREAK ASSESSMENTS, in Technical Bulletins Volume VII.

Lowestoft: city in east England, on the North Sea, noted for shipbuilding and fisheries, and as a yachting center and seaside resort.

Lumbosis: a made-up name for a disease, coined by LRH and used humorously in many of his lectures and writings.

Lunkhead: *(slang)* a stupid person.

Manhattan idiocies: a humorous reference to the Manhattan Project, the code name for the effort to develop atomic bombs for the United States during World War II. The first controlled nuclear reaction took place in Chicago in 1942 and by 1945 bombs had been manufactured that used this chain reaction to produce great explosive force. The project was carried out in enormous secrecy. After a test explosion in July 1945 the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki.

Marcab Confederacy: various planets united into a very vast civilization which has come forward up through the last 200,000 years, is formed out of the fragments of earlier civilizations. In the last 10,000 years they have gone on with a sort of a decadent kicked-in-the-head civilization that contains automobiles, business suits, fedora hats, telephones, spaceships. A civilization which looks almost exact duplicate but is worse off than the current U.S. civilization.

Mary Sue: Mary Sue Hubbard, wife of L. Ron Hubbard.

Medulla Oblongata: the lowest part of the brain, at the top end of the spinal cord.

Mental Image Picture: a copy of the physical universe as it goes by; we call a mental image picture a facsimile when it is a "photograph" of the physical universe sometime in the past. We call a mental image picture a mock-up when it is created by the thetan or for the thetan and does not consist of photographs of the physical universe. We call a mental image picture a hallucination, or more properly an automaticity (something uncontrolled), when it is created by another and seen by self.

Model Session: application of the exact pattern and script (patter) with which Dianetics and Scientology sessions (the periods of time during which an auditor audits a preclear) are begun and ended; the overall form of all Scientology auditing sessions which is the same anywhere in the world.

MEST: a compound word made up of the first letters of matter, energy, space and time. A coined word for the physical universe. Theta is not considered as part of the physical universe but is not considered absolutely as not part of the physical universe.

Mont Blanc: a mountain in southwest Europe, on the boundary between France and Italy. It is the highest peak in the Alps at 15,781 feet.

Mugwump: a person who acts independently, especially in politics.

Muzzled: using muzzled auditing, which means the stark total of TRs 0 to 4 and not anything else added. It is called so because auditors too often added in comments, Q-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. A muzzled auditor is not expected 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.

Navy Department: a United States governmental department established in 1798 which is responsible for (1) the control of naval policy; (2) naval command; (3) logistics administration and control; (4) business administration.

Nirvana: *(Buddhism)* the state of perfect blessedness achieved by the extinction of individual existence and by the absorption of the soul into the supreme spirit, or by the extinction of all desires and passions. The term nirvana literally means "blowing out" or "going out" or "extinguishing" of the fire of passion or flames of desire.

Non Compos Mentis: *(Latin)* mentally unable to manage one's affairs; not of sound mind.

North and the South: an allusion to the American Civil War (1861–1865), in which the northern area of the United States, the states north of Maryland, the Ohio River and Missouri, making up most of the states that formed the Union side of the Civil War fought the southern area of the US, the group of eleven states that seceded from (withdrew formally from membership in) the United States in 1860 and 1861 because of various differences, especially over the issue of slavery.

Office of Naval Intelligence: a section of the United States Navy. Intelligence has to do with the gathering, distribution and evaluation of information, especially secret information about an enemy or potential enemy.

Op Pro by Dup: short for "Opening Procedure by Duplication": a very important basic Scientology process which has as its goal the separating of time, moment from moment. This is done by getting a preclear to duplicate his same action over and over again with two dissimilar objects. In England this process is called "Book and Bottle", probably because these two familiar objects are the most used in doing Opening Procedure by Duplication.

Operative 5: a made-up name for an operative, a secret agent or a spy.

Oppterm: short for opposition terminal: in auditing, an item or identity the pc has actually opposed (fought, been an enemy of) sometime in the past (or present).

Orientation Point: a point of reference from which the position of other objects is judged. People are often found still using orientation points from childhood which may be thousands of miles from their present time location. The goal of Scientology is that the

thetan be his own principal orientation point, and that he have the ability to use or discard any other point of reference.

PAB: abbreviation for "Professional Auditor's Bulletin": one of a series of issues written by L. Ron Hubbard between 10 May 1953 and 15 May 1959. The content of these bulletins is technical and promotional. Their intent was to give the professional auditor and his preclears the best possible processes and processing available at the moment it became available.

Pacific Groves: a residential and resort city along the Pacific coast in California, less than 10 miles from Carmel. *See also* "Carmel" in this glossary.

PE: abbreviation for "Personal Efficiency Course": an introductory course for new Scientologists.

Pneumonia: inflammation of one or both lungs, caused by any of various agents, such as bacteria or viruses.

Portsmouth Naval Prison: a US Navy disciplinary center located in Portsmouth, New Hampshire.

Praetorian Guard: the bodyguards of ancient Roman emperors and commanders.

Prehavingness Scale: a scale giving degrees of doingness or not doingness. It was developed for use in certain auditing procedures to find charged areas to run and contains items such as "withdraw", "desire", "waste", "wait", etc. For further information *See Scientology 0-8: The Book of Basics*.

Prepcheck: a procedure originally developed in early 1962 as a way of cleaning up a case in order to run 3D Criss Cross. Its purpose was to get around an auditor's difficulty in "varying the question" in pulling withholds (later referred to as Prepchecking by the Withhold System). In July 1962 it was further developed and began being done by repetitive command.

Present Time Problem: a special problem that exists in the physical universe "now" on which the pc has his attention fixed. It is any set of circumstances that so engages the attention of the preclear that he feels he should be doing something about it instead of being audited.

Presession: short for Presession Process, a method of getting a beginning preclear or a person who is having difficulty into session.

Presession 37: a method of getting off withholds, run without a Model Session. It is one of the remedies used to get a beginning pc "in-session" (interested in own case and willing to talk to the auditor), therefore it is called a presession process. For the full commands and procedure *See* HCOB 15 December 1960 in the *Technical Bulletins of Dianetics and Scientology*.

Presession 38: a process designed to do nothing but remedy the pc's difficulty on which his attention is so fixed that his ability cannot be expanded. Presession 38 consists of hearing the individual's statement of a long-term present time problem and finding some reasonable genus for that problem (some reasonable departure point for that problem) on the E-Meter, and running that as an engram, preferably using beingness processes e.g., "What part of that incident would you be willing to be?"

Princeton School of Government: the Naval School of Military Government at Princeton University, a prestigious American university located in the state of New Jersey.

Psychoanalysis: a system of mental therapy developed in 1894 by Sigmund Freud (1856–1939), Austrian physician and neurologist. It depended upon the following practices for its effects: The patient was made to talk about and recall his childhood for years while the practitioner brought about a transfer of the patient's personality to his own and searched for hidden sexual incidents believed by Freud to be the only cause of aberration. The practitioner read sexual significances into all statements and evaluated them for the patient along sexual lines. Each of these points later proved to be based upon false premises and incomplete research, accounting for their lack of result and the subsequent failure of the subject and its offshoots.

Psychometric: of or having to do with psychometry, the measurement of the duration, force, interrelations, or other aspects of mental processes, as by psychological tests.

Psychometric Test: a test for the measurement of mental traits, abilities and processes.

PTP: abbreviation for present time problem. *See* "Present Time Problem" in this glossary.

Q-and-A: (from "Question and Answer") in Scientology, a coined expression which means did not get an answer to one's question, failed to complete something, or deviated from an intended course of action. 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-Aing.

R6: Routine 6, a clearing process addressing GPMs which was taught at Level VI on the "Saint Hill Special Briefing Course" at the time of the lecture. *See also* "GPM" in this glossary.

R-factor: reality factor. It is the action of the auditor telling the pc what the auditor is going to do at each new step. This gives the pc more reality on what is occurring in the auditing session.

Reactive Mind: a portion of a person's mind which works on a totally stimulus-response basis, which is not under his volitional control, and which exerts force and the power of command over his awareness, purposes, thoughts, body and actions. Stored in the reactive mind are engrams, and here we find the single source of aberrations and psychosomatic ills.

Red Herring: something intended to divert attention from the real problem or matter at hand; a misleading clue. Red herring is herring that has been cured by smoke, a process that changes the color of the flesh to a reddish hue. Its persistent odor is very useful, if trailed over the ground, for training a dog to follow a scent. But a dog which gets a good whiff of red herring will lose any other scent that it has been following. Criminals who have been chased by bloodhounds have used this knowledge to advantage. Thus the expression to drag a red herring over the trail and similar expressions are used to refer to anything which misleads one or causes one to lose the trail.

Reductio Ad Absurdum: *(Latin)* proof of the falsity of a principle by demonstrating that its logical consequence involves an absurdity. Literally means "reduction to absurdity". It is used loosely of taking an argument or principle to impractical lengths. Example: "The more sleep one has the longer one lives. To sleep all the time ensures the longest possible life".

Reductio Ad Gastronomy: a play on the phrase reductio ad absurdum. Gastronomy means «the art or science of good eating. *See* "Reductio Ad Absurdum" in this glossary.

Registrar: the person directly responsible for all student and pc procurement and keeping the org full. Registrars sign up people for Scientology services. In a Scientology org, there are different types of Registrars to handle different types of registration traffic: Body Registrar, Advance Scheduling Registrar, Letter Registrar and Public Registrar.

Release: an individual from whom have been released the current or chronic mental and physical difficulties and painful emotion.

Revolutionary War: the American Revolution, a war between Great Britain and its American colonies, 1775–1783, in which the colonies won their independence.

Roman Empire: the empire of ancient Rome which was established by Augustus in 27 b.c. Around a.d. 64 the Christian religion appeared in Rome and expanded steadily for the next few centuries, despite strong persecution from more than ten Roman emperors throughout this time period. By the time that the Roman Empire fell in a.d. 395, Christianity had become the state religion.

Root Words: the words which are the regard or action one is supposed to have for an end word. Each end word has many root words. For example, in the goal "to catch catfish", "catch" is the root word. *See also* "End Word" and "GPM" in this glossary.

Ruddy: *(British slang)* damned.

Rudiments: those steps or actions used to get the preclear in shape to be audited in that session. For auditing to take place at all the preclear must be "in session" which means: (1) willing to talk to the auditor, (2) interested in own case. Rudiments are actions done to accomplish this.

Russian Revolution: a revolution in Russia (1917–1918), also called the October Revolution, that overthrew the czar and brought the Bolsheviks, a communist party, to power. The revolution was encouraged by Russian setbacks in World War I.

Saint Hill: the name of the original Class VI (Saint Hill) organization, located in East Grinstead, Sussex, England. It was here that L. Ron Hubbard taught the original Saint Hill Special Briefing Course. The term SH now applies to any organization authorized to deliver the Saint Hill Special Briefing Course and Power Processing. Saint Hills can also deliver any services that any orgs below them deliver.

Saint Hill Special Briefing Course: a course started at Saint Hill in England by LRH in 1961. From then until 1966, he lectured regularly to the students on this course and personally oversaw their training so as to make them true experts who could be counted on to carry out the latest technology and the highest standards of competence. Today, this is the auditor training course on which one studies the chronological track of the discoveries and development of Dianetics and Scientology, from 1948 up to present time. On this course one can see how the subject progressed and so is able to gain a full understanding of the technology, from the lowest to the highest levels, and becomes a truly top-grade, expert auditor. This course is delivered by Saint Hills and other advanced Scientology organizations around the world. *See also* "Saint Hill" in this glossary.

Schopenhauer: Arthur Schopenhauer (1788–1860), German philosopher. He maintained that the desires and drives of men, as well as the forces of nature, are manifestations of a single will, specifically the will to live, which is the essence of the world. Schopenhauer asserted that since operation of the will means constant striving without satisfaction, life consists of suffering and that only by controlling the will through the intellect, by suppressing the desire to reproduce, can suffering be diminished.

Schnozzola: *(slang)* a nose, especially a large one.

Seacock: *(nautical)* a valve below the waterline in the hull of a ship, used to control the intake of sea water.

Security Check: a Scientology action which asks a person to straighten out his interpersonal relationships with others. A Security Check is usually addressed to the individual versus the society or his family. It addresses the now-I'm-supposed-to's which the individual has transgressed against (violated). It remedies the compulsion or obsession to commit actions which have to be withheld. In other words, it remedies unreasonable action. Also called a "Confessional".

Self Analysis: a practical self-improvement handbook written in 1951 by L. Ron Hubbard. It contains Scientology auditing processes which may be used by oneself or audited on another person.

Silver Platter, **on a**: **1**. given as a reward that has not been earned. **2**. silver platter, on a: without requiring any effort; very lightly or easily.

Soliloquize: speak a soliloquy, an utterance or discourse by a person who is talking to himself or herself or is disregardful of or oblivious to any hearers present (often used as a device in drama to disclose a character's innermost thoughts).

spinbin: *(slang)* a mental institution.

Sleeping Beauty: a reference to the popular fairy tale of a beautiful princess who is awakened from a charmed sleep by the kiss of the prince who is her true love.

Standard Operating Procedure: a sequence of steps to be taken by the auditor to make a Theta Clear. Extended and continued, it makes a Cleared Theta Clear.

State Department: the department of the executive branch of the United States government in charge of relations with foreign countries.

Straightwire: the name of a process. It is the act of stringing a line between present time and some incident in the past, and stringing that line directly and without any detours. The auditor is stringing a straight "wire" of memory between the actual genus (origin) of a condition and present time, thus demonstrating that there is a difference of time and space in the condition then and the condition now, and that the preclear, conceding this difference, then rids himself of the condition or at least is able to handle it.

Suzie: Mary Sue Hubbard, wife of L. Ron Hubbard.

Sussex: a county in southeast England.

Tea Party: literally, a social gathering at which tea is served, usually in the late afternoon. Used figuratively to mean an easy, pleasant, safe occasion.

The Original Thesis: a book written by L. Ron Hubbard in 1947 which presented the basic causes of human behavior and the resolution of mental aberration and psychosomatic illness. It was later published as *The Dynamics of Life*.

Tiger Drill: a drill developed for use in Routine 3GA for nulling goals. The coach only has the drill form and follows it exactly until the student auditor has each example down perfectly. The goal used in this drill is: "To be a tiger" *See also* "3GA" in this glossary.

Torquemadas: people like Tomas de Torquemada (1420–1498), first Grand Inquisitor of Spain. The Spanish Inquisition, established under Ferdinand and Isabella in 1478, was centralized by Torquemada after his appointment in 1483 as Grand Inquisitor. He gained the reputation, partly deserved, partly exaggerated, of great cruelty in his conduct of the Spanish Inquisition, which reportedly was responsible for the burning of some two thousand persons between 1481 and 1504.

Touch Assist: an assist action which re-establishes communication with injured or ill body parts. It brings the person's attention to the injured or affected body areas. This is done by repetitively touching the ill or injured person's body and putting him into com-

munication with the injury. His communication with it brings about recovery. The technique is based on the principle that the way to remedy anything is to put somebody into communication with it.

Town and Country Planning: a British agency which administers town-planning laws, including such things as the architectural features of buildings and zoning.

TR 1: a drill to train a person to be able to correctly outflow communication; say something to somebody with the full confidence that they will receive it.

TR 4: a drill to train a person to be able to handle originations (things said or done by a person concerning himself, his ideas, reactions or difficulties) by others, not to be tongue-tied or startled or thrown off by them. TR is an abbreviation for Training Regimen or Routine, often referred to as a training drill. TRs are practical drills which address (and can greatly increase) a student's ability in such areas as communication and control.

Trio: name of a process that is one of a series of processes which have as a goal the separating of time, moment from moment. This process is called "Trio" because there are three different sets of commands for the process.

Universe Processing: processing which gets the preclear to differentiate his own universe from the MEST universe.

Washington: **1**. short for Washington, DC: the capital of the United States. DC is an abbreviation for District of Columbia which is a federal district that occupies the same area as Washington, DC and is under the control of the federal government directly rather than being a part of any of the states. It is also the location of the Founding Church of Scientology of Washington, DC. **2**. abbreviated term for Founding Church of Scientology of Washington, DC (a city and the capital of the United States, which is located in the District of Columbia. The District of Columbia is a federal territory of the US.).

Woof and warp: **1**. the underlying structure on which something is built; a base or foundation. **2**. The essential foundation or base of any structure or organization; from weaving, in which the warp—the threads that run lengthwise—and the woof—the threads that run across—make up the fabric: "The Constitution and the Declaration of Independence are the warp and woof of the American nation."

X-Ray: a form of radiation similar to light but of a shorter wavelength and capable of penetrating solids; used in medicine for study, diagnosis and treatment of certain organic disorders, especially of internal structures of the body.

Yankee Doodle: an early American song with several versions of humorous verses, popular during the Revolutionary War. *See also* "Revolutionary War" in this glossary.

Zen Buddhism: **1**. a Buddhist sect in Japan. It originated in India and differed from most schools of Buddhism in disregarding the sacred books and in emphasizing self-knowledge and introspection (examination of one's own thoughts and feelings). Zen

teachers will sometimes resort to a sort of "shock therapy" where they strike a pupil to startle him into understanding. *See also* Buddhism in this glossary. **2**. a particular movement of Buddhism, introduced into China in the 6th century a.d. and into Japan in the 12th century, that emphasizes enlightenment by means of meditation and direct, intuitive insights. Zen Buddhists say that one finds truth in experience, not in thinking about it or listening to someone talk about experience. To understand the meaning of life, one must live, not make up theories about it. **3**. Buddhist sect in Japan. It originated in India and differed from most schools of Buddhism in disregarding the sacred books and in emphasizing self-knowledge and introspection (examination of one's own thoughts and feelings).

Zorch: a made-up name for a body part.

APIS

The Way to
HAPPINESS
A COMMON SENSE GUIDE TO BETTER LIVING

As Part of the

Happiness Rundown

(1984/1989)

A 2014 Compilation

TFCU

Happiness

True joy and happiness are valuable.

If one does not survive, no joy and no happiness are obtainable.

Trying to survive in a chaotic, dishonest and generally immoral society is difficult.

Any individual or group seeks to obtain from life what pleasure and freedom from pain that he or they can.

Your own survival can be threatened by the bad actions of others around you.

Your own happiness can be turned to tragedy and sorrow by the dishonesty and misconduct of others.

I am sure you can think of instances of this actually happening. Such wrongs reduce one's survival and impair one's happiness.

You are important to other people. You are listened to. You can influence others.

The happiness or unhappiness of others you could name is important to you.

Without too much trouble, using this book, you can help them survive and lead happier lives.

While no one can guarantee that anyone else can be happy, their chances of survival and happiness can be improved. And with theirs, yours will be.

It is in your power to point the way to a less dangerous and happier life.

Take Care Of Yourself

1-1. Get care when you are ill. When they are ill, even with communicable diseases, people often do not isolate themselves or seek proper treatment. This, as you can easily see, tends to put you at risk. Insist that when someone is ill that he or she takes the proper precautions and gets proper care.

1-2. Keep your body clean. People who do not bathe or wash their hands regularly can carry germs. They put you at risk. You are well within your rights to insist that people bathe regularly and wash their hands. It is inevitable that one gets dirty working or exercising. Get them to clean up afterwards.

1-3. Preserve your teeth. If one brushed one's teeth after every meal, it has been said that one would not suffer tooth decay. This, or chewing gum after each meal, goes far toward defending others from oral diseases and bad breath. Suggest to others that they preserve their teeth.

1-4. Eat properly. People who do not eat properly are not of much help to you or themselves. They tend to have a low energy level. They are sometimes ill-tempered. They become ill more easily. It doesn't require strange diets to eat properly but it does require that one eats nourishing food regularly.

1-5. Get rest. Although many times in life one has to work beyond normal sleep periods, a person's general failure to get proper rest can make him or her a burden to others. Tired people are not alert. They can make mistakes. They have accidents. Just when you need them they can dump the whole workload on one. They put others at risk. Insist that people who do not get proper rest do so.

Precept: 2

Be Temperate

2-1. Do not take harmful drugs. People who take drugs do not always see the real world in front of them. They are not really there. On a highway, in casual contact, in a home, they can be very dangerous to you. People mistakenly believe they "feel better" or "act better" or are "only happy" when on drugs. This is just another delusion. Sooner or later the drugs will destroy them physically. Discourage people from taking drugs. When they are doing so, encourage them to seek help in getting off them.

2-2. Do not take alcohol to excess. People who take alcohol are not alert. It impairs their ability to react even when it seems to them they are more alert because of it. Alcohol has some medicinal value. It can be grossly overestimated. Don't let anyone who has been drinking drive you in a car or fly you in a plane. Drinking can take lives in more ways than one. A little liquor goes a long way; don't let too much of it wind up in unhappiness or death. Deter people from excessive drinking.

Observing the points above, one becomes more physically able to enjoy life.

Precept: 3

Don't be Promiscuous

Sex is the means by which the race projects itself into the future through children and the family. A lot of pleasure and happiness can come from sex: nature intended it that way so the race would go on. But, misused or abused, it carries with it heavy penalties and punishments: nature seems to have intended it that way also.

3-1. Be faithful to your sexual partner. Unfaithfulness on the part of a sexual partner can heavily reduce one's survival. History and the newspapers carry floods of instances of the violence of human passions aroused by unfaithfulness. "Guilt" is the milder evil. Jealousy and vengeance are the greater monsters: one never knows when they will cease to sleep. It is all very well to speak of "being civilized" and "uninhibited" and "understanding"; no talk will mend ruined lives. A "feeling of guilt" is nowhere near as sharp as a knife in the back or ground glass in the soup.

Additionally, there is the question of health. If you do not insist upon faithfulness from a sexual partner, you lay yourself open to disease. For a very brief period, it was said that sexual diseases were all under control. This is not now the case, if it ever was. Incurable strains of such diseases now exist.

The problems of sexual misbehavior are not new. The powerful religion of Buddhism in India vanished from there in the seventh century. According to its own historians the cause was sexual promiscuity in its monasteries. More modernly, when sexual promiscuity becomes prevalent in an organization, commercial or otherwise, the organization can be seen to fail. No matter how civilized their discussions about it, families shatter in the face of unfaithfulness.

The urge of the moment can become the sorrow of a lifetime. Impress those around you with that and safeguard your own health and pleasure.

Sex is a big step on the way to happiness and joy. There is nothing wrong with it if it is followed with faithfulness and decency.

Precept: 4

Love And Help Children

Today's children will become tomorrow's civilization. Bringing a child into the world today is a little bit like dropping one into a tiger's cage. Children can't handle their environments and they have no real resources. They need love and help to make it.

It is a delicate problem to discuss. There are almost as many theories on how to raise a child or not raise him as there are parents. Yet if one does it incorrectly much grief can result and one may even complicate his or her own later years. Some try to raise children the way they were themselves raised, others attempt the exact opposite, many hold to an idea that children should just be let grow on their own. None of these guarantee success. The last method is based on a materialistic idea that the development of the child parallels the evolutionary history of the race; that in some magical way, unexplained, the "nerves" of the child will "ripen" as he or she grows older and the result will be a moral, well-behaving adult. Although the theory is disproven with ease—simply by noticing the large criminal population whose nerves somehow did not ripen—it is a lazy way to raise children and achieves some popularity. It doesn't take care of your civilization's future or your older years.

A child is a little bit like a blank slate. If you write the wrong things on it, it will say the wrong things. But, unlike a slate, a child can begin to do the writing: the child tends to write what has been written already. The problem is complicated by the fact that, while most children are capable of great decency, a few are born insane and today, some are even born as drug addicts: but such cases are an unusual few.

It does no good just to try to "buy" the child with an overwhelm of toys and possessions or to smother and protect the child: the result can be pretty awful.

One has to make up his mind what he is trying to get the child to become. This is modified by several things: a) what the child basically can become due to inherent make-up and potential; b) what the child, himself, really wants to become; c) what one wants the child to become; d) the resources available. But remember that whatever these all add up to, the child will not survive well unless he or she eventually becomes self-reliant and very moral. Otherwise the end product is likely to be a liability to everyone including the child.

Whatever is one's affection for the child, remember that the child cannot survive well in the long run if he or she does not have his or her feet put on the way to survival. It will be no accident if the child goes wrong: the contemporary society is tailor-made for a child's failure.

It will help enormously if you obtain a child's understanding of and agreement to follow the precepts contained in this book.

What does have a workability is simply to try to be the child's friend. It is certainly true that a child needs friends. Try to find out what a child's problem really is and without crushing their own solutions, try to help solve them. Observe them—and this applies even to babies. Listen to what children tell you about their lives. Let them help—if you don't, they become overwhelmed with a sense of obligations which they then must repress.

It will help the child enormously if you obtain understanding of and agreement to this way to happiness and get him or her to follow it. It could have an enormous effect on the child's survival—and yours.

A child factually does not do well without love. Most children have an abundance of it to return.

The way to happiness has on its route the loving and the helping of children from babyhood to the brink of adult life.

Precept: 5

Honor And Help Your Parents

From a child's point of view, parents are sometimes hard to understand.

There are differences between generations. But truthfully, this is no barrier. When one is weak, it is a temptation to take refuge in subterfuges and lies: it is this which builds the wall.

Children can reconcile their differences with their parents. Before any shouting begins, one can at least try to talk it over quietly. If the child is frank and honest, there cannot help but be an appeal that will reach. It is often possible to attain a compromise where both sides now understand and can agree. It is not always easy to get along with others but one should try.

One cannot overlook the fact that almost always parents are acting from a very strong desire to do what they believe to be best for the child.

Children are indebted to their parents for their upbringing—if the parents did so. While some parents are so fiercely independent that they will accept no return on the obligation, it is nevertheless true that there often comes a time when it is the turn of the younger generation to care for their parents.

In spite of all, one must remember that they are the only parents one has. And as such, no matter what, one should honor them and help them.

The way to happiness includes being on good terms with one's parents or those who brought one up.

Precept: 6

Set A Good Example

There are many people one influences. The influence's can be good or bad.

If one conducts his life to keep these recommendations, one is setting a good example.

Others around one cannot help but be influenced by this, no matter what they say.

Anyone trying to discourage you is trying to do so because they factually mean you harm or are seeking to serve their own ends. Down deep, they will respect you.

Your own survival chances will be bettered in the long run since others, influenced, will become less of a threat. There are other benefits.

Don't discount the effect you can achieve on others simply by mentioning these things and setting a good example in your own right.

The way to happiness requires that one set a good example for others.

Precept: 7

Seek To Live With The Truth

False data can cause one to make stupid mistakes. It can even block one from absorbing true data.

One can solve the problems of existence only when he has true data.

If those around one lie to him or her, one is led into making errors and his survival potential is reduced.

False data can come from many sources: academic, social, professional.

Many want you to believe things just to suit their own ends.

What is true is what is true for you.

No one has any right to force data on you and command you to believe it or else. If it is not true for you, it isn't true.

Think your own way through things, accept what is true for you, discard the rest. There is nothing unhappier than one who tries to live in a chaos of lies.

7-1. Do not tell harmful lies. Harmful lies are the product of fear, malice and envy. They can drive people to acts of desperation. They can ruin lives.

They create a kind of trap into which the teller and the target can both fall. Interpersonal and social chaos can result. Many wars began because of harmful lies.

One should learn to detect them and reject them.

7-2. Do not bear false witness. There are considerable penalties connected with swearing or testifying to untrue "facts." It is called "perjury": it has heavy penalties.

The way to happiness lies along the road to truth.

Precept: 8

Do Not Murder

Most races, from the most ancient times to the present, have prohibited murder and punished it heavily. Sometimes this has been broadened to say, "Thou shalt not kill," when a later translation of the same work has found it to read "Thou shalt not murder."

There is a considerable difference between these two words "kill" and "murder." A prohibition against all killing would rule out self-defense; it would tend to make it illegal to handle a serpent coiling to strike the baby; it would put a race on a diet of vegetables. I am sure you can see many illustrations of the difficulties raised by a prohibition against all killing.

"Murder" is another thing entirely. By definition it means, "The unlawful killing of one (or more) human being(s) by another, especially with malice aforethought." One can easily see that in this age of violent weaponry, murder would be all too easy. One could not exist in a society where oneself or one's family or friends were at the mercy of some who went about casually taking lives.

Murder justly bears the highest priority in social prevention and retaliation.

The stupid, the evil and the insane seek to solve their real or imagined problems with murder. And they have been known to do it for no reason at all.

Get behind any demonstrably effective program that handles this threat to mankind and push. Your own survival could depend upon it.

The way to happiness does not include murdering your friends, your family, or yourself being murdered.

Precept: 9

Don't Do Anything Illegal

"Illegal acts" are those which are prohibited by official rules or law. They are the product of rulers, legislative bodies and judges. They are usually written down in law codes. In a well-ordered society, these are published and made known generally. In a cloudy—and often crime-ridden society—one has to consult an attorney or be specially trained to know them all; such a society will tell one that "ignorance is no excuse for breaking the law."

Any member of society, however, has a responsibility, whether young or old, for knowing what that society considers to be an "illegal act." People can be asked, libraries exist where they can be looked up.

An "illegal act" is not disobedience to some casual order like "go to bed." It is an action, which if done, can result in punishment by the courts and state: being pilloried by the state propaganda machine, being fined and even by being imprisoned.

When one does something illegal, small or large, one is laid open to an attack by the state. It does not matter whether one is caught or not, when one does an illegal act, one has weakened one's defenses.

Almost any worthwhile thing one is trying to accomplish often can be done in perfectly legal ways. The "illegal" route is a dangerous and time-wasting shortcut. Imagined "advantages" in committing illegal acts usually turn out not to be worth it.

The state and government tends to be a rather unthinking machine. It exists and works on laws and codes of laws. It is geared to strike down through its channels at illegality. As such it can be an implacable enemy; adamant on the subject of "illegal acts." The rightness and wrongness of things do not count in the face of laws and codes of laws. Only the laws count.

When you realize or discover that those about you are committing "illegal acts," you should do what you can to discourage it. You yourself, not even a party to it, can yet suffer because of it. The firm's accountant falsifies the books: in any resulting commotion, the firm could fail and you could lose your job. Such instances can grossly affect one's own survival.

As a member of any group subject to laws, encourage the clear-cut publication of those laws so they can be known. Support any legal, political effort to reduce, clarify and codify the laws that apply to that group. Adhere to the principle that all men are equal under law: a principle which, in its own time and place—the tyrannical days of aristocracy—was one of the greatest social advances in human history and should not be lost sight of.

See that children and people become informed of what is "legal" and what is "illegal" and make it known, if by as little as a frown, that you do not approve of "illegal acts."

Those who commit them, even when they "get away with them," are yet weakened before the might of the state.

The way to happiness does not include the fear of being found out.

Support A Government Designed And Run For All The People

Unscrupulous and evil men and groups can usurp the power of government and use it to their own ends.

Government organized and conducted solely for self-interested individuals and groups gives the society a short life-span. This imperils the survival of everyone in the land; it even imperils those who attempt it. History is full of such governmental deaths.

Opposition to such governments usually just brings on more violence.

But one can raise his voice in caution when such abuses are abroad. And one need not actively support such a government; doing nothing illegal, it is yet possible, by simply withdrawing one's cooperation, to bring about an eventual reform. Even as this is being written there are several governments in the world that are failing only because their people express their silent disagreement by simply not cooperating. These governments are at risk: any untimely wind of mischance could blow them over.

On the other hand, where a government is obviously working hard for all its people, rather than for some special interest group or insane dictator, one should support it to the limit.

There is a subject called "government." In schools they mainly teach "civics" which is merely how the current organization is put together. The real subject, "government," goes under various headings: political economy, political philosophy, political power, etc. The whole subject of "government" and how to govern can be quite precise, almost a technical science. If one is interested in having a better government, one that does not cause trouble, one should suggest it be taught at earlier ages in schools; one can also read up on it: it is not a very difficult subject if you look up the big words.

It is, after all, the people and their own opinion leaders who sweat and fight and bleed for their country— a government cannot bleed, it cannot even smile: it is just an idea men have. It is the individual person who is alive—you.

The way to happiness is hard to travel when shadowed with the oppression of tyranny. A benign government, designed and run for all the people, has been known to smooth the way: when such occurs, it deserves support.

Do Not Harm A Person Of Goodwill

Despite the insistence of evil men that all men are evil, there are many good men around and women too. You may have been fortunate enough to know some.

Factually, the society runs on men and women of good will. Public workers, opinion leaders, those in the private sector who do their jobs, are in the great majority, people of good will. If they weren't, they long since would have ceased to serve.

Such people are easy to attack: their very decency prevents them from over-protecting themselves. Yet the survival of most of the individuals in a society depends upon them.

The violent criminal, the propagandist, the sensation media all tend to distract one's attention from the solid, everyday fact that the society would not run at all were it not for the individuals of good will. As they guard the street, counsel the children, take the temperatures, put out the fires and speak good sense in quiet voices, one is apt to overlook the fact that people of good will are the ones that keep the world going and Man alive upon this Earth.

Yet such can be attacked and strong measures should be advocated and taken to defend them and keep them from harm, for your own survival and that of your family and friends depends upon them.

The way to happiness is far more easily followed when one supports people of good will.

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Precept: 12

Safeguard And Improve Your Environment

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12-1. Be of good appearance. It sometimes does not occur to some individuals—as they do not have to spend their days looking at themselves—that they form part of the scenery and appearance of others. And some do not realize that they are judged by others on the basis of their appearance.

While clothes can be expensive, soap and the other tools of self-care are not that hard to obtain. The techniques are sometimes difficult to dig up but can be evolved.

In some societies, when they are barbaric or become very degraded, it can even be the fashion to be a public eyesore. Actually it is a symptom of a lack of self-respect.

Exercising and working, one can become very messed up. But this does not rule out getting cleaned up. And as an example, some European and English workmen manage a style of appearance even when working. Some of the better athletes, one notices, look good despite being wringing wet with sweat.

An environment disfigured with unkempt people can have a subtle, depressing effect on one's morale.

Encourage people around you to look good by complimenting them when they do or even gently helping them with their problems when they don't. It could improve their self-regard and their morale as well.

12-2. Take care of your own area. When people mess up their own possessions and area, it can slop over into your own.

When people seem to be incapable of caring for their own things and places, it is a symptom of their feeling that they don't really belong there and don't really own their own things. When young, the things they were "given" had too many cautions and strings attached or were taken away from them by brothers, sisters or parents. And they possibly did not feel welcome.

The possessions, the rooms and work spaces, the vehicles of such people advertise that they are not really the property of anyone. Worse, a sort of rage against possessions can sometimes be seen. Vandalism is a manifestation of it: the house or car "nobody owns" is soon ruined.

Those who build and try to maintain low-income housing are often dismayed by the rapidity with which ruin can set in. The poor, by definition, own little or nothing. Harrassed in various ways, they also come to feel they do not belong.

But whether rich or poor, and for whatever reason, people who do not take care of their possessions and places can cause disorder to those about them. I am sure you can think of such instances.

Ask such people what they really do own in life and if they really belong where they are and you will receive some surprising answers. And help them a great deal too.

The skill of organizing possessions and places can be taught. It can come as a new idea to someone that an item, when picked up and used, should be put back in the same place so it can be found again: some spend half their time just looking for things. A little time spent getting organized can pay off in speeded work: it is not the waste of time some believe.

To protect your own possessions and places, get others to take care of theirs.

12-3. Help take care of the planet. The idea that one has a share in the planet and that one can and should help care for it may seem very large and to some, quite beyond reality. But today what happens on the other side of the world, even so far away, can effect what happens in your own home.

Recent discoveries by space probes to Venus have shown that our own world could be deteriorated to a point where it would no longer support life. And it possibly could happen in one's own lifetime.

Cut down too many forests, foul too many rivers and seas, mess up the atmosphere and we have had it. The surface temperature can go roasting hot, the rain can turn to sulphuric acid. All living things could die.

One can ask, "Even if that were true, what could I do about it?" Well, even if one were simply to frown when people do things to mess up the planet, one would be doing something about it. Even if one only had the opinion that it was just not a good thing to wreck the planet and mentioned that opinion, one would be doing something.

Care of the planet begins in one's own front yard. It extends through the area one travels to get to school or work. It covers such places as where one picnics or goes on vacation. The litter which messes up the terrain and water supply, the dead brush which invites fire, these are things one need not contribute to and which, in otherwise idle moments, one can do something about. Planting a tree may seem little enough but it is something.

In some countries, old people, the unemployed, do not just sit around and go to pieces: they are used to care for the gardens and parks and forests, to pick up the litter and add some beauty to the world. There is no lack of resources to take care of the planet. They are mainly ignored. One notes that the Civilian Conservation Corps in the U.S., organized in the 1930s to absorb the energies of unemployed officers and youth, was one of the few, if not the only project of that depressed era that created far more wealth for the state than was expended. It reforested large areas and did other valuable things that cared

for the U.S. part of the planet. One notes that the C.C.C. no longer exists. One can do as little as add one's opinion that such projects are worthwhile and support opinion leaders and organizations that carry on environmental work.

There is no lack of technology. But technology and its application cost money. Money is available when sensible economic policies, policies which do not penalize everyone, are followed. Such policies exist.

There are many things people can do to help take care of the planet. They begin with the idea that one should. They progress by suggesting to others that they should.

Man has reached the potential capacity to destroy the planet. He must be pushed on up to the capability and actions of saving it. It is, after all, what we're standing on.

If others do not help safeguard and improve the environment, the way to happiness could have no roadbed to travel on at all.

Precept: 13

Do Not Steal

When one does not respect the ownership of things, his own possessions and property are at risk.

A person, who for one reason or another has been unable to honestly accumulate possessions, can pretend that nobody owns anything anyway. But don't try to steal his shoes!

A thief sews the environment with mysteries: what happened to this, what happened to that? A thief causes trouble far in excess of the value of things stolen.

Faced with the advertising of desirable goods, torn by the incapability of doing anything valuable enough to acquire possessions or simply driven by an impulse, those who steal imagine they are acquiring something valuable at low cost. But that is the difficulty: the cost. The actual price to the thief is high beyond belief. The greatest robbers in history paid for their loot by spending their lives in wretched hideouts and prisons with only rare moments of "the good life." No amount of stolen valuables would reward such a horrible fate.

Stolen goods greatly reduce in value: they have to be hidden, they are always a threat to liberty itself. Even in Communist states, the thief is sent to prison.

Stealing things is really just an admission that one is not capable enough to make it honestly. Or that one has a streak of insanity. Ask a thief which one it is: it's either one or the other.

The road to happiness cannot be traveled with stolen goods.

Precept: 14

Be Worthy Of Trust

Unless one can have confidence in the reliability of those about one, he, himself, is at risk. When those he counts upon let him down, his own life can become disordered and even his own survival can be put at risk.

Mutual trust is the firmest building block in human relationships. Without it, the whole structure comes down.

Trustworthiness is a highly esteemed commodity. When one has it, one is considered valuable. When one has lost it, one may be considered worthless.

One should get others around one to demonstrate it and earn it. They will become much more valuable to themselves and others thereby.

14-1. Keep your word once given. When one gives an assurance or promise or makes a sworn intention, one must make it come true. If one says he is going to do something, he should do it. If he says he is not going to do something, he should not do it.

One's regard for another is based, in no small degree, on whether or not the person keeps his or her word. Even parents, for instance, would be surprised at the extent they drop in the opinion of their children when a promise is not kept.

People who keep their word are trusted and admired. People who do not are regarded like garbage. Those who break their word often never get another chance.

A person who does not keep his word can soon find himself entangled and trapped in all manner of "guarantees" and "restrictions" and can even find himself shut off from normal relations with others. There is no more thorough self-exile from one's fellows than to fail to keep one's promises once made.

One should never permit another to give his or her word lightly. And one should insist that when a promise is made, it must be kept. One's own life can become very disordered in trying to associate with people who do not keep their promises. It is not a casual matter.

The way to happiness is much, much easier to travel with people one can trust.

Precept: 15

Fulfill Your Obligations

In going through life, one inevitably incurs obligations. Factually, one is born with certain obligations and they tend to accumulate thereafter. It is no novel or new idea that one owes his parents a debt for bringing one into the world, for raising one. It is a credit to parents that they don't push it any harder than they do. But it is an obligation, nevertheless: even the child feels it. And as life continues to run its course, one accumulates other obligations—to other persons, to friends, to society and even the world.

It is an extreme disservice to a person not to permit him to satisfy or pay off his obligations. No small part of the "revolt of childhood" is caused by others refusing to accept the only "coins" a baby or child or youth has with which to discharge the "weight of obligation": the baby's smiles, the child's fumbling efforts to help, the youth's possible advice or just the effort to be a good son or a good daughter commonly pass unrecognized, unaccepted; they can be ill-aimed, often ill-planned; they fade quickly. Such efforts, when they fail to discharge the enormity of the debt, can be replaced with any number of mechanisms or rationalizations: "one doesn't really owe anything,"

"I was owed it all in the first place," "I didn't ask to be born," "my parents or guardians are no good" and "life isn't worth living anyway" to name a few. And yet the obligations continue to pile up.

The "weight of obligation" can be a crushing burden if one can see no way to discharge it. It can bring about all manner of individual or social disorders. When it cannot be discharged, those who are owed, often unwittingly, find themselves targets for the most unlooked-for reactions.

One can help a person who finds himself in the dilemma of unpaid obligations and debt by simply going over with him or her all the obligations they have incurred and have not fulfilled—moral, social and financial—and work out some way to discharge all of them the person feels are still owed.

One should accept the efforts of a child or an adult to pay off non-financial obligations they feel they may owe. One should help bring about some mutually agreeable solution to the discharge of financial ones.

Discourage a person from incurring more obligations than it is possible for him or her to actually discharge or repay.

The way to happiness is very hard to travel when one is burdened with the weight of obligations which one is owed or which he has not discharged.

Precept: 16

Be Industrious

Work is not always pleasant.

But few are unhappier than those who lead a purposeless, idle and bored existence: children gloom to their mother when they have nothing to do; the low-mindedness of the unemployed, even when they are on relief" or the "dole" is legendary; the retired man, with nothing further to accomplish in life, perishes from inactivity, as shown by statistics.

Even the tourist, lured by a travel agency's call to leisure, gives a tour conductor a bad time if he has nothing for them to do.

Sorrow itself can be eased by simply getting busy at something.

Morale is boosted to high highs by accomplishment. In fact, it can be demonstrated that production is the basis of morale.

People who are not industrious dump the workload on those around them. They tend to burden one.

It is hard to get along with idle people. Aside from depressing one, they can also be a bit dangerous.

A workable answer is to persuade such to decide on some activity and get them busy with it. The most lasting benefit will be found to arise from work that leads to actual production.

The way to happiness is a high road when it includes industriousness that leads to tangible production.

Precept: 17

Be Competent

In an age of intricate equipment and high speed machines and vehicles, one's survival and that of one's family and friends depends in no small measure upon the general competence of others.

In the market place, in the sciences, the humanities and in government, incompetence can threaten the lives and future of the few or the many.

I am sure you can think of many examples of this.

Man has always had an impulse to control his fate. Superstition, propitiation of the right gods, ritual dances before the hunt, can all be viewed as efforts, no matter how faint or unavailing, to control destiny.

It was not until he learned to think, to value knowledge and to apply it with competent skill that he began to dominate his environment. The true "gift of heaven" may have been the potential to be competent.

In common pursuits and activities, Man respects skill and ability. These in a hero or athlete are almost worshiped.

The test of true competence is the end result.

To the degree that a man is competent, he survives. To the degree he is incompetent he perishes.

Encourage the attainment of competence in any worthwhile pursuit. Compliment it and reward it whenever you find it.

Demand high performance standards. The test of a society is whether or not you, your family and friends can live in it safely.

The ingredients of competence include observation, study and practice.

17-1. Look. See what you see, not what someone tells you that you see.

What you observe is what you observe. Look at things and life and others directly, not through any cloud of prejudice, curtain of fear or the interpretation of another.

Instead of arguing with others, get them to look.

The most flagrant lies can be punctured, the greatest pretenses can be exposed, the most intricate puzzles can be resolved and the most remarkable revelations can occur simply by gently insisting that someone look.

When another finds things almost too confusing and difficult to bear, when his or her wits are going around and around, get the person to just stand back and look.

What they find is usually very obvious when they see it. Then they can go on and handle things. But if they don't see it themselves, observe it for themselves, it may have little reality for them and all the directives and orders and punishment in the world will not resolve their muddle.

While one can indicate what direction to look and suggest that they do look, the conclusions are up to them.

A child or adult sees what he himself sees and that is reality for him.

True competence is based on one's own ability to observe. With that as reality, only then can one be deft and sure.

17-2. Learn. Has there ever been an instance when another had some false data about you? Did it cause you trouble?

This can give you some idea of the havoc false data can raise. You could also have some false data about another.

Separating the false from the true brings about understanding.

There is a lot of false data around. Evil-intentioned individuals manufacture it to serve their own purposes. Some of it comes from just plain ignorance of the facts. It can block the acceptance of true data.

The main process of learning consists of inspecting the available data, selecting the true from the false, the important from the unimportant and arriving thereby at conclusions one makes and can apply. If one does this, one is well on the way to being competent.

The test of any "truth" is whether it is true for you. If, when one has gotten the body of data, cleared up any words in it that one does not fully understand and looked over the scene, it still doesn't seem true, then it isn't true so far as you are concerned. Reject it. And if you like, carry it further and conclude what the truth is for you. After all, you are the one who is going to have to use it or not use it, think with it or not think with it. If one blindly accepts "facts" or "truths" just because he is told he must, "facts" and "truths" which do not seem true to one, or even false, the end result can be an unhappy one. That is the alley to the trash bin of incompetence.

Another part of learning entails simply committing things to memory—like the spelling of words, mathematical tables and formulas, the sequence of which buttons to push. But even in simple memorizing one has to know what the material is for and how and when to use it.

The process of learning is not just piling data on top of more data. It is one of obtaining new understandings and better ways to do things.

Those who get along in life never really stop studying and learning. The competent engineer keeps up with new ways; the good athlete continually reviews the progress of his sport; any professional keeps a stack of his texts to hand and consults them.

The new model egg beater or washing machine, the latest year's car all demand some study and learning before they can be competently operated. When people omit it, there are accidents in the kitchen and piles of bleeding wreckage on the highways.

It is a very arrogant fellow who thinks he has nothing further to learn in life. It is a dangerously blind individual who cannot shed his prejudices and false data and supplant them with facts and truths that can more fittingly assist his own life and everyone else's.

There are ways to study so that one really learns and can use what one learns. In brief, it consists of having a teacher and/or texts which know what they are talking about, of clearing up every word one does not fully understand, of consulting other references and/or the scene of the subject, of sorting out the false data one might already have and of sifting the false from the true on the basis of what is now true for you. The end result will be certainty and potential competence. It can be, actually, a-bright and rewarding experience. Not unlike climbing a treacherous mountain through brambles but coming out on top with a new view of the whole wide world.

A civilization, to survive, must nurture the habits and abilities to study in its schools. A school is not a place where one puts children to get them out from underfoot during the day. That would be far too expensive for just that. It is not a place where one manufactures parrots. School is where one should learn to study and where children can be prepared to come to grips with reality; to learn to handle it with competence and to be readied to take over tomorrow's world, the world where current adults will be in their later years, middle or old age.

The hardened criminal never learned to learn. Repeatedly the courts seek to teach him that if he commits the crime again he will go back to prison: most of them do commit the same crime again and do go back to prison. Factually, criminals cause more and more laws to be passed. The decent citizen is the one that obeys laws; the criminals, by definition do not. Criminals cannot learn. Not all the orders and directives and punishments and duress will work upon a being that does not know how to learn and cannot learn.

A characteristic of a government that has gone criminal—as has sometimes happened in history—is that its leaders cannot learn: all records and good sense may tell them that

disaster follows oppression; yet it has taken violent revolutions to handle them or a World War II to get rid of a Hitler and those were very unhappy events for mankind. Such did not learn. They reveled in false data. They refused all evidence and truth. They had to be blown away.

The insane cannot learn. Driven by hidden evil intentions or crushed beyond the ability to reason, facts and truth and reality are far beyond them. They personify false data. They will not or cannot really perceive or learn.

A multitude of personal and social problems arise from the inability or refusal to learn.

The lives of some around you have gone off the rails because they do not know how to study, because they do not learn. You can probably think of some examples.

If one cannot get those around him to study and learn, one's own work can become much harder and even overloaded and one's own survival potential can be greatly reduced.

One can help others study and learn if only by putting in their reach the data they should have. One can help simply by acknowledging what they have learned. One can assist if only by appreciating any demonstrated increase in competence. If one likes, one can do more than that: others can be assisted by helping them, without disputes, to sort out false data; by helping them find and clear up words they have not understood; by helping them find and handle the reasons they do not study and learn.

As life is largely trial and error, instead of coming down on somebody who makes a mistake, find out how come a mistake was made and see if the other can't learn something from it.

Now and then you may surprise yourself by untangling a person's life just by having gotten the person to study and learn. I am sure you can think of many ways. And I think you will find the gentler ones work best. The world is brutal enough already to people who can't learn.

17-3.   Practice. Learning bears fruit when it is applied. Wisdom, of course, can be pursued for its own sake: there is even a kind of beauty in it. But, truth told, one never really knows if he is wise or not until he sees the results of trying to apply it.

Any activity, skill or profession, ditch digging, law, engineering, cooking or whatever, no matter how well studied, collides at last with the acid test: can one DO it? And that doing requires practice. Movie stunt men who don't practice first get hurt. So do housewives.

Safety is not really a popular subject. Because it is usually accompanied by "be careful" and "go slow." People can feel restraints are being put on them. But there is another approach: if one is really practiced, his skill and dexterity is such that he doesn't have to "be careful" or "go slow." Safe high speed of motion becomes possible only with prac-

tice. One's skill and dexterity must be brought up to match the speed of the age one lives in. And that is done with practice.

One can train one's body, one's eyes, one's hands and feet until, with practice, they sort of "get to know." One no longer has to "think" to set up the stove or park the car: one just DOES it. In any activity, quite a bit of what passes for "talent" is really just practice.

Without working out each movement one makes to do something and then doing it over and over until one can get it done without even thinking about it and get it done with speed and accuracy, one can set the stage for accidents.

Statistics tend to bear out that the least practiced have the most accidents.

The same principle applies to crafts and professions which mainly use the mind. The lawyer who has not drilled, drilled, drilled on courtroom procedure may not have learned to shift his mental gears fast enough to counter new turns of a case and loses it. An un-drilled new stockbroker could lose a fortune in minutes. A green salesman who has not rehearsed selling can starve for lack of sales. The right answer is to practice, practice and practice!

Sometimes one finds that what one has learned he cannot apply. If so, the faults lay with improper study or with the teacher or text. It is one thing to read the directions, it is sometimes another thing entirely to try to apply them.

Now and then, when one is getting nowhere with practice, one has to throw the book away and start from scratch. The field of movie sound recording has been like that: if one followed what recordist texts there have been, one wouldn't get a bird song to sound any better than a fog horn—that is why you can't tell what the actors are saying in some movies. The good sound recordist had to work it all out for himself in order to do his job. But in the same field of the cinema there is a complete reverse of this: several texts on cine lighting are excellent: if followed exactly, one gets a beautiful scene.

It is regrettable, particularly in a high speed technical society, that not all activities are adequately covered with understandable texts. But that should not stop one. When good texts exist, value them and study them well. Where they don't, assemble what data is available, study that and work the rest of it out.

But theory and data blossom only when applied and applied with practice.

One is at risk when those about one do not practice their skills until they can really DO them. There is a vast difference between "good enough" and professional skill and dexterity. The gap is bridged with practice.

Get people to look, study, work it out and then do it. And when they have it right, get them to practice, practice, practice until they can do it like a pro.

There is considerable joy in skill, dexterity and moving fast: it can only be done safely with practice. Trying to live in a high speed world with low speed people is not very safe.

The way to happiness is best traveled with competent companions.

Respect The Religious Beliefs Of Others

Tolerance is a good cornerstone on which to build human relationships. When one views the slaughter and suffering caused by religious intolerance throughout all the history of Man and into modern times, one can see that intolerance is a very non-survival activity.

Religious tolerance does not mean one cannot express his own beliefs. It does mean that seeking to undermine or attack the religious faith and beliefs of another has always been a short road to trouble.

Philosophers since the time of ancient Greece have disputed with one another about the nature of God, Man and the universe. The opinions of authorities ebb and flow. Just now the philosophies of "mechanism" and "materialism"—dating as far back as Egypt and Greece are the fad: they seek to assert that all is matter and overlook that, neat as their explanations of evolution may be, they still do not rule out additional factors that might be at work, that might be merely using such things as evolution. They are, today, the "official" philosophies and are even taught in schools. They have their own zealots who attack the beliefs and religions of others: the result can be intolerance and contention.

If all the brightest minds since the fifth century B.C or before have never been able to agree on the subject of religion or anti-religion, it is an arena of combat between people that one would do well to stay out of.

In this sea of contention, one bright principle has emerged: the right to believe as one chooses.

"Faith" and "belief" do not necessarily surrender to logic: they cannot even be declared to be illogical. They can be things quite apart.

Any advice one might give another on this subject is safest when it simply asserts the right to believe as one chooses. One is at liberty to hold up his own beliefs for acceptance. One is at risk when he seeks to assault the beliefs of others, much more so when he attacks and seeks to harm others because of their religious convictions.

Man, since the dawn of the species, has taken great consolation and joy in his religions. Even the "mechanist" and "materialist" of today sound much like the priests of old as they spread their dogma.

Men without faith are a pretty sorry lot. They can even be given something to have faith in. But when they have religious beliefs, respect them.

The way to happiness can become contentious when one fails to respect the religious beliefs of others.

Try Not To Do Things To Others That You Would Not Like Them To Do To You

Among many peoples in many lands for many ages there have been versions of what is commonly called "The Golden Rule." The above is a wording of it that relates to harmful acts.

Only a saint could go through life without ever harming another. But only a criminal hurts those around him without a second thought.

Completely aside from feelings of "guilt" or "shame" or "conscience," all of which can be real enough and bad enough, it also happens to be true that the harm one does to others can recoil on oneself.

Not all harmful acts are reversible: one can commit an act against another which cannot be waived aside or forgotten. Murder is such an act. One can work out how severe violation of almost any precept in this book could become an irreversible harmful act against another.

The ruin of another's life can wreck one's own. Society reacts—the prisons and the insane asylums are stuffed with people who harmed their fellows. But there are other penalties: whether one is caught or not, committing harmful acts against others, particularly when hidden, can cause one to suffer severe changes in his attitudes toward others and himself, all of them unhappy ones. The happiness and joy of life depart.

This version of The Golden Rule is also useful as a test. When one persuades someone to apply it, the person can attain a reality on what a harmful act is. It answers for one what harm is. The philosophic question concerning wrongdoing, the argument of what is wrong is answered at once on a personal basis: would you not like that to happen to you? No? Then it must be a harmful action and from society's viewpoint, a wrong action. It can awaken social consciousness. It can then let one work out what one should do and what one should not do.

In a time when some feel no restraint from doing harmful acts, the survival potential of the individual sinks to a very low ebb.

If you can persuade people to apply this, you will have given them a precept by which they can evaluate their own lives and for some, opened the door to let them rejoin the human race.

The way to happiness is closed to those who do not restrain themselves from committing harmful acts.

Precept: 20

Try To Treat Others
As You Would Want Them To Treat You

This is a positive version of The Golden Rule.

Don't be surprised if someone seems to resent being told to "be good." But the resentment may not come at all at the idea of "being good." It may be because the person factually has a misunderstanding of what it means.

One can get into a lot of conflicting opinions and confusions about what "good behavior" might be. One might never have grasped—even if the teacher did— why he or she was given the grade received for "conduct." One might even have been given or assumed false data concerning it: "children should be seen and not heard," "being good means being inactive."

However, there is a way to clear it all up to one's complete satisfaction.

In all times and in most places, mankind has looked up to and revered certain values. They are called the virtues. They have been attributed to wise men, holy men, saints and gods. They have made the difference between a barbarian and a cultured person, the difference between chaos and a decent society.

It doesn't absolutely require a heavenly mandate nor a tedious search through the thick tomes of the philosophers to discover what "good" is. A self-revelation can occur on the subject.

It can be worked out by almost any person.

If one were to think over how he or she would like to be treated by others, one would evolve the human virtues. Just figure out how you would want people to treat you.

You would possibly, first of all, want to be treated justly: you wouldn't want people lying about you or falsely or harshly condemning you. Right?

You would probably want your friends and companions to be loyal: you would not want them to betray you.

You could want to be treated with good sportsmanship, not hoodwinked nor tricked.

You would want people to be fair in their dealings with you.

You would want them to be honest with you and not cheat you. Correct?

You might want to be treated kindly and without cruelty.

You would possibly want people to be considerate of your rights and feelings.

When you were down, you might like others to be compassionate.

Instead of blasting you, you would probably want others to exhibit self-control. Right?

If you had any defects or shortcomings, if you made a mistake, you might want people to be tolerant, not critical.

Rather than concentrating on censure and punishment, you would prefer people were forgiving. Correct?

You might want people to be benevolent toward you, not mean nor stingy.

Your possible desire would be for others to believe in you, not doubt you at every hand.

You would probably prefer to be given respect, not insulted.

Possibly you would want others to be polite to you and also treat you with dignity. Right?

You might like people to admire you.

When you did something for them you would possibly like people to appreciate you. Correct?

You would probably like others to be friendly toward you.

From some you might want love.

And above all, you wouldn't want these people just pretending these things, you would want them to be quite real in their attitudes and to be acting with integrity.

You could probably think of others. And there are the precepts contained in this book. And you would have worked out the summary of what are called the virtues.

It requires no great stretch of imagination for one to recognize that if he were to be treated that way regularly by others around him, his life would exist on a pleasant level. And it is doubtful if one would build up much animosity toward those who treated him in this fashion.

There is an interesting phenomenon at work in human relations. When one person yells at another, the other has an impulse to yell back. One is treated pretty much the way he treats

others: one actually sets an example of how he should be treated. A is mean to B so B is mean to A. A is friendly to B so B is friendly to A. I am sure you have seen this at work continually. George hates all women so women tend to hate George. Carlos acts tough to everyone so others tend to act tough toward Carlos—and if they don't dare out in the open, they privately may nurse a hidden impulse to act very tough indeed toward Carlos if they were ever to get a chance.

In the unreal world of fiction and the motion pictures, one sees polite villains with unbelievably efficient gangs and lone heroes who are outright boors. Life really isn't like that: real villains are usually pretty crude people and their henchman cruder; Napoleon and Hitler were betrayed right and left by their own people. Real heroes are the quietest talking fellows you ever met and they are very polite to their friends.

When one is lucky enough to get to meet and talk to the men and women who are at the top of their professions, one is struck by an observation often made that they are just about the nicest people you ever met. That is one of the reasons they are at the top: they try, most of them, to treat others well. And those around them respond and tend to treat them well and even forgive their few shortcomings.

All right, one can work out for himself the human virtues just by recognizing how he himself would like to be treated. And from that, I think you will agree, one has settled any confusions as to what "good conduct" really is. It's a far cry from being inactive, sitting still with your hands in your lap and saying nothing. "Being good" can be a very active and powerful activity.

There is little joy to be found in gloomy, restrained solemnity. When some of old made it seem that to practice virtue required a grim and dismal sort of life, they tended to infer that all pleasure came from being wicked: nothing could be further from the facts. Joy and pleasure do not come from immorality! Quite the reverse! Joy and pleasure rise only in honest hearts: the immoral lead unbelievably tragic lives filled with suffering and pain. The human virtues have little to do with gloominess. They are the bright face of life itself.

Now what do you suppose would happen if one were to try to treat those around him with justness, loyalty, good sportsmanship, fairness, honesty, kindness, consideration, compassion, self-control, tolerance, forgivingness, benevolence, belief, respect, politeness, dignity, admiration, friendliness, love, and did it with integrity?

It might take a while but don't you suppose that many others would then begin to try to treat one the same way?

Even allowing for the occasional lapses—the news that startles one half out of his wits, the burglar one has to bop on the head, the nut who is driving slow in the fast lane when one is late for work—it should be fairly visible that one would lift oneself to a new plane of human relations. One's survival potential would be considerably raised. And certainly one's life would be a happier one.

One can influence the conduct of others around him. If one is not doing that already, it can be made much easier to do so by just picking one virtue a day and specializing in it for that day. Doing that, they would all eventually be in.

Aside from personal benefit, one can take a hand, no matter how small, in beginning a new era for human relations.

The pebble, dropped in a pool, can make ripples to the furthest shore.

The way to happiness is made much brighter by applying the precept: "Try to treat others as you would want them to treat you ''

Flourish And Prosper

Sometimes others seek to crush one down, to make nothing out of one's hopes and dreams, one's future and one, himself.

By ridicule and many other means, another who is evil-intentioned toward one can try to bring about one's decline.

For whatever reason, efforts to improve oneself, to become happier in life, can become the subject of attacks.

It is sometimes necessary to handle such directly. But there is a long range handling that seldom fails.

What, exactly, are such people trying to do to one? They are trying to reduce one downward. They must conceive that one is dangerous to them in some way: that if one got up in the world, one could be a menace to them. So, in various ways, such seek to depress one's talents and capabilities.

Some madmen even have a general plan that goes like this: "if A becomes more successful, A could be a menace to me; therefore I must do all I can to make A less successful." It never seems to occur to such that their actions might make an enemy out of A even though he was no enemy before. It can be classed as an almost certain way for such madmen to get into trouble. Some do it just from prejudice or because they "don't like someone."

But however it is attempted, the real object of such is to make their target grow less and fail in life.

The real handling of such a situation and such people, the real way to defeat them is to flourish and prosper.

Oh, yes, it is true that such people, seeing one improve his lot, can become frantic and attack all the harder. The thing to do is handle them if one must but don't give up flourishing and prospering for that is what such people want you to do.

If you flourish and prosper more and more, such people go into apathy about it; they can give it up completely.

If one's aims in life are worthwhile, if one carries them out with some attention to the precepts in this book, if one flourishes and prospers, one certainly will wind up the victor. And, hopefully, without harming a single hair on their heads.

And that is my wish for you: flourish and prosper!

Epilogue

Happiness lies in engaging in worthwhile activities. But there is only one person who for certain can tell what will make one happy—oneself.

The precepts given in this book are really the edges of the road: violating them, one is like the motorist who plunges onto the verge—the result can be wreckage of the moment, the relationship, a life.

Only you can say where the road goes for one sets his goals for the hour, for the relationship, for the phase of life.

One can feel at times like a spinning leaf blown along a dirty street, one can feel like a grain of sand stuck in one place. But nobody has said that life was a calm and orderly thing; it isn't. One isn't a tattered leaf nor a grain of sand: one can, to greater or lesser degree draw his road map and follow it.

One can feel that things are such now that it is much too late to do anything, that one's past road is so messed up that there is no chance of drawing a future road that will be any different: there is always a point on the road when one can map a new one. And try to follow it. There is no person alive who cannot make a new beginning.

It can be said without the slightest fear of contradiction that others may mock one and seek by various means to push one onto the verge, to tempt one in various ways to lead an immoral life: all such persons do so to accomplish private ends of their own and one will wind up, if one heeds them, in tragedy and sorrow.

Of course one will have occasional losses trying to apply this book and get it applied. One should just learn from these and carry on. Who said the road doesn't have bumps? It can still be traveled. So people can fall down: it doesn't mean they can't get up again and keep going.

If one keeps the edges on the road, one can't go far from wrong. True excitement, happiness and joy come from other things, not from broken lives.

If you can get others to follow the road, you yourself will be free enough to give yourself a chance to discover what real happiness is.

The way to happiness is a high speed road to those who know where the edges are.

You're the driver.

Fare well.

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FOREWORD

More general information on the E-Meter may be found in the books *Introducing the E-Meter, E-Meter Essentials* and *Understanding the E-Meter*.

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

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

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

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

These drills are given in a gradient sequence, from basic to more advanced ones. One must not do the drills of a higher gradient until one is perfect on the lower gradient drills.

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

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

L. Ron Hubbard

EM–1

TOUCH AND LET GO OF THE E-METER

Number: EM-1

Name: TOUCH AND LET GO OF THE E-METER

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

Commands: "**Touch the meter**" and "**Let go of the meter**," alternately. The acknowledgment, after each execution of a command, is "**Thank you**."

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

Training Stress: The coach gives the student auditor the commands alternately and sees that the student auditor executes the commands. The coach asks from time to time. "**How are you doing?**" The coach handles any physical manifestations of the student auditor by asking "**What is happening?**" The drill is ended by the coach when the student auditor has a win or cognition accompanied by good indicators about the E-Meter.

History: Developed by L. Ron Hubbard in September 1962 at Saint Hill. Updated in 1988 to include instructions on when the drill is ended.

EM–2

E-METER FAMILIARIZATION

Number: EM-2

Name: E-METER FAMILIARIZATION

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

Commands: As listed, for each meter model. The student auditor need only do the commands for the meter model he will be using. If the student auditor will be using more than one meter model, the commands for each model should be done to familiarize the student auditor with each of the meters he will be using.

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

Training Stress: The coach reads the commands to the student auditor, getting him to do each action. After the student auditor has been through the drill several times, flunks are given for failure to execute the action called for and for any hesitation.

As the student auditor improves, the coach can read the list more rapidly until the student auditor can perform each action called for, without hesitation and without errors.

When the student auditor has demonstrated that he can do the drill rapidly and precisely without any flunks, he is given a pass by the coach.

History: Developed by L. Ron Hubbard in May 1961 at Saint Hill. Updated in 1988 for use with Mark Super VII and Mark VI E-Meters.

For Mark Super VII and Quantum E-Meters:

Left column		Right column	
Touch the Sensitivity knob.	☐	Plug in the electrodes.	☐
Move the Tone Arm to 5.5	☐	Set the Tone Arm at 1.5.	☐
Touch the Trim knob.	☐	Indicate the charging light.	☐
Plug in the electrodes.	☐	Touch the electrodes.	☐
Turn the Off-On-Test knob to On.	☐	Point to the electrode plug.	☐
Touch the digital Tone Arm counter display.	☐	Turn the Sensitivity Booster to High.	☐
Set the Sensitivity knob at 3.	☐	Unplug the electrodes.	☐
Turn the Off-On-Test knob to Test.	☐	Turn the Off-On-Test knob to On.	☐
Unplug the electrodes.	☐	Set the Sensitivity knob at 16.	☐
Turn the Off-On-Test knob to On.	☐	Touch the digital Tone Arm counter display.	☐
Using the Tone Arm, adjust the needle to Set.	☐	Point to the Meter Check button.	☐
Turn the Sensitivity Booster to High.	☐	Set the Tone Arm at 3.0.	☐
Touch the clock display.	☐	Set the Sensitivity Booster to Low.	☐
Touch the Time-Date Set button.	☐	Set the Sensitivity knob at 1.	☐
Touch the TA Reset button.	☐	Set the Tone Arm at 4.75.	☐
Touch the digital Tone Arm position display.	☐	Touch the TA Reset button.	☐
Turn the Off-On-Test knob to Off.	☐	Demonstrate an unmoving Tone Arm.	☐
Set the Tone Arm at 2.75.	☐	Turn the Off-On-Test knob to Off.	☐
Point to the needle.	☐	Move the Tone Arm to 3.5.	☐
Turn the Sensitivity Booster to Normal (32).	☐	Touch the Meter Check indicator light.	☐
Turn the Off-On-Test knob to On.	☐	Touch the Tone Arm.	☐
Point to the Meter Check button.	☐	Touch the Sensitivity knob.	☐
Set the Sensitivity Booster to Low.	☐	Turn the Off-On-Test knob to On.	☐
Point to the recharging connector.	☐	Touch the digital Tone Arm position display.	☐
Set the Tone Arm at 2.5.	☐	Using the Tone Arm, adjust the needle to Set.	☐
Touch the Meter Check indicator light.	☐	Move the Tone Arm to 5.0.	☐
Point to 5.0 on the Tone Arm dial.	☐	Turn on the Meter Check indicator light.	☐
Touch the Date-Seconds button.	☐	Turn off the Meter Check indicator light.	☐
Turn the Sensitivity knob to 8.	☐	Turn the Off-On-Test knob to Off.	☐
Set the Tone Arm at 6.0.	☐	Touch the Sensitivity Booster.	☐
Turn the Off-On-Test knob to Off.	☐	Indicate the needle dial.	☐
Point to the leads jack.	☐		

For Mark VI E-Meter:

Touch the Sensitivity knob. ☐

Move the Tone Arm to 5.5 ☐

Touch the Trim knob. ☐

Plug in the electrodes. ☐

Turn the Off-On-Test knob to On. ☐

Touch the digital Tone Arm counter display. ☐

Set the Sensitivity knob at 3. ☐

Turn the Off-On-Test knob to Test. ☐

Unplug the electrodes. ☐

Turn the Off-On-Test knob to On. ☐

Using the Tone Arm, adjust the needle to Set. ☐

Turn the Sensitivity Booster to 64. ☐

Touch the clock display. ☐

Touch the Time Set button. ☐

Set the Tone Arm at 2.75. ☐

Touch the TA Reset button. ☐

Turn the Off-On-Test knob to Off. ☐

Point to the needle ☐

Turn the Sensitivity Booster to 32. ☐

Turn the Off-On-Test knob to On. ☐

Point to the recharging connector. ☐

Set the Tone Arm at 2.5. ☐

Point to 5.0 on the Tone Arm dial. ☐

Touch the Date-Seconds button. ☐

Touch the electrodes ☐

Turn the Sensitivity knob to 8. ☐

Set the Tone Arm at 6.0. ☐

Turn the Off-On-Test knob to Off. ☐

Plug in the electrodes. ☐

Set the Tone Arm at 1.5. ☐

Indicate the charging light. ☐

Point to the jack plug. ☐

Turn the Sensitivity Boost to 128. ☐

Unplug the electrodes. ☐

Turn the Off-On-Test knob to On. ☐

Set the Sensitivity knob at 16. ☐

Touch the digital Tone Arm counter display. ☐

Set the Tone Arm at 2.0 ☐

Set the Sensitivity knob at 1. ☐

Set the Tone Arm at 4.75. ☐

Touch the TA Reset button. ☐

Demonstrate an unmoving Tone Arm. ☐

Turn the Off-On-Test knob to Off. ☐

Move the Tone Arm to 3.5. ☐

Touch the Tone Arm. ☐

Touch the Sensitivity Knob. ☐

Turn the Off-On-Test knob to On. ☐

Using the Tone Arm, adjust the needle to Set. ☐

Move the Tone Arm to 5.0. ☐

Turn the On-Off-Test knob to Off. ☐

Touch the Sensitivity Booster. ☐

Indicate the needle dial. ☐

For Mark V E-Meters:

Touch the Sensitivity knob. ☐
Move the Tone Arm to 5.5 ☐
Touch the Trim knob. ☐
Plug in the electrodes. ☐
Turn the meter On. ☐
Set the Sensitivity knob at 3. ☐
Turn the Set-Transit-Test Knob to Test ☐
Unplug the electrodes. ☐
Turn the Set-Transit-Test Knob to Set ☐
Using the Tone Arm, adjust the needle to Set. ☐
Point to the Tone Arm counter. ☐
Turn the Sensitivity Booster to 64. ☐
Turn the Set-Transit-Test Knob to Transit ☐
Switch the meter off. ☐
Set the Tone Arm at 2.75. ☐
Point to the needle. ☐
Turn the Sensitivity Booster to 32. ☐
Point to the recharging connector. ☐
Switch the meter on. ☐
Turn the Set-Transit-Test Knob to Set ☐
Set the Tone Arm at 2.5. ☐
Point to 5.0 on the Tone Arm dial. ☐
Touch the electrodes. ☐
Turn the Sensitivity knob to 8. ☐
Set the Tone Arm at 6.0. ☐
Switch the meter off. ☐
Plug in the electrodes. ☐
Set the Tone Arm at 1.5. ☐
Turn the Set-Transit-Test Knob to Transit ☐
Point to the jack plug. ☐
Turn the Off-On-Test knob to Off. ☐
Turn the Sensitivity Booster to 128. ☐

Unplug the electrodes. ☐
Switch the meter on. ☐
Set the Sensitivity knob at 16. ☐
Turn the Set-Transit-Test Knob to Set ☐
Set the Tone Arm at 3.0 ☐
Set the Sensitivity knob at 1 ☐
Set the Tone Arm at 4.75. ☐
Demonstrate an unmoving Tone Arm. ☐
Switch the meter off. ☐
Move the Tone Arm to 3.5. ☐
Touch the Tone Arm. ☐
Touch the Sensitivity knob. ☐
Switch the meter on. ☐
Using the Tone Arm, adjust the needle to Set. ☐
Move the Tone Arm to 5.0. ☐
Switch the meter off. ☐
Touch the Sensitivity Booster. ☐
Indicate the needle dial. ☐

EM–3

SETTING UP AND READING A TONE ARM COUNTER

Number: EM-3

Name: SETTING UP AND READING A TONE ARM COUNTER

Purpose: To teach the student auditor how to set up and read the Tone Arm counter.

Commands: No set commands.

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

Training Stress: As given for each meter model. The student auditor need only do the steps for the meter model he will be using. If the student auditor will be using more than one meter model, the steps for each model should be done to familiarize the student auditor with the Tone Arm counter of each of the meters he will be using.

Flunks are given for misreading the figures on the Tone Arm counter and for slowness and errors in setting up the Tone Arm counter.

When the student auditor has demonstrated his ability to read and set up a Tone Arm counter on the meter (or meters) he will be using, he is given a pass by the coach.

History: Developed by L. Ron Hubbard at Saint Hill Manor in 1964 upon the advent of the Tone Arm counter as an aid in the use of an E-Meter. The original model counted Tone Arm motion in increments of 7. That model Tone Arm counter is no longer manufactured. The drill was updated in 1988 for use with later model Tone Arm counters such as those on the Mark Super VII and Mark VI.

For Mark Super VII and Quantum E-Meters:

Step 1. Have the student auditor set the Tone Arm counter to zero by doing the following:

    a. Turn the meter on.

    b. Turn the Tone Arm all the way counterclockwise.

    c. Push the Tone Arm reset button once. The digital Tone Arm counter will display 00.0.

Step 2. Have the student auditor move the Tone Arm to 4.0. Now have the student auditor do the following:

    a. Move the Tone Arm down one division from 4.0 to 3.0. Have the student auditor observe that the figure 1.0 now reads on the Tone Arm counter.

    b. Move the Tone Arm up one division back to 4.0. Have the student auditor observe that the figure 1.0 remains constant on the Tone Arm counter.

    c. Move the Tone Arm down a half division from 4.0 to 3.5. Have the student auditor observe that the figure 1.5 now reads on the Tone Arm counter.

    d. Move the Tone Arm down another half division. Have the student auditor observe that the figure 2.0 now reads on the Tone Arm counter.

    e. Move the Tone Arm up a division. Again have the student auditor observe that the figure on the counter is still 2.0 and that no change occurred by reason of an upward movement of the Tone Arm. The student auditor should now realize that only the downward movement of the Tone Arm is registered and counted on the Tone Arm counter.

    f. Move the Tone Arm slowly down one division and have the student auditor look at the Tone Arm counter as the Tone Arm moves. Have the student auditor observe that the divisions are subdivided into tenths of a division.

    g. Move the Tone Arm randomly up and down. Have the student auditor read off each registration on the Tone Arm counter.

    h. Push the Meter Check button so that the Meter Check indicator light comes on. Now move the Tone Arm randomly up and down. Have the student auditor observe that the Tone Arm counter does not now register Tone Arm motion. Push the Meter Check button again so that the Meter Check indicator light goes off. Again move the Tone Arm randomly up and down. Have

the student auditor observe that the Tone Arm counter is once again registering downward motion of the Tone Arm.

Step 3.   Now have the student auditor reset his Tone Arm counter to zero as described at the beginning of the drill and have him go through the steps again and again until he is able to set up and read the Tone Arm counter easily.

For Mark VI E-Meter:

Step 1. Have the student auditor set the Tone Arm counter to zero by doing the following:

    a. Turn the meter on.

    b. Turn the Tone Arm all the way counterclockwise.

    c. Push the Tone Arm reset button once. The digital Tone Arm counter will display 00.0.

Step 2. Have the student auditor move the Tone Arm to 4.0. Now have the student auditor do the following:

    a. Move the Tone Arm down one division from 4.0 to 3.0. Have the student auditor observe that the figure 1.0 now reads on the Tone Arm counter.

    b. Move the Tone Arm up one division back to 4.0. Have the student auditor observe that the figure 1.0 remains constant on the Tone Arm counter.

    c. Move the Tone Arm down a half division from 4.0 to 3.5. Have the student auditor observe that the figure 1.5 now reads on the Tone Arm counter.

    d. Move the Tone Arm down another half division. Have the student auditor observe that the figure 2.0 now reads on the Tone Arm counter.

    e. Move the Tone Arm up a division. Again have the student auditor observe that the figure on the counter is still 2.0 and that no change occurred by reason of an upward movement of the Tone Arm. The student auditor should now realize that only the downward movement of the Tone Arm is registered and counted on the Tone Arm counter.

    f. Move the Tone Arm slowly down one division and have the student auditor look at the Tone Arm counter as the Tone Arm moves. Have the student auditor observe that the divisions are subdivided into tenths of a division.

    g. Move the Tone Arm randomly up and down. Have the student auditor read off each registration on the Tone Arm counter.

Step 3. Now have the student auditor reset his Tone Arm counter to zero as described at the beginning of the drill and have him go through the steps again and again until he is able to set up and read the Tone Arm counter easily.

For Mark V E-Meter:

Step 1. Have the student auditor set the Tone Arm counter to zero by doing the following:

a. Move the small toothed wheel on the right-hand side of the Tone Arm counter (ratchet) until the inner figure (tens of TA divisions) is at 9.

b. Move the Tone Arm up and down in the area below 2.0 on the Tone Arm dial until the outer figure (0 to 9.9 TA divisions) moves to 0. Notice that the inner figure 9 has changed to 0 so that both figures now read 0. For some American Mark V E-Meters that are equipped with an internal Tone Arm counter, the Tone Arm counter is simply reset by pushing a button located to the left of the counter which will automatically reset the numbers to 0.

Step 2. Have the student auditor move the Tone Arm to 4.0. Now have the student auditor do the following:

a. Move the Tone Arm down one division from 4.0 to 3.0. Have the student auditor observe that the figure 1.0 now reads on the Tone Arm counter.

b. Move the Tone Arm up one division back to 4.0. Have the student auditor observe that the figure 1.0 remains constant on the Tone Arm counter.

c. Move the Tone Arm down a half division from 4.0 to 3.5. Have the student auditor observe that the figure 1.5 now reads on the Tone Arm counter.

d. Move the Tone Arm down another half division. Have the student auditor observe that the figure 2.0 now reads on the Tone Arm counter.

e. Move the Tone Arm up a division. Again have the student auditor observe that the figure on the counter is still 2.0 and that no change occurred by reason of an upward movement of the Tone Arm. The student auditor should now realize that only the downward movement of the Tone Arm is registered and counted on the Tone Arm counter.

f. Move the Tone Arm slowly down one division and have the student auditor look at the Tone Arm counter as the Tone Arm moves. Have the student auditor observe that the divisions are subdivided into tenths of a division.

g. Move the Tone Arm randomly up and down. Have the student auditor read off each registration on the Tone Arm counter.

Step 3. Now have the student auditor reset his Tone Arm counter to zero as described at the beginning of the drill and have him go through the steps again and again until he is able to set up and read the Tone Arm counter easily.

EM–3A

CALIBRATION CHECK OF THE E-METER
BY EXTERNAL PRECISION RESISTORS

Number: EM-3A

Name: CALIBRATION CHECK OF THE E-METER BY EXTERNAL PRECISION RESISTORS

Definitions: **1**.   Calibration means the action of fixing, checking or correcting the scale of a measuring instrument.

    2.   An ohm is the unit of electrical resistance to a current. 5,000 ohms is the exact value for Tone Arm position 2.0 on the E-Meter. 12,500 ohms is the exact value for Tone Arm position 3.0.

    3.   A resistor is a device through which electrical energy can flow but has difficulty doing so, and the flow becomes restricted. Resistors are used in this drill to verify that the actual values of TA positions 2.0 and 3.0 are the same as those given in the manufacturer's markings.

Purpose: To train the student auditor to check calibration of the E-Meter correctly by means of external precision resistors.

Commands: No set commands.

Position: The coach and student auditor sit beside each other in front of a table with an E-Meter and 5,000- and 12,500-ohm precision resistors (as supplied with the E-Meter).

Training Stress: As given for each meter model. The student auditor need only do the steps for the meter model he will be using. If the student auditor will be using more than one meter model, the steps for each model should be done to familiarize the student auditor with each of the meters he will be using.

When the student auditor has demonstrated that he can do a standard check for calibration of the E-Meter rapidly and precisely, he is given a pass by the coach.

Note: If in verifying the calibration of your meter it does not react as described in the steps of the drill, it should be shipped to the manufac-

turer for servicing. Follow the instructions in the owner's manual to ship your meter in for service.

History: Developed by L. Ron Hubbard at Saint Hill Manor in January 1966 and September 1967, in order to train the student auditor to calibrate the E-Meter correctly so that the student can mark where TA 2.0 and TA 3.0 are for detecting release points and accurately recording TA. Updated in 1988 for use with Mark Super VII and Mark VI E-Meters. Meters manufactured since 1970 (and all meters sent in for routine service) are calibrated internally, eliminating the need for the auditor to calibrate the meter himself or mark where TA 2.0 and 3.0 are. Revised in 1997 to incorporate use of new meter leads and electrodes.

For Mark Super VII and Quantum E-Meters:

Have the student auditor do the following actions:

0. Make sure the meter is at room temperature. (The needle may drift somewhat if the meter is not yet at room temperature.)

1. Set the Sensitivity Booster at Normal (32) and the Sensitivity knob at 32. With the Tone Arm turned all the way counter-clockwise, check to make sure that the meter is charged by switching it from "Off" to "Test" The needle should bounce smartly off the right-hand pin and then rest against it. If the needle does not hit hard against the pin (or drifts to the left on the dial face) the meter must be charged per the instructions in the owner's manual.

2. Turn the meter on. Turn the Tone Arm all the way to the right and to the left. The Tone Arm should go up to at least 6.5 and down to at least 0.5.

3. Set the Tone Arm at 2.0. The digital Tone Arm position display should also read 2.00. Adjust the Trim knob to bring the needle to "Set". Rotate the Sensitivity knob to 1; the needle should stay in the Set area of the needle dial.

4. Reset the sensitivity to 32. Plug in the leads. Connect the electrode ends of the leads to the 5,000-ohm resistor. The needle should still be in the Set area.

5. Next, attach the leads to the 12,500-ohm resistor. Adjust the TA to 3.0. The Tone Arm position display should read 3.00. The needle should be between the Rise and Fall markings on the needle dial.

For Mark VI E-Meter:

Have the student auditor do the following actions:

0. Make sure the meter is at room temperature. (The needle may drift somewhat if the meter is not yet at room temperature.)

1. Set the Sensitivity Booster at Normal (32) and the Sensitivity knob at 32. With the Tone Arm turned all the way counter-clockwise, check to make sure that the meter is charged by switching it from "Off" to "Test". The needle should bounce smartly off the right-hand pin and then rest against it. If the needle does not hit hard against the pin (or drifts to the left on the dial face) the meter must be charged per the instructions in the owner's manual.

2. Turn the meter on. Turn the Tone Arm all the way to the right and to the left. The Tone Arm should go up to at least 6.5 and down to at least 0.5.

3. Set the Tone Arm at 2.0. Adjust the Trim knob to bring the needle to "Set." Rotate the Sensitivity knob to 1; the needle should stay in the Set area of the needle dial.

4. Reset the sensitivity to 32. Plug in the leads. Connect the electrode ends of the leads to the 5,000-ohm resistor. The needle should still be in the Set area.

5. Next, attach the leads to the 12,500-ohm resistor. Adjust the TA to 3.0. The needle should be between the Rise and Fall markings on the needle dial.

For Mark V E-Meter:

Have the student auditor do the following actions:

0. Make sure the meter is at room temperature. (The needle may drift somewhat if the meter is not yet at room temperature.)

1. Turn the meter on. Set the Sensitivity Booster at Normal (32) and the Sensitivity knob at 32. With the Tone Arm turned all the way counter-clockwise, check to make sure that the meter is charged by switching the Set-Transit-Test knob to "Test". The needle should bounce smartly off the right-hand pin and then rest against it. If the needle does not hit hard against the pin (or drifts to the left on the dial face) the meter must be charged per the instructions in the owner's manual.

2. Turn the Set-Transit-Test knob to "Set". Turn the Tone Arm all the way to the right and to the left. The Tone Arm should go up to at least 6.5 and down to at least 0.5.

3. Set the Tone Arm at 2.0. Adjust the Trim knob to bring the needle to "Set". Rotate the Sensitivity knob to 1; the needle should stay in the Set area of the needle dial.

4 Reset the sensitivity to 32. Plug in the leads. Connect the electrode ends of the leads to the 5,000-ohm resistor. The needle should still be in the Set area.

5. Next, attach the leads to the 12,500-ohm resistor. Adjust the TA to 3.0. The needle should be between the Rise and Fall markings on the needle dial.

EM–4

SETTING UP AN E-METER

Number: EM-4

Name: SETTING UP AN E-METER

Purpose: To train the student auditor to set up an E-Meter properly before each session.

Commands: As given for each meter model. The student auditor need only do the commands for the meter model he will be using. If the student auditor will be using more than one meter model, the commands for each model should be done to familiarize the student auditor with each of the meters he will be using.

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

Training Stress: <u>Step 1</u>.   The coach reads each numbered command to the student auditor, in sequence, and has the student auditor perform the action called for. When all the commands have been done, the student auditor will have fully set up his meter.

Then the coach has the student auditor take down the meter and once again reads out each of the commands for setting it up. This is repeated until the student auditor can do each action called for smoothly and rapidly. When this has been accomplished, go on to step 2.

<u>Step 2</u>.   The coach tells the student auditor to set up the meter and observes while he does so, giving no further commands.
Flunks are given for any hesitation, for incorrectly doing any of the steps and for doing steps out of sequence.

When the student auditor has demonstrated that he can set up the E-Meter rapidly and precisely without any flunks, he is given a pass by the coach.

History: Developed by L. Ron Hubbard in December 1963 at Saint Hill in order to train the student auditor to set up an E-Meter properly and to eliminate the distractions of sound and noise from the preclear's session. Updated in 1988 to include steps for the Mark Super VII and Mark VI E-Meters. Revised in 1997 to incorporate use of new meter leads and electrodes.

For Mark Super VII and Quantum E-Meters:

1.   Take the lid off the E-Meter and put it aside.

2.   Reach behind the meter, swing out the meter stand to its locked position and stand the meter up.

3.   Turn the Sensitivity Booster to Normal (32).

4.   Turn the Sensitivity knob to 32.

5.   Take the following steps to check the meter for charge:

    a.   Turn the Tone Arm all the way counter-clockwise.

    b.   While watching the needle, turn the Off-On-Test knob to "Test". (If the needle bounced smartly off the right-hand pin and then rested against it, carry on with the next step. If not, charge the meter per the owner's manual and then repeat step 5.)

6.   Turn the Off-On-Test knob to "On".

7.   Move the Tone Arm to 2.0.

8.   Adjust the Trim knob until the needle is at the "Set" line on the needle dial.

9.   Take the following steps to check the condition of the leads:

    a.   Inspect the leads at each end for any obvious signs of damage.

    b.   Plug the jack plug in completely.

    c.   Firmly attach the electrode ends of the leads to the 5,000-ohm resistor.

    d.   Wiggle the leads near the electrode end and then near the jack while observing the needle. (The needle should not move. If the needle moves, replace the leads and repeat step 9.)

    e.   Detach the 5,000-ohm resistor.

10.   Attach the leads to the electrodes.

11.   Take the following steps to ensure the meter's digital displays are functioning:

    a.   Move the Tone Arm downward and observe the digital Tone Arm counter display.

b. Move the Tone Arm upward and observe the digital Tone Arm position display.

12. Take the following steps to ensure the Meter Check button is functioning:

a. Push the Meter Check button and observe the Meter Check indicator light. (The indicator light should come on.)

b. Adjust the Tone Arm so that the needle is on the dial.

c. Touch the electrodes together while observing the needle. (The needle should not move.)

d. Push the Meter Check button again and observe the indicator light. (The indicator light should go off.)

13. Place the electrodes, not touching each other, in a position on the table for the pre-clear to pick up.

14. Take the following steps to zero the Tone Arm counter:

a. Move the Tone Arm all the way counter-clockwise.

b. Push the Tone Arm Reset button once.

15. Make sure the clock is displaying the correct time.

16. Set up the admin shield by snapping the meter lid onto the front of it and folding out its "wings."

17. Place the admin shield next to the meter so that it obscures the worksheets from the preclear's view.

For Mark VI E-Meter:

1. Take the lid off the E-Meter and put it aside.

2. Reach behind the meter, swing out the meter stand to its locked position and stand the meter up.

3. Turn the Sensitivity Booster to 32.

4. Turn the Sensitivity knob to 32.

5. Take the following steps to check the meter for charge:

    a. Turn the Tone Arm all the way counter-clockwise.

    b. While watching the needle, turn the Off-On-Test knob to "Test". (If the needle bounced smartly off the right-hand pin and then rested against it, carry on with the next step. If not, charge the meter per the owner's manual and then repeat step 5.)

6. Turn the Off-On-Test knob to "On".

7. Move the Tone Arm to 2.0.

8. Adjust the Trim knob until the needle is at the "Set" line on the needle dial.

9. Take the following steps to check the condition of the leads:

    a. Inspect the leads at each end for any obvious signs of damage.

    b. Plug the jack plug in completely.

    c. Firmly attach the electrode ends of the leads to the 5.000-ohm resistor.

    d. Wiggle the leads near the electrode end and then near the jack while observing the needle. (The needle should not move. If the needle moves, replace the leads and repeat step 9.)

    e. Detach the 5.000-ohm resistor.

10. Attach the leads to the electrodes.

11. Place the electrodes, not touching each other, in a position on the table for the pre-clear to pick up.

12.   Check for correct functioning of the digital Tone Arm counter by moving the Tone Arm downward and observing the digital Tone Arm counter.

13.   Take the following steps to zero the Tone Arm counter:

   a.   Move the Tone Arm all the way counter-clockwise.

   b.   Push the Tone Arm Reset button once.

14.   Make sure the clock is displaying the correct time.

15.   Set up a shield so as to obscure the worksheets from the preclear's view.

For Mark V E-Meter:

1.   Take the lid off the E-Meter.

2.   Put the lid onto the far edge of the E-Meter and secure into position with catches.

3.   Turn the Sensitivity Booster to 32.

4.   Turn the Sensitivity knob to 32.

5.   Take the following steps to check the meter for charge:

    a.   Turn the Tone Arm all the way counter-clockwise.

    b.   While watching the needle, turn the Set-Transit-Test knob to "Test". (If the needle bounced smartly off the right-hand pin and then rested against it, carry on with the next step. If not, charge the meter per the owner's manual and then repeat step 5.)

6.   Turn the Set-Transit-Test knob to "Set".

7.   Turn the Tone Arm to 2.0.

8.   Adjust the Trim knob until the needle is at the "Set line" on the needle dial.

9.   Take the following steps to check the condition of the leads:

    a.   Inspect the leads at each end for any obvious signs of damage.

    b.   String the electrode leads between the E-Meter and the lid, from the left of the meter to the right, and plug the jack plug in completely.

            (For left-handed meters: String the electrode lead between the E-Meter and the lid. from the right of the meter to the left, and plug in the jack plug completely.)

    c.   Firmly attach the electrode ends of the leads to the 5,000-ohm resistor.

    d.   Wiggle the leads near the electrode end and then near the jack while observing the needle. (The needle should not move. If the needle moves, replace the leads and repeat step 9.)

    e.   Detach the 5,000-ohm resistor.

10.   Attach the leads to the electrodes.

11. Place the electrodes, not touching each other, in a position on the table for the preclear to pick up.

12. Check for correct functioning of the Tone Arm counter by moving the Tone Arm downward and observing the counter.

13. Set the Tone Arm counter at 0.

14. Set up a shield to obscure the meter Tone Arm and worksheets from the preclear's view.

EM–5RB

CAN SQUEEZE

Number: EM-5RB

Name: CAN SQUEEZE

Purpose: **I**.   To demonstrate to the student auditor how an incorrect can squeeze gives an inaccurate, unreliable needle reaction.

                        II.   To train a student auditor how to get a pc to do an accurate can squeeze.

                        III. To train a student auditor how to determine the sensitivity setting to get ⅓ of a dial drop of the needle on the can squeeze, for use in setting the correct sensitivity for each preclear in an auditing session.

                        IV. To convince a student auditor that he has to use a correct sensitivity setting for ⅓ of a dial drop on the can squeeze to have a workable and readable E-Meter. Commands: No set commands for Section I, commands as specified for Sections II, III and IV.

Position: For Sections I and II, the coach and the student auditor sit beside each other with an E-Meter set up on the table in front of the student auditor.

                For Section III, Part 1, the coach and student auditor sit facing each other across a table with the E-Meter set up in front of the student auditor.

                For the rest of the drill the student auditor and another student sit facing each other across a table with the E-Meter set up in front of the student auditor and the coach beside or behind the student auditor.

Training Stress:

Section I: To give the student auditor a reality on how a can squeeze can be done *incorrectly*, so he will know all the points he may have to correct to ensure he gets an accurate can squeeze.

1.   Coach picks up the cans and holds his hands on the table so the student auditor can clearly see them.

2.   Coach has student auditor set Sensitivity Booster to Normal (32) and the sensitivity at 1 on the Sensitivity knob.

3.   Coach has student auditor adjust the needle to the "Set line" on the needle dial.
The coach will have the student auditor readjust the needle to "Set" as necessary at the beginning of each demonstration of the can squeeze.

4.   The coach gives the cans a squeeze with an even pressure. If there is no read or a very small one (less than an inch) at sensitivity 1, the student auditor moves the Sensitivity knob to 5 and gets another can squeeze. If still no read or it's smaller than an inch, student auditor moves sensitivity to 16 and gets another squeeze.

For purposes of the following demonstration, you want to set the sensitivity so that you can obviously see a movement of the needle on the can squeeze of about an inch. So the sensitivity could be set lower than 5 or higher than 5, so long as you get a fall of about an inch on the squeeze.

5.   With the sensitivity setting determined in 4. above, the coach will then squeeze the cans incorrectly, each time in a different way. The coach shows the student auditor what particular thing he's doing with his hands, and then has the student auditor observe what happens on the meter and the distance the needle falls on the dial when he does each version of an *incorrect* can squeeze as follows:

   A.   Coach holds the cans with cups of palms and all fingers and both thumbs in complete contact with the cans. As he squeezes the cans, he lifts one finger off and then puts the finger back on after relaxing the squeeze. This is an incorrect can squeeze.

   B.   Coach holds the cans as in A. This time he gives the cans a very fast light squeeze. This is an incorrect can squeeze.

   C.   Coach holds the cans as in A, squeezes them with a gradual pressure and then when he releases the squeeze, he relaxes his grip on the cans so it is much looser than before the can squeeze. This is an incorrect can squeeze.

   D.   Coach holds the cans as in A, and this time gives a hard fast squeeze. This is an incorrect can squeeze.

   E   Coach holds the cans as in A, squeezes them firmly and only partially releases the squeeze. This is an incorrect can squeeze.

   F.   Coach holds the cans as in A. but gives a squeeze in two stages, first a little squeeze, then suddenly a harder one. This is an incorrect can squeeze.

   G.   Coach holds the cans as in A, gives a hard fast squeeze, and *holds* the *grip*. The student auditor should notice that the needle swings way over to the right due to the *sudden* motion, and that it returns only part of the way with the coach

still maintaining the squeeze, thus giving an incorrect measurement of the can squeeze. Student auditor should see that the distance between the first needle position at "Set" and the final needle position with the coach still maintaining the squeeze is the actual measurement of the can-squeeze fall. It is *not the* distance between the first needle position of "Set" and the needle position at the far swing to the right. A hard, fast can squeeze is an incorrect can squeeze.

H. Coach holds the cans so they are not in contact with the cups of his palms and squeezes them. This is an incorrect can squeeze.

I. Coach holds the cans with the thumbs going up the sides and sticking out over the top edge of the cans and squeezes them. This is an incorrect can squeeze.

J. Coach holds the cans in a fairly tight grip and squeezes the cans. This is an incorrect can squeeze.

K. Coach holds the cans with the forefingers lifted slightly off and puts the forefingers on the cans during the squeeze. This is an incorrect can squeeze. The drill is continued until the student auditor gets the idea that an incorrect can squeeze gives inaccurate, unreliable needle reactions.

Section II: The training stress in Section II is on giving the student auditor a proper idea as to what a correct can squeeze is, and training him how to get a correct can squeeze.

1.   The following drill should be done first by the coach to demonstrate to the student auditor what a correct can squeeze is:

A.   The coach has the student auditor put his hands on the table, palms up, exerting no control on his fingers. The student auditor's fingers will curl in toward the palm.

B.   Now the coach simply places the cans in the student auditor's hands at an angle across the palms. The natural curl of the fingers is sufficient to hold the cans in place, and the placement of the cans at an angle ensures that the maximum skin area is touching the cans. The cups of the student auditor's palms and all the fingers and both thumbs must be touching the cans. Ensure the thumbs go around the cans and not up the sides.

C.   Now the coach has the student auditor gradually increase the pressure of his grip on the cans until a light squeeze is achieved, and then relax it. This is a correct can squeeze.

D.   *Note:* Ensure when the student auditor relaxes his grip that he does not take a finger or thumb or his palms off the cans. He should have about the same contact he had at the start as in B above.

2.   Having done the above, the coach now has the student auditor do the drill as follows:

   A.   Have the coach pick up the cans and keep his hands on the table so the student auditor can see them throughout the can squeeze.

   B.   Check the coach's grip on the cans to ensure it is correct as in A and B above. The student auditor may have to try out different sizes of cans, small, medium or large, depending on the size of the coach's hands, to obtain the correct size can which he can hold comfortably without strain and that fits into the cup of his palm, with maximum skin contact.

   C.   Adjust the Sensitivity Booster to Normal (32).

   D.   (a) Set the Sensitivity knob at 1 on the sensitivity dial.

   (b) Adjust the needle to the "Set line" on the needle dial.

   (c) Give the proper commands for getting a can squeeze as follows:

   "Squeeze the cans, please."

   "Thank you."

   The student auditor must ensure the coach gradually increases the pressure of his grip on the cans and relaxes it.

   (d) Note the distance the needle fell when the coach squeezed the cans.

E.   Now increase the sensitivity setting to 2 and repeat steps D (b), (c) and (d) above, again noting the distance the needle fell when the coach squeezed the cans.

F.   Repeat steps D (b), (c) and (d) for sensitivity setting at 3, then sensitivity setting 4, then 5, then 6 and on up until you have the needle hitting the pin on the can squeeze. With the needle hitting the pin on the can squeeze, you wouldn't be able to note the length of the needle fall.

Flunks are given for not having the coach remove all rings or finger jewelry, as they can cause the needle to give unusual reads; for not checking that there is maximum skin contact on the cans; for failing to see that the thumbs go around the can and not up the sides; for failing to set the meter and needle up properly; for failing to notice and handle a sudden or hard or jerky or convulsive can squeeze instead of an even increase of pressure on the cans or sudden letting go of the cans; for not making sure the coach doesn't take a finger or thumb or palm off the cans when he releases the contact; for failing to note accurately the distance the needle fell on the can squeeze; and for giving the wrong commands.

Section III: The training stress in Section III is on giving the student auditor a reality on setting the sensitivity for a ⅓ of a dial drop of the needle on the can squeeze.

The student auditor should know that setting the sensitivity for ⅓ of a dial drop on the can squeeze is an integral part of setting up each and every session he does. It is the sensitivity he will be using during the session. It is vitally important he gets the correct sensitivity setting for each preclear at each session, so that he will not miss reads or F/Ns. A sensitivity setting which is too low or too high for that particular preclear in the particular session will obscure reads and F/Ns, thus upsetting the preclear's case. Therefore, the student auditor must be proficient on this drill. Note: At any time while setting the sensitivity, the student could go into false TA corrections if he found things were not right on the meter. That includes hand cream, antiperspirants, can size, etc. Another can squeeze must be done after any such corrections to ensure the sensitivity is correct, as a wrong sensitivity will occur if set with false TA.

1. **A**. Have the coach pick up the cans and keep his hands on the table so the student auditor can see them throughout the can squeeze.

B. Check the coach's grip to ensure it is correct, also ensuring you have the correct can size.

C. Adjust the Sensitivity Booster to Normal (32).

D. (a) Set the Sensitivity knob at 5 on the sensitivity dial.

(b) Adjust the needle to "Set" line on the dial.

(c) Get the coach to squeeze the cans ensuring he does it properly.

(d) Note the distance the needle fell when the coach squeezed the cans.

E. On step D (d) the needle will have fallen a distance of either:

(a) less than ⅓ of a dial drop,

(b) more than ⅓ of a dial drop, or

(c) exactly ⅓ of a dial drop.

If it s (a), raise the sensitivity a bit and repeat steps D (b), (c) and (d) and continue to do this until you have ⅓ dial drop. If it's (b), lower the sensitivity a bit and repeat steps D (b), (c) and (d) and continue to do this until you have ⅓ dial drop.

In other words, until you have a ⅓ of a dial drop, keep adjusting your sensitivity lower or higher according to whether the drop is more or less than ⅓ of a dial drop, until you get the correct sensitivity setting.

Each time a new can squeeze is asked for, the student auditor is to make sure the coach is holding the cans properly and is giving a correct can squeeze.

F. The student auditor then notes the exact sensitivity setting at which he got the ⅓ dial drop.

2. Now the coach has the student auditor do the drill on a number of other students, with the coach watching, until he is satisfied that the student auditor can easily and accurately establish the correct sensitivity setting for a ⅓ dial drop can squeeze.

Flunks are given for errors as in Section II above and for failing to recognize when a ⅓ dial drop of the needle on the can squeeze has been obtained; for failing to recognize if the coach or another student participating in the drill is giving an improper can squeeze and for failing to establish the correct sensitivity setting for ⅓ of a dial drop on the coach or another student participating in the drill.

Section IV: The training stress in Section IV is on giving the student auditor a reality on how a correct sensitivity setting for ⅓ of a dial drop on the can squeeze gives a readable and workable meter, and how an incorrect sensitivity setting gives an unreadable and unworkable meter, so the student auditor will understand why he has to use a sensitivity setting that gives ⅓ of a dial drop. For Section IV, the student auditor and another student sit facing each other across a table with the E-Meter facing the student auditor and the coach beside or behind the student auditor.

1. Coach has the student auditor set the sensitivity accurately for another student on a correct can squeeze for ⅓ dial drop as in Section III.

2. The student auditor does a "pinch test" as follows: Student pinches other student's arm, hard enough to hurt a little bit.

3. Now, while watching the meter, the student auditor says to the other student:

"Recall the moment of the pinch."

"Thank you."

4. Student auditor notes the reaction of the needle to his command and the distance the needle fell.

5. Coach has the student auditor do steps 1, 2, 3 and 4 several times on other students, each time noting what the needle does in response to "Recall the moment of the pinch."

6. Coach now has the student auditor set the sensitivity at 1. Student auditor has another student squeeze the cans and notes whether there's a read or not. If there is a

read, note size of read and leave the sensitivity at 1. If there's no read on the squeeze, the student auditor still leaves the sensitivity at 1.

7. The student auditor does a new pinch test, as in 2, 3, 4 and 5 above, on the other student, noting the difference in needle response to the command "Recall the moment of the pinch" as compared to what it was in step 5 at the correct sensitivity setting. There may be no read at all and the student auditor should notice that.

8. Coach now has student auditor set the sensitivity at 32 and the other student squeezes the cans.

9. Student auditor does the pinch test again and notes the reaction of the needle to his command "Recall the moment of the pinch."

10. Coach has the student auditor then set the sensitivity correctly on the other student for ⅓ of a dial drop on a correct can squeeze and does the pinch test again.

11. The student auditor should observe from these pinch tests that an accurate sensitivity setting determined from a correct can squeeze gives a readable and workable meter and that an incorrect sensitivity setting gives an unreadable and unworkable meter. If he does not see this clearly, then the coach would have the student auditor redo steps 7 through 10 until the student auditor sees why the sensitivity must be set for ⅓ of a dial drop determined by a correct can squeeze.

Flunks are given (or failing to note what the needle did and size of read in response to student auditor telling the other student to recall the pinch and for errors in setting sensitivity accurately and getting a correct can squeeze when called for in the drill.

When the student auditor has attained a reality on the importance of correct sensitivity setting and has demonstrated that he can set the sensitivity for a pc accurately, rapidly and without flunks, he is given a pass by the Supervisor.

History: Developed as a training drill by L. Ron Hubbard at Saint Hill in December 1963, and revised in February 1979. Updated in 1988 for use with the Mark Super VII E-Meter and to clarify the position of the coach during the drill. Revised again in 1996 to clarify that if the student has to handle false TA while setting the sensitivity, he does another can squeeze to set the sensitivity correctly. As the sensitivity is relative to the TA, one could set sensitivity too high or too low if set with falsely high or low TA. Additionally, having the person "shake his hands until the fingers are loose and floppy" has been deleted from the drill. Research has discovered this datum to be false and not something LRH ever wrote or said to do. To the contrary, in a critique of TR videos from an entire class, LRH stated, "The most disgusting thing I ever saw was every student on the last TR video shaking his hands before he picked up the cans." Obviously, such should not be done.

EM–5-1

BASAL METABOLISM TEST

Number: EM-5-1

Name: BASAL METABOLISM TEST

Purpose: To teach the student auditor to correctly do a basal metabolism test on a pc before each session and that he must get the correct read (a fall of one inch or more) on the first breath test and that any subsequent breaths are invalid for purposes of checking basal metabolism.

Commands: **"Take a deep breath and let it out**," or ...
      "Take a deep breath and hold it. **Let it out through your mouth**."

Position: Section I, coach and student auditor sit facing each other across a table with an E-Meter set up in front of the student auditor. Sections II-IV, student auditor and another student sit facing each other across a table with an E-Meter set up in front of the student auditor. The coach sits next to or stands behind the student auditor.

Training Stress:

Definition: For purposes of auditing, metabolism means the oxygen taken into the lungs finds enough food in the body to combine with to make an electrical charge. If there isn't, then the body tends to pull in the bank – which of course contains energy.

  Section I: The student has the coach pick up the cans and adjusts the sensitivity per E-Meter Drill 5RB. The student has the coach take a deep breath and then let it out through his mouth. The student must observe the needle reaction and see if it gives a fall of one inch or more, during or after the exhalation. The student is flunked if he has the coach take further breaths after the first one, or for any failure to recognize the length of the fall. Flunks are also given for any hesitancy or for alteration of any of the above instructions. This section of the drill is passed when the student has shown he can administer a basal metabolism test correctly.

  Section II: On this part of the drill, the student auditor has another student pick up the cans and adjusts the sensitivity per E-Meter Drill 5RB and then has him take a light breath instead of a deep one and notes the needle response. This is done simply to show the student what needle reaction occurs when a light breath is taken instead of a deep breath. This part of the drill is complete when the student has done the above.

Section III: The student auditor administers a correct basal metabolism test to another student as in Section I above. After this, he immediately has the other student take a second deep breath and let it out. The student auditor notes the needle reaction now gotten and compares it to the previous test. He has the student repeat this two more times, noting each time how the needle responds. This part of the drill is complete when the student auditor has done the above actions and can see that the needle reactions obtained on subsequent deep breaths are not the same as the first deep breath and are therefore not valid for a basal metabolism test.

Section IV: The student auditor administers a correct basal metabolism test to another student as in Section I above. This is repeated with other persons until the student is consistently doing a correct basal metabolism test and interpreting the meter correctly.

When the student has completed all of the above steps and has shown that he can consistently do a standard basal metabolism test and correctly interpret it, he is given a pass by the coach.

History: Developed in 1996 based on the LRH Technical Training Films, particularly E-Meter Instruction Film Number 7, Body Motion Reads, and E-Meter Instruction Film Number 5, How to Set Up a Session and an E-Meter. Revised in 1997 to: 1) include an additional command for doing the test as per E-Meter Instruction Film Number 7, Body Motion Reads; 2) to clarify the minimum acceptable length of read on the test pursuant to TR Instruction Film Number 13, The Session, and LRH C/Sing notes; 3) to include the definition of metabolism from TR Instruction Film Number 16, The Ultimate TRs – Beingness; and 4) to clarify a read can occur during or after exhalation and still be considered a valid metabolism read, based on TR Instruction Film Number 16, The Ultimate TRs – Beingness.

EM–6

HANDLING THE TONE ARM AND SENSITIVITY

Number: EM-6

Name: HANDLING THE TONE ARM AND SENSITIVITY

Purpose: To train a student auditor to move the Tone Arm and sensitivity settings without distracting the preclear or drawing the preclear's attention to the E-Meter. To train the student auditor out of over- or under-compensation in bringing the needle to "Set" so as to obtain an accurate count of Tone Arm action on the Tone Arm counter.

Commands: Tone Arm and sensitivity positions as called by the coach in steps 1, 3 and 4.

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

Training Stress: As given for each meter model. The student auditor need only do the steps for the meter model he will be using. If the student auditor will be using more than one meter model, the steps for each model should be done to familiarize the student auditor with each of the meters he will be using.

The student is flunked for any obvious movement which could distract a preclear; for any noisy actions; for (on a Mark V) accidentally turning the meter off while moving the Sensitivity knob; for slowness in adjusting the Tone Arm, Sensitivity knob or Sensitivity Booster to the positions called; for misadjusting the Sensitivity knob or Sensitivity Booster in raising or lowering the sensitivity; for an inability to return the needle to the "Set" position area on the needle dial; and for adjusting the needle so poorly as to cause the needle to hit the pin on either side of the needle dial, such being an action caused by the student auditor and not the coach.

When the student auditor has demonstrated that he can adjust the Tone Arm and sensitivity settings rapidly and accurately, without over- or under-compensation and without distracting the preclear, he is given a pass by the coach.

History: Developed by L. Ron Hubbard at Saint Hill upon the development of the more sensitive E-Meter. Revised in 1988 to include data on the use of the Sensitivity Booster for the Mark Super VII, the Mark VI and the Mark V.

Because of the wide range of sensitivity on the Mark Super VII and Quantum, the student auditor must know how to gradiently raise or lower the sensitivity using the Sensitivity Booster.

For example, when the Sensitivity knob is set at 32 and the Sensitivity Booster is set at Normal (32), the student auditor gradiently increases the sensitivity by (a) turning the Sensitivity knob to just above 1 and (b) turning the Sensitivity Booster to High. Having done this, moving the Sensitivity knob higher continues to increase the sensitivity. Doing first (a) and then (b) raises the sensitivity slightly. If the student auditor does (b) first he will raise the sensitivity at once to the highest possible setting on the meter (which would make the needle over thirty times more sensitive than it was prior to increasing the Sensitivity Booster). The student auditor must be drilled always to adjust the Sensitivity knob before adjusting the Sensitivity Booster.

Similarly, if the Sensitivity knob were set at 1 and the Sensitivity Booster were set at Normal (32) and a bit less sensitivity is wanted, the student auditor (a) turns the Sensitivity knob to just below 32 and (b) turns the Sensitivity Booster to Low. Having done this, moving the Sensitivity knob lower continues to decrease the sensitivity.

On this step the student auditor first drills setting the sensitivity to a higher position from a sensitivity setting of 32 and the Sensitivity Booster set at Normal.

To do this the coach sets the Sensitivity knob to 32 and the Sensitivity Booster to Normal (32) and then has the student auditor do the following:

a. Turn the Sensitivity knob to just above 1.

b. Turn the Sensitivity Booster to High.

The student auditor then drills setting the sensitivity to a lower position from a sensitivity setting of 1 and the Sensitivity Booster set at Normal (32). To do this the coach sets the Sensitivity knob to 1 and the Sensitivity Booster to Normal (32) and then has the student auditor do the following:

a. Turn the Sensitivity knob to just below 32.

b. Turn the Sensitivity Booster to Low.

Once the student auditor can do the above, the coach then calls out higher and lower Sensitivity knob and Sensitivity Booster settings and the student auditor must boost and lower the sensitivity of the meter.

For Mark VI and Mark V E-Meters:

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

Step 2.   With the sensitivity set per E-Meter Drill 5RB, the coach holds the electrodes in his hands and loosens or tightens his grip to cause the student auditor to have to adjust the Tone Arm to keep the needle on the dial. The student auditor must continuously adjust the Tone Arm so as to place the needle in the "Set" position area on the needle dial.

Step 3.   In this step, the coach has the student auditor turn the Sensitivity knob and Sensitivity Booster to various positions of lower and higher sensitivity. The Sensitivity knob is adjusted with the thumb; the Sensitivity Booster is adjusted with the fingers and thumb. At each new sensitivity the coach squeezes the cans lightly. The student auditor notes the difference in the needle movement obtained from the coach's can squeeze in these various sensitivity positions. The coach should maintain the same squeeze each time to give the student auditor reality on how the Sensitivity knob and Sensitivity Booster affect the needle movement.

Step 4.   In this step, the student auditor learns how to raise or lower the sensitivity using the Sensitivity Booster. An auditor needs to know how to use the Sensitivity Booster correctly in session.

The Mark VI and Mark V E-Meters have a Sensitivity Booster which adjusts the sensitivity up into a higher range so that the needle action is magnified. The student auditor should understand that the booster on the Mark VI and Mark V meters primarily affects sensitivities of 16 through 32 only.

The chart below shows the range of sensitivity available using the Sensitivity Booster and Sensitivity knob.

Sensitivity knob positions With Booster set at 32	1	2	4	8	16	32		
Sensitivity knob positions With Booster set at 32	1	2	4	8	16		32	
Sensitivity knob positions With Booster set at 32	1	2	4	8	16			32
Actual Sensitivity =	1	2	4	8	16	32	64	128

One must adjust the Sensitivity knob to just above 16 or higher to get a boost from the Sensitivity Booster on the Mark VI and Mark V meters.

For example, if both the Sensitivity knob and the Sensitivity Booster are set at 32, one increases the sensitivity slightly by (a) turning the Sensitivity knob to just above 16 and (b) turning the Sensitivity Booster to 64. Having done this, moving the Sensitivity knob higher continues to increase the sensitivity.

With the Sensitivity knob at 32 and the Sensitivity Booster at 64, a further increase of sensitivity is gotten by (a) turning the Sensitivity knob to just above 16 and (b) turning the Sensitivity Booster to 128. To decrease the sensitivity, simply turn the Sensitivity Booster down to 64.

On this step the student auditor first drills setting the sensitivity to a higher position from a sensitivity setting of 32 and the Sensitivity Booster also set at 32.

To do this, the coach sets the Sensitivity knob to 32 and the Sensitivity Booster to 32 and then has the student auditor do the following:

    a. Turn the Sensitivity knob to just above 16.

    b. Turn the Sensitivity Booster to 64.

The student auditor then drills setting the sensitivity to an even higher position from a sensitivity setting of 32 and the Sensitivity Booster at 64.

To do this, the coach has the student auditor do the following:

    a. Turn the Sensitivity knob down to just above 16.

    b. Turn the Sensitivity Booster to 128.

Once the student auditor can do the above, the coach then calls out higher and lower Sensitivity knob and Sensitivity Booster settings and the student auditor must boost and lower the sensitivity of the meter.

As the final part of this step, the coach sets the Sensitivity knob and Sensitivity Booster to random positions and then tells the student auditor, "Raise the sensitivity slightly." The student auditor must adjust the knobs as needed. The coach then moves the knobs to other positions and tells the student auditor, "Lower the sensitivity slightly" and the student auditor must do so. This is repeated with the coach telling the student auditor to either raise or lower the sensitivity until the student auditor has demonstrated that he understands how to correctly use these two knobs.

EM–7

TONE ARM READING

Number: EM-7

Name: TONE ARM READING

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

Commands: No set commands, except the following lists for step 2 and step 3 of the drill:

LIST A

Move the Tone Arm to:

1.9	6.5	0.7	6.1	4.9	3.5	4.2
5.75	3.0	5.0	3.4	1.75	2.4	3.3
1.3	4.1	5.9	4.0	3.25	2.7	3.9
3.1	2.3	2.2	6.0	1.5	5.25	2.75
5.3	4.7	6.2	0.5	0.9	5.8	2.0
4.5	3.5	2.1	2.6	5.6	1.8	2.8
4.4	1.25	6.25	2.25	3.2	5.1	4.8
3.6	1.1	4.25	2.5	4.75	3.75	4.6
6.3	5.4	5.7	1.6	2.9	1.0	5.5
1.7	0.8	1.2	4.3	6.4	0.6	1.4
5.2	3.8	0.75	1.7	0.8	1.2	4.3
0.6	1.4	5.2	3.8	0.75	3.0	5.0
3.4	1.75	3.3	1.3	4.1	5.9	3.25
3.1	2.3	2.2	6.0	1.5	5.25	2.75

LIST B

Move the Tone Arm to:

5.75	3.07	5.03	3.49	1.75	2.44	3.32
1.33	4.15	5.91	4.02	3.25	2.75	3.98
1.94	6.55	0.71	6.12	4.98	3.50	4.27
5.38	4.79	6.21	0.56	0.99	5.82	2.03
6.33	5.41	5.74	1.69	2.92	1.07	5.58
0.67	1.48	5.25	3.85	0.75	3.04	5.09
4.57	3.51	2.19	2.63	5.68	1.83	2.89
3.11	2.39	2.25	6.00	1.59	5.25	2.75
4.47	1.25	6.25	2.25	3.27	5.18	4.88
3.63	1.16	4.25	2.59	4.75	3.75	4.61
1.74	0.80	1.22	4.39	6.41	0.66	1.47
5.26	3.85	0.75	1.72	0.88	1.20	4.34
3.49	1.75	3.38	1.32	4.17	5.94	3.25
3.17	2.35	2.29	6.01	1.53	5.25	2.75

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

Training Stress: As given for each meter model. The student auditor need only do the steps for the meter model he will be using. If the student auditor will be using more than one meter model, the steps for each model should be done to familiarize the student auditor with each of the meters he will be using.

When the student auditor has demonstrated that he can rapidly and accurately read and call any Tone Arm position, he is given a pass by the coach.

History: Developed by L. Ron Hubbard in 1961 in order to establish a common ground of Tone Arm position reading amongst the students of the

Saint Hill Special Briefing Course and to train students to read the Tone Arm positions more rapidly. Updated in 1988 to include use of the Mark Super VII and Mark VI E-Meters. Updated again in 1996 to add further drilling on spotting TA positions to hundredths of a division – a skill LRH was proficient at even before the Mark VI E-Meter was developed.

For Mark Super VII and Quantum E-Meters:

Steps 1-3 and 5 are done with the meter turned off so that the student learns to read the Tone Arm position purely by noting the position of the Tone Arm on the dial (without reading the digital readout).

Step 1.   The coach moves the Tone Arm, calling each position from 3.0 to 4.0, the positions being 3.0, 3.1, 3.2, 3.25, 3.3, 3.4, 3.5, 3.6. 3.7, 3.75, 3.8, 3.9, 4.0, and then has the student auditor do the same. Then the coach selects another division to work through, as from 1.0 to 2.0, doing the same thing. Do not forget to cover the half divisions from 0.5 to 1.0 and from 6.0 to 6.5. The student auditor should feel confident and familiar with reading the Tone Arm in this fashion before going to the next step.

Step 2.   The coach calls off the Tone Arm positions as listed under Commands (List A). The student auditor rapidly moves the Tone Arm to the positions called. For further practice, if need be, the coach can call off the Tone Arm positions listed in a different sequence. The student auditor should be able to move the Tone Arm to the required positions with precision and speed before going on to the next step. Should the student auditor get confused or continue to do this step slowly, the coach should return the student auditor to the first step for further practice.

Step 3.   The coach calls off the Tone Arm positions as listed under Commands (List B). The student auditor rapidly moves the Tone Arm to the positions called. For further practice, if need be, the coach can call off the Tone Arm positions listed in a different sequence. The student auditor should be able to move the Tone Arm to the required positions with precision and speed before going on to the next step. Should the student auditor get confused or continue to do this step slowly, the coach should return the student auditor to the first step for further practice and then do each step again.

Step 4.   Once step 3 has been mastered, the coach turns the meter on and flicks the Tone Arm to any and all positions of the Tone Arm dial. After this has been done, the student auditor should read and call the exact position of the Tone Arm. The Tone Arm positions are read in hundredths (e.g., 2.30, 3.75, 2.63). The student may use the digital display to call the Tone Arm positions. This is done until the student can do it without hesitation. If the student auditor has difficulty with this step of the drill, the coach should return him to the first step of the drill for further work and then redo each step again.

Step 5.   As in step 4, the coach flicks the Tone Arm to any and all positions of the Tone Arm dial but this time the meter is turned off and the TA position display is not used. As the coach flicks the Tone Arm to various TA positions, the student auditor should read and call the exact position of the Tone Arm. The Tone Arm positions are read in hundredths (e.g., 2.30, 3.75, 2.63). The coach should con-

tinue to do this section of the drill until the student auditor can read and call the positions accurately without hesitation, if the student auditor has difficulty with this step of the drill, the coach should return him to the first step of the drill for further work and then redo each step again.

For Mark VI E-Meter:

Step 1.　The coach moves the Tone Arm, calling each position from 3.0 to 4.0, the positions being 3.0, 3.1, 3.2, 3.25, 3.3, 3.4, 3.5, 3.6, 3.7, 3.75, 3.8, 3.9, 4.0, and then has the student auditor do the same. Then the coach selects another division to work through, as from 1.0 to 2.0, doing the same thing. Do not forget to cover the half divisions from 0.5 to 1.0 and from 6.0 to 6.5. The student auditor should feel confident and familiar with reading the Tone Arm in this fashion before going to the next step.

Step 2.　The coach calls off the Tone Arm positions as listed under Commands (List A). The student auditor rapidly moves the Tone Arm to the positions called. For further practice, if need be, the coach can call off the Tone Arm positions listed in a different sequence. The student auditor should be able to move the Tone Arm to the required positions with precision and speed before going on to the next step. Should the student auditor get confused or continue to do this step slowly, the coach should return the student auditor to the first step for further practice.

Step 3.　The coach calls off the Tone Arm positions as listed under Commands (List B). The student auditor rapidly moves the Tone Arm to the positions called. For further practice, if need be, the coach can call off the Tone Arm positions listed in a different sequence. The student auditor should be able to move the Tone Arm to the required positions with precision and speed before going on to the next step. Should the student auditor get confused or continue to do this step slowly, the coach should return the student auditor to the first step for further practice and then redo the second step again.

Step 4.　The coach flicks the Tone Arm to any and all positions of the Tone Arm dial. The student auditor should read and call the exact position of the Tone Arm. The Tone Arm positions are read in hundredths (e.g., 2.30, 3.75, 2.63). The coach should continue to do this section of the drill until the student auditor can read and call the positions accurately without hesitation. If the student auditor has difficulty with this step of the drill, the coach should return him to the first step of the drill for further work and then redo the rest of the steps again.

For Mark V E-Meter:

Step 1. The coach moves the Tone Arm, calling each position from 3.0 to 4.0, the positions being 3.0, 3.1, 3.2, 3.25, 3.3, 3.4, 3.5, 3.6, 3.7, 3.75, 3.8, 3.9, 4.0, and then has the student auditor do the same. Then the coach selects another division to work through, as from 1.0 to 2.0, doing the same thing. Do not forget to cover the half divisions from 0.5 to 1.0 and from 6.0 to 6.5. The student auditor should feel confident and familiar with reading the Tone Arm in this fashion before going to the next step.

Step 2. The coach calls off the Tone Arm positions as listed under Commands (List A). The student auditor rapidly moves the Tone Arm to the positions called. For further practice, if need be, the coach can call off the Tone Arm positions listed in a different sequence. The student auditor should be able to move the Tone Arm to the required positions with precision and speed before going on to the next step. Should the student auditor get confused or continue to do this step slowly, the coach should return the student auditor to the first step for further practice.

Step 3. The coach calls off the Tone Arm positions as listed under Commands (List B). The student auditor rapidly moves the Tone Arm to the positions called. For further practice, if need be, the coach can call off the Tone Arm positions listed in a different sequence. The student auditor should be able to move the Tone Arm to the required positions with precision and speed before going on to the next step. Should the student auditor get confused or continue to do this step slowly, the coach should return the student auditor to the first step for further practice and then redo the second step again.

Step 4. The coach flicks the Tone Arm to any and all positions of the Tone Arm dial. After this has been done, the student auditor should read and call the exact position of the Tone Arm. The Tone Arm positions are read in hundredths (e.g., 2.30, 3.75, 2.63). The coach should continue to do this section of the drill until the student auditor can read and call the positions accurately without hesitation. If the student auditor has difficulty with this step of the drill, the coach should return him to the first step of the drill for further work and then redo the second and third steps again.

EM–8

TONE ARM MOTION AND NO MOTION RECOGNITION

Number: EM 8

Name: TONE ARM MOTION AND NO MOTION RECOGNITION

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

Commands: None. This is a totally silent drill.

Position: The coach and student auditor are seated facing each other across a table with the E-Meter set up and the sensitivity set per E-Meter Drill 5RB. The coach holds the electrodes and sits silently, reading a bulletin.

Training Stress: The student auditor should note when the Tone Arm moves and when the Tone Arm is not moving. These are noted by saying to himself, **"The Tone Arm is moving; do nothing"** or **"The Tone Arm is not moving; do something**." During this drill the student auditor must adjust the Tone Arm as needed to keep the needle on the dial.

Don't get involved with significances or phenomena.

All this drill is supposed to teach is that when the Tone Arm moves, nothing should be done by an auditor and that when the Tone Arm does not move, something should be done by an auditor. This is a simple drill. KEEP IT SIMPLE.

When the student auditor feels he has accomplished the purpose of the drill, another student is gotten to hold the electrodes, the sensitivity is set for that student and he or she reads a bulletin. The coach sits or stands beside the student auditor and observes. When the student auditor observes Tone Arm motion occurring he indicates it to the coach by pointing to the Tone Arm with his free hand. Flunks are given for miscalling Tone Arm motion or no motion.

When the student auditor has demonstrated that he can accurately recognize when Tone Arm motion is and is not occurring, he is given a pass by the coach.

History: Developed by L. Ron Hubbard at Saint Hill in September 1962, and revised in December 1963. Updated in 1988 to clarify the sensitivity setting used in the drill and to clarify when the drill is passed.

EM–9

TONE ARM MOTION AND BODY MOTION

Number: EM-9

Name: TONE ARM MOTION AND BODY MOTION

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

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

Position: The student auditor and the coach are seated facing each other across a table with the E-Meter set up and the sensitivity set per E-Meter Drill 5RB. The coach holds the electrodes and has a bulletin available to study. The student auditor has pen and paper.

Training Stress: The student auditor needs to know that the Tone Arm moves on thought and on body motion and that it is only the Tone Arm motion on thought that is of interest to the auditor.

Tone Arm   The total number of divisions, or fractions of divisions, the Tone arm
Motion: has moved down (counter-clockwise) in a unit of auditing time.

                  Naturally, in order to get downward motion of the Tone Arm. the Tone Arm does have to move upward. By downward motion is meant the Tone Arm moving, say, from 3.2 to 2.5 on the Tone Arm dial. By upward motion is meant the Tone Arm moving, say, from 2.7 to 3.4. The Tone Arm has to move up and down to get Tone Arm motion in a session, but it is the downward motion that tells whether the preclear is making gains or not. That is why Tone Arm motion is measured and recorded by downward motion for a session.

Body Motion: Any motion of the body which causes the Tone Arm or needle to move falsely up or down. Body motion is never recorded in a session. The auditor should never adjust the Tone Arm during a body motion of a preclear and should wait until the preclear settles down before adjusting the Tone Arm. Some preclears may move about so as to get more Tone Arm motion or will do something to show the auditor that they can control the Tone Arm by causing it to blow down. This is all

easily done by body motion or by going out of session. The student auditor should know that this can occur and should know not to record it as Tone Arm motion for the session. In such an instance, the auditor must note down on the worksheet the TA positions before and after the preclear moved, and at end of session subtract that amount from the total amount of TA motion for the session shown on the Tone Arm counter.

It may be necessary for an auditor to tell a preclear that no body motion will be recorded, in order to get his cooperation in sitting relaxedly and quietly in the session.

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

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

When the student auditor feels he has accomplished the purpose of the drill, another student is gotten to hold the electrodes, the sensitivity is set for that student and he or she reads a bulletin and makes body motions, as described above. The coach sits or stands beside the student auditor and observes. Flunks are given for an incorrect total of Tone Arm motion, for adjusting the Tone Arm during body motion, and for recording any body motion.

When the student auditor has demonstrated that he can differentiate Tone Arm motion from body motion, can accurately record Tone Arm motion and can handle the Tone Arm properly, he is given a pass by the coach.

History: Developed by L. Ron Hubbard in 1962 at Saint Hill with the discovery of the various levels of processes. Updated in 1988 to clarify the sensitivity setting used in the drill and to clarify when the drill is passed.

EM–10

TONE ARM BLOWDOWNS

Number: EM-10

Name: TONE ARM BLOWDOWNS

Purpose: To train the student auditor to observe and note down Tone Arm blowdowns.

Commands: None.

Position: The coach and student auditor are seated facing each other across a table with the E-Meter set up and the sensitivity set per E-Meter Drill 5RB. The coach holds the electrodes and sits silently, reading a bulletin.

Training Stress: The student auditor, after getting the coach to hold the electrodes and to study a bulletin, carefully notes down Tone Arm motion and carefully watches for any Tone Arm blowdown.

A Tone Arm blowdown is defined as a Tone Arm motion to the left made to keep the needle on the dial. When the student auditor has to move the Tone Arm from right to left to keep the needle on the dial and the movement is .1 divisions or more, a blowdown is occurring. The needle of course is falling to the right.

When a blowdown occurs, the student auditor marks it down on a sheet of paper and writes "Blowdown" (abbreviated "BD") next to the Tone Arm positions which denote the blowdown.

<div style="text-align:center">

Example: 2.4
2.8
3.0
3.5
BD 2.5
BD 2.2

</div>

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

When the student auditor feels he has accomplished the purpose of the drill, another student is gotten to hold the electrodes, the sensitivity is

set for that student and he or she reads a bulletin. The coach sits or stands beside the student auditor and observes. Flunks are given for missing a valid Tone Arm blowdown and for mis-marking a Tone Arm blowdown.

When the student auditor has demonstrated that he can observe and correctly note down Tone Arm blowdowns, he is given a pass by the coach.

History: Developed by L Ron Hubbard in 1962 and revised in 1963. The value of the blowdown was first apparent in the assessment of items and was later discovered to be of value at all levels of auditing. Updated in 1988 to clarify the sensitivity setting used in the drill, to include the full definition of "blowdown" and to clarify when the drill is passed.

EM–11

SUPERLATIVE TONE ARM HANDLING

Number: EM-11

Name: SUPERLATIVE TONE ARM HANDLING

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

Commands: The Preclear Origination Sheet. (See Appendix)

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

Training Stress: As given for each meter model. The student auditor need only do the steps for the meter model he will be using. If the student auditor will be using more than one meter model, the steps for each model should be done to familiarize the student auditor with each of the meters he will be using.

Flunks are given for failure to have the needle on the dial and the thumb off the Tone Arm before the end of the spoken line and for failures to repeat a line when it is interrupted with a body motion so as to render the read unreadable or invalidated.

When the student auditor has demonstrated that he can handle the Tone Arm smoothly and without any flunks, he is given a pass by the coach.

History: Developed by L. Ron Hubbard at Saint Hill when the Mark V E-Meter was first produced. Updated in 1988 for use with the Mark Super VII E-Meter.

For Mark Super VII and Quantum E-Meters:

Step 1.   The student auditor takes a line from the Preclear Origination Sheet and reads it out. At the end of the line, the needle must be in sight on the needle dial and the student auditor must have his thumb off the Tone Arm. Lower sensitivities are worked at to begin with, and the coach increases the sensitivity of the meter as the student auditor's ability increases, until the student auditor can do the drill with the Sensitivity Booster in the High position and the Sensitivity knob set to 4.

Step 2.   The student auditor takes a line from the Preclear Origination Sheet and reads it out, as in step 1, but the coach now complicates the drill by moving about, thereby causing the student auditor to repeat the line. At the end of the line, the needle must be in sight on the needle dial and the student auditor must have his thumb off the Tone Arm. Lower sensitivities are worked at to begin with, and the coach increases the sensitivity of the meter as the student auditor's ability increases, until the student auditor can do the drill with the Sensitivity Booster in the High position and the Sensitivity knob set to 4.

For Mark VI and Mark V E-Meters:

Step 1.   The student auditor takes a line from the Preclear Origination Sheet and reads it out. At the end of the line, the needle must be in sight on the needle dial and the student auditor must have his thumb off the Tone Arm. Lower sensitivities are worked at to begin with, and the coach increases the sensitivity of the meter as the student auditor's ability increases, until the student auditor can do the drill with the Sensitivity Booster set to 128 and the Sensitivity knob set to 32.

Step 2.   The student auditor takes a line from the Preclear Origination Sheet and reads it out, as in step 1, but the coach now complicates the drill by moving about, thereby causing the student auditor to repeat the line. At the end of the line, the needle must be in sight on the needle dial and the student auditor must have his thumb off the Tone Arm. Lower sensitivities are worked at to begin with, and the coach increases the sensitivity of the meter as the student auditor's ability increases, until the student auditor can do the drill with the Sensitivity Booster set to 128 and the Sensitivity knob set to 32.

EM–12

NEEDLE ACTIONS

Number: EM-12

Name: NEEDLE ACTIONS

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

Commands: No set commands are used.

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

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

There are twenty-eight needle actions:

1. Small fall	**15**. Speeded rise
2. Fall	**16**. Speeded fall
3. Long fall	**17**. Slowed rise
4. Long fall blowdown	**18**. Slowed fall
5. Free needle (floating needle)	**19**. Rock slam
6. Persistent F/N	**20**. No reaction (null)
7. Floating Tone Arm	**21**. Stop
8. Instant F/N	**22**. Stuck needle
9. Checked or slowed F/N	**23**. Theta bop
10. F/N that springs at the end and does not flow.	**24**. Rocket read
11. Rise	**25**. Stage four
12. Clean needle	**26**. Still needle
13. Dirty needle	**27**. Change of Characteristic
14. Tick	**28**. Body reactions

The definitions of each of these needle actions can be found in the book *E-Meter Essentials. (Scientology Technical Dictionary definition excerpts also at the end of this e-book)*

Step 0.   Define each read above.

Step 1.   The student auditor is asked to produce, as well as he can, all of the above needle actions and define each one. To do this, the student auditor uses a constructed, enlarged model of the E-Meter or uses his E-Meter and works the Tone Arm, Sensitivity knob and Trim knob as needed in order to produce the various needle actions.

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

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

Flunks are given for misdefining a needle action, for miscalling a needle action and for failing to produce the proper needle action called for.

When the student auditor has demonstrated he can do each of the three steps of the drill accurately and without hesitation, he is given a pass by the coach.

History: Developed in 1961 at Saint Hill by L. Ron Hubbard to supplement other similar meter drills. Updated in 1988 to cover additional needle actions in the drill as given in E-Meter instruction films, E-Meter Reads and E-Meter Reads Drill Film. Revised in 1996 to include all 28 needle actions.

EM–13

BODY REACTIONS

Number: EM-13

Name: BODY REACTIONS

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

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

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

Position: In the first part of the drill, the student auditor and coach are seated facing each other across a table. The E-Meter is set up and the coach holds the cans with the sensitivity set per E-Meter Drill 5RB.

In the second part of the drill, the coach sits behind the student auditor. The E-Meter is set up on the table in front of the student auditor and the coach holds the cans with the sensitivity set per E-Meter Drill 5RB.

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

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

When the student auditor has demonstrated he can correctly call each of the above body actions by mere observation of the reaction produced by them on the E-Meter, he is given a pass by the coach.

History: Developed by L. Ron Hubbard at Saint Hill in May 1961. Revised in 1988 to clarify the sensitivity setting used in the drill.

EM–14

NEEDLE MOTION AND NO MOTION RECOGNITION

Number: EM 14

Name: NEEDLE MOTION AND NO MOTION RECOGNITION

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

Commands: None.

Position: The coach and student auditor are seated facing each other across a table with the E-Meter set up and the sensitivity set per E-Meter Drill 5RB. The coach holds the electrodes and sits silently, reading a bulletin.

Training Stress: When the meter reads, the student auditor says to himself, "**Read**." When the meter does not read, the student auditor says to himself, "**Clean**." The student auditor calls silently a dozen reads and then calls a dozen times when the needle is clean, no reaction or change of needle characteristic occurring at the time he calls it. Then he calls more reads and more cleans.

Don't get involved with significances or phenomena.

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

When the student auditor feels he has accomplished the purpose of the drill, another student is gotten to hold the electrodes, the sensitivity is set for that student and he or she reads a bulletin. The coach sits or stands beside the student auditor and observes. The student auditor calls aloud several reads and clean needles observed. Flunks are given for miscalling reads or clean needles.

When the student auditor has demonstrated that he can call a read or a clean needle without missing, he is given a pass by the coach.

History: Developed by L. Ron Hubbard at Saint Hill in September 1962, and revised in December 1963. Updated in 1988 to clarify the sensitivity setting used in the drill and the drill's procedure.

EM–15

FAMILIARIZATION WITH READING AN E-METER

Number: EM-15

Name: FAMILIARIZATION WITH READING AN E-METER

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

Commands: The Preclear Origination Sheet. (See Appendix)

Position: The coach and student auditor sit facing each other across a table with an E-Meter set up, the coach holding the electrodes and the sensitivity set per E-Meter Drill 5RB.

Training Stress: The student auditor takes a line from the Preclear Origination Sheet and, while looking at the meter, says the line to the coach.

When the student auditor has done this, the coach asks the following question:

"What did the needle do while reading the line?"

If the student auditor hesitates or is uncertain of what the needle did, then the coach asks the student auditor for the twenty-eight needle actions given in the book E-Meter Essentials, getting him to define each briefly, and then the coach has the student auditor repeat the line from the Preclear Origination Sheet and asks the above question again. As the student auditor becomes proficient at observing and calling what the needle did, the coach now adds to the above question, **"Where did the needle _____?"** for each action of the needle reported by the student auditor, until the student auditor not only can report accurately all that the needle did, but also exactly where, in the line read to the coach, the needle did it.

Flunks are given for uncertainty in calling reads, miscalling reads and for comm lags in answering the questions.

When the student auditor feels he has accomplished the purpose of the drill, another student is gotten to hold the electrodes and the sensitivity is set for that student. The coach sits or stands beside the student auditor; after the student auditor has read a line from the Preclear Origination Sheet to the student holding the electrodes, the coach asks the student auditor, **"What did the needle do while reading the**

line?" When the student auditor has answered, the coach asks, **"Where did the needle _____?"** for each action reported by the student auditor.

When the student auditor has demonstrated that he can observe and read accurately all actions which occur on the needle and can report precisely where all such actions occurred, he is given a pass by the coach.

History: Developed by L. Ron Hubbard at Saint Hill in 1961 in order to improve the meter reading ability of students on the Saint Hill Special Briefing Course. Updated in 1988 to clarify the sensitivity setting used in the drill.

EM–16

THE PRODUCTION OF NEEDLE ACTIONS

Number: EM 16

Name: THE PRODUCTION OF NEEDLE ACTIONS

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

Commands: No set commands.
Questions designed to produce needle actions are asked.

Position: The student auditor and another student sit facing each other across a table with an E-Meter set up, the other student holding the electrodes and the sensitivity set per E-Meter Drill 5RB. The coach sits or stands beside the student auditor.

Training Stress: The student auditor is to produce basic needle actions on other students.

The needle actions can be produced by questioning along the following lines, but it must be kept in mind that other things can produce these actions also. The coach must not allow the student auditor's questioning to become unnecessarily restimulative to the other student on whom the reads are being produced. The student is not to run process commands or get into lengthy interrogations about the person's case, but simply produce the needle actions called for by asking about these subjects.

1. A **fall**: losses, lies, present time problems, locks and disagreements with a reality.

2. A **theta bop**: exteriorizations, operations, desires to leave anything, violent injuries and shocks.

3. A **stuck needle**: betrayal, anger, stopped or stopping, hate, fixed attention, failed help, refused help, terror and failure.

4. A **rise**: non-confront, an ARC break restimulation, unreality, out-of sessionness, fear, irresponsibility, identification, elsewhereness, dispersal and confusion.

5.   **No reaction**: anything which has been destimulated or discharged or which is inert.

6.   A **free** (floating) **needle**: terminals or incidents the student has had thoroughly flattened by auditing, any non-restimulative (to the student) subject, release points, cognitions, wins.

Flunks are given for miscalling any needle action observed, for student failure to recognize that the needle action he is trying to produce has occurred and for missing or miscalling an F/N.

When the student auditor has demonstrated that he can produce each of the needle actions called for and that he can correctly call an F/N and not miss F/Ns when they occur, he is given a pass by the coach.

History: Developed for the 20th ACC in 1958 and revised by L. Ron Hubbard in December 1963. Revised in 1988 to clarify the sensitivity setting used in the drill and to include positive identification of floating needles. Revised in 1997 to correct the sequence of needle actions produced on this drill and to bring the drill into alignment with LRH Technical Training Films on E-Meter reads, their characteristics and meaning.

EM–17

WHAT MAKES THE E-METER READ AND CLEANING A READ

Number: EM 17

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

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

Commands: None, except two-way communication.

Position: The coach and student auditor are seated facing each other across a table with the E-Meter set up and the sensitivity set per E-Meter Drill 5RB. The coach holds the electrodes and sits silently reading a bulletin and answers questions when asked by the student auditor.

Training Stress: While the coach sits silently reading a bulletin, the student auditor watches the meter, looking for a stop, tick or read. The student auditor carefully observes the exact action. It could be a tick or it could be a double tick or it could be a fall or other action. Note: A full description of how the meter reads on thought can be found in the book Understanding the E-Meter.

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

It is now the task of the student auditor to find again, on the meter, that exact same read which he observed. To do this the student auditor uses two-way communication concerning what was read to locate the thought or disagreement the coach had concerning what was read in the bulletin. When the exact thought or disagreement with what was read in the bulletin is found, the exact same read will occur. The student auditor can now have the coach read that part of the bulletin again. If the student auditor has found the exact read noted, then that read will not occur again as the coach reads; however, the student auditor may now note that there is a different read on that same section of the bulletin. He notes the characteristics of that read and now works to recover that read by finding out what new thought or disagreement the coach has.

The student auditor may find that the read being located stems from a misunderstood in the bulletin the coach is reading. This is not an auditing or Word Clearing session, but in such a case the student auditor should help the coach find the misunderstood and get it looked up and cleared in a dictionary. Once cleared, the meter read will not occur again when the coach rereads that part of the bulletin.

When the student auditor feels he has accomplished the purpose of the drill, another student is gotten to hold the electrodes, the sensitivity is set for that student and he or she reads a bulletin. The coach sits or stands beside the student auditor and observes. Flunks are given for miscalling reads and for failure to clean a read off the meter.

When the student auditor has demonstrated that he can observe a read, find that same exact read by locating the thought or disagreement and thus clean that read off the meter, he is given a pass by the coach.

History: Developed by L. Ron Hubbard in September 1962, at Saint Hill Manor when it was discovered that a majority of auditors believed the E-Meter to read on their own voices or on the preclear's body or for some other nebulous reason. Updated in 1988 to clarify the sensitivity setting used in the drill and to clarify what needle actions are to be watched for by the student auditor in doing the drill. Revised in 1997 to bring the drill into alignment with LRH Technical Training Films on E-Meter reads and their use.

EM–18

INSTANT RUDIMENT READS

Number: EM-18

Name: INSTANT RUDIMENT READS (See Appendix)

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

Commands: The rudiments check questions (Appendix/Rudiments Check).

Position: The student auditor and another student are seated facing each other across a table with the E-Meter set up and the other student holding the electrodes. The sensitivity is set per E-Meter Drill 5RB. The coach sits or stands beside the student auditor.

Training Stress: The student auditor is to check the rudiments on other students, keeping a written record of each student checked out.

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

An *Instant Rudiment Read*: On rudiments, the instant read can occur anywhere within the last word of the question or when the major thought has been anticipated by the preclear, and must be taken up by the auditor. This is not a prior read. Preclears poorly in-session, being handled by auditors with indifferent TR 1, anticipate the instant read reactively, as they are under their own control. Such a read occurs in the body of the last meaningful word in the question. It never occurs latently.

Flunks are given for miscalling an instant rudiment read and for incorrectly marking a rudiment as in or out.

When the student auditor has demonstrated he can do a perfect rudiments check with no errors as to which rudiments are in or out, he is given a pass by the coach.

History: Developed by L. Ron Hubbard at Saint Hill in 1962. Updated in 1988 to clarify the drill.

EM–19

INSTANT READS

Number: EM-19

Name: INSTANT READS

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

Commands: The Preclear Origination Sheet. (See Appendix)

Position: The coach and the student auditor sit facing each other across a table with an E-Meter set up and the coach holding the electrodes. The sensitivity is set per E-Meter Drill 5RB.

Training Stress: The student auditor takes a line from the Preclear Origination Sheet and, while looking at the meter, says the line to the coach.

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

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

An Instant Read: An instant read is defined as that reaction of the needle which occurs at the precise end of any major thought voiced by the auditor.

<u>Major Thought</u>:   By major thought is meant the complete thought being expressed in words by the auditor. Reads which occur prior to the completion of the major thought are prior reads. Reads which occur later than its completion are latent reads.

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

Flunks are given for miscalling instant reads, hesitation in calling the reads and for imprecise definitions.

When the student auditor has demonstrated that he can accurately call an instant read and not miss any instant reads, he is given a pass by the Supervisor.

History: Developed by L. Ron Hubbard in 1962 for students of the Saint Hill Special Briefing Course. Updated in 1988 to clarify the sensitivity setting used in the drill.

EM–19-1

BASIC USE OF BUTTONS

Number: EM-19-1

Name: BASIC USE OF BUTTONS

Purpose: To train the student auditor to be able to discover the existence of items in the bank which, though unreading, may be unveiled by checking two basic buttons, Suppress and Invalidate.

Commands: The Preclear Origination Sheet. (See Appendix) Additional commands: "**On** (line from Preclear Origination Sheet) **has anything been suppressed?**" "**On** (line from Preclear Origination Sheet) **has anything been invalidated?**"

Position: Coach and the student auditor sit facing each other across a table with an E-Meter set up and the coach holding the electrodes. The sensitivity is set per E-Meter Drill 5RB.

Training Stress: The student auditor takes a line from the Preclear Origination Sheet and while looking at the meter says the line to the coach.

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

If the student auditor does not get an instant read (sF or longer) or gets a tick or stop, he puts in buttons, *Suppress* and *Invalidate*, on that line.

Suppress or *Invalidate* are called buttons because when you push the button (say it) you can get a meter reaction.

An item that is *suppressed* or *invalidated* will not read. A tick or a stop, when explored using the Suppress or Invalidate buttons may develop into a read.

After each button the coach again asks the student auditor, "**Did you get an instant read?**" and if so, "**What was it?**" If the first button gives an instant read, the second button is not used. (When a pc *suppresses* or *invalidates* something the read transfers to *Suppress* or *Invalidate*, whichever they did.)

When checking a question, item or command for read in auditing, the student auditor puts in buttons if it does not give an instant read of a small fall or better.

When doing an assessment, such as a prepared list, the student auditor would finish the entire assessment then put in buttons on any question which gave a tick or stop, but leave any null question alone.

Flunks are given for failing to use buttons on an unreading line to determine whether the line is live, for putting in buttons on a line that already read, or for miscalling instant reads.

When the student auditor has demonstrated that he can correctly use buttons to explore a tick or a stop to see if it will develop into a read, he is given a pass by the Supervisor.

History: Developed in 1997, to bring meter training fully into accordance with LRH's codification of use of buttons in auditing, a development which occurred after the initial publication of the meter drills, and based specifically on LRH technology as contained in HCOB 29 Jan. 70, Null Lists in Dianetics, and HCOB 27 May 70R, Unreading Questions and Items.

EM–20

HOW TO DIRTY AND CLEAN A NEEDLE

Number: EM-20

Name: HOW TO DIRTY AND CLEAN A NEEDLE

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

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

What is your name?	**What color are your shoes?**
What is your height?	**Do you have a passport?**
What is your weight?	**How did you come to this course?**
What color is your hair?	**What kind of house do you live in?**
What color are your eyes?	**When did you last go shopping?**
What is your nationality?	**What time is it?**
Are you married or single?	**Did you sleep well last night?**
Where do you live?	**Do you like the weather?**
Where are you from?	**Where are you now?**
What is your occupation?	**Is the sun shining?**
What types of work have you done?	**What groups do you belong to?**
Do you like walking?	**What pets have you had?**
Do you drive?	**Do you own a radio?**
Do you like sports?	**Do you like music?**
Do you read a lot?	**What kind of music do you like?**
Do you like fiction?	**Do you like cats?**
Do you like nonfiction?	**Have you ever voted?**
Do you watch television?	**How many hours do you sleep at night?**
What did you eat for breakfast?	**Is it going to rain?**

Position: The student auditor and coach sit facing each other across a table with an E-Meter set up and the coach holding the electrodes. The sensitivity is set per E-Meter Drill 5RB.

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

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

The student auditor in this drill should first dirty the coach's needle and then clean the needle. The student auditor should dirty and then clean the needle in each of the ways listed below.

The needle is cleaned by getting the coach's considerations off with regard to what has been happening in the drill, by maintaining a good auditing cycle while doing so and by continuing to get off the coach's considerations until the needle is clean or F/Ning.

1. Ask the questions before the coach is ready to receive the questions, until you have a dirty needle, and then clean the needle.

2. Ask the questions in such a way that the coach will not receive the questions, until you have a dirty needle, and then clean the needle.

3. Ask the questions in such a way that the coach doesn't have a chance to answer any fully, until you have a dirty needle. Now clean the needle.

4. Ask the questions, let the coach answer, and then pretend to misunderstand his answer by saying you don't understand. When the needle becomes dirty, clean it.

5. Ask the questions of the coach and then query all of his answers by checking them on the E-Meter or by asking invalidative or evaluative questions. After you have dirtied the needle, clean it.

6. Ask the questions, but cut all the coach's answers with an acknowledgment, until the needle is dirty. Now clean the needle.

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

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

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

These are some of the major ways to mess up the auditing cycle and to cause a dirty needle.

When the student auditor feels he has accomplished the purpose of the drill, another student is gotten to hold the electrodes and the sensitivity is set for that student. The coach sits or stands beside the student auditor and observes. Flunks are given for failure to recognize that the needle has become dirty and for failure to clean the needle using a good auditing cycle.

When the student auditor has demonstrated that he can clean a needle, that he understands what causes a dirty needle and that he can maintain a good auditing cycle while cleaning the needle, he is given a pass by the coach.

History: Developed by L. Ron Hubbard in 1963 at Saint Hill. Updated in 1988 to clarify the sensitivity setting used in the drill and to clarify when the drill is passed.

EM–21

E-METER STEERING

Number: EM-21

Name: E-METER STEERING

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

Commands: "**Consider the events of today**."

Position: The student auditor and another student are seated facing each other across a table with an E-Meter set up and the other student holding the electrodes. The sensitivity is set per E-Meter Drill 5RB. The coach sits or stands beside the student auditor.

Training Stress:

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

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

   When the student auditor has demonstrated that he can accurately locate the thought that produced a meter read by steering, he is given a pass by the coach.

Step 2.   The student auditor should observe the needle behavior of the other student on the E-Meter. If the needle is clean (a clean needle is one which flows, producing no pattern or erratic motions of the smallest kind with the auditor sitting looking at it and doing nothing), the student auditor should get a different student to hold the cans, until he gets a student whose needle is not clean.

The student auditor should tell the other student that he is now going to clean the needle and will want to know what the other student is thinking of when the student auditor says "**There**" or "**That**."

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

Flunks are given for inaccurate steering and for failure to successfully clean the needle.

When the student auditor has demonstrated that he can steer correctly and that he can clean a needle, he is given a pass by the coach.

History: Developed by L. Ron Hubbard at Saint Hill in 1961 to enable students of the Saint Hill Special Briefing Course to assist their preclears in answering questions which are cleaned by the needle and to enable students to clean a needle more readily and easily. Updated in 1988 to include additional data on the use of latent reads, to clarify how the sensitivity is set for the drill and to clarify when the drill is passed. Revised in 1996 to delete a paragraph which stated that one would not use step 2 of this drill "in regular auditing." This datum is contrary to LRH lectures and HCOBs on the technology of cleaning dirty needles and "fish and fumble" all of which is fully valid and in fact vital to auditing.

EM–22

E-METER HIDDEN DATE, THIS LIFE

Number: EM-22

Name: E-METER HIDDEN DATE, THIS LIFE

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

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

Position: The coach and student auditor are seated facing each other across a table with the E-Meter set up and the sensitivity set per E-Meter Drill 5RB. The coach holds the electrodes.

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

A date is found by the process of elimination. The student auditor's questions are of this sort; **"Is the date before 1940?** . . . **after 1940?"** If the needle reads on one of the questions, the answer is yes. If the needle reads on the first question, then the student auditor would indicate this to the coach by saying, **"The date is before 1940**," and the second question is not asked. If the needle does not read on either question, the student auditor asks, **"Is the year 1940?"** If this reads, then in this example, 1940 is the correct year. The student auditor would indicate this by saying, **"The year is 1940**." If none of these questions read, then the student auditor does not have a year even close to the right one or he has been asking the questions with poor TR 1.

If, in the above example, the read was on "after 1940," the patter would continue with:

"The date is after 1940."

"**Is this date before 1945?** . . . **after 1945?**" (This gets a read.) The student auditor indicates this to the coach by saying, "**It is after 1945**."

"**Is this date before 1950?**" (This reads on "before," so the "after" question isn't asked.) The student auditor indicates this to the coach by saying, "It is before 1950."

"**Is this date 1946? 1947?**" (Reads on 1947.) "**It is 1947**."

After the year is found, then the student auditor locates the month of the year: "**Is it before June 1947?** . . . **after June 1947?**" (Neither question reads.) "**Is it June 1947?**" (This gets a read.) "**It is June 1947**." Then the day is found: "**Is it before June 15**, **1947?** . . . **after June 15**, **1947?**" And so on.

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

The student auditor may use "before" and "after," but not "more than" or "less than." Flunks are given for poor TRs 0 to 4; for ambiguous, indirect Q-and-A type questions; for improper interpretation of the E-Meter reads or for taking an excessive amount of time.

Any miscalled date, including during process of elimination with use of "before" and "after," is a flunk. The coach must establish whether it is a TR or metering outness (such as wrongly calling a read when there was none, or missing a read when there was one), and correct the student appropriately.

When the student auditor has demonstrated that he can easily and accurately date on the E-Meter, he is given a pass by the coach. However, a pass may only be given after the student is able to find the correct date while doing the drill – from beginning to end – without any flunk.

History: Developed as "E-Meter Hidden Body Part" by L. Ron Hubbard in November 1958, in London, and revised in December 1963. Updated in 1988 to clarify the student auditor's patter and the sensitivity setting used in the drill. Revised in 1997 to clarify use of reads, as per LRH E-Meter Instruction Films and to clarify the coaching instructions.

EM–23

ASSESSMENT BY TONE ARM

Number: EM-23

Name: ASSESSMENT BY TONE ARM

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

Commands: Prepared Assessment Lists only. (See Appendix.) Permit no listing by the other student.

Position: The student auditor and another student are seated facing each other across a table with the E-Meter set up and the other student holding the electrodes. The sensitivity is set per E-Meter Drill 5RB. The coach sits or stands beside the student auditor.

Training Stress: The student auditor is to assess prepared lists on other students, keeping an accurate record of the Tone Arm action on each item of each assessment he does on another student.

To do this drill, the student auditor gets the other student to briefly discuss each item on the list while the student auditor listens, accurately marks the Tone Arm motion gotten on each item and acknowledges the student.

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

Flunks are given for the student taking an excessive amount of time in doing the assessment, for putting his attention on the list in an effort to add up the Tone Arm and for selecting the wrong item.

When the student auditor has demonstrated that he can accurately and smoothly assess a list by Tone Arm, he is given a pass by the coach.

History: Developed by L Ron Hubbard at Saint Hill in 1963. Updated in 1988 to clarify the sensitivity setting used in the drill.

EM–24

ASSESSMENT BY INSTANT READ

Number: EM-24

Name: ASSESSMENT BY INSTANT READ

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

Commands: Prepared Assessment Lists only. (See Appendix.) Permit no listing by the other student.

Position: The student auditor and another student are seated facing each other across a table with the E-Meter set up and the other student holding the electrodes. The sensitivity is set per E-Meter Drill 5RB. The coach sits or stands beside the student auditor.

Training Stress: The student auditor is to assess prepared lists on other students, keeping a written record of each student assessed. He should learn to rapidly call off a list and accurately mark in all items reading with an instant read. This should be practiced until the student auditor can do this rapidly and accurately.

For the purpose of this drill, the student auditor marks a slant (/) by each item on the list which is in (reading) and an X by any item on the list which is out (not reading).

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

Flunks are given for missing reads, for incorrectly marking an item as in or out and for failing to assess the list properly until one item is in or all are out.

When the student auditor has demonstrated that he can rapidly and without hesitation mark the items in or out with complete accuracy and can assess the list properly to either one item in or all out, he is given a pass by the coach.

History: Developed in 1961 by L. Ron Hubbard at Saint Hill for use in the assessment of lists. Updated in 1988 to clarify the sensitivity setting used in the drill and to include additional data on assessment.

EM–25

TRACK DATING

Number: EM-25

Name: TRACK DATING

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

Commands: No set commands, but standard coaching applies on any miscalled reads.

Position: The coach and the student auditor sit facing each other across the table with the E-Meter set up, the coach holding the electrodes and the sensitivity set per E-Meter Drill 5RB.

Training Stress:

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

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

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

Then, using "greater than" or "lesser than," the student auditor gets it down specifically: "**Is this date greater than 50 trillion years ago?** . . . **Lesser than 50 trillion years ago?**" If the needle reacts on one of the questions, the answer is yes. If the needle reacts on the first question, then the student auditor would indicate this to the coach by saying, "**The date is greater than 50 trillion years ago**," and the second question is not asked. If the needle does not react on either of these questions, then the student auditor asks, "**Is this date 50 trillion years ago?**" If this reads, then in this example, 50 trillion years ago is correct. The student auditor would indicate this by saying, "**50 trillion years ago is correct**." If none of these questions read, the TR 1 was poor or the date is nowhere near correct.

If, in the example above, the read was on "**lesser than 50 trillion years ago**," the patter would continue with:

"**The date is lesser than 50 trillion years ago**."

"**Is this date greater than 25 trillion years ago?**" (This gets a read, so the "lesser than" question isn't asked.) The student indicates this to the coach by saying, "**It is greater than 25 trillion years ago**."

"**Is this date greater than 35 trillion years ago?** . . . **Lesser than 35 trillion years ago?**" (Reads on "lesser than.") "**It is lesser than 35 trillion years ago**."

"**Is this date greater than 30 trillion years ago?**" (The meter reads.) "**It is greater than 30 trillion years ago**."

"**Is this date 31 trillion years ago? 32? 33?**" (Reads on 33.) "**It is 33 trillion years ago**." If the student auditor has done a good job of meter reading, used good TR 1 and not gotten confused, the date will be correct and will match the date noted down on the slip by the coach. It's a flunk to get a wrong date. When the student auditor gets the correct date, the coach shows him that the date found is the exact one he wrote down.

Step 3.   In the last step of this drill the coach writes down a full date, like 56,276,345,829,100 years ago, 3 months, 4 days, 6 hours, 15 minutes and 10 seconds.

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

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

1 – 9, years.

10 – 99, tens of years.

100 – 999, hundreds of years.

1,000 – 9,999, thousands of years.

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

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

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

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

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

1,000,000,000 – 9,999,999,999, billions of years.

10,000,000,000 – 99,999,999,999, tens of billions of years.

100,000,000,000 – 999,999,999,999, hundreds of billions of years.

1,000,000,000,000 – 9,999,999,999,999, trillions of years.

10,000,000,000,000 – 99,999,999,999,999, tens of trillions of years.

100,000,000,000,000 – 999,999,999,999,999, hundreds of trillions of years.

1,000,000,000,000,000 – 9,999,999,999,999,999, quadrillions of years.

10,000,000,000,000,000 – 99,999,999,999,999,999, tens of quadrillions of years.

100,000,000,000,000,000 – 999,999,999,999,999,999, hundreds of quadrillions of years.

And so on.

When the student auditor has demonstrated that he can find the correct date on the track, using the E-Meter and with no flunks, he is given a pass by the coach.

History: Track dating was first done by L. Ron Hubbard in 1951, when it was obvious that preclears were recalling to view incidents further back in time than their present lifetime span. Dating has been a subject taught in courses of Scientology since that time. The drill was revised in 1963 and revised again in 1988 to clarify the student auditor's patter, the sensitivity setting and the numbering system used. Revised in 1997 to clarify the commands and passing standard for this drill.

EM–26

DIFFERENTIATION BETWEEN SIZES OF NEEDLE READS

Number: EM-26

Name: DIFFERENTIATION BETWEEN SIZES OF NEEDLE READS

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

Commands: Prepared Assessment Lists only. (See Appendix.) Permit no listing.

Position: The coach and the student auditor sit facing each other across a table with the E-Meter set up and the coach holding the electrodes. The sensitivity is set per E-Meter Drill 5RB.

Training Stress: The student auditor is to assess a prepared assessment list. When he comes to the end of the list, he must be able to determine which item read the largest, the second largest and the third largest.

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

While doing the assessment, the student auditor should mark each item of the list to show what read, if any, was gotten on that item:

X	didn't read
Tick	small jerk of needle
sF	small fall (1/4 to 3/4 inch)
F	fall (about 1 to 2 inches)
LF	long fall (2 to 3 inches)
LFBD	long fall followed by a "blowdown," or TA motion downward

When the student auditor feels he has accomplished the purpose of the drill, another student is gotten to hold the electrodes and the sensitivity is set for that student. The coach sits or stands beside the student auditor and observes while the student auditor assesses a list or lists on the other student, noting all reads. Flunks are given for missing reads, miscalling or mismarking reads and for failure to accurately

state which were the largest, second largest and third largest reads on an assessment.

When the student auditor has demonstrated that he can differentiate between sizes of reads, mark them down correctly and accurately state which were the largest, second largest and third largest reads on an assessment he is given a pass by the Supervisor.

History: Developed by L. Ron Hubbard at Saint Hill in 1964 when it was learned that most wrong goals run were run because the auditor accepted small reads. Revised in 1988 to clarify the sensitivity setting used in the drill and to include additional data on sizes of reads.

EM–27

NEEDLE OBSERVATION

Number: EM-27

Name: NEEDLE OBSERVATION

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

Commands: No set commands.

Position: The coach and the student auditor are seated beside one another at a table with the E-Meter set up, a bulletin on the table, and the coach holding the electrodes with the sensitivity neither too high nor too low for the production of a 1 to 2 inch needle read when the cans are squeezed.

Training Stress:

    Step 1.   The E-Meter in this step is set up in the exact position which is usual in actual auditing. The bulletin is beside the E-Meter in the position where the worksheets are usually kept. The coach is to cause the E-Meter to read by squeezing the electrodes. The student auditor is to call every read of the needle by saying "**Then**," while at the same time directing his vision in the following manner:

        a.   The student auditor is to confront whatever is directly in front of his eye-level line of vision.

        b.   The student auditor is to read the bulletin.

        c.   The student auditor is to look at his left hand on the left side of the meter.

        d.   The student auditor is to look at his lap.

        e.   The student auditor is to look to his right.

        f.   The student auditor is to look to his left.

    Step 2.   The coach has the student auditor do all the above once again, only this time the coach has the student auditor describe to him all that he can see or tell him what he is reading in the bulletin. While the student auditor is doing so, the coach again causes the needle to read by

squeezing the electrodes, and the student auditor has to call every read as it occurs with a "**Then.**"

Step 3. In this step the coach has the student auditor confront whatever is directly in front of his line of vision, while the student auditor holds the E-Meter in different positions. The coach again causes the needle to read by squeezing the electrodes at different times.

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

a. To the right with the E-Meter face parallel to his own line of vision.

b. To the right with the E-Meter face at a 90-degree angle to his line of vision.

c. To the left with the E-Meter face parallel to his line of vision.

d. To the left with the E-Meter face at a 90-degree angle to his line of vision.

e. To the right of his forehead with the E-Meter facing him and with the E-Meter held about ten inches from his forehead.

f. To any other position the coach may select.

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

Flunks are given for missing reads.

When the student auditor has demonstrated that he can call the reads exactly on each of the three steps of the drill, he is given a pass by the coach.

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

CRAMMING DRILLS

The following drills, designated "CR0000–," were originally compiled from LRH notes and lectures for use in cramming. "CR" stands for "cramming." In addition to their use in cramming, these drills have wide application in the training of auditors and are used on Academy courses, along with the other E-Meter drills, to gradiently increase a student auditor's ability to handle stand auditing procedure.

CROOOO-1

AWARENESS OF THE PC –
THE IDEAL SESSION START DRILL

Number: CROOOO-1

Name: AWARENESS OF THE PC—THE IDEAL SESSION START DRILL

Purpose: To increase the ability of the student auditor to easily observe the condition of a pc.

Commands: None.

Position: For steps 2-5, coach and student auditor are ambulatory.

Training Stress: A student auditor must be able to see when a pc has not eaten or slept, what his tone level is and is the pc auditable?

These drills train a student auditor to a point of exact observation of the condition of any pc, thus training the student auditor how to ensure an ideal session start.

Note: Both coach and student auditor are expected to be familiar with the Hubbard Chart of Human Evaluation, located in the book Science of Survival, and to have a copy of this chart to hand while doing the steps of this drill.

Step 1. Student auditor must recite the Tone Scale levels verbatim. When the student auditor can recite the Tone Scale levels verbatim, he is given a pass by the coach. Flunks are given for any confusion or hesitation or for incorrectly calling out the Tone Scale levels.

Step 2. Coach and student auditor walk around the org. Coach has the student auditor name the tone level of many different people, and note these down on a sheet of paper, until the student auditor can spot a person's Tone Scale level rapidly and with certainty. When the student auditor has demonstrated that he can spot a person's tone level rapidly and with certainty, he is given a pass by the coach. The student auditor is flunked by the coach for any hesitation or confusion or for incorrectly naming a person's tone level.

Step 3. Coach and student auditor walk around the org. Coach has the student auditor find someone who has not had enough sleep for a session He must observe the physical and emotional aspects of the person and

note these down on a sheet of paper. Do this on as many persons who have not had enough sleep as possible. Coach then gets the student auditor to tell him the characteristics of a person who hasn't had enough sleep. When the student auditor has demonstrated that he can spot someone who hasn't had enough sleep, rapidly and with certainty, he is given a pass by the coach. The student auditor is flunked by the coach for any hesitation or contusion or for incorrectly observing whether a person has had enough sleep.

Step 4. Coach and student auditor walk around the org. Coach has the student auditor find someone who hasn't eaten enough for a session. He must observe the physical and emotional aspects of the person and note these down on a sheet of paper. Do this on as many persons as possible who are not sufficiently fed. Coach then gets the student auditor to tell him the characteristics of a person who is not sufficiently fed. When the student auditor has demonstrated that he can spot someone who has not eaten enough for a session, rapidly and with certainty, he is given a pass by the coach. The student auditor is flunked by the coach for any hesitation or confusion or for incorrectly observing whether a person is sufficiently fed.

Step 5. Coach and student auditor walk around the org. Coach has the student auditor find persons who haven't had enough sleep and who have not eaten enough for a session. He must correctly observe these characteristics and write them down on a sheet of paper. Student auditor does the drill until he can spot a person who has neither slept enough nor eaten enough for a session. When the student auditor has demonstrated that he can spot a person who has not slept and eaten enough for session, he is given a pass by the coach. The student auditor is flunked by the coach for any hesitation or confusion or for incorrectly observing whether a person has had enough sleep or eaten enough for session.

History: Developed by L. Ron Hubbard in 1971 at Flag to help student auditors to increase their awareness of the pc. Updated in 1988 to clarify the steps of the drill and to include it in The Book of E-Meter Drills.

CROOOO-2

RAPID TR 2

Number: CROO00-2

Name: RAPID TR 2 (also could be called TR 2 COMM LAG CURE)

Purpose: To train a student auditor to increase session pace when auditing a fast pc; to permit a pc to fully answer the question without cutting his comm or being hectic, but acknowledging correctly at the exact point when the pc has answered the question so the pc feels his answer has been understood and duplicated.

Commands: "**Do birds fly?**" or "**Do fish swim?**"

Position: Coach and student auditor seated across a table from each other.

Training Stress: The student auditor is coached to do Rapid TR 2 to a point just short of a chop and to help him develop a more relaxed acceptance and less concern as an auditor and to remove any fear of chopping comm.

The coach has the student auditor do rapid TR 2, using either "**Do birds fly?**" or "**Do fish swim?**" The student auditor must acknowledge the coach at the exact point when the coach has finished answering the question but without chopping the coach's comm or permitting the coach to itsa endlessly. Coach flunks the student auditor for all comm lags, hesitation, actual comm chop or evidence of earlier out TRs.

The whole idea is to train the student auditor to do rapid TR 2 until he can acknowledge even a fast pc without chop or comm lag.

Coach should get the student auditor to find and handle any misunderstoods if he has undue difficulty with the drill. In nearly all cases one will find that misunderstoods or a faulty OT TR 0 and TR 0 are the main reasons for difficulty.

This is basically a correction drill or auditors who tend to lose session control by slow acknowledgments, inviting endless itsa. This is particularly important in Level II or other overts-type processing where a pc may start justifying or inventing overts if there is any delay in acknowledgment by the auditor.

When pcs are found to be endlessly itsaing to a specific auditor, use this drill on the auditor.

"Rapid TR 2" does not mean rushing the pc, cutting his comm, preventing cognitions or making a session hectic. It really means "TR 2 done right." (Ref: HCOB 16 Aug. 71R II, TRAINING DRILLS RE-MODERNIZED, and LRH model auditing tapes) When the student auditor has demonstrated that he can calmly maintain session control, even while auditing a fast pc, by acknowledging correctly at the exact point when the pc has answered the question so the pc feels his answer has been understood and duplicated, he is given a pass by the coach.

History: Developed by L. Ron Hubbard in 1971 at Flag to assist auditors to increase session pace. Updated in 1988 to include the drill in The Book of E-Meter Drills.

CROOOO-3

CONFRONT THE E-METER

Number: CROOOO-3

Name: CONFRONT THE E-METER

Purpose: To train a student auditor to confront an E-Meter.

Commands: None.

Position: Student auditor with an E-Meter on a table in front of him.

Training Stress: If a student auditor has difficulty doing the preceding E-Meter drills, this drill is done. It is a gradient step towards greater session control.

The student auditor confronts the E-Meter and does nothing else for two hours. The Supervisor keeps a close eye on the student auditor and sees that he does the drill continuously for two hours. If the student has difficulty, the Supervisor should get him to clear up misunderstoods on the E-Meter and then return him to the drill.

The student is given a pass by the Supervisor when he has completed at least two hours of the drill and is doing it comfortably.

History: Developed by L. Ron Hubbard in 1971 at Flag to provide a gradient for more difficult E-Meter Drills.

CROOOO-4R

SEE THE SESSION

Number: CR0000-4R

Name: SEE THE SESSION

Purpose: To train a student auditor to be able to see the pc, the pc's hands on the cans, the meter plus any reads, and the worksheets, without having to look at any one of them.

Commands: **"Do birds fly?"** or **"Do fish swim?"**

Position: The coach and student auditor sit facing each other across a table with an E-Meter, shield and worksheets set up for a standard session and the coach holding the electrodes. The sensitivity is set per E-Meter Drill 5RB.

Training Stress: The student auditor runs TR 4 on the coach using either of the above commands and keeps legible worksheets as in session. The student auditor is trained to widen his/her field of vision until he can see the meter, the pc, the pc's hands on the cans and the worksheets effortlessly. The student auditor is flunked for any weaknesses of earlier TRs and returned to do them if needed. The student auditor is flunked for a non-standard or peculiar setting up of the equipment for a session which may make it impossible to see the meter, the pc and the worksheets simultaneously. The student auditor is also flunked at any step of the drill for auditor comm lags – such as comm lagging after pc answers and before student auditor acknowledges, while writing the worksheets.

   Step 1.   On this step the student auditor has the coach hold the cans and sets the sensitivity per E-Meter Drill 5RB. The student auditor then runs TR 4 on the coach using either of the above commands. The meter and worksheets are set up in front of him as for a session, but are not used on this step. This step is done until the student can see the meter, the pc, the pc's hands on the cans and the worksheets effortlessly.

   Step 2.   The student runs TR 4 on the coach using either of the above commands. On this step the student auditor does operate the meter and observes all TA and needle motion, but does not keep worksheets. This step is done until the student can see the meter, the pc, the pc's hands on the cans and the worksheets effortlessly while operating the E-Meter.

Step 3.   The student runs TR 4 on the coach using either of the above commands. On this step the student auditor must operate the E-Meter and keep legible work sheets for the "session." This step is done until the student can see the meter, the pc, the pc's hands on the cans and the worksheets effortlessly while operating the E-Meter and keeping worksheets.

If the student auditor falters in any way, such as comm lagging after pc answers and before acknowledging the pc due to attention on writing, the coach must send the student auditor back to the earlier steps of the drill until he can do each one easily.

If the student auditor is having difficulty, the coach should handle him on a gradient, i.e., see the meter and the pc perfectly, then the meter and the worksheets, and so bring the student auditor up to doing the drill.

When the student auditor has demonstrated he can do the drill effortlessly, he is given a pass by the coach.

History: Developed in 1971 by L. Ron Hubbard to help auditors to gain smoother session coordination and control. Updated in 1988 to clarify the position and training stress of the drill. Revised in 1996 to divide the drill into gradient steps to further improve its workability, based on later LRH discoveries on the importance of drilling, as incorporated into TR Instruction Film Number 6, *Use of a Doll in Auditing and TRs*.

CROOOO-5

E-METER TRIM CHECK DRILL

Number: CR00OO-5

Name: E-METER TRIM CHECK DRILL

Purpose: To train a student auditor to be able to do a trim check as a standard action after every session and to be able to do a trim check or check for a mechanically caused rock slam effortlessly in a session, without distracting the pc in any way.

Commands: Step 1 of drill, no set commands. Steps 2 and 3.
"Do birds fly?" or **"Do fish swim?"**

Position: On step 1 of the drill, the coach and student auditor sit facing each other across a table with an E-Meter, shield and worksheets set up for a standard session and the coach holding the electrodes. The sensitivity is set per E-Meter Drill 5RB. On steps 2 and 3, the same setup as in step 1 is used; the coach sits behind the student auditor and to one side. Another student sits opposite the student auditor, holding the electrodes.

Training Stress: E-Meters can go out of trim during a session because of temperature changes or if their batteries are nearly run down.

Thus, even if the meter is properly calibrated and reads at 2.0 with a 5,000-ohm resistor across the leads and 3.0 with a 12,500-ohm resistor, by the end of the session a pc can be apparently reading falsely low or high because the meter is off trim.

Therefore, the student auditor must know how to do an end of session trim check, and must be able to check trim at any time during the session to ensure his TA reading is correct.

The student auditor must also be able to do a check for a mechanically caused rock slam during a session without distracting the preclear. A rock slam can be caused sometimes by leaving rings on the pc's fingers or by a short circuit in the meter or by the cans (electrodes) touching something like a dress. These are mechanical considerations and must be ruled out before the pc can be considered to have rock slammed. If the pc is not wearing rings and if the meter needle is calm with the leads disconnected, if the leads are okay, and if the pc is not jiggling the ends of the cans against his clothes, then the pc's rock

slam is caused by the pc's bank. Doing such a check requires some of the same skills as are needed in doing a midsession trim check.

There are different sets of drill steps given for each meter model. The student auditor need only do the steps for the meter model he will be using. If the student auditor will be using more than one meter model, the steps for each model should be done to familiarize the student auditor with each of the meters he will be using.

The coach gives the student auditor a pass on each step of the drill as that step is mastered by the student auditor.

History: Developed in 1971 by L. Ron Hubbard to help auditors to handle a trim check in session flawlessly. Revised in 1988 to incorporate the end-of-session trim check and check for mechanically caused rock slam into the drill, and to include the use of the Mark Super VII's Meter Check button.

For Mark Super VII and Quantum E-Meters:

Step 1.   The student auditor drills the steps of a standard end-of-session trim check by doing the following:

      a.   Give the coach an "End of session."

      b.   Write down the total TA motion for the session.

      c.   Do not move the Trim knob.

      d.   Pull out the jack plug.

      e.   Move the TA until the needle is on "Set".

      f.   Record the TA position at the bottom of the Auditor's Report Form as "Trim Check: TA = _____."

Step 2.   When the student auditor is proficient at doing an end-of-session meter trim check, he is trained to do a trim check as he would during an auditing session. To do this, the student auditor does TR 4 with admin and carries out the above trim check drill, using his Meter Check button, rather than pulling out the jack plug (as he would at the end of session). The student auditor drills this until he can do a midsession trim check smoothly and efficiently, without the pc seeing any movements. The student auditor is flunked by the coach for any hesitation or confusion or for incorrectly carrying out the meter trim check. The student holding the cans informs the coach if he observes any movements or if his attention is drawn to the fact that the student auditor is doing a trim check; the coach gives a flunk and step 2 of the drill is started again.

When the student auditor can do this step silently and efficiently while doing TR 4 with admin, he is given a pass by the coach.

Step 3.   When the student has mastered the first two steps of the drill, he is drilled on doing a standard check for a mechanically caused rock slam.

A student holds the cans and the student does TR4, keeping admin. The coach sits behind and to one side of the student auditor and observes. At some point during the drill, the student auditor does a complete check for a mechanically caused rock slam by doing the following:

      a.   Observing the pc's hands and the cans to ensure no rings are on the pc's fingers and that the pc is not jiggling the ends of the cans against his clothes.

b. Disconnecting the leads by pushing the Meter Check button, adjusting the TA to get the needle on the dial and observing the needle to ensure the R/S is not mechanically caused.

c. Pushing the Meter Check button so that the meter is again registering the pc.

The student auditor must do all of the above without distracting the pc. The student auditor is flunked by the coach for any hesitation or confusion or for incorrectly carrying out the check for a mechanically caused R/S. The student holding the cans informs the coach if he observes any movements or if his attention is drawn to the fact that the student auditor is doing the check; the coach gives a flunk and step 3 of the drill is started again.

When the student auditor has demonstrated that he can do a check for a mechanically caused rock slam silently, efficiently and without distracting the pc, while doing TR 4 with admin, he is given a pass by the coach.

For Mark VI and Mark V E-Meters:

Step 1.   The student auditor drills the steps of a standard end-of-session trim check by doing the following:

Give the coach an "End of session."

Write down the total Tone Arm action for the session.

Do not move the Trim knob.

Pull out the jack plug.

Move the TA until the needle is on "Set".

Record the TA position at the bottom of the Auditor's Report Form as "Trim Check: TA = _____."

Step 2.   When the student auditor is proficient at doing an end-of-session meter trim check, he is trained to do the steps of a trim check while doing TR 4 with admin until he can do a trim check smoothly and efficiently, without the pc seeing any movements or hearing any clicks or noises. The student auditor is flunked by the coach for any hesitation or confusion or for incorrectly carrying out the meter trim check. The student holding the cans informs the coach if he observes any movements or if his attention is drawn to the fact that the student auditor is doing a trim check; the coach gives a flunk and step 2 of the drill is started again.

When the student auditor can do this step silently and efficiently while doing TR 4 with admin, he is given a pass by the coach.

Step 3.   When the student has mastered the first two steps of the drill, he is drilled on doing a standard check for a mechanically caused rock slam.

A student holds the cans and the student auditor does TR 4, keeping admin. The coach sits behind and to one side of the student auditor and observes. At some point during the drill, the student auditor does a complete check for a mechanically caused rock slam by doing the following:

Observing the pc's hands and the cans to ensure no rings are on the pc's fingers and that the pc is not jiggling the ends of the cans against his clothes.

Disconnecting the leads by silently pulling out the jack plug, noting the present TA position on the worksheet and then adjusting the Tone Arm to get the needle on the dial (the TA is noted so that any downward mo-

tion required to bring the Tone Arm to 2.0 can be subtracted at end of session from the total TA motion shown on the counter) and observing the needle to ensure the R/S is not mechanically caused.

Plugging in the jack plug so that the meter is again registering the pc.

The student auditor must do all of the above without distracting the pc. The student auditor is flunked by the coach for any hesitation or confusion or for incorrectly carry-ing out the check for a mechanically caused R/S. The student holding the cans informs the coach if he observes any movements or if his attention is drawn to the fact that the student auditor is doing the check; the coach gives a flunk and step 3 of the drill is started again.

When the student auditor has demonstrated that he can do a check for a mechanic-ally caused rock slam silently, efficiently and without distracting the pc, while doing TR 4 with admin, he is given a pass by the coach.

HCO BULLETIN OF 21 APRIL 1991

Remimeo
Tech/Qual
Cramming Officers
C/Sing

Cramming Series 20

AUDITOR COORDINATION DRILLS

Ref:
HCOB 10 Apr. 81R   REACH AND WITHDRAW
   Rev. 7.8.83

An auditor must be capable of reading an E-Meter, writing and listening to the preclear and auditing at the same time. This, of course, is the complex whole of an auditing session.

Some auditors are unable to do these actions simultaneously. The probable reason for failure to coordinate his actions in a session and handle those things simultaneously in a session that an auditor has to handle is that he was defective in Reach and Withdraw from one or more of the items connected to the session.

Therefore, it is necessary to undertake a series of drills on any auditor who cannot coordinate his session actions, making him do Reach and Withdraw from each of the items connected to a session until he has reached the end phenomena of that action. This is followed by an eye exercise of looking at a meter, looking away from a meter, looking at a meter, looking away from a meter, looking at a worksheet, looking away from a worksheet, looking at a worksheet, looking at a pc, looking away from a pc, etc. Each one of these Reach and Withdraw and Look/Look Away cycles are done to a win.

Tests done on auditors who had completed these drills found that each one's ability to coordinate the actions of a session was markedly improved, as well as his vision of the parts of the session.

These drills are for use by Cramming Officers, Course Supervisors and other Tech/Qual personnel.

Through successful completion of these drills, the points in a session which the auditor is not able to confront will become confrontable, but more than that, the auditor will be able to be at cause over them.

TRAINING DRILLS

The following drills have been developed to enable the auditor to acquire the above skill.

The coach for these drills is required to have read and drilled the Reach and Withdraw procedure per HCOB 10 Apr. 81R, REACH AND WITHDRAW, before coaching them.

NUMBER: TR 1–AC (Training Routine 1 – Auditor Coordination)

NAME: REACH AND WITHDRAW ON AN AUDITING SESSION.

POSITION: Two other students participate in this drill, one being the coach and the other taking the role of the preclear. The student doing the drill sits in the auditor's chair as in an auditing session with a full session setup per HCOB 4 Dec. 77R, CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER, with the E-Meter turned on, pc holding the cans and worksheets, prepared list and pen on the table. The coach sits beside the student.

PURPOSE: To enable the student auditor to be in good communication with the individual parts of and the entirety of an auditing session.

COMMANDS: **"REACH THAT ___(named item)___."**

"WITHDRAW FROM THAT ___(named item)___."

The coach acknowledges alter each command is executed.

TRAINING STRESS: This drill is done per HCOB 10 Apr. 81R, REACH AND WITHDRAW. The coach indicates an item of the auditing session setup, starting with smaller objects and working to the larger objects available, including the pc. The student does Reach and Withdraw on each item until he has a minor win or does three sets of commands with no change, at which point he goes on to the next object at the direction of the coach. The drill is done until the student has a win or cognition accompanied by good indicators on the subject of an auditing session.

_____

NUMBER: TR 2-AC (Training Routine 2—Auditor Coordination)

NAME: LOOK AT AND LOOK AWAY FROM AN AUDITING SESSION.

POSITION: Two other students participate in this drill, one being the coach and the other taking the role of the preclear. The student doing the drill sits in the auditor's chair as in an auditing session with a full session setup per HCOB 4 Dec. 77R. CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER, including the E-Meter turned on, pc holding the cans and worksheets, prepared list and pen on the table. The coach sits beside the student.

PURPOSE: To enable the student to smoothly put his attention on and take his attention off any part of an auditing session so he confronts all the parts of a session, can see the pc who is there and what condition he is in and become cause over all parts of an auditing session.

COMMANDS: **"LOOK AT THAT ___(named item)___."**

"LOOK AWAY FROM THAT ___(named item)___."

The coach acknowledges after each command is executed.

TRAINING STRESS: The coach indicates an item of the auditing session setup, starting with smaller objects and working up to the larger objects available, including the pc. The coach has the student look at and look away from each item to a win or three sets of commands with no change, al which point he goes on to the next object at the direction of the couch. The drill is complete when the student has a win or cognition accompanied by good indicators and can be at cause over the various items of an auditing session.

SUMMARY

These drills can cure robotism and the stiff unnatural attitudes an auditor may have and are proven to be successful in increasing an auditor's communication with an auditing session.

Apply them and see improved session results.

L. RON HUBBARD
FOUNDER

Revision assisted by
LRH Technical Research
and Compilations

APPENDIX

LISTS

This appendix includes the Preclear Origination Sheet, Rudiments Check and Prepared Assessment Lists 1-12. Definitions for hard-to-find words in these lists have been included in the glossary at the back of this book. All other words can be found in a regular dictionary.

PRECLEAR ORIGINATION SHEET

I have a pain in my stomach.

The room seems bigger.

My body feels heavy.

I had a twitch in my leg.

I feel like I'm sinking.

The colors in the room are brighter.

My head feels lopsided.

I feel wonderful.

I have an awful feeling of fear.

You are the first auditor who ever paid attention to my case.

I think I've backed up from my body.

I just realized I've had a headache for years.

This is silly.

I feel all confused.

That was a very good session yesterday.

I've got a sharp pain in my back.

When are we going to do some processing?

I feel lighter somehow.

I can't tell you.

I feel terrible – like I'd lost something, or something.

WOW – I didn't know that before.

The room seems to be getting dark.

Say, this really works.

I feel awfully tense.

You surely are a good auditor.

That wall seems to move toward me.

If you give me that command again, I'll bust you in the mouth.

I feel like something just hit me in the chest.

You surely have a nice office here.

I feel warm all over.

By the way, I won that tennis tournament yesterday.

My head feels like it has a tight band round it.

When are you going to get a haircut?

I seem to see the wall behind my body.

This processing is worth the fee.

I feel like I was all hemmed in somehow.

Who is going to win the Cup Final?

It seems like I'm as tall as this building.

This chair is so comfortable I could go to sleep.

I feel like I could just suddenly break something.

I keep thinking about that copper who blew his whistle at me this morning.

I can see facsimiles better.

Things suddenly look a lot brighter.

Aren't we finished with this yet?

I feel like I m floating.

It looks like the wall is caving in on me.

That wall looks real thin.

WOW!!! W-O-W!!!!!!!

How long do we have to do this processing?

OUCH! OH, OUCH!

My face tingles.

I'm getting sleepy.

This is the first time I have ever really been in session.

I'm starving. Let's go to lunch.

I remember a time when I fell down and hurt my zorch.

Can I have a cigarette?

What does this have to do with religion?

Suddenly, I'm so tired.

Everything is getting blurry.

What time do we get through?

I thought we were going to use Dianetics.

Is this room rocking?

How much longer do we have to run this process?

You are by far the worst auditor I've ever had.

Your eyes stink.

I just realized how wrong I've been all my life.

Do these processes work differently on men than on women?

I feel like there is a spider's web on my face.

My left knee hurts.

I feel so light!

Isn't it getting hotter in here?

I just remembered the first time I went swimming.

My back has been aching like this for years.

How much do you weigh?

Are you Clear?

Can you make your body rise up in the air?

I kind of ache all over. That's a somatic, isn't it?

How many engrams have you had run out?

What is this "assist" I keep hearing about?

What does Scientology say about ghost?

Have you ever seen an Operating Thetan?

How are you going to prove to me that I have a soul?

I feel like killing myself.

How long will it take me to get Clear?

I just realized how terrible my mother actually was.

Are you married?

Hold my hand.

I feel so lonesome.

How many hours have you been processed?

I feel like I can't talk.

My body is starting to shake all over.

My ribs hurt.

I fell just like the time I got run over by that car.

Everything seems to be getting dark.

Could we stop and talk for a little while?

Don't you get tired of listening to someone like me?

Can you make my hair curly?

How long will it take be to lose twenty pounds?

Kiss me.

You are my reincarnated husband of 20,000 years ago.

Why are you talking so much?

That last process isn't flat. I'm sick.

You're dead.

I'm dead too.

I love death.

Kill me.

Beat me.

No – no, no, no, NO!!!!!!

Moo Gum Guy Pan.

Sum Gum War Sue Up.

Fizzie Wizzie Bum Crum.

I am going to vomit on you if you don't stop.

I absolutely love the way you handle originations.

You are sweet.

RUDIMENTS CHECK

(Repeat the leading line before each numbered item)

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

_____   1.   **A suppression?**   _____   _____

_____   2.   **Something you have been careful of?**   _____   _____

_____   3.   **Something you did not reveal?**   _____   _____

_____   4.   **Something you have not-ised?**   _____   _____

_____   5.   **A suggestion?**   _____   _____

_____   6.   **A mistake?**   _____   _____

_____   7.   **Something you have been anxious about?**   _____   _____

_____   8.   **A protest?**   _____   _____

_____   9.   **A decision?**   _____   _____

_____   10. **Something you did or left unsaid?**   _____   _____

_____   11. **A problem?**   _____   _____

_____   12. **Any objection you had to the room?**   _____   _____

Prepared Assessment Lists

List 1:   **Dogs**

List 2:   **Trees**

List 3:   **Fruits**

List 4:   **Vegetables**

List 5:   **Musical Instruments**

List 6:   **Flowers**

List 7:   **North American Animals**

List 8:   **Colors**

List 9:   **Countries**

List 10:   **Modes Of Transportation**

List 11:   **Dislikes**

List 12:   **Herbs**

DOGS

Assessment Question: What is your favorite dog?

a bull terrier	a cocker spaniel
a whippet	a basset hound
a fox hound	a fox terrier
a dachshund	a greyhound
an Irish terrier	a mastiff
a Pekingese	a pointer
a German shepherd	a beagle
a Pomeranian	wire-haired terrier
a corgi	a poodle
a bulldog	a pug
an Airedale	a spitz dog
a bloodhound	a schnauzer
a chow	an Irish setter
a Dalmatian	a Yorkshire terrier
an Eskimo dog	an Afghan hound
a collie	a boxer
a Boston terrier	a Labrador retriever

an Old English Sheepdog

a Siberian husky

an Irish wolfhound

a Saint Bernard

a Chihuahua

a Scottish terrier

a Sealyham terrier

a Doberman pinscher a

an English setter

a Gordon setter

a Welsh terrier

a keeshond

a Shetland Sheepdog

an Alsatian

an English springer spaniel

a Weimaraner

a hound dog

a Great Pyrenees

an Irish water spaniel

a Samoyed

a bull mastiff

a West Highland white terrier

a Welsh corgi

a Border terrier

a malamute

a mongrel

a Russian wolfhound

a Skye terrier

a Great Dane

a golden retriever

a read setter

a King Charles spaniel

a Bedlington terrier

a cairn terrier

TREES

Assessment Question: Which tree do you like best?

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

FRUITS

Assessment Question: Which fruit tastes the best?

apples	dates	breadfruit
pears	damsons	guavas
peaches	walnuts	pomegranates
plums	cranberries	coconuts
cherries	tomatoes	figs
oranges	persimmons	chestnuts
grapefruit	loquats	mangoes
grapes	tangerines	almonds
nectarines	cantaloupes	sugar canes
raspberries	litchi nuts	water chestnuts
blackberries	papayas	pecans
strawberries	kumquats	prunes
currants	pomelos	sapotes
gooseberries	star fruit	limes
blueberries	lotus seeds	hazelnuts
dewberries	crab apples	cashew nuts
quinces	Jujubes	apricots
watermelons	peanuts	granadilla
pineapples	bananas	
lemons	plantains	

VEGETABLES

Assessment Question: What vegetable do you like the least?

spinach	Brussels sprouts	collard greens
carrots	kidney beans	spring greens
green beans	navy beans	cauliflower
turnips	endive	eggplant
leeks	corn	parsley
potatoes	kohlrabi	kale
celery	mint	beetroot
cabbage	mushrooms	rhubarb
turnip greens	sweet potatoes	lima beans
green peas	sea kale	squash
black-eyed peas	shallots	artichokes
asparagus	lentils	radishes
rice	red beans	lettuce
onions	okra	marrows
parsnips	green peppers	chicory
broccoli	pumpkins	broad beans

MUSICAL INSTRUMENTS

Assessment Question: Which musical instrument would you like to play?

a flute	an ocarina	a concertina
a clarinet	a bass tuba	an accordion
a contrabass	a helicon	a double bass
a guitar	a harpsichord	a cornet
an oboe	a Hawaiian guitar	an althorn
a bassoon	a fife	a zither
a banjo	a bagpipe	a bamboo rattle
a harmonica	a harp	a triangle
a lute	bongo drums	castanets
an organ	a snare drum	a double bassoon
a saxophone	an alto clarinet	chimes
a trombone	a bass clarinet	a glockenspiel
a ukulele	a bass trumpet	a bass drum
a violin	a tenor saxophone	a panpipe
a piano	a marimba	a samisen
a xylophone	a cello	a dulcimer
a mandolin	a viola	Burmese gongs
a tuba	a clavichord	gourd rattles
a lyre	an English horn	an African flute
a trumpet	a French horn	kettledrums

FLOWERS

Assessment Question: What flowers would you like to grow?

sweet peas	sunflowers	larkspurs
daisies	columbines	alyssums
tulips	candytufts	balloonflowers
nasturtiums	bellflowers	lady-slippers
dahlias	carnations	bugleweeds
marigolds	monkshoods	lupines
poppies	daffodils	cannas
gladioli	nicotianas	globeflowers
forget-me-nots	asters	hyacinths
clarkias	phloxes	veronicas
snapdragons	pinks	violets
petunias	regal lilies	wallflowers
lobelias	Shasta daisies	jonquils
chrysanthemums	irises	orchids
primroses	zinnias	morning-glories
delphiniums	sweet williams	pansies
lilies	verbenas	peonies
srocuses	anemones	hollyhocks

NORTH AMERICAN ANIMALS

Assessment Question: Which North American animal would you like to see?

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

COLORS

Assessment Question: Which color do you like the most?

green	pink	Venetian red
red	ebony	coffee
pinky blue	cherry red	strawberry
bluey green	sea green	straw color
duck-egg blue	yellow	nut-brown
white	nattier blue	pale brown
mauve	magenta	royal blue
cream	purple	golden brown
khaki	saffron	lavender
amethyst	puce	apricot
turquoise	rose	salmon pink
sage green	heliotrope	peach
aquamarine	violet	brown
cobalt bottle	green	ochre
blue	black	cadmium
cardinal	pistachio	flame red
charcoal	ivory	pale pink lilac
rust pearl	white	tea rose yellow
scarlet	navy blue	verdigris
slate grey	ruby	buff beetle
rose	red topaz	green
orange	burnt sienna	maroon
primrose	flamingo	gold
Prussian	blue bronze	olive green
emerald green	grass green	silver
crimson	indigo	vermilion
chartreuse	chocolate	orchid
peacock blue	cinnamon	

PREPARED ASSESSMENT

LIST 9

COUNTRIES

Assessment Question: What country would you like to live in?

United Kingdom	Uganda	Jordan
Ireland	Congo	Bangladesh
Sweden	Tanzania	Ethiopia
Denmark	Republic of South Africa	Iran
Belgium	Haiti	Iraq
Spain	Namibia	Nigeria
Germany	Angola	Nepal
Switzerland	Gabon	Mongolia
Czech Republic	Bolivia	Burma
Slovakia	Uruguay	Laos
Hungary	Argentina	Vietnam
Yugoslavia	New Zealand	Philippines
Greece	Liechtenstein	Libya
Russia	Guatemala	North Korea
Ukraine	Costa Rica	Japan
Turkey	Australia	Greenland
Saudi Arabia	Iceland	Canada
Lebanon	Norway	United States
Yemen	Finland	Mexico
Qatar	Netherlands	Jamaica
Afghanistan	France	Dominican Republic
Pakistan	Portugal	Puerto Rico
India	Austria	Colombia
Sri Lanka	Italy	Chile
China	Poland	Madagascar
Thailand	Romania	Nicaragua
Cambodia	Albania	Panama
Malaysia	Bulgaria	Cuba
Indonesia	Luxembourg	Honduras
South Korea	Syria	Bahama Islands
Kenya	Israel	Scotland

MODES OF TRANSPORTATION

Assessment Question: What is your favorite mode of transportation?

oxcart	prairie	llama
horseback	litter	brig
roller skates	flatboat	motorboat
streetcar	overhead railway	wagon
airplane	stagecoach	schooner
carriage	coupe	skis
bicycle	hansom	kayak
automobile	sampan	schooner raft
steamship	victoria	yak
bus	underground	brigantine
sloop	brougham	on foot
muleback	motorcycle	travois
camel	ox	cabriolet
balloon	caribou	dirigible
jet	snow cruiser	junk
covered wagon	wheelbarrow	surrey
canoe	lorry	covered cart
helicopter	snowshoes	gondola
chariot	water-buffalo cart	dogsled
elephant	caravan	bark
train	rickshaw	tricycle
palanquin	four-wheel cart	
rowboat	dugout	

DISLIKES

Assessment Question: Which do you dislike the most?

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

PREPARED ASSESSMENT

LIST 12

HERBS

Assessment Question: Which herb do you like best for flavoring?

clary	parsley	crocus
sweet woodruff	chervil	rue
rosemary	cumin	sweet cicely
pot marjoram	red pepper	sweet flag
spearmint	sesame	tarragon
sage	sweet marjoram	wild ginger
thyme	watercress	wintergreen
white mustard	catnip	winter savory
dill saffron	chives	wormwood
sweet fennel	costmary	mint
coriander	dandelion	opium poppy
caraway	garlic	rose geranium
celery	horehound	summer savory
borage	horseradish	bay
basil	lemon verbena	balm
anise	peppermint	chamomile

SCIENTOLOGY TECHNICAL DICTIONARY

(excerpts)

Needle Reactions

1. **SMALL FALL,** (a quarter to half an inch). (HCOB 29 Apr 69) [*also see def.* **2.** of **FALL**]

2. **FALL, 1.** a type of E-meter read. (HCOB 23 Aug 65) **2.** small **fall** (a quarter to half inch), **fall** (about 1 to 2 inches), long **fall** (2 to 3 inches), long **fall** blowdown (long **fall** followed by a "blowdown" or TA downward). All **falls** are to the right. The E-Meter measures the awareness depth of the pc. On things which do not read on assessment you would find his reality poor. Things that read well on as-

Fall

sessment will be found to be things on which the pc has a high reality and a high interest level. (HCOB 29 Apr 69) **3.** a movement of the needle to your right as you face the meter. It can take place anywhere on the dial. It can be a short movement or a long movement even necessitating adjustment of the tone arm. The movement can be either fast or slow. (*BIEM*, p. 41) **4.** also called a drop, a dip, and a register. It denotes that a disagreement with life on which the preclear has greater or lesser reality has met the question asked. (*EME*, p. 14) **5. fall** (about one to two inches). (HCOB 29 Apr 69) *Abbr.* F.

3. **LONG FALL,** an E-meter read of two to three inches. (HCOB 29 Apr 69) *Abbr.* LF. *[also see def.* **2.** of **FALL**]

4. **LONG FALL BLOWDOWN,** a **long fall** followed by a **blowdown** or TA motion downward. (HCOB 29 Apr 69) *Abbr.* LFBD. *[also see def.* **2.** of **FALL**]

5a **FREE NEEDLE, 1.** see FLOATING NEEDLE. **2.** It means the same as a Floating Needle, which is a rhythmic sweep of the dial at a slow, even pace of the needle, back and forth, back and forth, without change in the width of the swing except perhaps to widen as the pc gets off the last small bits of charge. Note that it can get so wide that you have to shift the Tone Arm back and forth, back and forth, to keep the needle on the dial in which case you have a floating tone arm. (HCOPL 6 May 79, EME Errata Sheet p. 17) **3.** It floats back and forth easily, registering only the body, its breathing, heartbeats, etc. While needle free, no

facsimiles are being impinged on the body. (HCOB 30 April 1960 ACC TRs) **4**. It means an idle, uninfluenced motion, no matter what you say about the goal or terminal. It isn't just null, it's uninfluenced by anything (except body reactions). (HCOB 21 October 1968R) **5.** A free needle is not a stage 4 needle or an inverted stage 4. It is floating and free. (HCOB 19 July 62)

5b **FLOATING NEEDLE, 1.** a **floating needle** is a rhythmic sweep of the dial at a slow, even pace of the **needle**. That's what an **F/N** is. No other definition is correct. (21 July 1978) **2**. The idle, uninfluenced movement of the needle on the dial without any patterns or reactions in it. It can be as small as "1" or as large as dial wide. It does not fall or drop to the right of the dial. It moves to the left at the same speed as it moves to the right. (HCOB 9 July 1977RA) **3.** it was found that a smooth left-right flow was a symptom of release or key-out and this became the 'floating needle'. (HCOB 5 Sept 78) **4.** the idle uninfluenced movement of the needle on the dial without any patterns or reactions in it. It can be as small as one inch or as large as dial wide. It does not fall or drop to the right of the dial. It moves to the left at the same speed as it moves to the right. It is observed on a Mark V E-meter calibrated with the TA between 2.0 and 3.0 with GIs in on the pc. It can occur after a cognition, blowdown of the TA or just moves into floating. The pc may or may not voice the cognition. (HCOB 7 May 69 V) **5. floating needles, free needles** are the same thing. Once you've seen one you'll never make a mistake on one again. For it **floats.** It ceases to register on the pc's bank. It just idly **floats** about or won't stand up even at low sensitivity. The TA goes to any place between 2 and 3 and the **needle floats.** (HCOB 2 Aug 65) *Abbr*. F/N. **6.** "An F/N speeds up or slows down or does different things while still remaining an F/N…" (HCOB 4 Dec 74)

6. **PERSISTENT F/N,** unkillable F/N. It's **persistent** at least for that day. (HCOB 8 Oct 70)

7. **FLOATING TONE ARM,** the pc is so released the needle can't be gotten onto the dial. The needle is swinging wider than the meter dial both ways from center and appears to lay first on one side and then the other. The TA can't be moved fast enough to keep the extreme floating needle on the dial. (HCOB 24 Oct 71)

8. **INSTANT F/N, 1.** an **instant F/N** is an **F/N** which occurs **instantly** at the end of a major thought voiced by the auditor or at the end of the major thought voiced by the pc (when he originates items or tells what the command means). (HCOB 20 Sept 78) **2.** an **instant F/N** is a read. (HCOB 20 Sept 78) **3.** an **instant F/N** on an item means charge has just keyed out on that item, and that can key back in again. (HCOB 20 Sept 78) **3.** In Dn an **instant F/N** takes precedence over all other reads. This is because, the pc, having just keyed out the charge on that item will find it most real. It will be the most runnable item. An **instantly F/Ning** item is taken up first (HCOB 20 Sept 78)

9. **CHECKED OR SLOWED F/N,** Look up "check(ed)" and "slow(ed)" in a regular dictionary and "F/N" (FLOATING NEEDLE) in this Glossary or Scientology Technical Dictionary.

10 **F/N THAT SPRINGS AT THE END AND DOES NOT FLOW,** The "withhold" can be partially gotten off and one can get a strange F/N. It is strange because, while it is an F/N, it is less than normal width and has a sort of spring on each end, as though the needle was hitting a spring or cushion. It is not a nice flowing F/N. And if you look close you can see it is sort of springing back. It is not flowing clean. The F/N also tends to stop too soon, does not carry over. (HCOB 13 Apr 82)
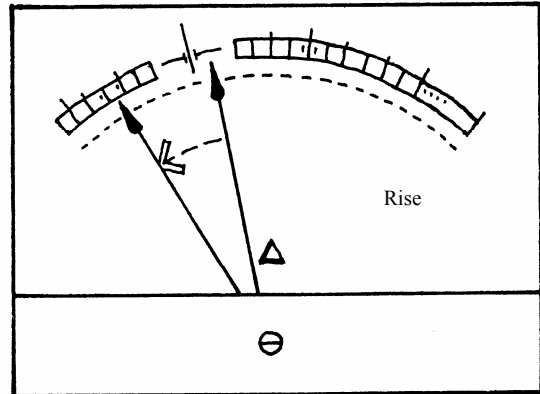
Rise

11 **RISE,** is exactly opposite to a "Fall"—the needle moves to your left instead of to the right. (*BIEM*, p. 42)

12 **CLEAN NEEDLE, 1.** a **needle** that acts when the auditor speaks and does nothing the rest of the time. (*EMD*, p. 42) **2.** it is a total uniform speed. There is not the faintest tick in it. There is not the faintest speed-up. There is nothing. It is just like molasses pouring out of the barrel—and there it is, and that's a **clean needle.** (SH Spec 224, 6212C13) **3.** one which flows, producing no pattern or erratic motions of the smallest kind with the auditor sitting looking at it and doing nothing. A **clean needle** is not just something that doesn't react to a particular question. It's a lovely slow flow, usually a rise, most beautifully expressed on a Mark V at 64 sensitivity. (HCOB 30 Dec 62)

13 **DIRTY NEEDLE, 1.** the following is the only valid definition of a **dirty needle**: an erratic agitation of the needle which is ragged, jerky, ticking, not sweeping, and tends to be persistent. It is not limited in size. A **dirty needle** is caused by one of three things: (1) The auditor's TRs are bad. (2) the auditor is breaking the Auditor's Code (3) The pc has withholds he does not want known, The definitions of a **dirty needle** as "a small rock slam" and "a smaller edition of a rock slam" in HCOB 13 August AD 12, "Rock Slams and **Dirty Needles**," are cancelled. The definition of a **dirty needle** as "as minute rock slam" in HCOB 1 August AD 12, "Routine 3GA, Goals, Nulling by Mid Ruds," is cancelled. All definitions which limit the size of a **dirty needle** to "one quarter an inch" and "less than one quarter of an inch" are cancelled. A **dirty needle** is not to be confused with an R/S. They are distinctly different reads. You never mistake an R/S if you have ever seen one. A **dirty needle** is far less frantic. The difference between a rock slam and a **dirty needle** is in the *character of the read*, not the size. Persistent use of "fish and fumble" can sometimes turn a **dirty needle** into a rock slam. However until it does it is simply a **dirty needle**. Auditors, C/Ses, supervi-

sors must must must know the difference between these two types of reads cold. (HCOB 3 Sept 78) *Abbr*. D.N. **2.** symbol D.N.—erratic agitation of the **needle** which covers less than a quarter of an inch of the E-meter dial and tends to be persistent. (HCOB 8 Nov 62) **3.** ragged, jerky, ticking **needle,** not sweeping. (HCOB 15 May 69) **4.** a **dirty needle** is any **needle** which departs from the appearance of a clean needle. (SH Spec 224, 6212C13) **5. a dirty needle** is only a little, tiny persistent rock slam. (SH Spec 184, 6208C14) **6.** one that jerks, tips, dances, halts, is stuck or has any random action on it with the auditor sitting looking at it doing nothing. (HCOB 30 Dec 62)

14 **TICK, 1.** small jerk of needle, (meter read). (HCOB 29 Apr 69) **2**. a "tick" or a "stop" is not a read. Reads are small falls or falls or long falls or long fall blowdown (of TA). (HCOB 3 Dec 78)

DOUBLE TICK, dirty needle. (HCOB 25 May 62)

15 **SPEEDED RISE / NEEDLE REACTIONS,** rise, fall, speeded rise, speeded fall, double tick (dirty needle), theta bop or any other action. (HCOB 25 Apr 63)

16 **SPEEDED FALL / NEEDLE REACTIONS,** rise, fall, speeded rise, speeded fall, double tick (dirty needle), theta bop or any other action. (HCOB 25 Apr 63)

17 **SLOWED RISE,** see regular dictionary for "slow(ed)", definition **11** of "**RISE**" in this Glossary.

18 **SLOWED FALL,** see regular dictionary for "slow(ed)", definition **2.** of "**FALL**" in this Glossary.

19 **ROCK SLAM,** *Symbol*: **R/S. 1.** the following is the only valid definition of an **R/S**: The crazy, irregular *left-right* slashing motion of the needle on the E-Meter dial. **R/Ses** repeat left and right slashes unevenly and savagely, faster than the eye easily follows. The needle is frantic The width of an **R/S** depends largely on sensitivity setting. It goes from one-forth inch to whole dial. But it **slams** *back and forth*. **A rock slam** (**R/S**) means a hidden evil intension on the subject or question under auditing or discussion. Valid **R/Ses** are not always instant reads. An **R/S** can read prior or latently. One slash doesn't *begin* to be an **R/S**. Nor two or three for that matter. The correct definition of an **R/S** includes that it slashes savagely *left and right*. A dirty needle is not to be confused with an **R/S**. They are distinctly different reads. You never mistake an **R/S** if you have even seen one. A dirty needle is far less frantic. The difference between a **rock slam** and a dirty needle is in the *character of the read*, not the size. Persistent use of "fish and fumble" can sometimes turn a dirty needle into a **rock slam**. However until it does it is simply a dirty needle. Auditors, C/Ses, supervisors must must must know the difference between these two types of reads cold. (HCOB 3 Sept 78) **2.** The term was taken from a process in the 50s which sought to locate "A **rock**"

on the pc's early time track; the "**slam**" is a description of the needle violence, meaning it "**slams**" back and forth. For a time all left-right motions of the needle were considered and called "**rock slams**" until it was found that a *smooth* left-right flow was a symptom of release or key-out and this became the "floating needle." There is yet another left-right motion of the needle called the "theta bop." This occurs when the person has or is trying to exteriorize. "Theta" is the symbol for the person as a spirit or goodness; "bop" is an electronic term for a slight hitch in the sweep of a needle. A "theta bop" hitches evenly at each end of the sweep left and right and is very even in the middle of the sweep. Neither the "floating needle" nor the "theta bop" can be confused with a "**rock slam**." The difference of the **rock slam** is uneven, *frantic slashing left and right;* even the distances traveled left and right are likely to be different in each swing from the last. A **rock slam** means a hidden evil intention on the subject or question under discussion or auditing. (HCOB 10 Aug 76R)

20 **NULL NEEDLE, 1.** means it doesn't get a change of pattern or a react on the question. (SH Spec 1, 6105C07) **2.** the **needle** continuing to behave in an action uninfluenced by the auditing question. (*BIEM*, p. 40)

21 **STOP, 1.** motionlessness. (*SCP*, p. 17)

STOPPED READ, would be one that froze the needle. (HCOB 3 Jun 71)

STICK, needle definitely *stops* (if it was moving) or simply remains fixed with no movement in either direction. (HCOB 30 Apr 60)

READ, 1. a "tick" or a "stop" is not a **read. Reads** are small falls or falls or long falls or long fall blowdown (of TA). (HCOB 27 May 70)

22 **STUCK NEEDLE, 1.** in a totally **stuck needle** the preclear would not even register being pinched. It looks stiff. (*EME*, p. 14) **2.** you ask the pc a question and the **needle** just stays **stuck** with no movement whatsoever. (*BIEM*, p. 40) **3.** it simply means that the fellow has flowed out or flowed in too long in one direction. (5207CM24B)

23 **THETA BOP, 1.** is a small or wide steady dance of the needle. Over a spread of one-eighth of an inch, say (depending on sensitivity setting—it can be half an inch), the needle goes up and down perhaps five or ten times a second. It goes up, sticks, falls, sticks, goes up, sticks, falls, sticks, etc., always the same distance, like a slow tuning fork. It is a constant distance and a constant speed. A **theta bop** means "death," "leaving," "don't want to be here." It is caused by a yoyo of the preclear as a thetan vibrating out and into the body or a position in the body. It's as if the needle is jumping between two peaks across a narrow valley. (*EME*, p. 16) **2.** a small or wide steady dance of the needle. Depending on the sensitivity setting it can be anything from one-eighth to half an inch wide. It is very rapid, perhaps five or ten times a second. (*BIEM*, p. 43) **3.** a diagnostic

read, a sort of yoyo—in and out. It does not matter a continental how wide the **theta bop** is. It can be a whole dial wide. Most **theta bops** do it repetitively. One dip and one recovery at the exact same speed over the same area would be a one-motion **theta bop.** A **theta bop** has the equal halt at both ends. (SH Spec 1, 6105C07)

24 **ROCKET READ, 1.** an **RR** is characterized by a spurted, accelerated beginning, which gives it its name. It looks like something taking off, like being shot; shot away from its start. It's a spurting beginning, and then its other characteristic is a curled end. (SH Spec 266, 6305C21) **2.** it takes off. It always goes to the right. It takes off with a very fast spurt and does a rapid decay. Like a bullet fired into water. It's very fast. It looks like its got all of its motive power from its first instance of impulse with no additional motive power being imparted to it by anything. It's kicked off and it has no further kick so it rapidly dies out. (SH Spec 224, 6212C13) **3.** is the read of the goal or the rock itself. (HCOB 6 Dec 62) **4.** called a **rocket read** because it takes off like a **rocket** and slows down. (SH Spec 202A, 6210C23)

25 **STAGE FOUR NEEDLE, 1.** means somebody who isn't registering by reason of being stuck in machinery. A **stage four needle** rises and sticks and then falls. (5811C07) **2.** this is the sole survivor of an old system (20th ACC) that used **four stages** of meter reaction as a test of state of case. A **stage four needle** is still important to identify when met as it means this preclear is from no place as a case. A **stage four** is below a merely stuck needle. A **stage four needle** goes up about an inch or two (always the same distance) and sticks and then falls, goes up, sticks, falls, about once a second or so. It is very regular, always the same distance, always the same pattern, over and over on and on, and nothing you say or the preclear says changes it (except body reactions). It's a disheartening phenomenon. Until you break it, there's no case change. (*EME*, p. 19) **3.** If the meter is "Stage Four" [idle swing, not clear but pc can't affect meter, which only swings up, sticks, falls and so forth on same pattern—a Stage Four needle has a stick in the top of its oscillation, a clear needle doesn't] (ACC CP 15 Oct 58) **4.** A free needle is not a stage 4 needle or an inverted stage 4. It is floating and free. (HCOB 19 July 62)

26 **STILL NEEDLE**, **1.** Not F/Ning, not reading. (HCOB 29 Oct 72) **2**. The **still needle** which does not react on ordinary things it should react on is an indicator of withholds. (HCOB 13 Apr 82) **3**. See a chronically **still needle** in answer to your questions? It tends to indicate a withhold. See an F/N that does not flow and springs at the end? The subject you are sec-checking is not fully clean. (HCOB 13 Apr 82) **4.** When encountering an implant in a session, an auditor may be baffled by not getting any reads on it. BUT there IS a needle manifestation that no implant, no matter how buried, can escape. New research on this subject has revealed that: IN THE PRESENCE OF AN IMPLANT THE NEEDLE CAN GO STILL. This is because of the hidden and withhold character of the implant. One

runs into a track area where 'nothing registers on the meter'. Things which should register do not. Example: The question, "How old were you then?" would ordinarily get some sort of read. In the presence of an implant, it does not. The needle simply goes very still and unreacting. It is different than the normal needle reaction of the same pc. The pc too can begin to go vague and unresponsive, very introverted and not reacting. But with or without this pc reaction, the needle goes quite still. An auditor sometimes has to work like mad to get the needle responding. It is VERY easy at this point to miss a withhold! The auditor, faced with an implant in the pc he does not suspect, can see this **still needle** and suppose there is nothing there and writes 'clean needle' on the worksheet. And this is a mistake. For one thing, if you cannot get an area of track (or list) to F/N, there is something wrong. (One can of course have a false read or a suppress or an assert or out session ruds to prevent an F/N.) This **still needle** will not respond. If one puts in ruds, asks for false reads, asserts, one may continue to get that same **still needle**. (HCOB 11 Apr 82)

27   **CHANGE OF CHARACTERISTIC, 1.** one of the ten main needle actions of an E-meter. A **change of characteristic** occurs when we hit on something in the preclear's bank. It occurs only when and each time we ask that exact question. As the question or item alone changes the needle pattern, we must assume that that is it and we use it. It is not much used but must be known. (*EME*, pp. 15-16) **2.** the meter on a certain question has its needle shift into a different action than it was in. It resumes its old action when you no longer ask the question. (SH Spec 1, 6105C07)

28   **BODY REACTIONS,** one of the ten main needle actions of an E-meter. The deep breathing of a preclear, a sigh, a yawn, a sneeze, a stomach growl can any one of them make a needle react. They're not important once you know what they are. (*EME*, pp. 18-19)

TECHNICAL DICTIONARY

DICTIONARY

of

Dianetics

and

Scientology

2012 Recompilation

by

L. Ron Hubbard

Editor's Note

This SCN Tech Dictionary Recompilation Project was started in 2009 spanning almost 2 Years consuming more than 800 Hours to completion.

The 1980's RTC Tech Dictionary Releases had discarded dozens of Definitions from the 1975 Tech Dictionary originally approved by LRH. These later Versions weren't just "Tech Updates", but suffered massive stripping of valid and never-canceled LRH-referenced Definitions.

For Instance, one '75 scientific definition of the Word "Scientology" was removed for legal reasons from later Revisions. Several more dealing with "Confederacies" were deemed "sensitive". And still ... more than half a dozen definitions of "Rock Slam" were trashed because a later LRH definition deemed it to be the only correct one. Unfortunately that leaves SHSBC Students with no definitions of correct context for the materials being studied.

This recompiled Tech Dictionary Release was digitally handscripted and re-typeset from scratch, adding to the existing 1975 Tech Dictionary Content confirmed LRH References from RTC issued Tech Dictionaries plus updates sourced from later LRH HCOBs/ References. This Project is however not 100% complete (although very close) as of yet, but contains far more LRH approved Scientology Tech Definitions than any other available Source in Book Form.

But you won't find "Severe Reality Adjustment" nor "Straight up and Vertical" in here.

Should you note anything in this Tech Dictionary that is incorrect or missing, please contact us and accept our "Thanks" in advance for your Contribution to this Project.

Print-Ready for Letter-sized 11 x 8½ Paper.

* Tip for Adobe Acrobat Readers ... Click the "Bookmark" Tab (*usually to the left center side of Screen*) to toggle between "Split Window" and "Full Width Window" View.

Introduction

In the early sixties the research which I did on study and study materials brought to view the necessity of an accurate and modernized dictionary of Dianetics and Scientology.

Despite the pressing need of this so many other research projects existed that I did not have an opportunity to personally engage upon this work of definitions. All the grades and OT levels remained to be researched in full and therefore relegated any dictionary compilations to staff action.

Almost all the words used in Dianetics and Scientology are defined in the early bulletins in which they first appeared. However, a complete dictionary is a vital necessity and use of it can mean the difference between understanding and not understanding; being able to be an auditor and not being one.

Philosophy has always had the liability of gathering to itself a great many new words and labels. The reason for this is that the philosopher finds phenomena in the physical universe or the mind or humanities which have not hitherto been observed or properly identified. Each one of these tends to require a new word for its description. In actual fact this cycle of new observations requiring new labels is probably the growth of language itself. Language is obviously the product of unsung observers who then popularized a word to describe what had been observed.

The system which has been followed in Dianetics and Scientology in labelling phenomena or observed things was originally to make verbs into nouns and vice versa. The practice of developing new nomenclature was actually held to a minimum. However, it was found that many old words, in the field of philosophy, when used, conveyed to people an entirely new idea. The exactness of Dianetics and Scientology required a more precise approach. The approach was achieved by special meaning with an eye to minimal confusion with already supposed or known phenomena. The Dianetics and Scientology vocabulary is nevertheless not large.

It is interesting that many Dianetics and Scientology terms have moved sideways into society and are in common use today.

In the search which brought about Dianetics and Scientology many new phenomena were encountered which resulted, for the first time, in a workable, predictable science of the humanities. The introduction of a few words of new meaning make this possible seems to be a small price to pay.

It is the Hallmark of the Dianeticist and Scientologist that he uses these words even in his common conversation with ease and facility.
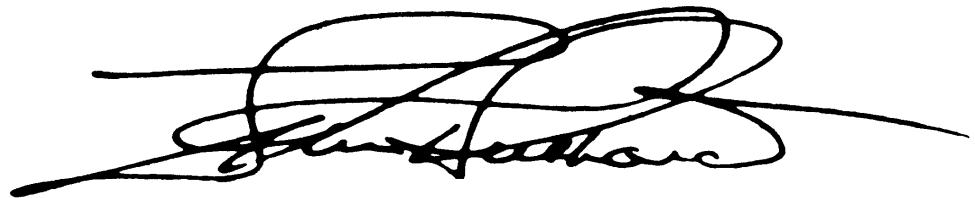
The student who is not completely conversant with these exact words as contained in this dictionary will find himself drowsing over his bulletins and utterly appalled when he tries to

obtain results which are not forthcoming due to his lack of understanding of some small word.

The liability of misunderstood words is not a monopoly of Dianetics and Scientology. In broader university subjects you will find that not only the vocabulary of the subject, but the subject itself is often completely and totally misunderstood, leaving the student ARC broken, upset and even riotous.

Whereas the subject of misunderstood words or words understood is in itself, a broad one, it does not comprise, in itself, the entire technology of study.

I hope this dictionary will be of use. Not only in clarifying some of the phenomena of existence, but also speeding greatly your study of Dianetics and Scientology and the results you will be able to attain thereby.

A

A, affinity. (5904C08)

AA, attempted abortion. (*DMSMH*, p. 245)

A=A=A, **1. anything equals anything equals anything.** This is the way the reactive mind thinks, irrationally identifying thoughts, people, objects, experiences, statements, etc., with one another where little or no similarity actually exists. (*Scn AD*) **2.** all differences are probably identities and all identities are different and all similarities are imaginary. We have a broad dissertation on this in *Dianetics: the Modern Science of Mental Health* as it affects insane behavior. Everything is everything else. Mr. X looks at a horse, knows it's a house, knows it's a school teacher, so when he sees a horse he is respectful. (HCO PL 26 Apr 70R) **3.** this is the behavior of the reactive mind. Everything is identified with everything on a certain subject. (PDC 20)

ABCD, 1. these are the steps designation of the second run through of R3R as given in the commands for R3R. Usually the auditor simply writes **ABCD** on his worksheet which shows he has given the command required and designated under **A**, under **B**, under **C**, under **D**, as and when he gives them to the preclear. (LRH Def. Notes) **2.** after the first time through an incident in Dn and when pc has recounted it, the auditor tells pc, **A**. "Move to the beginning of the incident." **B**. "Tell me when you are there." **C**. When pc has said he is, "Scan through to the end of the incident." **D**. "Tell me what happened." (BTB 6 May 69R II)

ABERRATE, to make something diverge from a straight line. The word comes basically from optics. (*Dn 55!*, p. 65) —adj. **Aberrated,** departed from rationality, deranged. (*EOS*, p. 14)

ABERRATED BEHAVIOR, destructive effort toward pro-survival data or entities on any dynamic or effort toward the survival of contra-survival data or entities for any dynamic. (*Scn 0-8*, p. 86) See ABERRATION.

ABERRATED PERSONALITY, the **personality** resultant from superimposition, on the genetic **personality** of personal characteristics and tendencies brought about by all environmental factors, pro-survival and **aberrational.** (*SOS* Gloss)

ABERRATION, 1. a departure from rational thought or behavior. From the Latin, *aber-rare*, to wander from; Latin, *ab*, away, *errare*, to wander. It means basically to err, to make mistakes, or

Aberration (Def. 1)
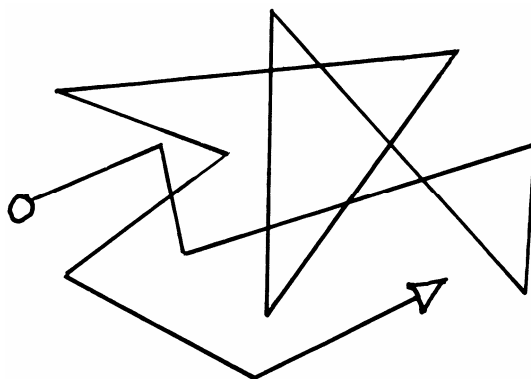
more specifically to have fixed ideas which are not true. The word is also used in its scientific sense. It means departure from a straight line. If a line should go from **A** to **B**, then if it is **"aberrated"** it would go from **A** to some other point, to some other point, to some other point, to some other point, to some other point and finally arrive at **B**. Taken in its scientific sense, it would also mean the lack of straightness or to see crookedly as, in example, a man sees a horse but thinks he sees an elephant. **Aber-rated** conduct would be wrong conduct, or conduct not supported by reason. When a person has engrams, these tend to deflect what would be his normal ability to perceive truth and bring about an **aberrated** view of situations which then would cause an **aberrated** reaction to them. **Aberration** is opposed to sanity, which would be its opposite. (LRH Def. Notes) **2.** an **aberrated** person wanders from his self-determined course. He no longer goes where he wants to go now, but goes where he has wanted to go in the past. His course is, therefore, not rational, and he seems to go wherever the environment pushes him. He has as many **aberrations** as he has hidden contra-survival decisions in his past. (*Abil 114A*) **3.** mental derangement, any irrational condition. (*DMSMH*, p. 102) **4.** the **aberree's** reactions to and difficulties with his current environment. (*DTOT*, p. 127) **5.** the manifestation of an engram, and is serious only when it influences the competence of the individual in his environment. (*Scn Jour 28-G*) **6.** the degree of residual plus or minus randomity accumulated by compelling, inhibiting or unwarranted assisting of efforts on the part of other organisms or the physical (material) universe. (*Scn 0-8*, p. 86)

ABERRATIVE VALENCE, people from whom one felt that one could not withhold anything were the most **aberrative valences** on the case. We thus have a new definition for **aberrative valences,** namely the "cannot withhold from" **valence.** (PAB 128)

ABERREE, 1. a neologism meaning an **aberrated** person. (*DMSMH*, p. 22) **2.** a person not released or cleared. (*DMSMH*, p. 286) **3.** anybody who has one or more engrams. (*EOS*, p. 90) **4.** was sometimes used in the early days of Dn to designate an **aberrated** person. (LRH Def. Notes)

ABILITY, to observe, to make decisions, to act. (SH Spec 131, 6204C03)

ABILITY GAIN, the pc's recognition that pc can now do things he could not do before. (HCOB 28 Feb 59)

ABILITY RELEASE, expanded Grade IV release. (CG&AC 75) See GRADE IV RE-LEASE.

ABILITY TO THINK, the capability of the mind to perceive, pose and resolve specific and general problems. (*DASF*, p. 90)

ABRIDGED STYLE AUDITING, (Level III style), by **abridged** is meant "abbreviated," shorn of extras. Any not actually needful auditing command is deleted. 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. (HCOB 6 Nov 64)

ABSOLUTE OVERT ACT, a n **absolute overt act** would be something destructive on all eight dynamics. (5901C04)

ABSOLUTE RIGHTNESS, the immortality of the individual himself, his children, his group, mankind and the universe and all energy—the infinity of complete survival. (*DASF*, p. 80)

ABSOLUTE WRONGNESS, the extinction of the universe and all energy and the source of energy—the infinity of complete death. (*DASF*, p. 80)

ABSOLUTE ZERO, 1. something that does not have mass, doesn't have wavelength, doesn't have location and does not have time. (UPC 11) **2. absolute zero** would be a no-motion, a no-temperature condition. (SH Spec 96, 6112C21)

AC, **Ability Congress.** (HCOB 29 Sept 66)

ACAD, Academy. (BPL 5 Nov 72R)

ACADEMY, in Scn the **academy** is that department of the technical division in which courses and training are delivered; Department 11, Division 4. (BTB 12 Apr 72R) *Abbr*. Acad.

ACC, **Advanced Clinical Course.** (PAB 71)

ACCELERATION PROCESS, this was an experimental rundown run in 1970-1971**.** It consisted of running down prior ARC breaks preceding engrams; it was superseded by L-10 and Expanded Dianetics. Mentioned in HCOB 21 Dec 69, *Solo Auditing and R6EW*. (LRH Def. Notes)

ACCEPTABLE EFFECT, one which is real. The person is certain that an **effect** of some kind or other has occurred. (5707C25)

ACCEPTANCE LEVEL, 1. the degree of a person's actual willingness to **accept** people or things, monitored and determined by his consideration of the state or condition that those people or things must be in for him to be able to do so. (*PXL* Gloss) **2.** what he really could have. (XDN No. 4, 7204C07)

ACCEPTANCE LEVEL PROCESSING, that **process** which discovers the lowest **level of acceptance** of the individual and discovers there the prevailing hunger and feeds that hunger by means of mock-ups until it is satiated. The **process** is not a separate process itself, but is actually a version of Expanded Gita. (PAB 15)

ACCESSIBILITY, 1. the willingness of the preclear to **accept** auditing and the ability of the auditor and the preclear to work as a team to increase the position of the preclear on the tone scale. (*SOS*, Bk. 2, p. 187) **2.** the **accessibility** of an individual has to do with his own ability to communicate with his environment and to communicate with his own past. (5011C22)

3. generally, the desire of the individual to attain new and higher levels of survival and the betterment of mind and body. (*SOS*, Bk. 2, p. 185)

ACCIDENT-PRONE, a case where the reactive mind commands **accidents.** He is a serious menace in any society for his **accidents** are reactively intentional and they include the destruction of other people who are innocent. (*DMSMH*, p. 153)

ACC TRs, TRs which have been used on the **1ˢᵗ South African ACC** and are a version of the E-meter drills. (HCOB 30 Apr 60)

ACK, acknowledgement. (HCOB 23 Aug 65)

ACK'ED, **acknowledged.** (*BCR*, p. 23)

ACKNOWLEDGEMENT, something said or done to inform another that his statement or action has been noted, understood and received. "Very good," "Okay," and other such phrases are intended to inform another who has spoken or acted that his statement or action has been accepted. An **acknowledgement** also tends to confirm that the statement has been made or the action has been done and so brings about a condition not only of communication but of reality between two or more people. Applause at a theater is an **acknowledgement** of the actor or act plus approval. **Acknowledgement** itself does not necessarily imply an approval or disapproval or any other thing beyond the knowledge that an action or statement has been observed and is received. In signaling with the morse code the receiver of a message transmits an R to the sender as a signal that the message has been received, which is to say **acknowledged.** There is such a thing as overacknowledgement and there is such a thing as **underacknowledgement.** A correct and exact **acknowledgement** communicates to someone who has spoken that what he has said has been heard. An **acknowledgement** tends to terminate or end the cycle of a communication, and when expertly used can sometimes stop a continued statement or continued action. An **acknowledgement** is also part of the communication formula and is one of its steps. The Scientologist, sometimes, in using Scientologese abbreviates this to **"Ack"; he "acked"** the person. (LRH Def. Notes)

ACT, a stage of processing. Applies solely to the particular process in use at a certain case level. (*AP&A* Gloss)

ACTION, 1. a motion through space having a certain speed. (SH Spec 42, 6410C13) **2. action**=motion or movement=an act=a consideration that motion has occurred. (*FOT*, p. 19) **3.** doingness directed towards havingness. (*Scn 8-8008*, p. 26) **4. action** consists of energy outputs and inputs. **Action** is energy interchanges on a gross mest level. (5203CM05A)
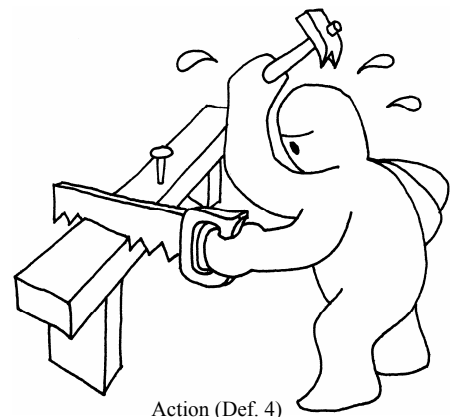
Action (Def. 4)

ACTION CYCLE, the creation, growth, conservation, decay and death or destruction of energy and matter in a space. **Action cycles** produce time; an **action cycle** goes from 40.0 to 0.0 on the tone scale. (*Scn 0-8*, p. 25)

ACTION DEFINITION, see DEFINITIONS, TYPES OF.

ACTION PHRASES, 1. words or **phrases** in engrams or locks (or at 0.1 in present time) which cause the individual to perform involuntary **actions** on the time track. **Action phrases** are effective in the low tone ranges and not effective in the high ranges. As a case progresses up the scale, they lose their power. Types of **action phrases** are bouncer, down bouncer, grouper, denyer, holder, misdirector, scrambler, and the valence shifters corresponding to these. (*SOS* Gloss) **2.** those which seem to order the preclear in various directions. The **action phrases** are bouncers such as, "Get up," "Get out"; holders such as "Stay here," "Don't move"; misdirectors such as "Don't know whether I'm coming or going," or "Everything is backwards"; downbouncers such as "Get under," or "Go back"; groupers such as "Everything happens at once," "Pull yourself together"; callbacks such as "Come back," "Please come"; and one other, the denyer, which states that the engram does not exist, such as "There isn't anything here," "I can't see anything." There is also the valence shifter which shifts the individual from his own identity to the identity of another; the valencebouncer, which prohibits an individual from going into some particular valence; the valence denyer, which may even deny that the person's own valence exists; and the valence-grouper, which makes all valences into one valence. These are all the types of **action phrases.** (*SOS*, pp. 181-182)
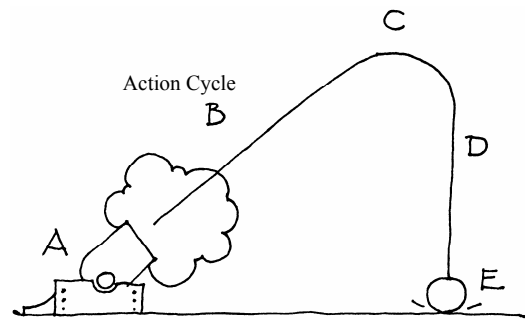
ACTUAL, that which is really true; that which exists despite all apparencies; that which underlies the way things seem to be; the way things really are. (*FOT*, p. 20)

ACTUAL CYCLE OF ACTION, CREATE, create-create-create, create-counter-create, no creation, nothingness. CREATE = make, manufacture, construct, postulate, bring into beingness= CREATE. Create-create-create=create again continuously one moment after the next=SURVIVAL. Create-counter-create=to create something against a creation=to create one thing and then create something else against it=DESTROY. No creation =an absence of any creation=no creative activity. An ACTUAL **cycle of action** then consists of various activities, but each and every one of them is creative. The **cycle of action** contains an APPARENCY of SURVIVAL, but this is actually only a continuous creation. (*FOT*, pp. 20-21)

ACTUAL GOAL, the dominating significance of the thetan's own causation which binds together the masses accumulated by the reliable items of an actual GPM. (HCOB 13 Apr 64, *Scn VI Part One Glossary of Terms*)

ACTUAL GPM, the composite black mass of all the pairs of reliable items and their associated locks, dominated and bound together by the significance of an actual goal and having a

definite location as a mass on the time track. (HCOB 13 Apr 64, *Scn VI Part One Glossary of Terms*)

ACTUALITY, (Scientology Axiom 27), an **actuality** can exist for one individually, but when it is agreed with by others it can then be said to be a reality. (*PXL*, p. 175) 2. one's attitude towards his own universe. (*Scn 8-8008*, p. 28)

ACUTE, immediate, right now. It doesn't mean exaggerated. Medically it means simply right now, and rather temporary. (SH Spec 31, 6401C28)

ACUTE INSANITY, one which flares into existence for a few moments or a few days and then subsides, leaving a relatively normal person. (*DASF*, p. 77)

AD or A.D., **after Dianetics** (1950) e.g. 1965=AD 15. (HCOB 23 Aug 65)

ADAPTIVE POSTULATE, a pre-Dianetic error that an individual was healthy so long as he was adjusted to his environment. Nothing could be less workable than this **"adaptive" postulate.** Man succeeds because he adjusts his environment to him, not by adjusting himself to the environment. (*SA*, p. 112)

AD COURSES, see ADVANCED COURSES.

ADDITIVE, a thing which has been **added.** This usually has a bad meaning in that an **additive** is said to be something needless or harmful which has been done in **addition** to standard procedure. **Additive** normally means a departure from standard procedure. For example, an auditor puts different or **additional** words into a standard process or command. It means a twist on standard procedure. In common English, it might mean a substance put into a compound to improve its qualities or suppress undesirable qualities. In Dn and Scn it definitely means to add something to the technology procedure resulting in undesirable results. (LRH Def. Notes)

ADMIN, **administration or administrator.** (HCOB 23 Aug 65)

ADMINISTRATION (ADMIN), a contraction or shortening of the word **administration, admin** is used as a noun to denote the actions involved in **administering** an organization. The clerical and executive decisions, actions and duties necessary to the running of an organization, such as originating and answering mail, typing, filing, dispatching, applying policy and all those actions, large and small which make up an organization. **Admin** is also used to denote the action or fact of keeping auditor's reports, summary reports, worksheets and other records related to an auditing session. "He kept good **admin,"** meaning that his summary report, auditor's report and worksheets were neat, exactly on pattern, in proper sequence and easily understood as well as complete. "His **admin** was bad"; from the scribble and disorderly keeping of records of the session while it was in progress one could not make out what had happened in the session. You will also see the word **admin** in connection with the three musts of a well-run organization. It is said that its ethics, tech and **admin** must be "in," which mean they must be properly done, orderly and effective. The word derives from

minister, which means to serve. **Administer** means to manage, govern, to apply or direct the application of laws, or discipline, to conduct or execute religious offices, dispense rights. It comes from the Latin, *administrare*, to manage, carry out, accomplish, to attend, wait, serve. In modern English, when they use **administration** they mean management or running a government or the group that is in charge of the organization or the state. (LRH Def. Notes)

ADMIN TRs, the purpose of these TRs is to train the student to get compliance with and complete a cycle of action on **administrative** actions and orders, in spite of the randomities, confusions, justifications, excuses, traps and insanities of the third and sixth dynamics, and to confront such comfortably while doing so. (BTB 7 Feb 71)

ADMIRATION, 1. is the very substance of a communication line, and it is that thing which is considered desirable in the game of the three universes. (*COHA*, p. 203) **2.** a particle which unites and resolves, like the universal solvent, all types of energy, particularly force. (PAB 8)

ADVANCED CLINICAL COURSE, 1. basically a theory and research course which gives a much further insight into the phenomena of the mind and the rationale of research and investigation. (PAB 71) **2.** L. Ron Hubbard's special **courses** personally taught by him, scheduled by him, and sponsored for him by an HCO office. (HCO PL 24 Feb 60) *Abbr*. ACC.

ADVANCED COURSES, 1. Solo Audit Course, Clearing Course or OT courses. (HCO PL 12 Aug 71 II) **2.** above VA processes, one enters the field of **advanced courses,** specifically dealing with materials of which one has to solo audit in order to attain the stable gains of the grade. (HCO PL 28 Mar 70) *Abbr*. Ad Crses.

ADVANCED ORGANIZATION, 1. the advanced courses were at first separate in the Office of LRH at Saint Hill and then became the **Advanced Orgs (AOs)** under the Sea Org. (HCOB 8 Oct 71 II) **2. that organization** which runs the **advanced** courses. Its products are Clears and OTs. (FO 508)

ADVANCE PROGRAM, 1. the major actions to be undertaken to get the case back on the class chart from wherever he had erroneously gotten to on it. The **advance program** consists of writing down in sequence every needful step and process missed on the class chart by the case which is now to be done. It gets the preclear or pre-OT up to where he should be. (HCOB 14 Jun 70) **2.** this is what was called a "return program" in the C/S Series. The name was changed from "return" to **"advance"** as more appropriate. (HCOB 25 Jun 70 II)

A.E.S.P., attitudes, emotions, sensations, pains. (BTB 8 Jan 71R)

AESTHETIC MIND, many more **mind** levels apparently exist above the analytical level. There is for, instance, clear evidence that there is an **aesthetic mind** level, which is probably immediately above the analytical mind level. The **aesthetic mind** would be that **mind** which, by an interplay of the dynamics, deals with the nebulous field of art and creation. It's

a strange thing that the shutdown of the analytical mind and the aberration of the reactive mind may still leave in fairly good working order the **aesthetic mind**. (*SOS*, Bk. 2, p. 234)

AESTHETIC PRODUCT, 1. Dn Axiom 169: any **aesthetic product** is a symbolic facsimile or combination of facsimiles of theta or physical universes in varied randomities and volumes of randomities with the interplay of tones. (*AP&A*, p. 99) **2.** Dn Axiom 170: an **aesthetic product** is an interpretation of the universes by an individual or group mind. (*AP&A*, p. 99)

AESTHETICS, the study of ideal form and beauty—it is the philosophy of art, which itself is the quality of communication. (*B&C*, p. 15)

AFFINITY, 1. the feeling of love or liking for something or someone. **Affinity** is a phenomena of space in that it expresses the willingness to occupy the same place as the thing which is loved or liked. The reverse of it would be antipathy, "dislike" or rejection which would be the unwillingness to occupy the same space as or the unwillingness to approach something or someone. It came from the French, *affinite*, **affinity,** kindred, alliance, nearness and also from the Latin, *affnis*, meaning near, bordering upon. (LRH Def. Notes) **2.** the ability to occupy the space of, or be like or similar to, or to express a willingness to be something. (SH Spec 83, 6612C06) **3.** the relative distance and similarity of the two ends of a communication line. (*Dn 55!*, p. 35) **4.** emotional response; the feeling of affection or the lack of it, of emotion or misemotion connected with life. (HCOB 21 Jun 71 I) **5.** the attraction which exists between two human beings or between a human being and another life organism or between a human being and mest or theta or the Supreme Being. It has a rough parallel in the physical uni-verse in magnetic and gravitic attraction. The **affinity** or lack of **affinity** between an organism and the environment or between the theta and mest of an organism and within the theta (including entheta) of the organism brings about what we have refer-red to as emotions. (*SOS* Gloss) **6.** in its truest definition which is coincidence of location and beingness, that is the ultimate in **affinity.** (9ACC-10, 5412CM20)
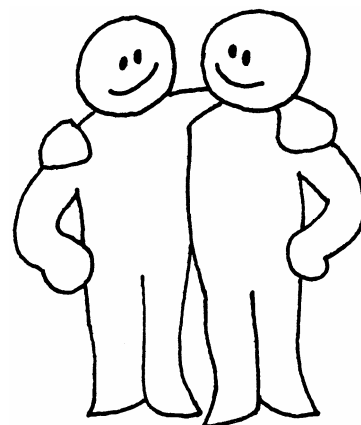
Affinity (Def. 1)

AFFINITY SCALE, 1. a **scale** which refers to the individual's relation with other people. The **affinity scale** may refer, at any particular time, to just one or to a small number of people. But as **affinity** is suppressed repeatedly, the individual will begin to take on an habitual tone level, on **the affinity scale,** an habitual reaction to almost all people. (*NOTL*, p. 102) **2.** the **affinity scale** includes most of the common emotions, apathy, grief, fear, anger, hostility, boredom, relief, contentment, enthusiasm, exhilaration, inspiration. (*SOS* Gloss)

AFTER THE FACTS ITEMS, [In New Era Dn] **1.** an **"after the fact"** running **item** is one which clearly has an earlier thing before it, yet, by its very wording, prohibits reaching the earlier thing. (HCOB 20 Jul 78) **2.** the item is after the fact of having been run over. (HCOB 20 Jul 78)

AGAINST SCIENTOLOGY, attention off **Scientology** and protesting **Scientology** behavior. (HCOB 19 Aug 63)

AGAINST SESSION, attention off own case and talking at the auditor in protest of auditor, PT auditing environment or Scn. (HCOB 19 Aug 63) See also OUT OF SESSION.

AGE FLASH, the auditor says, "When I snap my fingers an age will occur to you. Give me the first number that comes into your mind." He then snaps his fingers, and the preclear gives him the first number which comes into his head. (*SOS*, Bk. 2, p. 51)

AGONY, is the deep emotion of boredom. Boredom, in essence, is the warning signal that **agony** is on its way. (5312CM20)

AGREEMENT, 1. a mutual knowingness, a mutual postulatingness towards certain end products. (SH Spec 71, 6110C25) **2.** two or more people making the same postulates stick. (SH Spec 62, 6110C04) **3.** ability to co-act with or mimic or be mimicked by. (5303M24) **4.** a specialized consideration, it is shared in common, and this we call an **agreement.** (5702C26)

AHMC, Anatomy of the **Human Mind Course.** (CG&AC 75)

AICL, Advanced Indoctrination Course Lectures. (HCOB 29 Sept 66)

ALCOHOL, is meant whiskey, beer, wine, vodka, rum, gin, etc.—in other words, any fermented or distilled liquor or drink of any kind or fumes of such with some percentage of **alcohol** content. (HCOB 15 Jun 71R III)

ALL THE WAY SOUTH, *Slang*. that state of mind at the extreme bottom where the fellow must have total effect on self and could not possibly make any effect of any kind on anybody else. It's below death. (5707C25)

ALLY, 1. this is a noun which means an individual who cooperates with, supports and helps another for a common object; a supporter, a friend. In Dn and Scn, it basically means someone who protects a person who is in a weak state and becomes a very strong influence over the person. The weaker person, such as a child, even partakes the characteristics of the **ally** so that one may find that a person who has, for instance, a bad leg, has it because a protector or **ally** in his youth had a bad leg. The word is from French and Latin and means to bind together. (LRH Def. Notes) **2.** by **ally** in Scn, we mean a person from whom sympathy came when the preclear was ill or injured. If the ally came to the preclear's defense or his words and/or actions were aligned with the individual's survival, the reactive mind gives that **ally** the status of always being right—especially if this ally was obtained during a highly painful engram. (HCOB 20 Mar 70)

ALLY COMPUTATION, little more than a mere idiot calculation that anyone who is a friend can be kept a friend only by approximating the conditions wherein the friendship was realized. It is a **computation** on the basis that one can only be safe in the vicinity of certain

people and that one can only be in the vicinity of certain people by being sick or crazy or poor and generally disabled. (*DMSMH*, p. 243)

ALTER-IS, 1. a composite word meaning the action of **altering** or changing the reality of something. Is-ness means the way it is. When someone sees it differently he is doing an **alter-is;** in other words, is **altering** the way it is. This is taken from the *Axioms*. (LRH Def. Notes) **2.** to introduce a change and therefore time and persistence in an as-is-ness to obtain persistency. An introduction of an **alter-is** is therefore the addition of a lie to the real which causes it to persist and not to blow or as-is. (HCOB 11 May 65)

ALTER-IS-NESS, 1. the consideration which introduces change, and therefore time and persistence into an as-is-ness to obtain persistency. (*PXL*, p. 154) **2.** the effort to preserve something by **altering** its characteristics. (*PXL*, p. 53)

ALTER-IST, the control case, the person obsessively controlling things, and himself, is an **alter-ist.** He's got to change, change. Well, he's lost too much. Now he's got to change everything but he's not satisfied with anything. (PXL, p. 54)

ALTERNATE, 1. occurring by turns; succeeding each other; one and then the other. (HCOB 10 May 65) **2.** in auditing, **alternate** means two questions run one after the other, consecutively, one command positive followed by one negative. (HCOB 4 Dec 59)

ALTERNATE CONFRONT, (PROCESS), "What can you **confront**?" "What would you rather **not confront?"** (HCOB 16 Jun 60)

ALTITUDE, 1. a prestige which the auditor has in the eyes of the preclear. A somewhat artificial position of the auditor which gives the preclear greater confidence and therefore greater ability to run than he would otherwise have. (*SOS* Gloss) **2.** a difference of level of prestige—one in a higher **altitude** carries conviction to one on a lower **altitude** merely because of **altitude.** (*DMSMH*, p. 343)

AMNESIA, a guy who is so spooked that he doesn't dare remember ten seconds ago. He has had some experience earlier than which he is not going to remember, including the experience, so he's only willing to remember some moment after that experience. (SH Spec 72, 6607C28)

ANALYTICAL, capable of resolving, such as problems, situations. The word **analytical** is from the Greek analysis meaning resolve, undo, loosen, which is to say take something to pieces to see what it is made of. This is one of those examples of the shortcomings of the English language since no dictionary gives the word **analytical** any connection with thinking, reasoning, perceiving, which in essence is what it would have to mean, even in English. (LRH Def. Notes)

ANALYTICAL ATTENUATION, see ANATEN.

ANALYTICAL MIND, 1. the conscious aware **mind** which thinks, observes data, remembers it, and resolves problems. It would be essentially the conscious **mind** as opposed to the unconscious mind. In Dn and Scn the **analytical mind** is the one which is alert and aware and the reactive mind simply reacts without **analysis.** (LRH Def. Notes) **2.** that mind which combines perceptions of the immediate environment, of the past (via pictures) and estimations of the future into conclusions which are based upon the realities of situations. The **analytical mind** combines the potential knowingness of the thetan with the conditions of his surroundings and brings him to independent conclusions. This **mind** could be said to consist of visual pictures either of the past or the physical universe, monitored by, and presided over, by the knowingness of a thetan. The keynote of the **analytical mind** is awareness, one knows what one is concluding and knows what he is doing. (*FOT*, pp. 57-58) **3.** There is considerable in *Dianetics: The Modern Science of Mental Health* concerning the "awareness of awareness unit". When this subject was first under investigation it was established that all was not a machine. Somewhere, in tracing back the various lines, it was necessary to strike a cause point, either simply to assume that there was a cause point or to discover one. Two words were used in connection with this causative agent. One of them was **"analytical mind"**, and the other, much more properly, "the awareness of awareness unit". The awareness of awareness unit, as its name implies, is aware of being aware, or aware of being alive. When one was looking at or discussing the **analytical mind**, one was aware of something else: that the awareness of awareness unit became connected in some fashion with computers, or analyzers, in order to handle and control the remainder of the physical being. The term **"analytical mind"** then meant the awareness of awareness unit plus some evaluative circuit or circuits, or machinery to make the handling of the body possible. (*Dn 55!*, pp. 11-12) **4.** that part of the being which perceives, when the individual is awake or in normal sleep (for sleep is not unconsciousness, and anything the individual has perceived while he was asleep is recorded in the standard memory banks and is relatively easy for the auditor to recover). (*SOS*, Bk. 2, p. 230) **5. we say the analytical mind** is kind of a misnomer because most people think it's some kind of computing machine, and it's not, it's just the pc, the thetan. (SH Spec 23, 6106C29)

ANALYTICAL THOUGHT, 1. thought which directly observes and **analyzes** what it observes in terms of observations which are immediately present. (*COHA*, p. 196) **2.** rational **thought** as modified by education and viewpoint. (*DMSMH*, p. 79)

ANALYZER, the **analytical** mind. (*DMSMH*, p. 44)

ANATEN, 1. an abbreviation of **analytical attenuation** meaning diminution or weakening of the **analytical** awareness of an individual for a brief or extensive period of time. If sufficiently great, it can result in unconsciousness. (It stems from the restimulation of an engram which contains pain and unconsciousness.) (*Scn AD*) **2.** simply a drop in ARC to an extreme. (PAB 70) **3.** the physiological by-product of unconsciousness. (*SOS*, Bk. 2, p. 170) 4. dope-off. (*Abil 52*)

Anchor Point (Def. 4)
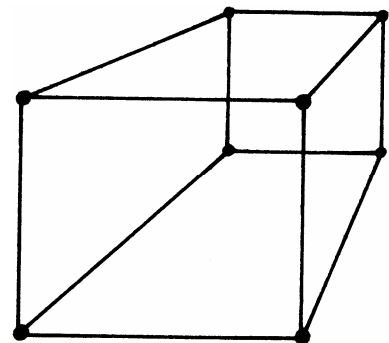
ANATOMY OF THE HUMAN MIND COURSE, a basic Scn **course** which teaches observation and understanding of the fundamentals of the **human mind.** It includes demonstrations of the parts of the **human mind.** There are no prerequisites for this **course.** (CG&AC 75) *Abbr*. AHMC.

ANCHOR POINTS, 1. assigned or agreed-upon **points** of boundary, which are conceived to be motionless by the individual. (PDC 13) **2. points** which are **anchored** in a space different to the physical universe space around a body. (*FOT*, p. 63) **3.** those places which we called in Advanced Procedures and Axioms the sub-brains of the body; control centers, epicenters. (5410C10D) **4. the points** which mark an area of space are called **anchor points,** and these, with the viewpoint, alone are responsible for space. (*Scn Jour*, Iss 14-G) **5.** Space is the viewpoint of dimension. The position of the viewpoint can change, the position of the dimension point can change. A dimension point is any point in a space or at the boundaries of space. As a specialized case those **points** which demark the outermost boundaries of the space or its corners are called in Scientology **anchor points**. An anchor point is a specialized kind of dimension point. (*Scn 8-8008*, p. 16) **6.** any kind of a **point,** any kind of a particle, any kind of electron, or anything which anybody believes is an actual **point.** There is nothing more real than a real **anchor point.** (2ACC-1A 5311CM17)
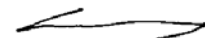
ANGER, 1. true anger is a hate hold. At exactly 1**.**5 on the tone scale we have a total ridge. It's hate. When we move a little above or a little below 1.5 we get a dispersal. (5904C08) **2. anger** is simply the process of trying to hold everything still. (5203CM09A)

Anger (Def. 1)

ANSWER HUNGER, an unfinished cycle of communication generates what might be called **answer hunger.** An individual who is waiting for a signal that his communication has been received is prone to accept any inflow. When an individual has, for a very long period of time, consistently waited for **answers** which did not arrive, any sort of **answer** from anywhere will be pulled in to him, by him, as an effort to remedy his scarcity of **answers.** Thus he will throw engramic phrases in the bank into action and operation against himself. (*Dn 55!*, p. 66)

ANTAGONISM, at the level of tone 2.0, affinity is expressed as **antagonism,** a feeling of annoyance and irritation caused by the advances of other people toward the individual. (*SOS*, p. 56)

ANTI Q AND A TR, 1. *commands*: basically "Put that (object) on my knee." Student is to get the coach to place the object that he has in his hand on the knee of the student. Purpose: (a) to train student in getting a pc to carry out a command using formal communication NOT tone 40. (b) to enable the student to maintain his
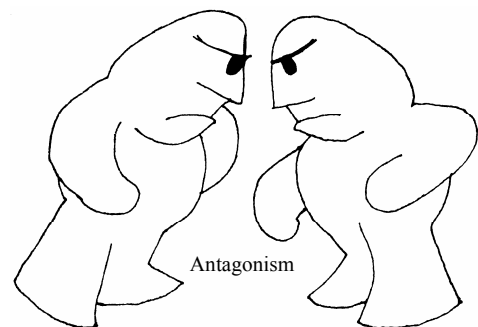
Antagonism

TRs while giving commands. (c) to train the student to not get upset with a pc under formal auditing. (HCOB 20 Nov 73 I) **2.** to get this disease (Q&A) out of an HGC requires that auditors go through an **anti Q and A** handling. (HCOB 20 Nov 73 II)

ANTISOCIAL PERSONALITY, 1. there are certain characteristics and mental attitudes which cause about 20 per cent of a race to oppose violently any betterment activity or group. Such people are known to have **antisocial** tendencies. (*ISE*, p. 9) **2.** we're calling it a suppressive because it's more explicit. (SH Spec 78, 6608C25) See also SUPPRESSIVE PERSON.

ANXIETY, constant irresolute computation. Constant computation on a certain point or a certain problem. That is what worry is and that is what **anxiety** is.
(T-80-2A 5205C20)

Apathy (Def. 2, 5)

AO, Advanced Org. (HCOB 8 Oct 71 II)

AP, aberrated personality. (*DMSMH*, p. 124)

APA, American Personality Analysis, the personality test.
(BTB 3 Nov 72R) See OCA.
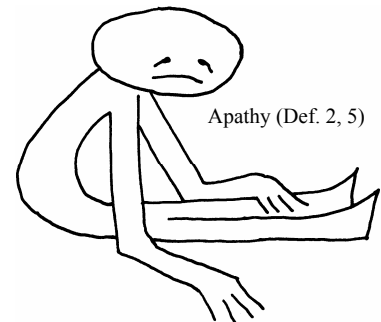
APATHY, 1. complete withdrawal from person or people. There is in **apathy** no real attempt to contact one's self and no attempt to contact others. Here we have a null point of dissonance which is on the threshold of death. *(SOS*, p. 57) **2.** a very docile and obedient, if sick, state of not-beingness. (*HFP*, p. 56) **3.** no effort, all counter-effort. (*AP&A*, p. 33) **4. apathy** actually is a motionless enturbulence. It's an enturbulence cancelling itself out to the degree that it appears to be motionless. (5206CM25A) **5. apathy,** near death, imitates death. If a person is almost all wrong, he approximates death. He says, "What's the use? All is lost." (*NOTL*, p. 20)

APPARENCY, 1. noun, something that seems to be, that **appears** to be a certain way; something appears to be but is different from the way it looks. It is from the Latin, *apparere*, to appear. In Dianetics and Scientology it is used to mean something that looks one way but is, in actual fact, something else. "Gives an **apparency** of health" whereas it's actually sick. (LRH Def. Notes) **2.** what **appears** to be as distinct from what actually is. (*FOT*, p. 19)

APPARENT CYCLE OF ACTION, create, then survive, then destroy; or creation, survival, destruction. (*FOT*, p. 18)

APPETITE OVER TIN CUP, *Slang*. a pioneer Western U.S. term used by riverboat men on the Missouri; it means thrown away violently, like "head over heels," "bowled over." (LRH Def. Notes)

APPLIED PHILOSOPHY, one which has to do with doing and action. One which **applies** to living—not just a theory, but one where the theory can be used to help you get on better in life. (BTB 4 Mar 65R)

APPRENTICE SCIENTOLOGIST, one who knows how to know, how to study, what life is about. (*BCR*, p. 14)

ARBITRARY, 1. something which is introduced into the situation without regard to the data of the situation. (SH Spec 83, 6612C06) **2.** an order or command introduced into the group in an effort to lay aside certain harm which may befall the group or in an effort to get through a period, fancied or real, of foreshortened time. (*NOTL*, p. 136) **3.** an order or command which was issued without explanation, and demanded instantaneous action on the part of other members of the group. (*NOTL*, p. 131)

ARC, Anti-Radiation Congress. (HCOB 29 Sept 66)

ARC, 1. a word from the initial letters of **Affinity, Reality, Communication** which together equate to Understanding. It is pronounced by stating its letters, **A-R-C**. To Scientologists it has come to mean good feeling, love or friendliness, such as "He was in ARC with his friend." One does not, however, fall out of ARC, he has an ARC break. (LRH Def. Notes) **2.** ARC=Understanding and Time. A=Space and the willingness to occupy the same space of. R=Mass or agreement. C=Energy or Recognition. (HCOB 27 Sept 68 II) **3. affinity** is a type of energy and can be produced at will. **Reality** is agreement; too much agreement under duress brings about the banishment of one's entire consciousness. **Communication,** however, is far more important than **affinity or reality,** for it is the operation, the action by which one experiences emotion and by which one agrees. (PAB 1) **4.** the triagonal manifestation of theta each aspect affecting the other two. (*SOS* Gloss)

ARC BREAK, 1. a sudden drop or cutting of one's affinity, reality, or communication with someone or something. Upsets with people or things come about because of a lessening or sundering of affinity, reality, or communication or understanding. It's called an **ARC break** instead of an upset, because, if one discovers which of the three points of understanding have been cut, one can bring about a rapid recovery in the person's state of mind. It is pronounced by its letters **A-R-C break.** When an **ARC break** is permitted to continue over too long a period of time and remains in restimulation, a person goes into a "sad effect" which is to say they become sad and mournful, usually without knowing what is causing it. This condition is handled by finding the earliest **ARC break** on the chain, finding whether it was a **break** in affinity, reality, communication, or understanding and indicating it to the person, always, of course, in session. (LRH Def. Notes) **2.** an incomplete cycle of some kind or another. It's a lowering of Affinity, Reality and Communication, so we call it an **ARC break.** It's a sudden down curve. It's a highly technical term. It means exactly what it says but its incept and so forth is an incomplete cycle of action. (SH Spec 65, 6507C27) *Abbr.* ARCX.

ARC BREAK ASSESSMENT, 1. reading an ARC **break** list appropriate to the activity to the pc on a meter and doing nothing but locating and then indicating the charges found by telling the pc what registered on the needle. (HCOB 7 Sept 64 II) **2.** it isn't auditing because

it doesn't use the auditing comm cycle. You don't ack what the pc says, you don't ask the pc what it is. You don't comm. You **assess** the list between you and the meter, same as no pc there. Then you find what reads and you tell the pc. And that's all. (HCOB 7 Sept 64 II)

ARC BREAK LONG DURATION, spotted by a person who has led a sad or subdued or rather suppressed sort of life and is probably around .8 on down on the tone scale. (LRH Def. Notes)

ARC BREAK NEEDLE, 1. a "floating needle" occurring above 3.0 or below 2.0 on a calibrated Mark V E-meter with the pc on two cans. An ARC **break needle** can occur between 2.0 and 3.0 where bad indicators are apparent. (HCOB 21 Oct 68) **2.** An F/N with bad indicators is an ARC **break needle.** These include propitiation. It is quite usual that a pc has just mentioned grief when the ARC **break needle** turns on, or some gloomy idea. A real F/N means the pc is out the top; an ARC **break needle** means he's out the bottom. He ceases to mock up, through grief. (HCOB 5 Oct 68) **3.** may be dirty, stuck or sticky, but may also give the appearance of floating. The pc will be upset and out of comm at the same time. (HCOB 21 Sept 66)

ARC BREAK STRAIGHTWIRE, "Recall an **ARC break.**" "When?" (HCOB 3 Feb 59)

ARC BROKEN PCs, they gloom and misemote. They criticize and snarl. Sometimes they scream. They blow, they refuse auditing. If an auditor's pc isn't bright and happy, there's an **ARC break** there with life or the bank or the session. (HCOB 29 Mar 65)

ARC ENGRAM, see SECONDARY ENGRAM. (*NOTL*, p. 35)

ARC LOCKS, 1. a type of **lock** which results when **affinity, communication, or reality** is forced upon the individual by the environment when he does not want it, when it is not rationally necessary, or when one or more of these is inhibited or denied to the individual by others in the environment. (*SOS*, p. 113) **2.** "permanent" encystments of entheta resulting from the enturbulation of theta by enforcements or inhibitions of **affinity, reality or communication** and the trapping of this enturbulated theta by the physical pain of some engram or chain of engrams whose perceptics are approximately in the present-time enturbulation. **Locks** are analytical experiences. (*SOS* Gloss)

ARC SECONDARIES, ARC locks of such magnitude that they must be run as engrams in processing. Or, since locks are often run as engrams, **ARC** locks of great magnitude. (*SOS* Gloss)

ARC STRAIGHTWIRE, see STRAIGHTWIRE.

ARC STRAIGHTWIRE RELEASE, recall release. Freedom from deterioration; has hope; knows he/she won't get any worse. (*Scn 0-8*, p. 137)

ARC TRIANGLE, 1. it is called a **triangle** because it has three

ARC Triangle
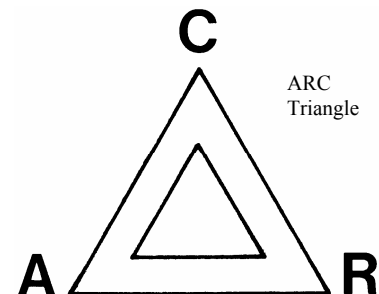
related points: **affinity, reality** and the most important, **communication.** Without **affinity** there is no **reality or communi-cation.** Without **reality** or some agreement, **affinity and com-munication** are absent. Without **communication,** there can be no **affinity or reality.** It is only necessary to improve one corner of this very valuable **triangle** in Scn in order to improve the remaining two corners. The easiest corner to improve is **communication:** improving one's ability to **communicate** raises at the same time his **affinity** for others and life, as well as expands the scope of his agreements. (*Scn AD*) **2.** this **triangle** is a symbol of the fact that **affinity, reality, and communication** act together as a whole entity and that one of them cannot be considered unless the other two are also taken into account. (*NOTL*, p. 20)

ARCU, Affinity, Reality, Communication, Understanding. (HCOB 6 Aug 68)

ARF, see AUDITOR REPORT FORM.

ART, a word which summarizes the quality of communication. It therefore follows the laws of communication. Too much originality throws the audience into unfamiliarity and therefore disagreement, as communication contains duplication and "originality" is the foe of duplication. Technique should not rise above the level of workability for the purpose of communication. Perfection cannot be attained at the expense of communication. (HCOB 30 Aug 65)

ASHO, American Saint Hill Organization. (BPL 5 Nov 72RA)

AS-IS, to view anything exactly as it is without any distortions or lies, at which moment it will vanish and cease to exist. (*Scn* AD)

AS-IS-NESS, 1. the condition of immediate creation without persistence, and is the condition of existence which exists at the moment of creation and the moment of destruction and is different from other considerations in that it does not contain survival. (*PXL*, p. 154) **2. as-is-ness** would be the condition created again in the same time, in the same space, with the same energy and the same mass, the same motion and the same time continuum. (*PXL*, p. 68) **3.** something that is just postulated or just being duplicated—no alteration taking place. **As-is-ness** contains no life continuum, no time continuum. (*PXL*, p. 91)

ASMC, Anatomy of the **Spirit of Man Congress.** (HCOB 29 Sept 66)

ASSERTED, another name for suggested, used mainly in check out of a goal to be sure, and occasionally in routine nulling when pc is declaring "it is my goal." (HCOB 1 Aug 62)

ASSESS IN DIANETICS, means choose, from a list or statements which item or thing has the longest read or the pc's interest. The longest read will also have the pc's interest oddly enough. (HCOB 23 Apr 69)

ASSESSING BY ELIMINATION, 1. doing it twice because of a possible instant read fault. **Assessing by elimination** is done on double (2 item) reads. But a hot auditor does it on best

largest instant read. (BTB 11 Apr 74) **2.** after the first **assessment** the auditor continues to **assess** the reading items on the list by **elimination** down to ONE item. Sometimes some items will read three or four times, but the action is the same. The auditor **assesses** the reading items **by elimination** down to one item. (BTB 20 Aug 70R) [N.B. This action is revised by HCOB 14 Mar 1971R, *F/N Everything* and HCOB 20 Apr 72 Iss. II, *C/S Series 78 Product, Purpose and Why and WC Error Correction*.]

ASSESSING, METHODS OF, 1. the auditor starts at the top and takes up each read until he gets one to F/N. In this case the auditor does not do "Itsa earlier itsa." He just cleans each read. (HCOB 28 May 70, *Correction Lists, Use of*) **2.** the auditor starts from the top and on each read cleans it and does itsa earlier itsa to F/N or to a clean no-read and goes on. (HCOB 28 May 70, *Correction Lists, Use Of*) [N.B. the actions described in 1 and 2 above are revised according to HCOB 14 Mar 1971R, *F/N Everything*.] **3.** method 3—you take a prepared list and you read it to the pc, and you read the next one to the pc, and the first one that reads you then take it down earlier similar earlier similar, earlier similar, earlier similar, until it F/Ns. (7106C12) **4.** the whole list is rapidly **assessed** over and over until one item stays in and that is given to the pc. (HCOB 28 May 70, C*orrection Lists, Use Of*) [N.B. this action in 4 above is revised according to HCOB 14 Mar 1971R, *F/N Everything*.] **5.** method 5—all the way through and then you sort out the reads accordingly, and get them into a sequence that will F/N. (7106C12) **6.** method 6—the L-10 method of **assessing** a prepared list. You look at the pc and ask him directly every question on the list. (7106C12)

ASSESSMENT, an inventory and evaluation of a preclear, his body and his case to establish processing level and procedure. (HCOB 3 Jul 59, *General Information*)

ASSESSMENT, 1. is an action done from a prepared list. There is no other word that goes with that. **Assessment** does not go with anything else but that. That is all that **assessment** means. It is associated with a prepared list. Only a prepared list. (Class VIII No. 11) **2. assessment** isn't auditing, it is simply trying to locate something to audit. You say the word right to the pc's bank. (Class VIII No. 11) **3. assessment** is done by the auditor between the pc's bank and the meter. There is no need in **assessing** to look at the pc. Just note which item has the longest fall or BD. The auditor looks at the meter while doing an **assessment.** (HCOB 21 May 69) **4.** the whole action of obtaining a significant item from a pc. (HCOB 5 Dec 62) **5.** any method of discovering a level on the pre-hav scale for a given pc. (HCOB 7 Nov 62 III)

ASSESSMENT BY INSTANT READ, E-meter drill **24**. Purpose: to train the student auditor to **assess** a list accurately and rapidly by **instant read.** (*EMD*, p. 47)

ASSESSMENT BY TONE ARM, E-meter drill **23**. Purpose: to train the student auditor to **assess** a list accurately by selecting that item which, upon brief discussion, produces the most movement of the **tone arm.** (*EMD*, p. 46)

ASSESSMENT FOR LONGEST READ, calling off the items the pc has given and marking down the **reads** that occur on the meter. The pc is not required to comment during this action and it is better if he does not. (HCOB 29 Apr 69)

ASSESSMENT TRs, 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. It's friendly but businesslike and impinges. (BTB 13 Mar 75)

ASSESS ON PRE-HAV, to **assess** the whole **pre-hav** scale. (HCOB 13 Jul 61)

ASSIST, 1. an action undertaken by a minister to **assist** the spirit to confront physical difficulties which can then be cared for with medical methodology by a medical doctor as needful. (*Abil MA, 241*) **2.** anything which is done to alleviate a present time discomfort. (*Abil 7*) **3.** simple, easily done processes that can be applied to anyone to help them recover more rapidly from accidents, mild illness or upsets. (*Scn AD*) **4.** the processing given to a recently injured person in order to relieve the stress of live energy which is holding the injury in suspension. (*Scn 8-8008*, p. 38) See also CONTACT ASSIST, TOUCH ASSIST, AUDITING ASSIST.

ASSIST ENGRAM, in the case of the manic, the fanatic or the zealot an engram has entirely blocked at least one of the purpose lines deriving from a dynamic. The engram may be called an **assist engram.** Its own surcharge (not the dynamic force) leads the individual to believe that he has a high purpose which will permit him to escape pain. This "purpose" is a false purpose not ordinarily sympathetic with the organism, having a hectic quality derived from the pain which is part of it, even though that pain is not wittingly experienced. This **assist engram** is using the native ability of the organism to accomplish its false "purpose" and brings about a furious and destructive effort on the part of the individual who, without this assist engram could have better accomplished the same goal. The worst feature of the **assist engram** is that the effort it commands is **engramic** dramatization of a particular sort, and if the engram itself is restimulated the individual becomes subject to the physical pain and fear which the entire experience contained. Therefore, the false purpose itself is subject to sporadic "sag." (*DTOT*, p. 77)

ASSOCIATIVE DEFINITION, see DEFINITIONS, TYPES OF.

ASSOCIATIVE RESTIMULATORS, 1. those things connected with the **restimulator.** (*DMSMH*, p. 354) **2.** a perceptic in the environment which is confused with an actual **restimulator.** (*DTOT* Gloss)

ASSUMPTION, 1. the name given to the act of a theta being taking over a mest body. This is occasionally found to be part of the record of the GE strong enough to be audited. It is the sensation of being taken over thoroughly, sometimes contains the shock of contact. The **assumption** takes place in most cases just prior to birth for every GE generation. (*HOM*, p. 37) **2. assumption** point: where the thetan has taken over the body. (PAB 8)

ASTRAL BODIES, somebody's delusion. **Astral bodies** are usually mock-ups which the mystic then tries to believe real. He sees the **astral body** as something else and then seeks to inhabit it in the most common practices of **"astral** walking." Anyone who confuses **as-**

tral bodies with thetans is apt to have difficulty with theta clearing for the two things are not the same order of similarity. (*Scn 8-8008* Gloss)

ATE, Auditors' Training Evening. (HCOB 29 Sept 66)

ATTENTION, 1. when interest becomes fixed, we have **attention.** (*COHA*, p. 99) **2.** a motion which must remain at an optimum effort. **Attention** is aberrated by becoming unfixed and sweeping at random or becoming too fixed without sweeping. (*Scn 0-8*, p. 75)

ATTENTION UNIT, 1. a theta energy quantity of awareness existing in the mind in varying quantity from person to person. (HCOB 11 May 65) **2.** actually energy flows of small wavelengths and definite frequency. These are measurable on specifically designed oscilloscopes and meters. No special particle is involved. (*Scn 8-80*, p. 45)

ATTENTION VALENCE, 1. the **valence** one has assumed because it got **attention** from another **valence.** (PAB 95) **2.** one has become the **valence** B because one wants **attention** from C. Example—one becomes mother because mother received **attention** from father while self did not. (*FOT*, p. 95)

AUD, auditor. (HCOB 23 Aug 65)

AUD C, Auditors' Congress. (HCOB 29 Sept 66)

AUDIO IMAGERY, when a person can recall things he has heard by simply hearing them again. (*Exp Jour Winter-Spring 1950*)

AUDIO-SEMANTIC, part of the standard banks, a special part of sound files; the recording of words heard. (*DMSMH*, p. 46)

AUDIT FOREVER CASE, the grind case, the **audit forever case** is an afraid to find out case. (HCOB 15 Mar 62)

AUDITING, 1. the application of Scn processes and procedures to someone by a trained **auditor.** (BTB 30 Sept 71 IV) **2.** the action of asking a preclear a question (which he can understand and answer), getting an answer to that question and acknowledging him for that answer. **Auditing** gets rid of unwanted barriers that inhibit, stop or blunt a person's natural abilities as well as gradiently increasing the abilities a person has so that he becomes more able and his survival, happiness and intelligence increase enormously. (BTB 30 Sept 71 IV) **3.** Scn processing is called **auditing** by which the **auditor** (practitioner) listens, computes, and commands. (*FOT*, p. 88) **4.** to get a result on a pc. (SH Spec 71, 6607C26) **5.** an activity **of an auditor taking** over the control of and shepherding the attention of a pc so as to bring about a higher level of confront ability. (SH Spec 48, 6108C31) **6.** directing the pc's attention on his own case and directing his ability to talk to the **auditor.** (SH Spec 49, 6109C05) **7.** the reversing of other-determined flows by gradient scales, putting the pc at cause again. (HCOB 7 May 59) **8.** a communicating process or a communication process with the end goal of raising the ability of another person so that he can handle his bank, body, others, and

environment in general. (5707C17) **9.** the process of bringing a balance between freedom and barriers. **Auditing** is a game of exteriorization versus havingness. (*Abil 25*)

AUDITING ASSIST, an **assist** done by a trained **auditor** using an E-meter. It consists of "running out" the physically painful experience the person has just undergone, accident, illness, operation or emotional shock. This erases the "physical trauma" and speeds recovery to a remarkable degree. (HCOB 2 Apr 69)

AUDITING BY LIST, 1. a technique using prepared **lists** of questions. These isolate the trouble the pc is having with **auditing.** Such lists also cover and handle anything that could happen to a student or staff member. (LRH ED 257 Int) **2.** the earlier genus of this process was sec checking on the Joburg. Any **list** can be used. The questions asked are generalized and without time limiters; i.e. Has a withhold been missed? Have you been given a wrong goal? etc. If the line when asked has an instant read, say "That reads" then "What do you consider this could be?" or "What considerations do you have about this?" Let the pc answer all he wants to. This is continued until the line goes clean. If the line does not read say "That's clean" and move on to the next line of the **list.** This process gets charge off the case. (HCOB 23 Apr 64) [This process was later revised as follows.] **3.** we now F/N everything, we do not tell the pc what the meter is doing. This changes **auditing by lists** in both respects. We do not say to the pc, "That's clean" or "That reads." Use any authorized published **list.** Green Form for general review, L1C for ARC breaks, L4B for listed items, list errors. You are looking for an instant read that occurs at the end of the exact syllable of the question. If the question reads look expectantly at the pc. You can repeat the question by just saying it again if pc doesn't begin to talk. (HCOB 3 Jul 71) [The above is a brief summary only. The full exact procedure can be found in the referenced HCOBs.]

AUDITING COMMAND, 1. a certain, exact **command** which the preclear can follow and perform. (*FOT*, p. 88) **2. an auditing command,** when executed, has had performed exactly what it said and nothing else. An **auditing command** has no understoods about it. There is no pre-arrangement about **an auditing command** except maybe knowing the language. (SH Spec 25, 6107C05)

AUDITING COMMAND CYCLE, auditor asks, pc replies and knows he has answered, auditor acknowledges. Pc knows auditor has acknowledged. That is a full **auditing command cycle.** (HCOB 12 Nov 59)

AUDITING COMM CYCLE, 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). (HCOB 30 Apr 71)

AUDITING CYCLE, 1. the basic of **auditing is an auditing cycle** of command which operates as an attention director. Call it a restimulator if you want, but it's an attention director, eliciting a response from the pc to as-is that area and who knows he has done so when

he receives from the practitioner an acknowledgment that it has occurred. That is the **auditing cycle.** (SH Spec 189, 6209C18) **2.** there are basically two communication **cycles** between the auditor and the pc that make up the auditing cycle. They are cause, distance, effect with the auditor at cause and the pc at effect, and cause, distance, effect, with the pc at cause and the auditor at effect. These are completely distinct one from the other. (HCOB 23 May 71R IV)

AUDITING GOOFS, minor unintentional omissions or mistakes in the application of Scn procedures to a person by a trained Scientologist. (*ISE*, p. 37)

AUDITING PROCEDURE, the general model of how one goes about addressing a preclear. (*FOT*, p. 96)

AUDITING OUT SESSIONS, now and then it is necessary to **audit out** an **auditing session** or all **auditing.** One does this by R3RA, running the incident narrative to erasure and only going earlier similar if it starts to grind very badly or, if all **auditing**, handling it **session** by **session** as a chain (HCOB 22 Jun 78R)

AUDITING PROCEDURE, the general model of how one goes about addressing a preclear. (*FOT*, p. 96)

AUDITING SESSION, 1. a precise period of time during which the **auditor** listens to the preclear's ideas about himself. (*Abil 155*) **2.** a period in which an **auditor** and preclear are in a quiet place where they will not be disturbed. The **auditor** gives the preclear certain and exact commands which the preclear can follow. (*FOT*, p. 88)

AUDITING SUPERVISOR, on the Saint Hill Special Briefing Course and in academies, **supervision** of the **auditing** section is done by the **auditing supervisor,** and auditing instructor or instructors. The **auditing supervisor** (or in some cases the course supervisor as at Saint Hill) assigns all sessions and teams. (HCO PL 21 Oct 62)

Auditor

AUDITOR, 1. one who listens and computes; a Scn practitioner. (HCOB 26 May 59) **2.** one who has been trained in the technology of Scn. An **auditor** applies standard technology to preclears. (*Aud 38 UK*) **3.** a person who through church training becomes skilled in the successful application of Dn and Scn to his family, friends and the public to achieve the ability gained as stated on the Gradation Chart for his class of training. (FBDL 18, 2 Dec 70) **4.** Scn processing is done on the principle of making an individual look at his own existence, and improve his ability to confront what he is and where he is. An **auditor** is the person trained in the technology and whose job it is to ask the person to look, and get him to do so. The word **auditor** is used because it means one who listens, and a Scn **auditor** does listen. (*Scn 0-8*, p. 14) **5.** the word **auditor** is used, not "operator" or "therapist," because

auditing is a cooperative effort between the **auditor** and the patient, and the law of affinity is at work. (*DMSMH*, p. 175) *Abbr*. Aud.

AUDITOR BEINGNESS, When one is free of uncertainties on the technical basics of his profession and has mastered the mechanics of those technical basics, he can move up into another strata and assume the full beingness of a professional in his field. So an auditor applies the auditor beingness step after he has acquired a good mastery of his basics, TRs and metering. Your beingness and attitude toward the pc are the things which your TRs measure. It is the beingness which comes first and that gets reflected in your attitude and your attitude, in turn, is then reflected in your TRs. (HCOB 10 Apr 80)

AUDITOR CLEARANCE, 1. rudiment: "Is it all right if I audit you?" (HCOB 21 Mar 61) **2.** beginning rudiment: "Are you willing to talk to me about your difficulties?" (HCOB 21 Dec 61)

AUDITOR COMM LAG, lack of speed in giving commands. (HCOB 9 Aug 69)

AUDITOR C/S, a sheet on which the **auditor** writes the C/S instructions for the next session. (BTB 3 Nov 72R)

AUDITOR EXPERTISE DRILLS, drills to improve the quality of auditing by familiarizing auditors with the exact procedure of each auditing action through the use of **drills.** These **drills** are numbered as **Expertise Drill-1 (ED-1), Expertise Drill-2 (ED-2),** etc. (BTB 20 Jul 74)

AUDITOR PRESENCE, 1. the impingement on a pc; familiarity, certainty that something is going to happen, not scared of confronting; ability to make an impact. (6102C14). **2. the auditor** is as real and has as much presence to the pc as the rudiments stay in and has as little **presence** as the rudiments go out. (SH Spec 78, 6111C09)

AUDITOR REPORT FORM, 1. an auditor's report form is made out at the end of each session. It gives an outline of what actions were taken during the session. (BTB 6 Nov 72R VI) **2.** they give the details of the beginning of the session, condition of pc, what's intended, the wording of the process, total TA action. (HCOB 24 Jul 64) *Abbr*. ARF.

AUDITOR RUDIMENT, 1. O/Ws off on **Auditor or Auditors** or PCs until OK to be audited. (HCOB 8 Jan 60) **2.** Auditor Clearance is the most important of the rudiments because if the **Auditor** is not cleared negative results will be obtained on the profile of the preclear. To handle charge on the **Auditor,** TR 5N should be run if charge does not blow on a little two-way comm. Overt-Withhold on the **Auditor** is far too accusative and invalidates the PC. (HCOB 25 Jan 61) **3. Auditor** Clearance, "Is it all right if I Audit you?" if not, clear objection, or use TR 5N or "Who should I be to Audit you?" or "Who am I?" depending on nature of the difficulty. (HCOB 21 Mar 61) [Note this HCOB was later revised by the next referenced HCOB] **4. Auditor** Clearance, "Are you willing to talk to me about your difficulties?" (HCOB 21 Dec 61)

AUDITOR RUNDOWN, this is an intensive which fully handles any case reasons why an **auditor** might have difficulty and enables him to move forward without any losses or failures from past efforts to help people stopping him (LRH ED 301 INT)

AUDITOR'S CODE, 1. a list of the things one must or must not do to preserve the theta-ness of theta and to inhibit the enturbulation of theta by the **auditor.** (*SOS*, Bk. 2, p. 12) **2.** a collection of rules (do's and don'ts) that an **auditor** follows while **auditing** someone, which ensures that the preclear will get the greatest possible gain out of the processing that he is having. (*Scn AD*) **3.** the governing set of rules for the general activity of auditing. (*FOT*, p. 88) **4.** the **Auditor's Code** was evolved from years of observing processing. It is the technical **code** of Scientology. It contains the important errors which harm cases. It could be called the moral **code** of Scn. (*COHA*, p. 3)

AUDITOR'S HANDBOOK, the manual current at the time of the Phoenix Lectures which contained the *Axioms* and the Route One and Route Two processes of Intensive Procedure. It forms the basis of and is wholly included in *The Creation of Human Ability*. (*PXL* Gloss)

AUDITOR TRAINEE PROGRESS BOARD, a vertical **auditor trainee progress board** is kept by the intern supervisor. This has a space under each of the headings, left to right. Boxes along the top, left to right, serve to indicate the exact action the **trainee** is doing. The **trainee's** name is on a tab that is pinned to the space. The name tab is merely dated each time it is moved to the right. Thus the intern super can chase up any faltering student. (HCOB 7 Jan 72)

AUTOGENETIC, there are two kinds of illness: the first could be **called autogenetic,** which means that it originated within the organism and was self-generated, and exogenetic, which means that the origin of the illness was exterior. Psychosomatic illness would be **autogenetic,** generated by the body itself. (*DMSMH*, p. 92)

AUTOMATIC BANK, when a pc gets picture after picture after picture all out of control. This occurs when one isn't following an assessed somatic or complaint or has chosen the wrong one which the pc is not ready to confront or by overwhelming the pc with rough TRs or going very nonstandard. (HCOB 23 Apr 69)

AUTOMATICITY, 1. a sudden very rapid machine-gun fire outflow of answers given by the preclear. (HCOB 10 May 65) **2.** non-self-determined action which ought to be determined by the individual. The individual ought to be determining an action and he is not determining it. That's a pretty broad consideration. It's something not under the control of the individual. But if we said, something not under the control of the individual, as a total, unqualified definition of **automaticity,** we would have this, then: that car that just went down the street would be an **automaticity** to you. You didn't have control of it. So this is not a precision definition. The precision definition has "which ought to be under the control of the individual." (*Abil 6*) **3.** anything that goes on running outside the control of the individual. (*Abil SW*) **4.** something set up **automatically** to run without further attention from yourself. (2ACC-6A 5311CM20) **5.** there are three kinds of **automaticities,** those which create

things, and those which make things persist, and those which destroy things. (2ACC-19A 5312CM09)

AUTOMATIC MOCK-UP, a picture of something which didn't really happen. (PAB 99)

AUX. P.H., auxiliary pre-hav scale. (HCOB 3 Dec 61)

AVU, 1. Authority and Verifications Unit. (HCO PL 15 Aug 73) also known as **2. Authorizations and Verifications Unit.** (HCO PL 28 Jul 73RA)

AWARENESS, 1. the ability to perceive the existence of. (HCOB 4 Jan 73) **2. awareness** itself is perception. (2ACC-8B 5311CM24)

AWARENESS LEVEL, see AWARENESS SCALE.

AWARENESS OF AWARENESS UNIT, 1. an actuality of no mass, no wavelength, no position in space or relation in time, but with the quality of creating or destroying mass or energy, locating itself or creating space, and of re-relating time. (*Dn 55!*, p. 29) **2.** the individual himself. (5410CM20) **3.** the thetan is the **awareness of awareness unit.** (5410C10D)

AWARENESS SCALE, there are fifty-two levels of **awareness** from Unexistence up to the state of Clear. By "level of **awareness"** is meant that of which a being is **aware.** A being who is at a level on this **scale is aware** only of that level and the others below it. (HCO PL 5 May 65)

AXIOMS, 1. the Axioms are agreed-upon considerations. They are the central considerations which have been agreed upon. They are considerations. A self-evident truth is the dictionary definition of an **axiom.** No definition could be further from the truth. In the first place, a truth cannot be self-evident because it is a static. So, therefore, there is no self-evidency in any truth. There is not a self-evident truth, never has been, never will be. However, there are self-evident agreements and that is what an **axiom** is. (5501C21) **2.** statements of natural laws on the order of those of the physical sciences. (*DMSMH*, p. 6)

B

BACHELOR OF SCIENTOLOGY, the standard B Scn/HCS course is in actuality the 20th ACC. The tapes to be used are the 20th ACC tapes. The texts are *Scientology Clear Procedure Issue One* and *ACC Clear Procedure* as published in booklet form. The **B Scn**/HCS course is five weeks in length. If comm course and upper indoc have not been covered by the student, the course becomes seven weeks in length. (HCOB 26 Dec 58) *Abbr.* B. Scn.

BACK TO BATTERY, *Slang.* an artillery term. A gun, after it fires, is said to go **out of battery,** which is to say, it recoils. Then after it's fired it's supposed to go **back to battery,** which is sitting the way you see them in photographs. They use the term in *slang* to indicate somebody who is now fixed up. So this guy will be all right for something or, what he has had will now be over. I could give you a purer definition, and say it is a completed case for that level, but the C/S doesn't normally think like that. (7204C07 SO II)

BAD CONTROL, a fallacy actually, control is either well done or not done. If a person is controlling something he is controlling it. If he is **controlling** it poorly, he is not **controlling** it. A machine which is being run well is controlled. A machine which is not being run well is not being **controlled.** Therefore we see that **bad control** is actually a **not-control.** People who tell you that **control is bad** are trying to tell you that automobile accidents and industrial accidents are good. (*POW*, p. 40)

Bad Indicators

BAD INDICATORS, the condition isn't getting any better, not getting a lessening of the condition. Because we're not getting a lessening of the condition we therefore have losses. (SH Spec 3 6401C09) See also INDICATORS.

BAD MEMORY, 1. accumulated occlusion of it all, but it's nevertheless nonconfront. (SH Spec 72, 6607C28) **2.** interposed blocks between control center and facsimiles. (*HFP* Gloss) See also AMNESIA.

BAD NEEDLE, a rock slam or a dirty **needle** or a stuck **needle** or a stage four **needle.** (HCO PL 30 Aug 70)

BANK, 1. the mental image picture collection of the pc. It comes from computer technology where all data is in a **"bank."** (HCOB 30 Apr 69) **2.** a colloquial name for the reactive mind. This is what the procedures of Scn are devoted to disposing of, for it is only a burden

to an individual and he is much better off without it. (*Scn AD*) **3.** merely a combination of energy and significance and this comprises a mass that sits there in its own made up space, and it's plotted against the pc's experiential track known as time. (SH Spec 65, 6507C27) See also REACTIVE MIND.

BANK-AGREEMENT, 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. The bank-agreement has been what has made the earth a hell. (HCO PL 7 Feb 65)

BANK BEEFING UP, the sensation of increasing solidity of masses in the mind. (HCOB 19 Jan 67)

BANK MONITOR, the file clerk is the **bank monitor.** "He" **monitors** for both the reactive engram **bank** and the standard **banks.** (*DMSMH*, p. 198) See FILE CLERK.

BANKY, *Slang*. a term which means that a person is being influenced by his bank and is displaying bad temper, irritability, lack of cooperation and the signs of dramatization. He is being irrational. (*Scn AD*)

BARK, 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 drop your voice or downcurve your voice tone at the end of the line as that will cost you reads. You punch the last sylable to make it read and to the pc. The accent is at the end of the sentence routinely, not on the earliest part. (BTB 13 Mar 75)

BARRIER, 1. something which an individual cannot communicate beyond. (*Dn 55!*, 1, p. 126) **2.** space, energy, matter and time—each is only a **barrier** to knowingness. A **barrier is a barrier** only in that it impedes knowingness. (*COHA*, p. 151) **3.** from Scientology Axiom 28: Barriers consist of Space, Interpositions (such as walls and screens of fast-moving particles) and Time. (*COHA*, p. 18)

BASIC, 1. the first incident (engram, lock, overt act) on any chain. (HCOB 15 May 63) **2.** the first experience recorded in mental image pictures of that type of pain, sensation, discomfort, etc. Every chain has its **basic.** It is a peculiarity and a fact that when one gets down to the **basic** on a chain, (a) it erases and (b) the whole chain vanishes for good. **Basic** is simply earliest. (HCOB 23 Apr 69)

Barrier (Def. 2)
Matter

Barrier (Def. 2)
Space
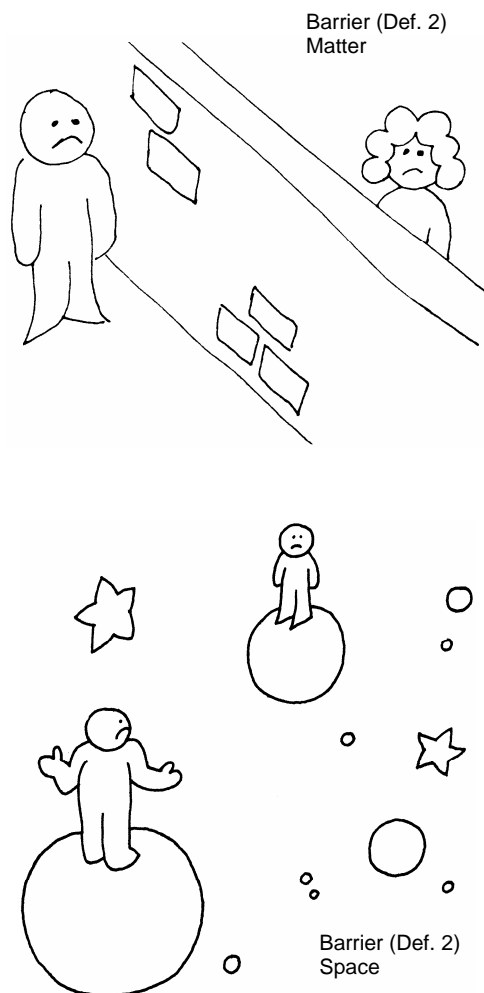
BASIC AREA, 1. the time track from the first recording on the sperm or ovum track to the first missed menstrual period of the mother. (*SOS* Gloss) **2.** early prenatal. (*DMSMH*, p. 224)

BASIC AUDITING, 1. the fundamental and most important elements of **auditing**—the skill of handling and keeping the preclear in session, proper use of the **auditing** communication cycle, the repetitive use of the **auditing** communication cycle to flatten a process, the correct application of the technology of Scn, and the ability to use and read and E-meter correctly. (*Scn AD*) **2.** the handling of the pc as a being, the **auditing** cycle, the meter. (HCOB 26 Nov 63)

BASIC-BASIC, 1. this belongs in Scn, not Dn. It means the most **basic basic** of all **basics** and results in clearing. It is found on the Clearing Course. (HCOB 23 Apr 69) **2.** the first engram on the whole time track. (HCOB 15 May 63) **3.** any similar circumstance repetitive through a person's whole track has a first time it occurred and that first time that it occurred we call **basic-basic.** (SH Spec 69, 6110Cl9)

BASIC CYCLE OF ACTION, create, resist effects (survive) and destroy; create an object, have it resist effects (survive) and then destroy it; create a situation, continue it and change it, and destroy or end it. (*COHA*, p. 249)

BASIC ENGRAM, the earliest **engram on an engram** chain. (*DTOT*, p. 112) See also BASIC.

BASIC GOAL, that **goal** native to the personality for a lifetime. It is second only in importance to survival itself. It is incident to the individuation of the person. A child of two knows its **basic goal.** It is compounded from genetic generations of experience. It can be found and reduced in some long past heavy effort facsimile such as death. It is neither advisable nor inadvisable to tamper with it. Much experience aligns on it. Desensitized, it would be supplanted by another **basic goal.** (*AP&A*, p. 42)

BASIC INDIVIDUAL, 1. the **basic individual** is not a buried unknown or a different person, but an intensity of all that is best and most able in the person. The **basic individual** equals the same person minus his pain and dramatizations. (*DTOT*, pp. 36-37) **2. basic individual** and Clear are nearly synonymous since they denote the unaberrated self in complete integration and in a state of highest possible rationality. A Clear is one who has become the **basic individual** through auditing. (*DTOT*, p. 34) See also CLEAR.

BASIC LIE, the **basic lie** is that a consideration which was made was not made or that it was different. (*PXL*, p. 181)

BASIC OVERT ACT, making somebody else want mest. (HCOB 17 Mar 60)

BASIC PERSONALITY, 1. a person's own identity. (*FOT*, p. 31) **2. the basic personality,** the file clerk, the core of "I" which wants to be in command of the organism, the most fun-

damental desires of the **personality,** may be considered synonymous for our purposes. (*DMSMH*, p. 394) **3.** the individual himself. (*DMSMH*, p. 394) *Abbr.* B.P. (BP).

BASIC PRINCIPLE OF EXISTENCE, the **basic principle of existence** is survival and that is only true for the body. A spirit cannot help but survive whether in heaven or in hell or on earth or in a theta trap. (*Ability Mag 5*)

BASIC PROGRAM, the **program** laid out in the Classification and Gradation Chart. (HCOB 12 Jun 70)

BASIC PURPOSE, it is a clinical fact that **basic purpose** is apparently known to the individual before he is two years of age: talent and inherent personality and **basic purpose** go together as a package. They seem to be part of the genetic pattern. (*DMSMH*, p. 238)

BASICS OF SCIENTOLOGY, axioms, scales, codes, fundamental theory about the thetan and the mind. (HCOB 3 May 62)

BASIC TRUTH, a static has no mass, meaning, mobility, no wave-length, no time, no location in space, no space. This has the technical name of **"basic truth."** (*PXL*, p. 180)

BA STEPS, bring about steps—R6 material. (HCOB 23 Aug 65)

B. D., before Dianetics. (*DMSMH*, p. 266)

BD, blowdown. (SH Spec 309, 6309C19)

B. E., before earth. (5203CM10)

BEAUTY, beauty is a wave-length closely resembling theta or a harmony approximating theta. (*Scn 8-80*, p. 26)

BE, DO, HAVE, see CONDITIONS OF EXISTENCE.

BEEP METER, a machine developed by Volney Mathison for chiropractors from a model furnished him by a chiropractor. Wherever a person has a painful spot on his body, if you put the electrode on it, the machine goes **"beep,"** but right alongside of the painful spot, it doesn't **beep.** (ESTO 6, 7203C03 SO III)

BEFORE EARTH, a theta line incident. There is a **before earth** and a before mest universe in all banks. The incidents are not dissimilar. The only thing remarkable about these **before** incidents is that they are a very definite degradation and condemnation of the preclear. (*HOM*, p. 66) *Abbr.* B.E.

BEGINNING RUDIMENTS, 1. rudiments at the **beginning** of session involve: (1) getting pc comfortable in environment; (2) getting pc willing to talk to auditor about pc's own case; (3) getting off withholds; (4) checking for and handling PTPs. The above are the **beginning**

rudiments. (HCOB 14 Dec 61) **2.** are normally devoted to getting the atmosphere and the environment out of the road, so you can audit the pc. (SH Spec 45, 6108C24)

BEHAVIOR PATTERNS, conflicts in the commands contained in engrams and conflicts between the basic drive and the engramic contents combine into **behavior patterns.** (*DTOT*, p. 55)

Beingness (Def. 1)

BEING, 1. a viewpoint; he is as much a **being** as he is able to assume viewpoints. (*Scn 8-8008*, p. 17) **2.** an energy production source. (*Scn 8-80*, p. 33) See also THETAN.

BEINGNESS, 1. correctly defined, is: The result of having assumed an identity. (HCOB 10 Apr 80) **2.** in terms of human experience, **beingness** is space. Space is a viewpoint of dimension. The points which mark an area of space are called anchor points, and these, with the viewpoint, alone are responsible for space. The creation of anchor points, then, is the creation of space, which is, in itself, the creation of **beingness**. The essential in any object is the space which it occupies. Thus the ability to be an object first depends upon the ability to be the space which it occupies. (*Scn Jour 14-G*) **3.** essentially, an identification of self with an object. (*COHA*, p. 76) **4.** the assumption or choosing of a category of identity. **Beingness** is assumed by oneself or given to oneself, or is attained. Examples of **beingness** would be one's own name, one's profession, one's physical characteristics, one's role in a game—each and all of these things could be called one's **beingness.** (*NSOL*, p. 50) **5.** the person one should be in order to survive. (SH Spec 19, 6106C23)
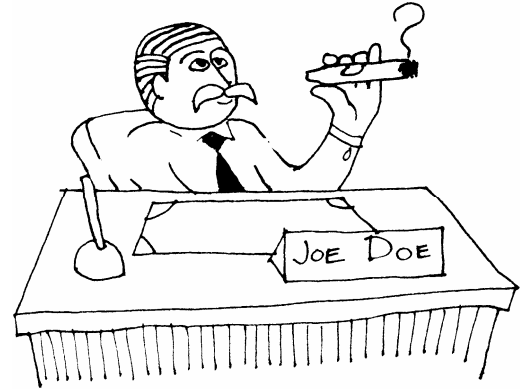
BEINGNESS OF MAN, essentially the **beingness** of theta itself acting in the mest and other universes in the accomplishment of the goals of theta and under the determination of a specific individual and particular personality for each being. (*Scn 8-8008*, p. 11)

BEINGNESS PROCESSING, is an alter-isness **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 identification of self with an object. In running **beingness processing** it will be discovered that the imagination of the preclear revives to a marked extent. **Beingness processing** recovers the various valences which the thetan is trying to avoid. 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. (*COHA*, pp. 76-79)

BEING OTHER BODIES, 1. out of valence; being another identity than his own. He's in one **body** and he's **being another body.** (5904C08) **2.** that's shame. There is an emotion of shame connected with **being other bodies.** One is ashamed to be oneself, he is somebody else. (5904C08)

BELOW THE CENTER LINE, the American APA has a **center line** which is zero, above which we get plus and **below** which we get minus. An OCA is essentially the same thing, except the OCA has a better center graph. There are two conditions here **below the center line:** any negative, and "in the white." (7203C30SO)

BENEFIT, defined as that which would enhance survival. (*Scn 8-8008*, p. 6)

B.E.R., bad exam report. (BTB 5 Nov 72R III) See also RED TAG.

BETRAYAL, 1. a betrayal is help turned to destruction. When help fails, destruction occurs, or so goes the most basic consideration behind living. (HCOB 6 Feb 58) **2.** the knock-in of anchor points. One's anchor points are pulled out and then they are suddenly knocked in. That operation, when done exteriorly by somebody else is **betrayal.** (Spr Lect 17 5304CM08)

BETTER, negative gain, things disappear that have been annoying or unwanted. (HCOB 28 Feb 59)

BETTERMENT, to us, is a lessening of a bad condition. (SH Spec 3, 6401C09)

BETTERMENT LAG, how many hours you have to process a preclear before he can become cause. (5410CM06)

BETWEEN-LIVES AREA, 1. the experiences of a thetan during the time **between** the loss of a body and the assumption of another. (*PXL*, p. 105) **2.** at death the theta being leaves the body and goes to the **between-lives area.** Here he "reports in," is given a strong forgetter implant and is then shot down to a body just before it is born. At least that is the way the old Invader in the earth area was operating. (*HOM*, p. 68)

BETWEEN SESSIONS, we don't mean overnight. We mean solely, strictly, completely and utterly if they get out of the auditor's sight at any time during a break. (SH Spec 7, 6106C05)

BIG MIDDLE RUDIMENTS, the big mid ruds can be used in the following places: At the start of any session. Examples: "Since the last time I audited you . . ." "Since the last time you were audited . . ." "Since you decided to be audited . . ." In or at the end of any session. Examples: "In this session . . ." On a list. Examples: "On this list . . ." "On (say list question) . . ." On a goal or item. Example: "On (say goal or item) . . ." Here is the correct wording and order of use for **big mid ruds.** ". . . has anything been suppressed?" ". . . is there anything you have been careful of?" ". . . is there anything you have failed to reveal?" ". . . has anything been invalidated?" ". . . has anything been suggested?" ". . . has any mistake been made?" ". . . is there anything you have been anxious about?" ". . . has anything been protested?" ". . . has anything been decided?" (HCOB 8 Mar 63) *Abbr.* B.M.R.

BIG THETA BOP, one-third of the dial back and forth or one-half of the dial back and forth, something like that. That's a bop on the loss of and still trying to hold onto the home universe. (PDC 15)

BIG TIGER, the same drill as the **tiger** drill except that it additionally uses nearly found out, protest, anxious about and careful of. One shifts to **big tiger** when making sure of the last item in on the list or a goal that fires strongly. (HCOB 29 Nov 62) See also TIGER DRILL.

BIRTH, 1. birth is one of the most remarkable engrams in terms of contagion. Here the mother and child both receive the same engram which differs only in the location of pain and the depths of "unconsciousness." Whatever the doctors, nurses and other people associated with the delivery say to the mother during labor and **birth** and immediately afterwards before the child is taken away is recorded in the reactive bank, making an identical engram in both mother and child. (*DMSMH*, p. 136) **2. birth** is ordinarily a severely painful unconscious experience. It is ordinarily an engram of some magnitude. Anyone who has been **born** then possesses at least one engram. (*DTOT*, p. 52)

BIs, bad indicators. (BTB 6 Nov 72RA IV)

BLAB, *Slang.* there may once in a while be a person who reads nicely at their clear reading with no action and you're very suspicious the guy isn't Clear. This could be a complete **"blab"** no responsibility case—a mockery of Clear. (HCOB 26 May 60, *Security Checks*)

BLACK AND WHITE, 1. the name of a string of incidents where the theta body was implanted with electronic waves. (5208 CM07C) **2.** the two extreme manifestations of perception on the part of the preclear. Seeing **whiteness** or color the thetan is able to discern or differentiate between objects, actions and spatial dimensions. Energy can also manifest itself as **blackness.** (*Scn 8-8008*, p. 50) **3.** a rapid process which eliminates the need for running single incidents, locks, or secondaries, and is effective only in occluded cases. Wide-open cases cannot see **black or white,** but see color. These black areas, which are curtains over occluded facsimiles along the time track, erase, or become white, when attention is centered on them, and turning the field white by concentrating on the aesthetic band is the only concern of the auditor or preclear. Heavy somatics may be expected during **"black and white"** processing, but these can be avoided by keeping the field white. *(Scn 8-80* Gloss)

BLACK DIANETICS, 1. hypnotism. (5109C17A) **2.** unscrupulous groups and individuals have been practicing a form a **Black Dianetics** on their fellow man for centuries. They have not called it that but the results have been and are the same. There are those who, to control, resort to narcotics, suggestion, gossip, slander—the thousands of overt and covert ways that can be classified as **Black Dianetics.** (*Scn Jour* Iss 3G)

BLACK FIELD, just some part of a mental image picture where the preclear is looking at **blackness.** It is part of some lock, secondary or engram. In Scn it can occur (rarely) when the pc is exterior, looking at something **black.** It responds to R3R. (HCOB 23 Apr 69)

BLACK FIELD CASE, a case that could not run engrams because he could not see them. (HCOB 14 Jan 60)

BLACK FIVE, 1. a heavily occluded case characterized by mental pictures consisting of masses of **blackness.** This is a **"step V"** in early procedures such as Standard Operating Procedure 8**.** (*PXL*, p. 141) **2.** a level of nonperception, whether the person is seeing **blackness** or invisibility. (SH Spec 271, 6305C20) **3.** a no-responsibility case. (*COHA*, p. 161)

BLACKNESS, 1. usually the protective coating between the preclear and the pictures. (*Abil SW*, p. 15) **2.** both of these conditions regarding blackness exist. The machine that makes blackness and having a black picture in restimulation; there is also simply the blackness of looking around inside a head. (*Abil SW*, p. 15) **3.** the blackness on the case is indicative of a scarcity of viewpoints, a necessity for safeguarding and protective "screens," a defensive and propitiative attitude towards existence, too much loss of allies and good, too much loss of space and finally and most importantly, loss of those who have evaluated for the preclear. The sudden departure of the person who has evaluated for the preclear results in loss of that viewpoint which the preclear unwittingly had assumed. (PAB 8) **4.** either the pc's unwillingness to face things or his basic bank. It cures if you do Dianetics by gradients. (HCOB 3 Apr 66)

BLACKNESS OF CASES, the blackness of cases is an accumulation of the case's own or another's lies. (*PXL*, p. 183)

BLACK PANTHER MECHANISM, 1. in Dn considerable *slang* has been developed by patients and Dianeticists and they call the **"Black Panther Mechanism"** a neglect of the

Black Panther (Def. 2)

Attack

Flee

Avoid

Neglect

Succumb
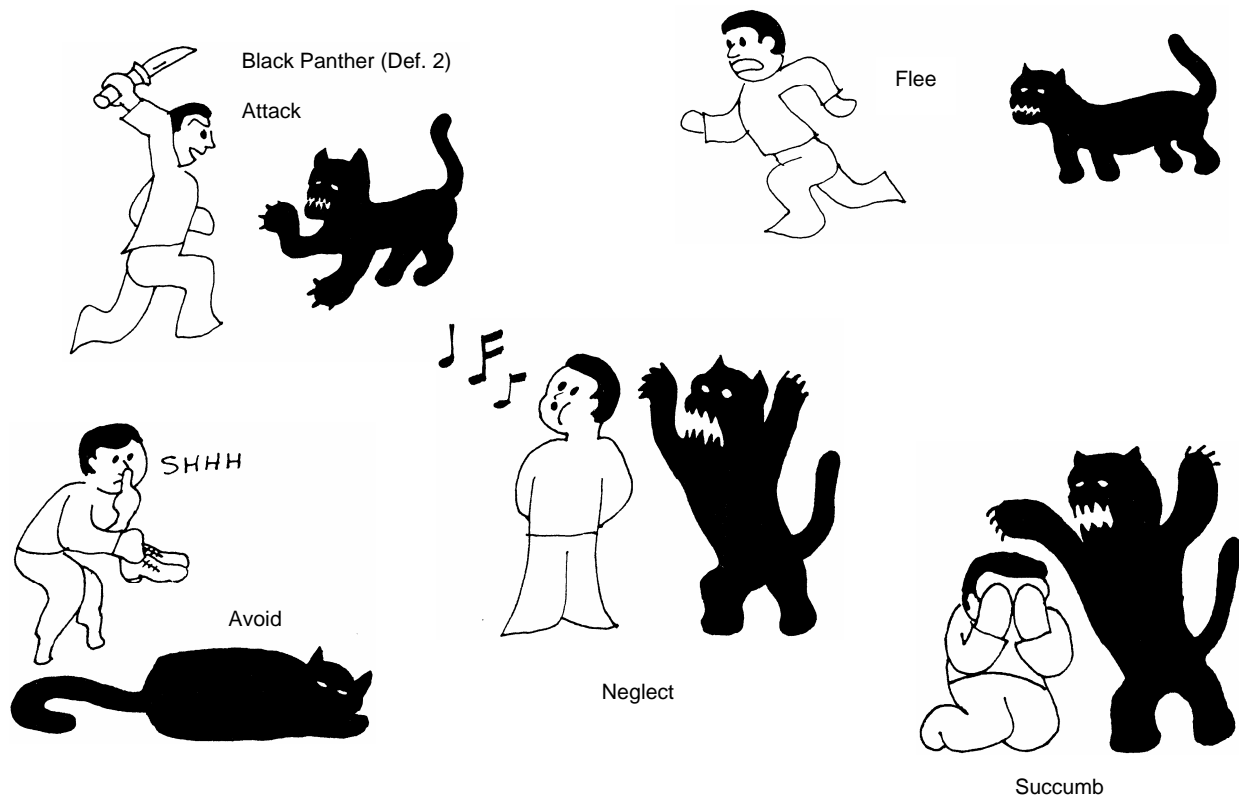
problem. One supposes this stems from the ridiculousness of biting **black panthers.** (*DMSMH*, p. 147) **2.** there are five ways in which a human being reacts toward a source of danger. Let us suppose that a particularly black-tempered **black panther** is sitting on the stairs and that a man named Gus is sitting in the living room. Gus wants to go to bed. But there is the **black panther.** The problem is to get upstairs. There are five things that Gus can do: (1) he can go attack the **black panther;** (2) he can run out of the house and flee the **black panther;** (3) he can use the back stairs and avoid the **black panther;** (4) he can neglect the **black panther;** and (5) he can succumb to the **black panther.** These are the five **mechanisms.** All actions can be seen to fall within these courses. And all actions are visible in life. (*DMSMH*, pp. 147-148)

BLAME, 1. it's simply punishing other bodies. (5904C08) **2.** when one individual assigns cause to another entity, he delivers power to that entity. This assignment may be called **blame,** the arbitrary election of cause. (*DAB*, Vol. II, p. 233) **3.** blame is the negation of your responsibility. You can **blame** self, that's the last stage, or you can **blame** somebody else. That's an effort not to be responsible. (5112CM28B)

BLANKET, to settle down over a mest body (one or more mest bodies). (5206CM26B)

BLANKETING, this incident consists of throwing oneself as a thetan over another thetan or over a mest body. **Blanketing** is done to obtain an emotional impact or even to kill. It is strongest in sexual incidents where the thetan throws two mest bodies together in the sexual act in order to experience their emotions. (*HOM*, p. 62)

BLINDNESS, extreme unawareness. (PAB 117)

BLIND REPAIR, when no FES is done, or when the pc has lost his folder, one is doing a **blind repair.** The progress program and advance program may have holes in them. (HCOB 6 Oct 70)

BLINKLESS TR 0, there is no such thing. Sitting with any attention on the body just isn't confront—you aren't doing the drill right. If your body blinks then OK, but if you are making it blink by having attention on the eyes then your TR 0 is out. (HCOB 8 Dec 74)

BLOCKING OUT, identifying incidents on the time track by dating, moving the time track to that date, asking the pc what is there, finding the duration, moving the pc through it to the end, asking the pc what happened, checking for earlier beginning, moving the pc through the incident again. (SH Spec 272, 6306C11)

BLOW, n. **1.** the sudden dissipation of mass in the mind with an accompanying feeling of relief. (*Scn AD*) **2.** a definite manifestation and the pc must say "something **blew"** or "it disappeared" or "it's gone" or "it vanished," not "I feel lighter." (HCOB 24 Sept 71) **3.** the phenomena of obsessive efforts to individuate. (HCOB 12 Jan 61) **4.** departures, sudden and relatively unexplained, from sessions, posts, jobs, locations and areas. (HCOB 31 Dec 59) —v. *Slang*. **1.** unauthorized departure from an area, usually caused by misunderstood data

or overts. (HCOB 19 Jun 71 III) **2.** leave, get out, rush away, cease to be where one should really be or just cease to be audited. (*BCR*, p. 23)

BLOWDOWN, 1. a tone arm motion to the left made to keep the needle on the dial. (HCOB 29 Apr 69) **2.** a period of relief and cognition to a pc while it is occurring and for a moment after it stops. When the auditor has to move the tone arm from right to left to keep the needle on the dial and the movement is .1 divisions or more, then a **blowdown** is occurring. (HCOB 3 Aug 65) **3.** a movement of the needle from left to right as you face a meter with a hang-up at the right. That's got to be included in training. It's whether or not the needle stays over to the right that makes the **blowdown,** not what you do with the tone arm. (SH Spec 21, 6406C04) **4.** the meter reaction of having found the correct by-passed charge. (HCOB 19 Aug 63) *Abbr*. BD. **5.** Blowdowns occur on right items and cognitions. (HCOB 3 May 80) **6.** The E-Meter records what force is being discharged in every slash, fall and blowdown. (HCOB 30 Aug 80)

BLOW-OFFS, see BLOW.

BLOW-UP, in the low tone arm case, means a sudden approach of the tone arm from a non-optimum (below 2**.**0) reading toward the optimum read. (HCOB 1 Sept 60)

BLUE SHEET, Return Programs (now called Advance Programs) are on bright **blue sheets.** (HCOB 25 Jun 70)

B.M.R., big mid ruds. (SH Spec 320, 6310C31)

BOARD POLICY LETTERS, color flash—green ink on cream paper. These are the issues of the Boards of Directors of the Churches of Scientology and are separate and distinct from those HCO Policy Letters written by LRH. Only LRH issues may be printed green on white for policy and only LRH issues may have the prefix HCO. These **Board** issues are valid as **Policy.** The purpose of this distinction is to keep LRH's comm lines pure and to clearly distinguish between Source material and other issues and so that any conflict and/or confusion on Source can easily be resolved. (BPL 14 Jan 74R I) *Abbr*. BPL.

BOARD TECHNICAL BULLETIN, color flash—red ink on cream paper. These are the issues of the Boards of Directors of the Churches of Scientology and are separate and distinct from those HCO Bulletins written by LRH. Only LRH issues may be printed red on white for Technical Bulletins and only LRH issues may have the prefix HCO. These **Board** issues are valid as **tech.** The purpose of this distinction is to keep LRH's comm lines pure and to clearly distinguish between Source material and other issues and so that any conflict and/or confusion on Source can easily be resolved. (BPL 14 Jan 74R I) *Abbr*. BTB.

BODHI, 1. one who has attained intellectual and ethical perfection by human means. This probably would be a Dn Release. (*PXL*, p. 18) **2. Bodhi** means enlightenment or, alternately, one who has attained intellectual and ethical perfection by human means. (*HOA*, Intro)

BODY, 1. a carbon-oxygen engine which runs at 98**.**6°F. The theta being is the engineer running this engine in a Homo sapiens. (*HOM*, p. 42) **2.** a solid appendage which makes the person recognizable. (*PAB* 125) **3.** an identifying form or non-identifiable form to facilitate the control of, the communication of and with, and the havingness for the thetan in his existence in the mest universe. (HCOB 3 Jul 59) **4.** the thetan's communication center. (*CFC*, p. 9) **5.** a carbon-oxygen engine which runs on low combustion fuel, generally derived from other life forms. The **body** is directly monitored by the genetic entity in activities such as respiration, heartbeat and endocrine secretions; but these

Body (Def. 5)

activities may be modified by the thetan. (*Scn 8-8008*, p. 8) **6.** a physical object. It is not the being himself. As a **body** has mass it tends to remain motionless unless moved and tends to keep going in a certain direction unless steered. (HCOB 10 May 72)
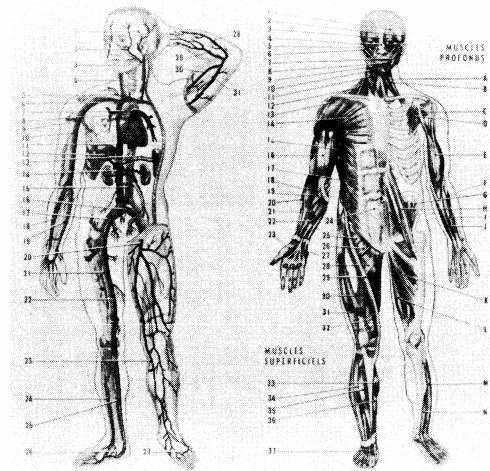
BODY IN PAWN, an incident of protecting **bodies.** Societies have gone totally batty on the track with this and we call it **bodies in pawn.** (5904C08)

BODY MOTION, any **motion** of the **body** which causes the tone arm to move falsely up or down. **Body motion** is never recorded in a session. (*EMD*, p. 25)

BODY-PLUS-THETAN SCALE, from 0.0 to 4**.**0 on the tone scale, and the position on this **scale** is established by the social environment and education of the composite being and is a stimulus-response **scale.** (*Scn 8-8008*, p. 76)

BODY REACTIONS, one of the ten main needle actions of an E-meter. The deep breathing of a preclear, a sigh, a yawn, a sneeze, a stomach growl can any one of them make a needle react. They're not important once you know what they are. (*EME*, pp. 18-19)

BODY VALENCE, human identity. (HCOB 14 Jul 56)

BOGGED STUDENT, he is groggy or puzzled or frowning or even emotionally upset by his misunderstood words. When not caught and handled he will go to sleep or just stare into space. (HCO PL 26 Jun 72)

BOIL-OFF, v. to become groggy and seem to go to sleep. (*HFP*, p. 100) —n. **1.** usually a flow running too long in one direction. (7204C07 SO III) **2.** a manifestation of unconsciousness, is very mild, and simply means that some period of the person's life wherein he was unconscious has been slightly restimulated. (*Scn Jour ISS*. 14-G) **3.** a state of unconsciousness produced by a confusion of effort impinging upon one area. It is a slow motion unconsciousness. (PDC 29) **4.** a condition of somnolence which is sometimes indistinguishable from sleep. (*SOS*, Bk. 2, p. 133) **5. boil-off** was originally and sedately named "comatic reduction," but such erudition has been outvoted by the fact that it has never been used.

(*DMSMH*, p. 303) **6.** it actually is a flow which is run too long in one direction. That's what **boil-off,** anaten, etc. is. (SH Spec 229, 6301C10)

BONUS PACKAGE, occasionally you get a **bonus package** off one list. In addition to the item you are looking for, sometimes two R/Sing items will show up on the same list opposing each other and blow. They oppose each other, not what you're listing. (HCOB 23 Nov 62) *Abbr.* BP.

BOOK AND BOTTLE, Opening Procedure by Duplication. Its goal is the separating of time, moment from moment. This is done by getting a preclear to duplicate the same action over and over again with two dissimilar objects. In England this process is called **"Book and Bottle,"** probably because these two familiar objects are the most used in doing Opening Procedure by Duplication. (*Dn 55!*, p. 114)

BOOK AUDITOR, 1. someone who has successfully applied Scn from a book to help someone else and who has received a **Hubbard Book Auditor** certificate for doing so. (*Scn AD*) **2.** someone who has studied **books** on Scn and listens to other people to make them better. (*Abil 155*)

BOOK ONE CLEAR, Mest Clear. (*Abil 87*) See also MEST CLEAR.

BOOK ONE OF DIANETICS, *Dianetics: The Modern Science of Mental Health.* (HCO PL 25 Jan 57)

BOOK ONE OF SCIENTOLOGY, *Scientology: The Fundamentals of Thought.* (HCO PL 25 Jan 57)

Boredom (Def. 2)

BOREDOM, 1. boredom is not just not doing anything. **Boredom** is an eddying back and forth which on its lower harmonic becomes pain and on a lower harmonic becomes agony. (2ACC-28B, 5312CM20) **2. boredom** is not a state of inaction. It is a state of idle action, vacillating action where penalties are yet in existence, and where they are grave, but a state in which one has decided he can't really do anything about them. It's just a high-toned apathy. (PDC 59)
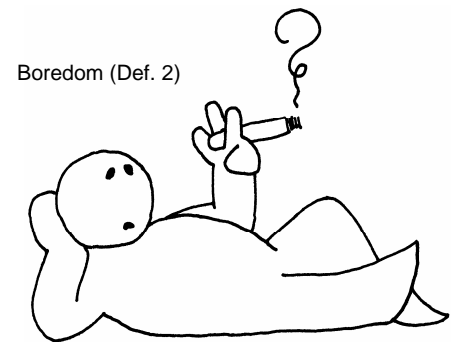
BORROWED FACSIMILES, facsimiles that aren't yours. That is to say they are **borrowed** from people or they're photographed or they're taken right straight out of other theta beings, just outright stolen; we call it **borrowing.** (5207CM24B)

BOTTOM TERMINAL, the **terminal** farthest from present time. (SH Spec 306, 6309C11)

BOUNCER, 1. an engram which contains the species of phrase, "can't stay here," "Get out!" and other phrases which will not permit the preclear to remain in its vicinity but returns him to present time. (*DTOT*, p. 129) **2.** the preclear may be in an engram and yet be **bounced**

into present time. This creates a situation in which the preclear seems to be in present time but is actually under considerable tension being held in an engram. (*SOS*, p. 106)

BP, bonus package. (HCOB 23 Nov 62)

B. P., basic personality. The attention units called **basic personality.** (*DMSMH*, p. 124)

BPC, by-passed charge. (HCOB 23 Aug 65)

BPI, designation on HCO Policy Letters and HCO Bulletins indicates dissemination and restriction as follows: **Broad Public Issue.** Give to HCOs of all types, all staff of central organizations, field Auditors, put in magazines, do what you like with it. (HCO PL 22 May 59)

BPL, Board Policy Letter. (BPL 14 Jan 74R I)

BRACKET, 1. the standard **bracket** is a five-way **bracket.** The general form of this is as follows: you ... terminal; terminal ... you; terminal ... another; another ... terminal; terminal ... terminal. (HCOB 30 Apr 61) **2.** the word **bracket** is taken from the artillery, meaning to enclose with a salvo of fire. A **bracket** is run as follows: first one gets the concept as happening to the preclear. Then one gets the concept of the preclear making it happen (or thinking or saying it) to another. Then one gets the concept as being directed by another at others. (*Scn 8-80*, p. 40) **3.** with these three things: the thetan trying to put up mock-ups of his own which persist; trying to divert the mock-ups of others; and trying to observe what others are doing to others; we have what we call a **bracket** in Scn. (PAB 11) **4.** the individual does it himself, somebody else does it, others do it, or the individual does it to somebody else, or somebody does it to him or others do it to others. (PDC 31) **5.** the pc is given the first command, then the second and then the third and then the first and then the second, etc. (HCOB 6 Nov 72)

BRAIN, 1. another part of the nervous system which receives and sends impulses to the body parts. (*SPB*) **2.** a neuro-shock absorber. It has very little to do with thinking. (SH Spec 75, 6608C16) **3.** a very mechanical rattletrap sort of a switchboard that's been thrown together by you in order to translate thought into action and to coordinate energy. (5203CM03B)

BREAK-ENGRAM, 1. a late **engram** which crosses chains of **engrams** would be a "cross engram." If such an **engram** resulted in a loss of sanity it would be called a **"break-engram."** (*DMSMH*, p. 144) **2.** the secondary engram after the receipt of which the individual experienced a lowering of general tone to 2**.**5 or below and became therefore unable to cope with his environment. (*DTOT* Gloss)

BREAKING A CASE, *Slang*. meaning that one **breaks** the hold of the preclear on a non-survival facsimile, never breaking the preclear or his spirit, but **breaking** what is breaking the preclear. (*HFP* Gloss)

BRIDGE, THE, 1. the route to Clear, **the bridge,** which we call the Classification, Gradation and Awareness Chart. (*Aud 107 ASHO*) **2.** a term originating in early Dn days to symbolize travel from unknowingness to revelation. (*Aud 72 ASNO*)

BROKEN, *Slang.* used in the wise of **"breaking** a case," meaning that one **breaks** the hold of the preclear on a nonsurvival facsimile. Used in greater or lesser magnitude such as **"breaking** a circuit" or "breaking into a chain" or "breaking a computation." Never breaking the preclear or his spirit, but **breaking** what's breaking the preclear. (*HFP* Gloss)

BROKEN DRAMATIZATION, where the individual has been prevented from carrying out the commands of the engram which is restimulated by present time environmental perceptics. (*SOS*, Bk. 2, p. 118)

BROKEN DRAMATIZATION LOCKS, locks in which the chief factor is that the individual has been prevented from completing the dramatization of a restimulated engram. These are most abundant at the 1.5 level. (*SOS* Gloss)

B. S., Beginning Scientologist. (HCOB 23 Aug 65)

B. Scn., Bachelor of Scientology. (HCOB 23 Aug 65)

B. T., before time. (5203CMlOA)

BTB, Board Technical Bulletin. (BPL 14 Jan 74R I)

BUBBLE GUM INCIDENT, 1. an incident on the track where you are hit with motion and finally develop an obsession about motion. (I wish you to carefully note these very technical terms like **bubble gum.)** (5206CM23A) **2.** the first incident on the track that has any words in it and is usually the last incident on the track of any magnitude that has any words in it for millions of years afterward. It sits there all by itself. It's a verbal implant, a thought implant. (5206CM25B)

BUDDHA, simply one who has attained bodhi. There have been many **buddhas** and there are expected to be many more. (PAB 32)

Buddha

BUGGED, the word **bugged** is *Slang* for snarled up or halted. (HCO PL 29 Feb 72 II)

BULL-BAITING, in coaching certain drills, the coach attempts to find certain actions, words, phrases, mannerisms or subjects that cause the student doing the drill to become distracted from the drill by reacting to the coach. As a **bullfighter** attempts to attract the **bull's** attention and control the **bull,** so does the coach attempt to attract and control the student's attention, however the coach flunks the student whenever he succeeds in distracting the student from the drill and then repeats the action until it no longer has any effect on the stu-

dent. Taken from a Spanish and English sport of **"baiting"** which means "to set dogs upon a chained bull," but mainly "to attack or torment especially with persistent insult, criticism or ridicule." Also "to tease." (LRH Def. Notes)

BUREAU 5, (Continental Liaison Office) **Bureau** 5 covers the standard functions done in Scientology Church Tech and Qual Divisions. (SO ED 96 Int)

BUTTERED ALL OVER THE UNIVERSE, 1. a preclear who does not know where he is. The preclear has used remote viewpoints, and has left remote viewpoints located all over everywhere to such a degree that the preclear thinks he is anyplace rather than where he is. (*Dn 55!*, pp. 145-146) **2.** in his effort to control, a thetan spreads himself further and further from the universe, and in his failures to control, withdraws from things he has attempted to control but leaves himself connected with them in terms of 'dead energy'. Thus we get the manifestation '**buttered all over the universe.'** (*COHA*, p. 123) **3.** Colloquial; a thetan unknowingly in contact with a large part of a universe. (*COHA*, p. 74) **4.** the lower harmonic of exteriorization, which is: "I don't want to be there and I've backed out in spite of myself." (5411C29) **5.** the super reach case. He isn't withdrawing, he's reaching, compulsively and he can't stop himself. (2ACC-29A, 5312C M20)

BUTTON(S), 1. items, words, phrases, subjects or areas that cause response or reaction in an individual by the words or actions of other people, and which cause him discomfort, embarrassment, or upset, or make him laugh uncontrollably. (*Scn AD*) **2.** things in particular that each human being finds aberrative and has in common. (*HFP*, p. 127) **3.** restimulators, words, voice tones, music, whatever they are—things which are filed in the reactive mind bank as parts of engrams. (*DMSMH*, p. 74) **4.** (suppress **button,** invalidate **button,** etc.), it is called a **button** because when you push it (say it) you can get a meter reaction. (HCOB 29 Jan 70)

BUTTON CHART, chart of attitudes toward life. This might be called a **"button chart"** for it contains the major difficulties people have. (*HFP*, p. 38)

BY-PASS CIRCUITS, see DEMON CIRCUITS.

BY-PASSED CHARGE, 1. mental energy or mass that has been restimulated in some way in an individual, and that is either partially or wholly unknown to that individual and so is capable of affecting him adversely. (*Scn AD*) **2.** when one gets a lock, a lower earlier incident restimulates. That is BPC. It isn't the auditor by-passing it. One handled later charge that restimulated earlier **charge.** That is BPC (tech of '62), and that is all that the term means. "Earlier **charge** restimmed and not seen" would be another name for it (HCOB 10 Jun 72 I) **3.** reactive **charge** that has been **by-passed** (restimulated but overlooked by both pc and auditor). (*BCR*, p. 21) **4.** Auditor touches on A, and B goes into restim out of pc's consciousness. This causes an irritated, ARC Breaky, upset feeling. The pc reacts very badly. He has been hit by a mystery. There is no apparent reason (to him) why he feels this way. This is what Bypassed Charge means. "Earlier Charge Restimmed and not seen" would be another name for it. (HCOB 21 Sep 74) *Abbr.* BPC.

BY-PASSED CHARGE ASSESSMENT, 1. auditing by list to help the preclear find **by-passed charge.** The moment the correct **by-passed charge** is found the preclear feels much better. (*Scn AD*) **2.** a **BPC assessment** is actual auditing (Level III). Here one cleans each smallest read of a question (but not cleaning cleans), before going onto the next question, handling originations by the pc and acknowledging. One never does this with an ARC broken pc. With an ARC break one just ploughs on looking for a big read and indicates it to pc. (*BCR*, p. 41) **3.** a **by-passed charge assessment** is auditing because you clean every read of the needle on the list being assessed. The pc is acked, the pc is permitted to itsa and give his opinions. But you never do a **by-passed charge assessment** on an ARC broken pc. These two different activities (**by-passed charge assessment** and ARC break assessment) unfortunately have the word **assessment** in common and they use the same lists, therefore some students confuse them. (HCOB 7 Sept 64 II)

BY-PASSED ITEM, when a list has been made and includes a reliable item and that reliable item was not used to find an **item** in opposition to it, the item which was not so found is called a **by-passed item.** (HCOB 17 Nov 62)

C

CALIBRATION, finding and marking the correct positions on the tone arm dial so that TA 2 and TA 3 positions are known precisely by the auditor at start of session. (*EMD*, p. 16A)

CALL-BACK, a type of action phrase which would, in present time, cause the preclear to move back to another position in space, and when contained in an engram would pull the preclear down from present time into the engram. (*SOS*, p. 105)

CAL-MAG FORMULA, working on this in 1973, for other uses than drug reactions, I found the means of getting **calcium** into solution in the body along with **magnesium** so that the results of both could be achieved. (HCOB 5 Nov 74)

CANCELLER, 1. in Dn processing we used to use what was called a **"canceller."** At the beginning of the session, the preclear was told that anything which had been said to him would be **cancelled** when the word **cancelled** was uttered at the end of the session. This **canceller** is no longer employed, not because it was not useful but because lock scanning provides the means of scanning off all the auditing. This is a far more effective and positive mechanism than the **canceller.** (*SOS*, Bk. 2, pp. 228-229) **2.** a contract with the patient that whatever the auditor says will not become literally interpreted by the patient or used by him in any way. It prevents accidental positive suggestion. (*DMSMH*, p. 200)

CANNED LIST, *Slang*. a pre-prepared and issued **list.** (7204C07 SO I)

CANS, electrodes for the E-meter. Steel soup or vegetable cans, unpainted, tops cleanly removed, label and glue washed off, tin plated or not, have been standard for many years. It is with these that calibration has been done. (HCOB 14 Jul 70)

Cans
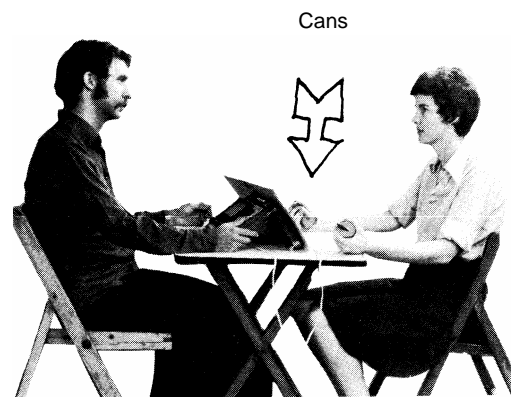
CAN'T HAVE, 1. it means just that—a depriving of substance or action or things. (HCO PL 12 May 72) **2.** denial of something to someone else. (BTB 22 Oct 72) **3.** a moment of pain or unconsciousness is a moment of **can't have.** If, at a certain moment, an individual **couldn't have** the environment, **couldn't have** the circumstances he was undergoing then it is a certainty that he'll pile up an engram right at that spot in time. (*Abil 14*)

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CAS, Church of **American Science**. (PAB 74)

CASE, the whole sum of past by-passed charge. (HCOB 19 Aug 63)

CASE ANALYSIS, 1. the determination of where pc's attention (at current state of case) is fixed on the track and restoring pc's determinism over those places. (HCOB 28 Feb 59) **2.** the steps for **case analysis** are (1) discover what the pc is sitting in, (2) get the lies off, (3) locate and indicate the charge. (HCOB 14 Dec 63)

CASE CRACKING SECTION, a **section** in the Dept. of Review in the Qualifications Division of a Scientology Church. This **section** audits cases (students or HGC pcs or other pcs in difficulty such as field auditor rejects) to a result. (HCO PL 24 Apr 65)

CASE V, 1. the definition of a **case** V is no mock-ups, only blackness. (*Scn 8-8008*, p. 120) [For a complete list of the eight levels of case of SOP 8-C, see STATES OF CASE SCALE.]

CASE GAIN, 1. the improvements and resurgences a person experiences from auditing. (*Scn AD*) **2.** any case betterment according to the pc. (*Abil 155*)

CASE HISTORIES, reports on preclears' individual records. (*FOT*, p. 15)

CASE LEVEL, see STATE OF CASE SCALE.

CASE PROGRESS SHEET, a sheet which details the levels of processing and training the pc has achieved while moving up the grade chart. It also lists incidental rundowns and setup actions the pc has had. The **sheet** gives at a glance the pc's **progress** to OT. (BTB 3 Nov 72R)

CASE, STATES OF, see STATE OF CASE SCALE.

CASE SUPERVISOR, 1. that person in a Scientology Church who gives instructions regarding, and **supervises** the auditing of preclears. The *Abbr*eviation C/S can refer to the **Case Supervisor** or to the written instructions of a **case supervisor** depending on context. (BTB 12 Apr 72R) **2.** the C/S is the **case supervisor.** He has to be an accomplished and properly certified auditor and a person trained additionally to **supervise cases.** The C/S is the auditor's "handler." He tells the auditor what to do, corrects his tech, keeps the lines straight and keeps the auditor calm and willing and winning. The C/S is the pc's case director. His actions are done *for the pc*. (*Dn Today*, Bk. 3, p. 545) *Abbr*. C/S. See also C/S.

CATATONIA, 1. a psychiatric name for withdrawn totally. (HCOB 24 Nov 65) **2. catatonia** means the person is lying still in apathy unmovingly and not reaching anything. (SH Spec 303, 6309C05)

CAUSATION, imposing time and space upon objects, people, self, events and individuals. (*Scn 8-80*, p. 44)

CAUSE, 1. cause could be defined as emanation. It could be defined also, for purposes of communication, as source-point. (*FOT*, p. 77) **2.** a potential source of flow. (*COHA*, p. 258) **3.** is simply the point of emanation of the communication. **Cause** in our dictionary here means only "source point." (*Dn 55!*, p. 70)

Cause (Def. 2)
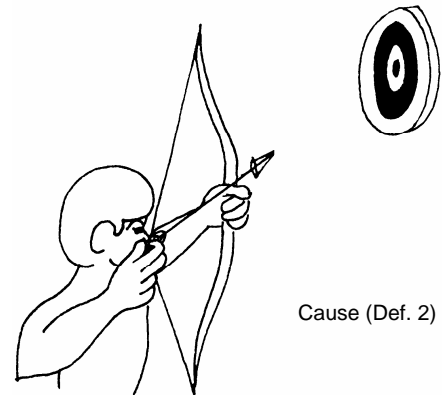
"CAVE IN," (noun) "CAVED IN" (adjective), mental and/or physical collapse to the extent that the individual cannot function causatively. The individual is quite effect. *AUS* Western term which symbolized mental or physical collapse as like being at the bottom of a mine shaft or in a tunnel when the supports collapsed and left the person under tons of debris. (LRH Def. Notes)

CC, Clearing Course. (HCO PL 6 Sept 72 II)

CCHs, 1. a highly workable set of processes starting with **control,** going to communication and leading to havingness in that order. The CCHs are auditing specifically aimed at and using all the parts of the two way comm formula. (BTB 12 Sept 63) **2.** several associated processes which bring a person into better **control** of his body and surroundings, put him into better **communication** with his surroundings and other people, and increase his ability to **have** things for himself. They bring him into the present, away from his past problems. (*Scn AD*) **3.** actually, **control, communication and havingness.** When you apply **control,** you obtain **communication** which gives the preclear **havingness.** And it is a method of entrance on cases which is rather infallible. (SH Spec 9, 6106C07)

CCH-O, the sum of CCH-O is find the auditor, find the auditing room, find the pc, knock out any existing PT problem, establish goals, clear help, get agreement on session length and get up to the first real auditing command. CCH-O isn't necessarily run in that order and this isn't necessarily all of CCH-O, but if any of these are seriously scamped, the session will somewhere get into trouble. (*SCP*, p. 8)

CCH OB, clear help in brackets with a meter, running meter toward a freer needle. (PAB 138)

CDEI, curiosity, desire, enforcement, inhibition. (BTB 1 Dec 71RB II)

CDEINR, curious, desired, enforced, inhibited, no, refused. (BTB 1 Dec 71RB II)

CELL, 1. the virus and cell are matter and energy animated and motivated in space and time by theta. (*Scn 0-8*, p. 75) **2.** a unit of life which is seeking to survive and only to survive. (*DMSMH*, p. 50)

CEN-O, designation on HCO Policy Letters and HCO Bulletins indicates dissemination and restriction as follows: to go to all staff of **Central Organizations only** plus HCO Area Sec, HCO Cont, HCO WW. (HCO PL 22 May 59)

CEN-O-CON, 1. designation on HCO Policy Letters and HCO Bulletins indicates dissemination and restriction as follows: to go to Association Secretaries or **Organization Secretaries of Central Organizations only,** not to staff; also to HCO Area Sec, HCO **Cont,** HCO WW. (HCO PL 22 May 59) **2.** modifies HCO PL 22 May 59, HCO Policy Letters which are marked **CenOCon** may be issued to all staff including HASI Personnel. (HCO PL 25 Jun 59)

CENT, central. (BPL 5 Nov 72RA)

CENTRAL ORG (ORGANIZATION), Church of Scientology (Class IV). (HCO PL 6 Feb 66)

CERT, see CERTIFICATE.

CERTAINTY, 1. the degree of willingness to accept the awareness of an is-ness. (SH Spec 84, 6612C13) **2.** knowledge itself is **certainty;** knowledge is not data. Knowingness is **certainty.** sanity is certainty, providing only that that certainty does not fall beyond the conviction of another when he views it. To obtain a **certainty** one must be able to observe. (*COHA*, p. 187) **3.** knowingness—knowing one knows—a state of beingness. (PAB 29) **4.** measurement of the effort and locations and distances necessary to make two points coincide at a certain instant in time. And that is really a low level **certainty.** That is **certainty** in terms of motion. (5311CM17A) **5.** clarity of observation. (*COHA*, p. 190)

CERTAINTY PROCESSING, the **processing of certainties.** The anatomy of maybe consists of uncertainties and is resolved by the **processing of certainties.** (*Scn 8-8008*, p. 126)

CERTIFICATE, an award given by the Hubbard Communications Office to designate study and practice performed and skill attained. It is not a degree as it signalizes competence whereas degrees ordinarily symbolize merely time spent in theoretical study and impart no index of skill. (*Aud 2 UK*) *Abbr*. Cert.

Certificate

CERTIFICATION COURSE, you teach the student the theory in the **certification course** and the drills and key processes for the grade in the classification course. (HCOB 22 Sept 65)

CERTIFICATION EXAM, this is a written test taken from the HCOBs, tapes, policy letters of the theory material the student studies. (FO 1685)

CHAIN, 1. a series of recordings of similar experiences. A **chain** has engrams, secondaries and locks. (HCOB 23 Apr 69) **2.** incidents of similar nature strung out in time. (SH Spec 70, 6607C21) **3.** a series of incidents of similar nature or similar subject matter. (HCOB 1 Mar 62)

CHAIN OF INCIDENTS, 1. when one speaks of a **chain of incidents,** one means usually a **chain** of locks or a **chain** of engrams or a **chain** of secondaries which have similar content. (*SOS*, Bk. 2, p. 194) **2.** a whole adventure or activity related by the same subject, general location or people, understood to take place in a long time period, weeks, months, years or even billions or trillions of years. (HCOB 15 May 63) See also CHAIN.

CHANGE, 1. a shift of location in space. (SH Spec 4, 6105C26) **2.** essentially the redirection of energy. When **change** is too rapid or too slow both beingness and havingness suffer. (*Scn 8-8008*, p. 103)

CHANGE OF CHARACTERISTIC, 1. one of the ten main needle actions of an E-meter. A **change of characteristic** occurs when we hit on something in the preclear's bank. It occurs only when and each time we ask that exact question. As the question or item alone changes the needle pattern, we must assume that that is it and we use it. It is not much used but must be known. (*EME*, pp. 15-16) **2.** the meter on a certain question has its needle shift into a different action than it was in. It resumes its old action when you no longer ask the question. (SH Spec 1, 6105C07)

CHANGE OF SPACE PROCESSING, the object of **change of space processing** is to get all areas into present time. Originally it could be conceived that only the place where the preclear is is in present time, that all other places are in past time to the degree that they are far from the preclear. **Change of space processing** is done in this fashion: "Be at the place where you entered the mest universe," "Be at the center of this room," "Be at the place where you entered the mest universe," "Center of this room," "Entrance point," "Room" and so forth until the entrance point is in present time. The preclear should be made to run **change of space** on any area until that area is in present time. (*COHA*, p. 38)

CHANGE OF VIEWPOINT, the primary requisite of the **viewpoint** is that it has position relative to points. A **change of viewpoint** necessitates a **change** of positions rather than a **change** of idea. The **change** of position is primary; the **change** of idea is secondary. (PAB 8)

CHANGE PROCESSES, 1. resistance to **change** prevents the pc from having, and as the ideas of **change** are sorted out the pc has increased havingness. (HCOB 27 Apr 61) **2.** if a

pc is bad off on **change** (which includes about eighty per cent of the pcs you get), he cannot run another auditing command cleanly as he never really runs the command but runs something else. Therefore the only thing that can be run is a **change process** and it must be run until motion is removed from the tone arm. There are many, many versions of **change.** To get the best result, adapt a **process** to the pc. (HCOB 27 Apr 61)

CHAOS, 1. all points in motion—no points fixed. (5410CM07) **2.** there's nothing traveling in one direction and there's nothing in alignment. (PDC 59)

CHAOS MERCHANT, the slave master, the fellow who's trying to hold everybody down, the fellow who's trying to keep everybody shook up one way or the other and so he can't ever get up again, the fellow who makes his money and his daily bread out of how terrible everything is. (SH Spec 328, 6312C10) See also MERCHANTS OF CHAOS.

CHARGE, 1. harmful energy or force accumulated and stored within the reactive mind, resulting from the conflicts and unpleasant experiences that a person has had. Auditing discharges this **charge** so that it is no longer there to affect the individual. (*Scn AD*) **2.** the electrical impulse on the case that activates the meter. (HCOB 27 May 70) **3.** stored energy or stored recreatable potentials of energy. (HCOB 8 Jun 63) **4.** the stored quantities of energy in the time track. It is the sole thing that is being relieved or removed by the auditor from the time track. (HCOB 13 Apr 64, Scn VI Part One Tone Arm Action) **5.** emotional **charge** or energy. (*NSOL*, p. 29) **6.** the accumulation of entheta in locks and secondaries which **charges** up the engrams and gives them their force to aberrate. (*SOS* Gloss) **7.** by **charge** is meant anger, fear, grief, or apathy contained as misemotion in the case. (*SOS*, p. 108) See also CHRONIC CHARGE.

CHARGE UP, charge that is restimulated but not released causes the case to **"charge up"** in that **charge** already on the time track is triggered but is not yet viewed by the pc. (HCOB 8 Jun 63)

CHARGED UP, the key-in and additional locks begin to give the engram more and more entheta, and it becomes more and more powerful in its effect upon the individual. It has to be, in short, **charged up** in order to affect the individual. (*SOS*, Bk. 2, p. 137)

CHART OF ATTITUDES, 1. a chart on which are plotted with the numerical values of the emotional tone scale the gradient **attitudes** that fall between the highest and lowest states of consideration about life. Example: top-CAUSE; bottom-FULL EFFECT. (*PXL* Gloss) **2.** a **chart of attitudes** toward life. This might be called a "button chart" for it contains the major difficulties people have. It is also a self-evaluation chart. You can find a level on it where you agree and that is your level of reaction toward life. (*HFP*, p. 38)

CHC, Clean Hands Congress. (HCOB 29 Sept 66)

CHECKLIST, a list of actions or inspections to ready an activity or machinery or object for use or estimate the needful repairs or corrections. This is erroneously sometimes called a "checksheet" but that word is reserved for study steps. (HCOB 19 Jun 71 III)

CHECKOUT, the action of verifying a student's knowledge of an item given on a checksheet. (HCOB 19 Jun 71 III)

CHECKSHEET, a list of materials, often divided into sections, that give the theory and practical steps which, when completed, give one a study completion. The items are selected to add up to the required knowledge of the subject. They are arranged in the sequence necessary to a gradient of increasing knowledge on the subject. After each item there is a place for the initial of the student or the person checking the student out. When the **checksheet** is fully initialed, it is complete, meaning the student may now take an exam and be granted the award for completion. Some **checksheets** are required to be gone through twice before completion is granted. (HCOB 19 Jun 71 III) *Abbr.* c/sheet or ch. sheet or √sht.

CHECKSHEET MATERIAL, the policy letters, bulletins, tapes, mimeo issues, any reference book or any books mentioned on the **checksheet.** (HCO PL 16 Mar 71)

CHEMICAL RELEASE, drugs (or alcohol) give an enforced moment or period of **release.** It is surrounded in mass. They are deadly because they give the sensation of **release** while actually pulling in mass. (HCOB 23 Sept 68)

CHEW AROUND, tendency on the part of preclears to change the direction or position of the energy masses which they are handling, and when this is the case there is a certain loss of havingness by reason of heat and friction. (PAB 52)

CHEW ENERGY, *Slang.* 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. (PAB 56)

CHKSHT, checksheet. (BPL 5 Nov 72RA)

CHRONIC CHARGE, the impulse to withdraw from that which can't be withdrawn from or to approach that which can't be approached, and this, like a two pole battery, generates current. This constantly generated current is **chronic charge.** (HCOB 15 May 63)

CHRONIC ENGRAM, an engram which has been more or less continuously restimulated so that it has become an apparent portion of the individual. (*DTOT*, p. 45)

CHRONIC HIGH TA, one which is found high two sessions running (consecutive). "High" means around 4.0 or above. But 3.8 can also be called **"high"** if it occurs at session beginning too often. (HCOB 13 Feb 70) See also HIGH TA.

CHRONIC INSANITY, 1. an acute **insanity** with the time factor lengthily extended. (*DASF*) **2.** one which, having appeared, does not subside but holds the individual in an abnormal state. (*DASF*)

CHRONIC SOMATIC, 1. a stuck moment on a time track, which is the stable datum of a prior confusion. (SH Spec 61, 6110C03) **2.** an obvious demonstration of a help-failure cycle where the individual has used an effort to help and has failed and has gotten a **somatic** back. (5112CM30A) **3.** psychosomatic illness, as it is called in the field of medicine, is named in Dn a **chronic somatic,** since it is not an illness, and cannot be diagnosed as such but is only some former pain which is in restimulation. (*SOS*, p. xv) **4.** a psychosomatic illness, since it is discovered that psychosomatic illness is only the restimulated **somatic** of some engram and goes away when the engram is contacted and reduced or erased. (*SOS*, p. 26) **5.** simply an area of randomity, a theta facsimile of past pain, effort, counter-effort, that has swamped the individual. It throws him all out of whack. As far as atoms and molecules are concerned, he suffers pain. (5109CM24B)

CHUG, a needle reaction in which the needle in falling appears to encounter, penetrate and surge beyond a "skin." (HCOB 13 Apr 64, *Scn VI Part One Glossary of Terms*)

CIRCUIT, 1. a part of an individual's bank that behaves as though it were someone or something separate from him and that either talks to him or goes into action of its own accord, and may even, if severe enough, take control of him while it operates. A tune that keeps going around in someone's head is an example of a **circuit.** (*NOTL* Gloss) **2.** just an identity that is so dominant that it balls up a whole section of the whole track. It takes a large section of the whole track and bundles it all up in a black ball and it's full of pictures. (SH Spec 105, 6201C25) **3.** a **circuit** has no livingness in it. It is simply a motivated mass. (SH Spec 21, 6106C27) **4.** matter, energy, space and time at a mental level, enclosing thought. (6009C13) **5.** a mechanism which becomes an identity in itself, with its own "I" which takes a piece of the analyzer, walls it off with the charge, and thereafter dictates to the preclear. In olden times, these were called demons. (*SOS*, Bk. 2, p. 202) **6.** divisions of your own mind that seem to make up other personalities and these other personalities affect you and argue with you and so forth. (5203CM05D)

CIRCUIT CASES, the auditor will encounter many cases which resolve very rapidly. These account for fully 50% of the people who come to him, but he will also encounter many people whose cases are resistive and he will encounter a small handful who wouldn't let anything happen if the auditor used a shotgun on them. These are classified as **"circuit cases."** (PAB 19)

CIRCUITRY, 1. consists of "you" phrases. They are the phrases addressed from an exterior "I" to "you." "I have to tell you" is still a "you" addressing the "I." These phrases are received from persons who seek to nullify the independence of judgment of others. (*NOTL*, p. 49) **2. circuitry** is an escape from knowing. It is knowingness in a substitute for lack of knowing. When a thetan escapes from knowing, he sets up a **circuit.** (SH Spec 68, 6110C18)

CLASS, 1. refers to the level of **classification** of an auditor. (BTB 12 Apr 72) **2.** a technical certificate in Scn goes by **classes** on the gradation chart. (HCO PL 13 Mar 66) *Abbr.* Cl.

CLASS 0, see HRS.

CLASS I, see HTS.

CLASS II, see HCA.

CLASS III, see HPA.

CLASS IV, see HAA.

CLASS V, see HVA.

CLASS VI, see HSS.

CLASS VII, see HGA.

CLASS VIII, see HSTS.

CLASS VIII C/S-6, list useful in running out past bad auditing. (HCOB 28 Mar 74)

CLASS VIII DRUG RUNDOWN, one of the steps in a complete **drug rundown.** It consists of listing and rehabbing all drugs, 3-way recalls, secondaries, and engrams of taking and giving **drugs.** (HCOB 31 Aug 74)

CLASS IX, Hubbard Advanced Technical Specialist. The **Class** IX Course is taught at saint Hill organizations and contains data concerning advanced procedures and developments since Class VIII. (CG&AC 75)

CLASS X, an advanced Scn course available only on Flag. It teaches L-10 OT, an upper level rundown whose basic tech comes from research into increasing OT powers. (CG&AC 75)

CLASS XI, an advanced Scn Course, available to Sea Org auditors only and is taught on Flag. It teaches L-11, the New Life Rundown and L-11X, the New Life Expansion Rundown. (CG&AC 75)

CLASS XII, an advanced Scn course available to Sea Org auditors only and is taught on Flag. It teaches L-12, the Flag OT executive Rundown. (CG&AC 75)

CLASS CHART, see CLASSIFICATION GRADATION AND AWARENESS CHART.

CLASSIFICATION, 1. classification means that we require certain actions to have been done or conditions to have been attained before an individual is **classified** on that level and we let him go on. (*Aud 107 ASHO*) **2.** an award earned by an auditor that entitles him to audit certain levels of processes, and that shows that he has attained the ability and skill to do so by actual test. (*Scn AD*)

CLASSIFICATION COURSE, the practical drills and student auditing portion of an auditor training **course.** After completion of the **classification course** the auditor is **classified** to that level and may audit pcs professionally on the processes of that level. (*PRD* Gloss)

CLASSIFICATION EXAM, this is a practical exam. The test consists of a checkout of TR-4, any of the meter drills of the level, and the auditing of a doll on the process or processes of that level with full TRs and admin. (FO 1685)

CLASSIFICATION GRADATION AND AWARENESS CHART, the route to Clear, the Bridge. On the right side of the **chart** there are various steps called the states of release. The left-hand side of the **chart** describes the very important steps of training on which one gains the knowledge and abilities necessary to deliver the grades of release to another. It is a guide for the individual from the point where he first becomes dimly aware of a Scientologist or Scn and shows him how and where he should move up in order to make it. Scn contains the entire map for getting the individual through all the various points on this **gradation scale** and for getting him across the Bridge to a higher state of existence. (*Aud 107 ASHO*)

CLAY DEMO, *Abbr*eviation for **clay demonstration.** A Scn study technique whereby the student **demonstrates** definitions, principles, etc. in clay to obtain greater understanding by translating significance into actual mass. (BTB 12 Apr 72R)
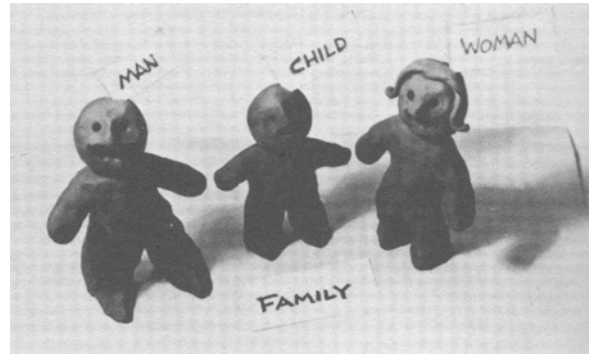
Clay Demo

CLAY TABLE, a clay table is any platform at which a student, standing or sitting, can work comfortably. The surface must be smooth. A **table** built of rough timber will serve but the top surface where the work is done should be oil cloth or linoleum. Otherwise the clay sticks to it and it cannot be cleaned and will soon lead to an inability to see clearly what is being done because it is stained with clay leavings. (HCOB 10 Dec 70 I)

CLAY TABLE CLEARING, 1. a process of **clearing** words and symbols. (HCOB 9 Sept 64) **2.** as one Scn remedy for increased IQ and destimulation, **clay table clearing** is audited by an auditor in a session. The entire effort by the auditor in a session of **clay table clearing** is to help the pc regain confidence in being able to achieve things by removing the misunderstandings which have prevented that achievement. (HCOB 18 Aug 64)

CLAY TABLE HEALING, gets the pc to name the condition the pc requires to be handled and gets the pc to represent this in clay. The whole process is flat when the condition has vanished. **Clay table healing** is a very precise series of actions. (HCOB 9 Sept 64) [The above is a very brief summary only. The full series of steps can be found in the referenced HCOB.] *Abbr.* CTH.

CLAY TABLE IQ PROCESSING, 1. trace back (with no meter) what word or term the pc failed to grasp in the subject chosen. Get the pc to make up the mass represented by the word in clay and any related masses. Get them all labeled and explained. I.Q. (**intelligence quotient** or the relative brightness of the individual) can be rocketed out of sight with HGC use of a **clay table.** (HCOB 17 Aug 64) **2.** the original issue of "Clay Table Clearing" was called **"Clay Table I.Q. Processing."** (HCOB 27 Sept 64)

CLAY TABLE PROCESSING, 1. the clay table presents us with a new series of **processes.** The preclear is made to make in **clay** and labels whatever he or she is currently worried about or hasn't understood in life. The essence of **clay table processing** is to get the pc to work it out. In auditing the pc tells the auditor. This is still true in **clay table processing.** (HCOB 17 Aug 64) **2.** the pc handles the mass. The auditor does not suggest subjects or colors or forms. The auditor just finds out what should be made and tells the pc to do it in clay and labels. And keeps calling for related objects to be done in clay. (HCOB 17 Aug 64)

CLAY TABLE TRACK ANALYSIS, a training activity for Class VI. (HCOB 18 Aug 64)

CLAY TABLE TRAINING, the student is given a word or auditing action or situation to demonstrate. He then does this in clay. (HCOB 11 Oct 67)

CLEAN HANDS, in order for an auditor who is regarded as a security risk to be considered to have **clean hands,** it is necessary for him to receive a **Clean Hands** Clearance Check from HCO. If on completion there are questions which are alive or if there are any missed or partial withholds the person must go back to the HGC to have them **cleaned** up before he is considered to have **clean hands.** If no questions are alive and there are no missed or partial withholds, then the person will be awarded a **Clean Hands** seal on his certificate and will be considered to be in good standing with HCO. (HCO PL 27 Feb 62)

CLEANING A CLEAN, 1. attempting to **clean** up or deal with something that has already been **cleaned** up or dealt with or that wasn't troublesome to the person in the first place. (*Scn AD*) **2.** there is nothing there yet the auditor tries to get it and the pc ARC breaks. This is **cleaning a clean** with an E-meter. (HCO PL 16 Apr 65) **3.** this is the same as asking a pc for something that isn't there and develops a "withhold of nothing." (HCOB 13 Apr 64, *Scn VI Part One Tone Arm Action*)

CLEAN NEEDLE, 1. a **needle** that acts when the auditor speaks and does nothing the rest of the time. (*EMD*, p. 42) **2.** it is a total uniform speed. There is not the faintest tick in it. There is not the faintest speed-up. There is nothing. It is just like molasses pouring out of the barrel—and there it is, and that's a **clean needle.** (SH Spec 224, 6212C13) **3.** one which flows, producing no pattern or erratic motions of the smallest kind with the auditor sitting looking at it and doing nothing. A **clean needle** is not just something that doesn't react to a particular question. It's a lovely slow flow, usually a rise, most beautifully expressed on a Mark V at 64 sensitivity. (HCOB 30 Dec 62)

CLEAR, n. **1.** a thetan who can be at cause knowingly and at will over mental matter, energy, space and time as regards the first dynamic (survival for self). The state of **Clear** is

above the release grades (all of which are requisite to **clearing)** and is attained by completion of the **Clearing Course** at an Advanced Organization. (*Scn AD*) **2.** a **Clear,** in an absolute sense, would be someone who could confront anything and everything in the past, present and future. (*Abil Mag 56*) **3.** a **Clear** is not an all-knowing being. A **Clear** is somebody who has lost the mass, energy, space and time connected with the thing called mind. (SH Spec 80, 6609C08) **4.** a picture is completely unnecessary for any kind of a recall at all which is probably about the only change there has been from the definition of a Book One **Clear.** (SH Spec 59, 6504C27) **5.** a **Clear** has no vicious reactive mind and operates at total mental capacity just like the first book (*DMSMH*) said. In fact every early definition of **Clear** is found to be correct. (HCOB 2 Apr 65) **6.** the name of a button on an adding machine. When you push it, all the hidden answers in the machine **clear** and the machine can be used for a proper computation. So long as the button is not pressed the machine adds all old answers to all new efforts to compute and wrong answers result. Really, that's all a **Clear** is. **Clears** are beings who have been **cleared** of wrong answers or useless answers which keep them from living or thinking. (*Aud 4 UK*) **7. a Clear** has risen from the analogy between the mind and the computing machine. Before a computer can be used to solve a problem, it must be **cleared** of old problems, of old data and conclusions. Otherwise, it will add all the old conclusions into the new one and produce an invalid answer. Processing **clears** more and more of these problems from the computer. The completely **cleared** individual would have all his self-determinism in present time and would be completely self-determined. (*Abil 114A*) **8.** a thetan **cleared** of enforced and unwanted behavior patterns and discomforts. (HCOB 8 May 63) **9.** simply an awareness of awareness unit which knows it's an awareness of awareness unit, can create energy at will, and can handle and control, erase or re-create an analytical mind or reactive mind. (*Dn 55!*, pp. 17-18) **10.** a person who can have or not have at will anything in the universe. (5412CM06) **11.** an unaberrated person. He is rational in that he forms the best possible solutions he can on the data he has and from his viewpoint. He obtains the maximum pleasure for the organism, present and future, as well as for the subjects along the other dynamics. The Clear has no engrams which can be restimulated to throw out the correctness of computation by entering hidden and false data in it. (*DMSMH*, p. 111) **12.** one who has become the basic individual through auditing. (*DTOT*, p. 33) —v. **1.** to **clear:** to release all the physical pain and painful emotion from the life of an individual. (*DMSMH*, p. 170)

CLEARED CANNIBAL, the individual without engrams seeks survival along all of the dynamics in accordance with his breadth of understanding. This does not mean that a Zulu who has been **cleared** of all his engrams would not continue to eat missionaries if he were a **cannibal** by education; but it does mean that he would be as rational as possible about eating missionaries; further, it would be easier to re-educate him about eating missionaries if he were a Clear. (*SOS*, p. 110)

CLEARED THETA CLEAR, 1. a person who is able to create his own universe; or, living in the mest universe is able to create illusions perceivable by others at will, to handle mest universe objects without mechanical means and to have and feel no need of bodies or even the mest universe to keep himself and his friends interested in existence. (*Scn 8-8008*, p. 114) **2.** next level above **theta clear** (which is **cleared** of need to have a body). All of a person's engrams have been turned into conceptual experience. He is **clear** all the way along

the track. He can really deliver the horsepower. (5206CM26A) **3.** one who has full recall of everything and full ability as a thetan. (*Scn 8-80*, p. 59)

CLEARING, 1. a gradient process of finding places where attention is fixed and restoring the ability of the pc to place and remove attention under his own determinism. (HCOB 28 Feb 59) **2.** what is **clearing** but regaining awareness that one is himself, and regaining confidence. (HCOB 1 Feb 58)

CLEARING COMMANDS, 1. 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. The auditor reads the **commands** one at a time to the pc and asks the pc "What does this **command** mean to you?" (HCOB 14 Nov 65) **2. clear the commands** (or questions or list items) by first **clearing** in turn each word in backwards sequence of the words in the **command.** (e.g. if **command** is "Do fish swim?" **clear** "swim" then "fish" then "do.") This prevents the pc starting to run the process by himself while you are still **clearing** the words. (BTB 2 May 72R)

CLEAR MOCKERY, a condition in which the thetan thinks of himself as dead. If you just ask him, "How could you help me?" although he is sitting here at 3 on the dial, there is no action on the needle. The needle is stiff. He is all machine motivated. You'll find in his normal course of endeavor he has all kinds of bad luck. He doesn't quite groove in but basically this: he doesn't believe anything can be done. No help, no doingness. (SH Spec 1, 6105C07)

CLEAR OT, our definition of an **operating thetan** is that of a **Clear Operating Thetan.** This is a proofed-up being who no longer has a bank, and who has experience. This is a completely stable state—a being who won't hit the banana peel. (SH Spec 82, 6611C29)

CLEAR READ, when a preclear is **Clear** he may occasionally get some tone arm motion due to purely body electronics but in the main **reads** at male or female on the tone arm (3 or 2) according to his or her sex. (*EME*, p. 11)

CLEAR THINKING, a Clear does not have any "mental voices." He does not **think** vocally. He **thinks** without articulation of his thoughts and his thoughts are not in voice terms. He thinks at such speed that the word stream of consciousness would be left at the post. (*DMSMH*, p. 87)

CLOSED TERMINALS, when one begins to identify, one has **"closed terminals" too closely,** and believes one **terminal** is another **terminal.** (PAB 63) See also SNAPPING TERMINALS.

CLOSURE MECHANISM (of problems), problems **close** in on one as an actual mental mass when one invents solutions for them. The solution is not the problem so does not as-is or erase. When one invents problems or conceives of problems as simply problems, the mental mass moves away from him in space. This can be demonstrated to a pc (who can see mental mass) by having him invent some solutions. A mental mass will move in on him.

But when he invents problems the mental mass moves away. See HCOB 11 June 57, page 6**.** In considerable use in 1955 in London. (LRH Def. Notes)

COACH, to train intensively by instruction, demonstration and practice. In training drills, one twin is made the **coach** and the other the student. The **coach** in his **coaching** actions, **coaches** the student to achieve the purpose of the drill. He **coaches** with reality and intention following exactly the materials pertaining to the drill to get the student through it. When this is achieved the roles are then reversed—the student becoming the **coach** and the coach becoming the student. (HCOB 19 Jun 71 III)

CO-AUDIT, n. a team of any two people who are helping each other reach a better life with Scn processing. (Abil 155)

CO-AUDITING, is an *Abbr*eviation for **cooperative auditing.** It means a team of any two people who are helping each other reach a better life with Scn processing. (*Aud 90 UK*)

CO-AUDITING TEAM, where two people **audit** each other alternately. There is also the three-way **team,** in which three people **co-audit.** This has the advantage of keeping altitude for each auditor, since in the triangle, none is being processed by anyone he is **auditing.** (*SOS*, Bk. 2, pp. 266-267)

CO-AUDITOR, one who **audits** another **co-auditor** under supervision and after training at a given level. (*Aud 2 UK*)

CODE, collection of rules (do's and don'ts). (BTB 30 Sept 71 IV)

CODE OF A SCIENTOLOGIST, the Code of a Scientologist was evolved to safeguard **Scientologists** in general, and is subscribed to by leading **Scientologists.** (*COHA*, p. 7)

CODE OF HONOR, 1. the ethical **code** of Scn; the **code** one uses, not because he has to, but because he can afford such a luxury. (*COHA* Gloss) **2. the Code of Honor** clearly states conditions of acceptable comradeship amongst those fighting on one side against something which they conceive should be remedied. Anyone practicing the **Code of Honor** would maintain a good opinion of his fellows, a much more important thing, than having one's fellows maintain a good opinion of one. (PAB 40)

COFFEE GRINDER, an alternate name for Facsimile One. (*HOM*, p. 64) See FACSIMILE ONE.

COF, designation on HCO Policy Letters and HCO Bulletins indicates dissemination and restriction as follows: HCO City Offices and all their field Auditors, HCO Franchises, central organizations, HCO Area, continental and HCO WW. (HCO PL 22 May 59)

COFFEE SHOP AUDITING, 1. out of session auditing of someone. (HCOB 20 Apr 72 II) **2.** meterless fool-around, often by students, stirring up cases. (HCOB 8 Mar 71)

COFFIN CASE, a preclear who lies in the position of a dead man, with arms folded. This is a grief engram having to do with the death of some loved one, and with the preclear in the valence of the loved one. (*SOS*, p. 112) See also CORPSE CASE.

COG, cognition. (HCOB 23 Aug 65)

COGNITING, as-ising aberration with a realization about life. (HCOB 26 Apr 71 I)

COGNITION, 1. as-ising aberration with a realization about life. (HCOB 26 Apr 71 I) **2.** a pc origination indicating he has "Come to realize." It's a "What do you know, I ..." statement. (HCOB 14 May 69 II) **3.** something a pc suddenly understands or feels. "Well, what do you know about that?" (HCOB 25 Feb 60) *Abbr*. Cog.

COGNITION SURGE, a release of electrical charge. It goes along with the person having a **cognition.** (SH Spec 9, 6106C07)

COLD, an extreme stillness. (SH Spec 56, 6109C20)

COLOR-VISIO AND TONE-AUDIO, when a person can imagine in terms of **color** motion pictures with **sound.** (*Exp Jour, Winter-Spring 50*)

COMANOME, 1. once upon a time, engrams were called **comanomes.** (5009CM23B) **2.** a period of unconsciousness which contained physical pain and apparent antagonism to the survival of the individual. (*Exp Jour, Winter-Spring 1950*) See ENGRAM.

COMATIC REDUCTION, boil-off was originally and sedately named **comatic reduction** but such erudition has been outvoted by the fact that it has never been used. (*DMSMH*, p. 303) See BOIL-OFF.

COMBINATION VALENCE, one which has all the characteristics of the terminal and oppterm. (SH Spec 105, 6201C25)

COMBINED TERMINAL, an item or identity the pc has both been and opposed produces therefore both pain and sensation when it is "late on the track," which is to say, after the fact of many terminals and opposition terminals. The **combination terminal** is the closure between terminal and opposition terminal lines which possesses attributes of both and the clarity of neither. It signifies a period toward the end of a game. It is found most commonly when the pc's case is only shallowly entered. They exist on all cases but are fewer than terminals and opposition terminals. *Symbol*. COTERM. (HCOB 8 Nov 62)

COME ALIVE, on a second or third assessment items which were at first null or reading poorly will be found to **come alive** and read well. The pc by being audited has had an increase of ability to confront. The result is that items beyond his reach previously (and did not read well) are now available and can be run easily. (HCOB 29 Apr 69)

COMM, communication. (HCOB 23 Aug 65)

COMMAND PHRASES, statements that group, bounce or deny. (HCOB 15 May 63) See ACTION PHRASES.

COMMAND POSTS, 1. control centers. (5110CM11B) **2.** epicenters which stand along the nerve channels of the body and are like switchboards. (*HOM*, p. 25)

COMMAND SOMATIC, a somatic brought from a different part of the time track by some **command** phrase, such as "My arm hurts." The preclear may have this **somatic** while running a prenatal engram although he was only three days conceived in the incident. **Command somatics** occur where the preclear is out of valence. (*SOS* Gloss)

COMM COURSE, because the H.A.S. Course is a **course** about **communication** it is often called the **Comm Course.** (HCO PL 15 Apr 71R) See H.A.S. COURSE.

COMM CYCLE, communication cycle. (HCOB 23 Aug 65)

COMMENT, a statement or remark aimed only at the student or the room. (HCOB 16 Aug 71 II)

Communication
(Def. 9)

COMM LAG, communication lag. (Abil SW)

COMM LINE, see COMMUNICATION LINE.

COMMUNICATION, 1. the consideration and action of impelling an impulse or particle from source point across a distance to receipt point with the intention of bringing into being at the receipt point a duplication and understanding of that which emanated from the source point. (HCOB 5 Apr 73) **2.** the first and most basic definition of any part of **communication** is that **communication** or any part thereof is a consideration. As duplication is a consideration, **communication** is possible to the degree that the preclear can freely make considerations. (*COHA*, pp. 170-171) **3.** the operation, the action, by which one experiences emotion and by which one agrees. **Communication** is not only the modus operandi, it is the heart of life and is by thousands of per cent the senior in importance to affinity and reality. (PAB 1) **4.** any ritual by which effects can be produced and perceived. Thus a letter, a bullet, the output of theta "flitter" are all, to us, **communication.** (PAB 4) **5.** the ability to translate sympathy or some component of sympathy from one terminal to another terminal. (Spr Lect 5, 5303CM25) **6.** an interchange of energy from one beingness to another in the thetan, and in Homo Sapiens, **communication** is known as perception. (*Scn 8-8008*, p. 21) **7.** the handling of particles, of motion. (PAB 1) **8.** the interchange of perception through the material universe between organisms or the perception of the material universe by sense channels. (*Scn 0-8*, p. 83) **9.** the interchange of ideas across space. (*Scn 0-8*, p. 36)**10.** the use of those sense channels with which the individual contacts the physical universe. (*DAB*, Vol. II, p. 218)
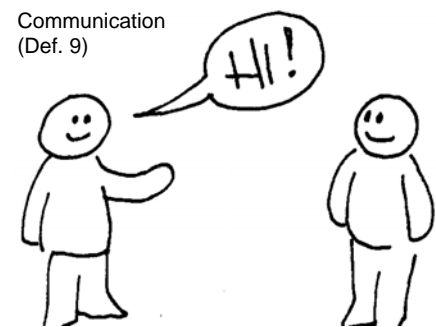
COMMUNICATION BRIDGE, 1. it simply closes off the process you were running, maintains ARC, and opens up the new process on which you are about to embark. (PAB 151) **2.**

before a question is asked, the preclear should have the question discussed with him and the wording agreed upon as though he were making a contract with the auditor. This is the first part of a **communication bridge.** It precedes all questions but when one is changing from one process to another the **bridge** becomes a **bridge** indeed. (PAB 88) **3.** the reason we use a **communication bridge** is so a pc will not be startled by change, for if we change too rapidly in a session, we stick the preclear in the session every time. We give him some warning; and that is what a **communication bridge** is for. (PAB 151)

COMMUNICATION CHANGE, by communication change we also mean perception **change.** (PAB 1)

COMMUNICATION COURSE, 1. because the H.A.S. Course is a **course** about **communication,** it is often called the **Comm Course** (comm being for communication). (HCO PL 15 Apr 71R) **2.** a basic Scn **course** consisting mainly of the TRs; also called the H.A.S. (Hubbard Apprentice Scientologist Course). (*PRD* Gloss) See H.A.S. COURSE.

COMMUNICATION CYCLE, 1. a cycle of communication and two-way communication are actually two different things. A **cycle of communication** is not a two-way communication in its entirety. In a **cycle of communication** we have Joe as the originator of a **communication** addressed to Bill. We find Bill receiving it and then Bill originating an answer or acknowledgement back to Joe and thus ends the **cycle.** (*Dn 55!*, p. 82) **2.** consists of just cause, distance, effect with intention, attention, duplication and understanding. (HCOB 23 May 1971R IV) *Abbr.* comm cycle.

COMMUNICATION FORMULA, 1. communication is the interchange of ideas or objects between two people or terminals. (*PXL* Gloss) **2. the formula of communication** is: Cause, Distance, Effect with Intention, Attention and Duplication with Understanding. (HCOB 5 Apr 73)

COMMUNICATION LAG, the length of time intervening between the asking of the question by the auditor and the reply to that specific question by the preclear. The question must be precise; the reply must be precisely to that question. It does not matter what intervenes in the time between the asking of the question and the receipt of the answer. The preclear may outflow, jabber, discuss, pause, hedge, disperse, dither or be silent; no matter what he does or how he does it, between the asking of the question and the giving of the answer, the time is the **communication lag.** The near answer, a guessing answer, an undecided answer, are alike imprecise answers, and are not adequate responses to the question. On receipt of such questionable answers, the auditor must ask the question again. That he asks the question again does not reduce the **communication lag;** he is still operating from the moment he asked the question the first time. And if he has to ask the question 20 or 30 times more in the next hour in order to get a precise and adequate answer from the preclear, the length of time of the lag would be from the asking of the first question to the final receipt of the answer. Near answers to the question are inadequate, and are, themselves, simply part of the **communication lag.** (PAB 43)

COMMUNICATION LAG INDEX, 1. the length of time it takes to get a logical answer. (Spr Lect 3, 5303CM24) **2.** the most important method of telling whether or not a person is sick or well. A person who answers quickly (and rationally) is in much better condition than a person who answers after a long consideration. (PAB 2)

COMMUNICATION LINE, 1. the route along which a **communication** travels from one person to another. (*Scn AD*) **2.** any sequence through which a message of any character may go. (*SOS*, p. 94)

COMMUNICATION PROCESS, any **process** which places the preclear at cause and uses **communication** as the principal command phrase. (HCOB 7 Aug 59)

COMMUNICATION SCALE, refers to the individual's ability to **communicate** with other people (in relation to his position on the tone scale). (*NOTL*, p. 103)

COMMUNICATIONS RELEASE, expanded Grade 0 release. (CG&AC 75) See GRADE 0 RELEASE.

COMPARABLE MAGNITUDE, 1. similar importance. (PAB 126) **2.** a datum can only be evaluated by comparison with another datum of **comparable magnitude.** This means the basic unit must therefore, be two. (*SOS* Gloss) *Abbr*. Comp Mag.

COMPARTMENTING THE QUESTION, 1. reading it word by word and phrase by phrase to see if any one word or any one phrase falls rather than the question as a whole. (HCOB 28 Sept 61) **2.** using the prior reads occurring at the exact end of the minor thoughts to dig up different data not related to the whole thought. (HCOB 25 May 62)

COMPLETE, the reverse of quickie. To make whole, entire or perfect; end after satisfying all demands or requirements. (HCOB 19 Apr 72)

COMPLETE CASE, a **case** is not **complete** unless the lowest incomplete grade chart action is **complete** and then each **completed** in turn on up. (HCOB 26 Aug 70)

COMPLETE LIST, 1. a list which has only one reading item on **list.** (HCOB 1 Aug 68) **2. any list listed** for assessment that does not produce a dirty needle while nulling or tiger drilling. (HCOB 12 Nov 62)

COMPLETION, 1. a completion is the **completing** of a specific course or an auditing grade meaning it has been started, worked through and has successfully ended with an award in Qual. (HCOB 19 Jun 71 III) **2.** a finished level or rundown. (HCO PL 29 Aug 71)

COMP MAG, comparable magnitude. (BTB 20 Aug 71R II)

COMPOSITE ILLNESS, an **illness composed** of many somatics. (HCOB 19 Jul 69)

COMPULSION, 1. an engramic command that the organism must do something. (*DTOT*, p. 58) **2.** things pc feels **compelled** to do. (BTB 24 Apr 69)

COMPULSIVE COMMUNICATION, an outflow which is not pertinent to the surrounding terminals and situation. In other words, **compulsive communication** is an outflow which is not in reality with the existing reality. (*Dn 55!*, p. 93)

COMPULSIVE EXTERIORIZATION, a manifestation which we call in Scn "doing a bunk," in other words, running away. (*Dn 55!*, p. 136)

COMPUTATION, technically, that aberrated evaluation and postulate that one must be consistently in a certain state in order to succeed. The **computation** thus may mean that one must entertain in order to be alive or that one must be dignified in order to succeed or that one must own much in order to live. A **computation** is simply stated. It is always aberrated. A **computation** is as insidious as it pretends to align with survival. All **computations** are nonsurvival. **Computations** are held in place wholly to invalidate others. (AP&A, p. 41)

COMPUTATIONAL ALTITUDE, signifying that the individual has an outstanding ability to think, to **compute** upon data. Albert Einstein had **computational altitude.** (*SOS* Gloss)

COMPUTING PSYCHOTIC, 1. a psychotic who from his reactivity figure-figures. He's inconstant in his conduct, he's **computive.** He figures it all out, he's got explanations. His **psychosis** is derived because these are crazy explanations. He's obsessively solving a problem that does not exist. (SH Spec 83, 6612C06) **2.** the **computing psychotic** passes quite commonly for a normal. Here the individual is taking dictation solely from a facsimile of some past moment of pain and is acting upon the advice of that "circuit" and is calling it thought. The **psychotic** personality is distinguished by its irrationality and its perversion of values. The distinguishing characteristic of the **computing psychotic** is his utter inability to change his mind. (AP&A, p. 38)

CONCENTRATION, duration of a mock-up in present time. (Spr Lect 4, 5303M24)

CONCEPT, 1. a high wave thought, above perception or reason or single incidents. (*Scn 8-80*, p. 29) **2.** that which is retained after something has been perceived. (*DMSMH*, p. 46)

CONCEPT RUNNING, the preclear "gets the idea" of knowing or not being and holds it, the while looking at his time track. The **concept runs** out, or the somatic it brings on **runs** out, and the **concept** itself is **run.** It is not addressed at individual incidents but at hundreds. (*Scn 8-80*, p. 29)

CONCLUSION, the theta facsimiles of a group of combined data. (*Scn 0-8*, p. 78)

CONDITION, 1. anything called for as a requirement before the performance, completion or effectiveness of something else; provision; stipulation. Anything essential to the existence or occurrence of something else; external circumstances or factors. Manner or state of

being. Proper or healthy state. (HCOB 11 May 65) **2.** a circumstance regarding a mass or terminal. (PAB 126)

CONDITIONS BY DYNAMICS, an ethics type action. Have the person study the **conditions** formulas. Clear up the words related to his **dynamics** one to eight, and what they are. Now ask him what is his **condition** on the **first dynamic.** Have him study the formulas. Don't buy any glib PR. When he's completely sure of what his **condition** really is on the **first dynamic** he will cognite. Similarly go on up each one of the dynamics until you have a **condition** for each one. Continue to work this way. Somewhere along the line he will start to change markedly. (HCO PL 4 Apr 72) [The above is a brief summary only. The full procedure will be found in the referenced HCO PL.]

CONDITIONS (ETHICS), in Scn the term also means the **ethics conditions** (confusion,* treason, enemy, doubt, liability, nonexistence, danger, emergency, normal, affluence, power change, power). The state or **condition** of any person, group or activity can be plotted on this scale of **conditions** which shows the degree of success or survival of that person, group or activity at any time. Data on the application of these **conditions** is contained in the **ethics** policies and tapes of Scn. (BTB 12 Apr 72R) [*The ethics condition of confusion came later than the date of this BTB and is added here by the editor in order that all the current ethics conditions are included.]

CONDITION OF BEING, see CONDITIONS OF EXISTENCE.

Be   Do   Have
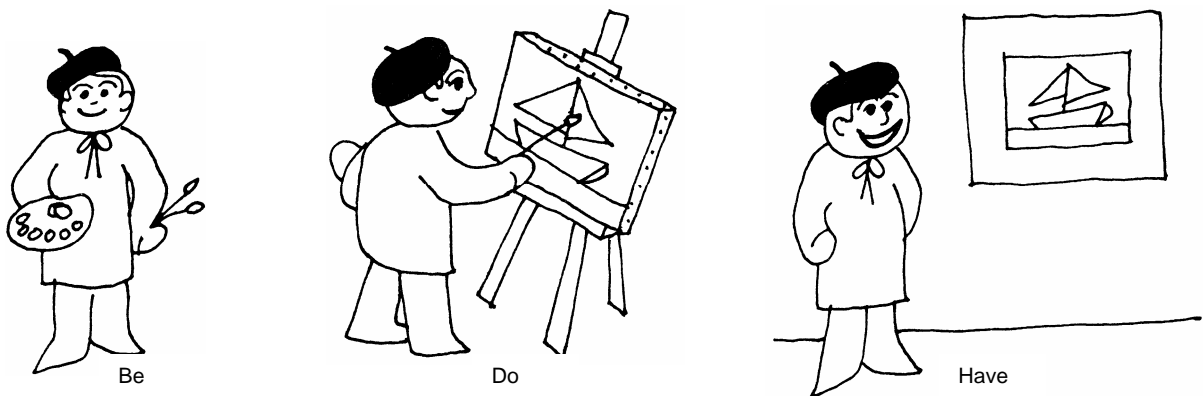
CONDITIONS OF EXISTENCE, there are three **conditions of existence.** These three **conditions** comprise life. They are BE, DO and HAVE. The **condition** of being is defined as the assumption (choosing) of a category of identity. An example of beingness could be one's own name. Another example would be one's profession. The second **condition of existence** is doing. By doing, we mean action, function, accomplishment, the attainment of goals, the fulfilling of purpose, or any change of position in space. The third **condition** is havingness. By havingness we mean owning, possessing, being capable of commanding, positioning, taking charge of objects, energies or spaces. These three **conditions** are given in an order of seniority (importance) where life is concerned. (*FOT*, pp. 26-27)

CONDUCT SURVIVAL PATTERN, the conduct survival pattern is built upon the equation of the optimum solution. It is the basic equation of all rational behavior and is the equa-

tion on which a Clear functions. It is inherent in man. In other words, the best solution to any problem is that which will bring the greatest good to the greatest number of beings. (*DMSMH*, p. 34)

CONF, conference. (HCOB 29 Sept 66)

CONFESSION, a limited effort to relieve a person of the pressure of his overt acts. (HCOB 21 Jan 60, Justification)

CONFESSIONAL, 1. sec checking done in session not for security purposes is called a **confessional.** (HCOB 14 Oct 72) **2.** In an effort to get around what was thought to be a public relations *scene*, the name "security checking" was renamed to "Integrity Processing". This was also a PR error because the actual truth of the matter is it originated as **"confessional"** and should have simply been changed back to handling of **confessions**. This administrative demand of name alteration threw the original issues on "sec checking" into disuse. Additionally, "Integrity Processing" did not include all the tech of sec checking. There should be no further confusion in this matter. "Sec checking", "Integrity Processing" and **"confessionals"** are all the exact same procedure and any materials on these subjects is interchangeable under these titles. (HCOB 24 Jan 77) **3.** modern **confessional** is not earlier style security checking, this is new tech. F/Ning every item, getting questions asked to F/N, not some other question. (FBDL 245, 23 Nov 72) See also SECURITY CHECKING and INTEGRITY PROCESSING.

CONFESSIONAL AID (E-METER), the confessional aid assists the minister in locating and relieving the spiritual travail of individual parishioners in the Scn confessional. The **confessional aid** does not diagnose or treat human ailments of body or mind, nor does it affect the structure or any function of the body; its use is directed as an article of faith of the Church of Scientology, and was never intended for use outside of the Scientology ministry. (HCO PL 9 Jul 69) See also E-METER.
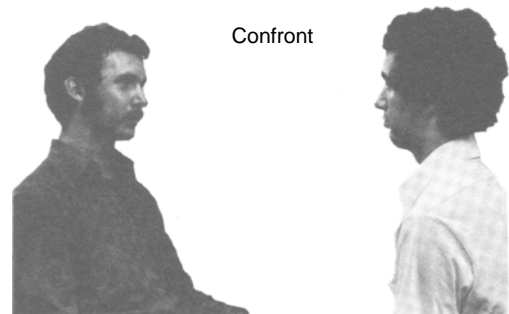
Confront

CONFESSIONAL REPAIR LIST, the prepared list to use for repairing a Confessional, whether done as auditing or as an HCO Confessional. It is also for use in handling BPC from other O/W actions such as O/W write-ups. (HCOB 23 Jul 80) *Abbr.* LCRE

CONFRONT, n. **1.** an action of being able to face. (HCOB 4 Jan 73) **2.** the ability to be there comfortably and perceive. (HCOB 2 Jun 71 I) **3. confront** itself is a result and an end product. It itself isn't a doingness, it's an ability. (SH Spec 21, 6106C27) —v. to face without flinching or avoiding. (HCOB 4 Jan 73)

CONFRONTING, 1. the ability to be there comfortably and perceive. (HCOB 2 Jun 71R-1) **2.** the ability to front up to. (SH Spec 84, 6612C13)

CONFRONT PROCESS, 1. the confront process for a pc from the *Thirty-Six Presessions*. The **confront process** gets the preclear to present time from areas on the track where his attention was fixed by an earlier process. (*EME*, p. 20) **2.** it should move pc on the track, going further into the past and easier and easier into present time. Pc's pictures should improve on a **confront process.** (HCOB 23 Sept 60)

CONFUSION, 1. a confusion can be defined as any set of factors or circumstances which do not seem to have any immediate solution. More broadly, a **confusion** in this universe is random motion. (*POW*, p. 21) **2.** plus randomity. It means motion unexpected above the tolerance level of the person viewing it. (Abil 36) **3.** a number of force vectors traveling in a number of different directions. (UPC 11) **4.** a **confusion** consists of two things, time and space; change of particles in, predicted or unpredicted, and if they are unpredicted changes in space you will have a **confusion.** (SH Spec 58, 6109C26)
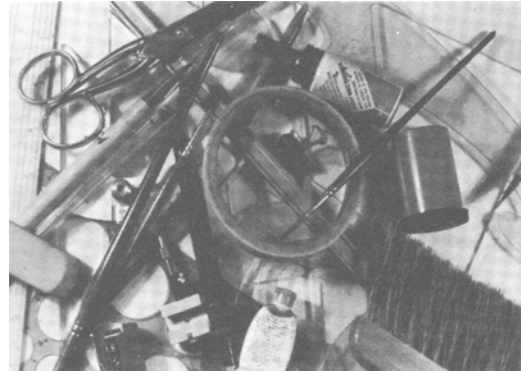
Confusion (Def. 1)

CONNECTEDNESS, the basic process on association of theta with mest. All forms and kinds of association, including being caught in traps, prone to become identifications as in Dn. **Connectedness** puts the thetan at cause in making the mest (or people when run outside) connect with him. (*SCP*, p. 28)

CONSCIOUS, when the individual is "unconscious", in full or in part, the reactive mind is cut in full or part. When he is fully **conscious**, his analytical mind is fully in command of the organism. (*DMSMH*, p. 59)

CONSCIOUSNESS, 1. awareness of now. (*DTOT*, p. 24) **2. consciousness** is awareness. Awareness itself is perception. (2ACC-8B, 5311CM24)

Conservatism

CONSERVATISM, at 3.0 on the tone scale we have the person who is democratic, but who is somewhat more **conservative** than the liberal at 3.5 in his attitudes and more given to social regulations, being more in need of them. (*SOS*, p. 124)
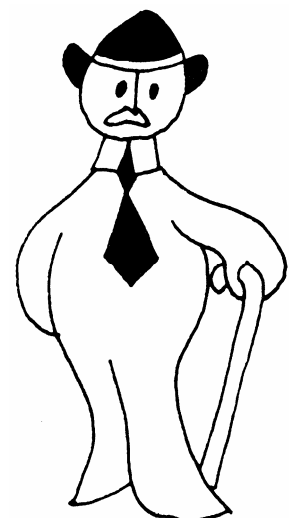
CONSIDER, think, believe, suppose, postulate. (PAB 82)

CONSIDERATION, 1. a thought, a postulate about something. (BTB 1 Dec 71R IV) **2. a consideration** is a continuing postulate. (5702C26) **3.** the highest capability of life, taking rank over the mechanics of space, energy and time. (*COHA* Gloss)

CONSULTANT, an instructor who is on duty sporadically or from time to time but not routinely in any one place. (HCOB 23 Apr 59)

CONT, continue (-d) (-ing), **continental.** (BPL 5 Nov 72RA)

CONTACT ASSIST, the patient is taken to the area where the injury occurred and makes the injured member gently **contact** it several times. A sudden pain will fly off and the injury if minor, lessens or vanishes. This is a physical communication factor. The body member seems to have withdrawn from that exact spot in the physical universe. The restoration of awareness is often necessary before healing can occur. The prolongation of a chronic injury occurs in the absence of physical communication with the affected area or with the location of the spot of injury in the physical universe. (HCOB 2 Apr 69)

CONTAGION OF ABERRATION, 1. entheta, in proximity to theta, makes entheta out of it. From this we have the **contagion of aberration.** (*SOS*, Bk. 2, p. 24) **2.** people under stress, if aberrated, dramatize engrams. Such dramatization may involve the injury of another person and render him more or less "unconscious." The "unconscious" person then receives as an engram the dramatization. (*DMSMH*, p. 134)

CONTAGION OF ERROR, on a course where the students audit each other a **contagion of error** can occur. For example, student A does a bad assessment on student B. Student B is then likely to give a bad assessment to his next pc and you soon have a whole rash of bad assessments. A similar phenomenon occurs when students are permitted to get the answers to their queries from other students. (HCOB 20 May 69)

CONTINUING OVERT ACT, continually committing **overts** before, during and after processing. The person who is not getting case gains is committing **continuing overts.** (HCOB 29 Sept 65 II)

CONTINUING OVERT CASE, who commits **overts** even when being audited and between sessions. (HCOB 1 Jun 65)

CONTINUOUS MISSED WITHHOLD, a continuous missed withhold occurs when a person feels some way and anyone who sees him **misses** it. Example: a doctor feels very unconfident of his skill. Every patient who sees him **misses** the fact that he is not confident. This reacts as a **missed withhold.** It is of course based upon some bad incident that destroyed his confidence (usually of an engramic intensity). (HCOB 15 Dec 73)

CONTINUOUS OVERT, this is not quite the same as The Continuing Overt Act, HCOB 29 Sept 65. In that type the person is repeating overt acts against something usually named. In the **continuous overt** a person who believes he is harmful to others may also believe that many of his common ordinary actions are harmful. He may feel he is committing a **continuous overt** on others. Example: a clothing model believes she is committing a fraud on older women by displaying clothing to them in which they will look poorly. In her estimation this is a **continuous overt** act. (HCOB 15 Dec 73)

CONTINUOUS OVERTS CASE, here's one that commits antisocial acts daily during auditing. He's psychotic, he'll never get better, case always hangs up. We can even solve that case. (HCOB 4 Apr 65)

CONTRA-SURVIVAL ENGRAM, l. any kind of **engram** which lies across the dynamics and has no alignment with purpose. (*DMSMH*, p. 262) **2.** a **contrasurvival engram** contains physical pain, painful emotions, all other perceptions and menace to the organism. It contains apparent or actual antagonism to the individual. (*DMSMH*, p. 62)

CONTROL, 1. you are stating a greater truth when you say that **control** is predictable change than if you say **control** is start, change and stop because start and stop are, of course, necessary to change. You might say the thinking or philosophic definition would be predictable change. (5703C10) **2.** when we say **control,** we simply mean willingness to start, stop and change. (*Dn 55!,* p. 100) **3.** positive postulating, which is intention, and the execution thereof. (*Scn 0-8*, p. 36)

CONTROL CASE, l. the case where **control** is obsessive or other-determined, or where the individual is **controlling** things out of compulsion or fear. (*Dn 55!,* p. 100) **2.** the person who feels he must be cold blooded in order to be rational is what is called in Dianetics a **"control case,"** and on examination will be found to be very far from as rational as he might be. People who cannot experience emotion because of their aberrations are ordinarily sick people. (*SA*, p. 94)

CONTROL CENTER, l. the control center of the organism can be defined as the contact point between theta and the physical universe and is that **center** which is aware of being aware and which has charge of and responsibility for the organism along all its dynamics. (*Scn 0-8*, p. 84) **2.** every mind may be considered to have a **control center.** This could be called the "awareness of awareness unit" of the mind, or it could be called simply "I". The **control center** is cause. It directs, through emotional relay systems, the actions of the body and the environment. It is not a physical thing. (*HFP*, p. 30)

CONTROL CIRCUIT, the control circuit may conduct itself as an interior entity which takes the preclear out of the auditor's hands. When preclears are very hard to handle, take the bit in their teeth and try to run their own cases despite anything the auditor may do, they are running on **control circuits,** recorded commands which make the preclear misbehave under auditing. (*SOS*, Bk. 2, p. 204)

CONTROL-CONCEPT PROCESSING, you just get the **concept** of "you can't **control** it" and the **concept** that "you can **control** it." (5209CM04B)

CONTROL PROCESSES, processes which place the pc's body and actions under the auditor's **control** to invite **control** of them by the pc. (HCOB 29 Oct 57)

CONTROL TRANSFER, a specialized kind of **transfer** wherein the thetan having devoted himself to a mest body now begins to **control** the environment and other people for his body much as he **controls** the body. (*HOM*, p. 78)

CONTROL TRIO, a three-stage process on a heavy spotting **control.** It runs in this fashion. "Get the idea that you can have that (object)." And when this is relatively flat, "Get the idea of making that (object) remain where it is" (or continue where it is) and "Get the idea of

making that (object) disappear." This is actually a very fine process and undercuts (runs on a lower case than) **trio** itself. (*SCP*, p. 22)

CONVERSATION, the process of alternating outflowing and inflowing communication. (*Dn 55!*, p. 63)

COO, designation on HCO Policy Letters and HCO Bulletins indicates dissemination and restriction as follows: HCO **City Offices only,** not to be shown or given to HCO franchise holders or field Auditors; also goes to central organizations, HCO Area, HCO Cont, HCO WW. (HCO PL 22 May 59)

COPY, n. **1.** a duplicate, distinguished from a perfect duplicate, in that it does not necessarily occupy the same space, same time, nor use the same energies as the original. (*COHA* Gloss) **2.** the word "duplicate" is used, rather sloppily, to indicate a **copy.** However, a copy is not a complete duplicate; a copy is a facsimile. (*COHA*, p. 82) **3.** something that a thetan on his own volition simply made of an object in the physical universe with full knowingness. (*PXL*, p. 65) —v. to make another one just like it. (*COHA*, p. 34)

CORPSE CASE, a pc who would lie upon the couch with his arms crossed neatly all ready for a lily and would always audit in this fashion. The preclear is so fixed in a death that he is trying to make everything unreal, and the only real thing, to him, would be the unreality of death. (PAB 50) See also COFFIN CASE.

CORRECTION LIST, 1. a list of prepared questions on a mimeod sheet which is used by the auditor for the repair of a particular situation, action, or rundown. (BTB 7 Nov 72 I) **2.** the various **lists** designed to find by-passed charge and repair a faulty auditing action or life situation. (HCOB 28 May 70)

COTERM, combined terminal. (HCOB 8 Nov 62)

COUNTER-CREATE, see CREATE-COUNTER-CREATE.

COUNTER-EFFORT, 1. the effort which **counters** one's survival. (5203CM06A) **2. any effort** the environment can exert against you. (5203CM04B) **3.** what we're talking about when we talk about a **counter-effort** is the force of impact of an engram. The force of impact which gives the pc an engram is a **counter-effort.** (5206CM25A)

COUNTER-EMOTION, any **emotion** that is **countering** an existing **emotion.** (SH Spec 84, 6612C13)

COUNTER-THOUGHT, you think one thing somebody else thinks another. Their **thought is counter** to your **thought.** (*HFP*, p. 115)

COURAGE, the theta force necessary to overcome the obstacles in surviving. (*SOS*, p. 139)

COURSE ADMINISTRATOR, the **course** staff member in charge of the course materials and records. (HCOB 19 Jun 71 III)

COURSE CHECKSHEET, see CHECKSHEET.

COURSE MATERIALS, in Scn and Dn **course materials** are defined as those books, tapes, magazines, HCO Bulletins, HCO Policy Letters and other authorized technical issues listed on the checksheets of courses designed for use by the Church's public. (BTB 24 Nov 71 II)

COURSE SUP, course supervisor. (HCOB 23 Aug 65)

COURSE SUPERVISOR, 1. the instructor in charge of a **course** and its students. (HCOB 19 Jun 71 III) **2.** basically, someone who in addition to his others duties can refer the person to the exact bulletin to get his information and never tells him another thing. (6905C29) *Abbr.* Crse Sup.

COURSE SUPERVISOR CORRECTION LIST, a **correction list** designed to help locate the individual reasons a supervisor has for not fully applying the study tech in **supervision.** (HCOB 27 Mar 72R II)

COVERT AUDITING, some students **covertly audit.** In "talking" to someone they also seek to **audit** that person "without the person knowing anything about it." This of course is nonsense since auditing results are best achieved in a session and a session depends upon a self-determined agreement to be audited. (HCOB 17 Oct 64 III)
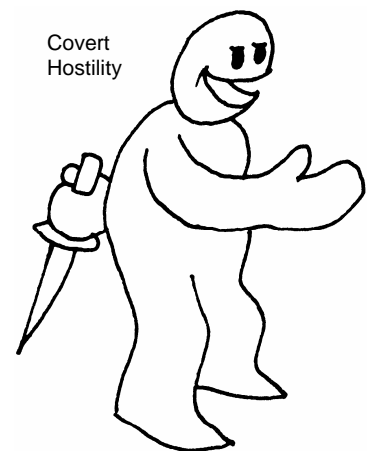
Covert Hostility

COVERT HOSTILITY, around 1.1 on the tone scale we reach the level of **covert hostility.** Here the hatred of the individual has been socially and individually censured to a point where it has been suppressed, and the individual no longer dares demonstrate hate as such. He yet possesses sufficient energy to express some feeling on the matter, and so what hatred he feels comes forth **covertly.** All manner of subterfuges may be resorted to. The person may claim to love others and to have the good of others as his foremost interest; yet, at the same moment, he works, unconsciously or otherwise, to injure or destroy the lives and reputations of people and also to destroy property. (*SOS*, p. 56)

CR, cramming. (HCOB 16 Jun 71 III) [Replaced now by BTB 16 Jun 71RA III.]

CRAMMING, 1. a section in the Qualifications Division where a student is given high pressure instruction at his own cost after being found slow in study or when failing his exams. (HCOB 19 Jun 71 III) **2. the cramming** section teaches students what they have missed. This includes trained auditors who wish to be brought up-to-date on current technical developments. (HCO PL 13 May 69)

CRAMMING ORDER, 1. a cramming order is written to handle a specific situation. If that is not handled, the situation will worsen or change, thus the original **cramming order** will not sufficiently handle if it is stale dated. (BTB 21 Jan 73R) **2.** there is a certain technology on how to write up a **cramming order:** (1) isolate the exact outnesses in the folder; (2) order those HCOBs or PLs crammed; (3) now look in a slightly wider circle around the data flunked and get which basic is involved (i.e. Auditor Code, TRs, metering, handling the session, handling the pc as a being, etc.) and get that crammed, too. (BTB 12 Dec 71R)

CREAK, a stiffness, and out-of-plumbness, an unchanging situation, a no-energy flow. (HCOB 13 Apr 64, *Scn VI Part One Glossary of Terms*)

CREATE, make, manufacture, construct, postulate, bring into beingness. (*FOT*, p. 20)

CREATE-COUNTER-CREATE, to **create** something against a **creation, to create** one thing and then **create** something else against it. (*FOT*, pp. 20-21)

CREATE-CREATE-CREATE, create again continuously one moment after the next=SURVIVAL. (*FOT*, p. 20)

CREATIVE IMAGINATION, imagination, whereby in the field of aesthetics the urges and impulses of the various dynamics are interwoven into new scenes and ideas. (*SOS*, Bk. 2, p. 101)

CREATIVE PROCESSING, 1. the exercise by which the pc is actually putting up the physical universe. (SH Spec 52, 6502C23) **2. creative processing** consists of having the preclear make, with his own **creative** energies, a mockup. (*COHA* Gloss)

CRIMINAL, 1. one who is unable to think of the other fellow, unable to determine his own actions, unable to follow orders, unable to make things grow, unable to determine the difference between good and evil, unable to think at all on the future. Anybody has some of these; the **criminal** has ALL of them. (*NSOL*, p.78) **2.** one who thinks help cannot be on any dynamic or uses help on anyone to injure and destroy. (HCOB 28 May 60) **3. criminals** are people who are frantically attempting to create an effect long after they know they cannot. They cannot then create decent effects, only violent effects. Neither can they work. (*FOT*, pp. 31-32) **4.** A criminal is one who is motivated by evil intentions and who has committed so many harmful overt acts that he considers such activities ordinary. (HCOB 15 Dec 81)

CRISS-CROSS, see 3DXX.

CRITICAL THOUGHT, 1. a symptom of an overt act having been committed. (SH Spec 37, 6409C01) **2.** a **critical** pc=a withhold from the auditor. (HCOB 23 Aug 71)

CRITICISM, 1. most **criticism** is justification of having done an overt. There are rightnesses and wrongnesses in conduct and society and life at large, but random, carping 1.1 **criticism** when not borne out in fact is only an effort to reduce the size of the target of the

overt. (HCOB 21 Jan 60, Justification) **2.** a **criticism** is a hope that they can damage, and that's what a **criticism** is, with an inability to do so. (SH Spec 119, 6202C22)

CR0000-1, a drill to train the student to raise his awareness of the condition of the pc called "Set up for a perfect session" drill. (HCOB 16 Jun 71 III) 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. [This HCOB is cancelled and replaced by BTB 16 Jun 71RA III and the drill renamed "Ideal Session Start."]

CR0000-2, a drill to train an auditor to increase session pace when auditing a fast pc. Its name is Rapid TR-2. This is basically a correction drill for auditors who tend to lose session control by slow acknowledgements inviting endless itsa. (BTB 16 Jun 71R II)

CR0000-3, an E-meter drill to train an auditor to confront an E-meter. If a student has difficulty doing the preceding E-meter drills, this drill is done. It is a gradient step towards greater session control. The student confronts the E-meter and does nothing else for two hours. (BTB 16 Jun 71R II)

CR0000-4, a drill to train an auditor to be able to see the pc, the pc's hands on the cans, the meter plus any reads, and the worksheets without having to look at any one of them. The auditor is trained to widen his/her vision until the auditor can see the meter, the pc, the pc's hands on the cans, and the worksheets effortlessly. (BTB 16 Jun 71R II)

CR0000-5, E-meter trim check drill. A drill to train an auditor to be able to do a trim check effortlessly in a session without distracting the pc in any way. (BTB 16 Jun 71R II)

CROSS ENGRAM, an engram which embraces more than one engram chain. The receipt of the **cross engram,** containing as it does the convergence of two or more engram chains, is often accompanied by a "nervous breakdown" or the sudden insanity of an individual. A **cross engram** may occur in a severe accident, in prolonged or severe illness under antagonistic circumstances, or a nitrous oxide operation. (*DTOT*, p. 115)

CROSSOVER, 1. the area in the center of a GPM is the **crossover.** This means the RI's which cause the pc to become an opponent of his own goal. (HCOB 4 Apr 63) **2. crossover** means where the individual ceases to be for the goal, and starts to be against the goal. (SH Spec 329, 6312C12)

CRS, course. (BPL 5 Nov 72RA)

C/S, a **case supervisor** direction of what to audit on a pc. (HCOB 23 Aug 71)

C/S, 1. case supervisor. (HCOB 23 Aug **71) 2. commodore's staff.** (BPL 5 Nov 72 RA)

CSC, Clearing Success Congress. (HCOB 29 Sept 55)

C/S 53, the basic list to get TA up or down into normal range. Assessed M-5, reading items handled then reassessed etc. to F/Ning assessment. Done well with good basic auditing this action should not need to be frequently repeated on a case. TA going high or low in later auditing after C/S 53 already fully handled is normally handled with the correction list for that action (e.g. L4BR when TA high after listing or WCCL on word clearing, etc.). EP is C/S 53 F/Ning on assessment with TA in normal range. (BTB 11 Aug 72RA) [This list has been revised a number of times and its current number is C/S 53RK.]

CS-5, Commodores Staff 5 Qualifications. (BPL 5 Nov 72RA)

CS-4, Commodores Staff 4 Training and Services. (BPL 5 Nov 72RA)

C/SHEET, also ch. sheet or √/sht. *Abbr*eviation for **checksheet.** (BTB 12 Apr 72R)

C/SING IN THE CHAIR, the auditor may not C/S **in the auditing chair** while auditing the pc. If he has no case supervisor 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 & A. (HCOB 23 Aug 71)

CS-1, 1. a general C/S which covers the basics of getting a pc sessionable. The product is an educated pc who can run Scn or Dn easily and get case gain. (BTB 8 Jan 71R) **2.** purpose: to give pcs new to Dn or Scn and to give previously audited pcs as needed, the necessary data and R-factor on basics and auditing procedure so that he understands and is able and willing to be audited successfully. (BTB 8 Jan 71R)

C/S-6, see CLASS VIII C/S-6.

CT, clay table. (HCOB 6 Nov 64)

CTH, clay table healing. (HCOB 27 Apr 65)

CULTURE, the pattern (if any) of life in the society. All factors of the society, social educational, economic, etc., whether creative or destructive. The **culture** might be said to be the theta body of the society. (*SOS* Gloss)

CURVE, throw a **curve** means to give an unexpected contrary datum. Also to shift reality. **Curve** itself is also the ordinary dictionary meaning. (LRH Def. Notes)

CUTATIVE, an invented word to mean the impulse to shorten or leave out or the thing left out. (HCO PL 26 Sept 70 III)

CUT COGNITION, you taking too soon an F/N (F/N indicated at the first twitch) you **cut the cognition** and leave by-passed charge (a withheld cognition). (HCOB 14 Mar 71R)

CYCLE, 1. in Scn, a **cycle** just means from the beginning to the conclusion of an intentional action. (Aud 39) **2.** a span of time with a beginning and an end=a section of the totality of

time with a beginning and an end=in beginningless and endless time one can set out periods which do have a beginning and an end insofar as action is concerned. (*FOT*, p. 19)

CYCLE OF ACTION, 1. the sequence that an **action** goes through, wherein the **action** is started, is continued for as long as is required and then is completed as planned. (*Scn AD*) **2.** the creation, growth, conservation, decay and death or destruction of energy and matter in a space. **Cycles of action** produce time. (*PXL*, p. 8) See also ACTUAL CYCLE OF AC-TION.

CYCLE OF AN ORGANISM, the cycle of an organism, a group of organisms or a species is inception, growth, re-creation, decay and death. (*HFP*, p. 172)

CYCLE OF AN OVERT, it goes like this. (1) a being doesn't get the meaning of a word or symbol. (2) this causes the being to misunderstand the area of the symbol or word (who used it, whatever it applied to). (3) this causes the being to feel different from or antago-nized toward the user or whatever of the symbol and so makes it all right to commit an overt. (4) having committed the **overt,** the being now feels he has to have a motivator and so feels caved in. This is the stuff of which Hades is made. This is the trap. This is why people get sick. This is stupidity and lack of ability. (HCOB 8 Sept 64)

CYCLE OF A UNIVERSE, could be said to be the cycle of creation, growth, conservation, decay and destruction. This is the **cycle** of an entire **universe** or any part of that **universe.** It is also the cycle of life forms. (*Scn 8-8008*, p. 97)

CYCLE OF MIS-DEFINITION, (1) a person didn't grasp a word, then (2) didn't under-stand a principle or theory, then (3) became different from it, commits and committed overts against it, then (4) restrained himself or was restrained from committing these overts, then (5) being on a withhold (inflow) pulled in a motivator. Not every word somebody didn't grasp was followed by a principle or theory. An overt was not committed every time this happened. Not every overt committed was restrained. So no motivator was pulled in. Every nattery or nonprogressing student or pc is hung in the above 1,2,3,4,5 cycle. And every such student or pc has a **misdefined** word at the bottom of that pile. (HCOB 21 Feb 66)

CYCLE OF MOTION, go from a no change to a change to a no change. (SH Spec 14, 6106C14)

CYCLE OF RANDOMITY, the **cycle of randomity** is from static, through optimum, through randomity sufficiently repetitious or similar to constitute another static. (*HFP*, p. 174)

CYCLE OF SURVIVAL, conception, growth, attainment, decay, death, conception, growth, attainment, decay, death, over and over again. (*HFP*, p. 20)

CYCLE OF THE ROCK, a person (1) failed to communicate himself; (2) started using something to communicate with; (3) put the last item on automatic and it created for him;

(4) it failed. **The rock,** itself, when first located will be a solution to many earlier **cycles** as described above. And so, a **rock** is peeled off **cycle by cycle** as above. (HCOB 29 Jul 58)

CYCLIC PROCESS, a repetitive **process** which causes the preclear to **cycle** on the time track as in recall type processes. (HCOB 29 Sept 65, *Cyclical and Non-Cyclical Processes*)

CYCLIC PSYCHOTIC, a **psychotic** who becomes completely enturbulated during certain periods of the day, or of the week, or of the month. This type is generally running on a time factor contained in the engram. The incident may have occurred on the twenty-fifth of the month and continued to the thirtieth of every month. Or the incident may have occurred at ten o'clock at night so the **psychotic** is only insane at ten o'clock every night. (*SOS*, Bk. 2, p. 190)

D

DA, Dn Auditor. (Scn Jour Iss. 31-G)

DAC, Dianetic Auditor Course. (BTB 12 Apr 72R) [The course teaching Dianetics prior to the Hubbard Standard Dianetics Course (HSDC).]

DANGEROUS AUDITOR, 1. an auditor who consistently does things that are upsetting to a pc's case. (HCOB 12 Feb 66) **2.** the **auditor** who gets off safe withholds is **dangerous** and the auditor who gets off unsafe withholds is safe. An **auditor** who will not pull dangerous withholds from the pc is a **dangerous auditor.** (SH Spec 113, 6202C20) **3.** the auditor who is afraid to find out, afraid to be startled, afraid to discover something, afraid of what they will discover. This phobia prevents the **"auditor"** from flattening anything. This makes missed withholds a certainty. (HCOB 3 Mar 62)

DANGEROUS ENVIRONMENT, see SCIENTOLOGY ZERO.

DATA, consists of the postulates or assignment of value of thetans; that's **data,** that's all **data** is. (15ACC-12, 5610C30)

DATA ALTITUDE, signifying that the individual has a fund of knowledge gathered from books and records, or sometimes from experience, with which others are not familiar. The college professor has a **data altitude.** (*SOS* Gloss)

DATE FLASH, the auditor says to the preclear, "When I snap my fingers, a **date will flash.** Give me the first response which comes into your mind," (snap!). The preclear then gives the first **date** which comes into his mind. (*SOS*, Bk. 2, p. 51)

DATE/LOCATE, a process to **date and locate** a flat point in a process that appears overrun. (HCOB 24 Sept 71) *Abbr.* D/L. **2.** the essence of the drill is to bring a pc to PT by erasing the **date** and by spotting and the **location** by spotting, as the pc is out of PT fixed by both **date** and **location**. (HCOB 24 Sept 74R *Abbr.* D/L

DATUM, 1. a piece of knowledge, something known. Plural, **data.** (BTB 4 Mar 65) **2.** anything of which one could become aware, whether the thing existed or whether he created it. (*Scn 8-8008*, p. 6) **3.** an invented, not a true, knowingness. (*Scn 0-8*, p. 151) **4.** anything which proceeds from a postulate. (PDC 14) **5.** a theta facsimile of physical action. (*Scn 0-8*, p. 78) **6.** a facsimile of states of being, states of not being, actions or inactions, conclusions, or suppositions in the physical or any other universe. (*Scn 0-8*, p. 67)

DB, degraded being. (Abil 272)

DCG, see DIANETIC COUNSELING GROUP.

DD, Doctor of Divinity. (HCOB 23 Aug 65)

DEAD BODY, physical universe matter, energy, space and time minus life energy. (*SA*, p. 27)

DEAD HORSE, *Slang*. **1.** a list which even with good auditing, failed for any other reason to produce a reliable item. (HCOB 5 Dec 62) **2.** if no slam occurs anywhere on a listing list with the mid ruds in for the session, that's a **dead horse.** (SH Spec 219, 6211C27) **3.** an item listed from a non-reading question will give you a **dead horse** (no item). (HCOB 1 Aug 68)

DEAD-IN-'IS-'EAD CASE, *Slang*. a **case** 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. (HCOB 17 Mar 60)

DEAD LIST, null list. (HCOB 29 Jan 70)

DEADLY QUARTET, these processes are **four** in number. They are designed as classes of processes to handle these **four** points: (1) help factor, (2) control factor, (3) pc communication factor, (4) interest factor. Unless these **four** points are present in a session, it is improbable, in a great number of cases that any real, lasting gain will be made. (HCOB 21 Apr 60)

DEAD THETAN, 1. doesn't put out any current. Doesn't react on a meter. Only the body reacts so it looks like a clear read (false read). An ARC break of long duration reads the same way. (LRH Def. Notes) **2.** a false clear read. (HCOB 17 Oct 69) **3.** clear read without tone arm motion and tight needle. That's your lowest case range, save one. There is one below that. (SH Spec 300, 6308C28). **4.** he's so "dead in his head" he thinks he's elsewhere while he's there. (SH Spec 1, 6105C07) **5.** he thinks of himself as **dead** and he is totally incapable of influencing the E-meter. (SH Spec 1, 6105C07)

DEAFNESS, the individual simply shutting out sounds. Some **deafness** is occasioned by entirely mechanical trouble with the recording mechanism but most **deafness,** particularly when partial, is psychosomatic or caused by mental aberration. (*SA*, p. 85)

DEAR ALICE, see TR-**1.**

Death (def. 1)

DEATH, 1. a state of beingness rather than an action. It means a fellow's no longer inhabiting a body. (SH Spec 15X, 6106C15) **2.** a separation occurs between the thetan and the body. However, he takes old facsimiles, energy phenomena and bric-a-brac that he feels he cannot do without, with him and attaches it to the next body he picks up. (PAB 130) **3.** cessation of creation. An individual becomes sufficiently morose on the idea of creation that he can actually bring about the condition of inability to create. (*FOT*, p. 67) **4. death** equals life minus thought equals mest. (*NOTL*, p. 14) **5. death** is abandonment by theta of a life organism or race or species where these can no longer serve theta in its goals of infinite survival. (*Scn*

0-8, p. 75) **6.** life's operation of disposing of an outmoded and unwanted organism so that new organisms can be born and can flourish. (*SA*, p. 30) **7.** a limited concept of the **death** of the physical part of the organism. Life and the personality go on. The physical part of the organism ceases to function. And that is **death.** (*SA*, p. 30) **8.** a name assigned to what is apparently the mechanism by which theta recovers itself and the bulk of its volume from the mest, so as to be able to accomplish a more harmonious conquest of the mest in a next generation. (*SOS*, Bk. 2, p. 249)

DEATH FACSIMILE BOP, a little hunt, a little nervous twitch of the needle. (5410CM21)

DEATH TALKER, at **1.**5 on the tone scale is the **death talker** who is going to save something from destruction by creating great havoc. This person will not listen to a creative and constructive plan unless he can see ways and means of using it to destroy. Warmongers and dictators are markedly in this band. (*SOS*, p. 145)

DEATH WISH, succumb postulates. (HCO PL 27 Apr 69)

DEATH ZONE, below **2.**0 on the tone scale is the **death zone,** and here as the tone lowers increasingly, more danger exists that all the remaining theta will suddenly at one fell swoop become entheta. (*SOS*, Bk. 2, p. 13)

DEBUG, to get the snarls or stops out of something. (HCO PL 29 Feb 72 II)

DE-CERTIFICATION, cancellation of an auditor's **certificates. Certificates** "pulled" is a measure taken by HCO when these conditions exist: (a) the auditor has consistently refused supervised processing; (b) the auditor has committed antisocial acts liable for prosecution under criminal law, or (c) continues to associate with a **decertified** auditor and balks efforts of HCO to bring the person into an HGC for auditing. (HCOB 22 May 60)

DECLARE, an action done in Qual after a pc has completed a cycle of action or attained a state. The pc or pre-OT who knows he made it must be sent to Exams and Certs and Awards to attest. A **declare** completes his cycle of action and is a vital part of the action. (HCOB 19 Jun 71 II)

DECLARE?, "Preclear has reached a grade or release. Please look at preclear and pass on to Certs and Awards." (HCOB 23 Aug 65)

DED, 1. an incident the preclear does to another dynamic and for which he has no motivator—i.e. he punishes or hurts or wrecks something the like of which has never hurt him. Now he must justify the incident. He will use things which didn't happen to him. He claims that the object of his injury really DEserveD it, hence the word DED, which is a sarcasm. (*HOM*, p. 75) **2.** an overt act without having a justification for it in the first place. The motivator is on the wrong side of the overt act and that motivator on the wrong side of an overt act is called a DED. It's a **deserved** action. (5206CM24C)

DED-DEDEX, 1. the overt-motivator sequence went backwards. You hit Joe, then he hits you. Although it went this way you had it figured out that he must have hit you first. So you invented something that he did to you to motivate your hitting him. (SH Spec 83, 6612C06) **2.** overt-motivator sequence; when somebody has committed an overt, he has to claim the existence of motivators—the **Ded-Dedex** version of Dn. (HCOB 7 Sept 64 II) **3.** where the preclear all out of his own imagination has done something to somebody else and then it has been done to him. (PAB 18)

DEDEX, 1. an incident which happens to a preclear after he has a DED. It is always on the same chain or subject, is always after the DED. It means the DED **EXposed.** It is covered guilt. (*HOM*, p. 75) **2.** deserved action explained would be one interpretation of DEDEX. The deserved action. This is why the action was deserved. This is why he blew Joe Blink's head off, because twenty years later a fellow by the name of Cuffbah tapped him on the temple. (PDC 29) **3.** motivator. (Scn 8-80, p. 32)

DEEP PROCESSING, deep processing addresses basic cause and locates and reduces moments of physical pain and sorrow. (*SA*, p. 61)

DEFINITION PROCESSES, the first thing to know about **definition processes** is that they are separate and distinct and stand by themselves as **processes.** Remedy A and Remedy B. The purpose of **definitions processing** is fast clearing of "held down fives" (jammed thinking because of a misunderstood or misapplied datums) preventing someone getting on with auditing or Scn. (HCOB 21 Feb 66)

DEFINITIONS, TYPES OF, (a) differentiative definition—one which compares unlikeness to existing states of being or not being. (b) **descriptive definition**—one which classifies by characteristics, by describing existing states of being. (c) **associative definition**—one which declares likeness to existing states of being or not being. (d) **action definition**—one which delineates cause and potential change of state of being by cause of existence, inexistence, action, inaction, purpose or lack of purpose. (AP&A, pp. 65-66)

DEGRADATION, 1. the lower harmonic of apathy. (SH Spec 70, 6110C24) **2.** an inability to handle force. (PDC 48) **3.** being big and getting small and not at your own request. (PDC 34)

DEGRADED BEING, 1. the **degraded being** is not a suppressive as he can have case gain. But he is so PTS that he works for suppressives only. He is a sort of super-continual PTS beyond the reach really of a simple S&D and handled only at Section 3 OT Course. The **degraded being** is not necessarily a natively bad thetan. He is simply so PTS and has been for so long that it requires our highest level of tech to finally undo it after he has scaled up all our grades. (HCOB 22 Mar 67) **2. very degraded beings** alter-is, refuse to comply without mentioning it. Find ANY instruction` painful as they have been painfully indoctrinated with violent measures in the past. They therefore alter-is any order or don't comply. A **degraded being** is not a suppressive as he can have case gain. But he is so PTS that he works for suppressives only. **Degraded beings,** taking a cue from SP associates, instinctively resent, hate and seek to obstruct any person in charge of anything. (HCOB 22 Mar 67) *Abbr*. DB.

DEI SCALE, Desire-Enforcement-Inhibit Scale. (PAB 50)

DELUSION, 1. a belief in something which is contrary to fact or reality resulting from deception, misconception or misassignment. (HCOB 11 May 65) **2.** what one person thinks is, but others don't necessarily. (SH Spec 72, 6607C28) **3.** the postulation by the imagination of occurrences in areas of plus or minus randomity. (*Scn 0-8*, p. 90) **4. delusion** is imagination out of control. (Scn Jollr, Iss. 14-G)

DEMO, abbreviation for **demonstration.** Usually refers to either a clay demo or to a demonstration done with a "demo kit." (BTB 12 Apr 72R)
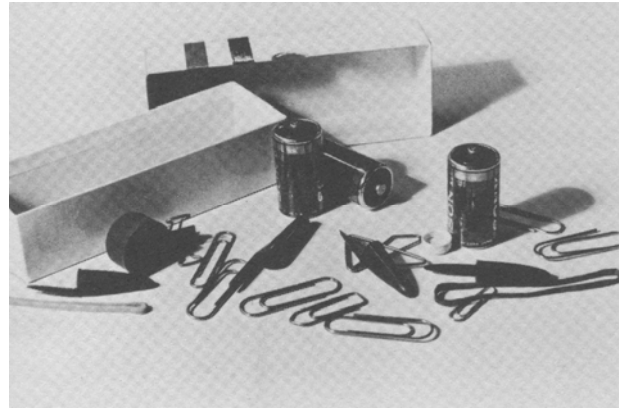
DEMO KIT, demonstration kit. Consists of various small objects such as corks, caps, paper clips, pen tops, batteries— whatever will do. These are kept in a box or container. Each student should have one. The pieces are used while studying to represent the things in the material one is demonstrating. It helps hold concepts and ideas in place. A **demo kit** adds mass, reality and doingness to the significance and so helps the student to study. (HCOB 19 Jun 71 III)

Demo Kit

DEMON, *Slang.* a by-pass circuit in the mind, called **demon** because it was long so interpreted. Probably an electronic mechanism. (*DMSMH* Gloss) **2.** a bona-fide **demon** is one who gives thoughts voice or echoes the spoken word interiorly or who gives all sorts of complicated advice like a real, live voice exteriorly. (*DMSMH*, p. 88) **3.** Dn use of the word is descriptive *Slang*. (*EOS*, p. 16)

DEMON CIRCUIT, 1. that mental mechanism set up by an engram command which, becoming restimulated and supercharged with secondary engrams, takes over a portion of the analyzer and acts as an individual being. Any command containing "you" and seeking to dominate or nullify the individual's judgment is potentially a **demon circuit.** It doesn't become a real live **demon circuit** until it becomes keyed-in and picks up secondary engrams and locks. (*NOTL*, p. 80) **2.** a heavily charged portion of the analytical mind which has been captured by the reactive mind and does its bidding, walled off by charge into a separate entity. (*SOS*, p. 67) 3, any **circuit** that vocalizes your thoughts for you. That's not natural. It's an installed mechanism from engrams and it slows up thought. (*DASF*)

DENYER, 1. a phrase which obscures a part of track by implying it is not there or elsewhere or should not be viewed. (HCOB 15 May 63) **2.** any phrase that you could think of in any language that would **deny** a person knowledge of something would be classified as a **denyer.** (SH Spec 81, 6111C16) **3.** a species of command which, literally translated, means that the engram doesn't exist. "I'm not here," "This is getting nowhere," "I must not talk

about it," "I can't remember," etc. (*DMSMH*, p. 213) **4.** a command which makes the pc feel there is no incident present. (*DMSMH*, p. 213)

DEPARTMENT OF PERSONAL ENHANCEMENT, the Department of Personal Enhancement Division V, Qualifications is held responsible for these things. (1) That no misunderstood words exist amongst staff, Auditors or in the Church public. (2) That all training and auditing programs of staff, students, Auditors, internes or public are in correct sequence without skipped gradient and *done*. (3) That all staff cases are progressing satisfactorily with good OCA (APA) gains and that no no-case gain cases are on staff. (HCO PL 16 Feb 72)

DEPARTMENT OF SPECIAL CASES, the HCO PL which makes Dept 10 a **Department of Special Cases** is cancelled. Dept 10 must remain as the Department of Tech Services. Drug Cases (for whom the **Department of Special Cases** was primarily established) are audited in the HGC or Co-Audit on the HSDC Course. (HCO PL 26 Aug 72—*Cancellation issue* of HCO PL 2 Feb 72 II)

DEPLETION OF HAVINGNESS, the truth of something, even when arrived at by the route of subjection and force, will as-is the something and cause its vanishment, and thus it is no longer had. This is called by auditors the **depletion of havingness.** (5601C31)

DEPOSIT, a **deposit** is a confused solid ridge area in the body. (5206CM24B)

DEPT, department. (BPL 5 Nov 72RA)

DEPT 10s, see DEPARTMENT OF SPECIAL CASES.

DERAILER, a type of phrase in an engram which throws the preclear "off the track" and makes him lose touch with his time track. This is a very serious phrase since it can make a schizophrenic and something of this sort is always to be found in schizophrenia. Some of its phrases throw him into other valences which have no proper track, some merely remove time, some throw him bodily out of time. "I don't have any time" is a **derailer.** "I'm beside myself" means that he is now two people, one beside the other. "I'll have to pretend I am somebody else" is a key phrase to identity confusion, and many more. (*DMSMH*, p. 335)

DESCRIPTION PROCESSING, processing which uses as-isness in present time to remedy the restimulations beheld by the thetan. The total command content of **description processing** is the phrase "*How does . . . seem to you now*?" This is used over, and over, and over by the auditor. In the blank he puts any difficulty the preclear is having. (*Scn 0-8*, p. 85)

DESCRIPTIVE DEFINITION, see DEFINITIONS, TYPES OF.

DESTIMULATE, 1. settle out. (HCOB 16 Aug 70) **2.** to take away the restimulation. **Destimulate** does not mean the erasure of the original incident, it means simply the knock out of the point of restimulation. (SH Spec 84, 6612C13)

DESTIMULATED, simply knocking out the key-ins of the original charge, you didn't knock out the original incidents, you just knocked out the moments when the original incident was keyed in. (SH Spec 300, 6308C28)

DESTIMULATION, 1. the action of deleting the moments of restimulation of the reactive mind or some portion of it, so that it moves away from the preclear and he is no longer connected to it. (*Scn AD*) **2.** to pull the pc out of the charge not try to erase the charge. To knock out the key-ins that keep the charge pinned to the individual. (SH Spec 9, 6403C10)

DESTROY, create-counter-create=to create something against a creation=to create one thing and then create something else against **it=destroy.** (*FOT*, p. 20)

DESTRUCTION, the apparent cycle of action contains **destruction,** but the actual cycle of action tells us what **destruction** is. **Destruction,** in terms of action, is a creation of something against a creation of something else. There is another type of **destruction** and this is no more creation. If one stops making something completely and ceases to be a party to its manufacture, it no longer exists for one. (*FOT*, pp. 21-22)

DETACHED, 1. chronically out of valence to the point of no case gain. (HCOB 10 Sept 68) **2.** the person that you run into that takes no responsibility for anything in life and that sort of thing. He isn't where he is looking from, see? He's **detached.** We use that word advisedly. You see, he's **detached** from existence, he hasn't got anything to do with it. Existence is up here and he's sitting back, "has nothing to do with me." (SH Spec 48, 6411C04)

DETECTING METER, a **meter** which **detects** flows and ridges around your preclear. (PDC 29)

DFT, see DIANETIC FLOW TABLE.

DHARMA, the name of a legendary Hindu sage whose many progenies were the personification of virtue and religious rites. **Dharma** is a mythological figure and we have the word **Dharma** almost interchangeable with the word Dhyana. But whatever you use there you are using a word which means knowingness. That's what that word means. (7ACC-25, 5407C19)

DHYANA, 1. the word **Dhyana** is almost interchangeable with the word Dharma. But whatever you use, you are using a word which means knowingness. **Dhyana**—that's knowingness. It means knowingness. It means lookingness. (7ACC-25, 5407C19) **2. Dhyana** could be literally translated as Indian for Scn, if you want to say it backwards. (7ACC-25, 5407C19)

DIANAZENE, a formula combined with vitamins and other minerals to make the intake of nicotinic acid more effective. **Dianazene** runs out radiation—or what appears to be radiation. It also proofs a person up against radiation in some degree. It also turns on and runs out incipient cancer. (*AAR*, pp. 123-124)

DIANETIC ASSESSMENT LIST, a **list** of somatic items given by a pc and written down by the auditor with the reads marked that occur on the meter. (BTB 7 Nov 72 IV)

DIANETIC ASSIST, 1. the auditor may take an individual who has been injured and run the injury as an engram even though it contains extensive unconsciousness. The last engram on the case has had relatively little chance to become charged up by locks and secondaries, and so is available for auditing regardless of the pre-existing engrams on the case. (*SOS*, Bk. 2, p. 157) **2.** running out the physically painful experience the person has just undergone, accidents, illness, operation or emotional shock. This erases the "psychic trauma" and speeds recovery to a remarkable degree. (HCOB 2 Apr 69)

DIANETIC AUDITING, 1. the application of **Dn** procedures to an individual to help him become well and happy. (*DPB*, p. 11) **2.** the tracing of experience. (SH Spec 70, 6607C21) **3. Dianetic auditing** includes as its basic principle, the exhaustion of all the painfully unconscious moments of a subject's life. By eradicating pain from the life of an individual, the auditor returns the individual to complete rationality and sanity. (*DTOT*, p. 68)

DIANETIC AUDITOR, 1. a person capable of resolving mental and physical problems by his ability to find and run engrams and secondaries. (HCOB 6 Apr 69) **2.** a **Dianetic auditor** would use Dn to handle the lack of well-being of the pc. (HCOB 6 Apr 69 II) **3.** one who has had case gain on Dn, and has been able to administer Dn so as to give case gains with it and that is what a **Dianetic auditor** is. It is not somebody who has been through the checksheets a large number of times or somebody who knows the Director of Certs and Awards. (6905C29)

DIANETIC CASE COMPLETION, 1. all somatic chains that were in restimulation have been traced to basic and blown. The pc is now happy and healthy. Other engrams and chains can exist back on the track but as they are not in restimulation they have no effect on the person. (*Dn Today*, p. 63) **2.** a healthy, happy, high IQ human being; freedom from those things which make a person susceptible to, or "hold in place" physical illness. (*Scn 0-8*, p. 137)

DIANETIC CLEAR, 1. there is such a state. Only about two per cent actually go clear on Dn. A **Dn Clear** as any other Dn pc now goes on up through the grades of Scn and onto the proper Clearing Course. The **Dn Clear** of Book I was **clear** of somatics. The Book I definition is correct. This is the end phenomena of Dn as per the class chart and Book I. Two percent, no more, make **Dn Clear** accidentally. They still need expanded lower grades to make Scn Clear. (HCOB 25 Jun 70 II) See also DIANETIC CASE COMPLETION. **2.** the state of **clear** can be achieved on Dn. It is not however obtained by feeding people cognitions. **Clears** are made through auditing. The state of **Dn Clear** means the pc has erased his Dn case or mental image pictures. The discovery that a **Dn Clear** must not be run on engrams, R3RA or any version of 3R3, results in a expansion of the Non-Interference Zone. (HCOB 25 Jun 70RA II) **3.** The state of **Clear** can be achieved on Dianetics. The state of **Dianetic Clear** means the pc has erased his Dianetic case or mental image pictures; he has attained the ability to be at cause over mental matter, energy, space and time on the first dynamic. (HCOB 24 Sept 78 III)

DIANETIC CLEAR REHAB, 1. THE STATE OF **Dn Clear** is checked and rehabilitated which is a very fast action in most cases. It has to be verified because the person didn't make it he has to go onto the Clearing Course and if he did really make **Dn Clear,** to do the Clearing Course would be disastrous because, or course, he's already **Clear.** (LRH ED 301 INT)

DIANETIC COUNSELING GROUP, the Dn Counseling Group consists of in full action, Hubbard Dn Counselors, the administrative few people, even if only part time, to handle the admin of the unit, and a Hubbard Dn Graduate in order to teach Hubbard **Dn Counselors** out in the field, and a Scn auditor to hold down review. (6905C29) *Abbr*. DCG.

DIANETIC FLOW TABLE, a chronological list of Dn items run, from earliest to latest, with the **flows** that have been run. (HCOB 3 Nov 72R)

DIANETIC INFORMATION GROUP, a group formed to provide **information** on the results of Dn and its applications. The membership is open to doctors, dental surgeons, pharmacists and qualified nurses. (STCR, p. 104) *Abbr*. D.I.G.

DIANETICIST, a skilled user of **Dianetic** therapy. (*DTOT* Gloss)

DIANETIC LIST, in Scn lists there's only one item. On **Dn lists** there can be a dozen, for a Dn list isn't really a list. It isn't trying to isolate the mental troubles of the pc. A **Dn list** is simply the pc's physical aches and pains. (HCOB 21 May 69)

DIANETIC PRECLEAR, one who is being processed toward the objective of a well and happy human being. (HCOB 6 Apr 69)

DIANETIC RELEASE, 1. the release has reached a point where he no longer has psychosomatic illnesses, where he has good stability and where he can enjoy life. If one simply took all the secondary engrams off a case, one would have a **Dianetic Release.** (*SOS*, p. 19) **2.** a preclear in whom the majority of emotional stress has been deleted from the reactive mind. Has had many large gains from Dn, is not yet a Dn Case Completion. (*DTOT* Gloss)

DIANETIC REVERIE, see REVERIE.

DIANETICS, 1. DIA (Greek) through, NOUS (Greek) soul deals with a system of mental image pictures in relation to psychic (spiritual) trauma. The mental image pictures are believed on the basis of personal revelation to be comprising mental activity created and formed by the spirit, and not by the body or brain. (BPL 24 Sept 73 V) **2. Dianetics** is further redefined as WHAT THE SOUL IS DOING TO THE BODY. (HCOPL 20 Sept 81) **3.** Dn addresses the body. Thus Dn is used to knock out and erase illnesses, unwanted sensations, misemotion, somatics, pain, etc. Dn came before Scn. It disposed of body illness and the difficulties a thetan was having with his body. (HCOB 22 Apr 69) **4.** a technology that runs and erases locks, secondaries and engrams and their chains. (HCOB 17 Apr 69) **5.** Dn could be called a study of man. Dn and Scn, up to the point of stable exteriorization, operate in exactly the same field with exactly the same tools. It is only after man is sufficiently exte-

riorized to become a spirit that we depart from Dn; for here, considering man as a spirit, we must enter the field of religion. (PAB 42) **6.** a precision science. It stems from the study and codification of survival. (*Scn 0-8*, p. 148) **7.** a system of coordinated axioms which resolve problems concerning human behavior and psychosomatic illnesses. (5110CM08B) **8.** Dn is not psychiatry. It is not psychoanalysis. It is not psychology. It is not personal relations. It is not hypnotism. It is a science of mind. (*DMSMH*, p. 168) **9.** the route from aberrated or aberrated and ill human to capable human. (HCOB 3 Apr 66) *Abbr*. Dn.

DIANETIC SPECIALIST, HGDS. (HCOB 20 Apr 72)

DIANOMETRY, 1. that branch of Dn which measures thought capacity, computational ability and the rationality of the human mind. By its axioms and tests can be established the intelligence, the persistency, the ability, the aberrations and existing or potential insanity of an individual. (*DASF*) **2.** "Thought measurement," derived from the Greek for thought, and, unscholarly enough, the Latin for mensuration. (*DASF*)

DICHOTOMY, 1. can-can't is the plus and minus aspect of all thought and in Scn is called by a specialized word, **dichotomy.** (*FOT*, p. 100) **2.** a pair of opposites, such as black-white, good-evil, love-hate. (*Scn 0-8* Gloss) **3.** opposites; two things which when interplayed, cause action. (5209CM04B)

DIFFERENTIATION, 1. the ability to locate things in time and space. (5209CM04B) **2.** simply the distance between the particles. (PDC 28)

DIFFERENTIATIVE DEFINITION, see DEFINITIONS, TYPES OF.

D.I.G., Dianetic Information Group. (STCR, p. 104)

DILETTANTISM, is supposed to mean good at many things, but actually I would rather extend its meaning a little bit to saying unprofessional at everything. (SH Spec 33, 6408C04)

DIMENSION, the distance from the point of view to the anchor point that is in space. (Spr Lect 14, 5304CM07)

DIMENSION POINT, any point in a space or at the boundaries of space. As a specialized case, those **points** which demark the outermost boundaries of the space or its corners are called in Scn anchor **points.** (*Scn 8-8008*, p. 16)

DINKY DICTIONARIES, (dinky: small, insignificant); in learning the meaning of words **small dictionaries** are very often a greater liability than they are a help. The meanings they give are often circular. Like "CAT: an animal." "ANIMAL: a cat." They do not give enough meaning to escape the circle. The meanings given are often inadequate to get a real concept of the word. The words are too few and even common words are often missing. (HCOB 19 Jun 72)

DIP, a falling needle. (*EME*, p. 14) See FALL.

DIR, director. (BPL 5 Nov 72RA)

DIR CERTS AND AWARDS, Director of Certificates and Awards. (HCOB 23 Aug 65)

DIRECTION-REVERSAL, confuses left and right. (PAB 12)

DIRECTIVE LISTING, that Routine 3 activity which **directs** the pc's attention while **listing** to the form of the inevitable reliable item, providing it can be predicted. (HCOB 8 Apr 63)

DIRECT STYLE AUDITING, (Level IV style), by **direct** we mean straight, concentrated, intense, applied in a **direct manner. 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.** (HCOB 6 Nov 64)

DIRECT VALENCE, a valence by which the pc has transferred identity with someone who has **directly** confronted him. (PAB 95)

DIR EXAMS, Director of Examinations. (HCOB 23 Aug 65)

DIR REV, Director of Review. (HCOB 23 Aug 65)

DIR TECH SERVICES, Director of Technical Services. (HCOB 23 Aug 65)

DIRTY NEEDLE, 1. the following is the only valid definition of a **dirty needle**: an erratic agitation of the needle which is ragged, jerky, ticking, not sweeping, and tends to be persistent. It is not limited in size. A **dirty needle** is caused by one of three things: (1) The auditor's TRs are bad. (2) the auditor is breaking the Auditor's Code (3) The pc has withholds he does not want known, The definitions of a **dirty needle** as "a small rock slam" and "a smaller edition of a rock slam" in HCOB 13 August AD 12, "Rock Slams and **Dirty Needles**," are cancelled. The definition of a **dirty needle** as "as minute rock slam" in HCOB 1 August AD 12, "Routine 3GA, Goals, Nulling by Mid Ruds," is cancelled. All definitions which limit the size of a **dirty needle** to "one quarter an inch" and "less than one quarter of an inch" are cancelled. A **dirty needle** is not to be confused with an R/S. They are distinctly different reads. You never mistake an R/S if you have ever seen one. A **dirty needle** is far less frantic. The difference between a rock slam and a **dirty needle** is in the *character of the read*, not the size. Persistent use of "fish and fumble" can sometimes turn a **dirty needle** into a rock slam. However until it does it is simply a **dirty needle**. Auditors, C/Ses, supervisors must must must know the difference between these two types of reads cold. (HCOB 3 Sept 78) *Abbr*. D.N. **2.** symbol D.N.—erratic agitation of the **needle** which covers less than a quarter of an inch of the E-meter dial and tends to be persistent. (HCOB 8 Nov 62) **3.** ragged, jerky, ticking **needle,** not sweeping. (HCOB 15 May 69) **4.** a **dirty needle** is any **needle** which departs from the appearance of a clean needle. (SH Spec 224, 6212C13) **5. a dirty needle** is only a little, tiny persistent rock slam. (SH Spec 184, 6208C14) **6.** one that jerks, tips, dances, halts, is stuck or has any random action on it with the auditor sitting looking at it doing nothing. (HCOB 30 Dec 62)

DIRTY READ, symbol D.R.—a more or less instant response of the needle which is agitated by a major thought; it is an instant tiny (less than a quarter of an inch) agitation of the needle and is in fact a very small cousin of a rock slam but is not a rock slam. It does not persist. (HCOB 8 Nov 62)

DIRTY 30, Opening Procedure by Duplication has been doing things to cases hitherto untouched by extensive and intricate auditing. Because this process is very arduous to run on people below boredom on the tone scale and because it has very often been used on people on whom it should not be used, it was early called **"Dirty** 30." Actually **"Dirty** 30" is **Procedure** 30 which encompassed what is now R2-17 and two other steps. (PAB 48)

DISABILITY RUNDOWN, Handles anything the pc considers a **disability**; mental, physical or otherwise. It handles everything from being too short to not being able to speak Arabic or not wanting to go to parties. It takes each **disability** and handles it with R3RA. (HCOB 22 Jun 78R)

DISAGREEMENT REMEDY, a procedure for handling **disagreements** which is done by a Class III or above auditor. (BTB 22 Mar 72R)

DISASSOCIATION, mis-identification. (17ACC-4, 5702C28)

DISCHARGED, 1. an incident which is **discharged** is no longer capable of restimulation. It is not now an inert incident, it is a gone incident. The batteries in it have been short-circuited. That's the end of it. (SH Spec 300, 6308C28) **2.** where you get a condition of restimulation which is then let off, that is not **discharged,** it is destimulated. **Discharged** means that the incident is now incapable of being restimulated. (SH Spec 300, 6308C28)

DISCHARGING, erasing. (SH Spec 300, 6308C28)

DISHONESTY, one would not be **dishonest** unless he wished to seek advantage for himself or his group at the expense of some other self or group. That's **dishonesty.** It is seeking an illegitimate advantage and it's illegitimate just because it violates somebody's survival too much. (5108CM13B)

DISINTEGRATING ROCKET READ, a **read** that starts out like a mad thing, and turns into a fall. (SH Spec 274, 6306C13)

DISPERSAL, a series of outflows from a common point. A **dispersal** is, primarily a number of flows extending from a common center. The best example of a **dispersal** is an explosion. There is such a thing as an **indispersal.** This would be where the flows are all traveling toward a common center. One might call this an implosion. Outflow and inflow from a common center are classified under the word **dispersal.** (*Scn 8-8008*, p. 17)
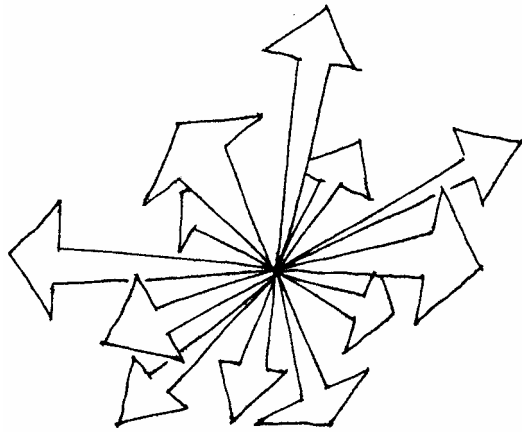
Dispersal - Explosion   Dispersal - Implosion
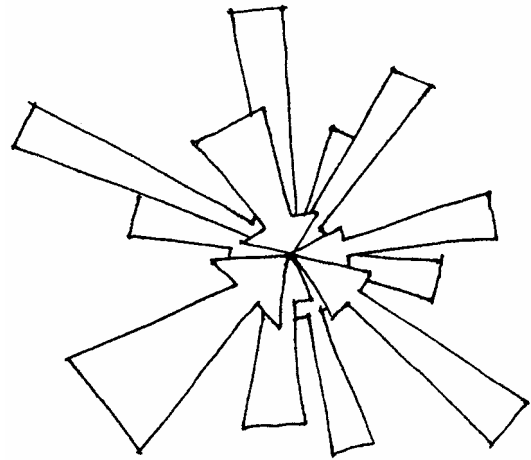
DISPERSED, hiding oneself, being vague, not there most of the time. (*FOT*, p. 29)

DISPERSION, theta turning into entheta and the inhibition of the flow of free theta. (*SOS*, p. 114)

DISSEMINATING SCN, getting the materials of **Dn and Scn disseminated** widely and by efficient presentation. (BPL 15 Mar 60)

DISTRACTION, a distraction is something that is not relevant to the pc's case and is ineffective. (SH Spec 78, 6111C09)

DIVISION OF TA, one **division of** TA is from 1 to 2 or similarly from 2 to **3.** It doesn't matter which way it moves. (SH Spec 1, 6105C07)

DIZZINESS, a feeling of disorientation and includes a spinniness, as well as an out-of-balance feeling. (HCOB 19 Jan 67)

D/L, date/locate. (HCOB 29 Oct 71R)

Dn, Dianetics. (HCOB 23 Aug 65)

D. N., dirty needle. (HCOB 3 Sept 78)

DO A BUNK, 1. an English *Slang* term which meant "run away or desert." (7204C07 SO III) **2.** the body goes collapse; the heart is still beating, the lungs are still breathing, because the G.E. runs those, but the thetan—he's **done a bunk.** (PDC 9) **3.** that's what we say colloquially, means on his way over the hills and far away and he's just now passing Galaxy 18**.** (PDC 46) **4.** the person shoots out of his head and he's on his way. He hit the dispersal just adjacent to a ridge. (PDC 23)

DOCTOR OF DIVINITY, religion is basically a philosophic teaching designed to better the civilization into which it is taught. Backed fully by the precedent of all the ages concerning teachings, a Scientologist has a better right to call himself a priest, a minister, a missionary, a **doctor of divinity,** a faith healer or a preclear than any other man who bears the insignia of religion of the western world. I do not see any inconsistency of any kind in the issuance to those well-schooled and well-skilled in Scn the degree of **Doctor of Divinity** as a passport into those areas where they are needed. (PAB 32)

DOCTOR OF SCIENTOLOGY, 1. the **Doctor of Scn** degree is senior to HGA. It is an honor award and may be made by nomination or selection for those who are consistently producing excellent results in their own field. (PAB 6) **2. Doctor of Scn** abroad [away from the USA] was equivalent to HGA in 1956**.** (HCOTB 12 Sept 56)

DOCTRINE OF THE STABLE DATUM, a confusing motion can be understood by conceiving one thing to be motionless. Until one selects one **datum,** one factor, one particular in a confusion of particles, the confusion continues. The one thing selected and used becomes the **stable datum** for the remainder. A **stable datum** does not have to be the correct one. It is simply the one that keeps things from being in a confusion and on which others are aligned. (*POW*, pp. 23-24)

D OF ESTIMATIONS, Director of Estimations. In 1965, head of the **Department of Estimations,** now called Tech Services which is in charge of getting pcs to session, having auditing rooms and materials available for auditors, keeping up pcs' status and scheduling boards, and taking care of and safeguarding pc folders and records. (*PRD* Gloss)

D OF P, Director of Processing. (HCOB 23 Aug 65)

D OF T, Director of Training. (HCOB 23 Aug 65)

DOG CASE, *Slang*. **1.** a case nobody can make anything out of. (HCOB 5 Mar 71 II) **2.** the pc is not running well. Such a **case** is the result of a flub always. (HCOB 19 Mar 71, C/S Series 30)

DOG PC, an auditor who cannot audit, whose TRs are out, whose metering is bad and who never keeps the code always says his **pcs are "dogs."** (HCOB 15 Jun 72)

DOING, the action of creating an effect. An effect in creation is action. (*FOT*, p. 31)

DOING A BUNK, see DO A BUNK.

DOINGNESS, what one ought to be **doing** in order to get creation or do creation. (SH Spec 19, 6106C23)

DOING THE FOLDER, refers to the technical supervision of case reports. (*ISE*, p. 45)

DO-IT-YOURSELF PROCESSING, the HAS co-audit which seeks to improve cases and further interest people in Scn so that they will take individual HGC processing and individual training. (HCO PL 14 Feb 61)

DOMINATION, forcing the other person to do exactly what is desired with the mechanism of recrimination and denial of friendship or support unless instant compliance takes place. It seeks by anger and outright criticism, accusations, and other mechanisms to pound another individual into submission by making him less. (*SA*, p. 167)

DOMINATION BY NULLIFICATION, this is covert and quite often the person upon whom it is exerted remains unsuspecting beyond the fact that he knows he is very unhappy. This is the coward's method of **domination.** The person using it feels that he is less than the individual upon whom he is using it and has not the honesty or fortitude to admit the fact to himself. He then begins to pull the other individual "down to size," using small carping criticisms. The one who is seeking to **dominate** strikes heavily at the point of pride and capability of his target and yet, if at any moment the target challenges the **nullifier,** the person using the mechanism claims he is doing so solely out of assistance and friendship or disavows completely that it has been done. (*SA*, p. 167)

DOPE-OFF, 1. the phenomenon of a person getting tired, sleepy, foggy (as though **doped**). One of the phenomena of going past a misunderstood word. (BTB 12 Apr 72) **2.** a state of lessened awareness, still above unconsciousness, and manifested principally by communication lag. Dope-off is also caused by impaired havingness. (*Scn 0-8* Gloss)

DOUBLE ACKNOWLEDGMENT, 1. double acknowledgment is not, repeat not, the giving of more than one good or thank you. **Double acknowledgment** only occurs when the auditor assumes the cycle has ended but the preclear then draws the auditor's attention to the fact that it didn't end and the auditor has to **acknowledge** again in order to end that cycle. (BTB 29 Jun 62) **2.** this occurs when the pc answers up, the auditor then **acknowledges,** and the pc then finishes his answer, leaving the auditor with another **acknowledgment** to do. (HCOB 12 Nov 59) **3.** 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. (BTB 13 Mar 75)

DOUBLE ASSESS, (Expanded Dianetics term from tape 7203C30, "Expanded Dianetics") the act of taking various parts or terminals of the pc's environment as mentioned in worksheets or health form such as "home," "job," "Ohio," etc., making it into a list, **assessing** it for best read **(assessment number one**) and then taking that item (such as "home") and listing out the pains, sensations, emotions and attitudes connected with it **(assessment number 2)** and running it with Dianetics, or otherwise using the result in processing. (LRH Def. Notes)

DOUBLE QUESTION, a type of Q and A. The auditor asks a question. The pc answers. The auditor asks a question about the answer. (HCOB 24 May 62)

DOUBLE TERMINALING, 1. the process known as **double terminaling** is an assist. One **double terminals** as follows: he has the preclear mock up something or someone facing its duplicate, then he gets another such pair beside, in any position, the first pair. It will be noted that the mock-ups discharge one against the other like electrical poles. A **double terminal may** also consist of an unmatched pair such as a mock-up of a husband facing a wife and, parallel to this, the husband facing the wife again. Or a person facing an inanimate object, then, beside that pair, the same person as another mock-up facing the same object as another mock-up. It will be observed that when TWO pairs are used, there are, even so, only TWO COMMUNICATION LINES. The lines are more important than the **terminals;** one wants two communication lines, parallel to each other. This, of course, requires four **terminals.** (PAB 1) **2. double terminaling** simply puts up two pairs of matched terminals. The pairs may each be of two different things but each pair contains one thing the same as the other pair; in other words, husband and wife is one pair and husband and wife is the other pair. These, parallel, give the two **terminal** effect necessary for a discharge. (*Scn 0-8*, p. 213) **3.** there are a number of processes which could include **double terminals.** One **terminal** made to face another **terminal** in terms of mock-up can be discharged one against the other in such a way as to relieve aberration connected with things similar to the **terminal** thus mocked up. One takes two pairs of such **terminals** and standing them in relationship to each other, discovers that he has now four **terminals** but these four **terminals** furnish only two lines. These two lines will discharge one against the other. (*Scn 8-8008*, p. 32)

DOUBLE TERMINALS, you mock up four of the same person or two of one person, two of another person, in such a way as to give you four **terminals** with an identical line. (Spr Lect 13, 5304CM07)

DOUBLE TICK, dirty needle. (HCOB 25 May 62)

DOUBT, doubting expresses the inability to find out. (SH Spec 39, 6108C15)

DOWN-BOUNCER, this type of phrase is one which tells the person to "get down" or "get back" and keeps the preclear below the actual incident in which he is held. (*SOS*, p. 106)

DOWN SCALE, on the tone scale to go **down scale** one must decrease his power to observe. (*Scn 0-8*, p. 200)

DOWN THE TRACK, not in present time. (HCOB 16 Jul 69)

D.R., dirty read. (HCOB 23 Aug 65)

DRAMATIZATION, 1. to repeat in action what has happened to one in experience. That's a basic definition of it, but much more important, it's a replay now of something that happened then. It's being replayed out of its time and period. (SH Spec 72, 6607C28) **2.** the duplication of an engramic content, entire or in part, by an aberree in his present time environment. Aberrated conduct is entirely **dramatization.** The degree of **dramatization** is in direct ratio to the degree of restimulation of the engrams causing it. (*DTOT*, p. 74) **3.** complete **dramatization** is complete identity. It is the engram in full force in present time with

the aberree taking one or more parts of the dramatis personae present in the engram. (*DTOT*, p. 75) **4.** thinking or acting in a manner that is dictated by masses or significances contained in the reactive mind. When **dramatizing,** the individual is like an actor playing his dictated part and going through a whole series of irrational actions. (PXL Gloss)

DRAMATIZE, to go through the cycle of action demanded by an engram. (*SOS*, Bk. 2, p. 29)

DRAMATIZING PSYCHOTIC, the dramatizing psychotic is not always looked upon as insane. Whether or not he is classified as insane depends upon whether or not he is of obvious menace to other Homo sapiens. He is fixed in one facsimile which he plays over and over to the environment around him. He is controlled by his environment to the extent that anything in his environment turns on his **dramatization.** He is disastrous to have around. Inaccessible persons passing for normals are sometimes **dramatizing psychotics who dramatize** infrequently—perhaps only once or twice a day. The **dramatizing psychotic** lives mainly in the illusion of his own facsimile with its surroundings, not actual surroundings. He is definitely not in present time at any time. (AP&A, p. 38)

DREAM, 1. a pretended knowingness about location. (SH Spec 50, 6109C06) **2.** the imaginative reconstruction of areas of randomity or the re-symbolization of the efforts of theta. (*Scn 0-8*, p. 90) **3.** a **dream** in its normal function is that powerful and original mechanism called the imagination compositing or creating new pictures. (*DTOT*, p. 89) **4.** a frantic effort to orient, just to locate himself so that he can feel secure, that's what a **dream** is and a dream of course is pretended knowingness because he is at none of these places. (SH Spec 39, 6108C15) **5. dreams follow** a sudden loss. It's an effort to orient oneself and get something back. (HCOB 29 Mar 65)

DRIFT DOWN, not actual tone arm action. The pc is just drifting toward the read of an item. In this the tone arm does not go up or down, back and forth. It just **drifts** slowly and evenly down and stays there. (HCOB 11 Apr 62)

DRIFT UP, occurs during prepchecking or listing. The constantly rising needle gradually raises the tone arm up to a high read which finally just stays there. This **drift up** is not actually tone arm motion. It is just the pc's refusal to confront. (HCOB 11 Apr 62)

DRILLS, exercises, processes. (PAB 82)

DRIVE, the dynamic thrust through time toward the attainment of the goal. (*DTOT*, p. 29)

DROP, a falling needle. (*EME*, p. 14) See FALL.

DRUG CASES, cases who seek in processing the delusions or madness which exhilarated them on **drugs.** (HCOB 25 Nov 71 II)

DRUG REHAB, see CHEMICAL RELEASE. See REHABBING DRUGS.

DRUG RUNDOWN, the drug rundown consists of: (1) TRs 0-4, 6-9 FLAT. (2) Full C/S 1, where not done, to fully educate the pc. (3) Objectives—full battery to full EPs per basic books and early HCOBs on them. (4) Class VIII Drug Handling—list and rehab all **drugs,** 3-way recalls, secondaries and engrams of taking and giving **drugs.** (5) AESP's on each reading **drug** listed separately and handled with R3R, each **drug** to full F/N assessment of **drug** list. (6) "No interest" **drug** items—all reading ones run where they exist. (7) Prior assessment—AESP's listed separately and run R3R, prior to first **drug** or alcohol taken. (HCOB 31 Aug 74)

DRUGS, 1. by **drugs** (to mention a few) are meant tranquilizers, opium, cocaine, marijuana, peyote, amphetamine and the psychiatrists' gift to Man, LSD which is the worst. Any medical **drugs** are included. **Drugs are drugs.** There are thousands of trade names and *slang* terms for these **drugs.** Alcohol is included as a **drug** and receives the same treatment in auditing. (HCOB 15 Jul 71 III) **2. drugs** essentially are poisons. The degree they are taken determines the effect. A small amount gives a stimulant. A greater amount acts as a sedative. A larger amount acts as a poison and can kill one dead. This is true of any **drug.** (HCOB 28 Aug 68 II)

Drugs (Def. 1)

DRY RUN, a no-auditing situation. You're **running** an electrical circuit with no current. (SH Spec 295, 6308C15)

D. SCN, Doctor of Scientology, honorary award for the application of Scn processes, principles, books or literature. (HCOB 23 Aug 65) See DOCTOR OF SCIENTOLOGY.

D. SCN. ABROAD, see DOCTOR OF SCIENTOLOGY.

DTS, Director of Tech Services. (HCOB 23 Aug 65)

DUB-IN, 1. any unknowingly created mental picture that appears to have been a record of the physical universe but is in fact only an altered copy of the time track. (HCOB 15 May 63) **2.** the phrase out of the motion picture industry of putting a sound track on top of something that isn't there. (SH Spec 78, 6608C25) **3.** a recording which is being manufactured by a recording. (5811C07) **4.** imaginary recall—there is no pain **dub-in.** (*DASF*)

DUB-IN CASE, this guy is manufacturing incidents and saying they're real. (5206CM24F)

DUNNAGE, *Slang.* **1.** the stuff you put around the cargo to keep it straight in a ship. (PXL, p. 244) **2.** extra and relatively meaningless talk. (PAB 38) **3.** irrelevant remarks aimed solely to stay in communication with the preclear. (*Scn 0-8*, p. 88)

DUPLICATION, 1. cause, distance, effect, with the same thing at effect as is at cause. (5411CM01) **2.** the flow of creation. **Duplication** is the process by which a thing persists. (2ACC-13A, 5311CM30)

DUPLICATIVE QUESTION (TR-3), a drill to teach a student to **duplicate** without variation an auditing question. Each time newly, in its own unit of time, not as a blur with other questions, and to acknowledge it. (HCOB 16 Aug 71 II)

DWINDLING ROCK SLAM, one which diminishes item by item, written thing by written thing. It's less and less and less and less, and finally a dirty needle. Then there isn't even a dirty needle and it's gone. (SH Spec 194, 6209C25)

DWINDLING SANITY, a **dwindling** ability to assign time and space. (Scn 8-80, p. 44)

DWINDLING SPIRAL, 1. one commits overt acts unwittingly. He seeks to justify them by finding fault or displacing blame. This leads him into further overts against the same terminals which leads to a degradation of himself and sometimes those terminals. (HCOB 21 Jan 60, *Justification*) **2.** as life progresses, more and more theta becomes fixed as entheta in locks and secondary engrams, and less and less theta is available to the organism for purposes of reason. This is called the **dwindling spiral.** It is so called because the more entheta there is on the case, the more theta will be turned into entheta at each new restimulation. It is a three-dimensional vicious circle which carries the individual down the tone scale. (*SOS*, Bk. 2, p. 26)

DYNAMIC, 1. any one of the eight subdivisions of the **dynamic** principle of existence— SURVIVE. (PXL, p. 49) **2.** dynamic is the ability to translate solutions into action. (*HFP*, p. 171) **3.** the tenacity to life and vigor and persistence in survival. (*DMSMH*, p. 38)
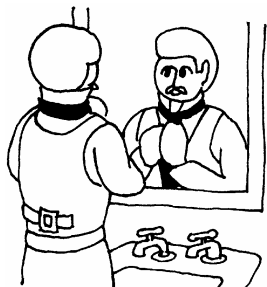
First dynamic (*Self dynamic*)
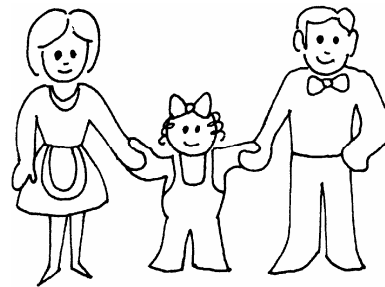
Second dynamic (Def. b) (*Sex dynamic*)

Third dynamic (*Group dynamic*)

Forth dynamic (*Mankind dynamic*)

Fifth dynamic - (*Animal dynamic*)
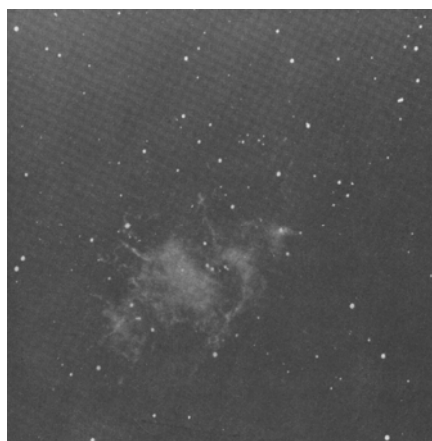
Sixth dynamic - (*Universe dynamic*)
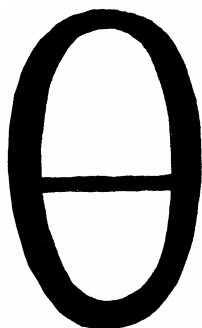
Seventh dynamic
(ancient Greek symbol
for spirit)
(*Spiritual dynamic*)
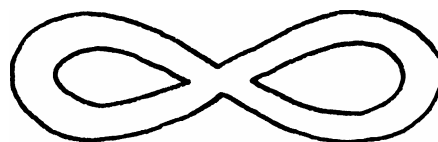
Eighth dynamic
(symbol for infinity)
infinity or *God dynamic)*

DYNAMIC ASSESSMENT, you run on the E-meter a **dynamic assessment** and pick up any **dynamic** that gives a change of needle pattern or take any **dynamic** which makes needle drop no matter how slight. Having located the **dynamic** we now ask the pc for any terminal he or she thinks would represent that **dynamic.** (HCOB 4 Feb 60)

DYNAMIC ASSESSMENT BY ROCK SLAM, listing and assessing to find the **rock slam** on the pc. (SH Spec 204, 6210C30)

DYNAMIC DEFINITION, action **definition.** (5110CM08B) See DEFINITIONS, TYPES OF.

DYNAMICS, there could be said to be eight urges (drives, impulses) in life. These we call **dynamics.** These are motives or motivations. We call them the eight **dynamics. The first dynamic** —is the urge toward existence as one's self. Here we have individuality expressed fully. This can be called the **self dynamic.** The **second dynamic**—is the urge toward existence as a sexual or bisexual activity. This **dynamic** actually has two divisions. **Second dynamic** (a) is the sexual act itself and the **second dynamic** (b) is the family unit, including the rearing of children. This can be called the **sex dynamic.** The **third dynamic**—is the urge toward existence in groups of individuals. Any group or part of an entire class could be considered to be a part of the **third dynamic.** The school, the society, the town, the nation are each part of the **third dynamic,** and each one is a **third dynamic.** This can be called the **group dynamic.** The **fourth dynamic**—is the urge toward existence as mankind. Whereas the white race would be considered a **third dynamic,** all the races would be considered the **fourth dynamic.** This can be called the **mankind dynamic.** The **fifth dynamic**—is the urge toward existence of the animal kingdom. This includes all living things whether vegetable or animal. The fish in the sea, the beasts of the field or of the forest, grass, trees, flowers, or anything directly and intimately motivated by life. This could be called the **animal dynamic.** The **sixth dynamic**—is the urge toward existence as the physical universe. The physical universe is composed of matter, energy, space and time. In Scn we take the first letter of each of these words and coin a word, mest. This can be called the **universe dynamic.** The **seventh dynamic**—is the urge toward existence as or of spirits. Anything spiritual, with or without identity, would come under the heading of the **seventh dynamic.** This can be called the **spiritual dynamic.** The **eighth dynamic**—is the urge toward existence as infinity. This is also identified as the Supreme Being. It is carefully observed here that the science of Scn does not intrude into the **dynamic** of the Supreme Being. This is called the **eighth dynamic** because the symbol of infinity ∞ stood upright makes the numeral "**8.**" This can be called the **infinity or God dynamic.** (*FOT*, pp. 36-38)

DYNAMIC STRAIGHTWIRE, do a survey, one time on the pc, not every session, to discover any errors in his **dynamics.** On pcs not familiar with Scn 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 these 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 terminals one each, one after the other, until pc seems flat. (HCOB 16 Feb 59)

E

EARLIER SIMILAR, 1. whenever an auditor gets a read on an item from rudiments or a prepared list it must be carried to an F/N. If you know bank structure you know it is necessary to find an **earlier** item if something does not release. What has been found as a read on a prepared list would F/N if it were the basic lock. So if it doesn't F/N, then there is an **earlier** (or an **earlier** or an **earlier**) lock which is preventing it from F/Ning. Example: auditor asks for an **earlier similar** ARC Break. (HCOB 14 Mar 71R) *Abbr*. E/S

E/B, earlier beginning. (7203C30)

ECHO INVALIDATION, pc names an item and auditor says, "That isn't it." This is not just bad form but a very vicious practice that leads to a games condition. The **invalidation** of each item makes the pc very dizzy and very desperate. (HCOB 13 Apr 64, *Scn VI Tone Arm Action*)

ECHO METERING, the pc says, "You missed a suppress. It's ..." and the auditor reconsults the meter asking for a suppress. That leaves the pc's offering an undischarged charge. Never ask the **meter** after a pc volunteers a button. Example: You've declared suppress clean, pc gives you another suppress. Take it and don't ask suppress again. That's **echo metering.** If a pc puts his own ruds in, don't at once jump to the **meter** to put his ruds in. That makes all his offerings missed charge. (HCOB 13 Apr 64, *Scn VI Part One Tone Arm Action*)

ED-1, -2, etc., **Expertise Drill.** (BTB 20 Jul 74) See AUDITOR EXPERTISE DRILLS

EDUCATION, 1. the conveyance of ideas, patterns and creations from one person to another for knowing retention and conscious use by the second person. (HCOB 27 Apr 71) **2.** basically, fixing data, unfixing data and changing existing data, either by making it more fixed or less fixed. (BTB 14 Sept 69 I) **3.** learning, knowing or accomplishing the knowingness of a certain subject, and would be in the direction of accomplishing certain actions professionally. One expects an **educated** person to be able to accomplish certain things in the subject he is **educated** in. He should be able to accomplish the actions and results that are taught in the subject. (Abil 190) **4.** the activity of relaying an idea or an action from one being to another, in such a way as not to stultify or inhibit the use thereof and that's about all it is. You could add to it that it permits, then, the other fellow to think on this subject and develop. (SH Spec 33, 6408C04) **5.** the process by which the individual is given the accumulated data of a long span of culture. It can, no less validly than personal experience, solve many of his problems. (*SOS*, Bk. 2, p. 9)

EDUCATIONAL DIANETICS, contains the body of organized knowledge necessary to train minds to their optimum efficiency and to an optimum of skill and knowledge in the various branches of the works of man. (*DMSMH*, p. 152)

EFFECT, 1. receipt point and what is received at the receipt point. (PAB 30) **2.** a potential receipt of flow. (*Scn 0-8*, p. 258)

EFFECT GOALS, ambition to be an effect rather than a cause. (*Scn 0-8*, p. 200)

EFFECT SCALE, a **scale** which tells you how much cause the individual dare be by measuring how much **effect** he's willing to suffer. At the top of the **scale** the individual can give or receive any effect, and at the bottom of the scale he can receive no effects but he still feels he must give a total effect. (5904C08)
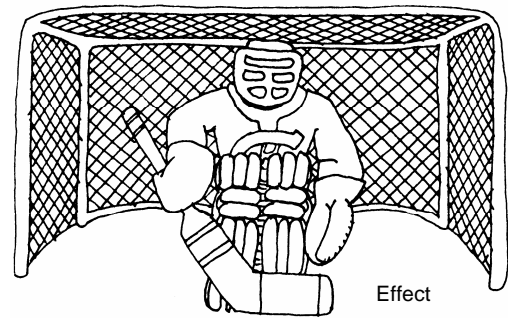
EFFORT, 1. the physical force manifestation of motion. A sharp effort against an individual produces pain. A strenuous effort produces discomfort. Effort can be recalled and re-experienced by the preclear. No preclear below **2.**5 should be called upon to use **effort** as such as he is incapable of handling it and will stick in it. The essential part of a painful fac-simile is its **effort,** not its perceptions. (*HFP* Gloss) **2.** directed force. (*Scn 0-8*, p. 75) **3.** making two things coincide at one point or stop coinciding at a point or change coincidence at a point. (2ACC- 31B, 5312CM22) **4.** condensed feeling. (2ACC-21A, 5312CM11)

EFFORT-POINT, that area from which a person exerted **effort,** and that area into which that person received effort. (PXL, pp. 257-258)

EFFORT PROCESSING, 1. the bank can be considered to have three layers. Effort-Emotion-Thought. Effort buries emotion. Emotion buries thought. A physical aberration or physical disability is held in place by a **counter-effort. Effort processing** removes the effort which uncovers the pc's own emotion and removes the emotion which uncovers and blows the pc's thoughts and postulates about the disability as these are the aberrative source of it. (BTB 1 Dec 71R IV) **2.** processing which lifts up for emphasis the fact that only one's self-determinism is important, and that the **efforts** and the **counter-efforts** against it are the aberrative factor. Rediscovering times for the preclear when he gave up his self-determinism, and erasing the **efforts** involved in these postulates and incidents is giving back that individual's happiness and assisting him to move again in a survival direction. (*DAB*, Vol. II, p. 105)

8-C, 1. control (**Routine 8-Control).** (HCOB 20 Aug 71 II) **2.** essentially and intimately the operation of making the physical body contact the environment. (5410CM08) **3.** name of a process. Also used to mean **good control.** (HCOB 23 Aug 65)

8D, Standard Operating Procedure 8D, 195**4.** Primarily for heavy cases the goal of this **procedure** was "to bring the preclear to tolerate any viewpoint." (PXL, p. 205)

8-80, see TECHNIQUE 8-80.

8-8008, see SCIENTOLOGY 8-8008.

EIGHT, the symbol of **infinity** ∞ stood upright makes the numeral "**8.**" (PAB 83)

EIGHTH DYNAMIC, see DYNAMICS.

8 LEVELS OF CASES, see STATE OF CASE SCALE.

8RB, word clearing series 8RB, the standard C/S for word clearing Method 1 in session. (HCOB 30 Jun 71R II)

EJECTOR, species of command. These are colloquially called "bouncers." They include such things as "Get out!" "Don't ever come back," "I've got to stay away," etc. etc., including any combination of words which literally mean **ejection.** (*DMSMH*, p. 213)

ELAN VITAL, theta, life force, life energy, divine energy, the energy peculiar to life. (*SOS*, Bk. 2, p. 21)

ELECTRICAL, is the bridge between sensation and pain and is difficult to classify as either pain or sensation when it exists alone. (HCOB 8 Nov 62) [This definition of electrical is a specialized definition of the word in terms of how it applies in the field of perceptics. Only the technical usage of the word as it is used in Dn and Scn is defined here.]

ELECTRICITY, a flow manifestation of force. (5312CM17)

ELECTRONICS, lower and cruder manifestations of the same order of actuality as thought. (*Scn 8-8008* Gloss)

ELECTROPSYCHOMETER, it's an electrical means of measuring the spirit. It's exactly what its name says, **electropsychometer.** It's called for short, E-Meter. (Class VIII, No. 7) See also E-METER.

EMERGENCY AUDITOR, this person is the person called upon by the group auditor to assist a preclear in the group who has hit a sudden "grief charge" or who is consistently "boiling-off." (*GAH*, p. iii)

EM, E-meter. Where EM is followed directly by a number (e.g. EM 16) it refers to the **E-meter** drill of that number. (BTB 12 Apr 72R)

E-METER, l. the E-meter is a religious artifact used as a spiritual guide in the church confessional. It is an aid to the auditor (minister, student, pastoral counselor) in two-way communication locating areas of spiritual travail and indicating spiritual well-being in an area. (HCO PL 24 Sept 73 VII) **2. Hubbard Electrometer.** An electronic instrument for measuring mental state and change of state in individuals, as an aid to precision and speed in auditing. The **E-meter** is not intended or effective for the diagnosis, treatment or prevention of any disease. (*Scn AD*) **3.** used to verify the preclear's gain and register when each separate auditing action is ended. (HCOB 5 Apr 69R) **4.** means an "**electro-psychometer,**" an instrument which measures emotional reaction by tiny electrical impulses generated by

thought (HCOB 6 Sept 71) **5. Electropsychometer.** (HCOB 23 Aug 65) **5.** the **meter** tells you what the preclear's mind is doing when the preclear is made to think of something. The **meter** registers before the preclear becomes conscious of the datum. It is therefore a pre-conscious **meter.** It passes a tiny current through the preclear's body. This current is influenced by the mental masses, pictures, circuits and machinery. When the unclear pc thinks of something, these mental items shift and this registers on the **meter.** (*EME*, p. 8)

CHARGING SOCKET

TONE ARM DIAL

NEEDLE DIAL

SET POSITION

MALE CLEAR READ

TONE ARM

FEMALE CLEAR READ

TA COUNTER

TA POSITION '7'

CANS

SENSITIVITY KNOB
ON-OFF SWITCH

OFF

NEEDLE

HUBBARD
ELECTROMETER

SENSITIVITY BOOSTER

TRIM KNOB

ELECTRODE PLUG

TEST-SET-TRANSIT KNOB
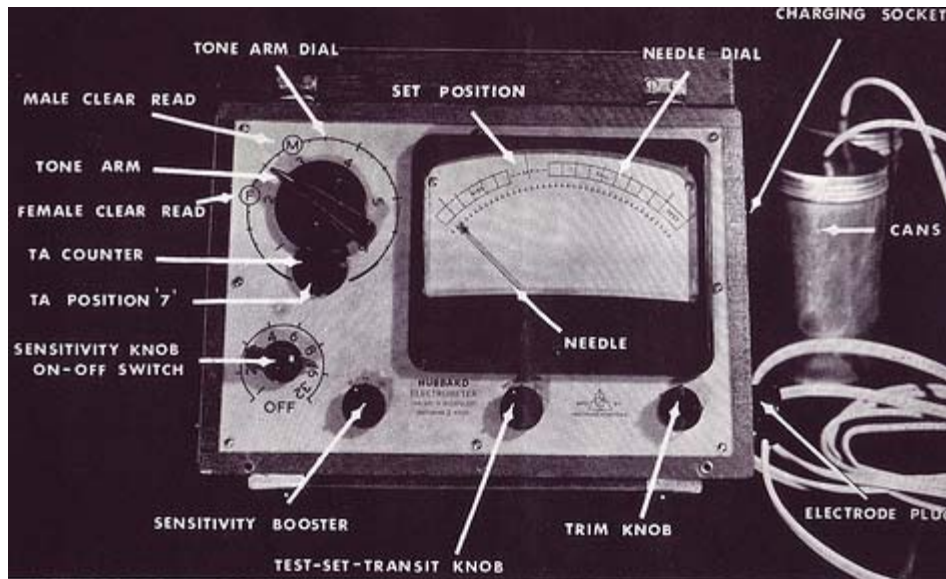
E-METER CALIBRATION, see CALIBRATION.

E-METER CHECK, see METER CHECK.

EMOTION, 1. a response by a wave-length affecting an individual or another which produces a sensation and a state of mind. (SH Spec 83, 6612C06) **2. emotion** is three things— engramic response to situations, endocrine metering of the body to meet situations on an analytical level and the inhibition or the furtherance of life force. (*Scn 0-8*, p. 66) **3.** a manifestation, a condition of beingness which is the connector between thought and effort. The tone scale is a direct index of **emotion.** (5203CM05B) **4.** the intention to exert effort bridges into the body by **emotion.** In other words, the physical-mental bridge is **emotion. Emotion** is motion. (5203CM04B) **5. emotion** could be called the energy manifestation of affinity. As used in Dn, **emotion** could be called the index of the state of being. In the English language, **"emotional"** is often considered synonymous with "irrational." This would seem to assume that if one is **emotional** one cannot be reasonable. No more unreasonable assumption could possibly be made. (*SOS*, p. 48) **6.** this word is redefined in Dn and is given an opposite for comparison, "misemotion." Previously the word **emotion** was never satisfactorily defined. Now it is defined as an organism manifestation of position on the tone scale which is rationality appropriate to the present time environment and which truly represents the present time position on the tone scale. Rational effect. (*SOS* Gloss)

EMOTIONAL CHARGE, emotional charge may be contained in any engram: the **emotion** communicates, in the same tone level, from the personnel around the "unconscious"

person into his reactive mind. Anger goes into an engram as anger, apathy as apathy, shame as shame. Whatever people have felt emotionally around"an unconscious" person should be found in the engram which resulted from the incident. (*DMSMH*, p. 251)

EMOTIONAL CURVE, 1. the drop from any position above **2.**0 to a position below **2.**0 on the realization of failure or inadequacy. It is easily recovered by preclears. (AP&A, p. 24) **2.** the drop or rise from one level of **emotion** to another. (*HFP*, p. 120)

EMOTIONAL SCALE, refers to the subjective feelings of the individual, in relation to his position on the tone scale. (*NOTL*, p. 102)

EMOTIONAL TONE SCALE, see TONE SCALE.

EMOTION-POINT, that point from which a person **emotes,** and at which he **emoted.** (PXL, p. 257)

EMPIRICAL FACT, one that is established by observation, not established by theory or reason. (SH Spec 61, 6110C03)

END OF CYCLE, a finite stop. (5311CM24)

END OF CYCLE PROCESSING, in end of cycle processing you merely keep mocking up a finished, completed task, a goal, and so on up to a point where you've obtained that goal. (5312CM21)

END OF ENDLESS DRUG RUNDOWN, the steps of the **Drug RD** have been rearranged to prevent this **endless** running and allow the **rundown** to be taken to a flat point of freedom from the harmful effects of this lifetime drugs and an F/Ning **drug** list. (HCOB 19 Sept 78 I)

END OF ENDLESS INTERIORIZATION REPAIR RUNDOWN, is the superbly workable new process just developed to handle any needed **Int repairs.** It resolves any **Int** troubles that might persists even after the pc has had an **Int Rundown** done totally standardly. It does not replace the **Int Rundown**; rather, it complements it, when necessary, as it runs **Int** by Recalls. We audit out the **Int** engrams on the **Int Rundown**. Then if **repair** is needed, the **End of Endless Int Repair RD** can be used to clean it up smoothly with Recalls. It is the answer to overrepair of **Int** on any pc. Additionally, it can be used for handling **Int repair** on Clears, OTs and Dn Clears. (HCOB 4 Jan 71R)

END PHENOMENA, 1. those indicators in the pc and meter which show that a chain or process is **ended.** It shows in Dn that basic on that chain has been erased and in Scn that the pc has been released on that process being run. Any Dn auditing below power processing has four definite reactions in the pc which show the process is **ended.** (1) floating needle, (2) cognition, (3) very good indicators, (pc happy), (4) erasure of the final picture audited. The 0 to IV Scn **end phenomena** are (1) floating needle, (2) cognition, (3) very good indicators, (4) release. (HCOB 20 Feb 70) *Abbr*. EP. **2.** The auditor does not call F/Ns when

running Dianetics until the *full* **EP** of the chain is reached. (1) When it appears that you have reached the basic incident of the chain and that it is erasing, after each pass through the auditor asks, "Has it erased?" (2) The meter will have been F/Ning for some time. (3) When the pc has stated that it has erased the auditor should also expect a cognition volunteered by the pc. (4) The auditor should expect to see very good indicators (VGIs). (5) If no postulate made during that time of the incident has come off and been volunteered by the pc the auditor should ask, "Did you make a postulate at the time of that incident?" Note that the postulate may have come off in the form of a cognition and on the other hand may not even have though a cognition was given. Only when these latter steps have occurred can one consider that the **EP** of a Dianetic incident or chain has been obtained. (HCOB 7 July 78) *Abbr*. EP

END RUDIMENTS, rudiments to make the pc feel ok by session end. They are to clean up additional residual charge left by reason of the session and they are to put the pc in a frame of mind to end the session. (SH Spec 121, 6203C01)

END WORD, 1. the common denominator to the whole of a GPM. (SH Spec 50, 6412C22) **2.** the final **word** of a goal. (HCOB 17 Aug 64)

ENERGY, 1. energy would simply mean a potential of motion or power. It's potential or actual motion or force. (SH Spec 84, 6612C13) **2. energy** derives from imposition of space between terminals and a reduction and expansion of that space. (*Scn 0-8*, p. 256) **3.** there are three kinds of **energy.** There's a flow, and then there's a dispersal, and then there's a ridge. (PDC 18) **4.** a mass of particles which is a mass of motion. (5203CM04B) **5.** postulated particles in space. (PXL, p. 150) **6. energy** is subdivisible into a large motion, such as a flow, a dispersal, or a ridge, and a small motion which is itself commonly called a "particle" in nuclear physics. Agitation within agitation is the basic formation of particles of **energy,** such as electrons, protons and others. (Scn 8-80, p. 43)

Energy (Def. 1)
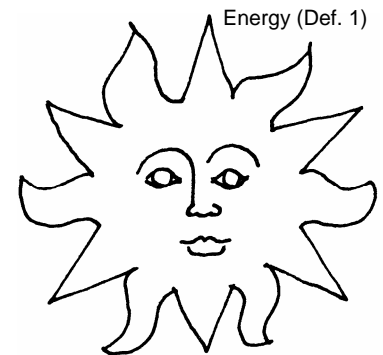
ENFORCED AFFINITY, the demand on the individual that he experience or admit **affinity** when he has not felt it. People lower toned than the preclear commonly command his affinity; and when **affinity** is given but not felt locks are formed which are quite enturbulative should engrams underlie such an enforcement. (*SOS*, Bk. 2, p. 72)

ENFORCED COMMUNICATION, the demand on the individual that he experience or admit **communication** when he has not felt it. **Enforced communication** is productive of all manner of aberration and physiological changes in the individual. When the individual is **forced** to listen to something he would not ordinarily listen to if left to his own self-determinism, his hearing to that degree is impaired. When he has been **forced** to touch something which he would not ordinarily touch, his tactile is thus impaired. When he has been **forced** to talk when his self-determinism says he should remain silent, his speech **communication** is impaired. (*SOS*, Bk. 2, pp. 72-73)

ENFORCED HAVE, making someone accept what they didn't want. (HCOB 3 Jun 72R)

ENFORCED OVERT HAVE, forcing upon another a substance, action or thing not wanted or refused by the other. (HCO PL 12 May 72)

ENFORCED REALITY, the demand on the individual that he experience or admit **reality** when he has not felt it. Any time a person is made to agree by **force** or threat or deprivation, to another's **reality** and yet does not feel that **reality** himself, an aberrative condition exists. (*SOS*, Bk. 2, pp. 72-73)

ENGRAM, 1. a mental image picture which is a recording of a time of physical pain and unconsciousness. It must by definition have impact or injury as part of its content. (HCOB 23 Apr 69) **2.** a specialized kind of facsimile. This differs from other mental pictures because it contains, as part of its content, unconsciousness and physical pain. (Dn 55!, p. 12) **3.** a complete recording, down to the last accurate detail, of every perception present in a moment of partial or full unconsciousness. (*Scn 0-8*, p. 11) **4.** a theta facsimile of atoms and molecules in misalignment. (*Scn 0-8*, p. 81) **5.** a unit of force which is held in because one has chosen force itself for his randomity. (5312CM13) **6.** the word **engram** is an old one borrowed from biology. It means simply, "a lasting memory trace on a cell." It may be engraved on more than the cell, but up against Dn processing, it is not very lasting. (*SOS*, p. 10) **7.** physical pain, enmest and entheta held at a specific point on the time track. (*SOS*, Bk. 2, p. 25) **8.** a severe physical pain causes considerable analytical attenuation, shutting off the analyzer thoroughly for a period of time. This, technically, is an **engram,** although any incident, painful or not, contained in the reactive mind, and occluded by anaten can be considered

Engram (Def. 1, 2)

an **engram.** (*SOS*, p. 80) **9.** a recording which has the sole purpose of steering the individual through supposed but usually nonexistent dangers. (*SOS*, p. 10) **10.** a severe area of plus or minus randomity of sufficient volume to cause unconsciousness. (*Scn 0-8*, p. 81) **11.** a moment when the analytical mind is shut down by physical pain, drugs or other means, and the reactive bank is open to the receipt of a recording. (*DMSMH*, p. 153) **12.** simply moments of physical pain strong enough to throw part or all the analytical machinery out of circuit; they are antagonism to the survival of the organism or pretended sympathy to the organism's survival. That is the entire definition. Great or little unconsciousness, physical pain, perceptic content, and contra-survival or pro-survival data. (*DMSMH*, p. 68) **13.** not a sentient recording containing meanings. It is merely a series of impressions such as a needle might make on wax. These impressions are meaningless to the body until the engram keys-in, at which time aberrations and psychosomatics occur. (*DMSMH*, p. 131) **14.** a bundle of data which includes not only perceptics and speech present but also metering for emotion and state of physical being. (*DMSMH*, p. 245) **15.** an apparent surcharge in the mental cir-

cuit with certain definite finite content. That charge is not reached or examined by the analytical mind but that charge is capable of acting as an independent command. (*DTOT*, p. 43)
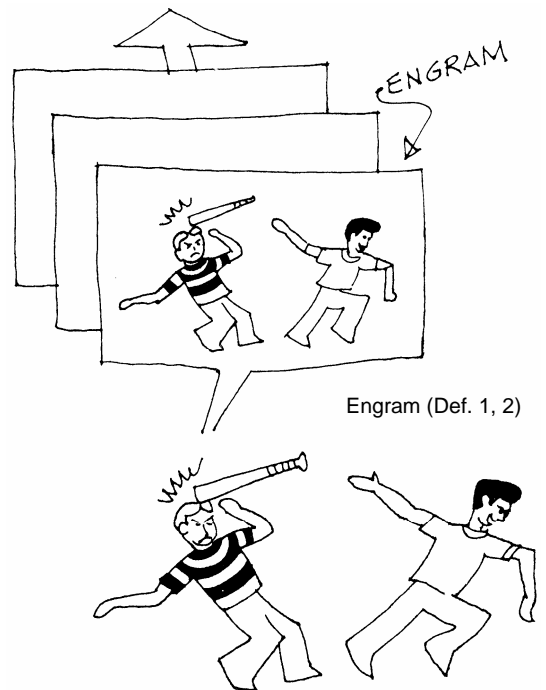
ENGRAM BANK, a colloquial name for the reactive mind. It is that portion of a person's mind which works on a stimulus response basis. (PXL Gloss)

ENGRAM CHAIN, a basic **engram** and a series of similar incidents. (*DTOT*, p. 112) See CHAIN.

ENGRAM COMMAND, any phrase contained in an **engram.** (*DMSMH* Gloss)

ENGRAMIC THOUGHT, 1. thought that demands immediate action without examination by the analytical mind. (Scn Jour 28-G) **2.** irrational identity **thought** by which the mind is made to conceive identities where only vague similarities may exist. **Engramic thinking** can be stated by A equals A equals A equals A equals A. (*DTOT*, p. 64)

ENMEST, 1. another word meaning **enturbulated mest.** (*SOS*, p. 5) **2.** below **2.**0 on the tone scale **mest** is considered to be confused and **enturbulated** and is referred to as **enmest.** Mest, in a life form, is an orderly array above **2.**0 on the tone scale. (*SOS*, p. 41) **3. enmest** could be considered mest with a somehow reversed polarity. It is fighting to get free from theta. The entrapped **enmest** seeks to fight away from anything which even closely resembles **entheta** and so attacks all theta. (*DAB*, Vol. II, p. 136) **4.** mest which has been **enturbulated** by entheta or crushed too hard into theta and rendered less usable. (*SOS* Gloss)

ENTHETA, 1. means **enturbulated theta** (thought or life); especially refers to communications, which, based on lies and confusions, are slanderous, choppy or destructive in an attempt to overwhelm or suppress a person or group. (*Scn AD*) **2.** theta which has been confused and chaotically mixed with the material universe and which will lie in this confusion until death or some other process disenturbulates it. Theta, below 2.0 on the tone scale, we call **entheta.** (*SOS*, p. 41) **3.** anger, sarcasm, despair, slyly destructive suggestions. (HTLTAE, p. 88)

ENTITIES, ridges on which facsimiles are planted. Each one of those things can be a thinking **entity.** It thinks it's alive. It can think it's a being, as long as energy is fed to it. (PDC 36)

ENTRAPMENT, the opposite of freedom. A person who is not free is **entrapped.** He may be **trapped** by an idea; he may be **trapped** by matter; he may be **trapped** by energy or space or time; or he may be **trapped** by all of them. The more thoroughly a person is **trapped,** the less free he is. He cannot move, he cannot change, he cannot communicate, he cannot feel affinity and reality. Death itself could be said to be man's ultimate in **entrapment;** for when a man is totally **entrapped,** he is dead. (Abil 254)

ENTURBULATE, cause to be **turbulent** or agitated and disturbed. (*Scn AD*) [The mechanics of enturbulation can be found in *SOS* Chapter One.]

ENVIRONMENT, 1. the physical universe, security, it's right there, it's solid. This is the space of the room, the floor, the ceiling, the walls, the objects there, and if we happen to be looking *through* these things, then it's the walls in the next room, and up through the roof, the air about the house and down through, it's the earth underneath the house. (PXL, pp. 218-219) **2.** the surroundings of the preclear from moment to moment in particular or in general, including people, pets, mechanical objects, weather, culture, clothing or the Supreme Being. Anything he perceives or believes he perceives. The objective **environment** is the **environment** everyone agrees is there. The subjective **environment** is the **environment** the individual himself believes is there. They may not agree. (*HFP* Gloss)

ENVIRONMENTAL ABERRATION, the result of **aberrated** persons and situations in the **individual's present-time environment.** This is normally temporary, but **cumulative environmental** entheta has a chronic effect in the case. (*SOS*, Bk. 2, p. 103)

EO, Ethics Officer. (HCO PL 7 Mar 72R)

EP, end phenomena. (HCOB 20 Feb 70)

EPICENTER, the **epicenters would** be such parts of the body as the "funny bones" or any "judo-sensitive" spots: the sides of the neck, the inside of the wrist, the places the doctors tap to find out if there is a reflex. Those things are sub-brains picked up on the evolutionary line probably. They have a monitoring effect on the body and the individual. (PAB 2)

EPICENTER THEORY, the **theory of epicenters** merely states that there is an evolution of command posts and that those command posts remain structurally visible in the organism. They can be found in the organism and they still behave as lower echelon command posts, control centers in other words. (5110CM11B) See also EPICENTER.

EPISTEMOLOGY, a philosophical term meaning "the study of knowledge." (Abil Ma 270)

E. PURP, (Ev Purp) evil purpose. (HCOB 28 Mar 74)

ERASE, to recount an engram until it has vanished entirely. There is a distinct difference between a reduction and an **erasure.** If the engram is early, if it has no material earlier which will suspend it, that engram **will erase.** (*DMSMH*, p. 287)

ERASED, the words "vanished" or **"erased,"** when applied to an engram which has been treated mean that the engram has disappeared from the engram bank. It cannot be found afterwards except by search of the standard memory. (*DMSMH*, p. 207)

ERASING AUDITING, treating the session as an incident and **erasing** it as a lock. (SH Spec 70, 6607C21)

ERASURE, 1. the act of **erasing,** rubbing out, locks, secondaries or engrams. (HCOB 23 Apr 69) **2.** apparent removal of the engram from the files of the engram bank and refiling in the standard bank as memory. (*DMSMH*, p. 286) **3. erasure,** in essence, is a knowingness

process rather than an energy rub-out process. It teaches somebody that he can duplicate the experience and is still alive. (5312CM16)

E/S, earlier similar. (HCOB 14 Mar 71R)

ESPINOL, this society belongs nominally to the **Espinol United Stars.** This is sun twelve and it is one little tiny pinpoint. Their whole title is "Espinol United Stars, moons, planets and asteroids this part of the Universe is ours—this quarter of the Universe is ours"—it translates better. (SH Spec 281, 6307C09) [Note on SH Spec 297, 6308C21 LRH refers to this as the **Espinol Confederacy** a civilization, duration of which was probably on the order of a few hundred thousand years and which engaged in implanting.]

ESTO, Establishment Officer. An ESTO is a third dynamic auditor who de-aberrates a group by cleanly organizing it so it can produce. (FSO 529)

ETH?, "This preclear may be an **ethics** case, roller coaster or no case gain." (HCOB 23 Aug 65)

ETHICAL CODE, an **ethical code** is not enforceable, is not to be enforced, but is a luxury of conduct. A person conducts himself according to an **ethical code** because he wants to or because he feels he is proud enough or decent enough, or civilized enough to so conduct himself. An **ethical code,** of course, is a **code** of certain restrictions indulged in to better the manner of conduct of life. (PAB 40)

ETHICAL CONDUCT, conduct out of one's own sense of justice and honesty. When you enforce a moral code upon people you depart considerably from anything like **ethics.** People obey a moral code because they are afraid. People are **ethical** only when they are strong. (*Dn 55!*, p. 25)

ETHICS, 1. the term is used to denote **ethics** as a subject, or the use of **ethics**, or that section of a Scientology Church which handles **ethics** matters. (BTB 12 Apr 72R) **2. ethics** actually consist, as we can define them now in Dn, of rationality toward the highest level of survival for the individual, the future race, the group, and mankind, and the other dynamics taken collectively. **Ethics** are reason. The highest **ethic level** would be long-term survival concepts with minimal destruction, along any of the dynamics. (*SOS*, p. 128) **3.** ethics has to do with a code of agreement amongst people that they will conduct themselves in a fashion which will obtain to the optimum solution of their problems. (5008C30) **4.** the rules or standards governing the conduct of the members of a profession. (HCO PL 3 May 72) **5. ethics** is a personal thing. By definition, the word means "the study of the general nature of morals and the specific moral choices to be made by the individual in his relationship with others." (*AHD*) When one is **ethical** or "has his **ethics** in" it is by his own determination and is done by himself. (HCOB 15 Nov 72 II) **6.** that which is enforced by oneself, his belief in his own honor, and good reason, and optimum solution along the eight dynamics. (PDC 37)

ETHICS BAIT, a person in continual heavy **ethics** or who is **out ethics.** (HCO PL 4 Apr 72)

ETHICS CASES, SPs and PTSes. (HCOB 3 Apr 66)

ETHICS REPAIR LIST, this is a bright new tool I have developed which will clean up the individual's past **ethics** or justice track, and which will clear any 3rd and 4th dynamic engrams on **ethics** and justice—something which has never been done before in this universe or any other. It is a brand new idea. (HCOB 5 Nov 78 I)

EUPHORIA, gleeful happiness about something. (SH Spec 59, 6504C27)

EVALUATION, 1. telling the pc what to think about his case. (HCOB 4 Aug 60) **2. evaluation** for a person could be defined as the action of shaking his stable data without giving him further stable data with which he can agree or in which he can believe. (PAB 93) **3.** the reactive mind's conception of viewpoint. (*Scn 0-8*, p. 208) **4.** the shifting of viewpoints or the effort to do so. (PAB 8)

EVALUATION OF DATA, a **datum** is as understood as it can be related to other **data.** (*SOS* Gloss)

EVIL, 1. that which inhibits or brings plus or minus randomity into the organism, which is contrary to the survival motives of the organism. (*Scn 0-8*, p. 92) **2.** may be classified as those things which tend to limit the dynamic thrust of the individual, his family, his group, his race, or life in general in the dynamic drive, also limited by the observation, the observer and his ability to observe. (*DTOT*, pp. 20-21) **3. evil** is the opposite of good, and is anything which is destructive more than it is constructive along any of the various dynamics. A thing which does more destruction than construction is evil from the viewpoint of the individual, the future, group, species, life, or mest that it destroys. (*SOS*, Bk. 2, p. 34)

EVIL PURPOSE, destructive intentions. (7203C30SO) *Abbr*. Ev purp.

EVOLUTION, there are four **evolutionary** tracks, evidently. Organism **evolution,** through natural selection, accident and (evidence suggests) outright planning. Mest **evolution,** brought about through the agency of life organisms. Theta **evolution,** a postulated process of learning in theta as a whole or as entities. And present time ladder-of-support **evolution,** in which less complicated organisms support more complicated organisms. (*SOS* Gloss)

EXAGGERATERS, engramic commands which give the aspect of too much pain and too much emotion. (*DMSMH*, p. 347)

EXAMINER, that person in a Scientology Church assigned to the duties of noting pc's statements, TA position and indicators after session, or when pc wishes to volunteer information. (HCO PL 4 Dec 71 V)

EXAM REPORT, a report made out by the Qual Examiner when the pc goes to Exams after session or goes on his own volition. It contains the meter details, pc's indicators and the pc's statement. (BTB 3 Nov 72R)

EXCALIBUR, 1. "Excalibur" was an unpublished book written in the very late 1930's. Only fragments of it remain. (HCOB 17 Mar 69) **2.** an unpublished work most of which has been released in HCOBs, PLs and books. (HCO PL 26 Apr 70)

EXCHANGE BY DYNAMICS, a person who doesn't produce becomes mentally or physically ill. For his **exchange** factor is out. The remedy is rather simple. First one has to know all about **exchange** as covered in the product clearing policy letters. Then he has to specially clear this up with people who do not produce. Clear up the definitions of **dynamics** then have the person draw up a big chart and say what he gives the **first dynamic** and what it gives him. And so on up the **dynamics.** Now, have him consider "his own second dynamic." What does his **second dynamic** give his **first dynamic.** What does his **second dynamic** give the **second dynamic** and what does it give him. And so on until you have a network of these **exchange** arrows, each both ways. Somewhere along the way he will have quite a cognition. That, if it's a big one is the end phenomena of it. And don't be surprised if you see a person now and then change his physical face shape. (HCO PL 4 Apr 72) [The above is a brief summary of the action. Full data can be found in the referenced HCO PL.]

EXCHANGED VALENCE, 1. one has directly superimposed the identity of another on his own. Example, daughter becomes own mother to some degree. (*FOT*, p. 95) **2.** a direct assumption of another **valence.** (HCOB 14 Jul 56)

EX DN, Expanded Dianetics. (BTB 20 Aug 71R II)

EXHIBITIONISTIC, displaying himself too thoroughly, being too much there at all times. (*FOT*, p. 29)

EXISTENCE, 1. an existing state or fact of being; life; living; continuance of being; and occurrence; specific manifestation. (HCOB 11 May 65) **2.** apparency, reality, livingness. (*FOT*, p. 26) **3.** a test or perception of **existence.** (PDC 5)

EXOGENETIC, there are two kinds of illness: the first could be called autogenetic, which means that it originated within the organism and was self-generated, and **exogenetic,** which means that the origin of the illness was exterior. The Pasteur germ theory would be the theory of **exogenetic**—exteriorly generated—illness. (*DMSMH*, p. 92)

EXPANDED DIANETICS, that branch of **Dn** which uses **Dn** in special ways for specific purposes. It is not HSDC Dn. Its position on the grade chart would be just above Class IV. Its proper number is Class IVA. It uses **Dn** to change an Oxford Capacity Analysis (or an American Personality Analysis) and is run directly against these analysis graphs and the Science of Survival "Hubbard Chart of Human Evaluation." **Expanded Dianetics** is not the same as Standard Dn as it requires special training and advanced skills. The main difference between these two branches is that Standard Dn is very general in application. **Expanded Dn** is very specifically adjusted to the pc. Some pcs, particularly heavy drug cases, or who have been given injurious psychiatric treatment or who are physically disabled or who are chronically ill or who have had trouble running engrams (to name a few) require a specially adapted technology. (HCOB 15 Apr 72) *Abbr.* Ex Dn, XDn.

EXPANDED DIANETIC SPECLALIST, a n **HGDS (Hubbard Graduate Dianetic Specialist).** (HCOB 15 Apr 72R)

EXPANDED GITA, an extension of **Give and Take** processing. **Expanded Gita** remedies contra-survival abundance and scarcity. (*Scn 0-8*, p. 227)

EXPANDED LOWER GRADES, pcs won't like being told they "have to have their **lower grades** rerun." Actually that's not a factual statement anyway. The **lower grades** harmonic into the OT levels. They can be run again with full 1950-1960 to 1970 processes as given on the SH courses all through the 1960's. These are now regrouped and sorted out and are called **Expanded Lower Grades.** (HCOB 25 Jun 70 II)

EXPERIENCE, 1. the doingness of a beingness. (SH Spec 107, 6201C31) **2. experience** has normally to do with action. Let's orient that just a tiny bit better and say **experience** is a test or perception of existence. (PDC 5)

EXPLOSION, an outflow of energy usually violent but not necessarily so, from a more or less common source point. (*Scn 8-8008*, p. 49)

EXT, 1. extended. (Class VIII No. 11) **2. exterior.** (HCOB 5 Apr 71)

EXTENDED HEARING, 1. too high an alertness to sounds. This accompanies, quite ordinarily, a general fear of the environment or the people in it. (*SA*, p. 85) **2.** able to **hear** much more acutely. (*DMSMH*, p. 94)

EXTENSION COURSE, consists of a textbook and a series of lessons done on a glued-top table, one sheet per lesson, eight questions or exercises per lesson. The **extension course should** give the taker a passing knowledge of Dn and Scn terminology, phenomena and parts. (HCOB 16 Dec 58)

EXTERIOR, the fellow would just move out, away from the body and be aware of himself as independent of a body but still able to control and handle the body. (Spec Lect 7006C21)

EXTERIORILY DETERMINED, compelled to do or repressed from doing without his own rational consent. (*DMSMH*, p. 229)

EXTERIORIZATION, 1. the state of the thetan, the individual himself, being outside his body. When this is done, the person achieves a certainty that he is himself and not his body. (PXL Gloss) **2.** the phenomenon of being in a position in space dependent on only one's consideration, able to view from that space, bodies and the room, as it is. That is **exteriorization.** One can view the body or control the body from a distance (PAB 125) (5702C28) **3.** the act of moving out of the body with or without full perception. (HCOB 22 Oct 71)

EXTERIORIZATION RUNDOWN, a remedy designed to permit the pc to be further audited after he has gone **exterior. The Ext Rundown** is not meant to be sold or passed off as a method of **exteriorizing** a pc. (HCOB 2 Dec 70, C/S Series No. 23, *Exteriorization Sum-*

mary) [NOTE: the above HCOB has since been revised to HCOB 17 Dec 71R, C/S Series 23RA, Interiorization Summary. All references to Exteriorization Rundown in the former HCOB have been changed to Interiorization Rundown in the latter HCOB. This is also known as Interiorization Rundown, Int Rundown, Int-Ext Rundown, Ext-Int Rundown.] *Abbr.* Ext RD or Int RD.

EXTRAORDINARY SOLUTIONS, extraordinary solutions are only required when the basics of auditing are violated, and that is an **extraordinary solution,** definition of—that activity which somebody thinks he ought to do because all the basics of auditing have been flubbed. (SH Spec 60, 6109C28)

EXTRAPOLATING, getting some more and some more and some more application of the same datum. Theoretical adding up of data. (5211C10)

EXT RD, Exteriorization Rundown. (HCOB 12 Apr 71, C/S Series 35, *Exteriorization Errors*) [NOTE: The above HCOB has since been revised to HCOB 16 Dec 71RA, Revised 19 Sept 74, C/S Series 35RA *Interiorization Errors*. All references to Ext RD in the former HCOB have been changed to Int RD in the latter HCOB.]

EXTROVERSION, 1. extroversion means nothing more than being able to look outward. An **extroverted** personality is one who is capable of looking around the environment. A person who is capable of looking at the world around him and seeing it quite real and quite bright is, of course, in a state of **extroversion.** (HCOB 23 Jan 74RA) **2.** the preclear ceasing to put his attention on his mind, but putting his attention on the environment. We see this happen often in the Opening Procedure of 8-C where the preclear has the room suddenly become bright to him. He has **extroverted** his attention. He has come free from one of these communication tangles out of the past and has suddenly looked at the environment. (*Dn 55!*, p. 94)
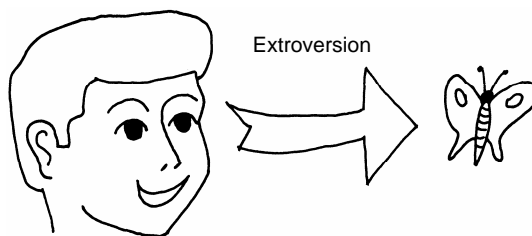
EXTROVERT, n. one whose available energy is being applied to the world and people around him rather than being applied to the past, or even to any great degree, the present. He does a lot of future planning, a lot of action. Every effort is into the future. (51 12CM29B)

F

F, fall. (HCOB 29 Apr 69)

F, female; the E-meter basically registers the **female** body at 2.0 on the tone arm. When a preclear is Clear he may occasionally get some tone arm motion due to purely body electronics but in the main reads at male or **female on** the tone arm (3 or 2) according to his or her sex. (*EME*, pp. 8 and 11)

FABRICATOR, see LIE FACTORY.

FAC, Foundation Auditor's Course. (HCOB 29 Sept 66)

FAC ONE, see FACSIMILE ONE.

FACSIMILE, 1. any mental picture, that is unknowingly created and part of the time track is a **facsimile,** whether an engram, secondary, lock or pleasure moment. (HCOB 15 May 63) **2.** a theta recording. All physical perceptions, all effort, emotion and thought which a person experiences are recorded continuously, and these recordings are called **"facsimiles."** They are not dependent upon an organism for their continued existence. Any **facsimile** which has been recorded is there to be recalled—when the individual has risen high enough on the tone scale, when he has regained enough of his self-determinism. (Abil 114A) **3.** an energy picture made by a thetan or the body's machinery of the physical universe environment. It is like a photograph. It is made of mental energy. It means copy of the physical universe. (PAB 99) **4.** the pictures contained in the reactive mind. (*Dn 55!*, p. 12) **5.** a full **facsimile** is a sort of three-dimensional color picture with sound and smell and all other perceptions plus the conclusions or speculations of the individual. (*HFP*, p. 27) **6.** a simple word meaning a picture of a thing, a copy of a thing, not the thing itself. (*HFP*, p. 25) **7. a facsimile** is an energy picture which can be reviewed again. A **facsimile** contains more than fifty easily identified perceptions. It also contains emotion and thought. (*Scn 8-8008*, p. 37) **8.** means the physical universe impression on thought and it means that section of thought which has a physical universe impression on it and it has a time tag on it. (5203CM03B)

FACSIMILE BANK, mental image pictures; the contents of the reactive mind; colloquially, **"bank."** (PXL, p. 52)

FACSIMILE ONE, 1. the basic on the service **facsimile** chain. (HCL 15, 5203CM10) **2.** it is called **facsimile one** because it is the first proven-up whole track incident which, when audited out of a long series of people, was found to alleviate such things as asthma, sinus troubles, chronic chills and a host of other ills. (*HOM*, p. 64) **3.** the one basic engram on top of which all this life engrams are mere locks. (*HYLBTL?* Gloss) *Abbr*. Fac One.

FACTORS, the Factors are the summation of the considerations and examinations of the human spirit and the material universe completed between A.D. 1923 and 1953. (*Scn 0-8*, p. 183)

FACTUAL HAVINGNESS, purpose: to remedy **havingness** objectively. To bring about the preclear's ability to **have or not have,** his present time environment and to permit him to alter his considerations of what he has, what he would continue and what he would permit to vanish. (HCOB 3 Jul 59)

FADE-AWAY QUESTIONS, questions to which, because of the characteristics of the mind, there is no possible answer. One of these is "Give me an unknown time." As soon as the preclear starts to answer such a **question,** he of course has as-ised a certain amount of unknownness and will know the time. The answer to a **fade-away question** is measurable, however, it could be said arbitrarily to be answered when the preclear has as-ised enough unknownness to give a known time. There are relatively few of these questions. (PAB 43)

FAILED CASE, 1. a case in which thought can always be overpowered by mest. The pc's inability to make his thinkingness prevail against mest has failed too often and cannot change. Only mest changes, therefore. This is usually the below zero on the APA pc. (HCOB 9 Sept 57) **2.** medically ill or injured cases. (HCOB 12 Mar 69)

"FAILED" SESSIONS FORMULA, when you have an auditor giving a **failed session,** you ASK THE PC WHAT THE AUDITOR DID. Then you get a hold f the auditor and get it corrected. You send the pc to review. (LRH ED 18 INT)

FAILURE, 1. at 0.0 on the tone scale, we have **failure.** It's an emotion. It's just a little bit below apathy. It's a realization that one has **failed.** (5904C08) **2.** a cycle of action which one thinks he has completed which suddenly is demonstrated not to have been completed. (2ACC-31B, 5312CM22) **3.** the inability to handle that which has been started after that course of action is entered. (PDC 5)

FALL, 1. a type of E-meter read. (HCOB 23 Aug 65) **2.** small **fall** (a quarter to half inch), **fall** (about 1 to 2 inches), long **fall** (2 to 3 inches), long **fall** blowdown (long **fall** followed by a "blowdown" or TA downward). All **falls** are to the right. The E-Meter measures the awareness depth of the pc. On things which do not read on assessment you would find his reality poor. Things that read well on assessment will be found to be things on which the pc has a high

Fall

reality and a high interest level. (HCOB 29 Apr 69) **3.** a movement of the needle to your right as you face the meter. It can take place anywhere on the dial. It can be a short movement or a long movement even necessitating adjustment of the tone arm. The movement can be either fast or slow. (*BIEM*, p. 41) **4.** also called a drop, a dip, and a register. It denotes

that a disagreement with life on which the preclear has greater or lesser reality has met the question asked. (*EME*, p. 14) **5. fall** (about one to two inches). (HCOB 29 Apr 69) *Abbr*. F.

FALL ON HIS HEAD, *Slang*. this refers to the fact of a person failing in one area or another. A pc **"falls on his head"** when he has been improperly audited or attests to grades or actions he has not really attained and then is continued on higher actions or levels of auditing. An administrator **falls on his head** by failing to handle situations and apply correct policy to an area he is responsible for thereby causing the area and himself to fail. A U.S. Western term meaning a person who has erred and **fallen** from grace such as a horseman who is bucked off a horse. (LRH Def. Notes)

FALSE, contrary to fact or truth; without grounds; incorrect. Without meaning or sincerity; deceiving. Not keeping faith. Treacherous. Resembling and being identified as a similar or related entity. (HCO PL 3 May 72)

FALSE CLEAR, a preclear whose circuits have been charged to the point where the auditor cannot find an engram and so assumes that he has a Clear, when he does not. (*SOS*, Bk. 2, p. 272)

FALSE CLEAR READ, see DEAD THETAN.

FALSE FOUR, the laughter and gaiety which the preclear exhibits when he has thoroughly exhausted an incident of charge. There is nothing really **"false"** about **false four,** except that it is often of very short duration. (*SOS* Gloss)

FALSE MOTIVATOR, when a person commits an overt or overt of omission with **no motivator,** he tends to believe or pretends that he has received a **motivator** which does not in fact exist. This is a **false motivator.** (HCOB 1 Nov 68 II)

FALSE OVERTS, the person has been hit hard for no reason. So they dream up reasons they were hit. (HCOB 1 Nov 68 II)

FALSE PIANOLA CASE, a case with dub-in circuitry. It is very highly supercharged control circuitry. This person will run on the track, go into this, or go into that, and can go on for years and years. Evidently has very good recall. Has visio and sonic. The only trouble is "I" isn't even there. Sixty per cent of the material he gives you is strictly dub-in. (*NOTL*, p. 67)

FALSE PURPOSE RUNDOWN, 1. False Purpose Rundown (FPRD) cuts straight through to the root of false purposes and unwanted intentions and blows them, permitting a resurgence of one's real purposes and certainty of self, with renewed confidence in one's ability to reach. May be given at any point (Grade Chart) **2.** certainty of self and one's basic purposes and intentions—and a revitalized reach, drive and confidence in one's ability to achieve them, free from self-restraint. (HCOB 5 Jun 84R) *Abbr*. FPRD

FALSE READ, 1. if a rud gets any comment, natter or protest or bewilderment, put in **false** and clean it. "Has anyone said you had a . . . when you didn't have one?" is the answer to protested ruds. (HCOB 15 Aug 69) **2.** thinking something read which really didn't. Protest can then give you a **read.** Clean up questions with "protest," "suppress," "invalidate" buttons where pc says there's nothing there. (BTB 6 Jun 68R)

FALSE SOLUTIONS, the pretended knowingness that you see on the case. (SH Spec 43, 6108C22)

FALSE TA, two conditions in hands or feet can produce an incorrect TA position. The dry condition produces a **false high** TA. The overly wet condition produces a false low TA. The TA depends on normally moist hands. This does not mean the meter works on "sweat." It does mean the meter works only when there is correct electrical contact. (HCOB 23 Nov 73)

FALSE TA CHECKLIST, normally done early in auditing, especially if TA high or low. Prevents unnecessary repair due to wrong cans or grip. Is usually only done once. Do not suddenly interject this action into the middle of a session nor change from cans to footplates mid session due to TA going high. (BTB 11 Aug 72RA) **2.** items to be checked by an auditor on any pc. It need only be done once unless the check itself is suspected false, or if conditions of the pc's hands, etc., change. The checklist is kept in the pc folder and is entered on the Folder Summary as an action done. The value of operating with correct can size should not be underestimated, the reference HCOBs state why." The auditor signs and answers the following points on the checklist. The auditor must obtain information by checking the pc's hands himself or herself to see if the hands are dry or wet. The cause of false TA is in the physical universe and that is where the check is done. It is not done by asking the pc or checking the questions on the pc for meter reads. So the auditor would feel the hands of the pc to establish if they are dry or wet, would feel the pc's hands with cream on them to see if the cream has dried up, would see if the pc's hands cup so as to form an area that does not touch the cans and so forth. False TA is not think or mental mass. It is in the physical universe and that is where it has to be handled for it to be remedied. (HCOB 25 May 80 False TA Checklist) [*HCOB Update*]

FALSE III, an OT who gaily went up the grades without doing them. You don't have to know more about it than that. (HCOB 24 May 69)

FALSE VALENCE, a personality which never existed. (PAB 95)

FAST FLOW, the student attests his theory or practical class when he believes he has covered the materials and can do it. There is no examination. (LRH ED 2 INT)

FAST FLOW STUDENT, the **fast flow student** passes courses by an attestation at Certs and Awards that he (a) enrolled properly on the course, (b) has paid for the course (or signed a no-charge invoice for 2½ or 5 year contracted staff), (c) has studied and understands all the materials on the checksheet, (d) has done the drills called for by the check-

sheet, (e) can produce the result required in the course materials. Twin checkouts are suspended. Examinations are not required. (HCO PL 31 Aug 74 II)

FAT FOLDER, a lengthily audited case. (HCOB 6 Oct 70)

F. C., file clerk. (Hubbard Chart of Human Evaluation)

FC, Freedom Congress. (HCOB 29 Sept 66)

FC, Founding Church of Scientology. (HCOB 23 Aug 65)

FCCI, Flag Case Completion Intensive. (BTB 22 Oct 72)

F. D., Fellow of Dianetics. (Scn Jour, Iss. 31-G)

FDN, Foundation. (BPL 5 Nov 72RA)

Fear

FEAR, l. a condition of alertness for counter-efforts that threaten survival. (HCL 7, 5203CM06A) **2.** a fast uncontrolled flow. (PDC 8) **3.** the emotion of **fear** and the dispersal of energy are one and the same thing because the dispersal of energy makes one feel like he wants to run away. (5208CM07C)

FEAR MERCHANTS, see MERCHANTS OF FEAR.

FEELING SHUT-OFF, 1. a case which manifests no emotion or cannot feel pain when emotion and pain should be present in some incident is suffering from a **"feeling" shut-off.** (*DMSMH*, p. 319) **2.** this most likely will be found in the prenatal area. The word "feeling" means both pain and emotion: thus, the phrase "I can't feel anything," may be an anesthetic for both. (*DMSMH*, pp. 319-320) **3. a "feeling" shut-off** can deny all somatics so that the patient does not feel them. If the patient seems insensible to trouble on the track, be sure that he has a **feeling shut-off.** (*DMSMH*, p. 326)

FELLOW OF SCIENTOLOGY, this is an honorary award for signal contributions to Scn technology beyond the scope of a new process. The work must be complete and approved. Usually reserved for a Class IV or V auditor. (HCO PL 12 Aug 63, *Certs and Awards*)

FES, folder error summary. (BTB 3 Nov 72R)

FFD, full flow Dn. (HCOB 4 Apr 71-IR)

FFT, full flow table. (HCOB 4 Apr 71-IR) See DIANETIC FLOW TABLE.

FIELD, l. anything interposing between pc (thetan) and something he wishes to see, whether mest or mock-up. **Fields** are black, grey, purple, any substance, or invisible. In any **field** a pc was effect in an incident where he was being kept from going away. As all **fields** are in-

cidents, and as a pc is the one who mocks up these incidents, all **fields** can be cleared by attaining knowing cause. (HCOB 1 Feb 58)

FIELD AUDITOR, 1. anyone who is active in the field, professionally, is classified as **"field auditor."** (HCOB 26 Oct 56) **2.** a **field auditor** professionally processes preclears up to his classification but not power processes or above. He can run study courses. (HCO PL 21 Oct 66 II)

FIFTEEN, n. a designation to denote a finished case, solely for case recording to designate a case advanced to current completion. This was a number system for preclears. A case is noted on record by the act number to which it has been advanced. (*HFP* Gloss)

FIFTH DYNAMIC, see DYNAMICS.

FIFTH INVADER FORCE, a thetan from the **fifth invader force** believes himself to be a very strange insect-like creature with unthinkably horrible hands. He believes himself to be occupying such a body, but is in actuality simply a unit capable of producing space, time, energy and matter. (*Scn 8-8008*, p. 132)

FIFTH STAGE RELEASE, see STAGES OF RELEASE.

FIGURE-FIGURE CASE, *Slang*. **1.** somebody who will not ever admit to having done something to anybody. The person cannot face any terminal subjectively for fear of having ruined it or for fear of ruining it. (HCOB 3 Sept 59) **2.** a person who is firmly convinced he is a body and therefore is being a body always has to have a reason for or a significance. Hence we get **figure-figure-figure.** Given a fact there must always be a reason for the fact. (PAB 24)

FILE CLERK, 1. Dn auditors' *slang* for the mechanism of the mind which acts as a data monitor. Auditors could get instant or "flash" answers direct from the **file clerk** to aid in contacting incidents. (PXL, pp. 207-208) **2. the file clerk** is the bank monitor. "He" monitors for both the reactive engram bank and the standard banks. When he is asked for a datum by the auditor or "I," he will hand out a datum to the auditor via "I." If we had a big computing machine of the most modern design, it would have a "memory bank" of punched cards or some such thing and it would have to have a selector and feeder device to thrust out the data the machine wants. The brain has one of these—it could not operate without it. This is the bank monitor—the **file clerk.** (*DMSMH*, p. 198) **3.** a response mechanism which is instantaneous. One could postulate that the **file clerk** is a group of attention units with ready access to the reactive mind and to the standard memory banks, and which in common mental operation forwards data through to "I" as memory. (*SOS*, Bk. 2, p. 162)

FIRE, 1. v. rocket read. (HCOB 30 Mar 63) **2.** the auditor *must* be very sure of his rocket read. The correct RI will fire once when the pc says it. (HCOB 13 May 63)

FIREFIGHT, the action of a quarrel between an auditor and a pc is called a **firefight.** (HCOB 21 Apr 71RB)

FIRST DYNAMIC, see DYNAMICS.

FIRST GOAL CLEAR, one GPM run gives a **first goal clear.** (HCOB 9 Jul 63)

FIRST GPM, 1. the latest GPM on the track. (SH Spec 251, 6303C21) **2.** meaning **the first** one contacted by the auditor, always, not the earliest one on the track. (HCOB 30 Mar 63)

FIRST OVERT, would be the **first overt** on a chain of overts. (SH Spec 84, 6612C13)

FIRST PHENOMENON, when a student misses understanding a word, the section right after that word is a blank in his memory. You can always trace back to the word just before the blank, get it understood and find miraculously that the former blank area is not now blank in the bulletin. The above is pure magic. (HCO PL 24 Sept 64)

FIRST POSTULATE, not know. (PAB 66)

FIRST (1st) STAGE RELEASED OT, if a being is a 1st, 2nd, or 3rd stage release and has also become exterior to his body in the process, we simply add "OT" to the state of release. This is all that is meant when a person is called a **First Stage Released** OT. The person has not only come out of his bank but also out of his body. (HCOB 12 Jul 65) See also STAGES OF RELEASE.

FIRST VALENCE, the preclear's "own valence," which is his own concept of himself. (PAB 95)

FISH AND FUMBLE, cleaning a dirty needle. (HCOB 14 Jun 62)

FISHING A COGNITION, this is general ARC, answering the preclear's origin process. When the preclear experiences a somatic, when he sighs, when he gives a reaction to a tone 40 process, the auditor repeats the process two or three more times (random number) and then pausing the process asks the preclear, "How are you doing now?" or "What is going on?" and finds out what happened to the preclear just as though the auditor has not noticed that the preclear had a reaction. The auditor does not point out the reaction but merely wants a discussion in general. During this discussion he brings the preclear up to at least a **cognition** that the preclear has had a somatic or a reaction and then merely continues the process without further bridge. This is done randomly. It is not always done every time the preclear experiences a reaction. (HCOB 11 Jun 57 Reissued 12 May 72)

5000 OHMS, the exact value for tone arm position 2 on the E-meter. **Ohms** is the term used for the unit used in measuring electrical resistance on a line. (*EMD*, p. 16A)

FIXATED PERSON RUNDOWN, this enables a person to overcome the condition of having his attention **fixated** on one person. (LRH ED 301 INT)

FIXED ATTENTION UNITS, attention units which are caught somewhere down the time track in one incident or another in the form of entheta. (HCOB 11 May 65)

FIXED IDEA, is something accepted without personal inspection or agreement. (HCO PL 19 May 70)

FIXED THETA, entheta. (*SOS*, Bk. 2, p. 10)

FLAG, the Church of Scn of California operates a marine mission aboard a chartered vessel. This marine mission is commonly referred to as Flag. It is operated under the aegis (protection, support) of the Church of Scientology of California (BPL 9 Mar 74)
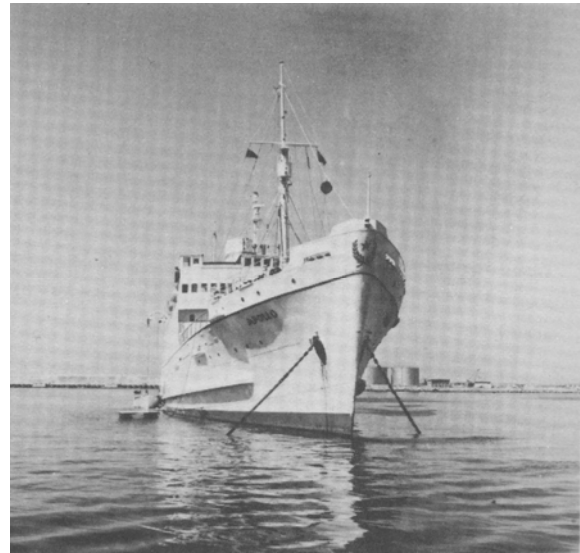
FLASH ANSWER, 1. the first flash response, the first impression a person receives in **answer** to a question. (*SOS*, Bk. 2, p. 51) **2.** instantaneous reply, the first thing that **flashes** into the preclear's mind at the snap of the auditor's fingers. (*SOS*, p. 104)

Flag

FLAT, meaning that the incident when "flat" has been discharged of all bad consequences to the preclear. (*HYLBTL* Gloss)

FLAT BALL BEARING, *Slang*. **1.** a defective product; a nonoperational person or thing. (*PRD* Gloss) **2.** cases that don't roll on the assembly line of the HGC. Qual is wholly in the **flat ball bearing** business. The HGC and Academy are wholly in the assembly line business, dealing in fairly round ball bearings. (HCOB 6 Aug 65)

FLAT BY TA, the test of "**flat**" is the **TA** moving only one-quarter to one-eighth of a division up or down in twenty minutes of auditing; not cumulative movement such as "the TA moves 1/16th twice so that's 1/8th of a division—" This is wrong. If it moves from 2.25 to 2.50 to 2.25 two or three times in twenty minutes, this is called **flat** and has moved only one-quarter of a **TA** division. This is right. (HCOB 23 May 61)

FLAT COMM LAG, 1. the point at which the auditing question or command is no longer producing change of **communication lag.** (PXL, p. 45) **2. a comm lag is flat** when it is consistent. A person may have an habitual lag of ten seconds. He may say everything after a ten-second pause. (Abil SW)

FLAT METER, a cadmium cell **meter** discharges very suddenly when it does go **flat**. In mid session the **meter** can run out of battery. If the needle doesn't snap to the right hard or if it doesn't quite get there on test, then that **meter** will go **flat** in mid session and give false TA and no reads or TA on hot subjects. (HCOB 24 Oct 71)

FLAT POINT (CCHs), three cycles with no change in comm lag, no physically observed change, and the pc doing it. (BTB 12 Sept 63R)

FLAT PROCESS, 1. a process is continued as long as it produces change and no longer, at which time the **process is flat.** (PXL p. 45) **2. a process is flat** when 1) there is the same lag from the moment the command is given until the time the preclear answers the command at least three times in a row, 2) a cognition occurs, 3) the tone arm action is flat, 4) a major cognition occurs, 5) an ability regained. (SH Spec 290, 6307C25) **3.** a question is flat when the communication lag has been similar for three successive questions. Now, that's a flat question. The comm lag might be five seconds, five seconds, and five seconds. We would still say with some justice that the question lag was **flat.** However, the process lag would not be **flat** until the actual normal exchange lag was present. The question would no longer influence the communication factors of the preclear when the process was flat. (Abil SW)

FLAT QUESTION, see FLAT PROCESS.

FLATTEN A PROCESS, 1. to continue a process as long as it produces change and no longer. (*Scn AD*) **2. flattening** something means to do it until it no longer produces a reaction. (HCOB 2 Jun 71 I) See also END PHENOMENA.

FLEETING F/N, the pc F/Ns so briefly the auditor misses it and overruns. (HCOB 23 Dec 73)

FLIP-FLOPPING, a process by which the preclear's excess motion was taken off. We would say, "Mock up a man and make him nip-nop," and then make him insist that the body nip-nop even further and even more wildly until he himself knew that he was making the body **flip-flop.** We would do this with a woman's body and would eventually take the motion off the case that was inhibiting the preclear from controlling the body. This is actually a motionectomy. (*SCP*, p. 15)

FLOATER, an engram which has not been restimulated in the individual during the lifetime succeeding it. A **floater** has not accumulated locks since it has not been restimulated. (*DTOT*, p. 45)

FLOATING NEEDLE, 1. a **floating needle** is a rhythmic sweep of the dial at a slow, even pace of the **needle**. That's what an **F/N** is. No other definition is correct. (21 July 1978) **2.** The idle, uninfluenced movement of the needle on the dial without any patterns or reactions in it. It can be as small as "1" or as large as dial wide. It does not fall or drop to the right of the dial. It moves to the left at the same speed as it moves to the right. (HCOB 9 July 1977RA) **3.** it was found that a smooth left-right flow was a symptom of release or key-out and this became the 'floating needle'. (HCOB 5 Sept 78) **4.** the idle uninfluenced movement of the needle on the dial without any patterns or reactions in it. It can be as small as one inch or as large as dial wide. It does not fall or drop to the right of the dial. It moves to the left at the same speed as it moves to the right. It is observed on a Mark V E-meter calibrated with the TA between 2.0 and 3.0 with GIs in on the pc. It can occur after a cognition, blowdown of the TA or just moves into floating. The pc may or may not voice the cognition. (HCOB 7 May 69 V) **5. floating needles, free needles** are the same thing. Once you've seen one you'll never make a mistake on one again. For it **floats.** It ceases to register on the pc's bank. It just idly **floats** about or won't stand up even at low sensitivity. The TA goes to any

place between 2 and 3 and the **needle floats.** (HCOB 2 Aug 65) *Abbr*. F/N. **6.** "An F/N speeds up or slows down or does different things while still remaining an F/N…" (HCOB 4 Dec 74)

FLOATING TA, the pc is so released the needle can't be gotten onto the dial. The needle is swinging wider than the meter dial both ways from center and appears to lay first on one side and then the other. The TA can't be moved fast enough to keep the extreme floating needle on the dial. (HCOB 24 Oct 71)

FLOW, 1. an impulse or direction of energy particles or thought or masses between terminals. (HCOB 3 Feb 69) **2.** the progress of particles or impulses or waves from point A to point B. Flow has the connotation of being somewhat directional. (SH Spec 84, 6612C13) **3.** a progress of energy between two points. The points may have masses. The points are fixed and the fixedness of the points and their opposition produce the phenomena of **flows.** (HCOB 1 Feb 62) **4.** a change of position of particles in space. (PDC 30) **5.** any line of flow, whether contracting or lengthening, is called a **flow.** A common manifestation is seen in an electric light wire. (Scn 8-80, p. 43)

F-l, flow one, something happening to self. (HCOB 4 Apr 71-1R)

F-2, flow two, doing something to another. (HCOB 4 Apr 71-1R)

F-3, three, others doing things to others. (HCOB 4 Apr 71-1R)

F-0, flow zero, self doing something to self. (HCOB 4 Apr 71-1R)

FLUB, *Slang*. n. **1.** an error. (HCOB 21 Aug 70)—v. **2.** to blunder or make a mess of. (BTB 3 Jul 73 I)

FLUBBED COMMANDS, commands used incorrectly. (HCOB 9 Aug 69)

FLUB CATCH, 1. to notice, intercept and handle after the fact of the motion or action, a blunder or mistake being made. (BTB 3 Jul 73 I) **2.** flub=to blunder or make a mess of. Catch=to intercept the motion or action of. It is a term coined and used to cover that exact action. **Flub catch=to** notice, intercept and handle *after the fact* of the motion or action, a blunder or mistake being made. (BTB 3 Jul 73 I)

FLUB CATCH SYSTEM, 1. on Flag, an FES is carefully done so as to detect areas of out tech in the world. This is called the **"Flub Catch System."** Auditors and C/Ses so detected are sent to cramming in their areas to smooth out their tech, knowledge, or TRs, all to improve delivery of tech. (HCOB 6 Oct 70) **2. flub catch** means that **system** which detects, orders and gets corrected out tech. In other words, it catches the **flub**. (FO 2442R)

FLUNK, v. **1.** to make a mistake. Fail to apply the materials learned. Opposite of pass. (HCOB 19 Jun 71 III) —n. **1.** in the grading of sessions, a flunk is given when (1) the F/N did not get to examiner and didn't occur at session end, (2) major errors or flubs occurred

like no EP, multiple somatic, unflown ruds, etc. (3) the C/S was not followed or completed, (4) Auditors' Rights listed errors occurred, (5) no F/N and BIs at examiner. (HCOB 21 Aug 70) **2.** in TRs, if the student falters, comm lags, fumbles a command or fails to get an execution on coach, coach says **"flunk"** and they start at beginning of command cycle in which error occurred. (HCOB 11 June 57)

FLYING NEEDLE, l. an F/N that is a real F/N and so forth, takes off, it flies. You can see it disconnect from the bank and start to function. So it's just a colloquialism; **fly a needle,** float a **needle,** F/N, that's all. (Class VIII No. 2) **2.** an earlier definition—a constant rise, constant rapid rise. (SH Spec 181, 6208C07)

F/N, floating needle or free needle. (HCOB 2 Aug 65)

F/NING AUDITOR, an auditor who is auditing well could be said to be F/Ning the whole time. (HCOB 5 Oct 71)

F/NING LIST, meaning the whole list (all items and any added ones) F/N throughout the assessment of the full **list** with no reads or slows in the F/N as all the items are called. (BTB 27 Jul 71 II)

F/NING STUDENTS, l. students who study well are said to be **F/Ning students.** (HCOB 5 Oct 71) **2.** one who is tearing along successfully in his studies. (BTB 7 Feb 72RA II)

F/N THAT SPRINGS AT THE END AND DOES NOT FLOW, The "withhold" can be partially gotten off and one can get a strange F/N. It is strange because, while it is an F/N, it is less than normal width and has a sort of spring on each end, as though the needle was hitting a spring or cushion. It is not a nice flowing F/N. And if you look close you can see it is sort of springing back. It is not flowing clean. The F/N also tends to stop too soon, does not carry over. (HCOB 13 Apr 82)

Folder

FOLDER, l. a folded sheet of cardboard which encloses all the session reports and other items. The **folder** is foolscap size, light card, usually blue or green in color. (BTB 3 Nov 72R) **2.** a compilation of data—the records kept by an auditor. (Abil 218)
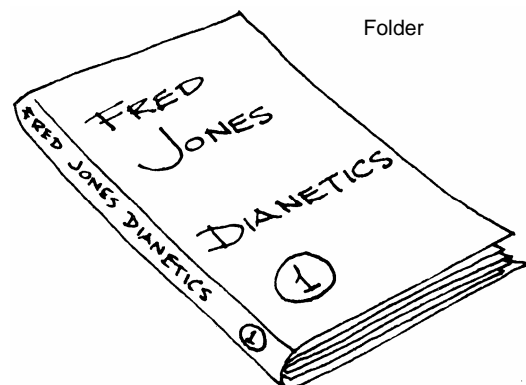
FOLDER ERROR SUMMARY, a summary of auditing **errors in a folder** and on a pc's case not corrected at the time the **summary** is done. (BTB 3 Nov 72R) *Abbr.* FES.

FOLDER SUMMARY, the **folder summary** is kept up every session by the auditor and is stapled to the left inside front cover of the **folder** as a running **summary** for C/S use. The **folder summary** is made up of all actions in consecutive date order and showing *what* was run plus the result at end of process, session time, admin time and exam result—F/N, VGIs or BER. (BTB 5 Nov 72R III) *Abbr.* F/S.

FOOTPLATES, metal **footplates** connected to the meter and the pc barefooted in session to handle false TA. (HCOB 24 Oct 71)

FORCE, l. random effort. (*Scn 0-8*, p. 75) **2.** energy with some direction. (PDC 56) **3. force** of course is made up of time, matter, energy, flows, particles, masses, solids, liquids, gasses, space and locations. (HCOB 16 Jun 70)

FORCE FIELD, actually nothing more or less than wave emanation like you get out of the headlight of a car. You change the wave-length of the headlight of a car and speed it up enough and hit somebody with it, it'll knock him down. That's an electronic **field.** That's a **force** screen. (5206CM28A)
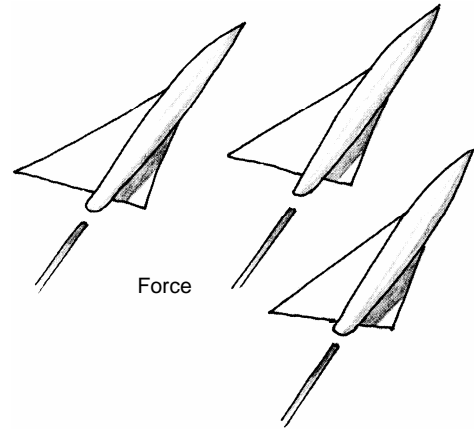
Force

FORCE SCREEN, see FORCE FIELD. (5206CM28A)

FORGET, l. **forget** is a harmonic of not know. (SH Spec 14, 6106C14) **2.** an occlusion of observation. (SH Spec 58, 6109C26)

FORGETFULNESS, l. rapidity of change of state, unpredicted. (HCOB 17 Mar 60) **2.** an individual starts to **forget** when he's lost too much. He just dramatizes loss, too bad to re-member. (HCAP-8, 5411C29)

FORGETTER, l. a forgetter mechanism is "Put it out of my mind," "If I remembered it I would go mad," "Can't remember," and just plain "I don't know," as well as the master of the family of phrases, "Forget it!" All bar information from the analyzer. A whole case, freshly opened, may keep answering everything with one of these denyers. A **forgetter,** used by an ally, all by itself and with practically no pain or emotion present will submerge data which, in recall, would not be aberrative but which, so buried—by a **forgetter**—makes things said just before it aberrative and literal. (*DMSMH*, p. 270) **2.** any engram command which makes the individual believe he can't remember. (*NOTL* Gloss)

FORGETTING, the process of not knowing the past. (*FOT*, p. 85)

FORMAL AUDITING, l. control by ARC. ARC **formal auditing** is not chatty or yap-yap, but it is itself. It has warmth, humanity, understanding and interest in it. (HCOB 2 Apr 58) **2.** auditing done by use of model session and exact TRs. (LRH Def. Notes)

FORMULA, a method of getting a case started. The numbers are in order of development, not case level. (HCOB 1 Dec 60)

FORMULA H, the effort to reach and withdraw, to grasp, and let go of oneself, of others for themselves, of oneself, for others and others for oneself and others for others: For force, perception and admiration when run resolve the tenacity of engrams. **Formula H** is called **Formula H** because the H stands for **hope.** (PAB 9)

FORMULA 19, F19 (a process name). (BTB 20 Aug 71 II)

FOUNDING SCIENTOLOGIST, if you were with Scn before 1964 you were an old-timer, a **Founding Scientologist.** (HCO PL 5 Feb 64)

40 (as in GF+**40),** the addition no. 40 items are the original seven resistive cases. (HCOB 10 Jun 71 I)

4.0, a **4.0** on the tone scale is, by definition, one who has had all entheta in his current life converted to theta. (*SOS*, Bk. 2, p. 120)

FOUR FLOWS, see QUAD FLOWS.

IV RUNDOWN, originally developed to catch cases that had somehow gotten up to OT III and were falling on their heads. It is a collection of actions. [See the referenced HCOB for full explanation and use of this rundown.] (HCOB 30 Jun 70R)

FOURTH DYNAMIC, see DYNAMICS.

FOURTH DYNAMIC ENGRAM, l. the basic aberration of the planet. (LRH Def. Notes) **2.** the humanitarian objective is to make a safe environment in which the **fourth dynamic engram** can be audited out. By engram we mean the mental block that prevents peace and tolerance. By **fourth dynamic** we mean that impulse to survive as mankind instead of just individuals. (Ron's Jour 68)

FOURTH FLOW, flow 0. (HCOB 7 Mar 71)

FOURTH POSTULATE, remember. (PAB 66)

FOURTH STAGE RELEASE, to obtain **Fourth Stage Release** one has to take the lock end words off the R6 bank. (HCOB 5 Aug 65)

FOUR UNIVERSES, the four are: thetan or spirit, mind or brain, body or male body or female body, and physical universe or earth or continent or town or house or dwelling. (HCOB 29 Sept 59)

FRAGILE TA, l. TA susceptible to being stuck high or stuck low or stuck dead thetan. (SH Spec 302A, 6309C03) **2.** just one wrong date or duration in R3R or just one wrong RI in R3N and tone arm action ceases, the TA going way up or down and staying there. (HCOB 28 Jul 63)

FRANCHISE, now termed mission; a group granted the privilege of delivering elementary Scn and Dn services. Does not have church status or rights. (BTB 12 Apr 72R)

FRANCHISE HOLDER, a professional auditor with a classification to Level III or over who practices Scientology full or part time for remuneration, who conducts processing and

training privately or to groups, whose understanding and experience of Dn and Scn is sufficiently broad for him to be publicized to others as a stable terminal, who has signed a franchise agreement, who receives bulletins, policy letters, advice, advertising, technical information, services and administrative data and who in return for same maintains regularly a weekly report and a weekly tithe to the church. (HCO PL 2 Jan 65)

FREEDOM, l. ability to create and position energy or matter in time and space. (*Scn 8-8008* Gloss) **2.** the absence of barriers. (*Dn 55!*, p. 55) **3.** lots of space, and ability to use it. (PDC 35) **4.** the component parts of **freedom,** as we first gaze upon it, are then: affinity, reality, and communication, which summate into understanding. Once understanding is attained **freedom** is obtained. (Abil Mag 258)

FREEDOM RELEASE, expanded Grade III release. (CG&AC) See GRADE IV RELEASE.

FREE NEEDLE, 1. see FLOATING NEEDLE. **2.** It means the same as a Floating Needle, which is a rhythmic sweep of the dial at a slow, even pace of the needle, back and forth, back and forth, without change in the width of the swing except perhaps to widen as the pc gets off the last small bits of charge. Note that it can get so wide that you have to shift the Tone Arm back and forth, back and forth, to keep the needle on the dial in which case you have a floating tone arm. (HCOPL 6 May 79 EME Errata Sheet p. 17) **3.** It floats back and forth easily, registering only the body, its breathing, heartbeats, etc. While needle free, no facsimiles are being impinged on the body. (HCOB 30 April 1960 ACC TRs) **4.** It means an idle, uninfluenced motion, no matter what you say about the goal or terminal. It isn't just null, it's uninfluenced by anything (except body reactions). (HCOB 21 October 1968R) **5.** A free needle is not a stage 4 needle or an inverted stage 4. It is floating and free. (HCOB 19 July 62) **6.** Floating needle, free needle are the same thing. What does one look like? Once you've seen one you'll never make a mistake on one again. For it floats. It ceases to register on the pc's bank. It just idly floats about or won't stand up even at low sensitivity. (HCOB 2 Aug 65)

FREE NEEDLE-ITIS, *Slang*. the auditor who is so unsure of what a **floating needle** is and whose TRs and basics are out, calls **floating needles** all over the place on the pc, when the **needle** is in fact not **floating** is said to have **free needle-itis.** It means, properly, an inflammatory disease. It is used to indicate "obsession with" or a mental obsession. In this case, it would mean an auditor who is obsessed with calling **free needles (floating needles)** on the E-meter when they don't exist. (LRH Def. Notes)

FREE THETA, attention units **free** enough to be directed of your own volition. (Scn Jour 18-G)

FREE THETAN, was somebody who was **free** of a body. He wasn't **free** of organizational commitments or ethics but he was **free** of a body, he didn't require any body. (SH Spec 268, 6305C23)

FREE TRACK, that part of the **time track** that is **free** of pain and misadventure is simply called the **free track,** in that the pc doesn't freeze up on it. (HCOB 15 May 63)

FREEZE, stand completely still. (LRH Def. Notes)

FREEZES, in CCHs **freezes** may be introduced at end of cycle, this being after the "Thank you" and before the next command, maintaining a solid comm line, to ascertain information from the coach or to bridge from the process. (HCOB 5 Jul 63)

F/S, folder summary. (BTB 23 Sept 71)

F. SCN, Fellow of Scientology. F. **Scn** is not an auditing degree. It is an honorary award extended by the HASI for spectacular contribution to the science itself. The F. Scn award carries with it the specific addition to the science for which the rating was awarded. An F. Scn is not necessarily a skilled or degreed auditor. (*Scn Jour, Iss 31-G*)

FULL FLOW DIANETICS, all former **Dianetic** items ever run are listed and what flows have been run on them and to what end phenomena. Such a list is then handled from the earliest forward by A) completing the bogged **flow** and B) completing the missing flow if it reads. (HCOB 7 Mar 71)

FULL RESPONSIBILITY, the willingness to mock or unmock barriers at will. (2ACC-4B, 5311CM18)

FUTURE, on the time track, that area later than present time. Perception of the **future** is postulated as a possibility. The creation of **future** realities through imagination is a recognized function. (*SOS* Gloss)

G

GAEs, gross auditing errors. (HCOB 21 Sept 65)

GAINS, see ABILITY GAIN, INTELLIGENCE GAIN and CASE GAIN.

GALACTIC CONFEDERACY, the former political unit of which the solar system was a part. (LRH Def. Notes)

GAME, 1. any state of beingness wherein exist awareness, problems, havingness and freedom (separateness) each in some degree. (PAB 73) **2.** a contest of person against person, or team against team. (PAB 84) **3. all games** are continuing by definition, since an unstarted **game** isn't a **game** and a finished **game** isn't a **game.** (PAB 101) **4. a game** consists of freedoms, barriers, and purposes. (*POW*, p. 60)
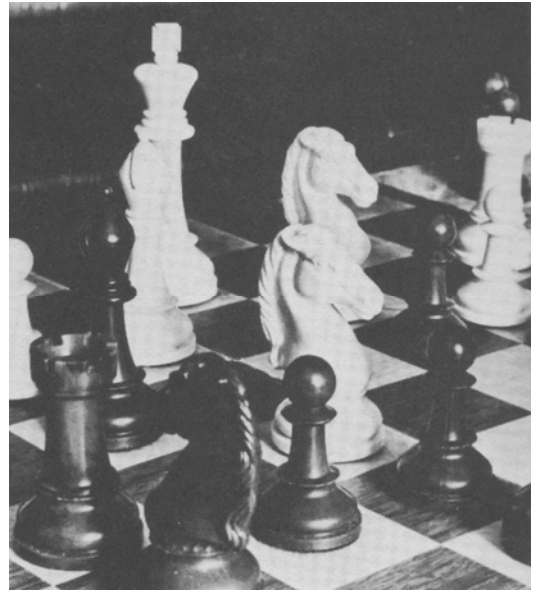
GAME CONDITIONS, game conditions are: attention, identity, effect on opponents, no-effect on self, can't have on opponents and goals and their areas, have on tools of play, own goals and field, purpose, problems of play, self-determinism, opponents, the possibility of loss, the possibility of winning, communication, non-arrival. (*FOT*, pp. 93-94)

Games (Def. 2)

GAMES CONDITION, 1. when you say **games condition** you mean that somebody's power of choice has been subjugated against his will into a fixated activity from which he must not take his attention. (SH Spec 32, 6107C20) **2.** the word **games condition** is a derogatory actually. There is a technical thing goes along. When you say **games condition** you mean a package, and the package has to do with this: It means a fixated attention, an inability to escape coupled with an inability to attack, to the exclusion of other **games.** There is nothing wrong with having games. There is a lot wrong with being in a **games condition** because it is unknown, it is an aberrated activity, it is reactive, and one is performing it way outside of his power of choice and without his consent or will. (SH Spec 32, 6107C20) **3.** have for self and can't have for others; now that is a true **games condition.** (SH Spec 32, 6107C20) *Abbr.* G.C.

GAMES CONDITION PROCESS, when you say **games condition process** you mean that it is an interchangeable negative bracket. In other words, it's interchanged between Person A and Person B, or Person B and Person C, and Person C and Person D. It is basically a denial of interchange. (SH Spec 32, 6107C20)

GARBAGE, *Slang*. **1.** the term **garbage** isn't used much more but it meant dub-in. (5009CM23B) **2. garbage** was technically called delusion in the philosophic work of Dn but the term is too harsh and critical, for who has not some misconception of a past incident? (*DMSMH*, p. 191)

G.C., games condition. (HCOB 20 Aug 56)

GE, genetic entity. (PDC 43)

GENERALITY, 1. a general or nonspecific statement which is applicable to all and used in Scn to connotate a statement made in an effort to either hide cause or to overwhelm another person with the all-inclusive. (HCOB 11 May 65) **2.** any unspecifity or unspecific statement or indication tends toward a **generality.** It is the substitute of a plural for a singular. (SH Spec 84, 6612C13) **3.** multiple subject, not specific, such as "dogs" or "the public." (*BCR*, p. A-4)

GENERAL O/W (OVERT-WITHHOLD), "What have you done?" "What have you withheld?" (HCOB 3 Jul 62)

GENERAL TRs, are for use in regular auditing. They are natural, relaxed, while fully controlling the session and the pc. (BTB 13 Mar 75)

GENETIC, by line of protoplasm and by facsimiles and by mest forms the individual has arrived in the present age from a past beginning. **Genetic** applies to the protoplasm line of father and mother to child, grown child to new child and so forth. (*HFP* Gloss)

GENETIC BEING, see GENETIC ENTITY.

GENETIC BLUEPRINT, 1. the facsimiles of the evolutionary line. (*HFP*, p. 28) **2.** the plans of construction of a new body in the orthodox manner of conception, birth, and growth. (*HFP*, p. 76)

GENETIC ENTITY, 1. that beingness not dissimilar to the thetan which has carried forward and developed the body from its earliest moments along the evolutionary line on earth and which, through experience, necessity and natural selection, has employed the counterefforts of the environment to fashion an organism of the type best fitted for survival, limited only by the abilities of the **genetic entity.** The goal of the **genetic entity** is survival on a much grosser plane of materiality. (*Scn 8-8008*, p. 8) **2.** formerly referred to as the somatic mind. It has no real personality, it is not the "I" of the body. This is the "mind" of an animal, a dog or a cat or a cow. (*HOM*, pp. 13-14) **3. that entity** which is carrying along through time, that is making the body through the time stream, through the action of sex and so forth. (5410ClOD) *Abbr*. GE.

GENETIC INSANITY, genetic insanity is limited to the case of actually missing parts. A **very small percentage of insanity falls** into such a category and its manifestation is mental

dullness or failure to coordinate and beyond these has no aberrative quality whatever. (*DMSMH*, p. 134)

GENETIC LINE, 1. the genetic line consists of the total of incidents which have occurred during the evolution of the mest body itself. The composite of these facsimiles has the semblance of a being. This being would be called the **genetic entity** or the GE. The GE is not an actual individual but a composite, of individualities assumed in the single lives along the evolutionary track. (*HOM*, p. 23) **2.** protoplasm line. Its cycle is preconception, conception, birth, procreation, preconception and so on. That unending string of protoplasm goes through earth time. (HCL 15, 5203CMlOA) **3.** a series of mocked up automaticities which produce according to a certain blueprint from the earliest times of life on this planet through until now.
(PAB 130)

GENETIC PERSONALITY, personal characteristics and tendencies derived from the three inheritance sources (mest, organic line, theta). This might be said to be basic **personality,** or the core of basic **personality.** (*SOS* Gloss)

GEN NON-REMIMEO, [designation on HCO Policy Letters and HCO Bulletins indicates dissemination and restriction as follows:] All Saint Hill Staff, eight duplicated copies only are sent to each organization. (HCO PL 25 Jan 66)

GEOGRAPHICAL ANTIPATHIES, pain and unconsciousness have taken place at some point on the globe, some city, some ocean, some altitude, some depth. Afterwards, he avoids such a point. (PAB 9)

GF, green form. (HCOB 6 Mar 71 I)

GF40RB, expanded **green form forty revised.** See GF40XRR.

GF40XRR, (green form forty expanded, revised, revised), a correction list used to handle resistive cases (TA in normal range but not responding well to auditing). Assess M3 with all reading items taken to F/N per instructions, then handled in depth with L&N and R3R processes. Normally done only once if done properly. EP is all reading items handled, pc no longer resistive and making good progress in auditing. Note that a pc can be made to appear resistive by poor basic auditing and failure to use the right correction list when needed. (BTB 11 Aug 72R) **2.** this correction list was further revised in December 1974 and renumbered as **Expanded GF40RB** (HCOB 30 Jun 71R)

GF MS, goals finder model session. (HCO PL 8 Dec 62)

GIs, good indicators. (HCOB 9 May 69 II)

GITA, give and take processing. Expanded **Gita** was developed from phenomena discovered after I developed creative processing. It was originally plain **Give and Take** processing, hence the Gita. (PAB 16)

GLEE, a kind of insanity. Glee is a special kind of embarrassed giggling. You'll know it when you see it. When you see glee on some fellow on a post, realize it's because he doesn't understand what he's doing. He's ignorant about something and above that is confusion and above the confusion is glee. (HCOB 20 Sept 68)

GLEE OF INSANITY, 1. a specialized case of irresponsibility. A thetan who cannot be killed and yet can be punished has only one answer to those punishing him and that is to demonstrate to them that he is no longer capable of force or action and is no longer responsible. He therefore states that he is insane and demonstrates that he cannot possibly harm them as he lacks any further rationality. This is the root and basis of **insanity.** (*Scn 8-8008*, p. 55) **2.** also called the **"glee of irresponsibility."** Manifestation which takes the form of an actual wave emanation resulting basically from the individual dramatizing the condition of "must reach—can't reach, must withdraw—can't withdraw." (PXL Gloss)

GLIBIDITY, *Slang*. a condition in which a person gives very **glib** answers. (SH Spec 41, 6409C29)

GLIB STUDENT, one who can confront the words and ideas. He cannot confront the physical universe or people around him and so cannot apply. He does not see mest or people. The reason for this is that he is below nonexistence on one or more dynamics and so cannot align with the others. (HCOB 26 Apr 72)

GLUM AREA, that area which when the pc is supposedly "itsaing" about it, makes him **glum** and the TA rise, indicating that a service facsimile is doing the confronting on that **area** and not the pc. (HCOB 16 Oct 63)

GMTH, CCH-l is known as **"Give me that hand."** (PAB 133)

GOAL, 1. the prime postulate. It is the prime intention. It is a basic purpose for any cycle of lives the pc has lived. (SH Spec 160, 6206C12) **2.** a solution to the problems which have been given the person usually by terminals. (SH Spec 5, 6106C01) **3.** the significance which surrounds the terminal. (SH Spec 5, 6106C01) **4.** a whole track long-term matter. (HCO PL 6 Dec 70)

GOAL OF DIANETICS, a world without insanity, without criminals and without war—this is the **goal of Dn.** (*SOS*, p. v)

GOAL OF LIFE, the **goal of life** can be considered to be infinite survival. Man, as a life form, can be demonstrated to obey in all his actions and purposes the one command: "SURVIVE!" (*DMSMH*, p. 19)

GOAL OF PROCESSING, to bring an individual into such thorough communication with the physical universe that he can regain the power and ability of his own postulates. (*Scn 0-8*, p. xi)

GOAL SERIES, the actual **goals** in their sequence and pattern that repeats over and over forward through time. (HCOB 13 Apr 64, *Scn VI Part One Glossary of Terms*)

GOALS FINDER, 1. a person in an organization who has no other post or activity of any kind. He is simply **Goals Finder** and keeps more or less regular auditing hours. The **Goals Finder finds goals** of staff members when they are ready. (HCO PL 10 Sept 62) **2.** the title **Goals Finder** is changed herewith to "A Clearing Consultant." (HCO PL 11 Apr 63) [The above are quoted from HCO PLs of the referenced date, however, the post of Goals Finder does not exist as such in today's Church of Scientology.]

GOALS FINDER MODEL SESSION, where the pc has been well prepchecked and is well under auditor control, a goal finder in an **R-3GA session may omit rudiments in model session, using only goals for session,** and havingness, **goals** and gains at end and general O/W mid ruds and random ruds where needed in the **session.** (HCOB 15 Oct 62)

GOALS LIST, a full **list of goals** including childhood **goals,** withheld goals, antisocial goals, and (by meter reaction on question) "Any **goal** you have not told me about." Auditor gets every possible **goal** until the meter is null on the question of **goals** the pc might have. (HCOB 6 Apr 61)

GOALS PLOT, the pattern of the pc's actual **goals.** (HCOB 13 Apr 64, *Scn VI Part One Glossary of Terms*)

GOALS PROBLEM MASS, 1. the **goal** has been balked for eons by opposing forces. The **goal** pointed one way, the opposing forces point exactly opposite and against it. If you took two fire hoses and pointed them at each other, their streams would not reach each other's nozzles, but would splatter against one another in midair. If this splatter were to hang there, it would be a ball of messed up water. Call hose A the force the pc has used to execute his **goal.** Call hose B the force other dynamics have used to oppose that **goal.** Where these two forces have perpetually met, a mental mass is created. This is the picture of any **problem**— force opposing force with resultant **mass.** Where the pc's **goal** meets constant opposition, you have in the reactive mind the resultant **mass** caused by the two forces— Goal=force of getting it done, Opposition=force opposing it getting done. This is the **goal problem mass.** (HCOB 20 Nov 61) **2.** is fundamentally founded on a **goal.** They're a conglomeration of identities which are counter-opposed, and these identities are hung up on the postulate-counter-postulate of a **problem.** (SH Spec 243, 6302C26) **3.** constituted of items, being-nesses, that the person has been and has fought. (SH Spec 137, 6204C24) **4.** the **problem** created by two or more opposing ideas which being opposed, balanced, and unresolved, make a **mass.** It's a mental energy **mass.** (SH Spec 83, 6612C06) **5.** items (valences) in opposition to one another. Any pair of these items, in opposition to each other, constitute a specific **problem.** (HCOB 23 Nov 62)

GOALS TERMINAL, something that epitomizes both the **goal** and the resistive modifier. (SH Spec 76, 6111C07)

GOES THROUGH 7, around the whole TA dial and back up. (HCOB 20 Aug 63)

GO IN, to **go in;** the act of the verb interiori*zing*. (HCOB 4 Jan 71 II)

GOING UP THE POLE, *Slang*. that's when somebody doesn't even begin to handle energy, but he just suddenly somehow or other latches onto about 40.0 and goes out the top and still holds onto the mest body on the bottom and he's done the incredible thing of making a circle out of all this. He's joined 0.0 up against 40.0 and to listen to the guy and to talk to the guy you couldn't really tell whether he's ecstatically alive or fatally dead. (PDC 27)

GOOD AUDITOR, one who knows Scn and its techniques and who **audits** with all basics in. (*Aud 1 UK*)

GOOD AUTOMATICITY, that which raised the self-determinism of others and let them more and more on a rising scale, think, act and provide for themselves. (PDC 21)

GOOD CASE CONDITION, attained the level of **case** for which the church is classified and now in training during staff study time for admin or tech certification. (HCO PL 21 Oct 73R)

GOOD CONDUCT, to do only those things which others can experience. (HCOB 1 Mar 59)

GOOD/EVIL, for the purpose of Dn and Scn **good** and **evil** must be defined. Those things which may be classified as **good** by an individual are only those things which aid himself, his family, his group, his race, mankind or life in its dynamic obedience to the command, modified by the observations of the individual, his family, his group, his race, or life. As **evil,** may be classified those things which tend to limit the dynamic thrust of the individual, his family, his group, his race, or life in general in the dynamic drive, also limited by the observation, the observer and his ability to observe. **Good** may be defined as constructive. Evil may be defined as destructive—definitions modified by viewpoint. (*DTOT*, p. 21)

GOOD INDICATORS, 1. what you are treating is getting better, by which we mean, less present; betterness to us is less present, his bad ankle is getting better. We mean the badness of the ankle is less present so that's a **good indicator.** How much less present, is the degree of the **goodness** of the **indicator.** (SH Spec 3, 6401C09) **2.** those **indicators** of a person (or group) indicating that the person is doing well, e.g. fast progress, high production statistics, person happy, winning, cogniting, are said to be **good indicators.** (BTB 12 Apr 72R) *Abbr*. GIs.

Good Indicators (Def. 2)

GOOD PHYSICAL CONDITION, not suffering from **physical** illness, not PTS, not currently physically damaged by accident. (HCO PL 21 Oct 73R)

GOVERNOR, mentioned in a lecture in the autumn of 1951. The speed of a preclear is the speed of his production of energy. The most important step in establishing a preclear's self-

determinism, the goal of the auditor, is the rehabilitation of the preclear's ability to produce energy. (Scn 8-80, p. 33)

G PLUS M, goal plus modifier. (SH Spec 90, 6112C07)

GPM, goals problem mass. (HCOB 23 Aug 65)

GRAD, Graduate. (BPL 5 Nov 72RA)

GRADATION, it means there are **grades,** as to a road, or steps which are a **gradual grade** up. (*Aud 107 ASHO*)

GRADATION CHART, see CLASSIFICATION GRADATION AND AWARENESS CHART.

GRADE, 1. the word used to describe the attainment of level achieved by a preclear. **Grade** is the personal points of progress on the bridge. A preclear is **Grade 0, I, II, III, IV, V, VA** or **VI** depending on the technology successfully applied. (*Aud 72 UK*) **2.** a series of processes culminating in an exact ability attained, examined and attested to by the pc. (HCOB 23 Aug 71) **3. grade** and level are the same but when one has a **grade** one is a pc and when one has a level one is studying its data. (HCOB 2 Apr 65)

GRADE 0, Communications Release. Ability to communicate freely with anyone on any subject. (CG&AC75)

GRADE I, Problems Release. Ability to recognize the source of problems and make them vanish. (CG&AC75)

GRADE II, Relief Release. Relief from hostilities and the sufferings of life. (CG&AC75)

GRADE III, Freedom Release. Freedom from the upsets of the past and ability to face the future. (CG&AC75)

GRADE IV, Ability Release. Moving out of fixed conditions and gaining abilities to do new things. (CG&AC75)

GRADE IV, NEW, GRADE IV, has been improved enormously by including and refining formerly Class VI materials. The engram running part cannot be run on Clears but the listing processes can. It is guaranteed to make the preclear fully and completely right. (LRH ED 301 INT)

GRADE V, Power Release. Ability to handle power. (CG&AC75)

GRADE VA, Power Plus Release. Recovery of knowledge. (CG&AC75)

GRADE VI, Whole Track Release. Return of powers to act on own determinism. (CG&AC75)

GRADE VII, Clear. Ability to be at cause over mental matter, energy, space, and time on the first dynamic (survival for self). (CG&AC75)

GRADIENT, 1. a **gradual** approach to something, taken step by step, level by level, each step or level being, of itself, easily surmountable—so that, finally, quite complicated and difficult activities or high states of being can be achieved with relative ease. This principle is applied to both Scn processing and training. (*Scn AD*) **2.** a steepening or an increasing from the slight to the heavy. (HCOB 3 Apr 66) **3.** the essence of a **gradient** is just being able to do a little bit more and a little bit more and a little bit more until you finally make the grade. (*Scn 0-8*, p. 15)

GRADIENT SCALE, 1. the term can apply to any-thing, and means a **scale** of condition **graduated** from zero to infinity. Absolutes are considered to be unobtainable. (*Scn 8-8008*, p. 104) **2.** the tool of in-finity-valued logic. It is a tenet of Dn and Scn that absolutes are unattainable. Terms like good and bad, alive and dead, right and wrong are used only in con-

Gradient (Def. 1, 2)

junction with **gradient scales.** On the scale of right and wrong, everything above zero or center would be more and more right, approaching an infinite rightness, and everything be-low zero or center would be more and more wrong, approaching an infinite wrongness. The **gradient scale** is a way of thinking about the universe which approximates the actual condi-tions of the universe more closely than any other existing logical method. (*SOS* Gloss)
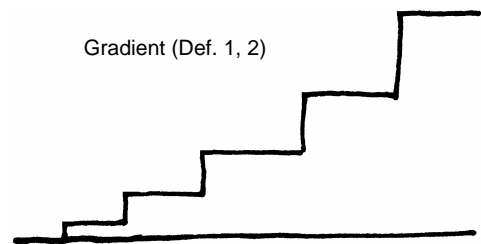
GRADIENTS OF CASES, the degree to which the person is overwhelmed by the bank. (SH Spec 46, 6108C29)

GRAND TOUR, 1. the process R1-9 in The *Creation of Human Ability*. (PXL Gloss) **2. Grand Tour** is the Route 1 or exteriorized version of Spotting Spots. The auditor asks the preclear to be in a spot of a certain description, such as his home town, asks him to be in the auditing room, asks him to be in his home town, asks him to be in the auditing room. (PAB 51) **3.** a very simple process. What you do is run change of space with enough interesting locales in it, to show the pc that he can choose around a great deal of universe and look at a great many things. (5410CM10C) **4.** a process used on an exteriorized thetan to free him from the craving for mass and to bring into present time a greater portion of the mest uni-verse. (*Scn 0-8* Gloss)

GRANT BEINGNESS, the ability to assume or **grant** (give, allow) **beingness** is probably the highest of human virtues. It is even more important to be **able to permit (allow) other people to have beingness** than to be able oneself to assume it. (*FOT*, p. 27)

GREASING THE TRACK, merely by running the preclear through various parts of his life, up and down the **track,** the auditor may relieve enough anaten and misemotion from

the case to permit somatics to occur. This was once upon a time known as **"greasing the track."** However one should not run a preclear into a somatic unless one intends to reduce it or to discover the basic on the chain and reduce that. (*SOS*, p. 84)

GREASY ON THE TRACK, *Slang*. attention of the pc hard to control. (SH Spec 302A, 6309C03)

GREEN FORM, 1. used for general case cleanup particularly on an out-rud type pc or when ruds won't fly. It is not used to handle high or low TA. Assessed M5 to provide data for the C/S then each read handled in accordance with C/S Series 44R. EP is each read handled to its EP. May be reassessed after handling all reading items if heavily charged on first assessment. Can also be done M3 to a good win and F/N VGIs. (BTB 11 Aug 72RA) **2.** in HGC the **Green Form** is done on the order of the case supervisor to detect reasons for case trouble; prepared list. (HCO PL 7 Apr 70RA) *Abbr*. GF.

GREEN FORM 40 EXPANDED, this detects and handles any reason why a case might be resistive to processing, thus handling any tendency towards slow gain and making it possible for such cases to make faster gains in future processing. (LRH ED 301 INT)

GREEN SHEET, an Expanded Dianetics program is written on a **green sheet.** (BTB 6 Nov 72R II)

GR ENG INT, group engram intensive. (HCOB 5 May 70)

GRIEF, 1. a ridge and is occasioned by loss. (*Scn 8-8008*, p. 21) **2.** 0.5 on the tone scale. (*SOS*, p. 57) **3. Grief** takes place where one recognizes his loss and failure as in the death of somebody he loved and tried to help. (*HFP*, p. 85)

GRIEF CHARGE, an outburst of tears that may continue for a considerable time, in a session, after which the preclear feels greatly relieved. This is occasioned by the discharge of **grief** or painful emotion from a secondary. (*Scn AD*)

GRINDING, 1. charge is held in place by the basic on a chain. When only later than basic incidents are run charge can be restimulated and then bottled up again with a very small amount blown. This is known as **"grinding out"** an incident. An engram is getting run, but as it is not basic on a chain, no adequate amount of charge is being relieved. (HCOB 8 Jun 63) **2.** going over and over and over and over a lock, secondary or engram without obtaining an actual erasure. The Dn auditor who puts the pc through an incident four or five times without erasure or appreciable reduction is encountering **"grinding."** (HCOB 1 May 69) **3.** a level below ARC breaking. A pc who just sits there and **grinds** is very often not up to getting ARC broken. (SH Spec 66, 6110C12)

GROOVE IN THE QUESTION, there are a variety of ways to do this, e.g., ask what the **question** means, what period or time the **question** covers, what activities would be included, where the pc has been that might be something to do with the **question.** If any other

people are likely to be involved. In other words, you are steering the pc's attention to various parts of his bank and getting him to have a preliminary look. When this has been done using very good TR-1, you give him the **question** again. (BTB 18 Dec 72)

GROSS AUDITING ERRORS, the five **gross auditing errors** 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 (including repeating a command long enough to flatten a process). (HCOB 21 Sept 65) *Abbr*. GAEs.

GROUP ANALYTICAL MIND, the true **analytical mind** of the **group** is the composite of the **analytical minds** of the members of the **group** as guided by the rationale and ethics which initially founded the **group** or which it has developed into a culture. (*NOTL*, p. 137)

GROUP AUDITOR, 1. one who stands in front of, sits in front of, or relays by loudspeaker system to a **group** (and a **group** consists of two or more people), auditing, so as to improve their condition of beingness as thetans. (PXL, p. 284) **2. a group auditor** is one who administers techniques, usually already codified, to **groups** of children or adults. (*GAH*, p. i)

GROUP AUDITOR'S HANDBOOK, this was a 1954 compilation of **group auditing** sessions resulting from the Advanced Clinical Courses of that year. (PXL, p. 288)

GROUP BANK, see GROUP ENGRAM.

GROUPED, meaning everything in the same place. (21ACC-5, 5901C30)

GROUP ENGRAM, 1. each time instantaneous action is demanded of the **group** by compressed time situations, and commands are given by the selected individual or individuals to cope with those moments of emergency, it can be observed that an engram has been implanted in the group. The instantaneous orders and commands are indicators of an engram. The engram actually was received during a moment of shock when the ideals, ethics, rationale and general thought and energy of the group collided forcefully with mest. (*NOTL,* p. 132) **2.** a group is composed of individuals. If they have a group engram, it only has force because of basics on that subject in their banks. Thus, if they are cleaned up on the general subject, the general group engram should blow off and disappear. (HCOB 27 Feb 70)

GROUP ENGRAM INTENSIVE, this is a process run to help a Scientology Church. A group is composed of individuals. If they have a group engram it only has force because of basics on that subject in their banks. Thus, if they are cleaned up on the general subject, the general group engram should blow off and disappear. This is done on every member of the group. Listing, nulling and TRs must be flawless. (HCOB 27 Feb 70)

GROUPER, 1. species of command which, literally translated, means that all incidents are in one place on the time track: "I'm jammed up," "Everything happens at once," "Everything comes in on me at once," "I'll get even with you," etc. (*DMSMH*, p. 213) **2.** anything which pulls the time track into a bunch at one or more points. When the grouper is gone the

time track is perceived to be straight. (HCOB 15 May 63) **3.** is a number of incidents becoming located apparently in one time instant. (SH Spec 56, 6109C20) **4.** action phrase which would tend to bunch all incidents in one place, creates the illusion that the time track is collapsed and that all incidents are at the same point in time. Example: "Pull yourself together," "It all happens at once." (*SOS*, p. 103)

GROUP PROCESSING, techniques, usually already codified, administered to groups of children or adults. The group (preclears) is usually assembled and seated in a quiet room where they will not be disturbed by sudden noises or entrances. The group auditor then takes his position in the front of the group and talks to them briefly about what he is going to do and what he expects them to do. The auditor then begins with his first command. (*GAH*, p. I)

GROUP REACTIVE MIND, could be considered to lie in the actions of those individuals set up for emergency status during compressed time emergencies, which is to say, the **reactive mind** is composed of the composite engrams of the **group** itself. (*NOTL*, p. 136)

GROUP THETA, the **theta of a group** would be its ideas, ideals, rationale and ethic. This is an actual force. The culture is an accumulated soul which flows over and through a number of individuals and persists after the death of those individuals via other individuals or even other **groups.** (*DAB*, Vol. II, p. 136)

GROUP THINK, the common denominator of the **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.** (HCO PL 7 Feb 65)

GUARD OF THE LEFT, you've got suppress, you've got careful of, and you've got fail to reveal. These buttons: suppress, careful of and fail to reveal produce sensation. When the goal doesn't fire it's in the **left-hand column.** (SH Spec 195, 6209C27)

GUARD OF THE RIGHT, invalidate, suggest and mistake. These buttons produce pain. The goal fires falsely on the buttons on the **right.** (SH Spec 195, 6209C27)

GUIDING SECONDARY STYLE, 1. steer plus itsa. You **guide** the guy into talking about something and get a tone arm blowdown and then you make him talk about it. You get the tone arm action out of it, and then while he's talking about it he mentions several new things that give him tone arm action so you note those things down and you come back afterwards and talk about those things. (SH Spec 47, 6411C17) **2.** differs from proper guiding style and is done by: (1) steering the pc toward revealing something or something revealed; (2) handling it with itsa. (HCOB 21 Feb 66)

GUIDING STYLE AUDITING (LEVEL TWO STYLE), 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. (HCOB 6 Nov 64)

GUILT COMPLEX, before you felt sympathy, you offended in some way. You did something. Then you were sorry for it. The offense may have taken place years or only minutes before your sympathy came about. This is the emotional curve of sympathy. It goes from antagonism or anger down to sympathy. This used to be called a **"guilt complex."** (*HFP*, pp. 125-126)

GUK BOMB, I have found that 600 milligrams of Vitamin E (minimum) assists Scn processing very markedly. It works by itself but is best taken with an old time **"Guk Bomb."** The formula of the **bomb** is variable but is basically 100 mg. of Vitamin B1, 15 gr. of calcium and 500 mg. of Vitamin C. (HCOB 27 Dec 65)

H

HAA, 1. Hubbard Advanced Auditor: a Class IV auditor. This level teaches about service facsimiles and ability. Processes taught include certainty processing and overt justification processes. (CG&AC 75) **2.** an alternate name for HAA in 1956 was B Scn or Bachelor of Scn abroad. (HCOTB 12 Sept 56) [The term HAA is today used as in def. 1 above.]

HABIT, 1. that stimulus-response reaction dictated by the reactive mind from the content of engrams and put into effect by the somatic mind. It can be changed only by those things which change engrams. (*DMSMH*, p. 39) **2.** simply something one cannot stop. Here we have an example of no control whatever. (POW, p.46)

HABIT RELEASE, Grade IV Release. (HCOB 22 Sept 65) [The current name for Grade IV Release is Ability Release.] See GRADE IV.

HALF-ACKNOWLEDGEMENT, 1. a continue, an encouragement. (SH Spec 53, 6503C02) **2.** sometimes a pc gets scared or lonesome and you have to give him an uh-huh to encourage him. (SH Spec 70, 6607C21)

HALLUCINATIONS, 1. imagined realities with which nobody else agrees. (*HFP*, p. 41) **2.** we call a mental image picture an **"hallucination"** or more properly an automaticity (something uncontrolled) when it is created by another and seen by self. (*FOT*, p. 57) **3.** things seen that aren't there. (7203C30S0) **4.** a person imagining and not knowing he was imagining would be a person who was **hallucinating.** (5203CM04B)

HALLUCINATORY CAUSE, the thetan considers that he is actually being more **cause** (going down the sub-zero scale). This is the exact reverse of the reality of the situation. He is becoming more and more effect. (BTB 6 Feb 60)

HANDLE, finish off, complete, end cycle on. Service and **handling** are the same thing. When you give service, you handle. Part of **handling** cases is **handle** NOW! One way or another, one gets the pc **handled.** (HCOB 15 Jan 70 II)

HANDLING AN ORIGINATION, handling an origination merely tells the person, "All right, I heard it, you're there." You might say it is a form of acknowledgement but it's not. It is the communication formula in reverse; but the auditor is still in control if he **handles the origin.** (PAB 151) See TR-4**.**

HANG-FIRE, delayed firing. After the trigger is pulled a gun sometimes doesn't go off. This is called a **"hang-fire"** or delayed fire if it then goes off late. (LRH Def. Notes)

HANG-UP, stuck (on time track). (*HFP*, p. 101)

HAPPINESS, is not itself an emotion. It is a word which states a condition, and the anatomy of that condition is interest. **Happiness,** you could say, is the overcoming of not unknowable obstacles toward a known goal. (8ACC-4, 5410CM06)

HAPPINESS RUNDOWN, 1. this rundown is based on the booklet "The Way to Happiness." (HCOB 24 Nov 80) **2.** The object of the HRD is: 1. To clear up any confusions on the subject of morals; 2. To clean up any and all transgression against the specific morals laid out in the booklet *The Way to Happiness;* 3. To slide the person out of the valence of any immoral person; and 4. To obtain an EP of realization/cognition that one really is on the Way to Happiness. (HCOB 18 Jan 84)

HARD WAY TRs, demand for a start, two hours of no twitch, no blink, no eye redness, no unconscious, no wiggle TR Zero. Really real TRs beginning with Zero. Like the bulletin. (LRH ED 143 INT)

HAS, abbreviation for **1. Hubbard Apprentice Scientologist.** (HCOB 23 Aug 65) **2.** Hubbard Association of Scientologists. (PAB 75) **3. HCO Area Secretary.** (HCOB 20 Nov 71)

HAS CO-AUDIT, using precise processes developed for this section only, the HAS **Co-audit** (do-it-yourself processing) seeks to improve cases and further interest people in Scn so that they will take individual HGC processing and individual training. (HCO PL 14 Feb 61) [Students in Scn academies do still co-audit, however there is not currently a course specifically called the HAS Co-audit. Students are allowed to co-audit any level on which they have trained. There is also a basic course, the HQS, on which students co-audit.]

HAS COURSE, a course in elementary communication and control. Consists of training drills on communication and to put the student at cause over the environment. There are no prerequisites. The graduate is awarded the certificate of **Hubbard Apprentice Scientologist.** (CG&AC 75)

HASI, Hubbard Association of Scientologists, International. (PAB 74)

HAS SPECIALIST RUNDOWN, the HAS and establishment officers are peculiarly subject to efforts to unstabilize them. The HAS **Specialist Rundown** consists of processes which increase the ability to hold a position. (HCOB 20 Nov 71)

HASUK, Hubbard Association of Scientologists of the **United Kingdom.** (PAB 75)

HAT, 1. *Slang* for the title and work of a post in a Scientology Church. Taken from the fact that in many professions such as railroading the type of hat worn is the badge of the job. (HCO PL 1 Jul 65 III) **2.** term used to describe the write ups, checksheets and packs that outline the purposes, know-how and duties of a post. It exists in folders and packs and is trained in on the person on the post. (HCO PL 22 Sept 70)

HATE, 1. a total ridge. (5904C08) **2.** around **1.**5 on the tone scale affinity has almost reversed itself. Its dissonance has become **hate,** which can be violent and is so expressed. Here, actually, we have a factor of entheta repelling theta. (*SOS*, p. 56)

HATS, Hubbard Advanced Technical Specialist. A Class IX auditor. This level teaches advanced procedures and developments since Class VIII. It is available at Saint Hill organizations. (CG&AC 75)

HAV, havingness. (BTB 20 Aug 71 II)

HAVING, to be able to touch or permeate or to direct the disposition of. (PAB 83)

HAVINGNESS, 1. that which permits the experience of mass and pressure. (*A&L*, p. 8) **2.** the feeling that one owns or possesses. (SH Spec 84, 6612C13) **3.** can be simply defined as ARC with the environment. (SH Spec 294, 6308C14) **4.** that activity which is run when needed and when it will not violently deflect the pc's attention. (SH Spec 85, 6111C28) **5.** the result of creation. (SH Spec 19, 6106C23) **6.** the ability to duplicate that which one perceives, or create a duplication of what one perceives, or to be willing to create a duplication of it. But it's duplication. (1SHACC-10, 6009C14) **7.** ability to communicate with an isness. The ability to conceive an is-ness and communicate with it. (17ACC-4, 5702C28) **8. havingness** is the concept of being able to reach or not being prevented from reaching. (SH Spec 126, 6203C29) **9.** the need to **have** terminals and things to play for and on. (*Dn 55!*, p. 137) *Abbr.* Hav.

HBA, Hubbard Book Auditor. (HCOB 23 Aug 65) See BOOK AUDITOR.

HC, Hubbard Consultant. (HCOB 19 Jun 71 III)

HCA, 1. Hubbard Certified Auditor. A Class II auditor. This level teaches about overt acts and withholds. Among the processes taught are responsibility processes and integrity processes. (CG&AC 75) **2.** an early course taught in Scientology Churches only. The certificate of HCA (or HPA, the British equivalent) was awarded by examination only. (HCOTB 12 Sept 56) [The current usage of HCA is as in def. 1 above.]

HCA/HPA, [At one time HCA and HPA were equivalent certificates, HCA being the American designation and HPA, the British. Data on this appears in HCOTB 12 Sept 56 and HCO PL 1 Oct 58. The current usages of each of these designations are listed separately under each.]

HCA LECT, Hubbard Certified Auditors Course Lectures. (HCOB 29 Sept 66)

HCAP, Hubbard Certified Auditor Course, Phoenix. (HCOB 29 Sept 66)

HCI, Hubbard College of Improvement. (FSO 65) [The name of the Academy on Flag.]

HCL, Hubbard College Lectures. (HCOB 29 Sept 66)

HC LIST, 1. the arbitrary name of the Data Series Correction List. (FO 3179) **2.** it's called an **HC List** because there was one time going to be something called a **Hubbard Consultant** and we've still got the **list.** It's an out-point/plus-point list and it's simply assessed and handled. (ESTO 4, 7203C02 SO II)

HCO, Hubbard Communications Office. (BPL 5 Nov 72RA)

HCOB, Hubbard Communications Office Bulletin. (HCOB 4 Sept 71 III)

HCO PL, Hubbard Communications Office Policy Letter. (HCO PL 24 Sept 70R)

HCS, Hubbard Clearing Scientologist—formerly Level IV certificate. (HCOB 23 Aug 65)

HDA, Hubbard Dianetic Auditor. (HCOB 23 Aug 65) [An HDA is a graduate of the Dianetic Auditor's Course, forerunner to the HSDC. A graduate of the HSDC is known as an HDC, which is the current certificate awarded to a Dn auditor.]

HDC, Hubbard Dianetic Counselor. A graduate of the HSDC. (CG& AC 75) See HUBBARD STANDARD DIANETICS COURSE.

HDG, Hubbard Dianetic Graduate. One who is trained to teach the Dianetic Course after graduating from the HSDC. (BTB 12 Apr 72R)

HDRF, Hubbard Dianetic Research Foundation, Elizabeth, New Jersey, U.S.A. The first organization, founded by others in 1950, May. Closed 1951 as I had no control of it and the directors mismanaged it. (LRH Def. Notes)

HEALTH FORM, 1. a form done by an auditor. It is metered. The end product of this **form** is entirely to pick out what to audit. (HCOB 19 May 69) **2.** as one needs a guide to know what to audit on a case, the **Dn health form** is an essential auditing action. You take up and audit each symptom or complaint one after the other. You audit the most available symptom first. Sooner or later the pc will have a well, healthy body, **health,** stability, and a sense of well-being. (HCOB 19 May 69, *Health Form, Use Of*)

H, E & R, human emotion and reaction. (HCOB 3 Dec 73)

HEAT, the physical sensation associated with the release of energy in the form of **heat** which is attendent to actual GPMs, their RIs and associated locks. (HCOB 13 Apr 64, *Scn VI Part One Glossary of Terms*)

HEAVILY CHARGED CASE, by which is meant a **case** with a very **heavy** burden of secondaries. (*SOS*, p. 82)

HEAVY DRUG HISTORY, Someone with a heavy drug history is: A. A PERSON WHO HAS A HISTORY OF TAKING HEAVY DRUGS and/or B. A PERSON WHO HAS

TAKEN DRUGS IN SUFFICIENT VOLUME TO HAVE BROUGHT ABOUT A BIO-CHEMICAL SITUATION PHYSICALLY. (HCOB 31 Mar 81R)

HEAVY FACSIMILE, a heavy facsimile is an experience, complete with all perceptions, emotions, thoughts and efforts, occupying a precise place in space and a moment in time. It can be an operation, an injury, a term of **heavy** physical exertion, or even a death. It is composed of the preclear's own effort and the effort of the environment (counter-effort). (AP&A, p. 28)

HELATROBUS, an interplanetary nation. A little pip squeak government, didn't amount to very much. (SH Spec 268, 6305C23)

HELATROBUS IMPLANTS, 1. call them the heaven **implants,** they are the implants implanted by Helatrobus. (SH Spec 268, 6305C23) **2.** are actually a long chain of engrams, each of which has basics. (SH Spec 272, 6306C11) **3. implants** which begin with the electronic clouds over planets, and the dichotomy, plus and minus, and so forth and sweep on through in a certain series. (SH Spec 266, 6305C21)

HELD-DOWN FIVES, jammed thinking because of a misunderstood or misapplied datums. (HCOB 12 Nov 64) See also HELDDOWN SEVEN.

HELD-DOWN SEVEN, *Slang*. **1.** an enforced wrong datum. (*EOS*, p. 52) **2.** jammed thinking because of a misunderstood or misapplied datum. (HCOB 12 Nov 64) [This term stems from an analogy made by LRH comparing the reactive mind to a computer or adding machine in which the number seven (or five) had been shorted out so that it was always added in in every computation. Of course it could not compute correctly or get correct answers from data as long as this condition existed.] (*EOS*, p. 51)

HELLO AND OKAY, a very basic process which resolves chronic somatics, eye difficulties, any specific item is to have the affected part or bad area of energy say **"Hello" and "Okay"** and "All right" until it is in good condition. (*Dn 55!*, p. 143) ["Hello" and "Okay" process commands can be found in HCOB 22 Mar 58, *Clearing Reality*.]

HELP, help is the key button which admits auditing. **Help** is the make-break point between sanity and insanity. That a person cannot accept **help** along some minor line does not mean that he is insane, but it certainly means he has some neurotic traits. (HCOB 5 May 60)

HELP FACTOR, the willingness to assist. This also has to do with cause—what can the individual cause? An organization which cannot **help** anybody will have a tendency to fail. (ESTO No. 8, 7203C06SO)

HELP PROCESSING, there are probably thousands of ways help could be run. But the one general **process on help** that would rank high would be "What have you **helped?"** "What have you **not helped?"** alternated. This is the best way I know of to run the sense of what **help** one has given plus what **help** one has withheld. This lets the pc as-is his failures to **help** as well as his denials of **help.** (HCOB 12 May 60)

HEV, Human Evaluation Course. (HCOB 29 Sept 66)

HGA, 1. Hubbard Graduate Auditor. Class VII auditor. Only available to Sea Org or five year contracted Church staff. This level teaches the power processes and review auditing. It is not a prerequisite to Class VIII, however. It is delivered in Church of Scientology Saint Hill organizations. (CG&AC 75) **2.** in 1956, an HGA was also to be known as D. Scn or Doctor of Scientology abroad. (HCOTB 12 Sept 56) See DOCTOR OF SCIENTOLOGY. **3.** an honor award and may be made by nomination or selection; either way it is for those who are consistently producing excellent results in their own fields and to form a grade by which these recruits can be recognized. (PAB 6) [Current usage of the term HGA is as in def. 1 above.]

HGC, Hubbard Guidance Center. (HCOB 23 Aug 65)

HGC ADMIN, Hubbard Guidance Center Administrator. (HCOB 23 Aug 65)

HGDS, Hubbard Graduate Dianetic Specialist. An Expanded Dianetics auditor. (CG&AC 75) See also EXPANDED DIANETICS.

HIDDEN DATA LINE, some students have believed there was a **"hidden data line"** of tech in Scn, a **line** on which Scn tech was given out by me but not made known to students. This started me looking, for there is no such **line.** The *whole of technology* is released in HCO Bulletins and HCO Policy Letters and tapes I do and release. I don't tell people anything in some private way, not even instructors. The *apparency* is somebody's pretense to know from me more than is on the tapes and in books and mimeos, or, brutally, somebody's alter-is of materials. This looks like a **"hidden data line."** It surely isn't. (HCO PL 16 Apr 65)

HIDDEN STANDARD, 1. a hidden standard is a problem a person thinks must be resolved before auditing can be seen to have worked. It's a **standard** by which to judge Scn or auditing or the auditor. This **hidden standard** is always an old problem of long duration. It is a postulate-counter-postulate situation. The source of the counter-postulate was suppressive to the pc. (HCOB 8 Nov 65) **2.** is not just a physical or mental difficulty but one by which the pc measures his case gains. A case measurement thing used secretly by the pc. (BTB 18 Sept 72) *Abbr.* HS.

HIGH CRIME CHECKOUTS, 1. starrated checkouts on all processes and their immediate technology and on relevant policy letters on HGC interns or staff auditors in the Tech Division or staff auditors or interns in the Qual Division for the levels and actions they will use before permitting them to audit church pcs and on supervisors in Tech and Qual who instruct or examine. (HCO PL 8 Mar 66) **2. high crime checkouts** are done by auditors to their highest class. Any new procedure must be drilled on a doll in addition to the **high crime checkout** before the OK to audit chit is issued. (BTB 5 Sept 72RA) [High crime checkouts are so named because it is an ethics offense in the nature of a high crime for failing to insist upon this policy or preventing this policy from going into effect or minimizing the checkouts or lists.]

HIGH CRIMES, suppressive acts. (*ISE*, p. 48)

HIGH SCHOOL INDOCTRINATION, an extremely precise activity which consists of teaching an auditor not to let a preclear stop him. (HCOB 4 Oct 56)

HI HI INDOC, tone 40 8-C. (PAB 113)

HIGH TA, 1. 3.5 or up at session start. (HCOB 3 Jan 70) **2**. **a high** TA in Scn is always an overrun. In Dn it means an engram too late on the chain to erase is in restimulation. (HCOB 28 Apr 69) **3. high** TA means the person can still stop things and is trying to do so. However, all one has to do is restimulate and leave unflat an engram chain to have a **high** TA. **High** TA is reflecting the force contained in the chain. (HCOB 16 Jun 70)

HIGH-TONE INDIVIDUAL, thinks wholly into the future. He is extroverted toward his environment. He clearly observes the environment with full perception unclouded by undistinguished fears about the environment. He thinks very little about himself but operates automatically in his own interests. He enjoys existence. His calculations (postulations and evaluations) are swift and accurate. He is very self-confident. He knows he knows and does not even bother to assert that he knows. He controls his environment. (AP&A, p. 37)

HI-LO TA, high low TA. (HCOB 1 Jan 72RA)

HI-LO TA ASSESSMENT FOR CONFESSIONALS. See HI-LO TA ASSESSMENT FOR INTEGRITY PROCESSING.

HI-LO TA ASSESSMENT FOR INTEGRITY PROCESSING, this list is used to get a TA in normal range before proceeding into an **Integrity Processing** session. It is used after any possible false TA has been checked for and handled, if TA is still below 2.0 or at 3.5 or above. (BTB 6 Dec 72R)

HIPS, Hubbard Integrity Processing Specialist. (HCO PL 24 Dec 72)

HIT, punished, hurt, etc. (HCOB 1 Nov 68)

HO-HUM, minus randomity. (Abil 36)

HOLDER, 1. any engram command which makes an individual remain in an engram knowingly or unknowingly. (*DMSMH* Gloss) **2.** a species of command. These include such things as "stay here," "sit right there and think about it," "come back and sit down," "I can't go," "I mustn't leave," etc. (*DMSMH*, p. 213)

HOLLOW SPOT, a segment of the body which has such a hard impact in the center that all attention units in a mock-up will flow out from the center. It's an outflow from a central point but the point is a counter-effort. (5206CM24B)

HOME UNIVERSE, the **universe** a thetan made for himself. (SH Spec 83, 6612C06)

HOMO NOVIS, 1. Homo man, novis new. (*BCR*, p. 12) **2.** a theta-animated mest body possessed of new and desirable attributes; a mest clear, a good, sane rational mest being about a skycraper higher than *Homo sapiens*. (*HOM*, p. 40) **3.** the Second Stage Release is definitely **Homo novis.** The person ceases to respond like *Homo sapiens* and has fantastic capability to learn and act. (HCOB 28 Jun 65)

HOMO SAPIENS, 1. a mest body, whether it belongs to the race of man or the race of ants is yet but an animated vegetable. Given a theta being to guide it, it becomes part of a composite such as **Homo sapiens.** By itself, the body would live, walk around, react, sleep, kill, and direct an existence no better than that of a field mouse, or a zombie. Put a theta being over it and it becomes possessed of ethics and morals and direction and goals and the ability to reason; it becomes this strange thing called **Homo sapiens.** (*HOM*, p. 42)

HONEST COMPLETION, means a student who has studied all the materials of the course using full study tech. Has done the demonstrations and drills, and can effectively apply the materials of the course. (HCO PL 16 May 73R)

HOPE, the desire that sometime in the future one will cease to have something which he no longer wants but can't seem to get rid of or that one will acquire something he wants. (2ACC-31A, 5312CM22)

HOPE FACTOR, 1. validating those good indicators that are present in the pc. When an auditor doesn't he's not really putting in a **hope factor.** Validating the good indicator is a lessening of the somatic or condition. (SH Spec 3, 6401C09) **2.** something can be done about it. (SH Spec 297, 6308C21)

HOT QUESTION, question with reaction on it. (SH Spec 63, 6110C05)

HOT SPUR LINE, 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. New tech in use, fantastic completions and "dog cases" nobody can make anything out of go on this senior C/S **hot spur line.** (HCOB 5 Mar 71)

HPA, Hubbard Professional Auditor. A Class III auditor. This level deals with ARC and ARC breaks. Listing and nulling and two-way comm are taught at this level, as well as change processes and ARC Break SW. (CG&AC 75)

HPC LECT, Hubbard Professional Course Lecture. (HCOB 29 Sept 66)

HPCS, Hubbard Professional Course Supervisor. (HCO PL 27 Oct 70)

HPCSC, Hubbard Professional Course Supervisor's Course. (HCO PL 27 Oct 70 II)

HQS, Hubbard Qualified Scientologist. A basic Scn course which teaches about co-auditing and how to handle other people, with group auditing. It consists of, in part, TRs 0

to 4 and 6 to 9, plus students actually co-audit on CCHs, Op Pro by Dup and Self Analysis lists. There is no prerequisite for this course. (CG&AC 75)

HRS, Hubbard Recognized Scientologist. A Class 0 auditor. This level teaches about communication. Processes taught are Level O processes and ARC SW processes. (CG&AC 75)

HS, hidden standard. (HCOB 10 Jun 72 V)

HSCSC, Hubbard Senior Course Supervisor Course. The HSCSC covers the total expertise of the technology of supervising. (FBDL 328)

HSDC, Hubbard Standard Dianetics Course. (BTB 12 Apr 72R)

HSS, Hubbard Senior Scientologist. A Class VI auditor. An HSS is a graduate of the Saint Hill Special Briefing Course. This course consists of the full practical application of Scn grades, repair, setups, assists and special cases tech up to Class VI. (CG&AC 75)

HSST, Hubbard Specialist of Standard Tech, Class VIII Case Supervisor. (CG&AC 75)

HSTS, Hubbard Standard Technical Specialist. A Class VIII auditor. The Class VIII Course teaches exact handling of all cases up to 100 per cent result, as well as Class VIII procedures, all case setup actions, all processes and corrective actions, as well as *flubless* Class VIII auditing. (CG&AC 75)

HTS, Hubbard Trained Scientologist. A Class I auditor. This level teaches about problems. The processes taught include objective processes and Level I processes, such as help and control processes. (CG&AC 75)

HUBBARD COMMUNICATIONS OFFICE, purpose: to be the office of LRH. To handle and expedite the **communication** lines of LRH. To prepare or handle the preparation of manuscripts and other to-be-published material of Scn. To keep, use and care for LRH's **office** equipment. To assist the Churches of Scientology and their people. To set a good example of efficiency to the Churches. (HCO PL 12 Oct 62)

HUBBARD COMMUNICATIONS OFFICE BULLETIN, HCOBs written by LRH only. These are the technical issue line. They are valid from first issue unless specifically cancelled. All data for auditing and courses is contained in **HCOBs**. They are distributed as indicated, usually to technical staff. They are red ink on white paper, consecutive by date. (HCO PL 24 Sept 70R)

HUBBARD COMMUNICATIONS OFFICE POLICY LETTER, HCO PLs written by LRH only. This is a permanently valid issue of all Third Dynamic, organization and administrative technology. These, regardless of date or age, form the knowhow in running a Scientology Church, organization, group or company. The bulk of hat material is made up from

HCO PLs. They are printed in green ink on white paper and are distributed to all staff or as indicated or as made up in packs. (HCO PL 24 Sept 70R)

HUBBARD CONSULTANT, A Hubbard Consultant is skilled in testing, two-way comm, consultation, programming and interpersonal relations. This is the certificate especially awarded to persons trained to handle personnel, students and staff. These technologies and special training were developed to apply Scn auditing skills to the field of administration especially. An HC is requisite for course supervisors and student consultants. (HCOB 19 Jun 71 III) *Abbr*. HC.

HUBBARD ELECTROMETER, is called an **E-meter** for short. Technically it is a specially developed Wheatstone bridge well known to electrically minded people as a device to measure the amount of resistance to a flow of electricity. (*BIEM*, p. 1) See E-METER.

HUBBARD GUIDANCE CENTER, that department of the technical division of a Scientology Church which delivers auditing. Department 12, Division 4. (BTB 12 Apr 72R) *Abbr*. HGC.

HUBBARD KEY TO LIFE COURSE, see KEY TO LIFE COURSE.

HUBBARD LIFE ORIENTATION COURSE, see LIFE ORIENTATION COURSE.

HUBBARD NEW ERA DIANETICS AUDITOR, (provisional), has successfully completed the **New Era Dn** Course and has the skill and knowledge to make a truly well and happy human being. (WIS, p. 32) *Abbr*. HNEDA.

HUBBARD NEW ERA DIANETICS AUDITOR, (validated), has successfully completed the **New Era Dn** Course and Internship and is a flubless **New Era Dn**. (WIS, p. 34) *Abbr*. HNEDA.

HUBBARD NEW ERA DIANETICS GRADUATE, (provisional) has successfully completed the **New Era Dn Graduate** (C/S) Course and is a flubless **New Era Dn** Case Supervisor.. (WIS, p. 34) *Abbr*. HNEDG.

HUBBARD NEW ERA DIANETICS GRADUATE, (validated) has successfully completed the **New Era Dn Graduate** (C/S) Course and has the ability to case supervise **New Era Dn**. (WIS, p. 34) *Abbr*. HNEDG.

HUBBARD STANDARD DIANETICS COURSE, teaches about the human mind, mental image pictures, the time track, locks, secondaries and engrams. The processes taught are Standard Dn auditing and Dn assists. (CG&AC 75) *Abbr*. HSDC.

HUMAN ENGINEERING, it's adapting the machinery to fit the person. It's adapting machinery and spatial arrangements and desks and chairs and things like that. The adjustment of the machinery and spatial arrangements to the people who are operating it is important. (ESTO No. 12, 7203C06 SO II)

HUMAN EVALUATION, a diagnosis of behavior. (5108CM13A)

HUMANITARIAN OBJECTIVE, the humanitarian objective is to make a safe environment in which the fourth dynamic engram can be audited out. By engram we mean the mental block that prevents peace and tolerance; by fourth dynamic we mean that impulse to survive as mankind instead of just individuals. Obviously we must do this. (Ron's Jour 68)

HUMAN MIND, see MIND.

HUMOR, humor is rejection. The ability to reject. The ability to throw something away. That is **humor.** (8ACC-27, 5411CM05)

HURDY-GURDY SYSTEM, a "hurdy-gurdy" was a musical instrument played by turning a crank so that a wheel striking strings in turn caused music. The **"hurdy-gurdy" system** was so called because the auditor went round and round the points of the ARC triangle (A-R-C) plus enforced and dominate, inhibit and nullify on persons the pc had known, session after session to restore his memory. Mentioned on page 65, Book 2, *Science of Survival* and described in full later in that same chapter on pages 77-83. (LRH Def. Notes)

HVA, 1. Hubbard Validated Auditor. A Class V auditor. This level is taught at Church of Scientology Saint Hill organizations and contains materials about the chronological development of Scn with full theory and application. (CG&AC 75) **2.** Class V reviews all the classes and retrains where necessary and awards permanent classification for all the lower certificates as well as Class V. (*Aud 8 UK*)

HYPER-SONIC, if a person hears voices which have not existed and yet supposes that these voices really spoke, we have "over-imagination." In Dn imaginary sound recall would be **hyper-sonic, (hyper=over).** (*DMSMH*, p. 188)

HYPER-VISIO, if a person sees scenes which have not existed and yet supposes these scenes were real, we have "over imagination." In Dn imaginary sight recall would be **hyper-visio,** (hyper=over). (*DMSMH*, p. 188)

HYPNOTISM, 1. an address to the reactive mind. It reduces self-determinism by interposing the commands of another below the analytical level of an individual's mind; it enturbulates a case markedly, and materially aberrates human beings by keying in engrams which would otherwise lie dormant. (*SOS*, Bk. 2, p. 220) **2.** a continuing inflow without an opportunity on the part of the subject to outflow. (*Dn 55!*, p. 63) **3.** the process of restimulating states of apathy by the introduction of additional engramic content which would thereafter be as compulsive as the other data in the incident. (5109CM17B) **4.** amnesia trance for the purpose of planting suggestions. (*Exp Jour Winter-Spring 1950*)

HYPO-HEARING, a condition in which a person has something he is afraid to **hear.** He plays the radio very loudly, makes people repeat continually and misses pieces of the conversation. Men and women are "hysterically" deaf without any conscious knowledge of it.

Their **"hearing** just isn't so good." In Dn, this is being called **hypo-hearing, (hypo=under).** (*DMSMH*, p. 189)

HYPO-SIGHT, the person who is always losing something when it lies in fair view before him, who misses signposts, theater bills and people who are in plain sight is "hysterically" blind to some degree. He is afraid he will see something. In Dn this is being called, since the word "hysterical" is a very inadequate and overly dramatic one, **hypo-sight, (hypo=under).** (*DMSMH*, p. 189)

HYSTERIA, the phenomenon of being out of control. (*AAR*, p. 91)

I

"I", 1. the will, the determining force of the organism, the awareness. (*DMSMH*, p. 87) **2.** the awareness of awareness unit. (*NOTL*, p. 69) **3.** the thetan, the center of awareness, that part of the total organism that is fundamentally cause. (*Scn 0-8* Gloss)

IATROGENIC, means illness generated by doctors. An operation during which the doctor's knife slipped, and accidentally harmed the patient might cause an **iatrogenic** illness or injury since the fault would have been with the surgeons. (*DMSMH*, p. 172)

ICDS, International Congress of Dianeticists and Scientologists. (HCOB 29 Sept 66)

IDEAL STATE, what do we mean by an **ideal state.** A **state** somebody wanted to be in over which he had full power of choice. That would be an **ideal state.** (SH Spec 273, 6306C12)

IDENTIFICATION, 1. the inability to evaluate differences in time, location, form, composition, or importance. (*SOS*, p. 153) **2. identification** is a monotone assignment of importance. (*SOS*, p. 153) **3.** the lowest level of reasoning is complete inability to differentiate, which is to say, **identification.** (*SOS*, p.153) **4.** Duplicating in one space continually, is in itself **identification.** (2ACC-25B, 5312CM17)

IDENTITY RUNDOWN, we have never had before a Dn process specifically directed to getting a pc into valence. The **Identity rundown** now handles that. It specifically takes up and handles valences the pc may be in by using the New Era Dn tech. (HCOB 22 Jun 78R)

IDLE NEEDLE, 1. The needle just idles around and yawns at your questions on the subject (EME 1961) **2.** An idle needle, one which is drifting slightly to the right and slightly to the left very easily and gently, denotes a comfortable status of mind on the part of the patient, and tells the practitioner that he is nowhere near any subject that distresses him, or, if it follows an emotional outburst, tells him that the outburst itself is spent, and that the subject now can be abandoned for the moment. (Scn Journal Iss 1-G 1952)

ILL, being medically diagnosed as suffering from a known, well defined physical **illness** susceptible to medical care and relief. (HCO PL 6 Oct 58)

ILLUSION, 1. a surface manifestation which disappears when experience is consulted. (SH Spec 70, 6607C21) **2.** a product of the actual. (SH Spec 70, 6607C21) **3.** any idea, space, energy, object or time concept which one creates himself. (*Scn 8-8008* Gloss)

IMAGINARY CAUSE, imagining they do or **cause** things bad or good. (HCOB 1 Nov 68 II)

IMAGINARY VISIO, the scenery **imagination** constructs. (*SOS*, p. 72) See DUB-IN.

IMAGINATION, 1. the recombination of things one has sensed, thought or intellectually computed into existence, which do not necessarily have existence. This is the mind's method of envisioning desirable goals or forecasting futures. (*DMSMH*, p. 14) **2.** the ability to create or forecast a future or to create, change or destroy a present or past. (*Scn 8-8008*, p. 7) **3.** if you take the word **imagination** apart, you will discover that it means merely the postulating of images or the assembly of perceptions into creations as you desire them. (*SA*, p. 158)

IMMORTALITY, infinite survival, the absolute goal of survival. The individual seeks this on the first dynamic as an organism and as a theta entity and in the perpetuation of his name by his group. On the second dynamic he seeks it through children and so on through the eight dynamics. Life survives through the persistence of theta. A species survives through the persistence of the life in it. A culture survives through the persistence of the species using it. There is evidence that the theta of an individual may survive as a personal entity from life to life through many lives on earth. (*SOS* Gloss)

IMPACT, cause and effect simultaneously. (PAB 30)

IMPLANT, 1. a painful and forceful means of overwhelming a being with artificial purpose or false concepts in a malicious attempt to control and suppress him. (*Aud 71 ASHO*) **2.** an electronic means of overwhelming the thetan with a significance. (HCOB 8 May 63) **3.** an unwilling and unknowing receipt of a thought. An intentional installation of fixed ideas, contrasurvival to the thetan. (SH Spec 83, 6612C06)

IMPLANT GOAL, an **implanted goal—a goal** the thetan himself has not decided upon— but which has been induced in him by overwhelming force or persuasion. (HCOB 13 Apr 64, *Scn VI Part One Glossary of Terms*)

IMPLANT GPM, an **implanted goal problem mass.** An electronic means of overwhelming the thetan with a significance using the mechanics of the actual pattern of living to entrap the thetan and force obedience to behavior patterns. (HCOB 13 Apr 64, *Scn VI Part One Glossary of Terms*)

IMPLOSION, something that could be likened to the collapse of a field of energy such as a sphere toward a common center point, making an inflow. It can happen with the same violence as an explosion; but does not necessarily do so. (Scn 8- 8008, p. 49)

IMPORTANCE, is mass. In thinkingness when you say **importance** you mean mass. (SH Spec 39, 6108C15)

IN, things which should be there and are or should be done and are, are said to be "in"; i.e. "We got scheduling in." (HCOB 19 Jun 71 III)

INACCESSIBLE CASE, that person who is bound and determined to stay sick, who won't talk to you, will have nothing to do with being healed in any way, is an **inaccessible case.** (5011C22)

INADVERTENT WITHHOLD, 1. the pc thinks he is **withholding** because the auditor didn't hear or acknowledge. (HCOB 13 Sept 65) **2.** he didn't intend to **withhold** it, just nobody would acknowledge it. He never intended to **withhold** it at all. An **inadvertent withhold** will cause very near the same phenomenon as an actual withhold. (SH Spec 60, 6506C11)

INCIDENT, an experience, simple or complex, related by the same subject, location, perception or people that takes place in a short and finite time period such as minutes, hours or days; also, mental image pictures of such experiences. (HCOB 12 Dec 71 IX)

INCREDIBLE CHAIN, it's the things that have happened on his track which are, to him, **incredible.** And because they are so **incredible** he doesn't believe them, and neither does anybody else. But it's most because nobody else believed them. And he doesn't believe them himself so the **chain** itself remains hidden because it's **incredible; the incredible chain.** (ESTO 5, 7203C03 SO I)

IND, "*Ind*" for **indicated** to pc. (HCOB 26 Jun 71)

INDICATOR, a condition or circumstance arising in a session which indicates whether the session is running well or badly. (HCOB 28 Dec 63) **2.** the little flag sticking out that shows there is a possible situation underneath that needs attention. (HCO PL 15 May 70 II)

INDICATORS, those manifestations in a person or group that **indicate** whether it is doing well or poorly, signal an approaching change, or show that the auditing process has reached the desired end point. (HCOB 20 Feb 70)

IN-DISPERSAL, where the flows are all traveling toward a common center. One might call this an implosion. (*Scn 8-8008*, pp. 17-18)

INDIVIDUAL, 1. an individual is a collection of "memories" going back to his first appearance on earth. In other words, he is the composite of all his facsimiles plus his impulse to be. **Individuality** depends upon facsimiles. (*HFP*, p. 111) **2.** somebody who is operating in coordination with himself twenty-four hours a day. That's an **individual.** An organism which is unhappy, aberrated, is an organism which is working at cross purposes with itself twenty-four hours a day. (5110CM11B) **3.** when we say the **individual** we are talking about something as precise as an apple. We are not talking about a collection of behavior patterns which we all learned about in the study of rats. We are talking about something that is finite. We are talking about somebody. The somethingness that you are and the capabilities you can be and this is what we are talking about. We are not talking about the color of your hair or the length of your feet. We are talking about you. (Abil Mi 5)

INDIVIDUATION, a separation from knowingness. (5203CM10B)

INDOC, indoctrination. (HCOB 10 Apr 57)

INERT INCIDENT, 1. an incident which is an **inert incident** is not having any effect on the pc. It's not part of his aberrative picture. (SH Spec 300, 6308C28) **2. an incident,** unrestimulated. (SH Spec 300, 6308C28)

IN ETHICS, see ETHICS, Def. **5.**

INFINITY SYMBOL, ∞. As seen in some Scientology books, stood upright—**8.** (HCOB 23 Aug 65)

INFINITY-VALUED LOGIC, in Dn, there is a new way of thinking about things which underlies a great deal of its technology. Instead of two-valued logic or three-valued logic we have **infinity-valued logic.** Here is a gradient scale which permits no absolute at either end. In other words, there is not an absolute right and an absolute wrong, just as there is no absolute stillness and no absolute motion. Of course, it is one of the tenets of Dn that absolutes are not attainable but only approachable. (*SOS*, Bk. 2, pp. 249-250) See also LOGIC.

INSANE, 1. the truly **insane** cannot control or withhold their evil impulses and dramatize them at least covertly. The **insane** are not always visible. But they are visible enough. And they are malicious. (HCOB 10 May 72) **2.** having been pronounced **insane** by a psychiatrist or being incapable of any responsibility for social conduct. (HCO PL 6 Oct 58)

INSANE CERTAINTY, would be no **certainty** at all, or a **certainty** asserted by only one or two people and disagreed with by all others. (*Cert*, Vol. 10, No. 12)

INSANE PC, by insane pc is meant one who is subject to highly irrational and destructive behavior. (HCO PL 12 Jun 69)

INSANITY, 1. the overt or covert but always complex and continuous determination to harm or destroy. (HCOB 28 Nov 70) **2. insanity** is most often the suppressed agony of actual physical illness and injury. (HCOB 2 Apr 69) **3.** the obsessive adaptation of a solution to the exclusion of all other solutions in the absence of a problem. (SH Spec 27X, 6107C04) **4.** the inability to associate or differentiate properly. (*Scn 8-8008*, p. 44) **5. insanity** is an emotion which is brought about by the compulsion to reach and the inhibition not to reach or the compulsion not to reach and the inhibition to reach. (2ACC-18A, 5312CM08) **6.** the best definition of which I know would be: the person widely believes that the symbols are the things. (PDC 20) **7. insanity** is an individual assisting things which inhibit survival and destroying things which assist survival. (5109CM24A) **8.** if an individual is incapable of adjusting himself to his environment so as to get along with or obey or command his fellows, or, more importantly, if he is incapable of adjusting his environment, then he can be considered to be **"insane."** But it is a relative term. (*DMSMH*, p. 380) **9.** the point between where a person who is sane goes thereafter **insane** is very precise. It's the exact point at which he begins to stop something. At that moment he is **insane.** At first he is **insane** on that one subject; then he can get another idee fixe and become **insane** on another subject, thus getting cumulative **insanity.** But there is no doubt of his **insanity** on that one subject, something

that he is trying to stop. (6711C18S0) **10. insanity** itself is simply must reach—can't reach, must withdraw—can't withdraw. (SH Spec 98, 6201C10)

IN-SCANNING, taking energy manifestations that were in the incident as they flowed in toward the preclear. That's **in-scanning.** That's environment to the preclear in the incident. (5203CM04B)

IN SESSION, the definition of in session is interested in own case and willing to talk to the auditor. When this definition describes the session in progress, then of course the pc will be able to as-is and will cognite. (HCOB 26 Apr 73 I)

INSTANT F/N, 1. an **instant F/N** is an **F/N** which occurs **instantly** at the end of a major thought voiced by the auditor or at the end of the major thought voiced by the pc (when he originates items or tells what the command means). (HCOB 20 Sept 78) **2.** an **instant F/N** is a read. (HCOB 20 Sept 78) **3.** an **instant F/N** on an item means charge has just keyed out on that item, and that can key back in again. (HCOB 20 Sept 78) **3.** In Dn an **instant F/N** takes precedence over all other reads. This is because, the pc, having just keyed out the charge on that item will find it most real. It will be the most runnable item. An **instantly F/Ning** item is taken up first (HCOB 20 Sept 78)

INSTANT READ, 1. the correct definition of **instant read** is that reaction of the needle which occurs at the precise end of any major thought voiced by the auditor. All definitions which state it is fractions of seconds after the question is asked, are cancelled. Thus an **instant read** which occurs when the auditor assesses an item or calls a question is valid and would be taken up and latent reads, which occur fractions of seconds after the major thought, are ignored. Additionally, when looking for **reads** while clearing commands or when the preclear is originating items, the auditor must note only those **reads** which occur at the exact moment the pc ends his statement of the item or command. (HCOB 5 Aug 78) **2.** that reaction of the needle which occurs at the precise end of any major thought voiced by the auditor. (HCOB 25 May 62) **3.** if the needle reacts within 1/5 to 1/10 of a second after the question is asked, it is an **instant read.** This is valid. If it reacts 1/2 to 1 second after the question, this is invalid. (HCOB 28 Sept 61)

INSTANT ROCK SLAM, that **"rock slam"** which begins at the end of the major thought of any item. *Symbol* IRS. (HCOB 8 Nov 62)

INSTANT RUDIMENT READ, on **rudiments,** repetitive or fast, the **instant read** can occur anywhere within the last word of the question or when the thought major has been anticipated by the preclear, and must be taken up by the auditor. This is not a prior read. Preclears poorly in session, being handled by auditors with indifferent TR-l, anticipate the **instant read** reactively as they are under their own control. Such a read occurs in the body of the last meaningful word in the question. It never occurs latent. (*EMD*, p. 37)

INST CONF, Instructors' Conference. (HCOB 29 Sept 66)

INSTITUTIONALIZED, having been committed to a public or private **institution** for the insane. (HCO PL 6 Oct 58)

IN TECH, when **tech is in,** we mean that Scn is being applied and is being correctly applied. (HCOB 13 Sept 65)

INTEG, Integrity. (BPL 5 Nov 72RA)

INTEGRITY, (**1**) the condition of having no part or element taken away or wanting; undivided or unbroken state; wholeness. (**2**) the condition of not being marred or violated; unimpaired or uncorrupted condition; soundness. (**3**) soundness or moral principle; the character of uncorrupted virtue, especially in relation to truth and fair dealing; uprightness, honesty, sincerity. (BTB 4 Dec 72)

INTEGRITY PROCESSING, 1. in an effort to get around what was thought to be a public relations scene, the name "security checking" was changed to **"Integrity Processing."** This was also a PR error because the actual truth of the matter is it originated as "confessional" and should have simply been changed back to "handling of confessions." This administrative demand of name alteration threw the original issues on "sec checking" into disuse. Additionally, **"Integrity Processing"** did not include all the tech of sec checking. There should be no further confusion in this matter. "Sec checking", **"Integrity Processing"** and "confessionals" are all the exact same procedure and any materials on these subjects is interchangeable under these titles. (HCOB 24 Jan 77) *Abbr*. IP **2. that processing** which enables a person, within the reality of his own moral codes and those of the group, to reveal his overts so he no longer requires to withhold and so enhances his own **integrity** and that of the group. (BTB 4 Dec 72) *Abbr*. IP.

INTELLIGENCE, 1. is the ability to recognize differences, similarities and identities. (HCO PL 26 Apr 70R) **2.** the ability to perceive, pose and resolve problems. (*Scn 0-8*, p. 64) **3.** the ability of an individual, group or race to resolve problems relating to survival. (*Scn 0-8*, p. 61)

INTELLIGENCE GAIN, loss of restimulation by stupidity by reason of attempts to confront or experience the problems of life (**intelligence** appears when stupidity is keyed out or erased). **Intelligence** is a confronting ability. (HCOB 28 Feb 59)

INTENSIVE, an **intensive** is defined as any one single period of 12 1/2 hours or 25 hours of auditing delivered all within one single week or weekends on a set schedule. (HCO PL 20 Oct 71)

INTENSIVE PROCEDURE, the Standard Operating Procedure, 1954, given in *The Creation of Human Ability*, by L. Ron Hubbard. (PXL, p. 277)

INTENTION, 1. an **intention** is something that one wished to do. He **intends** to do it; it's an impulse toward something; it's an idea that one is going to accomplish something. It's **intentional**, which means he *meant* to do it, he *means* to do it. (SH Spec 83, 6612C06) **2.**

intention is the command factor as much as anything else. If you **intend** something to happen it happens if you **intend** it to happen. Verbalization is not the **intention.** The **intention** is the carrier wave which takes the verbalization along with it. (Abil 270) **3.** degree of relative beingness which an individual desires to assume as plotted on the tone scale. (5203CM04A)

INTENTIONAL WITHHOLD, one which is a **withhold** because he would be punished if he admitted it. (SH Spec 63, 6110C05)

INTEREST, 1. interest is more consideration than attention, and is therefore attention with intention. **Interest,** therefore, could be defined as this; attention with an intention to give or attract attention. (*Scn 0-8*, p. 103) **2. interest** does not mean happiness and joy. **Interest** is only absorbed attention and a desire to talk about it. (HCOB 1 Jul 63)

Interested — Interesting (Def. 1)

INTERESTED/INTERESTING, 1. a thetan is **interested,** and an object is **interesting.** A thetan is not **interesting. He is interested.** And when a person becomes terribly **interesting** he has lots of problems. That is the chasm that is crossed by all of your celebrities, anybody who is foolish enough to become famous. He crosses over from being **interested** in life to being **interesting,** and people who are interesting are really no longer interested in life. (PXL, p. 191) **2.** "A" has the intention of **interesting** "b." "B" to be talked to, becomes **interesting.** Similarly "b," when he emanates a communication, is **interested** and "a" is **interesting.** Cause is interested, effect is interesting. (*Dn 55!*, p. 66)
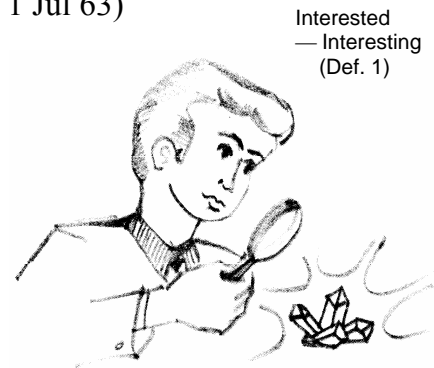
INTERIORIZATION, 1. the state or condition of being **interiorized**. "To go in" = the act of the *verb* **interioriz**ing. "Went in" (past tense of the verb "to go in") = the past tense of the act of **interioriz**ing. What you will be auditing [in the Interiorization Rundown] is times the "pc went in" or others were caused "to go in—and not "was in" or "was stuck in" or "sat in," but the actual times when the action of *going in* occurred. [HCOB 4 Jan 71) **2. interiorization** means going into it too fixedly, and becoming part of it too fixedly. It doesn't mean just going into your head. (SH Spec 84, 6612C13) **3.** if the havingness of the preclear is low, he is apt to close in tight to the body because this gives him more havingness and if the preclear fears that the body is going to go out of control he will also move in closer to the body. Thus we get **interiorization** as no more complicated than fear of loss of control and drops in havingness. (*SCP*, p. 18) *Abbr*. Int.

INTERIORIZATION RUNDOWN, 1. also known as **Int-Ext RD for Interiorization-Exteriorization Rundown.** (HCOB 24 Sept 71) **2. the Interiorization Rundown** is a remedy designed to permit the pc to be further audited after he has gone exterior. The **Int Rundown** is not meant to be sold or passed off as a method of exteriorizing a pc. (HCOB 17 Dec 71R) See EXTERIORIZATION RUNDOWN.

INTERN(E), an advanced graduate or a recent graduate in a professional field who is getting practical experience under the supervision of an experienced worker. (HCOB 19 Jul 71)

INTERN(E)SHIP, serving a period as an **intern,** or an activity offered by a Church of Scientology by which experience can be gained. The apprenticeship of an auditor is done as a Scientology Church **intern.** A course graduate becomes an auditor by auditing. That means lots of auditing. (HCOB 19 Jul 71)

INTERROGATION, (SILENT), how to read an E -meter on a **silent subject.** When the person placed on a meter will not talk but can be made to hold the cans, it is still possible to obtain full information from the person asking questions, one expects no reply, asks for no pictures. The auditor just watches the needle for dips when questions are asked. (HCOB 30 Mar 60)

INT-EXT, interiorization-exteriorization. (HCOB 30 May 70)

INT-EXT RD, Interiorization-Exteriorization Rundown. (HCOB 24 Sept 71)

IN THE WHITE, *Slang.* on an OCA, the center line of 00 is the critical point of the graph. A little bit into the lower gray-shaded area is not too bad. But when they go down **into the white,** like a minus 62 or a minus 76 or even a minus 26, they're said to be **"in the white."** (7203C30S0)

INTRD, Interiorization Rundown also known as Int-Ext RD for **Interiorization-Exteriorization Rundown.** (HCOB 24 Sept 71)

INTRODUCTION OF AN ARBITRARY, an arbitrary may be considered as a factor **introduced** into a problem's solution when that factor does not derive from a known natural law but only from an opinion or authoritarian command. A problem resolved by data derived from known natural laws resolves well and smoothly and has a useful solution. When a problem is resolved by **introducing arbitraries** (factors based on opinion or command but not natural law) then that solution, when used, will ordinarily require more **arbitraries** to make the solution applicable. The harder one tries to apply the solution corrupted by **arbitraries** to any situation, the more **arbitraries** have to be **introduced.** (*SOS* Gloss)

INTROSPECTION RUNDOWN, the essence of the **Introspection Rundown** is looking for and correcting all those things which caused the person to look inward, worriedly and wrestle with the mystery of some incorrectly designated error. The end phenomena is the person extroverted, no longer looking inward worriedly in a continuous self-audit without end. (HCOB 23 Jan 74RA)

INTROVERSION, 1. looking in too closely. (*POW*, p. 92) **2.** a manifestation of the analytical mind trying to solve problems on
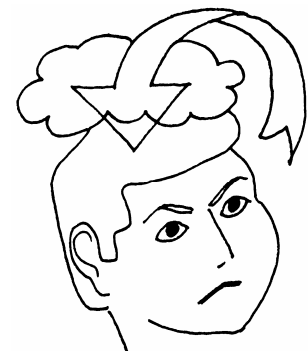
Introversion

improper data, and observing the organism being engaged in activities which are not conducive to survival along the dynamics. (*DTOT*, p. 105)

INTROVERTED, he would look in on himself. (SH Spec 84, 6612C13)

INT RUNDOWN CORRECTION LIST, used when **Int-Ext** reads on any repair list and the **Int RD** has already been done or corrected, when a bog occurs on the Int RD itself, or if pc upset after **Int RD** and/or TA gone high or low immediately after. Don't re-run Int **RD**— use the **correction list**. EP is all reading items handled to F/N, EP of **Int RD**, and **INT-Ext** no longer reading. (BTB 11 Aug 72RA)

INVADER FORCES, 1. an electronics people. The electronics people usually happen to be an evolutionary line which is on heavy gravity planets and so they develop electronics. The reason you say **invader force** at all is because at some time along the line fairly early in its youth it took off to conquer the whole mest universe. You could expect almost anything in terms of physical form particularly physical form which matched the peculiar purpose of this group. They've usually got some gimmick like Fac One. Control has been the main thing. The way to control territory is control people. (5206CM27A) **2.** there are five **invader forces** active and one aborning, but the one aborning is not active. It will probably be several million years before you begin to see this one, some of you hit the track 60 trillion years ago mest universe and some of you didn't get into the mest universe until about 3 trillion years ago that is **invader force one and invader force two.** This is E-meter data confirmed from preclear to preclear. Now we don't see anything of **invader force three** here on earth. I just haven't found any threes. **Invader force four** is really holding the fort someplace or other. Every little while, a few million years, some planet will get taken over by an **invader force.** (5206CM27A) See also FIFTH INVADER FORCE.

IN VALENCE, what we mean by "in valence" is simply **in the valence** he was in when the engram occurred. Now when we say out of valence we mean simply and entirely the pc was not in the body he was occupying during the incident. (SH Spec 51, 6109C07)

INVALIDATE, the auditor, when a question or item or flow doesn't read, can and should always put in "Suppress" and "Invalidate." "On this (question) (item) (flow), has anything been suppressed?" "On this (question) (item) (flow), has anything been invalidated?" If either one read, the question or item or flow will also read. (HCOB 3 Sep 78)

INVALIDATION, 1. refuting or degrading or discrediting or denying something someone else considers to be fact. (HCOB 2 Jun 71 I) **2.** any thought, emotion or effort, or counter-thought, counter-emotion or counter-effort which denies or smothers the thought, emotion or effort of the individual. (*HOM*, p. 56) **3. invalidation** by words is the symbolic level of being struck. (2ACC-19B, 5312CM09) **4.** basically, non-attention. Attention itself is quite important for attention is necessary before an effect can be created. (PAB 8) **5. invalidation** is force applied. You apply enough force to anybody and you've **invalidated** him. How **invalidated** can he get? Dead! (5207CM24B) *Abbr*. Inval.

INVALIDATION OF AUDITORS, could be defined as (a) letting an auditor lose, (b) correcting things he does right. (HCOB 1 Sept 71 I)

INVENTION PROCESSING, this is done by having the preclear **invent** various ideas or considerations by which he creates stable data to displace aberrated stable data, and to handle confusions. (Op. Bull. No. 1)

INVERSION, 1. a switch to an opposite obsessive consideration such as from compulsion to inhibition. There may be many **inversions** on any consideration, each leading further from self-determinism. (*Scn 0-8* Gloss) **2.** his resistance has been overcome so that when it tries to outflow, it inflows. That's an **inversion** and that's what's meant by **inversion.** A person tries to outflow, he inflows— in other words, he exactly reverses his consideration on the thing. (8ACC-8, 5410CM12) **3.** the flows have exactly turned around and that's what we know as n **inversion** and that's exactly why we call it an **inversion;** because it's a flow going backwards. (SH Spec 6, 6106C02)

INVERTED DYNAMICS, we can take a person and actually have him be someplace else when he is right there. See, he'll still keep this body but he'll actually be and operate someplace else and you'll run into this every once in a while in a preclear. We call this **inverted dynamics.** (2ACC-1B, 5311CM17)

INVISIBLE CASE, cannot see mock-ups. They have no field and do not see anything when they close their eyes, everything is **invisible,** they have no facsimiles, no mock-ups. (PAB 154)

INVISIBLE FIELD, a part of some lock, secondary or engram that is **"invisible."** It like a black field responds to R3R. (HCOB 23 Apr 69)

IP, see INTEGRITY PROCESSING.

IQ, 1. intelligence quotient. IQ ratings are a measure of an individual's capacity for learning something new; they are scales based upon how old in years a person has become compared to how "old," he is mentally. (*SOS*, p. xxi) **2.** the degree that a person can observe, understand actions. (SH Spec 100, 6201C16)

IRRATIONALITY, the inability to get right answers from data. (*DMSMH*, p. 16)

IRS, instant rock slam. (HCOB 8 Nov 62)

IS-ES, THE, *Slang*. the four conditions of existence. (PXL, p. 214) [These four conditions are listed separately under AS-ISNESS, ALTER-ISNESS, IS-NESS, NOT-ISNESS.]

IS-NESS, 1. is-ness is an apparency of existence brought about by the continuous alteration of an as-isness. This is called, when agreed upon, reality. (PXL, p. 154) **2.** something that is persisting on a continuum. That is our basic definition of **is-ness.** (PXL, p. 91) **3.** the anat-

omy of reality is contained in **is-ness**, which is composed of as-is-ness and alter-is-ness. **Is-ness** is an apparency, it is not an actuality. (PXL, p. 175)

"ISSUE I", first **issue** of that date. ["issue" as seen on HCOBs and HCO PLs.] (HCOB 4 Sept 71 III)

ITEM, 1. any one of a list of things, people, ideas, significances, purposes, etc., given by a preclear to an auditor while listing; any separate thing or article; in particular, one placed on a list by a pc. (*Dn Today*, p. 1028) **2.** somatic or sensation etc. (HCOB 27 May 70) **3.** any terminal, opposition terminal, combination terminal, significance, or idea (but not a doingness, which is called "a level") appearing on a list derived from the pc. (HCOB 8 Nov 62) *Symbol* IT.

ITSA, 1. the action of the pc saying "It's a this or it's a that." (HCOB 6 Nov 64) **2.** letting the pc say what's there that was put there to hold back a confusion or problem. (HCOB 1 Oct 63) **3.** pc saying what is, what is there, who is there, where it is, what it looks like, ideas about, decisions about, solutions to, things in his environment. The pc talking continuously about problems or puzzlements or wondering about things in his environment, is not **it-saing.** (HCOB 16 Oct 63) **4.** a pc who is **itsaing** is simply looking at and identifying some thing. (SH Spec 320, 6310C31) **5.** TA comes from saying "It is . . ." Itsa isn't even a comm line. It's what travels on a comm line from pc to auditor, if that which travels is saying with certainty "It is." (HCOB 1 Oct 63)

ITSA LINE, the pc's **line** to the auditor. (HCOB 23 May 71 III)

ITSA MAKER LINE, the pc's **line** to his bank. (HCOB 23 May 71

IVORY TOWER RULE, the case supervisor is most successful when he supervises in seclusion. This is called the **Ivory Tower rule.** (HCOB 8 Aug 71)

J

JAMMING THE TRACK, *Slang*. sticking, holding the **time track.** (PAB 106)

JEALOUSY, is basically an inability to confront the unknown. (SH Spec 43, 6108C22)

JIGGLE-JIGGLE, needle manifestation. A vibration. You've got somebody with an alternating current ridge. (SH Spec 1, 6105C07)

JOBURG, a comprehensive security checklist developed in Jo**hannesburg,** South Africa. (Abil,1218)

JOINT POSITION, the recall of bodily attitudes. (*SOS* Gloss)

JUDICIARY DIANETICS, covers the field of **adjudication** within the society and amongst the societies of man. Of necessity it embraces **jurisprudence** and its codes and establishes precision definitions and equations for the establishment of equity. It is the science of **judgment.** (*DMSMH*, p. 402)

JUMP CHAINS, the main liability (in Dn auditing) of pushing a pc past a win is that he may **"jump chains"** and begin another **chain** with no assessment. (HCOB 23 Jun 69)

JUNIOR CASE, if father was named George and the patient is called George, beware of trouble. The engram bank takes George to mean George and that is identity thought deluxe. A **junior case** is seldom easy. (*DMSMH*, p. 305)

JUSTICE, 1. the action of the group against the individual when he has failed to get his own ethics in. (HCOB 15 Nov 72 II) **2.** could be called the adjudication of the relative rightness or wrongness of a decision or an action. (AP&A, p. 10)

JUSTIFICATION, explaining away the most flagrant wrongnesses. Most explanations of conduct, no matter how far fetched, seem perfectly right to the person making them since he or she is only asserting self-rightness and other-wrongness. (HCOB 22 Jul 63)

JUSTIFIED THOUGHT, the attempt of the analytical mind to explain the reactive, engramic, reactions of the organism in the ordinary course of living. **Justified thought** is the effort of the conscious mind to explain away aberration without admitting, as it cannot do normally, that it has failed the organism. (*DTOT*, p. 42)

JUSTIFIER, 1. the technical term we apply to the "mock-up" or overt act demanded by a person guilty of an unmotivated act. (*Scn 0-8*, p. 156) **2.** a mocked up motivator. (8ACC-16, 5410CM21)

JUSTIFIER-HUNGRY, an act must be considered harmful or evil to be an overt act. To need a **justifier** a person must have believed his act to have been harmful. In that a thetan cannot possibly, actually, be harmed, any harmful act he performs is an unmotivated act. As the thetan cannot experience a motivator-overt act sequence, we have the dwindling spiral. He is always **justifier hungry.** Thus he punishes and restimulates himself. Thus he is always complaining about what others do to him. Thus he is a problem to himself. (*Scn 0-8*, p. 156)

K

KEEPER OF TECH, is the highest technically trained personnel in the field. He/she is usually located in a very specific area (Church), where they can be contacted and communicated with any time. The major duty of any **Keeper of Tech** is to ensure that the standard of Dn and Scn **technology,** processing and case supervision is applied and maintained as originated by LRH, as its 100 per cent rate, in the area they are **keeping tech** in. (FO 2354) *Abbr.* KOT

KERFUFFLE, *Slang.* an upset. (SH Spec 45, 6411C03)

KEYED-OUT CLEAR, 1. when you find what lock words have been tied into the GPMs in this or even an earlier lifetime and key them out (destimulate them) (untie them from the main mass) the GPMs sink back into proper alignment and cease being effective. This makes a **key-out Clear.** This condition is valuable because the GPMs are now confrontable one by one (not dozens by dozens) and Routine 6 can be run easily on the preclear. (HCOB 17 Oct 64 III) **2.** this is a simulated Clear, we call it a **"keyed-out Clear"** quite properly. But it isn't a Clear, it's a release. The person has been released from his reactive mind. He still has that reactive mind but he is not in it. He is just released from it. (HCOB 2 Apr 65)

KEYED-OUT OT, 1. released OT. (HCOB 30 Jun 65) **2.** the pc is still a preclear though a **keyed-out OT.** This really isn't a thetan exterior. The thetan exterior is quite unstable and can be attained below an ordinary first stage release. **Keyed-out OT** is not done by routine auditing, being an offshoot of it that happens sometimes. (HCOB 28 Jun 65)

Key Out (Def. 1)
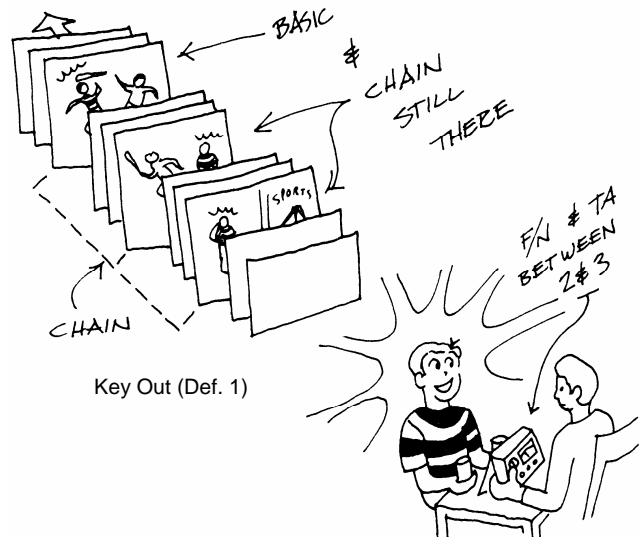
KEY-IN, v. 1. the action of recording a lock on a secondary or engram. (HCOB 23 Apr 69) —n. **1.** the first time an engram is restimulated is called a **key-in. A key-in** is merely a special kind of lock, the first lock on a particular engram. (*SOS*, Bk. 2, p. 29) **2.** a moment when the environment around the awake but fatigued or distressed individual is itself similar to the dormant engram. At that moment the engram becomes active. It is **keyed-in** and can thereafter be dramatized. (*SOS*, Bk. 2, p. 136) **3.** the action of some part of the reactive mind moving in on the person. A key-in occurs when the environment around the awake but fatigued or distressed individual is similar to some part of the reactive mind. Since the reactive mind operates on the equation A=A=A, the present time environment becomes identified with the contents of a par-

ticular portion of the bank and so it activates and exerts its influence on the person. (HCOB 19 Dec 80R)

KEY-OUT, v. 1. an action of the engram or secondary dropping away without being erased. (HCOB 23 Apr 69) —n. **2.** the person without knowing what the earlier instance was has had the lock vanish. That's a **key-out.** (SH Spec 122 6203C19)—adj. **3.** released from the stimulus-response mechanisms of the reactive mind. (PXL, p. 18) **4.** release or separation from one's reactive mind or some portion of it. (PXL, p. 252) **5.** the action of the reactive mind or some portion of it dropping out of restimulation on the pc. (HCOB 19 Dec 80R)

KEY TO LIFE COURSE, 1. Product: A Scientologist who is in communication because he can express himself easily and clearly both verbally and in writing and can fully understand the communication he receives from others. (Grade Chart) **2.** piloting was begun by LRH in 1979 but never finalized until 1990. The entire course is twinned, consisting of Clay Table processing, word-clearing small common words, and grammar studies. Undercuts all previous education by returning the individual to the basics of literacy. (Editor) *Abbr.* KTL

KINESTHESIA, 1. by kinesthesia we perceive motion through space and time. (*SOS*, p. 59) **2.** weight and muscular motion. (*DMSMH*, p. 46)

KINETIC, something which has considerable motion. (Scn 8-80, p. 43)

KINETIC MOTION, something that's moving. Or a potentiality of **motion.** (PDC 18)

KNOW BEST, a technical and admin term. In tech it refers to an auditor who in misapplying a process on a pc considers he **knows** more than is actually contained in the technical bulletins on the subject and uses this **"know best"** as a basis for altering technical procedure. In admin it refers similarly to a person who considers he has a better way of accomplishing something than is contained in the policy letters covering that subject and messes things up. Management then finds itself left with the task of correcting that person's goofs by applying the correct standard policy to the area. In English, it is a derogatory term meaning the person is pretending to know while actually being stupid. (LRH Def. Notes)

KNOWING CAUSE, the person at **cause** is there because he **knows** he is there and because he is willingly there. The person at **cause** is not at **cause** because he does not dare be at effect. He must be able to be at effect. If he is afraid to be at effect, then he is unwilling cause and is at cause only because he is very afraid of being at effect. (*SCP*, p. 9)

KNOWINGNESS, 1. being certainness. (PAB 1) **2.** a capability for truth; it is not data. (PDC 47) **3. knowingness** would be self-determined **knowledge.** (5405C20)

KNOWLEDGE, 1. by knowledge we mean assured belief, that which is **known** information, instruction; enlightenment, learning; practical skill. By **knowledge** we mean data, factors and whatever can be thought about or perceived. (*FOT*, p. 76) **2. knowledge** is more than data; it is also the ability to draw conclusions. (*DAB*, Vol. II, p. 69) **3.** a whole group or

subdivision of a group of data or speculations or conclusions on data or methods of gaining data. (*Scn 0-8*, p. 67)

KNOW-POINT, a **know-point** is senior to a viewpoint. An individual would not have dependency on space or mass or anything else. He'd simply know where he was. (PXL, p. 257)

KNOW-TO-MYSTERY SCALE, the **scale** of affinity from **knowingness** down through lookingness, emotingness, effortingness, thinkingness, symbolizingness, eatingness, sexingness and so through to **not-knowingness-mystery. The know-to-sex scale** was the earlier version of this scale. (PXL, p. 49)

KOT, Keeper of Tech. (FO 2354)

KRC TRIANGLE, the upper **triangle** in the Scn symbol. The points are K for **knowledge, R for responsibility,** and C for **control.** It is difficult to be **responsible** for something or **control** something unless you have knowledge of it. It is folly to try to **control** something or even know something without **responsibility.** It is hard to fully know something or be **responsible** for something over which you have no **control,** otherwise the result can be an overwhelm. Little by little one can make anything go right by: increasing KNOWLEDGE on all dynamics, increasing RESPONSIBILITY on all dynamics, increasing CONTROL on all dynamics. (HCO PL 18 Feb 72)

KRC Triangle
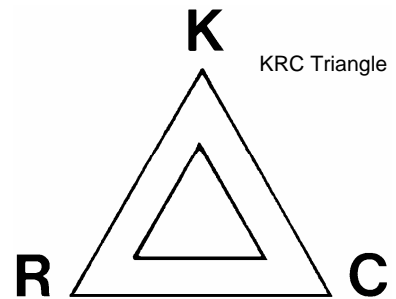
KUCDEIOF, know, unknow, curious, desire, enforce, inhibit, none of it, false. (SH Spec 296, s308C20)

L

L, all **lists** have been in HCOBs as "L." (HCOB 19 Aug 63) [In this dictionary, the Scn and Dn lists will be found under LIST.] See also CORRECTION LIST.

LACC, London Advanced Clinical Course. (HCOB 29 Sept 66)

LAM, London Auditors' Meetings. (HCOB 29 Sept 66)

LAMBDA, 1. Dianetic Axiom 11: A life organism is composed of matter and energy in space and time, animated by theta. *Symbol*: Living organism or organisms will hereafter be represented by the Greek letter **Lambda.** (*Dn Today*, p. 968) **2.** a chemical heat engine existing in space and time motivated by the life static and directed by thought. (*Dn Today*, p. 969)

L & A, Logics and Axioms Lectures. (HCOB 29 Sept 66)

L & N, Listing and Nulling. (HCOB 20 Apr 72 II)

L&N LIST, a list of items given by a pc in response to a listing question and written down by the auditor in the exact sequence that they are given to him by the preclear. An L&N **list** is always done on a separate sheet. (BTB 7 Nov 72 III)

LANGUAGE, 1. the symbolization of effort. (*Scn 0-8*, p. 82) **2.** the communications of agreements and disagreements. (PDC 27) **3.** symbolized object or condition or state of being. (PDC 44)

LANGUAGE LOCKS, locks in which the main aberrative content is in terms of **language.** These may be considered symbolic restimulators of mest **locks,** which are more fundamental. (*SOS* Gloss)

LARGE READS, 1/3 of a dial or more at sensitivity 5. (HCOB 24 Jan 65)

LARGE THETA BOP, a quarter of a dial to a third of the dial. (*Cert,* Vol. 5, No. 9, 1958)

LAST GPM, closest to PT. (SH Spec 307, 6309C17)

LATENT READ, 1. The correct definition of instant read is that reaction of the needle which occurs at the precise end of any major thought voiced by the auditor. All definitions which state it is fractions of seconds after the question is asked, are cancelled. Thus an instant read which occurs when the auditor assesses an item or calls a question is valid and would be taken up and **latent reads,** which occur fractions of seconds after the major thought, are ignored. (HCOB 8 Apr 63) **2.** a read which occurs later than completion of the

major thought being expressed in words by the auditor. (HCOB 25 May 62) **2.** if the needle doesn't fall or react for a second or more after the question is asked, and then reacts, this is a **latent read.** (HCOB 6 Jul 61)

LATER ON THE TRACK, closer to PT. (HCOB 8 Apr 63)

LAUDABLE WITHHOLD, if it's **laudable** to have done it, then it's not **laudable to withhold** it. All right, if it's **laudable to withhold** it then it must be coupled with, "You shouldn't ought to have done it, it shouldn't be done." So one of the pair of the overt or the **withhold** is always **laudable** and always desirable. And the other one is undesirable. A **laudable withhold** is an undesirable action. (SH Spec 100, 6201C16)

LAUGHTER, 1. Laughter plays a definite role in therapy. It is quite amusing to see a preclear, who has been haunted by an engram which contained great emotional charge, suddenly relieve it, for the situation, no matter how gruesome it was, when relieved, is in all its aspects a subject of great mirth. **Laughter** is definitely the relief of painful emotion. (*DMSMH*, p. 121) **2. this laughter** is the reversing of charge residual in the locks which depended for their fear content or antagonistic content upon the basic engrams. (*DTOT*, p. 99)

LAW OF AFFINITY, the **law of affinity** might be interpreted as the **law of cohesion; "affinity"** might be defined as "love" in both its meanings. Deprivation of or absence of affection could be considered as a violation of the **law of affinity.** Man must be in **affinity** with man to survive. (*DMSMH*, p. 106)

LAWS, the codified agreements of the people crystallizing their customs and representing their believed in necessities of conduct. (PAB 96)

LCHP, London Congress of Human Problems. (HCOB 29 Sept 66)

LCNRH, London Congress on Nuclear Radiation and Health. (HCOB 29 Sept 66)

LD, long duration. (HCOB 9 Aug 69)

LEARNING DRILL, THE, a **drill** used to improve the ability to study and increase the **learning** rate. (BTB 10 Dec 70R)

LEAVE OF ABSENCE, an authorized period of **absence** from a course granted in writing by a course supervisor and entered in the student's study folder. (HCOB 19 Jun 71 III)

LECT, lecture. (HCOB 29 Sept 66)

LEFT-HAND BUTTON, a suppressor-type **button.** The nearly found-out is a **left-hand button** and does not necessarily read on the meter. Suppress, careful of, nearly found out, fail to reveal. They do not cause things to read, they prevent things from reading. All the other buttons cause things to read unnecessarily. Anxious about tends to be a **left-hand but-**

ton. Protest follows on a **left-hand button** so it tends to be the point where the **left** and right side tie together. (SH Spec 229, 6301C10)

LEG OF A PROCESS, in a process with more than one command, each command is called a "leg." (HCOB 21 Jul 63)

L-11, New Life Rundown. (CG&AC 75) See also L9S.

L-11 EXPANDED, New Life Expansion Rundown. (CG&AC 75)

LETTING THE PC HAVE HIS WIN, a session that tries to go beyond a big dial wide drifting floating F/N only distracts the pc from his **win. Big win.** Any **big win** (F/N dial wide, cog, VGIs) gives you this kind of persistent F/N. You at least have to let it go until tomorrow and **let the pc have his win.** That is what is meant by **letting the pc have his win.** When you get one of these dial wide F/Ns, cog, VGIs, Wow! you may as well pack it up for the day. (HCOB 8 Oct 70)

LEVEL, 1. grade and **level** are the same thing but when one has a grade one is a pc and when one has a **level** one is studying its data. (HCOB 2 Apr 65) **2.** a segment of technical information or performance for any application of Scn. (*Aud 72 UK*) **3. Level** means "that body of Scn data for that point of progress of the individual." (*Aud 72 UK*) **4.** any doingness or not doingness on the pre-hav scale. Any word in the scale itself. (HCOB 7 Nov 62 III) *Abbr.* Lev.

LEVEL 0, see HRS.

LEVEL I, see HTS.

LEVEL II, see HCA.

LEVEL III, see HPA.

LEVEL IV, see HAA.

LEVEL V, see HVA.

LEVEL (5), STATE OF CASE, dub-in—some areas of track so heavily charged, pc is below consciousness in them. (HCOB 8 Jun 63) [For a complete list of the 8 levels of case of SOP 8-C, see STATE OF CASE SCALE.]

LEVEL VI, see HSS. [The SHSBC teaches to Level VI and results in a Class VI auditor. However Grade VI is a solo-audit grade and is not only done by a Class VI auditor but also by pcs who have attained Grade VA and have completed a special course which teaches them to solo audit.]

LEVEL VII, Level VII contains the materials necessary to totally erase the reactive mind. (SH Spec 71, 6607C26) [The Class VII Course is the course which teaches auditors to audit the power processes. Level VII or Clearing Course, as it is more often called, is done by pcs who have successfully solo audited to Grade VI Release, after which they may solo audit to Clear.]

LEVEL OF AWARENESS, by level of awareness is meant that of which a being is **aware.** There are about fifty-two **levels of awareness** from unexistence up to the state of Clear. A being who is at a **level** on this scale is aware only of that **level** and the others below it. (HCO PL 5 May 65)

LF, long fall. (HCOB 29 Apr 69)

LFBD, long fall blowdown. (HCOB 29 Apr 69)

LGC, London Group Course. (HCOB 29 Sept 66)

LIE, 1. a second postulate, statement or condition designed to mask a primary postulate which is permitted to remain. (PXL, p. 180) **2.** a statement that a particle having moved did not move, or a statement that a particle not having moved, did move. (PXL, p. 180) **3.** an alteration of time, place, event and form. (PXL, p. 187) **4.** invention with a bad connotation. (PAB 49)

LIE FACTORY, *Slang*. technically, a phrase contained in an engram demanding prevarication—it was originally called a fabricator. (*DMSMH*, p. 191)

LIE REACTION, questions originally used in Scientology only to study the needle pattern of the person being checked so that changes in it could then be judged in their true light. Some pcs for instance, get a slight fall every time any question is asked. Some get a fall only when there is heavy charge. Both can be security checked by studying the common pattern of the needle demonstrated in asking the **lie reaction** questions. (HCO PL 25 Mar 61)

LIFE, 1. (understanding), when we say "Life" we mean understanding, and when we say "understanding" we mean affinity, reality and communication. To understand all would be to live at the highest level of potential action and ability. Because life is understanding it attempts to understand. When it faces the incomprehensible it feels balked and baffled. (*Dn 55!*, p. 36) **2.** a fundamental axiom of Dn is that life is formed by theta compounding with mest to make a living organism. Life is theta plus mest. (*SOS*, Bk. 2, p. 3) **3.** a static, which yet has the power of controlling, animating, mobilizing, organizing and destroying matter, energy and space, and possibly even time. (*HFP*, p. 24) **4.** a thought or mind or beingness that conceives there are forms, masses, spaces, and difficulties. (HPCA-64, 5608C) **5.** that which is posing and solving problems. (UPC 11) **6.** Life is a game consisting of freedom, barriers and purposes. (*Scn 0-8*, p. 119)

LIFE AND LIVINGNESS ENVIRONMENT, the workaday world of the pc. (HCOB 1 Oct 63)

LIFE CONTINUUM, 1. one individual attempting to carry on the life of another deceased individual or departed individual by means of generating in his own body the infirmities and mannerisms of the deceased or departed individual. (9ACC-24, 5501C14) **2.** it is the restimulation of an individual's desire to go on living when he's dying. (5112CM28B) **3.** it is simply this: somebody fails, departs or dies and the individual then takes on the burden of this person's habits, goals, fears, and idiosyncrasies. (5112CM28B)

LIFE ORIENTATION COURSE, 1. teaches the skills and procedures with which a person can fully straighten out his own life and become competent in the physical universe. Product: Someone who will be competent in the physical universe. (Grade Chart) **2.** the Hubbard Life Orientation Course helps an individual become able to sort out every single area of his life, thus pointing all his activities towards the same end and aligning all his dynamics. (RTC Promo) *Abbr.* LOC

LIFE REPAIR PROGRAM, handles Life areas. (HCOB 15 Jun 70) [Note the referenced HCOB outlines the steps for this type of program.]

LIFE RUDS, as the person with out ruds makes no real gain it is wise to put **ruds in "in Life."** This is done with, **"In Life** have you had an ARC break?" "**In Life** have you had a problem?" "**In Life** have you had a withhold?" (HCOB 16 Aug 69)

LIFE STATIC, 1. a Life static has no mass, no motion, no wave-length, no location in space or time. It has the ability to postulate and to perceive. (PXL, p. 146) **2.** the thought, soul, vital part of you which animates this mest, the body. (HCP, p. 75)

LIFE UPSET INTENSIVE, this is a five hour or so **intensive.** It is the ARC break routine mostly. (LRH ED 57 INT)

LIGHT OBJECTIVE PROCESSES, light objective (look outward, take attention off body) **processes.** (Abil Mi 244)

LIGHT PROCESSING, 1. Light processing deals with postulates and effects and can be done either on an individual or co-auditing basis. (*DAB*, Vol. II, p. 173) **2.** includes analytical recall of conscious moments. It is intended to raise tone and increase perception and memory. (*SA*, p. 61)

LIMITED PROCESS, any process which makes the preclear create is a **limited process.** Such processes as "Tell a lie" are creative processes. (HCOB 11 Feb 60)

LIMITED TECHNIQUE, a technique which can be used only for a short time beneficially, and after a certain period of time will begin to cause deterioration. (2ACC-20B, 5312CM10)

LINE CHARGE, a prolonged spell of uncontrolled laughter or crying which may be continued for several hours. Once started a **Line charge** can usually be reinforced by the occasional interjection of almost any word or phrase by the auditor. The **Line charge** usually signals the sudden release of a large amount of charge and brings about a marked change in the case. (*Scn 0-8*, p. 281)

LINE LISTING, when a goal is found, you then have a number of lines. Called lines. And item by item you ask the question of these lines. You ask the question of the lines of the pc and he gives you the answer. And that is written down. And that is called **line listing.** And when you have finished all the **lines** completely there is a free needle on all of the lines. (SH Spec 195, 6309C27)

LINE PLOT, this consists of a heavy blue 13-inch (foolscap or legal) sheet of paper, kept in the pc's folder and kept up to date every time a reliable item (or even last item "in")is found. On this **line plot** one column, the left-hand one, is reserved for oppterms. The right-hand column is reserved for terms and Line ~ indicate whenever terms or oppterms are derived from each other. A reliable item is designated as such on this **line plot** with the symbol R.I. Nonreliable items are not designated. The date each **line plot** item was found is added after the item so it can be found again in the auditor's reports without a scramble. (HCOB 8 Nov 62)

LINES, BASIC FOUR, (1) Who or what would want ... ? (2) Who or what would not want ... ? (3) Who or what would oppose ...? (4) Who or what would not oppose ... ? (HCOB 7 Nov 62)

LIST, see CORRECTION LIST and L & N LIST.

LISTEN STYLE AUDITING, 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. **Listen Style** should not be complicated by expecting more of the auditor than just this: **Listen** to the pc without evaluating, invalidating or interrupting. (HCOB 6 Nov 64)

LISTING, 1. the auditor's action in writing down items said by the pc in response to a question by the auditor. (HCOB 5 Dec 62) **2.** this is something Listed by the pc. The pc says it. It is from a question. The auditor asks the question, the pc then gives him items which the auditor then writes down from the pc. (Class VIII No. 11) **3.** a special procedure used in some processes where the auditor writes down items said by the preclear in response to a question by the auditor in the exact sequence that they are given to him by the preclear. (*Scn AD*) **4.** in Listing, today the correct L&N item must BD and F/N. (HCOB 20 Apr 72 II)

LISTING AND NULLING, 1. this is something **Listed** by the pc, the pc says it. It is from a question. The auditor asks the question, the pc then gives him items which the auditor then writes down from the pc. (Class VIII No. 11) **2.** you ask a question of the pc, the pc gives you item, item, item, item. The auditor writes them down and then he **nulls** the List. And there must only be one item which has any read in it of any kind whatsoever on that List. (Class VIII No. 11) Also see LISTING, see NULLING.

LISTING METER, a real cheap **meter** that was beautifully designed, but basically one that would do a power of good as far as Listing is concerned, so that you wouldn't miss reads. (SH Spec 256, 6304C02)

LIST ONE, 1. a List of Scn items. This includes Scn, Scn organizations, an auditor, clearing, auditing, Scientologists, a session, an E-meter, a practitioner, the auditor's name, Ron, other Scn persons, parts of Scn, past auditors, etc. This List is composed by the auditor, not the pc. (HCOB 23 Nov 62) **2.** this is the **list one** of Routine 2-12. The Scn **list** is called **List One.** (HCOB 24 Nov 62)

LISTS, all lists have been in HCOBs as "**L**." (HCOB 19 Aug 63) [Below are some of the lists which begin with **L**. Other Scn and Dn lists and their usages will appear alphabetically as they occur (e.g. WCCL will be found under W.)] (a) **LCR=Confessional Repair List.** (FBDL 245) (b) **L1=List One.** (HCOB 23 Aug 65) (c) **L1C=List 1C,** used by auditors in session when an upset occurs, or as ordered by the C/S. Handles ARC broken, sad, hopeless or nattery pcs. (HCOB 19 Mar 71) [Earlier numbered L1, L1-A and L1-B.] (d) **LIR=Integrity Processing Repair List.** The rule of Integrity processing is that it should always end on an F/N. When it does not F/N however (which includes F/Ning at the pc examiner) or pc is upset, gets sick, or not doing well after Integrity processing, this **list** must be used to repair the pc. (HCOB 8 Jan 72R) (e) **L1X Hi-Lo TA List=this** assessment has been developed to detect all the reasons for high and low TA. It is used when a C/S Series 53 has been done and the high or low TA persists. (HCOB 1 Jan 72RA) (f) **L3B=**[the **Dn repair list** prior to the **L3RD**, which revised it.] (g) **L3EXD=**this is the prepared **list** for Expanded Dn (HCOB 24 Oct 76R) (h) **L3RF=**Dn and Int RD Repair **List.** This **list** included the most frequent Dn errors. (HCOB 11 Apr 71RC) (i) **L4BRA=** corrects L & N **lists.** It can be run on old **lists**, current **lists,** general **listing.** (HCOB 11 Apr 77) See CORRECTION LIST.

LIVE QUESTION, 1. unflat **question.** (HCOB 13 Dec 72R) **2. question** unflat, needle reaction on a **question.** (HCOB 19 Oct 61)

LIVINGNESS, is going along a certain course impelled by a purpose and with some place to arrive. It consists mostly of removing the barriers in the channel, holding the edges firm, ignoring the distractions and reinforcing and re-impelling one's progress along the channel. That's Life. (SH Spec 57, 6504C06)

L9S, a process called L9-Short (originally called L10s but renamed for proper issue) The New Life Rundown. The New Life Rundown has exact steps. Well done it gives a new life in truth. (HCOB 17 Jun 71) [Now called L-11 per CG&AC 75.]

LOC, locational. (BTB 20 Aug 71R II)

LOCATIONAL, 1. a process called **locational.** Command: "Have you got an auditing room?" **Locational** is only one of many spotting processes. (*SCP*, pp. 27-28) **2. "Locate** the _____." The auditor has the preclear **locate** the floor, the ceiling, the walls, the furniture

in the room and other objects and bodies. (HCOTB 6 Feb 57) **3.** "Look at that object". (HCOB 2 Nov 57RA)

LOCATIONAL PROCESSING, the object of **locational processing** is to establish an adequacy of communication terminals in the environment of the preclear. It can be run in busy thoroughfares, graveyards, confused traffic or anywhere there is or is not motion of objects and people. Commands: "Notice that (person)." (Op Bull No. 1) *Abbr.* Loc.

LOCATIONAL SPOTTING, one directs the pc's attention with "You notice that (object)" all about the room and at first only occasionally includes the pc's body and the auditor's body in the spotting. Then the auditor, using the same process, concentrates less and less upon the room and more and more upon the auditor and the pc. It will be found that the pc will eventually find the auditor with his attention so directed. (*SCP*, p. 20)

LOCK, 1. an analytical moment in which the perceptics of the engram are approximated, thus restimulating the engram or bringing it into action, the present time perceptics being erroneously interpreted by the reactive mind to mean that the same condition which produced physical pain once before is now again at hand. **Locks** contain mainly perceptics; no physical pain and very little misemotion. (*SOS*, p. 112) **2.** a situation of mental anguish. It depends for its force on the engram to which it is appended. The **lock** is more or less known to the analyzer. It's a moment of severe restimulation of an engram. (*EOS*, p. 84) **3.** those parts of the time track which contain moments the pc associates with key-ins. (HCOB 15 May 63) **4.** conscious level experiences which sort of stick and the individual doesn't quite know why. (SH Spec 72, 6607C28) **5.** mental image pictures of non-painful but disturbing experiences the person has experienced. They depend for their force on secondaries and engrams. (HCOB 12 Jul 65)

LOCK END WORDS, words that are not in the GPMs but which, occurring later, are close in meaning to significances that are part of the GPMs and so lock into a GPM and restimulate it. They keep large parts of the reactive mind in restimulation. (LRH Def. Notes)

LOCKS, mental image pictures of non-painful but disturbing experiences the person has experienced. They depend for their force on secondaries and engrams. (HCOB 12 Jul 65)

LOCK SCANNING, one contacts an early lock on the track and goes rapidly or slowly through all such similar incidents straight to present time. One does this many times and the whole chain of **locks** become ineffective in influencing one. (*HFP*, pp. 99-100)

LOCK WORDS, words not in the GPMs but close in meaning. (HCOB 17 Oct 64 III)

LOE, London Open Evening Lectures. (HCOB 29 Sept 66)

LOGIC, 1. a gradient scale of association of facts of greater or lesser similarity made to resolve some problem of the past, present or future, but mainly to resolve and predict the future. **Logic** is the combination of factors into an answer. (*Scn 8-8008*, p. 46) **2.** the gradient scale and comparisons of data which work out a smooth network of terminals and communication lines which deliver data in a prediction of future form or theta beingness. (Spr Lect 6, 5303CM25) **3.** primitive **logic** was one-valued. Everything was assumed to be the product of a divine will, and there was no obligation to decide the rightness or wrongness of anything. Most **logic** added up merely to the propitiation of the gods. Aristotle formulated **two-valued logic.** A thing was either right or wrong. This type of logic is used by the reactive mind. In the present day, engineers are using a sort of **three-valued logic** which contains the values of right, wrong, and maybe. From three-valued logic we jump to an **infinity-valued logic**—a spectrum which moves from infinite wrongness to infinite rightness. (*NOTL*, p. 17) **4.** rationalism, for all **logic** is based upon the somewhat idiotic circumstance that a being that is immortal is trying to survive. (*Scn 8-8008*, p. 47) **5.** the subject of reasoning. (HCO PL 11 May 70)

LOL, life or livingness. (SH Spec 225, 6212C13)

LONG FALL, an E-meter read of two to three inches. (HCOB 29 Apr 69) *Abbr*. LF.

LONG FALL BLOWDOWN, a **long fall** followed by a **blowdown** or TA motion downward. (HCOB 29 Apr 69) *Abbr*. LFBD.

LON LECT, London Lecture. (HCOB 29 Sept 66)

LOOP, a redoubling of the time track, back on itself. In this case incidents are not in their correct place on the time track. (*DTOT*, p. 142)

LOSE, intending to do something and not doing it, and intending not to do something and doing it. (SH Spec 278, 6306C25)

LOSS, something has withdrawn from a thetan without his consent. This would be the definition of **loss.** (*Scn 0-8*, p. 210)

LOSS OF HAVINGNESS, see DEPLETION OF HAVINGNESS.

LOSS OF VIEWPOINT, where he has had an ally who is dead, he has once had a **viewpoint** which was alive and now can no longer use that **viewpoint.** This is the basic **loss** and the basic occlusion. It is the **loss of a viewpoint.** (PAB 2)

LOVE, 1. Love, as a word, has too many meanings, and so we use an old, old word, affinity, as meaning the love or brotherhood from one dynamic to another. (*HFP*, p. 41) **2.** the hu-

Loss
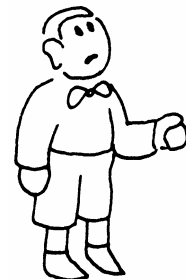
man manifestation of admiration. (PAB 8) **3.** an intensity of happiness addressed in a certain direction. (*SA*, p. 93)

LOWER HARMONIC, it is a **lower** similarity which is nutty which is actually based on something like it higher on the scale which isn't. It means a co-action or similar. (SH Spec 83, 6612C06)

LOWER ON THE SCALE, means **lower** toned or means in worse shape. (5707C17)

Love

LOW TA, 1. below **2.**0 on the tone arm. (HCOB 11 May 69 II) **2.** the low TA is a symptom of an overwhelmed being. When a pc's TA goes low he is being overwhelmed by too heavy a process, too steep a gradient in applying processes or by rough TRs or invalidative auditing or auditing errors. A low TA means that the thetan has gone past a desire to stop things and is likely to behave in life as though unable to resist real or imaginary forces. (HCOB 16 Jun 70)

LOW-TONE CASE, can be at clear read, unreactive on a sticky sort of needle. He cannot however do things in life. He or she cannot answer questions intelligently about help or control. (*EME*, p. 9)

LPC, London Professional Course. (HCOB 29 Sept 66)

LPLS, London Public Lecture Series. (HCOB 29 Sept 66)

LRH, L. Ron Hubbard, Founder and Source of Dianetics and Scientology and Commodore of the Sea Organization. (HCO PL 13 Jul 73)

LT, lifetime. (BTB 20 Aug 71R II)

LTD, designation on HCO Policy Letters and HCO Bulletins indicates dissemination and restriction as follows: Goes to HCO Area Secs, HCO Cont, HCO WW only but never to central organizations or field or public. (HCO PL 22 May 59)

LTD CONT, designation on HCO Policy Letters and HCO Bulletins indicates dissemination and restriction as follows: Goes to HCO **Cont** only plus HCO WW. (HCO PL 22 May 59)

LTD WW, designation on HCO Policy Letters and HCO Bulletins indicates dissemination and restriction as follows: Goes to HCO WW personnel only. (HCO PL 22 May 59)

L-10, there are now three **L-10s**: **L-10S** for "short," **L-10M** for "medium," for those not yet OT, and **L-10-OT** for those on OT grades III or above. (LRH OODs Command Item, 17 May 71)

L-10M, the Flag OT Executive Rundown, delivers OT capability to executives being trained on Flag. The technical name of it is "**L-10M**." (HCOB 8 Jun 71 II) [Now called L-12 per CG&AC 75.]

L-10-OT, an upper level rundown whose basic tech comes from research into increasing **OT** powers. (CG&AC 75)

L-12, the Flag OT Executive Rundown. (CG&AC 75) See also L-10M.

LUCK, 1. by luck we mean "destiny not personally guided." Luck is only necessary amid a strong current of confusing factors. (*POW*, p. 21) **2.** the hope that some uncontrolled chance will get one through. Counting on luck is an abandonment of control. That's apathy. (*POW*, p. 25)

LUMBOSIS, 1. a very famous Scn disease. (lMACC-27, 5911C26) **2.** a weird disease that is only known in Scn. (SH Spec 66, 6509C09)

LX LISTS, there are now three **"LX" lists : LX3**=attitudes, **LX2**=emotions, **LX1**=conditions. Originally they were called "X" because they were **experimental.** These serve to isolate reasons a being is charged up to such an extent that he is out of valence. When a person is out of valence he does not easily as-is his bank. (HCOB 2 Aug 69, *LX Lists*)

LYING, 1. Lying is an alteration of time, place, event or form. **Lying** becomes alter-isness, becomes stupidity. (*Scn 0-8*, p. 20) **2.** the lowest form of creativity. (*FOT*, p. 25)

M

M, stands for **males** on the E-meter. (SH Spec 195A, 6209C27)

MA, designation on HCO Policy Letters and HCO Bulletins indicates dissemination and restriction as follows: **Magazine Article.** To go into any and all official **magazines.** (HCO PL 22 May 59)

MAA, master at arms. This is a naval term used in the Sea Org and is equivalent (but senior) to the ethics officer in a Scientology Church. (BTB 12 Apr 72R)

MACC, Melbourne Advanced Clinical Course. (HCOB 29 Sept 66)

MACHINE, 1. an actual **machine** in the mind, (like ordinary **machinery)** constructed out of mental mass and energy, that has been made by the individual to do work for him, usually having been set up so as to come into operation automatically under certain predetermined circumstances. (*Scn AD*) **2.** a very special kind of circuit, and they have wheels and cogwheels and belts and barrels and steam boilers and electronic electrodes and dials and switches and meters, almost anything you can think of as a **machine,** you will find in some thetan's bank as a **machine,** doing something that any **machine** does. (5 LACC-10, 5811C07) **3.** the individual got disinterested in what he was doing but he felt he had to go on doing it so he set it up automatically. (5410C10D)

MAGNETIC FIELD, strong electrical currents produce in the vicinity of their flow what are called **magnetic fields.** If you wrap an electrical wire around a bar of iron and run current through the wire, you have a **magnet.** When you put a new piece of iron near this **magnet the field** of the **magnet** snaps the piece of iron up against the **magnet.** (*HOM*, p. 53)

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 three flows. It doesn't mean a grade. It is any process the case hasn't had. (HCOB 24 May 70R)

MAJOR THOUGHT, by major thought is meant the complete **thought** being expressed in words by the auditor. (HCOB 25 May 62)

MAN, 1. man is actually a body run by an awareness of awareness unit which has infinite survival power—even though it can get into a great deal of trouble. (Abil Mi 5) **2.** a structure of cells which are seeking to survive, and only to survive. (*DMSMH*, p. 50) **3.** a composite being of four distinct and divisible actualities: these parts are termed the thetan, the memory banks, the genetic entity and the body. (*Scn 8-8008*, p. 7) **4.** man is basically a ma-

chine only as far as his body goes. Man is otherwise a spiritual entity which has no finite survival. It has, this entity, an infinite survival. (Abil Mi 5) See HOMO SAPIENS.

MANAGEMENT POWER RUNDOWN, the **Management Power Rundown** was developed at Flag to increase the trained skill of any church student and greatly enhance the most valuable final product of a Church Academy—a student able to use and apply brilliantly, the skills taught. This rundown solves the basic why of learning slowness, misunderstoods, third dynamic and **management** aberration, chronic illness and what is commonly referred to as "psychosis." (HCOB 11 Dec 70) *Abbr*. MPR.

MANIC, 1. a highly complimentary pro-survival engram. (*DMSMH*, p. 233) **2.** an engram which is highly complimentary and any compliment which it contains in it will be obeyed to its most literal fullest extent. (5009CM28) **3.** the extremes of too quiet and never quiet have a number of psychiatric names such as "catatonia" (withdrawn totally) and **"manic"** (too hectic). (HCOB 24 Nov 65)

MANIC DEPRESSIVE, symptomatic of a person being next to an undetected suppressive. (SH Spec 67, 6509C21)

MARCAB CONFEDERACY, various planets united into a very vast civilization which has come forward up through the last 200,000 years, is formed out of the fragments of earlier civilizations. In the last 10,000 years they have gone on with a sort of a decadent kicked-in-the-head civilization that contains automobiles, business suits, fedora hats, telephones, spaceships. A civilization which looks almost exact duplicate but is worse off than the current U.S. civilization. (SH Spec 291, 6308C06)

MARRIAGE INTENSIVE, this is where husbands and wives handle **marital** difficulties enabling them to lead happily married lives. (LRH ED 301 INT)

MASS, 1. Problems have endurance. So you could say, on a thought level, that thought **mass** is basically problems. If thought **mass** is enduring, then it is basically composed of problems. If ridges are enduring, then they must be problems. Why would a problem endure? The problem is the two confusions and the two stable data counter-opposed, and one doesn't look at either of them or as-is either of them, so you get an endurance of energy **masses** in the mind. Mental **mass** is **mass.** It has weight, but very tiny, but it has weight, and it actually has size and shape and so forth. (SH Spec 26X, 6107C03) **2.** (In the GPM) when we say **mass** we mean **mass.** It's electronic standing waves actually, and they usually appear black to the pc and these become visible. (SH Spec 96, 6112C21) **3.** no more and no less than a confusion of mismanaged communication. (*Dn 55!*, p. 65) **4.** there are two types of **mass.** There is the first type which is simply mocked up **mass** in mocked up space. This we know by agreement to be the physical universe. There is a second type of **mass**, which is the space-**mass** experience **mass**, which we will call a facsimile or engram. (PAB 52)

MASSES, masses are masses and they are not by the way particles unless you consider particles as a subdivisible singular. Masses are something that are shed from a thetan by mock-

up and particles are something that are shed from **masses.** That's usually the way we find things. (17 ACC-5, 5703PM01)

MASTER PROCESS, one which ran out all other **processes and processing.** (HCOB 14 May 62)

MASTER PROGRAM, the master program for every case is given on the Classification and Gradation Chart issued from time to time. (HCOB 12 Jun 70)

MATCHED TERMINALS, the way one does **matched terminals** is to have the preclear facing the preclear or his father facing his father; in other words, two of each of anything, one facing the other. These two things will discharge one into the other. Thus running off the difficulty. (*Scn 8-8008*, p. 127) See also DOUBLE TERMINALING.

MATCHING TERMINALS, putting up a person facing a person, the same person facing the same person. (5304M07) See also DOUBLE TERMINALING.

MATERIALS OF SCIENTOLOGY, the **materials of Scn** are not its tools. Its tools are processes—its **materials** are books, tapes, *Professional Auditor's Bulletins*, journals, letters and experience. (PAB 36)

MATERIAL UNIVERSE, the **universe** of matter, energy, space and time. (Scn Jour 16-G)

MATTER, 1. a group of particles of energy located in a relatively stable relationship to each other. (9ACC-24, 5501C14) **2.** a piece of **matter** is actually thought, effort and emotion all in one place at the same time. (PDC 62) **3.** a particle with no space to go anyplace. (PDC 16) **4.** it is evidently a very solid thought which is chaotic enough in its arrangement of attention units that you can't do too much about it. (5206CM23B)

Matter (Def. 1)

MAYBE, 1. simply a counter-balance insistence on must and must not. It is and it is not. And these things equally insistent add up into the indecisions of **maybe.** (SH Spec 28, 6107C12) **2. a maybe** is a double flow or a controversion to such a degree that an individual is hung up on it. (Spr Lect 17, 5304CM08) **3.** a confusion of beingness, a confusion of doingness, and a confusion of havingness, and it's too badly balanced to resolve itself. (PDC 44) **4.** neither no nor yes. (PDC 15)

MCSC, Mini Course Supervisor's Course. (HCO PL 5 Nov 72R)

MEAN GRAPH, not an average **graph.** It's just a **graph** that a person isn't in too bad shape, just sort of loused up, but they kind of know it. (SH Spec 22, 6106C28)

MECHANICAL ABERRATION, there is a type of **aberration** source which is simply the amount of charge there is on the case. This might be called **mechanical aberration.** It does not stern from specific commands but stems from mental inefficiency by reason of cumulative entheta. Entheta by itself can charge up a case to the point where the case will behave in certain definite ways regardless of the command content of the engrams. (*SOS*, Bk. 2, pp. 102-103)

MECHANICAL DEFINITION, called "mechanical" as it is **defined** in terms of distance and position. Mechanical in this sense means interpreting or explaining the phenomena of the universe by referring to causally determined physical forces; **mechanistic.** A being can put out objects to view (or anchor points) and also put out points which will view them, even while the being himself is elsewhere. Thus one can achieve space. **"Mechanical"** also applies to "acting or performing like a machine—automatic." Thus a **"mechanical definition"** would be one which **defined** in terms of space or location such as "the car over by the old oak tree" or "the man who lives in the big house." Here "the old oak tree" and "the big house" are fixed objects and the unfixed objects ("car," "man") are a sort of viewpoint. One has identified things by location. (LRH Def. Notes)

MECHANICS, 1. when we say **mechanics** we mean space, energy, objects and time. And when something has those things in it we're talking about something **mechanical.** (PXL, p. 166) **2.** by **mechanics** we mean any and all of the objects, motions, or spaces which exist. **Mechanics** are always quantitative. There is always just so much distance or so much mass or so many hours. We have a word for **mechanics** compounded from matter, energy, space, and time which is MEST. By MEST we mean any or all arrangements of energy of whatever kind, whether in fluid or object form, in space or spaces. (*Dn 55!*, p. 8)

MEDIUM CLEAN NEEDLE, offers many prior and latent reads, but reads instantly when a question is asked. (HCOB 14 Jun 62)

MEDIUM DIRTY NEEDLE, agitated throughout check but with periods of no agitation when a read can be obtained easily. Reacts to checker's voice (rudiments checker). (HCOB 14 Jun 62)

MEGALOMANIAC, a person who has delusions of grandeur, wealth, power, etc. (HCOB 11 May 65)

MEL 4, Melbourne 4. Process from 1st Advanced Clinical Course in **Melbourne.** (BTB 20 Aug 71R II)

Megalomania
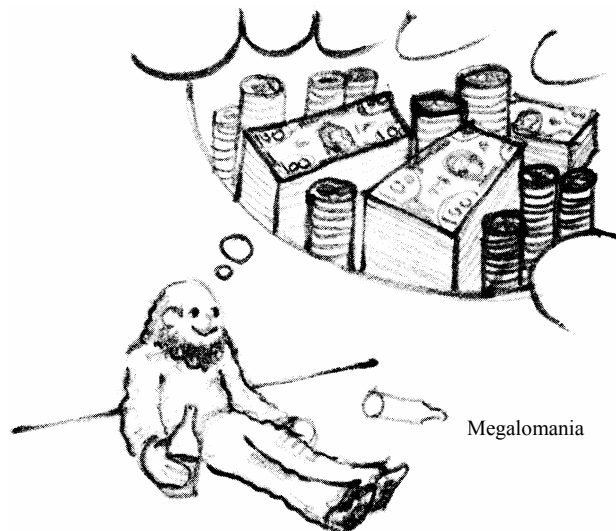
MEMORY, 1. a recording of the physical universe. Any **memory** contains a time index (when it happened) and a pattern of motion. As a lake reflects the trees and moving clouds, so does a **memory** reflect the physical universe. Sight, sound, pain, emotion, effort, conclusions, and many other things are recorded in this static for any given instant of observation. Such a **memory** we call a facsimile. (Scn 8-80, p. 13) **2. memory** in Dn is considered to be any concept of perceptions stored in the standard memory banks which is potentially recallable by the "I." (*DMSMH*, p. 61) **3. memory** usually means recalling data of recent times. (*HFP*, p. 26) **4.** memory would have the connotation of you simply know it had happened. (SH Spec 84, 6612C13)

MEMORY BANKS, STANDARD, the analytical mind has its **standard memory banks.** Just where these are located structurally is no concern of ours at this time. To operate, the analytical mind has to have percepts (data), memory (data), and imagination (data), whether or not the data contained in the **standard memory banks** is evaluated correctly or not, it is all there. (*DMSMH*, p. 45)

MENTAL IMAGE PICTURES, 1. copies of the physical universe as it goes by. (6101C22) **2.** in Scn we call a **mental image picture** a facsimile when it is a "photograph" of the physical universe sometime in the past. We call a **mental image picture** a mock-up when it is created by the thetan or for the thetan and does not consist of a photograph of the physical universe. We call a **mental image picture** an hallucination or more properly an automaticity (something uncontrolled) when it is created by another and seen by self. (*FOT*, pp. 56-57)

Mental Image Picture (Def. 1)

MENTAL IMAGE PICTURE
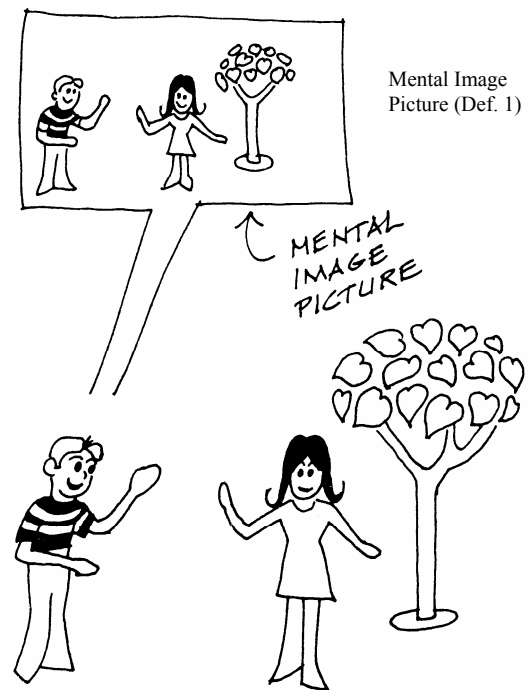
MERCHANTS OF CHAOS, there are in our civilization some very disturbing elements. These disturbing elements are the **Merchants of Chaos.** They deal in confusion and upset. Their daily bread is made by creating **chaos. If chaos** were to lessen, so would their incomes. It is to their interest to make the environment seem as threatening as possible, for only then can they profit. Their incomes, force, and power rise in direct ratio to the amount of threat they can inject into the surroundings of the people. (*NSOL*, pp. 17-18) **2.** Merchant of Fear or **Chaos Merchant** and which we can now technically call the suppressive person. (HCO PL 5 Apr 65)

MERCHANTS OF FEAR, 1. probably the truly aberrative personalities in our society do not number more than five or ten per cent. They have very special traits. Where you find in the preclear's bank a person with one or more of these characteristics, you will have the person who most thoroughly tried the preclear's sanity. Such people would be better understood if I called them the **"Merchants of Fear."** (PAB 13) **2.** We can now technically call the suppressive person. (HCO PL 5 Apr 65, *Handling the Suppressive Person*)

MESMERISM, mesmerism is no relation to hypnotism at all. **Mesmerism** is animal magnetism. It's a physiological rapport. Not a concentration on mental but on mental-physiological. To have rapport with something you can *be* it. When doing physical healing, if you stroke sympathetically (both sides) alternately inducing a rhythmic motion which is monotonous, you can **mesmerize** a person. In **mesmerism** there is an imposition on feeling. If you **mesmerize** a person and pinch your back, he will get red in the same place and fell the pain of the pinch. This is physiological rapport. No words are said during **mesmerism.** (BTB 7 Apr 72R)

MEST, 1. a coined word, meaning **matter, energy, space and time,** the physical universe. All physical phenomena may be considered as **energy** operating in **space and time.** The movement of **matter or energy in time** is the measure of **space.** All things are **mest** except theta. (Abil 114-A) **2.** the symbol for the physical universe in use hereafter is **mest,** from the first letters of the words **matter, energy, space and time,** or the Greek letter phi (ø). (*HFP*, p. 166) **3.** simply a composite of **energies** and particles and **spaces** which are agreed upon and which are looked at. (PXL, p. 193) **4.** a solid object, and the **space and energy** and so forth which comprise such solid objects. (PDC 12) **5.** any or all arrangements of **energy,** of whatever kind, whether in fluid or object form, in **space or spaces.** (*Dn 55!*, p. 9)

MEST BODY, 1. the physical **body.** The organism in all the **mest** aspects. (*SOS* Gloss) **2.** the mest body should not be thought of as a harbor or vessel for the theta being. A better example would be a sliver inserted unwantedly in the thumb where the thumb would be the theta being, the **mest body** the sliver. **Mest bodies** are good identification tags, they generate exciting emotions, they are fun to operate at times, but they are no end of existence. (*HOM*, p. 16)

MEST CLEAR, 1. by mest clear is meant a Book One clear. Here we defined **clear** in terms of facsimiles. This is a rather simple mechanical definition. It said in effect that so far as human beings were concerned our preclear finally arrived at a point where he had full color-visio-sonic, had no psychoses or neuroses and could recall what had happened to him in this lifetime. (*SCP*, p. 3) **2.** someone who knows he has reached the bottom rung of the ladder on his way up. He also knows the rest of humanity uncleared is below this state but that they don't know that they are. A **mest clear** still thinks of himself more or less as a body and is more or less subject to one. All engrams are effectually keyed out without being examined. For practical purposes they are erased. He has excellent recalls. They may or may not be eidetic. (Abil 87) **3.** if a fellow can exist without synthetic beingnesses, which are solutions to problems he can't confront, you've got a **mest clear.** He is still in a body. He's got body beingness yet, but he's gotten rid of these synthetic valences. (SH Spec 36, 6108C09)

MEST LOCKS, locks which come about through the inhibition or enforcement of the individual's experience or control of **matter or energy or space or time.** It is postulated that the reduction of the **mest locks** in which the individual was made to go up or not permitted to come down will make any bouncer phrases in the case inactive, and so on with all types of action phrases. (*SOS* Gloss)

MEST PERCEPTICS, common garden-variety sense data— **perceptions,** new and recorded, of **matter, energy, space, and time,** and combinations of these. (*SOS* Gloss)

MEST PERCEPTION, recordings the thetan takes from the organs of **perception** of the human body as a short cut to **perception** (lazy **perception).** The body records actual wave emanations from the **mest** universe, the thetan uses these recordings. (*Scn 8-8008* Gloss)

MEST REALITY, the **reality** which can be sensed, measured, and experienced in the physical universe. (*SOS*, p. 97)

MEST STRAIGHTWIRE, self-analysis. (5209CM04A)

MEST TECHNIQUE, straightwire, repetitive straightwire (slow, auditor-managed lock scanning), and lock scanning on **mest** locks. Language locks are found by straightwire only as a clue to the underlying **mest** locks. **Mest technique** and validation technique may be combined and should be. (*SOS* Gloss)

MEST UNIVERSE, 1. that agreed-upon reality of **matter, energy, space and time** which we use as anchor points and through which we communicate. (*Scn 8-8008*, p. 27) **2.** a mutual system of barriers on which we have agreed so we can have a game. (5311CM17A) **3.** is a two-terminal universe. (*Scn 8-8008*, p. 31)

METALOSIS, *Osis*, Greek, action: process, condition abnormal or diseased condition caused by. *Metal*, any of a large group of substances (as bronze, steel) that typically show a characteristic luster, are good conductors of electricity and heat, are opaque, can be fused or are usually malleable or ductile. A psychosomatic condition caused by the interaction of body electric flows and the magnetic and other fields of metal. The effect takes a long time to occur. Engrams are formed. (LRH Def. Notes)

METALOSIS RUNDOWN, the procedure used in Expanded Dianetics to cure **metalosis.** (LRH Def. Notes)

METAPHYSICS, 1. it means **after physics** because the original classes in it were given in the period which immediately followed the **physics** period. That is where that gets its name, because it was the unexplained, inexplicable and upsetting things that no one knew the answer of. (Unidentified LRH tape) **2.** the study of the ultimate reality of all things. (*B&C*, p. 16)

METER, see E-METER.

METER CHECK, 1. the action of **checking** the reaction of a student to subject matter, words or other things, isolating blocks to study, interpersonal relations or life. It is done with an **E-meter**. (HCOB 19 Jun 71 III) **2.** the procedure whereby an ethics officer or trained auditor establishes the state of a person in regard to ethical or technical matters by using the technology of the E-meter. (*ISE*, p. 40)

METER DEPENDENCE, meter dependence is created by invalidation by or poor acknowledgment of the auditor. If the auditor seems not to accept the pc's data, then the pc may insist that the auditor "see it read on the meter." This can grow up into a formidable **meter dependence** on the part of the pc. (HCOB 13 Apr 64, *Scn VI Part One Tone Arm Action*)

M 1 to 9 (**WC**)**,** see WORD CLEARING.

METHOD 1 ASSESSMENT, see ASSESSING, METHODS OF.

METHOD 2 ASSESSMENT, see ASSESSING, METHODS OF.

METHOD 3 ASSESSMENT, see ASSESSING, METHODS OF.

METHOD 4 ASSESSMENT, see ASSESSING, METHODS OF.

METHOD 5 ASSESSMENT, see ASSESSING, METHODS OF.

METHOD 6 ASSESSMENT, see ASSESSING, METHODS OF.

METHODS OF WORD CLEARING, see WORD CLEARING for definitions of Methods 1-9 word clearing.

MID-CONFESSIONAL SHORT ASSESSMENT, see MID-INTEGRITY PROCESSING SHORT ASSESSMENT.

MGMT, management. (BPL 5 Nov 72RA)

MID-INTEGRITY PROCESSING SHORT ASSESSMENT, for use during an integrity processing session if a question won't F/N but before starting that question, the TA range was 2-3, or there was an F/N. (BTB 7 Dec 72R)

MIDDLE RUDIMENTS, 1. middle rudiments are rudiments used one after another; inquiries about various **rudiments** during a session. Of course you are then to keep the session progressing and keep the **rudiments** in. (SH Spec 45, 6108C24) **2. the middle rudiment** consists of a package question which handles suppressions, invalidations, missed withholds and "careful of." This is your standard, basic **middle rudiment.** (SH Spec 155, 6205C31) **3. middle rudiments** may also contain (this is less often, but may also contain) the half-truths, untruths, impress and damage **end rudiment;** the question or command **end rudiment;** and the influence of the E-meter **rudiment.** (SH Spec 155, 6205C31) **4. mid ruds are called mid ruds** because **middle** of session was the earliest use, plus **rudiments** of a session. (HCOB 14 Aug 64)

MID RUDS, middle rudiments. (HCOB 23 Aug 65)

MIMICRY, 1. a non-verbal technique wherein the auditor **mimics** the preclear and persuades the preclear to mimic the auditor. Various processes are used, such as passing a ball back and forth between them, nodding, shaking hands, sitting down, standing up, walking across the room and back and sitting down, all of which are effective. (*Dn 55!*, p. 110) **2.** he does something, you do something [the same thing], and therefore he becomes aware that he's doing it because he sees you doing it. (SH Spec 59, 6504C27)

MIND, 1. pictures which have been made of experiences and plotted against time and preserved in energy and mass in the vicinity of the being and which when restimulated are re-created without his analytical awareness. (SH Spec 72, 6607C28) **2.** a literal record of experience plotted against time from the earliest moment of aberration until now plus additional ideas the fellow got about it, plus other things he may have mocked up or created on top of it in mental mass, plus some machines, plus some valences. (SH Spec 70, 6607C21) **3.** a network of communications and pictures, energies and masses, which are brought into being by the activities of the thetan versus the physical universe or other thetans. The **mind** is a communication and control system between the thetan and his environment. (*FOT*, p. 56) **4.** the purpose of the **mind** is to pose and resolve problems relating to survival and to direct the effort of the organism according to these solutions. (*Scn 0-8*, p. 76) **5.** a natively self-determined computer which poses, observes and resolves problems to accomplish survival. It does its thinking with facsimiles of experience or facsimiles of synthetic experience. It is natively cause. It seeks to be minimally an effect. (*HFP*, p. 33) **6.** the **human mind** is an observer, postulator, creator and storage place of knowledge. (*HFP*, p. 163) **7.** the **mind** is a self-protecting mechanism and will not permit itself to be seriously overloaded so long as it can retain partial awareness of itself. (*DMSMH*, p. 165) **8.** the **mind** is composed of energy which exists in space and which condenses down into masses. (SH Spec 133, 6204C17)

MINOR THOUGHT, by minor thoughts is meant subsidiary **thoughts** expressed by words within the major thought. They are caused by the reactivity of individual words within the full words. Example: "Have you ever injured dirty pigs?" To the pc the words "you," "injured," and "dirty" are all reactive. Therefore, the **minor thoughts** expressed by these words also read on the meter. (HCOB 25 May 62)

MINUS-FREEDOM, freedom is not the plus of a condition where slavery is the minus unless we are dealing entirely with the political organism. Where we are dealing with the individual better terminology is necessary and more understanding of the anatomy of **minus-freedom** is required. **Minus-freedom** is entrapment. Freedom is the absence of barriers. Less freedom is the presence of barriers. Entirely **minus-freedom** would be the omnipresence of barriers. (*Dn 55!*, p. 55)

MINUS RANDOMITY, 1. from the viewpoint of the individual, that thing which has too little motion in it for his tolerance is **minus randomity.** (Abil 36) **2.** a good statement of **minus randomity** would be: things are too slow. Things are certainly slow around here, life is dull, there is nothing happening. (Abil 36)

MINUS SCALE, the **minus** awareness levels of the Classification Gradation and Awareness Chart. (HCOB 20 Sept 66)

MINUS SCALE RELEASE, there are several Grades of Release below Zero, in the **Minus Scale** of the original complete Gradation Chart. Many of the **Minus Scale** can be attained by simple assessment. (And ceasing to assess the moment the **release** occurs is vital—don't keep on assessing as the same session auditing action) There are three specific Grades of **Release** below Zero and above the lower **Minus Scale.** These are, from lowest: Straightwire Release, Dianetic Secondary Release, Dianetic Engram Release. (HCOB 20 Sept 66)

MINUS TONE SCALE, the subtones below the Emotional Tone Scale which are so low as to constitute by the individual a no-affinity, no-emotion, no-problem, no-consequence state of mind on things which are actually tremendously important. (*Scn AD*)

MIS-ACKNOWLEDGMENT, there are many ways to **misacknowledge** a pc. But any **mis-acknowledgment** is only and always a failure to end the cycle of a command. If the pc is not sure he has answered and that the auditor has accepted the answer, the *pc will get no benefit from the auditing*. (PAB 145)

MISASSESSMENT, multiple item or narrative item or both or taking an item that doesn't read or in which pc has no interest. (HCOB 9 Aug 69)

MISASSIST, an incident wherein the preclear has tried to help on some dynamic and failed. (*HOM*, p. 75)

MISCELLANEOUS REPORT, a **report** such as an MO report, a D of P interview, an ethics report, a success story, etc. which is put in the pc's folder and gives a C/S more information about the case. (BTB 3 Nov 72R)

MISDIRECTOR, 1. a phrase which, when the auditor sends the preclear in one direction, makes the preclear go in another **direction.** (*SOS*, p. 106) **2.** a command which sends the preclear in the **wrong direction,** makes him go earlier when he should be going later, go later when he should go earlier, etc. "You can't go back at this point," "You're turned around," etc. (*DMSMH*, p. 213)

MISEMOTION, 1. anything that is unpleasant **emotion** such as antagonism, anger, fear, grief, apathy or a death feeling. (HCOB 23 Apr 69) **2. emotion and misemotion** include all levels of the complete tone scale except "pain"; **emotion and misemotion** are closely allied to **"motion,"** being only a finer particle action. (HCOB 19 Jan 67)

MISEMOTIONAL, 1. such a word would indicate that a person did not display the **emotion called** for by the actual circumstances of the situation. (*SOS*, p. 49) **2.** being **misemotional** is synonymous with being irrational. (*SOS*, p. 49)

MIS-MEMORY, forgettingness. (*Abil SW*, p. 11)

MISPROGRAMMED, the current **program** has neglected or misplaced an urgently needed action. (BTB 23 Oct 71 V)

MISSED OVERT, a done, that people didn't find out about. (SH Spec 181, 6208C07)

MISSED WITHHOLD, 1. an undisclosed contra-survival act which has been restimulated by another but not disclosed. (HCOB 3 May 62) **2. a missed withhold** is a should have known. The pc feels you should have found out about something and you didn't. (SH Spec 136, 6204C24) **3. the missed withhold** is something people nearly found out. It's another person's action. It's nothing the pc did or is doing. It is another person's action and the pc's wonder about it. (SH Spec 206, 6211C01) *Abbr*. M/W/H.

MISSED WITHHOLD OF NOTHING, 1. there is **nothing there,** yet the auditor tries to get it and the pc ARC breaks. This gives the pc a **missed withhold of nothing.** (HCO PL 16 Apr 65) **2.** "cleaning" a rudiment that has already registered null gives the pc a **missed withhold of nothingness.** His **nothingness** was not accepted. The pc has no answer. A **missed no-answer** then occurs. To ask again something already null is to leave the pc baffled—he has a **missed withhold** which is a **nothingness.** (HCOB 4 Jul 62)

MISSED WITHHOLD PROGRAM, where the auditor searched for and found when and where **withholds** had been available but had been MISSED. (HCOB 8 Feb 62)

MISSION, a group granted the privilege of delivering elementary Scn and Dn services. Does not have Church status or rights. (BTB 12 Apr 72R)

MO, medical officer. (*Abil 272*)

MOCKERY BAND, there is a little **band** down very close to death on the tone scale which is a **mockery band** and in that **band** anything that's in that band is a mockery of anything higher. (5405CM12)

MOCK-UP, v. 1. to get an imaginary picture of. (*Scn 0-8*, p. 100) —n. **1. "mockup"** is derived from the World War II phrase which indicated a symbolized weapon or area of attack. Here, it means in essence, something which a person makes up himself. (*Scn Jour, Iss 14-G*) **2. a mock-up** is more than a mental picture; it is a self-created object which exists as itself or symbolizes some object in the mest universe. It is a thing which one can be. (*Scn Jour, Iss 14-G*) **3.** a full perceptic energy picture in three dimensions created by the thetan and having location in space and time. Now, that's the ideal definition. A **mock-up** is something the thetan puts up and says is there. That's what a **mock-up** is. (9ACC-24, 5501C14) **4.** we call a mental image picture a **mock-up** when it is created by the thetan or for the thetan and does not consist of a photograph of the physical universe. (*FOT*, pp. 56-57) **5.** any knowingly created mental picture that is not part of a time track. (HCOB 15 May 63)

MODEL SESSION, 1. the same exact pattern and script (patter) with which an auditing session is begun and ended; the overall form of all Scn auditing sessions which is the same anywhere in the world. (*Scn AD*) **2.** its wording is very fixed. All refinements of **model ses-**

sion are in the direction of causing less ARC breaks and getting more auditing done. (SH Spec 289, 6307C24) **3.** the patter wording of a **model session** is what is said and fixed. By always using the same words to open, continue and close a session, to begin and end processes, a duplication of sessions is achieved which as they continue, runs them out. The patter wording of a **model session** should be learned by heart and not changed. (HCOB 26 Aug 60)

MODIFIER, a modifier is that consideration which opposes the attainment of a goal and tends to suspend it in time. Example: goal, "to be a willow wand;" **modifier,** "so as never to be reached." (HCOB 7 Nov 61)

MOISTURE PERCEPTION, moisture perception permits us to sense the dampness or dryness of the atmosphere and so judge further our environment. (*SOS*, p. 59)

M1 CS 1, 1. method 1 word clearing **CS 1.** [as in case supervisor direction.] (HCOB 14 Sept 71 II Revised 24 Sept 71) [Note this HCOB has been cancelled by HCOB 14 June 73 *Word Clearing C/S No. 1R Cancelled*.] **2.** standard **C/S** for word clearing in session **Method 1.** (HCOB 30 Jun 71 II)

M 1 WC, Method One word clearing. (HCO PL 8 Jan 72 I) See WORD CLEARING.

MONEY ASSIST, this action is simply a tool and use of our tech to get the result of the person able to handle the subject of **money** and take the major services of the Church. (BTB 1 Jul 73, Money Assist)

MONEY PROCESSING INTENSIVE, this handles the inability to have **money** resulting in the ability to increase income. (LRH ED 301 INT)

MONITOR, could be called the center of awareness of the person. It, inexactly speaking, is the person. It has been approximated by various names for thousands of years, each one reducing down to "I." The **monitor** is in control of the analytical mind. (*DMSMH*, p. 43)

MOOD DRILLS, developed 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." 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. (BTB 13 Mar 75)

MORAL CODE, 1. that series of agreements to which a person has subscribed to guarantee the survival of a group. (SH Spec 62, 6110C04) **2.** a series of solutions to problems which have not been confronted or analyzed. (SH Spec 27X, 6107C04)

MORALS, *n. pl.* **1.** the principles of right and wrong conduct. (HCO PL 3 May 72) **2. morals** should be defined as a code of good conduct laid down out of the experience of the race to serve as a uniform yardstick for the conduct of individuals and groups. Such a codification has its place; **morals** are actually laws. **Morals** are, to some degree, arbitraries, in that they continue beyond their time. All **morals** originate out of the discovery by the group that some act contains more pain than pleasure. (*SOS*, p. 129) **3.** are things which were introduced into the society to resolve harmful practices which could not be explained or treated in a rational manner. (5008C30) **4.** those things which are considered to be at any given time survival characteristics. A survival action is a **moral** action and those things are considered immoral which are considered contrasurvival. (SH Spec 62, 6110C04) **5.** an arbitrary code of conduct not necessarily related to reason. (*Scn 8-8008*, p. 100)

MORES, are those things which make a society possible. They are the heavily agreed-upon, policed codes of conduct of a society. (PAB 40)

MOTION, 1. uncomfortable perceptions stemming from the reactive mind are called sensation. These are basically "pressure," "motion,""dizziness," "sexual sensation," and "emotion and misemotion." **"Motion"** is just that, a feeling of being in **motion** when one is not. **"Motion"** includes the "winds of space," a feeling of being blown upon especially from in front of the face. (HCOB 19 Jan 67) **2.** dimension points, by shifting, can give the viewpoint the illusion of **motion.** The viewpoint, by shifting, can give the dimension points the illusion of **motion. Motion** is the manifestation of change of viewpoint of dimension points. (*Scn 8-8008*, p. 16) **3.** is a consecutive appear and disappear in infinitely small gradients. (2ACC-19A, 5312CM09) **4.** a change of position in space. (*HFP*, p. 110)

MOTIVATOR, 1. an aggressive or destructive act received by the person or one of the dynamics. It is called a **motivator** because it tends to prompt that one pays it back—it **"motivates"** a new overt. (HCOB 20 May 68) **2.** something which the person feels has been done to him, which he is not willing to have happen. (HCO Info Ltr 2 Sept 64) **3.** an act received by the person or individual causing injury, reduction or degradation of his beingness, person, associations or dynamics. (HCOB 1 Nov 68 II) **4.** an overt act against oneself by another. In other words, a **motivator** is a harmful action performed by somebody else against oneself. (8ACC-14, 5410CM20)

MOTIVATOR HUNGER, 1. a motivator is called a **"motivator"** because it tends to prompt an overt. It gives a person a motive or reason or justification for an overt. When a person commits an overt or overt of omission with no **motivator** he tends to believe or pretends that he has received a **motivator** which does not in fact exist. This is a false **motivator.** Beings suffering from this are said to have **"motivator hunger"** and are often aggrieved over nothing. (HCOB 1 Nov 68) **2.** Homo sapiens goes around trying to get force applied hard enough so that he gets sympathy for it and we call that **motivator hunger.** (2ACC-30B, 5312CM21)

MOTIVATORISH CASE, a preclear who only gets off **motivators** in a session. The motivator case is well aware that each **motivator** answer is not truly real, but reactively he is incapable of looking at the cause side of the picture and considers any effort on the part of

anyone to attempt to get him to do so as an effort on the part of that person to punish him or to make him guilty. Such a person has many overts of blaming others and uses any **motivator** as a justification of his overts against others. (BTB 12 Jul 62)

MOTIVATOR-OVERT ACT, whereby something is done to the preclear and then the preclear does the same thing to somebody else. (PAB 18)

MOTOR CONTROL TIME TRACK, this **time track** is not connected to the analytical mind and speech, but is apparently a parallel **time track** with greater reliability than the sensory track. The precision of data contained in the **motor control time track** is enormous. The **motor strip time track** can be asked questions down to the smallest moment of time, and the area of an engram can be so located and its character determined. (*DTOT*, pp. 88-89)

MOTOR STRIP, the pc's sensory perceptions. (*Exp Jour, WinterSpring, 1950*)

MOTOR STRIP TIME TRACK, see MOTOR CONTROL TIME TRACK.

MPR, see MANAGEMENT POWER RUNDOWN.

MS, model session. (HCO PL 8 Dec 62)

MSH, Mary Sue Hubbard. (HCOB 23 Aug 65)

M/U or MIS-U, abbreviation for **misunderstood.** (BTB 12 Apr 72R)

MULTIPLE ACKS, see DOUBLE ACKS.

MULTIPLE DECLARE, declaring Grades 0 to IV all at one time mostly without any mention of the end phenomena of the grade. (HCOB 30 Jun 70R)

MULTIPLE ILLNESS, the preclear is physically uncomfortable or ill from several engrams of different types all restimulated. (HCOB 23 Apr 69)

MULTIPLE SOMATICS, several **somatics** as one item. (HCOB 19 May 69, *Health Form, Use of*)

MULTIVALENCE, valens means "powerful" in Latin. It is a good term because it is the second half of **ambivalent** (power in two directions) and exists in any good dictionary. It is a good term because it describes (although the dictionary did not mean it to) the intent of the organism when dramatizing an engram. **Multivalence** would mean "many powerfuls." It would embrace the phenomena of split personality, the strange differences of personality in people in one and then another situation. **Valence** in Dn means the personality of one of the dramatic personnel in an engram. (*DMSMH*, p. 80)

MURDER ROUTINE, a *Slang* title for the "worse than" technique. One gets the pc to give off his overts by inferring he has done very bad things, including **murder.** Auditor, "Did you **murder** your wife?" Pc, "Oh no! I only cheated on her!" Described in full in BTB 30 Aug 72 I, issued 28 Mar 74 Ex Dn Series 8. Actually developed in 1961 in South Africa. (LRH Def. Notes)

MUTTER TR, a drill to perfect the muzzled auditing comm cycle. (1) The coach has student give command. (2) Coach **mutters** an unintelligible answer at different times. (3) Student acknowledges. (4) Coach flunks if student does *anything* else but acknowledge. This is the entirety of this drill. It is not to be confused with any other training drill. (HCOB 1 Oct 65R)

MUTUALLY RESTIMULATIVE, two people may discover that they are **mutually restimulative**—which is to say each is a pseudo-person in the other's engrams or one is restimulated (voice tone, incidents) by the other. (*DMSMH*, p. 389)

MUTUAL OUT RUDS, this means two or more people who **mutually have ruds out** on the wider group or other dynamics and do not get them in. (HCOB 17 Feb 74)

MUZZLED AUDITING, 1. stating only the model session patter and commands and TRs. It always gets the best results. (HCOB 20 Jul 72 II) **2.** 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. Repetitive command auditing, using TRs 0 to 4, at Level I is done completely **muzzled.** (HCOB 6 Nov 64) **3.** in **muzzled auditing,** the auditor says only two things. He gives the command and acknowledges the answer to that command. If the pc says anything that is not an answer to that command, the auditor nods his head and awaits an answer before giving acknowledgment. (HCOB 25 Mar 59)

MUZZLED COACHING, the coach says fine when he thinks it is fine and otherwise keeps his mouth shut. This is **muzzled coaching.** (HCOB 29 Sept 59)

MW/H (also **M/W/H), missed withhold.** (HCOB 23 Aug 65)

MYSTERY, 1. the anatomy of **mystery** is unprediction, confusion and then total blackout. **Mystery** is the level of always pretending there's always something to know earlier than the **mystery.** (PXL, p. 170) **2.** oblivion of knowing. (*Scn 0-8*, p. 151) **3.** the glue that sticks thetans to things. (SH Spec 206, 6211C01)

MYSTERY SANDWICH, 1. the principle of **mystery** is, of course, this: the only way anybody gets stuck to anything is by a **mystery sandwich.** A person cannot be connected to his body, but he can have a **mystery** between him and his body which will connect him. You have to understand this thing about the **mystery sandwich.** It's two pieces of bread, one of which represents the body, and one of which represents the thetan, and the two pieces of bread are pulled together by a mystery. They are kept together by a volition to know the mystery. (PAB 66) **2.** a thetan stuck to anything is of course just a **mystery sandwich.** Thetan, **mystery,** object—**mystery sandwich.** (SH Spec 48, 6108C31)

MYSTICAL MYSTIC, *Slang*. a type of case. The person will be totally reasonable about anything that happens in his vicinity but not do anything about it, and see nothing but good in anything including murdering babies. (SH Spec 42, 6410C13)

MYSTIQUE, qualifications or skills that set a person or thing apart and beyond the understanding of an outsider. (HCO PL 29 Oct 71 III)

N

NARCOSYNTHESIS, 1. a complicated name for a very ancient process quite well known in Greece and India. It is drug hypnotism. A shot of sodium pentothal is given intravenously to the patient and he is asked to count backwards. It is actually a depressant on the awareness of an individual so that those attention units which remain behind the curtain of his reactive mind can be reached directly. (*DMSMH*, p. 123) **2.** the practice of inducing sleep with drugs and then talking to the patient to draw out buried thoughts. (*EOS*, p. 24)

NARRATIVE CHAIN, 1. a chain of similar experiences rather than a similar somatic. (HCOB 23 May 69) **2.** these are by repeating story. By incident description. (HCOB 27 Jan 70)

NARRATIVE ITEM, 1. is one which will land the pc in a single incident for which there is no chain. Flagrant example: "The time the horse Baldy dumped me in the Potomac." Obviously, there was only one such incident. (HCOB 27 Jan 70) **2.** a **narrative item** describes only one possible incident. (HCOB 27 Mar 71R)

NATIVE STATE, 1. the potentiality of knowing everything. (SH Spec 35, 6108C08) **2.** the list of no games conditions is a summary **of the native state** of a thetan. (HCOB 3 Sept 56) **3.** the thetan is not in contact with space, energy, mass. He doesn't have any dimension. (PAB 64) **4. the native state** thetan is total knowingness. (Op Bull 1)

NATTER, sometimes pcs who have big overts become highly critical of the auditor and get in a lot of snide comments about the auditor. Such **natter** always indicates a real overt. (HCOB 7 Sept 64 II)

NATURAL AUDITOR, the natural auditor ties right into it and does a workmanlike job. He or she gets lots of bulletin and tape passes in ratio to flunks, absorbs data well and gets it into practice, does a passable job on a pc even at the start of training, and improves casewise rapidly under the skilled training and auditing. (HCOB 8 Mar 62)

NATURAL TRs, spoken TRs are natural. TRs are for use in life and in the auditing room. There is no uncomfortable robot execution or straining of voice. (BTB 18 Aug 71R)

NCG, no case gain despite good and sufficient auditing. (HCO PL 12 May 72)

NECESSITY LEVEL, 1. that amount of urgency or commotion necessary in the environment to extrovert the individual and put him into motion in present time. (5501C14) **2.** a sudden heightened willingness which untaps a tremendous amount of ability. (PAB 129) **3.** the emergency factor. A sudden increase of randomity to a sufficiency that the individual makes a momentary adjustment to it. In other words, it momentarily increases his tolerance for unexpected motion. (Abil 36)

NEEDLE PATTERN, 1. it is a chronic and constant **needle behavior** on a particular pc when the auditor is saying and doing nothing. It's not a needle response. It's a **needle appearance** when the auditor is saying or doing nothing. (SH Spec 224, 6212C13) **2. a pattern** is a series of missed withholds culminating in a constantly active **needle. A pattern** can be a big dirty needle or a little dirty needle. In other words a wide dial dirty needle or a small dial dirty needle. (SH Spec 145, 6205C15)

NEEDLE REACTIONS, rise, fall, speeded rise, speeded fall, double tick (dirty needle), theta bop or any other action. (HCOB 25 Apr 63)

NEEDLE REACTIONS ABOVE GRADE IV, a response like a brief dirty needle on a pre-OT means "No" always. A real dirty needle is constant and continuous. The same small jerky needle action on a person Grade V or above means "No" or that the question is negative. (HCOB 18 Apr 68)

NEEDLE READS, see READ.

NEGATIVE BLOWDOWN, when a TA has gone below **2.**0 and a relief of the condition occurs, the TA will **blow UP** to normal range. Hence, **negative blowdown,** as it is the reverse of a normal **blowdown.** Mentioned in BTB 7 Feb 71 II reissued 7 Aug 74, *Cancellation*. (LRH Def. Notes)

NEGATIVE GAIN, you can erase engrams, that's taking away. You get actually **negative gain.** By the removal of the harmful thing you can get a positive advance. That's called **negative gain.** (ESTO 6, 7203C03 SO II)

NEGATIVE POSTULATE, the postulate not to be. It cancels past postulates and it also cancels, in greater or lesser degree, the entire individual. (AP&A, p. 34)

NERVOUSNESS, 1. that condition which results from having one's space as occupied, made untenable. (PDC 48) **2.** distracted attention. (Spr Lect 14, 5304CM07)

NEUROSIS, 1. an emotional state containing conflicts and emotional data inhibiting the abilities or welfare of the individual. (*DTOT*, p. 58) **2.** singly the effect of things, deranged being on some subject. (SH Spec 70, 6607C21) **3.** antisocial action or anti-survival action which is compulsively undertaken by the individual. (SH Spec 299, 6308C27) **4.** he's got some idea of what's happening, where he is on some things and some faint idea what's happening in his environment on some things. But generally unknowingness overbalances the knowingness and so you get a **neurosis.** (SH Spec 41, 6108C17) **5.** a habit which worsening, flies entirely out of control. One is stopped so often in life that he becomes an enemy of stopping and dislikes stopping so intensely that he himself will not stop things. **Neurosis** and psychosis of all classes are entirely inabilities to start, to change or to stop. (*FOT*, p. 68)

NEUROTIC, 1. considered to be below **2. 5.** The **neurotic** has thorough concern about the future to the degree that he has many more fears about the future than he has goals in the future. He spends much of his time pondering the past. He acts and then wonders if he has

acted correctly and is sure he has not. Thoughts to him are as solid as mest. He is overwhelmed by sudden counter-efforts. He is operating on a subcontrol center which has been itself very blunted. He is ill much of the time to a greater or lesser degree. He has colds. He brings "bad luck" and disaster. He is Homo sapiens at his "rational worst." (AP&A, p. 38) **2. a neurotic** is a person who has some obsession or compulsion which overmasters his self-determinism to such a degree that it is a social liability. (Spr Lect 9, 5303CM27) **3.** identified by the preclear having mock-ups which will not persist or which won't go away. (*Scn 0-8*, p. 232) **4.** a person who is mainly harmful to himself by reason of his aberrations, but not to the point of suicide. (*SOS*, pp. 25-26) **5.** the computation of present time only. (*Scn 0-8*, p. 89)

NEW ERA DIANETICS, a refinement of all previous **Dn** techniques from 1950 up to present time as well as the development of new techniques giving much faster results and far higher gain per hour of auditing and speedy resolution of **Dn** cases, **NED** consists of at least 12 separate rundowns. It occasionally makes a **Dn** Clear although this must not be promised. The only "trouble" with **NED** compared to earlier **Dn** is that it procures results very fast. One can achieve more result per hour of auditing time by about 100 to 1 over old **Dn** and when you realize that old **Dn** was the first and remains the only fast and effective processing known to man you get some idea of where **NED** is at. (LRH ED 301 INT *Abbr.* NED)

NEW ERA DIANETICS AUDITOR FOR OT, must be Class IV OT III Hubbard Advanced Course Specialists (HACS. (WIS, p. 36)

NEW ERA DIANETICS CASE COMPLETION, has successfully completed **NED** Rundowns on locks, secondaries and engrams. Ability gained: a truly well and happy being. (WIS, p. 56)

NEW ERA DIANETICS DRUG RUNDOWN COMPLETION, has successfully completed **NED Drug Rundown** with the ability gained: freedom from the harmful effects drugs, medicine and alcohol and free from need to take them. (WIS, p. 56)

NEW ERA DIANETICS FOR OTs RUNDOWN, 1. was developed especially for **Dn** and Scn Clears who have completed the grade of **OT** III. L. Ron Hubbard's most major breakthrough since 1968 when he released **OT** III, it can only be delivered at Advanced organizations and at Flag Land Base by Class IV, **OT** III Advanced Course Specialists. The end phenomena of **"NED for OTs" Rundown** is: Cause over Life. (WIS, p. 13) **2.** the discovery and development of techniques by which the second Wall of Fire can be overcome. This consists of 29 fantastic new confidential **Rundowns,** delivered by a specially trained **OT** auditor. Some of the miracles of life have been exposed to full view for the first time ever in **NED FOR OTs.** (LRH ED 301 INT)

NEW ERA DIANETICS OBJECTIVES COMPLETION, has successfully completed **New Era Dn Objective** Processes. Ability gained: in present time and havingness of present time environment. (WIS, p. 56)

NEW PRECLEAR, never before audited. (HCOB 5 Apr 69)

NEW VITALITY RUNDOWN, THIS WAS ALSO CALLED THE "Special **Rundown"** when it was being developed in '75 and I trained a group of auditors on it at Flag. It has never been exported from Flag. It handled cases that had not progressed well due to suppression or other factors. (LRH ED 301 INT) *Abbr.* NVRD

NINTH DYNAMIC, 1. "the buck." (5203CM05A) **2.** aesthetics. (PDC 2)

NIP, you take two energy beams and you slap them together just back of a guy's ears. (PDC 27)

NIPPING, 1. you close down over the head of some mest body and you go "bat" and you really shoot the horsepower to him, the voltage, for just a split instant. (5206CM28A) **2.** an overt act of the thetan is **nipping** by which he harasses other thetans, **nipping** mest beings which usually kills them dead much to the thetan's surprise. (*HOM*, p. 50)

NO AUDITING, while seeming to deliver auditing, actually getting nothing done. Going through endless, useless motions, perhaps in top form, perhaps perfectly, none of which are calculated to advance the pc's case one inch. (HCOB 30 Dec 62)

NO CASE GAIN, 1. persons with heavy overts on Scn make no **case progress.** (HCOB 23 Nov 62) **2.** no TA actions in auditing or "little TA" (less than ten divs per session). (HCO PL 5 Apr 65) **3.** no **case-change** despite good tries with the routine processes. (HCO PL 5 Apr 65 II)

NO-GAIN-CASE, 1. the suppressive person is a specialist in making others ARC break with generalized entheta that is mostly lies. He or she is also a **no-gain-case.** So avid are such for the smashing of others by covert or overt means that their case is bogged and won't move under routine processing. (HCO PL 5 Apr 65, *Handling the Suppressive Person*) **2.** such a person has withholds, he or she can't communicate freely to as-is the block on the track that keeps them in some yesterday. Hence, a **"no-case-gain."** (HCO PL 5 Apr 65, *Handling the Suppressive Person*) **3.** this **case** performs continual calculating covert hostile acts damaging to others. This **case** puts the enturbulence and upset into the environment, breaks the chairs, messes up the rugs and spoils the traffic flow with "goofs" done intentionally. (HCO PL 5 Apr 65, *Handling the Suppressive Person*) **4.** the "withholdy case that ARC breaks easily," "the blowy student" "unstable gain student." (HCO PL 5 Apr 65 II)

NO-GAME, preponderance of win or a preponderance of lose. (PAB 73)

NO-GAME CONDITIONS, 1. no-game conditions are: knowing all, not-knowing everything, serenity, namelessness, no-effect on opponent, effect on self or team, have everything, can't have nothing, solutions, pan-determinism, friendship with all, understanding, total communication, no communication, win, lose, no universe, no playing field, arrival, death. (*FOT*, p. 94) **2.** a totality of barriers and a totality of freedom alike are **no-game con-**

ditions. (PAB 84) **3.** reached by a preponderance of win **(no-game)** or a preponderance of lose **(nogame).** (Op Bull No. 17)

NO HAVINGNESS, 1. is defined as something that a person can't reach or doesn't permit itself to be reached. (SH Spec 103, 6201C23) **2. no havingness** is prevented reach; in other words, the concept of no reach. (SH Spec 97, 6201C09)

NO-INTERFERENCE AREA, (zone) from R6 Solo to OT III one does not do anything except keep the pc winning for R6 Solo to OT III. This is the critical band of the gradation chart. From R6 to OT III you have a closed band for other major actions. (HCOB 23 Dec 71) **2.** where drugs have not been handled or only partially have been handled, the **no interference zone** rule is waived. (HCOB 31 May 74)

NOMENCLATURE, the set of terms used to describe things in a particular subject. (*Aud 73 ASNO*)

NO MENTION, a **no mention** of well done or very well done or anything simply means: (1) F/N did not get to examiner, (2) no major auditing errors exist in the session. (HCOB 21 Aug 70)

NON-COMMUNICATION, a **non-communication** consists of barriers. (*Scn 0-8*, p. 18)

NON-CYCLICAL PROCESS, a repetitive process which does not cause the preclear to cycle on the time track. (HCOB 29 Sept 65)

NON-EXTANT ENGRAM, an **"engram"** sometimes didn't exist. A pc can be trying to run being run over by a car when he never was. (HCOB 20 May 68)

NON-READING ITEM, one that did **not read** when originated or cleared and also did **not read** when called. (HCOB 28 Feb 71)

NON-VOCAL LOCK SCANNING, the preclear recognizes the phrases as he goes by them incident to incident, from early to late, but does not tell the auditor what phrases he is contacting. (*SOS*, Bk. 2, p. 126)

"NO OVERTS" CASE, a case that "has **never** committed any **overts."** Such a person might for example **never** seem to have anything on F-2. (BTB 22 Oct 70R)

NO RANDOMITY, below minus randomity is **no randomity** of any kind. One could be at this point for two reasons: because he is shuddering away from confusion or he could be at that point because he has a tremendous tolerance for confusion and for motionlessness. (Abil 36, p. 9)

NO RESPONSIBILITY, 1. unwillingness to make a decision or unwillingness to make a condition of being is the highest essence of **no responsibility.** (PDC 7) **2.** the inability to handle force. (PDC 28)

NORMAL, type of case. The so-called **normal** is used here to be at around 2.5 to 3.0 on the tone scale. He is partially extroverted, partially introverted. He spends considerable time with his calculations. He evaluates slowly even when he has the data, and then postulates without realizing too much about his postulation. He has much in the past which he does not care to recall. He has much in his present which gives him concern. His future goals are rather well nullified by future fears. He is Homo sapiens. He is in terrible condition, taken from the viewpoint of Homo novis. He is in excellent condition from the viewpoint of past "ologies." (AP&A, p. 37)

NORTH TO APATHY, *Slang.* pcs, I discover, go from minus tone scale up to being able to have problems or tone or solids. Any case has some point that goes from no-effect or unreal or don't care, up **to apathy.** Cases go **north to apathy.** (HCOB 20 Aug 56)

NO SYMPATHY, 1. it's a blackout, it's an occlusion. "I'm not going to feel **sympathy** for it" is actually the phrase that goes with the concept. (5208CM07B) **2.** he's bound and determined **not to be sympathetic,** and that's the emotion of **no sympathy.** (5208CM07B) **3.** is an emotion and an action. One puts a black curtain before himself to prevent his feeling affinity with that which he is hurting. (Scn 8-80, p. 49)

NO TA, less than ten divisions per session (2½ hours). (HCO PL 5 Apr 65, *Handling the Suppressive Person*) See also, TONE ARM ACTION.

NOT BEINGNESS, is an acceptance of control by the environment and abdication even of control of self. (AP&A, p. 51)

NOT DOING THE AUDITING COMMAND, is defined as simply not executing it, or doing something else, or executing the auditing command indifferently and then doing something else. (SH Spec 60, 6109C28)

NOTHINGNESS, 1. an absence of everything: no time, no space, no energy, no thought. (5501C14) **2.** an absence of quantities and locations. (5501C14)

NO-TIME MOMENTS, the only things which float on the time track are the moments of silence when no communication occurred. These are **no-time moments** and so have no time in which they can live, and so they float forward on the time track. (*Dn 55!*, p. 95)

NOT IN PRESENT TIME, a person who is talking on another subject than that to which cause was giving his attention. He has experienced such a scarcity of communication elsewhere, that he is still involved with communication elsewhere. This is what we mean by **"not in present time."** (*Dn 55!*, p. 76)

NOT-IS-NESS, 1. trying to put out of existence by postulate or force something which one knows, priorly, exists. One is trying to talk against his own agreements and postulates with his new postulates, or is trying to spray down something with the force of other is-nesses in order to cause a cessation of the isness he objects to. (PXL, p. 64) **2. not-is-ness** is the effort to handle is-ness by reducing its condition through the use of force. It is an apparency and

cannot entirely vanquish an is-ness. (PXL, p. 154) **3.** there are two different conditions of **not-is-ness:** one is just vanishment. The other one is an is-ness which somebody is trying to postulate out of existence by simply saying, "It isn't." A **not-is-ness,** in our terminology, would be this second specialized case of an individual trying to vanish something without taking responsibility for having created it. (PXL, p. 100) **4. not-is-ness** is manifested as and is in itself the mechanism we know as unreality. (PXL, p. 55)

NOT-IS STRAIGHTWIRE, this is the direct cure of **not-is-ness;** and where you have a case that is running a bad not-is a process can evidently be invalidated or **not-ised** when the individual is out of session, or overnight. This is what **Not-is Straightwire** cures. (PAB 155)

NOT KNOW, 1. trying not to remember. (*FOT*, p. 84) **2.** an actual ability to **"not know"** is an ability to erase by self-command the past without suppressing it with energy or going into any other method. (PAB 87) **3.** in its most extreme manifestation is unconsciousness. **Not-know** in a lesser manifestation is death. The most extreme manifestation is when a person cannot go unconscious and we call that insanity. (SH Spec 15X, 6106C15)

NOT KNOWINGNESS, 1. being in present time and not in the past or the future. (PAB 88) **2.** mystery. (*Scn 0-8*, p. 16)

NO TONE ARM ACTION, there is no meter registry of change on the meter control lever **(tone arm).** (HCO PL 5 May 65) See also NO TA.

NOT THERE, dispersed, hiding himself, being vague, **not there** most of the time. (*FOT*, p. 29)

NULLABLE, the condition a list must be in order to have an item found on it. (HCOB 5 Dec 62)

NULLABLE LIST, is one where items just go out very easily and the needle doesn't dirty up to amount to anything. (SH Spec 220, 6211C29)

NULLIFICATION, the method of handling others wherein the individual seeks to minimize individuals, to be more than they and so to be able to control them. This category would rather see a man sick than well, because sick men are less dangerous than well men according to the "thinking" that takes place in this band. (*SOS*, p. 155)

NULLING, the auditor's action in saying items from a list to a pc and noting the reaction of the pc by use of an E-meter. (HCOB 5 Dec 62)

NULL NEEDLE, 1. means it doesn't get a change of pattern or a react on the question. (SH Spec 1, 6105C07) **2.** the **needle** continuing to behave in an action uninfluenced by the auditing question. (*BIEM*, p. 40)

NULL SUBJECTS, uncharged subjects. (HCOB 8 Oct 71 III)

NUTRITION, support of the organism by organic and inorganic means (food, water, air, sunlight) during all of the present life, from conception or thereabouts to death. The **nutrition** of a genetic line, or course, would pass from parents to children in the forms of organic inheritance and gestation environment. (*SOS* Gloss)

O

0=, denotes an item which simply has the requirement of you reading, understanding and attesting in the space opposite the item on the checksheet. Your initials in the space provided indicate that you have read, understood and can apply the data concerned. (HCO PL 13 Apr 71)

OBJECT, 1. an **object** could be considered to be any unit manifestation of energy including matter. It has been found that the duration of an **object** roughly approximates its solidity. (*Scn 8-8008*, p. 14) **2. objects** consist of grouped particles. (PRO 13, 5408C20) **3.** a condensed piece of energy. (PDC 46)

Object

OBJECTIVE, dictionary definition "of or having to do with a material object as distinguished from a mental concept, idea or belief." Means here and now **objects** in PT as opposed to "subjective." (HCOB 2 Nov 57RA)

OBJECTIVE ARC, I have recently added a new process to be done before the full battery of **Objective** Processes. It is called **Objective ARC. objective ARC** is the first **Objective Process** to be done on a pc. The end phenomena of this process would be a person in present time, cognition, and very good indicators, accompanied by an F/N. (HCOB 19 Jun 78)

OBJECTIVE DUB-IN, the manifestation of putting, unknowingly, perceptions which do not in actual fact exist, in the environment. (HCOB 11 May 65)

OBJECTIVE ENVIRONMENT, is the environment everyone agrees is there. (*HFP* Gloss)

OBJECTIVE HAVINGNESS PROCESSES, objective duplication increase. (HCOB 29 Sept 60)

OBJECTIVE PROCESSES, 1. objective processes deal with body motions and observing and touching **objects** in the auditing room. (HCOB 30 Sept 71 V) **2.** look around or physical contact processes are **obviously "objective."** Pcs who have been on drugs obviously have to be run on **objective** not subjective **processes. Anyone can** be brought more into present time with **objective processes.** (HCOB 2 Nov 57RA)

OBNOSIS, 1. the observation of the obvious; the ability to look at the **obvious.** (SH Spec 48, 6411C04) **2.** this is a coined (invented) word meaning **observing the obvious.** There is no English or any other language precise equivalent for it. (HCO PL 26 Jun 72)

OBSERVER, condition where the preclear cannot be anything— cannot occupy a source point or receipt point. (*Scn 0-8*, p. 169)

OBSESSION, he's just returning motion on something where he's had too much motion thrown at him on this subject. That's an **obsession,** and that's all an **obsession** is. It's just bouncing back the motion which has been bounced at him. (5206CM24C)

OBSESSIVE COMMUNICATION, an outflow which is not pertinent to the surrounding terminals and situation. In other words, compulsive or **obsessive communication** is an outflow which is not in reality with the existing reality. (*Dn 55!*, p. 93)

OXFORD CAPACITY ANALYSIS

OCA Graph

A	B	C	D	E	F	G	H	I	J	
Stable	Happy	Composed	Personable	Active	Capable	Respon-sible	Logical Reasoning (Apprecia-tion)	Appre-ciative	COMM Level	I.Q.

A	B	C	D	E	F	G	H	I	J	
Unstable Dispersed	Depressed	Nervous	Undepend-able	Reactively Retarded	Inhibited	Irrespon-sible	Capacity for error Hyper-critical	Lack of accord	With-drawn	I. Q.
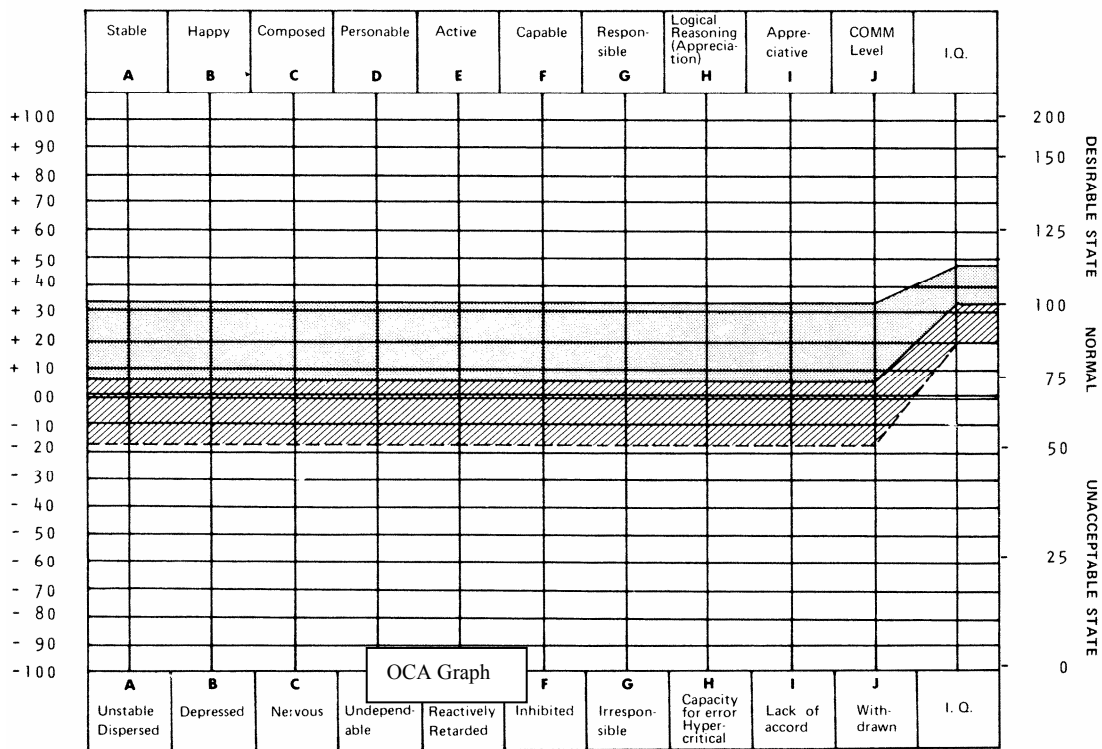
Acceptable under perfect conditions — Attention Desirable — Below broken line — attention urgent

OCA GRAPH, 1. personality graph, Oxford Capacity Analysis. (HCOB 7 Sept 71) **2.** a specially prepared graph which plots ten traits of a pc's personality from a personality test taken by the pc. (BTB 5 Nov 72 IV)

OCCLUDED, memory not available for recall. Someone who is **occluded** has a poor memory and poor recalls of the past. (*NSOL*, p. 144)

OCCLUDED CASE, 1. is fixed, most likely, in the effort of a heavy facsimile. The **occluded case** is using a service facsimile so heavily that it is in constant restimulation, and that service facsimile is occluded by heavy effort. The **occluded case** complains of illness, ordinarily. (AP&A, p. 41) **2. your occluded case** is simply a balled-up track. (5206CM24F) **3.** simply a heavily ridged case. (5203CM04B)

OCCLUSION, 1. something hidden, an **occlusion** of memory is something forgotten, i.e. not available to conscious recall. An **occluded** case is one whose memory is usually largely **occluded** and whose field of awareness is black or very dark. (*Scn 0-8* Gloss) **2. occlusion** is simply using remote viewpoints and then having the remote viewpoints go blank. (5410CM10B) **3.** loss of viewpoint of effects. When one has lost a viewpoint with which to perceive effects and upon which he depended for all perception of effect he is very **occluded.** (PAB 4)

OCCLUSION TYPE OF CIRCUIT, the **circuit** which drops curtains across certain pieces of information or may mask "I" from contact with the standard bank or the reactive bank. This **circuit** might be worded, "For your own good I have to protect you from yourself." (*SOS*, Bk. 2, p. 206)

OCTSER, October series. (HCOB 29 Sept 66)

OFF, officer. (BPL 5 Nov 72RA)

OFF TECH, off technical. (HCOB 23 Aug 65)

OFF THE TRACK, whenever you find a patient, returned, outside himself and seeing himself, that patient is **off the track.** (*DMSMH*, p. 320)

OJ, overt justification (a process name). (BTB 20 Aug 71R II)

OKAY TO AUDIT, an okay to audit means two things. There are two **okays to audit.** One is **okay to audit** as an intern. This means one has done the checksheet to the satisfaction of the intern supervisor. One can now audit for intern qualifications. The other is **okay to audit** as an HGC auditor. This means one has done the intern checksheet, has audited flublessly to many program completions and is passed by the HGC C/S. (HCO PL 24 Aug 71)

OLD AGE, is nothing more than a confirmed low tone on the physiological side. (5203CM05B)

OLD CUFFS, 1. [refers to a habit of writing on his **cuffs** of Ole Doc Methuselah's, a hero of an LRH science fiction book.] "Ole Doc sat in the sunlight and puffed his pipe and occasionally made intricate calculations on his gold **cuff**—his filing case was full of torn cuffs containing solutions which would have rocked even his brothers of the Universal Medical Society." (L. Ron Hubbard, *Ole Doc Methuselah*, p. 75) **2.** they're just suppositions and so forth, theories. (5410CM10C)

OLD TIMER, see FOUNDING SCIENTOLOGIST.

OLFACTORY, 1. with olfactory perception we perceive the minute particles of matter which register as smell. (*SOS*, p. 59) **2.** the sense of smell is evidently activated by small

particles escaping from the object, which is thus sensed traveling through space and meeting the nerves. (*SA*, p. 87)

-OLOGY, means study. (5407C19)

O-METER, in 1955 a planned new and better E-meter than had ever been built before, under the trademarked name of **physiogalvanometer, or O-meter.** (PAB 52)

ONE-FIVE (1.5 on the tone scale), **1.** numerical equivalent on the *Chart of Human Evaluation* for the person who is in overt hostility. Anger is his standard state. He is capable of taking destructive action and is characteristically trying to stop things. (PXL Gloss) **2.** total obstacle. The definition of **1.5** would be just that, total obstacle. (2ACC-30A, 5312CM21) **3.** a case of chronic anger or one which enturbulates easily into anger. (*SOS*, p. 51)

ONENESS, people have had the idea that there was a main body of theta and everybody became "one" when you got to the top of the tone scale. Fortunately that isn't true. But you go down tone scale and everybody becomes one. And the oneness is mest. There's no individuality whatsoever in mest. (PDC 6)

ONE-SHOT CLEAR, 1. there was a great deal of discussion in the '50s concerning the fact that there ought to be some chemical which one would load up into a syringe and the word **one-shot clear** became current. But it is actually a sarcastic word. I can absolutely assure you completely and 100 per cent that there is no magic single button. (Cl. VIII No. 9) **2.** the command "Be three feet back of your head." This is the **one-shot clear.** (5410CM10B) **3.** by **one-shot clear** we meant one phrase or one action given once or repeated, which would bring into being the **Clear** as described in *Dianetics: The Modern Science of Mental Health,* Chapter II. (*Dn 55!* p. 134)

ONE-VALUED LOGIC, see LOGIC.

ONE WITH THE UNIVERSE, one of the control mechanisms which has been used on thetans is that when they rise in potential they are led to believe themselves **one with the universe.** This is distinctly untrue. Thetans are individuals. They do not as they rise up the scale, merge with other individualities. (*Scn 8-8008*, p. 25)

ONLY ONE, 1. if an individual can discover that he is only playing on the first dynamic and that he belongs to no other team it is certain that this individual will lose for he has before him seven remaining dynamics. And the first dynamic is seldom capable of besting by itself all the remaining dynamics. In Scn we call this condition the **"only one."** Here is self-determinism in the guise of selfish-determinism and here is an individual who will most certainly be overwhelmed. To enjoy life one must be some part of life. (PAB 84) **2.** just above zero on the tone scale. An individual must have no effect on self and total effect on everything and everybody else. Now that is the category of **only one.** This person can never communicate on a team basis. (5707C25) **3.** you can look at any person who is being dishonest or who is upsetting his environment or who is getting people into trouble all the time. You could look at that person and the actuality is he has no reality on his fellow man. He

doesn't know they live. That's a very low-toned thing we call **"only one."** And when they get into that then they are able to do most anything. All criminals are in this bracket. (ASMC 2, 5506C03) **4.** the preclear has gotten into a state, ordinarily, where he is the **only one** who can grant beingness, but he has so long restrained other people from granting life to things that he himself will no longer grant any life to things. (*Scn 0-8*, p. 56)

OPENING PROCEDURE BY DUPLICATION, gets the preclear to examine, communicate with and own two dissimilar objects. These objects are placed several feet apart and at a level so that the preclear can pick them up without bending over, but so he has to walk between them. (*Scn 0-8*, p. 48)

OPENING PROCEDURE OF 8-C, 1. the basic theory of Opening Procedure of 8-C is to make and break communication with the physical universe. Once an individual discovers that he can make and break communication with walls and objects, it will be discovered that he can let go of various pieces of his engram bank. (PAB 47) **2.** consists of having the preclear move his body around the room under the auditor's direction until (a) he finds he is in actual communication with many spots on the surface of things in the room, (b) until he can select spots in the room and know that he is selecting them and can communicate with them, and (c) select spots and move to them, decide when to touch them and when to let go. (*Scn 0-8*, p. 44)

OPERATING, able to act and handle things. (*Aud 10 UK*)

OPERATING THETAN, 1. a thetan exterior who can have but doesn't have to have a body in order to control or **operate** thought, life, matter, energy, space and time. (SH Spec 82, 6611C29) **2.** willing and knowing cause over life, thought, matter, energy, space and time. And that would of course be mind and that would of course be universe. (SH Spec 80, 6609C08) **3.** an individual who could **operate** totally independently of his body whether he had one or didn't have one. He's now himself, he's not dependent on the universe around him. (SH Spec 66, 6509C09) **4.** a Clear who has been refamiliarized with his capabilities. (HCOB 12 Jul 65) **5.** a being at cause over matter, energy, space, time, form and life. **Operating** comes from "able to **operate** without dependency on things" and **thetan** is the Greek letter theta (ø), which the Greeks used to represent "thought" or perhaps "spirit" to which an "n" is added to make a new noun in the modern style used to create words in engineering. (*BCR*, p. 10) **6. by operating thetan** we mean theta clear plus ability to operate functionally against or with mest and other life forms. (*SCP*, p. 3) **7.** this state of being is attained by drills and familiarity after the state of Clear has been obtained. A real OT has no reactive bank, is cause over matter, energy, space, time and thought and is completely free. (HCOB 12 Jul 65)
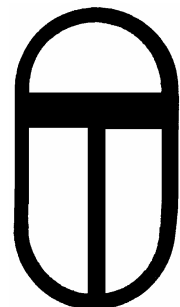
Operating Thetan Symbol

OPERATION CLEAR, it is CLEAR you, then CLEAR your environment, then CLEAR the country. (*Cert,* Vol. 5, No. 2,1958)

OPERATIVE SHOCK, a **shock** to the person sufficient to blow up a few facsimiles. (5207CM24B)

OPPOSE LIST, a **list** in Routine 2-12 where if the reliable item found turned on pain, you list "Who or what would . . . (reliable item) oppose?" If it turned on sensation, list "Who or what would oppose . . . (the reliable item)?" (HCOB 23 Nov 62)

OPPOSITE POSTULATE, an individual who has made a postulate on a subject experiences "failure" when he has to make an **opposite postulate** later. The **opposite postulate** has the effect of a negative postulate. The **opposite postulate** is distinguished from a negative postulate because it depends upon effort which a negative postulate does not necessarily have to do. (AP&A, P-34)

OPPOSITE VECTOR CASE, has private goals quite the reverse of getting better. (HCOB 24 Mar 60)

OPPOSITION TERMINAL, l. a designation of a type of GPM item (R6 material). (HCOB 23 Aug 65) **2.** one of a pair of reliable items of equal mass and force, the significance of which the thetan has in **opposition** to his own intentions. (HCOB 13 Apr 64, *Scn VI Part One Glossary of Terms*) **3.** an item or identity the pc has actually **opposed** (fought, been an enemy of) sometime in the past (or present) is called an **opposition terminal.** As the person identified himself as not it, he could experience from it only sensation. An **opposition terminal** when its mental residues (black masses) are recontacted in processing, produces only sensation, never pain. *Symbol*: oppterm. (HCOB 8 Nov 62)

OP PRO BY DUP, Opening Procedure by Duplication. (SH Spec 67, 6509C21)

OPPTERM, opposition terminal. (HCOB 8 Nov 62)

OPTIMUM PRECLEAR, would be one who had average response to noises and sights, who had accurate sonic and visio and who could imagine and know that he was imagining, in color-visio and tone-sonic. This person, understand clearly, may have aberrations which make him climb every chimney in town, drink every drop in every bar every night (or try it anyway), beat his wife, drown his children and suppose himself to be a jub-jub bird. In the psychosomatic line he may have arthritis, gallbladder trouble, dermatitis, migraine headaches and flat feet. Or he may have that much more horrible aberration—pride in being average and "adjusted." He is still a relatively easy case to clear. (*DMSMH*, p. 191)

OPTIMUM RANDOMITY, 1. from the viewpoint of the individual, something which has in it the right amount of motion or unexpectedness for his tolerance. (*Scn AD*) **2.** the amount of unexpectedness and rapidness of motion he would be comfortable about. (Abil 36, p.6) **3. optimum randomity** is a 50/50 ratio between cause and effect or a 50 percent offensive and 50 per cent defensive potential. (PAB 30)

OPTIMUM SOLUTION, the **solution** which brings the greatest benefit to the greatest number of dynamics. The infinitely perfect **solution** would be one which brought infinite survival on all dynamics. (*NOTL*, p. 96)

O-RATING, read and listen to the data and understanding of (HCO PL 26 Jun 72 V) See also ZERO RATE.

ORG, organization. (HCOB 23 Aug 65)

ORGANIC, internal sensations and, by new definition, emotion. (Abil 71)

ORGANICALLY INSANE, missing or seared portions of the brain bringing about insanity, mainly genetic or iatrogenic and relatively rare except in institutions. (*DMSMH*, p. 172)

ORGANIC PERCEPTIONS, through **organic perceptions we perceive** the states of our own bodies, internally. (*SOS*, p. 59)

ORGANIC SENSATION, that **sense** which tells the central nervous system the state of the various **organs** of the body. (*SA*, p. 104)

ORGANISM, 1. a portion of mest which has been **organized** and is being controlled by theta. **Organisms** are alive. They are the physical manifestation of life. Theta is said, then, to be the "energy" of life. (It is not to be confused with physical energy, which is the "e" of "mest.") (Abil 114A) **2.** an **organism** is composed of theta and mest and their altered form, entheta and enmest. (*SOS*, Bk. 2, p. 246)

ORIENTATION, determination of location in space and time and determination of energy quantity present. This applies to past, present, future. (*Scn 8-8008* Gloss)

ORIENTATION POINT, 1. that point in relation to which others have location. It is also that **point** from which the space containing the locations is being created. (*Scn 0-8*, p. 54) **2.** a **point** of reference from which the position of other objects is judged. People are often found still using **orientation points** from childhood which may be thousands of miles from their present time location. The goal of Scientology is that the thetan be his own principal **orientation point,** and that he have the ability to use or discard any other point of reference. (*Scn 0-8* Gloss)

ORIGIN, a point of no-dimension, a point has neither length, breadth, nor depth. But it is something from which you could view length, breadth and depth. (PDC 11)

ORIGINAL ASSESSMENT SHEET, 1. this **sheet** is thoroughly filled out with the pc on the meter. It gives you the pc's history, what drugs and alcohol he has taken in this lifetime, illnesses, operations, present physical conditions, mental treatment, medicines and perception difficulties. (HCOB 22 Jun 78R) **2.** the purpose of this form is to provide essential data regarding the preclear to the C/S, the D of P and the auditor, and to better acquaint the auditor with the preclear at the onset of auditing. (HCOB 24 Jun 78)

ORIGINAL FORMULA, the **original formula** which led us into Scientology was: having found the conditions, I found it was necessary to communicate with them in order to perceive, orient myself in them and with the resulting understandings find out what my purpose

really was. And so that was a **formula,** and it was the **original formula** by which we moved in. (SH Spec 57, 6504C06)

ORIGINAL ITEM, the **original item** is a condition, illness, accident, drug, alcohol or medicine, etc. that has been given by the pc to the auditor. This will come from the **Original** Assessment Sheet, from another New Era Dn Rundown or may simply be offered by the pc. (HCOB 16 Aug 71 II)

ORIGINATION, in TR-4 all **originations** concern the coach, his ideas, reactions or difficulties, none concern the auditor. By **originate** is meant a statement or remark referring to the state of the coach or fancied case. (HCOB 16 Aug 71 II)

ORIGIN "I", a viewpoint from which one can perceive anchor points. (PDC 13)

ORIGIN OF THE PRECLEAR, the preclear volunteers something all on his own. The **preclear** is as well as he can **originate** a communication. That means he can stand at cause on the communication formula. (PAB 151)

O/R LISTING, one clears **"overrun"** as "gone on too long" or "happened too often." Then one **lists** smoothly, calmly to the BD F/N item which simply appears. There is no nulling. (HCOB 19 May 71)

-OSIS, the condition of. (*Abil 180*)

O.T., operating thetan, highest state there is. (SH Spec 66, 6509C09)

O.T. ACTIVITIES, would be those programs conducted by OTs to assist Scientology. (SH Spec 84, 6612C13)

OTHER-DETERMINED REALITY, somebody has given him a facsimile and has really impressed him with it and so this looks more real to him than reality. (PRO 15, 5408CM20)

OTHER-DETERMINISM, 1. simply something else giving you orders or directions. (8ACC-6, 5410CM08) **2.** something has so thoroughly overwhelmed the pc that he is it. (HCOB 7 May 59)

OTHER SIDE OF WITHHOLDS, type of case, the person who is afraid to find out. (HCOB 15 Mar 62)

OTHER TECH, is defined as any **tech** which is not standard tech. (FO 800)

OT METERS (future **meters),** an entirely different **meter** for an entirely different purpose. It is for use above Clear up to OT. (*EME*, p. 26)

OT-3A, procedure tested and released in 1960 for use on staff clearing course, in the HGC, and co-audit to produce theta clears. (HCOB 24 Jan 60) [The full rundown is contained in the HCOB 25 Jan 1960, *OT-3A Procedure, HGC Allowed Processes*.]

OT TR-0, a drill to train students to be there comfortably and confront another person. The idea is to get the student able to be there comfortably in a position three feet in front of another person, to be there and not do anything else but be there. Student and coach sit facing each other with eyes closed. (HCOB 16 Aug 71 II)

OUT, things which should be there and aren't or should be done and aren't are said to be **"out,"** i.e. "Enrollment books are **out**." (HCOB 19 Jun 71 III)

OUT-CREATED, created against too thoroughly. (PAB 85)

OUT-ETHICS, 1. an action or situation in which an individual is involved contrary to the ideals and best interests of his group. An act or situation or relationship contrary to the ethics standards, codes or ideals of the group or other members of the group. An act of omission or commission by an individual that could or has reduced the general effectiveness of a group or its other members. An individual act of omission or commission which impedes the general well-being of a group or impedes it in achieving its goals. (HCO PL 3 May 72) **2.** a person who acts against his own moral codes and the mores of the group violates his integrity and is said to be **out-ethics.** (BTB 4 Dec 72)

OUTFLOW, 1. a person talking to somebody else, communicating to that person. (*Dn 55!*, p. 62) **2.** a thetan who is being interested is simply **outflowing. Interested=outflowing.** Interesting=inflowing. (PXL, p. 193)

Outflow (Def. 1)
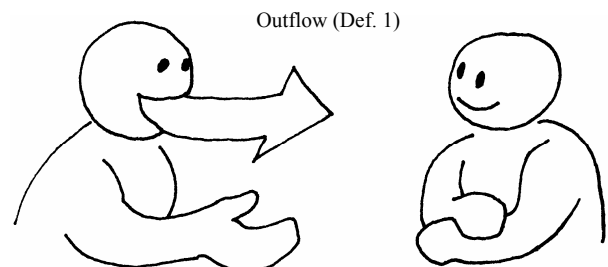
OUT LIST, a wrong **list** item or a wrong **list.** (HCOB 20 Apr 72 II)

OUT OF, in heavily restimulated circumstances the person goes **"out of."** In such a condition people want to stop things, cease to act, halt life, and failing this they try to run away. As soon as the actual by-passed charge is found and recognized as the charge by the person, up goes affinity and reality and communication and life can be lived. (HCOB 19 Aug 63)

OUT OF ARC PROCESS, this is the command which asks for **out of affinity** moments, **out of reality** moments and **out of communication** moments. (HCOB 12 Jul 64)

OUT OF PLUMB, a room has eight points at the baseboard and ceiling, and those will sometimes go completely askew. The eight points no longer make a box. They make a twisted space. The room looks like that to the person. (SH Spec 195A, 6209C27)

Out of Plumb
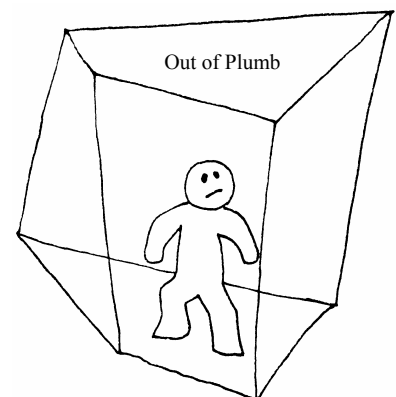
OUT OF SESSION, 1. when the preclear controls the session he is **out of session.** Therefore, it is necessary for the preclear not to stop or alter the course of action of an auditor. The moment that a preclear can satisfactorily, to himself, stop the auditor, that preclear is **out of session** and the probability of doing him much good while he is **out of session** is very remote. (HCOB 4 Oct 56) **2.** there are various degrees of being **out of session.** The most severe of these is the person who refuses auditing. The next degree is sitting in the chair but refusing to answer questions. The next degree is sitting in the chair and being uncooperative or even choppy. (HCOB 17 Nov 60) **3.** the definition of "in session" is (a) interested in own case, (b) willing to talk to the auditor. When either of these are violated the pc is **"out of session"** and is receiving no benefit from processing. (HCOB 17 Nov 60)

OUT OF VALENCE, 1. simply and entirely the pc was not in the body he was occupying during the incident. (SH Spec 51, 6109C07) **2.** in the pictures you get of old incidents, you may be seeing yourself "outside of yourself," not seeing the scene as you saw it then. This is being **out of valence.** (*HFP*, p. 92) **3.** it means the case is too heavily charged. It is very, very, very heavily charged. So the person cannot even come to the center of his bank, he can't be in the middle of his bank and look at it. He has been living for eons watching himself so that the pictures he takes are outside. (7203C30S0) **4.** if you look into suppressive person tech you will find an SP has to be **out of valence** to be SP. He does not know that he is because he is himself in a non-self **valence.** He is "somebody else" and is denying that he himself exists, which is to say denying himself as a self. (HCOB 17 Jul 71)

OUT-POINT LIST, these are the elements of illogic and insanity. (HCOB 28 Aug 70RA)

OUT RUDIMENT, a **rudiment is out** if it reads and in if it does not read. (*EMD*, p. 37)

OUT RUDS, are easy to spot. The person with an ARC break, won't talk or is misemotional or antagonistic. A problem produces fixated attention. Natter and 1.1 remarks means a withhold. (HCOB 15 Oct 74)

OUT-SCANNING, you get the energy emanating from the preclear to the environment in the incident. That's **out scanning.** (HCL 4, 5203CM04B)

OUT TECH, means that Scientology is not being applied or is not being correctly applied. (HCOB 13 Sept 65)

OUT THE BOTTOM, *Slang.* the individual drops down the tone scale so far he can go no further down. It symbolized being worse off than merely being on the **bottom** of the ladder. Gone downward from the **bottom.** (LRH Def. Notes)

OVER ACKNOWLEDGEMENT, 1. acknowledging before the pc has said all. (HCOB 13 Apr 64, *Scn VI Part One Tone Arm Action*) **2.** giving an unnecessary number of Goods, Thank yous, etc., which will have the same effect as under acknowledging. (BTB 29 Jun 62)

OVERAUDITING, auditing beyond a grade of release attained. (*Aud 10 UK*)

OVERBURDEN, the incident is too charged in one place to be confronted. (HCOB 15 Jul 70)

OVERLISTED LIST, the pc is just kind of in apathy about it all and upset and sort of audited into the ground, and it's all sort of tight and the mass is tight and the needle is tight. The auditor had a complete list and didn't know when to stop. (SH Spec 255, 6304C04)

OVER-PERCEPTION, this is not necessarily imagination, but it can go to the length of seeing and hearing things which are not there at all, which happens to be a common insanity. (*DMSMH*, p. 189)

OVER-RESTIMULATION, 1. pc goes into more charge than he or she can itsa easily. The TA slows down. (HCOB 13 Apr 64, *Scn VI Part One Tone Arm Action*) **2.** something that is **over-restimulated** is not easily discharged because in some fashion or another the discharge has been prevented. It comes from getting a hold of too much and not discharging it. (SH Spec 300, 6308C28) **3.** there is a condition of **over-restimulation.** Its definition is, it will not discharge by ordinary means. (SH Spec 300, 6308C28)

OVERRUN, 1. an **overrun** means doing something too long that has engrams connected with it which means an engram chain with too many engrams on it being restimulated by life or auditing. Hence **overrun.** If this **overrun** persisted unhandled eventually the pc would be overwhelmed and one in theory, would have a low TA. (HCOB 16 Jun 70) **2.** gone on too long or happened too often. (HCOB 3 Jun 71) **3.** means the pc came out of the bank and the pc went back into it again. (Class VIII, No. 2) **4.** continuing a process past the optimum point. (Abil 218) **5.** running past a free, floating needle on any type of process. (HCOB 2 Aug 65)

OVERRUNNING, means accumulating protests and upsets about it until it is just a mass of stops. Anyone can do anything forever unless he begins to stop it. (HCOB 2 Jun 71I)

OVERSHOOTING, going beyond a completion or completing a completion. (HCOB 16 Aug 70)

OVERSHOT, entered the case too high. (PAB 61)

OVERT ACT, 1. an overt act is not just injuring someone or something; an **overt act is an act** of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics. (HCO PL 1 Nov 70 III) **2.** an intentionally committed harmful act committed in an effort to resolve a problem. (SH Spec 44, 6410C27) **3.** that thing which you do which you aren't willing to have happen to you. (1SH ACC 10, 6009C14)

OVERT HOSTILITY, here is the occasional grouch, the complaining individual who yet makes no mistake about what he finds wrong. The "blunt, honest" type who tactlessly tears up the tender feelings of companions is found in this band. (*SOS*, p. 20)

OVERT-MOTIVATOR SEQUENCE, 1. if a fellow does an **overt,** he will then believe he's got to have a motivator or that he has had a **motivator.** (AHMC 2, 6012C31) **2. the sequence** wherein someone who has committed an **overt** has to claim the existence of **motivators. The motivators** are then likely to be used to justify committing further **overt** acts. (PXL Gloss)

OVERT OF OMISSION, a failure to act resulting in the injury, reduction or degradation of another or others in their beingness, persons, possessions or dynamics. (HCOB 1 Nov 68 II)

OVERWHELMING, 1. as a person begins to be unwilling to **overwhelm,** he, of course, begins to be unwilling to win and so loses pan-determinism and sinks into self-determinism. Games are, for our auditing purposes, "contests in **overwhelmings.''** The primary overwhelming is to take space. (PAB 80) **2. overwhelming** does not consist of space, energy et al. It is the idea that an **overwhelming** has occurred. The winner is convinced that he has **overwhelmed** the opposing player. The loser is convinced that he has been **overwhelmed.** (PAB 80) **3.** to push in too tight. (SH Spec 57, 6109C21)

OVERWHUMPED, *Slang*. over-restimulated. (SH Spec 302A, 6309C03)

O/W, overt/withhold. (HCOB 23 Aug 65)

O-W BY TRANSFER, most pcs are on O-W **by transfer** which is to say when they kick George in the head they get a headache themselves. This makes them think they are George. (HCOB 22 Dec 60)

OWN, to own is not to label or cart away. To own is to be able to see or touch or occupy. (*FOT*, p. 33)

OWNERSHIP, 1. ownership is a problem of havingness. If you own something you can have it, if you don't own it you can't have it. (2ACC-29B, 5312CM20) **2. ownership** could be said to be that area being covered and protected by the preclear. (PAB 8)

Own

see

touch

occupy
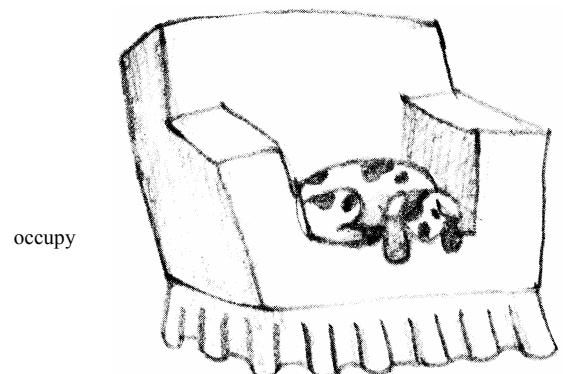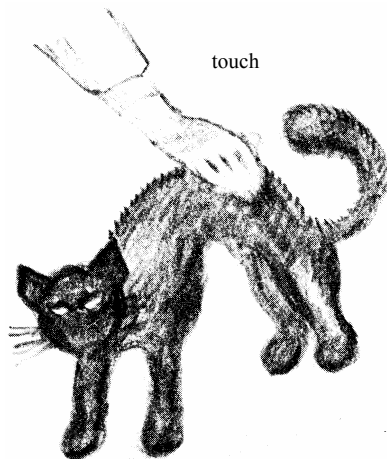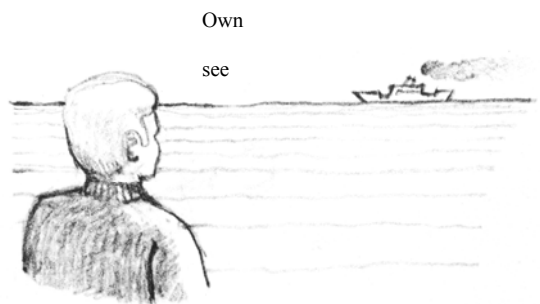
OWN VALENCE, his own concept of himself. (PAB 95)

P

PAB, Professional Auditors Bulletin (a series of technical booklet issues.) (BTB 20 Aug 71R II)

Pack

PACK, a **pack** is a collection of written materials which match a checksheet. It is variously constituted—such as loose-leaf or a cardboard folder or bulletins in a cover stapled together. A **pack** does not necessarily include a booklet or hardcover book that may be called for as part of a checksheet. (HCOB 19 Jun 71 III)
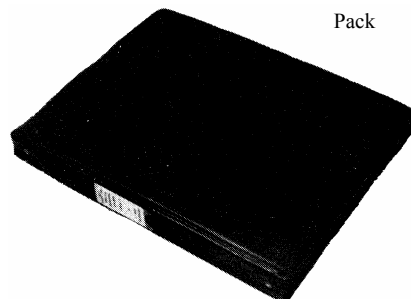
PACKAGE, always consists of two RIs that are terminals and two RIs that are oppterms. (HCOB 27 Jan 63)

PACKAGE RUDIMENT QUESTION, four **rudiments** in one question and therefore four major thoughts in one sentence. It's just a fast way of doing four **rudiments** in one sentence. (HCOB 25 May 62)

PACKED UP METER, a **meter** is **"packed up"** when the TA goes high or too low and the needle freezes and won't read. (HCOB 23 Sept 66)

Pain

PAIN, 1. is composed of heat, cold, electrical, and the combined effect of sharp hurting. If one stuck a fork in his arm, he would experience **pain.** When one uses PAIN in connection with clearing one means awareness of heat, cold, electrical or hurting stemming from the reactive mind. According to experiments done at Harvard, if one were to make a grid with heated tubes going vertical and chilled tubes going horizontal and were to place a small current of electricity through the lot, the device, touched to a body, would produce the feeling of PAIN. It need not be composed of anything very hot or cold or of any high voltage to produce a very intense feeling of **pain.** Therefore what we call PAIN is itself, heat, cold and electrical. If a pc experiences one or more of these from his reactive mind, we say he is experiencing PAIN. *Symbol*: PN. (HCOB 8 Nov 62) **2.** the sharp impulse or dull impulse of heat, cold and electrical. (SH Spec 202A, 6210C23) **.** the sensation of **pain** is actually a sensation of loss. It is a loss of beingness, loss of position and awareness. (*Scn 0-8*, p. 210) **4.** too much motion too fast. (5203CM05B) **5. pain,** technically, is caused by an effort counter to the effort of the individual as a whole. (*Scn Jour 5-G*) **6. pain** is the randomity produced by sudden or strong counter-efforts. (AP&A, p. 100) **7.** the sudden impact of theta and mest together could be considered a turbulence which creates dissonance in theta. This is registered and recorded as **pain.** (*SOS*, p. 40) **8.** theta and mest coming together too hard get into
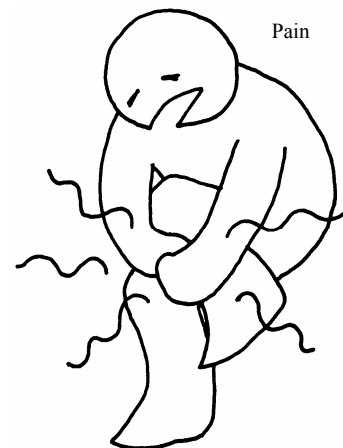
a turmoil which we call **pain.** (*SOS*, p. 5) **9. pain** is a warning of non-survival or potential death. (*SA*, p. 27)

PAIN ASSOCIATION, the person is made to **associate** his "wrong ideas" with **pain** so that he "will not have these ideas," or will be "prevented from doing these things." A crude current example is to electric shock a person every time he smokes a cigarette. After several "treatments" he is supposed to **associate the pain** with the idea and so "give up smoking." (HCOB 16 Jul 70)

PAINFUL EMOTION ENGRAM, 1. similar to other engrams. It is caused by the shock of sudden loss such as the death of a loved one. (*DMSMH*, p. 62) **2.** the death, departure or denial by an ally is a certain **painful emotion engram.** (*DMSMH*, p. 353)

PAINFUL INCIDENT, any **incident** which was **painful;** a death, an operation, a big failure, big enough to render you unconscious such as an accident. (*HFP*, p. 99)

PAN-DETERMINISM, 1. would mean a willingness to start, change and stop on any and all dynamics. That is its primary definition. A further definition, also a precision definition, is: the willingness to start, change and stop two or more forces, whether or not opposed, and this could be interpreted as two or more individuals, two or more groups, two or more planets, two or more like-species, two or more universes, two or more spirits whether or not opposed. This means that one would not necessarily fight, he would not necessarily choose sides. (*Dn 55!*, p. 100) **2.** defined as **determining** the activities of two or more sides in a game simultaneously. (PAB 84) **3.** the ability to regulate the considerations of two or more identities, whether or not opposed. (*Scn 0-8*, p. 110) **4.** full responsibility for both sides of a game. (*Scn 0-8*, p. 119)

PAN-KNOWINGNESS, in his native state, a thetan knows everything without looking, or anything, but he doesn't know any particulars of data. These are all invented. So what you would really call this would be a potentiality, or **pan-knowing-ness.** (PAB 64)

PAPER TRICK, there are cases around that have been "audited" for years who have never really done a process. This can be whipped by a Comm Process done with **paper** and pencil. [The comm process discussed in the reference HCOB is "From where could you communicate to a victim?"] You locate the terminal with an E-Meter and then you lay the instrument aside, give the pc a sheet of **paper** and a pencil, and every time he answers your auditing question, you have him or her draw the answer on the **paper.** As the Comm Process exceeds language, it can be easily checked. Even if the pc seems to be having some success but could succeed faster you can boost it along with the **"paper trick"** as this is called. (HCOB 27 Aug 59)

PARANOID, 1. a person with delusions, as of grandeur or, especially, persecution. (HCOB 11 May 65) **2.** is one on whom everything is impinged. There isn't really any such thing as a **paranoid.** There's such a thing as collapsed space. (PDC 26)

PARA-SCIENTOLOGY, 1. includes all of the uncertainties and unknown territories of life which have not been completely explored and explained. (PAB 85) **2.** that large bin which includes all greater or lesser uncertainties. Here are the questionable things, the things of which the common normal observer cannot be sure with a little study. Here are theories, here are groups of data, even groups commonly accepted as "known." (*Scn 0-8*, p. 188) **3.** those things which are uncertainties, such as metaphysics, spirits, other worlds, space opera, whole track, GE line, are all being put into the bin called **para-Scientology.** (PAB 2)

PARTICLE, energy is subdivisible into a large motion, such as a flow, a dispersal, or a ridge, and a small motion which is itself commonly called a **particle** in nuclear physics. Agitation within agitation is the basic formation of **particles** of energy, such as electrons, protons and others. (Scn 8-80, p. 43)

PARTS OF MAN, 1. the individual man is divisible (separable) into three **parts** (divisions). The first of these is the spirit, called in Scn the Thetan. The second of these **parts** is the Mind. The third of these **parts** is the Body. (*FOT*, p. 54) **2.** thetan, thetan machinery, body and the reactive-somatic mind. (8ACC 14, 5410C20)

PAST, on the time track, everything which is earlier than present time. (*SOS* Gloss)

PASTORAL COUNSELING, Dianetics practiced in the Church of Scientology as **pastoral counseling,** addresses the spirit in relation to his own body and intended to increase well-being and *peace of mind*. (BPL 24 Sept 73R XIII)

PAST POSTULATES, decisions or conclusions the preclear has made in the **past** and to which he is still subjected in the present. **Past postulates** are uniformly invalid since they cannot resolve present environment. (NFP Gloss)

PATHOLOGY, THREE STAGES OF, *predisposition*, by which is meant the factors which prepared the body for sickness, *precipitation*, by which is meant the factors which cause the sickness to manifest itself, and perpetuation, by which is meant the factors which cause the sickness to continue. (*DMSMH*, pp. 91-92)

PATIENT, preclear. (PAB 87)

PATTY-CAKED, *Slang.* the auditor left off simply because the preclear was having difficulty doing the process. (*COHA*, p. 113)

PC, preclear. (HCOB 23 Aug 65)

PC EXAMINER, that person in a Scn Church assigned to the duties of noting pcs' statements, TA position and indicators after session or when pc wishes to volunteer information. (HCO PL 4 Dec 71 V)

PCRD, Primary Correction Rundown: a corrective action. Purpose: to get the person through the PRD. (HCOB 20 Jul 72 I)

PC TYPE A, has few personal problems. Even when they occur he isn't upset by them. Handles life easily. Is energetic generally and able to work efficiently at things. Takes setbacks optimistically. Feels good most of the time. (HCOB 29 Jun 64)

PC TYPE B, is deluged with personal problems. Can't see any way out. Gets upset easily or is just in plain apathy and is never upset because things aren't real anyway (like a boulder wouldn't get upset). Has a hard time in life. Is generally tired and can't work very long at anything. Takes setbacks emotionally or just collapses. Feels ill most of the time. A type B can't be cause. (HCOB 29 Jun 64)

PDH, 1. stands for **pain drug hypnosis**. It is known to some psychiatrists as a means of compelling obedience. They sometimes use it on psychotics. (LRH ED 2 US and 2WW Only) **2. pain drug hypnosis—a drug** is administered to a person, the person is put into a trance and is told things. (5203CM05D)

PE, Personal Efficiency Foundation. (HCOB 23 Aug 65)

PECULIAR CASES, all peculiar cases were cases that weren't run by standard tech. (Class VIII, No. 1)

PE FOUNDATION, a programmed drill calculated to introduce people to Scn and to bring their cases up to a high level of reality both on Scn and on life. (HCOB 29 Sept 59)

PERCEPTS, see PERCEPTICS, def. 2.

PERCEPTICS, 1. sense messages. (*SOS*, p. 9) **2.** specialized data from the standard memory or reactive banks which represent and reproduce the sense messages of a moment in the past. The sense messages of present time, also; (formerly the word **"percepts"** was used to mean the sense messages of present time, but usage has dropped this distinction). (*SOS* Gloss)

PERCEPTION, 1. perception is the process of recording data from the physical universe and storing it as a theta facsimile. (*HFP*, p. 181) **2.** channels through which one can contact the physical universe. (*SA*, p. 64) **3.** any means of communicating below the level of know-ingness. There are more than fifty **perceptions** used by the physical body, the best-known of which are sight, hearing, touch, taste and smell. (*Scn 0-8* Gloss)

PERCEPTION POINT, there would be a viewpoint, which is a **perception point,** which would consist of look, and smell, and talk and hear, and all sorts of things could be thrown in under this category, viewpoint. Ordinarily we simply mean at that level of the scale, look-ing, but you can throw all the rest of the **perceptions** in at that level of the scale. (PX~, p. 257)

PERFECT COMMUNICATION, a **perfect communication** is one which is duplicated perfectly at the effect point whatever emanated from the cause point. (UPC 1, 5406CM05)

PERFECT DUPLICATE, 1. a perfect duplicate is an additional creation of the object, its energy, and space, in its own space, in its own time, using its own energy. This violates the condition that two objects must not occupy the same space, and causes a vanishment of the object. (*Scn 0-8*, p. 31) **2.** it means a copy in its own space with its own particles in its own time. It'll disappear if you do that. (5410CM10B)

PERFECT DUPLICATION, cause and effect in the same point in space. (PXL, p. 114)

PERMANENT CERTIFICATE, in the case of an auditor, an internship or formal auditing experience is required. When actual honest evidence is presented to C&A that he has demonstrated that he can produce flubless results his **certificate** is validated with a gold seal and is a permanent certificate. With other courses the person must demonstrate that he can apply the materials studied by producing an actual, honest statistic in the materials studied. He presents this evidence to C&A and receives a validation gold seal on his **certificate.** (HCO PL 31 Aug 74 II)

PERMANENT RESTIMULATION, the mechanism of **permanent restimulation** consists of opposing forces of comparable magnitude which cause a balance which does not respond to current time and remains "timeless." (HCOB 13 Apr 64, *Scn VI Part One Tone Arm Action*)

PERPETUATION, by which is meant the factors which cause the sickness to continue. (*DMSMH*, p. 92)

PERSISTENCE, the ability to exert continuance of effort toward survival goals. (*Scn 0-8*, p. 73)

PERSISTENT F/N, unkillable F/N. It's **persistent** at least for that day. (HCOB 8 Oct 70)

PERSONAL IDENTITY, the composite of all your experience plus an initial decision to be and occasional decisions not to be. You do not die as an identity or a personality or an individual. You and the mest body "separate" and the mest body gets a funeral. (*HFP*, p. 76)

PERSONAL INTEGRITY, is knowing what you know. What you know is what you know, and to have the courage to know and say what you have observed. And that is **integrity** and there is no other **integrity.** (*B&C*, p. 21)

PERSONALITY, 1. the individual, the **personality,** is the awareness of awareness unit, and the awareness of awareness unit is the **person.** (*Dn 55!*, p. 17) **2.** a complex of inherited (mest, organic, theta) and environmental (aberration, education, present time environment, nutrition, etc.) factors. (*SOS* Gloss)

PERSONALITY ACCESSIBLE, means a **person** who will talk to you about his condition without being antagonistic. (*NOTL*, p. 34)

PERSONALITY GRAPH, a picture of a valence. On any human being, he himself is not really enough there to have a **personality.** (SH Spec 70, 6607C21) See also OCA GRAPH.

PERSONAL MOTION, this is awareness of change of position in space. This perception is assisted by sight, the feel of wind, changes in body weight, and by the observation of external environment. (*SA*, p. 106)

PERSONAL PRESENCE ALTITUDE, the individual who leads or makes an impression upon others merely by his **presence,** by his example and the fact of his existence, has **personal presence altitude.** Ghandi had this to a very high degree. (*SOS* Gloss)

PERSONAL ROLLER COASTER, (From HCOB 5 Dec 68). Same as **roller coaster.** (LRH Def. Notes)

PERSONNEL PROGRAMMER, a **Personnel Programmer** works with individual staff members and draws up workable **personnel programmes** and sees that they are fully executed. The purpose of a **Personnel Programmer** is to help LRH to expertly **programme** each staff member to a point of real success on their own post, to operate well as a member of the group and attain higher and higher levels of skill, knowledge and ability, through full use of the technology of Dn and Scn. (HCO PL 22 Jan 72 II)

PGM, Program (FO 2192)

PHANTOM SLAM, always comes on and goes off and comes on and goes off and a **phantom slam** has this characteristic; that it never obeys the auditor. The **phantom slam** may turn on and louse you up on the list as to which item is **rockslamming.** You don't ever get a **phantom slam** on an uncharged list. The list has to be "hotter than a pistol" to turn the **slam** on. Completely aside from the **phantom slam** this type of case will never do what you tell them. You say, "Has anything been suppressed?" and they don't think about suppressing something, they think about something else. (SH Spec 225, 6212C13)

PHC, First Phoenix Congress. (HCOB 29 Sept 66)

PHD, Philadelphia Doctorate Course. (HCOB 29 Sept 66)

PHI (o), mest. (*NOTL*, p. 142)

PHILOSOPHY, 1. the pursuit of knowledge. The knowledge of the causes and laws of all things. (SPB, p. 1) **2.** a love or pursuit of wisdom or a search for the underlying causes and principles of reality. (Ron's Jour 68)

PHRASE, can be an enforced command thing which an individual then takes as a superior command or even can take as his own postulate. (PDC 7)

PHS, Philadelphia Doctorate Course Supplementary Lectures. (HCOB 29 Sept 66)

PHYSICALLY ILL PC, he is in suppressed pain and each time he gets a change, he puts on full stops as it started to hurt. He won't get the same gain again and tomorrow the same process or type of process won't work. He stops the pain if it starts to hurt, puts a new stop on his case. Slow gain, poor result is a **physically ill pc.** (HCOB 12 Mar 69)

PHYSICAL PAIN, the alarm reaction to theta that the organism has been too heavily impinged upon mest. **Physical pain** is an abrupt and sharp warning of nonsurvival. (*SOS*, Bk. 2, p. 22) **2.** theta and mest are many times brought together in disorderly collision. This creates the phenomenon known as **physical pain.** (505, Bk. 2, p. 4)

PHYSICAL UNIVERSE, 1. the **universe** of matter, energy, space and time. It would be the **universe** of the planets, their rocks, rivers, and oceans, the **universe** of stars and galaxies, the **universe** of burning suns and time. In this **universe** we would not include theta as an integral portion, although theta obviously impinges upon it as life. (*SOS*, p. 4) **2.** the **physical universe** is reducible to motion of energy operating in space through time. (*Scn 0-8*, p. 71)

PHYSICAL WELL-BEING, absence of factors which predispose him to illness. (*SOS*, p. 15)

PHYSIO-ANIMAL BRAIN, the **physio-animal** section of the **brain,** contains the motor controls, the sub-brains, and the physical nervous system in general, including the physical aspect of the analytical section of the brain. The control of all voluntary and involuntary muscles is contained in this section. It commands all body fluids, blood flow, respiration, glandular secretion, cellular construction, and the activity of various parts of the body. (*DTOT*, p. 23)

PHYSIOGALVANOMETER, see O-METER.

PHYSIO-ANIMAL MIND, the **physio-animal mind** has specific methods of "thinking." These are entirely reactive; **animal** experimentation—rats, dogs, etc.—is experimentation on and with precisely this **mind** and little more. It is a fully conscious **mind.** There is no period in the life of the organism from conception to death when this mind is not awake, observing, and recording perceptics. This is the **mind** of a dog, cat or rat and is also the basic **mind** of a man so far as its operating characteristics are concerned. (*DTOT*, p. 24)

PIANOLA CASE, 1. a case that was wide open, had sonic recall, visio recall, no pain shut-offs or anything and you just said "Go back to the earliest moment of pain or unconsciousness" and the fellow went and you say, "Go to the beginning of the engram" and he goes, and you run it out and it erases. Well, they'd begun to call this the **pianola case,** because it plays itself. (5009CM23B) **2.** in a **pianola case,** the file clerk works with you. The somatic strip does what you tell it to do. (*NOTL*, p. 68) **3. a case** that has easy running in all perceptics. (*NOTL*, p. 25)

PICTURE, facsimile. (PAB 136) See FACSIMILE.

PICTURE AND MASSES REMEDY, 1. it is usual to do a **PICTURE AND MASSES REMEDY** to find and handle restimulated engram chains which are causing the TA to be high. (HCOB 16 Aug 70R) **2.** the anaten pc—dopes off in session—high TA. The handling of the pcs or pre-OTs that fall under the above category, even though they were well rested before session consists of: the case supervisor sends the pc or pre-OT to a Dn auditor who would list: "What **pictures or masses** have you touched on in life or in auditing that have been left unflat?" The Dn auditor would get the best reading item from the list, gets the somatic or pain, or sensation or unwanted emotion or attitude that goes with that **picture or mass,** makes sure that it reads well, and he would follow down to basic and erasure that item that read with the **picture or the mass by** standard R3R. The list is reassessed and is exhausted as above. (BTB 3 Oct 69R) [Note: The referenced BTB gives two additional remedies for handling the anaten pc—dopes off in session —high TA.]

PINCH TEST, for demos you can do a "pinch test" where you explain to the pc that to show him how the meter registers mental mass—you will give him a **pinch** as part of the demo. Then get him to think of the **pinch (while** he is holding the cans) showing him the meter reaction and explaining how it registers mental mass. (BTB 8 Jan 71R)

PINK SHEET, pink sheets are issued by a course supervisor as a corrective measure. A student is given a **pink sheet** when something earlier was missed that should have been learned. The principle of the **pink sheet** is that a student is responsible for all the material he has studied earlier. If he is unable to apply or use any of this material then the **pink sheet** is issued to remedy the situation. It gives the student a study assignment calling for restudy and checkout of the specific materials pertaining. It is a quick and precise remedy. (HCOB 19 Jun 71 III)

PL, policy letter. (BPL 5 Nov 72RA)

PLATEN, a card with holes in it that is put on another paper and has in it the line plot mostly written out. (HCOB 8 Dec 64)

PLAY, 1. somebody invented the difference between work and **play. Play** was seen to be something interesting and work was seen to be something arduous and necessary. Play is almost purposeless. Work has a purpose. Play should be called work without a purpose. Activity without a purpose. (*POW*, p. 32) **2.** unreal or delusory motion about which you are not supposed to be serious; you are not supposed to as-is it. (SH Spec 19, 6106C23)

Pleasure Moment
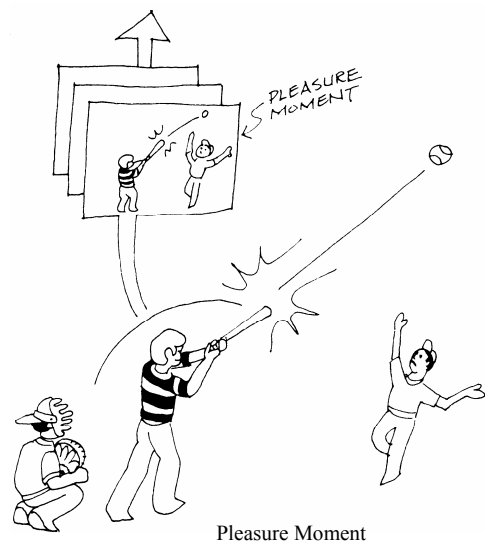
PLEASURE, 1. the Dn definition of **pleasure** is that the organism tending toward survival obtains **pleasure** by survival actions and the seeking of survival goals. (*SOS*, Bk. 2, p. 84) **2.** the perception of well being or an advance toward the ultimate goal. (*DTOT*, p. 20) **3.** creative and constructive effort. (*DASF*)

PLEASURE MOMENTS, mental image pictures containing **pleasure** sensations. They respond to R3R. One seldom addresses them unless the preclear is fixated on some type of **"pleasure"** to a point where it has become highly aberrated. (HCOB 23 Apr 69)

PLOTTING, the action of obtaining goals or items from the pc and positioning them in their correct sequence on their respective **plots.** (HCOB 13 Apr 64, *Scn VI Part One Glossary of Terms*)

PLS, Public Lecture Series (American). (HCOB 29 Sept 66)

PLUS-POINT LIST, they are the elements of logic and sanity. (HCOB 28 Aug 70RA)

PLUS RANDOMITY, from the viewpoint of the individual, something which has in it too much motion or unexpectedness for his tolerance is **plus randomity.** (Abil 36)

P.M., pleasure moment. (*Hubbard Chart of Human Evaluation*)

PN, symbol for **pain** or electrical. (HCOB 19 Jan 67)

POINT OF VIEW, point from which he was looking, rather than his opinions. (*Dn 55!*, p. 69)

POINTS, the arbitrary assignment of a credit value to a part of study materials. "One page equals one point." "That drill is worth 25 **points."** (HCOB 19 Jun 71 III)

POINTS SYSTEM, the **system** of assigning and counting up **points** for studies and drills that give the progress of a student and measure his speed of study. They are kept track of by the student and course administrator and added up each week as the student's statistic. The statistic of the course is the combined study **points** of the class. (HCOB 19 Jun 71 III)

POLE THETA TRAP, the being is shot into the implant area put on a post wobbled around and then ran through this implant of goals, on a little monowheel pole trap which had the effigy of a body on it, the being didn't have a body and was put on a **pole trap.** The **pole trap** has a body on it. (SH Spec 266, 6305C21)

POLITICAL DIANETICS, embraces the field of group activity and organization to establish the optimum conditions and processes of leadership and inter-group relations. (*DMSMH*, p. 152)

POOR CASE CONDITION OR INCOMPLETE, a staff member who is in a state of chronic repair or who is not in good physical condition or good **case condition** as they are defined. (HCO PL 21 Oct 73R)

POOR MEMORY, a **poor memory** means a curtained **memory, the memory** being complete. Every perception observed in a lifetime is to be found in the banks. (*EOS*, p. 54)

POSITIONAL ALTITUDE, deriving from an arbitrarily assigned **position. Military officers** and bureaucrats often depend heavily upon **positional altitude.** (*SOS* Gloss)

POSITIVE POSTULATE, it's not only that there is no negative given attention to, but it does not assume that any negative is possible. (ESTO 6, 7203C03 SO II)

POSITIVE PROCESSING, this consists of addressing the theta on the case and bringing it to view. (*SOS*, Bk. 2, p. 281)

POST INJURY, after **injury.** (HCOB 12 Mar 69)

POSTOPERATIVE, after **operation.** (HCOB 12 Mar 69)

POSTPARTUM PSYCHOSIS, mental upset due to delivery of a baby. (HCOB 15 Jan 70)

POST PURPOSE CLEARING, an essential part of hatting; to get the person's **post purpose cleared** by an auditor. This requires an auditor, an E-meter, and is done in session. Staff member must bring hat folder to the PPC session so if there is any confusion on **purposes** in it they can be **cleared** up from the hat folder. (HCOB 4 Aug 71R) *Abbr*. PPC.

POSTULATE, n. 1. a self-created truth would be simply the consideration generated by self. Well, we just borrow the word which is in seldom use in the English language, we call that **postulate.** And we mean by **postulate,** selfcreated truth. He **posts** something. He puts something up and that's what a **postulate** is. (HPC A6-4, 5608C) **2. a postulate** is, of course, that thing which is a directed desire or order, or inhibition, or enforcement, on the part of the individual in the form of an idea. (2ACC-23A, 5312CM14) **3.** that selfdetermined thought which starts, stops or changes past, present or future efforts. (AP&A, p. 33) **4.** is actually a prediction. (5112CM30B)—v. **1.** in Scn the word **postulate** means to cause a thinkingness or consideration. It is a specially applied word and is defined as causative thinkingness. (*FOT*, p. 71) **2.** to conclude, decide or resolve a problem or to set a pattern for the future or to nullify a pattern of the past. (*HFP*, p. 155) **3.** to generate or "thunk" a concept. A **postulate** infers conditions and actions rather than just plain thinks. It has a dynamic connotation. (SH Spec 84, 6612C13)

Postulate off, 1. postulate off = erasure (HCOB 24 Sept 71R) **2.** the EP of a Dn chain is always always always the **postulate** coming **off.** The **postulate** is what holds the chain in place. Release the **postulate,** the chain blows. That's it. (HCOB 16 Sept 78) **3.** only when the **postulate** has come off to F/N and VGIs can one consider that the full EP of a DN incident or chain has been reached (HCOB 26 Jun 78RA II)

POSTULATE PROCESSING, 1. that processing which addresses the **postulates,** evaluations and conclusions of the preclear at the level of self-determined thought, yet **postulate processing** has some value when addressed to stimulus-response ideas. **Postulate processing** is the primary and highest method of **processing** a thetan. With creative processing, it constitutes *Scn 8-8008*. (*Scn 8-8008*, p. 37) **2. the process** or any **process** which permits an individual to change his **postulates.** (PDC 37)

POSTULATED REALITY, a second type of **reality is postulated reality,** which is brought into being by creative or destructive imagination. (*SOS*, p. 97)

POTENTIAL TROUBLE SOURCE, 1. a person or preclear who "rollercoasters," i.e., gets better, then worse. This occurs only when his connection to a suppressive person or group is unhandled and he must, in order to make his gains from Scn permanent, receive processing intended to handle such. (*ISE*, p. 48) **2.** somebody who is connected with an SP who is invalidating him, his beingness, his processing, his life. (SH Spec 63, 6506C08) **3.** means the case is going to go up and fall down. He's a **trouble source** because he's going to get upset. He's a **trouble source** because he's going to make **trouble.** And he's **trouble** for the auditor and he's **trouble** for us and he's **trouble** for himself. (SH Spec 68, 6510C14) **4.** it means someone connected to a person or group opposed to Scn. It is a technical thing. It results in illness and roller-coaster and is the cause of illness and roller-coaster. (HCOB 17 Apr 72) *Abbr*. PTS.

POTENTIAL VALUE, 1. the **potential value** of the individual is derived from his ability to think and his power in the following fashion, where PV equals **potential value,** A equals ability to think and D equals power. PV=ADX. (*DASF*) **2.** equal to intelligence multiplied by the dynamics of the individual to a certain power. This might be restated as meaning that the **potential value** of any man was equal to some numerical factor, denoting his structural intelligence and capability, multiplied by his free theta to a power. This was written in the handbook in an effort to encourage some psychologist to discover what the power of the dynamic might be and conclude some means of establishing **potential value** by psychometry. (*SOS*, p. 126) **3.** the **potential value** of an individual or a group may be expressed by the equation PV= IDX where I is intelligence and D is dynamic. The worth of an individual is computed in terms of the alignment, on any dynamic, of his **potential value** with optimum survival along that dynamic. (*DMSMH*, p. 40)

POWER, 1. the amount of work which can be accomplished in a unit of time, or the amount of force which can be applied in a unit of time. **Power** has the connotation of being potential. **Power** does not necessarily mean application of it. (SH Spec 83, 6612C06) **2.** the ability to maintain a position in space. (PAB 131)

POWER AUDITOR, a graduate of the Saint Hill Special Briefing Course who has also served the Saint Hill Internship. Only they are qualified to do the **power** processes of Grade V. They are Class VII **auditors.** (*ISE*, p. 45)

POWER PROCESSES, the **processes** audited only by Class VII auditors which make Grade V Power Releases. (*Scn AD*)

PPC, Post Purpose Clearing. (HCOB 4 Aug 71R)

PR, process. (BTB 20 Aug 71R II)

PR (PUBLIC RELATIONS), 1. *Slang*. to cover up, putting up a lot of false reports to serve as a smoke screen for idleness or bad actions. (HCO PL 4 Apr 72) **2. public relations**

cheery falsehoods. (HCOB 22 Sept 71) **3.** a technique of communicating ideas. (HCO PL 13 Aug 70 I)

PRACTICAL, the drills which permit the student to associate and coordinate theory with the actual items and objects to which the theory applies. **Practical** is application of what one knows to what one is being taught to understand, handle or control. (HCOB 19 Jun 71 III)

PRACTICAL INSTRUCTOR, assists the **practical** supervisor, handles all **practical** administration and acts as auditing supervisor. (HCO PL 18 Dec 64)

PRACTICAL SUPERVISOR, handles **all practical** instruction, acts as auditing **supervisor.** (HCO PL 18 Dec 64)

PR AUDITING REPORT, meaning **promoting** instead of auditing. A false **auditing report.** (HCOB 16 Aug 70)

PRD, Primary Rundown. (HCOB 20 Jul 72 I)

PREASSESSMENT, 1. is a new procedure in New Era D. It is done with a prepared **Preassessment** List and determines what categories of somatics are connected to the original item, and which of these is the most highly charged. (HCOB 18 Jun 78R) **2.** this is a new procedure on the handling and running of Dn. It ensures that every somatic is gotten off in connection with whatever you are handling. (HCOB 22 Jun 78R) **3.** the **Preassessment** is done to get running items. (HCOB 18 78R)

PREASSESSMENT ITEM, this is in turn the largest reading **item** on the **Preassessment** List and then subsequently lesser reading **items** from the same list are taken up. (HCOB 18 Jun 78R)

PREASSESSMENT LIST, this is found in New Era Dn Series 4-1. A prepared **list** of categories of somatics which is assessed in connection with the original item. (The **list** includes pains, sensations, sorenesses, compulsions, fears, aches, tiredness, pressures, discomforts, dislikes, numbnesses.) (HCOB 18 Jun 78R)

PRECIPITATION, the factors which cause the sickness to manifest itself. (*DMSMH*, p. 92)

PRECLEAR, 1. a person who, through Scn processing, is finding out more about himself and life. (PXL, p. 20) **2.** a spiritual being who is now on the road to becoming Clear, hence preclear. (HCOB 5 Apr 69) **3.** one who is discovering things about himself and who is becoming clearer. (HCO PL 21 Aug 63)
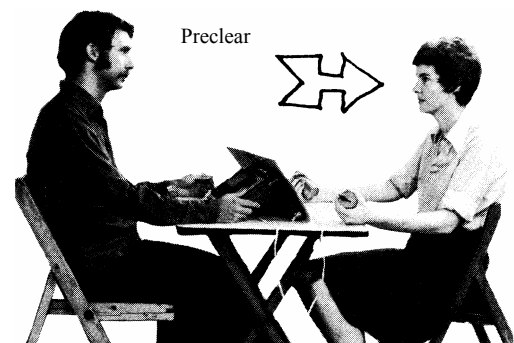
Preclear

PRECLEAR ASSESSMENT SHEET, the purpose

of this form is to establish auditor control over the preclear, to better acquaint the auditor with his preclear, and to provide essential information required. (BTB 24 Apr 69R)

PRECURSOR, earlier engram. (*DTOT*, p. 98)

PREDICTION, 1. when we speak of **prediction** we mean that he should be in communication with his environment as it will exist, as well as it exists. (*Dn 55!*, p. 62) **2.** the process of knowing the future. Living only for today is the process of not knowing the future. (*FOT*, p. 85)

PREDISPOSITION, 1. before the fact, the guy is disposed to get sick. (7204C07SO III) **2.** the factors which prepared the body for sickness. (*DMSMH*, p. 92)

PREFRONTAL LOBOTOMY, uses a scalpel or ice pick to perform an operation on the **prefrontal lobes** of the brain. (*DMSMH*, p. 151)

PRE-HAVE, before one attained **havingness** he ran a **"beforehavingness"** process hence **"pre (before) have."** When the full scale was achieved he could **have.** (LRH Def. Notes)

PREHAVINGNESS BUTTONS, the things that prevent people from **having.** (SH Spec 18, 6106C22)

PREHAVINGNESS SCALE, 1. an assessment **scale** which takes in most possible formulas and regimens: **Havingness** is the make-break point of a case. Before **havingness** can be tested for, all heavy areas on the lower part of the **scale** must be flat. The most elementary use of the **scale** is to assess the points on the **scale** upwards until a fall is observed and then to run this fall out. (HCOB 28 Jan 61) **2. any scale** giving degrees of doingness or not doingness. (HCOB 7 Nov 62 III)

PREMATURE ACKNOWLEDGEMENT, occurs 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. 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. (HCOB 7 Apr 65)

PRENATAL ESP, another manifestation of charge and circuits. A circuit may exist which says, "I know what you're thinking about," and when returned to its vicinity the preclear seems to get the thoughts of mother and father by ESP. Actually these "thoughts" are composites of phrases which occur in the reactive and standard banks of the preclear. There may well be **extrasensory perception, but "prenatal** ESP" is false. (*SOS*, Bk. 2, p. 209)

PRENATALS, a Dn term used to denote engrams received before birth. (BTB 12 Apr 72R)

PRENATAL VISIO, there actually is a prenatal visio, but it is black. The blackness of the **prenatal,** when the individual is stuck in a **prenatal** engram, will actually blot out his **visio.** There is no mechanism save that of the imagination which is known to produce the pictures that come about with **"prenatal visio."** (*SOS*, p. 209)

PRE-OT, a thetan beyond the state of Clear who, through the advanced courses, is advancing to the full state of **operating thetan.** (*PRD* Gloss)

PREPARED ASSESSMENT FORM, This New Era Dn process list dredges up the unwanted conditions that wait in the future so they can be handled before they hit the pc. (LRH ED 301 INT)

PREPARED LIST, 1. prepared by the auditor, **prepared by me, prepared** by somebody else. It is not given by the pc—it is made up, **listed** by somebody else, not the preclear. (Class VIII, No. 11) **2. lists** designed to find by-passed charge and repair a faulty auditing action or life situation. (HCOB 28 May 70) **3.** is one which is issued in an HCOB and is used to correct cases. There are many of these. Notable amongst them is C/S 53 and its corrections. (HCOB 15 Oct 73)

PREPCHECK, 1. sec checking=security checking, so it couldn't be used as a purely auditing action for the pc. So I had to have a new word. **Prep for preparatory** to auditing. It's a forerunner of ruds. (LRH Def. Notes) **2. preparatory check.** A process. (HCOB 23 Aug 65) **3. on a prepcheck** run each reading item (SF, F, LF, BD) from the assessed list of items on the **prepcheck** buttons. Each button is run to F/N, Cog. Take up each reading button in turn until you get full EP for the subject. (BTB 10 Apr 72R)

PREPCHECK BUTTONS, the following order and number of **prepcheck buttons** should be used wherever an **"18-button prepcheck"** is recommended. Do **not** use the older order of buttons. For all uses the 18 **prepcheck buttons** now are: suppressed, careful of, didn't reveal, not-ised, suggested, mistake been made, protested, anxious about, decided, withdrawn from, reached, ignored, stated, helped, altered, revealed, asserted, agreed (with). (HCOB 14 Aug 64)

PREPCHECKING, 1. a way of cleaning up a case in order to run Routine 3D Criss Cross. I developed **prepchecking** in order to get around an auditor's difficulty in "varying the question" in pulling withholds. Auditors had a hard time doing this, hence **prepchecking. Prepchecking** became more important than a "rote procedure for sec checking." The target of a **prepcheck** question is a chain of withholds. The purpose of prepchecking is to set up a pc's rudiments so they will stay in during further clearing of the bank. (HCOB 1 Mar 62) **2.** the reason this is called **prepchecking** and the reason it isn't called withhold system and it isn't called anything else but **prepchecking** is it's **preparatory to clearing.** (SH Spec 114, 6202C21) **3.** is the system of getting each rudiment in with a crunch, so it's more or less permanently in during the auditing in 3DXX and that's **prepchecking.** (SH Spec 110, 6202C13)

PREPCLEARING, 1. preparatory to clearing. Prepclearing for short. Abandon all further reference to security checking or sec checking. The task of the auditor in **prepclearing** is to prepare a pc's rudiments so that they can't go out during 3D Criss Cross. We have just risen well above security checking in ease of auditing and in case gains. (HCOB 12 Feb 62) **2.** prepchecking is synonymous at the present moment. (SH Spec 114, 6202C21)

PRE-RELEASE, any patient who is entered into therapy to accomplish a **release** from his chief difficulties, psychosomatic or aberrational. (*DMSMH* Gloss)

PRESENT TIME, 1. the time which is now and which becomes the past almost as rapidly as it is observed. It is a term loosely applied to the environment existing in now, as in "The preclear came up to **present time,"** meaning the preclear became aware of the existing matter, energy, space, and time of now. The point on anyone's time track where his physical body (if alive) may be found. "Now." (HCOB 11 May 65) **2.** when we say that somebody should be in **present time** we mean he should be in communication with his environment. We mean, further, that he should be in communication with his environment as it exists, not as it existed. (*Abil Mi 246*) **3.** a response to the continuous rhythm of the physical universe, resulting in a hereness in nowness. (HCOB 15 May 63) **4.** the ground, sky, walls, objects, and people of the immediate environment. In other words, the anatomy of **present time** is the anatomy of the room or area in which you are at the moment when you view it. (PAB 35) **5.** a continuing series of instants in which, moment to moment, theta goes on changing mest. (*SOS*, p. 36) **6.** an ever extending moment; and a person who is free on his time track is generally in **present time,** moving forward through the consecutive moments of **time.** (*SOS*, p. 102) **7.** an arbitrary **time,** agreed upon, and is the same across a whole universe. It is the point of coincidence of three universes. (PAB 29) **8.** people go out of **present time** because they can't have the mest of **present time,** that's it. Present time is only the referral point that exists. In its absence all becomes bank. (HCOB 29 Sept 60) *Abbr*. PT.

PRESENT TIME ENVIRONMENT, the whole area covering the pc's life and livingness over a definite period. It may be the last day, the last week, the last year, depending on the pc. (HCOB 16 Oct 63)

PRESENT TIME PROBLEM, 1. technically, a special **problem** that exists in the physical universe now, on which the pc has his attention fixed. (HCOB 31 Mar 60) **2.** is one that exists in **present time,** in a real universe. It is any set of circumstances that so engages the attention of the preclear that he feels he should be doing something about it instead of being audited. (HCOB 3 Jul 59) **3. a present time problem** is one which has its elements in the material universe in **present time,** which is going on now, and which would demand the preclear's attention to such an extent that he would feel he had better be doing something about it rather than be audited. (HCOB 16 Dec 57) **4.** any worry that keeps a pc out of session, which worry must exist in **present time** in the real universe. (PAB 142) *Abbr*. PTP.

PRE-SESSION PROCESS, 1. a process that is used to get into session (a) a stranger who isn't receiving well; (b) a person antagonistic to Scn; (c) a person who ARC breaks easily in session; (d) a person who makes few gains in auditing; (e) a person who relapses after being helped; (f) a person who makes no gains in auditing; (g) a person who, having been audited,

refused further auditing; (h) any person being audited as a checkoff before session, aloud to pc or silently by auditor. (HCOB 21 Apr 60) **2.** designed as classes of **processes** to handle these four points: (1) help factor; (2) control factor; (3) pc communication factor; (4) interest factor. These four are vital to auditing itself and without them auditing doesn't happen. (HCOB 21 Apr 60)

PRESSOR BEAM, 1. the pressor is a beam which can be put out by a thetan which acts as a stick and with which one can thrust oneself away or thrust things away. The **pressor beam** can be lengthened, and in lengthening, pushes away. **Pressor beams** are used to direct action. (*Scn 8-8008*, pp. 48-49) **2. a pressor beam** which is exerting **pressure** expands when it is energized. (PDC 8)

PRESSOR RIDGE, that **ridge** formed by two or more **pressor** beams operating against each other in conflict. (*Scn 8-8008*, p. 49)

PRESSOR-TRACTOR RIDGE, a combination of pressor-tractor flows in sufficient collision as to form a solidification of energy. (*Scn 8-8008*, p. 49)

PRESSURE, if one took a fork and pressed it against the arm, that would be pressure. A bank solidity is a form of pressure. (HCOB 19 Jan 67)

PRESSURE SOMATIC, is, in Dn, considered to be a symptom in a lock, secondary or engram, simply part of the content. (HCOB 23 Apr 69)

PRETENDED DEATH CASE, the pretended death case has come to a point where he considers the environment so fraught with menace that nothing in the environment has any intent save to kill him and that death is immediate. He has insufficient energy or reason remaining even to appeal for help and, indeed, he considers that there is no person or object to which he can so appeal, and so he attempts to demonstrate to anything in the environment that it has won and that he is already dead. (*SOS*, p. 172)

PRETENDED KNOWINGNESS, is actually denial of knowingness. (SH Spec 35, 6108C08)

PRETENSE, a false reason or excuse. A mere show without reality. (HCO PL 3 May 72)

PREVENT, is to a large degree an anatomy of a problem. (SH Spec 29, 6107C14)

PREVENTIVE DIANETICS, a large subject, infiltrating the fields of industry and agriculture and other specialized activities of man, its basic principle is the scientific fact that engrams can be held to minimal content or prevented entirely with large gains in favor of mental health and physical well-being as well as social adjustment. (*DMSMH*, pp. 152-153)

PREVENTIVE SCIENTOLOGY, in this branch of processing, an individual is freed from assuming states lower than those he has already suffered from. In other words, the progress of tendencies, neuroses, habits and deteriorating activities can be halted by Scn or their oc-

currence can be prevented. This is done by processing the individual on standard Scn proc-esses without particular attention to the aberration involved. (*FOT*, pp. 87-88)

PRICE OF FREEDOM, constant alertness, constant willingness to fight back. There is no other **price.** (AHMC-1, 6012C31)

PRIDE, pride is aesthetic sensitivity. (5208CM07D)

PRIMAL CAUSE, communication origin. (*Dn 55!*, p. 85)

PRIMARY CORRECTION RUNDOWN, 1. it consists of auditing and study correction actions. The **Primary Correction Rundown** takes care of people who have trouble on the Primary Rundown. (HCOB 4 Apr 72R) **2. the rundown** consists of ethics orientation on the first dynamic, potential trouble source handling for connections with hostile elements, drug handling, case handling, the why of not using study tech or study, the Study Correction List and handling, Method 7, a review of grammar, and then back to a **Primary** RD. (HCOB 30 Mar 72R) *Abbr*. PCRD.

PRIMARY ENGRAM, one that contains physical pain and unconsciousness. (*NOTL*, p. 46)

PRIMARY LOCK, the key-in of an engram takes place at some future date from the time the engram was actually received. The key-in moment contains analytical reduction from weariness or slight illness. A situation similar to the engram, which contained "uncon-sciousness," came about and keyed-in the engram. This is a **primary lock.** (*DMSMH*, p. 304)

PRIMARY MID-RUDS, suppress and invalidate. Those are the **primary midruds.** (SH Spec 229, 6301C10)

PRIMARY RUNDOWN, 1. the Primary Rundown consists of word clearing and study tech. It makes a student super-literate. (HCOB 4 Apr 72R) **2.** consists of Method 1 word clearing and Method 8 on study tapes and *Student Hat*. (HCOB 30 Mar 72R) *Abbr*. PRD.

PRIMARY SCALE, a list of NOUNS or CONDITIONS which are key items in mental re-action. When these are assessed one assessed the VERB needed to complete a command from the SECONDARY SCALE. (HCOB 23 May 61) See HCOB 23 May 61, *Prehav Scale Revised* for the actual **scale.** (LRH Def. Notes)

PRIMARY UNIVERSE, the physical **universe.** (Abil 34)

PRIMARY UNMOTIVATED ACT, as any energy or space condition survives only be-cause it has been and is being altered, the **primary unmotivated act** would be changing the condition of energy, space and objects. (*Scn 0-8*, p. 159)

PRIME CAUSE, prime postulate: "to be." (*DAB*, Vol. II, 1951-52, p. 229)

PRIME POSTULATE, 1. a postulate may spring from past effort or **prime** thought. A **prime postulate** is the decision to change from a state of not beingness to a state of beingness. (AP&A, p. 34) **2.** we call the **prime postulate** the basic purpose of the individual in *Dianetics: Modern Science of Mental Health,* or his goal. (SH Spec 168, 6207C10)

PRIME THOUGHT, the decision moving the original potential being from the state of not beingness to the state of beingness. **Prime thought** can occur at any moment during any lifetime, moving the individual from the state of not beingness to the state of beingness. A common name for this phenomenon is necessity level. (AP&A, p. 22)

PRINCIPLE OF A-R-C, the A-R-C triangle is **affinity, reality, and communication.** The basic **principle** here is that as one raises or lowers any of the three, the others are raised or lowered, and that the key entrance point to these is **communication.** (PXL, p. 38)

PRIOR ASSESSMENT, 1. the person looked on drugs or alcohol as a cure for unwanted feelings. One has to assess what was wrong before or prior to the cure. All it requires is a special **assessment** called a **prior assessment.** (HCOB 19 May 69, *Drug and Alcohol Cases Prior Assessing*) **2.** AESPs listed separately and run R3R, prior to first drug or alcohol taken. (HCOB 31 Aug 74)

PRIOR CAUSE, it is one of the "facts" of objects that space and energy must have been **caused** before the object could exist in the mest universe. Thus any object has **prior cause.** (*Scn 8-8008* p. 68)

PRIOR CONFUSION, 1. all sticks on the time track stick because of a **prior confusion.** The most stuck point on the track is a problem. The **confusion** occurred minutes, days, weeks before this problem. (HCOB 9 Nov 61) **2.** all somatics, circuits, problems and difficulties including ARC breaks are all preceded by a **prior confusion.** Therefore it is possible to eradicate somatics by sec checking the area of **confusion** which occurred just before the pc noticed the somatic for the first time. (HCOB 2 Nov 61)

PRIOR READS, 1. reads which occur **prior** to the completion of the major thought. (*EMD*, p. 38) **2.** any non-instantaneousness before the end of the sentence. (SH Spec 148, 6205C24)

PRO, Professional Course. (HCOB 29 Sept 66)

PROB, problem. (BTB 20 Aug 71R II)

PROB INT, problems intensive. (BTB 20 Aug 71R II)

PROBLEM, 1. a problem is postulate-counter-postulate, terminal-counter-terminal, force-counter-force. It's one thing versus another thing. You've got two forces or two ideas which are interlocked of comparable magnitude and the thing stops right there. All right, now with these two things one stuck against the other you get a sort of a timelessness, it floats in time. (SH Spec 82, 6111C21) **2. a problem** is a postulate-counter-postulate resulting in indeci-

sion. That is the first manifestation of **problems,** and the first consequence of a **problem** is indecision. (SH Spec 27, 6107C11) **3.** a multiple confusion. (SH Spec 26X, 6107C03) **4.** an intention counter-intention that worries the preclear. (HCOB 23 Feb 61) **5.** a **problem** is the conflict arising from two opposing intentions. A present time **problem** is one that exists in present time, in a real universe. (HCOB 3 Jul 59) **6.** something which is persisting, the as-is-ness of which cannot be attained easily. (PRO 16, 5408CM20)

PROBLEMS INTENSIVES, 1. can key out present time problems of long duration, chronic somatics, circuits and hidden standards. To give a **problems intensive** the auditor first fills in the *Preclear Assessment Form* on the preclear. The auditor then asks the preclear for all self-determined changes the preclear has made this life. (HCOB 9 Nov 61) **2.** each change or turning point, was preceded by a period of confusion. Find the persons present in the confusion. Assess the persons for most reaction, take the one with most reaction and run a processing check on that person to get the withholds the pc had from that person. (HCOB 17 Oct 61) [This rundown was later revised as follows.] **3.** get the self-determined changes, handle each reading change in order of largest read. Locate the prior confusion to the change by asking the pc for it. You want the time. Predate the time of the prior confusion by one month. Prepcheck "Since (date) has anything been (prepcheck button)?" References are HCOB 30 July 1962, *A Smooth HGC 25 Hour Intensive and HCOB 27 Sept 62, Problems Intensive Use* (BTB 9 Oct 71RA III) [The above is a very brief summary only. The full series of steps can be found in the referenced HCOBs and BTB.]

PROBLEMS LONG DURATION, is spotted by no real change in characteristics or OCA or general case. (LRH Def. Notes)

PROBLEMS RELEASE, expanded Grade I release. (CG&AC 75) See GRADE I RELEASE.

PROCEDURE CCH, CCH is a very sloppy title, for **Procedure** CCH is really C for control, D for duplication, C for **communication, Ct for control of thought=havingness;** and that is the real name of it. First, we get the person under **control,** get him into the capability of duplicating and then we move him up into **communication** more or less on a person level. Now we take the mind. The mind consists of mental image pictures and if duplication is addressed to the mind we get **communication.** The third zone is the **control** of the thetan, which brings us to the **control** of thinkingness, Ct. (PAB 122)

PROCEDURE 30, the special auditing **procedure** of which Opening Procedure by Duplication (R2-17 Creation of Human Ability) is the first step. (PXL Gloss)

PROCESS, a set of questions asked by an auditor to help a person find out things about himself or life. More fully, a **process** is a patterned action, done by the auditor and preclear under the auditor's direction, which is invariable and unchanging, composed of certain steps or actions calculated to release or free a thetan. There are many **processes** and these are aligned with the levels taught to students and with grades as applied to preclears, all of which lead the student or the preclear gradually to higher understanding and awareness. Any single **process** is run only so long as it produces change and no longer. (*Scn AD*)

PROCESS BITING, Skmg. If the TA is moving, the **process is biting** and if it is not moving the **process** is not **biting.** No motion on the tone arm dial= no action in the bank. (SH Spec 1, 6105C07)

PROCESS BY TONE ARM, theoretically when I say **process by the tone arm** I mean keeping the needle somewhere in the vicinity of set and that gives you your **tone arm** motion. (SH Spec 3, 6105Cl9)

PROCESS COMPLETION, defined as the end phenomena of the **process.** (HCOB 26 May 71)

PROCESS CYCLE, 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. (HCOB 7 Apr 64)

PROCESSED, drilled in Scn with Scn exercises. (PAB 82)

PROCESSES OF SCIENTOLOGY, methods of "unhypnotizing" men to their own freer choice and better life. (*COHA*, p. 251)

PROCESS FLAT, see FLAT PROCESS.

PROCESSING, 1. called "auditing" by which the auditor (practitioner) "listens and commands." The auditor and the preclear (patient) are together out of doors or in a quiet place where they will not be disturbed or where they are not being subjected to interrupting influences. The purpose of the auditor is to give the preclear certain and exact commands which the preclear can follow and perform. The purpose of the auditor is to increase the ability of the preclear. The Auditor's Code is the governing set of rules for the general activity of auditing. (PAB 87) **2.** the principle of making an individual look at his own existence, and improve his ability to confront what he is and where he is. (*Aud 21 UK*) **3.** a series of methods arranged on an increasingly deep scale of bringing the preclear to confront the no-confront sources of his aberrations and leading them to a simple, powerful, effective being! (HCO PL 18 Sept 67) **4.** the verbal exercising of a patient (preclear) in exact Scn **processes.** (PAB 87) **5. processing** is not getting data out of the preclear; it is not assembling his life for him as a complete, consecutive play—it is increasing his self-determinism and his right to reason. (*DAB*, Vol. II, p. 70 1951-52) **6.** a procedure by which an individual recovers his self-determinism. No procedure which does not bring about increased self-determinism is **processing.** (*Abil 114A*)

PROCESSING CHECKS, you will see **processing checks** in literature going out, so don't let it throw you. I'm talking about security **checks.** (SH Spec 91, 6112C12)

PROCESS LAG, 1. the length of time it takes the whole circuit to clean or clear or get free and of course that length of time is how long it takes you to run out that question and we call that a **process lag.** If you are running Opening Procedure 8-C and you have to run it on a preclear fourteen hours before he seems to be in good shape on the thing, you have done then a **process lag** and you've cleaned up a **process lag.** How long did it take for this **proc-**

ess to be effective on the preclear, fourteen hours. (5411CM05) **2.** this is the length of time it requires for the preclear to obtain a result from a **process.** (PAB 43) **3.** the length of time it takes to reduce all communication lag from a type of question or action in auditing. (PAB 43) **4.** another kind of communication lag is simply a processing lag. It's the length of time that it takes the **process** to be effective on the preclear. (5410C M06)

PRODUCTION, an org must **produce** to survive. By **production** is meant training auditors who can audit, auditing pcs to a good result and making money, or in a total socialism obtaining adequate support in ratio to **production.** (HCOB 21 Nov 71 I)

PRODUCT PROGRAM, is an experimental **program.** It remains experimental and has not been released. (BTB 1 Nov 72)

PROFESSION INTENSIVE, enables a person to overcome difficulties that he may encounter in his **profession** or in any given subject. (LRH ED 301 INT)

PROFESSIONAL AUDITING, sessions given by a trained **auditor** who is governed by ethical codes and technical skill, who directs the pc's attention to areas which when examined by the preclear will cause a release of sufficient charge to cause tone arm action, thus reaching the eventual state of Clear. (HCO PL 21 Aug 63)

PROFESSIONAL SCIENTOLOGIST, one who expertly uses Scn on any area or level of the society. (HCOB 10 Jun 60)

PROFESSIONAL STUDENTS, are defined as (1) those **students** who are holding a valid, in force and in hand Class IV or above certificate; (2) those **students** who are holding a valid, in force and in hand old HCA/HPA certificate or (3) those **students** who are fully paid up through HAA and actually on the course. At a Church of Scientology SH organization, a **student** to receive the **professional** discount would have to be either (a) on the SHSBC or (b) holding a valid, in force and in hand SHSBC Class VI certificate. A valid in force cert has a fully paid up membership. (HCO PL 6 Aug 72R)

PROFILE, an APA or OCA **profile** was a picture of a valence or of valences— artificial overlays. (PAB 138)

PROGRAM, 1. is defined as the sequence of actions session by session to be undertaken on a case by the C/S in his directions to the auditor or auditors auditing the case. (HCOB 12 Jun 70) **2.** any series of actions designed by a C/S to bring about definite results in a pc. A program usually includes several sessions. (HCOB 23 Aug 71) **3.** the consecutive layout of what has to be done in the next many sessions. (HCOB 14 Jun 70)

PROGRAM COMPLETION, a **program is complete** when the end phenomena of the **program** is attained. (HCOB 26 May 71)

PROGRAM CYCLE, selecting an action to be performed, performing that action and completing it. (HCOB 7 Apr 64)

PROGRAMMING, 1. the overall planning for a person of the courses, auditing and study he should follow for the next extended time period. (HCOB 19 Jun 71 III) **2.** is simply how we are going to take the charge off the case. (SH Spec 271, 6305C30)

PROGRAM SHEET, a sheet which outlines the sequence of actions, session by session, to be run on the pc to bring about a definite result. (BTB 30 Nov 72R)

PROGRESS PROGRAM, 1. when you are doing something to bring a case back up to where the case ought to be on his grade chart. (7204C07 SO I) **2.** a Scn auditing program to clean up upsets in life. (HCOB 6 Sept 71) **3.** a **program** to eradicate case mishandling by current life or auditing errors. (*Aud 58 UK*) **4.** what is called a "Repair Program" on the first issue of C/S Series HCOB is renamed a **progress program.** (HCOB 25 Jun 70 II)

PROLONGATION, continuously gone on with. (7204C07 SO III)

PROMPTERS, THE, in Listen Style Auditing if the auditor believes the pc has stopped because of embarrassment or some similar reason, the auditor has **the prompters,** the only things he is allowed to use. **Prompter** (a) "Have you found something you think would make me think less of you?" **Prompter** (b) "Is there something you thought of that you think I wouldn't understand?" **Prompter** (c) "Have you said something you felt I didn't understand? If so, tell me again." **Prompter** (d) "Have you found something you haven't understood? If so, tell me about it." (HCOB 10 Dec 64)

PROPITIATION, 1. the strange manifestation of the individual attempting to buy off the imagined danger by **propitiation.** Cases which are far down on the tone scale will, when they reach 1.0, quite commonly offer the auditor presents and attempt to do things for him. (*SOS*, p. 57) **2. propitiation** is an apathy effort to hold away a dangerous "source" of pain. To nullify the possible anger of a person perhaps long since dead but living now again in a partner, is the hope of **propitiation.** (*DMSMH*, p. 309) **3.** this conciliation is an effort to feed or sacrifice to an all destructive force. (*DMSMH*, p. 307)

Propitiation

PRO-SURVIVAL ENGRAM, 1. an engram which seems to be in favor of **survival.** (*DMSMH*, p. 62) **2. pro-survival engrams** containing the ally computation can be described as those which contain personnel who defended the patient's existence in moments when the patient conceived that his existence was under attack. (*DMSMH*, p. 244) **3.** any **engram** which, by content only, not by any real aids to the individual containing it, pretended to assist **survival.** (*DMSMH*, p. 264)

PROTEST READ, an item, possibly already run, is seen to **read.** The pc frowns. He is protesting and the meter is registering **protest,** not the item. A **protest** almost never blows down the TA. (HCOB 29 Apr 69)

PROVISIONAL, meaning "not permanent." (HCO PL 9 May 65)

PROVISIONAL CERTIFICATE, the student graduate is given a **provisional certificate.** This looks like any other **certificate** but is not gold-sealed and has **provisional** plainly on it. **Provisional certificates** expire after one year if not validated. (HCO PL 31 Aug 74 II) See also PERMANENT CERTIFICATE.

PR PR, power processes. (Class VIII No. 17)

PSEA, pain, sensation, emotion, attitude. (7203C30S0)

PSEUDO-ALLY, 1. a person about whom the preclear has a similar computation as an **ally** not based directly on an engram recording but on a similarity to an **ally.** (*SOS*, Bk. 2, p. 112) **2.** a person whom the reactive mind has confused with the real **ally.** (*DMSMH*, p. 251)

PSEUDO-CENTERS, the personalities of people whom you've tried to help and have failed. These are "valences." (*HFP*, p. 96)

PSYCHE, 1. a thetan, the spirit, the being himself. (SH Spec 31, 6407C29) **2.** soul. (5506C03) **3.** a Greek word meaning spirit. (PAB 82)

PSYCHIATRY, the primary difference between Scn and **psychiatry** is that **psychiatry** is authoritarian and tells the person what's wrong with him, often introducing a new lie. Scn finds out what's wrong with the person from the person. (SH Spec 294, 6308C14)

PSYCHO, *Slang*. the bank has total effect upon him and he has no effect of any kind on the bank. A **psycho is actually** an engram bank in full dramatization. (SH Spec 4, 6105C26)

PSYCHO-, combining form: refers to mind. (*DMSMH*, p. 92)

PSYCHO-ANALYSIS, is a system of mental therapy developed by Sigmund Freud in Austria in 1894 and which depends upon the following practices for its effects: the patient is made to discourse (free associate) on and recall his childhood for years while the practitioner effects a transfer of the patient's personality to his own and searches for hidden sexual incidents believed by Freud to be the only cause of aberration; the practitioner reads sexual significance into all discourse and evaluates it for the patient along sexual lines; the entirety of the cases of **psycho-analysis** have never been tabulated and little or no testing has been done to establish the validity of the system. (PAB 92)

PSYCHOLOGY, 1. defined this way: **psyche-ology;** spirit, study of. (AHMC 1, 6012C31) **2.** that body of practice devoted to the creation of an effect on living forms. It is not a science since it is not an organized body of knowledge. In actual use it is a dramatization of Axiom 10, wholly reactive. In this wise the word can be used by Scientologists, and this definition can be used legally to prove Scn isn't **psychology.** (HCOB 22 Jul 59) **3.** the study of the spirit (or mind) that came into the peculiar position of being a study of the spirit which denied the spirit. (PAB 82) **4.** a study of the brain and nervous system and its reaction patterns. (ASMC 3, 5506C03) **5.** an anglicized word, not today true to its original meaning. **Psychology** is composited from *psyche* and *ology*, and *psyche* is mind or soul, but leading

psychological texts begin very, very carefully by saying that today the word does not refer to the mind or to the soul. To quote one, it "has to be studied by its own history," since it no longer refers to the soul, or even to the mind. So we don't know what **psychology** refers to today. (PXL, p. 2) **6.** the study of the human brain and stimulus-response mechanism and its code word was "man to be happy, must adjust to his environment." In other words—man, to be happy must be a total effect. (2ACC-1B, 5311CM17)

PSYCHOPOLITICS, the technical name for brainwashing. (Op Bull No. 9)

PSYCHOSIS, 1. the root word **"psych"** refers only to a being or soul and the **"osis"** could loosely be defined as "the condition of." (*Cert*, Vol. 13, No. 2) **2. psychosis** could be technically called an inability to be; so it naturally is an inability to communicate because beingness is a problem in anchor points and that's a problem in communication. (Spr Lect 9, 5303CM27) **3.** an inability to cope with the routine problems of the first and second dynamics. (Spr Lect 9, 5303CM27) **4. psychosis** is a complete inability to assign time and space. (Scn 8-80, p. 44) **5.** any major form of mental affliction or disease. (*SOS*, p. 25) **6.** a conflict of commands which seriously reduce the individual's ability to solve his problems in his environment to a point where he cannot adjust some vital phase of his environmental needs. (*DTOT*, p. 58) **7.** the guy is just generally the effect of everything. (SH Spec 70, 6607C21) **8.** is simply an evil purpose. It means a definite obsessive desire to destroy. (ESTO No. 3, 7203C02 SO I)

PSYCHOSOMATIC, 1. psycho of course refers to mind and **somatic** refers to body; the term **psychosomatic** means the mind making the body ill or illnesses which have been created physically within the body by derangement of the mind. (*DMSMH*, p. 92) **2.** a chronic pain which amounts to a physical illness with which the pc has been afflicted for a very long time. They turn on and they don't turn off. (SH Spec 92, 6112C13)

PSYCHOSOMATICALLY ILL CASE, one in which the entheta side of the engram is suppressed and the **somatic** side of the engram is in restimulation. (*SOS*, p. 82)

PSYCHOSOMATIC ILLNESS, 1. it is the pain contained in a past experience or the physical malfunction of a past experience. The facsimile of that experience gets into present time and stays with the person until a shock drops it out of sight again or until it is processed out. A shock or necessity however permits it to come back. (*NSOL*, pp. 139-140) **2.** this **we call physical illness** caused by the mind. In brief, such illness is caused by perceptions received in the reactive mind during moments of pain and unconsciousness. (PAB 85) **3.** physiological insanity. It is **being** expressed by the body rather than by the mind. (8ACC 6, 5410CM08) **4. illnesses** which have a mental origin but which **are** nevertheless organic. (*DMSMH*, p. 91)

PSYCHOTHERAPY, 1. is an effort to remove neurosis and psychosis from man by immediate address to the individual and the group. (LPLS 1, 5510C08) **2.** a series of processes by which the past is addressed to remedy the present or by which physical matter, such as the human brain, is rearranged (as in a prefrontal lobotomy) in order to inhibit odious conduct in present time. (*Scn Jour 14-G*)

PSYCHOTIC, 1. does not know what is going on in his environment and does not know what is going on inside himself. It is all unknown and therefore unobservational— unobserved. He doesn't know what's happening inside himself and he doesn't know what's happening with himself and he doesn't know what's happening where he is and he doesn't know what's happening in front of him or behind him at any given time of the day or night. This is the one common denominator of all **psychosis.** (SH Spec 41, 6108C17) **2.** that person who cannot receive orders of any kind, who sits unmoving or goes berserk at the thought of doing anything told him by another determinism. (HCOB 25 Aug 60 II) **3.** the complete subject of one or more unknown causes to which he is the unwilling effect and any effort on his part to be cause is interfered with by the things to which he is the effect. (PAB 144) **4.** when a person has lost his ability to impose time and space upon his facsimiles and his memories he's **psychotic,** he's gone. (5209CM04B) **5.** an avoidance of both the future and present time and a shift into the past. (PAB 17) **6.** the case which cannot observe but thinks obsessively is known to us as the **psychotic.** (PAB 8) **7.** that person according to Dn definition whose theta has become entheta completely, and who is either entirely locked up in an engram or chain of engrams and does nothing but dramatize them or who is under the command of a control circuit and does some computation, if limited and unreasonable. (*SOS*, Bk. 2, p. 190) **8.** an individual who cannot handle himself or his environment well enough to survive and who must be cared for to protect others from him or to protect him from himself. (*SOS*, p. 25) **9.** a person who is physically or mentally harmful to those about him out of proportion to the amount of use he is to them. (*SOS*, p. 26) **10.** computation only of past situations. (*Scn 0-8*, p. 89)

PSYCHOTIC BREAK, 1. when a person drops below the 2.0 level he has so much entheta compared to his theta that a sudden shock may simply enturbulate the remaining theta and send him into a **psychotic break.** When all the theta is enturbulated, its reaction is to kick apart theta and mest, in other words, cause death and remove the organism from the path of other organisms. (*SOS*, p. 28) **2.** some person disorients a human being one time too many and it's just that, disorientation. The person tells him he's here when he's there and fouls him up one way or the other and pulls the space out, or tells him he can't stay there anymore, or tells him that he can't have that space, or tells him that he can't have that matter which also contains space. He loses something in other words. But what he loses most importantly is space. So he loses this space, and one day he feels with several facsimiles a clank, and he doesn't feel good at all. (PDC 25) **3.** a neurotic person has not given up the strain of keeping some of his attention in present time, and will not do so until forced by chronic, constant restimulation to do so. When this happens the neurotic suddenly becomes **psychotic.** A **psychotic break** has occurred. (*DAB*, Vol. I, No. 6, 1950)

P.T., present time. (SH Spec 72, 6607C28)

PT ENVIRONMENT LIST, 1. an Expanded Dianetics Rundown. The auditor finds out what is charged in the pc's **present time environment,** then gets PSEAs connected with that and runs standard R3R on the items. (7203C30S0) **2.** life and livingness environment, the workaday world of the pc is a source of restimulation. (HCOB 1 Oct 63)

PTP, present time problem. (*BCR*, p. 21)

PTP, basically the inability to confront the dual-terminal nature of the universe. It is an inability to span attention and denotes that the pc who is having lots of PTPs has his attention very fixed on something. (HCOB 31 Mar 60)

PTP OF LONG DURATION, 1. b y **long duration** we mean this lifetime absolute maximum limit. As soon as we exceed this lifetime we have case. (SH Spec 42, 6108C18) **2.** the attention is fixed on something in present time all right but it's also been fixed on this thing for a long time and is usually subjective. (SH Spec 42, 6108C18)

PTP OF SHORT DURATION, fixed attention on the immediate environment. (SH Spec 42, 6108C18)

PTS, 1. means **potential trouble source** which itself means a person connected to a suppressive person. All sick persons are PTS. All pcs who roller-coaster (regularly lose gains) are PTS. Suppressive persons are themselves PTS to themselves. (HCOB 20 Apr 72) **2.** is the manifestation of a postulate-counter-postulate. (SH Spec 68, 6510C14) **3.** environmental menace that keeps something continuously keyed in. This can be a constant recurring somatic, a continual, recurring pressure or a mass. The menace in the environment is not imaginary in such extreme cases. (HCOB 5 Dec 68)

PTS RD CORRECTION LIST, this **correction list** is assessed and handled after a PTS **Rundown** has been done on the pc. It also serves as a check list of expected actions with the **Rundown.** It is always assessed M5**.** EP is pc no longer upset, each reading item taken to EP. (BTB 11 Aug 72RA)

PTS RUNDOWN, 1. The EP is a pc who is getting and keeping case gains and never again rollercoasters. (HCOB 9 Dec 71) **2.** The whole point of a PTS Rundown is to make a person *not PTS any longer.* (HCOB 17 Apr 72) **3**. handles sources of suppression on a case to bring about new stability and cause level. (Grade Chart)

PTS TYPE A, a person intimately connected with persons (such as marital or familial ties) of known antagonism to mental or spiritual treatment or Scn. (HCO PL 5 Apr 72 I)

PTS TYPE ONE, the SP on the case is right in present time, actively suppressing the person. **Type one** is normally handled by an ethics officer in the course of a hearing. (HCOB 24 Nov 65)

PTS TYPE TWO, type two is harder to handle than type one, for the apparent suppressive person in present time is only a restimulator for the actual suppressive. The pc who isn't sure, won't disconnect, or still roller-coasters, or who doesn't brighten up, can't name any SP at all is a type two. (HCOB 24 Nov 65)

PTS TYPE THREE, the **type three** PTS is mostly in institutions or would be. On this case the type two's apparent SP is spread all over the world and is often more than all the people there are—for the person sometimes has ghosts about him or demons and they are just more apparent SPs but imaginary as beings as well. (HCOB 24 Nov 65)

PURE RESEARCH, study without thought of possible application. (HCOB 30 Aug 65)

PURIFICATION RUNDOWN, 1. the primary purpose of the Purification Rundown is to handle drugs and toxic substances accumulated in the body (HCOB 3 Jan 80RA) **2.** has as its sole purpose the handling of the restimulative effects of drugs and toxic residuals on a spiritual being. (HCOB 21 May 80RA) **3**. the Purification Rundown is undertaken by those who wish to free themselves from the restimulative effects of drug residues and biochemical factors which would otherwise prevent or inhibit them from making the spiritual improvement which is possible with Dianetic and Scientology processing. (HCOB 21 May 80RA) **4**. Freedom from the restimulative effects of drug residuals and other toxins. (HCOB 23 Oct 80R) **5.** deposits of drugs and biochemical substances in the body can prevent or inhibit case gain. They can also impede learning. The Purification Rundown is now a very early step on the Grade Chart so that a person can get the most possible gains from his later auditing. (HCOB 13 Mar 80RA) *Abbr.* Purif

PURPOSE, the survival route chosen by an individual, a species, or a unit of matter or energy in the accomplishment of its goal. (NOTE: the purpose is specific and may be closely defined being a subdivision of one of the sub-dynamics. It has been tentatively established by investigation that an individual human being has established his purpose for life at the age of two years and that the actual purpose is not derived in any degree from engrams but is only warped by them.) (*DTOT* Gloss)

PV=ADX, see POTENTIAL VALUE.

PV, potential value. (*DMSMH*, p. 40)

PV=IDX, see POTENTIAL VALUE.

Q

Q, 1. Q, came from quod in Q.E.D. or "therefore" in geometry. "It follows." (LRH Def. Notes) **2.** a mathematical designation. It can be defined this way: it is the level from which we are now viewing which is a common denominator to all experience which we can now view. The highest level from which we're operating. (PDC 6)

Q AND A, 1. means **"Question and Answer."** When the term Q and A is used it means one did not get an answer to his **question.** It also means not getting compliance with an order but accepting something else. Example: Auditor, "Do birds fly?" Pc, "I don't like birds." Auditor, "What don't you like about birds?" Flunk. It's a Q and A. The right reply would be an answer to the **question** asked and the right action would be to get the original **question answered.** (HCOB 5 Dec 73) **2.** the origin of the term comes from "changing when the pc changes." A later definition was **"Questioning** the pc's **Answer."** The basic **answer to a question** is, obviously, a **question** if one follows the duplication of the comm formula completely. Q and A is a failure to complete a cycle of action on a preclear. 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 Aing. (HCOB 7 Apr 64)

Q AND A'D, did what the preclear did. Any time the preclear changed the auditor changed. (PAB 151)

QEO, t h e **Qualifications Establishment Officer (QEO).** Establishes and maintains the Qual Division. (HCO PL 7 Mar 72)

Qs, THE, there is a series, numbering about five above the level of logic and above the level of axiom. I have been calling these things the Qs, just the letter "Q," the mathematical symbol. We call them the Qs to differentiate them from other things. Actually Q can be defined this way: it is the level from which we are now viewing, which is the common denominator to all experience which we can now view. This is the level from which we're viewing all experience and which acts as a common denominator to all this experience and the Q is the highest level from which we are operating. (PDC 6)

QUACK, is anyone who pretends to be something which he is not, or one who is not able to do what he claims to do, especially if he takes money for this pretense. (HCO Info Ltr 22 Sept 63)

QUAD, quadruple. (HCOB 4 Apr 71-1R)

QUAD DIANETICS, Quadruple Dianetics is four flow items, **Dianetic** items into **four** flows. F-1 is flow one, something happening to self. F-2 is flow two, doing something to another. F-3 is flow three, others doing things to others. F-0 is flow zero, self doing something to self. Standard R3R commands are used on **Quad Dianetics.** (HCOB 4 Apr 71-1R)

QUAD FLOWS, F-1 is flow one, something happening to self. **F-2 is flow two,** doing something to another. **F-3 is flow three,** others doing things to others. **F-0 is flow zero**, self doing something to self. (HCOB 4 Apr 71-1R)

QUAL, the **Qualifications** Division (Division 5 of a church) where the student is examined and where he may receive cramming or special assistance and where he is awarded completions and certificates and where his **qualifications** as attained on courses or in auditing are made a permanent record. (HCOB 19 Jun 71 III)

QUAL CONF, Qualifications Division Conference tape. (HCOB 29 Sept 66)

QUAL DIV, Qualifications Division. (HCOB 23 Aug 65)

QUAL I&I, Qual Interview and Invoice. (7109C05S0)

QUAL SEC, Qualifications Secretary. (HCOB 23 Aug 65)

QUESTION CLEAN, gives no instant read. (HCOB 24 Jun 62)

QUICKIE, in the dictionary you will find "Quickie also quicky: something done or made in a hurry. Also: a hurriedly planned and executed program (as of studies)." Anything that does not fully satisfy all requirements is **quickie. So "quickie"** really means "omitting actions for whatever reason that would satisfy all demands or requirements and doing something less than could be achieved." In short a **quickie** is not doing all the steps and actions that could be done to make a perfect whole. (HCOB 19 Apr 72)

QUICKIE GRADES, 1. a derogatory term denoting **grades** "run" without running all the processes of the **grades** each to full end phenomena thus reducing the effectiveness of Scn by failure to apply it properly. (BTB 12 Apr 72R) **2.** pc didn't actually reach full abilities in earlier Scn auditing. (HCOB 25 Jun 70 II)

QUICKIE LOWER GRADES, (also called "Triple Grades") means one F/N for each of three flows or three F/Ns per **grade.** There are not just three F/Ns per grade. There are dozens of F/Ns. (HCOB 30 Oct 71)

QUICKIE PROGRAMS, those which omit essential steps like vital lists or 2wcs to get data. FESes per past errors are often omitted. (HCOB 19 Apr 72)

QUICK STUDY, a **quick study** by which is meant a student who learns rapidly or a person who grasps a subject **quickly,** has a high ability to confront that subject. (HCOB 2 Jun 71 I)

R

R, 1. routine—prefix on process designations. (HCOB 23 Aug 65) See ROUTINE for process designations like **R3R, R3N, R6EW**, etc. **2.** example, R2-25, **"Routine"** followed by the research code number of the process. When processes are being researched and developed they are given numbers and some become known by these numbers rather than names. (BTB 20 Aug 71R). **3. reality.** (SH Spec 304, 6309C10) **4.** when an issue is cancelled, the number is followed by **R** on the next issue meaning **revised.** (HCO PL 2 May 72)

RABBIT, n. person who runs from everything including his bank. (HCOB 26 Apr 71 II) — v. to run away from the bank. (HCOB 10 Apr 72)

RABBITING, frightened and running away. (HCOB 23 Dec 71)

RADIATION, is either a particle or wave-length, nobody can say for sure. Let's define it as a capability of influencing matter, and that that capability can be exerted across space. (*AAR*, p. 68)

RANDOMITY, 1. the amount of predicted and unpredicted motion a person has, in ratio. He likes 50/50. (PAB 30) **2.** the degree of **randomity** is measured by the **randomness** of effort vectors within the organism, amongst organisms, amongst races or species of organisms or between organisms and the physical universe. (*Scn 0-8*, p. 79) **3.** a component factor and necessary part of motion, if motion is to continue. The three degrees of **randomity** consist of **minus randomity, optimum randomity, and plus randomity.** (*Scn 0-8*, p. 79) **4.** the misalignment through the internal or external efforts by other forms of life or the material universe of the efforts of an organism, and is imposed on the physical organism by counter-efforts in the environment. (*Scn 0-8*, p. 78)

RANDOM RUDIMENT, a **rudiment** put into the session at any time the pc seems to need it. Example: pc seems ARC broken so one asks if he is and handles. Or pc is antagonistic so one asks for a W/H. Or pc seems restless, one asks if there is a PTP. (It is far safer to do an L1C prepared list or a C/S 53RJ as then one can be sure which **rudiment** went out. (LRH Def. Notes)

RAPID TR-2, see CR0000-2.

RAPPORT, rapport is mutual feelingness. To have **rapport** with something you can be it. (BTB 7 Apr 72R)

RATIONAL CONFLICT, while man is concerned with any of the eight dynamics, any one of them may become antipathetic to his own survival. This is **rational conflict** and is normally and commonly incidental to survival. It is nonaberrative in that it is **rational** within the educational limitation. (*DTOT*, p. 32)

RATIONALITY, 1. is ability to recognize and meet the magnitude of effort (counter-effort) being applied to the individual. (*DAB*, Vol. II, p. 100, 1951-52) **2.** the computational accuracy of the individual modified by aberration, education and viewpoint. (*DASF*)

RATIONALIZATION, is wholly an attempt to shunt responsibility. (AP&A, p. 58)

RATIONAL THOUGHT, optimum type of **thought.** This is used by a Clear. (*DTOT*, p. 43)

RAVE SUCCESS STORY, one given voluntarily without coercion or threat by the pc which expresses actual improvement and benefit due to auditing received in complimentary terms which may include to Scientology, the Founder, the C/S and/or the Auditor. (HCO PL 21 Oct 73R)

RAW MEAT PRECLEAR, 1. one who has never had Scn processing. (HCOB 16 Jan 68) **2.** the guy thinks he's a brain. He doesn't know he's a thetan, he isn't up there and he thinks he's deteriorated into a bit of matter, he thinks he's a body and so forth. Hence this jocular term **"raw meat."** (SH Spec 43, 6410C20)

RD, rundown. (HCOB 24 Sept 71)

REACH AND WITHDRAW, 1. reach and withdraw are the two fundamentals in the action of theta. (*Scn 0-8*, p. 241) **2.** to grasp and let go. (PAB 9) ["Reach" and "Withdraw" process commands can be found in HCOB 1 Apr 70, *Ethics Program No. 1 Case Actions*.] **3.** a very simple but extremely powerful method of getting a person familiarized and in communication with things so that he can be more at cause over and in control of them. (HCOB 10 Apr 81R)

REACTION TIME, it's how fast thought can recognize a situation and act upon it. (UPC 3)

REACTIVATED, an engram is **reactivated** when an individual with an engram receives something in his environment similar to the perceptions in the engram. The engram puts everything it contains into greater or lesser operation. (*DMSMH*, p. 73) See RESTIMULATION.

REACTIVE, 1. irrational, **reacting** instead of acting. (*Scn AD*) **2.** that means instantaneous response. (SH Spec 292, 6308C07)

REACTIVE ACTION, this is the essence of **reactive action.** A thetan unwilling to or actually unable to duplicate a somethingness tries to make nothing of everything as he counts upon the environment to fix his attention and himself does not fix it by choice; when he is in a very bad state a thetan then sees only those things which have mass and are in **action** and neglects those things which do not have mass and are not in **action.** (*Abil 23*)

REACTIVE BANK, 1. a stimulus-response machine of some magnitude. (PXL, p. 217) **2.** unconscious mind. (*Cert*, Vol. 14, No. 7) See REACTIVE MIND.

REACTIVE CONDUCT, when the **reactive** mind is able to exert its influence upon a person far better than the thetan himself can, we say this person is suffering from **reactive conduct.** He has a **reactive** mind. In other words, his association has become too blatantly in error for him any longer to conceive differences and we get identification: A=A=A=A. (5702C28)

REACTIVE MIND, 1. a portion of a person's **mind** which works on a totally stimulus-response basis, which is not under his volitional control, and which exerts force and the power of command over his awareness, purposes, thoughts, body and actions. Stored in the **reactive mind** are engrams, and here we find the single source of aberrations and psychosomatic ills. (*Scn 0-8*, p. 11) **2.** comprises an unknowing, unwanted series of aberrated computations which bring about an effect upon the individual and those around him. It is an obsessive strata of unknown, unseen, uninspected data which are forcing solutions, unknown and unsuspected, on the individual—which tells you why it remained hidden from man for so many thousands of years. (*Scn 0-8*, p. 11) **3.** is basically that area of occlusion which the pc is unable to contact and which contains within itself a total identification of all things with all things, and until released into the realm of knowingness continues to **react** upon the person compelling him into actions, dramatizations and computations which are not optimum to his or anyone else's survival. (SH Spec 35, 6108C08) **4.** the **reactive mind** is a stimulusresponse mechanism, ruggedly built, and operable in trying circumstances. The **reactive mind** never stops operating. Pictures of the environment, of a very low order, are taken by this mind even in some states of unconsciousness. The **reactive mind** acts below the level of consciousness. It is the literal stimulus-response **mind.** Given a certain stimulus it gives a certain response. (*FOT*, p. 58) **5.** once called the "unconscious" **mind.** It is a tough, rugged **mind** which is alert during any moment of life, regardless of the presence of pain, and which records everything with idiotic faithfulness. It stores up the entheta and enmest of an accident with all the perceptics (sense messages) present during the "unconsciousness" resulting from the accident. (*SOS*, p. 9) **6.** once known as the "unconscious **mind,"** but this terminology is highly misleading, because the **reactive mind** is the **mind** which is always conscious. (*SOS*, Bk. 2, p. 182) **7.** also known as the R6 bank. (HCOB 12 Jul 65)

REACTIVE PLEASURE, in the organism below **2.**0 (on the tone scale) tending toward death, a **reactive pleasure** is taken in the performance of acts which lead to succumbing on any of the dynamics. In other words, above **2.**0 **pleasure** is survival, and below **2.**0 **pleasure** is obtained only by succumbing or by bringing death to other entities, or by causing self or other entities to be suppressed on the tone scale. (*SOS*, Bk. 2, p. 84)

REACTIVE THOUGHT, 1. thought established by counter-efforts as in *Homo sapiens* and governed entirely in a stimulus-response basis. (*Scn 8-8008*, p. 36) **2. reactive thought** is wholly in terms of everything in an engram equals everything in an engram equals all the restimulators in the environment and all things associated with those restimulators. (*DMSMH*, p. 79)

READ, 1. a "tick" or a "stop" is not a **read. Reads** are small falls or falls or long falls or long fall blowdown (of TA). (HCOB 27 May 70) **2.** the action of the needle on the E-meter

dial falling (moving to the right). A **"reading** question" is one which causes the meter needle to fall to the right to a greater or lesser extent when the question is asked of the preclear or student with the person holding the electrodes. In word clearing a **reading** word is one which causes the meter needle to fall to the right when said, thought or read by the student or called by the word clearer with the student holding the electrodes. (BTB 12 Apr 72R)

READING ITEM, the **read** is taken when the pc first says it or when the question is cleared. This is the valid time of **read.** This **reading** defines what is a **reading item** or question. Calling it back to see if it **read** is not a valid test as the surface charge may be gone but the **item** or question will still run or list. (HCOB 28 Feb 71)

READING QUESTION, see READING ITEM.

READING WORD, see READ.

REALITY, 1. is, here on earth, agreement as to what is. This does not prevent barriers or time from being formidably **real.** It does not mean either that space, energy or time are illusions. It is as one knows it is. (*Scn 0-8*, p. 249) **2.** that sequence which can, we say this person is suffering from **reactive conduct.** He has a **reactive** mind. In other words, his association has become too blatantly in error for him any longer to conceive differences and we get identification: A=A=A=A. (5702C28) **3.** that sequence which begins with postulates and ends with mass, which we originally defined as an agreed-upon thing. **Reality** is the agreed-upon apparency of existence. (*CMSCS*, p. 11) **4.** the **reality** of something is the ability to place it in time and space. That's **reality. Reality** is an agreement (5203CM05A) **5.** is not what the individual thinks **reality** is. **Reality** is what the majority agrees it is. (SH Spec 6201C25) **6.** the degree of agreement reached by two ends of a communication line. In essence, it is the degree of duplication achieved between Cause and Effect. The which is **real** is **real** simply because it is agreed upon, and for no other reason. (*Dn 55!*, p. 35) **7. reality** is a postulated **reality. Reality** does not have to persist to be a **reality.** The condition of **reality** is simply is-ness. That is the total condition of **reality.** (PXL, p. 62) **8.** the agreement upon perceptions and data in the physical universe. (*Scn 0-8*, p. 83) **9.** the solid objects, solids in the physical plane. (*POW*, p. 92) **10.** the solid objects, the **real** things of life (HCOB 21 Jun 71 I) **11.** that which is made and which is commonly experienced by agreement; that which is made, or one or many make, and can be commonly experienced. That, we will define as **reality.** (PDC 5) **12.** is composed of the degree of duplication possible, and this is also desirable under the heading of agreement. **Reality** is a quality which depends upon duplication and in the action of duplication expertly or poorly done we find agreement and disagreement. (PAB 44) **13. R**=Mass or agreement. (HCOB 27 Sept 68 II)
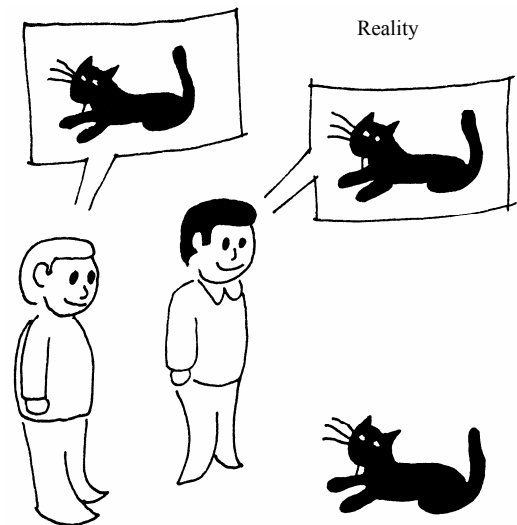
REALITY BREAK, actually disagreements on **reality**, usually resulting only from a different viewpoint and not from actual differences in **reality** itself. (*Scn 0-8*, p. 103)

REALITY SCALE, SEE SCALE OF REALITY

REAL UNIVERSE, one which contains space, energy and time. (*Cert*, Vol. 10, No. 12)

REASON, 1. reason could be said to be the orderly handling of mest by theta. This postulates that the entirety of **reason** depends upon a harmony of conquest of mest. Theta could be said to be complete **reason;** mest could be said to be complete force. (*DAB*, Vol. II, p. 132) **2.** it's a very simple device by which a person's ability to estimate effort is measured. That's his **reason.** (5203CM04B) **3.** effort plus intention is **reason. Reason** has to include the thought plus the effort. Thought plus effort is **reason.** (5203 CM06A) **4.** the ability to extrapolate new data from the existing data. **Reason** is hand in glove with self-determinism. The rehabilitation of a person's self-determinism is the rehabilitation of his ability to **reason.** (*DAB*, Vol. II, 1951-52, p. 70)

REBALANCING, letting the case settle to bring it back to a workable state. (*DMSMH*, p. 294)

RECALL, 1. present time remembering something that happened in the past. It is not re-experiencing it, re-living it or re-running it. **Recall** does not mean going back to when it happened. It simply means that you are in present time, thinking of, remembering, putting your attention on something that happened in the past—all done from present time. (HCOB 14 Oct 68 II) **2.** the process of regaining perceptions. (*Scn 0-8*, p. 85) **3.** implies that you bring it up to present and look at it. (SH Spec 84, 6612C13)

RECALL PROCESSES, processes which deal with the pc remembering things that happened in his past. (HCOB 30 Sept 71 V)

RECALL RELEASE, expanded ARC Straightwire release. (CG&AC 75) See ARC STRAIGHTWIRE RELEASE.

RECEIPT POINT, effect is the **receipt point** of the communication. (*Dn 55!*, p. 70)

Receipt Point
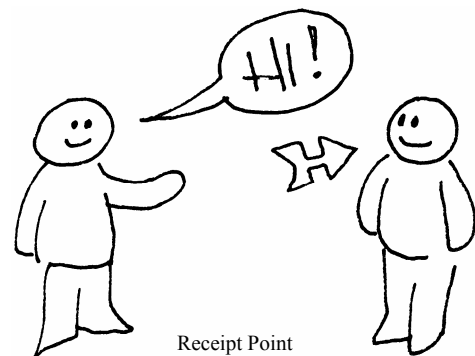
RECESSION, 1. you may find you get into a little light engram and you find it won't lift and you go over it and then it faded away. This is **recession.** You can do this and three days later have a stalled case on your hands. This engram you have beaten down comes back in full force in three days. (*NOTL*, p. 108) **2.** during a **recession** the somatic of the engram first reduces slightly and then continues constant. In the reduction, the somatic, little by little each recounting, reduces. In a **recession,** the somatic remains steady. If a recession takes place, it means simply that an engram similar to the one which is being re-experienced is earlier on the case, or that a tremendous quantity of entheta in secondaries and locks exists

above the engram that is being **recessed. Recessions** occur only where the auditor has not taken off enough entheta from the case in the form of locks and secondaries to permit engrams to be run. It is a premature address to engrams or it is caused by auditing in violation of the file clerk's data. (*SOS*, Bk. 2, p. 173)

RECOUNTING, the principle of **recounting** is very simple. The preclear is merely told to go back to the beginning of the incident and to tell it all over again. He does this many times. As he does it the engram should lift in tone on each **recounting.**
(*DTOT*, p. 103)

RECURRING WITHHOLDS, the pc that gives the same **withhold** over and over to the same or different auditors, has an unknown incident underlying it. All is not revealed on that chain. (HCOB 21 Mar 62)

RED-HERRING, *Slang*. to go chasing after facsimiles. (*SLP*, Iss. 7R)

RED SHEET, Repair Programs (now called Progress Programs) are on **red sheets.** (HCOB 25 Jun 70)

RED TAG, 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 or if a full FES is required, within 72 hours. (BTB 20 Jan 73RB)

REDUCE, 1. to take all the charge or pain out of an incident. This means to have the preclear recount the incident from beginning to end (while returned to it in reverie) over and over again, picking up all the somatics and perceptions present just as though the incident were happening at that moment. To **reduce** means, technically, to render free of aberrative material as far as possible to make the case progress. (*DMSMH*, p. 287) **2.** to render an engram free from somatic or emotion by recountings. (*NOTL* Gloss)

REDUCED FACSIMILE, is a facsimile which no longer has the capability of absorbing your attention units into a mock-up of it. (5206CM24B)

REDUCTION, a **reduction** is done exactly as an erasure, but the engram will not completely erase, remaining, after a few recountings, in a more or less static condition of low aberrative power and with no physical pains remaining in it. (*SOS*, Bk. 2, p. 172)

RE-EXPERIENCE, you **re-experience** a facsimile by seeing it, hearing it, feeling everything in it including, especially, your own thoughts and conclusions. Just as though you were there again. (*HFP*, p. 86)

REFLEXIVE EFFECT POINT, a causative action, calculated to result in an **effect** on the **cause point.** (*NSOL*, p. 23)

REGIMEN, 1. a certain settled schedule of things. (7204C07 SO III) **2.** the work horse combination of processes, that boosts the case to clear after if has been started. (HCOB 1 Dec 60)

REGISTER, a falling needle. (*EME*, p. 14) See FALL.

REGRESSION, was a technique by which part of the individual's self remained in the present and part went back to the past. These abilities of the mind were supposed native only in hypnotism and were used only in hypnotic technique. (*DMSMH*, p. 12]

REGRET, 1. is what inverts the time track, one wishes it hadn't happened and so he tries to collapse the track on the point. Actually overt acts collapse the track but the emotion of **regret** is experienced at that level. (5904C08) **2.** the action of trying to make time run backwards. (5206CM24E) **3.** simply an effort to take something out of the timestream, "I'm sorry it happened. I wish it hadn't happened." (5112CM29A) **4.** entirely the study of reversed postulates. One intended to do something good and one did something bad or one intended to do something bad and accidentally did something good. Either incident would be **regretted.** (PAB 91)

REHAB, 1. rehabilitate. (HCOB 4 Jan 71) **2.** to restore to a former capacity or condition. In auditing, this means to do the series of actions in session which result in regaining a state of release for the pc. Abbreviated "Rehab." (HCOB 19 Dec 80R)

REHABBING DRUGS, using the data from the Pc Assessment Form, **rehab** in turn each **drug** by counting the number of times released for each type of **drug** to F/N. (BTB 25 Oct 71R II) See also CHEMICAL RELEASE.

REHABILITATION, when the person was originally released he had become aware of something that caused the reactive mind to de-stimulate at that point or become weak. And so he released. You have to find that point of sudden awareness again. To regain a former release (or thetan exterior or keyed-out OT; released OT). (HCOB 30 Jun 65) *Abbr*. Rehab.

REJECTION LEVEL, the condition in which a person or object must be, in order that the preclear be able to **reject** it freely. (*Scn 0-8* Gloss)

RELEASE, n. 1. (1) A person who has been able to back out of his bank. The bank is still there but the person isn't sunk into it with all its somatics and depressions. (2) When the pc disconnects from the mass in his bank, that is a Release. When this happens, the pc disconnects from the bank to a greater or lesser degree. (3) A person who has become free of a difficulty or personal "block" stemming from the mind. (4) When you take a thetan out of a mass, that is a Release. (HCOB 19 Dec 80R) **2.** one who knows he or she has had worthwhile gains from Scn processing and who knows he or she will not now get worse. (HCOB 9 Aug 63) **3.** a person whose case "won't get any worse." He begins to gain by living rather than lose. (HCOB 17 Mar 59 II) **4.** a **release** purely and simply is a person who has obtained results in processing and has a reality on the fact that he has attained those results. That severely is the definition of **release.** (SH Spec 159, 6206C19) **5.** a **release** is an individual

from whom have been **released** the current or chronic mental and physical difficulties and painful emotion. (*DMSMH*, p. 170) **6.** a series of gradual key-outs. At any given one of those key-outs the individual detaches from the remainder of his reactive bank. (SH Spec 65, 6507C27)—v. the act of taking the perceptions or effort or effectiveness out of a heavy facsimile or taking away the preclear's hold on the facsimile. (*HFP* Gloss)

RELEASED OT, 1. if a being is a first, second or third stage **release** and has also become exterior to his body in the process, we simply add "**OT**" to the state of **release.** It is secondary in importance to the fact of being a **release.** As soon as the being seeks to exert his "**OT**" powers he tends to restimulate his R6 bank and so goes back into his body. (HCOB 12 Jul 65) **2.** temporarily up and feeling high and great but he can fall on his head. (SH Spec 82, 6611C29)

RELEASE OF AFFECT, 1. by first getting the patient to find and say what shock occurred when the sickness began, getting when, and getting it recounted, the "illness" will lessen, the emotional state will alter—called a **release of affect.** (HCOB 2 Apr 69) **2.** a misemotional discharge. (SH Spec 65, 6507C27)

RELIABLE ITEM, 1. *Symbol*: R.I. any **item** that rock slams well on being found and at session end and which was the last **item** still in after assessing the list. Can be a terminal, opposition terminal, a combination terminal or a significance, provided only that it was the **item** found on a list and rock slammed. (HCOB 8 Nov 62) **2.** an **item** which the pc got after the list was nulled, and it's **reliable** and can be used to obtain further **items.** That is a **reliable item.** (SH Spec 202A, 6210C23) **3.** can be an oppterm or a terminal and that meant one that slams when found. (SH Spec 203A, 6210C23) **4.** a black mass with a significance in it which is dominated by a goal and which is part of a GPM. (HCOB 13 Apr 64, *Scn VI Part I Glossary of Terms*)

RELIEF RELEASE, expanded Grade II release. (CG&AC 75) See GRADE II RELEASE.

RELIEF RUNDOWN, where the Original Assessment Sheet has shown losses by death or other severe changes in a person's life such as losses of position or pets or objects it will be found that the person's life changed for the worse at that point. The auditor spots these points of change either on the Original Assessment Sheet or by asking the preclear. These points are then run narrative R3RA Quad. When all such great changes in a person's life have been found and erased the person should experience a considerable sense of **relief** about life. (HCOB 3 Jul 78R)

RELIGION, 1. the ritual of worship or regard about spiritual matters. (4 LACC-18, 5510C13) **2.** a study of wisdom. (HCO PL 6 Mar 69) **3.** the word **religion** itself can embrace sacred lore, wisdom, knowingness of gods and souls and spirits, and could be called, with very broad use of the word, a philosophy. We could say there is **religious** philosophy and there is **religious** practice. (PXL, p. 13)

RELIGIOUS PHILOSOPHY, implies study of spiritual manifestations; research on the nature of the spirit and study on the relationship of the spirit to the body; exercises devoted to the rehabilitation of abilities in a spirit. (HCOB 18 Apr 67)

RELIGIOUS PRACTICE, implies ritual, faith-in, doctrine based on a catechism and a creed. (HCOB 18 Apr 67)

RELIVING, where a man is so thoroughly in the past for the moment that while he was recalling an infant experience, if startled he would react just as he would have when a baby. (*DMSMH*, p. 197)

REM, remedy. (BTB 20 Aug 71R II)

REMEDY, 1. by remedy one means the correction of any aberrated condition. (PAB 50) **2.** something you do to get the pc into condition for routine auditing. (HCOB 27 Sept 64) **3.** an auditing process which is designed to handle a nonroutine situation. (HCOB 11 Dec 64)

REMEDY A, 1. locates the misunderstoods a person has in Scn. (HCOB 9 Nov 67) **2.** has to do with definitions in Scn or the present subject. You must not miss that, it's present subject, immediate subject. It's the immediate subject the guy's trying to study. It's not just applicable to Scn. This guy is trying to study engineering and he hasn't understood a term in engineering. Well, you could handle that with **Remedy A.** (SH Spec 47, 6411C17)

REMEDY B, 1. seeks out and handles a former subject, conceived to be similar to the immediate subject, in order to clear up misunderstandings in the immediate subject or condition. (HCOB 12 Nov 64) **2. Remedy B** is former subject. He's got the present immediate subject mixed up with some former subject. So now you've got to find the former subject and find the word in it which hasn't been defined. (SH Spec 47, 6411C17)

REMEDY OF HAVINGNESS, 1. remedy of havingness does not mean stuffing the preclear with energy. It means remedying his ability to have or not have energy. (*Dn 55!*, p. 117) **2.** by **"remedy"** one means the correction of any aberrated condition. By **"havingness"** one means mass or objects. It means the **remedy** of a preclear's native ability to acquire things at will and reject them at will. (PAB 50) **3.** means **remedy** of the condition of **having to have.** (9ACC-1, 5412CM06)

REMEDY OF LAUGHTER (R2-26), in the **Remedy of Laughter** the preclear can be made simply to stand up and start laughing. The goal of the process is to regain the ability to **laugh** without reason. This process is done until the preclear can actually enjoy a **laugh** without any reason whatsoever, without believing that **laughing** without reason is insane, without feeling self-conscious about **laughing,** and without needing any boost from the auditor. (*Scn 0-8*, pp. 68-70)

REMEMBERING, 1. one could recall the fact that one had seen a dog chase a cat. That would be **remembering.** (*HFP*, p. 26) **2.** the process of knowing the past; predicting of knowing the future. (PAB 86)

REMIMEO, Churches which receive this **must mimeograph** it again and distribute it to staff. (HCOB 4 Sept 71 III)

REMOTE VIEWPOINT, 1. a viewpoint without the consideration by the thetan that he is located at that point. The thetan may have any number of **remote viewpoints.** (*Scn 0-8* Gloss) **2.** a technical term meaning a thetan who is afraid to look from where he is. He puts out **viewpoints** over there and looks from that. (5410CM10B)

REPAIR, 1. patching up past auditing or recent life errors. This is done by prepared lists or completing the chain or correcting lists or even two-way comm or prepchecks on auditors, sessions, etc. (HCOB 23 Aug 71) **2. repair** is undertaken to eradicate errors made in auditing or the environment which impede the use of major processes. (HCOB 12 Jun 70)

REPAIR CORRECTION LIST, use this list to clean up bypassed charge on improperly done or unnecessary prepared lists or **repair** actions. This list is done when a pc protests a prepared **list** or **repair action,** when BIs are present on the subject of **repair** or prepared **lists** or when improper past **repair** or use of correction **lists** reads on a correction **list.** (HCOB 16 Oct 78)

REPAIR OF HAVINGNESS, we used to call **repair of havingness** "giving him some havingness." (PAB 72)

REPAIR PROGRAM, 1. takes the case from where it has falsely gotten to on the class chart and gets off the overwhelm with light processes. (HCOB 14 Jun 70) **2. program** to eradicate case mishandling by current life or auditing errors (called a set-up program). (HCOB 12 Jun 70) **3.** progress **program.** (HCOB 30 Jun 70R)

REPEATER TECHNIQUE, 1. the **repetition** of a word or phrase in order to produce movement on the time track into an entheta area containing that word or phrase. Repeating or "rolling" a phrase in an engram in order to de-intensify the phrase or reduce the engram is not **repeater technique.** (*SOS*, Bk. 2, p. 68) **2.** after he has placed the patient in reverie, if he discovers the patient, for instance, insists he "can't go anyplace," the auditor makes him **repeat** the phrase. **Repetition** of such a phrase, over and over, sucks the patient back down the track and into contact with an engram which contains it. It may happen that this engram will not release—having too many before it—but it will not release only in case it has that same phrase in an earlier engram. So the **repeater technique** is continued with the auditor making the patient go earlier and earlier for it. If all goes on schedule the patient will very often let out a chuckle or a laugh of relief. The phrase has been sprung. (*DMSMH*, p. 215) **3.** the file clerk is asked for data on certain subjects, particularly those affecting the return and travel on the time track, and which aid the ability of the preclear to contact engrams. (*DMSMH*, p. 225)

REPETITIVE AUDITING CYCLE, is a specialized activity. There's the **auditing cycle** of one cycle. Then there's the **auditing cycle** of the next cycle etc. You must complete all comm cycles of an **auditing cycle.** (SH Spec 290, 6307C25)

REPETITIVE COMMAND AUDITING, using TRs 0 to 4, at Level I is done completely muzzled. This could be called muzzled **repetitive auditing** style but will be called "muzzled style" for the sake of brevity. At Level I 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. (HCOB 6 Nov 64)

REPETITIVE PREPCHECKING, prepchecking by repetitive command. This type of prepchecking is more easily done and more thorough than **prepchecking** by the withhold system and its earlier forefather security checking. (HCOB 3 Jul 62)

REPETITIVE PROCESS, 1. is simply a **process** that is run over and over with the same question of the pc. The pc answers the thing and the auditor gives him an acknowledgment. Gives him TR-4 on his origins and it is run until it is flat. (SH Spec 169, 6207C10) **2. process** which permits the individual to examine his mind and environment and out of it select the un-importances and importances. (SH Spec 67, 6509C21)

REPETITIVE RUDIMENTS, (1) run the **rudiment as a repetitive** process until pc has no answer; (2) consult meter for a hidden answer; (3) if meter reads use it to steer ("that" "that" each time the meter flicks) the pc to the answer; (4) lay aside the meter and do (1) and (2) and (3). The process is flat when there is no instant read to the question. (HCOB 2 Jul 62)

REPETITIVE STRAIGHTWIRE, straightwire to one incident done over and over until the incident is de-sensitized. (AP&A, p. 22)

REPLAY, a bad habit some preclears have of playing over what they remember they said the last time instead of progressing through the engram freshly on each recounting and contacting what is contained in the engram itself. (*DMSMH*, p. 279)

REPRESENT LIST, 1. in Routine 2-12 a **list** from the line question "Who or what does . . . **represent** to you?" (HCOB 23 Nov 62) **2.** search and discovery as a process is done exactly by the general rules of listing. One lists for persons or groups who are or have suppressed the pc. The list is complete when only one item reads on nulling and this is the item. If the item turns out to be a group, one does a second **list** of "Who or what would **represent** (item)?" gets the **list** long enough to leave on nulling only one item reading, and that is the SP. (HCOB 24 Nov 65)

REPRESSIONS, 1. things pc must prevent himself from doing. (BTB 24 Apr 69R) **2.** a command that the organism must not do something. (*DTOT*, p. 58)

REPUTATIONAL WITHHOLD, he must **withhold** it because it will damage his beingness, in other words his **reputation.** (SH Spec 63, 6110C05)

RESERVATION, is entering into an outgoing flow an impetus to make it flow less hard and hit less hard. (HCL-5, 5203CM05A)

RESISTIVE CASE, 1. symptoms of a **resistive case** are thick review folder, roller-coasters, complains, blows courses or churches, long sessions, hard to get F/Ns, doesn't want auditing, makes trouble for auditors, and/or does not respond to auditing. (HCOB 8 Sept 71) **2.** TA in normal range but not responding well to auditing. (BTB 11 Aug 72RA)

RESISTIVE CASE RUNDOWN, the **resistive case rundown** is an VIII development to handle those who cannot make the grades. It was put into the *Green Form* as GF 40 so as to preserve it. (HCOB 30 Jun 70R)

RESISTIVE V, severely occluded case. (PAB 15) See also BLACK

RESISTOR, is a device placed along an electrical line to limit the flow of current to a known value. It is used here to find the actual values of TA positions 2 and 3, which may be different from those given in the manufacturer's markings. (*EMD*, p. 16A)

RESPON, responsibility. (BTB 20 Aug 71R II)

RESPONSIBILITY, 1. the ability and willingness to assume the status of full source and cause for all efforts and counter-efforts on all dynamics. (AP&A, p. 57) **2.** when one speaks of **responsibility** he means "the determination of the cause which produced the effect." (AP&A, p. 62) **3. full responsibility** is not fault; it is recognition of being cause. (AP&A, p. 58) **4.** willingness to make or unmake barriers. (PAB 30) **5.** the feeling that one can operate something. (PAB 31) **6.** the area or sphere of influence the individual can rationally affect around other people, life, mest and the general environment. (*SOS*, p. 142) **7.** admission of control of space, energy and objects. (PDC 4) **8.** it is willingness to own or act or use or be. (PDC 56) **9.** the concept of being able to care for, to reach or to be. (HCO PL 17 Jan 62) **10.** "admit causing," "able to withhold." (HCOB 21 Jan 60, *Responsibility*)

RESPONSIBILITY (A PROCESS), 1. has three commands. "You look around here and find something you could be **responsible** for." "You look around here and find something you don't have to be **responsible** for." "You look around here and find something you would permit somebody else to be **responsible** for." (*SCP*, p. 22) **2.** "What part of that incident could you be **responsible** for?" (SMC-5, 6001C02)

RESPONSIBILITY RD, see R/S HANDLING.

RESPONSIBLE FOR CONDITION CASES, is meant the person who insists a book or some auditor is "wholly **responsible** for the terrible condition I am in." (HCO PL 27 Oct 64)

RESTIMULATION, 1. the reactivation of a past counter-effort by appearance in the organism's environment of a similarity toward the content of the past randomity area. (*Scn 0-8*, p. 85) **2.** means the reactivation of an existing incident. (SH Spec 84, 6612C13) **3.** where the environment reactivates a facsimile, which then acts back against the body or awareness of awareness unit of the person. This is a very simple system of stimulus-response. (*Dn 55!*, p.

15) **4.** where the perceptics of the engram are approximated by those of the present time environment. (*SOS*, Bk. 2, p. 118)

RESTIMULATION LOCK, merely brings to the person perceptions which approximate those of an engram. If the individual is tired or weary, these perceptions, sights, sounds, smells, or whatever they may be, will **restimulate** the engram which has similar perceptics; and the incident becomes a **lock** on the engram and charges it to some small degree. (*SOS*, p. 113)

RESTIMULATOR, 1. restimulators are those approximations in the environment of an individual of the content of an engram. (*DTOT*, p. 42) **2.** an approximation of the reactive mind's content or some part thereof continually perceived in the environment of the organism. (*DTOT*, p. 27) **3.** the individual with an engram receives something in his environment similar to the perceptions in the engram. (*DMSMH*, p. 73) **4.** words, voice tones, music, whatever they are—things which are filed in the reactive mind bank as parts of engrams. (*DMSMH*, p. 74)

RESTIMULATOR LAG, when a keyed-in **engram was restimulated** it often required two or three days for action to take place. (Example: say a migraine headache has as its **restimulator** a rhythmic burping sound; that sound is heard by the individual who has the engram; three days later he suddenly has a migraine.) (*DMSMH*, p. 380)

REST POINT, an individual in a high-games condition is in motion. The game gets too high, and he drops out. So he goes into a no-games condition. You can call this a **rest point** on the track. (PAB 98)

RESULTS, defined: case achieves a reality on change of case, somatic behavior or appearance, for the better. (HCOB 28 Feb 59)

RETRACTOR, it is possible for a wave to act as a **retractor.** That is to say, it is possible for certain waves to pull back instead of push out. Thetans can put out such a **retractor** wave. (*HOM*, p. 54)

RETRACTOR BEAM, a retractor beam or a retractor loop is a beam which goes out here from the source, hits the target then drags the target in. It's to grab hold of something and hold it and pull it in. That's one of its uses and the other use is to nail you into a body. (5207CM24A)

RETRAIN, is the entire course as any green student would take it from beginning to end. (ESTO 4, 7203C02 SO II)

RETRAINING, occurs where the student has continually flubbed sessions or tech actions or flunked exams. It is assumed he does not have a grasp of the data. In **retraining** the student may be ordered to redo the full requirements of the checksheets. (HCO PL 22 Jul 70 III)

RETREAD, 1. means picking up the materials that the auditor is weak on. It's a review course. But it does mean going through the pack and the materials of the particular level being **retreaded.** It's mostly a check of misunderstood words, Method 4 style word clearing, on the different sections of the materials of the course, emphasis being placed on what the auditor is weak on. (HCO PL 22 Feb 72) **2. retreading** is different than retraining. **Retread** is brushing up one's study and knowledge and application of tech on the course one is redoing. It is a commendable action on one's own determinism. (HCO PL 22 Jul 70 III)

RETURN, regression in its simplest form, hereafter called **return** is employed in Dn auditing. Return is the method of retaining the body and the awareness of the subject in present time while he is told to go back to a certain incident. (*DTOT*, p. 87)

RETURNING, 1. the word used to go back and re-experience an incident. (HCOB 14 Oct 68 II) **2.** the technique in which the preclear is sent as early as possible on his track before therapy itself is engaged upon. (*DMSMH*, p. 225) **3.** the person can "send" a portion of his mind to a past period on either a mental or combined mental and physical basis and can re-experience incidents which have taken place in his past in the same fashion and with the same sensations as before. (*DMSMH*, p. 11)

RETURN PROGRAM, 1. Advance Program. (HCOB 30 Jun 70R) **2.** consists simply of writing down in sequence every needful step and process missed on the class chart by the case which are now to be done. (HCOB 14 Jun 70) **3. the return** to the false point on the *Classification and Gradation Chart* reached by getting honestly done all the points missed on the road. (HCOB 14 Jun 70)

REV!, "This preclear is in trouble, please do a **review hard.**" (HCOB 23 Aug 65)

REVELATION, means disclosure—a veil has been lifted—something previously hidden is now **revealed.** (*B&C*, p. 22)

REVERIE, 1. in reverie the preclear is placed in a light state of "concentration" which is not to be confused with hypnosis. The mind of the preclear will be found to be to some degree detachable from his surroundings and directed interiorly. (*DTOT*, p. 135) **2.** D n **reverie** leaves a preclear fully aware of everything which is taking place and with full recall of everything which has happened. (*DMSMH*, p. 165)

REVERSAL OF POSTULATE, one intends to do something by making a **postulate** that it will take place, yet something else takes place. This is a **reversal of postulate.** (PAB 91)

REVERSE CURVE, THE, is the emotional curve rising from below **2.**0 to above **2.**0. It happens in a short space of time. It is important because it locates allies. (AP&A, p. 24)

REV FL?, "Could you please find out if this process is flat for me?" (HCOB 23 Aug 65)

REVIEW, 1. the Department of **Review** is in the Qualifications Division. The entire purpose of the Department of **Review** is repair and correction of auditing and training difficulties.

Review is an extension of my own case cracker hat and my own fast instruction hat. (HCO PL 24 Apr 65) **2.** that area where standard tech is corrected back to standard tech. (Class VIII No. 2)

REVIEW CODE, the code has four symbols, REV!, REV FL?, DECLARE?, ETH? REV! means "This pc is in trouble! Please do a review hard." REV FL? means "Could you please find out if this process if flat for me?" DECLARE? means "Pc has reached a grade or release. Please look at pc and if okay, pass on to Certs and Awards." ETH? means "This pc may be an ethics case, rollercoasters or no case gain." (HCO PL 4 Jul 65)

REVIV, revivification. (HCOB 23 Aug 65)

REVIVIFICATION, 1. revivification is the bringing back to life of an engram in which a preclear is stuck. The engram or some portion thereof is being acted out in present time by the preclear. It is called a **revivification** because the engram is suddenly more real to preclear than present time has ever been. He relives the moment briefly. He does not merely recall or remember it. This is not the same thing as "returning" to an incident or engram that is employed in Dianetic auditing. *Return* is the method of retaining the body and the awareness of the subject in present time while he is told to go back to a certain incident. **Revivification** is the reliving of an incident or a portion of it as if it were happening *now*. (HCOB 6 Dec 78) **2.** the hypnotic subject could be sent back to a moment "entirely" so that he gave every appearance of being the age to which he was returned with only the apparent faculties and recollections he had at that moment: this was called **"revivification" (re-living).** (*DMSMH*, p. 12) *Abbr.* reviv.

REVIVIFY, relive. (HCOB 11 May 65) *Abbr.* reviv.

R-FACTOR, 1. R or reality; reality factor. (HCOB 21 Dec 61) **2.** telling the pc what you are going to do at each new step. (HCOB 23 Jun 62)

RHYTHM, actually a part of the time sense, but is also the ability to tell the spaces between sound waves which are pulsing regularly, as in the beating of a drum. (*SA*, p. 85)

RHYTHMIC, KINESTHETIC, weight and motion. (*Abil 149*)

RI, reliable item. (HCOB 4 Aug 63)

RIDGE, 1. it's a standing apparent motionlessness of some kind or other, an apparent solidity, an apparent no-outflow—no-inflow, that's a **ridge.** Flows have direction. **Ridges** have location. (5904C08) **2. a ridge** is caused by two energy flows coinciding and causing an enturbulence of energy, which, on examination, is found to take on a characteristic which in energy flows is very like matter, having its particles in chaotic mixture. (Scn 8-80, p. 43) **3.** a **ridge** is formed from two flows and these two flows hitting will pile things up. (PDC 18) **4.** a **ridge** is essentially suspended energy in space. It comes about by flows, dispersals or **ridges** impinging against one another with a sufficient solidity to cause an enduring state of energy. (*Scn 8-8008*, p. 18) **5.** a solid body of energy caused by various flows and dispersals

which has a duration longer than the duration of flow. Any piece of matter could be considered to be a **ridge** in its last stage. **Ridges,** however, exist in suspension around a person and are the foundation upon which facsimiles are built. (*Scn 8-8008*, p. 49) **6.** facsimiles, or pictures, of motion. (Scn 8-80, p. 45) **7.** areas of dense waves. (*Scn 8-8008*, p. 78) **8.** electronic densities. (*Scn Jour 6-G*)

RIDICULE, 1. it's somebody grabbing hold of one of your anchor points, claiming it and holding it away from you. (5311CM17A) **2.** pushing the anchor points in and then pulling them out and holding them out. (Spr Lect 17, 5304M08)

RIGHT, this would be forwarding a purpose not destructive to the majority of the dynamics. (*Abil Ma 229*)

RIGHT-HAND BUTTONS, mistake, suggest, decide, protest, these all make things read. They don't keep things from reading, **right-hand side.** (SH Spec 229, 6301C10)

RIGHTNESS, is conceived to be survival. Any action which assists survival along the maximal number of dynamics is considered to be a **right** action. Theoretically, how **right** can one be? Immortal! (*Scn 8-8008*, p. 58)

RIGHT THOUGHT, a **thought** which would promote the optimum survival of the optimum number of dynamics. (5410CM20)

RIGIDITY, fixation in space. (2ACC-26A, 5312CM17)

RISE, is exactly opposite to a "fall"—the needle moves to your left instead of to the right. (*BIEM*, p. 42)

Rise

RISING NEEDLE, 1. means "no confront." The preclear has struck an area or something he isn't confronting. One never calls his attention to this. But one knows what it is. It is a steady constant movement of the needle, rather slow, from right to left. (*EME*, p. 16) **2.** a **rising needle** tells you that the pc can't confront, therefore has exceedingly low reality, responsibility, and knowingness on whatever significance it's **rising** on. (HCOB 12 Jun 61)
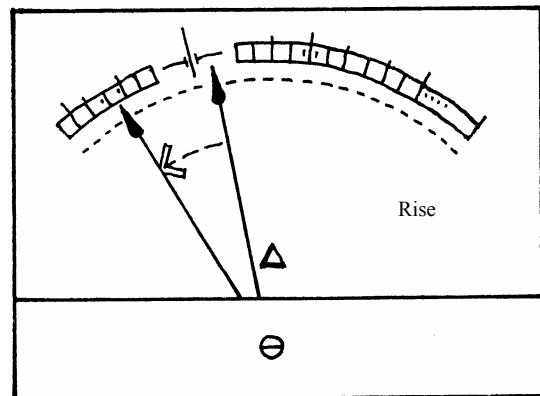
RISING SCALE PROCESSING, 1. in this **process,** an individual was asked to get one of the lower postulates on the Chart of Attitudes and then carry it "upward" until he could get the higher idea. In this particular case one would ask the preclear to get the idea of losing and would then ask him to change that as nearly as he could to the idea of winning. (PAB 91) **2.** is another way of doing postulate processing. One takes any point or column of the Chart of Attitudes which the preclear can reach, and asks the preclear then to shift his postulate upwards toward a higher level. **Rising-Scale processing** is simply a method of shifting postulates upward toward optimum from where the preclear believes he is on the chart. It is

essentially a process directed toward increasing belief in self by using all the "buttons" on the *Chart of Attitudes*. (*Scn 8-8008*, p. 84)

ROBOT, 1. the individual with an evil purpose has to withhold himself because he may do destructive things. When he fails to withhold himself he commits overt acts on his fellows or other dynamics and occasionally loses control and does so. This of course makes him quite inactive. To overcome this he refuses any responsibility for his own actions. Any motion he makes must be on the responsibility of others. He operates then only when given orders. Thus he must have orders to operate. Therefore one could term such a person a **robot** and the malady could be called **robotism.** (HCOB 10 May 72) **2.** a **robot** is a machine that somebody else runs. (5611C15)

ROCK, THE, 1. was something which we audited for and assessed out, meaning a shape of something which we could then run a process on. We at that time were running on the theory that it was the first object the fellow had made on the track. (SH Spec 83, 6612C06) **2.** that which a person has used to reach people or things with and is determined in value by its creativeness or destructiveness. It is simply a reach and withdraw mechanism which makes a ridge and this causes the stick of the needle. The **rock** is an object not a significance. (HCOB 29 Jul 58)

ROCKET READ, 1. an **RR** is characterized by a spurted, accelerated beginning, which gives it its name. It looks like something taking off, like being shot; shot away from its start. It's a spurting beginning, and then its other characteristic is a curled end. (SH Spec 266, 6305C21) **2.** it takes off. It always goes to the right. It takes off with a very fast spurt and does a rapid decay. Like a bullet fired into water. It's very fast. It looks like its got all of its motive power from its first instance of impulse with no additional motive power being imparted to it by anything. It's kicked off and it has no further kick so it rapidly dies out. (SH Spec 224, 6212C13) **3.** is the read of the goal or the rock itself. (HCOB 6 Dec 62) **4.** called a **rocket read** because it takes off like a **rocket** and slows down. (SH Spec 202A, 6210C23)

ROCK SLAM, *Symbol*: **R/S. 1.** the following is the only valid definition of an **R/S**: The crazy, irregular *left-right* slashing motion of the needle on the E-Meter dial. **R/Ses** repeat left and right slashes unevenly and savagely, faster than the eye easily follows. The needle is frantic The width of an **R/S** depends largely on sensitivity setting. It goes from one-forth inch to whole dial. But it **slams** *back and forth*. **A rock slam** (**R/S**) means a hidden evil intension on the subject or question under auditing or discussion. Valid **R/Ses** are not always instant reads. An **R/S** can read prior or latently. One slash doesn't *begin* to be an **R/S**. Nor two or three for that matter. The correct definition of an **R/S** includes that it slashes savagely *left and right*. A dirty needle is not to be confused with an **R/S**. They are distinctly different reads. You never mistake an **R/S** if you have even seen one. A dirty needle is far less frantic. The difference between a **rock slam** and a dirty needle is in the *character of the read*, not the size. Persistent use of "fish and fumble" can sometimes turn a dirty needle into a **rock slam**. However until it does it is simply a dirty needle. Auditors, C/Ses, supervisors must must must know the difference between these two types of reads cold. (HCOB 3 Sept 78) **2.** The term was taken from a process in the 50s which sought to locate "A **rock**" on the pc's early time track; the "**slam**" is a description of the needle violence, meaning it "**slams**"

back and forth. For a time all left-right motions of the needle were considered and called "**rock slams**" until it was found that a *smooth* left-right flow was a symptom of release or key-out and this became the "floating needle." There is yet another left-right motion of the needle called the "theta bop." This occurs when the person has or is trying to exteriorize. "Theta" is the symbol for the person as a spirit or goodness; "bop" is an electronic term for a slight hitch in the sweep of a needle. A "theta bop" hitches evenly at each end of the sweep left and right and is very even in the middle of the sweep. Neither the "floating needle" nor the "theta bop" can be confused with a "**rock slam**." The difference of the **rock slam** is uneven, *frantic slashing left and right;* even the distances traveled left and right are likely to be different in each swing from the last. A **rockslam** means a hidden evil intention on the subject or question under discussion or auditing. (HCOB 10 Aug 76R) **3.** called a **rock slam** because it is a needle manifestation which is achieved when the auditor is approaching what we once called "the **rock.**" There's something earlier than the **rock** and that's a goal. It's a great deal of random needle motion occurring solely because of the current being set up amongst the items and identities a person has assumed in the progress of executing his or her goals. It could be called a goals **slam** which we will not call it. It's a thetan convulsing, and in the absence of a **slamming** needle you will very often find a convulsing body. A **rock slam** is a crisscross of currents which is throwing a thetan around. (SH Spec 190, 6209C18) **4.** an **R/S** or **rock slam** is defined as a crazy irregular slashing motion of the needle. It can be as narrow as one inch or more than a full dial in width, but it's crazy! It **slams** back and forth. It is actually quite startling to see one. It is very different from other meter phenomena. (HCOB 1 Nov 74) **5.** that needle agitation which erratically covers more than three quarters of an inch on the E-meter dial. A **rock slam** is the response of an E-meter to the conflict between terminals and opposition terminals. It indicates a fight, an effort to individuate, an extreme games condition which in the absence of auditing would seek unsuccessfully to separate while attacking. As the pc's attention is guided to the items involved the games condition activates and is expressed on the meter as a ragged, frantic response. The wider the response the more recognizable (to the pc) is the reality of the games condition and the violence of the conflict. (HCOB 8 Nov 62) **6.** as a meter representation, is the result of innumerable committed overts in a certain direction, and when you've got that certain direction isolated, that is to say the items against which the overts were committed isolated you then have of course a **rock slam.** (SH Spec 203, 6210C11) **7.** a crazy, irregular, unequal, jerky motion of the needle narrow as one inch or as wide as three inches, happening several times a second. The needle goes crazy, **slamming** back and forth, narrowly, widely over on the left, over on the right, in a mad war dance or as if it were frantically trying to escape. It means hot terminal or hot anything in an assessment and takes precedence over a fall. (*EME*, p. 17) **8.** this is the most difficult needle response to find or attain or preserve. And it is the most valuable in clearing. All **rock slams** result from a pair of items in opposition, one of which is a terminal, the other being an opposition terminal. It can exist in present time where the pc is the terminal and what the pc is faced with is the opposition terminal. (HCOB 8 Nov 62) **9.** is the read of the rock vs. the **opposition rock** and every pair above them on the cycle of the GPM. It marks the path to the rock. (HCOB 6 Dec 62) **10.** is a convulsion of the mind and can reflect as a convulsion of the body. (HCOB 19 Sept 62) **11.** the **rock slam** is called a **rock slam** because it is a needle manifestation which is achieved when the auditor is approaching what we once called the rock. (SH Spec 190, 6209C18)

ROCK SLAM CHANNEL, 1. the pathway through the pairs of items that compose a cycle of the GPM and lead to the rock and goal. (HCOB 6 Dec 62) **2.** that hypothetical course between a series of pairs consisting of terminals and opposition terminals. (HCOB 8 Nov 62)

ROCK SLAMMER, 1. there are, for our purposes, two kinds of **R/sers.** (a) those who **R/S** on subjects not connected with Scn and (b) those who **R/S** on subjects connected to Scn. The latter is to be located and moved off lines when they are part of staffs as their intent is solely to destroy us whatever else they say; their long run actions will prove it. The definition of a List One **R/Ser** is anyone who has **R/Sed** on List One. Staff concerned must be able to identify an **R/Ser** which is different from someone with an **R/S.** (HCOB 1 Nov 74R) **2.** a person is an R/Ser where R/Ses have to do with Scn or one or more areas of the old Scn List One found in the Book of E-meter Drills. (HCOB 1 Nov 74) **3.** a person who **rock slams** on Scn or auditors or the like. (HCOB 17 Oct 62) **4.** it isn't somebody you can get a **rock slam** on, you would be wrong if you assumed that. It means it's somebody who gets a **rock slam** when you ask them: "Consider overts against Scn" and that broadens out of course against Ron, against the organization or against an auditor. (SH Spec 198, 6210C04)

ROCKSLAMMING LIST, things R/Sing when they were written down. One **Rockslam** on it at least. (SH Spec 225, 6212C13)

ROLL BOOK, the master record of a course giving the student's name, local and permanent address and the date of enrollment and departure or completion. (HCOB 19 Jun 71 III)

ROLLER-COASTER, 1. a case that betters and worsens. A **roller-coaster** is always connected to a suppressive person and will not get steady gains until the suppressive is found on the case or the basic suppressive person earlier. Because the case doesn't get well he or she is a potential trouble source to us, to others and to himself. (HCOB 8 Nov 65) **2.** a slump after a gain. Pcs who do not hold their gains are PTS. (HCOB 9 Dec 71RA) **3.** gets better, gets worse, gets better, gets worse. (SH Spec 63, 6506C08)

ROLLER-COASTERING, the PTS is known by **roller-coastering** (Coney Island fast up and down quarter-mile of aerial railway). They slump. (HCOB 3 Apr 66)

ROLLING A PHRASE, repeating or **rolling a phrase** in an engram in order to de-intensify the **phrase** or reduce the engram. This is not repeater technique. (*SOS*, Bk. 2, p. 68)

ROLLYCOASTER CASE, *Slang.* a potential trouble source, and just on the other side of him there is a suppressive person invalidating his gains. He's never going to get any better, not until he is labeled a potential trouble source and told to handle. (SH Spec 61, 6505C18)

ROTE STYLE AUDITING, muzzled **auditing** or repetitive command **auditing.** (HCOB 6 Nov 64)

ROUGH CASE, 1. no case gain. (HCO Exec Ltr, 3 May 65) **2.** unreality **case.** (HCOB 6 Dec 58)

ROUGH PC, the characteristic of the **rough pc** is not a **pc's** tendency to ARC break and scream but something much more subtle. The pc who makes no gain is the pc who will not as-is, who will not confront, who can be audited forever without cogniting on anything. The person whose "thought has no effect on his or her bank" he's been remarked on by me for years. This person is so afraid to find out that he or she will not permit anything to appear and therefore nothing will as-is, therefore, no cognition. (HCOB 15 Mar 62)

ROUTE 1, ROUTE 2, intensive procedure: outline in the use of this procedure, only two types of case are considered, and the procedure is adapted to these two types. The sole criteria of the case is whether or not it can be exteriorized. This is promptly established by the use of ARC straightwire. When there is no noticeable communication lag, then **Route 1** is employed in this procedure. When there is any noticeable communication lag, **Route 2** is employed. (*Scn 0-8*, p. 23) [Route 1 and Route 2 are fully covered in *Creation of Human Ability*.]

ROUTINE, a standard process, designed for the best steady gain of the pc at **that level.** (HCOB 11 Dec 64) *Abbr*. R

ROUTINE 1, 1. is CCHs and Joburg security checks. (SH Spec 7, 6106C05) **2.** applying control so as to get him into communication so that he can have. (SH Spec 18, 6106C22)

ROUTINE 1A, 1. is simply familiarization with problems and getting off the fellow's withholds with security checks. (SH Spec 27, 6107C11) **2.** any combination of processes which combines problems and security checks, and that is all. (SH Spec 27, 6107C11)

ROUTINE 1C, R-1C, consists of (1) finding something that moves the TA; (2) running the TA out of that subject to F/N, cog, VGIs. The usual method of finding what to run in general R-1C is by assessment of dynamics. Assessment by dynamics gives a series of questions covering each of the dynamics. This is assessed by tone arm as given in E-meter Drill 23. Take up the reading question by use of further questions on that same subject. (BTB 4 Dec 71R I)

ROUTINE 1CM, R-1CM, that's fishing with TA on the meter. It's picking up the things that blew down the meter while the guy was itsaing. It was actually a specialized application of R-1C. (SH Spec 14, 6404C10)

ROUTINE 2, 1. is a general run of the Pre-hav scale, Joburg security check, and the havingness and confront processes all run in model session. (SH Spec 7, 6106C05) **2.** getting out of the road the fixed reactive buttons which prevent him from having things. (SH Spec 18, 6106C22)

ROUTINE 2C, 1. R-2C Slow Assessment by Dynamics. This form is a breakdown of the eight dynamics into areas where important itsa may be developed. The stress of this assessment is on TA motion. (BTB 17 Oct 63R) **2.** a process which is discussion by lists. (SH Spec 14, 6404C10)

ROUTINE 2-G, a goal finding activity. (HCOB 13 Apr 63)

ROUTINE 2-G1, R2-G1 is a special goals prepcheck administered before a goal is found. This is a refined version of the problems intensive, slanted directly at goals. (HCOB 13 Apr 63)

ROUTINE 2-GPH, R2-GPH is a special goals prepcheck done by pre-hav levels with a new assessment for each button. This is a refined use of the original **Routine 2.** (HCOB 13 Apr 63)

ROUTINE 2-GX, is a **goal** finding **routine** consisting of the nearly exact pattern of a problems intensive but asking a different question, which adds up to listing times in the pc's life when his purpose was baulked and assessing and running as in a problems intensive. (HCOB 4 Mar 63, *Urgent*)

ROUTINE 2-GX1, is a goals intensive by prepcheck. (SH Spec 251, 6303C21)

ROUTINE 2-H, it is a very valuable unlimited process that undercuts repetitive processes and produces tone arm action on cases that have none on repetitive processes. R2-H combines the most difficult steps of engram running, dating, assessing, locating and indicating by-passed charge. It disposes of ARC breaks. (HCOB 25 Jun 63)

ROUTINE 2-10, (R2-12 short form for beginners). The short form of R2-12 can be used by untrained auditors with some effect until they are trained in mid ruds and other niceties. (HCOB 5 Dec 62)

ROUTINE 2-12, 1. method of discharging the influence of a rock slamming item is actually taken from 3GA Criss Cross (3GAXX), and is a specialized **routine** from **Routine 3.** We will, however, since it does not touch goals, designate it as **Routine 2.** (HCOB 23 Nov 62) **2.** is simply an effort to locate one of the GPM items as it seems to be in present time to the pc. It's an effort to locate that item in present time and find its opposition. (SH Spec 218, 6211C27) **3.** the action of **Routine 2-12** is not the key-out of the pc's bank as in prepchecking but the actual eradication of those items which have been keyed in by present time which then and thereafter keep the pc in the grip of a present time problem. (SH Spec 218, 6211C27) **4.** is to put the case in condition so that it can show progress toward clearing and does actually progress the case toward clearing and is a clearing procedure. (SH Spec 218, 6211C27)

ROUTINE 2-12A, simply dropped out some unnecessary points in 2-12, threw away tiger drilling and so forth. (SH Spec 236, 6302C12)

ROUTINE 2-16, Opening Procedure of 8-C. (*Scn 0-8*, p. 44)

ROUTINE 2-17, Opening Procedure by Duplication. (*Scn 0-8*, p. 47)

ROUTINE 3, 1. consists solely of finding a goal, then finding a terminal that matches the goal and running the terminal, and then finding another terminal for that goal, and another terminal for that goal, till that goal disappeared. And then finding that the goal had probably disappeared, and finding another goal, and finding a terminal for that goal, and so on. And finding and auditing that and then finding another terminal and auditing that, and finally it disappeared. And eventually you got into the situation where you'd find a goal and it would blow up and you'd find a terminal and it would blow up, and then you just couldn't find anything, and you got a free needle. What you've done in essence was to pick off a number of pieces of the goals problem mass so the pc was floating free of the goals problem mass. (SH Spec 139, 6204C26) **2.** getting out of the road all these unrealized goals each one of which has been a defeat for him at some time or another, all of which goals had as their end product havingness. (SH Spec 18, 6106C22) **3.** SOP goals assessment with a Joburg security check. (SH Spec 7, 6106C05)

ROUTINE 3A, 1. in R-3A you took the goal and the modifier and you found the terminal with goal and modifier. (SH Spec 139, 6204C26) **2.** a way to undercut the speed of a goals terminal run. This consists of a discovery of a new piece of the puzzle—the modifier. By use of the modifier the basic terminal of a goals chain may be isolated without running off the upper terminal. (HCOB 7 Nov 61)

ROUTINE 3D, 1. in Routine 3D you found the goal and the modifier and the terminal and then the opposition terminal. (SH Spec 139, 6204C26) **2.** in **3D** you're actually taking apart, from a distance, the component parts of the goals problem mass. (SH Spec 82, 6111C21) *Abbr*. R-3D.

ROUTINE 3D CRISS CROSS, 1. a process which addresses the goals problem mass. (SH Spec 137, 6204C24) **2.** why do we say **criss cross?** That's just because you go from one channel to the other channel, and then you go back to the other channel. What do we mean by Channel? We mean what the pc has been and what the pc has opposed. (SH Spec 202A, 6210C23) **3.** earlier version of 3GAXX. (LRH Def. Notes) *Abbr*. 3DXX.

ROUTINE 3D CRISS CROSS ITEMS, the items, the identities and the beingnesses which the person has actually been. Don't call them so much a beingness as an identity. They are a package of conduct, they are a package of training patterns and so forth, which are residual from that particular life. (SH Spec 116, 6202C27)

ROUTINE-3G, Routine Three employing goals. (SH Spec 141, 6205C01)

ROUTINE 3 GA CRISS CROSS, see THREE GA XX.

ROUTINE 3H, R-3H, ARC break process (R-4H renamed **R-3H**). (HCOB 22 Sept 65)

ROUTINE 3M, R3M is a clearing technique. (HCOB 22 Feb 63)

ROUTINE 3-MX, is called X because it's still **experimental** and therefore its designation is really **Routine 3M.** (SH Spec 235, 6302C07)

ROUTINE 3-N, R3N is a stripped down directive **Routine Three** which uses line plots. (SH Spec 263, 6305C14)

ROUTINE 3N2, R3N2 is an abbreviated form of **R3N.** (SH Spec 266, 6305C21)

ROUTINE 3-R, 1. R3R *Engram Running by Chains* is designated **"Routine 3-R"** to fit in with other modern processes. (HCOB 24 Jun 63) **2. Routine 3 Revised.** (BTB 20 Aug 71R II)

ROUTINE 3RA, engram running by chains is designated **"Routine 3RA."** It is a new triumph of simplicity. It does not demand visio, sonic, or other perception at once by the pc. It develops them. (HCOB 26 Jun 78RA II)

ROUTINE 3-SC, 1. Routine Three, Service Facsimile Clear. (HCOB 1 Sept 63) **2.** in R3SC you are only trying to end the compulsive character of the service facsimile so found and get it off automatic and get the pc to see it better. (HCOB 1 Sept 63)

ROUTINE THREE SC-A, Full Service Facsimile Handling Updated with New Era Dn. We are into a new echelon of service facsimile running. New Era Dianetics has opened the door to a more complete and finite handling of a service fac, with precision and exactness, than we have had heretofore. We no longer just find a service fac, audit off the automaticities, key it out and forget it. We audit it out fully and terminatedly, using New Era Dianetics to take it down to its basics and erase those. (HCOB 6 Sept 78 III)

ROUTINE 4-H, R4H, Routine Four. Process used to relieve ARC breaks. (HCOB 23 Aug 65)

ROUTINE 4-SC, R4SC, Routine Four. Process used to locate and run service facsimiles. (HCOB 23 Aug 65)

ROUTINE 6 END WORDS (R6EW), when the pc has taken the locks off the reactive mind itself, using **R6EW**, he attains Fourth Stage Release. (HCOB 30 Aug 65) [Grade VI Release]

RR, rocket read—type of meter **read.** (HCOB 23 Aug 65)

R/S, rock slam, type of meter **read.** (HCOB 23 Aug 65)

R/Ser, see ROCK SLAMMER.

R/S HANDLING, also called the **Responsibility RD**, is done as OCA right-hand side **handling.** A list of all **R/Sing** statements is made, then each taken up. The idea is an **R/S** will occur in connection with a terminal which will read when checked and that's what you want to run. (HCOB 28 Mar 74, *Expanded Dianetics Series No. 21*)

RSM, "Royal Scotman". (FO 1483) [The Flagship's name before it became the "Apollo"]

R/S PC, RSes=psychosis=succumb, is trying to die (evil purpose) and the auditor is trying to make him live. This gives you an intention-counter-intention=problem, so all such **pcs** are problems to audit. (BTB 30 Aug 72 II)

R/S STATEMENTS, statements which the pc said that R/Sed when he said it. (BTB 8 Nov 72R II)

R6, 1. Routine Six. (HCOB 23 Aug 65) **2.** abbreviation for **Routine 6.** It means the exact processes and aspects of case handled at **Level VI** of Scn. (BTB 12 Apr 72R)

R6 BANK, the reactive mind. (HCOB 12 Jul 65)

R6EW, Routine 6 End Words. (HCOB 23 Aug 65)

R6-EW P, Routine 6 End Word Plot. (HCOB 4 Jan 65)

R6-EW S, Routine 6 End Word Sixes. (HCOB 4 Jan 65)

R6GPMI, Routine Six Running GPMs by Items. (HCOB 23 Aug 65)

R6O, Routine Six Original Bank. (HCOB 23 Aug 65)

R6R, Routine 6 Review of all bank run. (HCOB 23 Aug 65)

RUDIMENTS, 1. setting the case up for the session action. This includes ARC breaks, PTPs, W/Hs, GF or O/R listing or any prepared list. (HCOB 23 Aug 71) **2.** the **rudiments** apply to present time and this universe now. They are a nowness series of processes. (SH Spec 31, 6205C13) **3.** a **rudiment** is that which is used to get the pc in shape to be audited that session. (SH Spec 147, 6205C17) **4.** the reason you use and clean **rudiments** is to get the pc in session so you can have the pc (1) in communication with the auditor and (2) interested in own case. The purpose of **rudiments** is to set up a case to run, not to run a case. (HCOB 19 May 61)

RUDS, rudiments. (HCOB 23 Aug 65)

RUN, undergo processing. (*SOS*, p. 75)

RUNDOWN, a series of steps which are auditing actions and processes designed to handle a specific aspect of a case and which have a known end phenomena. Example: **Introspection Rundown.** (LRH Def. Notes)

RUNNING ITEM, 1. The auditor chooses the largest reading **item** the pc has given and checks interest for the next chain. This is the **running item**. (HCOB 18 Jun 78R) **2.** The auditor takes the best reading **item** on the running item list (possibly an LF or an LFBD or an *instant* F/N) and checks with the pc, "Are you interested in this item?" and if so it becomes the **running item** which you will run by R3RA Quad. (HCOB 18 Jun 78R)

RUNNING ITEM LIST, The auditor now takes the preassessment item and makes a list on a separate sheet of paper and asks the pc, "What (preassessment item found) are/is connected with (original item found)?" The auditor writes down exactly what the pc says in a column and notes the meter reads at the exact moment the pc ends the statement of the **running item**. The result is a list called the "**Running item list.**" (HCOB 18 Jun 78R)

RUN OUT, erase. (*FOT*, p. 95)

S

SAAC, South African Anatomy Congress. (HCOB 29 Sept 66)

SA ACC, South African Advanced Clinical Course. (HCOB 29 Sept 66)

SAD EFFECT, 1. when an ARC break is permitted to continue over too long a period of time and remains in restimulation a person goes into a **sad effect,** which is to say they become **sad** and mournful, usually without knowing what is causing it. This condition is handled by finding the earliest ARC break on the chain. Finding whether it was a break in affinity, reality, communication or understanding, and indicating it to the person, always of course, in session. (LRH Def. Notes) **2.** this is a state of great **sadness,** apathy, misery and desire for suicide and death. (HCOB 14 Mar 63)

SADNESS, is a small volume of grief. (*SA*, p. 93)

SAFE TECHNIQUE, is that **technique** which always deals in things of which the preclear is certain. (*Scn 0-8*, p. 220)

SAG, 1. an engram not basic is subject to sag which is to say that it may be brought to the two point zero (2.0) tone, but after a certain length of time has elapsed— from one to two days—it will be found to have **sagged** and to be, for instance, in a one point one (1.1) tone. It can be successfully lifted until it is apparently in a three point zero (3.0) tone, at which point much of its content will disappear. (*DTOT*, p. 114) **2.** any engram may be exhausted to a point where it will recede. It is temporarily and momentarily lost to the individual and apparently does not trouble him. That engram which has been exhausted in a chain without the basic having been reached will sag or reappear within twenty-four to sixty hours. (*DTOT*, p. 139)

Saint Hill

SAINT HILL (SH), the name of LRH's home in East Grinstead, Sussex, England, and location of the world-wide headquarters of Scn, and the UK Advanced Organization and SH (AOSH UK). LRH taught the original **Saint Hill** Special Briefing Course at **Saint Hill** from 1961 to 1965. The term SH now applies to any organization authorized to deliver those upper level Scn services hence we also have the "American **Saint Hill** Organization" (ASHO) and the "Advanced Organization and **Saint Hill** in Denmark" (AOSH DK) and **"Saint Hill** Europe" (SH EU). (BTB 12 Apr 72R)

SAINT HILL SPECIAL BRIEFING COURSE, t h e **Saint Hill Special Briefing Course** has certain distinct purposes. The **course** was begun to do two things: (1) to study and resolve training and education; (2) to assist people who wanted to perfect their Scn. There has been no change in these purposes. The first is succeeding very well. The second is achieving world-wide recognition through people who have graduated the **SHSBC**. (HCO PL 9 Jul 62) *Abbr.* SHSBC.

SALVAGE, to save from ruin. (HCO PL 23 Oct 65)

S AND D, search and discovery. (HCOB 13 Jan 68)

S AND D TYPE S, is "Who or what are you trying to **stop?"** (HCOB 13 Jan 68)

S AND D TYPE U, there are several types of S and D **(Search and Discovery).** The **type** is determined by the first letter of the key word in the listing question. S **and D Type** U is "Who or what has attempted to **unmock** you?" (HCOB 13 Jan 68)

S AND D TYPE W, is "Who or what are you trying to **withdraw** from?" (HCOB 13 Jan 68)

SANDERSON R/D, the "Wants Handled R/D" as outlined in *Expanded Dianetic Series 9*, HCOB 10 Jun 72 was originally called the **"Sanderson** R/D" on Flag. (BTB 30 Aug 72)

SANITY, 1. the ability to recognize differences, similarities and identities. (HCO PL 26 Apr 70 R) **2.** a tolerance of confusion and an agreed-upon stable datum on which to align the data in a confusion are at once necessary for a **sane** reaction on the eight dynamics. This defines **sanity.** (*Scn 0-8*, p. 36) **3.** the computation of futures. (*Scn 0-8*, p. 89) **4.** a balance of creation and destruction is **sanity.** The individual is **sane** wherever he will create and destroy. (*Scn 8-8008*, p. 99) **5.** the legal definition of **sanity** is the "ability to tell right from wrong." (PAB 63) **6.** the ability to tell differences. The better one can tell differences, no matter how minute, and know the width of those differences, the more rational he is. The less one can tell differences and the closer one comes to thinking in identities (A=A) the less **sane** he is. (*DMSMH*, p. 338) **7.** sanity is the measure of how ably an individual assists things which assist survival, and inhibits things which inhibit survival. (5109CM24A) **8.** the degree of rationality of an individual. (*DASF*) **9.** rationality. A man is **sane** in the ratio that he can compute accurately, limited only by information and viewpoint. (*EOS*, p. 42) **10.** an absolute perfection in reasoning, which would resolve problems to the optimum good of all those concerned. (5203CM03A) **11. sanity** is certainty, providing only that that certainty does not fall beyond the conviction of another when he views it. (*Scn 0-8*, p. 187)

SC, Success Congress. (HCOB 29 Sept 66)

SCALE OF REALITY, 1. the reality scale refers to the individual's **hold on reality** and his agreement with others on what **reality** is. (*NOTL*, p. 103) **2.** at the bottom there is nothing, above that there is a communication line, the line becomes more solid, then above that terminals begin to materialize lightly and the line becomes less solid, then above that you have the terminals and you don't have any lines, and above that the terminals are there

mostly by agreement, above that there is agreement, and above agreement there is consideration, individual consideration, and above that there is postulate. That is the **Scale of Reality.** (PAB 154)

SCANNING, 1. the action of rapidly glancing through an incident from beginning (earliest moment of the incident) to the end of the incident. (HCOB 12 Dec 71 IX) **2.** one contacts an incident and recognizes it as a concept of an incident. The preclear then goes forward from this incident to the next one of a similar type that he can recognize. (*SOS*, Bk. 2, p. 126)

SCHEDULING, the hours of a course or the designation of certain times for auditing. (HCOB 19 Jun 71 III)

SCHIZO, nickname for **schizophrenic.** It is an odd misnomer in that it means split personality and the trouble with a **schizo** is that he needs splitting, not that he's split. He's in another's valence and what is required is to remove or split the preclear out of that other's valence. (PAB 106)

SCHIZOPHRENIC, 1. the original definition of **schizophrenic** or "scissors personality" was in observation of shift of identity. A case which is very heavily charged goes into valences so completely that the person sharply and distinctly changes personality and appearance when shifted from one valence to another. (*SOS*, Bk. 2, p. 200) **2. the schizophrenic** is an individual who has several portions of the analyzer segmented off by different circuits, which are actually valences, and who goes from one to another of these portions of the analyzer, only occasionally, if ever, becoming himself. (*SOS*, Bk. 2, p. 49) **3.** an idea that one is two persons, which is remediable by a discovery of the life continuums being dramatized by the individual. (PDC 14) **4.** the multi-valent aberee. (*DMSMH*, p. 125)

SCIENCE, 1. a science is an organized body of knowledge which knowledge, where, when you look, knowledge will be found. It doesn't have variables in it. (5009CM23 General Dianetics—Part 1) **2.** a science is not merely a collection of facts, neatly arranged. An essential **of a science** is that observations give rise to theories which, in turn, predict new observations. When the new observations are made, they, in turn, give rise to better theories, which predict further observations. (Scn 8-80, p. 8)

SCIENTIFIC TRUTH, something which was workably and invariably right for the body of knowledge in which it lay. (*DASF*)

SCIENTOLOGIST, 1. one who betters the conditions of himself and the conditions of others by using **Scn** technology. (*Aud 73 UK*) **2.** one who controls persons, environments and situations. A **Scientologist** operates within the boundaries of the *Auditor's Code* and the *Code of a Scientologist*. (PAB 137) **3.** one who understands life. His technical skill is devoted to the resolution of the problems of life. (*Scn 0-8*, p. 12) **4.** a specialist in spiritual and human affairs. (*Abil Ma 1*)

SCIENTOLOGY, 1. it is formed from the Latin word scio, which means know or distinguish, being related to the word scindo, which means cleave. (Thus, the idea of differentia-

tion is strongly implied.) It is formed from the Greek word logos, which means THE WORD, or OUTWARD FORM BY WHICH THE INWARD THOUGHT IS EXPRESSED AND MADE KNOWN: also THE INWARD THOUGHT or REASON ITSELF. Thus, **SCIENTOLOGY** means KNOWING ABOUT KNOWING, or SCIENCE OF KNOWLEDGE. (Scn 8- 80, p. 8) **2. Scientology** addresses the thetan. **Scientology** is used to increase spiritual freedom, intelligence, ability, and to produce immortality. (HCOB 22 Apr 69) **3. Scientology** is further redefined as THE STUDY AND HANDLING OF THE SPIRIT IN RELATIONSHIP TO ITSELF, UNIVERSES AND OTHER LIFE (HCOPL 20 Sept 81) **4.** an organized body of scientific research knowledge concerning life, life sources and the mind and includes practices that improve the intelligence, state and conduct of persons. (HCOB 9 Jul 59) **5.** a religious philosophy in its highest meaning as it brings man to total freedom and truth. (HCOB 18 Apr 67) **6.** the science of knowing how to know answers. It is a wisdom in the tradition of ten thousand years of search in Asia and Western civilization. It is the science of human affairs which treats the livingness and beingness of man, and demonstrates to him a pathway to greater freedom. (*Scn 0-8*, p. 9) **7.** an organization of the pertinencies which are mutually held true by all men in all times, and the development of technologies which demonstrate the existence of new phenomena not hitherto known, which are useful in creating states of beingness considered more desireable by man. (*Scn 0-8*, p. 9) **8.** the science of knowing how to know. It is the science of knowing sciences. It seeks to embrace the sciences and humanities as a clarification of knowledge itself. Into all these things—biology, physics, psychology and life itself—the skills of **Scientology** can bring order and simplification. (*Scn 8-8008*, p. 11) **9.** the study of the human spirit in its relationship to the physical universe and its living forms. (*Abil 146*) **10.** a science of life. It is the one thing senior to life because it handles all the factors of life. It contains the data necessary to live as a free being. A reality in **Scientology** is a reality on life. (Aud 27 UK) **11.** a body of knowledge which, when properly used, gives freedom and truth to the individual. (*Scn 0-8*, p. 251) **12.** knowledge and its application in the conquest of the material universe. (HCL 1, 5203CM03A) **13.** an applied philosophy designed and developed to make the able more able. In this sphere it is tremendously successful. (HCO PL 27 Oct 64) **14.** an applied religious philosophy dealing with the study of knowledge, which through the application of its technology, can bring about desirable changes in the conditions of life. (HCO PL 15 Apr 71R) **15. Scientology** is an organized body of scientific research knowledge concerning life, life sources and the mind and includes practices that improve the intelligence, state and conduct of persons. (*Abil Mi 104*)

SCIENTOLOGY CLEAR, see CLEAR.

SCIENTOLOGY CROSS, a cross about three inches high and is of simple but effective design without lettering or other ornament. The model of the cross came from a very ancient Spanish mission in Arizona, a sand casting which was dug up by Ron. The cross is a regular Roman cross with four additional short points between the four long points, a true eight dynamic Scn cross; the sunburst cross. (Abil 14)

Scientology Cross
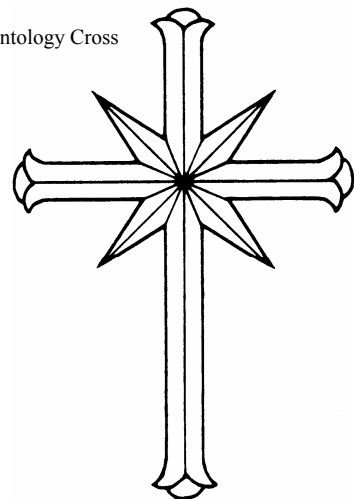
SCIENTOLOGY DRUG RUNDOWN, accomplishes a necessary release of charge on drugs, and thus helps to remove drugs as a case factor for Dianetic Clears and allows them to get the maximum gains out of the Grades and OT levels. The Scientology Drug Rundown also runs with enormous benefit on preclears after the Purification RD and the TRs and Objectives Co-audit. (HCOB 21 Dec 80)

SCIENTOLOGY 8-8008, 1. was a formula. It said: the attainment of **infinity,** that is the first **eight** is achieved by the reduction of the physical universe from **infinity,** that is the second **eight,** to zero, which is the first zero and the building of one's own universe from **zero to an infinity** of one's own universe and by that one achieves the attainment of **infinity.** (9ACC 14, 5412CM24) **2.** the roadmap of a process. And it says, the attainment of **infinity** by the reduction of the apparency of the mest universe is **infinity to zero** and the increase of one's own apparent **zero to an infinity** of his own universe (PDC 31) **3.** the original definition of **Scientology 8-8008** was the attainment of **infinity** by the reduction of the apparent **infinity** and power of the mest universe to a zero for himself, and the increase of the apparent zero of one's own universe to an infinity for oneself. **Infinity** (oo) stood upright makes the number **eight.** (*Scn 8-8008*, p. 31)

SCIENTOLOGY FIVE, Scn applied at a high echelon to social, political and scientific problems. This requires the earlier levels and a high state of training on theoretical and wide application levels and the personal state of OT. (HCO PL 2 Aug 63)

SCIENTOLOGY FOUR, processes to OT, Saint Hill Special Briefing Course, 1963 type technology and targets. (HCO PL 2 Aug 63)

SCIENTOLOGY GRADATION CHART, see CLASSIFICATION, GRADATION AND AWARENESS CHART.

SCIENTOLOGY LIBRARY AND RESEARCH LTD., took charge of the millions of words on tapes, the tons of original Scn materials and the manufacture of all the new course books and level manuals of Scn. (HCO Info Ltr 5 Feb 64) *Abbr.* S.L.R.

SCIENTOLOGY, LIST ONE, see LIST ONE.

SCIENTOLOGY ONE, Scn is now partitioned into five levels. Scn One: usable data about living and life, applicable without training, presented in continental magazines and booklets. This is for anyone. It contains assists as its auditing level. **Scn One** is itself divided into theory (data about life, the mind, beingness and the universe), practical (drills one can do to raise one's ability to handle others and situations), and auditing (assists, ways to get relaxed, ways to cheer up, ways to handle situations etc. in the everyday business of living, ways to process people without knowing much about processing, ways to get people to pass exams, do their work, get along). (HCO PL 2 Aug 63)

SCIENTOLOGY PRECLEAR, a well and happy human being who is being processed toward total ability and spiritual freedom. (HCOB 6 Apr 69)

SCIENTOLOGY PROCESSES, could be described as methods of "unhypnotizing" men to their own freer choice and better life. (*Scn 0-8*, p. 251)

SCIENTOLOGY RELEASE, a series of major levels of gain wherein Scn processing frees the person from the principal life difficulties or personal "blocks" stemming from the mind. Called **release** grades, each of these levels must be completed for one to be ready to undertake Scn clearing. (*DTOT*, p. 151)

SCIENTOLOGY SYMBOL, 1. the S and double triangle. The S stands for *scio* (knowing in the fullest sense). The lower triangle is the ARC triangle, its points being affinity, reality, communication which combined give understanding. The upper triangle is the KRC triangle. The points are K for knowledge, R for responsibility and C for control. (6001C03)
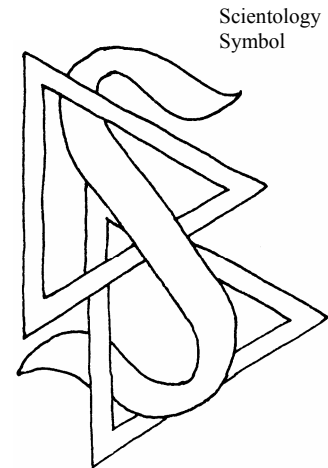
Scientology Symbol

SCIENTOLOGY THREE, clearing and OT preparatory levels including advanced auditing above HPA/HCA level. The work on this was more or less suspended when it became obvious that OT had to be attained. Includes key-out clearing and other sub OT states. However, much technology exists on it. This is the level of the better human being. (HCO PL 2 Aug 63)

SCIENTOLOGY TWO, academy HPA/HCA accomplishment level. Scn for use in spiritual healing. This is a healing strata, using the wealth of past processes which produced results on various illnesses. The auditing level is reach and withdraw and repetitive processes. The target is human illness. (HCO PL 2 Aug 63)

SCIENTOLOGY ZERO, 1. Scientology Zero is the problems and confusions and wrongnesses, zones of chaos of existence and the identification of those zones of chaos. At **Scientology Zero** you merely want the people to become aware of the fact of what the problem is. (SH Spec 310, 6309C25) **2.** descriptions of the environment and what is wrong with it. **Scientology Zero** simply takes care of the environment in which the person lives. The whole subject is instantly summatable in it's own heading which is "the dangerous environment." (SH Spec 328, 6312C10)

SCIENTOMETRIC TESTING, IQ and personality tests reworked and modernized and co-ordinated with an electro-psychogalvanometer. The results are more accurate than psychological tests. This is **Scientometry.** This is not psychology. These tests are more modern, being electronically co-ordinated. (HCO PL 24 Nov 60)

SCL, Study Correction List. (BTB 1 Nov 72)

SCN, Scientology. (HCOB 23 Aug 65)

SCOUTING, this is a two-way comm activity. Guide the pc carefully around his life until he gets on a sticky point. Then sort it out, attempting to get parts of it to clear up. Do not let pc

linger on matters which do not stick. *Responsibility* sorts the matter out. His realization (cognition) of various zones are what does him good. (HCOB 28 Jul 58)

SCP, **Standard Clearing Procedure.** (HCOB 29 May 58)

SCRAMBLER, scrambles incidents and phrases. (I'm confused, I'll take mine **scrambled,** stir it up, it's all mixed up and I'm in the middle.) (*SOS* Gloss)

SCRATCHY NEEDLE, for some reason or other the term **scratchy needle** didn't survive but **dirty needle** did. (SH Spec 202A, 6210C23)

SCREAMER, 1. a case which has maximum charge but not a great deal of circuitry. The supercharge on the case is so great on the reactive bank that the case bleeds quickly. This is your **screamer.** Emotion releases suddenly. (*NOTL*, p. 70) **2.** people who ordinarily "run" (undergo processing) in Dn quite noisily. (*SOS*, p. 75)

SCREEN, 1. the cycle of the preclear who has been taught to hate things is that he begins to resist them and eventually piles up energy against them to such a degree that he makes an actual deposit which is an occlusion and which has on his side of it complete blackness and on the reverse side of it the piled-up facsimiles of that thing which he is resisting. This **screen,** then, has a hunger for the thing which it was resisting; and if this **screen** is fed whatever it was set up to resist, it will dissolve. (PAB 8) **2.** the **screen** is actually a ridge that is formed for a special purpose of protection. (Scn 8-80, p. 43) **S-C-S, Start-Change-Stop.** (HCOB 23 Aug 65)

SEA ORGANIZATION, 1. in 1968 the **Sea Org** became a good-will activity and an efficient administrative arm of Scientology. The Sea Org runs the advanced organizations and is the custodian of the Clear and OT processing materials. (Ron's Journal 1968) **2.** is that **organization** which functions at a high level of confront and standard. Its purpose is to get ethics in on the planet and eventually the universe. This **organization** operates with a fleet of ships dedicated to this purpose around the world. Being mobile and separate from the pull of land is an absolute necessity to accomplish its plans, missions and purpose: to get ethics in. (FO 508)

Sea Organization Symbol

SEARCH AND DISCOVERY, as a process is done exactly by the general rules of listing. One lists for persons or groups who are or have suppressed the pc. The list is complete when only one item reads on nulling and this is the item. (HCOB 24 Nov 65) *Abbr.* S AND D. (HCOB 13 Jan 68)

SEC CHECK, security check. (HCOB 23 Aug 65)

SECONDARY, 1. a mental image picture of a moment of severe and shocking loss or threat of loss which contains misemotion such as anger, fear, grief, apathy or "deathfulness." It is a mental image recording of a time of severe mental stress. It may contain unconsciousness. Called a secondary because it itself depends upon an earlier engram with similar data but real pain, etc. (HCOB 23 Apr 69) **2.** depends for its charge on an engram which contains pain and unconsciousness. It's secondary. It does not contain pain and unconsciousness. It contains emotion, any emotion or misemotion. But of course pleasure doesn't make a **secondary** and it also doesn't make an incident. (SH Spec 70, 6607C21) **3.** every moment of great emotional shock, where loss occasions near unconsciousness, is fully recorded in the reactive mind. These shocks of loss are known as **secondaries.** (*SOS*, p. xiii) **4.** a mental image picture containing misemotion (encysted grief, anger, apathy, etc.) and a real or imagined loss. These contain no physical pain—they are moments of shock and stress and depend for their force on earlier engrams which have been restimulated by the circumstances of the **secondary.** (PXL, p. 250) **5.** a moment of misemotion where loss is threatened or accomplished. **Secondaries** contain only misemotion and communication and reality enforcements and breaks. (*SOS*, p. 112) **6.** a very severe moment of loss. It's either anger against losing, fear of losing, or fear because one has lost, or the recognition that one has lost. (PDC 4) **7.** a mental image picture of a moment of severe and shocking loss or threat of loss which contains unpleasant emotion such as anger, fear, grief, apathy or "deathfulness." It is a mental image recording of a time of severe mental stress. A **secondary** is called a **secondary** because it itself depends upon an earlier engram with similar data but real pain. (*DPB*, p. 6)

SECONDARY ENGRAM, 1. defined as a period of anguish brought about by a major loss or a threat of loss to the individual. The **secondary engram** depends for its strength and force upon physical pain **engrams** which underlie it. (*SOS*, Bk. 2, p. 136) **2. the secondary engram** is called **secondary** because it depends upon an earlier physical pain **engram** to exist being itself occasioned by a conscious moment of loss. It is called an **engram** in order to focus the attention of the auditor on the fact that it must be run as an **engram** and that all perceptics possible must be exhausted from it. (*SOS*, Bk. 2, p. 149) **3. secondary** (A-R-C) engrams, have more charge than locks. These charges on the A-R-C are so-called because they charge up the case. **Engrams** won't have charge without later incidents. If you could get all the grief off a case and do nothing else, you would have a release. You are trying to blow these charges so the engrams will not very badly affect a person. (*NOTL*, p. 35) **4.** there are three types of **secondary engrams** impinged on physical pain **engrams:** (1) painful emotion—grief—broken affinity, (2) encysted communication, (3) invalidated reality. (*NOTL*, p. 29)

Secondary Engram
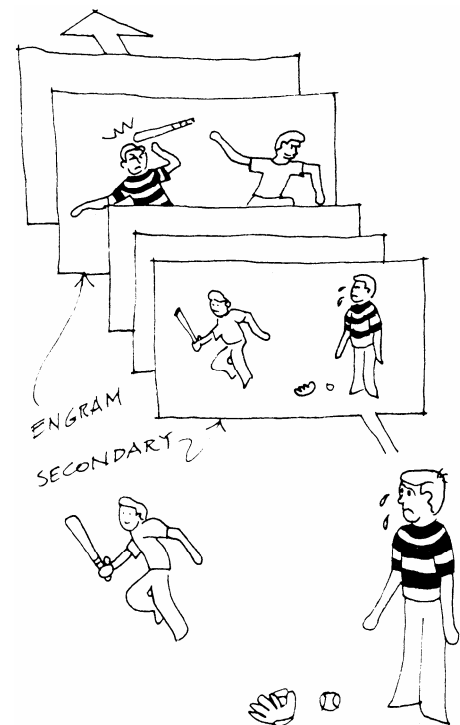
SECONDARY SCALE, the pre-havingness **scale** contains a primary scale and a **secondary scale.** The **secondary scale** contains nearly all simple verbs in the English language, properly placed for level and repeated on other levels. (HCOB 23 May 61)

SECONDARY STYLE, every level has a different primary style of auditing. But sometimes in actual sessions or particularly in assists this style is altered slightly for special purposes. The style altered for assists or for a particular process in a regular session is called a **secondary style.** It is done a precise but different way to accomplish assists or to assist a pc in a regular session. This variation is called the **secondary style** of that level. (HCOB 21 Feb 66)

SECONDARY UNIVERSE, it isn't really his universe. It's pictures of the physical universe which he retains in lieu of. We're talking of the reactive mind, the facsimiles, engrams, energy pictures, as a **secondary universe** which is formed by reason of not being able to have the physical universe. And that's how the reactive mind gets born and where it comes from. These **secondary universes** could just as well be called reactive universes. (*Abil 34*, 1956)

SECOND-DYNAMIC, see DYNAMICS.

SECOND FACSIMILES, are "photographs" of the memories of another. They are still pictures usually. Their characteristic is that they show up with only two or three pictures of some long situation. (*HOM*, p. 36)

SECOND GPM, the next-to-the-latest GPM on the track. (SH Spec 251, 6303C22)

SECOND ORIGINAL ASSESSMENT, At the point in the New Era Dn Program, when the pc has fully completed his Drug Rundown and handled the items on the **Original Assessment** Sheet, the **Original Assessment** Sheet is REDONE. The **Second Original Assessment** Sheet gives a comparison. The somatics and pains not mentioned in the **second assessment** can be considered to be gone. A **second** form done gives the auditor and the C/S an indication of the actual improvement. Additionally, the pc's memory will have improved if you've done a good job of auditing. So we reassess the **Original Assessment** Sheet and handle any additional items which come up. (HCOB 4 Jul 78R)

SECOND PHENOMENON, the **second phenomenon** is the overt cycle which follows a misunderstood word. When a word is not grasped, the student then goes into a non-comprehension (blankness) of things immediately after. This is followed by the student's solution for the blank condition which is to individuate from it—separate self from it. Now being something else than the blank area, the student commits overts against the more general area. These overts, of course, are followed by restraining himself from committing overts. This pulls flows toward the person and makes the person crave motivators. This is followed by various mental and physical conditions and by various complaints, fault-finding and look-what-you-did-to-me. This justifies a departure, a blow. (HCO PL 24 Sept 64)

SECOND POSTULATE, know. (PAB 66)

SECOND STAGE RELEASE, see STAGES OF RELEASE.

SECOND WIND, is really getting enough environment and enough mass in order to run out the exhaustion of the last race. There is no such thing as **"second wind."** There is such a thing as a return to extroversion on the physical world in which one lives. (*POW*, pp. 97-98)

SECRET, 1. withheld thought. (PAB 131) **2.** it is the answer which was never given and that is all a **secret** is. (*Dn 55!*, p. 76)

SECURITY, 1. security itself is an understanding. Men who know are **secure.** Insecurity exists in the absence of knowledge. All **security** derives from knowledge. (*POW*, p. 16) **2.** self-confidence alone is **security.** Your ability is your **security.** There is no **security** but you. (*HFP*, p. 53) **3.** is not a static thing. **Security** would lie only in a man's confidence in reaching his goals and indeed, in his having goals to reach. (*SOS*, Bk. 2, p. 86)

SECURITY CHECKING, 1. remedying the compulsion or obsession to commit actions which have to be withheld, i.e. we are remedying unreasonable action. (SH Spec 100, 6201C16) **2.** withholds don't add up to withholds. They add up to overts, they add up to secrecies, they add up to individuation, they add up to games conditions, they add up to a lot more things than O/W. Although we carelessly call them withholds, we are asking a person to straighten out their interpersonal relationships with another terminal. Our normal security check is addressed to the individual versus the society or his family. It's what people would consider reprehensible that makes a withhold. In Catholic society, not having kept mass would be a reprehensible action. In a non-Catholic society, nobody would think twice about it. So, most of our security checks are aimed at transgressions against the mores of the group. That is the basic center line of the security check. It's a moral code you are processing in one way of the other. You are straightening out on the "Now I'm supposed to's." They've transgressed against a series of "Now I'm supposed to's." Having so transgressed, they are now individuated. If their individuation is too obsessive, they snap in and become the terminal. All these cycles exist around the idea of the transgression against the "Now I'm supposed to." That's what a security check clears up and that is all it clears up. Its a great deal more than a withhold. (SH Spec 58, 6109C26) *Abbr*. Sec Checking or √ing. **3.** a **check** made to see whether a person has any counter-intentions toward Scn or Scientology Churches. (*Abil 218*) *Abbr*. Sec Checking or Sec √ing.

SECURITY FORM 7A, security check devised specifically to check applicants for employment. (HCOB 28 Sept 61)

SECURITY FORM 7B, security check devised specifically to check personnel already employed. (HCOB 28 Sept 61)

SEE, is just the **sight** band of perception. The photon wave-length of perception which is a manufactured energy. (PDC 5)

SELF, thetan, plus machines plus body plus reactive bank (in Dn). (8ACC-13, 5410C19)

SELF ANALYSIS IN SCIENTOLOGY, is a group technique aimed at the rehabilitation of one's own universe so as to bring it up to a level of comparability with one's own observation of the mest universe, and can be delivered to groups of children or adults by a person trained only through the text of *Self Analysis in Scientology*. (*Scn 0-8*, p. 245)

SELF ANALYSIS LISTS, 1. the lists of questions by which the individual can explore his past and improve his reactions toward life. Dianetically speaking, this self-processing section could be called "straight wire." It is not "auto processing." The reader is actually being processed by the author. (*SA*, p. 62) **2.** the auditor is assisted by these **lists** in that they open a case for the running of engrams and secondaries and raise the preclear on a tone scale. These **lists** are used repetitively; that is to say the individual goes over them again and again. There is no finite period to the work. The reason the recall of these questions is important is that they reveal and discharge locks which have formed above the basic engrams (moments of physical pain and unconsciousness) and secondaries (moments of acute loss as death of a loved one). The discharging of these locks renders engrams and secondaries relatively ineffective. (*SA*, p. 62)

SELF AUDITING, 1. the manifestation of going around running concepts or processes on one's **self.** One is doing this because he has been made afraid, through his failure on others, of his ability to control his own engrams, facsimiles, thoughts and concepts, and he seeks to control them through **auditing.** (*Dn 55!*, p. 121) **2.** solo auditing occurs in session with a meter. **Self-auditing** is out-of-session wondering and chewing on bank. (HCOB 10 Apr 72) **3.** the manifestation of being overwhelmed by masses etc., and pulling only think out of the bank. Pulling out think then pulls in more force which gives more **self-audit.** (HCOB 19 Jun 70 II) **4. self-auditing** is done ordinarily out of valence and results in the preclear expending counter-efforts against himself. Thus he succeeds only in hurting himself. (AP&A, p. 31)

SELF-COACHING, the student tending to introvert and look too much at how he is doing and what he is doing rather than just doing it. (HCOB 24 May 68)

SELF-CONFIDENCE, 1. nothing more than belief in one's ability to decide and in one's decisions. (*HFP*, p. 142) **2.** is self-determinism. It is one's belief in one's ability to determine his own causes. (*DAB*, Vol. II, 1951-52, p. 166)

SELF-DETERMINED, one can only be **self-determined** when one can observe the actual situation before one; otherwise a being is delusion-determined or other-determined. (HCOB 6 Nov 64)

SELF-DETERMINISM, 1. the ability to locate in space and time, energy and matter; also the ability to create space and time in which to create and locate energy and matter. (*Scn 0-8*, p. 25) **2. self-determinism** in the field of motion consists of, by own power of choice, permitting the object or body to be still or not to be still; permitting a thing to be changed or not to be changed; permitting a thing to be started or not to be started. (*CMSCS*, p. 18) **3. self-determinism** is that state of being where in the individual can or cannot be controlled by his environment according to his own choice. In that state the individual has self-

confidence in his control of the material universe and the organisms within it along every dynamic. He is confident about any and all abilities or talents he may possess. He is confident in his interpersonal relationships. He reasons but does not need to react. (AP&A, p. 53) **4.** entirely and solely the imposition of time and space upon energy flows. By imposing time and space upon objects, people, self, events, and individuals, is causation. (Scn 8-80, p. 44) **5.** the theta control of the organism. (*Scn 0-8*, p. 83) **6.** full responsibility for **self,** no responsibility for other side of game. (*Scn 0-8*, p. 119) **7.** means the ability to direct himself. (2 ACC 30A, 5312CM21) **8.** the individual can only **determine** something from his own viewpoint. (SH Spec 83, 6612C06) **9.** a condition of **determining** the actions of **self.** It is a first (**self**) dynamic action and leaves the remaining seven undetermined or, in actuality, in opposition to the self. Thus if one wants to take on the rest of life in a free-for-all fight, one could be entirely insistent upon **total self-determinism.** One is **Self-determined,** then, in any situation in which he is fighting. He is pan-determined in any situation which he is controlling. (*FOT*, p. 50)**10. self-determinism** meant, in essence, control by the awareness of awareness unit of that which it conceived to be its identity. (Dn55!, p. 98)

SELF-INVALIDATING ENGRAM, the **engram** which contains the phrases, "never happened," "can't believe it," "wouldn't possibly imagine it," and so on. (*DTOT*, p. 129)

SELF-INVALIDATION, a person who makes huge overts out of every little action, which is in essence **self-invalidation,** has behind that someplace a huge overt—big enough to set the police of several galaxies after them. (BTB 11 Dec 72R)

SELFNESS, not selfishness but just being himself. (*Aud Spec Iss. 1973 ASHO*)

SELF-PERPETUATING ENGRAM, implies that "It will always be this way," and "It happens all the time." (*DTOT*, p. 130)

SELF-PROCESSING, the action of a person trying to run **processes on himself** or continually thinking about his own case or trying to work out what is wrong with himself. It is an improper action which will only lead to a worsening of the person's case. (BTB 12 Apr 72) See also SELF-AUDITING.

SEMI-ACKNOWLEDGEMENT, half acknowledgements. When you **acknowledge** what the pc said without ending the cycle of the auditing command and then say the next auditing commands. (SH Spec 25, 6107C05)

SEN, sensation. (HCOB 23 Aug 65)

SENSATION, 1. uncomfortable perceptions stemming from the reactive mind (except pain) are called **sensation.** These are basically "pressure," "motion," "dizziness," "sexual sensation," and "emotion" and "misemotion." There are others, definite in themselves but definable in these five general categories. If one took a fork and pressed it against the arm, that would be "pressure." "Motion" is just that, a feeling of being in motion when one is not. "Motion" includes the "winds of space." A feeling of being blown upon, especially from in front of the face. "Dizziness" is a feeling of disorientation and includes a spinniness, as well

as an out-of-balance feeling. "Sexual sensation" means any feeling, pleasant or unpleasant, commonly experienced during sexual restimulation or action. "Emotion" and "misemotion" include all levels of the complete tone scale except "pain"; emotion and misemotion are closely allied to "motion," being only a finer particle action. A bank solidity is a form of "pressure," and when the **sensation** of increasing solidity of masses in the mind occurs, we say "The bank is beefing up." All these are classified as **sensation.** *Symbol*: Sen. (HCOB 8 Nov 62) **2. all sensation** is energy. (2 ACC 26A, 5312CM17)

SENSING DEVICES, sensory organs. (*EOS*, p. 45)

Sensitivity Knob

SENSITIVITY BOOSTER, the meter can be made more **sensitive** by turning the sensitivity booster to 32 which will double the **sensitivity** or to 64 which quadruples the **sensitivity** (64 or 128 in later models). (*BIEM*, p. 25)

SENSITIVITY KNOB, 1. on the E-meter the **sensitivity knob** magnifies the movement of the needle. (*BIEM*, p. 25) **2.** the **sensitivity knob** increases the swing of the needle. (*EME*, p. 13)
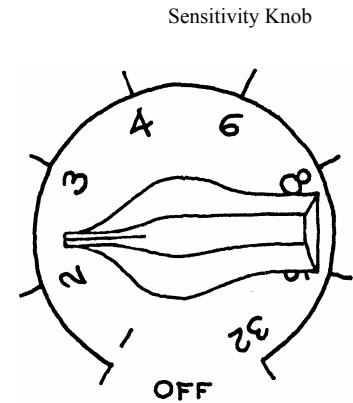
SENSORY CHANNELS, the nerves. (*HFP*, p. 32)

SENTIENT, responsive to or conscious of **sense** impressions. (*SOS*, p. 43)

SEPARATENESS, the object of **separateness** in locational processing is to establish and run out identifications. Commands: Select an object from which you are **separate.** Select an object which is separate from you. (Op Bull No. 1, 20 Oct 55)

SERENE VALENCES, when people are in **serene valences** it means they are wholly over-whelmed as a thetan. (HCOB 5 Jun 61)

SER FAC, service facsimile. (HCOB 23 Aug 65)

SERIES, see GOAL SERIES.

SERIOUS, when interest is important because of penalty. (PDC 59)

SERIOUSLY PHYSICALLY ILL CASES, cases where the illness makes too much PTP in PT. (HCOB 25 Nov 71 II)

SERVICE FACSIMILE, 1. these are called **"service facsimiles." "Service"** because they **serve** him. **"Facsimiles"** because they are in mental image picture form. They explain his disabilities as well. The **facsimile** part is actually a self-installed disability that "explains" how he is not responsible for being able to cope. So he is not wrong for not coping. Part of the "package" is to be right by making wrong. The **service facsimile** is therefore a picture containing an explanation of self condition and also a fixed method of making others wrong. (HCOB 15 Feb 74) **2.** this is actually part of a chain of incidents which the individual uses

to invite sympathy or cooperation on the part of the environment. One uses engrams to handle himself and others and the environment after one has himself conceived that he has failed to handle himself, others and the general environment. (*AP&A*, p. 7) **3.** it is simply a time when you tried to do something and were hurt or failed and got sympathy for it. Then afterwards when you were hurt or failed and wanted an explanation, you used it. And if you didn't succeed in getting sympathy for it, you used it so hard it became a psychosomatic illness. (*HFP*, p. 89) **4.** every time you fail, you pick up this **facsimile** and become sick or sadly noble. It's your explanation to yourself and the world as to how and why you failed. It once got you sympathy. (*HFP*, p. 89) **5.** that facsimile which the preclear uses to apologize for his failures. In other words, it is used to make others wrong and procure their cooperation in the survival of the preclear. If the preclear well cannot achieve survival, he attempts an illness or disability as a survival computation. The workability and necessity of the **service facsimile** is only superficially useful. The **service facsimile** is an action method of withdrawing from a state of beingness to a state of not beingness and is intended to persuade others to coax the individual back into a state of beingness. (*AP&A*, p. 43) **6.** that computation generated by the preclear (not the bank) to make self right and others wrong, to dominate or escape domination and enhance own survival and injure that of others. (HCOB 1 Sept 63)

SESSION, see AUDITING SESSION.

SESSION ARC BREAK, occurs when the session inadvertently brought into view someplace on the back track, something which was not acknowledged. A heavy charge on the back track moved in just to the fringes of consciousness of the pc and he reacted, and his **affinity, and reality, and communication** went by the boards. (SH Spec 60, 6505C11)

SESSION MISSED WITHHOLD, a missed withhold picked up in a **session** is anything the pc thinks, anything the pc is **withholding.** It doesn't matter. That's a **session missed withhold.** Pc didn't tell the auditor he was uncomfortable, etc. (SH Spec 142, 6205C03)

SETTLE OUT, 1. which is to say, permits the temporarily enturbulated theta to disenturbulate and the "frozen" entheta to convert, in some minute quantity, to free theta. (*SOS*, Bk. 2, p. 8) **2.** destimulate. (HCOB 16 Aug 70)

SET UP, getting an F/N showing and VGIs before starting any major action. Such may require a repair action and rudiments as well. (HCOB 23 Aug 71)

SETUP PROGRAM, a repair **program** to eradicate case mishandling by current life or auditing errors. (HCOB 12 Jun 70)

SEVEN RESISTIVE CASES, these are the only **cases** which hang up: (1) unaudited **cases** (lies about grades, etc.); (2) drug **cases** (who seek in processing the delusions or madness which exhilarated them on drugs); (3) former therapy **cases** (in this or past lives); (4) out of valence **cases; (5) cases** who continue to commit overts on Scn; (6) **cases** "audited" with their ruds out or grades out; (7) seriously physically ill **cases** (where the illness makes too much PTP in PT). (HCOB 23 Sept 68)

SEVEN SPECIAL CASES, Seven Resistive Cases. (HCOB 8 Sept 71)

SEVENTH DYNAMIC, see DYNAMICS.

SEVENTY-FIVE RATING, 75 rating. Passing grade 75 per cent on simple written examination of which true and false questions can comprise 75 per cent or more of the questions asked. (HCO PL 15 Mar 63)

SEVERITY, an increase in that discipline believed necessary by the people to guarantee their security. (PAB 96)

SEX, 1. the body's single effort to make something out of nothing is resident in sex, and in this culture at our time sex is a degraded and nasty thing which must be hidden at best and babies are something not to have but to be prevented. Thus even sex has been made to parallel the something-into-nothing impulse. (PAB 14) **2.** sex has been overweighted in importance in old psychotherapy, an importance more or less disgraced at this time. Sex is only one of numerous creative impulses. An anxiety about sex, however, occurs when an individual begins to believe that there will not be a body for him to have during the next lifetime. (*FOT*, p. 67) **3.** sex finds no space tolerable for present beingness but looks to other and future beingnesses as the only chance for universes. (PAB 33) **4.** a harmonic of aesthetics and pain. (*Scn Jour 18-G*) **5.** an interchange of condensed admiration particles which forwards new bodies into being. (*Scn 0-8*, p. 205) **6.** the super-condensed many times via'd activity of creating other life forms. The only thing which makes it more complex is the fact that it is considered to be more complex. (5410CM20)

SEXUAL SENSATION, any feeling, pleasant or unpleasant, commonly experienced during **sexual** restimulation or action. (HCOB 19 Jan 67)

SF, small fall, (a quarter to half an inch). (HCOB 29 Apr 69)

SH, Saint Hill. (HCOB 23 Aug 65)

SH ACC, Saint Hill Advanced Clinical Course. (HCOB 29 Sept 66)

SHAME, 1. effect one creates is unworthy, shouldn't have done it. (HCOB 6 Feb 60) **2.** being other bodies, that's **shame.** There is an emotion of **shame** connected with being other bodies; one is **ashamed** to be oneself, he is somebody else. (5904C08)

SH DEMO, Saint Hill Demonstration. (HCOB 29 Sept 66)

SHIFT OF VALENCE, that merely means taking on the identity of another mass. (5410CM12)

SHOCK, 1. a person can be broken down on the emotional scale so steeply, sharply and suddenly that they can be killed. That's what's known as **shock.** (5203CM05A) **2.** an expression of an unwillingness to duplicate. (5410CM21)

SHORT 8, a short form of Standard Operating Procedure 8 of *Scn 8-8008*. (*Scn 0-8*, p. 243)

SHORT LIST, by **short,** we don't mean 539 pages, or three items either. A **short list** is enough items to get the pc sure he or she has covered the lot. (HCOB 1 Jul 65)

SHORT SESSIONING, 1. starting, continuing for a few minutes, a **session,** and ending the **session.** It has good gain qualities for a pc who has poor concentration. (HCOB 24 Mar 60) **2.** means that two or more **sessions** can be run in one auditing period. (HCOB 21 Dec 61)

SHORT SPOTTING, 1. one version of TR-10, "You notice that (nearby object)." It is **spotting** right up close. (*SCP*, p. 10) **2.** a process called **short spotting,** wherein the auditor has the preclear **spot** things that are very close to him. (*SCP*, p. 22)

SHORT TERM PTP, is in terms of months or weeks. (SH Spec 5, 6106C01) SHPA, **Special Hubbard Professional Auditors Course** (London). (HCOB 29 Sept 66)

SHSBC, 1. Saint Hill Special Briefing Course. (HCO PL 11 Feb 63) **2.** the purpose of the **Saint Hill Special Briefing Course** was first foremost and only to make clearing auditors. (HCO PL 12 Nov 62)

SHUT-OFFS, there is a whole species of commands which **shut off** pain and emotion simultaneously. "I can't feel anything" is the standard, but the command varies widely and is worded in a great many ways. (*DMSMH*, p. 347)

SICK BEING, one who has been bent upon violence and was suppressed, or one who was bent upon constructiveness and was suppressed. (HCO Info Ltr 2 Apr 64)

SICKNESS, 1. the result of engram chains in restimulation. (HCOB 16 Aug 69) **2.** is a covert effort to die. (SH Spec 40, 6108C16) **3.** invalidation of a terminal. (SH Spec 46, 6108C29)

SIGHT, light waves, coming from the sun, moon, stars or artificial sources, reflect from objects and the light waves enter the eyes and are recorded for present time action or as memory for future reference. Light sources are also recorded. This is the sense perception called **sight.** (*SA*, p. 79)

SIGNIFICANCE, 1. a word which is used in the special sense to denote any thought, decision, concept, idea or meaning in the mind in distinction to its masses. (The mind is basically composed of masses and **significances.)** (*Scn AD*) **2.** engrams, secondaries, locks all add up to mental masses, forces, energies, time, which express themselves in countless different ways such as pain, misemotion, feelings, old perceptions and a billion billion thought combinations buried in the masses as **significances**. A thetan can postulate or say or reason anything. Thus there is an infinity of **significances.** A thetan is natively capable of logical thought. This becomes muddied by out-points held in by mental forces such as pictures of heavy experiences. As the masses and forces accumulated and copied from living build up,

the logic potential becomes reduced and illogical results occur. The pc is continually searching for the **significance** of a mass or force—what is it, why is it. All forces in the bank contain **significances**. The amount of **significance** recovered or realized by the pc only shows up as cognitions. (HCOB 16 Jun 70)

SIGNIFICANCE PROCESSING, significance processing had the preclear take some picture or object and assign innumerable **significances** to it. This is an excellent **process** for those who are always looking for deeper **significances** in everything. (*Scn 0-8*, P. 79)

SIMULATED CLEAR, we called it a **"keyed-out clear"** quite properly. The person has been *released* from his reactive mind. He still has that reactive mind but he's not in it. (HCOB 2 Apr 65)

SINCE MID RUDS, see BIG MIDDLE RUDIMENTS, MIDDLE RUDIMENTS.

SINGLE, by **"single"** is meant "to self" flow **1.** (HCOB 5 Oct 69)

SIX BASIC PROCESSES, THE, (1) Two-Way Communication; (2) Elementary Straightwire; (3) Opening Procedure of 8C; (4) Opening Procedure by Duplication; (5) Remedying Havingness; (6) Spotting Spots in Space. (PAB 42)

SIX LEVELS OF PROCESSING, 1. level one—rudiments, **level two**—locational and not-know processes, **level three**—decisional processing, **level four**—opening procedure by duplication, **level five**—remedy of communication scarcity, **level six**—remedy of havingness and spotting spots in space. (*Scn 8-8008*, pg 137) **2.** a method of auditing and a new auditing atmosphere which articulates the attitude best calculated to maintain continuing stable data in a case. The auditing atmosphere is A-R-C with gain marked by continuing rises in ARC. (*Scn 8-8008*, pp. 137-141)

SIXTH DYNAMIC, see DYNAMICS.

SKIPPED GRADIENT, a skipped gradient means taking on a higher degree or amount before a lesser degree of it has been handled, one has to go back and handle the missed degree or thing or else one will have just loses on a subject thereafter. (HCOB 2 Jun 71 I)

SKUNK, "skunk" has a *slang* definition of "to lose out," to be **"skunked."** (LRH Def. Notes)

SKUNKED, a list with R/Ses on it in listing that failed to produce a reliable item. (HCOB 5 Dec 62)

SLAM, see ROCK SLAM.

SLANT (/), 1. if the item is alive constantly or sporadically but doesn't go null for three consecutive reads you put a **slant.** (SH Spec 137, 6204C24) **2.** the auditor, to null the list marks each item that stays in with a (/). (HCOB 5 Dec 62)

SLAVERY, being positioned in another's time and space. (*Scn 8-8008* Gloss)

SLOW ASSESSMENT, by **slow assessment** is meant letting the pc itsa while **assessing.** This consists of *rapid auditor action*, very crisp to get something that moves the TA and then immediate shift into letting the pc itsa during which, "Be quiet!" The **slowness** is over-all action. It takes hours and hours to do an old preclear **assessment** form this way but the TA flies. (HCOB 1 Oct 63)

SLOW BOAT AUDITING, auditing done without an ability to estimate the ARC of the pc or know where the basic processes fit on the tone scale. (*Abil Ma 5*)

SLOW GAIN CASE, committing overts the auditor doesn't see. Therefore a little discipline in the environment speeds the **slow gain case.** (HCOB 29 Sept 65)

SLP, Six Levels of Processing. (*Scn 8-8008*, p. 137)

S.L.R., Scientology Library and Research Ltd. (HCO PL 30 Sept 64)

S.M., straight memory. (*Hubbard Chart of Human Evaluation*)

SMALL TIGER, it is however simply called **Tiger Drill.** Big Tiger is always called Big Tiger. Only the following buttons are used in **Small Tiger:** suppressed, invalidated, suggested, failed to reveal and mistake. (HCOB 29 Nov 62)

SMC, State of Man Congress. (HCOB 29 Sept 66)

SMELL, is evidently activated by small particles escaping from the object, which is thus sensed traveling through space and meeting the nerves. Taste is usually considered to be a part of the sense of **smell.** (*SA*, p. 87)

SNAPPING TERMINALS, the reason an engram comes into being and expresses itself on a preclear's body is a lack of communication, the communication has become solid. It expresses itself as an engram, as a facsimile, as a lock, as a secondary. This expression comes about through absence of two-way communication. The moment that one runs two-way communication in upon the process, the spot has a tendency to go back to its original location. This is the phenomenon known as **snapping** or closing **terminals.** (PAB 51)

S. O., Sea Organization. (FO 508)

SOCIAL COUNSELOR COURSE, the **course** covers the basic materials of Dn and Scn and teaches the student how to audit. (SO ED 135, INT, 18 Jan 72)

SOCIAL MACHINERY, action without awareness. He's doing it all the time but he never noticed it. What the individual is aware of and what the individual is doing are not the same thing, ever. (*Aud 31*)

SOCIAL PERSONALITY, the **social personality** naturally operates on the basis of the greatest good. He is not haunted by imagined enemies but he does recognize real enemies when they exist. The **social personality** wants to survive and wants others to survive. Basically the **social personality** wants others to be happy and do well. (*ISE*, p. 19)

SOFT TRs, there has been such a thing as "**soft TRs**". In being **"soft"** and "nice" about **TRs,** you are not doing anyone a favor. If anything, it would be the greatest disservice you could give a being. In Scn we get results and we get them by following our technology relentlessly to the letter. (BTB 18 Aug 71R)

SOLDERED-IN, the engram acts as if it were a **soldered-in** connection to the life function regulator and the organic coordinator and the basic level of the analytical mind itself. By **soldered-in** is meant "permanent connection." This keying in is the hook-up of the engram as part of the operating machinery of the body. (*DMSMH*, p. 78)

SOLID, when the meter needle is not floating the TA is registering mass, mental mass. When you see a TA going up, up, up you know the picture isn't erasing but is getting more **solid. The solidness** is visible right on the TA dial. (HCOB 25 May 69)

SOLIDITY, 1. could be said to be stupidity. (*Scn 0-8*, p. 139) **2.** barriers. (HCOB 10 Mar 70)

SOLNS, solutions. (BTB 20 Aug 71R II)

SOLO AUDITING, 1. the action of **"solo auditing"** is not "self auditing". **Solo auditing** is done in a regular session in model session form. (HCOB 8 Dec 64) **2. in solo auditing** the auditor is also the pc. This means that once the auditor has duplicated and understood the item or question the pc has also. (BTB 12 Dec 71 IV)

SOLUTION, 1. what will cause the problem to dissipate and disappear. (PXL, p. 182) **2.** something which **solves** the problem. Thus the as-isness is the problem is the **solution** for it would vanish the problem. (*Scn 0-8*, p. 109)

SOM, symbol for **somatic.** (HCOB 19 Jan 67)

SOMA, body. (HCOB 23 Apr 69)

SOMATIC, 1. by somatic is meant a pain or ache sensation and also misemotion or even unconsciousness. There are a thousand different descriptive words that could add up to a feeling. Pains, aches, dizziness, sadness—these are all feelings. Awareness, pleasant or unpleasant, of a body. (HCOB 26 Apr 69) **2.** body sensation, illness or pain or discomfort. "Soma" means body. Hence **psychosomatic** or pains stemming from the mind. (HCOB 23 Apr 69) **3.** this is a general word for uncomfortable physical perceptions coming from the reactive mind. Its genus is early Dn and it is a general, common package word used by Scientologists to denote "pain" or "sensation" with no difference made between them. To the Scientologist anything is a **somatic** if it emanates from the various parts of the reactive

mind and produces an awareness of reactivity. *Symbol*: SOM. (HCOB 8 Nov 62) **4.** the word **somatic** means, actually, bodily or physical. Because the word pain is restimulative, and because the word pain has in the past led to a confusion between physical pain and mental pain, the word **somatic** is used in Dn to denote physical pain or discomfort, of any kind. It can mean actual pain, such as that caused by a cut or a blow; or it can mean discomfort, as from heat or cold; it can mean itching—in short, anything physically uncomfortable. It does not include mental discomfort such as grief. Hard breathing would not be a **somatic;** it would be a symptom of misemotion suppression. **Somatic** means a non-survival physical state of being. (*SOS*, p. 79)

SOMATIC CHAIN, 1. chains, held together by **somatics.** The body condition or **somatic** is what keeps the **chain** in association. **Somatic chains** go quickly to basic and are the important **chains.** (HCOB 23 May 69)

SOMATIC LOCATION, the technique available to the auditor by which the moment of reception of the **somatic is located,** in an effort to discover whether it is received in this engram or to find an engram containing it. (*DMSMH*, p. 226)

SOMATIC MIND, 1. the mind that works in a purely stimulus response way, contains only actingness, no thinkingness, and can be used to set up certain physical machines. (HCO Info Ltr 2 Sept 64) **2.** that mind which, directed by the analytical or reactive mind, places solutions into effect on the physical level. (*Scn 0-8*, p. 65) **3.** this is an even heavier type of mind than the reactive mind since it contains no thinkingness and contains only actingness. The impulses placed against the body by the thetan through various mental machinery, arrive at the voluntary, involuntary, and glandular levels. These have set methods of analysis for any given situation and so respond directly to commands given. (*FOT*, p. 61) **4. the somatic mind** would be that **mind** which takes care of the automatic mechanisms of the body, the regulation of the minutiae which keep the organism running. (*SOS*, Bk. 2, p. 233)

SOMATIC SHUT-OFF, the somatic may be **shut-off** in the incident or elsewhere, either earlier by command or late by painful emotion. The patient who wriggles a great deal or who does not wriggle at all is suffering from a pain or emotion **shut-off** or late painful emotional engrams or both. There is a whole species of commands which **shut-off** pain and emotion simultaneously: this is because the word "feel" is homonymic. "I can't feel anything" is the standard, but the command varies widely and is worded in a great many ways. (*DMSMH*, pp. 346-347)

SOMATIC STRIP, the **somatic strip** is so called because it seems to be a physical indicator mechanism which has to do with time. The auditor orders the **somatic strip.** There is this difference between the file clerk and the **somatic strip:** he works with the file clerk but commands the **somatic strip.** On command, the **somatic strip will** go to any point of the preclear's life, unless the entheta on the case is so heavy that the **somatic strip** is frozen in one place. The **somatic strip** goes to the point of return, but it is not the same as completely returning since the preclear's "I" can stay in present time and the **somatic strip** can be sent back to earlier periods of his life. This is a very useful mechanism. The **somatic strip** can be sent back to the beginning of an engram and will go there. The **somatic strip** will ad-

vance through an engram in terms of minutes counted off by the auditor, so that the auditor can say that the **somatic strip** will go to the beginning of the engram, then to the point five minutes after the engram began, and so forth. (*SOS*, Bk. 2, p. 163)

SONIC, 1. ability to hear the **sound** in pictures. (HCOB 20 May 69) **2.** by the word **sonic** in Dn is usually meant **sonic recall,** rather than hearing **sounds** outside the body. **Sonic** means hearing the **sounds** which have been remembered. Those **sounds** which the individual has heard in the past are all recorded, either in the analytical standard memory bank or in the re-active bank. (*SOS*, p. 65) **3.** recalling a **sound** by hearing it again is called **"sonic"** in Dn and is a desirable circumstance which can be returned to the individual. (*SA*, p. 85)

SONIC CIRCUITS, are very easily recognized, for they speak audibly inside the head of the preclear or give him faint **sonic** impressions. (*SOS*, Bk. 2, p. 205)

SONIC SHUT-OFF, 1. it's a person trying to stop the energy wave of **sound.** (5110CM01B) **2. sonic shut-off** may be quite selective: the individual may be able to hear **sounds** but not voices. Selective **shut-offs** are caused both by charge on the case and by se-lective **sonic shut-off** commands, such as "You cannot hear your wife," or "You pay no at-tention to me." (*SOS*, p. 66)

SOP, Standard Operating Procedure. (*Scn 8-8008*, p. 85)

SOP-8, Standard Operating Procedure 8. This **operating procedure** retains the most workable methods of preceding **procedures** and, in itself, emphasizes positive gain and the present and future rather than negative gain of eradication of the past. The goal of this **pro-cedure** is not the rehabilitation of the body but of the thetan. Rehabilitation of a body inci-dentally ensues. The goal of **this procedure** is Operating Thetan. (*Scn 8-8008*, p. 115)

SOP 8A, a process; employed the moment it is discovered the pc's very uncertain of his own mock-ups or if he is occluded. (PAB 2)

SOP-8-C, might be called SOP-8 modified for clinical, laboratory, and individual human ap-plications. The goal of the system of operation is to return to the individual his knowledge, skill and knowingness, and to enhance his perception, his reaction time and serenity. (*Scn 0-8*, p. 246)

SOP 8-D, this **procedure** is for use by a trained Scientologist. Its primary goal is the deliv-ery of heavy cases; however it can be extensively applied to all cases. (*Scn 0-8*, p. 174)

SOP GOALS, this is **Standard Operating Procedure Goals.** There is a great deal to know about SOP **Goals. It** is the right way to use the pre-hav scales. With skilled use this can produce releases and Clears. (HCOB 23 Mar 61)

SOUND, 1. sound consists of the perception of waves emanating from moving objects. An object moves rapidly or slowly, and sets into vibration the air in its vicinity which pulses. When these pulses strike the eardrum they set into motion the individual's **sound** recording

mechanism and the **sound** is registered. **Sound** is absent in a vacuum and is actually merely a force wave. (*SA*, p. 84) **2. sound** is a by-product of communication. It is the carrier wave of communication and is not itself communication. (*Dn 55!*, p. 131) **3. sound** has several parts. The first is pitch. This is the number of vibrations per unit of time of any object from which **sound** is coming. The second is quality or tone which is simply the difference between a jagged or ragged **sound** wave and a smooth **sound** wave as in a musical note. The third is volume, which merely means the force of the **sound** wave, its loudness or quietness. (*SA*, p. 85)

SOURCE, 1. the point of origin, or it would be the originator, or where something was begun or dreamed up or mocked up. (Class VIII, No. 18) **2.** that from which something comes or develops; place of origin: cause. (HCOB 11 May 65)

SOURCE LIST, 1. the goal oppose as covered in steps 1-7 (of R3M). This is called a **"source list."** (HCOB 22 Feb 63) **2.** there are only two of these **"source lists."** (a) the "most likely list" at the start of each GPM, done before RIs are found. "Who or what would be most likely to achieve this goal?" And (b) the "goal as an RI oppose list" at the bottom of the GPM, done after all the RIs of the GPM are found. "What goal would (the goal just done) oppose?" (HCOB 8 Apr 63)

SOURCE-POINT, if you consider a river flowing to the sea, the place where it began would be the **source-point** or cause and the place where it went into the sea would be the effect-point and the sea would be the effect of the river. (PAB 86)

Source Point

HI!
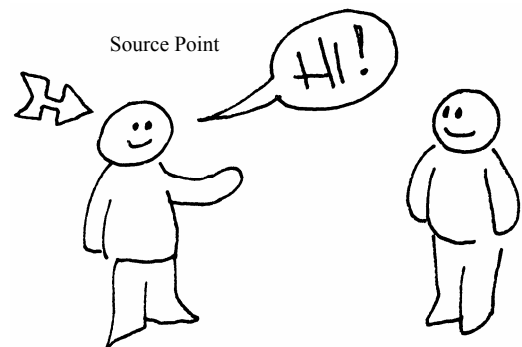
SOUTH, very, very rough cases. The common denominator is: nothing they think has any effect on anything. They're all on automatic and what they've got left under analytical control is so scrappily tiny that it's a wonder they move at all. (6102C14) See ALL THE WAY SOUTH.

SOUTH OF THE AUKS, "South" is used as "below" or more basic or "more lost." **South of the** AUKS would be even further **south** than the South Pole, Antartica being inhabited by a flightless bird, the AUK. (LRH Def. Notes)

SP, suppressive person. (HCOB 5 Feb 66)

SPACATION, 1. the subject of **space.** We call the process **spacation, and spacation** would be the subject of **space.** (PDC 1) **2.** a process having to do with the rehabilitation of the creation of **space.** (PDC 1) **3.** constructing own **space** with eight anchor points and holding it stable without effort. (*Scn 8-8008*, pp. 116-117) **4.** the subject of the creation, handling of, or concept of **space.** (PDC 11)

SPACE, 1. space is a viewpoint of dimension. It doesn't exist without a viewpoint. (531lCM17A) **2.** apace is not nothingness. Space is the viewpoint of dimension, and that is

what space is. It is how far we look and if you didn't look you wouldn't have any apace. (5608C00) **3.** space is caused by looking out from a point. The only actuality of **space** is the agreed-upon consideration that one perceives through something and this we call apace. (*FOT*, p. 71) **4.** **space** is made by the attitude of a viewpoint which demarks an area with anchor Points. (*Scn 8-8008*, p. 17) **5.** can be defined of course in reverse by its own terms in terms of time. Space is something that to go from the left side of the table over to the right side of the tabletop would require **space.** They define against each other (time and space). (5203C03B)
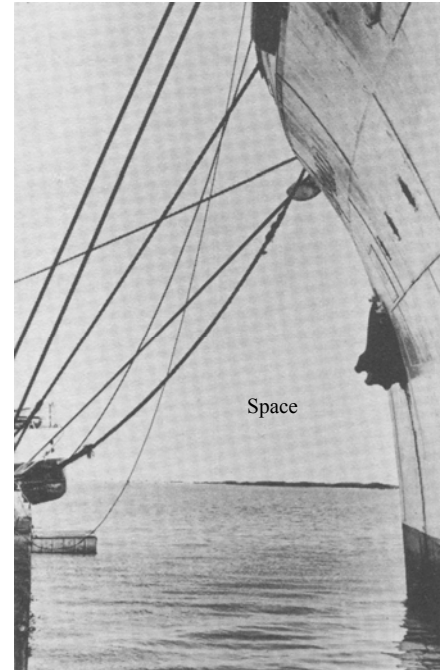
Space

SPACE OPERA, a novel, motion picture, radio or television play, or comic strip usually of a stock type featuring interplanetary travel, beings of outer space often in conflict with the people of earth and other similar science fiction themes. (*Websters Third International Dictionary*)

SPECTRUM, gradations of something which are really the same thing but which have wider and wider scope or range. (*DMSMH*, p. 196)

SPECTRUM PRINCIPLE, a yardstick whereby gradations from zero to infinity and infinity to infinity were used and absolutes were considered utterly unobtainable for scientific purposes. (*DMSMH*, p. 336)

SPEECH, 1. a specialized portion of sound and sight. **Speech** is learned by the mimicry of the sounds of action. (*NOTL*, p. 39) **2.** a symbolized package of perception. (Spr Lect 3, 5303M24)

SPERM DREAM, patients sometimes have a feeling that they are **sperms** or ovums at the beginning of the track; in Dn this is called the **sperm dream.** (*DMSMH*, p. 294)

SPHERES OF INTEREST, the **spheres of interest** are the eight dynamics. A series of concentric **spheres** each one larger than the last with the first dynamic at center and the eighth dynamic at the extreme of any universe gives a spatial picture of **interest.** (*Scn 0-8*, p. 99)

SPINNER, THE, a chair device was used to **spin** the thetan until he had no orientation. This is the probable source of the *slang* term, **spinning,** meaning going insane. (*HOM*, pp. 72-73)

SPINNINESS, a variety of dizziness; a sensation. (HCOB 19 Jan 67)

SPINNING, *Slang* term meaning going insane. (*HOM*, p. 73)

SPIRALS, 1. the thetan lives his life in segments: the largest segment is composed of **spirals,** as he goes through the mest universe, he is involved in a series of **spirals** each one less in terms of years, ordinarily, than the last. The length of this **spiral** might serve to indicate how much longer the thetan can continue. By a **spiral** would be meant a more or less continuous cycle of action. (*HOM*, p. 50) **2.** a term of lives, or a term of existences, or a single existence which bear an intimate relation, one to the other. (PDC 16)

SPIRIT, a thetan, after the Greek symbol of thought (ø)) and spirit—theta. (*Abil 146*)

SPORADIC SLAM, this **slam** is occasionally turned on. (SH Spec 194, 6209C25)

SPOT, a simple location, not a **spot** that has a mass, temperature, or characteristics. A location is simply a location, it does not have mass, it does not have color, it does not have any temperature. (*Dn 55!*, p. 119)

SPOTTING SPOTS, 1. the goal of the process is to bring the preclear to a point where he can **spot** locations in space which do not have color, mass or shape, but which are simply locations, and spot that same location repeatedly without variation. (PAB 51) **2.** this is a precision action—you want him to spot a spot in space and then be able **to spot** it again. That **spot** is only a location. It doesn't have mass, and you want him to be able to put his finger on it and take his finger off of it, and put the finger of his other hand on it, and take it off, and move his body into it and move his body out of it and so forth. This is a location and the more certain he becomes of these locations the better he is, and the next thing you know—why, he's able to tolerate space. (PXL, p. 262)

SPRINGY, needle reaction—reads which bounce back to set position. (HCOB 8 Jul 64 II)

SPR LECT, London Spring Lectures. (HCOB 29 Sept 66)

SQUIRREL, 1. a **squirrel** is doing something entirely different. He doesn't understand any of the principles so he makes up a bunch of them to fulfill his ignorance and voices them off on a pc and gets no place. (SH Spec 77, 6111C08) **2.** those who engage in actions altering Scn, and offbeat practices. (*ISE*, p. 40)—v. to change and invent processes. (HCOB 22 May 69)

SQUIRRELLING, 1. it means altering Scn and offbeat practices. It is a bad thing. (HCO PL 14 Feb 65) **2. squirrelling** is not really different processes—it is careless, incomplete, messed up auditing procedure. (HCOB 15 Jan 70 II)

SRI, Student Rescue Intensive. (BTB 9 Aug 70R)

SSSA, six steps for self auditing. (PAB 7)

STABILITY, what we will call a **stability** for want of a better word at this time would be one who can, without the assistance of mest eyes, perceive with complete certainty the three universes from many viewpoints, a Clear. (PAB 2)

STABLE DATUM, 1. until one selects one **datum,** one factor, one particular in a confusion of particles, the confusion continues. The one thing selected and used becomes the **stable datum** for the remainder. (*POW*, p. 23) **2.** any body of knowledge is built from one datum. That is its **stable datum.** Invalidate it and the entire body of knowledge falls apart. A **stable datum** does not have to be the correct one. It is simply the one that keeps things from being in a confusion and on which others are aligned. (*POW*, p. 24) **3.** a **datum** which keeps things from being in a confusion and around which other data align. (*NSOL*, p. 66) See also DOCTRINE OF THE STABLE DATUM.

STAFF STAFF AUDITOR, 1. purpose: to keep **staff** morale high, by keeping missed withholds cleaned up. To see to it that staff gets best auditing possible. To release and clear staff. (HCO PL 17 May 62) **2. audits staff** members, handles auditing emergency assists on staff. (HCO PL 18 Dec 64)

STAGE FOUR NEEDLE, 1. means somebody who isn't registering by reason of being stuck in machinery. A **stage four needle** rises and sticks and then falls. (5811C07) **2.** this is the sole survivor of an old system (20th ACC) that used **four stages** of meter reaction as a test of state of case. A **stage four needle** is still important to identify when met as it means this preclear is from no place as a case. A **stage four** is below a merely stuck needle. A **stage four needle** goes up about an inch or two (always the same distance) and sticks and then falls, goes up, sticks, falls, about once a second or so. It is very regular, always the same distance, always the same pattern, over and over on and on, and nothing you say or the preclear says changes it (except body reactions). It's a disheartening phenomenon. Until you break it, there's no case change. (*EME*, p. 19) **3.** If the meter is "Stage Four" [idle swing, not clear but pc can't affect meter, which only swings up, sticks, falls and so forth on same pattern—a Stage Four needle has a stick in the top of its oscillation, a clear needle doesn't] (ACC CP 15 Oct 58) **4.** A free needle is not a stage 4 needle or an inverted stage 4. It is floating and free. (HCOB 19 July 62)

STAGES OF RELEASE, First Stage Release. 1. this occurs in auditing up to Grade IV. It is not very stable. The person is very well off and definitely a release, but he or she can now postulate and in postulating sometimes gets into the R6 bank. The **first stage release** is eased out of the bank but subject to call back. (HCOB 28 Jun 65) **2.** to obtain **first stage release,** one must have had lower grade auditing of some sort. This removes the locks (the distressful moments of life) off the reactive mind. As these pinned one to it, one can now get out of it. (HCOB 5 Aug 65) **Second Stage Release.** Power Process Release. This is very stable and should be called a **Second Stage Release** or a Power Release to be technically exact. You can run only power processes on a **First Stage Release.** These knock out all factors of the track that force a person back into the R6 bank and leave the person able to go into or get out of the R6 bank easily. This **second stage release** is definitely *Homo novis*. The person ceases to respond like a *Homo sapiens* and has fantastic capability to learn and act. (HCOB 28 Jun 65) **Third Stage Release. 1.** certain advanced power processes make a **Third Stage Release.** These mainly recover knowledge and smooth out one's understanding of the awareness of the environment achieved by **Second Stage Release** on power processing. (HCOB 12 Jul 65) **2.** (called for a few days a **second stage** before terminology was firm) is an improved **Second Stage Release** in that selective areas of learning are handled to

return special skills to the person. The case state does not necessarily improve but certain zones of knowledge have been polished up. (HCOB 28 Jun 65)

Fourth Stage Release. to obtain **Fourth Stage Release** one has to take the lock end words off the R6 bank. He has to be an R6 auditor himself to do this properly. With these gone, the R6 bank is left on its naked basics and one can be very free of it for quite a while. (HCOB 5 Aug 65)

Fifth Stage Release. 1. to obtain a **Fifth Stage Release,** one has to have run out the whole remaining reactive mind. That's done by a process known as R6-GPMI or GPMs by Items (HCOB 5 Aug 65) **2. Fifth Stage Release** would be Clear. (SH Spec 65, 6507C27)

STALE-DATED C/S, a C/S that is a week or two old. This is called a **stale-dated** C/S meaning it is too old to be valid. (HCOB 23 Aug 71)

STALE-DATED PROGRAM, a **repair (progress) program** that is a month or two old. This is called a **stale-dated program** meaning it is too old to be valid. (HCOB 23 Aug 71)

STANDARD, 1. a definite level or degree of quality that is proper and adequate for a specific purpose. (Class VIII, No. 4) **2. "Standard" in standard** tech auditing is a precise activity, done with good TRs, exact grade processes and exact actions. (HCOB 10 Sept 68)

STANDARD AUDITING CYCLE, a **standard auditing cycle** includes only those items which appear on the paid completions HCOB 30 Aug 71RA Issue II, Revised 21 Oct 73, *Paid Completions—Second Revision*. (HCO PL 21 Oct 73R)

STANDARD DIANETICS, modern Dn auditing is called **Standard Dianetics and new Dianetics.** It is a precision activity. (LRH ED 9, 11 May 69)

STANDARD MEMORY BANKS, 1. the analytical mind has its **standard memory banks.** To operate, the analytical mind has to have percepts (data), memory (data), and imagination (data). Whether or not the data contained in the **standard memory banks** is evaluated correctly or not, it is all there. The various senses receive information and this information files straight **into the standard memory bank.** (*DMSMH*, p. 45) **2.** those in which experience is stored for use in the estimation of the effort necessary for survival and are concerned with analytical thought. (*Scn 8-8008*, p. 8) **3.** recordings of everything perceived throughout the lifetime up to present time by the individual except physical pain, which is not recorded in the analytical mind but is recorded in the reactive mind. (*SOS*, Bk. 2, p. 230)

STANDARD PATTERN OF A TRACK, the **standard pattern of a track** should be counter-effort, overt act, thought pattern. (5206CM24F)

STANDARD TECH, 1. a standardization of processes so that they apply to 100 per cent of the cases to which they are addressed. (Class VIII, No. 19) **2.** the accumulation of those exact processes which make a way between humanoid and OT, the exact method of organizing them, the exact method of delivering them, and the exact repair of any errors made on that

route. (Class VIII, No. 2) **3.** that terribly narrow path which we now call **standard tech** is composed of those things which if they are out inhibit and prohibit all case gain. (Class VIII, No. 1) **4. standard tech** is not a process or a series of processes. It is following the rules of processing. (HCOB 26 Feb 70) **5.** that **tech** which has absolutely no arbitraries. (HCOB 23 Aug 68)

STANDING WAVE, a **wave** form comes up and either because it meets another **wave** form or for some other reason it just becomes a rigid form. If you could imagine an ocean **wave** not any longer rolling but just sitting there all peaked. Well, electricity strangely enough will do this, and a thetan is very good at this. (7204C07 SO III)

STARRATE CHECKOUT, a very exact **checkout** which verifies the full and minute knowledge of the student, of a portion of study materials and tests his full understanding of the data and ability to apply it. (HCOB 21 Sept 70)

STAR-RATED, 100 per cent letter perfect in knowing and understanding, demonstrating and being able to repeat back the material with no comm lag. (HCO PL 8 Mar 66)

START-CHANGE-STOP, the anatomy of control. This is a cycle of action. There is continue (persist) on the middle of the curve and other cycles within cycles of action, but the most important factors are **start, change, and stop.** These three parts of control are run flat individually. Then pick up the other part of the cycle and run that flat in this order: we run **change** flat, and then run **start** very flat and then we run **stop** flat. (PAB 97)

STATE OF CASE SCALE, this is the state of case scale. All levels given are major levels. Minor levels exist between them. Level (1), no track—no charge. Level (1) is of course an O.T. (HCOB 8 Jun 63) Level (2), full visible time track—some charge. Level (2) is the clearest clear anybody ever heard of. (HCOB 8 Jun 63) Level (3), sporadic visibility of track—some heavily charged areas. Level (3) can run engrams. (HCOB 8 Jun 63) Level (4), invisible track (black or invisible field), very heavily charged areas exist. Level (4) can run early track engrams if the running is skilled. Level (4) includes the Black V case. (HCOB 8 Jun 63) Level (5), dub-in—some areas of track so heavily charged pc is below consciousness in them. Level (5) has to be run on general ARC processes. (HCOB 8 Jun 63) He has an uncertainty about everything. He has to figure about everything; he has to know before he goes, and he has to hide but he knows he can't hide, and he depends on logic to serve for all of his predictions because he can't look. (PAB 2) This guy can't confront it to the degree that if he tries to confront it he makes a picture of it. He's got a picture of a picture. (SH Spec 2751 6306C18) Level (6), dub-in of dub-in. Many areas of track so heavily charged, the dub-in is submerged. Level (6) has to be run carefully on special ARC processes with lots of havingness. (HCOB 8 Jun 63) A (6) is neurotic. He's unable to easily recall the things in the next to the last list of Self Analysis; something really real, a time he was really in communication, and so forth. (5304M07) There's nothing that distinguishes the (6) from the dub-in case except the degree of franticness which the case goes into, and the amount of delusion which can turn on. What characterizes this case is the terrible automaticity of the bank. (SH Spec 274, 6306C13) Level (7), only aware of own evaluations —track too heavily charged to be viewed at all. Level (7) responds to the CCHs. (HCOB 8 Jun 63) Level (8),

unaware—pc dull, often in a coma. Level (8) responds only to reach and withdraw CCHs. (HCOB 8 Jun 63) In actuality on some portion of every time track in every case you will find each of the levels except (1) momentarily expressed. The above scale is devoted to chronic case level and is useful in programming a case. Now, what makes these levels of case? It is entirely charge. The more heavily charged the case, the lower it falls on the above scale. It is charge that prevents the pc from confronting the time track and submerges the time track from view. (HCOB 8 Jun 63)

STATES OF RELEASE, there are five states **of release** (Grades 0-IV) up to Power Release (Grade V). Above this is a Whole Track Release (Grade VI) and above that is a state we call Clear. Clear is followed by the state of OT (Operating Thetan), attained in sections. (*Aud 107 ASHO*)

STATIC, 1. a **static** is something without mass, without wavelength, without time, and actually without position. That's a **static** and that is the definition of zero. (5410CM06) **2.** a **static** by definition, is something that is in a complete equilibrium. It isn't moving and that's why we've used the word **static**. Not in an engineering sense but in its absolute dictionary sense. (5608C--) **3.** an actuality of no mass, no wave-length, no position in space or relation in time, but with the quality of creating or destroying mass or energy, locating itself or creating space, and of re-relating time. (*Dn 55!*, p. 29) **4.** something which has no motion. The word is from the Latin, *sto* meaning *stand*. No part of mest can be **static**, but theta is **static**. Theta has no motion. Even when the mest it controls is moving in space and time, theta is not moving, since theta is not in space or time. (*Abil 114A*) **5.** has no motion, it has no width, length, breadth, depth; it is not held in suspension by an equilibrium of forces; it does not have mass; it does not contain wave-lengths; it has no situation in time or space. (*Scn 8-8008*, p. 13) **6.** the simplest thing there is is a **static**, but a **static** is not nothingness. These are not synonyms. We speak of it carelessly as a nothingness. That's because we say nothingness in relationship to the space and objects of the material universe. Life has a quality. It has an ability. When we say nothingness we simply mean it has no quantity. There is no quantitative factor. (5411CM05) **7.** a **static**, in physics, is called something which is "an equilibrium of forces." (*Dn 55!* p. 27)

STEERING THE PC, 1. this is the only use of latent or random reads. You see a read the same as the instant read occurring again when you are not speaking but after you have found a whole thought reacting you say, "There" or "That" and the pc, seeing what he or she is looking at as you say it recovers the knowledge from the reactive bank and gives the data and the whole thought clears or has to be further worked and cleared. (HCOB 25 May 62) **2.** each time the needle twitches the auditor says, "That" or "There" to help the pc see what is twitching. This prompting is the only use of latent reads in Scn. (HCOB 3 May 62)

STENOGRAPHIC AUDITING, the auditor is writing down every word the pc says (like a stenographer). (BTB 10 Jul 69)

STEP V, Black V. (PXL, p. 167) See also STATE OF CASE SCALE.

STEP SIX, 1. I had known about help for some years and in 1957, autumn, used it with Step 6 in clearing people. The first clears made easily by others were done with meter assessments and five way help brackets on terminals. It was found that Step 6, being a creative process, was bad on some cases. The clearing formula was help and Step **6.** (HCOB 12 May 60) **2.** establish pc's control over mest subjective. (HCOB 13 Mar 75) [The full rundown is contained in *Scientology Clear Procedure, Issue One*.]

STEP SIX PHENOMENON (OF SCIENTOLOGY CLEAR PROCEDURE), when what you are asking the pc to do is at great variance with the basic goal of the pc, you get an increase of mass in the bank by reason of mocking things up. (SH Spec 160, 6206C12)

STEP 6 SOP-8C, that **step** which includes the solution of problems posed by symbolism. The solution which resolves symbolism is the definition of Step 6. (2ACC-11B, 5311CM27)

STHIL, Saint Hill. (HCOB 23 Aug 65)

STICK, needle definitely *stops* (if it was moving) or simply remains fixed with no movement in either direction. (HCOB 30 Apr 60)

STICKERS, they are **stuck** phrases in modifiers. "Stay right here and wait no matter how long it takes." That would not be unusual to find in a modifier. It parks the person on the track very effectively. (SH Spec 81, 6111C16)

STICKY NEEDLE (sticky or rigid needle), one which does not change, but if it does, changes very slightly and with a jerk. (*Scn Jour 1-G 1952*)

STICTUIVITY (STICK-TO-IVITY), *Slang*. the ability to **stick to** a purpose, to keep on going. The ability to persist. (LRH Def. Notes)

STILL TA, 1. occurs when the auditor did not have to move the TA in order to read the needle. (SH Spec 234, 6302C07) **2.** only one-eighth of a division of motion on the **tone arm dial**—e.g., an eighth of the distance from 4 to 5. (HCOB 11 Apr 61)

STILL NEEDLE, **1.** Not F/Ning, not reading. (HCOB 29 Oct 72) **2**. The still needle which does not react on ordinary things it should react on is an indicator of withholds. (HCOB 13 Apr 82) **3**. See a chronically still needle in answer to your questions? It tends to indicate a withhold. See an F/N that does not flow and springs at the end? The subject you are sec-checking is not fully clean. (HCOB 13 Apr 82) **4.** When encountering an implant in a session, an auditor may be baffled by not getting any reads on it. BUT there IS a needle manifestation that no implant, no matter how buried, can escape. New research on this subject has revealed that: IN THE PRESENCE OF AN IMPLANT THE NEEDLE CAN GO STILL. This is because of the hidden and withhold character of the implant. One runs into a track area where 'nothing registers on the meter'. Things which should register do not. Ex-

ample: The question, "How old were you then?" would ordinarily get some sort of read. In the presence of an implant, it does not. The needle simply goes very still and unreacting. It is different than the normal needle reaction of the same pc. The pc too can begin to go vague and unresponsive, very introverted and not reacting. But with or without this pc reaction, the needle goes quite still. An auditor sometimes has to work like mad to get the needle responding. It is VERY easy at this point to miss a withhold! The auditor, faced with an implant in the pc he does not suspect, can see this **still needle** and suppose there is nothing there and writes 'clean needle' on the worksheet. And this is a mistake. For one thing, if you cannot get an area of track (or list) to F/N, there is something wrong. (One can of course have a false read or a suppress or an assert or out session ruds to prevent an F/N.) This **still needle** will not respond. If one puts in ruds, asks for false reads, asserts, one may continue to get that same **still needle**. (HCOB 11 Apr 82)

STIMULUS-RESPONSE, mechanism whereby the individual is restimulated or upset or **stimulated** by the environment. (*HFP*, p. 32)

STO, a **Staff Training Officer** (STO) is the head of the **staff training** section of the Qualifications Division. (HCO PL 21 Sept 69)

STOP, 1. motionlessness. (*SCP*, p. 17) **2. a stop** is made out of vias. (*Scn 0-8*, p. 108)

STOPPED READ, 1. would be one that froze the needle. (HCOB 3 Jun 71) **2.** a "tick" or a "stop" is not a read. Reads are small falls or falls or long falls or long fall blowdown (of TA). (HCOB 3 Dec 78)

STOP SUPREME, a variation of S-C-S processes. **Stop Supreme** is a heavy emphasis on stop and it will be found that after the three processes of start, change and **stop** are flat, one can move rather easily into **Stop Supreme.** The idea behind **Stop Supreme** is that stop or motionlessness, is probably the most thetan ability a thetan has. Thus the rehabilitation of this particular ability is worthwhile and does produce considerable results. (*SCP*, p. 17)

STP, Standard Procedure Lectures. (HCOB 29 Sept 66)

ST PTS, student points. (FBDL 279)

STRAIGHT LINE MEMORY, i n **straight line memory** you don't put the preclear in reverie or let him close his eyes. It can cure a person by remembering pleasant things in the past. You don't want him to remember only the concept, but to remember the exact moment. (*NOTL*, p. 113)

STRAIGHT MEMORY, 1. the process of recovering data, springing locks by **straight memory** and setting up the case in such a way that it'll go into reverie. It's getting your earliest locks, getting him to remember this and that and the bad things he thinks about himself. (5011CM30) **2.** straight wire. (*SOS*, Bk. 2, p. 64)

STRAIGHTWIRE, 1. when we say **straightwire,** we're simply talking about stringing a line from cause to effect through the past. (5410CM07) **2.** straight memory is also called **straightwire** because the auditor is directing the memory of the preclear and in doing so is stringing **wire,** much on the order of a telephone line, between "I" and the standard memory bank. (*SOS*, Bk. 2, p. 64) **3.** a technique of direct memory. (5009CM23B) **4.** in 1950 in the early HDA lectures we described this as the act of stringing a line between present time and some incident in the past, and stringing that line directly and without any detours. (*Abil SW, p. 11*) **5. straightwire** is—the recovery of the actual, time, place and object. (5410CM07)

STRAY RI, a **stray** RI is an RI from a GPM of another goal than the one being worked. (HCOB 18 Mar 63)

STRESS ANALYSIS, using the E-meter to isolate the exact point of a man's difficulty with a subject or equipment and clearing this up, or finding the exact point where equipment is not well adapted to man. Its use in study can pin-point the exact thing that has halted the flow of comprehension. Thus it can be cleared up. (HCOB 13 Jun 70 II)

STRIPPING, the action of **stripping** is done by taking every aspect of every factor in the problem and running it back to the postulate the preclear made to be concerned about that aspect of the factor. (AP&A, p. 46)

STUCK FLOW, 1. a flow which runs too long in one direction can **"stick."** It will not **flow** longer in that one direction. It now has to have a reverse flow run. (HCOB 5 Oct 69) **2.** one-way communication. The flow can be stuck incoming or it can be **stuck** outgoing. (*Dn 55!*, p. 79)

STUCK IN A WIN, a person is **stuck in "win"** only when he intended to lose and won. A runner never expected to win. He was simply part of the field most of his career and then spectacularly and almost by accident, he won. It is certain that he will be **stuck in that win.** Therefore the only **wins** that a person gets **stuck in** are those which were not intentional. (PAB 91)

STUCK IN PRESENT TIME, 1. the condition of a person being incapable of moving on the time track into the past. In actuality the preclear is in some incident which forces him to be in the apparent **present.** (HCOB 11 May 65) **2.** a person cannot be **stuck in present time.** The engram might give him the illusion of being **stuck in present time,** but actually he is **stuck in** an engram. (*NOTL*, p. 127) **3.** when a case is **stuck in present time** it is highly charged with occluded emotion and it is obeying a restimulated engram to the effect that it must go all the way to now and stay there. (*DMSMH*, p. 285)

STUCK IN THE PAST, one holds onto things in the past on the postulate that they must not happen in the future. This **sticks** the person in the past. (PAB 17)

STUCK NEEDLE, 1. in a totally **stuck needle** the preclear would not even register being pinched. It looks stiff. (*EME*, p. 14) **2.** you ask the pc a question and the **needle** just stays

stuck with no movement whatsoever. (*BIEM*, p. 40) **3.** it simply means that the fellow has flowed out or flowed in too long in one direction. (5207CM24B)

STUCK ON THE TRACK, 1. a phenomenon where a person can believe himself to be at some distant point in the past. (*Dn 55!*, p. 15) **2.** that means he's got too much energy in one lump about something that he has nothing further to do with. (PDC 54) **3.** the anatomy of being **stuck on the track** is "this part of the **track** must not duplicate, and I must stay here to make sure that it doesn't." (2ACC-24A, 5312CM15)
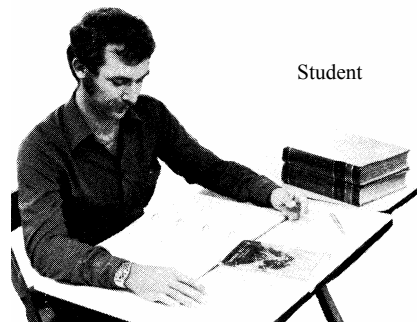
Student

STUCK PICTURE, is when a pc can't audit the chain he should be on because the **picture** keeps coming in. (HCOB 13 May 69)

STUDENT, a **student** is one who **studies.** He is an attentive and systematic observer. A **student** is one who reads in detail in order to learn and then apply. As a **student studies** he knows that his purpose is to understand the materials he is **studying** by reading, observing, and demonstrating so as to apply them to a specific result. He connects what he is **studying** to what he will be doing. (BTB 26 Oct 70 II)

STUDENT ADMIN, 1. the **Administrator's** function of service to **students** is important, he must see the data on the course being held is available and in sufficient quantity and quality. (HCO PL 11 May 69) **2.** gives flawless service to **students** and classrooms so that there is never a stop on **student** or classroom functions. (HCO PL 14 Oct 70)

STUDENT AUDITOR, a **student** enrolled on a course **auditing** as stipulated on his check-sheet for course requirements. (HCO PL 4 Dec 71 V)

STUDENT BOOSTER RUNDOWN, this is a specialty at Flag which also trains the executives of orgs and has to have a fast study remedy. It is also given to business executives so that they can absorb effortlessly and with greater speed the vast quantities of data that pass across an executive's desk. (LRH ED 301 INT)

Student Auditor
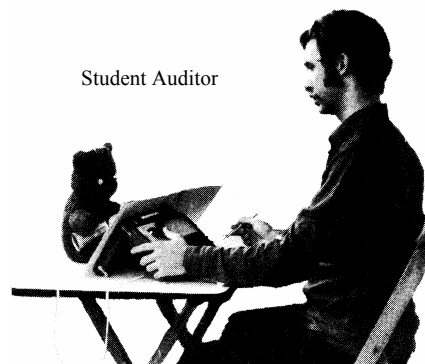
STUDENT CONSULTATION, the personal handling of student problems or progress by a qualified consultant. (HCOB 19 Jun 71 III)

STUDENT FOLDER, the folder contains all of the routing forms and attached invoices, all pink sheets issued to the student, all essays the student has done on the checksheet, all written drills, and the finished checksheet itself. (HCO PL 18 Jul 71 II)

STUDENT HAT, a course; the product of this course is a student who has a good working knowledge of study tech, completion of this checksheet does not entitle the student to super-

literate status which is granted only on full completion of Primary Rundown or Primary Correction Rundown. (HCO PL 12 Apr 72RA-1 II)

STUDENT RESCUE INTENSIVE, 1. this is a speed up for study. It is terribly effective providing always that the person's case is in normal condition. (LRH ED 57 INT, 14 Dec 69) **2.** a rundown which came about when a supervisor found that engrams and secondaries gather around the subject of study and developed some material on it which I tested and re-developed. (HCOB 23 Nov 69R III)

STUDENTS' RABBLE ROUSE LINE, this is the **line on which students** can scream when there is an outness on their course which is not being immediately corrected. (HCO PL 20 Nov 70 II)

STUDY, to apply the mind in order to acquire knowledge or skill. (BTB 4 Mar 65R)

STUDY CORRECTION LIST, used to handle outnesses in a person's earlier **studies** which prevent him from progressing well on current **study** or make him antipathetic towards **study.** Done as part of the Primary Correction Rundown. It is not used as a substitute for correct application of **study** tech on the person's current course. Assessed M5. EP is all reading items fully handled and an F/Ning list on final assessment. The full EP of pc willing and able to **study** well would require each step of Primary Correction RD completed in sequence if pc had been having **study** trouble. (BTB 11 Aug 72RA)

STUDY GREEN FORM, a rundown which isolates and handles anything that could be wrong with any student or pupil. (LRH ED 301 INT)

STUDY STRESS ANALYSIS, see STRESS ANALYSIS.

STUPIDITY, 1. the mechanical definition of **stupidity** is the unknownness of time, place, form and event. (5408CM20) **2.** the definition of **stupidity** is simply this—having lost the time, the place, and the object. (AX-3, 5410CM07) **3. stupidity** is the unknownness of consideration. (PXL, p. 182)

S2, "From where could you communicate to a victim?" (BTB 9 Oct 71RA II)

STYLE, a method or custom of performing actions. (HCOB 6 Nov 64)

SUB-APATHY, a state of disinterest, no affinity, no reality, no communication. There will be social machinery, valences, circuits, etc., but the pc himself will not be there. (BTB 6 Feb 60)

SUB-ITSA, significances or masses so charged that the pc is unable to locate, identify or describe them. They are below the depth he is able to itsa to. (HCOB 13 Apr 64, *Scn VI Part One Glossary of Terms*)

SUBJECTIVE (a standard dictionary definition), "proceeding from or taking place in an individual's mind." (HCOB 2 Nov 57RA)

SUBJECTIVE CONFRONT PROCESSES, subjective duplication increase. (HCOB 29 Sept 60)

SUBJECTIVE DUB-IN, the manifestation of putting, unknowingly, perceptions which do not in actual fact exist, into incidents on the time track. (HCOB 11 May 65)

SUBJECTIVE ENVIRONMENT, is the **environment** the individual himself believes is there. (*HFP*, p. 153)

SUBJECTIVE HAVINGNESS, one way to run this is to ask the preclear what he can mock up. Then have him mock up what he can, and shove it into his body. That is the most elementary way of running this. (PAB 154)

SUBJECTIVE PROCESSES, 1. processes which intimately address the internal world of the preclear. (*Scn 0-8*, p. 166) **2.** an out of sight, in-his-own-mind process. (*Dn 55!*, p. 121) **3.** consultation with the preclear's own universe, with his mock-ups, and with his own thoughts and considerations. (*Scn 0-8*, p. 167) **4.** think **processes.** (HCOB 29 Oct 57) **5.** recall, think, remember or return on the time track **processes are subjective.** (HCOB 2 Nov 57RA)

SUBMIND, the reactive mind. (*SOS*, p. xii)

SUBVOLITIONAL, actions, decisions, choices and goals occurring below the level at which the pc has any conscious control. Inevitable activities. (HCOB 13 Apr 64, *Scn VI Part One Glossary of Terms*)

SUB ZERO RELEASE, the Awareness Levels from the Gradation Chart are assessed from the bottom -34 up. When the PC's awareness level is called the needle will float. This will be most real to the PC and he will probably comment on it. The Examiner stops at that instant, indicates the floating needle. The examiner notifies the Auditor that a **Sub Zero Release** has been obtained. (HCOB 2 Jan 67) See also MINUS SCALE RELEASE.

SUCCESS STORY, 1. means an originated written statement by the pc. (HCO PL 29 Aug 71) **2.** the statement of benefit or gains or wins made by a student or a preclear or pre-OT to the **success** officer or someone holding that post in an org. (HCOB 19 Jun 71 III) See also RAVE SUCCESS STORY.

SUCCUMB, 1. survive has its dichotomy, **succumb.** When one is below 2.0 on the tone scale, all survival looks evil to him. Live=evil in the **succumbing** case. (*Scn 0-8*, p. 147) **2.** the point marked by what one might call the death of the consciousness of the individual. (*SA*, p. 22) **3.** The failure to survive is to **succumb.** (*SOS*, Bk. 2, p. 31) **4. succumbing** is the ultimate penalty of nonsurvival activity. This is pain. Failures bring pain and death. (*SOS* Gloss)

SUICIDE, suicides are assisted normally by engrams which specifically demand **suicide. But suicide** is a natural manifestation, apparently, a fast means of separating theta and mest and gaining death quickly. **Suicide** is always psychotic. (*SOS*, p. 28)

SUMMARY REPORT FORM, a report written by the auditor after the session on a fill-in type standard **form** and is simply an exact record of what happened and what was observed during the session. (BTB 3 Nov 72R)

SUPER, 1. superiority in size, quality, number or degree. (*Aud 77 ASHO*) **2. supervisor.** (HCO PL 16 Mar 71R)

SUPER POWER, a super fantastic, but confidential series of rundowns that can be done on anyone whether Dn Clear or not that puts the person into fantastic shape unleashing the **Super Power** of a Thetan. This is the means that puts Scientologists into a new realm of ability enabling them to create the New World. It puts world Clearing within reach in the future. This is a parallel rundown to Power in Saint Hills which is taken by the Dn Clear. It consists of 12 separate high-power rundowns which are brand new and enter realms of the tech never before approached. Power is still very much in use on the Grade Chart but is for those who didn't go Clear on Dn. (LRH ED 301 INT)

SUPER-LITERATE, 1. the ability to comfortably and quickly take data from a page and be able at once to apply it. (HCOB 7 Sept 74) **2.** being a **super-literate** is like hearing and seeing and reading for the first time. Reading a text or instruction or book is comfortable. One has it in conceptual form. One can apply the material learned. It is a new state. (HCOB 21 Jun 72 IV) **3. super**—superiority in size, quality, number or degree. **Literacy**— the ability to read and write. What is really needed is the ability to comfortably and quickly take data from a page and be able at once to apply it. Anyone who could do that would be **Super-Literate. Super-Literacy** is the end product of a Primary Rundown or a Primary Correction Rundown. (HCOB 7 Sept 74)

SUPERSTITION, an effort, for lack of education, to find pertinent data in too wide a zone or to fix the attention upon irrelevant data. (*SOS*, Bk. 2, p. 9)

SUPERVISOR, a course must have a **supervisor.** He may or may not be a graduate and experienced practitioner of the course he is **supervising** but he must be a trained course **supervisor.** He is not expected to teach. He is expected to get the students there, rolls called, checkouts properly done, misunderstoods handled by finding w hat the student doesn't dig and getting the student to dig it. The **supervisor** who tells students answers is a waste of time and a course destroyer as he enters out-data into the scene even if trained and actually especially if trained in the subject. The **supervisor** is NOT an "instructor" that's why he's called a **"supervisor."** (HCO PL 16 Mar 71R)

SUPERVISOR CHECKOUT, a checkout done by the **supervisor** of a course or his assistant. (HCOB 19 Jun 71 III)

SUPERVISOR'S DUTY, communication of the data of Scn to the student so as to achieve acceptance, duplication and application of the technology in a standard and effective manner. (HCOB 16 Oct 68)

SUPPRESS, to squash, to sit on, to make smaller, to refuse to let reach, to make uncertain about his reaching, to render or lessen in any way possible by any means possible, to the harm of the individual and for the fancied protection of a **suppressor.** (SH Spec 84, 6612C13) **2**. The auditor, when a question or item or flow doesn't read, can and should always put in "Suppress" and "Invalidate." "On this (question) (item) (flow), has anything been suppressed?" "On this (question) (item) (flow), has anything been invalidated?" If either one read, the question or item or flow will also read. (HCOB 3 Sep 78)

SUPPRESSED LIST, no further items on the assessment **list** read but the pc still has some symptoms. The **list** isn't null. It is **suppressed** or invalidated. (HCOB 29 Jan 70)

SUPPRESSED PERSON RUNDOWN, a magical **rundown** just now being released to Class IV and other orgs. It utilizes a principle found in any early ACC but never fully developed and released till '78 that one could bring the **Suppressive** in a person's life to communicate to him and seek peace, without ever contacting him. When expertly done on a person who has been the target of **suppression** by antagonistic people it brings him back to freedom and handles his environment as well. When one realizes that most illness is precipitated by suppression one can understand the need and use of such a miraculous **rundown**. (LRH ED 301 INT)

SUPPRESSION, suppression is "a harmful intention or action against which one cannot fight back." Thus when one can do anything about it, it is less **suppressive.** (HCO PL 26 Dec 66)

SUPPRESSIVE ACTS, 1. acts calculated to impede or destroy Scn or a Scientologist. (HCO PL 23 Dec 65) **2. actions** or omissions undertaken to knowingly **suppress,** reduce or impede Scn or Scientologists. (HCO PL 23 Dec 65)

SUPPRESSIVE GROUPS, are defined as those which seek to destroy Scn or which specialize in injuring or killing persons or damaging their cases or which advocate **suppression** of mankind. (HCO PL 29 Jun 68)

SUPPRESSIVE PERSON, 1. he's solving a present time problem which hasn't in actual fact existed for the last many trillenia in most cases, and yet he is taking the actions in present time which solve that problem. The guy's totally stuck in present time, that is the whole anatomy of psychosis. (SH Spec 61, 6505C18) **2.** a person who rewards only down statistics and never rewards an up statistic. He goofs up or vilifies any effort to help anybody and particularly knifes with violence anything calculated to make human beings more powerful or intelligent. A **suppressive** automatically and immediately will curve any betterment activity into something evil or bad. (SH Spec 73, 6608C02) **3.** a person who doesn't get case gain because of continuing overts. (SH Spec 67, 6509C21) **4.** the person is in a mad, howling situation of some yesteryear and is "handling it" by committing overt acts today. I say con-

dition of yesteryear but this case thinks it's today. (HCO PL 5 Apr 65) **5.** an SP is a no-confront case because, not being in his own valence he has no viewpoint from which to erase anything. That is all an SP is. (HCO PL 20 Oct 67) **6.** those who are destructively anti-social. (HCO PL 30 Aug 70) **7.** a person with certain behavior characteristics and who **suppresses** other people in his vicinity and those other people when he **suppresses** them become PTS or potential trouble sources. (SH Spec 78, 6608C25) **8.** is one that actively seeks to **suppress** or damage Scn or a Scientologist by **suppressive** acts. (*ISE*, p. 48) **9.** a person who has had a counter-postulate to the pc you are handling. (SH Spec 68, 6510C14) *Abbr*. SP

SUPPRESSOR, the impulse to forbid revelation in another. This of course, being an overt, reacts on one's own case as an impulse to keep oneself from finding out anything from the bank, and of course **suppresses** as well the release of one's own withholds. So it is more fundamental than a withhold. A **"suppressor"** is often considered "social conduct" insofar as one prevents things from being revealed which might embarrass or frighten others. (HCOB 15 Mar 62)

SUPREME TEST, the supreme test of a thetan is his ability to make things go right. (HCOB 19 Aug 67)

SURGES (NEEDLE REACTIONS), sudden long sweeps to the right. (LRH Def. Notes)

SURPRISE, rapidity of change of state, unpredicted. (HCOB 17 Mar 60)

SURVIVAL, 1. is a condition susceptible to non-survival. If one is "surviving," one is at the same moment admitting that one can cease to survive, otherwise one would never strive to survive. (*Scn 8-8008*, p. 47) **2.** survival might be defined as an impulse to persist through time, in space, as matter and energy. (*Scn 8-8008*, p. 5) **3.** survival is understood to be the basic single thrust of life through time and space, energy and matter. Survival is subdivided into eight dynamics. (*SOS*, p. x)

SURVIVAL GOAL, an optimum solution to existing problems. (*DAB*, Vol. II, p. 37, 1951-52)

SURVIVAL SUPPRESSOR, is the combined and variable threats to the survival of the race or organism. (*DMSMH*, p. 25)

SURVIVE, the dynamic principle of existence is **survive.** At the opposite end of the spectrum of existence is *succumb*. (*SOS* Gloss)

SW, Straightwire. (BTB 20 Aug 71R II)

SWEAT PROGRAM, 1. some of these new drugs, like the intelligence drug, LSD (developed to poison and paralyze whole cities) or Angel Dust (developed by crooked gamblers to handle race horses and fix races) have a nasty habit of remaining in the body and popping up unexpectantly to send people on "trips." The **Sweat Program** has been refined to handle

this (LRH ED 301 INT) **2.** will be necessary if the person has taken LSD or Angle Dust. It may also be indicated when a person has been subjected to exposure to toxic substances which have lodged in the tissue and fat of the body. In future times psychiatrists or others of ill repute may develop other compounds such as LSD which lodge in the systems; a **sweat program** may be indicated in these. (HCOB 22 Jun 78R)

Sweetness and Light

SWEETNESS AND LIGHT, a person who cannot conceive of ever having done anything bad to anybody or anything. (HCOB 3 Sept 59)

SYMBIOTE, 1. the Dn meaning of **symbiote** is extended beyond the dictionary definition to mean "any or all life or energy forms which are mutually dependent for survival." The atom depends on the universe, the universe on the atom. (*DMSMH*, p. 32) **2.** all entities and energies which aid survival. (*EOS*, p. 101)

SYMBOL, 1. an object which has mass, meaning and mobility. (*Scn 0-8*, p. 54) **2.** something which could represent an idea. It is a piece of energy which is agreed to represent a certain idea. (2ACC-20A, 5312CM10) **3.** an idea which is cloaked in energy of any kind is actually a symbol. That is the definition of a symbol It's any idea which is fixed in any space with energy. (2ACC-22A, 5312CM13) **4.** pieces of thought, which represent states of being in the material universe. (5203CM06A) **5.** a symbol is an idea fixed in energy and mobile in space. (*COHA*, p. 259)
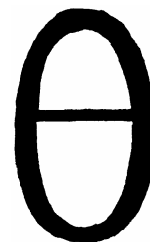
SYMBOL FOR THETA, eighth letter of the Greek alphabet. Ancient Greeks used this to represent spirit or thought. *Symbol*: (ø). (HCOB 23 Aug 65)

Symbol for Theta

Symbol of Dianetics

SYMBOL OF DIANETICS, the Greek letter Delta is the basic form. Green for growth, yellow for life. The four stripes represent the four dynamics of Dianetics: Survival as I Self, II Sex and Family, III Group and IV Mankind. This **symbol** was designed in 1950 and has been used since. (*Dn Today*)
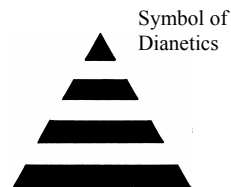
SYMPATHY, 1. a terrible thing but is considered to be a very valuable thing. The survival value of sympathy is this: when an individual is hurt or immobilized, he cannot fend for himself. He must count on another or others to care for him. His bid for such care is the enlistment of the sympathy of others. This is practical. If men weren't sympathetic, none of us would be alive. The non-survival value of sympathy is this: an individual fails in some activity. He then considers himself incapable of surviving by himself. Even though he isn't sick actually he makes a bid for sympathy. A psychosomatic illness is at once an explanation of failure and a bid for sympathy. (*HFP*, p. 122) **2.** sympathy is commonly accepted to
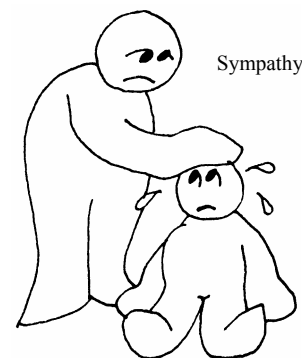
Sympathy

mean the posing of an emotional state similar to the emotional state of an individual in grief or apathy. It is on the tone scale between 0.9 and 0.4. Sympathy follows or is based upon overt action by the preclear. Sympathy can be mechanically considered as the posing of any emotion so as to be similar to the emotion of another. (AP&A, p. 23) **3.** sympathy is a co-flow, it's sort of a co-beingness. One individual goes onto the wave-length of another individual. (PDC 23) **4.** "I am him" which is what sympathy is; it's a low level interchange of energy. (5209CM04B) **5.** equal motion, equal plane, similar space. (Spr Lect 1, 5303CM23)

SYMPATHY COMPUTATION, if a patient had a tough engramic background, then broke his leg and got sympathy he thereafter tends to go around with a simulated broken leg—arthritis, etc. etc. This is the **sympathy computation.** It makes a patient "want to be sick." Sickness has a high survival value says the reactive mind. So it tailors up a body to be sick. (*EOS*, p. 93)

SYMPATHY ENGRAM, 1. an engram of a very specific nature, being the effort of the parent or guardian to be kind to a child who is severely hurt. (*DTOT*, p. 95) **2.** a **sympathy engram** would go something like this: A small boy, much victimized by his parents, is extremely ill. His grandmother attends him and while he is delirious soothes him and tells him she will take care of him, that she will stay right there until he is well. This puts a high "survival" value on being sick. He does not feel safe around his parents; he wants his grandmother present (she is a winning valence because she orders the parents around), and he now has an engram. (*DMSMH*, p. 107) **3.** the **sympathy engram** is one which comes forward and stays chronic as a psychosomatic illness. (*DMSMH*, p. 107)

SYMPATHY EXCITER, a **sympathy exciter** is any entity on any dynamic for which the individual has felt **sympathy** of the variety between 0.9 and 0.4. **Sympathy exciters** are most commonly parents, allies and pets. (AP&A, pp. 44-45)

SYMPTOMS, 1. pains, emotional feelings, tiredness, aches, pressures, sensations, unwanted states of the body, etc. (HCOB 19 May 69) **2.** is from either the body directly (such as a broken bone, a gallstone, or immediate physical cause) or is part of the content of a mental image picture—lock, secondary or engram. (HCOB 23 Apr 69)

SYNTHETIC, dub-ins. (PAB 99)

SYNTHETIC VALENCE, 1. an artificial person or the **valence** command which makes a person like every stage actor he sees. Valences commonly exist for household pets and it is not uncommon for a little girl to be in the valence of her dog or her cat and express herself with imitated mannerisms. (*SOS*, Bk. 2, p. 201) **2.** those **valences which** have never actually confronted the preclear in the flesh. The Devil of course is the championship **synthetic valence** of all time. (PAB 95) **3. valence** described to pc and assumed. (HCOB 14 Jul 56) **4. a synthetic valence** is a description by one personality of a non-present personality. (5703C10)

T

TA, 1. tone arm action. A technical term for a quantitative measure of case gain in the Scn processing of a preclear for a given unit of time. (*ISE*, p. 38) **2. tone arm** refers to the tone arm or its motion. (HCOB 13 Apr 64, *Scn VI Part One Glossary of Terms*) **3.** the total number of divisions down, a **tone arm** has moved accurately in a unit of time. (HCOB 24 Jul 64) **4.** a measure of the amount of encysted force which is leaving the case. (SH Spec 291, 6308C06)

TACIT CONSENT, 1. in the case of two preclears working on each other, each one assuming in his turn the auditor's role, a condition can arise where each prevents the other from contacting certain engrams. This is **tacit consent.** A husband and wife may have a mutual period of quarrels or unhappiness. Engaged upon clearing each other, working alternately as auditor, they avoid, unknowingly, but by reactive computation, the mutual period, thus leaving in place painfully emotional engrams. (*DMSMH*, p. 319) **2.** mutual avoidance of certain subjects. (SH Spec 63, 6110C05)

TACTILE, 1. b y **tactile** we perceive the shape and texture of surfaces and compounds. (*SOS*, p. 59) **2.** touch. (*DMSMH*, p. 14)

TALKING THE TA DOWN, it is done by the simple time-honored action of asking the right question, getting it answered, and letting the **tone arm blow down.** To ask the right question on this technique, you must first know what you are trying to accomplish. Why do you want to bring the **TA down?** The answer is simply, that the TA being high (**3.**5 or above), indicates that there is some mass the preclear's attention is on. You want that mass out of way so that you can direct the preclear's attention where you want it. So what you simply do is get the preclear to tell you what is in restimulation so that it will key out without driving the preclear further into his bank—and thus restimulating more mass. (BTB 14 Mar 71 II)

TAO, 1. it meant the way to solving the mystery which underlies all mysteries. It wasn't simply "The Way." (7ACC-25, 5407C19) **2.** means knowingness. Now that is the literal translation of the word if you want to translate it that way; in other words, it's an ancester to the word Scn just as such. (5407C19)

TAPE COURSE, a course relayed by **tape** recorded lectures or translations. (BTB 12 Apr 72R)

TAPE LECTURE NUMBER, 6408C11 SH Spec 35, Study—Evaluation of Information (example of **tape lecture number** and title). The first two **numbers** (64) give the year, 1964. The second two (08) give the month, August, the eighth month. (C) stands for copy. The third two **numbers** (11) give the day, the 11th. SH Spec gives the course, the Saint Hill Special Briefing Course, and then the title. From all this you know the lecture was given on

11 August, 1964, that the (35) is one of the consecutive numbers assigned for record purposes. (HCOB 23 Aug 65)

TAPE PLAYERS, are the machines used on a **tape** course for **playing** back on already recorded magnetic **tape.** Tape recorders are the machines used to record the tapes in the first place. (BTB 22 Nov 71 II)
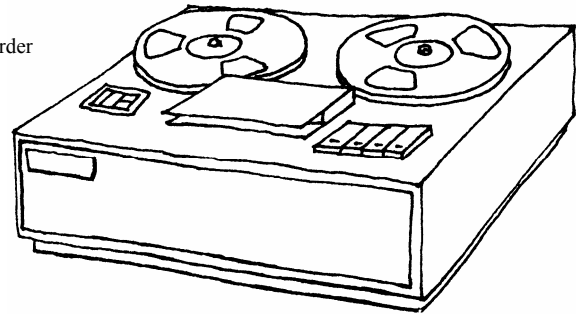
TAPE RECORDERS, the machines used to **record the tape** in the first place. (BTB 22 Nov 71 II)

Tape Recorder

TA SINK, drops below 2.0 (HCOB 9 Jun 71 I)

TCC, Theta Clear Congress. (HCOB 29 Sept 66)

TD, Tiger Drill. (HCOB 8 Nov 62)

TEACHER OR SUPERVISOR INTENSIVE, for any person involved in **teaching** or **supervising** or education and enables him to become a vastly better **teacher** or **supervisor.** (LRH ED 301 INT)

TEARACULI APATHIA MAGNUS, Latinated nonsense for sad effect. (HCOB 14 Mar 63)

TECH, 1. by tech is meant **technology,** referring of course to the application of the precise scientific drills and processes of Scn. (HCOB 13 Sept 65) **2.** abbreviation for **"technology" or "technical,"** depending on context. The **technology** referred to is normally that contained in HCOBs. It also means the "Technical Division" in a Scientology Church (Division 4, the division of the org that delivers training and processing). (BTB 12 Apr 72R) **3. technical.** (HCOB 23 Aug 65)

TECH DIV, Technical Division. (HCOB 23 Aug 65)

TECH IS IN, Scn is being applied and is being correctly applied. (HCOB 13 Sept 65)

TECHNICAL EXPERTISE, is composed of all the little and large bits of technique known to the skilled painter, musician, actor, any artist. He adds these things together in his basic presentation. He knows what he is doing. And how to do it. And then to this he adds his message. (HCOB 29 Jul 73)

TECHNICAL HIERARCHY, a sort of *ex officio* **technical** committee on the subject of technical matters composed generally of the Senior C/S, C/Ses, Qual Sec, Cramming Officer and Intern Supervisor that monitors the quality of HGC auditing. (HCOB 1 Sept 71 I)

TECHNICAL TERM, it's something that has a specialized meaning in one subject which doesn't have any broader meaning, but may *appear* in another subject meaning something else. (HCO PL 22 Sept 72)

TECHNIQUE, a process or some action that is done by auditor and pc under the auditor's direction. A **technique** is a patterned action, invariable and unchanging, composed of certain steps or actions calculated to bring about tone arm action and thus better or free a thetan. (HCOB 26 Nov 63)

TECHNIQUE 8-80, a specialized form of Scn. It is, specifically the electronics of human thought and beingness. The "8-8" stands for **"Infinity-Infinity"** upright, the 0 represents the static, **theta.** (Scn 8-80, p. 9)

TECHNIQUE 80, 1. is a method; an application which can be applied to (1) mest bodies; (2) one lifetime; (3) some segment of the whole track; or (4) which can be applied to the whole track. When I say segment of the whole track I mean that you can take and specialize with **Technique** 80 on addressing the genetic line of the mest body only. You can take someone and process only space opera (the two or ten million years somebody spent in space). The process is **Technique 80**. We use motivators, overts and deds. (5206CM27A) **2.** we call **Technique 80** the "to be or not to be" **technique** which balances out the motivator, the overt act and the ded. It's the anatomy of maybe. It becomes an entire subject of how to take apart maybe. How to get an indecision, how to get an involved grouped series of incidents apart. Any method which does this falls under the category of **Technique 80**. (5206CM23A)

TECHNIQUE 88, 1. a technique is in there for everything. And that's why we say **Technique 88.** There's an infinity of **techniques** inside of **Technique 8 8. Technique 88** includes all of the technology of doing anything that man or any other being has ever done. (5206CM25B) **2.** is processing the theta body and actually anything that pertains to processing the theta body can be lumped into **Technique 88.** (5206CM27A) **3.** the knowledge and know-how necessary to clear a theta body. (5206CM27A)

TECHNOLOGY, 1. the methods of application of an art or science as opposed to mere knowledge of the science or art itself. (HCOB 13 Sept 65) **2.** a body of truths. (Class VIII No. 4)

TECH SEC, 1. technical secretary. (HCOB 23 Aug 65) **2.** abbreviation for **technical secretary.** The title of the person who is head of the Technical Division in a Church of Scientology. (BTB 12 Apr 72)

TECH (TECHNICAL) SERVICES, the activity which enrolls, routes, schedules, distributes the mail of and assists the housing of students. (HCO13 21 Sept 70)

TECH TRAINING CORPS, the purpose of the **TTC** is to produce well trained auditors, C/Ses and supervisors for the Church in excess of its delivery demands so as to bring about a 1:1 Tech Admin Ratio and a superlative level of tech delivery that does credit to LRH and

Scn. All persons currently on full-time training are automatically part of the **TTC**. Every Church of Scientology (Class IV), Saint Hill Organization, Advanced Organization and Flag has its own **TTC**. (BPL 13 Apr 75) *Abbr*. TTC.

T80, Technique 80 lectures. (HCOB 29 Sept 66)

T88, Technique 88 lectures. (HCOB 29 Sept 66)

TEMPERATURE ASSIST, assist for a pc running a **temperature. The temperature** process is most effective on a low order persistent fever that goes on and on for days or even weeks. (HCOB 23 Jul 71)

TEMPORARILY ENTURBULATED THETA, entheta can exist as **temporary enturbulence** in the individual's life force or reason when he is confronted by unreasonable or non-survival circumstances in his environment. This could be called **temporarily enturbulated theta.** (*SOS*, Bk. 2, p. 118)

TEN, 1. a preclear carried through to a chronic somatic release. The **tenth** act consists of running out, by effort, emotion and thought, the service facsimile. (AP&A, pp. 18-20) **2.** a case advanced to the point of released service facsimile. (*HFP* Gloss)

TENSION, a collapsed communication line. (Spr Lect 18, 5304 CM08)

TENSOR BEAM, tractor beam. (*Abil 34*)

TENTH DYNAMIC, would probably be ethics. (PDC 2)

TEO, the **Technical** Division **Establishment Officer** (TEO) **establishes** and maintains the **tech** division. (HCO PL 7 Mar 72)

TERM, terminal—designation of a type of GPM item (R6 materials). (HCOB 23 Aug 65)

TERMINAL, 1. it would be any fixed mass utilized in a communication system. That, I think, is the best of the various definitions that have come out for this. Any mass used in a fixed position in any communications system. Thus you see a man would be a **terminal,** but a post could also be a **terminal.** (5703PM01) **2.** something that has mass and meaning which originates, receives, relays and changes particles on a flow line. (HCO PL 25 Jul 72) **3.** anything used in a communication system; something that has mass in it. Something with mass, meaning and mobility. Anything that can receive, relay or send a communication. (HCOB 25 Jan 65) **4.** any point of no form or any form or dimension from which energy can flow or by which energy can be received. (*Scn 8-8008*, p. 32) **5. a terminal** is what you need in order to get a perception. (Spr Lect 3, 5303M24) **6.** one of a pair of reliable items of equal mass and force, the significance of which the thetan has aligned with his own intentions. (HCOB 13 Apr 64, *Scn VI Part One Glossary of Terms*) **7.** an item or identity the pc has actually been sometime in the past (or present) is called a **terminal.** It is "the pc's own valence" at that time. In the goals problem mass (the black masses of the reactive mind)

those identities which, when contacted, produce pain, tell us at once that they are **terminals.** The person could feel pain only as himself (thetan plus body) and therefore identities he has been produce pain when its mental residues (black masses) are recontacted in processing *Symbol*: term. (HCOB 8 Nov 62)

TERMINAL ASSESSMENT, locating the **terminals** in the case which, when run, will produce an increase in the responsibility and reality level of the preclear. (HCOB 3 Jul 59)

TERRIBLE TRIO, well, amongst all havingness, what is the super-gold process? There is one. It is **terribly** certain, it does not fail in our experience and its gains are permanent. It is a process known as the **Terrible Trio.** The commands of the **Terrible Trio** are "Look around the room and tell me what you could have." "Look around the room and tell me what you would let remain." And, "Look around the room and tell me what you could dispense with." When I originally gave the triple havingness process to staff auditors somebody sensing its effectiveness, dubbed it "the **Terrible Trio.**" (PAB 80)
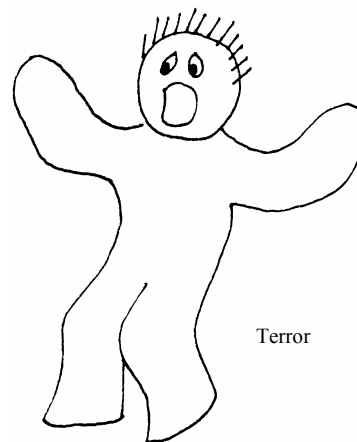
TERROR, 1. the result of something having appeared engramically and then later on threatening to appear again. (SH Spec 122, 6203C19) **2. terror** is a magnitude of fear. (*NOTL*, p. 21) **3.** fear with lots of volume. (*SOS*, p. 13)

Terror

TERROR STOMACH, simply a confusion in a high degree of restimulation in the vicinity of the vagus nerve. This is one of the larger nerves and it goes into agitation under restimulation. (PAB 107)

TESTED RELEASE, stable **release,** which would be the fellow who had no adverse needle reactions on the buttons of help, control and communication. (SH Spec 4, 6105C26)

THAT'S IT!, when the coach says **"That's it"** he means "we are through. We are going to take a breather." (PAB 152)

THEETIE-WEETIE, 1. *Slang*. it's from England, means "sweetness and light" (but they can't face mest or any outness). Cannot go deeper into the bank than a thought. (LRH Def Notes) **2.** a person with a terribly high OCA who is absolutely for the birds. *The Chart of Human Evaluation* will tell you the truth. (7203C30)

THEETIE-WEETIE CASE, 1. he operates in a totally psychotic way while being totally serene. The valence is all the way up at tone 40 and the pc is all the way down at minus eight. (SH Spec 2, 6105C12) **2.** a "sweetness and light" case at the extreme top of the graph who will go to graph bottom before the **case** starts up again as though the profile were a cylinder which when it goes off the top, then appears on the bottom when people are in "serene" valences (meaning they are wholly overwhelmed as a thetan). (HCOB 5 Jun 61) **3.** is high on the OCA/APA yet makes no progress. This is because such case6 believe you ought

to know what they are thinking about, so every moment around them you are missing withholds. (BTB 12 Jul 62)

THEFT, the **theft** of objects is really an effort to steal a self. Objects represent selves to others. **Thieves** and what they steal cannot be understood by the logic of their material needs. They steal tokens of selves and hope to assume thereby another self. (HCOB 2 May 58)

THEORY, the data part of a course where the data as in books, tapes and manuals is given. (HCOB 19 Jun 71 III)

THEORY INSTRUCTOR, assists the **theory** supervisor. Acts as auditing supervisor. Handles all **theory** administration. (HCO PL 18 Dec 64)

THEORY OF EPICENTERS, see EPICENTER THEORY.

THEORY SUPERVISOR, handles all **theory** instruction of the course and acts as auditing supervisor. (HCO PL 18 Dec 64)

THERMAL, 1. by thermal we perceive temperature, hotness and coldness, and so can evaluate further our current environment by comparing it to our past environments. (*SOS*, p. 59) **2.** a vibration of material, air, and so on—if one material is vibrating fast, we say it's hot, and if another one is vibrating more slowly, we say it's cold. (5203CM09A) **3.** temperature. (*DMSMH*, p. 14) **4.** the recall of temperature. (*SOS* Gloss)

THETA, 1. theta is thought, life force, elan vital, the spirit, the soul, or any other of the numerous definitions it has had for some thousands of years. (*SOS*, p. 4) **2.** the life force, life energy, divine energy, elan vital, or by any other name, the energy peculiar to life which acts upon material in the physical universe and animates it, mobilizes it and changes it. It is susceptible to alteration in character or vibration, at which time it becomes enturbulated theta or entheta. (*SOS*, Bk. 2, p. 21) **3. theta** is thought; an energy of its own universe analogous to energy in the physical universe but only occasionally paralleling electromagnetic-gravitic laws. The three primary components of **theta** are affinity, reality, and communication. (*SOS*, Bk. 2, p. 3) **4.** reason, serenity, stability, happiness, cheerful emotion, persistence, and the other factors which man ordinarily considers desirable. (*SOS*, Bk. 2, p. 12) **5.** an energy existing separate and distinct from the physical universe. (*SOS*, p. 4) **6.** Greek for thought or life or the spirit. (*Aud 10 UK*) **7.** not a nothingness. It just happens to be an exterior thing to this universe—so you couldn't talk about it in this universe's terms. (PDC 6)

THETA BEING, 1. the "I," it is who the preclear is. (*HOM*, p. 15) **2. the theta being** is close to a perpetual motion picture machine in that it can create energy and impulses. It thinks without facsimiles, it can act without experience, it can know simply by being. (*HOM*, p. 43)

THETA BODY, a thetan very often carries with him a **theta body** which he mocked up on the past track and which is a number of facsimiles of old bodies he has misowned and is

carrying along with him as control mechanisms which he uses to control the body he is using. (PAB 130)

THETA BOP, 1. is a small or wide steady dance of the needle. Over a spread of one-eighth of an inch, say (depending on sensitivity setting—it can be half an inch), the needle goes up and down perhaps five or ten times a second. It goes up, sticks, falls, sticks, goes up, sticks, falls, sticks, etc., always the same distance, like a slow tuning fork. It is a constant distance and a constant speed. A **theta bop** means "death," "leaving," "don't want to be here." It is caused by a yoyo of the preclear as a thetan vibrating out and into the body or a position in the body. It's as if the needle is jumping between two peaks across a narrow valley. (*EME*, p. 16) **2.** a small or wide steady dance of the needle. Depending on the sensitivity setting it can be anything from one-eighth to half an inch wide. It is very rapid, perhaps five or ten times a second. (*BIEM*, p. 43) **3.** a diagnostic read, a sort of yoyo—in and out. It does not matter a continental how wide the **theta bop** is. It can be a whole dial wide. Most **theta bops** do it repetitively. One dip and one recovery at the exact same speed over the same area would be a one-motion **theta bop.** A **theta bop** has the equal halt at both ends. (SH Spec 1, 6105C07)

THETA CLEAR, 1. it is a person who operates exterior to a body without need of a body. (SH Spec 59, 6109C27) **2.** that state wherein the preclear can remain with certainty outside his body when the body is hurt. (PAB 33) **3. a theta clear,** then can be defined as a person who is at cause over his own reactive bank and can create and uncreate it at will. Less accurately he is a person who is willing to experience. **Theta clear** is stable. (*Abil, 92M*) **4. theta clear** would mean clear of the mest body or cleared of the necessity to have a mest body. (5206CM26A) **5.** there are two types of **theta clear,** the theta being which is cleared of its necessity or compulsion to have a body and a theta being which is cleared all the way on the track. (5206CM26B) **6.** the basic definition of **theta clear** is: no further necessity for beingnesses. (SH Spec 36, 6108C09) **7.** this is a relative not an absolute term. It means that the person, this thought unit, is clear of his body, his engrams, his facsimiles, but can handle and safely control a body. (*Scn 0-8*, p. 248) **8.** in its highest sense, means no further dependency on bodies. (*SCP*, p. 3) **9.** an individual who, as a being, is certain of his identity apart from that of the body, and who habitually operates the body from outside, or exteriorized. (PXL, p. 16)

THETA CLEARING, 1. to create a **theta clear** it is only necessary to bring the being up to a point where it can leave and return upon a mest body. (*HOM*, p. 59) **2.** the emancipation or exteriorization of a soul. (PXL, p. 26)

THETA E, earth theta line. (HCL-15, 5203CMlOA)

THETA FORCE, theta force is reason. (*SOS*, p. 158)

THETA I, theta individual which is the individual you are and are aware of being. (HCL-15, 5203CM10A)

THETA LINE, 1. a timeless, spaceless, influence capable of making recordings, capable of animating and motivating, controlling, forming, destroying, conserving matter, energy, space and time. (HCL-19, 5203CM10A) **2.** that line where the individual uses the genetic line to make one or many bodies that pass through time and the theta body inhabits the other body from just before conception until slightly after death. This **theta line** is subject to several different bodies. (HCL-20, 5203CM10B) **3.** life monitoring energy and making bodies. (HCL-15, 5203CM10A)

THETA-MEST THEORY, 1. a theory generated by myself in the fall of 1950 as an effort to explain (just a theory) the phenomena of an analyzer working in one direction and a reactive mind working in quite another, the reactive mind being interesting, and the analyzer being interested. (5410CM06) **2.** the idea is that life is a no-substance thing, up against a physical universe which is a substance thing. Here is nothingness up against a something-ness interacting where the nothingness or the no-substance thing is actually giving orders to and handling the all substance thing, the physical universe. (UPC 3 5406CM--) **3.** the idea that there was a universe and that there was thought—theta without wave-length, without mass, without time, without position in space: this was life. And that was impinged upon something else called the physical universe, which was a mechanical entity which did things in a peculiar way, and these two things together, **theta-mest** interacting, gave us life forms. (PXL, p. 140)

THETAN, 1. the living unit we call, in Scn, a **thetan,** that being taken from the Greek letter **theta,** the mathematic symbol used in Scn to indicate the source of life and life itself. (*Abil Ma 1*) **2.** the awareness of awareness unit which has all potentialities but no mass, no wave-length and no location. (HCOB 3 Jul 59) **3.** the being who is the individual and who handles and lives in the body. (HCOB 23 Apr 69) **4.** (spirit) is described in Scn as having no mass, no wave-length, no energy and no time or location in space except by consideration or postulate. The spirit is not a thing. It is the creator of things. (*FOT*, p. 55) **5.** the personality and beingness which actually is the individual and is aware of being aware and is ordinarily and normally the "person" and who the individual thinks he is. The **thetan** is immortal and is possessed of capabilities well in excess of those hitherto predicted for man. (*Scn 8-8008*, p. 9) **6.** the name given to the life source. It is the individual, the being, the personality, the knowingness of the human being. (Scn 8-80, p. 46) **7.** energy-space production unit. (*Scn 0-8*, p. 247) **8.** in the final analysis what is this thing called **thetan?** It is simply you before you mocked yourself up and that is the handiest definition I know of. (5608C——) **9.** the person himself—not his body or his name, the physical universe, his mind, or anything else; that which is aware of being aware; the identity which is the individual. The **thetan** is most familiar to one and all as you. (*Aud 25 UK*) **10.** a static that can consider, and can produce space and energy and objects. (PXL, p. 121)

THETAN EXTERIOR, 1. a being who knows he is a spirit with a body and not just a body. (*Aud 18*) **2.** he's out but if the body were to be injured he would be back in. (PDC 52) **3.** a being not influenced by a body. (SH Spec 82, 6611C29) **4.** a **thetan** who is clear of the body and knows it but is not yet stable outside. (*Scn 8-8008* Gloss)

THETAN PLUS BODY (on the tone scale), a bunch of social responses stimulus-response mechanisms that are built into the being by the society. (PDC 1)

THETAN TONE SCALE, the sub-zero to 40.0 **scale** is the range of the **thetan. A thetan** is lower than body death since it survives body death. It is in a state of knowingness below 0.375 only when it is identifying itself as a body and is to its own thinking, the body. (Scn 8-80, p. 52)

THETA PERCEPTICS, communication with the theta universe. Such **perceptics** may include hunches, predictions, ESP at greater and lesser distances, communication with the "dead," **perception** of the Supreme Being, etc. (*SOS* Gloss)

THETA PERCEPTION, that which one perceives by radiating towards an object and from the reflection perceiving various characteristics of the object such as size, odor, tactile, sound, color, etc. Certainty of perception is increased by drilling in certainties as above. **Theta perception** is dependent upon willingness to handle and to create space, energy and objects in view of the fact that the mest universe can be established easily to be an illusion. One must have an ability to perceive illusions before one can clearly perceive the mest universe. The **thetan** who cannot perceive the mest universe easily will also be found to be incapable of handling and orientating other kinds of illusions with certainty. **Theta perception** is also a direct index to responsibility, for responsibility is the willingness to handle force. (*Scn 8-8008* Gloss)

THETA POSTULATE, a **postulate** made without regard to evaluations, conclusions, or time. (PDC 7)

Theta to the Nth Degree

THETA TIME, only now, but some of it gets left back in mest time in an engram. (*NOTL*, p. 15)

THETA TO THE NTH DEGREE, meaning unlimited or vast (HCOB 23 Aug 65)

θ^n

THETA TRAPS, how can you **trap a thetan?** By curiosity, by giving him awards and prizes (of an implant), by retractor screens, by mock-ups, by ornate buildings which he will enter unsuspectingly to be electronied down: by many such means the thetan is reduced from knowing to a colonist, a slave, a MEST body. **All theta traps** have one thing in common: they use electronic force to knock the thetan into forgetting, into unknowingness, into effect. Their purpose is to rid the area of those nuisances, the thetans who cannot be policed, and gain personnel— always the former, not always the latter. (*HOM*, pp. 71-72)

THETA UNIVERSE, 1. thought matter (ideas), thought energy, thought space, and thought time, combined in an independent universe analogous to the material universe. One of the purposes of **theta** is postulated as the conquest, change, and ordering of mest. (*SOS* Gloss) **2.** is a postulated reality for which there exists much evidence. (*SOS*, p. 99)
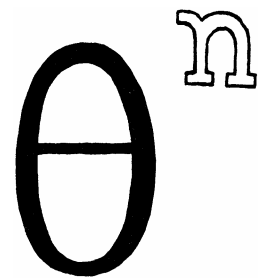
THINKING, 1. that process in which a person engages by which he hopes he will someday come to know. (2ACC-1B, 5311CM17) **2.** the combination of past observations to derive a future observation. (PAB 8) **3.** a substitution for an ability to predict. (2ACC-21A, 5312CM11) **4.** condensed effort. (2ACC-21A, 5312CM11) **5.** comparing a particular datum with the physical universe as it is known and observed. (Lecture: *Education and the Auditor*, 1951, p. 9)

THINKINGNESS, 1. down the scale at the level below effort. It comes in as figure-figure-figure-figure-figure. "I'll just figure this out and I'll get a computation and a calculation and I'll add it up to . . . Now let me see . . ." We don't know how all of this mechanic got into a postulate, but they've let it get in there. So that's the level, **thinkingness.** (PXL, p. 169) **2.** the potential of considering. (*Scn 0-8* Gloss)

THIRD DYNAMIC, see DYNAMICS.

THIRD PARTY LAW, the **law** would seem to be: a **third party** must be present and unknown in every quarrel for a conflict to exist. (HCOB 26 Dec 68)

THIRD POSTULATE, 1. forget. (PAB 66) **2.** forgettingness. (SH Spec 35, 6108C08)

THIRD RAIL, is a special form of factual havingness. Commands and position: are the same as in factual havingness. However the commands are run in a special ratio ol: 8 commands of "vanish," 2 commands of "continue" and 1 command of "have." Purpose: to remedy extreme conditions of not-isness, to remedy obsessive waste, to permit use of the process without bogging preclear in any one of the commands. (HCOB 3 Jul 59)

THIRD STAGE RELEASE, see STAGES OF RELEASE.

THOUGHT, 1. the perception of the present and the comparison of it to the perceptions and conclusions of the past in order to direct action in the immediate or distant future. (*Scn 0-8*, p. 78) **2.** the manifestation of evolving a low-level certainty of observation from a number of past observations. (PAB 8) **3.** a static of unlimited capabilities, which has itself no wavelength, no space, and no time. It is impinged upon a physical universe which has space, time, energy and matter. The mission of **thought** is survival in the physical universe and in order to do this it is effecting a conquest of the physical universe. (5203 CM03B) **4.** **thought** is the phenomenon of combining, imagining or postulating theta facsimiles for the estimation of future physical efforts. (AP&A, p. 22) **5. thought** is not motion in space and time. **Thought** is a static containing an image of motion. (*HFP*, p. 25) **6.** the subject matter of Scn. It is considered as a kind of "energy" which is not part of the physical universe. It controls energy, but has no wave-length. It uses matter but it has no mass. It is found in space, but it has no position. It records time but it is not subject to time. In Scn the Greek word (and letter), theta, is used as a symbol for thought. (*Abil 114A*) **7.** the causal agent in an organism. It is **thought** which causes everything both structural and functional that happens in an organism. An organism without **thought** is already dead. (*Abil 114A*)

THREE D, written **3D**. See ROUTINE 3D.

THREE D CRISS CROSS, written **3DXX**. See ROUTINE 3D CRISS CROSS.

THREE FLOWS, see TRIPLE FLOWS.

THREE GA XX (3GAXX), 1. it's a research numbering for a process called **Three GA Criss Cross.** It lists and handles some types of implants. (LRH Def. Notes) **2. 3GA Criss Cross** is an activity engaged upon by the auditor to unburden the case and locate goals. (SH Spec 218, 6211C27) *Abbr*. 3GAXX.

3 MAY [72] PL, Hubbard Communications Office Policy Letter 3 May 1972 *Important—Executive Series 12—Ethics and Executives*, executive or officers steps for getting in Ethics on a staff member. (HCO PL 3 May 72)

3MC, Third Melbourne Congress. (HCOB 29 Sept 66)

THREE M's, a symbol has **three M's,** mass, meaning and mobility. (*Scn 0-8*, p. 91)

THREE (3) S & Ds, (1) is a specific rundown for doing S & Ds covered fully in HCOB 30 Jun 71R. (2) **3 S & Ds** as a rundown is used in the PTS Rundown without change. (HCOB 9 Dec 71RA)

THREE UNIVERSES, 1. the universes, then, are **three** in number: the **universe** created by one viewpoint, the **universe** created by every other viewpoint, the universe created by the mutual actions of viewpoints which is agreed to be upheld—the physical universe. (*Scn 0-8*, p. 185) **2.** the first of these is one's own **universe.** The second **universe** would be the material **universe,** which is the **universe** of matter, energy, space and time, which is the common meeting ground of all of us. The third **universe** is actually a class of **universes,** which could be called "the other fellow's **universe,"** for he and all the class of "other fellows" have **universes** of their own. (*Scn 0-8*, p. 188)

THREE-VALUED LOGIC, see LOGIC.

THROUGH A CHECKSHEET, means **through** the entire **checksheet**—theory, practical, all drills—and done in sequence. (BPL 27 Jul 69)

THROW A CURVE, see CURVE.

THUMB SYSTEM, an auditor trick that permits better attention on pcs' answers and less command mistakes on alternate command processes, when you give the plus command put your **thumb** on your index finger. Hold it there until it is answered. When the minus command is given, put your **thumb** on the second fingertip until it is answered. This sets up a physical universe tally and keeps one from mucking up the command sequence without having to "hold it in mind." This permits better observation of the pc. (HCOB 1 Sept 60)

THUNK, *Slang*. thinkingness. (SH Spec 143, 6205C03)

TICK, 1. small jerk of needle, (meter read). (HCOB 29 Apr 69) **2**. a "tick" or a "stop" is not a read. Reads are small falls or falls or long falls or long fall blowdown (of TA). (HCOB 3 Dec 78)

TIGER, someone who has been repeatedly associated with goofed projects and operations and who actually has caused such to occur. He is a person who is continually out-ethics. He has failed to get ethics in on himself and he is in a group of people as a **tiger** would be dangerous. (FO 872) [This is the derogatory form of this term and when it is used by LRH is not always meant in the above sense.]

TIGER DRILL, 1. a drill where the coach can give different reads and different goals for the student auditor to work on, the only condition being that the goals selected be those which would be most unlikely on anyone's goals list. The goal used in this **drill** is: To be a tiger. (HCOB 1 Aug 62 II) **2.** the use of the word tiger was so that a null, unmeaningful word would be on the **drill** or not restimulate anyone. Later, because of the **drill, tiger=SP.** (LRH Def. Notes) **3.** that series of buttons which are capable of preventing a right goal or level from reading or making a wrong level read, combined in an appropriate exercise. (HCOB 7 Nov 62 III) **4. this drill** is used in Routine 2-12 to sort out the last three or four items left in on each nulling. In 3GAXX it is used on the last three or four items left in and on any goals list. (HCOB 29 Nov 62)

TIME, 1. time is basically a postulate that space and particles will persist. (The rate of their persistence is what we measure with clocks and the motion of heavenly bodies.) (PAB 86) **2. time** is actually a consideration but there is the experience of **time.** There is a distance, there is a velocity of particle travel—and the movement of that particle in relationship to its starting point and in relationship to its ending point, itself is the consideration of **time.** (5410CM13) **3.** exists in those things a thetan creates. It is a shift of particles, always making new space, always at an agreed-upon rate. (*Scn 0-8*, p. 249) **4.** simply a consideration, the considerations of **time** itself are me-

Time

chanically tracked by the alteration of the position of the particles in space. (PAB 46) **5.** a manifestation in space which is varied by objects. (*Scn 8-8008*, p. 14) **6.** an abstract manifestation which has no existence beyond the idea of **time** occasioned by objects, where an object may be either energy or matter. (*Scn 8-8008*, p. 26) **7. time** is the co-action of particles. You can't have action of particle at all unless you have space, and when you have a change in space then you have a different **time.** (PXL, p. 135) **8. time** is a consideration which brings about persistence. And the mechanic of bringing about that persistence is, by alteration. And so we have alter-is-ness taking place immediately after an as-is-ness is created, and so we get persistence. In other words, we have to change the location of a particle in space. (PXL, p. 114)

TIMELESSNESS, merely means something that endures across long spans of time. PDC 13)

TIME LIMITER, the auditor prefaces a question with a **time limiter** such as, "In this life-time . . ." "In auditing . . ." or whatever applies. (HCOB 3 Jul 62)

TIME SHIFT, 1. the auditor can take a preclear straight through an incident by announcing "It is one minute later, it is two minutes later. Three minutes have gone by," and so forth. The auditor does not have to wait for those minutes to elapse; he just announces them. The **time shift** is generally used when the auditor is trying to get the preclear ahead of an incident to make sure that he really has a beginning. (*DMSMH*, p. 224) **2.** the technique by which a preclear can be moved short or long distances on the track by specific announcement of the amount of **time** forward the preclear is to go or **time** backwards, or return or progression through intervals of **time.** (It is also useful to find out if the preclear is moving or which direction he is moving on the time track in order to discover the action some engram may be having upon him.) (*DMSMH*, p. 226)

TIME TAB, thoughts are filed by your concept of when they happened. As long as you know the **time tab** of any thought, it is yours completely. When you do not know the **time tab** of a thought, you no longer control it. (*HFP*, p. 111)

TIME TRACK, 1. the consecutive record of mental image pictures which accumulates through the preclear's life or lives. It is very exactly dated. (HCOB 23 Apr 69) **2.** the **time** span of the individual from beingness to present time on which lies the sequence of events of his total existence. (HCOB 9 Mar 60) **3.** the endless record, complete with fifty-two perceptions of the pc's entire past. The **time track** is a very accurate record of the pc's past, very accurately timed, very obedient to the auditor. If motion picture film were 3D, had fifty-two perceptions and could fully react upon the observer, the **time track** could be called a motion picture film. It is at least 350,000,000,000,000 years long, probably much longer, with a scene about every 1/25 of a second. (HCOB 15 May 63) **4.** consists of all the consecutive moments of "now" from the earliest moment of life of the organism to present time. Actually, the **track** is a multiple bundle of perceptics; and it might be said that there is a **time track** for each perceptic, all tracks running simultaneously. The **track** might also be considered as a system of filing recordings made of the environment and the organism, filed according to time received. All the perceptions of the environment and the organism during the entire lifetime, up to now, or present time, are recorded, faintly or deeply, upon the **time track.** (*SOS*, p. 102)

Time Track

- 319 -
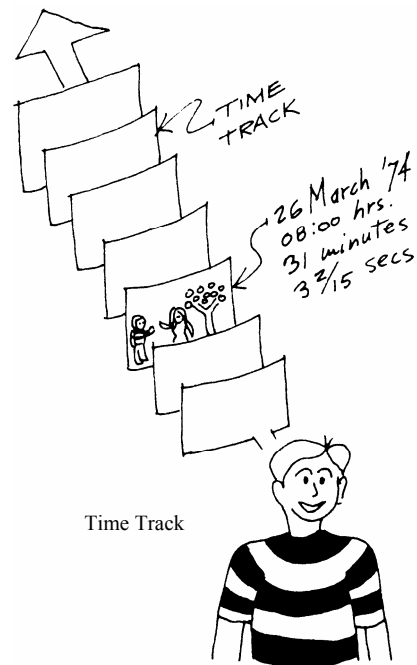
TIP, Technical Individual Program. This form of issue is originated so that personal **programs** may be issued for students and pcs and published. It is **individually** written for the student or pc. It is on green paper. (TIP 1 FAO, 20 Jun 71)

TOCKY, needle reaction—small RS. (HCOB 8 Jul 64 II)

TOKEN, 1. the term **token** is defined to embrace the objects and habits which an individual or society keeps by not knowing they are extensions of an ally. (*DMSMH*, p. 354) **2. the token** is a very special kind of restimulator. The **token** is any object, practice or mannerism which one or more allies used. By identity thought the ally is survival, anything the ally used or did is, therefore, survival. (*DMSMH*, p. 355)

TONE, 1. tones have to do with physics, they have to do with vibration, they have to do with corresponding vibrations in the physical sciences. It merely means a condition. (5904C08) **2.** sound quality; the difference between a jagged or ragged sound wave and a smooth sound wave as in a musical note. (*SA*, p. 85) **3.** the emotional condition of an engram or the general condition of an individual. (*DTOT* Gloss)

TONE 0 SOCIETY, a **society** governed by the mystery and superstition of some mystic body. (*DMSMH*, p. 405)

TONE 1 SOCIETY, a **society** managed and dictated to by the whims of one man or a few men. (*DMSMH*, p. 405)

TONE 2 SOCIETY, a **society** hindered by arbitrary restrictions and oppressive laws. (*DMSMH*, p. 405)

TONE 4 SOCIETY, a free **society,** working in complete cooperation toward common goals; any Golden Age is a **tone 4.** (*DMSMH*, p. 405)
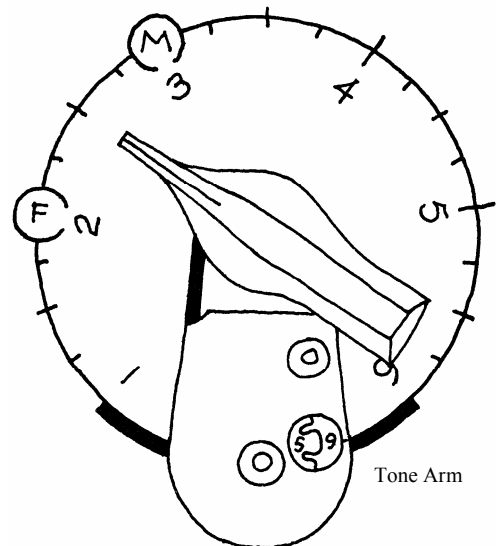
Tone Arm

TONE ARM, 1. meter control lever. (HCO PL 5 May 65) **2.** the measure of accumulation of charge. (Class VIII No. 6) **3.** registers density of mass (ridges, pictures, machines, circuits) in the mind of the preclear. This is actual mass, not imaginary, and can be weighed, measured by resistance etc. Therefore the **tone arm** registers state of case at any given time in processing. The **tone arm** also registers advance of case during processing by moving. (*EME*, p. 9) **4.** the **tone arm** reads at 5000 ohms female and 12,500 ohms male for the body. It reads the body. When a person is Clear the E-meter ceases to read. That tells you why a dead thetan reads at 2 or **3.** (SH Spec 1, 6105C07) **5.** the instrument which measures the adequacy of restimulation. That shows you that an adequate amount of charge is being restimulated in the session, and that it is being adequately dispelled on the itsa line. This shows you that the cycle of what's-it-itsa is in progress and the amount of restimulation is adequate to get auditing done. (SH Spec 295, 6308C15) *Abbr*. TA.

TONE ARM ACTION, is measured by divisions down per 2 1/2 hour session or per hour of auditing. **TA action** is not counted by up and down, only down is used. Usually the decimal system is used. (HCOB 25 Sept 63)

TONE ARM BLOWDOWN, a sudden downwards motion of the **tone arm.** (*EMD*, p. 27)

TONE ARM COUNTER, records the distance of downward movements traversed by the tone arm. It is recorded in numbers of divisions—from 4 to 3 would be one division. (*BIEM*, p.33)

TONE ARM MOTION, the amount of divisions, down, measured for a 2 1/2 hour session. (*EMD*, p. 25) See also TONE ARM ACTION.

TONE FOUR, 1. denotes a person who has achieved rationality and cheerfulness. (*DTOT*, p. 60) **2.** the emotional state of enthusiasm. (*DTOT*, p. 10) **3. tone** 4 indicates eager pursuit of activity, with complete freedom of choice for other activities as desired. (*NOTL*, p. 99)

TONE 40, 1. defined as "giving a command and just knowing that it will be executed despite any contrary appearances." Tone 40 is positive postulating. (PAB 133) **2.** a positive postulate with no counter-thought expected, anticipated or anything else; that is, total control. (PAB 152) **3.** an execution of intention. (HCOB 23 Aug 65) **4.** means unlimited space at will. (5707C25)

TONE 40 AUDITING, 1. positive, knowing, predictable control toward the preclear's willingness to be at cause concerning his body and his attention. (HCOB 3 Jul 59) **2.** control by direct **tone** 40 command. (HCOB 2 Apr 58)

TONE 40 BOOK AND BOTTLE, is not Opening Procedure by Duplication. You have to be ready to assume total control of the preclear to run **Tone 40 Book and Bottle.** The commands are the same, except that you never acknowledge anything but the execution of the auditing commands. (PAB 153)

TONE 40 COMMAND, intention without reservation. (HCOB 1 Dec 65)

TONE 40 8-C, a total accurate estimation of effort with no halts or jagged motions—that is, smooth. (PAB 152)

TONE SCALE, 1. we have a gradient **scale** from space to matter which starts at the arbitrary number of 40.0 for our purposes and goes down to 0.0 for the purposes of *Homo sapiens* and to —8.0 for the purposes of estimating a thetan. This gradient **scale** is called the **tone scale.** (*Scn 8-8008*, p. 20) **2.** the main gradient **scale** of Scn. One of the most important observations which led to the formulation of this **scale** was the change in emotional manifestation exhibited by a person who was being processed. The progress from painful emotions to pleasant emotions was so reliable and evident on indication of success, that it became the main measuring stick of the progress of a case. (*Abil 114A*) **3.** essentially an assignation of numerical value by which individuals can be numerically classified. It is not arbitrary but

will be found to approximate some actual governing law in nature. (*DTOT*, p. 59) **4.** under affinity we have the various emotional **tones** ranged from the highest to the lowest and these are, in part, serenity (the highest level), enthusiasm (as we proceeded downward towards the baser affinities), conservatism, boredom, antagonism, anger, covert hostility, fear, grief, apathy. This in Scn is called the **tone scale.** (*FOT*, p. 40) **5. a scale** which plots the descending spiral of life from full vitality and consciousness through half-vitality and half-consciousness down to death. (*SA*, p. 37) **6.** the range of emotion. The **tone scale** goes in harmonics of movement, and that is all. (5203CM04B) **7.** a study of varying degrees of ARC. (*Scn 0-8*, p. 162)

TOPECTOMY, operation which removes pieces of brain somewhat as an apple corer cores apples. (*DMSMH*, p. 193)

TOP OPPTERM, the final achievement of the goal. (SH Spec 329, 6312C12)

TOP TRIANGLE, it is the KRC **triangle.** The points are K for knowledge, R for responsibility and C for control. (HCO PL 18 Feb 72)

Top Triangle

**TOTAL FREEDOM,** would be existence without barriers. (SH Spec 20, 6106C26)

TOTAL KNOWINGNESS, the static has the capability of **total knowingness. Total knowingness** would consist of total ARC. (*Scn 0-8*, p. 16)

TOTAL POWER, occurs when an individual can selectively confront or not confront anything. (SH Spec 84, 6612C13)

TOUCH, the sense of **touch** is that communication channel which informs the central control system of the body whenever some portion of the body is in contact with the material universe, other organisms, or the organism itself. It has four subdivisions: pressure, friction, heat or cold and oiliness. An aberrated sense of **touch** is partially responsible for a dislike of food as well as impotency and antipathy for the sexual act. (*SA*, p. 90)

TOUCH ASSIST, 1. an assist which brings the patient's attention to injured or affected body areas. (HCOB 2 Apr 69) **2.** this is run on both sides of the body. It is run until the pain is gone, cog, F/N. It is run around the injury and especially below the injury; i.e. further from the head than the injury. Use a simple command like "Feel my finger. Thank you." (BTB 9 Oct 67R)

TOUGH CASE, the **tough case** (who is also the difficult student) is the sole reason one has an urge to alter a process. The poor TA type case or the "no change" response to routine processes. (HCO PL 5 Apr 65 II)
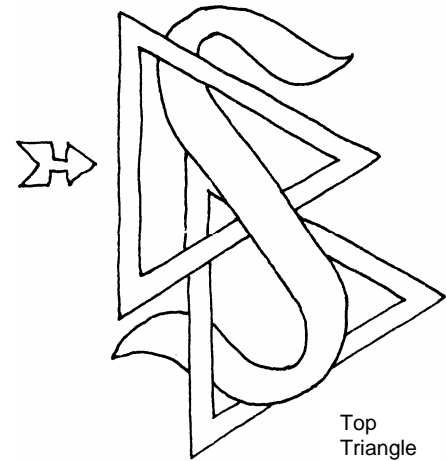
TR, training regimen or routine. Often referred to as a **training drill.** TRs are a precise **training** action putting a student through laid out practical steps gradient by gradient, to teach a student to apply with certainty what he has learned. (HCOB 19 Jun 71 III)

TR-0, a drill to train students to confront a preclear with auditing only or with nothing. The whole idea is to get the student able to be there comfortably in a position three feet in front of a preclear, to be there and not do anything else but be there. (HCOB 16 Aug 71 II)

TR-l, a drill to train the student to deliver a command newly and in a new unit of time to a preclear without flinching or trying to overwhelm or using a via. A phrase is picked out of the book Alice in Wonderland and read to the coach. It is repeated until the coach is satisfied it arrived where he is. **TR-l** is called "Dear Alice." (HCOB 16 Aug 71 II)

TR-2, a drill to teach students that an acknowledgement is a method of controlling preclear communication and that an acknowledgement is a full stop. (HCOB 16 Aug 71 II)

TR-2½ a drill to teach the student that a **half** acknowledgement is a method of encouraging a pc to communicate. (HCOB 16 Aug 71R II)

TR-3, a drill to teach a student to duplicate without variation an auditing question, each time newly, in its own unit of time, not as a blur with other questions, and to acknowledge it. It is to teach that one never asks a second question until he has received an answer to the one asked. (HCOB 16 Aug 71 II)

TR-4, a drill to teach the student not to be tongue-tied or startled or thrown off session by originations of the preclear and to maintain ARC with the preclear throughout an origination. (HCOB 16 Aug 71 II)

TR-5, 1. a drill called "Hand Mimicry," a drill to educate students that verbal commands are not entirely necessary. To make students physically telegraph an intention and to show the students the necessity of having preclear obey commands. (HCOB 11 Jun 57) **2.** first in auditing we have to get the pc to sit there and be willing to be audited. We have for this many processes. Best is **TR-5.** "You make that body sit in that chair." "Thank you." (HCOB 8 Apr 58, *Auditing the PC on Clear Procedure*)

TR-5N, 1. is ARC break handling. (HCOB 7 Dec 58) **2.** the commands are "What has anyone done wrong to you?" and "What have you done wrong to people?" and other ARC break questions. (HCOB 17 Dec 58 II) [Later revised to] **3.** to handle charge on the auditor, **TR-5N** should be run, if charge does not blow on a little two way comm. **TR-5N** is: "What have I done to you?" "What have you done to me?" (HCOB 25 Jan 61)

TR-6, called 8-C (body control) the first part of this drill is to accustom students to moving another body than their own without verbal communication. The second part is to accustom students to moving another body, by and while giving commands, only, and to accustom students to proper commands of 8-C. (HCOB 7 May 68)

TR-7, a drill to train a 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 and to bring about his willingness to handle other people. (HCOB 7 May 68)

TR-8, a drill to make students clearly achieve tone 40 commands. To clarify intentions as different from words. To start students on the road to handling objects and people with postulates and to obtain obedience not wholly based on spoken commands.(HCOB 7 May 68)

TR-9, a drill to make students able to maintain tone 40 under any stress or duress. (HCOB 7 May 68)

TR-10, for the case who cannot handle a PT problem with a process there is always locational (TR Ten). Many a person with a PT problem can only participate in a session to the extent of **TR Ten**, "You notice that object (wall, floor, chair, etc.)" (*SCP*, p. 8)

TR-101, the purpose of **TR-101** is to get the student able to give all R3R commands accurately in correct order without hesitation or having to think what the next command should be. (BTB 9 Oct 71R VII)

TR-102, a drill called "Auditing a Doll." Its purpose is to familiarize the student with the materials of auditing and coordinate and apply the commands and processes of Standard Dianetics in an auditing session. (BTB 9 Oct 71R VII)

TR-103, this drill is to give the student auditor total certainty on the R3R procedure, handling the meter and the admin at the same time. (BTB 20 May 70)

TR-104, this drill is to train the student auditor to deliver a standard session, with standard procedure, using standard commands, without session additives, and to train the student auditor to apply TRs 0-4 in the R3R procedure, here having a "real" pc, E-meter and admin handled with skill. (BTB 20 May 70)

TRACK, the time track—the endless record, complete with fifty-two perceptions of the pc's entire past. (HCOB 13 Apr 64, *Scn VI Part One Glossary of Terms*)

TRACTOR BEAM, 1. an energy flow which the thetan shortens. If one placed a flashlight beam upon a wall and then, by manipulating the **beam,** brought the wall closer to him by it, he would have the action of a **tractor beam. Tractor beams** are used to extract perceptions from a body by a thetan. (*Scn 8-8008*, p. 49) **2.** a method of contracting. The **tractor beam** contracts when energized. (PDC 8) **3.** a pulling wave. (Scn 8-80, p. 38) **4. in-tractors are tractors** put on the preclear by the environment. **Out-tractors are tractors** which the preclear puts on the environment. (5203CM04B)

TRACTOR RIDGE, that ridge formed by two **tractor** beams in conflict operating against each other. (*Scn 8-8008*, p. 49)

TRAINED SCIENTOLOGIST, someone with a special knowledge in the handling of life. (*Aud 75 UK*)

TRAINING, a formal activity imparting the philosophy or technology of Dn and Scn to an individual or group and culminates in the award of a grade or certificate. (*Aud 2 UK*)

TRAINING AND SERVICES BUREAU, that **bureau** on Flag, responsible for training, processing and other technical matters. (BTB 12 Apr 72R)

TRAINING PATTERN, 1. that stimulus-response mechanism resolved by the analytical mind to care for routine activity or emergency activity. It is held in the somatic mind and can be changed at will by the analytical mind. (*DMSMH*, p. 39)

TRAINING 13 HC, 1. this is a general understanding, answering the student or trainee's origin exercise, for use in stress analysis; a version of **"Training 13"** revised for HC from HCOB 11 Jun 57 Rev 12 May 72, *Training and CCH Processes*. (BTB 25 Jun 70R II)

TRANSFERENCE, 1. the patient flipped into another valence. (SH Spec 65, 6507C27) **2. the transference** of the patient into the valence of the practitioner. (*Cert*, Vol. 9, No. 7)

TRANSGRESSION, an action against a person or being or thing with which one has a moral code or an understanding or a co-action. (SH Spec 62, 6110C04)

TRANS-ORBITAL LEUCOTOMY, an operation which, while the patient is being electrically shocked, thrusts an ordinary dime store ice pick into each eye and reaches up to rip the analyzer apart. (*DMSMH*, p. 194)

TRANSPOSITION, that act of taking a person who is here and under influence, like hypnosis or something of this sort, and persuading him to be somewhere else, and then monitoring him somewhere else by addressing the body which is kept in a state of trance or drugs here. (PDC 24)

TRAP, 1. one is **trapped** by those things to which he will not grant havingness. A game condition demands that one denies havingness. Therefore games **trap. Traps** are part of games. That is all they are. (PAB 94) **2.** all a **trap** is, is being inside something, interiorized. (5410CM1OC) **3.** theta and mest interconnected too strongly are the components of a **trap.** Theta is mixed up with mest, mest is mixed up with theta. (*SCP*, p. 21)

TRAVELING RR, in listing the RR **travels** down the list. It comes from the goal charge. Therefore it can **travel.** (HCOB 18 Mar 63)

TREBLE ASSESS, (Expanded Dianetics term from tape 7203C30, *Expanded Dianetics*) The act of making up a list of things the pc wants handled from the pc or worksheets or health form, **assessing** it for the best reading item **(assessment** 1**)** then by laws of listing and nulling finding who or what would have that to a single BD F/N item **(assessment** 2) then

by laws of listing and nulling finding what intention the result of **assessment** 2 would have (**assessment** 3) and running the result with Dianetics. (LRH Def. Notes)

TRIO, CCH 8 "Look around the room and tell me what you could have", "Look around the room and tell me something you would permit to remain", "Look around the room and tell me what you could dispense with". Originally called the "Terrible Trio". (HCOB 11 Jun 57)

TRIPLE FLOWS, 1. a being has a minimum of **three flows.** By **"flow"** is meant a directional thought, energy or action. The **three flows** are inward to oneself, outward to another or others, and crossways, others to others. Example: **Flow 1**, to self, drinking. **Flow 2**, self to another or others, pc giving them drinks. **Flow 3**, others to others, people giving other people drinks. (HCOB 5 Oct 69) **2.** the **three** primary flows are outflow (self to another), inflow (another to self) and crossflow (another to another or others to others). (*Scn 0-8*, Gloss)

Triple Flows (Inflow)
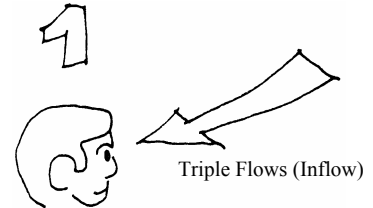
TRIPLE GRADES, 1. I had not discovered that lower grades were gone out of use and I let be published Triple Grades which seemed to condense all lower grades. The major process or major grade process is definitely not enough, to make a pc make a lower grade. (HCOB 30 Jun 70R) **2.** quickie lower grades also called **"Triple**
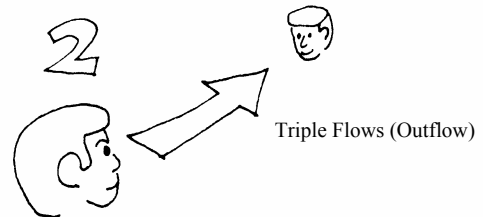
Triple Flows (Outflow)

Grades" means one F/N for each of three flows or three F/Ns per grade. There are not just three F/Ns per grade. There are dozens of F/Ns. (HCOB 30 Oct 71)

Triple Flows (Crossflow)
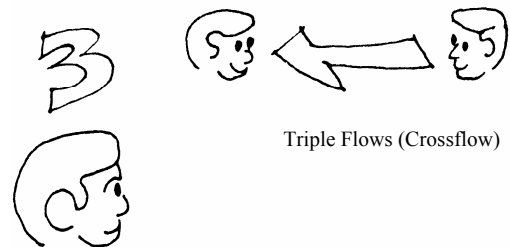
TRIPLES, items run **triple** flow. (HCOB 12 Oct 69)

TRIPPER, meaning somebody who has taken drugs. (HCOB 23 Sept 68)

TRs WENT OUT, is another way of saying he ceased to be with the pc. (Class VIII, No. 14)

TRUNCATED GPM, 1. one that is cut off at the top. (SH Spec 235, 6304C04) **2.** incomplete. (HCOB 28 Sept 63)

TRUTH, 1. truth is the exact consideration. **Truth** is the exact time, place, form and event. (PXL, p. 183) **2.** that which works. And that which works most broadly to that which it is applied. (PDC 19) **3.** by definition—is what is. (Class VIII, No. 4)

T/S, Tech Services. (HCOB 5 Mar 71)

TTC, Tech Training Corps. (BPL 13 Apr 75)

TVD, television demonstration. (HCOB 23 Aug 65)

TWC (2WC), two-way comm. (HCOB 17 Mar 74)

12,500 OHMS, the exact value for tone arm position 3 on the E-meter. **Ohms** is the term for the unit used in measuring electrical resistance on a line. (*EMD*, p. 16A)

TWENTY-TEN, that's **twenty** minutes of withholds pulled, and ten minutes of havingness. (SH Spec 97, 6201C09)

TWIN, the study partner with whom one is paired. Two students studying the same subject who are paired to checkout or help each other are said to be **"twinned."** (HCOB 19 Jun 71 III)

TWIN CHECKOUT, when two students are paired they **check** each other out. (HCOB 21 Sept 70)

TWO-VALUED LOGIC, see LOGIC.

TWO-WAY COMM, 1. the precise technology of a process used to clarify data with another for the other. It is not chatter. It is governed by the rules of auditing. It is used by supervisors to clear up blocks to a person's progress in study, on post, in life or in auditing. It is governed by the communication cycle as discovered in Scn. (HCOB 19 Jun 71 III) **2.** is an inquiry of the pc as to what is going on and an invitation to him to look at it, and that is all. (SH Spec 43, 6108C22) **3. a two-way** cycle of **communication** would work as follows: Joe, having originated a **communication,** and having completed it, may then wait for Bill to originate a **communication** to Joe, thus completing the remainder of the **two-way** cycle of **communication.** Thus we get the normal cycle of a **communication** between two terminals. (*Dn 55!*, p. 84) **4.** the cycle is Cause, Distance, Effect, with Effect then becoming Cause and **communicating** across a distance to the original Source, which is now Effect and this we call a **two-way communication.** (*Dn 55!*, p. 64) *Abbr.* 2WC or TWC.

TYPE THREE, see PTS TYPE THREE.

U

UC, Unification Congress. (HCOB 29 Sept 66)

UGLINESS, 1. a disharmony of wave motion, no matter how high the wave length, is ugliness. But **ugliness** is also a wave, a disharmony with the wave-length of beauty but very close to it. (Scn 8-80, p. 26) **2. ugliness** is a disharmony in wave discord with theta. (Scn 8-80, p. 26)

UNBURDENING, 1. as a basic is not at once available on any chain, one usually **unburdens** it by running later engrams, secondaries and locks. The act of **unburdening** would be digging off the top to get at the bottom as in moving sand. (HCOB 23 Apr 69) **2.** the technique of thoroughly bringing to view everything contained in an engram by scanning its locks. Alternate running of the engram and scanning its locks should bring about a maximal release of entheta. (*SOS*, Bk. 2, pp. 280-281)

UNCHANGING GRAPH, if a graph is unchanging there was a PTP. Present time problem is what keeps a **graph from changing.** (SH Spec 56, 6503C30)

UNCONSCIOUS, 1. any person who is unaware, to a great degree is **unconscious.** (HCOB 3 Jul 59) **2.** means a greater or lesser reduction of awareness on the part of "I." An attenuation of working power of the analytical mind. (*DMSMH*, p. 46)

UNCONSCIOUS, THE, reactively hidden pictures plus circuits plus machinery make up the totality of what Freud called **the unconscious.** (5810C29)

UNCONSCIOUS MIND, 1. the "unconscious mind" is the **mind** which is always conscious. So there is no unconscious mind, and there is no **unconsciousness.** (*EOS*, p. 39) **2.** the only **mind** which is always conscious. This submind is called the reactive **mind.** (*SOS*, p. xii) See REACTIVE MIND.

UNCONSCIOUSNESS, 1. an excess of randomity imposed by a counter-effort of sufficient force to cloud the awareness and direct function of the organism through the mind's control center. (*Scn 0-8*, p. 81) **2.** when the analytical mind is attenuated in greater or lesser degree. (*Scn 0-8*, p. 66) **3.** actually a manifestation of one's self-determinism being upset by a counter-effort. (5203CM08) **4.** a condition wherein the organism is discoordinated only in its analytical process and motor control direction. (*DTOT*, p. 25) **5.** is the intensification of unknowingness. (SH Spec 15X, 6106C15) **6.** a halfway end of cycle. (2ACC-8B, 5311CM24) **7. unconsciousness,** light or deep, is merely a slide in toward death. (HCL 11, 5203CM08)

UNCONTROLLED LISTING, the pc is permitted to **list** on and on with no stops or checks. (HCOB 24 Apr 63)

UNDERCUTS, runs on a lower case than. (*SCP*, p. 22)

UNDERLISTED LIST, more than one item RRs or RSes or everything on the **list** is alive. (SH Spec 255, 6304C04)

UNDER-RESTIMULATION, is just an auditor not putting the pc's attention on anything. (HCOB 1 Oct 63)

UNDERSHOOTING, to leave a cycle incomplete and go off to something else. (HCOB 26 Aug 70)

UNDERSTANDING, 1. understanding is composed of affinity, reality and communication. (SH Spec 79, 6609C01) **2.** knowingness could simply be a potential **understanding.** It could be an ability being carried forward, an action taking place; **understanding** is an action. **Understanding** is knowingness of life to a certain direction and object and thing or action. The **understanding** is knowingness in action. We break down this and we get affinity, reality and communication. (5411CM05) **3. understanding** is a sort of a total solvent, it's the universal solvent, it washes away everything. (SH Spec 79, 6609C01)

UNETHICAL CONDUCT, is actually the **conduct** of destruction and fear; lies are told because one is afraid of the consequences should one tell the truth; thus, the liar is inevitably a coward, the coward is inevitably a liar. (*SOS*, pp. 128-129)

UNHAPPINESS, unhappiness is only this: the inability to confront that which is. (*NSOL*, p. 25)

UNHAPPY PERSON, one whose acceptance levels are continually being violated. (UPC 13, 5406C)

UNINTENTIONAL WITHHOLD, he doesn't **intend to withhold** it but he finds himself in a position of doing so because nobody will listen. (SH Spec 63, 6110C05)

UNION STATION DESTROY, a process; "You invent a way of **destroying** that (indicated) person." This is run outside on people chosen at random. It is done to take over **destructive** automaticities. (HCOB 17 Mar 75, *HGC Clear Procedure Outline of February 6, AD8*)

UNIT FACSMILE, would be any consecutive related experience in motion and so forth. It would contain as many recordings or as many separate pictures as sight needs in order to produce motion, 75 to 125 pictures a second. This experience may have lasted for a week. (5112CM29B)

UNITS, in 1965 the Saint Hill Special Briefing Course was organized as follows. It was divided into four **units. Unit** A covering Level 0. Unit B covering Levels I and II. Unit C covering Levels III and IV. Unit D covering Level VI. (HCO PL 27 Feb 65)

UNIVERSE, 1. a universe is defined as a "whole system of created things." There could be and are, many **universes,** and there could be many kinds of **universes.** (*Scn 8-8008*, p. 27) **2.** is an effort to locate oneself. (SH Spec 51, 6109C07)

UNIVERSE OF THOUGHT, theta. (*NOTL*, p. 13)

UNIVERSE O/W, this consists of doing an E-meter assessment of the person on the four points (1) the thetan, (2) the mind, (3) the body and (4) the physical universe, taking the most different needle reaction from the rest and running what was found with *Overt-Withhold Straightwire*, Ex: "Recall something you have done to the physical universe," alternated with "Recall something you have withheld from the physical universe." (HCOB 5 Oct 59)

UNMOCK, 1. take down or destroy. (HCO PL 13 Jul 74 II) **2.** make nothing of. (HCOB 19 Jan 68)

UNMOTIVATED ACT, an overt act delivered in the absence of a **motivator.** (*Scn 0-8*, p. 156)

UNREALITY, 1. the consequence and apparency of the practice of not-isness. (Scn 0-8, p. 32) **2.** a substitute of an unknown for a known. (SH Spec 15X, 6106C15) **3. unreality** is not-is-ness, our effort trying to make something disappear, with energy. (PRO 15, 5408C20) **4. unreality** is force and invalidation. (SH Spec 294, 6308C14)

UNREDUCED FACSIMILE, it is a **facsimile** which still has the capability of absorbing your attention unit output. (5206CM24B)

UNUSUAL SOLUTIONS, 1. a phrase describing actions taken by an auditor or a case or auditing supervisor when he or she has not spotted the gross auditing error. The **"unusual solution"** seldom resolves any case because the data on which it is based (the observation or report) is incomplete or inaccurate. (HCOB 16 Nov 64) **2. an "unusual solution"** is one evolved to remedy an abuse of existing technology. (*ISE*, p. 46)

UNWILLING CAUSE, if he is afraid to be at effect, then he is **unwilling cause** and is at **cause** only because he is very afraid of being at effect. Having to be at **cause** because he doesn't dare be at effect. (*SCP*, p. 9)

UPC, Universe Process Congress. (HCOB 29 Sept 66)

UPPER INDOCTRINATION, training processes 6 to 9. The 18th ACC in Washington, July 8 to August 16, 1951, was taught in three units composed as follows: communication course, **upper indoctrination** course, CCH course. (HCOB 8 Jun 57)

UPPER LEVEL, is very simply defined as anything from Power on up. (ED 110R FLAG)

UP SCALE, there is a downward spiral on the tone **scale** and an upward spiral. These spirals are marked by decreasing or increasing awareness. To go **up scale** one must increase his power to observe with certainty. (*Scn 0-8*, p. 200)

URGES, drives, impulses. (IFR, p. 8)

V

VACUUM, 1. a vacuum is a supercold object which, if brought into contact with bank, drinks bank. Objects at 25°F or less have high electrical capacitance, low resistance. (PAB 106) **2.** a **vacuum** is a supercold object that attracts electronically into it, the whole track. (PAB 97)

VALENCE, 1. a valence is an identity complete with bank mass or mental image picture mass of somebody other than the identity selected by oneself. In other words, what we usually mean by **valence** is somebody else's identity assumed by a person unknowingly. (17ACC-10, 5703C10) **2. the valence** mechanism produces whole people for the preclear to be and will include habits and mannerisms which are not mentioned in engrams but are a result of the preclear's compulsion to copy certain people. (*SOS*, Bk. 2, p. 202) **3.** a **valence** is a false or true identity. The preclear has his own **valence.** Then there are available to him the **valences** of all persons who appear in his engrams. (*SOS*, p. 106) **4.** just an identity that is so dominant that it balls-up a whole section of the whole track. It takes a large section of the whole track and bundles it all up in a black ball and it's full of pictures. (SH Spec 105, 6201C25) **5. a valence** is a substitute for self taken on after the fact of lost confidence in self. (SH Spec 68, 6110C18) **6.** the combined package of a personality which one assumes as does an actor on a stage except in life one doesn't usually assume them knowingly. (5707C17) **7. a valence** is a commanded mimicry of another person or thing or imagined entity. These commands would be in engrams. The **valence** is not contained in a circuit. The **valence** and the circuit are two different things. The **valence** is a whole person, a whole thing, or a large number of persons or things. The circuit robs "I" of attention units. The **valence** transplants "I." It takes "I" and puts him somewhere else. (*NOTL*, p. 82) **8.** the personality of one of the dramatic personnel in an engram. (*DMSMH*, p. 81) **9.** the form and identity of the preclear or another, the beingness. (HCOB 23 Apr 69) **10. a valence** is a synthetic beingness, at best, or it is a beingness which the pc is not, but is pretending to be or thinks he is. That beingness could have been created for him by a duplication of an existing beingness, or a synthetic beingness built up by the descriptions of somebody else. (SH Spec 41, 6108C17) **11.** a facsimile personality made capable of force by the counter-effort of the moment or receipt into the plus or minus randomity of unconsciousness. **Valences** are assistive, compulsive or inhibitive to the organism. A control center is not a **valence.** (*Scn 0-8*, p. 86) **12.** there are many **valences** in everyone. By a **valence** is meant an actual or a shadow personality, one's own **valence** is his actual personality. (*SA*, p. 159) **13.** *valens* means "powerful" in Latin. It is a good term because it is the second half of ambivalent (power in two directions). It is a good term because it describes the intent of the organism when dramatizing an engram. **Multivalence** would mean "many powerfuls." It would embrace the phenomena of split personality, the strange differences of personality in people in one and then another situation. **Valence** in Dn means the personality of one of the dramatic personnel in an engram. (*DMSMH*, p. 80)

VALENCE BOUNCER, which prohibits an individual from going into some particular **valence.** (*SOS*, p. 182)

VALENCE CASE, the schizophrenic of psychiatry, the person who shifts from one identity to another, in Dn, we call a **valence case.** (*SOS*, p. 75)

VALENCE CLOSURE, you snap terminals and obsessively become the thing you have overts against. (SH Spec 53, 6109C13)

VALENCE DENYER, which may even deny that the person's own **valence** exists. (*SOS*, p. 182)

VALENCE GROUPER, which makes all **valences** into one **valence.** (*SOS*, p. 182)

VALENCE SHIFT, pc will cognite on having been out of **valence** and will return to his own valence. It's a cognition on beingness, not doingness or havingness. (BTB 26 Nov 71 III)

VALENCE SHIFTER, 1. a valence shifter is anything that indicates the person should be somebody else, with such a phrase a person is liable to **shift** instantly into another **valence.** (*NOTL*, p. 110) **2.** a phrase which causes the individual to **shift** into another identity. The phrase "you ought to be in his shoes" and the phrase "you're just like your mother" are **valence shifters,** which change the preclear from his own identity into the whole identity of another person. (*SOS*, p. 106) **3.** the phrase known as the **"valence shifter"** may force the person to be in any or every **valence** (grouper), or may force him to be barred out of a **valence** (bouncer) so that he cannot imitate some human being such as father, who may have had very good qualities well worth imitating. Typical **valence shifters** are such phrases as "you're just like your father," "I'll have to pretend I'm somebody else." (*SOS*, Bk. 2, p. 201) [This term has since been used to also denote the name of an auditing action.] **4.** a list process to handle "out of **valence.**" (HCOB 10 Sept 68)

VALENCE WALL, can actually exist in the individual to a point where he can be either one of two persons, himself and another person. In the very highly-charged case, in the case of the obvious psychotic, these **valence walls** are so well defined that the auditor can almost watch the person click from one **valence** to another. (*SOS*, p. 75)

VALIDATION EFFORT PROCESSING, this consists of discovering moments when the preclear is successfully approaching goals, when he is successfully exerting an **effort,** when his self-determined effort is winning. (5110CM01)

VALIDATION STRAIGHTWIRE, the theory of which was to **validate** all the good moments of the preclear's past by having him recall them. (*Abil SW*, p. 7)

VAMPIRE IDEA, the personality which absorbs the life and lives on the life of others. (PAB 8)

**VBIs, very bad indicators.** (BTB 6 Nov 72RA IV)

VEDA, 1. we find Scn's earliest certainly known ancestor in the **Veda. The Veda** is a study of the whereins and whereases and who made it and why. It is a religion. It should not be confused as anything else but a religion. And the word veda simply means: lookingness or knowingness. (PXL, p. 10) **2.** veda itself means simply knowingness or sacred lore and don't think that is otherwise than a synonym. Knowingness has always been considered sacred lore. (PXL, p. 12)

VERBATIM, 1. in the same words as the text. (HCO PL 4 Mar 71) **2.** word for word. (HCO PL 17 Mar 74 II)

VERY WELL DONE, 1. 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."** (HCOB 5 Mar 71) **2.** an auditor gets a **"very well done"** when the session by worksheet inspection, exam report inspection is: (1) F/N, VGIs at examiner, (2) the auditing is totally flubless and by the book, (3) the whole C/S ordered was done without departure and to the expected result. (HCOB 21 Aug 70)

VGIs, 1. abbreviation for **very good indicators.** It means **good indicators to a very** marked degree. Extremely **good indicators.** (BTB 12 Apr 72R) **2.** pc happy. (HCOB 20 Feb 70)

VIA, via means a relay point in a communication line. To talk via a body, to get energy via eating alike are communication byroutes. Enough vias make a stop. A stop is made out of vias. (*Scn 0-8*, p. 108)

Via
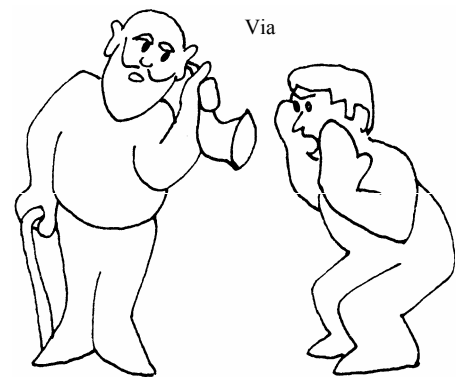
VICTIM, 1. a destroyed, or threatened with destruction receipt point. (lMACC-7, 5911C12) **2. a victim** is an unwilling and unknowing effect of life, matter, energy, space and time. (HCOB 3 Sept 59)

VIEWPOINT, 1. a point of awareness from which one can perceive. (PAB 2) **2.** that thing which an individual puts out remotely, to look through. A system of remote lookingness— we'll call it just remote **viewpoint.** That's a specialized kind of **viewpoint.** And the place from which the individual is himself looking, we'll call flatly a **viewpoint.** (2ACC-17A, 5312CM07) **3.** evaluation is the reactive mind's conception of **viewpoint.** The reactive mind does not perceive, it evaluates. To the analytical mind it may sometimes appear that the reactive mind has a **viewpoint.** The reactive mind does not have a **viewpoint,** it has an evaluation of **viewpoint.** Thus the **viewpoint** of the analytical mind is an actual point from which one perceives. Perception is done by sight, sound, smell, tactile, etc. The reactive mind's **'viewpoint'** is an opinion based on another opinion and upon a very small amount of observation, and that observation would be formed out of uncertainties. Thus the confusion of the word **viewpoint** itself. It can be a point from which one can be aware, which is its

analytical definition, and it can be somebody's ideas on a certain subject which is the reactive definition. (*Scn 0-8*, pp. 208-209)

VIEWPOINT PROCESSING, 1. this process seeks to resolve the problems set up by the evaluation of one being for another. It resolves in particular dependence upon people, objects, bodies and special systems of communication. **Viewpoint processing** resolves dependencies. (PAB 8) **2.** what we are trying to do here, then, is not to run out all the engrams in the bank but to release and free the **viewpoints** which are being resisted. (PAB 8)

VIEWPOINT STRAIGHTWIRE, 1. the formula of this process is: all the definitions and axioms, arrangements and scales of Scn should be used in such a way as to bring about a greater tolerance of such **viewpoints** on the part of the preclear. That means that any scale there is, any arrangement of fundamentals in thinkingness, beingness, could be so given in a **straightwire** process that it would bring about a higher state of tolerance on the part of the preclear. (PXL, p. 248) **2.** this process is to increase the preclear's ability to tolerate **views.** (*Scn 0-8*, p. 66)

VIRUS, matter and energy animated and motivated in space and time by theta. (Scn 0-8, p. 75)

VISIO, 1. recalling a scene by seeing it again is called in Dn **visio,** by which is meant visual recall. (*SOS*, p. 72) **2.** with visio we perceive light waves, which, as sight, are compared with experience and evaluated. (*SOS*, p. 59) **3.** the ability to see in facsimile form something one has seen earlier so that one sees it again in the same color, dimension scale, brightness and detail as it was originally viewed. (PXL, p. 230)

VISIO IMAGERY, when a person can recall things he has seen simply by seeing them again, in color, in his mind. (*Exp Jour, Winter-Spring, 1950*)

VISIO SEMANTIC, the recordings of words read. These are special parts of the sound and sight files. (*DMSMH*, p. 46)

VITAL INFORMATION RUNDOWN, simply stated I found that WHERE **VITAL IN-FORMATION** WAS NOT BEING RELAYED OR WAS HIDDEN OR WAS FALSIFIED, THE PEOPLE RESPONSIBLE WERE DRAMATIZING WITHHOLDS. The answer that fits all cases is a failure to relay **information**, brief, instruct, train or supervise stemming from a general past and current OVERT OF WITHHOLDING **VITAL INFORMATION.** It is not simple withholding **information.** It is (or once was) the intentional overt of withholding **VITAL information.** It would be a very long chain and would influence general conduct. This **RD** is very powerful. (HCOB 6 Oct 74R)

VITAMIN E, the apparent acting of this **vitamin** is to oxygenate the blood and inhibit the body from pulling in mental masses due to oxygen-energy starvation. (HCOB 27 Dec 65)

VITAMINS, vitamins are not drugs. They are nutrition. (*Aud 71 ASHO*)

V UNIT, 1. in 1962 a Saint Hill Special Briefing Course **unit** for co-auditing heavily supervised R2-10 or R2-12 directed toward results. There were no checksheets beyond course regulations. (HCO PL 8 Dec 62) **2.** the purpose of V **unit** is to: (1) get the student into some kind of shape to finish the SHSBC, (2) give the student a win as an auditor, (3) establish an auditing reality on Scn. (HCO PL 13 Feb 63)

W

WALKING OUT PROCESSES, type of **process** where the student takes his reclear out into some populated area. (PAB 70)

WANTS HANDLED, 1. the thing (somatic, intention, terminal, condition, doingness) the pc really **wants handled.** (HCOB 28 Mar 74) **2. a "wants** to get rid of" not a **"wants** to achieve." (HCOB 28 Mar 74)

WANTS HANDLED RUNDOWN, an Ex Dn **rundown.** The important points of the RD are to run it as a **"wants** to get rid of," not a **"wants** to achieve" and to complete each thing the pc **wants handled** before going on. **Handling** of each thing the pc **wants handled** is dictated by what the "thing" (somatic, intention, terminal, condition, doingness) is. (HCOB 28 Mar 74)

WAR, 1. a means of bringing about a more amenable frame of mind on the part of the enemy. (SH Spec 63, 6506C08) **2.** is the antipathies of organization. War is chaos. (SH Spec 131, 6204C03)

WASTE-HAVE, a person can't **have** something. You can have him **waste** it enough and he'll find out after a while, he'll say "Well, I can **have** it." (5702C26)

WATERLOO STATION, a process where, in a populated area (park, **railroad station,** etc.) you have the pc tell the auditor something he wouldn't mind not-knowing about persons, or the persons not-knowing about him which auditor spots for him. (PAB 69)

WAVE, a path of flow or a pattern of flow. (PDC 18)

WAVE-LENGTH, the relative distance from node to node in any flow of energy. In the mest universe **wave-length** is commonly measured by centimeters or meters. (*Scn 8-8008*, p. 18)

Wave-Length
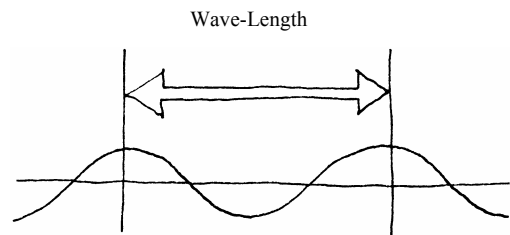
WC (-ER) (-D) (-NG), word clear (-er) (-ed) (-ing). (BPL 5 Nov 72RA)

WCCL, Word Clearing Correction List. (BTB 11 Aug 72RA)

WDAHs, well done auditing hours. (FBDL 279)

WELL DONE, 1. "well done" given by the C/S for a session means the pc had VGIs at the examiner immediately after the session. (HCOB 21 Aug 70) **2.** is only given to those where the session ran off like a clock exactly on standard tech. (Class VIII, No. 2)

WELL DONE AUDITING HOURS, 1. "well done auditing hours" is defined as number of auditing hours in the chair which are well done by C/S grading, with F/N, VGIs at end of session and examiner, to which can be added admin time up to and no higher than 10 per cent of the actual well done hours audited. (FO 3076) **2.** well done hours are defined as those hours given a well done by the C/S—the session having concluded on F/N VGIs and the pc having F/N VGIs at the examiner immediately after the session, and no gross technical outnesses in the session. (HCO PL 23 Nov 71 II)

WELL DONE BY EXAMS, 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."** (HCOB 5 Mar 71)

WFMH, World Federation of Mental Health. (*Aud 71 ASHO*)

WF-l, 1. why finding drill-one. (BTB 2 Sept 72R) **2. WF-2, why finding drill-two.** (BTB 2 Sept 72 II)

WH (W/H), withhold. (HCOB 23 Aug 65)

WHAT QUESTION, the formulation of the what question is done as follows: the pc gives an overt in response to the zero question which does not clean the needle of the instant read on the zero. The auditor uses that overt to formulate his **what question.** Let us say the zero was "Have you ever stolen anything?" The pc says "I have stolen a car." Testing the zero on the meter, the auditor says "I will check that on the meter: Have you ever stolen anything?" (He mentions nothing about cars, Heaven forbid!) If he still gets a read, the auditor says "I will formulate a broader question," and says, to the meter, "What about stealing cars? What about stealing vehicles? What about stealing other people's property?" the auditor gets the same zero question read on "What about stealing other people's property?" So he writes this down on his report. Now as he has his **question,** the auditor sits up, looks at the pc and says, meaning it to be answered (but without accusation) "What about stealing other people's property?" (HCOB 24 Jun 62 *Prepchecking*)

WHAT'S IT, v. a coined word, coming from the phrase, **"What is it?"** It basically means to ask a question. However, it has come to mean "to dwell on problems, confusions or uncertainties rather than to resolve them."—n. **1.** an unanswered question; a puzzlement about something. (*Scn AD*) **2.** the rise of the TA is a **"What's it?"** The pc's groping **(what's it).** The pc says **"What's it?"** The auditor must begin to ask occasionally "Well, **what's it** seem to you?" And the pc will find his own "It's a . . ." and the TA will fall. (HCOB 4 Aug 63)

WHAT'S-IT LINE, 1. is from the auditor to the pc. And the auditor is saying **what's it.** (SH Spec 291, 6308C06) **2.** it's called **what's it** because those exact words raise the tone arm and the itsa line is called itsa because those exact words lower the TA. (SH Spec 294, 6308C14)

WHAT TO AUDIT, a book now called *A History of Man* and is a fragmentary account of the GE line. (PDC 9)

WHITE FLOW, a white flow is a moving **flow** and a black area is a stopped flow. And a black area is stopped because there's a **white flow** around there somewhere ready to run. (5207CM24B)

WHITE FORM, PC Assessment Form (HCOB 23 Aug 71)

WHOLE TRACK, the whole track is the moment to moment record of a person's existence in this universe in picture and impression form. (HCOB 9 Feb 66)

"WHY", 1. that basic outness found which will lead to a recovery of statistics. (HCO PL 13 Oct 70) **2.** the real reason found by the investigation. (HCO PL 29 Feb 72 II)

WIDE OPEN CASE, 1. a case that has pictures and everything and is impatient to get on with it but does not markedly alter the bank with thinking alone. (*SCP*, p. 9) **2.** is possessed of full perception except somatic, which is probably light even to the point of anesthesia. **Wide open** does not refer to a high tone individual but to one below **2.**5 who should be easy to work but is often inaccessible and who finds it difficult to regain a somatic but simple to regain perception. (AP&A, p. 40) **3.** your **wide open case** is somebody who has had all of his past shut off from him and is living in a demon circuit. That's all that's left of him is a demon circuit. (5206CM24F) **4.** a tremendously heavily charged track brings the individual into a psychotic level. The inability of the mind to occlude and encyst charge gives us the strange picture of an individual who can move on the track and who can run through engrams and who has sonic and visio but who is psychotic. (*SOS*, p. 109)

WIDE ROCK SLAM, a quarter of a dial **rock slam** to a full dial **rock slam.** (HCOB 12 Sept 62)

WILDCAT, meaning springing up anywhere. (HCO PL 5 Oct 69)

WILLPOWER, in this mest universe it consists of the relative ability to impose time and space on energy or matter. That's **willpower** and that's self-determinism, and that is controlling people and people controlling you. (5209CM04B)

WIN, intending to do something and doing it or intending not to do something and not doing it. (SH Spec 278, 6306C25)

WINNING VALENCE, 1. is a synthetic **valence.** It is not actually the personality of the person who won. It is the individual's mock-up of that person which is diminished, or augmented by other people's opinions and by one's own postulates. (PAB 83) **2.** in the case of the woman beaten by her husband, the engram contains just two **valences. Who won?** The husband. Therefore it is the husband who will be dramatized. She didn't win, she got hurt. When restimulators are present, the thing to do is to be the **winner,** the husband, to talk like him, to say what he did. Hence, when the woman is restimulated into this engram by some action she dramatizes the **winning valence.** (*DMSMH*, p. 81) **3. the valence** of greatest determinism. (*Scn 0-8*, p. 99)

WINS, if a pc is getting **wins** then the pc gets more able, earns more or finds more wherewithal, and accomplishes more in a given period of time, leaving more time to use for auditing and the minor upsets or discomforts which accompany even the smoothest auditing are disregarded. (*BCR*, p. 17)

WITH A SESSION, is defined as "interested in own case and willing to talk to the auditor." (HCOB 19 Aug 63)

WITHDRAWAL SYMPTOMS, the most wretched part of coming off hard drugs is the reaction called **withdrawal symptoms.** People go into convulsions. These are so severe that the addict becomes very afraid of them and so remains on drugs. The reaction can produce death. The theory is that withdrawal symptoms are muscular spasms. (HCOB 5 Nov 74)

WITHHELD COGNITION, see CUT COGNITION.

WITHHOLD, 1. a withhold is an unspoken, unannounced transgression against a moral code by which the person was bound. (SH Spec 62, 6110C04) **2.** the unwillingness of the pc to talk to the auditor or tell him something. (SH Spec 108, 6202C01) **3.** a **withhold** is something that a person believes that if it is revealed it will endanger their self-preservation. (SH Spec 113, 6202C20) **4.** when the person should be reaching and is withdrawing that's a **withhold.** (SH Spec 98, 6201C10) **5.** a **withhold is a withhold** if it is a violation of the mores the pc has subscribed to and knows about. (SH Spec 75, 6111C02) **6.** a **withhold** is something the pc did that he isn't talking about. (SH Spec 206, 6211C01) **7.** a **withhold** is what the pc is **withholding** and it does not have to include what the pc considers is a **withhold.** (SH Spec 98, 6201C10) **8.** it is restraining self from communicating. (SH Spec 98, 6201C10) **9.** is always the manifestation which comes after an overt. Any **withhold** comes after an overt. (SH Spec 181, 6208C07)

WITHHOLD OF OMISSION, he should be reaching and he is not and that's just a **withhold of omission.** (SH Spec 98, 6201C10)

WITHHOLDS LONG DURATION, are spotted by a nattery, critical or hostile sort of life. The case would be anywhere from 2.2 on down to 1.0 on the tone scale. (LRH Def. Notes)

WITHHOLD SYSTEM, I have finally reduced clearing **withholds** to a rote formula which contains all the basic elements necessary to obtain a high case gain without missing any **withholds.** The **system** has five parts: (0) the difficulty being handled, (1) what the **withhold** is, (2) when the **withhold** occurred, (3) all of the **withhold,** (4) who should have known about it. (HCOB 12 Feb 62)

WITHHOLDY CASE, routinely ARC breaking and having to be patched up, commonly blows, has to have lots of hand-holding. (HCO PL 5 Apr 65 II)

WITHHOLDY PC, a pc who seems to have a lot of ARC breaks, the **pc is a withholdy pc** not an ARC breaky pc. Any auditor miss causes a pc blowup. If you call such a case that

ARC breaks a lot a **"withholdy pc** that ARC breaks a lot" then you can solve the case, for all you have to do is work on **withholds.** (HCOB 4 Apr 65)

WITH SCIENTOLOGY, "interested in subject and getting it used." (HCOB 19 Aug 63)

WOG, 1. worthy Oriental gentleman. This means a common ordinary run-of the-mill garden-variety humanoid. (SH Spec 82, 6611C29) **2.** a wog is somebody who isn't even trying. (SH Spec 73, 6608C02)

WOOF AND WARP, (rug terms; weaving). [Consult your regular dictionary for full description.] (SH Spec 46, 6411C10)

WORD, 1. a symbolic sound code of the physical universe in action or in static and refers to nothing more than a condition or lack of condition of being of the physical universe. **Words** are all physical universe because they are designed to go on a physical universe system. (5203CM07A) **2.** a word is a whole package of thought. (PRO 14, 5408C20) **3. words** are only symbols which represent actions. (*SA*, p. 63) **4. words** are sounds in syllabic form delivered with a definite timbre, pitch, and volume or sight recognition in each case. **Words** are a highly specialized form of audio-perceptics. The quality of the sound in uttering the word is nearly as important as the word itself. The written word belongs in part to visio-perceptics. (*DTOT*, p. 38)

WORD CLEARER, one who is qualified in and uses the technology of **word clearing.** (BTB 12 Apr 72R)

WORD CLEARING (W/C), a technique for locating and handling **(clearing)** misunderstood **words.** There are nine methods of **word clearing.** (BTB 12 Apr 72R)

WORD CLEARING CORRECTION LIST (WCCL), used to handle any upsets or high or low TA occurring during or shortly after **word clearing.** Assessed M5. EP is all reading items handled to F/N and pc again running well. (BTB 11 Aug 72RA)

WORD CLEARING METHOD ONE, 1. by meter in session. A full assessment of many, many subjects is done. The auditor then takes each reading subject and **clears** the chain back to earlier **words** and or **words** in earlier subjects until he gets an F/N. (HCOB 24 Jun 71) **2.** assess, take the reading items from the best read on down and with E/S pull each one to F/N. Get each word you find to F/N. There can be many F/Ns per subject. End off with a win on the subject. (HCOB 30 Jun 71RB II) **3.** the action taken to clean up all misunderstoods in every subject one has studied. It is done by a **word clearing** auditor. The result of a properly done **Method One word clearing** is the recovery of one's education. (*Aud 87 ASHO*) *Abbr.* M1.

WORD CLEARING METHOD 2, 1. by meter in classroom. The earlier passage is read by the student while on a meter and the misunderstood **word** is found. Then it is fully defined by dictionary. The **word** is then used several times in sentences of the student's own verbal composing. The misunderstood area is then reread until understood. (HCOB 24 Jun 71) **2.**

(M2) means **word clearing Method 2.** A method of locating and handling misunderstood **words**, using a meter, in which the student reads aloud from written materials and each reading **word cleared**. (BTB 12 Apr 72R) **3.** Method 2 is done with the pc reading the materials aloud and each reading word is taken to F/N before re-reading the relevant section and proceeding. (BTB 10 Oct 71R) *Abbr*.M2.

WORD CLEARING METHOD 3, 1. verbal in classroom. The student says he does not understand something. The supervisor has him look earlier in the text for a misunderstood word, gets the student to look it up, use it verbally several times in sentences of his own composition, then read the text that contained it. Then come forward in the text to the area of the subject he did not understand. (HCOB 24 Jun 71) **2.** a method of word clearing used in the classroom where the misunderstood word is located and handled without the use of a meter. In the study materials M3 means only word clearing Method **3.** (BTB 12 Apr 72R) *Abbr*. M3.

WORD CLEARING METHOD 4, 1. Method 4 fishes for the misunderstood word, finds it, clears it to F/N, looks for another in the area until there are no more with an F/N VGIs. Then moves to another area, handles that, eventually all misunderstoods that resulted in the cramming order or non-F/N student are handled. (HCOB 22 Feb 72RA) **2.** a method of word clearing in which a meter is used to rapidly locate any misunderstoods in a subject or section of materials. It is used in the classroom by the course supervisor. (BTB 12 Apr 72R) *Abbr*. M4.

WORD CLEARING METHOD 5, a system wherein the word clearer feeds words to the person and has him define each. It is called material clearing. Those the person cannot define must be looked up. This method is the method used to clear words or auditing commands or auditing lists. (HCOB 21 Jun 72 I) *Abbr*. M5

WORD CLEARING METHOD 6, is called key word clearing. It is used on posts and specific subjects. The word clearer makes a list of key (or most important) words relating to the person's duties or post or the new subject. The word clearer without showing the person the definitions, asks him to define each word. The word clearer checks the definition on his list for general correctness. Any slow or hesitancy or misdefinition is met with having the person look the word up. (HCOB 21 Jun 72 II) *Abbr*. M6.

WORD CLEARING METHOD 7, whenever one is working with children or foreign-language persons or semi-literates Method 7 Reading Aloud is used. The procedure is have him read aloud. Note each omission or word change or hesitation or frown as he reads and take it up at once. Correct it by looking it up for him or explaining it to him. (HCOB 21 Jun 72 III) *Abbr*. M7.

WORD CLEARING METHOD 8, is an action used in the Primary Rundown where one is studying study tech or where one is seeking a full grasp of a subject. Its end product is superliteracy. Usually an alphabetical list of every word or term in the text of a paper, a chapter or a recorded tape is available or provided. The person looks up each word on the alpha-

betical list and uses each in sentences until he has the meaning conceptually. (HCOB 21 Jun 72 IV) *Abbr*. M8.

WORD CLEARING METHOD 9, the procedure is: (1) student or staff member reads the text out loud. He is not on the meter. (2) the word clearer has a copy of the text and reads along with the student silently. (3) if the student leaves out a word or stumbles or exhibits any physical or verbal manifestation while reading the text, the word clearer immediately asks for the misunderstood word or term and gets the meanings cleared with a dictionary and put into sentences until the word is understood and VGIs are present. (BTB 30 Jan 73RA II) *Abbr*. M9.

WORD LIST, is simply a **list of words** taken from a body of data. A **word list** can be made for a tape lecture, a mimeo issue, a chapter of a book, etc. The **word list** contains all the **words listed** in alphabetical order. (BTB 6 Jan 74 III)

WORK, 1. work, in essence, is simply the handling of effort, the use of effort. (2ACC-30B, 5312CM21) **2.** is admission of inability to play. (PDC 39) **3.** play should be called **"work** without purpose." It could also be called "activity without purpose." That would make **work** be defined as "activity with purpose." (*POW*, p. 32)

WORKABILITY, the capability of starting, changing and stopping. And the degree of capability of starting, changing and stopping would demonstrate for this universe, **workability.** (PDC 19)

WORKSHEETS, a **worksheet** is supposed to be the complete running record of the session from beginning to end. (HCOB 7 May 69 VI) *Abbr*. W/S.

WORRIED, means he is unable to unbalance the balance between yes and no. (PDC 15)

WORRY, 1. that's "Was it yes?" "Was it no?" "Was it yes?" "Was it no?" (5112CM30B) **2.** contradictory engram commands which cannot be computed. (*DMSMH*, p. 210)

WORSENED GRAPH, if the pc's **graph worsens,** the only thing that can **worsen** a pc in auditing, so that his **graph worsens,** markedly in processing is an ARC break. (SH Spec 56, 6503C30)

WRAPPED AROUND A TELEGRAPH POLE, *Slang*. the pc who has been so poorly audited that "auditing" has created a charged up condition on the case or the individual is so restimulated in his environment that the same condition occurs. In both cases the charge which has been restimulated causes the person to get **wrapped** up in his case resulting in severe upset and dispersal. Taken from U.S. West where a tangled up man in a confused condition was likened to a person, horse or cow who had run into a **telegraph pole** and gotten **wrapped around** it. It infers the situation or person needs to be untangled and straightened out. (LRH Def. Notes)

WRONG, that which was minimal survival for the minimal number, for the maximal number of dynamics, whichever way you want to look at it, was **wrong.** (PDC 15)

WRONGNESS, always miscalculation of effort. (*Scn 0-8*, p. 74)

WRONG SOURCE, in the R2-12 steps opposing a wrong item. (HCOB 3 Jan 63)

WRONG WAY, in Routine 2, listing the **wrong way** (using the **wrong** question) you get an endless list that never completes and won't null. You have only two list questions to use in opposing a reliable item. These are "Who or what would oppose a . . . ?" and "Who or what would a . . . oppose?" For every reliable item there is only one of the above that is right. The other is **wrong.** If it happens that you start listing the **wrong way** this is because you failed to find out correctly if the RI you were about to list an opposition list to was a terminal (pain) or an opposition terminal (sensation). The pc said he had sensation but actually felt pain. (HCOB 3 Jan 63)

WRONG WAY OPPOSE, in Routine 2 listing having the wording reversed such as "Who or what would oppose a catfish?" As different from "Who or what would a catfish **oppose?" A wrong way oppose** list is of course "wrong source" as one is using "catfish" as a terminal instead of "catfish" as an oppterm or vice versa. (HCOB 3 Jan 63)

WRONG WHY, the incorrectly identified outness which when applied does not lead to recovery. (HCO PL 13 Oct 70 II)

W/S, worksheet. (BTB 6 Nov 72R VII)

W.S.U., withdrawal, stop, unmock. (Class VIII, No. 19)

W UNIT, in 1962 a Saint Hill Special Briefing Course **unit** specializing in the theory of the usual beginning course fundamentals but only GF Model Session, including mid ruds, big mid ruds, and meter, TRs, havingness, and CCHs. Practical included TRs, meter, GF Model Session only, CCHs and assist. (HCO PL 8 Dec 62)

WW, world wide. (HCO PL 4 Mar 65)

W/W WOULD, who or what would. (HCOB 23 Nov 62)

X

X, 1. it doesn't mean this didn't RS, it doesn't mean this didn't RR, it means this does not produce any reaction of any kind on the meter. (SH Spec 255, 6304C04) **2.** didn't read. (HCOB 29 Apr 69) **3.** experimental. (SH Spec 235, 6302C07)

X1, code number of a process. (BTB 20 Aug 71R II)

X2, code number of a process. (BTB 20 Aug 71R II)

X UNIT, in 1962 a Saint Hill Special Briefing Course **unit with** theory covering everything relative to R2-12, data on mid ruds, tiger drilling and big tiger. Practical was all R2-12 practical, any drills omitted in W unit, tiger drilling and big tiger. (HCO PL 8 Dec 62)

Y

YELLOW SHEET, a sheet detailing each correction list or set of commands which have been word cleared. It also lists the pc's current havingness process and the type of cans the pc uses. (BTB 3 Nov 72R)

YELLOW TAB, a C/S must put a **yellow tab** marked PTS on a PTS pc folder that stays on until the person is no longer PTS. (HCOB 17 Apr 72)

Y UNIT, in 1962 a Saint Hill Special Briefing Course **unit** with theory covering everything relative to finding goals and clearing; 3GAXX, Routine 3-21 and HCOBs on wrong goals. Practical—all clearing practical, free needle etc. (HCO PL 8 Dec 62)

Z

ZERO, the proper and correct definition of zero would be: "something which had no mass, which had no wave-length, which had no location in space, which had no position or relationship in time. Something without mass, meaning or mobility. (*Dn 55!* p. 28)

ZERO, zero on the tone scale is equivalent to death. An individual with a zero tone would be dead. (*DTOT*, p. 59)

ZERO "written (**O**)", denotes an item which simply has the requirement of you reading, understanding and attesting in the space opposite the item, on the checksheet. Your initials in the space provided indicate that you have read, understood and can apply the data concerned. (HCO PL 13 Apr 71)

ZERO A & ZERO B QUESTIONS, prepchecking. When you obtain a generality early on after the **zero question,** you make it a **zero A**. One asks the **zero A**, "Have you ever disconcerted your mother?" The needle reacts. The auditor fishes around for a specific other incident. Finally gets, "I used to lie to her." So the auditor writes a **zero B**, "Have you ever lied to your mother?" And then nags away at the pc until a specific time is recovered. When the **zero B** is clean, ask the **zero A**. (HCOB 21 Mar 62)

ZERO QUESTION, in prepchecking (prepclearing) one uses the whole subject to be cleared as the **zero question.** (HCOB 1 Mar 62) See SEC CHECK FORMS, these are **zero questions.** (HCOB 24 Jun 62)

ZERO RATE, material which is only checked out on the basis of general understanding. (HCOB 21 Sept 70)

ZERO RATING (O-RATING), 1. passed by proof of having read or listened to the material (such as notes or a general verbal statement of the subject which assures the theory examiner that the material has been covered). (HCO PL 15 Mar 63) **2.** read and listen to the data and understanding of. (HCO PL 26 Jan 72 V)

ZOMBIE, an electric shock or neuro-surgical case. (*DMSMH*, p. 286)

Z UNIT, in 1962 a Saint Hill Special Briefing Course **unit** with theory covering additional clearing data, form of the course and Scn plans. Practical was a review of drills and TRs. (HCO PL 8 Dec 62)

Abbreviations

The following comprise the abbreviations that are used in the reference summary and appear at the end of each word defined in the dictionary:

AAR, *All About Radiation*

Abil, *Ability Magazine*

Abil Ma, *Ability Major Magazine*

Abil Mi, *Ability Minor Magazine*

Abil SW, *Ability Straightwire*

ACC, Advanced Clinical Course

ACSA, South African Anatomy Congress

AHD, *American Heritage Dictionary*

AHMC, *Anatomy of the Human Mind Congress*

A&L, *Axioms and Logics*

AP&A, *Advanced Procedures and Axioms*

ASHO, Advanced Saint Hill Organization

ASMC, Anatomy of the Spirit of Man Congress

AUD, *Auditor Magazine*

AUD ASHO, *Auditor Magazine Saint Hill Organization*

AUDC, Auditors Conference

AUD DK, Auditors *Magazine Denmark*

Audit, auditing

Aud Spec Iss, *Auditor Magazine Special Issue*

C, Copy, (tape)

C&A, Certificates and Awards

CDN, *Child Dianetics*

Cert, *Certainty Magazine*

CFC, *Ceremonies of the Founding Church*

CG&AC, The Classification Gradation and Awareness Chart

Cl.*,* Class

Class VIII No. _____, Class VIII tape number_____

CM, Copy Master (tape)

CMSCS, Control and the mechanics of Start Change Stop

COHA, *The Creation of Human Ability*

Confid, Confidential

DAB Vol. II, Dianetic Auditors Bulletin, Volume II

DASF, Dianometry Astounding Science Fiction

Dec Conf, December Conference Lectures

Def, Definition

DMSMH, *Dianetics: The Modern Science of Mental Health*

Dn 55!, *Dianetics 55!*

Dn Today, *Dianetics Today*

DPB, *The Basic Dianetic Picture Book*

DTOT, *Dianetics: The Original Thesis*

ED Flag, Executive Directive Flag

EMD, *The Book of E-Meter Drills*

EME, *E-Meter Essentials*

AU UK, *Auditor Magazine United Kingdom*

B&C, *Background and Ceremonies of the Founding Church*

BCR, *Book of Case Remedies*

BIEM, *The Book introducing the E-Meter*

BPL, Board Policy Letter

BTB, Board technical Bulletin
EOS, *Dianetics: The Evolution of a Science*

ESTO 3, Establishment Officer Tape Three

Exp Jour, *The Explorers Journal*

FAO, Flag Administration Organization

FBDL, Flag Bureaux Data Letter

FC, Freedom Congress

FO, Flag Order

FOT, *The Fundamentals of Thought*

FSO, Flag Ship Order

GAH, *Scientology Group Auditors Handbook*

GL, Glossary

Gloss, Glossary

HCL, Hubbard College Lectures

HCOB, Hubbard Communication Office Bulletin

HTLTAE, *How to live though an Executive*

IFR, *Information for Releases*

ISE, *Introduction to Scientology Ethics*

Iss, Issue or Issued

LACC, London Advanced Clinical Course

LPLS, London Public Lecture Series

LRH Def. Notes, L. Ron Hubbard Definition Notes

LRH ED Int, L. Ron Hubbard Executive Directive International

Mimeo, Mimeograph or Mimeograph Issues

MIT, *Mission into Time*

No., number

NOTL, *Notes on the Lectures*

NOSL, *Scientology: A New Slant on Life*

Oct Ser, October Series

OODs, Orders of the Day of the Flagship Apollo

Op Bull, Operational Bulletin

OS, Organizational Series

PAB, Professional Auditors Bulletin

PDC, Philadelphia Doctorate Course

PIP, Printed Intensive Procedure Lectures

PLS, Public Lecture Series

POW, *Problems of Work*

PRD Gloss, *Special Primary Rundown Glossary*

PRO, Professional Course

PXL, *The Phoenix Lectures*

Reiss, Reissued

Rev, Revised

Ron's Jour 68, Ron's Journal 1968 (tape)

HCO Info Ltr, Hubbard Communication
  Office Information Letter

HCOPL, Hubbard Communication
  Office Policy Letter

HCOTB, Hubbard Communication Office
  Technical Bulletin

HCOTRB, Hubbard Communication
          Office Training Bulletin

HEV, Human Evaluation Course

HFP, *Handbook for Preclears*

HOA, *Hymn of Asia*

HOM, *History of Man*

HPC, Hubbard Professional Course
 Lectures

HPC A6, Hubbard Professional Course
  August 1956

HYLBTL?, Have you lived before
 this Life

SA, *Self Analysis*

SC, Success Congress

Scn Ad, *Scientology Abridged Dictionary*

Scn 0-8, *Scientology 0-8*

Scn 8-80, *Scientology 8-80*

Scn 8-8008, *Scientology 8-8008*

Scn Jour, *Journal of Scientology*

SCP, *Scientology Clear Procedure*

SH ACC, Saint Hill Advanced Clinical Course

SHPA, Special Hubbard Professional Auditor's Course

SH Spec, Saint Hill Special

SH TVD, Saint Hill Television Demonstration

SLP, Six levels of Processing

SMC, State of Man Congress

SO, Sea Organization

SOED INT, Sea Organization Executive Directive International

SOS, *Science of Survival*

SPB, *The Basic Scientology Picture Book*

Spec Lect, Special Lecture

Spr Lect, London Spring Lectures

STCR, *Scientology Twentieth Century Religion*

STP, Standard Procedure Lectures

Sup, Supplement or Supplementary Lecture

T 80, Technique 80 Lectures

T 88, Technique 88 Lectures

TIP, Technical Individual Program

TVD, Television Demonstration

UPC, Universe Process Congress

U.S., United States

Vol., Volume

WW, Worldwide

**XDN No. 1**, Expanded Dianetics Tape Number One

I, II, II, Issue 1, 2 or 3, etc.

User Guide

All references in this pack were handscripted and re-typeset for Legal/Letter-sized media from original LRH source materials, adhering to the original layout format as closely as possible.

This e-book is the fastest way any complete document-based Scientology course has ever been navigated. What can take minutes to find in books, packs and dictionaries, this e-book can access in seconds. And just like web-pages, they are hyperlinked. You can access anything by either navigating through the bookmarks and/or clicking on the links on various pages.

1. Setting up your Adobe Acrobat Reader
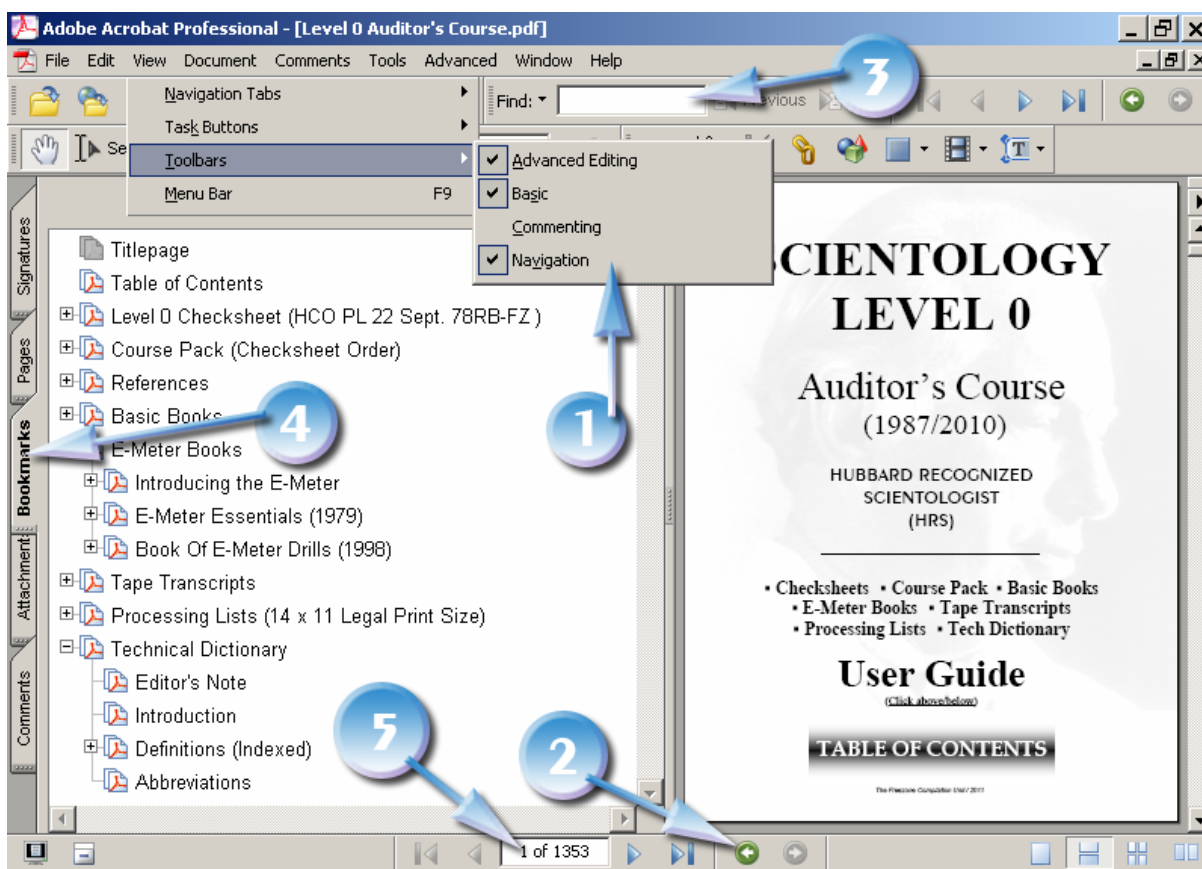
1. In order to efficiently navigate this course, as shown in picture above, go to the < **View** > Menu, down to ---> "**Toolbars**" and make sure the "**Navigation**" toolbar is checked. This will display the "**Back**" and "**Forward**" buttons same as your Web Browser's.

2. The "**Back**" and "**Forward**" buttons so displayed after the "Navigation" Toolbar has been enabled.

3. This is Adobe Acrobat's Search Function. Simply type in what you are looking for. Then hit < **Enter** > on your keyboard or click the "**Next**" Button to the right of the Search Window. Keep your typed text as short as possible. If you are off even a comma, a space or 1 small spelling error, you won't find what you are looking for. It's not as forgiving as a Google Search.

4. Is the "Bookmark" tab that allows you to hide or display the Bookmark window on the left side of the split pane. When "hidden", the "Pageview" window on the right side of the split screen goes full width. Either click the "Bookmark" tab to toggle between "Split View" and "Full-Width Page View" or use the < **F4** > key on your keyboard to toggle between them.

5. Page Indexer, shows what page you are on. Since this course contains close to 1,300 pages, it's not really feasible to number each page without generating confusions, esp. for selective printing.

* Note: *If you are not using Adobe Acrobat Reader, but other third-party PDF Software, the links may not function properly & "toggle views" may be different or not available.*

2.   What is hyperlinked that I can click on?

The hyperlinks in this e-book are all invisible, so that folks who wish to print up Course Packs don't end up with underscored blue color text. The mouse pointer will change to a pointed hand when you hover over the links. A little practice, and you'll get the hang of it quickly.

The links can be found at ...

1. The lower half of the main page you see when you open this e-book.

2. All Items in the Table of Contents

3. Every Item on the Checksheet to be studied is linked to an HCOB/PL, Tape Transcript, etc. Any Checksheet Tech Dictionary Definition to be looked up can be clicked on as well.

4. Many HCOBs also incl. references to other HCOBs. These can also be clicked on providing these references are part of this course, or are commonly referred to in many HCOBs. (See sample HCOB below)

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 13 NOVEMBER 1987

Remimeo
Tech/Qual
Academies

Auditor Admin Series 3RA

THE PC FOLDER AND ITS CONTENTS

Refs:
HCOB 3 Nov. 87, Auditor Admin Series 15, C/S Series 66,
AUDITOR'S WORKSHEETS

The Folder Summary is a very brief summary of the actions taken on a pc listed out consecutively session by session. The Folder Summary is placed on top of the Yellow Sheet and both are stapled to the front cover. (Ref. HCOB 31 Oct. 87, Auditor Admin Series 7RA, THE FOLDER SUMMARY)

L. RON HUBBARD
Founder

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5. When you click on the top header section of any 'Course Pack's' HCOB/PL,

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Saint Hill Manor, East Grinstead, Sussex

EM–7

TONE ARM READING

Basics Of Auditing

A Lecture given on
29 August 1961

... you will be sent back to the Checksheet where that item is entered.

6. When you click on one *(the left-most)* of the "Authoring Credits" at the end of any HCOB/PL ...

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... you will go back to the first page of **that** HCOB, Chapter, Transcript or List. And when you then click on the "top header section" of that first page as discussed in **6.**, you will be routed back to the Checksheet.

In this fashion a student can go back and forth between the Checksheet and any References at the speed of light. One can also use the "**Back**" button of the "Navigation" Toolbar we talked about in **1. Setting up your Adobe Acrobat Reader**

How do you locate the checksheet entry for any given reference from the "Table of Contents? Easy. Click on the reference in the TOC, then click the "Header/Title of that HCOB/Chapter/Transcript to lead you back to the checksheet page where that item is located.

7. The Tech Dictionary can be used in (2) ways to find definition entries.

a. Use the Bookmarks in the left side of the window pane, expand the [+] menus and navigate to the word you are looking for. You may have to scroll up or down a bit. Don't use the scrollbar slider itself, but click just above or below it. With 1,300 pages in this course you have little control using the slider itself and is next to useless navigating this course.

b. Use Adobe Acrobat's Search Feature. But first click on the Bookmark that says **Technical Dictionary** (This limits the search to the dictionary only, not all the pages of this course). Then type into the 'Search Window' what word, or anything else in the dictionary you are looking for.

3. Printing

Except for the main linked Checksheet and Prepared Lists which are on **14 x 8½** (*legal* sized-paper), all other pages, be they HCOBs, Tape Transcripts, E-Meter Books, The Way To Happiness Booklet, Tech Dictionary, etc. are all in **11 x 8½** (*letter* sized) paper format. However 2 other 'hidden' Checksheets exclusively for printing alongside the Course Pack are included ... one LETTER-sized, the other A4.

To print up ...

Table of Contents (11 x 8½)	Pages	3 – 6
HRD Auditor Checksheet (**Legal**: 14 x 8½)	Pages	7 – 15
HRD Auditor Checksheet (**Letter**: 11 x 8½)	Pages	16 – 27
HRD Auditor Checksheet (**A4**: 11.7 x 8.3)	Pages	28 – 38
Course Pack (11 x 8½)	Pages	39 – 201
References (11 x 8½)	Pages	202 – 403
Prepared Lists (14 x 8½)	Pages	404 – 565
Tape Transcripts (11 x 8½)	Pages	566 – 752
The Way To Happiness Booklet	Pages	753 – 788
Book Of E-Meter Drills (1998)	Pages	789 – 920
Technical Dictionary (2012)	Pages	921 – 1271
User Guide (11 x 8½)	Pages	1272 – 1275

If you are going to be printing up more than a Checksheet, we suggest you google "**Double-sided Printing**", ie. how to print up "**odd**" and "**even**" pages. You'll save yourself some time & money.

Commercial Print-jobs are also dirt-cheap nowadays.