

SEA ORGANIZATION

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AOs Revisions
FSO in Script ONLY
C-O-N-F-I-D-E-N-T-I-A-L

THE DOCTORATE SERIES COURSE FOR OTs

NAME: ORG/MISSION: _____

DATE STARTED: _____

DATE COMPLETED: _____

PREREQUISITES: Student Hat, OT III or above. Has PT Ethics Clearance to do course.

LENGTH OF COURSE: 3 – 4 weeks full time.

STUDY TECH: Full application of all Study Tech per the Student Hat must be used throughout this course. All clay demos are to be done by the student, in checksheet sequence, and checked out to a pass by the supervisor.

MATERIALS: The student is to obtain his own materials for use of this course. He will need:

1. The December Lecture Charts of L. Ron Hubbard
2. SCIENCE OF SURVIVAL (with Chart of Human Evaluation)
3. DIANETICS AND SCIENTOLOGY TECHNICAL DICTIONARY
4. THE CREATION OF HUMAN ABILITY
5. SCIENTOLOGY 8-80
6. THE FUNDAMENTALS OF THOUGHT
7. SCIENTOLOGY: 8-8008
8. HANDBOOK FOR PRECLEARS (with Chart of Attitudes)
9. SELF ANALYSIS
10. THE PHOENIX LECTURES
11. SCIENTOLOGY 0-8
12. DIANETICS 55!

PURPOSE: To train a Pre-OT on being OT.

CERTIFICATE: The graduate of this course is awarded the certificate Doctorate Course for OTs Graduate.

NOTE: Throughout the duration of the course the student is to apply the data he is learning in life. Write up any experiences you have in applying the data and turn them in to the supervisor.

SECTION I – KEEPING SCIENTOLOGY WORKING

- 1. HCO PL 7 Feb 65 KEEPING SCIENTOLOGY WORKING _____
- 2. HCO PL 17 Jun 70R TECHNICAL DEGRADES _____
- 3. HCO PL 14 Feb 65 SAFEGUARDING TECHNOLOGY _____

SECTION II – ORIENTATION

- 1. Study the Dianetics Axioms (in SCIENTOLOGY 0-8).
DEMO each Axiom as you study it. _____
- 2. READ: SCIENCE OF SURVIVAL, Book I (if you have not read it before). _____
- 3. CLAY DEMO: The Theta-Mest Theory. _____
- 4. List five people you know well, and using the data from SCIENCE OF SURVIVAL, Book I, find where each is on the Tone Scale. Write up your observations and conclusions. Continue this drill if needed until you feel confident with it. _____
- 5. READ: Supplement No. 3 to SCIENCE OF SURVIVAL “Mest Processing” (Tech Vol. I, page 188). _____
- 6. DEMO: The Theory of MEST Processing. _____
- 7. READ: D.A.B. Volume 2, No. 8, Feb 52. “Cause and Effect” (Tech Vol. I, p. 208). _____
- 8. DEMO: “Life. . .is an interplay of cause and effect.” _____
- 9. READ: J.O.S. Issue 7-G (late Nov. 1952) “Sanity needs Creation-Destruction Balance” (Tech Vol. I, page 293). _____
- 10. DEMO: How you can use this data to spot aberrated subjects and viewpoints. _____
- 11. Look up and define:
 “Operating Thetan”. _____
- 12. DEMO: An O.T. _____
- 13. HCOB 30 Jul 73 SCIENTOLOGY, CURRENT STATE OF THE SUBJECT AND MATERIALS _____

SECTION III – THE PHILADELPHIA DOCTORATE LECTURES

NOTE: You will need to have a copy of the December Lecture Charts of L. Ron Hubbard near you as you listen to these lectures. Refer to his drawings as he lectures.

A. PDC TAPE 1

- 1. Look up in Tech Dictionary and clear fully:
 - Beingness _____
 - Theta _____
 - Theta Clear _____
 - Ded-Dedexes _____
 - Technique 88 _____
 - Mock-up _____
 - Creative Processing _____
- 2. TAPE: 5212C01 – PDC 1: SCIENTOLOGY: HOW TO UNDERSTAND AND STUDY IT _____
- 3. Look up and define:
 - Knowingness _____

Knowledge

4. The student has been checked for misunderstands and found to be clean.

(supervisor)

5. DEMO: Why a cleared being also needs the data that goes with it.

6. ESSAY: Give an example of some situation you have encountered where more data about life would have enabled you to handle it better.

7. CLAY DEMO: The difference between "natural law" and "the agreement which made the "natural law"

8. DEMO: How a person's body identifies him to you.

9. HCOB 26 Oct 70 III OBNOSIS AND THE TONE SCALE

10. DRILL: With a twin, practice "observing the obvious" about things and people, per the HCOB, until you are able to do it easily.

B. PDC TAPE 2

1. Look up in the Tech Dictionary and define:

- Ridge _____
- Effort _____
- Emotion _____
- Counter-Effort _____
- Ethics _____
- Morals _____

2. TAPE: 5212CO1 – PDC 2: E-METER: DESCRIPTION, DEMONSTRATION.

3. The student has been checked for misunderstands and found to be clean.

(supervisor)

4. CLAY DEMO: A body with ridges.

5. DEMO: The relationship between density of ridges and the degree of association or identification manifested in thought.

6. DRILL: With a twin, have a brief conversation in which no statement relates to any other statement made, until you are more aware of disassociation.

7. DEMO: How assuming two things were the same when they weren't could cause difficulty.

8. DRILL: Write an essay "proving" with "logic" reasoning the statement that "All horses sleep in beds."

9. DEMO: Why a willingness to both create and destroy is necessary to sanity.

10. CLAY DEMO: The difference between ethics and morals.

C. PDC TAPE 3

1. TAPE: 5212CO1 – PDC 3: CREATIVE PROCESS, DEMONSTRATION OF E-METER AUDITING.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

D. PDC TAPE 4

1. Look up in the Tech Dictionary and define:

- Automaticity _____
- Responsibility _____

2. TAPE: 5212C02 – PDC 4: LOCKS, SECONDARIES, ENGRAMS,

HOW TO HANDLE.

3. The student has been checked for misunderstands and found to be clean.

(supervisor)

4. CLAY DEMO: What happens to your responsibility when you take full control of an area that has been running automatically.

5. CLAY DEMO: What happens to your awareness when you take control of a larger sphere of space and objects.

E. PDC TAPE 5

1. TAPE: 5212C02 – PDC 5: GRADIENT SCALE OF HANDLING SPACE, ENERGY AND OBJECTS.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. CLAY DEMO: What leads a Thetan to believe he has “lost his punch”

4. CLAY DEMO: Being in control of your own perceptions.

5. DEMO: The difference between Reality, Illusion and Delusion.

F. PDC TAPE 6

1. Look up in the Tech Dictionary and define:

- Logic _____
- Axiom _____
- Corollary _____
- Self-Determinism _____
- Capability _____

2. READ: The Pre-Logics (in SCIENTOLOGY 0-8).

DEMO each Pre-Logic as you study it.

3. TAPE: 5212C02 – PDC 6: THE Qs: HIGHEST LEVEL OF KNOWLEDGE.

4. The student has been checked for misunderstands and found to be clean.

(supervisor)

5. CLAY DEMO: The three universes we all can experience.

6. DEMO: What is the common denominator of all three universes.

7. DEMO: What happens when you start looking for the “why?” behind an existing datum.

8. CLAY DEMO: How positioning of anchor points determines whether the MEST space around you looks flat or deep.

9. ESSAY: List 10 self-determined actions that might be taken by different life forms.

10. CLAY DEMO: What happens when you interrupt the self-determinism of another being.

11. CLAY DEMO: Q-1

G. PDC TAPE 7

1. Look up and define from the Tech Dictionary:

- Postulate _____
- Consideration _____
- Create _____

2. TAPE: 5212C02 – PDC 7: A THETAN CREATES BY POSTULATES: Q-2.

- 3. The student has been checked for misunderstands and found to be clean.
- 4. DEMO: How it is that cause is in the future and is an effect of the present.
- 5. DEMO: That which a person can create cannot have any great effect on him.
- 6. CLAY DEMO: Q-2

(supervisor)

H. PDC TAPE 8

- 1. Look up and clear in Glossary of THE CREATION OF HUMAN ABILITY:

- Static _____
- Theta _____
- Thetan _____
- Orientation Point (Tech Dict) _____
- Space _____
- Time _____
- Energy _____
- Object (regular dictionary) _____
- Location (regular dictionary) _____

- 2. TAPE: 5212C03 – PDC 8: THE TRACK OF THE THETAN GE -SPACE/ TIME.

- 3. The student has been checked for misunderstands and found to be clean.

(supervisor)

- 4. CLAY DEMO: The mechanism by which wanting sensation pulls the thetan down into the body.
- 5. DEMO: How it comes to be that someone elects his environment as cause and himself as effect.
- 6. Look up in the Tech Dictionary: Flow
- 7. CLAY DEMO: What occurs when a flow goes too long in one direction.
- 8. ESSAY: Write 5 examples of different types of flows.
- 9. DEMO: The mechanism by which pain can interiorize a thetan who is operating a body from outside it.

I. PDC TAPE 9

- 1. READ: SCIENTOLOGY 8-80, Chapters 1 & 2.
- 2. CLAY DEMO: A facsimile.
- 3. DEMO: How a thetan reactivates a facsimile in thinking.
- 4. DEMO: The mechanics of restimulation.
- 5. READ: SCIENTOLOGY 8-80, Chapter 3.
- 6. DEMO: How a facsimile “hangs up”.
- 7. READ: SCIENTOLOGY 8-80, Chapters 4 & 7.
- 8. DEMO: How aesthetic wavelengths could be used to aberrate a being.
- 9. Look up in the Tech Dictionary:

- Tractor beams _____
- Pressor beams _____

- 10. TAPE: 5212C03 – PDC 9: ANATOMY OF PROCESSING: ENERGY PHENOMENA – SENSATION.

- 11. The student has been checked for misunderstands and found to be clean.

(supervisor)

- 12. CLAY DEMO: A body
Add to it: The thetan.

Add to it: The thetan’s ridges.

Point out: The reactive mind, where it is shown in the Clay Demo.

13. DEMO: How a thetan uses ridges around the head to think with.

14. DEMO: How it is that a thetan could “think” without using facsimiles or ridges.

15. DEMO: How it is that a thetan can communicate through a body even though it is “six universes away”

J. PDC TAPE 10

1. TAPE: 5212C03 – PDC 10: SPECIFIC PARTS OF SELF DETERMINISM, SPACATION.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: How fear of force results in slavery.

4. CLAY DEMO: “Reason which exists to go up from the level of force must first be able to confront force. Only then can such reason take responsibility for those things which reason alone can produce.”

5. DRILL: Write out some examples of “reasonable” justifications which are only efforts to escape force.

6. ESSAY: On what’s wrong with this universe.

7. DEMO: Why giving MEST to someone whose self-determinism is already low further degrades him.

8. DEMO: Why a thetan must be able to create space to achieve freedom.

9. ESSAY: Write out an example of someone being able to be responsible for force in some situation and therefore not having to use it.

K. PDC TAPE 11

1. TAPE: 5212C04 – PDC 11: SPACATION: ENERGY PARTICLES AND TIME.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: What is space.

4. CLAY DEMO: The three kinds of space.

5. DEMO: How objects act as anchor points and how they relate to motion perception.

L. PDC TAPE 12

1. TAPE: 5212C04 – PDC 12: SPACATION: LOCATING SPACE, TIME.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. CLAY DEMO: The difference between theta and MEST in terms of orientation in space.

4. DEMO: Why loss of terminals reduces a person’s ability to produce force.

M. PDC TAPE 13

1. TAPE. 5212C04 – PDC 13: SPACATION: ANCHOR POINTS.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: "Anchor points then are assigned or agreed upon points of boundary which are conceived to be motionless by the individual."

4. DEMO: What is time?

5. CLAY DEMO: Past, present and future in relation to "have" and "have not" of objects. (There is also data in book, SCIENTOLOGY: 8-8008 on this.)

N. PDC TAPE 14

1. Look up in the Tech Dictionary and define:

Logic. _____

2. READ: The Logics (in SCIENTOLOGY 0-8).

Demo each as you read.

3. TAPE: 5212C04 – PDC 14: THE LOGICS: METHODS OF THINKING.

4. The student has been checked for misunderstands and found to be clean.

(supervisor)

5. DEMO: Why the Logics would not necessarily apply to all universes.

6. DRILL: Write down a few statements that would be considered socially proper. To each one, add the additional positive or negative statement which, if included, shows that statement to be a "maybe".

7. DEMO: The difference between knowledge for a homo sapiens and knowledge for a thetan.

8. CLAY DEMO: What is "Knowing how to know."

9. DEMO: How a being can be trapped by MEST if he doesn't know how to know.

10. CLAY DEMO: How dealing in uncertainties will result in succumb.

11. DEMO: The procedure for investigating an area by dealing in certainties.

12. DEMO: "A datum is anything which proceeds from a postulate."

13. DRILL: Look around the room and note ten data about the room.

14. DRILL: Define "a human being" by each of the types of definitions given in Logic 5.

O. PDC TAPE 15

1. Look up in the Tech Dictionary and define:

Absolute (regular dictionary) _____

Value (regular dictionary) _____

Infinity (regular dictionary) _____

Infinity-valued logic _____

Gradient scale _____

2. TAPE: 5212C04 – PDC 15: THE LOGICS: INFINITY-VALUED LOGIC.

3. The student has been checked for misunderstands and found to be clean.

(supervisor)

4. DRILL: Look at a Periodic Chart of Elements. (There may be one in your regular dictionary.) Note the gradient scale of matter it describes.

5. DRILL: Put a book on the floor. Then put it on the table. Then try to balance it half on and half off the table -notice the amount of action you get at the point of near balance – the "maybe".

6. CLAY DEMO: An example of a gradient scale.

7. DRILL: Think of some area which you think could be improved, and write out how that area could be improved on a gradient scale. Do it with other areas as needed until you feel confident that you can do it.

P. PDC TAPE 16

1. READ: Chapters 2 &3 of THE FUNDAMENTALS OF THOUGHT.

2. DEMO: A cycle of action.

3. DEMO: The actual cycle of action.

4. DEMO: The two ways to stop any creation.

5. TAPE: 5212C05 – PDC 16: CYCLES OF ACTION.

6. The student has been checked for misunderstands and found to be clean.

(supervisor)

7. DEMO: The cycle from space through particles, action, solidity to matter and objects.

8. CLAY DEMO: Matter is a condensation of space.

9. DRILL: Look at a small space and notice how much action is possible in that space. Then look at a large space and notice how much action is possible in that space.

10. READ: The Table of Relationships at the end of the chapter in SCIENTOLOGY: 8-8008 called “Affinity, Communication and Reality”.

11. DRILL: Take something you know that fits one of the items in any of the columns in the Table of Relationships. Then relate it in terms of at least two other items in that same column. Continue doing this until you have a good grasp of how these cycles are related to each other.

Q. PDC TAPE 17

1. READ: The Tone Scale in SCIENTOLOGY: 8-8008.

2. Look up in a good dictionary and define:

Harmonic.

3. READ: The Hubbard Chart of Attitudes. (In HANDBOOK FOR PRECLEARS)

4. TAPE: 5212C05 – PDC 17: THE TONE SCALE: MOVING PC UP THE SCALE.

5. The student has been checked for misunderstands and found to be clean.

(supervisor)

6. DRILL: Write out several examples of how you would move someone up the Tone Scale by gradiently reversing a cycle of action with him. (Use any of the cycles given on the Table of Relationships in SCIENTOLOGY: 8-8008.)

7. READ: The Chart of Human Evaluation in SCIENCE OF SURVIVAL.

8. DRILL: Spot someone you know on the Tone Scale. Using the Chart of Attitudes and the Chart of Human Evaluation. Then write an essay on what you could predict of his behavior based on the charts. Repeat, using other people until you have a good grasp of the data.

9. DRILL: Take the list of people you used in the last drill and now with a twin, practice assuming their tone level, and expressing their attitude until you are able to do it well.

10. DRILL: Look over the first column of the Table of Relationships and compare that to Tone 20 on the Chart of Attitudes. Then look over the third column of the Table and compare it to the bottom of the Chart,

until you have a good reality on the relationship between the Tone Scale and the cycle of action.

R. PDC TAPE 18

- 1. READ: Chapter 10, SCIENTOLOGY 8-80.
- 2. DEMO: The patterns of wave flows.
- 3. TAPE: 5212C05 – PDC 18: CONDITIONS OF SPACE, TIME, ENERGY.
- 4. The student has been checked for misunderstands and found to be clean.
- 5. CLAY DEMO: Show the relationship between Be-Do-Have, Space-Energy-Time, and the Tone Scale.
- 6. DEMO: How Scientology reverses the cycle of action of the MEST universe.
- 7. DEMO: Why a person can become effect of his own cause if he does not postulate what effect he is trying to achieve.
- 8. DEMO: A, R and C as energy manifestations.
- 9. DEMO: What would be the difference between a ridge high on the Tone Scale and a ridge lower on the Tone Scale?
- 10. DRILL: Look over the Tone Scale and identify several of the tones as flows, dispersals or ridges. Find a flow that is an outflow (disagreement). Find one that is an inflow (agreement). Do this until this data on the Tone Scale is real to you.

 (supervisor)

S. PDC TAPE 19

- 1. TAPE: 5212C06 – PDC 19: AXIOMS AND LOGICS: FURTHER DATA.
- 2. The student has been checked for misunderstands and found to be clean.
- 3. DEMO: How “natural law” in the MEST universe comes to be.
- 4. DEMO: The theory of how holding on to havingness can lessen the thetan’s ability to change his postulates.
- 5. ESSAY: On “The liability of looking in the MEST universe for the answers to the MEST universe”. Give examples.

 (supervisor)

T. PDC TAPE 20

- 1. TAPE: 5212C06 – PDC 20: FORMATIVE STATE OF SCIENTOLOGY. DEFINITION OF LOGIC.
- 2. The student has been checked for misunderstands and found to be clean.
- 3. DEMO: Why being “logical” about it would never take a thetan out of the MEST universe.
- 4. DEMO: Why an individual goes up tone as he begins to be able to disagree with the MEST universe.
- 5. CLAY DEMO: BE-DO-HAVE in relationship to Differentiation-Association-Identification.

 (supervisor)

U. PDC TAPE 21

1. Look up in the Tech Dictionary and define:

Automaticity _____
Randomity _____

2. TAPE: 5212C08 – PDC 21: ARC/CYCLES: THEORY AND AUTOMATICITY _____

3. The student has been checked for misunderstands and found to be clean. _____

(supervisor)

4. DEMO: How failing to take responsibility for something brings about randomness. _____

5. ESSAY: Give some examples of how any time anything is done for a person, there is an incapability demonstrated for that person. _____

6. DEMO: How you would handle someone who came up to you while you were very busy and productive and tried to sympathize with you and get you to take a rest. _____

7. DEMO: A harmful automaticity. _____

8. DEMO: An “allowable” automaticity. _____

V. PDC TAPE 22

1. TAPE: 5212C08 – PDC 22: MORE ON AUTOMATICITIES. _____

2. The student has been checked for misunderstands and found to be clean. _____

(supervisor)

3. DEMO: The relationship between self-determinism, beingness and automaticity. _____

4. DEMO: Why it is important for a thetan to learn to communicate without the body. _____

5. CLAY DEMO: The cycle from communicating by postulate, down to communicating with energy, down through fear of using any force. _____

6. DEMO: Why a person has to learn how to use energy to recover his beingness. _____

W. PDC TAPE 23

1. TAPE: 5212C08 – PDC 23: ARC, FORCE, BE/DO/HAVE. _____

2. The student has been checked for misunderstands and found to be clean. _____

(supervisor)

3. CLAY DEMO: “The only way an individual can be held into this universe is by a conviction that he cannot handle energy.” _____

4. READ: Chapter 5 of THE FUNDAMENTALS OF THOUGHT, “The A-R-C Triangle”. _____

5. DEMO: Why it is that you have to be able to have an unlimited quantity of force before you can pass over into a high band of ethics. _____

6. READ: The section called “Patterns of Energy” in SCIENTOLOGY: 8-8008. _____

7. DEMO: The difference between affinity out of this universe and affinity in this universe as an energy manifestation. _____

8. DEMO: The difference between an energy characteristic and the wavelength of the energy. _____

9. DEMO: The relationship between the energy wavelength the thetan prefers and his emotional tone. _____

10. DEMO: How an energy of the same wavelength would get more solid as a person went down tone scale and his space contracted. _____

11. DEMO: What differences you would expect between the perceptions of a high-toned person, and the perceptions of a low-toned person.

12. DEMO: How unwillingness to use force cuts down perception.

X. PDC TAPE 24

1. TAPE: 5212C09 – PDC 24: WHAT’S WRONG WITH THIS UNIVERSE: A WORKING PACKAGE FOR AUDITOR.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. CLAY DEMO: How this universe is rigged to make every win a lose. Show the mechanics of it.

4. DEMO: What is knowingness.

5. ESSAY: Write down several examples you have seen of “those people who best approximate the modus operandi of the MEST universe in methods of control are the most successful in the MEST universe.”

6. ESSAY: About a time someone had a success and then the “success” turned into something 180 degrees off from what he had wanted.

7. CLAY DEMO: “That which a person works hardest on, he winds up having.”

8. DEMO: How to not be the effect of the plus/minus game of energy in this universe.

9. ESSAY: Write an essay on how a person has devoted his own energy and effort toward creating the conditions he has, both wanted conditions and unwanted.

10. CLAY DEMO: How a person can have what he wants to have in this universe.

Y. PDC TAPE 25

1. TAPE: 5212C09 – PDC 25: FLOWS: REVERSE VECTOR OF PHYSICAL UNIVERSE.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. CLAY DEMO: What happens to cause a person to get disagreement when he wants agreement.

4. CLAY DEMO: What has happened when you are disagreeing and someone goes into agreement with you.

5. DEMO: The relationship of the size of a person’s space to the amount of energy output it takes to get an idea across.

6. DEMO: “There isn’t anything more real than an idea.” Use examples.

Z. PDC TAPE 26

1. TAPE: 5212C09 – PDC 26: FLOWS: CHARACTERISTICS OF.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DRILL: Look over the MEST in your environment. See if you can find any MEST or energy that doesn’t fit in the category of “Have” or “Have Not”.

4. DEMO: Why a person feels solid when he no longer can maintain space.

5. DRILL: Write down examples of a flow being obtained between terminals when one is relatively “plus” and the other is relatively “minus”. Some of the examples should have the terminals far apart and some should have them close together.

6. DEMO: Why a person might mistake one tone level for another. What would be the tone level of the person making the mistake? Demo why he would have trouble differentiating flows.

7. ESSAY: How could you use the reverse flow principle in dealing with human beings? Give some examples where knowing how energy flows work would help you create an effect you desired to create.

8. ESSAY: What would happen to a person’s beingness and tone level if he could get the idea he didn’t have to have anything he owned and could just walk away from it all.

AA. PDC TAPE 27

1. TAPE: 5212CO9 – PDC 27: FLOWS: THE PART FORCE BEARS IN CLEARING.

2. The student has been checked or misunderstands and found to be clean.

(supervisor)

3. DEMO: The difference between backing out of flows and coming up through them to a point of being free of them.

4. CLAY DEMO: The difference between postulate-level thought and “necessity-level thought”.

5. DRILL: Write out 15 ways a thetan cares for the body.

6. CLAY DEMO: A thetan caring for his body.

7. CLAY DEMO: A thetan using his body.

8. DRILL: Write out some examples of MEST in an area then requiring more MEST to keep it operating.

9. DEMO: How a thetan can use energy in this universe without failing and without experiencing backflash from his own energy.

BB. PDC TAPE 28

1. TAPE: 5212CO9 – PDC 28: FLOWS: THE PART FORCE BEARS IN CLEARING.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DRILL: Put many different objects into a container. Note how much volume of space they occupy. Now sort them out into types of object -differentiate them in some way. When you are through, look at how much space they are taking up.

4. DEMO: The scale of differentiation, association, identification in terms of particle per unit space.

CC. PDC TAPE 29

1. Look up and define:

Justice.

2. TAPE: 5212C10 – PDC 29: FLOWS: PATTERNS OF ENERGY.

3. The student has been checked for misunderstands and found to be clean.

(supervisor)

4. DEMO: Why Justice can seem to be on the side of an outlaw.

5. DEMO: What is happening when someone seems to demand that you punish him.

6. CLAY DEMO: What degradation is.

7. CLAY DEMO: Someone at the top of the scale operating by his own authority.

8. DRILL: Tell your twin to do something by assuming the right to make him do it. Don't give any explanations. Do this until none of his demands or objections or insults shake your own competence to get it done without his permission.

DD. PDC TAPE 30

1. TAPE: 5212C10 – PDC 30: FLOWS: RATE OF CHANGE, RELATIVE SIZE, ANCHOR POINTS.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. CLAY DEMO: How one's own universe could be taken over by the MEST universe.

4. DEMO: How one can establish coincidence of space with, and communication with, someone at a distance from one's body.

5. DEMO: What occurs to someone's memories of past lives once he has accepted MEST universe anchor points. Show how memories can return when one goes back to a former MEST location.

6. CLAY DEMO: "Your time for action is NOW and WILL HAVE."

7. DEMO: What it would take to alter events in the past.

8. DEMO: A group that is "Just a bunch of units".

9. DEMO: A powerful group and what makes it that way.

10. DEMO: How it can be that someone could be affected by flows even though they don't exist.

11. DEMO: How a mock-up would be done by a thetan high on the scale, without using energy. How would it become perceivable to others?

12. CLAY DEMO: The difference between agreeing to something and making an agreement take place.

EE. PDC TAPE 31

1. TAPE: 5212C10 – PDC 31: FLOWS: BASIC AGREEMENT AND PROVE IT!

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: What is the "value" in agreeing to the existence of pain and penalty.

4. ESSAY: Write out some examples whereby flows occur, the space is not then increased accordingly and therefore solidity is the result.

5. ESSAY: Give a few examples of the ways MEST "proves" that flows are dangerous and that one is the effect of them.

6. DEMO: Why it is easier for people to change the future than to change the past.

7. ESSAY: Describe how one's life might be different if the person were to fully have the attitude in every area of every dynamic, that he wants

to live and that he is willing to use his beingness in all the living there is to do.
8. CLAY DEMO: Why a being has to want this universe to get out of it.

FF. PDC TAPE 32

1. Look up and define:

Rarefaction _____
Condensation _____

2. TAPE: 5212C10 – PDC 32: FLOWS, DISPERSALS, AND RIDGES.

3. The student has been checked for misunderstands and found to be clean.

(supervisor)

4. CLAY DEMO: The pattern of a rarefaction-condensation flow of particles and what happens to it when it is stopped.

5. DEMO: What must a person be doing to have ridges around his body?

6. ESSAY: List several examples of aesthetics applied to lower emotional tones (such as aesthetic anger or an aesthetic apathy).

GG. PDC TAPE 33

1. Look up and define:

Matrix _____
Genetic Entity _____

2. TAPE: 5212C10 – PDC 33: ANATOMY OF THE GENETIC ENTITY.

3. The student has been checked for misunderstands and found to be clean.

(supervisor)

4. DEMO: What happens when someone gets “reasonable” with his body.

5. DEMO: How the body is handled with electrical potentials.

6. CLAY DEMO: How a thetan can snap into the body when he reaches into it for some sensation or perception.

HH. PDC TAPE 34

1. TAPE: 5212C11-PDC 34: 8-8008. UNDERSTANDING THE PHENOMENA.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: Why addressing structure and ignoring function will not resolve a chronic condition. Make an example that demonstrates this.

4. CLAY DEMO: How it is that agreement with the MEST universe in terms of scarcities and enforcements both end up in shortage of the thing for the being.

5. DEMO: How having to have something that is scarce keeps one in the MEST universe.

6. DEMO: “An agreement would be his co-postulating or his agreement with someone else’s postulate.”

7. CLAY DEMO: How “time” makes things disappear.

II. PDC TAPE 35

1. TAPE: 5212C11 – PDC 35: THE DEI SCALE.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. ESSAY: Write out an example of a complete cycle of desire to enforce to inhibit regarding some thing, down to the point where it is impossible to do without it but one couldn't have it.

4. CLAY DEMO: The DEI Scale.

5. DEMO: An example of someone having a desire, so then making an agreement with another person, then the agreement descending into flows, down into agree and disagree.

6. DRILL: Think of someone you have considered a great person. Write out what you observed of his or her space, certainty, control, quality of action.

JJ. PDC TAPE 36

1. TAPE: 5212C11 – PDC 36: STRUCTURE/ FUNCTION: SELECTIVE VARIATION OF.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. ESSAY: Make an example showing that “the essence of solving problems is the essence of solving one against the other: the highest certainty that you can reach, versus the most variable thing you could reach.”

4. DEMO: What would occur if you tried to work out a problem without first answering the question, “What’s it for?”

5. CLAY DEMO: The process by which a person makes each instant of time.

KK. PDC TAPE 37

1. TAPE: 5212C11 – PDC 37: CHART OF ATTITUDES RISING SCALE PROCESSING.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: Why Homo Sapiens cannot be ethical.

4. ESSAY: Write an essay comparing someone who left school and went to work at an early age to someone who stayed in school more years than is usual.

5. ESSAY: Why a student must be allowed to evaluate the data of a subject he is taught for himself.

6. CLAY DEMO: The difference between ethics and morals.

7. DEMO: Why it is not good enough to make people half free.

8. ESSAY: What is knowing less without energy.

LL. PDC TAPE 38

1. TAPE: 5212C11 – PDC 38: RISING SCALE PROCESSING.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. CLAY DEMO: The difference between a postulate and an emotion.

4. CLAY DEMO: How changing postulates is senior to mock-ups.

MM. PDC TAPE 39

- 1. READ: Chapter 6 of DIANETICS 55 !, "Trapped". _____
- 2. READ: Section on "Win-Lose" in SCIENTOLOGY: 8-8008. _____
- 3. READ: Chapter on "Games Processing", in SCIENTOLOGY: 8-8008. _____
- 4. CLAY DEMO: A game, what it is. _____
- 5. ESSAY: Show the various components of games in some game you are familiar with. _____
- 6. Look up and define:
 Play. _____
- 7. TAPE: 5212C12 – PDC 39: GAME PROCESSING. _____
- 8. The student has been checked for misunderstands and found to be clean. _____
- 9. DEMO: How does it happen that a game gets serious? (supervisor) _____
- 10. DEMO: What makes a particle or object valuable? _____
- 11. DEMO: The difference between the actual prize of winning a game and the "prize" that seems to be the goal of the game (the "weenie") _____
- 12. ESSAY: Write out with an example how failing to mock up a new game to move into when an old game ends would result in difficulty in ending the old game. _____
- 13. ESSAY: Write out examples of each of the roles that can be played in a game ("maker of games", "player", "piece", etc.). _____

NN. PDC TAPE 40

- 1. Look up in the Tech Dictionary and define:
 Goal _____
 Purpose _____
- 2. TAPE: 5212C12 – PDC 40: GAMES/GOALS. _____
- 3. The student has been checked for misunderstands and found to be clean. _____
- 4. CLAY DEMO: Why there must be a clear statement of what one is trying to do to be cause in any area. (supervisor) _____
- 5. ESSAY: How it is that an auditor must be willing to dominate and control his preclear to make him more self-determined. _____
- 6. Look up and define the five definitions of "altitude" in the Glossary of SCIENCE OF SURVIVAL. _____
- 7. CLAY DEMO: Altitude. _____
- 8. DRILL: Find someone who isn't moving as fast as he would like (on course, post, or some other activity). You set a target for him. Keep it short, like 10 minutes. Then go back and see how he did. Do these with the intention of raising his self-determinism. _____
- 9. DEMO: Without limitation, there is no randomness of action. _____
- 10. DEMO: What would happen to a game in which there were no rules. _____
- 11. ESSAY: Write out an example of a bad rule, and why it is a bad rule. Also give an example of a good rule and why it is a good rule. _____
- 12 DEMO: Why is a poor goal better than none at all? _____

OO. PDC TAPE 41

1. TAPE: 5212C12 – PDC 41: SOP ISSUE 3: POSTULATE, CREATIVE PROCESSING

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. CLAY DEMO: Why a sane person can get from A to B and why a psychotic can't.

4. ESSAY: Give several examples of theta aligning action.

5. DEMO: Each step of SOP Issue 3.

PP. PDC TAPE 42

1. TAPE: 5212C13 – PDC 42: STANDARD OPERATING PROCEDURE.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: Why you can't help someone if you are afraid to hurt him.

4. CLAY DEMO: "Courage could be summed up in, one being willing to cause something and, two – going ahead to achieve the effect one has postulated against any and all odds."

5. DEMO: Why does a person agree that there is such a thing as failure?

QQ. PDC TAPE 43

1. TAPE: 5212C13 – PDC 43: ON AUDITING – HOW TO SUCCEED/ FAIL: ASSESS.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. CLAY DEMO: Why it is better to give someone just one thing to do at a time.

4. DRILL: Give a twin a fast series of actions to do and don't let him finish any of them. Then give him the same series, but let him complete each cycle before you give him a new one. Briefly note your observations. (Esto Series #19 can be used for examples of actions to use in this drill.)

RR. PDC TAPE 44

1. TAPE: 5212C13 – PDC 44: SOP: ASSESSMENT (continued).

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: How to resolve a "maybe".

4. READ: The texts in SELF ANALYSIS that precede the following lists: List 4 "Standard Processing". List 5 "Assists to Remembering". List 6 "Forgetter Section".

5. CLAY DEMO: The physical universe level of "forget" and "remember".

6. DEMO: The sequence, from a thetan not impinged on the MEST universe, down to interest, conviction, down through D, E, I.

7. READ: The text in SELF ANALYSIS that precedes List 11, "Invalidation".

8. CLAY DEMO: How a thetan uses force to convince others he exists.

9. DEMO: The difference between knowingness and conviction.

SS. PDC TAPE 45

1. TAPE: 5212C13 – PDC 45: DEVELOPMENT OF SCIENTOLOGY: CHARACTERISTICS OF LIVING SCIENCE.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: The difference between Scientology and a natural science like physics or biology.

4. ESSAY: What the postulated effect in activity has to do with the results that will be achieved.

5. DEMO: Why a thetan must be able to exert force to be free.

TT. PDC TAPE 46

1. TAPE: 5212C13 – PDC 46: GOAL: REHABILITATION OF THETAN, CASE STEP 1.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: How lack of perception is lack of force.

4. DEMO: Why a thetan’s perception exterior might be different from his perception through the body.

5. CLAY DEMO: Responsibility as willingness to use force.

UU. PDC TAPE 47

1. TAPE: 5212C15 – PDC 47: SOP: ISSUE 5.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: The steps from wanting something to be, down through feeling you can’t have it.

4. DEMO: Why someone must be willing to lose before he can win.

5. ESSAY: Show with examples how someone could be afraid to have something for fear he would lose it.

6. DEMO: How one could bring about a certainty to someone without trying to convince him.

7. CLAY DEMO: Why it is more important to have certainty-in one’s own universe than to have certainty of the MEST universe.

VV. PDC TAPE 48

1. TAPE: 5212C15 – PDC 48: SOP: SPACATION

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. CLAY DEMO: How loss of MEST objects can cause, finally, a collapse of a person’s space.

4. DEMO: “Loss” is loss of space.

5. CLAY DEMO: A preclear can afford to lose anything he has as long as he does not lose as well his ability to create.

6. DEMO: How a thetan is subject to a great deal of loss if he depends

upon the MEST universe for anchor points. Demo also how the reverse is true, if a thetan is not dependent on the MEST universe for space and particles.

WW. PDC TAPE 49

- 1. TAPE: 5212C15 – PDC 49: SOP: SPACATION (cont'd).
- 2. The student has been checked for misunderstands and found to be clean.
- 3. DEMO: How it will affect a person’s behavior if he has his anchor points in another place from the one where his body is.
- 4. DEMO: What will be the result of continually pulling sensation out of the MEST universe on a one-way flow.
- 5. DEMO: The rationale behind the sequence of steps of SOP.
- 6. ESSAY: How the data from this tape could be used in life.

(supervisor)

XX. PDC TAPE 50

- 1. TAPE: 5212C16 – PDC 50: SOP: SPACATION STEP 3, FLOW PROCESSING.
- 2. The student has been checked for misunderstands and found to be clean.
- 3. DEMO: What is the primary desire that keeps a thetan connected to a body?
- 4. DEMO: The factors that could make a thetan unhappy exteriorized.

(supervisor)

YY. PDC TAPE 51

- 1. TAPE: 5212C16 – PDC 51: SOP: ISSUE 5.
- 2. The student has been checked for misunderstands and found to be clean.
- 3. DEMO: The difference between “primary anchor points” and “secondary anchor points”.
- 4. DEMO: What a person would be experiencing if he had moved his primary anchor points some distance from his body.
- 5. DEMO: How does Give and Take processing help orient a thetan.

(supervisor)

ZZ. PDC TAPE 52

- 1. TAPE: 5212C16 – PDC 52: MEMORY (NOT HUMAN MEMORY).
- 2. The student has been checked for misunderstands and found to be clean.
- 3. DEMO: How using flows to get memory will result in “loss of memory”.
- 4. DEMO: The difference between “human memory” and “OT memory”.
- 5. CLAY DEMO: How one can know and recall without using energy.
- 6. ESSAY: Give an example Or a datum that someone has on automatic and is therefore not useful to him.
- 7. DEMO: How a thetan can learn and apply without accumulating data about the thing first.

(supervisor)

AAA. PDC TAPE 53

- 1. TAPE: 5212C16 – PDC 53: MEMORY AND AUTOMATICITY
- 2. The student has been checked for misunderstands and found to be clean.
- 3. DEMO: How flows are produced by differences in potential.
- 4. DEMO: Some examples of differences between people or things producing flows.
- 5. ESSAY: An application of the datum that “the direction to go is toward basic simplicity.”
- 6. DIAGRAM: Examples of the difference in complexity of knowingness between the top and the bottom of the Tone Scale.
- 7. DRILL: Go out and observe some automaticities in people in the MEST universe, until you have observed a wide range of automaticities.
- 8. DEMO: How interest can lead down to automaticity.
- 9. DEMO: How one could recover cause and interest in an area of automaticity.

(supervisor)

BBB. PDC TAPE 54

- 1. TAPE: 5212C17 – PDC 54: SUMMARY TO DATE: HANDLING STEP 1 AND DEMO.
- 2. The student has been checked for misunderstands and found to be clean.
- 3. DEMO: How running an unwanted condition on a cycle of action would handle it.
- 4. DEMO: An example of how you could handle someone’s unwanted and fixed condition or attitude by first spotting where it is fixed on a cycle of action, then (on a gradient if necessary) shifting it on the cycle of action.
- 5. ESSAY: How you could use this data in life.

(supervisor)

CCC. PDC TAPE 55

- 1. TAPE: 5212C17 – PDC 55: DEMONSTRATION OF STEP 1 (continued).
- 2. The student has been checked for misunderstands and found to be clean.
- 3. CLAY DEMO: Why it would be that something being insubstantial in mock-up would mean that it was too scarce.

(supervisor)

DDD. PDC TAPE 56

- 1. TAPE: 5212C17 – PDC 56: DISCUSSION OF DEMO ABOVE: AGREEMENT WITH FLOWS.
- 2. The student has been checked for misunderstands and found to be clean.
- 3. DEMO: A thetan moving things by beams.
- 4. DEMO: A thetan moving things by postulates.
- 5. DEMO: Why simply going out and using force on everything wouldn’t take a thetan through the force band up to no need to use force.

(supervisor)

EEE. PDC TAPE 57

- 1. TAPE: 5212C17 – PDC 57: CONTINUED DEMONSTRATION STEP 4.
- 2. The student has been checked for misunderstands and found to be clean.
- 3. DEMO: How it is that in helping others, if you give them wins, you get better at helping them.
- 4. ESSAY: How you can use the data from this tape in life or in work.

 (supervisor)

FFF. PDC TAPE 58

- 1. TAPE: 5212C18 – PDC 58: ABOUT THE “PRESS” TONE LEVEL: PSYCHOMETRY.
- 2. The student has been checked for misunderstands and found to be clean.
- 3. DRILL: Look at several newspaper articles or magazine articles and estimate the tone level of the audience they address, until it is easy to do.
- 4. DRILL: Look at the Chart of Human Evaluation and make up some examples of things that would interest a person at each level of the Chart, from .5 to 4.0.
- 5. DEMO: How one would get back into this universe if he got out and then couldn’t find his way back.
- 6. CLAY DEMO: “Position of P.T. is regulated by an agreement of co-havingness.”
- 7. DEMO: Time in relationship to rate of change of havingness.
- 8. DEMO: Why a person must be free on all 8 dynamics before he can leave this universe without penalty.

 (supervisor)

GGG. PDC TAPE 59

- 1. TAPE: 5212C18 – PDC 59: CHART OF HAVINGNESS
- 2. The student has been checked for misunderstands and found to be clean.
- 3. DEMO: Why the future is hard to change for someone low on the Tone Scale.
- 4. ESSAY: On why you do not give data to someone about Scientology unless you are teaching it to him. Give some specific examples of how you could communicate Scientology to people at various levels of the Tone Scale, using an aesthetic in putting the data into action.
- 5. ESSAY: Give an example of someone “explaining” the truth to someone. Then an example of someone putting the truth into action. Which would be more effective, and why.
- 6. ESSAY: How you can use this data in life.

 (supervisor)

HHH. PDC TAPE 60

- 1. TAPE: 5212C18 – PDC 60: HOW TO TALK ABOUT SCIENTOLOGY.
- 2. The student has been checked for misunderstands and found to be clean.
- 3. CLAY DEMO: How it is that someone’s past experience really has no bearing on what happens to him in P.T.

 (supervisor)

4. DEMO: How it is that someone using energy to think isn't likely to get very good solutions.

5. DEMO: Show an example demonstrating that a postulate is the best "solution"

6. DEMO: Why a person will fail is he always tries to estimate the future by looking at the past. Make up an example to show this.

7. DEMO: How past, present and future come to be energy masses in the person's space and what can be done to remedy that.

III. PDC TAPE 61

1. TAPE: 5212C18 – PDC 61: HOW TO TALK TO FRIENDS ABOUT SCIENTOLOGY.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. ESSAY: Write down some examples of someone being convinced by effective action where reasoning with him had failed.

4. DEMO: What causes a man to regret his competence.

5. DRILL: Have a twin mock up challenging you and criticizing Scientology, and handle him by reverse vectors. Do this drill, with different coaches, until you can easily and effectively apply this tech.

6. ESSAY: How you can use this data in life and in work.

JJJ. PDC TAPE 62

1. TAPE: 5212C18 – PDC 62: YOUR OWN CASE, TO YOU THE STUDENT.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. ESSAY: On an ideal group member.

KKK. PDC SUPPLEMENTAL TAPE 0-A

1. TAPE: 5301C12 – PDCS 0-A: AGREE/ DISAGREE, HAVE/ HAVE NOT.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: Why people cannot agree by flows.

4. DEMO: Why using flows to get agreement will result in making it seem that postulates won't stick.

5. CLAY DEMO: The mechanism by which others get someone to pull in his anchor points.

LLL. PDC SUPPLEMENTAL TAPE 0-B

1. TAPE: 5301C12 – PDCS 0-B: AGREE/ DISAGREE, HAVE/ HAVE NOT – CONTINUED.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: In the context of MEST universe energy, what is "blackness".

4. ESSAY: The relationship between newspapers and anchor points.

5. CLAY DEMO: The D-E-I cycle, an example of it in this universe.

MMM. PDC SUPPLEMENTAL TAPE 0-C

1. TAPE: 5301C12 – PDCS 0-C: ANCHOR POINTS DRIVING THEM IN AND OUT.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: How a person can come to “hate himself”.

4. CLAY DEMO: How a person gets smaller and smaller in ratio to the number of things he detests.

5. DEMO: Life as a process of filling places that are too empty and bailing out places that are too full.

NNN. PDC SUPPLEMENTAL TAPE 1

1. TAPE: 5301C14 – PDCS 1: GROUP AND INDIVIDUAL PROCESSING.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: The difference between a mock-up and a facsimile.

4. DEMO: Where should a pc put a mock-up.

5. DEMO: How you can tell if a mock-up is made by an automaticity.

6. DEMO: What is the test of a “good” mock-up, and how solid does a mock-up have to be to still improve a person’s ability?

7. CLAY DEMO: The difference between someone at cause and a spectator.

OOO. PDC SUPPLEMENTAL TAPE 2

1. TAPE: 5301C14 – PDCS 2: SOP NBR 5 LONG FORM STEP I.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: Why a person might not be able just to change a postulate and make it stick.

4. DEMO: “The test of your survival is your ability to work.”

5. CLAY DEMO: The difference between using MEST universe effort and using one’s own created effort .

PPP. PDC SUPPLEMENTAL TAPE 3

1. TAPE: 5301C16 – PDCS 3: SOP 5 LONG FORM STEP II.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: How a thetan who is not using energy changes his position in space.

4. DEMO: Why would someone be afraid of what people think?

5. DEMO: How a thetan gets others to perceive an illusion he wants them to see.

6. DEMO: How could a theta still be involved in games without having to use energy?

QQQ. PDC SUPPLEMENTAL TAPE 4

1. TAPE: 5301C16 – PDCS 4: SOP NBR 5 LONG FORM STEP II – DEMONSTRATION.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DRILL: Make up an example of something that would be hard to control, and write down a workable gradient of things that could be controlled about the thing, up to a point of being able to control the whole thing.

4. DEMO: How a thetan keeps the environment visible to himself.

RRR. PDC SUPPLEMENTAL TAPE 5

1. TAPE: 5301C19 – PDCS 5: SOP 5 LONG FORM STEP III: DIFFERENTIATION ON THETA CLEARING.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: How space is used to keep people identified, separate from each other.

4. DEMO: The difference between putting things in space and looking for things in space.

SSS. PDC SUPPLEMENTAL TAPE 6

1. TAPE: 5301C19 – PDCS 6: SOP LONG FORM STEP III – SPACATION.

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. DEMO: How to break bad news to someone without driving in his anchor points.

4. ESSAY: With examples, show how a person can make a career of controlling that which drives in his anchor points.

5. DEMO: How space gives one an identity.

6. CLAY DEMO: How a thetan could be many places at once and yet still have full attention on what he was doing.

TTT. PDC SUPPLEMENTAL TAPE 7

1. TAPE: 5301C21 – PDCS 7: SOP LONG FORM STEP IV: GITA, SPACE, CASE CONDITIONS

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. CLAY DEMO: “A person is as free in space as he is willing to be anything in that space.”

4. ESSAY: With examples, show how a person is less free as there are more things in his environment he is unwilling to be.

UUU. PDC SUPPLEMENTAL TAPE 8

1. TAPE: 5301C21 – PDCS 8: SOP S LONG FORM STEP IV – GITA (CONTINUED).

2. The student has been checked for misunderstands and found to be clean.

(supervisor)

3. CLAY DEMO: How a thetan abandons space to have energy.

4. DEMO: How anchor points become particles.

5. CLAY DEMO: What happens when a thetan makes his space bigger.

VVV. PDC SUPPLEMENTAL TAPE 9

- 1. TAPE: 5301C23 – PDCS 9: SOP 5 LONG FORM STEP V – ADDITIONAL TECHNIQUES.
- 2. The student has been checked for misunderstands and found to be clean.
- 3. DEMO: Value and negative value.
- 4. DEMO: What can happen to a thetan when he is convinced that he has to use MEST energy?
- 5. ESSAY: What is generally considered by people to be “logic”.

 (supervisor)

WWW. PDC SUPPLEMENTAL TAPE 10

- 1. TAPE: 5301C23 – PDCS 10: SOP 5 LONG FORM STEP VI.
- 2. The student has been checked for misunderstands and found to be clean.
- 3. DEMO: As a thetan goes down the Tone Scale, it is actually a decline of self-determinism.
- 4. DEMO: Why every thetan has a different horsepower than every other thetan.
- 5. CLAY DEMO: The definition of “destimulation” as given in the tape.

 (supervisor)

XXX. PDC SUPPLEMENTAL TAPE 11

- 1. TAPE: 5302C23 – PDCS 11: CONCLUDING LONG FORM OF STEP V – ADMIRATION PROCESSING.
- 2. The student has been checked for misunderstands and found to be clean.
- 3. CLAY DEMO: The relationship of admiration and absence of admiration to the persistence of the MEST universe.
- 4. DEMO: How you could handle a person who put bad news on your lines so he would stop.
- 5. DEMO: What would happen if a person was never admired for his work.
- 6. ESSAY: 5 specific examples of how you could admire bad news a person has given you, writing down what he said and what you would reply.

 (supervisor)

YYY. FURTHER DATA

- 1. READ: PHOENIX LECTURES up through “Axioms Part 4”.
- 2. READ: The Scientology Axioms in SCIENTOLOGY 0-8
- 3. READ: Each Scientology Axiom (58 demos):

Axiom	1. _____	20. _____	39. _____
	2. _____	21. _____	40. _____
	3. _____	22. _____	41. _____
	4. _____	23. _____	42. _____
	5. _____	24. _____	43. _____
	6. _____	25. _____	44. _____
	7. _____	26. _____	45. _____
	8. _____	27. _____	46. _____
	9. _____	28. _____	47. _____

- 10. _____ 29. _____ 48. _____
- 11. _____ 30. _____ 49. _____
- 12. _____ 31. _____ 50. _____
- 13. _____ 32. _____ 51. _____
- 14. _____ 33. _____ 52. _____
- 15. _____ 34. _____ 53. _____
- 16. _____ 35. _____ 54. _____
- 17. _____ 36. _____ 55. _____
- 18. _____ 37. _____ 56. _____
- 19. _____ 38. _____ 57. _____
- 58. _____

4. READ: J.O.S. 24-G 31 Jan 54 "SOP 8-C: The Rehabilitation of the Human Spirit". (Tech Vol. II, page 10)

5. BOOK: Read SCIENTOLOGY: 8-8008.

6. READ: The Know to Mystery Scale and Expanded Know to Mystery Scale. (SCIENTOLOGY 0-8)

7. CLAY DEMO: Each step of the Expanded Know to Mystery Scale from the bottom up. (13 Clay Demos)

- | | | | |
|------|-----------|----------|-----------|
| Step | 1. _____ | 5. _____ | 9. _____ |
| | 2. _____ | 6. _____ | 10. _____ |
| | 3. _____ | 7. _____ | 11. _____ |
| | 4. _____ | 8. _____ | 12. _____ |
| | 13. _____ | | |

8. READ: Advanced Course Data Sheet. (Tech Vol. II, page 41)

9. HCOB 5 May 72R THE REMEDY OF HAVINGNESS

10. DEMO: How the being descends the Know to Mystery Scale.

11. DRILL: Give several examples of activities that typify each level, until you have a thorough grasp of the Know to Mystery Scale.

12. READ: J.O.S. Issue 16-G mid-June 1953 "This is Scientology. The Science of Certainty".

13. CLAY DEMO: Each of the Factors. (30 Clay Demos)

- | | | | |
|--------|-----------|-----------|-----------|
| Factor | 1. _____ | 11. _____ | 21. _____ |
| | 2. _____ | 12. _____ | 22. _____ |
| | 3. _____ | 13. _____ | 23. _____ |
| | 4. _____ | 14. _____ | 24. _____ |
| | 5. _____ | 15. _____ | 25. _____ |
| | 6. _____ | 16. _____ | 26. _____ |
| | 7. _____ | 17. _____ | 27. _____ |
| | 8. _____ | 18. _____ | 28. _____ |
| | 9. _____ | 19. _____ | 29. _____ |
| | 10. _____ | 20. _____ | 30. _____ |

14. READ: PAB 40, 26 Nov 1954 "The Code of Honour".

15. CLAY DEMO: Each line of the Code of Honour. (15 Clay Demos)

- | | | | |
|------|----------|-----------|-----------|
| Code | 1. _____ | 6. _____ | 11. _____ |
| | 2. _____ | 7. _____ | 12. _____ |
| | 3. _____ | 8. _____ | 13. _____ |
| | 4. _____ | 9. _____ | 14. _____ |
| | 5. _____ | 10. _____ | 15. _____ |

16. ESSAY: Show with examples what each line of the Code of Honour has to do with operating as an OT. (15 Essays)

Essay 1. _____ 6. _____ 11. _____
 2. _____ 7. _____ 12. _____
 3. _____ 8. _____ 13. _____
 4. _____ 9. _____ 14. _____
 5. _____ 10. _____ 15. _____

17. READ: The Code of A Scientologist (in SCIENTOLOGY 0-8)

18. DEMO: Each line of the Code of a Scientologist. (20 Demos)

Code 1. _____ 8. _____ 15. _____
 2. _____ 9. _____ 16. _____
 3. _____ 10. _____ 17. _____
 4. _____ 11. _____ 18. _____
 5. _____ 12. _____ 19. _____
 6. _____ 13. _____ 20. _____
 7. _____ 14. _____

ZZZ. DEMONSTRATION OF PRACTICAL APPLICATION

1. ESSAY: what it means to you to operate as an OT and how the data on this course can help you change conditions for the better along your dynamics by operating as an OT. Be specific.