Note

HAPPINESS RUNDOWN

Course Pack Including 1981 Command Sheet

This PDF file is a revision of the PDF file which was placed on Scientolipedia in January 2016. It was found on the Internet and I don't know who got together to compile it, possibly an eager band of people who had left the church of Scientology and were working secretly to see that the original Scientology was preserved. I have recently discovered that the command sheet which was included was the revised command sheet of 1984. It was not the 1981 command sheet. Why this happened I do not know but my guess is that those people working secretly together on this 1981 version and saw that the command sheet had been revised later and went on the rather common Scientology datum that the latest was the best, a datum I'm somewhat sceptical about.

I found an original edition of the 1981 command sheet, a PDF of the actual bulletin (you have even got the original flash colour, red ink on a grubby white paper) and therefore this PDF file contains (probably, I've not checked) the entire contents of the original Happiness Rundown course, apart from the actual tapes but they are there in transcript form.

Looking at this in 2023 I consider that there is far too much data which is not usually necessary. But this is a historical document, and therefore you now have it as it was in 1981 (to the best of my knowledge). I have bookmarked the document so with a good PDF reader you can use the bookmark facility and quickly come to bits which you are interested in. It's a long document so the major points in it I have bookmarked in red.

In running this 1981 version on what I call my Guinea Pig Preclear (working on the Danish version) we found fifteen people in the preclear's life who had really broken one or more of the precepts. Seven of those broke more than one precept which means that 28 times we found a person in the preclear's life who had markedly broken a precept *and cleaned it up.* It took more than 30 hours but remember that every case is different — we are unique beings, with a unique combination of aberrations and perfections!

Antony Phillips (HPA 1956)
Written January 2023

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 2 MARCH 1981

Limited
Distribution
Class IV orgs
and above,
qualified to deliver
HRD training.

HUBBARD HAPPINESS RUNDOWN
AUDITOR COURSE

NAME:_____DATE:_____

DATE STARTED:_____DATE COMPLETED:_____

PREREQUISITES: Class 1 auditor or above,
Purification Rundown done,
Objectives or SRD done.

LENGTH OF COURSE: 2 weeks full time

PURPOSE: The purpose of this course is to train an auditor thoroughly in the basics of auditing and on the Happiness Rundown.

STUDY TECH: Full use of all Study Tech is required during this course. No going by misunderstood words; no Verbal Tech; study for application; demonstration and clay demos of important principles and drilling of processes/commands, all are required.

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

BASIC REFERENCES: The student is required to own his own copies of the HRD course pack, the tapes and the booklet, "The Way to Happlness", as these materials will be needed after the course as well as during the course.

0. INTRODUCTION

1. TAPE: 8103C10 INTRODUCTION TO THE HAPPINESS RUNDOWN COURSE by Senior C/S International. _____

A. ORIENTATION

1. HCO PL 7 Feb 65 KSW Series 1
Reiss. 27.8 80 KEEPING SCIENTOLOGY WORKING _____

2. Demo: Demonstrate why constructive ideas seldom get group agreement. _____

3. HCO PL 17 Jun 70R KSW Series 5
Rev. 9.4.77 URGENT AND IMPORTANT
Reiss. 30.8.80 TECHNICAL DEGRADES _____

4. HCO B 22 Jan 77 IN-TECH, THE ONLY WAY TO ACHIEVE IT _____

5.	HCO B 13 Sep 65	OUT TECH AND HOW TO GET IT IN	_____
6.	Demo: Demonstrate what a skilled auditor applies the Tech to.		_____
7.	HCO B 21 Sep 65	OUT TECH	_____
8.	HCO B 9 Feb 79	HOW TO DEFEAT VERBAL TECH	_____
9.	HCO B 15 Feb 79	VERBAL TECH: PENALTIES	_____
10.	Demo: Show how a technical interpretation could be imparted under the guise of "giving a checkout".		_____

B. STUDY TECH

1.	HCO B 13 Oct 79	CONCEPTUAL UNDERSTANDING	_____
2.	Drill: Clear a word (Any word) until you understand it conceptually.		_____
3.	HCO B 14 May 80	DEMONSTRATIONS	
4.	HCO PL 4 Apr 72R Iss III Rev. 21.6.75	ETHICS AND STUDY TECH	_____
5.	HCO PL 24 Sep 64	INSTRUCTION AND EXAMINATION RAISING THE STANDARD OF	_____
6.	HCO PL 4 Oct 64 Reiss. 21.5.67	THEORY CHECKOUT DATA	_____
7.	Drill: Check your twin out on the above issue.		_____
8.	HCO PL 19 Aug 79R Rev. 30.6.80	HIGH CRIME - ADDITION HIGH CRIME CHECKOUTS AND WORD CLEARING	_____
9.	Drill: Do a High Crime checkout on your twin on the above issue, per that issue.		_____
10.	HCO B 7 Aug 79	FALSE DATA STRIPPING	_____
11.	Drill: Find an actual false datum from your experience in life. Tell it to your twin.		_____

C. BASIC AUDITING

1.	HCO B 19 Jun 80	THE AUDITOR'S CODE	_____
2.	PAB 38, 29 Oct 54	THE AUDITOR'S CODE 1954	_____
3.	PAB 39, 12 Nov 54	THE AUDITOR'S CODE 1954 (Concluded)	_____
4.	HCO B 19 Jun 80	THE AUDITOR'S CODE	
5.	HCO B 16 Aug 71RA Re-revis. 4.9.80	TRAINING DRILLS REMODERNIZED	_____

6. Clay Demo: How the ARC triangle relates to a session. _____

7. Clay Demo: Axiom 28. _____

8. Twin checkout on TRs 0-4 section of HCOB 16 Aug 71RA _____

9. HCO B 18 Apr 80 TR CRITICISM _____

10. HCO B 23 May 71 Iss X COMM CYCLE ADDITIVES _____

11. Demo: What happens to a pc if the auditor enters Comm Cycle Additives. _____

12. Clay Demo: THE AUDITING COMM CYCLE (Ref . Tech Dict.)

13. HCO B 5 Apr 80 Q & A, THE REAL DEFINITION _____

14. Demo: Q & A. _____

15. HCO B 23 May 71R Rev. 4 Dec 74, Iss I THE MAGIC OF THE COMMUNICATION CYCLE _____

16. HCO B 23 May 71R Rev. 6 Dec 74, Iss II THE TWO PARTS OF AUDITING _____

17. Clay Demo: Show an auditor and pc in communication. _____

18. Clay Demo: An auditor doing something for the pc. _____

19. HCO B 23 May 71 Iss III THE THREE IMPORTANT COMMUNICATION LINES _____

20. Clay Demo: The “Itsa Maker line”. _____

21. Clay Demo: The “Itsa line”. _____

22. Clay Demo: The “What’s-it line”. _____

23. HCO B 23 May 71R Rev. 4.12.74, Iss IV COMMUNICATION CYCLES WITHIN THE AUDITING CYCLE _____

24. Clay Demo: How the auditor restimulates charge. _____

25. Clay Demo: How the pc gets rid of the restimulation. _____

26. Clay Demo: What happens if the pc doesn’t get to answer the question. _____

27. Demo: Draw all the communication lines out on a scrap of paper (per HCO B 23 May 71R, Iss IV. _____

28. HCO B 23 May 71R Rev. 29.11.74, Iss V THE COMMUNICATION CYCLE IN AUDITING _____

29. HCO B 23 May 71 Iss VI AUDITOR FAILURE TO UNDERSTAND _____

30. Clay Demo: Invalidation (in a session) _____

31. Clay Demo: Evaluation (in a session) _____

32. Tape: 6108C29 BASICS OF AUDITING _____

33. Tape: 6109C05 PRINCIPLES OF AUDITING _____

34. Tape: 6208C21 BASICS OF AUDITING _____

35. Tape: 6209C18 DIRECTING PC'S ATTENTION _____

36. Clay Demo: The meaning of "in-session". _____

D. RUDIMENTS

1. Clay Demo: The definition of ARC break (Tech Dict). _____

2. Clay Demo: The definition of PTP (Tech Dict). _____

3. Clay Demo: The definition of missed withhold (Tech Dict). _____

4. Clay Demo: The definition of overt (Tech Dict). _____

5. Clay Demo: The definition of Invalidation. _____

6. Clay Demo: The definition of Evaluation. _____

7. Tape: 6411C10 PTPs, OVERTS AND ARC BREAKS _____

8. HCO B 7 Sep 64 Iss II PTPs, OVERTS AND ARC BREAKS _____

9. HCO B 4 Apr AD15 ARC BREAKS AND MISSED WITHOLDS _____

10. Tape: 6101C24 (Presession 38) WITHOLDS AND IN-SESSION-NESS _____

11. Tape: 6211C01 MISSED MISSED WITHHOLDS _____

12. Clay Demo: The difference between a withhold and a missed withhold. _____

13. Clay Demo: What happens if you audit over an ARC break. _____

14. Clay Demo: What happens if you audit over a PTP. _____

15. Clay Demo: What happens if you at dit over a M/W/H. _____

16. HCO B 17 Msr 74 TWC CHECKSHEETS - TWC, USING WRONG QUESTIONS _____

17. Clay Demo: "Itsa, earlier Itsa, to F/N" _____

E. FLOATING NEEDLES AND END PHENOMENA

1. HCO B 20 Feb 70 FLOATING NEEDLES AND END PHENOMENA _____

2. HCO B 21 Mar 74 END PHENOMENA _____

3. Clay Demo: The end phenomenon of a rudiment. _____

4. Clay Demo: The end phenomenon of an L1C line. _____

5. Clay Demo: The end phenomenon of an L1C. _____

6. Clay Demo: The end phenomenon of a major process. _____

7. Clay Demo: Overrun of an F/N. _____

8. Clay Demo: A charged area bypassed. _____

9. HCO B 18 Mar 74R Rev. 22.2.79 E-METERS, SENSITIVITY ERRORS _____

10. HCO B 2 Dec 80 FLOATING NEEDLE AND TA POSITION MODIFIED _____

11. HCO B 8 Oct 70 PERSISTENT F/N _____

12. HCO B 3 May 80 PC INDICATORS _____

13. Demo: "Indicator". _____

F. STRAIGHTWIRE AND VALENCES

1. ABILITY Major 4 STRAIGHTWIRE _____

2. Article Two of Ability Major 4, "Straightwire". _____

3. HCO B 23 May 71R Rev. 4.12.74 Iss VIII RECOGNITION OF THE RIGHTNESS OF THE BEING _____

4. Clay Demo: Additives to a being. _____

5. HCO B 2 May 58 BEINGNESS AGAIN _____

6. Clay Demo: Valence _____

7. HCO B 29 May 58 STANDARD CLEAR PROCEDURE AND AN EXPERIMENTAL ROAD: CLEARING BY VALENCES _____

8. Clay Demo: Basic personality. _____

9. Clay Demo: The adoption of a valence. _____

10. Demo: The definition of "Valence" from Tech Dictionary (all parts). _____

11. Clay Demo: Valence closure (Tech Dict). _____

12. Clay Demo: Valence shlft (Tech Dict). _____

13. Tape: 5410C07 ELEMENTARY STRAIGHTWIRE _____

14. Tape: 5405C03 VIEWPOINT STRAIGHTWIRE _____

15. HCO B 18 Nov 59 1ST MELBOURNE ACC MATERIAL _____

16. Demo: Valence Differentiation. _____

17. HCO B 29 Jul 80 CRIMINALS AND PSYCHIATRY

18. Demo: The effect on Man of the idea that he is an animal. _____

19. HCO B 30 Jul 80 THE NATURE OF A BEING _____

20. HCO B 19 Dec 71 D OF P OPERATES BY OCAs _____

21. Demo: How removing valences changes the OCA. _____

22. Clay Demo: The term "Key-In " (noun, Tech Dict) _____

23. Clay Demo: The term "Key-Out" (Tech Dict) _____

24. Clay Demo: How straightwire technique produces a key-out. _____

G. THE HAPPINESS RUNDOWN

1. HCO B 24 Nov 80 HAPPINESS RUNDOWN
HRD Series #1 _____

2. HCO B 14 Feb 81 HAPPINESS RUNDOWN, ADMINIS-
HRD Series #2 TRATION AND DELIVERY _____

3. HCO B 12 May 80 DRUGS AND OBJECTIVE PROCESSES _____

4. Demo: What objective processes do for a person. _____

5. Booklet: THE WAY TO HAPPINESS. _____

6. HCO B 16 Feb 81 HAPPINESS RUNDOWN, COMMAND
HRD Series #3 SHEETS, page 1 instructions _____

7. HCO B 9 Aug 78 CLEARING COMMANDS
Iss II _____

8. HCO B 4 Dec 77 CHECKLIST FOR SETTING UP
SESSIONS AND AN E-METER _____

9. HCO B 24 Feb 81 HOW TO AUDIT THE HRD
HRD Series #4 _____

10. HCO B 6 Nov AD14 STYLES OF AUDITING _____

11. HCO B 12 Nov 64 DEFINITION PROCESSES _____

12. HCO B 16 Feb 81 HRD, COMMAND SHEETS, study
HRD Series #3 the handling for step 5. _____

13. HCO B 16 Feb 81HRD, COMMAND SHEETS, study
HRD Series #3the handling for step 8.

14. HCO B 16 Feb 81 HRD COMMAND SHEETS, read
HRD Series #3 through steps 000 through
A-8, steps 1,1 through 1,10,
steps 1,11 through 1,20. _____

15. HCO B 27 Feb 81 HRD Series #5 — C/S-ING THE HAPPINESS RUN-DOWN _____

16. HCO B 15 Mar 81 HRD Series #7 — HAPPINESS RUNDOWN AND NOTS PRE-OTS _____

H. STUDENT AUDITING

1. HCO B 21 Dec 79 — AUDITOR ASSIGNMENT POLICIES _____

2. Doll Drill: Rapidly drill the steps of the "morality" ("A-") questions from the Command Sheets until you are sufficiently familiar with them to audit another student. DO NOT HANG UP ON THIS DRILL AS THE COMMANDS ARE DRILLED IN THE NEXT SECTION OF THIS CHECKSHEET AFTER THE STUDENT HAS HAD THE EXPER- IENCE OF AUDITING ONE OR MORE SESSIONS. _____

3. Doll Drill: Rapidly drill the steps on the first precept from the Command Sheets, as above. _____

   SUPERVISOR: Note that the above two drills take a total of 30 mins and if the students seek to spend longer at this point in the cheeksheet, send them off to audit. _____

4. Commence auditing another student on the Happiness Rundown (to be continued through the course). _____

5. HCO B 23 Jan 81 — HAPPINESS RUNDOWN REPAIR LIST _____

I. PRACTICAL

1. Clay Demo: Step 1, from HCOB 24 Feb 81HRD Series 4 _____

2. Clay Demo: Step 2, from HCOB 24 Feb 81HRD Series 4 _____

3. Clay Demo: Step 3, from HCOB 24 Feb 81HRD Series 4 _____

4. Clay Demo: Step 4, from HCOB 24 Feb 81HRD Series 4 _____

5. Clay Demo: Step 5, from HCOB 24 Feb 81HRD Series 4 _____

6. Clay Demo: Step 6, from HCOB 24 Feb 81 HRD Series 4 _____

7. Clay Demo: Step 7, from HCOB 24 Beb 81 HRD Series 4 _____

8. Clay Demo: Step 8, from HCOB 24 Feb 81 HRD Series 4 _____

9. Clay Demo: Step 9, from HCOB 24 Feb 81 HRD Series 4 _____

10. Clay Demo: Step 10, from HCOB 24 Feb 81 HRD Series 4 _____

11. Doll Drill: Steps 1 through 10 on a doll, per the Command Sheets (Ref: HCO B 16 Feb 81 HRD Series #3), using fruit instead of a precept in the commands. _____

12. Doll Drill: Steps -11 through -20 on a doll, per the Command Sheets, using fruit instead of a precept in the commands. _____

13. Clay Demo: The EP of the handling for step 5. _____

14. Clay Demo: What would happen if you over ran the key-out on step 5 or step 8. _____

15. Doll Drill: The Epilogue steps. _____

16. Doll Drill: The HRD Repair List, D Series #6. _____

J. AUDITING PRACTICAL

1. Student is getting good results in student auditing. _____

2. Student is making case gain on and satisfied with own auditing on the HRD. _____

3. Has read the HRD Case Histories. _____

K. CASE HISTORIES

1. HCO B 16 Mar 81 HAPPINESS RUNDOWN CASE HISTORIES _____

L. STUDENT COMPLETION

1. I attest that I have completed the requirements of this checksheet and I know and can apply the materials.

STUDENT ATTEST:_____ DATE:_____

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

SUPERVISOR ATTEST:_____ DATE:_____

STUDENT ATTEST AT C & A: I attest: (a) I have enrolled on the course, (b) I have paid for the course, (c) I have studied and understand all the materials on the checksheet, (d) I have done all the drills required on this checksheet and (e) can produce the result required in the materials of the course.

STUDENT ATTEST:_____ DATE:_____

C & A:_____ DATE:_____

CERTS AND AWARDS:

Certificate of: HUBBARD HAPPINESS RUNDOWN AUDITOR (PROVISIONAL).

C & A:_____ DATE:_____

Route this form to Course Admin for filing in Student's folder.

L. RON HUBBARD
FOUNDER

as assisted by
Senior C/S Int

LRH:dm:ljb
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 7 FEBRUARY 1965
REISSUED 15 JUNE 1970
(Corrected per Flag Issue 28.1.73)

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

Note: Neglect of this Pol Ltr has caused great hardship on staffs, has cost countless millions and made it necessary in 1970 to engage in an all out International effort to restore basic Scientology over the world. Within 5 years after the issue of this PL with me off the lines, violation had almost destroyed orgs. "Quickie grades" entered in and denied gain to tens of thousands of cases. Therefore actions which neglect or violate this Policy Letter are HIGH CRIMES resulting in Comm Evs on ADMINISTRATORS and EXECUTIVES. It is not "entirely a tech matter" as its neglect destroys orgs and caused a 2 year slump. IT IS THE BUSINESS OF EVERY STAFF MEMBER to enforce it.

ALL LEVELS

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

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

The only thing now is getting the technology applied.

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

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

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

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

Getting the correct technology applied consists of:

One: Having the correct technology.

Two: Knowing the technology.

Three: Knowing it is correct.
Four: Teaching correctly the correct technology.

Five: Applying the technology.

Six: Seeing that the technology is correctly applied.

Seven: Hammering out of existence incorrect technology.

Eight: Knocking out incorrect applications.

Nine: Closing the door on any possibility of incorrect technology.

Ten: Closing the door on incorrect application.

One above has been done.

Two has been achieved by many.

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

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

Five is consistently accomplished daily.

Six is achieved by instructors and supervisors consistently.

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

Eight is not worked on hard enough.

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

Ten is seldom done with enough ferocity.

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

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

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

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

On the other hand there have been thousands and thousands of suggestions and writings which, if accepted and acted upon, would have resulted in the complete destruction of all our work as well as the sanity of pcs. So I know what a group of people will do and

how insane they will go in accepting unworkable “technology”. By actual record the percentages are about twenty to 100,000 that a group of human beings will dream up bad technology to destroy good technology. As we could have gotten along without suggestions, then, we had better steel ourselves to continue to do so now that we have made it. This point will, of course, be attacked as “unpopular” “egotistical” and “undemocratic”. It very well may be. But it is also a survival point And I don’t see that popular measures, self- abnegation and democracy have done anything for Man but push him further into the mud. Currently, popularity endorse degraded novels, self- abnegation has filled the South East Asian jungles with stone idols and corpses, and democracy has given us inflation and income tax.

Our technology has not been discovered by a group. True, if the group had no supported me in many ways I could not have discovered it either. But it remains that in its formative stages it was not discovered by a group, then group efforts, one can safely assume, will not add to it or successfully alter it in the future. I can only say this now that it is done. There remains, of course, group tabulation or co-ordination of what has been done, which will be valuable-only so long as it does not seek to alter basic principles and successful applications.

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

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

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

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

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

The common denominator of a group is the reactive bank. Thetans without banks have different responses. They only have their banks in common. They agree then only on bank principles. Person to person the bank is identical. So constructive ideas are individual and seldom get broad agreement in a human group. An individual must rise above an avid craving for agreement from a humanoid group to get anything decent done. The bank-agreement has been what has made Earth a Hell-and if you were looking for Hell and found Earth, it would certainly serve. War, famine, agony and disease has been the lot of Man. Right now the great governments of Earth have developed the means of frying every Man, Woman and Child on the planet. That is Bank. That is the result of Collective Thought Agreement. The decent, pleasant things on this planet come from individual actions and ideas that have somehow gotten by the Group Idea. For that matter, look how we ourselves are

attacked by “public opinion” media. Yet there is no more ethical group on this planet than ourselves.

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

When you don’t do Seven, Eight, Nine and Ten actively, you are working for the Bank dominated mob. For it will surely, surely (a) introduce incorrect technology and swear by it, (b) apply technology as incorrectly as possible, (c) open the door to any destructive idea, and (d) encourage incorrect application.

It’s the Bank that says the group is all and the individual nothing. It’s the Bank that says we must fail.

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

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

What happened here? Instructor A didn’t jump down Auditor B’s throat, that’s all that happened. This is what he should have done: Grabbed the Auditor’s report and looked it over, When a higher executive on this case did so she found what the Case Supervisor and the rest missed: that. Process X increased Preclear C’s TA to 25 TA divisions for the session but that near session end Auditor B Qed and Aed with a cognition and abandoned Process X while it still gave high TA and went off running one of Auditor B’s own manufacture, which nearly spun Preclear C. Auditor B’s IQ on examination turned out to be about 75. Instructor A was found to have huge ideas of how you must never invalidate anyone, even a lunatic. The Case Supervisor was found to be “too busy with admin to have any time for actual cases”.

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

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

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

Here’s an example: A rave recommendation is given a graduating student “because he gets more TA on pcs than any other student on the course!” Figures of 435 TA divisions a session are reported. “Of course his model session is poor but it’s just knack he has” is also included in the recommendation. A careful review is undertake because nobody at levels O to

IV is going to get that much TA on pcs. It is found that this student was never taught to read an E-Meter dial! And no instructor observed his handling of a meter and it was not discovered that he "overcompensated" nervously swinging the TA 2 or 3 divisions beyond where it needed to go to place the needle at "set". So everyone was about to throw away standard processes and model session because this one student "got such remarkable TA". They only read the reports and listened to the brags and never looked at this student. The pcs in actual fact were making slightly less than average gain, impeded by a rough model session and misworded processes. Thus, what was making the pcs win (actual Scientology) was hidden under a lot of departures and errors.

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

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

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

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

When somebody enrols, consider he or she has joined up for the duration of the universe- never permit an "open-minded" approach. If they're going to quit let then quit fast. If they enroled, they're aboard, and if they're aboard, they're here on the same terms as the rest of us- win or die in the attempt. Never let them be half-minded about being Scientologists. The finest organizations in history have been tough dedicated organizations. Not one namby-pamby bunch of panty-waist dilettantes have ever made anything. It's a tough universe. The social veneer makes it seem mild. But only the tigers survive-and even they have a hard time. We'll survive because we are tough and are dedicated. When we do instruct somebody properly he becomes more and more tiger. When we instruct half-mindedly and are afraid to offend, scared to enforce, we don't make students into good Scientologists and that let's everybody down. When Mrs. Pattycake comes to us to be taught, turn that

wandering doubt in he eye into a fixed, dedicated glare and she'll win and we'll all win. Humour her and we all die a little. The proper instruction attitude is, "You're here so you're a Scientologist Now we're going to make you into an expert auditor no matter what happens. We'd rather have you dead that incapable." Fitting that into the economics of the situation and lack of adequate time and you see the cross we have to bear.

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

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

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

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

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

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

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

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

Do them and we'll win.

L. RON HUBBARD
Founder

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Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 17 JUNE 1970

Remimeo
Applies to all
SHs and
Academies
Franchises

URGENT AND IMPORTANT

TECHNICAL DEGRADES

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

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

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

These checksheets were not approved by myself, all the material of the Academy and SH courses IS in use.

Such actions as this gave us "Quickie Grades", ARC Broke the field and downgraded the Academy and SH Courses.

A condition of TREASON or cancellation of certificates or dismissal and a full investigation of the background of any person found guilty, will be activated in the case of anyone committing the following HIGH CRIMES.

1. Abbreviating an official Course in Dianetics and Scientology so as to lose the full theory, processes and effectiveness of the subjects.

2. Adding comments to checksheets or instructions labelling any material "background" or "not used now" or "old" or any similar action which will result in the student not knowing, using, and applying the data in which he is being trained.

3. Employing after 1 Sept 1970 any checksheet for any course not authorized by myself and the SO Organizing Bureau Flag.

4. Failing to strike from any checksheet remaining in use meanwhile any such comments as "historical", "background", "not used", "old", etc. or VERBALLY STATING IT TO STUDENTS.

5. Permitting a pc to attest to more than one grade at a time on the pc's own determinism without hint or evaluation.

6. Running only one process for a grade between 0 to IV.

7. Failing to use all processes for a level.

8. Boasting as to speed of delivery in a session, such as “I put in Grade zero in 3 minutes.” Etc.

9. Shortening time of application of auditing for financial or laborsaving considerations.

10. Acting in any way calculated to lose the technology of Dianetics and Scientology to use or impede its use or shorten its materials or its application.

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

The correct way to speed up a student’s progress is by using 2 way comm and applying the study materials to students.

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

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

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

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

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Founder

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 13 SEPTEMBER 1965

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

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 it 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 case 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 list in the HCO Pol Ltr Form of 26 June 1965 done for Review. That covers the whole of any errors that can be made on a pc scouting both the auditor's application and the pc's reaction to the auditing.

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.

L. RON HUBBARD

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 SEPTEMBER 1965

Vital Data for
Tech Sec
Qual Sec
Dir Rev
Ds of P
HGC Training Officers
Ds of T
Course Supervisor
All Students

OUT TECH

(Additional Data on HCO Bulletin
of 13 September 1965)

ALL THIS DATA COVERED AND EXPLAINED
IN THE SAINT HILL SPECIAL BRIEFING
COURSE TAPE OF 21 SEPTEMBER 1965

Note the 5 GAEs are also covered in Tape Lecture of 10 July 1963
See also HCO Pol Ltr 21 September 1965, Issue II, "Auditor Estimation Test"

The five Gross Auditing Errors (GAEs) are:

1. Can't handle and read an E-Meter.

2. Doesn't know and can't apply Technical data.

3. Can't get and keep a pc in session.

4. Can't complete an auditing cycle.

5. Can't complete a repetitive auditing cycle. (Including repeating a command long enough to flatten a process.)

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

The six things that can be wrong with a pc 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 case gain (see number 1, Suppressive).

IN TECH

In getting in Tech one need only locate in the auditor (or self as an auditor) which of the 5 GAEs are being committed and, in the pc, which of the above six is out.

There are *no* reasons exterior to the 11 given. To get Tech In, requires getting the 5 in for auditors and the six in for pcs and after that, watching the 5 for auditors and 6 for pcs, running standard processes.

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

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HCO BULLETIN OF 9 FEBRUARY 1979

Remimeo

(Also issued as HCO PL 9 Feb 79.
Issue II. same title.)

HOW TO DEFEAT VERBAL TECH

1. If it isn't written it isn't true.

2. If it's written, read it.

3. If you can't understand it, clarify it.

4. If you can't clarify it, clear the Mis-Us.

5. If the Mis-Us won't clear, query it.

6. Get it validated as a written order.

7. Force others to read it.

IF IT CAN'T BE RUN THROUGH AS ABOVE *IT'S FALSE!*

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Founder

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HCO BULLETIN OF 15 FEBRUARY 1979

Remimeo
Tech
Qual
HCO

(Also issued as HCO PL 15 Feb 79, same title.)

VERBAL TECH: PENALTIES

(Ref: HCOB/HCO PL 9 Feb 79.
HOW TO DEFEAT VERBAL TECH)

ANY PERSON FOUND TO BE USING VERBAL TECH SHALL BE SUBJECT TO A COURT OF ETHICS.

THE CHARGES ARE: 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.

ANY ONE OF THESE CATEGORIES CONSTITUTES VERBAL TECH AND IS ACTIONABLE PER THE ABOVE.

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HCO BULLETIN OF 13 OCTOBER 1979

Remimeo

Word Clearing Series 66

CONCEPTUAL UNDERSTANDING

People who have no idea of concept get bogged into terms and mechanics. They can't operate at the level of concept and are extremely literal.

If anybody did this he couldn't do otherwise than find himself mixed up in tanglefoot. It does a lot of good to clean up his tanglefoot and meanings of words but unless this gets him up to conceptual thinking he'll just continue to get in more and more tanglefoot.

Understanding is conceptual. You could handle things, objects and symbols endlessly without achieving understanding or real communication unless one finally was able to graduate up to conceptual comprehension.

People who are literal rather than literate simply haven't achieved conceptual understanding.

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HCO BULLETIN OF 14 MAY 1980

Survival R/D
Basic Courses

DEMONSTRATIONS

DEMONSTRATION - Showing something by examples.

DEMO - Abbreviation for "demonstration".

Part of Scientology study technology is the use of "demonstration" when a student is studying concepts and ideas.

The student is often asked to show such things as definitions of terms, basic principles, etc.

Two ways of demonstration that are commonly used are:

1. Demo Kit Demonstration - meaning the use of various small objects such as corks, caps, paper clips, batteries, etc. These objects are kept in a box or container called a "demo kit". Each student should have one. The pieces are used while studying, to represent the things in the material being read. Demonstrating helps make concepts and ideas more real. A demo kit adds mass (physical matter), reality and doingness to the significance and so helps the student to study.

When a student is required to do a demonstration using his demo kit, he simply takes whatever demo kit items he wishes and has them represent the ideas he is studying.

An example of this is:

The student is reading about how a student and his twin should kit across from each other, each with a dictionary and a demo kit.

To demonstrate this, he picks a blue battery and decides that that represents the student. He picks out a red battery and decides that represents his twin. He places the batteries across from each other. He then picks out two pennies which he decides will represent the demo kits and he places a penny (demo kit) beside each of the batteries (students). He then picks out two paper clips which he decides will represent dictionaries and places them next to each of the batteries (students}.

The student now has sitting in front of him some actual objects that represent what he has read and he feels much better because the information isn't just in his head.

The demo kit pieces can be moved around by the student if he is studying about an activity or an action.

If a demo is being done for a twin or the supervisor, the student explains what the objects represent and what he is doing with them (but the idea is to actually have the objects showing any action, not the student's explanations).

2. CLAY DEMONSTRATION - meaning the use of clay in demonstrating or representing facts, ideas, procedures, add mass, reality and doingness to the significance and so help the student to study.

Clay demos give a proper balance of mass and significance. They are used to teach a student to apply.

The student is given a word or auditing action or situation to demonstrate. He then does this in clay, labeling each part. The clay SHOWS the thing. It is not just a blob of clay with a label on it. Use small strips of paper for labels. The whole demonstration then has a label of what it is.

On the checkout, the student removes the overall label. The student must be silent. The examiner must not ask any questions.

The examiner just looks and figures out what it is. He then tells the student who then shows the examiner the label. If the examiner did not see what it was, it is a flunk.

Clay table must not be reduced to significance by the student explaining or answering questions. Nor is it reduced to significance by long-winded labels of individual parts. The clay shows it, not the label.

The clay demonstrates it. The student must learn the difference between mass and significance.

For example, the student has to demonstrate a pencil. Be makes a thin roll of clay which is surrounded by another layer of clay - the thin roll sticking slightly out of one end. On the other end goes a small cylinder of clay. The roll is labeled “lead”. The outer layer is labeled “wood”. The small cylinder is labeled “rubber”. Then a label is made for the whole thing: “pencil”. On checkout, the student removes “pencil” before the examiner can see it. If the examiner can look at it and say, “It’s a pencil, “ the student passes.

If clay table training is not brightening that student up, then the above is NOT being done. Someone is in such a rush that real learning is being put aside for the sake of speed.

“Demo” on a checksheet usually refers to using a demo kit.

“Clay Demo” on a checksheet refers to using clay to demonstrate per the procedure given above.

A well done demonstration, which actually does demonstrate, will produce a marvelous charge in a student. And he will retain the data.

L. RON HUBBARD
FOUNDER

as assisted by
Technical Project I/C

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HCO POLICY LETTER OF 4 APRIL 1972
Issue III

Remimeo
Student Hat
Staff Hats

REVISED 21 JUNE 75

IMPORTANT

ETHICS AND STUDY TECH

(Cancels the original unrevised issue.)

The basic WHY of the majority of cases of post non-performance of a staff member and OUT TECH in an org stems from Misunderstood words.

The primary point that has to be gotten in is Study Tech.

This is also our bridge to society.

Yet Study Tech is the Tech that includes misunderstood word tech.

Thus if Study Tech is not in, people on staffs see nothing wrong with hearing or reading orders containing words they do not understand and have no urge to look them up. Further they often feel they do know words that they in fact do not know.

When this situation exists it is next to impossible to get Study Tech and Word Clearing Tech in. For, the orders seeking to get in Study Tech may contain words the person does not understand. Thus he doesn't really comply with the orders and Study Tech does not get in. Thus the ability to hear or read and understand continues to be missing.

Therefore these Ethics actions become part of Standard Ethics.

1. A PERSON MAY BE SUMMONED TO A COURT OF ETHICS OR EXECUTIVE COURT OF ETHICS IF IT BE FOUND THAT HE HAS GONE PAST A WORD HE DOES NOT UNDERSTAND WHEN RECEIVING, HEARING OR READING AN ORDER, HCO B, POLICY LETTER OR TAPE WHICH RESULTED IN A FAILURE TO DO DUTIES OF HIS POST WITHOUT HIS AT ONCE MAKING AN EFFECTIVE EFFORT TO CLEAR THE WORDS ON HIMSELF, WHETHER HE KNEW HE WAS MISSING THEM OR NOT AS THE SOURCE OF HIS INACTION OR DAMAGING ACTIONS.

   The charge is NEGLECTING TO CLARIFY WORDS NOT UNDERSTOOD.

2. A STAFF MEMBER WHO DOES NOT USE STUDY TECH OR GET IT KNOWN WHILE STUDYING OR INSTRUCTING MAY BE SUMMONED TO A COURT OF ETHICS OR AN EXECUTIVE COURT OF ETHICS.

   The charge is FAILURE TO EMPLOY STUDY TECH.

3. A STUDENT ALTER-ISING OR MISADVISING OTHERS ON THE USE OF STUDY TECH MAY BE SUMMONED BEFORE A COURT OF ETHICS.

The charge is ADVOCATING A MISUSE OR NEGLECT OF PROPER STUDY TECH.

4. AN AUDITOR FAILING TO CLEAR EACH AND EVERY WORD OF EVERY COMMAND OR LIST USED MAY BE SUMMONED BEFORE A COURT OF ETHICS.

   The charge is OUT TECH.

5. ANY PUBLIC DIVISION PERSON, STAFF MEMBER OR SCIENTOLOGIST FOUND USING TERMS, CIRCUMSTANCES OR DATA ON RAW PUBLIC IN PUBLIC LECTURES OR PROMOTION OR IN PR BEYOND THE PUBLIC ABILITY TO GRASP WITHOUT STRESSING STUDY TECH OR AT ONCE TAKING EFFECTIVE MEASURES TO CLARIFY OR RELEASING MATERIALS BROADLY TO A WRONG PUBLIC MAY BE SUMMONED TO A COURT OF ETHICS IF ANY FLAP OR UPSET RESULTS.

   The charge is FAILURE TO APPLY STUDY TECH IN DISSEMINATION.

SUPPRESSIVE

Furthermore, as Study Tech is our primary bridge to Society and the basic prevention of out Tech and out Admin, if any offence as above found guilty in a Court of Ethics is REPEATED and the person has had no such Courts on this offence the person may be summoned before a Committee of Evidence on a charge of COMMITTING AN ACT OR OMISSION UNDERTAKEN TO KNOWINGLY SUPPRESS, REDUCE OR IMPEDE SCIENTOLOGY OR SCIENTOLOGISTS and if found guilty beyond reasonable doubt may be declared a SUPPRESSIVE PERSON and expelled with full penalties.

AXIOM 28

Failures to teach, or use Study Tech or alterations of Study Tech are actually offences against AXIOM 28 as it is applied internally in an org on Admin and Tech and from the org to society.

Study Tech including its technology of word cleaning is in fact the technology of Axiom 28.

The Axiom (amended) follows:

AXIOM 28. COMMUNICATION IS THE CONSIDERATION AND ACTION OF IMPELLING AN IMPULSE OR PARTICLE FROM SOURCE-POINT ACROSS A DISTANCE TO RECEIPT-POINT, WITH THE INTENTION OF BRINGING INTO BEING AT THE RECEIPT-POINT A DUPLICATION AND UNDER- STANDING OF THAT WHICH EMANATED FROM THE SOURCE-POINT.

The formula of Communication is Cause, Distance, Effect, with Intention, Attention and UNDERSTANDING.

The component parts of Communication are Consideration, Intention, Attention, Cause, Source-point, Distance, Effect, Receipt-point, Duplication, Understanding, the Velocity of the impulse or particle, Nothingness or Somethingness. A non-communication consists of Barriers. Barriers consist of Space, Interpositions (such as walls and screens of fast-moving particles), and Time. A communication by definition, does not need to be two-way. When a communication is returned, the formula is repeated, with the

receipt-point now becoming a source-point and the former source-point now becoming a receipt point.

L. RON HUBBARD
Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OP 24 SEPTEMBER 1964

Remimeo

INSTRUCTION & EXAMINATION
RAISING THE STANDARD OF

The basic reason students remain long on courses stems from inept criticism by instructors regarding what is required.

There is a technology of criticism of art, expressed beautifully in the Encyclopedia published by Focal Press.

In this article it stresses that a critic who is also an expert artist tends to introduce unfairly his own perfectionism (and bias and frustrations) into his criticism.

We suffer amazingly from this in all our courses. I had not previously spotted it because I don't demand a student at lower levels produce results found only in higher levels.

You can carelessly sum this up by "letting the student have wins" but if you do you'll miss the whole point.

Example: A student up for a pass on his Itsa is flunked because he or she couldn't acknowledge.

But a student at the Itsa level hasn't been taught to acknowledge.

This student hasn't even read the data on acknowledgment.

So the student can't pass Itsa level and so never does get to the level where acknowledgment is taught—and if he does, really never passed, in his own mind, Itsa and so hasn't advanced.

And we catch all our students this way and they don't therefore learn.

How is this done? How could this be?

The instructor is an expert auditor. That's as it should be. But as an expert auditor, bad execution of a level above where the student is studying, pains the instructor. So he flunks the student because the auditing looks bad

But look here. The student wasn't being checked out as an auditor. The student was only being checked out on Itsa.

Further, the action of auditing as a whole is so easy to an instructor who is an expert auditor that he fails to take it apart for instruction.

If I say the following, it will look ridiculous and you'll get the point better: The student is up to pass TR0. The Instructor on check out looks the student over and says "You flunked the test." The student says "Why?" The Instructor says "You didn't take the Class VI actions to clear the pc of all his GPMs." All right, we can all see that that would be silly. But Instructors do just that daily, though on a narrower band.

The Instructor puts in additives. As an expert auditor it seems natural to him to say "You flunked your test on Itsa because you never acknowledged the pc." You get. the point.

This really is as crazy wide as the ridiculous example above. What does Ack have to do with Itsa? Nothing!

Because the Instructor is an expert auditor, auditing has ceased to have parts and is all one chunk Okay. A good auditor regards it that way. But the poor student can't grasp any of the pieces because the whole chunk is being demanded.

What's Itsa? It's Listen. Can the student listen? Okay, he can listen but the expert says, "He didn't get 15 divisions of TA per hour." On the what? "On the meter of course." What meter? That's Level II and Itsa is Level 0. "Yes," the expert protests, "but the pc didn't get any better!" Okay, so what pc is supposed to get better at Level 0. If they do it's an accident, usually. Now does this student pass? "No! He can't even look at the pc!" Well, that's TR0 of Level I. "But he's got to look like an auditor!" How can he? An auditor has to get through a comm course before you can really call him that. "Okay, I'll drop my standards " the expert begins. Hell no, expert. You better pick up your standards for each Level and for each small part of auditing.

What's it say at Level 0? "It says 'Listen'." Okay, then, damn it, when the student is able to sit and listen and not shut a pc down with yak, the student passes. "And the meter?" You better not let me catch you teaching meters at Level 0.

And so it goes right on up through the Levels and the bits within the Levels.

By making Itsa mysterious and tough, by adding big new standards to it like TA and Ack you only succeed in never teaching the student Itsa! So he goes on up and at Level IV audits like a bum. Can't control a pc. Can't meter, nothing.

So the expert tries to make a student do Class VI auditing the first day and the student is never trained to do any auditing at Level 0.

This nonsense repeated at Level I (by adding a meter, by purist flunking "because the pc couldn't handle an ARC Break") and repeated again at Level II ("because the pc couldn't assess") and at Level III etc. etc.

Well, if you add things all the time out of sequence and demand things the student has not yet reached the student winds up in a ball of confusion like the cat getting into the yarn.

So we're not instructing. We're preventing a clear view of the parts of auditing by adding higher level standards and actions to lower level activities.

This consumes time. It makes a mess.

The new HCA always tries to teach his group a whole HCA course his first evening home. Well, that's no reason seasoned veterans have to do it in our courses.

If you never let a student learn Level 0 because he's flunked unless he does Level VI first, people will stay on courses forever and we'll have no auditors.

Instructors must teach not out of their own expertise but out of the text book expected actions in the Level the student is being trained in. To go above that level like assessment in Level II or Ack and meters at Level 0 is to deny the student any clean view of what he's expected to do. And if he never learns the parts, he'll never do the whole.

And that's all that's wrong with our instruction or our instructors. As expert auditors they cease to view the part the student must know as itself and do not train and pass the student upon it.

Instead they confuse the student by demanding more than the part being learned.

Instruction is done on a gradient scale. Learn each part well by itself. And only then can assembly of parts occur into what we want-a well trained student.

This is not lowering any standards. It's raising them on all training.

Bulletin Check Outs

The other side of the picture, theory, suffers because of a habit. The habit is all one's years of formal schooling where this mistake is the whole way of life.

If the student knows the words, the theory instructor assumes he knows the tune.

It will never do a student any good at all to know some facts. The student is expected only to use facts.

It is so easy to confront thought and so hard to confront action that the Instructor often complacently lets the student mouth words ideas that mean nothing to the student.

ALL THEORY CHECK OUTS MUST CONSULT THE STUDENT'S UNDERSTANDING

If they don't, they're useless and will ARC Break the student eventually.

Course natter stems entirely from the students' non-comprehension of words and data. While this can be cured by auditing, why audit it all the time when you can prevent it in the first place by adequate theory check-out?

There are two phenomena here.

First Phenomenon

When a student misses understanding a word, the section right after that word is a blank in his memory. You can always trace back to the word just before the blank, get it understood and find miraculously that the former blank area is not now blank in the bulletin. The above is pure magic.

Second Phenomenon

The second phenomenon is the overt cycle which follows a misunderstood word. When a word is not grasped, the student then goes into a non-comprehension (blankness) of things immediately after. This is followed by the student's solution for the blank condition which is to individuate from it-separate self from it. Now being something else than the blank area, the student commits overts against the more general area. These overts, of course, are followed by restraining himself from committing overts. This pulls flows toward the person and makes the person crave motivators. This is followed by various mental and physical conditions and by various complaints, fault-finding and look-what-you-did-to-me. This justifies a departure, a blow.

But the system of education, frowning on blows as it does, causes the student to really withdraw self from the study subject (whatever he was studying) and set up in its place a circuit which can receive and give back sentences and phrases.

We now have "the quick student who somehow never applies what he learns."

The specific phenomena then is that a student can study some words and give them back and yet be no participant to the action. The student gets A+ on exams but can't apply the data.

The thoroughly dull student is just stuck in the non-comprehend blankness following some misunderstood word.

The "very bright" student who yet can't use the data isn't there at all. He has long since ceased to confront the subject matter or the subject.

The cure for either of these conditions of "bright non-comprehension" or "dull" is to find the missing word.

But these conditions can be prevented by not letting the student go beyond the missed word without grasping its meaning. And that is the duty of the Theory Instructor.

Demonstration

Giving a bulletin or tape check by seeing if it can be quoted or paraphrased proves exactly nothing. This will not guarantee that the student knows the data or can use or apply it nor even guarantees that the student is there. Neither the "bright" student nor the "dull" student (both suffering from the same malady) will benefit from such an examination.

So examining by seeing if somebody "knows" the text and can quote or paraphrase it is completely false and must not be done.

Correct examination is done only by making the person being tested answer

(a) The meanings of the words I re-defining the words used in his own words and demonstrating their use in his own made up sentences), and

(b) Demonstrating how the data is used.

The examiner need not do a Clay Table audit just to get a student to pass. But the examiner can ask what the words mean. And the examiner can ask for examples of action or application.

"What is this HCO Bulletin's first section?" is about as dull as one can get. "What are the rules given about ?" is a question I would never bother to ask. Neither of these tell the examiner whether he has the bright non-applier or the dull student before him. Such questions just beg for natter and course blows.

I would go over the first paragraph of any material I was examining a student on and pick out some uncommon words. I'd ask the student to define each and demonstrate its use in a made up sentence and flunk the first "Well ... er... let me see ...." and that would be the end of that check out. I wouldn't pick out only Scientologese. I'd pick out words that weren't too ordinary such as "benefit" "permissive" "calculated" as well as "engram".

Students I was personally examining would begin to get a hunted look and carry dictionaries—BUT THEY WOULDN'T BEGIN TO NATTER OR GET SICK OR BLOW. AND THEY'D USE WHAT THEY LEARNED

Above all, I myself would be sure I knew what the words meant before I started to examine.

Dealing with new technology and the necessity to have things named, we especially need to be alert.

Before you curse our terms, remember that a lack of terms to describe phenomena can be twice as incomprehensible as having involved terms that at least can be understood eventually.

We do awfully well, really, better than any other science or subject. We lack a dictionary but we can remedy that.

But to continue with how one should examine, when the student had the words, I'd demand the music. What tune do these words play?

I'd say "All right, what use is this bulletin (or tape) to you?" (questions like, "Now this rule here about not letting pcs eat candy while being audited, how come there'd be such a rule?" And if the student couldn't imagine why, I'd go back to the words just ahead of that rule and find the one he hadn't grasped.

I'd ask "What are the commands of 8C?". And when the student gave them, I'd still have the task of satisfying myself that the student understood why those were the commands. I'd ask "How come?" after he'd given me the commands. Or "What are you going to do with these?" "Audit a pc with them" he might say. I'd say, "Well, why these commands?"

But if the student wasn't up to the point of study where knowing why he used those commands was not part of his materials, I wouldn't ask. For all the data about not examining above level applies very severely to Theory Check out as well as to Practical and general Instruction.

I might also have a Clay Table beside my examiner's desk (and certainly would have if I were an HCO hat checker, to which all this data also applies) and use it to have students show me they knew the words and ideas.

Theory often says "Well, they take care of all that in Practical." Oh no they don't. When you have a Theory Section that believes that, Practical can't function at all.

Practical goes through the simple motions. Theory covers why one goes through the motions.

I don't think I have to beat this to death for you.

You've got it.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE
Saint Hip Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 4 OCTOBER 1964
Reissued on 21 May 1967

Remimeo
All Staff
All Students

THEORY CHECK- OUT DATA

(Modifies HCO Pol Ltr of Sept 24, ‘64)

In checking out technical materials on students or staff, it has been found that the new system as per HCO Pol Ltr of Sept 24, ‘64 is too lengthy if the whole bulletin is covered.

Therefore the system given in Sept 24, ‘64 Pol Ltr is to be used as follows:

1. Do not use the old method of covering each bit combined with the new method.

2. Use only the new method.

3. Spot check the words and materials, do not try to cover it all. This is done the same way a final examination is given in schools: only a part of the material is covered by examination, assuming that if the student has this right the student knows all of it.

4. Flunk on comm lag in attempts to answer. If the student “er....ah....well...,” flunk it as it certainly isn’t known well enough to use. (Doesn’t include stammerers.)

5. Never keep on examining a bulletin after a student has missed.

6. Consider all materials star rated or not rated. Skip %’s. In other words, the check-out must have been 100% right answers for a pass. 75% is not a pass. When you consider a bulletin or tape too unimportant for a 100% pass, just require evidence that it has been read and don’t examine it at all. In other words, on those you check out, require 100% and on less important material don’t examine, merely require evidence of having read.

THE “BRIGHT” ONES

You will find that often you have very glib students you won’t be able to find any fault in who yet won ‘t be able to apply or use the data they are passing. This student is discussed as the “bright student” in the Sept 24, ‘64 Pol Ltr

Demonstration is the key here. The moment you ask this type of student to demonstrate a rule or theory with his hands or the paper clips on your desk this glibness will shatter.

The reason for this is that in memorizing words or ideas, the student can still hold the position that it has nothing to do with him or her. It is a total circuit action. Therefore, very glib. The moment you say “Demonstrate” that word or idea or principle, the student has to have something to do with it. And shatters.

One student passed “Itsa” in theory with flying colours every time even on crosscheck type questions, yet had never been known to listen. When the theory instructor said, “Demonstrate what a student would have to do to pass Itsa,” the whole subject blew up. “There’s too many ways to do Itsa auditing!” the student said. Yet on the bulletin it merely

said “Listen”. That given as a glib answer was all right. But “demonstration” brought to light that this student hadn’t a clue about listening to a pc. If he had to demonstrate it, the non-participation of the student in the material he was studying came to light.

Don’t get the idea that Demonstration is a Practical Sect action. Practical gives the drills These demonstrations in Theory aren’t drills.

Clay Table isn’t used to any extent by a Theory Examiner. Hands, a diagram, paper clips, these are usually quite enough!

COACHING IN THEORY

There is Theory Coaching as well as Practical Coaching.

Coaching Theory means getting a student to define all the words, give all the rules, demonstrate things in the bulletin with his hands or bits of things, and also may include doing Clay Table Definitions of Scientology terms

That’s all Theory Coaching. It compares to coaching on drills in Practical. But it is done on Bulletins, tapes and policy letters which are to be examined in the future. Coaching is not examining. The examiner who coaches instead of examining will stall the progress of the whole class.

The usual Supervisor action would be to have any student who is having any trouble or is slow or glib team up with another student of comparable difficulties and have them turn about with each other with Theory Coaching, similar to Practical coaching in drills.

Then when they have a bulletin, tape or policy letter coached, they have a check-out. The check-out is a spot check-out as above, a few definitions or Ales and some demonstration of them.

DICTIONARIES

Dictionaries should be available to students in Theory and should be used in Theory Examination as well, preferably the same publication. Dictionaries don’t always agree with each other.

No Supervisor should try to define English language words out of his own head when correcting a student as it leads to too many arguments. On English words, open a dictionary.

A Scientology dictionary is available.

Remember that with Courses becoming briefer in duration, the number of bulletins and tapes which the student must know on a Star-Rated basis is also less.

General written examination for classification, however, remains on an 85% pass basis.

Be sure that students who get low marks constantly are also handled in Review, preferably by definitions of words they haven’t understood in some former subject. Scientology is never the cause of consistent dullness or glibness.

Processing of this nature can be on an Itsa basis. It does not have to be Clay Table. Just finding the prior subject by discussion and discussing its words usually blows the condition, I’ve seen it change the whole attitude of a person in just 5 or 10 minutes of auditing on a “locate the subject and word” basis.

Therefore, definitions exist at Levels 0 and 1, but not with Clay Table or assessment, only by Itsa. You'd be surprised how well it works and how fast. "Subjects you didn't like", "words you haven't gasped" are the discussion question.

The subject of "wrong definitions cause stupidity or circuits, followed by overts and motivators", is not easy to get across because it is so general amongst Mankind. There is a possibility that past lives themselves are wiped out by changing language, whether it is the same language that changes through the years or shifting nationality. But however that may be, don't be discouraged at the difficulties you may have in getting this principle understood and used in Scientology departments—the person you are trying to convince has definitions out somewhere also!

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 AUGUST 1979

Remimeo
Exec Hats
Tech & Qual
HAS Hat
Dir I&R
LRH Comm Hats

(Also issued as an HCO PL of same date same title.)

HIGH CRIME—ADDITION

HIGH CRIME CHECKOUTS AND WORD CLEARING

Ref:	HCOB 24 Oct 76R	C/S Series 96R (Modified by this HCOB/PL)
	HCOB 30 Jan 73RB	Word Clearing Series 46RB METHOD 9 WORD CLEARING THE RIGHT WAY
	HCOB/PL 26 Mar 79 Rev. 25.5.79	Esto Series 35R Word Clearing Series 60R MISUNDERSTOOD WORDS AND CYCLES OF ACTION
	HCOB 16 Jul 79	Product Debug Series 5 Word Clearing Series 63 THE "ELUSIVE" MIS-U OR CRASHING MIS-U
	HCO PL 8 Mar 66	HIGH CRIME
	HCO PL 4 Apr 72RIII	ETHICS AND STUDY TECH

For many years the top auditors, Case Supervisors and Supervisors have used Word Clearing in their High Crime checkouts, but until now there has not been an issue that makes this a mandatory action.

From now on, High Crime checkouts require Word Clearing in addition to starrates. The miracle results of Word Clearing make all the difference in the world to the quality of technical delivery.

CONSEQUENCES OF NO WORD CLEARING

Lack of Word Clearing has recently brought about some false declares and a return of Quickie Grades.

In many orgs it was found that new HCOBs were not being word cleared AT ALL.

The right thing to do is make full use of Word Clearing technology.

WORD CLEARING REQUIREMENTS

From the date of this issue the Qualifications Division, when giving High Crime checkouts, must require *at least* Method 9 Word Clearing on the materials in addition to starrates and drills. Qual should employ other methods of Word Clearing such as Methods 2, 3, 4, 5, 6, 7 or 8 when deemed necessary to ensure full understanding of the materials being High Crimed. Methods 2, 4 and 5 are very effective in the hands of a Word Clearer who is

expert in reading an E-Meter. Method 9 is stressed here and made mandatory because it can be applied easily and is probably the top key method of Word Clearing today.

Where False Data Stripping, Crashing Mis-U tech, O/W handling and service facsimile tech are available and in use these must be employed where needed in checkouts.

The point is that Qual must make full use of Word Clearing in all High Crime checkouts and the student, interne or staff member must be word cleared to where he honestly has no misunderstood words on the materials.

FORMER HIGH CRIME CHECKOUTS

Where High Crime checkouts have been done previously and attested they remain valid. But, if the auditor, Case Supervisor or Word Clearer is later crammed on those materials the cramming must include full Method 9 Word Clearing of the materials on which he goofed and other Word Clearing as decided by Qual.

TECHNICAL RESULTS

The technology works when it is applied exactly.

Exact application depends on complete understanding.

Complete understanding depends on freedom from misunderstood words.

L. RON HUBBARD
Founder

Assisted by
Commodore's Staff
Captain

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 AUGUST 1979

Remimeo
Sups
Tech
Execs

(Also issued as
HCO PL 7 Aug 79
FALSE DATA STRIPPING)
ALL STAFF

Product Debug Series 8

Esto Series 36

FALSE DATA STRIPPING

(Ref: The Study Tapes
Dianetic Auditor's Bulletin Vol I Numbers 1-2
STANDARD PROCEDURE
Tech Vol 1. pgs. 15-20
Dianetic Auditor's Bulletin Vol I Number 3
HOW TO RELEASE A CHRONIC SOMATIC
Tech Vol 1, pgs. 24-26
NOTES ON THE
LECTURES Pgs. 52-66,112-1 13)

When a person is not functioning well on his post, on his job or in life, at the bottom of his difficulties will often be found *unknown* basic definitions and laws or *false* definitions, false data and false laws, resulting in an inability to think with the words and rules of that activity and an inability to perform the simplest required functions The person will remain unfamiliar with the fundamentals of his activity, at times appearing idiotic, because of these not-defined and falsely defined words.

Verbal hatting is the main source of false definitions and false data. Someone who "knows" tells someone else a definition or a datum. The person now thinks he knows the definition (even though nothing in the field makes any sense to him). The word may not even read on the meter during misunderstood checks because the person "thinks he knows."

A politician is told by an advisor, "It doesn't matter how much money the government spends. It is good for the society." The politician uses this "rule" and the next thing you know, inflation is driving everybody to starvation and the government to bankruptcy. The politician, knowing he was told this on the very best authority, does not spot it as false data, but continues to use it right up to the point where the angry mobs stand him up in front of a firing squad and shoot him down. And the pity of it is that the politician never once suspected that there was anything false about the data, even though he couldn't work with it.

There is no field in all the society where false data is not rampant. "Experts," "Advisors," "Friends," "Families" seldom go and look at the basic texts on subjects, even when these are known to exist, but indulge in all manner of interpretations and even outright lies to seem wise or expert. The cost, in terms of lost production and damaged equipment is enormous. You will see it in all sectors of society. People cannot think with the fundamentals of their work. They goof. They ruin things. They have to redo what they have already done.

You'll find people whose estimate of the environment is totally perverted to the point they're walking around literally in a fog. The guy looks at a tree and the reality of the tree is

blurred by the "fact" that "trees are made by God" so he won't take care of the tree because he is convinced.

What we're trying to cure in people is the inability to think with data. This was traced by me to false data as a phenomenon additional to misunderstood words, although the misunderstood word plays a role in it and will have to be allowed for.

When a person is having difficulty in an area or on a post, when he can't seem to apply what he has "learned" or what he is studying or when he can't get through a specific drill or exercise in his training materials, you would suspect he has false data in that area or on those materials. If he is to use it at all effectively he must first sort out the true facts regarding it from the conflicting bits and pieces of information or opinion he has acquired. This eliminates the false data and lets him get on with it.

INABILITY TO HAT

We are looking here at a brand new discovery I have made which is that it can be nearly impossible to hat anyone who is sitting on false data on the subject you are trying to hat him on. This is the *primary* reason people cannot be hatted and False Data Stripping therefore enables a person to be hatted even though other approaches have failed. This is a very valuable discovery—it solves the problem of inability to hat or train.

SOURCES

False data on a subject can come from any number of sources. In the process of day-to-day living people encounter and often accept without inspection all sorts of ideas which may seem to make sense but don't. Advertising, newspapers, TV and other media are packed with such material. The most profound false data can come out of texts such as Stanislavsky (a Russian actor and director); and even mothers have a hand in it, such as "children should be seen and not heard."

Where a subject, such as art, contains innumerable authorities and voluminous opinions you may find that any and all textbooks under that heading reek with false data. Those who have studied study tech will recall that the validity of texts is an important factor in study.

Therefore it is important that any supervisor or teacher seeking to use False Data Stripping must utilize basic *workable* texts. These are most often found to have been written by the original discoverer of the subject and when in doubt avoid texts which are interpretations of somebody else's work. In short, choose only textual material which is closest to the basic facts of the subject and avoid those which embroider upon them.

It can happen, if you do False Data Stripping well and expertly without enforcing your own data on the person, that he can find a *whole* textbook false—much to his amazement. In such a case, locate a more fundamental text on the subject. (Examples of false texts: Eastman Kodak; Lord Keynes treatises on economics; John Dewey's texts on education; Sigmund Freud's texts on the mind; the texts derived from the "work" of Wundt (Leipzig 1879—Father of Modern Psychology); and (joke) a textbook on "Proper Conduct for Sheep" written by A. Wolf.)

USE OF FALSE DATA STRIPPING

False Data Stripping should be used extensively in all hatting and training activities. Current society is riddled with false data and these must be cleared away so that we can hat and train people. Then they will be able to learn useful data which will enable them to understand things and produce valuable products in life.

False Data Stripping can be done on or off the meter. It can be done by an auditor in session, by a Supervisor, Cramming Officer or Word Clearer or by an exec, Esto or any administrator. Students and staff can be trained to do it on each other.

Not a lot of training is required to deliver this procedure but anyone administering it must have checked out on this HCOB/PL and have demoed and drilled the procedure. If it is going to be done on the meter (which is preferable) the person doing it must have an OK to operate an E-Meter.

GRADIENTS

It will be found that false data actually comes off in gradients.

For example, a student handled initially on false data on a particular drill will appear to be complete on it. He goes on with his studies and makes progress for a while and then sometimes he will hit a bog or slow in his progress. This is usually an indication that more false data has been flushed up (restimulated or remembered as a result of actually doing studies or drills). At that point more basic false data will come off when asked for. The reason for this is: when you first give a student false data handling he doesn't know enough about the subject to know false data from the true. When he has learned a bit more about the subject he then collides with more false data hitherto buried. This can happen several times, as he is getting more and more expert on the subject.

Thus the action of stripping off false data can and must be checked for and used in any training and hatting.

The rundown has to be given again and again at later and later periods, as a student or staff member may come up against additional faulty data that has been not-ised. It can be repeated as often as necessary in any specific area of training until the person is finally duplicating and is able to use the correct tech and *only* the correct tech exactly.

THEORY

There is a philosophic background as to why getting off false data on a subject works and why trying to teach a correct datum *over* a false datum on the subject does not work. It is based on the Socratic thesis-antithesis-synthesis philosophical equation.

Socrates: 470 B.C. - 399 B.C. A great Greek philosopher.

A *thesis* is a statement or assertion.

Antithesis: opposing statement or assertion.

The Socratic equation is mainly used in debate where one debater asserts one thing and the other debater asserts the opposite. It was the contention of Socrates and others that when two forces came into collision a new idea was born. This was the use of the equation in logic and debate. However, had they looked further they would have seen that other effects were brought into play. It has very disastrous effects when it appears in the field of training.

Where the person has acquired a *false* thesis (or datum), the *true* datum you are trying to teach him becomes an antithesis. The true datum comes smack up against the false datum he is hanging on to, as it is counter to it.

In other words, these two things collide, and *neither one will* then make sense to him. At this point he can try to make sense out of the collision and form what is called a synthesis, or his wits simply don't function. *(Synthesis:* a unified whole in which opposites, thesis and antithesis, are reconciled.)

So you wind up with the person either:

(a) attempting to use a false, unworkable synthesis he has formed, or

(b) his thinkingness locks up on the subject.

In either case you get an impossible-to-train, impossible-to-hat scene.

GLIBNESS

Probably we have here the basic anatomy of the "glib student" who can parrot off whole chapters on an examination paper and yet in practice uses his tools as a door stop. This student has been a mystery to the world of education for eons. What he has probably done in order to get by, is set up a circuit which is purely memory.

The truth of it is his understanding or participation is barred off by considerations such as "nothing works anyway but one has to please the professor somehow."

The less a person can confront, the more false data he has accumulated and will accumulate. These syntheses are simply additives and complexities and make the person complicate the subject beyond belief. Or the collision of false data and true data, without the person knowing which is which, makes him look like a meathead.

Therefore, in order to cure him of his additives, complexities, apathy and apparent stupidity on a subject, in addition to cleaning up misunderstood words, it is necessary to strip the false data off the subject. Most of the time this is prior to the true data and so is basic on the chain. Where this is the case, when that basic false data is located and stripped the whole subject clears up more easily.

FALSE DATA PRONE

Some people are prone to accepting false data. This stems from overts committed prior to the false data being accepted. The false data then acts as a justifier for the overt.

An example of this would be a student studying past Mis-Us on a subject, cheating in the exam and eventually dropping the subject entirely. Then someone comes along and tells him that the subject is useless and destructive. Well, he will immediately grab hold of this datum and believe it as he needs something to justify his earlier overts.

This actually gets into service facsimiles as the person will use the false data to make the subject or other people wrong.

So if you see someone who is very prone to accepting false data on a particular subject or in general, the answer is to get the prior overts pulled. Then the person will not need to justify his overts by accepting any false data that comes his way.

PROCEDURE

You may not easily be able to detect a false datum because the person believes it to be true. When False Data Stripping is done on a meter the false datum won't necessarily read for the same reason.

You therefore ask the person if there is anything he has run across on the subject under discussion which he couldn't think with, which didn't seem to add up or seems to be in conflict with the material one is trying to each him.

The false datum buries itself and the procedure itself handles this phenomenon.

When the false datum is located it is handled with elementary recall based on 1950 Straightwire. Straight memory technique or Straightwire (so called because one is stringing a line between present time and some incident in the past, and stringing that line directly and without any detours) was developed originally in 1950 as a lighter process than engram running. Cleverly used, Straightwire removed locks and released illnesses without the pc ever having run an engram.

Once one had determined whatever it was that was going to be run with Straightwire, one would have the pc recall where and when it happened, who was involved, what were they doing, what was the pc doing, etc. until the lock blew or the illness keyed out.

Straightwire works at a lock level. When overdone it can key in underlying engrams. When properly done it can be quite miraculous.

STEPS

A. Determine whether or not the person needs this procedure by checking the following:

1. The person cannot be hatted on a subject.

2. No Crashing Mis-Us can be found on a subject yet it is obvious they exist.

3. The person is not duplicating the material he has studied as he is incorrectly applying it or only applying part of it, despite Word Clearing.

4. He is rejecting the material he is reading or the definition of the word he is clearing.

5. You suspect or the person originates earlier data he has encountered on the materials that could contain false data.

6. The person talks about or quotes other sources or obviously incorrect sources.

7. He is glib.

8. The person is backing off from actually applying the data he is studying despite standard Word Clearing.

9. He is bogged.

10. He cannot think with the data and it does not seem to apply.

B. Establish the difficulty the person is having—i.e. what are the materials he can't duplicate or apply? These materials must be to hand and the person must be familiar with the basic true data on the subject being addressed.

C. If the action is being done metered, put the person on the meter and properly adjust the sensitivity with a proper can squeeze.

D. Thoroughly clear the concept of false data with the person. Have him give you examples to show he gets it. (This would be done if the person was receiving False Data Stripping for the first time.)

E. The following questions are used to detect and uncover the false data. These questions are cleared before they are used for the first time on anyone. They do not have to read on a

meter and may not do so as the person will not necessarily read on something that he believes to be true.

1. “Is there anything you have run across in (subject under discussion) which you couldn’t think with?”

2. “Is there anything you have encountered in (subject under discussion) which didn’t seem to add up?”

3. “Is there something you have come across in (subject under discussion) that seems to be in conflict with the material you are trying to learn?”

4. “Is there something in (subject under discussion) which never made any sense to you?”

5. “Did you come across any data in (subject under discussion) that you had no use for?”

6. “Was there any data you came across in (subject under discussion) that never seemed to fit in?”

7. “Do you know of any datum that makes it unnecessary for you to do a good job on this subject?”

8. “Do you know of any reason why an overt product is alright?”

9. “Would you be made wrong if you really learned this subject?”

10. “Did anyone ever explain this subject to you verbally?”

11. “Do you know of any datum that conflicts with standard texts on this subject?”

12. “Do you consider you really know best about this subject?”

13. “Would it make somebody else wrong not to learn this subject?”

14. “Is this subject not worth learning?”

The questions are asked in the above sequence. When an area of false data is uncovered by one of these questions one goes straight on to Step F—handling.

F. When the person comes up with an answer to one of the above questions locate the false datum as follows:

1. Ask: “Have you been given any false data regarding this?” and help him locate the false datum. If this is being done on the meter, one can use any meter reads one does get to steer the person. This may require a bit of work as the person may believe the false data he has to be true. Keep at it until you get the false datum.

   If the person has given you the false datum in Step E then this step will not be needed: just go straight on to Step G.

G. When the false datum has been located, handle as follows:

1. Ask: “Where did this datum come from?” (This could be a person. a book. TV, etc.)

2. “When was this?”

3. “Where exactly were you at the time?”

4. “Where was (the person, book, etc.) at the time?”

5. “What were you doing at the time?”

6. If the false datum came from a person ask: “what was (the person) doing at the time?”

7. “How did (the person, book, etc.) look at the time?”

8. If the datum has not blown with the above questions ask: “Is there an earlier similar false datum or incident on (the subject under discussion)?” and handle per Steps 1-7.

Continue as above until the false datum has blown. On the meter you will have a floating needle and very good indicators.

DO NOT CONTINUE PAST A POINT WHERE THE FALSE DATUM HAS BLOWN.

If you suspect the datum may have blown but the person has not originated then ask: “How does that datum seem to you now?” and either continue if it hasn’t blown or end off on that datum if it has blown.

H. When you have handled a particular false datum to a blow, going earlier similar as necessary, you would then go back and repeat the question from E (the detection step) that uncovered the false datum. If there are any more answers to the question, they are handled exactly as in Step F (location) and Step G (handling). That particular question is left when the person has no more answers. Then, if the person is not totally handled on the subject under discussion, one would use the other questions from Step E and handle them in the same way. All the questions can be asked and handled as above but one would not continue past a point where the whole subject has been cleared up and the person can now duplicate and apply the data he has been having trouble with.

I. *CONDITIONAL:* If False Data Stripping is being done in conjunction with Crashing Mis-U finding one would now proceed with the Crashing Mis-U finding.

J. Send the person to the Examiner.

K. Have the person study or restudy the true data on the subject you have been handling.

END PHENOMENA

When the above procedure is done correctly and fully on an area the person is actually having difficulty with he will end up able to duplicate, understand and apply and think with the data that he could not previously grasp. The false data that was standing in the road of duplication will have been cleared away and the person’s thinking will have been freed up. When this occurs, no matter where in the procedure, one ends off the False Data Stripping on that subject and sends the person to the Examiner. He will have cognitions and VGIs and on the meter you will have an F/N. This is not the end of all False Data Stripping for that person. It is the end of that False Data Stripping on the person at that particular time. As the person continues to work with and study the subject in question, he will learn more about it and may again collide with false data at which time one repeats the above process.

NOTE

False data buries itself as the person may firmly believe that it is true. Sometimes the person will have such faith in a particular person, book, etc. that he cannot conceive that any data from that particular source might be false. One artist being false data stripped had received some false data from a very famous painter. Even though the data didn't really add up and actually caused the artist tremendous problems, he tended to believe it because of where it came from. It took persistence on the part of the person administering the False Data Stripping to eventually blow this false datum with a resulting freeing up of the artist's ability to think and produce in the area.

MISUNDERSTOODS

Misunderstoods often come up during False Data Stripping and should be cleared when they do. One would then continue with the False Data Stripping. One person being false data stripped knew he had some false data from a particular source but the false data was a complete blank—he couldn't remember it at all. It was discovered that he had a Mis-U just before he received the false data and as soon as this was cleared up he recalled the false data and it blew.

This is just one example of how Word Clearing can tie in with False Data Stripping.

REPEATED USE

False Data Stripping can be done over and over as it will come off in layers as mentioned before. If False Data Stripping has been done on a specific thing and at some later point the person is having difficulty with a drill or the materials, the stripping of false data should be done on him again.

In such a case it will be seen that the person recognizes or remembers *more* false or contrary data he has accumulated on the subject that was not in view earlier.

As he duplicates a drill or his materials more and more exactly, former "interpretations" he had not-ised, incorrect past flunks that acted as invalidation or evaluation, etc., may crop up to be stripped off.

CAUTIONS

CODE. False Data Stripping is done under the discipline of the Auditor's Code. Evaluation and invalidation can be particularly harmful and must be avoided. All points of the code apply.

RUDIMENTS. One would not begin False Data Stripping on someone who already has out-ruds. If the person is upset or worried about something or is critical or nattery, then you should fly his ruds or get them flown before you start False Data Stripping.

OVERRUN. One must be particularly careful not to overrun the person past a blow of the false datum. The stress in recall is that it is a light action which does not get the person into engrams or heavy charge. Keep it light. If you overrun someone past the point of a blow, he may drop into engrams or heavy charge. Just take the recall step to a blow and don't push him beyond it.

DATE/LOCATE. Date/Locate is another way of getting something to blow. If a false datum does not blow on the recall steps despite going earlier similar, then it could be handled with Date/Locate *in session* as ordered by the C/S. This would normally be done as part of a False Data Stripping Repair List. Date/Locating false data would never be done except in session as ordered by the C/S or as directed by the False Data Stripping Repair List. The

auditor must be totally starrated on Date and Locating and practiced in it before he attempts it.

FALSE DATA STRIPPING REPAIR LIST. The False Data Stripping Repair List is used in session by an auditor when False Data Stripping bogs inextricably or the person is not F/N GIs at exams or gets in trouble after False Data Stripping has been done. A bogged False Data Stripping session must be handled within 24 hours.

NEW STUDENTS. Students who are new to Scientology should not use this procedure on each other as they may be insufficiently experienced to deliver it competently. In this case the Supervisor or someone qualified would administer False Data Stripping to those students who need it.

SUMMARY

The problem of the person who is unable to learn or who is unable to apply what he learns has never been fully resolved before. Misunderstoods were and are a major factor and Word Clearing must be used liberally. Now, however, I have made a major breakthrough which finally explains and handles the problem of inability to learn and apply.

Man's texts and education systems are strewn with false data. These false data effectively block someone's understanding of the true data. The handling given in this HCOB/PL makes it possible to remove that block and enable people to learn data so they can apply it.

With the ability to learn comes stability and the production of valuable products. With stability and the production of valuable products comes the achievement of one's purposes and goals, high morale and happiness.

So let's get to work on stripping away the false data which plagues Man, clogs up his ability to think and learn and reduces his competence and effectiveness. Let's increase the ability of individuals and the human race.

L. RON HUBBARD
Founder

LRH:gal
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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 JUNE 1980

Remimeo
Class VIIIs
All Auditors

(Also HCO PL 14 Oct. 68RA, Rev. 19.6.80.)

(Cancels HCO PL of 14 Oct. 68R)

THE AUDITOR'S CODE

The pledge of practitioners of pastoral counseling.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

15. I promise not to mix the processes of Scientology with other practices except when the preclear is physically ill and only medical means will serve.

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

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

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

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

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

21. I promise to estimate the current case state of a preclear only by standard case supervision data and not to diverge because of some imagined difference in the case.

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

23. I promise to never falsify worksheets of sessions.

24. I promise to see that any fee received for processing is refunded following the policies of the Claims Verification Board, if the preclear is dissatisfied and demands it within three months after the processing, the only condition being that he may not again be processed or trained.

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

26. I promise to cooperate fully with the authorized organizations of Dianetics and Scientology in safeguarding the ethical use and practice of those subjects.

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

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

29. I promise to refuse to admit to the ranks of practitioners any being who is insane.

Auditor:_____ Date:_____

Witness:_____ Place:_____

L. RON HUBBARD
Founder

P.A.B. No. 38
PROFESSIONAL AUDITOR'S BULLETIN

From L. RON HUBBARD

Via Hubbard Communications Office
163 Holland Park Avenue, London W.11

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29 October 1954

THE AUDITOR'S CODE 1954

A Basic Course in Scientology—Part 5

1. *DO NOT EVALUATE FOR THE PRECLEAR.*

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

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

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

After a preclear has informed the auditor of an incident in his life it would be a fatal error, so far as the preclear's case is concerned, for the auditor, using other data, to inform the preclear that he did not have a proper recall on the incident. This is the main trouble with husband and wife auditing teams, and why they normally do not work. Both have been present under various circumstances, and the husband or the wife doing the auditing on the other may find it impossible to repress his or her own version after the other one has delivered up an incident. Today's type of auditing enters incidents minimally; therefore opportunities of this kind are not as frequent as in earlier days. Verbal invalidation is, of course, the symbolic manifestation of force. Invalidation, when expressed in emotion and effort, is force. When the preclear is invalidated he feels as though he has been struck by some force. One of the lowest levels on this line of invalidation is criticism. Lacking the effort or energy to hit somebody, a covert person criticizes or otherwise invalidates.

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

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

4. *KEEP ALL APPOINTMENTS ONCE MADE.*

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

5. *DO NOT PROCESS A PRECLEAR AFTER TEN P.M.*

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

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

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

Sometimes a preclear who has come from a distant area to be audited is sufficiently short of cash that he will attempt to subsist during the week of an intensive upon sandwiches and coffee. He might as well have stayed home, for his body, being hungry, will pull in engrams, which are after all edible energy, will drain down every beam which a thetan throws out, and will in general defeat processing.

An improperly fed preclear demonstrates on a basal metabolism test, even when sane, the same oxygen burning rate as a psychotic. You can take any preclear, have him omit eating breakfast, and a psychotic, and test the two of them, and you will discover their metabolism and breathing behavior to be similar.

It is not prescribing a diet to demand that your preclear eats as a normal human being should during an auditing intensive or before any auditing. Preclears who are not adequately

fed can be spun if bad auditing and some other factors are added into the session. This does not mean that a body can get so starved that it cannot benefit from auditing, but it does mean that a proper diet, as is normal with the preclear, should be observed during an intensive. Diet, by the way, is nowhere near as large a factor in the recovery of cases as nutrition "ads" would have you believe, and today no HASI auditor is allowed to prescribe diets if he is to continue in the protection of the organization. However, number six must be observed during auditing.

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

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

8. *DO NOT SYMPATHIZE WITH THE PRECLEAR.*

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

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

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

L. RON HUBBARD

P.A.B. No. 39
PROFESSIONAL AUDITOR'S BULLETIN

From L. RON HUBBARD

Via Hubbard Communications Office
163 Holland Park Avenue, London W.11

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12 November 1954

THE AUDITOR'S CODE 1954 (Concluded)

A Basic Course in Scientology—Part 5 (Concluded)

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

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

11. *NEVER GET ANGRY WITH A PRECLEAR.*

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

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

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

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

Here is the other way you tell a bad auditor. A person whose case is in poor condition will express his state by changing every time the preclear changes. Here is the auditor being the effect of the preclear. The preclear changes his condition, changes his communication lag, changes his ideas, and if, between auditor and preclear, he is actually cause, the auditor will then change the question or change the process. You watch some auditor auditing who is ordinarily not reputed to get results, and you will find out that in the course of an hour he is

likely to use ten or twelve different processes. Each time some change occurs in the preclear, instead of pursuing it and reducing the communication lag on the process the auditor promptly changes. He excuses this to himself by saying some other process is needed or necessary.

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

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

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

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

An auditor who is unwilling to grant beingness to those around him will find himself unable to run a process which is effectively producing a change for the better in the preclear. This auditor will try to discover all manner of processes which reduce the status of the preclear. Whatever rationale he uses to explain this, he will not use an effective process if he is himself unwilling to grant beingness or life to the preclear. Thus we get two sharp divisions amongst auditors: those who are using the preclear as an opponent in a game, and those who are using the preclear as though the preclear was something being created by the auditor. The latter state of mind will produce remarkable results, the earlier will produce chaos. An auditor who needs preclears in order to have a fight would probably also beat children or small dogs—not big dogs, small dogs.

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

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

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

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

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

We want successes.

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HCO BULLETIN OF 16 AUGUST 1971RA
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REVISED 5 JULY 1978
RE-REVISED 4 SEPTEMBER 1980

Remimeo
Courses
Checksheets
Professional
TRs Course

(This Bulletin has been revised to fully define TRs and to include data on the cycle of communication upon which the TRs are based.)

TRAINING DRILLS REMODERNIZED

This HCOB cancels the following:

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

REFERENCES

HCOB 5 Apr 73R Rev. 4.9.80	AXIOM 28 AMENDED
HCOB 23 Sep 79	CANCELLATION OF DESTRUCTIVE BTBS AND BPLS ON TRS
HCOB 24 Dec 79	TRS BASICS RESURRECTED
HCOB 18 Apr 80	TR CRITICISM
HCOB 5 Apr 80	Q & A, THE REAL DEFINITION

This HCOB is to replace all other issues of TRs 0-4 in all packs and checksheets, excepting those TRs Booklets specifically designed for Div 6 Courses.

TRS DEFINITION

The term “TRs” is an abbreviation for Training Regimen or Routine. TRs are also often referred to as Training Drills.

While each individual TR drill has its own specific purpose, the overall purpose and definition of TRs is given here fully and finally:

TRS ARE METHODS OF DRILLING THE COMMUNICATION FORUULA AND BECOMING EXPERT IN ITS HANDLING AND USE.

That definition applies to any TR. At times over the years when it has been dropped out or obscured or misunderstood, auditor training quality and results have suffered.

Therefore, this full and final definition is to be posted in LARGE letters in any course room where Professional TRs are taught. It should be emblazoned upon the foreheads and minds of TR Course Supervisors and all students on TRs Courses in training to become auditors. It should be known broadly and understood and emphasized.

In 1971, due to the following factors, I found it necessary to modernize TRs 0 to 4.

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

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

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

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

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

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

THESE FACTORS HOLD VERY TRUE TODAY AND ALWAYS WILL.

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

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

A more gradient approach to TRs is taught on specially packaged co-audits for those with no prior technical training, where the same degree of flawlessness and skill demanded of a professional auditor is not demanded of the untrained co-auditor.

And there is still another gradient of TRs found on courses for new public in Division 6, where the person is getting his first experience in handling communication in his life and livingness.

But on a Professional TRs Course for auditors absolutely no standards are lowered. PROFESSIONAL AUDITORS IN TRAINING ARE GIVEN REAL TRs - ROUGH, TOUGH AND HARD. To do otherwise is to lose 90% of the results. There is nothing pale and patty-cake about TRs.

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

THE A-R-C TRIANGLE

As TRs are methods of drilling the communication cycle, one cannot expect to master TRs without familiarity with that cycle. And basic to the drilling or any real use of the comm cycle is an understanding of Affinity, Reality and Communication, which make up the ARC Triangle.

There is no attempt here to repeat all of the existing data on the ARC Triangle and its use. Any student put on TRs must first have done a sound study of this theory. The data exists in the books:

THE PROBLEMS OF WORK, Chapter 6: Affinity, Reality and Communication
THE FUNDAMENTALS OF THOUGHT, Chapter 5: The ARC Triangle
DIANETICS 55!

and in various HCOB Bulletins in the Technical Volumes.

A student ready for TR drills would know and would have demonstrated how Affinity, Reality and Communication interrelate. He would be familiar with how one improves the level of ARC by first raising one side of this important triangle in order to raise the next side and the next, and how ARC brings about Understanding.

When he has that data he's better prepared to handle the comm cycle.

THE FULL CYCLE OF COMMUNICATION

Communication Defined

If one were to put it very simply, it could be said, correctly, that communication is the interchange of ideas across space.

A finer statement of this is given in the following definition from Axiom 28:

> COMMUNICATION IS THE CONSIDERATION AND ACTION OF IMPELLING AN IMPULSE OR PARTICLE FROM SOURCE-POINT ACROSS A DISTANCE TO RECEIPT-POINT, WITH THE INTENTION OF BRINGING INTO BEING AT THE RECEIPT-POINT A DUPLICATION AND UNDERSTANDING OF THAT WHICH EMANATED FROM THE SOURCE-POINT.

The simplest statement of the formula of communication is CAUSE-DISTANCE-EFFECT.

When we do a close inspection of this formula and the cycle involved, its many elements come to view.

The Parts Of The Full Communication Cycle

The full cycle of communication is made up of these components:

Observation, Confront, Consideration, Intention, Attention, Cause, Source-point, Particle or Impulse or Message, Distance, Estimation of Distance, Control (Start-Change-Continue-Stop), Direction, Time and Timing, Velocity, Volume, Clarity, Interest, Impingement, Effect, Receipt-point, Duplication, Answer, Acknowledgement, Understanding. It also includes Nothingness or Somethingness.

Each TR drill is designed to train the student in one or more of these various components, until he has become expert in handling each part of the communication cycle and the communication cycle as a whole.

When a student understands and has fully demonstrated the basic theory of communication in clay, including the theory of the ARC Triangle and how it works in practice and the use of the communication cycle and all of its parts, he is well equipped to begin his training in TRs.

DRILLING TRS ON A PROFESSIONAL TRS COURSE

The student first studies the TR, clears any misunderstood words in it and makes sure he understands it. Then he DRILLS it. He must DO TRs.

If during the drilling he has questions about the TR, he restudies it and gets right back onto drilling it.

AT NO TIME MAY A COACH OR SUPERVISOR GIVE A VERBAL INTERPRETATION OF THE HCOB. All queries and questions are handled by referring the student to the HCOB, getting him to restudy or re-word clear the drill. Then getting him to DO the drill.

In addition to this Bulletin, the supervisor may have the student and his twin study, in HCOB 18 Apr 80 TR CRITICISM, the section on the specific TR drill they are trying to do.

ON PROFESSIONAL TRS, DONE THE HARD WAY, STUDENTS DRILL EACH TR TO A PASS, ONE AT A TIME.

This is the rough, tough way it was done earlier, in the '60s, with results. The earlier action of getting a student through each TR itself, one at a time, and increasing the gradient of toughness as he does that TR, is what has proven successful.

IF A STUDENT HAS TROUBLE AND HANGS UP AND CAN'T PASS AN UPPER TR, HE HASN'T MADE IT ON THE LOWER TRS. THIS HAS BEEN PROVEN CONCLUSIVELY. START HIM BACK AT THE BEGINNING OF THE TRS AGAIN. HE RE-DRILLS EACH TR UNTIL HE DOES IT COMPETENTLY TO A PASS.

If he then hangs up on the lower TRs, you would put him all the way back to restudy ARC and the cycle of communication, as there will be something there he hasn't grasped.

TRs are coached and supervised with attention and with the intention of getting the student to win. By win we mean honestly mastering each TR as he goes.

There's got to be a supervisor THERE to ensure this occurs.

Lax, permissive coaching or lax, permissive supervision have no place on a Professional TRs Course. They are simply an extension of the permissiveness of modern education where nobody winds up educated. This is not how we train. Permissiveness is nothing more than a symptom of the inability to conitront.

A Professional TRs Course is TAUGHT and taught HARD, not permissively.

The above points are those which make up the expertise of how it is done. There are not many of these points but they have to be emphasized.

TRAINING DRILLS 0-4

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

NUMBER: OT TR 0 1971 REVISED 1980

NAME: Operating Thetan. Being There

THEORY: OT TR 0 is the drill which provides an undercut to the actual use oi' the communication formula. For any communication to take place, it requires somebody there. On OT TR 0 the student is drilling simply being there as Potential Cause or Source-point or potential Effect or Receipt-point.

COMMANDS: None.

POSITION: Two students sit facing each other with eyes closed, a comfortable distance apart - about three feet.

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

TRAINING STRESS: Students sit facing each other with eyes closed. There is no conversation. This is a silent drill. There is NO twitching, moving, confronting with a body part, "system" or vias used or anything else added to BE there. One will usually see blackness or an area of the room when one's eyes are closed. BE THERE, COMFORTABLY. This does not mean the student is supposed to be completely unfeeling or unaware. And he does not get into a figure-figure or go into weird additives or considerations. There is NO complexity to this drill. It means exactly what it says -- simply BE THERE, COMFORTABLY.

Students do not coach each other on OT TR 0. The Supervisor does the coaching, covering the whole classroom, spotting any twitches, squirming, etc., and flunking them. If a student goes to sleep or starts boiling off, the supervisor gets him back onto the drill. He simply keeps the students at it.

PATTER: None for students. Supervisor starts the drill with "Start" and uses "That's it" to terminate the drill. When he needs to flunk a student he uses "Flunk" and indicates what the flunk is on.

When a student can BE there comfortably for some time, the drill is passed.

NOTE: OT TR 0 would only be coached on a student by this twin if the student had flunked a later TR and been put back onto OT TR 0. It is then up to his twin to get him through, coaching him as the supervisor would, with the supervisor also keeping an eye on it. This means the student coach (who would have his eyes open for this coaching) sits across from the student who is doing OT TR 0, observing him and flunking twitches, squirming, etc. During this coaching, the coach would use "Start" "Flunk" and "That's it" as given in the Patter section above.

HISTORY: Developed by L. Ron Hubbard in June 71 to give an additional gradient to confronting and eliminate students Confronting with their eyes, blinking, etc. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs. Further revised by L. Ron Hubbard in 1980 to clarify coaching of OT TR 0 and emphasize the drill as a gradient to actual confronting.

NUMBER: TR 0 CONFRONTING REVISED 1961 RE-REVISED 1980

NAME: Confronting.

THEORY: On TR 0, in addition to potential Cause or Source-point or potential Effect or Receipt-point, the following parts of the Comm Cycle are entered in: Observation, Distance, Consideration, Attention, Confront.

COMMANDS: None

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

PURPOSE: To train student to confront another person with auditing only or with nothing. The whole idea is to get the student able to be there comfortably in a position three feet in front of another person, to BE there comfortably and CONFRONT and not do anything else but BE THERE AND CONFRONT.

TRAINING STRESS: Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do

nothing for some hours. Student must not speak, fidget, giggle, be embarrassed oranaten, or exhibit any reactive body motion which would be distractive to a preclear.

TR 0 requires some coaching. It can be done uncoached for an initial period to accustom students to confronting and to permit some time for student to get through the initial manifestations he may encounter when first doing the drill. Thereafter, the drill is coached on a student by his twin, and vice versa, on a turnabout basis.

It will be found the student tends to confront WITH a body part, rather than just confront, or tends to use a system of confronting rather than just BE there. This can show up in any number of ways including fidgeting, giggling, twitching, or any distractive motion or manifestation. Flunks are given for these as they are indications of non-confront, and they would be taken up and coached on the drill.

Automatic body functions which are not distractive, such as normal breathing, swallowing, blinking, are not taken up by the coach or the supervisor.

To clarify what has been known in the past as "Blinkless TR 0", the statement should be made that this does NOT mean the person never blinks. It is defined here finally and in full to mean that when a person's TR 0 is in he doesn't exhibit manifestatior.s of inability to confront, including blinking nervously or flinching or doing anything else that would be distractive to a pc and shows a non-confront.

PATTER: When TR 0 is coached, coach uses "Start" to begin the coaching period. He uses "Flunk" when the student shows any manifestation of non-confront, indicates what the non-confront is, and uses "Start" to begin the drill again. "That's it" is used to terminate the drill.

NOTE: The drill is mis-named if Confronting means to DO something to the person. The whole action is to accustom an auditor to BEING THERE three feet in front of another person without apologising or moving or being startled or embarrassed or defending self. Confronting with a body part can cause somatics in that body part being used to confront. The solution is just to BE there and CONFRONT.

On a Professional TRs Course the student passes when he can just be there and do a straight, uninterrupted 2 hours of good, acceptable confront.

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be "interesting". Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level of technical skill than earlier processes. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs. Further revised in 1980 by L. Ron Hubbard to clarify "Blinkless TR 0" and coaching, and to include theory on the communication cycle.

NUMBER: TR 0 BULLBAIT REVISED 1961 RE-REVISED 1980

NAME: Confronting Preclear Bullbaited.

THEORY: On TR 0 Bullbaited the student drills being there as potential Cause or Source-point and being there as Effect or Receipt-point, with Duplication. He is also drilling Observation, Distance, Consideration, Attention, Confront and particularly confronting a preclear who is being Cause or Source-point. The gradient of confront is increased on this drill, with emphasis on the fact that the student is confronting a preclear no matter what the preclear says or does.

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

POSITION: Student and coach sit facing each other a comfortable distance apart - about three feet.
PURPOSE: To train student to confront a preclear with auditing or with nothing. The whole idea is to get the student able to BE there comfortably and confront a preclear in a position three feet in front of the preclear without being thrown off, distracted or reacting in any way to what the preclear says or does. It is on TR 0 Bullbaited that the student learns to CONFRONT A PRECLEAR.

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

PATTER: Student coughs. Coach: "Flunk! you coughed. Start." This is the whole of the coach's patter as a coach. Coach then repeats whatever he had said or done that caused the student to react. He continues to coach the student on that "button", flattening it to a win for the student before going on to another button or other bullbaiting.

Button: An item, word, phrase, subject, voice tone, mannerism, anything that causes a person to react, causes him discomfort, embarrassment, upset or to laugh uncontrollably, etc. It is called a "button" because when you push it you get a reaction.

PATTER AS A CONFRONTED SUBJECT: Bullbaiting is done on a gradient, giving the student lighter situations to begin with so student is not plunged into overwhelm at the start. Coach gets the student through the lighter situations and confronting those, then gradually stiffens the gradient, giving the student more and more to confront. The coach may say anything or do anything except leave the chair. The student's "buttons" should be found (these will be spotted by the coach during drilling) and each button flattened before it is left. A button is never left unflat. Any words that are not coaching words may receive no response from the student. If the student responds, the coach is instantly a coach (see patter above). Student passes when he can BE there comfortably and confront a preclear without being thrown off or distracted or reacting in any way to anything the coach says or does.

HISTORY: Developed by L. Ron Hubbard in Washington in March 1957 to train students to confront preclears in the absence of social tricks or conversation and to overcome obsessive compulsions to be "interesting". Revised by L. Ron Hubbard April 1961 on finding that SOP Goals required for its success a much higher level of technical skill than earlier processes. Revised by L. Ron Hubbard in August 1971 after research discoveries on TRs. Further revised by L. Ron Hubbard in 1980 to emphasize the purpose of TR 0 Bullbaited and to include data on "buttons" and the comm cycle.

NUMBER: TR 1 REVISED 1961 RE-REVISED 1980

NAME: Dear Alice.

THEORY: On TR 1, the student is using Observation, Consideration and Confront as previously drilled. He is also drilling being Cause or Source-point, awareness of Effect or Receipt-point, and as Cause getting a Message (or Impulse or Particle) across a Distance to Receipt-point with Attention, Interest, Control, correct Direction, correct estimation of Distance, Time and correct Timing, correct Velocity, correct Volume, Clarity and Impingement, and with the Intention that it is received and duplicated at Receipt-point.

PURPOSE: To train the student to deliver a command newly and in a new unit of time to a preclear without flinching or trying to overwhelm or using a via, and to deliver a command with the intention that it is received.

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

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

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

The coach must have received the command (or question) clearly and have understood it before he says "Good". The operative word here is received. The communication must be received at Receipt-point as when that has occurred duplication can take place.

Any datum that every command must sound exactly like the last command is false. Each question or command is delivered in a new unit of time. When that does not occur the same tonality will be noted, command after command, and the student appears robotic. A command delivered naturally is one that is delivered newly in a new unit of time.

Don't buy an unchanging student or a wrongly done TR.

If a student is unchanging (delivers 3 or 4 robotic TR-1s in a row) flunk him, coax him to do it correctly, make sure he knows and understands the drill and do all possible to get him delivering a command naturally that arrives. But if there is still no change, put him back on OT TR 0 as he hasn't made it on his lower TRs.

PATTER: The coach says "Start", says "Good" without a new start if the command is received. He says "Flunk" if the command is not received. "Start" is not used again. "That's it" is used to end the activity or to terminate for a brief discussion. Any discussion is kept to a minimum. If student has a question it is acknowledged, student studies the TR again for any necessary clarification and is put back on the drill. If session is terminated for a discussion, coach must say "Start" again before it resumes.

This drill is passed only when the student can put across a command naturally, without strain or artificiality or elocutionary bobs and gestures, and when the student can do it easily and relaxedly. When the coach thinks the student has done it he asks the student if he has done it. If the coach is satisfied that he is receiving the commands, each newly in a new unit of time, and the student is satisfied that he has done it, he passes on to the next TR.

HISTORY: Developed by L. Ron Hubbard in London, April 1956, to teach the communication formula to new students. Revised by L. Ron Hubbard 1961 to increase auditing ability. Further revised by L. Ron Hubbard in 1980 to emphasize the purpose of the drill and to include theory on the come cycle.

NUMBER: TR2 REVISED 1978 RE-REVISED 1980

NAME: Acknowledgements.

THEORY: On TR 2, the student is using all of those parts of the comm cycle previously drilled. He is also drilling switching from Cause (Source-point) to Effect (Receipt-point) in order to receive, Understand and Duplicate the preclear's Answer, ant then back to Cause to give the Acknowledgement.

The real emphasis here is on the drilling of Control (the Start-Change-Stop of a communication), as he uses the Acknowledg">ment to bring the communication to a full stop. Timing, Velocity, Volume and Impingement also enter into this drill.

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

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

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

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

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

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

HISTORY: Developed by L. Ron Hubbard in London in April 1956 to teach new students that an acknowledgement ends a communication cycle and a period of time, that a new command begins a new period of time. Revised 1961 and again in 1978 by L. Ron Hubbard. Further revised by L. Ron Hubbard in 1980 to include theory on the comm cycle.

NUMBER: TR 21/2 1978 REVISED 1980

NAME: Half Acks.

THEORY: The same parts of the comm cycle are drilled on TR 2* as on TR 2, with one exception; the emphasis here is on drilling Acknowledgement and Control in such a way as to bring about the "Continue" (or "change") part of the Control cycle.

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

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

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

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

PATTER: The coach says "Start", reads a line and says "Flunk" every time the coach feels there has been an improper half ack. The coach repeats the same line each time the coach

says “Flunk”. “That’s it” may be used to terminate for discussion or terminate the session. Ii’ the session is terminated for discussion, the coach must say “Start” again before it resumes.

HISTORY: Developed by L. Ron Hubbard in July 1978 to train auditors in how to get a pc to continue talking as in R3RA. Revised by L. Ron Hubbard in 1980 to include theory on the comm cycle.
NUMBER: TR 3 REVISED 1961 RE-REVISED 1980

NAME: Duplicative Question.

THEORY: On TR 3 the student is drilling using all the parts of the comm cycle, with emphasis on getting a communication duplicated and completed.

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

COMMANDS: “Do Irish swim?” or “Do birds fly?”

POSITION: Student and coach seated a comfortable distance apart.

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

Duplicating the auditing question without variation in a new unit of time does NOT mean a robotic duplication of tone of voice, command after command. It means that the original question asked is asked in a new unit of time without variation of the question. Any idea that the student must give every command sounding exactly like the last command is a false datum and only serves to mis-train the student into robotic delivery.
The student must learn to give a command and receive an answer and to acknowledge it in one unit of time.

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

Q and A means: Asking a question that is based on the last answer. It never comp etes any cycle. (Re : HCOB 5 Apr 1980, Q & A, THE REAL DEFINITION.)

The student is also flunked for robotic delivery of the question or command.

PATTER: The coach uses “Start” and “Flunk”. “That’s it” is used to terminate the session. “Start” must be used to begin a coaching session again after a “That’s it”.

The coach is not bound after starting to answer the student’s question but may comm lag or give a commenting type answer to throw the student off. Often the coach should answer. Somewhat less often the coach attempts to pull the student in to a Q and A or upset the student. Example:

Student: “Do fish swim?” Coach: “Yes” Student: “Good” Student: “Do fish swim?” Coach: “Aren’t you hungry?” Student: “Yes” Coach: “Flunk”

When the question is not answered, the student must say, gently, “I’ll repeat the auditing question”, and do so until he gets an answer. Anything except commands, acknowledgement ana as needed, the repeat statement is flunked. Unnecessary use of the repeat statement is flunked. A poor command is flunked. A poor acknowledgement is flunked. A Q and A is

flunked (as in example). Student misemotion or confusion is flunked. Student failure to utter the next command (or with a long comm lag) is flunked. A choppy or premature acknowledgement is flunked. Lack of an acknowledgement (or with a distinct comm lag) is flunked. Any words from the coach except an answer to the question, "Start", "Flunk", "Good" or "That's it" should have no influence on the student except to get him to give a repeat statement and the command again. By repeat statement is meant, "I'll repeat the auditing command."
"Start", "Flunk", "Good" and "That's it" may not be used to fluster or trap the student. Any other statement under the sun may be. The coach may try to leave his chair in this TR. If he succeeds it is a flunk. The coach should not use introverted statements such as "I Just had a cognition." 'Coach divertive' statements should all concern the student, and should be designed to throw the student off and cause the student to lose session control or track of what the student is doing. The student's job is to keep a session going in spite of anything, using only command, the repeat statement or the acknowledgement. The student may use his or her hands to prevent a 'Blow' (leaving) of the coach. Ii the student does anything else than the above, it is a flunk and the coach must say so.

HISTORY: Developed by L. Ron Hubbard in London in April 1956, to overcome variations and sudden changes in sessions. Revised 1961 by L. Ron Hubbard The old TR has a comm bridge as part of its training but this is now part of and is taught in Model Session and is no longer needed at this level. Auditors have been frail in getting their questions answered. This TR was redesigned to improve that frailty. Further revised by L. Ron Hubbard in 1980 to include the definition of Q and A, flunks for robotic delivery of question, and to include theory on the comm cycle.

NUMBER: TR 4 REVISED 1961 RE-REVISED 1980

NAME: Preclear Originations.

THEORY: On TR 4 the student drills handling another's origination of a communication cycle as well as handling his own cycle of communication, and ensuring that both Of these cycles are completed. All the parts of the cycle of communication come into play in this drill.

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

COMMANDS: The student runs "Do fish swim?" or "Do birds fly?" on coach. Coach answers but now and then makes startling comments from a prepared list (see Attachment of this HCOB, taken from the Preclear Origination Sheet at the back of The Book of E-Meter Drills). Student must handle originations to satisfaction of coach.

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

TRAINING STRESS: The student is taught to hear origination and do three things. 1. Understand it; 2 Acknowledge it; and 3. Return preclear to session. Ii the coach feels abruptness or too much time consumed or lack of comprehension, he corrects the student into better handling.

PATTER: All originations concern the coach, his ideas, reactions or difficulties, none concern the auditor. Otherwise the coach's patter is the same as in TR 3 ("Start", "Flunk", "That's it" and "Start" to resume the coaching session after a "That's it").

The student's patter is governed by: 1. Clarifying and understanding the origin. 2. Acknowledging the origin. 3. Giving the repeat statement "I'll repeat the auditing command", and then giving it. Anything else is a flunk.

The auditor must be taught to prevent ARC breaks and diiferentiate between a vital problem that concerns the pc and a mere effort to blow session. (TR 3.) Flunks are given ii the student does more than 1. Understand; 2. Acknowledge; 3. Return pc to session.

Flunks are also given for too abrupt a shift of attention or too slow a shift of attention back to the session, or for failure to return the pc to session at all.

Coach may throw in remarks personal to student as on TR 3. Student's failure to differentiate between these (by trying to handle them) and coach's remarks about self as "pc" is a flunk. Student's failure to persist is always a flunk in any TR but here more so. Coach should not always read from list to originate, and not always look at student when about to comment. By Originate is meant a statement or remark referring to the state of the coach or fancied case. By Comment is meant a statement or remark aimed only at student or room. Originations are handled, Comments are disregarded by the student. The coach uses the Comments & Originations Sheet, attached to this issue, choosing items at random to drill the student in handling.

When the student has mastered 1. Understanding; 2. Acknowledging; 3. Returning pc to session, the gradient is upped and the student is flunked for any part of the comm cycle being out. This would include non-coniront, failure to get a communication across, using a half acknowledgement improperly (and thus inviting the pc to continue endlessly when the pc isn't even answering the question asked) when a full stop acknowledgement is required, failure to encourage the pc to continue when it is necessary, failure to get the question answered or to deliver each command in a new unit of time, as well as any flub in handling preclear originations.

The drill is passed when the student can handle cycles of communication smoothly and naturally.

HISTORY: Developed by L. Ron Hubbard in London in April 1956, to teach auditors to stay in session when preclear dives out. Revised by L. Ron Hubbard in 1961 to teach an auditor more about handling origins and preventing ARC breaks. Further revised by L. Ron Hubbard in 1980 to include theory on the comm cycle.

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

ROBOTIC TRS

Stiff, unnatural TRs are robotic TRs. Students and auditors who haven't mastered the TRs will handle communication robotically.

Anatomy Of A Robot

It can be said of robots that:

1. They don't know what a comm cycle is.

2. They have never really passed OT TR 0.

3. They have never really passed TR O .

4. They have never really passed TR O Bullbait.

5. They don't do TR 1 in a new unit of time each time they give it, so they all sound alike and they probably have TR 3 mixed up with TR 1, or they ? rstuck in an unseat 0 Series (OT TR 0, TR O , TR O BB)

6. They don’t realize their TRs are addressed to the person in front of them but are probably addressed tr the instructors for a pass.

And so, with a combination of the above, these students ard auditors will look like robots. They would never get the product of a pc interested in his own case and willing to talk to the auditor. And it’s possible that they don’t know that that is their product.

The point is, however, that it would be almost impossible for any student or auditor to go on looking like a robot if he actually did the TRs.

The remedy for robotic TRs is to put the student back onto restudy of the basics, the ARC Triangle and the cycle of communication, and then to re-drill the TRs from OT TR 0 on up, each one this time to a real pass.

With these standard actions done he will reach the EP and wind up a Valuable Final Product.

VALUABLE FINAL PRODUCT AND END PHENOMENON OF TRS ON A PROFESSIONAL TRS COURSE

The PRIMARY VALUABLE FINAL PRODUCT of TRs is:

A professional auditor who with comm handling alone can keep a pc interested in his own case and willing to talk to the auditor.

The SECONDARY VALUABLE FINAL PRODUCT of TRs is:

A person with the session and social presence of a professional auditor and that presence can be summed up as a being who can handle anyone with communication alone and whose communication can stand up faultlessly to any session or social situation no matter how rough.

The END PHENOMENON of TRs is:

A being who knows he can achieve both of the above flawlessly and from here on out.

With honest drilling of the cycle of communication on TRs these skills are fully achievable.

And any being mastering these skills is capable in the extreme.

L. RON HUBBARD
FOUNDER

LRH:dr
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HCOB 16.8.71RA II
Re-Rev. 4.9.80
ATTACHMENT

COMMENTS AND ORIGINATIONS FOR USE ON TR 4

Taken from the Book of E-Meter Drills Preclear Origination Sheet

COMMENT: A statement or remark aimed at the student or the room.

ORIGINATION: A statement or remark referring to the state of the coach or his fancied case.

I have a pain in my stomach.
The room seems bigger.
My body feels heavy.
I had a twitch in my leg.
I feel like I'm sinking.
The colors in the room are brighter.
My head feels lopsided.
I feel wonderful.
I have an awful feeling of fear.
You are the first auditor who ever paid attention to my case.
I think I've backed up from my body.
I just realized I've had a headache for years.
This is silly.
I feel all confused.
That was a very good session yesterday.
I've got a sharp pain in my back.
When are we going to do some processing?
I feel lighter somehow.
I can't tell you.
I feel terrible - like I'd lost something, or something.
WOW - I didn't know that before.
The room seems to be getting dark.
Say, this really works.
I feel awfully tense.
You surely are a good auditor.
That wall seems to move toward me.
If you give me that command again, I'll bust you in the mouth.
I feel like something just hit me in the chest.
You surely have a nice office here.
I feel warm all over.
By the way, I won that tennis tournament yesterday.
My head feels like it has a tight band around it.
When are you going to get a haircut? I seem to see the wall behind my body.
This processing is worth the fee.
I feel like I was all hemmed in somehow.
Who is going to win the Cup Final?
It seems like I'm as tall as this building.
This chair is so comfortable I could go to sleep.
I feel like I could just suddenly break something.
I keep thinking about that copper who blew his whistle at m this morning.
I can see facsimiles better.
Things suddenly look a lot brighter.
Aren't we finished with this yet?

I feel like I'm floating.
It looks like the wall is caving in on me.
That wall looks real thin.
WOW!!! W-O-W!!!!!!!
How long do we have to do this processing?
OUCH, OH OUCH.
My face tingles.
I'm getting sleepy.
This is the first time I have ever really been in session.
I'm starving.
Let's go to lunch.
I remember a time when I fell down and hurt my zorch.
Can I have a cigarette?
What does this have to do with religion?
Suddenly I'm so tired.
Everything is getting blurry.
What time do we get through?
I thought we were going to use Dianetics.
Is this room rocking?
How much longer do we have to run this process?
You are by far the worst auditor I've ever had.
Your eyes stink.
I just realized how wrong I've been all my life.
Do these processes work differently on men than on women?
I feel like there's a spider's web on my face.
My left knee hurts.
I feel so light!
Isn't it getting hotter in here?
I just remembered the first time I went swimming.
My back has been aching like this for years.
How much do you weigh?
Are you clear?
Can you make your body rise up in the air?
I kind of ache all over.
That's a somatic, isn't it?
How many engrams have you had run out?
What is this "Assist" I keep hearing about?
What does Scientology say about ghosts?
Have you ever seen an Operating Thetan?
How are you going to prove to me that I have a soul?
I feel like killing myself.
How long will it take me to get clear?
I just realized how terrible my mother actually was.
Are you married?
Hold my hand.
I feel so lonesome.
How many hours have you been processed?
I feel like I can't talk.
My body is starting to shake all over.
My ribs hurt.
I feel just like the time I got run over by that car.
Everything seems to be getting dark.
Could we stop and talk for a little while?
Don't you get tired of listening to someone like me?
Can you make my hair curly?
How long will it take me to lose 20 pounds?
Kiss me.
You are my re-incarnated husband of 20,000 years ago.

Why are you talking so much?
That last process isn’t flat.
I’m sick.
You’re dead.
I’m dead too.
We are all dead.
I love death.
Kill me.
Beat me.
No, -- No, no, no, NO!!!!!!
Moo Gum Guy Pan.
Sum Gum War Sue Up.
Fizzle Wizzle Bum Crum.
I am going to vomit on you if you don’t stop.
I absolutely love the way you handle originations.
You are sweet.

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 APRIL 1980

Remimeo
TR Supervisors
Cramming Officers
Auditors
C/Ses
Ds of T

TR CRITICISM

Ref:	HCOB 24 Dec 79	TRs BASICS RESURRECTED
	HCOB 5 Apr 80	Q & A, THE REAL DEFINITION
	HCOB 10 Apr 80	AUDITOR BEINGNESS
	HCOB 16 Aug 71RA	TRs REMODERNIZED

During 1979, Ron made a thorough study of current TR training, examining the materials and checksheets in use, conducting TR course pilots, and critiquing video-recorded TRs done by students. He isolated and handled the difficulties that TR supervisors and students had been having. His reorganization of TR training is represented in HCOB 24 Dec 79 TRs BASICS RESURRECTED. During this period while Ron was sorting out TR training I had the privilege of working with him and being trained by him in criticizing TRs. This paper summarizes what I learned from Ron, and my own experience in teaching TRs and getting them done from a C/S (Case Supervisor) point of view.

COMMENTS ON FAULTS WITH
STUDENTS ON TRs OT TR-O

Because this TR is so simple, students tend to make it complicated. It requires that the student do this TR in its simplicity and not add to it. All sorts of hidden standards get interjected into it by students, coaches and supervisors. One handling is to clear misunderstood words in the TR, restudy the TR and get them doing it again.

An important clarification is that OT TR-0 is Just being there - the confront part is left until TR-0.

The coaching on OT TR-0 is mostly done by the supervisor. It is an actual waste of time to have two students coaching each other on it as there is very little to do. A supervisor can note somebody twitching. Even if the supervisor ignores it and just insists that the class go on doing OT TR-0, the guy will come through. The supervisor can cover a whole classroom of OT TR-0. The students don't do any coaching, the supervisor does. Even an isolated student when the rest of the class has gone on - the supervisor would keep his eye on him in spite of whatever else the supervisor was doing. And if he went to sleep or started boiling off or whatever, the supervisor would get him back onto it again. (But if a student flunked on a later TR and was returned to OT TR-0 it would be up to his twin to get him through. The twin does a lot of coaching only after somebody has been returned to it when the rest of the class is doing something else.)

TR-0

All too often students and coaches tend to get into trying to get the student to do something with his body, like trying to hold it still, trying not to blink, trying to hold a poker face, etc. These of course violate TR-0, as then the student is not confronting the coach, but has attention fixated on his body (to such a degree sometimes that he can be oblivious of the

coach). Not that the student should be allowed to writhe and twitch on TR-0, but the emphasis needs to be first and foremost on getting the student to confront the person opposite him (the coach). Then later in the TR, iron out physical manifestations, twitches, blinks, etc. (but if physical manifestations persist, OT TR-0 is unflat and must be flattened).

Although OT TR-0 isn't coached by the coach, TR-0 does require some coaching, in order to get the student to sit there and confront - which is the purpose of TR-0.

TR-0 BULL-BAIT

The purpose of TR-0 is just to get the guy to sit there and confront. But the purpose of TR-0 Bull-bait is to get the student able to confront a preclear. The purpose of these TRs must be stressed. OT TR-0 gets the student able to Just be there. TR-0 gets the student able to be there and confront. TR-0 Bull-bait gets the student able to confront a preclear.

The coach must use some sense and reality in his bull-baiting of the student, in order to present situations which test or could throw the student off his confront. Then the coach must flatten each of the student's buttons as it is encountered.

A gradient scale of toughness is essential. First the coach presents the student with lighter situations to confront, flattens that, then steps it up gradiently until finally the student can confront anything that the coach (or a preclear) might say or do. Don't overwhelm the student at the start. Use a gradient. Always flatten each button encountered. Then step it up and make it tougher. Unfortunately coaches sometimes lose sight of the purpose of this TR - to make the student able to confront a preclear - and get off into doing something else such as dramatizing their own banks or trying to entertain or impress the rest of the class, neither of which has anything to do with coaching TR-0 Bull-bait. In fact on TR-0 Bull-bait, the coach must be in PT and be very alert in what he is doing, and in observing the student so that he can spot any break in the student's confront and flatten it. A coach who goes off into his own dramatizations is actually unflat on OT TR-0 and TR-0 himself and should be put back to flatten them; he won't be able to coach TR-0 Bull-bait, much less be able to drill it himself, until his own OT TR-0 and TR-0 are in.

The coach must use a gradient scale of toughness in his bull-baiting, must be alert for and flatten any button c! the student's that he encounters, and must get the student up to being able to confront a preclear. This requires good coaching with reality and with the purpose of this TR in mind. It is very much the supervisor's job to ensure that this gets done.

TR-1

Most troubles on TR-1 go straight back to out earlier TRs (i.e., OT TR-0, TR-0, and TR-0 Bull-bait); for example, the student mumbles to himself as he is unaware of or unable to confront the person he is talking to. Or, does the reverse and talks loudly, harshly, mechanically, which is also a non
confront of the person to whom he is talking.

Affinity level of the student-auditor is very important, and all too often the student or auditor whose TR-1 is out lacks affinity. He can't reach or be the other person (coach or pc), so has difficulty communicating.

Sounding like a machine or robot is very not OK on TR-1. The student-auditor must be able to communicate naturally, with affinity, and reach the person he is talking to.

TR-2

This used to be abused by an ultra mechanical “Good”, or “Thank you” to everything the pc or coach said. This was largely handled by the mid-78 revision of TR-2, in which it is stated that the auditor should acknowledge with a statement appropriate to what the pc said.

A recognition of what would be an appropriate acknowledgment depends on the student’s or auditor’s reality. It isn’t just a matter of clearing the words “appropriate” and “acknowledgment” (though this would help); it is also necessary that the student-auditor have a sufficiently high reality level that he can recognize what is, and what is not, appropriate. But this isn’t really too difficult. If someone were to tell you that he had broken his leg, it would not be appropriate to say “Good”! Reality is important in TR-2.

TR-3

Here most trouble comes from lack of understanding of what is meant by the term “Q & A”, coupled with lack of understanding of the term “cycle of action” and why one should complete each cycle of action. Additionally, there is the bank tendency not to complete cycles but to Q & A instead. Part of the trouble here is that the term “Q & A” has various different definitions and descriptions, like: “failure to complete a cycle of action”, “changing when the pc changes”, “accepting orders from the pc”, and “question and answer”. The materials on the subject of Q & A are contained in many different HCOBs and articles and tapes and unless a student takes the time and trouble to look up and study and work out all the various references (which very few people will do), he/she winds up with a misconception of what “Q & A” is. E.g., an auditor fixates on “not accepting orders from the pc about what to run on him” as a definition for “Q & A”. The pc says “the room is too hot”, and the auditor doesn’t handle the room temperature as it would be (he thinks) “accepting an order”; or pc gets upset and suggests “Why don’t you assess a BPC list?”, and the auditor freezes because he feels that if he does so he will have Q & Aed. These may seem offbeat but I’ve seen them happen all too often. And yet these are usually accompanied by the auditor Q & Aing madly with every misdirection from the pc’s bank and never getting a question answered or a cycle completed on the pc.

I think this would be handled by: (a) a compilation of all the various texts on the subject of Q & A and on cycles of action into one comprehensive text; (b) an announcement to the effect that duplication processes (such as Opening Procedure by Duplication) cure the tendency to Q & A by increasing the ability to duplicate and to complete cycles of action.

Ron has now released HCOB 5 Apr 80 Q & A, THE REAL DEFINITION, which clarifies exactly what Q & A is.

TR-4

The errors on this TR are most commonly either too abrupt a shift of attention or too slow a shift of attention back to the process (including no shift back to the process!). Beginning students love to get a pat phrase or set of phrases to use to mechanically/robotically “handle” all originations with. Then later they tend to get into all kinds of Q & A with originations. Basically it depends upon the student-auditor’s ability to understand, which comes straight back to the student auditor’s own ARC Level, as well as whether the student-auditor understands what he/she is supposed to be doing on the TR, and why.

UPPER INDOC TRs

TRs 6 - 9 (Upper Indoc TRs) are also essential to professional auditor training.

TR-6

Here again the coach plays a vital role in that the coach must start off with a light gradient, and must ensure on this TR that the student becomes fully accustomed to, familiar with, and relaxed about controlling another's body. A lot of confusion is likely to blow of'! on this TR and the coach must get the student through it and to a point where the student learns that it is perfectly OK to run 8-C on another's body. The coaching here should be in the direction of encouragement and getting the student to do it. The coach should not present opposition as that is the subject of a later TR. This TR should concentrate on getting the student to do it, and showing him the importance of precision, accuracy and positiveness when running 8-C.

TR-7

In this TR the coach starts presenting opposition on a gradient and getting the student more and more capable of continuing to run perfect control without being thrown or sinking to a lower tone level when faced with opposition. Hence the importance of getting the student very expert in TR-6 before embarking on this TR. And f the student has a hard time of it on this TR then drop back to and flatten TR-6, or any earlier out TR.

Here again (as in TR-0 Bull-bait), the coach must be a coach, and not get carried away with his own dramatizations. Dramatization by the coach has nothing to do with coaching. (This doesn't mean that the coach shouldn't present dramatizations to the student, but the coach has to be in PT and not in his own bank.) Supervisors need to ensure that coaches do coach and neither overwhelm the student utterly, nor be so namby-pamby that the student's confront isn't raised. Hence the necessity for good coaching and for the supervisor to be on the ball and ensuring that the students and coaches are working on the TR.

TR-8

An error on this is to fail to ensure that the term "tone 40" is well cleared, also the word "intention" as these terms are often subject to misinterpretation. The coach needs to ensure that the student does do the TR and doesn't become mechanical and just go through the motions. This is necessary because this TR has to do with intentions. It is however easy to observe whether the student is using intention or not, and to coax and persuade the student into doing so. The coach does have to get the student to do it. It is often a good idea to have the student and coach take turns in doing and coaching this TR, to increase reality on it. (The same is true of other TRs too.)

TR-9

As this TR depends for its success on the student having mastered the earlier TRs 0 - 4, 6 - 8, any weaknesses in earlier TRs will show up here. The remedy for failure on this TR is to get the earlier unflat TRs fully in.

The student and coach could err in either too readily quitting on TR-9, and drop back to earlier TRs rather than persist and get the student through and able to do it. Or, they will err in going on and on with the student failing.

It is a point of supervisor judgment as to whether to keep them at it and get them through, or whether to return to and get in earlier TRs. The supervisor decides this on the basis of whether the student is making progress on the TR, whether the coach is coaching correctly, and handles accordingly.

Earlier in TR training students were cycled through the TRs several times over. The idea here was to increase the gradient each time through, with the student getting better at it each time. This was to get the student more familiar with the TRs and to prevent the student

from being stuck in a lose by miscoaching. The Professional TR Course is not run this way. The liability of cycling the student through the TRs is that the TR training then becomes permissive and doesn't result in professional auditors.

Most auditors entering the Professional TR Course have already done lower level TR courses and have had objective processes. And where they haven't, cycling is an answer (but it isn't THE answer).

Permissiveness in professional TR training is the main way that TR training for pro auditors went out. There are various purposes and uses for TRs. There are permissive TRs for new public, public Comm Course TRs, a therapeutic TR course as contained in the Survival Rundown, and there is the Professional TR Course. The uses and purposes of these various TR courses need to be kept separate. On the Professional TR Course we make a real pro auditor.

The way to run the Professional TR Course is by getting the student to do it, one TR at a time, to a full pass on each TR. It is up to the twins to get each other through with professional coaching and high standards. The supervisor's job becomes very crucial. The supervisor is there to get them through to a full pass on each TR and graduated from the course as pro auditors. A supervisor who does his part in this diligently and effectively is worth his weight in gold as he is
making pro auditors whose TRs will stand by them through the years of auditing ahead.

Should the student fail on a TR on the Professional TR Course, he is started over from the beginning of the line-up, this time getting in each TR to a full pass, with his coach ensuring that he does, and the supervisor very actively in there making sure that the student becomes a real pro.

COPYING

It could be said with some humor that students on TR courses tend to obsessively copy. Unfortunately they do. They copy other students, they copy (or try to) what their auditor sounded like, or what they think he sounded like. And not infrequently, I have caught out students getting hold of another student's passing tape and trying to copy it. On TR critiquing there are repeating waves of all the students' TRs suddenly starting to sound alike. This usually traces to either an opinion leader (not someone who can get results as an auditor, but one who pretends to be an authority), or it traces to a bunch of students going out-ethics and trying to copy what they think students who passed sounded like.

Invariably these copy the worst traits or characteristics in others' TRs, and after all that isn't surprising as if they understood the TRs materials in the first place, they wouldn't be compelled to try to copy others. It probably stems from some impulse to beat the system by attempting to steal the beingness of another whom they consider to be a winning valence = no beingness of their own.

DRUGS

I am convinced that most of the trouble with TR training in recent years is due to the increased incidence of heavy druggies arriving on TR courses. Now there is the point that doing TRs is therapeutic to druggies, helping them get over withdrawal symptoms as practiced by Narconon and in HGCs, and as an essential part of an effective Drug RD. But we need to differentiate between the use of TRs to help a druggie get over drugs, and the use of TRs in training a professional auditor. of course TRs do give case gain even to nondruggies.

One of the more obvious case gains visible on a lower level case from TRs is physical changes such as increased whiteness of the whites of the eyes, color changes in the iris, reduction or disappearance of creases and wrinkles from frowning and facial ridges, cessation of obsessive and continual body motion, and on many the awareness of a mind or bank as

separate from themselves or their body. In order to avoid students on TR courses being cases and to preserve these two different uses of TRs, a delineation could be made of these two different uses, both valid in their own right: TRs for case gain, and TRs for pro auditor training.

Heavy druggies have invariably failed in auditor training on TRs courses until their drugs were handled, the minimum being a Purification RD, but I think that many would also need Objectives and a Drug RD in order to succeed on a Professional TRs Course.

OBJECTIVES

Partly covered above under TRs 6 - 9, and under Drugs. A very successful action was done on Flag, on Ron's advice, of putting all tech trainees through a checksheet and course called the "Tech TRs Course and Objectives Co-audit". On that course the students did all TRs 0 - 4, 6 - 9, and coaudited a full battery of objective processes on each other (on a read it, drill it, do it basis). After this, they actually studied and drilled TRs 0 - 4, and did their electronic attest (getting TRs tapes passed on actual auditing sessions during their internship). Those working on getting their TR tape passed had already co-audited a full battery of objective processes on each other. (And the additional advantage of coauditing these processes is that they got it both ways, on themselves as a pc, and they learned the discipline of running Objectives as an auditor, both being important.)

(This whole line-up or TRs 0 - 4, Upper Indocs, co-auditing Objectives and much more, is now available on the Survival Rundown.)

In 1979 while viewing a batch of student TR videos, Ron analyzed the difficulty these students were having with TRs as due to their lack of "R" (Reality) and "A" (Affinity). He pointed out that they were trying to Communicate ("C"), but their own "A" and "R" were so depressed, that their "C" couldn't be brought up (without raising their "A" and "R"). In other words these students hadn't made the case gains available from objective processes and ARC Straightwire. Until a person has been audited on objective processes and ARC Straightwire, he can't see, and he is out "R" and out "A". Ron also stressed that these are essential to the making of a Scientologist, as on these processes a pc will make quite a breakthrough. He/she will realize the communication formula, and that something is really real, affinity goes up, and the pc goes into ARC with the environment and life. This is an important step in becoming a Scientologist. And these gains are a very necessary prerequisite to pro auditor training. (SOED 1367 INT, 14 Jan 80 SPEEDING UP SLOW OR BOGGED STUDENT AUDITORS AND INTERNES implements and gives a supervisor the ways to handle these points above when they are found out on tech trainees and Professional TR Course students.)

AFFINITY, REALITY, COMMUNICATION & UNDERSTANDING

As pointed out above, unless the student-auditor can rise to a high enough level of ARC, then he won't succeed on a pro TRs course (nor in sessions as an auditor). He probably needs to be at least 3.0 or 3.5 on the tone scale to be able to do pro TRs successfully (or to audit successfully). If he is lower on the tone scale, his own ARC level is insufficient to be able to engage in a positive or theta exchange of communication with another being.

There is an essential basic that needs greater stress, and that is that we are seeking in TR training to bring about the ability in a being to be able to communicate (in ARC) with another being, to complete communication cycles, not to get sidetracked into another subject, etc. The fundamental being the ability to get into ARC with another person, and to maintain that ARC.

That ability is partly acquired by case gain and partly by training.

ESSENTIAL MATERIALS FOR STUDY IN TR TRAINING

The following materials (which haven't always been on TR course checksheets) are essential in that the student must study and understand and be able to apply them to succeed on pro TR training:

The ARC Triangle
The Cycle of Action
The Communication Formula
Materials on Q & A
The Axioms 21 - 28 (especially Axiom 28)
Book: THE FUNDAMENTALS OF THOUGHT
Book: DIANETICS '55! (chapters on communication)
Book: THE PROBLEMS OF WORK (on A, R. and C)
Book: THE MECHANICS OF CONTROL AND S-C-S

Material on "Beingness", especially HCOB 10 Apr 80 AUDITOR BEINGNESS

These materials above are in addition to the HCOBs on TRs.

ESSENTIAL STUDY ACTIONS

1. Study of the ARC triangle.

2. Study of the cycle of action and the cycle of communication.

3. Study of the communication formula.

4. Representing the communication formula in clay.

5. Representing Chapter VII of DIANETICS '55! in clay.

6. Study of each TR, including clearing misunderstoods and getting off false data.

7. Work out how each TR relates to the communication formula. (Note: This is only useful when the student knows what the comm formula is and understands it.)

8. Study of the end phenomena and valuable final products of TRs (as given in HCOB 24 Dec 79 TRs BASICS RESURRECTED).

OTHER DATUMS

It is up to the supervisor to get the students to do the TRs, and to get them through each TR to a pass. This is the make-break point of any TR course - the supervisor getting the students to do the TRs.

Only supervisors who have done a Professional TRs Course and have themselves gotten a pass on TRs, have succeeded in running a TRs course.

In practice I have had to dig the supervisor out of the video room. By which is meant that the TR supervisor starts spending all his time looking at videos that students have made of their TRs, to see if there is a video good enough to send up for a pass, instead of the supervisor spending most of his time on the floor in the course room getting the students' TRs in, and then when the student has made it on TRs, then and only then, make a video. Otherwise the supervisor gets glued to the TV screen. (This is also a kind of stat push instead of going for quality products.)

TR courses have been subject to corruption in stat pushes in that different items on TR checksheets have different amounts of points and there have been certain items that give higher points than other items and in times of stat push the students are gotten to do or redo the items that yield higher points to get the student points up before Thursday 2:00 p.m., without any regard for training these students to be able to do TRs and thereby producing graduates who can apply what they have learned(i.e., quality products). Such a course can appear "upstat" due to "power" stats - student points - while crippling tech training in academy, internship and messing up the HGC with failed auditors. (A point of some bitterness with me.)

Maybe a genuine desire to make auditors who can audit, on the part of the supervisors and executives in a training org. is amore important factor than I have realized, and possibly more of the difficulties over the past year on TR training are due to its lack.

I think with some derision of a fellow who claimed ineffectiveness due to out tech on his case, but omitted to mention that he was audited and C/Sed by those he was responsible for training. So a possible solution is to permit the executives and supervisors over a tech training area to only be audited and C/Sed by those they have trained in order to give them more incentive to train auditors who will be able to audit successfully.

TR CRITIQUING

I feel there is a wide gap between being able to do TRs successfully oneself and being able to successfully critique another's TRs. It's quite another level of skill.

Points in my experience in learning to critique TRs under Ron are:

1. There's a danger of not being certain enough and seeing an auditor or TR student do something that I wouldn't have done, but dismissing it on the basis that what I would or wouldn't do is not a valid criterion. That has always been a mistake as the reason I didn't like what I saw or heard was because it was a TR outness - otherwise it wouldn't have Jarred my attention. The handling I found for this was (whenever I saw or heard something I didn't like on a TR tape/video) to replay it until I could isolate exactly which of the TRs 0 - 4 had been violated and how exactly. Or, how it violated or omitted part of the comm formula or the ARC triangle. In other words, by comparing it to the basic technical data, reviewing the basic tech data, and isolating the exact departure from those basics.

2. Writing up critiques of TR videos before they were critiqued by Ron, and then after he had critiqued them, comparing his and my critiques, and on any that differed replaying the video and watching it again until I clearly saw what I had missed previously. Then again reviewing the basic tech data on that area.

3. Working out the ideal scene for a session (see definition of "in session"), and the auditor's TRs in relation to this.

4. Working out the purpose of TRs and of each TR. Comparing this to the purpose of auditing, the definition of "in session" and how these relate.

5. Having high ARC for auditors and for pcs generally and an earnest desire to help them succeed.
6. Not letting an auditor go on failing on a TR course but getting the guy debugged, or some act of compassion even if as little as a letter to let him know that someone cared and to get some hope back up, getting O/Ws pulled, word clearing done, inspection of the course for "What Is A Course PL" outnesses, coming down on any dilettante attitude, verbal tech, or out-ethics.

7. A measure of humility borne of awareness of goofs I have made so as not to become authoritarian or out of reach and thus communication, with the students and supervisors.

8. Asking myself the question: "Would I want to be audited by this TR student or auditor?", and if not, establishing why not, and what would have to be done to correct it.

9. Always narrowing down and establishing the tech data or tech basic that was violated in any error and getting the guy onto the HCOB or book that covered this point so as to get him on source and avoid verbal tech or interpretation.

10. Withstanding the make-wrongs or bids-for-sympathy from those not up to a pass, seeking another way through than by achieving competence.

11. Knowing that it is possible to do the TRs and to do them right and an awareness of how valuable correct TRs are in auditing, both from my own experiences as an auditor and as a pc, on both good TRs and flubbed TRs.

EXAMPLES AND REMEDIES

1. Student and coach don't seem to know what they are supposed to be doing on any TR, or are doing something they ought not to be doing, or are omitting part of the TR. Remedy: Get them both word cleared on the TR, and, have them both restudy the TR materials. Then get them back onto and doing the TR.

2. Despite word clearing and restudy of the TR, the student and coach can't apply what they have studied or are misapplying the data, or get confused and can't think with the basic data. Remedy: Get any verbal tech off per HCOB/PL 9 Feb 79 HOW TO DEFEAT VERBAL TECH. Get FALSE DATA STRIPPING done on both student and coach.

3. Despite drilling, the student cannot seem to be brought up to confronting. Or the student sounds and acts "dead". Or the student is nattery, critical or gets into "joking and degrading". Remedy: See HCOB 3 Feb 79 Issue II CONFRONT TECH HAS TO BE PART OF THE TR CHECKSHEET. Get the person's O/Ws pulled, especially tech O/Ws.

4. Student is displaying roller-coaster, or is NCG (no case gain) as a student, or is being out-ethics. Remedy: Route to ethics for handling (per HCO PL 5 Apr 65 THE NO-GAIN-CASE STUDENT).

5. Student is showing a lack of perception, is wooden, out of PT, stuck back on the track or in drug pictures, can't learn despite word clearing, is dull, lacks self-determinism. Remedy: Put the person onto and through the Purification RD.

6. Student has done the Purification RD, but is not fully in PT, lacks perception or coordination. Doesn't perceive PT environment rapidly and with clarity. Or, lacks experience on TRs and objective processes. Remedy: Put him onto the Survival Rundown.

7. Student is lacking in Affinity, Reality, Communication or Understanding. Remedy: Get the student to do the parts of and the whole ARC triangle in clay. (Use the books: THE PROBLEMS OF WORK, THE FUNDAMENTALS OF THOUGHT, and DIANETICS '55! as references.)

8. If after the above the student is still lacking in ARC, or doesn't seem sufficiently high toned to have and maintain ARC. Remedy: Have the student's ARC Straightwire Grade

looked into and repaired and completed to its full result. Or get the Expanded ARC Straightwire Grade run if not previously run.

9. The student doesn't understand or can't apply the communication formula, or doesn't see how the TRs relate to the comm formula. Remedy: Get the student word cleared on the comm formula, then restudy it and demonstrate it in clay. (Note: After doing the comm formula in clay, the student can work out how each TR relates to the comm formula, and how the TRs relate to auditing. But this comes after doing the comm formula in clay, as otherwise he may not have sufficient comprehension of the comm formula.

10. The student doesn't understand or can't apply the comm formula and communication cycle, or the mechanics of communication. Remedy: Get the student to demonstrate in clay, Chapter VII, of DIANETICS '55!

11. Students or coaches not working or coaching in the direction of getting the TRs in better, or coaching without reality; unaware of how the TRs relate to auditing. Remedy: Thoroughly word clear and study the primary and secondary valuable final products of TRs and the end phenomenon of TRs (HCOB 24 Dec 79 TRs BASICS RESURRECTED). Work out the ideal scene for a session (see def: "in session"), and how each TR contributes to this when in, and detracts from it when out.

12. Student feels that he has gotten a TR done correctly once or twice or very briefly, and is afraid of "overrunning" it or that he might not get it right the next time or thereafter. Remedy Pro auditor training is not a case action, but drilling to consistent and continual perfection of TR rendition. Once a person's TRs have been gotten in, they don't go out. A real pro can audit from there on out with perfect TRs. Point this out as the standard and get the student to continue the drill until fully and consistently competent.

13. The student gets partway through the TRs and hangs up on a TR and can't make it to a pass on that TR. Or, the student has undue difficulty on a later TR. Remedy: Realize that the reason for the trouble is an outness in an earlier TR (or TRs). Put the student back to the earliest TR that is out, and get these in fully.

14. The student gets through to the end of the TRs but hasn't made it fully, or cannot get a tape pass. Remedy: Realize that this is due to earlier TR outnesses and that he won't succeed until all earlier TRs are fully in. Put the student back to the beginning of the line-up (which is meant he re-word clears, restudies the materials, does the clay demos again and starts at OT TR-0). Take each TR, from OT TR-0 on up, to a full pass.

15. Student failing and other remedies haven't handled. Remedy: Get the "TR Debug Assessment" assessed and handled to an F/N on each line. Do any additional handlings indicated as needed by this assessment.

16. For any lack of progress at an acceptable speed and to an excellent result. Remedy: Get the supervisor out on the floor in the course room actively and energetically getting the students to DO THE TRs!

17. After having done all the above, and the student's TR rendition is mechanically correct, and he has been very thoroughly drilled in all the TRs, including Upper Indoc TRs, there is something lacking in his attitude or presence that leaves him short of being a pro auditor. Remedy: Have him study and apply the data on auditor beingness. (Note: This data may only be studied or attempted after the student has become very proficient in and is thoroughly drilled in all the TRs including Upper Indocs. To attempt this action earlier would be a waste of the tech as it would be premature and out gradient. But when the student has been very thoroughly drilled in the TRs and has fully mastered them, then this action of doing the "Auditor Beingness" step will put the final polish on his TRs and will make him into a real professional auditor whose pcs go "into session" on his TRs alone and stay in session throughout the session. His pcs will rave

about his auditing and the case gains they make. And there is the final reward for honestly and thoroughly doing a good job of the TRs, exactly the way Ron has laid them out in the materials, each to a full pass!)

IDEAL TR TRAINING LINE-UP

1. Beginning or public TR training course, Comm Course.

2. The Purification Rundown.

3. The Survival Rundown.

4. A Drug Rundown.

5. Method One Word Clearing (preferably co-audited).

6. Expanded ARC Straightwire Grade (again preferably co-audited).

7. THE PROFESSIONAL TR COURSE. (Done to professional auditor standard, but not only for auditors, as the quality of having TRs of pro auditor standard is of great value to any Scientologist and will last with him as an ability from here on out.)

L. RON HUBBARD
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As assisted by

Senior C/S Int

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HUBBARD COMMUNICATIONS OFFICE
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HCO P/L of 1 July 1965 Issue II
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Basic Auditing Series 9

COMM CYCLE ADDITIVES

There are *no* additives permitted on the Auditing Comm Cycle.

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

Example: Asking a pc if that is the answer.

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

Example: Querying the answer.

This is the WORST kind of auditing. Processes run best MUZZLED. By muzzled is meant using ONLY TR 0, 1, 2, 3 and 4 by the text.

A pc's results will go to HELL on an additive comm cycle.

There are a hundred thousand tricks that could be added to the Auditing Comm Cycle. EVERY ONE of them is a GOOF. The ONLY time you ever ask for a repeat is when you couldn't hear it.

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

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

There are mannerism additives also.

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

Example: A lifted eyebrow at an answer.

Example: A questioning sort of ack.

The Whole Message is

GOOD AUDITING OCCURS WHEN THE COMM CYCLE ALONE IS USED AND IS MUZZLED.

Additives on the Auditing Comm Cycle are ANY ACTION, STATEMENT, QUESTION OR EXPRESSION GIVEN IN ADDITION TO TRs 0-4.

They are Gross Auditing Errors. And should be regarded as such.

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

So, that’s Suppressive.

Don’t do it!

LRH :nt.rd

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HCO BULLETIN OF 5 APRIL 1980

TR Courses

Q & A, THE REAL DEFINITION

There are several definitions for the term “Q & A”.

In Scientologese it is often used to mean “undecisive”, not making up one’s mind.

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

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

Example:

Question: How are you?

Answer: I’m fine.

Question: How fine?

Answer: My stomach hurts.

Question: When did your stomach begin hurting?

Answer: About four.

Question: Where were you at four?

etc., etc.

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

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

I trust the above handles any confusion on this subject.

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Issue I
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Remimeo
Auditors
Supervisors
Students
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(Revision in this type style)

Basic Auditing Series 1R

THE MAGIC OF THE COMMUNICATION CYCLE

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

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

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

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

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

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

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

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

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

When you look over the difficulties of auditing realize that you are handling simply the difficulties of the communication cycle and when you yourself as the auditor do *not* permit A SMOOTH FLOW BETWEEN YOU AS A TERMINAL AND THE PC AS A TERMINAL, AND THE PC AS A TERMINAL BACK TO YOU, you get a no as-ising of mass. So you don't get TA action.

Part of the trick of course is what has to be as-ised and how do you go about it, but that we call technique—(what button has to be pressed). *We find, oddly enough, if the auditor is actually capable of making the pc willing to talk to him, he wouldn't have to hit a button to*

get tone arm action. (He cannot make the pc get tone arm action basically because a communication cycle doesn't exist.)

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

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

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

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

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

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

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

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

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

IN THE ABSENCE OF *THAT* COMMUNICATION YOU DO NOT GET METER ACTION.

So THE FUNDAMENTAL OF AUDITING IS THE COMMUNICATION CYCLE. *That's* the fundamental of auditing and that is really the *great* discovery of Dianetics and Scientology.

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

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Basic Auditing Series 2R

THE TWO PARTS OF AUDITING

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

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

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

Processing goes in two stages.

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

2. Do something for him.

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

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

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

There are two stages.

1. Form a communication line.

2. Do something for the pc.

Those are the two distinct stages. It is something like (I) Walking up to the bus, and (2) Driving off. If you don't drive off you *never* go anyplace.

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

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

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

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

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

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

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

So that discipline is *important.*

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

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

So when you're real slow picking up the discipline, real slow picking up keeping in the communication cycle, when you're pokey on the subject you are still 9 miles from the *ball.* You're not even attending yet.

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

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

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

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

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

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

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

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

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

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

You get into communication with the pc in the first place by doing proper Scientology discipline. *That is not any trick. It goes off 1, 2, 3, 4*

You sit down and you start the session and you start handling the pc and his problems and that sort of thing and you DO IT BY COMPLETING YOUR COMMUNICATION CYCLES AND NOT CUTTING HIS COMMUNICATION—*THE VERY THINGS YOU ARE TAUGHT IN THE TRs,* and you find you are in communication *with* the person. *Now you've got to do something for the person.*

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

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

You can over-audit and you can under-audit.

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

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

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

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

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

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

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

It requires of the auditor discipline to *keep* in his communication line. He has got to *stay* in communication with his pc. Those cycles have got to be *perfect.* He can't be distracting the pc's attention onto the TA, e.g. "I'm not getting any TA action now." That's not staying in communication with the pc—has nothing to do with it. You're distracting the pc from his own zones and areas.

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

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BTB OF 23 MAY 1971
Issue III
SAME TITLE

Basic Auditing Series 3

THE THREE IMPORTANT COMMUNICATION LINES

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

When you are sitting in an auditing session what are the 3 important communication lines and what is their *order of importance?*

1. The first is the Pc's line to his bank. The *Itsa Maker* line.

2. The second is the Pc's line to the Auditor. The *Itsa* line.

3. The third is the Auditor's line to the Pc. The *What's-it* line.

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

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

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

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

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

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

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

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HCO BULLETIN OF 23 MAY 1971R
Issue IV
REVISED 4 DECEMBER 1974

Basic Auditing Series 4R

COMMUNICATION CYCLES WITHIN THE AUDITING CYCLE

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

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

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

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

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

Auditor Pc

Effect<----------Distance----------Cause

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

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

If the Pc does not answer the question he doesn't get rid of the restimulation. *That is the game that is being played in an auditing cycle and that is the entirety of the game.* (Some auditing breaks down because the Auditor is unwilling to restimulate the Pc.)

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

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

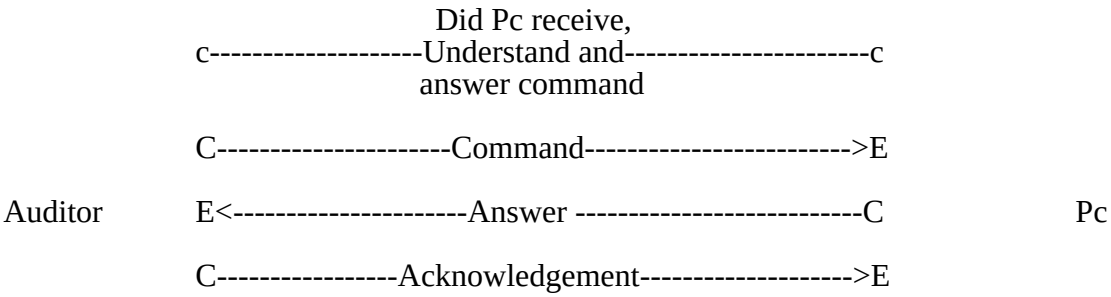
Auditor E<----------Answer ----------C Pc

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

Now there are some little inner cycles that can throw you off and make you think that there are some other things to the auditing cycle. There is another little shadow cycle: it is the observation of "Has the Pc received the auditing command?" This is such a tiny "cause" that

nearly all Auditors who are having any trouble finding out what's going on with the Pc are missing this one. "Does he receive it?" *Actually there is another cause in here and you're missing that one when you're not perceiving the Pc.*

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



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

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

Another of these tiny lines is the cause, distance, effect line of—"Is the Pc ready to receive an auditing command?"

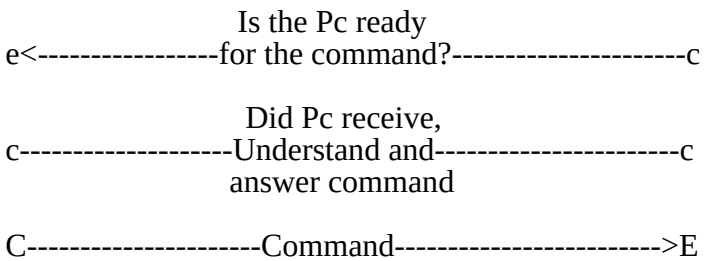
This is the Pc causing and it rides up the line across distance, *is received at the Auditor* and the Auditor perceives that the Pc is doing something else.

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

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

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

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



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

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

Did Pc complete the

e<----------*answer and* receive----------c

acknowledgement?

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

There is *another* communication cycle inside the auditing cycle and that is at the point of the Pc. It's a little additional one and it's between the Pc and himself. *This is him talking to him. You're listening to the inside of his skull when you're examining it. /t* actually can be multiple as it depends upon the complications of the mind.

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

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

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

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

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

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

So this is an interruptive cycle and it is cause, distance, effect. *The Pc causes something. The Auditor now has to originate as the Auditor has to understand what the Pc is talking about—and then acknowledge. And to the degree that it is hard to understand, you*

have the cause, distance, effect of the Auditor trying to clarify this thing; and every time he asks a question, he's got a new communication cycle.

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

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

That's your origination cycle.

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

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

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

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

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Basic Auditing Series 5R

THE COMMUNICATION CYCLE IN AUDITING

From the LRH tape 6 Feb 64,
"Comm Cycle in Auditing"

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

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

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

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

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

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

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

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

It's so simple.

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

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

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

You have to develop a sensitivity—when did the pc finish answering what you've asked. You can tell when the pc has finished. It's a piece of knowingness. He looks like he's

finished and he feels like he's finished. It's *part sense; it's part his vocal intonation; but it's an instinct that you develop. You know he's finished.*

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

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

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

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

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

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HCOB of 17 Oct 1962, Reissued verbatim as

Basic Auditing Series 6

AUDITOR FAILURE TO UNDERSTAND

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

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

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

INVALIDATION

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

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

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

EVALUATION

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

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

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

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

Children also do this to annoy.

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

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

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

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

DRIVING IN ANCHOR POINTS

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

ROCK SLAMMER

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

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

SUMMARY

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

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

Just audit, please.

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BASICS OF AUDITING

A lecture given on
29 August 1961

All right. This is the 29th of August 1961. And I'm often gagging about using notes in lectures. But this particular lecture I have some notes for, believe it or not. That's because this is a very, very tricky subject. And I'm going to talk to you about something that is going to make you more auditing gains in less time as an auditor and make us more Clears than any other single subject we have opened up on in recent times.

Now, this is quite an important lecture. This lecture should be a basic on HPA and an absolute necessity at the level of HCS/B.Scn. And if a D.Scn. is missing these points, we ought to revoke his thetan! But this is quite important, this material—not to give it an overstress of some kind or another, because I don't think it could be overstressed.

Now, you see, earlier this summer I was confronted with the fact that with all the materials in hand as to how to clear people, very few Clears were being made. Interesting, huh? But every time we have borne down on the subject of auditing and accuracy of auditing, all of a sudden we have people finding their goals and terminals, you see, finding goals and terminals on PCs and we have more Clears being made.

This is very direct. We have had this experience here. We are all, I'm sure, agreed that it was a matter of the rudiments were out. And just as soon as I said "Well, we've got some kind of a games condition going here, and the rudiments are out, and you'll find it in the first 150," it's proven true. I think maybe we got, maybe, something on the order of one or two goals out of fifteen cases that are still not found since that was released just a few days ago, right?

Female voice: Yes, two cases.

Just two cases, see? Interesting.

And in every case, the goal was within the first 150, and yet they had assessed for weeks and weeks and weeks after that first 150. See, they'd added it up to a thousand and all gone up and on and on and more and more goals, and longer and longer assessment. And I said, "Well, go back to the first 150 I think that's where you found them, isn't it? Interesting, isn't it?

So that all the time after the first 150, certainly, goals were taken, then the rudiments were out during auditing. Obviously the rudiments were out. The goal was buried. And as soon as the rules were put right, the goal came back in, perked up and pangity-pangity-pang, and everything was going along gorgeously. As my friend Paul said the other day, we were all off at a smart trot.

Now, here's a point, then. Here's a point of some interest: that by improving auditing technology and the skill of individual auditors, we then come closer to very broad clearing. It is not case difficulties that are restraining the PC, now, from getting Clear. All the evidence is in, and that's what it adds up to. All right.

Therefore, the stress must be on auditor technology, the handling of technical aspects of Scientology. Now, the better that is, the more Clears you're going to make. We've got the weapons with which to make Clears. There aren't any bugs in it. I haven't written up your last Prehav Scale, but you mostly have it right now. There's no missing items of any importance that would restrain this from happening. So therefore we come back on auditor technology.

Now, I don't want you to accept anything I am saying as accusative, casewise, or anything like that. I'm simply going to give you data here, and this data is very well worth having. This data was arrived at the hard way. It would be a withhold from you to tell you otherwise than that it was arrived at, at a hard way, on the hard line. I've been getting some auditing. Sessions have been going out. We sat down and analyzed, and we have analyzed, now, all the points where sessions were going out and so forth. I got a good reality on that, and Suzie got a good reality on it, and we were straightening out these points. Because, frankly, we weren't doing it particularly to find out more about auditing, but it's just stuff that came up and we analyzed accordingly. And apparently, what it boils down to is not auditing attitude or anything as nebulous as this. It boils down to very concrete data, which you'll be happy to find out.

Now, as an auditor, perhaps, you say, "Well, there are so many rules of auditing, and which one of these rules of auditing should I be following, and how much memorizing of rules and all of this sort of thing should I do?" Well, basically, first and foremost, if you are worried about the rules of auditing, there is something wrong with your auditing approach.

We can count on that, then, as a stable datum: that if somebody is worried about the rules about auditing and the zigs and the zags and so forth about auditing, and terribly concerned with these things and so forth, then there's something basically wrong. Because auditing, fundamentally, is simply this—it goes back to the Original Thesis: The auditor plus the PC is greater than the PC's bank. And the auditor is there to direct the PC's attention and to keep the PC in session and to remain in control of the session and get auditing done.

Aside from saying what auditing is therapeutically—supposed to be doing this and that, and making Clears and freeing up attention and the various theoretical and technical aspects of Scientology—when you've talked about auditing, you've said it when you have said that. Auditor plus the PC is greater than the PC's reactive bank. And the auditor is there to direct the attention of the PC and get the PC in there and get these objects confronted and straightened out and the unknowns off and the bank straightened out and the track straightened out, and so forth, and he winds up at the other end with a Clear. That is what it amounts to with the technical knowledge of what you do with a PC. It all boils down to that. You are there to get auditing done. The less auditing you do which is effective auditing, the more upset your PC is going to be.

Now, let's take the first object lesson here: The auditor sits down in the auditing chair; the PC sits down in the PC's chair. What is the contract? What is the understood contract as of that instant? That understood contract is a very simple contract: The PC sat down to be audited.

What does the PC understand by being audited? He basically understands it as getting on toward Clear. What he means "toward Clear," we're not sure a lot of the time, but even that: he senses it is there, he senses he's got a direction to go, he senses that he can arrive at a certain destination, and he's there to get that done. Now, he's not there to have ARC breaks run, present time problems handled; he's not there to straighten out the auditing room; he's not there to have any of these things done at all that we call rudiments. He is there to get audited toward Clear.

Well, the first observation we can make: that rudiments go out to the degree that auditing doesn't get done. That's a direct ratio. Rudiments go out to the degree that auditing does not get done.

Now, this poses you a problem. If you are using no session to put rudiments in—if you use up no time at all to put rudiments in—of course, you're apparently around the bend as far as handling the PC, because the rudiments are out. You see, here's a puzzle that we face at once. If you're not spending any time putting the rudiments in, of course the rudiments are going to go out. But the more time you spend putting the rudiments in, the more rudiments you've got to put in. Have you got that?

So, somewhere here there's an optimum amount of rudiments putting-in, and it's not very much. It's on the order of five minutes. You know, five minutes and the rudiments are in: The PC will bear with that, but not much more. And when it goes to a half an hour, his present time problem is actually, basically, the fundamental problem of getting auditing.

Now, he'll say the present time problem is something else, is something else, is something else, is something else; but his basic problem: is he going to get any auditing? And after he's had half, three-quarters of a session thrown away on a bunch of things that he didn't care about, why, of course, now he has a new present time problem called "getting auditing." In the next session, he comes in with this new present time problem: "Am I ever going to get audited?" because he doesn't consider any of these other things auditing.

Now, that's quite fascinating: He doesn't consider them auditing. So therefore, of course he's out of session. From a PC's viewpoint, auditing is a direct press forward, getting himself straightened out so he can get a good Goals Assessment, and finding his terminal—if he knows anything about it at all, this is what he demands—and getting auditing straight along on the road to Clear, and knowing he's getting someplace and all of that sort of thing. This is what he really settles for. This is by experience. Because if you want to keep somebody in session—they will even hang on for months, as we know now, getting assessed for goals; even though the goals are all invalidated and everything else, they're still interested and they'll still go to session, don't you see? Even though the thing is being run completely crosswise, you see, they'll still go to session and still be assessed. You got that?

Well, they won't be run endlessly on general processes that don't approach them any closer to Clear. They'll only go for maybe seventy-five or a hundred hours and they'll leave the HGC. And they take a lot of persuading to get back and they won't want to be audited by you anymore, you know, in private practice, and so forth and . . . What are all these things from? From the basic present time problem of not getting auditing. So actually your main chance is simply to audit the PC.

If it comes to a question of whether to audit the PC or go through some arduous flipperoo on straightening out some kind of a super relationship, or something, audit the PC first. See? Now, you've got to find out what the PC's attention is on and what he considers auditing, and he very often considers it a chronic present time problem of some kind or another—a long-duration problem. And he judges everything as to whether or not he's making process by whether or not this problem is getting stronger, getting weaker—the hidden standard sort of thing; he's got all that sort of thing. Well, he'll be interested in that. Why? 'Cause his attention is on it. So that's auditing.

So auditing could be defined, to the PC, as anything which is handling the things his attention is fixed on. See? That's what he considers auditing. If his attention is super fixed on it and it's being handled, he considers that auditing. And of course his attention is super fixed on goals, so you can get away with assessing practically forever. He will stay in there being assessed longer than he will stay in there being run on oddball, bit-and-piece general processes that don't lead toward Clear. Isn't that fascinating? That's an observation that I think you'll find is quite valid.

Now, if it came to a choice as to whether or not we went about it endlessly, endlessly, endlessly running rudiments to get them in, or auditing the PC, you would always choose what the PC considered auditing. You would always choose what the PC considered auditing, and let the rudiments go to hell. And the next thing you know, they'll disappear in importance.

Remember, what you validate becomes important. You start handling too many present time problems and ARC breaks too arduously and too long and, believe me, you'll get more ARC breaks. Why do you get more ARC breaks? You get them simply because auditing itself is a present time problem, because he isn't getting auditing. In his viewpoint, he is not getting

auditing he is not sure he will get auditing; therefore, his contract is violated so he is in disagreement with what is happening in the session. Do you follow that?

Now, a PC will sit there and endlessly run 1A. Why? Well, his attention is stuck on it. His attention is stuck on all these problem points, you see? He considers it auditing as long as you are auditing in the direction of his problems, of course. So he will settle for 1A. It's amazing how long he will run how many versions of 1A. See? This is amazing, too. If you were to flatten 1A, then, as we already have talked about, and gotten problems and Security Checks totally out of the road, you would find your PC would stay in session and think he was going someplace, and of course he is going someplace. And if you were to flatten 1A, giving the rudiments a lick and a promise, before you did a Goals Assessment, you'd find out your rudiments were in when you were doing the Goals Assessment, because, you see, the PC now can confront problems. You've already brought him up to the point of being able to confront the rudiments before you started fooling with the rudiments. You got the idea?

Although you run rudiments every session, although you try to find out what they are, although you try to knock them out, although you do run some havingness on the room and you keep the rudiments in . . . Nobody is saying just forget rudiments, but don't consider rudiments anything like a session. Don't ever make the mistake that the PC will think he is getting a session when rudiments are being run.

You'll find PC after PC, when you ask him, "Do you have a present time problem?" will groan, because he knows now that his session is going to be endlessly chewed up with the "John and Mary" of life, and he doesn't consider he's getting anyplace. Why doesn't he consider he's getting anyplace? Because he knows he's getting no place with his wife, and so forth. Well, you say, "Well, that's a problem," but he doesn't consider this the general problem of his case, by any means.

You have found a problem: He is worried about having to write Blitz & Company. And you say, "Well, we'll have . . ." and you just start to make the motion toward handling this problem of having his attention on Blitz & Company and the letter he's got to write to them, and you get, "Oh, no! My God! (sigh)" You've heard him, huh?

Well, why do you get this? He doesn't consider Blitz & Company auditing. He doesn't consider Blitz & Company as any difficulty. But he does consider that not getting auditing will produce an enormous difficulty.

The value which a PC assigns to auditing should be appreciated by you. It is terribly highly valued—very highly valued by the PC. And this is a great oddity, because actually, psychoanalysis was never highly valued; hypnotism is not highly valued; psychiatry they spit on. They go back for their electric shocks like wound-up dolls, but you say, "Well, what do you think would happen to you if you didn't have any psychiatric treatment?"

"Oh, I'd probably be just the same as before. What's the difference?"

You say, "Well, would you walk across the street for psychiatric treatment?"

"Hell, no."

Well, that's an oddity in itself. See? This is an oddity, that you're dealing with a commodity which is very highly valued and which the society has been trying to put into the field of psychotherapy, but psychotherapy is not highly valued. So what you're doing, basically, is very highly valued by the PC. So the more you don't give him of it, the more difficulty you're going to have with him.

If there's ever a crossroads of decision as to whether or not we're going to endlessly get on with this, even a crude remark of this character: "Well, 1 see you've got a present time problem, yeah, and you got a little bit of an ARC break. All right. Well, okay. To hell with

those. We're just going to run now . . ." and you give him the process and you go on and run it.

And you'll be amazed how often the PC will say, "Hey, you know, he's right in there pitching." He might grump for a minute, you know, and say, "Well, it's not according to Hoyle, you know?" But you'll just be amazed how many times teat will win where the endless handling of rudiments won't win.

The endless handling of rudiments is a limiting factor in auditing, because it produces eventually the ARC break of obtaining no auditing. So the decision is, audit. You'll have less ARC breaks the more auditing you do. And of course, if your auditing is flawless from a standpoint of Model Session and if some of these other things I'm bringing up are also present, smoothly, in the session, your days of having ARC-breaky PCs end as soon as you recognize that point: that he is there to be audited, and his basic contract is the basic contract of being audited. And the more you audit him on the things his attention is fixedly on—I mean fixedly on, on the long track basis, you see— and the more attention you give to that and the more you handle that, the more he knows he's being audited, the less ARC breaks you're going to get.

It's amazing what a PC will put up with to get auditing, quite amazing what they will put up with to get auditing. Why make them put up with anything? But, at the same time, go on and audit. So the best, hottest message I can give you on that exact subject is audit! Don't fool with it; audit! See?

What a PC responds to best: "Oh, well. All right. You're here to be audited. Good enough. Fine. Now, we're going to go over the rudiments. All right," and you rip on down the rudiments line. You notice there's a bad flick of some kind or another. You say, "What's that?"

He says, "Well, that's so-and-so."

You say, "Good," and you ask it again. "All right. That's good, good. It's still flicking. Is it still worrying you? Anything else about it worrying you?"

"Well, so-and-so's worrying . . ."

You say, "All right. Good." Get the next one, bang! The next one, bang! You say, "All right. Now, now let's get down to business. Now, this is the process I'm going to run, and here it is."

And he says, "Well, I don't much care for that process." (I'll take this up in a moment.)

And you say, "I don't care." You say, "I care for it. Do it." You know, that kind of an aspect.

And he says, "But so-and-so technically, and it said in bulletin so-and

so . . .' You say, "Well, all right. I read it, too. Do it."

And you find the guy doesn't go into apathy; quite the contrary. He goes spark, spark, spark, spark, spark, and you'll get good gains.

All right. There are some more aspects in that. But that whole first section of what I want to talk to you about is, for God's sakes, just audit the PC. Don't fool with it, just audit. You see? Just go right in there and saw it up and chew it up and push his attention around and get him through to the other end and . . . Well, get 1A all straight and handle whatever you want to handle. I don't care what you handle, because this would hold, possibly, if 1A ever became ancient history—this would still hold. Run the PC toward Clear, and have minimal chop

behind your back, you see, minimal unkind thoughts, minimal ARC breaks, minimal difficulties in sessions. These all just tend to disappear.

Because he might say, "Well, that auditor of mine is a cross son of a bitch, but, jeez, he sure audits!" You know, this would be kind of the idea. You got the idea? "He sure audits." It might be terribly profane, the opinion, you see? "Well, you don't do right in a session, she's a real bitch, that auditor, you know?"—you know, that kind of an aspect and that kind of conversation— "but I'd rather have her audit me than anybody else I know." You know, that kind, and so on?

The HGC, as soon as an HGC auditor—as soon as that became prevalent in an HGC and as soon as HGC auditors—you just try and change the auditor on the PC. They had this auditor last year, or something like that, and they just—well, they just don't want to be processed unless they can be processed by the same auditor, because they're very sure that auditor can audit. But it's not "can audit," although they always use "can audit." The secret is "will audit." And the auditor who kind of won't audit, they don't want. That's the secret of "being wanted by" as an auditor, is how much you get down to business and how much business you get done.

All right. Now let's take up something a little more esoteric, here, under the heading of "escape" as a philosophy. This is a very complicated subject.

This is the orientation of an auditor—has to do with his orientation. This is the only point where an auditor's orientation can seriously get in his road. As long as he follows Scientology and goes on auditing and using the principles of Scientology, this one can get in his road. All those levels of the Prehav Scale that have to do with escape that is, abandon, leave, anything like that—if these are in any way, shape or form hot or if they're not thoroughly flat on an auditor, you'll get two aspects. You'll get the auditor letting the PC escape; he wants the PC to escape, because this is the auditor's modus operandi of handling situations. And this is as wrong-headed as you could get, because the only way a PC will ever get Clear is by turning around and fighting down the devils that pursue him. And if the auditor's philosophy is "the only thing the PC should be permitted to do is escape," the auditor will never control the session. And this is why an auditor doesn't control a session when the auditor doesn't control a session. He thinks he's being good. He thinks he's being nice to the PC.

Now, let's go about this on a little wider basis. And oddly enough, under that same heading comes case reality necessary in an auditor. And we've got the same heading: It's escape as a philosophy. Case reality is necessary in an auditor.

Exactly what is this that we are looking at when we find that a Scientologist has never seen or gone through an engram, when we find that a Scientologist has never collided with a ridge, when a Scientologist is not aware of the thenness of incidents? If the Scientologist is not aware of those things, he will continue to make mistakes, and no amount of training will overcome it. Knowing this—just knowing this—will overcome it, because it all of a sudden sees lots of light. Lights begin to Rash in all directions.

If a Scientologist has never been through an engram, if a Scientologist has never been stuck on the track, if a Scientologist has never seen ridges or any of the other mental phenomena, it is because his basic philosophy in life is escape. Now, there is all the wisdom there is in it. I will B° ahead and tell you all about it, but there is all the wisdom there is in it.

Of course, if he's never seen an engram, what is he trying to do? He's trying to escape from engrams. So he escapes so hard from engrams that he sees a little flick of a picture and he's sway, man, he's away. He's off like a rocket. He's off like the Russian never went. See, he's over the hills and past Arcturus. There's a little twitch of a somatic and pshew! he's gone. Why?

His basic philosophy is that if you can run fast enough you never get bit. So, of course, he doesn't have what we call case reality, because of course he's running from his case. His basic philosophy is "The best way to handle a case is get out of it," so that's all he ever does with the PC: takes the PC out of his case. So therefore a PC will never be in session with him.

Oh, lights begin to dawn, huh?

It is pure kindness. This auditor will find the PC getting interiorized a little bit and he'll know that this is the wrong thing to do. So he will take the pigs attention out of session. Some of them do it very flagrantly and some of them do it very pleasantly. It is nevertheless true. One of the ways of doing it is to change the process. Another way of doing it is Q and A.

PC says, "I don't want to be here."

The auditor says, "Of course, you dear fellow; you do not want to be there. Let's be somewhere else at once."

PC shows the slightest inkling of digging into it in the bank and the auditor pulls him out. The auditor is selling him freedom. At what cost? The cost of never getting Clear. But the auditor sells him freedom, and it's a good thing. It's kindly meant.

This same auditor well might have a penchant—doesn't necessarily, but might have a penchant for going around opening all the canary-bird cages in the world. But then, by George, never follows up the fact that the canary birds are inevitably eaten by cats or killed by hawks, promptly and at once. Don't you see?

The auditor is saying, "Escape, escape, escape." The auditor is actually saying, "Don't confront it, don't confront it, don't confront it, don't confront it, don't confront it." The processes he's running are saying, "Confront it, confront it, confront it," don't you see? But the auditor, with his auditing technology, prevents the PC from confronting it, and so therefore runs rudiments forever, does other things, doesn't quite let the PC go into session, "makes mistakes," "changes the process often," "ends the session irregularly," does something odd. And all of these oddities could be said to be backed up by this one philosophy, the philosophy of escape: The kind thing to do is to let him out.

The guy is settling down on the track in some fashion or another and he's going out of present time—oh, let's not let him do that, because that's the wrong thing to do.

Now, this is compounded; this is a complex subject, which is why 1 said this—earlier in the lecture, it was. The auditor who has no case reality of course dramatizes this point. You cannot see engrams while you're running from them.

Let's take a model engram that this person is in, and let's take some of the things that this person has happen to them. The model engram he is in—he's being whipped. The Jesuit fathers, or something of the sort, have decided to really lay it into him on the backtrack, you see, at some time or another. And they've got him tied to a post, and he's being whipped. So he cannot leave that post, so he fixes his attention on a section of sky and says, "It isn't happening." That's escape, isn't it? So what does he find when he gets into that engram? He finds an invisibility called sky. He doesn't find any whiplashes, he doesn't find any post, he doesn't find anything—he finds a section of sky. That is the final mechanism: escape.

Now, he escapes mentally. He doesn't just run away; he escapes mentally. Don't you see? All right. So that worked; he didn't feel them after that. So it was a workable philosophy, perfectly workable philosophy. Unconsciousness is also a workable philosophy.

So he's being tortured on the rack—ah! he fools them all: He goes unconscious; he can't feel it anymore. We don't have, then, an engram of the rack; we have a period of unconsciousness. You see that? He's actually in the incident, but he's only unconscious.

All right. Now, let's go a little bit further here, and let's take a look at this—a little bit further—and we'll find this person has odd somatics and odd difficulties that he cannot account for. And if he never sees any engrams or sees them very rarely, of course he can't account for these difficulties at all. In Book One, it says they're all contained in pictures, and he doesn't see any pictures, and yet here are the somatics, and there's no pictures. Of course there's no pictures, because his attention on any given point is the solution "escape." Escape mentally: escape mentally by forgetting it; escape mentally by looking at nothing; escape mentally by saying it isn't there, you know?—the various mechanisms of not-is.

Yet the somatics have not been not-ised. And this person, every time he "contacted an engram," actually contacted a nothingness and then was left with a nagging somatic or a sensation that he could not then account for and which seemed to be very mysterious to him, and therefore didn't connect any of these sensations much with his bank—don't you see?—and knows he feels uncomfortable, but can't really connect it with any given engram. Got it?

All right. Let's take an actual case in point. Person does, in running on the track, contact an engram, and there it is, all 3-D and so forth: people standing on the bank throwing a spear. All right. Spear comes across the river, goes through the PC's ribs, and the PC has a hell of a somatic and that is the end of the picture as a PC.

This person, now, auditing, says, "Well, why doesn't this PC handle incidents like that? Well, nothing to it. Spear went through you and of course phssst—momentary, you know? Tsk! Flat and gone and you're out of it, and that's it. Now don't get this idea of being stuck on the track," you see? "Hooh! Nobody should be stuck on the track. Why doesn't this PC just flick his attention out, you know? Well, I'll fix this PC up so he can flick his attention out. I'll pull this PC's attention out." Don't you see? This is the best mechanism.

You ask this same person (this is an actual case) . . . You ask this same person—you say, "Do you ever have a somatic in that area you just indicated that the spear went through during that incident?"

"Oh, yes, all the time."

"Well, does it have anything to do with that spear?"

(Person didn't say "all the time"; person said, "Yes, very occasionally.")

But, "Does it have anything to do with the spear?"

"No, uh . . . well, uh . . . or does it?"

"Well, do you have a lot of odds and ends of somatics of this particular character?"

"Well, yes, I do."

"Are they connected with pictures?"

"No." (Actual conversation that took place.) "But I thought all that went out with Dianetics, and in Scientology you no longer had to confront all of these things."

Well, here immediately, of course, you have the tag end of every engram that the person has contacted—is just stuck, stuck, stuck, and where are they all? They're all in PT. So what is PT to this person? PT is certainly just PT, but actually it's a jam of engrams; so therefore the PC should be in PT all the time—because the auditor is. The auditor is never out of PT, so therefore the PC is never out of PT.

And this auditor will not actually guide the PC's attention through an engram, because there's no reality on it. The best thing to do is to yank the attention out of the engram. So the auditor will not control the PC's attention, because escape is the better philosophy. Don't you see why this is? So there's reality.

Now, there's a direct cure for this, and if you wanted to get anybody who didn't have "any reality on the past track," "no reality on engrams," no reality on this and that as far as these things are concerned. and was thinking people are being unreasonable who go into engrams and get stuck and whose attention are not in present time—this person, then, is not operating on a reality. They can't quite tell what the PC is doing, don't you see? So they're always worried about what the PC is doing because they themselves have never been in this identical situation; they get a little bit impatient with the PC, don't you see? So they're not actually doing a guided tour of a bank; they're doing a guided yank of a bank.

And if you were to run this process on that unreal case—it's just one process, a one-shot process—you would suddenly find that they would have an enormous shift of reality on what we've been talking about all these years. And the process is "What unknown might you be trying to escape from?"

That's the process. And at first glance, that'll become a very brutal process, of course, because it'll just start unstacking this. And one of the first things this PC would see, who had this brilliant reality on the people on the bank who threw the spear, would be to find out the water was cold. And the PC, I happen to know, has cold feet all the time. Of course. There's that piece of that engram, see? So that piece of that engram would be contacted.

And you just keep contacting these pieces of the engram, because of course you're running the reverse mechanism now, not the philosophy of escape. But the only philosophy that works in Scientology is "confront it."

It isn't that you have to erase it; it is only that you have to become familiar with it. All you have to establish is familiarity with the bank; you don't have to establish an erasure of the whole bank. It would take endless time to do that.

And all of a sudden, this auditor who's been having trouble guiding a PC's attention will not have that trouble anymore. They will recognize at once, "Oooh-ho-ho-ho-ho-ho-ho, I've been trying to get the PC—oh! Hm! My—my— pardon my red face! Oh, boy, is this what it's like down here!" You know? "Huh!"

Now, what happens is every time this auditor yanks the PC's attention, the auditor is not aware of the fact that he has got the PC in one time stratum, called engram time, and is pulling the PC's attention to present time, and locks the incident the PC was in, in present time, by an attention shift. Any kind of a mechanism, whether you call it faulty technology, changing the process, changing one's mind, doing something of the sort—whatever you want to define it or whatever rationale went with it, this is actually occurring. And, of course, it is painful to the PC to have this happen, so the PC of course protests and this is a basic difficulty with ARC breaks. You get a basic difficulty at once, because the PC was there and now he's here, only he's not here and he's not there and where the hell is he?

It isn't that a PC should be regressed on the track and totally impressed by this past-time incident to a total point of overwhelm; but the PC is in another time stratum, usually, when he's being audited, even on a conceptual or permissive process. PC appears to be sitting in present time, and the PC is not in present time. So of course the PC can neither be talked to nor handled as a person would be handled in present time. It is not a social tea party, auditing isn't. The PC is not there, really; the PC is in another time stratum. And if you practice the philosophy of escape on somebody who doesn't have to escape but is trying to do the bank, the auditor's goal is different than the PC's goal. And the PC is saying, "Well, I'm confronting it and I'm getting familiar with it, and here it all is."

And the auditor is saying, “Come away, come away, come away; it’s dangerous.” Reactively, this is what is happening.

So the auditor is saying, “Come away,” and the PC is saying, “Let’s stay here,” and between the two you get ARC breaks and arguments. You would inevitably, wouldn’t you? And as soon as the auditor takes a guided tour of this thing called an engram bank, you see, with the spears whizzing from both banks of the river... This auditor has never—this particular person has probably never noticed that not only were there spears coming from one side of the river, but that probably there were whole volleys of arrows coming, too. Those somatics haven’t appeared yet. You got the idea? There’s other things missing in all this, and of course it all looks very mysterious. But the person gets down there, they’re trying to escape from it; that would be their first action. Spear goes through them: they say, “Escape.” Boom, “Let’s go.”

Well, it’s one of the basic thetan mechanisms. It’s why he never as-ises much track; it’s why he doesn’t become familiar with his bank. So look how prevalent this thing is. Very prevalent.

A thetan would be in a bad way if, when you killed his body, he couldn’t exteriorize, see? So it’s an absolute survival mechanism for a thetan. So, you see, it’s not a bad thing to have escape philosophy or to be able to escape. But let me tell you, when a person is compulsively escaping, he of course never escapes. And when you get a PC that you’re getting to escape all the time, of course he never escapes, and his case just winds up in a little black ball. You got the idea?

So therefore we can say that escape as a philosophy very much gets in the road of auditing when the auditor has this as a total philosophy, you see? And we can say also, then, that a case reality is very necessary in the auditor. But, of course, what do we mean by a case reality? Well, a case reality is willing to stay there and take a look, you see, instead of running out on the incident when it comes up.

These two things, then, are under the same heading and they are the same subject. A person who doesn’t have a reality on the bank has consistently escaped from the bank, and then that person of course does odd things in auditing. And then we say, “Well, that person is a bad auditor,” “That person is not so good,” or “That person doesn’t get results,” or something like that.

Well, we can say that much more succinctly and much more kindly now, much more effectively. We can simply say, “Well, this auditor has escape as a philosophy and hasn’t got much reality on the bank. So therefore, when he audits a PC, he doesn’t know what the PC is doing.” And when the auditor doesn’t know what the PC is doing and can’t fathom what the PC is doing and the auditor thinks that the PC shouldn’t be looking at all that stuff, too, of course we don’t get any clearing, because clearing depends on a familiarity with the bank. I’m not telling you, you all stick on the track; I’m merely saying that it’s necessary to have a familiarity of what can happen. You know, there you are in the middle of the river and the stuff is coming from all directions, and you’re confronting it and you’ve got it and you’ve got a sensation of fear or something, or confusion, already that’s going with it, and all of a sudden the auditor says, “Well, that’s the end of that process. Let’s run something else.” God, you don’t know whether you’re on the track or in present time or something like that. You’ve been betrayed, in other words.

But you could educate this auditor endlessly—just endlessly—without producing a single change in that philosophy, unless you hit the philosophy itself. Got it? You cannot educate an auditor who has that as a philosophy into giving what you would consider a smooth session of keeping the PC in session and his attention on his bank. Do you follow that?

So that’s exactly where that button sits, and that’s exactly what button you press. And when an auditor makes consistent mistakes, when an auditor yanks the PC’s attention or the auditor is doing a lot of Q and Aing—there’s more about Qing and Aing—but when he does a lot of

this, a lot of shift, we just assume that: that the auditor has a total philosophy and fixation of escape, and therefore is letting the PC escape.

And he isn't being vicious, he isn't trying to cut the PC to pieces. He knows what's best for the PC: Get out of there, man! Not even "Get rid of it," just "Get out of there." PC starts to look a little bit indrawn, go into session, the auditor will pull him out every time.

You probably couldn't even list the number of mechanisms auditors use to effect this, so there's just no sense in putting up counter-laws to each one of these mechanisms that's used, is there? There's no sense in doing that, because we have the basic mechanism for it.

All right. Now, let's go a little bit further here. Here's another subject on this. Responsibility for the session: in the Original Thesis, way, way back when, you had the rules, the laws, the basic laws, of auditor plus PC greater than the PC's bank; PC less than PC's bank. Obvious—a PC must be less than a PC's bank or the PC would never be troubled by the bank, don't you see?

So that's why self-auditing doesn't work, by the way: the PC is less than his own bank. Also, he never can get in session, because a bank won't go in session. You can audit valences and that sort of thing. Oh, don't mistake me; I mean, you can't say that self-auditing does not produce a result. It does produce a result but the result is quite minor.

And actually all self-auditing is, is remedying havingness on auditing. Self-auditing always, always, always begins on scarcity of auditing. A PC would always rather be audited than self-audited, but they could get to a point finally where it is—auditing is so scarce... You know, people have been "auditing them" without auditing them, and auditing thereby gets scarce; so PC starts auditing and can come up to a point where the scarcity becomes so great that they begin to assume virtues, like the fox who loses his tail, you see? The great virtues of having no tail: the great virtues of self-auditing. Simply the lack of havingness of auditing can result to the fact where self-auditing can become quite a virtue.

Occasionally, you'll find—once in a while, rarely, you'll have somebody say, "Well, I want to do it myself," as far as self-auditing is concerned; "I . . . I really want to make the grade myself." And you look back over the history of the case and you'd find out they didn't feel that way a year before. They just didn't have auditing.

So you can actually have somebody sitting there, and an "auditor" there, and the person getting no auditing, don't you see? And this denial of auditing, denial of auditing—by being yanked off the track, by endless rudiments, by never getting anything on the road, by never really getting in there and pitching, you see, one way or the other, the person is being denied auditing. And the person will be denied auditing to a point where they self-audit. That's what self-auditing is.

You find a PC self-auditing, you can be sure that the PC has such a scarcity of auditing that your auditing is having considerable difficulty arriving. You don't have to do anything about it except just reestablish the PC's confidence in the fact that he is being audited and will be audited. That's basically what you do, is just audit, and the PC will come out of this. But it requires auditing.

But the PC less than the PC's bank—otherwise the bank would never be giving him any trouble. Yes, I know he's creating the bank, on how many vias and that sort of thing. But he's created a Frankenstein monster—and it's about to eat up Frankenstein, you see—called a bank. And the Frankenstein's monster inevitably will eat up Frankenstein. He's created a bank. He's created all these various valences and that sort of thing. He's denied full responsibility for having done these things, and so on, and the result is that he's having difficulties with a bank.

This is not self-auditing, now; I'm just talking about PCs in general. I'm talking about Homo sap, I'm talking about the farmer that's walking down the road and I'm talking about this guy and that guy and the other fellow, you see? And these chaps are all in this sort of a state of less than the bank. When we say a man is aberrated, we say he's less than the bank. And when we say somebody is psychotic, of course this person is not just less than the bank; this person is nonextant and s the bank. You see, there's a total overwhelm, and that's all psychosis is: total overwhelm by own bank.

Now, the gradients of cases is the degree to which a person is overwhelmed by the bank. Now, recognizing this, that you're auditing somebody who is a bit overwhelmed by his own bank, and recognizing these laws in Original Thesis (simple and elementary as they are, nevertheless they're very sweeping in their truth in auditing), we get this kind of a condition, here: The auditor has got to be cooperating and running the PC's bank, you see, and running the PC at the bank in order to get auditing done, inevitably. When the auditor withdraws from doing this, he collapses the PC's bank on him. You see?

When an auditor is auditing and suddenly stops auditing—like, you know, a shift of attention, spills the water glass, tips over the ashtray, something of this sort—he of course has to some degree withdrawn his control of the PC's bank, and you get a minor collapse.

But there is a way to get a major one, and this has never been articulated before in Scientology, and it's terribly important: When ever you take a direction from a PC and follow it, you collapse the PC's bank on him.

These poor guys—I know two or three fellows who will only let some very, very weak auditor audit them, you see, and give the auditor all sorts of directions as to how to audit them. And of course this is just a self-audit. They don't make much progress. They make some, but they don't make very much progress. They're usually in misery. They've set up a booby-trap situation here, because of course the auditor is taking directions from the bank and following them. That's part of it. And the other part of it is, you see, the auditor subtracted himself from the basic equation of auditor plus PC is greater than the bank. You see?

So, when the auditor takes the PC's directions, then it looks to the PC at once as though only the PC is confronting the bank; and he loses the illusion of the auditor's confronting the bank, and of course the bank then collapses on the PC. Do you follow this carefully? It's one of these simple arithmetical propositions. It's one plus one is greater than one and a half, but one is not greater than one and a half. And what you've done is subtract a one from the one plus one, and of course you get immediately the one and a half greater than the one. You've only got one left, you see?

You haven't got a PC sitting in the PC's chair; you've got an auditor sitting in the PC's chair. So the PC is now both the auditor and the PC, only it doesn't add any ones. So instantly and immediately you of course get the bank greater than the PC, and so therefore the PC is promptly and instantly overwhelmed.

PC says, "I think you really ought to ask about that present time problem another time." Oh, yes, PCs can do anything they like and they will say things like this, you see, in a perfectly good situation. They have sort of taken over—because of anxiety for auditing and other things—they've taken over the idea of auditing and they're afraid some auditing is not going to occur. And so they sort of merge up and something in the bank is this and that and they sort of say, "Well, I think you ought to ask about that one more, because I think there is one . . ." and the auditor does ask that one more. And instantly, pshew!

The bank collapses promptly and instantly on the PC.

Got an ARC break. You never notice it, because it takes an hour or so to swell up, but the PC thereafter is running on auto. All you've got to do is take one direction from a PC and you collapse his bank on him. You must understand exactly how that occurs, you see?

Here's the PC and the auditor and the PC's bank, and the auditor plus the PC are greater than the bank. Now, of course, the moment that the PC becomes the auditor, even to any tiny degree, you no longer have the equation of auditor plus PC: You have the equation of PC plus PC-being-auditor, which of course still adds up only to one person—the PC—and of course this is not greater than the bank. So you get a collapse of the bank. And I do mean a collapse of the bank. You can make the bank go pshew!—just hit him in the face. Blango!

Now, just look this over, because it's the first time we've ever examined this mechanism, in spite of the fact the laws are some of the oldest laws we have. I think the only two laws earlier than that is Survival is the dynamic principle of existence, and the purpose of the reactive mind, purpose of the analytical mind; those are the only laws that are earlier than these laws—I mean, in terms of time and development.

So, let's take another example: Auditor says, "Do you feel all right now, and uh . . . or do you feel too tired to go on?"

The PC says, "I feel too tired to go on."

And the auditor says, "All right. We won't go on." At that exact instant, you've collapsed the PC's bank on him. I mean, it isn't a simple thing, that the PC is suddenly dismayed or goes out of session or something like this. An actual mechanical fact happens: Whether the PC perceives it or not, the bank collapses on the PC, of course, because the bank is being held out, basically, and the PC is being held in position and the bank is being held in position only by the equation of auditor plus PC. And the second the presence of the auditor drops and the auditor ceases—that's what we mean by "ceases to take responsibility for the session."

Now, that's an esoteric statement; it hasn't any mechanics with it that give you any explanation, but that is the primary method by which the auditor does not take responsibility for the session. And that is the exact mechanism by which an auditor gets into trouble—the exact mechanism. It's down there to a hairline. All the auditor has got to say is "Is it all right with you if we uh . . . um . . . is it all right with you if we uh . . . run this uh . . . an hour and a half?"

And the PC says, "No, I don't think so."

And the auditor says, "Well, all right. Then we won't."

Well, on the surface of it, it is the socially acceptable, kindest thing you can do: The poor fellow feels tired, so we just won't go on with it. And at that moment, we just picked up the stewpot and hit him in the face with it. See, we collapsed the bank on him. The bank will collapse—can be counted on collapsing—instantly that this occurs. He'll get a reaction from the bank, bang!

That means actually, probably, that the Model Session should be rephrased, on a discovery of this magnitude. Don't worry about it until you see it in an HCOB, because it may be and it may not be, because basically the Model Session is written up just to get the illusion of courtesy.

I say, "Well, is it all right if we end this session now?"

And the PC says, "No, it's not all right. I'm having a great deal of trouble here and I'm struggling around," and so forth.

I say, "Well, all right. I've made a mistake, and we're now going to end the session." It's always all right with the PC. I decided to end the session. If I decide anything else now, merely because the PC told me something else, I've had it, because the bank just will go splat! Now if I don't want this PC to be butchered up, I certainly better stick by my own ideas

of what I should be doing, no matter how wrongheaded or inopportune or upsetting those ideas may appear to be.

So you just have to take fate in your own two fists on such a situation. You say, "Is it all right if I end this session now?" It's courtesy.

And the PC says, "Well, yes, it's all right. Uh . . . except uh . . . I'm pretty far back on the track." All this is, is a comment to the effect that "Well, you knucklehead, you didn't ask me where I was on the track before you sprung this other one," don't you see?

Well, if you now say "Well, all right. We will run it ten minutes longer in order to get you up to present time," you've had it at once! You'll never get him to present time. Why won't you ever get him to present time? Because you just collapsed the whole track on him, that's why! And then you probably didn't do anything to reassume the control of the session. Do you see what happens?

So you just never, never, never, never do what the PC says. You just never do what the PC says. I don't care how logical it is, I don't care how wrong you are. If you've given him a totally wrong, upside-down, incorrect instruction, you can do something more wrong than that.

You know, English doesn't permit the deepening of the word wrong. You can't be "wronger," apparently, according to English. But boy, I'm telling you, you can be wronger. It doesn't matter how idiotic the auditing direction was, how noncompliable the auditing direction was—it just doesn't matter. If the PC now gives you some advice concerning it and you take that advice, you are promptly and at once wronger. You have just lost the control of the session, but that isn't what's important. Mechanically, you've collapsed the PC's bank on him.

So you just must never do it! That's just something an auditor must never do. He says, "All right if I end this session now?"

And the PC says, "No, it isn't all right. I'm stuck down the track."

And the auditor says, "All right. I'll run the process for ten minutes longer." Why, this is the kindest, most sensible, decent thing you can do, isn't it? And it winds you up every time in the soup. Then you probably will spend the next five hours trying to end that session.

Why? Because you are no longer auditing the session; the PC is. You haven't got an auditor plus PC greater than the PC's bank, so the PC of course can't come up to present time, so he just struggles. See? The mechanics are just dead against it. That's the way the reactive mind is, not the way I think it is.

So that is a primary method of getting into trouble. A primary method is to violate that original equation. Auditor plus PC must both be there in order to be greater than PC's bank, and when the PC says to the auditor, "Advice, advice," and the auditor takes it, of course then at once, immediately, instantly, then, the PC becomes easily the auditor: He is running his own bank on a via, he's no longer greater than the bank—it only takes a split second to happen—he's in the soup. Got the idea?

Well, it isn't that PCs mustn't give advice to auditors. By all means, as a PC, give the auditor all the advice in the world. You understand? Give him all the advice in the world. If he takes any part of it, he's a lousy auditor, that's all. Because he at once passes over control of the session. It's something tantamount to walking out in front of the troops and handing your sword over, see? I mean, it's something of this order of magnitude. Promptly and at once you've lost the war, and that is it. There's going to be reparations charged and the United States will be sending three quarters of the national income over to rehabilitate the country. But if the United States doesn't hear about it, then nobody is going to rehabilitate anything.

Now, there's the whole situation in controlling a session. And there is the primary difficulty an auditor runs into. Once more, it looks like pure kindness and it turns out to be total viciousness.

All right. Let's take up one more point here. You can also put a PC at responsibility for the session by a bunch of "PCs ought to," and individual considerations about what ought to be going on. This is a little more esoteric, but becomes less so when I say something like this (this also comes under escape as a philosophy): "Well, he ought to be able to get out of that very easily." See, the auditor says, "Well, he couldn't be in any great trouble. He ought to be able to get out of that very easily."

Well, you see, what did he do? Even if he did it silently to himself, he says immediately, "Well, the PC is responsible for the condition he's in." And you will find the one-plus-one-greater-than-the-bank also operates. That promptly operates, and the bank will cease to behave. It's quite esoteric, it's quite odd.

You say, "Well, PC shouldn't be in that much trouble." "A man—a man of that age uh . . . shouldn't have all of those difficulties with women. After all, after you've lived for forty or fifty years, you certainly should know something about women." You know, something like this. You have some kind of a little unkind thought of this character, but it's an ought-to-be, you see? And you have just shifted responsibility for the session over to the PC, just as neatly as though you'd suddenly crowned him with laurel wreaths. You see how you'd do that?

The PC "ought to," the PC "shouldn't ought to." Now, here is a whole class of things, you see? "The PC shouldn't be screaming at me." Well, that would be the best way in the world to bring the scream up four more decibels. Don't you see? That would operate at once to put this PC at cause, so of course immediately eliminates and deletes the auditor plus PC over bank—it eliminates the auditor and, of course, collapses the bank on the PC. You get how this would work, you see? The PC "ought to," "shouldn't ought to."

"Well, men are always like that." That isn't so bad, that type of consideration; it just denotes an inability to do something about it, so an apathetic acceptance of a condition which one is confronting. Well, this merely lowers control over the PC's bank slightly; it's not a very great thing. Well, that doesn't amount to a great deal. It's when you really drop it out—when you really say "Well, the PC should be" or "the PC shouldn't be," or something of this sort—bang! You see, you've gone into the same old violation of this original rule.

No, a PC is doing what the PC is doing, and the PC ought to be doing what the PC is doing. You see? And the PC oughtn't to be doing the things the PC isn't doing. And the PC does what the PC does. You get the idea? And considerations as to what the PC should be doing, up on top of this, of course interrupt responsibility for making the PC do something. You get the idea?

Now, of course, as long as your intentions are totally wrapped up in what the PC ought to be doing with inspecting pictures and so forth, you of course are making this occur! You are doing this, you see, so it isn't an ought-to-be or a shouldn't-be or something like this, see? The PC is going up and down the track and around the bank: Well, he ought to be doing these things, you see? And you know that he should be doing these things; he knows that he should be doing these things. He should be following the auditing command, and you know that he should be following the auditing command, and all that sort of thing.

I'm not talking about that class of thing. I'm talking about another class entirely: that instead of making the PC do or become what you want the PC to do or become, you add this sneak one into it, you see? The PC "ought to," you know, and you sort of said faintly to yourself, "Well, I'm not doing anything about it, and he shouldn't really be upset about that ARC break. That's really nonsense; he shouldn't be upset about it. He shouldn't be—oh, well, it's a . . ." "Well, he shouldn't have that present time problem, not now. We've only got two

hours here and, God, he shouldn't have this present time problem now. No. Heavens on earth."

No, the PC has got what he's got, don't you see? You just look at what the PC's got, and then you can go ahead and you and the PC can make him "got" something else, don't you see, with greatest of ease. But if the PC "ought to" without any further action on your part, of course what do you wind up with? You wind up with a collapsed bank. Is that clear to you? That is not as serious or as general as the other.

Now, Q and A, Q and A: Every time the PC says something, you follow it, is the most prevalent method of Q and A.

You say, "Well, how's that about your mother now?"

And "Well, it's not my mother now, it's my father."

"Well, how about your father?"

"Well, it's not my father so much, it's . . . uh my father's okay, but it's actually my aunt . . . uh . . . uh . . . my aunt Bessie."

"Oh, well. Well, all right. Now, what—how does that apply to your aunt Bessie?" And by the time you've done this, of course, you of course are doing two things: You're letting the PC spot what you ought to be auditing—you've dropped responsibility, then—and you of course permitted him to escape Tom the original questions and you haven't followed it through. You're permitting the PC to escape, and the PC will go along a whole sequence and series of escapes; and if you follow along this sequence of escapes without ever once saying "Whoa, now, PC! I asked you about Pop. I want to know about Pop and I'm not interested in Aunt Bessie. Now, Pop!" You can say it as rough as you want to; it won't affect the PC, because he knows confoundedly well that's what he ought to be doing.

And he says, "Oh, oh, oh, I—ha-ha-ha-ha. Fly cops are on my trail. I didn't get a chance to duck up that alley. Well, I guess I just better not do that and I better come back here and uh . . . take a look at Pop. Okay. Well now, what did you want to know about Father?"

You say, "Well, all right. I just wanted how—to know how that was about Father?"

"All right. Well, it's all right about Father." Now, what else about this?

"Yeah, well, how is it all right about Father?"

"Oh, kill the son of a bitch as quick as look at him, that's how all right it is about Father," and so forth, see?

"Oh," you say, "well, all right. Now, you got a picture there or some "Well, sure I got a picture there! What else do you think I have?"

"You've had a picture there?"

"Oh, yes, of course I've had a picture there!"

"Well, all right. Now, what don't you know about it?"

"Well, I don't know this and I don't know that and I don't know that and I don't know that and don't know that and don't know that, there, there, and . . ."

"What else don't you know about it?"

“Well, I don’t know so-and-so.”

“All right. That’s fine. Now, you still got a picture there of your father?”

“No.”

“All right. Now, how about your father?”

“Well, all right. Take him or leave him.”

“Okay. All right. Nova, we’ll go on to something else.”

Got the idea?

The PC never wants to handle what you want him to handle. You can just put it down: He never wants to handle what you want him to handle. I don’t know a PC yet that’ll handle exactly what you want him to handle!

When a PC sits there smiling sweetly, I get very, very suspicious. I say, “What are you looking at?”

He said, “The same incident you told me to look at.”

“Yeah, well, what incident was that?”

“Oh, this incident about picking these flowers out here in the field.”

And I say, “No, we had an incident there about burning down a house. What happened to that?”

“Oh, you caught me. Oh, well, all right. Burning down a house . . .” and so forth, and somewhat grumpily they’ll go back in and look at it. But they don’t like you when you let them escape, because they know way down deep that it’s wrong. They know way doves deep that it’s wrong. They know the road out is the way through, and the road out is not a bounce.

The guy has been running away for two hundred trillion years, and he’s looking for somebody to stand and hold the ground and say, “All right. Let’s pick up these devils one by one and fight them down.”

He will say, “That is the most horrifying, shuddering thought that anybody has ever pushed in my direction. but I know damn well he’s speaking sooth.”

Now, it actually hasn’t worked for the last two hundred trillion years, running away. So, he says, “Well, here’s a picture.”

And you say, “Good. Got any other pictures?”

“Uh. . . (These guys are gonna let me run away.) All right. Yeah, I got some other pictures.”

“Good, you got any other pictures in there?”

“Oh, yes, I’ve got some other pictures in there.”

“Oh, yeah. Well, how’s your mother?”

“All right, Eme.”

“And how’s your father?”

"Okay. Fine. Oh, yes," and so forth. And the fellow says, "Well, it wasn't my mother I was thinking about, actually. It was my aunt Bessie."

"Oh, well, how's your aunt Bessie?"

And the PC right at that time says to himself, way down deep someplace, "That's all we're going to do now is escape, and I know that it isn't the road out." So he has ARC breaks because he knows he's not getting auditing.

It's a very funny thing. Not overwhelming a PC, not pounding him down: PC says, "I have to go to the bathroom."

You say, "You damn well sit there and don't go to the bathroom," and so forth, and the PC says, "Well, I have to go to the bathroom; it's a present time problem," and so forth.

And you say, "Well, I'm not going to let you go to the bathroom till 4:35; that's the end of session—and that's the end of it," and so forth.

Well, you keep this kind of thing up forever and eventually the PC gets an overwhelm. He's pounded into a position. See, all of this stuff is moderated with reason, don't you see?

That isn't any kind of a session direction. PC says he has to go to the bathroom. All right, say, "Go to the bathroom." All right. Now go into session. You'll find he's slightly out when he comes back. So put him into session again; put him into session again with a crunch.

But five minutes later he says, "I have to go to the bathroom."

You say, "I've heard that before; we're now going on with the session." He'll be back in processing again.

Invalidation is the basic overwhelm. The PC says, "Oh, it was my father doing all this."

And the auditor says, "It couldn't possibly have been your father." You get the idea? Now, there's where overwhelm comes from: invalidation.

PC says, "I—I think it's . . . I think it's an automobile mechanic. I think it is."

"Couldn't possibly be an automobile mechanic," you know?

You could run a whole case, possibly, by saying, "Who's been invalidated?" See, what's death? Death is invalidation—invalidation of a terminal. What's sickness? Invalidation of a terminal. What's punishment? Invalidation of a terminal. I mean, all things add up more or less to the invalidation of a terminal, don't they? And as a result, why, you've got a button there that you've got to lay off of, which is just invalidation.

PC says, "It's made out of green soup."

You say, "All right. Solid green soup." As far as he's concerned, that's the way it is. It's just that's the way it is.

And this sort of a matter-of-fact situation is, in a few minutes the PC says, "I made a mistake. It is not green soup." The wrong thing to do is to tell him "Why, I could have told you that earlier."

You're taking him on a tour of a bank; you're getting him familiar with various things by various mechanisms: He'll wind up in the other end not afraid.

Now, what, basically, then, would best answer up these conditions? Certainly not escape. Don't let him escape. Make him face it up. You're always safe.

PC starts using rudiments for escape—omit them. Always the better choice is to audit; always the better choice.

If the PC gives you directions as to what you ought to be doing in the session, give him the cheeriest acknowledgment he ever received and go right on doing what you were doing. Don't ever shift. Now is the time not to shift, because you've run into some kind of a valence or a machine which tells you "Change, change, change, change"; and you start going change, change, change with the PC, it's a Q and A, and of course you're going to get no place at the other end.

Now, these are very important considerations in auditing, and if an auditor were to do these things, pay attention to them and handle those things, he actually could be quite ignorant of some other facets of technology and he'd still win. He'd be right in there pitching.

No, there is no substitute whatsoever for having a reality on the bank. There is no substitute for it at all, because now you know what's happening to the PC, you know where his attention is, you know where he's going, you know what he's doing. And you don't make the mistake of believing he's in present time and this is all a social chitchat that we're indulging in. We've known auditors who've thought auditing was that, and they always of course wound up with PCs with no gain and tremendous ARC breaks and rudiments out all the time and that sort of thing, because the PC's attention was never in session.

The basics of auditing, however, require that the PC feel able to talk to the auditor, so you don't necessarily shut the PC off about things like this or directions like this; you let the PC tell you. But it's a great oddity that when the PC has told you that the process is wrong and that he's having difficulty answering it—it would be a great oddity if, when you acknowledge this and you say, "All right. I'm sorry, but that's the process we cleared, and here is the next auditing command," the PC will say, "Oh, hell," then he'll go on and audit it, and you'll wind up, oddly enough, without any much of an ARC break.

But you say, "Well, now let's see, let's just shift the process. He says he can't answer this, so let's change the wording of the process." And, of course, don't be amazed that for the remainder of the session, and maybe for the next couple of sessions, you get absolutely no change of case. Why? There's no auditor there. Why? Because the PC did the auditing.

So these various considerations are right there amongst the fundamentals, and they're things to pay a great deal of attention to. And if a PC is moving through a bank, you should have some idea that people can get stuck on the track, and you'll get an idea of other-timeness than here and that things can happen, and that somatics, and so forth, are directly connected with pictures —which they are—and that sort of thing. There's no substitute for that sort of thing.

And in training auditors, one of the things you should always ask an auditor is "Well, do you have any reality on an engram? Do you know what an engram is? Have you ever seen one? Have you ever had a somatic out of one?" Not necessarily "Have you ever had sonic?" or something like this, but "Have you ever seen one of these engrams?" and so forth. "Well, have you ever had a moment there when you were—on the track when you did not quite know what was happening?"

"Uh . . . oh, yes. Yes, yes, I have. Yeah, ooh-ooh, yeah, ooh, well, sure, yeah. I was runnin' this one about elephants and these elephants were walkin' all over me. Goddamn it. And uh . . . I don't think it ever got flattened. Feel an elephant's footprint on my chest right now."

Ah, this is a safe auditor. Why? He's not running a big philosophy of "escape, escape, escape is the road out," don't you see?

If you asked this auditor—you say, “well now, have you had any reality on the track?”

“Well, I’ve read about it in Dianetics: Modern Science of Mental Health.”

“Well, have you ever run into an incident? Have you ever run into an engram?”

“No. No, I know they exist, intellectually. I have good intellectual reality on them. Ron wouldn’t lie to me about that.”

No matter how kind this auditor appears, this auditor is not safe as an auditor. Why? Because this auditor practices escape. That is the only reason why the auditor has never seen an engram, you see? So if they’ve practiced the escape from the bank, they have practiced the escape in auditing. and they u ill yank PCs out of session. Okay?

These various considerations are very pertinent to training. to auditing. to understanding, and I give them to you at a time when they’re easily remediable. There is no difficulty with these things. I am not citing you any 120-foot board fence that you have to climb over with your fingernails. That process which I gave you is the most revealing process to somebody who has no reality on the track. That is most revealing. They say, “Ooh, wow,” you know? “This is what I’ve been pulling people out of—and it was a good thing I did, too! “

Okay. Well, possibly many interpretations could be made of this particular lecture. But just remember that it, too, just means exactly what it says, which is do the auditing, get the show on the road, get the most auditing done in the least time that you can. Your PCs will be very happy with you and they won’t ARC break, either.

And you’ll be amazed how seldom you have to put the rudiment in. When you come into session, you bang yourself down in a chair, you move the PC’s chair slightly, you tell him, “Sit there; hold the cans. All right. We are now going to start a session. Start of session. Good. Now, process we left unflat yesterday was so-and-so and so-and-so. The first auditing command is. . .” Bang!

The PC will say “(pant, pant, pant).” He’ll say, “But w-wait a minute. I’m not even in session. You haven’t run any rudiments. You haven’t done any this or that and so on.”

“The first auditing command is . . .” Bang! “Answer it, answer it, answer it. Answer it!”

The PC says, “Well, let’s see. What is it again?”

“You heard it. Answer it.”

“Ohh-uh . . . Yep, what unknown stomach? What unknown stomach . . . ?”

You say, “Good. What unknown stomach don’t you know nuthin’ about?”

The PC answers the auditing question, chops back at you maybe a little bit here and there says, “Boy, this is rough, man. You’re rough, rough, rough, you know? You... Do you realize I’m stuck all over the track here, I got everything all messed up, I don’t know whether I’m going or coming, and you just keep pouring these auditing commands at me?”

You say, “Good. Here’s the nest one.”

PC, at the end of twenty-five hours—he may or may not tell you anything about it—goes around and tells the D of P or another student or somebody like this, “My God, that person certainly gets a lot of auditing done! We’ve certainly had a lot of auditing done. Yes sir, that person really will audit.” And the whole aspect of the thing changes.

Now, I'm not recommending that you let the rudiments be out; I'm not recommending these various things. I'm just giving you the frame of mind in which sessions run well. And they do run well when they do that.

And the PC says, "I think I ought to be running something else," you say, "You probably should be. But right now we're running so-and-so."

PC is all ARC breaky about not running something else: "But my last auditor—but my last auditor was running a five-way bracket on Mother, and it was never flattened. And I just keep telling you this, that it was never flattened."

You say, "Well, all right." And at this point you might think to yourself, "Well, maybe I ought to ask what part of it isn't flattened. "What was the auditor's name?" something of the sort. And, man, you are handling a twelve inch stick of inch-thick dynamite with the fuse lighted. This is a booby trap. Don't fall for it.

You say, "Well, good. Good." Even cheer him up: say, "Well, I hope it gets flattened someday."

I think you'll find that this is the winning card. And if you look this over and you follow some part of this and you get an understanding of this, why, I think you will get some fantastic auditing gains, and your days of loses will simply be in the long-distant past. Okay?

Thank you.

6109C05 SHSpec-49 Principles of Auditing

There is no substitute for understanding and there is no understanding without experience. In an auditing situation where there is no understanding or familiarity, there is likely to be established only the reality of war, and if the auditor does not have understanding of and familiarity with the PC and his bank, he will be at war whether he likes it or not. The anatomy of hatred is based on the anatomy of non-comprehension. Non-comprehension is based on a lack of familiarity and observation. If you want to not comprehend something, by all means don't look at it. Another condition applies: a tremendous amount of pretended knowingness and pretended understanding can arise after one has not observed. Psychiatry and psychology got nowhere because they mostly observed dead tissue, when they observed anything. The reason LRH made progress in the field of the study of the mind was his novel introduction of the study of living beings. You'd have to be able to confront motion to do that, and you would have to be a man of action.

An auditor has two sources of familiarity in processing:

1. Subjective reality.

2. Observation of the PC and meter behavior while he audits.

He can also live and observe life, though this universe is rigged so that if you do too much living in this particular society, you wind up with too many withholds, and after that your auditor has a lot of trouble trying to get you in session. There possibly is some phase of life that is not punished, but if so, LRH hasn't discovered what it is yet.

Certain rules govern auditing, but they can go only so far in guiding you along the road to making clears. The great oddity is that it can be done at all. No number of rules can give you familiarity with what is going on in the PC at any given moment. You should experience it yourself to gain knowingness on it. At that point, you will see the reasons, value, and importance of the rules. About 30% of all cases in scientology have never seen a mind. That's the only source of bad auditing. Why are auditors difficult to train? They're only difficult to train in those areas where they don't have familiarity. So what's needed is a process which gives familiarity, with the bank and all its aspects, and at the same time, you'd pick up all the hang-fired clear cases. They are hanging fire because they are not going along the line they should, in auditing. They're walking the far edge of the crater so as not to fall in. An auditor who doesn't have familiarity with the mind will applaud this tightrope walk, and makes sure the PC never falls in because the thing to do is to keep out of trouble. All of man's wars, sicknesses, economic disasters, political chaos, etc. come entirely from one thing: keeping out of trouble. You are not supposed to keep the PC out of trouble if the trouble is in his bank. A PC never protests at getting into trouble if it gives him potential familiarity with the bank. He protests measures that prevent him from becoming familiar with his bank. He protests no auditing. To audit without curiosity about where the PC is and what he is doing is a sure-fire way to keep him from getting into any trouble. If you never find out what's going on, you never have to confront his bank and he doesn't have to confront his bank. The time can go up to light years and nobody gets any auditing done. As a general rule, any mechanism you introduce into a session which permits a PC to avoid confronting his bank or takes the PC out of session is going to produce ARC breaks, heavy problems etc. All a PC ever objects to is not being audited. It has to be the PC getting none, not thinking he isn't. Say the PC has a continual PTP with his wife, who denies him auditing. This creates the ARC break. How she denies him auditing can vary, but the prevention of auditing makes the upset.

The reason she does it is interesting: it is because she can't have auditing.

So the grades of cases are:

1. Those that can't have any auditing.

2. Those that consider their auditing is being prevented.

3. Those that can have auditing.

On the first two classes, you won't get any clearing. So you must remedy havingness of auditing. Some of the prevention of auditing can result from non-comprehension of what it is -- missing data of one kind or another. Those who can't have auditing come under the same heading of scarcity of auditing. Either it doesn't exist because they have no understanding, and therefore it isn't anything, or, if it did occur, there would be too many social repercussions because they have too many withholds.

The PC who is ARC breaky or who has PTP's is being denied auditing in some way. This sounds very monocentric, since auditing is a new subject. But adequate treatment has not hitherto existed on this planet. Everyone's reaction to getting sick or injured is, "Oh, no! I'll have to get treatment. God forbid!" The only place where regard for treatment has been lower is in the Markab Confederacy, where medicine was taught with dried tissue samples as the only mass. There it got so bad that you weren't ever permitted to get a new body. This was typical of many space-opera societies. This society is moving in the direction of replacing parts with mechanical substitutes. Because treatment is so ineffective, it has to be delivered by callous people who make nothing out of their patients. Otherwise the treatment would be an overt. They are lessening the overt. And preclears have been educated into the attitude that there is no effective treatment. Nevertheless, a large percentage still hopes treatment can take place, amazingly. The hope must be rather thin by now, so if the auditor makes a move in the direction of no treatment, the PC ARC breaks. So at first you are doing a cheerleader's job. Then, when you have him in session, let him have treatment. How could you prevent him from getting treatment? First, don't let him put his attention on his case. He never protests crude fumbling with his case, as long as you do guide him into it. All protests and difficulties of the PC stem from no treatment, no auditing. You get the violence of an ARC break if you prevent the PC from getting auditing because auditing is painful. And the basis of the pain is that there is no auditing. So irreparable damage might occur. The PC believes now that auditing can cure any damage, but if there is to be no auditing, then the damage isn't curable, so he is in a state of anxiety as soon as you violate in-sessionness.

Another phenomenon is involved in this: he is looking at an engram. The only space in the engram is brought about by his attention on the engram, and until the engram is desensitized, he will have to keep some space in it to keep the engram off the end of his nose. So if you distract him suddenly from an engram, the space may disappear from out of the engram, and he finds that engram on the end of his nose. You let the engram bite him by taking his attention off the engram. He can get somatics. Then he compounds it with an overt against the auditor.

There are many ways one can let the PC's attention be yanked out of session. One is choosing an auditing room which has action of activity in its vicinity, because you then set up auditing as the stable datum around which action is occurring. You can get away with a lot of this, but don't try to audit in the middle of a busy street. You can run out past auditing in busy areas by asking, "What has been unknown about the activity of an auditing area?" This is to handle the 50 cubic yards he was aware of, whose motion pinned him down into the half a cubic yard of the session. So, ensure that the session won't be interrupted. An auditor who chatters at a PC about other things than the session is setting the PC up to pull his attention off his case. In the session itself, an ineffective process is no auditing. Almost anything we have now, run smoothly, would keep him in session. Tech is not a source of auditing bust-ups, since it is auditing. But the administration of it is the important one.

The prediction factor involves surprise. What is a surprise? People with low tolerance of unknowns can be surprised more easily than you'd think, and the degree that a person can be surprised is in proportion to his tolerance of unknownnesses. The less he tolerates the

unknown, the more be can be surprised. A surprise is not having known, a past tense unknownness. "What isn't known?" doesn't run surprises; "What wasn't known?" runs surprises. The fact had existence before he found out about it, and he is shocked that he didn't know about it when it was going on. The anatomy of surprise is unpredicted change. It registers in the mind only if there was a knownness present which the PC didn't know, and then finds out later. He tries to go backtrack into all that unknownness and gets the impression of floundering around during that time in a not-knownness, which is an invalidation of his knowingness and his permeation. That is the only thing a thetan ever objects to: an invalidation of knowingness. He objects on the basis of surprise. So he gets a future which looks like this: All sorts of things going on in his vicinity which he doesn't know about, that he will maybe find out about and they will be a terrible shock to him. So he starts living in a state of anxiety, because he's had it demonstrated that facts not known to him which are quite destructive can exist in his environment without his awareness. He's sucked back into the whirlpool of unknown yesterdays. The truth is, he knew his environment in those yesterdays, but he looks back on it as not knowing his environment. So things of horrible portent could be going on at this very moment. So that's what anxiety and nervousness is. He gets very alert so as not to be surprised. This destroys I.Q.; I.Q. goes down in direct proportion to the amount of unknownness he conceives the environment to hold. This will apply to a subject, too. Someone who gets more unknownness in the environment than he can tolerate may manifest the insanity of putting a known [delusory] terminal there. That's a pretended knowingness on the environment.

This applies directly to sessions. Most of what a PC is going through is accumulation of unknownnesses that he suddenly found out, and nearly everything he's got in the bank is a prevention against being caught unawares again. So when a PC finds out something from the auditor which existed before he discovered it, here's what could happen: he's interiorized into his bank, and the auditor fiddles with the cans and says, "The meter is out, so we'll have to stop the session." The PC is given the data that the meter was out when he didn't know it, so there wasn't a session when he thought there was one. He doesn't know how long this was the case, and the mystery pins him in the session. Or the auditor stops the when the PC thought he was doing all right. That gives him an unknown.

Surprise is based on change. We're interested in the unknown factor, which is what sticks PC's in it. You can change a process fifteen times an hour on a PC without damaging him, but you can suddenly change a process on some consideration he doesn't know about and ARC break him across the boards. The PC will accuse the auditor in an effort to solve the unknownness which existed before the change. You could advise the PC well in advance of what you intented to do, so long as you don't yank his attention off what he's looking at. If you start running a process without clearing it first or letting him know you're going to do it, you'll probably get away with it unless the process doesn't work well, in which case he'll think you are impetuous.

A PC is only one kind of victim -- a victim of no auditing, no matter how many motivators show up on his case. That's the only one that can cause auditing difficulties. He feels an unknown exists he doesn't know about in the session. That's why you've got to keep the R-factor up and the knowingness factor in. Pc's sense the unknowns. When one is about to occur, turn it into a known: warn him. Don't try to gain auditing time by omitting these things. You can audit a PC without his agreement, but you can't audit him without his knowingness.

ARC breaks clear up most rapidly on not-know processing. Run it always in the past tense, not the present, because that's where there was an element of surprise, the unknown which preceded the found outs. Model session also provides a known structure. You can jump it -- as long as you tell him.

The unknownness of the PC's bank really impinges on him. If you, the auditor, have no reality on its components, no knownness on its components, he'll sense you don't know your business. Your Ability to control the session depends directly on your knowingness of the

parts of the mind. This is of course why LRH audits so effectively. The PC feels you see all, know all when you, seeing where he isn't looking, direct his attention to it. Get familiar with the mind and make the session familiar to the PC, and you'll be a bearcat of an auditor.

To handle ARC breaks, you can ask, "What didn't I know about that you were doing?"

6208C21 SHSpec-188 Basics of Auditing

Auditors keep asking LRH for rules and more rules. Then they goof in session and ask for more. It is strange that fundamentals usually come at high levels of training. Here is what an auditor should be able to do: He should be able to get another being to be interested in his own case and willing to talk to him. Rules, tricks, rudiments, and various other types of upset-preventers are all contributive to getting this to occur. The E-meter is only contributive insofar as it applies to rudiments. It is vital for assessing. In rudiments, you are trying to do with rules and the meter something that you cannot do yourself. This won't work. Some auditors have only to sit down in the chair to have the PC ARC break. This is more true now than ever.

The difficulties the auditor encounters are his own difficulties, and the mechanics he uses force the PC into session with an auditor who doesn't want the PC in session or who doesn't understand that the PC should be in session or why the PC should be in session. The mechanics of rudiments and rules have made auditing so powerful that the PC is put into a state where he is interested in his case and wants to talk to the auditor. But the auditor thinks he is supposed to do something else and drives the PC out of session again. So the PC ARC breaks. The auditor looks like an auditor and the rules trick the PC into session. Then the PC finds that the auditor doesn't want to hear what he is saying. The auditor is auditing by some set of rules. In fact, there is no auditor, but the technology has created a PC. This drives the PC around the bend. The PC doesn't know what is wrong, but he feels that something is wrong.

We have been blaming meter reading, missing reads. This is just another technical rule. Someone who understood the basics of auditing and used them could miss reads and clean cleans and still have a PC happily in session. But someone who cleans cleans and misses reads must be auditing, not by basics, but by rules that force a PC into session. If there is no auditor but only rules and a meter, the rules may be right and the meter wrong. There is nothing else holding the PC in session, so he gets upset. If the auditor is not there and he misses something, it is curtains. So it is very necessary to know what the basics of auditing are.

The remedy for the above situation is that people are going to learn to prepcheck and to put ruds in without meters and to do this accurately. This will make auditors. They can do it because they will learn the basics of auditing.

Why does auditing exist at all? There are two articles in Certainty magazine (1958) that take apart what psychoanalysis did wrong. Anyone that went into session in analysis did so accidentally. Basically, the analysand never had an auditor. He was also never brought back to PT at the end of session.

The basics of auditing include the mechanics of blowing something -- the reason why auditing works (Axiom 51). One underlying thread is the principle that after a session, a PC should feel better. Even an awful goals assessment session that missed the goal should end up with the PC feeling better. Secondly, the auditor must get off the PC's withholds.

The earliest part of auditing is the roughest part, since all the missed withholds of life are still sitting there unrelieved. It takes a far better auditor to handle such a case than to handle someone who has come up the line a ways. Scientologists are not really harder to audit than raw meat, especially raw meat that hasn't ever reached for anything. You would be surprised, though, at who can go into session and who can be audited. Once, in Detroit, the cops seized some tapes. Fourteen cops listened to them, and twelve resigned from the force!

An auditor should be able to handle the PC's problems and to get a clean needle so that the PC can be assessed and made to feel better. An auditor should audit to get things done in a session, not just to audit. Auditing consists of getting something done by a series of little accomplishments, not by going through the motions.

You should be able to get a PC into session without a meter, rules, or anything. Some people have a gift for this. An auditor should be able to let the PC blow something by talking to him. You would be surprised how rare this is. You should also be able to get done what the PC wants done, without Q and A. People have trouble differentiating between TR-4 and Q and A. An auditor must be able to make this distinction. He must handle the session and do things the PC wants done without Q and A. You have to work at it, to get in trouble with this. Q and A is simple:

1. Not accepting the PC's answer; questioning the PC's answer. Auditing isn't done by rules but by understanding. People who Q and A don't want the PC to talk to them. They use a remark, a comment, or a request for more information to prevent the PC from just saying something and blowing the charge. Or the auditor doesn't acknowledge. This is a defensive mechanism.

2. Doing something every time the PC says something. An auditor who always does what the PC says will drive the PC crazy. An auditor who audits strictly by rules and not by understanding will never do anything a PC says, no matter how reasonable or sensible it is, which also drives the PC crazy. There are two things that PCs do:

1. They ask auditors to do things such that if the auditor doesn't do them, the session will go around the bend.

2. They originate. Auditors who are having a hard time with PCs never differentiate between these two situations. They don't evaluate importances. They try to follow all the rules instead of helping the PC. You don't take up the process that the PC wants run or the goal which the PC asserts but which doesn't check out. On the other hand, you don't ignore it when the PC says, "This room is so hot that I am melting!" Open the damn window!

There is no substitute for understanding and a feeling of humanness. Obnose!

Why does auditing work? It bothers someone to be the only one who knows something. He feels better when someone else can see it too. He doesn't like to have only his attention on something. It bothers him to have to keep it from other people. When he puts something out and lets someone else see it, and the person says that he has seen it, and nothing else happens, Axiom 10 hasn't fired. The catastrophic effect he expected hasn't been produced.

Auditing of withholds blows the PC's certainty of consequences. He gets off a gross overt that he knew would kill him if anyone else ever found out about it, and there is no consequence. The only thing that happened was ventilation. Having gotten off the withhold, the PC finds himself with his attention freed up from that subject. Before, it was stuck on keeping it withheld. So he drops it like a hot potato. Without going into the mechanics of as-ising, we can say this: If the horrible consequences that the PC expected, on getting off a withhold, don't materialize, his previously fixed attention is freed up.

Auditors have interesting methods of preventing PCs from blowing things. They use the meter. They do something every time the PC originates. If the auditor always does something or asks another question about it, the PC isn't allowed to blow anything. Auditing works because the PC blows things. If he isn't allowed to blow things, he will blow up. The point is to audit the PC, not to go through a drill.

Auditors should be able to clean up a dirty needle. They should be able to prepcheck, simply using PC indicators to establish cleanness of the question. But don't try to assess goals without one. If rules get in your way, you probably don't understand the rules. The reason for this emphasis is that 3GA requires a superb auditor, if it is to be done rapidly.

6209C18 SHSpec-189 Directing PC's Attention

"Instead of reaching for an argument, reach for an E-meter." To straighten out arguments, put the person or persons on a meter. Pull missed withholds on a nattery person. Just sit him or her down as though no natter had occurred and ask, "What have we failed to find out about you? What have I failed to find out about you? In this session, have I missed a withhold on you?", etc.

When you use an E-meter, get something done. You can do a great deal with it, so use it to get somewhere. The rules of auditing are to keep you from doing ineffective things. Men have been talking to men for thousands of years, and the general result of these discussions has been nil. How can we use talking in auditing to get something to happen? The rules by which you audit are the rules of an effective path to an accomplishment of reaching someone, bettering someone, reaching an agreement, and improving existence. But it is a highly circumscribed path. There have been almost numberless efforts in the past to cure people or make them better. Almost all schools of healing have involved talking or listening. There is an effort to reach. Axiom 10 applies throughout.

We can now make this same talk effective. Auditing has to do with the comm formula. This is the most fundamental fundamental of scientology. When someone says something and someone acknowledges it, if the statement is true and the acknowledgment is received, mental charge can blow, de-intensify, eraser be eradicated. It is on this fact alone that auditing works. It isn't what is said. It is Axiom 10. The cycle of auditing follows this pattern:

1. The auditor's question or command directs the PC's attention to a certain area of bank, causing a momentary restim.

2. The PC, perceiving the area of bank that has been restimulated, responds by verbalizing.

3. When he is acknowledged and receives the acknowledgment, he knows that he has responded.

4. That area of the bank blows.

Most auditing rules exist to maintain the purity of the auditing cycle. The tech exists to determine what should be restimulated, in what sequence. If you have done the auditing cycle right and you know what buttons should be hit and what responses should be given, then you only need add repetitive question and response and the proper sequence of questions, each followed by the same cycle, to obtain the state of release, clear, theta clear, or OT. That formula is the only reason anyone gets out. There can be numberless departures from the auditing cycle. Other activities, like selling and teaching, have their own cycles, which are different from the auditing cycle. If the auditor has spent lifetimes being a salesman, he may use the wrong sort of comm cycle and end up selling the PC an engram. Or you may get someone who thinks forgiveness of sins makes people better. This person won't use the proper auditing comm cycle. He will do something else.

Auditing is basically a cycle of command that operates as an attention-director, eliciting a response from the PC and getting the PC to as-is the restimulated area. The PC knows he has done so when he receives an acknowledgment from the auditor that it has occurred. That cycle, all by itself, is sufficiently powerful to get gains, no matter what words or process is used. The mere fact of directed attention and the acknowledgment that the PC has directed his attention -- that fact by itself is therapeutic. There need be no significance in the command.

The repetitive action adds duplication to the formula. This increases the effectiveness of the communication. The person will become aware of the existence of another being; he will become aware of mass and of whether his attention is easy or hard to shift. His awareness

will increase and his attention will become freer. In essence, those are your CCH's. It is the non-significance of directed attention. The CCH's present different ways of directing the PC's attention with minimal significance. Your worst-off PC does well on these, because he discovers that there is matter, energy, space, time, and another being in the universe. This can be a great shock to him. How does the great criminal live with himself? By knowing that he is the only one, that there is no one else in the universe.

You can't tell someone in that condition to think of the significance of this or that, because the significance would never arrive. He can't duplicate it. He can duplicate the fairly non-significant action of simply directed attention. This is a new idea in the communication cycle: a communication without significance, beyond the significance of what the PC's attention is directed to. [Linguistic analysts refer to the "performance" aspect of language, apart from the mere significance of the words.] Many an activity has directed attention, but has not done so duplicatively. That is one of the secrets of scientology processing, and why it works. This was not discovered before scientology because earlier practitioners couldn't duplicate.

You could run a duplicative process on one object, but two is better because it makes space and adds duplication. You need to have two things to use. You need two to make space. We live in a two-pole universe. You can't make space with just one spot. You also need two things to have duplication. This applies to Op Pro by Dup. The two points, book and bottle, give you space. "I don't care how you run [Op Pro by Dup]. Run it."

"You could direct attention repetitively, in a duplicative fashion [or] in almost any fashion, and achieve a renewed awareness on the part of another being [of] yourself and ... the world around him.... There's no further significance than that," and that is the whole result of the process. This increased awareness improves I.Q., alertness, etc.

Wherever you have a communication line set up, you have some kind of response system on this line, and it will go through some kind of cycle. Knowing that different cycles of action exist, you will see that the auditing comm cycle is unique, and you will realize that the question or command directs the PC's attention by pulling his bank up around his ears. The auditing comm cycle operates independent of the intention of the PC. It is more responsive to the practitioner than it is to the PC. "Any outsider has more control over the person's reactive bank than the person himself. It's on that fact that auditing is based.... The common denominator of the reactive bank is other-determinism." So auditing requires an auditor separate from the PC to be very effective. And when the auditor isn't following through the cycle of action of auditing, then nobody else will adjust the bank for the PC. An auditor who won't help the PC out by adjusting the bank for him is leaving him in the soup. The auditor must control the PC's attention, if the PC is to be able to as-is anything in the bank. Otherwise the PC obeys the bank, and auditing is not occurring.

There are no good PC's and bad PC's. There are only good and bad auditors. The good ones know and keep in the cycle of auditing. If the auditing cycle isn't followed, auditing doesn't occur. A PC whose attention cannot be controlled, cannot be directed into areas of significance that reactively don't want any attention directed there. Say the PC has a goal, "Never to look." If you can't control the PC's attention, you will never find it, because the bank has more authority over the PC than the auditor does. All goals lists contain goals of this character. If you look over the goals list of a PC whose goal is being easily found, you will find an absence of those goals that command the PC's attention to go the other way. You will find no "Never to look" or "To be silent". These goals cause trouble until they are located. The PC whose attention can be directed by the auditor, on the other hand, will have a great many of these.

There are no good or bad PCs, only auditors who do or don't use the auditing comm cycle and get it executed. Sometimes an auditor has to work harder than at other times, that's all. You should look over your auditing with the question, "Is the PC's attention being directed by me, and can I count upon the fact that it is?" If you do this, you will learn a lot about your

auditing and what is going on with that PC, and the relationship between your auditing and what is going on with the PC.

6411C10 SHSpec-46 PTP's, Overts, and ARC Breaks

There is another style of auditing between Level 0 and Level 2 [See HCOB 6Nov64 "Styles of Auditing"]. It is a version of Guiding Style, without repetitive commands. It is a guiding style that goes into itsa: coffee-shop style. [LRH is talking about Guiding Secondary Style, here. This is outlined in HCOB 12Nov64 "Scientology II. PC Level 0-IV; Definition Processes", p. 2.]

(You can herd PCs into line by multiple acknowledgment.)

The styles of auditing parallel the return of self-determinism to the auditor. Progression upwards through the styles of auditing goes along with an increase in the auditor's ability to occupy a viewpoint and therefore observe. The error in training is to demand more of the lower-level auditor than he can possibly deliver, e.g. having a Level 0 auditor finding out from the PC what is troubling him, before having him talk about it. Listen style is the hardest for the instructor to judge and, at first, for the student to do, because it is so simple that the student adds all sorts of complexities. You must adjust your supervision to this simplicity.

There are three [actually six] barriers to case improvement:

1. PTP's.

2. PTP's LD.

3. Overts and withholds.

4. Overts and withholds LD.

5. ARC breaks.

6. ARC breaks LB.

These are potentially present in any session at any level. We don't try to handle them at Level 0 and 1. They come into action at Level II, with the things given in The Book of Case Remedies. The woof and warp of any case is composed of a certain mental makeup of combination of a chronic or continuous nature. In any PC, there is a chronic case mess-up. Then you have those things that keep the basic aberrations from unraveling. These are the things that keep the case from being entered and that prevent the PC from being in session, given that he does have an auditor. Any of these things can be chronic or immediate, continuous or temporary.

An overt act will go into action only when a restraint is put on it, in the form of some sort of withhold. The person becomes guilty, etc. Since you have to have secrecy, you have to have censure. [And with no censure, there is no no need for secrecy.] When a being doesn't think an action is good, he goes into being made guilty. Hence the overt-motivator sequence. [Hence the connection between the feeling of guilt and, on the one hand, feeling that one has done wrong, and, on the other hand, the feeling that one will be punished.] The overt is prior to the withhold. You should classify overt, withhold, and missed withhold processes all under "overts". There are lots of things to know about overts and lots of processes for running them.

The present existence of a problem is worse than its problematic nature. The PTP's floatingness in time is what is peculiar to it and what makes it get in the way of auditing. It was looking at the PTP that got LRH into discovering GPM's. On a political-philosophical level, the problem appears as dialectical materialism, which says that force vs. force produces ideas. Dialectical materialism is making a philosophy of and deifying the problem. Although dialectical materialism says that force vs. force produces ideas, it is actually the other way

‘round, since, actually, idea vs. idea produces force. The idea that force makes ideas is just an expression of the Man from Mud theory. If neither postulate of a problem overcomes the other, force accumulates on them, and the forces will counter-oppose. If they are in balance, they will hang up in time. Only those problems that are held in this delicate balance hang up and become PTP’s. To get rid of a problem, one postulate or the other must give way. If one side can overbalance the other, the problem slips and doesn’t remain a PTP. [Past problems may be “solved” by overbalancing, without really being resolved. These may still exist in the past, but they are not floating up to PT. PTP’s still have an exact balance on both sides.] The Cold War of Russia vs. the U.S. has slipped, since the idea of co-existence crept into the U.S.S.R..

If, as an auditor, you realize that not every problem needs to be handled, but only the ones that are so delicately balanced, your job will seem easier, since there have been lots of problems in a thetan’s whole existence. The balance is actually so delicate that any little nudge will change it and let it slip away. You sometimes see a PC struggling to hold onto a PTP that has been a way of life, after the auditor has knocked it off its pins. The PC has still got tremendous accumulated forces involved in its solution.

A routine is something you use to change an aspect of the PC’s case. It always works, unless there is a PTP, overt, or ARC break in the way. An ARC break is actually a tickling of some major restimulation of something in R6. List 1 is adequate to key it out. It is a direct short-circuit into the bank. There are actually very few things in chronic restimulation in the bank. The primary one is difficulties with communication. That is the primary end-word that gets into restimulation. There is no real reason why anyone should communicate with anyone about anything. When you run, “Recall a time you communicated,” you are actually running 268 GPM’s all at once. So no wonder the PC feels better afterwards! And when something goes wrong with your comm cycle, that upsets the PC. Exactly what the PC does at that point is probably the root-word. When you quiet it down by locating and indicating the BPC, you just drop it back to its former status. You haven’t done anything for the PC’s case, but you have made him auditable.

The big buttons in the bank are:

1. Communication.

2. Time.

3. Havingness.

These things, like time, problems, and bits of items like havingness are the things that are in chronic restimulation. But the aberrative value of havingness, compared to communication and time, is miniscule. Communication is ‘way back on the series. Communication and time are in restimulation all the time, or, for one thing, there wouldn’t be any time. That is one reason why waiting is so upsetting. That means that you go after ARC breaks with a feather touch to key them out. Don’t audit them, or you will mess the PC up by keying in “communication” harder.

Knowing that these three phenomena are what keep a case from being audited keeps you from being confused by all the possible manifestations, which do, in fact, boil down to these categories [PTP’s, O/W, and ARC breaks]. The PC can be a troublesome case, a trouble source, because he has someone on the other side of him who doesn’t want him to improve. He will try to get better to prove the other person wrong, which gives him a PTP, resulting in no case gain.

Overts carry a lot of different reactions, depending on things like the person’s responsibility level. They are a source of change, not fixedness, in a case. The case shifts, does well at times, gets sporadic results, etc. The PC won’t let himself get any better. He has odd computations, like the idea that if he gets strong, he might commit overts. You would get the

same manifestation of roller-coaster gain in a PTS condition, if there is someone in the person's environment who keeps knocking him down whenever he gets better. The mechanism is a withhold.

When a person has a tremendous number of overts that remain constant, he is trying to solve a problem with overts. That is the usual reason for the overts. The overt can be on the part of the person or of society, over the course of an intensive or a longer cycle. You have to get sufficient gain to get the PC up high enough so that the gates don't get closed in your face, by his committing more overts before you get to audit him again. The reason the psychiatrist damages people is that his problem is that of preventing people from damaging other people. Your problem, then, would be a social problem, in dealing with the continuous PT overt case. You would have to solve this problem before you could make progress with the case. The no-change overt case goes up and down a little, unlike the PTP case. The PC may refrain from committing overts for awhile. So overts cause change on graphs constantly, but not steadily. With a fluctuating graph, you could also be facing a PTS situation. The main problem relating to overts is whether the PC will be damaged by motivators.

Running overts can backfire, if you let the PC get off only whole-track overts, because they are safe, or miniscule overts, critical thoughts, etc. Such a PC is dodging a continuous PT chain of overts.

The PC with continual out-rud is ARC breaky if you try to get him to put his attention elsewhere, because when you take his attention away from the charge of the out-rud, it hits him. He's got to have it remedied before he can be run on a routine. Fortunately, not all PCs need much remedying. The Book of Case Remedies is basically just a batch of methods for putting in ruds.

You can be as nice as you want about pulling withholds, but remember that it must be done, and that fact may put you beyond niceness once in awhile, e.g. you might have to say something like, "OK. Come back for some more auditing when you have decided to tell me what you have done.

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 SEPTEMBER 1964
Issue II

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ALL LEVELS

PTPs, OVERTS AND ARC BREAKS

Just to remind you, other auditing is not possible in the presence of Present Time Problems and Overts. No auditing is possible in the presence of an ARC Break.

These are data like "Acknowledge the pc", "An auditor is one who listens" etc. These belong in the ABCs of Scientology.

PRESENT TIME PROBLEMS

When a pc has a PTP and you don't handle it, you get *no* gain. There will be no rise on a personality test graph. There will be little if any TA action. There will be no gain in the session. The pc will not make his session goals. Etc. Etc. So you don't audit pcs who have PTPs on anything but the PTPs *the pc has.*

And you don't audit PTPs slowly and forever. There are numerous ways of handling PTPs. One of them is "What communication have you left incomplete about that problem?" A few answers and poof! no PTP. Another is "What doesn't (that person or thing pc is having PTP with) know about you?" Other versions of overts and withholds can be used. These are all fast PTP handling methods and they get rid of the PTP and you can audit what you started to audit.

The mark of a ruddy amateur in auditing is somebody who can always do successful assists but can't do a real session. The secret is: in an assist you are handling the PTP, aren't you? So you never audit over the top of (in the presence of) a PTP!

Another circumstance is "can't get down to real auditing because the pc always has so many PTPs". This is only a confession that one can't *handle* a PTP and then get on with the session. One fumbles with the PTPs so badly as an auditor one never really handles the pc's PTPs so of course one never gets on with the job at hand—auditing the pc.

The pro, in a real session, just handles the PTPs quickly, gets the pc into session and gets on with whatever should be run.

OVERTS

Overts are the other principal source of getting no gain.

Here we really can tell the goony birds from the eagles professionally.

No pro would *think* of auditing a pc on other processes in the presence of overts.

1. The Pro would recognize by the pc's natter, or lack of previous gain, that the pc had overts;

2. The Pro would know that if he tried to do something else besides pull these overts, the pc would eventually get critical of the auditor; and

3. The Pro wouldn't (a) fail to pull the real overts or (b) ARC Break the pc in getting the overts off.

If one gets "reasonable" about the pc's condition and starts agreeing with the motivators ("look at all the bad things they did to me"), thus ignoring the overts, that's the end of gains for that pc with that auditor.

If one is clumsy in recognizing overts, if one fails to get the pc to give them up, if one fails to properly acknowledge the overt when given, or if one demands overts that aren't there, overt pulling becomes a howling mess.

Because, then, getting the pc overts off is a tricky business auditors sometimes become shy of doing it. And fail as auditors.

Sometimes pcs who have big overts become highly critical of the auditor and get in a lot of snide comments about the auditor. If the overt causing it is not pulled the pc will get no gains and may even get ARC broken. If the auditor doesn't realize that such natter *always* indicates a real overt, when pcs do it, eventually over the years it makes an auditor shy of auditing.

Auditors buy "critical thoughts" the pc "has had" as real overts, whereas a critical thought is a *symptom* of an overt, not the overt itself. Under these critical thoughts a *real* overt lies undetected.

Also, I love these pcs who "have to get off a withhold about you. Last night Jim said you were awful ....." An experienced auditor closes the right eye slightly, cocks his head a bit to the left and says, "What have you been *doing* to me I haven't known about?" "I thought ....." begins the pc. "The question is", says the old pro, "What have you been doing to me that I don't know about. The word is *doing.* " And off comes the overt like "I've been getting audited by Bessy Squirrel between sessions in the Coffee Shop."

Well, some auditors are so "reasonable" they never really learn the mechanism and go on getting criticized and getting no gains on pcs and all that. I once heard an auditor say "Of course he was critical of me. What he said was true. I'd been doing a terrible job." The moral of this story is contained in the fact that this auditor's pc died. A rare thing but a true one. The pc had terrible overts on Scientology and the auditor, yet this auditor was so "reasonable" those overts were never cleaned up. And that was the end of those auditing sessions.

It's almost never that drastic, but if an auditor won't pull overts, well auditing gets pretty unpleasant and pretty pointless too.

A lack of grasp of the overt-motivator sequence (when somebody has committed an overt, he or she *has* to claim the existence of motivators—the Ded-Dedex version of Dianetics—or simply when one has a motivator he is liable to hang himself by committing an overt) puts an auditor at a very bad disadvantage. Howling pcs and no pc wins.

ARC BREAKS

You can't audit an ARC Break. In fact you must *never* audit in the presence of one. Auditing below Level III, the best thing to do is find an auditor who can do ARC Break Assessments.

At Level III and above, do an ARC Break Assessment on the pc. An ARC Break Assessment consists of reading an ARC Break list appropriate to the activity to the pc on a

meter and doing *nothing* but locate and then indicate the charges found by telling the pc what registered on the needle.

That isn't auditing because it doesn't use the auditing comm cycle. You *don't* ack what the pc says, you *don't* ask the pc what it is. You don't comm. You assess the list between you and the meter, same as no pc there. Then you find what reads and-you tell the pc. And that's all.

A by-passed charge assessment is auditing because you clean every tick of the needle on the list being assessed. The pc is acked, the pc is permitted to Itsa and give his opinions. *But you* never do a *by-passed charge assessment* on an ARC Broken pc. You do an ARC Break Assessment as per the paragraph above this one.

These two different activities unfortunately have the word "assessment" in common and they use the same list. Therefore some students confuse them. To do so is sudden death.

You can really clobber a pc by doing a by-passed charge assessment on an ARC Broken pc. And also you can ARC Break a pc by doing an ARC Break Assessment on a pc who isn't (or has ceased to be) ARC Broken.

So unless you have these two separate and different actions—the ARC Break Assessment and the by-passed charge assessment—clearly understood and can do both of them well and never get too rattled to know which one to use, you can get into plenty of trouble as an auditor.

Only auditing over the top of an ARC Break can reduce a graph, hang the pc up in sessions or worsen his case. So it's the next to the most serious blunder that an auditor can make. (The most serious error is to deny assistance either by not trying to get the pc into session or not using Scientology at all.)

Auditing an ARC Broken pc and never realizing it can lead to very serious trouble for the auditor and will worsen the pc's case—the only thing that will.

SUMMARY

It is elementary auditing knowledge that no gains occur in the presence of PTPs or overts and that cases worsen when audited over the top of an ARC Break.

There aren't "lots more conditions that can exist". Given an auditing session there are only these three barriers to auditing.

When you do Clay Table auditing or any other kind of auditing the rules all still apply. A change of process or routine doesn't change the rules.

In doing Clay Table auditing off a meter one still handles the elements of a session. One puts the pc on the meter to start off and checks for PTPs, overts, withholds, even ARC Breaks, handles them quickly and then goes into the body of the session. Much the same as the oldest model session rudiments. One doesn't use Mid Ruds or buttons to get started. One just knows the things that mustn't be there (PTPs, overts, ARC Breaks) and checks for them, handles if found and goes on with the main session activity. If a PTP or an overt or an ARC Break shows up one handles them, putting the pc back on the meter if necessary. When they are handled, the pc is put back into the main activity of the session.

It's true of any auditing that gets done. It isn't likely to alter and actually no new data is likely to be found that controverts any of this. The phenomena will still be the same phenomena as long as there are pcs. Ways of handling may change but not these basic principles.

They’re with the auditor in every session ever to be run. So one might as well stay alert to them and be continuously expert in handling them.

They are the only big reefs on which an auditing session can go up high and dry, so their existence, causes and cures are of the greatest possible importance to the skilled auditor.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 4 APRIL AD15

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ARC BREAKS AND MISSED WITHHOLDS

The primary error one can make in ARC Break handling is to handle the pc with ARC Break procedure when the pc really has a missed withhold.

As some auditors dislike pulling withholds (because they run into pcs who use it to carve the auditor up such as "I have a withhold that everybody thinks you are awful ——") it is easier to confront the idea that a pc has an ARC Break than the idea that the pc has a withhold.

In case of doubt one meter checks on a withhold to see if it is non-existent ("Am I demanding a withhold you haven't got?"). If this *is* the case the TA will blow down. If it isn't the case the needle and TA remain unchanged. If the pc's nattery or ARC Breaky condition continues *despite* finding by-passed charge, then of course it is obviously a withhold.

ARC Break finding *does* work. When the pc doesn't change despite skillful ARC Break handling, locating and indicating, it was a withhold in the first place.

The hardest pc to handle is the missed withhold pc. They ARC Break but you can't get the pc out of it. The answer is, the pc had a withhold all the time that is at the *bottom* of all these ARC Breaks.

Scientology auditing does not leave the pc in poor condition unless one goofs on ARC Breaks.

ARC Breaks occur most frequently on people with missed withholds. \-

Therefore if a pc can't be patched up easily or won't stay patched up on ARC Breaks, there *must* be basic withholds on the case. One then works hard on withholds with any and all the tools that we've got.

ARC Breaks don't cause blows. Missed withholds do. When you won't hear what the pc is saying, then you have *made* him have a withhold and it responds as a missed withhold.

In short, the bottom of ARC Breaks is a missed withhold.

But an anti-social act done and then withheld sets the pc up to become "an ARC Breaky pc". It isn't an accurate remark really since one has a pc with withholds who on being audited ARC Breaks easily. So the accurate statement is "the pc is a withholdy type pc that ARC Breaks a lot". Now *that* type exists. And they sure have lots of *subsequent* ARC Breaks and are regularly being patched up.

If you have a pc, then, who seems to have a lot of ARC Breaks, the pc is a "withholdy pc" *not* an "ARC Breaky pc". Any auditor miss causes a pc blow-up. The auditor by calling this pc an "ARC Breaky pc" is not using a description which leads to a resolution of the case as thousands of ARC Break assessments leave the case still liable to ARC Break. If you call such a case that ARC Breaks a lot a "withholdy pc that ARC Breaks a lot" then you can solve the case. For all you have to do is work on withholds.

The actual way to handle a "withholdy pc that ARC Breaks a lot" after you've cooled off the last of his many ARC Breaks is:

1. Get the pc to look at what's going on with his sessions.

2. Get the pc in comm.

3. Get the pc to look at what's really bugging him.

4. Get the pc's willingness to give withholds up on a gradient.

5. Bring the pc to an understanding of what he's doing.

6. Get the pc's purpose in being audited in plain view to him or her.

Those are of course the names of the first six grades. However, low down, these six things are all crushed together and you could really pursue that cycle in one session just to get the pc up a bit without even touching the next grade up.

Whenever I see a sour-faced person who has been "trained" or is being "trained" I know one thing—there goes a pc with *lots* of withholds. I also know, there is a pc who ARC Breaks a lot in session. And I *also* know his co-auditor is weak and flabby as an auditor. And I also know his auditing supervisor doesn't shove the student auditor into doing the process correctly.

One sour-faced student, one glance and I know *all* the above things, bang!

So why can't somebody else notice it?

Auditing is a pleasure. But not when an auditor can't tell a withhold from an ARC Break and doesn't know that continual ARC Breaks are caused by missed withholds on the bottom of the chain.

I never miss on this. Why should you?

The only case that will *really* "bug you" is the CONTINUOUS OVERT case. Here's one that commits anti-social acts daily during auditing. He's a nut. He'll never get better, case always hangs up.

Unless you treat his continual overts as a solution to a PTP. And find what PTP he's trying to solve with these crazy overt acts.

You see, we can even solve *that* case.

BUT, don't go believing Scientology doesn't work when it meets an *unchanging* or continually *misemotional* pc. Both of these people are foul balls who are loaded with withholds.

We've cracked them for years and years now.

But not by playing patty-cake or "slap my wrist".

Takes an *auditor,* not a lady finger.

"Mister, you've been wasting my time for three sessions. You have withholds. Give!" "Mister, you refuse just once more to answer my question and you're for it. I've checked this meter. It's not a withhold of nothing. You have withholds. Give!" "Mister, that's it. I am asking the D of P to ask the Tech Sec for a Comm Ev on you from HCO for no report."

If skill couldn't do it, demand may. If demand couldn't do it, a Comm Ev sure will.

For it's a no report!

How can you make a man well when he's got a sewer full of slimy acts.

Show me *any* person who is critical of us and I'll show you crimes and *intended* crimes that would stand a magistrate's hair on end.

Why not try it? Don't buy "I once stole a paper clip from the HASI" as an overt or "You're a lousy auditor" as a withhold. Hell, man, people who tell you those things just stole your lunch or intend to empty the till.

Get clever, auditor. Thetans are basically good. Them that Scientology doesn't change are good—but down underneath a pile of crimes you couldn't get into a Confession Story Magazine.

Okay. *Please* don't go on making this error. It grieves me.

L. RON HUBBARD

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THE MISSED MISSED WITHHOLD

A lecture given on
1 November 1962

Thank you. When you were building this country, why didn't you fix up the weather? You know, really, I have my opinion of planet builders that go around designing weather like this, and that sort of thing. There's a great deal to be said for rain, but it quickly becomes hyperbolical.

Well now, tonight, I've made notes for lectures, so I probably won't talk about that. And this is the 1st of November, isn't it? What year is it?

Audience: A.D. 12.

AD. 12. All right. Lecture number one.

This is a brand-new subject to you. It's an entirely new subject to you. You have never heard of this subject before. In fact, you have never run it or handled it or had it done. I want to recommend, then, this lecture to you very, very seriously. There have been several bulletins out on it, but you apparently haven't read those.

Now, therefore, this is new material here. And I want you to take to heart what I tell you in this lecture.

And the subject of the lecture is missed withholds.

Now, it may surprise you that the first bulletin out on this particular subject of missed withholds is February the 8th, HCOB February 8, 1962, and it's marked, as a bulletin, "Urgent." And it says, "The one item Scientologists everywhere must get an even greater reality on is missed withholds and the upsets they cause." That's the first paragraph of this. It says, "Every upset with Central Orgs, field auditors, PC's, the lot, is traceable to one or more missed withholds." That's what it says.

Well anyhow, on February the 12th, because nobody got it then, I issued another one, rote formulas for missed withholds, and so forth. That's HCOB February 12th. It's "How to Clear Withholds and Missed Withholds."

Well, they didn't get it then, so we issued another one on February 22nd. And on February 22nd, 1962, we had "Withholds, Missed and Partial ' see? And it has a lot to say on that particular subject. And it says, "I don't know exactly how to get this across to you except to ask you to be brave, squint up your eyes and plunge. I don't appeal to reason, only to faith at the moment. When you have a reality on this, nothing will shake it and you'll no longer fail cases or fail in life. But at the moment, it may not seem reasonable, so just try it and do it well, and day will dawn at last."

Well, day didn't dawn. Well . . .

So, on May the 3rd, 1962, you have the HCOB "ARC Breaks and Missed Withholds" and it says, "How to use this bulletin. When an auditor or student has trouble with an 'ARC-breaky PC' or no gain, or when an auditor is found to be using freak control methods or processes to 'keep a PC in session,' the HCO Sec. D of T or D of P. should just hand a copy of this bulletin to the auditor and make him or her study it and take an HCO Exam on it.

"After some months of careful observation and tests, I can state conclusively that: All ARC breaks stem from missed withholds".

"This is vital technology," and so forth.

It says also, "There are no ARC breaks when missed withholds have been cleared up." And it goes on, technically.

Well, on May the 21st, we have one: "Missed Withholds, Asking About," and so forth, but that's just a little more data.

And on June the 28th, 1962, we have "Dirty Needles, How to Smooth Out Needles." There it is, and it talks all about missed withholds and so forth. It's not obviously and directly on the point, but it does mention withholds, missed withholds, overts and secrets and so forth.

And on July the 4th we have "Bulletin Changes" which include missed withholds, and then on July the 12th, 1962, we have "Motivatorish Cases" and so forth, and that goes on talking about how to get missed withholds out of people.

And then on August the 13th, we talk about "Rock Slams and Dirty Needles." And there's some more about missed withholds then.

And then on August the 30th, while I was stateside, why, Mary Sue got desperate and issued some bulletins. And of course the first subject that she picked up was missed-withhold handling. Well now, that is a lot of bulletins. Let me call to your attention, there's weight here, man. It has weight. There's been a lot said on this subject, see?

And it's just about the most important subject in an auditing session and keeping the show on the road. Short of actually clearing and helping people, you see, it's just about the most important subject there is. And there isn't one here got it. None of you. You haven't got it. So I'm going to give you a lecture on it.

And I might as well start this lecture with "the one item Scientologists everywhere must get an even greater reality on is missed withholds and the upsets they cause." Do you see? That's out of the February 8th bulletin. And "I don't know exactly how to get this across to you, except to ask you to be brave, squint up your eyes and plunge," on February the 22nd.

Listen: All you're doing, and all you go on doing, and all you keep on doing, and all you do, endlessly, every time you're told to pick up a missed withhold, all you do is pick up a withhold. Honest. You're picking up withholds. I don't think you have ever picked up a missed withhold off of a PC in any session you've ever run. You've only picked up withholds.

You ask the auditor to pick up the missed withholds and the auditor promptly picks up all the withholds. You got the idea? Everybody says this, and I guess it's because of the semantics of the word missed. It says they're missed withholds, and by God, they are! Everybody misses them! See?

You see, it is so pat and is so plain to the naked eye that this is what happens: PC has a withhold and you haven't picked it up—so therefore it's a missed withhold. Ditto! That is wrong.

So when I tell you to pick up the missed withholds, all you're doing is picking up withholds. You say, "Well, he wants us to pick up the missed withholds, so therefore I better pick up the withholds I've missed. So therefore, 'Do you have a withhold?'" And sometimes you even say, "Have I ever missed a withhold on you?" "Has anybody missed a withhold on you?" and the PC gratuitously gives you withholds. Gives you more withholds and more withholds and more withholds.

No PC has ever given you a missed withhold. I'll bet you you've never picked one up. Now, I may be very harsh on this line, but let's get down to tacks here, man—brass, iron and otherwise!

A missed withhold is a withhold that people nearly found out about, but didn't. And you're only looking for the nearly-found-outs. You don't give a damn what the guy did. You don't care what the person did. You only want to know what people almost found out!

Honest! I've been talking since February, you know? I'm getting hoarse.

You see, a withhold is something the PC did. That is something the PC did—do you understand?—that he isn't talking about. See? He did it and he isn't talking about it. Now, that is a withhold, and that is all a withhold is. And please don't keep saving also it is a missed withhold just because you didn't get it in a session.

You see, it's all very neat. You got it all figured out that if you didn't get the withhold in a session, why, therefore, it's a missed withhold. And that's not what a missed withhold is' A missed withhold has nothing to do with what the PC said. Nothing! Not—not anything to do with what the PC did and then withheld. It actually hasn't a damn thing to do with what the PC is withholding.

The missed withhold is something people nearly found out. It's an other person action! Look: It's not the PC's action! It's nothing the PC did or is doing! You keep trying to pick up missed withholds by asking the PC what he's withholding, you never get anything but withholds, and then you miss some more of these and you've got a PC even further upset.

Look, here are absolute pearls on a silver platter. They're actually beyond price. And I've never got it across to you. A missed withhold has nothing to do with the PC—but clothing! It is an other-person action and the PC's wonder about it.

I just know right now I'm not making any sense to you even this minute. I'll betcha I'm not making any sense to you.

It hasn't a thing to do with what the PC is withholding. Let's just sever the end off of the "missed." Let's forget that it is even a withhold.

You're looking for exact moments in the lifetime or lifetimes of this PC when somebody almost found out, and he's never been sure since whether they did or they didn't. And we don't care what they almost found out! We only care that they almost found out something!

And that is the address to a missed withhold. It's an other-person-than the-PC's action. It's an other-person's action.

I really didn't realize that I hadn't gotten it across to you in bulk and in gross form till not too long ago in a catch-as-catch-can session I said to a PC . . . This PC was going natter, natter, natter, natter, natter, yak, yak, yak, yak, yak, natter, natter, natter, natter, natter, natter, natter, natter, natter, yap, yap, yap. So I just routinely was running a little bit of—I said, "Well, what have you done?" "What have you withheld?" "What have you done?" "What have you withheld?" "What have you done?" "What have you withheld?" "What have you done?" "What have you withheld?" you know, that sort of thing. And got stuck in this area of the track and started saying natter, natter, natter, and natter, natter, natter, and natter, natter, natter, and started giving me withholds and withholds and withholds and withholds out of that area of the track, and withholds and overts and withholds out of that area of the track, and they would have been going yet if I hadn't . . .

That's one of the dangerous things, is instructors are actually going to stop you sometimes practically right here. Because once you shove this down the PC's throat, it looks just like a Q and A. It's almost in the teeth of the laws about Q and A. You understand?

But the PC isn't clearing this. You've got this thing called a recurring withhold. You understand? You run into these things all the time. You were auditing a PC, so they're going to run some withholds, and they run the time that they locked their husband out. And you say, "Ha, ha. Thank you very much."

And you note down this fact, and a few sessions later, they tell you they locked their husband out, see, and they didn't tell him that they were the person that had locked him out, you know? Never confessed to it since, and he got pneumonia, and it was all pretty rough.

And so, a few sessions after this, you know, why, you're running down the track, and they tell you they locked their husband out.

A little while later some other auditor is auditing this same PC, and they tell him they locked their husband out.

Look: Sometime or another, won't you get tired of hearing the same withhold? Isn't it boring? It's like watching a C movie that wasn't very good in the first place for the tenth time. That is a missed withhold.

Look: it has a very special anatomy. It isn't the moment they locked the husband out; it isn't when they withheld it from the husband; it isn't when they withheld it from you. These things have nothing to do with the reason this is charged up! That it is an overt, that it is a withhold—ahhh, yes. But there's this special thing called a missed withhold, and it hasn't got anything to do with either one of them. It merely uses them for fodder to feed on. And the overt and the withhold won't blow if a missed withhold occurs.

Now, what is the missed withhold? The only thing you have to ask this recurring-withhold PC is "When did your husband nearly find out about it?" Not "When did he find out?" see, that would have blown—but "When did your husband nearly find out about it?"

Now, here's the actual mechanics of it. A few days later while he was lying there suffering with a fever of 118, why, his eyes opened slittedly and suspiciously and looked at her and glanced toward the lock on the door. Now, that was has action, not hers, see? That was has action. And ever afterwards she hasn't known whether he knew or didn't know ever afterward! She doesn't know! And that's why the recurring withhold hangs up.

I lowered the boom on this PC, and I said, "All right. Fine. Thank you. Thank you. Good. Now, tell me the exact moment you suspected somebody knew what you are telling me."

"Ohhhh." And that was dead easy. It was right there. The whole package blew, and that was that.

Somebody had made a comment which might or might not have been interpreted as the fact that they knew about it. And the PC goes off in this fantastic confusion. Now, how can it be a confusion? Well, it's a confusion because there is an overt and there is a withhold. And these are the primary mechanisms which sit back of all this. But they actually aren't very serious until they get a mystery on top of them.

Now, you take an overt, a withhold, plus a mystery, and you've got a missed withhold. It's a mystery! Now, did her husband know about it or didn't he? "Did—did—did he find out? Did he know—and is he withholding? And uh—uh—is he—did he as he was sitting there in a fever and so forth, did he really mean that look toward her and toward the lock of the door as an accusation for having accidentally locked him out in the snowstorm? Or—or did he—did he ever know, or—or—or wasn't that? Or did it or didn't it? Did he fi—no, he couldn't have known about it. No, he he did.... No. No. He couldn't have. He—he did, but still he looked straight at the lock of the door and he looked at me. He must . . . I—I—I don't know."

Do you understand this? Now, that is a missed withhold, see? Had nothing whatsoever to do . . . You can say, "Now, what have you done?" And she says, "I locked my husband out in the snow and he got sick with pneumonia, and he was sick for seventeen months and eighteen days. Lost his pension."

Few sessions later, you say, "All right, rata-ta-tatta-ta-tatta. What have you done?"

"Well. I locked me husband out in the snow and—and he got . . . he got sick. and—and he was sick for eighteen months and eighteen days and he lost his pension."

You say "Good. Thank you. Thank you very much. Good." (Maybe if I acknowledge it this time, maybe the PC will find out that I heard it, see?) "Good. Thank you. Thank you very much. Thank you. Good. Good. Good. Thank you. Thank you. Thank you. I've I got that. I heard exactly what you said there. I heard exactly what you said. Thank you."

Next morning in session, you're running some General O/W, see? "I locked my husband out in . . ."

Now, of course, that isn't as comprehensible as some offbeat—because this society is a bit offbeat on the subject of the second dynamic, you get some juicy second-dynamic withhold of some kind or another. Get this girl, and she's making love to a dog, you know? You get this, you know? And then you, the auditor, get pulled right in on this. You say, "Well, of course this is heavily charged! Of course the PC is having trouble getting this off. Of course, of course, of course!"

Don't be so damn reasonable. There isn't any reason why the magnitude of the overt has anything to do with the readiness of its blowing. The magnitude of the overt has nothing to do with the speed of its evaporation. I don't care if you've blown up a husband or a planet. It's an overt, and it—one doesn't blow any harder than another.

Well, therefore, we have to ask this question: "How come this doesn't blow?" Don't sit there and say, "Well, because the society is rigged the way it is and because . . . so forth, and it's on her terminal chain, and it probably is something that rock slams. It's on the oppterm side. Dogs are oppterms, and uh—and so forth, and I'll fix that. Actually she is stuck on the se . . . And that's why that overt won't blow, see?" Figure, figure, figure, figure, figure, figure, figure, see? That's why you get this second-dynamic overt ten minutes deep in every session, or every third session. Or every Prepcheck, it comes up.

Wouldn't you be a little bit curious why this thing keeps recurring? Well, don't be so reasonable. It is not recurring because it is badder than other overts, see? It's not recurring because it weighs heavily on the PC's conscience.

I don't know where people keep their consciences—lunch boxes or something like that. Obviously, it's very dangerous to squash a conscience because things shouldn't be kept on the conscience, and so forth. It's all a very interesting mechanical problem to me, this whole problem of consciousness. Because you see, everything that is on a conscience is unconscious. It's all confusing. And you can just figure yourself into a grave with this, if you don't know this mechanism.

One day they had this elderly man, and he came to the house for dinner And he had a rather false smile He had false teeth, see? And he had—and he had a false smile, and he looked straight at this girl, and he says, You like dogs, don't you?" And that's the missed withhold, see? The PC that you're auditing didn't do it. And ever since then: "Did he know? Did he really know? No, he couldn't have known. Yes, he . . ."

Now, you getting hold of the corner of this thing's tail, huh?

All right. Maybe I haven't been as articulate as I could be.

Actually, I figured and I figured and I figured and I thought and I looked at it and so forth. And on this demonstration the other night, I actually couldn't believe it when the PC said, "I never thought you had to remember a specific moment in time to get off a withhold." Even the PC had missed it, but the thing had evaporated. There was no more natter in that area.

There were a whole bunch of overts and a whole bunch of withholds. But this was just pursuant with natter, until the exact moment when somebody was standing there see, this is the moment we had to find—and I said, "All right. Let's look for it. This is the exact moment I want, see?" PC is just going off answering questions, answering questions, getting no place, see? I say, "This is the exact moment I want. Who almost found out you were doing that?"

"Oh, well."

And we picked up this exact split instant in time, and it was just somebody making a casual remark that it indicated that they might know about these overts. You get the idea?—they might know. But they didn't. But did they? See, there's the mystery sandwich.

If you want to see what is sticking a PC to something, always look for the mystery sandwich. Mystery is the glue which sticks thetans to things. Mystery is the glue. Even overts wind up in mystery. You shoot somebody: Now you don't know whether you shot him or you didn't shoot him, or if it was a lucky shot, or you should have shot him, or if he was a bad man, or if, if, if, if, if, if, if, or if you should have done it. So it's the if-you-should-have-done-it which causes you to pull back the withhold and sort of withhold a further action like that.

All things boil down to right conduct.

Here is the crux of this situation. If you go on asking the PC, who doesn't understand what you're asking for, "Have I missed a withhold on you?" or "Have we missed a withhold on you?" and the PC is glibly giving you withholds, you ain't gettin' no place. You is on the Arkansas Special with its wheels locked, its brakes on and the rails torn up. You're not going down any track anyplace.

Now, you can take the edge off of a case. I salute the fantastic workability of General O/W, you see? See, it is—it's the woof and warp of the GPM itself. And it's right on down the line. That's why it's totally unlimited in the amount of run it can have. But I don't think you'd like to run out a GPM with General O/W. You're perfectly welcome to try if you've got a few centuries.

Numerically, to count up the number of withholds that the person has, pursuant to the number of overts which they have committed, gives us some figure that if we were to write it up on the wall behind me in very tiny figures, starting at that corner and then just keep on writing across the whole top of the wall with groups of three zeros, you see, and then without ending the number, come just down below it and start right straight across the wall again, and then come down another quarter of an inch and start writing zeros there, you'd get some kind of an idea what this guy has done and withheld.

Well, that many answers is not necessary to clear somebody. So although the overt is very powerful in its ability to aberrate the individual—the withhold which follows it is locked up by the overt itself, of course and although this mechanism is the mechanism underlying the gathering-up of energies which results in solid-mass terminals and gives you the game in the first place (see, the whole anatomy of a game is O/W), in spite of all that, why, you don't have time and the PC doesn't have enough body years to run out all those overts, even if you could keep him in session that long, even if he could spot them all that long. And you don't even have time to run them out for one lifetime. How do you lice that? And you haven't got time to sit around watching a PC's dirty needle go bZz, bZz, bZz, bZz, bZz, bzz, bzz, and try to settle it with General O/W. Recurring withholds will result.

General O/W, of course, is enough to straighten out the thing, and get the session running, and all that sort of thing—a very valuable process; don't think I'm running it down. I'm just going to say it's too lengthy for that sort of thing.

And when I tell you to pick up somebody's missed withholds, I want you to pick up another person's action and not the PC's action. And it's best characterized as "nearly found out." Don't ask the PC for a missed withhold, because he obviously, I have learned lately, he doesn't know any more of what I've been talking about than you have. See, you'd have to explain the whole anatomy to him. So there's got to be a better thing, see?

"What did we almost find out about you?" It's got to be that "almost." It's got to be "might have." It's got to be some conditional word. And then you will see a case suddenly go sproing! on you, and pick up the funniest series of disrelated incidents that case had never looked at before, never had anything to do with it before. You'll see the tone arm do peculiar things, and the needle do peculiar things that you've never seen it do on O/W, because you're running a different track. You're running the "almost discovered" track.

Now let me give you an example: Once upon a time I was up in the wilderness and wilds of Montana, and for some reason or other, a wolf, gray timber wolf, showed up and I shot a bullet over his head. I don't know just exactly why I shot at him because I never have any trouble with animals. I was very young at the time. And he heard this bullet go by over his head, and be reached up and he snapped at the place where the bullet had been. And he decided to come my way. It upset him to be missed.

Honest, you never quite see anybody quite so upset as somebody who has been just barely-missed. Look at a pedestrian who was not hit. The examinations flunks which you're most upset about were those which you passed all except for the last half of the last question. See? That's the nearness of the miss. In other words, missing things upsets things. It's a misestimation of effort or thought or something of the sort.

Now, a thetan's main attention is on estimation of effort, estimation of thought, estimation of look. He wants to know how much look is a look and so forth, and his certainties are all based on proper estimation of how much look is a look and all that sort of thing. See, just look at your Know to Mystery Scale, you see? How much knowledge is knowingness, see? That's an estimation. University is very simple. University hands you an old school tie, and you now know that you have the knowledge necessary, see? You can wave a pennant with your right hand so many motions to the left under the sisboom-bah, and you're all set in life. That's how much knowledge, you see, is necessary to be knowledge. So that's an estimation of knowledge.

Now, you can go right on down the scale and how much emotion does it take to be emotional? How much emotion is emotional? Well, you get lots of answers to that: enough to create an effect on somebody. If you're a TV actress, it's very simple: enough to please the sponsor.

You can go on down and take another one at random. What is a proper symbol? How proper is a symbol when it is a symbol, see?

Well, you can estimate everything, except Show much mystery is a mystery?" And of course that's a mystery. You're into the no-estimation-of-effort band. No estimation of the think, no estimation of anything; it's all mysterious. You don't know. The not-knowingness of it all is what is upsetting.

But now you take a not-knowingness which is probably known, and play it both ways. Now, they knew, but they didn't or couldn't have known, and you knew that they knew, but you know they didn't know.

Now, let's just get the four-way flows on a not-know, and you've got a missed withhold. And it's very painful to a thetan. So I really don't blame you for avoiding it like a plague.

See, the fellow walks up to the girl and he smiles and he looks at her in a sort of a false smile, and he says, "Well, little girl, I understand you like dogs."

Well, right away, her concept of him is "Did he know? Didn't he know? He couldn't have known ' she thinks to herself. "He must know." But then complicated into this is the fact that he looks like he knows, but he hasn't said enough to indicate that he did know, so he doesn't know. It's strictly ding-dingding, here comes the wagon, you know? Strictly. This is the stuff out of which insanity gets made, see?

It's a can't-reach, not-reach, must-reach situation, and so forth, in the effort band. When you get insanity in the mystery band, it's a did-know-but-didn't-know-but-mustn't-know, you see? But he must know, but he mustn't know, you see, and it's the sort of reach and withdraw, only it's not a mechanical thing. And there it is and it's just pure mystery mucilage. And a thetan will stick right to it, man.

Now, in trying to pull off the overt and the withhold in the presence of something that has a missed withhold on it does not accomplish an as-isness of the section of track in which the PC is stuck. Because the PC is not stuck with the overt and is not stuck with the withhold; the PC is stuck with the "almost found out." So, of course, nothing anises and you get a recurring withhold, see, became he isn't looking at that section of track where he did it or where he's withholding it. He's only looking at that section of track where it was almost found out.

And you ask him for what he did and what he withheld, you don't as-is the section of track he's stuck in. So therefore, it just perpetuates itself and goes on forever.

And if you want to see something very remarkable in a PC, just very remarkable in a PC, just sit down in apropos of nothing, after you've got the PC in session and so forth, just start running, in any command sequence, Well, just get the idea of nearly being found out." See, it has to be nearly being found out, see? "Get the idea of somebody nearly finding out about you." "Get the idea of you nearly finding out about another"—that's an unnecessary leg to the thing, but you could make it up—and the nest thing, more track would be going by that this person had never heard of before. Didn't matter what else you'd run. That's got a brand-new track area. They've never seen this track before, and it's been with them all the time. It's what's stuck out in front of their noses. Directly in front of their noses.

I could ask you at this exact instant to "recall a time you were nearly found out." Now go ahead, think of a time you were nearly found out.

Having any trouble finding this time you were nearly found out?

Well, I shouldn't think so, because that's the bulk of the stuff in front of your schnozzola. Most people can't even find an engram, merely because there are so many missed withholds in front of their Aces. They can't get any clear view of anything, because they got missed withholds in front of their faces.

"Did they really know or didn't they? Was I actually discovered at that time or wasn't I?" See, that is the question.

"Who has nearly known about you?" Think that over for a while, you'll come up with people you have been leery of or felt nervous around.

And when I tell you to pick up somebody's missed withholds on Scientology, I don't want you to pick up the overts that they have been withholding. See? I couldn't care less about these overts, don't you see, that they have been withholding. That they have been withholding them, oh, alto right, so they have been withholding them. You can get TA action

by finding all the things the fellow has been withholding. That's good. That's fine. But this is a junior action. That would be asking you to run General O/W on a PC. That'd have nothing to do with missed withholds.

Now, when I ask you to find out something about missed withholds, get this PC's missed withholds. Don't you dare come up with any withholds. Just don't you dare. I want the name, rank and serial number of the person who missed it. Ah, I couldn't care less what was missed. you understand? I don't want the PC's actions, I want the PC's guesses about the other gun see? That's what I'm asking you to find out.

Now, this is very arduous to run, because sometimes you actually have to bear down on it if your command has not been sufficiently explicit. You have too direct the PC's attention rather heavily. Let's sat you've run a lot of O/W and so forth. Well now, you think you've got this all licked, you see? This person has been taking things from their company, you see? And you've run this; and they're taking things from their company and—stealing them, actually—and you think you got it all licked. You've got the number of fountain pens and the number of stenographers, and all these things they've stolen from their company, you see? And you think you've got a tabulated list now and you say, "Well, that cured it" and so forth, and nest week, why, they take a typewriter.

There's something missing here, something—something went wrong. You got all of the overts, and you got the fact they were withholding it. They're not now withholding because they told you see, there's the rationale. And so therefore it's now all hunky-dory. And so they go back and steal a typewriter, and the week after steal the boss's secretary, see?

They're still nervous about the company. The person is not in a forgive-or-forget mood about the company. See, just because they've gotten off these overts, why, you have a feeling, and your feeling is quite right by the way— you're not totally stupid—your feeling is quite right when you suppose that when they've gotten this straightened out in their mind they'll feel all right about the company. And they very often don't. They feel propitiative, or they feel sort of guilty, or they feel some other weird misemotional way about the target of these overts and withholds, and you don't feel this is right.

And so you keep plunging and asking for something else they did. And if there's anything guaranteed to drive the PC round the bend, it's after he has told you everything be has did, you insist there must be something else the PC has did-did. You're in essence cleaning a clean, see?

Now actually, because you sense that this PC is still a little bit "nyah" about the company, why, then you assume there must have been some other overt. Well, he can always dig up another one or two, or something like this, and the basic on the chain, and . . . And the trouble is you so often have a near win on this that you really never get your win. You sort of quit eating just before dessert.

And there was a lot of people that were with us in '50, '51, that sort of thing, are starting to write me now and they're starting to get in contact again and that sort of thing.

I just sort of laugh rather raucously, by the way. The last one that did, I said he quit before dessert, you know? I realized after I had mailed the letter that I had missed a wonderful sort of an epigrammatic sort of thing that he deserted before the dessert, you know, but it . . .

Well, that's what you're denying yourself. You're denying yourself a forkful of strawberries and cream, see? You quit with the gravy and mashed potatoes, you know? There's still more of course.

So, he stole a typewriter, and he stole an eraser, and be did this, and be withheld it from this person, he withheld it from that person, and he stole the boss's secretary, and—yes, all fine. Yea And he's withheld it all these years, and now you know about it, and that's fine.

And he's sort of still kind of blowy and sort of nattery about the company a little bit. A week or so later, you see him; he really doesn't feel good about the company, and so forth. Well, you just quit before the desert was served, that's all.

You've got to find out who nearly discovered this, when and how often? And he'll give you exact split instants Now. Now. Now. Now. All of a sudden he goes "Uu-huugh-coooo. I should say so. Ohhhh."

See, the idea is you've gotten off all the overts, you've gotten off all the withholds and he still doesn't like the Materiel Executive. Got the idea? He still feed a little peculiar in some parts of the organization.

You see, you really didn't clean it up. Became the key-in—the bullet that passed almost into his ear, but not quite, you know, just fanned air—was one day the Materiel Executive stepped out of the back door putting an inventory sheet in his pocket and looked at him rather frowningly and went on by into his office.

Like somebody who has been in a hotel that had thin rooms and floors, you know, and the guy upstairs drops one shoe, you see? Five o'clock in the morning, he's still waiting there for the other shoe, you see?

Next action, you see, never proceeds from this point. We have started a piece of time track here which doesn't go anyplace. Nest action is, he's—you see, he's doing all this quite reactively, and it's down underneath the surface of analysis, you know? I mean, at the surface of his analytical processes. And he saw the fellow do this, and he knew it made him nervous, and he goes back in, and he doesn't want to have the phone ring. Because he knows what's now going to happen, you see?

If the fellow did know, this is what's going to happen: You see, the phone is going to ring, and he's going to be sent for by one of the directors of the company. And then one of two things will happen: They will either hand him the pink slip, or there will be a policeman standing there, see? And then there's two choices that come out of that. And if it's the policeman, that's got one choice, you see? And you get a big dramatic sequence about the trial, you see, and he has to have all of the bad things the company did to him, and how it's actually one of the junior directors trying to cover up. See, he's got to have ad the whole story manufactured for this, but is there any reason to manufacture the story? Did the Materiel Executive really know? See?

Here we've got the trade that goes nowhere, don't you see? And it could develop into track, but is it going to develop into. track or isn't it going to develop into track? Here's where this thing. . . Just as far as time is concerned, it becomes a mystery sandwich, and there's no time in it because those events don't take place.

So therefore, there is no time track for it, so the which hangs it. it's not spotted in time. It doesn't fire off right, don't you see? There's nothing goes right about it at all because this isn't any estimation of it. You can't figure out what you would do, because it didn't happen. You can't figure out what you would have said, because nobody said it. You can't figure out what explanation was the right explanation, because you never had to explain it. You see? But you should have explained it, but you didn't.

So there's just nothing known, and you just get this terrific area of just total—it's not even hardly a positive-negative. It's just lyaah. And that's a missed withhold.

And the missed withhold depends on the other guy—the accidental action of another person.

Sometimes it'll be a niece of paper. or something like that. He's sitting there. He's sitting there in conference, and he suddenly notices that just showing in the boss's in-basket is a

memorandum with his own name just showing above the covering pieces of paper. That conference is ruined for him. You see, he never has another thing to say during the whole conference. He sort of sits there and sweats, you know? But he really doesn't quite realize what he's sweating about. You see, there's his name on a memorandum. He doesn't know what the memorandum is about, except that it concerns him in some way, and he can't see what the subject of it is. You see?

Now actually, three people are standing together in the hall, you come by and they shut up. There's a very good missed-withhold situation. If that was preceded by an overt which the person wasn't telling anybody about, if that was the morning after the high-school girl's first raw escapade see, the truth of the matter is that they probably had their mouths full of candy and couldn't talk at that moment.

But then one never really knows what the truth is, you see? No, there's no truth contained in any of it. It's just one huge glob of mystery. And that is a missed withhold.

It's a should-have-known, as it has been described, but you will pick it up and be able to relay it much more ably if you call it a nearly-found-out. It's a nearly-known, see? Nearly found out.

Now, if you wished to clear up somebody's missed withholds on Scientology and you said, "What have we failed to find out about you?" he would give you a whole string of withholds. And this would then go no place, see?

No. You want another word, and this will clarify it to you and this will clarify it to the PC and everybody will be happy as clambakes. "Now, what have we nearly found out about you and when did we nearly find it out?" comes much closer in to what you want, see?

See, you want to know what. Well, he's not likely to give you the rest of it until he has identified, to some degree, what. See, "Well, my escapades with young boys," see, or something like this, see, or wild women or something, see? "That's what you failed to find out about me," you see? That's what he kind of answers.

"What did we nearly find out about you?"

"My escapades with wild women," see?

Oddly enough, that doesn't clarify the situation at all. That doesn't make him like you any better, or anybody else. That doesn't keep him from getting ARC breaks. You've got to follow it up with a second question. Now you've got the missed withhold, see? You've merely identified what the missed withhold was about. You haven't got the missed withhold. Takes some additional step. All right.

"When did we nearly find out about it?" Now you could follow that through a little bit further if it wasn't blowing well with "who?" you see? "Who nearly found out about it?" "When was that?" You get the concatenation of questions, the series of questions, that would deliver all of this data into your hands.

You're looking for moments in the HGC's—D of Ts office. You're looking for the instant when the PE instructor all of a sudden paused. Fellow realized that he'd better cut this short because actually, he's going to miss his ride home, see? This thought suddenly strikes the PE instructor, you see? He's liable to miss his ride home, you know? So he'd better cut this short. So he's looking over the class and he foes his beady eye on one person. Seems to lose track of what he was saying, don't you see?

Said, "Well, all right. Now you understand ARC and we're going to have to conclude the tack this evening. Uh ....and so, good night," and hurriedly walks out the door.

Now, the person his eye accidentally lit on in those pauses goes “Eeenk,” see? Nearly found out. “Did he know? Didn’t he know?” See? “Wa—wa—wa— was he on the ri—ri—ri—ub . . . uohbhb. What did he guess at that moment? What did he recognize about me at that moment? Which one of my various crimes?”

You see, here’s something else; see? Now he doesn’t even know which one of his crimes have been identified. Maybe the instructor has been talking about the fact that people with big heads have more brains than people with little heads or something, you know? And this person gets some kind of a rationale about this thing.

He couldn’t make up his mind whether he had lots of brains or little brains, because he’s always realized that he had a medium-sized head. See? Now, that’s already got a little mystery connected with it, which is just nothing.

Then all of a sudden the instructor seems to completely look down, seems to completely change pace and then abruptly leaves. And you know there’ll be some people leave that PE class very, very nervous, because they realize when they go out the front door that the police are going to be waiting for them?

What did we nearly find out? Well, it isn’t good enough to find out just what was nearly found out. We’ve got to find when it was nearly found out or might have been found out but doesn’t know if it was found out, don’t you see? When and by whom? We got to spot these point And all of a sudden, why, this person, tah! everything is marvelous. Everything goes off beautifully, smoothly and there it is.

Now, you can give me a gold star tonight, at least, for trying.

Thank you.

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 17 MARCH 1974

Remimeo

TWC CHECKSHEETS
TWC, USING WRONG QUESTIONS

Two Way Comm is not an art. It is a science which has exact rules.

Foremost in the rules is:

DON'T USE A LISTING QUESTION IN TWO WAY COMM.

By a "listing question" is meant any question which directly or indirectly calls for items in the pc's answer.

Use of "who", "what", "which" instantly turns a TWC into a listing question.

Listing questions are governed by the rules of Listing and Nulling.

If you use a listing question accidentally in TWC you can get the same bad reactions from a pc that you would get on a wrongly done list.

The reason for pc upsets in TWC is hidden as it is not apparently a listing process, rarely gets the correction a bad list would get.

Asking "who" or "what" or "which" during a TWC after the main question can also turn it into a Listing and Nulling process.

TWC questions MUST be limited to feelings, reactions, significances. They must NEVER ask for terminals or locations.

EXAMPLE: "Who upset you?" in TWC causes the pc to give items. This is a LIST. "What are you upset about?" does the same thing. "Which town were you happiest in?" is also a LISTING question NOT a TWC question. Any of these results in the pc giving items. They are not then nulled or correctly indicated. The pc can get VERY upset just as he would with a wrong list. Yet the session is not a "listing session" so never gets corrected.

EXAMPLE: "How are you doing lately?" is an example of a correct TWC question. It gets off charge and gets no list items. "Are you better these days than you used to be?" "How have you been since the last session?"

"What happened" is different than "What illness", "What person", "What town" which are listing questions.

REPAIR

When other things fail to locate the upset of a pc look into TWC processes in the folder and treat them as L&N processes where the pc has answered with items. The relief is magical.

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Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 FEBRUARY 1970

Remimeo
Dn Checksheet
Class VIII
Checksheet

FLOATING NEEDLES AND END PHENOMENA

Now and then you will get a protest from preclears about “floating needles”.

The preclear feels there is more to be done yet the auditor says, “Your needle is floating.”

This is sometimes so bad that in Scientology Reviews one has to Prepcheck the subject of “Floating Needles”.

A lot of by-passed charge can be stirred up which ARC Breaks (upsets) the preclear.

The reason this subject of floating needles gets into trouble is that the auditor has not understood a subject called END PHENOMENA.

END PHENOMENA is defined as “those indicators m the pc and meter which show that a chain or process is ended”. It shows in Dianetics that basic on that chain and flow has been erased, and in Scientology that the pc has been released on that process being run. A new flow or a new process can be embarked upon, of course, when the END PHENOMENA of the previous process is attained.

DIANETICS

Floating needles are only ONE FOURTH OF THE END PHENOMENA in all Dianetic auditing.

Any Dianetic auditing below Power has FOUR DEFINITE REACTIONS IN THE PC WHICH SHOW THE PROCESS IS ENDED.

1. Floating needle.

2. Cognition.

3. Very good indicators (pc happy).

4. Erasure of the final picture audited.

Auditors get panicky about overrun. If you go past the *End Phenomena* the F/N will pack up (cease) and the TA will rise.

BUT that’s if you go past all four parts of the end phenomena, not past a floating needle.

If you watch a needle with care and say nothing but your R3R commands, as it begins to float you will find:

1. It starts to float narrowly.

2. The pc cognites (What do you know—so that's . . .) and the float widens.

3. Very good indicators come in. And the float gets almost full dial, and

4. The picture, if you inquired, has erased and the needle goes full dial.

That is the full End Phenomena of Dianetics.

If the auditor sees a float start, as in 1, and says, "I would like to indicate to you your needle is floating," he can upset the pc's bank.

There is still charge. The pc has not been permitted to cognite. VGIs surely won't appear and a piece of the picture is left.

By being impetuous and fearful of overrun, or just being in a hurry, the auditor's premature (too soon) indication to the pc suppresses three quarters of the pc's end phenomena.

SCIENTOLOGY

All this also applies to Scientology auditing.

And *all* Scientology processes below Power have the same end phenomena.

The 0 to IV Scientology End Phenomena are:

A. Floating needle.

B. Cognition.

C. Very good indicators.

D. Release.

The pc goes through these four steps without fail IF PERMITTED TO DO SO.

As Scientology auditing is more delicate than Dianetic auditing, an overrun (F/N vanished and TA rising, requiring "rehab") can occur more rapidly. Thus the auditor has to be more alert. But this is no excuse to chop off three of the steps of end phenomena.

The same cycle of F/N will occur if the pc is given a chance. On A you get a beginning F/N, on B slightly wider, on C wider still and on D the needle really is floating and widely.

"I would like to indicate to you your needle is floating" can be a chop. Also it's a false report if it isn't widely floating and will keep floating.

Pcs who leave session F/N and arrive at Examiner without F/N, or who eventually do not come to session with an F/N have been misaudited. The least visible way is the F/N chop, as described in this session. The most obvious way is to overrun the process. (Running a pc after he has exteriorized will also give a high TA at Examiner.)

In Dianetics, one more pass through is often required to get 1, 2, 3, 4 End Phenomena above.

I know it said in the Auditor's Code not to by-pass an F/N. Perhaps it should be changed to read "A real wide F/N". Here it's a question of how wide is an F/N? However, the problem is NOT difficult.

I follow this rule—I never jolt or interrupt a pc who is still looking inward. In other words, I don't ever yank his attention over to the auditor. After all, it's *his* case we are handling, not my actions as an auditor.

When I see an F/N begin I listen for the pc's cognition. If it isn't there, I give the next command due. If it still isn't there, I give the 2nd command, etc. Then I get the cognition and shut up. The needle floats more widely, VGIs come in, the F/N goes dial wide. The real skill is involved in knowing when to say nothing more.

Then with the pc all bright, all end phenomena in sight (F/N, Cog, VGIs, Erasure or Release, depending on whether it's Dn or Scn), I say, as though *agreeing* with the pc, "Your needle is floating."

DIANETIC ODDITY

Did you know that you could go through a picture half a dozen times, the F/N getting wider and wider without the pc cogniting? This is rare but it can happen once in a hundred. The picture hasn't been erased yet. Bits of it seem to keep popping in. Then it erases fully and wow, 2, 3 and 4 occur. This isn't grinding. It's waiting for the F/N to broaden to cognition.

The pc who complains about F/Ns is really stating the wrong problem. The actual problem was the auditor distracting the pc from cognition by calling attention to himself and the meter a moment too soon.

The pc who is still looking inward gets upset when his attention is jerked outward. Charge is then left in the area. A pc who has been denied his full end phenomena too often will begin to refuse auditing.

Despite all this, one still must not overrun and get the TA up. But in Dianetics an *erasure* leaves nothing to get the TA up with!

The Scientology auditor has a harder problem with this, as he can overrun more easily. There is a chance of pulling the bank back in. So the problem is more applicable to Scientology as a problem than to Dianetics.

But ALL auditors must realize that the END PHENOMENA of successful auditing is not just an F/N but has 3 more requisites. And an auditor can chop these off.

The mark of the real VIRTUOSO (master) in auditing is his skilled handling of the floating needle.

L. RON HUBBARD
Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 MARCH 1974R
REVISED 22 FEBRUARY 1979

Remimeo
Qual *(Revisions in this type style)*
All Auditors *(Ellipsis indicates deletion)*

E-METERS

SENSITIVITY ERRORS

(Ref: HCOB 4 Dec 77 CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 14 Jan 77 URGENT AND IMPORTANT TECH CORRECTION ROUND-UP
HCOB 7 Feb 79R E-METER DRILL 5RA CAN SQUEEZE)

An auditor must set the sensitivity of an E-Meter exactly right for *each* pc *and each session.*

The setting is different for almost every pc *and can change, session to session, even for one pc.*

TOO LOW

Too low a sensitivity on some pcs (like Sens 1) will obscure reads and make them look like ticks. It will obscure an F/N. Whereas a Sens 16-128 will show reads and F/Ns.

A pc can he hindered by the auditor not setting the sensitivity high enough to show reads and F/Ns. Items are missed as well as F/Ns.

On almost any pc, a convulsive or incorrect can squeeze can shoot the needle across the dial and cause the auditor to reduce his sensitivity down and down and down until he finally sets it at a point where long falls become ticks and F/Ns don't exist. E-Meter Drill 5RA tells one how to do a proper can squeeze.

TOO HIGH

When auditing a flying pc or a Clear or OT the auditor who sets the sensitivity too high gets weird impressions of the case.

"Latent reads" on such a case are common. They aren't latent at all. What happens is that the F/N is more than a dial wide at high sensitivity and a started F/N looks like a read as its sweep is stopped by the pin on the right of the dial.

Also, the pc can delicately press the cans improperly with his thumbs and forefingers when doing a can squeeze and cause the auditor to push the sensitivity up and up and up. And then with the sensitivity set too high, be unable to keep the needle on the dial and so miss or imagine reads. E-Meter Drill 5RA now teaches how to do this properly.

In this way uncharged items are taken up, the case is slowed, overrun and general upsets requiring repairs occur.

On a one-hand electrode an OT VII sometimes has a 1/3 dial wide F/N at Sens 2!

This would mean a 3/4 dial *wide* F/N . . . with two cans.

A Clear sometimes has a floating TA at Sens *5 or 10* instead of an F/N. He *might* have to be run at Sens 1 on two cans to keep him on a dial or detect F/Ns.

This is a very important matter as the auditor will miss F/Ns, think beginning F/Ns are reads and as the pre-OT is off the dial, miss reads.

Thus uncharged areas are run and charged ones are missed.

The result is very chaotic to repair.

Many lower level pcs also have a need for lower sensitivity settings.

SUMMARY

Sometimes an easy pc looks very difficult just because of wrong sensitivity settings *brought about by wrong can squeeze procedure.*

Set the sensitivity for the pc for 1/3 of *a dial drop on a correct can squeeze per E-Meter Drill 5RA (Reference: HCOB 7 Feb 79R, E-METER DRILL 5RA CAN SQUEEZE). And do the drills. You will be amazed.*

Don’t get repairs.

Get wins.

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HCO BULLETIN OF 2 DECEMBER 1980

Remimeo
Tech/Qual
All Levels
All Auditors
All Supervisors
All Internships
All C/Ses
Tech Checksheets
Examiners
Ethics Officers

FLOATING NEEDLE AND TA POSITION MODIFIED

This bulletin carries further the data given in

HCOB 10 Dec. 76RB Rev. 25.5.80	C/S Series 99RB SCIENTOLOGY F/N AND TA POSITION

and modifies but does not cancel all HCOBs that mention having to have the TA between 2.0 and 3.0 before the F/N can be considered valid, including:

HCOB 21 Oct. 68R Rev. 9.7.77	FLOATING NEEDLE
HCOB 7 May 69R V Rev. 15.7.77	FLOATING NEEDLE
HCOB 21 Apr. 71RC Rev. 25.7.78	C/S Series 36RC DIANETICS
HCOB 24 Oct. 71RA Rev. 25.5.80	FALSE TA
HCOB 15 Feb. 72R Rev. 26.1.77	FALSE TA ADDITION 2
HCOB 23 Nov. 73RB Rev. 25.5.80	DRY AND WET HANDS MAKE FALSE TA
HCOB 8 June 70	LOW TA HANDLING
HCOB 13 June 70 II	HUBBARD CONSULTANT STUDY STRESS ANALYSIS

———

Some recent tests I conducted have shown that a floating needle is a floating needle regardless of tone arm position.

This changes an earlier belief that, in order to be valid, the tone arm had to be between 2.0 and 3.0 for it to be called a floating needle.

Carefully examining dozens of F/Ns which occurred with the TA well above 3.0 and looking for any troubles with the case following calling the F/N an F/N, I found that there were no adverse consequences.

Therefore, it can be safely assumed that a floating needle is a floating needle regardless of where the tone arm position may be. It should be called, indicated and written as an F/N, with the TA noted.

Palm moisture, pc grip and other factors alter the TA position but not the F/N. The auditor must also be prepared to handle and handle false TA and nothing in this finding changes handling.

Tone arm positions register the relative mass of the case and nothing in this finding changes that. There are low TA cases and high TA cases and the state of the TA remains important and all data regarding TA positions are valid.

An ARC break needle (an F/N accompanied by bad indicators) remains an ARC break needle and nothing in this finding changes that. It must be handled. (One ordinarily checks for an ARC break in this case.)

This finding about TA position and F/Ns has been corrected earlier. This present issue carries it further, based on very thorough recent testing. There are apparently no liabilities of any kind in calling high and low TA F/Ns F/Ns.

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HCO BULLETIN OF 8 OCTOBER 1970

Remimeo
C/Ses
All Auditors
Level 0
HGC Checksheet

C/S Series 20

PERSISTENT F/N

A FLOATING NEEDLE can *persist.*

This fact tells you at once why you cannot do three major actions in a row in the same ten minutes.

This was the bug behind "Quickie Grades" (0 to IV in one session. This also occurred in Power when it was run all in one day). The auditor would attain a bona fide full dial F/N. The pc was still cogniting, still in a big win. The auditor would "clear the next process command", he would see an F/N. He would "clear the next process command", and see an F/N.

BUT IT WAS THE SAME F/N!

Result was that processes 2 and 3 WERE NEVER RUN ON THE CASE.

This is really what is meant by "Quickie Grades".

In 1958 we got real Releases. You could not kill the F/N for *days,* weeks.

Several processes had this effect. Today's real Clear also goes this way. You couldn't kill the F/N with an axe.

By running a lot of Level Zero processes, for instance, you can get a real swinging unkillable F/N.

It not only gets to the Examiner, it comes in at the start of the next day's session!

Now if in one session you ran all of Level Zero and went on up to Level One, you would just be *auditing a persistent F/N.* The pc would get no benefit at all from Level One. He's still going "Wow" on Level Zero.

If you ran Level Zero with one process that got a big wide floating F/N and then "ran" Level I, II, III and IV, you would have just a Level Zero Release. The pc's bank was nowhere to be found. So next week he has problems (Level I) or a Service Fac (Level IV) and he is only a Grade Zero yet it says right there in Certs and Awards log he's a Grade IV. So now we have a "Grade IV" who has Level I, II, III and IV troubles!

A session that tries to go beyond a big dial-wide drifting floating F/N only distracts the pc from his win. BIG WIN.

Any *big win* (F/N dial-wide, Cog, VGIs) gives you this kind of persistent F/N.

You at least have to let it go until tomorrow and let the pc have his win.

That is what is meant by letting the pc *have* his win. When you get one of these dial-wide F/Ns, Cog, VGIs WOW you may as well pack it up for the day.

GRADUAL WIDENING

In running a Dianetic chain to basic in triple you will sometimes see in one session a half dial on Flow 1, 3/4 of a dial on Flow 2, a full dial on Flow 3.

Or you may have 4 subjects to two-way comm or prepcheck in one session. First action 1/3 dial F/N. Then no F/N, TA up. Second action l/2 dial F/N. Then no F/N. Third action 3/4 dial F/N. Fourth action full dial-wide floating swinging idling F/N.

You will also notice in the same session-long time for 1st action, shorter, shorter, shorter for the next three actions.

Now you have an F/N that anything you try to clear and run will just F/N WITHOUT AFFECTING THE CASE AT ALL.

If you audit past that you are wasting your time and processes.

You have hit an "unkillable F/N", properly called a persistent F/N. It's persistent at least for that day. Do any more and it's wasted.

If an auditor has never seen this he had better get his TR0 bullbait flat for 2 hours at one unflunked go and his other TRs in and drill out his flubs. For that's what's supposed to happen.

F/Ns on pcs audited up to (for that session) a persistent F/N always get to the Examiner.

If you only have a "small F/N" it won't get to the Examiner. However, on some pcs maybe that's good enough. May take him several sessions, each one getting a final session F/N a bit wider. Then he gets an F/N that gets to the Examiner. After that, well audited on a continuing basis, the F/N lasts longer and longer.

One day the pc comes into session with a dial-wide floating swinging F/N and anything you say or do does nothing whatever to disturb that F/N. It's a real Release man. It may last weeks, months, years.

Tell him to come back when he feels he needs some auditing and chalk up the remaining hours (if sold by the hour) as undelivered. Or if sold by result, chalk up the result.

If the F/N is truly persistent he will have no objections. If it isn't, he *will* object. So have him come back tomorrow and carry on whatever you were doing.

SUMMARY

The technical bug back of Quickie Grades or Quickie Power was the Persistent F/N.

This is not to be confused with a Stage 4 (sweep, stick, sweep, stick) or an ARC Broke needle (pc Bad Indicators while F/Ning).

This is not to be used to refuse all further auditing to a pc.

It is to be used to determine when to end a series of major actions in a session.

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Ability

Major 4 [1955, ca. early July]

The Magazine of
DIANETICS and SCIENTOLOGY
from
Washington, D. C.

STRAIGHT WIRE

A MANUAL OF OPERATION

L. Ron Hubbard

ARTICLE ONE

Modern Straight Wire

On the theory that someone may pick up this book and have only time to read a few lines, or have a constricted ability in amount of material assimilable, right here in a hurry I wish to give you the type of Straight Wire which is today producing phenomenal results on preclears.

THE COMMAND: **Recall a moment of _____ .**

NUMBER OF TIMES COMMAND USED: Until the complete flattening of the preclear's communication lag takes place, so that he can readily and at some length and quantity give replies without any difficulty.

COMMUNICATION: Always acknowledge with an "O.K." or an "all right" every answer which the preclear gives you. Always let the preclear originate any communication he wishes to originate, or comment on the process, and acknowledge his origin of communication or comment. In other words, do not override his effort to communicate to you as this will considerably reduce his tone rise.

DUPLICATION: Make sure that you, the auditor, duplicate the command over, and over, and over until the comm lag is flat, and do not be detoured by any rationale of your own into any other process simply because you are unwilling to continue the duplication of the command.

APPLICATION: In the blank space of the command can be placed any subject of any concern or consideration of the preclear whether theta or entheta.

EXAMPLE: The preclear is studious. The auditor then applies Straight Wire in this fashion: "Recall a moment of studiousness*." The preclear does so and says that he has or describes the time. It will be observed that the first one may take a considerable length of time and that the length of time intervening between the question and the reply will vary from here on until the communication lag is entirely flat, which means that the process may have to be continued for half an hour, an hour, or many hours. The communication lag is known to be flat when the replies are readily given without pause or hesitation and without any comment on the preclear's part. The moment the preclear says he has recalled a time or describes the time he has recalled, which is optional, the auditor says, "O.K." or "all right," acknowledging the fact that he has received the preclear's communication, at which moment the auditor then places the exact question once more. An additional symptom of a flat process is that the preclear will no longer be studious. But, as preclears do not know how studious they are, it is best to run the process until the communication lag is flat. It is not necessary for the auditor to demand NEW times every time. The preclear can recall the same time if he desires to do so.

* The reason we've used "studious" here instead of "tired" or "dead" is to keep the reader in present time. We want him to get the data not paralysis.

OBSERVED PHENOMENON: The time track phenomenon will be observed while delivering this Straight Wire question. It will manifest itself in this fashion. The first answers of the preclear will probably be relatively close to present time and then will be further back into the past, at which time they will begin to progress (at some time they will begin to progress forward into the future) and will come close to present time again, when they will once more turn around and go into the past and then come into the future. In other words, the preclear will give the time A DAY OR SO AGO when he was studious, then a time A YEAR OR SO AGO when he was studious, then a time WHEN HE WAS A CHILD when he was studious, then a time WHEN HE WAS SIXTEEN when he was studious, then a time LAST YEAR when he was studious, then a time THREE DAYS AGO when he was studious, then a time TWO YEARS AGO when he was studious, then a time when he was THREE YEARS OLD and he was studious, then a time when he was EIGHT YEARS OLD and he was studious, then a time YESTERDAY when he was studious, and so forth. In other words, the preclear sweeps up and down the time track. The caution to be observed in this is, never leave the process when the preclear is recalling moments which are far into the past. Leave the process when the preclear is recalling times relatively close to present time. Otherwise you stick the preclear on the track.

GOAL OF THE PROCESS: The goal of many processes is to raise the selfdeterminism of the preclear. Memory is an automaticity which is not under the control of the preclear. By taking over the automaticities of memory and forgetting the preclear is capable of greater self-determinism. In view of the fact that all mass could be said to be memory, you will see at once that Straight Wire leads to the control of mass.

PREREQUISITES TO SESSION: Present must be an auditor, a preclear, a place to audit and time in which to audit.

WHEN THE SESSION HAS BEGUN: The session is actually in progress and the process is ready to be administered only when the preclear is aware of the fact that an auditor is present, that HE is present, that the auditing room is present and that an auditing session is in progress. TWO-WAY COMMUNICATION or asking the preclear to locate objects in the room simply by NOTICING THAT THEY ARE THERE (a lower process than Two-Way Communication) should then be engaged upon until such time as the preclear is aware of his surroundings and the condition.

ON WHAT PRECLEAR TO USE STRAIGHT WIRE: Straight Wire can be used on any preclear who is AWARE OF HIS SURROUNDINGS, THE AUDITOR, AND AUDITING SESSION AND WHO HAS REALITY UPON THE GOAL OF AUDITING. This is signalized by the preclear being in fairly good two-way communication with the auditor. Straight Wire should not be employed on preclears who are in very poor two-way communication.

SUBJECTS ON WHICH STRAIGHT WIRE CAN BE USED: Straight Wire can be employed on ANY SUBJECT OR CONDITION. It will be discovered that the straight wire processes are PROBABLY THE BEST RESOLUTION OF BLACK CASES. The resolution of a black case is indeed contained rather succinctly in the auditing command, **"Recall a time when you were looking at blackness."** The entire HIDE to SERENITY scale can be employed with considerable tone change in the preclear. The key to exteriorization lies in the auditing command: **"Recall a time when you were in or associated with a body." Peculiarities,** physical deformities or conditions of any kind could be used on the above straight wire basis with success.

I have given you this brief rundown on Modern Straight Wire, not because it is all there is to say on the subject, but because I wanted to give you the exact essentials present in Modern Straight Wire as rapidly and as efficiently as possible, so that they could be used without having to go through a great deal of material. However, a person, to use Straight Wire, should know a great deal about Straight Wire. While he could simply use the essentials above and could produce a considerable change in a case on any subject, an auditor who is not skilled would be held up by the duplication factor. He would have a tendency, under, of course, very good alibis of his own, to desert the command itself before the process was flat. He would have a tendency to change the command to something else. He would have a

tendency to go on excursive trips into the side roads of the process, since a great many comments, considerations and phenomena will come up while Straight Wire is in progress. The self-discipline necessary to continue an auditing command over, and over, and over, and over is not a light discipline. In fact we could say that an auditor who has not himself had a great deal of duplication run would find himself very resistive to repeating this auditing command to a preclear for a long period of time. However, this does not go to say that an auditor in terrible condition himself, knowing this fact, could not then grit his teeth and pitch in and go on and continue a two-way communication with the preclear, and go on and ask this auditing question over, and over, and over, and over until the preclear's case was solved. Not only is this possible, but it has been done very often. And, in fact, we have a great deal of respect for auditors who, although they themselves are in relatively poor condition, yet go on and produce tremendous advances in cases. We, of course, get more enthusiastic about auditors who are in good shape, producing good results, but we cannot but admire the stick-to-itivity some auditors have in carrying through processes which are above their own case level.

Now, just because we have a modern Straight Wire which is interestingly exact in its application and very predictable in its results, is no reason why we have to throw away all other processes. The Six Basic Steps, done as they are done today, are, of course, of great value and do not go into the discard simply because we have a more effective, more exact and simpler Straight Wire.

There is one particular caution which should be observed in administering Straight Wire: that A PRECLEAR WILL VERY OFTEN GIVE A NO-COMM-LAG REACTION TO A PROCESS WHICH IS ABOVE HIS LEVEL. He will not get well on the process; he will not improve on the process, but also he does not comm-lag on the process. The process is being done more or less by some circuit. It is being done without any reality and it is not involving the preclear at all. One has to go far enough south so that the preclear develops a comm lag. Now, if you were to run Straight Wire on some preclear and simply get your answers every two or three seconds and keep getting answers for a long period of time, you would discover at length that the process was not improving the preclear. The reason the process is not improving the preclear is because the process is above the preclear and the preclear has no reality upon his recalls or his answers. In such a wise it would be very wise to start in below Two-Way Communication and get the preclear to spot objects in the room. Not walk over to them, or perform an 8-C, which is above Straight Wire on the tone scale, but simply to look around and find that there is a chair in the room, that there is a table, and so on. This done for a while orients the preclear and it is discovered that he will go into two-way communication with the auditor. Two-Way Communication, then, about the preclear's everyday life should ensue, and after this, R2-20, PROBLEMS AND SOLUTIONS, should be run flat on the preclear, for the preclear who is very short on problems and who is incapable of arriving at solutions is not likely to give up any case problem and is not likely to arrive at any solution. So, we understand that there are actually three points below Straight Wire. Now, a preclear who would need Problems and Solutions run on him at great length is liable, oddly enough, not to comm-lag on Straight Wire and also not to improve upon it. In this wise, the preclear's reality on the question or the response is very low and he is simply being monitored by the auditor. The auditor is more or less running all of the preclear's machinery, an oddity which we observe in some auditing sessions. Although the auditor is running the preclear's machinery, neither the auditor nor the preclear is aware of it. The auditor isn't aware of it because he would rather not be, and the preclear isn't aware of it because he isn't aware of very much anyhow. Just as an automobile doesn't much care who drives it, so do some low toned preclears not care who is running the circuits.

A variation on Modern Straight Wire, a little older but still quite effective, is **"Give me something you wouldn't mind remembering," and "Give me something you wouldn't mind forgetting."** These two commands are run independently of each other, not alternately, and each is flattened. These are very, very effective commands. It is remarkable that "Give me something you wouldn't mind forgetting" hits people who are dislocated so hard that a many-hour comm lag may ensue on the question. These people are afraid to forget anything. This is very, very effective auditing and is not discarded. It can be used a little lower on the scale than Modern Straight Wire, but it is slower.

An auditor should test Straight Wire very rigorously in the recommended form given above before forming any forthright opinions concerning it. He should observe that running this Straight Wire on a very low toned preclear produces no comm lag and no betterment of the preclear. This is the first thing he should learn about it. Then he should learn that run in its proper place on a preclear who is in two-way communication and is in fair condition, it produces remarkable, stable results which last for a very long time. It is not a trick process. It is a plow-horse sort of process, but once it has hauled the preclear up the scale it leaves him there. A preclear's continued stability for a long time after an auditing session is very desirable. The trick momentary flash results sometimes do not last. An auditor should also learn that he himself is capable of repeating one command over, and over, and over, and over, without varying it, without getting so bored with it that he himself goes out of the auditing session. Remember, when the auditor leaves the auditing session (although he is still there giving auditing commands) it sometimes occurs that very little auditing gets done, since an auditing session of necessity has to have an auditor and a preclear present and auditing in progress.

It will be startling to you to know that this process is a specific process for a black case and does relieve the black case's blackness. And, after and above the black case level this process is a specific for non-exteriorization and will produce exteriorization if **"Recall a time when you were in or associated with a body"** is employed over a long enough period of time.

There is a great deal more to know about Straight Wire. There are a great deal of phenomena which occur in Straight Wire and there are many other data to be studied about Straight Wire. However, if the auditor cares to study these, first let him learn thoroughly what we mean by Modern Straight Wire and that is laid out above with exactness.

ARTICLE TWO

The History of Straight Wire

The old Dianetic auditor will have no difficulty in recalling the earliest days of Straight Wire.

Once upon a time Straight Wire was one of the most intricate, tricky, intuitive processes known. There were auditors who were excellent at this, but they were alone in their skill. There were many, many auditors who never did make Straight Wire work.

Straight Wire of the old Dianetic type, expertly done, many times produced such fascinating results that auditors would then specialize in it, but, because it has often failed, their specialization would be tempered with a restless search for some other process that would do the job with greater exactness.

The genus of Straight Wire immediately followed the release of "The First Book," *Dianetics: The Modern Science of Mental Health,* on May 9, 1950. I developed Straight Wire a little too late to get it into the text of that book, but taught the first ten students at 42 Aberdeen Road, Elizabeth, New Jersey, this process and actually got these students sufficiently expert in the use of Straight Wire that they could straighten out present time problems on preclears with remarkable facility.

Here is an example of the earliest form of Straight Wire: A preclear is observed to be possessed of a nervous affliction—the rapid blinking of one eye. The auditor asks him, **"Who had that affliction?"** and asks him this with sufficient communication and discussion so that the preclear at length actually SPOTS A TIME WHEN HE OBSERVED THIS AFFLICTION IN ANOTHER THAN HIMSELF. Now, today with our understanding of Ownership Processing, as covered in the Congress of Eastern Scientologists on June third to sixth [1955] at the Shoreham Hotel in Washington, D.C., it becomes highly technical, for naturally the affliction, if it persisted, must be misowned. But, it would also be understood that the preclear himself might be the creator of the condition. If the preclear himself had created the eye twitch at some time in his past, recalling it in somebody else would simply reinforce the eye twitch; thus Straight Wire would not work. As, let us say crudely, this condition exists in about 50% of the cases on whom Straight Wire was used, we certainly

would have, by the factors involving ownership, a misunderstanding of the process and a great many failures.

In view of the fact that a thing persists only if it is misowned—if a person himself has created it and says somebody else has created it or if a person is saying he created something which somebody else actually created—we get a persistence of the space or mass. If a person created the condition and then says that he himself created the condition, a vanishment of the condition will occur. If somebody else, a specific person, created the condition and the preclear says that person created the condition, then again we get a vanishment. Only when we misown or miscall the creation of a condition do we get a persistence. Thus we can see that the earliest Straight Wire depended in a great measure upon calling the correct ownership; and recalling the correct ownership by recalling observation of the condition in somebody else would be then sufficient to bring about a diminishment of the condition.

Thus, repeating, Straight Wire would not work on conditions which the person had himself created, as long as the auditing command was **"Recall a time when you saw that in somebody else."** This would have to be supplemented by **"Recall a time when you decided this was a good thing."** And if those two auditing commands had been used on any condition and if we had also known about comm lag and duplication of the question, then Straight Wire would have been very successful. As a matter of fact it was quite successful and quite startling but had the above limitations.

Now, the earliest type of Straight Wire was interesting in that it did not embrace the case that couldn't remember. To handle this type of case we invented a variation, which was simply to ask the preclear to remember something, anything, and keep him remembering something or anything until his confidence in his own memory rose to a point where he could remember and thus could experience the benefit of old-time Straight Wire. An example of this variation was to ask somebody if he could remember something that had happened today or something that he had had for breakfast, and keep on asking him for various things until he did have a solid reality on one recall or another.

But this too was quite limited as to process, and in order to further improve memories we came out with what is now known as the next-to-the-last list of *Self Analysis,* which is **"Recall something real," "Recall a time when you were in communication with someone," "Recall a time when someone was in communication with you," "Recall a time when you felt some affinity for someone," "Recall a time when someone felt some affinity for you,"** which process capitalized on the ARC triangle which we came out with in July of 1950, which was much better described in the book *Notes on the Lectures* of November of 1950 and expanded considerably in *Science of Survival* which was written in the spring of 1951 and released that summer, the above list appearing in *Self Analysis,* which was written in September of 1951.

Succeeding this "next-to-the-last list of *Self Analysis"* was Validation Straight Wire, the theory of which was to validate all the good moments in the preclear's past by having him recall them. An oddity immediately demonstrated itself, however, in the use of Validation Straight Wire to the effect that the preclear would recall just so many moments which were good and would then fall off into moments which were very bad indeed. This phenomenon had, by the way, been observed much earlier as a comment on the running of pleasure moments, a process developed by Parker Morgan in Elizabeth in 1950.

After Validation Straight Wire the whole subject of Straight Wire more or less fell into disrepute and decay, and a great deal of concentration was given to actual incidents on the whole track and an enormous amount of phenomena which had been dug up through my work in Wichita. Only "next-to-the-last list of *Self Analysis"* continued to be used right up to the time when we developed **"Something you wouldn't mind remembering," "Something you wouldn't mind forgetting,"** in one of the clinical units of the summer of 1954. Immediately a great many limitations on Straight Wire were swept away and Straight Wire became a much more important process because it was getting much better results. Here for the first time we had entered into the idea that forgettingness was an actual attribute. In other words, it was a skill. A person forgot things so that he could have things. And, realizing that this was a skill and that it was on full automatic we, of course, had the reason why people were not able to remember. They were so anxious to forget.

In the spring of 1955, in the tenth clinical unit, we discovered that "something you wouldn't mind FORGETTING" was far, far more important than "something you wouldn't

mind remembering," and made several tests which demonstrated a considerable rise in tone as a result of using this single command: **"Something you wouldn't mind forgetting."** However, because many more interesting things were showing up and occurring we did not give this really the attention it deserved, and actually to this moment the process is not as thoroughly tried as it might be. It might very well occur that this process would succeed many other processes as something which would produce a long-continued and stable result.

With the first clinical unit [October 5—November 16, 1953], which was taught in Camden, New Jersey, we made a considerable codification of "automaticity" and "randomity," which had first been introduced in the Philadelphia lectures of December, 1952. The understanding of these two things demonstrated that THE GREATEST AUTOMATICITY IN WHICH ANYONE WAS ENGAGED WAS REMEMBERING AND FORGETTING. Thus, exercises on remembering and forgetting were, of course, very, very important.

It should be understood, then, that no amount of engram running or present time processes would handle this highly specialized thing, automatic remembering and automatic forgetting. And in view of the role remembering and forgetting play in everyday living we couldn't consider the person very thoroughly processed unless we had taken his memory into account. Thus, whatever other processes are run on the individual, something should be done in order to bring this automatic memory factor under control.

We have rather suspected of recent months that it is not necessary to have a great versatility of subject in remembering in order to restore memory. The mere act of remembering something is enough to take over the automaticity. In other words, there isn't an automaticity for every subject you can remember; there is simply an automaticity on the subject of memory. Similarly on forgetting. One might think there was a forgetting automaticity on every type and subject known, but there is only one mechanism behind all of this and that is simply an automaticity of forgetting.

Now, if you were to stabilize a preclear in present time and do all sorts of other things with him and yet neglect exercising his memory in any degree it is probable that you would have left the sphere of recall untouched to his detriment and would have left him with this automaticity. And the automaticity of remembering and the automaticity of forgetting could, of course, push him on down again. So, we should say that any preclear who becomes stable should have had exercises in remembering and forgetting.

The actual history of Straight Wire is of course a very old one, much older than Dianetics. We did not invent Straight Wire. We discovered and observed a great many mechanics about memory which had been neglected hitherto. But, we find that Straight Wire or memory exercises are actually very ancient and have been used for at least sixty-five years.

There were many excursions and experiments made in Straight Wire in early Dianetic days. One of these was Repetitive Straight Wire. Simply asking a person to remember something over, and over, and over again. This naturally succeeded from the running of an engram. Running an engram through, and through, and through eventually erases it, so it was tried with Straight Wire and it was discovered that this was fairly effective, but again was not an answer.

The old Dianetic auditor can probably remember early Straight Wire with affection and probably can remember a great many successes as a result of using it. And strictly as a nostalgic exercise, he should know now that with OWNERSHIP PROCESSING as given in the Congress of Eastern Scientologists, he could make old-time Straight Wire totally effective with the question **"Can you recall a time when somebody else had that condition?" "Can you recall a time when you decided to have that condition?"** on all those cases who are already in fairly good condition in the memory department. He would have to ask BOTH of these questions of ANY case in order to get a result and he would have to ask BOTH of these questions MANY, MANY TIMES, until the preclear had flattened his comm lag. This would be a rather crude form of Straight Wire, but it would at least be completing the cycle of action from olden times.

Straight Wire is one of the most agreed upon things in Dianetics and Scientology. There may have been many people who questioned the advisability of running engrams or running secondaries or scanning engrams or doing something else, but, nobody ever questioned very seriously the efficacity of Straight Wire when it worked. It is, and has been broadly accepted as a near synonym for Dianetics and Scientology.

ARTICLE THREE

The Theory of Straight Wire

Memory has played an intimate part in existence since the first Thetan. The creation of time and the creation of memory were concurrent incidents. Let us take a single particle. We find that with this single particle no time is possible, since the space occupied by the single particle would be indeterminate in placing the particle. Unless, of course, there were eight particles demarking the space itself, at which time you would now have nine particles, and it would be very simple to have time. But, with one particle we cannot have time. We have to have two particles to have time. And we have to have two particles to have memory.

We have to have two particles to have memory because we would have to have a reference point for establishing where the moving particle had been if one had remained motionless. In other words, let us take a motionless particle and then let us have another particle move in relationship to that motionless particle; we would then be able to tell that it had moved by remembering that it had been where it was originally. And then remembering successively the positions it had gone through until it arrived at its present time position. The moment that it moved further one would have a situation again of remembering what had been present time for it, but observing what was now its present time position.

MEMORY IS THEN, MECHANICALLY, THE TRACKING OF POSITIONS. Where POSTULATES or CONSIDERATIONS are concerned, however, we must first have the consideration that space, particles in time can exist and then THAT ONE CAN REMEMBER. This latter is more important than the mechanical facts of time. For if one continually makes the consideration that he cannot remember, he is at once making the consideration that he cannot discover the former position of earlier particles, and any advanced student who knows about PERFECT DUPLICATION, or if you care to read about that in *The Creation of Human Ability,* will find that it would now be next to impossible for the individual to cause the vanquishment of the particle. In other words, if the person cannot remember where the particle came from originally, he cannot establish its original position. And being unable to establish its original position he cannot get an exact duplication of it, which is to say a perfect duplicate of it, and so will get a persistence of the particle. Once one has forgotten its original position, which is the mechanical aspect of this, one is then no longer able to cause it to disappear.

In processing we very often run into a person who has “heavy facsimiles.” In other words, these facsimiles are so heavy and so weighty that he can barely push them around. This is simply basically a postulate that these things are heavy, that energy is heavy, but next to that it is a consideration that one cannot do anything to them. One cannot cause them to vanish—therefore, one cannot cause them to affect one less.

Observing, then, that things tend to become more permanent and more solid the less one can remember where they came from (though this is not a total truth, you understand), we could consider that ALL OBJECTS ARE MEMORY. Or more accurately, that ALL OBJECTS ARE MIS-MEMORY. If an object is there, one comment you could make about it is that everybody has forgotten when and where it was created. And having forgotten when and where it was created, it now persists. Thus, you might say that objects depend, or persistent spaces depend, entirely for their persistence upon forgettingness. Which is to say, mis-memory.

Now, as memory applies to postulates and considerations as well as to spaces and masses, it becomes obvious that conditions, good conditions or bad, would tend to persist where they were mis-remembered. In other words, if you knew exactly where all the particles of your car were created and how many movements back they were created and who had created them (the more important fact) and who had assembled them into a car you would not have any car. It would simply disappear. In other words, a perfect memory would bring about a vanishment of all objects and spaces.

Well, at least that is the theory and the theory is borne out by the fact that it is only necessary to remember who created something to have it diminish in density, or, in case of a light mass of energy, such as an engram, to vanish.

In that Thetans become very possessed with the idea of making nothing out of everything (their primary obsession), memory, an exact and persistent memory, becomes an obsession with the Thetan. He knows that when he no longer remembers the exact genus of all those things in his vicinity he will no longer be able to make them disappear. Therefore, a failure in memory causes a Thetan to be very frantic.

Now, we needn't go too deeply into just exactly why this is, but I will brush it in passing. ALL THINGS LIKE TO BE DUPLICATED. A THETAN HAS NO MASS, NO SPACE, NO WAVELENGTH, AND NO TIME. Therefore to get a perfect perception of anything, he thinks the best choice would be to look at something which has no mass, no space, no wavelength, and no time. Of course, this is impossible. But, this is a Thetan being duplicated, and this, indeed, would be the most comfortable frame of mind for a Thetan—to have no persistence or non-persistence of any kind in its vicinity. Thus, when a Thetan begins to see more and more spaces (and he is not space) and when he begins to see more and more masses (and he is not mass) and when he begins to see more and more wave motion (and he is not wave motion) he conceives the fact that nothing is duplicating him, which is to say that nothing is taking a look at his nothingness and becoming nothing. In other words, he's losing control of things.

Well, it just so happens that a Thetan knows that if he could remember the exact place everything had been generated, the exact time and the exact conditions and the exact person who did it, he would then get a disappearance. Thus, when a Thetan begins to object to life and considers that this idea of masses and spaces is foolish and should be discontinued (as the boys evidently believe in the nuclear physics department) they can only think in frantic terms of making nothing out of everything.

It does not happen to be a healthy frame of mind for a Thetan to be obsessed with making nothing out of things. We see people around who, themselves, have considerable bulk but who are unable to make nothing out of things but who try all the time to do so anyway. For instance, you tell a joke; they say, well that's nothing, and they've heard that before. You buy a new hat and they say they've always liked it. You invent a new dance step and they say it has been done before. They are, on a covert level, trying to make nothing out of something. These people already know they can't make nothing out of masses and spaces. They are already obsessed with the idea that masses and spaces are dangerous to them and therefore, they do have to make nothing out of them. And these people at the same time will be obsessed with problems in memory and will probably develop a fantastic comm lag on the auditing question **"Give me something you wouldn't mind forgetting."** It does not follow that everybody who wants to improve his memory is obsessed with making nothing out of everything. But it does demonstrate how we get these obsessions on the subject of memory. Actually you could probably remember one-one hundredth of what you are able to remember and still get along. Certainly I know lots of places where people would employ you if you could remember just one-thousandth of what you are able to remember at this moment. The income tax bureau is one of them.

Memory, strangely enough, has very little to do with intelligence. Intelligence is the ability to pose and resolve problems relating to survival. Without some memory, one would have no track of time, but, an absolutely perfect memory does not necessarily connote a perfect intelligence. If one's memory were really perfect, he would have no objects or spaces with which to pose or resolve problems. So, therefore, a certain amount of mis-memory (or forgettingness) is necessary to have factors with which to play a game.

When memory is entered as a factor into the posing and resolving of problems one then gets the phenomenon of time track. One conceives through "experience" the IDENTITIES, SIMILARITIES AND DIFFERENCES BETWEEN THE PRESENT TIME FACTORS AND THE FACTORS OF THE PAST. AND HERE WE HAVE THE KEY TO ABERRATION.

Theoretically, a person could not be aberrated who was not living on a time track, since he would have no need of any kind to associate any spaces or objects of the present with any spaces or objects of the past. Now, naturally, no spaces or objects of the present are ever exactly identical to spaces or objects of the past. But, a person through mis-memory will eventually come into a situation where he does actually conceive a present time situation to be identical with a past situation. When he conceives this automatically and with great ease he is then in a fair way to being aberrated.

One could not go so far as to say that no experience at all is necessary to the living of life. But, one could go so far as to say that a total reliance upon experience or hearsay or second-hand observation in life brings a person into a very frightening state of mind.

Therefore, mis-memory could be of this kind. One sees a certain number of factors before him. One misremembers some factors that happened to him earlier sufficiently to conceive that these earlier factors are now identical with the factors he faces. When he has managed this he has essentially no time. In other words, IDENTITY does not give him PAST. He says the factors I face right now ARE the factors which confronted me five years ago. But he does not conceive this articulately. He conceives this on a mis-memory basis. He "feels" that the present factors have a significance which is due to nothing but themselves, but it's actually due to a combination of past factors. This essentially is about all there is to aberration. Aberration is "NO TIME." It does not conceive that there is any earlier position for any particle.

Thus, we have the interesting fact that a perfect memory to an extreme and absolute that has never existed would bring about a situation of NO UNIVERSE, NO FORM, NO MASS, NO SPACE. And that a completely IMPERFECT memory, which again has never existed, would bring about a total COLLAPSE of all time, and would bring all factors into the present. Now, somewhere between these two lies the game called SANITY. It is in the effort to attain this game called sanity that the auditor exercises the memory of the preclear. He must exercise the memory in such a way as to uncover a great many similarities which the preclear thought were identities.

Now, here is the subject of valence. By valence we mean personality. Theoretically a person could have his own valence. But, more familiarly the term is used to denote the borrowing of the personality of another. A preclear "in his father's valence" is acting as though he were his father. The word "valence" means in Latin, strength *(valentia).* We use it in Dianetics and Scientology as meaning personality, but it has not escaped the value of strength. A person takes at will the valences of a commanding nature or valences of a very obedient nature in order to answer up to various situations. One person may routinely use several valences. In order to handle women he takes the valence of his father, in order to handle students he takes the valence of a bulldog. In order to get drunk he takes the valence of a horse. There may or may not be any sense to the valence beyond the fact that it was a strong valence in a situation relating to the subject. In other words, he has mental image pictures unconsciously experienced by him which have as their dominant or obedient personality things related to the subject which he then identifies with the subject. Many a psychotic is in the valence of a bedpost. Others are in the valence of God. But these are totally stuck valences; any sane person routinely uses in his modus operandi of existence a vast category of valences. To say that somebody is capable of two or three valences would be a misnomer. A person takes many valences. Now, it is not necessary to pick up these valences or these personalities or "strengths" or "weaknesses" in our expanded understanding of the word in order to handle existence. A Thetan is perfectly capable of mocking up a beingness or valence sufficient to the situation simply compounded from the elements of the situation. If he does this easily he is very intelligent. He has a good imagination. Or you might say a good valencination. Only when he has a tremendous successful valence in the past which has enormous command value or enormous obedience value and then when he forgets this and conceives that it is all in the present does he assume anything like a fixed valence. He then is, you might say, "himself." The "himself" or "herself" is simply a valence which is moderately commanding, moderately obedient and which is "dreamed up" or "taken out of past experience."

The automaticities of memory are dependent upon this valence situation. By automaticity we mean anything that goes on running outside the control of the individual. This in its severest definition would seem to indicate that everything was automatic except those things upon which the person had his immediate attention. And this is not too far from wrong. It is not bad to have things automatic, it is bad to have placed things on automatic which are detrimental to one's happiness and life. The more automaticities exist around the individual the less living that individual is likely to do.

This is quite interesting to observe, off the subject a little, in a business office which is determined to modernize with all the latest machinery and equipment. It is the theory that the introduction of all these automaticities will bring down the number of people on staff and will

bring up the volume of work. Now, there is a make-or-break point beyond which the introduction of automaticities is detrimental to the business itself and will actually cut down the amount of outgoing communication. In fact, in a great many overly machined business offices the greatest amount of work done is by the repairmen, keeping the machinery in action. But, without a certain amount of automaticity in an office, it is true that very little work gets done.

Harm comes from this factor of automaticity only when people have forgotten that something has been put on automatic, for when a thing is put on automatic, which is to say, when it is put in a situation where it is intended to run without any observation of any kind from anybody and without any knowledge on the part of anybody that it is running, we suddenly find a sphere of deteriorization, and we cannot trace it. We do not know what has broken down since we did not know what was there and had been placed on automatic.

Here memory plays an interesting role. The first requisite to putting something on automatic is to forget that it has been placed on automatic. And that in the severest Scientological use of the word is what we mean by a full automaticity. Something is going on and we do not know its cause. We do not know its cause because we have forgotten that we have placed it there. Or, we have forgotten that anyone placed it there. We do not even know that anything IS there. But, something is happening in that sphere.

Now, although this relates to many parts of life we are apt to specialize on the psychosomatic character of this manifestation. We have forgotten or maybe never did know who put a bad leg into this body. A bad leg is in this body. We try, by moving it around or by manipulation, to change the bad leg and find out that we get an additional persistence to the bad leg. Only by discovering the ownership of the decision or idea or mass of the bad leg would we get a complete vanquishment of the bad leg. Now, if we went just a little bit further and remembered also who made the leg in the first place, and remembered this fully to the extent of remembering who made all the particles that went together and made the leg and who made all of the organizations of food which fed the leg, we would have no leg. So, we see that we could carry memory through to a complete vanquishment.

But, automaticity and memory do not happen to be limited entirely and completely to just one factor—psychosomatic illness. In fact, a person who would work memory simply to get somebody over a psychosomatic illness has himself a very bad identification. Life does not consist of psychosomatic illnesses. As a matter of fact, the Scientology auditor who tells preclears that he is going to get them over their psychosomatic illness has already created a new automaticity, as far as the preclear is concerned.

Now, the PRECLEAR isn't going to go do it; the AUDITOR, by some necromancy, is going to do it and we're likely to get a failure on the part of the auditor to remedy that psychosomatic illness. As a matter of fact, an auditor has no business at all promising anybody that he will ever do anything about a psychosomatic illness. Not, of course, because he can't, because of all the professionals in the world, the auditor is probably the one most likely to knock out a psychosomatic illness. But an auditor who says he's going to knock out a psychosomatic illness and goes in the direction of knocking such things out is limiting himself so woefully that it's hardly worth while knowing how to audit. When preclears start telling us that they want to get rid of such and such a psychosomatic illness we are apt to gaze at them with a questioning eye since the person has an insufficiency of problems or he wouldn't have the psychosomatic illness, and if we took it away he would just get another one unless we also remedied PROBLEMS. And all we can see out of this statement of the preclear is that this preclear has his attention fixed on something and he ought to have his attention unfixed off of it. Well, if he has his attention this thoroughly fixed on a psychosomatic illness he probably, on a gradient scale, has his attention fixed on a great many other and unpleasant things. And as a result we have a problem here in an individual who is stuck all over the track. He's identifying, he's misremembering, he is in, to say the least, an interesting state. And even if we did get him over the psychosomatic illness we probably, if we limited the auditing to this, would not have made him happy. So what we tell such a preclear is, "Well, I may or may not do something about the psychosomatic illness, but I will certainly make you feel happier about it." Usually he is fairly satisfied with such an answer.

The earliest coining of the memory exercises known as "Straight Wire" came from the formula of cause and effect. In 1950 in the early HDA Lectures we described this as the act of

stringing a line between present time and some incident in the past, and stringing that line directly and without any detours. In other words, we conceived the auditor was stringing a straight wire of memory between the actual genus of a condition and present time, thus demonstrating that there was a difference of time and space in the condition then and the condition now, and that the preclear conceding this difference would then rid himself of the condition or at least be able to handle it. This essentially was the overcoming of automaticities or the locating of automaticities. The preclear had some engram that had a command value over him and it was necessary to locate the source of that situation in order to bring it under the preclear's control. The term "Straight Wire" was used to differentiate between Dianetic memory exercises and those which had been used by psychotherapy in the past. And a great need for such differentiation was necessary, because there's many a Dianetic auditor who permitted "free association" and other unworkable techniques to go on in the guise of auditing. Hence the term "Straight Wire," and that term seems to be an apt one since it stuck with auditors all during these years.

The motto of Straight Wire could be said to be, DISCOVER THE ACTUAL GENUS OF ANY CONDITION AND YOU WILL PLACE THE CONDITION UNDER THE CONTROL OF THE PRECLEAR.

ARTICLE FOUR

Straight Wire and Present Time

One of the earliest observations of Straight Wire which we made was on no less a preclear than Burke Belknap (then studying to be an HDA) in the small reception room at 42 Aberdeen Road in Elizabeth, New Jersey. Burke had come in complaining of a headache and in an offhand way I said, "I'll handle that" and asked him to remember who had a headache. He promptly came up with a memory of someone else having a headache and then someone else having a headache and finally of someone who complained about headaches and abruptly his headache was gone. Well, this was very triumphant, but I did not have enough sense to quit at that exact moment but started to run him through the incident he had last recalled, and instantly his headache was back.

Now, we are telling you this for more reason than nostalgia. This was the first time we observed the difference between Straight Wire and engram running to the degree that: Straight Wire did not run out the engram but only got it out of present time. Naturally, in theory, we had had this around for some time. But, here was an exact example of this very thing occurring. In other words, you could remember something and feel good, and then could run immediately into the engram and feel terrible all over again. Now, this immediately and instantly gives us the reason why psychotherapy was unworkable before Dianetics. One would get the preclear into present time (and of course the preclear is always in present time but the engrams are there also, so it is more accurate to say, get the engrams out of present time) and then have the engram get into present time again and have the preclear in the same state as before. In other words, as long as and as often as we wanted to get these mental image pictures of pain and unconsciousness into and out of present time we would have a change accordingly in the preclear. Theoretically we could throw birth into present time and out of present time, into present time and out of present time, and have the preclear as rapidly have and not have the symptoms of birth. Now when we realize that our machinery as a body-plus-Thetan is being continually monitored by the environment and that the machinery which throws engrams into present time is also monitorable by the environment and by others in it, we see that simply throwing the engrams out of present time and keeping the preclear in present time would apparently be inadequate processing. Here evidently we would make a preclear well and would then make him unwell just to the degree that we took out of present time and put into present time the engram causing that unwellness.

Now, in view of the fact that an engram contains pain and unconsciousness, it is very likely to become an automaticity. Thus, we are playing tag with an unknown genus whenever we are playing tag with engrams. A preclear does not like to look at things which suddenly make him feel like his head is being torn half off. Thus, he will continue to keep out of existence for himself, and to refuse control over, all engrams.

By old Dianetic standards, then, Straight Wire was merely a patch-up process. It did not do too much for the preclear but made him momentarily comfortable. It did this simply by slipping out of present time, engrams. Engrams were held in present time by the preclear's making a bridge between present time and the engram, of locks, which is to say conscious moments which lay on top of the engram. In other words, we could have a sort of a picture of a dark, Lying-in-wait engram, which had happened or had been created at some early date, which had been keyed in by a conscious incident a little bit later, which had been bridged by a repetition of similarities until at last the preclear conceived an identity between the moment of the engram's occurrence and present time. By this bridge of locks we would then have an engram being present time.

So much for the early attitude. What is the attitude about this now? There is no real change. It's just that THE PRECLEAR CAN BE BROUGHT TO CONTROL A MASS OF ENERGY AS HEAVY AS AN ENGRAM BY THE GRADIENT SCALE OF CONTROLLING LIGHTER MASSES.

Here we have essentially the idea of the person who lifts a calf every day until the calf becomes a bull. Then we have a person who is able to lift a huge animal. Now, I don't know that anybody ever tried this, but theoretically it would actually occur. Certainly, it is much more likely that this gradient scale of lifting would more workably apply to locks and engrams than to pure bull.

By Straight Wire, on modern standards, we get the preclear to handle the light key-ins. Over and over and over, new incidents or the same incidents until at last he is able to handle the actual genus of the situation, at which time the condition, of course, will vanish.

The great oddity is that a preclear is so wary of a heavy, hidden mass like an engram, that when it comes into present time automatically he will not or cannot throw it out of present time. And this is the main thing which is wrong with the preclear. A heavy mental image from the past comes into present time, then the preclear cannot throw it out of present time. If he is unable to throw it out of present time it will stay in present time, which is to say, ride along with the preclear.

One of the goals of Modern Straight Wire is to get the preclear to throw the engram out of present time or into present time at will. In other words, to teach him that he doesn't necessarily have to vanquish all energy masses—that he can handle these energy masses and get them up to him or away from him at will.

A clear, by definition, is somebody who does not have any engrams in present time with him. By actual practice a clear would have to be a stable Thetan exterior since the body itself is composed of energy masses which unfortunately contain engrams.

We are no longer trying to rid present time of all engrams. We are simply trying to bring about an ABILITY on the part of the preclear to handle energy masses in the past or in present time at will. And by a gradient scale to cure his fright of being confronted with a picture and his compulsion and necessity to obey that picture.

ARTICLE FIVE

Straight Wire and Pictures

With the advent of communication processing a new method of handling pictures arose. Within minutes after the first discovery that communication alone would vanquish masses we found that communication would handle pictures themselves. In view of the fact that pictures have been more or less a common denominator of investigation since the earliest Dianetic days, we became very interested in this startling new method of handling the bank.

Whenever a person of the usual Mark I Homo Sapiens type is asked to remember something, he gets a picture along with it. This, no matter what names or description you place upon it, is simply a picture which has been taken of an event in the past, said picture now being in the present. This automatic feed mechanism has gone relatively unnoticed but occasionally described back through the centuries. It seems that this should be considered very usual. However, it was not until Dianetics that anyone made any kind of a thorough study of these pictures.

In the first place, of what were these pictures composed? It was an old saw in mysticism that mental energy was one thing and physical energy was another thing. I suppose this was stated many times out of hopefulness rather than fact. Today enough data has come to hand to establish that this mental energy, such as is contained in a picture, and the energy of earth or of the electric light company, are different only in wavelength. The proof of this is that a person, by remedying havingness, can increase his weight if he only pulls the havingness in, and can decrease his actual weight by throwing the havingness away. Of course, a preclear has to be in fairly good condition and has to be able to throw away or possess havingness at will in order to do this, but in actual experiment weight has been changed many pounds either way by this. And, believe me, if you can weigh mental energy on a set of Toledo scales you certainly have something very intimate to the energy of the electric light company, and you don't have anything different than the energy of the electric light company, save only in characteristic.

These mental image pictures, then, are actually composed of energy. They have mass, they exist in space, and they follow some very, very definite routines of behavior, the most interesting of which to us just now is the fact that they appear when somebody thinks of something. He thinks of a certain dog, he gets a picture of the dog. When a person is rather far gone, when he thinks of the dog he gets the picture of a house. When he thinks of a house he gets a picture of a cactus. This person's pictures are not associated with his own thoughts, but are occurring on a total automaticity.

But, what do we have in the first place but an automaticity? An individual thinks of a dog and he gets a picture of that dog. This carried on long enough would bring it about where he would think of one dog and get the picture of another dog. And a little bit further, he would merely think the thought and get a picture without any relationship between the thought and the picture.

Well, if these pictures are actually more or less the same stuff as is sold to you for five cents a kilowatt hour by the power company, then you could suppose that they would have some effect on the human body, and so they do. Pictures are continually being taken by the body or the Thetan or the Thetan's machinery or the body machinery. You never saw such a complete cinematographic plant in your life as the Thetan-plus-body, Mark I, Homo Sapiens. Something even takes pictures when he is deeply unconscious and during an operation.

Not only does a person take pictures of anything and everything just as you right this moment are taking a picture of this page (if you don't believe it, close your eyes and take a look at the page again) (oh, you didn't know you were taking pictures all the time?), but also these pictures then react back on the individual more or less as the incident itself reacted on the individual. Thus, if a person had a bang on the thumb from a hammer, he is certain to have taken a picture of this. Later on this picture gets into present time and his thumb hurts. It is a picture which is impinged upon his beingness so as to reproduce some of the qualities in the picture.

One of the oldest obedience stunts on the track was to convince the Thetan that he ought to "obey the picture." In fact, according to the O-Meter, people within the last many generations have taught their children to "obey the picture." In other words, made use of these mental image pictures in order to produce a higher level of obedience on the part of a child. Certainly it might or might not have produced a higher level of obedience, but it did produce a much higher level of conscience and it is in itself practically the anatomy of conscience. Overt act-motivator sequence is itself only the action and reaction of these pictures. A person takes a picture and then the picture turns on him.

Thus, the handling of these pictures becomes very important if one's going to change the characteristics of an individual. One of the first things, then, that an individual ought to be able to do is to handle these pictures. An individual can't handle these pictures? He's in bad shape.

Now, let's take this thing we call a Black Five. This poor fellow is so far gone he can't even see pictures any more. He only sees blackness in front of him. Well, this blackness may be some kind of a screen; it may be anything; but at least it prevents him from seeing pictures, and he's very often keeping himself from being victimized by all these pictures by having a continuous black screen in front of him. That the pictures reach THROUGH the black screen and do influence him anyhow, he hopefully overlooks. However, remember that THIS BLACKNESS ITSELF IS ONLY A PICTURE, and so we don't have a special

category of (1) people who get pictures, and (2) people who get blackness. We have only one category. We get people who have pictures of various things and people who have pictures of special things. And this is simply a GRADIENT SCALE of how easily does the individual handle these pictures that get into present time. When he handles present time returned pictures very poorly more and more pictures get stacked up in present time and pretty soon he is a fairly "massive" case.

Hence you can appreciate our excitement when we found a new way of handling pictures. There have since been developed, as we became more versed in handling special problems, additional ways, such as Ownership Processing. But to this moment we know of no better routine way of handling pictures than a combination of Straight Wire and the data which we are going to give you here.

Before we go very deeply into this, you should realize that pictures are not bad, and that blackness is not totally bad. Pictures are used by the Thetan to assist his memory. They are not necessary to his memory, but he begins to play with the idea of taking pictures of everything and remembering by pictures as a sort of a game. It is an interesting game. Gives him something to look at. Gives him some mass and makes him happy—up to the point when he collects pictures of great unhappiness; then these moments of unhappiness stay with him simply because he has pictures of them and really for no other reason. As far as blackness is concerned, blackness is usually the protective coating between the preclear and the pictures. Not unusual for a preclear to have a machine, either of his own or belonging to his body, which black-coats every picture that shows up before he looks at it. This keeps him from getting stunned by these pictures. This, by the way, is somewhat different than having blackness in continual and total restimulation. Both of these conditions regarding blackness exist: the machine that makes blackness, and having a black picture in restimulation. There is also simply the blackness of looking around inside of a head, and as yet, the modernness of science has not installed electric lighting inside skulls.

We also get the condition, where these pictures are concerned, of the Thetan's machinery taking pictures and then trying to show them to the Thetan while the Thetan is inside the head. This is a very interesting condition because the machinery cannot reach the Thetan, but reaches the head of the body instead, and if this machinery is very powerful, which it usually is, the body becomes very uncomfortable solely by reason of having pictures shoved up against it by machinery which is foreign to it.

So we get a lot of conditions which are germane to pictures. But these pictures are not all bad, and the whole subject of pictures is not a bad subject.

And again, before we go any further, you should realize that it is not ABSOLUTELY necessary for the auditor to handle pictures in the fashion we are going to outline now in order to have Straight Wire as given in an earlier article work. But, this is the fillip which really handles pictures and is called "HELLOS AND O.K.'s TO PICTURES."

The technique has limitations. It is limited by the fact that the auditor can audit Straight Wire on preclears lower on the scale than those who can handle pictures with hellos and O.K.'s. In other words, a rather low toned preclear can simply be run on Straight Wire as given earlier, but when he comes upscale and starts to get pictures this process can then be applied.

The anatomy of the process is simple indeed. Every time the preclear remembers something the auditor asks him, **"Did you get a picture?"** If the preclear did, which is usually the case, the auditor tells him, **"Throw a shower of hellos at it."** The preclear does. The auditor then says, **"Have it throw a shower of O.K.'s at you."** The preclear does. The auditor then says, **"Is the picture still there?"** If the preclear says it is the auditor simply has the preclear complete the cycle of two-way communication with, **"Have the picture send a shower of hellos at you,"** and when the preclear does, the auditor says, **"Throw a shower of O.K.'s at the picture,"** which the preclear does. Again the auditor asks him, **"Is the picture still there?"** If it is, the auditor simply repeats the four commands given above, which is to say, he has the preclear throw a shower of hellos at the picture, has the picture throw a shower of O.K.'s to the preclear, has the picture send a shower of hellos to the preclear, and the preclear send a shower of O.K.'s to the picture. Actually the auditor can have the preclear do this over and over until the picture is gone, for that is the single and solitary goal of the process: to make the picture disappear. It will be discovered that early in processing the auditor will have to make the preclear complete several two-way cycles of communication

with the picture before it vanishes, but, as processing continues and as the preclear becomes more and more capable, that fewer and fewer two-way exchanges are necessary to make the picture vanish. And at length all the auditor has to say is, **"Throw it away,"** and the preclear will be able to do so. Of course, the case which can simply throw the picture away in the first place and get it back at will does not need to use communication processing on this, a fact which most auditors overlook—they neglect to test the preclear to find out whether or not the preclear can throw these pictures away. Now, in the case of blackness this is rather foolish, to ask the preclear to throw hellos at the blackness, since these screens are very resistive, indeed. In the case of blackness one would simply use STRAIGHT WIRE with the question, **"Recall a time when you were looking at blackness"** over and over and over until the blackness was gone. If the blackness doesn't go, then it's a machine which is making the blackness, but this is found to be handleable too by the same process, if it is carried on long enough. And even if that did not work, machine processing would.

Very well. We have here, by throwing showers of hellos and O.K.'s back and forth between the preclear and the picture, a method of vanquishing the picture. BUT, IF YOU AS AN AUDITOR ASSUME THAT ALL PICTURES ARE BAD AND OUGHT TO BE THROWN AWAY, YOU WILL HAVE IN YOUR HANDS IN A VERY SHORT SPACE OF TIME A VERY UNHAPPY PRECLEAR. If he is fairly upscale he will tell you why he is unhappy. If he's fairly well downscale he will simply hug it bitterly to his bosom. The fact is, you are getting rid of his pictures, and his pictures are not a bad phenomenon, totally. Thus, you were robbing him continually. Now, the old Dianetic auditor who is trained only to make pictures vanish or a person who is obsessed with the idea of making nothing out of everything, is liable to neglect this vital little step, and if this vital little step is neglected this entire process will wind the preclear up in an unhappy state of mind. So, after the picture has been vanquished by either throwing it away or by throwing hellos and O.K.'s back and forth between the preclear and it, the auditor MUST ask the preclear TO GET THE PICTURE BACK. This is, of course, part of the automaticity cycle. The picture got there automatically; well, the preclear had better take over that automaticity—for all automaticities are conquered by having the preclear do what is being done automatically, or by simply sighting the genus of the automaticity.

Thus, having completed this two-way cycle of hellos and O.K.'s, the auditor now says, **"Get the picture back."** This usually startles the preclear, for at first the preclear will be very victorious at having gotten rid of this automatic function of pictures. But the preclear, one way or another, will get the picture back. He may get back some other facet of the scene. He may get back a picture different from the first one, but what you want is that same picture. Of course, don't badger and hound your preclear until he goes out of communication with you to get the same picture back. You can tolerate a certain amount of looseness at this stage of the processing, but what you really want is the same picture back again. Now, having gotten the preclear to get the picture back, you now have him throw once more showers of hellos at it, have it throw showers of O.K.'s at him, have it throw showers of hellos to him, and he throw showers of O.K.'s to it, until it vanishes again. And when it is vanished, you ask the preclear to get the picture back. Now, before you have handled this picture very much you will find usually that the preclear can simply bring the picture up and throw it away at will, at which moment you go on to the next auditing question on Straight Wire, which is, **"Recall a time when—" or "Recall a moment of**—" whatever you were asking before. And once more you ask him, **"Did you get a picture?"** You handle it in this fashion. You have him throw hellos and O.K.'s back and forth. You have him throw it away, get it back— you have him handle it, in other words. After a while you will find the preclear will be able to get all sorts of pictures at will and throw them away at will. You will also find that some of his automatic machinery starts to break down. If this starts to happen, why just continue him on the process. You may have to drill him for a short time on mocking up pictures. If you knock out his automatic machinery which is giving him pictures—doing the mock-ups for him—you have made it necessary for you to give him the assurance that he can make pictures, which will again make him happy. Very often a preclear who is unable to make pictures but is getting everything automatically will recover his ability to create pictures once he brings this automaticity under control.

"HELLOS AND O.K.'S TO PICTURES" is a very valuable process. A preclear will work up a gradient scale to where he can throw some hellos and O.K.'s to engrams that pop

up and will then be able to bring engrams into present time or throw them out of present time at will. And when he can do this he has no further worries or upsets about energy masses.

You will understand that this process of communication is entirely independent of locating the genus of the picture. The actual knockout of the machinery making the pictures could be accomplished by having the preclear state that this or that CREATED or OWNED the machine, including himself, until the machine was gone. But, this is not a very good process. It is robbing the preclear of something on which he has no reality. However, we expect future developments will embrace something which gives us a superior process along ownership lines.

Remember, now, that our goal is not to make the preclear get rid of every picture that pops up. Our goal is to make him capable of handling those pictures which pop up, throwing them away and getting them back at will.

This process is also used with the technique **"Tell me something you wouldn't mind remembering," "Tell me something you wouldn't mind forgetting,"** and was originally employed as part of this process.

ARTICLE SIX

Psychoanalysis and Straight Wire

When Sigmund Freud and Breuer first began working on the theory that if an individual could recall enough he could be well, they were working primarily on the assumption that there was something wrong, which they now had to make right, and that the wrongness was a hidden or buried memory.

It is notable to remark today that Scientology does not try to find something wrong in order to make that wrongness right. This introduces a via on the line, introduces an assumption into the case which is not justified. All we assume is that an individual can be more able than he is and we take it from there. We are not looking for hidden memories.

Another thing which Freud assumed was that guilt underlay these hidden memories as their primary propulsive mechanism. This was not necessarily true, for you will discover that anyone, no matter how innocent, who has been struck, if he has been struck hard enough, will begin to believe that he must have been guilty of something. In other words, he gets a reason why he has been punished, which may or may not have any actuality in fact. In other words, any sudden blow or duress can be expected to have as its consequence the feeling that one has been guilty. In order to stay a reasonable or rational being an individual has to assume that there must be a reason for everything. This is not necessarily true at all. Thus, guilt comes about merely from a blow or duress. I imagine if you put a man in prison long enough he would be absolutely certain at the end of that time that he had committed the crime for which he was incarcerated. I suppose that if you questioned a man long enough about his guilt, if this questioning were under duress, he would begin to feel he was guilty of the crime of which he was being accused, which accounts for many of the confessions which are brought forth by third-degree methods. Even the police have begun to question these, having discovered all too often that the person was really innocent although he now believed he was completely guilty. Thus, we have the fact that physical pain and unconsciousness in a memory would produce a HIDINGNESS in the memory, since a person would not want to confront a painful picture, and would bring about a feeling of guilt. All this is resolved simply by MAKING THE INDIVIDUAL CAPABLE OF HANDLING ENERGY PICTURES OR ENERGY MASSES OR SPACES REGARDLESS OF THEIR SIZE, SHAPE OR THREAT.

In performing a psychoanalysis, emphasis was then laid upon memory and upon things about which society expected people to feel guilty. In this alone we have the reason why psychoanalysis is such a long drawn-out affair and why it leaves a person in such a careful frame of mind.

The psychoanalytic patient was expected to talk long enough—without much acknowledgment from the analyst—to disclose hidden memories. The actual hidden memories were, of course, moments of pain and unconsciousness, and if the psychoanalyst had ever gotten a patient into one of these moments of pain and unconsciousness he wouldn't have known what to do about it. But this was outside the theory if well inside the practice.

In the process of trying to recover hidden memories the analyst was continually in combat with the automatic forgettingness of the patient. By asking a person to recall and recall and recall and recall and think about the past, the analyst often got the individual back down the time track and didn't get him up again. In the first place, the analyst, not being very able in the field of DUPLICATION seldom gave a repetitive question which would have freed the patient from one line of action.

Further, the analyst was insufficiently observant and inquiring. He may or may not have noticed this phenomenon of energy pictures but, being trained in a rather mystic school, he probably did not believe that these energy pictures possessed any energy and so could not do the patient any harm.

But, let us suppose that we were actually trying to uncover hidden memories for the preclear. If this were the case, then, we would have to get his forgettingness off of automatic and into his control.

If you wish to reform the entire field of psychoanalysis, which is not any particular mission for the Scientologist, as Scientology is not psychotherapy, you yet could do so by the publication of this material:

Have the patient relax and become aware of the fact that you, the analyst, are there, that he is there, that the room is there and that you are about to do some psychoanalysis.

Enter into a discussion with the patient concerning his trials and tribulations in the present-time world, permitting the patient to originate communications and become relaxed about talking with the analyst.

Now that these steps have been accomplished, ask the patient this question, and use no other question aside from incidental and momentary discussions and acknowledgments, no other: **"Tell me something you wouldn't mind forgetting."**

No matter how long the patient took to answer this question, do not abandon it and do not go away from the question. But, at last, still maintaining pleasant relations with the patient, obtain an answer to this question.

Having obtained the patient's statement that he has at last found something that he is very certain he wouldn't mind forgetting, the analyst should then say, "Very well," as an acknowledgment of the fact that the question has been answered. And the analyst should never at any future time omit to acknowledge with a "Very well" or some such statement the fact that the patient has completed the analyst's command.

Having received an answer to this question, the analyst must now repeat the very same question and again must get an answer to this question and again must acknowledge the fact that an answer has been received.

The analyst should not go into discussions of the material and should not tell the patient what the material means, for the analyst should be well aware of the fact that if the patient has already reached this depth in his psyche he must perforce be capable of reaching much deeper depths and that better information will always be forthcoming.

Even though the analyst finds himself becoming inattentive or upset by the repetition of the same question over and over he must continue this. He must, each time the patient has complied and the analyst has acknowledged, ask again, **"Tell me something else you wouldn't mind forgetting."**

This should be the sum total of the analysis and this program should be continued as long as the patient is being analyzed, whether that be four times a week for a year or four times a week for two years. No other interchange or material should be discussed or addressed than these things the patient would not mind forgetting.

If an analyst were to follow this program and if he were capable of repeating this question or duplicating so often and so long, he would discover that his patient had come into more possession about his life and his beingness than any other program could have accomplished, and that it will no longer be necessary for the analyst to evaluate for or make decisions for the patient.

We recommend that this process be coached to analysts in the hope that the field of psychoanalysis could be made into a successful psychotherapy, for Scientology is not a psychotherapy and does not intend to take the place of any existing psychotherapy.

ARTICLE SEVEN

How to Do Straight Wire

There is a happy medium of two-way communication which must be present in all processing, whether that processing be Opening Procedure by Duplication or Straight Wire.

ENOUGH TWO-WAY COMMUNICATION WILL KEEP THE PRECLEAR AWARE OF BEING AUDITED AND AWARE OF THE AUDITOR'S INTEREST. AN INSUFFICIENT AMOUNT OF TWO-WAY COMMUNICATION MAY CAUSE THE PRECLEAR TO FEEL A LACK OF PARTICIPATION IN HIS CASE, WHICH WILL CAUSE THAT CASE TO SAG OR BOG. TOO MUCH TWO-WAY COMMUNICATION WILL SIMPLY GET IN THE ROAD OF THE PROCESS. An auditor must be aware of these factors and have a feeling for the right amount of two-way communication whenever he is processing a preclear.

One of the most delicate subjects in all auditing and one of the most delicate skills in auditing consists of knowing HOW MUCH TWO-WAY COMMUNICATION TO ENTER UPON AS AN AUDITOR WITH THE PRECLEAR.

Straight Wire requires this as in any other process. However, many errors can be made in Straight Wire with two-way communication which would have peculiarly detrimental effects. The preclear, you must understand, is indulging in recalling his past, and we can forgive preclears for being excited about remembering various pleasant parts or various unpleasant parts of the past. We can also forgive the preclear for trying to justify some of the actions he has suddenly recalled having entered upon in his past. Thus, we can understand that it is necessary for the preclear to be permitted to communicate about what he is doing; otherwise he will feel suppressed and straitjacketed by the auditor who refuses to let him talk. BUT, THE PRECLEAR WHO JUST GOES ON TALKING ENDLESSLY ABOUT WHAT HE IS RECALLING IS NOT DOING HIMSELF ANY GOOD. HE IS NOT DOING THE PROCESS, HE IS TALKING ABOUT THE PROCESS. Thus, to some slight degree he must be checked on this excessive comm lag. The auditor should be very definitely aware of what comm lag is before he does very much auditing. He must also be aware of what acknowledgment is before he does very much auditing.

COMM LAG—COMMUNICATION LAG—IS THE INTERVAL OF TIME BETWEEN THE MOMENT OF THE AUDITOR'S ASKING THE QUESTION AND THE REPLY TO THAT EXACT QUESTION BY THE PRECLEAR. A near reply is not a reply. A reply to some related question is not a reply. The interval between may be occupied by argument from the preclear, talk from the preclear or silence from the preclear. It does not matter what goes on between the asking of the question and the answer to the question; the internal is communication lag. In other words, communication is not taking place during this interval.

A COMMUNICATION LAG IS FLAT WHEN IT IS CONSISTENT. A person may have a habitual lag of ten seconds. He may answer everything after a ten-second pause. If a person then answers after a ten-second pause on a particular process it could be said that his communication lag was flat, since his communication lag is always ten seconds. We say that a question is flat when the communication lag has been similar for three successive questions. Now, that is a FLAT QUESTION. The communication lag might be five seconds, five seconds and five seconds. We would still say with some justice that the QUESTION lag was flat. However, the process lag would not be flat until the actual normal exchange lag was present. The question would no longer influence the communication factors of the preclear when the process is flat. Usually, because these processes are very beneficial, it occurs that the individual under processing talks very rapidly after a process is flat. His basic lag has changed.

There is another kind of communication lag with an automaticity of communication which an auditor should understand. When the question has excited a machine into answer it is quite common for the answers to come very rapidly, often too rapidly for the preclear to articulate. When this occurs the auditor is advancing against a communication SPEED which is as artificial as a communication LAG, and it will be discovered after the question is answered several times that this communication speed will drop into a normal and will then expand out into a communication lag.

ACKNOWLEDGMENT is a very necessary study. AN AUDITOR MUST ALWAYS ACKNOWLEDGE WHAT THE PRECLEAR HAS SAID. This may enter a compulsiveness into auditing for the auditor, but it is nevertheless true that a preclear will keep on talking until he KNOWS he has been acknowledged. Some people would require a sledgehammer in the face to know that they had been acknowledged. One auditor stood in front of a preclear and waggled his finger close to the preclear's nose for several seconds and said very loudly, *"Good!"* and the preclear knew she had been acknowledged. It very often happens that the auditor is saying O.K. but is not acknowledging the preclear because the preclear does not understand or even hear the auditor saying O.K. Thus, occasionally an auditor should ask, **"I just said O.K. Did you hear that?"** And the preclear will sometimes look rather sheepish and realize that he has not known that his statement was acknowledged.

Very often the crankiness or upset of old people or children simply stems from the fact that nobody acknowledges them. They begin to say something and then can't stop saying it, and will keep on saying it until it has been acknowledged by someone that they have said it. They would have to know that that statement had been acknowledged before they could "come off' the statement. You could say that a thing persists until it is acknowledged. This, by the way, is quite applicable to machinery. Machinery keeps putting up pictures until the pictures are acknowledged, and the Thetan seldom acknowledges these pictures, and so we get into a dwindling spiral of automaticity which ends up in blackness. It is not a cure, however, to simply have the preclear say "O.K." to all the machinery.

The auditor should also understand THE AXIOMS as contained in *The Creation of Human Ability,* particularly the CONDITIONS OF EXISTENCE which are outlined in THE AXIOMS. These are quite important. Particularly important are those axioms devoted to "ISNESS" and "NOT-ISNESS." We find that a person very often not-ises his pictures or not-ises his memory. In other words, he meets his memory or pictures with force. He pushes force against force and then we have accumulation of force, and this is not particularly good. The apparency, or isness, condition of existence comes about, of course, through alter-isness. Where we try to change a mass for a long time we eventually get a mass which is persisting and that persistence is isness. So, we see that CHANGING MASSES WITH ANYTHING LESS THAN LIFE OR MEMORY OR COMMUNICATION OR POSTULATE BRINGS US INTO A CONDITION OF PERSISTENCE OF A CONDITION. The auditor who knows this well knows that if he were to try to change with not-isness or alter-isness a deformed shoulder he would find that the condition of the deformed shoulder was persisting greater than ever.

SUCH A WELL INFORMED AND SKILLED AUDITOR MIGHT USE, WITH GREAT PROFIT, AN ADDITIONAL COMMAND—MAKING TWO STRAIGHT WIRE COMMANDS IN ALL. THE ADDITIONAL COMMAND WOULD BE **"RECALL A MOMENT OF PREVENTED __."**

EXAMPLE: THE PROCESS WOULD THEN BE **"RECALL A MOMENT OF STUDIOUSNESS."** AND WHEN THIS COMMAND SEEMS FLAT, **"RECALL A MOMENT OF PREVENTED STUDIOUSNESS."** THE LATTER COMMAND TAKES OUT THE NOT-ISNESS OF THE PRECLEAR.

ACTUALLY THE BEST RESULTS ARE OBTAINED BY USING THESE TWO COMMANDS, SUPPLYING WHATEVER IS NECESSARY IN THE BLANK. ONE IS RUN FAIRLY FLAT. THEN THE OTHER IS RUN UNTIL IT IS FAIRLY FLAT. THEN THE FIRST IS RUN AGAIN. WHEN IT IS AGAIN FLAT, RUN THE SECOND AND SO ON—AS NEW MATERIAL THUS IS DEVELOPED.

The duplication of questions is something that is very hard for an auditor who has not had much processing to do. He will get discursive, he will go off away from this necessity to duplicate it over and over and over. Thus, many processes are rendered null and void by an auditor failing to complete the process. He cannot stand the idea of duplicating, doing the same thing again and again and again, because he apparently is stacking his time track up. Actually he is not doing so and if he did it long enough, if he simply would go ahead and audit and ask the same question over and over and over again long enough, he would get a drill for himself which would cure him of his inability to duplicate. The biggest stumbling block to auditing is the obsessive change factor on the part of some auditors. Actually, when an auditor has an obsessive change factor he seldom makes a good auditor, because his obsession to change gets into his auditing. He has an obsession to change the preclear so he

starts to force the preclear into changes which the preclear does not particularly want. The preclear may want changes but not necessarily the kind the auditor wants. The auditor precomputes the case, in other words, and decides in which direction he's going to change this preclear. That's all right and an auditor can do it, but when an auditor obsessively has to change the preclear we discover that the auditor at the same time will change THE PROCESS. In other words, both of these are inabilities to duplicate. An auditor can also err in the opposite direction. He can use the process so long and so consistently and so far beyond its doing the preclear any good that the whole idea of auditing is defeated. For more data on this look at the new Auditor's Code, which is printed in *The Creation of Human Ability* and in *Dianetics, 1955!* These enjoin the auditor to run the process as long as it produces change. When it no longer produces change don't run it. However, an auditor who changes the process and says to himself, "Well I changed this process because it was no longer producing change," when in reality it was, and the auditor couldn't stand the duplication any longer, is, of course, reasoning himself out of good results for the preclear.

The auditor should understand that the discovery of the actual creator or genus of anything will bring about its vanishment. This is also done by communication only. Ownership Processing can be used very effectively on preclears and in Straight Wire, but actually using communication as given in an earlier article is a superior activity. Ownership Processing is run by having the preclear state that this owns the condition or that owns the condition, and just have him keep stating that this or that or the other thing, and including himself, and his machinery and the body's machinery owns or made the condition, or the pictures own or made the condition until the condition vanishes. One has sighted the actual owner often enough. However, if one went on sighting the wrong owner often enough the picture or condition would strengthen. In other words, you would be mis-owning it. All masses, spaces, conditions depend on mis-ownership for their persistence. In the absence of mis-ownership—we own up to the ownership of everything that we did and know the ownership of everything that everybody else did, or has—why everything would disappear. Ownership Processing is declaring the proper owner. It's a very amusing process.

Ownership Processing is best done using an O-Meter or any type of physiogalvanometer. Here we see at once that the principal ownership is the response that we get on the meter. We get greater masses when we get mis-ownership. We get more reaction when we get mis-ownership. All the needle of a lie detector or any such instrument registers is mis-ownership. When mis-ownership is present the needle registers and when it is not present the needle doesn't register. Thus, a lie detector does not detect a lie; it merely detects the mis-ownership of the picture of the incident. A criminal who says that he didn't do a thing when he did will of course make the picture of the incident become stronger; thus, it will register. Similarly, the criminal could say, "I did it," when somebody else did and you would get an additional lie or the same reaction. If the preclear says that he caused the picture when something else caused the picture the picture will become stronger and the needle of the meter will register. This is about all there is to electropsychometric auditing.

One of the most notably lacking qualities in the unsuccessful auditor is charity. I am reminded of a section in the new testament which I misquote, because it sounds better, to the effect, "Though I speak with the tongues of angels or of men, though I have not charity, I am as sounding brass or the tinkling of the temple bell." An auditor who has no charity, who is continually critical of the preclear, who is trying to change the preclear because the preclear is so bad, seldom achieves very great results with the preclear because he's out of ARC with the preclear. Mercy, charity, kindness are qualities which are not low scale. They are the highest and kingliest qualities there are. And an auditor should never forget them.

ARTICLE EIGHT

Scientology and Straight Wire

It is a great temptation to call anything a psychotherapy which uses memory. Because psychotherapy has devoted itself to memory in the past. This is a fluke or a freak. Psychotherapy should devote itself to aberration.

Because Scientology has a process known as Straight Wire, which uses memory, it might be very easy to conclude that Scientology was then a psychotherapy. And this, of course, would be true if the goals of Scientology were those of psychotherapy.

The goals of psychotherapy are to eradicate unsocial or aberrated behavior in an individual.

The goals of Scientology are to create better abilities in the individual.

Scientology is far more closely related to education and its goals than it is to psychotherapy, but because of the factors which Scientology handles it is perforce not only intimately related to but is basic religion.

If you find anything disturbing about that association—Scientology and religion—we might cockily ask, "If religion treats of the human soul has there ever been a religion before Scientology?"—since there was precious little information available about the human soul until we took our textbooks in hand.

Naturally when you know the broad principles of anything, such as memory and forgettingness (these being two different items), you can apply them to almost anything you want to. And, as we have stated in an earlier article, you certainly could take an elementary form of Straight Wire and apply it to the field of psychoanalysis and let the analyst go on and do much of the things he does. As a matter of fact, if I were a Scientologist practicing in an area which contained some psychoanalysts I would definitely make it my business to associate myself with these people, and train them to give the same question as given in an earlier article, over and over, to duplicate, to acknowledge and to get some good works out of their patients. This is a very simple thing to train somebody in a sharp discipline and it would not be out of order for a Scientologist to take this under his wing because, Lord knows, the analyst has a hard time in the society and has a hard time with his patients. Furthermore, it is not unusual for the field of psychotherapy to turn to the church when it is blocked. And we hope it is not unusual for the church to try to make the world a better place to live in.

But, when you are using Scientology as a Scientologist, and you're employing Straight Wire, you had better realize that your best results come about BY RETURNING SELF-DETERMINISM TO THE PRECLEAR. Which is to say, make him better able to handle and control himself and his environment. In fact, you will not be able to achieve any results of any lasting quality or of note unless you do this for the preclear. Therefore, the degree to which you suppress his self-determinism by finding things wrong with him will depress as well the results of auditing. As a Scientologist you should concentrate on increasing the abilities of a person.

In the field of education memory is of the essence. Unless we could handle memory well we could not educate people well. Automatic forgettingness sets in on a student almost as fast as the textbook is closed. This is because he is on a forced draft of memory. He is expected to remember everything. Until the day comes when he can forget and remember at will he will be no better than the book from which he has studied. Thus, as a Scientologist you could explain this to an educator and use your skills and technologies to train this educator into the elementary steps of Straight Wire. The delivery of the question, the giving of the acknowledgment, the duplication of the question. You could train the educator into this as a necessary step to education, since every student he has who is failing, is failing not because of a real antipathy toward the subject, but because the automatic characters of his memory are not properly engaged and in gear. Before we would spend years and great quantities of wealth upon the education of a young man, we would certainly see that he was in shape to REMEMBER OR FORGET HIS MATERIAL AT WILL. We would also see to it, even as importantly, THAT HE WAS ABLE TO POSE AND RESOLVE PROBLEMS RELATED TO ANY SUBJECT. Were he able to do these two things he would always be an honor student. Why should we waste time as educators, and as a nation obsessed with education, in handling minds which cannot remember and forget, which cannot pose and resolve problems? Were we to practice this on an educational level and if we were to be careful at all times with all students to bring them into a state of ability with regard to memory and problems and solutions, before we gave them things to have memory and forgettingness about, and problems and solutions, we could probably place eight or nine foreign languages and eighteen or twenty new majors in any standard educational span and do it with success. Therefore, education would be far more effective and would have much greater duration with the individual, and as a result we would have a much higher culture.

In the field of business efficiency, memory, forgettingness and the posing and resolving of problems are the difference between an ineffective slavey and a powerful executive. With these processes, almost any second-rate file clerk could be moved into a valuable asset, and certainly the moving of a business executive from the lower brackets of ability in memory, forgettingness and posing and resolving problems to an upper bracket might mean the make or break of that business.

While Straight Wire does not, in any way, supplant any of the other of the Six Basic Processes, you can be very certain that it can stand by itself as a process. It is very important to know this, for it is the easiest process to teach anyone, and it is the easiest way to obtain stable results.

If you were to essay to teach those people who had the handling of other people in their charge the elements of Straight Wire, exactly how to do it as a drill, not to burden them in any degree with any theory, to reassure them about the phenomena and to turn them loose to do exactly the drill called Straight Wire on those intimate to them, you would have Scientology spreading at a very rapid rate.

The only other solution akin to this would be to teach everyone 8-C. Particularly parents who ordinarily run very poor 8-C on their children. However, 8-C appears to be more childish than Straight Wire. Straight Wire appears to be deep and has great significances connected with it and would be done by adults much more easily. Furthermore, an individual could conceive himself to be very wise in delivering Straight Wire and listening to the answers he got from it, but do not let your student, of course, get so wise that he will stray from the process.

In other words, I recommend to you that you would take some of the people who have some vague interest in Scientology and take a certain facet of their existence and run the basic Straight Wire question given in the earliest article in this series on that one facet until they understand something has happened. Then teach them how to do the process on others. TEACH THEM THESE EXACT RUDIMENTS:

ONE: Awareness of the auditor, the auditing room, that an auditing session is in progress.

TWO: Two-way communication on a casual basis.

THREE: The delivery of the question.

FOUR: Communication lag.

FIVE: The acknowledgment of the question.

SIX: The duplication of that exact question.

Having taught a person to do these things and having taught him to do them well, you could see that you have expanded his livingness and his beingness. He can MEAN more to more people by this knowledge. This knowledge is not difficult to learn; it is not difficult to teach, and we hope that we have placed in your hands at this time something which will help you to disseminate the information of Scientology and to bring about a better culture than that we have.

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 MAY 1971R
Issue VIII

REVISED 4 DECEMBER 1974

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Auditors
Students
Tech & Qual

Basic Auditing Series 10R

RECOGNITION OF RIGHTNESS OF THE BEING

Taken from the LRH Tape
"Good Indicators", 7 January 1964

An auditor's tendency is to look for wrongnesses. He is always trying to find something wrong with the pc. That's the nature of Scientology; we assume that there is something wrong with somebody otherwise he wouldn't be here and be dead in his head, and he would be *capable of* doing a great deal more than he is *doing at the particular moment.*

An individual is basically and routinely good, capable of many actions and considerable power.

In the state of a Free Thetan or Native State he is a far more powerful individual than when *he's been* complicated up.

It's the idea of the additive data to the Thetan. Try to give somebody something he doesn't want and you are going to overthrow his power of choice. His power of choice is the only thing that he had to begin with, which gave him power, capability and anything else *and* that power of choice has been consistently and continuously overthrown by giving him things he didn't want and taking away from him things he didn't want to get rid of *back and forth. You* get the individual pretty overwhelmed and he goes down in power.

What happened to him *actually is* he solved something that didn't need solving. There was something he couldn't confront so he *solved* it and he fixed the solution.

Anytime you fix these solutions, for ever and ever you put the individual down *grade.* An individual becomes aberrated by additives. His experiences in this universe are usually calculated to degrade and depower him. Now all you have to do is pick up all *of these* criss-crosses and you return him to power.

Man is an added-to being and everything that has been added to him has decreased his ability to cope. *When you add something to the Being he gets worse.*

We are in the business of deleting wrongnesses from the individual.

Even the Freudian Analyst realized that some additive had been added that should be deleted. So the idea of deleting something to bring about a recovery is not new with us.

Because we are in the business of deleting wrongnesses from the individual we seldom look at rightnesses and that's what's wrong with most auditors. They are so anxious to find the wrongness—and quite properly—and they never really look at the rightness. If they don't

look at the *rightnesses that are* present, then they aren't appreciating the degrees of truth that are present *that* can be promoted into *more* truth.

In other words they are starting at a level of no truth present all the time so of course they never make any forward progress.

You must realize that there must be truth present and that this truth must be *recognized* and that this is hand-in-glove a part of auditing—*the recognition of the fact that truth is present.*

If you only look for *wrongnesses* and only recognize *wrongnesses* then you will never be able to pull anything up a gradient because you won't think you have any *rightnesses* to work with. It just all looks wrong to you.

You have to be *able* to look at the wrongnesses in order to right them but we also have to be able to look at the rightnesses in order to *increase* them.

We are only *trying to find wrongnesses in order to increase rightnesses, and that's very important If you have* no *rightnesses present in a session you will never be able to make any progress of any kind. Progress is built on a gradient scale of rightnesses by which you delete wrongnesses and they drop and fall away.*

Therefore, Processing is an action by which wrongnesses can be deleted from the case to the degree that rightnesses are present in the session. You cannot take a case that doesn't have any rightness present and delete a wrongness. So you have to realize that there are rightnesses present and then you increase those rightnesses That makes it possible for you to pick up the wrongnesses and that's what auditing consists of.

Auditing is a contest of *maintaining* rightnesses so that we can delete wrongnesses. If you keep on deleting wrongnesses, all the while *maintaining* and *increasing* the rightnesses you eventually wind up with a very right being. You are trying to get a *right being,* therefore if you don't continually encourage right beingness you never wind up with a right being.

You must learn to observe an auditing session. You want your pc to wind up in a right state—*in* a more native, more capable, less overwhelmed, higher power of choice sort of state. You want him to wind up with more *rightnesses.*

Therefore, if you audit so that you do not encourage and increase *rightnesses* then you won't wind up with a right pc.

The degree of rightness you have present must *exceed* the wrongness you are going to pick up. It's a proportional action. If you've got as much *wrongness* in a session as you've got rightness you're not riding on any cushion. It makes a very difficult job of auditing. If you want to pick up this little wrongness, you have to have rightnesses present *which are big enough* to engulf it. That makes easy auditing.

If the rightnesses in the session are very minor and the problem is a tiny one, there isn't enough rightness in the session to handle the problem and the pc cannot erase it.

THE PC'S ABILITY TO AS-IS OR ERASE IN A SESSION IS DIRECTLY PROPORTIONAL TO THE NUMBER OF GOOD INDICATORS PRESENT IN THE SESSION.

And his inability to cope in a session rises proportionally to the number of bad indicators present in a session.

Any process has its own series of bad indicators. And the bad indicator moves in when the good indicator moves out So you have to have a primary knowledge of good indicators.

Don't look *for bad indicators on and on and on; you'll drive the pc around the bend and suppress the good indicators What you want to do is know your good indicators for the level you are running so well that when one of them disappears out of the session, your ears go up and you instantly look for the bad indicator. Don't look for the bad indicator until you see the vanishment of the good indicator. Otherwise you're continually prowling around looking for wrongnesses in a session and you keep a pc very upset and you get no auditing done of any kind whatsoever.*

Remember this next time you see a pc start to bog and drag *and flounder one way or the other.* You've got to get the pc's good indicators back in before you can get the pc to handle what you want him to handle.

What influences the attitude of the pc is an ARC Break (that of course is influenced earlier by the *auditor's* behavior), or the pc has an overt on the auditor or the pc has a missed withhold.

An auditor who never gets in and finds out what is wrong in the session—the reasonable auditor—messes up pcs like mad.

If all the good indicators are present the auditor *knows* he is doing a good job of auditing.

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HCO BULLETIN OF 2 MAY 1958

BEINGNESS AGAIN

The best solution to valences is beingness processing.

Help on valences is excellent, even phenomenal and should not be ignored.

Problems of Comparable Magnitude to a selected person cannot be ignored.

But an understanding of valences gives us a new look at processes.

In the first place a valence is a beingness. Bad, crazy or superb, a valence is still a beingness.

A thetan has a basic personality. But if this is too thoroughly invalidated, a thetan assumes some invented valence. And if this is invalidated he then eventually completes the DEI Scale on Beingness.

The things wrong with a thetan are the lower harmonics of the characteristics of a thetan. You could say carelessly that the only thing wrong with a person is himself. Let us say more accurately that the only thing wrong with a person is his abandonment of *self* and the assumption of other selves. Because there is a self, the assumption of *selves* is possible.

We find that the APA or OCA is a picture of a *self* What self is another matter. *All* selves other than *true self* are less honest and ethical since the thetan has a poorer opinion of others than he does of himself in the basic state.

To change an APA or OCA it is necessary to shift *selves.*

It is fascinating that theft of *objects is* really an effort to steal a self. Objects represent selves to others. Thieves and what they steal cannot be understood by the logic of their material needs. They steal tokens of selves and hope to assume thereby another self. It is sometimes not amusing to me to be missing my lecture notes or a book from my shelf. This is covert theft of beingness. People sometimes get anxious to be me—I know not why. They wind up stealing my things. The theft is irrational. The articles were not later cherished and all were put away or thrown away when the beingness did not materialize. Perhaps it is bad taste to mention this from my personal viewpoint but from where else should I look? And it has all happened to you, too. The senselessness of the items selected probably puzzled you when they were stolen. But they were identified with you. You couldn't be stolen, so you lost your wife, your husband or your little trinket, "meaningless" perhaps to anyone but you.

A person has to discover he can't be you before he steals your things without credit. When he discovers he still isn't you, he damns you to all. He finally cannot be you, so he wastes you. And thus the DEI Scale of beingness is completed.

One answer to this is never be a desirable you. And never get famous. A far better answer is to understand it, for by understanding alone you can prevent it.

Thus, the major tears of the world are based on beingness. Insanity, heartbreak, bitter lives all stem from the same source.

There is also an acceptance level of beingness, based on a viewpoint of an already alloyed beingness. Some people can only have the beingness of the criminal or the insane. Thus there is yet another door to cracking cases, another latchstring to the problem of Man.

There is also the problem of acceptable beingness, probably more important than acceptance level. What Beingness is acceptable to various people in the pc's life?

There is also such a thing as taking on another's unwanted beingness to help him or her. Such as taking a psychosomatic.

We have had many beingness processes. Like we did at first with help, we missed a point. The preclear does not know what "help" means. And he does not know what beingness means. He is below cognition level on them. All help or beingness actions he undertakes are reactive, not analytical.

To overcome this, one enters the case of the pc at the Inhibit end of the DEI Scale. He has the pc waste the item in brackets. He asks the pc to waste help, to waste the help of another, to have another waste help for himself and so on.

Thus it is with beingness. Have the pc waste it.

Man tears his idols apart trying to get a bit of desirable beingness. Every thetan wants to heal at sight; so they crucified Christ. *And* sold pieces of the cross.

A pc who assumes the aches of another wishes to be that other. He is short on beingness. He accepts it obsessively.

Wearing Empress Eugenie's hats is understandable. What woman wouldn't be an empress? But wearing the crooked back of the Hunchback of Notre Dame isn't quite so comprehensible—if you don't know Scientology.

One follows knowing assumptions of beingness with unknowing assumptions. The thief knows not why he steals. The bishop knows little of why he cherishes the bit of the True Cross.

And none of them know, so invalidated has it become, that each has a basic beingness, complete. And that beingness is important to you. It is the best beingness there is. And it is important to me, how important can only be viewed through these eyes that see the magnitude of the job. Why should anyone steal when he can have the best there is for the asking? And why steal from me and thee for we alone in all Man's history can give him the priceless gift of himself.

Just as the thief knows not why he steals, so does the archbishop fail to know why he dons a robe.

To abandon life is to waste all beingness. There is the preclear who sits at succumb.

Try it on a pc. You'll be surprised.

This is one of the OT steps on which I am working for the 20th ACC.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE
WASHINGTON, D.C.

HCO BULLETIN OF 29 MAY 1958

SPECIAL BULLETIN

STANDARD CLEAR PROCEDURE
AND
AN EXPERIMENTAL ROAD:
CLEARING BY VALENCES

There have been many roads to clear.

The first was the most simple in description but the most difficult to audit. I never succeeded in teaching it to anyone. All one did was renew the pc's confidence in being able to face sonic, visio, tactile, etc, in the bank by gradient scale and at long last he would be able to confront a bank wholly. When that happened he didn't have a reactive bank. He was clear. It required a *very* gentle touch. That was the way I made all the early clears in 1947 to 1949. Then I had to explain it all to the "scientists" and the fact of clear was lost in the mire of the roadway for some years. I've been accused of wanting it that way to tell the sheep from the goats. The point remains that this route was the first successful route. We did not know how much there was to a bank or its anatomy. We had to know the worst before the sun came up again. It came up in December of 1957 with my development of "help" and Step 6. Suddenly we were making clears. Making them out of both high and low profile cases, out of occluded cases and wide open cases.

Clearing is now an accomplished fact for any *well-trained* validated auditor using a central organization E-Meter.

The further in miles from the central organization the attempt to clear is tried, the more difficulty is being experienced. First the word goes out that clearing is being done, then the how-to-do-it. By the time it gets to Alaska or the Bronx or some distant place, the auditor is uncertain as to the right way and even the fact of clearing. He tries it (or thinks he does) (his version anyway) and laying an egg or two, gives up or thinks it isn't real.

For such an auditor an HAA clearing course is indicated. (1) He'll learn right and (2) he'll *see* some clears around and begin to understand what one is. And he'll *know* there is at least *one* valid road to clear that *he* can take and *do.*

Therefore we do not really need right now more roads to clear and certainly we need no roads to OT while the path to clear is still a thin blazed trail. Good Heavens, what's happened is wonderful enough—and nobody far away has any reality on *that* yet. However I am still on the job looking for (1) Alternate clear roads and (2) Roads to OT.

Standard Clearing Procedure, the procedure that is making clears in skilled hands, is a very set SCP indeed. It alone has made all clears to date by persons other than myself.

SCP is aided here and there by other techniques used to cross a block or two faster. But all older techniques only assist the steps of SCP (and sometimes impede SCP). Of course there are some people who would rather walk in the swamp alongside the causeway just built—that's up to them. If they *know* there's a causeway and still walk in a swamp it's power

of choice. If they haven't seen the big causeway beside them and walk in the swamp, that's stupidity.

Standard Clearing Procedure works as follows:

Requisite for auditor—Validated certificate.

Tools: A quiet room and clearing E-Meter from D.C. or London (not some tin quivering together on the hopes of some tinker nor yet an old Model T E-Meter made in California).

Publications: *Clear Procedure* available from the HCO.

First Action: Start session CCH 0.

Second Action: Search out by meter a p.t. problem and run it by finding "What part of it pc can be responsible for" as a repetitive command, formal auditing.

Third Action: CCH 0 b. Clear help in brackets with a meter, running meter toward a freer needle. Don't over-run a leg of the bracket and get the pc stuck or anaten.

Fourth Action: Run Step 6 of the book *Clear Procedure* and run it flat.

Fifth Action: Reclear help.

Sixth Action: Step 6 until flat, flat, flat and needle free.

That's SCP. It is assisted by SCS and Connectedness on some pcs.

SCP is an accomplished fact only if the auditor has good training and validation. He doesn't have to be clear. But he has to be accurate. The HAA-BScn course teaches Validation and Clearing. HCA-HPA teach the basics of Scientology—you have to know those first.

Thus an experimental road to Clear is today a luxury. But you know me—I'm always cutting corners.

So here is an alternate, still in theoretical stage, which promises to be the 3rd successful road. However it requires even greater auditing skill and understanding than SCP but may be faster for lower cases.

It is called "Clearing By Valences".

Its theory is simple. One can assume that a thetan has all the attributes of clear in his basic personality (see Book I, *Dianetics: The Modern Science of Mental Health* for a discussion of Basic Personality). The action of clearing gives a person back to himself. Therefore the bulldozing of rubble from the basic personality would give us a clear.

I have known for some time that an APA or OCA profile was a picture of a valence or of valences—artificial overlays. I have also known that there *is* a basic personality. When you clear someone you don't get a ghost or a god—you get a distinct personality. Men are not equal even if the highest courts in the U.S. so insist. And neither are clears. It is Commie-psychiatric thinking that each is equal to the next like grains of mush. You can generalize by saying clears are good and able. But some are gooder than others and some are distinctly differently able. So people are different.

But valences (borrowed, artificial personalities) overlay the real self and weaken it. Valences are the sum of overwhelmings of the pc. Whenever he lost he got one.

His basic personality was invalidated so he sought new ones. These were invalidated so he sought even newer ones. Like standing between two mirrors facing each other we achieve the multiple pc. But where is the clear? We find him when we scoop away the thousands of others he is being.

The first straight wire run at Elizabeth, N.J., in 1950 succeeded when it knocked off a sick valence. Well we can knock them off wholesale today—with *skilled* auditing.

The clue is the Curiosity-Desire-Enforce-Inhibit Scale run on valences.

That which the pc erases with difficulty is misowned by him. Therefore it is a valence. In the presence of valences he cannot change his mind easily when he misowns the consideration. Therefore all fixed, harmful ideas or aberrations stem from valences.

The process on this would be "Tell me how you could waste a (male) (female) (other) valence." This would have to be cleared as a command thoroughly and often. That's the skill.

An auditor can ask a pc about an aberration and spot a valence possibility. And then run it by waste, etc.

People usually have to waste before they can have. A person who can have a valence isn't subject to it.

This type of command is rounded off with "What part of that valence could you be responsible for?"

The general rules of auditing must be observed. The basics of Scientology must be understood. And great skill and understanding are required of the auditor.

"Tell me how you could waste father's valence" ". . . a fat valence" ". . . a defeated valence" etc. The list is enormous.

Well there it is in the rough. When it's made some clears it will be an alternate probably and have a highly polished form like SCP. Right now it is used as an assist to SCP on a difficult case as per the next HCO B.

L. RON HUBBARD

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 18 NOVEMBER 1959

Assn Secs)
HCO Secs) only **1ST MELBOURNE ACC MATERIAL**
Ds of P)

The following Technology is being taught on the 1st Melbourne ACC which began November 9, 1959, at HASI Melbourne:

Bring tone arm of meter to clear reading for sex of pc at the beginning of session by getting withholds off the case, use two-way comm and "What question shouldn't I ask you?" and overts in PT restim on various dynamics. Auditing of processes on average pc not to begin until tone arm so registers. On lower than clear reading arms if all else fails to run S-C-S.

In extremely difficult cases to do an assessment by dynamics for current overts to get pc's tone arm to read clear before session. Then, seeing needle changes on any one dynamic, to ferret out the overt.

75 hours spent getting pc in session not too long. Tone Arm trick to be done each session.

Create series of processes "What would you like to confront?" and "What would you like to create?" "What part of a _(assessed terminal) would you be willing to create?" alternated with "What part of a (same terminal) would you be willing to confront?"

Cases in 1st Melbourne were started on clearing tone arm then running "Think of entering a mind." "Think of not entering a mind." Alternated.

Goal of course is to get whizzing up toward OT.

Some of the scheduled processes to be run include: "What force would it be all right to use?" "What force would it be all right not to use?" The same pattern of process to be applied to postulates, spaces, masses, forms on various dynamics. Experimental version: "What_____(as in this paragraph) would it be all right to make?" "What_____would it be all right not to make?"

The main valence splitter is given above in entering minds. But another easier valence splitter (similar in action to Overt Withhold Straight Wire) is "Tell me a difference between (any specific or general terminal) and yourself." "Tell me a similarity between (same terminal) and yourself." The extreme version is "Tell me of a difference between yourself and a body." "Tell me a similarity between yourself and a body." Not necessarily recommended as not tested. This last is called Valence Differentiation.

My goal at Saint Hill, in which all Orgs are assisting, is to consolidate research and produce rapid OTs. The above processes are some of the fruits already garnered.

The 1st Melbourne Congress and ACC tapes are available from Melbourne or from HCO WW, same prices. Not too high. The full rationale of these processes and others are on these lectures and demonstration tapes of the 1st Melbourne.

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HCO BULLETIN OF 29 JULY 1980

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CRIMINALS AND PSYCHIATRY

Almost every modern horror crime was committed by a known criminal who had been in and out of the hands of psychiatrists and psychologists, often many times.

There is no particular reason to enumerate endless case histories of this; they occur too frequently in news accounts and the newspaper morgues are thick with them. And as such stories develop, it is found that the perpetrator had a long history, some even from childhood, of psychiatric and psychological treatment.

Such a record of failure does not seem to come to the attention of legislators, and these continue to pour floods of money into the coffers of the psychiatrists, psychologists and their organizations. The public at large, by survey, seems to be aware of this state of affairs, if not the whole facts: the only real customers the psychiatrist and psychologist have are the governments—the public does not of its own volition go to them.

The most charitable look at this would be that the psychologists and psychiatrists are simply incompetent. But other more sinister implications can be drawn.

Developed in the latter part of the nineteenth century, they appeared on the militaristic scene of a rearming and conquest-minded Germany. At that time, the archcriminal Bismarck was laying the groundwork for the slaughters of World War I and World War II. It fitted with the philosophy of militarism that man was an animal and that there was neither soul nor morality standing in the way of the wholesale murder of war.

Up until that time the Church had some influence upon the state and possibly some power in restraining bestiality and savagely insane conduct, but small as it might have been, it was incompatible with the unholy ambitions of the militarists. That man was only an animal after all, soulless and entitled to no decency, was bound to be a popular doctrine. That insanity consisted of urges to harm others would have been a very unpopular idea to government heads who had nothing else in mind. And so the notion that insanity was a physical disease was taken up avidly.

The basic tenet of psychology is that man is just an animal. The basic tenet of psychiatry is that insanity is a physical disease. Neither has any proof that these tenets are correct. That man can be reduced to animalistic behavior does not prove that that is his true basic nature. That some physical diseases also produce mental aberration does not prove that any “mental illness” has bacteria or virus and indeed none have ever been isolated.

The instigators, patrons and supporters of these two subjects classify fully and demonstrably as criminals.

If the crimes committed by a government in one single day were committed by an individual, that individual would be promptly put in a cell and probably even a padded cell.

Unfortunately, positions of power and authority attract to themselves beings who, all too often, need that altitude to exercise their lust for covertly or overtly harming others. Government positions are well suited to this use; they are also all too often held to be above any law. Some of the most notorious criminals in history have operated from government positions. This becomes statistically impressive when one counts the strewn corpses.

Looking this over (and it is amply documented in any history book or newspaper) one can begin to make some kind of sense out of it. Spawned by an insanely militaristic government, psychiatry and psychology find avid support from oppressive and domineering governments. The employer of these people classifies, even in the most generous view, as criminal. Thus, it cannot be much wondered at that these subjects have no real success or even interest in detecting and handling criminals.

One cannot go so far as to say that psychiatry and psychology knowingly create criminals or actively plan and implant their patients to commit crimes, even though it might look this way in some cases. Rather, these subjects are false subjects, based on false principles which are well suited to the demands and ambitions of their employers. Their technology is incapable of detecting, much less helping, the criminal. It is even doubtful if their employers, the governments, would tolerate a subject which could detect and resolve criminality—for who would be the first ones detected? Some amongst the governments, of course. No, the wolf would only favor a jury of wolves to judge the crime of killing sheep. That is why you see governments flooding out money for psychologists in schools and psychiatrists in government departments.

With a complete, government-supported monopoly in the field of the mind, potential criminals will go right on remaining undetected until they injure or slaughter citizens and, having done so, become unrelieved or even confirmed in their habit patterns in the hands of psychiatrists and psychologists and re-released upon the world to further injure and slaughter citizens.

The credence and power of psychiatry and psychology are waning. It hit its zenith about 1960; then it seemed their word was law and that they could harm, injure and kill patients without restraint. The appearance of an actual technology of the mind—Dianetics and Scientology—has played no small part in acting as a restraint. At one time they were well on their way to turning every baby into a future robot for the manipulation of the state and every society into a madhouse of crime and immorality. The world is still suffering from the effects of that domination.

There is no real reason why, using the proper technology, the criminal cannot be detected and also reformed. One might also, by the use of False Data Stripping, redeem a psychologist or psychiatrist—though this would be made difficult by the fact that he achieves all his power and money from the state which might have quite different purposes for him.

The world is turning, things change. And there may come a day when the mad dogs of the world are not given over to the charge of mad dogs. But that will be to the degree that you successfully carry forward Dianetics and Scientology.

L. RON HUBBARD
Founder

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 JULY 1980

Remimeo

THE NATURE OF A BEING

When one is associating with or attempting to guide or handle a person, it is necessary to know something of the nature of a being.

If a being were a single unit, separated from all other beings, conditions and current influences, the task of understanding him would be relatively simple and philosophers would have had it all worked out long before Dianetics and Scientology.

A single-unit being responds to the most elementary and simple rules and laws you will find in Dianetics and Scientology: affinity, reality, communication and understanding; the time track; mental image pictures; the earlier incident holding the later in place; responses to matter, energy, space, time, form, as well as force; and the Axioms. On this you can rest assured. And one might even wonder why we need all the additional bulletins and cautions and provisions and lectures.

The fact of the matter is that when one addresses a person, a human being "in the flesh," one is not addressing a simple being.

Possibly an example will illustrate this: I had just finished giving a congress and a staff member had made some appointments for me to see people who wanted to talk to me. And, in a conference room, I was suddenly confronted by a woman who was demonstrably and actively insane. She was incoherent; she was being "pursued"; she was utterly agitated. Well, I was not then and never was in the business of treating the insane. Yet here was a situation which had to be handled if only to maintain social calm. In those days there were many techniques for exteriorizing people and so I used one of them, putting her back of her head. Promptly she went sane, calmly reviewed her problem with her husband, sensibly made up her mind what she was going to do to properly resolve the matter, thanked me and departed. For a brief time she had temporarily become a single-unit being.

I have not given the example as a lesson in what to do in such cases, for exteriorization techniques are not reliable. But only to illustrate the complexity of people.

What you see as a human being, a person, is not a single-unit being.

In the first place, there is the matter of valence. A person can be himself or he can be under the belief that he is another person or thing entirely. This removes him a step from being a simple being.

Then there is the matter of being in a body. A body is a very complex contrivance, quite remarkable, quite complicated. And it is also quite subject to its own distortions.

There are also the entities (as discussed in Dianetics: The Modern Science of Mental Health, pages 84-90, and also The History of Man, pages 13-14, 43, 75-77). These follow all the rules and laws and phenomena of single beings.

And then there is the matter of influences of other people around this human being.

From a single, simple being there is a progressive complication setting in as one adds all these other factors.

The single, simple being, without any further associations, can be out of valence even miles away from other contacts.

It is the aggregate of all these factors which you address when you seek to guide or handle the usual human being.

This is also why Objective Processes are so effective—they get many of these factors all going in the same direction for once.

None of this is to say that it is impossible to handle all this. Far from it. But it does tell one why all the additional precautions (like don't overrun, like careful session procedures) are there in all those materials.

But mainly it tells you that full recoveries seldom happen fast and that cases require an awful lot of work and often for a very long time.

And like the woman at the congress, one sometimes gets a sudden nearmagical result. The trouble with that one was that she soon went back into her head and became again a composite, even though she now did have a sane plan of action to follow.

Results, if you follow the rules and laws carefully and with good heart, can be obtained. And you, knowing your business, can obtain them.

But don't become discouraged if it all doesn't happen fast and if it takes a long time. When you are handling a human being, you are handling a composite.

We did not construct the human mind or human body. We did not put the universe there to involve, oppress or complicate life. We are working with the end product of an awful lot of trials and tribulations.

If we were working with single beings, it would be a nothing to do. We are not. We are working with a complexity and we can do an awful lot, far more than anyone could do before us. And our work with life has effects and influences far beyond our auditing tables. It took vast, vast numbers of years and eons for life to get that involved and complicated. Be glad that it doesn't take even a tiny fraction of that to dig it out and smooth it out with Dianetics and Scientology.

L. RON HUBBARD
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HCO BULLETIN OF 19 DECEMBER 1971

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C/S Series 71

D OF P OPERATES BY OCAs

A Director of Processing is a director of PROCESSING of cases.

All his functions are involved with this. He MUST understand his title and what its duties involve.

It is his job to get people PROCESSED.

To do this he has to KNOW (a) what people there are to be processed, (b) how much processing they will need, (c) what facilities can be maintained and expanded to get processing done and (d) to see that the processing is paid for and occurs.

The D of P does not have to be a C/S or to know C/Sing.

ALL HE HAS TO KNOW OF TECH IS HOW TO READ AN OCA, IQ, APTITUDE AND OTHER TESTS.

He does not even have to open a folder. If all he ever looked at was a pc's OCA (Oxford Capacity Analysis or by some other name) the D of P would win every time.

If the D of P considered his job as "To raise OCAs with paid for processing and to be sure the pc is happier" he would be performing his duties.

To raise OCAs one has to know how to "read" an OCA. That's easy. It says how right on its border. Unacceptable, Needing Improvement, Desirable, etc.

An OCA with any point on the left side of the graph in low or undesirable range means the pc is out of valence. Any low point on the right side of the graph means the pc is crazy.

If the graph is not in the desirable range and the pc happy and looking better, the HGC has not done its job yet.

The D of P goes wholly on the idea of MORE AUDITING when he wants to raise a graph or IQ.

It's not up to the D of P what is audited only that auditing is done. The C/S, if he knows his business, will say *what is* audited. The D of P just knows MORE AUDITING.

A D of P can tell by the OCA improvement and improvement of TONE and APPEARANCE of the pc and what the pc says in an interview whether the required high quality result has been achieved. If it has not, then it's MORE AUDITING.

The REGISTRAR can have very similar functions as to graphs and where there is no D of P the REGISTRAR must do these things.

A D of P who has a backlog is a dog. It means he isn't getting auditors or recruiting Academy students or getting people to Auditor Interne and isn't BEING by DEFINITION a D of P.

If there is an "ARC Broken field" look at the D of P. He didn't see that the OCA was raised and that the pc was happy before he left the org.

A good D of P has a potential processing line of EVERY OCA EVER GIVEN BY THE ORG.

He is in the business of raising graphs and making people happy with their auditing IN PAID VOLUME. If his HGC isn't turning out 700 well done hours a week, he's failing. If he is, he's a success. If he turns out more, a second HGC is needed.

The traffic cop is the D of P.

He has to know what traffic he will have and what traffic he does have.

He can be defeated by a poor registrar, a poor C/S and a poor Qual. Therefore he has the right to demand these people get hatted. But he only has the right if he himself is hatted and doing his job. Given that he can demand Comm Evs.

If a D of P exists, knows his job and does it an org will become prosperous.

The first thing he has to know is the meaning of his TITLE.

The second thing is that his job is getting OCA graphs raised IN PAID FOR VOLUME.

(By current US rates a D of P should be running at least a $17,000 cash gross of auditing through an HGC each week to be considered a competent D of P.)

Any "field ARC Breaks" is a direct reflection on the D of P. He didn't raise graphs and see people were happy before leaving.

During periods when the post of D of P was empty or "not on the org board" or not filled, the org has slumped.

The post is very important.

It is also a very simple, direct post.

Its duties are covered in C/S Series 25 along with others. But his use of the OCA is not listed there.

Procurement of auditors is currently the weakest point of a D of P's duties. Without this he cannot deliver volume. I have known Ds of P to train auditors themselves to have auditors and others to train Academy Graduates after the course to have quality.

There are no limits on what a D of P can do—

So long as he is DIRECTING PROCESSING and RAISING OCAs *in paid volume.*

L. RON HUBBARD
Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 NOVEMBER 1980

Broad Public
Issue

Happiness Rundown Series 1

HAPPINESS RUNDOWN

This rundown is based on the booklet "The Way to Happiness."

The booklet is being released on general public lines and it is not a church publication as it is not religious. Scientology has its own creed and codes and the fact that it also uses this booklet to aid in spiritual counseling is incidental to its public use.

A minister or pastoral counselor can, however, counsel on any subject and that the church sells a rundown based on the booklet does not make the booklet religious.

THE WAY TO HAPPINESS

Factually, the world has gotten itself a lot of new violence potential without also getting a campaign for higher morality. Such an imbalance is catastrophic. The police, banks, merchants, insurance people are all in real trouble through the decline of morality.

The Kentucky school board, right now, is faced with no morals being taught in their schools. They already have a crime problem ii' their schools are like anyone else's.

Materialism and mechanism (these are philosophic schools) are on a rampage. The biologists, psychs, evolutionists are pushing them to the limit. These are blown up by the simple question, "Your data may be quite correct but you have no proof that there is not something else that uses all this." Their position is untenable philosophically. So, using this, the psychs and biologists and so on are edging the churches out and factually are creating a dangerous social situation. At a time when man can wield unlimited force, he has no moral codes or restraints.

There factually is no moral code today. The Christian one was nice. But if you read the Ten Commandments, they are designed for people several thousand years ago.

There have not been any codes of morals based on common sense. They are handed down from heaven, even in China. The psychs use this to get an inside track. The U.S. government and possibly some others -cannot finance religion, per the First Amendment. This means they cannot allow children to be taught morals, and cannot permit any power to churches. The psychs love that. They are anti-religious. They teach that one succumbs to temptation, that morals are inbred by paralleling the history of the race and when a child gets old enough his inbred nerves go moral. This is pure claptrap, but that happens to be their belief. This means that crime will worsen, the psychs will ride higher and higher.

Philosophers (not religious ones) over the world in various times and places have noted these qualities of morality so don't
get the idea this is all derived from China. Confucius, for instance, was mainly interested in reforming the government, not the individual.

In all times and all places, the morals contained in this book have appeared amongst tribes and races.

What they lacked - in China, in the Near East, in Europe was some basic principle which made the picture clear. When I isolated the common denominator, the dynamic principle of existence, I had such a factor. I never before applied it to straightening out ideas on the subject of morality. But the precepts contained in this book are not just culled here and there and put together. I worked them out newly with due attention to what had gone on before in man's history. His moral codes are woefully inadequate to deal with modern life. This one will.

There is another point. Nobody could ever possibly have kept any of the old moral codes. Old Mo-Tzu's code only lasted a few hundred years until people finally decided you couldn't keep it -too severe - and they even forgot it ever existed after about the 1st century B.C. and only found it again this century. There have been novels and plays about someone trying to live the life of' Christ and the hero always winds up in a mess, the lesson being that His teachings couldn't be followed.

The booklet, "The Way to Happiness," contains a non-religious moral code based on common sense. It may be the first such code.

THE HAPPINESS RUNDOWN

Essentially, what the booklet does is give people stable data which holds Of'! confusion's. For people will be found to be quite confused on this subject.

This moral code is different in that it can be kept. It consists of 21 major rules or precepts and about 15 sub-rules making a total of about 36 in all. In number 20 there are about 20 additional items. In all, the rundown, then, would be handling about 56 separate concepts on the subject of morality, plus morality itself. There are probably around 10 steps for each concept: there are therefore over 500 questions or actions. This gives one some idea of the length of the rundown.

The object of the rundown is to clear up any confusion's on the subject of morals, any and all transgressions against these specific morals, to slide the person out of the valence of any immoral person and obtain an EP of realization/cognition that one really is on the Way to Happiness.

Although the rundown is handling very hot charge, it runs very lightly and smoothly.

As these precepts and booklet do contain, in fact, the major principles of morality as they apply to modern life and as it is a fact that tragedy and unhappiness occur when the points are violated, the rundown should steer the person in a direction where he is certain he can live a happier life. So the rundown should be quite successful. It is quite a tour de force, really, to assemble the essentials into a modern moral code. And because these are somewhat universal, they will be found to have a lot of charge on them as they were the points where one went off the rails.

The rundown itself picks up specific confusion's, transgressions and valence closures. It will probably get rid of a lot of shame, blame, regret. A person should feel pretty clean and sparky after it. The potential is there.

The Happiness Rundown could keep a lot of Class IV orgs and missions going. Two rundowns -the Purification Rundown and the Survival Rundown - have been made available. Now here is another. People could have their grades before or after this. It has no engram running and could be run anywhere up the chart, even on Clears.

The booklet itself will be running on through the society if well marketed. It should feed back pcs to the org even if the rundown is not religious. As I have said, a pastor can counsel anything.

Good luck with this rundown.

L. RON HUBBARD
FOUNDER

Approved &
Accepted by the

BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

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HUBBARD COMMUNICATIONS OFFICE
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HCO BULLETIN OF 14 FEBRUARY 1981

HRD checksheets
HRD auditors
HRD C/Ses

Happiness Rundown Series 2

HAPPINESS RUNDOWN, ADMINISTRATION AND DELIVERY

(Ref. HCO B 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 internship. 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 internship. The C/S in either case needs to be a Class IV C/S and trained on the HRD C/S course and internship. 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 internships 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 worth while.

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 HCO B 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, setup 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 $7^{1}/_{2}$ 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 get 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
for and accepted by
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of the
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HCO BULLETIN OF 12 MAY 1980

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DRUGS AND OBJECTIVE PROCESSES

DRUGS AND THE BACKTRACK

There was a discovery about a decade ago that drug withdrawal symptoms could be eased by Objective Processes. Such processes as the CCHs, 8-C, remedies of havingness and even TRs were found to aid a person in coming off drugs and became part of standard routines to accomplish this.

In 1973 another observation was made, that the current civilization seemed to be regressing. "Regression" means a "return to earlier or more infantile behavior patterns." Men's shoe styles had become little-boy shoe styles; the most popular women singers were singing lullabies; cars were being treated like toys and abused rather than maintained. More recently it was observed that life attitudes had become less responsible, that "playing" took a higher value, that productivity was declining steeply, that people seemed to require more and more care by the state—and all of these things seemed to indicate that people were getting stuck at or going back to childhood or infancy.

There is another observation: people taking drugs tend to go backtrack. Sometimes, when seeking to get a druggie to run engrams, he will balk and adversely react; apparently he has already hit the backtrack while on "trips" and it terrified him.

On such evidences one could construct a theory that drugs tend to throw people out of present time and park them on the backtrack. Experiments of the late forties did show that certain drugs and gases did throw people backtrack and into engrams. The "visions" that turn on under the influence of such a drug as peyote or when inhaling volcanic gases are probably simply the restimulation of backtrack. (It should be noted in passing that inducing engrams with drugs and gases in the hope of running them out does NOT work—one only runs them IN.) So it can workably be assumed that drugs do throw people out of present time.

OBJECTIVE PROCESSES

The thing that characterizes OBJECTIVE Processes is that they bring about interaction between the individual and the existing physical universe. This is different than SUBJECTIVE Processes in that these interact between the individual and his past or himself.

Objective Processes do several things: they remedy havingness; they locate the person in his environment; they establish direct communication with the auditor; and last but not least, they bring a person to present time.

"Present time" is a very important factor in mental and spiritual sanity and ability. A human being can be stuck in literally thousands of different past moments. His behavior and attitudes are influenced by such past incidents and experiences. As a matter of fact, a person can be totally regressed and can be in an incident of the past to the entire exclusion of present time.

As an example, if you were to walk through an insane asylum and say, to each patient you met, "Come up to present time," as an authoritative command, you would get a small percentage of complete recoveries. In one instance when this was done, those on whom this had been done got up in "group session" that night and volunteered how glad they were to be

here. What would have happened is that the person would have come out of his past-track incident or incidents and would have moved up to present time and sanity. While this process is not a "sure cure" for all insane, it does demonstrate the point. Those on whom it did not work can be supposed to have been just too mired down in their backtrack.

Drugs, of course, do not only regress a person. They do other things. And amongst these is a communication dulling. This is best observed when drugs are seen to reduce pain. This is simply a communication shut-off. Drugs can also temporarily stimulate (before they ruin them) body glands and produce momentary feelings of well-being. Part of this is probably a communication shut-off from the bank. Drugs can also speed up the burning of reserves of vitamins; alcohol probably burns up rapidly all reserves of vitamin Bl; other drugs also burn up all available niacin and C. This speeded burn-up can also bring about a temporary feeling of well-being. But when the reserves are gone, the delusions called delirium tremens (D.T.'s) and withdrawal symptoms are nightmares indeed. But this again is simply the bank caving in on someone, and he is now parked back on the track, not only with the nightmare but with the incidents in the past which caused them.

CONCLUSION

Objective Processes, properly chosen and run, bring the person gradually more and more into present time.

As the 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. His attention has been pulled out of his bank and has been placed on the physical universe around him.

Because it is the backtrack that is causing his aberration, putting his attention on the physical universe tends to de-aberrate him.

The backtrack contains mass, and taking his attention off of this backtrack mass tends to lose it for him. But the masses around him in the physical universe substitute for the track mass and he receives a remedy of havingness.

Objective Processes are not in themselves a total answer; a certain amount of Subjective Processes must be run to remove the reasons he is being called back into the past. Vitamin, mineral and nutrition reserves must also be replaced or the body also pulls him in and affects him. This tells you as well why "mest work" and exercise have a de-aberrating effect upon a person. They are a sort of Objective Process in themselves even though they do not replace Objectives.

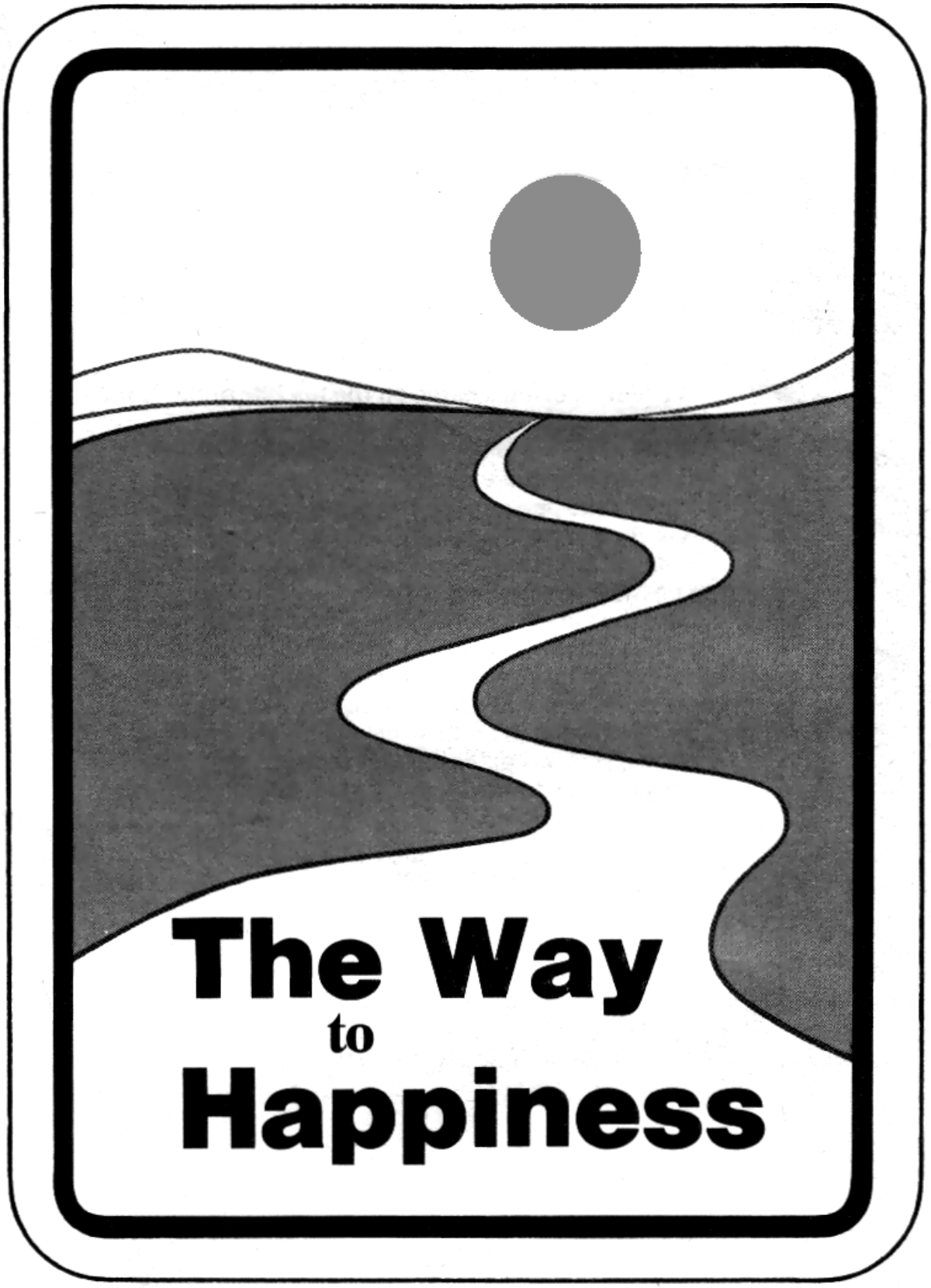
Objectives also bypass misunderstood words and significances. This makes them runnable with a minimum of Word Clearing and error.

Having an idea of why Objective Processes work assists one in applying them. One can see the person change masses, become located, and above that come bit by bit more and more into present time.

It is not that the physical universe itself is therapeutic. It is that it provides a single reference point including time, location and mass.

Without Objectives, no being is likely to recover in his infinity of future.

L. RON HUBBARD
Founder


The Way
to
Happiness

HAPPINESS

True joy and happiness are valuable.

If one does not survive, no joy and no happiness are obtainable.

Trying to survive in a chaotic, dishonest and generally immoral society is difficult.

Any individual or group seeks to obtain from life what pleasure and freedom from pain that he or they can.

Your own survival can be threatened by the bad actions of others around you.

Your own happiness can be turned to tragedy and sorrow by the dishonesty and misconduct of others.

I am sure you can think of instances of this actually happening. Such wrongs reduce one’s survival and impair one’s happiness.

You are important to other people. You are listened to. You can influence others.

The happiness or unhappiness of others you could name is important to you.

Without too much trouble, using this book, you can help them survive and lead happier lives.

While no one can guarantee that anyone else can be happy, their chances of survival and happiness can be improved. And with theirs, yours will be.

It is in your power to point the way to a less dangerous and happier life.

1. TAKE CARE OF YOURSELF

1-1. Get care when you are ill. When they are ill, even with communicable diseases, people often do not isolate themselves or seek proper treatment. This, as you can easily see, tends to put you at risk. Insist that when someone is ill that he or she takes the proper precautions and gets proper care.

1-2. Keep your body clean. People who do not bathe or wash their hands regularly can carry germs. They put you at risk. You are well within your rights to insist that people bathe regularly and wash their hands. It is inevitable that one gets dirty working or exercising. Get them to clean up afterwards.

1-3. Preserve your teeth. If one brushed one's teeth after every meal, it has been said that one would not suffer tooth decay. This, or chewing gum after each meal, goes far toward defending others from oral diseases and bad breath. Suggest to others that they preserve their teeth.

1-4. Eat properly. People who do not eat properly are not of much help to you or themselves. They tend to have a low energy level. They are sometimes illtempered. They become ill more easily. It doesn't require strange diets to eat properly but it does require that one eats nourishing food regularly.

1-5. Get rest. Although many times in life one has to work beyond normal sleep periods, a person's general failure to get proper rest can make him or her a burden to others. Tired people are not alert. They can make mistakes. They have accidents. Just when you need them they can dump the whole workload on one. They put others at risk. Insist that people who do not get proper rest do so.

2. BE TEMPERATE

2-1. Do not take harmful drugs. People who take drugs do not always see the real world in front of them. They are not really there. On a highway, in casual contact, in a home, they can be very dangerous to you. People mistakenly believe they “feel better” or “act better” or are “only happy” when on drugs. This is just another delusion. Sooner or later the drugs will destroy them physically. Discourage people from taking drugs. When they are doing so, encourage them to seek help in getting off them.

2-2. Do not take alcohol to excess. People who take alcohol are not alert. It impairs their ability to react even when it seems to them they are more alert because of it. Alcohol has some medicinal value. It can be grossly overestimated. Don’t let anyone who has been drinking drive you in a car or fly you in a plane. Drinking can take lives in more ways than one. A little liquor goes a long way; don’t let too much of it wind up in unhappiness or death. Deter6 people from excessive drinking.

Observing the points above, one becomes more physically able to enjoy life.

3. DON’T BE PROMISCUOUS

Sex is the means by which the race projects itself into the future through children and the family. A lot of pleasure and happiness can come from sex: nature intended it that way so the race would go on. But, misused or abused, it carries with it heavy penalties and punishments: nature seems to have intended it that way also.

3-1. Be faithful to your sexual partner. Unfaithfulness on the part of a sexual partner can heavily reduce one’s survival. History and the newspapers carry floods of instances of the violence of human passions aroused by unfaithfulness. “Guilt” is the milder evil. Jealousy and vengeance are the greater monsters: one never knows when they will cease to sleep. It is all very well to speak of “being civilized” and “uninhibited” and “understanding”; no talk will mend ruined lives. A “feeling of guilt” is nowhere near as sharp as a knife in the back or ground glass in the soup.

Additionally, there is the question of health. If you do not insist upon faithfulness from a sexual partner, you lay yourself open to disease. For a very brief period, it was said that sexual diseases were all under control. This is not now the case, if it ever was. Incurable strains of such diseases now exist.

The problems of sexual misbehavior are not new. The powerful religion of Buddhism in India vanished from there in the seventh century. According to its own historians the cause was sexual promiscuity in its monasteries. More modernly, when sexual promiscuity becomes prevalent in an organization, commercial or otherwise, the organization can be seen to fail. No matter how civilized their discussions about it, families shatter in the face of unfaithfulness.

The urge of the moment can become the sorrow of a lifetime. Impress those around you with that and safeguard your own health and pleasure.

Sex is a big step on the way to happiness and joy. There is nothing wrong with it if it isfollowed with faithfulness and decency.

4. LOVE AND HELP CHILDREN

Today's children will become tomorrow's civilization. Bringing a child into the world today is a little bit like dropping one into a tiger's cage. Children can't handle their environments and they have no real resources. They need love and help to make it.

It is a delicate problem to discuss. There are almost as many theories on how to raise a child or not raise him as there are parents. Yet if one does it incorrectly much grief can result and one may even complicate his or her own later years. Some try to raise children the way they were themselves raised, others attempt the exact opposite, many hold to an idea that children should just be let grow on their own. None of these guarantee success. The last method is based on a materialistic idea that the development of the child parallels the evolutionary history of the race; that in some magical way, unexplained, the "nerves" of the child will "ripen" as he or she grows older and the result will be a moral, well-behaving adult. Although the theory is disproven with ease—simply by noticing the large criminal population whose nerves somehow did not ripen—it is a lazy way to raise children and achieves some popularity. It doesn't take care of your civilization's future or your older years.

A child is a little bit like a blank slate. If you write the wrong things on it, it will say the wrong things. But, unlike a slate, a child can begin to do the writing: the child tends to write what has been written already. The problem is complicated by the fact that, while most children are capable of great decency, a few are born insane and today, some are even born as drug addicts: but such cases are an unusual few.

It does no good just to try to "buy" the child with an overwhelm of toys and possessions or to smother and protect the child: the result can be pretty awful.

One has to make up his mind what he is trying to get the child to become. This is modified by several things: a) what the child basically can become due to inherent make-up and potential; b) what the child, himself, really wants to become; c) what one wants the child to become; d) the resources available. But remember that whatever these all add up to, the child will not survive well unless he or she eventually becomes self-reliant and very moral. Otherwise the end product is likely to be a liability to everyone including the child.

Whatever is one's affection for the child, remember that the child cannot survive well in the long run if he or she does not have his or her feet put on the way to survival. It will be no accident if the child goes wrong: the contemporary society is tailor-made for a child's failure .

It will help enormously if you obtain a child's understanding of and agreement to follow the precepts contained in this book.

What does have a workability is simply to try to be the child's friend. It is certainly true that a child needs friends. Try to find out what a child's problem really is and without crushing their own solutions, try to help solve them. Observe them—and this applies even to babies. Listen to what children tell you about their lives. Let them help—if you don't, they become overwhelmed with a sense of obligations which they then must repress.

It will help the child enormously if you obtain understanding of and agreement to this way to happiness and get him or her to follow it. It could have an enormous effect on the child's survival—and yours.

A child factually does not do well without love. Most children have an abundance of it to return.

The way to happiness has on its route the loving and the helping of children from babyhood to the brink of adult life.

5. HONOR AND HELP YOUR PARENTS.

From a child's point of view, parents are sometimes hard to understand.

There are differences between generations. But truthfully, this is no barrier. When one is weak, it is a temptation to take refuge in subterfuges and lies: it is this which builds the wall.

Children can reconcile their differences with their parents. Before any shouting begins, one can at least try to talk it over quietly. If the child is frank and honest, there cannot help but be an appeal that will reach. It is often possible to attain a compromised where both sides now understand and can agree. It is not always easy to get along with others but one should try.

One cannot overlook the fact that almost always, parents are acting from a very strong desire to do what they believe to be best for the child.

Children are indebted to their parents for their upbringing—if the parents did so. While some parents are so fiercely independent that they will accept no return on the obligation, it is nevertheless true that there often comes a time when it is the turn of the younger generation to care for their parents.

In spite of all, one must remember that they are the only parents one has. And as such, no matter what, one should honor them and help them.

The way to happiness includes being on good terms with one's parents or those who brought one up.

6. SET A GOOD EXAMPLE

There are many people one influences. The influence's can be good or bad.

If one conducts his life to keep these recommendations, one is setting a good example.

Others around one cannot help but be influenced by this, no matter what they say.

Anyone trying to discourage you is trying to do so because they factually mean you harm or are seeking to serve their own ends. Down deep, they will respect you.

Your own survival chances will be bettered in the long run since others, influenced, will become less of a threat. There are other benefits.

Don't discount the effect you can achieve on others simply by mentioning these things and setting a good example in your own right.

The way to happiness requires that one set a good example for others.

7. SEEK TO LIVE WITH THE TRUTH.

False data can cause one to make stupid mistakes. It can even block one from absorbing true data.

One can solve the problems of existence only when he has true data.

If those around one lie to him or her, one is led into making errors and his survival potential is reduced.

False data can come from many sources: academic, social, professional.

Many want you to believe things just to suit their own ends.

What is true is what is true for you

No one has any right to force data on you and command you to believe it or else. If it is not true for you, it isn't true.

Think your own way through things, accept what is true for you, discard the rest. There is nothing unhappier than one who tries to live in a chaos of lies.

7-1. Do not tell harmful lies. Harmful lies are the product of fear, malice and envy. They can drive people to acts of desperation. They can ruin lives.

They create a kind of trap into which the teller and the target can both fall. Interpersonal and social chaos

can result. Many wars began because of harmful lies.

One should learn to detect them and reject them.

7-2. Do not bear false witness. There are considerable penalties connected with swearing or testifying to untrue "facts." It is called "perjury": it has heavy penalties.

The way to happiness lies along the road to truth.

8. DO NOT MURDER

Most races, from the most ancient times to the present, have prohibited murder and punished it heavily. Sometimes this has been broadened to say, “Thou shalt not kill,” when a later translation of the same work has found it to read “Thou shalt not murder.”

There is a considerable difference between these two words “kill” and “murder.” A prohibition against all killing would rule out self-defense; it would tend to make it illegal to handle a serpent coiling to strike the baby; it would put a race on a diet of vegetables. I am sure you can see many illustrations of the difficulties raised by a prohibition against all killing.

“Murder” is another thing entirely. By definition it means, “The unlawful killing of one (or more) human being(s) by another, especially with malice aforethought.” One can easily see that in this age of violent weaponry, murder would be all too easy. One could not exist in a society where oneself or one’s family or friends were at the mercy of some who went about casually taking lives.

Murder justly bears the highest priority in social prevention and retaliation.

The stupid, the evil and the insane seek to solve their real or imagined problems with murder. And they have been known to do it for no reason at all.

Get behind any demonstrably effective program that handles this threat to mankind and push. Your own survival could depend upon it.

The way to happiness does not include murdering your friends, yourfamily, or yourself being murdered.

9. DON'T DO ANYTHING ILLEGAL

"Illegal acts" are those which are prohibited by official rules or law. They are the product of rulers, legislative bodies and judges. They are usually written down in law codes. In a well-ordered society, these are published and made known generally. In a cloudy—and often crime-ridden society—one has to consult an attorney or be specially trained to know them all; such a society will tell one that "ignorance is no excuse for breaking the law."

Any member of society, however, has a responsibility, whether young or old, for knowing what that society considers to be an "illegal act." People can be asked, libraries exist where they can be looked up.

An "illegal act" is not disobedience to some casual order like "go to bed." It is an action, which if done, can result in punishment by the courts and state: being pilloried by the state propaganda machine, being fined and even by being imprisoned.

When one does something illegal, small or large, one is laid open to an attack by the state. It does not matter whether one is caught or not, when one does an illegal act, one has weakened one's defenses.

Almost any worthwhile thing one is trying to accomplish often can be done in perfectly legal ways. The "illegal" route is a dangerous and time-wasting shortcut. Imagined "advantages" in committing illegal acts usually turn out not to be worth it.

The state and government tends to be a rather unthinking machine. It exists and works on laws and codes of laws. It is geared to strike down through its channels at illegality. As such it can be an implacable enemy; adamant on the subject of "illegal acts." The rightness and wrongness of things do not count in the face of laws and codes of laws. Only the laws count.

When you realize or discover that those about you are committing "illegal acts," you should do what you can to discourage it. You yourself, not even a party to it, can yet suffer because of it. The firm's accountant falsifies the books: in any resulting commotion, the firm could fail and you could lose your job. Such instances can grossly affect one's own survival.

As a member of any group subject to laws, encourage the clear-cut publication of those laws so they can be known. Support any legal, political effort to reduce, clarify and codify the laws that apply to that group. Adhere to the principle that all men are equal under law: a principle which, in its own time and place—the tyrannical days of aristocracy—was one of the greatest social advances in human history and should not be lost sight of.

See that children and people become informed of what is "legal" and what is "illegal" and make it known, if by as little as a frown, that you do not approve of "illegal acts."

Those who commit them, even when they "get away with them," are yet weakened before the might of the state.

The way to happiness does not include the fear of being found out.

10. SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE

Unscrupulous and evil men and groups can usurp the power of government and use it to their own ends.

Government organized and conducted solely for self-interested individuals and groups gives the society a short life-span. This imperils the survival of everyone in the land; it even imperils those who attempt it. History is full of such governmental deaths.

Opposition to such governments usually just brings on more violence.

But one can raise his voice in caution when such abuses are abroad. And one need not actively support such a government; doing nothing illegal, it is yet possible, by simply withdrawing one's cooperation, to bring about an eventual reform. Even as this is being written there are several governments in the world that are failing only because their people express their silent disagreement by simply not cooperating. These governments are at risk: any untimely wind of mischance could blow them over.

On the other hand, where a government is obviously working hard for all its people, rather than for some special interest group or insane dictator, one should support it to the limit.

There is a subject called "government." In schools they mainly teach "civics" which is merely how the current organization is put together. The real subject, "government," goes under various headings: political economy, political philosophy, political power, etc. The whole subject of "government" and how to govern can be quite precise, almost a technical science. If one is interested in having a better government, one that does not cause trouble, one should suggest it be taught at earlier ages in schools; one can also read up on it: it is not a very difficult subject if you look up the big words.

It is, after all, the people and their own opinion leaders who sweat and fight and bleed for their country— a government cannot bleed, it cannot even smile: it is just an idea men have. It is the individual person who is alive—you.

The way to happiness is hard to travel when shadowed with the oppression of tyranny. A benign government, designed and run for all the people, has been known to smooth the way: when such occurs, it deserves support.

11. DO NOT HARM A PERSON OF GOOD WILL

Despite the insistence of evil men that all men are evil, there are many good men around and women too. You may have been fortunate enough to know some.

Factually, the society runs on men and women of good will. Public workers, opinion leaders, those in the private sector who do their jobs, are in the great majority, people of good will. If they weren't, they long since would have ceased to serve.

Such people are easy to attack: their very decency prevents them from over-protecting themselves. Yet the survival of most of the individuals in a society depends upon them.

The violent criminal, the propagandist, the sensation media all tend to distract one's attention from the solid, everyday fact that the society would not run at all were it not for the individuals of good will. As they guard the street, counsel the children, take the temperatures, put out the fires and speak good sense in quiet voices, one is apt to overlook the fact that people of good will are the ones that keep the world going and Man alive upon this Earth.

Yet such can be attacked and strong measures should be advocated and taken to defend them and keep them from harm, for your own survival and that of your family and friends depends upon them.

The way to happiness is far more easily followed when one supports people of good will.

12. SAFEGUARD AND IMPROVE YOUR ENVIRONMENT

12-1. Be of good appearance. It sometimes does not occur to some individuals—as they do not have to spend their days looking at themselves—that they form part of the scenery and appearance of others. And some do not realize that they are judged by others on the basis of their appearance.

While clothes can be expensive, soap and the other tools of self-care are not that hard to obtain. The techniques are sometimes difficult to dig up but can be evolved.

In some societies, when they are barbaric or become very degraded, it can even be the fashion to be a public eyesore. Actually it is a symptom of a lack of selfrespect.

Exercising and working, one can become very messed up. But this does not rule out getting cleaned up. And as an example, some European and English workmen manage a style of appearance even when working. Some of the better athletes, one notices, look good despite being wringing wet with sweat.

An environment disfigured with unkempt people can have a subtle, depressing effect on one's morale.

Encourage people around you to look good by complimenting them when they do or even gently helping them with their problems when they don't. It could improve their self-regard and their morale as well.

12-2. Take care of your own area. When people mess up their own possessions and area, it can slop over into your own.

When people seem to be incapable of caring for their own things and places, it is a symptom of their feeling that they don't really belong there and don't really own their own things. When young, the things they were "given" had too many cautions and strings attached or were taken away from them by brothers, sisters or parents. And they possibly did not feel welcome.

The possessions, the rooms and work spaces, the vehicles of such people advertise that they are not really the property of anyone. Worse, a sort of rage against possessions can sometimes be seen. Vandalism3' is a manifestation of it: the house or car "nobody owns" is soon ruined.

Those who build and try to maintain low-income housing are often dismayed by the rapidity with which ruin can set in. The poor, by definition, own little or nothing. Harrassed in various ways, they also come to feel they do not belong.

But whether rich or poor, and for whatever reason, people who do not take care of their possessions and places can cause disorder to those about them. I am sure you can think of such instances.

Ask such people what they really do own in life and if they really belong where they are and you will receive some surprising answers. And help them a great deal too.

The skill of organizing possessions and places can be taught. It can come as a new idea to someone that an item, when picked up and used, should be put back in the same place so it can be found again: some spend half their time just looking for things. A little time spent getting organized can pay off in speeded work: it is not the waste of time some believe.

To protect your own possessions and places, get others to take care of theirs.
12-3. Help take care of the planet. The idea that one has a share in the planet and that one can and should help care for it may seem very large and to some, quite beyond reality. But today what happens on the other side of the world, even so far away, can effect what happens in your own home.

Recent discoveries by space probes to Venus have shown that our own world could be deteriorated to a point where it would no longer support life. And it possibly could happen in one's own lifetime.

Cut down too many forests, foul too many rivers and seas, mess up the atmosphere and we have had it. The surface temperature can go roasting hot, the rain can turn to sulphuric acid. All living things could die.

One can ask, "Even if that were true, what could I do about it?" Well, even if one were simply to frown when people do things to mess up the planet, one would be doing something about it. Even if one only had the opinion that it was just not a good thing to wreck the planet and mentioned that opinion, one would be doing something.

Care of the planet begins in one's own front yard. It extends through the area one travels to get to school or work. It covers such places as where one picnics or goes on vacation. The litter which messes up the terrain and water supply, the dead brush which invites fire, these are things one need not contribute to and which, in otherwise idle moments, one can do something about. Planting a tree may seem little enough but it is something.

In some countries, old people, the unemployed, do not just sit around and go to pieces: they are used to care for the gardens and parks and forests, to pick up the litter and add some beauty to the world. There is no lack of resources to take care of the planet. They are mainly ignored. One notes that the Civilian Conservation Corps in the U.S., organized in the 1930s to absorb the energies of unemployed officers and youth, was one of the few, if not the only project of that depressed era that created far more wealth for the state than was expended. It reforested large areas and did other valuable things that cared for the U.S. part of the planet. One notes that the C.C.C. no longer exists. One can do as little as add one's opinion that such projects are worthwhile and support opinion leaders and organizations that carry on environmental work.

There is no lack of technology. But technology and its application cost money. Money is available when sensible economic policies, policies which do not penalize everyone, are followed. Such policies exist.

There are many things people can do to help take care of the planet. They begin with the idea that one should. They progress by suggesting to others that they should.

Man has reached the potential capacity to destroy the planet. He must be pushed on up to the capability and actions of saving it. It is, after all, what we're standing on.

If others do not help safeguard and improve the environment, the way to happiness could have no roadbed to travel on at all.

13. DO NOT STEAL

When one does not respect the ownership of things, his own possessions and property are at risk.

A person, who for one reason or another has been unable to honestly accumulate possessions, can pretend that nobody owns anything anyway. But don't try to steal his shoes!

A thief sews the environment with mysteries: what happened to this, what happened to that? A thief causes trouble far in excess of the value of things stolen.

Faced with the advertising of desirable goods, torn by the incapability of doing anything valuable enough to acquire possessions or simply driven by an impulse, those who steal imagine they are acquiring something valuable at low cost. But that is the difficulty: the cost. The actual price to the thief is high beyond belief. The greatest robbers in history paid for their loot by spending their lives in wretched hideouts and prisons with only rare moments of "the good life." No amount of stolen valuables would reward such a horrible fate.

Stolen goods greatly reduce in value: they have to be hidden, they are always a threat to liberty itself. Even in Communist states, the thief is sent to prison.

Stealing things is really just an admission that one is not capable enough to make it honestly. Or that one has a streak of insanity. Ask a thief which one it is: it's either one or the other.

The road to happiness cannot be traveled with stolen goods.

14. BE WORTHY OF TRUST

Unless one can have confidence in the reliability of those about one, he, himself, is at risk. When those he counts upon let him down, his own life can become disordered and even his own survival can be put at risk.

Mutual trust is the firmest building block in human relationships. Without it, the whole structure comes down.

Trustworthiness is a highly esteemed commodity. When one has it, one is considered valuable. When one has lost it, one may be considered worthless.

One should get others around one to demonstrate it and earn it. They will become much more valuable to themselves and others thereby.

14-1. Keep your word once given. When one gives an assurance or promise or makes a sworn intention, one must make it come true. If one says he is going to do something, he should do it. If he says he is not going to do something, he should not do it.

One's regard for another is based, in no small degree, on whether or not the person keeps his or her word. Even parents, for instance, would be surprised at the extent they drop in the opinion of their children when a promise is not kept.

People who keep their word are trusted and admired. People who do not are regarded like garbage. Those who break their word often never get another chance.

A person who does not keep his word can soon find himself entangled and trapped in all manner of "guarantees" and "restrictions" and can even find himself shut off from normal relations with others. There is no more thorough self-exile from one's fellows than to fail to keep one's promises once made.

One should never permit another to give his or her word lightly. And one should insist that when a promise is made, it must be kept. One's own life can become very disordered in trying to associate with people who do not keep their promises. It is not a casual matter.

The way to happiness is much, much easier to travel with people one can trust.

15. FULFILL YOUR OBLIGATIONS

In going through life, one inevitably incurs obligations. Factually, one is born with certain obligations and they tend to accumulate thereafter. It is no novel or new idea that one owes his parents a debt for bringing one into the world, for raising one. It is a credit to parents that they don't push it any harder than they do. But it is an obligation, nevertheless: even the child feels it. And as life continues to run its course, one accumulates other obligations—to other persons, to friends, to society and even the world.

It is an extreme disservice to a person not to permit him to satisfy or pay off his obligations. No small part of the "revolt of childhood" is caused by others refusing to accept the only "coins" a baby or child or youth has with which to discharge the "weight of obligation": the baby's smiles, the child's fumbling efforts to help, the youth's possible advice or just the effort to be a good son or a good daughter commonly pass unrecognized, unaccepted; they can be ill-aimed, often ill-planned; they fade quickly. Such efforts, when they fail to discharge the enormity of the debt, can be replaced with any number of mechanisms or rationalizations: "one doesn't really owe anything,"

"I was owed it all in the first place," "I didn't ask to be born," "my parents or guardians are no good" and

"life isn't worth living anyway" to name a few. And yet the obligations continue to pile up.

The "weight of obligation" can be a crushing burden if one can see no way to discharge it. It can bring about all manner of individual or social disorders. When it cannot be discharged, those who are owed, often unwittingly, find themselves targets for the most unlooked-for reactions.

One can help a person who finds himself in the dilemma of unpaid obligations and debt by simply going over with him or her all the obligations they have incurred and have not fulfilled—moral, social and financial—and work out some way to discharge all of them the person feels are still owed.

One should accept the efforts of a child or an adult to pay off non-financial obligations they feel they may owe. One should help bring about some mutually agreeable solution to the discharge of financial ones.

Discourage a person from incurring more obligations than it is possible for him or her to actually discharge or repay.

The way to happiness is very hard to travel when one is burdened with the weight of obligations which one is owed or which he has not discharged.

16. BE INDUSTRIOUS

Work is not always pleasant.

But few are unhappier than those who lead a purposeless, idle and bored existence: children gloom to their mother when they have nothing to do; the lowmindedness of the unemployed, even when they are on relief" or the "dole" is legendary; the retired man, with nothing further to accomplish in life, perishes from inactivity, as shown by statistics.

Even the tourist, lured by a travel agency's call to leisure, gives a tour conductor a bad time if he has nothing for them to do.

Sorrow itself can be eased by simply getting busy at something.

Morale is boosted to high highs by accomplishment. In fact, it can be demonstrated that production36 is the basis of morale.

People who are not industrious dump the workload on those around them. They tend to burden one.

It is hard to get along with idle people. Aside from depressing one, they can also be a bit dangerous.

A workable answer is to persuade such to decide on some activity and get them busy with it. The most lasting benefit will be found to arise from work that leads to actual production.

The way to happiness is a high road when it includes industriousness that leads to tangible production.

17. BE COMPETENT

In an age of intricate equipment and high speed machines and vehicles, one's survival and that of one's family and friends depends in no small measure upon the general competence of others.

In the market place, in the sciences, the humanities and in government, incompetence38 can threaten the lives and«future of the few or the many.

I am sure you can think of many examples of this.

Man has always had an impulse to control his fate. Superstition, propitiation of the right gods, ritual dances before the hunt, can all be viewed as efforts, no matter how faint or unavailing, to control destiny.

It was not until he learned to think, to value knowledge and to apply it with competent skill that he began to dominate his environment. The true "gift of heaven" may have been the potential to be competent.

In common pursuits and activities, Man respects skill and ability. These in a hero or athlete are almost worshiped.

The test of true competence is the end result.

To the degree that a man is competent, he survives. To the degree he is incompetent he perishes.

Encourage the attainment of competence in any worthwhile pursuit. Compliment it and reward it whenever you find it.

Demand high performance standards. The test of a society is whether or not you, your family and friends can live in it safely.

The ingredients of competence include observation, study and practice.

17-1 . Look. See what you see, not what someone tells you that you see.

What you observe is what you observe. Look at things and life and others directly, not through any cloud of prejudice, curtain of fear or the interpretation of another.

Instead of arguing with others, get them to look.

The most flagrant lies can be punctured, the greatest pretenses can be exposed, the most intricate puzzles can be resolved and the most remarkable revelations can occur simply by gently insisting that someone look.

When another finds things almost too confusing and difficult to bear, when his or her wits are going around and around, get the person to just stand back and look.

What they find is usually very obvious when they see it. Then they can go on and handle things. But if they don't see it themselves, observe it for themselves, it may have little reality for them and all the directives and orders and punishment in the world will not resolve their muddle.

While one can indicate what direction to look and suggest that they do look, the conclusions are up to them.

A child or adult sees what he himself sees and that is reality for him.

True competence is based on one's own ability to observe. With that as reality, only then can one be deft and sure.

17-2. Learn. Has there ever been an instance when another had some false data about you? Did it cause you trouble?

This can give you some idea of the havoc false data can raise. You could also have some false data about another.

Separating the false from the true brings about understanding.

There is a lot of false data around. Evil-intentioned individuals manufacture it to serve their own purposes. Some of it comes from just plain ignorance of the facts. It can block the acceptance of true data.

The main process of learning consists of inspecting the available data, selecting the true from the false, the important from the unimportant and arriving thereby at conclusions one makes and can apply. If one does this, one is well on the way to being competent.

The test of any "truth" is whether it is true foryou. If, when one has gotten the body of data, cleared up any words in it that one does not fully understand and looked over the scene, it still doesn't seem true, then it isn't true so far as you are concerned. Reject it. And if you like, carry it further and conclude what the truth is foryou. After all, you are the one who is going to have to use it or not use it, think with it or not think with it. If one blindly accepts "facts" or "truths" just because he is told he must, "facts" and "truths" which do not seem true to one, or even false, the end result can be an unhappy one. That is the alley to the trash bin of incompetence.

Another part of learning entails simply committing things to memory—like the spelling of words, mathematical tables and formulas, the sequence of which buttons to push. But even in simple memorizing one has to know what the material is for and how and when to use it.

The process of learning is not just piling data on top of more data. It is one of obtaining new understandings and better ways to do things.

Those who get along in life never really stop studying and learning. The competent engineer keeps up with new ways; the good athlete continually reviews the progress of his sport; any professional keeps a stack of his texts to hand and consults them.

The new model egg beater or washing machine, the latest year's car all demand some study and learning before they can be competently operated. When people omit it, there are accidents in the kitchen and piles of bleeding wreckage on the highways.

It is a very arrogant fellow who thinks he has nothing further to learn in life. It is a dangerously blind individual who cannot shed his prejudices and false data and supplant them with facts and truths that can more fittingly assist his own life and everyone else's.

There are ways to study so that one really learns and can use what one learns. In brief, it consists of having a teacher and/or texts which know what they are talking about, of clearing up every word one does not fully understand, of consulting other references and/or the scene of the subject, of sorting out the false data one might already have and of sifting the false from the true on the basis of what is now true for you. The end result will be certainty and potential competence. It can be, actually, a-bright and rewarding experience. Not unlike climbing a treacherous mountain through brambles but coming out on top with a new view of the whole wide world.

A civilization, to survive, must nurture the habits and abilities to study in its schools. A school is not a place where one puts children to get them out from underfoot during the day. That would be far too expensive for just that. It is not a place where one manufactures parrots. School is where one should learn to study and where children can be prepared to come to grips with reality; to learn to handle it with competence and to be readied to take over tomorrow's world, the world where current adults will be in their later years, middle or old age.

The hardened criminal never learned to learn. Repeatedly the courts seek to teach him that if he commits the crime again he will go back to prison: most of them do commit the same crime again and do go back to prison. Factually, criminals cause more and more laws to be passed. The decent citizen is the one that obeys laws; the criminals, by definition do not. Criminals cannot learn. Not all the orders and directives and punishments and duress will work upon a being that does not know how to learn and cannot learn.

A characteristic of a government that has gone criminal—as has sometimes happened in history—is that its leaders cannot learn: all records and good sense may tell them that disaster follows oppression; yet it has taken violent revolutions to handle them or a World War II to get rid of a Hitler and those were very unhappy events for mankind. Such did not learn. They revelled in false data. They refused all evidence and truth. They had to be blown away.

The insane cannot learn. Driven by hidden evil intentions or crushed beyond the ability to reason, facts and truth and reality are far beyond them. They personify false data. They will not or cannot really percetve or learn.

A multitude of personal and social problems arise from the inability or refusal to learn.

The lives of some around you have gone off the rails because they do not know how to study, because they do not learn. You can probably think of some examples.

If one cannot get those around him to study and learn, one's own work can become much harder and even overloaded and one's own survival potential can be greatly reduced.

One can help others study and learn if only by putting in their reach the data they should have. One can help simply by acknowledging what they have learned. One can assist if only by appreciating any demonstrated increase in competence. If one likes, one can do more than that: others can be assisted by helping them, without disputes, to sort out false data; by helping them find and clear up words they have not understood; by helping them find and handle the reasons they do not study and learn.

As life is largely trial and error, instead of coming down on somebody who makes a mistake, find out how come a mistake was made and see if the other can't learn something from it.

Now and then you may surprise yourself by untangling a person's life just by having gotten the person to study and learn. I am sure you can think of many ways. And I think you will find the gentler ones work best. The world is brutal enough already to people who can't learn.

17-3. Practice. Learning bears fruit when it is applied. Wisdom, of course, can be pursued for its own sake: there is even a kind of beauty in it. But, truth told, one never really knows if he is wise or not until he sees the results of trying to apply it.

Any activity, skill or profession, ditch digging, law, engineering, cooking or whatever, no matter how well studied, collides at last with the acid test: can one DO it? And that doing requires practice. Movie stunt men who don't practice first get hurt. So do housewives.

Safety is not really a popular subject. Because it is usually accompanied by "be careful" and "go slow." People can feel restraints are being put on them. But there is another approach: if

one is really practiced, his skill and dexterity is such that he doesn't have to "be careful" or "go slow." Safe high speed of motion becomes possible only with practice.
One's skill and dexterity must be brought up to match the speed of the age one lives in. And that is done with practice.

One can train one's body, one's eyes, one's hands and feet until, with practice, they sort of "get to know." One no longer has to "think" to set up the stove or park the car: one just DOES it. In any activity, quite a bit of what passes for "talent" is really just practice.

Without working out each movement one makes to do something and then doing it over and over until one can get it done without even thinking about it and get it done with speed and accuracy, one can set the stage for accidents.

Statistics tend to bear out that the least practiced have the most accidents.

The same principle applies to crafts and professions which mainly use the mind. The lawyer who has not drilled, drilled, drilled on courtroom procedure may not have learned to shift his mental gears fast enough to counter new turns of a case and loses it. An undrilled new stockbroker could lose a fortune in minutes. A green salesman who has not rehearsed selling can starve for lack of sales. The right answer is to practice, practice and practice!

Sometimes one finds that what one has learned he cannot apply. If so, the faults lay with improper study or with the teacher or text. It is one thing to read the directions, it is sometimes another thing entirely to try to apply them.

Now and then, when one is getting nowhere with practice, one has to throw the book away and start from scratch. The field of movie sound recording has been like that: if one followed what recordist texts there have been, one wouldn't get a bird song to sound any better than a fog horn—that is why you can't tell what the actors are saying in some movies. The good sound recordist had to work it all out for himself in order to do his job. But in the same field of the cinema there is a complete reverse of this: several texts on cine lighting are excellent: if followed exactly, one gets a beautiful scene.

It is regrettable, particularly in a high speed technical society, that not all activities are adequately covered with understandable texts. But that should not stop one. When good texts exist, value them and study them well. Where they don't, assemble what data is available, study that and work the rest of it out.

But theory and data blossom only when applied and applied with practice.

One is at risk when those about one do not practice their skills until they can really DO them. There is a vast difference between "good enough" and professional skill and dexterity. The gap is bridged with practice.

Get people to look, study, work it out and then do it. And when they have it right, get them to practice, practice, practice until they can do it like a pro.

There is considerable joy in skill, dexterity and moving fast: it can only be done safely with practice. Trying to live in a high speed world with low speed people is not very safe.

The way to happiness is best traveled with competent companions.

18. RESPECT THE RELIGIOUS BELIEFS OF OTHERS

Tolerance is a good cornerstone on which to build human relationships. When one views the slaughter and suffering caused by religious intolerance throughout all the history of Man and into modern times, one can see that intolerance is a very non-survival activity.

Religious tolerance does not mean one cannot express his own beliefs. It does mean that seeking to undermine or attack the religious faith and beliefs of another has always been a short road to trouble.

Philosophers since the time of ancient Greece have disputed with one another about the nature of God, Man and the universe. The opinions of authorities ebb and flow. Just now the philosophies of "mechanism" and "materialism"—dating as far back as Egypt and Greece are the fad: they seek to assert that all is matter and overlook that, neat as their explanations of evolution may be, they still do not rule out additional factors that might be at work, that might be merely using such things as evolution. They are, today, the "official" philosophies and are even taught in schools. They have their own zealots who attack the beliefs and religions of others: the result can be intolerance and contention.

If all the brightest minds since the fifth century B.C or before have never been able to agree on the subject of religion or anti-religion, it is an arena of combat between people that one would do well to stay out of.

In this sea of contention, one bright principle has emerged: the right to believe as one chooses.

"Faith" and "belief" do not necessarily surrender to logic: they cannot even be declared to be illogical. They can be things quite apart.

Any advice one might give another on this subject is safest when it simply asserts the right to believe as one chooses. One is at liberty to hold up his own beliefs for acceptance. One is at risk when he seeks to assault the beliefs of others, much more so when he attacks and seeks to harm others because of their religious convictions.

Man, since the dawn of the species, has taken great consolation and joy in his religions. Even the "mechanist" and "materialist" of today sound much like the priests of old as they spread their dogma.

Men without faith are a pretty sorry lot. They can even be given something to have faith in. But when they have religious beliefs, respect them.

The way to happiness can become contentious when one fails to respect the religious beliefs of others.

19. TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU

Among many peoples in many lands for many ages there have been versions of what is commonly called

"The Golden Rule." The above is a wording of it that relates to harmful acts.

Only a saint could go through life without ever harming another. But only a criminal hurts those around him without a second thought.

Completely aside from feelings of "guilt" or "shame" or "conscience," all of which can be real enough and bad enough, it also happens to be true that the harm one does to others can recoil on oneself.

Not all harmful acts are reversible: one can commit an act against another which cannot be waived aside or forgotten. Murder is such an act. One can work out how severe violation of almost any precept in this book could become an irreversible harmful act against another.

The ruin of another's life can wreck one's own. Society reacts—the prisons and the insane asylums are stuffed with people who harmed their fellows. But there are other penalties: whether one is caught or not, committing harmful acts against others, particularly when hidden, can cause one to suffer severe changes in his attitudes toward others and himself, all of them unhappy ones. The happiness and joy of life depart.

This version of The Golden Rule is also useful as a test. When one persuades someone to apply it, the person can attain a reality on what a harmful act is. It answers for one what harm is. The philosophic question concerning wrongdoing, the argument of what is wrong is answered at once on a personal basis: would you not like that to happen to you? No? Then it must be a harmful action and from society's viewpoint, a wrong action. It can awaken social consciousness. It can then let one work out what one should do and what one should not do.

In a time when some feel no restraint from doing harmful acts, the survival potential of the individual sinks to a very low ebb.

If you can persuade people to apply this, you will have given them a precept by which they can evaluate their own lives and for some, opened the door to let them rejoin the human race.

The way to happiness is closed to those who do not restrain themselvesfrom committing harmful acts.

20. TRY TO TREAT OTHERS AS YOU WOULD WANT THEM TO TREAT YOU

This is a positive version of The Golden Rule.

Don't be surprised if someone seems to resent being told to "be good." But the resentment may not come at all at the idea of "being good." It may be because the person factually has a misunderstanding of what it means.

One can get into a lot of conflicting opinions and confusions about what "good behavior" might be. One might never have grasped—even if the teacher did— why he or she was given the grade received for "conduct." One might even have been given or assumed false data concerning it: "children should be seen and not heard," "being good means being inactive."

However, there is a way to clear it all up to one's complete satisfaction.

In all times and in most places, mankind has looked up to and revered certain values. They are called the virtues. They have been attributed to wise men, holy men, saints and gods. They have made the difference between a barbarian and a cultured person, the difference between chaos and a decent society.

It doesn't absolutely require a heavenly mandate nor a tedious search through the thick tomes of the philosophers to discover what "good" is. A self-revelation can occur on the subject.

It can be worked out by almost any person.

If one were to think over how he or she would like to be treated by others, one would evolve the human virtues. Just figure out how you would want people to treat you

You would possibly, first of all, want to be treated justly: you wouldn't want people lying about you or falsely or harshly condemning you. Right?

You would probably want your friends and companions to be loyal: you would not want them to betray you.

You could want to be treated with good sportsmanship, not hoodwinked nor tricked.

You would want people to befair in their dealings with you.

You would want them to be honest with you and not cheat you. Correct?

You might want to be treated kindly and without cruelty.

You would possibly want people to be considerate of your rights and feelings.

When you were down, you might like others to be compassionate.

Instead of blasting you, you would probably want others to exhibit self-control. Right?

If you had any defects or shortcomings, if you made a mistake, you might want people to be tolerant, not critical.

Rather than concentrating on censure and punishment, you would prefer people wereforgiving. Correct?

You might want people to be benevolent toward you, not mean nor stingy.

Your possible desire would be for others to believe in you, not doubt you at every hand.

You would probably prefer to be given respect, not insulted.

Possibly you would want others to be polite to you and also treat you with dignity. Right?

You might like people to admire you.

When you did something for them you would possibly like people to appreciate you. Correct?

You would probably like others to be friendly toward you.

From some you might want love.

And above all, you wouldn't want these people just pretending these things, you would want them to be quite real in their attitudes and to be acting with integrity.

You could probably think of others. And there are the precepts contained in this book. And you would have worked out the summary of what are called the virtues

It requires no great stretch of imagination for one to recognize that if he were to be treated that way regularly by others around him, his life would exist on a pleasant level. And it is doubtful if one would build up much animosity toward those who treated him in this fashion.

There is an interesting phenomenon44 at work in human relations. When one person yells at another, the other has an impulse to yell back. One is treated pretty much the way he treats others: one actually sets an example of how he should be treated. A is mean to B so B is mean to A. A is friendly to B so B is friendly to A. I am sure you have seen this at work continually. George hates all women so women tend to hate George. Carlos acts tough to everyone so others tend to act tough toward Carlos—and if they don't dare out in the open, they privately may nurse a hidden impulse to act very tough indeed toward Carlos if they were ever to get a chance.

In the unreal world of fiction and the motion pictures, one sees polite villains with unbelievably efficient gangs and lone heroes who are outright boors.45 Life really isn't like that: real villains are usually pretty crude people and their henchman cruder; Napoleon and Hitler were betrayed right and left by their own people. Real heroes are the quietest talking fellows you ever met and they are very polite to their friends.

When one is lucky enough to get to meet and talk to the men and women who are at the top of their professions, one is struck by an observation often made that they are just about the nicest people you ever met. That is one of the reasons they are at the top: they try, most of them, to treat others well. And those around them respond and tend to treat them well and even forgive their few shortcomings.

All right, one can work out for himself the human virtues just by recognizing how he himself would like to be treated. And from that, I think you will agree, one has settled any confusions as to what "good conduct" really is. It's a far cry from being inactive, sitting still with your hands in your lap and saying nothing. "Being good" can be a very active and powerful activity.

There is little joy to be found in gloomy, restrained solemnity. When some of old made it seem that to practice virtue required a grim and dismal sort of life, they tended to infer that all

pleasure came from being wicked: nothing could be further from the facts. Joy and pleasure do not come from immorality! Quite the reverse! Joy and pleasure rise only in honest hearts: the immoral lead unbelievably tragic lives filled with suffering and pain. The human virtues have little to do with gloominess. They are the bright face of life itself.

Now what do you suppose would happen if one were to try to treat those around him with justness, loyalty, good sportsmanship, fairness, honesty, kindness, consideration, compassion, self-control, tolerance, forgivingness, benevolence, belief, respect, politeness, dignity, admiration, friendliness, love, and did it with integrity?

It might take a while but don't you suppose that many others would then begin to try to treat one the same way?

Even allowing for the occasional lapses—the news that startles one half out of his wits, the burglar one has to bop on the head, the nut who is driving slow in the fast lane when one is late for work—it should be fairly visible that one would lift oneself to a new plane of human relations. One's survival potential would be considerably raised. And certainly one's life would be a happier one.

One can influence the conduct of others around him. If one is not doing that already, it can be made much easier to do so by just picking one virtue a day and specializing in it for that day. Doing that, they would all eventually be in.

Aside from personal benefit, one can take a hand, no matter how small, in beginning a new era for human relations.

The pebble, dropped in a pool, can make ripples to the furthest shore.

The way to happiness is made much brighter by applying the precept: "Try to treat others as you would want them to treat you ‘‘

21. FLOURISH AND PROSPER

This has been poorly translated in the Danish version, implying that "long range" refers to distance rather than time.

Sometimes others seek to crush one down, to make nothing out of one's hopes and dreams, one's future and one, himself.

By ridicule and many other means, another who is evil-intentioned toward one can try to bring about one's decline.

For whatever reason, efforts to improve oneself, to become happier in life, can become the subject of attacks.

It is sometimes necessary to handle such directly. But there is a long range handling that seldom fails.

What, exactly, are such people trying to do to one? They are trying to reduce one downward. They must conceive that one is dangerous to them in some way: that if one got up in the world, one could be a menace to them. So, in various wayss such seek to depress one's talents and capabilities.

Some madmen even have a general plan that goes like this: "if A becomes more successful, A could be a menace to me; therefore I must do all I can to make A less successful." It never seems to occur to such that their actions might make an enemy out of A even though he was no enemy before. It can be classed as an almost certain way for such madmen to get into trouble. Some do it just from prejudice or because they "don't like someone."

But however it is attempted, the real object of such is to make their target grow less and fail in life.

The real handling of such a situation and such people, the real way to defeat them is to flourish and prosper.

Oh, yes, it is true that such people, seeing one improve his lot, can become frantic and attack all the harder. The thing to do is handle them if one must but don't give up flourishing and prospering for that is what such people want you to do.

If you flourish and prosper more and more, such people go into apathy about it; they can give it up completely.

If one's aims in life are worthwhile, if one carries them out with some attention to the precepts in this book, if one flourishes and prospers, one certainly will wind up the victor. And, hopefully, without harming a single hair on their heads.

And that is my wish for you: flourish and prosper!

EPILOGUE

Happiness lies in engaging in worthwhile activities. But there is only one person who for certain can tell what will make one happy—oneself.

The precepts given in this book are really the edges of the road: violating them, one is like the motorist who plunges onto the verge—the result can be wreckage of the moment, the relationship, a life.

Only you can say where the road goes for one sets his goals for the hour, for the relationship, for the phase of life.

One can feel at times like a spinning leaf blown along a dirty street, one can feel like a grain of sand stuck in one place. But nobody has said that life was a calm and orderly thing; it isn't. One isn't a tattered leaf nor a grain of sand: one can, to greater or lesser degree draw his road map and follow it.

One can feel that things are such now that it is much too late to do anything, that one's past road is so messed up that there is no chance of drawing a future road that will be any different: there is always a point on the road when one can map a new one. And try to follow it. There is no person alive who cannot make a new beginning.

It can be said without the slightest fear of contradiction that others may mock one and seek by various means to push one onto the verge, to tempt one in various ways to lead an immoral life: all such persons do so to accomplish private ends of their own and one will wind up, if one heeds them, in tragedy and sorrow.

Of course one will have occasional losses trying to apply this book and get it applied. One should just learn from these and carry on. Who said the road doesn't have bumps? It can still be traveled. So people can fall down: it doesn't mean they can't get up again and keep going.

If one keeps the edges on the road, one can't go far from wrong. True excitement, happiness and joy come from other things, not from broken lives.

If you can get others to follow the road, you yourself will be free enough to give yourself a chance to discover what real happiness is.

The way to happiness is a high speed road to those who know where the edges are.

You're the driver.

Fare well.

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 9 AUGUST 1978
Issue II

Remimeo

(Cancels BTB 2 May 72R, Rev. 10.6.74,
CLEARING COMMANDS.)

CLEARING COMMANDS

(Ref: HCOB 14 Nov 65, CLEARING COMMANDS
HCOB 9 Nov 68, CLEARING COMMANDS, ALL LEVELS
HCO PL 4 Apr 72R ETHICS AND STUDY TECH)

Always when running a process newly or whenever the preclear is confused about the meaning of commands, clear each word of each command with the preclear. using the dictionary if necessary. This has long been standard procedure.

You want a pc set up to run smoothly, knowing what is expected of him and understanding exactly the question being asked or the command being given. A misunderstood word or auditing command can waste hours of auditing time and keep a whole case from moving.

Thus this preliminary step to running a process or procedure for the first time is VITAL.

The rules of clearing commands are:

1. UNDER NO CIRCUMSTANCES IS THE AUDITOR TO EVALUATE FOR THE PC AND TELL HIM WHAT THE WORD OR COMMAND MEANS.

2. ALWAYS HAVE THE NECESSARY (AND *GOOD)* DICTIONARIES IN THE AUDITING ROOM WITH YOU.

   This would include the Tech Dictionary, the Admin Dictionary, a good English dictionary, and a good non-dinky dictionary in the pc's native language. For a foreign language case (where the pc's native language is not English) you will also need a dual dictionary for that language and English.

   (Example: English word "apple" is looked up in English/French dictionary and "pomme" is found. Now look in the French dictionary to define "pomme.")

   So for the foreign language case two dictionaries are needed: (1) English to foreign language (2) foreign language itself.

3. HAVE THE PC ON THE CANS THROUGHOUT THE CLEARING OF THE WORDS AND COMMANDS.

4. CLEAR THE COMMAND (OR QUESTION OR LIST ITEM) BACKWARDS BY FIRST CLEARING IN TURN EACH WORD IN THE COMMAND IN BACKWARDS SEQUENCE.

   (Example: To clear the command "Do fish swim?" clear "swim" first, then "fish," then "do.")

This prevents the pc starting to run the process by himself while you are still clearing the words.

4A. NOTE: F/Ns OBTAINED ON CLEARING THE *WORDS* DOES NOT MEAN THE *PROCESS* HAS BEEN RUN.

5. NEXT, CLEAR THE COMMAND ITSELF.

Auditor asks the pc, "What does this command mean to you?" If it is evident from the pc's answer that he has misunderstood a word as it is used in the context of the command:

(a) Re-clear the obvious word (or words) using the dictionary.

(b) Have him use each word in a sentence until he has it. (The worst fault is the pc using a new set of words in place of the actual word and answering the alter-ised word, not the word itself. See HCOB 10 Mar 65, WORDS, MISUNDERSTOOD GOOFS.)

(c) Re-clear the command.

(d) If necessary, repeat Steps a, b and c above to make sure he understands the command.

5A. NOTE: THAT A *WORD* READS WHEN CLEARING A COMMAND, AN ASSESSMENT QUESTION OR LISTING QUESTION DOES NOT MEAN THE *COMMAND* O R *QUESTION* ITSELF HAS READ NECESSARILY. MIS-UNDERSTOOD WORDS READ ON THE METER.

6. WHEN CLEARING THE COMMAND, WATCH THE METER AND NOTE ANY READ ON THE COMMAND. (Ref: HCOB 28 Feb 71, C/S Series 24, IMPORTANT METERING READING ITEMS.)

7. DON'T CLEAR THE COMMANDS OF ALL RUDS AND RUN THEM, OR OF ALL PROCESSES AND RUN THEM. YOU'LL MISS F/Ns. THE COMMANDS OF ONE PROCESS ARE CLEARED JUST BEFORE *THAT* PROCESS IS RUN.

8. ARC BREAKS AND LISTS SHOULD BE WORD CLEARED BEFORE A PC GETS INTO THEM AND SHOULD BE TAGGED IN THE PC'S FOLDER ON A YELLOW SHEET AS CLEARED. (Ref: BTB 5 Nov 72R II, Rev. 24.7.74, Auditor Admin Series 6R, THE YELLOW SHEET.)

As it is difficult to clear all the words of a correction list on a pc over heavy bypassed charge, it is standard to clear the words of an L1C and ruds very early in auditing and to clear an L4BRA *before* commencing listing processes or an L3RE *before* running R3RA. Then, when the need for these correction lists arises one does not need to clear all the words as it has already been done. Thus, such correction lists can be used without delay.

It is also standard to clear the words of the Word Clearing Correction List early in auditing and before other correction lists are cleared. This way, if the pc bogs on subsequent Word Clearing, you have your Word Clearing Correction List ready to use.

9. IF, HOWEVER, YOUR PC IS SITTING IN THE MIDDLE OF AN ARC BREAK (OR OTHER HEAVY CHARGE) AND THE WORDS OF THE L1C (OR OTHER CORRECTION LIST) HAVE *NOT* BEEN CLEARED YET, DON'T CLEAR FIRST. GO AHEAD AND ASSESS THE LIST TO HANDLE THE CHARGE. OTHERWISE IT'S AUDITING OVER AN ARC BREAK.

In this case you just verify by asking afterwards if he had any misunderstoods on the list.

All the words of the L1C (or other correction list) would then be cleared thoroughly at the first opportunity—per your C/S's instructions.

10. DO NOT RE-CLEAR ALL THE WORDS OF ASSESSMENT LISTS EACH TIME THE LIST IS USED ON THE SAME PC. Do it once, fully and properly the first time and note clearly in the folder, on the yellow sheet for future reference, which of the standard assessment lists have been cleared.

11. THESE RULES APPLY TO ALL PROCESSES, LISTING QUESTIONS AND ASSESSMENTS .

12. THE WORDS OF THE PLATENS OF ADVANCED COURSE MATERIALS ARE NOT SO CLEARED.

———————

Any violation of full and correct clearing of commands or assessment questions, whether done in a formal session or not, is an ethics offense per HCO PL 4 Apr 72R (Rev. 21.6.75) ETHICS AND STUDY TECH, Section 4, which states:

"ANY AUDITOR FAILING TO CLEAR EACH AND EVERY WORD OF EVERY COMMAND OR LIST USED MAY BE SUMMONED BEFORE A COURT OF ETHICS.

"The charge is OUT TECH."

L. RON HUBBARD
Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 4 DECEMBER 1977

Remimeo
All Levels
All Auditors

CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER

In order to prevent constant interruptions of a session to get dictionaries, prepared lists, etc. etc. and in the vital interest of keeping the pc smoothly in session—interested in own case and willing to talk to the auditor, the following checklist has been made.

An auditor should drill this checklist until he has it down thoroughly, without reference to it.

A. PRE-APPOINTMENT:
1. Paid invoice slip of pc. _____
2. Pc folders; 2A. Current 2B. Old. _____
3. Pc folder study by auditor. _____
4. Folder Error Summary. _____
5. A C/S for the session. _____
6. Any cramming actions on the C/S. _____

B. CALL IN:
7. Enough time to do session. _____
8. APPOINTMENT (made by auditor or Technical Services). _____
9. Scheduling Board (auditor, pc, room, time). _____

C. ROOM READINESS:
10. Clean up room. _____
11. Smells removed. _____
12. Room temperature handled. _____
13. Area and hall silence signs made. _____
14. Silence signs placed. _____
15. Knowing where the w.c. is. _____
16. Right sized table, sturdy, doesn't squeak. _____
17. Side table.
18. Adequate light if room gets dark. _____
19. Flashlight in case power fails. _____
20. Quiet clock or watch. _____
21. Blanket for pc in case gets cold. _____
22. Fan or A/C in case pc gets too hot. _____

D. AUDITING MATERIEL:
23. Paper for W/Ss and lists. _____
24. Ballpoints or pencils. _____
25. Kleenex. _____
26. Anti-perspirant for sweaty palms. _____
27. Hand cream for dry palms. _____
28. Dictionaries including Tech and Admin Dictionaries and a non-dinky one in language. _____
29. Grammar. _____
30. Auditing materiel, white forms, prepared lists including those that might be called for on other prepared lists. _____

31. E-Meter. _____
32. Spare meter. _____
33. Preliminary meter check for charge and operational condition. _____
34. Meter shield (to obscure meter from pc). _____
25. In Session sign for door. _____
36. Extra meter lead. _____
37. Different sized cans. _____
38. A plastic bag to cover one can for pcs who knock cans together. _____
39. Finalize setting up room for session. _____

E. PC ENTRANCE TO AUDITING ROOM:

40. In Session sign on door. _____
41. Phone shut off. _____
42. Putting pc in chair. _____
43. Comfort of chair check with pc and handle. _____
44. Adjusting pc's chair. _____
45. Check pc clothes, shoes for tightness and handle. _____
46. Check with pc if room is all right and handle. _____

F. METER SET UP FOR SESSION:

47. Check test (for charge). _____
48. See that needle is not dancing by itself or auditing itself. _____
49. Make sure 2.0 = 2.0 by trim. _____
50. Snap in leads jack. _____
51. Verify trim by calibration resistor onto alligator clips. _____
52. Put needle on set. _____
53. Put pc on. _____
54. Adjust pc sensitivity for 1/3 dial drop by pc can squeeze. _____
55. Go through False TA Correction as needed including change of cans, cream, anti-perspirant as needed. _____
56. Have pc take a deep breath and let it out and see if needle gives a latent fall (which it should). _____
57. Check for adequate sleep. _____
58. Check to be sure pc has eaten and is not hungry. _____
59. Ask for any reason not to begin session. _____

G. START THE SESSION.

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Founder

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 24 FEBRUARY 1981

Limited Distribution
HRD checksheets
HRD auditors
HRD C/Ses

HRD Series #4

HOW TO AUDIT THE HRD

This issue contains the theory, rules and exact procedure for auditing the Happiness Rundown; it is based on the original theory and on experience gained during the pilot on forty cases.

If these instructions are followed exactly, the HRD is one of the easiest and simplest of rundowns to audit. Although very hot charge is taken up during the HRD, the sessions run very lightly and smoothly sometimes deceptively so. The HRD covers very basic buttons or subjects of life; these are common to all people and in some respects undercut other aberrations on a case. Thus the HRD is spectacular when done correctly. But in order to get the best results, you must not alter the procedure or omit parts of it

HCO B 16 Feb 81, HRD Series 3, HAPPINESS RUNDOWN, COMMAND SHEETS, contains the auditing commands/auditing questions laid out in consecutive order from the beginning of the HRD through to the end of the HRD and gives the handling instructions under each question. None of these questions or actions are omitted. Provided the auditor follows the command sheets, without omission nor introducing any other action, the HRD is one of the smoothest and most rewarding rundowns to audit.

QUALIFICATIONS TO AUDIT THE HRD

There are two methods of auditing the HRD and there are two classes of auditor required.

The simplest, most usual and most generally workable method of auditing the HRD is called the “straightforward method.” One simply starts at the beginning of the command sheets and works through to the end. About 9570 of cases respond best to this method. This is fortunate as it only requires a Class I auditor trained on the HRD to deliver the “straightforward method.”

The other method is called the “assessment method” as it requires assessment of the precepts to find the most charged. This method is only used on about 5% of cases. It requires a Class IV auditor trained on the HRD.

The C/S must be a Class IV C/S trained on the HRD and on C/Sing the HRD.

While it is not necessary for the auditors or C/Ses to have been completed on the HRD casewise before auditing or C/Sing it, it is desirable. They must have had subjective reality and wins on it. About 50% of the auditors auditing the HRD experienced restimulation. An auditor with no reality or no case gain on a particular rundown or grade is often not successful in auditing it and has a greater tendency to make mistakes or even squirrel. Therefore the HRD is co-audited by students on the course at least to a point where they are

making good case gain on it. All HRD auditors and C/Ses are expected to complete the HRD themselves as cases later.

Completion of the HRD course gives one a provisional certificate; completion of the internship gives one a permanent certificate. This is subject to suspension if the holder does not produce routinely successful results on pcs, after cramming, retread or retrain. (A graduate is one who successfully applies what he has learned.)

Unauthorized use of the HRD, unauthorized distribution of the auditing materials and technical alter-is will be treated as ethics matters and can also result in certificate suspension and any other penalty.

As the HRD command sheets are easy to follow, the skills required are all taught on the course and due to the ease with which the pilot auditors got excellent results, no trouble is anticipated. It is very simple, easy, yet spectacular auditing.

THEORY

The probable place on a grade chart would be any time after a Purification Rundown and the Survival Rundown. It can be given before or after grades. It is mainly TWC and can be run at any time, really, but it possibly would do little good on a druggie with no DRD. The Happiness Rundown has no engram running and could be run anywhere up the chart, even on Clears.

If there is a choice of whether to run the HRD before or after grades, it would be preferable to run the HRD before grades. The HRD raises confront, responsibility and thus the ability to as-is. An HRD completion will be able to run deeper and get more out of subsequent auditing. (The HRD doesn't supplant grades or levels.)

The moral code (contained in the booklet, "The Way to Happiness") on which the rundown is based, is different from other moral codes in that it can be kept. It consists of 21 major rules or precepts and about 15 sub-rules making a total of about 36 in all. In number 20 there are about 20 additional items. In all, the Rundown then would be handling about 56 separate concepts on the subject of morality, plus morality itself. There are probably around 10 steps for each concept: there are therefore over 500 questions or actions. This gives one some idea of the length of the Rundown.

Essentially, what the booklet does is give people stable data which holds off confusions. For people will be found to be quite confused on this subject.

The Rundown itself picks up specific confusions, transgressions and valence closures. It will probably get rid of a lot of shame, blame, regret. A person should feel pretty clean and sparky after it. The potential is there.

There would be two different approaches to such a Rundown. One would be by assessment and then taking up what is assessed. The other would be just straightforward from square one. Either approach would work. However, what is laid out below is the straightforward, step by step approach.

The basic steps follow:

A) Clean up the word "moral". Get it defined. Get off any false data on it if there. TWC it and get it to F/N.

B) Take up each numbered section of the booklet from number 1 on forward, in sequence (number 20 is a special case as will be described) and do the following steps:

1. Read the precept (done by pc).

2. Clean up any Mis-U word in it.
3. Pc reads the section.

4. Clear up any Mis-U word in the section.

5. Look for and clear up any false data the pc may have for that precept. Clear it up.

6. The transgressions of others (general) against that precept. TWC. Don't make it a listing question. E/S it to F/N.

7. The transgressions of oneself against that precept. TWC. Don't make it a listing question. Don't miss any W/Hs even though this is only a cousin to O/W. E/S to F/N.

8. See if the pc spots another specific person in his or her past who really transgressed against the precept. Treat it more like straightwire: an exact moment the person was transgressing. A light auditor can get the valence to spring apart just by doing that and without plowing the person into an engram. Alternate for this step: an overt the pc did against the person. The object of the step is to get the valence sprung out (separated from the pc).

9. Check if the person now has any reservations about keeping the precept. Handle with TWC (one of the above steps might have been missed if the person has reservations). Get it to F/N.

10. Check any reservations on getting someone else to keep it. If any, handle as a problem and E/S to F/N.

Number 20 has a different handling. One simply does steps 1 - 4 as usual. But then one gets the person to imagine being treated in this fashion for each of the items. Then, virtue by virtue, take up treating another and others in that fashion: clean up any reservations to the pc's satisfaction. One or more of these items may be charged either on being treated that way or treating others in that way. Just handle with TWC. Then re-read Precept 20 to get any reservations off. An object here is to give a reality on what good behavior is. That's the real EP of number 20.

Number 19 might require some special handling as it will get into overts. It may get into shame, blame and regret. Its EP is really to teach someone what a harmful act is, not to give them a full O/W handling. And remember one can miss W/Hs on this step particularly.

On 17-2., (Learn) it starts with a very hot question and a special handling has been readied for it to drain any charge off it. Be careful not to try to give somebody a full study tech Rundown when doing this Rundown. If it is very boggy, get it to F/Ning some way and advise Method One Word Clearing. It is a bit off the purpose and EP of the Rundown but it might be run into so there has to be a handling if it is.

There is a definite possibility that one will run into spoken disagreement with a precept anywhere up to step 5. False data at step 5 might handle it. The other steps may do so. I would not give it special attention as, truth told, people who do not live moral lives don't because of material which will be uncovered in the original ten steps. A caution should be given any auditor doing this Rundown that a flare-up probably means a missed W/H. If it were to block the session, one would have to pull it.

There is a final epilogue in the book. This should also be taken up in the Rundown.

If a roaring EP does not occur because of the Rundown, then one of two things has occurred: one has O/Red it (or introduced auditing faults) and smothered the EP. Or the Rundown is not complete and should be started again from the top as something has been

overlooked. Thus, where the Rundown does not result in an EP, one either repairs it or does it again.

As these precepts and booklet do contain, in fact, the major principles of morality as they apply to modern life and as it is a fact that tragedy and unhappiness occur when the points are violated, the Rundown should steer the person in a direction where he is certain he can live a happier life. So the Rundown should be quite successful. It is quite a tour de force, really, to assemble the essentials into a modern moral code. And because these are somewhat universal, they will be found to have a lot of charge on them as they were the points where one went off the rails.

Although the Rundown is handling very hot charge, it should be kept pretty light in the handling.

EXACT PROCEDURE

The pc is signed up for the Happiness Rundown (registration), is required to own or purchase one or more copies of the booklet, "The Way to Happiness" (the pc needs to bring a copy of the booklet to each session) and is tested (OCA, IQ, Aptitude - plus Leadership for staff).

The pc should be given an R-Factor by the D of P about not mixing practices, nor receiving other auditing or case actions during the rundown.

Unless the pc has recently had a rough session or is otherwise really in need of case repair (ref. HCO B 14 Feb 81, HAPPINESS RUNDOWN, ADMINISTRATION AND DELIVERY), the pc folder is C/Sed to begin the HRD per HCO B 16 Feb 81, HAPPINESS RUNDOWN, COMMAND SHEETS (the first action being to fly all the rudiments).

People receiving the Rundown may or may not have read the booklet. They may already have gotten a bit of "send" out of reading it. If so, the auditor should have the pc tell any wins from reading the booklet, after the R-Factor on the command sheets and before starting into the rundown. (During the pilot this didn't affect the auditing of the Happiness Rundown. No attempt should be made to handle any disagreement that the pc may bring up, as doing the steps of the Happiness Rundown will handle any difficulty the pc may have or anticipate.)

The auditor then proceeds with the Happiness Rundown following the command sheets exactly. All pcs are begun on the HRD using the "straightforward method" even if the auditor is a Class IV HRD auditor. The precepts in the booklet are in a natural progression through the dynamics. Therefore it is always far preferable to use the "straightforward method" as it follows the natural sequence of the booklet.

The HCO B 16 Feb 81, HAPPINESS RUNDOWN, COMMAND SHEETS is placed in the pc folder, the auditor follows it, checking off each step when done and noting the command number in the worksheet. The issue must not be removed from the pc folder as it forms a vital part of the auditing record.

On the "straightforward method" all of the questions (except the handlings) are asked of the pc. (The handlings for any given question are done to F/N or the result stated on the command sheet.) If the pc has nothing on a particular question, don't clean cleans. But do not omit questions, skip the rest of the steps of a section or a whole section. Even though there may be little or nothing on one or more of the steps on a particular section, later questions on that section will often be found to be charged.

(Note: Some of the pilot auditors tended to mix actions from other techniques into the Happiness Rundown - which is not OK. For example, an auditor used to sec checking would often try to meter the questions and would go into "mini-prepchecks" of the question in order to see if the question was reading before letting the pc answer. Some auditors with a

confusion on reading questions and the subject of TWC, thought that all the questions had to read in order to ask the pc or let the pc answer. The HRD questions are not checked for read or tested with buttons or anything else; they are simply asked of the pc, the pc answers and the question goes to F/N or the handling given is done to F/N. The HRD is a rundown, a precise series of steps which are done in consecutive order. Omitting any question or step violates the rundown and can cause a miss on the HRD or BPC later. This doesn't mean that one can clean cleans nor may one demand answers that the pc doesn't have, it simply means that one must not omit questions or steps and may not omit parts of or whole sections.)

Always complete a whole section or chapter of the booklet in any session, rather than end during the steps on a section. Several precepts may be handled during a session. There is no reason to "short session" the HRD. The only exception to any of this is that you should end the session off if you get a Persistent F/N and let the pc have his win regardless of what step or action you are on.

END PHENOMENA

(Note: The following data on the EPs of the HRD are given for the information of HRD auditors and C/Ses Spay, so that they will recognize them when they occur and so that they will continue and complete the HRD or repair and re-do the HRD until they do occur. THESE EPs ARE NOT TO BE FED TO THE PC NOR ARE THEY TO BE EVALUATED FOR THE PC OR OTHERS, ESPECIALLY TO PERSONS WHO HAVE NOT COMPLETED THE HRD THEMSELVES. Violating this is called "feeding the pc a cognition", which is a Code Break.)

The object of the Rundown is to clear up any confusions on the subject of morals, any and all transgressions against these specific morals, to slide the person out of the valence of any immoral person and obtain an EP of realization/cognition that one really is on the Way to Happiness. The EP obtained in the Rundown includes all the above plus an additional EP described below.

During the HRD valence separations are common, sometimes more than one per session. As the pc separates out from each valence that he has been in, he becomes more and more himself - whether expressed by the pc or not. Early on a pc will tend to express something to the effect that he has been being the person whose valence he was in or that he was dramatizing that person's valence, trying to be like that person or something to that effect, e.g., a realization that he was being but is no longer being (whether stated by the pc or not). Later on, as the valences become less in number and the pc becomes more and more himself, the positive side of it is expressed by the pc. The pc may say something to the effect that he feels more himself now, or that he is finding out that he wasn't so bad after all and is getting to like himself more. Then there comes a point (usually at or toward the end of the HRD) when the PC recovers his own "basic personality" or beingness or becomes himself again, to a far greater degree than he has been for eons. That is the rest of the EP of the Happiness Rundown.

This doesn't mean that the pc becomes fully OT or a static again, but it is a marked resurgence and recovery of self. It can be expressed in many ways such as: "I know I am myself now," "I feel like myself now and that is really good," "I am me and that is OKAY," "I've tried so hard to be like others and now I know that I am basically good and I'm getting better and I really am glad to be me." It does not matter how it is stated; there will be a point when the pc is himself again and he will be very happy about that! Having regained his own integrity, he can be himself once more.

This is quite remarkable philosophically as there have been many advice's down through the ages to "Be yourself" - now it is routinely achieved on the Happiness Rundown.

Often parts of the EP of the Happiness Rundown are expressed at different times during the Rundown. The auditor and C/S should note these when they occur and continue the HRD until all parts of the EP have been obtained.

There is little need for concern about "overrunning" the HRD. A large part of the HRD consists of the pc learning data and clearing misunderstoods and false data and so is quite educational regardless of how much or how little charge there is, on a particular precept, or toward the end of the HRD. (The HRD is different from other audited rundowns in that it is educational in addition to being a technique that gets charge off the case.)

During the pilot, some persons not already Clear went Clear on the HRD. (Most of the pilot pcs were already Clear, so no prediction on percentages can be given.) Other pcs who had previously been declared Clear, regained the state of Clear during the HRD.

If the pc has a roaring EP during the HRD with all parts of the End Phenomena having occurred one should end off the Rundown at that point. If the pc has not read the rest of the booklet, have him do so. Then do a final check to ensure the pc didn't go by any misunderstoods and run the Epilogue questions (these are on the command sheets) to pick up anything else and to pick up any further cognitions.

If a pc is considered complete on the HRD but the pc doesn't feel that it is completed, simply continue on through the HRD until all steps have been done.

If you get to the end of the HRD and the full End Phenomena of the HRD have not been obtained, then any errors in the auditing of the HRD will need to be repaired and the rundown re-done or otherwise handled as directed by the C/S.

TIPS AND EXPERIENCE WITH THE HRD

The amount of charge that will be found on the HRD will vary from one precept to another and from one pc to another. Even so all precepts and all steps should be run even if it doesn't seem very charged. Often pcs had rave exam reports simply from the data and clearing up any misunderstoods or false data. But do not omit any of the steps on a precept or even omit a precept. To do so can cause a bog later. For example if the "transgressions of others" step is not done, you might not get anything on the "transgressions of oneself" step. If neither of these are discharged, the pc might not be able to find any valence. The steps are in an exact sequence.

Very often pcs got rave results from their first session, sometimes it takes a few sessions. One pc came into her third session and got off a withhold that she felt a bit guilty about thinking that the HRD was just "so-so", nothing to rave about. This was in the Ruds. Shortly after this on the next precept the pc's case was cracked. She discovered something about herself that was astounding to both the auditor and pc alike! The session went into a persistent F/N after the pc blew her "ruin" something that had made her life hell for years.

It was soon learned during the pilot that if all the questions/ steps of the HRD were not numbered and laid out in full that it was easy for auditors to mistakenly omit steps or lose their place on the steps or on the precepts. That is why the commands are printed out in full.

Sometimes the pc expresses that he has separated out of a valence and sometimes not. Sometimes there is simply an obvious key-out, F/N and VGIs. Quite often the pc will answer with a person whose valence he wasn't in on the valence step - but in this case no harm occurred from running the valence separation steps. If anything auditors tended to be too careful of "overrunning" or "doing unnecessary actions" and tended to end off too soon. But usually the valence separation is quite marked, sometimes several valence changes occurring in a single session!

Several of the auditors and C/Ses during the pilot commented on how much they cognited on and how much simply studying and auditing the materials changed their lives. All of the auditors and C/Ses on the pilot raved about both the booklet and the rundown.

Many of the pcs during the pilot not only acquired new stable data and got rid of misunderstoods, false data and confusions, but a lot of the pcs got rid of (discovered and blew) service facsimiles, dramatizations and many were de-PTSed, too. Although the subject matter of other grades and levels often gets handled during the HRD, it does not supplant other grades - lest anyone get that idea in their enthusiasm about the HRD results.

It is possible that some cases would not need the HRD and it should not be forced off on anyone. So far though, all case levels audited on it from no grades up through OT VII made excellent gains and wins.

The only case found during the pilot who was not up to running the HRD was a heavy druggie, who in spite of Purif and Objectives, was still hung up in drugs and drug trips. This person was programmed for the OT Drug Rundown before being returned to the HRD.

Two pcs started on the HRD turned out to have either intended to blow or were in doubt about whether to stay or route out, prior to the HRD. One pc did semi-blow and came back. It is quite possible that auditors and C/Ses will run into other persons on a blow or contemplating blowing, committing continuous overts or even crimes. The HRD, dealing with morals, will restimulate such a withhold and the missed withhold must be pulled. Don't then depart from the HRD into other actions or try to go off onto a sec check or O/W rundown. Continue the HRD keeping the rudiments including M/W/Hs in and all will come out well. (Both the cases mentioned above were successfully handled with the HRD.)

The most impressive aspect of the pilot auditing on the HRD is how often the pc's gains were translated into an immediate change in the pc's beingness, doingness and havingness in life, and so visibly that other persons went out of their way to comment favorably on these changes.

CAUTIONS

The style of auditing on the HRD is Guiding Secondary Style, described in HCO B 12 Nov 64, DEFINITION PROCESSES (also see HCO B 6 Nov AD14, STYLES OF AUDITING). The questions on the command sheets steer the pc to the subject or charged area and this is then handled with Itsa per the handling instructions on the command sheets. (This is noted as there was a tendency on the part of a few auditors to try to audit the HRD by the style of auditing they were more familiar with; for example a Confessional Auditor tended to turn the HRD into a confessional, auditors trained in False Data Stripping tended to specialize on FDS-ing during the HRD whereas that is only one of the HRD steps, some auditors tended to try to turn the HRD into an O/W Rundown which it isn't, one auditor added in "rules" from TWC auditing and also added in numerous additive "TWC" questions. Styles of auditing and techniques used in other auditing actions and rundowns not applicable to the HRD should not be used in the HRD and can spoil the result, especially if the auditor has misunderstoods or false data on the technique he is entering into the HRD! THE HRD HAS ITS OWN STYLE OF AUDITING AND OTHER TECHNIQUES SHOULD NOT BE CARRIED OVER AND ENTERED INTO IT.

During the pilot the very best results were gotten by highly trained, experienced auditors who followed the rundown exactly - no variations, nothing omitted, nothing added. Their pcs responded like "easy", standard, textbook cases - because they were receiving exact technical rendition from professionals.

Good results were gotten by relatively untrained auditors (old-timers, inexperienced auditors and two "read it, drill it, do it" auditors) who simply followed the command sheets

and instructions. It is not a difficult rundown to audit and even some small flubs or errors didn't seem to bother the pc in the face of the gains the pc was getting.

Only about 20% of the pilot auditors had any difficulty and these always traced back to complicating the rundown with additives, omissions or alter-is of the procedure. Despite (or perhaps because of) the simplicity of the rundown, these persons would add in complexities and then when an adverse reaction occurred, would try an unusual solution further complicating the matter. Occasionally one encounters someone who fancies himself as "clever" or inventive, so if you encounter a "difficult" or "unusual" case, look into what the auditor was doing and get that auditor's basics in.

The most common auditor errors during the pilot were violations of basic auditing and Code breaks. Examples of these errors follow: Q & A-ing, asking additive questions, omitting steps or questions because they were "unreading", changing the auditing question (often to "more?" or "else on that?") instead of giving the auditing question again, cutting or inhibiting the pc's comm, not permitting the pc to give all the answers he had to the question, steering the pc on the meter (usually on false or latent reads), cleaning cleans by re-clearing the same word or question even though it had already been cleared previously, overrunning the straightwire steps by getting the pc to go on describing the scene of the moment recalled, not recognizing a key-out and thus overrunning it, overrunning one or more questions or steps and then failing to find out which question(s) was overrun and assuming that it was "all overrun" (generality) and skipping the rest of the steps or that section. Each of these is a G.A.E. and these are the only points of auditor error that caused any upset or poorer result on the HRD. Thus the basics of auditing and the Auditor's Code and being in ARC with the Pc are stressed in the HRD course.

The Happiness Rundown restimulates and handles past points of unhappiness. Any effective auditing moved the pc on the tone scale during sessions. Do not be surprised to find the pc moving on the tone scale during HRD sessions and do not be surprised if misemotion turns on and releases. (It would be an outness if these didn't occur.) This is pointed out because a couple of auditors thought they had to fly an ARC break rud if the pc released a grief charge or other misemotion during a session. The correct action is to continue and flatten the action being done. If you know the definition of in-session, then it is easy to tell if the pc is in-session or whether the rudiments are out. Do not interrupt a process that is producing change. (This includes the TA going up and moving and coming down. One auditor did a C/S 53 in the middle of a session because the pc's TA went up. That didn't handle it. Indicating that the HRD had been interrupted and continuing and completing the HRD section they were on when the TA went up, did bring the TA down and got the case flying again.) Changes of tone level, TA position and range, changes of valences and many other changes are common during the HRD.

Departures from the HRD onto other auditing or case actions, in or out of session, proved to be very inadvisable. The C/S 53 interjected into the Rundown above, is an example. Another, is a pc who got a cold and although a Repair List was done, instead of returning to the HRD, an assist was started and the cold continued. When the auditor and C/S were ordered to come off the assist and continue the HRD, the cold blew and the pc ran well again. Some auditors tended to mix in other rundowns or procedures. An auditor used to doing confessionals went off the HRD onto pulling O/Ws, another used to doing word clearing went off the HRD onto "clearing the Greek Alphabet", some used to doing OT Reviews started to specialize in OT Review actions instead of the HRD and worst of all, there was an instance of an auditor trying to get the pc to realize that the pc was wrong about something and to cognite that what the pc had said was immoral (the auditor didn't want to "leave the pc with a wrong idea", but it's an Auditor Code break).

IN EVERY INSTANCE WHEN ANY OTHER ACTION WAS ENTERED INTO THE HRD, EITHER IN SESSION OR BY CASE ACTIONS BETWEEN SESSIONS OR BY MIXING PRACTICES, POORER RESULTS OCCURRED.

Do not C/S in the chair. If you get into a bog, repair the BPC by flying the out rudiment, doing an L1C in the session or even using the HRD Repair List. If this does not fully resolve the matter, do not press on with the HRD, end off for a new C/S.

Learn the definitions of each of the rudiments and handle them correctly. (One auditor suddenly stopped flying an ARC break rudiment and started trying to pull missed withholds over the top of the ARC break, resulting in a sad effect.) The correct action would have been to complete flying the ARC break. Then, if the pc had other out rudiments, fly the rest of the rudiments.

Complete auditing cycles. Don't omit or stop running the cycle of action you are on until it is completed. Examples of incorrectness are: leaving the "transgressions of others" step and starting to pull O/Ws, "because the pc was getting off other people's overts or motivators" (but that step is in the Rundown for the purpose of unburdening the subject so that the pc will be able to get off his own overts on the next step), leaving a question that the pc still had answers for and going onto the next step and interrupting a step to do some other (non-HRD) action. Each step of the rundown is essential to the success of later steps and the rundown as a whole is a precise series of actions, each is to be completed in sequence.

To summarize: don't overrun a question or action past cognitions and F/Ns, don't omit steps, don't leave questions or steps unflat, and don't Q & A or enter additives. Audit with adherence to the Auditor's Code, basic auditing and ARC for the pc. Follow the rundown. If you get a persistent F/N, end off the session and pick up the Rundown later. If you get a roaring EP, then that's it for the Rundown.

REMEDIES

Occasionally you might encounter an SP who objects to anyone getting better, happier or surviving more. Such persons might try to invalidate your pc, the Happiness Rundown or those delivering it. Recognize this as attempted suppression and report it to HCO. Get any needed PTS Type I handling rapidly done and completed on the pc (remember that the booklet, "The Way to Happiness" can itself be used in the handling as well as existing PTS Tech), and continue and complete the HRD. The HRD itself handles a lot of PTS-ness, especially PTS Type II situations, but you may need to get a PTS Type I situation handled or under handling in order to be able to proceed with the HRD successfully.

Should a pc on the HRD become involved in another practice or a sudden major dietary change or anything of that type, get it discontinued for the duration of the HRD if possible or at least done on a smooth gradient.

There are two situations for which the "assessment method" is the remedy. An overcharged case can be so heavily charged up on a later moral(s) that doing the earlier morals does not parallel the mind of the pc sufficiently for auditing to occur. The inordinate degree of restimulation of the later moral(s) has the pc's attention fixated to the exclusion of the earlier morals. The other situation is that of a case in very good shape, usually after a big win but not the full EP of the HRD, when going through all the remainder of the Rundown could become tedious. Usually cases in good shape can be completed smoothly by either method of doing the HRD though.

Either of the case conditions described above can be handled by the "assessment method" by a Class IV (or higher) HRD auditor. But having to resort to that method is the exception rather than the rule and in the pilot less than 57O were handled this way (it could be a different percentage in some areas).

A third possible usage of the "assessment method" is when a pc has reached the end of the HRD steps but the full EP has not been obtained. After getting any auditing errors repaired with an L1C or HRD errors repaired with the HRD Repair List, the C/S has the

choice of directing that the HRD be re-done by either method - probably the "assessment method" would work faster by more rapidly finding the still-charged/unflat morals. (No experience exists on this as so far all cases have had the full EP by the end of the HRD.)

SUMMARY

Pcs on the HRD win very noticeably from early on the Rundown and throughout it (allowing for some variation due to some morals being "hotter" than others from case to case). If a pc does not win markedly on the HRD, that is a big indicator that something is wrong. It will be found to be either auditor errors of out basic auditing (TRs, ARC, Auditor's Code, metering, Q & A or additive questions), earlier steps on the HRD omitted or left unflat, overrun F/Ns, missed answers or missed withholds, off-line case actions, a PTS Type I situation, the Rundown has been altered or the case is stuck in drugs. Find out which and handle but do not depart from the HRD onto other actions or techniques.

The most successful results have been gotten by auditors who keep the Auditor's Code, maintain ARC with the pc and follow the HRD Command Sheets. These auditors found it to be very easy, rewarding auditing to do.

The steps of the Rundown and the precepts are both laid out in a natural sequence which both parallels the mind and unburdens the case as it goes along.

One should realize that the HRD is not only an auditing action but is also educational and getting the data and straightening out the past confusions on it are beneficial. Even when handling relatively "uncharged" morals, pcs make gains.

Preclears, Clears and OTs alike all win resoundingly on the HRD. Even though many pcs on it will blow a large number of aberrations (unethical habits, fixed ideas, service facsimiles, dramatizations, valences, O/Ws, ARC Breaks, PTS-ness, etc.), will gain new abilities and perceptions and capacity to survive and enjoy life, it does not make the grades and OT levels unnecessary. Grades and levels will run even better, with more gain, after the HRD.

PREDICTION

So great has been the demand for the booklet and the rundown that staff members, Scientologists and the public can be expected to pour in for it. Be sure that you have some more auditors and C/Ses in training to help deliver it.

As society and civilization move upward to more ethical and survival levels, realize that you, by delivering the Happiness Rundown, made a very direct contribution.

L. RON HUBBARD
FOUNDER

as assisted by
Senior C/S Int
for and accepted by

THE BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
OF CALIFORNIA

LRH:dm:ljb

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HRD #4-1 needs adding in here if I've got it (I have the Course Pack from 1981) which needs to be done before the whole caboose is placed on my homepage.
#4-1 is the assessment sheet (naming all the precepts) for use only when doing the assessment method of running an HRD.

Antology.info (my pseudonym) 5 September 2023

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Saint Hill Manor, East Grinstead, Sussex

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STYLES OF AUDITING

Note 1: Most old-time auditors, particularly Saint Hill Graduates, have been trained at one time or another in these auditing styles. Here they are given names and assigned to Levels so that they can be taught more easily and so that general auditing can be improved.

(Note 2: These have not been written before because I had not determined the results vital to each Level.)

There is a Style of auditing for each class. By Style is meant a method or custom of performing actions.

A Style is not really determined by the process being run so much. A Style is how the auditor addresses his task.

Different processes carry different style requirements perhaps, but that is not the point. Clay Table Healing at Level III can be run with Level I style and still have some gains. But an auditor trained up to the style required at Level III would do a better job not only of CT Healing but of any repetitive process.

Style is how the auditor audits. The real expert can do them all, but only after he can do each one. Style is a mark of Class. It is not individual. In our meaning, it is a distinct way to handle the tools of auditing.

LEVEL ZERO
LISTEN STYLE

At *Level 0* the Style is Listen Style Auditing. Here the auditor is expected to listen to the pc. The only skill necessary is listening to another. As soon as it is ascertained that the auditor is listening (not just confronting or ignoring) the auditor can be checked out. The length of time an auditor can listen without tension or strain showing could be a factor. What the pc does is not a factor considered in judging this style. Pcs, however, talk to an auditor who is really listening.

Here we have the highest point that old-time mental therapies reached (when they did reach it), such as psychoanalysis, when they helped anyone. Mostly they were well below this, evaluating, invalidating, interrupting. These three things are what the instructor in this style should try to put across to the HAS student.

Listen Style should not be complicated by expecting more of the auditor than just this: Listen to the pc without evaluating, invalidating or interrupting.

Adding on higher skills like “Is the pc talking interestingly?” or even “Is the pc talking?” is no part of this style. When this auditor gets in trouble and the pc won’t talk or isn’t interested, a higher classed auditor is called in, a new question given by the supervisor, etc.

It really isn't "Itsa" to be *very* technical. Itsa is the action of the pc saying, "It's a this" or "It's a that." *Getting* the pc to Itsa is quite beyond Listen Style auditors where the pc won't. It's the supervisor or the question on the blackboard that gets the pc to Itsa.

The *ability* to listen, learned well, stays with the auditor up through the grades. One doesn't cease to use it even at Level VI. But one has to learn it somewhere and that's at Level Zero. So Listen Style Auditing is just listening. It *thereafter* adds into the other styles.

LEVEL ONE
MUZZLED AUDITING

This could also be called rote style auditing.

Muzzled Auditing has been with us many years. It is the stark total of TRs 0 to 4 and not anything else added.

It is called so because auditors too often added in comments, Qed and Aed, deviated, discussed and otherwise messed up a session. Muzzle meant a "muzzle was put on them", figuratively speaking, so they would *only* state the auditing command and ack.

Repetitive Command Auditing, using TRs 0 to 4, at Level One is done completely muzzled.

This could be called Muzzled Repetitive Auditing Style but will be called "Muzzled Style" for the sake of brevity.

It has been a matter of long experience that pcs who didn't make gains with the partially trained auditor permitted to two-way comm, did make gains the instant the auditor was muzzled: to wit, not permitted to do a thing but run the process, permitted to say nothing but the commands and acknowledge them and handle pc originations by simple acknowledgment without any other question or comment.

At Level One we don't expect the auditor to do anything but state the command (or ask the question) with no variation, acknowledge the pc's answer and handle the pc origins by understanding and acknowledging what the pc said.

Those processes used at Level One actually respond best to muzzled auditing and worst to misguided efforts to "Two-Way Comm".

Listen Style combines with Muzzled Style easily. But watch out that Level One sessions don't disintegrate to Level Zero.

Crisp, clean repetitive commands, muzzled, given and answered *often*, are the road out—not pc wanderings.

A pc at this Level is instructed in exactly what is expected of him, exactly what the auditor will do. The pc is even put through a few "do birds fly?" cycles until the pc gets the idea. Then the processing works.

An auditor trying to do Muzzled Repetitive Auditing on a pc who, through past "therapy experience", is rambling on and on is a sad sight. It means that control is out (or that the pc never got above Level Zero).

It's the number of commands given and answered in a unit of auditing time that gets gains. To that add the correctly chosen repetitive process and you have a release in short order, using the processes of this Level.

To follow limp Listen Style with crisp, controlled Muzzled Style may be a shock. But they are each the lowest of the two families of auditing styles—Totally Permissive and Totally Controlled. And they are so different each is easy to learn with no confusion. It's been the lack of difference amongst styles that confuses the student into slopping about. Well, these two are different enough—Listen Style and Muzzled Style—to set anybody straight.

LEVEL TWO
GUIDING STYLE AUDITING

An old-time auditor would have recognized this style under two separate names: (a) Two-Way Comm and (b) Formal Auditing.

We condense these two old styles under one new name: Guiding Style Auditing.

One first *guides* the pc by "two-way comm" into some subject that has to be handled or into revealing what should be handled and then the auditor handles it with formal repetitive commands.

Guiding Style Auditing becomes feasible only when a student can do Listen Style and Muzzled Style Auditing well.

Formerly the student who couldn't confront or duplicate a command took refuge in sloppy discussions with the pc and called it auditing or "Two-Way Comm".

The first thing to know about Guiding Style is that one lets the pc talk and Itsa without chop, but also gets the pc steered into the proper subject and gets the job done with repetitive commands.

We presuppose the auditor at this Level has had enough case gain to be able to occupy the viewpoint of the auditor and therefore to be able to observe the pc. We also presuppose at this Level that the auditor, being able to occupy a viewpoint, is therefore more self-determined, the two things being related. (One can only be self-determined when one can observe the actual situation before one: otherwise a being is delusion-determined or other-determined.)

Thus in Guiding Style Auditing, the auditor is there to find out what's what from the pc and then apply the needful remedy.

Most of the processes in the Book of Remedies are included in this Level (II). To use those, one has to observe the pc, discover what the pc is doing, and remedy the pc's case accordingly.

The result for the pc is a far-reaching re-orientation in Life.

Thus the essentials of Guiding Style Auditing consist of Two-Way Comm that steers the pc into revealing a difficulty followed by a repetitive process to handle what has been revealed.

One does expert TRs but one may discuss things with the pc, let the pc talk and in general one audits the pc before one, establishing what *that pc* needs and then doing it with crisp repetitive auditing, but all the while alert to changes in the pc.

One runs at this Level against Tone Arm Action, paying little or no heed to the needle except as a centering device for TA position. One even establishes what's to be done by the action of the Tone Arm. (The process of storing up things to run on the pc by seeing what fell when he was running what's being run, now belongs at this Level (II) and will be re-numbered accordingly.)

At II one expects to handle a lot of chronic PTPs, overts, ARC Breaks with Life (but not session ARC Breaks, that being a needle action, session ARC Breaks being sorted out by a higher classed auditor if they occur).

To get such things done (PTPs, overts and other remedies) in the session the auditor must have a pc "willing to talk to the auditor about his difficulties". That presupposes we have an auditor at this Level who can ask questions, not repetitive, that guide the pc into talking about the difficulty that needs to be handled.

Great command of TR 4 is the primary difference in TRs from Level I. One understands, when one doesn't, by asking more questions, and by really acknowledging only when one has really understood it.

Guided comm is the clue to control at this Level. One should *easily* guide the pc's comm in and out and around without chopping the pc or wasting session time. As soon as an auditor gets the idea of *finite result* or, that is to say, a specific and definite result expected, all this is easy. Pc has a PTP. Example: Auditor has to have the idea he is to locate and destimulate the PTP so pc is not bothered about it (and isn't being driven *to do* something about it) as the finite result.

The auditor at II is trained to audit the pc before him, get the pc into comm, guide the pc toward data needful to choose a process and then to run the process necessary to resolve that thing found, usually by repetitive command and always by TA.

The Book of Remedies is the key to this Level and this auditing style.

One listens but only to what one has guided the pc into. One runs repetitive commands with good TR 4. *And* one may search around for quite a while before one is satisfied he has the answer from the pc needful to resolve a certain aspect of the pc's case.

O/W can be run at Level I. But at Level II one may *guide* the pc into divulging what the pc considers a real overt act and, having that, then guide the pc through all the reasons it wasn't an overt and so eventually blow it.

Half-acknowledgment is also taught at Level II—the ways of keeping a pc talking by giving the pc the feeling he is being heard and yet not chopping with overdone TR 2.

Big or multiple acknowledgment is also taught to shut the pc off when the pc is going off the subject.

LEVEL III
ABRIDGED STYLE AUDITING

By Abridged is meant "abbreviated", shorn of extras. Any not actually needful auditing command is deleted.

For instance, at Level I the auditor *always* says, when the pc wanders off the subject, "I will repeat the auditing command" and does so. In Abridged Style the auditor omits this when it isn't necessary and just asks the command again if the pc has forgotten it.

In this style we have shifted from pure rote to a sensible use or omission as needful. We still use repetitive commands expertly, but we don't use rote that is unnecessary to the situation.

Two-Way Comm comes into its own at Level III. But with heavy use of repetitive commands.

At this Level we have as the primary process, Clay Table Healing. In this an auditor must *make sure* the commands are followed exactly. No auditing command *is ever* let go of until that actual command is answered by the pc.

But at the same time, one doesn't necessarily give every auditing command the process has in its rundown.

In Clay Table Healing one is supposed to make sure the pc is satisfied each time. This is done more often by observation than command. Yet it is done.

We suppose at III that we have an auditor who is in pretty fine shape and can observe. Thus we *see* the pc is satisfied and don't mention it. Thus we see when the pc is not certain and so we get something the pc is certain of in answering the question.

On the other hand, one gives *all* the necessary commands crisply and definitely and gets them executed.

Prepchecking and needle usage is taught at Level III as well as Clay Table Healing. Auditing by List is also taught. In Abridged Style Auditing one may find the pc (being cleaned up on a list question) giving half a dozen answers in a rush. One doesn't stop the pc from doing so, one half acknowledges, and lets the pc go on. One is in actual fact handling a bigger auditing comm cycle, that is all. The question elicits more than one answer which is really only one answer. And when that answer is given, it is acknowledged.

One *sees* when a needle is clean without some formula set of questions that invalidate all the pc's relief. And one sees it *isn't* clean by the continued puzzle on the pc's face.

There are tricks involved here. One asks a question of the pc with the key word in it and notes that the needle doesn't tremble, and so concludes the question about the word is flat. And so doesn't check it again. Example: "Has anything else been suppressed?" One eye on pc, one on needle, needle didn't quiver. Pc looks noncommittal. Auditor says, "All right, on " and goes on to next question, eliminating a pc's possible protest read that can be mistaken for another "suppress".

In Abridged Style Auditing one sticks to the essentials and drops rote where it impedes case advance. But that doesn't mean one wanders about. One is even more crisp and thorough with Abridged Style Auditing than in rote.

One is watching what happens and doing exactly enough to achieve the expected result.

By "Abridged" is meant getting the exact job done—the shortest way between two points—with no waste questions.

By now the student should know that he runs a process to achieve an exact result and he gets the process run in a way to achieve that result in the smallest amount of time.

The student is taught to guide rapidly, to have no time for wide excursions.

The processes at this Level are all rat-a-tat-tat processes—CT Healing, Prepchecking, Auditing by List.

Again it's the number of times the question is answered per unit of auditing time that makes for speed of result.

LEVEL IV
DIRECT STYLE AUDITING

By direct we mean straight, concentrated, intense, applied in a direct manner.

We do not mean direct in the sense of to direct somebody or to guide. We mean it is direct.

By direct, we don't mean frank or choppy. On the contrary, we put the pc's attention on his bank and anything we do is calculated only to make that attention *more* direct.

It could also mean that we are not auditing by vias. We are auditing straight at the things that need to be reached to make somebody clear.

Other than this the auditing attitude is *very* easy and relaxed.

At Level IV we have Clay Table Clearing and we have Assessment type processes.

These two types of process are both astonishingly *direct.* They are aimed directly at the Reactive Mind. They are done in a direct manner.

In CT Clearing we have almost total work and Itsa from pcs. From one end of a session to another, we may have only a few auditing commands. For a pc on CT Clearing does almost all the work if he is in session at all.

Thus we have another implication in the word "direct". The pc is talking directly to the auditor about what he is making and why in CT Clearing. The auditor hardly ever talks at all.

In assessment the auditor is aiming directly at the pc's bank and wants no pc in front of it thinking, speculating, maundering or Itsaing. Thus this assessment is a very *direct* action.

All this requires easy, smooth, steel-hand-in-a-velvet-glove control of the pc. It *looks* easy and relaxed as a style, it is straight as a Toledo blade.

The trick is to be direct in what's wanted and not deviate. The auditor settles what's to be done, gives the command and then the pc may work for a long time, the auditor alert, attentive, completely relaxed.

In assessment the auditor often pays no attention to the pc at all, as in ARC Breaks or assessing lists. Indeed, a pc at this level is trained to be quiet during the assessment of a list.

And in CT Clearing an auditor may be quiet for an hour at a stretch.

The tests are: Can the auditor keep the pc quiet while assessing without ARC Breaking the pc? Can the auditor order the pc to do something and then, the pc working on it, can the auditor remain quiet and attentive for an hour, understanding everything and interrupt alertly only when he doesn't understand and get the pc to make it clearer to him? Again without ARC Breaking the pc.

You could confuse this Direct Style with Listen Style if you merely glanced at a session of CT Clearing. But what a difference. In Listen Style the pc is blundering on and on and on. In Direct Style the pc wanders off the line an inch and starts to Itsa, let us say, with no clay work and after it was obvious to the auditor that this pc had forgotten the clay, you'd see the auditor, quick as a foil, look at the pc, very interestedly and say, "Let's see that in Clay." Or the pc doesn't really give an ability he wants to improve and you'd hear a quiet persuasive auditor voice, "Are you quite certain you want to improve that? Sounds like a goal to me. Just something, some ability you know, you'd like to improve."

You could call this style One-Way Auditing. When the pc is given his orders, after that it's all from the pc to the auditor, and all involved with carrying out that auditing instruction. When the auditor is assessing it is all from the auditor to the pc. Only when the assessment action hits a snag like a PTP is there any other auditing style used.

This is a very extreme auditing style. It is straightforward—direct.

But when needful, as in any Level, the styles learned below it are often also employed, but never in the actual actions of getting CT Clearing and Assessment done.

(Note: Level V would be the same style as VI below.)

LEVEL VI
ALL STYLE

So far, we have dealt with simple actions.

Now we have an auditor handling a meter and a pc who Itsa's and Cognites and gets PTPs and ARC Breaks and Line Charges and Cognites and who finds Items and lists and who must be handled, handled, handled all the way.

As auditing TA for a 2l/2 hour session can go to 79 or 125 divisions (compared to 10 or 15 for the lowest level), the *pace* of the session is greater. It is this pace that makes perfect ability at each lower level vital when they combine into All Style. For each is now faster.

So, we learn All Style by learning each of the lower styles well, and then observe and apply the style needed every time it is needed, shifting styles as often as once every minute!

The best way to learn All Style is to become expert at each lower style so that one does the style correct for the situation each time the situation requiring that style occurs.

It is less rough than it looks. But it is also very demanding.

Use the wrong style on a situation and you've had it. ARC Break! No progress!

Example: Right in the middle of an assessment the needle gets dirty. The auditor can't continue—or shouldn't. The auditor, in Direct Style, looks up to see a-puzzled frown. The auditor has to shift to Guiding Style to find out what ails the pc (who probably doesn't really know), then to Listen Style while the pc cognites on a chronic PTP that just emerged and bothered the pc, then to Direct Style to finish the Assessment that was in progress.

The only way an auditor can get confused by All Style is by not being good at one of the lower level styles.

Careful inspection will show where the student using All Style is slipping. One then gets the student to review that style that was not well learned and practice it a bit.

So All Style, when poorly done, is very easy to remedy for it will be in error on one or more of the lower level styles. And as all these can be independently taught, the whole can be co-ordinated. All Style is hard to do only when one hasn't mastered one of the lower level styles.

SUMMARY

These are the important Styles of Auditing. There have been others but they are only variations of those given in this HCO Bulletin. Tone 40 Style is the most notable one missing. It remains as a practice style at Level One to teach fearless body handling and to teach one to get his command obeyed. It is no longer used in practice.

As it was necessary to have every result and every process for each Level to finalize Styles of Auditing, I left this until last and here it is.

Please note that none of these Styles violate the auditing comm cycle or the TRs.

L. RON HUBBARD

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SCIENTOLOGY II
PC LEVEL 0-IV

DEFINITION PROCESSES

The first thing to know about DEFINITION PROCESSES is that they are separate and distinct and stand by themselves and are *not Clay Table processes.*

Because definitions are used in Clay Table work, in clearing and in instruction, it is easy to make the colossal mistake of not realizing they are themselves a distinct type of process and that they can be run with no reference whatever to Clay Table or examinations.

In *The Book of Case Remedies* we find on page 25 REMEDY A and REMEDY B.

These two remedies *are* A and B because they handle a primary source of worry to instructors *and* auditors.

Because Definitions are *also* in Clay Table Clearing and are used in Instruction one might overlook A and B as *processes.*

AUDITING STYLE

Each level has its own basic auditing style and its secondary style as will be found covered completely in publications after this date.

The Auditing Style of Level II is Guiding Style. The Secondary Style is GUIDING SECONDARY STYLE or Guiding S Style.

ASSISTS

An assist is different from auditing as such in that it lacks any model session. Assists are normally short periods of auditing but not always. I have seen a touch assist go on for months at the rate of 15 minutes a day, two or three days a week. And it may take hours to do a touch assist on an accident victim. What characterizes an assist is that it is done rapidly and informally and anywhere.

"Coffee Shop Auditing" isn't really an assist as it is usually done over coffee too casually to be dignified by the name of auditing. The pc is never informed at all of the existence of a session.

The pc, in an assist, is however informed of the fact and the assist is begun by "Start of Assist" and "End of Assist", so an assist, like a session, has a beginning and an end.

The Auditor's Code is observed in giving an assist and the Auditing Comm Cycle is used.

As an Auditor one sets out in an assist to accomplish a specific thing for the pc like relieve the snivels or make the ache in the leg better. So an Assist also has a very finite purpose.

SECONDARY STYLES

Every level has a different primary STYLE OF AUDITING. But sometimes in actual sessions or particularly in Assists this Style is altered slightly for special purposes. The Style altered for assists or for a particular process in a regular session, is called a SECONDARY STYLE. It doesn't mean that the primary style of the level is merely loosely done. It means that it is done a precise but different way to accomplish assists or to assist the pc in a regular session. This variation is called the SECONDARY STYLE of that level.

REMEDIES

A Remedy is not necessarily an assist and is often done in regular session. It is the Remedy itself which determines what auditing style is used to administer it. Some Remedies, as well as being used in regular sessions, can also be used as Assists.

In short, that a process exists as a Remedy has no bearing on whether it is used in an Assist or a Model Session.

GUIDING STYLE

The essence of Guiding Style is:

1. Locate what's awry with the pc.

2. Run a Repetitive Process to handle what's found in 1.

In essence—steer the pc into disclosing something that needs auditing and then audit it.

GUIDING SECONDARY STYLE

Guiding Secondary Style differs from proper Guiding Style and is done by:

1. Steering the pc toward revealing something or something revealed;

2. Handling it with Itsa.

Guiding Secondary Style differs from Guiding Style only in that Guiding Secondary Style handles the matter by Steer + Itsa. Guiding Style Proper handles the matter with Steer + Repetitive Process.

DEFINITIONS PROCESSING

Definitions Processes, when used as Remedies, are normally processed by Guiding Secondary Style.

Both Remedies of *The Book of Case Remedies* A and B are Guiding Secondary Style in their normal application.

One would expect them to be used by a Class II Auditor.

One would expect the Assist to last 10 or 15 minutes, perhaps more, but less than a regular session would take.

One would expect that any case in a PE class, any student that was getting nowhere, would be handled by the Instructor with Guiding Secondary Style using Remedies A and B as precision processes.

REMEDY A PATTER

One would *not* expect the person or student in trouble to be turned over to another student for handling. It's too fast, sharp and easy to handle that trouble oneself if one is Class II or above and far more certain. You can do it while you'd be finding another student to do the auditing. It would be uneconomical in terms of time not to just do it right then—no meter—leaning up against a desk.

The auditor's patter would be something like what follows. The pc's responses and Itsa are omitted in this example.

"I am going to give you a short assist." "All right, what word haven't you understood in Scientology?" "Okay, it's pre-clear. Explain what it means." "Okay, I see you are having trouble, so what does *pre* mean?" "Fine. Now what does *clear* mean?" "Good. I'm glad you realize you had it mixed up with *patient* and see that they're different." "Thank you. End of Assist."

In between the above total of auditing patter, the student may have hemmed and hawed and argued and cognited. But one just steered the pc straight along the subject selected and got it audited and cleaned up. *If* the student gave a glib text book definition after challenging the word preclear, we wouldn't buy it, but would give the student a piece of paper or a rubber band and say "Demonstrate that." And then carry on as it developed.

And that would be Remedy A.

You see it is precision auditing and is a process and does have an Auditing Style. *And* it works like a dream.

You see this is Steer + Itsa as to its style. And that it addressed the *immediate subject.*

What makes A Remedy A is not that it handles Scientology definitions, but that it handles the immediate subject under discussion or study.

REMEDY B

What makes Remedy B Remedy B is that it seeks out and handles a *former* subject, conceived to be similar to the immediate subject or condition, in order to clear up misunderstandings in the immediate subject or condition.

Remedy B, run on some person or student, would simply be a bit more complex than Remedy A as it looks into the past.

A person has a *continuous* confusion with policy or auditors, etc. So one runs B like this (the following is auditor patter only):

"I'm going to give you an Assist. Okay?" "All right. What subject were you mixed up with before Scientology?" "I'm sure there is one." "Okay. Spiritualism. Fine. What word in Spiritualism didn't you understand?" "You can think of it." "Good. Ectoplasm. Fine. What was the definition of that?" "All right, there's a dictionary over there, look it up." "I'm sorry it doesn't give the spiritualist definition. But you say it says *Ecto* means *outside*. What's *plasm?"* "Well, look it up." "All right. I see, *Ecto* means *outside* and *plasm* means *mould* or *covering."* (Note: You don't always break up words into parts for definition in A & B Remedies.) "Yes, I've got that. Now what do you think spiritualists meant by it?" "All right, I'm glad you realize that sheets over people make ghosts ghosts." "Fine, glad you recalled

being scared as a child." "All right, what did the spiritualist mean then?" "Okay. Glad you see thetans don't need to be cased in goo." "All right. Fine. Good. You had Ectoplasm mixed up with engrams and you now realize thetans don't have to have a bank and can be naked. Fine. End of Assist." (Note: You don't always repeat after him what the pc said, but sometimes it helps.)

Student departs still cogniting. Enters Scientology now having left Spiritualism on the back track. Doesn't keep on trying to make every HCO Bulletin studied solve "Ectoplasm", the buried misunderstood word that kept him stuck in Spiritualism.

DEFINITIONS PURPOSE

The purpose of definitions processing is fast clearing of "held down fives" (jammed thinking because of a misunderstood or misapplied datums) *preventing someone getting on with auditing or Scientology.*

Remedies A and B are not always used as Assists. They are also used in regular sessions. But when so used they are always used with Guiding Secondary Style— Steer + Itsa.

As a comment, people who seek to liken Scientology to something, "Oh, like Christian Science," are stuck in Christian Science. Don't say, "Oh no ! It isn't like Christian Science!" Just nod and mark them for a fast assist or a session the moment the chance offers *if they seem very disinterested or aloof* when asked to a PE Course.

There's weapons in that arsenal, auditor. Use them.

As Remedies A and B stand as the first and second given in *The Book of Case Remedies, so* before a large number of *potential* Scientologists stands the confusion of definitions.

We are now working hard to make Scientology definitions easy for them by compiling a dictionary, using words new to people only when useful.

But those that don't come along at all, are so wound up in some past subject they can't hear or think when that earlier subject is restimulated. And that earlier subject is held down *only* by some word or phrase they didn't grasp.

Some poor pawn howling for the blood of Scientologists isn't mad at Scientology at all. But at some earlier practice he got stuck in with mis-definition of *its* terms.

You see, we inherit some of the effects of the whole dullness of Man when we seek to open the prison door and say, "Look. Sunshine in the fields. Walk out." Some, who need Remedy B, say: "Oh no! The last time somebody scratched the wall that way I got stupider." Why say, "Hey. I'm not scratching the wall. I'm opening the gate"? Why bother. He can't *hear you.* But he can hear Remedy B as an assist. *That's* the channel to his comprehension.

UNDERSTANDING

When a person can't understand something and yet goes on facing up to it, he gets into a "problems situation" with it. There it is over there, yet he can't make it out.

Infrequently (fortunately for us) the being halts time right there. Anything he conceives to be similar presented to his view is *the* puzzle itself (A=A=A). And he goes stupid. This happens rarely in the life of one being, but it happens to *many* people.

Thus there aren't many such messes in one person in one lifetime that have to be cleaned up. But there are a few in many people.

The cycle of Mis-definition is:

1. didn't grasp a word, then

2. didn't understand a principle or theory, then

3. became different from it, commits and committed overts against it, then

4. restrained himself or was restrained from committing those overts, then

5. being on a withhold (inflow) pulled in a motivator.

Not every word somebody didn't grasp was followed by a principle or theory. An overt was not committed every time this happened. Not every overt committed was restrained. So no motivator was pulled in.

But when it *did* happen, it raised havoc with the mentality of the being when trying to think about what seem to be *similar subjects.*

You see, you are looking at the basic incident + its locks as in a chain of incidents. The charge that is apparently on the lock in present time is actually only in the basic incident. The locks borrow the charge of the basic incident and are not themselves causing anything. So you have a basic misunderstood word which then charges up the whole subject as a lock; then a subject charging up similar subjects as locks.

Every nattery or non-progressing student or pc is hung up in the above 1, 2, 3, 4, 5 cycle. And *every* such student or pc has a misdefined word at the bottom of that pile. If the condition is new and temporary it's a Scientology word that's awry. If natter, no progress, etc, is *continuous* and doesn't cease when all is explained in Scientology or when attempts to straighten up Scientology words fail, then it's an earlier subject at fault. Hence, Remedies A and B. Hence Guiding Secondary Style. Hence, the fact that Definitions Processes *are* processes. And VITAL processes they are if one wants a smooth organization, a smooth PE, a smooth record of wins on all pcs. And if one wants to bring people into Scientology who seem to want to stay out.

Of course these Remedies A and B are early-on processes, to be audited by a Class II or above on a Level 0 or I pc or student. However some in Scientology, as of this date, are studying slowly or progressing poorly because A and B haven't been applied.

One expects that very soon, now that auditors have this data, there will be nobody at upper levels with his definitions dangling.

L. RON HUBBARD

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HAPPINESS RUNDOWN, COMMAND SHEETS

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This is the original
1981 command sheet

HCO BULLETIN OF 16 FEBRUARY 1981
HRD Series #3

According to normal Happiness Rundown procedure a copy of this should be printed out and used as the preclear is audited. It is placed in the preclear's case folder. Obviously the bookmarks don't come out when you print it. It is recommended that the names of terminals found (those who have really violated a precept or sub-precept) be noted at the appropriate place.

You can use the bookmarks to quickly find all the precepts and sub-precepts. Make sure you have a good PDF reader with a facility for reading bookmarks.

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 16 FEBRUARY 1981
HRD Series #3

Limited Distribution
HRD checksheets
HRD auditors
HRD C/Ses
Pc folder of pcs
audited on HRD.

HAPPINESS RUNDOWN, COMMAND SHEETS

These command sheets are for use in auditing the HRD. The auditor needs these sheets, a copy of the booklet: "The Way to Happiness," a dictionary (preferably Webster's New World), and the usual auditing materials per HCOB 4 Dec 77, Checklist for Setting Up Sessions and an E-Meter.

This issue is kept in the pc folder. The auditor notes the number of the question asked on the worksheet and checks off the question on this issue when that question is completed. This makes the session admin fast and accurate, while enabling the auditor to see where he is up to on the rundown. The C/S uses the copy of this issue in the folder to see what question was asked while reading the worksheets. At the end of a session, note the date by the last question handled.

The auditing commands/questions are word cleared backwards, clearing each word the first time that it is encountered, then the whole command or question is cleared, also the first time it is encountered. Don't clean cleans by re-clearing the same word or question again unless it comes up as a misunderstood, or due to changing reality of the pc the word or question gains new meaning. Auditors must be sure not to audit over misunderstoods during this rundown. A word list for this rundown is included so that the auditor can check off each word as it is cleared.

PC's NAME _____ DATE _____

HAPPINESS RUNDOWN QUESTIONS

000. Fly all Ruds.

00. **R Factor:** "The Happiness Rundown is an auditing rundown based on the booklet: 'The Way to Happiness'."

(Have pc read the beginning chapter of the booklet entitled "Happiness.")

"The booklet gives the data and stable data which one can use in life. The auditing rundown handles any confusions or charge of the past which could get in one's way. By freeing one up from charge of the past, a fresh start is possible. The Happiness Rundown is a major rundown and you should not receive other auditing or case actions during it.

"It is well known that nobody is perfect and as the subject of conduct and good behaviour may have been quite confusing in the past, it is not surprising that all of us have made errors in our conduct. You may be reminded of some of these during this rundown. As it can result in an upset if a pc doesn't tell the auditor something about himself that seems discreditable or

embarrassing, I would like you to tell me about anything like that. Such things usually seem much worse before they have been told and one feels better after telling them. You won't be judged, nor will anything you tell me be used against you. I want you to feel free to tell me anything that comes up during this rundown, good or bad, as my intention is to help you to attain a happier life."

(Handle any origination or question the pc may have.)

0. Clear these words: "precept," "transgress," "transgressed," "transgression," "false data." _____

A. (Moral, morality)

A-1. Clear the words: "moral" and "morality." (Use the definition given in the footnote of the booklet and in a regular dictionary, using each definition in sentences until pc understands it.) _____

A-2. "Have you been told or taught that the word "moral" meant something different?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

A-3. "Do you have any rules or ideas about morality that are contrary to the definition of the word?"

Handling: (As above) _____

A-4. "Have you been given any beliefs on the subject of morality that don't make sense?"

Handling: (As above) _____

A-5. "Have you run into a moral code that you found impossible to keep?"

Handling: (As above) _____

A-6. "Do you have any false data on the subject of morality?"

Handling: (As above) _____

A-7. "Tell me your ideas or considerations about morality." to F/N. _____

A-8. "Is there anything about morality that you have thought of that you should tell me?" to F/N. _____

Precept 1: TAKE CARE OF YOURSELF.

1, 1. Have the pc read the precept (aloud). _____

1, 2. Clear any mis-u word in the precept. _____

1, 3. (Omit as there is no section after this precept and sections 1-1, 1-2, etc., will be handled individually. This precept will be taken up again at the end of this chapter as the pc may have more on it after handling sections 1-1, 1-2, etc..)

1, 4. (Omit, as above)

1, 5. (False Data)

1, 5a) "Have you been told or taught not to take care of yourself?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

1, 5b) "Do you have any rules or ideas contrary to taking care of yourself?"

Handling: (As above) _____

1, 5c) "Have you been led to believe that you shouldn't take care of yourself?"

Handling: (As above) _____

1, 5d) "Do you know of anything that conflicts with taking care of yourself?"

Handling: (As above) _____

1, 5e) "Do you have any false data about taking care of yourself?"

Handling: (As above) _____

1, 6. "How have others transgressed against the precept: 'Take care of yourself?" to F/N, or,

"Is there an earlier time when others transgressed against the precept 'Take care of yourself?" to F/N. _____

1, 7. "How have you transgressed against the precept: 'Take care of yourself?"

"Is there an earlier time when you transgressed against the precept: 'Take care of yourself?" to F/N. _____

1, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

1, 8. (Valence Separation)

1, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Take care of yourself?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

1, 8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

1, 8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

1, 8d) (If no valence separation) "Is there any time when you decided that not taking care of yourself was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

1, 8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if still no valence separation)

1, 8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

1, 9. "Do you have any reservations about taking care of yourself?" to F/N.

(If the pc has any reservation, TWC it, if it doesn't resolve on TWC, go over steps 1, 1, through 1, 8, again to see if anything was missed. If so handle and return to step 1, 9 and TWC it to F/N.)

1, 10. "Do you have any reservations about getting someone else to take care of himself or herself?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N.

Precept 1-1: GET CARE WHEN YOU ARE ILL.

1-1, 1. Have pc read the precept (aloud).

1-1, 2. Clear any mis-u word in the precept.

1-1, 3. Have pc read section 1-1 (aloud).

1-1, 4. Clear any mis-u word in section 1-1. (If you clear a mis-u word, have the pc read the section again.)

1-1, 5. (False Data)

5a) "Have you been told or taught not to get care when you are ill?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.)

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

1-1, 5b) "Do you have any rules or ideas contrary to getting care when you are ill?"

Handling: (As above)

1-1, 5c) "Have you been led to believe that you shouldn't get care when you are ill?"

Handling: (As above)

1-1, 5d) "Do you know of anything that conflicts with getting care when you are ill?"

Handling: (As above) _____

1-1, 5e) "Do you have any false data about getting care when you are ill?"

Handling: (As above) _____

1-1, 6. "How have others transgressed against the precept: 'Get care when you are ill'?"

"Is there an earlier time when others transgressed against the precept: 'Get care when you are ill'?" to F/N. _____

1-1, 7. "How have you transgressed against the precept: 'Get care when you are ill'?"

"Is there an earlier time when you transgressed against the precept: 'Get care when you are ill'?" to F/N. _____

1-1, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

1-1, 8. (Valence Separation)

1-1, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Get care when you are ill'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not getting care when you were ill, was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to R/N.

Alternate handling: (Only if still no valence separation)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

1-1, 9. "Do you have any reservations about getting care when you are ill?" to F/N.

(If the pc has any reservation, TWC it, if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N.) _____

1-1, 10. "Do you have any reservations about getting someone else to keep the precept: 'Get care when you are ill'?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept 1-2: KEEP YOUR BODY CLEAN.

1-2, 1. Have pc read the precept (aloud). _____

1-2, 2. Clear any mis-u word in the precept. _____

1-2, 3. Have pc read section 1-2 (aloud) _____

1-2, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

1-2, 5. (False Data)

5a) "Have you been told or taught not to keep your body clean?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

1-2, 5b) "Do you have any rules or ideas contrary to keeping your body clean?"

Handling: (As above) _____

1-2, 5c) "Have you been led to believe that you shouldn't keep your body clean?"

Handling: (As above) _____

1-2, 5d) "Do you know of anything that conflicts with keeping your body clean?"

Handling: (As above) _____

1-2, 5e) "Do you have any false data about keeping your body clean?"

Handling: (As above) _____

1-2, 6. "How have others transgressed against the precept: 'Keep your body clean'?"

"Is there an earlier time when others transgressed against the precept: 'Keep your body clean'?" to F/N. _____

1-2, 7. "How have you transgressed against the precept: 'Keep your body clean'?"

"Is there an earlier time when you transgressed against the precept: 'Keep your body clean'?" to F/N. _____

1-2, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

1-2, 8. (Valence Separation)

1-2, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Keep your body clean'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not keeping your body clean was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

1-2, 9. "Do you have any reservations about keeping your body clean?" to F/N.

(If the pc has any reservation, TWC it, if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

1-2, 10. "Do you have any reservations about getting someone else to keep their body clean?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: PRESERVE YOUR TEETH.

1-3, 1. Have pc read the precept (aloud). _____

1-3, 2. Clear any mis-u word in the precept. _____

1-3, 3. Have pc read section 1-3 (aloud) _____

1-3, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

1-3, 5. (False Data)

5a) "Have you been told or taught not to preserve your teeth?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

1-3, 5b) "Do you have any rules or ideas contrary to preserving your teeth?"

Handling: (As above) _____

1-3, 5c) "Have you been led to believe that you shouldn't preserve your teeth?"

Handling: (As above) _____

1-3, 5d) "Do you know of anything that conflicts with preserving your teeth?"

Handling: (As above) _____

1-3, 5e) "Do you have any false data about preserving your teeth?"

Handling: (As above) _____

1-3, 6. "How have others transgressed against the precept: 'Preserve your teeth'?"

"Is there an earlier time when others transgressed against the precept: 'Preserve your teeth'?" to F/N. _____

1-3, 7. "How have you transgressed against the precept: 'Preserve your teeth'?"

"Is there an earlier time when you transgressed against the precept: 'Preserve your teeth'?" to F/N. _____

1-3, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

1-3, 8. (Valence Separation)

1-3, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Preserve your teeth'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not preserving your teeth was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

1-3, 9. "Do you have any reservations about preserving your teeth?" to F/N.

(If the pc has any reservation, TWC it, if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

1-3, 10. "Do you have any reservations about getting someone else to preserve their teeth?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: EAT PROPERLY.

1-4, 1. Have pc read the precept (aloud). _____

1-4, 2. Clear any mis-u word in the precept. _____

1-4, 3. Have pc read section 1-4 (aloud) _____

1-4, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

1-4, 5. (False Data)

5a) "Have you been told or taught not to eat properly?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

1-4, 5b) "Do you have any rules or ideas contrary to eating properly?"

Handling: (As above)

1-4, 5c) "Have you been led to believe that you shouldn't eat properly?"

Handling: (As above) _____

1-4, 5d) "Do you know of anything that conflicts with eating properly?"

Handling: (As above) _____

1-4, 5e) "Do you have any false data about eating properly?"

Handling: (As above) _____

1-4, 6. "How have others transgressed against the precept: 'Eat properly'?"

"Is there an earlier time when others transgressed against the precept: 'Eat properly'?" to F/N. _____

1-4, 7. "How have you transgressed against the precept: 'Eat properly'?"

"Is there an earlier time when you transgressed against the precept: 'Eat properly'?" to F/N. _____

1-4, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

1-4, 8. (Valence Separation)

1-4, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Eat properly'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not eating properly was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

1-4, 9. "Do you have any reservations about eating properly?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N.) _____

1-4, 10. "Do you have any reservations about getting someone else to eat properly?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: GET REST.

1-5, 1. Have pc read the precept (aloud). _____

1-5, 2. Clear any mis-u word in the precept. _____

1-5, 3. Have pc read section 1-5 (aloud) _____

1-5, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

1-5, 5. (False Data)

5a) "Have you been told or taught not to get rest?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

1-5, 5b) "Do you have any rules or ideas contrary to getting rest?"

Handling: (As above) _____

1-5, 5c) "Have you been led to believe that you shouldn't get rest?"

Handling: (As above) _____

1-5, 5d) "Do you know of anything that conflicts with getting rest?"

Handling: (As above) _____

1-5, 5e) "Do you have any false data about getting rest?"

Handling: (As above) _____

1-5, 6. "How have others transgressed against the precept: 'Get rest'?"

"Is there an earlier time when others transgressed against the precept: 'Get rest'?" to F/N. _____

1-5, 7. "How have you transgressed against the precept: 'Get rest'?"

"Is there an earlier time when you transgressed against the precept: 'Get rest'?" to F/N. _____

1-5, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

1-5, 8. (Valence Separation)

1-5, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Get rest'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not getting rest was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

1-5, 9. "Do you have any reservations about getting rest?" to F/N.

(If the pc has any reservations, TWC it, if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

1-5, 10. "Do you have any reservations about getting someone else to get rest?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

(Final TWC action, done after the sub-rules of the chapter have been handled on steps 1-10. This is done because the pc's reality may well have changed as a result of handling each of the sub-rules and it also gives the pc a chance to express any further cognition. It tends to catch any missed answers and gives the auditor an opportunity to ensure that no missed withhold is left unpulled.)

1, 11. Have pc read the main (first) precept for the chapter. _____

1, 12. "Tell me your understanding of this precept now?" (and if there is any mis-u, clear it). _____

1, 13. "Is there any conflict between (precept)_____ and any other ideas you have encountered?"

(If so, find the false data and handle.) _____

1, 14. "Have you thought of any other transgressions of others against (precept)_____?" _____

1, 15. "Have you thought of any other transgressions of your own again (precept)_____?" _____

1, 16. "During these sessions have you thought of any withhold?"

(If so, pull it, but do not turn this into an O/W rundown by demanding withholds that were not in restimulation.) _____

1, 17. "Do you have any feeling that you wouldn't be yourself if you followed the precept: (precept)_____?"

(If so, the pc is still in a valence on this subject.)

Handling: "Can you recall any person who felt the way you do about (precept)_____?"

(Handle the person found with valence separation handlings in step 8.) _____

1, 18. "Do you have any other considerations about keeping (precept)_____?" to F/N. _____

1, 19. "Do you have any other considerations about getting others to keep (precept)_____?" to F/N, or handle any other problem, E/S to F/N. _____

1, 20. "Is there anything further that you would care to say about (precept)_____, before we end off this chapter?" _____

Precept: BE TEMPERATE.

2, 1. Have the pc read the precept (aloud). _____

2, 2. Clear any mis-u word in the precept. _____

2, 3. (Omit as there is no section after this precept and sections -1, -2, etc., will be handled individually. This precept will be taken up again at the end of this chapter as the pc may have more on it after handling sections -1, -2, etc.)

2, 4. (Omit, as above)

2, 5. (False Data)

2, 5a) "Have you been told or taught not to be temperate?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

2, 5b) "Do you have any rules or ideas contrary to being temperate?"

Handling: (As above) _____

2, 5c) "Have you been led to believe that you shouldn't be temperate?"

Handling: (As above) _____

2, 5d) "Do you know of anything that conflicts with being temperate?"

Handling: (As above) _____

2, 5e) "Do you have any false data about being temperate?"

Handling: (As above) _____

2, 6. "How have others transgressed against the precept: 'Be temperate'?"

"Is there an earlier time when others transgressed against the precept: 'Be temperate'?" to F/N. _____

2, 7. "How have you transgressed against the precept: 'Be temperate'?"

"Is there an earlier time when you transgressed against the precept: 'Be temperate'?" to F/N. _____

2, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

2, 8. (Valence Separation)

2, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Be temperate'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not being temperate was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

2, 9. "Do you have any reservations about being temperate?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N.) _____

2, 10. "Do you have any reservations about getting someone else to be temperate?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: DO NOT TAKE HARMFUL DRUGS.

2-1, 1. Have pc read the precept (aloud). _____

2-1, 2. Clear any mis-u word in the precept. _____

2-1, 3. Have pc read section 1-1 (aloud). _____

2-1, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

2-1, 5. (False Data)

5a) "Have you been told or taught that it was OK to take harmful drugs?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

2-1, 5b) "Do you have any rules or ideas contrary to not taking harmful drugs?"

Handling: (As above) _____

2-1, 5c) "Have you been led to believe that you should take harmful drugs?"

Handling: (As above) _____

2-1, 5d) "Do you know of anything that conflicts with not taking harmful drugs?"

Handling: (As above) _____

2-1, 5e) "Do you have any false data about taking drugs?"

Handling: (As above) _____

2-1, 6. "How have others transgressed against the precept: 'Do not take harmful drugs'?"

"Is there an earlier time when others transgressed against the precept: 'Do not take harmful drugs'?" to F/N. _____

2-1, 7. "How have you transgressed against the precept: 'Do not take harmful drugs'?"

"Is there an earlier time when you transgressed against the precept: 'Do not take harmful drugs'?" to F/N. _____

2-1, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

2-1, 8. (Valence Separation)

2-1, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Do not take harmful drugs'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that taking drugs was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

2-1, 9. "Do you have any reservations about not taking harmful drugs?" to F/N.

(If the pc has any reservations, TWC it, if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

2-1, 10. "Do you have any reservations about getting someone else not to take harmful drugs?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: DO NOT TAKE ALCOHOL TO EXCESS.

2-2, 1. Have pc read the precept (aloud). _____

2-2, 2. Clear any mis-u word in the precept. _____

2-2, 3. Have pc read section 2-2 (aloud). _____

2-2, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

2-2, 5. (False Data)

5a) "Have you been told or taught that it was OK to take alcohol to excess?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

2-2, 5b) "Do you have any rules or ideas contrary to not taking alcohol to excess?"

Handling: (As above) _____

2-2, 5c) "Have you been led to believe that you should take alcohol to excess?"

Handling: (As above) _____

2-2, 5d) "Do you know of anything that conflicts with not taking alcohol to excess?"

Handling: (As above) _____

2-2, 5e) "Do you have any false data about taking alcohol?"

Handling: (As above) _____

2-2, 6. "How have others transgressed against the precept: 'Do not take alcohol to excess'?"

"Is there an earlier time when others transgressed against the precept: 'Do not take alcohol to excess'?" to F/N. _____

2-2, 7. "How have you transgressed against the precept: 'Do not take alcohol to excess'?"

"Is there an earlier time when you transgressed against the precept: 'Do not take alcohol to excess'?" to F/N. _____

2-2, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

2-2, 8. (Valence Separation)

2-2, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Do not take alcohol to excess'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that taking alcohol to excess was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

2-2, 9. "Do you have any reservations about not taking alcohol to excess?" to F/N.

(If the pc has any reservations, TWC it, if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

2-2, 10. "Do you have any reservations about getting someone else not to take alcohol to excess?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

(Final TWC action, done after the sub-rules of the chapter have been handled on steps 1-10. This is done because the pc's reality may well have changed as a result of handling each of the sub-rules and it also gives the pc a chance to express any further cognition. It tends to catch any missed answers and gives the auditor an opportunity to ensure that no missed withhold is left unpulled.)

2, 11. Have pc read the main (first) precept for the chapter. _____

2, 12. "Tell me your understanding of this precept now?" (and if there is any mis-u, clear it). _____

2, 13. "Is there any conflict between (precept)_____ and any other ideas you have encountered?"

(If so, find the false data and handle.) _____

2, 14. "Have you thought of any other transgressions of others against (precept)_____?" _____

2, 15. "Have you thought of any other transgressions of your own against (precept)_____?" _____

2, 16. "During these sessions have you thought of any withhold?"

(If so, pull it, but do not turn this into an O/W rundown by demanding withholds that were not in restimulation.) _____

2, 17. "Do you have any feeling that you wouldn't be yourself if you followed the precept: (precept)_____?"

(If so, the pc is still in a valence on this subject.)

Handling: "Can you recall any person who felt the way you do about (precept)_____?"

(Handle the person found with valence separation handlings in step 8.) _____

2, 18. "Do you have any other considerations about keeping (precept)_____?" to F/N. _____

2, 19. "Do you have any other considerations about getting others to keep (precept)_____?" to F/N, or handle any other problem, E/S to F/N. _____

2, 20. "Is there anything further that you would care to say about (precept)_____, before we end off this chapter?" _____

Precept: DON'T BE PROMISCUOUS.

3, 1. Have pc read the precept (aloud). _____

3, 2. Clear any mis-u word in the precept. _____

3, 3. Have pc read section 3 (aloud). _____

3, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

3, 5. (False Data)

5a) "Have you been told or taught to be promiscuous?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

3, 5b) "Do you have any rules or ideas contrary to not being promiscuous?"

Handling: (As above) _____

3, 5c) "Have you been led to believe that you should be promiscuous?"

Handling: (As above) _____

3, 5d) "Do you know of anything that conflicts with not being promiscuous?"

Handling: (As above) _____

3, 5e) "Do you have any false data about being promiscuous?"

Handling: (As above) _____

3, 6. "How have others transgressed against the precept: 'Don't be promiscuous'?"

"Is there an earlier time when others transgressed against the precept: 'Don't be promiscuous'?" to F/N. _____

3, 7. "How have you transgressed against the precept: 'Don't be promiscuous'?"

"Is there an earlier time when you transgressed against the precept: 'Don't be promiscuous'?" to F/N. _____

3, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

3, 8. (Valence Separation)

3, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Don't be promiscuous'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that being promiscuous was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

3, 9. "Do you have any reservations about not being promiscuous?" to F/N.

(If the pc has any reservations, TWC it, if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

3, 10. "Do you have any reservations about getting someone else not to be promiscuous?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: BE FAITHFUL TO YOUR SEXUAL PARTNER.

3-1, 1. Have pc read the precept (aloud). _____

3-1, 2. Clear any mis-u word in the precept. _____

3-1, 3. Have pc read section 3-1 (aloud). _____

3-1, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

3-1, 5. (False Data)

5a) "Have you been told or taught not to be faithful to your sexual partner?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

3-1, 5b) "Do you have any rules or ideas contrary to being faithful to your sexual partner?"

Handling: (As above) _____

3-1, 5c) "Have you been led to believe that you shouldn't be faithful to your sexual partner?"

Handling: (As above) _____

3-1, 5d) "Do you know of anything that conflicts with being faithful to your sexual partner?"

Handling: (As above) _____

3-1, 5e) "Do you have any false data about being faithful to your sexual partner?"

Handling: (As above) _____

3-1, 6. "How have others transgressed against the precept: 'Be faithful to your sexual partner'?"

"Is there an earlier time when others transgressed against the precept: 'Be faithful to your sexual partner'?" to F/N. _____

3-1, 7. "How have you transgressed against the precept: 'Be faithful to your sexual partner'?"

"Is there an earlier time when you transgressed against the precept: 'Be faithful to your sexual partner'?" to F/N. _____

3-1, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

3-1, 8. (Valence Separation)

3-1, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Be faithful to your sexual partner'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name) _____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not being faithful to your sexual partner was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

3-1, 9. "Do you have any reservations about being faithful to your sexual partner?" to F/N.

(If the pc has any reservations, TWC it, if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

3-1, 10. "Do you have any reservations about getting someone else to be faithful to their sexual partner?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

(Final TWC action, done after the sub-rules of the chapter have been handled on steps 1-10. This is done because the pc's reality may well have changed as a result of

handling each of the sub-rules and it also gives the pc a chance to express any further cognition. It tends to catch any missed answers and gives the auditor an opportunity to ensure that no missed withhold is left unpulled.)

3, 11. Have pc read the main (first) precept for the chapter. _____

3, 12. "Tell me your understanding of this precept now." (and if there is any mis-u, clear it. _____

3, 13. "Is there any conflict between (precept)_____ and any other ideas you have encountered?"

(If so, find the false data and handle.) _____

3, 14. "Have you thought of any other transgressions of others against (precept)_____?" _____

3, 15. "Have you thought of any other transgressions of your own against (precept)_____?" _____

3, 16. "During these sessions have you thought of any withhold?"

(If so, pull it, but do not turn this into an O/W rundown by demanding withholds that were not in restimulation.) _____

3, 17. "Do you have any feeling that you wouldn't be yourself if you followed the precept: (precept)_____?"

(If so, the pc is still in a valence on this subject.)

Handling: "Can you recall any person who felt the way you do about (precept)_____?"

(Handle the person found with valence separation handlings in step 8.) _____

3, 18. "Do you have any other considerations about keeping (precept)_____?" to F/N. _____

3, 19. "Do you have any other considerations about getting others to keep (precept)_____?" to F/N, or handle any other problem, E/S to F/N. _____

3, 20. "Is there anything further that you would care to say about (precept)_____, before we end off this chapter?" _____

Precept: LOVE AND HELP CHILDREN.

4, 1. Have pc read the precept (aloud). _____

4, 2. Clear any mis-u word in the precept. _____

4, 3. Have pc read section 4 (aloud). _____

4, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

4, 5. (False Data)

5a) "Have you been told or taught not to love and help children?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

4, 5b) "Do you have any rules or ideas contrary to loving and helping children?"

Handling: (As above) _____

4, 5c) "Have you been led to believe that you shouldn't love and help children?"

Handling: (As above) _____

4, 5d) "Do you know of anything that conflicts with loving and helping children?"

Handling: (As above) _____

4, 5e) "Do you have any false data about loving and helping children?"

Handling: (As above) _____

4, 6. "How have others transgressed against the precept: 'Love and help children'?"

"Is there an earlier time when others transgressed against the precept: 'Love and help children'?" to F/N. _____

4, 7. "How have you transgressed against the precept: 'Love and help children'?"

"Is there an earlier time when you transgressed against the precept: 'Love and help children'?" to F/N. _____

4, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

4, 8. (Valence Separation)

4, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Love and help children'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one) "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that loving and helping children was not a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

4, 9. "Do you have any reservations about loving and helping children?" to F/N.

(If the pc has any reservations, TWC it, if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

4, 10. "Do you have any reservations about getting someone else to love and help children?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: HONOR AND HELP YOUR PARENTS.

5, 1. Have pc read the precept (aloud). _____

5, 2. Clear any mis-u word in the precept. _____

5, 3. Have pc read section 5 (aloud). _____

5, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

5, 5. (False Data)

5a) "Have you been told or taught not to honor and help your parents?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

5, 5b) "Do you have any rules or ideas contrary to honoring and helping your parents?"

Handling: (As above) _____

5, 5c) "Have you been led to believe that you shouldn't honor and help your parents?"

Handling: (As above) _____

5, 5d) "Do you know of anything that conflicts with honoring and helping your parents?"

Handling: (As above) _____

5, 5e) "Do you have any false data about honoring and helping your parents?"

Handling: (As above) _____

5, 6. "How have others transgressed against the precept: 'Honor and help your parents'?"

"Is there an earlier time when others transgressed against the precept: 'Honor and help your parents'?" to F/N. _____

5, 7. "How have you transgressed against the precept: 'Honor and help your parents'?"

"Is there an earlier time when you transgressed against the precept: 'Honor and help your parents'?" to F/N. _____

5, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

5, 8. (Valence Separation)

5, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Honor and help your parents'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not honoring or helping your parents was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

5, 9. "Do you have any reservations about honoring and helping your parents?" to F/N.

(If the pc has any reservations, TWC it, if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

5, 10. "Do you have any reservations about getting someone else to honor and help their parents?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: SET A GOOD EXAMPLE.

6, 1. Have pc read the precept (aloud). _____

6, 2. Clear any mis-u word in the precept. _____

6, 3. Have pc read section 6 (aloud). _____

6, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

6, 5. (False Data)

5a) "Have you been told or taught not to set a good example?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

6, 5b) "Do you have any rules or ideas contrary to setting a good example?"

Handling: (As above) _____

6, 5c) "Have you been led to believe that you shouldn't set a good example?"

Handling: (As above) _____

6, 5d) "Do you know of anything that conflicts with setting a good example?"

Handling: (As above) _____

6, 5e) "Do you have any false data about setting a good example?"

Handling: (As above) _____

6, 6. "How have others transgressed against the precept: 'Set a good example'?"

"Is there an earlier time when others transgressed against the precept: 'Set a good example'?" to F/N. _____

6, 7. "How have you transgressed against the precept: 'Set a good example'?"

"Is there an earlier time when you transgressed against the precept: 'Set a good example'?" to F/N. _____

6, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

6, 8. (Valence Separation)

6, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Set a good example'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not setting a good example was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

6, 9. "Do you have any reservations about setting a good example?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

6, 10. "Do you have any reservations about getting someone else to set a good example?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: SEEK TO LIVE WITH THE TRUTH.

7, 1. Have pc read the precept (aloud). _____

7, 2. Clear any mis-u word in the precept. _____

7, 3. Have pc read section 7 (aloud). _____

7, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

7, 5. (False Data)

5a) "Have you been told or taught not to live with the truth?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

7, 5b) "Do you have any rules or ideas contrary to living with the truth?"

Handling: (As above) _____

7, 5c) "Have you been led to believe that you shouldn't live with the truth?"

Handling: (As above) _____

7, 5d) "Do you know of anything that conflicts with living with the truth?"

Handling: (As above) _____

7, 5e) "Do you have any false data about living with the truth?"

Handling: (As above) _____

7, 6. "How have others transgressed against the precept: 'Seek to live with the truth'?"

"Is there an earlier time when others transgressed against the precept: 'Seek to live with the truth'?" to F/N. _____

7, 7. "How have you transgressed against the precept: 'Seek to live with the truth'?"

"Is there an earlier time when you transgressed against the precept: 'Seek to live with the truth'?" to F/N. _____

7, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

7-, 8. (Valence Separation)

7, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Seek to live with the truth'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that the truth wasn't a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

7, 9. "Do you have any reservations about seeking to live with the truth?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

7, 10. "Do you have any reservations about getting someone else to seek to live with the truth?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: DO NOT TELL HARMFUL LIES.

7-1, 1. Have pc read the precept (aloud). _____

7-1, 2. Clear any mis-u word in the precept. _____

7-1, 3. Have pc read section 7-1 (aloud). _____

7-1, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

7-1, 5. (False Data)

5a) "Have you been told or taught to tell harmful lies?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

7-1, 5b) "Do you have any rules or ideas contrary to not telling harmful lies?"

Handling: (As above) _____

7-1, 5c) "Have you been led to believe that you should tell harmful lies?"

Handling: (As above) _____

7-1, 5d) "Do you know of anything that conflicts with not telling harmful lies?"

Handling: (As above) _____

7-1, 5e) "Do you have any false data about harmful lies?"

Handling: (As above) _____

7-1, 6. "How have others transgressed against the precept: 'Do not tell harmful lies'?"

"Is there an earlier time when others transgressed against the precept: 'Do not tell harmful lies'?" to F/N. _____

7-1, 7. "How have you transgressed against the precept: 'Do not tell harmful lies'?"

"Is there an earlier time when you transgressed against the precept: 'Do not tell harmful lies'?" to F/N. _____

7-1, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

7-1, 8. (Valence Separation)

7-1, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Do not tell harmful lies'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that telling harmful lies was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

7-1, 9. "Do you have any reservations about not telling harmful lies?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

7-1, 10. "Do you have any reservations about getting someone else not to tell harmful lies?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: DO NOT BEAR FALSE WITNESS.

7-2, 1. Have pc read the precept (aloud). _____

7-2, 2. Clear any mis-u word in the precept. _____

7-2, 3. Have pc read section 7-2 (aloud). _____

7-2, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

7-2, 5. (False Data)

5a) "Have you been told or taught that it was OK to bear false witness?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

7-2, 5b) "Do you have any rules or ideas contrary to not bearing false witness?"

Handling: (As above) _____

7-2, 5c) "Have you been led to believe that you should bear false witness?"

Handling: (As above) _____

7-2, 5d) "Do you know of anything that conflicts with not bearing false witness?"

Handling: (As above) _____

7-2, 5e) "Do you have any false data about bearing false witness?"

Handling: (As above) _____

7-2, 6. "How have others transgressed against the precept: 'Do not bear false witness'?"

"Is there an earlier time when others transgressed against the precept: 'Do not bear false witness'?" to F/N. _____

7-2, 7. "How have you transgressed against the precept: 'Do not bear false witness'?"

"Is there an earlier time when you transgressed against the precept: 'Do not bear false witness'?" to F/N. _____

7-2, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

7-2, 8. (Valence Separation)

7-2, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Do not bear false witness'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that bearing false witness was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

7-2, 9. "Do you have any reservations about not bearing false witness?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N.) _____

7-2, 10. "Do you have any reservations about getting someone else not to bear false witness?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

(Final TWC action, done after the sub-rules of the chapter have been handled on steps 1-10. This is done because the pc's reality may well have changed as a result of handling each of the sub-rules and it also gives the pc a chance to express any further cognition. It tends to catch any missed answers and gives the auditor an opportunity to ensure that no missed withhold is left unpulled.)

7, 11. Have pc read the main (first) precept for the chapter. _____

7, 12. "Tell me your understanding of this precept now?" (and if there is any mis-u, clear it). _____

7, 13. "Is there any conflict between (precept)_____ and any other ideas you have encountered?"

(If so, find the false data and handle.) _____

7, 14. "Have you thought of any other transgressions of others against (precept)_____?" _____

7, 15. "Have you thought of any other transgressions of your own against (precept)_____?" _____

7, 16. "During these sessions have you thought of any withhold?"

(If so, pull it, but do not turn this into an O/W rundown by demanding withholds that were not in restimulation.) _____

7, 17. "Do you have any feeling that you wouldn't be yourself if you followed the precept: (precept)_____?"

(If so, the pc is still in a valence on this subject.)

Handling: "Can you recall any person who felt the way you do about (precept)_____?"

(Handle the person found with valence separation handlings in step 8.) _____

7, 18. "Do you have any other considerations about keeping (precept)_____?" to F/N. _____

7, 19. "Do you have any other considerations about getting others to keep (precept)_____?" to F/N, or handle any other problem, E/S to F/N. _____

7, 20. "Is there anything further that you would care to say about (precept)_____, before we end off this chapter?" _____

Precept: DO NOT MURDER.

8, 1. Have pc read the precept (aloud). _____

8, 2. Clear any mis-u word in the precept. _____

8, 3. Have pc read section 8 (aloud). _____

8, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

8, 5. (False Data)

5a) "Have you been told or taught to murder?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

8, 5b) "Do you have any rules or ideas contrary to not murdering?"

Handling: (As above) _____

8, 5c) "Have you been led to believe that you should murder?"

Handling: (As above) _____

8, 5d) "Do you know of anything that conflicts with not murdering?"

Handling: (As above) _____

8, 5e) "Do you have any false data about not murdering?"

Handling: (As above) _____

8, 6. "How have others transgressed against the precept: 'Do not murder'?"

"Is there an earlier time when others transgressed against the precept: 'Do not murder'?" to F/N. _____

8, 7. "How have you transgressed against the precept: 'Do not murder'?"

"Is there an earlier time when you transgressed against the precept: 'Do not murder'?" to F/N. _____

8, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

8, 8. (Valence Separation)

8, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Do not murder'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (what pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that murder was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

8, 9. "Do you have any reservations about not murdering?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N.) _____

8, 10. "Do you have any reservations about getting someone else not to murder?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: DON'T DO ANYTHING ILLEGAL.

9, 1. Have pc read the precept (aloud). _____

9, 2. Clear any mis-u word in the precept. _____

9, 3. Have pc read section 9 (aloud). _____

9, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

9, 5. (False Data)

9, 5a) "Have you been told or taught to do illegal things?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

9, 5b) "Do you have any rules or ideas contrary to not doing anything illegal?"

Handling: (As above) _____

9, 5c) "Have you been led to believe that you should do something that is illegal?"

Handling: (As above) _____

9, 5d) "Do you know of anything that conflicts with not doing anything illegal?"

Handling: (As above) _____

9, 5e) "Do you have any false data about doing illegal things?"

Handling: (As above) _____

9, 6. "How have others transgressed against the precept: 'Don't do anything illegal'?"

"Is there an earlier time when others transgressed against the precept: 'Don't do anything illegal'?" to F/N. _____

9, 7. "How have you transgressed against the precept: 'Don't do anything illegal'?"

"Is there an earlier time when you transgressed against the precept: 'Don't do anything illegal'?" to F/N. _____

9, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

9, 8. (Valence Separation)

9, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Don't do anything illegal'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that doing something illegal was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

9, 9. "Do you have any reservations about not doing anything illegal?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

9, 10. "Do you have any reservations about getting someone else not to do anything illegal?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: SUPPORT A GOVERNMENT DESIGNED AND RUN FOR ALL THE PEOPLE.

10, 1. Have pc read the precept (aloud). _____

10, 2. Clear any mis-u word in the precept. _____

10, 3. Have pc read section 10 (aloud). _____

10, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

10, 5. (False Data)

5a) "Have you been told or taught not to support a government designed and run for all the people?"

(If so, ask the pc to tell you about. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

10, 5b) "Do you have any rules or ideas contrary to supporting a government designed and run for all the people?"

Handling: (As above) _____

10, 5c) "Have you been led to believe that you shouldn't support a government designed and run for all the people?"

Handling: (As above) _____

10, 5d) "Do you know of anything that conflicts with supporting a government designed and run for all the people?"

Handling: (As above) _____

10, 5e) "Do you have any false data about governments?"

Handling: (As above) _____

10, 6. "How have others transgressed against the precept: 'Support a government designed and run for all the people'?"

"Is there an earlier time when others transgressed against the precept: 'Support a government designed and run for all the people'?" to F/N. _____

10, 7. "How have you transgressed against the precept: 'Support a government designed and run for all the people'?"

"Is there an earlier time when you transgressed against the precept: 'Support a government designed and run for all the people'?" to F/N. _____

10, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

10, 8. (Valence Separation)

10, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Support a government designed and run for all the people'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not supporting a government was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

10, 9. "Do you have any reservations about supporting a government designed and run for all the people?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

10, 10. "Do you have any reservations about getting someone else to support a government designed and run for all the people?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: DO NOT HARM A PERSON OF GOOD WILL.

11, 1. Have pc read the precept (aloud). _____

11, 2. Clear any mis-u word in the precept. _____

11, 3. Have pc read section 11 (aloud). _____

11, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

11, 5. (False Data)

5a) "Have you been told or taught to harm people?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

11, 5b) "Do you have any rules or ideas contrary to not harming people of good will?"

Handling: (As above) _____

11, 5c) "Have you been led to believe that you should harm people?"

Handling: (As above) _____

11, 5d) "Do you know of anything that conflicts with not harming people of good will?"

Handling: (As above) _____

11, 5e) "Do you have any false data about not harming people of good will?"

Handling: (As above) _____

11, 6. "How have others transgressed against the precept: 'Do not harm a person of good will'?"

"Is there an earlier time when others transgressed against the precept: 'Do not harm a person of good will'?" to F/N. _____

11, 7. "How have you transgressed against the precept: 'Do not harm a person of good will'?"

"Is there an earlier time when you transgressed against the precept: 'Do not harm a person of good will'?" to F/N. _____

11, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

11, 8. (Valence Separation)

11, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Do not harm a person of good will'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that harming people was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

11, 9. "Do you have any reservations about not harming a person of good will?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N.) _____

11, 10. "Do you have any reservations about getting someone else not to harm a person of good will?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: SAFEGUARD AND IMPROVE YOUR ENVIRONMENT

12, 1. Have the pc read the precept (aloud). _____

12, 2. Clear any mis-u word in the precept. _____

12, 3. (Omit as there is no section after this precept and sections -1, -2, etc., will be handled individually. This precept will be taken up again at the end of this chapter as the pc may have more on it after handling sections -1, -2, etc..)

12, 4. (Omit, as above)

12, 5. (False Data)

12, 5a) "Have you been told or taught not to safeguard and improve your environment?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

12, 5b) "Do you have any rules or ideas contrary to safeguarding and improving your environment?"

Handling: (As above) _____

12, 5c) "Have you been led to believe that you shouldn't safeguard and improve your environment?"

Handling: (As above) _____

12, 5d) "Do you know of anything that conflicts with safeguarding and improving your environment?"

Handling: (As above) _____

12, 5e) "Do you have any false data about safeguarding and improving your environment?"

Handling: (As above) _____

12, 6. "How have others transgressed against the precept: 'Safeguard and improve your environment'?"

"Is there an earlier time when others transgressed against the precept: 'Safeguard and improve your environment'?" to F/N. _____

12, 7. "How have you transgressed against the precept: 'Safeguard and improve your environment'?"

"Is there an earlier time when you transgressed against the precept: 'Safeguard and improve your environment'?" to F/N. _____

12, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

12, 8. (Valence Separation)

12, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Safeguard and improve your environment'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not safeguarding and improving your environment was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

12, 9. "Do you have any reservations about safeguarding and improving your environment?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N.) _____

12, 10. "Do you have any reservations about getting someone else to safeguard and improve the environment?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: BE OF GOOD APPEARANCE.

12-1, 1. Have pc read the precept (aloud). _____

12-1, 2. Clear any mis-u word in the precept. _____

12-1, 3. Have pc read section 12-1 (aloud). _____

12-1, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

12-1, 5. (False Data)

5a) "Have you been told or taught not to be of good appearance?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

12-1, 5b) "Do you have any rules or ideas contrary to being of good appearance?"

Handling: (As above) _____

12-1, 5c) "Have you been led to believe that you shouldn't be of good appearance?"

Handling: (As above) _____

12-1, 5d) "Do you know of anything that conflicts with being of good appearance?"

Handling: (As above) _____

12-1, 5e) "Do you have any false data about being of good appearance?"

Handling: (As above) _____

12-1, 6. "How have others transgressed against the precept: 'Be of good appearance'?"

"Is there an earlier time when others transgressed against the precept: 'Be of good appearance'?" to F/N. _____

12-1, 7. "How have you transgressed against the precept: 'Be of good appearance'?"

"Is there an earlier time when you transgressed against the precept: 'Be of good appearance'?" to F/N. _____

12-1, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

12-1, 8. (Valence Separation)

12-1, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Be of good appearance'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that being of good appearance didn't matter?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

12-1, 9. "Do you have any reservations about being of good appearances?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N.) _____

12-1, 10. "Do you have any reservations about getting someone else to be of good appearance?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: TAKE CARE OF YOUR OWN AREA.

12-2, 1. Have pc read the precept (aloud). _____

12-2, 2. Clear any mis-u word in the precept. _____

12-2, 3. Have pc read section 12-2 (aloud). _____

12-2, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.)

12-2, 5. (False Data)

5a) "Have you been told or taught not to take care of your own area?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.)

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

12-2, 5b) "Do you have any rules or ideas contrary to taking care of your own area?"

Handling: (As above)

12-2, 5c) "Have you been led to believe that you shouldn't take care of your own area?"

Handling: (As above)

12-2, 5d) "Do you know of anything that conflicts with taking care of your own area?"

Handling: (As above)

12-2, 5e) "Do you have any false data about taking care of your own area?"

Handling: (As above)

12-2, 6. "How have others transgressed against the precept: 'Take care of your own area'?"

"Is there an earlier time when others transgressed against the precept: 'Take care of your own area'?" to F/N.

12-2, 7. "How have you transgressed against the precept: 'Take care of your own area'?"

"Is there an earlier time when you transgressed against the precept: 'Take care of your own area'?" to F/N.

12-2, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

12-2, 8. (Valence Separation)

12-2, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Take care of your own area'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not taking care of your own area was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

12-2, 9. "Do you have any reservations about taking care of your own area?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N.) _____

12-2, 10. "Do you have any reservations about getting someone else to take care of their own area?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: HELP TAKE CARE OF THE PLANET.

12-3, 1. Have pc read the precept (aloud). _____

12-3, 2. Clear any mis-u word in the precept. _____

12-3, 3. Have pc read section 12-3 (aloud). _____

12-3, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

12-3, 5. (False Data)

5a) "Have you been told or taught not to take care of the planet?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

12-3, 5b) "Do you have any rules or ideas contrary to taking care of the planet?"

Handling: (As above) _____

12-3, 5c) "Have you been led to believe that you shouldn't help take care of the planet?"

Handling: (As above) _____

12-3, 5d) "Do you know of anything that conflicts with helping take care of the planet?"

Handling: (As above) _____

12-3, 5e) "Do you have any false data about helping to take care of the planet?"

Handling: (As above) _____

12-3, 6. "How have others transgressed against the precept: 'Help take care of the planet'?"

"Is there an earlier time when others transgressed against the precept: 'Help take care of the planet'?" to F/N. _____

12-3, 7. "How have you transgressed against the precept: 'Help take care of the planet'?"

"Is there an earlier time when you transgressed against the precept: 'Help take care of the planet'?" to F/N. _____

12-3, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

12-3, 8. (Valence Separation)

12-3, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Help take care of the planet'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not helping take care of the planet was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

12-3, 9. "Do you have any reservations about helping take care of the planet?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N.) _____

12-3, 10. "Do you have any reservations about getting someone else to help take care of the planet?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

(Final TWC action, done after the sub-rules of the chapter have been handled on steps 1-10. This is done because the pc's reality may well have changed as a result of handling each of the sub-rules and it also gives the pc a chance to express any further cognition. It tends to catch any missed answers and gives the auditor an opportunity to ensure that no missed withhold is left unpulled.)

12, 11. Have pc read the main (first) precept for the chapter. _____

12, 12. "Tell me your understanding of this precept now?" (and if there is any mis-u, clear it). _____

12, 13. "Is there any conflict between (precept)_____ and any other ideas you have encountered?"

(If so, find the false data and handle.) _____

12, 14. "Have you thought of any other transgressions of others against (precept)_____?" _____

12, 15. "Have you thought of any other transgressions of your own against (precept)_____?" _____

12, 16. "During these sessions have you thought of any withhold?"

(If so, pull it, but do not turn this into an O/W rundown by demanding withholds that were not in restimulation.) _____

12, 17. "Do you have any feeling that you wouldn't be yourself if you followed the precept: (precept)_____?"

(If so, the pc is still in a valence on this subject.)

Handling: "Can you recall any person who felt the way you do about (precept)_____?"

(Handle the person found with valence separation handlings in step 8.) _____

12, 18. "Do you have any other considerations about keeping (precept)_____?" to F/N. _____

12, 19. "Do you have any other considerations about getting others to keep (precept)_____?" to F/N, or handle any other problem, E/S to F/N. _____

12, 20. "Is there anything further that you would care to say about (precept)_____, before we end off this chapter?" _____

Precept: DO NOT STEAL.

13, 1. Have pc read the precept (aloud). _____

13, 2. Clear any mis-u word in the precept. _____

13, 3. Have pc read section 13 (aloud). _____

13, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

13, 5. (False Data)

5a) "Have you been told or taught to steal?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

13, 5b) "Do you have any rules or ideas contrary to not stealing?"

Handling: (As above) _____

13, 5c) "Have you been led to believe that you should steal?"

Handling: (As above) _____

13, 5d) "Do you know of anything that conflicts with not stealing?"

Handling: (As above) _____

13, 5e) "Do you have any false data about stealing?"

Handling: (As above) _____

13, 6. "How have others transgressed against the precept: 'Do not steal'?"

"Is there an earlier time when others transgressed against the precept: 'Do not steal'?" to F/N. _____

13, 7. "How have you transgressed against the precept: 'Do not steal'?"

"Is there an earlier time when you transgressed against the precept: 'Do not steal'?" to F/N. _____

13, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

13, 8. (Valence Separation)

13, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Do not steal'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that stealing was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

13, 9. "Do you have any reservations about not stealing?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N.) _____

13, 10. "Do you have any reservations about getting someone else not to steal?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: BE WORTHY OF TRUST.

14, 1. Have pc read the precept (aloud). _____

14, 2. Clear any mis-u word in the precept. _____

14, 3. Have pc read section 14 (aloud). _____

14, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

14, 5. (False Data)

5a) "Have you been told or taught not to be worthy of trust?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straight-wire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

14, 5b) "Do you have any rules or ideas contrary to being worthy of trust?"

Handling: (As above) _____

14, 5c) "Have you been led to believe that you shouldn't be worthy of trust?"

Handling: (As above) _____

14, 5d) "Do you know of anything that conflicts with being worthy of trust?"

Handling: (As above) _____

14, 5e) "Do you have any false data about trustworthiness?"

Handling: (As above) _____

14, 6. "How have others transgressed against the precept: 'Be worthy of trust'?"

"Is there an earlier time when others transgressed against the precept: 'Be worthy of trust'?" to F/N. _____

14, 7. "How have you transgressed against the precept: 'Be worthy of trust'?"

"Is there an earlier time when you transgressed against the precept: 'Be worthy of trust'?" to F/N. _____

14, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

14, 8. (Valence Separation)

14, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Be worthy of trust'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not being trustworthy was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

14, 9. "Do you have any reservations about being worthy of trust?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N.) _____

14, 10. "Do you have any reservations about getting someone else to be worthy of trust?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: KEEP YOUR WORD ONCE GIVEN.

14-1, 1. Have a pc read the precept (aloud). _____

14-1, 2. Clear any mis-u word in the precept. _____

14-1, 3. Have pc read section 14-1 (aloud). _____

14-1, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

14-1, 5. (False Data)

5a) "Have you been told or taught not to keep your word?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

14-1, 5b) "Do you have any rules or ideas contrary to keeping your word?"

Handling: (As above) _____

14-1, 5c) "Have you been led to believe that you shouldn't keep your word?"

Handling: (As above) _____

14-1, 5d) "Do you know of anything that conflicts with keeping your word?"

Handling: (As above) _____

14-1, 5e) "Do you have any false data about keeping your word?"

Handling: (As above) _____

14-1, 6. "How have others transgressed against the precept: 'Keep your word once given'?"

"Is there an earlier time when others transgressed against the precept: 'Keep your word once given'?" to F/N. _____

14-1, 7. "How have you transgressed against the precept: 'Keep your word once given'?"

"Is there an earlier time when you transgressed against the precept: 'Keep your word once given'?" to F/N. _____

14-1, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

14-1, 8. (Valence Separation)

14-1, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Keep your word once given'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not keeping your word was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

14-1, 9. "Do you have any reservations about keeping your word once given?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N.) _____

14-1, 10. "Do you have any reservations about getting someone else to keep their word once given?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

(Final TWC action, done after the sub-rules of the chapter have been handled on steps 1-10. This is done because the pc's reality may well have changed as a result of handling each of the sub-rules and it also gives the pc a chance to express any further cognition. It tends to catch any missed answers and gives the auditor an opportunity to ensure that no missed withhold is left unpulled.)

14, 11. Have pc read the main (first) precept for the chapter. _____

14, 12. "Tell me your understanding of this precept now?" (and if there is any mis-u, clear it). _____

14, 13. "Is there any conflict between (precept)_____ and any other ideas you have encountered?"

(If so, find the false data and handle.) _____

14, 14. "Have you thought of any other transgressions of others against (precept)_____?" _____

14, 15. "Have you thought of any other transgressions of your own against (precept)_____?" _____

14, 16. "During these sessions have you thought of any withhold?"

(If so, pull it, but do not turn this into an O/W rundown by demanding withholds that were not in restimulation.) _____

14, 17. "Do you have any feeling that you wouldn't be yourself if you followed the precept: (precept)_____?"

(If so, the pc is still in a valence on this subject.)

Handling: "Can you recall any person who felt the way you do about (precept)_____?"

(Handle the person found with valence separation handlings in step 8.) _____

14, 18. "Do you have any other considerations about keeping (precept)_____?" to F/N. _____

14, 19. "Do you have any other considerations about getting others to keep (precept)_____?" to F/N, or handle any other problem, E/S to F/N. _____

14, 20. "Is there anything further that you would care to say about (precept)_____, before we end off this chapter?" _____

Precept: FULFILL YOUR OBLIGATIONS.

15, 1. Have pc read the precept (aloud). _____

15, 2. Clear any mis-u word in the precept. _____

15, 3. Have pc read section 15 (aloud). _____

15, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

15, 5. (False Data)

5a) "Have you been told or taught not to fulfill your obligations?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

15, 5b) "Do you have any rules or ideas contrary to fulfilling your obligations?"

Handling: (As above) _____

15, 5c) "Have you been led to believe that you shouldn't fulfill your obligations?"

Handling: (As above) _____

15, 5d) "Do you know of anything that conflicts with fulfilling your obligations?"

Handling: (As above) _____

15, 5e) "Do you have any false data about fulfilling your obligations?"

Handling: (As above) _____

15, 6. "How have others transgressed against the precept: 'Fulfill your obligations'?"

"Is there an earlier time when others transgressed against the precept: 'Fulfill your obligations'?" to F/N. _____

15, 7. "How have you transgressed against the precept: 'Fulfill your obligations'?"

"Is there an earlier time when you transgressed against the precept: 'Fulfill your obligations'?" to F/N. _____

15, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

15, 8. (Valence Separation)

15, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Fulfill your obligations'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not fulfilling your obligations was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

15, 9. "Do you have any reservations about fulfilling your obligations?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

15, 10. "Do you have any reservations about getting someone else to fulfill their obligations?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: BE INDUSTRIOUS.

16, 1. Have pc read the precept (aloud). _____

16, 2. Clear any mis-u word in the precept. _____

16, 3. Have pc read section 16 (aloud). _____

16, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

16, 5. (False Data)

5a) "Have you been told or taught not to be industrious?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

16, 5b) "Do you have any rules or ideas contrary to being industrious?"

Handling: (As above) _____

16, 5c) "Have you been led to believe that you shouldn't be industrious?"

Handling: (As above) _____

16, 5d) "Do you know of anything that conflicts with being industrious?"

Handling: (As above) _____

16, 5e) "Do you have any false data about being industrious?"

Handling: (As above) _____

16, 6. "How have others transgressed against the precept: 'Be industrious'?"

"Is there an earlier time when others transgressed against the precept: 'Be industrious'?" to F/N. _____

16, 7. "How have you transgressed against the precept: 'Be industrious'?"

"Is there an earlier time when you transgressed against the precept: 'Be industrious'?" to F/N. _____

16, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

16, 8. (Valence Separation)

16, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Be industrious'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not being industrious was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

16, 9. "Do you have any reservations about being industrious?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

16, 10. "Do you have any reservations about getting someone else to be industrious?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: BE COMPETENT.

17, 1. Have pc read the precept (aloud). _____

17, 2. Clear any mis-u word in the precept. _____

17, 3. Have pc read section 17 (aloud). _____

17, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

17, 5. (False Data)

5a) "Have you been told or taught not to be competent?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

17, 5b) "Do you have any rules or ideas contrary to being competent?"

Handling: (As above) _____

17, 5c) "Have you been led to believe that you shouldn't be competent?"

Handling: (As above) _____

17, 5d) "Do you know of anything that conflicts with being competent?"

Handling: (As above) _____

17, 5e) "Do you have any false data about being competent?"

Handling: (As above) _____

17, 6. "How have others transgressed against the precept: 'Be competent'?"

"Is there an earlier time when others transgressed against the precept: 'Be competent'?" to F/N. _____

17, 7. "How have you transgressed against the precept: 'Be competent'?"

"Is there an earlier time when you transgressed against the precept: 'Be competent'?" to F/N. _____

17, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

17, 8. (Valence Separation)

17, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Be competent'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not being competent was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

17, 9. "Do you have any reservations about being competent?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

17, 10. "Do you have any reservations about getting someone else to be competent?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: LOOK. SEE WHAT YOU SEE, NOT WHAT SOMEONE TELLS YOU THAT YOU SEE.

17-1, 1. Have pc read the precept (aloud). _____

17-1, 2. Clear any mis-u word in the precept. _____

17-1, 3. Have pc read section 17-1 (aloud). _____

17-1, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

17-1, 5. (False Data)

5a) "Have you been told or taught not to look for yourself?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

17-1, 5b) "Do you have any rules or ideas contrary to seeing what you see?"

Handling: (As above) _____

17-1, 5c) "Have you been led to believe that you shouldn't look for yourself?"

Handling: (As above) _____

17-1, 5d) "Do you know of anything that conflicts with looking for yourself?"

Handling: (As above) _____

17-1, 5e) "Do you have any false data about looking and seeing what you see?"

Handling: (As above) _____

17-1, 6. "How have others transgressed against the precept: 'Look. See what you see, not what someone tells you that you see'?"

"Is there an earlier time when others transgressed against the precept: 'Look. See what you see, not what someone tells you that you see'?" to F/N. _____

17-1, 7. "How have you transgressed against the precept: 'Look. See what you see, not what someone tells you that you see'?"

"Is there an earlier time when you transgressed against the precept: 'Look. See what you see, not what someone tells you that you see'?" _____

17-1, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

17-1, 8. (Valence Separation)

17-1, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Look. See what you see, not what someone tells you that you see'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that seeing what someone told you that you saw, was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

17-1, 9. "Do you have any reservations about looking and seeing what you see and not what someone tells you that you see?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

17-1, 10. "Do you have any reservations about getting someone else to see what they see and not what they are told they see?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: LEARN.

17-2, 1. Have pc read the precept (aloud). _____

17-2, 2. Clear any mis-u word in the precept. _____

In addition to the usual ten steps, the following gives a handling if the pc reacts to (is charged on) "Has there ever been an instance when another had some false data about you? Did it cause you trouble?"

If the pc reacts, becomes misemotional, introverted, or the meter reads heavily when the pc reads those questions, ask:

17-2 a) "Did you think of an instance when another had false data about you?" (and have pc tell you about it).

"Is there an earlier time when another had false data about you?" to F/N.

(Note: If pc is upset about and hung up a particular instance of this, do an LIC on it.)

17-2 b) "Is there any instance when you may have caused another trouble by giving false data about them?"

"Is there an earlier instance of your causing another trouble by giving false data about them?" to F/N.

17-2 c) "Have any of these questions made you think of any withhold?" (If so, pull it.)

17-2 d) "How do you feel about this subject now?"

(If OK, continue with the usual steps 1 through 10 on section 17-2. If not check over questions 17-2 a), b) and c) and handle any other instance of this. When pc is OK, continue steps 1-10.)

(Note: The above handlings are done when the pc runs into any charge on another having false data about him or her. Don't try to go on with the action you are on until the charge has been handled.)

17-2 e) If the pc runs into charge with present or past efforts to study or learn, simply TWC the difficulty to F/N or E/S to F/N. Do not go off into trying to handle study troubles. Note that the pc needs Method One Word Clearing for the C/S and the

pc's program. (The pc can be informed of this to give him a Reality factor and hope.)

17-2, 3. Have pc read section 17-2 (aloud). _____

17-2, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

17-2, 5. (False Data)

5a) "Have you been told or taught not to learn?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

17-2, 5b) "Do you have any rules or ideas contrary to learning?"

Handling: (As above) _____

17-2, 5c) "Have you been led to believe that you shouldn't learn?"

Handling: (As above) _____

17-2, 5d) "Do you know of anything that conflicts with learning?"

Handling: (As above) _____

17-2, 5e) "Do you have any false data about learning?"

Handling: (As above) _____

17-2, 6. "How have others transgressed against the precept: 'Learn'?"

"Is there an earlier time when others transgressed against the precept: 'Learn'?" to F/N. _____

17-2, 7. "How have you transgressed against the precept: 'Learn'?"

"Is there an earlier time when you transgressed against the precept: 'Learn'?" to F/N. _____

17-2, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

17-2, 8. (Valence Separation)

17-2, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Learn'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not learning was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

17-2, 9. "Do you have any reservations about learning?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

17-2, 10. "Do you have any reservations about getting someone else to learn?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: PRACTICE.

17-3, 1. Have pc read the precept (aloud). _____

17-3, 2. Clear any mis-u word in the precept. _____

17-3, 3. Have pc read section 17-3 (aloud). _____

17-3, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

17-3, 5. (False Data)

5a) "Have you been told or taught not to practice?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

17-3, 5b) "Do you have any rules or ideas contrary to practicing?"

Handling: (As above) _____

17-3, 5c) "Have you been led to believe that you shouldn't practice?"

Handling: (As above) _____

17-3, 5d) "Do you know of anything that conflicts with practicing?"

Handling: (As above) _____

17-3, 5e) "Do you have any false data about practicing?"

Handling: (As above) _____

17-3, 6. "How have others transgressed against the precept: 'Practice'?"

"Is there an earlier time when others transgressed against the precept: 'Practice'?" to F/N. _____

17-3, 7. "How have you transgressed against the precept: 'Practice'?"

"Is there an earlier time when you transgressed against the precept: 'Practice'?" to F/N. _____

17-3, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

17-3, 8. (Valence Separation)

17-3, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Practice'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not practicing was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

17-3, 9. "Do you have any reservations about practicing?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N.) _____

17-3, 10. "Do you have any reservations about getting someone else to practice?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

(Final TWC action, done after the sub-rules of the chapter have been handled on steps 1-10. This is done because the pc's reality may well have changed as a result of handling each of the sub-rules and it also gives the pc a chance to express any further cognition. It tends to catch any missed answers and gives the auditor an opportunity to ensure that no missed withhold is left unpulled.)

17, 11. Have pc read the main (first) precept for the chapter. _____

17, 12. "Tell me your understanding of this precept now?" (and if there is any mis-u, clear it). _____

17, 13. "Is there any conflict between (precept)_____ and any other ideas you have encountered?"

(If so, find the false data and handle.) _____

17, 14. "Have you thought of any other transgressions of others against (precept)_____?" _____

17, 15. "Have you thought of any other transgressions of your own against (precept)_____?" _____

17, 16. "During these sessions have you thought of any withhold?"

(If so, pull it, but do not turn this into an O/W rundown by demanding withholds that were not in restimulation.) _____

17, 17. "Do you have any feeling that you wouldn't be yourself if you followed the precept: (precept)_____?"

(If so, the pc is still in a valence on this subject.)

Handling: "Can you recall any person who felt the way you do about (precept)_____?"

(Handle the person found with valence separation handlings in step 8.) _____

17, 18. "Do you have any other considerations about keeping (precept)_____?" to F/N. _____

17, 19. "Do you have any other considerations about getting others to keep (precept)_____?" to F/N, or handle any other problem, E/S to F/N. _____

17, 20. "Is there anything further that you would care to say about (precept)_____, before we end off this chapter?" _____

Precept: RESPECT THE RELIGIOUS BELIEFS OF OTHERS.

18, 1. Have pc read the precept (aloud). _____

18, 2. Clear any mis-u word in the precept. _____

18, 3. Have pc read section 18 (aloud). _____

18, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

18, 5. (False Data)

5a) "Have you been told or taught not to respect the religious beliefs of others?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push

the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

18, 5b) "Do you have any rules or ideas contrary to respecting the religious beliefs of others?"

Handling: (As above) _____

18, 5c) "Have you been led to believe that you shouldn't respect the religious beliefs of others?"

Handling: (As above) _____

18, 5d) "Do you know of anything that conflicts with respecting the religious beliefs of others?"

Handling: (As above) _____

18, 5e) "Do you have any false data about respecting the religious beliefs of others?"

Handling: (As above) _____

18, 6. "How have others transgressed against the precept: 'Respect the religious beliefs of others'?"

"Is there an earlier time when others transgressed against the precept: 'Respect the religious beliefs of others'?" to F/N. _____

18, 7. "How have you transgressed against the precept: 'Respect the religious beliefs of others'?"

"Is there an earlier time when you transgressed against the precept: 'Respect the religious beliefs of others'?" to F/N. _____

18, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

18, 8. (Valence Separation)

18, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Respect the religious beliefs of others'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not respecting the religious beliefs of others was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

18, 9. "Do you have any reservations about respecting the religious beliefs of others?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N.) _____

18, 10. "Do you have any reservations about getting someone else to respect the religious beliefs of others?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

Precept: TRY NOT TO DO THINGS TO OTHERS THAT YOU WOULD NOT LIKE THEM TO DO TO YOU.

(Special note: Do the usual steps 1-10 on this section but be alert for and pull any missed withholds as they show up. Steps 11-20 are included after this section to ensure that nothing was missed on the section. "It may get into shame, blame and regret. It's EP is really to teach someone what a harmful act is, not to give them a full O/W handling." Do not Q & A on this section, nor go unusual. Simply do the steps and clean up any missed withholds if they occur. If, when all steps have been done, the pc does not have a good reality on what a harmful act is and is not very uptone, simply go through the steps from #1 through #20 again. Doing all the steps on this section and going through them again if necessary will handle any shame, blame or regret that the pc might get into and will result in reality on what a harmful act is.)

19, 1. Have pc read the precept (aloud). _____

19, 2. Clear any mis-u word in the precept. _____

19, 3. Have pc read section 19 (aloud). _____

19, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

19, 5. (False Data)

5a) "Have you been told or taught that it was OK to do things to others that you wouldn't like them to do to you?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

19, 5b) "Do you have any rules or ideas that make it OK to do things to others that you wouldn't like them to do to you?"

Handling: (As above) _____

19, 5c) "Have you been led to believe that you should do things to others that you wouldn't like them to do to you?"

Handling: (As above) _____

19, 5d) "Do you know of anything that conflicts with trying not to do things to others that you wouldn't like them to do to you?"

Handling: (As above) _____

19, 5e) "Do you have any false data about trying not to do things to others that you wouldn't like them to do to you?"

Handling: (As above) _____

19, 6. "How have others transgressed against the precept: 'Try not to do things to others that you wouldn't like them to do to you'?"

"Is there an earlier time when others transgressed against the precept: 'Try not to do things to others that you wouldn't like them to do to you'?" to F/N. _____

19, 7. "How have you transgressed against the precept: 'Try not to do things to others that you wouldn't like them to do to you'?"

"Is there an earlier time when you transgressed against the precept: 'Try not to do things to others that you wouldn't like them to do to you'?" to F/N. _____

19, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

19, 8. (Valence Separation)

19, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Try not to do things to others that you wouldn't like them to do to you'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that doing things to others that you wouldn't like them to do to you was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

19, 9. "Do you have any reservations about trying not to do things to others that you wouldn't like them to do to you?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N. _____

19, 10. "Do you have any reservations about getting someone else to try not to do things to others that they wouldn't like done to them?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

(Final TWC action, done after the sub-rules of the chapter have been handled on steps 1-10. This is done because the pc's reality may well have changed as a result of handling each of the sub-rules and it also gives the pc a chance to express any further cognition. It tends to catch any missed answers and gives the auditor an opportunity to ensure that no missed withhold is left unpulled.)

19, 11. Have pc read the main (first) precept for the chapter. _____

19, 12. "Tell me your understanding of this precept now?" (and if there is any mis-u, clear it). _____

19, 13. "Is there any conflict between (precept)_____ and any other ideas you have encountered?"

(If so, find the false data and handle.) _____

19, 14. "Have you thought of any other transgressions of others against (precept)_____?" _____

19, 15. "Have you thought of any other transgressions of your own against (precept)_____?" _____

19, 16. "During these sessions have you thought of any withhold?"

(If so, pull it, but do not turn this into an O/W rundown by demanding withholds that were not in restimulation.) _____

19, 17. "Do you have any feeling that you wouldn't be yourself if you followed the precept: (precept)_____?"

(If so, the pc is still in a valence on this subject.)

Handling: "Can you recall any person who felt the way you do about (precept)_____?"

(Handle the person found with valence separation handlings in step 8.) _____

19, 18. "Do you have any other considerations about keeping (precept)_____?" to F/N. _____

19, 19. "Do you have any other considerations about getting others to keep (precept)_____?" to F/N, or handle any other problem, E/S to F/N. _____

19, 20. "Is there anything further that you would care to say about (precept)_____, before we end off this chapter?" _____

(Special note: See the note at the beginning of this section, and repeat all the steps if pc has any shame, blame or regret or if pc doesn't have a good reality on what a harmful act is. At the end of this section, the pc should have high reality on what an overt is and be very uptone! If so, you may proceed with the rundown.)

Precept: TRY TO TREAT OTHERS AS YOU WOULD WANT THEM TO TREAT YOU.

20, 1. Have pc read the precept (aloud). _____

20, 2. Clear any mis-u word in the precept. _____

(Note: As this is a long section and contains a number of virtues, read and word clear the section by parts, rather than read the whole section and then word clear it. Each virtue should be read and cleared of any misunderstoods before going on to read the next one.)

20, 3 & 4. Have pc read the section aloud one paragraph or part at a time and clear any misunderstoods on it. (If you clear any misunderstoods, have the pc read that part of the booklet again after they are cleared. If many misunderstoods were cleared or the pc had difficulty grasping the meaning, it might help to have the pc read the whole section again before going on to the next step.) _____

20, 5. **Get the pc to imagine being treated in this fashion,** for each of the virtues.

(This is not done rotely, but by getting the pc to do it, finding out how the pc did it, being interested in the pc and acknowledging when done. It is not a matter of whether the pc has charge on these — it is a matter of whether the pc can imagine or conceive of someone treating him or her in this fashion. If the pc has difficulty doing it on a particular virtue, get the pc to talk about it. Get off any considerations or any misunderstood until the pc can imagine it.)

"Can you imagine being treated . . .

"Tell me how you imagined it." (unless pc has already told you.)

5a) justly? _____

5b) with loyalty? _____

5c) with good sportsmanship? _____

5d) fairly? _____

5e) honestly? _____

5f) with kindness? _____

5g) with consideration? _____

5h) with compassion? _____

5i) with self-control? _____

5j) with tolerance? _____

5k) with forgiveness? _____

5l) benevolently? _____

5m) with belief in you? _____

5n) respect? _____

5o) politely? _____

5p) with dignity? _____

5q) with admiration? _____

5r) with appreciation? _____

5s) with friendliness? _____

5t) with love? _____

5u) with integrity? _____

20, 6. **Get the pc to imagine treating another and others in that fashion.**

(This is handled the same way as 20, 5.)

"Can you imagine treating another and others . . .

"Tell me how you imagined doing it."

6a) justly? _____

6b) with loyalty? _____

6c) with good sportsmanship? _____

6d) fairly? _____

6e) honestly? _____

6f) with kindness? _____

6g) with consideration? _____

6h) with compassion? _____

6i) with self-control? _____

6j) with tolerance? _____

6k) with forgiveness? _____

6l) benevolently? _____

6m) with belief? _____

6n) respect? _____

6o) politely? _____

6p) with dignity? _____

6q) with admiration? _____

6r) with appreciation? _____

6s) with friendliness? _____

6t) with love? _____

6u) with integrity? _____

20, 7 & 8. (omitted)

20, 9. "Do you have any reservations about trying to treat others as you would want them to treat you?" to F/N.

(If pc has any reservation, TWC it to F/N.) _____

20, 10. "Do you have any reservations about getting others to treat you the way they would want to be treated?" to F/N. _____

(If any reservations, handle as a problem, E/S to F/N.)

(Final TWC action, done after the sub-rules of the chapter have been handled on steps 1-10. This is done because the pc's reality may well have changed as a result of handling each of the sub-rules and it also gives the pc a chance to express any further

cognition. It tends to catch any missed answers and gives the auditor an opportunity to ensure that no missed withhold is left unpulled.)

20, 11. Have pc read the main (first) precept for the chapter. _____

20, 12. "Tell me your understanding of this precept now?" (and if there is any mis-u, clear it). _____

20, 13. "Is there any conflict between (precept)_____ and any other ideas you have encountered?"

(If so, find the false data and handle.) _____

20, 14. "Have you thought of any other transgressions of others against (precept)_____?" _____

20, 15. "Have you thought of any other transgressions of your own against (precept)_____?" _____

20, 16. "During these sessions have you thought of any withhold?"

(If so, pull it, but do not turn this into an O/W rundown by demanding withholds that were not in restimulation.) _____

20, 17. "Do you have any feeling that you wouldn't be yourself if you followed the precept: (precept)_____?"

(If so, the pc is still in a valence on this subject.)

Handling: "Can you recall any person who felt the way you do about (precept)_____?"

(Handle the person found with valence separation handlings in step 8.) _____

20, 18. "Do you have any other considerations about keeping (precept)_____?" to F/N. _____

20, 19. "Do you have any other considerations about getting others to keep (precept)_____?" to F/N, or handle any other problem, E/S to F/N. _____

20, 20. "Is there anything further that you would care to say about (precept)_____, before we end off this chapter?" _____

Precept: FLOURISH AND PROSPER.

21, 1. Have pc read the precept (aloud). _____

21, 2. Clear any mis-u word in the precept. _____

21, 3. Have pc read section 21 (aloud). _____

21, 4. Clear any mis-u word in the section. (If you clear a mis-u word, have the pc read the section again.) _____

21, 5. (False Data)

5a) "Have you been told or taught not to flourish and prosper?"

(If so, ask the pc to tell you about it. Acknowledge.)

Handling: "Where did this idea come from?" and get pc to find the source of the idea — either a person, book, TV, newspaper, movie, school or whatever.

Lightly get when and where the pc got this idea (*without* getting into a Dating/Locating drill on it).

Have the pc recall the exact moment when he received the idea and tell you about it. (The idea here is to straightwire the moment when the pc received/accepted the false datum. Ref. Ability Straightwire Major 4.) _____

(Note: Not all of these handling steps may have to be done. The acceptance of false data is usually preceded by a prior loss or prior confusion, but we do not want to push the pc into secondaries or engrams during this rundown, by overrunning the straightwire handling. Nor should the auditor get the pc to go on and on describing the scene at the time, for the same reason. As soon as the pc recognizes that it is a false datum, keys it out and F/Ns, that completes the handling. If no F/N, there is an earlier time when the pc accepted the false datum — or the F/N was missed.)

21, 5b) "Do you have any rules or ideas contrary to flourishing and prospering?"

Handling: (As above) _____

21, 5c) "Have you been led to believe that you shouldn't flourish and prosper?"

Handling: (As above) _____

21, 5d) "Do you know of anything that conflicts with flourishing and prospering?"

Handling: (As above) _____

21, 5e) "Do you have any false data about flourishing and prospering?"

Handling: (As above) _____

21, 6. "How have others transgressed against the precept: 'Flourish and prosper'?"

"Is there an earlier time when others transgressed against the precept: 'Flourish and prosper'?" to F/N. _____

21, 7. "How have you transgressed against the precept: 'Flourish and prosper'?"

"Is there an earlier time when you transgressed against the precept: 'Flourish and prosper'?" to F/N. _____

21, 7a) "Have you thought of something you didn't tell me?" to F/N. _____

21, 8. (Valence Separation)

21, 8a) "Is there any specific person in your past who really transgressed against the precept: 'Flourish and prosper'?"

(Don't turn this into a listing question, but have pc look it over and tell you about it until pc is satisfied he has found someone who really did that.)

8b) "Can you recall an exact moment when you observed (name)_____ doing that?", (when pc has done so), "Tell me about it."

8c) (If no valence separation) "Is there any time when you wanted to be like (name)_____?", (when pc has found one), "Tell me about it."

8d) (If no valence separation) "Is there any time when you decided that not flourishing and prospering was a good thing?"

(A valence separation should occur during the handling. Don't overrun it by continuing the handling questions past any pc cognition or statement to the effect that the pc is no longer in that valence or that the pc was in that valence or used to be, or any statement that shows that a valence separation has occurred. End off on any such statement and its accompanying F/N.)

Alternate handling: (Only if no valence separation has occurred)

8e) "Did you ever do anything bad to (name)_____?" to F/N.

Alternate handling: (Only if no valence separation has occurred)

8f) "Are there any differences between (name)_____ and yourself?"

"Are there any similarities between (name)_____ and yourself?" _____

21, 9. "Do you have any reservations about flourishing and prospering?" to F/N.

(If the pc has any reservation, TWC it; if it doesn't resolve on TWC, go over steps 1, through 8, again to see if anything was missed. If so handle and return to step 9 and TWC it to F/N.) _____

21, 10. "Do you have any reservations about getting someone else to flourish and prosper?" to F/N.

If any reservation, handle as a problem by asking: "How would that be a problem?" and if no F/N, "Is there an earlier similar problem?" to F/N. _____

EPILOGUE.

Ep., 1. Have pc read the Epilogue (aloud). _____

Ep., 2. Clear up any mis-u word in it. _____

Ep., 3. "Is there anything in the Epilogue that you disagree with?"

(If so, find out what pc's disagreement is and acknowledge it. If this blows the disagreement, fine. If not, check for any mis-u word that may have been missed and clear it. Look for and find and handle any false data, using the earlier false data questions and handlings. Then have pc read the epilogue again.)

Ep., 4. "Do you anticipate any difficulty in applying what you read in the epilogue?" to F/N.

(If so, TWC to find out why and TWC to F/N. If an earlier section of the booklet comes up, flatten the incomplete action on that section.)

Ep., 5. "Do you have any reservations about applying any of the material covered during the Happiness Rundown?" to F/N.

(If so, simply TWC to F/N getting the pc's ideas and considerations off. If this does not fully handle it, then the rundown is incomplete or unflat. The folder will need to go back to the C/S who will C/S for any needed repair and to handle what is out.)

Ep., 6. "Do you have any reservations about getting another or others to apply the material covered during the Happiness Rundown?" to F/N.

(If so, handle as in E., 5 above.)

Ep., 7. "How do your life and future seem to you now, compared with how they were before the Happiness Rundown?" to F/N.

(This last question is to enable the pc to tell any further gains or cognitions. It can also catch any bad indicators. Do not cut the pc short on this question. Let the pc tell you all he or she wishes. If the pc is not in very good condition, with a wide F/N and VVGIs, then the C/S will C/S for repair and will take any other actions to handle any overrun or incompleteness of the rundown, until the pc does have a wide F/N, VVGIs and the full EP of the Happiness Rundown.)

LRH:DM

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L. RON HUBBARD
FOUNDER

as assisted by
Senior C/S Int

for and accepted by

THE BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
of CALIFORNIA

HAPPINESS RUNDOWN WORD LIST

Below are listed the words from the **commands** and **questions only** of the Happiness Rundown. As you clear the words of each auditing command or question, check them off on the list. By looking at the list when you come to the next command to clear, you'll see which words of it you've already cleared so as not to reclear the word.

This word list is a detachable list and can be torn out by the auditor and carried forward session by session, separately from the Command Sheet. This prevents the need to turn back to the Word List, then back to the Command Sheet, and so on.

A

a
about
against
an
and
another
anticipate
any
anything
applying
are
as

B

bad
be, being
been
before
beliefs
believe
between
by

C

can
care
caused, causing
chapter
code
come
compared
conflicts
considerations
contrary

D

data
decided
definition
did, didn't
differences
different
difficulty
disagree
do
doing
don't
during

E

earlier
else
encountered
end
ever
exact

F

false
false data
feel, feeling
felt
followed
found
from
further
future

G

getting
given
giving
good

H

happiness
have
herself
himself
how

I

idea(s)
if
imagine, imagined
impossible
in
instance
into
is
it

J

K

keep
keeping

L

led
life
like

M

made
make
me
meant
moment

N

not
now

O

observed
of
off
ok
on
or
other
others
own

P

past
person
precept
problem

Q

R

read
really
recall
reservations
rules
rundown

S

say
seem
sense
sessions
should
shouldn't
similar
similarities
someone
something
specific
subject

T

taught
tell
that
the
their
them
there
these
thing
think
this
thought
time
to
told
transgress
transgressed
transgression(s
treat, treated, treating
trouble
trying

U

understanding

V

W

want, wanted
was
wasn't
way
we
what
when
where
who
with
withhold
word
would
wouldn't

X

Y

you
your
yourself

Z

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 FEBRUARY 1981

Limited Distribution
HRD C/S checksheet
HRD C/Ses
HRD auditor course

HRD Series #5

C/S-ING THE HAPPINESS RUNDOWN

The first thing to know about C/Sing the HRD is that the Rundown runs and rolls along very lightly, smoothly and with excellent gains as a normal occurrence. Provided the auditor's basic auditing is in and the Command Sheets are followed, the HRD is a dream to audit and C/S. Even despite minor flubs or errors, even using relatively untrained auditors, the HRD resulted in spectacular gains during the pilot. Why is this?

To start with, the booklet, "The Way to Happiness" contains a moral code based on truth - on real points of departure from optimum conduct and on a real ideal scene for existence - and it is based on the dynamic principle of existence: SURVIVE!

Each of the points covered in the booklet are universal in regard to anybody in this universe. Each person has encountered these points in one way or another. And these are a summation of the points where beings went off the rails.

In some respects these principles undercut other types of aberration as they are more basic to a being, his survival and his capacity to decide and act on his own determinism in an optimum manner. Decisions and choices are very intimate to a thetan. So is his beingness, doingness and havingness.

This is very interesting technically as we know that people are aberrated and have been aberrated for a long time. A question often raised is, How did a being get aberrated originally and why was the being susceptible to aberration? Obviously the beings's power of choice and responsibility for himself and others has to be part of the answer to that question. The HRD addresses and raises the individual's ability to make correct choices toward optimum survival on his own determinism - not just because he's supposed to - but because he understands why and because his ability to follow these precepts has been raised.

Demonstrable evidences of the HRD undercutting other types of aberration are: locks, secondaries and engrams blowing off, fixed ideas blowing, service facsimilies popping up and blowing, valences (with all their characteristics) coming to view and separating out, misunderstoods, false data, overts and motivators blowing, fixed behaviour patterns or dramatizations blowing, PTS conditions blowing and the pc becoming more and more himself - all occurring on many cases during the HRD and often without that specific aberration or case condition having been directly audited or run.

For example, there is no secondary or engram running on the HRD, yet it soon became very obvious from pc worksheets that not only were secondaries and engrams blowing, but sometimes whole chains would vanish. Another example is that the HRD doesn't directly ask for or run service facsimilies, yet these similarly often popped up and blew on pc cognition. Just recently a case being audited on the HRD suddenly recovered the content of an incident of hypnosis and blew the hypnotic commands. Many pcs being audited on the HRD suddenly cognited on past PTS situations and expressed the EP that one would normally get when a pc

completed one of the PTS rundowns. None of these were taken up directly during the HRD (nor should they be) yet they blew while doing the HRD steps!

The steps of the HRD take up and handle some of the factors relating to a thetan's susceptibility to aberration. The result of this is twofold: 1) later, more complex, aberrations blow off as locks when the basic susceptibility to that aberration is handled; 2) there is a positive gain of increased immunity to that type of aberration in the person's future.

Thus the HRD is dealing with very hot, rather basic charge. And any error in dealing with that basic charge could restimulate a large amount of later charge sitting on that basic. Hence the injunctions not to depart from the procedure of the HRD. Fortunately, the steps and command sheets of the HRD are very well planned and derived and there is little chance of error. There are also built in safeguards in the HRD steps and command sheets (such as the -11 through -20 questions which detect and catch any missed answers during the previous steps).

The brilliance with which the subject matter of the booklet and the original ten steps of the HRD were laid out, makes it possible to handle this very hot, rather basic charge lightly and smoothly. Often, the pc simply answers the questions and cognites, quite unaware of the depth of run of these materials. (To an informed auditor or C/S it can be quite amusing to see a session in which huge hunks of aberration were peeled off the case and blown, followed by a pc comment (and sometimes an uninformed auditor comment) to the effect that although what was covered in that session wasn't very charged, the pc feels fantastic and that it was a very interesting session!)

The fact that the HRD does address such hot basic charge is a two-edged sword. While this makes it imperative to deliver the rundown standardly, it also makes possible some very spectacular case gains. During the pilot of the HRD auditing, even highly trained auditors and C/Ses with many years of experience, were very impressed with the depth of cognition and the magnitude of gains on all cases, including no grades pcs. As but one example of this, 50% of the pcs on the HRD got the f ollowing perception change and stated it very clearly to their auditor: the colors of objects in the environment increased and the objects in the PT environment became clearer, more solid and more real, accompanied by increased perception of depth or relative distances. (Very few of the auditors and none of the pcs concerned had any idea of the magnitude or significance of this phenomenon, though all were very pleased with it.) As it occurred on 50% of the cases and as the cases on the pilot covered the spectrum from no grades to OT VII, it is presumable that any pc who has not yet had that phenomenon, will get it during the HRD. That this gain occurred on a procedure using only TWC and Straightwire techniques is nothing short of miraculous.

THE HAPPINESS RUNDOWN DEALS WITH VERY BASIC AND HOT CHARGE OF A UNIVERSAL NATURE, OFTEN UNDERCUTTING OTHER TYPES OF CHARGE, WITH HANDLINGS THAT ARE LIGHT, SMOOTH AND EASY TO RUN FOR BOTH THE AUDITOR AND THE PC.

As the precepts in the booklet are derived from the dynamic principle of existence and as each of these precepts is an application to life and livingness, the subject matter of the booklet and the rundown have high reality, high practical value and high interest to the pc. It is one thing to take up very basic matters as far as a being is concerned or matters that relate to things from long long ago, it is something else for the pc to have sufficient reality to be able to successfully run these matters.

Each of the precepts is as true and relevant to life and livingness today as it was way back when, when it was first encountered or collided with and when original mistakes were made by beings. Thus the time span of these precepts is both wholetrack as well as PT and future - not that the pc is required to go wholetrack during the HRD, nor is the pc restricted from doing so. But since these same points of departure from optimum behaviour and existence originally are also ever present in life today, there is another factor that the HRD

handles: that of chronic restimulation of aberration on these precepts. This too, is quite an achievement technically.

Following from the above, it must be realized by the auditors and C/Ses that the HRD is not only an auditing rundown, it is also an educational rundown as it provides the stable data necessary to resolve the confusions about moral choices in life. There has been a tremendous vacuum of true stable data both in recent times and on the wholetrack. Thus the value of the stable data alone is considerable to the pc. C/Ses and auditors when encountering apparently "uncharged" or not heavily charged parts of the rundown should remember this point, lest they be tempted to quickie or omit parts of the booklet or rundown. (There is quite a difference between the injunction not to overrun a question past its F/N or not to clean cleans and deciding to omit questions, steps or whole portions of the rundown on the grounds that they are "unnecessary" or "uncharged".)

THE HAPPINESS RUNDOWN AND THE BOOKLET, "THE WAY TO HAPPINESS" HAVE GREAT VALUE IN TERMS OF PROVIDING AND CLEARING THE STABLE DATA NECESSARY TO MAKING MORAL CHOICES IN LIFE QUITE IN ADDITION TO THE AUDITING VALUE OF THE RUNDOWN IN TERMS OF REMOVING CHARGE FROM THE CASE.

The sequence of the precepts in the booklet, "The Way to Happiness" follow a natural progression starting from the 1st Dynamic and expanding outwards. Thus the "straightforward method" is the preferred method. (Ref: HRD Series #4 - How to Audit the HRD)

The steps - the basic ten steps - of the rundown also follow a precise sequence. These steps are in the order necessary to handle the charge and accomplish the objects of the rundown. It is an exact technical sequence. For example, you are not likely to be able to find and clear false data unless the person has true data available. The person cannot comprehend true data over misunderstoods. It would be useless to ask for motivators or overts if the pc didn't understand the subject of these questions. Often it is more effective to unburden the pc's overts by getting off the overts of others first, then ask for the pc's overts on that line. It could be impossible to find, let alone separate the pc out from a valence, if the overts committed while dramatizing that valence have not been gotten off. And what use would it be to ask a pc in the valence of Uncle Williethe-thief whether he had any reservations about keeping the precept: "Do not steal"?

A close inspection of the ten basic steps of the rundown will show that they are arranged in a precise technical sequence. There are additional questions (-11 through -20) to catch any misses, additional answers or latent cognitions. But if the sequence of the ten basic steps was changed or if one or more of these steps was omitted, the rundown could be made to fail. (This doesn't mean that the pc has to have something on every step, he might not have any misunderstoods on a particular precept or he might not be in the valence of an immoral person on a particular moral, as examples. This doesn't mean the auditor shouldn't ask the question though.)

THE PRECEPTS AND THE HANDLING STEPS ARE ARRANGED IN A PRECISE TECHNICAL SEQUENCE.

FLUBS AND ERRORS

Examples of these appear in HCOB 24 Feb. 81, HRD Series #4, HOW TO AUDIT THE HRD. Note that these break down into two categories: 1) errors in basic auditing (G.A.E.s), 2) errors in the HRD procedure.

Basic Auditing

Basic auditing errors are important and even more important on the HRD for this reason, the subject matter of the HRD puts the pc into session to a high degree of in-session-ness. Auditing errors then result in a rather shocking shift of attention. Some poorly trained auditors might find to their surprise that although they think they got away with being sloppy with regard to the basics of auditing previously, that they cannot do so on the HRD. There is never actually "no consequence" to out auditing basics. It only sometimes appears that way to those who have never gotten a pc into session. When such a person tries to audit a hot rundown that puts the pc into session, then his out basics show up as these throw the poor pc back out of session again!

So high is the pc's interest in the HRD that the auditor has to commit G.A.E.s to cause any trouble as the pc seems to still do well despite minor errors. This is a tribute to the HRD; it does not excuse any error, no matter how "minor." The greater the auditor's adherence to the basics of auditing, the greater the results will be. It is very much a part of the C/S's duties to ensure that his HRD auditors are flubless professionals on basic auditing; TRs, metering, Auditor's Code and ARC for the pc.

The tapes and materials on the HRD courses cover these basics and should be referred to and re-studied and crammed until the auditor is a real professional whose pcs make case gain on that auditor's basic auditing alone. (This is an excellent example to set for other auditors in your area!) The basic auditing tapes and materials are not at all confidential and should be used to bring other non-HRD auditors in your area up to the same standards.

Never go on repairing auditing flubs on the pc only to risk having these happen again. Always correct the auditor toward being a real professional.

Procedure

All of the steps and commands and handlings are laid out in detail in HCOB 16 Feb. 81, HRD Series #3, HAPPINESS RUNDOWN, COMMAND SHEETS. The reason for the detailed layout is to prevent auditors from mistakenly losing their place in the rundown, so that the auditor doesn't have to memorize a long series of handling steps, and to make it possible for the auditor to put maximum attention on the pc in session. Provided the auditor is familiar with these command sheets and has drilled their use, there should be no flubs in procedure. During test of these command sheets in their final form there were no further procedural flubs even by inexperienced auditors. Should an auditor flub, cram and drill the auditor on the command sheets in cramming.

Wilfully altering the HRD procedure through "know-best", inventiveness or any other reason is culpable on a charge of Technical Alter-is.

It hasn't happened yet but it is conceiveable that someone could think that it might be better to L & N for the valence in step 8. All sorts of "technical" arguments could be presented. Such a person could argue for hours, pretending to quote issues he didn't understand and so on. Or claim that a pc might get a wrong item on step 8 the way it is laid out in the command sheets. Except that the laid out procedure is the way it is done, has been proven extremely workable and on forty cases audited by auditors of varying levels of skill (including two "read it, drill it, do it" auditors), the pc has always found the valence where there was one to find and none has gotten a wrong item.

It could equally be argued that the HRD Repair List doesn't include every conceivable error or BPC that could be brought about. It does include all the points found during the pilot and contains the essential points pertaining to the HRD. There is no intention of extending that repair list endlessly. The time would be more effectively spent in cramming, retreading or retraining those who invent new ways to err. And if you do have to handle such a person, be sure to get that person through the HRD themselves or repair and re-do the HRD on that person as part of the handling.

While there is an injunction not to depart from the HRD onto other actions, it is not forbidden to do a C/S 53 on a pc (or other appropriate correction list) if necessary. Experience on the pilot has taught that in the only instances where a C/S 53 was used, it turned out to be an incorrect action and the cases resolved on repair of the HRD itself and continuing the HRD.

Pcs have gone Exterior frequently during the HRD - sometimes spectacularly, once with exterior perception of the environment - but none of these had any subsequent trouble with INT. All were allowed to have their win and then continued on with the HRD and usually went Exterior again only to a greater degree next time, or simply became more and more Exterior. This doesn't mean that a pc might not be encountered who during the HRD is found to need a repair of past Int Remedies or to need an Int Remedy. But it didn't turn out that way during the pilot. (One pc who had been intending to blow prior to the HRD and did semi-blow and came back during an early session on the HRD, was thought to have Out Int and put onto an End of Endless Int RD. It didn't resolve anything and she still wanted to blow after it, as Out Int was not the reason. She did start to change and got off a huge grief charge when continued on the HRD. The main BPC found on this case was out ruds of long duration and missed answers on the earlier steps of the rundown, necessitating putting her back to the beginning of the rundown to get off all the missed answers. (The auditor had been meter checking the HRD steps for read and omitting steps as "unreading" and "unnecessary".)

So, while other remedies such as the Int Remedy might be found necessary on some cases in the future, experience during the pilot has been otherwise. (Possibly because the HRD deals with more basic charge and captures the pc's attention more than other matters.)

The same appears to be true of departures from the HRD onto "OT Reviews".

BEWARE OF ANY PROPOSED DEPARTURE FROM THE HRD ONTO OTHER ACTIONS, DO NOT PERMIT AUDITORS TO C/S IN THE CHAIR, AND ALWAYS SEEK TO CONTINUE AND COMPLETE (OR REPAIR, CONTINUE AND COMPLETE), THE HRD.

The most common and most explosive BPC on the HRD has been when answers have been missed. The ways that this has happened are: the auditor asked the pc the question but didn't permit the pc to answer the question in full or to give all the answers to that question, the auditor checked the question for read and left it unasked as "unreading", the auditor decided to omit the question, the auditor interrupted the pc and asked for an earlier similar before the pc had finished answering the first question asked, the auditor Q & A'd by questioning the pc's answer, the auditor changed the question to something else or asked other additive questions instead of continuing to ask the auditing question being run.

Missed or bypassed answers are a special type of missed withhold. These are an inadvertent withhold that the auditor is not letting the pc get off by failing to flatten the auditing question or by interrupting the pc while the pc was answering. The by-passed charge is the untold answers. The handling is to go back over these questions, flattening them.

When the missed answer is on the step 8 (valence) question, then not only do you have a missed withhold, but it is a valence that has been restimulated and missed. As these valences are the valences of immoral or anti-social persons, a missed withhold of a missed valence can result in a mean reaction.

Finally there is the missed withhold of nothing or an auditor having cleaned cleans on the pc - either by insisting on re-clearing words or questions that have already been cleared, insisting that the pc find an answer to a question that the pc doesn't have, or by "steering" a pc on a meter (inaccurately).

NEVER PERMIT AN AUDITOR TO MISS WITHHOLDS OR TO MISS ANSWERS ON A PC, OR TO LEAVE THEM MISSED OR UNPULLED (NOR LET THEM GO TO THE OTHER EXTREME OF CLEANING CLEANS).

(Actually it is awfully easy to see if a pc has bad indicators, out rudiments or is so distraught that he is about to blow and to handle these. It is just as easy to see when a pc is in session and not harrass the pc. All you have to do is observe the indicators.)

HRD CASE REMEDIES

Before giving the remedies (which follow) it should be stressed here that it is not sufficient to just remedy the pc or case. Also always correct any out basic auditing or procedural errors on the part of the auditor in cramming, retread or retrain or you will be perpetually trying to solve unusual case situations when that is not the correct target for your attention. And having corrected the case but not the auditor, you will soon have to repair the case again which is not good for the pc and is repeated work for you.

An L1C or rudiments are the usual remedy for any upset or enturbulence between sessions or to handle a rough session, due to out basic auditing.

The HRD Repair List and its handlings is the remedy for any procedural errors during the HRD. Sometimes an additional action needs to be done to fully or terminatedly handle what came up on the HRD Repair List, before continuing the Rundown. For example if someone is invalidating the pc between sessions or coffee shop auditing the pc between sessions, get the offender sent to ethics to knock it off. If it turns out that answers were missed in the Rundown, you might need to go back to where the pc was last running well and have the auditor come forward from there flattening each of the unflat questions. When you suspect that a situation exists that wlll need further handling before continuing the HRD, just C/S for the HRD Repair List and handle and require that the folder be then turned back in to you to C/S.

Usual PTS Type I handlings are not superceded by the HRD and are still necessary. The booklet though is itself an additional PTS Type I handling tool.

Most BPC from earlier flubbed auditing has not required much handling, if any at all, during the HRD. Several times during the pilot a pc during the HRD suddenly cognited on why he had gotten into trouble or BPC during an earlier session(s) and blew the BPC. Frequently, then, BPC from earlier rough sessions blows off as a lock during the HRD due to increased responsibility or perception on the pc's part. One pc suddenly cognited that the reason for difficulty running an earlier process was that the pc was in somebody else's valence during that auditing and that it was that valence that was having trouble. But if it comes up and you need to handle it, repair the earlier auditing error rapidly (but only repair, don't get into re-running) and then resume the HRD. (If an earlier action done on the case needs to be completed, note it on the program to be completed after the HRD is done.)

If you get no reads on the HRD Repair List or on an L1C (or any other prepared list for that matter) or if the auditor mainly gets false reads or a few reads but the matter does not fully resolve, realize that you are running into out metering. Either get the auditor through HCOB 22 Apr 80, ASSESSMENT DRILLS or get the pc reassigned to an auditor who can assess and get accurate reads, and, get the original auditor through the ASSESSMENT DRILLS as soon as possible. Do not start puzzling or going unusual because a prepared list "doesn't work", realize it's out TRs and out metering.

Use the "assessment method" of doing the HRD only when necessary and unless it is being done on someone close to completing the Rundown or on a re-do of the Rundown, get back onto the "straightforward method" as early as possible.

Repair/Re-do of HRD

If when you get to the end of the HRD, the pc is not VVGIs with all parts of the EP of HRD having been obtained, repair any auditing errors with an L1C and any procedural errors with the HRD Repair List (have an HRD Repair List assessed and handled whether procedural errors are visible or not). If it is obvious that the EP occurred earlier, after any BPC or upset has been repaired, rehab the EP.

Otherwise, you must get the HRD re-done. It is unflat/incomplete either due to missed/unflat or omitted questions or steps, or possibly the pc's case having to be unburdened by a first pass through the Rundown, before the Rundown can be fully flattened. (Some cases may need a second pass through the Rundown.)

A re-do of the Rundown can be done most rapidly by the "assessment method" if the pc is close to the EP. Otherwise it may be just as fast to start over from the beginning using the "straightforward method".

(Note: On an overcharged case it may be obvious during the first run through of the HRD that the case isn't likely to get the full EP and that a second run through will be required. If so, don't be concerned about it and don't try to overwork any of the steps or sections of the Rundown on the first run. Just keep the pc winning no matter how lightly or shallowly the case runs. As long as the basic auditing is smooth and the pc is getting wins it will all come out in the end.)

Pc's Own Identity

On one of the pilot cases a special type of "valence" came up which is an identity of the pc's own. Rather than having known and gone into the valence of someone else, the pc came up with his own identity. (Of course there is no way of telling whether this identity of the pc's wasn't some earlier person's valence that the pc had gone into and then assumed it was his own identity. It isn't even important as the handling is the same either way.)

The handling is as follows:

1. Fly a Rud if no F/N.

2. R Factor pc on what you wV 1 be doing.

3a. "Can you recall a time when you observed someone else being (identity) ?" "Tell me about it."

3b. "Can you recall a time when you wanted to be (identity) ?" "Tell me about it."

3c. "Can you recall a time when you decided that the (position of) (post of) (beingness of) (identity) was a good thing?" "Tell me about it."

3d. "As (identity) did you do something bad?" "Tell me about it."

(Repeat steps 3a, 3b, 3c, 3d, over and over until pc has a major Cog, comes fully into PT (out of the past identity) or expresses in some way that he's now separate from that identity or can be it or not at will.)

(Note: A suitable R Factor could be something to the effect that you are going to run a process to raise the pc's cause level over being the identity or not, or raise his power of choice over it, or to raise his ability to be that identity again-or stop being it - whatever is appropriate.)

The session on the C/S above took 1 hr 10 mins, made a major change in the pc's case, resulted in a persistent F/N, W GIs, a rave Exam report and a 2 page originated Success Story.

You won't have to use this often, but if you do run into an "own identity" the handling above will work.

CONCLUSION

The Happiness Rundown is a very powerful but lightly run action. It invariably results in very pleased and happy pcs - and auditors and associates of the pcs!!

If you aren't getting lots of wins on pcs on this Rundown then there are G.A.E.s or procedural errors. The HRD requires no inventiveness on the part of the auditor or C/S. It is a very simple easy to audit rundown and is possibly one of the most rewarding rundowns to audit or C/S in terms of pc wins and being able to help make the world a much better, happier place.

Based on the continuing stream of Success stories from pcs, auditors and friends of the pcs during the pilot, one could easily get the idea that one should drop everything else and concentrate on the Happiness Rundown alone. It does not, however, handle "everything" on a pc's case, nor does it supplant other grades and levels. It will however enable preclears, Clears and OTs to run remaining Grade Chart actions with 8reater success than would have been possible before.

Keep your pcs and your auditors winning! They are counting on you.

L. RON HUBBARD
FOUNDER

as assisted bs
Senior C/S Int

for and accepted by
THE BOARDS OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
OF CALIFORNIA

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 MARCH 1981

Remimeo
HRD Auditor checksheet
HRD C/S checksheet
NOTs Auditors
NOTs C/Ses

HRD Series #7

HAPPINESS RUNDOWN AND NOTS PRE-OTS

The Happiness Rundown can be audited on NOTs Pre-OTs,

The Happiness Rundown has been piloted on NOTs Pre-OTs at varying stages on the NOTs Rundown. Not only is there no liability to running the HRD on NOTs Pre-OTs, there are also distinct advantages. NOTs does not directly address the subject of morals or ethics, whereas the HRD does. This means that NOTs cases who have had difficulties related to the subjects of ethics or morals can get these handled directly on the HRD resulting in a much happier life and much more rapid case gain thereafter. In fact, the HRD does so much for such cases that it can be considered vital. On the other hand, NOTs cases who have not had difficulties with ethics and morals and who have run fast and well on NOTs, will also benefit from the HRD.

Auditor and C/S Prerequisite

In order to run the HRD on a NOTs Pre-OT the auditor and C/S must be both HRD trained and have been audited on NOTs themselves so that they are of comparable case level to the Pre-OT. They do not have to have been trained as NOTs auditors or NOTs C/Ses, but would need to be able to refer a NOTs Pre-OT being audited on the HRD to a NOTs auditor and NOTs C/S. Thus the HRD may only be delivered on NOTs Pre-OTs in an AO or the FSO.

Case Prerequisite

The NOTs Pre-OT must be at a flat point on the NOTs Program (or at a flat point on Solo NOTs). It would not be wise to shift to the HRD very early on the NOTs Program while the NOTs Pre-OT's attention is very much on the subject of NOTs, nor would it be wise to shift to the HRD during a NOTs Program step that is "hot". But provided the NOTs Pre-OT is taken to a flat point or "rest point" on the NOTs (or Solo NOTs) Program, the HRD can be successfully audited. (It may not be Solo audited.)

The Purification Rundown is a case prerequisite to NOTs Pre-OTs before the HRD. The NOTs DRD, while not mandatory before the HRD, would be an advantage. Some cases may need it which the C/S can adjudicate.

Technique

The HRD is run exactly the same on a NOTs Pre-OT as on any one else. No NOTs techniques are used as part of the HRD. One does not combine NOTs techniques with the HRD, but simply follows the exact HRD Commands and procedure. (This is why it does not require a NOTs trained auditor to audit the HRD on a NOTs Pre-OT.)

NOTs Reviews

So far it has not yet been found necessary to do any NOTs auditing or NOTs reviews on NOTs Pre-OTs being audited on the HRD and it is unlikely that this would ever be required. However, should the situation arise the NOTs action would be done by a NOTs auditor and NOTs C/S and then returned to the HRD auditor, (unless the HRD auditor and C/S were also NOTs trained). (And a NOTs auditor and a NOTs C/S would also have to be HRD trained in order to audit the HRD.)

After the HRD on NOTs Pre-OTs

When the NOTs Pre-OT has completed the HRD, simply return to the next step on the NOTs Program (or Solo NOTs Pgm), and continue NOTs.

The HRD does not substitute for or replace NOTs auditing (or NOTs Solo auditing). The HRD and NOTs handle different subject matter, different types of charges. Pre-OTs who have completed NOTs or Solo NOTs may also have the HRD.

Cautions

Once the HRD has been begun on a NOTs Pre-OT (or on anyone else), the HRD should be completed before resuming NOTs. Do not jump back and forth between the two different rundowns.

Some NOTs Pre-OTs might not need the HRD. This is easily determined on the basis of whether the person is able to successfully apply the principles of the booklet, “The Way to Happiness” from reading it. Pre-OT interest in receiving the HRD is another reliable indicator.

Another basic rule of C/Sing and Programming cases is never to interrupt a winning case action to start something else, but flatten the winning action.

Benefits

NOTs Pre-OTs audited on the HRD will generally be found to be able to run the HRD rapidly as well as successfully, getting all wins and gains available from the HRD. Any NOTs Pre-OT who has not made as rapid case gains on NOTs as other NOTs Pre-OTs have, will have an easier time on NOTs after the HRD and will run much faster and more effectively.

So universal are the materials of the HRD, that all will benefit in terms of increased survival potential and happiness, now and in the future.

The Happiness Rundown covers basic points where one, himself, went “off the rails” originally. Thus all case levels from “no grades” through to OT can expect to complete the HRD in a pretty clean and sparky condition with a renewed zest for life. And, much wiser about the pitfalls of existence!

L. RON HUBBARD
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as assisted by
Senior C/S Int
for and accepted by
THE BOARD OF DIRECTORS

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HCO BULLETIN OF 21 DECEMBER 1979

Remimeo
Case Supervisors
Cramming Officers
Ds of P
Ds of T
Dir Correction
Tech/Qual

C/S Series 107
Cramming Series 20
Qual Corrective Actions on OTs Series 1

AUDITOR ASSIGNMENT POLICIES, CRAMMING ASSIGNMENT POLICIES

(Ref: HCOB 23 Jul AD19 AUDITOR ASSIGNMENT POLICIES)

We have long had the rule that auditor-pc assignments must be by comparable grade and class. Reasons for this are given in HCOB 23 Jul AD19, which also sets the policy: "Therefore it is policy not to assign an auditor whose grade and class is less than that of the pc."

This policy becomes even more important when handling assignments on pre-OTs, because if the auditor were of lower case grade it would prevent the pre-OT from communicating to the auditor and the auditor not being aware of or trained on the materials of the level of case of the pre-OT, would not be able to audit that pre-OT and would risk disaster for the pre-OT as well as himself.

As Cramming Officers fly ruds in Cramming and as some of the Cramming and Qual corrective actions can get into a person's case, this policy is extended to apply to Cramming Officers, as well as auditors.

Therefore the following policies apply:

1. IT IS POLICY NOT TO ASSIGN AN AUDITOR WHOSE GRADE AND CLASS IS LESS THAN THAT OF THE PC. (HCOB 23 Jul AD19)

2. IT IS POLICY TO ASSIGN ONLY GOOD PROVEN AUDITORS TO GOOD AUDITORS. (HCOB 23 Jul AD19)

3. 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.

4. A PERSON WHO HAS BEEN AUDITED ON NED FOR OTs, MAY ONLY BE AUDITED OR CRAMMED BY A NED FOR OTs AUDITOR.

The terms "auditor" and "Cramming Officer" in these policies above are intended to include anyone acting in the capacity of an auditor or Cramming Officer and the fact that one is not a trained or posted auditor or Cramming Officer does not permit one to do auditing or Qual corrective actions in violation of the policies above.

These policies apply to any auditing actions and to Qual corrective actions such as Why Finding, metered debug actions, False Data Stripping, Confessionals (whether done in Qual

or HCO), Clay Table auditing and these policies are intended to apply to any new Qual corrective actions released in the future.

Subjective questions and metered actions which lead into a person's case are not OK on OTs. Such actions are not advised on lower level cases either, unless these have been C/Sed for and are part of standard tech. Otherwise this type of action is only a covert way of auditing the person while not calling it auditing and is forbidden in C/S Series 29 CASE ACTIONS, OFFLINE. Nonstandard actions or interviews done by untrained persons whose TRs and metering are out are especially forbidden, as detrimental to cases. Definition of "subjective": "Consultation with the preclear's own universe, with his mock ups, and with his own thoughts and considerations." (COHA, page 167) "Recall, think, remember or return on the time track processes are subjective." (HCOB 2 Nov 57RA)

There are actions which are OK to do in Cramming. These are not related to the person's case. They relate to his post and performance. These are *objective* questions or actions. Definition of "objective": "Of or having to do with a material object as distinguished from a mental concept, idea or belief." (Dictionary) "Means here and now objects in PT as opposed to 'subjective'." (HCOB 2 Nov 57RA) Questions or actions by the Cramming Officer which are objective and pertain to the person's post, the materials which cover his post or that he is studying, clearing words misunderstood, hatting actions and post or Product Debugs (provided subjective questions are not asked on OTs) are all OK. The most usual and successful cramming action is simply to take the materials or text that covers the subject of the cramming order and word clear and cram those materials. This is always safe and OK to do. (The only other caution is not to give verbal data, nor to evaluate or invalidate or throw the person's ruds out while doing the cram!)

It is not that OTs are difficult to handle. To the contrary OTs are far easier and faster to handle than non-OTs. But OT cases must be handled as OT cases or the person doing the handling risks invalidation of case level of the OT and could get into aspects of the case that he/she knows nothing about and is thus incapable of handling or repairing. OTs when handled on the appropriate auditing and Qual corrective actions for their state of case by auditors, Cramming Officers and C/Ses who are qualified to do so, make very fast and spectacular gains.

L. RON HUBBARD
Founder

As assisted by
Senior C/S Int

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HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 JANUARY 1981

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Happiness Rundown Series 6

HAPPINESS RUNDOWN REPAIR LIST (HRL)

This correction list is used to repair and handle any errors or bad indicators on the Happiness Rundown.

It is normally done Method 3. If the pc was heavily upset it can be assessed Method 5 and handled in order of largest read. Otherwise it should be done Method 3.

An L1C can also be used during the HRD to handle session or life upsets relating to rudiments. Any other trouble on the HRD is handled with this HRD Repair List.

1. WAS AN F/N OVERRUN? _____
(Find which question or action was overrun past F/N and indicate. If no F/N, rehab to F/N. If it doesn't rehab to F/N, handle earlier overrun F/Ns, to F/N.)

2. WAS AN F/N MISSED? _____
(Handle as above.)

3. WERE YOU RUN ON AN UNCHARGED QUESTION? _____
(Find which question and indicate. If no F/N, take it earlier similar to F/N.)

4. WAS A FALSE READ TAKEN UP? _____
(Find out which question this occurred on and indicate. If no F/N, earlier similar to F/N.)

5. WAS SOMETHING LEFT UNFLAT? _____
(Find out which question or action was left unflat and flatten it.)

6. WAS A QUESTION LEFT UNFLAT? _____
(Find which question and flatten it.)

7. WAS A PERSON LEFT UNFLAT? _____
(Find which person and flatten with HRD steps 8b through 8f.)

8. WAS A READ MISSED? _____
(Find which question or action the read was missed on and run and flatten it.)

9. WAS A CHARGED QUESTION NOT RUN? _____
(Find which question and run it.)

10. DID YOU HAVE ANY ANSWERS FOR A QUESTION THAT WASN'T ASKED? _____
(Find which question and run it.)

11. WAS A WITHHOLD MISSED? _____
(Pull the missed withhold(s).)

12. WERE ANSWERS THAT YOU HAD MISSED? _____
(Get the pc to tell you the missed answers.)

13. IS THERE SOMETHING THAT YOU DIDN'T TELL YOUR AUDITOR? _____
(Get the pc to tell you what it was. There may be more than one.)

14. IS THERE ANY COGNITION THAT YOU DIDN'T MENTION? _____
(Get the pc to tell you. It may have occurred in or out of session.)

15. WAS A COGNITION NOT ACCEPTED? _____
(Find what cognition and how it wasn't accepted. If no F/N, E/Sim to F/N.)

16. WAS A COGNITION INVALIDATED? _____
(Find what cognition and how it was invalidated and by whom. If no F/N, E/Sim to F/N. Report the name of the person who invalidated the cognition to HCO.)

17. DID YOU GET UPSET DURING A SESSION? _____
(If no F/N on pc telling you about it, do an L1C "In session...".)

18. WAS THERE AN UPSET IN LIFE BETWEEN SESSIONS? _____
(If no F/N on pc telling you, do an L1C on it.)

19. HAS THERE BEEN ANY INVALIDATION OF YOUR GAINS? _____
(Get off the invalidation including who did it. Take this to F/N or E/Sim to F/N. Report names to HCO.)

20. HAS THERE BEEN ANY INVALIDATION OF THE HAPPINESS RUNDOWN? _____
(Handle as above, including a report to HCO.)

21. HAS THERE BEEN ANY INVALIDATION BETWEEN SESSIONS? _____
(Handle as above, including any report to HCO.)

22. HAVE YOU BEEN MADE WRONG FOR BEING AUDITED ON THIS RUNDOWN? _____
(Handle as above, getting oi! the make-wrong, and report it to HCO.)

23. HAS THERE BEEN ANY SUPPRESSION BETWEEN SESSIONS? _____
(Get off the suppression to F/N or E/Sim to F/N. Report any ethics matter to HCO.)

24. DID ANYONE MAKE LESS OF YOU FOR BEING ON THIS RUNDOWN? _____
(Handle as above.)

25. DID ANYONE MAKE LESS OF THE HAPPINESS RUNDOWN? _____
(Handle as above.)

26. WAS AN EARLIER AUDITING ERROR RESTIMULATED? _____
(Find what it was and do the appropriate repair list for that action, or an L1C "In session...".)

27. WAS AN EARLIER UPSET IN AUDITING RESTIMULATED? _____
(Handle as above.)

28. HAVE YOU BEEN AUDITED OVER... AN ARC BREAK? _____
A PROBLEM? _____
A WITHHOLD? _____
AN OVERT? _____
ANY INVALIDATION? _____
ANY EVALUATION? _____
ANY PROTEST? _____
(Fly the reading Rud to F/N or E/Sim to F/N.)

29. HAS ANYONE ELSE BEEN AUDITING YOU DURING THE RUNDOWN? _____
(Get data on who was auditing the pc on what. Repair it to F/N with appropriate correction list or L1C. Report the C/S Series 29 violation to HCO.)

30. HAS ANYONE DONE ANY OTHER FORM OF CASE ACTION OR METERED ACTION ON YOU DURING THE HAPPINESS RUNDOWN? _____
(Handle as above.)

31. WAS THE HAPPINESS RUNDOWN INTERRUPTED? _____
(Indicate the BPC of the interruption. If no F/N, E/Sim to F/N.)

32. WERE YOU AUDITED ON SOMETHING ELSE DURING THE HAPPINESS RUNDOWN? _____
(Get data. Indicate that other actions should not have been done during the HRD. Repair the other auditing as needful to get an F/N or take it earlier similar to F/N.)

33. HAVE YOU TAKEN ANY DRUGS, MEDICINE OR ALCOHOL DURING THE HAPPINESS RUNDOWN? _____
(TWC to F/N or EtSim to F/N. Ii pc is ill see that correct medical attention is obtained.)

34. HAVE YOU TAKEN ANYTHING THAT PRODUCED A PHYSICAL OR EMOTIONAL REACTION DURING THE HAPPINESS RUNDOWN? _____
(Find out what pc took or is taking. TWC it to F/N or E/Sim to F/N. After the session get pc Off it and any other handling needed.)

35. HAVE YOU BEEN DOING ANY OTHER PRACTICE BETWEEN SESSIONS? _____
(TWC to F/N or E/Sim to F/N. Get pc oi'i' the other practice.)

36. DURING THE HAPPINESS RUNDOWN IS THERE ANYTHING YOU HAVE DECIDED? _____
(Itsa, E/Sim Itsa to F/N.)

37. CONCERNING THE HAPPINESS RUNDOWN DO YOU HAVE ANY CONSIDERATIONS? _____
(Itsa, E/Sim Itsa to F/N.)

38. HAVE YOU BEEN THINKING OF LEAVING OR BLOWING? _____
(Get pc to tell you all about it and anything withheld in connection with it, including how it was missed. Take it to F/N or E/Sim to F/N. Also check for and get off any other withhold or overt, to F/N.)

39. IS THERE SOMETHING YOU HAVEN'T TOLD ME? _____
(Get pc to tell you, to F/N or E/Sim to F/N.)

L. RON HUBBARD
FOUNDER

As assisted by
Senior C/S Int
For and accepted by

THE BOARD OF DIRECTORS
of the
CHURCH OF SCIENTOLOGY
OF CALIFORNIA

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The following final part of this large PDF file giving most of the material of the original Happiness Rundown Course has not been bookmarked. In fact I would suggest that you don't bother to read it (in depth anyway) until you've had experience with 3 or 4 cases (preclear's). Get the feel of the rundown. If you do run into a problem get help from someone who is experienced or has another viewpoint or write to me at ant.phillips@post8.tele.dk

If you cannot get help from a colleague you can use the search facility on this document to see if you can get more reality. When you do get down to reading it and if you do have facilities to bookmark, it might not be a bad idea for you to bookmark your own copy. Ant

P.S. Remember that with a good PDF reader you can excerpt or print out a portion of this large elephant.

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Saint Hill Manor, East Crinstead, Sussex

HCO BULLETIN OF 16 MARCH 81

Limited Distribution
HRD Auditor checksheet
HRD C/S checksheet

HRD Series #8

HAPPINESS RUNDOWN CASE HISTORIES

The Happiness Rundown was piloted on over forty cases. The case histories of those that are of special interest to auditors and C/Ses for technical reasons are published below. These are selected case histories to show the reason for the rules, cautions and remedies covered in the HRD HCO Bs.

HAPPINESS RUNDOWN CASE HISTORY NUMBER 1

Case Level: OT IV, has done Purification Rundown, Survival Rundown, and the OT Drug Rundown. This pc had studied the "Way to Happiness" Booklet prior to being audited on the Rundown.

First Session: Time - 0:55 Total TA - 1.9

The pc had already studied the booklet and rundown and came into session saying he had been keying in and out since he had read it. He then got off a Withhold that he had been thinking of what it would be like to have a high standard of morality and felt bad because he wasn't like that. He went on to say that people missed this on him every day. On the first step of the rundown the pc had a large BD and F/N on never having been taught what morality was at all before. On the next step the pc got off a consideration that he was unable to make his own code of morality align with the rules of the third dynamic. He had considerable relief on saying this and said it was the first time that he had ever got that off. The valence of a "pirate" was found and blown with the cognition that that was the pirate's way of life, an outcast from society true to himself and his Service Facs. The session was ended on this win.

Second Session: Time - 1:16 Total TA - 4.6

Various pieces of false data were gotten off including the false datum that "man is basically evil" followed by a cognition that a person will at some point just be good and himself. The pc had a cognition that he doesn't worry about himself anymore "I know I will be OK no matter what, I know that I am going to survive". Another valence was found ant blown which also resulted on a considerable win and the session was ended on this point. The pc commented at the end of the session "This was real fun". The auditor's comment after the session is that the pc is having lots of cognitions, that he is getting calmer and had a big line charge on blowing the last valence.

Third Session: Time - 0:55 Total TA - 2.0

During this session the pc had several cognitions including the realization that there were a lot of things about himself that were right. In other words the pc regained certainty on rightnesses. This realization occurred after the pc spotted the principal person who had invalidated rightnesses about him and caused him to doubt himself.
Fourth Session: Time - 1:06 Total TA - 7.1

During beginning rudiments the pc had further cognitions about violations by others of the principles of the rundown covered so far. During the session more false data was blown and the pc had a series of cognitions during which he blew various considerations about himself that he had formed in earlier times when he was committing overts. This resulted in another resurgence of his own rightness and was followed by a series of cognitions about overts that he hadn't previously considered to be overts because they had been justified. This was followed by the pc getting off a withhold never revealed before with considerable relief. The session was ended on an increase in certainty on the pc's part that he would be able to follow the principles covered in this session. Many of the considerations and false data gotten off during this session were along the lines of wrong indications about himself which the pc had picked up during the course of his existence.

Fifth Session: Time - 0:05

The pc came to the session on a win and originated a series of cognitions and wins that had occurred since last session. Some of these were: "I wanted to say that I am really pleased with this rundown, I feel really good, My personal integrity I'm aware of and I feel really good. Kind of like I'm OK. (Wide F/N, VGIs) I really think that I can live by the Code of Honor now. No matter how crazy things are around me I think I can now apply the codes. There is a real change and I'm really happy." The session was ended as the pc was on a Persistent F/N and VVGIs. Both the auditor and pc felt that the rundown had reached EP, though the pc was willing to continue on if there was more to do. At this point the pc was not C/Sed for another session but left off auditing for a few days due to the Persistent F/h and possible EP.

The next session was C/Sed for TWCs to pick up any latent or further cognitions regarding the rundown and to establish whether or not the pc had achieved the EP.

Sixth Session: Time - 0:15 Total TA - 1.3

The sixth session took place five days after the fifth session. The result was that this session confirmed that the EP of the rundown had been achieved.

At the beginning of the session the pc said "I have had this win which has persisted of feeling OK now as far as my own integrity is concerned, I feel I don't have any doubts on anything now. I used to have gray areas about myself and now I really feel OK about myself, now I really do, I know! Things make more sense to me and I feel a whole-ness, it's great. It's sort of like if you have to live in this universe this rundown is really needed, it cleans the slate and puts things in perspective, in light of everything that has happened since I came into the universe. I trust myself and I trust others more, my general opinion on humanity has changed. People I used to not care for; now it's like I do; it's different, my animosities aren't there, I didn't like that in myself." (F/N Wide) "I felt pretty good about myself case-wise but this rundown handled the only doubt I had which was on my integrity and dealings with others.

"I've seen people blow off etc. and it would bother me, I felt that could happen to me but I feel it could only happen if my integrity was out. I don't feel that can happen anymore." (F/N W GIs)

Prior to this session the pc had originated an exam statement which reads as follows: "A good thing I noticed is that my eyesight has changed, I can perceive depth and colors better than before since the rundown. Some kind of depth change, I see things with a real difference and colors!"

The pc was re-tested which resulted in his OCA and his aptitude going up, and was sent to Declare.

His success story reads as follows: "LRH is brilliant - this rundown was one of the best actions I've done so far.

“The gains have been many, covering so many areas of existence.

“If a thetan has spent any time in this universe he should get -his rundown - it’s miraculous in its results. Thanks to LRH and my C/S and Auditor.”

The pc later wrote up an addition to his success story which reads as follows: “There’s something else that has occurred for me on the Happiness Rundown which I didn’t mention to my auditor or in my success story. It’s quite amazing but I’ve been exterior with good perception. I recall mentioning earlier this year, when you were C/S’ing me on some Solo III, how when I was exterior things would usually be fuzzy, grey, or not very clear at all to me and how only occasionally would I even get such perception.

Well, for the last couple days my perceptions have been real sharp and clear and far better than with any eyes I ever used--and the big thing is I can control it some and have such perception when I want to. It’s real handy for looking to see what time it is on the clock when you’re sleeping. I’m really not used to it yet and is bothersome to me to co-ordinate the body with what I see in a way. Also, it is better at some times than others -

“I need to work on it. The ability has increased though and I’m happy about it.”

After the rundown, reports were collected from his auditor, his wife, his senior and from various associates.

His auditor says “He did excellently, had big wins and gains, got all the franticness blown, had perception changes (depth of vision and color), he’s stably feeling OK about himself and knowing he has integrity and trust in himself, can trust others and has hope for them, has blown animosity towards certain individuals.”

This is an observation report from the Senior of the pc:

“He seems calmer and less frantic in our daily frantic life. So far I have noted change in that he is more on the ball on originations and also is not rattled and into the “badness” of it all.

“He is working hard but is not individuated or BPC’y over post situations and oddities. He has helped me a lot in the last few days and is very willing to help others by seeing what needs to be done.”

Here is an observation report written by the pc’s spouse:

“Overall, since being on the Happiness Rundown and completing it, he is more stable and uptone than I’ve ever seen him. He’s very calm and just doesn’t at all get enturbulated, even by third dynamic pressures and things which have previously caused upsets. I notice there have been no instances of his going out of comm and introverting, which used to occur occasionally. I know his production is why up and along with his regular C/Sing, he’s been auditing 15-20 hours per week!

“On the second dynamic, his comm level and affinity, which have always been high, are remarkably increased. His outflow is greater and he’s more into verbalizing how he fools, telling me he loves me, etc. (From my personal experience, this is an indicator of his feeling about himself so more into outflowing.) “I notice too that in dealing with others he is very KRC-ful (not theetie-wheetie) while maintaining 8-C. I don’t see traces of “joking and degrading” which have cropped up in the past. He’s not critical of others, even when they’re wrong - i.e. correct estimation without matter.

“He told me this evening that he’s got no restimulation going on and in fact feels he’s got no case!! He said the rundown handled everything else he wanted handled! And that he’s the happiest he’s ever been. (Wow!) He just wants his L’s “sometime”. He’s really doing well and said he’d been exterior with perception (!)

“Overall, I’d say he was definitely an excellent product!

“This is true.”

This is an observation report written by a close associate of the pc:

“He’s lost a slight bit of defensiveness and individuation that was apparent before he started the rundown. He’s gotten real good natured and I’ve noticed his affinity level has risen a lot and it’s real easy to talk to him (it was pretty easy to corm with him before and we were already good friends - the raise in ARC is noticeable, though). He also has a whole lot more concern for my welfare, which has surprised me on a couple of recent occasions--especially since I’ve sort of had a rough time physically the last couple of days. He’s been very perceptive of when I was hurting and very genuinely kind and 8-C’ed my senior and auditor into making sure I got some handling. Before the rundown there was an “Every man for himself” kind of attitude to a degree, which is why I was surprised at his concern and efforts in my behalf. He’s lost
something of a toughness or “punk kid” type of valence and seems a lot calmer. When some enturbulative nonsense hits our lines he doesn’t get easily enturbulated by it now, before he used to withdraw and get tough or griefy. He seems on top of such things now. (This is an elaboration on what I wrote earlier about individuating and getting defensive.) This guy was not in bad shape or unsocial before the rundown, really, but now he is just a lot calmer and more there and more involved with people around him and more positive.”

This is another observation report written by a close associate of the pc:

“He’s been looking a lot happier and also seems to be a lot more caring about others. That’s what I can put my finger on. This last one (re his being more caring about others), he used to make joking remarks about people to them which he hasn’t been doing.”

TOTAL HOURS: 4 hrs: 32 mins

HAPPINESS RUNDOWN CASE HISTORY NUMBER 2.

Case Level: OT VII, has done Purification Rundown, Full Objectives (not done Survival Rundown), OT DRD. She had not read “The Way to Happiness” Booklet.

The pc was C/Sed for a set-up prior to the Happiness Rundown. She had been on an incorrect program and although it was indicated to her that the previous program had been incorrect and she had been taken off of it, she was still exhibiting by-passed charge concerning that cycle and PT out ruds. A session was C/Sed to repair this by-passed charge. However, in the session, the actual by-passed charge turned out to be that while reading the Happiness Rundown materials the subject of the rundown had gone into restimulation (as she said, it came off suppress when she read the materials). In fact, her attention was so fixated on the subject of the Happiness Rundown materials that it would not have been possible to audit her on anything else. This is noted because unless the pc was in actual need of repair this case history shows that no set-up would be necessary prior to starting the Happiness Rundown; could in fact cause by-passed charge by delaying the pc from getting onto the rundown. It isn’t so much that the materials of the rundown fixate the person’s attention, as it is a matter of the person’s attention already being fixated on the points which are the subject matter of the Happiness Rundown. Reading the materials therefore brings these very rapidly and easily into restimulation. Because the person’s attention is already so fixated on these points, it would then not be possible to audit the pc on anything else but the Happiness Rundown. This factor also shows up as very high pc interest in the subject of the Happiness Rundown and as several put it, they “went into session” on the Happiness Rundown as soon as they started to read the materials.

First Session: Time - :25 Total TA - 1.8

The pc came into session with all Ruds in and the Happiness Rundown was begun. While handling the subject of "morality" a considerable amount of false data came off which she had acquired from her earlier schooling and from the Catholic Church. The pc started flip-flopping between Mother's and Father's valences on the subject of "morality" and she blew a false datum that it was more moral to lie. She also blew a chronic feeling that she had been lying even when she hadn't been. On the exam after the session the pc said "I had my first session and cleaned up this one huge area which had to do with lying. Real Interesting, I cleaned up areas of my life where I had trouble. It cuts right through O/Ws and justifications and shame, blame, and regret, it cuts right in there to that thing that holds all that together. (Wide F/N VGIs)

Second Session: Time - 0:15 Total TA - 1.9

During this session an occlusion came off the case in that something that the pc had always attributed to her father she suddenly recalled and discovered had actually come from her sister. A previously occluded overt on her sister cane off and subsequently the pc moved out of the valence of her sister. This was accompanied by a strong shift of viewpoint and a heightened awareness of morality on the 2-D. An aberrated fixed idea that the way you handle 2-D is to feel bad and make other people feel bad" was blown. The pc was amazed at discovering this. A Floating TA occurred and the session was ended. At Exams the pc said "I just had a phenomenal session, I'm so blown out I can't believe it." The Examiner wrote a comment on the bottom of the exam report stating "My comment is, God, what is this?" Both the auditor and the C/S considered this session to be incredible.

Third Session: Time - 1:00 Total TA - 4.1

During this session various pieces of false data and O/Ws from the time period of when she was in fourth grade at school came off. The pc became aware of a mechanism of committing an overt then trying to shift the blame, trying to change the subject when she couldn't get away with it, then appearing confused and making the other person wrong. She realized that this had started during the fourth grade. A Service Facsimile popped into view and blew. A false datum that the way to handle out ethics is by beating or making the person wrong, blew. This chain went back through kindergarten to an Aunt who told her as a small child that she should lie, cheat, or anything to get her way, The pc suddenly had a stream of cognitions about how she had dramatized the valence of this Aunt throughout her life and even recently in PT. At the end of the session the pc stated "It was good to spot that. I as a being do know what is right and wrong. The only thing I hit into are the false datums. It's OK to be ethical."

Fourth Session: Time - 1:20 Total TA - 12.2

The pc came into the session with two wins: One was an improvement as an auditor (herself) and the other was an instance of telling the truth to her husband (this after blowing the various aberrations on the subject of lying).

A chain of petty thefts was taken down to basic and a false datum that it was "real macho to steal" was blown, when the pc spotted a childhood thief from whom she had gotten this idea.

Then, a 2-D aberration was taken up and blown. A false datum which was contrary to keeping one's personal hygiene in w/s blown on spotting the source of it (a perverted Aunt). Then a series of false datums and O/Ws were gotten off on the subject of taking care of oneself with the final cognition that it wasn't an overt to take care of oneself.

A fixed idea regarding selfishness "that it wasn't OK to want something" was blown with the result that the pc's havingness went way up. This was followed by the pc suddenly cogniting on a whole series of actions that she had done which had been detrimental to herself, A victim valence and a "goody-goody" valence were both blown. Then a cognition that the pc could decide things for herself--she was quite amazed that she had had the idea previously

that she couldn't decide things for herself, Her comment on this was "I never thought I'd say that, I feel pretty different, a real change, really." Another valence was found and blown accompanied by the cognition "I don't have to do it like my sister. You do something like somebody else so you can survive. I didn't know how to cope with life and taking care of myself and others. I didn't want to do them. I, never decided that I, wanted to do it. That's exactly right, you can do anything, You can decide and then you can do it and you can be yourself. That's amazing. I felt like myself. Now I know why. This opens the door to handling. I feel more causative." At this point A floating TA turned on and the session was ended. The pc's final comment was "I'm very impressed. This rundown is gradiently changing my life." At exams she said "I had a phenomenal session. I handled a whole facet of my life and I know A lot more will occur." After auditing this session, the auditor wrote an originated success story which reads "This rundown A 5 incredible. It seems to open the door to true freedom. I got into Scientology "to be happy" and I totally see that this rundown can clear away all the reasons I wasn't. It is just beautiful."

Fifth Session- Time - :50 Total TA - 6.5

In this session a chain of instances of failures to help others came off and this traced back to a doctor valence. The pc had cognitions concerning contagion of aberration during her own illnesses and the illnesses of others. A fixed idea that it was "noble to bang myself up" was blown. The pc originated that she had a number of cavities in her teeth. She had had these for some time and now decided to go to a dentist and get them fixed. At the end of the session the pc says "Very interesting. I think I'm surviving now whereas a little while ago I wasn't. You couldn't have got me near a dentist for a million bucks, but I think I'll do it. I'm really amazed at the things that I've resolved in these last sessions. I feel more alive, honest, these are not momentary wins. I can do things. I've experienced physical universe changes. Sometimes sessions used to blow charge but no change. I feel the changes now. I feel happier." At exams the pc said "You'll never believe it, It's the best thing that ever happened. I'm going to go and see a dentist and take care of my teeth." After this session, another person commented "This pc is noticeably and markedly changed for the better in life. I can honestly say, I haven't ever seen a more marked change than I've seen in her in the last two days. She's more alive, her space is cleaner."

Sixth Session: Time - 1:05 Total TA - 14.0

The pc came into this session originating that her life has changed, she exercised this morning and started a new hygiene habit.

Various false datums and misunderstoods from the period of the pc's life when she had been heavily involved in drugs were gotten off, At the end of the session the pc commented "I want to find out things". At exams, the pc said "My life is getting better." After this session, another person wrote a report to the pc's folder commenting on changes she had noticed in this person: "I've noticed a remarkable change in her. Prior, I thought that she was PR-y and operated on politics a bit (at least this is how it came across at times--sort of condescending) and the change is great. I feel really good about her for the first time, it's the difference between someone who is "nice" and "0K" and someone who has ethics presence who keeps Scientology working. She's much more a pleasure to be around and I really feel that she's going to make a lot of good changes around here,"

Seventh Session: Time - 1:24 Total TA - 12.7

In this session the pc cognited on a lot of false datums that had led to various overts such as stealing and realized overts were committed knowingly. The pc had a big shift from a "winning valence" she was in of using affinity to get things from people which "solved a lot of problems." She said "my whole viewpoint has changed" and had a Floating TA. At Exams she said "--totally changed this whole aspect of my life."

Eighth Session: Time - 3:00 Total TA - 25Div

The pc was in complete disagreement with the precept “Be temperate” and through false data had this equated to depriving oneself. She had confusions on it from examples set by her sister and mother spending huge quantities of money, She cognited “I do go into the valence of a person who ‘knows’ things.” She was amazed, after getting off the false datums, that she really was in agreement with the precept. She blew some very strong datums she’d gotten from her father, “you can’t do anything about anything”, the idea “that coma doesn’t solve anything” which she’d really believed. She saw loads of instances when she didn’t talk when she should have, “no sense in saying anything anyway.” The pc was amazed at how out of come she’d put herself, making it appear she had CI, and how positive she was that doing this was right. At Exams she said “I’m looking forward to living”. She had a Floating TA. It was after this session that her husband wrote 8 report to the C/S that after a pretty heated argument which resulted in an intense ARC Break, a short while later the pc came to him “just beaming.” “I experienced such a high level of ARC from her that I was taken aback.” Then they got in coma and she explained to him how she’d been unwilling to communicate because of the false datum she’d had. She said this was no longer the case. The husband said Well, this blew some charge for me, let me tell you! And I can’t believe the change that I witnessed in my wife last night. She had so much free theta and affinity flowing last night that it was truly amazing to me.” “Since she’s been on the pilot she’s now on (2 or 3 days I think), I’ve seen a dramatic change in her that I know changed her life and our 2-D.”

Ninth Session: Time - 1:50 TA - 12.1

On running promiscuity the pc blew a false datum and the source of it, She blew a winning valence of being promiscuous. More overts and false data were gotten off on the subject and a prostitute valence was blown with the result that the pc regained her own viewpoint on the 2-D, She cog’d that a bunch of her present actions on the 2-D were based on false data and cog’d that there’s nothing wrong with sex. More false data and valences were blown including the idea she’s had that she’s ugly and that men only wanted her for sex. She spotted some habits and actions that she had been doing, actually come from her mother’s valence and realized it hadn’t been her doing them, even though they were prosurvival actions,

Cog’d that the 2-D isn’t just a bunch of rules and that she’s had a bunch of rules on that dynamic. She was very bright and F/Ning and the session was ended.

Tenth Session: Time - 1:40 TA - 12.0

In this session she blew some false data about how to handle kids (“you’d be robbing his self-determinism if you told him what to do”, “I thought you had to get physical with kids”) and this resulted in her whole operating basis with children changing and a total shift of viewpoint.

She had a big win getting off some false data and blowing a valence (“just being a participant”). A heavily introverting incident was discharged and she spotted the point where she decided she was never going to say how she really felt.

She originated about the rundown “It does change your life. The stuff just blows. Now it goes faster because the earlier false data is off.”

On the precept “set a good example” she got upset and misemotional while reading the chapter and says she couldn’t have it, couldn’t even read it, didn’t agree etc. The auditor started pulling off the false data and she cog’d “I came to the conclusion that it was not okay to be good”. She still “hates” this precept and said it is hitting her main vein. Some more false data was blown that “there’s no use saying what you’ve done wrong and you can’t change and can’t be honest and there’s no benefit in showing a good examples and realized she came to the conclusion that she’d “rather be disorderly than a so-called ‘God example”’. A valence from the Catholic school was blown and she had a big shift in viewpoint and said that it’s

okay to set a good example and another valence of knowingly not setting a good example blew. Cog'd that it's more prosurvival to set a good example.

Originated "real interesting, I feel I got this little area conquered, Very interesting, I feel like I have a beingness shift--not feeling like a Joan of Arc. I feel like I've settled down, more in valence for myself, I lost this tendency to mimic, That's gone. Boy! Wow! Very interesting-I feel like I've dropped this whole via, valence, using my position to mimic or make Less of people. It's disrespectful. I feel very different. I don't feel like a nun but that's okay, My integrity, no, my perception has changed." Pc had a wide F/N and the session was ended there. She said she had totally lost the compulsion to make less of people.

The auditor commented that she was very different, not so "crude" as she had been, seemed more civilized.

At Exams she says "Well I just handled an area in my life that I've experienced 180 degrees change on. I'm very impressed."

The C/S comments "The Rundown seems to have a snowball effect whereby the pc is now blowing whole areas much, much faster."

Eleventh Session: Time - :50 TA - 6.8

In this session the pc blew some false data and got off averts in the area of truth and communication. She cognited that communication is the solvent and had a big shift of viewpoint on truth being what is true for you.

The pc had a big win on blowing a pretense she's been into and realized she'd been deceitful. She blew the feeling of not being able to tell if she'd been being honest or dishonest. Not all the confessionals she'd had, handled this for her.

At the end of the session she said she'd noticed an intense change in her life and she felt happy and like she could live happily and is changing other people's lives.

Twelfth Session: Time - 2:30 TA - 15.0

During this session the pc shifted out of another nun's valence and blew a whole area of false data on the truth and being good, Then she blew a ridge she had mocked up around the body and a feeling that she was untouchable.

The pc blew a whole bunch of false data on the 2-D and originated that a whole area of her track blew and self-aberration blew, stemming from her father telling her that she wasn't pretty and that she was wasting her time etc.

She shifted out of an auditor's valence she was in "Having to be cocky to be an auditor" and blew a know best attitude she'd been dramatizing.

More false data was blown and a feeling that she hadn't produced anything worthwhile, along with a lot of self-invalidation.

She also blew the valence of a priest she'd been in.

The auditor commented after the session that she had changed drastically on the rundown.

Thirteenth Session: Time - 2:25 TA - 23,9

The pc became misemotional on reading the chapter on "fulfill your obligations". The false data began to come off and some invalidation from her mother. She realized that it was false

that she “never pleased her mother” (someone else and told her this). The pc got 9 big shift of viewpoint on this.

During the course of running “be industrious” she spotted a valence she was in and the viewpoint that “it’s okay to get something for nothing”.

A lot of false data on study and first dynamic ethics was blown along with several more valences. More invalidation was peeled off and this culminated in the pc having a major valence shift out of the valence of an earlier Sea Org member she’d known. She’d been in this valence for 10 years and it had strongly affected how she operated in relationship to the third dynamic.

At the end of session she said: “That’s real good. I feel a lot freer. Leads into an overall cog you develop as you come down the rundown-there’s no way to confront life other than just to confront it. No shortcuts. You can’t do it be being somebody else or not doing it. I’m not a saint but I do know the right way to do it. I’m not saying I won’t make mistakes but I do have the right way and I am more myself”.

The C/S commented “This person is still making many changes during this rundown. I feel in life she is more forthright, more ethical and ‘straight’ and I like her more.”

Fourteenth Session: Time - 1:10 TA ^ 6.7

More false data was blown on the subject of study including the datum that it was out-ethics to study and not okay to enhance yourself. A whole area of false data on tech was blown and she regained the ability to have her own viewpoint on what is right; not having to accept someone else’s. She came over to a much clearer view of LRH tech and policy.

At the end of this precept she said “I just got my viewpoint back”, and was widely F/Ning.

At the end of session she said she thought she say be done. (She has spotted the exact point where she went off the rails as a Scientologist and this was a major win for her and handled a large area of her life.)

At Exams she said- “Well I just had a session and I just handled the main thing I was interested in handling. I handled the thing where I personally have gone off the rails as an SO member and a Scientologist and I don’t think I will ever go off the rails again.”

———————

The auditor C/Sed to continue with the Rundown but the C/S changed this to: “Very Well Done. But she’s attained quite a roaring EP, a complete shift in life and viewpoint etc.

“I may be wrong, but I don’t know what else we could achieve on her, this has already exceeded my wildest expectations. (You’ve done very well on her!)”

The C/S was for an interview to find out what she had attained on the Rundown and then send her to Declare.

This C/S is okayed by the Sr C/S with the addition that she read the rest of the booklet before she attested.

D of P Interview

The interview was done.

The pc said she was not sure if she was done. She felt so many changes had happened in her universe that she felt a lack of a goal.

She said she'd achieved certainty of her own viewpoint and of surviving. Other's opinions don't affect her.

"I have unshaken moral codes. I have a lack of problems (LF). I don't feel upset and don't feel I'm succumbing. I don't feel I'll bite the dust anymore and feel certain of self. I am at the point where someone else, if they had it, could attest to some state. I don't feel I ever downtone or out of valence again."

She wanted to make sure she was done and there was nothing more to get out of the rundown. She felt something needed to be worked out for people after the rundown as far as giving them direction, so they don't flounder (suggested maybe an Admin Scale). Felt a scarcity of problem (LF). She felt a big reach for auditing now but didn't know what else she'd be audited on because she had no charge. She then told of some recent major accomplishments she'd made in life.

The D of P commented: "She's remarkably changed from when I last audited her--calmer, more real, seems real honest."

After this interview the pc told her auditor that she wanted to run the virtues and make sure she was a real product of the rundown. She was C/Sed to continue the rundown with the caution to the auditor not to overrun F/Ns as the charge, if any, could blow on inspection on each step.

Fourteenth Session: Time - 1:00 TA - 14.3

In this session the pc spotted a beingness and false datum from her childhood that had caused her to have trouble with a certain terminal in PT. A whole stream of false data came off and a Ser Fac, came up and blew. This resulted in some blocked help flows opening up for her.

On handling more false data she cognited that it is okay to care for people and to have feelings. She realized she wasn't being true to herself and that she now feels more herself and that it is okay to care and want to help.

After the session she wrote up a win about handling the person she mentioned in her last session that she had been having trouble with. She said: "I'm really amazed how the auditing changes me so fast. To the extent that I can then without any considerations put my new viewpoint into action."

Sixteenth Session: Time - 1:00 TA - 6.2

On the precept "treat others the way you would have them treat you" she blew some false data that honesty is a bad thing and separated out the difference between honesty and vindictiveness. These, she had had equated, before.

Before all the virtues were run she had a big win and originated: "I could say I could do all those things. I just want to make sure-this hits me right where I live. I am not willing to not make sure I got it all, I don't consider it overrun. I had a big win on the honesty one and a big win on compassion."

At the end of session she said: "I'm amazed at the proportion of wins and cogs to changes in the physical universe. I'm real pleased."

The auditor C/Sed to go on to the next precept (omitting the rest of the current one) and the Sr C/S sent the following instructions: "#20 is not O/R. Do not leave it incomplete. Have her complete all of #20. Don't overrun an F/N on a specific question but do not drop out any questions or steps."

Seventeenth Session: Time - 1:05 TA - 2.7

Precept #20 was continued and the pc blew more false data and had a lot more cogs. At the end she said it was 8 good precept, it eliminated games conditions and changed her viewpoint. She said it eliminated introversion and self-invalidation and that a PTS phenomenon blew. She felt she got back the ability to validate herself and got rid of 8 long term PTS condition. Her future looked extremely bright to her.

At Exams she said: "I used to introvert when people would say things to me. I feel very untouchable at this point. That last point on Flourish and Prosper really topped it off. I feel real powerful." The pc had a floating TA and VVGIs. The pc went to Exams, Declared and wrote the following Success Story:

"Well, this rundown has definitely changed my life.

"I'm a very happy person. I look forward to the day, now, when I awaken.

"I've gotten so much out of this rundown, I do not feel that I will go off the rails again.

"I've had so much change in viewpoints and outlooks that I can only see a brighter future for me, my friends and all the people I come into contact with.

"I feel I have the precepts which enable me to live a happy life. I want to thank my best friend and auditor. . .For your care and your time and your duplication of me as your friend and pc.

"I really appreciate all the time spent on me, and I've come out a real product.

"My life on all dynamics is so much more aligned.

"Thank you (C/S) for your excellent C/Sing and Sr C/S Int. You guys are a great team. And of course--my best, best friend LRH.

"Sir, you never cease to amaze me--the degree of your care and help and guidance."

"I am really well pleased with the rundown, sir. . .and I know it will shift the viewpoints of many men for many years to come."

"I know that our survival level will be enhanced ten-fold and I sir--I'm going to do everything I can to help get others onto this rundown."

"I will also continue to help others when they fall or lack an understanding on these basic precepts of life."

"Thanks again to everybody. I'm a very happy person."

(signed)

Observation by examiner:

"On the declare cycle she went into a persistent F/N after writing her success story (i.e. picked up the cans while I finished reading it and was F/Ning nonstop). She was also real calm and genuinely looks happy."

Here are the before and after test scores of this pc.

Before		After
IQ	132	128
Aptitude	97	97

Leadership		90.01	93.34
OCA			
Trait A	(Stable)	96	99
Trait B	(Happy)	100	100
Trait C	(Composed)	88	94
Trait D	(Certainty)	98	50
Trait E	(Active)	98	98
Trait F	(Aggressive)	61	67
Trait G	(Responsible/ Causative)	86	86
Trait H	(Correct Esti mation)	50	70
Trait I	(Appreciative)	22	34
Trait J	(Comm Level)	90	90

TOTAL TIME ON THE RUNDOWN: 22:49

TOTAL AMOUNT OF TA:173 Divisions

(Note: Some of the test scores were higher after the Rundown and some were lower. This indicates the changes which occurred in the pc and her reality.)

This is an observation report written by a junior of this pc.

“When she first started she appeared to be “different,” It was as if she had “lost” something (negative gain). Basically when I really look at it, she is happier. She seems calmer, less about to “jump” mentally or otherwise. I see a greater calmness in her and about her. She is nice (always has been) but she seems nicer. Also, she is a lot prettier! Happier! Calmer! Prettier! She is looking great!!”

This is an observation report written by her husband after she completed the Happiness Rundown.

“I’ve noticed my wife is now willing to communicate about problems or ARC Xs, where as she was not willing before the rundown. While on the rundown my wife voiced major cognitions which were all of major nature, i.e. ways she operated on viewpoints she had that belonged to other people than herself, i.e. my wife no longer feels she has to always have a clean shirt for me, or the room always neat and clean. These were datums her mother had imparted to her. My wife had a huge cog in the area of how she handles things that are attacking her. She used to get very solid or upset over certain sits where people would attack her, and now she just doesn’t let it affect her at all. It just bounces off. This does not mean she won’t fight or get upset with me, her 2-D, but I am someone she does want to handle.

“The largest change I noticed in her was just recently, when she seemed to have reached a level of free theta or free affinity that does not really vary or rollercoaster. If I am not putting anything on her lines myself, then I notice that she is now almost always very uptone and in high ARC with me as a 2-D.

“There is more, but this is all I can recall. I saw daily dramatic changes in my wife. It was really something.”

This is an observation report written by an associate of the pc after she completed the Happiness Rundown.

“Aside from all else I’ve written, I’d like to note she appears to be eating better--even pointed out I shouldn’t eat sugar. Her ARC level is higher and more genuine. More pleasant to be

around. She never used to send anyone to the doctor and had some opinion or think on it it was wrong. Now she applies the issues to do with handling illness in Scientology. . .

“Tone wise she’s observably more uptone. She used to be in propitiation (by my observation) and I haven’t observed this tone on her lately at all. From the D of P I gave her earlier I learned she’s in less ethics (trouble)--less chits--She’s calmer.”
This is an observation report from another Junior of the PC after she had completed the Happiness Rundown.

“I have noticed (pc) much more stably uptone. She has really become a stable terminal and she has changed markedly nearly since the first day on the rundown.

“It’s now a joy to work with a terminal who is sane and stable.”

This is an observation report written by another associate of the pc after she had completed the Happiness Rundown.

P OK.

“(Pc) is very noticeably changed in life. There are many negative traits that are gone and overall she is noticeably better and happier. She used to be sort of propitiative at times and “elsewhere” at times and I didn’t trust everything she said or did.

“Now she is more direct, more outspoken and more sure of herself, not at all withholdy, Her comm and particle flow is a lot smoother and cleaner, and I find myself going in and having comm cycles with her now because I enjoy them whereas I didn’t used to feel that way about communication with her.

“She is also improving rapidly as a C/S--which I attribute at least in part to this rundown!”

This is an observation report written by a senior of the PC after she had completed the Happiness Rundown.

“I have observed that (pc) has increased in tone and activity. She handles her comm cycles in a far more optimum manner and she has increased in ARC and responsibility.”

HAPPINESS RUNDOWN CASE HISTORY NUMBER 3.

Case Level: Has attested Clear, has done Purif, no SRD but has had objectives run.

This pc had not read The Way to Happiness prior to this rundown.

First Session: Time - :57 TA - 1.8

Six ruds are flown, pc originates that she’s been trying to be good. HRD is begun and some false data is gotten off on the subject of sex and sees how this false data resulted in much trouble for her earlier. She sees that her stable datum on the subject at that time had cracked and she formulated another aberrated datum after she got in trouble. During the session she gets a new stable datum on the subject which very much aligns with the precept on morality and has a wide F/N on this. She cogs “boy the effects of 8 wrong moral code are pretty interesting-I never realized how false data and a crashing MU can crash an area”. She further cogs that sex is a 2-D activity, not a 3-D activity. At EOS she says that she has a button on confronting O/Ws and that she’s had to tell some terrible ones in the past and never wants to have to tell another, so she keeps her nose clean.

Metered ethics interview:

This interview is done just before her second session is attempted. The interview is done to find out the name of a person who gave her some specific data. Despite starting this “ethics interview” with a statement that it was not auditing, the interviewer started dating something. Over a series of pages of worksheets he pushed a when?” question right on down to the day and time of day (i.e., “2:00 p.m.”). That is a dating drill, is part of the action of Dating and Locating and is a case action. Also during this interview a “Who?” question was asked and pushed to a point where the pc started listing unreading items in answer to an unreading listing question. (Note the liability of asking a “Who?” question per HCOB 17 Mar 74, TWC, USING WRONG QUESTIONS.)

The TA was driven high (3.9) and although it apparently came down to 2.9 with an F/N at the end of the interview, the pc got sick afterwards and complained about “having F/Ns indicated when in grief”.

(Worksheets of this interview were not made available to the Pilot I/C until 2 days later.)

Second Session:

This session is not started because the TA is soaring.

Later that day there is a report from one of her juniors that she had been yelling at another staff member.

The next day she has a session. Time - :14 TA - 1.1

A C/S 53 was interjected into the HRD. False reads on Int are gotten as the pc protests the reads and asserts that her Int is not out. The protest is not handled by the auditor. Pc is in grief on a threatened loss of her post. She says she doesn’t have out Int but is just upset about the loss and an earlier loss. (Note how this relates to the dating in the “interview”.)

Third Session: Time - :34 TA - 4.6

This C/S is an attempt to convince the pc that she needs an Int Rundown by clearing words on Int and “hatting the pc on Int”. (But Int is obviously a false read and wrong indication by pc reaction to it.) After being “hatted on Int” she is still protesting Int handling and still talking about the loss (BD) and an earlier loss (BD).

Fourth Session: Time - 1:10 TA - 6.6

Pc is correctly C/Sed for handling of the loss and earlier similar losses by Date/Locate. One of the E/S losses was an incident where she was a “bad being” and some kind of implant regarding “expulsion”. These losses were restimulated by the off-line case action. As soon as these were handled the pc wanted to continue the HRD.

Fifth Session: Time - 1:41 TA - 9.8

Comes into session F/Ning. Back on HRD. Blows some false data on an earlier terminal who she thought was “cool” and who was an opinion leader for her. Realizes that he was 1.1, out 2-D and a criminal and used to take rotten care of himself. Some more false data is blown and pc realizes that it is easy to take care of your teeth.

In this session all sorts of earlier moral codes start to show up and blow off like “if you lose your honor you must kill yourself” etc. These are earlier codes from lifetimes in Japan, China and as an American Indian.

Pc uncovers a whole track incident in which she w s supposed to take care of someone and she messed it up and he dies and then to be right she became less and less able to take care of others. This confusion blows.

Pc is very bright at Exams and feels she made a lot of progress in the session.

(There was an auditor error in this session. The pc cognited: “I just realized I could go whole track” and the auditor said: “Anything in this lifetime?” -- an Auditor’s Code break!)

Sixth Session: Time - 1:35 TA - 12.3

Pc comes into session F/Ning.

She realizes she went into her mother’s valence when she was younger on the subject of eating and ate lots of candy and junk.

She cogs on where her trouble is coming from on getting enough sleep-she is being hit with Des-T and CI from her juniors. She realizes she has to handle that so that she can be on schedule and take better care of herself.

Seventh Session: Time - 1:07 TA - 7.5

Ruds handled at beginning of session. Pc states that she is totally able to take care of herself now.

She spots that she’s had a false datum that you have to go downtone in order to handle things. Realizes this is a break in her Code of Honor and that s doesn’t have to go downtone.

On the precept “be temperate” she speaks of going into her father’s valence (who was very intemperate). She has a series of cogs about the period of her life when she was not temperate. She was searching for stable data to live her life by and couldn’t find any and was getting all sorts of wrong ideas and false data. She understands for the first time why she crashed during that period of her life--she was looking for answers and had nowhere to go and nobody could give her the right answers.

Dial wide F/N at Exams.

Eighth Session: Time - 1:06 TA - 5.4

This session starts out handling the precept “do not take harmful drugs” and then an ARC Break is flown regarding her post. She realizes she must communicate more to her juniors not less (blows an aberrated datum). An implant then comes into view which underlies the out rud and is causing her a somatic. She tells about the implant in which she was forced to confront evil and realizes that is why she’s had trouble confronting evil since then. She realizes she went into the winning valence in that implant and after that she did that to others. She has a big win on blowing the stuck postulates and somatic connected with this implant

Pc remarks that the areas addressed on the HRD come off in layers. (Between sessions and in later sessions she will come up with things that relate to an earlier handled precept.) She is spotting and blowing false data out of session.

At Exams she says: “I had a real good win today in that I had some major cogs that will help me in life which is paramount above all. Having cogs for the sake of cogs is nice but cogs that help in life are nicer.” Dial wide F/N and VVGIs.

Ninth Sessions Time - 1:12 TA - 7.2

Pc comes in with no out ruds and an F/N.

The session covers some withholds of past transgressions that the pc is somewhat embarrassed to tell about. She has some cogs about the earlier moral code she had underlying

all of this at that time--she realizes she was in apathy at the time and didn't care about consequences.

Exam: "That was good--I had a real good look with an exterior viewpoint at the past and moments of the past." Wide F/N and VGIs.

Tenth Session: Time - 1:21 TA - 9.1
Comes into session with ruds in. While running "love and help children" an ARC Break turns on and the chain is run (re her son's schooling) and the pc blows an old beingness of being an illiterate bum in the old West.

Later in the session a whole track engram comes up and she blows a postulate "don't be a normal kid (because if you do you'll die)". Also mentions that any compulsion she might have had to beat children has blown. A whole track PTS terminal shows up and blows when the pc realizes that the basis of their trouble was mis-understoods leading to a games condition--not evil purposes of the pc's which she had thought earlier,

Pc very cheerful at exams with a wide F/N.

Eleventh Session: Time - 1:03 TA - 6.8

Pc blows some false data about parents. Spots that she had formed a false datum "you should do whatever you want". In this session she realizes that she hat stopped trying to get her family into Scientology and cogs that she can do it now sad should. Realizes this has been a big overt on her family. More false data is gotten off and she cogs that her family had always operated on the datum "you never talk about religion or politics" and that she had been running this on her child and her family too.

A lot of false data and overts on religion are gotten off. She cogs she had a continuous overt on not going to church and has a big win on this and what her relationship to her home town is.

Exam: "This was great--I had some incredible wins today, handled a lot of areas." Wide F/N and VGIs.

Twelfth Session: Time - :39 TA - 4.5

Pc mentions that her interest goes in and out on these precepts. Says yesterday she was real interested and now isn't interested in the precept.

On the next precept pc talks of how she used to look up to artists and songs for stable data. Spots a movie actress whose beingness she really admired and idolized.

By the end of the session she is again cheerful about the rundown and her willingness has returned.

Thirteenth Session: Time - l:43 TA - 13.7

Lots of itsa on the ARC Break rud about how she is the only one in her Org that sees and handles ethics sits etc.

Gets off some false data about truth. Realizes that the whole trouble in her Org is getting people to see the truth. This precept ("seek to live with the truth") parallels where she is and she is very interested in it.

She spots a moral code she's had that "it's okay to lie, just don't get caught". She spots that this came from a whole track incident where this was her moral code and also spots and

blows an implant where a false datum was implanted into her to never tell the truth under duress. More false data from implants is gotten off and the idea that it is pro-survival to lie.

She also has a cognition that she (earlier this life) would misassign the cause of her getting into trouble to God.

At the end of session she says that the out ruds she had at the beginning of session were really covered by this precept.

Pc and auditor both observe that the pc tends to move into the next precept and starts having it come into restim just before they begin auditing it.

Fourteenth Session: Time - 1:38 TA - 20.6

No F/N gotten at SOS. Pc says her ruds in life are kind of out but the ruds are not handled by the auditor. Pc originates that she feels she has an MD. (The auditor Q & A'd with this origination, started re-clearing the word "precept" although it wasn't misunderstood, continued the Q & A about Mis-U words which wasn't reading either and finally got way off onto "clearing the Greek alphabet"!)

Fifteenth Session: Time - 1:29 TA - 10.0

This session is wasted on flying ARC Breaks and word clearing on the Greek alphabet.

(The auditor and C/S were crammed on HCO B 5 Apr 80, Q & A, THE REAL DEFINITION. As this auditor had been repeatedly crammed on the same errors earlier with no changes a method of cramming using the ten steps of the HRD was piloted. This was extremely successful. It shifted the auditor out of the valence of a psychologist and turned her into a very good auditor--so much so that each of her pcs commented on it.)

Sixteenth Session: Time - 1:28 TA - 9.3

This session is spent on ruds. Pc is upset due to earlier implants being restimulated on this rundown. (Note that this relates to the Q & A and program departure onto "clearing the Greek alphabet".)

During the course of this session the pc spots a heath PTS terminal that is a whole track PTS terminal for her but is also very much a part of the PT political scene. She realizes she had recently gone the effect of this person who she feels is an SP. She cones back over to cause and realizes that she can do something about her Org and the planet. Quite a bit of out ruds and being effect blow in this session and she ends up much more at cause.

She feels this very much fits in with the rundown and "take care of yourself and others".

Pc also reports that she went to the doctor (as a result of handling the precept "take care of yourself").

Seventeenth Session: Time - 1:05 TA - 6.2

Pc comes into session with ruds in. They complete clearing MU words on the Greek alphabet. (The cramming order wasn't received until after this session.)

Eighteenth Session: Time - 2:22 TA - 8.3

The HRD was continued in this session.

Lots of overts come off in this session with lots of itsa and cogs. She realizes why she decided not to have recall this lifetime.

More false data is blown and pc cognites that PT overts key in whole track overts.

Pc has a big win and return of self respect realizing that she had not willingly joined an earlier group she'd been PTS to. A major whole track PTS terminal is blown and she realizes she is (was) not a bad being with a wide F/N. (Note that this is part of HRD EP. She continues to cognite and blows a criminal datum "you can get something for nothing".

Exam: "It was wonderful", wide F/N and VVGIs.
C/S comments after the session "Pc had a huge win and a major case change on last session. Totally solves her "restiveness" to auditing and probably de-PTSed her in the bargain. This Rundown really de-PTSes people. . .Even more than a PTS Rundown in some cases!"

Nineteenth Session: Time - 1:04 TA - 5.8

Prior to the session pc says she has a sore throat and gives various reasons why this could be, including that she feels she has reached the EP of the Rundown. She feels her integrity has been restored and feels happy now. She mentions that she has blown SP valences that were implanted into her She does have an ARC Break of long duration she says and wants that handled but feels she has handled something that hung her up for 30 years (what was handled in a previous session).

The folder is C/Sed to handle the ARC Break of long duration. The ARC Break is run and she spots the source of the somatic--an old postulate not to be a female. She has a cog on her old precept "get something for nothing and blows a heavy past SP connection in the basic incident. She feels she has had whole Track de-PTSing" and feels the Rundown has handled her "major hot SP" and feels done with the HRD.

R-Factor

The C/S states that the EP of the Rundown is not expressed and C/Ses for an R-factor to be given that she may have EP'd as far as her case is concerned but we will continue the Rundown so that she gets the rest of the data and any mis-u's or false data off, etc. She is also temporarily put off auditing as on a persistent F/N.

When given this R-factor the pc gets upset and feels protesty about continuing and pulls in mass.
Twentieth Session: Time - 1:45 TA - 13.7

(The C/S is for 6 ruds and protest, assert and disagree on the R-factor on the HRD.)

On ruds pc says she had a win from the rundown resulting in her reaching to her ex-husband to get him back into Scientology.

She speaks of the wins she's had on the rundown and says she knows she's done. She says she came to a point of a lot of determinism and "that which is true for you is true for you".

Ruds are fully gotten in and somatics blow and pc feels great.

The next day the pc is sent to attest and is given the R-factor: "You have had the EP of the HRD and may attest to it. I'd like you to read the rest of the Way to Happiness booklet so you get the rest of the data. Sorry about the inval from the last R-factor--if there's any remaining upset on that then let's get it cleared up. But you are complete on the HRD and you did have its EP." Pc goes into an F/Ning TA on this and attests the rundown. (The rest of the EP was stated in the final session.)

Her success story reads as follows: "Well, when I started this cycle I was very excited basically because I had been sold by watching others on how wonderful it was and I also felt

that anything called the Happiness Rundown would have to be good. What I found when I got there was entirely different than what I expected. I thought it would be Sec Checking based on the earlier data on “clean hands make a happy life”. But I was wrong. During the Rundown I went through many phases. At times I was totally blown away, at times I wanted to blow PERIOD! But the TA sure moved and I had phenomenal gains. I thought at one point I would hate to do every question on the whole rundown before I would have an “earth shattering cog”. That was of course about 5 minutes before my “earth shattering cog”. Then I just continued to really get in there and handle the hell out of my life. This Rundown does handle your life as you go. And it just basically was utterly, entirely fantastic and unbelievably outrageously good. The gains are so subtle they sneak up on you and then they hit you like a sledge hammer WHAM! and before you have a chance to recover you have another and that is pretty good in my book! LRH is just genius as usual My most sincere thanks to my auditor, to Senior C/S and to LRH. They are all the best you can find.”

This is an observation report written by one of the pc’s juniors after she had completed the Happiness Rundown.

“She’s been very cheerful and doesn’t get upset etc. since being on the Rundown. She seems calmer and more serene. It’s hard to describe but her attitude seems to be of a more exterior, playful one towards all things. She’s always been a fairly uptone thetas but it is noticeably more consistent.

“There also seems to be a definite raise in ARC--in general.

“(It’s hard for me to note a lot of difference because I’ve been in high ARC with her since I’ve known her, but I do notice an absence of BPC that would come up in the past in response to various things.)”

This is another observation report written by one of her juniors:

“One thing I noticed was she’s been VERY uptone. At product conference it is not as massy when there are no products. She’s handled the non-producers with crams and ethics instead of HERE! (This makes it easier to get products.) At musters she’s actually raised the tone of the whole group and has turned into a helluva power terminal. She’s totally sane and makes things go right with policy references. She’s a stable terminal for me and has become more of one on this cycle. She holds her position unwavering on Source (way above what she was before). I’m real impressed with the results because she looks just great. A real great product!!!”

TOTAL TIME: 25 hrs 13 Mins

HAPPINESS RUNDOWN CASE HISTORY NUMBER 4.

Case Level: OT IIIX. Has done Purification Rundown and Objectives and has received the OT Drug Rundown. This pc had studied “The Way to Happiness” booklet prior to being audited on the Rundown.

First Session: Time - 0:42 TA - 1.6

The pc came into session and F/Ned on all the ruds. On the first step of the rundown the pc said she had been in the Baptist Church and didn’t want to keep their moral code because it was too strict. She got off some false data about promiscuity. She said that morality is simple--it’s based on responsibility for self and other dynamics. At the end of session she said “This is fun” F/N VGIs. The session was ended with the first section completed.

Second Session: Time - 1:05 TA - 2.9

The pc realized she had had a tendency to not-is the first dynamic when first in Scientology. This was handled to a cognition that denial of the first Dynamic is not beneficial to the third. False data came off that that was how things had to be. The pc was amazed that there would be anything on these actions and was VGIs at end of session.

Third Session: Time - 1:07 TA - 3.7

The pc had some out ruds regarding her post which were handled. Charge came off on flow 3 of the precepts on keeping the body clean, taking care of teeth, eating properly and getting rest. The pc was very happy with the session. The auditor noted that the pc was blowing stuff faster in this session than in previous ones.

Fourth Session: Time - 1:06 TA - 5.6

Pc got off transgressions from an earlier period of her life on the subject of not taking care of herself. Her needle was very loose and the auditor noted that he had to turn the sensitivity down. The pc spotted the source of false data on drinking and realized that she had picked up some weird ideas on the subject. She realized that that was the beginning of when she started drinking. She had a further cognition on how getting into drinking was how one “became part of the group”. At the end of the session the pc had no reservations about following the precept about being temperate. The auditor comments that each session gets better and the TA action is increasing.

Fifth Session: Time - 1:24 TA - 4.3

Pc came into session VGIs. She said she felt really good, especially since she’s had enough sleep. On clearing the word “promiscuous” she cleared a long standing confusion as the 2-D. She realized she had mixed up the 7th and the 2nd Dynamics resulting from a confusion on the word “promiscuity”. She saw that having ARC and sex identified was a real trap and that her having a feeling of affinity confused with being promiscuous hat caused many conflicts and upsets all her life. She saw how false data acts like a held down 7. She handled some false data that had cut her affinity and caused her to refrain from starting conversations later in life. She shifted out of her father’s valence. She felt she got a lot out of the session.

In between sessions the pc turned on a rash (an allergic reaction to a food) which she originated to the examiner. Her folder was red tagged (incorrectly). In her exam origination the pc said that the rash was disrelated and that the session was fine. The C/S was going to take this up and try to repair it but was crammed by the Senior C/S for Q & A. Doing 8 repair at this point would have been a wrong action as the pc was doing well on the rundown and there was nothing to repair. (Cram was on C/S Series 3.)

Sixth Session: Time - 1:19 TA - 3.6

The rundown was continued without any Q & A, The pc cleared up some charge on her parents. She had a good win on spotting the point where she started hating her father and blew someone else’s withold (his) that she had made her own. She was very happy with this session.

The following day the pc got sick with a sore throat ant slight temperature.

Seventh Session: Time - 0:12 TA - 1.5

Pc was C/Sed for all ruds including overts, inval and eval and an HRD Repair List. On the HRD Repair List she read on overrun and had some BPC on an F/N being missed. A false read had been taken up. However, at the end of the session she said she felt fine about the rundown and didn’t feel there was any BPC. Her cold came from a loss--the heater in her office wasn’t working and she had gotten very cold.

She recovered from the sickness quite quickly.

Eighth Session: Time - 0:25 TA - 2.0

In this session the pc had a spectacular win while handling the precept “Seek to live with the truth”. She realized why evaluators have sometimes gotten in such a mess: by using false data they harm people and as a result they pull in motivators. She spotted why she had backed off from doing evals herself. She also spotted a terminal in her life who had been very deceitful. At the end of the session she said “I feel really good. I feel much greater ARC with people. This was interesting to look at that. I have felt bad on evals but now I know how to handle because I know what to handle. Never spotted that before.” The auditor commented after the session that it went marvelously. Fantastic win on why she has not done many evals and why evaluators generally are in such physically poor shape. Pc plans to write issues which will probably change Scientology management. The Senior C/S commented “This is actually a quite spectacular win. It could (when she follows up on this in life) do a tremendous amount for orgs and Scientologists”.

Ninth Session: Time - 1:27 TA - 6.1

Pc had an ARC break between sessions because she was feeling so good and it wasn’t reciprocated by others. She blew some self inval by spotting the correct source of it. She realized in this session just how far south this rundown goes and wondered what it would be like to run it on convicted felons. The session went very smoothly (quite lightly) and the pc was very happy with it and made an excellent exam statement.

Tenth Session: Time - 1:19 TA - 4.3

The pc originated at the start of the session a cognition that she had had between sessions. She realized her own overts on the 2-D and took responsibility for them. She realized why she had had trouble on the 2-D ever since and that her responsibility on the 2-D had been inadequate--that was why she would get restimulated. While handling others’ transgressions against the precept “Do not harm a person of good will”, pc had a big cognition about her father and suddenly understood him. Several more precepts were handled. The pc blew some false data on “Take care of your own area”. She was very happy with the session.

Eleventh Session: Time - 1:30 TA - 7.5

Pc moving fast on the rundown. She had further cogs on the 2-D when she cleared up false data and got off overts in the area. The auditor noted that most of the charge had been handled on earlier precepts.

Twelfth Session: Time - 1:25 TA - 4.5

The pc came into session saying she had had a hell of an ARC break but had taken positive action to handle it. It was a win as she had taken responsibility. In the session she blew some false data on being suppressed from knowing. The session went fine with no difficulties. At exams she said she had made really good progress.

Thirteenth Session: Time - 1:03

She got off some false data on not respecting the religious beliefs of others. She also spotted an attention getting mechanism she had had that she didn’t need any more. Some charge on flow 3 injustices was handled. Towards the end of the session she remarked “It’s a nice feeling to look over your life and not find any (transgressions on a particular precept).” She F/Ned on many of the questions and at exams said she had a really good session.

Fourteenth Session: Time - 1:09

In this session the pc did the steps of imagining being treated justly, with loyalty, etc. She realized on this that she was thinking of the negative things (i.e. the opposite side of these was as-ising). She could imagine all the points quite easily and F/Ned on them all. The pc saw that keeping in the precept "Try to treat others as you would want them to treat you" is a native impulse. She said it was a very good precept and told the examiner that she had a really good session.

Fifteenth Session: Time - 0:45 TA - 3.3

Pc came into session disgruntled with off policy actions she had seen. This was handled as an ARC break. She handled some charge on injustice on her lines. On the "Flourish and Prosper" precept the pc handled some false data and group agreement that Scientologists were "good poor people". She said at the end of handling the "Flourish and Prosper" precept that she would like to do that and thinks it's possible to--you can handle things. On the Epilogue step the pc was sure she could apply the data in the book. She felt if she had occasional lapses she could pick herself up and win again. She had no reservations about getting others to apply the data. Her comment was "What is really good now is I can see this interaction. My awareness is really increased. If someone dramatizes going downtone, there is a visible interaction". At the end of the session she volunteered "I just thought of something I must tell you. When I came into session I was thinking it's the end of the HRD but I should be feeling better than I am. But it was that thing with (senior terminal) that was sitting there which came up. It's been taken apart now and I feel much better. Feel great. Came up just at the right time for the Rundown to crack them apart." When asked how her life and future seemed to her now she said "Infinitely better. I know I can create my future. I'm not held down by all the happenings of the past. I'm in PT. It's up to me to create it now." At exams she said "It was really good. I just finished. Handled a big thing sitting there and I feel great".

Pc is OKed to declare.

After that session and before declaring to the rundown, the pc was very upset by someone disturbing her session (she was auditing her co-audit pc). She was C/Sed for an L1C and HRD Repair List (the latter added by the Senior C/S in case of earlier BPC).

Sixteenth Session: Time - 0:31 TA - 2.3

The pc came into session and explained that the upset was out of proportion to the incident and that it was from an earlier similar incident. The L1C was done and the upset handled, Then an HRD Repair List was done, The pc read on overrun and said that after an earlier session she had felt that something had been totally blown apart on the rundown, She felt that she would never again relax her morals and felt so in ARC with everyone. She remembered someone had said, "Wow, what happened to her?". It was very apparent to people around her. On the Say or Ask? at session end she said, "I'm sure that's exactly what it was, I made a decision that any thetan who gets into a situation where he gets hit without knowing why, . .I know now I will stand my ground and ask for the evidence. You're being hit anyway so you might as well stick your neck out. You're also committing an overt by letting the group Commit an overt on you and others. If you do pull in that situation you can apply the right policy, Got to carry on playing the game. It restimmed a time when I was too weak to fight back. I realized it was not an inval of the HRD because that point had been worrying me He says in the Epilogue you will have ups and downs. This was just a restim of an earlier similar. So I feel it's all handled now."

After this session pc was sent to declare. Her success story reads as follows: "This is truly a remarkable Rundown. The wins are too numerous to list. Many are of a negative gain type and it's hard to recall them at all. But many were also positive. To name a few: I now have an unshakable certainty in myself and my worth to myself and others. I am able to see what is with a certainty that such action will be to the benefit of others as well as to myself. Most

importantly perhaps I feel I have regained my personal integrity in greater measure than previously and that in itself is priceless. Without it true happiness is not possible.

"The basics of Scientology such as the Axioms and Factors have become something I actually think with and use on a daily basis. The Code of Honor is a luxury I now feel I can afford and want to exercise as part of my own moral code. I feel I hate made a very definite step on the road to full OT and can now play the game of life as a far better team member. My great wish now is that all Scientologists, staff and public alike get the benefit of this rundown as quickly as possible the achievement of the Aims of Scientology will accelerate to that degree. My thanks to my co-auditor, and to the C/S and Senior C/S--and most profound thanks of course go to L. Ron Hubbard for this great technical achievement. And with the release of 'The Way to Happiness' on a broad international scale, it will soon become common knowledge that Mankind has no better friend."

The pc was retested. Her OCA rose markedly and all the points that were previously lower came up to high in the "Desirable" range. Her aptitude and leadership also rose markedly. There was no IQ change.

After the rundown, reports were collected from friends and associates of the pc and these are given here in full.

This is an observation from an associate and old friend of the pc's:

"Very noticeable is that she appears to be stably in a higher tone level than before the rundown. Tone level used to vacillate easily (or more easily)^-more ups and downs and ARC breaks which would be obvious. Now she's much more cheerful and goes along that way stably--and to me exhibits a more certain and more cheerful approach to life in general, Haven't seen any sign of ARC break at all in the last week (and sometimes ARC breaks in the past were unpredictable and surprising).

"Big change too in the first dynamic. She recently got a new hairdo and some new clothes--has done this at times in the past but this time she hasn't explained it away as 'something she needs', etc. In other words, no apology for it--and didn't seem to feel a need for explaining why she bought things for herself, etc.

"Also--in the past she's always talked a lot about aches, pains, nausea, lack of appetite, being thin and seemed to hate some preoccupation with these. But I haven't heard her mention any of these since the rundown.

"All in all, she seems happier, more outgoing, more certain and seems to like herself and life in general such more.

This is an observation report written by one of the pc's juniors.

"I've noticed that (pc) seems happier since she went onto HRD, She has less illness occurring, i.e. before the HRD she often had to So and get extra sleep, had headaches, etc., etc., which has lessened considerably. She's also much more uptone in handling (other junior) and much less frantic about post cycles. . .This used to be rather unstabilizing to me as a junior which is no longer there. She started getting us regular days off (which we haven't had for the past 1 1/2 years I've been on post as there was always a thing of "being too busy and it will cause upsets with seniors. . ." which I no longer hear). She also pushes for us to get on study which she didn't before and checks up on how we're doing etc. I know she had lots of wins auditing her pc and she herself looks younger, healthier and definitely happier."

This is an observation report from the pc's senior.

"She is much less agitated in life and on post, i.e. calmer.

“Her post performance has improved. Rising stats, very few crams.

“She is consistently cheerful whereas she used to dwell on post/life difficulties to some degree.”

This is an observation report written by one of the pc’s juniors after the pc had completed HRD.

“Higher tone level.

“Takes her day off more often with less worry about it.
“Less panic stricken.

“More ARC.

“Less Ethics trouble.

“More honest.

“More friendly towards me--doesn’t give he so much of a hard time as she used to.”

This is an observation report on the pc written by the HAS of her Org .

“(Pc) generally seems to be calmer and more uptone.

“She is sticking to schedule better.

“She seems less motivatory.

“She is doing much better on post and seems more there.”

TOTAL TIME: 16 hrs 29 wins

HAPPINESS RUNDOWN CASE HISTORY NUMBER 5.

Case Level: The Pre OT is OT 3 and has had OT 7. Has done Purif and Objectives to EP. This Pre OT had studied all the HRD materials prior to being audited on the Rundown. His auditor had not audited in many years and is an honorary Cl 4 from 1962.

First Session: Time - :54 TA (not reported)

The Pre OT’s ruds are flown and the HRD is started. False data and considerations about morality and sex come off from earlier groups this lifetime.

At EOS Pre OT says: “I feel very bright now compared to earlier. Something definitely moved off--I’m surprised I had so much charged stuff associated with it.” F/N VGIs.

Second Session: Time - :27 TA - 2.0

Some trouble with hands and getting the right handcream in session, he feels an electrical burn in his hands.

Shortly into the precept “take care of yourself” the Pre-OT originates that he feels overrun. He has lost interest and feels he does take care of himself--the precept is continued and the Pre OT dopes off. He again says the whole subject of the precept is overrun. Thinks he may have flipped out of the valence of an old friend on the precept when he studied the book earlier.

At end of session he discovers he has a metal splinter in his finger and that it has been affecting his hands and the electric current and giving him a burn.

Third Session: Time - 1:03 TA - 3.2

Per C/S instructions, the auditor indicates to the Pre OT that the precept run last session had already been handled when he read the book. This really indicates to the Pre OT and he is F/N VGIs on this.
Pre OT blows a false datum that you should just suffer through it when you are ill.

He feels overrun again and feels overrun on clearing the same commands over again. (Note that this re-clearing commands is an error.)

Some more false data is gotten off. Many of the questions have nothing on them (he has pretty much handled the areas of "get care when you are ill", "keep your body clean", "preserve your teeth", etc.).

At end of session he says "That was just great, but the number of questions is going to drive me crazy if we have to keep doing it like this Too many questions I don't think we need to clear commands anymore."

(C/S instructs the auditor to not reclear any words and Commands)

Fourth Session Time - 56 TA - 5.2

An ARC Break he has with his wife is flown at start of session,

A Ser Fac and aberrated stable datum is blown "to lead is to sacrifice", that came from his earlier schooling days,

On the precept "be temperate" the Pre or blows a false datum about having to experience things in extremes and cogs on how that led to him experimenting with LSD, homosexuality and promiscuity. Pre OT originates that experience has to be non-damaging.

More false data is blown in the area of temperance and Pre OT cogs "These type of ideas is what has been a threat to my marriage Just sets you up for trouble. Dangerous stuff."

At end of session he says "Very, very good. We spotted some hefty stuff there", and at exams "Well it was an incredible session--found some real killer false datums in there", F/N VGIs.

Fifth Session Time - 47 TA - 3.7

An ARC Break he has with his wife is flown at start of session.

Early on the precept "honor and help your parents" the Pre OT gets very upset about an earlier time he was forced to lie to his parents and was prevented from seeing them This is handled as an ARC Break and the whole thing blows to considerable relief for the Pre OT after 2 1/2 years of years of upset on it

Pre OT originates a rave exam statement and dial wide F/N VVGIs, He then originates a success story (OT III data) about his tremendous win on handling the ARC Break

Sixth Session Time - 1:00 TA - 3.3

Pre OT comes into session with BIs. Ruds are put in to F/N VGIs. The precept on parents is completed including more ruds handled on it. Not much more comes up on the precept.

Seventh Session Time - 1:16 TA - 5.6

An ARC Break with his post and senior is handled at start of session,

On the precept on setting a good example some false data and out ruds are handled and Pre OT blows an earlier valence of a friend of his that he'd slipped into on the 2-D.

Some overts regarding living with the truth are discharged.

At end of session he says "It was very nice", F/h VGIs,

Eighth Session Time - 0:48 TA - 5.2

Pre OT comes into session F/Ning and several more precepts are run. These precepts have almost nothing on them. Pre OT is F/N VGIs.

Ninth Session Time - 1:25 TA - 11.8

Pre OT comes into Session F/Ning and more precepts are run that have little on them. At the end of the precept "help take care of the planet" the Pre OT says "This has given me a new viewpoint in terms of responsibility--I popped through a not-isness. I can see that it does involve me."

Gets off some charge on being forced to steal. Not a lot is coming up on the precepts.

At the end of session he says "On the rundown itself I was thinking there wasn't much on it, but if I were a person in the Field, I could blab on for hours--it would be endless charge coming off. Our environment in the Sea Org has a lot of order in it by comparison. This Rundown is going to be dynamite for people out there " (F/N VGIs)

At Exams he says "That was a good session I had some good wins out of that."

Tenth Session Time - 1:15 TA - 8.0

Pre OT comes into session F/Ning. The precept "fulfill your obligations" is taken up and the Pre OT gets off some charge on not fulfilling obligations and not being allowed to He is concerned about taking care of his parents up the track and this isn't resolving so the steps are rechecked and this handles it to F/N.

Two more precepts are run this session with the Pre OT having wins and doing fine.

At Exams he says "That was a great session Handled some things."

On the Exam the examiner writes "I notice his physical appearance has changed--can't quite put my finger on it (improved)."

Eleventh Session Time - 0:31 TA - 3.0

Pre OT comes to session very uptone and talkative. The precept "practice" is run but Pre OT feels it is the same as the last one and has nothing on it.

Twelfth Session Time - 1:44 TA - 5 0

An ARC Break he has with his senior is flown at start of session.

Pre OT spots a Service Fac "If I'm competent I'm stuck with the job and won't be able to take my leave (vacation) so I better be incompetent" BD F/N

He then originates that the precept they are handling is O/R because he ran it when he audited his co-audit pc on it Says that he has really been applying the precepts in life.

Session runs very smoothly with the Pre OT flying.

At end of session he says “Really dug that--blew a lot of different charges down the track”.

At Exams he says “That was a really good session--did a whole lot and blew a chunk of stuff”, F/N VGIs.

Thirteenth Session Time - 26 TA - 1.7
Pre OT flys through the flourish and prosper precept.

He states “My integrity has returned. I felt I had had terrific losses on maintaining integrity and now it is back in.
“I feel stable--I don’t feel franticness. A lot was handled by Purif, OT 3 and OT 7 but some was still there. It pushed away after the HRD-looks really good. I look forward to getting the HRD done on everybody else. . .”

Exam “Well, it was really good, finished the questions on the HRD and it left me feeling really great.”

The Pre OT is sent to attest and writes the following Success Story “the Happiness Rundown is one of the most powerfully effective rundowns I have done to date.

“It approaches areas of one’s life which one may not even realize one is having trouble with or are set up to have trouble with at a future date It establishes stable datums for ethical behavior while eradicating all the false ideas and incidents which would prevent these stable datums from being applied.

“I found I had been brought up on false ideas which have led me into most of the trouble I have encountered this lifetime and had me set up to destroy my marriage If I continued to apply them.

“I now feel amazingly stable and have a renewed faith in my own personal integrity.

“I cannot wait to get the rest of my fellows through this rundown since I know this will make the Whole area just boom and expand (with no associated franticness).

“Thank you very much to my co-audit twin for applying this tech to me and my undying thanks and admiration to LRH for this incredible gift to Mankind.

“With the stability I have now Happiness is almost inescapable!”

This is an observation report written by the Pre OT’s wife after he had completed the HRD.

“(Pre OT’s) viewpoint has changed in that he is more relaxed about handling situations, as though he is operating more at CAUSE and is in control of things He is consistently happy and uptone about things (except for when the situation calls for a more serious tone). Our relationship has improved in that there are less considerations there-he told me himself he blew considerations he had on the 2-D.

“He did not have a lot of ethics trouble before, but his space does seem even cleaner now.

“Since finishing, he hasn’t gotten the headaches he used to get now and then.

“He’s holding ‘s post now and is doing very well.

“I know he got a lot out of this Rundown and I can see the changes in him, as described above.”

This is an observation report written by one of his co-workers.

“I have observed a change in (Pre OT). He has taken on more responsibility and is doing well. There is less complaining or a noticeable lack of natter. He is noticeably uptone He is noticeably healthier and more active He is in good comm with his seniors and juniors.

“I believe the rundown has affected him greatly and his dynamics to the good.”

This is an observation report from one of the Pre OT’s seniors.

“Glad you asked! I have noticed that (Pre OT) is much more responsible and is really jumping in and handling things I’ve also observed that his tendency to make 1.1 comments has diminished and they don’t occur now.

“He’s doing much better!

“P S. Is he on the HRD?”

His before and after test scores look like this

		Before	After
IQ		146	151
Aptitude		90	193
Leadership		90 01/ 83.85	90.01/83.85
OCA			
A trait	(stable)	82	100
B trait	(happy)	16	78
C trait	(composed)	784	6
D trait	(certainty)	52	86
E trait	(active)	76	80
F trait	(aggressive)	95	91
G trait	(responsible/ causative)	96	46
H trait	(correct esti mation)	64	84
I trait	(appreciative)	80	60
J trait	(comm level)	90	76

NOTE The Pre OT told the tester that his ‘after’ score would be lower because he had PR’d his first test (and had answered the questions honestly after the rundown).

TOTAL TIME 12:42

HAPPINESS RUNDOWN CASE HISTORY NUMBER 6.

Case Level Grade IVX, Clear, has done Purification Rundown and had earlier had a Dianetic DRD and Objectives This pc had not studied “The Way to Happiness” booklet prior to being audited on the Rundown.

First Session Time - 1:40 TA - 5.0

On the first step of the Rundown the pc had a win realizing she would never really give in on what she thought was right in a situation but instead just go through the motions of going along with something she felt forced into. She brings up that it’s been confusing for her in

some situations to decide what's right or not. On the next step she had a line charge and realization that she avoided taking care of her body sometimes because of the pain she might have to undergo at the Dentist or Doctor, but that not taking care of it sometimes led to worse pain and trouble.

Second Session Time - 1:24 TA - 8.0

Various false datums were handled about not getting care when sick but rather just continuing to work and possibly get others ill. Blew some solidly stuck false data about the unimportance of sleep compared to post cycles and ended up with a cog that it was possible to take care of her first dynamic Pc said at the end "It's neat really--neat!"
Third Session Time - 1:09 TA - 6.4
Several valences blown accompanied by line charges and cogs on how she'd acquired various habits and valences from games conditions and just to make someone else wrong or show them up.

Fourth Session Time - 0:33 TA - 2 8

Pc had a real "eye-opening" cognition and major win about her Marriage and second dynamic attitudes and the session was ended on a persistent F/N and pc VVGIs At the end of session pc commented that it was funny, she'd thought this was going to be the least interesting area to take up, and that her husband would bless this Rundown. At the examiner she had a dial wide F/N and after the examiner indicated the F/N the pc said "yeah--my needle floats all day--I keep giggling all the time."

Fifth Session Time - 1:07 TA - 8.1

Blew false datums and false attitudes about children and handled a long term ARC Break in the area with relief for the pc. She also realized that she'd had a basic change in attitude about children. A grief charge was blown concerning her parents and she had various cognitions on her treatment of them.

After this session the auditor writes This Rundown utterly proves man is basically good It really makes a person right. And it's like an S & D being done on this crazy modern culture, getting a person out from under the suppressive false data and Oppressive "mores" and allowing him/her to assert his/her basic rightnesses again!

Sixth Session Time - 1:47 TA - 4.5

More false data was blown, including false data from a teacher at a religious school she'd gone to that it was OK to tell "white lies". At one point pc states "funny--some of the cogs I've had are like "Oh, I'm sitting on a chair!"

Seventh Session Time - 2:26 TA - 29.8

More false data and valences blown, with misemotion flying off. Pc originates "I can't quite have it. Can life really be like this? I almost don't trust it because it's never been like that before. . . It's not just on post, it's happening in a lot of other places 1st Dynamically and also with my husband. I'm just a lot more ethical! And things are going much better--but I'm not sure how long it'll last--it's never lasted this long before. Before it's always gotten knocked out of whack And it's strange--opportunities have come up (for it all to go to hell) but it's not happened! So it's like the 'calm before the storm' but I'm not sure it's gonna happen (the storm)!!" (Followed by a line charge)

Eighth Session Time - 1:58 TA - 27 0

Cogs how she had been continuously promising various things would get done by juniors which she knew were unreal just to keep the peace and the heat off and that this practice was

quite common is her area. Cognites on an overt product she'd sent along and had had trouble ever since on that type of cycle. Blows a false datum from a psychology article she'd read that it w s "neurotics to like work. Huge win on one of the precepts resolving a mystery she'd been stuck in since she was 4 years old.

Ninth Session Time - 1:07 TA - 13.0

Cogs on a computation she'd made against being competent. Blew a lot of suppressive false data such as "wart people are unhappy" and that it was hopeless to try and do well (from a high school teacher). Had a major win on realizing she'd had the idea you were either born with a skill or "tough" because if you practiced a skill you were open to ridicule for goofs made in practicing, etc. so she had dropped any areas she'd wanted to learn about. She traced this to her brother last lifetime which had then been carried through by her sister and herself this lifetime The session ended on this with a persistent F/N and VVGIs.

Tenth Session Time - 1:40 TA - 6.3

Pc originates that after last session she really liked working on E-Meter drills on study and usually she'd hated it (she was doing her solo course).

Blew false data and some O/Ws on religious beliefs with good wins. Very good wins and relief on the next chapter--"it sort of solves the problem of 'what's an overt"'. At the end of the session the pc was VVGIs and said "I definitely want my copy of this one! ("the Way to Happiness" booklet) It's a bookstore item I'll definitely buy myself. Usually there are copies of things around but this is one I'd definitely HAVE as my own!"

Eleventh Session Time - 1:45 TA - 25 9

Pc originates wins trying out the data from the last session.

This session pc went through a lot of misemotion and dramatic changes At the end pc was again VVGIs and said "That was really neat-especially the gradient approach!" At Exams she said "Just gets better!"

Twelfth Session Time - 0:41 TA - 3.1

Blew a false datum that "money is the root of all evil" and blew a consideration that" it'd be much more noble to be a poor organic farmer than a successful chemist"

Pc finished the last steps of the Rundown and when asked how her future seemed now compared to when she started the Rundown she had a huge Blowdown, went beet red, line charged for several minutes and said "That's a funny question--my life is totally different, I mean totally different! I've never had anything change as much as on this Rundown. I work in Marketing and I read a lot of successes and I'm not degrading any of the tech but I don't always jump up and down--but I think this is INCREDIBLE! I mean I've had my grades and I think they're all fine but this has produced change double triple quadruple anything else. And I live with myself all day--I know what's changed! It's like something very basic has changed on every precept we did, I never used to be able to maintain things before--now I know I can; things that maybe wouldn't mean a lot to other people but mean a lot to me. So it's great!! I'm really glad I had this--it really has made more difference than anything else!!!"

Her auditor said after the session "Pc totally flipped out with the Rundown! This is a real breakthrough!" The C/S noted "See pages 19-20 (pc's itsa at end), that is very dramatic and shows a difference between the awareness of change brought about by this Rundown compared to other auditing; i.e.. these case wins are much more real to pc than those from earlier levels "

The pc was re-tested which resulted in her OCA, aptitude and leadership survey all going up and her IQ maintained at 146 but the pc was amazed that she did the IQ test this time in about half the time she normally took and had a much easier time answering the questions. She was sent to Declare.

Her success story reads as follows.

“This really is the most incredible auditing I have received I would say that I probably have come as far in the last few weeks case-wise as I had in my previous auditing I don’t feel this to be an exaggeration in the least.

“For the first time I feel my life is really under my control-and my control is pro-survival I can complete cycles of action, do things, handle situations on a 1st dynamic basis as well as for 2nd or 3rd dynamic reasons I don’t feel “cluttered up” with a lot of “shoulds” and “shouldn’ts” that I haven’t agreed to or established for myself.

“I’ve occasionally wanted a stated moral code to live by--but could never establish one for myself other than in vague and easily violated terms Now I have one and will have one for life.

“This really is a life changing Rundown Thanks to LRH and auditor and C/S.”

A few days later the pc wrote the following success story for the OODs.

“This rundown was, without a doubt, the most powerful auditing I have ever received Each day brought a new cognition and another major improvement in my life--if not more than one! For the first time I feel that I have real and prosurvival control over my life Many problems and difficulties I have had for a long time have either resolved or are well on their way to being resolved It is a very personal rundown which, one way or the other, targeted and handled all of those aspects of myself that had been nonconfronted, become very chargey or had simply atrophied My sense of self-worth and personal integrity have never been higher I’m far from perfect, but now do have an ideal scene to work toward And every advance toward it and every advance made stable is a great personal win The gains of this rundown do not stop when the auditing is completed--they continue to increase And that is the true value of the Rundown for me It is the auditing which makes it possible for “The Way to Happiness” to really be followed as it removed the things which could cause a person to fail along the way Many, many thanks to my auditor and C/S and to LRH for the opportunity to experience this auditing.”

The pc was also interviewed about 5 days after her completion had been announced to see what others’ reactions had been She said that they had been very interested and enthusiastic about her completion of the Happiness Rundown. *

She also noted that others she dealt with--seniors and juniors--seemed much less HE&Ry in their actions with her than before the Happiness Rundown and that her life continued to get better and better.

This is an observation report from the auditor concerning the pc

“Dramatic changes when she started the Rundown she was somewhat “cold” in her attitude towards others and tended to be HE&Ry in her dealings with people per her itsa During the Rundown she became much

*There was only one person who made a snide/sarcastic remark about her having completed the Happiness Rundown, and it was noted that this person was causing trouble in areas the person had been in, and of course was unhappy.

This is an observation report written by the pc’s senior.

“The most noticeable change is her increased willingness to handle her pest Prior to her going on the Rundown, she strongly resisted taking on product officering the entire bureau, including those areas under her which are not held by anyone else and so are HFA. Specifically, she “knew” she couldn’t handle one Branch under her (no one’s posted in it)--not if she was also product officering all of another Branch plus product officering and also doing some Phase I in the third Branch And in fact wouldn’t.

“Now, she Phase I’s in one Branch with both cope and organize actions, she does some Phase I in another while doing cope and organize with the Bureau head, plus Esto-ing him, and continues her product officering of the third Branch And she’s doing it all without any HE&R. And in fact willingly.

“She’s lost a definite solidness, and so now receives coma, suggestions plans, etc. far easier And she’s much easier to debug, as a result she now seems to receive it willingly, and responds easily.

“She’s at least twice the asset to me in this Bureau that she was prior to the Rundown “

This is an observation report from a junior of the pc.

“I do notice that she is easier to talk to and get along with. She seems more stable and I noticed she gets things done faster or maybe just smoother.

“Seems happier overall--more content.”

This is an observation report from another junior of the pc.

“She seems to be less edgy and more relaxed and happy. Not that she was always edgy or anything like that, she is usually uptone. But lately it seems that she can maintain her good humor despite pressures and seems very relaxed lately “

TOTAL TIME 17 hrs 17 mins

HAPPINESS RUNDOWN CASE HISTORY NUMBER 7

Case Level PC has done the Purification Rundown and SRD; has no grades.

First Session Time - 1:38 TA - 3 6

Previous to session the pc was doing well and F/Ns at the start of the first session She spotted and blew the point where morality became confusing to her She cognited that in the past she didn’t want to be responsible for others but now she does.

Second Session Time - 0:43 TA - 6.0

In this session she spotted a false datum from her mother which made her feel it was difficult to survive and which caused a fine lime between sanity and insanity. (This produced a line charge cognition and F/N) Then a valence separation took place with a 1.4 Division BD and F/Ned. The needle soon after went into a persistent F/N and the session was ended.

Third Session: Time - 1:20 TA - 9.2

Blew a false datum which she had that if you are sick it has to be in your head “any person sick is psychotic and a guilty person”. This had developed into a self destructive mechanism which blew when she cognited on it. Another valence separation took place between the person and her father.

Fourth Session: Time - 1:25 TA - 4.4

There was a big realization in this session that the pc has very bad eating habits and a decision to change them was made. The damage these handlings of diet can cause was realized. Pc also Saw how the Purif and SRD had gotten rid of all false data on the subject of drugs.

On the same day as the fourth session an observation report was received from someone who is close to the pc saying that she has changed a lot since starting the Rundown and gave specifics which included being much calmer and not enturbulated by her post.

Fifth Session: Time - 1:35 TA - 5.3

At the beginning of this session she originates “things are great-I’m getting married.” Much false data on the subject of 2-D is gotten off which is at a very timely point.

Pc originates that her dynamics seem to be aligning more and more as the Rundown progresses. C/S comments that the pc is coming into PT (per last part of session).

Sixth Session: Time - 1:30 TA - 3.0

Not a great deal of charge on the subjects covered in this session. Some false data spotted on the area of bearing false witness.

Seventh Session: Time - 1:35 TA - 2.25

In this session the pc cognites on and blows a valence she used to adopt, 8 “Raggedy-Ann” type of valence (an untidy type of doll). She realized the use of this valence was actually criminal because it used to get her goods without exchange. She later originated how she was going to figure out how to improve her appearance on post.

Eighth Session: Time - 2:05 TA - 5.1

Auditor notes at start of session that there was a noticeable change in her appearance today.

In this session the pc had a realization on the relationship between out ethics and completing cycles of action and had a responsibility change. She recognized that a real ethics change had occurred in her as a result of the auditing. She later realized that problems she had been having were caused by not having the data to be able to draw conclusions with. Also in this session charge which she had on her first auditing session was restimulated and handled.

Ninth Session: Time - 1-21 TA - 1 9

Pc blew false data from an old boyfriend which caused her to have the idea that you can’t make it in life. Got off a lot of false data on stealing and the session was ended with the pc blowing a valence to do with the “glamour of criminality” and realizing that she is not like that.

Tenth Session: Time - 1:35 TA - 3.75

In this session the pc had a complete turnabout in view of how her parents raised her and the C/S made the comment that the pc had a RETURN OF INTEGRITY AND SELF DETERMINISM, in this session. Pc blew a lot of false data on the subject of “Being worthy of Trust” and realized the sanest relationships are based on trust and honesty and love. Pc realized what gains she was getting out of the Rundown and the session was ended on that point.

Eleventh Session: Time - 1:55 TA - 3.1

In this session the pc saw how she formed false datum's based on the way the welfare system is set up where she could get more money from welfare than from working eight hours each day. She then cognited how this is a trap and an overt. Pc then blew a consideration that there was something wrong with her due to her ability in certain areas to "Just do something". This was based on false data she had been given about circuits. She recognized the difference between circuits and ability.

Twelfth Session: Time - 2:10 TA - 11.5

The pc spotted and got off some overts in the area of not doing things to others which you wouldn't want them to do to you. The pc felt that the step re virtues was an overrun so it was not continued in this session. The next C/S is a specific handling for this. The actual cause for her not wanting to continue that step was located and handled in the next session.

Thirteenth Session: Time - 1:45 TA - 5.0

The virtues step was taken up again and it soon becomes clear that the pc was running into earlier false data, mainly from her mother, in this area. As a result of this she had formed many attitudes such as: "It's better to do yourself in than for it to be discovered that you are weak". Once this false data, considerations and attitudes got handled the rest of the virtues step went fine and she said at the end "That was good, easy after we went over the other stuff. I'm glad you persisted." The session ended with her saying she felt great about it, and the needle went into a persistent F/N. This shows clearly that the reason she didn't want to continue in the previous session came from the fact that she was hitting into earlier fixed ideas and valences and not because it was overrun. This was well spotted by the C/S.

Fourteenth Session: Time - :17 TA - .6

The pc is F/Ning at the start of the final step of the Rundown and tells the auditor that everything is going well for her. She states toward the end of this session that: "I CAN HANDLE MY DYNAMICS NOW. . . IT'S REAL SIMPLE AND BASIC STUFF. . .I DO HAVE A FRESH NEW LOOK AT IT ALL, BY FOLLOWING THESE VIRTUES I CAN ENHANCE MY SURVIVAL AND HAPPINESS AND IT'S NOT HARD TO FOLLOW EITHER. I HAVE A REAL CLEAN PATH NOW IN LIFE AND THAT'S JUST GREAT."

The pc then takes another batch of tests.

	Before	After
IQ	121	131
Aptitude	85.65	92.55
Leadership	73.36	73.36

OCA7 points went up, 2 went down slightly and one was about the same.

Due to the 2 points on the right going down another session was done to check all ruds and for BPC on the Rundown but none was found and the PC was F/N through most of the session. The C/S made the comment that these could have been at a false high which has come to a real level due to the valence changes, as the rest of indicators were all very good and per her own awareness and that of others who had observed her she had made big changes for the better, she was sent to attest.

Her Success Story is as follows:

“I just completed my Happiness Rundown. This action was a sort of integrity builder. Gave me a regained ability to see what it takes to be a stable happy person, and it is basic and so simple too. l feel more responsible toward giving others the same benefit I got from this.

“Thanks to LRH, I’m a happy person!”

This is an observation report from her husband.

“She definitely seems more positive about herself and making things go right. She seems more calm. There is less ethics trouble (but this was a change from before, I don’t know when this occurred).

“She is looking younger and more beautiful all the time. She seems also more at cause on handling things, instead of figuring on how to do them she goes about and does it! She’s great!”

This is an observation report from her senior.

“She’s been doing better than before (really well) on post as far as getting out her products, not as many problems as in the past. She seems to be more on the ball with it, not making mistakes. She has been all excited about getting married and I think some of it’s from that too. Note: she wasn’t doing that bad before either, she would blow up sometimes. That’s about all.”

These are observations of another staff member who works with her.

“There has been a difference in her handlings on post. i.e.: Once we had raisin bread--real bad for toast and she said ‘Oh I know what happened--this is how I’m going to handle it. . .’ Before she would have just blown up and taken it as an attack. (And we haven’t had much over raisin bread since.) She is more cheerful on post--a lot more cheerful--really taking responsibility on post, in her cleaning station and really in her battle plan. Full of pep and energy!!!!”

TOTAL TIME: 20 hrs 54 mins

HAPPINESS RUNDOWN CASE HISTORY NUMBER 8.

Case Data: This person had done the Purification Rundown and SRD but had no Drug Rundown or any Grades. PC had a history of having a very tight needle and small F/Ns and there was some concern about the amount of TA he gets. PC had not read the booklet prior to the Rundown.

First Session: Time - 1:28 TA - 1.2

PC is given the R-factor and reads the intro in “The Way to Happiness” booklet and comments “I think this is exactly what I need”. The first cognition is that the subject of morality was never mentioned in his childhood at all and that he is at a point where he is just starting to think about these things. After getting off false data on the subject of morals the PC has A win on cogniting that he loves his parents and can now handle them from a better level, and that their ethics and morals can change. (Prior to this he found he was distant due to the big difference in reality.) The session ended with him stating that he is so glad to be handling ethics and morals as that is the first barrier. Auditor comment is that he is definitely winning but needle is still very tight and F/Ns small.

Second Session: Time - 1:45 TA - 5.8

PC gets off more false data on the subject of morality, at times charge blows off in the form of Line Charges. PC starts to take responsibility for overts he committed when young which he had put off as someone else's ideas therefore "not his fault". PC then has a valence shift from a friend he used to have when he was young who was immoral. As more and more false data is spotted on the subject of morality in the areas of sex and religion the TA action starts to really pick up and there is a big change in the state of the needle which loosens up and F/Ns start to widen. He has a good cognition regarding his school being a suppressive environment. At the end of the session he cognites that he has never had a code to guide him and had never taken responsibility for these things he was spotting in this session.

Third Session: Time - 1:25 TA - .7

In this session the PC cognited that he had taken on an "Indian beingness" and developed a "drug personality". He again saw how he had no data on morality until Scientology. He cognites on the big underlying false data for him on the subject of morality which was "be silent, shut up about it and not-is it". PC then realizes how much he has changed. PC comes to the realization for the first time THAT HE IS A SCIENTOLOGIST and sees that up to now he has been glib about it.

Fourth Session: Time - 2:48 TA - 1.4

PC gets off more false data on the subject of morality and realizes that in the last session he broke through a shell, the cognitions widened and he saw how everyone has something to do with him. He felt he had reached a level of "anti-glibness".

Midway through this session there was a very big valence shift from being in his parents' valence. "I JUST CARBON COPIED THEM" BD F/N.

This valence shift was actually overrun by the auditor for quite a long time but the PC was still VGIs at Exam and felt it was very good.

Fifth Session: Time - 1:07 TA - 1.8

PC gets off false data about "it's OK to let someone do what they want to do, no matter what it is as long as it doesn't harm others". He has a big change in responsibility for the third dynamic in this regard as a result of this session. He also relates a recent change in the way he cares for himself and that he has blown a valence of "A Natural Mountain Man". He has also shaved off his beard. He has a cog on the way one should get others to change which wouldn't ARC break them.

Auditor comments at the end of this session "He is making big changes in his life."

Sixth Session: Time - 2:20 TA - 2.1

PC comes into session in a nice shirt (the way he is taking care of his appearance changes for the better). PC relates that since reading the precept "Take care of yourself" he has decided to take care of himself. There is a lot of false data on eating coming off in this session. Toward the end of the session he has some realizations regarding his difficulty "to be in ARC" and that this is changing and he sees how some things which he had real trouble doing in Scientology he now does with ease. He gives the action of giving people starrate checkouts as an example. Now he can do it easily and well. This gives him hope!

Seventh Session: Time - 2:36 TA - 5.4

At the start of the session the PC gives all the changes he has made in caring for himself since starting the Rundown: shaved his beard, cut his hair, cut his fingernails, taken daily showers and is running every day. He has also been to the local store to have his picture taken to send to his family.

In this session he has some more valence separation occur concerning “mother” and realizes that “I’M REALLY CHANGING” and that in relation to his mother he is not the same anymore.

PC gets off more false data. The end of session “Say or Ask” response is very good “I have been ready for something like this. . .I’m putting it into use, I’m taking care of myself, I’m healthier now. . .my body maintenance is in but with less attention on it. Just going from A to B.”

Eighth Session: Time - 1:14 TA - .6

At the start of the session PC expresses a desire to expand and have more responsibility, to have a 2-D and a post and produce rather than be flowed to by the 3rd dynamic. PC gets off a lot of false data concerning being temperate and overts and Ev Purps on his father, and realizes the aberration of them.

Ninth Session: Time - 1:12 TA - 5

PC in this session gets off a lot of false data and considerations regarding drugs. Blows some valences in the area and cognites that drugs are a “pretty loaded subject” for him. He realizes at the end of this session that since finding Scientology he has been coming up from the bottom. . .and feels himself going from one level up to another. He ends off by saying he is having wins.

Tenth Session: Time - 1:27 TA - 1.1

In this session he cognites that he is at “Eating” on the know to mystery scale and on a succumb, he later cognites that there is an engram at the bottom of it and it’s not as bad as it used to be.

Eleventh Session: Time - 1:31 TA - 2.3

PC cognites on the contrary facts taught him by his father in the area of promiscuity, and gets off a lot of false data on the subject of sex. PC starts to feel that what he is saying is very important and wishes it could come out in a magazine. PC starts to separate the A-A look at people and starts to see that they are individuals. Also makes
a decision to help certain people on a gradient and the session ends on a wide F/N.

Twelfth Session: Time - 2:39 TA - 3.3

PC is really getting a desire to help his old friends, from doing this action. He cognites on an inner knowingness re the 2-D even though he had gotten false data. PC realizes that in PT he does not have any compulsions or repressions, that he’s working in a 3-D and doing pretty good and has no regrets or bad feelings. PC cognites that he was in treason on the 1st dynamic in school and also gets off overts of 3rd partying his sisters. From his session statements it’s clear that he is taking more and more responsibility.

Thirteenth Session: Time - 1:28 TA - 2 8

PC is coming up to an awareness and confront of where he is at (apathy) and expressed grief over it. The auditor Q & A’d and spent the session on an L1C. The C/S notes that this is the first time the pc has gone into grief in a session and that he is coming uptone actually. (Most likely coming through emotional shut off from the drugs he had taken and had a lot of cognitions about, in recent sessions.) (Auditor crammed on Q & A.)

Fourteenth Session: Time - 1:06 TA - .3

In this session he cognites how he didn't have a beingness mocked up of his own so wanted a friend's beingness. After handling this area, he blows the valence. He starts to have cogs about his responsibility to get others' ethics in rather than leave it all to the MAA and sees he has not been good at that.

Fifteenth Session: Time - 1:04 TA - 2.7

PC comes to session all "spruced up in his SO uniform". In this session he gets off a whole lot of false data on the subject of Truth, and also his overts on the area. PC realizes mid-session how uptone he is today!! (Which is quite a change.) He gives off many wins at session end and says he realizes that the other is confusion blowing off. Wide F/N at Exams.

Sixteenth Session: Time - 1:29 TA - 3.1

This session produced the biggest single change and gain for the PC so far on the Rundown. He had a major cognition that his WHOLE LIFE HAD BEEN AN OVERT OF OMISSION! He realized this came from false data given to him by his parents that you shouldn't get involved and as a result he has never taken responsibility and now intends to change all that and confront. The blowing of all this false data and the accompanying cognition brought about a persistent F/N, and on more itsa on the cog the F/N went into a Floating TA which lasted through the Exam.

Seventeenth Session: Time - 2:06 TA - 2.8

This session the PC had a realization that he was feeling more in PT and had a perception change for the better. He cog'd that a thetan turns down the volume when he decides to confront less.

After this session he volunteered a success story which was very good: "I STUDY EVERY DAY AND GET SOME AUDITING ON A PILOT TOO. I REALIZED THAT IT'S BETTER TO DO SOMETHING THAN DO NOTHING. THERE ARE PEOPLE WHO WOULD TELL YOU THAT 'PULLING MANKIND OUT OF THE MUD' IS HOPELESS AND WOULD AMOUNT TO NOTHING. EVEN IF THAT WERE TRUE WE WOULD STILL BE HERE DOING WHAT WE ARE DOING BECAUSE APATHY IS VERY CLOSE TO DEATH AND WE SCIENTOLOGISTS AREN'T THE TYPE TO SUCCUMB; I KNOW I'M NOT. SO IT FEELS GOOD TO BE ALIVE. IT FEELS GOOD TO BE A SCIENTOLOGIST." (This shows a very big valence shift for this pc.)

Eighteenth Session: Time - 2:56 TA - 5.2

Pc realizes in this session that he has reverted from the false consideration he use to have that "The society is no good and I'm leavings and that we really do have the way to handle It with Scientology. Pc realizes in this session how his goals and purposes align with Scientology. C/S comments after session that the pc had a very nice separation cog from his father. He also continues to get wide F/Ns at Exams.

Nineteenth Session: Time - 2:18 TA - 6.3

(It is to be noted that the pc's needle is getting looser and TA action is increasing as the Rundown progresses.)

In the session the pc has the cog "I'M NOT GOING TO GET ANY WORSE," He feels that everything is falling into place. He has a very strong desire to work on higher dynamics and not "Just me, me, me", He gets off a lot of overts on the subject of trust. Session continued with the pc saying "Now I make things go right instead of knowing they would go wrong! I grant myself more beingness now! I've been saved! I have found the road out! I know that I'll never sink back overt I have come up in awareness and it's not the sort of thing that will

end!!!!!!" He continued cogniting on himself and where he was now at, and could even see himself as an executive when the time is right.

Twentieth Session: Time - 3:08 TA - 10.6

Pc has a win prior to session where he finds out he is not being transferred to another org and he gets cheered by the crew, he feels this is really his group!!! He said he had realized that he had been hiding on course and not taking responsibility as a staff member, He feels he has now blown through that. Pc gets off false data on third dynamic agreements and how it had given him "no sense of obligation". He realizes the way to pay off all these past obligations which he sees as stacked high, is to get the people into Scientology. Pc takes responsibility for overts of taking money from his father for schooling and not studying but buying drugs. Pc is coming right uptone on spotting and getting off obligations he didn't keep. He realized he would go into self-abasement at the effects he used to create, and what sent him downtone were his overts and out exchange. The session ended with him saying that his life is much more industrious than ever before and he hasn't even started yet,

Twenty-First Session: Time - 2:S5 TA - 14.4

This session, as well as producing the most TA action, gave a very big valence shift out of "mother's valence" which produced wide F/N and VVGIs. Another interesting point in this session was that he came in with very out ruds and it turned out to be on the very area that the next precept to be handled covered. At the end of the session he related a big change in his perception "something happened to my eyes, the blue color in the room is more blue and I'm perceiving better."

Twenty-Second Session: Time - 1:54 TA - 3.4

Pc relates how he had the feeling earlier that day of surviving now on the upper dynamics. In this session he gets off false data and overts in the area of study and realizes that he backed off from study because of the duress.

Twenty-Third Session: Time - 1:34 TA - 2.6

On the subject of competence, after getting off his considerations on the area he realizes that he "didn't want others to be too competent because he wasn't," but now he has changed and would rather get himself and others more competent.

Twenty-Fourth Session: Time - 1:54 TA - 3.3

Session goes OK but the TA action has fallen off and the C/S picks up that the auditor is most likely auditing over out ruds (as pc is not reading well and has brought up an earlier upset, at session end). Also the pc gives a valence cog in this session but no F/N occurs. The C/S writes a C/S to check 6 Ruds prefixed with "have you been audited over" and to redo precepts 18 and 19.

Twenty-Fifth Session: Time - 3:31 TA - 10.7

The C/S is correct and lots of out ruds which the pc was being audited over (in the last few sessions), were picked up and handled. This explained the drop in TA action. His comment at the end of the session is "I'm back in the game again."

Twenty-Sixth Session: Time - 2:34 TA - 6.6

At start of session he says he feels great. In this session the pc has big wins and gains clearing up MUs on the words in the process. While doing it he makes another perception change where he sees things clearer brighter and more vivid). Session ends with the pc giving a whole lot of cogs and wins from the session and Rundown. He has blown off lots of

complexity from the study course he has been doing; “Complexity is blowing off and professionalism is coming on. I used to be so fixated on my body, I have released all the considerations I had on food and exercise and I am healthier than ever. My game, my horizons, are starting to spread, my reach is moving out, this is due to my doing the Rundown!!! F/Ning TA.

Twenty-Seventh Session: Time - 3:12 TA - 10.7

Step 20 continues to produce big changes and ends again with a Floating TA. At the examiner he says “I’m starting to make real connections. I had 2 cogs today that will actually change my life on the 2nd and 3rd dynamics.”

Twenty-Eighth Session: Time - 1:20 TA - 2.4

This is the final session of the Rundown and the pc comes into the Session very uptone and dressed smartly. In this session he cognates that when he first got here he wasn’t even being himself. “When I first got here I was out of valence. There was some sort of synthetic valence I was being. I WAS BEING AN INDIAN ALL THROUGH UNTIL A COUPLE OF DAYS AGO, NOW I AM NOT BEING A VALENCE I AM BEING ME. Now I have dropped several synthetic valences, in fact I’m realizing I had taken on false datum’s, like that people don’t like me, but I’m realizing that it’s drug related. I was doing much better before I took drugs and slowly I’m reverting back to being relaxed and granting beingness to people, and is due to this Rundown. . . . I’m actually saying what I think now and this is very very good. I now have my own opinions.” While doing the step on the Epilogue the pc says “This is just the starting point for me--I can’t say I’m the full embodiment of these precepts but I do know the way, and getting there is up to me! We have been handling these as two separate questions but they aren’t separate, when I rise I direct others upwards too. I used to do it the wrong way. I’m going to do it the right way now! Now I have a road to go on--I have been looking for this road--I foresee little ups and downs but I foresee SUCCESS, AND THAT I WILL ACHIEVE THE THINGS I WANT TO. THESE PRECEPTS EQUAL A GOLDEN AGE”. The session ends on a persistent F/N (quite a difference from when he started with an almost stuck needle.)

After this session (final session of the Happiness Rundown), the pc wrote the following Success Story: “Ever since Christmas we’ve been wondering about this new Rundown that LRH had for us. I was fortunate to be a pilot pc for this Rundown and I really didn’t think much about what happiness really WAS, or what it entailed.

“I had very subtle wins that kept building to quite a crescendo near the end. (I’m not officially complete on the Rundown yet, but the last couple of sessions I had floating TAs and I was doing quite well.) I realized some postulates I had made on my second dynamic which were getting in my road or more accurately I saw that I had created a problem for myself in that area by having a postulate counter postulate situation. This is just one aspect or example of a realization I had. I had more, and some are personal to me alone and might not be real for others. This Rundown (changing the subject) can and will change society. It hits at the right level, that’s for sure. I would like to see all Scientologists especially get this Rundown, I can see the various orgs coming out with a higher aggregate tone level and business booming.

“I’ll close here with the wins and cogs I had in today’s session:

“I realized that death is OK, I can have death in the physical universe, maybe without it the game here would be totally meaningless. Also, I used to sit in judgment of others and had false ideas about myself (bravado). I do not have this anymore, it is gone. I also saw how each one of us and our separate journeys up the bridge are unique and special. I feel better about my fellow man and if everything that I went over in this Rundown becomes an actualized reality on this planet, we will have come upon the Golden Age that Ron has mentioned.”

PC DOES ALL HIS TESTS AGAIN WITH DRAMATIC CHANGES FOR THE BETTER.

OCA: Prior to this Rundown he had 5 points in “unacceptable states” range, three in “normal” and only two barely in “desirable states” range. After the Rundown all 10 points were in the “desirable range” and most of those were very high. IQ: Prior to the rundown was at 131 and after went up to 140 APTITUDE: Prior to Rundown was at 86, after it rose to 97 LEADERSHIP: Prior 83.3S After 83.35
80.02 76.69

THE FOLLOWING ARE OBS REPORTS BY HIS FELLOW STAFF MEMBERS:

A. Yes, he certainly has become brighter, better looking and is taking better care of himself in regards to shaving and wearing nicer clothes. He seems cool, calm and collected. He is much more outspoken and looks happier in a general way.

B. He seems more consistently uptone and at cause. He has really increased his two-way comm and ARC. I’ve noticed this from being on course with him. He seems willing and able to take on anything.

C. He is doing great from observation, stats are good, he looks so much better in the face. Also he has become easier going.

D. REPORT FROM THE C/S. Prior to the Rundown (HRD) the pc was frequently on ethics lines, was self invalidative, and did not like his post. Since the HRD he has totally changed, blew a “cowardliness” which had him hung up, came into valence and adopted a survival outlook and behavior. I have seen him every day and he is cleaner, better looking, and clearly more productive and happier.

E. REPORT FROM HIS AUDITOR: He did very well on the Rundown (pilot) in fact he totally changed. He is very noticeably better looking and more aggressive. He has a position in space now. He is quite a product and many people have commented on his change, even those who didn’t know he was getting auditing.

TOTAL TIME: 56:01 TOTAL TA: 112.8

(This is the longest time on HRD. This pc had had very little auditing prior to HRD.)

THE PC ATTESTED TO THE RUNDOWN AND WROTE THIS SUCCESS STORY.

“Well it feels great to have done this beautiful Rundown. My life has changed and I know I can apply what I have learned in this wonderful Rundown. I really feel like a Scientologist now as I never have before. This Rundown has given me more sanity on my first three dynamics. I look forward to a long, happy, productive life as a Sea Org member learning all the wonders of this beautiful field.”

HAPPINESS RUNDOWN CASE HISTORY NUMBER 9.

Case Data: This person is Dianetic Clear, has done the DRD, Purification Rundown, and the SRD but has no Grades.

First Session: Time - 1:19 TA - 1.5

On the section covering morality he had many Cogs on communication and beingness. He saw how group agreement can be a trap if it goes against your morality, as a thetan knows what is right from wrong. He also had a major cognition on how you slip into someone’s valence and take on false data.

After getting considerations and false data off on the subject of morality he said “I feel proficient and I don’t feel obligated or stuck, and I only follow codes that I agree with. NO CHARGE ON PAST! NO CHARGE, I’M IN PT.”

Second Session: Time - 1:08 TA - 3.6

After saying how good his session was that day at muster he later in the evening BERs. “My ethics seem to be going screwy all of a sudden.” BI. The C/S therefore is to find out what happened after the session and to do an HRD Repair List (M3) as the next action.

This action revealed that his confront had now come up on a situation which had been around for some time which was “a conflict between 1st and 3rd dynamic MORAL CODES,” (and was considering leaving the org).

He gets off a lot of failed purposes but the area which he has gotten up to confronting is still not fully handled. No F/N at Exam.

Third Session: Time - 1:20 TA - 1.2

C/S changes auditors to do the next action as it needs a more experienced auditor. The C/S is to 1) take the problem which came up in the last session and TWC it fully to F/N or E/Sim to F/N. 2) Check recently has a W/Hold been missed?” and if not GIs, to 3) re-assess the HRD Repair List.

The problem is TWC’d to F/N VGIs and cogs but after session he keys in a headache. C/S suspects that there is something going on in his PT environment that isn’t yet known.

Fourth Session: Time - .07 TA - .4

HRD Repair List is done, and establishes that he is actually doing well and feels more stable and just want’s to get back on to the rundown. He is F/Ning and VGIs.

Fifth Session: Time - 1:48 TA - S.1

The HRD is now resumed at precept #1 “Take care of yourself.” He almost right away starts to get realizations about the relationship between his 1st dynamic and 3rd and 4th dynamics.

After getting off false data on the area he has some good cogs on drugs and has a win and feels clean in the area, “I still felt effect of them to some degree, mass there, I didn’t fully understand the area. (LFBD) It’s clean now! Past blew in DRD but this has hit it at a higher level” F/Ning. The session ends with him seeing how this Rundown along with SRD and Purif can really handle the guy in the street. He is VVGIs and widely F/Ning.

Sixth Session: Time - 1:15 TA - 4.6

He got onto precept step 1-2 “Keep your body clean” but feels nothing on this and subsequent precepts 1-3 through 1-5 and so auditor goofs and skips a whole lot of precepts and goes on to #17 (quite a major error). Number 17 is “Did you think of an instance when another had false data about you”? Despite this error the session goes well and he has a big win on spotting and taking responsibility for a track overt and seeing the SP in it all. After session he writes a voluntary success story. A part of it states “I JUST HAD THE BIGGEST WIN OF MY LIFE, I FINALLY HANDLED SOMETHING WHICH HAS BEEN SCREWING UP MY LIFE FOR AT LEAST A COUPLE OF BILLION YEARS.”

Seventh Session: Time - 1:22 TA - 3.9

In this session there is a bog on the word “temperate” as he disagrees with the definition and the auditor is unable to resolve it and so ended the session with no F/N. (Note the error here of trying to “handle” a pc disagreement, instead of doing the HRD steps--which is what would handle the disagreement.)

Eighth Session: Time - :50 TA - 1.5

(The C/S is to do an L1C “In your last session” and then clear the word temperate again, then if he still has any disagreements let him voice them--but not to take these up.)

This action completely clears the matter up and he is once more F/Ning and VGIs.

Ninth Session: Time - :02

AUDITOR FAILED TO FLY RUDS, TA GOING HIGH, but came down and F/N’d at Exams.

Tenth Session: Time - :41 TA - 6.1

The C/S is to check if his attention is on anything. This action goes to LFBD F/N and HRD is resumed. On precept “Don’t take harmful drugs” more false data comes off and he has some good cognitions and ends with the hopeful realization that his past friends will quit when they become educated.

Eleventh Session: Time - 2:13 TA - 3.6

In this session he gets off a lot of false data and considerations on the 2-D and has some good cognitions and ends on a nice win. “I feel very aware but I feel clean. I’M RIGHT HERE IN PT!!!”

Twelfth Session: Time - 2:49 TA - 7.2

On the step “Don’t be Promiscuous” he gets off lots of false data and considerations, blows some emotions and has a big win and cognition on the relationship between withheld communication and aberration. (From his exam statement after session it looks like a type of Comm release took place in this session.) “I BLEW SO MUCH CHARGE. . .I KNOW I CAN COMM TO ANYONE BY RECOGNIZING WHETHER A GUY WANTS TO COMM OR NOT. . .”

Thirteenth Session: Time - :56 TA - 4.2

On precept 4 he cognites that he’s stuck in a valence of “COMMANDER AND CHIEF OF EMPIRE” but feels he can’t give up the valence for some reason as it’s too solid. (Also pc feels it is his own identity.)

Fourteenth Session: Time - 1:10 TA - 2.5

The C/S to be done in this session is to do a straightwire handling of the valence. In this session he blows the valence completely and has a very big win and many cogs. THIS IS A MAJOR TURNING POINT IN THE RUNDOWN AND HE IS VVGIs. The auditor comments that “the pc really changed appearance: confident, in PT, bright! Really impressive change.” His exam statement tells it all ant shows the magnitude of the win THE ROOM IS SUDDENLY BRIGHTER, REALLY GOT IN THERE AND HANDLED THAT ITEM . . .THE SEA ORG IS VERY VALUABLE TO ME I KNOW IT IS DEFINITELY MOTIVATED BY PURPOSE!!!!”

After this session the pc originated the following success story:

“Well, I thought my last win was the biggest but I think this one definitely is. I really got a chance to compare the Sea Org to a comparable magnitude and it is very, very valuable to me now. It is a game that I am totally willing to play and everyone in it is helping me achieve my purpose of making a sane universe. That is what is so great, is that everyone wants the same thing.

“I want to thank Ron for his incredible viewpoint and wisdom and his willingness to share it and make sure we do handle this universe so everyone is free of suppression. I find that this man is very incredible and really knows where it is at. I also would like to thank everyone who really duplicates and applies the tech to better conditions in their environment toward better survival.

“I would also like to thank my C/S again and my auditor for applying the tech to me so that I can see where I was and am at. It is really a great feeling!”

(Note: This handled his desire to leave, he no longer had any desire to do so.)

THE AUDITOR’S COMMENTS ARE:

“Ready to start precept 5. Handled a whole track identity to dial wide F/N and VVGIs; major change in viewpoint.”
C/S NOTES:

“PERCEPTION CHANGE AT EXAMS!”

Fifteenth Session: Time - 1:47 TA - 6.9

On the precept “Honor and help your parents” he had a major win and the session is ended off. “. . .I FEEL VERY INDEPENDENT ON MY DYNAMICS, I CAN SEE THE TRUTH ON THEM, IN SESSION HANDLING THE SECOND DYNAMIC AREA I ALSO BLEW ALL MY CHARGE ON THE THIRD DYNAMIC (LFBD). I WANTED TO MAKE IT KNOWN.” F/Ning.

Over the next three days the auditor checks several times to see if the pc is off his big win but he has a persistent F/N so he is left off auditing for a few days.

Sixteenth Session: Time - 1:41 TA - 8.9

Auditor completes the Precept started in the last session but fails to pick up an out rud concerning his post until late in the session, and it is not fully handled until right at the end. The pc does however feel it was a good session and is F/N at Exams with good comment.

Seventeenth Session: Time - 1:43 TA - 11.0

(It is interesting to note that the TA action has progressively increased steadily throughout the rundown.)

Precept 6 and 7 continue to produce good cogs and get off false data, overts and considerations.

Eighteenth Session: Time - 1:28 TA - 5.8

Most of this session is spent handling PT ruds type charge but it gets well handled and he has a good win on it.

Nineteenth Session: Time - 1:49 TA - 2.7

HE RELATES THAT NOW HE IS HAVING WINS ON POST AT START OF SESSION. On the precept handled in this session, “Seek to live with the truth”, He has the EP of the rundown and voices major cognitions and confirms his state of Clear. (SKI DON’T FEEL EFFECT OF THE PHYSICAL UNIVERSE, I TAKE A LOOK AT MY TIME TRACK AND IT GOES POOF, NOTHING THERE! I CAN’T GRAB ANYTHING, I’M OUT OF THE TRAP AND NOT DEPENDENT ON IT. I DON’T FEEL A NECESSITY TO WITHHOLD. . .I’M FEELING GREAT I BLEW MY BANK!!!!” WIDE F/N VVGIs.)

NEXT AN INTERVIEW IS DONE:

He is told that he has expressed the EP of the Rundown in the last session and there are two possibilities now, either the HRD can be continued on through to the end, or he can study the rest of the booklet and report back when this is done. He chooses the second and takes the booklet to study.

Twentieth Session: Time - :11 TA - 0.6

This session is done to pick up any other cogs or considerations after reading the rest of the booklet. He is given an R-factor on this and then the Epilogue steps 3 through 7 are done. He gives off more cognitions and wins and says he feels he would like to attest to the Rundown. This is OK’d by the C/S and Senior C/S.

THIS IS A COPY OF HIS SUCCESS STORY:

“Well, this is the best action I have ever ever done. I feel very much freer as 8 thetan and able to communicate. I am also very much more free from the physical universe and don’t emotionally react to it as much. I can quickly change my viewpoint and also communicate it. I can’t name all the wins I have had but what is the most real to me is that I can confront and communicate better and can hold my position in space.

“Life is so much freer now for me by not being stuck in a fixed viewpoint. This Rundown gets right in there where you are as a thetan and cleans out all the MUs, false data and other Junk that a thetan may be operating off of. With these barriers out of the way I have a lot more free theta available and can just assume any viewpoint I want to.

“I can’t say enough about this Rundown but it definitely is correctly named, and it is wonderful to be so happy all the time. Thanks to Ron, my C/S and my auditor. I now have a new viewpoint toward life and a happy one!!!”

His OCA changed during the Rundown (it was already very high). His IQ went up 3 points.

The following is a report from his auditor:

“When I first began auditing him, he red tagged about three times, about an hour after the sessions. He was unsure of himself and ARC broke easily. “Then, after getting stuck in a past track beingness, a special C/S from the Senior C/S was run. I have never seen such a profound change in a pc. He transformed from an unsure rather timid person to a bright, confident and powerful person. He was on a win for over a week. The sessions after that were fantastic. The final session was another big win. He rehabbed a major case gain and EP’ed the HRD Rundown after completing only about one third of the precepts.

“Each time I run into him since he finished the Rundown, he is bright, confident, and having a lot of wins while handling long standing problems on post and in life in general.

“Auditing him and seeing the incredible case gains was a big win for me, also.”

The following is an observation report from the senior of the pc:

“He is more in PT. He handles his post functions better, and is more uptone.”

An associate wrote the following observation report:

“His viewpoint and responsibility level have definitely changed. He is taking responsibility for areas and handling things well.

“He also has not been in ethics trouble lately and seems to be taking responsibility for keeping his own ethics in a lot more. He also is a lot more uptone and does not cave in like he used to do.”

Another associate wrote the following:

“I’ve noticed that he is much more there. The most noticeable change is that his confront and appreciation for the fitness of things came way up. He had a big win. Also, he is working out priorities on his post sanely. That is a change.”

TOTAL TIME: 25 hrs 39 mins

HAPPINESS RUNDOWN CASE HISTORY NUMBER 10.

(This contains the “Assessment Method”.)

Case Level: OT VII, has done Purification Rundown and the OT Drug Rundown. This pc had read 60 pages of the booklet “The Way to Happiness” prior to being audited on the Rundown.

First Session: Time - 1:32 TA - 2.8

In the first session, the pc blew a pro-survival ally valence that had stuck him with “God’s Commands” were morality. He also blew a false datum on morality that “it’s not OK to feel good” and that “morality consists of self-denial” and broke a dramatization of pretending he didn’t enjoy things because “pleasure equals sin equals immorality”. He got rid of a guilt feeling he’d had when he spotted another old datum that what was moral was “fight to your last breath”. He also recognized it wasn’t true that “to be successful you had to be pretty wretched.” His End of Session comment was “I feel my viewpoint’s substantially changed”. Wide F/h, VGI’s.

Second Session: Time - 1:17 TA - 2.6

Pc blew an old stable datum about not taking care of his health which he used as a make wrong: “burn yourself out rather than grow old dully”. He recognized he’d been abusing his health all based on an idea of “live in PT only” without prediction of the future. Blew a valence of a past hero who did the same thing. At the end of session, pc said “I no longer feel compulsive in the area of not taking care of myself”. He also said “I’ve never had anything that’s created such a change in my life and livingness--a definite real shift of viewpoint--not just a Key Out in session”.

Third Session: Time - 1:07 TA - 2.4

In this session pc realized he’d felt “handling” an illness was like giving into it--”not manly” or “macho”. He observed “I’m being a lot more orderly about my approach to life since I’ve started this--I’ve really noticed that”.

Fourth Session: Time - 1:10

A number of false datums from past experiences about why it’s OK to not get sufficient rest came off and pc cognited on the difference between the considerations of a thetan of what it

needs and what a physical body needs to keep going: “I’d never separated that out before”. Pc blew a lifetime pattern of “disregard for the consequences” and recognized bodies need to be properly cared for “so it’ll be most operational”.

Fifth Session: Time - 1:25 TA - 3.4

Pc spotted how he’d changed from being “reserved” when an old friend set him an example of doing everything “in excess to enjoy life”. He blew a number of influences from other people earlier in his life that had taught him the lesson: “live life fast and hard”. He ended up this session saying “I’m less confused on the subject--not confused at all,” and “I feel a lot calmer since we started these sessions--not so much figure-figure”.

Sixth Session: Time - 1:07 TA - 2.5

Pc blew some charge on the influence his father had had on him and then cognited on essential difference of their goals and what was more survival across more dynamics. At end of session he said: “As a general observation, I’ve actually been a lot less enturbulated in life since starting this--more productive, less out ethics--I definitely feel happier and more A to B in life!” He felt he might possibly be about finished on the Rundown.

Seventh Session: time - 0:54

In this session he blew some fixed ideas on having to be liked and that setting a good example wasn’t compatible with that. Then he really had a big cognition on people he’d known who had appeared to be good examples but who actually were pretending and how he’d over-reacted to be exactly opposite to this. He realized you can get caught in the trap “always wondering what other people think” and recognized you could be ethical and set a good example. The session ended here on a Persistent F/N, and VGI’s.

Eighth Session: Time - 1:26 TA - 3.0

On one of the precepts run this session the pc recognized he’d been dramatizing a failed valence as a leader. Pc felt he’d gotten to a stage of the Rundown where he was sort of polishing up things, as compared to earlier “bulldozers” he’d handled in the Rundown.

The pc did not get sessions for the next two days. He originated to the Examiner that he felt he was getting into grinding on the HRD, that what happened is “I had a blow out and cog that the way to Happiness is to lead a moral life. I had a huge ethics cog--and slipped all dynamics into alignment. I didn’t say anything at the time because I wanted to be careful and get everything out of it, but I feel better having owned up to it.” (F/N)

Ninth Session: Time - 0:10

The HRD Repair List is assessed Method 3 and the pc tells of what he has experienced in the Rundown: “First few sessions, a lot of figure figure and complexities went, ethics went in, I had a change in productivity--biggest change was in my tolerance of disorder. I started filing. It used to bother me to have to do that--now it bothers me to have it messy! That’s a huge shift of viewpoint. Even my sleep thing is resolving. I’ve been going to sleep more easily last couple nights. I kept waiting for button ‘industrious’ to be run as it’s my button, but I think it may have blown already. In the first few sessions I had big wins--later sessions nice and pleasant like ruds, but no big case change. I had the consideration I could have nothing on some sections and others-wow--so I had the consideration that I wanted to get it all. It seems like after we handled the 1st and 2nd Dynamic, all the rest of the dynamics fell in place. I had a huge ethics change! That’s what happened! Mass is blowing--the mass is continuing to blow--what a Rundown! I don’t mind if we go on with the rest of the Rundown or not--this is such a relief!” He was on a Persistent F/N and W GI’s and the session was ended at this point.

A couple of days later pc got a headache and also goofed on the pc he was auditing. He was C/S'ed to continue the HRD Repair List as well as ordered to Cramming on the goof and was ordered to be crammed first so he wouldn't be audited over misunderstoods.

Tenth Session: Time - 0:09

Before this session, the pc had been given an excellent Cram on the auditing goof he'd made and blew a long term basic auditing error and came into session very cheerful. The HRD Repair List was continued. What turned up was a little bit of invalidation on his post and some evaluation (by pc's reaction) when he was told there was a C/S in his folder to be done, at which point he decided he wasn't complete and must still have case in the area. There was very little charge on this however, and it cleaned up very easily and rapidly.

Eleventh Session: Time - 1:09 TA - 1.3

In view of the fact of the pc's win and cognitions and his possibly having already achieved the EP of the Rundown, the next C/S was to use the "assessment method" of handling the Rundown: assessing the rest of the precepts that pc had not yet been audited on, taking up only the ones reading on assessment. The pc had a few mild cogs in this session to the effect that it was possible to solve the problem of people ruining the planet.

Twelfth Session: Time - 1:20 TA - 1.9

In this session, the pc blew quite a few false datums on work such as "work is a waste of time", "one works for the leisure moments, for the idle moments--work is pain, leisure is pleasure", "work is demeaning" and "you're not really working unless you're suffering". He had a good cognition that a lot of the time he hasn't really had a challenge and when he's had a challenge "I work like a son of a gun!"

He had a very good win when he realized that "Basically the road to happiness lies in accomplishing something--do something worthwhile". At the end of this session, which w s the last one on the Rundown, pc said: "I feel like my whole life's straightened out--like Grade IV--freed from fixed conditions. I can see things clearly and can see what I should be doing. All the figure-figure is gone! I think I had the major EP of the Rundown earlier and I'm awfully glad we persisted and picked up these other points." The pc attested to completion of the Happiness Rundown. His OCA Graph showed an excellent change and quite a valence shift. All of his tests scores rose. His Success Story is as follows:

"Well it's very difficult to enumerate the positive changes that have taken place in my life because of this Rundown but I'll try.

"On other auditing I've mainly experienced changes in beingness. On this Rundown the wins in session translated instantly into changes in doingness. For example:

A. I used to be very sloppy and untidy in my work area. Now I'm putting order in without having to force myself to do it.

B. I used to have an out-ethics habit of staying up very late at night and not being at top form the next day. Now I just go to sleep.

C. I used to have to force myself to confront and handle certain tasks on post. Now I just plunge in with no Q & A and handle them.

D. For a long time I have been out-ethics on study and in getting more competent as a Scientologist. Now I'm totally cleaned up and revitalized in the area.

E. There are other changes as well.

“Somehow the HRD handled a long term ruin of mine--insomnia. I could write pages on that win alone--it was my “wants handled” for the last several hundred hours of auditing.

“All in all I would say this is the most powerful auditing I’ve ever had in terms of orienting me to a more pro-survival life. I know the way to happiness now and can walk that path with no false data or case in the way.

“I am truly grateful. Thank you to my auditor, C/S and of course LRH!”

This is an observation report made by a close associate of the pc:

“He seems lighter to me, less ridges and happier. Ruds seem to fly off and discharge more easily. Come to think of it--there is a major change. He and I are in coma and in ARC for the first time in a while. He seems to show me respect more. We’re getting along much better. He also seems to really care about people now and to have more response, he has more reach, he’s more real.”

This is an observation report made by the wife of the pc:

“Aside from the fact that he has raved to me about this Rundown, I have noticed that he’s more uptone, happier, more communicative and more energetic. This I’ve noticed in the past several days. He’s originated to me more freely. He’s quicker to be up and out of bed in the morning. He has not at all fallen into a morose state of mind-which he has tended to do in the past (brooding about the fact that he doesn’t like his post, etc.). He seems to have come way uptone on the subject of his post (i.e. up from apathy to anger and antagonism, etc.). He seems to be, overall, much more on top of things.”

This is an observation report made by a close associate of the pc:

HI have observed him to be happier and more in come with others. His level of ARC seems higher and he seems to enjoy being around people more. He also seems to have really decided to be the (post title) and is being it, whereas prior to going on the HRD, he was resisting the post to some extent and was not being (post title). The most noticeable change is that he’s happier (!) and more relaxed.”

This is an observation report made by a close associate of the pc:

“In the past week I have observed that he seems more positive and more direct in his approach to things. He is more A to B. more direct. He seems to me to have lately assumed more responsibility for the post with less effort and more uptone about it. It is mainly in his comm that I have noticed the difference. It is nice--feels very clean.”

This is an observation report made by a close associate of the pc:

“I have observed a difference in tone level, in that he is persistently more cheerful. He seems to be really handling his environment and taking things in his stride. I’ve not noticed him being enturbulated by anything for some time--even though he has had some hot scenes on his plate. His ARC in handling people (always high) has further escalated. He appears to be very extroverted. He is perceptive--very aware of other’s Universes, and very free on help and control. He’s a very valuable member of this group--and far more so since HRD.”

This is an observation report made by a close associate of the pc:

“The biggest change I have noticed in him is his confront and handling of Admin. His area has changed from extreme disorder to very orderly. Overall he has been much more uptone. He is very enthusiastic about the Rundown and says it has changed his life.”

TOTAL TIME: 13:53

HAPPINESS RUNDOWN CASE HISTORY NUMBER 11.

Case Level: Dianetic Clear, Grade IV. Had done Purif and had had objectives. Pc had not read the “Way to Happiness” booklet before starting the Rundown.

First Session: Time - 2:05 TA - 11.0

This session was quite successful. A grief charge came off and a previously occluded area of this lifetime opened up. Grief, guilt and self-inval blew off. A false datum that she (the pc) couldn’t change blew off. There was an apparent error in the session of overrunning the point when the concept that she “was bad”, had blown (this later turned out to be untrue as it was not in fact overrun). Exam: “That was real good”, TA 2.4 F/N, VGIs.

Second Session: Time - 1:13 TA - 6.2

The pc came to session and originated that there had been a lot of enturbulations on post, “handled a cycle and I thought it was great and then the whole thing was wrong” (TA rose on this), pc went on to say how bugged and tense she had been, that she had gone to Cramming, but no Out Ruds read (showing the Out Ruds were suppressed) so she didn’t know what it is (that was the trouble). By now the TA was at 3.75. The auditor assessed a C/S 53. “Don’t like it” (sF), “Missed F/N” (sF), “Low Havingness” (sF) and “Overrun” (sF), read on the assessment.

During the session the pc stated that she didn’t want to do the HRD anymore. “Have heard the HRD is for people who have had ethics trouble and I went Oh boy!”, (BIs). An apparently overrun F/N was taken up but the TA didn’t come down on it and the pc continued to say that she didn’t think she needed the HRD and didn’t want it, she didn’t think she had any charge on it, felt it all blew when she got into the Sea Org. The auditor erred in changing the question from “Missed F/N?” to “Do you feel I missed that it was an F/Ning area?” (instead of recognizing that it was a false read on “Missed F/N?” to begin with), and the pc asserted harder that that was what it was. The TA didn’t come down and the pc continued to be very upset. The auditor asked: “Wrong indication?” and the pc said “Yeah made me feel terrible, made me feel immoral” and this too didn’t handle any BPC. Pc originated “I feel degraded, part of the problem is the frame of mind I was in about the HRD, a person asked (no name, generality): ‘Oh, are you going to get happy now?’, and I’m not unhappy and it makes me feel like I’m ethics bait or something. (name) said we are putting all these people on HRD and they are really going to get ‘cracked’--all the ethics types--I took it weird--she probably didn’t mean anything about me personally, I just took it weird.” And later, “If someone (no name) says: ‘Are you going to get happy now?’--you just don’t talk about Rundowns like that--it’s J & D (Joking and Degrading) and I happen to be on it (HRD).” The auditor attempted to handle these as wrong indications with some, but little, relief. Then the auditor asked “Was there some point in your life where you read some Source data and blew the charge?” (taking up the pc’s earlier origin = Q & A) and the pc continued to state why she didn’t think she needed the HRD and an F/N was gotten. An earlier withhold gotten off more than once was rehabbed and then the pc told a consideration that she had thought that someone would think she was a bad hat if she said she didn’t like the HRD, which F/Ned. The session was ended with the pc and auditor of the opinion that the HRD was unnecessary, uncharged, all an overrun. Exam F/N VGIs.

After this session the auditor wasn’t sure what to do but proposed telling the pc: “We won’t be continuing the Rundown. The purpose of it was achieved when you read the LRH data in VMH (Volunteer Minister’s Handbook).” This C/S was not OK’d!

The C/S on the case pointed out that the pc had roller-coastered between sessions, that she had been invalidated and that there had been J & D of the HRD. Also that in the first session the pc had gotten off an occlusion, grief charges, gotten TA action and had cognitions so it

was not that it was ‘all uncharged, unnecessary and an overrun’. The auditor was sent to Cramming on PTS and roller-coaster materials and on HCO B “Evidences of an Aberrated Area”, to get all Mis-u’s and false data handled, on these. A physical universe (Type A) handling was done regarding the Invalidation. An HRD Repair List was made up based on the theory of the Rundown and what BPC there could be. Several other calamities occurred with both the pc and the auditor before the Repair List could be done. Due to troubles on her post, the pc was required to assign herself a condition and went spinny on giving herself a wrong condition, (this on something that had occurred prior to the pc beginning on the HRD). It was also discovered that the pc had, unknown to the C/S been put on Niacin and had been taking this before and during the Rundown in a heavy enough dosage that she had been getting physical and emotional reactions from the Niacin (while being audited = mixing practices). The dosage was cut back to below the amount that produced a reaction.

Handling:

The next C/S was to assess a prepared assessment of possible errors/BPC regarding the spin on the wrong ethics condition and handle, then to assess the conditions from the bottom up to find the right condition. When this was handled, the HRD Repair List was to be assessed and handled.

Third Session: Time - 1:52 TA - 15.1

The prepared assessment was well done and the BPC on the wrong condition and on earlier wrong conditions and earlier ethics mishandlings was cleaned up. The assessment of conditions found the correct ethics condition (BD’d and F/Ned). By now the pc was F/N VGIs with TA at 2.6.

The HRD Repair List was assessed. (Reading and charged lines were: an upset in life between sessions, invalidation of gains, invalidation of the HRD, been made wrong for being audited on the HRD, an earlier auditing error restimulated, audited over a problem. Considerable BPC and misemotion came off in the handling of these Repair List lines (about 14 TA Divs. in just over an hour). Each of these lines was F/Ned and the PT invalidation went earlier similar to an SP in pc’s childhood, (a person with a cruel personality), and several cognitions, with pc VGIs about “being back on it (HRD)”. TA 2.25 F/N VGIs at Exams.

A minor BI came up after the session, suggesting further Out Ruds in PT environment and as the whole of the HRD Repair List hadn’t been assessed (it was done Method 3 and ended on a resurgence) the next C/S was to assess a prepared list of persons in the pc’s PT environment and do an L1C on any that read, followed by continuing to assess and handle the remainder of the HRD Repair List.

Fourth Session: Time - 1:31 TA - 15.3

The pc at beginning of session originated that life went much better yesterday but that she had been having dreams since starting the HRD and that she had increased Vit B1 but woke up in a total sweat, hot, nauseous and headachy. The Niacin she had been on was now down to below where she got a physical reaction to it.

The assessment of PT persons was done but wasn’t charged and the HRD Repair List was continued with the question: “Were answers that you had, missed?” which revealed unflat questions from the HRD. The handling done was checking through each of the HRD questions from the beginning of the Rundown until a question read. This question was taken up and flattened, most of the charge being on the pc’s mother (same person as in 3rd session). A lot of false data from mother and considerations from and about her were gotten off accompanied by a large amount of TA, BDs, misemotion, somatics and cognitions. The pc’s mother was a Christian Scientist and had alternated between lectures on ‘mind over matter’, how good the pc should be and beatings over the head while chanting false datums. An

incident when the pc had an injured back and was hospitalized came up. The mother was furious with the pc for this as it was a failure to 'pray someone well', required her to sign a waiver to the effect that there was nothing wrong and walk home in excruciating pain. The pc being abandoned to her grandmother and later returning home to find her mother an alcoholic. Throughout all this there were lectures by the mother on the subjects of right and wrong, morality and Christian Science. After the very heavy misemotion discharged, the pc had many cognitions including how it related to her life since and how it had been restimulated in PT, including the dreams and various associations with PT personnel. At end of the session: "Really totally forgot about that stuff, thought I'd handle it on OT levels", and she states that she feels really good.

Exam: "I had an excellent session". TA 2.1, F/N VGIs.

Fifth Session: Time - 1:30 TA - 16 1

At the start of the session an ARC break with her mother (over what had come up in the last session) was handled. The auditor Q & Aed by asking for a m/v~/h and then an overt after the ARC break had F/Ned. The pc said she now had attention on her family where before she had no concern and didn't want to have anything to do with them. She realized her mother was an SP and that it was not her (the pc) who was to blame for what was wrong with her family. The auditor two way commed for anything that had occurred since her last session. The pc said she felt different: her going out of valence around certain people, especially seniors, got handled; also being unable to talk sometimes or defend herself when she got into a weird situation was handled; her headaches and constant somatics that she was getting all the time were handled; things went better in life; a lot of occlusion of her childhood blew. The action was continued and the pc spotted more bits of her mother's valence and separated further from it. False data and invalidation from her mother about her appearance and body was handled. The pc was amazed that there was all this charge on this lifetime incidents as she had always skipped this lifetime incidents in auditing. She also saw that her grandmother had done the same thing to her mother and that the game stopped here: "Auditing is the most important thing." The session was ended at this point. The auditor's comments were: "Went very well, grief coming off; pc continuing to separate out from her mother's valence; her reality and responsibility for her family is higher. Occlusions are opening up on this lifetime track. Major ruins are resolving; i.e. her weight and how she pictures herself, chronic somatics and misemotion (headaches, anxiety)."

Sixth Session: Time - 0:46 TA - 5.6

In this session the auditor continued to get off missed answers on the first section of the Rundown. False data about being a dilettante was stripped off. The false datum that she was not to tell people if she was upset was also handled.

The pc originated that she didn't feel effect of her mother anymore. She felt that she could find her mother's ruin and get her into Scientology. Some more false data came off and the first section of the Rundown was completed. The session was ended at this point. The auditor noted that she did not need havingness which was quite a change as she had been susceptible to low havingness. The C/S made the following comment: "Major change. From mother being an overwhelming SP, she now feels she could find her ruin and get her into Scientology".

Before the next session the pc wrote a note to the C/S saying she had had some trouble and was beginning to get sick. The trouble being 2nd dynamic and 3rd dynamic upsets.

Seventh Session: Time - 1:32 TA - 9.9

The pc was C/Sed for an L1C but didn't feel this was needed. She said her husband was in comm with her on their 2-D where he never had been. This was directly related to what was being addressed in auditing. An area that had been touched on in auditing had been

restimmed in between sessions. The pc originated that she had never been able to handle her husband before. Her auditing enabled his affinity line to be there. The pc realized that she had been dramatizing on the 2-D how her mother used to treat her father. She saw how she'd been treating her husband like her mother treated her father and had even been doing that with her juniors. A false datum on marriage was taken up but bogged. The auditor checked the ruds and took up a PTP the pc had regarding her post. The pc had a hidden standard on judging her auditing and case by what others do. The C/S noted that this probably stemmed from the Christian Science idea (like if you think the right thought all will be well; conversely, if all is not well in the universe, you must have thought a bad thought). The auditor noted a big change in her TA range. It came down to a much lower range.

The day after this session the pc wrote a note to the auditor saying that her temperature was 97.8° and she felt basically OK but tired and the back of her neck hurt. The auditor reported that the pc was having nightmares and that she was BIs about the amount of hassle she had had since starting her HRD.

Eighth Session: Time - 1:47 TA - 19.3

An L1C was assessed prefixed "recently. . .". The pc felt the auditing was interfering with her post. She was afraid of getting into a position where she might lose her post. The correct BPC (a wrong indication from her husband) was located. The pc had charge on her husband--felt he was undermining her. She felt sort of PTS to him. She said she had a problem telling him her wins. She had no terminal. The BPC was handled and the ruds were gotten in. The auditor C/Sed for a Chaplain's interview but the C/S did not want unnecessary actions interjected and pointed out that the ruds were now in and the rundown should be continued.
Ninth Session: Time - 1:15 TA - 13.2

Precept 1 was started. False data on taking care of yourself was stripped off and traced back to a whole track incident. This blew feelings of oppression the pc had. She originated that she felt a lot better today but felt there was some tiredness in the body that wouldn't blow. At the end of the session the pc felt exhausted. A huge win she'd had earlier was rehabbed. At that point everything had changed: her relationship with her senior; her 2-D; everything. She wasn't really interested in more auditing. Pc had a persistent F/N at session end. She was told to enjoy her win. Note: for her next session, the auditor had C/Sed to skip parts of the action as the pc had asked in session if all the questions had to be asked. The C/S changed the C/S and told the auditor to do the Rundown standardly and not go unusual.

Tenth Session: Time - 0:26 TA - 6.4

The next part of the first precept was taken up and all parts done. They went very lightly and smoothly. On the next part of the first precept the pc didn't feel there was anything to run. The pc said she knew she had been handled on the first two precepts already as someone had read them out at her org muster and she had had a lot of cognitions. The auditor ended session at this point. The C/S decided to switch to the assessment method of doing the Rundown to handle the remaining precepts.

Eleventh Session: Time - 0:13 TA - 0.8

The pc was given the R-factor that the Rundown would be done by assessment. She was very pleased about that. She then made the following origination: "I was thinking today, I've made major change on the 2-D. It's real nice and the way I want it. The 3-D has changed and is great and my viewpoint of myself is totally different. I am much more trusting and my senior the other day, just out of the blue, said she really trusted me. My trust has gone up. My trust of my husband is real high. I would trust people only to a certain extent and not all the time--now my trust is infinite." The needle F/Ns throughout this. She went on to say how she was trusting her juniors and mentioned other wins. "I feel happy. I am willing to live life. My capacity to do things sanely is a natural ability I have regained. I feel different. I feel tolerant and caring and understanding of others. I used to be irritable and have a constant anxiety and

I don't have that weird bad feeling any more. Every day it expands a bit more. My 2-D with my husband improves daily and I have a different attitude entirely towards him. Anyway, it's just going real good." Pc had a persistent F/N so the session was ended. At Exams she said "That was excellent!" and the examiner noted that she was really bright and calm. The auditor noted that after the session the pc looked radiant. She was talking to the auditor after the session about the HRD and what an effect it was going to have on the planet and how she had seen other staff members in her org who had been exposed to the moral code change drastically and that many of the staff had started doing well and areas had started to run more smoothly since the code had begun to be disseminated. She went on and on and was in exhilaration about the effects created by the HRD and "The Way to Happiness" Booklet. She said she felt wonderful and that there was nothing to audit her on and she didn't want a session. The auditor felt she was stating the EP even though she didn't say it directly.

The next day the pc got sick. She wrote her auditor a note saying she got sick after doing two long tough ethics interviews (as part of her post functions). She turned on a ferocious headache and weird grief and nausea. This was something that happened recurringly when she did such ethics interviews on others.

The auditor spoke to the pc the next day. The key in had occurred in a very heavy ethics interview she did in which there was a lot of entheta and screaming. The pc was much better now and felt she would soon be back to normal. She felt there was nothing wrong with the auditing but would like to handle the BPC connected with rough ethics cycles.

Twelfth Session: Time - 1 11 TA - 12 9

An L1C was done on the rough ethics interview and the BPC cleaned up. The pc expressed some wins she had had from the HRD. She had lost a consideration of how long it took her to recover from sickness. She felt she was more theta or something. She knew you could have a tumor one day and not have it the next--she didn't feel she would be so amazed about that now (i.e. she would just expect it). She was very bright at end of session and at Exams.

The pc was off auditing for 4 days on a win. Then she called the auditor and told her she had a stiff neck and felt it might be the beginning of one of her headache/nausea spells. She said she would call if she felt she needed a session, The next day she called saying she did not need a session.

Thirteenth Session: Time - 2:18

Some out ruds were handled at the start of the session. The precepts were assessed. Two of them read but were not valid reads. When the precepts were reassessed they were F/Ning. The pc originated charge on being unacked. She had had huge wins on each of the dynamics and didn't really need a session--Just ruds. She read on overrun and the auditor attempted to rehab without first handling the BPC that the pc had on invalidation. The pc said that the win had been invalidated by her husband-one by one her wins got jammed by him. She spotted that this was her mother's problem with her father and the problem blew. The auditor Date/Located the win but the pc felt there was still something to handle. The auditor did an HRD Repair List and picked up some charge that had been missed. The session was ended at this point.

Later that day the pc called the auditor and told her she was getting a cold and that she had noticed after the session that she had a bit of a sore throat. She told the examiner that she was sick and felt like she was getting swollen glands (red tag).

The C/S noted the following errors:

"Ruds were not fully flown (probably pc had more than one out rud of each type of rud) and pc not set up for major action (C/S Series 1).

“The actual charge on pages 16-19 was on inval, unacked, overrun and E/Sim’s on these. This was bypassed by auditor starting to rehab on page 20. (Defn of ‘BPC’)

“Pages 28-33 Inval (and E/S inval) by (husband) of pc’s auditing and gains.”

The pc is C/Sed for indication of the BPC of continuing the HRD after the EP had been attained and indication of the BPC of the invalidation. And for Two Way Comms to clean up suppression and invalidation.

Fourteenth Session: Time - 0:27 TA - 3.0

The C/S indication was made and the pc agreed. It was taken E/S to F/N. Then losses were Two Way Commed Earlier/Similar but did not F/N. The pc was upset that she had had the EP and then, had to go on and didn’t want to have anything to do with it. The HRD Repair List was continued. The pc did not want to do it. Reading lines did not go to F/N and the pc said they were false reads. She said she had felt better after the indication and that that was enough for the time being--she felt too sick to do any more. The auditor gave the pc the BPC indication again and the pc F/Ned. The session was ended at this point. The pc F/Ned at the examiner but made another statement later in which she said that the first Exam was an ARC Break F/N. The folder was red tagged.

The pc felt too sick for a session but wanted some more indications as they helped. The C/S had further BPC indicated to her. Basically that the main charge was on attempting to continue the HRD and that she had been audited past a valence shift and the overrun of this had resulted in trying to run her through secondaries or engrams when she was Clear. These indications were made and some relief was reported by the auditor though it turned out later to be a false report.

The C/S suspected that the remaining charge was an ARC break and a withhold and C/Sed for an L1C on the last two sessions.

Fifteenth Session: Time - 1:13 TA - 6.8

Pc didn’t want an L1C. The auditor got her OK to do it Method 5 and indicate the BPC. The pc said the BPC indication had been wrong. She felt she had lost her win and now was dramatizing everything she had gotten rid of. The auditor indicated the BPC indication had been wrong and that the BPC was the loss of her win. The pc felt better after this and the auditor took a break to get a new C/S. The next C/S was to do a prepcheck on the HRD loss followed by 6 ruds and a C/S 53 Method 5 if the first actions didn’t handle. The prepcheck was started but the pc did not feel duplicated by the C/S. An ARC break was taken up but not F/Ned. A withhold went to F/9 but the ARC break still did not fly. A problem was then taken up which bogged and the auditor did the C/S 53. The C/S 53 read on “loss” and the auditor did an L3RG on the loss. The pc felt that the prepchecks and correction lists were too much and she just got charged up on them. She also said she felt it hadn’t been duplicated just how sick she was. This brought some relief and the session was ended.

Next day the pc has a temperature of 99.9 , sore throat, swollen glands and couldn’t sleep. The auditor told her that the C/S had duplicated how sick she was and that they had a very light C/S to do. The pc was relieved about that.

Sixteenth Session: Time - 0:51 TA - 6.7

Pc was F/N, GIs at session start. The loss of her HRD win was Two Way Commed. The win had been invalidated by her husband and an earlier messed up cycle regarding the state of Clear had been restimulated. The pc blew down on not having been allowed to attest to Clear or have the win. She said the only two times she had gotten rid of the bad feelings about herself were when she went Clear and on the HRD. The Two Way Comm went to F/N VGIs.

Havingness was run and the session ended. At Exams the pc said it had been a really excellent session.

The pc's temperature was down to 99.0 right after the session. She told the auditor that this explained why she always got sick after a big win: it bypassed the charge on the Clear cycle. She also said she wanted to read "The Way to Happiness" Booklet.

A D of P interview was done. The pc was feeling bad physically though her temperature was normal.

Seventeenth Session: Time - 0:42

The auditor Two Way Commed how the pc was doing and did a touch assist to a win.

A D of P interview was done two days later. The pc had had a day off the day before and felt great. Now she was sick again and felt the BPC wasn't fully handled.

Eighteenth Session: Time - 0:34

The pc was given a touch assist and havingness and felt better.

The C/S noted that her HRD must be unflat and that there were out ruds.

Nineteenth Session: Time - 0:25 TA - 3.6

The pc was given a touch assist to a good win followed by havingness. The auditor flew 6 ruds. The pc originated at the end of the session that she had charge on the Clear cycle. She remembered someone who had had sinus trouble and who was a real anchor point for her around the time that her Clear cycle was messed up.

Twentieth Session: Time - 1:40 TA - 13.8

The pc was given a touch assist to a win. Then the valence separation steps of the HRD were done on the terminal she had mentioned in her last session. The action was an overrun. The pc had spotted in between sessions that her mother had had sinus trouble. The overrun was handled. The pc asked if anything further was going to be done about her Clear cycle as the attitudes and emotions of that time period were still with her in PT. The pc ARC broke because the Clear cycle was not handled. An ARC break was taken up but bogged. Pc said she felt tired. The session was ended and the pc red tagged at Exams.

The C/S crammed the auditor for overrunning the Straightwire steps on the valence separation.

Twenty-First Session: Time - 3:08 TA - 17.9

The ARC break chain from the last session was F/Ned. An L1C was done on the Clear cycle to EP. The loss was not handled though and the pc said she didn't feel Clear and didn't have the HRD win any more, The auditor took a break to get the folder C/Sed. The HRD loss was Date/Located. An L1C was then done on the HRD loss but this bogged and the pc felt messed up. She felt L1Cs were a wrong indication. She was upset that she hadn't been able to tell anyone her win, There was BPC on earlier correction lists. The auditor tried to do an L1C to cure the session upset but the pc threw down the cans and refused to go on. The auditor got in comm with the pc and the pc cognited that what had happened was that she had had a physical relapse (after the seventeenth session) and had attributed it to case trouble when it was just a physical thing, She was VGIs at end of session. The C/S noted that she was being asked for Earlier/Similars she didn't have.

Twenty-Second Session: Time - 0:13 TA - 0.8

The auditor Two Way Commed her win on the HRD:

“Well, I changed--an uncertainty in my life has gone, There had been a constant uncertainty that blew. On the first dynamic basically I just changed and whatever considerations I had on the body blew--it was a weird attitude that my body was messed up--that was the source of a lot of overts on my body.

“My husband and I unravelled and became more like friends and we are relaxed and look forward to being with each other whereas before we had opptermed each other on the third dynamic.

“My senior said she trusted me and I feel certainty. I don’t feel keyed in. I am living life, I’m enjoying it. Before it used to be hard to cope with life and uncomfortable--that uncomfortableness is gone--I’d experience that overall in life and that’s gone, Happy is the word. I’m more willing to be--to exist. I feel like I have resources available to handle situations. I have personal abilities that are OK and I can expand. It’s a pleasantness. Another little thing that happened was that I sorted out the MEST in our room--it got nicer. Even our relationship with our cats is better. It’s just not such a disjointed life. I don’t worry about making it. It just seems like I’ll do OK. Life has sort of simplified out and I can have life, which is really nice. It’s affected every dynamic. The only one I haven’t checked out is with friends but I never had much in the way of having friends. I used to have a must have/can’t have on life I used to run on myself. I know I got a lot of it from my mother but I don’t resent her at all. I feel very nice about her. I wrote her a long letter, It’s affected something in my life. In the physical universe I can see the difference immediately. I can handle getting sick now. It’s no big threat now.” Pc F/Ned throughout this and also said the HRD and Clear cycles were both handled. Session was ended.

The pc told the auditor that she had never attested to the state of Clear so she was sent to attest.(!)

She then attested to her Happiness Rundown. Her success story follows:

“I wanted to type this as I feel that I have a lot to say on this.

“First, it is the biggest success of my life, without any doubts or reservations. My life has changed. But it has changed in the most pleasant and nice way. Each dynamic has changed. I have a sort of peacefulness with myself that I have never experienced before.

“On my first dynamic a certain confusion/fear/weirdness is gone. On the second dynamic I have the most wonderful relationship with my husband. I have never had this and always wanted it. On the third I feel competent and feel my potential has gone up a million times. I have a garden and never could get it together to have one before, our room has suddenly improved in its appearance and our sudden acquiring of better MEST than we had before--the wins in life are endless it seems and the other thing is that they continue daily. It’s not like I had one or two in session wins, the wins are in life and they continue to happen daily. I feel that I grow and expand every single day because of this Rundown.

“My trust in others is true and real and stable where it was not before.

“I have pure joy in living--I have never felt that way before. My survival potential has increased more than I ever imagined possible. And I looked up the definition of Happy and Happiness in the Management Dictionary and I am happy!

“This Rundown is going to change the world.

“I cannot thank LRH enough for it--there aren’t enough words but my thanks are unfathomable. And thank you (Auditor) for all your competence and willingness to get me through it and thank you (C/S) for your excellent C/Sing!

Much Much love, “

A week later the pc wrote the auditor a note:

“Thanks a million for all you did! I really feel like a new person!!! I’m sooo alive! I’m finishing my full hat this week--my solo course the next or possibly even this week and then I’m on Solo!!! Did the Clear cert come in? Thanks again!

Much Much love, “

This is an observation report written by the pc’s senior after the pc had completed the HRD:

“(PC) is very uptone--she used to be too before but now she is more often and upholds under pressure.

“She seems much happier.

“She has voiced some cogs to me that were fantastic.

“She _ and was competent before. Can’t really say she is more so; probably, but she was already very competent.”

This is an observation report written by one of the pc’s colleagues:

“She’s doing better.

“Doesn’t get ill as easily actually--she’s not getting ill now.

“Seems more uptone and more stable.”

This is a report written by one of her juniors after the pc had completed the HRD:

“I’ve noted that (PC) has not had so many comm lags in her comm (she used to often go out of PT and comm lag and forget what she was going to say). This isn’t as frequent though still somewhat apparent.

“She’s seemed less wound up, but only in the last 48 hours or so.

“That’s about all I’ve got!”

This is an observation report written by another of the pc’s juniors after the pc had completed the HRD:

“Really don’t know what to say except everything seems fine!”

This is a report written by the pc’s husband a few days after she completed the Rundown:

“ (Pc) has completed the HRD recently and I’ve made the following observations in her beingness and daily changes.

“She is much easier to get along with in that she isn’t bothered now by things I say where she might disagree. She was prone to reacting negatively to attempts I made to kid with her. She’s much freer to respond with humor if she finds my humor funny or if not, appropriately responding without excess/inappropriate charge.

“She told me of her wins throughout the Rundown and at one point she was so blown out she was off the Rundown with a Persistent F/N.

“Not only did she have cognitions in session but would tell me of wins and cognitions she had in life daily from her HRD auditing.

“I find her to be much freer, looser and more bouncy as a being. She extends her reach to me in a much less restricted manner. Her affinity is real and natural. ,

“During the Rundown she told me of a win which I heavily invalidated to the point where she thought of not telling me such wins. This particular area of my own out-ethics had never been handled until now when she and I worked it out. This is a major win for me! And I attribute it to her HRD auditing as I had a safer space to view and give up my withhold. So the ethics of her husband has bettered because of the HRD!

“She has always had an incredible viewpoint of others. Her concern and love for others has been the highest of anyone I’ve known. So it’s hard to believe she actually has more concern and affinity for others--actually a viewpoint about others that occasionally would surface, hasn’t since the HRD.

“In our 2-D, her energy has increased incredibly. She has more plans and actions actually completed.

“From my observations of her, I can’t wait to get the HRD.”

HAPPINESS RUNDOWN CASE HISTORY NUMBER 12.

Case Level: OT VII, had done Purification Rundown and had had objective processes. This pc had studied “The Way to Happiness” booklet and audited another to completion of the Happiness Rundown prior to being audited on the Rundown herself. Her husband had a very serious physical condition and was about to be operated on as the pc started the Rundown.

First Session: Time - 1:23 TA - 7 3

Ruds were flown, all having to do with her husband’s condition and whether or not it was the best thing for him to get an operation. At first the pc didn’t want to start the Rundown with this on her mind but then she started talking about some of the wins she had while auditing the Rundown and one of the precepts that her attention has stuck on (Eat properly) and she decided she could do the Rundown. On clearing false data about being moral, the pc spotted a pirate valence she had been in, but said she had already blown it while auditing her pc on the Rundown. Her ruds then went out and worry about her husband’s illness and an auditing error she had made while auditing the Rundown were handled. The pc said she was stuck on Precept one and had felt conflict within herself while auditing her pc on it. She also said she really wanted some floating TAs like her pc had, but felt that she had already had them while auditing.

The auditor C/Sed her to do precept 1, as that was where her attention was stuck and the pc felt done with morality.

The C/S changed the C/S to first rehab the wins she had had while auditing her pc on the Rundown and then proceed with precept 1.

Second Session: Time - :40 TA - 3.0

This entire session was devoted to ruds concerning the pc’s husband’s operation and wondering whether the operation was the correct action.

The C/S noted that she was being audited on a major Rundown over a physical universe PTP but that perhaps she needed the Rundown in order to take responsibility for and handle the PTP. She was C/Sed to continue with the HRD.

Third Session: Time - :58 TA - 4.3

More ruds were handled on whether her husband should get the operation. The auditor began to rehab the wins the pc had while auditing the Rundown, but first had to fly the pc's ARC break with the person she had audited on the Rundown. Once that was handled, the pc stated that the rehab wasn't necessary and that her eating habits had really changed. On false data on precept one, the pc realized there was no reason why she couldn't look the way she wanted and eat exactly the way she wanted. The pc realized that she went out of valence when she tried to lose weight and thought that she would die if she lost weight due to an attempted abortion of her by her mother. A floating TA turns on and the session is ended.

Fourth Session: Time - 1:10 TA - 7.2

Some ruds handling was done concerning her husband's condition but less than in previous sessions. The pc blew many considerations about herself and the second dynamic which she attributed to a valence closure with her father. Then she changed her mind and decided it was her mother's valence she'd gone into and had some big cognitions about how she handled her husband. At Exams she said, "I realized I've been a complete nag all my life." (Dial wide F/N) The C/S noted, "This pc just sorted out a very complex valence situation involving her mom and her dad (and herself of course). This is a tremendous result here!"

Fifth Session: Time - 1:05 TA - 7.1

Ruds were handled on the pc's post and on her husband's condition. The pc had an ARC Break about an ethics handling and said that she had hoped to handle her bad reaction to ethics with this Rundown. (The ARC break went back to someone trying to get her to "cognite" she was an SP and she never came out of it and has never been happy since then and didn't get wins.) The HRD was begun and the pc said that this Rundown gave her changes and that each day she did things a little differently. The auditor noted, "She's having some life troubles but keys right out when we get back onto the Rundown steps." The C/S noted, "She has mentioned that achieving happiness is the reason she came into Scientology. I am very interested to see how she does. She chronically has ruds going out in her auditing even when audited daily."

Sixth Session: Time - 1:24 TA - 11.5

Some out ruds on post were handled; nothing on her husband. Pc had some good realizations and got off false data on food. She had been told that she looked thinner. Pc realized that she'd always thought she was in her mother's valence on the subject of food, but it was really her father's valence she'd been in and that she had been trying to be the son her father wanted. Pc realized it was okay to be a girl and stated that something had shifted in her universe. The session is ended with a wide F/N. Pc's exam statement was, "I actually had a real good cognition. I'm basically a thetan but I cognited I'm a girl. A lot hinges on that cognition." C/S note: "She's doing well in life too."

Seventh Session: Time - 1:30 TA - 7.5

Out ruds on post were handled and the Rundown was continued. The pc recalled a moment of extreme happiness at having a brand new birthday present all to herself which was ruined by her mother telling her to calm down. Pc realized it was okay to want things and expect to get them and blew her mother's valence. Exam statement: "I realized that I had this release of dynamic-ness. I feel like I got some intention back to get what I want. I mean I want a car, I want some MEST. It's okay to want those things and it's overtly said. I want." (Wide F/N)

Auditor comment: “It’s amazing how downtone she is when we start the session and fly ruds and then how totally keyed out she is once onto the Rundown.”

Eighth Session: Time - :39 TA - 3.2

Out ruds on post and on husband’s condition were handled. Pc felt she could not be temperate because she always ate more than she was hungry for. (This precept had been handled in a previous session.) The auditor put her through the precept again and the pc found an earlier valence of an immoral person who had urged her not to control herself Pc felt that her first dynamic ethics level had just changed and that it was okay for her to be temperate. At Exams she said, “Boy, that was just great. I had this ethics change on my first dynamic. I had or saw the exact point where I made this ethics change on the first dynamic. (F/N TA and VVGIs) C/S statement: “This is a very ‘sturdy’ Rundown in that this pc is doing great on it, despite having all sorts of environmental stresses on her lines that would slow most auditing and in the past has chronically prevented her from getting through programs.”

Ninth Session: Time - 1:78 TA - 7,4

Ruds were flown on her husband’s condition. Pc originated that she had third dynamic trouble but was doing well on her first dynamic and was losing weight and hadn’t overeaten at lunch, although she didn’t know if she would go back to eating too much. She said that she felt her being ethical was transient and that she wanted to keep the ability. Auditor continued through the precepts and the pc felt she had regained the ability to control her cravings.

A break was taken and the session resumed and more ruds flown. Pc thought she had nothing on “Do not take harmful drugs” then found an overt she had committed. At 5-b, the pc said she had no more and the auditor left off. Pc then said she had nothing on ‘Jo not take alcohol to excess” and the auditor went on. On 2-17 the pc stated that she wouldn’t be herself if she were temperate (showing that a valence had been missed earlier, by skipping steps as “uncharged”), and then blew a remaining picture of the immoral valence she had been in, which was handled last session. After that she felt she could be herself and keep the precept. F/N TA at Exams, C/S statement to the Senior C/S: “The results are self-evident! There is one point here. In this session there were several points where pc mentioned she was done with a precept or sub-precept and F/Ned. Also that she didn’t need to re-do the original precepts. This is hardly a big problem but we found it successful to follow your instructions of not leaving out anything. I feel that it would be an invalidation to go on with a precept (e.g. pc says she blew it and F/Ns) then that’s fine, but stay out of the habit of skipping questions.”

Tenth Session: Time - 1:08 TA - 7.1

The pc was very out ruds at start of session. Ruds were flown and she WAS VGIs. Pc blew her mother’s valence and auditor carried on with the handling to completion. Auditor note: “She’s not as blown out as she has been but that’s pretty understandable with what all else is going on.” C/S noted that the auditor carried on past the valence cog. C/S note: “We are auditing this pc over quite a physical universe PTP. I am not about to discontinue the Rundown but I feel the results may be colored by this. Although getting her ruds in does get her ‘in session’.” He also noted that the pc had changed her hair style.

Eleventh Session: Time - 1:15 TA - 8.2

Out ruds on husband’s condition were handled but the pc felt something was still wrong. An HRD Correction List was done. “Suppression between sessions” read and the pc had a big win on relating this to her situation with her husband and his condition and was then ready to continue with the Rundown. Pc found some more similarities between herself and an immoral valence already blown then realized that she had been that immoral person in a past life. The session was ended on a big win with a floating TA. C/S statement: “She’s doing very well considering it’s over A heavy PTP and counter postulate from her husband. It would

definitely not be a good idea to take her off the Rundown now, however." (Note the tendency to depart from the Rundown, Fortunately, they didn't.)

Twelfth Session: Time - 1:09 TA - 5 1

Out ruds concerning post were handled. Pc had withheld that she didn't feel she was doing so well, Pc told about a time in a sec check when she told the truth and got shot and realized that she didn't seek to find the truth when she did something wrong, She blew a soldier valence and a stuck picture containing an SP and came into PT with increased perception and reality on her track. Wide F/N at Exams. C/S statement: "She's doing well except ruds are going out mid-session."

Thirteenth Session: Time - :45 TA - 2,7

Auditor noted that the pc's hair looked pretty but that she seemed quite upset. Pc under extreme stress with husband going into the hospital and with her post. The ruds were flown, but the pc didn't feel up to continuing the Rundown in PT and wanted to end off for a week until her husband's operation was done. C/S note: "She's being put on an assist until (her husband's) cycle is under control. It's too much PT stress for a major action."

Fourteenth Session: Time - :24 TA - 2.0

The pc was given the R-factor that she would be getting daily sessions and that the PT stress would be handled as needed with the Rundown continued only on those days when she felt up to it. Pc felt quite uptone and the Rundown was continued.

Fifteenth Session: Time - :10 TA - .5

Ruds were flown. Pc had too much attention on her husband's being in the hospital to have a session.

Note in folder

"One of the Happiness Rundown auditors told me today that the Happiness Rundown materials have caused her to eat sanely. She said she's off sugar and is 'eating sanely' as a result of the data."

Sixteenth Session: Time - 1:25 TA - 11.1

This session was given 4 days after the last session. On the sub-precept, "Do not harm a person of good will" pc realized that when her mother attempted to abort her, the pc formed the conclusion that she was no good and mocked up that others didn't like her. She realized she was basically a good person and saw that her self invalidation made ethics cycles difficult for her. She had never before realized that she was a good person and had let other people convince her she was an SP. She moved out of her mother's valence, realizing that whenever her survival was threatened, she would go out of valence and invalidate herself. "I'm a good person and I should survive and I should survive on all my dynamics. It's actually okay for me to survive, to be pretty, to be honest, to find the truth, to tell the truth, to be a good person. It's okay for me to survive. It's really okay to be me. I don't even know who I am. I'm such a composite of valences. I went into agreement with haring me, a person of good will. There's no reason I can't be happy." Session was ended with a floating TA and pc VVGIs. She had a floating TA at Exams. C/S comment: "This totally cracked her case! Fantastic!" She was C/Sed to continue the Rundown.

This session was reviewed by the Senior C/S who said, "That's an EP of the HRD in that session. Very well done."

Seventeenth Session: Time - :56 TA - 6.0

A day was skipped between sessions. The pc had some out ruds regarding her husband's condition. These were handled and she had a good win about caring for her appearance.

The Senior C/S's note was received and she was C/Sed for a D of P interview to let her know she had made the EP.

D of P Interview was done. The pc was sad and said she felt she made the EP of the Rundown while auditing it or out of session. She stated that she felt there wasn't much TA on the Rundown for her and that she didn't know what the EP was that she had that made others think she had it, although she did feel keyed out way earlier. After the D of P interview, the pc wrote a note saying that she felt she made the EP but it was so lost that she didn't know how it would be recovered ant that she didn't want a Date/Locate or a rehab.

She was C/Sed for the HRD correction list M3 to EP. The C/S wrote, "She says she is overrun. There is also a lot going on between sessions so ensure questions regarding that area are covered exactly per the instructions." The folder was sent to Senior C/S Int who wrote, "HRD Repair List is the correct C/S. A rehab would be out tech as she's got BPC (besides I doubt it would rehab). She probably needs an L1C either to handle life stress or possibly in the auditing. There is also the possibility that she actually has more to do on the HRD even though an EP was stated."

Eighteenth Session: Time - :30 TA - 2 4
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Pc originated that she had started singing at times, a couple of weeks ago for no apparent reason. The HRD correction list was begun. Pc said she had some question about whether or not she could actually make it on the Rundown with the stress from her husband's operation. She didn't have enough rest to continue the session, 50 the session was ended.

Nineteenth Session: Time - :31 TA - 3.2

The HRD correction list was reassessed. The pc originated that she would like to continue the Rundown and that she had false data on flourish and prosper and some of the other virtues. She told about some of the wins she had had in her auditing on the Rundown and that ,she felt she had more self determinism on the third dynamic. Pc said she didn't feel happy now and that she had been unhappy almost all her life. She also said she had false data on herself as an individual but didn't know exactly what it was. She said she really wanted to be happy and felt this Rundown would achieve that for her.

She was C/Sed to continue the Rundown.

Twentieth Session: Time - 2:15 TA - 10.1

Pc had no out ruds at start of session and said she was doing a lot better since her last session and that she just didn't have what she wanted from the Rundown yet. In the session, she blew the false impression that she was a slob. She also spotted the valence she had gone into which made it okay for her to steal and immediately realized that her money flows had opened up and that it was okay to have money. She felt she had blown some PTSness. Session was ended on this win, with F/N TA at Exams and resumed later in the day.

At restart of session the pc was very uptone, ruds were in and she WAS singing in the session. The session went well, an out rud cropped up and was handled and the Rundown was continued. Pc realized that she'd never really learned to do things due to being told as a child, "You'll never learn" and that what she needed to do was learn to live and learn the axioms and practice them. Her exam statement was, "Well I finally found out what I need to learn. I need to learn how to live a bigger life. I also realized I never went into a cycle to learn it, I mean really learn it." (Dial wide F/N)

The auditor C/Sed, “Rud if no F/N” and the C/S changed it to, “Fly 6 ruds” and noted “She is still tending toward out ruds, especially with her husband. She sounds a bit motivatorish, is still a bit motivatorish in tone and outlook.”

Twenty-First Session Time - :45 TA - 5.4

This session was done three days after the last one. Pc had some out ruds concerning her post, which were handled. She did very well in the session and realized that the precept, “Try not to do things to others that you would not like them to do you” had application to honestly reporting in auditing worksheets and also on the second dynamic. Floating TA at Exams. Between sessions, cramming ruds were flown, in which the pc said she thought she had achieved the EP of the Rundown. The next day she was ill .

She was C/Sed for an HRD correction list, M3 and Date/Locate the EP.

The folder was seen by the Senior C/S who wrote, “I think this is risky. It’s basically a matter of having cut across the Rundown with another disrelated action.” The C/S was changed to “HRD correction list M3 and continue the HRD if indicated.”

Twenty-Second Session: Time - :34 TA - 4.5

The HRD correction list was done The pc said the cycle with her husband had “smothered her wins”. It came up again that the pc felt she wouldn’t be able to rehab back the EP she had and she felt like the Rundown WAS “spoiled” for her. She mentioned that something was bugged on her case but she didn’t think it had to do with the HRD. She said she didn’t want to do the correction list and knew she was overrun and had had three major releases, one of which was when she was auditing the Rundown, before she started to receive it. She didn’t know when she EP’ed the Rundown. She also said she had had floating TAs indicated at Exams when it wasn’t and was figuring on what the EP was that she was told she had. She decided that the EP occurred before she began to be audited on the Rundown, when she had had a cognition about false data and had written a success story at Exams about it. Pc felt sorted out and was F/N VGIs. She was C/Sed to attest to the HRD.

The Senior C/S saw the folder and wrote, “Okay to declare. She may need a CS 53 accurately assessed and handled later to pick up this case trouble she mentioned. It also might have blown.”

The pc later originated that she didn’t feel VGIs about attesting.

The C/S ordered her HRD FES’ed and stated, “The most obvious error is 1) that it was done over a pressing PTP with her husband’s physical condition, 2) out of session EPs and she stated getting TA as an auditor before she was getting the Rundown as a pc, 3) case situation not resolved before the Rundown.”

After reviewing the session, the Senior C/S wrote:

“I don’t particularly look on it as an error that she was audited on HRD during the scene with her husband and his operation--to the contrary-I think the HRD and Ruds helped get her through it. There might be some residual charge left on the incident of her husband & his operation.

“It doesn’t look like she EP’d the HRD before she started getting audited on it--even though she had a cog then.

“A while ago she was really excited about the idea of getting her ruin handled (her “wants handled”/what she came into Scientology to get handled). I don’t believe this has yet happened. On many cases audited on the HRD, their ruin or what they came into Scientology

for has come up on the HRD and has gotten handled. She shouldn't be any exception on this. I would expect hers to get handled too.

"When I sent down that she'd had an EP, she had expressed in the session I'd just read, the EP or one of the EPs of the HRD. There are several parts to the EP of HRD.

"She expressed the last part of the EP, but not necessarily each of the earlier parts of the EP.

"So I am of the opinion that she isn't really complete on HRD. I think she's had parts of the EP, but not all of it. I think the BPC is a kind of suppressed disappointment that if HRD is complete, then she's missed out on something.

"Then there's the possibility of BPC from earlier on in her auditing as she mentioned to the effect that there was a point in her past auditing where her case got messed up and hasn't been the same since. (She might know what that point was--and it might not have occurred in an auditing session--it could have occurred in ethics or otherwise in life.)

"All of the above could be put into an assessment and assessed on her on a meter. Unfortunately that would have a liability of whether the assessment was accurate and it would depend on how suppressed the charge on this has gotten--and I suspect it might be quite suppressed. So it mightn't read anyway. (They could eventually get it by assessing and assessing with buttons like Suppress and Inval etc., but that's often a hassle.)

"There's another way to handle it. Show her this and have her read it over (on a meter) and note the reads while she's reading it and on asking her which, if any, of these things in this despatch indicate to her.

"Also ask her if there is something other than what is covered herein.

"(There's nothing in this despatch that she can't or shouldn't read. These points are all simply possibilities which I feel she should be consulted on.)"

(Further data on this method of assessment is contained in Tech materials under the heading "Slow assessment by Itsa".)

Twenty-Third Session: Time - :24 TA - 1.6

The pc was C/Sed to read Senior C/S's dispatch while on the meter.

She came into the session BIs and "black". She read the dispatch, brightened up and laughed and F/Ned.

On the paragraph about suppressed disappointment, she BD'ed heavily. When the auditor asked her which of them (if any) indicated, the pc started talking about her second dynamic and went into grief and said she didn't feel in valence at this particular moment of her life. This area then F/Ned and she continued reading the dispatch again. Pc said she had had parts of the EP but definitely didn't feel she was on the way to happiness. She talked about her disappointment, per the dispatch, and how she had never been the same since she had been coerced into "deciding" that she was an SP. She said she had been in grief since then and decided that suppressed disappointment was the big thing. She was delighted with the dispatch and had a wide F/N and VVGIs at Exams. Auditor comment: "Wow! That was beautiful!"

The pc was C/Sed to continue the HRD.

C/S comment: "That was a great C/S! Biggest BD and main charge on 'suppressed disappointment'. 'When I got busted' still charged despite having been run but does not need to get addressed here. There was residual charge from her husband but that may have blown

on her itsa and separate repair not needed. What I'd suggest is 1) Complete the HRD through Precept 2112) If pc not fully done and fully satisfied then assess the precepts M3 and handle the reading ones by redoing them."

Twenty-Fourth Session: Time - 1:30 TA - 9.6

A few out ruds concerning her husband and post were handled and the pc was continued on the Rundown. The pc spotted that her mother had been an immoral person and that she had been like her mother and that the mother's valence was the only valence that she really knew. She didn't know if she could consistently be in valence as she switched valences to handle various things. "It's one thing to come out of an immoral person's valence but it's something else to stay out of it. I've been using that valence for 26 years but I haven't seen enough of myself to know my own valence." She realized her unhappiness was when she was out of valence but didn't know how to resolve it. She saw that she got the idea that her own existence was not a good thing from the time her mother tried to abort her and that she had been more affected by that period than any other. "She shouldn't have conceived if she didn't want it. It just wasn't fair! Even if she had killed my body I still would have had the idea that it wasn't okay to be me." Wide F/N at Exams. Auditor comment: "She's doing fine again."

Twenty-Fifth Session: Time - :31 TA - 2.5

Out ruds concerning post were handled and the Rundown was continued on Precept 20.

Twenty-Sixth Session: Time - 1:03 TA - 12.9

Pc's ruds were in at start of session and the Rundown was continued. On the final precept, the pc further separated from her mother's valence and cognited that her mother was no longer here to make her unhappy and that one's ability to be happy lies in the person himself and not someone else. "I need to decide to make myself happy." Wide FAN at Exams. Auditor comment: "Nice win." C/S comment: "Her mother's valence seems to be the key valence she's been wrapped up in. She seems to be further peeling it off; she may have blown it completely. It sounds to me that she had a further part of the EP or really made what she apparently made in an early session where it appeared she EP'ed. But there seems to be more left to peel off."

Note from pc to the C/S stated that she was not doing well and yesterday she cried. She said she didn't want her post and hated it and was very unhappy in life in general. She didn't feel her ethics level had been handled concerning past false reports as an auditor and she couldn't seem to make things go right. She said she didn't want a session and said the only thing that had made her feel good was reading the Senior C/S's despatch."

Twenty-Seventh Session: Time - :56 TA - 12.8

The ruds were flown. Pc said she still had her attention on her disappointment (as mentioned in an earlier session) and was afraid the HRD was not going to make any change in her. The auditor started to continue the Rundown but the pc didn't want to go on. The pc said she felt something had been missed because she hadn't gotten the valence that made her like she is. "I don't know who I am." An HRD correction list was done. Pc was doping off a lot and it turned out she hadn't had adequate sleep so the session was ended. The auditor C/Sed to check over the earlier precepts for BPC and stated, "The last point she was doing well was on the Senior C/S's despatch. The correct BPC not found. Pc doping off. Ended for sleep."

Note from pc to the C/S showed she was upset and wanted to do conditions.

C/S note stated: "I don't think we should Q and A off her program. She has an out rud or some other BPC. I don't know if this is it, but I know she read a note saying she had miscrammed a person and in the past that kind of thing has upset her." He C/Sed the pc for an

R-factor not to do conditions or other actions at that time, as the handling she was getting was not finished, then 6 ruds and the HRD correction list.

The C/S was then changed as the C/S stated that the area of being competent, being an auditor, etc. was an area the pc had been stuck in before and that there was apparently a whole package of charge that tied in with it and that she was also stuck in having been busted for false reporting as an auditor. He wrote out a Method 3 assessment designed to pick up any out lists, wrong items, wrong valences, etc. and then instructed the auditor to assess the precepts M3 and handle any reading.

The folder was sent to the Senior C/S, who C/Sed it for 1) All ruds or L1C Recently, 2) L1C At the time when you were busted, 3) Assess through the list of precepts M5. Take up the one with the largest read first and handle per the command sheets, 4) Handle remaining reading precept similarly, 5) Reassess precepts (full list) and handle as above. End this session or any subsequent sessions on a win for the pc."

Twenty-Eighth Session: Time - 1:09 TA - (not noted)

Pc was more uptone at start of session than she had recently been. Ruds were flown and the pc did not want an L1C on the time when she was busted, so the auditor continued the C/S. The precepts were assessed and during the assessment the pc originated that she thought she might have been running too late on the chain. "Set a good example" BD'ed and was taken up. The pc was doping off somewhat and had to be given questions several times over. The pc said she had gotten her viewpoint back and that she might have false data. The session was ended on the win of the pc originating that she had her viewpoint back. Auditor comment: "Wow. She feels she's got her viewpoint back." C/S comment: "Carry on. I see now why the assessment needed to be M5. (I had suggested M3.) We got the charged precept."

Twenty-Ninth Session: Time - :42 TA - 5,1

Pc had out ruds having to do with not knowing what she wanted to be and do in life and feeling that her integrity as an auditor hadn't been handled. She said she couldn't seem to end cycle on it. She also looked at the area of her training and saw that her earlier training before Scientology had been out gradient for her and had given her losses. She F/Ned and felt very good on looking at that. The Rundown was continued and the pc cognited that she went into her mother's valence and nagged in order to get what she wanted. She was very pleased with this win and the session was ended. Auditor comment: "Very nice." C/S comment: "Going back over the precepts has really been the right action."

The HRD was continued using the "assessment method", which has been running very well, for some sessions. The HRD has not yet been completed.

HAPPINESS RUNDOWN CASE HISTORY NUMBER 13.

Case Level: Grade IV Expanded, has done Purification Rundown, Survival Rundown, and is a Dianetic Clear. This pc had not read "The Way to Happiness" Booklet prior to being audited on the Rundown.

First Session: Time - 1:12 TA - 8.2

From the very beginning the pc was excited about receiving the Rundown. On the first step the pc spotted influences from an earlier part of her life where she'd been part of a group of drug-oriented people, who believed that one shouldn't take care of oneself. There was a large BD on this followed by a cognition and F/N on how her own ideas on the subject had gotten invalidated. The after-session Exam was F/N, VGIs, and "I just had a very nice session--in fact, a great session".

Second Session: Time - 1:22 TA - 13.9

At the start of session the pc gave some cognitions she'd had since the last session. One of the things she'd realized was that she does have to care for others and does have a responsibility to do this, and that she won't survive across the 8 dynamics if others don't survive. The Rundown was continued, and the pc found a false datum that if one is ill nothing should be done about it because "it is Dev-T", the TA BD'ed from 2.6 to 2.2 as the false datum was blown, pc laughing and F/N, VGIs. Later on in this session, the auditor went past a number of questions the pc had answers for but had not spoken, and the result was that the TA went up to 3.6. (This was due to auditor checking the questions for read.) The auditor thought this was due to having overrun a section of the Rundown, but the high TA was actually due to missed answers. The auditor was crammed on the Book of E-Meter Essentials, point #3 in chapter B. #5 in chapter C, and #5 in chapter D.

Third Session: Time - 1:38 TA - 7.6

At the beginning of this session the pc thought the HRD was just so-so, nothing big.

Spotted false datum that "not being promiscuous was getting to be old fashioned". Then a valence of a sexually perverted person the pc had been very close to was located and blown. There was quite a lot of TA action on the pc looking this over and seeing how she had taken on the other person's viewpoint. The auditor did the remaining 2 questions in that section and the pc had more cognitions on promiscuity, blew a stuck postulate that had prevented her from getting others to not be promiscuous, and had a big win on this area. The session was ended at this point, and at the examiner she said "I just had a great session. Amazing! Innocent little questions but far reaching results," F/N, VGIs.

Fourth Session: Time - 0:34 TA - 1.3

The pc comes to session with an F/N and the next section is started. On a false data question the TA goes up to 2.9 and then BDs down to 2.5 on realizing that the subject of sexual unfaithfulness is directly connected to a last-lifetime incident which her attention has been stuck on for years. A valence was blown, and along with it a false datum that the correct solution for marriage difficulties is to split up the marriage and switch to another sexual partner. After this, the auditor began to continue with the next question but the F/N persisted, the pc continued to have cognitions on the false datum that had been found, and the session was ended on this win. Wide F/N, VGIs. At the examiner the pc said "I'm feeling very very good--I never know what's gonna come up next, but I feel very very good!" Then as pc is about to leave, she returns to the examiner and says "This thing is totally amazing! It's the lightest touch, just peeling off little layers that are quite incredible! It's also given me a better view of the truth--other auditing gets you to look at what's occurred or whatever, but this seems more truth-oriented, better understanding of the truth. It's like there's more me, or more truth that's in me, I'm able to feel it more. My ARC of myself is increasing"' Examiner notes "F/N, pc VGIs, laughing".

Fifth Session: Time - 1:30 TA - 47.7

The pc arrives for the session F/Ning, and remarking on how great she feels and that she's noticed how she's been "emoting more". She gives the auditor more cognitions, ones she had since the last session. The Rundown is continued and a false datum regarding homosexuality is blown, resulting in a lot of relief for the pc. Later on in the session when the auditor asks a question about children, grief turns on heavily and an L1C is done. (Note this was incorrect, the auditor should have continued the action that turned the grief on.) The upset is cleaned up and she has a big realization on how to get into communication with children, and why this had always been a mystery for her. Wide F/N, and session was ended at this point. Right at the end the pc originates "I am just amazed" (laughing) "I really can't believe the relief I am getting from this".

Sixth Session: Time - 1:13 TA - 11.7

In this session a false datum that “children are Dev-T” was blown. Further steps of the Rundown are done and the pc has several major cognitions on the subject of helping children. Persistent wide F/N--the session is ended on this win.

Seventh Session: Time - 0:23 TA - 1.0

The pc comes for session still having cognitions on what was being addressed in the last session, and still has a wide F/N. She originates that she has undergone a whole change in her viewpoint on this subject, and is quite keyed out about it. The auditor ends off here for the day.

Eighth Session: Time - 1:20 TA - 11.1

Pc is F/N VGIs at start of session, and says “I really see why it is called ‘Happiness Rundown’--it makes you happy. It frees up stuck theta”. The Rundown is continued, and on one step the pc realizes that there was a point in her life when she began to go downhill, about 12 years ago. At that time she had dropped any idea that one should set a good example for others to follow, because it was contrary to the standards of the social group she became part of. One of the false data acquired at that time was that ‘those people who didn’t set a good example had more fun’ and another was that setting a good example was unimportant ‘because it didn’t serve any purpose’. The session is ended on this, with VGIs, wide F/N.

Ninth Session: Time - 0:24 TA - 3.2

The pc is still on a persistent F/N and big win from the last session, and this session is mainly spent with the pc telling more about her wins in life. At Exams she says “It’s a fantastic day”, F/N VGIs.

Tenth Session: Time - 1:50 TA - 19.6

The Rundown was continued, and a heavy valence was blown. Part of this was always relying on what someone else said, instead of finding out for oneself what the truth is about something. The pc said that this had plagued her all her life, and “I was like a ping pong ball--I didn’t have a viewpoint at all. A crazy situation”. This resulted in a big win and a realization that she could hold her own viewpoint. The session was ended at this point.

Eleventh Session: Time - 1:55 TA - 10 5

More of the Rundown is done, with the pc getting very good wins. At one point in the session she says that up until now the Rundown has been just for herself, but now she is seeing how it applies to the 3rd and 4th dynamics and her relationship to them.

Twelfth Session: Time - 1:35 TA - 24.4

At the start of session the pc mentions that things are going great in life now. One of the people that she works with also happens to be receiving auditing on the HRD, and she describes how well that person is doing on post and how much smoother it is working with that person now. The auditor went on with the next step, and on one question the pc blew a false datum about keeping one’s word when given--that there was always an ‘escape clause’ which made it OK not to keep your word 100%, but only have to keep about 80% of a promise given. Then the pc blew a Service Fac connected with being trusted to make a good product. Session was ended on the win from the Serv Fac blowing, accompanied by wide F/N and VGIs.

Thirteenth Session: Time - 1:08 TA - 3.4

Goes very well. The pc mentions in session that the night before she sat down and worked out all the various financial obligations she had. She also remarked about the personal

responsibility involved with being audited on this Rundown--that after realizing something in a session, one also has to carry through with it in life.
Fourteenth Session: Time - 1:20 TA - 17.1

In this session a new section of the Rundown is started, and it opens up a whole area of charge not previously touched upon in the Rundown, having to do with others having false data about the pc. The pc experienced tremendous relief on getting this charge addressed and handled, and cognited on her own responsibility on it and why the problem had persisted for years. This was a very major win for the pc, as this false data about her had affected her life extensively. At the examiner she said “I just had a totally amazing session, it was really good! Totally amazing!”. (Note: this session was on precept 17-2 and the additional steps 17-2a)17-2d) were used.)

Fifteenth Session: Time - 0:14 TA - 0

Nothing was run in this session as the pc was still in a persistent F/N from the last session. The pc tells of more wins, including how she is promoting the HRD to others in her environment. Also she said “I can’t tell you all the wins I have had, it is the greatest win I have had (the HRD), and to give this to someone and to audit this--God!” (the pc goes on at some length about how she wishes people could co-audit the Happiness Rundown). Then says “I have gotten so much handled on this I never expected to be handled; (F/N widens) God, I can’t believe I have handled all this stuff. It keeps getting better!”. The session is ended at this point, with a wide F/N and pc VVGIs.

Sixteenth Session: Time - 1:45 TA - 15 1

Early in this session, as the auditor continues the Rundown, the TA goes up to 4.1 and the auditor pulls out a Happiness Rundown Repair List and assesses it. “IS THERE ANY COGNITION THAT YOU DIDN’T MENTION?” reads, and the pc gives a win about how someone she’s working with on post (who is also receiving the HRD) is doing in life, that this person “is a total delight as a junior”. While telling her cognition the TA BDs from 4.1 down to 3.0 and F/Ns. The Rundown is continued, and the pc has good wins in the session.
Seventeenth Session: Time - 1:38 TA - 16.9

At this point the pc is being audited on the next-to-last section of the Rundown. It goes on for a ways, then at one point the pc originates that she thinks something is not right. Auditor assesses the Happiness Rundown Repair List, and cleans up a withheld communication the pc had had. The auditor continues on with the Rundown steps, then a bit later in the session the pc originates that she feels the Rundown has already been completed to EP. The pc tells the auditor about her wins on the Rundown, and is F/N, VGIs. The auditor ends off at this point and sends the folder to the C/S.

Eighteenth Session: Time - 0:13 TA - 1.5

The auditor re-assesses the Happiness Rundown Repair List, to pick up any possible missed BPC. Nothing much comes ups the pc feels very content with the gains she’s had on the Rundown.

Nineteenth Session: Time - 0:22 TA - 1.5

The ruds are flown, pc is F/N VGIs. Then the next step of the C/S is the auditor asks the pc if she would like to read the remaining 2 sections of the Booklet, The Way to Happiness--and she eagerly does so (note: the pc had not yet read these sections, the last chapter and the epilogue; she had only seen the chapters of the Booklet shown to her during auditing sessions as each section was audited). The auditor then does a 2WC on how her future seems now compared with how it was before the Happiness Rundown. The pc says “More certain that I can control it, and I know I have additional standards by which to handle it. I myself feel more able to handle it and there’s more of me present to handle it, and far less distraction,”

F/N, VGIs. As the last step of the C/S the auditor starts to Date/Locate the EP of the Rundown, but the pc originates that this doesn't seem necessary as she feels so good. Also that reading the last parts of the Booklet topped it all off (still F/Ning while talking). At the end of session the F/h has widened and the pc says "I really appreciate having gotten the Rundown, and to all concerned I want to say thanks. It is the best enhancement cycle I ever had. I have had no other auditing or training or enhancement cycle ever do so much for me. I really want to thank everyone" (pc laughing, tears in eyes, VVGIs, F/Ning). At the examiner the pc says "I don't know what to say--it's the most amazing cycle I've ever done-it's just the most amazing cycle!" Examiner notes that the pc is VVGIs, and Wide F/N.

Tests:

The pc was re-tested at this point. The results of these tests showed that, compared to the test scores from before the Happiness Rundown, the pc's OCA was higher on six separate traits, Leadership score was up, and Aptitude score was up.

Success:

The pc attested to the Happiness Rundown and her success story reads as follows:

"This auditing cycle has changed my life! There have been so many 'held down 7's' that aren't there now and what is there is a lot more of me. It's like I have more of me and more ability to create and outflow. This Rundown handled earlier misunderstoods and false datums which I didn't even know were there but which were definitely affecting my performance in life. The Rundown then replaced them with stable datums which are valid and are usable. And I'm continuing to win from them as I apply them. The Rundown is very appropriately named. My full thanks and appreciation to my auditor, C/S and especially Ron".

After the Rundown, reports were collected from her auditor, her husband and from her senior at work:

Her auditor says "Pc did excellently, and 2 major stuck points and 'wants handled' points were completely blown. She definitely came out of 2 major stuck points in her life. Definite change in pc towards life. She was joyfully crying on completion and said it was the major case changing action she ever had. Quite an EP".

Her husband wrote "The change in (pc) has been incredible! She is no longer rollercoastering about anything. She used to go up and down the tone scale about her post from grief to enthusiasm a couple of times a day. Now she is on top of it and is flying. It is the happiest I have ever seen her. She is very calm and her comm level is never make-wrong now. She grants me tons of beingness and our 2-D is closer now than before. She wouldn't tell me what auditing she was getting but about 8 way through I knew it was the Happiness Rundown because things 'magically' began to go better for me too".

Her senior said "Since (pc) began this auditing cycle, almost within 24 hours, I have noticed MAJOR MAJOR changes in her. She almost instantly became much more responsible, and suddenly I found that her initiative level came way up and she started to move things in her area. Prior to that I felt that she was actively allowing me to fall into her bureau to handle it for her. She used to routinely roller-coaster and cave in and succumb to the OVERWHELM etc., but since starting the auditing she has been totally on top of it, been bright and taken responsibility all the way. Of course she needs hatting and all that, but if every one of my juniors were like her right now, life would be a breeze. Physically she is bright and doesn't have a black dark mass around her, her eyes aren't baggy and she looks bright and alive and to me that's pretty damn good. The Rundown has unquestionably salvaged her from a junior/senior viewpoint".

TOTAL TIME: 21 hrs 36 wins

HAPPINESS RUNDOWN CASE HISTORY NUMBER 14.

Case Level: OT III, had done the Purification Rundown and objectives (not the SRD) and OT Drug Rundown. The person had studied "The Way to Happiness" Booklet prior to the Rundown, (or had at least been given it to read). She had read it by her origination by the second or third session.

First Session: Time - :28 TA - 7.0

Prior to the first session the Pre OT had been in some ethics trouble and had done an O/W write up and was known by observation as a serious person who never often got above conservatism or mild interest.

Ruds were all checked and found to be in. The first cog was that one has a basic knowingness of when something is right or wrong and that you really know when you are breaking the rules. She realized that "morality" in the past had been used as Service Fac and implant material. She cognited on the lie which was in it and the needle went into a wide F/N and she said "it's not as serious as many people would have you believe"!!! The session was ended at this point.

Second Session: Time - :17 TA - 4.5

On going over the precept "Take Care of Yourself" she at first had the viewpoint that we have done everything but take care of ourselves, but after getting off some specifics on things she had done against the precept she cognited that "I think I have done more right than wrong for myself--I'm HERE"!!!!!! This BD'ed .7 Div and went into a persistent F/N so the session was ended.

Third Session: Time - :56 TA - 14.6

In this session a great deal of TA action came off on the area of her father who had not taken care of himself at the end of his life because he didn't want to live. A lot was communicated in this area which hadn't been communicated before and cogs were had on things never said to him and the ack that she had known him before in an earlier life. She went over how her mother had gone to lengths to make her preserve her teeth but she had lost them all by the age of 23 which made her mother wrong! The session ended with her comment "It's very good" (referring to the Rundown).

Fourth Session: Time - 1:22 TA - 16.2

Pre OT is coming into session looking more and more uptone each session. Midway through the session she got off the withhold that she had used the auditor's radio while he was away without asking his OK or telling him when he returned. (This shows a heightening of ethics level as the Rundown is progressing.) On the subject of drinking too much (which there was a situation with earlier last year) she acknowledged that she has drunk too much. On the valence part of the questions the person who came up in her past who most transgressed against this precept was Prince Charlie LFBD F/N and then on the straight wire she cog'ed "I have changed, I wouldn't to the same again, I know I m here"! Later another person came up as an answer to a question, who she had known this lifetime and she said the difference between him and her was she is h and he is still being a drunk. The final cog on this was "It's hard to be oneself when one is not being temperate, I know I have proven it to myself"! F/Ning.

Fifth Session: Time - :49 TA - 14.2

In this session we handled the subject of promiscuousness and she said she used to wonder if she was weird because she wasn't promiscuous. She said that she had been told she was

aberrated because she wasn't that way and she realized that it was those who told her this who are aberrated. (After this point she made some jokes on the subject and was high toned about it,)

Sixth Session: Time - :49 TA - 14.7

In this session the pc realized that she hadn't always done what she told others they should do, And that this had been a withhold, She saw that if you believe in these precepts, which she does, then you should live by them.

On the precept "Seek to live with the truth," a lot of TA action came off on the subject of the Catholic Church, she realized that she had transgressed against a lot of religious "truths". She realized that what is true for them isn't necessarily right or true for her.

She had a valence separation from "A NASTY PRIEST IN FLORENCE" and cognited that it was the same being she had been married to this lifetime. (This produced a .5 BD F/N and the cog "I'm here, he is not!!!" and a realization on her prior overt.) The session was ended on these wins,

Seventh Session: Time - :31 TA - 6 5

In this session she recalled the first calculated lie this lifetime when she was 28 years old when she bit another little girl and told her mother the girl had cut herself. She realized the seeking of the truth is a continuing quest toward the ideal scene and sometimes the truth isn't very comfortable but LRH didn't say it was!!! Coming to the end of handling this precept, she had a big cognition that she had had a major cog while being audited in 1964 when she was going out the bottom and realized all she had to do was change her postulate and she did and went right out the top, She could not then get this cog duplicated when she told her husband She now realized why it never got acked--because it was below his awareness level. This EP'ed the session. At Exams she said "Power of choice! You can please yourself--if you stay at cause or effect"!!!

Eighth Session: Time - 1:07 TA - 16.3

In this session she got off something she had never gotten off before which had to do with her considerations about keeping bodies alive when they were in such bad shape or the thetan didn't want them kept alive, she felt this viewpoint wouldn't be acceptable, then she realized why this isn't acceptable because bodies are too precious no matter what state they are in. F/Ning.

She said one shouldn't not break the law because one would be punished, Just one should not break the law. She got off the fact that she has bumped off good people in her past and had failed to support people of good will who should have been supported due to a fixed attitude "don't get involved", this BD F/N'd

The cog which ended the session was that one could be in battle and harm people of good will but you can still respect them.

Ninth Session: Time - 1:10 TA - 22.3

Pre OT is still getting a lot of TA action on the Rundown, This session she got off many overts on the environment, and realized she has been introverted into the environment instead of stepping back outside the planet and looking at it. The attitude "too bad, I'm too busy" was blown in relation to caring for her own appearance, She cognited on a glee that went along with a repeating condition in the past where she would be messy and blow from the area when things got too messy (She made it clear that she was referring to large spaces, planets etc. not just rooms.) She got off many early this life and whole track overts of stealing and ended up with the cog she had "stolen" herself back again now which F/Ned the whole thing.

At the end of the session she said she had now mapped out a next lifetime goal (project) "Educating people how to look after and care for this planet," and felt that now she has LRH study tech she will be able to do this. Quite a chance of attitude than the earlier one of "don't get involved".

Tenth Session: Time - :40 TA - 9.8

At start of session pre OT's eyes are much more certain looking, and she is VGIs which is a change. On the subject of being worthy of trust she had a big cog that her step mother had always said "can I trust you?" which had had the reverse effect than that intended, as she was not worthy of her trust. She also realized the trouble one can get into because of giving one's word to something without full consideration. (Realized this is what occurred in the case of her marriage.)

She realized that she had been going about not trusting herself because of an old service fac.

A bit later in the session she said "I DO TRUST MYSELF"!! BD F/N. She then had some realizations about obligations and the session ended on her saying "I feel very good about my obligations".

Eleventh Session: Time - 1:10 TA - 19.4

She realized she has operated from the viewpoint of doing what she thought was needed rather than actually finding out what was required. Another cog on how she has in the past been irresponsible and said "It's nothing to do with me" this led to a cognition on self inval which caused her to decide she couldn't do things. She blew an attitude which had stopped her learning: "I'll do it first chance I get", but never got the chance. She also realized that a lot of things got studied but not learned due to that same attitude. "It was nothing to do with me, so set up a machine to do the practicing" (gives specific example of playing the piano). She said it was great to be able to see the machine she had set up. And now she would really like to learn to play the piano,
Twelfth Session: Time - :50 TA - 9.0

In this session she originated that her standards have gone up a few notches to put it mildly, She then originated that she felt done with it. (This cycle, but couldn't decide if it was just the step we were on or the whole thing.) This was rehabbed and the Rundown continued. Later in the session she had a big win on realizing the way a service fac she had would have gotten in the way of applying one of the precepts because it had the word try in it and the service fac was "I say I'll try so it made it their fault if I didn't do it because I had warned them I was going to TRY!!" This produced a wide F/N and the session was ended, after the session she said "I'm glad we continued."

Thirteenth Session: Time - :38 TA - 6.5

She realized that in general life it has become a game to be dishonest so if you were honest you would spoil the game. This blew with F/Ns. On the steps of getting her to imagine being treated and treating others with each of the virtues she said she could see an awful lot of ridges piled up and dissipating. The session was ended on this win. She said after session "THIS STUFF IS VERY SIMPLE AND THEREIN LIES THE POWER!!!!"

Fourteenth Session: Time - :48 TA - 10.3

She realized in this session her past intolerance of others and that she now knows she is not the scum of the earth. "I like myself a lot better than I thought I did!" On the subject of love she realized she keeps it damped way down. She realized the capacity for love is there and one day I will be able to let it go and there were still some barriers there and that she was putting them there. This blew and F/N'd, The TA went up after this and the auditor checked

to find out what had occurred and found the process concerning the virtue love had been overrun slightly and it was rehabbed. The session was ended after this point when the needle went into a wide F/N.

Fifteenth Session: Time - :22 TA - 2.9

It is very interesting that this is the last session on the steps of the Rundown and the first session where the TA action hasn't been very high In this session she took responsibility for not allowing herself and others to flourish and prosper and realized she really hadn't had the idea that one could flourish and prosper. She realized why this was and that she could.

On the two way comm on how the future seems for her after the Rundown she said "CLEANER--THE MIST HAS GONE OFF THE ROAD" F/N "I CAN SEE WHERE I'M GOING!!!!" F/N

She ended by saying "THIS IS A TERRIFIC RUNDOWN AND EVERY ONE SHOULD HAVE IT!!!!!"

She ended in enthusiasm about the whole cycle which was a big change of tone level.

At this point the auditor suggested the tests be done to see what changes had occurred and then if all OK to hate her attest. Before the tests were complete and the attest done the Pre OT keyed in a head somatic therefore a review session was done and the result was that past auditing BPC had been restimulated by going past the point in the Rundown where the Pre OT felt that she had EP'd it (about 2/3rds through it). This occurred even though she had felt OK about continuing at the time and still was glad that she did. The specific BPC was located (An Int Rundown which was done when it wasn't needed). She was then VGIs and felt good about having EP'd the cycle. (Note that the HRD was not overrun, An earlier overrun had been restimulated)

TESTS WERE COMPLETED:

OCA - 7 points went higher. The biggest increase was on the lines RESPONSIBILITY, COMMUNICATION AND HAPPINESS, C,D,F and H were all also up I remained the same and A and E were very slightly down but still in the desirable area.

APTITUDE - went up from 69 to 78.

LEADERSHIP - went up,

IQ - remained at 128 but had risen from 119 to 128 after PURIF.

THE FOLLOWING ARE REPORTS OF OBSERVATION:

A FROM HER SENIOR:

"I wanted to tell you that there has been quite a change in her tone level and communication level. In her written comm there is a lot more said and it has more affinity in it She has also gotten rid of a victim thing she used and is much better to handle as 8 result of this, She is also much happier."

B. FROM HER JUNIOR:

"She continues to be more uptone, more of the time. On Sibs she was more talkative and less tense than previously. She has always had high ethics standards since I have been working with her from my observation. She has always taken responsibility for her entire post and does whatever she can do to make it go right. She does tend to be tense and serious about

things but definitely recently has been more relaxed and seems to enjoy life more. She has mentioned that she enjoys the auditing."

C. FROM HER AUDITOR:

"The Pre OT in addition to the changes noted on the auditing reports changed considerably in life. She became much less tense and much more pleasant to be around. She started putting lipstick on and looking much smarter. She got into comm with me much more at meal times and generally acted much more uptone. Her responsibility level changed a lot during this Rundown by my observation and it is interesting that this line on the OCA had the biggest improvement "

THE AUDITOR ALSO EXPRESSED A GLADNESS THAT SHE HAD THIS ACTION AFTER OT III AND BEFORE DOING IIIX AS HE THOUGHT IT WOULD HELP GREATLY IN THE THOROUGHNESS WITH WHICH SHE WILL NOW DO OT IIIX WITH MORE AWARENESS AND REALITY.

FOLLOWING IS HER OWN SUCCESS STORY AFTER COMPLETING THE RUNDOWN:

"This is a truly beautiful Rundown! I FEEL SERENELY HAPPY AND I KNOW MY AWARENESS HAS LEAPT TO A NEW HIGH,

"I can not recommend too strongly that all persons have this Rundown,

"My warm thanks and appreciation to my auditor, the C/S and of course to LRH "

TOTAL TIME: 10 hrs 57 mins

HAPPINESS RUNDOWN CASE HISTORY NUMBER 15.

Case Level: Clear, Gr IV Expanded, had done the Purification Rundown The pc had had Objectives (not SRD) and DRD He had not read "The Way to Happiness" Booklet prior to being audited on the Rundown

First Session: Time - 1:31 TA - 5.6

The pc got off a number of false data about morals including "turn the other cheek". He also went whole track to discover the source of some of the false data he was given, He line charged on discovering that the main attraction he had for a certain girl who transgressed against the precept of take care of yourself, has been a warped twisted false datum, and cognited that he and she were totally different.

At the examiner the pc stated "I was quite blown out. One session is almost half a grade." (F/N, VVGIs) Auditor commented after session that the pc's skin color changed to pink from sallow.

Second Session: Time - 1: 32 TA - 3. 3

Early on in this session, the pc blew the valence of "a slave driver" whose valence he took on in another lifetime, On recalling an incident of killing someone (whole track) the pc cognited: "That's fascinating. There's a lot of charge involved in killing people actually. That whole lifetime was charged. I was an assassin," The pc commented later in the session: "This is very interesting processing. It strips false data, confusions and out points in life. It's in a class by itself." (Laughing) Finally the pc blew an aberrated stable datum that work and production have a higher priority than sleep. The pc was very happy and had a big win on it. The session was ended and the pc commented "Great Session, It keeps getting better and better," At the

examiner the pc said “I finally located a source of trouble I’ve had for quite a long time. Really nice.”

Third Session: Time - :46 TA - 8.0

The first precept was completed in this session and this is what the pc had to say about it: “I thought there was conflict with other dynamics, but now I see that it dovetails. I thought they were mutually exclusive. (Laughing) It’s actually taken the effort and think out of the subject, Any confusion is gone. I’m cleared on that precept.”

The second precept was then taken up. On taking up “harmful drugs” the pc had no interest in the area of drugs and stated that the area was totally handled on the Drug Rundown, and that he had nothing on drugs whatever. The auditor ended off at that point to get the folder C/S’d, At the end of the session the pc said “Glad we finished the first precept; that was great.” F/N VGIs.

Fourth Session: Time - :37 TA - 3 0

This was a short session. The pc’s ruds were flown and some upset concerning a chaplain’s court came off, The precept “Do not take alcohol to excess” was then read and the pc originated that this had already been covered in his Drug Rundown, but he was willing to give it a shot. The precept was run, the pc demonstrated little interest in running it and protested. The auditor comment after session was that he thought a better procedure would be to get off of no interest areas when encountered.

(The auditor was actually complicating the Rundown by cleaning cleans and various additives and then proposed an unusual solution of skipping bits of the Rundown, presumably to make up for having cleaned a clean or overrun an F/N on an earlier question.)

D of P Interview

A D of P Interview was C/Sed for because little was known about the Chaplain’s cycle the pc had been involved in

It turns out the pc had been upset over the findings of the Chaplain’s Court. He was also BDing on “not moving on the HRD” and on “the auditor poking into areas where there was nothing there”, The pc really wants to get onto Solo and has felt stopped and has charge on this.

C/S Comment: Dangerous to let this pc C/S for himself (I mean to go along with his self-C/Sing). The Chaplain’s thing is heavily charged, but he brushed it off in Ruds in the last session. There’s some kind of case assumption resulting in him feeling almost insulted if something is charged and run vs. he wants auditing.

Fifth Session: Time - 1:43 TA - 15

The pc was given an L1C on the Chaplain’s court then an HRD Repair List to clean up his by-passed charge. What turned up on the HRD Repair List was that the pc had wanted his solo set-ups and had been rebuffed. The pc cognited that this was like an inval and a make wrong and he created BPC every time he got in session

The auditor continued with the 2nd precept (be temperate) and it was completed. The auditor went on to the next precept and the pc had several false data come off on the subject of promiscuity. Auditor comment after session: “Went very well. Pc had nice wins. Is in session again.”

Sixth Session: Time - 1:28 TA - 4.0

In this session the pc blew a Ser Fac on being unfaithful because his spouse was unfaithful. Also had a good cog that out 2-D ruins people, groups, societies and that it was a most aberrated area.

Auditor comment after session: “Pc in session and getting wins but not much TA, and the needle is sluggish much of the time.” C/S reply: “Your concern is undue. The whole Rundown will change the case (and thus the meter characteristics) rather than a session. To do anything about it now would violate C/S Series 43.”

Seventh Session: Time - 1:08 TA - 7.1

The pc had some good wins in this session, including a big win in discovering that he had been ignoring the truth by dreaming. He said that he felt like a lot of his life was spent not confronting, a total cop-out. The pc then later cognited that he had taken on the valence of his best friend, a theetie-weetie dreamer, after he had committed the overt of stealing his friend’s wife. The pc’s statement at Exams was: “I really hit my item from way back when. Almost like hitting basic.” TA action was much increased in this session. Auditor comment: “We hit a hot one.” The auditor also had a realization about the Rundown: that the pc’s ruin will come up and get handled somewhere in the precepts.

Eighth Session: Time - :44 TA - 4.0

Pc doing well. He had some good wins. Pc comment at Exams: “I had a really great session. It’s really quite amazing.”

Ninth Session: Time - :37 TA - 3.7

Lots of no charge questions but the pc didn’t mind. Pc blew an aberrated stable datum which was that someone else would do it (when something needed to be done). At end of session pc says: “It keeps getting better and better.” At Exams: “I got really blown out as usual. It quite effects your life and livingness.”
Tenth Session: Time - 1:28 TA - 12.5

In this session the pc got off various pieces of false data and O/Ws on the subject of stealing, and cognited that when something of yours is stolen it is the mystery of it that sticks you, not the theft. And later he cognited that stealing was out exchange, but one really ends up paying for it in the end.

After reading the next precept (be worthy of trust) the pc realized that the reason he was having trouble with the group he was working with was because of distrust. He didn’t trust the others and didn’t feel trusted. And that shatters confidence. At the end of the session the pc said “Great session. I think we’ve got more survival potential here.” At Exams he said “Actually I had a fantastic session as usual.”

Eleventh Session: Time - :21 TA - 1.5

The pc blew a Ser Fac “purpose is senior to obligations” that he had used as a justification for not fulfilling obligations.

He also had a very big win in this session and cognited that he created a sit where another was obligated to him. His cognition was: “An obligation is like a big weight, a mass that can make one unhappy. You can do someone in by getting them to be obligated to you.” The session was ended on a persistent F/N and the pc’s final comment was: “The HRD has changed a lot of my viewpoints. It got me to confront things I never would have confronted. It has taken the barriers out of life and livingness. it’s quite incredible. It handled all my PTPs. It’s pretty powerful tech.”

At the examiner the pc had this to say: “It was a pretty incredible blow-out. It sort of changes my life.”

The auditor comment after the session was: “I don’t know if it’s apparent from the worksheets but he’s really changed on this Rundown. It’s like I’m auditing a different pc.”

The pc was so exuberant for some time after his session that he couldn’t get down to work. So he made this exam statement: “I’m still line-charging like crazy. I couldn’t get down to work. ‘Obligations’ was quite a blow-out. I can’t believe it. It’s been out all my life! It’s basic. I can’t hold it back it anymore. It’s incredible!!” (Laughing)

Twelfth Session: Time - :48 TA - 8.7

Pc was allowed to have his win from the last session and this session followed 3 days later.

In this session a number of false data on the subject of work and industriousness came up and were blown. The pc’s comment was: “It’s incredible how much false data one has.”

The pc was blowing by inspection some of the time and the needle was now surging per HCO B 10 Apr 68 NEEDLE REACTIONS ABOVE GRADE IV.

Pc statement at Exams: “Had quite a few insights.”

Thirteenth Session Time - :53 TA - 1 5

Some false data and aberrated stable data came off on the subject of learning. The pc said “Running this precept handled a massive layer of aberration that I’ve been hiding behind as a stable datum for some time.”

At the end of the session the pc said “This Rundown is incredible. It’s much more than a grade. I had a fantastic session. It’s getting better in huge increments. It’s indescribable as far as getting massive whole track charge off.” The pc’s statement at Exams was: “Sometimes it’s hard to survive in a body like this when you’re so keyed out like this. Feels like being in a different universe altogether.”

Fourteenth Session: Time - :36 TA - ?.4

The pc discovered some false data on the subject of others’ religious beliefs and then on the subject of the “Golden Rule”. He then volunteered that he went exterior and said: “It’s incredible. I went pretty far from the body. This false data is incredible. It creates weird viewpoints and valences. It’s really harmful. The datum that “no-one is really good” could really screw you up. It casts suspicion on everyone. You wouldn’t be able to trust anyone. You’d isolate yourself and belong to no one. False data have been a barrier to myself and to everyone else. It’s very incredible; all on false data. You can go down the downward spiral on one bloody idea.” The session was ended at this point.

Fifteenth Session. Time - 1:07 TA - 3.1

The pc had some stuck flows unstick in this session and line charged as the charge came off. He had a good cog on how considerations change living and that you have to be willing to give and receive the virtues. The pc then said: “Now I can see why it’s called the ‘Happiness Rundown’.”

The session was continued until the pc made the following origination: “I feel like my whole universe has changed. There’s been a whole shift of viewpoint, being unstuck from old anchor points and an enormous expansion of anchor points and viewpoints. I feel more alive and quite contented to say the least. It’s just incredible. I feel stronger too. I have more

attention and beingness. It's been a fantastic session. Incredible. It's the most powerful Rundown known to man."

Four hours after the session, however, the pc red tagged with the following statement at the examiner: "I had a good session but one half hour later I turned on a headache and my body feels sick and it feels like I have a temperature."

The C/S comment to this was: "Note that early in the session on step 20-5 the pc started running into times when the opposite had occurred, i.e. when people had not treated him that way. This is restimulated, but bypassed charge."

Sixteenth Session: Time - :34 TA - .4

An HRD Repair List was done. The pc had some BPC in the form of cogs he hadn't mentioned and some inval which were cleaned up. The pc got some relief from the repair list, but was not fully VGIs.

Seventeenth Session: Time - 1:01 TA - 6.3

The auditor was given the following C/S to do:

1) R-Factor the pc: In your second to last session the auditor asked you to imagine being treated fairly and you thought of some unfairnesses that were in the road of doing this. It is possible that charge was bypassed on instances of being treated unfairly and wasn't handled. Is there anything you'd like to say about that? (Let him itsa. Take it earlier if necessary.) 2) If pc not fully handled on above do an L1C--"In your recent sessions. . ." 3) If pc VGIs, continue with the HRD, and if not, do a C/S 53 Method 3 and handle

The pc was given the C/S R-Factor and said "That really indicates. (LFBD) Fantastic. That was it." (Line charging. Pc beaming. VVGIs)

The HRD was continued with some good wins for the pc in the session. And at the end of the session the pc commented: "It's almost impossible to contain myself. My cup runneth over."
Eighteenth Session: Time - :26 TA - 2.1 g

The Rundown was completed in this session. This is what the pc had to say about it: "I'm happier and more comfortable. I have more attention on the future and on PT instead of the past. Life is more of a joy and less of a problem. (Beaming) Bloody fantastic Rundown." F/N, VVGIs.

The pc made this statement at Exams: "Quite a huge quantity of charge-quite unbelievable--in such a short time."

The pc was sent to declare and this is his success story: "The HRD is quite beyond description as to the magnitude of gains one can derive from an auditing action.

"My viewpoint on life, survival and happiness did change very much, in fact several times to a point where I am very stably happy and quite content and very much enjoying life and livingness.

"I am most certain that this is the most powerful Rundown or auditing action I've ever had to date and produced the most spectacular gains I've had.

"My thanks to Ron, my auditor, and the best C/Sing on the planet as I am not the rotten same!"

TOTAL TIME: 17 hrs 20 mins

His OCA changed during the Rundown. The graph showed that he had shifted in valence. The graph had a considerable rise on the G trait.

This is an observation report from someone who works with the pc:

“I have worked with him for about a year. He was quite difficult to get along with at times. As a matter of fact, I did not like working with him. He seemed to exude enturbulation.

“I was very pleasantly surprised when I talked with him after he finished the HRD. He did not have his former “make wrong” attitude. As a matter of fact, he was very pleasant and relaxed, We had a pleasant conversation and I was relaxed and enjoyed talking to him. He has transformed into a very pleasant person. The old intense looks and flows, the ridges are gone, The intense need to be right in spite of all other viewpoints is gone,

“Believe me, this is a very welcome change. He is a pleasure to be associated with, and I have had similar comments from others in our group. The HRD truly changed him 180 degrees. I have never seen such a profound and fundamental change in a person before.”

This is an observation report from someone who works with the pc:

“I have known and worked with him for about 3 years. I have to say that I’ve noticed a very abrupt change in him, He’s sane, He’s a safe person to be around, This is a tremendous turn around from what was going on before (just a couple of weeks previous), He was the source of many instances of enturbulation which he’s turned around 180°, He’s one of the most helpful people in the area right now. What can I say--it made an absolute angel out of a real devil,

“I have never in my life seen such a total case improvement as I saw in him,

“It’s incredible, “

This is an observation report from someone who works with the pc:

“I have noticed that he is much higher toned--easier to talk to and easier to get along with”
This is an observation report from someone who works with the pc:

“He has changed quite a bit, His confront is higher, His comm line is much smoother. Many items that he used to ridge on aren’t evident any longer. His tone level is much higher,”

This is an observation report from a close associate of the pc:

“He has become much more real is the noticeable difference, His comm is much more friendly really and you feel him there instead of a pretended friendliness, His attitude and actions are more helpful and voluntarily so. A lot of ridges seem to have disappeared and he’s more comfortable to be around, He’s less disassociated, less individuated, and less make wrong, It’s quite a remarkable change in flows and is very noticeable not only to myself, as it’s been commented on enthusiastically by at least 3 other persons who’ve been in close association with him,”

HAPPINESS RUNDOWN CASE HISTORY NUMBER 16.

Case Level: Pre OT is OT 6, has had Purif, objectives and expanded grades. The Pre OT had read “The Way to Happiness” prior to receiving the Rundown.

First Session: Time - 1:05 TA - 2.0

Pre OT comes into session with all ruds F/Ning.

On reading the first chapter of “The Way to Happiness” Pre OT cogs: “Yeah, survival isn’t u barely existing. You’d also expand being alive to being really alive--it 8 not just your cells keeping moving.”

Pre OT spots that he was taught to just follow the rules without any self determined rightness or wrongness from the Catholic Church in 1879-this blows on inspection.

Pre OT blows the datum “all must consider others first” (from an implant)

Pre OT originates “It’s interesting how he didn’t put into the code absolute things like ‘always tell the truth’, , . This moral code is something you can live by--it’s not that you must be perfect”. Pre OT is F/Ning widely and is VGIs.

The session is continued and Pre OT brings up the Catholic code and the implants and says “Being a hip Jew liberal was the flip side of having all those rules. In between those two points is where sanity lies. I really like LRH’s book!”

Second Session: Time - :36 TA - .8

On the precept “take care of yourself” he spots that Hiroshima happened when he was born and from that he learned that it didn’t matter if he took care of himself because he’d be blown to smithereens anyway Pre OT is F/N VGIs on this.

Some additional false data is blown on this precept. Not a lot comes up Pre OT F/N’s on saying that he’s totally in agreement with “take care of yourself”.

At end of session Pre OT originates the following: “I’ve got the bit on ‘take care of yourself’. There’s a lot of questions on take care of yourself--with all the sub sections we’ve handled the precept. I had a pretty big win on reading the booklet and don’t feel I have a lot of false data or OOV-ness that would keep me from agreeing with that booklet. It is eminently sane to me I think I am enough in PT that reading the book blew things and made things click and just studying it things aligned and I don’t know if I need actual auditing on it. The subjects aren’t heavily charged for me I can read the book and go ‘Wow, this makes sense and that makes sense, yes, yes, that is prosurvival’. Basically the subject of morals and ethics converged and they are the same. The precepts ~ the greatest good for the greatest number of dynamics so you keep promises, are trustworthy, (mentions several of the virtues). So I feel real great having read the book and if anything I’d just like to read it again.” Pre OT was F/Ning throughout this origination and the session is ended at this point.

The auditor’s next C/S (which gets not-okayed by the Senior C/S) is as follows:

“1) R-factor him that he may retread ‘The Way to Happiness’ booklet and let his auditor know when he’s done that

“2) Fly a rud if no F/N. (when done with #1)

“3) 2WC ‘Do you anticipate having any difficulty applying any part of the moral code contained in the booklet,’

“4) 2WC ‘Do you anticipate having any trouble getting others to apply any part of this moral code?’

“5) 2WC ‘How does your future seem to you now compared with how it was before this Rundown?”’

The C/S okays this C/S but the Senior C/S writes a new C/S as follows:

“In the HCO B. LRH points out that people getting the Rundown ‘may already have gotten a bit of a ‘send’ out of reading it. This will have to be taken into account in the pilot’.”

The following R-factor is written for the Pre OT:

“Thank you very much for your honesty regarding the pilot. Please write up any gains, wins or cognitions you had from reading the booklet.”

The Pre OT writes up the following “Gains and Wins from reading the booklet”:

“I felt really good reading the ‘take care of yourself’ section. It was somehow very validating to read precepts that would really aid my survival and not just others survival or ‘God’s survival’.

“The precept about not doing to others what you wouldn’t want to have happen to you brought overts to view of being loud or obnoxious or sassy, little overts of acting in ways I wouldn’t want others to act towards me.

“I felt real clean and like I had a fresh slate just in reading the booklet. It seemed real ‘obvious’ and simplistic at first but as I read I really appreciated it as a very sane, survival moral code. It gave me stable datums and made me feel I could lead a good clean life by following it

“I have always been interested in Buddhism, ‘higher states’ etc. and this always leads on into a study of correct conduct and trying to act that way. I realize as I write this that correct conduct has at times become a tech in itself and later an end in itself due to the fact that we have never before had auditing tech.

“At any rate I had other wins on individual points of the booklet which I can’t remember, and my biggest desire right now is to review the booklet as there is too much wisdom there for me to remember to my satisfaction on just one time through’

Eight days later the Pre OT has re-read the booklet and makes the following statement to the examiner: “So I finished reading the book and it’s great and fantastic data--makes a lot of sense and in its own simple brilliant way is equivalent to a great work named “The Way”--a great work a real great work and I don’t feel I need to do any more and rereading the book confirmed it. Really liked reading it”. Pre OT is F/N VGIs on this.

The Senior C/S writes the following C/S:

“I haven’t seen any statement of an EP or possible EP on him. I do know that some specific questions were overrun past their F/N, and it’s possible that this was generalized into ‘whole Rundown O/R or unnecessary’. He’s better as a result of what he’s had, but no EP, and sounds like he’s in a valence(s), Also compares it to an earlier book/earlier practice.

“1. R-factor: ‘Thank you very much for your report on reading the book to Examiner. We’re pleased with what you got out of it. For the purpose of this pilot we need to establish the exact steps on handling pc’s generally who have read the booklet,’

“2. Rehab the main win from reading the booklet, (TWC to get what he considers main win and if no F/N, rehab it to F/N,)

“3. TWC. ‘Tell me about the earlier book you mentioned called ‘The Way’. Rehab any major win from that book to F/N.

“4. Indicate: ‘In the sessions you had, some questions were overrun past the F/N on that question, especially the S/Wire handlings.’ (If no F/N, rehab specific O/R questions.)

“5. Assess and handle HRD Repair List, Method 3.”

Third Session: Time - :35 TA - .5

After the R-factor the Pre OT originates that some of the questions that were run on the first precept weren’t charged.

He says his major win on the booklet was: “Has to do with providing a stable datum in the physical universe in black and white, a code that you could really follow--a sane moral code. I felt really good that such a thing existed and LRH was such a wise man. Was really good feeling just the fact that it was there.”

Pre OT then originates a W/H that he’s stopped studying the HRD materials (he was training up to audit it on the pilot) because after he had his wins his interest in auditing others on it waned and he just wanted to give people the book and let them read it and then see if they needed any auditing on it.

The book “The Way” is 2WC’d and Pre OT takes on a dreamy, serene aspect (out of PT) while discussing this. He starts talking about “The TAO” (“The Way”) and that he was into it in an earlier lifetime as well as this lifetime. In the middle of this he says “something just lifted off telling you. You can spend lifetimes trying to follow “The Way”--the booklet is great because it isn’t compulsory. If you followed “The Way” it would be a real nightmare if that were the only way you could go free and there was no auditing. It’s a real trap. This moral code is a way to be happy. Something really blew on “The Way”, some former entrapment.” Pre OT is widely F/Ning and VGIs.

On the HRD Repair List reads on O/R F/Ns, uncharged questions run and false reads are taken up and handled to F/N. On the question on inval of the Rundown he says he invalidated the Rundown because of the wins he’d gotten out of the book and that 500 questions of FDSing wasn’t the right action for his case. He says that it would unfairly take up an Org pc’s time to run it on them, etc. Then he says that what he wanted to do next (prior to HRD coming out) was the OT DRD and NOTs. When he saw that the HRD was “just FDSing” his interest lagged greatly.

On “Say or ask” he again mentions about blowing something on handling “The Way” and feels he was brilliantly C/Sed and feels totally repaired on the Rundown. Pre OT is exterior and VVGIs.

Senior C/S comment and instructions:

“He was stuck in an earlier practice (“The Way”) now keyed out, and he’s stuck in drugs. (Too much attention shift from drugs to do HRD.) HRD doesn’t then parallel the mind of the pc. “He’s a lot better off though as he got some gains from the booklet and he’s out of earlier practices and a good EP for auditing (but not the EP of the HRD),

“Reprogram for OT DRD (no other action until OT DRD is done).”

(Note: Pre OT has had LSD and other heavy street drugs.)

Pre OT is sent to declare his current auditing (or review) complete (but not the HRD as it isn’t complete).

Pre OT attests and is R-factored that his next step is the OT DRD.

(Note that his program is now for OT DRD, then the HRD will be completed.)

This is an observation report written by one of the Pre OT’s friends:

“(I’m writing this report because I sit across from at meals)

“I didn’t realize had been getting the HRD--but I have noticed over the past several days that he seems calmer (not ‘wired’ up as used to be) and a bit easier to get in comm with, It’s not a HUGE change but noticeable enough that I did take note of it several days before I was informed he was getting auditing. (This may have been as much as a week ago.)

This is an observation report written by the Pre OT’s auditor (also a friend and associate of the Pre OT):

“He is better behaved than before the Rundown. He used to be a sort of loud-mouth and tended to blurt out whatever was on his mind--you could notice this at Org musters where he would make announcements that were rather loud and flippant or make comments on things in this manner, Now he is much more social--i.e., more appropriate, considerate behavior and not real loud (over-loud). He is more pleasant to be around on a 1 to 1 basis because of these changes too, He is cleaner and more neatly dressed also, he seems calmer and more orderly and organized.”

These are the results of the test scores on this pre OT, before and after:

		BEFORE	AFTER
IQ		144	148
APTITUDE		71	57.1
LEADERSHIP		63.37	70.03
		43.39	50.05
OCA			
Trait A	(stable)	62	36
Trait B	(happy)	100	78
Trait C	(composed)	26	26
Trait D	(certainty)	52	72
Trait E	(active)	93	93
Trait F	(aggressive)	93	96
Trait G	(responsible/ causative)	82	28
Trait H	(correct estimation)	84	78
Trait I	(appreciative)	46	2
trait J	(comm level)	98	98

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