The

Technical Bulletins

*of*

Dianetics and Scientology

by

L. Ron Hubbard

FOUNDER OF DIANETICS AND SCIENTOLOGY

Volume
XIV
1981-1982

I will not always be here on guard.

The stars twinkle in the Milky Way

And the wind sighs for songs

Across the empty fields of a planet

A Galaxy away.

You won't always be here.

But before you go,

Whisper this to your sons

And their sons —

"The work was free.

Keep it so. "

L. RON HUBBARD
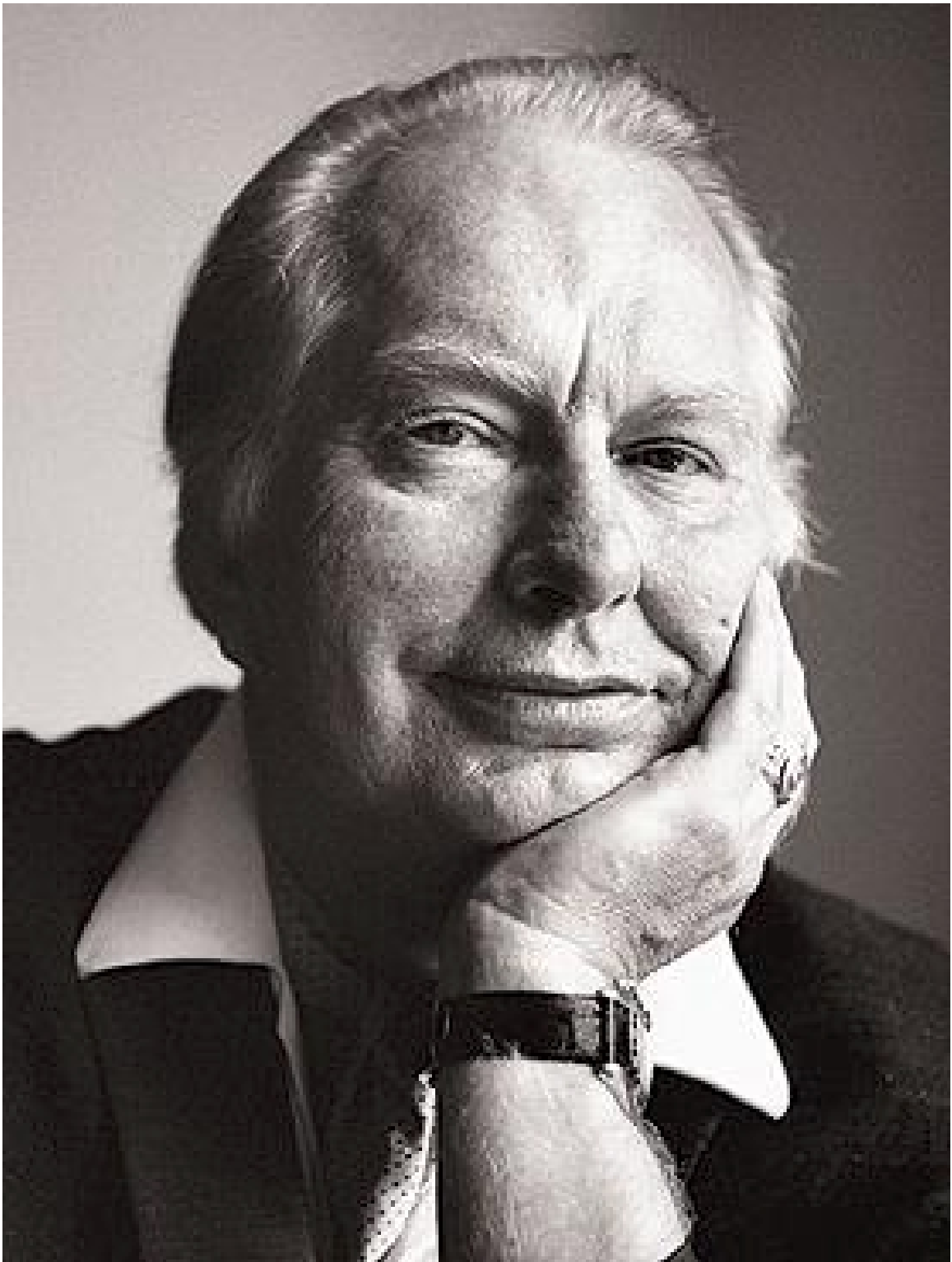
L. Ron Hubbard
Founder of Dianetics and Scientology

TECHNICAL BULLETINS
1981-1982

CONTENTS

1965

1970

1971

1972

1973

1975

1978

1979

1980

1981

FOR LOWER GRADES
RE-REVISED 18 JANUARY 1982

1982

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 13 SEPTEMBER 1965R

REVISED AND REISSUED 16 FEBRUARY 1981

Revised and Reissued as part of

Keeping Scientology Working Series.

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

(Revisions in Script)

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

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

Keeping Scientology Working Series 26

**OUT TECH
AND HOW TO GET IT IN**

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

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

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

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

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

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

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

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

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

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

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

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

Do you get the point?

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

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

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

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

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

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

Importances play a huge part in this. I had a newly graduated darkroom photographic technician at work. It was pathetic to see the inability to apply important

data. The virtues of ancient equipment and strange tricks to get seldom required effects were all at his fingertips. But he did not know that you wiped developer off your hands before loading fresh film.

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

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

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

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

IMPORTANT DATA

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

From case supervisor or auditor viewpoint:

(1) If an auditor isn't getting results either he or the pc is doing

something else.

(2) There is no substitute for knowing how to run and read a meter perfectly.

(3) An auditor must be able to read, comprehend and apply HCO Bs and

instructions.

(4) An auditor must be familiar enough with what he's doing and the mechanics

of the mind to be able to observe what is happening with the pc.

(5) There is no substitute for perfect TRs.

(6) An auditor must be able to duplicate the auditing command and observe what

is happening and continue or end processes according to their results on the
pc.

(7) An auditor must be able to see when he's released the pc and end off

quickly and easily with no shock or overrun.

(8) An auditor must have observed results of his standard auditing and have

confidence in it.

CASE REACTION

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

(1) PC is Suppressive.

(2) PC is ALWAYS a Potential Trouble Source if he Roller Coasters and only

finding the RIGHT suppressive will clean it up. No other action will. There are no other reasons for a Roller Coaster (loss of gain obtained in auditing).

(3) One must never audit an ARC Broken pc for a minute even but must locate

and indicate the by-passed charge at once. To do otherwise will injure the pc's case.

(4) A present time problem of long duration prevents good gain and sends the

pc into the back track.

(5) The only reasons a pc is critical are a withhold or a misunderstood word

and there is NO reason other than those. And in trying to locate a withhold it is not a motivator done to the pc but something the pc has done.

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

Suppressive).

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

Now honestly, aren't those easy?

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

ASSESSMENT

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

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

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

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

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

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

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

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

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

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

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

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

<div align="right">

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

</div>

Remimeo
Tech
Qual
C/Ses
HGCs
Cramming
Officers

HC OUT-POINT PLUS-POINT LISTS RB

(Reference Data Series HCO PLs)

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

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

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

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

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

The ... lists are used:

(a) To assess for a read.

(b) Clear up with 2-way comm.

PROCEDURE

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

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

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

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

In this way the lists are alternated.

They can be done over and over.

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

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

The lists may be done on Clears and OTs.

A meter must be used.

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

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

Take a good read.

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

Assess again.

Same process.

Continue as long as you have TA on it.

Stop with any win.

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

The list items can be used in 2 ways.

A. They can be called off straight.

B. They can be given a prior statement.

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

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

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

ALWAYS FINISH OFF WITH THE PLUS-POINT LIST.

OUT-POINT LIST

1. Omitted Fact

_____

2. Omitted Terminal

_____

3. Omitted Data

_____

4. Omitted Location

_____

5. Omitted Matter

_____

6. Omitted Energy

_____

7. Omitted Space

_____

8. Omitted Form

_____

9. Missing Scene

_____

10. Missing Person

_____

11. Changed Sequence of Facts

_____

12. Changed Sequence of Data   _____

13. Changed Sequence of Particles   _____

14. Changed Sequence of Locations   _____

15. Changed Sequence of Objects   _____

16. Changed Sequence of Spaces   _____

17. Changed Sequence of Forms   _____

18. Twisted Ideas   _____

19. Dropped Out Time   _____

20. Incorrect Time   _____

21. False Time   _____

22. Invented Time   _____

23. Condensed Time   _____

24. Rushed Time   _____

25. Endless Time   _____

26. Waiting Time   _____

26a. Added Time   _____

26b. Unexpected Time   _____

27. Delusion   _____

28. Hallucination   _____

29. False Fact   _____

30. False Terminal   _____

31. False Being

_____

32. False Datum

_____

33. False Location

_____

34. False Matter

_____

35. False Energy

_____

36. False Space

_____

37. Fixed Idea

_____

38. Altered Importance

_____

39. Altered Value

_____

40. Decreased Importance

_____

41. Decreased Value

_____

42. Over Valued

_____

43. Too Important

_____

44. Too Insignificant

_____

45. Things all the same

_____

46. Not Associated

_____

47. Everything Different

_____

48. Wrong Terminal

_____

49. Wrong Location

_____

50. Wrong Time

_____

51. Wrong Event

_____

52. Wrong Target

          _____

53. Wrong Objective

          _____

54. Wrong Goal

          _____

55. Wrong Space

          _____

56. Wrong Form

          _____

57. Impossible Occurrence

          _____

58. Impossible Terminal

          _____

59. Impossible Time

          _____

60. Impossible Event

          _____

61. Unbelievable Idea

          _____

62. Unbelievable Action

          _____

63. Unbelievable Event

          _____

64. Unbelievable Circumstance

          _____

65. Unbelievable Being

          _____

66. Wrong Source

          _____

67. Incorrect Origin

          _____

68. From Wrong Place

          _____

69. From Wrong Person

          _____

70. Wrong Authority

          _____

71. False Source

          _____

72. Conflicting Data

          _____

73. Contrary Facts

_____

74. Impossible Situation

_____

75. Not Matching Reality

_____

76. Added In-Applicable Data

_____

77. Added In-Applicable Facts

_____

78. Added In-Applicable Terminals

_____

79. Added In-Applicable Matter

_____

80. Added In-Applicable Energy

_____

81. Added In-Applicable Space

_____

82. Added In-Applicable Form

_____

83. Added In-Applicable Event

_____

84. Assumed Identities Not Identical

_____

85. Facts Assumed To Be Identical Not Identical

_____

86. Data Assumed To Be Identical Not Identical

_____

87. Things Assumed To Be Identical Not Identical

_____

88. Actions Assumed To Be Identical Not Identical

_____

89. Events Assumed To Be Identical Not Identical

_____

90. Circumstances Assumed To Be Identical Not Identical

_____

91. Assumed Similarities Not Similar

_____

92. Facts Assumed To Be Similar Are Similar

_____

93. Data Assumed To Be Similar Not Similar

_____

94. Things Assumed To Be Similar Not Similar

_____

95. Things Grouped Into The Same Classes Not Similar

_____

96. Actions Assumed To Be Similar Not Similar

_____

97. Events Assumed To Be Similar Not Similar

_____

98. Circumstances Assumed To Be Similar Not Similar

_____

99. Assumed Differences Not Different

_____

100. Facts Assumed To Be Different Not Different

_____

101. Data Assumed To Be Different Not Different

_____

102. Things Assumed To Be Different Not Different

_____

103. Actions Assumed To Be Different Not Different

_____

104. Events Assumed To Be Different Not Different

_____

105. Circumstances Assumed To Be Different Not Different

_____

PLUS-POINT LIST

1. Knowing Something is Right

_____

2. Knowing a Datum is Correct

_____

3. A Known Being

_____

4. A Correct Location

_____

5. A Known Form

_____

6. Something About Which All Data is Known

_____

7. Events in Correct Sequence

_____

8. Things in Proper Order

_____

9. Actions Done in the Right Way

10. Data in Proper Alignment   ———

11. People in the Right Places   ———

12. Things Correctly Counted   ———

13. A Known Time   ———

14. A Correct Time   ———

15. An Exact Time   ———

16. A Proper Time   ———

16a. Expected Time   ———

16b. Adequate Time   ———

17. Known Times   ———

18. Something Correctly Located in Time   ———

19. A Past Time   ———

20. A Well Timed Action   ———

21. A Person at the Right Time   ———

22. A Truth   ———

23. Something That is True   ———

24. A Factual Location   ———

25. Telling the Truth   ———

26. The True Facts   ———

27. A True Object   ———

28. A Truthful Being

29. Knowing the Truth   _____

30. The Correct Importance   _____

31. Something that was Really Important   _____

32. Something that was Unimportant   _____

33. Knowing What was and What wasn't Important   _____

34. Things more Important than Others   _____

35. Things Less Important than Others   _____

36. Knowing the Relative Importance of Things   _____

37. Things Alike   _____

38. Things Similar   _____

39. Things Different   _____

40. The Right Answer   _____

41. The Right Target   _____

42. The Correct Goal   _____

43. The Correct Person   _____

44. The Right Direction   _____

45. The Correct Objective   _____

46. The Right Intention   _____

47. Something Believable   _____

48. A Credible Fact   _____

49. Something You Knew was Plausible

50. Obviously Factual   ———

51. Acceptable Datum   ———

52. An Acceptable Person   ———

53. A Believable Location   ———

54. A Believable Form   ———

55. Acceptable Energy   ———

56. Acceptable Sensation   ———

57. A Feeling of Rightness   ———

58. Correct Source   ———

59. Correct Origin   ———

60. From Right Place   ———

61. From Right Person   ———

62. Correct Authority   ———

63. True Source   ———

64. Data in Agreement   ———

65. Facts Align   ———

66. Possible Situation   ———

67. Matching Data   ———

68. Matching Reality   ———

69. Adequate Data   ———

70. Adequate Terminals

71. Adequate Matter _____

72. Adequate Energy _____

73. Adequate Space _____

74. Adequate Form _____

75. Applicable Data _____

76. Applicable Facts _____

77. Applicable Terminals _____

78. Applicable Matter _____

79. Applicable Energy _____

80. Applicable Space _____

81. Applicable Form _____

82. Applicable Event _____

83. Assumed Identities Are Identical _____

84. Facts Assumed To Be Identical Are Identical _____

85. Data Assumed To Be Identical Is Identical _____

86. Things Assumed To Be Identical Are Identical _____

87. Actions Assumed To Be Identical Are Identical _____

88. Events Assumed To Be Identical Are Identical _____

89. Circumstances Assumed To Be Identical Are Identical _____

90. Assumed Similarities Are Similar _____

91. Facts Assumed To Be Similar Are Similar

92. Data Assumed To Be Similar Is Similar ———

93. Things Assumed To Be Similar Are Similar ———

94. Things Grouped Into Proper Classes ———

95. Actions Assumed To Be Similar Are Similar ———

96. Events Assumed To Be Similar Are Similar ———

97. Circumstances Assumed To Be Similar Are Similar ———

98. Assumed Differences Are Different ———

99. Facts Assumed To Be Different Are Different ———

100. Data Assumed To Be Different Is Different ———

101. Things Assumed To Be Different Are Different ———

102. Actions Assumed To Be Different Are Different ———

103. Events Assumed To Be Different Are Different ———

104. Circumstances Assumed To Be Different Are Different ———

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

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 DECEMBER 1970R

ISSUE I

REVISED 10 FEBRUARY 1981

Remimeo
All Levels
Training
Tech
Qual
   Cancels:

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

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

(Revisions in Script)

(Ellipses indicate Deletions)

CLAY TABLE WORK IN TRAINING

(Ref: HCOB 11 Oct 67 CLAY TABLE TRAINING)

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

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

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

THE CLAY TABLE

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

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

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

Large classes should have several clay tables.

CLAY

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

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

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

In the Academy colors are only used to make a student see the difference between one object and another and have no other significance as the objects in the mind are not uniformly colored. While «ridges» are black, they can become white. Engrams may be a number of colors all in one engram, just as Technicolor is a colored motion picture. However, some persons see engrams only in black and white. So the color in the Academy is for instruction only, assisting to tell the difference between one object or another. ...

USE ON COURSES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Take every part of the mind and make it in clay by making a thetan, making a body and making one or more parts of the mind (Machine, facsimile, ridge, engram,

lock, what have you—all Scientology terms) and get the student to demonstrate in clay what it is and we begin to clarify what we're about.

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

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

LABELLING CLAY DEMONSTRATIONS

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

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

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

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

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

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

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

SIZE OF CLAY DEMOS

The size of the demo can be important.

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

CHECKOUTS

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

HANDLING CLAY

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

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

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

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

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

L. RON HUBBARD
FOUNDER

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

Keeping Scientology Working Series 27

WHAT IS A COURSE?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The final and essential part of a course is students.

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

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

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

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

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

L. RON HUBBARD
FOUNDER

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

EXPANDED GREEN FORM 40RE
GR 40XRE

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

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

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

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

RESISTIVE CASES ASSESSMENT

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

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

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

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

Otherwise, return to the C/S for programming.

IMPORTANT NOTE ON HANDLING READS ON THIS LIST:

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

B. If this list is done as part of the Dianetic Clear Special Intensive and if it is established in that Intensive that the pc is not yet Clear, the pc should then, on

completion of the DCSI, be run on the R3RA steps if necessary (providing the flows read when checked).

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

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

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

_____

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

_____

B. DON'T WANT AUDITING?

_____

C. AUDITED WITH RUDIMENTS OUT?

_____

D. OVERWHELMED?

_____

E. CONTINUOUSLY COMMITTING OVERTS ON SCIENTOLOGY?

_____

F-1. SUPPRESSED?

_____

F-2. CONNECTED TO AN ANTAGONISTIC PERSON?

_____

G. SERIOUSLY PHYSICALLY ILL?

_____

H. HAVE NOT HAD AUDITING?

_____

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

_____

I-2. HAVE TAKEN DRUGS?

_____

J. FORMER THERAPY BEFORE SCIENTOLOGY?

_____

K. HAVE BEEN PART OF EARLIER PRACTICES?

_____

L-1. OUT OF VALENCE?

_____

L-2. ARE YOU BEING SOMEONE ELSE?

M-1. PRETENDING TRAINING OR GRADES NOT ATTAINED?

                   _____

M-2. PRETENDING «STATES» NOT ATTAINED?

                   _____

N.   AUDITED WITH PRIOR GRADES OUT?

                   _____

O.   MISUNDERSTOODS IN AUDITING?

                   _____

SECTION A—WENT DIANETIC CLEAR AND NEVER ATTESTED

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

SECTION B—DOESN'T WANT AUDITING

B-1. DO YOU NOT WANT AUDITING?

                   _____

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

B-2. ARE YOU REFUSING AUDITING?

                   _____

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

B-3. ARE YOU PROTESTING AUDITING?

                   _____

  Itsa E/S Itsa to F/N.

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

                   _____

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

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

                   _____

  Itsa E/S Itsa to F/N.

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

                   _____

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

SECTION C—AUDITED WITH RUDIMENTS OUT

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

                   _____

  Find out which and handle to F/N.

C-2. HAVE YOU BEEN AUDITED OVER AN ARC BREAK?

ARCU CDEINR E/S to F/N.

_____

C-3. HAVE YOU BEEN AUDITED OVER A PROBLEM?

Itsa E/S Itsa to F/N.

_____

C-4. HAVE YOU BEEN AUDITED OVER A WITHHOLD?

What was the withhold? Who missed it? E/S to F/N.

_____

C-5. HAVE YOU BEEN AUDITED OVER AN OVERT?

What was the overt? E/S overt to F/N.

_____

C-6. ARE YOU LYING TO PEOPLE?

Itsa E/S Itsa to F/N.

_____

C-7. DO YOU HAVE SECRETS?

2WC what secrets E/S to F/N.

_____

C-8. ARE YOU HERE FOR REASONS NOT DISCLOSED?

If so, L&N «What was your original reason for coming here?»
R3RA Triple or Quad if an evil purpose. Program for EXDN.
(On a Dianetic Clear or OT, do the L&N step only.)
If the person's reason for being here is suspect, such as to harm or get data for
another agency, etc. HCO must be notified after the section. The person may
not admit to having a discreditable reason for being in the org and so might
need a special HCO Confessional to find out all the data.

_____

C-9. DO YOU HAVE AN EVIL PURPOSE?

L&N «What evil purpose do you have?» R3RA Triple or Quad.   Program
for EXDN.   (On a Dianetic Clear or OT, do the L&N step only.)

SECTION D—OVERWHELMED

D-1. HAVE YOU BEEN OVERWHELMED BY AUDITING?

_____

Run out the incident of overwhelm R3RA Narrative Triple or Quad. (On Flow
1, acknowledge what the pc says and continue with R3RA Narrative
commands 2-9, A-EYE.)

F2: Return to the time you caused another to be overwhelmed by
auditing and tell me when you are there.

F3: Return to the time others caused others to be overwhelmed
by auditing and tell me when you are there.

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

(Progress Program.)

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

D-2. HAVE YOU BEEN OVERWHELMED BY LIFE?

_____

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

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

_____

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

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

_____

(ON YOUR JOB?)
Handle as in D-1 with Narrative R3RA Triple or Quad, substituting «on your post» or «on your job» whichever is appropriate and has read.
(Progress Program.)
2WC and the appropriate correction list on Dianetic Clears or OTs.

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

_____

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

SECTION E—CONTINUOUSLY COMMITTING OVERTS ON SCIENTOLOGY

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

_____

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

_____

(item).

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

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

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

E-2. DO YOU KEEP ON GOOFING?

_____

Handle as in E-1.

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

_____

Handle as in E-1.

SECTION F—SUPPRESSED
CONNECTED TO AN ANTAGONISTIC PERSON

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

TO SCIENTOLOGY?

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

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

_____

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

F-3. HAVE YOU BEEN SUPPRESSED BY ANOTHER?

_____

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

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

_____

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

PTS C/S-1.

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

_____

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

SECTION G—SERIOUSLY PHYSICALLY ILL

G-1. ARE YOU SERIOUSLY PHYSICALLY ILL?

_____

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

G-2. IS YOUR BODY ILL?

_____

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

G-3. ARE YOU MENTALLY ILL?

_____

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

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

G-4. DO YOU HAVE ANY BROKEN BONES?

_____

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

G-5. DO YOU HAVE ANY INFECTIOUS DISEASE?

_____

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

G-6. DO YOU HAVE ANY HIDDEN ILLNESSES?

_____

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

G-7. DO YOU HAVE ANY TOOTH DECAY?

_____

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

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

_____

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

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

_____

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

G-10 HAVE YOU HAD ANY BODY PARTS REMOVED?

_____

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

SECTION H—HAS NOT HAD AUDITING

H-1. HAVE YOU NOT HAD AUDITING?

_____

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

H-2. HAVE YOU BEEN SELF AUDITING?

_____

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

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

_____

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

SECTION I—SEEKING THE SAME THRILL ATTAINED FROM DRUGS
HAS TAKEN DRUGS

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

_____

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

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

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

    1. For Pre-Clears: Full Drug handling per C/S Series 48RD.

    2. For Dianetic Clears: The Scientology Drug Rundown.

    3. For OT III or above: The OT Drug Rundown.

I-2. HAVE YOU TAKEN DRUGS?

    _____

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

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

    _____

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

I-4. HAVE YOU NEVER TAKEN DRUGS?

    _____

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

I-5. ARE YOU CURIOUS ABOUT DRUGS?

    _____

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

I-6. HAS MEDICINE ACTED AS DRUGS?

    _____

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

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

    _____

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

SECTION J—FORMER THERAPY BEFORE SCIENTOLOGY

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

    _____

Handle per Note at bottom of Page 1.

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

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

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

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

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

Narrative R3RA Triple or Quad on having a former therapy:

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

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

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

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

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

J-2. HAVE YOU HAD MEDICAL THERAPY?

_____

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

J-3. HAVE YOU HAD PSYCHIATRIC THERAPY?

_____

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

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

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

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

J-4. HAVE YOU HAD PSYCHOLOGY THERAPY?

_____

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

J-5. HAVE YOU HAD DENTAL THERAPY?

_____

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

J-6. HAVE YOU HAD ELECTRIC SHOCK?

_____

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

A. If pc has been electric shocked at the hands of psychiatrists, handle per J-3.

B. If pc received electric shock accidentally or some such, and it is more than a minor shock, the C/S programs the case for handling per: THE   BOOK   OF

CASE REMEDIES; applicable C/S Series including HCOB 13 Jun 70, C/S Series 3, SESSION PRIORITIES and all Tech Volume references on shock.

C. If pc has received only very minor shock do nothing more than the 2WC to F/N.

SECTION K—HAS BEEN PART OF EARLIER PRACTICES

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

———

Handle per note at the bottom of Page 1.

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

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

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

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

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

Narrative R3RA Triple or Quad on body practices:

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

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

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

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

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

K-2. ARE YOU CURRENTLY DOING ANY EXERCISES?

———

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

K-3. ARE YOU CURRENTLY PRACTICING ANY RITES?

———

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

K-4. ARE YOU CURRENTLY PRACTICING YOGA?

———

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

K-5. DO YOU HOLD ANY EASTERN BELIEFS?

———

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

K-6. ARE YOU DOING ANY MENTAL EXERCISES?

———

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

K-7. DO YOU CURRENTLY PRACTICE MEDITATION?

———————

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

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

———————

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

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

———————

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

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

———————

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

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

———————

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

K-12. HAVE YOU TAKEN PART IN HYPNOTISM?

———————

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

K-13. HAVE YOU HELD EASTERN BELIEFS?

———————

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

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

———————

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

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

———————

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

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

———————

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

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

———————

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

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

———————

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

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

———————

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

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

_____

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

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

_____

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

K-22. HAVE YOU PRACTICED WITCHCRAFT?

_____

Handle per note at the bottom of Page 1.

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

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

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

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

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

Narrative R3RA Triple or Quad on practicing witchcraft.

F-1: Return to the time you had witchcraft practiced on you and tell

me when you are there.

F-2: Return to the time you practiced witchcraft on another and tell

me when you are there.

F-3: Return to the time others practiced witchcraft on another or

others and tell me when you are there.

F-0: Return to the time you practiced witchcraft on yourself and tell

me when you are there.

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

K-23. HAVE YOU CAST SPELLS?

_____

Handle per note at the bottom of Page 1.

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

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

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

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

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

Narrative R3RA Triple or Quad on casting spells.

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

are there.

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

you are there.

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

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

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

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

_____

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

SECTION L—OUT OF VALENCE

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

Ref:　HCOB 2 Aug 68R　　　　«LX» Lists

　　　HCOB 5 Nov 69R V,　　　LX3 (Attitudes)

　　　HCOB 3 Aug 69R　　　　LX2 (Emotional Assessment List)

　　　HCOB 9 Aug 69R　　　　LX1 (Conditions)

　　　HCOB 20 Sep 78 II　　　LX LIST HANDLING

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

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

SECTION M—PRETENDING TRAINING OR GRADES NOT ATTAINED

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

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

M-1. ARE YOU PRETENDING?

_____

Handle per Note at bottom of Page 1.

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

F-1: «Recall a time another pretended to you.»

F-2: «Recall a time you pretended to another.»

F-3: «Recall a time another pretended to another or others.»

F-0: «Recall a time you pretended to yourself.»

Narrative R3RA Triple or Quad on pretending:

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

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

F-3: Return to the time others pretended to another or others and tell

me when you are there.

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

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

M-2. ARE YOU PRETENDING TRAINING NOT ATTAINED?

_____

Handle as In M-1.

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

_____

Handle as In M-1.

M-4. ARE YOU PRETENDING GRADES NOT ATTAINED?

_____

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

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

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

_____

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

SECTION N—AUDITED WITH PRIOR GRADES OUT

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

_____

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

N-2. IS YOUR DIANETICS INCOMPLETE?

_____

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

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

N-3. DO ENGRAMS FAIL TO ERASE?

_____

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

Handle per L3RG instructions and the BTB.

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

N-4. IS YOUR COMMUNICATION GRADE OUT?

_____

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

N-5. IS YOUR PROBLEMS GRADE OUT?

_____

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

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

_____

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

N-7. DO YOU HAVE PERSISTING ARC BREAKS?

_____

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

N-8. ARE YOU ANXIOUS ABOUT CHANGE?

_____

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

N-9. DO YOU HAVE SERVICE FACSIMILES?

_____

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

N-10.DO YOU HAVE FIXED IDEAS?

_____

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

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

_____

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

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

_____

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

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

_____

Rehab each to F/N.

SECTION O—MISUNDERSTOODS IN AUDITING

O-1. HAVE YOU HAD MISUNDERSTOODS IN AUDITING?

_____

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

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

_____

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

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

_____

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

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

_____

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

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

HCO BULLETIN OF 19 JULY 1971

REISSUED 7 JULY 1981

Remimeo

C/S Series 52

INTERNES

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

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

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

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

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

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

That means LOTS of auditing.

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

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

An HDC graduate who doesn't then audit under an experienced Case Supervisor who knows and demands the standard actions rarely gets to be a HDC AUDITOR. It takes tons of hours to make a real Dianetic auditor who can toss off standard sessions and get his routine miracles.

So if an HDC doesn't INTERNE, but simply goes on to the Academy Courses or SHSBC he has skipped his apprenticeship as a Dianetic Auditor.

If he gets his Class VI and never Internes but goes on to VIII—well, we now have somebody who has long since lost touch with the reality of why he is studying.

Therefore you CAN'T take a Class VI graduate who was never a Dianetic Auditor and Interne him as a VI. He'll goof-goof-goof. So you have to Interne him as a HDC.

WHEN he can turn out flawless Dianetic sessions on all kinds of pcs you can Interne him as a IV etc.

In other words you have to catch up all neglected Apprenticeships.

I don't care if the guy is an VIII, if he wasn't ever a Dianetic Auditor and a Class VI Auditor and isn't Interning as an VIII then he is only a provisional.

Flubby auditors are the biggest time wasters a C/S has. If auditors on his lines aren't good, he'll take forever to get his C/S work done. And he won't get results.

The answer is, regardless of Class as a course graduate, a C/S MUST INTERNE HIS AUDITORS FOR EACH INTERNESHIP MISSED ON THE WAY UP.

The «ok to audit» system is used.

One takes any graduate and Internes him on the lowest Internship he has missed. He reviews his material, gets his drills checked, gets his misunderstood words cleared and gets an «ok to audit» for that level. If he goofs he is crammed. And sometimes wholly retreaded. The «ok to audit Dianetics» would be his first okay. This suspends if be has to retread.

When he then has turned out pcs, pcs, pcs, pcs, 5, 6, 8, 10 hours a day for weeks and weeks and is a total success as a Dianetic Auditor, he can go on up.

At first as a Dianetic Interne he is part time studying Dianetics. Then as he gets flawless and while he is getting experience and practice on Dianetics, he can gradually phase over into re-studying his next Interneship, usually IV or VI.

Then one day he is word cleared, checked out on his drills, and he qualifies for «ok to audit» for IV or VI.

Now it begins all over again. Flubs-Cramming, midnight oil, audit audit cramming audit audit new word clear new drill work audit audit audit audit 5, 6, 8, 10 hours a day.

Now he if a IV or VI auditor.

His next real step is a VI or VII Interne at an SH. If he has been a good IV Interne Auditor his VI Interneship after his SHSBC will be a VII Interneship. VII is an Interne activity.

When he's an Auditor that can do VI and Power, he is ready for VIII and IX.

If he is going to be a good VIII-IX auditor he will Interne in an AO or SH under an experienced C/S.

Now when he goes to his own org, you have a real honest to goodness C/S.

And as a C/S he must know how you use Interneships to make auditors.

Wherever this function is neglected, you don't get auditors. You get doubtful students and out-tech.

On Flag C/Ses have to catch up every missed Interneship to make a high volume high quality auditor.

The world renowned Superiority of Flag Auditors is built just like I am telling you here.

There is no reason just that same quality can't be built in any org.

One does it by the Interne method.

By using this method you get IN tech and high volume.

Any auditor in any org that is limping and fumbling simply has never been properly Interned.

The way to remedy it is to set up a good Cramming that uses only HCO Bs and has them available (and no verbal tradition), a Good Word Clearer and a Qual «okay to audit» Interne system. The Internes are a Section in Qual. They have a Course Supervisor. They study and audit cram audit cram study audit, audit audit audit.

And one day you have IN tech and high volume high Class auditing all over the place.

Otherwise you just have a bunch of students, in doubt, chewing on their misunderstood words and failed tech.

There IS a right way to go about it.

It is by Interneship.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 MARCH 1972RC

ISSUE I

RE-REVISED 31 MARCH 1982

Remimeo
Tech
Qual

(Revised 28.1.81 to change distribution of issue and to update, clarify and broaden the handlings on the list. Further revised 31.3.82 to include missed withhold handling to include and to add questions 39 and 40 to the list.)

(Revisions in Script)

STUDENT CORRECTION LIST—REVISED
Study Corr List 1RC

The Student Correction List is designed to help locate the reasons a student is not doing well on course.

The list is normally done in Qual. It is assessed Method Five and handled as indicated. A second bracket in the handling shows the further actions to be done after the list has been F/Ned on all reading items.

It must be done by an auditor who can make a prepared list read.

PC NAME:_____DATE: _____

AUDITOR:_____COURSE: _____

0.   DO YOU HAVE A REASON YOU ARE NOT USING STUDY TECH?

   _____

   (L&N "What reason do you have for not using study tech?")
   (Handle the reason for the person not using Study Tech with cramming or retread of BSM, Student Hat or PRD as applicable.)

00.   HAS A WRONG WHY BEEN FOUND FOR YOUR NOT USING STUDY TECH?

   _____

   (L4BRA and handle.)

000.   HASN'T A WORD CLEARING CORRECTION LIST BEEN DONE?

   _____

   (Get it done.)

0000. DID YOU HAVE TROUBLE AFTER WORD CLEARING?

   _____

   (WCCL and handle.)

1.   CONCERNING COURSE DO YOU HAVE AN ARC BREAK?

   _____

   CONCERNING COURSE HAVE YOU ARC BROKEN ANOTHER?

   _____

   CONCERNING COURSE HAVE OTHERS ARC BROKEN SOMEONE

ELSE?

_____

QUAD PCs ONLY:

CONCERNING COURSE HAVE YOU ARC BROKEN YOURSELF?

_____

(Handle each of the above with ARCU CDEINR E/S to F/N.)

2. CONCERNING COURSE DO YOU HAVE A PROBLEM?

_____

CONCERNING COURSE HAVE YOU GIVEN A PROBLEM TO ANOTHER?

_____

CONCERNING COURSE HAVE OTHERS GIVEN A PROBLEM TO SOMEONE ELSE?

_____

QUAD PCs ONLY:

CONCERNING COURSE HAVE YOU GIVEN A PROBLEM TO YOURSELF?

_____

(Handle above with Itsa E/S Itsa to F/N.)

3. CONCERNING COURSE HAVE YOU HAD A W/H?

_____

CONCERNING COURSE HAS ANOTHER WITHHELD SOMETHING FROM YOU?

_____

CONCERNING COURSE HAVE OTHERS HAD A WITHHOLD FROM SOMEONE ELSE?

_____

QUAD PCs ONLY:

CONCERNING COURSE HAVE YOU HAD A WITHHOLD FROM YOURSELF?

_____

(Handle by pulling it E/S to F/N.)

4. CONCERNING COURSE HAS ANOTHER COMMITTED AN OVERT ON YOU?

_____

CONCERNING COURSE HAVE YOU COMMITTED ANY OVERTS?

_____

CONCERNING COURSE HAVE OTHERS COMMITTED OVERTS ON SOMEONE ELSE?

_____

QUAD PCs ONLY:

CONCERNING COURSE HAVE YOU COMMITTED AN OVERT ON YOURSELF?

(Handle any overt found by pulling it E/S to F/N.)

5.   ARE YOU STUDYING OVER WITHHOLDS? _____

(Pull them E/S to F/N.)

6.   DO YOU HAVE OVERTS ON FELLOW STUDENTS? _____

(Pull them E/S to F/N.)

7.   DO YOU HAVE OVERTS ON SUPERVISORS? _____

(Pull them E/S to F/N.)

8.   DO YOU HAVE OVERTS ON COURSE MATERIALS? _____

(Pull them E/S to F/N.)

9.   DISAGREEMENTS WITH THE COURSE? _____

(2WC disagreements with course E/S to F/N.) (Complete the handling per HCOB 19 Jan 66 DANGER CONDITIONS TECHNICAL DATA FOR REVIEW AUDITORS if needed.)

10. DISAGREEMENTS WITH YOUR SUPERVISOR? _____

(2WC E/S to F/N.)

11. DISAGREEMENTS WITH THE COURSE MATERIALS? _____

(Get the disagreements—Word Clear the materials until fully handled, taking each M/U found to F/N.)

12. PTS TO SOMEONE IN THE ENVIRONMENT? _____

(2WC E/S to F/N.) (Pgm for PTS handling.)

13. TOLD YOU WERE PTS AND YOU WEREN'T? _____

(2WC E/S to F/N—L4BRA if any trouble.)

14. HAVE YOU BEEN MADE FUN OF FOR NOT UNDERSTANDING SOMETHING? _____

(2WC E/S to F/N.)

15. DID YOU FALSIFY YOUR STATS? _____

(2WC E/S to F/N, handle as a W/H.) (Get the stats corrected.)

16. DID YOU FALSELY ATTEST TO THE PREREQUISITES OF THIS COURSE?

—————

(2WC E/S to F/N—handle as a W/H.)

17. DID YOU FALSELY ATTEST TO A COURSE COMPLETION?

—————

(2WC E/S to F/N—handle as a W/H.) (Handle the False Attest with Ethics, Cramming, Retread or Retrain on the course materials as applicable.)

18. STUDYING UNDER DURESS?

—————

(2WC E/S to F/N.)

19. ARE YOU UNDER THREAT?

—————

(2WC E/S to F/N.) (If any misemotion or evidence of a PTS situation, PTS Interview and handle.)

20. NOT STUDYING ON YOUR OWN DETERMINISM?

—————

(2WC E/S to F/N.) (If any indication of PTSness do PTS Interview and handle.) (Route person to the the Reg to get signed up for the correct service or to the Ethics Officer for further handling as appropriate.)

21. SEEKING STATUS?

—————

(2WC E/S to F/N.)

22. HAVEN'T HAD METHOD ONE WORD CLEARING?

—————

(2WC E/S to F/N.) (Pgm for M1 Word Clearing.)

23. NO METHOD ONE IN YOUR OWN LANGUAGE?

—————

(2WC E/S to F/N.) (Pgm for M1 Word Clearing in own language.)

24. ARE THERE MISUNDERSTOOD WORDS IN DIANETICS AND SCIENTOLOGY?

—————

(Find and clear them, each to F/N.)

25. AN EARLIER SIMILAR SUBJECT TO DIANETICS AND SCIENTOLOGY WAS MISUNDERSTOOD?

—————

(2WC—find what word(s) in the subject(s) was misunderstood and clear each word found to F/N.)

26. ON COURSE ARE YOU NOT USING METHOD 3 WORD CLEARING?

—————

(2WC E/S to F/N.) (Have pc study, M4 and drill BTB 7 Feb 72R W/C Series 31RA M3 WORD CLEARING and HCOB 23 Mar 78RA Word Clearing Series 59RA CLEARING WORDS.)

27. NOT GETTING ANY WORD CLEARING?

_____

(2WC E/S to F/N.) (Use Word Clearing tech to find and handle any area of confusion, M/Us, etc.)

28. DON'T KNOW HOW TO CLEAR WORDS?

_____

(2WC E/S to F/N.) (Have pc study, M4 and drill HCOB 23 Mar 78RA Word Clearing Series 59RA CLEARING WORDS. Then clear any words still misunderstood due to not having known how to clear a word.)

29. WORD CLEARING TECH DIDN'T WORK ON YOU?

_____

(WCCL and handle.)

30. NOT GETTING ANY CRAMMING?

_____

(2WC E/S to F/N.) (To Qual for cramming if necessary.)

31. NEVER DID STUDENT HAT OR BASIC STUDY MANUAL?

_____

(2WC E/S to F/N.) (Get it done.)

32. MISUNDERSTOODS ON THE STUDY MATERIALS?

_____

(Clear the M/Us and retread as needed.)

33. STUDY TECH DOESN'T WORK ON YOU?

_____

(2WC to find what didn't work and handle it appropriately to F/N and a win.)

34. NO DICTIONARIES AVAILABLE?

_____

(2WC E/S to F/N.) (Find and clean up any M/Us from this—each to F/N.) (Have him get some dictionaries.)

35. DICTIONARIES TOO COMPLICATED TO FOLLOW?

_____

(2WC E/S to F/N.) (Find and clean up any M/Us from this—each to F/N.) (Have him get some simple, dictionaries.)

36. TROUBLE USING A DICTIONARY?

_____

(2WC E/S to F/N.) (Have pc study and M4 HCOB 23 Mar 78RA W/C Series 59RA CLEARING WORDS.)

37. NO DICTIONARY AVAILABLE IN YOUR NATIVE LANGUAGE?

_____

(2WC E/S to F/N.) (Find and clean up any M/Us—each to F/N.) (Have him get a dictionary in his native language.)

38. GOING PAST WORDS YOU CAN'T DEFINE?

_____

(Pull the missed withhold of going past MUs, as a missed withhold, E/S to F/N. Then clear the MUs, each to F/N.)

39. DO YOU HAVE ANY WITHHOLD ABOUT GOING PAST

MISUNDERSTOODS?

_____

(Handle as above.)

40. HAVE YOU GONE PAST MISUNDERSTOOD WORDS OR

 ABBREVIATIONS IN YOUR WORK?

_____

(Pull the missed withhold of going past MUs, as a missed withhold, E/S to F/N. Then clear the MUs, each to F/N.)

41. CAN'T FIND DEFINITIONS OF SCIENTOLOGY TERMS?

_____

(Get which terms and clear each to F/N.)

42. NO PACK OF MATERIALS?

_____

(2WC E/S to F/N.) (Get the pack of materials.)

43. MATERIALS MISSING FROM PACKS?

_____

(2WC E/S to F/N.) (Get the missing materials into the pack.)

44. PRINTED MATERIALS DIFFICULT TO READ?

_____

(2WC E/S to F/N.) (If there are M/Us from a bad printing job, clear each to F/N.) (Also, ensure the proper org terminals are notified of the situation.)

45. TROUBLED BY TYPOGRAPHICAL ERRORS?

_____

(2WC E/S to F/N.) (Find and clear any confusions this caused to F/N.) (Also, ensure proper org terminals are notified of the situation.)

46. EARLIER FAILED OR INCOMPLETE COURSES?

_____

(2WC E/S to F/N.) (Pgm for Student Rehab List.)

47. DISINTERESTED?

_____

(2WC E/S to F/N—handle with M4 or other methods of word clearing if necessary.)

48. OUT 2-D?

_____

(2WC E/S to F/N—handle as a W/H.)

49. OUT 2-D WITH SUPERVISOR?

_____

(2WC E/S to F/N—handle as a W/H.)

50.   OUT 2-D WITH ANOTHER STUDENT?

_____

(2WC E/S to F/N—handle as a W/H.)

51.   TROUBLE WITH DEMOS?

_____

(Find out why and handle to F/N and a win.)

52.   ARE YOUR CLAY DEMOS TOO SMALL?

_____

(2WC E/S to F/N.) (Have pc study, W/C M4 HCOB 10 Dec 70R I CLAY TABLE WORK IN TRAINING in Qual.)

53.   DON'T HAVE A CHECKSHEET?

_____

(2WC E/S to F/N.) (Get the student a checksheet.)

54.   DOING OTHER WORK IN CLASS TIME?

_____

(2WC E/S to F/N—handle as a W/H.)

55.   BREAKING STUDENT'S GUIDE TO ACCEPTABLE BEHAVIOR?

_____

(2WC E/S to F/N—handle as a W/H.)

56.   DISAGREEMENTS WITH STUDENT'S GUIDE TO ACCEPTABLE
 BEHAVIOR?

_____

(2WC E/S to F/N.) (Clear up any M/Us.)

57.   NO SUPERVISOR FOR THE COURSE?

_____

(2WC E/S to F/N.) (Report the situation to the Qual Sec for handling.)

58. SUPERVISOR THERE BUT DOING SOMETHING ELSE?

_____

(2WC E/S to F/N.) (If warranted, report it to the Qual Sec for handling of the supervisor.)

59.   CAN'T HEAR THE SUPERVISOR?

_____

(2WC E/S to F/N.) (If the supervisor's TRs are out notify the Qual Sec of this for handling.)

60.   TROUBLE LISTENING TO TAPE?

_____

(Find out why and handle to F/N.) (If necessary, handle with Word Clearing on the relevant tape(s).)

61.   YOU DON'T SPEAK THE SAME LANGUAGE YOU ARE STUDYING IN?

_____

(2WC E/S to F/N—handle any M/us found each to F/N.) (Pgm for Method 1 in languages he speaks—earliest one learned first.)

62. PHYSICALLY ILL?

_____

(2WC E/S to F/N.) (Do full Assist Checklist for injury and Illness—HCOB 1 Feb 81 and pgm for New Era Dianetic Case Completion if pc is not yet Clear or OT.)

63A. ARE YOU ON DRUGS?

_____

63B. ARE YOU ON MEDICINE?

_____

63C. ARE YOU ON ALCOHOL?

_____

(2WC E/S to F/N.) (Pgm for full drug handling according to person's case level, or repair of it if drug handling has been done. Complete any drug handling if unflat.)

64.   IS THERE SOMETHING WRONG WITH YOUR PERSONAL LIFE?

_____

(2WC E/S to F/N—handle any out ruds.) (If any evidence of a PTS situation—pgm for a PTS Interview.)

65.   THE COURSE ROOM IS TOO HOT?

_____

(2WC E/S to F/N.) (Work out a handling.)

66.   THE COURSE BOOM IS TOO COLD?

_____

(2WC E/S to F/N.) (Work out a handling.)

67.   THE COURSE ROOM IS TOO NOISY?

_____

(2WC E/S to F/N.) (Work out a handling.)

68.   POOR VENTILATION IN THE COURSE ROOM?

_____

(2WC E/S to F/N.) (Work out a handling.)

69.   BAD LIGHTING IN THE COURSE ROOM?

_____

(2WC E/S to F/N.) (Work out a handling.)

70.   SOME OTHER COURSE ROOM DISTRACTION?

_____

(2WC E/S to F/N.) (Work out a handling.)

71. UPSET BY NOT BEING ABLE TO SMOKE ON COURSE?

_____

(2WC E/S to F/N.   Handle any ARC break.) (Pgm for full drug

handling according to person's case level, or repair of it if drug handling has been done. Complete any drug handling if unflat.)

72. SOMETHING WRONG WITH YOUR EYESIGHT?

———

(2WC E/S to F/N.) (Handle with auditing—Dianetics, Effort Processing, Rising Scale Processing—and/or Medical.) (No Dianetics is run on Clears or OT's.)

73. ARE YOU REALLY SUPPOSED TO BE DOING SOMETHING ELSE?

———

(2WC E/S to F/N.) (Get him properly TIPed or if an out-ethics situation, send him to the Ethics Officer for handling.)

74. HAS SOMEBODY SAID YOU SHOULDN'T BE STUDYING?

———

(2WC F/S to F/N.) (If any PTS situation evident—pgm for PTS Int.) (Can also run out times he was prevented from studying -- R3RA Triple or Quad.)

(No Dianetics is run on Clears or OTs.)

75. NO TIME TO DO THE COURSE?

———

(2WC E/S to F/N.) (Work out a handling.)

76. HAVE YOU ALREADY DECIDED YOU WON'T FINISH THE COURSE?

———

(2WC E/S to F/N.) (Get the student properly targeted for course completion or if out-ethics, send him to the E.O. for handling.)

77. ANY OTHER CONSIDERATION ABOUT FINISHING THE COURSE?

———

(2WC E/S to F/N.)

78. AFRAID TO USE WHAT YOU'VE LEARNED?

———

(2WC E/S to F/N.)

79. DID YOU THINK YOU WERE STUDYING SOMETHING ELSE?

———

(2WC E/S to F/N.)

80. DO YOU HAVE SOME TRICK METHOD OF STUDYING?

———

(2WC E/S to F/N.) (Find the 1st subject where pc started using this method and pgm to handle the subject with M1 Word Clearing to EP. Then use Word Clearing to find and clear any M/Us on the current subject being studied.)

81. DO YOU USE A MEMORY SYSTEM?

———

(2WC E/S to F/N.) (Find the 1st subject where pc started using this system and pgm to handle the subject with M1 Word Clearing to EP. Then use Word Clearing to find any M/Us in the current subject.)

82. ARE YOU STUDYING FOR SOMEONE ELSE?

_____

(2WC E/S to F/N.) (If any evidence of a PTS situation, do a PTS Int and handle.)

83. ARE YOU STUDYING TO BE SOMETHING YOU DON'T WANT TO BE?

_____

(2WC E/S to F/N.)

84. NOT GETTING ENOUGH TO EAT?

_____

(2WC E/S to F/N.) (Work out a handling.)

85. ARE YOU ON A DIET?

_____

(2WC E/S to F/N.) (If diet classifies as an «Other Practice» handle it per Section H of the Exp GF 40.)

86. TOO TIRED TO STUDY?

_____

(2WC E/S to F/N.) (Work out a handling.)

87. HAVE YOU BEEN INVALIDATED ON COURSE?

_____

(2WC E/S to F/N.)

88. HAS STUDY BEEN INVALIDATED TO YOU?

_____

(2WC E/S to F/N.)

89. HAVE MATERIALS BEEN INTERPRETED FOR YOU?

_____

(2WC E/S to F/N.)

90. HAS SOMEONE TOLD YOU WHAT THE WORDS MEAN?

_____

(2WC E/S to F/N.) (Reclear any words as necessary—taking each word to F/N.)

91. HAVE YOU INTERPRETED MATERIALS FOR SOMEONE ELSE?

_____

(Get off the W/H E/S to F/N. Find out why he felt he had to do it and clean it up to F/N.)

92. ARE YOU GETTING DATA FROM SOME OTHER SOURCE?

_____

(2WC E/S to F/N, watch for M/Us or confused areas and handle with Word Clearing or False Data Stripping.)

93. HAVE YOU BEEN GIVEN VERBAL TECH?

_____

(2WC E/S to F/N.) (False Data Stripping as necessary.)

94. NO HELP FROM THE SUPERVISOR?

_____

(2WC E/S to F/N.) (If necessary, report the situation to the Qual Sec.)

95. NO HELP FROM THE COURSE ADMIN?

_____

(2WC E/S to F/N.) (If necessary, report the situation to the Qual Sec.)

96. NO TWIN?

_____

(2WC E/S to F/N.) (Work out a handling.)

97. TOO MANY INTERRUPTIONS?

_____

(2WC E/S to F/N—handle any protest.) (If there is an outpoint on the course, report the matter to Qual Sec for handling.)

98. RUSHED?

_____

(2WC E/S to F/N—handle any protest.)

99. IS THE SUPERVISOR NOT AVAILABLE WHEN YOU NEED HIM?

_____

(2WC E/S to F/N.) (Report the situation to the Qual Sec for handling.)

100. DISTRACTED?

_____

(2WC E/S to F/N.) (If there are distractions which warrant handling, report it to the supervisor and/or Qual Sec.)

101. HAVE YOU HAD A FREQUENT CHANGE OF SUPERVISORS?

_____

(2WC E/S to F/N.)

102. DON'T LIKE THE SUPERVISOR?

_____

(2WC E/S to F/N.) (General O/Ws on supervisor.)

103. DON'T LIKE A FELLOW STUDENT?

_____

(2WC E/S to F/N.) (General O/Ws on student or each student if pc mentions more than one.)

104. HAVE YOU BEEN MADE TO HAVE A TWIN YOU DIDN'T WANT?

_____

(2WC E/S to F/N.)

105. HAVE YOU GONE ON TO ANOTHER SECTION OF STUDY WITHOUT FULLY GETTING AN EARLIER SECTION?

_____

(2WC E/S to F/N.) (Handle earlier section with Word Clearing, restudy, and any needed drilling.)

106. SKIPPED GRADIENT?

_____

(2WC E/S to F/N.) (Handle as in 105.)

107. ARE YOU CONFUSED BY ANY PART OF THE MATERIALS?

_____

(Find what and handle with Word Clearing.)

108. NOT STUDYING FOR APPLICATION?

_____

(2WC E/S to F/N.)

109. NO PRACTICAL ON YOUR COURSE?

_____

(2WC E/S to F/N.) (Report the situation to the Qual Sec if necessary.)

110. HAD YOU MADE IT, AND SOMEONE SAID YOU HADN'T?

_____

(If so, get off the inval, then rehab.)

111. HAS SOMEONE SAID YOU MADE IT WHEN YOU HADN'T?

_____

(2WC E/S to F/N.) (Report it to Qual for handling.)

112. HAVE YOU SAID YOU MADE IT WHEN YOU HADN'T?

_____

(2WC E/S to F/N—handle as a W/H.)

113. SELF-INVALIDATION?

_____

(2WC E/S to F/N.) (Pgm for Ser Facs handling.)

114. LACK OF MASS WHEN YOU STUDY?

_____

(2WC E/S to F/N.) (Notify supervisor for handling or send to Cramming if necessary.)

115. UNREAL TARGETS SET FOR YOU?

_____

(2WC E/S to F/N.) (Get him correctly targeted.)

116. DON'T USE A DEMO KIT?

_____

(2WC E/S to F/N.) (Notify supervisor for handling or send to Cramming if necessary.)

117. WOULD YOU RATHER BE STUDYING SOMETHING ELSE?

_____

(2WC E/S to F/N.) (Get him correctly TIPed if appropriate.)

118. YOU DON'T LIKE TO PARTICIPATE AS A STUDENT?

_____

(2WC E/S to F/N.) (Student Rehab List if appropriate.)

119. ARE YOU MIXING YOUR COURSE STUDIES WITH SOME OTHER SUBJECT OR PRACTICE?

_____

(2WC E/S to F/N.) (Pgm to handle the other subject(s) or practice(s) with M1 Word Clearing. Word Clear HCO PL 24 May 65 STUDENT'S GUIDE TO ACCEPTABLE BEHAVIOR.)

120. HAS THE SUPERVISOR REFUSED TO LISTEN TO YOU?

_____

(2WC E/S to F/N. If any upset or misemotion, handle as an ARC break.)

121. IS SOMETHING DISTRACTING YOU FROM STUDY?

_____

(2WC E/S to F/N.) (If necessary, work out a handling.)

122. ARE YOU ON THE WRONG COURSE?

_____

(2WC E/S to F/N.) (Get him properly TIPed if appropriate.)

123. IS THERE A MORE BASIC COURSE YOU SHOULD HAVE DONE FIRST?

_____

(2WC E/S to F/N.) (Get him properly TIPed.)

124. DID YOU KNOW IT ALL ALREADY?

_____

(2WC F/S to F/N.)

125. DID YOU HIT A WIN AND LOSE IT?

_____

(If so, rehab.) (Check for PTSness and handle, if appropriate.)

126. CAN'T YOU REMEMBER THE DATA?

_____

(2WC E/S to F/N.) (Handle with Word Clearing and either Cramming or retread on the data he can't remember.)

127. RESTIM?

_____

(C/S 53RL)

128. TROUBLE WITH YOUR CASE?

_____

(C/S 53RL)

129. IS THERE SOME OTHER REASON YOU CAN'T STUDY?

_____

(2WC E/S to F/N.) (Pgm for Student Rescue Intensive as appropriate.)

130. SOMETHING ELSE WRONG?

_____

(2WC what, and if no joy, GF M5 and handle.)

Remimeo
Student Hat
Supervisors
Word Clearers
Cramming
Officers
Tech
Qual
Auditors
C/Ses

(Revisions not in Script)

Word Clearing Series 37R

DINKY DICTIONARIES

(Dinky: Small, insignificant)

In learning the meaning of words small dictionaries are very often a greater liability than they are a help.

The meanings they give are often circular: Like "CAT: An Animal."

"ANIMAL: A Cat." They do not give enough meaning to escape the circle.

The meanings given are often inadequate to get a real concept of the word.

The words are too few and even common words are often missing.

HUGE dictionaries can also be confusing as the words they use to define are often too big or too rare and make one chase through 20 new words to get the meaning of the original.

HCOB 13 Feb 81 DICTIONARIES contains considerable data on the subject of dictionaries and their use. There is no one dictionary that is perfect for all; on the contrary, each person must find a dictionary that is the correct gradient for him.

Following are the dictionaries recommended in HCOB 13 Feb 81, Word Clearing Series 67, DICTIONARIES as being the best dictionaries available. From these one should be able to find a dictionary that suits him.

WEBSTER'S NEW WORLD DICTIONARY FOR YOUNG READERS, published by William Collins, is a very good simple American dictionary. It does not contain derivations, but is very good for those students who do not have a large vocabulary. (When using this dictionary the student would look up the derivations in a larger dictionary.)

The OXFORD AMERICAN DICTIONARY is an excellent dictionary. It has very good definitions and is simpler than the college-sized dictionaries listed below.   It

does not contain derivations. It is published in paperback by Avon Books, a division of the Hearst Corporation, 959 Eighth Ave., New York, New York and in hardback by Oxford University Press, New York.

There are two American college dictionaries recommended: THE RANDOM HOUSE COLLEGE DICTIONARY REVISED EDITION published in the U.S. by Random House Inc., New York and in Canada by Random House of Canada Limited, Toronto and WEBSTER'S NEW WORLD DICTIONARY OF THE AMERICAN LANGUAGE COLLEGE EDITION published by Simon and Schuster, New York. These are both one-volume dictionaries and are higher gradients than the beginning dictionaries. A person with a limited vocabulary may find the definitions too complicated. These two dictionaries do give good derivations.

One of the best American dictionaries is the FUNK AND WAGNALLS NEW COMPREHENSIVE DICTIONARY OF THE ENGLISH LANGUAGE INTERNATIONAL EDITION. This dictionary is published by Publishers International Press in New York City at 9 Madison Ave. and in Los Angeles at 1543 West Olympic Blvd., 90015. This is a two-volume set and is one of the best American dictionaries you'll find.

The CHAMBERS TWENTIETH CENTURY DICTIONARY (printed in Edinburgh, Scotland) is a good English dictionary. The definitions are quite thorough but few examples are given. It is suitable for fairly literate students.

The two-volume set published by the Oxford University Press called THE SHORTER OXFORD ENGLISH DICTIONARY is an excellent dictionary, especially for the English. This dictionary is based on THE OXFORD ENGLISH DICTIONARY, which is the largest and most comprehensive English dictionary in existence. Although many students will not use THE OXFORD ENGLISH DICTIONARY as their only dictionary (as it is quite large, comprising over 12 volumes), it is an invaluable reference dictionary and is sometimes the only dictionary that correctly defines a particular word.

The Oxford University Press also puts out a smaller Oxford dictionary called THE CONCISE OXFORD DICTIONARY. It is a one-volume dictionary and uses a lot of abbreviations in its definitions. The definitions are very good and it gives good derivations.

I have found these dictionaries listed above to be better than most. (And they aren't determined on a course of propaganda to re-educate the public unlike Merriam Websters and World Book dictionaries.)

Little pocket book dictionaries may have their uses for traveling and reading newspapers, but they do get people in trouble. I have seen people find a word in them and then look around in total confusion. For the dinky dictionary did not give the full meaning or the second meaning they really needed.

So the dinky dictionary may fit in your pocket but not in your mind.

L. RON HUBBARD
FOUNDER

HCO BULLETIN OF 10 JUNE 1973RB

ISSUE I

RE-REVISED 12 AUGUST 1981

(Revised to delete Why Finding

as part of the Cramming Procedure.)

(Revisions in Script)

Remimeo
Qual Secs
Cramming
Offs
Execs
Tech
Qual
KOTs

Cramming Series 10RB

CRAMMING

The datum that "Qual does not take orders" solves the Admin Cramming dilemma of the staff member crammed four times on the Dev-T Pack.

It is up to Qual to handle, fully and totally. This means, not following the exact order, but locating the real cause of the trouble and handling it at once.

Qual's function is correction. By policy Qual does not take orders on What to do to correct.

Where an exec wants certain material covered, that's okay. Cover it. But find out exactly what needs to be handled and cram on that! And on a repeat order, realize you did not get to the actual source of the outness or the wrong area was addressed. So this time really work it over.

Several staff have been crammed several times on the Dev-T Pack. Means Qual takes orders.

The PRODUCT of Qual Admin Cramming is a functioning producing staff member who can produce on post.

L. RON HUBBARD
FOUNDER
Revisions assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

Remimeo
Cramming
Officers
All Qual
Personnel

(Revisions in Script)
(Ellipsis Indicates Deletion)

Cramming Series 15R

METER USE IN QUAL

Ref: HCOB 20 Aug 81 Cramming Series 4 CRAMMING TOOLS

With very few exceptions, all Cramming actions done in Qual must be done on a meter. This means metered rudiments, checks for misunderstoods, scouting for areas of uncertainty, completion of clay demos (verifying it by F/N) and word clearing, etc., to name a few of the many tools of Cramming. (Ref. HCOB 20 Aug 81 Cramming Series 4, CRAMMING TOOLS)

It also means that in Cramming False Data Stripping, Crashing Mis-U Finding, and the Product Debug Checklist, etc., are done on the meter, regardless of how they may be done elsewhere.

The only exceptions to this would be where an action is specifically designed to be done off the meter (e.g., Method 9 Word Clearing), or those specific instances where someone may need to be crammed off the meter as given in HCOB 21 Aug 81 Cramming Series 5, HOW A CRAMMING OFFICER ENSURES THAT HE HAS NO BACKLOGS.

Neglect of the full use of the meter in the past has led to half done, ineffective and often repeat Cramming cycles as the real cause of the trouble and the person's MUs were never found in the first place. . . .

Every Cramming Officer must know and use all his tools. This includes metering.

The meter reveals all.

Use it.

L. RON HUBBARD
FOUNDER

Remimeo
Cramming Off
C/Ses

(Revised to delete the mandatory 2 hours of TRs and metering, which was part of every cram.)

(Revisions in Script)

(Ellipsis Indicates Deletion)

Cramming Series 17R

TECH QUALITY

Ref: HCOB 23 Sep 79 CANCELLATION OF DESTRUCTIVE
BTBs AND BPLs ON TRs
HCOB 18 Apr 80 TR CRITICISM

My current concern is tech quality over the world. Whereas the majority of auditors do a good job, there are some who don't, and it is these who have our reputation at stake.

The general outness has beef traced (as usual) to out-TRs and metering.

Lack of a Cramming in Qual Divs and even lack of Qual Divs is what has brought this about.

TRs and metering are out of the view of a C/S. He only sees what is written on the auditor report.

A Cramming should exist in every org and every bog should cause the auditor to be sent to Cramming on the material missed.

As TRs and metering are not visible to the C/S, it is usual to check an auditor's TRs and metering in Cramming whenever these are suspected and handle any outnesses. Auditors who receive frequent crams must tape a session or do a video.

A TR 1 that can't be heard (or blows the pc's head off), a TR 2 that consists of «That didn't read. That read» and TR 4 that is pure Q and A, plus missed reads and by-passed F/Ns can wreck any program.

A Cramming in every org and ... verification of TRs and metering will go a long ways to improve tech quality.

L. RON HUBBARD

FOUNDER

HCO BULLETIN OF 2 JUNE 1978RB

RE-REVISED 31 MARCH 1982

Remimeo
Cram Off Hats
All Auditors

(Re-revised 31 Mar 82 to add missed withhold handlings to Items 23 & 29 and to add questions, Items 30 & 45 to the list.)

(Revisions in Script)

IMPORTANT

Cramming Series 18RB

CRAMMING REPAIR ASSESSMENT LIST

HISTORY: I recently made an important technical discovery that a person, org or area can be totally bogged by a mis-cram or by an R/Ser operating under the guise of a «Cramming Officer.» In the particular instance, one R/Sing Cramming Officer had bogged an org and then a second R/Sing Cramming Officer took over to «repair it,» resulting in a nearly total crash.

This isn't meant to be condemnatory of Cramming Officers because I know the vast majority do a good job and are valuable to their orgs and I do appreciate their efforts. The above are the general circumstances which led to my discovery.

To remedy this, I developed the following Cramming Repair List. In subsequent use of it, including people who had been mis-crammed elsewhere, the usage appeared quite miraculous.

It has been found that faulty, quicky or mis-cramming can result in continual goofs or an apparency of out-ethics as the person isn't correcting. This list covers the basic errors that can occur in cramming. It has also been found that a Cramming Officer who has consistent overt products will mess up an area. This list is used to correct such cramming.

This list can be used by an Auditor in session who finds the PC has by-passed charge on his past cramming.

It is also used when a bog or impasse has occurred during a cramming action which the Short Cramming Repair List did not resolve, or when the person goes sour after a cramming action.

Its main use is to clear up an org or area where it is found that one or more Cramming Officers have been messing it up. In such an instance, it is applied to every past or present staff member. In such an instance particularly, its use can result in a miraculous resurge of the org or area. Needless to say it can produce a remarkable resurgence in a person who has a history of being mis-crammed.

The list is done in a session by an Auditor or qualified Cramming Officer who has a Qual OK to assess a prepared list and Qual OK to operate an E-Meter. It can be assessed Method 3 or Method 5.

Auditor Instruction: In case of a wrong why, self-listing or out-list, handle per HCOB 11 Apr 77 LIST ERRORS CORRECTION OF and L4BRA.

In case of any read find out who and when as needed to handle the question. If any question reads keep at it until you F/N it. F/N every item on the list that reads, then F/N the whole list on a final assessment of it.

In calling these items to the PC call them as questions, not as statements. This is the case in this list or any other prepared list. Do not call them as statements as this will tend to evaluate for the PC and even invalidate him.

If the list does not F/N or if the cramming repair does not seem to be getting anywhere, do a C/S 53 and return to and F/N the Cramming Repair List after you've handled the C/S 53.

NAME:_____DATE:_____

1. WAS CRAMMING DONE OVER OUT-INT?

_____

(If Int is validly reading and is not reading on False or Protest, end off and send folder to C/S. If Int is not out now, but there is BPC on being crammed over out now, indicate the read to get an F/N.)

2. WAS CRAMMING DONE OVER AN OUT-LISTS?

_____

(Handle per HCOB 11 Apr 77 LIST ERRORS CORRECTION OF and with an L4BRA.)

3. HAVE YOU BEEN GIVEN A WRONG WHY?

_____

(Handle as in #2.)

4. DO YOU HAVE A WRONG WHY?

_____

(Handle as in #2.)

5. AS A RESULT OF CRAMMING ARE YOU SELF-LISTING?

_____

(Handle as in #2.)

6. DO YOU SELF-LIST?

_____

(Handle as in #2.)

7. WERE YOU CRAMMED OVER OUT-RUDS?

_____

(Find out which and handle E/S to F/N.)

8. DO YOU HAVE AN ARC-X?

_____

(ARCU CDEINR E/S to F/N.)

9. HAVE YOU BEEN UPSET WITH SOMEONE'S HANDLING OF YOUR AREA?

_____

(ARCU CDEINR E/S to F/N.)

10. HAVE YOU ARC BROKEN ANOTHER?

_____

(ARCU CDEINR E/S to F/N.)

11. DO YOU HAVE A PROBLEM?

_____

(Get what and E/S to F/N.)

12. HAVE YOU MADE ANY PROBLEMS FOR ANOTHER?

_____

(E/S to F/N.)

13. DO YOU HAVE ANY WITHHOLDS?

_____

(Handle each E/S to F/N.)

14. HAVE YOU WITHHELD THAT OTHERS HAVE WITHHOLDS?

_____

(Handle as W/H. E/S to F/N.)

15. HAVE YOU BEEN CRITICAL OF ANOTHER?

_____

(Get prior overt. E/S to F/N.)

16. HAVE YOU COMMITTED ANY OVERTS?

_____

(Handle each E/S to F/N.)

17. HAVE YOU BEEN UPSET BECAUSE SOMEONE SEEMED MAD AT YOU?

_____

(ARCU CDEINR E/S to F/N.)

18. DID YOU STILL HAVE A PROBLEM WHEN YOU LEFT CRAMMING?

_____

(E/S to F/N.)

19. WAS CRAMMING A PROBLEM TO YOU?

_____

(E/S to F/N.)

20. DID YOU FEEL WORSE AFTER BEING CRAMMED?

_____

(Ind E/S to F/N.)

21. HAVE YOU BEEN TOLD ANYTHING F/N'D WHEN YOU FELT IT HADN'T?

_____

(Find out what and ind. E/S. Handle what hadn't really F/N'd.)

22. HAVE YOU FELT SOMETHING SHOULD HAVE F/N'D WHEN THE CRAMMING OFFICER/AUDITOR DIDN'T INDICATE IT HAD?

_____

(Indicate. 2WC E/S to F/N. Rehab any O/Rs.)

28. HAVE YOU HAD MISUNDERSTOODS THAT YOU STILL MISUNDERSTOOD AT THE END OF CRAMMING?

_____

(Handle it as a missed withhold, to F/N or earlier similar missed withhold of going past a misunderstood, to F/N. Then clear each MU found, to F/N.)

24. HAVE MISUNDERSTOODS BEEN MISSED?

_____

(Get them and handle per Word Clearing Tech.)

28. HAVE WITHHOLDS BEEN MISSED?

_____

(Handle each E/S to F/N.)

26. HAS THE WRONG MATERIAL BEEN GIVEN YOU TO CLEAR UP A MISUNDERSTOOD?

_____

(Find out what. Ind E/S to W/N. Clear up any MUs.)

27. HAS NO MATERIAL BEEN GIVEN YOU TO CLEAR UP A MISUNDERSTOOD?

_____

(Find out what. Ind E/S to F/N. Clear up any MUs.)

28. DO YOU HAVE MISUNDERSTOODS NOW?

_____

(Find out what. Handle per Word Clearing Tech.)

29. DO YOU HAVE MISUNDERSTOODS THAT YOU HAVEN'T CLEARED UP?

_____

(Handle the missed withhold of going past MUs, do F/N or E/S to F/N. Then clear each MU uncovered, do F/N.)

30. HAVE YOU GONE PAST MISUNDERSTOODS?

_____

(Handle as above.)

31. WERE YOU MADE TO LOOK UP WORDS YOU ALREADY UNDERSTOOD?

_____

(Indicate E/S to F/N.)

32. COULDN'T YOU UNDERSTAND THE CRAMMING ORDER?

_____

(2WC E/S to F/N.)

33. WAS A CRAMMING ORDER INVALIDATIVE?

_____

(2WC E/S to F/N.)

34. WAS A CRAMMING ORDER EVALUATIVE?

_____

(2WC E/S to F/N.)

35. HAVE YOU BEEN TOLD YOU SHOULDN'T HAVE BEEN SENT TO CRAMMING?

_____

(Find out who and what. E/S to F/N.)

36. HAS THE CRAMMING OFFICER BEEN CRITICAL OF ANOTHER?

_____

(Get who and what E/S to F/N. Then check for «Have you been similarly critical?» Get MWH.)

37. HAVE YOU FELT PTS TO YOUR AREA?

_____

(2WC E/S to F/N. Return folder to C/S for any needed further handling or programming.)

38. IN CRAMMING HAS ANYBODY INVALIDATED YOU?

_____

(Find out who and what. Ind E/S to F/N.)

39. IN CRAMMING HAS ANYBODY EVALUATED FOR YOU?

_____

(Find out who and what. Ind E/S to F/N.)

40. HAS FALSE DATA STRIPPING BEEN MESSED UP?

_____

(Find out what's been missed up and indicate the BPC going E/S as needed to F/N. Then handle by stripping off the False Data or Rehabbing the overrun or indicating cleaned cleans, etc. depending on what comes up.)

41. DID SOMEONE FAIL TO CLEAN UP FALSE DATA?

_____

(2WC E/S to F/N. Then program to clean up False Data as necessary on the subjects mentioned.)

42. HAS A PRODUCT DEBUG BEEN MESSED UP?

_____

(Handle with a Product Debug Repair List.)

43. WAS CRASHING MU FINDING MESSED UP?

_____

(Handle with a CRMU Repair List.)

44. HAVE YOU GOOFED AND NOT TOLD ANYBODY?

_____

(Find out what. Handle as a MWH. E/S to F/N.)

45. HAVE YOU GONE PAST A MISUNDERSTOOD WORD OR ABBREVIATION

IN YOUR WORK?

_____

(Handle the missed withhold of going past MUs, to F/N or E/S to F/N. Then clear each MU uncovered, to F/N.)

46. IS THERE SOME OTHER REASON FOR TROUBLE IN YOUR AREA?

_____

(2WC E/S to F/N.)

47. ARE YOU HAVING GENERAL CASE TROUBLE?

_____

(Find out what to F/N, C/S 53 if necessary.)

48. DID THE CRAM INTERRUPT YOUR USUAL AUDITING?

_____

(Ind E/S to F/N.)

49. WERE SEVERAL CORRECTIVE ACTIONS BEING DONE ON YOU AT ONCE?

_____

(2WC E/S to F/N. Send folder to C/S for sort out and program to complete each needed action in correct sequence.)

50. DID THE CRAMMING OFFICER RUSH YOU?

_____

(2WC E/S to F/N.)

51. WAS A CRAM QUICKIED?

_____

(2WC E/S to F/N. Send to clamming to complete any incomplete cram after this list is handled.)

52. DID THE CRAMMING OFFICER FAIL TO DRILL YOU?

                   _____

(2WC E/S to F/N. Send to cramming for any needed drilling after this list is handled.)

53. WAS THERE NOTHING WRONG IN THE FIRST PLACE?

                   _____

(Ind E/S to F/N.)

54. WAS THE CRAM DONE OVER SOME OTHER BY-PASSED CHARGE?

                   _____

(Find out what and handle.)

55. WAS THIS ASSESSMENT UNNECESSARY?

                   _____

(Ind E/S to F/N.)

56. WAS THERE SOMETHING ELSE WRONG?

                   _____

(Find out what and handle. GF if no joy.)

L. RON HUBBARD
FOUNDER
As assisted by
Special Tech Project
Re-revisions assisted by
Senior C/S International

LRH:DM:STP:bk
Copyright $c 1978, 1981, 1982
by L. Ron Hubbard
ALL RIGHTS RESERVED

HCO BULLETIN OF 15 JULY 1978R

REVISED 25 MARCH 1981

(Cancels BTB 8 Jan 71R, AUDITING CS-1

FOR DIANETICS AND SCIENTOLOGY.)

Remimeo
All C/Ses
All Auditors
Tech
Qual

(Revised to better clarify several of the handling steps of the CS-1 procedure and to provide additional data on terms in the attached Definitions Sheet.)

(Revisions Not in Script)

SCIENTOLOGY

AUDITING CS-1

A CS-1 is a general C/S (Case Supervisor direction) which covers the actions necessary to orient the pc to the basic factors of auditing and thus prepares him to receive auditing. For this purpose, because of the differences in Dianetic and Scientology auditing terms and procedures, there exists this Scientology CS-1 as well as a Dianetic CS-1 (HCOB 9 July 76R Rev. 4.9.78).

The Scientology CS-1 is done to give a pc new to Scientology or a previously audited pc, as needed, the necessary data and R-factor on Scientology basics, terminology and auditing procedure so that he understands and is able and willing to be audited successfully.

Note: When the Case Supervisor orders a CS-1 for a pc who has been trained or audited previously, the pc may protest that be knows the terms and procedure. Should this occur, the auditor must acknowledge with excellent TRs. Without invalidation or evaluation he can let the pc know that this C/S is intended to make auditing more effective for him and to ensure that anything he might have missed is picked up and cleared. If the auditor's TRs are good, if he gives an honest R-factor and if he does not clean cleans (attempt to handle something the pc has already grasped), no ARC break should ever occur. A CS-1 standardly delivered to the pc who needs it will give tremendous wins.

It is not necessary to re-clear those sections of this Scn CS-1 which the pc may have already covered in a recent and thorough Dianetics CS-1, provided the auditor is certain of the pc's understanding of the terms.

The auditor should be fully familiar with this issue as well as:

HCOB 17 Oct 64 III   ALL LEVELS GETTING THE PC SESSIONABLE

HCOB 5 Apr 69   NEW PRECLEARS, THE WORKABILITY OF SCIENTOLOGY

HCOB 16 Jun 70   C/S Series 6, WHAT THE C/S IS DOING

He will need to take a very thorough look at what has to be covered with the pc in this CS-1 and know his materials very well and have them ready in the CS-1 session for reference and clearing any misunderstoods or questions the pc may have.

The following will be needed in the auditing room:

Technical Dictionary

Admin Dictionary A good English dictionary (See HCOB 13 Feb 81 DICTIONARIES.)

A good Dictionary in the pc's native language, and for a foreign language case a dual dictionary (English-to-foreign language and foreign language itself)

Scn CS-1 Definitions Sheet—Attachment No. 1 of this issue

THE BASIC SCIENTOLOGY PICTURE BOOK

THE FUNDAMENTALS OF THOUGHT

HCOB 14 Oct 68RA Rev. 19.6.80, THE AUDITOR'S CODE

Demo Kit.

The auditor makes full use of these as necessary. If further references are needed, ensure source materials are used.

A. Clear with the pc each Scientology (or other) term, using the definitions on the attachment sheet, and other references as needed. Ensure you fully handle any word or term that is obviously misunderstood or any word or term the pc is hesitant about or unsure of.

(Note: When having the pc define a word using Method 5 Word Clearing, you don't ask: «Do you know what this word means?» You ask: «What is the definition of _____ ?»)

When the pc has defined a word or term, have him use it correctly in several sentences. Where it is applicable have him give you examples, using his experiences where possible or those of relatives or friends and/or have him demonstrate the item, using a demo kit. Cover by exact definition all terms used.

B. Check for any questions (or misunderstoods) as you go along and ensure any such get handled so the pc winds up with a clear understanding of the word, item or procedure.

Don't settle for glibness that does not show understanding, but, on the other hand, don't overrun or put duress on the pc either.

Ensure that each word cleared on the pc is taken to F/N.

SCN CS-1 PROCEDURE:

1. Give pc the R-factor that you are going to do a Scientology Auditing CS-1 to familiarize him with auditing procedure and any basic data that may require clarification.

2. Clear the word: Scientology.

3. Clear the words: a) auditing   d) Clear

                b) auditing session   c) preclear

                c) auditor

4. Clear the words: a) thetan

                    b) mind

                    c) body

Have pc use the demo kit as well as the references to ensure he gets the relationship between these.

5. Now clear the words: a) picture   c) reactive mind

                b) mental image   d) bank picture

Have the pc give you examples of how the reactive mind works on a stimulus response basis, and have him demo it.

6. Clear with the pc:

a) the communication cycle.

Get the pc to give you examples he has observed. Have him demo the communication cycle.

b) the auditing comm cycle.

Get the pc to explain the difference between a comm cycle and the auditing comm cycle. Have him demonstrate it.

If it is necessary to clarify this further, you can demonstrate the steps of the auditing comm cycle to the pc using simple, non-restimulative questions.

Example: Ask: «Have you eaten dinner?» (or breakfast or lunch). And when he replies and has been acknowledged, ask: «What did you do when I asked that question?» Then have him ask you a similar type of question. Answer him and be sure he acknowledges you. Really establish your comm cycle with the pc.

7. Go over the TRs with the pc, demonstrating each with him,

until he has a good idea of how they are used in auditing.

9. Go over with the pc what the meter does (registers charge/mental mass).

For demonstration, you can do a «pinch test» where you explain to the pc that to show him how the meter registers mental mass you will give him a pinch as part of the demonstration. Do so. Then get him to think of the pinch (while he is holding the cans), showing him the meter reaction and explaining how it registers mental mass.

10. a) Clear the words: 1. key-in

                              2. key-out

and have the pc demo and give you examples of each.

b) Clear the word: release. Have the pc demo it.

c) Clear the word: rehabilitate (rehab). Ensure the pc understands

its use in auditing. Have the pc demo it.

11. a) Clear the word: postulate.

 b) Have pc give you examples of a time or two when he postulated

    something and got it.

12. a) Clear the word: cognition.

   b) Have the pc give you some examples of a cognition.

13. Clear: floating needle.

14. a) Give the pc an R-factor on rudiments and when those would be used.

   b) Clear the word: rudiment.

   c) Clear: 1. affinity

   2. reality

   3. communication

   Have pc give you examples of each.

   d) Clear the term: ARC

   Demonstrate to the pc how A, R and C equate to understanding.

   Have the pc give you examples of how A, R and C bring about understanding.

   e) Clear: ARC break.

   Have the pc demo it for you.

   f) Using an appropriate dictionary, clear the words:

   curious, desired, enforced, inhibited, no, refused.

   g) Clear: 1. problem

   2. Present Time Problem.

   Have the pc demo:

1) a problem   2) a present Time Problem.

h) Clear:

1) overt   2) withhold   3) missed withhold.

Have the pc demo:

1) an overt   2) withhold   3) missed withhold.

(Use Definitions Sheet, or other references as needed.)

15. a) Using an appropriate dictionary, clear the words:

1) similar   2) earlier.

b) Then clear: «earlier similar.» Give the pc examples of where it

would be used.

c) Have the pc give you an example of something «earlier similar.»

16. Briefly clear with the pc how the rudiments are flown and the procedure

for each rudiment.

17. Clear with the pc what a Repetitive Process is. Ensure he understands why

and how it is done. Have the pc demo it for you.

18. a) Clear the word: flow.

b) Demonstrate for the pc each of the Flows 1, 2, 3, 0.

c) Then have the pc demo and give you an example of each.

19. Clear the words: a) assess b) assessment.

20. a) Explain to the pc that if at any time there is any difficulty in the

auditing, you (or another auditor) will be using a prepared list to find and handle the exact difficulty.

b) Ensure he understands that when such a list is being assessed he sits

quietly holding the cans while the auditor calls the list and takes meter reads to locate the difficulty.

21. Go over the Auditor's Code, Items 1, 2, 3, 4, 5, 6, 8, 9, 14, 17, 18,

19 and 22.

Check for and clear up any questions or misunderstoods the pc may have on this.

22. a) Clear: Examiner.

b) Give the pc an R-factor on the Examiner and the fact that he will go to

the Examiner immediately after each auditing session. Ensure he understands the Examiner says nothing to the preclear at that time, only recording what the pc says and noting down the tone arm position and state of the needle.

Also, be sure the pc understands that the Examiner is the person he sees if he wishes to make any sort of statement regarding his case between sessions.

c) Conditional: To familiarize the pc more fully with this step, if it is

feasible, take the pc to the Examiner's space, introduce him to the Examiner, briefly orient him to the space and go over with him again the functions the Examiner performs. Then return to the auditing room.

23. Turn the folder in to the C/S.

The C/S can also order any additional actions to the above.

The Scientology Auditing CS-1 can usually be completed in one session. If it takes more than one session, the first session should be ended off at the end of a step or completion of a word or demonstration—never in the middle of an action.

Make sure you do not leave your preclear with a question or a misunderstood or confusion. Know the preclear in front of you and get your product of an educated pc who can run Scientology processes easily and with gain.

CLEARING COMMANDS

The Scientology Auditing CS-1 does not preclude clearing the commands of each process or clearing a procedure in a session where the pc is begun on a new process or procedure. (Ref. HCOB 9 Aug 78 II, CLEARING COMMANDS)

This would include the first time the pc is given a Two-Way Comm session, a Listing & Nulling session, etc. With any new action the procedure would first be fully cleared on the pc by the auditor.

CLEARING WORDS ON CORRECTION LISTS

In addition to the CS-1, to fully prepare the pc for his auditing up the Grade Chart, it is standard to clear the words on the various correction lists very early in auditing, before the need for them arises. (Otherwise, it is difficult to clear the words of a correction list over heavy by-passed charge.) Thus, when the need for correction lists does arise the words have already been cleared and the correction list can be used without delay. (Ref. HCOB 9 Aug 78 II, CLEARING COMMANDS, Items 7 and 8)

This would be done as ordered by the C/S.

L. RON HUBBARD
FOUNDER

ATTACHMENT

SCIENTOLOGY CS-1

DEFINITIONS SHEET

(The following definitions have been taken from the DIANETICS AND SCIENTOLOGY TECHNICAL DICTIONARY, the glossary of the book DIANETICS TODAY, from the book DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH, Book One, Chapter II, and from existing HCO Bulletins where indicated.

Use these in conjunction with the BASIC SCIENTOLOGY PICTURE BOOK. If further references are needed when clearing these terms and concepts, ensure source materials are used. For any non-Scientology terms use a good non-dinky dictionary, per HCOB 13 Feb 81 DICTIONARIES and HCOB 19 Jun 72R Rev. 15.2.81 DINKY DICTIONARIES.)

SCIENTOLOGY:

An applied religious philosophy developed by L. Ron Hubbard dealing with the study of knowledge, which through the application of its technology can bring about desirable changes in the conditions of life.

(Taken from the Latin word scio, knowing in the fullest sense of the word, and the Greek word logos, to study.)

The study of the human spirit in its relationship to the physical universe and its living forms. A religious practice applying to Man's spirit and his spiritual freedom.

A body of knowledge which, when properly used, gives freedom and truth to the individual.

AUDITING:

Processing, the application of Scientology (or Dianetic) processes and procedures to someone by a trained auditor. The exact definition of auditing is: the action of asking a preclear a question (which he can understand and answer), getting an answer to that question and acknowledging him for that answer.

AUDITING SESSION:

A period in which an auditor and preclear are in a quiet place where they will not be disturbed. The auditor gives the preclear certain and exact commands which the preclear can follow.

AUDITOR:

A person trained and qualified in applying Scientology and/or Dianetic processes and procedures to individuals for their betterment; called an auditor because auditor means «one who listens.» An auditor is a minister of the Church of Scientology.

CLEAR:

A being who is unrepressed and self-determined. (Ref. Book:

DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH, Book One, Chapter II)

The state of Clear is achieved by completion of the Clearing Course at an Advanced Organization of the Church of Scientology. Additionally, the power of auditing is such that Clear has been achieved earlier than the Clearing Course, on the standard Grade Chart processes of Dianetics and Scientology as delivered by Class IV Organizations of the Church of Scientology.

PRECLEAR:

From pre-Clear, a person not yet Clear; generally a person being audited, who is thus on the road to Clear; a person who, through Scientology and Dianetic processing, is finding out more about himself and life. Abbreviated—p.c.

THETAN:

From THETA (life static), a word taken from the Greek symbol or letter:

theta, traditional symbol for thought or spirit. The thetan is the individual himself—not the body or the mind. The thetan is the «I»; one doesn't have or own a thetan; one is a thetan.

It is the person himself—not his body or his name, the physical universe, his mind, or anything else; that which is aware of being aware; the identity which is the individual.

MIND:

A control system between the thetan and the physical universe. It is not the brain. The mind is the accumulated recordings of thoughts, conclusions, decisions, observations and perceptions of a thetan throughout his entire existence. The thetan can and does use the mind in handling life and the physical universe.

BODY:

The organized physical composition or substance of an animal or man whether living or dead.

The body is the thetan's communication center. It is a physical object.

It is not the being himself.

PICTURE:

An exact likeness of something; a copy or representation of a thing, not the thing itself. An image or mental image of something.

MENTAL IMAGE PICTURE:

Mental picture; a copy of one's perceptions of the physical universe sometime in the past.

A facsimile or a mock-up. In Scientology we call a mental image picture a facsimile when it is an unknowingly created picture or «photograph» of the physical universe sometime in the past. We call a mental image picture a mock-up when it is created by the thetan or for the thetan and does not consist of a photograph of the physical universe.

Facsimiles, made up of mental energy, are the pictures contained in the reactive mind.

REACTIVE MIND:

Reactive bank. The portion of the mind which works on a stimulus-response basis (given a certain stimulus it will automatically give a certain response) which is not under a person's volitional control and which exerts force and power over a person's awareness, purposes, thoughts, body and actions.

It consists of locks, secondaries, engrams and chains of them and is the single source of human aberrations and psychosomatic ills.

The reactive mind never stops operating. Pictures of the environment, of a very low order, are taken by this mind even in some states of unconsciousness.

The reactive mind comprises an unknowing, unwanted series of aberrated computations which bring about an effect upon the individual and those around him. It is an obsessive strata of unknown, unseen, uninspected data which are forcing

solutions, unknown and unsuspected, on the individual—which tells you why it remained hidden from man for so many thousands of years.

BANK:

A colloquial name for the reactive mind. The mental image picture collection of the pc. It comes from computer technology where all data is in a «bank.»

COMMUNICATION CYCLE:

A completed communication, including origination of the communication, receipt of the communication, and answer or acknowledgement of the communication. A communication cycle consists of just: cause, distance, effect, with intention, attention, duplication and understanding.

AUDITING COMM CYCLE:

(HCOB 30 Apr 71) This is the auditing comm cycle that is always in use:

(1) is the pc ready to receive the command?

(appearance, presence)

(2) auditor gives command/question to pc

(cause, distance, effect)

(3) pc looks to bank for answer...

(4) pc receives answer from bank

(5) pc gives answer to auditor (cause, distance, effect)

(6) auditor acknowledges pc

(7) auditor sees that pc received acknowledgement (attention)

(8) new cycle beginning with (1).

CHARGE:

The stored quantities of energy in the time track; stored energy or stored or re-creatable potentials of energy. The electrical impulse on the case that activates the meter. Harmful energy or force accumulated and generated in the reactive mind, resulting from the conflicts and unpleasant experiences that a person has had.

MENTAL MASS:

Mental mass is the mass contained in the mental image pictures (facsimiles) in the reactive mind. It has weight; very tiny, but it has weight, and it actually has size and shape and so forth. Its proportionate weight would be terribly slight compared to the real object which the person is making a picture of.

KEY-IN:

The action of recording a lock on a secondary or engram; the moment an earlier upset or earlier incident has been restimulated.

The action of some part of the reactive mind moving in on the person. A Key-in occurs when the environment around the awake but fatigued or distressed individual is similar to some part of the reactive mind. Since the reactive mind operates on the equation A=A=A, the present time environment becomes identified with the contents of a particular portion of the bank and so it activates and exerts its influence on the person. (Ref. Tech Dictionary & HCOB 19 Dec 80 REHAB TECH)

KEY-OUT:

An action of an engram or secondary dropping away without being erased.

Released or separate from one's reactive mind or some portion of it.

The action of the reactive mind or some portion of it dropping out of restimulation on the pc. (Ref. Tech Dictionary & HCOB 19 Dec 80 REHAB TECH)

RELEASE:

(0) A preclear whose reactive mind or some major portion of it is keyed out and is not influencing him. (1) A person who has been able to back out of his bank. The bank is still there but the person isn't sunk into it with all its somatics and depressions. (2) When the pc disconnects from the mass in his bank, that is a release. When this happens, the pc disconnects from the bank to a greater or lesser degree. (3) A person who has become free of a difficulty or personal «block» stemming from the mind. (4) When you take a thetan out of a mass, that is a release. (Ref. Tech Dictionary & HCOB 19 Dec 80 REHAB TECH)

REHABILITATE (Rehab):

To restore to a former capacity or condition. In auditing, this means to do the series of actions in session which result in regaining a state of release for the pc. Abbreviated «Rehab.» (Ref. Tech Dictionary & HCOB 19 Dec 80 REHAB TECH)

POSTULATE:

A conclusion, decision or resolution made by the individual himself; to conclude, decide or resolve a problem or to set a pattern for the future or to nullify a pattern of the past.

... We mean, by postulate, a self-created truth. A postulate is, of course, that thing which is directed desire or order, or inhibition, or enforcement, on the part of the individual in the form of an idea.

... Postulate means to cause a thinkingness or consideration.

COGNITION:

A pc origination indicating he has «come to realize.» It's a «What do you know? I...» statement. A new realization of life. It results in a higher degree of awareness and consequently a greater ability to succeed with one's endeavors in life.

FLOATING NEEDLE:

A Floating Needle is a rhythmic sweep of the dial at a slow, even pace of the needle.

It is always accompanied by very good indicators in the pc. (Ref. HCOB 10 Dec 76R, C/S Series 99R SCN F/N AND TA POSITION, HCOB 21 Jul 78 WHAT IS AN F/N)

RUDIMENTS:

First principles, steps, stages or conditions. The basic actions done at the beginning of a session to set up the pc for the major session action; ARC Breaks, PTPs, withholds.

A rudiment is that which is used to get the pc in shape to be audited in that session.

AFFINITY:

Degree of liking or affection or lack of it.

The feeling of love or liking for something or someone.

Affinity is a tolerance of distance. A great affinity would be a tolerance of or liking of close proximity. A lack of affinity would be an intolerance of or dislike of close proximity. Affinity is one of the components of understanding; the other components being reality and communication.

REALITY:

Reality is an agreement as to what is. It is not what the individual thinks reality is; it is what the majority agrees it is. It is the solid objects, the real things of life. It is the agreement upon perceptions and data in the physical universe. Reality is what is. It is one of the components of understanding.

COMMUNICATION:

The interchange of ideas or objects between two people or terminals. More precisely the definition of communication is the consideration and action of impelling an impulse or particle from source point across a distance to receipt point, with the intention of bringing into being at the receipt point a duplication of that which emanated from the source point. The formula of communication is: cause, distance, effect, with attention and duplication. Communication by definition does not need to be two-way. Communication is one of the component parts of understanding.

ARC:

A word formed from the initial letters of Affinity, Reality and Communication, which together equate to Understanding. It is pronounced by stating its letters, A-R-C. To Scientologists it has come to mean good feeling, love or friendliness.

ARC BREAK:

A sudden drop or cutting of one's affinity, reality or communication with someone or something. It is pronounced by its letters A-R-C break.

Upsets with people or things come about because of a lessening or sundering of affinity, reality or communication or understanding.

PROBLEM:

A problem is a conflict arising from two opposing intentions. Anything which has opposing sides of equal force; it is postulate-counter-postulate, intention-counter-intention, terminal-counter-terminal, force-counter-force. It's one thing versus another thing. You've got two forces or two ideas which are interlocked of comparable magnitude and the thing stops right there.

PRESENT TIME PROBLEM:

A specific problem that exists in the physical universe now, on which a person has his attention fixed.

... Any set of circumstances that so engages the attention of the preclear that he feels he should be doing something about it instead of being audited.

OVERT:

An overt act is an act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics.

An aggressive or destructive act by the individual against one or more of the eight dynamics (self, family, group, mankind, animals or plants, mest, life or the infinite). That thing which you do which you aren't willing to have happen to you.

WITHHOLD:

An undisclosed harmful (contra-survival) act.

A withhold is something the pc did that he isn't talking about. Any withhold comes after an overt.

MISSED WITHHOLD:

An undisclosed contra-survival act which has been restimulated by another but not disclosed. This is a withhold which another person nearly found out about, leaving the person with the withhold in a state of wondering whether his hidden deed is known or not.

REPETITIVE PROCESS:

... A process that is run over and over with the same question of the pc.... we don't expect the auditor to do anything but state the command (or ask the question) with no variation, acknowledge the pc's answer and handle the pc origins by understanding and acknowledging what the pc said. A process which permits the individual to examine his mind and environment and out of it select the unimportances and importances.

FLOW:

A progress of energy between two points.

An impulse or direction of energy particles or thought or masses between terminals.

The progress of particles or impulses or waves from point A to Point B.

The four flows used in processing are:

F-1, flow one, something happening to self.

F-2, flow two, doing something to another.

F-3, flow three, others doing things to others.

F-0, flow zero, self doing something to self.

ASSESS:

To choose, from a list or statements—which item or thing has the longest read or blowdown. (In Dianetics it is choosing which item or statement has the longest read, blowdown or pc's interest. The longest read usually will also have the pc's interest.)

ASSESSMENT:

An action done from a prepared list. Assessment is done by the auditor between the pc's bank and the meter. The auditor looks at the meter while doing an assessment.

He just notes which item has the longest fall or blowdown.

Assessment isn't auditing, it is simply trying to locate something to audit. It is the whole action of obtaining a significant item from a pc.

EXAMINER:

Preclear Examiner. The person in a Scientology Church to whom preclears are sent immediately after any auditing session. The Examiner is assigned to the duties of noting the pc's statements, TA position and state of the needle and the pc's indicators, after session. He says nothing to the pc during this action; he simply records the necessary data, and acknowledges the pc's statement if one is made.

The examiner is also the person the pc sees when he wishes to volunteer information or make any sort of statement about his case, or if there is something he wants handled regarding his case.

HCO BULLETIN OF 8 SEPTEMBER 1978RA

RE-REVISED 6 MARCH 1982

Remimeo
Level 0-IV
Chksheets
Supervisors
Auditors
C/Ses

(This HCOB has been revised to modify the original statement that at the completion of each of the training Levels the student audits the processes on this list for that Level. The revision has been made to align this HCOB with HCO PL 13 Sep 81 Issue II REVISION OF ACADEMY LEVELS 0-IV AUDITING REQUIREMENTS which states that the student auditor must audit at least one pc on each of the processes of a specific Level to the attainment of the ability gained for that Level OR produce consistent well-done auditing hours in the style of auditing taught on the Level to a definite good pc result (remarkable case change). The exception is Level IV where the student is required to audit a pc on the major process of the Level, Service Facsimiles, to remarkably case changes before certification on that Level.) (Re-revised 6 March 1982 to add HCOB 7 March 1982 CONFESSIONALS INCLUDED IN EXPANDED GRADE 2 PROCESSES under Item 10, CONFESSIONAL PROCESSING.)

(Revisions in Script)

MINI LIST OF GRADE 0-IV PROCESSES

SPECIAL NOTE: The list below is by no means a complete list of Grade 0-IV Processes. Many, many processes exist on the Grades 0-IV on which a preclear may need to be audited to achieve the full end phenomena (ability gained) for a Grade, and which would also be required for a pc run on Expanded Grades.

The following is a MINI LIST of Grade 0-IV processes.

On each of the training Levels, toward the end of each checksheet, the student auditor studies and drills the processes on this list for that Level.

Commands for Flows 1, 2, 3 and 0 (Quads) for those processes that are run Quad are to be found on BTBs 15 Nov 76, Issues I through VI, 0-IV EXPANDED GRADE PROCESSES—QUADS, PARTS A, B, C, D, E and F.

   1. ARC STRAIGHTWIRE PROCESS

      HCOB 27 Sep 68 II   ARC STRAIGHTWIRE

      BTB 15 Nov 76 I   0-IV EXPANDED GRADE PROCESSES—QUADS
                            PART A, ARC STRAIGHTWIRE, Item 11

   2. ARC STRAIGHTWIRE HAVINGNESS

      BTB 15 Nov 76 I   0-IV EXPANDED GRADE PROCESSES—QUADS
                            PART A, ARC STRAIGHTWIRE, Item 12

   3. 0-0, 0-A, 0-B

      HCOB 11 Dec 64   SCIENTOLOGY 0 PROCESSES
      HCOB 26 Dec 64   ROUTINE 0-A EXPANDED
      BTB 15 Nov 76 II   0-IV EXPANDED GRADE PROCESSES—QUADS

4. GRADE ZERO HAVINGNESS

5. CCHs

6. LEVEL ONE PROBLEMS PROCESS

7. HAVINGNESS PROCESS FOR GRADE I

8. O/W PROCESS

9. HAVINGNESS PROCESS FOR GRADE II

10. CONFESSIONAL PROCESSING

11. TWO WAY COMM

12. L1C

13. L4BRA

14. R3H

15. GRADE III HAVINGNESS

16. SERVICE FACSIMILE PROCESS

HCOB 6 Sep 78 III URGENT—IMPORTANT, ROUTINE THREE SC-A,
  FULL SERVICE FACSIMILE HANDLING UPDATED
  WITH NEW ERA DIANETICS

17. GRADE IV HAVINGNESS PROCESS

BTB 15 Nov 76 VI   O-IV EXPANDED GRADE PROCESSES—QUADS

PART F, GRADE 4 PROCESSES, p. 5

The student auditor must study and drill and get checked out on any of the above processes or actions and their commands before he audits them.

He must not and cannot be required to audit any process above the Level to which he has been trained.

L. RON HUBBARD

FOUNDER

Revision assisted by
Research and Technical
Compilations Unit

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 SEPTEMBER 1978

REISSUED 31 MARCH 81

(Reissued as part of the Dianetic Clear Series)
URGENT—IMPORTANT

Dianetic Clear Series 2

DIANETICS FORBIDDEN

ON CLEARS AND OTS

New Era Dianetics or any Dianetics is NOT to be run on Clears or above or on Dianetic Clears.

This applies even when they say they can see some pictures.

Anyone who has purchased NED auditing who is Clear or above must be routed to an AO or Flag to receive the special NED Rundown for OTs. They are NOT to be run on regular New Era Dianetics.

Anyone who is Clear but not OT III is to get through OT III immediately so he can receive this Special Rundown.

The EP of this Rundown is: CAUSE OVER LIFE.

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

Remimeo
AOs,
SHs
Class IV Orgs
NED Chkshts
Tech/Qual
All C/Ses
All Auditors
HCOs
Missions

(This Bulletin has been revised to restate the most accurate definition of the State of Clear, as given in Book One, Chapter II of DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH, to update the Bulletin in regard to the use of the Dianetic Clear Special Intensive for verification and rehabilitation of the State if it is achieved before doing the Clearing Course, and to give data on the programming of a Dianetic Clear for further auditing.)

(Revisions not in Script)

Dianetic Clear Series 1

DIANETIC CLEAR

REFERENCE:

HCOB 12 Sep 78   Dianetic Clear Series 2
Reiss. 31.3.81   URGENT—IMPORTANT, DIANETICS
                     FORBIDDEN ON CLEARS AND OTs

(This Bulletin revises the definition of «Dianetic Clear»,

Page 113, Technical Dictionary, and the definition of «Keyed-Out Clear», Page 221, Technical Dictionary.)

The state of Clear can be achieved on Dianetics.

I have now determined there is no such thing as Keyed-Out Clear. There is only a Dianetic Clear and he is a Clear.

The definition of Clear, to re-emphasize the most accurate statement of it as given originally in Book One, Chapter II of DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH, is: A BEING WHO IS UNREPRESSED AND SELF DETERMINED.

The state of Clear, whether achieved on the Clearing Course or on processing on Grade Chart materials prior to the Clearing Course, can be very accurately determined when it is attained, as there are specific evidences which accompany the state.

Should a pc originate that he has or might have gone Clear, or when he has read on a prepared list as having gone Clear, the folder must be sent to a C/S who is Clear and who is qualilied to C/S the Dianetic Clear Special Intensive. The pc will then be given the Dianetic Clear Special Intensive, to verify the state and rehabilitate it, if valid.

The Dianetic Clear Special Intensive is only given at a Class IV Org (or higher) that is qualified to deliver that Intensive.

If a Mission or Field Auditor believes one of their pcs to have gone Clear, they must send the pc and his folders to their closest qualified org which has a qualified C/S, for adjudication and a full Dianetic Clear Special Intensive, as required.

NOTE: No auditor or C/S nor any other person must evaluate for a pc on this nor feed or coax him to any cognition, which is a Comm-Evable offense. Clears are made through auditing, not by feeding cognitions to pcs. This is important as someone who has not made Clear will not make it on the OT Levels.

Once declared, the person's pc folders must be clearly marked «DIANETIC CLEAR», for security and for purposes of further programming.

The individual is then issued the standard Clear Certificate by Certs and Awards, which states, simply, that he has attained the State of Clear. This standard Certificate bears no qualifying statement of the State.

The Dianetic Clear, on achieving this state, is not run further on Dianetics. He must not be run on engrams, R3RA or any version of R3R or Dianetics. He can be given Touch or Contact Assists (as can Scn Clears and OTs), but he is not to be given any Dianetic auditing assist nor any Dianetic auditing. (He can, of course, receive any actions on the Assist Summary Bulletin, excluding R3RA.)

A Dianetic Clear does the Purification Rundown if not previously completed. He does the Survival Rundown unless he has completed full Objectives, each run to EP, prior to the issuance of the Survival Rundown. He is given the Scientology Drug Rundown, as needed (unless he has previously completed a full NED Drug Rundown or other Dianetic Drug Rundown). He is run on Expanded ARC Straightwire and Expanded Grades 0-IV to full Ability Gained for each Grade not previously standardly declared. (Note: On Grade IV, however, he would not be run on the R3RA section of Service Fac Handling.)

A point to be made here is that it is highly important to the immediate and future well-being of the individual that he does fully achieve the Ability of each Grade and that he misses none of the Levels or actions that will enable him to eventually make it to OT.

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

Additionally, the above auditing actions fully completed are now required for a person going onto Advanced Courses at an AO.

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

Until Dianetics and Scientology came along the surface of the subjects of the reactive bank and of Clearing had not even been scratched. You can look in vain all through the records of history and you will not find one shred of valid data and enlightenment about the bank.

The uniform attainment of the State of Clear through standard Dianetic and Scientology auditing procedures was miraculous and came as a result of a very long road of research, culminating in the release of the Clearing Course making it certain that everyone could reach the state. Then, with the further refinement of the technology of Dianetics which resulted in New Era Dianetics, and as a result of further tech developments, it became evident that some persons were attaining Clear at an earlier Grade Chart level.

Where the person attains Clear in his processing (whether on the Clearing Course or at some earlier point in his processing) is not important. What is important is that he honestly attains it.

Clearing is the key to making a sane environment out of the barbarism known as Earth. It is not something to be brushed off lightly, as the technology was not easily won.

With the State of Clear and its technology protected and acknowledged for the important achievement that it is, the future of this planet can evolve to one of sanity and upward progress for all.

That is and has always been the goal and that is the trust that every Scientologist now shares with me.

L. RON HUBBARD

FOUNDER

Accepted by the

BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HCO BULLETIN OF 27 NOVEMBER 1978R

REVISED 31 MARCH 1982

(Cancels BTB 21 July 1971RE Word Clearing Correction List Revised)

Remimeo
Word Clearers
Class IV Grad
and above
Auditors
C/Ses

(Revised to include missed withhold handling to Item #12 and to add new questions, Items #13 & #14,to the list.)

(Revisions in Script)

Word Clearing Series 35RG

WORD CLEARING CORRECTION LIST

The WCCL is the list to use when any form of Word Clearing bogs down. Any and all trouble with Word Clearing should be corrected by assessing and handling this list. The WCCL has been designed to parallel errors made in Word Clearing, not study, not the person's case, and it is to be used in Word Clearing sessions to correct Word Clearing errors.

If, after the Word Clearing Correction List has been fully handled, there seems to be other bypassed charge connected with the subject of study, a Study Green Form should be done.

This list can be assessed Method 3 or Method 5.

All Word Clearers are to check out on and use this list to correct Word Clearing errors.

1. IS THERE SOMETHING WRONG WITH YOUR CASE?

_____

If this list is being assessed during course room metered Word Clearing, end off for C/S instructions, otherwise assess and handle a C/S Series 53.

2. HAVE YOU BEEN WORD CLEARED OVER OUT-RUDS?

_____

Find out which and handle to F/N and VGIs.

3. IS A WORD STILL MISUNDERSTOOD?

_____

Find out which and get it cleared to F/N. (If Method 1 Word Clearing, clear it E/S to EP.)

4. WAS A WORD IN A DEFINITION MISUNDERSTOOD?

_____

Find out which word and get it cleared to F/N.

5. COULDN'T YOU FIND THE ACTUAL MISUNDERSTOOD?

_____

Using your meter and 2WC, find the misunderstood word and clear to F/N.
(If Method 1 Word Clearing clear it E/S to Ep.)

6. DID YOU NOT GET THE BASIC WORD?

_____

Find out which word or subject was not taken to EP, locate the misunderstood words and clear each to F/N, going E/S to EP.

7. DID YOU FAIL TO USE THE WORD YOU WERE CLEARING IN ENOUGH SENTENCES?

_____

Get the word used in sentences until it is fully understood, to F/N and VGIs.

8. DID YOU NEED TO DEMO THE WORD YOU WERE CLEARING?

_____

Get the word demoed to full understanding, F/N and VGIs.

9. WERE YOU USING AN IMPROPER DICTIONARY?

_____

Find out what word and what dictionary. Get a proper dictionary and clear it to F/N and VGIs.

10. WAS THERE AN EARLIER SIMILAR MISUNDERSTOOD WORD NOT CLEARED?

_____

Find out what it is and clear it to F/N.
(If Method 1 Word Clearing, clear it E/S to EP.)

11. DID YOU NOT FEEL GOOD ABOUT A WORD WHEN IT WAS CLEARED?

_____

Find the word and reclear it to F/N.

12. DO YOU KEEP FORGETTING WORDS YOU HAVE ALREADY DEFINED?

_____

If the above reads, ask: «Do you have any withhold about going past misunderstood words?» and handle as a missed withhold, E/S to F/N. Then clear to F/N, each MU found. Then 2WC «How have you tried to solve the problem of forgetting words?» to F/N or E/S to F/N.

13. HAVE YOU GONE PAST WORDS YOU DIDN'T UNDERSTAND?

_____

Handle as a missed withhold, E/S to F/N. Get the words located and defined, each to F/N.

14. HAVE YOU GONE PAST A MISUNDERSTOOD WORD OR ABBREVIATION IN YOUR WORK?

_____

Handle the missed withhold of going past MUs, to F/N or E/S to F/N. Then clear each MU uncovered, to F/N.

15. DID YOU HAVE TO CLEAR A WORD YOU ALREADY KNEW?

_____

Find out what the word was and indicate. If no F/N get off any protest or inval and rehab to F/N.

16. WAS A WORD OVERRUN?

_____

Find out what word and rehab.

17. WAS A WORD READING ON PROTEST?

_____

Get which word, indicate. If no F/N handle with Itsa E/S Itsa to F/N.

18. DID A WORD NOT REALLY READ?

_____

Get which word, indicate. If no F/N handle with Itsa E/S Itsa to F/N.

19. COULDN'T YOU HEAR THE WORD CLEARER?

_____

Itsa E/S Itsa to F/N.

20. DIDN'T YOU UNDERSTAND WHAT THE WORD CLEARER SAID?

_____

Itsa E/S Itsa to F/N.

21. DIDN'T YOU UNDERSTAND THE ACTION BEING DONE?

_____

Find out what it was and handle with Itsa E/S Itsa to F/N or clear it up with correct references to F/N and VGIs.

22. WERE YOU CONFUSED BY SOMETHING?

_____

Find out what it was and handle with Itsa E/S Itsa to F/N or clear it up with correct references to F/N and VGIs.

23. WERE YOU PUZZLED WHY THE WORD CLEARER KEPT ON WORD CLEARING?

_____

Find out what happened and handle with Itsa E/S Itsa to F/N or rehab the win.

24. ON WORD CLEARING DID YOU FEEL OVERWHELMED?

_____

Find out what happened and handle with Itsa E/S Itsa to F/N.

25. ON WORD CLEARING DID YOU FEEL HOPELESS?

_____

Find out what happened and handle with Itsa E/S Itsa to F/N.

26. ON WORD CLEARING DID YOU FEEL INVALIDATED?

_____

Find out what happened and handle with Itsa E/S Itsa to F/N.

27. ON WORD CLEARING WAS THERE ANY EVALUATION?

_____

Find out what happened and handle with Itsa E/S Itsa to F/N.

28. ON WORD CLEARING WERE YOU PROTESTING?

_____

Itsa E/S Itsa to F/N.

29. DID YOU GET DISTRACTED DURING WORD CLEARING?

_____

Find out what happened and handle with Itsa E/S Itsa to F/N.

30. WAS THERE SOMETHING WRONG WITH THE F/Ns INDICATED?

_____

Find out what happened and handle with Itsa E/S Itsa to F/N or clear to F/N any words not fully cleared.

31. DID YOU HAVE TO LOOK UP TECHNICAL, OR SPECIALIZED DEFINITIONS OF WORDS THAT DIDN'T APPLY?

_____

Find out what the word was. Indicate this was an unnecessary action. Correctly clear the word to F/N. (If Method 1 Word Clearing, take E/S to EP.)

32. DID YOU TELL THE WORD CLEARER IT WAS UNDERSTOOD JUST TO GET RID OF HIM?

_____

Get the word (plus any others) and clear each to F/N.

33. WAS IT NOT YOUR MISUNDERSTOOD?

_____

Itsa E/S Itsa to F/N.

34. WAS THERE INVALIDATION OF KNOWINGNESS?

_____

Find out what it was, and handle with Itsa E/S Itsa to F/N.

35. DID YOU USE THE WRONG SIZED CANS?

_____

False TA Checklist. Work out the right sized cans with the pc.

36. DID YOUR HANDS GET TIRED IN WORD CLEARING?

_____

False TA Checklist. Work out the right sized cans with the pc.

37. WAS A WORD ON THE LIST OF SUBJECTS MISUNDERSTOOD?

_____

Find out what it is and clear to F/N. (If Method 1 Word Clearing, take E/S to EP.)

38. IS A SUBJECT STILL MISUNDERSTOOD?

Get which subject and which word and clear it to F/N.
(If Method 1 Word Clearing, take E/S to EP.)

_____

39. DID YOU NOT GET THE BASIC SUBJECT?

_____

Find out what subject is incomplete by 2WC, locate the misunderstood words in it and clear each to F/N. (If Method 1 Word Clearing, take E/S to EP.)

40. IN REGARD TO EARLIER SUBJECTS OR COURSES YOU STUDIED DID YOU FIND ANY OF THEM DIFFICULT?

_____

When this question is answered ask this second question:

WERE THERE ANY WORDS ON THESE COURSES THAT YOU DIDN'T FULLY UNDERSTAND?

_____

Find by subject and get each defined. Then do steps again until both questions F/N.

41. DO YOU STILL HAVE MISUNDERSTOODS ON EARLIER COURSES?

_____

Find out which course (or courses) and get each misunderstood word cleared. Then recheck the question and handle until it F/Ns on checking.

42. DO YOU HAVE MISUNDERSTOODS ON YOUR EARLIER THAN SCIENTOLOGY SCHOOL OR FAMILY TRAINING?

_____

When this question has been answered, ask:

WAS THERE ANY WORD IN (SUBJECT NAMED) YOU DIDN'T UNDERSTAND?

_____

Get it fully defined to F/N and all such words cleared up for that subject. Handle all subjects the person has named as above. Then recheck the original question and handle until it F/Ns on checking.

43. WERE YOU BEING WORD CLEARED ON AN UNREADING SUBJECT?

_____

Find out what. Indicate. If no F/N rehab or Date/Locate.

44. WAS A SUBJECT OVERRUN?

_____

Find out what and indicate. If no F/N rehab.

45. WAS A MISUNDERSTOOD SUBJECT MISSED?

_____

Find out which subject(s) and which words and clear each to F/N.
(If Method 1 Word Clearing, take E/S to EP.)

46. DID YOU TRY TO MAKE THE LIST F/N?

_____

Put in ruds on word clearing, each to F/N, VGIs. Rehab any overruns.

47. IS THERE A SUBJECT WHICH SHOULD HAVE BEEN ON THE LIST BUT WASN'T?

_____

Find out what the subject is and clear all misunderstood words to F/N, going E/S to EP.

48. HAS A WIN BEEN BYPASSED?

_____

Find out what and rehab.

49. IS THERE SOMETHING ELSE WRONG?

_____

Find out what and handle or return to the C/S.

50. WAS THERE NOTHING WRONG IN THE FIRST PLACE?

_____

Indicate. If no F/N rehab or Date/Locate.

51. IS THERE SOME OTHER BYPASSED CHARGE ON THE SUBJECT OF STUDY?

_____

Assess and assess a Study Green Form.

L. RON HUBBARD

FOUNDER

Revisions assisted by

Senior C/S International

HCO BULLETIN OF 29 NOVEMBER 1978R

REVISED 31 MARCH 1981

Remimeo
All C/Ses
NED Auditors
Scn Auditors

(This Bulletin has been revised to include references on Declares as well as references on Dianetic Clear released after its original issue; to update and align it with the Dianetic Clear Special Intensive, and to incorporate it as part of the Dianetic Clear Series.)

(Revisions Not in Script)

C/S Series 104R

Dianetic Clear Series 8

DIANETIC CLEAR ATTESTS

References:

HCOB 24 Sep 78R III	Dianetic Clear Series 1
Rev. 31.3.81	DIANETIC CLEAR
HCOB 5 Mar 79R	Dianetic Clear Series 11
Rev. 31.3.81	DIANETIC CLEAR FALSE DECLARES
HCOB 19 Jun 71 II	C/S Series 46 DECLARES
HCOB 11 Nov 73	PRECLEAR DECLARE? PROCEDURE

and Keeping Scientology Working Series 5, 21-24

Well, well. I seem to have been right in Book One about making Clears, but it seems to have exceeded mass reality.

WARNING TO NED AND SCN AUDITORS

If the case you are auditing has a fantastic win and then seems to go into a decline, beware—the pc might have become a pre-OT and that funny behavior of the needle and tone arm might have been a floating TA, when he went Clear.

NOTE FOR C/Ses

I have found some very interesting case phenomena being resolved since past Dianetic Clears are attesting to the state.

Some of the manifestations of some of the cases who were audited past Dianetic Clear (unrecognized and unattested to) are:

(a) Manifesting PTSness and illnesses until the state was acknowledged

and attested to.

(b) Appearing to be no case gain, out-ethics cases.

(c) Not moving up the Bridge but remaining «parked» at some point.

(They have many «reasons» for this.)

(d) Becoming inactive as a Scientologist.

A C/S should look for these cases and recognize them when he sees them. This in no way means that every PTS or out-ethics case has an unacknowledged state of

Clear underlying it but this fact certainly needs to be included in any C/S's case debug line-up.

In the cases mentioned above, you will almost always find that the condition started at a certain point in the pc's auditing (or in his last life, as a pc). If you do a thorough folder study and get the pc through a standard Dianetic Clear Special Intensive, you might very likely find that he went Dianetic Clear just prior to the case going awry. (Or, by the same procedure, you might find he went Dianetic Clear in auditing in his last life.)

NOTE: The Dianetic Clear Special Intensive (HCOB 2 May 79R Issue I Rev. 25.3.81, Dn Clear Series 4, DIANETIC CLEAR SPECIAL INTENSIVE) may only be delivered by those orgs qualified to do so.

Advance Scheduling Registrars and those working in the Central Files of an org can go through CF folders and ask the Org C/S to check the folders of those who have drifted off lines or stopped going up the processing side of the Bridge, as an unacknowledged Dianetic Clear state may just be the cause.

C/S WARNING

A C/S who is C/Sing pcs on the DCSI or sending pcs through to attest to Clear must be a graduate of the Dianetic Clear Special Intensive Delivery Course and meet the qualifications expressed in HCOB 3 May 79R Dn Clear Series 7, DIANETIC CLEAR SPECIAL INTENSIVE C/S AND AUDITOR REQUIREMENTS. Otherwise, he is C/Sing illegally.

THE ATTEST ITSELF

When a person validly attains the state of Clear, whether this is reached on the Clearing Course or at any point earlier in his auditing, he attests to «the State of Clear.» Clear is Clear and there are no qualifying remarks at the attest such as «Dianetic Clear» or anything else.

Depending on the outcome of a DCSI and whether or not the pc had already attested to Clear, there are four possibilities which may be declared as a result of a DCSI.

1. When a pc successfully completes a DCSI and is verified as having reached Clear he attests to «the state of Clear.»

2. If a person had attested to Clear earlier and then received a successful DCSI which verified the state, he would simply attest to completion of the DCSI. (He wouldn't need to re-attest to Clear.)

3. When a person receives a DCSI and it is established that he is not yet Clear, he attests to completion of the DCSI, but only after being cleaned up to F/N and VGIs and eager to progress up the Bridge.

4. Someone who formerly attested to Clear who then received a DCSI which established that he had, in fact, not yet reached Clear (and so had the false declare cancelled) would simply attest to the completion of the DCSI but only after being cleaned up to F/N and VGIs and eager to progress up the Bridge.

The procedure for handling attest cycles is fully described in HCOB 11 Nov 73 PRECLEAR DECLARE? PROCEDURE.

CLEAR IN LAST LIFE

Some people didn't believe one had lived before this life. Also some people wondered what happened to old Dianeticists and Scientologists who had died. But others used to have the phrase «Well, we'll pick them up in the next lifetime,» or «the next time around.»

Well it seems like the former shouldn't have wondered and the latter were right. We are coming up with quite a few pcs who had gone Clear in their last lifetime during

Book One auditing, Goals Processing, etc. This is something that the pc originates or something he has been «wondering about» but invalidated.

INVAL/EVAL

The state of Clear having been truly attained yet not acknowledged and attested to, can cause an extraordinary amount of invalidation. Evaluation also occurs on this subject and comes from others and even the pc himself.

These things are cleared up on the Dianetic Clear Special Intensive so that the rehab of the state can easily be accomplished.

ETHICS WARNING

It is a Comm-Evable offense to coach the pc with data about Clear in any way. You also do not evaluate for any pc and try to convince him he has gone Dianetic Clear when he hasn't. You do not turn to «the pc must have gone Dianetic Clear» when you can't easily solve a pc's case. You use the C/S Series in full.

To send a pc through to attest to Dianetic Clear when he hasn't truly made it is a suppressive act as that preclear will not make it on the OT Levels.

An org that does not have a Clear C/S and a Clear auditor who are qualified to deliver the Dianetic Clear Special Intensive must send a person who has originated he might be Dianetic Clear, and his folders, to the nearest org with tech terminals who are qualified to deliver this Intensive.

THE POWER OF AUDITING

The power of modern auditing shouldn't be underestimated. It was pretty hot in 1950, but realize there were 28 years of research and development. This has been enormously stepped up. For 28 years, apparently, the power of auditing has been underestimated.

With better trained auditors than ever, and with their TRs and metering really in, the C/S who is keeping tech in on his lines can expect a lot more of this sort of thing, so he must be alert to it, without at the same time going delusory or failing to handle cases that really are bogged for quite some other reason.

Given standard tech used by standard auditors and C/Sed by standard C/Ses, there is no reason why we cannot Clear the planet.

L. RON HUBBARD

FOUNDER

Accepted by the

BOARD OF DIRECTORS
of the CHURCH OF SCIENTOLOGY
of CALIFORNIA

HCO BULLETIN OF 1 DECEMBER 1978R

REVISED 31 MARCH 1981

(Revised to emphasize and update the correct programming

of Dianetic Clears and to include additional references on such

programming as well as on the FESing of folders.)

Remimeo
AOs
SHs
Class IV Orgs
All Auditors
All C/Ses
HCOs
Tech/Qual
Missions

(Revisions Not in Script)

C/S Series 113

Dianetic Clear Series 10

PROGRAMMING THE DIANETIC CLEAR

FOR HIS NEXT STEP

REFS:
HCOB   24 Sep 78R III   Dianetic Clear Series 1 Rev. 21.2.81
                            DIANETIC CLEAR
HCOB   12 Jun 70   C/S Series 2 PROGRAMMING OF CASES
HCOB   26 Aug 70R   C/S Series 17R Rev. &
Reiss. 22.9.80   KSW Series 15 INCOMPLETE CASES
HCO PL 23 Oct 80 II   CHART OF ABILITIES GAINED FOR LOWER
                            LEVELS AND EXPANDED LOWER GRADES
HCOB4 Apr 81   THE BIOCHEMICAL PERSONALITY
Keeping Scientology Working Series 21 through 25
The 1980 Classification and Gradation Chart

The following are the guidelines for programming a Dianetic Clear after the state has been declared:

The Purification Rundown, if not yet done.

The Survival Rundown, if not yet done or unless full Objectives have been run to EP.

The Scientology Drug Rundown, given at C/S adjudication (Ref. HCOB 4 Apr 81 THE BIOCHEMICAL PERSONALITY). This modifies the mandatory requirement of a Scientology Drug RD for all Dianetic Clears who have not had a Drug Rundown, as given in HCOB 21 Dec 80 THE SCIENTOLOGY DRUG RUNDOWN, HCOB/PL 29 Aug 80, KSW Series 23, HOW NOT TO MISS OUT ON GAINS FROM YOUR AUDITING, and the 1980 Grade Chart.

Expanded Grades—ARC S/W, 0-IV, for all cases, if not yet done.

EXPANDED GRADES

1. If a Dianetic Clear has had no previous auditing on the Grades, you can run

him on Expanded Grades—ARC Straightwire and 0-IV. This includes Service Fac handling on Grade IV, with the R3RA steps on Service Facs omitted, per HCOB 6 Sep 78 III ROUTINE THREE SC-A, FULL SERVICE FACSIMILE HANDLING UPDATED WITH NEW ERA DIANETICS.

2. If a Dianetic Clear was incomplete on Grades 0-IV prior to the Dianetic Clear attest (i.e. mid-Grades), you would program him through to Expanded Grade IV (omitting the R3RA steps on Service Facs).

3. If a pc goes Clear on a Grade then you can give him the other Grades, but

you'd end off that Grade and not continue it.

4. If a Dianetic Clear is an old timer who has had a out of pre-Grades

Scientology processes run (before formal Grades existed), you would still program him to ensure he has achieved or achieves the full Ability Gained for each Grade, but great care must be taken not to re-run actions that have already been run to EP.

5. If a Dianetic Clear has previously completed ARC Straightwire and Grades

0-IV and these are each verified as having been run to full Ability Gained, they obviously would not be run further.

The Dianetic Clear is not run on power, R6EW or the Clearing Course.

With the necessary Grade Chart actions in and upon completing of the Solo Auditor Course, he goes directly onto OT I.

Correct programming ensures the Dianetic Clear gets the full benefits to be gained from each of the vital Grade Chart actions. It also prepares him stably for handling the upper level materials.

FULL FES AND OBJECTIVES TABLE REQUIRED BY AOs AND SHs

It is mandatory that the folders of any pc or pre-OT sent to an Advanced Org or Saint Hill preparatory to the person going onto the Solo Course or onto Advanced Courses at the AO, have a full FES to PT of all auditing, showing all required Grade Chart actions completed to full EP, including a full Objectives Table completed. This is to be done per: HCOB 6 Oct 70, C/S Series 19, FOLDER ERROR SUMMARIES; HCOB 29 Jan 81, I Auditor Admin Series 24R, FES CHECKLISTS AND SUMMARY; and HCOB 16 May 80 PREPARING AN OBJECTIVES TABLE.

The AO or SH C/S can then verify from this data that all the Grade Chart actions prior to Solo and/or Advanced Courses have been done. The AO C/S would also need to see that the pc received any set-ups or repair that might be required, per HCOB 8 Jan 72RE II Re-rev. 17.9.80, Solo C/S Series 11RE, ADVANCED COURSES C/S CHECKLIST ON FOLDERS OF NEW STUDENTS ONTO ADV COURSES, to ensure the person's full eligibility for Advanced Courses.

L. RON HUBBARD
FOUNDER

All C/Ses
Auditors
D of P
Tech/Qual
HCO

(This bulletin has been revised to delete actions given originally for the verification of Dianetic Clear and its rehabilitation, as the actions for verifying and rehabilitating the state are now done in a more exact sequence of steps on the Dianetic Clear Special Intensive; to correct the statement that indicated a Floating TA would be present in all cases when Clear is successfully rehabbed, and to include additional technical references from the Keeping Scientology Working and Dianetic Clear Series. This bulletin is also now incorporated as a part of the Dianetic Clear Series.)

(Revisions Not in Script)

C/S Series 105R

Dianetic Clear Series 9

DIANETIC CLEAR ATTESTS—ADDITIONAL DATA

REFS:
HCOB 24 Sep 78R III	Dianetic Clear Series 1
Rev. 31.3.81	DIANETIC CLEAR
HCOB 2 May 79R	Dianetic Clear Series 4
Rev. 25.3.81	DIANETIC CLEAR SPECIAL INTENSIVE
HCOB 29 Nov 78R	Dianetic Clear Series 8
Rev. 31.3.81	C/S Series 104R DIANETIC CLEAR ATTESTS
HCOB 19 Jun 71 II	C/S Series 46 DECLARES
HCOB 5 Mar 79RA	Dianetic Clear Series 11
Re-rev. 31.3.81	DIANETIC CLEAR FALSE DECLARES
Keeping Scientology Working Series 21 through 25	

Since the HCOBs on Dianetic Clear have come out there have been many attests and many cases unbugged, and there will continue to be more Dianetic Clears as pcs continue to get standard processing. This bulletin gives some additional guidelines to help smooth the lines and prevent needless stops for the person who has made Dianetic Clear. Used in conjunction with the Dianetic Clear Special Intensive and the issues referenced above, it will also help handle the person who hasn't made it so that he may achieve all the gains available to him.

UNACKNOWLEDGED DIANETIC CLEARS

A person who has reached the State of Dianetic Clear without it being acknowledged can run into difficulties afterwards. You may find that he's been in ethics trouble or had a low OCA or poor case gain since that point.

It's not only lack of acknowledgement but also invalidation by running certain processes that a Clear wouldn't respond to, such as engrams, or continuing to run a Grade on which the person went Clear, or continuing goals processing, etc.

Also, with Clears and OTs who went Clear before they did the Clearing Course and never knew it or spotted it, by-passed charge results because they are running something which is trying to achieve what they have already achieved. It serves as an overrun.

In the case where a pc has this unacknowledged, invalidated Dianetic Clear state, you would most likely find a point in his auditing where it looks as if he had made it and a slump occurred afterwards. This point could have occurred many years back.

The appropriate list or lists used to clean up such a case (C/S 53, Green Form, L3RG, etc.) could show up a valid read on a question concerning Dianetic Clear. Or the person might simply originate this himself. In any of these instances, the handling is to program the pc for the Dianetic Clear Special Intensive and ensure each needed step of the Intensive is standardly done. This Intensive is designed to fully rehabilitate the state of Clear when it validly exists.

NOTE: The Dianetic Clear Special Intensive (HCOB 2 May 79R I, Dianetic Clear Series 4, DIANETIC CLEAR SPECIAL INTENSIVE) may only be delivered by duly authorized orgs who have C/Ses and auditors qualified to deliver this tech.

ETHICS

The fact that a person may currently be in ethics trouble is no basis on which to adjudicate whether or not he has achieved the State of Clear. It is not a criterion to be used to refuse to allow the person to attest. Clear is Clear. When a Clear is audited on R3RA, when the state is invalidated or goes unacknowledged, he can get into trouble. If you have ethics trouble during or immediately after auditing it is an indicator of possible by-passed charge or out tech on the case. So apply this to your understanding and analysis of cases.

The MAA interview and A to J Check on the Dianetic Clear Routing Form, which is done prior to the Dianetic Clear Special Intensive, is not to imply he's out-ethics but will furnish the C/S with data on the case which may or may not come up otherwise. It will also detect the rare case where the person is attempting to attest in order to save money or for status reasons. In one instance it was discovered that the person routing through was actually a plant. These last examples are a very, very small percentage of the cases.

METER PHENOMENA

When the state of Dianetic Clear has been verified, with any invalidation or other by-passed charge cleaned off the line, and when it has been fully rehabbed to end phenomena on the Dianetic Clear Special Intensive, you'll see a very floppy needle, at low sensitivity, an F/N that nothing can break up and, in many cases, a floating TA. A low sensitivity setting (1 to 4) will often be needed to even keep the needle on the dial, and the TA will be riding between 2.0 and 3.0 You'll find in many cases that the meter now reads on the pc's postulates i.e., a Clear's postulates read as a surge. A read therefore does not mean invariably «Yes» or that the question is charged. «No» can read if the pc says it or thinks it to himself as an answer to a question. (Ref. HCOB 18 Apr 68 NEEDLE REACTIONS ABOVE GRADE IV)

Bear in mind that you might not get the above meter phenomena immediately on a Dianetic Clear where the state has been by-passed, even though the state is valid.

In some cases the TA and needle can be packed up prior to cleaning up any by-passed charge or Date/Locating the exact time the pc went Clear, all of which would be handled on the DCSI. The pc may have out-Int to be handled. (The handling of out-Int on a person who may be Dianetic Clear is THE END OF ENDLESS INT REPAIR RD, HCOB 24 Sep 78RA I Re-rev. 21.2.79 Int RD Series 4RA.) The person may still be hung up on misrun R3R or Dianetics run after he went Clear, or on some point of eval or inval that has occurred.

The steps of the Dianetic Clear Special Intensive provide for the full handling of all such cases, and when they are properly done they result in the full resurgence of the state of Clear, when it validly exists.

PRIOR DIANETIC CLEARS AND KEYED-OUT CLEARS

The definitions of Dianetic Clear and Keyed-Out Clear in HCOB 24 Sep 78R III, Dianetic Clear Series 1, DIANETIC CLEAR, replace the definitions in the Tech Dictionary. The person who attested to Dianetic Clear or Keyed-Out Clear in past years would not necessarily qualify as a Dianetic Clear now, though the chances are good he did make it. Any pc who has attested to Dianetic Clear or Keyed-Out Clear in the past should be called in for correct case handling, including a DCSI, as indicated, to ascertain the state. This would only be done by an AO C/S or by an org C/S who is Clear and fully trained and qualified to C/S the DCSI. (Ref. HCOB 8 May 79R, Dianetic Clear Series 7, DIANETIC CLEAR SPECIAL INTENSIVE C/S AND AUDITOR REQUIREMENTS)

You will find that many of those who attested to Dianetic Clear earlier on actually did make it, and after confirmation of this they will need to be issued Clear Certs and Clear numbers and be properly programmed to move on up the Bridge. (See HCOB 1 Dec 78R, Dn Clear Series 10, C/S Series 113, PROGRAMMING THE DIANETIC CLEAR FOR HIS NEXT STEP.)

Additionally, where a qualified DCSI C/S knows of a case where it looks very likely, from folder study, that the pc went Dianetic Clear but it was unsuspected at the time and never originated, he should have such pcs called in for full clean-up and programming for a DCSI.

THE PERSON WHO HASN'T MADE IT

Where it is obvious from the results of a standardly done DCSI that a person who has already been allowed to attest hasn't attained Dianetic Clear, the pc would be given a good R-factor that the person handling the attest cycle didn't have all the data. He is also handled on any loss he experiences. He must also be given the R-factor that he is being programmed so as not to be denied any of the gains on the Grade Chart and so that he will be adequately prepared to do the OT Levels. The DCSI-trained C/S then programs the case so that this can occur and the pc is informed he should continue with his auditing program.

In the case where the person wanting to attest clearly hasn't made it (as evidenced from results or the DCSI steps), he would be told so. There may be some ability or state of being he did achieve that he may wish to attest to and he should be allowed to do so.

In both the above cases the person very likely has made some big gain or achieved a new ability, so this would be validated and he would be given an appropriate acknowledgement on his win.

(Refs:
HCOB/PL 29 Aug 80, KSW Series 23,   HOW NOT TO MISS OUT ON
                                     GAINS FROM YOUR AUDITING
HCOB/PL 30 Aug 80, KSW Series 24,   WINS, «STATES», AND GRADE
                                     CHART DECLARES)

NEXT STEP FOR DIANETIC CLEARS

Use HCOB 1 Dec 78R, Dianetic Clear Series 10, PROGRAMMING THE DIANETIC CLEAR FOR HIS NEXT STEP, as a guide when programming the Dianetic Clear for his next action.

SUMMARY

Keep in mind that a good percentage of the cases you see who by origination want to attest to Dianetic Clear will have achieved the state. The C/S, trained in C/Sing

the DCSI, follows the guidelines set forth here and applies all the HCOBs on the subject, so that those who have attained Dianetic Clear as well as those who haven't will be able to move on swiftly up the Bridge on the right gradient.

All C/Ses should get trained on the delivery of DCSIs, maintain their Ivory Towers, make full use of the C/S Series, the data in this bulletin, the Keeping Scientology Working Series and the Dianetic Clear Series. It is already going well and this additional data will handle the various situations that come to light.

<div align="right">

L. RON HUBBARD

FOUNDER

Accepted by the

BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

</div>

Remimeo
All Orgs
All Missions
C/Ses
Auditors
Ds of P
Tech
Qual
HCO
Ethics Officers
KOTs

(Revised to clarify paragraph 5, to give references which apply to this issue
and to include this issue as part of the Dianetic Clear Series.)

(Revisions in Script)

Dianetic Clear Series 11

DIANETIC CLEAR FALSE DECLARES

REF: HCOB 29 Aug 80   KSW Series 23
       HOW NOT TO MISS OUT ON GAINS FROM YOUR AUDITING
       HCOB 19 Jun 71   C/S Series 46 DECLARES

Any org or mission staff declaring a Dianetic Clear «achieved in other practices» is subject to expulsion from the Church.

Technically, a very few thetans have never been anything but Clear. These few didn't «go Clear» on anything; they have simply always been Clear. When a natural Clear is found it should be so stated. To assign this condition to some other practice is a suppression of Dianetics and Scientology.

Anyone evaluating for or feeding a preclear data to persuade him to declare Dianetic Clear is also actionable.

Anyone suppressively validating squirrel practices or groups by stating they are producing Dianetic Clears is also actionable as above, as it is not possible. It requires the exact application of Scientology and/or Dianetic technology to bring a preclear up to the state of Clear.

Falsely declaring a person Clear, Dianetic Clear or natural Clear who isn't, and failing to declare one who made it on Dianetics or the Clearing Course or who has always been Clear, are also actionable.

People don't go Clear in garbage eating or psychiatry—they perish. Thus herding people into their hands by falsely validating them is suppressive.

Any and all such false declares are cancelled.

L. RON HUBBARD

FOUNDER

All Orgs &
Missions
All C/Ses
NED Auditors
Scn Auditors
Qual/Tech Staff
HCO
KOTs

(This bulletin has been revised to update its references, extend its distribution and to include the issue as part of the Dianetic Clear Series.)

(Revisions in Script)

Dianetic Clear Series 12

C/S Series 106R

AUDITING THE DIANETIC CLEAR

REF: HCOB 1 Dec 78R   Dianetic Clear Series 10
Rev. 31 Mar 81   PROGRAMMING THE DIANETIC
                                    CLEAR FOR HIS NEXT STEP
HCOB   8 Oct 70   C/S Series 20 PERSISTENT F/N
HCOB 19 Apr 72   C/S Series 77 «QUICKIE» DEFINED

It has recently come to my attention that some auditors are delivering Grades in outrageously short periods of time to Dianetic Clear pcs and only giving Quad Grades to the Dianetic Clear without making full use of the Expanded Grades. Such pcs are being denied the full gains of the grade processes due to Quickie Grades—out-tech.

From this point forward, anyone auditing Grades on a pc who has attested to Clear before Clearing Course level must:

1) M9 and starrate HCOB 8 Oct 70 C/S Series 20 PERSISTENT F/N,

2) M9 and starrate HCOB 19 Apr 72 C/S Series 77 «QUICKIE» DEFINED, and

3) Clay Demo the consequences of Quickie Grades.

It is the responsibility of the C/S to see that the above checkouts occur without stopping or slowing delivery lines.

These actions will ensure that the Dianetic Clear has the opportunity to attain all the benefits of the Grades. In addition to the immediate abilities gained from the Grades being properly delivered, having his Grades really IN will prevent the pre-OT from running into difficulties on the OT Levels.

The Grades are a very essential part of the Grade Chart and must not be delivered over a persistent F/N or skimped on in any way. Let's Keep Scientology Working!

L. RON HUBBARD

FOUNDER

Remimeo
Word Clearers
Tech
Qual
Staff

(The only revision is to clarify, in the first paragraph, how any error or omission in the comprehension of status classifies as a misunderstood, by giving examples of misunderstood status.)

(Revision in Script)

Word Clearing Series 64R

THE MISUNDERSTOOD WORD DEFINED

Ref:

HCOB 23 Mar 78RA	Word Clearing Series 59RA
Rev. 14.11.79	CLEARING WORDS
HCOB 25 Jun 71R	Word Clearing Series 3R
Rev. 25.11.74	BARRIERS TO STUDY
HCOB 26 Mar 79RB	Esto Series 35RB
Rev. 2.9.79	Word Clearing Series 60RB Product Debug Series 7R
	MISUNDERSTOOD WORDS AND CYCLES OF ACTION

«MIS-UNDERSTOOD» or «NOT-UNDERSTOOD» are terms used to define any error or omission in comprehension of a word, concept, symbol or status. (As examples of misunderstood status, one could misunderstand an object's location or its time factor, or the state or condition of someone or something.)

Most people go around thinking that a misunderstood is just something they obviously don't know—a «not-understood».

A «not-understood» is a misunderstood but there are additional ways a person can misunderstand a word.

A MISUNDERSTOOD WORD OR SYMBOL IS DEFINED AS A WORD OR SYMBOL FOR WHICH THE STUDENT HAS:

1. A FALSE (TOTALLY WRONG) DEFINITION: A definition that has has no relationship to the actual meaning of the word or symbol whatsoever.

Example: The person reads or hears the word «cat» and thinks that «cat» means «box». You can't get more wrong.

Example: A person sees an equals sign (=) and thinks it means to subtract something twice.

2. AN INVENTED DEFINITION: An invented definition is a version of a false definition. The person has made it up himself or has been given an invented definition. Not knowing the actual definition he invents one for it. This is sometimes difficult to detect because he is certain he knows it, after all he invented it himself. There is enough protest preceding his invention of it to make it read on a meter. In such a case he will be certain he knows the definition of the word or symbol.

Example: The person when very young was always called «a girl» by his pals when he refused to do anything daring. He invents the definition of «girl» to be «a cowardly person».

Example: A person never knew the meaning of the symbol for an exclamation point (!) but seeing it in comic strips as representing swear words invents the definition for it «a foul curse» and regards it accordingly in everything he reads.

3. AN INCORRECT DEFINITION: A definition that is not right but may have some relationship to the word or symbol or be in a similar category.

Example: The person reads or hears the word «computer» and thinks it is «typewriter». This is an incorrect meaning for «computer» even though a typewriter and a computer are both types of machines.

Example: A person thinks a period (.) after an abbreviation means that you halt in reading at that point.

4. AN INCOMPLETE DEFINITION: A definition that is inadequate.

Example: The person reads the word «office» and thinks it means «room». The definition of the word «office» is: «a room or building in which a person transacts his business or carries on his stated occupation». (Ref:

Funk and Wagnalls Standard Dictionary of the English Language) The person's definition is incomplete for the word «office».

Example: The person sees an apostrophe (') and knows that it means that something is owned ('s) but does not know that it also is used to show that a letter has been left out of a word. He sees the word «can't» and immediately tries to figure out who can is.

5. AN UNSUITABLE DEFINITION: A definition that does not fit the word as it is used in the context of the sentence one has heard or read.

Example: The person hears the sentence: «I am dressing a turkey». The person's understanding of «dressing» is «putting clothes on». That is one definition of «dressing» but it is an unsuitable definition for the word as it is used in the sentence he has heard. Because he has an unsuitable definition he thinks someone is putting clothes on a turkey. As a result the sentence he has heard doesn't really make sense to him. The definition of «dressing» that correctly applies in the sentence he has heard is: «to prepare for use as food, by making ready to cook, or by cooking». (Ref: The Oxford English Dictionary)

The person will only truly understand what he is hearing when he has fully cleared the word «dressing» in all its meanings, as he will then also have the definition that correctly applies in the context.

Example: The person sees a dash (-) in the sentence: «I finished numbers 3 - 7 today». He thinks a dash is a minus sign, realizes you cannot subtract 7 from 3 and so cannot understand it.

6. A HOMONYMIC (one word which has two or more distinctly separate meanings) DEFINITION: A homonym is a word that is used to designate several different things which have totally different meanings; or a homonym can be one of two or more words that have the same sound, sometimes the same spelling, but differ in meaning.

Example: The person reads the sentence: «I like to box». The person understands this sentence to mean that someone likes to put things in «containers».

The person has the right meaning for the word «box», but he has the wrong word! There is another word «box» which is being used in the sentence he has just read and means: «to fight another in a boxing match». (Ref: Funk and Wagnalls Standard Dictionary of the English Language)

The person has a 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, yellow or golden liquid, good to eat, that bees make out of the nectar they collect from flowers» is walking down the street! He doesn't know the informal definition of «honey» which is:

«sweet one: a pet name», which is how it is being used in the song.

(Ref: Funk and Wagnalls Standard Dictionary of the English Language)

7. A SUBSTITUTE (SYNONYM—a word which has a similar but not the same meaning) DEFINITION: A substitute definition occurs when a person uses a synonym for the definition of a word. A synonym is not a definition. A synonym is a word having a meaning similar to that of another word.

Example: The person reads the word «portly» and thinks the definition of the word is «fat». «Fat» is a synonym for the word «portly». The person, has a misunderstood because the word «portly» means: «of a stately appearance and carriage; impressive, especially on account of size». (Ref: Funk and Wagnalls Standard Dictionary of the English Language) The person does not have the full meaning of «portly» if he thinks it just means «fat».

Knowing synonyms for words increases your vocabulary but it does not mean you understand the meaning of a word. Learn the full definition for a word as well as its synonyms.

8. AN OMITTED (MISSING) DEFINITION: An omitted definition is a definition of a word that the person is missing or is omitted from the dictionary he is using.

Example: The person hears the line «The food here is too rich». This person knows two definitions for the word «rich». He knows that «rich» means «having much money, land, goods, etc.» and «wealthy people». Neither of these definitions make much sense to him in the sentence he has just heard. He cannot understand what food could have to do with having a lot of money.

Omitted definitions can come about from using dinky dictionaries. If the person had looked up «rich» in a small paperback dictionary, he would probably still be stuck with his 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: «having in a high degree qualities pleasing to the senses; luscious to the taste: often implying an unwholesome excess of butter, fats, flavoring, etc.» (Ref:

Funk and Wagnalls Standard Dictionary of the English Language)

Example: The person reads «He estimated the light at f 5.6.» He can't figure what this «f» is, so he looks up «f» in the American Heritage Dictionary and wonders if it is temperature or money or sports for «foul» or maybe the money «franc». The text doesn't refer to France so he can't figure it out. Omitted in the American Heritage is the photography definition of «f» which simply means «the number which shows the width of the hole the light goes through in the lens». The moral of this is to have enough dictionaries around.

NOTE: It can occur that an accurate definition for a word is not given in any dictionary which is an error in the language itself.

9. A NO-DEFINITION: A no-definition is a «not-understood» word or symbol.

Example: The person reads the sentence «The business produced no lucre». No understanding occurs, as he has no definition for «lucre». The word means: «money, especially as the object of greed; gain». (Ref: Funk and Wagnalls Standard Dictionary of the English Language) It isn't that he has the word incorrectly, unsuitable or any other way defined, he has no definition for it at all. He has never looked it up and gotten it defined. Thus he does not understand it. The definition does not exist for him until he looks it up and gets it clearly understood.

Example: The person sees a dot at the end of a word on a printed page and having no definition for «a period (.)» tends to run all of his sentences together.

10. A REJECTED DEFINITION: A rejected definition is a definition of a word which the person will not accept. The reasons why he will not accept it are usually based on emotional reactions connected with it. The person finds the definition degrading to himself or his friends or group in some imagined way or restimulative to him in some fashion. Although he may have a total misunderstood on the word he may refuse to have it explained or look it up.

Example: The person refuses to look up the word «mathematics». He doesn't know what it means, he doesn't want to know what it means, and he won't have anything to do with it. A discussion of why he refuses to look it up discloses that he was expelled from school because he flunked with violence his first month of his first course in mathematics. If he were to realize that he flunked because he didn't know what he was supposed to study he would then be willing to look the word up.

Example: The person refuses to look up the definition of asterisk (*). On discussion it turns out that every time he sees an asterisk on the page he knows the material will be «very hard to read» and is «literary», «difficult» and «highbrow».

Discussion of why he won't look it up usually reveals and releases the emotional charge connected with it which he may never have looked at before. Properly handled he will now want to look it up, having gained an insight into why he wouldn't.

Any word you come across which fits one or more of the above definitions of a misunderstood word or symbol must be cleared up, using a good size dictionary or more than one dictionary or text book or encyclopedia.

It is catastrophic to go on past or ignore a misunderstood word or symbol as one simply will not understand what he is studying.

A student must discipline himself not to go past misunderstood words. He should learn to recognize from his reaction to what he is reading, especially the mental blankness which usually ensues right after one, that he has gone by a misunderstood. He should look them up and get them fully defined before going on with his reading. Students must be persuaded to do this. It is a self-discipline that has to be learned.

The definitions of «misunderstood» and «not-understood» and their different types, must be clearly understood by a person seeking to clear them in himself and others. The commonest error in word clearing is for the person being word cleared to believe that a misunderstood is something he simply does not know. With this limited definition he cannot adequately be word cleared nor can he adequately word clear others. So these definitions of «misunderstood» and «not-understood» should be very well known as it will often be necessary to clarify them to the person being word cleared.

Good reading.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 SEPTEMBER 1979R

REVISED 26 AUGUST 1981

(Revisions in Script)

(Ellipses Indicate Deletions)

Remimeo
Cramming Officers
C/Ses
Review Auditors
Qual
Cramming Series 19R

FLYING RUDS IN CRAMMING

Ref: HCOB 15 Oct 74   Cramming Series 14
                                   CRAMMING OVER OUT RUDS
       HCOB 2 Jun 78RA   Cramming Series 18RA
       Re-rev. 30.8.81   CRAMMING REPAIR ASSESSMENT LIST
       HCOB 21 Dec 79   C/S Series 107, Cramming Series 20
                                   AUDITOR ASSIGNMENT POLICIES.
                                   CRAMMING ASSIGNMENT POLICIES
       HCOB 11 Jan 80 I   C/S Series 108, Cramming Series 21
                                   QUAL CORRECTIVE ACTIONS ON OTS
       HCOB 11 Aug 78 I   RUDIMENTS DEFINITIONS AND PATTER

BEFORE BEGINNING THE CRAMMING CYCLE:

FIRST CHECK THE PERSON'S PC FOLDER TO ENSURE HE IS NOT IN THE MIDDLE OF (OR C/SED FOR) INT REPAIR, INT HANDLING OR THE HANDLING OF OUT LISTS. IF INT OR LISTS ARE OUT THESE MUST BE HANDLED BEFORE ANY OTHER METERED ACTION IS DONE.

ALSO CHECK TO ENSURE THE PERSON IS NOT IN THE MIDDLE OF AN ENGRAM CHAIN OR ANOTHER QUAL CORRECTIVE ACTION SUCH AS PRODUCT DEBUG OR CRASHING MU FINDING, ETC. AND THAT THE PC IS NOT C/SED TO GET A FLUBBED ACTION REPAIRED.

IF YOU FIND ANY OF THE ABOVE, ENSURE THE PERSON IS GOTTEN INTO CRAMMING AS SOON AS THE INCOMPLETE CASE OR CORRECTIVE ACTIONS ARE COMPLETED.

Per HCOB 15 Oct 74 CRAMMING OVER OUT RUDS, a Cramming Officer must not try to cram over out-ruds. Despite this, there still have been instances of persons being «handled» in cramming without the ruds having been gotten in, so no handling got done at all.

HOW TO FLY RUDS IN CRAMMING

TO BEGIN ... CRAMMING ..., ASSESS THE RUDS INCLUDING OVERTS, INVALIDATION

AND EVALUATION AND FLY ANY THAT READ. THEN WHEN YOU HAVE CLEARED UP THE READS

TO F/Ns AND HAVE AN F/N. BEGIN THE EXACT CRAMMING ORDERS INDICATED.

You can mimeo a small form on which to assess these and mark reads which will save time. The form would look like this:

      «Is there ....   (normally used when flying ruds
                                           at the beginning of cramming)
        or,

«On (subject) , is there ....   (used when the Cramming Officer wishes
                                              to address the rudiments to a specific subject)

   an ARC break?»   _____

   a present time problem?»   _____

   a withhold?»   _____

   an overt?»   _____

«Is there an ....

   Invalidation?»   _____

   Evaluation?»   _____

The Cramming Officer would assess on the form above and clip it to the worksheets. (If no reads on the list but person is not F/Ning, check Suppress or Invalidate on the list and handle.)

Note: A person's ruds can also go out during a cram, at which point they must be put in.

PREVIOUSLY MIS-DONE CRAMMING

Mis-done crammings and failure to fly the ruds in cramming will mess up staff members, and undisclosed overts and withholds will prevent any gain, not just in auditing but in word clearing or cramming or other Qual corrective actions.

Resistance to cramming, protest of cramming or natter about cramming, or other Qual corrective actions are indicative of out-ruds, especially overts and withholds against cramming or Qual or on the subject on which the cramming order was written. These symptoms of resistance or natter can also stem from having been crammed over out-ruds in the past, or having been mishandled in cramming.

The way to handle someone who has been crammed over out-ruds in the past is to assess the following and fly each reading line to F/N (check Suppress or Invalidate if no reads on the list):

«Has cramming been done over ....

   an ARC break?»   _____

   a present time problem?»   _____

   a withhold?»   _____

   an overt?»   _____

   an Invalidation?»   _____

   an Evaluation?»   _____

If someone is nattery or upset about Cramming, Qual correction actions, or Qual, use the assessment above on the subject of their complaint. E.g. you could assess: «Has word clearing been done over .... ?»

If the above does not resolve the matter fully, use the Cramming Repair Assessment List (HCOB 2 Jun 78RA), or other specific lists such as the Word Clearing Correction List (WCCL).

CRAMMING OFFICER QUALIFICATIONS

Because the Cramming Officer is required to do these actions, he or she must get checked out on how to do them. Possibly a reason why some did not fly the ruds despite HCOB 15 Oct 74 CRAMMING OVER OUT RUDS, is that the Cramming Officer did not know how to fly ruds and had not gotten himself trained to do so, then either didn't fly ruds before he attempted to do the cramming order, or did not do the cramming order at all «because the ruds were out.» Both or these errors show an effect attitude that no real Cramming Officer (or Scientologist for that matter) would be guilty of. Cramming Officers get tech in and being applied, staff members successful and winning on their post and are therefore very causative.

A CRAMMING OFFICER MUST GET CHECKED OUT ON FLYING RUDS AND OVERTS AS THESE ARE VITAL TECH OF THE CRAMMING HAT. IF A CLASSED AUDITOR, HE MUST GET CHECKED OUT ON USE OF CORRECTION LISTS SUCH AS THE CRAMMING REPAIR ASSESSMENT LIST, WCCL, ETC. FAILURE TO CHECK OUT ON AND USE THE TECH OF THE POST IS AN ETHICS MATTER.

CAUTION

It has happened that Cramming Officers have made flying someone's ruds overly complex. Formal sessions have been done to get a person's ruds in before a cram when the person was already F/N, VGIs. This and other complications stem from not understanding what rudiments are, how to recognize when they are out and how to put them in.

The definition of rudiment as «that which is used to get the pc in shape to be audited that session» could be applied to cramming to mean «that which is used to get the person in shape to be crammed.» If the person is not in shape to be crammed you must get him in shape to be crammed or you risk getting no result or even messing the person up. But when the person is F/Ning and ready to get on with it, get on with it.

Additionally, a Cramming Officer who knows how to fly ruds should also know to check that the person has had enough food and rest and to check the person's metabolism. (Done by having the person take a deep breath and let it out. The needle should give a latent fall in order to fly ruds. Ref. HCOB 4 Dec 77, CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER)

WORKSHEETS

The worksheets (W/Ses) of all such actions (i.e. ruds, word clearing, crammings, Cramming Repair Lists, Product Debug Assessments and any other Qual corrective action), are put in the pc folder and sent to the Case Supervisor (C/S). The C/S will correct any out-tech or failure to fully handle, and in the case of no F/N at Exams or other out-tech, red tags the folder, until the matter is fully repaired.

These worksheets must be complete, accurate and legible. In the case of a non-F/N Exam or other Bad Indicator, these have rush priority and must be handled fast. All the rules regarding worksheets apply to cramming and any other Qual corrective actions.

IS A C/S NEEDED BEFORE FLYING RUDS IN CRAMMING?

Someone may wonder if he needs to get a C/S to fly the ruds before doing so in a cramming action. The answer is: no. You do not need to get the pc's folder to the C/S before you fly the ruds in cramming. To do so would make an unnecessary delay, and you don't need a C/S to fly somebody's ruds.

The C/S (Case Supervisor instruction) is contained in this issue, and that is what you do.

FOLDER CHECK BEFORE CRAMMING

Sometimes a staff member has been known to have been started on and left incomplete on several different actions. E.g. the staff member is started on a cramming order, but before this is complete, someone starts doing a Crashing Misunderstood handling on him, they end for lunch and after lunch someone tries to start yet another action on the staff member. This is a serious situation indeed and it could be enough to spin somebody. So it is mandatory that before starting an action, you must check the folder first. Cramming orders and flying ruds in cramming and other Qual corrective actions do not require C/S OK before doing them as this would put an unnecessary and arbitrary delay on the line, and could be used as an excuse not to do the action. (E.g. «I couldn't fly his ruds because I didn't have a C/S to 'Fly the Ruds,' so I didn't do anything.») But since one would not start a new cycle in the middle of another incomplete cycle, and would not try to fly ruds or word clear over out-Int or out-lists (provided these really were out and not just a False or Protest read), the folder must be checked by the person who is going to do the action (this only takes a minute to do).

BEFORE STARTING A CRAMMING OR OTHER QUAL CORRECTIVE ACTION, LOOK IN THE FOLDER TO ENSURE THE PERSON ISN'T IN THE MIDDLE OF ANOTHER QUAL CORRECTIVE ACTION, OR C/SED TO GET A FLUBBED ACTION REPAIRED. AFTER THE CRAMMING OR OTHER QUAL CORRECTIVE ACTION, SEND THE FOLDER TO THE CASE SUPERVISOR WITH LEGIBLE WORKSHEETS ON WHAT YOU DID AND THE EXAM FORM.

FESing

If a person has been «crammed» or has had other Qual corrective actions and has gotten worse, or made no improvement, then get all Qual corrective actions done on the person FESed

by the Case Supervisor, and a program and C/S to repair these, and get that program done. Comm Ev anyone who interrupts or cross-orders or prevents such a program from being done, as that would be suppressive. Such a program has the priority of repairing a flubbed session and the folder is red tagged, until handled.

USE THE TECH

There are several new Qual corrective actions as well as all the earlier tools of cramming. These produce spectacular results when done correctly. Use this tech to make greatly enhanced staff members.

YOUR CRAMMING WILL BE MANY TIMES MORE EFFECTIVE AND POPULAR IF YOU DO IT WITH THE CORRECT TECH.

L. RON HUBBARD

FOUNDER
As assisted by
Snr C/S Int
Revision assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HCOB 24.9.79R

Rev. 26.8.81
ATTACHMENT 1

You can mimeo a small form on which to assess these and mark reads which will save time. The form would look like this:

«Is there ....

or,

«On (subject) , is there ....

 an ARC break?»   _____

 a present time problem?»   _____

 a withhold?»   _____

 an overt?»   _____

«Is there an ....
Invalidation?»   _____

Evaluation?»   _____

The Cramming Officer would assess on the form above and clip it to the worksheets. (If no reads on the list but the person is not F/Ning, check Suppress or Invalidate on the list and handle.)

The way to handle someone who has been crammed over out-ruds in the past is to assess the following and fly each reading line to F/N. (Check Suppress or Invalidate if no reads the list):

«Has cramming been done over ....

an ARC break?»   _____

a present time problem?»   _____

a withhold?»   _____

an overt?»   _____

an Invalidation?»   _____

an Evaluation?»   _____

If someone is nattery about Cramming, Qual Correction actions, or Qual, use the assessment above on the subject of their complaint. E.g. you could assess: «Has word clearing been done over ....?»

If the above does not resolve the matter fully, use the Cramming Repair Assessment List (HCOB 2 June 78RA), or other specific list such as the Word Clearing Correction List (WCCL).

HCO BULLETIN OF 13 MARCH 1980R

REVISED 22 NOVEMBER 1981

(Revisions not in Script)

Remimeo
C/Ses
Qual
Tech
Auditors
Cramming Officers
Supervisors
C/S Series 109R

**CONDITIONAL STEP FOLLOWING
THE PURIFICATION RUNDOWN AND OBJECTIVES**

(REF:
HCOB 6 Feb 78RA   THE PURIFICATION RUNDOWN
                          REPLACES THE SWEAT PROGRAM
HCOB 16 Oct 78   REPAIR CORRECTION LIST
HCOB 24 Nov 73RD   C/S Series 53RL SF or LF
HCOB 2 Jun 78RA   CRAMMING REPAIR ASSESSMENT LIST
HCOB 12 May 80   DRUGS AND OBJECTIVE PROCESSES)

This bulletin has been revised to position its conditional repair step more correctly after the Purification Rundown and Objectives have been done, as that is where the majority of those who need the step will benefit from it most.

The technical reason for this lies in the fact that Objective processing is a lower gradient than Subjective processing. The following from HCOB 12 May 80, DRUGS AND OBJECTIVE PROCESSES, gives an even more precise statement as to why this is so:

«As the (Objective) process is orienting the person in the present time of the physical universe and as this present time is not threatening, he has a time point and a location point from which to sort out his confusions.»

HCOB 12 May 80 should be studied in its entirety for an understanding of the effects of drugs and of Objective Processes. But the statement above clarifies at once why most pcs who need repair and who have not flattened Objectives are not yet up to being audited on subjective repair actions (or at least not with maximum gain) until Objectives are handled. Such repair, attempted over undone but needed Objectives, can drag on, be ineffective and delay a pc from getting onto his next step and up the Bridge. It has done so in several reported cases.

Occasionally a pc might need some type of repair following his Purification RD and before Objectives (such as Int or Out Lists). And certainly not all Purification pcs who need repair of earlier actions are incapable of handling subjective processes. These are points for C/S adjudication, and the C/S is guided in this by his understanding of how and why Objectives work and what they accomplish.

When a person has completed the Purification Rundown and has had full Objectives, before he then goes onto or back onto a subjective auditing program of any kind, it may be necessary to:

1. CORRECT ANY FAILED AUDITING REPAIR HE WAS GIVEN BEFORE THE PURIFICATION RUNDOWN.

2. REPAIR AND COMPLETE ANY FAILED AUDITING PROCESS HE WAS GIVEN BEFORE THE PURIFICATION RUNDOWN.

3. REPAIR ANY FAILED CRAMMING, CORRECTION OR ESTO ACTIONS HE WAS GIVEN BEFORE OR DURING THE PURIFICATION RUNDOWN.

These are not necessarily actions that would be done on every pc, one for one. They are steps to be considered by the C/S in each such case he programs, particularly if the person has had a rough auditing history or a rough study or training history.

THE WHY FOR REPAIR OF REPAIR
FOLLOWING PURIFICATION AND OBJECTIVES

We know that deposits of drugs and biochemical substances in the body can prevent or inhibit case gain. Thus, where a case has been in rough shape and/or had extensive repair before the Purification Rundown, it is possible he could receive limited gain at that time. He may be hung up in failed auditing actions or errors in the repair from that period. To simply continue to give him subjective auditing over such hang-ups could give him losses or limited benefit.

But when he has eliminated the debilitating effects of drug residuals on the Purification Rundown and when Objective Processing has brought him into present time, in better control and in better communication with his environment, auditing repair and other actions can be effectively carried out with full realization and/or resurgence of case gain.

Additionally, we know that mental auditing actions and even sometimes Objectives do not work in the presence of drugs or other harmful deposits. We also know that drugs and drug residues impede learning. So it is obvious that persons loaded up with street or medical drugs or other harmful toxins would not be able to be crammed or repaired before or during the Purification Rundown or Objective Processing with the same effectiveness as they would be once these actions were complete.

Thus you are likely to find cases around who were mis-crammed or messed up on cramming who now, after Purification and Objectives, need a sort-out on those actions and the errors in all of it handled.

A civilization on drugs or made up of unhandled ex-druggies cannot learn. The Purification Rundown, coupled with well-run Objectives, can reverse that.

What has now been borne out conclusively (and quite resoundingly in some cases) is that once a person is free of these harmful residues and is well-oriented in present time he can now study more efficiently and learn, perhaps for the first time. He is now better able to absorb and use information, and he often can also better appreciate what is going on around him. For our purposes in programming cases this tells us that any failed cramming or correction actions undertaken prior to or during Purification can now be effectively handled to get the person back on the rails and winning.

Failed cramming or correction can hang a person up and affect his auditing gain as well as his post performance. Mishandled auditing or mishandled auditing repair and auditing losses can affect the person's post performance as well as his case gain. So one checks both areas (auditing and cramming) for any failed handling that may need repair.

SEQUENCE OF ACTIONS TO TAKE

When the person has completed the Purification Rundown, and has gone on to receive full Objectives or filled in any Objective Processes previously missed, these are the steps one would follow:

1. Ensure the person is maintaining a proper personal schedule and has not

    dropped out any supplementary nutrition, exercise or adequate sleep in the amounts he needs now to function best. (Ref: HCOB 6.2.78RA THE PURIFICATION RUNDOWN REPLACES THE SWEAT PROGRAM, page 18.)

2. A. Check, by folder study or FES, to determine whether or not correction

    of auditing repairs, or the repair or completion of auditing processes given prior to the Purification Rundown, is needed. (Note: As auditing is not done concurrently with the Purification Rundown, these would be actions that preceded the Rundown. However, if any such action was done during the Rundown, this would also need to be checked for result.)

    B. If case repair is indicated, use:

    HCOB 16 Oct 78   REPAIR CORRECTION LIST and/or
    HCOB 24 Nov 73RD   C/S Series 53RL Short or Long Form

or other appropriate list to detect and get handled the exact outness.

3. A. Determine if cramming or correction repair would be needed by a review

of any cramming, correction, Esto or hatting action the person was given before or during the Purification Rundown, and the results of these.

B. If, per folder study, cramming or correction repair is indicated, use:

  1. HCOB 2 Jun 78RA   Cramming Series 18R
    Rev. 30.8.81   CRAMMING REPAIR ASSESSMENT LIST
    to detect and get handled the exact outness.

4. When any past failed actions are fully handled to VGIs, re-program.

One wouldn't harass or hold up a pc with any unnecessary repair or over-repair or overrun, either in auditing or cramming. But to omit or ignore any of these actions where they are needed would be to lead the person into losses in his future auditing or losses and failure on his post or in his job. So let's not risk that, as it's totally avoidable.

A person complete on the Purification Rundown and Objectives, with his long-standing barriers to successful auditing, study or training removed and his confront and awareness up, is ripe for all the gains to be had, repair-wise or otherwise. He'll get all the gains to be had if he's handled and programmed correctly.

A wise and skilled C/S will get the needed actions and only the needed actions done, on a spot-on basis.

There are now hundreds of completed preclears rolling off the Purification Rundown and through the SRD, many of them ready to take off and fly on their next auditing. The others may only need one or more of the actions listed in this bulletin to clear the way for all the latent and potential gains awaiting them.

I count on you to get each and every one of them flying!

L. RON HUBBARD
FOUNDER
Assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
OF CALIFORNIA

HCO BULLETIN OF 23 JUNE 1980R

REVISED 25 FEBRUARY 1982
CANCELS THE ORIGINAL ISSUE

Remimeo
All Auditors
C/Ses
Academy Levels
Tech
Qual

CHECKING QUESTIONS ON GRADES PROCESSES

Ref: HCOB 12 Jun 70   C/S Series 2 PROGRAMMING OF CASES
HCO PL 17 Jun 70RA   URGENT AND IMPORTANT Re-rev. 27.4.81
     TECHNICAL DEGRADES
HCOB 19 Apr 72   C/S Series 77 Reiss. 30.8.80   KSW Series 8
     «QUICKIE» DEFINED
HCOB 27 May 70R   UNREADING QUESTIONS AND
     ITEMS Rev. 3.12.78
HCOB 3 Dec 78   UNREADING FLOWS
HCOB 30 Apr 79R   C/S Series 106R Rev. 31.3.81
     Dn Clear Series 12

AUDITING THE DIANETIC CLEAR

(HCOB 23 Jun 80 was not written by myself and was not approved by me. It falsely stated that an auditor was not to check the processes of a Grade for a read before running that process. This was called to attention by Snr C/S Int.)

EACH GRADE PROCESS, THAT IS RUN ON A METER, MUST BE CHECKED FOR A REA BEFORE IT IS RUN AND IF NOT READING, IT IS NOT RUN AT THAT TIME.

I believe that the HCOB in question, HCOB 23 Jun 80 has created an Out Tech situation of pcs being run on unreading processes on Grades, leading to pc protest, out of sessionness and a tendency on some auditors' parts to cease to expect a process EP! Though the issue was purported to be a handling of quickying, it gave rise to quickying.

«NO READS»

A process or question or command can be suppressed or invalidated which would prevent a read and could cause a miss if these buttons were not gotten in.

A process that has been started but left unflat (not taken to EP) may no longer read on the process question but would read on unflat? or incomplete?

These rules apply to subjective grade processes; they do not apply to processes that are not fun on a meter such as objective processes or assists (except for metered assist actions).

It is a Gross Auditing Error to run an unreading Grade process on a pc; it is also a Gross Auditing Error for an auditor to miss reads on processes or questions and so not run them. A C/S seeing too many processes or questions said to be unreading should suspect that the auditor's metering is out and get it checked in Cramming. If found to be out, order a retread or retrain of the E-Meter Drills and put the auditor through the drills given in HCOB 22 Apr 80, ASSESSMENT DRILLS.

Actually, a process that «doesn't read» stems from three sources: (a) The process is not charged; (b) The process is invalidated or suppressed or © Ruds are out in session.

Factually PC interest also plays a part in this.

I think quickying came from (1) Auditors trying to push past the existing or persistent FNs or (2) Auditors with TRs so poor that the pC was not in session. Nearly all grade processes and flows will read on PCs in that grade chart area unless the above two conditions are present.

One also doesn't make a big production of checking as it distracts the PC. There is a system, one of many, one can use. One can say, «the next process is (state wording of the auditing question)» and see if it reads. This does not take more than a glance. If no read but, more likely, if it isn't charged, an FN or smoothly null needle, one hardly pauses and one adds «but are you interested in it?» PC will consider it and if not charged and PC in session, it will FN or FN more widely.

If charged, the PC would ordinarily put his attention on it and you'd get a fall or just a stopped FN followed by a fall on the interest part of the question.

It takes pretty smooth auditing to do this and not miss. So if in doubt, one can again check the question. But never hound or harass a PC about it. Inexpert checking questions for read can result in a harassed PC and drive him out of session so this auditing action, like any other, requires smooth auditing.

L. RON HUBBARD
FOUNDER

HCO BULLETIN OF 28 JUNE 1980R

REVISED 28 JANUARY 1981

Remimeo
C/Ses
Auditors
Tech/Qual

(Cancels BTB 1 Dec 74 Issue II CLEARING LIST WORDS IN SCIENTOLOGY
STUDENT CORRECTION LIST which did not include the new words from the
revised Student Correction List, HCOB 27 March 72RA.)

(Revised to align with revision of HCOB 27 March 72RB Re-Revised 28 Jan 81
STUDENT CORRECTION LIST—REVISED.)

(Ellipses indicate deletions.)

STUDENT CORRECTION LIST WORDS

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCO B 8 Jul 74R I	Word Clearing Series 53R Rev. 24.7.74
	CLEAR TO F/N
HCO B 21 Jun 72 I	Word Clearing Series 38
	METHOD 5
HCO B 9 Aug 78 II	CLEARING COMMANDS
HCO B 17 Jul 79 I	Word Clearing Series 64
	THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 27 March 72RB STUDENT CORRECTION
LIST.

These words should be cleared on the student (as the pc) before the list is
actually assessed on him per HCOB 9 Aug 78 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above
references before clearing these words on the student (pc). The auditor uses Method 5
word clearing when clearing these words on the student (pc).

This word list need only be cleared once in the student's (pc's) auditing if it was
correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the
appropriate place in the student's pc folder. (Ref: Auditor Admin Series 6R THE
YELLOW SHEET)

WORDS FROM THE STUDENT CORRECTION LIST

A, able, about, acceptable, admin, afraid, after, alcohol, all, already, an, and,
another, any, application, ARC Break, ARC Broken, are, as, attest, available.

Bad, basic, be, been, behavior, being, breaking, but, by.

Can't, case, change, checksheet, class, clay demos, clear, clearing, cold,
committed, completion, complicated, concerning, confused, consideration, correction,
course, courses, cramming.

Data, decided, define, definitions, demo kit, demos, determinism, Dianetics,
dictionaries, dictionary, did, didn't, diet, difficult, disagreements, disinterested,
distracted, distracting, distraction, do, doesn't, doing, done, don't, drugs, duress.

Earlier, eat, else, enough, environment, errors, eyesight.

Failed, falsely, falsify, fellow, find, finish, finishing, first, follow, for, found, frequent, from, fully, fun.

Getting, given, go, gone, gradient, guide.

Had, hadn't, has, hasn't, hat, have, haven't, hear, help, him, hit, hot, how.

Ill, in, incomplete, interpreted, interruptions, invalidated, invalidation, is, it.

Kit, know.

Lack, language, learned, life, lighting, like, list, listen, listening, ... lose.

Made, manual, many, mass, materials, mean, medicine, memory, method, method one, method three, missing, misunderstood, misunderstoods, mixing, more.

Native, need, never, no, noisy, not.

Of, on, or, other, others, out 2D, over, overt, overts, own.

Pack, packs, part, participate, past, personal, physically, poor, practical, practice, prerequisites, printed, problem, PTS.

Rather, read, really, reason, refused, ... remember, room, restim, rushed.

Said, same, Scientology, section, seeking, self, set, should, shouldn't, similar, skipped, small, smoke, some, somebody, someone, something, source, speak, stats, status, student, student's, students, studies, study, studying, subject, supervisor, supervisors, supposed, system.

Tapes, targets, tech, terms, the, there, think, this, threat, time, tired, to, told, too, trick, trouble, troubled, twin, typographical.

Under, understanding, unreal, ... upset, use, using.

Ventilation, verbal.

Want, was, were, weren't, what, when, why, win, with, withheld, withhold, withholds, without, won't, word, words, work, would, wrong.

You, your, you're, yourself, you've.

L. RON HUBBARD
FOUNDER
Revision assisted by
Research & Technical
Compilations Unit
Accepted by the
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 JULY 1980R

REVISED 5 NOVEMBER 1982
(Also issued as HCO PL, same date, same title.)

Remimeo
All
HCOs
Tech Sec
Qual Sec
Ds of T
Supervisors
Ethics Officers
Cramming Officers
Students
All Staff
All Hats

(Revised to include in the references additional early works on the subject of
Ethics, to provide some added data on the subject and to correct a section of the
issue which in its wording seemed to infer that by starting an ethics cycle on himself
a person begins going downhill—which is not the case.)

THE BASICS OF ETHICS

References:

Dianetic Auditor's Bulletin	PREVENTIVE DIANETICS
Vol 1, No. 12, June 1951	(Section on Morals & Ethics)
Tech Vol I, Page 113	
PAB No. 40	THE CODE OF HONOUR
26 Nov 1954	Tech Vol II, Page 104
Book: SCIENCE OF SURVIVAL	Chapter 21, ETHIC LEVEL
HCO PL 9 Jul 80	ETHICS, JUSTICE AND THE DYNAMICS
ETHICS AND JUSTICE PACK IN VOLUNTEER MINISTER'S HANDBOOK	
HCO PL 1 Sep 65	ETHICS PROTECTION
HCO PL 29 Apr 65	ETHICS REVIEW
HCO PL 27 May 60	DEAR SCIENTOLOGIST
HCO PL 12 Apr 65	JUSTICE
HCO PL 11 May 65	ETHICS OFFICER HAT
HCO PL 6 Mar 66	REWARDS AND PENALTIES, HOW
TO HANDLE PERSONNEL AND ETHICS MATTERS	
HCO PL 29 Dec 66	MATTERS JUDICIAL HISTORICAL
	PRECEDENCE OF ETHICS
HCO PL 18 Jun 68	ETHICS
HCO PL 4 Oct 68	ETHICS PRESENCE Rev. 8.7.80
HCO PL 7 Dec 69	ETHICS, THE DESIGN OF
HCO PL 7 Dec 69 II	THE ETHICS OFFICER, HIS CHARACTER
HCO PL 24 Feb 69	JUSTICE
HCO PL 7 Sep AD13	COMMITTEES OF EVIDENCE
SCIENTOLOGY JURISPRUDENCE, ADMINISTRATION OF	
HCO PL 17 Mar 65	ADMINISTERING JUSTICE
HCO PL 24 Feb 72	INJUSTICE

Throughout the ages, man has struggled with the subjects of right and wrong and Ethics and Justice.

The dictionary defines Ethics as: «The study of the general nature of morals and of the specific moral choices to be made by the individual in his relationship with others.»

The same dictionary defines Justice as: «Conformity to moral right, or to reason, truth or fact,» or: «The administration of law.»

As you can see, these terms have become confused.

All philosophies from time immemorial have involved themselves with these subjects. And they never solved them.

That they have been solved in Dianetics and Scientology is a breakthrough of magnitude. The solution lay, first, in their separation. From there it could go forward to a workable technology for each.

ETHICS consists simply of the actions an individual takes on himself. It is a personal thing. When one is ethical or «has his ethics in» it is by his own determinism and is done by himself.

JUSTICE is the action taken on the individual by the group when he fails to take these actions himself.

HISTORY

These subjects are, actually, the basis of all philosophy. But in any study of the history of philosophy it is plain that they have puzzled philosophers for a long time.

The early Greek followers of Pythagoras (Greek philosopher of the sixth century B.C.) tried to apply their mathematical theories to the subject of human conduct and Ethics. Some time later, Socrates (Greek philosopher and teacher 470? - 399 B.C.) tackled the subject. He demonstrated that all those who were claiming to show people how to live were unable to defend their views or even define the terms they were using. He argued that we must know what courage, and justice, law and government are before we can be brave or good citizens or just or good rulers. This was fine but he then refused to provide definitions. He said that all sin was ignorance but did not take the necessary actions to rid Man of his ignorance.

Socrates' pupil, Plato (Greek philosopher, 427? - 347 B.C.) adhered to his master's theories but insisted that these definitions could only be defined by pure reason. This meant that one had to isolate oneself from life in some ivory tower and figure it all out—not very useful to the man in the street.

Aristotle (Greek philosopher 384 - 322 B.C.) also got involved with Ethics. He explained unethical behavior by saying that Man's rationality became overruled by his desire.

This chain continued down the ages. Philosopher after philosopher tried to resolve the subjects of Ethics and Justice.

Unfortunately, until now, there has been no workable solution, as evidenced by the declining ethical level of society.

So you see it is no small breakthrough that has been made in this subject in the last 80 years or so. We have defined the terms, which Socrates omitted to do, and we have a workable technology that anyone can use to help get himself out of the mud. The natural laws behind this subject have been found and made available for all to use.

ETHICS

Ethics is so native to the individual that when it goes off the rails he will always seek to overcome his own lack of Ethics.

He knows he has an Ethics blind spot the moment he develops it. At that moment he starts trying to put Ethics in on himself and, to the degree that he can envision long-

term survival concepts, he may be successful, even though lacking the actual tech of Ethics.

All too often, however, the bank is triggered by an out-ethics situation and, if the individual has no tech with which to handle it analytically, his «handling» is to mock up motivators. In other words, he tends to believe or pretend that something was done to him that prompted or justified his out-ethics action, and at that point he starts down hill.

It is not his attempt to get his Ethics in that does him in. It is the automaticity of the bank which kicks in on him and his use of a bank mechanism at this point which sends him down the chute. When that happens, nobody puts him down the chute harder, really, than he does himself.

And, once on the way down, without the basic technology of Ethics he has no way of climbing back up the chute—he just caves himself in directly and deliberately. And even though he has a lot of complexities in his life, and he has other people doing him in, it all starts with his lack of knowledge of thy technology of Ethics.

This, basically, is one of the primary tools he uses to dig himself out.

BASIC NATURE OF MAN

No matter how criminal an individual is, he will be trying, one way or another, to put Ethics in on himself.

This explains why Hitler invited the world to destroy Germany. He had the whole war won before September, 1939, before he declared war. The allies were giving him everything he wanted; he had one of the finest intelligence organizations that ever walked; he had Germany well on the way to getting her colonies back and the idiot declared war! And he just caved himself and Germany right in. His brilliance was going at a mad rate in one direction and his native sense of Ethics was causing him to cave himself in at a mad rate in the other direction.

The individual who lacks any Ethics technology is unable to put in Ethics on himself and restrain himself from contra-survival actions so he caves himself in. And the individual is not going to come alive unless he gets hold of the basic tech of Ethics and applies it to himself and others. He may find it a little unpalatable at first, but when you're dying of malaria you don't usually complain about the taste of the quinine: you may not like it, but you sure drink it.

JUSTICE

When the individual fails to put in his own Ethics, the group takes action against him and this is called Justice.

I have found that Man cannot be trusted with Justice. The truth is, Man cannot really be trusted with «punishment». With it he does not really seek discipline, he wreaks injustice. He dramatizes his inability to get his own Ethics in by trying to get others to get their Ethics in: I invite you to examine what laughingly passes for «Justice» in our current society. Many governments are so touchy about their divine rightness in judicial matters that you hardly open your mouth before they burst into uncontrolled violence. Getting into police hands is a catastrophe in its own right in many places, even when one is merely the plaintiff, much less the accused. Thus, social disturbance is at maximum in such areas.

When the tech of Ethics isn't known, Justice becomes an end-all in itself. And that just degenerates into a sadism. Governments, because they don't understand Ethics, have «Ethics Committees» but these are all worded in the framework of Justice. They are even violating the derivation of the word Ethics. They write Justice over into Ethics continuously with medical ethics committees, psychological ethics committees, Congressional committees, etc. These are all on the basis of Justice because they don't really know what Ethics is. They call it Ethics but they initiate Justice actions and they punish people and make it harder for them to get their own Ethics in.

Proper Justice is expected and has definite use. When a state of discipline does not exist the whole group caves in. It has been noted continually that the failure of a group began with a lack of or loss of discipline. Without it the group and its members die. But you must understand Ethics and Justice.

The individual can be trusted with Ethics, and when he is taught to put his own Ethics in, Justice no longer becomes the all-important subject that it is made out to be.

BREAKTHROUGH

The breakthrough in Scientology is that we do have the basic technology of Ethics. For the first time Man can learn how to put his own Ethics in and climb back up the chute.

This is a brand new discovery; before Scientology it had never before seen the light of day, anywhere. It marks a turning point in the history of philosophy. The individual can learn this technology, learn to apply it to his life and can then put his own Ethics in, change conditions and start heading upwards toward survival under his own steam.

I hope you will learn to use this technology very well for your own sake, for the sake of those around you and for the sake of the future of this culture as a whole.

<div align="right">

L. RON HUBBARD
FOUNDER
Adopted as Official
Church Policy by the
CHURCH OF SCIENTOLOGY
INTERNATIONAL

</div>

HCO BULLETIN OF 21 JANUARY 1981

Remimeo
Student Hat
Supervisors
Tech
Qual

(BTB 8 Jan 73 STUDY AND EDUCATION TAPE AMENDMENT is cancelled as it unclearly gave «116 ft.» from the beginning of the tape as the location of the quoted passage.)

STUDY AND EDUCATION

TAPE AMENDMENT

TAPE: Study Tape No. 6 6408C13 SHSBC-36 «STUDY AND EDUCATION»

The following statement, 18 minutes from the beginning of this tape, contains an error:

«A live study is one which has purpose. It has a use. And a dead study is one that hasn't any use. And the way you make a DEAD study into a LIVE study is dual. Its use dies away as in buggy whips, or one simply omits it as part of the educational process. And it will make the subject die away not only in the individual but the society, not only in the society but the individual. Do you see that?"

The error here is that the words DEAD and LIVE (in caps in the above statement) were accidentally transposed.

What was meant was: "The way you make a LIVE study into a DEAD study is dual."

This HCOB is to be added to all checksheets and packs of the Student Hat, or any other course containing this tape, to be read immediately prior to listening to the tape.

Future tapes will have this corrected.

L. RON HUBBARD
FOUNDER

LRH:bk:gg
Copyright $c 1981
by L. Ron Hubbard
ALL RIGHTS RESERVED

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 JANUARY 1981

ISSUE II

CANCELS BTB 9 Apr 72R CLEARING LIST WORDS

IN SCIENTOLOGY HC OUT-POINT PLUS-POINT LISTS

Remimeo
Tech
Qual
C/Ses
HGCs
Cramming
Officers
Word Clearers

HC OUT-POINT PLUS-POINT

LISTS RB WORDS LIST

REFERENCES:

HCO PL 4 Apr 72R III	ETHICS AND STUDY TECH Rev. 21.6.75
HCO B 8 Jul 74R I	W/C Series 53R,
Rev. 24.7.74	CLEAR TO F/N
HCO B 21 Jun 72 I	W/C Series 38, METHOD 5
HCO B 9 Aug 78 II	CLEARING COMMANDS
HCO B 17 Jul 79 I	W/C Series 64,
	THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 28 Aug 70RB Rev. & Reins. 27.1.81 HC OUT-POINT PLUS-POINT LISTS RB.

An auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc, Method 5. He clears the words before assessing the lists on the pc.

This word list need only be cleared once in the pc's auditing if it is correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM HC OUT-POINT PLUS-POINT LIST RB

A, about, acceptable, action, actions, added, adequate, agreement, align, alignment, alike, all, altered, an, and, answer, any, applicable, are, associated, assumed, at, authority.

Be, being, believable.

Changed, circumstance, circumstances, classes, condensed, conflicting, contrary, correct, correctly, counted, credible.

Data, datum, decreased, delusion, differences, different, direction, done, dropped.

Endless, energy, event, events, everything, exact, example, expected.

Fact, facts, factual, false, feeling, fixed, form, forms, from.

Goal, grouped.

Hallucination.

Idea, ideas, identical, identities, impossible, importance, important, in, inapplicable, incorrect, insignificant, intention, into, invented, is.

Knew, knowing, known.

Less, life, located, location, locations.

Matching, matter, missing, more.

Not.

Object, objects, objective, obviously, occurrence, of, omitted, order, origin, others, out, over.

Particles, past, people, person, place, places, plausible, possible, proper.

Reality, really, relative, right, rightness, rushed.

Same, scene, sensation, sequence, similar, similarities, situation, something, source, space, spaces.

Target, telling, terminal, terminals, than, that, the, things, time, timed, times, to, too, two, true, truth, truthful, twisted.

Unbelievable, unexpected, unimportant.

Value, valued.

Waiting, was, wasn't, way, well, what, which, wrong.

You, your.

L. RON HUBBARD

FOUNDER

Assisted by
Research & Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 JANUARY 1981

ISSUE I

(Cancels & Replaces BTB 3 Feb 77

AUDITOR ADMIN SERIES 24, FES CHECKLISTS,

which did not include the latest technical developments.)

Remimeo
FESers
C/Ses
Auditors
SHSBC Level A
Checksheet

Auditor Admin Series 24R

FES CHECKLISTS AND SUMMARY

References:

HCO B 24 Jan 77 TECH CORRECTION ROUND-UP
HCO B 20 Dec 80 PREREQUISITES FOR SOLO AUDITOR
                      COURSE AND ADVANCED COURSE LEVELS

In order to program a pc for optimum progress up the Grade Chart, a Case Supervisor must have an accurate picture of the full state of case of any pc. The C/S must know of any errors on such things as Int, L & N, drug handling, missed levels, etc., and thus relies on the FESer to provide him with a clear, summarized view of a case.

There are several FES checklists which exist for use by C/Ses to ensure full setups have been done for the major levels. These checklists are filled out by FESers and used by the C/S in programming the case.

FES checklists for starting or continuing Dianetics and Expanded Grades are attached to this HCOB. Copies of this HCOB for Flag have an additional FES checklist attached for starting or continuing L-10, 11 or 12. These are «Flag Only» rundowns.

The appropriate FES checklist is filled out before starting the major action. Each requisite is checked off on the list to ensure they have all been met. The completed checklist is then attached to the inside left cover of the pc folder.

These checklists, properly used, will prevent pcs from being audited on skipped gradients and will ensure pcs are being fully set up for their next level.

FES SUMMARY

In addition to these checklists, an FES summary form is also attached to this HCOB.

This is an additional tool for C/S use.

The purpose of the FES summary is to provide the C/S with a list of key items he needs to know to properly program a case.

The FES summary is filled out by the FESer and it is stapled to the top of the completed FES. Whenever a new FES is done or updated, the summary is also redone or updated.

Items on the summary which are important to handle and should be brought to the attention of the C/S are marked or circled in red. The dates when actions were completed or repaired would be filled in on the summary form as well. The C/S can then easily refer to the FES or Folder Summary to get the exact details as needed.

L. RON HUBBARD
FOUNDER

Assisted by
Research and Technical
Compilations Unit
Accepted by the

BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HCOB 29.1.81

ATTACHMENT 1

FES SUMMARY

(Staple to top of completed FES.)

PC NAME_____DATE _____

TOTAL NUMBER OF FOLDERS? _____

ANY FOLDERS MISSING? _____

CURRENT CASE LEVEL? _____

DRUGS (Note: This is filled out fully regardless of case level of pc.)

HAS PC TAKEN DRUGS?   (HALLUCINOGENIC, STREET OR MEDICAL)
_____

HAS PC AN ALCOHOL HISTORY? _____

HAS PC SUCCESSFULLY COMPLETED THE PURIF? _____

WHEN? _____

OBJECTIVES? _____ WHAT? _____

_____

_____

WHEN? _____

OBJECTIVE TABLE DONE AND ATTACHED? _____

SURVIVAL RUNDOWN DONE? _____

WHEN? _____

LIFE REPAIR DONE IF NEEDED? _____

WHEN? _____

PTS AND SECURITY DATA:

ANY EVIDENCE OF A PTS SITUATION? _____

PHYSICALLY ILL OR INJURED? _____

ANY ROLLERCOASTER OR LOSS OF GAINS? _____

WAS A PTS C/S-1 EVER DONE? _____

HAS THE PC DONE THE PTS/SP COURSE? _____

PTS INTERVIEWS OK? _____

S & Ds OK? _____

ANY SIGN OF WRONG PTS ITEMS? _____

WAS A PTS RD DONE? _____

IF SO, WAS IT SUCCESSFUL? _____

WAS A SUPPRESSED PERSON RUNDOWN DONE? _____

IF SO, WAS IT SUCCESSFUL? _____

IS THE PTS SIT FULLY HANDLED? _____

PSYCHIATRIC OR INSTITUTIONAL HISTORY? _____

EVIDENCE OF ELECTRIC SHOCK, INSULIN OR ANY OTHER SORT OF SHOCK THERAPY?_____

BRAIN SURGERY OF ANY KIND? _____

TERMINALLY ILL? _____

CRIMINAL HISTORY? _____

ANY INDICATIONS PERSON MIGHT BE A PLANT? _____

(Ref. B.P.L. 8Aug63R «PLANTS» IN ACADEMIES --- INTRODUCTION OF «FORM» 5B)

SUICIDE ATTEMPTS, SUICIDE THREATS OR EVIDENCE OF PC HAVING SERIOUSLY CONTEMPLATED SUICIDE? _____

EVIDENCE THAT PERSON IS PTS TYPE III (Ref. HCOB 24 Nov 85 SEARCH AND DISCOVERY) OR IS MENTALLY RETARDED OR IS A LUNATIC (Ref. HCO PL 30 Nov 781 Corr. & Reiss. 2.12.71 IMPORTANT—BLIND REGISTRATION)?

_____

EVIDENCE OF CONNECTIONS TO (MEMBERS OF OR IN FAMILIES OF) MEDIA, POLICE, GOVERNMENT SPY ORGANIZATIONS OR ANY OTHER FEDERAL AGENCY IN ANY COUNTRY, WHETHER ALREADY KNOWN ABOUT BY G.O. OR NOT?

_____

UNDER G.O. INVESTIGATION OR HANDLING? _____

PAST OR PRESENT CONNECTIONS TO A SUPPRESSIVE PERSON OR GROUP?_____

NED/DIANETICS: (Note: this is filled out fully regardless of case level of pc.)

HAS PC HAD A COMPLETE DIANETIC C/S-1? _____

DIANETICS WAS RUN:

SINGLE FLOW _____ TRIPLE FLOW _____

QUAD FLOW _____

ARE THERE UNRUN FLOWS OR UNHANDLED BOGGED FLOWS?

_____

SCN OR DN DRD WAS RUN TO FULL EP? _____

WHEN? _____

ANY UNRUN NO-INTEREST ITEMS ON DRD? _____

DRUG LIST F/Ned? _____

WHEN? _____

END OF ENDLESS DRD REPAIR LIST DONE? _____

WHEN? _____

ANY NED RUNDOWNS PER NED SERIES 16R DONE? _____

WHICH ONE(S)? _____

_____

ANY BOGGED OR INCOMPLETE NED RDs? _____

CAN RUN R3RA EASILY? _____

CAN FIND, RUN, AND ERASE ENGRAMS? _____

GRADES/POWER/R6EW

HAS PC HAD A COMPLETE SCN C/S-1? _____

PC HAS ACHIEVED THE FULL ABILITIES GAINED OF EACH OF THE FOLLOWING GRADES:

(Ref. HCO PL 23 Oct 80 II CHART OF ABILITIES GAINED FROM LOWER LEVELS AND EXPANDED LOWER GRADES)

ARC SW:

SINGLE _____ TRIPLE _____ QUAD _____

SINGLE EXP _____ TRIPLE EXP _____ QUAD EXP _____

GRADE 0:

SINGLE _____ TRIPLE _____ QUAD _____

SINGLE EXP _____ TRIPLE EXP _____ QUAD EXP _____

GRADE I:

SINGLE _____ TRIPLE _____ QUAD _____

SINGLE EXP _____ TRIPLE EXP _____ QUAD EXP _____

GRADE II:

SINGLE _____ TRIPLE _____ QUAD _____

SINGLE EXP _____ TRIPLE EXP _____ QUAD EXP _____

GRADE III:

SINGLE _____ TRIPLE _____ QUAD _____

SINGLE EXP _____ TRIPLE EXP _____ QUAD EXP _____

GRADE IV:

SINGLE _____ TRIPLE _____ QUAD _____

SINGLE EXP _____ TRIPLE EXP _____ QUAD EXP _____

EXPANDED DIANETICS (IF NEEDED):

SINGLE _____ TRIPLE _____ QUAD _____

POWER (GRADE V):
SINGLE _____ TRIPLE _____ QUAD _____

R6EW:
SINGLE _____ TRIPLE _____ QUAD _____

ARE THERE ANY UNRUN FLOWS OR UNHANDLED BOGGED FLOWS ON ANY OF THE ABOVE?_____

CLEAR (IF CLEAR):

DID CLEARING COURSE AND ACHIEVED FULL EP? _____

DIANETIC CLEAR? _____

DCSI:

HAS CASE HAD A STANDARD DCSI? _____

WHEN? _____

HAS HAD PROPER EVIDENCES OF CLEAR? _____

WHERE IN FOLDER? _____

HAD FULL EP OF DCSI? _____

WHEN? _____

ANY EVIDENCE OF DCSI OUTNESS? _____

DCSI OUTNESS FULLY HANDLED? _____

PC MANIFESTING NEED FOR DCSI? _____

IF DCSI DETERMINED PC NOT CLEAR IS PC SATISFIED WITH THIS AND NO
ATTENTION ON WHETHER CLEAR OR NOT? _____

HAS PC FALSELY ATTESTED TO CLEAR, DN CLEAR, OR NATURAL
CLEAR?_____

IF YES, HAVE CERTIFICATES FOR THESE BEEN CANCELLED?
_____

OT LEVELS:

HAS ACHIEVED THE FULL EP ON EACH OF THE FOLLOWING:

OT I _____ OT V _____

OT II_____ OT VI _____

OT III _____FULL OT VII VERIFICATION _____

OT VII PROCESSES _____OT DRD _____

OT III EXP _____NED FOR OTs _____

OT IV _____ NED FOR OTs DRD _____

SOLO NED FOR OTs _____

NOTE ANY OTHER MAJOR RUNDOWNS PC MAY HAVE HAD AND WHETHER
OR NOT THESE WERE TAKEN TO FULL EP _____

NOTE WITH FULL DETAILS ANY QUICKIED AND/OR FALSELY DECLARED
RD, LEVEL, OR STATE AND WHETHER CERTIFICATION FOR THESE HAVE
BEEN CANCELLED _____

_____

FURTHER CASE DATA:

DOES PC GET TA ACTION? _____

IF PC DOES NOT GET TA ACTION IN PT, HAS ANYTHING PRODUCED TA IN THE PAST?_____

_____

WHAT? _____

WHEN WAS LAST TIME TA ACTION WAS GOTTEN? _____

MAKES CASE GAIN? _____

IS PC COMPLAINING ABOUT AUDITING? _____

SOMETHING PC FEELS HASN'T BEEN HANDLED? _____

IS PC DISSATISFIED WITH ANY LEVEL? _____

ANY RECURRING ITEMS, TERMINALS OR CONDITIONS? _____

HIDDEN STANDARD? _____

EARLIER PRACTICES? _____

HAD EXP GF 40? _____

DOES PC HAVE FREQUENT OUT RUDS? _____

WHAT TERMINALS ARE INVOLVED?_____

HAS PC R/Sed? _____

HAS PC R/Sed ON SUBJECTS CONNECTED TO SCN (LIST 1)? _____

WERE ALL MECHANICAL FACTORS CHECKED AT TIME OF REPORTED R/S(ES)? _____

HAVE R/Ses BEEN FULLY HANDLED (and if so by what means)? _____

ANY R/Ses OR EVIL PURPS FOUND WHICH WERE NOT PREVIOUSLY CULLED AND RUN?

ANY DRUG OR ALCOHOL REVERSION? _____

WHEN? _____

ANY SIGNS OF OUT-INT? _____

INT RD DONE? _____

CORRECTED? _____

END OF ENDLESS INT RD? _____

ANY SIGNS OF OUT-LISTS? _____

WRONG WHYS? _____

2WCs THAT ACT LIKE A LIST? _____

OUT-LISTS HAVE BEEN CORRECTED. _____

WHEN? _____

TA IN NORMAL RANGE? _____

HAS HIGH TA? _____

HAS LOW TA? _____

HAS HAD FALSE TA HANDLING? _____

WHAT? _____

DID IT HANDLE TA PROBLEMS? _____

HAS HAD C/C 53 TO F/NING LIST? _____

WHEN? _____

DID C/S 53 HANDLE TA PROBLEMS/CASE OUTNESSES?_____

HAS PC HAD C/S 37R? _____

HAS PC HAD C/S SERIES 99? _____

HAS PC F/NED WHAT HE WAS ASKED (C/S SERIES 89)? _____

DOES PC HAVE BPC ON PREPARED LISTS? _____

DOES PC COMPLAIN OF OVER-REPAIR? _____

CAN GO BACKTRACK EASILY? _____

HAS HAD PAST TRACK REMEDIES? _____

CAN FIND AND RUN FLOW 2s (OVERTS)? _____

HAS HAD «NO OVERTS» REMEDIES? _____

WHAT CORRECTION LIST WORDS HAS PC HAD CLEARED? _____

_____

DOES PC UNDERSTAND WHAT AUDITING IS ALL ABOUT?_____

_____

ANY EVIDENCE OF QUICKIE LEVELS? _____

_____

ANY MAJOR ACTIONS RUN TWICE? _____

IS PC IN THE MIDDLE OF ANY MAJOR ACTION(S)? _____

HAVE ANY MAJOR ACTIONS BEEN LEFT INCOMPLETE OR NOT TAKEN TO

FULL EP? _____

IS PC READING HEAVILY ON PAST GRADES OR ACTIONS OR THEIR
SUBJECT MATTER?_____

ANY POINTS WHERE PC WAS DOING REALLY WELL AND THEN BOGGED?

_____

WAS THIS HANDLED? _____

IS PC CURRENTLY DOING WELL WITH NO COMPLAINTS?_____

ADDITIONAL COMMENTS _____

_____

HAS THE HANDLING COLUMN OF THE FES BEEN UPDATED TO PT?_____

_____

_____   _____
   FESer's Signature   FESer's Training Level

FES CHECKLIST FOR
STARTING OR CONTINUING DIANETICS

(Attach to the inside left cover of the folder.)

PC'S NAME _____ DATE _____

PC'S CASE LEVEL _____

1. Life Repair complete if needed.

    _____

2. Purif RD fully done.

    _____

3. Survival RD complete (of full Objectives done).

    _____

4. No indication of PTSness or PTSness fully handled.

    _____

5. Pc is not in the middle of another major action.

    _____

6. TA is in normal range or has been handled in full.

    _____

7. No trouble with Int or Int has been fully handled.

    _____

8. Lists (L & N, Prepared Lists, Correction Lists, etc.) OK or have
    been properly corrected.

    _____

9. Pc has had a full and complete Dn C/S-1 and understands auditing
    and Dianetics.

    _____

10. Drug RD done and very complete.

    _____

11. Runs Dianetics well including past lives or has had this remedied.

    _____

12. Can find, run and erase engrams or has had this remedied.

    _____

13. Runs R3RA in valence.

    _____

14. Is not stuck in former therapies or earlier practices or has had

them run out R3RA.

         _____

15. Does not have unrun Dn flows or bogged and unhandled Dianetic
    chains.

         _____

16. Pc has been run on Triples if a Triple pc, or on Quads if a
    Quad pc.

         _____

17. Pc is not complaining about past auditing.

         _____

18. Pc can find and run Flow 2 (overts).

         _____

19. Not currently ill or in ethics trouble.

         _____

20. Person is not Clear or OT.

         _____

21. If DCSI done, it has been completed and per DCSI pc is not yet
    Clear and has no attention on whether or not he is Clear.

         _____

_____   _____
   FESer's Signature   FESer's Training Level

FES CHECKLIST FOR

STARTING OR CONTINUING EXPANDED GRADES

(Attach to the inside left cover of the folder.)

PC's NAME _____DATE _____

PC'S CASE LEVEL _____

1. Pc is not in the middle of another major action.   _____

2. TA is in normal range or has been fully handled.   _____

3. No trouble with Int or Int has been fully handled.   _____

4. Lists (L & N, Prepared Lists, Correction Lists, etc.) OK or have
   been handled.   _____

5. Pc is not PTS or has been fully handled.   _____

5. Pc has had a full and complete Scn C/S-1 and understands auditing.

                                                                _____

7. Life Repair complete if needed.   _____

8. Purif RD fully done.   _____

9. SRD complete (or full Objectives done).   _____

10. C/S 54RA fully done.   _____

11. Dn or Scn DRD fully complete.   _____

12. Full NED program has been done per NED Series 16R to full Grade
    Chart EP.   _____

13. If full NED program has not been done the person is Clear and has
    attested to Clear, after having had the DCSI.   _____

14. Pc is not manifesting need for DCSI or correction of it.   _____

15. Pc has been fully Tripled or Quaded and does not have unrun Dn
    flows or Scn flows.   _____

16. Pc is not in Non-Interference area.   _____

17. Resistiveness fully handled with GF 40X if needed.   _____

18. Each prior Grade has been run to full EP on all flows with good
    Success Stories: _____
    Triple Grades _____Quad Grades _____
    Exp Triple _____ Exp Quad _____

(a) Dianetics _____ (d) Grade I _____

(b) ARC SW _____ (e) Grade II _____

(C) Grade 0 _____ (f) Grade III _____

(g) Grade IV _____

19. Pc is not complaining about past auditing. _____

20. By D of P interview, pc is happy with his gains and not still
wanting something handled. Is not reading on past Grades. _____

21. Has pc R/Sed? _____

22. Has Pc R/Sed on subjects connected to Scn (List 1)? _____

23. Were all mechanical factors checked at time of reported R/S(es)?

_____

24. If pc has R/Sed and R/Ses were true R/Ses, have they been fully
handled, and if so by what means? _____

25. Not currently ill or in ethics trouble. _____

_____   _____
     FESer's Signature   FESer's Training Level

Remimeo
Student Hat
Supervisors
Word Clearers
Cramming
Officers
Auditors
C/Ses
Tech
Qual

Word Clearing Series 67

DICTIONARIES

A DICTIONARY is a book containing the words of a language (or a specific subject) usually arranged in alphabetical order, which gives information about the meanings of the words, their pronunciations, origins, etc.

Dictionaries are vital and important tools in studying or learning any subject. However, current dictionaries vary in accuracy and usefulness and many of these modern dictionaries are virtually useless and can actually confuse a person due to their false and omitted definitions and grammatical and other errors. So the dictionary that a student chooses to use is important and can actually make a difference in his success as a student.

As dictionaries are such an important factor in the learning and application of Scientology (or any subject for that matter) I thought I had better recommend some dictionaries that have been found to be the best of those currently available.

I have also included some additional data on the use of dictionaries in clearing words.

SOME USEFUL DICTIONARIES

The following dictionaries are recommended because they have been found to be better, more accurate and more useful than others. No one dictionary was found that would be ideal for all students. The dictionary a student uses is a matter of personal preference and depends to some degree on his vocabulary and level of literacy.

Using the wrong dictionary can make study much harder for a student and greatly extend his time on course. If a student finds he is looking up a lot of words in the definitions he's clearing and that he is getting into long word chains, he should change to a more simple dictionary. An out gradient dictionary can make word clearing and study unnecessarily difficult. For example, «college» dictionaries are often quite complicated and some students will find themselves spending too much time chasing around the dictionary trying to clear up MUs within the definitions of the words being cleared. This can be time consuming and frustrating.

If you look up «bird» in a simple beginner's dictionary it says something like «an animal covered with feathers that has two legs and lays eggs». Now if you look up this same word in a college dictionary it becomes «any warm-blooded vertebrate (animal with a backbone) of the class Aves (Latin for 'birds'), having a body covered with feathers and forelimbs (front legs) modified (changed in some way) into wings.» (The explanations in the brackets of course are not included in the dictionary definition. They have been added here so that one can easily understand that presentation of the definition of «bird».) This would likely lead a student into the definitions of «vertebrate», «Aves», «forelimbs» and «modified». After a bit of this the student is slumped on the table with 45 words to look up that he has never heard of before. The answer is to take away his «college» dictionary and give him a more simple dictionary and he'll begin to make some progress.

On the other hand, some students would do just fine with the more advanced dictionaries and would find the additional data helpful.

From the dictionaries recommended here a student should be able to find one that suits him and his vocabulary. (Note: If the dictionary a student chooses does not contain derivations

then after clearing the word in that dictionary he should consult a larger dictionary to clear the derivation. Some of the better simple dictionaries unfortunately do not contain the derivations of the words.)

Webster's New World Dictionary for Young Readers:

This is a very simple American dictionary. It is published by William Collins. It is a hardbound volume and does not contain derivations. When using this dictionary a student must be sure to clear the derivations in a larger dictionary. The definitions in this dictionary are quite good.

Oxford American Dictionary:

This is a very good American dictionary, simpler than the college dictionaries yet more advanced than the beginning dictionary listed above. It does not list derivations of the words. It is quite an excellent dictionary and very popular with students who want to use an intermediate dictionary.

It is published in paperback by Avon Books, a division of the Hearst Corporation, 959 Eighth Ave., New York, New York, 10019, and in hardback by Oxford University Press, New York.

The Random House College Dictionary Revised Edition:

This is a college dictionary and somewhat of a higher gradient than the dictionaries listed above. This is a one volume American dictionary published in the U.S. by Random House Inc., New York and in Canada by Random House of Canada Limited, Toronto.

This Random House dictionary contains a large number of slang definitions and idioms and also gives good derivations.

The Webster's New World Dictionary of the American Language College Edition:

This is an American college dictionary published by Simon and Schuster of New York. It is a one volume dictionary and gives most of the slang definitions and idioms. It also has good derivations.

Funk and Wagnalls New Comprehensive Dictionary of the English Language International Edition:

This dictionary has been previously published as the Britannica World

Language Edition of Funk and Wagnalls Standard Dictionary (published by Encyclopedia Britannica Inc., Chicago) and then the Funk and Wagnalls Standard Dictionary of the English Language International Edition (published by J.C. Ferguson Publishing Co. Chicago). It is currently available from the Publishers International Press under the name Funk and Wagnalls New Comprehensive Dictionary of the English Language International Edition. Publishers International Press is located in New York City at 9 Madison Ave. and in Los Angeles at 1543 West Olympic Blvd., 90015. (This most recent edition is sold by the Publishers International Press, not in bookstores, and can be obtained by writing or calling the above locations.)

This is one of the most grammatically correct dictionaries there is and it is probably the best American dictionary available. It is a two volume set and is a fairly advanced dictionary.

Chambers Twentieth Century Dictionary:

This is an English dictionary printed in Edinburgh, Scotland. It is quite thorough, containing most of the English idioms and slang. It is a fairly high gradient dictionary however and is recommended for the more literate students. The definitions are quite thorough but few examples are given.

The Concise Oxford Dictionary:

This is a very concise English dictionary, but is not a simple or beginner's dictionary. It is a small one volume dictionary. It uses a lot of abbreviations which may take some getting used to, but once the abbreviations are mastered students find this dictionary as easy to use as any other similarly advanced dictionary. It is less complicated in its definitions than the usual college dictionary and has the added benefit that the definitions given are well stated—in other words it does not give the same definition reworded into several different definitions, the way some dictionaries do.

This dictionary is printed in Great Britain and the United States by the Oxford University Press.

The Shorter Oxford English Dictionary:

This is a two volume English dictionary and is a shorter version of The Oxford English Dictionary. It is quite up-to-date and is an ideal dictionary for fairly literate students. Even if not used regularly it makes a very good reference dictionary. The definitions given in the Oxford dictionaries are usually more accurate and give a better idea of the meaning of the word than any other dictionary.

This Oxford dictionary is also printed by the Oxford University Press.

The Oxford English Dictionary:

This is by far the largest English dictionary and is the principal dictionary of the English language. It consists of 12 volumes and several supplementary volumes. (There is a Compact Edition of the Oxford English Dictionary in which the exact text of The Oxford English Dictionary is duplicated in very small print which is read through a magnifying glass. Reduced in this manner the whole thing fits into two volumes.)

For many students this dictionary may be too comprehensive to use on a regular basis.
    (For some students huge dictionaries can be confusing as the words they use in their definitions are often too big or too rare and make one chase through 20 new words to get the meaning of the original.)

Although many students will not use this as their only dictionary, it is a must for every course room and will be found useful in clearing certain words, verifying data from other dictionaries, etc. It is a valuable reference dictionary and is sometimes the only dictionary that correctly defines a particular word.

These Oxfords are also printed by the Oxford University Press. If your local bookstore does not stock them they will be able to order them for you.

As a student's vocabulary increases and he becomes more literate, he will often «graduate» to a more advanced dictionary. This phenomenon of «outgrowing» dictionaries was observed on a pilot course designed to increase a person's level of literacy. As students progressed through the course they switched from a beginner's dictionary to a more advanced dictionary and sooner or later started delving into The Oxford English Dictionary. The point is, use as complete and advanced a dictionary as you can without getting in over your head. And don't hesitate to use a simpler one if it's better for you. (Some students have found their study speed greatly increased just by switching to a simpler dictionary.)

(Note: When a student using a simple dictionary has to go to a larger dictionary in order to find a definition he's looking for (but isn't in his dictionary) he would clear that particular definition in the larger dictionary and then go to his simpler dictionary to clear the rest of the definitions of that word. Otherwise he could get in over his head.)

From the dictionaries recommended here a student should be able to find one that suits him. Whatever dictionary one chooses, it should he the correct gradient for him. For instance, you wouldn't give a foreign language student, who barely knows English, the big Oxford to use in his studies!

DINKY DICTIONARIES

A dinky dictionary is a dictionary that gives you definitions inadequate for a real understanding of the word. Entire definitions are sometimes found to be missing from such dictionaries. «Dinky dictionaries» are the kind you can fit in your pocket. They are usually paperback and sold at magazine counters in drug stores and grocery stores. Don't use a dinky dictionary.

DICTIONARIES AND A PERSON'S OWN LANGUAGE

English dictionaries and American dictionaries differ in some of their definitions, as the Americans and English define some words differently. (For example, in an American dictionary we find «pavement» defined as a hard paved surface, generally referring to a road or a street. In an English dictionary it is defined as a paved footway at the side of the road, which is known in America as a «sidewalk». So you could get a situation where an American is barreling down the road on a steam roller yelling «Clear the pavement!» and an Englishman walking at the side of the road on the sidewalk hears this and thinks he means to get off the «paved footway at the

side of the road» and so he jumps into the road and gets run down! And you'll find that the word «sidewalk» does not even appear in the English dictionary, yet it is a very common American word.)

An English dictionary will have different applications of words that are specifically British. These usages won't necessarily be found in American dictionaries, as they are not part of the American version of the English language. Different dictionaries have things in them which are unique to that language.

In addition to The Oxford English Dictionary, the Chambers Twentieth Century Dictionary mentioned above is a good example of an English dictionary for the English.

For the most part a student's dictionary should correspond to his own language. This does not mean that an American shouldn't use an English dictionary (or vice versa), but if he does he should be aware of the above and check words in a dictionary of his own language as needed.

SYNONYMS

In using dictionaries and clearing words you should be aware that one can make the error of «defining» a word using synonyms. A synonym is a word that means the same or nearly the same as another word in the same language. It is not the definition of the word. Example: defining «fat» as «portly», is «defining» a word using a synonym. Whereas a definition of «fat» would be:

«Having much or too much flabby tissue.»

A definition is a precise statement of the real nature of a thing; an exact explanation of the meaning of a word or phrase. A synonym is not a definition.

A student who defines a word as its synonym does not necessarily understand the nuances of that word. The correct handling for this would be for him to define the word and use it in sentences until it is understood conceptually.

If a student defines a word in terms of its synonyms only, he will be missing a true understanding of the word.

FALSE AND OMITTED DEFINITIONS

It has been found that some dictionaries leave out definitions and may even contain false definitions. If, when using a dictionary, a student comes across what he suspects to be a false definition there is a handling that can be done. The first thing would be to ensure there are no misunderstoods in the definition in question and then he should consult another dictionary and check its definition for the word being cleared. This may require more than one dictionary. In this way any false definitions can be resolved.

Other dictionaries, encyclopedias and text books should he on hand for reference.

If a student runs into an omitted definition, or a suspected omitted definition, then other dictionaries or reference books should be consulted and the omitted definition found and cleared.

DERIVATIONS

A derivation is a statement of the origin of a word.

Words originated somewhere and meant something originally. Through the ages they have sometimes become altered in meaning.

Derivations are important in getting a full understanding of words. By understanding the origin of a word, one will have a far greater grasp of the concept of that word. Students find that they are greatly assisted in understanding a word fully and conceptually if they know the word's derivation.

A student must always clear the derivation of any word he looks up.

It will commonly be found that a student does not know how to read the derivations of the words in most dictionaries.   The most common error they make is not understanding that when there is a word in the derivation which is fully capitalized it means that that word appears elsewhere in the dictionary and probably contains more information about the derivation. (For example, the derivation of «thermometer» is given in one dictionary as «THERMO + METER». Looking at the derivation of «thermo» it says it is a combined form of the Greek thermos,

meaning hot and therme, meaning heat. And the derivation of «meter» is given as coming from the French metre, which is from the Greek metron, meaning measure.) By understanding and using these fully capitalized words a student can get a full picture of a word's derivation.

If a student has trouble with derivations it is most likely because of the above plus a misunderstood word or symbol in the derivation. These points can be cleared up quite easily where they are giving difficulty.

An excellent dictionary of derivations is The Oxford Dictionary of English Etymology, also printed by the Oxford University Press.

We have long known the importance of clearing words and it stands to reason that the dictionary one uses to do this would also be quite important.

I trust this data will be of use.

L. RON HUBBARD
FOUNDER
As Assisted by
Research & Compilations
Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HCO BULLETIN OF 14 FEBRUARY 1981

BPI
HRD Checksheets
HRD Auditors
HRD C/Ses
All Staff, Orgs
and Missions
Hats, Execs
and Registrars

Happiness Rundown Series 2

HAPPINESS RUNDOWN, ADMINISTRATION AND DELIVERY

(Ref. HCOB 24 Nov 80, HAPPINESS RUNDOWN)

During the Happiness Rundown pilot auditing some rather spectacular results occurred. Not only did the pcs have many cognitions and wins in session, but these resulted in immediate changes in the pc's life and livingness—sometimes very noticeably as far as the pc's spouse or associates were concerned. Often, within the first one to three sessions the pc improved markedly in appearance, started getting along better with people around him and became noticeably different to others. The HRD produces results that are clearly observable to others as well as the pc! These are gains in beingness, doingness and havingness. It increases ARC, raises the person's sense of ethics, personal integrity and much more.

Highly trained auditors and C/Ses of many years' experience were most impressed with the immediately observable changes in the pc's life and livingness—real physical universe results.

Within days of the first pcs being started on the HRD, despatches and letters written by associates of the pcs started arriving, describing how much better the pcs were (most of the writers didn't even know what the pcs were being audited on, but were moved to express the changes they had observed).

The pcs themselves rave about the results and are generally very enthusiastic about getting others to get audited on the HRD, too.

Auditors love auditing the HRD, many stating that it was the most interesting auditing they had ever done and how much they enjoyed helping their pcs.

Despite the apparent lightness of the HRD, it actually touches on and handles very basic charge, common to everyone. It is very easy to audit, provided that it is done exactly per the instructions.

DELIVERY

The HRD auditing may be delivered in Class IV orgs and missions who have auditors and a C/S trained to deliver the HRD. There are two methods of doing the HRD. The usual method requires a Class 1 auditor trained on the HRD course and interneship. About 95% of HRD auditing can be delivered this way (though this percentage could vary in some areas). The other method of doing the HRD, and any needed repairs or reviews (comprising about 5% of the auditing) require a Class IV auditor trained on the HRD course and interneship. The C/S in either case needs to be a Class IV C/S and trained on the HRD C/S course and interneship. Thus one Class IV HRD C/S, one Class IV HRD auditor and several Class 1 HRD auditors would be able to deliver a lot of HRD auditing. The minimum would be a Class IV HRD C/S and a Class IV HRD auditor.

HRD training courses and interneships may be delivered in orgs Class IV and above who have trained HRD delivery personnel as above.

Provision should be made for the HRD delivery personnel to receive the HRD themselves as 50% of the auditors engaged on the pilot found the materials restimulative. Provision should also be made for the staffs of orgs and missions to receive the HRD also; they will want it very much and the increased efficiency and other benefits will make it well worthwhile.

The actual command sheets and techniques of the HRD are restricted to trained HRD auditors and C/Ses and HRD student checksheets. It is a powerful rundown and must be done very exactly. Indiscriminate distribution of the actual auditing materials could be restimulative and would be actionable by HCO. There is of course absolutely no restriction on the distribution of the booklet, nor of gains and wins and results from auditing on the rundown. Word of mouth on the HRD will be good and should be encouraged.

Auditor assignment policy applies in that the auditor or C/S must be of equal or higher case level, to handle cases of persons who have had confidential rundowns, confidential grades or confidential levels. (For example a Clear may only be audited or C/Sed by someone who is Clear or above.)

CASE PREREQUISITES

The Purification Rundown and SRD or Objective processes run to the result given in HCOB 12 May 80 DRUGS AND OBJECTIVE PROCESSES, are the prerequisites. (Rarely, some pcs might require a DRD or OT DRD, which an HRD C/S can determine.)

The HRD can be done anywhere on the Grade Chart (except during the Non-Interference Zone). It can be done before or after grades or anywhere after OT III. It can be done on preclears, Clears and OTs.

If a decision has to be made as to whether to do the HRD before or after grades, it would be preferable to do the HRD before grades, as the HRD raises confront, responsibility and the ability to as-is. An HRD completion will be able to run deeper and get more out of auditing. The HRD results are not less on pcs who have not had grades, compared with pcs who have had grades.

One would not interrupt a current major action that a pc was winning on to start the HRD, but otherwise one does not have to try to complete earlier actions or programs on a case before the HRD.

Very little or no set-up is required before the HRD. Usually none. The only exception would be the repair of a recent flubbed session or auditing, if the pc had his attention on it. During the pilot, set-up actions attempted on pcs before the HRD proved unnecessary, especially when the pc had read even part of the booklet. The rule regarding set-up is:

IF YOU CAN FLY THE PC'S RUDIMENTS, HE'S SET UP FOR THE HRD.

Once started, the HRD must be completed with no other auditing or case actions interjected. Experience has proven that once started on the HRD any other case action, mixing practices or other therapies are detrimental. In truth, the HRD covers aspects of a being's existence that are so universal, so fundamental and of such interest, that it is not possible to shift attention to other processes or actions.

LENGTH OF RUNDOWN

While the length of any rundown will vary from one person to another, the HRD can generally be done in 25 hours. The longest it has taken is 56 hours (on a pc who had only done the Purif Rundown, SRD, virtually no other auditing, was not Clear and had had a history of heavy street drugs), the shortest was 7 ½ hrs on a pre-OT who was OT III Expanded, had had a considerable amount of auditing and was in very good

case condition. Both of these are exceptions. The majority of cases take about 25 hrs, usually slightly less.

BOOKLET: THE WAY TO HAPPINESS

The pc needs to obtain his own copy (or copies) of the booklet and bring it to session.   It is used during the sessions. The pc will also use it in life after the rundown and will want extra copies for his friends, acquaintances and relatives.

TEST RESULTS

Pcs should be given tests before and after the HRD. During the pilot the OCA test invariably showed an improvement, always a different OCA pattern (denoting a change of valence(s), personality or beingness). In fact, most pcs on the HRD have several to many changes of valence, becoming more and more themselves. This can be expected as a routine result on the HRD. (Sometimes a very high point on an OCA, when other OCA traits are much lower, will come down a bit while the low points come up—but that is an improved OCA.)

IQ tests, Aptitude and Leadership scores usually improve, especially where these were not already high before the HRD.

Overall the test results on all cases audited on the HRD show improvement. The most striking being OCA improvements, due to the pc having been freed from unwanted valences.

GAINS

The gains pcs have had on the HRD are numerous and varied, but there are certain gains that are common to all cases audited on the HRD. These follow in brief:

All experienced improvements in their beingness, doingness and havingness, very often making very observable changes even near the beginning of the rundown.

Confusions on the subject of right and wrong handled and replaced with workable stable data that can be used in day-to-day living.

A sense of security and calmness about oneself and one's future; knowing that one is indeed on the way to happiness.

A return of ARC with life across each of the dynamics and increased ability to get along well with others.

It has been observed by the pcs and by others that some of the benefits of the HRD seem to «rub off» on the pc's associates. In other words, not only does the pc change for the better, but often there is also a change for the better in those persons the pc is in contact with.

About 50% of the persons audited on the HRD had improvements in perception such as seeing objects in the environment more clearly, more color and better depth perception; better hearing and other perceptions.

All experienced increases in their enjoyment, happiness and pleasure in life.

All stated increases in their energy level, doingness, efficiency, competence and action level.

Many persons on the HRD were relieved to get rid of misunderstoods and false data (often that they would never have guessed they had) that had been holding them back and preventing clear thought and decisive action.

About 50% terminatedly handled PTS conditions, both current and long term.

Those who had guilt feelings, feelings of inferiority or inadequacy, shame, blame or regret concerning the past, persisting sadness about life, etc., got rid of these feelings and gained a fresh outlook and fresh start on life.

Areas of life where the pc had been effect changed with the pc becoming causative over them.

Many pcs stated that the HRD handled their ruin; handled what they came into Scientology to Set handled.

All got a considerable rise in their chronic tone level.

All experienced happiness.

PREDICTION

Based on the earliest cases completed on the HRD, there is no fading of the initial glow on completing the HRD. Not only was there no fade but those persons report an increase or expansion of their gains following the HRD. The result promises not only to be stable, but to actually get better as the person goes on in life applying the principles learned.

Due to the immense popularity of the HRD amongst the pcs, auditors and others in contact with it, the demand for the HRD can be expected to be very high, and it can be expected to accelerate in each area where it is delivered.

The combination of the booklet: «The Way to Happiness» and the availability of the Happiness Rundown are a boon to FSMs and Distribution Divisions.

The goal for Mankind and this planet of a world without war, insanity or criminality and happiness for all, is now much much closer.

L. RON HUBBARD

FOUNDER

Approved & Accepted by the

BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 MARCH 1981

ISSUE II

(CANCELS BTB 9 APR 72R III CLEARING LIST WORDS IN
SCIENTOLOGY—EXPANDED GF 40 RR as this BTB does
not contain the new words from the revised Expanded
Green Form, HCOB 30 June71RC Re-Rev. 26 Mar 81
EXPANDED GREEN FORM 40RE.)

Remimeo
C/Ses
Tech/Qual
Auditors
Cl IV Grad
and above
Auditors

EXPANDED GREEN FORM 40RE

WORDS LIST

REFERENCES:

HCO PL	4 Apr 72R III	IMPORTANT—ETHICS AND STUDY TECH
		Rev. 21.6.75
HCOB	8 Jul 74R I	Word Clearing Series 53R Rev. 24.7.74
		CLEAR TO F/N
HCOB	21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCOB	9 Aug 78 II	CLEARING COMMANDS
HCOB	17 Jul 79 I	Word Clearing Series 64
		THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 30 Jun 71RC EXPANDED GREEN FORM 40RE.

These words should be cleared on the pc before the Expanded Green Form 40RE is actually assessed per HCOB 9 Aug 78 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET.)

WORDS FROM THE EXPANDED GREEN FORM 40RE

A, about, acted, after, alcohol, an, and, another, antagonistic, anxious, any, anything, ARC Break, ARC Breaks, are, as, asked. attain, attained, attainments, attested, audited, auditing. auditor.

Because, been, before, being, beliefs, benefits, between, body, bones, broken, by, bypassed.

Cast, change, committing, communication, concerned, connected, connections, continue, continuous, continuously, curious, current, currently.

Damaged, decay, dental, Dianetic Clear, Dianetics, disabled, disease, disclosed, dislike, do, doing, don't, drugs.

Earlier, Eastern, electric, electronic, else, engrams, environment. erase, evil, exercise, exercises.

Fail, failed, family, fixed, F/Ns, for, former, from.

Gains, grade, grades, going, goofing.

Had, has, have, held, here, hidden, hold, hostile, hypnotism.

Ideas, ill, illnesses, implanting, in, incomplete, indoctrinations, infectious, is.

Job.

Keep, keep on.

Life, lose, lying.

Make, medical, medicine, meditation, mental, mentally, missing, misunderstoods.

Never, no, not.

Of, on, one, or, other, others, out, over, overt, overts, overwhelmed.

Part, parts, people, persisting, person, physically, post, practice, practiced, practices, practicing, pretending, prior, problem, problems, protesting, psychiatric, psychology, purpose.

Really, reasons, receive, refusing, religions, removed, restimulated, reverted, right, rites, rudiments, run.

Same, scientific, Scientology, secrets, seeking, self auditing, seriously, service facsimiles, session, sessions, shock, some, someone, spells, spiritual, states, suppressed.

Take, taken, taken part in, talking, techniques, the, them, then, therapy, there, thought, thrill, to, tooth, training, trouble.

Understanding.

Valence.

Want, was, went, what, with, withhold, wins, witchcraft, wrong.

Yoga, you, your.

<div align="right">
L. RON HUBBARD
FOUNDER
Assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
OF CALIFORNIA
</div>

HCO BULLETIN OF 31 MARCH 1981

Remimeo
All Auditors
All C/Ses
Tech
Qual

«HEAVY DRUG HISTORY» DEFINED

REFERENCES:

HCOB 28 Aug 68	DRUGS Issue II
HCOB 29 Aug 68	DRUG DATA
HCOB 8 Jan 69	DRUGS AND «INSANITY»
	NON-COMPLIANCE AND ALTER-IS
HCOB 25 Oct 71	DRUG DRYING OUT
HCOB 17 Oct 69RA	DRUGS, ASPIRIN AND TRANQUILIZERS
Re-Rev. 20.9.78	
HCOB 31 May 77	LSD YEARS AFTER THEY HAVE
	«COME OFF OF» LSD

People who have been on drugs do not make case gain until the drugs are handled. We have known that since 1968.

Therefore, it's a mistake to try to do mental or spiritual handling on somebody who has been heavily on drugs.

Drugs are the big stopper. Drug residues can stop mental help. They also stop a person's life!

There should be guidelines which clarify what actually constitutes a heavy drug history, for C/Sing and case programming purposes.

Cases which fall in the category of having a heavy drug history include:

1.   Any person who has taken or has been given drugs or medical drugs over a substantial period of time whether to handle a physical or mental condition, or otherwise.

2.   A person who has gone through an extensive period of experimenting with drugs or taking drugs for «thrills».

3.   Anyone who has taken LSD or Angel Dust even once.

4.   A person who has experimented with any hard drug such as heroin, morphine, speed, cocaine, etc.

5.   Anyone who has had highly restimulative experiences («bad trips») on marijuana or who has habitually smoked marijuana over an extended period. (Having smoked marijuana a few times with no particularly bad experiences, would not necessarily put one in the heavy drug history category.)

6.   A person who has made a habit of excessive use of alcohol at some time.

(Definition of «Alcoholic»: a person who can't have just one drink. If he has one drink, he has to have another.   He's addicted. One of the factors is, he has to have a full glass in front of him. If it gets empty, it has to be refilled.)

7.   Anyone who has developed an addiction to any of the above drugs, any medical drug or alcohol (whether past or present).

8.   Someone who has had general anaesthetics numerous times for medical operations.

9.   Any person who has used any medical drug for extensive periods of time, such as asthma medicine or sinus medicine.

10.   Someone who has had extensive and repeated dental work under nitrous oxide or sodium pentothal or other general anaesthetics.

DRUG LISTS

Because drug lists sometimes do not contain data on how long or how often a drug or drugs were taken, the pc may have to be interviewed as to the extent of his drug taking.

The information gotten from such an interview, if one is needed, can be compared against the above guidelines and this will aid the C/S in determining which cases have the heavy drug histories.

SUMMARY

The above is a guideline on what we would term a «heavy drug history» as compared to someone who has taken light drugs or very few medical drugs (aspirin occasionally, cough syrup when a child, etc.), and these not routinely over any extensive period of time.

Any individual with a heavy drug history should take full advantage of the overwhelmingly successful line-up available to them of the Purification Rundown, the Survival Rundown and Drug Rundown. In fact, these rundowns are essential.

L. RON HUBBARD
FOUNDER
As assisted by
Research and Technical
Compilations Unit
Accepted by the
THE BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
OF CALIFORNIA

Remimeo
Exec Hats
Dissem
Tech
Qual
Registrar Hat
D of P Hat
C/S Hat
HCO
Div 6
Chaplain Hat
Ethics Officers

INTERVIEWS

«A proper org board is a perpetual combination of flows which do not collide with one another and which do enter and do experience the desired change and which do leave as a product.»

Org Series 1
HCO PL 13 Sep 70, Iss II
BASIC ORGANIZATION

INTERVIEWS PLAY A VITAL PART IN THE CORRECT ROUTING AND SMOOTH FLOW OF PCS AND STUDENTS ON ORG LINES.

They are an integral part of the functioning system of an org.

Depending upon how needed interviews are assigned and carried out, org lines and therefore org products can be slowed or impeded or bypassed or disrupted, or they can be speeded up and made to flow more smoothly, with real products as the result.

The right type of interview, standardly done at the right time (when needed) by the right org terminal on the right public (pc or student) will always serve to grease the org lines.

Mis-used or mis-assigned interviews can and will scramble the scene, and with a scrambled scene the products suffer.

An interview is defined as a face-to-face meeting between the interviewer and another person, where questions are asked of the person to obtain data needed to accomplish the purpose of the interview.

«The purpose of the interview» is the key phrase here. If one doesn't know the purpose of the type of interview his post calls for, it can all go sadly awry.

That's when you get a Reg taking up case problems with a pc or attempting some kind of case debug or promising him a specific result. Or the D of P getting into questions of finance in an attempt to sell a pc more auditing, or even doing some sort of auditing under the guise of a «D of P interview.» Or one or both of these posts attempting to wear a «consultant» hat. You get a mix-up of functions, a mix-up of the lines, and you don't get the needed or expected result.

This bulletin serves to lay out several of the main types of interviews used in an org and get them briefly defined as to purpose and function so the lines can and will flow smoothly.

TYPES OF INTERVIEWS

REGISTRAR INTERVIEW: The Registrar interview is given to determine what service the person wants, to channel and intensify his wants, sign him up for service and re-sign him for further services and to assist him in the resolution of any problems in signing up for the service.

The Registrar uses the Reg Interview to familiarize the person with the service, to give him explanatory literature on training or processing, to answer his questions (but NOT technical questions) about a service, and to assist him in the handling of the finance for the service, acting in a financial consultant capacity.

Registrars sign people up for training and for processing. With the org promoting and delivering its services properly, a healthy majority of the sign-ups should be for training as we are in the business of making auditors, and therein lies our real expansion.

The Reg interview of the trainee or potential trainee is ordinarily a straightforward uncomplicated procedure. It's a matter of: What training, if any, has he had? With that determined, it's a matter of signing him up for his next (or first) level of training and and prerequisites required for that level. It's a very direct route up the Training Bridge, and the Reg's job handling such sign-ups is comparatively simple.

The Reg interview when signing up a pc for processing may entail more know-how and handling on the part of the Reg.

The Reg must be familiar with the tech the org delivers and with technical results and wins achieved. But a Reg must not assign auditing hours or C/S the case or promise that such and such a rundown will be done. That is the hat of the C/S. But a Reg does give interviews and he should be trained to find a person's ruin. He establishes a comm line with the person and establishes himself as a terminal to help the person get onto the service he needs and wants as swiftly as possible.

Signing the person up for the required number of hours or intensives per his Technical Estimate is a part of the Reg interview and registration cycle. (Tech Estimate: the estimated number of hours or intensives that will be needed for the pc to make case progress and get stable results.) But determining the correct Tech Estimate for the pc is not part of the Reg interview. That is only done by a qualified tech terminal. The Reg's role here is to interview the person and initially sign him up and have him pay for the service on a conditional basis, pending his Technical Estimate and acceptance on HGC lines. He then routes the person for his Technical Estimate and, when that is made, the Reg now completes the cycle by signing the person up for the hours required by the Technical Estimate. (Ref. HCO PL 10 March 78 HGC PC APPLICATION FORM HCO PL 30 Nov 71 Corrected and Reissued 2 Dec 71 BLIND REGISTRATION, and HCO PL 19 Aug 60 REGISTRAR LOST LINE)

(The interview given the pc by the Technical Estimator is covered in its own section in this issue, along with listed references on the Tech Estimate Line.)

Should a pc who is mid-auditing (not yet a completion) need to purchase more hours, the sign-up is handled promptly in a routine Reg interview.

Occasionally, however, such an interview might go like this:

Pc: «Ted brought me down here and I'm supposed to sign up for more

hours to complete my auditing, but I don't want to bud more auditing here. I don't want any more auditing.»

Reg: «Well, we'd better have you see the D of P so we can get data on this!»

That's the totality of the Reg interview in that situation. The Reg promptly puts it on the proper lines so the necessary data can be obtained. He notifies the D of P who gets the folder to the C/S at once. The C/S, after going over the folder, can then determine what needs to be taken up in the D of P interview, or whether it would be handled by the pc's regular auditor or requires sending the pc to the Qual Div for a review.

The Reg might also encounter a pc needing more hours to complete a rundown who is willing to sign up and pay for the additional time but who is not VGIs on his auditing, or who originates he is having a rough time in his auditing and/or has bad indicators. The Reg would, of course, sign the pc up for the additional hours promptly.

But in either of the above or similar cases, the Reg would also write up a BI (Bad Indicator) report and route it directly to the Snr C/S in Qual, so he could look into it, with a copy to the HGC C/S. It's not a matter of the Reg routing the pc to Qual, however, as the pc is still on Tech lines. (Ref. HCOB 26 Sep 74 HANDLING FLUBBED PCs)

Note that the Reg doesn't interview the pc to get the data about the bad auditing or bad indicators; the Reg simply writes up a report to the Snr C/S with a copy to the HGC C/S as to what he heard and observed with this pc. These lines got all crossed up in earlier days when the D of P more often than not was also the Reg, and this got people confused. But any confusion must be taken out of it and the correct routing and correct interviewing put in.

When an individual has completed an org service and has routed through Qual and Success as complete, a Reg interview is always given to re-sign him for his next service. This is ordinarily a smooth, routine cycle, as a standardly completed student or pc will have good indicators at the prospect of getting onto his next action. But should the Reg encounter bad indicators or a resistance to getting further services, it is an indicator that something has been missed on the student or pc. That is a matter for Qual correction, not something that would be handled in a Reg interview. In such a case the Reg, maintaining good ARC, efficiently routes the person to Qual where the matter does get handled. (Ref. BPL 4 Dec 71, Issue I, RE-SIGN UP REFUSALS, HANDLING OF)

The Reg is there to sign the person up, to re-sign him and to route him to the proper terminal for what he needs. There is no charge, ever, for a Registrar interview.

HGC PC TECHNICAL ESTIMATE INTERVIEW: The Technical Estimate interview is done to obtain necessary data from the applicant so that an accurate estimate can be made of the number of hours or intensives the person will need to get stable results from his auditing.

When a pc has been initially signed up for service and has been tested, he is routed to the Technical Estimator. (This could be the D of P or a technically qualified person deputized by the D of P for this purpose.) The Estimator, having reviewed the person's test results, folder, and forms filled out by the Registrar, interviews the applicant, using the HGC PC Estimation Form (BTB 12 Feb 78R, Reiss. 6.7.78). Such an interview covers what the applicant wants to accomplish, somatics or other problems he is trying to handle, length of time on earlier actions, and other information pertinent to the case.

When all the necessary data has been obtained, and when the Technical Estimate for that individual has been made, the Estimator gives the person an R-Factor regarding his estimate, handles any questions he may have, and sends the applicant back to the Registrar for final sign-up for the estimated number of intensives.

That's the essence of the Tech Estimate interview. It's: «What do you want to accomplish with auditing?», followed by lots of questions about the state of the case. Also asked would be the time it has taken him to do this or that action. For instance, the Estimator needs to know that it took the pc 25 hours to do Grade 0 and 1 in order to estimate how long it will take him to do Grade 2, 3 and 4. It can be done either

metered or unmetered. (When done in the field by a Remote Reg or Tours personnel it is usually unmetered.) Though it follows the HGC PC Estimation Form it is never done rotely.

The routing for a Tech Estimate is to the Registrar, to Testing, to the Tech Estimator and back to the Registrar for full sign-up. This line and all of its actions are fully covered in the following issues:

HCO PL 30 Nov 71	IMPORTANT
Corr. & Reiss. 2.12.71	BLIND REGISTRATION
B.P.L. 10 Mar 78 II	IMPORTANT, THE TECH
Reiss. 6.7.78	ESTIMATE LINE
B.T.B. 12 Feb 78R	HGC PC TECH
Reiss. 6.7.78	ESTIMATION FORM
HCO PL 10 Mar 78	HGC PC APPLICATION FORM
B.P.L. 10 Mar 78 IV	TOURS AND MAIL PROCESSING
Reiss. 6.7.78	INCOME, HANDLING OF
HCOB 15 Jan 70 II	KSW Series 17
Reiss. 30.8.80	HANDLING WITH AUDITING

Technical Estimates and Tech Estimate interviews are not charged for, but are given when the applicant has initially signed up and made a donation for service.

D OF P INTERVIEW: As D of P interviews are sometimes misunderstood as to their purpose and function, and sometimes mis-used (by having other actions thrown into them erroneously under the label of «D of P interview»), this issue spells out what a D of P interview is and what it is not.

Briefly, a D of P interview is an interview given to a pc on auditing lines by the D of P, as ordered by the C/S:

1. to get data for the C/S which is not otherwise available to him for C/Sing and programming the case,
    or

2. to give the pc an R-factor on what is going on in order to dispel a mystery for him.

The C/S would order a D of P interview when he needs data not contained in the usual sources (the worksheets, pc folder, FES, test scores, exam reports, ethics or medical records). To use it otherwise, to call for such an interview in lieu of folder study, for example, would be lazy C/Sing.

But the D of P interview is used when the C/S needs data from the pc himself, or when he suspects his C/Ses aren't being done or that the auditor can't audit. It is used when he has reason to believe there mad be omitted or hidden matter or false reports in the worksheets, or when it appears that additives are being entered into the session. Ordinarily it is used only when the case is packed up.   And primarily what the C/S wants to know from this is:

«What did the auditor do?» The data obtained is then used, if it applies, for correction of the auditor as well as for C/Sing and programming the case. The D of P interview is also used when it is suspected that factors are being put in on the pc outside of the session.

Such an interview may also be ordered to find out what the pc is confused or in mystery about so that it can then be explained to him. (Note: You don't explain tech to the pc, but if he has a confusion or a mystery you do explain to him what is going on and what is expected of him.)

D of P interviews, then, are to get data, not to try to «audit» or try to accomplish a result. The D of P does not audit, he does not rehab, he does not Date/Locate anything

on the pc. That D of P interviews do sometimes accomplish a result is incidental, and this must not be used as a reason for the D of P to get into attempting to audit or rehab the pc. Those are actions for the auditor to do.

There will be times when the C/S wants specific, muzzled questions asked of the pc and nothing else. In such instances the D of P carries out his instructions exactly, asking only those questions he has been instructed to ask.

D of P interviews are always done on the meter, with all pc answers, pc indicators and tone level, meter reads and their size and any blowdowns marked. Thus, the D of P must have his TRs in, must have Qual Okay to operate an E-Meter and must be able to meter accurately. While the interview is not done to get case gain, the D of P would normally end the interview on an F/N and should try to do so.

As the D of P is the In Charge of all pcs when they are in the org, he himself may originate a D of P interview when it is warranted. For example, on observing bad indicators in a pc he could initiate an interview with the pc at once and then get the data immediately to the C/S. Or he would alert the C/S to the situation and suggest an interview be done.

Otherwise, the D of P interview is given per C/S order. It may not be ordered by a Registrar or other org terminal. It is only done, when needed, on pcs who have signed up, paid for and are on HGC lines for auditing. Otherwise it can easily lead into Free Service and has done so in some instances in the past, to the detriment of the org. Though it is done as part of the overall cycle of delivering paid auditing, the time spent in a D of P interview is not subtracted from the auditing hours the pc has paid for.

There are many other functions the D of P carries out as a part of his hat. But this clarifies what we term a D of P interview. It is its own action and must not be confused with a Reg interview, a Technical Estimate, a Consultant type of action or a 2-way comm action C/Sed for and carried out by an auditor in an actual session or anything else other than what it is. Properly used, it is of great assistance to the C/S for data he needs which is otherwise unavailable.

QUAL CONSULTANT INTERVIEW: This is a case-cracking type of interview, done by the posted Qual Consultant. (Optimumly, any org would have this post filled by a single-hatted terminal, in its Qual Division.)

Here you have a technical person using a metered interview to unravel a case that's in trouble or in bad condition and being mysterious. He uses the interview to get the data needed to resolve it.

The consultant interview is not a Tech C/S-ordered action. It's done when there's a hidden factor in the case and you haven't got all the data. The hidden factor may be in the auditing or C/Sing that has been done; therefore it is not a Tech C/S-ordered action. A D of P interview in such an instance could cloud the issue. It calls for a Qual Consultant action because it's something the C/S and auditor should have seen but they didn't see. So it is a matter of what didn't they see or what did they do or not do?

It can be ordered by the Senior C/S in Qual when something has gone very wrong with a case, or it can be originated by the Qual Consultant himself where he has spotted bad indicators or been alerted to a poor success story or something similar.

This type of interview is done on a person who is not lines, really on auditing lines. He's been pulled off auditing lines, possibly for the above reasons, or he's somewhere around auditing lines and you see he is fouled up, or he has come on Qual lines because he is fouled up. It's not limited to pcs but would be done on very slow or dropped out students as well.

The consultant interview is always metered, is always begun with «I'm not auditing you,» and is quite a different action than auditing. One might call it a review session of sorts with the difference here being that the consultant does what he needs to do to get the data that can then be used to resolve the case in a session. He

guides the interview as he needs to, deftly getting the pc off «grandmother» who doesn't read or marital problems that start the TA up, and steers it skillfully to what the trouble really is.

When I'm doing one of these things I don't just find out what is wrong and indicate the BPC, I push it through until I know what is wrong and in addition I finish the person up with an F/N. I take it to a resolution of his immediate problem and I indicate the bypassed charge. Then it's a matter of writing up the interview and getting it into the folder.

The person will probably require further auditing on it, but now at least the case has been cracked a bit and it's known what it's going to take to unravel the rest of it.

What is described here is a consultant interview, which is its own type of action and which may sometimes reveal the need for a Review session.

The interview is not charged for. However, if it becomes necessary to take the person into session to handle, it is then invoiced on standard Qual lines.

SOLO CONSULTANT INTERVIEW AT AN AO: At an Advanced Org, the C/S, lacking data on what has gone wrong with a messed up case, or solo session, sends the solo auditor who is on auditing lines to the Solo Consultant for a metered interview.

This terminal must be a skilled technician and be very, very familiar with the Advance Course materials, as the solo auditor: (a) very often doesn't present a complete enough picture of what happened in the session, and/or (b) could have MUs on the material and not be running it standardly. In this case a correction list would not necessarily pick it up because the solo auditor doesn't know that he doesn't know. He doesn't realize what he's doing wrong.

The Solo Consultant, using the meter and his knowledge of the materials, can find out. In his interview he does a swift debug action, going A to B to get what's hanging the case up. He handles what can be handled on the spot, indicating immediate bypassed charge that comes up, for example. He notes the full data for the C/S so that a full Review cycle can be C/Sed for, if needed, or cramming or retread ordered, if that is required.

The Solo Consultant interview is not charged for, as the pc is already on org lines on a signed up and paid for solo auditing action.

ETHICS OFFICER/MAA INTERVIEWS: The Ethics Officer or the MAA in a Sea Org Org conducts ethics interviews as an HCO function, gets PTS (Potential Trouble Source) A to J checks done and sometimes does full PTS interviews.

Students or pcs, where out-ethics is obvious or suspected, are interviewed to determine the extent and nature of the outness so the correct ethics gradient can be applied. The interview should include bringing the person to an understanding of ethics and the conditions and guiding him through any needed ethics handling cycles or correct application of the conditions.

Whether or not the interview is done metered depends on what type of ethics action the Ethics Officer is doing. For example, if he were trying to find out who stole something, he had better do this on a meter to ensure that he gets the data and does not miss withholds or clean cleans. Any Ethics Officer must be meter trained and be able to do a correctly metered ethics interview when it is called for. Ideally he should be able to do HCO Confessionals too. An Ethics Officer must ensure that ethics is gotten in to the degree that tech can then go in.

The PTS interview is given to determine whether or not the person is PTS and if so, the type of PTSness which is in need of handling. It is done on a meter with all reads marked, on a pc or student who is manifesting symptoms of PTSness, such as becoming sick, losing gains or roller-coasting. The interview may be given in HCO or by a classed auditor, but in any case it must always be done by a person who knows

his PTS tech well, who has good TRs and knows 2-way comm and who has been trained to operate a meter properly.

The pc or student will often require more handling of the PTS condition after the interview, but it is through the interview that it is determined what type of PTSness (if any) is involved to be handled.

If a pc is mid-auditing, the MAA or Ethics Officer should always check with the pc's C/S before doing a PTS interview or any metered ethics action. (Ref. HCOB 8 March 71R, C/S Series 29R, CASE ACTIONS, OFF LINE)

Full worksheets are always kept for any PTS interview and are sent to the person's pc folder. The worksheets of an ethics interview are filed in the person's ethics file and a copy of these, or a report on the interview, is sent to the person's pc or student folder.

Ethics and PTS interviews when given to pcs and students who are on lines on signed up and paid for services are not charged for.

CHAPLAIN INTERVIEW: A Chaplain's interview is for people who feel wronged, people who have fallen off the Bridge or are about to, people whose burdens appear to be too great and who need a terminal and some communication to help them sort it all out.

The whole purpose of the Chaplain interview is first to provide a terminal for a person who simply needs to be heard and understood. From there it's a matter of channeling the person into something he can do about it on the correct gradient. Such a person may actually be on org lines but having difficulty on the lines or he may have fallen off the lines altogether.

The interview gets the person into communication in order to obtain the data necessary to channel and direct him to the specific area where the situation can be addressed and handled.

The Chaplain's interview itself is not charged for. Some of the services available in the Chaplain's Department such as Marriage Counselling, Chaplain's Courts, etc. are charged for at very nominal fees.

EXECUTIVE DIRECTOR/COMMANDING OFFICER INTERVIEW: When a person has completed his services, he is interviewed by the CO or ED before he routes out of the org.

This provides the CO or ED with the opportunity to do a direct check on the products his org is producing. If he doesn't see a shiny product, if the person isn't 100% satisfied with the service he's received, it tells a CO or ED there's out tech in his org, as the person has already gone through Qual and Success lines. He acts at once to get a fast review done to handle any bypassed charge and/or repair needed, at no charge to the person. Should the person then validly need more hours to fully complete the service, he is signed up for them standardly.

This type of interview is covered quite fully in HCO PL 21 September 80 MONITORING TECH QUALITY IN ORGS. It is a useful tool for the CO or ED, not only for promoting goodwill and good PR but for ensuring no overt product gets out of his org and that the org is delivering standard tech with good wins for those it services.

The interview may be given to a person who is not yet complete on his services, should the CO or ED notice that he has bad indicators. Ordinarily, however, it is given to students and pcs who have completed their signed up and paid for services. This interview is never charged for.

HOST INTERVIEW: On Flag there is an LRH Host whose duty it is to see to the well-being and good servicing of Flag public.

The purpose of the initial Host interview is to welcome the person arriving for services, brief him and orient him to the scene and provide him at once with a stable terminal who is interested in his welfare and will be a terminal for him throughout his stay.

Thereafter the Host interviews Flag pcs and students as needful to ensure they are being serviced and to ensure any service outness is handled by the proper terminals.

Returning persons are similarly welcomed, re-briefed and brought up to date on any changes in services or new facilities.

There is no charge for any Host interview, as this is included as a part of signed up and paid for Flag services.

While these are by no means all the types of interview an org uses, they are the more major interviews given on an org's service lines.

Interviews—correctness of—can make or break an org's lines and an org's viability.

With the necessary distinctions made between them and with interview hats separated out and worn effectively, particles can flow easily on the lines. The result will be an increase in quantity and quality of the valuable final products of the org.

<div align="right">

L. RON HUBBARD
FOUNDER
Assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

</div>

HCO BULLETIN OF 4 APRIL 1981

Remimeo
C/Ses
Auditors
Snr Execs
HCO
Tech
Qual
SSOs
Dirs Pers
Ethics Officers

THE BIOCHEMICAL PERSONALITY

REFS:

HCOB 29 Aug 68	DRUG DATA
Corr. & Reiss. 10.6.75	
HCOB 28 Aug 68 II	DRUGS
HCOB 17 Oct 69RA	DRUGS, ASPIRIN AND TRANQUILIZERS
Re-rev. 20.9.78	
HCOB 31 May 77	LSD, YEARS AFTER THEY HAVE
	«COME OFF OF» LSD
HCOB 12 May 80	DRUGS AND OBJECTIVE PROCESSES
HCOB 5 Nov 74	DRUGS, MORE ABOUT

There is such a thing as the «biochemical personality.» It is artificial and it is caused by drugs.

The material in this bulletin provides a more comprehensive look than ever before at what we are faced with in these current times in the handling of cases both public and staff, and in the society at large. The data herein is invaluable for use by C/Ses and auditors in the programming and auditing of cases, as well as the handling of people on personnel and ethics lines or on the Qual lines of an org.

Over the past decade, from a routine study of cases it began to appear that there were definite similarities in the personalities of those who had taken drugs. As the drug culture became more widespread and the incidence of hard street drugs became more and more common, the pattern appeared to become more pronounced.

What was showing up was the fact that there appeared to be common denominators among the personality factors of druggies. It occurred to me that there might be something we didn't know about the personality of someone on drugs. The possibility was that there might be such a thing as a «biochemical personality,» brought about by the taking of drugs.

Approximately a year ago I decided to dig into this more deeply.

The questions were:

Precisely how common are the similarities in personality factors among cases who have taken heavy drugs?

Is there such a thing as a biochemical (drug-induced) personality? If so, what are its attributes?

Did these cases have those personality attributes before taking drugs?

In other words, the possibility existed that if a normal person had been fed drugs you might find he had turned into a suppressive, or that a heavy this-lifetime

restimulation had been brought about, or even whole track restimulation (since drugs were used for implants). It could be you would then find the case in excessive, covert resentment and hostility to the degree that the person was actually going against everything and anything in his environment, but that these factors were hidden from view.

While reserving any final judgement until full research had been done, it seemed to be indicated from the decline society was taking that something happens to the personality because of drugs.

We had long known that heavy drug cases can go quite «dead» or dull and stupid or go into unreal states of high and false euphoria. What needed to be determined from the symptoms being manifested was whether drugs have an action in them which brings about an attitude of covert, hidden hatred or a destructive urge towards anything and everything in the person's vicinity. It could even be that the person had started to take drugs to make himself feel better or even handle things so he wouldn't be so active and the drug then suppressed this into a state which made him covertly, constantly active, in a manner that was out of sight of others around him.

It is quite common for alcoholics to go into a covert state of unrelenting hostility toward everything around them. Severe alcoholics have been known to do people in without ever mentioning it.

So the questions were: Do drugs restimulate past track hatred and resentment? If so, the heavy drug case would be stuck out of present time. Do drugs alter the personality of a person into some kind of destructive, covert individual? Has the drug case learned to be all pleasant seemingly, while he actually rips everything apart?

The co-relative factor in all this was the hard, brutal nature the current society is acquiring.

In the face of the trend civilization is taking, it becomes extremely important to the handling of cases to determine whether drugs do alter the personality of the individual and if so, to what extent and in what way.

An exhaustive study was made of cases who had taken or been given heavy drugs (LSD, Angel Dust and other hard drugs such as heroin, cocaine, speed, etc.). This included detailed examination of pc folders, surveys and interviews carried out with these pcs themselves. Surveys and interviews were conducted as well on associates who had known these or other cases before and after taking drugs.

The following are the particular factors which were checked:

1. The attitude of the person.

2. Outpoints and what type of outpoint.

3. Whether or not the person had a secret hatred.

In addition to the pc folder data obtained, the survey data was established by interviewing:

a) Persons who had taken heavy drugs, who were asked about what

they were like before taking drugs compared to what they were like after taking drugs.

b) Persons who had not taken heavy drugs but who knew druggie

cases both before and after they became druggies.

The results of this research show very definitely that there are personality factors common to heavy drug cases, and that these are drug-produced.

DRUG-PRODUCED ATTITUDES

From 35 surveys and interviews done, the following is a tabulation of the response to questions regarding changes in personality as a result of taking drugs and attitudes after taking drugs. These surveys were done on drug cases themselves as well as on others who had known them before and after they took drugs.

Lack of ambition/Loss of ambition/

«Don't care»/»Nothing matters»:   Total = 27.

Introverted/Out of PT/Lack of reality: Total = 18.

Drug-induced neuroses/psychoses: Total = 11.

Attitudes which express a failure or refusal to

perceive/predict the consequences of actions and/

or future: Total = 8.

Couldn't (wouldn't)(didn't) communicate: Total = 6.

«It wasn't really me»/»Not me» (Out of Valence):   Total = 5.

Anti-learning attitudes (overtly expressed opposition to learning, as different from an inability to learn, or loss of interest in learning):   Total = 3.

Almost one for one the drug cases interviewed stated they had not had such attitudes before taking drugs but had been «open,» «outgoing,» «had plans for the future,» etc.

Folder data from the cases studied shows that very often the individual feels insecure, uncertain of himself. A lot of drug cases do not state their disagreements openly. They are not about to cause trouble (or more trouble) for themselves, but are in a state of hidden mutiny and mention their disagreements in natter to others. Very often there is a statement of «pent up anger,» but never expressed or stated to the object of the anger. Instead this would be mentioned covertly to others.

Quite commonly drug cases will go into euphoria and assert they have attained high states of case: «Keyed-Out OT,» «Native State,» «Cause over the universe,» «Natural OT,» etc., such states actually being quite unreal.

OUTPOINTS

The following is a summary of the outpoints expressed in survey replies from persons themselves in regard to themselves after taking drugs or from others in regard to persons who had taken drugs.

Omitted purpose (less ambition) = 6

Dropped out time (operating out of past) = 4

Disassociated = 4

Altered importance = 4

Omitted communication = 3

Omitted prediction = 3

Omitted perception (unaware of environment) = 2

False beingness (out of valence, not myself) = 2

Added time (slow in speech and/or action) = 2

Non sequitur = 1

Wrong target = 1

Note: The outpoints listed above are as observed by persons who had been on drugs and/or by associates of these persons who had observed them before and after taking drugs. The accuracy of the outpoints and frequency of these outpoints is limited by the ability to observe on the part of the person observing.

From folder data among the drug cases studied, common outpoints include the fact that very often drug cases are dishonest, and sometimes obsessively lie (whether «under the gun» or not).

Additionally, such cases often «wrong target» incessantly, i.e., they assign cause or blame to the wrong person or thing.

SECRET HATREDS

Another survey was conducted to find out whether or not any hatred or secret hatred had developed or been observed after the person had gone onto drugs.

Not unexpectedly, this question turned up few replies from the individual drug cases surveyed and even less from those reporting on cases they had known before and after taking drugs. A few cases reported that after drugs, they became rebellious; unpleasant to be around or hard to deal with; that they looked upon the rest of society as being weird and in opposition to themselves; and some became antagonistic to parents.

It is of note that there was very little affirmative survey response on this subject compared to the folder data from pc sessions. By contrast, folder data produced a great deal of data regarding the existence of secret hatreds.

From the folder data gathered, the following is significant:

Many drug cases seem to object to any order or demand in present time that requires their attention. (Signifies that present time orders act as a distraction from the incident they're stuck in.)

All «druggies» fit the description of «stuck in a long gone incident fighting enemies that no longer exist,» but this is probably more accurately worded as: «stuck in a long ago incident covertly resisting while appearing to cooperate with their oppressors.» Any demand or order or senior or authority in present time restimulates the whole track oppressor or implanter.

Some cases talk of «freedom of the individual» or «rights,» but since there is so little of this talk, it would seem that this is heavily suppressed.

Folder search turned up many, many Evil Purposes which came up either in listing Attitudes and Emotions connected with LSD and other drugs, or while running these drug chains. These evil purposes are often of the very generalized type, such as «To kill,» «To destroy,» «To wipe them out,» these usually stemming from implants. From observation of worksheets, the most common words in these statements are «kill,» «destroy,» «betray.»

There are often various statements to do with harboring vengeance, waiting to get even, sabotage, etc., especially when the case gets suppressed (these being more the person's computation or attitude rather than an implanted item).

From worksheet data, many incidents run are along the lines of a battle, one's own civilization defeated, oppression, drugs and implants used to make a slave society, suppressed hatred of the oppressors, apathy, unconsciousness, oblivion and waiting or appearing to be harmless with a faint hope of eventually wreaking vengeance.

Many drug chains were found to go earlier/similar to whole track drug implants. Quite often the whole track incidents run have concerned the person being a spy, double agent, or saboteur, apparently operating on implanted orders, under drugs and betraying their own people or civilization. (This, as different from incidents of the

person acting as a spy or agent in enemy territory, acting against the enemy. Drug case incidents often consist of being drugged, implanted and sent back by the enemy to betray one's own side.)

Some heavy drug cases have made a resurgence on running or pulling O/Ws committed while drugged, while high or while drunk. There are some cases where the person never came near mentioning these O/Ws on other processes or Sec Checks until asked specifically for O/Ws while he or she was drunk or on drugs. In many cases the O/Ws run often have to do with brutal, sadistic acts as well as stealing, etc., to buy drugs.

A common factor found among drug cases is that these mostly respond to Affinity, rather than Communication or Reality and they have very little duplication or understanding.

SUMMARY OF DATA

Most significant in this survey investigation was the high frequency of a statement of an attitude that amounted to: «Don't care»/»Nothing matters.» In the context in which this attitude is expressed it is not simply a passive statement of not caring, but an aggressively expressed statement of negation of caring.

Also of interest is the different viewpoint from which this survey was answered as opposed to that shown by folder study. The study of pc folders revealed what these drug cases had to say earlier in the safety of a session, and revealed far more of the discreditable attitudes and secret hatreds, some of which even then only came off as withholds.

Both the survey of persons who had taken drugs and the survey of persons who knew others who had taken drugs, are lacking in much mention of any secret hatreds even though directly asked. This simply confirms that:

a) the biochemical personality's hatreds are secret, and

b) that most persons are only dimly aware of any secret hatred from a

drug case, if they are aware of it at all.

The surveys of persons who were or had been heavy druggies sound exactly as one would expect them to from the folder study showing what the biochemical personality was like. These confirmed the suppressed protest, hidden resentment of seniors or authority, covert rebellion, etc.

The folder examination was very revelatory in terms of showing there is a «biochemical personality,» how common this personality is from one drug case to another and that it is produced by drugs. There is a definite similarity of personality in each of the cases studied in that the person, apparently cooperative, harbors unexpressed resentment; resists orders or control; and is in a state of hidden insurrection. The only difference in this between cases is in degree. The conclusion here is, then, that drugs do restimulate whole track incidents of drug suppression and drug implants and these persons do dramatize this. There is a definite difference, however, in severity of viciousness from one case to another.

It is certain that anybody trying to work with these people would have trouble. It definitely explains the lack of production from such cases. It also explains the mysterious amount of destruction in their vicinity.

HARMFUL AND HARMLESS DRUG CASES

Note that this study was done on cases who had taken heavy drugs. It is possible there are two types of drug «cases»—harmful and harmless. From observation, there are many people who have taken more innocuous drugs such as an occasional aspirin or painkiller, novocaine, alcohol in moderation or who tried smoking marijuana once or twice. One probably wouldn't categorize these persons as «drug cases» or «druggies» nor as alcoholics. There is some indication that some persons who have had some

LSD or some small amount of a hard drug do not become anti-social. On the other hand, from study and observation, there was no case examined who was alcoholic or at all drug addicted who was not anti-social, overtly or covertly.

Although some of the data contained herein was already known and exists in HCOBs, the examination of folders for attitudes, outpoints and secret hatreds, and the examining of the content of whole track incidents run on drug chains, has been extremely eye-opening. I am sure the majority of us have had no idea previously of how common the attitudes of such cases are and how similar the «biochemical personality» is from one case to the next. While it was known that a heavy drug case often appeared dull, bemused and out of present time, the less visible «secret hatred» aspect of the biochemical personality which has been brought to view by this study is something new.

HANDLING

Fortunately, with all the processes of Dianetics and Scientology and especially with the Purification Rundown, the Survival Rundown and a Drug Rundown for any level of case, we have the technology to handle the «biochemical personality.»

When the C/S or other tech terminal observes these characteristics in a case he would suspect the person has a heavy drug history in this lifetime whether he has stated he has one or not. But even if a «this lifetime drug history» did not exist, the C/S upon observing these characteristics would know that he was looking at a «biochemical personality» and that this would need to be handled.

CONCLUSION

The results of this study should provide a much greater understanding of what has been going on in the world in terms of the worsening of humanity during the last decade. From this Scientologists can see more clearly what has to be handled and the direction in which Scientology is heading to ensure it is handled.

<div align="right">

L. RON HUBBARD
FOUNDER
Research assisted by
Snr C/S Int
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

</div>

Remimeo
Auditors
Supervisors
C/Ses

REACH AND WITHDRAW

Ref:
PROFESSIONAL AUDITOR'S BULLETIN 7 1953 ca. mid-Aug
SIX STEPS TO BETTER BEINGNESS
6307C25 SHSBC 290   COMM CYCLES IN AUDITING
HCOB 14 Aug 63   LECTURE GRAPHS
THE PHOENIX LECTURES (page 45)

Reach and Withdraw is a very simple but extremely powerful method of getting a person familiarized and in communication with things so that he can be more at cause over and in control of them.

One would not expect a person to be at cause over or to have much control or understanding of or skill in something with which hs was not familiar. The keynote of familiarity is communication.

Reaching and withdrawing are two very fundamental actions in this universe and Reach and Withdraw is actually a breakthrough from advanced technology.

Life itself is composed of reaching and withdrawing.

Communication is actually based on reach and withdraw.

A person is out of communication with something because he is withdrawing from it and is not about to reach out to or contact and part of it.

If a person cannot reach and withdraw from a thing he will be the effect of that thing.

A person who cannot reach and withdraw has no space. Everything is caved in on him. And this is awfully true in these druggie contemporary times.

If a person can reach for something and withdraw from it he could be said to be in communication with that thing.

To be in communication with something is to be at cause over it.

By REACH we mean touching or taking hold of. It is defined as «to get to,» «come to» and/or «arrive at.»

By WITHDRAW we mean move back from, let go.

A highly effective action called «Reach and Withdraw» has been developed to bring a person into communication with and more at cause over, objects, people, spaces, boundaries and situations.

It also extroverts a person from something he tends to be introverted into.

USES

Reach and Withdraw has a variety of different uses.

It can be run as a drill on a student, staff member or any person, in order to familiarize him with the objects and spaces and boundaries of his work or study area.

It is also used in session, as in Assists, etc.

Reach and Withdraw is a very broad tool and whether used on a staff member, student or pc will have far reaching effects.

Reach and Withdraw is very easy to run.

Anyone can run Reach and Withdraw who has been checked out on the theory and procedure as contained in this HCOB.

THEORY

In Reach and Withdraw you are doing connection with Associative Restimulators.

An Associative Restimulator is something in the environment of an individual that he has confused with an actual restimulator.

Restimulators are the direct approximations (in the environment of the individual) of the content of engrams. They can be words, voice tones, people, objects, spaces, etc.

The person has confused the objects, forms and spaces in his environment with those of incidents in his past.

A=A=A enters in and you get a whole dangerous environment to the individual. Some areas are more restimulative than others, because they contain objects which directly restimulate past engrams.

When a person runs Reach and Withdraw on his space or area he knocks out the Associative Restimulators in that area. The whole place is not restimulative to his past. It might just be the desk. Or it might be the air vent.

You don't know what it is and he doesn't know what it is, but you'll get it and you'll run Reach and Withdraw on it and when you hit it, that thing will cease to be an Associative Restimulator or Restimulator and he'll get a cognition.

In other words the objects, forms and spaces of earlier incidents go back into the past and those in the present cease to be restimulators and he comes into present time, boom!

When you run Reach and Withdraw on a pilot making him reach and withdraw from an airplane and its various parts, you're getting rid of all the joy sticks that went into his stomach 200,000 years ago and the propeller that cut his head off on Arcturus and all that sort of thing. These things get peeled off and actually go into the past and cease to trouble the person when he perceives a similar object, form or space in the present.

This is why Reach and Withdraw works.

REACH AND WITHDRAW ON POST AND WORK AREAS

In the physical universe communication with objects, forms, spaces and boundaries is best established by actual physical contact.

Reach and Withdraw is a valuable tool to use to get a person into good communication with his work environment, especially the tools and objects he uses.

A pilot would do Reach and Withdraw on all the objects and spaces of his airplane, his hangar, the earth; a secretary would do Reach and Withdraw on her typewriter, her chair, walls, spaces, her desk, etc.

Reach and Withdraw is also used for the same purpose as part of Debug Tech. It is run after a Crashing Mis-U has been found and cleared in order to refamiliarize and get a person into communication with his production area.

Feeling comfortable with the tools of one's trade is a very important step in getting out products. One can increase the amount of production tremendously with this drill.

It is not kindergarten tech: a flight surgeon, trained by us, ran Reach and Withdraw on his squadron and for one whole year there was not one single accident,

not even so much as the touch of a wingtip to a wingtip. It is probably the only squadron in history that went a whole year without even a minor accident and there was no accident at the end of that year either, we simply stopped keeping records of it.

REACH AND WITHDRAW ON THE COURSE ROOM

Any student in any course room can be run on Reach and Withdraw.

Reach and Withdraw on the course room environment gets the student into communication with the course room and the people and materials he will be working with. It tends to handle and back-off the student mad have.

It can be used to handle students who are withdrawn from the courseroom environment or who are restimulated by the courseroom environment.

Reach and Withdraw can be run on: anything or anyone in the course room, paper, books, dictionaries, a student, a supervisor and the course room and its spaces.

Reach and Withdraw is run on the above to a win for the student.

The student will now be more in communication with and feel more comfortable in his study environment.

REACH AND WITHDRAW IN AUDITING

Reach and Withdraw in auditing has long been used to bring about an increase of sanity—it has both mental and physical uses.

It is used to get a preclear into communication with anything that may be troubling him, be it a person, a situation, an area or a part of the body. It also serves to separate him from terminals and situations so that he is not compulsive towards them.

Reach and Withdraw can be used to restore communication to a sick or injured body part, and is often used this way in Assists.

It is also used in Repairs and Assists of all kinds to restore a pc's communication and cause level, as covered in HCOB 13 Jun 70, C/S Series 3.

COMMANDS AND PROCEDURE

The commands for Reach and Withdraw are:

1) «Reach that _____ .»

2) «Withdraw from that _____ .»

The following commands may be substituted if the wording is more appropriate to the particular person, place or thing being addressed:

1) «Touch that _____ .»

2) «Let go of that _____ .»

A person, place or thing is named in the blank and the commands are given alternately (1,2,1,2, and so on) repetitively, with an acknowledgement given after the execution of each command.

It is done on that one thing until the person has a minor win or 3 consecutive sets of commands with no change in the pc's motions or attitude. Then another person, place or thing is chosen and the commands are taken to a win on that item, and so on.

The words «reach» and «withdraw» are defined for the person using only the definitions given on page 1 of this HCOB.

The person running Reach and Withdraw on another always points to the object (or person, space, etc.) each time he gives a command so there will be no mistake made bd the person doing it.

When being run as a drill on work or study areas different items are chosen and the action is done on each one until the person is in good communication with his

general environment or specific area that is being addressed. In choosing objects one usually progresses from the smaller to the larger objects available, touching different parts of each one in turn to a minor win of some sort on that object or 3 sets of commands with no change. One can also include walls and floors and other parts of the environment.

One doesn't keep the person reaching and withdrawing endlessly from the same part of anything that is being used but goes to different points and parts of an object being touched. If you keep him reaching for the same point on an object or just the general object time after time you are actually running a duplication process not Reach and Withdraw and Reach and Withdraw is not to be confused with Op Pro by Dup.

The person would be taken to a win or 3 sets of commands with no change on that one object or space (not on each different part of it that he is reaching and withdrawing from).

The reason why we have to have the 3 sets of commands with no change rule is that the person isn't on the meter and we have to depend on the person running the action to know when he hits a no-change. The object being used at the moment may not be of interest to the person or he may have no aberration on it. Yet he is working right there next to something that is extremely restimulative to him and his attention keeps being pulled onto it. So he can actually be quite distracted if Reach and Withdraw isn't run on the 3 sets of commands of no change rule. It also prevents an endless grind on Reach and Withdraw.

So when the person has a minor win or does 3 sets of commands with no change, go onto the next object or space.

The person administering Reach and Withdraw walks around with the person doing the action, ensuring that he actually does get in physical contact with the points or areas of objects, spaces and boundaries.

We used to run Reach and Withdraw on ship stewards by having them walk into the dining room and walk out of the dining room over and over. This is used when you're running Reach and Withdraw on a room or a space rather than an object. Of course we also ran them on the other objects connected with their duties.

END PHENOMENA

The end phenomena of Reach and Withdraw is a win or cognition accompanied by good indicators on the whole area being addressed.

Reach and Withdraw would not be run past a major win on the area.

In auditing, Reach and Withdraw is run to a cognition accompanied by an F/N and very good indicators.

RUNNING REACH AND WITHDRAW

Auditors and other people running Reach and Withdraw have encountered some interesting phenomena, occasional difficulty and some astounding wins.

Some of these are given here to supply additional reality and data on Reach and Withdraw.

Phenomena

A person being run on Reach and Withdraw will often begin by being very careful and slow and exhibit back off from touching the thing. He may not want to touch it at all. This flattens as the action is continued.

There is a large variance in how long the action will run before the EP is reached. Sometimes it is very fast, sometimes it runs for quite a while before the person hits the EP.

Occasionally the person will begin to do the process on automatic—he just goes on circuit and carries out the commands, but it isn't really him doing it. If this should

occur one can simply ask «How is it going?» or «What's happening?» and ack his answer and continue the process.

Pictures or incidents show up or turn on and then blow off. This is perfectly all right—in fact it is usual. One would simply continue running the action to EP.

People will go through a cycle of interiorizing into the object or space and then after a while they exteriorize from it.

They may get very interested in the object and all of its detail and parts.

These are not all of the manifestations that will be encountered. But it gives one a good idea of what to expect.

Difficulties

Obviously anyone running Reach and Withdraw must stay in excellent communication with and be aware of the person he is running it on, so as not to miss a win or 3 sets of no-change commands. The person might not voice the win if he isn't in sufficient communication with the person doing the action on him. One must take care not to overrun a person on Reach and Withdraw.

Sometimes the person doing the action will try to take over control of the action and choose what he will be run on and for how long. This is an indicator that the person running it is not controlling him well enough.

Some people like to touch and feel the thing when they reach for it, not just give it a light tap. One must be alert to this and not prematurely acknowledge as it may cause an upset.

Overrunning this action will cause difficulty. This has been a problem particularly when the person is supposed to run Reach and Withdraw on a series of items (as in Reach and Withdraw on the course room). The person may hit the EP of the whole action on the second item, yet it is continued to be run on other items past the EP. One runs Reach and Withdraw to its stated EP and that's the end of it. Don't go rote and plow the person in. When he's had his win and is brightly in present time and feels good about the environment, end off.

Grogginess and anaten may turn on, but actually this is perfectly fine and the person would simply be continued on the action and he'll come out of it.

Reach and Withdraw is a very simple action and if it is run per this HCOB one shouldn't get into difficulty.

Wins

The most common wins people have on Reach and Withdraw are increased perception, renewed communication and coming into PT on the area addressed.

Sometimes a person will realize he has had a picture there instead of the object and when Reach and Withdraw is run, just as given above, the picture blows and he is there in PT with the object for the first time. Don't get involved with the picture, continue Reach and Withdraw.

All sorts of pictures and incidents can turn on and blow during this action.

Reach and Withdraw run on equipment has produced some amazing results.

It increases the person's ability to use the equipment by increasing his familiarity and ARC for it.

One person was run on Reach and Withdraw on a large piece of equipment he was having trouble installing. The installation seemed hopelessly bugged. During the Reach and Withdraw he realized that a large cable necessary to hook up the machine was totally disconnected! He'd never even seen the cable before.

Reach and Withdraw has also handled a person's accident proneness with equipment.

Often a person will go exterior when run on Reach and Withdraw on a large area or object.

Reach and Withdraw on a sick or injured pc has keyed out engrams and greatly speeded recovery.

One pc was suffering from a mysterious, but rather severe, pain in a body part. He was run on Reach and Withdraw on that body part and realized the source of the pain and blew the somatic totally.

The wins and gains available from Reach and Withdraw are actually limitless.

Reach and Withdraw is very easy to do. It is enjoyable for both the person administering it and the person receiving it and has very valuable results.

If a person is going to do anything—study a subject, learn to drive a car, start a new job or post, attain a high level of production, be at cause over the things he deals with or simply survive better, Reach and Withdraw on objects, people, situations, spaces and boundaries will greatly assist one's control, familiarity, cause level and understanding.

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

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 4 MAY 1981R

REVISED 31 MARCH 1982

(Revised to align handlings on the list with the recent
streamlining of the Grade Chart, to clarify handlings
for items 24 and 25 and to add three questions to the
list, #s 15, 139 and 140.)

Remimeo
Class IV Grad
Auditor Chksheet
SHSBC Level F
Chksheet
C/Ses
Class IV Grad
and above
Auditors and
C/Ses
Tech/Qual

(Revisions in Script)

(Ellipsis Indicates Deletion)

Study Series 10R

STUDY GREEN FORM

REF: HCOB 2 Jul 78   New Era Dianetics Series 11
                         DIANETIC STUDENT RESCUE INTENSIVE
     HCOB 23 Nov 89RB III   STUDENT RESCUE INTENSIVE

     Re-revised 4.9.78

The Study Green Form is an analysis list which locates and indicates the handling of troubles with the subject of study, largely independent of or in addition to misunderstood words. The Study Green Form is not a WCCL. Questions addressed to misunderstood words or word clearing difficulties are found on the WCCL, not necessarily on the Study Green Form.

The product of the Study Green Form is a person who knows he can study.

Assess this list Method 3 or 5. If the pc has a big win end off the session and let him have his win. When he is off his win, the list is then resumed and completed through to the end unless the Ep of «person knows he can study» has been reached. Otherwise, it is completed all the way through to the end, in all cases. It is reassessed if necessary.

This action wouldn't be programmed for if the pc is in the middle of an action such as an Int RD, L & N correction or in the Non-Interference Zone. It would also not be programmed for if the pc is mid the purif RD, SRD or a Drug RD (as these actions handle drug charge which is a barrier to study), nor would it be done during rundowns which specifically forbid the interjection of other actions.

The Study Green Form can otherwise be programmed for as appropriate when a pc has study trouble that requires this handling.

It will be found, on some pcs, that the subject of study has become so charged that the very idea of study itself has become traumatic. When a person becomes very misemotional about study, has persisting study troubles that do not clean up or when there are other indicators of study-connected engrams the person should be given a Study Green Form followed by a Student Rescue Intensive (when needed). The Student Rescue Intensive may be necessary before the person reaches the EP of «knows he can study.»

Rarely, one may have to send the person back to study for a day or two after having had the list standardly done on him before he'll realize that he can now study.

Such a case would be recognized by mention of something along the lines of «feel better about study but don't know if I can yet because I haven't tried.»

In this situation, on C/S instruction, the D of P (1) R-factors the person to go to study for a day or two and to report in after study each day, whereupon (2) the D of P puts the person on the meter and asks «Tell me about study today» and (3) gets the data. (Note: he does not ask any leading questions like «how does he feel about study» or anything of the sort.)

From the data gathered the person either (a) goes back to study for another day, (b) goes back into session to complete the Study Green Form, (c) declares the Study Green Form complete or (d) if study is too traumatic to bear, is given a Student Rescue Intensive. This is decided by the C/S only.

1. HAVE YOU GONE EXTERIOR IN AUDITING? _____

    If so, and pc has had no previous Int handling, do the following ONLY IF INT IS VALIDLY READING: On pcs below NED, do End of Endless Int Repair Rundown per Int Series 4RA. On pcs at the level of NED, do an Int Rundown including R3RA per Int Series 2.

On Clears or above, do End of Endless Int Repair Rundown per Int Series 4RA.

If you run into difficulties, or if the pc has previously had Int auditing, repair per the instructions under (2) below.

2. HAS YOUR INT HANDLING BEEN MESSED UP? _____

    Do an Int RD Correction List Revised (HCOB 29 Oct 71RA Re-rev. 24.9.78) and handle the reads. If Int Correction has already been done on the pc, get an FES of the Int RD and its corrections. When all errors are corrected, the C/S may order the End of Endless Int Repair RD per Int Series 4RA.

3. HAS THERE BEEN A LIST ERROR? _____

    Find out which list and handle with an L4BRA.

4. ON STUDY HAVE YOU BEEN GIVEN A WRONG WHY? _____

    L4BRA and handle.

5. ON STUDY DO YOU HAVE AN ARC BREAK? _____

    ARCU CDEINR E/S to F/N.

6. ON STUDY DO YOU HAVE A PROBLEM? _____

    Itsa E/S Itsa to F/N.

7. ON STUDY ARE YOU WITHHOLDING ANYTHING? _____

    Get what, if discreditable find out who missed it. E/S to F/N.

8. HAVE YOU HAD EARLY BAD AUDITING? _____

    L1C Method 3 on early auditing.

10. WAS WORD CLEARING DONE IN THE MIDDLE OF ANOTHER INCOMPLETE AUDITING CYCLE? _____

2WC to F/N. Get which cycle pc is on and by folder inspection evaluate which one needs to be completed first—make sure it is fully noted on the pc's program to complete word clearing if the other action is handled first.

10. DO YOU HAVE AN INCOMPLETE TRS COURSE? _____

2WC to F/N. Pgm to complete TRs Course.

11. HAVE YOU HAD EARLIER BAD STUDY CORRECTION? _____

2WC E/S to F/N or appropriate correction list as indicated.

12. ON STUDY HAVE YOU HAD TROUBLE WITH CLEARING WORDS? _____

Itsa E/S Itsa to F/N. WCCL if needed. Pgm for Method 1 W/C or repair/flattening of it if already done.

13. ON STUDY IS THERE BYPASSED CHARGE ON WORD CLEARING? _____

WCCL and handle.

14. DO YOU HAVE TROUBLE WITH WORDS? _____

Itsa E/S Itsa to F/N. WCCL if needed. Pgm for Method 1 W/C or repair/flattening of it if already done.

15. DO YOU HAVE MISUNDERSTOODS WHICH WON'T CLEAN UP? _____

Ask: «Do you have any withhold about going past misunderstoods?» If so, handle as a missed withhold, getting who missed it, to F/N or E/S to F/N. Then clear the MUs, each to F/N.

16. DO YOU HAVE MISUNDERSTOODS FROM YOUR EARLIER SCHOOLING? _____

Itsa E/S Itsa to F/N. WCCL if needed. Pgm for Method 1 W/C or repair/flattening of it if already done.

17. ON STUDY HAS YOUR WORD CLEARING BEEN MESSED UP? _____

WCCL and handle.

18. DON'T YOU WANT TO STUDY? _____

Find out if there was a time when he did want to study and someone invalidated this and clean it up. Otherwise ask «Tell me about why you don't want to study,» and 2WC to F/N. Pull any withholds missed in study, E/S to F/N.

19. HAS THERE BEEN NO AUDITING ON THE SUBJECT OF STUDY? _____

Itsa E/S Itsa to F/N.

20. HAVE YOU BEEN MADE TO STUDY BECAUSE SOMEONE ELSE DEMANDED IT? _____

Itsa E/S Itsa to F/N.

21. HAVE YOU HAD TO STUDY WHEN YOU DIDN'T WANT TO? _____

Itsa E/S Itsa to F/N.

22. ON STUDY HAS THERE BEEN AN INJUSTICE? _____

Itsa E/S Itsa to F/N.

23. HAVE YOU BEEN THREATENED INTO STUDYING? _____

3 Way or Quad Recalls on being threatened into studying.

F1: Recall a time you were threatened into studying.

F2: Recall a time you threatened another into studying.

F3: Recall a time others threatened others into studying.

F0: Recall a time you threatened yourself into studying.

24. HAVE YOU BEEN PUNISHED INTO STUDYING? _____

3 Way or Quad Recalls on being punished into studying.

F1: Recall a time you were punished into studying.

F2: Recall a time you punished another into studying.

F3: Recall a time others punished others into studying.

F0: Recall a time you punished yourself into studying.

For Clears and above: Indicate it and let the pc tell you about it if he wishes, to get an F/N.

25. IS THERE PAIN CONNECTED WITH STUDY? _____

3 Way or Quad Recalls on pain connected with study.

F1: Recall a time pain was connected with study.

F2: Recall a time you caused another to have pain connected with study.

F3: Recall a time others caused others to have pain connected with study.

F0: Recall a time you caused yourself to have pain connected with study.

For Clears and above: Indicate it and let the pc tell you about it if he wishes, to get an F/N.

26. HAVE YOU BEEN MADE TO STUDY WHEN YOU HAD NO WILLINGNESS TO KNOW? _____

Itsa E/S Itsa to F/N.

27. HAVE YOU BEEN MADE TO FEEL BAD ABOUT DOING POORLY IN STUDY? _____

Itsa E/S Itsa to F/N.

28. HAVE YOU BEEN ASHAMED OF YOUR SCHOOL GRADES? _____

Itsa E/S Itsa to F/N.

29. HAVE YOU BEEN MADE TO FEEL LIKE A SOCIAL OUTCAST BECAUSE YOU DIDN'T DO WELL IN SCHOOL? _____

Itsa E/S Itsa to F/N.

30. HAVE YOU BEEN PUSHED TO GET GOOD GRADES? _____

Itsa E/S Itsa to F/N.

31. HAVE YOU BEEN ASHAMED OF NOT FINISHING HIGH SCHOOL?

_____

Itsa E/S Itsa to F/N.

32. WERE YOU MADE TO THINK YOU'D FAILED BECAUSE YOU DIDN'T GO TO COLLEGE (UNIVERSITY)? _____

Itsa E/S Itsa to F/N.

33. HAS SOMEONE TOLD YOU YOU WERE A BAD STUDENT? _____

Itsa E/S Itsa to F/N.

34. HAVE YOU BEEN RIDICULED IN FRONT OF OTHER STUDENTS?

_____

Itsa E/S Itsa to F/N.

35. HAS THERE BEEN NO ONE TO SUPERVISE YOUR STUDY? _____

Itsa E/S Itsa to F/N.

36. ON STUDY HAS NO ONE SHOWN ANY INTEREST IN YOUR PROGRESS?

_____

Itsa E/S Itsa to F/N.

37. HAVE YOU HAD BAD STUDY SUPERVISION? _____

Itsa E/S Itsa to F/N.

38. ON STUDY HAVE YOU HAD BAD COACHING? _____

Itsa E/S Itsa to F/N.

39. ON STUDY HAVE YOU RECEIVED VERBAL DATA? _____

Itsa E/S Itsa to F/N.

40. ON STUDY HAVE YOU BEEN INVALIDATED? _____

Itsa E/S Itsa to F/N.

41. HAVE YOU KNOWN IT WOULD NEVER DO ANY GOOD TO STUDY?

_____

Find out if there was a time when he felt it did matter if he studied and someone invalidated this. If so, clean it up. Otherwise ask, «Tell me about why it would never do any good to study,» and 2 WC to F/N.

42. ON STUDY HAVE YOU INVALIDATED YOURSELF? _____

Itsa E/S Itsa to F/N.

43. HAS SOMEONE TOLD YOU THAT YOU DON'T KNOW HOW TO STUDY?

_____

Itsa E/S Itsa to F/N.

44. HAVE YOU BEEN FLUNKED WHEN YOU SHOULDN'T HAVE BEEN?

_____

Indicate. Rehab the point when he know he had it.

45. ON STUDY HAD YOU MADE IT AND SOMEONE SAID YOU HADN'T?

_____

Indicate. Rehab the point when he made it.

46. HAS SOMEONE INVALIDATED WHAT YOU STUDIED? _____

Itsa E/S Itsa to F/N.

47. ON STUDY HAVE YOU BEEN MADE TO FEEL STUPID ABOUT A SUBJECT? _____

Itsa E/S Itsa to F/N.

48.   ON STUDY HAS SOMEONE TRIED TO CORRECT YOU WHEN THERE WAS NOTHING WRONG?   _____

Itsa E/S Itsa to F/N.

49.   HAVE YOU BEEN PREVENTED FROM STUDYING?   _____

Itsa E/S Itsa to F/N.

50.   HAVE YOU BEEN REPRIMANDED FOR WANTING TO KNOW?

_____

Itsa E/S Itsa to F/N.

51.   HAVE YOU EVER BEEN MADE WRONG FOR BEING SMARTER THAN OTHERS?   _____

Itsa E/S Itsa to F/N.

52.   HAS ANYONE INVALIDATED YOU FOR WANTING TO STUDY OR LEARN?   _____

Itsa E/S Itsa to F/N.

53.   HAVE YOU EVER PRETENDED NOT TO BE A GOOD STUDENT IN ORDER TO BE ACCEPTED BY OTHERS?   _____

Itsa E/S Itsa to F/N.

54.   WERE YOU NOT ALLOWED TO OBSERVE, UNDERSTAND AND DO?

_____

Itsa E/S Itsa to F/N.

55.   COULDN'T YOU STUDY BECAUSE OF THE DEMANDS OF A JOB OR POST?   _____

Itsa E/S Itsa to F/N.

56.   WAS THERE NO TIME TO STUDY?   _____

Itsa E/S Itsa to F/N.

57.   HAS THERE BEEN SOMETHING WRONG WITH THE STUDY ENVIRONMENT?   _____

Itsa E/S Itsa to F/N.

58.   HAVE YOU BEEN DISTURBED WHILE STUDYING?   _____

Itsa E/S Itsa to F/N.

59.   ON STUDY WAS SOMEONE MAD AT YOU?   _____

Itsa E/S Itsa to F/N.

60.   ON STUDY IS THERE AN ENGRAM IN RESTIMULATION?   _____

If so, indicate it. If no F/N:

On a person not Clear but who is capable of running engrams, if the engram has not been run previously, run it out R3RA or Narrative R3RA as applicable. If it has been run before, L3RG and handle.

On Clears and above OR on those not up to running engrams, if no F/N on indication, get pc to Itsa on the moment of key-in to F/N, getting E/S key-ins of that engram as necessary. DO NOT RUN or otherwise touch the engram.

61.   DO YOU HAVE AN ENGRAM MATCHING PT STUDY?   _____

If so, indicate it. If no F/N:

On a person not Clear but who is capable of running engrams, if the engram has not been run previously, run it out Narrative R3RA Triple/Quad or R3RA as applicable. If it has been run before, L3RG and handle. On Clears and above OR on those not up to running engrams, if no F/N on indication, get pc to Itsa on the moment of key-in to F/N, getting E/S key-ins of that engram as necessary. DO NOT RUN or otherwise touch the engram....

62. HAVE YOU BEEN OVERWHELMED ON STUDY? _____

Itsa E/S Itsa to F/N.

63. HAVE YOU BEEN CONNECTED TO SOMEONE WHO DIDN'T WANT YOU TO LEARN? _____

Itsa E/S Itsa to F/N.

64. HAVE YOU BEEN MADE TO FEEL A SUBJECT WAS DANGEROUS?

_____

Itsa E/S Itsa to F/N.

65. DOESN'T STUDY TECH WORK ON YOU? _____

Find out what didn't work and correct it to F/N VGIs and a win.

66. ON STUDY IS THERE SOMETHING YOU'RE CONFUSED ABOUT?

_____

Find out what it is and clear it up to F/N and VGIs.

67. ON STUDY HAVE YOU GONE PAST MISUNDERSTOODS? _____

Assess a WCCL and handle.

68. HAVE YOU FAILED TO USE STUDY TECH? _____

2WC to find out what he hasn't used. Itsa E/S Itsa to F/N, then clear up any misunderstoods that have come up.

69. ON STUDY WERE THERE NO DICTIONARIES? _____

Itsa E/S Itsa to F/N.

70. ON STUDY WERE THE DICTIONARIES INADEQUATE? _____

Itsa E/S Itsa to F/N.

71. ON STUDY WERE THE DICTIONARIES INCOMPREHENSIBLE?

_____

Itsa E/S Itsa to F/N.

72. ON STUDY HAVE MATERIALS CONTAINED INCORRECT DATA?

_____

Itsa E/S Itsa to F/N.

73. ON STUDY WERE YOU GIVEN NO TEXT? _____

Itsa E/S Itsa to F/N.

74. ON STUDY WERE YOU GIVEN A FALSE TEXT? _____

Itsa E/S Itsa to F/N.

75. HAVE YOU BEEN UNABLE TO FIND THE DATA YOU WANTED IN TEXTBOOKS? _____

Itsa E/S Itsa to F/N.

76. HAS THE DATA IN BOOKS BEEN INCOMPREHENSIBLE? _____

Itsa E/S Itsa to F/N.

77.   HAVE YOU WANTED TO LEARN SOMETHING BUT YOU COULDN'T GET IT OUT OF A TEXTBOOK?   _____

Itsa E/S Itsa to F/N.

78.   HAVE YOU STUDIED SOMETHING THAT WAS FALSE?   _____

Itsa E/S Itsa to F/N.

79.   HAVE THERE BEEN DISAGREEMENTS WITH DATA?   _____

Itsa E/S Itsa to F/N.

80.   ON STUDY HAS ANYONE TAUGHT OR GIVEN YOU FALSE DATA?
                                                   _____

Itsa E/S Itsa to F/N.

81.   HAS SOMEONE MADE YOU STUDY IMPROPERLY?   _____

Itsa E/S Itsa to F/N.

82.   ON STUDY HAVE YOU BEEN PREVENTED FROM USING YOUR OWN JUDGEMENT?   _____

Itsa E/S Itsa to F/N.

83.   HAVE THERE BEEN ARBITRARY RULES ABOUT HOW YOU STUDY?
                                                   _____

Itsa E/S Itsa to F/N.

84.   WAS THERE NO REASON FOR LEARNING SOMETHING??   _____

Itsa E/S Itsa to F/N.

85.   HAVE YOU HAD TO STUDY SOMETHING YOU WOULD NEVER NEED TO APPLY?   _____

Itsa E/S Itsa to F/N.

86.   COULDN'T YOU GET RESULTS WITH WHAT YOU LEARNED?
                                                   _____

Itsa E/S Itsa to F/N.

87.   HAVE YOU STUDIED ONLY TO PASS AN EXAM?   _____

Itsa E/S Itsa to F/N.

88.   HAVE YOU NEVER APPLIED WHAT YOU LEARNED?   _____

Itsa E/S Itsa to F/N.

89.   HAVE YOU STUDIED FOR SOME OTHER REASON?   _____

Itsa E/S Itsa to F/N.

90.   WAS THERE NO CHOICE ABOUT WHAT YOU STUDIED?   _____

Itsa E/S Itsa to F/N.

91.   DID YOU HAVE TO STUDY WHEN YOU WANTED TO DO SOMETHING ELSE?   _____

Itsa E/S Itsa to F/N.

92.   HAVE YOU HAD TO STUDY SOMETHING YOU HAD NO INTEREST IN?
                                                   _____

Itsa E/S Itsa to F/N.

93.   HAVE YOU HAD TO STUDY A SUBJECT THAT WAS OF NO USE?
                                                   _____

Itsa E/S Itsa to F/N.

94. HAVE YOU HAD TO LEARN TOO MANY THINGS BEFORE YOU COULD LEARN WHAT YOU WANTED TO? _____

Itsa E/S Itsa to F/N.

95. DID SOMETHING SEEM TOO DIFFICULT TO LEARN? _____

Itsa E/S Itsa to F/N.

96. HAVE YOU HAD TO STUDY TOO MUCH TOO FAST? _____

Itsa E/S Itsa to F/N.

97. WERE YOU ASKED TO DO THINGS YOU COULDN'T STUDY?

_____

Itsa E/S Itsa to F/N.

98. WERE YOU ASKED TO LEARN THE WHOLE SUBJECT AT ONCE?

_____

Itsa E/S Itsa to F/N.

99. DID SOMEONE EXPECT YOU TO KNOW IT ALL AT ONCE? _____

Itsa E/S Itsa to F/N.

100. DO YOU LEARN SLOWLY BUT YOU'VE BEEN MADE TO STUDY FA

_____

Itsa E/S Itsa to F/N.

101. DO YOU LEARN FAST BUT YOU'VE BEEN MADE TO STUDY SLOW

_____

Itsa E/S Itsa to F/N.

102. HAVE THE BASICS OF A SUBJECT BEEN OMITTED? _____

Itsa E/S Itsa to F/N.

103. HAVE STUDY MATERIALS BEEN UNAVAILABLE? _____

Itsa E/S Itsa to F/N.

104. WAS IT ALL DOINGNESS AND NO REASON WHY? _____

Itsa E/S Itsa to F/N.

105. HAS IT BEEN ALL SIGNIFICANCE AND NO DOINGNESS? _____

Itsa E/S Itsa to F/N.

106. ON STUDY WAS A GRADIENT TOO STEEP? _____

Itsa E/S Itsa to F/N.

107. ON STUDY DID YOU SKIP A GRADIENT? _____

Itsa E/S Itsa to F/N.

108. HAVE YOU HAD TO CONTINUE STUDYING WHEN YOU ALREADY KNEW IT? _____

Indicate. Rehab the point where he knew it.

109. ON STUDY HAS THERE BEEN A WRONG EMPHASIS? _____

Itsa E/S Itsa to F/N.

110. DO YOU HAVE OVERTS AGAINST STUDY? _____

Get what, who missed it, E/S to F/N.

111. HAVE YOU COMMITTED OVERTS BY REASON OF STUDY? _____

Get what, who missed it, E/S to F/N.

112. HAVE YOU COMMITTED CRIMES IN SCHOOL? _____

Get what, who missed it, E/S to F/N.

113. DID YOU EVER DO ANYTHING IN STUDY THAT YOU FELT BAD ABOUT?
_____

Get what, who missed it, E/S to F/N.

114. ON STUDY DID YOU EVER DO ANYTHING BAD WHICH YOU JUSTIFIED? _____

Get what, who missed it, E/S to F/N.

115. HAVE YOU VIOLATED STUDENT RULES? _____

Find out what he did, who missed it, E/S to F/N.

116. HAVE YOU GIVEN VERBAL DATA OR DEFINITIONS TO OTHERS?
_____

Get what he did, who missed it, E/S to F/N.

117. HAVE YOU COMMITTED OVERTS ON A TEACHER OR SUPERVISOR?
_____

Get what, who missed it, E/S to F/N.

118. HAVE YOU BEEN CRITICAL OF STUDY OR TEACHERS BEHIND THEIR BACKS? _____

Get what he did, who missed it, E/S to F/N.

119. HAVE YOU CAUSED AN UPSET IN A COURSEROOM? _____

Get what he did, who missed it, E/S to F/N.

120. HAVE YOU LIED TO A TEACHER OR SUPERVISOR? _____

Get what he did, who missed it, E/S to F/N.

121. HAVE YOU MADE TROUBLE FOR A TEACHER OR SUPERVISOR?
_____

Get what he did, who missed it, E/S to F/N.

122. HAVE YOU REFUSED TO LET OTHERS HELP YOU LEARN?
_____

Get what he did, who missed it, E/S to F/N.

123. HAVE YOU COMMITTED OVERTS ON STUDENTS? _____

Get what, who missed it, E/S to F/N.

124. HAVE YOU MADE ANOTHER FEEL STUPID? _____

Get what he did, who missed it, E/S to F/N.

125. HAVE YOU MADE OTHERS FEEL ASHAMED OF THEIR GRADES?
_____

Get what he did, who missed it, E/S to F/N.

126. HAVE YOU DAMAGED STUDY MATERIALS OR BOOKS? _____

Get what he did, who missed it, E/S to F/N.

127. HAVE YOU STOLEN STUDY MATERIALS OR BOOKS? _____

Get what, who missed it, E/S to F/N.

128. DO YOU HAVE UNPAID DEBTS FOR COURSES YOU'VE TAKEN?

_____

Get what, who missed it, E/S to F/N.

129. HAVE YOU OMITTED DOING PARTS OF A CHECKSHEET OR COURSE?

_____

Get what, who missed it. E/S to F/N.

130. HAVE YOU PASSED A CHECKSHEET, TEST OR EXAM FALSELY?

_____

Get what he did, who missed it, E/S to F/N.

131. DID YOU BRIBE ANYONE IN ANY WAY TO PASS YOU?   _____

Get what he did, who missed it, E/S to F/N.

132. ON STUDY HAVE YOU CHEATED?   _____

Get what he did, who missed it, E/S to F/N.

133. ON STUDY HAVE YOU TAKEN CREDIT FOR SOMETHING YOU DIDN'T DO?   _____

Get what he did, who missed it, E/S to F/N.

134. ON STUDY HAVE YOU FAILED TO DO HOMEWORK OR ASSIGNMENTS?   _____

Get what, who missed it, E/S to F/N.

135. HAVE YOU FALSIFIED YOUR STUDY STATS?   _____

Get what he did, who missed it, E/S to F/N.

136. HAVE YOU FALSELY ATTESTED TO COURSE COMPLETIONS?

_____

Get what he did, who missed it, E/S to F/N.

137. HAVE YOU PRETENDED YOU'VE STUDIED WHEN YOU HAVEN'T?

_____

Get what he did, who missed it, E/S to F/N.

138. HAVE YOU STUDIED BUT NOT INTENDED TO LEARN?   _____

Get what he did, who missed it, E/S to F/N.

139. DO YOU HAVE ANY WITHHOLD ABOUT GOING PAST MISUNDERSTOODS?   _____

Pull the missed withhold E/S to F/N. Then clear each misunderstood he went past, each word to F/N.

140. HAVE YOU GONE PAST A MISUNDERSTOOD WORD OR ABBREVIATION IN YOUR WORK?   _____

Handle the missed withhold of going past MUs, to F/N or E/S to F/N. Then clear each MU uncovered, to F/N.

141. WHILE ON STUDY HAVE YOU DONE SOMETHING ELSE INSTEAD?

_____

Get what, who missed it, E/S to F/N.

142. DID YOU STUDY OR STAY IN SCHOOL TO AVOID HAVING TO DO SOMETHING ELSE?   _____

Get what hs did, who missed it, E/S to F/N.

113. ON STUDY HAVE YOU NOT PAID ATTENTION?   _____

Get what he's done, who missed it, E/S to F/N.

114. HAVE YOU SKIPPED GOING TO STUDY?   _____

Get what he's done, who missed it, E/S to F/N.

145. HAVE YOU NOT GONE TO SCHOOL WHEN YOU WERE SUPPOSED TO?   _____

Get what he did, who missed it, E/S to F/N.

146. HAVE YOU FALSELY ATTESTED TO COURSE PRE-REQUISITES?

          _____

Get what he did, who missed it, E/S to F/N.

147. HAVE YOU PRETENDED TO HAVE STUDIED THINGS YOU HADN'T?

          _____

Get what he's done, who missed it, E/S to F/N.

148. HAVE YOU DONE SOMETHING THAT MAKES YOU NOT DESERVE STUDY?   _____

Get what, who missed it, E/S to F/N.

149. HAVE YOU STUDIED SOMETHING SO THAT YOU COULD DO HARM?

          _____

Get what, who missed it, E/S to F/N.

150. HAVE YOU PRETENDED TO KNOW A SUBJECT?   _____

Get what he's done, who missed it, E/S to F/N.

151. HAVE YOU ALTERED STUDY TECH?   _____

Get what he's done, who missed it, E/S to F/N.

152. HAVE YOU CONVINCED OTHERS IT WAS USELESS TO STUDY?

          _____

Get what he's done, who missed it, E/S to F/N.

153. HAVE YOU TURNED STUDENTS AGAINST THEIR TEACHERS?

          _____

Get what he's done, who missed it, E/S to F/N.

154. DID YOU EVER THINK OF STARTING A STUDENT REVOLT?

          _____

Get what he's done, who missed it, E/S to F/N.

155. HAVE YOU TRIED TO GET OTHER STUDENTS TO REVOLT?

          _____

Get what he's done, who missed it, E/S to F/N.

156. HAVE YOU GONE TO SCHOOL JUST TO MAKE TROUBLE?

          _____

Get what he's done, who missed it, E/S to F/N.

157. DO YOU HAVE EYESTRAIN OR BAD EYESIGHT?   _____

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

158. ON STUDY DO YOU HAVE TROUBLE WITH YOUR HEARING?

_____

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

159. IN STUDY HAS SOMETHING BEEN OVERRUN?   _____

Find out what and rehab.

160. WAS THERE NOTHING WRONG WITH STUDY IN THE FIRST PLACE?

_____

Indicate. If no F/N rehab or Date/Locate.

161. IS THIS LIST AN UNNECESSARY ACTION?   _____

Indicate. If no F/N rehab or Date/Locate.

162. HAVE YOU EVER FELT YOU COULD STUDY?   _____

Rehab this point.

<div align="right">

L. RON HUBBARD
FOUNDER
Revision Assisted by
Research & Technical
Compilations Unit

</div>

Remimeo
C/Ses
Auditors
Tech/Qual

STUDY GREEN FORM

WORDS LIST

REFERENCES:

HCO PL 4 Apr 72R III Rev. 21.6.75	ETHICS AND STUDY TECH
HCOB 8 Jul 74R I Rev. 24.7.74	Word Clearing Series 53R CLEAR TO F/N
HCOB 21 Jun 72 I	Word Clearing Series 38 METHOD 5
HCOB 9 Aug 78 II	CLEARING COMMANDS
HCOB 17 Jul 79 I	Word Clearing Series 64 THE MISUNDERSTOOD WORD DEFINED

These are the words from HCOB 4 May 81 STUDY GREEN FORM.

These words should be cleared on the pc before the STUDY GREEN FORM is actually assessed per HCOB 9 Aug 78 Issue II CLEARING COMMANDS.

The auditor must have received high crime checkouts from Qual on the above references before clearing these words on a pc. The auditor uses Method 5 Word Clearing when clearing these words on the pc.

This word list need only be cleared once in the pc's auditing if it was correctly cleared the first time.

The fact of having cleared this word list on the pc must be noted in the appropriate place in the pc's folder. (Ref. Auditor Admin Series 6R THE YELLOW SHEET)

WORDS FROM THE STUDY GREEN FORM

A, about, accepted, action, against, all, allowed, already, altered, an, and, another, any, anyone, anything, applied, apply, arbitrary, ARC Break, are, ashamed, asked, assignments, at, attention, attested, auditing, avoid.

Backs, bad, basics, be, because, been, before, behind, being, books, bribe, but, by, bypassed charge.

Caused, cheated, checksheet, choice, clearing, coaching, college (university), committed, completions, confused, connected, contained, continue, convinced, correct, correction, could, couldn't, course, courseroom, courses, credit, crimes, critical, cycle.

Damaged, dangerous, data, debts, definitions, demanded, demands, deserve, dictionaries, did, difficult, didn't, disagreements, disturbed, do, doesn't, doing, doingness, done, don't.

Earlier, early, else, emphasis, engram, environment, error, ever, exam, expect, exterior, eyesight, eyestrain.

Failed, false, false data, falsely, falsified, fast, feel, felt, find, finishing, first, flunked, for, from, front.

Get, given, go, going, gone, good, grades, gradient.

Had, hadn't, handling, harm, has, have, haven't, having, hearing, help, high school, homework, how.

In, improperly, inadequate, incomplete, incomprehensible, incorrect, injustice, instead, Int, intended, interest, into, invalidate, is, it.

Job, judgement, just, justified.

Knew, know, known.

Learn, learned, learning, let, lied, like, list.

Mad, made, make, makes, many, matching, materials, messed up, middle, misunderstoods, much.

Need, never, no, not, nothing.

Observe, of, omitted, on, once, one, only, or, order, other, others, out, outcast, overrun, overts, overwhelmed, own.

Paid, pain, parts, pass, passed, past, place, poorly, post, pre-requisites, pretended, prevented, problem, progress, PT, punished, pushed.

Reason, received, refused, reprimanded, restimulation, results, revolt, ridiculed, rules.

Said, school, schooling, seem, shouldn't, shown, significance, skip, skipped, slowly, smarter, so, social, some, someone, something, starting, stats, stay, steep, stolen, student, students, studied, study, studying, study tech, stupid, subject, supervise, supervisor, supervision, supposed.

Taken, taught, teacher, teachers, test, text, textbook, textbooks, than, that, the, their, there, things, think, this, threatened, time, to, told, too, tried, trouble, TRs, turned.

Unable, unavailable, understand, unnecessary, unpaid, upset, use, useless, using.

Verbal data, violated.

Want, wanted, wanting, was, way, well, were, what, when, which, while, who, whole, why, willingness, with, withholding, word clearing, words, work, would, wrong.

You, you'd, your, you're, yourself, you've.

L. RON HUBBARD
FOUNDER
Assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

(Cancels BTB 22 May 73R, TRs HOW TO USE THE

LRH MODEL AUDITING TAPES which contained

an incorrect procedure for listening to the

LRH Model Auditing Tapes.)

Remimeo
Tech/Qual
Pro TRs Course
Cram Offs
C/Ses

USE OF LRH MODEL AUDITING TAPES

LRH Model Auditing Tapes have been used with great success on Professional TRs Courses and in the cramming of auditors on their TRs. There is a correct way to use these demonstration tapes to help a student or auditor attain his own natural, smooth TRs.

Prior to his own TR drilling, the student listens to the tapes until he has a good idea of the quality of TRs and session presence evident in them. This establishes a standard of performance.

Then as the student is drilling his TRs he regularly listens to segments of the LRH tapes. He should occasionally make a tape of his own TRs and listen to the tape and compare it to an LRH tape noting any departures in the student's own TRs and then continue drilling to handle the departures. In doing this the students should refer to the HCOBs which cover the points needing improvement and word clear them to ensure complete understanding.

When the student has done the above and feels he is nearing the point of a final pass he should work heavily on recording his own TRs and comparing them to the LRH tapes until he is satisfied he has made it at which point he makes his video or tape (whichever is required) for submission. He should then play back the video or tape and again compare it to the LRH tape ensuring he is satisfied.

If the submission comes back from the C/S (or the person critiquing and passing the tapes) with any points to be corrected the student is to word clear the critique and the relevant HCOBs and other materials on TRs as needed. He also reviews the flunked tape or video so he sees exactly where he missed. Then he re-does the cycle of drilling and taping his TRs and comparing them to the LRH Model Auditing Tapes and resubmitting a video or tape until he is passed.

An auditor working on his TRs in cramming can also use the LRH Model Auditing Tapes to improve his TRs. However, this use of the tapes does not substitute for a full, hard Pro TRs Course and any auditor who hasn't done one should be sent to do the Professional TRs Course.

The above is a proven workable method of improving TRs and in bringing TRs up to passing standards. Use it.

L. RON HUBBARD
FOUNDER
Assisted by
Research & Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

Remimeo
Auditors
C/Ses
Registrars

(Cancels BTB 27 Feb 1972RA Issue II, same title. The text was written by LRH and should have been issued as an HCOB, not a BTB.)

PREGNANCY AND AUDITING

Pregnant mothers are not to be audited or audit, for the sixth month on up, on Power and up on the Grade Chart.

It is very common for pregnant mothers to be audited and to audit on Dianetics and is in fact vital.

L. RON HUBBARD
FOUNDER
Assisted by
Snr C/S FLB
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HCO BULLETIN OF 29 JULY 1981

ISSUE I

Remimeo
Auditors
C/Ses
Tech/Qual

(Cancels BTB 28 May 74 FULL ASSIST
CHECKLISTS FOR INJURIES AND ILLNESSES
which was incomplete and which failed to list the source
references for running the processes listed on the checklists.)

FULL ASSIST CHECKLISTS

FOR INJURIES AND ILLNESSES

REFERENCES:

ABILITY 73	TECHNICAL VOLUME III, pages 259-264
HCOB 29 Jul 81 II	ADDITIONAL ASSIST PROCESSES AND DATA
HCOB 27 Jul 69	ANTIBIOTICS
HCOB 5 Jul 71RB	C/S Series 49RB, ASSISTS Re-rev. 20.9.78
HCOB 11 Jul 73RB	ASSIST SUMMARY Re-rev. 21.9.78
HCOB 23 Jul 71R	ASSISTS Rev. 16.7.78
HCOB 21 Oct 71	ASSISTS IN SCIENTOLOGY Reiss. 21.9.74
B.T.B. 7 Apr 72R	TOUCH ASSISTS, CORRECT ONES
Rev. & Reiss. 23.6.74	
HCOB 24 Jul 69R	SERIOUSLY ILL PCs Rev. 24.7.78
HCOB 31 Dec 78 II	OUTLINE OF PTS HANDLING
HCOB 2 Apr 69RA	DIANETIC ASSISTS Rev. 28.7.78
HCOB 16 Aug 69R	HANDLING ILLNESS IN SCIENTOLOGY
Rev. 25.9.78	
HCOB 15 Nov 78	DATING AND LOCATING
HCOB 15 Jul 70R	UNRESOLVED PAINS Rev. 17.7.78
HCOB 23 Dec 71	Solo C/S Series 10, C/S Series 73,
	THE NO-INTERFERENCE AREA
HCOB 12 Mar 69 II	PHYSICALLY ILL PCS AND PRE OTS
HCOB 4 Sep 68	Don't force a pc....
HCOB 13 Jun 70	C/S Series 3, SESSION PRIORITIES
	REPAIR PGMS AND THEIR PRIORITY
HCOB 29 Mar 75R	ANTI-BIOTICS, ADMINISTERING OF
Rev. 23.10.78	
HCOB 21 Feb 66	DEFINITION PROCESSES

TAPE 5406C17 6ACC-50A & 50B	ASSISTS	
TAPE 5608C.. HPC A-18	CHRONIC SOMATIC	
TAPE 5905C21 6-LACC-6	CLEARING: PROCESS—SPECIAL CASES	
TAPE 6110C03 SH SPEC 61	THE PRIOR CONFUSION	

BOOK: DIANETICS 55!

IMPORTANT NOTE: DIANETICS IS FORBIDDEN ON CLEARS, OTs AND
DIANETIC CLEARS, PER HCOB 12 Sep 78 DIANETICS FORBIDDEN ON CLEARS
AND OTS.

There is a tremendous amount that can be done mentally and spiritually by an auditor to assist someone who is sick or hurt. We have known for years in Dianetics and Scientology that the tech of assists is very powerful and can work miracles when correctly applied.

The purpose of this bulletin is to lay out the available technology on assists for handling the ill or injured.

The processes presented in this issue are in checklist form which will greatly aid the C/S and auditor in drawing up and executing a proper assist program.

USING THE CHECKLISTS

In 1974 I developed the system of using a preliminary assessment of the pc's condition and checklists as aids to programming and C/Sing the case.

Attacked to this bulletin are separate checklists which list symptoms for both injuries and illnesses and one comprehensive handling sheet which lists out the many assist actions and their references one uses to handle either.

To use the checklists:

1. Look up the symptom or symptoms the pc may have on the appropriate

preliminary assessment skeet (injury or illness). Below each symptom are listed many possible handlings.

2. Look up the handlings on the handling sheet (which covers handlings

for both injuries and illnesses).

3. Use these handlings and their references in C/Sing and programming

the case.

4. Draw up the program and C/S.

5. The C/S can then circle the actions to be done on the handling sheet

and number them in sequence.   The handling sheet can be kept in the folder and signed off as each step is done.

6. Audit the pc regularly until the illness, injury or condition is

handled.

C/SING AND PROGRAMMING

The Assist Summary bulletins were never intended to be used as a rote sequence of handling assists, which vary based on the circumstances of the pc.

It could be a serious mistake to simply robotically copy down in order the handlings listed for the pc's symptoms and then audit them on the pc.

One reason for this is that the case levels of people differ. An OT with a sprained ankle would be handled differently than a Dianetic pc with one.

Also, injuries and illnesses are two separate subjects and are handled differently.

Therefore, data has to be gotten where available, from medical reports, session reports, interviews and exam statements, and the C/S has to understand the case before him and program and C/S accordingly.

ANY ASSIST ACTION MUST BE SUITED THE THAT PC'S CASE AND CURRENT CONDITION.

CAUTION

The injured or ill person is overwhelmed easily. One must beware of keying the person in.

The operating basis is to take it easy on the pc and try not to run anything too heavy on him. Going earlier similar on 2WCs should be avoided as due to his condition E/S tends to make the ill or injured pc dive back to the year zero. This is more than a sick person can stand up to.

Along with this, NEVER MISS AN F/N ON A SICK PERSON.

NOTE ON HIGH CRIMING REFERENCES

It well behooves any auditor or C/S to get his high crime checkouts in PT for the assist actions listed in this bulletin. The circumstances requiring assists often crop up unexpectedly and a well prepared auditor will be more successful than an unprepared one.

One would always do whatever one could to help a person in difficulty regardless. Still, it is a matter of technical integrity and professional pride that one would get his high crime checkouts in PT for assist actions to his class.

Factually, there is no group but ourselves which possesses a body of technology to effectively assist the spiritual condition of the ill or injured person. Our knowledge in this area is considerable.

So don't skimp on your study and drilling of these procedures and the theory behind them. You can do much to relieve the misery suffered by the ill or injured.

With full understanding and application of assists you may appear to others to be a miracle worker.

<div align="right">

L. RON HUBBARD

FOUNDER

Compilation assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

</div>

ATTACHMENT 1

PRELIMINARY ASSESSMENT FOR INJURIES

PC:_____DATE: _____

1. SYMPTOM: ILL AND HAS DONE A BUNK.   _____

        HANDLINGS: 2, 3, 1, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6K, 6M, 60,
6Q, 6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC,
6DD, 6EE, 6FF, 6GG, 6HH, 6II, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

2. SYMPTOM: SEVERELY INJURED AND CLOSE TO DEATH.   _____

        HANDLINGS: 2, 1, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J,
6L, 6P, 6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA,
6BB, 6CC, 6DD, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

3. SYMPTOM: HAS HAD AN ELECTRIC SHOCK.   _____

        HANDLINGS: 2, 1, 5, 4A/4B/4C, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 61,
6J, 6L, 6N, 6P, 6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z,
6AA, 6BB, 6CC, 6DD, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

4.   SYMPTOM: SEVERELY INJURED AND BLEEDING/BROKEN BONES.

                                                                _____

        HANDLINGS: 2, 1, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 61, 6J, 6L, 6N,
6P, 6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB,
6CC, 6DD, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

5. SYMPTOM: INJURED AND IN A COMA.   _____

        HANDLINGS: 2, 1, 4A/4B/4C, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 61, 6J,
6L, 6N, 6P, 6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA,
6BB, 6CC, 6DD, 6FF, 6GG, 6HH, 611, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

6. SYMPTOM: IN OR WAS IN A STATE OF SHOCK.   _____

        HANDLINGS: 2, 5, 1, 4A/4B/4C, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 61,
6J, 6L, 6N, 60, 6P, 6Q, 6R, 6S, 6T, 6U, 6V, 6W, 6X,
6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B,
8C, 8D, 8E.

7. SYMPTOM: INJURED AND UNCONSCIOUS.   _____

        HANDLINGS: 2, 1, 4A/4B/4C, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 61, 6J,
6L, 6N, 6P, 6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA,
6BB, 6CC, 6EE, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

8. SYMPTOM: INJURED AND IN PAIN.   _____

        HANDLINGS: 2, 1, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 6I, 6J, 6L, 6N, 6P,
6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC,
6DD, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

9. SYMPTOM: INJURED WITH EXTREME DISCOMFORT.   _____

        HANDLINGS: 2, 1, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 6I, 6J, 6L, 6N, 6P,
6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC,
6DD, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C.
8D. 8E.

10. SYMPTOM: INJURED WITH AN INFECTION/TEMPERATURE.

                                                                _____

        HANDLINGS: 2, 1 (ANTIBIOTICS), 7, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 6I,
6J, 6L, 6N, 6P, 6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z,

6AA, 6BB, 6CC, 6DD, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

11. SYMPTOM: INJURED AND TAKING DRUGS.   _____

HANDLINGS: 2, 1, 6A, 6B, 6C, 6E, 6F, 6G, 6H, 6I, 6J, 6L, 6N, 6P, 6Q, 6S, 6T, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6FF, 6GG, 6HH, 6II, 6JJ, 6KK, 6LL, 8A, 8B, 8C, 8D, 8E.

12. SYMPTOM: INJURED WITH LITTLE/NO DISCOMFORT.   _____

HANDLINGS: 2, 1, 6A, 6B, 6C, 6E, 6F, 6G, 6I, 6S, 6T, 6V, (Other

processes from Section 6 may be used as needed), 8A, 8B, 8C, 8D, 8E.

13. SYMPTOM: INJURY NOT HEALING.   _____

HANDLINGS: 6V, 6W, 6DD, 6FF, 8A, 8B, 8C, 8D, 8E, 9A, 9B, 9C, 9D.

14. SYMPTOM: INJURED AFTER OR WHILE INCOMPLETE ON AN AUDITING ACTION.   _____

HANDLINGS: Handle with appropriate handlings depending on the

injury. Then do #10 from handling sheet as soon as possible.

15. SYMPTOM: OLD INJURY RECURRING OR RESTIMULATED.   _____

HANDLINGS: 6S, 6T, 6U, 6V, 6FF, 8A, 8B, 8C, 8D, 8E, 9A, 9B.

16. SYMPTOM: INJURED AND IN THE NO-INTERFERENCE AREA.

_____

HANDLING: 14.

17. SYMPTOM: HIGH OR LO TA: _____

HANDLING: 13.

18.   SYMPTOM: REPEATING INJURIES/ACCIDENTS (ACCIDENT PRONE).

_____

HANDLING: 15, as soon as injury handlings are complete.

19. SYMPTOM: PC CAN'T RECALL RECENT ENGRAM.   _____

HANDLINGS: 6V until pc recalls engram. Then 6S, 6U and complete

6V. Then proceed as above based on current symptoms.

20. CHILDREN SYMPTOM: INJURED AND IN PAIN.   _____

HANDLINGS: 2, 1, 6A, 6B, 6C, 11A.

PREGNANCY

SYMPTOM: GOING TO GIVE BIRTH OR HAS GIVEN BIRTH.

HANDLING: 12.

PRELIMINARY ASSESSMENT FOR ILLNESSES

PC:_____DATE: _____

1. SYMPTOM: ILL AND HAS DONE A BUNK.   _____

    HANDLINGS: 3, 2, 1, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M,
6N, 60, 6P, 6Q, 6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA,
6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E.

2. SYMPTOM: SEVERELY ILL AND CLOSE TO DEATH.   _____

  HANDLINGS: 1, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N,

  60, 6P, 6Q, 6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF,
6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E.

3. SYMPTOM: SEVERELY ILL.   _____

    HANDLINGS: 1, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 6O,
6P, 6Q, 6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB,
6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E

4. SYMPTOM: ILL AND IN A COMA/UNCONSCIOUS.   _____

    HANDLINGS: 1, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 60,
6P, 6Q, 6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB,
6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E.

5. SYMPTOM: ILL AND IN A STATE OF SHOCK (OR WAS).   _____

  HANDLINGS: 1, 5, 4A/4B/4C, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N,

  60, 6P, 6Q, 6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD, 6EE, 6FF,
6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E.

6. SYMPTOM: ILL AND IN PAIN/EXTREME DISCOMFORT.   _____

    HANDLINGS: 1, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 6O, 6P, 6Q,
6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD,
6EE, 6FF, 6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E.

7. SYMPTOM: ILL WITH AN INFECTION/TEMPERATURE.   _____

    HANDLINGS: 1 (ANTIBIOTICS), 7, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M,
6N, 6O, 6P, 6R, 6Q, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA,
6BB, 6CC, 6DD, 6EE, 6FF, 6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E.

8. SYMPTOM: ILL AND TAKING DRUGS.   _____

    HANDLINGS: 1, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 6O, 6P, 6Q,
6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD,
6EE, 6FF, 6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E.

9. SYMPTOM: ILL WITH LITTLE/NO DISCOMFORT.   _____

    HANDLINGS: 1, 6B, 6C, 6D, 6E, 6F, 6H, 6K, 6M, 6N, 6O, 6P, 6Q,
6R, 6S, 6U, 6V, 6W, 6X, 6Y, 6Z, 6AA, 6BB, 6CC, 6DD,
6EE, 6FF, 6GG, 6HH, 6KK, 6LL, 8A, 8C, 8D, 8E.

10. SYMPTOM: ILLNESS NOT HEALING.   _____

  HANDLINGS: 6V, 6DD, 6FF, 8A, 8C, 8D, 8E, 9A, 8B, 9C, 9D.

11. SYMPTOM: ILL DURING/AFTER AUDITING.   _____

HANDLING: 10.

12. SYMPTOM: AN OLD ILLNESS RECURRING (CHRONICALLY ILL).   _____

   HANDLINGS: 6V, 6FF, 8A, 8C, 8D, 8E, 9A, 9B, 9C, 9D.

13. SYMPTOM: ILL AND IN NO-INTERFERENCE AREA.   _____

   HANDLING: 14.
14. SYMPTOM: HIGH OR LO TA.   _____

   HANDLING: 13.

15. SYMPTOM: NOTHING WORKS.   _____

   HANDLING: 9D.

16. CHILDREN SYMPTOM: PHYSICAL DEFECT OR PSYCHOSOMATIC ILL.
   _____

   HANDLINGS: 1, 11B.
17. SYMPTOM: TIREDNESS.   _____

   HANDLING: 16.

ATTACHMENT 3

1. MEDICAL TREATMENT

An assist is not a substitute for medical attention and does not attempt to cure injuries requiring medical aid. First, call the doctor. Then assist the person as you can. (Ref. ABILITY 73 ASSIST'S IN SCIENTOLOGY)

Medical examination and diagnosis should be sought where needed, and where treatment is routinely successful, medical treatment should be obtained. As an assist can at times cover up an actual injury or broken bone, no chances should be taken, especially if the condition does not easily respond. In other words where something is merely thought to be a slight sprain, to be on the safe side an X-ray should be obtained, particularly if it does not at once respond. An assist is not a substitute for medical treatment but is complementary to it. It is even doubtful if full healing can be accomplished by medical treatment alone and it is certain that an assist greatly speeds recovery. In short, one should realize that physical healing does not take into account the being and the repercussion on the spiritual beingness of the person.
(Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)   _____

2. FIRST AID AND ENVIRONMENTAL CONTROL

Where you are giving an assist to one person, you put things in the environment into an orderly state as the first step, unless you are trying to stop a pumping artery— but here you would use First Aid. You should understand that First Aid always precedes an assist. You should look the situation over from the standpoint of how much First Aid is required....

You may often have to find some method of controlling handling and directing personnel who get in your way before you can render an assist. You might just as well realize that an assist requires that you control the entire environment and personnel associated with the assist if necessary....

A good example of an assist would be when somebody is washing dishes in the kitchen. There is a horrendous crash and the person comes down all over the sink, hits the floor as she is going down, she grabs the butcher knife as it falls. You go in and say, «Well, let me fix that up.» One of the first things you would have to do is to wind some bandage around the hand to stop the bleeding. Part of the First Aid would be to pick up the dishes and put them back on the sink, sweep the pieces together into a more orderly semblance. This is the first symptom of control. (Ref. HCOB 21 Oct 71 Reiss. 21.9.74 ASSISTS IN SCIENTOLOGY)

(This could include getting some assistance to ease discomfort such as Epsom salt baths, liniment, changing bandages, etc.)   _____

3. IF A PERSON HAS DONE A BUNK

The preclear may do a compulsive exteriorization, «do a bunk,» and drop his body limp in the chair and give from that body no sign that he is hearing any of the auditing commands given by the auditor. One such case was pleaded with for half an hour by an auditor along the lines that the preclear should remember her husband, should think of her children, should come back and live for the sake of her friends, and found no response from the preclear. Finally the auditor said, «Think of your poor auditor,» at which moment the preclear promptly returned.
(Ref. DIANETICS 55! Chapter XVI EXTERIORIZATION)   _____

4. ASSISTS FOR SOMEONE UNCONSCIOUS OR IN A COMA

4A. «YOU MAKE THAT BODY SIT ON THAT CHAIR.» (OR «LIE ON THAT BED.») (Ref. HCOB 21 May 59 HGC ALLOWED PROCESSES AND ACC PROCESSES AS OF SAY 21, 1959)   _____

4B. Touch patient's hand to parts of the bed with «FEEL THAT (OBJECT).» (Ref. HCOB 27 Jul 69 ANTIBIOTICS)   _____

4C. An unconscious pc can be audited off a meter by taking his hand and having him touch nearby things like pillow, floor, etc. or body without hurting an injured part.   _____
A person in a coma for months can be brought around by doing this daily.

(Ref. HCOB 5 July 71RB Re-rev. 20.9.78, C/S Series 49RB, ASSISTS)

_____

5. SHOCK OR CATATONIA

«HERE. WHAT WORD DID I SAY TO YOU?» «HERE. WHAT WORD DID I SAY TO YOU?» The auditor keeps this up until all of a sudden the pc says, «You said 'Here.'» Then, «REACH DOWN NOW AND FIND THE FLOOR WITH YOUR HAND. PRESS IT.» (Ref. 5406C17 6ACC-50A & 50B ASSISTS)   _____

6. ASSISTS FOR ILLNESS OR INJURY

6A. INJURY

CONTACT ASSIST

Where possible and where indicated, until the person has re-established his communication with the physical universe site. To F/N. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY, HCOB 5 Jul 71RB Re-rev. 20.9.78 C/S Series 49RB ASSISTS, HCOB 2 Apr 69RA Rev. 28.7.78 DIANETIC ASSISTS)

_____

6B. ILLNESS OR INJURY

TOUCH ASSIST

Until the person has re-established communication with the physical part or parts affected. To F/N. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY, HCOB 21 Oct 71 Reiss. 21.9.74 ASSISTS IN SCIENTOLOGY, BTB 7 Apr 72R Rev. & Reiss. 23.6.74 TOUCH ASSISTS CORRECT ONES)   _____

6C. ILLNESS OR INJURY

HAVINGNESS

Running HAVINGNESS in every assist session is vital. This not only remedies havingness but also brings the preclear to present time. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY, HCOB 7 Aug 78 HAVINGNESS FINDING AND RUNNING THE PC'S HAVINGNESS PROCESS, HCOB 6 Oct 60R Rev. 8.5.74 THIRTY-SIX NEW PRESESSIONS)   _____

6D. ILLNESS

He is explaining his illness by saying he needs attention and he is using it as a service fac of some sort or another, and you will find out this very often gives up if you give him attention. Well, there are various ways to give him attention. Get him a nurse, get him a doctor, put him in a special room, put him on arduously, awfully hard to maintain schedules. You take a pink pill at 20 minutes after the hour, three and one-half blue pills 45 minutes past the hour, and then every hour on the hour take 7 green ones, but skip every odd-numbered hour.

Attention then is given to it and he gets the idea it is being as-ised. This makes him feel stronger and he will start to as-is it himself and very often gets well simply by giving him attention. There are various mechanisms to do so. (Ref. 5905C21 6-LACC-6 CLEARING: PROCESS— SPECIAL CASES)   _____

6E. ILLNESS OR INJURY

Run Reach and Withdraw from the affected area. (Ref. HCOB 24 Jul 69R Rev. 24.7.78 SERIOUSLY ILL PCs)

Reach and Withdraw can also be done on other body parts not affected, the environment, the body itself, the location where an injury occurred, the thing that injured the pc (e.g. the knife that cut him). To EP of F/N, GIs. (Ref. HCOB 29 Jul 81 OI ADDITIONAL ASSIST PROCESSES AND DATA) _____

6F. ILLNESS OR INJURY

«HELLO» AND «OKAY.» (Ref. P.A.B. No. 123 THE REALITY SCALE)

_____

6G. INJURY

«WHERE DID IT HAPPEN?,» «WHERE ARE YOU NOW?» (Ref. ABILITY 110 TECHNIQUES OF CHILD PROCESSING, Technical Volume III, pp. 553-554)

_____

6H. ILLNESS OR INJURY

«FROM WHERE COULD YOU COMMUNICATE TO A   _____

(body part)?» (To F/N, Cog, VGIs.) (Ref. HCOB 21 Jul 59 HGC ALLOWED PROCESSES) _____

6I. INJURY

«LOOK AT THAT (object).» «DECIDE THE INJURY CANNOT HAVE IT.» Ep: Pain gone, Cog, F/N. (Ref. ABILITY 73 ASSISTS IN SCIENTOLOGY)

_____

6J. INJURY

«KEEP IT FROM GOING AWAY.» (Ref. ABILITY 73 ASSISTS IN SCIENTOLOGY) _____

6K. ILLNESS

Run «HOLD IT STILL» on body parts until somatics blow. (Ref. HCOB 29 Jul 81 II ADDITIONAL ASSIST PROCESSES AND DATA) _____
6L. INJURY (IMPACT)

WHERE AREN'T YOU BEING   _____

(e.g. «hit»)? Making sure he gets these places with great certainty. As a result you will get yourself quite a reduction in case. (Run to F/N, Cog, VGIs.) (Ref. 5406C17 ASSISTS) _____

6M. ILLNESS

«WHAT OTHER ILLNESSES COULD YOU HAVE?» (Run repetitively to F/N, Cog, VGIs.) (Ref. 5608C. HPC A-18 CHRONIC SOMATIC) _____

6N. ILLNESS OR INJURY

Ask the pc «GIVE ME ANOTHER PURPOSE FOR A (e.g. bad ear).» (He already assumes he's given you one. He's got a bad ear.) You could ask him for a few more purposes. Have him dream up a few more purposes and he'll feel much better.

(Ref. 5608C.. HPC A-18 CHRONIC SOMATIC) _____

6O. ILLNESS

«CAN YOU RECALL A TIME WHEN SOMEBODY ELSE HAD THAT CONDITION?» «CAN YOU RECALL A TIME WHEN YOU DECIDED TO HAVE THAT CONDITION?» To F/N, GIs. (Ref. ABILITY MAGAZINE MAJOR 4 of early July, 1955 entitled STRAIGHTWIRE A MANUAL OF OPERATION. Tech Volume II, pp. 216-239) _____

6P. ILLNESS OR INJURY

Fly Rudiments as follows: HANDLE ANY ARC BREAK that might have existed at the time (a) with the environment, (b) with another, (c) with others, (d) with himself, (e) with the body part or the body, and (f) with any failure to recover at once. Each to F/N.   _____

HANDLE ANY PROBLEM the person may have had (a) at the time of illness or injury, (b) subsequently due to his or her condition. Each to F/N.   _____

HANDLE ANY WITHHOLD (a) the person might have had at the time, (b) any subsequent withhold, and (c) any having to withhold the body from work or others or the environment due to being physically unable to approach it. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)   _____

6Q. ILLNESS OR INJURY L1C «Concerning the illness—« or «Concerning the injury/accident -- .» Can also do L1C on the injured member. (Ref. HCOB 23 Jul 71R Rev. 16 Jul 78 ASSISTS)   _____

6R. ILLNESS

ASSESS FOR AREA OF ILLNESS AND PREPCHECK ON THE AREA. ALSO ONE CAN PREPCHECK THE BODY ITSELF. (Ref. HCOB 24 Jul 69R Rev. 24.7.78 SERIOUSLY ILL PCs)   _____

6S. ILLNESS OR INJURY

RUN THE INCIDENT ITSELF Narrative R3RA Quad to erasure and full EP. Interest is checked. It is understood here that Flow 1 was the physical incident itself, not necessarily something done to the person but as something that happened to him or her. (Ref. HCOB 26 Jun 78RA II Re-rev. 15 Sep 78 NED Series 6RA R3RA ENGRAM RUNNING BY CHAINS, HCOB 28 Jul 71RA Re-rev. 22.9.78 C/S Series 54RA NED Series 8R DIANETICS, BEGINNING A PC ON) NOTE: Dianetics is not run on Clears or OTs.   _____

6T. INJURY

Date/Locate the injury. (Ref. HCOB 15 Nov 78 DATING AND LOCATING)
                                                                        _____

6U. ILLNESS OR INJURY

HANDLE ANY SECONDARY, which is to say emotional reactions, stresses or shocks before, during or after the situation. Narrative Secondaries are run R3RA Narrative Quad. Interest is checked. It is important to get the earliest beginning of the incident and to continue to check for earlier beginning each run through. (Ref. HCOB 26 Jun 78RA II Re-rev. 15.9.78 NED Series 6RA R3RA ENGRAM RUNNING BY CHAINS, HCOB 28 Jun 78RA Re-rev. 15.9.78 NED Series 7RA R3RA COMMANDS, HCOB 28 Jul 71RA Re-rev. 22.9.78 C/S Series 54RA, NED Series 8R DIANETICS, BEGINNING A PC ON, HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY) NOTE: Dianetics is not run on Clears or OTs.
                                                                        _____

6V. ILLNESS OR INJURY

PREASSESS THE INCIDENT and take to a full Dianetic EP all somatics connected with the incident in which the pc is interested. (Ref. HCOB 18 Jun 78R Rev. 20.9.78 NED Series 4R ASSESSMENT AND HOW TO GET THE ITEM and the issues referenced in 6U above) NOTE: Dianetics is not run on Clears or OTs.
                                                                        _____

6W. ILLNESS OR INJURY

Check if the area was audited before on R3RA. If so, L3RG to F/N list on it. (Ref. HCOB 29 Jul 81 II ADDITIONAL ASSIST PROCESSES AND DATA)_____

6X. ILLNESS OR INJURY

If pc has a Service Fac or Evil Purpose behind it, R3RA Quad. Note: Dianetics is not run on Clears and OTs. (Ref. HCOB 29 Jul 81 II ADDITIONAL ASSIST PROCESSES AND DATA) _____

6Y. ILLNESS OR INJURY

POSTULATE TWO-WAY COMM. To F/N. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY) _____

6Z. ILLNESS OR INJURY

PRIOR CONFUSION. By 2-way comm see if a confusion existed prior to the accident, injury or illness. To F/N. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY) _____

6AA. ILLNESS OR INJURY

MYSTERY POINT. 2wc any mysterious aspect of the incident to F/N Cog VGIs. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

_____

6BB. ILLNESS OR INJURY

2WC AGREEMENT: Get any agreement the person may have had in or with the incident. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY) _____

6CC. ILLNESS OR INJURY

PROTEST: 2wc any protest in the incident. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY) _____

6DD. ILLNESS OR INJURY

PREDICTION: 2wc (a) How long he/she expects to take to recover. (b) Get the person to tell you any predictions others have made about it. 2wc it to an F/N Cog VGIs. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)

_____

6EE. ILLNESS

LOSSES. 2wc anything the pc may have lost to F/N. Not E/S. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY, HCOB 29 Mar 65 ALL LEVELS ARC BREAKS) _____

6FF. ILL OR INJURED WITH FIXED PICTURE

BEFORE-AFTER: Where an injured or ill pc is so stuck that he has a fixed picture that does not move, one can jar it loose by asking him to recall a time before the incident and then asking him to recall a time after it. This will «jar the engram loose» and change the stuck point. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY) _____

6GG. ILLNESS OR INJURY

Have the numb, painful or injured area say «THERE IS SOMETHING HERE, THERE IS NOTHING HERE» having it then say, «THERE IS SOMETHING THERE, THERE IS NOTHING THERE» having the preclear say about the area, «THERE IS SOMETHING THERE, THERE IS NOTHING THERE,» and then the preclear about himself, «THERE IS SOMETHING HERE, THERE IS NOTHING HERE.» This makes a complete bracket. (Run to Pain gone, Cog, F/N.) (Ref. THE JOURNAL OF SCIENTOLOGY 16-G THIS IS SCIENTOLOGY THE SCIENCE OF CERTAINTY VOL 1 PAGE 388 OF TECHNICAL VOLUMES)

_____

6HH. ILL OR INJURED AND WAS IN A SMALL ROOM FOR A LONG TIME

The gradient scale of taking people into larger and larger spaces was an early one. An individual has been lying in this small room. He's very ill. He's been lying in this small room for days and days and weeks and weeks and you're going to process him. Just get him into a little bit larger space. The tremendous tiredness he will experience is just giving him a little more space and a greater remoteness of wall. You take him out of his room into a larger room, he will start to experience tiredness. If you did that every day, and you gave him a little more space every day and gradiently scaled him up the line a little bit more and a little bit more, the individual would snap out of it. It's quite interesting because what you're doing is giving him a gradient scale of larger spaces to confront. Just don't give it to him with such steep doses that he finds them unconfrontable and you've got it made. (Ref. 5904C23 SH PA 20 THEORY OF PROCESSES) _____

6II. INJURY

Where a person is injured, given a contact or touch assist and then medical examination and treatment, he is given the remainder as soon as he is able to be audited. The drug «five days» does not need to apply. But where the person has been given an assist over drugs, one must later come back to the case when he is off drugs and run the drug part out or at least make sure that nothing was submerged by the drugs. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY, HCOB 15 Jul 71RC III Re-rev. 31.1.79 C/S Series 48RD NED Series 9RB DRUG HANDLING and HCOB 19 May 69RB Re-rev. 14.11.78 DRUG AND ALCOHOL CASES PRIOR ASSESSING) _____

6JJ. INJURY

«SPOT THE SPOT WHERE YOU WERE INJURED.» «SPOT A SPOT OUTSIDE (the house, etc.)» or «...AWAY FROM (the gate, etc.).» Run alternate repetitive until pc exteriorizes or something blows. (Ref. HCOB 29 Jul 81 II ADDITIONAL ASSIST PROCESSES AND DATA) _____

6KK. ILLNESS OR INJURY

Fly Ruds before the illness or injury. (Can be done Quad.) (Ref. HCOB 24 Jul 69R Rev. 24 Jul 78 SERIOUSLY ILL PCS) _____

6LL. ILLNESS OR INJURY

PREPCHECK THE PRIOR CONFUSION TO THE ILLNESS OR THE ACCIDENT/INJURY. NOTE: Do not Prepcheck the illness itself or accident/injury itself. (Ref. HCOB 9 Nov 61 THE PROBLEMS INTENSIVE USE OF THE PRIOR CONFUSION, HCOB 7 Sep 78R Rev. 21.10.78 MODERN REPETITIVE PREPCHECKING. Also, 6110C03 SH SPEC 61, THE PRIOR CONFUSION) _____

7. HIGH TEMPERATURE

When illness is accompanied by temperature, antibiotics is usually the first thought. Then Fly all Ruds and do a Temperature Assist Version A or Version B. (Ref. HCOB 23 Jul 71R Rev. 16.7.78 ASSISTS, HCOB 24 Aug 71 II ASSISTS ADDITION, HCOB 29 Mar 75R Rev. 23 Oct 78 ANTI-BIOTICS, ADMINISTERING OF) _____

8. PTS HANDLINGS

8A. ILLNESS OR INJURED

The PTS C/S-1, given in HCOB 31 Dec 78 III EDUCATING THE POTENTIAL TROUBLE SOURCE, THE FIRST STEP TOWARD HANDLING: PTS C/S-1 must be done before any other PTS handling is begun. (Ref. HCOB 31 Dec 78 II OUTLINE OF PTS HANDLING) _____

8B. INJURY

SUPPRESSIVE PRESENCE: 2wc any suppressive or invalidative presence that may have caused a mistake to be made or the accident to occur. (To F/N Cog VGIs.) (Not E/S.) (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY)   _____

8C. ILLNESS OR INJURY

A metered PTS interview per HCOB 24 Apr 71 I, C/S Series 79, PTS INTERVIEWS or a «10 August Handling» per HCOB 10 Aug 73 PTS HANDLING done by an auditor in session or an MAA, D of P or SSO will, in most cases, assist the person to spot the antagonistic or SP element. Once spotted, the potential trouble source can be assisted in working out a handling for that terminal. (Ref. HCOB 31 Dec 78 II OUTLINE OF PTS HANDLING)   _____

8D. ILLNESS OR INJURY

3 S & Ds per HCOB 16 Aug 69R Rev. 25.9.78 HANDLING ILLNESS IN SCIENTOLOGY.   _____

8E. ILLNESS OR INJURY

RUDIMENTS: Flying ruds and overts triple or quad flow on the antagonistic terminal is often done to «get ruds in» and enable the pc to better confront the PTS situation he is faced with. This would, of course, be done only in session by a qualified auditor when so ordered by the Case Supervisor. (Ref. HCOB 31 Dec 78 Issue II OUTLINE OF PTS HANDLING)   _____

9.   UNRESOLVING CONDITION

9A. WAS AUDITED WHILE ON DRUGS

Where a person is injured, given a contact or touch assist and then medical examination and treatment, he is given the remainder as soon as he is able to be audited. The drug «five days» does not need to apply. But where the person has been given an assist over drugs, one must later come back to the case when he is off drugs and run the drug part out or at least make sure that nothing was submerged by the drugs. It is not uncommon for a person to be oblivious to certain parts of a treatment or operation at the time of initial auditing, only to have a missing piece of the incident pop up days, months or even years later. THIS is the reason injuries or operations occasionally seem to persist despite a full assist: a piece of it was left unhandled due to a drugged condition during the operation; such bits may come off unexpectedly in routine auditing on some other apparently disrelated chain. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY, HCOB 15 Jul 71RC III Re-rev. 31.1.79 C/S Series 48RD NED Series 9RB DRUG HANDLING and HCOB 19 May 69RB Re-rev. 14.11.78 DRUG AND ALCOHOL CASES PRIOR ASSESSING)   _____

9B. UNRESOLVED PAINS

Where you can't fully repair a crippled left leg, don't be surprised to find it was the right leg that was hurt. You audit the left leg somatic in vain. If you do, start auditing somatics in the OPPOSITE SIDE OF THE BODY.... This is also true for toothaches. Look at the pc's mouth. Has the RIGHT upper molar ever been pulled or injured? Yes. That's how the left molar began to decay.

The right upper molar was pulled. The pain (especially under the painkiller on the right side only) backed up and stopped on the opposite side. Eventually the left upper molar, under that stress, a year or ten later, caves in and aches. (Ref. HCOB 15 Jul 70R Rev. 17.7.78 UNRESOLVED PAINS)   _____

9C. ILLNESS OR INJURY

Check if any L&N done in connection with the area, verify or correct the lists. NOTHING PRODUCES AS MUCH CASE UPSET AS A WRONG LIST ITEM OR

A WRONG LIST. Nothing else produces such a sharp deterioration in a case or even illness. (Ref. HCOB 20 April 72 II C/S Series 78 PRODUCT PURPOSE AND WHY AND WC ERROR CORRECTION) _____

9D. NOTHING WORKING—ILL OR INJURED

«WHAT COULD BE WORSE THAN (the condition of the pc).» Run repetitively. Skip the F/Ns, just keep this one going until the pc gets well. (Ref. HCOB 29 Jul 81 II ADDITIONAL ASSIST PROCESSES AND DATA) _____

10. ILLNESS OR INJURY DURING/AFTER AUDITING

Repair the earlier auditing with the appropriate correction list and/or GF M5 as soon as possible.

It can occur that a pc gets ill after being audited where the «auditing» is out-tech. When this occurs or is suspected, a Green Form should be assessed only by an auditor who can meter and whose TR 1 gets reads. The GF reads are then handled. Out Interiorization, bad lists, missed W/Hs, ARC Breaks and incomplete or flubbed engrams are the commonest errors. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY) _____

11. ASSISTS FOR A CHILD

11A. INJURED CHILD

«WHERE DID IT HAPPEN?,» «WHERE ARE YOU NOW?» (Ref. ABILITY

110 TECHNIQUES OF CHILD PROCESSING Technical Volume III pp. 553-554)
_____

11B. CHILD WITH PHYSICAL DEFECT OR PSYCHOSOMATIC ILL

«FEEL MY ARM,» «THANK YOU,» «FEEL YOUR ARM,» «THANK YOU,» and so on, using common body parts.(Ref. ABILITY 110 TECHNIQUES OF CHILD PROCESSING Technical Volume III pp. 553-554) _____

12. PREGNANCY

A pregnant woman should have a full Preassessment done on birth and babies before delivery. Immediately after delivery the incident itself should be run out Narrative R3RA Quad and Preassessed if necessary. (Ref. HCOB 15 Jan 70 THE USES OF AUDITING, HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY) _____

NOTE: Pregnant women are not to be audited or audit, for the sixth month on up, from power on up the Grade Chart. It is very common for pregnant mothers to be audited and to audit on New Era Dianetics and is in fact vital. NOTE: Dianetics is not run on Clears or OTs.

13. HIGH OR LO TA

A C/S 53RL should be used to get the TA under control during assists if it cannot be gotten down. It must be done by an auditor who knows how to meter and can get reads. (Ref. HCOB 11 Jul 73RB Re-rev. 21.9.78 ASSIST SUMMARY) NOTE: Additional references applicable to this situation are HCOB 10 Dec 76RB Re-rev. 25.5.80 URGENT—IMPORTANT C/S Series 99RB SCIENTOLOGY F/N AND TA POSITION and HCOB 2 Dec 80 FLOATING NEEDLE AND TA POSITION MODIFIED. _____

14. ILL OR INJURED AND IN NO-INTERFERENCE AREA

Assess and handle the correction list for the Advanced Course level he is on or just completed as soon as possible. (Ref. HCOB 23 Dec 71 Solo C/S Series 10 C/S Series 73 THE NO-INTERFERENCE AREA) _____

15. ACCIDENT PRONE

Run a full battery of Objectives (CCHs, SCS, SOP 8-C, Op Pro by Dup, etc.) or put the person through the Survival Rundown. (Ref. HCOB 12 Jun 70 C/S Series 2 PROGRAMMING OF CASES) _____

16.   TIREDNESS

Do a purpose list as follows: WHAT PURPOSE HAS BEEN BLUNTED? (You can also use «abandoned» if it reads better.) (Ref. HCOB 15 Sep 68 «Pc looking or continually...») Tiredness is technically BLUNTED PURPOSE.   The most effective way to handle this is by overt-motivator engram. (Ref. HCOB 8 Sep 71R Rev. 20.5.75 CASE SUPERVISOR ACTIONS) _____

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 16 AUGUST 1981

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

Remimeo
All Orgs
All Missions
All Executives
All Staff
Qual Div
Cramming Off
Hats
KOTs

THE PURPOSE AND FUNCTION OF CRAMMING

Ref:

HCO PL 24 Apr 65	REVIEW
HCO PL 31 Jul 65	KSW Series 12
Reiss. 30.8.80	PURPOSES OF THE QUALIFICATIONS DIVISION
HCO PL 29 Oct 70	Org Series 10, THE ANALYSIS
	OF ORGANIZATION BY PRODUCT
HCO PL 9 Sep 80R II	CLASS IV ORGS,
Rev. 11.3.81	QUALIFICATIONS DIVISION FIVE ORG BOARD
HCO PL 28 Dec 67	QUAL SENIOR DATUM

The staffing of the Qual Division, with particular attention given to cramming and the standardness of its operations, is vital to an organization's survival and expansion. Therefore it is the responsibility of the senior executives in any org to ensure that this occurs.

It is very important that all staff in an organization fully understand what cramming is and what its purpose and function is in relation to themselves and the org as a whole.

Without this understanding you are not likely to use cramming to get yourself corrected or to correct your juniors or fellow staff members.

With this understanding you will be more receptive to correction and cramming and you will also know what to expect and demand from cramming in terms of results.

THE CRAMMING UNIT AND CRAMMING

The Tech and Admin dictionaries contain valid definitions of cramming.

However, the following is the most accurate definition and should be known.

THE DEFINITION OF CRAMMING:

AN ACTIVITY DONE TO LOCATE AND TERMINATEDLY HANDLE THE CAUSE OF TECHNICAL AND ADMINISTRATIVE POST DIFFICULTIES AND SLOW OR INEFFECTIVE STUDY.

THE DEFINITION OF THE CRAMMING UNIT:

A UNIT IN THE DEPARTMENT OF REVIEW OF THE QUALIFICATIONS DIVISION IN ANY ORGANIZATION WHERE CAUSES FOR TECHNICAL AND ADMINISTRATIVE POST DIFFICULTIES AND SLOW OR INEFFECTIVE STUDY ARE LOCATED AND TERMINATEDLY HANDLED. IT HAS THE ADDITIONAL FUNCTIONS OF BRINGING STAFF UP-TO-DATE ON NEW TECHNICAL DEVELOPMENTS THROUGH HIGH CRIME CHECKOUTS AND THE ISSUANCE OF «QUAL OKs» FOR SPECIFIC TECHNICAL ACTIONS.

THE EVOLUTION OF CRAMMING

Cramming in its present form evolved mainly as a result of the tremendous breakthroughs made in the mid-sixties concerning the subject of organizations and the Qual Division in particular.

While I was researching the subject of organizations I was able to trace back the demise of great civilizations and organizations on the whole track and in more recent history to the lack of a Qualifications Division.

I was then able to work out the component parts that would be needed to make up the Qual Division and one of the key functions developed out of this was cramming as its exists today.

(The whole subject of organizations and the above discovery is covered in the tape 6504C06 SAINT HILL SPECIAL 57, ORG BOARD AND LIVINGNESS.)

CRAMMING AND PRODUCTION

Without effective cramming, production is threatened. Good correction is of such importance that the lack of it can slow a production line to a snail's pace and in some cases stop it all together.

With first-rate cramming an organization can correct not only its products but itself as well, resulting in increased org efficiency with greater public demand for its products.

The reverse can occur if there is no Cramming Unit or an ineffective Cramming Unit. Those who need correction in order to be able to turn out products of high enough quality to create public demand, do not get corrected and the volume of traffic into the organization soon drops off.

The answer to this is simply to establish and keep established an effective Cramming Unit.

THE PURPOSE OF THE CRAMMING UNIT

The Cramming Unit is in the Qualifications Division, Department of Review.

The purpose of the Cramming Unit is:

TO TEACH STUDENTS AND STAFF WHAT THEY HAVE MISSED.

This encompasses their Technical and Administrative duties and studies and includes as well handling the failure to apply Standard Tech that caused the miss in the first place.

Cramming is not just a desk job. The Cramming Officer does not sit behind a desk all day waiting for business to come to him.

He can and should get out into the org and examine key areas such as the course rooms and public flow lines to ensure that the staff are doing their posts standardly.

He does this by taking the key Policy Letter or HCOB relating to that area and checking what is actually going on in the area against that Policy Letter or HCOB. When needed he crams the individuals concerned.

FUNCTIONS OF CRAMMING

The Cramming Officer's functions align with the definitions and purpose stated earlier.

He handles those staff and public who have flubbed in application of materials they have studied. He isolates the reason for the flub and handles with word clearing and any other other cramming tool necessary to the point where he and the person being crammed are satisfied that the error will not recur.

The other basic function of cramming is to see that High Crime checkouts get done rapidly where needed and that «Qual OKs» for specific technical actions are obtained by Technical or other org staff where these actions are part of their post duties.

STAFF AND STUDENT CONFIDENCE IN CRAMMING

When you have a Cramming Unit in operation where students and staff can go with confidence, knowing they are going to get the cause of any post or study difficulties terminatedly handled, you will find staff and students enthusiastic about cramming.

The quality of the products which come out of cramming is the main thing which will bring this about. Therefore quality is the thing a Cramming Officer should aim for.

PRODUCT

THE PRODUCT OF THE CRAMMING UNIT is:

A CORRECTED PERSON WHO CAN NOW GET THE PRODUCT HE REQUIRED CRAMMING ON.

PROMOTE THE IMPORTANCE OF CRAMMING

The following signs should be permanently positioned in a prominent place in the Tech and Admin Cramming areas:

«GOOD CRAMMING IS THE KEY TO FLUBLESS AUDITORS AND AUDITING.»

L. RON HUBBARD

«GOOD CRAMMING IS THE KEY TO WELL RUN AND PROSPEROUS ORGANIZATIONS.»

L. RON HUBBARD

SUMMARY

With a very standard Cramming Unit handling both Tech and Admin areas, the org's lines get smoother and smoother, the tech stays pure and the public start flooding into the org for services.

It is not an exaggeration to say that the organization's future could well depend on having an excellent Cramming Unit.

If your org does not have a good Cramming Unit then you had better demand of HCO and Senior Execs that one be put there.   Then watch things start to go right!

L. RON HUBBARD

FOUNDER

Assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

Remimeo
Cramming
Officers
C/Ses
Supervisors
Auditors
Tech
Qual

Cramming Series 1

AN INTRODUCTION TO THE NEW CRAMMING SERIES

If there is any one section of an org that can make the difference between long term prosperity and hardship, it is Cramming.

It has long been known that it is essential to any organization to have a strong and effective Cramming Section.

Therefore the technology of cramming must be clearly laid out, known and fully applied.

Until now a large section of the Cramming Series has been in the form of BTBs and BPLs written by others. On reviewing them to find out why they have not resulted in uniformly superlative cramming in orgs all over the planet, it was found that some false data and questionable tech points had gotten into them.

Complexity had been entered into something which is essentially a simple procedure. This led to the possibility of missing the very obvious misunderstoods and false data.

A new Cramming Series has now been developed, tested and proven, which covers the full tech of cramming in its simplicity.

In this Series, new HCOBs have been added to the HCOBs already existing as part of the Cramming Series. The BTBs and BPLs formerly a part of the Series are cancelled by HCOB/PL 1 Sept 81 CRAMMING BTBs AND BPLs CANCELLED.

Veteran Cramming Officers will find the data in these new issues a validation of what they knew to be successful in their cramming actions. Where they were unsuccessful, this new Series gives the technology to ensure successful cramming in all cases.

Incorporation of many recent breakthroughs such as Debug Tech, Crashing Mis-U Finding and False Data Stripping into the cramming procedure now makes the subject of cramming very, very complete.

Additionally, there is now a course to teach Cramming Officers the tech of cramming and this will further ensure standard and successful cramming actions.

Following is the full list of the new Cramming Series with a brief description of the contents of each issue:

HCOB 17 Aug 1981   Cramming Series 1
                AN INTRODUCTION TO THE CRAMMING SERIES
HCOB 18 Aug 1981   Cramming Series 2
                THE BASIC CRAMMING PROCEDURE

The Basic Steps for Handling a Badly Bogged Individual

Earlier Messed Up Actions

Sort Out

Sequence of Handling

Ethics Situations

Terminated Handling

Related Handlings

The Definition of the Cramming Unit

The Evolution of Cramming

Cramming and Production

The Purpose of the Cramming Unit

Functions of Cramming

The Product of the Cramming Unit

The Importance of Cramming

New cramming HCOBs may be added to this Series from time to time.

All Cramming Officers have the responsibility of learning the data in this Series, including doing the necessary High Crime checkouts, without delay.

This new Cramming Series, put to use, will bring about a new era for Qualifications Divisions by strengthening the effectiveness of their corrective actions. This will in turn strengthen our organizations.

So put it to good use!

L. RON HUBBARD

FOUNDER

Assisted by
Research and Technical
Compilations Unit
Accepted by the

BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

Remimeo
Cramming
Officers
Qual

Cramming Series 2

THE BASIC CRAMMING PROCEDURE

Cramming someone is a very direct and in most cases a very simple procedure.

Actually, cramming was never complex, but due to a lack of a full understanding of the whole subject on the part of some Cramming Officers, it was at times made to seem that way.

The Simplicity of the Procedure

When I am engaged in any corrective activity, I automatically assume that it is going to be a very fast and easy job to handle, and in most cases it is.

Procedure

Listed out here are the steps of the basic cramming procedure. They are not rote steps. They are monitored by the product the Cramming Officer is going for which is: THE PERSON CAN ACTUALLY NOW GET THE PRODUCT HE REQUIRED CRAMMING ON.

This is how a Cramming Officer would operate if he wants to get such a product:

1. Check the person's pc folder to ensure it is all right for him to be crammed (i.e. he's not sitting there with an outlist or is not already in the middle of some other correction action, etc.).

2. Familiarize himself with the cramming order.

3. (a) With the person on the meter, show him the cramming order.

    (b) If he isn't F/Ning and ready to get on with the cram, assess the ruds and fly any which read (a simple action which is sometimes overcomplicated by those who don't understand what rudiments are or how to handle them).

4. Go over the cram with the person and determine the actual error made.

5. Loosely locate and then narrow down the area of the outness underlying the error. Determine exactly what it was that the person missed, didn't grasp or hadn't drilled.

6. Draw up the cramming program for the person to do (unless the cramming order itself covers everything sufficiently).

7. Send the person to do the assignment (Cramming Officer oversees study, word clearing, starrates and drilling).

8. Interview the person after completion of the assignment to ensure the situation is handled and that the person can actually now get the product.

Each of these steps is amplified below to impart further technique, but the above are the basic steps which have to be accomplished in a cram.

STEP ONE—Checking the Person's PC Folder

Ensure that you are qualified to cram the person per HCOB 21 Dec 79 C/S Series 107 Cramming Series 20 AUDITOR ASSIGNMENT POLICIES, CRAMMING ASSIGNMENT POLICIES. If you are not qualified to cram him or her yourself due to case level then you must send the individual to the staff member who has been set up to handle such emergencies by the Qual Sec.

If you are qualified to cram the person, look over his or her pc folder to ensure that there is no auditing or other correction cycle in progress which would need completing before the cramming cycle can be started. Flying ruds and cramming, for example, would never be done over Out Int or Out Lists, nor would it be done in the middle of an engram chain or other Qual corrective action nor if the pc was C/Sed to get a flubbed action repaired. (Ref. HCOB 24 Sep 79R Cramming Series 19R FLYING RUDS IN CRAMMING)

If, on checking the folder, it is found that the person is in the middle of an Int repair or Int handling, or the handing of Out Lists, or that he has been C/Sed to receive either of these, or if he has been C/Sed to get a flubbed action repaired, or has already been started on a Qual corrective action, the Cramming Officer must ensure the needed action is actively being carried out and gets completed so the person can be gotten into cramming. He liaises with the C/S and SSO as needed to ensure this gets done.

STEP TWO—Familiarizing Yourself with the Cramming Order

Simply make sure you understand the cramming order itself before you try and cram someone on it.

If the cram is on an area or subject you are unfamiliar with, you can quickly obtain and scan through the basic or key issues on the area or subject to get a rudimentary knowledge of the area being addressed so as to be able to spot outpoints.

In cramming auditors it is helpful to go over the session worksheets to isolate the errors before attempting to cram the person. Often additional errors are found this way. The errors can be marked in a different color ink so that when you go over it with the auditor these points will be in plain view.

In doing admin crams you may want to examine the flubbed product yourself, where this is feasible, before sitting down with the person. This is often very revealing and can save time later.

Note of this can be used to delay or backlog cramming actions, however. The Cramming Officer must be very competent at doing any such preliminary checking with speed and certainty.

STEP THREE—Beginning the Cram

a) Once it is clearly established that all is OK to begin the cramming action, show the person the cramming order. (At this point you do not want to go into detail on it, but just ensure that the individual understands what action is being started. This Way any bypassed charge on the cramming cycle itself will be picked up and handled in the ruds.)

b) Assess the ruds exactly per HCOB 24 Sep 79R, FLYING RUDS IN CRAMMING. Fly any that read.

This step has been made overly complex by some. One Cramming Officer had an auditor take the person into a formal session. The person was F/N and VGIs at the start of the session but the auditor then proceeded to «fly his ruds» for half an hour. But the person was already F/N, VGIs!

Cramming Series 14 CRAMMING OVER OUT RUDS and Cramming Series 19R FLYING RUDS IN CRAMMING must be understood or all sorts of wild complexities will be added to the simple datum: DO NOT CRAM SOMEBODY OVER OUT RUDS.

STEP FOUR—Determining the Error

a) With the person still on the meter now go over the cramming order in detail. Make sure that the cram is fully understood and that there are no MUs on the cramming order itself. This can include M4 word clearing the order if necessary.

The cramming order should state what the specific error is and list the specific HCOB, Policy Letter, book, tape, etc., which has been violated.

b) Establish with the person that that is the error he made, or if not, what error he did make.

NOTE: He may have a different version of what he actually did, or he may come up with additional errors not mentioned in the cramming order. In any case, something went wrong which landed the person in cramming, so at this point establish with the person (so that he has a good reality on it) what did occur.

c) Find out what reference(s) or data the person was operating on when he made the error. Establish that these are the correct references that cover the action, and if there are additional HCOBs, PLs, etc. that specifically apply dig these up as well.

d) With the person on the meter, determine the following:

1. Has he never studied the correct references?

2. Has he been given verbal data on the subject or action?

3. Has he been given false data on it?

(Note: False data is checked at this point to permit the person to get off at once any false data he knows he has been given. However, false data may need to be checked again later in the cram after the person has been given the correct data on the subject and if he has difficulty assimilating the correct data. Ref. HCOB 7 Aug 79 Product Debug Series 8 FALSE DATA STRIPPING)

4. Has he never been drilled on the actions to a point of confidence

in applying them?

5. Does he have any known confusions on the applicable references?

6. Is he aware of any confusions in other related areas?

Note: This is done as metered Two-Way Comm. Ask the person about the above possibilities, observe his indicators, get his data, etc. This is not a rote action but is an outline of the things one would want to check into.

With the above data you will have a good picture of what will need handling in regard to the immediate and obvious goof.

STEP FIVE—Locating The Underlying Outness

If the person has never read the correct reference, find out why not.

If the reference concerned is found to be missing from his hat checksheet and if that reference belongs on the checksheet his senior should be informed and the matter remedied, with the particular reference added to his hat.

You may sometimes find that a person is doing an action he was never trained on. This could be an ethics matter if it's a technical action such as auditing. Get the data and write any needed ethics chits. Then send the person to the SSO to get the needed training added to his TIP.

If the person has previously studied the correct references, yet still goofed, you now (a) loosely locate, then (b) narrow down the area of the outness underlying the error.

This needn't and shouldn't be a lengthy step but it must not be excluded if the cram is to be taken to a full and complete done.

(During the course of the cram, the Cramming Officer is going to ensure the person does understand the materials that apply to the immediate and the obvious goof. But the originator of the cram may have seen only the error resulting from an earlier outness. Qual's job is to locate the cause of the error and get it handled. Otherwise, the person is going to repeat the same goof and the Cramming Officer will get into a repeating cycle of mere outpoint-correct. Ref. HCOB 10 June 73RB, Cramming Series 10RB CRAMMING)

Sometimes this step may be accomplished fairly quickly by simply asking, «What didn't you understand (or «What difficulty were you having...» or «What were you uncertain about...») just before you made the error?» and you may get it immediately. In some instances it may require more sort out, and the Cramming Officer would isolate the underlying cause of the error by determining:

Where was the person last doing well?

Where did he run into trouble?

To establish that point exactly, come forward from the point the person was doing well (going over the materials or the action with him) to the point where he first hit a confusion or difficulty. The underlying cause of his error (the misunderstoods and/or skipped gradient, etc.) will be found immediately before that point. Determine   exactly what it was there that he missed, didn't grasp and/or didn't drill thoroughly enough, and you have what needs to be handled.

If the Cramming Officer knows his Study Tech and Cramming Tech he can isolate the underlying outness swiftly.

STEP SIX—Drawing Up The Program

With the data from Steps 4 and 5 you will have isolated fairly closely what it is you are dealing with, and the reference materials that apply.

YOU NOW DRAW UP THE CRAMMING PROGRAM (unless of course the cramming order itself covers everything that's needed).

The program is done in duplicate and will consist of the series of actions the person is to do under the Cramming Officer in order to terminatedly handle the situation.

The original is given to the student and the copy is kept by the Cramming Officer.

In making up this program, the Cramming Officer has all the tools of cramming at his disposal. (Ref. HCOB 20 Aug 81 Cramming Series 4, CRAMMING TOOLS) The program should consist of standard Scientology study and corrective actions. He uses the exact tools required to most swiftly and thoroughly resolve the situation so that it will not recur. He makes sure the program is designed to handle the error and the outness that preceded it.

Should the program be lengthy and begin to look like a course checksheet, then the person would need io be retreaded. A program that is to be done in the cramming area should be one that can be completed with rapidity.

MUs are handled with standard Word Clearing. False Data is handled exactly per HCOB 7 Aug 79 FALSE DATA STRIPPING. Inadequate drilling is handled by simply finding out what has not been drilled to proficiency and drilling it until he has total confidence in doing it.

If drilling gets into a long drawn out cycle realize you may be dealing with a skipped gradient, MUs or false data. (Ref. HCOB 25 Jun 71R, W/C Series 3R, BARRIERS TO STUDY, HCOB 4 Sep 71 II, W/C Series 19, ALTERATIONS, HCOB 7 Aug 79 FALSE DATA STRIPPING, Tape: 6408C06 SHSBC - 34 Study Tape 4 STUDY— GRADIENTS AND NOMENCLATURE)

Don't neglect to include clay demos in the program when these seem to be indicated, as they may be what is needed to bring the person to a full understanding of the materials on which he is being crammed.

STEP SEVEN—Doing The Program

The individual now goes about doing the cramming order program as laid out by the Cramming Officer.

The Cramming Unit Word Clearer does as much of the required word clearing as possible. He would never sit idle and allow the Cramming Officer to word clear when there is word clearing to be done.

However, if there is heavy traffic in cramming, the person being crammed, wherever possible, would be twinned up with another cramming student preferably of comparable training level. If trained to do so they can do Word Clearing on each other and drill and starrate each other as needed.

This does not relieve the Cramming Officer of his responsibility to do final checkouts on key issues and clay demos and to oversee the drills as they are done.

STEP EIGHT—Completing The Cram

Upon completion of the cramming cycle, interview the student or staff member on the meter to ensure that the causes for the errors have been fully handled and the person now feels confident in the area or actions on which he was crammed.

(This is a flub catch step to make sure that the person is F/Ning and VGIs on each step done on the cramming program.)

If the interview uncovers an incomplete or quickied step the Cramming Officer must establish exactly what has been omitted or left incomplete on the cramming cycle and see to it that the exact outness is then terminatedly handled.

A person who has not validly completed the cycle or is still in some confusion will be very easy to spot as he will not be F/Ning or VGIs.

To aid in catching incomplete cramming cycles the Cramming Officer should have a very thorough grasp of HCOB 3 May 80 PC INDICATORS, as these indicators are also very applicable to a person being crammed.

When the exact situation is handled and the person is VGIs, the Cramming Officer sends him to get an after cramming exam and to write a success story.

A report on the completed cram is then sent to the originator of the cramming order (with a copy to the person's pc folder), stating fully what was found, how it was handled and the results.

The folder copy of the cramming report plus worksheets of all cramming actions (ruds, word clearing, Cramming Repair Lists, Product Debug actions, False Data Stripping, etc.) along with any Exam Reports, the cramming order and/or the cramming program, are put in the person's pc folder when the cram is completed. The folder is then routed to the Case Supervisor. (With an extensive cram or if the person being crammed is currently being audited, the worksheets and any correction lists should be put into the person's pc folder at once.) The Case Supervisor must verify that correct tech was applied and also see to it that any out tech or failure to handle is corrected. (Ref. HCOB 24 Sep 79R, Cramming Series 19R, FLYING RUDS IN CRAMMING)

WHEN THE BASIC CRAMMING PROCEDURE

DOES NOT SEEM TO BE HANDLING

If at any time during the Basic Cramming Procedure it starts to get into a vagueness or the student is showing signs of uncertainty that what is being addressed is the real area of trouble, you are most likely way off the correct area that needs handling.

First look earlier than the point you are examining as the error may have a more basic source. If that does not reveal the correct area of trouble, go back and establish exactly what was done that resulted in the cramming order being issued. This could mean, in the case of cramming an auditor, going over the pc folder again. Or, if you are doing an admin cram, going into the person's area to have him show exactly what he did. (In extreme cases you may need to go over the situation with the C/S or the staff member's senior. If this is needed, it is best done in writing, especially when a C/S is involved.)

Taking an action such as going to the registrar's office to see how the Reg does an interview can save a Cramming Officer hours of floundering in trying to find what the Reg does wrong during his reg interviews. The Cramming Officer may go in there and find him telling a public person that he's not quite sure what the course donations are!

Having the auditor set up and drill all the actions of a session in front of you can be as revealing as any crystal ball. He may fumble with his pen and worksheets, drop his lists, fail to keep the meter needle on set, etc. This very quickly shows why his pcs aren't fully in session and a program can then be drawn up for him to do to terminatedly handle the situation.

Whether by going into the person's area to see him perform the action, having him drill the action in cramming, or even getting him to clay demo the cycle, you are still going to clearly see the outnesses, which are usually quite big. You simply have to compare what he is doing to the correct tech or policy relating to the activity.

If the cram bogs down or indicators of by-passed charge from the cram become evident, a Short Cramming Repair List (HCOB 19 Aug 81 Cramming Series 3) should be done.

Additionally the Cramming Officer has the benefit of the use of the appropriate correction list for the difficulty that is not resolving, an Auditor Correction List for an auditor having a rough time, for example. (Ref. HCOB 24 Oct 76R C/S Series 96R, DELIVERY REPAIR LISTS) In such cases, the Cramming Officer would have the action done by the Review Auditor. Note:

C/S OK would have to be obtained before many of these lists could be done.

DOING THE FULL DEBUG

PROCEDURE

If you have gone through the above steps and the situation has not been resolved, then it's time for a full debug. This is done exactly per HCO PL 23 Aug 79 II Product Debug Series 2, DEBUG TECH CHECKLIST.

In some instances a full product debug per the Product Debug Series is indicated right at the start and in such a case one would not even waste time going through the lower gradients of handling.

The types of situations which would prove more profitable to handle with a full debug right from the start are:

a) A person making lots of different errors in various areas in spite of previous standard cramming.

b) Repeated crams on the same area.

c) There is a lack of viable products from the person's area, again despite good standard cramming.

d) A person who no matter what has been done to correct him just can not get out a product.

However, if a person is badly bogged he would need handling as laid out in HCOB 28 Aug 81 Cramming Series 13, HANDLING THE BADLY BOGGED INDIVIDUAL.

In an organization where there is a full time Debug Specialist posted in addition to a Cramming Officer, the Cramming Officer would turn over the debug to him.

In a small org without the facility of a full time Debug Specialist, the Cramming Officer would get his other cramming students moving along on their cycles in order to prevent any backlogs from occurring; then he would return to do the full Debug Cycle. It has been found that a very successful way to do the debug on a staff member is for a few hours each day and then have the person return to his post. This would have to be judged on an individual basis depending upon the person's post, the type of bog that he was in, and whether or not the person is able to get any post production done at all.

STUDENT HAT OMISSION

If during cramming it is found that the person cannot or does not know how to assimilate data and you discover that he has never done or has falsely passed the Student Hat or the Basic Study Manual, you had better get that handled before trying to have him study any more material. (Ref. HCO PL 25 Sep 79 I URGENT—IMPORTANT, SUCCESSFUL TRAINING LINEUP)

Continuing to study over that situation would result in very slow, if any, progress as the very basics of being a student are not in.

THE IMPORTANCE OF BASICS

If the person is not correcting easily, very often you will find that the trouble is caused by out-basics on the subject or action with which he is having difficulty.

When you see someone moving like molasses, unable to get something done, it's normally because they lack the basics of the subject where it exists. This can result in the person thinking all data is as important as all other data and all advices are as important as all other advices. What they have missed is that the right data they would need is the simple basics that underlie all the other data and which, if applied, get you the product. A datum is just as valid as it gets you the product. So when the person is slow and fumbly, know what you're looking at—an absence of basics.

Any time you are trying to cram someone and getting nowhere, you'll find it's a lack of basics. You can't handle someone who has a multitude of misunderstood words for which he has no basics, and you can't clear up false data on a person who has no basics on the subject.

Tech basics would include suck things as data on the mind, the Auditors Code, Axioms, the Tone Scale, TRs and metering, etc. Admin basics cover such things as data on Dev-T, Hats, cycles of action, and terminals, dispatch routing, Org Boards, CSW procedure, etc.

One of the more successful actions in getting in basics is to have the person word clear and demo or, more preferably, in clay the basic terms of a subject. (Ref. HCOB 10 Dec 70R I CLAY TABLE WORK IN TRAINING, HCO PL 20 Nov 70 Personnel Series 12, Org Series 15 ORGANIZATION MISUNDERSTOODS, HCOB 21 Jun 72 II, W/C Series 39, METHOD 6)

The only trouble a Cramming Officer is doing to run into when he tries to solve this is his own lack of realization that every subject has its own specific basic laws and the only problem he's going to run into is where to find them. If he can't solve that he isn't going to get much of any place. When he is trying to cram Dianetics and Scientology, that's a piece of cake. He's got the Dianetic and Scientology Axioms, the HCOB volumes, the OEC volumes, you name it. In other subjects the Cramming Officer has more of a problem. Not all subjects have valid texts available and there are many false texts around. This is the problem the Cramming Officer has when he is trying to cram personnel on another technical area. But there are also valid texts on the various technical subjects around. They are usually the older texts on the subject. So when the person is having trouble on a subject other than Dianetics or Scientology a valid text will have to be tracked down and used for the cramming.

In any cramming, when the person isn't really grasping it, one must check for out basics. Out basics on a subject (or on earlier similar subjects) will hang things up until found and handled.

The watchword, when you have any false data somewhat stripped off, is to cram the person on the actual basics and let him put the real basic in place to hold back the confusion. When a real basic is there, the confusions disappear.

SUMMARY

Remember that situations do not just happen, they are created. Someone did something or failed to do something which then resulted in that situation, as he was operating on some sort of aberrated datum. If this datum is allowed to continue to exist and be operated with then the same situation is going to recur. This datum can be anything from not having the correct data and thus substituting some other data which does not apply, to MUs, False Data, fixed ideas, etc.

The Cramming Officer is expected to unearth and clear up this datum so that it ceases to be effective on that person and in this way clear that aberration out of the Third Dynamic so the situation does not recur and another cram become necessary on the same subject, or even lead into a Third Dynamic Justice action.

The person is there in front of you now, so handle him terminatedly. This way you get your product, the org survives that much better and everyone wins.

The Basic Cramming Procedure is laid out here very simply and is easily followed.

All the corrective technology that a Cramming Officer needs to know in order to be able to get uniformly excellent results is contained in the HCOBs which now comprise the Cramming Series and their references.

Providing that the Cramming Officer is an expert in E-Meter reading, has good TRs and recognizes the importance of basics, he will win every time and so will the individuals that he crams.

L. RON HUBBARD

FOUNDER

Assisted by
Research and Technical
Compilations Unit
Accepted by the

BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HCO BULLETIN OF 19 AUGUST 1981

Remimeo
Cramming
Officers
C/Ses
Tech
Qual

Cramming Series 3

SHORT CRAMMING REPAIR LIST

Ref: HCOB 21 Dec 79   C/S Series 107 Cramming Series 20
      Qual Corrective Actions on OTs Series 1
      AUDITOR ASSIGNMENT POLICIES,
      CRAMMING ASSIGNMENT POLICIES

This list is for use by Cramming Officers (qualified to fly Ruds) to quickly sort out the reason why a cramming cycle in progress is bogging.

It contains the most likely reasons that would bog a cram and saves doing a full Cramming Repair Assessment List when the cramming cycle is hanging up on, say, a bypassed Mis-U. It does not replace or cancel HCOB 2 Jun 78RA, Revised 30 Aug 81, Cramming Series 18RA CRAMMING REPAIR ASSESSMENT LIST.

Assess this list Method 3 and handle each read as instructed. When the bog is cleared up, complete the cramming cycle.

If an item will not go to F/N or if the bog doesn't resolve, either do a Cramming Repair Assessment List if you are qualified to do so or end off and send all worksheets, etc. from the cramming cycle along with the person's folder to the C/S.

NAME:_____DATE: _____

  Prefix: «On this cramming cycle...»

1.   IS A WRONG AREA BEING ADDRESSED?   _____

   (If so, indicate it, Itsa E/S to F/N. Then locate the correct
   area.)

2.   IS THERE AN ARC BREAK?   _____
   (ARCU CDEINR E/S to F/N.)

3.   IS THERE A PRESENT TIME PROBLEM?   _____
   (Itsa E/S to F/N.)

4.   HAS A WITHHOLD BEEN MISSED?   _____
   (Handle the missed W/H E/S to F/N.)

5.   HAS THERE BEEN AN INVALIDATION?   _____
   (Itsa F/S Itsa to F/N.)

6.   HAS THERE BEEN AN EVALUATION?   _____
   (Itsa E/S Itsa to F/N.)

7.   HAVE YOU BEEN UPSET BECAUSE SOMEONE SEEMED MAD AT YOU?

     _____

     (ARCU CDEINR E/S to F/N.)

8.   HAS A MISUNDERSTOOD BEEN MISSED?   _____
     (Locate it and clear it to F/N.)

9.   HAS AN AREA OF CONFUSION BEEN MISSED?   _____
     (Locate it and handle by finding the MUs and clearing each to
     F/N.)

10. IS THERE SOMETHING YOU STILL DON'T UNDERSTAND?   _____
     (Find out what and handle per Word Clearing Tech.)

11. IS THERE AN UNDISCLOSED OUT-ETHICS SITUATION?   _____

     (Handle as a withhold E/S to F/N. Then, if the situation is serious enough to
     warrant breaking off the cram, send the person to Ethics.)

12. IS THERE SOMETHING ELSE WRONG?   _____

     (Find out what and handle to F/N if possible. If it is something beyond the
     scope of Cramming like a case problem send the folder with all the data to the
     C/S.)

L. RON HUBBARD
FOUNDER

Assisted by Research and
Technical Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
OF CALIFORNIA

Remimeo
Cramming
Officers
C/Ses
Supervisors
Executives
Qual
Tech
HCO

Cramming Series 4

CRAMMING TOOLS

When one sees staff or students being returned to Cramming repeatedly for the same or similar outnesses, it's a pretty sure sign there's a Cramming Officer sitting on the post who doesn't know his tools.

He either doesn't know what his tools are or he doesn't know how to use them.

The Cramming Officer of today is fortunate in that he has at his disposal the wide array of debug and corrective materials researched and proven over the last 30 years.

A comprehensive list of these materials is laid out in this issue. The list does not substitute for nor change the basic cramming procedure given in Cramming Series 2, which shows the simple steps the whole cramming cycle goes through. What it does do is provide a concise view of the keg materials available to a Cramming Officer to use in following the basic cramming procedure to get cramming successfully done and achieve his product.

THE TOOLS OF CRAMMING

The list below, while broad, does not pretend to be a full and final list of all the materials a Cramming Officer might need or use, nor is he limited to these alone. There are additional correction lists, additional remedies which might be employed, and there may be new debug or corrective actions developed from time to time.

What is given here are the tools most frequently used in standard cramming actions. There is no particular significance to the sequence in which they are listed.

ALL FORMS OF WORD CLEARING
ALL FORMS OF STUDY TECH
THE STUDY TAPES
CLAY DEMOS
TRS
UPPER INDOC TRS
LRH MODEL AUDITING TAPES
ADMIN TRS
DRILLING OF SPECIFIC ACTIONS, PROCESSES OR ROUTINES
VERBAL TECH CHECKLIST
BASIC AUDITING TAPES (ESSENTIALS OF AUDITING SERIES)
BASIC AUDITING SERIES HCOBs
USE OF TAPING AND VIDEO
FALSE DATA STRIPPING
CRASHING MU FINDING
E-METER DRILLS
ASSESSMENT DRILLS
ANTI Q AND A DRILL
WORD CLEARING CORRECTION LIST

CRAMMING REPAIR ASSESSMENT LIST
SHORT CRAMMING REPAIR LIST
STUDY CORRECTION LIST
STUDENT CORRECTION LIST
STUDY GREEN FORM
STUDENT REHABILITATION LIST
FULL PRODUCT DEBUG
LEARNING DRILLS
REMEDY A
REMEDY B
STUDENT RESCUE INTENSIVE
STRESS ANALYSIS
NED AUDITOR ANALYSIS LIST
AUDITOR CORRECTION LIST
HC OUT POINT—PLUS POINT LISTS
VARIOUS POST CORRECTION LISTS

The majority of these actions can be done as a part of the cramming cycle without any specific C/S okay. However, any which are major case actions, such as a Student Rescue Intensive, Study Green Form, etc., must be C/Sed for.

Whether the Cramming Officer does the action himself or has a classed auditor do it does not change the fact that he is the person responsible for seeing that the cycle is taken to a done.

THE BASIC TOOL

THE BASIC TOOL OF CRAMMING IS THE TECHNOLOGY OF FINDING AND CLEARING MISUNDERSTOOD WORDS.

The data on this is fully covered in the Study Tapes and the Word Clearing Series, and there is no need to repeat the whole of that technology here.

However:

a) as a Cramming Officer is concerned with the cause of the trouble, and

b) as the cycle of an overt begins with a misunderstood word or symbol,

one can easily see the importance of Word Clearing in cramming.

There is the simple, standard action of taking the Bulletin or Policy Letter the person is hung up on, locating the misunderstood word in it (or in an earlier Bulletin or Policy Letter) and clearing what is found. This alone can work quite magically, often to resolve the entire situation.

Sometimes the person has even gone past 20 or 30 misunderstoods and each one has to be found and defined if he is to be terminatedly handled and gotten back on the rails.

THE CHOICE OF TOOLS

Deciding which tools are needed in order to attain a fully handled cramming cycle is not some magical ability which some Cramming Officers have and others do not.

It's a matter of knowing the whole range of tools available, knowing how to use them and what they can accomplish, used correctly. It's also a matter of a Cramming Officer studying and drilling the use of his tools in order to be flawless in their application.

After studying this issue, one should review Cramming Series 2 and work out at which point in the procedure each of the tools in this issue might be likely to be used.

THE E-METER

The E-Meter as a tool for the Cramming Officer deserves its own special mention here.

A Cramming Officer must be able to operate an E-Meter, be able to fly ruds and assess and handle prepared lists. He must also be able to find areas of confusion and uncertainty using the meter.

In the hands of a competent operator the meter becomes an invaluable tool in determining where an area of trouble lies, what needs to be done and when to do it.

KEEPING A CRAMMING LOG BOOK

An admin tool for the Cramming Officer is the Cramming Log Book. In this he logs every cramming cycle.

The Cramming Log Book should contain a brief but complete record of the cycle. The following might be necessary to provide a complete enough record:

a) Name of the person crammed.

b) Post title/student (note on which course).

c) Date the cramming started.

d) Reason sent to cramming/subject needing to be crammed on.

e) Cramming actions taken.

f) Date the cramming cycle is completed.

g) Name of the Cramming Officer.

A cramming log need not cover all of these points, as the needs will be different for different Cramming Officers. However the log should at least contain items (a), (c), (d), (e) and (f).

The cramming cycle is entered in the log book when the cram is begun and checked off when fully done. Thus incomplete cycles can be spotted by glancing through the book at any time.

The Log Book provides the Cramming Officer with a record of all the persons who come to cramming, from what areas and on what subjects. He can then easily locate any area which is a high percentage cramming area, investigate for unhattedness, out tech, out supervision, etc., and, if warranted, get the area itself corrected.

It also gives a record that he can review in order to check up on those who have left cramming, to ensure they are now doing well. Additionally, it provides data for executive or HCO inspections.

A system of baskets is also helpful in monitoring the load of crams. One successful system consists of an IN Basket (for crams received but not yet started), an IN PROGRESS Basket, a CRAMS COMPLETED Basket (where the cram goes prior to the cramming report being written to the originator) and a HOLD Basket (for crams which cannot be done at the time due to the person being in the middle of a repair action, or being away from the org, etc.).

TECHNICAL REFERENCES FOR CRAMMING TOOLS

The following list of technical references is provided to assist the Cramming Officer in becoming thoroughly familiar with the tools at his disposal.

THE FULL WORD CLEARING SERIES (Technical Volumes)

THE STUDY TAPES

THE STUDY SERIES (Technical Volumes)

THE BASIC AUDITING SERIES HCOBs (Technical Volumes)

HCOB 8 Sep 64, OVERTS, WHAT LIES BEHIND THEM

HCOB 11 Oct 67, CLAY TABLE TRAINING

HCOB 10 Dec 70R I Rev. 10.2.81, CLAY TABLE WORK IN TRAINING

HCOB 16 Aug 71RA Re-rev. 4.8.80, TRAINING DRILLS REMODERNIZED

HCOB 17 May 80, ADMINISTRATIVE TRAINING DRILLS, ADMIN TRS

HCOB 7 May 68, UPPER INDOC TRS

THE BOOK OF E-METER DRILLS

HCOB 22 Apr 80, ASSESSMENT DRILLS

HCOB 20 Nov 73 I, 21st ADVANCE CLINICAL COURSE TRAINING DRILLS
(Anti Q and A Drill)

THE BOOK OF CASE REMEDIES (Remedy A & B)

HCOB 13 Sep 67, REMEDY B

HCOB 21 Feb 66, DEFINITION PROCESSES

HCOB 13 Jun 70 II, HUBBARD CONSULTANT STUDY STRESS ANALYSIS

HCOB/PL 7 Aug 79, Product Debug Series 8, Esto Series 36,
FALSE DATA STRIPPING

HCOB 17 Jun 79, W/C Series 61, Product Debug Series 3, URGENT—
MPORTANT, CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES
OF ACTION AND PRODUCTS

HCOB 27 Nov 78, W/C Series 35RF, WORD CLEARING CORRECTION LIST

HCOB 23 Nov 68RB III Re-rev. 4.9.78, STUDENT RESCUE INTENSIVE

BTB 4 Feb 72RE Rev. 22.2.77, Study Series 7, STUDY CORRECTION LIST
REVISED

HCOB 4 May 81, Study Series 10, THE STUDY GREEN FORM

HCO PL 23 Aug 79 II, Esto Series 38, Product Debug Series 2,
DEBUG TECH CHECKLIST

HCOB 23 Aug 79 II, Product Debug Series 10, PRODUCT DEBUG
REPAIR LIST

HCO)B 2 June 78RA Re-rev. 30.8.81, Cramming Series 18RA,
CRAMMING REPAIR ASSESSMENT LIST

HCOB 5 May 81, Cramming Series 3, SHORT CRAMMING REPAIR LIST

HCOB 27 Mar 72RB I Re-rev. 28.1.81, STUDENT CORRECTION
LIST—REVISED

HCOB 15 Nov 74, STUDENT REHABILITATION LIST

HCOB 28 Aug 70RB Rev. & Reinstated 27.1.81, HC OUT-POINT
PLUS-POINT LISTS RB

HCOB 27 Mar 72RB III Rev. 8.11.80, Study Corr List 3RB,
AUDITOR CORRECTION LIST AUDITOR
RECOVERY

HCOB 20 Sep 78 III, NED Series 18, C/S Series 103,
NED AUDITOR ANALYSIS CHECKLIST

HCOB 9 Feb 79, HOW TO DEFEAT VERBAL TECH

HCOB 26 Jun 81, USE OF LRH MODEL AUDITING TAPES

The Technical Volumes, the OEC Volumes, the Technical Dictionary, and the Admin Dictionary, as well as the full list of Dianetics and Scientology Books, also exist as tools for the Cramming Officer.

SUMMARY

Whichever of the available tools he uses, the Cramming Officer is aiming at the product of a person who is terminatedly handled on the area with which he has been having trouble.

A repeat cram on the same area indicates a flubbed product and a failure on the part of the Cramming Officer to locate the actual reason for the trouble or to make the right choice of the tools needed to handle it.

So it's a matter of the Cramming Officer knowing what his tools are, knowing how to use them, and knowing when to use them. That is the key to his achieving 100% uniformly excellent results and high quality products.

L. RON HUBBARD
FOUNDER
Assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 AUGUST 1981

Remimeo
Cramming
Officers
Qual

Cramming Series 5

HOW A CRAMMING OFFICER ENSURES

THAT HE HAS NO BACKLOGS

Ref:

HCO PL 4 Oct 70   QUAL HAS NO BACKLOG
HCOB 21 Dec 79   C/S Series 107
                       Cramming Series 20
                       Qual Corrective Actions on OTs Series 1
                       AUDITOR ASSIGNMENT POLICIES,
                       CRAMMING ASSIGNMENT POLICIES
HCOB 11 Jan 80 I   C/S Series 108
                       Cramming Series 21
                       QUAL CORRECTIVE ACTIONS ON OTs

The Cramming Officer must never, ever have a backlog of crams to do.

(Ref. HCO PL 4 Oct 70 QUAL HAS NO BACKLOG)

Certain situations can occur which threaten the Cramming Unit with a backlog. This issue delineates these situations and provides handlings for them.

1.   AN OT NEEDS A CRAM DONE ON NON-CONFIDENTIAL MATERIALS BUT THE CRAMMING OFFICER IS NOT AN OT.

(Ref. Cramming Series 20 and 21)

Cramming Series 20 (HCOB 21 Dec 79, AUDITOR ASSIGNMENT POLICIES, CRAMMING ASSIGNMENT POLICIES) states:

«IT IS POLICY NOT TO ASSIGN NON-OT CRAMMING OFFICERS TO OTs AND THE CRAMMING OFFICER MUST NOT BE OF LOWER CASE LEVEL THAN THE OT.»

Where the situation of OTs needing cramming but no OT Cramming Officer in the org happens frequently an OT Cramming Officer must be posted, at least on a part-time basis.

Where such a situation does not occur too frequently, the following is the procedure for handling:

a.   A qualified OT (i.e., of the same case level as the person being crammed) checks the folder to ensure the OT needing cramming is not in the middle of a major action or repair cycle.

b.   If okay to do so, a qualified OT first shows the person the cramming order and then flies the person's ruds per Cramming Series 19RA, FLYING RUDS IN CRAMMING.

c.   The non-OT Cramming Officer takes over after the ruds are flown, and does an unmetered cram on the OT being crammed.

In essence, the action would consist of sitting down with the person, off the meter, finding out where the errors lie and getting the person to study the relevant material. Word Clearing (except Method One Word Clearing which asks «Earlier/similar»), demos, clay demos, drills and starrates may be done, as specified by the Cramming Officer.

Cramming Series 20 and 21 clearly lay out what is okay to do and what is not okay when cramming an OT in this situation.

d.   There is one major precaution: NO SUBJECTIVE QUESTIONS ARE ASKED.

Cramming Series 20 and 21 cover this point.

e.   If a bog occurs which does not resolve the person is sent to the examiner and the exam and all cramming worksheets are gotten to the person's pc folder and sent to the C/S at once.

NOTE: Worksheets done during an unmetered cram go in the person's pc folder the same as with metered crams.

NOTE: Under no circumstances can a Cramming Officer cram a person on confidential data if he himself is not at least at a case level to which the confidential data pertains.

2.   THE PERSON NEEDS CRAMMING BUT CANNOT BE PUT ON THE METER.

Every now and then you will find somebody with a cram who is in the middle of an Int Rundown or who has out lists or who for some other case reason can't have his ruds flown, can't be put on a meter in cramming or can't be word cleared.

Even though Cramming does not treat people as cases—it treats them as students or auditors or staff members—a person with out Int or an out list is not in a position casewise to be crammed and any cramming must wait until the out Int or BPC from the out list is handled. The Cramming Officer should ensure such cases on his lines with cramming orders to do are handled so he can do his own job. It is out-tech to leave a pc with an out list, for example, and if this sort of thing is going unrepaired, those responsible must be handled with cramming and ethics.

In rare instances there may be certain other cases where the person needs cramming but cannot be metered for some reason. At these times, C/S okay must be obtained before any cramming is done.

When this is obtained an unmetered cram is done.

The Cramming Officer sits down with the person off the meter, asking no subjective questions, and finds out what errors were made and gets the person to study and drill the correct references and procedures. Demos, clay demos and starrate checkouts are okay and ordinarily any non-metered word clearing could be done.

The precautions that must be taken are: (1) NEVER ASK A SUBJECTIVE QUESTION. This can restimulate the person's case, bog the cram and further mess up the case. The less two way comm the better. (2) DON'T FORCE THE PERSON TO DO THE CRAM IF HIS RUDS ARE OBVIOUSLY OUT OR IF HE IS PROTESTING.

NOTE: IF FOR SOME REASON A BOG OCCURS DURING SUCH AN UNMETERED CRAM AND IT IS NOT RESOLVING, GET THE PC EXAMINED AND HUSH THE WORKSHEETS WITH FULL DATA INTO THE PC FOLDER AND SEND TO THE C/S AT ONCE.

WHETHER A CRAM IS DONE ON A METER OR NOT IT MUST END WITH AN F/N AT THE EXAMINER AND MIST BE ACCOMPANIED BY AN ACCEPTABLE SUCCESS STORY.

While it is true that cramming is never done over out ruds, out Int or out Lists, nor a metered cram done on an OT by a non-OT Cramming Officer, one would not reprimand a Cramming Officer for giving a person a correct reference for a subject or action so long as he did not get off into trying to handle a cramming cycle or get into off-line case actions as covered in C/S Series 29. The Cramming Officer who provides assistance to those needing references is not violating any existing policy but is, in fact, simply Keeping Scientology Working.

3. THE PERSON CANNOT BE GOTTEN INTO CRAMMING.

There may be many reasons why a person cannot be gotten into cramming such as «too busy» unsessionability due to post pressures, BIs in general on cramming or the person simply refuses to report. These and any other reasons stem from either:

a) the person has BIs on cramming and/or study

b) out-ethics.

One could handle (a) by doing a Cramming Repair Assessment List per HCOB 2 Jun 78RA Cramming Series 18RA and/or one or more of the several correction lists on the subject of study. But other case factors may be present (see Cramming Series 13 HANDLING THE BADLY BOGGED INDIVIDUAL) and it is up to the C/S to determine what is needed.

If it is (b) out-ethics, the Cramming Officer normally first assesses and handles a Cramming Repair Assessment List (assuming he is qualified to do so) or gets this done to be sure that the person is not presenting an out-ethics aspect because of BPC on cramming. If this doesn't resolve it, then the person is sent to Ethics or handled by applying the Levels of Ethics Actions as found in HCO PL 28 Apr 65 II ETHICS REVIEW.

The Cramming Officer may also have the pay withheld from any staff member who does not report to cramming upon receiving a valid cramming order, or who will not come in to complete a cram. The Cramming Officer need only despatch the Payroll Officer referring to this HCOB and the pay of the staff member must be withheld until such time as the staff member reports to cramming and completes his cram. At that time, the person's pay is given him.

The out-ethics person may make a gesture of doing his cram, but in reality will be uninvolved and unwilling to participate in the cramming action.

If a Cramming Officer cannot spot out-ethics (or PTSness, which can cause havoc if not located and handled) when it exists then he may get failures on a small percentage of those he handles. If unsure, the Cramming Officer can always write up his observations and send the person to a competent Ethics Officer with a request to check for any out-ethics situation as this person is not making any progress in cramming.

HCOB 28 Aug 81 Cramming Series 13, HANDLING THE BADLY BOGGED INDIVIDUAL is relevant to the matter of handling the person who cannot be gotten into cramming and must be studied and known.

4. ETHICS IS BACKLOGGING CYCLES.

This can be a source of a backlog in cramming and so it bears mention.

In the event the Cramming Officer has had to send a person to Ethics and Ethics has not swiftly handled, a backlog develops.

The Cramming Officer cannot simply say it's not his fault should such occur and let it go. It is still his responsibility to get the crams done and if Ethics is backlogging his cycles then it is up to him to get these rolling.

The Cramming Officer can handle by (a) demanding Ethics do its job, (b) cramming the Ethics Officer responsible for the backlog—if necessary the Cramming Officer can do a debug or have someone else do one per HCO PL 23 Aug 79 I Product Debug Series 1, Esto Series 37, DEBUG TECH and HCO PL 23 Aug 78 II Product Debug Series 2, Esto Series 38, DEBUG TECH CHECKLIST, © requesting ethics action be taken on the Ethics Officer concerned.

The point is the Cramming Officer does not allow incomplete crams to stack up because Ethics is backlogging ethics cycles. He pushes the ethics cycles through and then gets the crams done!

The other way crams can get backlogged is simply too many cramming orders for one Cramming Officer to do. The handling is simple: Call an all hands to clean up the backlog, or better still, post another Cramming Officer!

Summary

The Cramming Officer has the responsibility of ensuring that undone cramming orders do not accumulate.

If he does not do this and backlogs do develop which do not get cleaned up, the Dir Correction and Qual Sec must handle rapidly.

QUAL HAS NO BACKLOGS.

<div align="right">
L. RON HUBBARD
FOUNDER
Assisted by Research and
Technical Compilations Unit
Accepted by the
BOARD OF DIRECTORS of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA
</div>

HCO BULLETIN OF 22 AUGUST 1981

Remimeo
Cramming
Officers
C/Ses
Tech
Qual

Cramming Series 6

TECH CRAMMING

There are certain points the Cramming Officer should know about Tech cramming (as opposed to Admin cramming which is covered in the next issue in this series). Though Tech and Admin cramming procedures and tools are basically the same, the differences which do exist warrant mention.

Cramming Auditors Who Have Goofed

In a service org, a large part of the Cramming Officer's day is spent cramming auditors.

The procedure as laid out in Cramming Series 2 is followed, but the key to most cramming done on flubbed auditors is the folder of the pc on whom the goof was made.

The session worksheets usually reveal the goof straight away and then, in most cases, it is a simple matter of getting the material which covers that area of tech and locating the auditor's misunderstoods or false data, followed by any needed clay demos, drilling, etc.

The thing to ensure is that all the session errors are located, especially the first one. The most obvious goof is usually the result of an earlier, less obvious goof or auditor confusion in the session. Example:

Dianetic chain bogged. An L3RG is done but doesn't resolve it and instead sends the TA out the roof. Obvious flub—auditor has poor assessment TR-1. Cramming Officer, smart bunny that he is, traces this back earlier and finds that the auditor ignored the fact that there was no fall on the metabolism test, bought pc's PR that he was «sessionable» and attempted to audit a pc who wasn't actually sessionable and so couldn't properly confront and erase engrams that day.

So, in addition to handling the auditor's assessment TR-1, the Cramming Officer also thoroughly crams him on references dealing with pc sessionability, metabolism, obnosis of sessionable and unsessionable pcs and bullbaiting on confronting unsessionable pcs trying to PR their way into receiving a session. This isn't a rote handling or even necessarily a complete handling but it gives one an idea.

Checking «what happened just before» the goof often reveals either something the auditor didn't understand or something he couldn't control. Such things may not be apparent in the worksheets and may not present themselves until you ask, «What happened just before (the error)?»

If it remains unclear what the error is, and it has been established that there is an error somewhere due to a non-optimum result on the pc, the Cramming Officer should look into factors which do not usually show up in an auditing report. The main points to check into are:

a) Out TRs.

b) Out metering.

c) Code breaks.

d) False or incomplete auditing reports.

e) Auditor inability tp co-ordinate all the actions of an auditing

session smoothly:

f) Mis-Us on basics, e.g., the Mind, ARC, Comm Cycle, the Axioms, etc.

g) Auditor does not set up an auditing session properly.

h) Auditor has a physical defect such as bad eyesight which is affecting

his performance.

i) Auditor has been trying to audit a wrong C/S or program that does not

apply to the case.

Checking over the above points with the auditor, such as by getting him to demonstrate, usually enables the Cramming Officer to locate the outness.

Still in doubt? Then a TV demo session or tape recorded session will reveal all, and it is well within the Cramming Officer's rights to request that either of these be done as part of a cramming cycle.

Get the auditor to show you exactly what he did in the session, get him to demonstrate his session patter and procedure, check over his TRs and metering or get a TV demo or taped session done and the error will be spotted. Usually it doesn't have to go this far, however, and remember most auditors are only too happy io get their confusions sorted out and improve their auditing skills.

Auditor's Enhancement

From time to time we find that an auditor with out tech on his own case will tend to dramatize that on cases he is auditing (or C/Sing if he is a C/S). The auditor who has been given quickied Objectives may tend to quickie his pcs on Objectives.This   isn't always the case, but it has happened.

This is not mentioned in license to throw away cramming tech on flubby auditors, but to point out that thorough correction of a flubby auditor may call for correction of outnesses on his own case in addition to the usual cramming/ retreading/retaining.

Correcting Courses and Supervisors

If the Cramming Officer starts to see a high percentage of auditors from a specific course are landing in cramming. It is way past the time when he should have been looking into the supervisor and course concerned. He'd better make a thorough inspection of the course room and supervisor in question, and fast!

The issues used to spot the outnesses in courses are HCO PL 16 Mar 71R, Rev. 29 Jan 75, WHAT IS A COURSE? and HCOB 30 Oct 78 COURSES—THEIR IDEAL SCENE. The existing course room scene is simply compared with these issues and all is revealed!

Unless Qual is also correcting training where needed, cramming will be overloaded with flubbed products who didn't get the data in the first place.

A wise Cramming Officer inspects the course rooms regularly to avoid this and he takes a look at things such as the following:

Does the supervisor have his meter get up to handle students who need M2 or M4 Word Clearing?

Does the supervisor move around the classroom ensuring that his students are F/Ning by using Pink Sheets and supervisor 2 W/C?

Are the student graphs in PT and used as indicators?
Are all students on course who should be with «no-shows» being handled and no

students off schedule?

Are the students applying LRH Study Tech? etc.

In short, is the course run on policy per WHAT IS A COURSE? and COURSES

--THEIR IDEAL SCENE, and is the supervisor applying his supervisor technology?

A well-trained supervisor who turns out top quality course graduates is a very valuable person and therefore, time spent by the Cramming Officer in ensuring he is corrected, when needed, is time well spent.

Drilling Procedures

If a student auditor or any tech terminal does not do a thorough job of drilling the procedures he is to use, then it is a near certainty he will make errors and end up in cramming. Therefore, not to insist that students get drilled for blood on their courses and in cramming, is to guarantee yourself an awful lot of out tech and extra work in correcting it.

Cramming and the Red Tag Line

Per the Red Tag Line as laid out in C/S Series 86RD, the Cramming Officer should receive a list of any Red Tags from the Examiner daily. From this he establishes who should report to cramming within 24 hours.

A Red Tag denotes a serious goof and it is important that the flubbing auditor and the C/S, if warranted, are handled thoroughly so the scene does not perpetuate.

Cramming and the C/S

The line between the C/S and Cramming Officer has more to do with Tech quality than any other line in the org. The liaison should be close and the Cramming Officer has a right to get clarification of points made by the C/S on cramming orders when needed.

Whenever needed, the C/S himself is sent to or called in for cramming. C/Ses goof sometimes, too, and when they do it is dastardly not to correct them. A C/S will get into a a dwindling spiral as a C/S and hinder org delivery if never corrected for his goofs. Don't let it happen to your C/Ses and your org.

Tech Cramming Officer Efficiency

In any busy service organization the Cramming Officer can have a whole bunch of auditors arrive in cramming early in the morning, all wanting to be handled first in order to get into session and onto production.

He should base his activities on maximizing auditor production and minimizing the number of auditing hours lost that day due to auditors being in cramming. He would handle the auditor first who could complete his cram and get into session first. Those with longer crams or with multiple crams he'd handle afterwards.

Once he has found the cause of the person's troubles the Cramming Officer can save a lot of time and increase his efficiency by twinning up auditors to word clear, starrate, coach and drill each other on their cramming assignments.

Final checkouts and the responsibility of supervision of the twinning are of course the Cramming Officer's, but if he tries to do all the actions himself at times like this he is going to be very overloaded and will hold up org production.

With efficient organization, such an inflow can be easily serviced.

Summary

Superlative Tech Cramming is vital to all orgs that want to have happy pcs and successful auditors.

Auditors love to audit and want very much to help their pcs. When they feel they are not doing this they take themselves off the lines very quickly, one way or another.

Whenever I hear of an area where there is a shortage of auditors I know whatever else is out in that area, one thing is sure: cramming has become non-existent or very poor.

Where an area starts to really flourish and do well, I know that there is a Cramming Officer there who knows his business.

Where the pcs are raving about the excellent tech, and org stats are going up, up, up, the Cramming Officer should be looked upon with great respect. He will deserve it!

<div align="right">

L. RON HUBBARD
FOUNDER
Assisted by Research and
Technical Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

</div>

Remimeo
Cramming Officers
Qual Div
Execs
HCO
Cramming Series 7

ADMIN CRAMMING
(Ref. HCO PL 11 April 70, THIRD DYNAMIC TECH)

A prosperous org is one which has its ethics, tech and admin effectively in.

(ADMIN: The abbreviation for ADMINISTRATION, which is the subject of how to organize or establish or correct the spaces, terminals, flows, line duties, equipment, material and so forth of a production group so as to establish optimum volume, quality and visibility.)

We have arrived at a point in our progression where Admin Cramming must come into its own.

There is no intention and there must never be any intention that Admin Cramming be emphasized to the exclusion or neglect of Tech Cramming. Rather the two must exist side by side and Admin Cramming brought up to the same high level of precision and accuracy as Tech Cramming. For one corrects and improves the application of First Dynamic Tech and the other corrects and improves the application of Third Dynamic Tech. It takes both to add up to a high level of survival for an org. (Ref: HCO PL 11 Apr 70, THIRD DYNAMIC TECH) This issue covers several points of importance pertaining to Admin Cramming.

HANDLING THE CRAMMING LOAD
Permitting admin crams to backlog or go into neglect is courting trouble. Where it is permitted to happen there is either a lack of care in regard to the administrative areas of the org or the Cramming Officer is too overloaded and a second Cramming Officer is needed.

If the workload of the Cramming Unit is such that there are enough tech crams to take up the whole day then an additional Cramming Officer must be gotten on post without delay.

In the meantime the Qual Sec must ensure that admin crams do get done.

HANDLING THE ADMIN CRAMMING CYCLE
The Basic Cramming Procedure laid out in Cramming Series 2 applies equally to both admin and tech cramming.

It is important to understand that, while this is the basic procedure, it is not a rote procedure.

In admin, the real outness can seem to be obscure. The basic knowledge is there, well covered in HCO Policy Letters, tapes and the OEC Volumes. But with administration there is a fairly wide, diversified range of actions to cover. The apparency can be that it is complex.

This is an apparency and is certainly not true for the person who knows his org basics, the structure of an org, lines and terminals and who knows the route on which particles must flow. But the mere fact that this apparency can exist (if not for the Cramming Officer himself it often can exist for the person being crammed) -- makes the «LOOK, DON'T LISTEN» rule doubly important when handling admin cramming cycles.

To dig out exactly where the trouble lies, a smart Cramming Officer will get the person to SHOW him what he did. Get him to demonstrate it by going through the motions. How does the Receptionist greet and handle a public person? What does the Cashier actually do when making out an invoice, and where does he route it or file it? Can the Mimeo Operator operate his machine competently, per it, instruction manual? Or, in the case of an exec, how does he conduct his product conferences? Or his inspection of the areas under him? Go into the staff member's area with him, if needed.

In many instances, if a person is asked what was done, he may not report accurately what was done due to confusions in the area. If at all possible, a Cramming Officer should get person to SHOW him what he did.

Clay Demos

Don't underestimate the value of clay demos in admin cramming. Once the MUs are found and handled, a clay demo based on the applicable reference can make the difference between a fully handled cramming cycle and a partially handled one.

Admin Cramming And Drilling

Another tool which too often gets neglected in Admin Cramming is drilling.

Certainty of action is gained through drilling on the correct action after all the misunderstoods are cleared up and the key materials studied.

An organization runs as smoothly as each of the individuals knows and can do the functions of his post.

Scientology Basics

The admin basics are a knowledge of the org board, lines, terminals, cycles of action, dispatch routing, Dev-T, etc. But all the tools of tech cramming can also apply. There is not an org post that doesn't require use of Scientology tech basics, such as TRs, the ARC Triangle, and the like. What post doesn't need and use the comm formula? So where it's a lack of knowledge or use of these basics that's causing the trouble, the Cramming Officer handling admin cramming cycles ensures they go in.

Getting The Actual Area Of Confusion

To always take up what seems on first appearance to be the area of confusion can lead to crams which do not end in terminated cycles of action.

Unlike Tech areas where errors usually show themselves very quickly (with red tag pcs and non-F/N students) bad goofs in Admin can occur but often fail to appear until some time later.

The Cramming Officer should suspect that he hasn't got the right area to cram (or that he has not discovered the actual outness), if the cram doesn't seem to be going anywhere or if the person is not brightening up during the cram. The actual outness needing handling will bring in GIs on the person being crammed once it is located.

ARBITRARIES AND VERBAL DATA

In some orgs, the administrative areas of the organization can often be prone to false data and arbitraries. This is especially the case in an org where there are many green staff and/or relatively untrained execs. Where this is the case, it tends to show up during a cramming cycle or even in the cramming orders themselves, and anyone handling admin cramming should be on the lookout for it.

The Glib Cramming Order

If there is one thing that can add hours to the Cramming Officer's day and cause misses in cramming, it is the glib type of cramming order.

Examples of this are: «This staff member can't do his post properly, so cram him,» or «Joe isn't making it in Treasury. He is creating all kinds of Dev-T. Please cram him.»

The way for the Cramming Officer to handle is to return the cramming order to the originator to be clarified and made specific. He would also cram the originator on the correct way to write a cramming order.

Mis-Use Of Admin Crams
Admin crams can be mis-used.

Sometimes a senior employees a cramming order to attempt to get an outness corrected which he should actually be handling himself. Some seniors use cramming orders instead of the actual on-the-job hatting that should be taking place in the junior's area. Executives have a responsibility for training their juniors (Ref. HCO PL 15 Sep 70R ETHICS IMPORTANT EXECUTIVE RESPONSIBILITY FOR TRAINING STAFF), and the Cramming Officer should return any cramming order which seeks to have cramming handle that which the originator himself should be handling.

A cramming order is sometimes even used in place of the comm cycle! Where this is detected, the Cramming Officer must handle the senior (as well as any valid cram on the junior) and get him wearing his senior hat correctly. Why can't he get in comm with his junior before resorting to cramming? Has he tried? If there's a situation there it's up to the Cramming Officer to spot it and handle.

Admin crams have even, on some occasions, been used in place of chits. When this happens, cramming is landed with an ethics particle (if the chit is deserved) rather than a Qual particle. For instance, an annoyance report is the subject of an ethics chit, not a cramming order.

A sharp Cramming Officer soon learns to detect mis-crams and acts to get admin cramming used properly.

LACK OF HATTING
One doesn't try to hat an as-yet-unhatted staff member through cramming. It is pointless to try to cram, cram, cram a flubby staff member into being a success on post when he hasn't even done his hat.   This is not to say that you shouldn't cram flubby staff. But why not invest your energy towards achieving a terminated handling of the staff member, namely by seeing to it he gets hatted!

TOO NARROW A VIEW
From all the above, it can be seen that a Cramming Officer who takes too narrow a view, who doesn't inspect for the actual situation, but simply sits at his desk taking orders from anywhere and anyone, will not make it.

He's got to handle admin cramming cycles realistically, and get at the actual root of the trouble. So he'd better fast get ADMINISTRATION defined and known and under his belt. Then he'll wind up with successes.

CORRECTING ADMIN COURSES AND SUPERVISION
The same routine inspection that is done of tech courses and supervision must be done of admin courses and their supervision.

Admin courses are where the staff get their post training and where they learn the organizational basics. They are also where the org's execs are trained.

So these courses must be run per «What Is a Course?» PL and per the PL on «Courses—Their Ideal Scene.»

It is the responsibility of the Org Review and Correction Officer (even if held from above by the Dir of Review) to inspect and issue cramming orders on outnesses spotted and it is the responsibility of the Cramming Officer to fully handle such.

And where outnesses or negligence on admin courses is found, the supervisor (and sometimes the STO or D of T) must be crammed.

FOLLOWING UP ADMIN CRAMMING

A good Cramming Officer always keeps a record of the persons he has crammed and follows up the cram by checking on their progress back on post a few days later.

This is to ensure that a real and terminatedly handled product was achieved, and the person is now doing well on the area that he was crammed on.

All of this adds up to the need for an adequately manned Cramming Unit in any org.

In an organization where the cramming load is greater than can be handled by one Cramming Officer, I am relying on the senior executives to get a second Cramming Officer on post without delay. It is, after all, our Third Dynamic Tech which is at stake.

And I am relying on those who handle admin cramming cycles to recognize the scope of Third Dynamic Tech and the value of its correct application.

If this is made into a reality we can make giant strides in increasing our survival potential.

<div align="right">

L. RON HUBBARD
FOUNDER
Assisted by Research and

Technical Compilations Unit

Accepted by the

BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
OF CALIFORNIA

</div>

Remimeo
All Execs
All Staff
All Orgs
All Missions
Cramming
Officer Hat

Cramming Series 8

C/S Series 70

HOW TO WRITE A CRAMMING ORDER

(Refs: HCO PL 28 Dec 67   QUAL SENIOR DATUM
          BOOK: DIANETICS 55!, Chapter IV, Accent on Ability)

NOTE: With the issuance of this HCOB/PL it becomes mandatory that any technical or administrative staff must word clear and be starrate checked out on this issue before writing a cramming order on any staff member, student or other individual.

To fail to write cramming orders on tech or admin staff when cramming is needed can lower the quality of products and technical application at an alarming rate.

Next to the importance of writing the cramming order at all is the necessity of ensuring it is written clearly and correctly.

THERE IS A STANDARD WAY TO WRITE A CRAMMING ORDER.
Here are the simple rules that apply:

a) ISOLATE THE EXACT ERROR OR ERRORS AND STATE THESE CLEARLY
(i.e., VIOLATION OF A POLICY LETTER, HCOB, etc.) NOT JUST THE SITUATION
RESULTING FROM THE ERROR OR ERRORS.

b)   INDICATE THE EXACT HCOBs, POLICY LETTERS, BOOKS, TAPES OR
OTHER REFERENCES THAT HAVE BEEN VIOLATED.

c)   WRITE THE ORDER IN A POSITIVE, NON-INVALIDATIVE WAY.

d) ENSURE THAT THE ORDER CONTAINS SPECIFICS, NOT GENERALITIES.

e) ENSURE THAT THE ORDER IS BASED ON FACTUAL, NOT FALSE, DATA.

A standard, spot-on cramming order that gives specifics and is in-ARC, helps to ensure standard cramming results.

QUAL SENIOR DATUM

The fact that a senior, C/S, executive or any other staff member has written a cramming order per the above rules does not relieve the Cramming Officer of his responsibility to apply the Qual Senior Datum:

QUAL NEVER NEVER NEVER TAKES THE ORDER OR DIRECTION OF ANY OTHER DIVISION OR STAFF MEMBER ON WHAT TO DO TECHNICALLY WITH A STUDENT OR PC. (Ref. HCO PL 28 Dec 67 QUAL SENIOR DATUM)

The same rule would apply when staff are being handled in Qual.

Thus, according to Qual Senior Datum, the Cramming Officer must not rotely take orders but must do his own investigation and handling. It will be found that there is usually a valid corrective action to be made.

CRAMMING ORDER MIS-USE

Cramming Orders are never written based on hearsay or when an outness is not observable. To do so is laziness. It not only creates dev-t but can be destructive. And in doing so one runs the risk of acting on a false or altered report. The issuer of a cramming order has the responsibility of finding out what the error was. It is almost always possible to isolate the error if the person writing the cramming order bothers to look.

Even when the exact error can't be pinpointed, one doesn't enter generalities into the cramming order but gives all the specifics possible.

In Tech, questionable tech points should not be crammed. This is well covered in HCOB 9 June 71 III, C/S Series 43, C/S RULES.

In Admin, cramming a staff member on a questionable admin point creates dev-t or ill will or, worst of all, can submerge the staff member's initiative. Further data on this is contained in Cramming Series 7, ADMIN CRAMMING.

At times it may be necessary to send a staff member to cramming with the request to do a full Product Debug, if other actions taken to correct the person's post production have been fruitless. But again specifics on the exact situation and what actions have already been done to handle must be clearly stated. (This in no way negates the responsibility of executives and staff to use debug tech themselves as a part of their daily post functions.)

One doesn't use cramming orders in place of on-the-job hatting, which is a senior's or Org Officer's function, nor in place of a deserved ethics chit, nor as a substitute for use of the comm cycle. And one does not enter invalidation or entheta into the cram.

Invalidative Cramming Orders

To enter entheta or derogatory or invalidative remarks or comments into a cramming order is never okay, as it simply defeats the purpose of cramming and can cause a staff member to go downhill fast. Negative criticism is also included under this subject. Just as negative criticism can undermine an auditor (HCOB 22 Jan 77 IN-TECH, THE ONLY WAY TO ACHIEVE IT and HCOB 28 Jun 69RA Re-rev. 21.9.78, C/S, HOW TO CASE SUPERVISE DIANETIC FOLDERS), so can it undermine any other staff member.

When a cramming order is received that violates any of the above, the Cramming Officer is responsible for correcting the person writing the order.

The whole purpose of writing cramming orders and cramming staff is to help them do their jobs better and to enhance their abilities. Chapter IV, Accent on Ability, DIANETICS 55! should be studied along with this HCOB as an aid to writing proper cramming orders.

GRADIENTS

When a staff member or student first makes a technical or administrative error, his senior or the person finding the error (C/S, Examiner, executive or fellow staff member) should write an «instruct,» indicating the error made and giving the reference material in which the correct data and its application can be found.

If the person who received the instruction then makes the same error again he should then be sent to cramming to ensure it gets terminatedly handled.

A third error means a retread is called for.

(See C/S Series 84, FLUBLESS C/SING.)

A senior has the responsibility to his juniors and to the organization to ensure these gradients are carried out.

(NOTE: The instruction step may be omitted and the individual sent directly to cramming if the error is of a nature that is immediately and severely affecting org lines or products.)

CONFIDENTIAL CRAMMING ORDERS

Confidential cramming orders (those on confidential technical materials or other confidential matters) are always put in a sealed envelope or inside the pc folder with the word CONFIDENTIAL clearly written on it and the level of material clearly marked.

Confidential cramming orders never go off org lines or to lower orgs not okayed to have the data.

MAKING COPIES OF CRAMMING ORDERS

In the case of the C/S writing a cramming order, three copies are made.

The original goes to the Cramming Officer.

The second copy stays in the pc folder and is not removed, since it serves as proof that the C/S caught the errors and ordered the needed correction on the auditor. The C/S keeps the remaining copy so he has a record of what crams have or have not been done and can chase them up and ensure his cramming orders are complied with.

All other cramming orders are always written in duplicate at least, with the original sent to the Cramming Officer and the copy to the person being crammed.

Where others, such as seniors, other networks or senior orgs need to be informed, extra copies would be made and sent to the appropriate terminals on standard routing lines.

No matter how many copies are made the original always goes to the Cramming Officer and the first copy goes to the person being crammed.

Production and morale are usually high in an org that has a standard Cramming Unit and whose staff know how to write correct cramming orders and who do so when these are needed.

Following the simple guidelines in this issue will raise the quality of cramming orders written and will also help to raise the quality of cramming results.

L. RON HUBBARD
FOUNDER
Assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

Remimeo
All C/Ses
Cramming
Offices

(Revisions in Script)
(Ellipsis Indicates Deletion)

Cramming Series 9R

C/S Series 68R

THE C/S AND CRAMMING CYCLES

A fast way for any C/S to go into Doubt about the skills of his Auditors is to send them to Cramming and get only a «done» back.

Cramming is there to find the real cause of any error. So if this is not made known to the C/S he has a «something is wrong with Joe's TRs» which hangs up in time and never is resolved.

A response from Cramming to an order from the C/S to «check his TRs—

Pc's TA went low in session—« which states: «I checked his TRs and they are good. But he audited the Pc in a room that was overhot and the cans were too big. He has been drilled on Auditor's Code and session environment handling and HCOBs on TA Errors and now has this down pat. It won't happen again,» leaves the C/S in no doubt as to what really happened. What's more he can order this repaired on the Pc by a «2wc on times he felt worried about his TA or F/Ns» taken E/Sim to F/N (which will clear it up).

Furthermore the Auditor now knows that the C/S knows what the real error was, doesn't get hung with a withhold or a false idea about his TRs from the C/S.

In essence one is putting the Exact Truth on the line.

So the following rule is now mandatory in all HGCs and Quals:

THE CRAMMING OFFICER IS ALWAYS ON ANY CRAMMING ORDER TO REPORT THE EXACT OUTNESSES FOUND OR THE EXACT SESSION GOOFS, WITH ANY ADDITIONAL DATA, IN DETAIL, TO THE C/S.

A C/S receiving a Cramming Order back which hasn't found the real cause of the error or which is incomplete or does not make sense when compared with the session and its results MUST return the Cramming Slip to the Cramming Officer requiring the cram be completed or the actual outness found and corrected.

A good C/S should . . . be able to spot such outpoints at once. He would go over the session with the Cramming Officer and point out what it is he wants handled.

This data is not theoretical but is taken from actual practical experience in C/Sing.

L. RON HUBBARD
FOUNDER
Assisted by
Research and Technical
Compilations Unit
Accepted by the

BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HCO BULLETIN OF 26 AUGUST 1981

Remimeo
Cramming
Officers
Interne Sups
Tech
Qual
HCO

Cramming Series 11
HIGH CRIME CHECKOUTS AND TECHNICAL OKS

Ref:

HCO PL 8 Mar 66	URGENT—HIGH CRIME Reiss. 30.8.80
HCO B 28 Apr 71	OKAYS TO AUDIT IN HGCs
HCO B 19 Aug 79R	HIGH CRIME—ADDITION
Rev. 30.6.80	HIGH CRIME CHECKOUTS AND WORD CLEARING

The Cramming Officer has, as one of his major responsibilities, the task of ensuring that High Crime checkouts are kept in PT.

New bulletins and technical policies are High Crimed on all C/Ses, auditors, supervisors and internes according to their class and training level in accordance with HCO PL 8 Mar 66 HIGH CRIME. HCOB 19 Aug 79R HIGH CRIME— ADDITION HIGH CRIME CHECKOUTS AND WORD CLEARING is followed to the letter and the checkouts should be done within 24 hours of receipt of the issue.

High Crime Checkouts

High Crime checkouts are done by auditors to their highest class. For example, Class VIII auditors must High Crime checkout on all relevant issues designated to Class VIIIs or below. A NED auditor would check out on any relevant Dianetic issues.

The C/S High Crimes all issues applicable to his C/Sing level.

Internes do their High Crime checkouts under the Interne Supervisor usually on a twinning basis with another interne.

High Crime checkouts are always done in Qual. They can be done by the Cramming Officer himself or the Interne Supervisor or preferably on a twinning basis under the supervision of either.

Attestations are never accepted on any High Crime checkout. (Ref. HCO) PL 25 Sep 79 I URGENT—IMPORTANT, SUCCESSFUL TRAINING LINEUP) Each must be done per HCOB 19 Aug 79R HIGH CRIME—ADDITION HIGH CRIME CHECKOUTS AND WORD CLEARING.

Any confusions, disagreements or strange ideas found while doing High Crimes are handled immediately with word clearing, false data stripping or any other corrective tool needed.

The High Crime Log

The Cramming Officer must have and maintain a log book in which new issues and High Crime checkouts are recorded.

When a new issue arrives in an org a copy must go immediately to the Cramming Officer, who logs it in his book and then sees to it that sufficient copies are made available at once to ensure that checkouts can be done with no delay.

Following is an example of how the pages of the log could be arranged.

NAME	ISSUE A (Title& Date)	ISSUE B (Title& Date)	ISSUE C (Title& Date)	ISSUE D (Title& Date)	ISSUE E (Title& Date)	ISSUE F (Title& Date)	ISSUE G (Title& Date)
Fred Black CI VIII	Date	Date	Date	Date	Date	Date	Date
Joe Howard CI IV	Date	Date	xxxxxxx xxxxxxx	Date	xxxxxxx xxxxxxx	Date	xxxxxxx xxxxxxx
Mel Morrey HSST	Date	Date	Date	Date	Date	Date	Date
Anne Moyer NED	Date	xxxxxxx xxxxxxx	xxxxxxx xxxxxxx	xxxxxxx xxxxxxx	xxxxxxx xxxxxxx	Date	xxxxxxx xxxxxxx
(Etc.)							

The log is dated when the person does his High Crime checkout for the issue entered at the top of the log. If the person is not required to do a High Crime checkout on the issue a slash is drawn through the appropriate box opposite his name.

When an interne passes a High Crime checkout it is signed off on his interneship checksheet rather than in the log book.

The Cramming Officer retains the High Crime Log and must keep it up to date at all times.

Mimeo Delays
Mimeo delays can be very destructive to an organization and the Cramming Officer must scream long and loud if new bulletins or policy letters are delayed by Mimeo either locally or at a higher level. Reports should be sent to the HAS, LRH Comm, Keeper of Tech and/or the ED if the delay is local or to the Keeper of Tech International at Flag if the delay is other than local.

Mimeo checklists of all issues should be sent out from Flag periodically to all orgs and the Cramming Officer should use these to check against the issues he has received.

Department 3 Inspections

The High Crime Log should be inspected weekly by the Inspections Officer or the Dir I & R to ensure that the High Crime checkouts are in PT.

Violations of High Crime policies are not to be treated lightly. The Cramming Officer can expect ethics action to be taken on him by HCO in accordance with HCO PL 8 Mar 66 HIGH CRIME if the High Crime Log shows backlogged High Crime checkouts. The Qual Sec is also culpable in the matter.

Okays to Audit
Anyone doing technical actions in an org, whether as an HGC auditor, Interne or otherwise, must first acquire a «Qual okay to audit» the action.

Internes, of course, acquire their OKs on their interneships. Staff auditors do new courses and interneships as well.

If a new process or technique is released which is not yet part of a course, but is designated to a course that the auditor has previously completed, the auditor would obtain his «OK to audit» the action from the Cramming Officer or Interne Supervisor before doing the action.

«Okays to audit» never replace the need to do a full course. For instance, one would never be allowed to merely High Crime the Happiness Rundown issues and then audit the HRD. One would have to do the Happiness Rundown course first and then do the HRD

Internship which gives one his okay to audit the HRD?. It's never one without the other and never in any other sequence than (1) Course done (2) «Okay to audit» obtained in Qual on the Interneship.

This holds true for C/Ses as well. One does his course and then his internship and receives his «okays to C/S» in this fashion. «OKs» for new techniques or processes which are not yet part of a course, but are designated to a course that the C/S has previously done, are obtained from the Cramming Officer or Intern Supervisor.

There are some posts in the org other than auditor, C/S or interne which call for technical actions to be done as part of the duties of the post. Examples are Ethics Officers doing PTS interviews or other metered interviews, word clearers, those doing metered debugs, D of Ps, Estos doing Product Clearing, etc.

These terminals must High Crime check out on issues pertinent to the action and must obtain Qual OKs to do the specific action required by their post duties or do a course and internship if applicable, such as in the case of word clearers.

The Qual Sec, Cramming Officer or C/S may withdraw a specific «okay to audit» or «okay to C/S» or any other «okay» if found to have been falsely issued by reason of numerous flubs.

References which cover interneships and the «okay to audit» system are:

HCO PL   24 Aug 71   INTERNE CHECKSHEETS OKAYS TO AUDIT
HCO B   28 Apr 71   OKAYS TO AUDIT IN HGCs
HCO B 19 Jul 71   C/S Series 52, INTERNES
HCO B 7 Jan 72   TRAINING AND INTERNING STAFF AUDITORS
HCO B 26 Feb 78   INTERNESHIPS VS COURSES

It has been clearly established over the years that the omission of High Crime checkouts always leads to a crashed Div IV statistic. Therefore, the Cramming Officer should make it a big point of personal pride that the High Crime checkouts never get backlogged in his org.

The future of the org depends to a great extent on the policies on High Crime checkouts and «okays to audit» being followed zealously.

With these policies in, the standard of Technical delivery in the org will only improve.

L. RON HUBBARD

FOUNDER

Assisted by

Research and Technical

Compilations Unit

Accepted by the

BOARD OF DIRECTORS

of the

CHURCH OF SCIENTOLOGY

of CALIFORNIA

HCO BULLETIN OF 27 AUGUST 1981

Remimeo
Cramming
Officers
C/Ses
Execs
Staff

(This HCOB replaces BTB 12 Jun 73 I, Cramming Series 12,

THE TOOLS OF CRAMMING, which was cancelled by HCOB/PL 1 Sep 81

CRAMMING BTBs AND BPLs CANCELLED.

The sample LRH cramming orders from that BTB have been included

in this HCOB and additional LRH cramming orders have been added.

Data on the tools of cramming is now contained in the

new Cramming Series 4, HCOB 20 Aug 81 entitled CRAMMING TOOLS.)

Cramming Series 12

EXAMPLES OF LRH CRAMMING ORDERS

(Ref. HCOB/HCO PL 24 Aug 81 Cramming Series 8, C/S Series 70 HOW TO WRITE A CRAMMING ORDER)

This HCOB lays out actual cramming orders which I have issued in the past to correct tech and admin personnel under my supervision.

They are not presented as examples to be followed rotely. They are simply given to provide practical examples and practical guidance both to those who write cramming orders and to Cramming Officers.

The following cramming orders are grouped under the headings of «Auditors,» «C/Ses and C/Ses I/T,» «Examiners,» «Execs and Admin Personnel,» «Marketing» and «Film Crew.»

AUDITORS:

1.   «Auditor missed an F/N. Check meter position and general admin habits that would cause this. She must be able to see the meter, pc and admin in one look. Check eyesight. Also Code and TRs, of course.»

LRH 13 May 72

2.   «Worksheets utterly indecipherable. She 'clarifies' by overwriting words in blue, instead of correctly printing above in red. Have her practice legible handwriting rapidly until she can.»

LRH 13 May 72

3.   «Does not put enough down in a worksheet to make sense. She must learn what to put down, what not to. Things that move TA, Dn step numbers, items that fall on 2WC and overts and withholds. And enough sense so a C/S can use it and see what happened.»

LRH 13 May 72

4.   «Commits auditing error, blames pc. Get off her overts on pcs. Check her out on Standard Dianetic C/Sing.»

5.   «Missed first item's F/N on list. L&N laws. Metering. Check it for position during admin.»

6.   «Metering. Placement of meter may have been upset by concentration on admin. Missed a no-read on the pc. Or isn't checking. Get metering and admin sorted out as a coordination.»

7.   «Flubbed ARC Break handling. Look at folder. Get the Mis-U and drill her on ARC Break handling.»

8.   «WCing over out lists, out ruds. M6 on key words of her post. M4 on programming sequences. In clay purpose of a program. In clay purpose of an auditor.»

9.   «Auditor breaks up when pcs say something funny by report. Clobbered the F/N. He also assessed an uncleared list and missed Mis-U words and didn't handle even when it read. TRs the HARD WAY.»

10. «Auditor's pc is talking long long long. Clear Invalidation. Then work out in clay what invalidation is and what it would do to a pc. Then in clay how a pc would Itsa overlong on out TR2. Then TRs.»

11. «Couldn't follow an ARC Break chain down or pull a withhold. Just sat and watched a meter. Didn't do C/S. No session control.   'Auditor Rights' unknown. Retread Academy Levels 0 to IV. TRs.»

12. «Cramming on missed withholds. Let a pc get off an overt without telling him (the auditor) what the overt was. The pc even revived but wouldn't say.»

13. «Missed pc being wholly out of session. Session admin out—can't easily follow it. Practice writing. 1. Definition of in session— Word Clear M4 and in clay. 2. Rapid writing LEGIBLY.»

14. «Apparently thinks sending an auditor to cramming is an Ethics or punishment action. Was very aggrieved at having been sent to cramming by me. 0. Review last cramming action. 1. Meter check for overts and withholds on pcs and C/Ses. 2. Find out where she hasn't really completed a grade or study. 3. Meter check for Mis-Us on tech. 4. Mis-Us on cramming and the purpose of it.»

15. «Violation of HCO PL 21 Nov 62 CSW. C/S opinion requested but no folder, no data. Pack of Dev-T PLs starrate. CSW in clay and how Dev-T overloads lines.»

16. «Dev-T—challenging a cramming order on a Dev-T folder with more Dev-T.»

17. «Aside from any Out Tech, this auditor, out of two folders, has in each one left one item on a list unhandled. Causes C/S Dev-T. M4 and starrate Dev-T pack.»

<div align="right">LRH 12 Apr 72</div>

C/Ses AND C/Ses I/T:

1. «C/S Series M4. Then study it. He missed obvious things and doesn't head auditors into a dead right correction.»

<div align="right">LRH</div>

2. «Get this C/S to do C/S Series 57 as a familiarity action on the HGC. It can be done a bit each day. It must be metered as honestly done.»

<div align="right">LRH 15 June 72</div>

3. «Gave a well done to an Auditor for word clearing over an Out List, Out Rud pc. M6 on his post.   M4 on C/S Series, about sequence of Out Lists, ruds in programming. In clay on purpose and actions of a C/S in handling cases. In clay on purpose and actions of a C/S in handling Auditors.»

<div align="right">LRH 10 Sept 72</div>

4. «Q and A C/Sing. 1. HCOB 19 Jun 70, C/S Q AND A. Get off the misunderstood word. 2. C/S Series 1 -- AUDITORS RIGHTS. MWHs = critical.»

<div align="right">LRH 5 Dec 71</div>

5.   «Submitted a C/S with no program. C/S and her review auditor are in the dangerous practice of C/Sing without a program. Review auditor never ordered corrected. 1. Get all programming misunderstoods found and off. C/S Series 31, #6 especially. Must be misunderstood words on programming. 2. Find misunderstood words in her 'Areas of C/S uncertainty' as she says she is uncertain.»

<div align="right">LRH 17 Jan 72</div>

6. «Noted pc in sad effect and placed ARC Bk (Ruds) of long duration after L3B. 1. C/S Series 44R addition is missed. Doesn't realize consequences of running pc over out ruds. Mis-Us on programs.   C/S 44R addition.»

<div align="right">LRH 2 Mar 72</div>

7. «Lost Pre-OT off lines who was to complete OT III. Do in clay Solo C/S's flow lines. How do they lose people? Essays. How could they prevent it? In clay.»

<div align="right">LRH 23 Dec 71</div>

EXAMINERS:

1. «As Examiner, runs words together on Exam Reports. Makes it hard to read. 1. Clear up any Mis-Us on USE of Exam Reports. 2. Practice rapid writing, spacing words so they are legible.»

LRH 23 Feb 72

2.   «False Exam. Did not distinguish an ARC Break needle even when the pc challenged it with 'Was it?' 1. Check out on meter reads. 2. Drill on obnosis. 3. Cure the stare people don't like.»

<div align="right">LRH 10 Feb 72</div>

EXECS AND ADMIN PERSONNEL:

1. «Sent an incomplete program up. Cram her on PL NOT DONES, HALF DONES AND BACKLOGS. On Dev-T pack.»

<div align="right">LRH 9 Aug 72</div>

2. «Is flunking on evaluation. Method 7 WC Handle. Method 4 Data Series. Get him to define a Why per Data Series. Have him rattle off all the outpoints until he can, with examples of each.»

<div align="right">LRH 11 July 72</div>

3. «There is something adrift here. Possibly confront or people or getting people to work. She operates as an HCO Expeditor. She is perfectly willing to work personally and does a good job. However, her actions here tell us why her org fell apart with her as Org Officer. Instead of organizing—org boarding people, recruiting, training, hatting, putting in Ethics, etc., she clears up backlogs as an HCO Expeditor. She does not get people to get the work done but does the work. Establish the fact -- (1) Can she handle PEOPLE. (2) Can she recruit? (3) Can she train? (4) Can she compile packs? (5) Does she know theory of org board and posting? (6) Does she know Ethics, including investigation? (7) Does she believe she can get people to work? Or is it 'faster to do it yourself?' Straighten out what is found.»

<div align="right">LRH 22 Jan 72</div>

4. «Did not follow orders. 1. Meter check for Mis-Us related to orders, key post terms. Clear up. 2. Check up on his attitude to his post. 3. Find the bug on reasonableness on post.»

<div align="right">LRH 10 Feb 72</div>

5. «Posting with a gap in Qual. No formal coverage of Interne Super functions while Interne Super on leave, thus overloading the QEO with interne Super. HAS-HCO Cope Off Hat M4. In clay, posting an org board from the top down to cover all lower functions and why one does, shown in clay.»

<div align="right">LRH 12 Mar 72</div>

6. «Let her area collapse. 1. Check WC1. 2. Check managing by stats PLs for Mis-Us. 3. WC4 Data Series. 4. Have her do evals that don't blame wrong targets.»

<div align="right">LRH 27 Jan 72</div>

7. «Cut a comm line.   Messed up an evening schedule by saying she 'didn't know'. Is wholly unaware of an existing scene. Attention fixed on something, easily upset, withholdy. M4 on 'Policy'. M4 on post. Dev-T pack starrate.»

<div align="right">LRH 5 Mar 72</div>

8. «Blames other activities for own low stats and failures instead of policing and handling own area. Does not know a Why by definition is something you can use to improve a scene.   1. Check WC1 for errors. 2. WC4 on Data Series. Get her to do numerous evals that have Whys you can handle (that don't put it on God or other Divs).

<div align="right">LRH 27 Jan 72</div>

9. «Data Series M4 and in clay. Gave me an eval lacking in CONSISTENCY (why on one subject area—program on another). Did not locate the right Why.»

<div align="right">LRH 9 Mar 72</div>

10. «She is to be crammed on 1. What files are. 2. What the uses of files are. 3. What her products are.»

<div align="right">LRH 15 Mar 72</div>

11. «Is not being a Product Off for his Div. Stats way down. Out admin and Out Ethics in Div. Find out Why he can't get production or quality. Cram.»

<div align="right">LRH 22 Mar 72</div>

MARKETING:

1.   «Get the Crashing Mis-U which underlies surveys, use of surveys, buttons, positioning, etc. Also find out what trouble she is having in writing English. Handle.»

LRH 1 Oct 79

2.   «He apparently doesn't know the difference between a poster and a handout and he's also about to waste a piece of artwork into a poster form. Please get him cleared up on these terms and find out what false data he's sitting on.»

LRH 15 Oct 79

3.   «She has just been crammed and yet she has just done a submission which could not be further off the rails on the subject of this poster.   It   doesn't   have anything to do with the subject she is trying to sell. It is in fact disassociated. Some sort of a Crashing Mis-U has been missed on the basics of Marketing or some cramming has been mis-done here. Please review this quickly.»

LRH 18 Sept 79

4.   «These surveys show an ignorance of survey tech or PR or how you name things. The questions do not lead to any solution of it. «Actually they decided what the name should be and then surveyed some people to find out what it was, according to the surveys I can find here.

«There is some Crashing MU or something of the sort on the subject of survey tech, positioning and so forth PLs. And there is certainly an inability to view things from an audience or public viewpoint to see how they sound.

«Please handle.»

LRH 6 Sept 79

FILM CREW:

1.   «The editors don't understand the sequence and use of their equipment and that's why they won't even get it in shape or take care of it. Get these Crashing MUs or false data out of the line so we can get some movies out.

«They are out of ARC with their equipment and their films and therefore they can't cut it.

«It requires ruds flown on equipment and post and Reach and Withdraw on everything in the space. This is in addition to their Crashing MUs and any false data. Let's get this handled.

«Get this done on all of the editors.»

LRH 15 Sept 79

2. «Cram the lighting technicians and drill them on manual dexterity.

«They took an age to light the set once they had to change some bulbs.

«It shouldn't take that long.»

LRH 18 Sept 79

In these cases, when the basic outnesses were corrected the flubs were found to have occurred most commonly because of one or more of the following:

1. Didn't know the material (hadn't studied it).

2. Hadn't drilled the material sufficiently.

3. Misunderstood words.

In some cases the person had a Crashing Mis-U underlying the whole subject. And false data on the subject or action also often turned up on these crams.

In each case, with the outnesses fully handled in Cramming, the difficulty straightened out and the person began improving in his or her area.

While these crams do not cover every section of an org, nor the use of all the Cramming tools available, they do give enough examples to show how Cramming can be used to good advantage to achieve the product of a corrected individual.

A cramming order needn't be lengthy. But the more exactly and accurately it names the outness observed, the more easily the Cramming Officer can do his job and the more swiftly the person can be corrected to a win.

<div align="right">

L. RON HUBBARD
FOUNDER
Assisted by Research and

Technical Compilations Unit

Accepted by the

BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
OF CALIFORNIA

</div>

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 AUGUST 1981

(Cancels BTB 12 Jun 73RA Iss II,

Cramming Series 13RA, CRAMMING

HEAVY HUSSAR HANDLING FOR A BADLY

BOGGED TECH PERSONNEL OR STAFF

MEMBER, which contained an incorrect

procedure for handling the badly bogged staff member.)

Remimeo
Cramming
Officers
C/Ses
Auditors

Cramming Series 13

HANDLING THE BADLY BOGGED INDIVIDUAL

Now and then a Cramming Officer is called upon to handle a horribly bogged Tech or Admin staff member or Interne.

They can be recognized by the following manifestations:

A.   Person overwhelmed on post and «too busy» to come to Qual for handling.

B.   Person has a stack of undone cramming orders but was never hatted in the first place.

C.   Auditor hopeless about handling a particular case or aspect of his tech.

D.   Person has been made resistive to cramming/correction because of too many invalidative cramming orders or invalidative handlings.

E.   Person has had messed up cramming/corrective actions.

F.   Person has been glib in his training and in cramming and so cannot apply (with its attendant difficulties).

G.   Person never got crammed and so never got corrected on his post goofs.

Messed up cramming/corrective actions such as crams done over out ruds, Crashing MU Finding done in the middle of False Data Stripping done in the middle of Method 9 Word Clearing, different terminals doing different actions on the person unbeknownst to each other has been known to make a staff member decline an offer for more «correction» and to beg to be left alone to do his post.

When a person is discovered to be in such a state a red tag should be slapped on his pc folder and left there until the flubbed cramming/correction has been corrected and the person is F/Ning.

Bogged cramming can be hell on an auditor or staff member and it is surely hell on the rest of the org affected by the bogged person's post or activities.

Sequence of Handling

Though it is not a rote procedure, any handling of the badly bogged individual should roughly follow this sequence:

1. Familiarize yourself with the person's situation before you even call him into Cramming. Check the person's pc folder, obtain reports from the person's seniors, study over his past cramming/corrective actions plus any outstanding crams the person has stacked up, etc.

   Case outnesses may be intertwined with his post troubles and these must be handled. Always enlist the C/S's help in determining what is going on with the person. Often, an FES and auditing program may be needed to handle BPC or a case outness the person is sitting in before you can begin to handle his post difficulties.

   If repair is needed, ensure this is actually initiated and that the person does get handled. The Cramming Officer cannot really begin his job until the review auditor finishes his, so the Cramming Officer has an interest in seeing that the repair gets done.

2. Call the person into cramming.

3. If a repair is not needed, thoroughly handle the person's ruds per Cramming Series 19R FLYING RUDS IN CRAMMING.

4. Go over the overall scene with the person. Go over his past cramming/corrective actions, any pertinent reports, etc. Get from the person any other areas of confusion or difficulty or uncertainty which may not have been noted previously. Get him to lay everything out. This may take some coaxing but it is important if your handling is to be successful.

5. Isolate the biggest outness or the main situation. It must be real to the person that this is the main bug that needs to be handled.

6. Thoroughly handle the main situation by doing a full Debug Tech Checklist or direct cramming on it. A program may need to be drawn up to ensure a full handling of other outnesses brought up during earlier steps.

   If the person doesn't experience a resurgence in his attitude about his post or area, the debug or cram is incomplete or the actual outness needing correction has not been isolated. Determine which it is and handle.

   The handling is not a rote, mechanical procedure. The tools used to handle are never varied. But it would be impossible to rotely assign a sequence of actions «First you do List A, then use Debug B, then do Word Clearing C ... « for every handling.

Ethics

Where attempts to handle the person are met with overt or covert counter-intention, one should suspect an out-ethics situation present which will need to be resolved before tech will go in.

But don't confuse the out-ethics cat who runs from you when he sees you coming or tries to chop you up when you do get him in for handling with the person who is blowy because of Mis-Us or snarling from BPC.

None of the above justifies case on post and HCO PL 21 Feb 64 STAFF REGULATIONS AUDITING VERSUS JOB still applies.

Terminated Handling

The ultimate aim of the Cramming Officer in all of this is a terminated handling of the individual on the area or areas on which he was bogged. Handling his BPC on cramming, correction, etc. is necessary if it is preventing handling of the bog.

The person may experience a resurgence at just handling his out ruds or BPC and a big win like this should certainly be acknowledged. But it isn't the EP of what you are trying to do.

For instance, he may be F/N, VGIs and hopeful now about getting his TR-4 really handled and willing to work at it, but that would not be the EP of the debug. He still has to get his TR-4 handled.

See the difference?

The time it takes to handle the badly bogged individual will vary, and to do an honest and complete job may take many hours. In such cases the Cramming Officer should schedule a time daily where he can work with the person while still leaving himself time to handle his other cramming traffic.

Related Handlings

For a staff member, auditor or interne to get very badly bogged, one must ask the question: Where was that person's senior or supervisor while the person was digging himself into trouble? The fact of having a badly bogged individual to handle would usually mean that the person or persons who previously attempted to handle the badly bogged person need cramming as well.

By knowing and using the gamut of our corrective technology there is no reason to have Tech or Admin personnel in an org who are bogged and unable to successfully do their jobs.

It takes willingness to apply the tech with no compromise and some patience while the person works out of his tangles. But the benefits to the org and individual are well worth the efforts.

L. RON HUBBARD
FOUNDER
Assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
OF CALIFORNIA

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 AUGUST 1981

Remimeo
Cramming
Officers
Tech
Qual
HCO

Cramming Series 16
CRAMMING AND VERBAL TECH

Ref:

HCOB/HCO PL 8 Feb 78	HOW TO DEFEAT VERBAL TECH
HCOB/HCO PL 15 Feb 79	VERBAL TECH: PENALTIES
HCO PL 16 Apr 65	THE «HIDDEN DATA LINE»
HCOB 23 Oct 75	TECHNICAL QUERIES
HCOB/HCO PL 7 Aug 79	Product Debug Series 8
Esto Series 36	FALSE DATA STRIPPING

Verbal tech, unchecked, can spread through an area like a forest fire.

VERBAL TECH: GIVING OUT DATA WHICH IS CONTRARY TO HCO BULLETINS OR POLICY LETTERS, OR OBSTRUCTING THEIR USE OR APPLICATION, CORRUPTING THEIR INTENT, ALTERING THEIR CONTENT IN ANY WAY, INTERPRETING THEM VERBALLY OR OTHERWISE FOR ANOTHER, OR PRETENDING TO QUOTE THEM WITHOUT SHOWING THE ACTUAL ISSUE.
(HCOB/HCO PL 15 Feb 79 VERBAL TECH: PENALTIES)

Every staff member has the responsibility of stamping out verbal tech when it is encountered. The Cramming Officer, however, is in a better position than most to spot and handle this plague, as the evidences of verbal tech will often show up in Cramming.

There are any number of ways in which verbal tech may come to the Cramming Officer's attention. False Data Stripping, for example, quite frequently may turn up verbal tech. Finding the source of a goof or error may reveal it. Two or more terminals making the same mistake in an area is an indication that verbal tech may be afoot there. A number of people in an area making the same error is often a sure sign the area is permeated with it. Occasionally a cramming order itself may contain verbal tech.

Cramming orders should be written on any individuals using or giving out verbal data. This is in addition to the fact that the person is subject to a Court of Ethics per HCOB 15 Feb 79 VERBAL TECH: PENALTIES.

When a valid instance of verbal tech is brought to the attention of the Cramming Officer or when he spots it himself he must act to get it handled.

Verbal tech can come in many forms and guises, some blatant, some more subtle.

The more blatant forms are usually easily recognizable but the more subtle forms can sometimes be missed. These can include such things as asking leading questions designed to get someone to «see the point.» This may be hard to detect as the person sometimes uses actual references but uses them out of context and sometimes they are even unrelated to the subject. The apparency may be that he is using source reference, but unrelated quotes used out of context to push a point can have the same

effect as verbal data. Only by fully studying the entire HCOB or Policy Letter, etc. and relating it to any other applicable references, does one get the data in its true perspective.

Another subtle type of verbal tech that can show up is with a person who tells you he is doing something a particular way because it says to do it that way in an HCOB or a PL, but he never produces the HCOB or PL that states it. And one has probably heard such lines as, «I'm sure this process is run repetitively, but I won't give you verbal tech on it.» (He has just done so!)

The way to defeat verbal tech is covered in the simple steps of the issue of the same name: HCOB/PL 9 Feb 79 HOW TO DEFEAT VERBAL TECH. A Cramming Officer must set an example in getting this applied.

Presented with an incorrect datum or one he suspects may be incorrect, his immediate response is: «What is the reference for that?» And if the datum didn't come from an issue, book, tape or other valid reference, the Cramming Officer must find out Who the datum came from and get it knocked out.

Verbal tech is always handled by cramming and false data stripping as needed on all those who have been infected.

The source of the verbal tech must also be isolated and handled to prevent it spreading further. This means ethics and also cramming on the correct materials.

Most, if not all, of those who deal in verbal tech will cross paths with the Cramming Officer sooner or later. And if the Cramming Officer is watchful he can use his position to put an end to the practice once and for all.

<div align="right">

L. RON HUBBARD
FOUNDER
Assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

</div>

Remimeo
Cramming
Officers
Qual Secs
Cramming Series 22

CRAMMING OFFICER PITFALLS

Cramming Officers on the whole do their jobs well and conscientiously.

Where they do get into difficulty or fail, the most common causes usually boil down to one or more of just a few main factors.

These most common pitfalls are listed here as a checklist for the Cramming Officer to use when examining his own actions or expertise in handling cramming cycles. They are also helpful for a Qual Sec or other senior tech terminal to use when the need arises to correct the Cramming Officer himself.

1. NOT KNOWING THE STUDY TAPES.

If a Cramming Officer doesn't know the Study Tapes cold he is missing the data which lies at the heart of almost any correction cycle.

If he isn't familiar with and relaxed about all aspects of Study Tech as covered on these tapes, and if he can't USE this data, he's going to miss.

Since any goof usually traces back to a lapse in application of some aspect of Study Tech, it is important for a Cramming Officer to know his Study Tapes. That doesn't mean he has heard them once or twice. It means he has duplicated them soundly and well; that he understands the data they contain and has made the data his own, for USE.

2. NOT KNOWING WORD CLEARING TECH COLD.

A Cramming Officer's ability to handle Word Clearing tech rests on his understanding of the Study Tapes and their coverage of the datum of the misunderstood word.

Armed with these basic principles, he is well prepared to master the various methods of Word Clearing.

If a Cramming Officer doesn't have certainty on the misunderstood word tech, and unless he is totally unreasonable about getting it applied and can find the misunderstood word(s) when they exist every time, he will fall short of success.

He must have total certainty on this, as possibly others won't. He will have people tell him it isn't a word, it's something else. And it may be, but if he buys this without investigating for himself and ensuring any existing misunderstoods are cleared in addition to the «something else,» he's had it.

At the bottom of any confusion or conflict of ideas, lies a misunderstood word.

A Cramming Officer who doesn't have unshakeabie certainty on this should re-study the Study Tapes and get himself word cleared by a competent word clearer on them and the Word Clearing Series. He should then drill the word clearing tech until he has a high reality on it and can find and clear the misunderstood words every time.

3. TURNING THE PERSON BEING CRAMMED OVER TO A WORD CLEARER WHO CAN'T WORD CLEAR.

If a Cramming Officer turns someone over to a word clearer who can't get the misunderstood words found and handled he is not likely to get good Cramming results.

The word clearer should have the same reality on the application of misunderstood word tech that the Cramming Officer should have. If not, then he should be trained and drilled until he's got it.

True, one sometimes has to twin people up in Cramming to have the twins get each other's misunderstood words found and cleared. But one should watch such word clearing closely. And if the misunderstoods don't get found then turn the person over to someone who can find and handle them. Or the Cramming Officer should find and handle them himself and then handle the terminals who are goofing at it.

One cannot rely on skimpy, half-done or out tech word clearing and expect to wind up with any kind of good cramming result. One's product is at stake.

4. VIOLATING «LOOK DON'T LISTEN.»

(Ref. HCO PL 16 Mar 72 I, Esto Series 8, LOOK DON'T LISTEN)

A Cramming Officer can totally miss by relying on an auditor's account of a session or an admin staff member's account of his application of a Policy Letter.

The auditor may be of the impression his TRs are totally natural but a taped or videoed session might reveal this is far from the truth. If the auditor knew exactly what was wrong he could probably correct it himself. Asking him, you're likely to only find out what he already knows. The way the Cramming Officer handles it is to look. Read the worksheets, look at the Exam report, see how the auditor's other pcs are doing. Check out his TRs. Put him through a drill. And the real error will spring into view.

In cramming admin staff, examine their products, watch them work, have them show you exactly what they did.

Blindly buying the reason for a goof without looking for yourself is asking for a possible loss.

LOOK DON'T LISTEN.
5. TRYING TO GET SOMEONE TO «SEE SOMETHING» THAT IS NOT WRITTEN IN AN HCOB OR HCO PL.

This is actually a form of verbal tech—a very insidious form, as it often pretends to use HCOBs and HCO PLs. It is often done with evaluative or leading questions, some even as blatant as «Well, does the HCOB (or PL) say you can't do such and such?» Some C/Ses and seniors do this at times via cramming orders. They cram or instruct the auditor or a junior, sometimes even giving references, on points that are not actually stated in an HCOB or PL. Cramming Officers should watch out for this and should cram the C/S or senior where this occurs.

If it is not written in an HCOB, PL or book or stated on a tape then the point should not be made.

It is also a very serious error for a Cramming Officer to attempt to get the person to «see the point» by asking various leading questions when the data in question is contained in an HCOB, PL or other source reference. To do so is a disservice to the person being crammed as it amounts to attempting to force understanding in over a misunderstood. It can also be classed as interpreting tech or policy, and is a sorry admission that the Cramming Officer does not know Study and Word Clearing tech.

An individual who is crammed correctly with any misunderstoods or false data handled standardly will duplicate the data as presented in source materials. That is the result the Cramming Officer should be working for.

6. ABSENCE OF DRILLING.

A Cramming Officer can err in thinking that because he's gotten the misunderstood words found and cleared and all the false data off that the job is complete. This comes about most frequently when the person being crammed has an especially big win in word clearing or false data stripping, etc.

Often, however, drilling is the final action needed in order to:

a.   Give the person enough familiarity with doing the action so that he can

do it smoothly.

b.   Give the Cramming Officer visible proof that the person can now do the

action correctly.   Good drilling is essential.   When drilling is needed to ensure a cramming result, don't neglect it.

7.   ACCEPTING DATA ON HOW AN ACTION IS DONE BECAUSE OTHERS DO IT THAT WAY.

This is just another form of verbal tech. Auditors or staff members mimic each other and an agreement is formed on how something should be done. This soon spreads throughout the org. This really is nothing more than group agreement. (Ref. HCO PL 7 Feb 65 Reiss. 27.8.80 KEEPING SCIENTOLOGY WORKING) It is also wrong source.

It is always easier to copy someone else than it is to dig up the references and clear up one's misunderstood words.

The pity of it is that «tech» gotten this way is usually incorrect or altered.

Not only does a successful Cramming Officer never rely on such data, he must stamp out any such verbal tech or hidden data line when he comes across it. He goes to source references for the correct tech or policy and must insist that others do the same.

8.   FAILURE TO PULL WITHHOLDS ESPECIALLY ON THE SUBJECT OF THE CRAM.

Failure to pull someone's withhold when a withhold is evident is a violation of HCOB 15 Oct 74 Cramming Series 14 CRAMMING OVER OUT RUDS.   When   the person being crammed is nattery or critical or just doesn't want to say, pull the withhold.

The Cramming Officer who backs off and fails to get this done when it is indicated and needed is setting both the person and himself up for a loss and a failed cram.

Overts can block discovery of the misunderstoods in back of the goof. It is a bad goof not to pull the overts when they manifest. A cram can hang up on the person defending his actions. Getting the overts off then allows the misunderstoods to be found. (See HCOB 8 Sep 64 OVERTS, WHAT LIES BEHIND THEM?)

9. WRONG (INCORRECT) CRAMMING ORDERS.

A cramming order which attempts to handle an outness which does not in fact exist is actually an invalidation and may bring about a deterioration in the performance of the person being crammed. It often causes considerable upset.

A Cramming Officer must ensure that cramming orders conform to HCOB 24 Aug 81 Cramming Series 8 HOW TO WRITE A CRAMMING ORDER.

Where a cram is incorrect, the Cramming Officer must tell the person that it is incorrect and if necessary fly the person's ruds. The person is still sent to the examiner afterwards and the cramming order and worksheets must still be gotten into the person's pc folder.

The person who wrote the incorrect cramming order may also need to be crammed.

It should be noted that some crams may be incorrect only in that they indicate the wrong area needing cramming. In this case the Cramming Officer would find out what does need to be crammed and cram that.

A Cramming Officer avoids the pitfall of trying to execute a wrong or incorrect cramming order by applying Qual Senior Datum and also the sound rule: KNOW BEFORE YOU GO.

10. FAILURE TO GET HIS OWN MISUNDERSTOODS CLEARED UP.

A Cramming Officer does not need to be trained on or be an expert in the materials or subject on which he is cramming another. The liability, if he is so trained, and is himself out-ethics, is that often he may enter his own false data, misunderstoods, confusions and/or misinterpretations into the scene. However, the Cramming Officer must be able to readily locate the correct source materials or other valid materials that apply to the cram, and get these studied, duplicated and drilled by the individual who needs correction.

It is important that if he encounters a misunderstood of his own in such materials he gets it cleared so that he is capable of handling the cramming action correctly.

Flubbed or half-done crams can result from the Cramming Officer dramatizing his own misunderstoods.

11. DOING THE CRAM ROBOTICALLY.

A Cramming Officer can fall into the trap of going rote and simply carrying out a cramming order robotically. This is a sort of non-involvement on the Cramming Officer's part. He goes through the motions of the cram and does exactly what was ordered, without question. He does not really participate in the cram and, at best, hopes for a result.

This sometimes occurs on incorrect cramming orders where the person being crammed and the Cramming Officer both just resign themselves to doing the cram, without getting the matter properly resolved.

It also occurs sometimes because the Cramming Officer thinks he has to know all about the subject before he can cram the person on it. So the Cramming Officer just robotically does what was ordered.

That is a confession that the Cramming Officer doesn't know Study Tech and Cramming Tech. These are his tools. If a Cramming Officer knows these then he can handle anyone, even if the person is having trouble learning Chinese!

There is no excuse ever for a Cramming Officer to robotically or rotely handle a cramming action or any part of it.

12. CRAMMING OFFICER BEING INVALIDATIVE.

(Ref. HCOB 22 Jan 77 Reiss. 7.12.78, IN-TECH, THE ONLY WAY TO ACHIEVE IT)

Invalidation of the person being crammed is not going to result in an F/Ning, VGIs, terminatedly handled staff member or individual. The Cramming Officer who engages in this has just knocked out the preliminary step to cramming—flying the person's ruds.

This is not to say that a Cramming Officer doesn't maintain an ethics presence or that he buys excuses or allows the person to be a case in cramming or doesn't ensure the person's mistakes and misunderstoods get corrected. But he must never, never invalidate the person himself nor his willingness to work or help or get corrected.

The willingness of the person in cramming is one of the basic factors one has to work with in getting excellent cramming results. A wise Cramming Officer cultivates it and gets the errors corrected and the correct data duplicated, without invalidating the person being crammed.

13. CRAMMING OFFICER BEING SYMPATHETIC.

Sympathy does not get a person's misunderstoods found. It does not teach him how to handle his post correctly. It will not make him a better auditor or staff member. It has no place in the cramming cycle. Why be sympathetic when you can be effective?

Sympathy is no substitute for positive, spot-on correction in cramming.

Don't indulge in it. One gets the job done with ARC—not sympathy.

14. NOT DOING THE CRAMMING ORDER AT ALL.

There can be various reasons for this such as not being able to confront the person being crammed, not being able to push through a review cycle which needs to be completed before the person can be crammed, not being able to get the person into cramming, etc. Many of these and their handlings are covered in HCOB 21 Aug 81 Cramming Series 5, HOW A CRAMMING OFFICER ENSURES THAT HE HAS NO BACKLOGS.

The point is that the goal of a corrected individual cannot be obtained if the cramming order is not done at all.

The Cramming Officer who is aware of these pitfalls can ensure that neither he nor any of the people he crams will fall into one of them.

His best insurance against this goes back to the very basics—a full familiarity with and ability to USE the data contained in the Study Tapes as the first fundamental.

When the Cramming Officer is thus armed it makes the road out for all of us that much smoother and faster.

L. RON HUBBARD
FOUNDER
As assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

Remimeo
Cramming
Officers
Cramming Series 23

STABLE DATA FOR CRAMMING OFFICERS

There is a cause for any situation. If cramming is to teach the student what he missed, it must handle:

a)   what he missed, and

b)   why he missed it.

Thus it becomes a matter of getting at the root of the situation, if the situation is not to recur.

This gives us the following:

1.   Things are CAUSED, they do not «just happen.»

2.   The cause lies earlier than the effect.

3.   The following humanoid «stable data» are false:

«It is human to err.»

«It is reasonable to forget.»

«There are people who are naturally slow.»

4.   Though stupidity comes about in general from charge on the case,

thoroughly remarkable changes can be effected in rate and thoroughness of data assimilation, independent of general auditing, by USE of study technology.

5.   Basic, when blown, discharges the rest of the chain. Basic is earliest.

6.   If it didn't resolve the trouble the person was having, the correct

cause hasn't been found.

7.   A successful cramming action always ends with the person F/Ning and VGIs

and handled on the outness he came to Cramming to resolve.

Hammering the same point over and over doesn't ever find the CAUSE of a repeating error. (And there shouldn't even be a first error if he did his course or post hat properly.) In practice, in the case of a suddenly slowed rate of study or in the case of a sudden rash of overt products, one looks just before the change occurred and handles what is found there. Sometimes it's necessary to carry it earlier to get the real cause of the trouble found and handled. When HE's found (not when YOU've found) what is out you'll have all the VGIs you could ask for and the error will not repeat.

This brings us to the final stable datum:

8.   The route to 100% results in cramming is PERSISTENCE in finding the

actual cause of the trouble.

A Cramming Officer can increase his results by knowing and using this data.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 SEPTEMBER 1981

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

(This issue cancels BTB 10 Jun 73RB IV,

Cramming Series 11RB, CRAMMING OFFICER

POST REQUIREMENTS, as it changes the

specific requirements now expected of a Cramming Officer.)

Remimeo
All Orgs
All Missions
All Executives

All Staff
Qual Div
Cramming
Officer Hats

THE CRAMMING OFFICER

Ref:

HCO PL 16 Aug 81	THE PURPOSE AND FUNCTION OF CRAMMING
HCO PL 9 Sep 80R ISSUE II Revised 11 Mar 81	CLASS IV ORGS QUALIFICATIONS DIVISION FIVE ORG BOARD
HCOB 21 Dec 79	AUDITOR ASSIGNMENT POLICIES, CRAMMING ASSIGNMENT POLICIES
HCO PL 30 Oct 78	COURSES—THEIR IDEAL SCENE
HCO PL 16 Mar 71R	WHAT IS A COURSE? Revised 29 Jan 75
LRH TAPE 7109C05	A TALK ON A BASIC QUAL

If a Cramming Officer thinks he has to know all about subject before he can cram someone then he doesn't know the tech of cramming. If I were a Cramming Officer and knew nothing about a subject I was cramming someone on, I would simply put the guy on the meter and find out what he didn't know about the subject and clean up what came up on that and then order the guy to word clear the materials concerned.

A Cramming Officer is an expert in the technology of cramming. He does not have to be an expert in the subject on which he is cramming someone.

What is important is that he have the tools and technology of cramming under his belt.

CRAMMING OFFICER POST REQUIREMENTS

The following are the minimum requirements a Cramming Officer would need in any organization in order to competently carry out the functions of his post:

a) STUDENT HAT COURSE

b) PROFESSIONAL TRS COURSE OR FULL PASS ON TRS 0-IV THE HARD WAY ON
 A DULY AUTHORIZED TRAINING CHECKSHEET (Ref. HCO PL 17 June 70RA
 TECHNICAL DEGRADES)

c) MINI COURSE SUPERVISOR COURSE

d) HUBBARD E-METER COURSE

e) QUAL OK TO OPERATE AN E-METER

f) QUAL OK TO FLY RUDS

g) QUAL OK TO ASSESS PREPARED LISTS

h) HUBBARD MINI WORD CLEARING COURSE

i) APPLICABLE CRAMMING SERIES ISSUES HIGH CRIMED (OR NEW CRAMMING OFFICER COURSE DONE FOR NEWLY TRAINED CRAMMING OFFICERS)

j) PRODUCT DEBUG SERIES HIGH CRIMED

k) FULL CRAMMING OFFICER A-I HAT COMPLETED

Providing that the guidelines of HCOB 21 Dec 79 AUDITOR ASSIGNMENT POLICIES, CRAMMING ASSIGNMENT POLICIES are adhered to there is no reason for anything less than uniformly excellent cramming results as long as the above requirements are not skimped.

Any posted Cramming Officer who is lacking one or more of these requirements had better get very, very busy fulfilling any he is missing.

SENIOR CRAMMING OFFICER

Once an org has a hatted, functioning Cramming Officer on post, the ideal scene to work toward is to have the person trained to the level of Senior Cramming Officer. This parallels the Course Supervisor training line-up where we have a Mini Course Supervisor (MCSC), Professional Course Supervisor (HPCSC) and Senior Course Supervisor (HSCSC).

A person trained to the level of Senior Cramming Officer would most likely hold the post of Chief Cramming Officer in an org. However, all Cramming Officers should aim at attaining the level of Senior Cramming Officer.

Senior Cramming Officer Requirements

The requirements for a Senior Cramming Officer are:

a) STUDENT HAT COURSE

b) PROFESSIONAL TRS COURSE OR FULL PASS ON TRS 0-IV ON A DULY AUTHORIZED CHECKSHEET (Ref. HCO PL 17 June 70RA Re-rev. 27.4.81 TECHNICAL DEGRADES)

c) MINI COURSE SUPERVISOR COURSE AND INTERNESHIP

d) HUBBARD E-METER COURSE

e) QUAL OK TO OPERATE AN E-METER AND FLAWLESS IN ITS USE

f) QUAL OK TO FLY RUDS

g) ASSESSMENT DRILL COURSE

h) QUAL OK TO ASSESS PREPARED LISTS

i) KEEPING SCIENTOLOGY WORKING TECHNICAL CHECKSHEET

j) PROFESSIONAL WORD CLEARERS COURSE AND INTERNESHIP

k) PRODUCT DEBUG COURSE

l) APPLICABLE CRAMMING SERIES ISSUES HIGH CRIMED (OR NEW CRAMMING OFFICER COURSE DONE)

m) VOLUME V OEC COMPLETED

n) A PROVEN RECORD AS A GOOD CRAMMING OFFICER

The functions of a Senior Cramming Officer are the same as those of any Cramming Officer, the difference being that he more highly skilled and experienced. Additionally, he would have the responsibility of correctly apprenticing any Cramming Officer in training.

This, then, gives the direction an org should take in hatting and training up its Cramming Officers, if it is to become a truly affluent org.

All Cramming Officers whether they are Senior Cramming Officers or not need to be kept abreast of all developments in corrective technology as they occur.

CRAMMING OFFICER ENHANCEMENT

A Cramming Officer must get daily enhancement and must become fully hatted with no delay. Only in this way can he be expected to operate at the very high level of technical quality which is required of him.

In order that he can cram people of all case levels it is necessary that he advance up the Grade Chart as well.

RESPONSIBILITIES OF A CRAMMING OFFICER

In addition to doing regular cramming cycles, product debug cycles and other corrective actions, the Cramming Officer is responsible to ensure that all High Crime checkouts are done with no delay and that the technical staff stay abreast of all new technical developments up to the level that they are trained. (Ref. HCOB 19 Aug 79R Rev. 30 June 80 HIGH CRIME—ADDITION HIGH CRIME CHECKOUTS AND WORD CLEARING)

The Cramming Officer holds a great deal of responsibility for seeing that Verbal Tech in the org is stamped out and anyone found as a source or carrier of Verbal Tech is handled in ethics.

Ensuring the standardness of the courses being taught, and handling those responsible for any outnesses in the tech of course supervision is also the concern of the Cramming Officer. He is in an excellent position to detect outnesses in the training of auditors, execs or others as all overt products from any course will be sure to end up on the cramming lines one way or another.

THE IMPORTANCE OF WORD CLEARERS
TO THE CRAMMING OFFICER

Once it has been determined which materials the student or staff member has misapplied or not applied, the Cramming Officer relies on word clearing tech to get him through those materials with any and all misunderstoods found and cleared. The Cramming Officer does the word clearing or has the person's twin in cramming do the word clearing if he doesn't have a Qual Word Clearer available, but ideally he would

have one posted in his Cramming Unit. In a very busy cramming area this posting would be vital.

HANDLING CRAMMING IN A LARGE ORG

The high degree of personal attention required in cramming brings about a situation whereby a second Cramming Officer must be added to reinforce the area when there are regularly more than 8 staff and/or students requiring service at one time.

In a large org it would, of course, be mandatory to have both a Tech and an Admin Cramming Officer permanently posted. There is no additional hatting required for either of these posts. The Tech Cramming Officer is not required to be top auditor, nor is the Admin Cramming Officer required to be an FEBC or OEC graduate. Regardless of any other tech or admin training a Cramming Officer has, it is the tech or Cramming in which he must be an expert.

CARING FOR THE INDIVIDUAL

A really successful Cramming Officer cares about the individuals who come to him for help. How these staff members and students progress after being crammed should be of interest to him and checking on this should be a routine part of his weekly actions.

SUMMARY

The Cramming Officer is there to debug internes, students, staff members and executives as needed and when needed. He does whatever is required to achieve an honest product (a terminatedly handled individual who will not return to cramming again on the subject crammed).

This issue lays out clearly what a Cramming Officer needs to know to be able to do the functions bf his post successfully.

I'm looking forward to hearing of more trained and effective Cramming Officers in your org.

L. RON HUBBARD
FOUNDER
Assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

Remimeo
All Orgs
Tech/Qual
Academy
Supervisors
Academy

(Revised to delete the last Students paragraph, as the intention of the issue is clearly stated in the paragraph which preceded it.)

(Ellipsis Indicates Deletion)

REVISION OF ACADEMY LEVELS 0-IV
AUDITING REQUIREMENTS

In order to handle an international situation of Academy students being required to audit a pc on Expanded Grades for each Level before the student can be certified for that Level, this Bulletin revises the auditing requirements for each of the Level 0-IV Academy Level Checksheets as follows:

The student must successfully audit at least one preclear on each of the processes of the Level to the EP of each process and the attainment of the ability gained for that Level, OR produce consistent well-done auditing hours in the style of auditing taught on the Level and get a definite good pc result (remarkable case change). No student is to be certified for a Level unless he has demonstrated his competence at auditing that Level, as stated above.

L. RON HUBBARD
FOUNDER
Assisted by
Research & Technical
Compilations Unit

HCO BULLETIN OF 15 SEPTEMBER 1981

Remimeo

THE CRIMINAL MIND

Definition: A criminal is one who is motivated by evil intentions and who has committed so many harmful overt acts that he considers such activities ordinary.

There is a datum of value in detecting overts and withholds in criminal individuals:

THE CRIMINAL ACCUSES OTHERS OF THINGS WHICH HE HIMSELF IS DOING.

As an example, the psychiatrist accuses others engaged in mental practice of harming others or worsening their condition yet the majority of psychiatrists maim and kill their patients and by record, in all history, have only worsened mental conditions. After all, that's what they seem to be paid to do by the Government.

The psychologist accuses others of misrepresenting what they do and lobbies in legislature continually to outlaw others on the accusation of misrepresenting but there is no psychologist who doesn't know that he himself is a fake, can accomplish nothing of value and that his certificates aren't even worth the printing ink. The psychologist goes further: He educates little children in all the schools to believe all men are soulless animals and criminals so that when the possible day of reckoning cones and the psychologist is exposed for what he is, the population will not be the least bit surprised and will consider the psychologist is «normal.»

The psychologist accuses others of sexual irregularities when this is, actually, his entire profession.

Jack the Ripper of English fame who gruesomely murdered prostitutes now turns out to have been a medical doctor and was undoubtedly of enormous assistance to the police in pointing out «the real murderer.»

The FBI agent or executive accuses others of graft and even sets up «abscams» to manufacture the crime. But an FBI agent regularly pockets money supposed to be paid to informers and then screams to protect informer sources that do not exist.

The FBI agent is terrified of being infiltrated and accuses others of it when, as standard practice, he infiltrates groups, manufactures evidence and then gets others charged for crimes his own plants have committed.

The FBI acts like a terrorist group posing as law enforcement officers. Their targets seem to be legislators and congress and public individuals who might someday have power over public opinion such as Martin Luther King, Jr.

From all this we get another datum:

THE CRIMINAL MIND RELENTLESSLY SEEKS TO DESTROY ANYONE IT IMAGINES MIGHT EXPOSE IT.

You have to be very alert when criminals are around.

J. Edgar Hoover, who organized the present FBI and still deified by it - they have his name in huge, brass letters on Washington D.C.'s biggest thoroughfare—and that town doesn't even have the names of former Presidents up in lights—has been shown by subsequent records to have been a blackmailer and traitor to his country. He carefully, personally, sat on the information for four months that Pearl Harbor was going to happen. Right up to the US entrance into World War II he was autographing his photo for pals in the deadly German SS. He even sacked an FBI agent (Tureau) who dared to catch some German spies.

Doctors, psychologists, psychiatrists and the Government form a tight clique. Only the Government would support such people as the public hates them.

From all this we get another datum:

INDIVIDUALS WITH CRIMINAL MINDS TEND TO BAND TOGETHER SINCE THE PRESENCE OF OTHER CRIMINALS ABOUT THEM TENDS TO PROVE THEIR OWN DISTORTED IDEAS OF MAN IN GENERAL.

It is not true that where any person accuses another of a crime the accuser is always guilty of the crime or that type of crime. But it is true that when a criminal is doing the accusing it is more than probable that the criminal is disclosing his own type of crime.

Apparently they add it up this way: «If I accuse him of robbing, then it would be assumed by others that I have not robbed a bank.» By loudly voicing a condemnation of a crime, the criminal, with a crooked think, supposes people will now suppose he is above bank robbery and won't suspect him.

Groups like psychologists who declare as fact that all men are criminals are of course just dramatizing their own inclinations.

People assume that others have their own case. The psychologist pushes his own case off on the whole world.

Anyone researching in the mind should be very aware of this point and be sure not to do it. Subjective reality seems to then to be the only reality there is, for such people are too introverted to really know the minds and motivations of others.

When working with the criminal, one can get a very good idea of that person's own mental state by getting him to say what other people want and do or are guilty of.

It is inconceivable to the criminal that anyone could possibly be decent or honest or do a selfless act. It would do no good whatever to try to convince him for he knows all men are like himself.

Thus one gets another datum of value:

THE CRIMINAL ONLY SEES OTHERS AS HE HIMSELF IS.

One of the reasons he does this, of course, is to justify injuring others. Because everyone else is useless, worthless, criminal, an animal and insane, why then, he reasons, it is perfectly all right to injure them.

Thus we come to another datum:

THE CRIMINAL IS NOT MUCH BENEFITED BY THE GIVING OFF OF CURRENT WITHHOLDS AND IS NOT LIKELY TO REFORM BECAUSE OF THIS.
One, therefore, has to get down to the basic evil intentions as in Expanded Dianetics.

There is another approach in that same area of technology which is finding what act the person really can take responsibility for. It is a gradient approach.

The criminal is basically so subjective that an auditor will find, in the short run, that improving the reality of such a person is needful before any effective, overall improvement is obtained through pulling withholds.

Thus TRs and 8-C and even ARC Straight Wire are indicated as first steps. If these are done, and as responsibility rises, expect that overts could begin to pop up almost of their own accord.

It is interesting that if a criminal were to face up suddenly to the enormity of his crimes he would go into degradation and self-destruction. Thus a gradient scale is definitely indicated.

As the person has more R (reality) he can take more responsibility and only then with pulling withholds can he have any real benefit.

This HCOB is simply some data on the criminal mind that might help.

At the very least it should give some understanding of why some individuals insist with such apparent conviction that all men are evil, why all men are insane, why all men are criminals.

And it also tells you how silly it is to try to argue with them. Who's there?

The criminal mind is a bitter and unsavory subject. The percentage of criminals is relatively small but the majority of grief and turmoil in the world caused by criminals is a majority percent. Thus the criminal mind is a subject one cannot avoid in research as it is a major factor in the distortion of a culture.

It is a mind like any other mind but it has gone wrong. It is motivated by evil intentions which, even if idiotic, are greater than the possessor's ability to reason. The criminal, even when he seems most clever, is really very, very stupid. The evil intentions get dramatized by senseless overt acts which are then withheld and the final result is a person who is more dead than alive and who faces a future so agonizing that any person would shudder at it. The criminal, in fact, has forfeited his life and any meaning to it even when he remains «uncaught» and «unpunished» for in the long run, he has caught himself and punishes himself for all eternity. No common judge can give a sentence as stiff as that. They know down deep that this is true and that is why they scream with such ferocity that men have no souls. They can't confront the smallest part of what awaits them.

When you understand what the criminal mind consists of you can also understand how ghastly must be the feelings or lack of them with which the criminal has to live within himself and for all his days forever. He is more to be pitied than punished. Neither bold nor brave, for all his pretense, he is really just a panicky, whimpering coward inside. When he bares his breast against the bullets, he does so with the actual hope that he will be killed. But of course that doesn't save him. He's got an eternity of it left to go. And his scoff of any such data hides the whimper for he knows, deep down, it's true.

Thus we have another datum:

THE CRIMINAL, NO MATTER WHAT HARM HE IS DOING TO OTHERS, IS ALSO SEEKING TO DESTROY HIMSELF. HE IS IN PROTEST AGAINST HIS OWN SURVIVAL.

If you have to work with criminals in pastoring, recognize what you are working with. He can be helped—if he will let you near him.

Fortunately, there are still a lot of decent people left in the world.

L. RON HUBBARD
FOUNDER
Accepted by the

BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

All Orgs
Course
Supervisors
Film
Supervisors
C/Ses
Ds of T
Cramming
Officers
Students
Tech
Qual
HCO

TECH FILMS AND VERBAL TECH

References:

HCOB/PL	9 Feb 79	HOW TO DEFEAT VERBAL TECH
HCOB/PL	15 Feb 79	VERBAL TECH: PENALTIES
HCOB	29 Aug 81	Cramming Series 16
		CRAMMING AND VERBAL TECH
HCO PL	16 Apr 65	THE «HIDDEN DATA LINE»
HCOB	23 Oct 75	TECHNICAL QUERIES

With the release of the Technical Training Films, the policies forbidding verbal tech must be extended to apply to any Technical Training Film as well as to HCO Bulletins, Policy Letters, books, tapes or other source references.

HCOB/HCO PL 15 Feb 79 VERBAL TECH: PENALTIES defines verbal tech as follows:

GIVING OUT DATA WHICH IS CONTRARY TO HCO BULLETINS OR POLICY LETTERS, OR OBSTRUCTING THEIR USE OR APPLICATION, CORRUPTING THEIR INTENT, ALTERING THEIR CONTENT IN ANY WAY, INTERPRETING THEM VERBALLY OR OTHERWISE FOR ANOTHER, OR PRETENDING TO QUOTE THEM WITHOUT SHOWING THE ACTUAL ISSUE.

The above definition applies equally to the Technical Training Films, and to it is added:

GIVING OUT TECHNICAL DATA VERBALLY OR OTHERWISE FROM A TECHNICAL FILM, OR ANY DISCUSSION, INTERPRETATION OR QUOTING OF THE TECHNICAL CONTENT OF A TECHNICAL FILM WITHOUT HAVING THE FILM VIEWED BY THE PERSON OR PERSONS CONCERNED SHALL CONSTITUTE VERBAL TECH.

Violations of this Policy Letter must be dealt with per HCOB/PL 15 Feb 79 VERBAL TECH: PENALTIES, and HCOB 29 Aug 81 Cramming Series 16 CRAMMING AND VERBAL TECH.

This Policy Letter is not to be used to curb enthusiam or prevent word-of-mouth promotion of these vital films.

It is to be fully understood and applied in terms of the following maxim:

THE TECH OF ANY TECHNICAL TRAINING FILM IS IMPARTED BY THE FILM ITSELF, NOT BY ANY DISCUSSION OF IT.

This issue is to be prominently displayed in all course rooms for those courses to which Technical Training Films are assigned, as well as in the film viewing area itself.

L. RON HUBBARD
FOUNDER
Assisted by
Research & Technical
Complications Unit
Accepted by the

BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 OCTOBER 1981

(Cancels BTB 7 Feb 72RB II

Word Clearing Series 31RB

METHOD 3 WORD CLEARING)

Remimeo
All Students
All Supervisors
All Word Clearers
All Cramming
Officers
Tech
Qual

Word Clearing Series 31RC

METHOD 3 WORD CLEARING

Method 3 is the method of finding a student's misunderstood word by having him look earlier in the text than where he is having trouble for a word he doesn't understand. The student simply looks for the word, the word is found, and then cleared using a good dictionary.

Method 3 is routinely used by the supervisor. It is done by twins on each other as needed. And of course the student should use it himself whenever he runs into any trouble.

It is very simple to do. It doesn't require a meter. But it does require an ability to get in good comm with the student and an understanding of the following theory.

THEORY

References:

TAPE: 6407C09 SHSBC-28	Study Tape 2 STUDYING—DATA ASSIMILATION
TAPE: 6408C06 SHSBC-34	Study Tape 4 STUDY—GRADIENTS AND NOMENCLATURE
TAPE: 6510C14 SHSBC-68	BRIEFING TO REVIEW AUDITORS
HCO PL 24 Oct 68 II	SUPERVISOR KNOW-HOW HANDLING THE STUDENT
HCO PL 24 Oct 68 IV	SUPERVISOR KNOW-HOW TIPS IN HANDLING STUDENTS
HCOB 26 Jun 71R II Rev. 30.11.74	W/C Series 4R, SUPERVISOR TWO-WAY COMM AND THE MISUNDERSTOOD WORD
HCOB 27 Jun 71R	W/C Series 5R, SUPERVISOR TWO-WAY COMM EXPLAINED Rev. 2.12.74
HCOB 31 Aug 71R	W/C Series 16R CONFUSED IDEAS
HCOB 4 Sep 71 II	W/C Series 19, ALTERATIONS
HCO PL 24 Sep 64	INSTRUCTION AND EXAMINATION: RAISING THE STANDARD OF
HCOB 10 Mar 65	WORDS, MISUNDERSTOOD GOOFS

A student who knows his Study Tech will look up each word he comes across that he doesn't understand. If he comes to something he doesn't grasp he will look over it carefully for any misunderstood words and clear these up.

But when a student has cleared all the words and he can't understand it or disagrees with it; or when a student bogs down, or becomes dull, or is just not as bright

as before, it is because the student has passed a word he didn't understand before he started having trouble.

This will be very clear to you if you understand that IF IT IS NOT RESOLVING, THE THING THE STUDENT IS APPARENTLY HAVING TROUBLE WITH IS NOT THE THING THE STUDENT IS HAVING TROUBLE WITH. Otherwise it would resolve, wouldn't it? The trouble is earlier. If he knew what he didn't understand he could resolve it himself. So to talk with him about what he thinks he doesn't understand just gets nowhere.

Good Word Clearing is a system of backtracking. You have to look earlier than the point the student became dull or confused and you'll find that there's a word that he doesn't understand somewhere before the trouble started. The student will brighten up the moment he spots the word, even before the word is cleared. And if he doesn't brighten up there will be a misunderstood word even before that one.

PROCEDURE

The student is not as bright, or feels dull or disinterested, or is doping off, has bogged down or is going slower; or he just can't understand something or disagrees with it and has done all the usual actions such as clearing the words in it, but it still won't resolve.

The student is asked to look earlier in the text for the misunderstood word. There is one always. There are no exceptions. It may be that the misunderstood word is two pages or more back but it is always earlier in the text from where the student is now.

The word is found. The student brightens up.

The misunderstood word is looked up in a good dictionary and cleared per HCOB 23 Mar 78RA Word Clearing Series 59RA CLEARING WORDS.

The student reads the text that contains the word that was misunderstood. If the student is not now bright then there is a misunderstood word even earlier in the text that must be found.

When the student is bright and cheerful he is told to come forward, restudying the text, to the area of the subject he did not understand.

The difficulty he was having should now resolve. If the difficulty does not resolve then there are still one or more misunderstood words earlier which must be found.

If the word can't be found with Method 3, then it would be permissible to use one or more of the other methods of word clearing to get the word found.

ZEROING IN ON THE WORD

The formula is to find out where the student wasn't having any trouble and find out where the student is now having trouble and the misunderstood word will be in between. It will be at the tag end of where he wasn't having trouble. (See Tape 6408C06 SHSBC-34, Study Tape 4, STUDY—GRADIENTS AND NOMENCLATURE and HCO PL 24 Oct 68 IV SUPERVISOR KNOW-HOW TIPS IN HANDLING STUDENTS.)

The student can also be spot-checked on the words in the area to help him find the word, if necessary. The student is asked for the definitions of various words in the area and any that the student is uncertain of or doesn't know are looked up.

The end result of doing Method 3 is the student is now bright and any difficulty he has had is cleared up.

Method 3 is tremendously effective when done as described herein.

If it were done every time a student hit a bog or slow or every time a student became dull or his study stats dropped your students would gradually get faster and faster and brighter and brighter. Study stats would soar and the Academy would turn

out more and more auditors as well as other trained individuals the org could really be proud of.

So get a good reality on it and become expert in its use. Use it to Keep Scientology Working.

L. RON HUBBARD
FOUNDER
Assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 OCTOBER 1981

ISSUE III

(Cancels BTB 28 June 71R W/C Series 6R

METHOD TWO METERED WORD CLEARING

IN THE COURSE ROOM

and

BTB 27 Nov 71R Tape Course Series 9

W/C Series 27R METHOD 2 WORD CLEARING

ON TAPES AND TAPE COURSES)

Remimeo
Word Clearers
Supervisors
Cramming
Officers
Tech
Qual

Word Clearing Series 6RA

Tape Course Series 9R

WORD CLEARING METHOD 2

Method 2 utilizes the E-Meter to locate misunderstood words that may not be detectable otherwise. It is a very thorough form of Word Clearing.

Method 2 Word Clearing is only done on an individual who has received Method One Word Clearing to completion.

There are two ways in which Method 2 Word Clearing can be used:

1)   As a routine method of Word Clearing in Qual or in the Course Room to handle bogs, confusions, misapplications, misunderstandings, etc., or as part of a cramming order or checksheet requirement. This does not require any C/S OK.

2)   On a large body of data. This is often done after it has already been studied, to clean up any misunderstoods in that body of data. It can be done on such things as a staff member's hat, the materials of an auditor's level of training, the C/S Series, one's first Scientology materials, etc. This action is usually part of a program such as a retread program or part of someone's TIP. It does require C/S OK before the action can be begun.

The Word Clearer doing the Method 2 must be trained in the use of the E-Meter and instant reads.

Method 2 is not attempted if the student's TA is either High or Low. The Word Clearer would ensure that there is no false TA, using the False TA Checklist. If the TA remains high or low and is not false, the student would be sent to Review for handling.

METHOD 2 PROCEDURE

a) On Written Materials

The student is put on the meter and the Word Clearer (or Supervisor) gives him the R-factor «I am not auditing you.»

The student is told that if he comes to a word or phrase he doesn't understand he should tell the Word Clearer, so that the misunderstood can be cleared. The student should be

encouraged to find and clear misunderstood words himself, and should not become dependent on the meter.

The Word Clearer has the student read aloud to him starting at the very top of the first page.

The Word Clearer watches the meter carefully. As soon as the needle reads (sF, F, LF, LFBD) the Word Clearer stops the student and finds the word that read in a good dictionary, whether the student says he knows the meaning or not. If it is a technical word or term in the subject being addressed, it is looked up in a glossary or technical dictionary. (Note: In using various glossaries and technical dictionaries, care must be taken to find a dictionary definition that is on the correct gradient for the student.)

The Word Clearer first clears the word for himself, then the word is cleared on the student per HCOB 23 Mar 78RA W/C Series 59RA CLEARING WORDS. The dictionary is handled by the Word Clearer, the student does not let go of the cans.

If a technical word or term is being cleared from a glossary or technical dictionary, then the student reads the definition aloud while the Word Clearer watches the needle. Any word in the definition that reads is looked up and cleared per HCOB 23 Mar 78RA W/C Series 59RA CLEARING WORDS.

Each word cleared is taken to F/N.

The Word Clearer then has the student re-read the sentence that contains the word that was misunderstood. The Word Clearer must ensure that the student understands the section of the text that contains the word. If the student does not originate this fact, the Word Clearer should ask the student what that part of the text means. He wouldn't let the student continue reading if the student did not comprehend what he just read.

If the student doesn't understand something about what he just read then there will be another misunderstood word, probably earlier in the text, in which case the Word Clearer would have the student go to an earlier point in the text and start reading.

Only when he fully understands the section of the text that contains the word that was misunderstood does the student continue reading.

The student continues reading aloud to the end of the last page of the materials being covered. Any further reads of the meter are handled as above.

At the end of the Word Clearing session, send the student to the examiner.

b) On Tapes

This is done exactly as in Method 2 on written materials except that the student listens to the tape with headphones on while the Word Clearer watches the meter for a read.

The Word Clearer operates the controls of the tape player while the student listens. The Word Clearer does not listen to the tape himself.

As soon as the needle reads, the Word Clearer stops the machine and asks what word or term the student just heard. (Note: It is important that the tape player is stopped at the exact moment that the meter reads, otherwise the word clearer may be asking the student for a word 3 or 4 words later than the reading word. On some machines it is fastest to rest the thumb or a finger on the pause button while the tape is playing, using the pause button to immediately stop the machine when a read occurs. The most ideal set-up for Method 2 on tapes is to have a foot pedal that the Word Clearer uses to operate the tape player with. This then frees up the Word Clearer's hands.)

If the student can't spot the word the Word Clearer helps him find it by replaying the last short section of tape. If the student still can't tell him what the word is, the tape is replayed from an even earlier point.

As soon as the meter reads, the Word Clearer stops the machine and gets the word from the student. The word is then cleared as in Method 2 on Written Materials.

HANDLING THE BOGGED OR NON-F/NING STUDENT

Method 2 can be done on a student in trouble to get him F/Ning again, to handle a bog, confusion, etc.

The student is put on the meter and is given the proper R-factors as covered in Method 2 on written materials, above.

He is asked at what point in his materials he started having difficulty.

The Word Clearer takes the student back to a point earlier than where the student started having trouble and has the student read aloud to him.

The Word Clearer watches the meter and handles all reads as described in Method 2 on written materials, above.

The materials are so covered up to the point where he was having trouble.

If the difficulty does not resolve, the Word Clearer has the student start reading from an even earlier point in the material. It may go back to an earlier issue, tape, earlier course, or even an earlier subject. (Ref. Tape 6408C06 SHSBC-34, Study Tape 4, STUDY—GRADIENTS AND NOMENCLATURE and Tape 6510C14 SHSBC-68, BRIEFING TO REVIEW AUDITORS)

End off when the difficulty has been resolved and the student is once again bright and F/Ning, and send the student to the examiner.

METHOD 2 ON LARGE BODIES OF DATA

This requires C/S OK to ensure that the student is not in the middle of an auditing action or process or in the need of a repair, etc. (NOTE: Method 2 on just an issue or two, such as for a Cramming Order would not need C/S OK, but any large amount of Method 2 work would.)

The Word Clearer starts the student at the very top of the first page of the materials and the whole of the materials are covered by Method 2. All reading words are cleared including any words originated by the student as misunderstood.

Done on one's first Scientology materials (first materials read, or first tape heard), it uncovers basic misunderstoods on Scientology. Done on one's hat or other material, it handles the basic reason behind post failures or difficulty with any material.

The EP is a continuous F/N on the materials being word cleared.

COMPREHENSION

Ref: HCOB 30 Jan 73RD Word Clearing Series 46RD
METHOD 9 WORD CLEARING THE RIGHT WAY

Glibness is often trained into students by the current educational methods as students are taught to read aloud without understanding what they are reading. Understanding is actually considered to be something separate from reading.

Therefore the Word Clearer must see that the student understands that he should be comprehending the materials as he reads them.

And if a student starts reading a section without comprehension (goes blank, robotic) or if any other manifestations of misunderstoods appear, then the Word Clearer should have the student go back to the last point in the materials when he was doing well and reading with comprehension. The student would then come forward from there and the misunderstood word or symbol should be found and cleared.

After all, the reason Method 2 is being done is to bring about a comprehension of the materials.

CAUTIONS

The most common source of trouble in Method 2 Word Clearing is in the Word Clearer not knowing his meter reads and either missing actual reads or incorrectly calling reads, such as calling the right swing of an F/N a read. The remedy for this of course is for the Word Clearer to get his misunderstoods off on the subject of the E-Meter and its needle manifestations and to re-do the drills in THE BOOK OF E-METER DRILLS until his metering is flawless.

Method 2 can fail if the Word Clearer does not locate the earlier material that contains the misunderstood word. This is remedied by word clearing the Word Clearer on the Study Tapes, especially Study Tape 4 STUDY—

GRADIENTS AND NOMENCLATURE and word clearing him on Tape 6510C14 SHSBC-68 BRIEFING TO REVIEW AUDITORS.

A bog or the lack of a good result on Method 2 is handled by giving the student a Word Clearing Correction List (HCOB 27 Nov 78 W/C Series 35RF).

(NOTE: Just because a student has had a Word Clearing Correction List does not now mean that that's the end of the Method 2. The purpose of the Word Clearing Correction List is to pick up the errors made in Word Clearing. It in no way replaces Method 2 and actually getting the misunderstoods found and cleared. When the student has been cleaned up with the WCCL, he is returned to Method 2 Word Clearing so any remaining misunderstood words can be found and cleared.)

Method 2 is simple to do and will produce astonishing results, provided the Word Clearer knows his Study Tech and his metering well.

L. RON HUBBARD
FOUNDER
Assisted by
Research and Technical
Compilations Unit
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

Remimeo
All Orgs
Public
Divisions

GROUP PROCESSING SESSION
«ACCEPT»—«REJECT»

Reference:

LRH Tape 5501C05C   PPS «Group Processing»

This issue provides the Group Auditor with:

(a) The commands for the actual process used in the session.

(b) A transcript of the LRH Session to serve not only as a model Formal

Group Auditing Session but also for reference when studying Group Auditing

Tech.

OPENING PROCEDURE:

R-Factor as required.

Locational Processing.

BODY OF SESSION:

Commands:

«Find something you can accept.»

«Find something you can reject.»

ENDING SESSION:

Locational Processing.

<div style="text-align: right">

L. RON HUBBARD
FOUNDER
Edited by
Bill Morey
Flag Compilations Bureau
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

</div>

HCOB 24.10.81

ATTACHMENT

Now I want you to find a floor. Any floor will do.

Find a floor. Any floor.

You got a floor?

Well, what're you doing using your feet to find it?

Now let's just find a floor.

Shall we just find a floor.

Got a floor?

Are you using your feet? All right.

Just find the floor. Just straight away.

Got a floor there? Well, fine.

Now without using your eyes, let's find the ceiling.

Got a ceiling?   Fine.

Without using your eyes now, let's find the right wall.

You got that pretty eyes? All right.

Now let's find the left wall.

That very easy? Well good. Good.

Now let's make the head bob gently.

Just make the head bob. That's right.

Look at me up here, just make your head bob. That's fine. Come on.

Let's make the head bob. Come on. Just gently. That's right.

Let's just make the head bob. That's right. That's fine.

Just make the head bob. Good.

Now let's make it nod.

Look at me here.

Let's make the head nod.

Now let's make it bob.

Got a head?

Is it loose on the neck? Well, that's real good.

Let's make it nod.

Let's make it nod now.   OK.

Make your head nod.

Now let's make it bob. All right, that's just fine.

Make it bob. Good, that's fine.

Now make it nod. Good. That's really fine. That's just swell. OK.

Now stop your head.

Now let's start your head moving again nodding.

Now let's stop your head. Good. Good.

Now we're going to start nodding and we're going to change it to bobbing.

All right.

Start nodding.   OK.

Now change it to bobbing. That's right. OK.

And now change it to nodding. That's swell. That's fine.

Now stop your head. All right.

Now start your head bobbing. All right.

Now stop your head. Good.

Now let's start your head bobbing, and we're going to change it to nodding.

OK. All right.

Now let's change it.

Now let's change it again. Good, good.

Now let's start nodding. Good.

Now let's start bobbing. Fine.

Now let's stop it up. Good.

Now let's start and stop it down.

Now let's start it up and stop it up.

Now let's start it down and stop it down. Good.

Now let's start it bobbing.

Let's change it to nodding. Good. Good.

Now let's stop it nodding. All right.

Let's start it nodding to the right and stop it. All right.

Now let's start it nodding to the left and stop it. Good.

Now let's just start it nodding. All right.

Now let's find the floor. That's good.

You feel dizzy?

Do you think you have a head?

You any less sure of a head?

You more sure of it?

Now let me ask you a question:Can you control your head?

Well fine.

You sure you can? All right.

Anybody have any doubt that he can control his head? All right.

Well that's just fine.

Now let's find something now that you can accept.

Find something you can accept and then find some more things you can accept.

There must be something. OK, that's real good.

Now let's find some more things you can accept. Diamond studded sandwiches.

Anything.

Some more things you can accept. OK.

You found some things you can accept?

Anybody fail to find something he can accept? All right.

Now let's find something you can reject.

Let's find some more things you can reject. OK.

And some more things you can reject. OK. That's fine.

Let's find some more things you can reject. OK. That's fine.

Let's find some more things you can reject. OK. That's fine.

Some more things you can reject. OK.

How you making out?

Making out real good? Well swell. Swell.

Now is there anybody present that hasn't been able to find

a single thing he could reject?

Everybody's found something he could accept? Well good.

Let's find some more things you could accept. OK.

Let's find some more things you could accept. OK.

Let's find some more things you could accept. All right.

You find some things?

You did?

Was that real easy? Well good.

Now let's find some things you can reject. All right.

How's that now?

Well, let's find some more things you can reject. OK.

How's that now? Well, good.

Let's find some more things you could reject. All right.

How's that now? Well good. Well good.

Now let's find some things—you all right? OK? All right. OK.

Let's find some more things now that you can accept. OK.

You got that? All right.

Now let's find some more things you can accept. OK.

How you doing now?

Doing all right?

Anybody having any difficulty? Well all right.

Let's find some more things you can accept. All right.

Now how you doing now?

You doing better?

Easier?

Is anybody pulling in mock ups with this or something like that?

Now you don't have to do that you know.

Just get some things now that you can reject. Some things you can reject. All right.

How's that?

That pretty good? All right.

Let's get some more things you can reject. All right.

How's that?

That getting easier?

It's getting easier? All right.

Now let's find some more things you can reject. OK.

How's that now?

Getting easier?

Harder?

What? All right.

Now let's discover some things you can accept. OK.

Some things you can accept.

How's that? All right.

How some things you can reject. OK.

Some more things you can reject. All right.

How's that now?

That pretty good?

What's the matter. All right.

Now just for the fun of it, let's find the floor. With our feet. OK.

Find your chair.

Find the floor.

Find the chair.

Find the floor.

Find the chair.

Find the floor. OK.

Find your chair.

Got it? All right.

Find the floor. OK.

Find your chair.

You got a chair there?

I don't think you believe it's a chair. You sure it's a chair?

I don't believe it's a chair. Let's see some action on this.

You sure it's a chair?

You got a chair really?

You sure you got a chair?

Or you got a floor?

You got a chair? Well OK.

You got a floor? Well OK.

You got a chair? Well OK.

You got a floor? OK.

You got a chair? OK.

You got a floor? All right.

You got a chair? All right.

You got a floor? All right.

You got a chair? All right.

You got a floor?

You sure?

Are you absolutely certain? All right.

Are you sure?

What are you sure about? All right.

Have you got a floor? All right.

Is there a floor there? Good.

Do you know there's a floor there? Well all right.

Is there a floor there? Well good.

Is there a chair there? Well fine.

(Repeated 3 more times.)

There's a chair there?   All right.

(Repeated two more times.)

Is there a floor there? Well OK.

(Repeated two more times.)

Is there a chair there? All right.

Is there a chair there?

Well is there a chair there? Well all right.

Is there a chair there? Well OK.

Is there a chair there? Well, if you say so.

Is there a floor there? Well all right. If you say so.

OK. All right. We're agreed more.

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

[HCO BULLETIN OF 7 NOVEMBER 1982]

HCO BULLETIN OF 30 OCTOBER 1981

CANCELLED 7 NOVEMBER 1982

HCO PL 30 OCTOBER 1981

CANCELLED 7 NOVEMBER 1982

All HCO, Tech,
Qual
Execs
HRD Auditors
and C/Ses
DCSI Auditors
and C/Ses
Cramming Officers
Ethics Officers
KOTs

C/S SERIES 114 CANCELLED
KSW SERIES 28 CANCELLED

HCOB 30 Oct 81, C/S Series 114, KSW Series 28, C/SING FOR THE PC, also issued as an HCO PL of the same date, is hereby CANCELLED, because of the false and arbitrary data it put forth regarding ethics actions on pcs.

This issue, never seen by myself and assisted by another, contained paragraphs not written by myself, one of which stated unequivocally that ethics-type case actions were not to be done in or out of session on persons on any major rundown or grade.

This is a FALSE DATUM and conflicts with the TRUE DATUM that TECH WILL NOT GO IN WHEN ETHICS IS OUT. This false datum served to cut the line for any needed ethics action a pc might require in order to actually make it on a major rundown or grade.

There are numerous valid HCOBs and PLs written by myself which cover the correct handling of pcs requiring ethics actions. Specifically, the correct data for both C/Ses and Ethics Officers on this subject is contained in HCOB 13 October 1982, C/S Series 116, ETHICS AND THE C/S, and the issues it references.

The valid data that was included in C/S Series 114 has already been covered in existing source materials.

Data on C/Sing for the pc is to be found in the book, DIANETICS: THE ORIGINAL THESIS, HCOB 30 Apr 69, AUDITOR TRUST, HCOB 8 Aug 71, C/S Series 55, THE IVORY TOWER and, in fact, the whole of the C/S Series HCOBs.

Data on the following subjects taken up in the now-cancelled C/S Series 114: Declares, folder study and FESes, Auditor Code breaks, technical misinterpretations and how these are handled and Tech and Qual personnel going PTS is already contained in the following existing LRH materials listed specifically, as well as in related HCOBs contained in the Technical Volumes:

HCOB   19 Jun 71,   C/S Series 46, DECLARES

HCOB   5 Mar 79RA,   DIANETIC CLEAR FALSE DECLARES

Re-rev. 31.3.81

HCOB   9 Jun 73 III,   C/S Series 43, C/S RULES

HCOB   6 Oct 70,   C/S Series 19, FOLDER ERROR SUMMARIES

HCO PL 14 Oct 68RA,   THE AUDITOR'S CODE

                                      Rev. 19.6.80

HCOB/PL 9 Feb 79,   HOW TO DEFEAT VERBAL TECH

HCOB/PL 15 Feb 79,   VERBAL TECH PENALTIES

HCOB   23 Oct 75,   TECHNICAL QUERIES

HCO PL 13 Jan AD29,   ORDERS, ILLEGAL AND CROSS

                                        (Corr. & Reiss. 2 May 79)

HCOB/PL 7 Aug 79,   Product Debug Series 8, Esto Series 36,

                                        FALSE DATA STRIPPING

HCO PL   1 Jul 65,   TECH-QUAL ETHICS CHITS

HCOB   15 Jul 71 II,   C/S Series 50, C/S CASE GAIN

PAB 39, 12 Nov 54,   THE AUDITOR'S CODE 1954

<div align="right">

L. RON HUBBARD
FOUNDER

Adopted as Official
Church Policy by the
CHURCH OF SCIENTOLOGY
INTERNATIONAL

</div>

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 NOVEMBER 1981RA

RE-REVISED 18 JANUARY 1982

CANCEL THE ORIGINAL ISSUE

(Revisions in Script)

URGENT—IMPORTANT

Remimeo
All C/Ses
All Auditors
Tech/Qual
Registrars
Dissem
Execs
Orgs & Missions
«The Auditor»
BPI

GRADE CHART STREAMLINED
FOR LOWER GRADES

I recently reworked the Grade Chart in the interest of greater gain for the pc. I forwarded the notes for issue and they were added to by others. Some of the additions were done because of an unnecessary confusion on the State of Clear: They have no bearing on this new Grade Chart and so have been deleted. Two additional HCOBs have been written by me, HCOB 12 Dec 81, THEORY OF THE NEW GRADE CHART and HCOB 14 Dec 81, THE STATE OF CLEAR. This New Grade Chart as follows is for use at once. A full new Grade Chart will be issued later.

NEW GRADE CHART

0. Introductory and Assist actions as commonly used in orgs and by auditors on new pcs.

1. PURIFICATION RD

2. OBJECTIVES as required

2. SCIENTOLOGY DRUG RD (OPTIONAL, only for those who need it per HCOB 4 Apr 81, THE BIOCHEMICAL PERSONALITY)

4. EXPANDED ARC STRAIGHTWIRE GRADE (Quad)

5. EXPANDED GRADE 0 (Quad)

6. EXPANDED GRADE 1 (Quad)

7. EXPANDED GRADE 2 (Quad)

8. EXPANDED GRADE 3 (Quad)

9. EXPANDED GRADE 4 (Quad)

10. NED DRUG RD

11. NED

12. If goes Clear on NED, DCSI

13. SUNSHINE RUNDOWN if goes Clear on NED

13A. If not Cleared on NED goes to an AO for Clearing Course

14. SOLO AUDITOR COURSE whether Clear or not (or Class 0-4 Academy courses, prior to Solo Auditor Course)

INTRODUCTORY AND ASSIST ACTIONS

It is quite common for auditors and orgs to give introductory or demonstration sessions. There are several of these: They have been issued under various names including «Life Repair.» They should not be excluded from the chart. Group processing comes under this category, despite the real gains it can give.

Division 6s often have counseling services which, although they can be done at any time, should be mentioned at this level.

Assists are, quite often, the first auditing a pc gets and while most assists can be done at any time (excluding R3R or NED on Clears or above) they should not be omitted.

OPTIONAL OR CONDITIONAL STEPS

Objectives

During the period of coming off drugs, Objectives are needed. For pcs who cannot follow commands, Objectives are needed. Purification in many cases has to be accompanied with auditing on Objectives to permit withdrawal.

Purification, on a heavy druggie, should be followed by Objectives.

This is a matter of C/S programming. The C/S should estimate the case and use or omit Objectives as indicated on an individual programming basis.

Registrars are forbidden to C/S and when the Purification is done (or when they sell it) simply state that it should be accompanied or followed by personal auditing. And regges should sell intensives.

The reg can show the Grade Chart and say where it goes but should state

must state—that what is given is up to the C/S.

A low OCA, right or left, indicates a need of Objectives.

This means that C/Ses can either program the case for Objectives (optional) or straight onto Scn Drug RD (optional) or Expanded Straight Wire (not optional) and lower grades (not optional) and NED DRD (not optional) and NED.

Scientology DRD or NED DRD

It may be necessary on some cases heavily affected by drugs to handle the effects of drugs in order for the preclear to make case gain on the grades. Not all cases have been so affected and many of those who were, will be found to have been handled on drugs by the PURIF RD and Objectives sufficiently that they will make adequate case gain on grades. Where further drug handling is deemed necessary by the C/S, a Scientology Drug RD should be done after Objectives and before ARC Straightwire or the case smoothly shifted over to a Scientology Drug RD from grades if it is discovered later. There may be some cases who still will not be able to run grades due to the effects of drugs and thus would need not only a Scientology Drug ND but also a NED Drug RD; such would be rarer and the exception rather than the rule.

Green Form 40 Expanded

There are seven factors which can make a case resistive if not handled as covered in earlier materials on the original Class VIII. Handle this with a Green Form 40 Expanded by «2WC and Recalls only,» preferably after Expanded ARC Straightwire Grade or any point thereafter. (Secondary and engram running is not recommended

before NED on the Grade Chart as the handling of locks and key-ins by 2WC and Recalls is usually adequate and a better gradient is achieved this way.)

Happiness RD

The Happiness RD can be fitted—according to the case—before or after lower grades, before or after NED, before or after Clear. BUT to get OPTIMUM results from it, as clearly proved by pilot, is just before lower grades and after Objectives. So that is where it really belongs on the Grade Chart and will be positioned there on the final chart. And people who haven't had Purification or any needed drug handling and Objectives don't do too well on it.

It should not be run, of course, in the non-interference zone. It even works brilliantly on OTs!

The Happiness Rp is the most popular RD. But it won't run, of course, on a person who needs a Purification. And it won't run on someone who needs Objectives before he can follow auditing commands at all. A C/S has to know what any RD is supposed to do.

Method One Word Clearing

Method One is strongly recommended for students, auditors and anyone who wants to recover his past education and increase his ability to study. It ideally would be done after Objectives and before the NED Drug RD or NED. It can however be done at any point except during the Non-Interference Zone. It can be done by Method One Co-Audit in orgs and Missions. Method One is necessary in order to be a fast flow student.

PTS RDs and PTS Handlings

There are various PTS handlings and rundowns which are used to handle PTS conditions. These are not assigned to a specific point on the Grade Chart as they are used when a PTS condition is encountered and are done to a point where the PTS condition will no longer block case progress or cause rollercoaster. There are many published PTS handlings and rundowns. Those which do not contain engram running can be done early on the Grade Chart (and only these would be done after Clear). The PTS RD containing R3RA should be done at the level of NED on the Grade Chart. The stable datum to use in deciding which PTS handling or rundown to use is the Chart of Human Evaluation. The New Vitality Rundown (NVRD) (Flag only) would be done at the level of NED or just before NED as it contains R3RA.

INT RUNDOWNS

The remedies known as the INTERIORIZATION RD and the END OF ENDLESS INT RD are used after a preclear has gone Exterior in auditing. When completed, the pc is continued from the point he was on on the Grade Chart. The End of Endless Int RD is preferred at points earlier on the Grade Chart than NED as it does not contain R3RA and is thus easier for the pc to run; some pcs are not up to running R3RA easily at lower points of the Grade Chart. The INT RD containing R3RA should be used at the level of NED; the End of Endless Int ND should be used before NED or after Clear.

PROGRAMMING

Cases divide up into four general groups:

Case 1: ON DRUGS, will go through withdrawal = Needs Objectives and Purification at same time. Then up the Chart.

Case 2: HAS BEEN ON DRUGS. OCA BELOW CENTER LINE ON RIGHT OR LEFT. Needs Purification, Objectives before can respond well to think processes or auditing commands. Then up full Chart. Happiness RD before NED.

Case 3: NO HEAVY DRUGS. OCA MIDDLE RANGE. Purification, Objectives, Expanded Straight Wire, Lower Grades, Happiness RD, NED on up.

Case 4: OCA ALL IN THE UPPER HALF OF GRAPH. NO HEAVY DRUG HISTORY. Purification optional, ARC Straight Wire, Expanded Lower Grades, Happiness RD, NED, etc.

Regges must not sell the pc a program. A reg sells auditing. Person wants a certain rundown—reg only has to say, «Good, you'll get it,» and the C/S, informed, can put it on the program in its proper place.

Refunds came from non-delivery or mis-programming. As all cases are not in the same state, one cannot run them all on the same program. A raw pc can have every RD there is but not in a sequence that will not match his case.

Pcs will turn up who have had a Happiness RD in a mission but who need Objectives. Pcs will turn up who have had intro services or assists. One simply notes it and doesn't repeat or overrun those processes.   Pcs will turn up who need repair of earlier auditing. Pcs will appear who have had Book One auditing. Each needs his own program. That is all the business of the C/S, not the reg.

The reg can tell the pc all about this RD or that but must always say «I am here to be sure you obtain enough hours so you can receive what you want. It is up to the Technical staff to give your case individual programming. We know where you want to go, the C/S will be told and we are here to help you get there. Not all cases are the same and the Tech staff will tailor your program to fit you. The rundown you have requested will be on that program. We want you to get the maximum obtainable benefit from it and that is done by preparation. If you cooperate, we will do the best we can.»

If you show them the routes you can stress individual programming. Every pc likes individual attention. The honest fact is that a Grade Chart can give only the big pattern one should travel. How to get the pc up it is between the C/S and the pc's individual case.

There is no Royal Road that has an exact starting point for every pc. There is a series of wins that people can attain and these are in a proper sequence of case levels. A Grade Chart is the sequence for all cases but cases start at different points when they begin to ascend it. And so a C/S has to use it that way.

ALTERNATE CLEAR ROUTE
Please note that at 12 on the above list, provision begins to be made for those who do not go Clear on NED. The DCSI is not given to someone who has not gone Clear on NED. 13. The SUNSHINE RUNDOWN is also not given to those who do not go Clear on NED. Instead of these two (12 and 13), the person can go on to an Advanced Org for his Clearing Course.

But, please note, whether a person goes Clear on NED or not, it is planned that he can begin his Solo Auditor's Course (necessary for OT steps) in his home org. Part I of the Solo Auditor's Course can be begun right after the Sunshine Rundown or, not having gone Clear, and Part II, completing it, can be done in an SH or AO.

L. RON HUBBARD

FOUNDER

HCO BULLETIN OF 13 NOVEMBER 1981

(Cancels BTB 27 July 77 Issue I WHAT TONE 40 IS.)

Remimeo
Tech
Qual
Div VI
Missions
Group Auditors
Group Auditor
Courses
Assessment
Drills Course

WHAT TONE 40 IS

«Tone 40» refers to the highest tone (40) shown on the scale of the various tone levels for a thetan. (Ref: HCOB 25 Sep 71RB, Rev. 1.4.78, TONE SCALE IN FULL)

The term «Tone 40» as we use it to describe an action is most simply defined as:

AN EXECUTION OF INTENTION.

(Execution in this context means: to carry out, to accomplish; to fulfill. Intention = an idea that one is going to accomplish—do— something; it is positive direction of an idea. An intention is not words, nor is it dependent upon words.)

To define it more comprehensively:

Tone 40 is a positive postulate with no counter thought expected, anticipated or anything else; that is, total control.

It can also be defined as giving a command and just knowing that it will be executed despite any contrary appearances. In other words, Tone 40 is positive postulating.

A Tone 40 intention includes nothing else—no counter intention specifically. (Counter intention is any intention which counters an intention.) Any emotion is mis-emotion at Tone 40.

For one to achieve a Tone 40 intention, he must have a reality on space; otherwise he has no place in which to create an intention. Actually at Tone 40 one has unlimited space at will. That doesn't mean «the greatest space» (which would happen at about Tone 20 or 22). It means space at will.

One must have a reality on objects and other beings; otherwise he has no terminal in which to create an intention.

He must have a reality that he can create an effect in a given space, and he must be able to create this effect with no liability.

And, as executing a Tone 40 intention is, in essence, total control, confront enters into it. The ability to control is largely dependent upon the ability to confront.

TONE 40 AUDITING

Tone 40 Auditing is defined as: Positive, knowing, predictable control by a known source of control toward the pc's willingness to be at cause concerning his body and his attention.

All Tone 40 auditing is done completely in present time, without remembering or anticipating. One observes and handles in present time.

A Tone 40 acknowledgement totally ends the cycle of action and totally ends the creation of the intention. In other words, it ends the cycle completely and also acknowledges everything both auditor and pc have done, whether it was a Tone 40 action, execution of command or bank reaction. A true Tone 40 acknowledgement ends all preceding action.

There are three parts of man: Thetan, Mind, Body.

You cannot damage a thetan by exercising Tone 40 control over him.

The above is a brief summation of stable data concerning Tone 40. There is considerably more data on this subject to be studied and known, including drills on the use of Tons 40 intention, to be found in the full works of Scientology. The following is a list of some of the main references on the subject:

Book: SCIENTOLOGY 0-8, THE BOOK OF BASICS
Book: SCIENCE OF SURVIVAL
Book: ADVANCED PROCEDURES AND AXIOMS
Technical Volumes, especially Vols I, II and III
HCOB 25 Sep 71RB, Rev. 1.4.78, TONE SCALE IN FULL
PAB (Professional Auditors Bulletin) Nbrs: 133, 134,
135, 137, 147, 151, 152, 153, 154
Secretarial to the Executive Director, April 20, 1959,

UPPER INDOC HAT MATERIAL

HCOB 8 Apr 57   GROUP AUDITING
HCOB 11 Jun 57   TRAINING AND CCH PROCESSES Reiss. 12.5.72
HCOB 2 Apr 58   ARC IN COMM COURSE
HCOB 15 Oct AD8   ACC CLEAR PROCEDURE
HCOB 23 Aug 65   ABBREVIATIONS AND SYMBOLS OF DIANETICS
                  AND SCIENTOLOGY
HCOB 1 Dec 65   CCHs
HCOB 7 May 68   UPPER INDOC TRs
HCOB 22 Apr 80   ASSESSMENT DRILLS
TAPE 5707C25   SCALES (EFFECT SCALE)

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

THE SUNSHINE RUNDOWN

The Sunshine Rundown is a bright new rundown which adds extra shine to the State of Clear. It is the next step on the Grade Chart after the Dianetic Clear Special Intensive and is done by Clears directly after they attest to having attained the State of Clear. It may also be done by those who have attained the State of Clear and who have previously had a DCSI.

The Sunshine Rundown gives the Clear a fresh, new outlook and really orients him to present time as a Clear.

The rundown is done solo, by the Clear himself, and is usually completed in one session. Solo auditor training is not needed in order to audit the Sunshine Rundown. The confidential Sunshine Rundown instructions are easily followed, even by those with no previous tech training.

The Sunshine Rundown is available from Class IV orgs and higher orgs.

New Clears, already shining and bright, will come out shinier and brighter still—and ready to continue up the Bridge to OT. Their next step is the Solo Auditor Course.

<div align="right">

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

</div>

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 NOVEMBER 1981

Remimeo
Auditors
FESers
Internes
C/Ses

FOLDER ERROR SUMMARIES—CLARIFIED

REFS: HCOB 6 Oct 70 C/S Series 19
FOLDER ERROR SUMMARIES
HCOB 19 Mar 71 C/S Series 30
C/S-ing AUDITOR—C/Ses
HCOB 6 Apr 71 C/S Series 34
NON F/N CASES
HCOB 3 May 80 PC INDICATORS
E-METER INSTRUCTION FILM NUMBER 10 -- «PC INDICATORS»

A surprisingly large percentage of FESes done contain unnecessary data or omit vital data.

An FES (Folder Error Summary) is a summary of auditing errors in a folder and on a pc's case not corrected at the time the summary is done which keep the case from running.

One does an FES when the case isn't running right or has bogged and one wants to know the reason why, so the case can be put to rights again.

The usual action is to find where the case was last running well and come forward from there noting the bug or bugs which can then be repaired. It does not take days to do this FES or even hours if the bog is recent.

A full FES or an «FES to PT» is not a long-winded account of everything in the pc's entire folder. It should simply consist of a consecutive series of times when the case bogged after doing well, what the goof(s) was that caused the bog, whether the error(s) was corrected and the name of the auditor and C/S who goofed.

Some of the so-called «errors» recently found listed in FESes would be laughable if it were not for the amount of wasted time and expense caused the auditor and C/S and the trouble made for the pc.

EXAMPLE:
A folder picked at random contained an FES with the following consecutive entries:

«(date) Note from Supervisor—Bogged on course.»

«(date) Pc finally gets CS 53 completed to F/Ning—a nice thorough job.»

«(date) Is on SRD. Routes on MO lines. Teeth hurting.»

«(date) Origin—Cramps (gas).»

«(date) Attests SRD.»

«(date) 2D upset.»

And so it goes throughout the entire «FES.»

What does any of it have to do with a proper FES?Nothing!

The FESer couldn't have had a clue about C/S Series 19, 30 or 34 which are the relevant issues and was just filling sheet after sheet of paper with useless data and wasting his own time and the time of anyone having to read it and stalling the pc's progress.

Such FESes can have the liability of throwing the C/S totally off the track of what is really bugging the case. An unthinking C/S may buy an FES like the above and totally misprogram the case, resulting in more wrong targeted auditing and more trouble for the pc.

The things that bog a case are detailed in the C/S Series issues referenced above.

It does take study of the folder to find the bug. But it has to be a bug

that is affecting the case, or else the case won't resolve.

Don't waste your and others' time with improper FESes. They invariably arrive at no product through great expense.

Understand the target of an FES, get useful FESes done and watch tech quality in your area increase.

<div align="right">

L. RON HUBBARD
FOUNDER
Assisted by
Research and Technical
Compilations Unit
and
Senior C/S International
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
OF CALIFORNIA

</div>

Tech/Qual
Registrars
Execs

PROGRAMMING GRADES, NED, DCSI AND SUNSHINE RD

(Ref: HCOB 12 Nov 81 GRADE CHART STREAMLINED FOR LOWER GRADES
    HCOB 30 Oct 81   C/S-ING FOR THE PC)

This issue gives further data to clarify how to program cases who have already had part of the Lower Grade Chart.

The important rules in HCOB 12 Nov 81 that apply to cases that have already had part of the Lower Grade Chart are:

A.   IT IS NED (OR R3R) THAT MAKES CLEARS,

B.   THE CHANCES OF A PERSON GOING CLEAR ON GRADES ARE SO REMOTE THAT IT IS VERY UNLIKELY,,

C.   EXPANDED GRADES MAKE IT EASIER FOR A PERSON TO GO CLEAR ON NED.

If a person has already had a DCSI and/or has already attested to the State of Clear, the C/S must inspect the folder to determine whether the person went Clear on NED.

If the person did not go Clear on NED auditing (or R3R), the chances that he or she is Clear are remote. Such a person is to be programmed to fill in missing parts of the Lower Grade Chart per HCOB 12 Nov 81 and is not to be put onto the Sunshine Rundown.

If the person did go Clear on NED auditing (or R3R), then the next step is the DCSI (if not already correctly done) and then the Sunshine Rundown. (Do not resume or continue grade auditing on a person who has gone Clear on NED auditing or R3R.)

There are two technical discoveries which modify earlier issues. First, that Expanded Grades make it easier for a person to go Clear on NED. Second, that it is NED auditing that is making Clears, not grade auditing.

Do not use any of this material to invalidate preclears or their gains. Persons who did not go Clear on NED can be shown HCOB 12 Nov 81 so that they understand the technical reasons, but not in a manner that would ARC break, Invalidate or Evaluate. The truth is that the state of Clear attained on NED auditing is valid but there have been instances where a person has attested mistakenly or falsely thinking that he or she went Clear on other auditing than NED auditing (or R3R).

There has also been confusion on the subject of Clear and what is a valid Clear attest and what is not. The recent discoveries clarify that and make a smoother and surer route to Clear or OT.

L. RON HUBBARD
FOUNDER
Assisted by
Senior C/S International

Remimeo

DIANETICS AND SCIENTOLOGY
COMPARED TO 19TH CENTURY PRACTICES

A comparison between Dianetics and Scientology and psychology and psychiatry is nonsense.

The two 19th century subjects, psychology and psychiatry, do not achieve ANY good results. On the contrary they are destructive beyond belief. They make crackpots, sexpots and vegetables when they do not outright kill.

The greatest crime of our times is the use of psychology and psychiatry to teach little children in schools with them and manufacture crime and a whole world of immorality and unhappiness.

The character of the Governments themselves is established by their tolerance and use of psychology and psychiatry. In no human race of any civilized repute has any law condoned broad mayhem and murder of their populations. Yet under modern governments psychology and psychiatry not only have carte blanche but also get insistence on their use.

Murderers flock to murderers according to old sages. The governments only smile at the brand of Cain upon their heads.

Is this a civilized world we're living in?

I'm afraid it only will be when Dianetics and Scientology can bring wisdom enough to Man to blunt his furious efforts to do himself in.

So laugh in people's faces if they compare Dianetics and Scientology to the «orthodox mental subjects.» They are insulting you.

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

Remimeo
Students
Supervisors
Course Admins

Tape Course Series 7

SETTING UP AND USING A TAPE PLAYER

Years ago I found that student comprehension and tape playing quality went hand in hand. (Ref. HCO PL 6 May 71 AUDIENCE ALERTNESS AND TAPE PLAYERS) I made some experiments with this and I found that on bad quality equipment most of the students went to sleep, but as the quality of the equipment improved their comprehension also improved. And that students got the best grades on high quality equipment.

The tape player must be of high quality to reproduce the sound without adding to or distorting what is one the tape. Poor quality sound is difficult and annoying to listen to and causes misunderstoods by preventing the listener from hearing exactly what is said. The poorer the equipment, the poorer the comprehension. The better the equipment, the better the comprehension.

This also applies to the headphones. Course tapes must always be listened to through high quality, high fidelity headphones. This permits the listener to be undisturbed by other noises in the area, as well as prevents others from being disturbed by the tape being played. High fidelity headphones permit the listener to have his undivided attention on the tape and produce a pleasant and easy to listen to sound which closely duplicates what is spoken on the tape.

THE TAPE PLAYER CONTROLS

In an Academy you may find both tape players and tape recorders. A tape recorder is a machine that records sound onto tape and also can play back the sound. A tape player is a machine that only plays back the sound that is already recorded on tape.

Tape recorders should, in effect, be converted to tape players by having the «record» button removed or sealed up, so that it cannot be used. It will erase the tape and lose the valuable materials on the tape if pushed accidentally by the student.

Tape recorders and tape players come in many makes and models. The controls and switches are arranged in various places and the machines are of various styles.

Following is a description of the basic controls of a tape player. The arrangement of these controls will vary from machine to machine but their functions will be the same on most machines.

1. On/Off Switch or Power Switch.

2. Volume Control (often in combination with the On/Off Switch).

3. Tone Control (omitted on some machines).

The tape controls of a tape player are usually in the form of a switch which is turned to various positions or in the form of a series of buttons.

SWITCH TYPE CONTROLS:
   STOP
   REWIND
   PLAY
   PAUSE
   FAST FORWARD

BUTTON CONTROLS:
   PAUSE   FAST   REWIND STOP   PLAY
              FORWARD

4. PLAY (sometimes called FORWARD): Press this button or turn the switch to this position to play the tape.

5. FAST FORWARD: Rapidly runs the tape forward without playing the tape.

6. REWIND: Rapidly runs the tape back without playing the tape.

7. STOP: Stops the tape. Always stop the tape before fast forwarding or rewinding the tape. Also bring the tape to a complete stop after fast forwarding or rewinding the tape before playing the tape.

8. PAUSE: Use to temporarily pause a tape that is being played. On a machine with a Pause Button, press the Pause Button to hold the tape; press the button again to release it. On a machine that has a switch with a Pause Position turn the switch to the pause position to pause the tape then back to play to play the tape.

9. FOOT PEDAL: This is exactly the same as the Pause Button is function except that it is operated by the foot. Academy tape players should have a Foot Pedal so the student can have his hands free to look up words, take notes, demonstrate something with his demo kit, etc.

(Most tape players do not have Foot Pedals, but they can and should be installed on tape machines that don't already have them.)

CAUTION: If you are using a tape recorder that has a RECORD BUTTON, never press this button, as it will erase the section of tape being played while the record button is pressed. (The record button is used when recording something onto a tape. But when it is used with a pre-recorded tape, it will also erase any section of that tape that is played.) The Record Button is usually red.

SETTING UP THE TAPE PLAYER

1. The tape player is set on a steady bench, table or platform at a comfortable height so the student can easily operate the controls, take notes, etc.

2. The tape player should be set up so that the student is facing the Course Supervisor, rather than having his back to the Supervisor. This enables the Supervisor to see how the student is doing and he can easily spot if the student has gone dull or sleepy from a misunderstood word.

3. The tape machine is plugged in and switched on to check if the power is on and that the machine is operating.

4. Plug in the headphones.

5. Plug in the foot pedal and position it on the floor so that it can

comfortably be reached by the foot.

6. The tape is put on the tape player and the colored leader is threaded

around the tape guides and playing head and in between the capstan and rubber pinch roller as shown the following diagram.

reel of tape   empty reel tape

tape guide   tape guide

playing head (picks up the sound record   capstan (pulls the tape forward and
on the tape.)   regulates the speed of the tape when
                                                    being played.)

                                                    rubber pinch roller
                                                    (holds the tape firmly against the
                                                    capstan when the tape is being played.)

Be sure not to twist the tape as it is threaded past the head and guides. The tape should come off the reel flat and lie flat against the guides and should go onto the empty reel without a single twist.

7. Set the speed at which the tape will be played at the correct speed for the tape. (The usual speeds for a tape player are 7 ½, 3 ¾, or 1 7/8 inches per second or their equivalent, 19, 9.5, or 4.8 cm per second.) Most of the tapes you will play are played at 3 ¾ inches per second (9.5 cm per second).

8. Run the tape to the beginning of the lecture and set the tape counter at zero (unless your machine is not equipped with a tape counter).

9. Play the tape. Adjust the Volume and Tone Controls as needed, while playing the tape.

POINTS ON THE USE OF THE TAPE PLAYER

a) To rewind a tape or to fast forward it always press the stop button first. And after rewinding the tape or fast forwarding it press the stop button and wait for the tape to stop before pressing the play button. Suddenly jerking the tape forward or back can cause it to break or stretch or the tape can even come off the reel and get caught in between the side of the reel and the wound tape.

b) The magnets inside headphones can erase part or all of a tape so never leave headphones lying near a tape.

c) Keep dirt and dust away from the tape machine and when not in use replace the cover on the tape machine.

d) Handle a tape gently. Don't do anything that would cause it to become stretched, tangled or broken. Be sure to place the tape in its correct box when done and don't permit loose ends to protrude from the tape box.

e) Don't leave long loose ends sticking out from a reel when playing a tape. These could get caught in the machine.

f) After the tape has been played store it in its box without rewinding it. Rewinding the tape serves no purpose and fast winding causes the tape to be wound rather sloppily. This can cause the tape to distort. Tapes store better and last longer when wound at playing speed.

g) Never put a piece of paper or anything else into the tape to register your place. Use the tape counter to find your place.

h) Always switch the tape player off when not in use, even on short breaks. This lets the machine cool off and helps to prevent it from overheating.

i) At the first sign of any fault with the tape player or a tape report it to the Course Admin or your Supervisor.

j) Never twist or knot the headphone cord as this may lead to inner wire breakage.

k) If a word or phrase cannot be understood call the Supervisor, or check a good transcript, if one is available.

l) If the sound becomes blurred or of poor quality ask the Course Admin to clean the playing head across which the the tape moves. The playing head must be cleaned regularly as it picks up some of the coating from the tape which results in a blurred, poor quality sound.

m) If you cannot clearly hear the tape or the quality of the recording is poor tell the Course Admin or your Supervisor. The playing head may need to be cleaned or the tape player may need to be demagnetized. You may also have a bad tape. Don't jeopardize your comprehension of the materials by listening to a lecture through poor equipment. Get it handled or switch to a better machine.

n) Consult the instruction book or manual if you need additional information on the particular tape player or tape recorder that you are using.

o) If a student has trouble running the tape player or has difficulty with it, he should be run on Reach and Withdraw on the tape player by another student as a drill per HCOB 10 Apr 81 REACH AND WITHDRAW. He should also be word cleared on this HCOB, and also the tape player manual if needed.

TAPE COURSES

(Tape courses are courses that are taught in languages other than English where the materials have been translated and recorded on tape.)'

1. Mark the tape counter reading of each item on the checksheet as you come

to that item on the tape.   This gives you a reference by which you can find any item later on.

2. If a word or phrase cannot be understood the student should call the

Supervisor. The Supervisor listens to the tape and if he can't distinguish what is being said, he gets hold of the English text and locates the word or phrase and using a good foreign language dictionary translates the word or phrase for the student.

3. If a student bogs or can't understand something on a translated tape, he

is first word cleared. If the confusion does not resolve the translated tape is compared to the English material and if found to be a translation error the Supervisor or Word Clearer makes a note of the translation error by entering it on a card which is then kept in the tape box for that tape. He also sends a report to the Translations Secretary at New Era Publications.

The vast majority of the technology of Dianetics and Scientology is recorded on tape. Use good equipment and use it properly so that you can hear these materials in their utmost clarity.

L. RON HUBBARD
FOUNDER
Assisted by
Research & Technical
Compilations Unit

LRH:RTC:bk
Copyright $c 1982
by L. Ron Hubbard
ALL RIGHTS RESERVED

HCO BULLETIN OF 12 DECEMBER 1981

All C/Ses
All Auditors
Tech/Qual
Registrars
Dissem
Execs
Orgs &
Missions
«The Auditor»
BPI

THE THEORY OF THE NEW GRADE CHART

The effectiveness of auditing, according to records and results, tests and hours in session, has increased enormously in the past thirty-four years (1947/1981). This is due to research—a casual estimate of the time I have put in on this approaches now a hundred thousand hours and half a century. In that time, as could be expected, there have been breakthroughs and breakthroughs and it can be expected that, because of these, the line-up from time to time would change. It is probably remarkable that the Grade Chart has not changed more than it has.

Improvements in auditor training as well as technical revelations have contributed to these refinements.

In the final analysis, it is the individual who receives the benefits from this. Increased percentage of results, shortened time to obtain them, more stable gains, broader application.

But it probably has not occurred to anyone that for the past thirty-two years, I have been researching DOWNWARDS. That's right. Remember that I myself was producing results thirty-two years ago. So what has been happening?

As broader and broader numbers of people were being addressed, more and more types of cases had to be handled.

Meanwhile, the society itself was going downhill. Outside the perimeter of Dianetics and Scientology, the level of cases was DECLINING. More and more problems were being generated by the Establishment for its population: The psychologists were let loose on the schools and educational levels began to collapse; the doctors and psychologists and psychiatrists began to flood drugs into the culture; assisted by the FBI, crime statistics began to go out the roof; crushed by tax people, the economy began to generate more and more problems for the individual; the psychiatrist stepped up his program of injuring people and then compounded the Establishment tolerated felony of covering up his crimes by drugging his patient and keeping it a secret from him that he had been electric-shocked; soldiers began to be brainwashed, not just by the enemy but by their own governments. No need to go on, even if there are hundreds more, for this is not a rabble-rouse, it is just a brief comment on the society's decline and because members of that society were being audited as they came in and because each year the average case found was rougher than last year's cases, it affected the line-up of the Grade Chart. 1949 is not 1981.

The key word of all this is UNDERCUT. In research, whatever other considerations existed, there was always the necessity to go into a lower UNDERCUT of the cases.

Book One, DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH, contains the bulk of the elements and philosophy that we use today.

Of course there have been MANY breakthroughs that were not downwards, but upwards. However, the bulk of work has been devoted to finding where current cases were at and undercutting them to get positive results.

Don't be unduly alarmed by what I am saying about the social decline as it may influence Dianetics and Scientology: We are WAY out ahead of it. As the society went down, our percentages of successful handlings were going up and up. And this shift in the Grade Chart is part of a program to keep it so.

The main change in the New Grade Chart is that Dianetics and Scientology have been switched around. One gets his Scientology, per this chart, before he gets his Dianetics.

Chronologically, then, Dianetics came before Scientology; and it would seem natural that one would give Dianetics to a pc before he gave him Scientology auditing. But wait, Scientology ARC Straight Wire and Grades were developed as an undercut to Dianetics.

It was Dianetics that made the first Clears. Scientology Grades do not make Clears, even though they sometimes exteriorize a person.

So this has now been made real on the New Grade Chart. Lower Scientology Grades have been placed below NED.

There are other technical reasons for this change: The pc usually needs a lot of work on his life, his relationships to his environment today before he has an easy time confronting his bank as in NED. By giving him Scientology first, things are made much easier for him when he sails into NED and when he goes Clear.

The Scientology Lower Grades unburden an awful lot of bank and environment when properly applied to a cooperative pc and can give him wins, wins, wins in his normal life.

This makes, too, for a happier end result.

In most cases, it shouldn't add to time in session, but on the contrary, can shorten it up.

Also, there should be no particular reason to give lower grades after a person has gone Clear if his life problems have already been unburdened.

What is happening, with this New Grade Chart, is that one is correcting the relative positions of NED and Scientology lower grades.

I trust we can look forward now to even more Clears coming off the line.

L. RON HUBBARD
FOUNDER

All C/Ses
All Auditors
Tech/Qual
Registrars
Dissem
Orgs and
Missions
«The Auditor»
BPI

THE STATE OF CLEAR

There has been some confusion lately on exactly what is the state of Clear.

The confusion was introduced by a statement, not mine, that the State of Clear had harmonics, which is to say there were different states of Clear.

This is not true. Although it is quite impossible to obtain an absolute in this universe, the state of Clear is, actually, about as close as one can come to it.

I have given some time to it, lately, and have come up with a definition which fits all cases. It is as follows:

A CLEAR IS A BEING WHO NO LONGER HAS HIS OWN REACTIVE MIND.

The only exception, very, very, very rare, is one who didn't have a reactive mind in the first place.

The Book One definition of Clear is valid.

I believe I know what has been happening that caused the confusion.

Without invalidating the case gain of anyone (and NED for quite some time now has been making true and valid Clears) a few pcs and technical personnel have been mistaking the state of RELEASE for that of CLEAR.

You see, there are an awful lot of gains that can be made with auditing. Few people, walking on the street, have any idea whatever of how much better they can get. It is really a question of how much better is better.

A person hits a floating TA that simply won't turn off, his wife and girl friend oo and an on how much better he looks, he hasn't kicked the cat for days and is no longer coughing. He says, «By golly, I must be Clear!» even though he really can't pass the test. So the technical people, seeing him glow. say, «I don't want to invalidate this guy,» and they let him declare and he goes to an SH or AO and falls on his head when he starts to climb the next ten light years to OT. He was just a RELEASE.

There are MANY levels of release. It means simply that one has lost a fixation or an aberration of one kind or another. One should get a reality on the light years of gain obtainable between the guy on the street and the state of Clear.

It's simply that we are too good at making Releases today.

So I looked over this problem and found an outness in the line up which I have described more fully in HCOB 12 December 1981, THE THEORY OF THE NEW GRADE CHART.

There has just been a change in the Grade Chart (HCOB 12 November 1981 which has been reissued as HCOB 12 November 1981R Revised 14 December 1981 to correct an error in it where someone else redefined Clear).

This change in the Grade Chart will go far to handling personal misconceptions. Scientology Lower Grades can produce an abundance of wins. These releases go far to straightening out one's environment and life and set one up to have, most usually, a far easier run of it in New Era Dianetics.

Scientology Lower Grades sometimes exteriorize a person but to date, to my knowledge, have never produced a Clear: That was not their purpose.

Remember that with Dianetics Book One techniques, I could produce Clears. But it took decades of development of auditor training skills and precise statements of processes to bring it up to where others could. That point has now been with us for some time in developed training technology and New Era Dianetics.

We are making Clears today with NED, make no mistake about it. But it should prove even easier to do so once the pc's own life and environment have been straightened out with all those releases available lower on the new chart.

There is even another chance at Clear if the person misses it in NED. He still can go on to an SH for his Solo Auditor's Course and an AO for the old Clearing Course. It is even being worked out now so that he can begin his Solo Auditor's Course right in his local org—he'll need it to go on to OT.

A tiny percentage of people who haven't made it, want to declare themselves Clear as a status symbol but when they try to go on to OT it catches up with them and in any event can be handled. The releases, given good auditing and a cooperative pc, are there to be had and in cases that have not been wiped out by the psychs or who can be gotten into communication by an auditor and cooperate, the state of Clear is there to be had.

And it is just as worth while as it ever was.

L. RON HUBBARD
FOUNDER

LRH:bk
Copyright $c 1981
by L. Ron Hubbard
ALL RIGHTS RESERVED

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 DECEMBER 1981

Remimeo

NEW GRADE CHART PC/PRE OT PROGRAMMING

Do NOT take people in progress of following the old grade chart off in the middle of an action and put them on the new chart. Example: Someone half through NED taken off and put on Scientology grades. Complete the major action of the program before any change of the action on the PC or Pre OT.

L. RON HUBBARD
FOUNDER

LRH:bk
Copyright $c 1981
by L. Ron Hubbard
ALL RIGHTS RESERVED

HCO BULLETIN OF 17 DECEMBER 1981

Remimeo

POST PURPOSE CLEARING REVIVED

Reference: HCOB 4 August 71R Revised 26 Nov 74,

Tech Volumes, Volume VIII, page 363

Recently some new technology, known as De-oppression, was developed for and is being used on orgs. (Deop is part of mission tech and is the subject of Flag Orders.)

There is a piece of good technology that has fallen out of use: It is Post Purpose Clearing. It is quite successful in raising the general tone level and production of orgs. All by itself it produces an increase in production.

It should be undertaken, for sure after a De-oppression of an org is done. And, factually, it should be done in any case.

The tech of it is contained in the reference HCOB. But to that HCOB could be added additional steps.

PPC 12A. One asks, «What is your intention toward your post?» One takes

this to F/N.

PPC 12B. One asks, «What is your post product?» One takes this to F/N.

PPC 12C   is done, «What is your intention in getting out that product?»
To F/N.

PPC 12D   «What volume of product do you intend to get out?» To F/N.

PPC 12E   «What degree of quality do you intend your products to have?»
To F/N.

PPC 13 and PPC 14 are as given in the reference HCOB.

There is an added note to Post Purpose Clearing. It probably accidentally got swept aside when some Quals abused What, How and Why in questions and got org staff snarled up because these were listing questions. Qual was arbitrarily forbidden to use such listing questions and this may have influenced this action of Post Purpose Clearing, so necessary to orgs and the tech got lost. The result has been, in some cases, confused and unproductive staffs.

Also, some seniors, not knowing how their own departments or divisions were supposed to run, tended to knock off hats and put people on posts doing the wrong things, resulting in a «Hey, you,» org board.

The remedies for these two errors are quite plain.

1.   When any step results in a BD F/N result. Indicate it to the pc. In case of any bog, treat the TWC pc statements as though they were L&N items. Any bog can be repaired with an L4B.

2.   In the case of executives and seniors, clear them on the various posts over which they have command, using the. OEC volumes for reference. This will tend to make them hold the form of the org.

Various outnesses will be found by any Qual attempting to do this on an org. They may discover, for instance, that the org has no hats: but this should not stop them, although it should be remedied fast as well.

By adding the intention step, Qual is certainly going to collide with a few rock slams regarding products or the org. But this is all to the good:

We don't want rock slammers messing up products or the org. Any plants or people of evil intentions will show up, though PPC is not intended as an ethics cycle.

PPC is an organizing step and should not be used to stop production. But, at the same time, it should not be forbidden because it is an organizing step.

The speed with which a PPC can be done is not forever. At PPC 2, if the person is set up to have one as in this step, the PPC should, for most posts, simply sail along like a June breeze. With a VGIs at the end.

QUAL'S OBJECT IN GETTING THIS DONE ON A STAFF AND NEW STAFF MEMBERS IS TO IMPROVE THE QUALITY OF PRODUCTION OF THE ORG AND TO INCREASE THE PRODUCTION OF THE ORG.

It is quite true that the pay of the org depends upon the individual quality and volume productivity of each individual org member. A PPC well done throughout an org inevitably should raise, by making a better org org income and pay.

Remember that orgs which have had the highest stats were those orgs which ran closest to OEC Policy. This is an historical fact, borne out time after time. So in all Post Purpose Clearing, your main reference is Green on White, the Policy Letters and these should be handy and referred to in any case where the duties of the staff member are unclear.

It will also come about that you are handling someone who holds two or three posts. In that case, clear all of them but add a step PPC 12F «Is there any conflict with your other hats and posts?» If it reads, «What are the conflicts?» and «How are you going to resolve that?»

All cautions and directions in the reference HCOB apply in doing any Post Purpose Clearing.

<div align="right">
L. RON HUBBARD
FOUNDER
Accepted by the
BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
INTERNATIONAL
</div>

HCO BULLETIN OF 26 DECEMBER 1981

Remimeo

POST PURPOSE CLEARING
FOR MANAGEMENT TEAMS AND EXECUTIVES

References: HCOB 17 Dec 81 POST PURPOSE CLEARING REVIVED
HCOB 4 Aug 71R POST PURPOSE CLEARING Rev. 26.11.74

The two necessary ideas a management team or executive must have:

1. That a long term view as well as immediate remedies is vital.

2. That an increase in state and betterment of organization health is

desirable.

Management staff members or executives who do not have these concepts or intentions have no business on a management team or on post as these two basics are why they are there.

A member of management or an exec can always short-sightedly operate for a quick profit (i.e. get lots of service sold but none delivered; buy a cheap machine that will look good on an FP but will break down in a month; do a fast, bad job to get up stats and then involve others for months trying to handle the botch; falsely reassure seniors that all is well when, in a short time, a crash will expose them; operate on short term stats and ignore the gradual drift down over the months).

When only short term views are taken, disaster is being courted.

A betterment of the organization and its prosperity has to be intended by management or an executive in order to bring it about.   When a management team or an executive has other-intentioned items at work, they harm or destroy not only the organization but also themselves. (I.e., not have to work so hard; be powerful personally; get even with others; have more time for the family; keep up with my golf; live better; wear better clothes; escape the ethics officer; and of course simply intending to do the place and staff in.)

Upper echelon intentions bring about the state or the division, org or network not only in the present but in the future. If they intend to make things go right, they will, of course, observe their area and study successful policies and actions of proven worth and apply them.

The state of state, long term, of an executive or management team gives a definite revelation of their real intentions.

SUMMARY

Where any management team or executive is failing, it will be found that their view is very short term and they are other-intentioned on post.

In management and executive post purpose clearing, one has to keep these two things in view.

A good manager or executive works hard hour by hour to keep the show on the road but always with a long term view as well. And he intends that org and staff will prosper.

The auditor in post purpose clearing will get a lot of glib answers. The stats, the honest ones, and the true long term performance of the executive, measured by the health of his zone of responsibility tell the tale and should be consulted when in doubt.

The PPC auditor must be sure these two principles above are really the case and if not, handle the executive so that they are.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 JANUARY 1982

BPI
Auditors
C/Ses
Tech/Qual
Registrars
Dissem
Execs
Orgs & Missions
Magazine insert

**NEW—STREAMLINED
CLASSIFICATION AND GRADATION CHART**

Ref: HCOB 12 Nov 81   RA GRADE CHART STREAMLINED
Re-rev. 18.1.82   FOR LOWER LEVELS
HCOB 12 Dec 81   THE THEORY OF THE NEW GRADE CHART
HCOB 14 Dec 81   THE STATE OF CLEAR

TEMPORARY ISSUE

(This is a temporary issue of the New Streamlined Class & Grade Chart. The full final issue will be in this general pattern.)

Technical advances made by L. Ron Hubbard have resulted in a streamlined Class and Grade Chart, giving a better, faster Bridge, both on the training side and the processing side of the Chart. These are being published in the attachments so that all may benefit from these advances right away.

Attachment #1: The Grade Chart (Processing).

Attachment #2: The Class Chart (Training).

Until the full final Chart can be printed, this issue is provided for Scientologists, for registration, auditing and C/Sing purposes. It may be reproduced in magazines or reproduced on lightweight paper for mailings or as an insert. Registrars and orgs can take these mimeo sheets and with scotch tape make a larger chart and display them.

L. RON HUBBARD
FOUNDER
Assisted by
Senior C/S International

HCO BULLETIN OF 19 JANUARY 1982

ISSUE II

Remimeo
Tech
Qual
SRD, Level I,
NED, SHSBC
Checksheets
Upper Indoc TRs
Checksheets

HIGH SCHOOL INDOCTRINATION

(Excerpted from the ACC Preparatory Manual for Advanced Students in Scientology, Copyright 1957.)

REF: HCOB 4 Oct 56 HIGH SCHOOL INDOCTRINATION
       PAB 152   THE FIVE LEVELS OF INDOCTRINATION 15 Jan 5

       HCOB 7 May 68 UPPER INDOC TRs

The following chapter on High School Indoctrination has been excerpted from the ACC Manual and published in HCOB form to ensure its data is easily available to students on Upper Indoc TRs.

There are five levels of auditor indoctrination, five levels of skill in which he must be versed. One of these is High School Indoctrination.

Every auditor has, from time to time, found himself in difficult and peculiar circumstances while auditing a preclear. How about the PC who makes a perfectly frank sexual pass at you? What about the time you said, «Walk over to the wall?» and the preclear looked at you intently and asked, «Are you a Theta clear?» Then there's the pc who sits down, presumably to be audited, and launches forth: «Oh, what a pretty tie you're wearing today. I got one just like it for my husband—except it's green instead of blue, the one I got for him I mean. And it was supposed to be three-fifty, but I got it at wholesale for two-ninety-five because I know the owner of the store. I went to his daughter's wedding last week. My niece was supposed to be a bridesmaid, but right at the last minute...» Non-stop.   Or perhaps you've run into a «Tone Twenty»: «Do I see that wall? Why, I can see right through the wall! I can see the entire MEST universe, any time at all. Right now the Solar System looks about the size of a printed period to me.» Unreality, unreality, unreality.

So what did you do? Did you get a trifle tensed up when the PC started to paw you affectionately? Did you get a little brusque, as you scraped him or her off with a putty knife? Did you get decoyed into a discussion of the history of your case and current state of exteriorization by the chap who wanted to know if you were clear? A little huffy, maybe? And what about the preclear who talks, and talks, and talks, and talks? Ever sat there wondering, «Is this a 'preclear origination?' Should I acknowledge? Should I ignore it? Is there any way of gagging her, till I can get 'Locate the ceiling' out?

Maybe she's blowing locks. Or is this her present time problem? And if so, which of the sixteen items she's covered in the last three minutes is it?» Perhaps you've got the obsessive talker taped, but how do you make out with the fake Tone Twenty? A little baffled about how to have him find a wall without bringing forth torrents of anguished protest? «You're invalidating me! You ought to be running me on 8-0. You're just trying to stick me in my head, because you're a Black Five yourself. All my theta perceptics just turned off! What do you do then?

Well, here comes the United States Cavalry to the aid of the stopped, badgered, and harassed auditor. It's called High School Indoctrination. And it should never happen to homo sapiens; he'd never survive it. Auditors, fortunately, are sterner stuff than homo sap. They come out of it, bright as a dollar, crying, «Bring on the lions!»

Here's how it goes. An instructor, who will act as preclear, leads a student-auditor to a large, secluded room. As soon as the words, «Start of session» are out of his mouth, the instructor-preclear may drop to the floor in a dead faint, burst into a wild grief charge, bolt for the

door, or balk like a donkey with a glazed, blank stare. Or perhaps he may just stroke the student-auditor's hair, murmuring, «You're awfully cute, really. Why don't we drop this pretense ...» Whatever the instructor-preclear elects to do by way of randomity. If the student-auditor bogs utterly, a soft-hearted instructor-preclear might say, «End of session,» and give him a couple of tips. Tougher instructor-preclears frown on this, and believe in letting the student-auditor work his own way out of the situation, though he plow through 76,000,000,000,000 years of track, year by year, to accomplish it.

The instructor-preclear may run from manic enthusiasm to deepest apathy in a fraction of a second, and if the student-auditor doesn't instantly detect the change in «case level,» and handle it properly, he will be hearing from the instructor-preclear. One of the more unsettling things the instructor-preclear does is to behave like a nice, sane, high-toned preclear for minutes at a stretch. The student-auditor knows this state of affairs can't last for long. He will get thoroughly tensed up, expecting from instant to instant the next horrid outburst. It's like marching a lighted firecracker around the room. When the strain becomes obvious, the instructor-preclear will say, «End of session.» And he may say, «What are you all tensed up for?

Relax. Start of session.» Three seconds later, he's throwing an epileptic fit on the floor, complete with froth.

There is a second step of High School Indoc which is run seated. By this time the student-auditor has a fair certainty that he can cope with a preclear's going out of control on a general physical level. The seated form takes a more insidious turn. Some very simple process, Locational, or «Look at me.   Who am I?» is used. The instructor-preclear will go out of control much more subtly. He will try to get the student-auditor to change the process, on one pretext or another. The nastiest thing to most student-auditors on seated Indoc is an avalanche of highly personal criticism and button pushing aimed directly at the student-auditor. When he winces noticeably, the instructor-preclear pursues the same topic to the bitter end. «Your hands smell funny. Don't you ever wash them? There's a lot of dirt under the nails, too. Careful you don't scratch me, and start an infection.»

Or, perhaps, «If Scientology's so good, what are you still wearing glasses for?» In other words, the instructor-preclear opens up with both barrels on anything he suspects the student-auditor might actually be a little sensitive about. When a student-auditor has survived this phase of High School Indoc, and discovers that he can still give an auditing command and see that it is executed, he has achieved a nearly unshakable poise and composure!

It may sound inhuman, but it's not out of reach. Students are arriving at this goal every day—students who mumbled, and students who fidgeted. Students who couldn't confront or control a PC, and ran a process on the nth. level of abstraction. (You know, they were «running 8C on a preclear for an hour,» not having this preclear walk over to that wall, right now.) They can make every minute of a session count now, because everything they do in session is AUDITING. This is the routine expectancy for a present day ACC graduate. It can be taught anyone who is willing to learn it.

L. RON HUBBARD

FOUNDER

HCO BULLETIN OF 18 FEBRUARY 1982

Remimeo

THE BODY COMMUNICATION PROCESS

(This was previously issued as HCOB 7 Feb 69, authorized by L. Ron Hubbard. It contains an objective process developed under the case supervision of L. Ron Hubbard. In addition to its original use, this process has proven to be very effective in helping drug addicts to overcome withdrawal symptoms. The original issue was later incorrectly revised, then cancelled by others, resulting in lost LRH Tech. It is hereby restored to full use and reissued as an HCOB at the request of L. Ron Hubbard.)

PURPOSE: To enable the Thetan to re-establish fuller communication with his body.

The degree of communication attainable on a gradient scale is limited only by the level of awareness of the Thetan.

INTRODUCTION: The Life Static «has the ability to postulate and to perceive.»

From Scientology Axiom One (Definition).

Thus there is an OUTFLOW and an INFLOW.

The Thetan, to operate a mest body in a mest environment, outflows THETAN - MIND - BODY. The inflow is likewise BODY - MIND - THETAN.

To and from all parts of the body messages and perceptions flow by way of the brain, spinal cord and the network of nerves.

Throughout the life of the body there is a continual flow of electrical impulses through the brain and nervous system. This fact enables the body to be ready to serve the will of the Thetan at all times.

Masses, ridges, charge and unbalanced flows can build up in relationship to the body, resulting in transient or chronic breaks in communication between Thetan and body. This may be in respect of the whole body, or, more usually, with a specific body part or area.

Thus occur transient or chronic pains and disorders in the body.

These flow lines in the body are the pathways by which the psychomatic disorders and illnesses are created by the Thetan. They are also the pathways by which the Thetan is informed of the state of his psychosomatic creation.

Thus the Life Static and its OUTFLOW and INFLOW related to a body.

METHOD:

«Bringing the static to view as-is any condition devaluates that condition.»—Scientology Axiom 19.

The individual lies on his back on a couch, bed, or mattress on a table. In an intensive the position may be varied to advantage by lying face downwards at alternate sessions.

The clothed body with shoes removed gives satisfactory results. For optimum results, men in brief shorts, women shorts plus a bra, naturally in a warmed room.

First the purpose is cleared. A dictionary is kept present and available

for use. Purpose given to be cleared is, «COMMUNICATION WITH MY BODY.»

Auditor gives the command, «Close your eyes,» and acknowledges the action with «Thank you.»

Auditor: «Start of Session.»

Then: «This is the process.»

Auditor places his hands on the individual's shoulders with a firm but gentle «A.R.C.» grip, using an «agreed» firmness. That is a firmness which the Auditor knows is as agreeable to the individual as it is to the Auditor.

The Auditor must BE there with INTENTION and ATTENTION. i.e. have good TRs in throughout. This is to achieve optimum A.R.C. and the best results.

The command is: «Feel my hands.» («Feel my hand» on the occasions when one hand is applied.)

The individual's reply is acknowledged with «Thank you,» (or «Good,» «Fine,» «Alright» or «O.K.»).

He continues to complete similar cycles down the body, over the chest, front of chest, sides of chest, hands on both sides of abdomen at the waist, then one hand going around the abdomen in a clockwise direction.   (Clockwise because this is the direction of flow of the large bowel.) One hand placed over the upper abdomen pointed vertically towards the head. Both hands on the small of the back, one from each side and lift firmly. A hand over each hip with firmer pressure on these bony parts. Down one leg to the knee with both hands. Down the other leg to the knee with both hands. Back to the other leg and down over the calf, the lower calf, the ankle, the foot and the toes. The other leg from the knee to toes similarly.

Then work upwards in a flow towards the shoulders. Down each arm. Back to the shoulders. Both hands behind the neck, one from each side. Sides of face. Forehead and back of head. Sides of head.

The Auditor will know where next to place his hands or hand. An infinite variety of placings is available avoiding, of course, only the actual genital areas in both sexes. So the process proceeds up and down the body.

As A.R.C. builds up, even as early sometimes as after the first command, the Auditor will notice that something is happening with the individual. It may be a comm lag, a slight suffusion of the face, a somatic or twitch of the body, or in some way he will know that a communication is available to him. He should then ask, «What happened?»

The individual describes what just happened or what is happening. The Auditor leaves his hands in position with exactly the same pressure sustained while the individual is talking. The communication is acknowledged and the Auditor continues with the process.

The process is terminated with «That's it!» immediately after acknowledgement of the first COGNITION.

The Auditor will know whether one session is sufficient, or whether a further session is needed towards flattening the process.

An Auditor's Report is written up immediately after the session. It should include a record of moments of Emotion or Misemotion, any comm lags, individual's appearance, somatics, how he is doing, physical manifestations (e.g. yawning, body twitching), the cognition achieved, whether or not a flat point has been reached, and the presence or absence of good indicators.

After a successful session good indicators are apparent ;n both Auditor and the individual who has experienced the Body Communication Process.

L. RON HUBBARD
FOUNDER
Assisted by
Dr. Steve Jarvis, M.B., Ch.B.

Reissued by

Senior C/S International

HCO BULLETIN OF 6 MARCH 1982

U R G E N T

(Also issued as HCO PL, same date.)

Remimeo
All orgs
All staff
Executives
Ethics Officers
Auditors, C/Ses
Supervisors
D of T
HCO
Tech/Qual

CONFESSIONAL TECH POLICIES

(Effective on Receipt.)

(Adds to and Amends HCO PL/B 28 Nov 78, AUDITORS WHO MISS WITHHOLDS, PENALTY)

Recent investigations into failures of executives and staff to produce constructive products (and who produced no products and overts products), into case failures and into training failures, all revealed the following common denominator: missed withholds (including offences of a criminal nature and High Crimes against Scientology, its churches and members and against Standard Tech and Policy) and the omission of Confessional Technology.

EXECUTIVES AND CONFESSIONAL TECH

Any executive found to be discouraging or forbidding Confessionals or refusing to permit the tech to be applied or omitting the application of it or dismissing persons who seek to get tech or policy in is subject to immediate suspension from post, is to receive a Confessional and a Comm Ev on a charge of: NON-COOPERATION WITH ENFORCING CONFESSIONAL TECHNOLOGY.

By issuing an order to omit Confessionals or that could be applied as such or failing to keep the tech in or refusing have a Confessional, the person has at that moment just by act, automatically suspended himself from post and his orders would not apply. It is thereafter only subject to HCO Board of Review.

It is a High Crime for an executive to penalize auditors, C/Ses, Tech/Qual or Ethics Officers for following HCOBs or HCO PLs, especially when it is due to the executive's withholds. (It is also a High Crime to falsely charge an executive with the above.)

MINISTERS AND CONFESSIONAL TECH

A pastor or minister who refuses to hear the Confessionals of persons or who recommends or urges persons not to hear Confessionals or who omits to hear Confessionals can be suspended at once as a minister until he himself has received a Confessional and refusing, remains suspended until reinstated by an HCO Board of Review.

Such a person is subject to being declared and expulsion from the Church.

ETHICS OFFICERS AND CONFESSIONAL TECH

Ethics Officers must be ministers and the failure of an Ethics Officer to train himself to hear Confessionals subjects him to post removal and Comm Ev.

CASE SUPERVISION AND TRAINING
AND CONFESSIONAL TECH

On any failed case or training failure (Tech or Admin training) a Confessional is required on those responsible (i.e., auditors C/S, Supers, Word Clearers, D of T or other Tech/Qual personnel involved).

A failed case pc or failed student is also required to receive a Confessional as it has long been known that No Case Gain in auditing or in training is due to continuous overts and withholds.

Any Solo auditor who red-tags is sent to Review and Cramming and any Solo C/S and Solo Course Super whose pcs or students are red-tagging must be given a Confessional.

Any minister whose pcs are red-tagging, get sick after auditing, blow or are dissatisfied with their results or lack gains, must be given a Confessional.

REPORTS

Anyone who refuses a Confessional or who refuses to answer a reading question should be turned over to the Ethics Officer and the Guardian's Office notified then and there.

Any anti-Scientology overts or intentions disclosed are to be reported to the Ethics Officer and the Guardian's Office.

PENANCES

A minister who misses withholds on a parishioner is required to receive Confessionals himself (including a «Joburg» Confessional and an Auditor Confessional) and if repeated is subject to Comm Ev.

A parishioner who knowingly withholds during a Confessional is also subject to being named an Interested Party at the minister's Comm Ev.

A parishioner who knowingly withholds during an HCO Confessional is subject to double penances.

The charge (in addition to any other charges) is: NON-COOPERATION   WITH ENFORCING CONFESSIONAL TECHNOLOGY.

BENEFITS

Those who apply Confessional Technology are highly valued and produce great gains for their pcs and produce an improved environment generally.

Confessional Technology and its application is essential to the attainment of spiritual freedom, heightened responsibility and causativeness and the betterment of conditions.

L. RON HUBBARD
FOUNDER
Assisted by
Senior C/S International
for the
CHURCH OF SCIENTOLOGY
INTERNATIONAL

HCO BULLETIN OF 7 MARCH 1982

Remimeo
Level II
Checksheets
Supervisors
Auditors
C/Ses

CONFESSIONALS INCLUDED IN
EXPANDED GRADE 2 PROCESSES

Ref: BTB 15 Nov 76 0-IV EXPANDED GRADE
          Issue IV   PROCESSES—QUADS
                      PART D—GRADE 2 PROCESSES
      HCOB 8 Sep 78RA MINI LIST OF GRADE 0-IV
      Re-rev. 6.3.82 PROCESSES

Scientology Level Two covers the vital survival technology of dealing with contra-survival acts of commission and omission (overts and withholds) and this includes the technology of Confessional procedure.

It is on Grade 2 processing that a pc is audited to relief from the hostilities and sufferings of life, using all of the technology which applies at that Level to achieve the result.

Therefore, any list of Expanded Grade 2 Processes must include:

1. A Joburg (HCO PL 7 Apr 61RB, Rev. 22.10.80, JOHANNESBURG CONFESSIONAL LIST REVISED).

2. Any other prepared Confessional List which may be C/Sed for the

case by the Case Supervisor to ensure that the pc is fully cleaned up on this lifetime overts and withholds.

<div align="right">

L. RON HUBBARD
FOUNDER
Assisted by
Senior C/S International

</div>

LRH:DM:bk

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 MARCH 1982

(Also issued as an HCO PL, same date)

Remimeo
All staff
Ethics Officers
Auditors
Case Supervisors

CONFESSIONALS—ETHICS REPORTS REQUIRED

Ref:

HCO PL	2 Apr 65	URGENT URGENT URGENT, FALSE REPORTS
HCO PL	1 May 65	STAFF MEMBER REPORTS
HCO PL	17 Jun 65	STAFF AUDITOR ADVICES
HCO PL	7 Mar 65R III	OFFENSES & PENALTIES Rev. 24.10.75
HCO PL	16 May 80 II	ETHICS, SUPPRESSIVE ACTS, SUPPRESSION OF SCIENTOLOGY & SCIENTOLOGISTS
HCO PL	5 Mar 68	JOB ENDANGERMENT CHITS
HCO PL	24 Feb 69	JUSTICE

It has recently been noticed that there was an omission on the part of ministers doing Confessionals: they were not writing reports to Ethics on matters relating to the offences of others that were revealed during a Confessional. Doing so, is required per HCO PL 17 Jun 65 STAFF AUDITOR ADVICES and is implicit in HCO PL 2 Apr 65 URGENT URGENT URGENT, FALSE REPORTS and in HCO PL 1 May 65 STAFF MEMBER REPORTS.

Apparently this was due to a failure to differentiate between a pc «getting off» only other people's withholds and a pc revealing knowledge of another's overt or crime against Scientology, its organizations or Scientologists.

A person who only talks about others' overts or withholds is often withholding an overt of his own or engaging in a Black PR campaign.

But a person who has knowledge of another's overts or crimes against Scientology should have made out an ethics report himself and having failed to do so, would have a withhold of knowing about another's offence and not having reported it, even if it were only suspected.

There are various reasons why a person might withhold from reporting the offences of another: similar overts or withholds of one's own; fear of consequences or retaliation from the person being reported on; not having all the facts and so only suspecting the offence and not being certain enough, are among more common reasons.

None of these are valid because a staff member can only be disciplined for making a knowing false report or for a no report. And if the matter is only suspected, the report should say so and it is the Ethics Officer's hat to investigate and determine the facts.

Thus, when a minister discovers that a pc has knowledge of an overt or crime against Scientology or against the codes of the Church but has not reported the matter to Ethics, this should be handled as a withhold and must be the subject of an ethics report. This applies both to HCO Confessionals and to any other session.

OFFENCES AGAINST SCIENTOLOGY OR ITS CODES BY ANOTHER PERSON THAN THE PC, MUST BE REPORTED TO ETHICS FOR INVESTIGATION (EVEN IF ONLY SUSPECTED OR WHEN FULL FACTS ARE NOT KNOWN).

This is important because persons who get off their own overts have a higher responsibility level than those who don't and these last, who don't get off their overts, are sometimes only detectable and handleable by the reports of others.

The more serious the ethics offence, the more necessary and vital it is that such reports be made. Failure to make such a report can result in the pc (or staff member) being named as an accessory or at least being charged with condoning the offence.

There is another side to this. Some pcs, viciously, can begin a Black PR campaign against another by «getting off the other's withholds» which are false.

Some people unfortunately, can be very wily and spread all sorts of rumors or trouble in this way. Doing so is the very lifeblood of such criminal organizations as the FBI and Interpol.

So the ministers reporting all overts reported by the pc serves a triple purpose.

A) It catches actual crimes by others which might otherwise remain

undetected.

B) It gets rid of withholds from the pc which he knows he should have

reported and

C) It gives evidence of a Black PR campaign in progress against

principal people of Scientology and executives.

The use that the Ethics Officer puts these reports to is very precise.

They are:

In case of (A) he can at once investigate and sec check the others named and get Ethics in.

In the case of © he can order a full rollback of the rumor or report and usually catch a real tiger operating in an org or area with Black PR designed to paralyze the place.

So the reports are VERY valuable.

An honest executive would be very foolish to discourage these from being filed and even more foolish not to make sure they get fully followed up and investigated.

Doing this is a heavy blow to criminals and to the enemy who seek to stop Scientology.

For instance, finance crimes cannot occur without collaboration or someone noticing.

Black PR with its false reports is covering up real withholds and overts, which, remaining undetected, can cave the whole place in.

A person can be helped by Scientology only when he has clean hands with it. One cannot be helped by it when he has overts against it, its principal names or organizations.

So this policy assists greatly, not only in protecting execs but in saving people. It must NOT be looked on as a way to victimize anyone. It is an instrument of salvage.

And on an organizational strata, no org can prosper when its staff has overts. Recent investigation has shown that below EVERY outness in an org or down stat there lay heavy withholds and overts. The many should not be penalized by the criminal few.

By following these policies, ethics investigations will be speeded, statistics raised and a much cleaner, happier and more productive environment will be achieved. Only the guilty will ever protest such reports and that, too, is indicator for urgent action.

<div align="right">
L. RON HUBBARD
FOUNDER
Assisted by
</div>

Senior C/S International

Remimeo

INTRODUCTORY AND DEMONSTRATION PROCESSES

Reference: HCOB 12 Nov 81RA GRADE CHART STREAMLINED

Rev. 18.1.82   FOR LOWER GRADES

Introductory and Demonstration Processes are those processes commonly used by orgs and auditors on new pcs; these processes belong at step 0 of the NEW GRADE CHART.

Their use ranges from giving a person new to Dianetics and Scientology his first interest and reality on auditing on through what has been previously known as «Life Repair».

Without such processes, auditors, FSMs and Scientologists would have nothing to get a new pc started with, to get his first wins in auditing and to get hope that his case can be handled.   The necessity for this is described in THE BOOK OF CASE REMEDIES. People would have a problem if they thought new pcs should instantly be shunted onto the purification Rundown.

Actions such as these were published on the bottom of the original (SH) Grade Chart.   But, when Ron was working on streamlining the New Grade Chart, he discovered that Introductory and Demonstration Processes had fallen out of the line up and he promptly restored them to use.

There is a very real need for such processes in disseminating, in coffee shop auditing and in situations requiring assists. Every Scientologist should be able to run processes on people for the purposes of demonstration and to help with an assist.

In HGCs, in missions and in field auditing, Introductory and Demonstration Processes and Assists are vital and every auditor and C/S needs these processes to prepare new pcs' cases for major Grade Chart actions, to repair their immediate life and conditions and to bring them up through the lower awareness levels to a personal reality that auditing really works for them and awareness of the way to personal freedom.

If these processes were not included on the Grade Chart and no mention was made of them, people could get the idea that they had been abandoned or even start altering them or squirrelling by inventing their own. As an example, Ron discovered a mis-use of the WHITE FORM: some auditors were flying to F/N by 2WC or Ruds, whatever read on it and were calling this a «Life Repair».   (This is not OK as by doing that, these charged items would no longer read when a NED auditor came to assess them—as the read had been taken to an F/N by getting off the surface charge—and the NED auditor would have lost his Dianetic indicators.)

Introductory and Demonstration Processes and Assists do not include processes that are part of another Grade or rundown; it is out tech to use processes that are part of a Grade or rundown outside of that Grade or rundown. Ron arranged the sequence of the Grades and rundowns for maximum gain for the pc.

But, Introductory and Demonstration Processes, Assists and Group Processing can be run on any new pc (provided only that the pc isn't in the middle of an intensive or auditing program). Parents will find the processes for children of great value—not only to handle misemotion or tantrums of a child because of a key-in—but also to improve the child's memory, intelligence, personality and general tone level.

Book One auditing was so popular in the '50s that whole congress halls of people were filled with Book One Seminars and co-audit Book One auditing. Ron pointed out

the value of Book One auditing a couple of years ago and today, Book One auditing is spreading like wildfire again. Many a Book One auditor would be able to improve his results considerably by using some of the simple but very effective Introductory Scientology processes that Ron developed in the early '50s to increase Book One results. And after the pc has had some Book One auditing, there are even more wins and gains available for him in Introductory and Demonstration processing. Some cases may even need a little case preparation with Introductory and Demonstration Processes in order to be able to run Book One techniques successfully. So it is a wise Book One auditor who is also well versed in Introductory and Demonstration processing.

There is a vast sea of technology that Ron has developed under the heading of Introductory and Demonstration Processes, Assists and Group Processing. Ron is having these collected up and complied from the earlier publications and tapes so that he can publish them in books to make them easily and readily available for auditors and Scientologists to use.

In the meantime he has had some or these -- 101 Introductory and Demonstration Processes, including 15 processes for children and an animal process for pets (!) and 65 assists—made available in the Introductory & Demonstration Processes and Assists Pack.

The pack even contains articles by Ron on how to get a pc into session, basic theory of auditing and how to run the processes.

Anyone can use it; auditors and C/Ses will find it essential. It's a boon to FSMs and Scientologists. Parents will wonder how they survived without it! New pcs can get such wins from it that they will demand that their friends must experience this, too—and don't be surprised if they get a pack and start auditing their friends!!

While Ron has been busy researching new OT levels at the top of the Bridge, he has also made Standard Tech, a better gradient and lots, lots more wins more readily available at the beginning of the Bridge.

Use it and watch out for the results. The processes are simple and easy to use but the results can be mighty spectacular!

<div align="right">L. RON HUBBARD
FOUNDER
Assisted by
Senior C/S International</div>

Remimeo
C/Ses
Auditors

OBJECTIVES NOT BITING

Ref. Tape 5511C08   SIX LEVELS OF PROCESSING,
Issue 5, Level 2
HCOB 19 Mar 78 QUICKIE OBJECTIVES

This HCOB contains data on Objectives, based on current folder study, which is VITAL to C/Ses.

A major reason for the quickying of Objectives is running too-steep-a-gradient Objectives on cases that need lower gradient Objectives first. (Running too steep a gradient can also lead to grinding on with no change.)

During a study of folders of pcs currently being run on Objectives during Purif and pcs being run on Objectives after Purif, there were cases who were said to be «flattening» processes such as S-C-S and Op Pro by Dup in very short amounts of time (like 20 mins, 40 mins).   These cases were not getting any real EP—more an assertion that they were done or a very minor win, often just a statement from the auditor that the process was «flat»— sometimes the process was ended on pc protest.

Those same cases, when put on very low gradient Objectives, started running the process and winning like mad!

By low gradient Objectives, I mean: Mimicry; PT Differentiation (getting the pc to tell the difference between objects by actual touch); Dangerous Environment Process («Look around the environment and find something that isn't being a threat to you.»); «Notice that ...»; «Feel my arm. Feel your arm.»; the Animal process and other Objective processes for invalids and children (such as those given in the Introductory and Demonstration Processes and Assists pack).

On those cases, these low gradient Objectives bit, turned somatics on and off and the pc ended up with a real cognition and very good exam report.

One of the pcs went through the Treason and Enemy conditions in session on the Objective process, PT Body Orientation (Have the pc locate a part of his body and recognize it as such). He had thought that he was «brown hair» (his hair color is brown) and went up through various recognitions that he wasn't body parts and that he wasn't his past and arrived at the cognition that he really is a thetan—which was quite a win!

The folders reviewed and handled as above were not all heavy druggies, nor were they what would be called especially rough cases; some were what would be called «average» cases on a Class IV org's or mission's lines, these days. These were ordinary people who hold jobs, etc.

This is further confirmation of the necessity to undercut due to the deterioration of society. Indeed, the world—thanks to psychologists, drugs and TV—is going down the tubes.

Today a high percentage of cases starting out in auditing have a very short attention span and can only respond to very light processes.

C/Ses and auditors who have been used to handling the cases of persons who have had Scientology processing and training could easily overlook just how low one has to go to undercut the cases or beginning pcs today. One very experienced C/S, who has mainly C/Sed for Scientologists and upper level cases in recent years, was somewhat shocked to find that processes ordinarily reserved for the more difficult cases a decade ago, were necessary for the majority of beginning pcs today. Sometimes we as Scientologists tend to overlook how far we have progressed and how rapidly society is going down.

Undercutting cases has been necessary since the early '50s and will go on being continuously necessary in the future. So auditors and C/Ses are again alerted to this. Success with beginning pcs and lower level cases is dependent on correctly choosing a process that the

pc can do and make gains on. It is also necessary to be able to detect when a pc is not running a process successfully because it is too high.

WHEN TO UNDERCUT

In 1955, London, I gave a dissertation on Objectives not biting in the second lecture of the Hubbard Professional Course (Tape 5511C08). The main points were as follows:

A.   When a pc is being run on too high a process, the auditor is running the

process on a machine; no matter how brightly the pc may answer, the process is being run on a machine.

B.   If you are running the pc too high, there are two things missing:

communication lag and cognition; the pc will trot like a well-trained horse through the whole process, without any communication lag, without any cognitions.

Thus we have the rule:

AN OBJECTIVE PROCESS THAT PRODUCES A COMMUNICATION LAG, WILL PRODUCE A COGNITION; A PROCESS THAT DOES NOT DEVELOP A COMMUNICATION LAG, WILL NOT PRODUCE A COGNITION.

The only thing that has changed since 1955 is how far one must undercut today, to get a process that is within the ability of the pc to do and which will produce change.

CAUTIONS

Not every case needs to be undercut as far as those described above; on the other hand, some cases will have to be undercut lower than those described.

C/Ses and auditors can also err in the other extreme and try to re-run all of a pc's Objectives over again (as has already happened in some areas). Doing so is out tech and results in the pc grinding on and on or becoming protesty—sometimes surprisingly so.

There is a vast difference between flattening a process that is producing change and forcing on over pc protest or other bad indicators (or a lack of good indicators).

Objective processes (or any other processes for that matter) that have been run to EP, must not be run again; it violates the Auditor's Code to do so.

SUMMARY

C/Ses and auditors should look over cases being run on Objective processes and if these are not running very well and going to a full EP, then there are either auditor errors or the case is being run on too high a gradient or the same process or processes are being run again after they have already been flattened.

This data, hot off my research line, is being issued to you now (pending a full publication regarding Objective Processes) so that faster and better results can be obtained on pcs being run on Objective processes and in Objective Co-audits, right away.

L. RON HUBBARD
FOUNDER
Assisted by

Senior C/S International

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 31 MARCH 1982

Remimeo
Tech/Qual
Supervisors
Divs 4 & 6
Hat, STO & SSO
Ethics Officers
Study Series 11

Word Clearing Series 68

BASIC STUDY MISSED WITHHOLD

I think I have spotted the basic missed withhold on study which may underlie why many execs don't study. They go by MISUNDERSTOODS all the time in their work!

It is probably the missed withhold of going past MUs and of course those MUs won't then clean up because they are also a missed withhold.

So, probably, a reason MUs don't clean up is that they are also a missed withhold.

Also, accumulating missed withholds of having gone past MUs, the student is likely to blow course or study (whether that blow is by sudden departure from course room, failure to attend course or to study and neglecting to study on post or get hatted).

The remedy is to get off the withhold of having gone past MUs, handling it as a missed withhold earlier similar to F/N (per HCOB 11 Aug 78, Issue I, RUDIMENTS, DEFINITIONS AND PATTER). Then clear the MU word(s) to F/N.

The above has now been added to the various student correction lists and word clearing correction list. It will handle the majority of students, providing the handling of the missed withhold and of the MU and the correction list itself is well done.

But there are two possibilities which would require further handling:

A)   The student has other missed withholds or out-ethics on course or
 in his studies or
B)   The student has gone by MUs in earlier subjects.

In the case of (A) get a Student Confessional done and in the case of (B) get Method One Word Clearing done.

(On Public Courses or on persons new to Scientology there are lower gradients which should be used, such as THE BOOK OF CASE REMEDIES, Remedy A, Remedy B, Remedy C, Remedy H, Remedy I, Remedy J.)

Both MUs and missed withholds can cause upsets and blows. By handling both the missed withhold of having gone past an MU and the MU itself, we can prevent blows, recover students and greatly improve student attendance.

I think we have here the answer to many a course supervisor's difficulties, to staff and execs who don't study and the means to bring about higher competence and success for all!

L. RON HUBBARD
FOUNDER

HCO BULLETIN OF 11 APRIL 1982

Remimeo

SEC-CHECKING IMPLANTS

(The end of Auditors missing withholds while sec-checking!)

An implant is an enforced command or series of commands installed in the reactive mind below the awareness level of the individual to cause him to react or behave in a prearranged way without his «knowing it.»

There are several methods of implanting.

IMPOSED SILENCE: The simplest and most common implant—and its lightest but not least deadly form—is the command to withhold. Implants could be said to be «methods of preventing knowledge or communication» and this can extend to the point of the person himself denying himself the data. The commonest «imposed silence» is probably the threatened child—an «if you tell, you will be punished.» Or simply ordering him not to tell. This tends to occlude his own memory and can be classified as an implant.

HYPNOTISM: This is without physical duress. Western hypnotism is effective on only about 22% of the people on whom it is attempted. It requires some cooperation from the subject and he often can tell you he has been hypnotized, even when he cannot tell you the content of the implant at once. It can be exposed and erased rather easily when found, often by simply recall of the content. Psychiatrists and psychologists use it and they are not very expert.

DRUGS: These are often used, by psychiatrists and psychologists in connection with or independent of hypnotism to increase the percentage of effectiveness and to deepen the effect. Anyone who has been given psychiatric drugs—or street drugs—can be suspected of having been implanted.For most of the drugs alone produce a trance state and environmental incidents can «go in» as an implant.   The intensity of a received engram is increased when the subject is on drugs. For example, an auto accident, on a drugged person, makes a heavier engram than if he were not on drugs. Any druggie who has also been in the hands of psychiatrists or psychologists can also be suspected of having been implanted by them.   Anyone   psychiatrists   or psychologists have given drugs to directly is a definite suspect of having been implanted by them.

ELECTRIC SHOCK: Although they pretend it is the shock that is the «therapy» (their word for mayhem and murder), an electric shock was usually just a method of implanting their «patient.» The criminals usually accompany the shock with hypnotic suggestions to the unconscious person before, during and after shock. This is why persons who have been «electric shocked», sometimes go and commit crimes. It could be concluded they have been told to do so while being shocked. (There is no therapeutic reason for shocking anyone and there are no authentic cases on record of anyone having been cured of anything by shock.)

DRUGS AND SHOCK: It is stated by psychiatrists and psychologists that they have to drug patients before they shock them to prevent them from breaking their teeth and spines from the convulsions. This is a lie. The reason they shock patients (with electricity or insulin or other means) is, by their own texts, to produce a convulsion. (They do this because the Greeks did it, no other reason, and the Greeks did it because a convulsion is «evidence» the person has been visited by a god.) The real reason psychiatrists and psychologists give drugs before shock is to hide from the patient he has been shocked and to deepen the implant. One can find people who do not know they have been shocked—think they only have been drugged. Yet below that

drugged state one can find, with careful search, one or a hundred vicious shocks and implants.

PAIN - DRUG - HYPNOSIS: Using administered pain, drugs and hypnotism the psychiatrist, psychologist and other criminals such as CIA or other government agents, seek to cause victims to become robots and commit crimes or act in an irrational way. «PDH» is the psychiatrists' gift to the police state. PDH is not very effective but it is very damaging to the person.

BRAINWASHING: This is a wrong use term to describe implanting by deprivation and physical and mental duress. It is said to be based on the Pavlov dog experiments (but was not developed by Pavlov). The theory is that when a victim is subjected to enough punishment, he will forget his former allegiances and can be «re-educated» politically. Despite the usual advertising lies of psychiatry and psychology (criminals seldom tell the truth) the workability of «brainwashing» is laughable.   Dianetics can undo «brainwashing» rather rapidly when detected. To call the remedy for brainwashing «brainwashing» merely shows public ignorance of what «brainwashing» is.

NON-EXISTENT IMPLANTS: Part of the criminal tricks of implanting is to give the person an «implant» that doesn't happen. The motions are all gone through but the content is blank. It introverts the person and sometimes makes him pull implants up from his past where they may exist.

NEEDLE BEHAVIOR

When encountering an implant in a session, an auditor may be baffled by not getting any reads on it. BUT there IS a needle manifestation that no implant, no matter how buried, can escape.

New research on this subject has revealed that:

IN THE PRESENCE OF AN IMPLANT THE NEEDLE CAN GO STILL.
This is because of the hidden and withhold character of the implant.

One runs into a track area where «nothing registers on the meter.» Things which should register do not. Example: The question, «How old were you then?» would ordinarily get some sort of read. In the presence of an implant, it does not.

The needle simply goes very still and unreacting. It is different than the normal needle reaction of the same pc.

The pc too can begin to go vague and unresponsive, very introverted and not reacting. But with or without this pc reaction, the needle goes quite still.

An auditor sometimes has to work like mad to get the needle responding.

It is VERY easy at this point to miss a withhold!
The auditor, faced with an implant in the pc he does not suspect, can see this still needle and suppose there is nothing there and writes «clean needle» on the worksheet. And this is a mistake. For one thing, if you cannot get an area of track (or list) to F/N, there is something wrong. (One can of course have a false read or a suppress or an assert or out session ruds to prevent an F/N.)

This still needle will not respond. If one puts in ruds, asks for false reads, asserts, one may continue to get that same still needle.

If so, it means an implant—any one of the above listed methods.

One should work with various questions now that concern the possibility of an implant.

One could even draw up a prepared list that would cover all angles of an implant.

Confronted with a still needle that should react but doesn't, one begins with, «Is there something you are not supposed to tell?» and continues on with various approaches («Ever see a psychiatrist or psychologist?» «Did anyone give you drugs?»

«Is there something here that you yourself don't know?», etc.).   Sooner or later, as the auditor guesses and fishes his way through this, the still needle will jar loose and, slightly at first, begin to respond as he gets off the obscure trail and onto the main road of it.

The art is to GET THAT NEEDLE ACTIVE AGAIN.

It will only get active when you find out what it is that is making it so unresponsive. Something there has frozen the person's wits and comm and he himself may know nothing of it.

Oddly enough, the person is not likely to blow up at you as he will when you are missing a withhold he knows about. He just gets more and more introverted.

The end phenomena, so far as the meter is concerned, occurs only when the needle is no longer so unresponsive. It is now reading with small falls, falls and even blow downs and, when you have it all, F/Ns.

One must beware of mistaking out ruds for an implant, but in no case, once you have a real still needle before you that won't react, is it anything but one of the implants listed above.

If you understand this data I am giving you and use it cleverly, there goes the danger of missing withholds!

Pretty good, huh?
You're welcome!

L. RON HUBBARD
FOUNDER

HCO BULLETIN OF 13 APRIL 1982

Remimeo

STILL NEEDLE AND CONFESSIONALS

REF: HCOB 11 Apr 82 SEC-CHECKING IMPLANTS

The still needle which does not react on ordinary things it should react on is an indicator of withholds.

This is covered in the recent HCOB of 11 April 82 SEC-CHECKING IMPLANTS but there is more data.

The «withhold» can be partially gotten off and one can get a strange F/N. It is strange because, while it is an F/N, it is less than normal width and has a sort of spring on each end, as though the needle was hitting a spring or cushion. It is not a nice flowing F/N. And if you look close you can see it is sort of springing back. It is not flowing clean. The F/N also tends to stop too soon, does not carry over.

It indicates the subject of the withhold or area of life is still somewhat withheld.

When you clean the withholds up all the way on the subject or area being sec-checked, you get a free flowing F/N.

As it is fatal to miss a withhold, realize it is also fatal to miss part of a withhold.

Although the person is always a party to the withhold, it is not necessarily true that he or she committed the overts being withheld. It still registers as a still needle. And still behaves when partly clean with that F/N.

However, the person, in all cases so found, is either the one who committed the overts personally or was withholding for somebody else. It won't clean up just by seeking to shift the responsibility and get off the hook. It may even go «stiller.» The is-ness of it is the is-ness of it.

This tech is new. It resulted from research I did on sec-checks with the Mark VI E-meter. It may or may not apply to the Mark V, but the probability is that it does. The Mark VI however is dead on with this subject.

See a chronically still needle in answer to your questions? It tends to indicate a withhold. See an F/N that does not flow and springs at the end? The subject you are sec-checking is not fully clean.

Nice to know, eh?
Good hunting!

L. RON HUBBARD
FOUNDER

HCO BULLETIN OF 16 APRIL 1982

Remimeo
HCO Area
Sec Hat
Dir I&R Hat
E/O Hat
MAA Hat
Tech/Qual
Ds of P
PTS Pack

(Excerpted from an LRH despatch of 10 Aug 1973. Also note there are additional tools developed since this despatch was written for handling PTSes, e.g. Can We Ever Be Friends cassette, Suppressed Person Rundown, etc.)

MORE ON PTS HANDLING

Ref: HCOB 10 Aug 73   PTS HANDLING
    HCOB 20 Oct 76   PTS DATA
    HCOB 31 Dec 78 II   OUTLINE OF PTS HANDLING

    BPL 31 May 71RG   PTS AND SP DETECTION, ROUTING
    Re-Rev. 13.11.77   AND HANDLING CHECKSHEET

PTS is a connection to an SP. That is true. But what may be overlooked is that persons of the middle class (which is a culture, not an income bracket, to which belong all the puritan hypocritical mores of the cop and the get-a-job-be-a-moderate-plugging-success) frown very terribly on anything that the least bit tries to make a better world. The middle class wants the world of a job and order and even hypocrisy and cops because they are AFRAID. They hold their narrow views because any other views may disturb their 20 year house mortgage, the store, the job. So when someone decides to make a better world they look on him as a direct menace even though the dull middle class world is a sort of slavery and suicide. It is the middle class that tries the hardest to keep the down-and-outer out and down, who go along with a cop America and hate support of anything not their class. And nearly every PTS you have will be found one way or another to be PTS to the middle class. As a group, not as individuals, the middle-class parent world suppresses anything different. So you have PTSes.

The bulk of your PTSes may very well be PTS to a class, the middle class of which their particular SP is simply a member. Few of them realize this or even that the middle class (bourgeoisie) ARE very suppressive to anyone who tries to do something in the world besides support the system. My attitude in this is that both the capitalist and communist are alike old hat and a bore, that they've made a ruddy mess of things, exhausted the planet and, with their senseless wars, smashed up mankind.

I have sometimes heard that less PTSes are found than are found people with the question «Do you have problems in your environment?» reading on a meter. I began to wonder about it. Then I heard of PTSes being simply transferred or demoted. Now listen, these people are PTS and there must be a total grasp on that tech. It IS a tech.

It is definitely out-tech to either (1) transfer someone who is PTS to another area yet still keep the person on one's lines or (2) to put someone who is PTS on a lower post, AS A MEANS OF HANDLING, as it is not handling at all.

The person has to handle.   If he does so he will begin to get well and cease to have problems. The reasons he cannot handle are because he tries to do it in the heroic fashion that is required in a disconnect. Handling can be very, very gradient. I

have seen a case where the person was simply coached to give his parents good roads and good weather and not take up any entheta and have seen the person pull right out of it and get well. It doesn't have to be an explosive handling. It can be very gentle. All you want is the person at cause and that is attained on a gradient toward the SP.

The whole crux of PTSes is HANDLE. And the misunderstood on it is how gently one can handle.

Many of them are caught up in the mystery of why they are snarled at and have no conception of the Middle Class as a formidable and jealous force that goes psychotic when it feels anyone may get away from the treadmill and threaten their uneasy and doomed lives.

One tries to find what it is and then persuades them into handling.

That's the tech.

EVERY ONE OF THOSE PEOPLE CAN BE STRAIGHTENED OUT. EVERY ONE OF THEM SHOULD BE.

Every one who reads on «problems in your environment» is to some degree PTS. Most of them don't even know what the letters PTS stand for. So there is an educational step, the PTS/SP Checksheet. It does not mean they have been connected to ogres. It means they are suppressed by someone or something, OFTEN FAR EXTERIOR TO THEIR PRESENT POSITION OR AREA. So there is an educational step. The tech is in HCO PLs and HCOBs. It is perhaps given more directly herein, as it applies to that exact scene.

So go to it. Really get a grip on it. And handle the hell out of them yourselves.

L. RON HUBBARD
FOUNDER

Assisted by
Mission Issues Revision 2nd

Remimeo

THE CRIMINAL MIND AND THE PSYCHS

It has often been noted (and reported routinely in the papers) that criminals «treated» by psychologists and psychiatrists go out and commit crimes.

It could be suspected that these «practitioners» used Pain Drug Hypnosis and other means (under the guise of treatment) to induce the criminal to go out and commit more crimes. And possibly they do.

But I have just made a discovery that sheds some light on this scene.

Morality and good conduct are sensible. That is the theme of «The Way To Happiness.» It follows (and can be proven) that immorality and bad conduct are stupid.

This bears out under further investigation. One could lay aside the ancient Greek speculations of «Good and Bad» and go on an easier and less contentious logic of «Bright and Stupid.»

Anything that a criminal seeks to obtain can be obtained without crime if one is bright enough. Criminals, as police can tell you, are usually very, very stupid. The things they do and clues they leave around are hallmarks of very low IQ. The «bright» criminal is found only in fiction. Now and then a Hitler comes along and begins a myth that the highly positioned are criminal -- but Hitler (and Napoleon and all their ilk) were stupid beyond belief. Hitler destroyed himself and Germany didn't he? And Napoleon destroyed himself and France. So not even the highly placed criminals are bright. Had they really been bright they could have accomplished a successful reign without crime.

The bones of old civilizations are signboards of stupidity. The jails are bursting with people so stupid they did bad things and even those uncleverly.

So let us look at psychs again—what they call «treatment» is a suppression (by shocks, drugs, etc.) of the ability to think. They are not honest enough, these psychs, being just dramatizing psychotics themselves for the most part, to publish the fact that all their «treatments» (mayhem really when it is not murder) make people more stupid.

These actions of shock and crazy evaluative counselling etc. lower IQ like an express elevator going down to the basement.

They do not tell legislators this or put it in their books. This is why they say «no one can change IQ.» They are hiding the fact that they ruin it.

So the psych in prisons is engaging in an action (shocking or whatever) that makes people who are already criminal even stupider.

Although they obviously tell their victims to go out and commit more crimes (the psychoanalyst urged wives to commit adultery for instance), they would not have to do this at all to manufacture more crime.

Their «treatments» make the criminals more stupid. The stupid commit more crimes.

It is pretty simple, really, when you look at it.

Why does the state support psychiatrists and psychologists? Because the state is stupid? Or does it want more citizens robbed and killed? It's one or the other. Take your choice.

One is bright and is moral and honest and does well or one is stupid and does badly.

The answer to crime is raising IQ. But only the Scientologist can do that.

L. RON HUBBARD

FOUNDER

Remimeo

THE CAUSE OF CRIME

They say poverty makes crime. They say if one improved education there would be less crime. They say if one cured the lot of the underprivileged one would have solved crime.

All these «remedies» have proven blatantly false.

In very poor countries there is little crime. The «improving» education, it was tailored to «social reform,» not teaching skills. And it is a total failure. The fact that rewarding the underprivileged has simply wrecked schools and neighborhoods and cost billions is missing.

So who is «they»? The psychologist and psychiatrist of course. These were their crackpot remedies for crime. And it's wrecked a civilization.

So what IS the cause of crime? The treatment of course!   Electric   shocks, behavior modification, abuse of the soul. These are the causes of crime. There would be no criminals at all if the psychs had not begun to oppress beings into vengeance against society.

There's only one remedy for crime—get rid of the psychs! They are causing it!

Ah yes, it's true on cases and cases of research on criminals. And what's it all go back to? The psychs!

Their brutality and heartlessness is renowned.

The data is rolling in. Any more you pick up off a criminal or anyone, send it in.

On crime we have an epidemic running on this planet. The wrong causes psychs assign for crime plus their own «treatments» make them a deadly virus.

The psychs should not be let to get away with «treatment» which amounts to criminal acts, mayhem and murder. They are not above the law. In fact there are no lairs at all which protect them for what sane society would sanction crime against its citizens even as science? They should be handled like any other criminals. They are at best dramatizing psychotics and dangerous, but more dangerous to society at large than the psychotics they keep in their offices and looney bins because they lie and are treacherous. Why the government funds them I do not know. They are the last ones that should be let loose to handle children.

L. RON HUBBARD
FOUNDER

Remimeo
Tech
Qual
Level 1 Cksheet
SRD TRs & Co-Audit
Cksheet
HQS Cksheet

OP PRO BY DUP—END PHENOMENA

The following quote is from my comments to the C/S on a session of Opening Procedure by Duplication:

«This is the first time I have seen Op Pro by Dup stressed as the Ext [Exteriorization] process. Pcs Ext on many, many processes. The reason Op Pro by Dup has an EP of Ext is because we did not have Int-Ext* then and had to end it off on the first Ext.»

«In the presence of heavy overts ... it is possible the pc won't Ext on it [Op Pro by Dup].»

A, B and C below are possible EPs for Op Pro by Dup. The definitions given can be found in the Dianetics and Scientology Technical Dictionary, unless otherwise noted.

A.   Flattened comm lags and no more change on the process (per Professional Auditor's Bulletin 48).

FLAT PROCESS:

1. A process is continued as long as it produces change and no longer,

at which time the process is flat.

2. A question is flat when the communication lag has been similar for

three successive questions. Now that's a flat question. The comm lag might be five seconds, five seconds and five seconds. We would still say with some justice that the question lag was flat. However, the process lag would not be flat until the actual normal exchange lag was present. The question would no longer influence the communication factors of the preclear when the process was flat.

B.   A real big win with F/N, Cog, VGIs and ability regained.

BIG WIN, F/N dial-wide, Cog, VGIs (from HCOB 8 Oct 70 C/S Series 20, KSW Series 19, PERSISTENT F/N).

COG (Cognition), a pc origination indicating he has «Come to realize.» It's a «What do you know, I ... « statement. Something a pc suddenly understands or feels. «Well what do you know about that?»

ABILITY GAIN, pc's recognition that pc can now do things he couldn't do before (from HCOB 28 Feb 59 ANALYSIS OF CASES). Compare to ability regained.

C.   Exterior with an F/N, Cog, VGIs (per THE PHOENIX LECTURES, page 246).

EXTERIOR, the fellow would just move out, away from the body and be aware of himself as independent of a body but still able to control and handle a body.

*Int-Ext-Int-Ext Rundown, or Interiorization-Exteriorization Rundown (also known as Interiorization or Int Rundown): A remedy designed to permit the pc to be further audited after he has gone exterior.

If A, B or C occurs, it shows the pc has been released on the process, and the process should be ended at that point.

Nothing in this HCOB should be used to quickie Op Pro by Dun.

L. RON HUBBARD

FOUNDER
Assisted by
Mission Issues
Revision I/C

BP

OT LEVELS

Psychotics deal with doing people in. Their whole mission in life is destruction.

They inveigh against lower level gains and seek to discredit them since these run contrary to their aberrated purpose.

But when it gets to Clears and OT levels, psychos go berzerk!

They are, it happens, terrified of punishment for their own crimes.

The thought of someone being sensible or powerful enough to punish them (the way they would do) is more than they can stand.

You can, with the utmost certainty, identify a criminal psychotic by the way he vilifies or degrades or seeks to stop Clears and OTs from coming into existence.

It is lost on him that immorality and crime in others stem from the very things he is doing to them.

So look well at psychs and anti-religious campaigners. They are speaking from their own blackened souls, and they speak from terror.

That people when they grow saner are less inclined to vengeance is an argument they cannot assimilate. They know if they had the power to torture and kill everyone they would do so.

Thus the psychs with their rantings and electric shocks wear their own brand clearly marked on them by their own conduct in life.

Recognize them for what they are: psychotic criminals—and handle them accordingly.

Don't let them stop Man from going free.

L. RON HUBBARD
FOUNDER

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 11 JULY 1982

ISSUE I

Remimeo
All Auditors
All C/Ses

QUESTIONABLE AUDITING REPAIR LIST

Ref: HCOB 8 Mar 62 THE BAD AUDITOR
   HCOB 15 Mar 62 SUPPRESSORS
   HCOB 26 Oct 76 AUDITING REPORTS
         Issue I FALSIFYING OF

   This list is for use in cleaning up pcs who have been audited by a questionable auditor. Often a questionable auditor or SP falsifies the worksheets and thus errors made in the session would not necessarily be visible in the pc's folder.

   If a pc has been found to have been audited by a questionable auditor or by an SP, that auditing should be FESed and any needed repair actions done. Additionally the C/S can order this prepared list assessed on the pc to detect hidden errors in the auditing.

   This prepared list would ordinarily be done Method 5.

   This assessment may be prefixed by the line «IN YOUR AUDITING WITH _____ (Name of auditor) .....» or used without the prefix.

1. WERE YOU GIVEN A WRONG ITEM?
                     _____

 (Repair the list with L4BRA.)

2. WERE YOU GIVEN SOMEBODY ELSE'S ITEM?
                     _____

 (Handle as in 1.)

3. WERE YOU GIVEN A WRONG INDICATION?
                     _____

 (Handle as in 1.)

4. DID YOU EVER THINK IT WAS ONE THING WHEN THE AUDITOR SAID IT WAS ANOTHER?
                     _____

 (Indicate the BPC and 2WC E/S to F/N.)

5. WERE YOU AUDITED OVER AN ARC BREAK?
                     _____

 (Fly the ARC break.)

6. WERE YOU AUDITED OVER A PRESENT TIME PROBLEM?
                     _____

 (Fly the PTP.)

7. WERE YOU AUDITED OVER A WITHHOLD?
                     _____

 (Pull the W/H.)

8. WERE YOU PERSUADED TO GET THE SAME WITHHOLD OFF MORE THAN ONCE?
                     _____

 (Usually comes from a false or protest read so find out which
it was. E/S to find if pc had same thing happen before.

Indicate to pc it did erase—for pcs, when this happens think they cannot erase.)

9. DID YOU AND AUDITOR AGREE IN ANY WAY NOT TO PUT SOMETHING DOWN ON THE WORKSHEET?

_____

(Get it fully and enter it on current worksheet.)

10. DID AUDITOR PUT SOMETHING ON WORKSHEET YOU DIDN'T WANT?

_____

(Find out if there is any false entry on worksheet.)

11. WERE YOU THREATENED WITH BLACKMAIL?

_____

(Handle.)

12. DID YOU FEEL YOU WERE RUNNING THE SESSION?

_____

(2WC E/S to F/N.)

13. WAS THERE SOME KIND OF MYSTERY?

_____

(2WC E/S to F/N.)

14. DID THE AUDITOR EVALUATE FOR YOU?

_____

(2WC E/S to F/N.)

15. DID THE AUDITOR TELL YOU WHAT YOU SHOULD THINK ABOUT YOUR CASE?

_____

(2WC E/S to F/N.)

16. WAS THERE ANY INVALIDATION OF YOUR CASE OR GAINS?

_____

(2WC E/S to F/N.)

17. DID THE AUDITOR GIVE YOU A PROBLEM?

_____

(2WC E/S to F/N.)

18. WAS THE AUDITOR CHATTERING AT YOU?

_____

(2WC E/S to F/N.)

19. WERE YOU DISTRACTED BY THE AUDITOR?

_____

(2WC E/S to F/N.)

20. WAS YOUR COMMUNICATION CHOPPED?

_____

(2WC E/S to F/N.)

21. DID THE AUDITOR GET ANGRY AT YOU?

_____

(If this happened indicate it is illegal to do so. 2WC E/S to F/N. Clean up any ARC Break.)

22. WERE ORIGINATIONS IGNORED?

———

(2WC E/S to F/N.)

23. WERE THERE AUDITOR'S CODE VIOLATIONS?

———

(2WC E/S to F/N.)

24. WERE YOU TOLD SOMETHING READ WHEN YOU DIDN'T SEE HOW IT

COULD HAVE?

———

(Get what, indicate it was a false read. ITSA E/S to F/N.)

25. WERE YOU TOLD THAT SOMETHING DIDN'T READ ON THE METER WHEN YOU FELT IT SHOULD HAVE?

———

(2WC E/S to F/N.) (Note for C/S.)

26. DID YOU FEEL AN F/N SHOULD NOT HAVE BEEN INDICATED WHEN IT

WAS? ———

(Find the point and get in Suppress on it and complete the action. Check «Are there any other F/N, which should not have been indicated by the auditor when they were?» and handle as above. Then find and run the ARC Breaks bypassed, with ARC Break handling.)

27. WAS AN F/N OR RELEASE POINT BYPASSED?

———

(Find and Rehab the overrun of the release point to F/N. Check for any other bypassed F/Ns and rehab them.)

28. WERE YOU PREVENTED FROM GETTING OFF A WITHHOLD?

———

(Indicate the BPC, then pull the W/H.)

29. WAS AN OVERT OR WITHHOLD NOT ACCEPTED?

———

(Get what, get off any protest and inval and clean it up E/S to F/N.)

30. DID THE AUDITOR TRY TO PULL A WITHHOLD THAT YOU DIDN'T HAVE?

———

(Indicate if so. 2WC E/S to F/N.)

31. DID YOU FEEL GUILTY AFTER HAVING GOTTEN OFF A W/H?

———

(Get what. Get off any protest and inval and clean it up E/S to F/N.)

32. WERE YOU MADE TO WITHHOLD SOMETHING?

———

(Indicate. Then clean up the W/H E/S to F/N.)

33. WERE YOU MADE WRONG FOR SOMETHING YOU SAID?

———

(2WC E/S to F/N. Clean up any ARC Break to F/N.)

34. DID THE AUDITOR TRY TO DOMINATE YOU?

———

(2WC E/S to F/N.)

35.   DID YOU GO PTS TO THE AUDITOR?

                                                                    _____

   (Indicate. 2WC to F/N. Note for C/S for further handling.)

36.   WERE YOU RUN ON SOMETHING THAT WAS ACTUALLY PART OF THE
 AUDITOR'S CASE?

                                                                    _____

   (2WC E/S to F/N.)

37.   DID THE AUDITOR TALK TO YOU ABOUT HIS/HER OWN CASE OR
PROBLEMS?

                                                                    _____

   (2WC E/S to F/N.)

38.   DID YOU EVER HAVE THE IMPRESSION THAT THINGS YOU'D SAID IN
   SESSION HADN'T BEEN REPORTED TO THE C/S?

                                                                    _____

   (2WC E/S to F/N.)

39.   DID THE AUDITOR FAIL TO DO A NEEDED REPAIR?

                                                                    _____

   (2WC E/S to F/N.) (Note for C/S.)

40.   WERE YOU GIVEN UNNECESSARY REPAIRS?

                                                                    _____

   (Indicate. 2WC E/S to F/N.)

41.   WERE YOU FORCED TO RUN SOMETHING OVER PROTEST?

                                                                    _____

   (Indicate. 2WC E/S to F/N.)

42.   DID YOU EVER FEEL THAT THE AUDITOR HAD SOME OTHER MOTIVE
THAN TO HELP YOU?

                                                                    _____

   (2WC E/S to F/N.)

43.   WERE THERE FLUBBED COMMANDS OR OTHER TECH VIOLATIONS?

                                                                    _____

   (2WC E/S to F/N.)

44.   WERE YOU PREVENTED FROM EXECUTING AN AUDITING COMMAND?

                                                                    _____

   (2WC E/S to F/N.) (Note for C/S.)

45.   WAS A PROCESS LEFT UNFLAT?

                                                                    _____

   (Get in suppress on it and complete the action.)

46.   DID THE AUDITOR SYMPATHIZE WITH YOU INSTEAD OF BEING EFFECTIVE?

                                                                    _____

   (2WC E/S to F/N. If an action left unflat, get in suppress on it and complete the action.)

47.   DID THE AUDITOR RABBIT?

                                                                    _____

(Handle as in 46.)

48. WERE YOU PERMITTED TO END PROCESSES OR SESSIONS ON YOUR
OWN VOLITION?

_____

(Handle as in 46.)

49. DID YOU COMMIT ANY OVERTS ON (name of auditor) OR THE AUDITOR?

_____

(Pull the overts.)

50. DID YOU GO INTO AGREEMENT WITH THE AUDITOR ABOUT SOMETHING?

_____

(2WC E/S to F/N.)

L. RON HUBBARD

FOUNDER
as assisted by
Senior C/S FLB

LRH:MM:gal
Copyright $c 1982
by L. Ron Hubbard
ALL RIGHTS RESERVED

C/Ses
Auditors

QUESTIONABLE AUDITING

Every once in a while a C/S finds himself in the position where he's had an auditor of questionable reputation on his lines, and he is now faced with the task of cleaning up pcs audited by that auditor and ensuring there are no hidden errors on pcs he has audited. HCOB 11 July 82 Issue I QUESTIONABLE AUDITING REPAIR LIST was written for this purpose, but there is an additional handling that should be done as well.

The handling is as follows:

A. Explain the Auditor's Code (R-factor).

B. Ask the pc if any of the following were violated in any way by

the auditor (or any auditor).

C. Read to the pc (on a meter) the Auditor's Code line by line.

Clear up all reads.

This will of course detect and clear up code breaks on pcs and get them back in the correct frame of mind about being audited.

Very few auditors, of course, get into the situation described above. And of this we can all be proud. But for those who have strayed we have these tools to remedy the matter.

I hope they are of some help to you.

L. RON HUBBARD
FOUNDER
as assisted by
Mike Eldredge
Commodore's Messenger

OT MAXIMS

For some time now I've been engaged on a path of OT research, resulting in the new OT Levels and which will result in never before dreamed of states of being for Thetans.

These new OT Levels and others to follow will advance a Thetan to levels he hasn't even imagined for eons.

And hear this! In order to help you along the road to OT, I'm going to release the following OT data that you can use to pull up your theta bootstraps and get along up the road.

These are OT Maxims! Know them well!!

THE POWER (defined as light-year kilo-tons per microsecond) OF A THETAN IS MEASURED BY NOTHING ELSE THAN THE DISTANCE (defined as spherical spatial length) AROUND HIM IN HIS ENVIRONMENT THAT HE CAN CONTROL.

And that is the power of a thetan; the totality of it, believe it or not.

WHEN A THETAN EXERTS THIS POWER UNCLEVERLY, HE BRINGS ABOUT DESTRUCTION.

And thus you get a Fascist State that destroys itself. It's got the control but not good sense.

And so that is where good sense and judgement enter in.

WHEN GOOD SENSE AND GOOD JUDGEMENT ARE NOT ADDED INTO CONTROL, CONTROL GETS A BAD NAME.

And that is where you get the idea that people shouldn't control.

A WAY TO IMPROVE YOUR CONTROL OR ANOTHER'S IS TO DO IT ON A GRADIENT.

If a thetan is having trouble controlling things, get him to control things on a gradient and he'll snap right out of it.

DEFINITIONS

GOOD CONTROL: Harmonious alignment.

BAD CONTROL: Disharmonious alignment.

And by the way, you have art here, too:

WAR: Bad control having to be exerted because good control wasn't exerted. And this also defines destruction.

So there you are! Use these maxims well. Our future depends on it:

L. RON HUBBARD
FOUNDER

LRH:gal
Copyright $c 1982
by L. Ron Hubbard

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 AUGUST 1982

Remimeo

Art Series 10
THE JOY OF CREATING

Force yourself to smile and you'll soon stop frowning.

Force yourself to laugh and you'll soon find something to laugh about.

Wax enthusiastic and you'll very soon feel so.

A being causes his own feelings.

The greatest joy there is in life is creating.

Splurge on it!

L. RON HUBBARD

FOUNDER

HCO BULLETIN OF 26 AUGUST 1982

Remimeo

PAIN AND SEX

(NOTE. This HCOB probably won't increase my popularity but would be very remiss if I did not pass on an important discovery.)

There are two items in this universe that cause more trouble than many others combined.

One is PAIN.

The other is SEX.

One should know more about these things.

They may have applications but they are used by destructive beings in great volume to cave others in.

Despite the false data of Freud, psychologists, psychiatrists and other criminals, they are not native to a being. They are only artificial wave lengths. They have exact frequencies that can be manufactured. A being or a machine can synthesize either one.

Pain becomes a lock on a being's abhorrence for misalignment of his own electrical flows. It is a lock upon unconsciousness which shuts off knowingness.

Sex is a lock on and perversion of the «joy of creation» which involves a whole being and expands him, but by using just one wave length, sex, this can be perverted and he contracts.

When pain enters a scene a being withdraws, contracts and can go unconscious.

When sex enters the scene a being fixates and loses power.

Destructive creatures who do not want people big or reaching—since they are terrified of punishment due to their crimes—invented pain and sex to shrink people and cut their alertness, knowingness, power and reach.

Thus you see people who are «experiencing» either pain or sex introverting and not producing much.

Pain and sex were the INVENTED tools of degradation.

Believe it or not, a being can be so overwhelmed by either, that he or she becomes an addict of it. Priests become flagellants and cut themselves to pieces with self-whipping. Torturers drool over pain. Lovers are very seldom happy. People do the most irrational things when overcharged with sex and prostitutes use it as a knowing stock-in-trade. Combined, pain and sex make up the insane Jack-The-Rippers (who killed only prostitutes) and the whole strange body of sex—murder freaks, including Hinckley, and the devotees of late night horror movies. Under the false data of the psychs (who have been on the track a long time and are the sole cause of decline in this universe) both pain and sex are gaining ground in this society and, coupled with robbery which is a hooded companion of both, may very soon make the land a true jungle of crime.

Go into an asylum or a prison and look at the increasing institutional population and know what you are looking at. In the main, there are pain and sex addicts, decadent and degraded and no longer capable. They were sent on that route down through the ages by the psychs and here they are still in the psych's hands! And do they get well or go straight? Oh no. Whether in prisons or insane asylums they just

get worse. And the psychs in both places rub their bloodied hands as they turn their products loose again upon the remaining population! It's no accident. And the stocks-in-trade of psychs are PAIN and SEX. They will even tell you it's «natural» to steal!

To compound their felony—if that is possible—they tell you it's the body doing it.

Another crashing big false datum on top of all their other lies.

These are data which emerged from recent thorough research of the whole track. This is not theory or some strange opinion. It is provable electronic fact. The waves are just synthesized.

They are the most used tools in the campaign against beings in furthering the general goal of those creatures whose sole ambition is destruction. The universe does not happen to be either destructive or chaotic except as such obsessed creeps make it. Statements it is otherwise are just more false data from the same suspect «authorities». It fits their purposes to make seem natural what they make artificially. The universe only seems that way to a being because such loathsome psychotics make it seem so. They destroyed every great civilization to date and are hard at work on this one. The one thing they can't stand is the light of truth so, despite their objections, one must turn it on them. Only in its glare do their lies wither. It   is   the potent weapon they can't fend off.

These facts may not be very palatable. But they could clean up some mysteries for you.

For wherever there is a mystery (and both pain and sex have been these for Man) there are answers. As both pain and sex could have messed up your life, the above may be some answers you've been looking for.

L. RON HUBBARD
FOUNDER

LRH:dr
Copyright $c 1982
by L. Ron Hubbard
ALL RIGHTS RESERVED

Remimeo
All C/Ses
All Auditors
C/S Series 115

MIXING RUNDOWNS & REPAIRS

(REF: HCOB 6 Mar 74 I   NTROSPECTION RD, SECOND ADDITION
                             INFORMATION TO C/SES (Section: «Integrity»)
       HCOB 3 Jun 71 II   C/S Series 42 C/S RULES
       HCOB 20 Nov 73 II   C/S Series 89
                             F/N WHAT YOU ASK OR PROGRAM
       HCOB 26 May 71   C/S Series 38
                       TRS COURSE AND AUDITING MIXING MAJOR ACTIONS
       HCOB 20 Jun 71   C/S Series 47
                             THE SUPREME TEST OF A C/S
       HCOB 4 Aug 71R   POST PURPOSE CLEARING Rev. 26.11.74
       HCOB 17 Dec 81   POST PURPOSE CLEARING REVIVED
       HCOB 20 Dec 71   C/S Series 72
       Reiss. 27.9.77   USE OF CORRECTION LISTS
       HCOB 16 Jun 70   C/S Series 6
                             WHAT THE C/S IS DOING (Section: «C/S Purpose»)
       HCOB 8 Aug 71   C/S Series 55
                             THE IVORY TOWER
       DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH
        Book Three, Chapter III, The Auditor's Role

       SCIENTOLOGY 0-8, THE BOOK OF BASICS
        Book One, Chapter 3, Consideration and Mechanics.)

WHEN C/SING A RUNDOWN ONE C/SES THAT RUNDOWN, NOT A MIXTURE OF DIFFERENT
RUNDOWNS. EACH RUNDOWN IS ITSELF AND NO OTHER, AND EACH RUNDOWN HAS ITS OWN REPAIR.

To do otherwise is violent and actionable out-tech.

EXAMPLES OF MIXED RUNDOWNS AND REPAIRS

Recently one particular (now removed) C/S was found to have an «anything goes» pattern of C/Sing and programming cases.   This C/S mixed rundowns one with another into hash and did not do the standard rundown or repair it standardly as its own rundown.

Example: A case was being run on Post Purpose Clearing and got up through the L&N step. The C/S decided something was wrong with the purpose that had been listed and ordered an Expanded Dianetics action on it. The result was an evaluated-for and caved in pc. PPC is just PPC, it is not mixed with other rundowns.

Example: A Pre-OT on the level of Solo III was solo auditing as per the directions given in the OT III materials. At one point the Pre-OT ran intoт 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 dome a number of attempted solo sessions and gotten her case into quite a snarl. OT III and New OT V (Audited NOTs) are two entirely separate rundowns and must not be mish-mashed together.

Example. A Pre-OT was left incomplete on a NOTs Drug RD and put onto the HRD. Then, with the HRD only half done, was put onto a rundown of HC lists «on your marriage», and then put onto yet another action. Needless to say, the end product of these mixed rundowns was a totally and utterly messed-up case.

Example (taken from earlier C/S errors):   A pc was C/Sed for Book One Dianetics, was audited halfway down a chain and was left there. Then, because he was upset, was C/Sed to be «repaired» by flying Scientology ruds instead of a Dianetics Repair prepared

Example: A pc on Grade IV was given a wrong item, got upset, was «repaired» with an O/W session! And blew.

Example: A pc was started on NED and, with it incomplete, was begun on Scientology Grades. Then, with Grade 0 incomplete, was C/Sed to begin Book One auditing, and when this bogged was «repaired» with an L&N prepared list!

The result in all these cases was a thoroughly snarled up case. It required expert C/Sing and auditing to handle and can cause a lot of trouble (including for the C/S found doing it).

Mixing rundowns or repairs for rundowns as in the above examples is out-tech of a very serious nature and must not be done. It is the job of the C/S to make sure it doesn't happen and handle it when he finds other doing it.

CORRECT C/SING

The right way to go about C/Sing is:

1.   Ensure the pc is set up for rundown «X».

2.   C/S the pc standardly through rundown «X».

3.   If trouble, repair the pc using the repair action or repair list designated for rundown «X».

4.   Get rundown «X» completed to its full EP and attested.

Then you can C/S the case for rundown «Y» or rundown «Z» or whatever the next grade or level on the Grade Chart is that pc's next step.

When you find a case where «C/Sing» has not followed the proper Grade Chart or the case has been snarled up with each rundown interrupted with something else or wrong repairs used, the following is the proper procedure:

A. Go back in the folder to find where the case was doing well. (Or spot it on a meter with dating and get the data that why if folders are unavailable or suspected false.)

B. Plot out the rundowns run but incomplete.

C. Spot the wrong prepared lists that were used to «repair».

D. Program the case to:

i.) Complete each action in sequence of incompletes OR use the correct prepared list to repair it.

ii.) Get the case back onto an Advance Program that follows the

Grade Chart.

CRAMS, PPC AND CONFESSIONALS

It would be thought that, by this, no one could ever cram a person or do a PPC or require a confessional.

There is a dicey point here. If a case cannot be crammed or Post Purpose Cleared or have a current withhold pulled while he is on a rundown, then no one could be hatted or corrected or gotten back if blown.

This is why it is mandatory to get a C/S okay to cram or PPC or pull O/Ws on a pc.

The safe rules for giving a C/S okay are as follows:

RULE ONE: DO NOT do or permit a cram or PPC or Qual Why Finding on a pc who is NOT at a rest point or win on an RD. Get the pc to a rest point or win on his current RD before these are done.

RULE TWO: ALWAYS require ruds be flown before a cram or PPC.

RULE THREE: ALWAYS use only the repair actions or prepared lists for the RD the pc is ON, not some other «repair» action for some other RD or some action that is squirrel tech.

RULE FOUR: ALWAYS C/S the pc for his own gain, not for any other purpose. The purpose of auditing is to help the pc, not to remedy social or organizational ills. If this is followed, those same ills vanish. If this is not followed, the ills multiply.

The purpose of auditing is to help the pc become more able as a being and has no part of discipline or «getting even».

RULE FIVE: It is the C/S who C/Ses the case, NOT the pc or his or her spouse or the Ethics Officer or some senior.

RULE SIX: All cramming, PPCing, withhold pulling and even coffee shop auditing must be part of the pc's auditing folder.

RULE SEVEN: Get the pc on the Grade Chart and keep him progressing up it smoothly, repairing what he is on with what was designed and intended to repair it and not with something else.

RULE EIGHT: C/Sing and auditing are very straightforward procedures, well laid out. If no one in the near infinity of years behind us in this universe came up with a precise and double system to unsnarl a being—and they didn't—the auditor in the chair and the C/S are not going to find any new and 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 RDs or repairs, they betray that trust, the pc and themselves and block the way to a better being and far better universe.

RULE ELEVEN: Standard, straight tech will get the pc there every time. It is only auditors and C/Ses who fail and they fail only when they don't apply completely available, fully published standard tech. So don't scatter around on the Grade Chart or mix RDs or use wrong repairs, and handle the hell out of it when you find another has done it. And when you find it, report it swiftly to the Senior C/S Int and the new Inspector General N/W via Flag. Standard Dianetics and Scientology tech has never been known to harm anyone. Pretending   to apply it when not doing so is applying something else and falsely calling it Dianetics and Scientology. Thus non-standard actions become a violation, not only of trust but of trademark and copyright law and can be actionable.

RULE TWELVE: You are safe and secure doing standard tech.

<div align="right">

L. RON HUBBARD
FOUNDER
Data collected by
Cmdr R. Mithoff

Snr C/S Int

Adopted by
CHURCH OF SCIENTOLOGY
INTERNATIONAL

</div>

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!

CSI:LRH:RM:dr/iw
Copyright $c 1982
by L. Ron Hubbard
ALL RIGHTS RESERVED

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 13 OCTOBER 1982

Remimeo
All C/Ses
All Auditors
Ethics Officers
C/S Series 116

ETHICS AND THE C/S

(Ref:	HCO PL 18 Jun 68	ETHICS
	HCO PL 17 Jun 65	STAFF AUDITOR ADVICES
	HCO PL 1 May 65	STAFF MEMBER REPORTS
	HCO PL 22 Jul 82	IMPORTANT
	Corr. & Reiss. 26.8.82	KNOWLEDGE REPORTS
	HCO PL 29 Apr 65 III	ETHICS REVIEW
	HCO PL 30 Jul 65	PRECLEAR ROUTING TO ETHICS
	HCO PL 4 Jul 65	PC ROUTING REVIEW CODE
	HCOB 24 Apr 72 I	C/S Series 79 PTS INTERVIEWS
	HCOB 29 Mar 70	AUDITING AND ETHICS
	HCOB 25 Jun 70	C/S SERIES 11
	HCOB 28 Oct 76	C/S Series 98 AUDITING FOLDERS, OMISSIONS IN COMPLETENESS
	B.T.B. 7 Nov 72R V	Auditor Admin Series 20R MISCELLANEOUS REPORTS
	HCO PL 16 May 65 II	INDICATORS OF ORGS
	HCO PL 7 May 69	POLICIES ON «SOURCES OF TROUBLE»
	HCO PL 16 Oct 67	Admin Know-How #16 SUPPRESSIVES, AND THE ADMINISTRATOR HOW TO DETECT SPs AS AN ADMINISTRATOR
	HCO PL 23 Feb 78	BOARD OF REVIEW)

It has just been brought to my attention that over the last few years a C/S had been advising staffs that C/S approval was required before somebody could be handled in Ethics!

(The real problem he was solving was that he had an out-ethics situation of his own going on and didn't want an Ethics Officer anywhere around. He has since been removed from post.)

The above was not known at the time C/S Series 115 was written and it's possible some people could use HCOB C/S Series 115 to inadvertently or otherwise deny needed ethics actions on a person.

Technically, it is very proper indeed to get a C/S okay before somebody meddles with a case, regardless of the circumstances. But let's put this into a proper framework: if some pc is standing over a body with a smoking gun in his hand it certainly does not require a C/S okay to take him to jail!

HCOB 28 Sep 82, C/S Series 115 does not specifically state that C/S okay is required before someone can get ethics handling, but people could alter-is it and say, «See, this person has an out-ethics situation but he can't be sent to Ethics because he is on the Grade Chart.»

HANDLING PC ETHICS

To handle pc ethics, a C/S must, first of all, have data.

He must ensure that the various reports and worksheets, such as for Cramming or Word Clearing or Product Debug actions, do get filed in pcs' folders, as such reports often alert the C/S to existing ethics situations. (Ref: HCO PL 28 Oct 76, C/S Series 98, AUDITING FOLDERS, OMISSIONS IN COMPLETENESS, and BTB 7 Nov 72R, Issue V, Auditor Admin Series 20R, MISCELLANEOUS REPORTS.)

For example, the C/S sees a report that the pc has an unhandled PTS situation. He would have the pc routed to Ethics via Review. (Ref: HCO PL 29 Apr 65, Issue III, ETHICS REVIEW and HCO PL 4 Jul 65, PC ROUTING REVIEW CODE.)

Once the pc's ethics handling in complete, he's returned jack to auditing lines via Review, and copies of any Ethics interview must be filed in his pc folder.

When ethics action on a pc is originated by a terminal other than the C/S (a lower condition, Court of Ethics or Comm Ev), the D of P should be advised and make note of this in the pc's folder. The pc's auditing is then suspended until the action is complete. (Ref: HCO PL 29 Mar 70, AUDITING AND ETHICS.)

When the pc is off auditing for any of these handlings there must be a tight liaison maintained with Ethics and/or Review (via the D of P) to ensure pcs aren't lost off lines or kept waiting interminably for handling.

Where any auditing handling such as a Confessional, etc., is recommended by a Court or Comm Ev, C/S okay must of course be obtained and the C/S would oversee the action from his hat.

PC PROGRAMS AND ETHICS

There is a difference between a program—which is a general plan for the case—and the day-to-day C/Sing which, of course, is gauged to keep the program going forward.

Thus it is often found that additional steps have to be added to a program to handle outnesses as they turn up, without violating the program itself.

Example: One pc had gotten into ethics trouble and was given a repair program to unsnarl him, the first step of which was to get up through the conditions which he was already on. He got hung up at Doubt, couldn't get through it and virtually went off post. Step one of the program was then unbugged by pointing out that the Doubt would either be false data or PTSness. The PTS condition was then found and, by report, the pc was then able to get up through the conditions.

Thus the program discovered an earlier tech outness: a PTS pc was being audited on grades. Because of this an additional step had to be added to the program, Step 1A to get the PTSness handled. With that resolved the remainder of the program could be continued.

That is an example of a program in action which is unsnarling the case, but it requires considerable alertness. From it it can be seen that C/Ses are necessary and valuable on an ethics line, but they must know what they're doing.

HOW MUCH ETHICS IS CORRECT?

There is (or can appear to be) a conflict of targets between a C/S and an Ethics Officer. An Ethics Officer is trying to get in discipline and a C/S is trying to improve a case. But it is true that an out-ethics pc does not make case gain.

So one could say that one measures the amount of ethics which must go in to satisfy the viewpoint of the Ethics Officer who is charged with maintaining discipline and to still keep in Rule 4 of HCOB C/S Series 115 to C/S the pc for his own case gain.

In normal operating practice, the way I handle ethics in relationship to C/Sing is to:

1. Take the ethics actions necessary for the benefit of discipline in the

    group, and when this has been done:

2. Salvage the being independently of the organizational requirements.

So I would say that a C/S must not forbid ethics actions but that he follows Steps 1 and 2 above, in that sequence. For it is very certain that tech won't go in unless ethics   is in.

Thus the two viewpoints (Ethics Officer and C/S) are maintained.

HCO BOARD OF REVIEW

As the pendulum can swing too far in either direction (too much or too little ethics), there is a third port of call in this scene. That is the HCO Board of Review action.

The HCO Board of Review exists in Department 21. In an org, the Board is convened by any LRH Comm or KOT who appoints a Chairman and two other members.

Its function is to look into injustices or technically incorrect findings and cancel any miscarriage of justice or incorrect handlings. (Ref: HCO PL 23 Feb 78, BOARD OF REVIEW.)

A properly established HCO Board of Review is obviously necessary as a point of recourse to keep some sanity in between the ethics actions and the C/Sing.

SUMMARY

The data in this HCOB and in the references listed at the beginning should resolve any conflict between a C/S and Ethics and prevent a majority of pendulum-swings from occurring.

The basic datum upon which all of these references are founded is just this: TECH WILL NOT GO IN WHEN ETHICS IS OUT.

As a note, with mis-use of this datum it can also go to total ethics, no tech! In one org, many years ago, the C/Ses and auditors handily got rid of all the evidence of their out-tech and their inactivity and put themselves on a long loaf by simply sending every pc that came on the lines over to the Ethics Officer. The pcs, unhandled, then moved out of the org and no cases were finished at all.

So there can be abuses both ways in case handling and ethics. Ethics can be over-used or it can be not used at all when needed. A C/S has simply got to know his stuff and steer a sane path on the subject.

It is the correct ethics and the correct tech action used in the correct amounts, that result in winning pcs.

L. RON HUBBARD

FOUNDER

LRH:dr
Copyright $c 1982
by L. Ron Hubbard
ALL RIGHTS RESERVED

Remimeo
BPI
PreOT Solo Auditors
Solo Courses
Solo NOT, Auditing Course
Ds of T
Registrars
C/Ses

TRAINING AND OT

On Solo levels you deserve the best auditor you can get: You.

Auditor training is highly recommended whether you plan to audit professionally or not. «Getting trained», as a Solo auditor, does not simply mean to do the Solo courses. Training up to the level of a Class IV/NED auditor who knows his business is the most positive assurance there is that you will make it to OT.

It's all right for these guys in lower grades to be pcs—that's fine. But there comes a point as you move up the Grade Chart when your lack of auditing skill starts hitting you in the teeth and you won't make it to OT at all. You're walking straight into the tiger's lair on New OT VII and you'd better be good!

Recently some Solo NOTs auditors reported that they were just giving themselves a session a week «to keep their ruds in». What was actually occurring was that they were trying to make it to OT without being sufficiently trained, and giving as an excuse that, well, they're just keeping their ruds in. If those Solo NOTs auditors knew what was ahead of them up the line they sure would not be monkeying with that.

The plain truth of it is, if anybody is really going to make it to OT he has to know how to audit. That's the long and short of it.

You wouldn't put yourself and your case in the hands of an untrained or poorly trained auditor, would you?

You owe yourself the best auditor in the world on Solo, and that is you.

So get trained.

L. RON HUBBARD
FOUNDER