





*I will not always be here on guard.
The stars twinkle in the Milky Way
And the wind sighs for songs
Across the empty fields of a planet
A Galaxy away.
You won't always be here.
But before you go,
Whisper this to your sons
And their sons —
“The work was free.
Keep it so.”*

L. RON HUBBARD



SOLO COURSE - PART I

HCO POLICY LETTER

6 DECEMBER 1979,

(NON-CONFIDENTIAL)

THE HUBBARD SOLO AUDITOR COURSE CHECKSHEET

(This checksheet was redesigned by LRH to include basic books, theory, L & N and more thorough meter trilling. It is now possible to make a far superior solo auditor than ever before.)

PART ONE

(The Hubbard Solo Auditor Course has been divided into two parts to enable Scientologists to get started on the route to Solo and OT, in Class IV orgs. This enables more Clears to make faster progress up the Bridge. Part Two of this course and OT Preparation, are done at SH orgs or higher orgs.)

NAME: _____ DATE STARTED: _____

ORG: _____ DATE COMPLETED: _____

PREREQUISITES:

1. The HQS Course, or Class IV.
2. The Basic Study Manual Course or Student Hat.
3. A TRs Course.
4. ARC SW and Grades 0-IV each run to full EP with Ability Gained for each Grade with good Success Stories. (All Expanded Grades processes run, if necessary, to achieve this.) (The exception being if the person went Clear on NED prior to completing expanded grades.)
5. Has gone Clear on NED auditing, with DCSI done and the State of Clear verified. Has completed the SUNSHINE RUNDOWN.
6. Or, having completed Expanded Grades through Exp. Grade IV and having completed NED (but without having gone Clear on NED) the student may start the SOLO AUDITOR COURSE, Part One in a Class IV org (or Class 0 - IV Academy courses, prior to the Solo Auditor Course) and then go on to Part Two in an SH org, in order to be able to solo audit on the Clearing Course in an AO.

LENGTH OF COURSE: 2 weeks full time.

PURPOSE: Part One of the Solo Auditor Course has been made available at Class IV orgs to enable the student to make progress toward becoming a Solo Auditor. Part Two is available at SH (and higher) orgs. The Solo Auditor Course (Part One and Part Two) is designed to give the data and drills needed to make a superb Solo Auditor.

CERTIFICATE: The graduate of Part One and Part Two of the Solo Auditor Course is awarded the certificate of HUBBARD SOLO AUDITOR.



SOLO COURSE - PART I

STUDY TECH: This course is studied per HCO PL 25 Sep 79 I URGENT IMPORTANT, SUCCESSFUL TRAINING LINEUP. Students who are not Fast Flow, per HCO PL 25 Sep 79 I, are to star rate and be Method 4 Word Cleared on those items on the checksheet marked with an asterisk (*). Full Study Tech is to be applied throughout the course. Study the data in checksheet order. It is vital that you do not go past a word you do not fully understand. Make full use of the Dianetics and Scientology Technical Dictionary and a regular dictionary for any words you do not understand.

NOTE: If, in doing the drills on this checksheet, the student cannot perform an earlier drill that applies, the supervisor must give the student a "pink sheet" to redo the earlier drill he has missed. This includes issuing a pink sheet on any applicable material of the study prerequisites for the course, should this be required for successful completion of the course.

NOTE: Your success on the OT Courses is dependent upon your diligence, full application of study data and honest application of the materials of this course. It is vital that you do not pass yourself on any materials, drills or auditing actions until you are fully certain you have understood and can competently apply the data and skills.

Your future on the route to OT depends on this. The Solo Course is complete within itself. However the student must realize that there are many courses available to make him a top line auditor. Any student desiring higher auditor training may also become a Class IV Auditor by doing Academy Level Courses and a Class VI Auditor on the Saint Hill Special Briefing Course. The Hubbard New Era Dianetics Course, while it is not a prerequisite for the Hubbard Solo Auditor Course, is also recommended for the student who desires further knowledge of the mind.

SECTION ONE - KEEPING SCIENTOLOGY WORKING

1. [HCO PL 7 Feb 65](#) KSW Series 1, KEEPING SCIENTOLOGY WORKING
Reiss. 27.8.80
2. [HCO PL 17 Jun 70RA](#) KSW Series 5 TECHNICAL DEGRADES
Re-rev. 27.4.81
3. [HCOB 26 Mar 79RB](#) MISUNDERSTOODS WORDS AND CYCLES OF ACTION
Rev. 2.9.79 ESTO Ser 35RB, W/C Ser 60RB, Prod Debug Ser 7R
4. [HCOB 4 Sep 71 II](#) W/C Series 19 ALTERATIONS
5. [HCOB 9 Feb 79](#) HOW TO DEFEAT VERBAL TECH
6. [HCOB 13 Oct 79](#) W/C Series 66 CONCEPTUAL UNDERSTANDING
7. [HCO PL 25 Sep 79 I](#) URGENT-IMPORTANT,
SUCCESSFUL TRAINING LINEUP
8. [HCO PL 22 Nov 67](#) OUT TECH

SECTION TWO - ADVANCED COURSES SECURITY AND REGULATIONS

1. [HCO PL 7 May 69 II](#) STUDENTS GUIDE TO ACCEPTABLE BEHAVIOR
2. [HCOB 12 Sep 78](#) DIANETICS FORBIDDEN ON CLEARS AND OTs
3. [HCO PL 11 Aug 71 V](#) SECURITY OF DATA



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4. CLAY DEMO:
Why confidential materials must be safeguarded. _____
5. HCO PL 7 Dec 71 ADVANCE COURSE VIOLATIONS _____
6. HCO PL 8 Jan 81 ADVANCE COURSE REGULATIONS AND SECURITY _____
7. HCO PL 16 Aug 66 II CLEARING COURSE SECURITY _____
8. HCOPL 20 Sep 67R CONFIDENTIAL DATA
Rev. & Reiss. 19.7.75 as BPL. _____
9. HCO PL 12 Aug 71 IV OT COURSES _____
10. HCO PL 29 Jun 68 ENROLLMENT IN SUPPRESSIVE GROUPS _____
11. HCOB 23 DEC. 71 NO INTERFERENCE AREA CLARIFIED _____
12. HCOB 27 DEC. 82 TRAINING AND OT _____

ESSAY:
Write an essay on the purpose and intention of ethics security on Advanced Courses. _____

SECTION THREE - BOOKS

A. DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH

1. **DMSMH**, Must have read it to the end of course: _____
2. Definitions and demo:
 - (a) LOCK _____
 - (b) SECONDARY _____
 - (c) ENGRAM. _____
3. DEMO:
Demonstrate the difference between the analytical mind and the reactive mind. _____
4. DEMO:
Demonstrate a Contra-Survival Engram _____
a Pro-Survival Engram _____
a Sympathy Engram. _____
5. HCOB 22 May 69 DIANETICS ITS BACKGROUND _____
6. TAPE: 28 Feb 57 THE PARTS OF MAN _____
7. TAPE 10 Jan 53 MECHANISMS OF THE MIND _____
8. CLAY DEMO: Do a clay demo showing the relationship of:
 - (a) Body, Mind and Thetan _____

B. SCIENTOLOGY, THE FUNDAMENTALS OF THOUGHT

1. **SFOT** - Must have read it to the end of course. _____



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2. DEMO: The Cycle of Action. _____
3. DEMO: The Conditions of Existence: Be, Do and Have. _____
4. DEMO:
 - a) The First Dynamic _____
 - b) The Second Dynamic _____
 - c) The Third Dynamic _____
 - d) The Fourth Dynamic _____
 - e) The Fifth Dynamic _____
 - f) The Sixth Dynamic _____
 - g) The Seventh Dynamic _____
 - h) The Eighth Dynamic _____
5. DEMO: The A-R-C Triangle. _____
6. DEMO: Life as a Game. _____
7. DEMO: The Parts of Man (Thetan, Mind, Body) _____
8. DEMO:
 - a) Axiom One _____
 - b) Axiom Two _____
 - c) Axiom Three _____
 - d) Axiom Four _____
 - e) Axiom Five _____
 - f) Axiom Six _____
 - g) Axiom Seven _____
 - h) Axiom Eight _____
 - i) Axiom Nine _____
 - j) Axiom Ten _____
9. DEMO:
 - a) Know _____
 - b) Not-Know _____
 - c) Remember _____
 - d) Forget _____
10. DEMO: A person assuming a valence. _____
11. Read "The Aims of Scientology." _____

C. SCIENTOLOGY 0-8

1. Scn 0-8 - Must have read it to the end of course. _____
2. DEMO: Considerations take rank over the mechanics of space, energy and time. _____
3. ESSAY:
 - a) Write up briefly which points of these Codes you mainly have in. _____
 - b) Write up briefly which points of these Codes you would like to improve on. _____
4. DEMO: The purpose of the mind is to solve problems relating to survival. _____
5. DEMO: The dynamic principle of existence SURVIVE! _____
6. DEMO: The use of a Gradient Scale. _____
7. DEMO: The worth of any organism. _____
8. ESSAY: Write up examples of ten of the perceptics. _____
9. DRILL: Spot three different tone levels in another person. _____



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10. ESSAY: Write up an example of how the Emotion, Affinity, Reality, Communication, Behavior and Physiology of someone you know relates to that person's tone level. _____
11. ESSAY: write an example of someone going down the CDEI scale. _____
12. DEMO: How the Two Rules for Happy Living relate to the Effect Scale. _____

D. SCIENTOLOGY 8-8008

1. Scn 8-8008 - Must have read it to the end of course. _____
2. DEMO:

a) Matter	_____	b) Energy	_____
c) Space	_____	d) Time	_____
3. DEMO: How the ARC triangle relates to the Tone Scale. _____
4. DEMO: The difference between Identity and Individuality. _____
5. DEMO: Flows between two terminals. _____
6. DEMO: A facsimile. _____
7. DEMO: An A = A = A. _____
8. ESSAY: Write a brief essay on how the responsibility level of the preclear depends upon his willingness or unwillingness to handle energy. _____
9. DRILL: Spot where three people are on the Chart of Attitudes. _____
10. DEMO: What happens with a pc's postulates during processing. _____
11. DEMO: Positive gain. _____
12. DEMO: The relationship between Waste and Can't Have. _____
13. DEMO: The anatomy of a maybe. _____
14. ESSAY: Write an essay on how each point given under "Rudiments" relates to auditing. _____
15. DEMO: The goal of Scientology. _____
16. DEMO: A game. _____
17. DEMO: Havingness. _____
18. ESSAY: Why it is important for a theta to be able both to accept and to reject things. _____

E - PROBLEMS OF WORK

1. POW - Must have read it to the end of course. _____
2. DEMO: What holding a job depends on. _____



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3. DEMO: The principle of the Confusion and the Stable Datum. _____
4. DEMO: Control. _____
5. DEMO: The definition of Work, "activity with purpose" _____
6. ESSAY: Write an essay on the cause of distaste for work. _____
7. DEMO: The parts of control. _____
8. DEMO: What a person will do if he lacks problems, opponents and counter-purposes. _____
9. DEMO: What a game consists of. _____
10. DEMO: Affinity. _____
11. DEMO: Reality. _____
12. DEMO: Communication. _____
13. ESSAY: How you could apply the ARC triangle to a life situation. _____
14. DEMO: What causes exhaustion and how to handle exhaustion. _____
15. DEMO: Introversion and how to remedy it. _____
16. DEMO: How to handle fixed attention. _____
17. ESSAY: Write a brief essay on how you could apply the material in this chapter to improve the conditions of others regarding work. _____
18. DEMO: The ingredients of success. _____

F - DIANETICS 55!

1. **Dn 55** - Must have read it to the end of course. _____
2. DEMO: Why knowledge of the mind makes a person more capable of remaining free. _____
3. ESSAY: Why Suppressives consider that people should be kept ignorant of the mind _____
4. DEMO: The differences between an Awareness of Awareness unit and mechanics. _____
5. ESSAY: Write a brief essay on what things people commonly mistakenly think they are. _____
6. CLAY DEMO: The State of Clear. _____
7. DEMO: The difference between Clear and the state of Exterior. _____
8. ESSAY: Write a brief essay on why people find it easier to see that they could improve than they can see their errors or inabilities. How is this datum of use? _____
9. DEMO: The parts of the definition of Comm. _____
10. DEMO: Why processing is directed toward the increase of ability. _____
11. DEMO: A Communication Lag. _____



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12. DEMO: When is a process flat. _____
13. ESSAY: The purpose of the Auditor's Code. _____
14. DEMO: Barriers. _____
15. DEMO: Freedom. _____
16. DEMO: The mechanism of entrapment. _____
17. DEMO: How 2 way communication solves entrapment. _____
18. DEMO: Outflowing communication. _____
19. DEMO: Inflowing communication. _____
20. ESSAY: How could you get someone into communication
(a) with a piece of equipment, (b) with his PT environment. _____
21. DEMO: A stuck flow and how it comes about. _____
22. DEMO: Two Way Communication showing all parts of the communication formula. _____
23. ESSAY: Why Acknowledgments are important and what they accomplish. _____
24. DEMO: Why preclear originations are important. _____
25. DEMO:
a) Other-determinism _____ b) Self-determinism _____
c) Pan-Determinism _____
26. DEMO: The principle that an auditor gives power to everything he validates. _____
27. DEMO: How Straight wire processes work _____
28. DEMO: How Objective processes work. _____
29. ESSAY: How duplication relates to auditing. _____
30. DEMO: How each of the Six Basic Processes are communication processes _____
31. DEMO: The following parts of a communication cycle:
a) Originated communication _____ b) People to communicate to _____
c) An Answer _____ d) An Acknowledgment _____
e) An Arrival _____ f) A departure _____
32. DEMO: How the MEST universe is a game. _____
33. DEMO: How Matter, Energy, Space and Time are barriers. _____
34. DEMO: The following rules:
a) Process towards truth _____ b) Process towards ability _____
c) Process towards life. _____
35. ESSAY: Write a brief essay on ARC processing. _____
36. DEMO: The difference between Exteriorization and
"buttered all over the universe." _____

**G - SELF ANALYSIS**

1. SA - Must have read it till the end of course. _____
2. DEMO: The meaning of the word SURVIVAL _____
3. DEMO: The demarcation point between survival and succumb _____
4. DEMO: How a collective state is organized. _____
5. DEMO: The difference between Man and an animal. _____
6. DEMO: The relationship between awareness and survival. _____
7. DEMO: The difference between Life and the MEST universe. _____
8. DEMO: Why a mind that seeks to "survive" only for self is on the way to succumb. _____
9. ESSAY: Write how you could recognize from the results of their actions, the difference between someone who is operating toward survival and someone who is operating toward succumb for themselves and others. _____
10. DEMO: How pain relates to loss _____
11. DEMO: The result of accumulated pain and unconsciousness. _____
12. DEMO: The result of erasing pain and unconsciousness. _____
13. Study the Chart of Human Evaluation _____
14. DRILL: Choose three people that you know well and plot them across the Chart. _____
15. ESSAY: Write a brief essay on the effect of pain on experience and on how experience is returned to the individual as he goes up scale. _____

(NOTE: The exercises of Self Analysis are not done on this course.)

SECTION FOUR - AUDITING

1. HCO PL 14 Oct 68RA THE AUDITOR'S CODE Rev. 19.6.80 _____
2. HCO PL 27 May 65 PROCESSING _____
3. CLAY DEMO: Each of the three oldest rules in auditing and how the Solo Auditor might apply each of them
 - a) _____
 - b) _____
 - c) __________
4. HCOB 7 Apr 64 ALL LEVELS - Q AND A. _____
5. HCOB 5 Dec 73 THE REASON FOR Q AND A _____
6. HCOB 5 APR 80 Q & A, THE REAL DEFINITION _____
7. DEMO: Demonstrate three different ways to Q & A. _____
8. DEMO: How could a Solo Auditor do Q & A. _____
9. HCOB 20 Nov. 1973 - ANTI Q&A DRILL _____
10. DRILL - ANTI Q&A DRILL _____



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11. [HCO PL 17 Apr 70 II](#) AN AUDITOR AND "THE MIND'S PROTECTION" _____
12. CLAY DEMO: Look up "Solo Auditing" and "Self-auditing" in the Tech Dictionary and do a clay demo of the difference between the two. _____
13. [HCOB 14 Sep 71R](#) V Solo C/S Series 1R
Rev. 3.2.75 SOLO AUDITOR'S RIGHTS _____
14. DEMO: Each of the manifestations of ruds going out during the session, and how each would be handled. _____
15. [HCOB 7 Mar 75](#) EXT AND ENDING SESSION _____
16. [HCOB 26 April 71](#) SOLO COGNITIONS _____
17. [HCOB 10 Apr 72](#) C/S Series 75 Solo C/S Series 13
PRE-OTs DON'T C/S _____
18. [HCOB 11 Sep 70](#) SOLO ASSISTS _____
19. DEMO: Using HCO PL 14 Oct 68RA THE AUDITOR'S CODE, demonstrate how you as a Solo Auditor would apply each point of the Auditor's Code. _____
20. [HCOB 7 May 69](#) THE 5 GAES _____

SECTION FIVE - METERING DATA AND DRILLS

NOTE: ALL E-METER DRILLS ARE TO BE DONE FIVE (5) TIMES THROUGH.

1. BOOK: [THE BOOK INTRODUCING THE E-METER](#)
Have an E-Meter to hand while you study this book. Do the actions described in the book on your meter. (Note: Refer to the Mark VI Owner's Manual to resolve any differences between the Mark VI and the descriptions given in THE BOOK INTRODUCING THE E-METER) _____
2. BOOK: [E-METER ESSENTIALS](#), Chapters A and B. _____
3. BOOK: [THE BOOK OF E-METER DRILLS](#), Foreword. _____
4. [HCOB 27 JAN. 70](#) - E-METER DRILL COACHING _____
5. E-METER DRILLS
E-METER DRILL 1. _____ E-METER DRILL 2. _____
E-METER DRILL 3. _____ E-METER DRILL 3A (Refer also to the Owner's Manual section on Calibration.) _____
E-METER DRILL 4 (Mark VI owners should do EM 4-1 per the Mark VI Owner's Manual.) _____
6. [HCOB 11 May 69R](#) METER TRIM CHECK Rev. 8.7.78 _____



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7. DRILL: The coach throws the trim off slightly on a meter and the student does a trim check per HCOB 11 May 69R METER TRIM CHECK. _____
8. BOOK: E-METER ESSENTIALS, Chapters C, D & E. Study the above Chapters in conjunction with the appropriate sections of: HCO PL 21 Feb 79 Corr. & Reiss. 6.5.79 E-METER ESSENTIALS ERRATA SHEET. _____
9. **HCOB 7 Feb 79R E-METER DRILL RA**
Rev. 15.2.79 CAN SQUEEZE _____
10. E-METER DRILLS
 - E-METER DRILL 5RA. _____ E-METER DRILL 6 _____
 - E-METER DRILL 7. _____ E-METER DRILL 8. _____
 - E-METER DRILL 9. _____ E-METER DRILL 10. _____
 - E-METER DRILL 11. _____
11. **HCOB 21 Jan 77RB FALSE TA CHECKLIST** Re-rev. 25.5.80 _____
12. DRILL - THE FALSE TA CHECKLIST _____
13. BOOK: E-METER ESSENTIALS, Chapter F. Study this Chapter in conjunction with: HCO PL 21 Feb 79 Corr. & Reiss. 6.5.79 E-METER ESSENTIALS ERRATA SHEET. _____
14. **HCOB 3 Sep 78 DEFINITION OF A ROCK SLAM** _____
15. **BTB 14 Jan 63 RINGS CAUSING "ROCK SLAMS"** _____
16. **HCOB 10 Ago. 76 ROCK SLAM, WHAT THEY MEAN** _____
17. DRILL: *TAKE OFF ALL RINGS AND DO A MECHANICAL INSPECTION OF THE E-METER.* _____
18. **HCOB 21 Jul 78 WHAT IS A FLOATING NEEDLE?** _____
19. **HCOB 21 Sep 66 ARC BREAK NEEDLE** _____
20. **DEMO: HOW YOU RECOGNIZE AN ARC BREAK NEEDLE.** _____
21. **HCOB 10 Dec 76RB C/S Series 99RB** Re-rev. 25.5.80
SCIENTOLOGY F/N AND TA POSITION
(Study the first section up to but not including "Repair.") _____
22. **HCOB 2 Dec 80 FLOATING NEEDLE AND TA POSITION, MODIFIED** _____
23. E-METER DRILLS
 - E-METER DRILL 12. _____ E-METER DRILL 13. _____
 - E-METER DRILL 14. _____ E-METER DRILL 15. _____
 - E-METER DRILL 16. _____
- (Note: The step on the production of Rock Slams has been deleted per BTB 18 Jan 77 R BOOK OF E-METER DRILLS DELETION.)
24. DRILL: Recognition of a Floating Needle. Have different people sit down and pick up the cans. Indicate the F/N, whenever you see one. Drill this until you know with certainty when the needle is floating or not. _____



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25. HCOB 20 Feb 70 FLOATING NEEDLES AND END PHENOMENA _____
26. DEMO: End Phenomena. _____
27. HCOB 18 Apr 68 NEEDLE REACTIONS ABOVE GRADE IV _____
28. HCOB 10 Dec 65 E-METER DRILL COACHING _____
29. E-METER DRILL 17. _____
30. HCOB 25 May 62 E-METER INSTANT READS _____
31. E-METER DRILL 18. _____
32. HCOB 8 Jun 61R Rev. 22.2.79
E-METER WATCHING ARE YOU WAITING FOR THE METER
TO PLAY DIXIE? _____
33. DEMO: When will the needle react after a
question has been asked? _____
34. HCOB 5 Aug 78 R INSTANT READS _____
35. E-METER DRILLS
E-METER DRILL 19. _____ E-METER DRILL 20. _____
36. E-METER DRILL 21. _____
37. HCOB 29 Apr 69 ASSESSMENT AND INTEREST _____
38. HCOB 22 Jul 78 ASSESSMENT TRs _____
39. E-METER DRILLS
E-METER DRILL 23. _____ E-METER DRILL 24. _____
40. E-METER DRILL 26. _____ E-METER DRILL 27. _____
41. BOOK: E-METER ESSENTIALS, Chapters I, J, K, L. (In studying
Chapter J, refer to the appropriate section of HCO PL 21 Feb 79, Corr. &
Reiss. 6.5.79, E-METER ESSENTIALS ERRATA SHEET.) _____
42. HCOB 14 Jul 70 SOLO CANS _____
43. HCOB 28 Feb 71 C/S Series 24
METERING READING ITEMS _____

SECTION SIX - MODEL SESSION AND RUDIMENTS

1. HCOB 11 Aug 78 II MODEL SESSION _____
2. HCOB 11 Aug 78 I RUDIMENTS DEFINITION AND PATTER _____
3. HCOB 12 Feb 62 HOW TO CLEAR WITHHOLDS AND
MISSED WITHHOLDS _____
4. DEMO: The difference between a withhold and a missed withhold. _____
5. HCOB 15 Aug 69 FLYING RUDS _____
6. DRILL: Flying the Ruds (on a doll) unbullbaited. _____
7. DRILL: Flying the Ruds (on a doll) bullbaited. _____
8. HCOB 6 Sep 68 CHECKING FOR FALSE READS _____



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9. [HCOB 27 May 70R](#) UNREADING QUESTIONS AND ITEMS
Rev. 3.12.78 _____
10. TECH DICTIONARY: Define "Cleaning a clean" _____
11. DRILL: Do a drill using "Suppress" and "Invalidate" on non-reading items. _____
12. [HCOB 14 Mar 71R](#) F/N EVERYTHING Rev. 25.7.73 _____
13. CLAY DEMO: Why every item that reads must F/N. _____

SECTION SEVEN - ASSESSMENT AND PREPARED LISTS

1. HCOB 29 Apr 80 PREPARED LISTS, THEIR VALUE AND PURPOSE _____
2. [HCOB 28 Feb. 71](#) METERING READING ITEMS _____
3. [HCOB 29 Apr 69](#) ASSESSMENT AND INTEREST _____
4. [HCOB 3 Jul 71R](#) AUDITING BY LISTS Rev. 22.2.79 _____
5. DEMO: How to do an assessment Method 3. _____
6. [HCOB 20 Dec 71](#) C/S Series 72 CORRECTION LISTS, USE OF Reiss. 27.9.77 _____
7. [HCOB 21 Jun 72 I](#) W/C Series 38, METHOD 5 _____
8. DRILL: Using the Rudiments checklist at the back of THE BOOK OF E-METER DRILLS, drill doing method 5 Word Clearing. _____
9. [HCOB 19 Mar 71](#) LIST 1-C (L1C) _____
10. DRILL: Doing an L1C on a doll. _____
11. [BTB 7 Nov. 72](#) CORRECTION LISTS _____
12. [HCOB 22 Apr 80](#) ASSESSMENT DRILLS, TR 4/8 Q-1 _____
13. DRILL: TR 4/8 Q-1. _____

SECTION EIGHT - WORD CLEARING

1. [HCOB 21 June 72](#) - METHOD 5 _____
2. DRILL - USING THE RUDIMENT ASSESSMENT LIST AT THE END OF THE BOOK OF E-METER DRILLS, DRILL CLARIFYING WORDS METHOD 5. _____

SECTION NINE - LISTING AND NULLING

1. Clear the definitions of the following words in the Technical Dictionary:
 - a) Listing _____
 - b) Nulling _____
 - c) Assessment _____
 - d) Listing and Nulling _____
 - e) Item _____
 - f) L & N List _____



g) Correction List _____

2. BTB 20 Aug 70R TWO COMPLETE DIFFERENCES,
ASSESSMENT- LISTING AND NULLING _____

3. HCOB 1 Aug 68 THE LAWS OF LISTING AND NULLING _____

4. DEMO: Each of the Laws of Listing and Nulling. _____

5. HCOB 22 Aug 66 FLOATING NEEDLES, LISTING PROCESSES _____

6. HCOB 27 May 70R UNREADING QUESTIONS AND ITEMS
Rev. 3.12.78 _____

7. DEMO: "Things that don't read, won't run" _____

8. TAPE: 14 Jun 62 LISTING (SH Spec 157) _____

9. TAPE: 17 Jul 62 E-METER READS AND ARC BREAKS (SH Spec 189) _____

10. HCOB 14 Sep 71R DIANETIC LIST ERRORS (C/S Series 59R)
Rev. 19.7.78 _____

11. HCOB 20 Apr 72 PRODUCT, PURPOSE AND WHY
AND WC ERROR CORRECTION (C/S Series 78) _____

12. HCOB 19 Nov 78 L&N LISTS - THE ITEM "ME" _____

13. DEMO:
A right item. _____ A wrong item. _____
An incomplete list. _____ An over listed list. _____

14. HCOB 11 Apr 77 LIST ERRORS, CORRECTION OF _____

15. HCOB 17 Mar 74 TWC CHECKSHEETS -
TWC, USING WRONG QUESTIONS _____

16. HCOB 28 May 70 CORRECTION LISTS, USE OF _____

17. HCOB 23 Sep 68 VIOLATION OF THE LAWS OF
(Tech Vol XI, p 44) LISTING AND NULLING _____

18. HCOB 29 Sep 68R LIST CORRECTION, THE SHORT L4
Rev. 31.5.80 _____

19. HCOB 15 Dec 68RA L4BRA _____

20. DRILL: Doing the Short L4 on a doll. _____

21. DRILL: Doing the L4BRA on a doll. _____

22. BTB 7 Nov 72R Auditor Admin Series 18R, L & N LISTS _____

23. HCOB 22 Apr 80 ASSESSMENT DRILLS, TR 4/8 Q-2 _____

24. DRILL: TR 4/8 Q-2 (L&N DRILL). _____

25. HCOB 19 Dec. 80 REHAB TECH _____

26. DRILL: REHAB STYLE 65 _____

27. HCOB 15 Nov. 78 DATING AND LOCATING _____

28. DRILL:
DATING _____ LOCATING _____



SECTION TEN - SOLO AUDITOR DRILLS

1. HCOB 26 Apr 71 I TRS AND COGNITION'S _____
2. HCOB 26 APR 71 SOLO COGNITION'S _____
3. HCOB 30 APR 71 AUDITING COMM CYCLE _____
4. HCOB 5 DEC 79 THE DIFFERENCE BETWEEN THE COMM CYCLE IN REGULAR AUDITING AND CYCLES OF ACTION IN SOLO AUDITING _____
5. HCOB 22 Jul 71R II SOLO AUDITOR ADMIN Rev. 22.2.81 _____
7. HCOB 9 Jul 80 Solo Series #1 CHECKLIST FOR SETTING UP A SOLO SESSION _____
8. DRILL: Drill the Checklist for Setting Up a Solo Session, until you can do it rapidly and flawlessly. _____
9. HCOB 6 Dec 79R SOLO AUDITOR DRILLS Rev. 22.9.80 _____
10. SOLO AUDITOR DRILLS:
(NOTE: DO ALL DRILLS FIVE TIMES THROUGH)
SOLO DRILL 1. _____ SOLO DRILL 2. _____
SOLO DRILL 3. _____ SOLO DRILL 4. _____
SOLO DRILL 5. _____

SECTION ELEVEN - SOLO E-METER AND TR 8-Q DRILLS

1. SOLO E-METER DRILLS:
(NOTE: DO ALL DRILLS FIVE TIMES THROUGH.)
(Ref. HCOB 6 Dec 79R, Rev. 22.9.80 SOLO AUDITOR DRILLS)
 1. Solo EM 8. _____ 2. Solo EM 9. _____
 3. Solo EM 10. _____ 4. Solo EM 11. _____
 5. Solo EM 14. _____ 6. Solo EM 15. _____
 7. Solo EM 19. _____ 8. Solo EM 21. _____
 9. Solo EM 24. _____ 10. Solo EM 26. _____
2. HCOB 22 Apr 80 TR 8-Q DRILLS FOR SOLO AUDITOR TRAINING _____
3. TECH DICTIONARY: Define: TONE 40. _____
4. DRILL: TR 8-Q. _____

The above completes Part One of The New Hubbard Solo Auditor Course.

ATTESTS

I attest that I have properly studied and done all the items on this checksheet, that I know and can apply the materials and that I am aware that a Solo Auditor is responsible for his own case and that the better trained a Solo Auditor is, the better job he will do in Solo Auditing. I am also aware that



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when I enroll on Part Two of the Solo Auditor Course, that should I be found deficient in any of the materials studied or drills done on Part One of the Solo Auditor Course, that I will be required to restudy/redrill those checksheet items.

STUDENT: _____ DATE: _____

I attest that I have trained this student to the best of my ability, with full use of Study Tech and that this student is competent on the materials of this checksheet.

SUPERVISOR: _____ DATE: _____

The above-named student has attested to having (a) properly enrolled on the course, (b) paid for the course, (c) studied and understands all the materials of this checksheet, (d) done the drills called for on this checksheet and (e) can produce the results required in the materials of this checksheet. I have given the student an attestation that he has completed Part One of the Solo Auditor Course and have sent a copy of this to the nearest SH org and routed a copy to his student file.

CERTS & AWARDS: _____ DATE: _____

END OF PART ONE



SOLO COURSE - PART I

SECTION ONE - KEEPING SCIENTOLOGY WORKING

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 7 FEBRUARY 1965

REISSUED 15 JUNE 1970

Remimeo

Sthil Students

Assn/Org 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 two-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".



SOLO COURSE - PART I

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

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

Getting the correct technology applied consists of:

- One: Having the correct technology.
- Two: Knowing the technology.
- Three: Knowing it is correct.
- Four: Teaching correctly the correct technology.
- Five: Applying the technology.
- Six: Seeing that the technology is correctly applied.
- Seven: Hammering out of existence incorrect technology.
- Eight: Knocking out incorrect applications.
- Nine: Closing the door on any possibility of incorrect technology.
- Ten: Closing the door on incorrect application.

One above has been done.

Two has been achieved by many.

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

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

Five is consistently accomplished daily.

Six is achieved by instructors and supervisors consistently.

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

Eight is not worked on hard enough.

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

Ten is seldom done with enough ferocity.

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

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

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

In all the years I have been engaged in research I have kept my comm lines wide open for research data. I once had the idea that a group could evolve truth. A third of a century has thoroughly disabused me of that idea. Willing as I was to accept suggestions and data, only a handful of



SOLO COURSE - PART I

suggestions (less than twenty) had long-run value and none were major or basic; and when I did accept major or basic suggestions and used them, we went astray and I repented and eventually had to “eat crow”.

On the other hand there have been thousands and thousands of suggestions and writings which, if accepted and acted upon, would have resulted in the complete destruction of all our work as well as the sanity of pcs. So I know what a group of people will do and how insane they will go in accepting unworkable “technology”. By actual record the percentages are about twenty to 100,000 that a group of human beings will dream up bad technology to destroy good technology. As we could have gotten along without suggestions, then, we had better steel ourselves to continue to do so now that we have made it. This point will, of course, be attacked as “unpopular”, “egotistical” and “undemocratic”. It very well may be. But it is also a survival point. And I don’t see that popular measures, self-abnegation and democracy have done anything for Man but push him further into the mud. Currently, popularity endorses degraded novels, self-abnegation has filled the 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 not supported me in many ways I could not have discovered it either. But it remains that if in its formative stages it was not discovered by a group, then group efforts, one can safely assume, will not add to it or successfully alter it in the future. I can only say this now that it is done. There remains, of course, group tabulation or 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 worthwhile in this period of forming the technology were help in the form of friendship, of defense, of organization, of dissemination, of application, of advices on results and of finance. These were great contributions and were, and are, appreciated. Many thousands contributed in this way and made us what we are. Discovery contribution was not however part of the broad picture.

We will not speculate here on why this was so or how I came to rise above the bank. We are dealing only in facts and the above is a fact – the group left to its own devices would not have evolved Scientology but with wild 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.J., Wichita, the early organizations and groups. They crashed only because I no longer did Seven, Eight, Nine and Ten. Then, when they were all messed up, you saw the obvious “reasons” for failure. But ahead of that they ceased to deliver and that involved them in other reasons.

The common denominator of a group is the reactive bank. Thetans without banks have different responses. They only have their banks in common. They agree then only on bank principles. Person to person the bank is identical. So constructive ideas are individual and seldom get broad agreement in a human group. An individual must rise above an avid craving for agreement from a humanoid group to get anything decent done. The bank-agreement has been what has made Earth a Hell – and if you were looking for Hell and found Earth, it would certainly serve. War, famine, agony



SOLO COURSE - PART I

and disease has been the lot of Man. Right now the great governments of Earth have developed the means of frying every Man, Woman and Child on the planet. That is Bank. That is the result of Collective Thought Agreement. The decent, pleasant things on this planet come from individual actions and ideas that have somehow gotten by the Group Idea. For that matter, look how we ourselves are attacked by “public opinion” media. Yet there is no more ethical group on this planet than ourselves.

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

When you don't do Seven, Eight, Nine and Ten actively, you are working for the Bank dominated mob. For it will surely, surely (a) introduce incorrect technology and swear by it, (b) apply technology as incorrectly as possible, (c) open the door to any destructive idea, and (d) encourage incorrect application. It's the Bank that says the group is all and the individual nothing. It's the Bank that says we must fail.

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

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

What happened here? Instructor A didn't jump down Auditor B's throat, that's all that happened. This is what he should have done: grabbed the auditor's report and looked it over. When a higher executive on this case did so she found what the Case Supervisor and the rest missed: that Process X increased Preclear C's TA to 25 TA divisions for the session but that near session end Auditor B Q 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 (a) had increased the TA, (b) had been abandoned, and (c) had been falsely reported as unworkable. Also, despite this abuse, in each of these four cases the recommended, correct process cracked the case. Yet they were reported as not having worked!

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

Here's an example: A rave recommendation is given a graduating student “because he gets more TA on pcs than any other student on the course!” Figures of 435 TA divisions a session are reported. “Of course his model session is poor but it's just a knack he has” is also included in the



SOLO COURSE - PART I

recommendation. A careful review is undertaken because nobody at Levels 0 to IV is going to get that much TA on pcs. It is found that this student was never taught to read an E-Meter TA dial! And no instructor observed his handling of a meter and it was not discovered that he “overcompensated” nervously, swinging the TA 2 or 3 divisions beyond where it needed to go to place the needle at “set”. So everyone was about to throw away standard processes and model session because this one student “got such remarkable TA”. They only read the reports and listened to the brags and never looked at this student. The pcs in actual fact were making slightly less than average gain, impeded by a rough model session and misworded processes. Thus, what was making the pcs win (actual Scientology) was hidden under a lot of departures and errors.

I recall one student who was squirreling on an Academy course and running a lot of 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 someday be the cause of untold upset because nobody was interested enough to make sure Scientology got home to him.

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

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



SOLO COURSE - PART I

wandering doubt in her 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 than incapable."

Fit that into the economics of the situation and lack of adequate time and you see the cross we have to bear.

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

So the ogre which might eat us up is not the government or the High Priests. It's our possible failure to retain and 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 depend on what you do here and now with and in Scientology.

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

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

Do them and we'll win.

L. RON HUBBARD

Founder

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



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 17 JUNE 1970RA

RE-REVISED 27 APRIL 1981

(Revision in this type style)

Remimeo

Applies to all SHs and

Academies

HGCs

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 labeling any material “background” or “not used now” or “old” or any similar action which will result in the student not knowing, using, and applying the data in which he is being trained.



SOLO COURSE - PART I

3. Employing after 1 Sept 1970 any checksheet for any course not written by myself or authorized by the Authority, Verification and Correction Unit International and accepted by the Board of Directors.

Checksheet for Dept. 17 Courses have their own approval lines as issued in HCO PL 2 Jan 80R rev. 31 Dec 80 Department 17 Course Checksheets Approval Line.

(Note: This does not apply to hat checksheets. A hat checksheet may be given Issue Authority by an org LRH Comm and issued as local ED where no senior authorized hat checksheet exists already. HCO PL 30 Sep 70 Checksheet Format)

4. Failing to strike from any checksheet remaining in use meanwhile any such comments as "historical", "background", "not used", "old", etc. or VERBALLY STATING IT TO STUDENTS.
5. Permitting a pc to attest to more than one grade at a time on the pc's own determinism without hint or evaluation.
6. Running only one process for a lower grade between 0 to IV, where the grade EP has not been attained.
7. Failing to use all processes for a level where the EP has not been attained.
8. Boasting as to speed of delivery in a session, such as "I put in grade zero in three 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 two way comm and applying the study materials to students.

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

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

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



SOLO COURSE - PART I

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

L. RON HUBBARD

Founder

LRH:nt.rd



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 MARCH 1979RB

REVISED 2 SEPTEMBER 1979

Remimeo

(Also issued as an HCO Policy Letter
of same date, same title.)

(Revisions in this type style)

ESTO Series 35RB

Word Clearing Series 60RB

Product Debug Series 7R

MISUNDERSTOOD WORDS AND CYCLES OF ACTION

MISUNDERSTOOD WORDS AND NO PRODUCT

A misunderstood word can prevent a person from understanding the remainder of what is heard or written.

I have now discovered that: A MISUNDERSTOOD on any given subject CAN PREVENT THE COMPLETION OF A CYCLE OF ACTION related to that subject.

Therefore those people who don't complete cycles of action on certain subjects have a misunderstood word on them.

This then results in no-product situations.

Therefore when you are getting no product, look for the misunderstood word on the subject no matter how long and arduous it is. It's there. And when it's found the person can go on and complete a cycle of action and get a product.

CAUTION: Make sure the person actually does have an inability to complete a cycle of action *before* you get into handling him. You don't handle somebody who is completing cycles of action that result in production.

MISUNDERSTOODS AND PERCEPTION

Misunderstoods can also act as perception shut-offs. They can actually interrupt a person's perception.

It is quite astonishing that perceptions such as sight, sound and even touch can be shut off by Mis-U words.

This opens the door to the fact that people apparently do not see, hear, notice or handle outnesses when they have Mis-U's on them.

This also may open the door to people who have perceptic shut-offs, such as poor eyesight, deafness or other perception difficulties.



MISUNDERSTOODS AND COMPLEXITY

Misunderstoods lead to complexity. People who have Mis-Us in an area are inclined to develop vast complexities. They can generate confusions and complexities beyond belief.

People do this because, having misunderstands, they do not confront and duplicate in the area and so get into a lot of think-think and unnecessary significance. Their ability to get things done in that area dwindles as a result. And at the bottom of all this is simply misunderstood words.

MISUNDERSTOODS AND TOTAL ORGANIZE

When you see an area that is organizing only, you know that area is loaded with misunderstands.

When people have incomplete cycles due to Mis-Us they get bogged down into organization.

You can tell when people have Mis-Us—they are totally involved in organize, organize, organize. They don't know what they are doing.

There is a level below this—they have overts and withholds which prevent even organizing.

Below that level people are PTS.

Lacking a sense of organization actually lies below this. It is below the level of Mis-Us, overts and withholds and PTSness—and you'd have to go north through PTSness and overts and withholds to even get to the Mis-Us.

MISUNDERSTOODS AND NO ORGANIZE

There can also exist a condition where someone does not organize any corner of his area or work or organizations or lines. This manifests itself by irrational demands to only produce and to prevent any organization so that production can occur. At the bottom of this you are very likely to find misunderstood words, particularly on the purpose of the production or why one is producing. It is in this sector that you get overt products most frequently.

HANDLING

The exact procedure for handling these Mis-Us is given in HCOB 17 Jun 79 CRASHING MIS-Us: THE KEY TO COMPLETED CYCLES OF ACTION AND PRODUCTS. Crashing Mis-U finding is done as part of HCO PL 23 Aug 79 I DEBUG TECH. Additional data on the location of Crashing Mis-Us is found in HCOB 14 Aug 79 CRASHING MIS-Us, BLOCKS TO FINDING THEM and HCOB 16 Jul 79 THE „ELUSIVE” MIS-U OR CRASHING MIS-U.

With this knowledge we can now handle all the factors that prevent the completion of cycles of action and products.

L. RON HUBBARD

Founder

LRH:gal.dr



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 4 SEPTEMBER 1971
Issue II

Remimeo

Word Clearing Series 19

ALTERATIONS

There is a basic law in Word Clearing:

AT THE BOTTOM OF ALL ALTERATION OF MEANING
OR ACTION IS A MISUNDERSTOOD WORD.

This law at once explains why communication, ideas or application become falsified, twisted and corrupted.

This law is of great use in Word Clearing:

- A. It indicates who has to be word cleared FAST, at once, NOW, before duties go off the rails any further.
- B. It detects the area just before which there is a misunderstood word.

A is useful to the administrator. Knowing it and knowing Word Clearing and being able to do it himself or get it done, he can avoid wholesale dismissals, frantic transfers, general inefficiency and organizational strain.

B is very useful to the Word Clearer.

Example of B. A person can do everything on an order except „File the Folders” which he insists on delivering to a wrong room. Look over the order and find where in it it talks about filing folders. Just above or beside that will be a misunderstood word. Locate it, get it identified, defined and used in sentences. The person can suddenly file folders!

Just BEFORE or WITH the point a person begins to alter will be found a misunderstood word.

Thus

1. Discover what a person alters.
2. Find what came just before that.
3. Find the misunderstood word.
4. Get it looked up.
5. Get it used in sentences as long as it moves a meter tone arm.
6. End off on F/N VGIs.

The ability to do it straight will have been returned.

It is very magical.

L. RON HUBBARD
Founder

LRH:sb.rd



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

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!

L. RON HUBBARD

Founder

LRH:dg.kc.ch.cib



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

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.

L. RON HUBBARD

Founder

LRH:gal



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 25 SEPTEMBER 1979

Remimeo

ISSUE II

All Courses Ds of T

Supervisors

Cramming Officers

Qual STOs

(Cancels and replaces BPL 18 Oct 76RD, Rev. 10.9.78
Urgent-Important-Successful Training Lineup in order to
reinstate Method One Word Clearing.)

URGENT - IMPORTANT SUCCESSFUL TRAINING LINEUP

(Ref: HCOB 24 Jan 77 Tech Correction Round-Up
LRH ED 2 INT Attestation (reinstated 20 Jan 64)
HCO PL 25 Sep 79 II Method One Word Clearing

BPL 18 Oct 76RD, Rev. 10.9.78 *Urgent Important, Successful Training Lineup* is canceled because it dropped Method One Word Clearing out of training. It sought to solve students on academy courses being held up due to incomplete Method One, by no longer requiring Method One. As a result Method One Word Clearing dropped out of use and academy students and interns are now being delayed in training because they haven't had Method One. The "problem" of incomplete Method One isn't even a problem, all one would have to do is complete the Method One!

Method One Word Clearing is now being reinstated by HCO PL 25 Sep 79 II *Method One Word Clearing.*

The history of BPL 18 Oct 76 and its revisions is of interest because there have been some six people involved in writing and rewriting the various versions of this issue. Each sought to solve some real or imagined problem with training, by going unusual and altering or changing LRH policy on training. As a result, arbitrariness were entered into training and LRH Tech was dropped out of use. Each time this happened, training became less effective and slower. Instead of getting back to LRH policy on training each new revision entered a new arbitrary and omitted a vital piece of LRH Tech.

LRH has discovered that the troubles others have been having with training are due to: (a) the introduction of arbitrariness and (b) omitted use of the Tech.

Nothing in this issue cancels or alters any LRH policy, nor does anything in this issue permit anything less than full use of LRH Tech.

BPL 18 Oct 76RD had become long and difficult to read during all these revisions. The valid points from it follow in this issue.

STUDENT HAT COURSE

The Student Hat Course was put back onto the training route in 1976 by LRH when it was discovered that the course had disappeared from use. (See HCOB 24 Jan 77 *Tech Correction Round-Up*)



SOLO COURSE - PART I

FAST FLOW TRAINING

Definition: “A student attests his theory or practical class when he has fully covered the materials and can apply them. There is no examination.” (LRH ED 2 INT)

The fast flow student passes courses by an attestation at Certs and Awards that he (a) enrolled properly on the course, (b) has paid for the course (or signed a no-charge invoice for 2½ or 5 year contracted staff), (c) has studied and understands all the materials on the checksheet, (d) has done the drills called for by the checksheet, (e) can produce the result required in the course materials. Twin checkouts are suspended. Examinations are not required.

Following are the rules of fast flow training:

1. The only prerequisite for a student, staff or public to be able to fast flow his courses is Student Hat and Method One Word Clearing. Where a student has already done the full Primary Rundown, he is also qualified to fast flow his courses.
2. Method One Word Clearing must be fully done with each word taken to F/N as well as F/Ning the final assessment.
3. False attestations on fast flow training equals a condition of Liability for the student and immediate cancellation of the cert and loss of fast flow training privileges.

FAST FLOW AND QUAL

On Internships, the Internes do the starrate checkouts required on each other. High crime checkouts and cramming actions requiring starrates are done starrated and not fast flow. (Per HCOB 24 Jan 77 *Tech Correction Round-Up*.)

STAFF HATTING

The only prerequisite for staff hatting is BSM (Basic Study Manual) done per the checksheet. PRD (Primary Rundown) is not a prerequisite, nor is a Student Hat, nor Method One. Where a staff member has only done the BSM he must not fast flow his training, and must take exams to graduate.

Staff members are urged to do the Student Hat and Method One as early as possible and must do these before a major course anyway. Staff can get Method One, by co-auditing it, from student auditing or in staff auditing. (If staff co-audit Method One, they get the added advantage of learning how to do word clearing.)

SUPERVISION

It is important that supervisors ensure that students are applying study tech at all times and pinksheet any outness they find.

In fast flow training it is important that ethics is put in for any and every false attest, or the gains which can be gotten from Scientology training will get lost.



SOLO COURSE - PART I

WHAT IS THE SUCCESSFUL TRAINING LINEUP?

It consists of following and keeping in the LRH HCO PLs on training found in OEC Volume 4, making full use of LRH study tech and not allowing it to be omitted and keeping arbitrarities off the line. Then there would be no trouble in training really professional auditors, C/Ss, supervisors, administrative staff and Executives, rapidly and in great quantity. The tech works when you use it. Use it and make competent people.

L. RON HUBBARD

FOUNDER

LRH:DM:gal



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 22 NOVEMBER 1967

(Revised and Reissued 18 July 1970)

Student Hat

Remimeo

ALL STUDENTS

ALL COURSES

OUT TECH

If at any time a supervisor or other person in an org gives you interpretations of HCOBs, policy letters or tells you, “That’s old. Read it but disregard it, that’s just background data”, or gives you a chit for following HCOBs or tapes or alters tech on you or personally cancels HCOBs or policy letters without being able to show you an HCOB or policy letter that cancels it, YOU MUST REPORT THE MATTER COMPLETE WITH NAMES AND ANY WITNESSES ON DIRECT LINES TO THE INTERNATIONAL ETHICS OFFICER AT WORLDWIDE. IF THIS IS NOT IMMEDIATELY HANDLED, REPORT IN THE SAME WAY TO YOUR NEAREST SEA ORG MAA.

The only ways you can fail to get results on a pc are:

1. Not study your HCOBs and my books and tapes.
2. Not apply what you studied.
3. Follow “advice” contrary to what you find on HCOBs and tapes.
4. Fail to obtain the HCOBs, books and tapes needed.

There is no hidden data line.

All of Dianetics and Scientology works. Some of it works faster.

The only real error auditors made over the years was to fail to stop a process the moment they saw a floating needle.

Recently the felony has been compounded by disclosure of the facts that data and tapes have been deleted from checksheets, data has been “relegated to background” and grades have not been in use fully to complete end phenomena as per the process column on the classification and gradation chart. This caused an almost complete unmock of the subject and its use. I am counting on you to see it is not allowed to happen EVER AGAIN.

Any supervisor or executive who interprets, alters or cancels tech is liable to the assignment of a condition of enemy. All the data is in HCOBs or policy letters or on tape.

Failure to make this mimeo known to every student carries a \$10 fine for every student from which it is withheld.

L. RON HUBBARD

Founder

LRH:sb.rd



SOLO COURSE - PART I

SECTION TWO - ADVANCED COURSES SECURITY AND REGULATIONS

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 7 MAY 1969

Issue II

Remimeo
Dianetics
Course
Tech Division - Qual Division

STUDENTS GUIDE TO ACCEPTABLE BEHAVIOR

(Edited for the Hubbard Standard Dianetic Course)

GENERAL

1. Get sufficient food and sleep. Always eat breakfast before class and morning sessions.
2. When being a preclear, be one, not a student or auditor. When being an auditor, be an auditor, not a student or preclear. When in class and lectures, be a student not an auditor or a preclear.
3. If you don't know something or are confused about course data, ask a Supervisor or send a dispatch. DO NOT ASK OTHER STUDENTS AS THIS CREATES PROGRESSIVELY WORSENING ERRORS IN DATA. Also dispatches from you to L. Ron Hubbard will be relayed if you place all such in the basket marked "Students Out".

AUDITING

4. Do not consume any alcoholic beverage between 6 a.m. on Sundays and after class on Fridays.
5. Do not consume or have administered to yourself or any other student any drug, antibiotics, aspirin, barbiturates, opiates, sedatives, hypnotics or medical stimulants for the duration of the course without the approval of the D of T.
6. Do not give any processing to anyone under any circumstances without direct permission of the D of T. (Emergency assists excepted.)
7. Do not receive any processing from anyone under any circumstances without the express permission of the D of T.
8. Do not engage in any "self-processing" under any circumstances during the course at any time.
9. Do not receive any treatment, guidance, or help from anyone in the healing arts, i.e. physician, dentist, etc., without the consent of the D of T / Ethics Officer. (Emergency treatment when the D of T is not available is excepted.)
10. Do not engage in any rite, ceremony, practice, exercise, meditation, diet, food therapy or any similar occult, mystical, religious, naturopathic, homeopathic, chiropractic treatment or any



SOLO COURSE - PART I

other healing or mental therapy while on course without the express permission of the D of T / Ethics Officer.

11. Do not discuss your case, your Auditor, your Supervisors, your classmates, L. Ron Hubbard, ORG personnel or the ORG with anyone. Take up any complaints with your supervisor.
12. Do not engage in any sexual relationships of any nature or kind or get emotionally involved with any classmate who is not your legal spouse.
13. Follow the Auditor's Code during all sessions when being the Auditor.
14. Follow technical procedure as outlined on the course exactly and precisely.
15. Be honest at all times on your auditing report form. Stating every process run, Tone Arm changes and times, sensitivity setting, cognitions of your preclear and any changes of physical appearance, reactions, communication level, or otherwise what you observe in your preclear.
16. Place all reports in the folder of your preclear after each session, turn it into the Examiner for examination.
17. Students must not read their own report folder or that of another student, unless he is auditing that student.

PREMISES

18. Do not make any undue noise either indoors, or when leaving class.
19. Use the correct entrances for entering and leaving the premises.

QUARTERS

20. Do not put cigarettes out in plastic waste baskets or on the floors.
21. Keep all your bulletins, supplies and personal possessions in the space allotted to you and keep your space neat and orderly.
22. Students are allowed to smoke during breaks only and always outside any study or auditing quarters.
23. The basket marked "Student In" is the basket where all communications, bulletins or mail to students are placed. Always check this basket daily to see if you have received any communications.
24. Report and turn in any damaged property or goods used on the Course. Protect and keep the premises in good condition.
25. No food may be stored or eaten in the Classrooms at any time.

SCHEDULES

26. Be on time for class and all assignments.
27. Buy any books you need from the bookstore at appointed times.
28. Follow all schedules exactly.



SOLO COURSE - PART I

29. Study and work during your class periods and over weekends. You have a lot to get checked out on in order to get a course completion. You can't afford to waste time.

L. RON HUBBARD

Founder

LRH:emp.cs.ei.rd

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SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East, Sussex

HCO BULLETIN OF 12 SEPTEMBER 1978

Remimeo

BPI

URGENT- IMPORTANT

DIANETICS FORBIDDEN ON CLEARS AND OTs

New Era Dianetics or any Dianetics is NOT to be run on Clears or above or on Dianetic Clears.

This applies even when they say they can see some pictures.

Anyone who has purchased NED auditing who is Clear or above must be routed to an AO or Flag to receive the special NED Rundown for OTs. They are NOT to be run on regular New Era Dianetics.

Anyone who is Clear but not III is to get through III immediately so he can receive this special rundown.

The EP of this rundown is: CAUSE OVER LIFE.

L. RON HUBBARD

Founder

LRH:nc



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 11 AUGUST 1971

AOs Issue V

SHs

Tech Hats

Qual Hats

Ethics

R6EW, CC & OT

Course Packs

SECURITY OF DATA

Issued with a small amount of R6 data in 1964, three or four persons promptly used it on pcs knowing well it was forbidden. The pcs became ill or misemotional toward us. And just the day I write this (original writing 4 October 1965) I myself encountered a pc, very ill, who had had some original R6 data misused on her and did not suspect why her case and health had worsened. She was not ready for it at all.

The issue earlier was a trial balloon, in a sense. I found certain persons (a small minority) were not up to responsibility for the material of April 1964.

Therefore our firm action will be that the moment we find the material of the Clearing Course or Advanced Course has escaped or been misused we will quickly trace the person who was insecure and cut off all further or any future Clearing or data issue to that person. The likelihood of independent discovery even with clues has proven to be non-existent by actual review of auditors trying to find pieces of it when they had over half of the answers already.

You must realize that we suffer, all of us, from the misuse of knowledge concerning the mind at a very early period. To place this data near such people as psychiatrists or even states places them in a position to enslave people or repeat the original action and cave people in. A very small minority, receiving incorrect data did promptly use it harmfully on others after April 1964.

Until we ourselves have climbed well out of the hole, we must safeguard the materials. Our case gains depend on it. And others could make our salvage of people impossible.

We do not safeguard these materials from any commercial consideration. Our futures, those of each of us and those of all Scientologists, depend on our keeping this material under lock and safeguarded from abuse until we are well away as a group and can handle things better as individuals as well as a group.

The road is wide open to anyone to come up the grades and obtain them. But it is shut to any who misuse them or injure their security.

Students of the Advanced Courses, the Advanced Course C/S and Supervisor, Ethics Officers and all HCO and Org staff have it in their personal interest to enforce security of materials to the limit.

These restrictions apply to no data up to Grade V.

From Power Processing on up the data is confidential. Up to there, you can release Scientology data as you always have – freely and to everyone. But this last bit is dangerous in unskilled or



SOLO COURSE - PART I

uneducated or unscrupulous hands and it is purely ours. It belongs to the Scientologists who keep the show on the road and must be available to them when they are ready.

L. RON HUBBARD

Founder

LRH:BW:LR:sb.rd



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East, Sussex

HCO POLICY LETTER OF 7 DECEMBER 1971

Remimeo

Advance Orgs

AOSHs

SHs

ADVANCE COURSE VIOLATIONS

(Reference HCOB 8 Oct 71 Issue II C/S Series No. 5 and

HCOB 7 Dec 71 C/S Series No. 5 ADDITION)

Hereafter the following will be considered GROSS VIOLATIONS if they occur in an Advanced Org or an AOSH or SH.

Full Solo Line not under 1 In Charge.

Having no Review Auditor or Auditors in the Solo Ad-Course line up, but sending pcs to “Review” and jamming them into HGC backlogs.

Letting a student onto Solo Auditing who can’t audit and hasn’t been trained to audit.

Giving a Solo Student his materials while he is still studying basic auditing.

Letting files or materials get in any confusion.

Letting security go out on the Solo materials line.

Failing to C/S sessions.

Not having a Solo Unit.

Not applying the C/S Series.

Not making students attain the EP of a level before going on.

Using next levels to handle what’s wrong with a case.

Not seeing Solo and Advance Course are well attended and promoted and sold.

Failing to get blows or incompletes back in and handled.

Lose track of a student after sending him for intensives and not being at all times aware of who is on Solo lines.

Feeding EPs to students.

Failing to be courteous and friendly and helpful to Solo students.

These are the major faults which slow up or stop the Solo-R6EW-AO flow lines, cost wins and income and keep orgs who have AO lines from being prosperous.

If you were to take the above as a checklist and go over the Solo lines, each point found in violation would be a major WHY as to low income and upsets.



SOLO COURSE - PART I

For instance the Solo Supervisor is not just responsible for the Solo Course. He is responsible for ALL checkouts of ALL solo and Advance Courses INCLUDING R6EW.

When there is no IN CHARGE for the whole line, Solo, R6EW, clear to VII on up there is no one to regulate and coordinate flow so it doesn't flow.

If there is no Solo Review Auditor then a patch up can only be done by sending the person to the HGC where an inevitable backlog bars the person off Solo for days, weeks or forever and kills all further course wins and sales. Review for a Solo student must be immediate. It is of course charged for.

The only way a Solo student gets off this one line is by be sent to Cramming. That should be a one day action at the most.

If Mini Courses have to be taken by Solo students they are taken under the Solo Super.

This doesn't say that the Solo Course Supervisor cannot have persons for Admin and other Course Supers under him.

As for Promo, when an AO begins to specialize in intensives, lower grades and Class IV actions they are taking business away from Class IV orgs and SHs and not wearing their own hat. Thus Solo Courses MUST be promoted.

Nothing in this Policy Letter may be interpreted to mean that a Solo sign up can't be audited on anything but fast reviews. It is totally possible that a person signed up for Solo R6EW may be found to need several intensives and be given them. As long as 1. The student IS signed up for Solo and 2. He is not shunted over into HGC backlog but is actual gotten into auditing with actual intensives being given in rapid succession like one or two 12½ hour intensives a week. If these conditions can't be met the Solo line is justified in expanding its own review.

All manner of irregularities can occur on Solo lines. Like giving a "10 day Solo Course" at R6 level and then letting the student who of course could never learn to audit in 10 days, fall flat on his head from there on out.

The line up is given in C/S Series No. 5 and C/S Series No. 5 Addition.

Solo Courses can and do produce the most fantastic wins and case gains.

It is up to those entrusted with the activity to make it so.

L. RON HUBBARD
FOUNDER

LRH:nt



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East, Sussex

HCO POLICY LETTER OF 8 JANUARY 1981

Remimeo

AOs and

(CANCELS BPL 12 Aug 1971R ADVANCE AOSHs
COURSES REGULATIONS, ADVANCE COURSE
SECURITY and BPL 23 Jan 969R ADVANCE COURSES
SECURITY, as these issues have been updated and Courses
consolidated into this HCO Policy Letter.)

Only

Ethics

Qual

Adv Personnel

Adv Courses

Students

ADVANCE COURSE REGULATIONS AND SECURITY

The Technology of the Advance Courses is a very precise one. There is no room for any arbitrarities to enter in, and due to the confidential nature of the material a very firm ethics code is needed in the area. There is no other source of data than in the materials themselves. The following regulations have proven successful over many years and are now very strict policy.

1. No off-line advice may be sought in cases of students on the Advanced Courses.
2. Any „unusual solution” sought or question asked must be answered only by referring to relevant Advanced Course materials and standard word clearing tech by the supervisors.
3. Examination of states of case must be done by Qual Examiner and the student’s complete folder must be submitted to such an Examiner at the time of examination for his inspection.
4. Any person examining for attained states of case must have been checked out on all technical materials of the Advanced Courses.
5. Any Examiner examining states of case in Qual must be on III or above.
6. All Advanced Course personnel must be on III or above.
7. No person may be admitted on the Advanced Courses who has a bad Ethics history or a this lifetime suppressive order or a criminal record without a special Board of Investigation convened by the HCO Area Sec.
8. No person with a record of using R6EW or Clearing Course materials suppressively may be admitted on the Courses.
9. Persons who have been grossly insecure in their handling of R6EW or Clearing Course materials or anyone making them available illegally to another may not be admitted on the Course regardless of the action taken at the time.
10. Students folders are to be C/Sed after each session. The student goes to the Examiner after each session.
11. After the student has gone to the Examiner, he takes his folder to Solo Tech Reception.
12. When an Advance Courses student wishes to communicate to the Case Supervisor about his case or his auditing, he must do so either in writing via his folder or as an origination given to the Examiner on the meter.



SOLO COURSE - PART I

13. If the student needs to clarify a C/S's instructions or has any questions or uncertainty about his auditing tech he should always write it up and send it to the course supervisor along with his folder and the course supervisor will go over it with him giving any needed references or drilling.

14. No alcohol may be consumed within 24 hours before session and students must not consume or have administered to them any drugs, antibiotics, aspirin, barbiturates, opiates, sedatives, hypnotics or stimulants without written OK from the Course Supervisor and C/S. The only exception would be a medical emergency, and the C/S must be informed without delay.

15. Auditing must be done daily unless the C/S has instructed a break be taken due to a big win. AO 1 forms of daily progress must be filled in and handed in at the place designated in the Solo Tech Reception area.

16. Advance Course students are not to discuss their cases with ANYONE except, (1) the Case Supervisor (and then only by written comm put into the auditing folder), (2) the Examiner by way of a metered origination, (3) a review auditor in session or (4) the Solo Case Consultant.

17. Students who are in case trouble or who have ceased to audit on Advance Courses shall be sent to the Solo Case Consultant or to review.

18. Advance Courses students session admin must be legible. If it is not it will be considered a No Report.

19. Advance Courses students should not leave town until given permission to do so in writing by the Case Supervisor.

20. A student who does not qualify as a fast flow student per HCO PL 25 Sep 79 SUCCESSFUL TRAINING LINE UP, and therefore takes an examination on the materials of the course in Qual, may not take his examination paper or answer sheet out of the Qual area designated for confidential exams. After marking, the exam is handed back to the student for reference but it must always be promptly returned by the student after reviewing it as to any errors made. It is the Examiners responsibility to see this is done.

21. NO UNAUTHORIZED COPIES OF UPPER LEVEL MATERIALS ARE TO BE MADE.

This means NO notes, NO photocopies, NO „little simplifications”, NO little codes to keep handy. None of the materials are to be in any way copied, not even partially or in alter-ised form. They must not be tape recorded. Any student possessing „notes” or „study aids” on any Advance Courses issues or films, flash cards, copies of commands, or any such copies must immediately destroy them completely.

22. Any written references given the student by the Cramming Officer while on a cramming cycle must be handed in to the Cramming Officer at the end of each cramming period.

23. THE ADVANCE COURSES MATERIALS MUST NOT BE WRITTEN ON OR CHANGED IN ANY WAY AT ALL.

Violation of points 21, 22 and 23 above will bring about a severe Ethics action, which could include debarment from future Advance Courses (though not limited to this).

L. RON HUBBARD
FOUNDER

LRH:kjm



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East, Sussex

HCO POLICY LETTER OF 16 AUGUST 1966
Issue II

Remimeo

Ethics Hats

Clearing Course Super
Clearing Course Students

CLEARING COURSE SECURITY

If any Ethics Officer receives a report that a Clearing Course Student is engaging in activities such as to indicate that he or she is a potential security risk with regard to Clearing Course materials, the Ethics Officer must immediately cable the Clearing Course Supervisor at Saint Hill giving brief details, and airmail full details immediately.

Any sort of squirrel activity, contact with declared SPs or Suppressive Groups, enthetra about or enturbulation of Scientology Orgs, or failure to report or communicate promptly to the local Ethics Officer when so requested, would be grounds for suspicion. Unsolicited receipt of mailings from a Suppressive Group would not, particularly if turned in unread to the Ethics Officer.

The Clearing Course Supervisor, on receipt of such a report, immediately cables the Ethics Officer to collect the student's materials and forward them to Saint Hill. The Ethics Officer may deputize any person qualified to handle such materials, but must comply immediately.

Meanwhile a full investigation into the allegations against the Clearing Course student is done and speedily completed. The findings are reported by airmail to the Clearing Course Supervisor.

If the allegations are found to be totally untrue, then the person making them is subject to severe Ethics action, since he has wasted a Clearing Course student's auditing time and slowed him down on the road to Clear.

L. RON HUBBARD

LRH:ec:bh

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SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East, Sussex

HCO POLICY LETTER OF 20 SEPTEMBER 1967R

REVISED 19 JULY 1975

Remimeo

All Tech & Qual Staff

Ethics

CONFIDENTIAL DATA

1. No Ethics Chit written by anyone should contain data which is classified as confidential.

2. Such material so classified is contained in Power Processes, R6EW, Clearing Course, Advanced Courses and Solo C/S Course and above.

Corrie Ellis — Guardian Comm WW Qual Sec
— Helen Pollen HCO Area Sec
— Irene Dunleavy Exec Council SH
— J.J. Delance
— Joan McNucher
— Ken Urquhart Exec Council WW
— Tony Dunleavy
— Eunice Ford
— Ken Delderfield
Mary Sue Hubbard The Guardian WW for
L. RON HUBBARD
Founder

LRH:jp.cden

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SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East, Sussex

HCO POLICY LETTER OF 12 AUGUST 1971

ISSUE IV

AOs and AOSHS

Ethics

Registrar

Adv Courses Personnel

Adv Courses Students

ADVANCED COURSES

These Courses are by invitation only.

The invitation to the Course or to any succeeding part depends on several factors:

1. Security of R6EW, Class VII and Advanced Courses materials in the student's hands.
2. Degree of participation the being has engaged in in Scientology.
3. The general character of the being as a Scientologist, based on his Ethics record.
4. The Scientology technical proficiency of the being.

If an invitation is not received a petition may be submitted to the Office of LRH, setting forth evidence as to why one should be invited.

L. RON HUBBARD

Founder

LRH:jp.rd



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East, Sussex

HCO POLICY LETTER OF 29 JUNE 1968

Remimeo
Ethics Officer Hat
Registrar Hat
Address Hat

Div 1—Dept 3—Ethics Section

ENROLLMENT IN SUPPRESSIVE GROUPS

(Amends HCO PL 28 Dec 196 City Offices of Same Title)

Any person found to be connected to a Suppressive Group may not thereafter be enrolled in the Saint Hill Solo Audit Course or the Clearing Course.

Suppressive Groups are defined as those which seek to destroy Scientology or which specialize in injuring or killing persons or damaging their cases or which advocate suppression of Mankind.

It does not matter whether the person so connected disconnects or handles, or whether the connection has been previously severed.

The reason for this policy letter is to make it extremely difficult for suppressive groups to acquire data they could then pervert and use to harm others.

If a person was a member and left, it still remains such a person must have had some basic agreement with the motives of the suppressive group.

If we do not hold this rule we may find our task made harder by the abuse of data. We do not want, ever again, the epidemics of implantation to recur and will do all in our power to deny data to any who might pervert it to such use.

A person so denied access to upper level data may not receive it ever unless the group of which he is or has been a member is completely abolished and dispersed.

Ethics files in all orgs must contain the names of such persons.

Neither may such a person ever become a staff member of a Scientology organization without special clearance from LRH Ethics Authority Section, Dept 27, WW. Anyone on staff found to have been a member of a suppressive group must be sent to this section for clearance.

NAMES PERSONS ENROLLED IN SP GROUPS OR DECLARED SP MUST BE CIRCULATED TO ALL FRANCHISE HOLDERS, SCN OFFICES AND ORGS AS AND WHEN DISCOVERED. THEY ARE NOT COVERED BY ANY AMNESTY AND MAY NOT HAVE ADVANCED COURSES UNTIL GROUP DISBANDED. SUCH PERSONS MAY NOT BE EMPLOYED BY ORGS OR OFFICES AND IF FOUND EMPLOYED IN ANY CENTER THAT FRANCHISE WILL BE CANCELED, PERSONS OF SP GROUP MEMBERSHIP OR DECLARED SP MAY NOT BE FSMs.

L. RON HUBBARD

Founder

LRH:js.cden



HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 23 DECEMBER 1971

Remimeo

Solo C/S Series 10

C/S Series 73

THE NO-INTERFERENCE AREA

From R6 Solo to OT III one does not do anything except keep the pc winning for R6 Solo to OT III.

This is the critical band of the Gradation Chart.

On Flag it was learned the hard way that you don't do other major auditing actions between these two points.

Example: Action – Completed R6, Clear and OT I, then a Dianetic Completion was attempted. Result – failure. Right Action – Complete Dianetics before R6. Right Action – let it go until OT III well begun, then complete Dianetics.

Example: Pre OT doing OT II. A new PTS RD is done. Failure. Right Action-do it before R6 or after OT III.

Example: R6 done. Drug RD given. Result. Poor. Right Action – Do Drug RD before R6.

EXCEPTION

It will be found that a pc cannot confront doing Solo Grades. The reason will be found to be Drugs. All pcs who “cannot run engrams” CAN run Drug Engrams. They are afraid because they get into the bank heavily when on Drugs. *Only* Drugs can be run.

So a pc who has “done R6 and Clearing Course but hasn't made it” will be found to be a rabbiting (frightened and running away) druggie. He can and will run Drug Engrams.

Thus the right action is to do a full Drug Rundown, then start the pc all over again at R6.

It is an exception only because he hasn't done his Solo anyway.

REPAIRS

Where a Pre OT hasn't made the grade of a Solo level (or gets sick afterwards) a full repair must be done and the failed grade must be completed before he goes on up.

It is possible to repair a Pre OT between R6 and OT III so long as you are not trying to handle his whole case but only repairing the grade he missed.

TRs

Never order TRs after Solo Materials study or before OT III is attested.

TRs should be done before or during Solo Auditing study but not after materials are issued. And the TR Course may not be done from then on to OT III.



SOLO COURSE - PART I

A partially completed earlier TR Course found to be hanging up a pc on Solo Grades can be handled to completion and should be. This does not mean long additional hours of TR 0. It usually means word clearing on the TR materials and rehab.

MAJOR ACTIONS

It is a very losing game to throw a major rundown in between R6 and OT III. Such as L10 after Clearing and before OT I. The result is a mess.

The way to recover such a blunder is to get the pc rehabbed or to a rest point and then finish up the Solo Grades to OT III attest and then complete the rundown.

SET UP

It is therefore VERY important that a pc be fully set up including Dianetics before he is let onto R6 Solo materials study.

AUDITING SKILL

None of this states that you cannot improve a pc's auditing skill between R6 and OT III (excepting only TRs).

BIG wins are to be had by doing so.

THE MAJOR CAUSE OF FAILURE ON SOLO GRADES IS THE INABILITY TO AUDIT.

You can take a Pre OT who didn't really make Clear or OT I and move him back to R6 study and retread him as an auditor and then let him move back up the line and he'll win.

The sources of failure on Solo are

1. No Drug RD.
2. Dianetics Incomplete.
3. Case not set up.
4. Inability to audit.

SUMMARY

Realize that from R6 to OT III you have a closed band for other major actions.

So don't let people onto R6 Auditing who have points 1-4 out.

If it has happened, patch it up as you can and let the pre OT get on with it.

Then after the first OT III attest, do whatever you like or that needs to be done before sending him on to OT IV.

L. RON HUBBARD

Founder

LRH:nt.rd



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 DECEMBER 1982

Remimeo
BPI
Pre-OT Solo Auditors
Solo Courses
Solo NOTs Auditing Course
Ds of T
Registrars
C/Ses

TRAINING AND OT

On Solo levels you deserve the best auditor you can get: You.

Auditor training is highly recommended whether you plan to audit professionally or not. "Getting trained," as a Solo auditor, does not simply mean to do the Solo courses.

Training up to the level of a Class IV/NED Auditor who knows his business is the most positive assurance there is that you will make it to OT.

It's all right for these guys in lower grades to be pcs—that's fine. But there comes a point as you move up the Grade Chart when your lack of auditing skill starts hitting you in the teeth and you won't make it to OT at all. You're walking straight into the tiger's lair on New OT VII and you'd better be good!

Recently, some Solo NOTs auditors reported that they were just giving themselves a session a week "to keep their ruds in". What was actually occurring was that they were trying to make it to OT without being sufficiently trained, and giving as an excuse that, well, they're just keeping their ruds in. If those Solo NOTs auditors knew what was ahead of them up the line, they sure would not be monkeying with that.

The plain truth of it is, if anybody is really going to make it to OT he has to know how to audit. That's the long and short of it.

You wouldn't put yourself and your case in the hands of an untrained or poorly trained auditor, would you?

You owe yourself the best auditor in the world on Solo, and that is you.

So get trained.

L. RON HUBBARD

Founder



SOLO COURSE - PART I

SECTION THREE - BOOKS

DIANETICS: THE MODERN SCIENCE OF MENTAL HEALTH

THE FUNDAMENTALS OF THOUGHT

SCIENTOLOGY 0-8

SCIENTOLOGY 8-8008

PROBLEMS OF WORK

DIANETICS 55!

SELF ANALYSIS



HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 22 MAY 1969

Remimeo

Dian Checksheet

**DIANETICS,
ITS BACKGROUND**

The world before Dianetics had never known a precision mental science.

Man has used mental knowledge in the past mainly for control, politics and propaganda.

The word “psychology” in the popular usage is synonymous with “getting around” somebody.

In the thousands of years before 1950 there were many philosophers and much knowledge was gathered in the field of logic, mathematics, electronics and the material sciences.

However, due to ideologies and political conflicts, little of this prior knowledge was ever applied to the field of the human mind.

The scientific idea of regarding as a truth only that which could be demonstrated with a result was never really applied to the mind.

“Researchers” in this field were not fully trained in mathematics, the scientific method or logic. They were interested mainly in their own private ideas and in political Targets.

As an example, the only “schools” of psychology taught or followed in the West were Russian and East German.

The primary school was that of Ivan Petrovitch Pavlov (1849—1936) a veterinarian. Every school child and university student was required to study Pavlov in one disguise or another. The burden of Pavlov’s work is that man is an animal and only works through “conditioning”. The Western nations overlooked the fact that this work had already destroyed several countries including Czarist Russia, that Stalin had made Pavlov write up his work in the Kremlin in 1928 in order to permit the control of men. Using the mental studies of an enemy is a very dangerous thing to do.

The West at that time was run by only the “very best people” and possibly it pleased them greatly to think that the masses they controlled were only animals after all. That this also made them animals did not occur to them.

Billions of dollars were appropriated by parliaments and congress to subsidize men to “better control” their animals.

These men had no idea of healing anyone or helping anyone. Riots and civil disorder were the only product they achieved.

Dianetics was released straight into the teeth of these heavily subsidized Barons of the Mind with their “it takes 12 years to make a psychiatrist” and “authority states” and “any effort to interrupt this monopoly must be stamped out at once”.

Psychology and psychiatry were state (government) subjects, pushed by the “very best people”.

They could not make their way on their own because they were contrary to the public morals and customs. The public actually wanted nothing to do with them.



SOLO COURSE - PART I

In mental institutions torture, permanent damage and death were the order of the day, on the basis that it did not matter if one killed people as they were just animals anyway.

So the public was on the side of Dianetics (and later Scientology) and the governments were on the side of the “very best people”.

Press, controlled by governments and intelligence services and the “very best people”, lied endlessly about Dianetics (and Scientology).

Dianetics, a new valid mental science, was pitted against Russian and Eastern European teachings.

Dianetics is not only the first mental science developed in the West, it is the first mental science on the planet that uniformly produces beneficial results.

Man is being subjected to fantastic and violent efforts to lure or crush him into docility. This is the obvious end product of Russian and Eastern European technologies now heavily financed and supported, unwittingly, by Western governments.

Man’s response to this is riots and civil disorder in the universities, unions and streets. Man does not accurately trace the source of his oppression. He is violently worried.

The government response has been more millions to psychologists and psychiatrists to develop new means of control and oppression. What has not worked in the past is not likely to work in the present or the future.

Czarist Russia, the entire Balkans, Poland, Germany and many more Eastern European countries have already perished trying to use the work of Pavlov, Wundt and others. The entire West, having “bought” the same governing ideas, is now in turmoil and is perishing in its turn.

Dianetics refuses to be a revolutionary activity. It does not have to be. All it has as a mission is to get itself applied.

The basic building block of a society is the individual. From individuals groups are built. And this is the society. No society is better than its basic building blocks.

Men are not animals.

Well men are sane men.

Dianetics, if applied to individuals in the society, brings hope, well and sane beings.

These well and sane beings, sent on to Scientology, then become brilliant and very able beings.

We are evolving Man to a higher state.

In this state he can better handle his problems.

We are not trying to overthrow anyone. We are not revolting against anyone. In truth we can even make the fancied “very best people” into actual very best people.

Dianetics was first conceived in 1930 and the developments of 39 years have gone into producing Standard Dianetics.

Dianetics: The Original Thesis was published in 1949 in manuscript form. It was copied in various ways, hand to hand across the world. Dianetics: The Evolution of a Science was published in late 1949. Dianetics: The Modern Science of Mental Health was published May 9, 1950 and has since sold millions of copies.

In the early ‘50s new discoveries concerning the spirit brought us into Scientology.

But Dianetics was never lost sight of and every little while I would push it further ahead toward a fast, easy, 100% workability.

The present release of Standard Dianetics is a near final product.



SOLO COURSE - PART I

If done exactly, it produces good, permanent results in only a few hours of auditing.

One can train a Dianetic auditor in Standard Dianetics in from 10 days to a month at the most, with an average of about 2 weeks.

These are very, very worthwhile advances and Standard Dianetics is almost as great a breakthrough in 1969 as the Original Thesis in 1949. Hundreds of thousands of hours of search and research have gone into it.

Dianetics has progressed from the pre-Dianetic period of no science of the mind, to the existence of a real science of the mind, to a fast accurate science simpler than any other scientific subject and of more value to Man.

All this advance has been very hardly won, without government billions, in the teeth of avalanches of lies and opposition.

The subject owes no allegiance to anyone but itself. It has no commitments to anyone. It has no politics. It belongs to those who use it.

It is the only game in the universe where everyone wins.

Let's keep it that way.

L. RON HUBBARD

Founder

LRH: an.rd

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SECTION FOUR - AUDITING

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 14 OCTOBER 1968R

REVISED 1 JANUARY 1976

Remimeo
Auditor 43
Class VIII

THE AUDITOR'S CODE

In celebration of the 100% gains attainable by Standard Tech.

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.



SOLO COURSE - PART I

- 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 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.
- 24.I promise not to advocate Scientology only to cure illness or only to treat the insane, knowing well it was intended for spiritual gain.
- 25.I promise to cooperate fully with the legal organizations of Dianetics and Scientology as developed by L. Ron Hubbard in safeguarding the ethical use and practice of the subject according to the basics of Standard Tech.
- 26.I promise to refuse to permit any being to be physically injured, violently damaged, operated on or killed in the name of “mental treatment”.
- 27.I promise not to permit sexual liberties or violation of the mentally unsound.
- 28.I promise to refuse to admit to the ranks of practitioners any being who is insane.

Auditor: _____

Date: _____

Witness: _____

Place: _____

L. RON HUBBARD

Founder

LRH:nt.rd

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by L. Ron Hubbard

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[Ed. Note - The 1974 pack contains the identical HCOPL except that it does not say “revised” at the top. Instead it still has the original date of 14 OCT 68 at the top and then has a footnote at the bottom that says ‘Note: Nos. 26, 27, and 28 have been added per HCOPL 2 November 1968’, and the initials at the bottom are LRH:jp.ei.rd]



HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 27 MAY 1965

Remimeo

Sthil Cl VII

Qual & Tech Divs

Course Students

All HATS

Sthil Staff

HCO Div

Ethics HATS

All HATS

Star-Rated Check

PROCESSING

Since 1950 we have had an ironbound rule that we didn't leave pcs in trouble just to end a session.

For fifteen years we have always continued a session that found the pc in trouble and I myself have audited a pc for nine additional hours, all night long in fact, just to get the pc through.

Newer auditors, not trained in the stern school of running engrams, must learn this all over again.

It doesn't matter whether the auditor has had a policy on this or not – one would think that common decency would be enough – as to leave a pc in the middle of a secondary or an engram and just coolly end the session is pretty cruel. Some do it because they are startled or afraid and „Rabbit” (run away by ending the session). Auditors who end a process or change it when it has turned on a heavy somatic are likewise ignorant.

WHAT TURNS IT ON WILL TURN IT OFF.

This is the oldest rule in auditing.

Of course people get into secondaries and engrams, go through misemotion and heavy somatics. This happens because things are running out. To end off a process or a session because of the clock is to ignore the real purpose of auditing.

The oldest rules we have are

- (a) GET THE PC THROUGH IT.
- (b) WHAT TURNS IT ON WILL TURN IT OFF.
- (c) THE WAY OUT IS THE WAY THROUGH.

These now are expressed as POLICY. A falsified auditor's report is also subject to a Court of Ethics. Any auditor violating this policy letter is liable to an immediate Court of Ethics convened within 24 hours of the offence or as soon as is urgently possible.

Auditing at all levels works well when it is done by the book.

The purpose of Ethics is to open the way for and get in Tech. Then we can do our job.

THERE IS NO MODERN PROCESS THAT WILL NOT WORK WHEN EXACTLY APPLIED.



SOLO COURSE - PART I

Therefore in the eyes of Ethics all auditing failures are Ethics failures – PTS, Suppressive Persons as pcs, or non-compliance with tech for auditors.

And the first offence an auditor can commit is ceasing to audit when he is most needed by his pc.

Hence it is the first most important consideration of Ethics to prevent such occurrences.

Then we'll make happy pcs, Releases and Clears.

LRH:wmc.jh

L. RON HUBBARD



HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 APRIL 1964

CenOCon

ALL LEVELS

Q AND A

A great number of auditors Q and A.

This is because they have not understood what it is.

Nearly all their auditing failures stem not from using wrong processes but from Q and A.

Accordingly I have looked the matter over and re-defined Q and A.

The origin of the term comes from „changing when the pc changes”. The basic answer to a question is, obviously, a question if one follows the duplication of the Comm formula completely. See Philadelphia Congress 1953 tapes where this was covered very fully. A later definition was „Questioning the pc’s Answer”. Another effort to overcome it and explain Q & A was the Anti-Q and A drill. But none of these reached home.

The new definition is this:

Q AND A IS A FAILURE TO COMPLETE A CYCLE OF ACTION ON A PRECLEAR.

A CYCLE OF ACTION IS REDEFINED AS START—CONTINUE—COMPLETE.

Thus an auditing comm cycle is a cycle of action. It starts with the auditor asking a question the preclear can understand, getting the preclear to answer it and acknowledging that answer.

A process cycle is selecting a process to be run on the preclear, running the Tone Arm action into it (if necessary) and running the Tone Arm action out of it.

A programme cycle is selecting an action to be performed, performing that action and completing it.

Thus you can see that an auditor who interrupts or changes an auditing comm cycle before it is complete is „Q and A-ing”. This could be done by violating or preventing or not doing any part of the auditing cycle, i.e., ask the pc a question, get an answer to a different idea, ask the different idea, thus abandoning the original question.

An auditor who starts a process, just gets it going, gets a new idea because of pc cognition, takes up the cognition and abandons the original process is Q and A-ing.

A programme such as „Prepcheck this pc’s family” is begun, and for any reason left incomplete to go chasing some new idea to Prepcheck, is a *Q and A*.

Unfinished cycles of action are all that louse up cases.

Since Time is a continuum, a failure to carry out a cycle of action (a continuum) hangs the pc up at that exact point.

If you don’t believe it, prepcheck „Incomplete actions” on a pc! What Incomplete action has been suppressed? etc. cleaning the meter for real on every button. And you’d have a clear—or a pc that would behave that way on a meter.



SOLO COURSE - PART I

Understand this and you'll be about ninety times as effective as an auditor.

„Don't Q and A!” means „Don't leave cycles of action incomplete on a pc.”

The gains you hope to achieve on a pc are lost when you Q and A.

LRH:dr.rd.cden

L. RON HUBBARD



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 DECEMBER 1973

Remimeo

All Auditors

All Levels

Flag Internes

LRH Comms

THE REASON FOR Q AND A

Q and A means “Question and Answer”.

When the term Q and A is used it means one did NOT get an answer to his question. It also means not getting compliance with an order but accepting something else.

Example: Auditor: Do birds fly? Pc: I don't like birds. Auditor: What don't you like about birds? FLUNK. It's a Q and A. The right reply would be an answer to the question asked and the right action would be to get the original question answered. TR 4 (handling origins) can apply here. The moment TR 4 is violated (Ack and return the pc to original Question) and the original unanswered question is not again asked the Auditor just drifts along with the pc. Things get restimulated, nothing gets really handled or run.

In Administration the same thing can happen. The executive gives an order, the junior says or does something else, the executive does not simply TR 4 it and get the original order done, and the result is chaos.

Executive: Phone Mr. Schultz and tell him our printing order will be there this afternoon. Junior: I don't know his number. Executive: Don't you have a phone book? Junior: The phone company didn't send one this year as our bill was overdue. Executive (the fool) goes to Accounts to see what about the phone bill. Mr. Schultz never gets his call. The printing order arrives but Mr. Schultz doesn't know it

Example: Executive: Do target 21 now. Junior: I don't have any issue files.

Executive: What happened to them? Junior: Mimeo goofed. Executive: I'll go see Mimeo...

DISPERSAL

Q and A is simply Postulate Aberration.

Aberration is non-straight line by definition.

A sick thetan who is all caved in can't direct a postulate at anything. When he tries, he lets it wobble around and go elsewhere.

The difference between a Degraded Being and an OT is simply that the DB can't put out a postulate or intention in a direct line or way and make it hold good.

The insane are a great example of this. They are insane because they have evil intentions. But they can't even make these stick. They may intend to burn down the house but they usually wind up watering the rug or do some other non sequitur thing. It's not that they don't mess things up. The



whole point here is that they can't even properly destroy what they intend to destroy. Even their evil intentions wobble, poor things.

But not all people who Q and A are insane.

When a person is running at effect he Qs and As.

He is confronted by life, he does not confront it.

He is usually a bit blind to things as his ability to look AT is turned back on him by his lack of beam power. Thus he gives the appearance of being unaware.

His emotional feeling is overwhelm.

His mental state is confusion.

He starts for B, winds up at – A.

Other not too well intentioned people can play tricks on a Qer and Aer. When they don't want to answer or comply they artfully bring about a Q and A.

Example: Bosco does not want to staple the mimeo issue. He knows his senior Qs and As. So we get this. Senior: Staple that issue with the big stapler. Bosco: I hurt my thumb. Q and A Senior: Have you been to see the Medical Officer? Bosco: He wouldn't look at it. Q and A Senior: I'll go have a word with him. (Departs.) Bosco gets back to reading "Jesse James Rides Again" humming softly to himself. For HIS trouble is, he Qs and As with the MEST Universe!

BODY Q AND A

Some people Q and A with their bodies. The body is, after all, composed of MEST. It follows the laws of MEST.

One of these laws is Newton's first law of motion: INERTIA. This is the tendency of a MEST object to remain motionless until acted upon by an exterior force. Or to continue in a line of motion until acted upon by an exterior force.

Well, the main force around that is continually acting on a human body is a thetan, the being himself.

The body will remain at rest (since it is a MEST Object) until acted upon by the thetan that is supposed to be running it.

If that being is an aberrated non-straight line being THE BODY REACTS ON HIM MORE THAN HE REACTS ON THE BODY. Thus he remains motionless or very slow. When the body is in unwanted motion, the being does not deter the motion as the body is acting upon him far more than he is reacting on the body.

As a result, one of the manifestations is Q and A. He wants to pick up a piece of paper. The body inertia has to be overcome to do so. So he does not reach for the paper, he just leaves the hand where it is. This would be no action at all. If he then weakly forces the motion, he finds himself picking up something else like a paper clip, decides he wants that anyway and settles for it. Now he has to invent why he has a paper clip in his hand. His original intention never gets executed.

Some people on medical lines are just there not because of actual illness but because they are just Qing and Aing with their body.

People also Q and A with themselves. They want to stop drinking and can't. They want to stop or change something about themselves or their body and then disperse off onto something else.

Freud read all sorts of dire and awful things into simple Q and A. He invented intentions the person must have that made him "sublimate". All Freud succeeded in doing was making the person introspective looking for wrong whys.



SOLO COURSE - PART I

The right why was simple – the person could not go in a straight line to an objective and/or could not cease to do something he was compulsively doing.

The very word ABERRATION contains the idea of this – no straight line but a bent one.

THE CURE FOR THIS SORT OF THING (Q and A with a body) IS OBJECTIVE PROCESSES.

And a very willing and bright thetan CAN simply recognize it for what it is – not enough push!
And instead of going to the MO for a slight ache, he just pushes on through.

As the ache is a recoil of body Q and A in a lot of cases, the ache itself goes away as soon as one simply pushes through.

Painters and artists buy the idea they are benefited by aberration. “Be glad you are neurotic” was a trick being played by the late and unlamented psychiatrists on artists.

One paints because he can push into execution what he visualizes. The best painters were the least aberrated.

Greenwich Village or Left Bank artists, when they don’t paint, never suspect it’s because they just can’t overcome hand inertia to push a paint brush!

People live Q and A lives. They never become what they desire to be because they Q and A with life about it.

Schopenhauer, the German philosopher of doom, even had a dirty crack about being able to do things: “Stubbornness is the will taking the place of the intellect.” By this, one is “intellectual” if he Qs and As.

SUMMARY

People who can’t get things done are simply Qing and Aing with people and life.

People who CAN get things done just don’t Q and A.

All great truths are simple.

This is a major one.

L. RON HUBBARD

Founder

LRH:nt.jh



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

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 „undecided”, 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.

L. RON HUBBARD
FOUNDER
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

BDCS:LRH:dr



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 NOVEMBER 1973

Issue I

Remimeo

All Levels

Flag Internes

LRH Comms

Reissued from

21st ADVANCED CLINICAL COURSE

TRAINING DRILLS

NAME: Anti-Q and A TR.

COMMANDS: Basically, "Put that (object) on my knee." (A book, piece of paper, ashtray, etc can be used for object.)

POSITION. Student and Coach sitting facing each other at a comfortable distance and one at which the Coach can reach the Student's knee with ease.

PURPOSE:

- (a) To train Student in getting a Pc to carry out a command using formal communication NOT Tone 40.
- (b) To enable the Student to maintain his TRs while giving commands.
- (c) To train the Student to not get upset with a Pc under formal auditing.

MECHANICS: Coach selects small object (book, ashtray, etc) and holds it in his hand.

TRAINING STRESS: Student is to get the Coach to place the object that he has in his hand on the knee of the Student. The Student may vary his commands as long as he maintains the Basic Intention (not Tone 40) to get the Coach to place the object on the Student's knee. The Student is not allowed to use any physical enforcement, only verbal commands. The Coach should try and get the Student to Q and A. He may say anything he wishes to try and get him off the track of getting the command executed. The Student may say what he wishes in order to get the command done, as long as it *directly* applies in getting the Coach to place the object on the Student's knee.

The Coach flunks for:



SOLO COURSE - PART I

- (a) Any communication not directly concerned with getting the command executed.
- (b) Previous TR.
- (c) Any upsetness demonstrated by Student.

L. RON HUBBARD
Founder

LRH:nt.rd

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SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 17 APRIL 1970

Issue II

Remimeo

All Auditors

All Students

Level 0 checksheet

AN AUDITOR AND „THE MIND’S PROTECTION“

No auditor should audit with the fear that he will do some irreparable damage if he makes an error.

„Dianetics: The Modern Science of Mental Health“ provides the answer to the question, „What happens if I make a mistake?“

The following extracts are from „Dianetics: The Modern Science of Mental Health“, Book 3, Chapter 1, „The Minds Protection“:

„The mind is a self protecting mechanism. Short of the use of drugs as in narco-synthesis, shock, hypnotism or surgery, no mistake can be made by an Auditor which cannot be remedied either by himself or by another Auditor.“

„Any case, no matter how serious, no matter how unskilled the Auditor, is better opened than left closed.“

L. RON HUBBARD

LRH:nt.ei.rd



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East, Sussex

HCO BULLETIN OF 14 SEPTEMBER 1971R

ISSUE V

REVISED 3 FEBRUARY 1975

Adv. Course C/S

Solo Auditors

Solo Course Checksheet

Solo C/S Series No. 1R

SOLO AUDITORS RIGHTS

(Revised extracts from HCOB 23 August 1971 C/S Series No. 1, "Auditors Rights" and revision in signature. Cancels earlier issue of HCOB 14 Sept 71 Issue V, same title.)

AUDITOR RESPONSIBILITY FOR C/Ses

The responsibility of a Solo Auditor who receives a Case Supervisor direction (C/S) of what to audit is NOT discharged of his responsibility as an Auditor.

THE SOLO AUDITOR HAS A SERIES OF RESPONSIBILITIES THAT ARE PART OF EVERY C/S HE GETS TO AUDIT.

ACCEPTING A C/S

When the Solo Auditor gets a C/S to do and he thinks it is not the correct thing to do, he has the right to return it to the C/S with the reason why and require another one he can agree to.

The Auditor does not have the right to start doing a C/S and change it during the session except as noted below.

STALE DATED C/S

A C/S that is a week or two old can be dynamite.

This is called a "Stale Dated C/S" meaning it is too old to be valid.

It should have been done sooner. The pc of last week when the C/S was written may have been well and happily employed but a week later may have headaches and reprimand from the body.

The Solo Auditor who sees his C/S is old and sees the pc has Bad Indicators is justified in demanding a fresh C/S giving his reasons why.

Use fresh C/Ses.



ENDING THE SESSION

When the C/S he has is proving unworkable during the session, the Solo Auditor has a right to end the session and send the folder to the C/S.

Ending the session is totally up to the Auditor.

If the Auditor just doesn't complete an action that was producing TA and could be completes it is of course a flunk. Such a case is just not running a basic incident the one more time through that would bring the TA down and give a proper end phenomena. This and similar actions would be an Auditor error.

The judgment here is whether or not the Auditor's action is justified in ending the session.

Even though he may have made an error, the Auditor cannot be blamed for the ending off of the session as that is totally up to him. He can be given a flunk for the error.

AUDITING OVER OUT RUDS

Auditing a pc or pre- on something else whose ruds are out is a MAJOR AUDITING ERROR.

Even if the C/S omits "Fly a Rud" or "Fly Ruds" this does not justify the Auditor from auditing the pc over out ruds.

The Solo Auditor can do one of two things: He can fly all ruds or he can return the folder and request ruds be flown.

INABILITY TO FLY RUDS

If an Auditor cannot get a rud to F/N, cannot get any rud to F/N, he is to end the session and send the folder to the C/S.

This is an expected action.

It is understood the Auditor would use Suppress and False in trying to fly ruds.

SESSIONS FAR APART

When a pc has not had a session for some time, or when a pc gets sessions days apart RUDS MUST BE FLOWN. Otherwise the pc will get audited over out-ruds. This can develop mental mass.

Optimum session scheduling is a whole Advanced Course done in a block of sessions close together. This prevents the world from throwing the pc's ruds out between sessions.

Giving sessions far apart barely keeps up with life. The auditing time is absorbed in patching life up.

Rapid gain gets above life's annoyances and keeps the pc there.

UNREADING ITEMS



When an item the Solo Auditor has been told to run doesn't read on the meter, even when the Auditor puts in Suppress and Invalidate on it, the Auditor MUST NOT do anything with the item no matter what the C/S said.

It is expected he will see if it reads and use Suppress and Invalidate on it. And if it still doesn't read he will be expected NOT to run it.

HIGH TA

When the Auditor sees the TA is high on 2 cans (out of normal range) at session start yet the C/S says to "Fly a Rud" the AUDITOR MUST NOT TRY TO FLY A RUD.

Trying to bring a TA down with ARC brks or ruds is very hard on a pc as ARC Breaks aren't the reason TAs go up.

Seeing a high TA at start the Solo Auditor does not start the session but sends the folder back to the C/S.

THINGS DONE TWICE

By carelessness the same process can be called for twice and done twice or even more.

A Folder Summary inside the front cover must exist and must be kept up.

Never neglect entering a session and what was run on the Folder Summary (FS).

COPY

Don't copy worksheets from notes.

Keep all admin neat and in the original form.

Copying makes errors possible.

RUDS GOING OUT

When the ruds go out during the session the Solo Auditor recognizes the following:

Pc Critical	=	W/H from Auditor
Pc Antagonistic	=	BPC in Session
No TA	=	Problem
Tired	=	Failed Purpose or No Sleep
Sad	=	ARC Break
Soaring TA	=	Overrun or Protest
Dope Off	=	By-Passed F/N or Not Enough Sleep
No Interest	=	Out ruds or No Interest in the First Place



SOLO COURSE - PART I

A Solo Auditor who isn't sure what it is but runs into trouble with the pc is smart to end off the session quickly, writes down the full observation and get it to the C/S.

The Solo Auditor who is an old hand and knows what he is looking at as per above scale (and the C/S the C/S would give) handles it promptly.

Pc Critical	=	W/H	=	pull the W/H.
Pc antagonistic	=	BPC	=	assess proper list (such as L1C) and handle.
No TA (or case gain)	=	Problem	=	locate the problem.
Tired	=	no sleep or failed purpose	=	check which it is and handle.
Sad	=	ARC Brk	=	locate and handle, Itsa earlier Itsa.
Soaring TA	=	O/R or Protest	=	find which and handle. Such an O/R is usually by rehab.
Dope off	=	Lack of sleep or BP F/N	=	check on sleep, or Rehab F/N.
No Interest	=	no interest in first place or out ruds	=	check for interest or put in ruds.
Ruds won't fly	=	some other error	=	send to C/S.

The Solo Auditor has no business trying to do the C/S given when it collides with and isn't designed to handle any of the above.

FALSE REPORTS

The vilest trick that can be played on his pc is for a Solo Auditor to falsify an auditing report.

It may be thought to be "good Public Relations" (good PR) for the auditor with the C/S.

Actually it buries an error and puts the pc at risk.

INTEGRITY is a hallmark of Dianetics and Scientology.

Just because psychiatrists were dishonest is no reason for Auditors to be.

The results are there to be gotten.

False reports like false attests recoil and badly on both the Auditor and pc.

"WHAT HE DID WRONG"

A Solo Auditor has a right to know what he did wrong in the session that went wrong.

Most often a sour session occurs only when the rules and data in this HCOB have been violated.

But an Auditor's TRs can go out or his handling of the process is in error.



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Not only does an Auditor have the right to be told what was wrong but he must be given the exact HCOB, date and title, that he violated.

Never take a verbal or written correction that is not in an HCOB or tape.

Don't be party to a "hidden data line" that doesn't exist.

"You ruined the pcl" is not a valid statement. "You violated HCOB _____ page _____" is the charge.

No Auditor may be disciplined for asking "May I please have the tape or HCOB that was violated so I can read it or go to Cramming."

If it isn't on a tape, a book or an HCOB IT IS NOT TRUE and no Auditor has to accept any criticism that is not based on the actual source data.

"If it isn't written it isn't true" is the best defense and the best way to improve your tech.

These are the rights of the Solo Auditor with relation to a C/S. They are all technical rights based on sound principles.

A Solo Auditor should know them and use them.

If a Solo Auditor stands on these rights and gets beaten down he should put all the facts before his nearest OTL or SO ship as something would be very wrong somewhere.

Solo Auditing is a happy business – when it is done right.

L. RON HUBBARD
FOUNDER

LRH:nt



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 MARCH 1975

Remimeo

EXT AND ENDING SESSION

When a pc exteriorizes on a good win in session or if the pc has a big win, usually followed by a persistent F/N, the usual action is to end session.

When ending session in these circumstances the Auditor must not do any other action, but smoothly end session.

This includes asking Say or Ask, running Havingness or anything other than smoothly ending session.

L. RON HUBBARD
Founder

LRH:nt rd



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Saint Hill Manor, East, Sussex

HCO BULLETIN OF 26 APRIL 1971

ISSUE II

ALL AD COURSES

Include this and

HCO B 26 Apr 71

Issue I in Solo

Course Packs and

on Checksheets.

SOLO COGNITION'S

In HCO B 26 April 1971 Issue I, the definitions and conditions in an audited session are described.

The definition of In-Session also applies to Solo Auditing.

If the solo auditor is so all-thumbs with his papers, meters, platens that they distract him from his own bank he is not likely to as-is or cognite.

Recently, on Flag, we have taken failed IIIs and put them back through a full heavy re-train on R6EW and then pushed them back up the line with good success.

When a solo auditor is also a rabbit (runs from everything including his bank) he has no chance to overcome it if he is all thumbs with his tools.

Requiring arduous, perfect drills on Solo metering and auditing actions at R6EW level should occur before the pc sees any materials. He must first and foremost be a Solo Auditor, familiar with his meters and papers to such a degree that they do not in any way distract him.

Only then can you add a bank to the scene.

A poor solo auditor does not cognite as his attention is on the tools not his bank.

Where the Solo auditor fails, he has not learned his tools. The remedy is to make him learn them.

The bridge between II and III is sometimes a hard one. It may be that an HDC course is vital before the pre- can make this bridge.

The Solo Auditor who „attests” rather than confront his bank probably never learned to use his auditing tools in the first place. Then, adding the bank as something to confront results in confusion.

Cognition's in Solo Auditing depend upon the ability to use the tools of auditing so well, they serve no distraction in Solo Session.

L. RON HUBBARD



SOLO COURSE - PART I

FOUNDER

LRH:mes



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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 APRIL 1972

A/Courses

(Cancels HCO B 31 July 71 Issue II
Corrected “Solo C/Sing”)

URGENT

C/S Series 75

Solo C/S Series 13

PRE-OTs DON'T C/S

HCO B 31 July 71 Issue II Corrected required PreOTs to C/S their folders for the next session.

I did not write this HCO B.

Research has proven that a Solo PreOT who is required by any C/S to write a C/S for his next session can be put into that next session action.

This C/Sing for himself his own next session violates the “continued session rule” wherein an auditor does not “finish” a session by telling the pc “the process will be continued in the next session”.

This puts the pc into continued sessions and in Solo *can* put the PreOT from Solo auditing to self auditing. There is a vast difference between the two. Solo auditing occurs in session with a meter. Self auditing is out of session wondering and chewing on bank.

A Solo PreOT must NOT self audit.

He ends the session he has done when he ends session on his worksheet.

He then goes to Examiner and gets his exam. The Examiner sends the completed Exam form to Solo Admin who puts it in the folder.

The Solo C/S, then, from his study of the folder, does the next C/S for the PreOT in proper C/S form. This is a diagonal 2 green stripes on the left-hand corner of the sheet, the PreOT’s name and date in black. The C/S itself is in black pen.

The PreOT takes this C/S and does it in his next session.

In rare instances when the PreOT is going really well, the C/S permits him to do several sessions. The C/S can tell from Exam forms that all is well. This MUST carry a notice “Come in at



SOLO COURSE - PART I

once to the D of P if you cease to audit or run into trouble. Do this C/S in the next several sessions. Come in for a new C/S the moment you feel this C/S is complete and are ready for a new C/S."

When no Exam forms come in the Solo D of P chases the pc up.

If a Solo Exam form is bad the *Examiner* must mark it "Urgent Attn Solo C/S." IN RED.

Solo Admin must alert the D of P who chases up the pc.

Tab is kept on ALL Solo pcs on lines by the D of P and if one falls off lines the fact must be visible to the Solo D of P who keeps a board on sessions with all PreOTs' names on it!

The above is the correct C/Sing line.

The worst features of a PreOT doing his own C/Sing are:

1. He is not a trained C/S.
2. Sudden ideas pop up he wants to handle instead of going on and he gets into an offline action when he should keep going.
3. A PreOT can "rabbit" (run away from the bank) by proposing a C/S that does not make him confront it.
4. And Last but far from least, a "C/S" by a PreOT is an invitation to the Solo Case Supervisor to Q and A with it. (Q and A means to just repeat whatever another says as a lazy way out.)

Pc + Auditor is greater than bank.

In Solo Auditing

C/S + PreOT is greater than bank.

PreOTs do NOT C/S their own folders!

THE PREOT DOES KEEP UP HIS SESSION SUMMARY EACH SESSION.

L. RON HUBBARD
Founder



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HCO BULLETIN OF 11 SEPTEMBER 1970

SHs

AOs Only

Solo C/S Hat

Adv Cses Super

SOLO ASSISTS

It is absolutely forbidden to assign 2-way comm actions as “Solo.”

Example: An out-point lists an assessment list, listing for items, 2WC on case etc.

Progress and Advance Actions may not be assigned by a Solo C/S to be done Solo.

A Solo auditor may not do these actions. Dianetics R3R may not be attempted in Solo auditing.

The reasons for this are too obvious to be given stress.

I have never seen a Solo auditor do anything but louse himself up on these actions. Here and there somebody might have gotten away with it. But I have seen too many cases loused up this way to condone it as anything but squirrel Solo. A Solo auditor can fly ruds and engage in a BPC L1 or L7 **while auditing proper Solo Actions**, and he can of course do the standard Solo actions for the grade .

But doing L7, L1B etc. as general **repair** actions is for the dickey birds.

There **are no Solo Repair or Progress Or Return or Advance Programs.**

L. RON HUBBARD

Founder

LRH:rr



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HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 MAY 1969

Issue IV

Dianetic Course

(HCO BULLETIN 21 SEPT 1965 EDITED
FOR USE ON THE DIANETIC COURSE)

THE FIVE GAEs

The five Gross Auditing Errors (GAEs) are:

1. Can't handle and read an E-Meter.
2. Doesn't know and can't apply Technical data.
3. Can't get and keep a pc in session.
4. Can't complete an auditing cycle.
5. Can't complete a repetitive auditing cycle.

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

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

L. RON HUBBARD
Founder

LRH:cs.rd

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SOLO COURSE - PART I

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SECTION FIVE - METERING DATA AND DRILLS

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 JANUARY 1970

(HCO Bulletin of 10 December 1965 Revised for HDG)

HDG C/sheet

E-METER DRILL COACHING

The following was submitted by Malcolm Cheminais Supervisor on the Saint Hill Special Briefing Course.

Here are some observations I have made on the coaching of E-Meter drills, which I feel could be of use:

1. The coach's needle is dirty. The student's out comm cycle has cut his comm in some way, but PRIOR to that the coach failed to flunk the part of the comm cycle that went out. Correct flunking by coaches equals students with no dirty needles.
2. If a coach's TA starts climbing on a drill and the needle gets sticky, it means that the student's comm cycle has dispersed him and pushed him out of PT. The coach is either (1) not flunking at all (2) flunking the incorrect thing.
3. The correct flunking by the coach of an out comm cycle, which has dispersed him and pushed his TA up, will always result in a TA blow down. If there is no blow down, the coach has flunked the wrong thing.
4. Needle not responding well and sensitively on assessment drills, although the needle clean. Coach has failed to flunk TR 1 (or TR 0) for lack of impingement and reach.
5. Coach reaching forward and leaning on the table, means TR 1 is out with the student.
6. Students shouting or talking very loudly on assessment drills to try and get the Meter to read by overwhelm. The reason for this is invariably—“but I'm assessing the bank!” They haven't realized that banks don't read, only thetans impinged upon by the bank—therefore the TR 1 must be addressed to the thetan. The meter responds proportionately to the amount of ARC in the Session. (See HCOB 29 Jan 70 for lists that don't read.)

L. RON HUBBARD

Founder

LRH:emp.kjm.rd



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HCO BULLETIN OF 11 MAY 1969

Remimeo

Exec Secs

Tech Sec

Qual Sec

All Tech Hats

All Qual Hats

Dianetic Course

(Tech Div) (Qual Div)

(Replaces HCO B of 27 July 1966, same name)

METER TRIM CHECK

E-Meters can go out of trim during a session because of temperature changes.

Thus even if the meter is properly calibrated and reads at 2.0 with a 5,000 ohm resistor across the leads and 3.0 with 12,500 ohms, by the end of the session a pc can be apparently reading below 2.0 because the meter is off trim.

The following meter procedure is therefore to be followed AT THE END OF EACH SESSION (AFTER GIVING "THAT'S IT"):

1. DON'T MOVE THE TRIM KNOB
2. PULL OUT THE JACK PLUG
3. MOVE THE TA UNTIL THE NEEDLE IS ON "SET" AT THE SENSITIVITY YOU WERE USING IN THE SESSION
4. RECORD THE TA POSITION AT THE BOTTOM OF THE AUDITOR'S REPORT FORM AS: "Trim Check—TA = . . ."
5. IF YOUR METER IS KNOWN TO BE OUT OF CALIBRATION (as in Para 2 above) RECORD ALSO: "Calibration error—on meter = 2.0 actual" at the bottom of the form.

L. RON HUBBARD



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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 7 FEBRUARY 1979R

CORRECTED & REISSUED 12 FEBRUARY 1979

REVISED 15 FEBRUARY 1979

Remimeo

OK to Operate E-Meter

checksheet

All Auditors

Tech

Qual

C/Ses

Cramming Officers

E-METER DRILL 5RA CAN SQUEEZE

The following E-Meter Drill immediately revises and replaces E-Meter Drill 5, as it appears in *The Book of E-Meter Drills* and modifies any data to the contrary in *E-Meter Essentials*.

NUMBER: EM-5RA

NAME: CAN SQUEEZE

PURPOSE:

- I. To demonstrate to the student how an incorrect can squeeze gives an inaccurate, unreliable needle reaction.
- II. To train a student auditor how to get a pc to do an accurate can squeeze.
- III. To train a student auditor how to determine the sensitivity setting to get 1/3 of a dial drop of the needle on the can squeeze, for use in setting the correct sensitivity for each preclear in an auditing session.
- IV. To convince a student auditor that he has to use a correct sensitivity setting for 1/3 of a dial drop of the can squeeze to have a workable and readable E-Meter.

POSITION: The coach and the student auditor sit facing each other across a table with an E-Meter facing the student auditor. The E-Meter is already set up.

TRAINING STRESS:

SECTION 1: To give the student auditor a reality on how a can squeeze can be done *incorrectly*. so he will know all the points he may have to correct to ensure he gets an accurate can squeeze.

1. Coach picks up the cans and holds his hands on the table so the student can clearly see them.
2. Coach has student set sensitivity booster knob to lowest position and the sensitivity at I on the sensitivity knob.
3. Coach has student adjust the needle to the set line on the needle dial.

The coach will have the student readjust the needle to set as necessary at the beginning of each demonstration of the can squeeze.



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4. The coach gives the cans a squeeze with an even pressure. If there is no read or a very small one, less than an inch, at sensitivity 1, the student auditor moves the sensitivity knob to 5, and gets another can squeeze. If still no read or it's smaller than an inch, student moves sensitivity to 16 and gets another squeeze. For purposes of the following demonstration, you want to set the sensitivity so that you can obviously see a movement of the needle on the can squeeze of about an inch. So the sensitivity could be set lower than 5 or higher than 5, so long as you get a fall of about an inch on the squeeze.
5. With the sensitivity setting determined in 4 above, the coach will then squeeze the cans incorrectly, each time in a different way. The coach shows the student what particular thing he's doing with his hands, and then has the student observe what happens on the meter and the distance the needle falls on the dial when he does each version of an *incorrect* can squeeze as follows:
 - A. Coach holds the cans with cups of palms and all fingers and both thumbs in complete contact with the cans. As he squeezes the cans, he lifts one finger off and then puts the finger back on after relaxing the squeeze. This is an incorrect can squeeze.
 - B. Coach holds the cans as in A. This time he gives the cans a *very* fast light squeeze. This is an incorrect can squeeze.
 - C. Coach holds the cans as in A, squeezes them with a gradual pressure and then when he releases the squeeze he relaxes his grip on the cans so it is much looser than before the can squeeze. This is an incorrect can squeeze.
 - D. Coach holds the cans as in A, and this time gives a hard fast squeeze. This is an incorrect can squeeze.
 - E. Coach holds the cans as in A, squeezes them firmly and only *partially* releases the squeeze. This is an incorrect can squeeze.
 - F. Coach holds the cans as in A, but gives a squeeze in 2 stages. first a little squeeze, then suddenly a harder one. This is an incorrect can squeeze.
 - G. Coach holds the cans as in A, gives a hard *fast* squeeze, and *holds the grip*. The student should notice that the needle swings way over to the right due to the *sudden* motion, and that it returns only part of the way with the coach still maintaining the squeeze, thus giving an incorrect measurement of the can squeeze. Student should see that the distance between the first needle position at set and the final needle position with the coach still maintaining the squeeze is the *actual* measurement of the can squeeze fall. It is *not* the distance between the first needle position of set and the needle position at the far swing to the right. A hard, fast can squeeze is an incorrect can squeeze.
 - H. Coach holds the cans so they are not in contact with the cups of his palms and squeezes them. This is an incorrect can squeeze.
 - I. Coach holds the cans with the thumbs going up the sides and sticking out over the top edge of the cans and squeezes them. This is an incorrect can squeeze.
 - J. Coach holds the cans in a fairly tight grip and squeezes the cans. This is an incorrect can squeeze.
 - K. Coach holds the cans with the forefingers lifted slightly off and puts the forefingers on the cans during the squeeze. This is an incorrect can squeeze.

The drill is continued until the student auditor gets the idea that an incorrect can squeeze gives inaccurate, unreliable needle reactions.



SOLO COURSE - PART I

SECTION II: To give the student auditor a proper idea as to what a correct can squeeze is, and to train him how to get a correct can squeeze.

1. The following drill should be done first by the coach to demonstrate to the student auditor what a correct can squeeze is:
 - A. The coach has the student auditor shake his hands until the fingers are loose and floppy.
 - B. Then the coach has the student auditor put his hands on the table, palms up, exerting no control on his fingers. The student auditor's fingers will curl in toward the palm.
 - C. Now the coach simply places the cans in the student auditor's hands at an angle across the palms. The natural curl of the fingers is sufficient to hold the cans in place, and the placement of the cans at an angle ensures that the maximum skin area is touching the cans. The cups of the student auditor's palms and all the fingers and both thumbs must be touching the cans. Ensure the thumbs go around the cans and not up the sides.
 - D. Now the coach has the student auditor gradually increase the pressure of his grip on the cans until a light squeeze is achieved, and then relax it. This is a. correct can squeeze.
 - E. **NOTE:** Ensure when the student auditor relaxes his grip that he does not take a finger or thumb or his palms off the cans. He should have about the same contact he had at the start as in C above.
2. Having done the above, the coach now has the student auditor do the drill as follows:
 - A. Have the coach pick up the cans and keep his hands on the table so the student can see them throughout the can squeeze.
 - B. Check the coach's grip on the cans to ensure it is correct as in B and C above. The student may have to try out different sizes of cans, small, medium or large, depending on the size of the coach's hands, to obtain the correct size can which he can hold comfortably without strain and that fits into the cup of his palm, with maximum skin contact.
 - C. Adjust the sensitivity booster knob to the lowest position.
 - D.
 - (a) Set the sensitivity knob at 1 on the sensitivity dial.
 - (b) Adjust the needle to the set line on the needle dial.
 - (c) Give the proper commands for getting a can squeeze as follows:
“Squeeze the cans, please.”
“Thank you.”
 - The student must ensure the coach gradually increases the pressure of his grip on the cans and relaxes it.
 - (d) Note the distance the needle fell when the coach squeezed the cans.
 - E. Now increase the sensitivity setting to 2 and repeat steps D (b), (c) and (d) above, again noting the distance the needle fell when the coach squeezed the cans.
 - F. Repeat steps D (b), (c) and (d) for sensitivity setting at 3, then sensitivity setting 4, then 5, then 6, and on up until you have the needle hitting the pin on the can squeeze. With the needle hitting the pin on the can squeeze, you wouldn't be able to note the length of the needle fall.



SOLO COURSE - PART I

Flunks are given for not having the coach remove all rings or finger jewelry, as they can cause the needle to give unusual reads; for not checking that there is maximum skin contact on the cans; for failing to see that the thumbs go around the can and not up the sides; for failing to set the meter and needle up properly; for failing to notice and handle a sudden or hard or jerky or convulsive can squeeze instead of an even increase of pressure on the cans or sudden letting go of the cans; for not making sure the coach doesn't take a finger or thumb or palm off the cans when he releases the contact; for failing to note accurately the distance the needle fell on the can squeeze; and for giving the wrong commands. Lack of skill in earlier drills is corrected by pink sheet.

SECTION III: To give the student auditor a reality on setting the sensitivity for a 1/3 of a dial drop of the needle on the can squeeze.

The student auditor should know that setting the sensitivity for 1/3 of a dial drop on the can squeeze is an integral part of setting up each and every session he does. It is the sensitivity he will be using during the session. It is vitally important he gets the correct sensitivity setting for each preclear at each session, so that he will not miss reads or F/Ns. A sensitivity setting which is too low or too high for that particular preclear in the particular session will obscure reads and F/Ns, thus upsetting the preclear's case. Therefore, the student auditor must be proficient on this drill.

1. A. Have the coach pick up the cans and keep his hands on the table so the student can see them throughout the can squeeze.
- B. Check the coach's grip to ensure it is correct, also ensuring you have the correct can size.
- C. Adjust the sensitivity booster knob to the lowest position.
- D.
 - (a) Set the sensitivity knob at 5 on the sensitivity dial.
 - (b) Adjust the needle to set line on the dial.
 - (c) Get the coach to squeeze the cans ensuring he does it properly.
 - (d) Note the distance the needle fell when the coach squeezed the cans.
- E. On Step D (d) the needle will have fallen a distance of either
 - (a) LESS than 1/3 of a dial drop,
 - or
 - (b) MORE than 1/3 of a dial drop.

If it's (a) raise the sensitivity a bit and repeat steps D (b), (c) and (d) and continue to do this until you have 1/3 dial drop. If it's (b) lower the sensitivity a bit and repeat steps D (b), (c) and (d) and continue to do this until you have 1/3 dial drop.

In other words, keep adjusting your sensitivity lower or higher according to whether the drop is more or less than 1/3 of a dial drop, until you get the correct sensitivity setting.

Each time a new can squeeze is asked for, the student auditor is to make sure the coach is holding the cans properly and is giving a correct can squeeze.

- F. The student then notes the exact sensitivity setting at which he got the 1/3 dial drop. Flunks are given for errors as in Section II above and for failing to recognize when a 1/3 dial drop of the needle on the can squeeze has been obtained; for failing to recognize if the coach is giving a considerably harder or lighter can squeeze than he was giving at sensitivity 5, and for failing to establish the correct sensitivity setting for 1/3 of a dial drop on the coach.



SOLO COURSE - PART I

2. Now the coach has the student auditor do the drill on a number of other students, with the coach watching, until he is satisfied that the student can easily and accurately establish the correct sensitivity setting for a 1/3 dial drop can squeeze.

SECTION IV: To give the student auditor a reality on how a correct sensitivity setting for 1/3 of a dial drop on the can squeeze gives a readable and workable meter and how an incorrect sensitivity setting gives an unreadable and unworkable meter, so the student will understand why he has to use a sensitivity setting that gives 1/3 of a dial drop.

1. Coach has the student auditor set the sensitivity accurately on a correct can squeeze for 1/3 dial drop as in Section III.
2. The student auditor does a “pinch test” as follows: student pinches the coach’s arm, hard enough to hurt a little bit.
3. Now, while watching the meter, the student says to the coach:
“Recall that pinch I just gave you.”
“Thank you.”
4. Student notes the reaction of the needle to his command and the distance the needle fell.
5. Coach has the student do steps 2, 3, and 4 several times, each time noting what the needle does in response to “Recall that pinch.”
6. Coach now has the student set the sensitivity at 1. Student has coach squeeze the cans and notes whether there’s a read, or not. If there is a read, note size of read and leave the sensitivity at 1. If there’s no read on the squeeze, the student still leaves the sensitivity at 1.
7. The student auditor does a new “pinch test” as in 2, 3, 4 and 5 above, noting the difference in needle response to the command “Recall that pinch” as compared to what it was in Step 5 at the correct sensitivity setting. There may be no read at all and the student should notice that.
8. Coach now has student set the sensitivity at 32, and coach squeezes the cans.
9. Student does the pinch test again and notes the reaction of the needle to his command “Recall that pinch.”
10. Coach has the student then set the sensitivity correctly for 1/3 of a dial drop on a correct can squeeze and does the pinch test again.
11. The student should observe from these pinch tests that an accurate sensitivity setting determined from a correct can squeeze gives a readable and workable meter and that an incorrect sensitivity setting gives an unreadable and unworkable meter. If he does not see this clearly, then the coach would have the student redo steps 7 through 10 until the student sees why the sensitivity must be set for 1/3 of a dial drop determined by a correct can squeeze.

Flunks are given for failing to note what the needle did and size of read in response to student telling coach to recall the pinch and for errors in setting sensitivity accurately and getting a correct can squeeze when called for in the drill.

HISTORY: Developed as a training drill by L. Ron Hubbard at Saint Hill in December, 1963 and revised by L. Ron Hubbard in February, 1979.

L. RON HUBBARD

Founder



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East, Sussex

HCO BULLETIN OF 21 JANUARY 1977RB

RE-REVISED 25 MAY 1980

Remimeo

Tech & Qual

All Levels

All Auditors

All Tech Checksheets

(This HCOB has been revised to include additional data on False TA and the full list of references on False TA. The layout of the list of handlings has been arranged to follow the line for checking, and reference to any specific brand of hand cream has been taken out.)

FALSE TA CHECKLIST

References.

HCOB 8 Jun 70	LOW TA HANDLING
HCOB 16 Aug 70R	C/S Series 15R, GETTING THE F/N TO THE EXAMINER
HCOB 24 Oct 71RA	FALSE TA
HCOB 12 Nov 71RB	FALSE TA ADDITION
HCOB 15 Feb 72R	FALSE TA ADDITION 2
HCOB 18 Feb 72RA	FALSE TA ADDITION 3
HCOB 16 Feb 72	C/S Series 74, TALKING THE TA DOWN MODIFIED
HCOB 23 Nov 73RB	DRY AND WET HANDS MAKE FALSE TA
HCOB 24 Nov 73RD	C/S 53RL SHORT FORM
HCOB 24 Nov 73RE	C/S 53RL LONG FORM
HCOB 19 Apr 75R	OUT BASICS AND HOW TO GET THEM IN
HCOB 23 Apr 75RA	VANISHING CREAM AND FALSE TA
HCOB 24 Oct 76RA	C/S Series 96RA, DELIVERY REPAIR LISTS
HCOB 10 Dec 76RB	C/S Series 99RB, SCIENTOLOGY F/N AND TA POSITION
HCOB 13 Jan 77RB	HANDLING A FALSE TA
HCOB 24 Jan 77	TECH CORRECTION ROUND-UP
HCOB 26 Jan 77R	FOOTPLATES USE FORBIDDEN
HCOB 30 Jan 77R	FALSE TA DATA
HCOB 4 Dec 77	CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 7 Feb 79R	E-METER DRILL 5RA
BTB 24 Jan 73R II	EXAMINER AND FALSE TA
BOOK: E-METER	ESSENTIALS
BOOK:	INTRODUCTION TO THE E-METER



SOLO COURSE - PART I

OWNER'S MANUAL, HUBBARD PROFESSIONAL MARK VI, "HOW TO SET UP YOUR MARK VI E-METER"

"This bulletin cancels HCOB 29 February 1972RA Revised 23 April 1975 as it is misleading and has caused some auditors to assess the pc on the meter to find the cause of false TA instead of checking directly with the pc."

This bulletin reinstates the False TA Checklist with specific handlings that are directly from the issues that I wrote on false TA.

"The following are the items to be checked by an auditor on any pc. It need only be done once unless the check itself is suspected false, or if conditions of the pc's hands, etc., change.

"The checklist is kept in the pc folder and is entered on the Folder Summary as an action done.

"The value of operating with correct can size should not be underestimated, the reference HCOBs state why."

The auditor signs and answers the following points on the checklist. The auditor must obtain information by checking the pc's hands himself or herself to see if the hands are dry or wet. The cause of false TA is in the physical universe and that is where the check is done. It is not done by asking the pc or checking the questions on the pc for meter reads. So the auditor would feel the hands of the pc to establish if they are dry or wet, would feel the pc's hands with cream on them to see if the cream has dried up, would see if the pc's hands cup so as to form an area that does not touch the cans and so forth. False TA is not think or mental mass. It is in the physical universe and that is where it has to be handled for it to be remedied. The handling follows each line as you check it. This is for simplicity, as that is the way this checklist is done, each line being handled as you go.

R-FACTOR TO PC: "I AM GOING TO CHECK THE CANS, YOUR HANDS AND VARIOUS OTHER THINGS TO ADJUST EVERYTHING FOR BEST ACCURACY"

FALSE TA CHECKLIST AND HANDLING SHEET

1. IS THE METER FULLY CHARGED?

Handling:

"Keep a meter charged at least one hour for every 10 of auditing for 240 AC volt charging current, or 2 hrs. for every 10 of auditing on a 110 AC volt charging current. (Mark VI will get about 6 hrs. for every 1 hr. charged.)

"Before each session snap the knob over to TEST. The needle should hit hard on the right side of the face. It can even bounce. If the needle doesn't snap to the right hard or if it doesn't quite get there on TEST, then that meter will go flat in mid-session and give false TA and no reads or TA on hot subjects." LRH (HCOB 24 Oct 71RA, False TA)

NOTE: To ensure an accurate check, the meter should be turned on a minute or two before turning to test.



2. IS THE METER TRIMMED CORRECTLY? ---

Handling:

“A meter can be improperly trimmed (not set at 2.0 with the trim knob) and can give a false TA position. When a meter is not left on a minute or two before trimming, it can drift in the session and give a slightly false TA.

“The trim can quietly be checked in mid-session by snapping out the jack where the cord goes into the box and putting the TA on 2, seeing if the needle is now on SET. If not, the trim knob can be moved to adjust it. The jack is quietly slipped back in. All without distracting the pc.” LRH (HCOB 24 Oct 71RA, False TA)

3. ARE THE LEADS CONNECTED TO THE METER AND CANS? ---

Handling:

“A properly set up meter with cans (electrodes) fitted to a pc who is holding them properly IS ALWAYS CORRECT.” LRH (HCOB 24 Oct 1971A) Reference for setting up a meter is covered in E-Meter Drills book, EM 4, and the Mark VI owner’s manual if one is using a Mark VI.

4. ARE THE CANS RUSTY? ---

Handling:

“Corroded cans can falsify TA. Get new ones now and then.” LRH (HCOB 24 Oct 71A)

5. ARE PC’S HANDS EXCESSIVELY DRY REQUIRING HAND CREAM? ---

Handling:

“A quick test is have the pc put the cans under his armpits and you’ll see if it’s his callused or chemically dried out hands. The excessively dry hand is seen as shiny or polished looking. It feels very dry. The correct treatment is to use a hand cream, but not a greasy hand cream or vanishing cream. A good hand cream rubs all the way into the hand and leaves no excess grease. Hand cream is usually smeared on, rubbed in and can then be thoroughly wiped off. The hands will usually produce, then, a normal TA and meter response.” LRH (HCOB 23 Nov 73RB Re-revised 25 May 1980, Dry and Wet Hands Make False TA)

6. ARE THE PC’S HANDS EXCESSIVELY WET REQUIRING POWDER? ---

Handling:



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“If the TA is low, check if the pc’s hands are wet. If so have him wipe them and get a new read. It is usually found that the 1.6 was really 2.0.... Have the pc wipe hands.” LRH (HCOB 24 Oct 71RA)

“Antiperspirants can be applied to too wet hands. There are many brands of these, often a powder or spray. It can be wiped off after application and should work for two to three hours.” LRH (HCOB 23 Nov 73RB)

7. THE PC IS NOT BEING TOLD CONTINUALLY TO WIPE HIS HANDS? _____

Handling:

Above per wet hands.

8. THE PC’S GRIP ON THE CANS IS NOT BEING CONTINUALLY CHECKED BY THE AUDITOR IN A WAY THAT INTERRUPTS THE PC? _____

Handling:

“Keep the pc’s hands in sight. Check the pc’s grip. Get smaller cans.” LRH (HCOB 24 Oct 71RA)

8A. IS THE PC USING THE WRONG TYPE OF CANS? _____

a) corrugated _____

b) cellophane bonded to metal _____

c) wrong metal _____

The right metal is tin-plated steel, not cellophane bonded or painted.

Handling:

Replace with the correct cans. “Cans of course should be STEEL with a thin tin plating.” LRH (HCOB 24 Oct 71RA)

8B. ARE THE CANS TOO SHORT FOR THE PC’S HANDS TO COVER? _____

Handling:

Replace with cans of correct length so that the whole hand has contact with the can. (Ref. HCOB 24 Oct 71RA)



9. TA POSITION FOR LARGE CANS?

Size approx 4½ inches by 3 inches or 11 cm by 8 cm

Handling:

“For a normal or large handed pc the can size is about 4” inches by 2 5/8 inches or 12½ cm by 7 cm. This can be altered as big as 4 1/2 inches by 3 inches diameter or 11 cm by 8 cm. This is standard.” LRH (HCOB 24 Oct 71 A)

10. TA POSITION ON MEDIUM CANS?

Size approx 4 7/8 inches by 2 5/8 inches or 12½ cm by 7 cm

Handling: Covered above.

11. TA POSITION ON SMALL CANS?

Size approx 3 3/4 inches by 21/8 inches or 9cm by 5cm

Handling:

“This can should be 3 3/4 inches by 2 1/8 inches or 9 cm by 5 cm diameter or thereabouts. A small child would be lost even with that can. So a small 35 mm film can could be used. This is 2 inches long by 1 3/16 diameter or 5 cm by 3 cm. This works but watch it as these cans are aluminum. They do work but test for true read with a slightly larger can and then trim to adjust for the aluminum if any different.

“Cans of course should be STEEL with a thin tin plating. Regular soup cans. Can size to match the pc avoids slack can grip or tiring the hands into going slack, giving the auditor 3.2 F/Ns and trouble.” LRH (HCOB 24 Oct 71RA)

11A. CAN SIZE FOR A CHILD IS INCORRECT?

Handling:

Size can go down to photographic aluminum 35 mm film cans for a child. Size approx 2 inches by 13/16 inches or 5 cm by 3 cm. Note down TA position.

11B. IF THE ABOVE MENTIONED CAN SIZES AREN'T CORRECT FOR THE PC'S HANDS OTHER SIZES CAN BE TRIED.

Handling:



SOLO COURSE - PART I

1 1/4" tubing or 1 3/4" tubing as well as other can size checked to see which fits the pc's hand. Note TA position.

12. ARE THE CANS TOO LARGE FOR THE PC?

Handling:

"Can size to match the pc avoids slack can grip or tiring the hands into going slack."
LRH (HCOB 24 Oct 71A)

Check the pc's grip and see if the hand is touching all of the can and if the size is comfortable. (Ref. HCOB 13 Jan 77RB, Handling a False TA)

13. ARE THE CANS TOO SMALL FOR THE PC?

Handling:

Per above. Check how the pc is holding the cans and if the entire hand is on the cans and if they are comfortable and adjust accordingly per above.

14. ARE THE CANS JUST RIGHT FOR THE PC?

Handling:

Check the grip and see if the can size is correct for the pc. Do the cans comfortably fit the pc's hands with the hand touching the cans so it gets an accurate reading on the meter? If the can size is correct then you must ensure that the grip is also correct on the cans.

15. ARE THE CANS COLD?

Handling:

"Regardless of can size, cold E-Meter electrodes tend to give a much higher tone arm reading particularly on some pcs.

"Until the cans warm up, the reading is generally false and is false in the direction of high. Some pcs are 'cool blooded' and the shock of ice-cold cans can drive the TA up and it takes a while to drift down.

"A practice which gets around this is for the auditor or Examiner to hold the cans briefly until they are warm and then give them to the pc. A variation is for the auditor or Examiner to put the cans under his armpits while setting up. This warms them. There are probably many other ways to warm up cans to body temperature." LRH (HCOB 12 Nov 71RB)

15A. DID THE PC WASH HIS HANDS JUST BEFORE SESSION?



Handling:

Use a bit of hand cream to bring hands back to normal amount of moisture.

16. ARE THE PC'S HANDS DRY OR CALLUSED? _____

Handling:

Covered above under pc's hands excessively dry requiring hand cream. There are ways to apply the hand cream so that it is correct for that individual pc and does handle the false TA. You can spread it on extensively then wipe it off and then rub a bit more in ensuring the thumbs are included is one way. (Ref. HCOB 13 Jan 77RB)

The point is to feel the hands with the cream on them to see if it has handled the excessively dry hand that is seen as shiny or polished looking.

And it now should no longer feel dry. (HCOB 23 Nov 73RB Re-revised 25 May 80) The correct treatment is to use a hand cream but not greasy hand cream or vanishing cream.

A good hand cream rubs all the way into the skin and leaves no excess grease. This restores normal electrical contact. Such a hand cream would only have to be applied once per session—at session start—as it lasts for a long while.

If a cream leaves smears on a can, it is too heavily applied or too little absorbed. (HCOB 23 Apr 75A Re-revised 25 May 80)

17. DOES THE PC HAVE ARTHRITIC HANDS? _____

Handling:

"A rare pc is so crippled with arthritis that he doesn't make contact fully with the cans. This gives high TA. Use wide wrist straps and you'll get a right read." LRH (HCOB 24 Oct 71RA Re-revised 25 May 80)

18. DOES THE PC LOOSEN HIS GRIP ON THE CANS? _____

Handling:

Check the grip. Does the angle of the cans go across the palms of the pc? Is the natural curl of the fingers sufficient to hold the cans in place, and is the placement of the cans at an angle ensuring that the maximum skin area is touching the cans? (Ref. BOOK OF E-METER DRILLS) See if the palm is touching the can and not elevated off. (Ref. HCOB 13 Jan 77RB)

19. CHECK THE PC'S GRIP, DOES HE HOLD THE CANS CORRECTLY? _____

Handling:



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Covered in above section. Also check to see if the pc is holding the cans so tight that it is causing the hands to sweat and read falsely low. (Ref. HCOB 13 Jan 77RB and HCOB 7 Feb 79R, E-Meter Drill 5RA)

20. IS THE PC HOT? _____

Handling:

Get a fan in the room or handle the room so that it is cooler and the pc comfortable.

21. HAS THE PC SLEPT WELL? _____

Handling:

Don't audit a pc who has not had sufficient rest or is physically tired. (Ref. HCO PL 14 Oct 68RA, The Auditor's Code)

22. IS THE PC COLD? _____

Handling:

"A pc who is too cold sometimes has a falsely high TA. Wrap him in a blanket or get a warmer auditing room. The auditing environment is the responsibility of the auditor." LRH (HCOB 24 Oct 71RA)

23. IS THE PC HUNGRY? _____

Handling:

Get the pc something to eat and don't audit a pc who has not had enough to eat or is hungry. (Ref. HCO PL 14 Oct 68A, The Auditor's Code)

24. IS IT TOO LATE AT NIGHT? _____

Handling:

"Between 2 and 3 A. M. or late at night a pc's TA may be very high. The time depends on when he sleeps usually. This TA will be found normal in regular hours." LRH (HCOB 24 Oct 71RA)

25. IS THE AUDITING BEING DONE NOT IN THE-PC'S NORMAL REGULAR AWAKE HOURS? _____

Handling:



Covered above.

26. ARE THERE RINGS ON THE PC'S HANDS?

Handling:

“Rings on the pc’s hands must always be removed. They don’t influence TA but they give a false rock slam.” LRH (HCOB 24 Oct 71)

If the rings can’t come off use a small strip of paper around them to shield the rings touching the can.

27. IS THE PC WEARING TIGHT SHOES?

Handling:

Remove them. (Ref. HCOB 24 Oct 71RA, HCOB 13 Jan 77RB)

28. IS THE PC WEARING TIGHT CLOTHES?

Handling:

If it turns out that tight clothing is affecting the TA ensure that the pc doesn’t wear tight clothes in future sessions. If possible have the pc remove the tight clothing and see what the effect was that it had on the TA and make sure no more tight clothes are worn in future sessions.

29. IS THE PC USING THE WRONG HAND CREAM?

Handling:

Using the reference materials find the right hand cream and test it on the pc. Note TA position.

30. IS THE APPLICATION OF THE HAND CREAM CORRECT AND DOES IT COVER THE ENTIRE HAND?

Handling:

Watch how the pc puts on hand cream and see if it covers the entire hand, thumb included. If not then have the pc put on hand cream covering the entire hand and pick up the cans and note TA position. Some pcs may have to put cream on and wipe it off and then reapply it. (Ref. HCOB 13 Jan 77RB)

31. IS THE CHAIR THE PC IS SITTING IN COMFORTABLE?



Handling:

Get a new chair that is comfortable for the pc.

32. IS IT ACTUALLY A CHRONIC HIGH OR LOW TA CASE CONDITION?

Handling:

C/S Series 53 Assessment or Hi-Lo TA Assessment. Done to F/Ning assessment. So standard tech handles the high and low TA. The C/S Series gives more data on the subject.

33. HAS THE PC GONE INTO DESPAIR OVER HIS TA?

Handling:

Handle the false TA with using this list as a guideline so that the cause of false TA is found and fully handled with the pc by the various handlings covered above. When false TA is handled check TA worries, TA hassles and L1C best read.

This handling sheet is used in conjunction with the items that are checked. This gives you the way to handle them.

Refer to reference material in reference section above for further data on handling a false TA.

L. RON HUBBARD

Founder

LRH:bk.sl.dd



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 SEPTEMBER 1978

Remimeo

HCOs (Cancels HCOB 5 Dec AD12 "2-12, 3GAXX, 3-21

Tech Staff and Routine 2-10 Modern Assessment.")

Qual Staff (Cancels HCOB 13 Aug AD12)

Confessional Courses (Cancels HCOB 1 Aug AD12)

All Auditors, C/Ses,

Supervisors

URGENT – URGENT – URGENT

DEFINITION OF A ROCK SLAM

The following is the only valid definition of an R/S:

ROCK SLAM: THE CRAZY, IRREGULAR, LEFT-RIGHT SLASHING MOTION OF THE NEEDLE ON THE E-METER DIAL. R/SES REPEAT LEFT AND RIGHT SLASHES UNEVENLY AND SAVAGELY, FASTER THAN THE EYE EASILY FOLLOWS. THE NEEDLE IS FRANTIC. THE WIDTH OF AN R/S DEPENDS LARGELY ON SENSITIVITY SETTING. IT GOES FROM ONE-FOURTH INCH TO WHOLE DIAL. BUT IT SLAMS BACK AND FORTH.

A ROCK SLAM (R/S) MEANS A HIDDEN EVIL INTENTION ON THE SUBJECT OR QUESTION UNDER AUDITING OR DISCUSSION.

VALID R/SES ARE NOT ALWAYS INSTANT READS. AN R/S CAN READ PRIOR OR LATENTLY.

HCOB 5 December AD12, "2-12, 3GAXX, 3-21 and Routine 2-10 Modern Assessment" is an HCOB composed by others incorrectly and is CANCELLED as it misdefines an R/S as a single slash left or right. It contains the statements: "One or two slashes make an R/S... If it slashed up or down once call it an R/S." The data is utterly false. By this wrong definition a rocket read could be mistaken for an R/S, or any sudden rise could be mistaken for an R/S. ONE SLASH DOESN'T BEGIN TO BE AN R/S. NOR TWO OR THREE FOR THAT MATTER. THE CORRECT DEFINITION OF AN R/S INCLUDES THAT IT SLASHES SAVAGELY LEFT AND RIGHT.

DEFINITION OF A DIRTY NEEDLE

The following is the only valid definition of a dirty needle:

DIRTY NEEDLE: AN ERRATIC AGITATION OF THE NEEDLE WHICH IS RAGGED, JERKY, TICKING, NOT SWEEPING, AND TENDS TO BE PERSISTENT. IT IS NOT LIMITED IN SIZE.

A DIRTY NEEDLE IS CAUSED BY ONE OF THREE THINGS:

1. THE AUDITOR'S TRs ARE BAD.



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2. THE AUDITOR IS BREAKING THE AUDITOR'S CODE.
3. THE PC HAS WITHHOLDS HE DOES NOT WISH KNOWN.

The definitions of a dirty needle as “a small rock slam” and “a smaller edition of the rock slam” in HCOB 13 August AD12, “Rock Slams and Dirty Needles,” are CANCELLED. The definition of a dirty needle as “a minute rock slam” in HCOB 1 August AD12, “Routine 3GA, Goals, Nulling by Mid Ruds,” is CANCELLED.

All definitions which limit the size of a dirty needle to “one quarter of an inch” or “less than one quarter of an inch” are CANCELLED.

A dirty needle is NOT TO BE CONFUSED with an R/S. They are distinctly different reads. You never mistake an R/S if you have ever seen one. A dirty needle is far less frantic.

THE DIFFERENCE BETWEEN A ROCK SLAM AND A DIRTY NEEDLE IS IN THE CHARACTER OF THE READ. NOT THE SIZE.

Persistent use of “fish and fumble” can sometimes turn a dirty needle into a rock slam. However until it does it is simply a dirty needle.

AUDITORS, C/SES, SUPERVISORS MUST MUST MUST KNOW THE DIFFERENCE BETWEEN THESE TWO TYPES OF READS COLD.

L. RON HUBBARD

Founder

LRH:nc



SOLO COURSE - PART I

BOARD TECHNICAL BULLETIN

14 JANUARY 1963

Remimeo

REISSUED 25 JULY 1974 AS BTB

All Auditors

CANCELS HCO BULLETIN OF 14 JANUARY 1963 SAME
TITLE

RINGS CAUSING “ROCK SLAMS”

NOTE: This datum was already known to me about rings but this is the most severe case I've heard of.

L. RON HUBBARD

The following dispatch, sent in by Terry Milner and Joe Fortner, staff members of Los Angeles, describes a phenomenon which can be caused by a PC wearing rings:

“A dispatch on a matter which I consider quite urgent. Since being audited quite a few rock slams have been observed on me. In the rudiments, on lists, between comm lags, button checks, in fact any method of auditing which required the use of an E-Meter. With the advent of R2-12, I had many lists, all chock full of items that had rock slammed at one time or another. The supposedly phantom rock slam served to hang up many sessions and auditing became quite a drag even though one true package was found in spite of the rock slams that went on forever.

Recently I was sent to get HGC auditing and the rock slams were ever present until my Auditor, Joe Fortner, got a little suspicious and had me take off the two rings I wore, one on either hand.

They disappeared. Hundreds of things that had rock slammed no longer rock slammed. Hundreds of almost, not quite reliable items are dead now and in all truth, most of them have no meaning to me anyway.

Perhaps you know of this condition set up by the PC wearing rings.....the thing is most Auditors do not, nor do most PCs.

Issued by Peter Hemery

Reissued as BTB

by Flag Mission 1234

I/C: CPO Andrea Lewis

2nd: Molly Harlow

Authorized by A W

BOARDS OF DIRECTORS

of the

CHURCHES OF SCIENTOLOGY

BCDS:SW:AL:TN:PH:mh



HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 AUGUST 1976

Remimeo

All Sec Checkers

All HCO Personnel

All Meter Operators

R/Ses, WHAT THEY MEAN

(INTEGRITY PROCESSING CHECKSHEETS)

(PTS PROCESSING CHECKSHEETS)

(EXPANDED DIANETICS CHECKSHEETS)

(METER OPERATION CHECKSHEETS)

(VARIOUS RUNDOWN CHECKSHEETS)

The violent left right ragged motion of the needle which sometimes occurs on a pc's meter is called „A Rockslam” or „R/S.” The term was taken from a process in the 50s which sought to locate „A rock” on the pc's early time track; the „slam” is a description of the needle violence, meaning it „slams” back and forth. For a time all left right motions of the needle were considered and called „Rockslams” until it was found that a *smooth* left right flow was a symptom of release or key out and this became the „Floating Needle.” There is yet another left right motion of the needle called the „Theta Bop.” This occurs when the person has or is trying to exteriorize. „Theta” is the symbol for the person as a spirit or goodness; „bop” is an electronic term for a slight hitch in the sweep of a needle. A „Theta Bop” hitches evenly at each end of the sweep left and right and is very even in the middle of the sweep.

Neither the „Floating Needle” nor the „Theta Bop” can be confused with a „Rockslam.” The difference of the Rockslam is uneven, ragged agitation left and right; even the distances traveled left and right are likely to be different in each swing from the last.

A „Rockslam” can be caused sometimes by leaving rings on the pc's fingers or by a short circuit in the meter or by the cans (electrodes) touching something like a dress. These are the mechanical considerations and must be ruled out before the pc can be considered to have „Rockslammed.” If the pc is not wearing rings and if the meter needle is calm with the lead unplugged, if the lead is okay, and if the pc is not jiggling the ends of the cans against his clothes, then the pc's Rockslam is caused by the pc's bank.

One has to be very careful about the correctness of the pc actually having Rockslammed while on the meter that it was actually observed, that it was not mechanically caused as above. One puts the R/S down on the worksheet and also gives exactly what was asked. And also that the mechanical points were checked without distracting the pc.

ONE MUST ALWAYS REPORT A ROCKSLAM IN THE AUDITING REPORT, NOTE IT WITH SESSION DATE AND PAGE INSIDE THE LEFT COVER OF THE PC'S FOLDER



AND REPORT IT TO ETHICS INCLUDING THE QUESTION OR SUBJECT WHICH ROCK SLAMMED, PHRASED EXACTLY.

Why? Because the Rockslam is the most important needle manifestation! It gives the clue to the pc's case.

In 1970 I began a full-scale research project into the subject of insanity and its relationship to cases and case gains and suppression. It was only then that the full significance of the Rockslam was unearthed. This research developed into what is now called EXPANDED DIANETICS, a series of special processes and actions with their drills and training which permits the auditor to handle a specific case type. This was, by the way, Man's first system of positive detection and handling of psychosis and the first full understanding of what psychosis is.

While this bulletin is not in any way a two minute course in or a substitute for full training in Expanded Dianetics, any auditor who audits, sec checks, or handles people on a meter has to know what a Rockslam is and how it behaves and what he should do about it.

The first thing is to be able to recognize one and to quickly with the scan of the eye and unplug of the meter cord (without any distraction of or notice by the pc) make the checks for a mechanical Rockslam as given above.

You can make a meter „Rockslam” with no pc or cord connected to it by (a) turning it on; (b) put the sensitivity at perhaps 2; (c) put the needle at „set”; (d) rapidly, very rapidly, move the TA back and forth maybe a quarter of an inch and do it unevenly. *That*, if you did it very fast and unevenly, would be something that resembled a Rockslam. But no matter how fast you made your fingers move, a real R/S is a trifle faster. If you do that you will see what an R/S looks like. The needle in this experiment is not made to hit the sides of the meter.

Now if you take the same setup and smoothly slowly move the tone arm back and forth about 2 times a second without any roughness and the same distance right and left, you will have a Floating Needle. Note it very well as this comes at a time of release and is the thing a good auditor hopes to see and gives him the end-off signal for a process. It has to be well known as you NEVER bypass one in a session and to do so makes an uncomfortable pc. (The pc will often cognite—and get a realization about himself or life at this point and one does not stop him from doing this.) This is the thing you indicate to the pc. You don't ever indicate Rockslams or Theta Bops. When you see it and, without stopping or interrupting the pc's cognition, you always say, „Your needle is floating.”

Now the Theta Bop can also be shown to yourself by you. Set up the meter as above. Only this time, you smoothly swing it to the right and give it a tiny twitch in the same direction. Then you smoothly, at once, swing it to the left and give it a tiny twitch in the same direction. Then do it to the right. And so on. This is a Theta Bop. It is different than a Floating Needle only in that it hitches at each end of the swing. So learn to recognize it.

There is a vicious smooth right direction slash that occurs when a pc hits a certain area of the bank that is called a „Rocket Read” and there is of course the small fall, long fall (which both go to the right and indicate a charged question or reaction) and there is the gradual rise to the left. But these do not repeat back and forth which is the characteristic of the Rockslam, Floating Needle and Theta Bop.

All right, so we know exactly what it looks like when we talk about a ROCKSLAM as a read of the meter. We know how it can be mechanically caused. And we know what we have to record and report when it is seen.

But exactly *what* does a Rockslam mean with regards to the pc?

If you don't know this you can miss on the pc, on the case, on the org and humanity.



A ROCKSLAM MEANS A HIDDEN EVIL INTENTION ON THE SUBJECT OR QUESTION UNDER DISCUSSION OR AUDITING.

Two things underlie insanity, or to be more specific, there are two causes and conditions both of which have been lumped together by man and called insanity. He could not of course define it as he didn't know what caused it.

The first of these two things does not concern us overly much here and is the subject of a separate checksheet training and is called PTS or Potential Trouble Source handling. A „PTS“ is a person who has been or is connected with somebody who has evil intentions. A PTS can feel uncomfortable in life or be neurotic or go insane because of the actions upon him of a person with evil intentions. Most of the people in institutions are probable PTSes.

The second of these two things is insanity caused to the individual himself (let alone others) by hidden evil intentions.

The extent of these intentions and what the person will do (and hide) in order to carry them out is quite shocking. These people are covert or overt criminals and many of them are insane—meaning beyond all rationality in their acts. Because their evil intentions are hidden and because they are often very plausible such individuals are what make „behavior so mysterious“ and „man looks so evil when you see what mankind does“ and all sorts of fallacies.

It is this last type, the chronic, heavy Rock slammer, which Expanded Dianetics handles.

One Rockslam doesn't make a psychotic. Or a total menace to everyone. But it does mean there could be more and it might in rare cases mean you have, seeing enough of these R/Ses, a very dangerous person on your hands and in your vicinity. And that person must be handled by Expanded Dianetics.

You won't see a great many Rockslams in auditing people so you could be totally thrown off by surprise when you see one. And mess it all up because you are surprised. So know what it is and don't get all quivery and make mistakes and blow your confront. Just carry on.

If you don't note the EXACT question that was asked and the EXACTLY worded statement the pc made when the R/S was seen, you can muck it up for the Expanded Dianetics guys. They won't be able to get it turned back on again easily and will lose a lot of time. So you have to be sure your auditing report is accurate, that the R/S is written BIG on the column and circled and, no matter what else you do in the session, you have to get it recorded in the left front cover of the folder giving the date and page of the session and you have to report it to Ethics. And also you don't third party the pc and give him a bad time in the session because of it.

Now R/Ses most easily turn on during Sec Checks or Integrity Processing or when pulling withholds or trying to investigate something. So the people who see these most often are those engaged in that activity and not routine auditing (when they can also but more rarely turn on). Further the most likely person to collide with „needing to be sec checked“ is an R/Ser, which again increases the numbers of R/Ses seen in these activities compared to routine auditing. But a very heavy R/Ser will also turn them on in routine auditing.

It is the exact *point* of the R/S in the session, the exact question that was asked and the exact subject or phrase where the R/S turned on that are important. And these are very important as then the person can be fully handled with a full Expanded Dianetics rundown by a qualified Expanded Dianetics Specialist. When, of course, the person gets to that point on his grade chart. (The grade chart points are after Dianetics (like Drug RDs etc.) but before Grades, after Grades but before Power, after Power but before Solo, and after OT III or after any single grade above OT III. These are the only points where Expanded Dianetics can be delivered and the R/S fully and completely handled.)

Now here is how you can turn off an R/S and mistakenly think it is handled:



1. The overt-motivator sequence has two sides. One is what the person has done (overt) and what is done to the person (motivator). You can ask, when the person R/Ses on something, if anyone has ever INVALIDATED him on that subject or action. He will find some and the R/S will turn off AND WON'T EVEN BE FAINTLY HANDLED BUT ONLY SUBMERGED. One can believe he had „handled” the R/S. Not true. He has just turned it off and maybe made it harder to find next time. One can ask what the person has done TO the subject mentioned and while this may unburden the case and make the person a bit better, the R/S is NOT handled, only turned off or submerged. It's almost as if there are so many overts and motivators on this subject or in this area that the push-pull of it makes the needle go wild (R/S). And indeed, this may be the energy cause, in the bank, of the needle reaction. But neither overt nor motivator handles an R/S finally because the CAUSE of the R/S is an INTENTION to harm and it isn't all that likely the basic intention will be reached.
2. Another apparent way the R/S can get „handled” and isn't is to take the R/Ser earlier-similar on the subject of the R/S. The R/S will probably cease, go „clean.” But in actual fact it is still there, hidden.
3. The third way an R/S can be falsely „handled” is to direct the person's attention to something else. If, when this is done, the exact subject of the R/S is not noted by the auditor, it will be difficult to find it again when the person goes into Expanded Dianetic auditing.
4. Yet another, and probably the last way to falsely „handle” an R/S is to abuse the person about his conduct or behavior or the R/S, or to „educate” him to do better, or to „modify” his behavior with shocks or surgery or other tortures like the psychiatrists do. In other words one can seek to suppress the R/S in numerous ways. Maybe the R/S won't occur (being too overburdened now) but it is still there, buried very deep and possibly beyond reach now.

So if you understand the above four points you will see that although you can ease off the R/S, you have not handled it. It has merely gone out of sight.

All right, what then DOES HANDLE an R/S?

I warned you that this isn't a two minute course on Expanded Dianetics and it isn't. An R/S is HANDLED by a fully qualified Expanded Dianetics auditor delivering full Expanded Dianetics to the person at that point on the grade chart where Expanded Dianetics is supposed to be delivered. If anyone thinks it can be done effectively any other way or if he C/Ses it to be done and the auditor is stupid enough to try to do that C/S, then it's Committees of Evidence and Suspended Certificates all around.

With that warning, and only with that warning, I can briefly state what has to be done with the case. This is not what YOU do if you are not delivering full Expanded Dianetics at the right point on the grade chart. It is a brief statement so that you can understand what lies under that R/S.

The pc with an R/S on any given subject and who R/Ses while discussing that or related subjects HAS AN EVIL INTENTION TOWARD THE SUBJECT DISCUSSED OR SOME CLOSELY RELATED SUBJECT. The pc intends that subject or area of life nothing but calculating, covert, underhanded HARM which will be at all times carefully hidden from that subject.

Thus, the Expanded Dianetics Specialist, in handling that case (at the proper point on the grade chart) has to be able to locate each and every subject and question and R/S in that person's folder as noted by Sec Checkers and previous auditors or cramming officers or why finders. He has to have the complete list of R/S subjects. If they are noted as to session date and page and if all sec checking papers and cramming papers are in that person's folder, then the Expanded Dianetics Specialist can do a full and complete job. Otherwise he has to do a lot of other time wasting actions to get the R/Ses found and turned on again.



SOLO COURSE - PART I

What the Expanded Dianetics Specialist actually does is locate EXACTLY the actual evil intention for every R/S on the case and handle each one to total conclusion. When he is finished, if he has done his job well, the person's behavior will be magically improved and as to his social presence, menace and conduct, well that will be toward survival.

When you see an R/S, if you are not an Expanded Dianetic Specialist doing Expanded Dianetics at the correct point on the grade chart, you don't say, „Hey, you've got an evil intention!” and you don't ask „Say, what's that evil intention?” or do corny things like that because you'll get the pc self-listing, you may get a wrong item, you won't know what to do with it and you're just likely to get the auditing room wrapped around your neck right there.

No, you quietly note it, make sure it isn't a mechanical fault, write it big on the worksheet, write down everything the pc is saying swiftly, note what question you were asking and let the pc talk and ack him and go on with what you are doing with the pc at the time. And after session you note it in the left-hand cover of the folder and send a report to Ethics.

And some day, when he's done his Drug Rundown or gotten to one of the points on the grade chart where a full XDn can be done, why then it will be handled. And a good C/S will program or tip the case for that to be done.

So that's the know-how you have to know about R/Ses to really help the guy and the society and your group.

We're not in the business of curing psychos. The governments at this writing pay the psychiatrists billions a year to torture and kill because of R/Ses they don't know anything about. The crime in the society out there is caused by people who R/S. Stalin, Hitler, Napoleon and Caesar were probably the most loaded R/Sers of all time unless it was Jack the Ripper or your local friendly psychiatrist.

So know what you are seeing when you see it and know what to do about it. And don't kid yourself. Or vilify or mow down people who R/S; we're not in that business.

And the Expanded Dianetic Specialist *and* the pc someday will love you dearly for knowing your job and doing it right.

L. RON HUBBARD

Founder

LRH:nt



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 JULY 1978

Remimeo

All Auditors

All C/Ses All W/Cers

All Tech Checksheets

WHAT IS A FLOATING NEEDLE?

A floating needle is a rhythmic sweep of the dial at a slow, even pace of the needle.

That's what an F/N is. No other definition is correct.

L. RON HUBBARD

Founder

for the

BOARDS OF DIRECTORS of the
CHURCHES OF SCIENTOLOGY

BDCS:LRH:pb.lfg



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 SEPTEMBER 1966

Remimeo

ARC BREAK NEEDLE

The needle of a preclear with an ARC Break may be dirty, stuck or sticky, but may also give the appearance of FLOATING. This is not a Release point however, as the pc will be upset and out of comm at the same time. The auditor must observe the preclear and determine which it is.

L. RON HUBBARD

Founder

LRH:lb-r.cden



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 DECEMBER 1976RA

Remimeo

REVISED 7 JULY 1978

All Auditors

RE-REVISED 18 SEPTEMBER 1978

All Interne

(Revisions in this type style)

Supervisors

All C/Ses

URGENT – IMPORTANT

C/S Series 99RA

SCIENTOLOGY F/N AND TA POSITION

Through verbal tech just located, it has been found that some auditors have been ordered to disregard all F/Ns that were above 3.0 or below 2.0 on the meter.

Auditors have also called F/Ns which were ARC break needles, thus falsely indicating to the pc.

These two actions – disregarding actual F/Ns because the TA was not between 2.0 and 3.0 and calling “F/Ns” that were actually ARC break needles – have upset many preclears.

The outnesses here are: A. not considering pc indicators as senior and B. not noting pc indicators when calling an F/N and C. ignoring and giving junior importance to the technology covered in false TAs. (See list of references at end of this HCOB or the Subject Index of the HCOB Volumes.)

Auditors have even been led to falsify worksheets (giving TA as in range when it actually was not when calling an F/N) because they might “get in trouble” for calling an F/N in the wrong range, such as 1.8 or 3.2.

The CORRECT procedure for out of range F/Ns is:

1. Look at the pc's indicators.
2. Call the F/N regardless of its range.
3. Mark down the ACTUAL TA position.
4. Handle the false TA at the earliest opportunity when it will not intrude into the current cycle on which the pc is being audited. (You don't interrupt a Quad R3RA, for instance, to handle false TA; you complete it and then, when directed by the C/S, you handle the false TA.)
5. On any pc you suspect has had his F/Ns disregarded because of false TA, you C/S for and get run a repair and rehab of this error.

E-Meter cans can monitor or change TA position when the palms are too dry or too wet or when the cans are too big or too small or when the wrong hand cream is used. The E-Meter does not read on hand moisture alone as was long believed by people in electronics. But TA depends upon resistance to electrical current in the palms, leads, and meter as well as its main resistance which happens to be mental masses or lack of them.



To simply tell some interne "Always disregard an F/N not in correct range" is to set him up for loses and set the pc up for crashes. The correct information is that an F/N which isn't in range is accompanied by pc indicators that indicate whether it is an F/N or not. AND indicates you better get the false TA handled fast as soon as it won't interrupt the current cycle. AND you always note where it F/Ned so the C/S can C/S for false TA handling.

Where an ARC break needle (which looks like an F/N) is observed, whether it is in range or out of range (2.0 to 3.0 or below 2.0 or above 3.0) you LOOK at the pc and establish the pc's indicators before falsely calling an F/N. A pc who is about to cry is NOT an F/Ning pc and if you indicate an F/N to that pc you will further the ARC break and suppress the emotional charge that is about to come off.

REPAIR

Where the above matters have not been fully understood and errors have occurred on pcs, it must be assumed that:

1. Auditors have falsified their worksheets as to TA position and thus built up withholds and made themselves blowy.
2. That every pc who has ever had high or low TA trouble has had F/Ns disregarded and ARC break F/Ns falsely indicated.
3. That a briefing and drilling of all internes and auditors must occur on this HCOB.
4. That a brief program of clean-up of disregarded F/Ns and falsely called ARC break F/Ns be done on every pc.
5. That every such pc be considered as having false TA troubles and these must be C/Sed for and corrected.
6. That all auditors and internes be drilled on all HCOBs relating to pc indicators.

SAMPLE CLEAN-UP C/S

Disregard TA position, use only F/Ns and pc indicators in doing this C/S.

1. It has been found that some of your F/Ns (release points) may have been disregarded by past or present auditors.
2. Have you ever felt an F/N (release point or end of an action) had been bypassed on your case? . . .
3. Find and rehab the . . . overrun of the release point to F/N. Check for any other bypassed F/Ns and rehab them.
4. Have you ever felt an F/N should not have been indicated by the auditor when it was? . . .
5. Find the . . . point and get in Suppress on it and complete the action. Check "Are there any other F/Ns which should not have been indicated by the auditor when they were?" and handle as above.
6. Find and run the ARC breaks bypassed, with ARC break handling.
7. Find and handle the false TA in totality.

DIANETIC F/Ns

An F/N seen by the auditor in running R3RA is not called until the full Dianetic EP is reached.

An auditor running R3RA is NOT looking for F/Ns. He is looking for the postulate which is sitting at the bottom of the chain he is running.

The EP of a Dianetic chain is always always always the postulate coming off.



SOLO COURSE - PART I

The postulate is what holds the chain in its place. Release the postulate and the chain blows. That's it.

The auditor must recognize the postulate when the pc gives it, note the VGIs, call the F/N and end off auditing that chain.

An F/N seen as the incident is erasing is not called.

The pc does not have to state that the incident has erased. Once he has given up the postulate, the erasure has occurred. The auditor will see an F/N and VGIs. NOW the F/N is called. F/Ns are not indicated until the EP of postulate off, F/N and VGIs is reached.

It's the postulate – not the F/N that we are going for in New Era Dianetics.

POWER F/Ns

F/Ns are disregarded in Power.

Each Power Process has its own end phenomena and is ended only when that is obtained.

REFERENCE HCOBs FOR FALSE TA

1. HCOB 24 Oct 71R FALSE TA
2. HCOB 15 Feb 72R FALSE TA ADDITION 2
3. HCOB 12 Nov 71RA FALSE TA ADDITION
4. HCOB 18 Feb 72R I FALSE TA ADDITION 3
5. HCOB 21 Jan 77RA FALSE TA CHECKLIST
6. HCOB 23 Nov 73RA DRY AND WET HANDS MAKE FALSE TA
7. HCOB 23 Apr 75R VANISHING CREAM AND FALSE TA

PC INDICATORS HCOBs

1. HCOB 29 Jul 64 GOOD INDICATORS AT LOWER LEVELS
2. HCOB 28 Dec 63 INDICATORS PART ONE, GOOD INDICATORS
3. HCOB 23 May 71R RECOGNITION OF RIGHTNESS OF THE BEING Issue VIII Rev. 4.12.74
4. HCOB 22 Sep 71 THE THREE GOLDEN RULES OF THE C/S HANDLING AUDITORS
5. HCOB 21 Oct 68R FLOATING NEEDLE

L. RON HUBBARD

LRH:nt.rb.dr



SOLO COURSE - PART I

Remimeo
Tech/Qual
All Levels
All Auditors
All Supervisors
All Internships
All C/Ses
Tech Checksheets
Examiners
Ethics Officers

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 DECEMBER 1980

FLOATING NEEDLE AND TA POSITION MODIFIED

This bulletin carries further the data given in *HCOB 10 Dec. 76RB C/S Series 99RB Rev. 25.5.80 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.



SOLO COURSE - PART I

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.

L. RON HUBBARD

Founder

LRH:nc



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 in the pc and meter which show that a chain or process is ended". It shows in Dianetics that basic on that chain and flow has been erased, and in Scientology that the pc has been released on that process being run. A new flow or a new process can be embarked upon, of course, when the END PHENOMENA of the previous process is attained.

DIANETICS

Floating needles are only ONE FOURTH OF THE END PHENOMENA in all Dianetic auditing.

Any Dianetic auditing below Power has FOUR DEFINITE REACTIONS IN THE PC WHICH SHOW THE PROCESS IS ENDED.

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.



SOLO COURSE - PART I

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

LRH:jz.ei.rd

[This HCO B is referred to in HCO B 21 March 1974, End Phenomena, Volume VIII, page 272.]



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Remimeo

Saint Hill Manor, East, Sussex

Qual Divs

HCO BULLETIN OF 18 APRIL 1968

Rev

AOs

OT Study Materials

NEEDLE REACTIONS ABOVE GRADE IV

In doing Green Forms or Analysis Lists on any Clears (but not in nulling) or doing them on most cases above 5 and some cases below it, there are 2 different E-Meter needle phenomena which have to be given attention:

1. As a Clear's postulates read as a surge, usually fairly long (over 1"), "No" can read if the pc says it to himself as an answer to a question asked.

A read, therefore, does not mean invariably "yes" or that the question is charged. All it means is that the Meter has read.

The Auditor must now find out what the read was before determining he should do something about that portion of the Green Form or List. One doesn't just assume the read was "yes".

One asks about the read as a general rule, not assuming at once the thing asked was charged.

Example –

Auditor: "Do you have a missed withhold?" Meter surges.

Auditor: "What was that?"

Pre OT: "I thought No I don't."

Auditor: "OK. Do you have a missed withhold?"

Pre OT: "No." – Meter didn't read.

Auditor: "Anything suppressed-asserted-protested-invalidated. OK that's clean."

Ticks (1/8 inch) often mean something is there. A Pre OT's postulates have greater length when they surge.

It is not important how you handle this phenomena of postulate or to-oneself-comment by a high level case. It is important that the Auditor does not hang the case with a wrong adjudication of what's wrong by thinking every *surge* means "yes" or that the question is charged because it surges. A question is charged only if it won't clean up with buttons until the action itself is taken.

A Pre OT, unlike pcs below Grades I or II, usually recognizes what is wrong as soon as it is mentioned. He or she is more aware.

2. A response like a brief dirty needle on a Pre OT means "No" always.

So there is a certain and trustworthy negative to be had on a Pre OT.

A real dirty needle is constant and continues. The same small jerky needle action on a person Grade 5 or above means "No!" or that the question is negative.

On pcs below 5 it means a withhold or an ARC break or almost anything and is of course continuous.

L. RON HUBBARD

Founder

LRH:jc.rd



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 10 DECEMBER 1965

Remimeo

Academy Tech Division

Students

E-METER DRILL COACHING

The following was submitted by Malcolm Cheminais, Supervisor on the Saint Hill Special Briefing Course.

Here are some observations I have made on the coaching of E-Meter drills, which I feel could be of use:

1. The coach's needle is dirty. The student's out comm cycle has cut his comm in some way, but PRIOR to that the coach failed to flunk the part of the comm cycle that went out.
Correct flunking by coaches equals students with no dirty needles.
2. If a coach's TA starts climbing on a drill and the needle gets sticky, it means that the student's comm cycle has dispersed him and pushed him out of PT. The coach is either (1) not flunking at all (2) flunking the incorrect thing.
3. The correct flunking by the coach of an out comm cycle, which has dispersed him and pushed his TA up, will always result in a TA blow down. If there is no blow down, the coach has flunked the wrong thing.
4. Needle not responding well and sensitively on assessment drills, although the needle clean. Coach has failed to flunk TR 1 (or TR0) for lack of impingement and reach.
5. Coach reaching forward and leaning on the table, means TR I is out with the student.
6. Student asking coach for considerations to get TA down, but TA climbing on the considerations - the coach is cleaning a clean, instead of flunking the out comm cycle, which occurred earlier and pushed his TA up.
7. Student getting coach's considerations off to clean the needle, but needle remaining dirty-student is cutting the coach's comm while getting the considerations off and the coach is not picking this up.
8. Student's shouting or talking very loudly on assessment drills to try and get the Meter to read by overwhelm. The reason for this is invariably - "but I'm assessing the bank!" They haven't realized that banks don't read, only thetans impinged upon by the bank - therefore the TR 1 must be addressed to the thetan. The meter responds proportionately to the amount of ARC in the Session.

L. RON HUBBARD

LRH:emp.rd
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HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 25 MAY 1962

Central Orgs

Franchise

**E-METER
INSTANT READS**

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

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

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

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

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

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

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

Example: „Have you ever injured dirty pigs?”

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

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

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

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

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

Paying attention to minor thought reads gives us laughable situations as in the case, written in 1960, of „getting P.D.H.ed by the cat”. By accepting these prior reads one can prove anything. Why? Because Pain and Drug and Hypnosis are minor thoughts within the major thought: „Have you ever been P.D.H.ed by a cat?” The inexpert auditor would believe such a silly thing had happened. But notice



that if each minor thought is cleaned out of the major thought it no longer reacts as a whole fact. If the person on the meter had been P.D.H.ed by a cat, then only the discovery of the origin of the whole thought would clean up the whole thought.

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

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

There is a package rudiment question in the half truth, etc. We are doing four rudiments in one and therefore have four major thoughts in one sentence. This packaging is the only apparent exception but is actually no exception. It's just a fast way of doing four rudiments in one sentence.

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

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

The reactive mind is composed of:

1. Timelessness.
2. Unknownness.
3. Survival.

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

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

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

Only reactive thoughts react instantly.

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

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

The exceptions to this rule are:

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

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

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



SOLO COURSE - PART I

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

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

L. RON HUBBARD

LRH:jw.rd

[HCO B 21 July 1962, Instant Reads, adds to this HCO B.]



HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 8 JUNE 1961R

REVISED 22 FEBRUARY 1979

Remimeo

Tech

Qual

(Revisions in this type style)

E-METER WATCHING

ARE YOU WAITING FOR THE METER TO PLAY DIXIE?

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

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

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

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

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

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

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

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

That's why you never run what the pc says. You run *only* what the meter says. Example: pc is *sure* his current general Prehav Level that should be run now is "Order or Command." "Order" rapidly vanishes. "Command" follows suit. CONQUER stays in. This is an actual example. I just assessed it a few minutes ago on a pc who is in pretty good shape. He didn't like CONQUER. He said Order and Command were long track. Somebody running a Q and A on his assessment would have said, perhaps, the pc knows best, so we'll run Order. Even if it doesn't fall. But when I said it was CONQUER that we were going to run as only *it* now fell, the pc sighed and gave in. Finding the Conquer level questions produced a very responsive meter needle. It was wrong with the pc because he didn't know about it. It was part of his reactive mind. Order and Command were analytical



SOLO COURSE - PART I

responses prompted by an entirely different thing CONQUER. If Order or Command had been run the pc would have had a lot of auditing time wasted on him.

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

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

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

1. The pc does not have to be given a chance to think before the needle responds.
2. The pc does not have to answer or say one word to make the needle respond.
3. All needle response is reactive.
4. There is no time in the reactive mind.
5. If the pc knew what was wrong with him it wouldn't be wrong.
6. Only the meter knows.
7. The auditor has more control over the pc's reactive mind than the pc since the pc is influenced by the reactive mind responses and the auditor is not so influenced.

The meter responds instantly. The reaction you will get on the needle starts to occur on the needle *instantly* after you utter it.

There is no need to sit there afterwards waiting for the needle to respond again, for it won't until you push that button again.

The only wait is caused by letting the needle come back at the end of a fall. This may take one second.

Therefore: TO WAIT MORE THAN ONE SECOND BEFORE UTTERING THE NEXT WORD ON THE LIST IS A COMPLETE WASTE OF AUDITING TIME.

All the response you want will begin to occur instantly after you utter a goal, terminal, level or security question. Thus the maximum time between questions on the Prehav Level is at most a three-second interval of silence while you digest the data.

Further, on an assessment for a Prehav run on the General Scale (as in Routine 2, HCOB 5 June 1961), you do not now say, "Do you..." or any other dunnage. You just say the level itself, note response, put a pencil point down on the level if it responds, say the next word, etc., etc. Takes about 5 minutes to run the Primary Scale up and down to find its level. You start at the bottom. You just say the word. If it responds you dot the sheet (using different symbols to tell them apart like dots, X's, lines). Then go back down the scale touching only those you marked going up. Add another dot if they still fall or react. Then play off those left one against the other, saying a level only once each time. The remaining level is now the only one that reacts. So you assemble your 5-way bracket and carry on with auditing.

The pc doesn't have to say a word throughout the whole assessment. You can even ask him politely not to, as breath going in and out in speech can vibrate the needle.

When you assess over into the Secondary Scale of the level you found, you do exactly the same as above. You read them all off once, then only those that reacted, eliminate them and you've got it. (And, by the way, if you go over the Secondary Scale, you then don't only run levels on that Secondary forever; in each new assessment you use the Primary Scale again to find a new Secondary Level to assess.)



SOLO COURSE - PART I

This is also true of a Joburg. If you're going to get a reaction on the needle, it will come fast. No waiting. If you get a reaction you clear that reaction, not the pc's whole life. The moment the needle is null, you go on to the next question. Of course, in a Joburg, the pc talks. He better!

All auditing actions except the CCHs are now done in Model Session.

And all auditing actions and questions are done effectively, neither frantically rushed nor slowly.

So it boils down to this. Weeks can be added to Joburgs and assessments if you think you have to wait for a needle response.

What are you waiting for? The whole action only requires a second.

Don't wait for the E-Meter to play Dixie. It was made in the Nawth.

L. RON HUBBARD

Founder

LRH:imj.rd.jk

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SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 5 AUGUST 1978

Remimeo

Ref: HCOB 28 Feb 71	C/S Series 24 METERING READING ITEMS
HCOB 8 Apr 78	AN F/N IS A READ
E-Meter Essentials,	page 17 (ROCK SLAM)
HCOB 18 Jun 78	NED Series 4 ASSESSMENT AND HOW TO GET THE ITEM

INSTANT READS

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

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

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

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

L. RON HUBBARD

Founder

LRH:dr



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 APRIL 1969

Remimeo

Dn Checksheet

ASSESSMENT AND INTEREST

An assessment consists simply of calling off the items the pc has given and marking down the reads that occur on the meter. The pc is not required to comment during this action and it is better if he does not.

This action is called „Assessment for Longest Read”. It is used mainly in Dianetics.

There are two Scientology assessments which are differently done. These are „Assessment by Elimination” and „Listing and Nulling”. They are not used in Dianetics. One does not mix the three types.

In Dianetic Assessment by Longest Read one uses these symbols:

X	-	didn't read
Tick	-	small jerk of needle
SF	-	Small Fall (a quarter to half an inch)
F	-	Fall (about one to 2 inches)
LF	-	Long Fall (2 to 3 inches)
LFBD	-	Long Fall followed by a „blow down” or TA motion downward.

All falls are to the right. A „BD” is a Tone Arm motion to the left made to keep the needle on the dial.

The favoured action for an item is an LFBD and if one item on the list does so, that is it without any further assessment.

The reason one assesses is that IF AN ITEM DOES NOT READ ON THE METER WHEN ASSESSED IT IS BEYOND THE PC'S LEVEL OF AWARENESS.

It is very unwise and unsafe to try to run a somatic which has not read on the list. It will be beyond the pc's reality and beyond his awareness and will result in overwhelming him.

That an item reads guarantees that the pc will be able to confront and erase the chain. So that an item reads well is a guarantee that the pc can handle it and will not get in too deep for him.

The exception to this is a PROTEST read. An item, possibly already run, is seen to read. The pc frowns. He is protesting and the meter is registering protest, not the item. One never runs a pc against his protest. To do so will overwhelm him and give a bad result. A protest almost never blows down the TA.

To be *sure* that the item is right, one usually asks the pc if he is interested in the item chosen.

If the pc says no, he doesn't want to run it, this is a protest read.

One then picks the second best reading item on the assessment already done and checks that with the pc for interest. The pc will usually be interested in it.



SOLO COURSE - PART I

The pc can almost always be counted on to be interested in any item that gives a LFBD.

One *never* simply asks the pc which on the list he is interested in as „an assessment” as it will be found the pc simply chooses at random and may choose a null item. The result may be a very unsuccessful session.

An auditor may sometimes be astonished by what reads. The pc, let us say, obviously has a broken leg but what reads is an earache. One runs what reads, not what the auditor knows should be run. A „know best” in an auditor can be a fatal fault.

On a second or third assessment, items which were at first null or reading poorly will be found to „come alive” and read well. The pc, by being audited, has had an increase of ability to confront and, if the auditing is standard, an increase in confidence. The result is that items beyond his reach previously (and did not read well) are now available and can be run easily.

The E-Meter measures the awareness depth of the pc. On things which do not read on assessment you would find his reality poor. Things that read well on assessment will be found to be things on which a pc has a high reality and a high interest level.

Only if pushed to audit without a meter could an auditor assess by interest only. There is no real excuse for it if one has an E-Meter.

Auditing without a meter is a chancy activity.

Good assessment by longest read is the best entrance to a successful session.

The same list will serve for the next item to be run and should be used rather than just asking the pc.

L. RON HUBBARD

Founder

LRH:cs.ci.rd



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 22 JULY 1978

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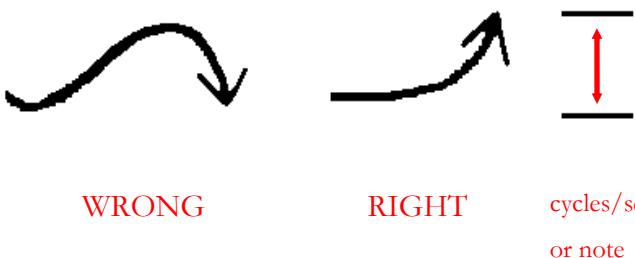
All Auditors

ASSESSMENT TRs

The right way to do an assessment is to ask the pc the question in a *questioning* tone of voice.

In assessing, some auditors have made assessment questions into statements of fact, which of course is a cousin to evaluation.

A downcurve at the end of an assessment question contributes to making it a statement. Questions should go up at the end.



A remedy for this is to record ordinary conversation. Ask some normal questions and make some normal statements and you will find that the voice tone rises on a question and goes down on a statement.

Assessing with a statement's tone of voice instead of a questioning tone of voice results in evaluation for the pc. The pc feels accused or evaluated for rather than assessed and an auditor can get a lot of false and protest reads.

It's all tone of voice. Auditors have to be drilled in asking questions. Assessment questions have an upcurve at the end.

Get it?

Then drill it.

L. RON HUBBARD

Founder

LRH:lfg



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 JULY 1970

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E-Meter Literature

SOLO CANS

I have worked out more ideal Solo electrodes for the E-Meter – "cans".

The basic trouble with a single-hand electrode is that it gives a falsely higher TA which can be very alarming.

The Tone Arm range on the Meter should be between 2.0 and 3.0 for a floating needle to be valid. This is when two regulation electrodes (steel soup cans) are employed.

When you use only one electrode, holding it in the left hand if you are right-handed, the TA can read as high as 4.0 when it is actually 3.0. Also a TA at 1.7 can read as 2.5!

Single-hand electrodes are almost as old as the modern meter. An aluminum tea ball with an insulator between the screw threads served in the earliest models, an electrode leading to each half.

Two stainless steel pipe sections about an inch in diameter, separated in the middle by a rubber ring, with an electrode to each end was a single-hand electrode version which came down to modern times.

There were no further developments of any lasting value on this problem of single-hand electrodes until a few months ago.

The problem in Solo Auditing is of course that if you held electrodes in both hands you couldn't write or work the meter at the same time. BUT a single-hand electrode gives the wrong TA even if it does give the right needle reads (which it does). To get the right TA then one must unplug the single-hand electrode and plug in the two-hand electrode. In this operation the TA can change and the wires get tangled. This commotion is of course distracting.

What I worked out was a two-can electrode that became a single-hand electrode at once.

You take 2 small juice or vegetable steel cans with their tops neatly removed. They must be the paper label, not the painted kind of course.

The size required is 2 1/8 inches diameter at the rim (that is about 54 millimeters). The length is 3 3/4 inches (which is about 95 millimeters).

You then take a piece of soft sponge or foam rubber about 3/8 inches thick (about 10 mm). You cut a circular piece of sponge rubber about 2 3/8 inches (about 60 mm). It is just slightly larger than the can diameter.

You glue this sponge or foam rubber circle to the closed end of one can but not to the other.

Snap the electrode wires into the open ends of the cans. You now have to all requirements a two-can electrode setup, with the difference that one can's base has a rubber pad on it. Holding these one in each hand gives you the 2-can more correct TA read.



By putting the closed base of one can against the grubbier pad on the other can, taking them in one hand (two fingers on each can as you hold them) you have a single-hand electrode.

In an instant you can take them in two hands and get the correct TA (adjusting the Tone Arm with a knuckle or finger tip). Taking them back in one hand and resetting the TA you again have your single-hand read.

In using this system you should change your notation to an indication of whether it is a one-hand or two-can read (to save your Case Supervisor from heart failure).

The new notation is as follows: 3.75 (1) 2.9 (2). It doesn't mean you always use both reads. You add the brackets and a 2 or 1 to show whether it's a double or single (2) or (1) read. At session start and at end you always give both, i.e. 3.5 (1) 2.5 (2). And at the end you give a trim check like 1.9 = 2.0 (done by unplugging the electrodes from the meter for an instant and putting the needle at set and reading what the TA is). It should be 2.0 but often has drifted to 1.9 or 2.1. That verifies all reads.

STANDARD ELECTRODES

A standard can is about $2 \frac{3}{4}$ inches (69 mm) diameter by about $4 \frac{1}{2}$ or 5 inches (114 mm or 127 mm) long.

Steel soup or vegetable cans, unpainted, tops cleanly removed, label and glue washed off, tin plated or not, have been standard for many years. It is with these that calibration has been done.

It is amusing that I had to work hard on electrodes to get the first meters to work at all. Everything got tried. Steel rods, aluminum (aluminium) tea balls, metal pads, metal straps, you name it. The only one that works consistently is the good old common kitchen variety soup can. It's amusing to see efforts to „improve our electrodes”. Other versions have all been tried and failed and every few years we have to have a soup can revival campaign to get people back to standard reads.

The smaller juice can as described for the single-hand electrode does not give the exact read as the standard cans when used as a two-can electrode. So the smaller can shouldn't be used by Examiners. You can check the difference if you like between these two can sizes.

But the standard cans are too big as a one-hand to be held comfortably in most people's left hand. The difference is not great enough to worry anyone in normal auditing.

SMALL HANDS

People with small hands or children can't cope at all with a standard can.

The size given for the single-hand ($2 \frac{1}{8}$ " x $3 \frac{3}{4}$ ") is more suitable for them.

For very little children, two Kodak 35 mm unpainted cassette cans from any photo shop will serve admirably.

These two 35 mm cassettes fixed with a rubber pad on the bottom of one as described for the single-hand electrode above will serve a child as a one-hand electrode.

SHORTING

The whole trick in preparing two separate cans to be held as a single-hand is to make sure that when you put the bottoms together they don't short. They can cause a „rock slam” or a sudden fall if the metal of the cans touch. Thus the glued-on rubber pad must be a bit bigger than the can diameter and thick enough so it doesn't press through.

Old setups were bolted together and couldn't be separated easily for two-can reads. These two cans are loose from each other.

A drawing of the setup done by Richard Gorman is illustrative.



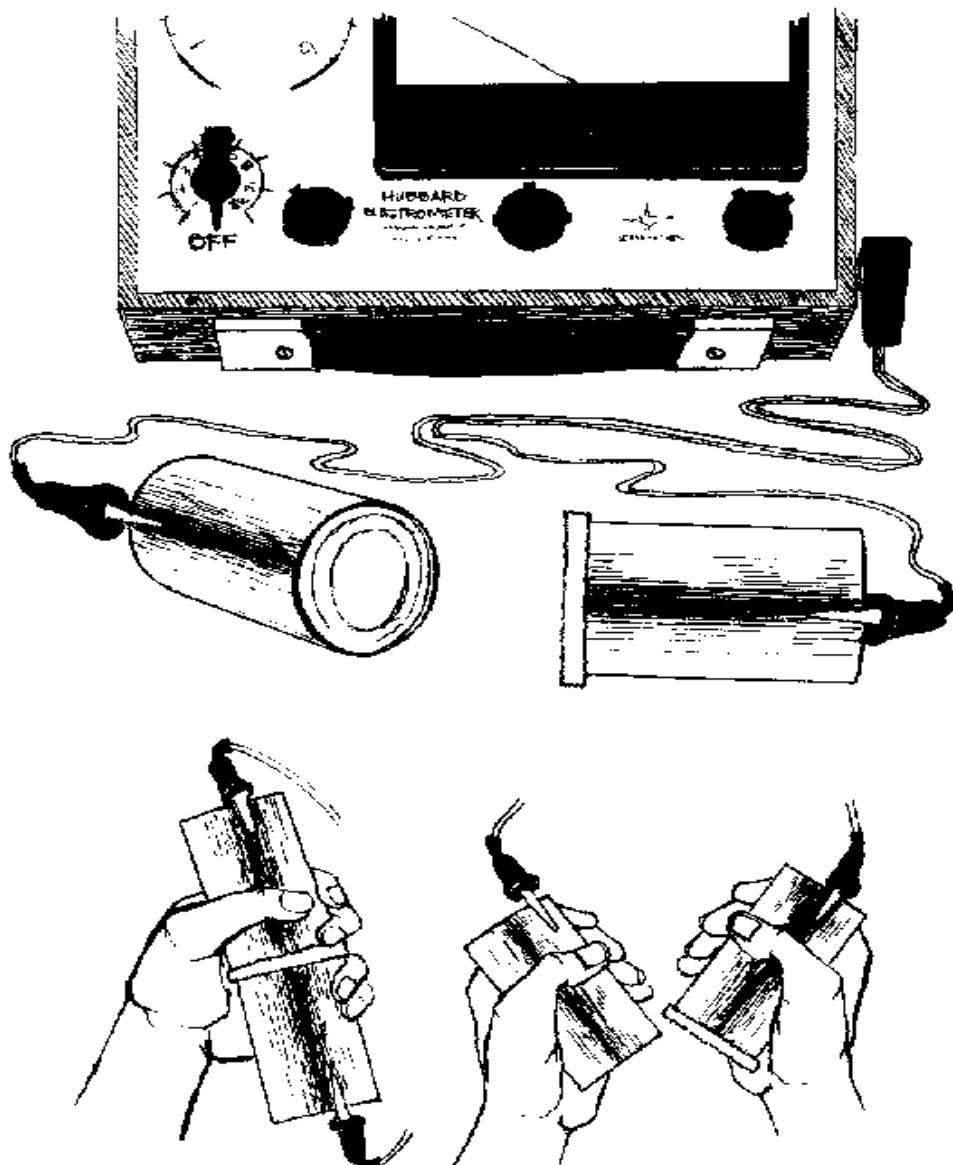
SOLO COURSE - PART I

Important note: The smaller cans can give a falsely low TA read being small. If you get such a read, have two large standard cans handy to snap onto the leads and check. Will save heart failure at seeing 1.7 for two-can read!

L. RON HUBBARD

LRH:sb.rd

Founder





SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 FEBRUARY 1971

Remimeo

HGCAuditor Checksheet

C/S Series 24

Academy Level 0
Checksheet

Dn Cse Checksheet

IMPORTANT

FOR LRH COMM
COMPLIANCE

METERING READING ITEMS

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

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

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

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

1. An Item or Question is said to "Read" when the needle falls. Not when it stops or slows on a rise. A tick is always noted and in some cases becomes a wide read.
2. The read is taken when the pc first says it or when the question is cleared. THIS is the valid time of read. It is duly marked (plus any blow down). THIS reading defines *what* is a *reading item or question*. CALLING IT BACK TO SEE IF IT READ IS NOT A VALID TEST as the surface charge may be gone but the item or question will still run or list.
3. Regardless of any earlier statements or material on READING ITEMS, an item does not have to read when the auditor calls it to be a valid item for running engrams or listing. The test is did it read when the pc first said it on originating it or in Clearing it?
4. That an item or question is marked as having read is sufficient reason to run it or use it or list it. Pc Interest, in Dianetics, is also necessary to run it, but that it did not read *again* is no reason to not use it.
5. When listing items the auditor must have an eye on the meter NOT necessarily the pc and must note on the list he is making the extent of read and any BD and how much. THIS is enough to make it a "reading item" or "reading question".
6. In Clearing a listing Question the auditor watches the meter, NOT necessarily the pc and notes any read while clearing the question.
7. An additional calling of the item or question to see if it read is unnecessary and not a valid action if the item or question read on origination or Clearing.
8. That an item is marked as having read on an earlier Dianetic list is enough (also checking interest) to run it with no further read test.



SOLO COURSE - PART I

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

EYESIGHT

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

GLASSES

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

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

WIDE VISION

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

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

CONFUSIONS

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

NO READ

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

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

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

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

IMPORTANT

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

L. RON HUBBARD

LRH:nt.rd

Founder



SECTION SIX - MODEL SESSION AND RUDIMENTS

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 11 AUGUST 1978

Issue II

Remimeo

All Auditors

(Cancels BTB 18 Nov 68R, MODEL SESSION)

MODEL SESSION

(Note: If a Dianetic or Level 0, I, II auditor is not trained in flying rudiments he would have to get a Level III (or above) auditor to fly the pc's ruds before starting the major action of the session.)

1. Setting Up for the Session

Prior to the session the auditor is to make sure the room and session are set up, to ensure a smooth session with no interruptions or distractions.

Use HCOB 4 December 1977, "Checklist for Setting Up Sessions and An E-Meter," getting in every point of the checklist.

The pc is seated in the chair furthest from the door. From the time he is asked to pick up the cans he remains on the meter until the end of the session.

When it is established there is no reason not to begin the session the auditor starts the session.

2. Start of Session

The auditor says: "This is the session." (Tone 40.)

If the needle is floating and the pc has VGIs, the auditor goes directly into the major action of the session. If not, the auditor must fly a rud.

3. Rudiments

Rudiments are handled per HCOB 11 August 1978, Issue I, "Rudiments, Definitions and Patter."

(If the TA is high or low at session start, or if the auditor cannot get a rud to fly, he ends off and sends the pc folder to the C/S. A Class IV auditor (or above) may do a Green Form or another type of correction list.)

When the pc has F/N, VGIs the auditor goes into the major action of the session.

4. Major Action of the Session



- a) R-Factor to the pc. The auditor informs the pc what is going to be done in the session with:
"Now we are going to handle."
- b) Clearing commands. The commands of the process are cleared per HCOB 9 August 1978 Issue II, "Clearing Commands."
- c) The process. The auditor runs the process or completes the C/S instructions for the session to end phenomena.

In Dianetics, the end phenomena would be: F/N, erasure of the chain, cognition, postulate (if not voiced in the cognition) and VGIs.

In Scientology processes, the end phenomena is: F/N, cognition, VGIs. The Power Processes have their own EP.

5. Havingness

When Havingness is indicated or included in the C/S instructions, the auditor runs approximately 10 to 12 commands of the pc's Havingness Process to where the pc is bright, F/Ning and in PT. (Note: Havingness is never run to obscure or hide the fact of failure to F/N the main process or an auditing or Confessional question.)

(Ref: HCOB 7 August 78, "Havingness, Finding & Running The Pc's Havingness Process.")

6. End of Session

- a) When the auditor is ready to end the session he gives the R-Factor that he will be ending the session.
- b) Then he asks: "Is there anything you would care to say or ask before I end this session?" Pc answers. Auditor acknowledges and notes down the answer.
- c) If the pc asks a question, answer it if you can or acknowledge and say, "I will note that down for the C/S."
- d) Auditor ends the session with: "End of session." (Tone 40.)

(Note: The phrase "That's it" is incorrect for the purpose of ending a session and is not used. The correct phrase is "End of Session.")

Immediately after the end of session the auditor or a Page takes the pc to the pc Examiner.

L. RON HUBBARD

Founder

LRH:nc



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 11 AUGUST 1978

Issue I

Remimeo

All Auditors

RUDIMENTS DEFINITIONS AND PATTER

(Ref: HCOB 15 Aug 69, FLYING RUDS)

(NOTE: This Bulletin in no way summarizes all the data there is to be known about ARC breaks, PTPs and missed withholdings, or handling rudiments.

There is a wealth of technology and data on these subjects contained throughout the Technical Volumes and in Scientology books which the student auditor will need as he progresses up the levels.)

A rudiment is that which is used to get the pc in shape to be audited in that session.

For auditing to take place at all the pc must be in session which means:

1. Willing to talk to the auditor
2. Interested in own case.

That is all you want to accomplish with rudiments. You want to set up the case to run by getting the rudiments in, not use the rudiments to run the case.

ARC breaks, present time problems and withholdings all keep a session from occurring. It is elementary auditing knowledge that auditing over the top of an ARC break can reduce a graph, hang the pc up in sessions or worsen his case, and that in the presence of PTPs, overts and missed withholdings (a restimulated undisclosed overt) no gains can occur. Thus these are the rudiments we are most concerned with getting in at the beginning of a session so that auditing with gains can occur.

GETTING THE F/N

If you know bank structure you know it is necessary to find an earlier item if something does not release.

If a rud doesn't F/N then there is an earlier (or an earlier or an earlier) lock which is preventing it from F/Ning.

Thus we have the procedure and the rule:

IF A RUD READS YOU ALWAYS TAKE IT EARLIER SIMILAR UNTIL IT F/Ns.

The question used is:

"Is there an earlier similar (ARC break) or (problem) or (missed withhold)?"

If at the beginning of a session the rudiments are in (the needle is floating and the pc is VGIs), the auditor goes directly into the major actions of the session. If not, the auditor must fly a rud or rud, as ordered by the C/S.



ARC BREAKS

ARC: A word from the initial letters of Affinity, Reality and Communication which together equate to Understanding.

ARC BREAK: A sudden drop or cutting of one's affinity, reality or communication with someone or something. Upsets with people or things come about because of a lessening or sundering of affinity, reality, communication or understanding.

While the earlier similar rule fully applies to ARC breaks, there is an additional action taken in handling ARC breaks that enables the pc to spot precisely what happened that resulted in the upset.

An ARC break is called that—an “A-R-C break”—instead of an upset because, if one discovers which of the three points of understanding have been cut, one can bring about a rapid recovery in the person's state of mind.

You never audit over the top of an ARC break, and you never audit an ARC break itself; they cannot be audited. But they can be assessed to locate which of the basic elements of ARC the charge is on.

Thus to handle an ARC break you assess affinity, reality, communication and understanding to find which of these points the break occurred on.

Having determined that, you assess the item found (A or R or C or U) against the Expanded CDEI Scale (curious, desired, enforced, inhibited, no and refused). Ref: HCOB 13 Oct 59, DEI EXPANDED SCALE, Scientology S8. The Book of Basics, and HCOB 18 Sep 67, corrected 4.4.74, SCALES.

With this assessment the actual bypassed charge can be located and indicated even more accurately, thus enabling the pc to blow it.

The assessment is done on every ARC break as you go earlier similar until the rudiment is in with F/N and VGIs.

The first rudiment question is:

1. “Do you have an ARC break?”
2. If there is an ARC break, get the data on it briefly.
3. Find out by assessment which point the ARC break occurred on: “Was that a break in Affinity? Reality? Communication? Understanding?”

You assess it once and get the read (or the largest read) on, say, communication.

4. Check it with the pc: “Was that a break in (communication)? If he says no, rehandle. If yes, let him tell you about it if he wishes. Then give it to him by indicating it, i.e. “I'd like to indicate that was a break in communication.”

PROVIDED THE RIGHT ITEM HAS BEEN GOTTON, the pc will brighten up, even if ever so slightly, on the very first assessment.

NOTE: On Step 4 the pc may originate: “Yes, I guess it was communication but to me it's really more like a break in reality,” for example. The wise auditor then acknowledges and indicates it was a break in “reality.”



5. Taking the item found in Step 4 above, assess it against the CDEI Scale: “Was it:

- Curious about (communication)?
- Desired (communication)?
- Enforced (communication)?
- Inhibited (communication)?
- No (communication)?
- Refused (communication)?”

6. As in Steps 3 and 4 above, assess it once, get the item and check it with the pc: “Was it (desired) communication?”

If no, rehandle. If yes, indicate it.

7. If no F/N at this point you follow it earlier with the question:

“Is there an earlier similar ARC break?”

8. Get the earlier similar ARC break, get in ARCU, CDEINR, indicate. If no F/N, repeat Step 7, continuing to go earlier, always using ARCU, CDEINR until you get an F/N.

When you get the F/N and VGIs you have it.

PRESENT TIME PROBLEM

PROBLEM: A conflict arising from two opposing intentions. It's one thing versus another thing; an intention-counter-intention that worries the preclear.

PRESENT TIME PROBLEM: . . . A special problem that exists in the physical universe now, on which the pc has his attention fixed.

. . . Any set of circumstances that so engages the attention of the preclear that he feels he should be doing something about it instead of being audited.

A violation of “in session-ness” occurs when the pc’s attention is fixed on some concern that is “right now” in the physical universe. The pc’s attention is “over there” not on his case. If the auditor overlooks and doesn’t handle the PTP then the pc is never in session, grows agitated, ARC breaks. And no gains are made because he is not in session.

The second rudiment question is:

1. “Do you have a present time problem?”
2. If there is a PTP, have the pc tell you about it.
3. If no F/N take it earlier with the question:

“Is there an earlier similar problem?”

4. Get the earlier problem and if no F/N, follow it earlier similar, earlier similar, earlier similar to F/N.



MISSED WITHHOLDS

OVERT ACT: An intentionally committed harmful act committed in an effort to solve a problem.

. . . an act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics.

That thing which you do which you aren't willing to have happen to you.

WITHHOLD: An undisclosed harmful (contra-survival) act. Something the pc did that he isn't talking about.

MISSED WITHHOLD: An undisclosed contra-survival act which has been restimulated by another but not disclosed. This is a withhold which another person nearly found out about, leaving the person with the withhold in a state of wondering whether his hidden deed is known or not.

The pc with a missed withhold will not be honestly "willing to talk to the auditor" and, therefore, not in session until the missed withhold is pulled.

Missing a withhold or not getting all of it is the sole source of an ARC break. A missed withhold is observable by any of the following: pc not making progress, pc critical of, nattery or angry at the auditor, refusing to talk to the auditor, not desirous of being audited, boiling off, exhausted, foggy at session end, dropped havingness, telling others the auditor is no good, demanding redress of wrongs, critical of Scientology or organizations or people of Scientology, lack of auditing results, dissemination failures. (Ref: HCOB 3 May 62, ARC BREAKS, MISSED WITHHOLDS.) The auditor must not overlook any manifestations of a missed withhold.

Thus, if the pc has a missed withhold you get it, get all of it using the system described below, and use the same system on each earlier similar missed withhold until you get the F/N.

The third rudiment question is:

1. "Has a withhold been missed?"
2. If you get a missed withhold, find out:
 - (a) What was it?
 - (b) When was it?
 - (c) Is that all of the withhold?
 - (d) WHO missed it?
 - (e) What did (he/she) do to make you wonder whether or not (he/she) knew?
 - (f) Who else missed it? (Repeat (e) above).

Get another and another who missed it, using the Suppress button as necessary, and repeating (e) above.

3. Clean it to F/N, or if no F/N take it earlier similar with the question:

"Is there an earlier similar missed withhold?"

4. Handle each earlier similar missed withhold you get per Step 2 above, until you get an F/N.



SUPPRESS

If a rudiment doesn't read and is not F/Ning, put in the Suppress button, using: "On the question 'Do you have an ARC break?' has anything been suppressed?"

If it reads, take it and ask ARCU, CDEINR, earlier similar, etc.

Use Suppress in the same way for non-reading PTP and missed withhold rudi-ments.

FALSE

If the pc protests, comments, or seems bewildered put in the False button. The question used is:

"Has anyone said you had a when you didn't have one?" Get who, what, when and take it earlier, if necessary, to F/N.

END PHENOMENA

In ruds when you've got your F/N and that charge has moved off, indicate it. Don't push the pc on for some other "EP."

When the pc F/Ns with VGIs, you've got it.

HIGH OR LOW TA

Never try to fly ruds on a high or low TA.

Seeing a high or low TA at session start, the Dianetic or Scientology auditor up to Class II does not start the session but sends the folder back to the C/S for a higher classed auditor to handle. The C/S will order the required correction list to be done by an auditor Class III or above.

REFERENCES:	HCOB 15 Aug 69	FLYING RUDS
	HCOB 13 Oct 59	DEI EXPANDED SCALE
	HCOB 18 Sep 67	SCALES
	HCOB 7 Sep 64 II	ALL LEVELS, PTPS, OVERTS AND ARC BREAKS
	HCOB 12 Feb 62	HOW TO CLEAR WITHHOLDS & MISSED WITHHOLDS
	HCOB 31 Mar 60	THE PRESENT TIME PROBLEM
	HCOB 14 Mar 71R	F/N EVERYTHING
	HCOB 23 Aug 71	C/S Series 1 AUDITOR'S RIGHTS
	HCOB 21 Mar 74	END PHENOMENA



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HCOB 22 Feb 62 WITHHOLDS, MISSED & PARTIAL
HCOB 3 May 62 ARC BREAKS, MISSED WITHHOLDS

The above issues give further data on rudiments, ARC breaks, PTPs and missed withholds. Note, however, that this is not a complete list of references on the subject. There is much additional data to be found in the Technical Volumes.

L. RON HUBBARD

LRH:dr



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 12 FEBRUARY 1962

Sthil

CenOCon

HOW TO CLEAR WITHHOLDS AND MISSED WITHHOLDS

I have finally reduced clearing withhold to a rote formula which contains all the basic elements necessary to obtain a high case gain without missing any withhold.

These steps now become THE way to clear a withhold or missed withhold.

AUDITOR OBJECTIVE

The auditor's object is to get the pc to look so that the pc can tell the auditor.

The auditor's objective is *not* to get the pc to tell the auditor. If the pc is *in session* the pc will talk to the auditor. If the pc is not in session, the pc won't tell the auditor a withhold. I *never* have any trouble getting the pc to tell me a withhold. I sometimes have trouble getting the pc to *find out* about a withhold so the pc can tell it to me. If the pc will not tell the auditor a withhold (and the pc knows it) the remedy is rudiments. I always assume, and correctly, that if the pc knows about it the pc will tell me. My job is to get the pc to find out so the pc has something to tell me. The chief auditor blunder in pulling withhold stems from the auditor assuming the pc already knows when the pc does not.

If used exactly, this system will let the pc find out and let the pc get all the charge off of a withhold as well as tell the auditor all about it.

Missing a withhold or not getting all of it is the *sole source* of ARC break.

Get a reality on this now. All trouble you have or have ever had or will ever have with ARC breaky pcs stems only and wholly from having restimulated a withhold and yet having failed to pull it. The pc never forgives this. This system steers you around the rock of missed withhold and their bombastic consequences.

WITHHOLD SYSTEM

This system has five parts:

0. The Difficulty being handled.
1. What the withhold is.
2. When the withhold occurred.
3. All of the withhold.
4. Who should have known about it.

Numbers (2) (3) and (4) are repeated over and over, each time testing (1) until (1) no longer reacts.

(2) (3) and (4) clear (1). (1) straightens out *in part* (0).



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(0) is cleaned up by finding many (1)'s and (1) is straightened up by running (2) (3) and (4) many times.

These steps are called (0) Difficulty, (1) What (2) When (3) All (4) Who. The auditor must memorize these as What, When, All and Who. The order is never varied. The questions are asked one after the other. None of them are repetitive questions.

USE A MARK IV

The whole operation is done on a Mark IV. Use no other meter as other meters may read right electronically without reading *mental* reactions well enough.

Do this whole system and all questions at sensitivity 16.

THE QUESTIONS

0. The suitable question concerning the Difficulty the pc is having. Meter reads.
1. What. "What are you withholding about.....?" (the Difficulty) (or as given in future issues).
Meter reads. Pc answers with a w/h, large or small.
2. When. "When did that occur?" or "When did that happen?" or "What was the time of that?"
Meter reads. Auditor can date in a generality or precisely on meter. A generality is best at first, a precise dating on the meter is used later in this sequence on the same w/h.

3. All. "Is that all of that?" Meter reads. Pc answers.

4. Who. "Who should have known about that?" or "Who didn't find out about that?" Meter reads. Pc answers.

Now test (1) with the same question that got a read the first time. (The question for (1) is never varied on the same w/h.)

If needle still reads ask (2) again, then (3), then (4), getting as much data as possible on each. Then test (1) again. (1) is only *tested*, never worked over except by using (2), (3) and (4).

Continue this rotation until (1) clears on needle and thus no longer reacts on a test.

Treat every withhold you find (or have found) in this fashion always.

SUMMARY

You are looking at a preview of PREPARATORY TO CLEARING. "Prepclearing" for short. Abandon all further reference to security checking or sec checking. The task of the auditor in Prepclearing is to prepare a pc's rudiments so that they *can't* go out during 3D Criss Cross.

The value of Prepclearing in case gain, is greater than any previous Class I or Class II auditing.

We have just risen well above Security Checking in ease of auditing and in case gains.

You will shortly have the ten Prepclearing lists which give you the (0) and (1) questions. Meanwhile, treat every withhold you find in the above fashion for the sake of the preclear, for your sake as an auditor and for the sake of the good name of Scientology.



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(Note: To practise with this system, take a withhold a pc has given several times to you or you and other auditors. Treat the question that originally got it as (1) and clean it as above in this system. You will be amazed.)

LRH:sf.cden

L. RON HUBBARD



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 AUGUST 1969

Remimeo

Class VIII Chksht

Case Supervisors

Class VIIIs

FLYING RUDS

To clarify how to fly ruds:

If a rud reads, you get the data and then ask for earlier until you get an F/N.

If a rud doesn't read, put in Suppress and recheck. If it gets any comment, natter or protest or bewilderment, put in False and clean it.

To fly all ruds you ask for an ARC Brk, if no read, put in Suppress. If it reads take it, do ARCU CDEI Earlier ARCU CDEI Earlier until you get an F/N. Then do the same with PTP. Then with MW/Hs.

If in starting a rud does *not* read or F/N even if Suppress is put in go to the next rud until you get one that does read. Follow *it* earlier to F/N.

Then F/N the 2 that didn't read.

INCORRECT

To get a rud reading with or without Suppress and then fail to follow it earlier and to continue to call it and take only reads is incorrect.

CORRECT

If a rud reads you always follow it earlier until it F/Ns.

You do NOT continue to test it with a meter and do NOT leave it just because it fails to read again.

If a rud reads you clean it with earlier, earlier, earlier to F/N.

If a rud reads and the read is false you clean false.



There are TWO actions possible in flying ruds.

1. The rud is not out. If it didn't read you check suppress. If it read but is in any way protested you clean false.
2. The rud is out. You get the data, you follow it earlier earlier until it F/Ns. You do not continue to check it for reads.

GREEN FORM

This applies also to handling ruds on the Green Form.

ARC BREAK

If there is an ARC Break you get it, use ARCU and CDEI, indicate, then if no F/N you follow it earlier, get ARCU CDEI, indicate, if no F/N you get an earlier one on and on, always with ARCU CDEI until you get an F/N.

PTP

If you get a PTP you follow it earlier earlier earlier until you get an F/N.

MISSED WITHHOLD

If you get a withhold you find out WHO missed it, then another and another using Suppress. If protest you put in false. You will find these W/Hs also go earlier like any other chain but they don't have to.

MIXING METHODS

If you get a rud read and the pc gives you one you don't then check the read again. You get more until you get an F/N.

To get a rud answered and then check suppress and its read is mixing 1 and 2 above.

FALSE

”Has anyone said you had a.....when you didn't have one?” is the answer to protested ruds.

— — — — —

Any VIII should be able to fly any rud at will. The above clarifies HCOB and Tape data on this subject.



SOLO COURSE - PART I

L. RON HUBBARD

Founder

LRH: Idm.ei.rd

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HUBBARD COMMUNICATIONS OFFICE

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HCO BULLETIN OF 6 SEPTEMBER 1968

Class VIII

CHECKING FOR FALSE READS

When you check for earlier auditor false reads on a GF or rudiment type read:

When follow-up of the read seems to bog down, get nowhere and when pc has no answers.

When the pc protests, seems ARC Broken by the read or seems resigned.

When the pc starts to explain how the thing has been run before.

When there is protest or inval.

L. RON HUBBARD

Founder

LRH:jp.ts



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 MAY 1970

Remimeo

UNREADING QUESTIONS AND ITEMS

(With particular reference to doing
a Group Engram Intensive)

Never list a listing question that doesn't read.

Never prepcheck an item that doesn't read.

These rules hold good for all lists, all items, even DIANETICS.

A „tick” or a „stop” is not a read. Reads are small falls or falls or long falls or long fall blowdown (of TA).

A preclear's case can be gotten into serious trouble by listing a list that doesn't read or prepchecking or running an item that doesn't read.

On a list, this is the sort of thing that happens:

The List is „Who or what would fly kites?” The C/S has said to „List this to a BD F/N Item”. So the auditor *does* list it without checking the read at all. The list can go on 99 pages with the pc protesting, getting upset. This is called a „Dead horse list” because it gave no item. The reason it didn't was that the list question itself didn't read. One does an L4 on the pc to correct the situation and gets „Unnecessary action”.

On a list that is getting no item you don't *extend*. You correctly use L4 or any subsequent issue of it. If you extend a „dead horse list” you just make things worse. Use an L4 and it will set it right.

This weird thing can also happen. C/S says to list „Who or what would kill buffaloes?” The auditor does, gets a BD F/N Item „A Hunter”. The C/S *also* says to list as a second action „Who or what would feel tough?” The auditor fails to test the Question for read and lists it. Had he tested it, the list would not have read. But the list comes up with an item, „A mean hunter”. It has stirred up charge from the first question and the item „A mean hunter” is a *wrong* item as it is a misworded variation of the first list's item! Now we have an unnecessary action *and* a wrong item. We do an L4 and the pc is still upset as maybe only one or the other of the *two* errors read.

In a Dianetic „list” one is not doing a listing action. One is only trying to find a somatic or sensation, etc. that will run. The item must read well. Or it won't produce a chain to run. In actual fact the Dn list Q does usually read but one doesn't bother to test it.

But an item that doesn't read will produce no chain, no basic and the pc will jump around the track trying but just jamming up his bank.



The moral of this story is:

ALWAYS TEST A LISTING QUESTION BEFORE LETTING THE PC LIST.

ALWAYS MARK THE READ IT GAVE (SF, F, LF, LFBD) ON THE WORKSHEET.

ALWAYS TEST AN ITEM FOR READ BEFORE PREPCHECKING OR RUNNING RECALL OR ENGRAMS.

ALWAYS MARK THE READ AN ITEM GAVE (SF, F, LF, LFBD) ON THE WORKSHEET.

CHARGE

The whole subject of „charge” is based on this. „Charge” is the electrical impulse on the case that activates the meter.

„Charge” shows not only that an area has something in it. It also shows that the pc has possible *reality* on it.

A pc can have a broken leg, yet it might not read on a meter. It would be *charged* but below the pc’s reality. So it won’t read.

THINGS THAT DON’T READ WON’T RUN.

The Case Supervisor always counts on the AUDITOR to test Questions and Items for read before running them.

The auditor, when a Question or Item doesn’t read, can and should always put in „Suppress” and „Invalidate”. „On this (Question) (Item), has anything been Suppressed?” „On this (Question) (Item), has anything been Invalidated?” If either one read, the question or item will also read. The Case Supervisor also counts on the AUDITOR to use Suppress and Invalidate on a Question or Item. If after this there is still no read on the Question or Item, that’s it. Don’t use it, don’t list it. Go to the next action on the C/S or end off.

L. RON HUBBARD

Founder



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 MARCH 1971R

CORRECTED & REISSUED 25 JULY 1973

(Only change being word „by” in para 4 changed to „but”.)

Remimeo

All Levels

F/N EVERYTHING

Whenever an auditor gets a read on an item from Ruds or a prepared list (L1B, L3A, L4B, etc., etc.) IT MUST BE CARRIED TO AN F/N.

To fail to do so is to leave the pc with by-passed charge.

When a pc has had several reads on various lists which were none of them carried to F/N, it can occur that he will become upset or depressed without any other apparent reason. As one has DONE the lists without F/Ning each item, one now has the mystery of what is wrong?

The error is reading items from Ruds or prepared lists cleaned to no read but not carried to F/N.

This action (amongst many such refinements) is what makes Flag auditing so smooth and indeed makes it Flag Auditing.

When an auditor first tries this he may well think it is impossible.

Yet it is simplicity itself. If you know bank structure you know it is necessary to find an earlier item if something does not release. What has been found as a read on a prepared list *would* F/N if it were the basic lock. So if it doesn't F/N, then there is an earlier (or an earlier or an earlier) lock which is preventing it from F/Ning.

So the RULE:

NEVER WALK OFF FROM A READING ITEM ON A RUDIMENT OR A PREPARED REPAIR LIST BEFORE YOU CARRY IT DOWN (EARLIER SIMILAR) TO AN F/N.

Example: ARC Brk reads. Pc says what it is, Auditor does ARCU CDEI. If no F/N, Auditor asks for an earlier similar ARC Brk, gets it, ARCU CDEI, etc. until he gets an F/N.

Example: PTP reads. Carry it E/S (earlier similar) until a PTP F/Ns.

Example: L4B: Has an item been denied you? Reads. Answered. No F/N. Is there an earlier similar denied item? Answered. F/N. Go on to next reading item on the list.

Example: GF assessed once through for reads. The next C/S must take every item on it that read, by 2WC or other process, to an F/N.

So there is a much more general rule:

EVERY ITEM THAT READS MUST F/N.

In Dianetics you get the F/N when you run E/S secondaries or engrams to an erasure, F/N, Cog, VGIs.

In Rudiments, every out rud you get a read on is run E/S to F/N.

On a prepared list you take each read to an F/N or E/S to F/N.

On an LX list you run each flow chain to an F/N.

On GF you get by whatever process an F/N.

On Listing by the Laws of Listing and Nulling, your eventual item listed must F/N.



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So another rule:

EVERY MAJOR AND MINOR ACTION MUST BE CARRIED TO AN F/N.

There are **NO** exceptions.

Any exception leaves by-passed charge on the pc.

Also, every F/N is indicated at the conclusion of the action when cog is obtained.

You take too soon an F/N (first twitch) you cut the cognition and leave by-passed charge (a withheld cognition).

I could take any folder and simply write out the ruds and prepared list reading items and then audit the pc and carry each one to F/N and correct every list so disclosed and wind up with a very shining, cool calm pc.

So „Have reading items been left charged?” would be a key question on a case.

Using lists or ruds on high or low TAs that are not meant for high or low TAs will get you reading items that won’t F/N.

So, another rule:

NEVER TRY TO FLY RUDS OR DO LIB ON A HIGH OR LOW TA.

One can talk the TA down (see HCO B on Talking the TA Down).

Or one can assess L4B.

About the only prepared lists one can assess are the new Hi-Lo TA HCO B 13 Mar 71 and possibly a GF+40 once through for biggest read. The biggest read will have a blowdown on it and can possibly be brought to F/N. If this occurs then one also handles all other items that read.

The most frequent errors in all this are:

Not taking a read earlier similar but just checking it and leaving it as „clean”.

Not using suppress and false on items.

And of course leaving a pc thinking things are still charged by failing to indicate the F/N.

Indicating an F/N before Cog.

Not going back through the folder to handle ruds and items that read but were called „clean” or were simply abandoned.

A pc audited under tension of poor TRs has a hard time and does not F/N sometimes, inviting overrun.

The rules then to happy pcs are:

GOOD TRs.

F/N EVERYTHING FOUND ON RUDS AND LISTS.

AUDIT WITH TA IN NORMAL RANGE OR REPAIR IT SO IT IS IN NORMAL RANGE.

L. RON HUBBARD

Founder



SECTION SEVEN - ASSESSMENT AND PREPARED LISTS

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 APRIL 1980

Remimeo

PREPARED LISTS, THEIR VALUE AND PURPOSE

No matter how complicated or confusing the environment is getting, if you have a stable datum of exact action it can see you through.

The Prepared List provides the auditor with a stable action when a session or case is confusing and can bring things under control.

The idea of such lists and their development are original to Dianetics and Scientology. They are made possible because these subjects embrace the full extent of thought, the spirit and actual and potential aberration. Thousands of hours of research and development have gone into these lists. Thousands of case histories have been reviewed and condensed to make the lists possible. They are, in themselves, a considerable tour de force.

They have often meant the difference between a failed case and a spectacular result. Just as they are important, a knowledge of them and skill in their use is vital to auditing success.

HISTORY

Probably the oldest „prepared list“ is the White Form, (now called THE ORIGINAL ASSESSMENT SHEET – HCOB 24 Jun 78R). This provided a series of questions which would give one the background of the preclear. It dates from 1950. By it one can get the probable this life areas of the preclear’s heaviest charge.

SELF ANALYSIS was written in 1951. It contains processing lists a preclear could run on himself.

Group Auditing materials of the middle 50s contained lists of commands which were run on groups. Done on a meter, it provides a case entrance.

The „Joburg“ of 1961 is probably the next historical point. It was a list of the possible withholdings a preclear might have. It was called the „Joburg“ because it was developed in Johannesburg, South Africa.

The „L1“ was probably next. The original gave a list of session rudiments which might have gone out and enabled the auditor to get the session rudiments back in. It is still in use as „L1C“ or „List One C“.



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The „Green Form“ was developed in the early 60s so that Qual Review at Saint Hill would have a tool to analyze a case.

Correction lists for various auditing actions began to appear. These corrected an action in progress that had gone awry.

In 1973, the famous „C/S 53“ (meaning „Case Supervisor Series 53“) was devised and continued to be improved and reissued.

Today there are dozens of Prepared Lists. There is even a prepared list to repair repaired lists in general.

THEORY OF PREPARED LISTS

A Prepared List is an assembly of the majority of things which can be wrong in a case, an auditing action or a session.

Such lists are quite remarkable, actually. Only a thorough knowledge of aberration makes such a list possible. When you look over the extent of Prepared Lists, you will see that they contain a grasp of the subject of aberration never before available.

USE

While an auditor is expected to have studied and mastered all this theory, it is a bit much to expect that in the confusion of a case or session gone wrong he will be able to spot instantly, without help, exactly WHAT has gone wrong. Prepared Lists, where they exist, and his E-Meter will sort this out for him. All the auditor has to have is a general insight that something is going wrong, know in general what is being handled in the case, knows what list to use and then, with good TRs and metering, do an assessment of the Prepared List. Usually the trouble will come right, since the exact point will have been located. It is sometimes enough to merely indicate the point found to discharge it somewhat. One can F/N what is found or one can go into very wide, extensive handling. The point is, the use of the Prepared List has spotted the trouble. What is demanded of the auditor or C/S is WHICH Prepared List to use, but this is determined by what has been going on.

TYPES OF PREPARED LISTS

There are four general types of Prepared Lists. These are:

A. An ANALYSIS list. This is a type of Prepared List which analyzes a case broadly or analyzes a session. The purpose of it is to find out what to address in the case in order to program it. The White Form, the Green Form and the C/S 53 can all be used for this purpose. There are other such lists and there is even a Prepared List to debug production.

B. A direct AUDITING list. Prepared Lists exist which deliver direct auditing commands or questions which, run on the Pc, produce an auditing result. The lists of SELF ANALYSIS and the various Confessional Lists form this type of Prepared List.

C. A CORRECTION list. This type of list corrects an ongoing action. Examples are the Word Clearing Correction List, the Int Rundown Correction List, the Dianetic Correction List. There is a



SOLO COURSE - PART I

bit of a grey area in this type of list as one can also use some of them for analysis as in the case of a Course Supervisor Correction List or a Student Correction List. The C/S 53 can also serve as a correction list. The real difference is what the list is being used for – to analyze to find out what to program or start or to correct something already in progress.

D. DRILL lists. These are used in training as dummy lists to get an auditor used to handling the meter and Prepared Lists. Such lists are contained in the Book of E-Meter Drills.

METHOD OF HANDLING

There are three methods of handling Prepared Lists, depending on the type of list.

There is simply the method of asking the questions in sequence and getting the answer from the preclear. This would apply to a White Form or to auditing Prepared Lists as in Self Analysis or in Group Auditing. Very few lists are handled in this way.

The second way is called „Method 3“ wherein the list is assessed on a meter and when a read is noted, the meter-reading question is taken up with the preclear and F/Ned. Method 3 is covered in HCOB 3 Jul 71 AUDITING BY LISTS.

The third way is called „Method 5“. This type of assessment assesses the whole Prepared List rapidly without getting the preclear to talk and the reads are then noted. The largest read or reads are then taken up and F/Ned. Method 5 is covered in HCOB 3 Jul 71 AUDITING BY LISTS.

TRs AND METERING

Whether or not a Prepared List reads depends upon the auditor's TRs and Metering. At one time or another Case Supervisors have had a great deal of trouble with this. Accuracy as to what really read was greatly in question. This came to view on Flag in the early 70s when Prepared Lists that had been assessed by Class IV trainees were then reassessed, same list, same pc shortly after the first list assessment, by Class XIIIs. Totally different results were found – lists on which few or no reads were obtained by the Class IV trainees were found to be very live by the Class XIIIs. The difference of quality of TRs and metering were what made the difference with the prepared list response. HCOB 22 April 1980 contains the drills which remedy this. It is the TRs and metering of the auditor that makes a prepared list reliable, not the list itself.

The champion list of all time is the C/S 53. On one page, any general thing that can be aberrated in a thetan has been assembled. There are two forms of it – Short Form for preclears who know the terms and Long Form for preclears who are unindoctrinated (they are the same lists but the Short Form is in single word and the Long Form is a full question).

A Director of Processing giving a D of P Interview can use one of these and obtain enough material to enormously help a Case Supervisor. It is not the only D of P Interview action but it is very helpful when used.

An auditor can debug a program or a session with it.

It can analyze a case for programming and it can also be used to correct a program or to correct a session.



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Originally it was developed to handle high and low Tone Arm cases and although it still says this, it also says it can „correct case outnesses“. And today, this is its greatest use.

PRIORITY of handling outnesses is a vital part of C/S 53. The first three groups of items – (Interiorization outnesses), B (List errors) and C (rudiments) – give the necessary order of handling. If Int is reading, nothing else can be handled until it is. List errors take the next priority. Then rudiments. If one were to try to repair a case out of sequence, a mess could occur. So this Prepared List also gives the sequence in which outnesses must be handled.

The main fault in using a C/S 53 is overuse – an auditor reaching for it when he gets in trouble instead of improving the auditor's own TRs, metering or knowledge of programming in the first place.

But the C/S 53 is one of the most valuable tools an Auditor or a Case Supervisor has.

GENERAL CASE HANDLING

The Prepared Lists of all types place in the hands of the Case Supervisor and the auditor a procedure by which a case can be analyzed and programmed.

Some auditing can be done direct from Prepared Lists.

WORD CLEARING PREPARED LISTS

It can happen that a Prepared List gets stalled on misunderstood words.

For many Prepared Lists there are also full word clearing lists which can be done on the pc.

At one time it was thought that before one did a list one should ALWAYS word clear it. However, this has the liability that a pc who is in one kind of trouble can't sit still until a full word clearing action is done.

The amount of trouble which came from Prepared Lists came more from assessing and metering errors than it did from misunderstood words.

When one is using a prepared list on a pc who has never had it word cleared, it is usually enough to check that the read isn't coming from a Mis U.

Early in a pc's auditing, about the time he gets a CS-1, the more critical prepared lists should be word cleared and the fact noted in his folder. But when one is doing this word clearing, tone arm action or significant reads should also be noted. One is liable to think he is word clearing whereas he is actually assessing.

True, there are a lot of tech words on a prepared list that the pc isn't likely to know. Unfortunately, the discoveries of Scientology exceed common language and require terms of their own. But a pc catches on to this quite rapidly. They are new ideas to him (even though he was been living with them all the eons of his existence). When the word is cleared, the idea is also thrown into action. So it is important to note meter reads and tone arm actions when clearing the words of prepared lists.

No hard and fast rules can be drawn on this point of word clearing Prepared Lists. If you have already word cleared the key words of a key Prepared List before you need it, thank your stars. Otherwise, carry on and hope.

SUMMARY



SOLO COURSE - PART I

A Case Supervisor and an auditor owe it to themselves to have a good command of this subject of Prepared Lists. There are many issues on the subject. There are dozens of Prepared Lists.

Knowing what Prepared Lists exist is a vital step for a Case Supervisor and auditor. Knowing what each is used for is equally important. Knowing which lists have word clearing lists already prepared is of assistance.

One has to know enough general tech in order to select what Prepared List to use.

The ability to assess, as it applies to TRs and metering is extremely important in using Prepared Lists.

When it comes to analyzing, auditing and correcting cases and actions, the Prepared Lists are a jewel box that glitters with potential success.

L. RON HUBBARD

FOUNDER

LRH:dr



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 FEBRUARY 1971

Remimeo

HGCAuditor Checksheet

C/S Series 24

Academy Level 0
Checksheet

Dn Cse Checksheet

IMPORTANT

FOR LRH COMM
COMPLIANCE

METERING READING ITEMS

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

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

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

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

1. An Item or Question is said to "Read" when the needle falls. Not when it stops or slows on a rise. A tick is always noted and in some cases becomes a wide read.
2. The read is taken when the pc first says it or when the question is cleared. THIS is the valid time of read. It is duly marked (plus any blow down). THIS reading defines *what* is a *reading item or question*. CALLING IT BACK TO SEE IF IT READ IS NOT A VALID TEST as the surface charge may be gone but the item or question will still run or list.
3. Regardless of any earlier statements or material on READING ITEMS, an item does not have to read when the auditor calls it to be a valid item for running engrams or listing. The test is did it read when the pc first said it on originating it or in Clearing it?
4. That an item or question is marked as having read is sufficient reason to run it or use it or list it. Pc Interest, in Dianetics, is also necessary to run it, but that it did not read *again* is no reason to not use it.
5. When listing items the auditor must have an eye on the meter NOT necessarily the pc and must note on the list he is making the extent of read and any BD and how much. THIS is enough to make it a "reading item" or "reading question".
6. In Clearing a listing Question the auditor watches the meter, NOT necessarily the pc and notes any read while clearing the question.
7. An additional calling of the item or question to see if it read is unnecessary and not a valid action if the item or question read on origination or Clearing.
8. That an item is marked as having read on an earlier Dianetic list is enough (also checking interest) to run it with no further read test.



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

EYESIGHT

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

GLASSES

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

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

WIDE VISION

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

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

CONFUSIONS

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

NO READ

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

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

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

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

IMPORTANT

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

L. RON HUBBARD

LRH:nt.rd

Founder



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 APRIL 1969

Remimeo

Dn Checksheet

ASSESSMENT AND INTEREST

An assessment consists simply of calling off the items the pc has given and marking down the reads that occur on the meter. The pc is not required to comment during this action and it is better if he does not.

This action is called „Assessment for Longest Read”. It is used mainly in Dianetics.

There are two Scientology assessments which are differently done. These are „Assessment by Elimination” and „Listing and Nulling”. They are not used in Dianetics. One does not mix the three types.

In Dianetic Assessment by Longest Read one uses these symbols:

X	—	didn't read
Tick	—	small jerk of needle
SF	—	Small Fall (a quarter to half an inch)
F	—	Fall (about one to 2 inches)
LF	—	Long Fall (2 to 3 inches)
LFBD	—	Long Fall followed by a „blow down” or TA motion downward.

All falls are to the right. A „BD” is a Tone Arm motion to the left made to keep the needle on the dial.

The favoured action for an item is an LFBD and if one item on the list does so, that is it without any further assessment.

The reason one assesses is that IF AN ITEM DOES NOT READ ON THE METER WHEN ASSESSED IT IS BEYOND THE PC'S LEVEL OF AWARENESS.

It is very unwise and unsafe to try to run a somatic which has not read on the list. It will be beyond the pc's reality and beyond his awareness and will result in overwhelming him.

That an item reads guarantees that the pc will be able to confront and erase the chain. So that an item reads well is a guarantee that the pc can handle it and will not get in too deep for him.

The exception to this is a PROTEST read. An item, possibly already run, is seen to read. The pc frowns. He is protesting and the meter is registering protest, not the item. One never runs a pc against his protest. To do so will overwhelm him and give a bad result. A protest almost never blows down the TA.

To be *sure* that the item is right, one usually asks the pc if he is interested in the item chosen.

If the pc says no, he doesn't want to run it, this is a protest read.

One then picks the second best reading item on the assessment already done and checks that with the pc for interest. The pc will usually be interested in it.

The pc can almost always be counted on to be interested in any item that gives a LFBD.



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One *never* simply asks the pc which on the list he is interested in as „an assessment” as it will be found the pc simply chooses at random and may choose a null item. The result may be a very unsuccessful session.

An auditor may sometimes be astonished by what reads. The pc, let us say, obviously has a broken leg but what reads is an earache. One runs what reads, not what the auditor knows should be run. A „know best” in an auditor can be a fatal fault.

On a second or third assessment, items which were at first null or reading poorly will be found to „come alive” and read well. The pc, by being audited, has had an increase of ability to confront and, if the auditing is standard, an increase in confidence. The result is that items beyond his reach previously (and did not read well) are now available and can be run easily.

The E-Meter measures the awareness depth of the pc. On things which do not read on assessment you would find his reality poor. Things that read well on assessment will be found to be things on which a pc has a high reality and a high interest level.

Only if pushed to audit without a meter could an auditor assess by interest only. There is no real excuse for it if one has an E-Meter.

Auditing without a meter is a chancy activity.

Good assessment by longest read is the best entrance to a successful session.

The same list will serve for the next item to be run and should be used rather than just asking the pc.

L. RON HUBBARD

Founder

LRH:cs.ei.rd



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 3 JULY 1971R

REVISED 22 FEBRUARY 1979

Remimeo
Franchise
Level III
Checklists
Tech
Qua/ same subject.
C/Ses

*(Revisions in this type style)
(Ellipsis indicates deletion)*

Replaces HCOBs 22 May 65 and 23 April 64,
and cancels HCOB 27 July 65 all on the

SCIENTOLOGY III

AUDITING BY LISTS

(Note: We now F/N everything. We do NOT tell the pc
what the meter is doing. This

changes "Auditing By Lists" in both respects. We do not
say to the pc. "That's clean" or "that reads.")

Ref:

HCOB 14 Mar 71 F/N EVERYTHING
HCOB 4 Dec 77 CHECKLIST FOR SETTING UP SESSIONS AND AN E-METER
HCOB 24 Jan 77 TECH CORRECTION ROUND-UP
HCOB 7 Feb 79R E-METER DRILL 5RA CAN SQUEEZE
HCOB 8 Dec 78II GREEN FORM AND EXPANDED GREEN FORM 40RD, USE OF

Use any authorized published LIST. (Green Form for general review, L1C for ARC Brks, L4BRA for list errors.)

METHOD 3

Set the sensitivity 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).

Have your meter in a position (line of sight) so you can see the list and the needle or you can see the needle and the pc. The meter position is important.

Hold the mimeoed list close beside the meter. Have your worksheet more to the right. Keep record on your worksheet. Mark the pc's name and date on it. Mark what list it is on the W/S with time. It remains in the folder stapled to the W/S.

Read the question on the list, note if it reads. Do NOT read it while looking at the pc, do NOT read it to yourself and then say it while looking at the pc. These are the L10 actions and are called Method



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6, not Method 3. It is more important to see the pc's cans than his face as can fiddle can fake or upset reads.

TR 1 must be good so the pc clearly hears it.

You are looking for an INSTANT READ that occurs at the end of the exact last syllable of the question.

If it does not read, mark the list X. If the list is being done through an F/N and the F/N just continues, mark the question F/N.

If the question reads, do *not* say "That reads." Mark the read at once (tick, SF, F, LF, LFBD, R/S), transfer the number of the Q to the W/S and look expectantly at the pc. You can repeat the Q by just saying it again if pc doesn't begin to talk. He has probably already begun to answer as the Q was live in his bank as noted by the meter.

Take down the pc's remarks in shortened form on the W/S. Note any TA changes on the W/S.

If the pc's answer results in an F/N (cog VGIs sometimes follow, GIs always accompany a real F/N), mark it rapidly on the W/S and say, "Thank you. I would like to indicate your needle is floating."

Do NOT wait endlessly for the pc to say more. If you do he will go into doubt and find more, also do NOT chop what he is saying. Both are TR errors that are very bad.

If there is no F/N, at the first pause that looks like the pc thinks he has said it, ask for an earlier similar whatever the question concerned. Do NOT change the Q. Do NOT fail to repeat what the question is. "Was there an earlier similar restimulation of 'rejected affinity'?" This is the "E/S" part of it. You do *not* leave such a question merely "clean."

It does not matter now if you look at the pc when you say it or not. But you can look at the pc when you say it.

The pc will answer. If he comes to a "looks like he thinks he said it" and no F/N, you ask the same Q as above.

You ask this Q "Was there an earlier similar" until you finally get an F/N and GIs. You indicate the F/N.

That is the last of that particular question.

You mark "F/N" on the list and call the next question on the list. You call this and other questions without looking at the pc.

Those that do not read, you X as out.

The next question that reads, you mark it on the list, transfer the question number to the W/S.

Take the pc's answer.

Follow the above E/S procedure as needed until you get an F/N and GIs for the question. Ack. Indicate and return to the mimeoed list.

You keep this up until you have done the whole list in this fashion.

If you got no read on the list question but the pc volunteers some answer to an unreading question, do NOT take it up. Just ack and carry on with your mimeoed list.

BELIEVE YOUR METER. Do not take up things that don't read. Don't get "hunches." Don't let the pc run his own case by answering nonreading items and then the auditor taking them up. Also don't let a pc "fiddle the cans" to get a false read or to obscure a real one. (Very rare but these two actions have happened.)



BIG WIN

If halfway down a prepared list (the last part not yet done) the pc on some question gets a wide F/N, big cog, VGIs, the auditor is justified in calling the list complete and going to the next C/S action or ending the session, *except in the case where an F/Ning list is C/Sed for, e.g. C/S 53RL. The auditor does not violate C/S Series 20 PERSISTENT F/N. If he is intending to F/N the list, and the pc is on a big win, the auditor would end off, let the pc have his win, and then in another later session, continue with the list.*

There are two reasons for this – one, the F/N will usually just persist and can't be read through and further action will tend to invalidate the win.

The auditor can also carry on to the end of the prepared list if he thinks there may be something else on it, if *it does not violate C/S Series 20 PERSISTENT F/N.*

GF AND METHOD 3

When a GF is taken up Method 3 (item by item, one at a time) *one ends it at the first F/N (Reference: HCOB 8 Dec 78 II GREEN FORM AND EXPANDED GREEN FORM 40RD, USE OF). If the auditor were to continue, it can occur that the TA will go suddenly high. The pc feels he is being repaired, that the clearing up of the first item on the GF handled it and protests. It is the protest that sends the TA up.*

Thus a GF is best done by Method 5 (once through for reads, then the reads handled).

L1C, L3RF, L7 and other such lists are best done Method 3.

The above steps and actions are exactly how you do Auditing by List today. Any earlier data contrary to this is canceled. Only 2 points change – we F/N everything that reads by E/S or a process to handle (L3RF requires processes, not E/S to get an F/N) or *else check for false read if the pc shows manifestations of this*, and we never tell the pc that it read or didn't read, thus putting his attention on the meter.

We still indicate F/Ns to the pc as a form of completion.

L1C and Method 3 are NOT used on high or very low TAs to get them down or up.

The purpose of these lists is to clean up bypassed charge.

An auditor also indicates when he has finished with the list.

An auditor should dummy drill this action both on a doll and bullbait.

The action is very successful when precisely done.

L. RON HUBBARD

Founder

LRH:nt.rd.jk

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HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 20 DECEMBER 1971

Remimeo

C/S Series 72

USE OF CORRECTION LISTS

A current survey shows that the weakest point in C/Sing done in orgs is failure to use Prepared Lists for Case Correction.

There are some other points. For some reason C/Ses are being inventive instead of following the C/S Series and doing standard repairs and grades.

Probably the failure to use Prepared Correction Lists derails the use of standard actions.

There are very few actions which do not have their own Correction Lists.

THERE IS NOTHING IN DIANETICS AND SCIENTOLOGY AS MIRACULOUSLY WORKABLE AS CORRECTION LISTS.

The only things which prevent the list from working are

- (a) AUDITOR'S METERING
- (b) AUDITOR'S TRs.

METERING

When the auditor's meter is habitually placed where he cannot see (1) The meter needle, (2) The worksheet and (3) The pc WITH ONE DIRECTED LOOK, then he misses reads.

All three have to be seen at once.

The faults are

- i) Eyesight poor
- ii) Glasses rims obscure one while looking at another
- iii) Position of the meter.

It is a Standard Cramming action to look into these points WHENEVER A CORRECTION LIST IS SAID TO BE BLANK.

For example a GF is done by Auditor A on Monday. It is done again by Auditor B on Tuesday. Reads are found by B. This means Auditor A is missing reads.

THIS IS FAR MORE COMMON THAN BELIEVED.

TRs

When an auditor can't be heard or is overwhelming the pc the list won't be valid.

An auditor's TRs show up more quickly on a Correction List than anything else.

A pc ARC Broken by TRs 0 to IV will not read properly on a Correction List.



NUMBERS OF LISTS

The number of Correction Lists is large.

It is unthinkable to do Word Clearing without ever using a WC Corr List. Yet we find folders with bogged Word Clearing sessions where the list was never used.

There is the Green Form for general case upset, the Green Green Form for Solo, L 1 C for ARC Brks over a period, L3B for Dianetic bogs, L4B for listing and nulling goofs, Int RD Corr List for Int-Ext corrections, a Power Corr List for Power, GF 40R for resistive cases, C/S 53 and Hi Low TA for TA misbehavior, L7 for Clearing Course, and others.

C/Ses trying to „solve cases” without using Correction Lists is like trying to repair flat tires without puncture patches—it just CAN’T BE DONE.

THE PRIMARY TOOL OF A C/S IS PREPARED CORRECTION LISTS.

It is not inventive ways of „solving cases”.

METHOD OF USE

Where you have inexpert auditors you always order Method 5, which is just a full rapid assessment. Then the C/S sorts out the reads and C/Ses what to do as very well covered on the lists themselves and the C/S Series.

Then the auditor does the C/S.

A Green Form is *always* done this way. It will bog on any other method like 3.

There are different methods of handling lists. L1C is always done Method 3, carrying each read as it is found Earlier Similar to F/N.

A GF 40R is done Method 3 and then the engrams are run for each read where engrams are indicated.

It’s up to a C/S to use Correction Lists, to coach his auditors into proper list use and to get corrected any misuse.

A C/S who can’t or doesn’t use Prepared Correction Lists isn’t a C/S at all but a „person puzzled about cases”.

Correction Lists, standard programs and the Grade Chart and Grade Commands and materials.

These are the tools of the C/S.

There are NO others.

A C/S is one who uses these things. He is Supervising that they are used when they are supposed to be.

L. RON HUBBARD

Founder

LRH:nt.rd



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

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Issue I

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Word Clearing Series 38

METHOD 5

Method 5 Word Clearing is a System wherein the word clearer feeds words to the person and has him define each. It is called Material Clearing. Those the person cannot define must be looked up.

This method may be done without a meter. It can also be done with a meter.

The reason the Method is needed is because the person often does not know that he does not know. Therefore Method 4 has its limitations as the meter does not always read.

The actions are very precise.

The word clearer asks "What is the definition of ____?" The person gives it. If there is any doubt whatever of it, or if the person is the least bit hesitant, the word is looked up in a proper dictionary.

This method is the method used to clear words or auditing commands or auditing lists.

L. RON HUBBARD

Founder

LRH: nt.rd

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SOLO COURSE - PART I

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LIST 1C - L1C

(Cancels earlier L1 Lists such as HCOB 8 Aug. 70.)

Used by auditors in session when an upset occurs, or as ordered by C/S.

Handles ARC broken, sad, hopeless or nattery pcs.

Questions can be prefaced with "Recently" "In this life" "On the whole track" or used without.

DO NOT USE ON HIGH TA TO BRING IT DOWN. USE HI-LO TA LIST.

TAKE ALL READING ITEMS OR VOLUNTEERED ANSWERS earlier-similar to F/N as they occur

1. HAS THERE BEEN AN ERROR IN LISTING? _____

(If this reads change to L4B at once.)

2. HAS A WITHHOLD BEEN MISSED? _____

3. HAS SOME EMOTION BEEN REJECTED? _____

4. HAS SOME AFFINITY BEEN REJECTED? _____

5. HAS A REALITY BEEN REFUSED? _____

6. HAS A COMMUNICATION BEEN CUT SHORT? _____

7. HAS A COMMUNICATION BEEN IGNORED? _____



8. HAS AN EARLIER REJECTION OF EMOTION BEEN RESTIMULATED? _____

9. HAS AN EARLIER REJECTION OF AFFINITY BEEN RESTIMULATED? _____

10. HAS AN EARLIER REFUSAL OF REALITY BEEN RESTIMULATED? _____

11. HAS AN EARLIER IGNORED COMMUNICATION BEEN RESTIMULATED? _____

12. HAS SOMETHING BEEN MISUNDERSTOOD? _____

13. HAS SOMEONE BEEN MISUNDERSTOOD? _____

14. HAS AN EARLIER MISUNDERSTANDING BEEN RESTIMULATED? _____

15. HAS SOME DATA BEEN CONFUSING? _____

16. HAS THERE BEEN A COMMAND YOU HAVEN'T UNDERSTOOD? _____

17. HAS THERE BEEN SOME WORD YOU HAVEN'T KNOWN THE MEANING OF? _____

18. HAS THERE BEEN SOME SITUATION YOU HAVEN'T GRASPED? _____

19. HAS THERE BEEN A PROBLEM? _____

20. HAS A WRONG REASON FOR AN UPSET BEEN GIVEN? _____

21. HAS A SIMILAR INCIDENT OCCURRED BEFORE? _____

22. HAS SOMETHING BEEN DONE OTHER THAN WHAT WAS SAID? _____

23. HAS A GOAL BEEN DISAPPOINTED? _____

24. HAS SOME HELP BEEN REJECTED? _____



25. HAS A DECISION BEEN MADE? _____

26. HAS AN ENGRAM BEEN RESTIMULATED? _____

27. HAS AN EARLIER INCIDENT BEEN RESTIMULATED? _____

28. HAS THERE BEEN A SUDDEN SHIFT OF ATTENTION? _____

29. HAS SOMETHING STARTLED YOU? _____

30. HAS A PERCEPTION BEEN PREVENTED? _____

31. HAS A WILLINGNESS NOT BEEN ACKNOWLEDGED? _____

32. HAS THERE BEEN NO AUDITING? _____

33. DID YOU GO EXTERIOR? _____

34. HAVE ACTIONS BEEN INTERRUPTED? _____

35. HAVE ACTIONS CONTINUED TOO LONG? _____

36. HAS DATA BEEN INVALIDATED? _____

37. HAS SOMEONE EVALUATED? _____

38. HAS SOMETHING BEEN OVERRUN? _____

39. HAS AN ACTION BEEN UNNECESSARY? _____

L. RON HUBBARD

Founder



SOLO COURSE - PART I

BOARD TECHNICAL BULLETIN

7 NOVEMBER 1972R

Issue I

Remimeo

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CANCELLATIONS

HCOB OF 7 NOV 1972

Issue I

SAME TITLE

Auditor Admin Series 16R

CORRECTION LISTS

A Correction List is a list of prepared questions on a mimeoed sheet which is used by the Auditor for the repair of a particular situation, action or rundown.

If a Correction List is used it must be stapled at the back of the W/Sheets.

The Correction List must not be omitted and must be in the session reports so the C/S can look at the original assessment.

If a Correction List is not completely handled in one session, it is not stapled as above but left free. It is stapled to the worksheets of the session in which its handling is completed.

RELATION TO WORKSHEET ADMIN

When using a Correction List, the number of the question being handled is marked on the W/Sheet. Example: On an L1C question 2 „Has a withhold been missed?” reads.

WORKSHEET:

L1C

2. SF Well I took the money and etc. etc.

The List is marked to show it is handled.

Example:

1. Has there been an error in listing? (If this reads change to L4BR at once) X
2. Has a withhold been missed? SF to F/N
3. Has some emotion been rejected? X
4. etc.

References: HCO B 3 July 71 „Auditing by Lists Revised”



SOLO COURSE - PART I

BTB 11 Aug 72R C/S Series 83R, „Correction Lists”

Compiled by
Training & Services Bur
Revised & Reissued as BTB
by Flag Mission 1234
I/C: CPO Andrea Lewis
2nd: Molly Harlow
Authorized by AVU
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

BDCS:HE:AL:MH:MM:mh.rd.jh



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 22 APRIL 1980

Remimeo

Auditors

Surveyors

Examiners

Ethics Officers

ASSESSMENT DRILLS

Refs:	HCOB 6 Dec. 73	C/S Series 90	THE PRIMARY FAILURE
	HCOB 28 Feb. 71	C/S Series 24	METERING READING ITEMS
	HCOB 15 Oct. 73	C/S Series 87	NULLING AND F/Ning PREPARED LISTS
HCOB 22 July 78 ASSESSMENT TRs			
Book:	The Book of E-Meter Drills		

(Note: It is required that anyone doing the following drills shall have done a TR course, an Upper Indoc course and the drills of the E-Meter Drill Book.)

According to HCOB 6 Dec. 73, the make or break point of an auditor was his ability to get reads on a prepared list. This depended upon (a) his TR 1 and (b) his metering.

In 1978 this was further studied, and in HCOB 22 July 78, ASSESSMENT TRs, it was found that correct voice pitches had everything to do with assessment.

I have just developed drills which improve this ability to make lists read and to improve an auditor's auditing in general.

These drills will also be found to have great value to people who do surveys, to Examiners and to Ethics Officers.

E-METER

To begin, an auditor should review his E-Meter drills and practice E-Meter Drill 27 on page 52 of the Book of E-Meter Drills, E-Meter Drill CR0000-4 and, if found necessary, E-Meter Drill CR0000-3. It is called to attention that E-Meter Drill 5 of the Book of E-Meter Drills has been replaced with E-Meter Drill 5RA and if not done, should be done. This E-Meter Drill 5RA is the only change in the original book. Further, it applies to the Mark VI just as well as it applied to the Mark V for which the book was written - the controls and actions of the Mark V and Mark VI are practically identical, though the Mark VI moves up to higher level cases.

Being able to see and read and operate an E-Meter has everything to do with getting reads off a prepared list. Where an auditor misses it is simply that he has not adequately done the drills in the Book of E-Meter Drills and has not practiced up to a point of full, easy familiarity with the E-Meter. The point of being able to make lists read is pointless unless the auditor can set up, handle and read an E-Meter. But the skill is easily acquired.

ASSESSMENT TRAINING DRILLS



SOLO COURSE - PART I

The following drills have the letter “Q” after them to mean that they are used for QUESTIONS. The Q is followed by a number to show that they are drilled in that sequence.

In these Q drills, the practice of twinning and any other TR tech normal to TRs is followed.

TR 1-Q1

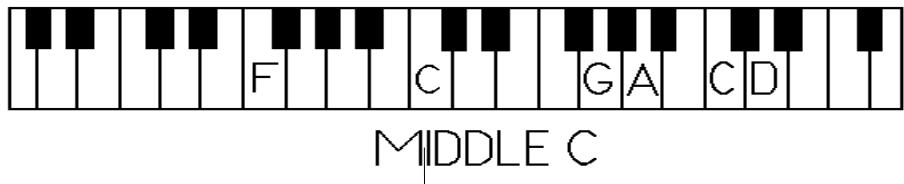
NUMBER: TR 1-Q1

NAME: Pitch of the Question.

POSITION: Coach sitting at the keyboard of a piano or organ or any usable instrument, student standing beside instrument.

PURPOSE: To establish the pitch differences of statements and questions.

DATA:



TRAINING PROCEDURE: If the student is a girl, the coach asks her to say “Apple” as a statement. The coach then strikes the C above middle C (as given in the data above) and then the G above middle C. If the student is a man, the coach asks him to say “Apple” as a statement and then strikes middle C and then the F below middle C. This is repeated - saying “apple” and striking the two notes until the pitch of a statement can be duplicated by the student. In the event, the student has a voice pitch at variance with these notes, other notes can be found and used by the coach so long as the higher note is first and the second note is four or five whole notes below the first note. It must sound like a statement with the higher, then lower note.) Once the student has grasped this and can duplicate it, have the student use other two syllable words (or single syllable words preceded by an article), using these notes of the statement. Then, using these two notes, have the student make up sentences as statements, the bulk of the sentence said at the pitch of the higher note, but the end of the sentence at the pitch of the lower note. Once the student has this down and can easily do it and it sounds natural and he is satisfied that it does, go on to the question step.

The coach has the student say “apple” as a question. Then the coach (for a male student) strikes the F below middle C and then middle C. For a woman the coach strikes the A above middle C and then the D an octave above middle C. (In case this does not agree with the voice pitch of the student, the coach must work it out providing only that the upper note is three or four whole notes above the lower note. It must sound natural and must sound like a question.) The coach has the student say “apple” as a question and then strikes the lower and higher note until the student can duplicate it. Now take other two syllable words (or single syllable words preceded by an article) and have the student say these as a question, following each one with the two instrument notes, lower to higher. When the student can do this, is satisfied that it sounds natural and doesn’t have to think about drolling it, go on to the next step. Here the student makes up banal questions. The first part of the question is said at the lower note and the last part is said at the higher note. At each question, the coach strikes the lower note and then the upper note. When this sounds natural and the student does not have to think to do it and is satisfied with it, the drill is ended.

END PHENOMENA: A person who can state statements and questions that sound like statements or questions.



SOLO COURSE - PART I

HISTORY: Developed by L. Ron Hubbard, April 1980, while doing the script for the soon to be produced training film "Tone 40 Assessment".

TR 1-Q2

NUMBER: TR 1-Q2

NAME: Walkabout Questions.

POSITION: There is no coach. Two students separate and walk around their neighborhood and then meet and compare notes. The object is to detect personal *habits* in questioning.

PURPOSE: To enlighten the student as to his own communication habits and people's reactions to his questions.

COMMANDS: The most common everyday social questions such as "How's it going?" "Do you like the weather?", etc. *appropriate* to the activities and circumstances of the person. Only one or two questions to a separate person. The questions must be banal, social and ordinary but they must be questions.

TRAINING STRESS: The two students agree on the areas they will cover next time they will meet again. They then go over individually, not together. The student pauses next to people encountered and asks a social question, *listens to his OWN voice tones* and notes the reaction of the person asked. In this drill the student does not necessarily try to use TR 1-Q1 but is just himself, speaking as he would normally speak. The students then meet and compare notes and discuss what they have discovered about themselves on the subject of asking questions. If they have not learned or observed anything, the drill must be repeated.

END PHENOMENA: A person who has detected any habits he has in handling pitch of voice in asking questions so that he can cure these in subsequent drills.

HISTORY: Recommended by L. Ron Hubbard in February 1978, in the pilot for HCOB 22 Jul 78 ASSESSMENT TRs. Developed into a TR in April 1980, by L. Ron Hubbard.

TR 1-Q3

NUMBER: TR 1-Q3

NAME: Single Word Question.

POSITION: Student and coach facing each other with a table in between them. The E-Meter is not used. The Book of E-Meter Drills used by student and another copy by coach.

PURPOSE: To be able to ask questions using a single word read from a list.

COMMANDS: The coach uses the usual TR directions of start, flunk, that's it. The student uses single words from the prepared lists of the Book of E-Meter Drills, pages 66 to 72 of the Appendix.

TRAINING STRESS: To get the student to use the pitch of his voice to deliver a question consisting of a single word. It must sound like a question per TR 1-Q1 and use similar pitch's to TR 1-Q1. The student is flunked for out TR-1, for keeping his eyes glued to the list, for sounding unnatural. The student is also flunked for slow or comm laggy delivery or pauses. The coach designates the list to be used, changes lists. When the student can do this easily, a second part of the drill is entered and the coach begins to use the PC Origination List on Page 58 so as to interrupt the student and make him combine his questions with TR 4. In this case the student acknowledges appropriately, uses "I will repeat the Question." and does so.

END PHENOMENA: The ability to ask single word questions that will be responded to as questions and to be able to handle pc origins while doing so.

HISTORY: Developed in April 1980, by L. Ron Hubbard.



TR 1-Q4

NUMBER: TR 1-Q4

NAME: Whole Sentence Questions.

POSITION: Student and coach sit facing each other across a table. The E-Meter is set up and used. Copies of the Book of E-Meter Drills are used.

PURPOSE: To train the student to ask whole questions that sound like questions, read an E-Meter and handle a session at the same time.

COMMANDS: The usual coach commands of TR drills. The Prepared Lists of the Appendix of the Book of E-Meter Drills; the questions in these drills are reworded so that the item occurs as the last word; Example: List 2, pg. 65 or the Book of E-Meter Drills states that the Assessment Question is "Which tree do you like best?". This is converted, for each question, to "Do you like _____?"; Prepared List 4 is converted to "Do you dislike _____?"; etc. A whole sentence is used in every case.

TRAINING STRESS: The usual TR commands are used by the coach. E-Meter Drill #5RA must be used to start. Any TR errors or Metering errors may be flunked, but special attention is paid to the student's ability to ask a question that sounds like a question in accordance to TR 1-Q1 and that sounds natural. The drill has three parts. In the first part, although the coach is on the meter, the ability to ask the question is concentrated upon. The second part concentrates upon the student's ability to look at the written question and then ask the coach directly without undue comm lag or hesitation. The third part is to do the first two parts and read the meter (in accordance with E-Meter Drills 27 and CR0000-4 which may have to be reviewed if flubby) and to keep session admin, all smoothly and accurately. If a question arises about meter accuracy, a third person who can read a meter or a video tape is employed to ensure that the student is actually not missing or dubbing in reads.

END PHENOMENA: A person who can do all the necessary actions of asking questions from a prepared list and run a session smoothly without errors or confusion's and be confident he can.

HISTORY: Developed by L. Ron Hubbard in April 1980.

TR 8-Q

NUMBER: TR 8-Q

NAME: TONE 40 ASSESSMENT

POSITION: Same as TR 8 where the student is in one chair facing another chair on which sits an ashtray, the coach sitting beside the student in a third chair. A square four-cornered ashtray is used.

PURPOSE: To deliver the THOUGHT of a question into an exact position, wide or narrow at decision, that is a question, with or without words.

COMMANDS: For the first part of the drill: Are you an ashtray? Are you made of glass? Are you sitting there? Second part of drill: same questions silently. Third part of drill: Are you a corner? to each corner of the ashtray, verbal and with intention at the same time. Fourth part of drill: Any applicable question, verbal and with intention at the same time put broad and narrow at choice into the ashtray, exact parts of it and the surroundings.

TRAINING STRESS: The coach uses usual TR coaching commands. There are four stages to the drill. The first stage is to land a verbal command into the ashtray. The second stage is to put the question with full intention silently into the ashtray. The third stage is to put verbal command and silent intention at the same time into exact parts of the ashtrays. The fourth stage is to put any applicable question both verbally and with intention into any narrow or any broad portion of the ashtray or its surrounds at choice and at will. At the conclusion of the whole drill imagine the ashtray



SOLO COURSE - PART I

saying “Yes, yes, yes, yes” in an avalanche of yeses to balance the flow (in actual life, people, pcs and meters do respond and return the flow).

END PHENOMENA: The ability to land a question with full intention into an exact target area, broad or narrow, at will and effectively, whether verbally or silently.

HISTORY: Developed by L. Ron Hubbard in April 1980, as an extension of all earlier work on intention and Tone 40, as now applied to questions and assessments.

TR 4/8-Q1

NUMBER: TR 4/8-Q1 (TR 4 for Pc Origin, TR 8 Intention + Q for Question, 1 for first part.)

NAME: Tone 40 Assessment Prepared List Session Drill.

POSITION: Student and coach sitting across from each other at a table, E-Meter set up and in use, session admin, using prepared lists.

PURPOSE: To train a student to do all the actions necessary to a full, smooth, accurate session using prepared lists and to do Tone 40 Assessment of them.

COMMANDS: Coach commands are the usual TR commands of start, flunk, that's it. For the student, all commands relating to starting a session, giving an R factor, assessing a prepared list, keeping -the admin, indicating any item found and ending a session. The Book of E-Meter Drills for Prepared Lists as in TR 1-Q4. Origins for coach as per pages 58, 59 and 60 of that book. “Squeeze the cans”, “Take a deep breath and let it out”, “This is the session”, “We are going to assess a prepared list” (assessment), “Your item is _____” (indicate any F/N) “End of Assessment” “End of Session”.

TRAINING STRESS: Permit the student to continue to his first error, then have him drill and correct that error and continue. Finally, to conclude, let the student go through the entire sequence of the drill beginning to end three times without error or flunk for a final pass. It is expected that the student will not flub any TRs or metering or session patter. Metering may be finally verified by a third student or video. All assessing must be in proper tone 40 with full intention exactly placed. The student must not wait to see if the meter read but catch the read of the last question as he starts the next one. His vision may shift from list to pc but at all times must embrace list, meter and pc. (This drill also would be the one used for tape or video passes as it includes all elements of metering and TRs.)

END PHENOMENA: A person who can do a flawless and productive assessment session, Tone 40.

HISTORY: Developed by L. Ron Hubbard, April 1980.

TR 4/8-Q2

NUMBER: TR 4/8-Q2

NAME: Listing and Nulling Tone 40 Assessment.

POSITION: Same as TR 4/8-Q1.

PURPOSE: To teach a student to do the action of Listing and Nulling with all metering and admin, using Tone 40 Assessment.

COMMANDS: The usual coach TR commands. Two copies of the Book of E-Meter Drills. A prepared list is chosen by the coach and both use the same prepared list. The student reads the question and asks it and the coach reads the replies from the same list but in his own copy. The student must write down the answers in a proper session worksheet and note and write down any reads. (An F/N terminates the listing if it occurs.) The coach need not use the whole list of replies but only half a dozen chosen at random. The sequence of commands is the same as TR 4/8-Q1 except that the R



SOLO COURSE - PART I

factor is “We are going to list a question.” And, if no item F/Ns and no significant read has occurred, the additional action of nulling the list is undertaken with the command, “I will now assess the list.”

TRAINING STRESS: The laws of Listing and Nulling HCOB 1 Aug 68 apply in full as these are very important laws and ignoring them can result in severe ARC breaks not so much in this drill but in actual sessions. The coach may also require suppress and invalidate buttons be put in on the whole list. All errors, omissions, hesitations and lapses from Tone 40 on the part of the student are flunked. Coach similarly to TR 4/8-Q1. Pass when the student can do it flawlessly three consecutive times. (This drill may be used for internship tapes and videos for assessing and metering passes.)

END PHENOMENA: A person able to do a flawless L & N list as the session or as part of a session, with all TRs in, with perfect metering and proper admin and using Tone 40 in his listing and assessing.

HISTORY: Developed by L. Ron Hubbard in April, 1980.

SUMMARY

The purpose of these drills is to train the student to ask questions that will get answers and to assess prepared lists that will get accurate reads. If a student dallying these drills has difficulty it will be traced to false data, misunderstood words or not having passed earlier TRs including Upper Indoc or his metering drills as contained in the Book of E-Meter Drills. If a satisfactory result is not obtained, the faults in the above items should be located and remedied and these drills repeated. If any earlier omissions are found and repaired and if these drills are honestly done, heightened success as an auditor (or a surveyor or examiner or ethics officer) is assured.

L. RON HUBBARD
FOUNDER

LRH:dr



SOLO COURSE - PART I

SECTION EIGHT - WORD CLEARING

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 21 JUNE 1972

Issue I

Remimeo

Word Clearing Series 38

METHOD 5

Method 5 Word Clearing is a System wherein the word clearer feeds words to the person and has him define each. It is called Material Clearing. Those the person cannot define must be looked up.

This method may be done without a meter. It can also be done with a meter.

The reason the Method is needed is because the person often does not know that he does not know. Therefore Method 4 has its limitations as the meter does not always read.

The actions are very precise.

The word clearer asks "What is the definition of _____?" The person gives it. If there is any doubt whatever of it, or if the person is the least bit hesitant, the word is looked up in a proper dictionary.

This method is the method used to clear words or auditing commands or auditing lists.

L. RON HUBBARD

Founder

LRH: nt.rd

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SECTION NINE - LISTING AND NULLING

BOARD TECHNICAL BULLETIN

20 AUGUST 1970R

Revised & Reissued 19 August 1974 as BTB

All Cksheets

Class III and above

CANCELS HCO BULLETIN OF 20 AUGUST 1970

SAME TITLE

TWO COMPLETE DIFFERENCES ASSESSMENT LISTING AND NULLING

ASSESSMENT IS AN ENTIRELY DIFFERENT SUBJECT FROM LISTING AND NULLING.

LISTING AND NULLING IS AN ENTIRELY DIFFERENT SUBJECT FROM ASSESSMENT.

Please get these differences very clearly. They are completely different actions. They are even years apart in development. They have nothing to do with each other.

ASSESSMENT

Assessment is an action done from a *prepared* list. A PREPARED list.

The list is prepared by the Auditor or the C/S or it is an HCOB of prepared lists. It is done by someone other than the PC.

The prepared list for an Assessment is not made up by the preclear.

Assessment is done exactly per the *Book of E-Meter Drills*, Number 24.

Assessment is NOT done by the Laws of Listing and Nulling.

Assessment has nothing to do with S & Ds, Remedy A or Remedy B (which are Listing and Nulling actions).

Assessment is not auditing. It is simply trying to locate something to audit.

You say the words on the prepared list right to the Pc's bank, bang, bang, marking the reads, and go through the list of reading items until you are left with one reading item. *That* is the item.

To get a clue as to what happened, the C/S prepares a list, and the Auditor starts assessing with the list already written out,



SOLO COURSE - PART I

The Auditor calls out each item and notes its read as follows:

Lions X
Big Game SF
Cats X
Felines SF
Tigers X
Bearers X
Trucks X
Elephants X
Killing F
Camping X

Three items are now reading after the first assessment. The Auditor continues to assess the reading items on the list by elimination down to ONE item. On the second assessment the list looks like this:

Lions X
Big Game SF X
Cats X
Felines SF X
Tigers X
Bearers X
Trucks X
Elephants X
Killing F LFBD
Camping X

Now the item left in is “Killing”. It is circled. *That* is the item. The C/S now knows where the charge lies.

This item is prepchecked or done on an L1 as a subject or otherwise handled as directed by the C/S.

Sometimes some items will read three or four times, but the action is the same. The Auditor assesses the reading items by elimination down to one item. And that is all there is to it. If the item “killing” *also* had an F/N, the item would not be handled further as the charge will have blown.

LISTING AND NULLING



Listing and Nulling is an action whereby the *PC* gives items in answer to the Auditor's listing question.

It is the *Preclear* who lists. Listing and Nulling is listed by the preclear. This is done precisely per the Laws of Listing and Nulling. (HCOB 1 August 1968).

There is no Listing and Nulling drill in the *Book of E-Meter Drills*.

The Auditor asks the listing question, if it reads he asks the PC the question, the PC answers, item, item, item, item. The Auditor writes the items down as the PC gives them noting the read or no read as the PC gives the item. The Auditor then nulls the list per the Laws of Listing and Nulling.

In Listing and Nulling, there should be ONLY ONE reading item on the list after nulling.

You don't go over and over the reading items by a process of elimination. You may extend the list if more than one item is reading on nulling.

In its finest form, Listing and Nulling is done to LFBD F/N.

The Auditor says the listing question to the PC, checks whether it read and notes the reads per Number 6 of the Laws of Listing and Nulling.

Ideally, the following would happen.

The Auditor checks the question "Who got shot?" It gets a long fall, so it is reading well. Auditor writes the read beside the question. Then the Auditor gives the PC the question with good TR 8, and PC gives items. The Auditor writes the PC's items down, noting whether the item read and the read as the PC gives it. The first reads therefore is always the read the item gave as the PC said it.

"Who got shot?" LF

Me X

Joe X

Bearers

Elephants X

Tigers

The Buffalo X

IND. The White Hunter LFBD F/N

The list could be shorter or longer, but ideally, the above would happen—THE item will give an LFBD F/N on listing, and that is the item. It is given to the PC. The PC will have cogs and VGIs.

This is the best kind of listing—which never has to get as far as the nulling stage. THE item gets an LFBD F/N on listing. This is the sign of the real Pro. This is the kind of listing we want.

Or the following could happen, which is not as fine as the above, but which is also well done Listing and Nulling.

The listing question is checked, it reads well and the auditor gives the PC the listing question:



„Who got shot?“ LF

Me X
Joe X
Bearers X
Elephants X
Tigers X
The Buffalo X

The pc says, „That's all.“ Auditor notes the pc's ruds are in and the pc is in good comm.

Auditor pleasantly says, „Thank you. I'll check the listing question.“ He does so, and almost certainly the question reads. Auditor notes down this action.

If the auditor gets a read, he say: „We'll extend the list.“

And the auditor extends the list. He asks the listing question and the willingly answers:

EXT The Dog X
The White Hunter LFBD

Pc indicates he has no more items.

Now you have an LFBD item, but no F/N, so the list must be nulled.

The auditor nulls the WHOLE list—and the one list looks like the following:

„Who got shot?“ LF
Me X X
Joe X X
Bearers X X
Elephants X X
Tigers X X
The Buffalo X X

EXT

The Dog X X
IND The White Hunter LFBD LFBD F/N

“The White Hunter will BD F/N because it is *the* item. The Auditor gives the item to the PC. The PC will have Cogs and VGIs. It might happen that the PC tells the Auditor that this is the item, at which point the Auditor would pleasantly say “thank you. ‘The White Hunter’ is your item.” Or he could just smile and say “Thank you”, in acknowledgment. But the point is that he would never chop the pc's Cog or enforce his presence on the PC while this is happening.



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GOOD TRs ARE VITAL.

And this is the way you do Listing and Nulling.

You get an LFBD F/N while Listing or while Nulling, if you're a flubless Auditor. It is the finest hand that gets it while Listing and never has to get to the Nulling stage. However, both are excellent. A list that has to be nulled to cm LFBD item is acceptable, but not worthy of praise.

There is of course one other place where you could get an LFBD F/N in Listing and Nulling - which is while checking the listing question for read before listing. You could get an F/N on checking the question, and the PC could start cogging and blow the whole subject. When that happens, the subject has *blown*. Don't do anything more with it. Indicate the F/N and let the PC have his Cog and VGIs.

Listing and Nulling is so simple. Have perfect TRs, know the Laws of Listing and Nulling, and do it as shown above.

Any Auditor who consistently cannot get an LFBD F/N while Listing and Nulling should retrain on Listing and Nulling. It is more than likely he'll find he has bought some one else's misunderstandings or considerations on the subject.

As a matter of fact, Listing and Nulling is a breeze and don't let anyone try to tell you otherwise.

Prepared from LRH lectures,

C/Ses and HCOBs by CS-4

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I/C: CPO Andrea Lewis 2nd:

Molly Harlow

Authorized by AVU

for the BOARDS OF DIRECTORS of
the CHURCHES OF
SCIENTOLOGY

BDCS:SW:AL:MH:JR:mh



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 1 AUGUST 1968

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CLASS III, SOLO VI & VII, ACADEMY AND SHSBC

REQUIRED REVIEWED FOR SOLO AND VII

(Compiled from earlier HCOBs and TAPES of
the early 60's to give the exact stable data)

THE LAWS OF LISTING AND NULLING

(Star Rate. No attestations
allowed, clay and demos required)

The following laws are the ONLY important rules of listing and nulling. If an auditor doesn't know these he will mess up pcs thoroughly and awfully. An auditor who doesn't know and can't apply these is not a Level III auditor.

LAWS

1. The definition of a complete list is a list which has only one reading item on list.
2. A TA rising means the list is being overlisted (too long).
3. A list can be underlisted in which case nothing can be found on nulling.
4. If after a session the TA is still high or goes up, a wrong item has been found.
5. If pc says it is a wrong item it is a wrong item.
6. The question must be checked and must read as a question before it is listed. An item listed from a non-reading question will give you a "Dead Horse" (no item).
7. If the item is on the list and nothing read on nulling, the item is suppressed or invalidated.
8. On a suppressed list, it must be nulled with suppressed. "On...has anything been suppressed."
9. On an item that is suppressed or invalidated the read will transfer *exactly* from the item to the button and when the button is gotten in the item will again read.
10. An item from an overlisted list is often suppressed.
11. On occasion when you pass *the* item in nulling, all subsequent items will read to a point where everything on list will then read. In this case take the first which read on first nulling.
12. An underlisted and overlisted list will ARC break the pc and he may refuse to be audited until list is corrected, and may become furious with auditor and will remain so till it is corrected.
13. Listing and nulling or any auditing at all beyond an ARC Br without handling the ARC Break first such as correcting the list or otherwise locating it will put a pc into a "sad effect".



SOLO COURSE - PART I

14. A pc whose attention is on something else won't list easily. (List and null only with the rudiments in on the pc.)
15. An auditor whose TRs are out has difficulty in listing and nulling and in finding items.
16. Listing and nulling errors in presence of Auditor's Code violations can unstabilize a pc.
17. The lack of a specific listing question or an incorrect non-standard listing question which doesn't really call for item will give you more than one item reading on a list.
18. You cease listing and nulling actions when a floating needle appears.
19. Always give a pc his item and circle it plainly on the list.
20. Listing and nulling are highly precise auditing actions and if not done exactly by the laws may bring about a down tone and slow case gain, but if done correctly exactly by the laws and with good auditing in general will produce the highest gains attainable.

NOTE: There are no variations or exceptions to the above. (Does not alter 5A Power procedure.)

A failure to know and apply this bulletin will result in the assignment of very low conditions as these laws, if not known or followed, can halt case gain.

L. RON HUBBARD

Founder

LRH:jp js.cden

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SOLO COURSE - PART I

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FLOATING NEEDLES, LISTING PROCESSES

In sessions where the process being run on a pc involves a listing question (including S & D), please note that after the listing question has been thoroughly cleared with the preclear and then given to the pc that the process is being run.

Should it happen, then, that while the pc is actually listing off the question (and has not gone momentarily out of session), the needle floats, this is the flat point or end phenomenon of the process and the whole subject and all further steps of it are dropped at once.

Whatever charge was on the listing question has blown, either with or without the preclear being analytically aware of it.

To continue the process beyond this point is Out Tech by the process being overrun and is also a violation of our basic Fast Flow System.

Please note that whether there is a second leg to the process or not, like fitting an item found off a list into a bracket of commands, has no bearing on the fact that the process is flat.

If the needle floats while the pc is in session listing off a question, then there is no charge left on that question and there will be no item to fit into the second leg of the process.

The process has served its purpose.

With training as immaculately precise as it is and auditors' comm cycles becoming effortlessly superlative, the gradients of our technology are so fine that the results of each process on each level will be achieved faster and faster.

Sometimes the velocity of the processing is such that the end phenomenon will occur on the process without the preclear being aware of what has happened. Ending the process at this point then gives the preclear the chance to move into the velocity of the process.

Please then acknowledge the power of our technology and keep winning.

L. RON HUBBARD

Founder



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 27 MAY 1970

Remimeo

UNREADING QUESTIONS AND ITEMS

(With particular reference to doing
a Group Engram Intensive)

Never list a listing question that doesn't read.

Never prepcheck an item that doesn't read.

These rules hold good for all lists, all items, even DIANETICS.

A „tick” or a „stop” is not a read. Reads are small falls or falls or long falls or long fall blowdown (of TA).

A preclear's case can be gotten into serious trouble by listing a list that doesn't read or prepchecking or running an item that doesn't read.

On a list, this is the sort of thing that happens:

The List is „Who or what would fly kites?” The C/S has said to „List this to a BD F/N Item”. So the auditor *does* list it without checking the read at all. The list can go on 99 pages with the pc protesting, getting upset. This is called a „Dead horse list” because it gave no item. The reason it didn't was that the list question itself didn't read. One does an L4 on the pc to correct the situation and gets „Unnecessary action”.

On a list that is getting no item you don't *extend*. You correctly use L4 or any subsequent issue of it. If you extend a „dead horse list” you just make things worse. Use an L4 and it will set it right.

This weird thing can also happen. C/S says to list „Who or what would kill buffaloes?” The auditor does, gets a BD F/N Item „A Hunter”. The C/S *also* says to list as a second action „Who or what would feel tough?” The auditor fails to test the Question for read and lists it. Had he tested it, the list would not have read. But the list comes up with an item, „A mean hunter”. It has stirred up charge from the first question and the item „A mean hunter” is a *wrong* item as it is a misworded variation of the first list's item! Now we have an unnecessary action *and* a wrong item. We do an L4 and the pc is still upset as maybe only one or the other of the *two* errors read.

In a Dianetic „list” one is not doing a listing action. One is only trying to find a somatic or sensation, etc. that will run. The item must read well. Or it won't produce a chain to run. In actual fact the Dn list Q does usually read but one doesn't bother to test it.

But an item that doesn't read will produce no chain, no basic and the pc will jump around the track trying but just jamming up his bank.



The moral of this story is:

ALWAYS TEST A LISTING QUESTION BEFORE LETTING THE PC LIST.

ALWAYS MARK THE READ IT GAVE (SF, F, LF, LFBD) ON THE WORKSHEET.

ALWAYS TEST AN ITEM FOR READ BEFORE PREPCHECKING OR RUNNING RECALL OR ENGRAMS.

ALWAYS MARK THE READ AN ITEM GAVE (SF, F, LF, LFBD) ON THE WORKSHEET.

CHARGE

The whole subject of „charge” is based on this. „Charge” is the electrical impulse on the case that activates the meter.

„Charge” shows not only that an area has something in it. It also shows that the pc has possible *reality* on it.

A pc can have a broken leg, yet it might not read on a meter. It would be *charged* but below the pc’s reality. So it won’t read.

THINGS THAT DON’T READ WON’T RUN.

The Case Supervisor always counts on the AUDITOR to test Questions and Items for read before running them.

The auditor, when a Question or Item doesn’t read, can and should always put in „Suppress” and „Invalidate”. „On this (Question) (Item), has anything been Suppressed?” „On this (Question) (Item), has anything been Invalidated?” If either one read, the question or item will also read. The Case Supervisor also counts on the AUDITOR to use Suppress and Invalidate on a Question or Item. If after this there is still no read on the Question or Item, that’s it. Don’t use it, don’t list it. Go to the next action on the C/S or end off.

L. RON HUBBARD

Founder

LRH:dz.ka.rd



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

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Remimeo

Also Dn Text

C/S Series 59

DIANETIC LIST ERRORS

It *can* happen that a Dianetic list of somatics, pains, emotions and attitudes can act as a list under the meaning of the Laws of Listing and Nulling as per HCO B 1 August 68.

The most violent session ARC Brks occur because of list errors under the meaning of Listing and Nulling. Other session ARC Brks even under withholds are not as violent as those occurring because of listing errors.

Therefore when a violent or even a “total-apathy-won’t-answer” session upset has occurred in Dianetics, one must suspect that the preclear is reacting under the Laws of Listing and Nulling and that he conceives such an error to have been made.

The repair action is to assess the prepared list which corrects listing errors. This is L4B – HCO B 15 Dec 68 amended to 18 March 71.

It is used “On Dianetics Lists _____” as the start of each of its questions when employed for this purpose.

When a pc has not done well on Dianetics and when no other reason can be found the C/S should suspect some listing error and order an L4B to be done “On Dianetic lists _____” at the start of each question.

Each read obtained on the list is carried Earlier Similar to F/N as per HCO B 14 Mar 71 “F/N Everything” or, preferably the list is found in the folder and properly handled in accordance with what read on L4B.

ALL Dianetic Lists can be carried to an item that blows down and F/Ns.

This does not mean the item found is now wholly clean. Even though it F/Ned it can be run by recall, by secondaries and by engrams as found in Class VIII materials. It is usually run by engrams, triple, R3R.

A C/S must be alert to the fact that

- (a) Extreme upsets and deep apathies are almost always list errors.
- (b) That a Dianetic List can be conceived to be a formal list and can behave that way.
- (c) L4B is the correction list used in such cases.

Very few Dianetic lists behave this way but when they do they must be handled as above.

L. RON HUBBARD

Founder

LRH:nt.rd



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

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Issue II

Remimeo

C/S Series 78

**PRODUCT PURPOSE AND WHY AND
W/C ERROR CORRECTION**

Where untrained Auditors are finding Whys for a Danger Formula, or post purposes or post products as called for in the Est O System you will get a certain amount of error and case disturbance. Such upsets also come from word clearing by incompetent persons.

The C/S should look for these especially when such campaigns are in progress. He should suspect them as a possibility when a case bogs.

A C/S must be sure all such papers and worksheets get into pc's folders.

A common repair action is to

1. Do an assessment for type of charge.
2. Handle the charge found by the assessment done.
3. Fly all the reading items found on such assessments by 2wc or direct handling.
4. Suspect LISTING ERRORS on any Why or purpose or product found even though no list exists and reconstruct the list and L4B and handle it.
5. Handle word clearing of any type in or out of session with a Word Clear Correction List done in session by an Auditor.
6. When word clearing is too heavy on the pc or doesn't clean up suspect he has been thrown into implants which are mostly words or the words in some engram. As Implants are actually just engrams, handle it with an L3B.

LISTING

Any item found out of session or by a non-auditor is suspect of being a Listing and Nulling (L&N) error even though no list was made.

TODAY A CORRECT L&N ITEM MUST BD AND F/N.

So treat such items as you would list errors and try to reconstruct the list and either confirm the item or locate the real item (may have been invalidated and suppressed) or extend the list and get the real item.

The real item will BD F/N.

One can establish what the situation is with a post purpose, a Why or a product or any other such item by doing an L4B.

SELF AUDITING

The commonest reason for self-auditing is a wrong or unfound L&N item.



SOLO COURSE - PART I

People can go around and self-list or self-audit trying to get at the right Why or product or purpose after an error has been made.

REACTION

NOTHING PRODUCES AS MUCH CASE UPSET AS A WRONG LIST ITEM OR A WRONG LIST.

Even, rarely, a DIANETIC LIST can produce wrong list reactions. Ask the pc for his somatics and he blows up or goes into apathy. Or blows. Or attacks the auditor.

ALL of the more violent or bad reactions on the part of the pc come from out lists.

Nothing else produces such sharp deterioration in a case or even illness.

OUT LISTS

Therefore when one gets a sharp change in a case (like lowered tone, violence, blows, "determination to go on in spite of the supervisor", long notes from pcs, self C/ Sing, etc., etc., the C/S SUSPECTS AN OUT LIST.

This outness can occur in regular sessions even when the item was said to BD F/N.

It can occur in "Coffee shop" (out of session auditing of someone), or by Est Os or poorly trained or untrained staff members or even in life.

PTS

When such actions as finding items by non-auditors are done on PTS people the situation can be bad, so one also suspects the person to be PTS to someone or something.

"PTS" does not communicate well in an assessment question so one says, "Someone or something is hostile to you" and "You are connected to someone or something that doesn't agree with Dianetics or Scientology."

REPAIRS

The main things to know when doing such repairs are

- (a) that such situations as wrong lists or upset people can occur in an org where untrained people are also using meters and
- (b) THAT IT IS UP TO THE C/S TO SUSPECT DETECT AND GET THEM HANDLED IN REGULAR SESSION.

Do not ignore the possible bad influence.

As the good outweighs the bad in such cases, it is not a correct answer to forbid such actions.

It is a correct answer to require all such actions and worksheets become part of the folder.

One can also persuade the D of T or Qual to get in the people doing such actions.

And do not ignore the effect such actions can have on cases and do not neglect to include them in C/Ses before going on with the regular program.

They can all be repaired.

L. RON HUBBARD

Founder

LRH:nt.rd.gm



SOLO COURSE - PART I

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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 NOVEMBER 1978

Auditors

Class IV and above

C/Ses Class IV

and above

URGENT – IMPORTANT

L & N LISTS – THE ITEM “ME”

RULE: THE ITEM “ME” MUST BE ACCEPTED ON ANY S & D LIST.

RULE: THE ITEM “ME” MUST NEVER BE REPRESENTED.

The item “Me” on an L & N list *must* be accepted as the item, as it is basically the only right item there could be for an identity or valence list.

The item “Me” often appears on S & D lists, or similar L & N lists which ask for an identity or valence. If it is not accepted, or if it is represented, it will really mess up the case. (This includes the pronouns, “myself,” and “I.”)

The right thing to do when the pc gives this item, is to accept it as the item for the list, and do not continue that list or take any further action with that item.

L. RON HUBBARD

Founder

LRH:dm.clb



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 11 APRIL 1977

Remimeo

Level III

Level IV

Snr Class IV

Ex Dn

All Cl IV Auditors

LIST ERRORS CORRECTION OF

It has been found that the correction of lists, a very vital piece of tech, has been a source of confusion in the field as it apparently has never been written up in an issue. It really is simple if you know your Laws of L & N.

VERIFYING A LIST

The correct procedure for verifying/correcting past L & Ns is to check the items as to whether or not they are correct. Then do an L4BRA on each list where the item is found to be incorrect. You would have to orient the pc to the listing question and the item. You do not direct the question to see if it read. And don't just do an L4BRA and then not find the right item for the pc as part of the handling (unless the question proves to be uncharged or some such).

NULLING A LIST

One nulls a list when he doesn't get a BD F/N item on listing. The Laws of L & N strictly apply. An L4BRA would be used if the action bogs with still no item found. One would also null lists the pc made where no item had been found such as a 2WC which turned into a listing action with the pc giving off items or a list the pc somehow made while not on a meter. In these cases there is no item to verify with the pc as correct. Just cull the items into a list, work out with the pc what the question was if it's not already noted, and null the list.

RECONSTRUCTING A LIST

Sometimes you just don't have the list and can't get it or it's an old Why Finding or PTS interview for which there are no worksheets. In this case you get from the pc what the question was and then get him to give you the items that were already on the list as the item probably was already on the list and you don't want the pc to get into newly listing the question in PT and then getting into an overlisting situation. Just get him to give you the items he had already put on the list and more often than not you will get a BD F/N item. If you don't get the item that way then you can extend the list.

SELF-LISTING



Watch it on these as every random stray thought a person has about “why this or that” does not mean it’s a self-list. But do look for it on a person who is manifesting the horrendous BPC an out list can generate, who is introspected or has been trying to figure out who is doing him in after just having seen the Ethics Officer. Just don’t get into trying to make a list out of some non-standard listing question that won’t give you an item. And actually the usual reason for self-listing is a prior wrong L & N item or an item not found. People will self-list to try to find the right item. So find and correct the earlier out list.

LIST CORRECTION BLOW-UP

When you are going along correcting lists and suddenly you get a big pc blow-up and it is not resolving on the list you are correcting you had better quickly realize that you probably are not correcting the list that is out and you’d better find out which list

it is. There is usually an earlier out list to be found, if the list you are correcting does not resolve the upset.

LISTS NOT READING

When you start getting key lists such as Grades III and IV not reading and no items found it’s time for that auditor to get a thorough overhaul on his metering, eyesight and to get off all his MUs on L & N. You also could be setting the pc up for a self-listing situation as he has been given the listing question but no item has been found. So be very sure the question did not read even with Suppress and Inval and TRs were in before getting off a key L & N process.

USE OF L4BRA

The prepared list L4BRA corrects L & N lists. It can be run on old lists, current lists, general listing. When a pc is ill after a listing and nulling session or up to 3 days after, always suspect that a listing action done on the pc had an error in it and get those lists corrected.

Sometimes it is obvious what the error was per the Laws of Listing and Nulling. For example there could be two reading items left on the list in which case you would know to extend the list as it has been underlisted. If this didn’t go, then an L4BRA would be done on the list.

HANDLING AN L4BRA

You handle reading questions on the L4BRA by the directions under the question that read. You don’t just 2WC these questions. For example say question 4 read on the L4BRA, “Is a list incomplete? SF.” You then ask the pc, “What list is incomplete?” Locate it and get it completed to a BD F/N item. You don’t just 2WC “incomplete lists” to an F/N and leave it at that.

By the way the L4BRA is missing a line which is “Was it the first item on the list?” This is being added as it’s quite common that it is the first item and is most often missed.

DO IT RIGHT



SOLO COURSE - PART I

An out list can create more concentrated hell with a pc than any other single auditing error. So it's imperative that listing errors get properly corrected.

The best thing to do is to have the Laws of Listing and Nulling drilled line by line and down cold and just do it right in the first place. Then you will also see at once where old lists violated these laws and you will not be yourself doing lists that have to be corrected later.

L. RON HUBBARD

Founder



SOLO COURSE - PART I

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.

L. RON HUBBARD

Founder

LRH: ntm.rd

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SOLO COURSE - PART I

by L. Ron Hubbard

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SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 28 MAY 1970

Remimeo

CORRECTION LISTS, USE OF

The various lists designed to find by-passed charge and repair a faulty auditing action or life situation should be used heavily and thoroughly.

There are many such lists - Green Form, LIB, L4, etc.

They are available in HCO B form and are themselves corrected and re-issued from time to time. They can be found in HCO B 5 July AD 13 and others.

There are FOUR WAYS TO USE these prepared lists.

1. The auditor starts at the top and takes up each read until he gets one to F/N.
In this case the auditor does not do "Itsa earlier Itsa".
He just cleans each read.
2. The auditor starts from the top and on each read cleans it and does Itsa earlier Itsa to F/N or to a clean no-read and goes on.
3. The auditor assesses the list down until he gets a heavy read and cleans that, using Itsa Earlier Itsa. Then he can go on to the next heavy read, cleans that. Etc. to F/N. In this case he can get several F/Ns on the same list.
4. The whole list is rapidly assessed over and over until one item stays in and that is given to the pc.

UPSET PC

When a pc is very upset and misemotional the action in 4.

above is the only one to use as it is the safest. On a very upset or antagonistic pc don't engage in any chatter, just grab a list and assess it, and indicate the By-Passed Charge. The results are usually magical.

REPAIR

Repairing a case fully, as done in Qual or in an HGC where the person has led an out-rud life Method 3 above is the one to use. Various and assorted lists can be employed.

SETTING UP

The best way to set up a case for auditing a major action is to Repair it.

This can be necessary before the person is ever audited at all on any major action such as Dianetics or grades.

Such an action can go on and on and should. The action is to bleed the list of all possible use, using 3.

This is a new discovery I have made.



SOLO COURSE - PART I

AUDITING REPAIR

Auditing repair usually uses methods I or (for pcs upset from lists) 4.

ERROR IN USING LISTS

The major error in using prepared lists is not to really get full use out of the list.

In using lists don't be in a great hurry or do a superficial job.

The list is for the pc, not a statistic.

L. RON HUBBARD

Founder



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

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Remimeo

VIOLATION OF THE LAWS OF LISTING AND NULLING

Rudiments (ARC Bks, PTPs, M/W/Hs) are usually not necessary in correcting a list as a wrong list usually is the ARC Bk and PTP.

To correct a list ask the pc or pre-OT:

- (1) "Is it an incomplete list?" If it is, extend it and find the item.
- (2) "Was it the first item on the list?" If so, indicate item to pc or pre-.
- (3) "Was it an unnecessary action?" (dead horse). If so, indicate it.
- (4) "Had you not answered the listing question?" If so, re-clear question and if it reads list it.

The 4 basic reasons for a wrong list are here:

- (1) It was the first item.
- (2) It is not a complete list.
- (3) The question didn't read (which causes a dead horse).
- (4) The pc didn't answer the question.

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Founder



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Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 29 SEPTEMBER 1968RA

REVISED 18 OCTOBER 1986

Remimeo
Class III Auditors
and above
Class V Graduate
Course Checksheet

LIST CORRECTION-THE SHORT L4

(Only valid for a list recently done)

This list is the shorter version of the standard L4BRB. Its use is for sorting out the error in a current Listing and Nulling action or on a recently done L&N list. It contains the most common errors that foul up L&N actions.

Assess the list M5.

If the situation does not resolve completely, use an L4BRB.

1. WAS IT THE FIRST ITEM ON THE LIST? _____

(Indicate and give pc his item.)

2. WAS THE LIST INCOMPLETE? _____

(Complete the list and give the pc his item.)

3. WAS THE ITEM BYPASSED? _____

(Locate which one.)

4. WAS THE ITEM SUPPRESSED? _____

(If so, null the list with Suppress, the nulling question being "On [item] has anything been suppressed?" Give the pc his item.)

5. WAS THE ITEM INVALIDATED? _____

(If so, null the list with Invalidate, the nulling question being "On [item] has anything been invalidated?" Give the pc his item.)

6. WAS THE QUESTION MEANINGLESS? _____

(If so, indicate it to the pc.)



7. WAS THE LIST OVERLISTED? _____

(If so, get the item by nulling with Suppress, the nulling question being "On [item] has anything been suppressed?" for each item on the overlong list. Give the pc his item.)

8. WERE THERE ITEMS THOUGHT OF THAT WEREN'T PUT DOWN? _____

(Add them to the list. Renull the whole list and give the pc the item.)

9. WAS IT LISTED OUT OF SESSION? _____

(If so, find out what question and try to write a list from recall and get an item and give it to the pc.)

10. WAS THE ITEM DIFFERENT WHEN SAID BY THE AUDITOR? _____

(Find out what the item was and give it to the pc correctly.)

11. WAS THE ITEM NOT GIVEN TO YOU? _____

(Find out what it was and clean it up with Suppress and Invalidate and give it to the pc.)

12. WAS THE ACTION UNNECESSARY? _____

(Indicate the BPC and indicate that it was an unnecessary action.)

13. WAS A RELEASE-POINT BYPASSED ON THE QUESTION ONLY? _____

(Indicate the overrun to the pc and rehab.)

14. WAS A RELEASE-POINT BYPASSED ON LISTING? _____

(Indicate the overrun to the pc and rehab.)

L. RON HUBBARD

Founder

Revision assisted by

LRH Technical Research
and Compilations



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HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 DECEMBER 1968RA

(Amends HCO Bulletin of 9 January 1968 List L4A)

Remimeo

(ITEM 6 CORRECTED 12 FEBRUARY 1969)

(Amended 8 August 1970)

(Amended 18 March 1971)

(Revised 2 June 72)

(Re-Revised 11 April 1977)

L4BRA

FOR ASSESSMENT OF ALL LISTING ERRORS

ASSESS THE WHOLE LIST (METHOD 5) THEN TAKE biggest reads or BDs and handle. Then clean up the list.

PC'S NAME _____ DATE _____

AUDITOR _____

0. WAS IT THE FIRST ITEM ON THE LIST? _____

(Indicate and give pc his item.)

1. DID YOU FAIL TO ANSWER THE LISTING QUESTION? _____

(If it reads, find out what question, clear the question noting whether it reads, if so, list it, find the item and give it to the pc.)

2. WAS THE LIST UNNECESSARY? _____

(If it reads, indicate BPC and indicate that it was an unnecessary action.)

2A. DID THE QUESTION HAVE NO CHARGE ON IT? _____

(Indicate.)

2B. WERE YOU ASHAMED TO CAUSE AN UPSET? _____

(L1C after list corrected.)

2C. WERE YOU AMAZED TO REACT THAT WAY? _____

(Same as 2B.)

2D. THE QUESTION HAD ALREADY BEEN LISTED BEFORE? _____



(Indicate, rehab.)

2E. YOU HAD NO INTEREST IN THE QUESTION?

(Indicate that the auditor missed that it didn't read.)

3. WAS THE ACTION DONE UNDER PROTEST?

(If it reads, handle by itsa earlier similar itsa.)

4. IS A LIST INCOMPLETE?

(If reads, find out what list and complete it, give the pc his item.)

5. HAS A LIST BEEN LISTED TOO LONG?

(If so, find what list and get the item from it by nulling with Suppress, the nulling question being: "On has anything been suppressed?" for each item on the overlong list. Give the pc his item.)

6. HAS THE WRONG ITEM BEEN TAKEN OFF A LIST?

(If this reads, put in Suppress and Invalidated on the list and null as in 5 above and find the right item and give to the pc.)

7. HAS A RIGHT ITEM BEEN DENIED YOU?

(If this reads, find out what it was and clean it up with Suppress and Invalidate and give it to the pc.)

8. HAS AN ITEM BEEN PUSHED OFF ON YOU YOU DIDN'T WANT?

(If so, find it and get in Suppress and Invalidate on it and tell pc it wasn't his item and continue the original action to find the correct item.)

9. HAD AN ITEM NOT BEEN GIVEN YOU?

(if reads, handle as in 7.)

10. HAVE YOU INVALIDATED A CORRECT ITEM FOUND?

(If so, rehab the item and find out why the pc invalidated it or if somebody else did it, clean it up and give it to pc again.)

11. HAVE YOU THOUGHT OF ITEMS THAT YOU DID NOT PUT ON THE LIST?

(If so, add them to the correct list. Renull the whole list and give the pc the item.)

12. HAVE YOU BEEN LISTING TO YOURSELF OUT OF SESSION?

(If so, find out what question and try to write a list from recall and get an item and give it to the pc.)

13. HAVE YOU BEEN GIVEN SOMEBODY ELSE'S ITEM?

(If so, indicate to the pc this was not his item. Don't try to find whose it was.)

14. HAS YOUR ITEM BEEN GIVEN TO SOMEONE ELSE?

(If so, find if possible what item it was and give it to the pc. Don't try to identify the "somebody else.")

14A. WERE EARLIER LISTING ERRORS RESTIMULATED?

(Indicate and correct earlier lists then check the current.)

14B. HAD THIS LIST ALREADY BEEN HANDLED?

(Indicate.)

15. HAS A RELEASE POINT BEEN BYPASSED ON LISTING?

(If so, indicate the overrun to the pc, rehab back.)

16. HAS A RELEASE POINT BEEN BYPASSED ON THE QUESTION ONLY?

(If so, indicate the overrun to the pc and rehab back.)



17. HAVE YOU GONE EXTERIOR WHILE LISTING? _____
(If so, rehab. If Ext Rundown not given, note for C/S.)
18. HAS IT BEEN AN OVERT TO PUT AN ITEM ON A LIST? _____
(If so, find out what item and why.)
19. HAVE YOU WITHHELD AN ITEM FROM A LIST? _____
(If so, get it and add it to the list if that list available. If not put item in the report.)
20. HAS A WITHHOLD BEEN MISSED? _____
(If so, get it, if discreditable ask "Who nearly found out?")
21. HAS AN ITEM BEEN BYPASSED? _____
(Locate which one.)
22. WAS A LISTING QUESTION MEANINGLESS? _____
(If so, find out which one and indicate to the pc.)
23. HAS AN ITEM BEEN ABANDONED? _____
(If so, locate it and get it back for the pc and give it to him.)
24. HAS AN ITEM BEEN PROTESTED? _____
(If so, locate it and get the Protest button in on it.)
25. HAS AN ITEM BEEN ASSERTED? _____
(If so, locate it and get in the Assert button on it.)
26. HAS AN ITEM BEEN SUGGESTED TO YOU BY ANOTHER? _____
(If so, get it named and the Protest and Refusal off.)
27. HAS AN ITEM BEEN VOLUNTEERED BY YOU AND NOT ACCEPTED? _____
(If so, get off the charge and give it to the pc, or if he then changes his mind on it, go on with the listing operation.)
28. HAS THE ITEM ALREADY BEEN GIVEN? _____
(If so, get it back and give it again.)
29. HAS AN ITEM BEEN FOUND PREVIOUSLY? _____
(If so, find what it was again and give it to the pc once more.)
30. HAS AN ITEM NOT BEEN UNDERSTOOD? _____
(If so, work it over with buttons until pc understands it or accepts or rejects it and go on with listing.)
- 30A. WAS THE LISTING QUESTION NOT UNDERSTOOD? _____
(Get defined and check for read. It may be unreading. If so, indicate that an uncharged question was listed because it read on a misunderstood.)
- 30B. WAS A WORD IN THE QUESTION NOT UNDERSTOOD? _____
(Same as 30A.)
31. WAS AN ITEM DIFFERENT WHEN SAID BY THE AUDITOR? _____
(If so, find out what the item was and give it to the pc correctly.)
- 31A. DID THE AUDITOR SUGGEST ITEMS TO YOU THAT WERE NOT YOURS? _____
(Indicate as illegal to do so. Correct the list removing these.)



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32. WAS NULLING CARRIED ON PAST THE FOUND ITEM? _____
(If so, go back to it and get in Suppress and Protest.)

33. HAS AN ITEM BEEN FORCED ON YOU? _____
(If so, get off the Reject and Suppress and get the listing action completed to the right item if possible.)

34. HAS AN ITEM BEEN EVALUATED? _____
(If so, get off the Disagreement and Protest.)

35. HAD EARLIER LISTING BEEN RESTIMULATED? _____
(If so, locate when and indicate the bypassed charge. Find and correct the earlier out list.)

36. HAS AN EARLIER WRONG ITEM BEEN RESTIMULATED? _____
(If so, find when and indicate the bypassed charge. Find and correct the earlier out list.)

37. HAS AN EARLIER ARC BREAK BEEN RESTIMULATED? _____
(If so, locate and indicate the fact by itsa earlier similar itsa.)

38. DO YOU HAVE AN ARC BREAK BECAUSE OF BEING MADE TO DO THIS? _____
(If so, indicate it to the pc. Handle the ARC break. Correct the list if it's a list ARC break.)

39. HAS THE LIST CORRECTION BEEN OVERRUN? _____
(If so, rehab.)

39A. WAS THE LIST DONE WHILE YOU ALREADY HAD AN ARC BRK, PTP OR W/H? _____

39B. COULDN'T YOU UNDERSTAND WHAT WAS BEING DONE? _____

39C. COULDN'T YOU UNDERSTAND THE AUDITOR? _____

39D. DIDN'T THE AUDITOR ACKNOWLEDGE YOU? _____

40. IS THERE SOME OTHER KIND OF BYPASSED CHARGE? _____
(If so, find what and indicate it to pc.)

41. WAS THERE NOTHING WRONG IN THE FIRST PLACE? _____
(If so, indicate it to pc.)

42. HAS THE UPSET BEEN HANDLED? _____
(If so, indicate it to the pc.)

43. HAS A LIST PROCESS BEEN OVERRUN? _____
(If so, find which one and rehab.)

L. RON HUBBARD

Founder

Assisted by CS-4/5



SOLO COURSE - PART I

BOARD TECHNICAL BULLETIN

7 NOVEMBER 1972R,

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CANCELS HCO BULLETIN OF 7 NOVEMBER 1972,

Issue III SAME TITLE,

Auditor Admin Series 18R

L&N LISTS

An L&N List (Listing and Nulling List) is a list of Items given by a pc in response to a Listing Question and written down by the Auditor in the exact sequence that they are given to him by the preclear.

An L&N List is always done on a separate sheet.

It's best to do an L&N List on faint-lined paper.

The pc's name and date are put on the top of the sheet.

The listing question is written out, usually before the start of session.

When the listing question is checked the read is marked by the question (sF, F, LF, LFBD). If Suppress or Inval is used that is also noted.

As each item is given by the pc the reads are marked - sF, F, LF, LFBD. This is done AS YOU LIST. If the item does not read you mark it with an X.

TA is noted periodically as the pc lists, and especially when the TA rises.

The LFBD F/N item is circled. If indicated to the pc it is marked IND.

When extending a list a line is drawn from where it has been extended with the date.

Example: Item Joe X

Shoes sF

Socks X

_____ Ext 24.2.72

Sky X

Wax X

Pigs etc. etc..

L&N Lists are never stapled to the W/S but are paper-clipped under the session reports.

CORRECTING L&N LISTS

Old lists are NOT TO BE COPIED.

They are to be corrected in their original form but using a different colored pen to show what has been done – always date new uses of these lists also using the same color pen as used for renulling or addition to them.



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When a list is pulled forward to correct it, a sheet of paper is left at that date giving the data of the Listing Question and the date it is pulled forward to, so it can be easily located.

The corrected lists are left with the session reports of the session in which they were corrected. A note in red is made in the F/S of this correction.

R3RING AN L&N ITEM

If an L&N Item is later R3Red it should be so noted on the list by adding: "R3R TRIPLED (date)".

References: HCO B 30 Sept 68 "Lists"

HCO B 19 Sept 68 "Old Lists"

HCO B 7 May 69 "Summary of How to Write an Auditor's Report"

BTB 20 Aug 70R "Two Complete Differences Assessment - Listing and Nulling"

Compiled by Training & Services Bur,
Revised & Reissued as BTB by Flag Mission 1234
I/C: CPO Andrea Lewis, 2nd: Molly Harlow



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 22 APRIL 1980

Remimeo
Auditors
Surveyors
Examiners
Ethics Officers

ASSESSMENT DRILLS

Refs:	HCOB 6 Dec. 73	C/S Series 90	THE PRIMARY FAILURE
	HCOB 28 Feb. 71	C/S Series 24	METERING READING ITEMS
	HCOB 15 Oct. 73	C/S Series 87	NULLING AND F/Ning PREPARED LISTS
HCOB 22 July 78 ASSESSMENT TRs			
Book:	The Book of E-Meter Drills		

(Note: It is required that anyone doing the following drills shall have done a TR course, an Upper Indoc course and the drills of the E-Meter Drill Book.)

According to HCOB 6 Dec. 73, the make or break point of an auditor was his ability to get reads on a prepared list. This depended upon (a) his TR 1 and (b) his metering.

In 1978 this was further studied, and in HCOB 22 July 78, ASSESSMENT TRs, it was found that correct voice pitches had everything to do with assessment.

I have just developed drills which improve this ability to make lists read and to improve an auditor's auditing in general.

These drills will also be found to have great value to people who do surveys, to Examiners and to Ethics Officers.

E-METER

To begin, an auditor should review his E-Meter drills and practice E-Meter Drill 27 on page 52 of the Book of E-Meter Drills, E-Meter Drill CR0000-4 and, if found necessary, E-Meter Drill CR0000-3. It is called to attention that E-Meter Drill 5 of the Book of E-Meter Drills has been replaced with E-Meter Drill 5RA and if not done, should be done. This E-Meter Drill 5RA is the only change in the original book. Further, it applies to the Mark VI just as well as it applied to the Mark V for which the book was written - the controls and actions of the Mark V and Mark VI are practically identical, though the Mark VI moves up to higher level cases.

Being able to see and read and operate an E-Meter has everything to do with getting reads off a prepared list. Where an auditor misses it is simply that he has not adequately done the drills in the Book of E-Meter Drills and has not practiced up to a point of full, easy familiarity with the E-Meter. The point of being able to make lists read is pointless unless the auditor can set up, handle and read an E-Meter. But the skill is easily acquired.

**ASSESSMENT TRAINING DRILLS**

The following drills have the letter "Q" after them to mean that they are used for QUESTIONS. The Q is followed by a number to show that they are drilled in that sequence.

In these Q drills, the practice of twinning and any other TR tech normal to TRs is followed.

TR 1-Q1

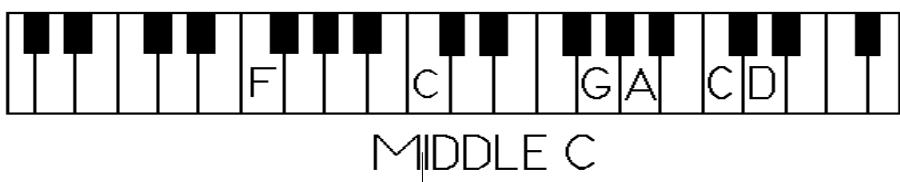
NUMBER: TR 1-Q1

NAME: Pitch of the Question.

POSITION: Coach sitting at the keyboard of a piano or organ or any usable instrument, student standing beside instrument.

PURPOSE: To establish the pitch differences of statements and questions.

DATA:



TRAINING PROCEDURE: If the student is a girl, the coach asks her to say "Apple" as a statement. The coach then strikes the C above middle C (as given in the data above) and then the G above middle C. If the student is a man, the coach asks him to say "Apple" as a statement and then strikes middle C and then the F below middle C. This is repeated - saying "apple" and striking the two notes until the pitch of a statement can be duplicated by the student. In the event, the student has a voice pitch at variance with these notes, other notes can be found and used by the coach so long as the higher note is first and the second note is four or five whole notes below the first note. It must sound like a statement with the higher, then lower note.) Once the student has grasped this and can duplicate it, have the student use other two syllable words (or single syllable words preceded by an article), using these notes of the statement. Then, using these two notes, have the student make up sentences as statements, the bulk of the sentence said at the pitch of the higher note, but the end of the sentence at the pitch of the lower note. Once the student has this down and can easily do it and it sounds natural and he is satisfied that it does, go on to the question step.

The coach has the student say "apple" as a question. Then the coach (for a male student) strikes the F below middle C and then middle C. For a woman the coach strikes the A above middle C and then the D an octave above middle C. (In case this does not agree with the voice pitch of the student, the coach must work it out providing only that the upper note is three or four whole notes above the lower note. It must sound natural and must sound like a question.) The coach has the student say "apple" as a question and then strikes the lower and higher note until the student can duplicate it. Now take other two syllable words (or single syllable words preceded by an article) and have the student say these as a question, following each one with the two instrument notes, lower to higher. When the student can do this, is satisfied that it sounds natural and doesn't have to think about drolling it, go on to the next step. Here the student makes up banal questions. The first part of the question is said at the lower note and the last part is said at the higher note. At each question, the coach strikes the lower note and then the upper note. When this sounds natural and the student does not have to think to do it and is satisfied with it, the drill is ended.

END PHENOMENA: A person who can state statements and questions that sound like statements or questions.



SOLO COURSE - PART I

HISTORY: Developed by L. Ron Hubbard, April 1980, while doing the script for the soon to be produced training film "Tone 40 Assessment".

TR 1-Q2

NUMBER: TR 1-Q2

NAME: Walkabout Questions.

POSITION: There is no coach. Two students separate and walk around their neighborhood and then meet and compare notes. The object is to detect personal *habits* in questioning.

PURPOSE: To enlighten the student as to his own communication habits and people's reactions to his questions.

COMMANDS: The most common everyday social questions such as "How's it going?" "Do you like the weather?", etc. *appropriate* to the activities and circumstances of the person. Only one or two questions to a separate person. The questions must be banal, social and ordinary but they must be questions.

TRAINING STRESS: The two students agree on the areas they will cover next time they will meet again. They then go over individually, not together. The student pauses next to people encountered and asks a social question, *listens to his OWN voice tones* and notes the reaction of the person asked. In this drill the student does not necessarily try to use TR 1-Q1 but is just himself, speaking as he would normally speak. The students then meet and compare notes and discuss what they have discovered about themselves on the subject of asking questions. If they have not learned or observed anything, the drill must be repeated.

END PHENOMENA: A person who has detected any habits he has in handling pitch of voice in asking questions so that he can cure these in subsequent drills.

HISTORY: Recommended by L. Ron Hubbard in February 1978, in the pilot for HCOB 22 Jul 78 ASSESSMENT TRs. Developed into a TR in April 1980, by L. Ron Hubbard.

TR 1-Q3

NUMBER: TR 1-Q3

NAME: Single Word Question.

POSITION: Student and coach facing each other with a table in between them. The E-Meter is not used. The Book of E-Meter Drills used by student and another copy by coach.

PURPOSE: To be able to ask questions using a single word read from a list.

COMMANDS: The coach uses the usual TR directions of start, flunk, that's it. The student uses single words from the prepared lists of the Book of E-Meter Drills, pages 66 to 72 of the Appendix.

TRAINING STRESS: To get the student to use the pitch of his voice to deliver a question consisting of a single word. It must sound like a question per TR 1-Q1 and use similar pitch's to TR 1-Q1. The student is flunked for out TR-1, for keeping his eyes glued to the list, for sounding unnatural. The student is also flunked for slow or comm laggy delivery or pauses. The coach designates the list to be used, changes lists. When the student can do this easily, a second part of the drill is entered and the coach begins to use the PC Origination List on Page 58 so as to interrupt the student and make him combine his questions with TR 4. In this case the student acknowledges appropriately, uses "I will repeat the Question." and does so.

END PHENOMENA: The ability to ask single word questions that will be responded to as questions and to be able to handle pc origins while doing so.

HISTORY: Developed in April 1980, by L. Ron Hubbard.



TR 1-Q4

NUMBER: TR 1-Q4

NAME: Whole Sentence Questions.

POSITION: Student and coach sit facing each other across a table. The E-Meter is set up and used. Copies of the Book of E-Meter Drills are used.

PURPOSE: To train the student to ask whole questions that sound like questions, read an E-Meter and handle a session at the same time.

COMMANDS: The usual coach commands of TR drills. The Prepared Lists of the Appendix of the Book of E-Meter Drills; the questions in these drills are reworded so that the item occurs as the last word; Example: List 2, pg. 65 or the Book of E-Meter Drills states that the Assessment Question is "Which tree do you like best?". This is converted, for each question, to "Do you like _____?"; Prepared List 4 is converted to "Do you dislike _____?"; etc. A whole sentence is used in every case.

TRAINING STRESS: The usual TR commands are used by the coach. E-Meter Drill #5RA must be used to start. Any TR errors or Metering errors may be flunked, but special attention is paid to the student's ability to ask a question that sounds like a question in accordance to TR 1-Q1 and that sounds natural. The drill has three parts. In the first part, although the coach is on the meter, the ability to ask the question is concentrated upon. The second part concentrates upon the student's ability to look at the written question and then ask the coach directly without undue comm lag or hesitation. The third part is to do the first two parts and read the meter (in accordance with E-Meter Drills 27 and CR0000-4 which may have to be reviewed if flubby) and to keep session admin, all smoothly and accurately. If a question arises about meter accuracy, a third person who can read a meter or a video tape is employed to ensure that the student is actually not missing or dubbing in reads.

END PHENOMENA: A person who can do all the necessary actions of asking questions from a prepared list and run a session smoothly without errors or confusion's and be confident he can.

HISTORY: Developed by L. Ron Hubbard in April 1980.

TR 8-Q

NUMBER: TR 8-Q

NAME: TONE 40 ASSESSMENT

POSITION: Same as TR 8 where the student is in one chair facing another chair on which sits an ashtray, the coach sitting beside the student in a third chair. A square four-cornered ashtray is used.

PURPOSE: To deliver the THOUGHT of a question into an exact position, wide or narrow at decision, that is a question, with or without words.

COMMANDS: For the first part of the drill: Are you an ashtray? Are you made of glass? Are you sitting there? Second part of drill: same questions silently. Third part of drill: Are you a corner? to each corner of the ashtray, verbal and with intention at the same time. Fourth part of drill: Any applicable question, verbal and with intention at the same time put broad and narrow at choice into the ashtray, exact parts of it and the surroundings.

TRAINING STRESS: The coach uses usual TR coaching commands. There are four stages to the drill. The first stage is to land a verbal command into the ashtray. The second stage is to put the question with full intention silently into the ashtray. The third stage is to put verbal command and silent intention at the same time into exact parts of the ashtrays. The fourth stage is to put any applicable question both verbally and with intention into any narrow or any broad portion of the ashtray or its surrounds at choice and at will. At the conclusion of the whole drill imagine the ashtray



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saying “Yes, yes, yes, yes” in an avalanche of yeses to balance the flow (in actual life, people, pcs and meters do respond and return the flow).

END PHENOMENA: The ability to land a question with full intention into an exact target area, broad or narrow, at will and effectively, whether verbally or silently.

HISTORY: Developed by L. Ron Hubbard in April 1980, as an extension of all earlier work on intention and Tone 40, as now applied to questions and assessments.

TR 4/8-Q1

NUMBER: TR 4/8-Q1 (TR 4 for Pc Origin, TR 8 Intention + Q for Question, 1 for first part.)

NAME: Tone 40 Assessment Prepared List Session Drill.

POSITION: Student and coach sitting across from each other at a table, E-Meter set up and in use, session admin, using prepared lists.

PURPOSE: To train a student to do all the actions necessary to a full, smooth, accurate session using prepared lists and to do Tone 40 Assessment of them.

COMMANDS: Coach commands are the usual TR commands of start, flunk, that's it. For the student, all commands relating to starting a session, giving an R factor, assessing a prepared list, keeping -the admin, indicating any item found and ending a session. The Book of E-Meter Drills for Prepared Lists as in TR 1-Q4. Origins for coach as per pages 58, 59 and 60 of that book. “Squeeze the cans”, “Take a deep breath and let it out”, “This is the session”, “We are going to assess a prepared list” (assessment), “Your item is _____” (indicate any F/N) “End of Assessment” “End of Session”.

TRAINING STRESS: Permit the student to continue to his first error, then have him drill and correct that error and continue. Finally, to conclude, let the student go through the entire sequence of the drill beginning to end three times without error or flunk for a final pass. It is expected that the student will not flub any TRs or metering or session patter. Metering may be finally verified by a third student or video. All assessing must be in proper tone 40 with full intention exactly placed. The student must not wait to see if the meter read but catch the read of the last question as he starts the next one. His vision may shift from list to pc but at all times must embrace list, meter and pc. (This drill also would be the one used for tape or video passes as it includes all elements of metering and TRs.)

END PHENOMENA: A person who can do a flawless and productive assessment session, Tone 40.

HISTORY: Developed by L. Ron Hubbard, April 1980.

TR 4/8-Q2

NUMBER: TR 4/8-Q2

NAME: Listing and Nulling Tone 40 Assessment.

POSITION: Same as TR 4/8-Q1.

PURPOSE: To teach a student to do the action of Listing and Nulling with all metering and admin, using Tone 40 Assessment.

COMMANDS: The usual coach TR commands. Two copies of the Book of E-Meter Drills. A prepared list is chosen by the coach and both use the same prepared list. The student reads the question and asks it and the coach reads the replies from the same list but in his own copy. The student must write down the answers in a proper session worksheet and note and write down any reads. (An F/N terminates the listing if it occurs.) The coach need not use the whole list of replies but only half a dozen chosen at random. The sequence of commands is the same as TR 4/8-Q1 except that the R



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factor is “We are going to list a question.” And, if no item F/Ns and no significant read has occurred, the additional action of nulling the list is undertaken with the command, “I will now assess the list.”

TRAINING STRESS: The laws of Listing and Nulling HCOB 1 Aug 68 apply in full as these are very important laws and ignoring them can result in severe ARC breaks not so much in this drill but in actual sessions. The coach may also require suppress and invalidate buttons be put in on the whole list. All errors, omissions, hesitations and lapses from Tone 40 on the part of the student are flunked. Coach similarly to TR 4/8-Q1. Pass when the student can do it flawlessly three consecutive times. (This drill may be used for internship tapes and videos for assessing and metering passes.)

END PHENOMENA: A person able to do a flawless L & N list as the session or as part of a session, with all TRs in, with perfect metering and proper admin and using Tone 40 in his listing and assessing.

HISTORY: Developed by L. Ron Hubbard in April, 1980.

SUMMARY

The purpose of these drills is to train the student to ask questions that will get answers and to assess prepared lists that will get accurate reads. If a student dallying these drills has difficulty it will be traced to false data, misunderstood words or not having passed earlier TRs including Upper Indoc or his metering drills as contained in the Book of E-Meter Drills. If a satisfactory result is not obtained, the faults in the above items should be located and remedied and these drills repeated. If any earlier omissions are found and repaired and if these drills are honestly done, heightened success as an auditor (or a surveyor or examiner or ethics officer) is assured.

L. RON HUBBARD
FOUNDER

LRH:dr



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HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 19 DECEMBER 1980

Remimeo
Tech
Qual
Academies (Cancels BTB 6 Dec 68 RELEASE,
REHABILITATION OF, not written by
myself.)
Class III Auditors
and above

REHAB TECH

REFERENCES:

HCOB 30 Jun 65 RELEASE REHABILITATION OF, FORMER
RELEASES AND THETAN EXTERIORS
HCOB 21 Jul AD15 RELEASE REHABILITATION
HCOB 2 Aug 65 RELEASE GOOFS
HCOB 30 Aug 80 Keeping Scientology Working Series 24
WINS, „STATES“, AND GRADE CHART DECLARES
HCOB 15 Nov 78 DATING AND LOCATING

This bulletin is a condensation of the tech I first developed in 1965 on the subject of rehabs and release.

While there is considerably more data on these subjects in the Technical Volumes and on the Class VIII tapes, this issue sets forth the key data and presents the methods for rehabbing in one consolidated issue for the first time.

DEFINITIONS:

„Rehab“ is a shortened version of „rehabilitate“, which means: to restore to a former capacity or condition.

„Release“ is the term for what occurs when a person separates from his reactive mind or some part of it or when he separates from some mass.

In Scientology we use the term „rehabilitate“ most commonly to mean: restoring a state of release previously attained by the pc.

RELEASES

Scientology processes can be categorized as follows:

1. Those processes which direct the preclear's attention to the mental masses in his reactive mind in order to enable him to separate out from them.
2. Those processes which are aimed at increasing the preclear's abilities.

Both types of processes lead to release



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Both types of processes are necessary to bring a person up the levels of awareness and up each step of the Grade Chart to OT.

When you take a thetan out of a mass, that's a release.

When you erase the mass and leave the thetan there, that's an erasure. Erasure is a different phenomenon from release.

In auditing, when the pc spots something in the bank he disconnects from the bank to a greater or lesser degree. That is a release. Or, when the pc becomes free of a difficulty or personal „block“ or inability stemming from the mind, that is a release.

A person can and does go release many times in the course of his auditing. He may go release many times while being run on the processes of a Grade before he attains the ability of that Grade.

The Grades Releases are covered fully in HCOB 22 Sep 65, RELEASE GRADATION, NEW LEVELS OP RELEASE, in HCOB 27 Sep 65, RELEASE GRADATION, ADDITIONAL DATA, and on the Grade Chart itself. Further data can be found in HCO PL 23 Oct 80 II, CHART OF ABILITIES GAINED FOR LOWER LEVELS AND EXPANDED LOWER GRADES.

Oddly enough, the idea of release can translate through to the pc to include releases in life, too. For example, a person was in prison and they let him out. This might well read as a release on a pc being asked about former releases, and it would be okay. One sees how this can be in view of the basic concept of release, e.g. when you take a person out of a mass - any mass - that is a release.

So „release“ points in life such as the above are valid, and, though one doesn't ask for them specifically, should they come up during a former release rehab on a pc, they are to be handled.

However, the auditor must understand that such a release in no way means that a person is a release on a process or on one of the Grades! Prison might be a problem to someone but getting out doesn't make him a Problems Release! Don't misconstrue one for the other and declare someone a Grades Release at some Level because he had a release in life.

Actually one can go release on any subject and theoretically one could rehab any release a pc had. The exact subjects a pc *must* be released on in order to make it up the Bridge are those listed on the Grade Chart. Occasionally it is necessary to rehab a win or state attained by the pc which is not specifically mentioned on the Grade Chart. But, again, one would not mistake it for a Grade Chart Release. (Ref: HCOB 30 Aug 80, Keeping Scientology Working Series 24, WINS, „STATES“, AND GRADE CHART DECLares.)

OVERRUN

Overrun occurs when the thetan considers that something has gone on too long or happened too often.

When the person begins to feel this way about something, he begins to protest it and try to stop it. This tends to make things more solid and builds up mass in the mind. People who are very intent on stopping things in life appear solid and massy.

In auditing, an overrun means the preclear came out of the bank and then went back into it again. For instance, the pc released on the process „From where could you communicate to your dog?“ but the auditor continued the process after he should have indicated the F/N and gone on to something else. By continuing, the auditor throws the pc back into the bank again and wrecks the release state.

An overrun in auditing can also mean that the pc gained an ability to do something and the auditor continued the process or grade past the point where the ability had been regained. By pushing on, the



ability can get invalidated. In both cases the person's attention goes back onto his case and hangs up. The person can feel the mass of it again.

In life when something is overrun, the person begins to accumulate protests and upsets about the thing or activity he feels overrun on. His attention tends to stick on it. This also builds up mass.

An overrun, whether it occurred in auditing or in life, is handled in auditing using the tech of rehabbing.

THEORY OF REHABBING

The theory of rehabs is based on the following stable datum: This particular universe is built by twos. One cannot know a datum unless there is another datum to compare it to. This fact can also be seen to operate in the field of the mind. (Ref: Logic 8, Scientology 0-8, THE BOOK OF BASICS.)

Thus, in rehabbing a release point one is getting the pc to view one datum (a time of release from a mass) as compared to another datum (a time he was stuck in the mass) and when this is done the pc moves out of the mass once again. That is the simplicity of what occurs.

To expand on the mechanics involved, it can be described as follows:

When a person has been overrun, he is trying to stop the mass or thing he has gone back into. The other side to that is the time or times he was released from it. These are opposites: the „plus“ of the mass and the „minus“ of the time the mass wasn't there. This idea of opposites tends to hang things up.

The idea then behind handling an overrun is to destabilize this plus-minus pair by getting the pc to clearly spot the „minus“ side of it. When this happens, the „plus“ side goes.

When the pc's attention is directed to the points when he was released from the mass he ceases to try and stop the mass and it goes. The release state then rehabilitates.

So the mechanism being worked with here is that the mass connected with an overrun can be knocked out by spotting the release connected with it. It is a very simple principle which has important uses in auditing.

TYPES OF REHABS

There are three types of rehab procedures for use in rehabbing releases or states.

The earliest is Rehab 1965 Style. This is followed by Rehab by Counting which I developed in 1968. Later on, in 1971, I developed the Date/Locate procedure.

Each of the three has its uses depending on what it is one is trying to rehab.

One does a Rehab '65 Style when one is rehabbing a specific point, such as the point a specific former release was attained.

A Rehab by Counting is done when, for instance, a process appears overrun in session, or when one is rehabbing „releases“ such as on drugs on the Scientology Drug Rundown, or at any time something is likely to have a number of releases connected with it.

A Date/Locate is used when one wants to directly spot the exact time and location of a specific incident and thus blow the mass connected with it. (Date/Locate is used on the last step of the Dianetic Clear Special Intensive to determine the exact point a person went Clear. The Date/Locate procedure has many other uses in other types of auditing as well, but in rehabbing its most frequent use is on the DCSI, per the above.)



INDOCTRINATING THE PC

The procedure for doing a rehab is quite simple when one understands the theory of it and makes sure the pc does, too.

Before doing any rehab or Date/Locate, clear the terms and procedure with the pc so that he understands. Use the data in this issue to clear the theory of release and rehabs, and to clear the procedure to be used - Rehab '65 STYLE or Rehab by Counting. Use data in HCOB 15 Nov 78, DATING AND LOCATING, in indoctrinating the pc to the Date/Locate theory and procedure. All the terms and steps of the procedure are covered in that issue.

The better the pc understands what is going on the smoother it will go. Do not skimp this indoctrination step. Any auditing efforts can go up in smoke if one tries to audit the pc over misunderstandings.

1. Clear the terms below with the pc, using demos and consulting the pc's understanding.
 - A. **RELEASE**: 1. A person who has been able to back out of his bank. The bank is still there but the person isn't sunk into it with all its somatics and depressions. 2. When the pc disconnects from the mass in his bank, that is a release. When this happens, the pc disconnects from the bank to a greater or lesser degree. 3. A person who has become free of a difficulty or personal „block“ stemming from the mind. 4. When you take a thetan out of a mass, that is a release.
 - B. **REHABILITATE**: to restore to a former capacity or condition auditing, this means to do the series of actions in session which result in regaining a state of release for the pc. Abbreviated „Rehab“.
 - C. **KEY-IN**: the action of some part of the reactive mind moving in on the person. A Key-in occurs when the environment around the awake but fatigued or distressed individual is similar to some part of the reactive mind. Since the reactive mind operates on the equation $A=A=A$, the present time environment becomes identified with the contents of a particular portion of the bank and so it activates and exerts its influence on the person.
 - D. **KEY-OUT**: the action of the reactive mind or some portion of it dropping out of restimulation on the pc.
 - E. **GRADE**: a series of processes culminating in an exact ability attained, examined and attested to by the pc. (See the Classification Gradation and Awareness Chart for the complete explanation of the different grades.) Auditing processes result in a release. The auditing processes of a Grade, when done, result in the pc attaining the specific ability of that Grade.
2. Clear „overrun“ with the pc, using the section „Overrun“ in this issue. Have the pc demo an overrun in auditing and in life.
3. Clear with the pc the stable datum on which rehabbing is based (under „Theory of Rehabbing“ in this issue). Have him demo each (using a demo kit) as needed to ensure he's got it.
4. Using a demo kit, clear with the pc the simple mechanics of rehabbing (spotting the release connected with a mass). Ref: Section on „Theory of Rehabbing“ in this issue.
5. Go over with the pc each step of the procedure to be used (Rehab '65 Style or Rehab by Counting or Date/Locate, if needed). Clear any words regarding these procedures, which have not previously been cleared in the pc's auditing. Use a demo kit as needed.
6. Cover meter dating with the pc so he understands its purpose and how it is done. Use E-Meter Drill 22 to explain it. Ensure the pc understands you don't want him dependent on the meter but



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that you will help him, using the meter, if necessary. (Ref: HCOB 4 Aug 63, ALL ROUTINES, E-METER ERRORS, COMMUNICATION CYCLE ERROR.)

Be sure the pc understands the simple basics of rehabbing with no questions or confusions or misunderstood terms, before you begin any rehab.

Additionally, when doing any type of rehab session it is important to ensure the pc's ruds are in before starting.

REHAB PROCEDURES

PROCEDURE FOR REHAB '65 STYLE

- I. Determine what is going to be rehabbed. This might be a release on a process, some other type of former release, the ability of a Grade attained or some other state achieved by the pc.
 - A. *For a process*, use the question:
„Were you released on _____ (Process)?“.
 - a. Clear the question on the pc first, omitting the name of the actual process.
 - b. Then check the question (including the name of the actual process) on the meter.
 - c. If no read on the question, check Suppress and Invalidate.
 - d. If the pc says he was released but no read on the question, check Suppress or Invalidate. If pc is assertive or protesty about having been released, check Asserted and/or Protest.
 - B. *For rehabbing a state*: One would simply orient the pc to the state (having already *verified* that it is a valid state and having C/S instructions to do so) and proceed with the rehab steps. (Ref: HCOB 30 Aug 80, Keeping Scientology Working Series 24, WINS, „STATES“, AND GRADE CHART DECLARES.)
(*Exception*: The State of Clear would *only* be handled on a full Dianetic Clear Special Intensive. Any other states which might come up on that Intensive would, if valid, be handled routinely by the trained DCSI auditor, per DCSI procedure.)
 - C. *Rehabbing Grades*: Data on using '65 Style to rehab Grades is covered in the „Rehabbing Grades“ section of this issue.
 - D. *Rehabbing Former Releases*: Data on using '65 Style to rehab former releases is covered in the „Rehabbing Former Releases“ section of this issue.
- II. When it has been determined that the pc was released on the process, the Ability Gained for a Grade had been attained or the state being rehabbed has been established, one proceeds by first finding out *when* this occurred, per Step 1 below, and then continues with remainder of the rehab steps:
 1. Loosely locate the session or time in which it occurred.



(Note: This *may* have to be meter dated if the pc is unable to locate when it happened. For this reason, any auditor doing rehabs must be adept at E-Meter Drill 22, „E-Meter Hidden Date, This Life“. Also, see HCOB 2 Aug 65, RELEASE GOOFs, Point 4, Meter Mis-use.)

You simply want to determine *when*. The pc may give you the year, month and day of the release, he may describe it by significance („The moment I thought to myself, 'That's why I wrecked the car!“), or he may spot when it occurred by location („It occurred when I was in session for the first time with Joe in his new auditing room.“). The reference for this is: HCOB 8 Jun AD13, THE TIME TRACK AND ENGRAM RUNNING BY CHAINS, BULLETIN 2, HANDLING THE TIME TRACK.

NOTE: The indicators which tell you that the release or state is rehabilitated are an F/N on the meter and VGIs on the pc. If this occurs on any step of the rehab procedure, simply indicate the F/N and gently end off on that rehab action.

2. Get in Suppress, Invalidate buttons on the session or time.
3. Get in „unacknowledged“ or „what was unacknowledged“.
4. Indicate anything found to the pc as By-Passed Charge.
5. Find the Key-in that was Keyed-out in that time or session. (The person went release because something keyed out in that time or session.)
6. When *this* is found and recognized by the pc, the pc will recover the release and the process, Grade, state, etc. will be rehabilitated.
7. If this does not happen, find out what keyed in (at some point after the release) that ended the release state and get it loosely located as in Step 1.
8. Repeat Steps 2 to 6 on it.
9. CONDITIONAL: If, when the above is done, the release still has not rehabbed, get the pc to Itsa alternately the point of key-out when the pc released and the point of key-in afterwards, one after the other. (Use the meter to guide the pc, if necessary, by asking „What's that?“ when you see a fall on the needle.) This isn't an alternate/repetitive question - „What was keyed out then?“/„What was keyed in then?“ - but a use of these and any such wording, one after the other, as Itsa invitations until the release is regained and F/N, VGIs obtained.

CHECKING FOR EPs

If one wants to check if the pc has reached the EP of a process, or if one suspects that the EP may have been reached out of session, one can check „Did anything occur?“ per HCOB 5 Dec 71 IMPORTANT END PHENOMENA and if the EP has been reached it can be rehabbed using the Rehab '65 Style. One would *never* ask leading questions or feed the EP to the pc in such situations. Simply check if anything occurred.

PROCEDURE FOR REHAB BY COUNTING

1. Establish there is something to be rehabbed. (Naturally, you can't rehab a release if there isn't one. You couldn't rehab a process if the pc had never run it.)

The question would vary depending on the situation being rehabbed.



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- a. If it looks (due to overrun phenomena) as though a process has been overrun in session, one could ask, „Have we by-passed a release point on this process?“.
- b. For rehabbing releases on drugs on the Scientology Drug Rundown, one would check, „Did you go release on _____ (drug)?“

2. If there is a release the question should read. If no read, check Suppress and Invalidate. There must be a read either on checking the question or on the pc's origination that there is a release there, before proceeding with the rehab.
3. If no read but the pc says he was released, check if the release has been Suppressed or Invalidated. If the pc is asserting release or being protesty about it, check Asserted and/or Protest.
4. Sometimes the pc will F/N simply on spotting he was released. This can be quite common especially when the pc's ruds are in and the auditor's TRs are smooth. An F/N with good indicators tells you that the rehab is complete and the mass has keyed out or the state has been rehabilitated.
5. If no F/N on spotting there was a release, ask the pc how many times he was released. Get him to count the number of times and when he gets it he will F/N.
6. Sometimes the pc can't get the number and the auditor can then use the meter to count how many times and get it that way. He can ask the pc if he has some idea of approximate number of times and then use „More than _____?“/„Less than _____?“. He uses the tech of E-Meter Drill 22 to establish the general range of number of times. He would then count to the pc. („Were you released on (_____) 10 times? 11, 12?“, etc.)

The correct number of times will read and, when indicated, will F/N.

Rehab by counting is a simple procedure but it can get messed up by an uncertain attitude on the part of the auditor or by rough auditor TRs, so be sure you are confident and well drilled.

BRIDGING FROM REHAB BY COUNTING TO '65 STYLE

If, even with the ruds in, doing a Rehab by Counting doesn't F/N, one can bridge over into a Rehab '65 Style and rehab it that way. Doing a Rehab '65 Style will clean up any by-passed charge on the release and allow it to rehab.

If on the Rehab by Counting the pc had said he was released several times, one would have to find the primary release point (the one „that is most real to him,“ or when he „had the biggest win,“ etc.) in order to do the Rehab '65 Style steps on that release point. Handled smoothly in this way, you will be able to rehabilitate the release, with F/N, VGIs.

DATE/LOCATE/ PROCEDURE

The Date/Locate procedure is very thoroughly covered in HCOB 15 November 1978, DATING AND LOCATING, and thus is not repeated here. It is based upon the fundamentals principles of rehab tech, but the additional theory and full Date/Locate procedure contained in HCOB 15 Nov 78 must be understood and drilled well before it is done on any pc.

ADDITIONAL DATA ON SPECIFIC USES OF REHAB PROCEDURES



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If one is to handle rehabs he must know the fine differences involved in the application of rehab tech to each type of thing to be rehabbed.

For example, the rehabbing of Grades and the rehabbing of former releases differ from each other and they also differ slightly in some of their steps from the rehabbing of specific processes or states as covered earlier in this issue.

For this reason each is taken up separately here in its own section.

REHABBING GRADES

The rehabilitation of any Grade is done on the basis of actual auditing having been done to the end product of the specific Ability Gained for the Grade on all flows. (Note: Pc's should be Quaded up by the time they receive their Grades.)

One does not rehab a Grade by checking „Did anything occur?“ or „Were you released on Grade _____?“ Of course *something* would have occurred on the Grade and the pc would released each time a process or a flow on a process of the Grade F/Ned. This is not what you're looking for.

The End Phenomena of a Grade is the attainment of an ability by the pc which he did not previously have. Each level of the Grade Chart results in a specific ability gained by the pc when he does that particular Grade. These are expressed on the Grade Chart in the „Ability Gained“ column.

The specific ability for each of the four flows of a Grade is listed in HCOB/HCO PL 23 October 1980 Issue II, CHART OF ABILITIES GAINED FOR LOWER LEVELS AND EXPANDED GRADES. These are what you are interested in finding out and rehabbing, if they have been attained.

You want to determine that the pc has gained the ability for each flow of the Grade when you are rehabbing. It's not: Did he get his Grade 0 ability? It's: Is he willing for others to communicate to him on any subject? Does he no longer resist communication from others on unpleasant or unwanted subjects? Yes? Good, he's made it on Flow 1 of Grade 0.

Does he have the ability to communicate freely with anyone on any subject? Is he free from or no longer bothered by communication difficulties, and no longer withdrawn or reticent? Does he like to outflow? If so, he's attained the ability on Flow 2 of Grade 0.

One checks each flow of a Grade for the ability of that flow in this way. If the pc says he can't, or if he reads on the meter as being unable to communicate freely to others, for example, then you know he is not complete on that Grade. He would need to have a FES done at least as far back as the beginning of that Grade and any errors found corrected, and then more processes for that Grade run on all flows until the Ability Gained had been genuinely attained. Further data about handling the pc who hasn't made a Grade is contained in C/S Series 4.

A Dianetic pc who couldn't honestly say he was a well and happy human being would need more somatic items run out R3RA.

One would never try to rehab a Grade the pc had never really been run on, or for instance, Q and A with a pc who asserted he was a Grade 2 Release because he went to confession as a youth. The Abilities Gained of the Grades are attained only by auditing on the various processes of each Grade. The results of well-run Grades are light years above anything that other fields or practices can offer, so don't sell them short by omitting or quickening them.

The procedure, then, for rehabbing a Grade is as follows:

1. Establish from folder study that the pc has run the processes of the Grade on all flows in the first place. There should be some evidence in the folder that the pc has attained the Grade, whether previously declared or not. He should have run *enough* processes for this to be evident.



2. Show the pc (with pc on the meter) the written statement of the Ability Gained for Flow 1 of the Grade, and have him read it. (Ref: HCOB/HCO PL 23 October 1980 II, CHART OF ABILITIES GAINED FOR LOWER LEVELS AND EXPANDED LOWER GRADES.)
3. Then check with the pc as to whether he has attained (or „can do“) the ability for that flow of the Grade, as stated in HCOB/HCO PL 23 October 1980 II.
4. If he has attained it, rehab it by Rehab '65 Style.
5. Repeat Steps 2 and 3 on the Ability Gained for each of the remaining flows (Flows 2, 3 and 0) of the Grade.
6. If the pc has attained the ability on each flow of the Grade, he is a valid release on that Grade.
7. If the pc doesn't have the Ability Gained for one or more of the flows of the Grade, he doesn't have the abilities of the Grade. The processes (and the flows) he ran on it would have to be FES'd to locate any errors. The errors found would have to be corrected and any unflat process flattened. Then additional processes for that Grade would need to be run until the pc really had the Ability Gained for each flow of the Grade.

REHABBING FORMER RELEASES

Rehabbing former releases came into being in 1965 and was done most frequently in that year and the years immediately following it, after the Grades had been established. At that time it was necessary to clear up and get acknowledged the former releases a pc may have had during his processing in the previous years, and to determine that he had been released on each Grade before he went onto Power and Clearing.

It is still a very valid tech that is used when needed.

It may in some instances be done, at the adjudication of the C/S, where a case is having trouble or is bogged and the C/S suspects from folder study that the case may be hung up on former release points.

In genning the pc in to this action ensure he understands what is being looked for. Although one uses Rehab '65 Style, the action is not the same as rehabbing a Grade or even exactly the same as rehabbing a process. Here you are looking for times in the pc's auditing history, recent or distant, when he felt good in sessions. This would not necessarily have to be a specific EP of a process the pc ran or the EP of a particular Grade. Rehabbing former releases is not limited by reference to any specific process or Grade. Also, when the pc is asked about an earlier release he may offer up a time he felt released from something in life. If so, this would be checked and handled just as any other release point, as in this action you are going to rehab any and all validly reading release points the pc may offer. When a former release is found it is rehabbed by the '65 Style.

The procedure for rehabbing former releases is:

1. Ensure the pc's ruds are in and that he has been through steps 1-6 of the section „Indoctrinating the pc“, in this issue.
2. Have the pc demo the idea of former releases as it applies to auditing and to life until he's got it.
3. R-Factor the pc that you are going to rehab any former releases he may have had.
4. Clear the question: „Have you been released earlier?“ Then check the question.
5. If you get a read on Clearing or checking the question, find out what the release was on.
 - a. If no read on the question when cleared or checked, check Suppress and Invalidate.



SOLO COURSE - PART I

- b. If pc says he was released earlier but no read on the question when cleared or checked, check Suppress or Invalidate. If the pc is assertive or protesty about having been released, check Asserted and/or Protest.
6. When it has been determined that the pc has been released earlier, one then proceeds per Step 1 of Rehab '65 Style instructions until one gets an F/N and rehabilitation of the former release.
7. One then checks for any other former releases by checking, „Is there another time you were released earlier?“ and handles per Steps 5 and 6 above.
8. Repeat Step 7 as long as the pc has former releases to rehab
9. Conditional: If on Steps 5 a or b the meter doesn't read or ceases reading even after Suppress, Invalidate, Asserted and/or Protest are checked, or if an ARC Break needle turns on while doing the rehabs, one checks for and handles any ARC Breaks which may be present in the session or connected with the thing you are trying to rehab.
After handling any ARC Breaks, recheck for former releases and handle until the Auditor, pc and meter are in agreement that any former releases have been rehabbed and that there are no ARC Breaks preventing any former release from reading. It may be necessary to also check and handle the other rudiments (PTP and Missed Withholds) to ensure there is nothing preventing any former release from reading.
10. Conditional: If the pc has a big win in rehabbing former releases, one would let him have his win and end the session. When sessions are resumed, one would then check for and handle any remaining former releases.

When all the pc's former releases have been rehabbed, the action is complete.

ADVICE TO AUDITORS AND C/Ses ON REHABS

Meter Dependence

In using the meter on a rehab of any sort, one does not want to get into a situation where the pc is made dependent on the meter for obtaining data. One uses the meter in a rehab only when the pc is unable to come up with the data needed. In getting the number of times released on a process, for instance, the auditor would get the pc to establish the number of times released and only if the pc could not get it would the auditor use the meter to find the number of times released. This all comes under increasing the pc's certainty of his data and is best expressed in HCOB 4 August 1963 ALL ROUTINES, E-METER ERRORS, COMMUNICATION CYCLE ERROR.

Out Ruds

When a rehab is not going to an F/N, one usually finds that there is an out rud over which the rehab is being done. This can be:

- a. An out rud on the subject being rehabbed;
- b. An out rud on something before the release occurred;
- c. An out rud in the rehab session itself.



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One has to find out what the out rуд is, handle it and then the rehab should go easily to F/N.

If at any time an ARC Break needle turns on during a rehab, immediately find what the ARC Break is on and handle fully. Then take the rehab to F/N.

An ARC Break, particularly, may obscure a release and prevent it from reading. The remedy is to handle the ARC Break and then recheck for the release.

NOTE: That one has F/Ned the rудs or handled session outnesses to F/N does not mean the rehab is finished, so complete the rehab if needed once the rудs are in.

Rehabs are very simple to do provided the auditor's comm cycle is not rough or distracting and both he and the pc understand what is being done on a rehab and how the procedures go. The action is one of de-stimulation not re-stimulation. It is done with a light touch and is a smooth action. One doesn't get into forcing the pc on a rehab.

Drilling the different rehab procedures must be a part of any High Crime checkout on this bulletin so that the auditor can confidently handle any situation that might arise during a rehab.

The best way to run a session is to be so sharp as an auditor that you never let the pc overrun in the first place. But should this occur or should you inherit a pc that another auditor has overrun, or should life and livingness knock out a release state, this issue lays out the steps for restoring any type of release.

L. RON HUBBARD
FOUNDER

LRH:dr/nc



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 15 NOVEMBER 1978

C/Ses

Tech/Qual Auditors

Class IV and above

DATING AND LOCATING

(Reference: Book: AXIOMS AND LOGICS
Book: THE BOOK OF E-METER DRILLS
EM DRILL 22, E-METER HIDDEN DATE; THIS LIFE EM DRILL 25 TRACK DATING
HCOB 4 Aug 63 E-METER ERRORS, COMMUNICATION CYCLE ERROR.)

Axiom 30: “The general rule of auditing is that anything which is unwanted and yet persists must be thoroughly viewed, at which time it will vanish.”

— The Axioms of Scientology

Excerpt from Axiom 38: “... Truth is the exact time, place, form and event... Thus we see that the discovery of Truth would bring about an As-is-ness by actual experiment.”

— The Axioms of Scientology

A thetan knows that if he could remember the exact place a thing had been generated, the exact time and the exact conditions, and the exact person who did it, he would then get a disappearance of the thing.

Dating is the action the auditor takes to help the pc spot the exact *time* something happened.

Locating is the action the auditor takes to help the pc spot the exact *place* something happened.

By dating and locating, getting the exact time and place a specific thing happened, the pc is able to blow the mass and energy connected with the occurrence which has hung him up at that point.

Date/Locate, as called for in the various prepared correction lists, is a very effective tool for the handling of certain items found to be out on such a list. These could be points of overrun, wins that have been bypassed or invalidated in some way, moments of loss, trauma, painful emotion, or any of various stuck points of this nature. It is also used in the correction of wrong dates or wrong locations given the pc in previous auditing.

In any of these cases the pc will be somewhat stuck at these points, or at the very least will have some attention units hung up at these points, and getting the exact “when” and “where” will unstick him.

That which is viewed in its own time, place, form and event can be as-ised.



WHY YOU DATE AND LOCATE

A person can have a wrong date for an incident, or he might have a date totally occluded. He might have a confusion on two incidents, thinking one happened before the other when it is actually vice versa. He could have two incidents collapsed into one, time-wise. Or, more severely, he can be stuck in the time of an incident which acts as present time for him. In other words, that time is still in existence for him in PT. He is seeing things from that point in time.

By dating it exactly you blow the stuck viewpoint in time. You see it as a blowdown on the meter and the pc will feel the sudden dissipation of mass.

The question might then arise: If you have dated an incident to a “blow” what is there left to blow on the Locate step? The answer is that, in addition to a stuck viewpoint in time, a person can have a stuck viewpoint of location.

Since he had the wrong time, he could, as well, have the wrong location, or an occluded location, or a confusion between two or more locations. He could be quite stuck in a past location. That past location is still in existence for him. The point of view from that location is still there for him.

So you date *and* locate. Finding when it was and where it was blows both the time of the incident and the place of the incident. If he’s still hung up in either of these he’s out of present time and out of present location. Getting the precise date and location blows him out of these into present time.

Sometimes during dating the pc spots the correct past location simultaneously with getting the correct date, and it (the location) then blows at the same time. The auditor must know that this can occur and recognize when it does as he would not then rotely try to put the pc through the Locate steps.

DATE/LOCATE NOT A ROTE PROCEDURE

While Date/Locate is a precise action, it is by no means a rote procedure. The auditor must know the theory of the action if he is to Date/Locate successfully. He must understand that he takes the pc’s data and he works with the pc. Robotic application of the steps will not only not produce the desired result but can result in messing up a case badly.

BLOW

Definition of blow: The sudden dissipation of mass in the mind with an accompanying feeling of relief. (Technical Dictionary.)

This definition must be understood by both auditor and pc. It is cleared with the pc before beginning the Date/Locate steps. Have the pc demo it, using a demo kit, if necessary, so he has no confusion on it.

A blow is a definite manifestation. Vital data for the auditor is that the pc must say “Something blew” or “It disappeared” or “It’s gone” or “It vanished,” not simply “I feel lighter.”

METERING



SOLO COURSE - PART I

During Dating/Locating the pc is on the meter but the auditor is consulting the *pc* and getting the pc's answers, while also keeping an eye on the meter. He does *not* resort to meter dating or meter locating unless the pc himself gives up on one or the other of these steps.

A pc can be made more dependent on the meter or can be made more independent of the meter, depending upon the way the meter is used by the auditor. If the pc's case is improving he becomes more independent of the meter. That is the direction you want to go.

“RULE: Use the meter to date and verify date correctness by all means but *only* after the pc has been unable to come up with the date.” (HCOB 4 Aug 63, ALL ROUTINES, E-METER ERRORS, COMM CYCLE ERROR.)

The same rule would apply to using the meter on the Locate steps.

TIME

When dating anything you are using a system of measurement of time. There are various systems for measuring time and as time is basically a postulate or consideration there is no absolute system for measuring time. Time can be measured in terms of years ago. It can be measured by year, month and day (1918 AD, January 1st). These two systems are applicable to this planet, as the term “year” is the time it takes this planet to complete an orbit around the sun. In larger whole track dates different systems were used. The whole point is to use the system the pc is using, because the whole point of dating is to blow a past time that the pc is stuck in. And the pc will very often use the dating system of the time period he is stuck in. It doesn't matter what system of time measurement the pc uses. It is important that the auditor accepts and uses the system the pc is using and doesn't try to change it.

You're first going to ask the pc, “When was it?”. He may tell you in terms of “years ago” or “weeks ago.” Or he may say “It was 1890” or “It was the 24th of August 1672.” Or he may use an earlier track system of dating. Either way, you take it, and if he has said “High noon on May 2nd, 1912” you don't then ask “How many years ago?” as he has just told you, and your question would be altering the dating system the pc is using.

YOU CAN USE ANY SYSTEM OF TIME MEASUREMENT IN DATING; THE IMPORTANT THING IS THAT YOU USE THE SYSTEM THE PC IS USING.

It is remarkable that a pc can date something that happened earlier than this planet in terms of years ago. He can by some sort of mental computer, but the auditor mustn't require that the pc convert a date to some other system.

And when the pc has it, the auditor doesn't then alter-is it in sequence. Found by years – months – weeks – days – hours – minutes – seconds and fractions of a second, one doesn't then call it back by day, year, month, as it tangles the pc. It is called back in the same order.

WHEN CALLING BACK A DATE AS AN INDICATION, ALWAYS CALL IT BACK IN THE SAME SEQUENCE THAT THE DATE WAS FOUND OR GIVEN.

IMPLANT DATES/ACTUAL DATES

Implant dates usually only give small reads whereas actual dates read well. If you suspect that you are getting false dates out of an implant, you meter check “Implant date?” and you'll get a read on that question, and the false implant date will no longer read. The actual date will read well.

Meter check if it is:

- a false date from an implant?



b) an actual date?
and the meter read will tell.

DATING

THE PURPOSE OF DATING IS TO *GET A BLOW* OF THE PAST TIME THE PC IS STUCK IN.

Whether the pc gives the date, or whether the auditor has to meter date it, you must remember that all you are going for is a blow.

Sometimes you will get a blow as easily as the pc saying "It was a long time ago." A blow is accompanied by a BD and F/N. So be alert when dating for a sudden LF or BD and F/N. And if the pc doesn't originate that it blew, ask him so you won't go on trying to date to blow, something that has already blown!

Very often a date has to be dated precisely down to the fraction of a second in order to get a blow.

If there is no blow on pc giving the date, or on auditor meter dating it, you then call the date back as an indication and it will blow. If it doesn't it is because there is an error in the date, or the auditor altered the date or its sequence in calling it back, or there already was a blow on dating that wasn't noticed and was overrun.

Usually a pc will need help from the auditor to start with and the auditor might need to do the whole dating drill on the meter establishing the order of magnitude and every part of the date on the meter. Then the pc's ability improves and the pc starts to become more able to find dates himself. The auditor must be alert for this and accept the pc's data and *never challenge*, meter check or invalidate the pc's data. Sometimes the pc will blurt the whole date out at once, and the auditor must be ready to write this down accurately and call it back accurately.

LOCATIONS AND DISTANCE

When locating something you are using *direction* and a system of *measurement of distance*. Just as time is basically a consideration, so is distance. And there are many systems of measuring distance, both on this planet and earlier on the track. Distance can be measured in miles, kilometers, light-years, to name a few. In one whole track space opera civilization, intergalactic distances were measured in terms of how long it took a particular spaceship, called a Hylan and intergalactic distances were measured by the number of "days of Hylan spaceflight." You will probably find that the pc will tend to use the system of measurement of distance that was used at the time of the past location that he is stuck in. Just as a pc can use a sort of mental computer to convert whole track dates into "years ago," he can also mentally convert some distances into "miles." But the auditor never expects him to do so, and never asks him to.

YOU CAN USE ANY SYSTEM OF MEASUREMENT OF DISTANCE IN LOCATING, THE IMPORTANT THING IS THAT YOU USE THE SYSTEM THE PC IS USING.

And when you have the distance you must call it back accurately, and not alter-is it in sequence either.

WHEN CALLING BACK A DISTANCE AS AN INDICATION, ALWAYS CALL IT BACK ACCURATELY, AND IN THE *SAME SEQUENCE* THAT IT WAS GIVEN OR FOUND.

LOCATING



THE PURPOSE OF LOCATING IS TO *GET A BLOW* OF THE PAST LOCATION THE PC IS STUCK IN.

As in dating the auditor may have to help the pc with the meter but usually the pc will be able to find and give the data, and the auditor never resorts to the meter if the pc can get it.

And you may get a blow on direction step alone or on the pc realizing it happened somewhere else, or "not here" or "Greece" or whatever. The auditor must be alert for the LF or BD and F/N and ask the pc if it blew, so as not to go on trying to get a blow of a location that has already blown!

Usually if you don't get a blow on finding the direction and distance, you will get a blow on calling the location back to the pc as an indication. If not there is an error in the direction or distance or the auditor altered it in calling it back.

In locating, the auditor is getting the *past* physical location. E.g. the auditor gets the direction, distance, what galaxy, star, planet, country, etc., pinpointing it down to the exact location in space where it happened.

But these items are not taken up rotely; one uses the questions that apply.

For example, if it occurred "next door" one would not ask "What planet?". Or if the pc has said it's "two years ago" when dating, in locating one doesn't then ask "What galaxy?" as, of course, it's this one. Or what star, either. If you start asking "What galaxy?" on an incident on Earth the pc is thrown backtrack.

And if it happened outside a town in the open you wouldn't ask what city, house, or street or room, either. You must use the questions that apply.

The pc is of course IN the auditing room. One doesn't ask where *he is*. And it's never "Who else was there?" or "What else is there?" as these things put the pc down the track. One does not try to run engrams at the same time one is doing the Locate step. It is simply *location*. Where? What? How far? *Location*.

AND in locating, if there is no instant blow when the location is fully spotted and it seems correct, the location is called back to the pc. It usually blows when it is called back to the pc after it is known.

TWO SEPARATE DRILLS

There are two separate drills for dating and locating, and which is used depends upon pc ability to find and give the data. The first drill given is where the pc volunteers or gives the data. The second drill is where the auditor establishes all the data by metering. As with all processing, the pc's ability increases as you go along, and the auditor must be alert for this and change from meter dating and meter locating to accepting and taking the pc's data. It can also happen that a pc who was able to find and give the data may run into something particularly heavy and now need assistance from the auditor. The rule is:

NEVER RESORT TO THE METER IF THE PC CAN FIND AND GIVE THE DATA, AND NEVER LET A PC STRUGGLE IF HE CAN'T FIND THE DATA. AND NEVER, NEVER USE THE METER TO CHALLENGE, 'CORRECT' OR INVALIDATE THE PC'S DATA.

PRELIMINARY STEP

Before dating and locating on a pc for the first time you must clear what you will be doing and the words and terms used, so that he understands these and knows what is expected of him.



SOLO COURSE - PART I

1. Give the pc an R-Factor that you will be dating the *past time* of the incident (i.e. when it happened), until that blows.
2. Clear the word “blow” with the pc per the Tech Dictionary definitions No. 1 and No. 2.
3. Clear any misunderstandings the pc has on dates and dating or words used in measurement of time, or numbers (e.g. “billions,” etc.).
4. Give the pc an R-Factor that you will be establishing the direction and distance in order to find the *past* location of the incident (i.e. where it happened), until that blows.
5. Clear the term “direction” and the concept of pointing. Clear the term “distance” and any misunderstandings the pc has on measurement of distance (e.g. miles, lightyears, etc.).
6. Let the pc know you will be getting answers from him, not the meter, unless it is necessary to help him with the meter. And that if the pc should suddenly get the date or location he should tell you. Also let the pc know that you are dating and locating to get a blow and that when a blow occurs to tell you, as the purpose of this procedure is to get the mass to blow.

DATING TO BLOW/LOCATING TO BLOW PROCEDURE BY STEPS

PROCEDURE ONE, PC GIVING THE DATA

DATING DRILL No. 1

1. R-Factor: “We’re going to date the past time when that (_____) happened precisely, until the mass blows.”
2. Ask the pc when it happened. (If the pc doesn’t know, go to meter dating, per Dating Drill No. 2.)
3. Write down the pc’s answer.
4. If not already given, have the pc give the rest of the date right on down to the fraction of a second.
5. Call the date back to the pc accurately and in the same sequence in which it was given, and it will blow.

(Caution: The blow may occur earlier in the dating steps and the auditor must not go on past a blow. If you suspect a blow and pc hasn’t volunteered this, ask him if it blew.)

LOCATING DRILL No. 1

1. R-Factor: “We’re going to find the past location where (_____) happened precisely, until the mass blows.”
2. Get the pc to *point* to where it happened. (Points with finger in the direction to the past location.)
3. Ask the pc the *distance* to that location. (This is the distance from where the pc is now to that past location.)
4. If not already given have the pc give the rest of the distance right on down to fractions, until you have a precise distance.
5. Call the distance back to the pc accurately and in the same sequence in which it was given, and it will blow.



SOLO COURSE - PART I

NB. If the pc starts giving you the location in some other terms such as “On the corner of Times Square, New York,” you would of course accept the pc’s data, and not ask him to convert that into miles away, or anything else.

(Caution: The blow may occur earlier in the locating steps and the auditor must not go on past the blow. Sometimes the blow will occur on asking the pc to point. Sometimes the pc while dating will also get the location and blow it too. If you suspect a blow due to a BD and F/N and the pc hasn’t volunteered this, ask him if it blew.)

PROCEDURE TWO, AUDITOR FINDING THE DATA BY METERING

DATING DRILL No. 2

If the pc didn’t know when it happened (on step 2 of Dating Drill No. 1), you go to meter dating.

1. Establish what system of dating or time measurement this date is measured in. Such as “years ago,” or by year (i.e. 1918 AD), or some entirely different system. Do not do this if you already know it is a this lifetime date, or a this planet date, as that would be robotic.
2. Establish the *order of magnitude*.
3. Meter date the date right on down precisely, even to fractions of a second, until you get a blow – F/N.
4. If no blow – F/N when the full date is found, call it back to the pc accurately and in the same order it was found and you should get a blow.
5. If you haven’t got a blow, there is either an error in the date or some part of the date, or it is not precise enough, or it blew earlier and wasn’t noticed.

Meter check:

Wrong date?

Incompletely dated?

Implant date?

Some part of the date was incorrect?

Already blown?

and handle what reads, and you will get a blow – F/N.

LOCATING DRILL No. 2

It is rare that a pc can’t get the direction and distance, or otherwise pinpoint the exact past location. Should you encounter this, do the same drill as given in Locating Drill No. 1, with the auditor establishing each step by metering.

1. Get pc to point to the location to get direction.
2. Establish what system of measurement of distance (i.e. miles, or light-years, or whatever).
3. Get the distance.
4. Get any remaining increments of distance on down to fractions or decimal points.
5. Call back the distance or location as an indication, and you should get a blow – F/N.
6. If no blow there has been an error and you should meter check:

Is some part of the location wrong?

Wrong direction?

Wrong distance?



Incompletely located?

Already blown?

and handle what comes up, and you will get a blow – F/N.

CAUTION: In Date/Locate, if it bogs and the auditor can't easily correct the error in dating or in locating, do not continue messing up the pc with wrong dates or wrong locations, as these can be very upsetting to a case. INDICATE TO THE PC THAT THERE IS AN ERROR IN DATING OR LOCATING AND END OFF FOR C/S INSTRUCTIONS.

A drill that can be used in locating when applicable is given below. This must not however be done rote when it doesn't apply. If you knew the incident occurred in the recent past or this lifetime, you would not ask "What galaxy?" as the question wouldn't make sense, and would throw the pc backtrack.

Point (pc points with finger)

Distance? (including increments of distance to get the exact distance)

What galaxy?

What star?

What planet?

What country?

What city?

What street?

What house?

Position on street?

What room?

Distance from front of house?

Where in the room?

How far from *each wall*?

How far off the floor?

How far from the ceiling?

continuing with questions which will narrow it down to the precise location, to a blow – F/N.

NOTE: The above steps, particularly, cannot be rote. Listen to the pc and work with him, realistically, to get the location spotted exactly, but do not evaluate for him in any way.

If at some point on these steps the location turns out to be in the middle of the ocean or in a field, etc., the auditor uses available landmarks or reference points to get the location (i.e., distance from the nearest point of land? or, distance from the big rock?) down to a blow – F/N.

If, while locating, the pc starts running the incident or gives too much "scene" the auditor has the pc point again, then continues from where he left off on the Locate steps.

LIABILITY

In dating and locating there is a possible source of BPC, peculiar to dating and locating.



SOLO COURSE - PART I

A correct date for one incident or mass can act as a wrong date for another incident or mass, as it is a wrong date for it.

A correct location for one incident or mass can act as a wrong location for other incidents or masses, as it is wrong for the others.

It is peculiar to dating and locating that a right date or a right location can cause BPC by also being a wrong date or wrong location for other incidents or masses. This does not always occur, but is noted here should an auditor or C/S encounter it.

Manifestations of this are:

- a) pc getting upset inexplicably
- b) getting a read on both "Correct date?" and "Wrong date?"
- c) TA going up
- d) increase of mass or pressure.

It will relieve on the indication that the date found is a wrong date for other incidents or masses, and on the indication that the location found is a wrong location for other incidents or masses.

SUMMARY

A CORRECT DATE, ESPECIALLY IF TAKEN DOWN TO SECONDS AND FRACTIONS OF A SECOND, WILL BLOW.

A CORRECT LOCATION, ESPECIALLY IF TAKEN DOWN TO MINUTE INCREMENTS OF DISTANCE, WILL BLOW.

Date/Locate, when done correctly, quickly and smoothly, works well and is successful. The longer it takes the more it will restimulate all sorts of other things which have nothing to do with the course of action.

The Date/Locate steps must NOT be done robotically. One has to understand the mechanics of how it's done and why.

The essence of Date/Locate is to bring the pc to PT by erasing the date by spotting and the location by spotting, as the pc is out of PT fixed by both date and location.

If the theory is understood nobody would do it rotely.

This is a highly precise action to be done smoothly with good TRs. Its results are phenomenal.

L. RON HUBBARD

Founder

LRH:pm.dm.jk



SECTION TEN - SOLO AUDITOR DRILLS

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 26 APRIL 1971

Issue I

Remimeo

Dn Checksheet

Scn Grades Checksheet

Qual Cramming

HGC Auditors

TRs AND COGNITION'S

In the presence of rough TRs cognition's do not occur.

Cognition's are the milestones of case gain.

Rough TRs, rough metering, Out Code and a distractive auditor then make no case gain.

When an auditor has smooth, usual TRs, does his metering expertly and without attracting the pc's attention, when he follows the Auditor's Code (particularly regarding Evaluation and Invalidation) and when he is interested, not interesting as an auditor, the pc cognites and makes case gains.

Further, according to the axioms, a bank straightens out by AS-ISING its content. If the pc's attention is distracted to the auditor and meter his attention is not on his bank so AS-ISING cannot occur.

The definition of In Session is INTERESTED IN OWN CASE AND WILLING TO TALK TO THE AUDITOR. When this definition describes the session in progress, then of course the pc will be able to AS-IS and will cognite.

By „The Original Thesis”, the auditor plus the pc is greater than the pc's bank. When the auditor plus the bank are both overwhelming the pc then the bank seems greater than the pc. It is this situation which gives a pc a low Tone Arm.

An auditor who can't be heard, doesn't ack, doesn't give the pc the next command, fails to handle origins simply has OUT-TRs.

The auditor who is trying to be interesting to the pc, who over-acks, who laughs loudly, is putting the pc's attention onto himself. So the pc's attention, not being on his bank, doesn't as-is or cognite.

The auditor whose metering by-passes F/Ns or calls F/Ns at wrong points, or who tells the pc „That reads” „That blew down” etc., or who any other way uses the meter distractingly (the pc knows when he is being under or over run and knows when he is being mismetered), is of course violating the definition of IN-SESSION. The pc's attention goes to the meter, not his bank, so he doesn't AS-IS or cognite.

Auditor Invalidation and Evaluation is just plain villainy. It interferes with pc cognition's. Other Code breaks are similarly distractive.



A PERFECT SESSION

If you understand the exact definition of IN-SESSION, if you understand the pc's necessity to have his attention on his bank so as to AS-IS it and work out what is really going on in a session that brings about a cognition (as-is-ing aberration with a realization about life), you will then be able to spot all the things in TRs, metering and the Code that would prevent case gain.

Once you see that out-TRs, mis-metering and Code breaks would PREVENT the IN-SESSION definition you will see what would impede a pc from AS-ISing and Cogniting

When you have this figured out you will then be able to see clearly what are IN-TRs, CORRECT METERING and CORRECT CODE APPLICATION.

There can be an infinity of wrongnesses. There are only a few rightnesses.

Recognition of Right TRs, right Metering and right Code use depend only on

- (a) Understanding the principles in this HCOB, and
- (b) Their practice so as to establish habit.

This mastered, one's pcs will get cognition's and case gain and swear by „their auditor”!

L. RON HUBBARD

Founder

LRH:mes.rd



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East, Sussex

HCO BULLETIN OF 26 APRIL 1971

ISSUE II

ALL AD COURSES

Include this and

HCO B 26 Apr 71

Issue I in Solo

Course Packs and

on Checksheets.

SOLO COGNITION'S

In HCO B 26 April 1971 Issue I, the definitions and conditions in an audited session are described.

The definition of In-Session also applies to Solo Auditing.

If the solo auditor is so all-thumbs with his papers, meters, platens that they distract him from his own bank he is not likely to as-is or cognite.

Recently, on Flag, we have taken failed III's and put them back through a full heavy re-train on R6EW and then pushed them back up the line with good success.

When a solo auditor is also a rabbit (runs from everything including his bank) he has no chance to overcome it if he is all thumbs with his tools.

Requiring arduous, perfect drills on Solo metering and auditing actions at R6EW level should occur before the pc sees any materials. He must first and foremost be a Solo Auditor, familiar with his meters and papers to such a degree that they do not in any way distract him.

Only then can you add a bank to the scene.

A poor solo auditor does not cognite as his attention is on the tools not his bank.

Where the Solo auditor fails, he has not learned his tools. The remedy is to make him learn them.

The bridge between II and III is sometimes a hard one. It may be that an HDC course is vital before the pre- can make this bridge.

The Solo Auditor who „attests” rather than confront his bank probably never learned to use his auditing tools in the first place. Then, adding the bank as something to confront results in confusion.

Cognition's in Solo Auditing depend upon the ability to use the tools of auditing so well, they serve no distraction in Solo Session.

L. RON HUBBARD
FOUNDER

LRH:mes



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 30 APRIL 1971

Remimeo
HDC Checksh
Cse Sup Checksh
Class 0 Checksh
Cramming

AUDITING COMM CYCLE

(Reference HCO B 26 Apr 71,

“TRs AND COGNITIONS”)

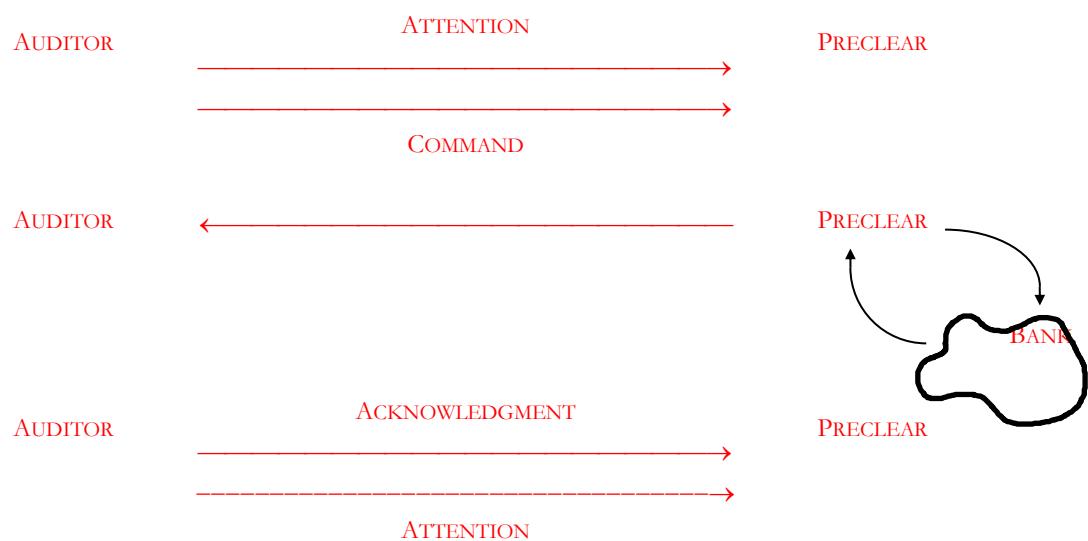
The following AUDITING comm cycle is taken from SHSBC tapes.

An auditor runs the session. He gives the pc the session action without pulling the pc's attention heavily on the auditor. He does not leave the pc inactive or floundering without anything to do. He does not leave the pc to make a session out of it. The auditor makes the session. He doesn't wait for the pc to run down like a clock or just sit there while the TA soars after an F/N.

The auditor runs the session. He knows what to do for everything that can happen.

And this is the Auditing Comm cycle that is always in use.

1. Is the pc ready to receive the command? (appearance, presence)
2. Auditor gives command/question to pc (cause, distance, effect).
3. Pc looks to bank for answer (Itsa maker line).
4. Pc receives answer from bank.
5. Pc gives answer to auditor (cause, distance, effect).
6. Auditor acknowledges pc.
7. Auditor sees that pc received ack (attention).
8. New cycle beginning with (1).



L. RON HUBBARD

LRH:mes.rd



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE Saint Hill Manor, East Grinstead, Sussex HCO BULLETIN OF 5 DECEMBER 1979

Remimeo
AOs only
Solo Auditor Course

(Cancels and replaces BTB 1.2.1971 IV,
Rev. & Reiss. 2.7.74 as
BTB THE COMM CYCLE IN SOLO AUDITING.)

THE DIFFERENCE BETWEEN THE COMM CYCLE IN REGULAR AUDITING AND CYCLES OF ACTION IN SOLO AUDITING

References: HCOB 26 Apr 71 I	TRS AND COGNITION'S
HCOB 26 Apr 71 II	SOLO COGNITION'S
HCOB 30 Apr 71	AUDITING COMM CYCLE

There is a difference between regular auditing (where the auditor and pc are two separate persons), and Solo auditing. One does not have to be skilled in Auditor's TRs 0-IV in order to be a good Solo auditor. A Solo auditor's skills are covered in HCOB 26 APR 71 II, SOLO COGNITION'S. TRs 0-IV and the Auditing Comm Cycle apply to regular auditing where the auditor and pc are two separate people. The idea that a Solo auditor would have to mock himself up as "the auditor" and mock himself up as "the pc" is erroneous. Nor does the Solo auditor have to try to be two different people, nor does Solo auditing consists of "talking to oneself".

In order to understand Solo auditing better, read and demonstrate each of the following definitions until you understand each of them:

Auditing Comm Cycle: "This is the auditing comm cycle that is always in use:

- 1) is the pc ready to receive the command? (appearance, presence);
- 2) auditor gives command question to pc (cause, distance, effect),
- 3) pc looks to bank for answer (itsa maker line,
- 4) pc receives answer from bank,
- 5) pc gives answer to auditor (cause, distance, effect),
- 6) auditor acknowledges pc,
- 7) auditor sees that pc received ack (attention),
- 8) new cycle beginning with (1)" (HCOB 30 APR 71 AUDITING COMM CYCLE)

Auditing Cycle:

1. The basic of auditing is an auditing cycle which operates as an attention director. Call it restimulator if you want, but it's an attention director, eliciting a response from the pc to as-is that area and who knows he has done so when he receives from the practitioner an acknowledgment that it has occurred. That is the auditing cycle." (SH Spec 189, 6209C18)



SOLO COURSE - PART I

2. "There are basically two communication cycles between the auditor and the pc that make up the auditing cycle. They are cause, distance, effect with the auditor at cause and the pc at effect, and cause, distance, effect, with the pc at cause and the auditor at effect.

These are completely distinct one from the other." (HCOB 23 MAY 71R IV, REV. 4.12.74 BASIC AUDITING SERIES 4R COMMUNICATION CYCLES WITHIN THE AUDITING CYCLE)

Communication Cycle:

1. "A cycle of communication and two-way communication are actually two different things. A cycle of communication is not a two-way communication in its entirety. In a cycle of communication we have Joe as the originator of a communication addressed to Bill. We find Bill receiving it and then Bill originating an answer or acknowledgment back to Joe and thus ends the cycle." (DIANETICS 55! page 82) . "A communication cycle consists of just cause, distance, effect with intention, attention, duplication and understanding." (HCOB 23 MAY 71R IV, REV. 4 .12.74 BASIC AUDITING SERIES 4R COMMUNICATION CYCLES WITHIN THE AUDITING CYCLE)

Cycle of Action:

1. "The sequence that an action goes through, where in the action is started, is continued for as long as is required and then is completed as planned." (Scientology Abridged Dictionary)

(The definitions above are taken from the Technical Dictionary.)

In Solo auditing the Auditing Question or Auditing Command is provided in the materials. The Solo auditor has to ensure that he understands the Auditing Question or Auditing Command, gets the answer to the question or carries out the command, and recognizes that he has done so and completes that cycle. Solo auditing mainly consists of carrying out cycles of action. This is easy to do as these are given in the materials, and it consists of doing what the materials say to do.

VERBALIZATION

The Solo auditor does not verbalize questions or commands in solo auditing. It is done on a thought or intention level. There is a solo auditing action in which the Solo auditor calls items verbally, but otherwise solo auditing is not verbalized.

METER ERROR

In Solo auditing the meter, worksheets and materials must be arranged so that the solo auditor can read the meter at the same time as he reads the question or item in the materials.

This is because the question or item will read on the meter when the solo auditor reads the question or item in the materials. One should not ignore the meter read when first reading the question or item in the materials. This is especially true when checking reads on Ruds, or doing a BPC Assessment, as the read might not repeat. The initial read when the question or item is first read and understood by the Solo auditor is taken. This is because the read occurs when the Solo auditor thinks the question or concept of the item.

Another meter error could occur if the Solo auditor didn't understand the question or item. You could get a reaction because the question or item was misunderstood. And if the question or item is misunderstood, then you wouldn't be able to audit it. Therefore it is very important that the Solo auditor knows to clear the meanings of words in auditing commands and items.



SOLO COURSE - PART I

SOLO DRILLS

The Solo Drills are designed to familiarize the Solo auditor with the tools of Solo auditing, and to become skilled so that when the time comes to start Solo auditing, he can put his full attention on the auditing and thus be fully in session.

L. RON HUBBARD
FOUNDER

LRH:DM:dr



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East, Sussex

HCO BULLETIN OF 22 JULY 1971R

All Solo Auditors

ISSUE II

Solo Auditor Course

REVISED 22 FEBRUARY 1981

Checksheet

CORRECTED & REISSUED 8 MARCH 1982

R6EW Course Checksheet

CC and Courses (Cancels & replaces HCOB 12 Apr 70, SOLO AUDITOR ADMIN, deleting references to Fast Flow.)

(This bulletin has been revised to update and align it with HCOB 9 July 80, Solo Series #1, CHECK LIST FOR SETTING UP A SOLO SESSION.)

(Revisions Not in Script)

(Reissued 8 March 82 to delete "Confidential" on the issue as there is nothing confidential in this issue.)

SOLO AUDITOR ADMIN

Ref: HCOB 9 Jul 1980, Solo Series #1, CHECKLIST FOR SETTING UP A SOLO SESSION

The simple invariable procedure for Solo Auditor admin is now thoroughly covered in HCOB 9 Jul 1980, Solo Series #1, CHECKLIST FOR SETTING UP A SOLO SESSION.

The following advices supplement that issue and are for use by Solo Auditors on any level of Advanced Courses.

1. Always provide yourself with a safe auditing environment.
2. All the steps of Solo Series #1 are to be done in each Solo session.
3. Meter trim checks are done per HCOB 11 May 69R, Rev. 8.7.78, METER TRIM CHECK.
4. Start each session with "Start of Session" and end it with "End of Session".
5. Keep a proper record of what is done during the session on your worksheets.
6. Lock Solo folder away in a safe place when not auditing. Think about something else and get on with living.
7. Keep Standard Tech in, report daily, follow the correct routing lines, KEEP EXCELLENT SECURITY.
8. When complete on a Level, report to the examiner with all your materials and folder. Turn these in to the examiner. You will be further routed from there.

Good luck!

L RON HUBBARD

FOUNDER

LRH:RTCU:dz:kjm:bk



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East, Sussex

HCO BULLETIN OF 9 JULY 1980

Solo Auditor Checksheet

Solo Course Supervisor

Solo Series #1

CHECKLIST FOR SETTING UP A SOLO SESSION

(Ref: HCOB 26 Apr 71 II, SOLO COGNITION'S)

The following checklist is based on refinements in Solo procedure developed to enable a Solo Auditor to be able to set up for a session, and be able to audit without distractions during the session. Drill this checklist until you can do it easily and rapidly.

(NOTE: As use of a Mark VI E-Meter is recommended for Solo auditing, checklist items #12, 13 and 34 are included to cover Mark VI operation.)

1. Choose a room to audit where you won't be interrupted.
2. Hang an „In-session” sign on the door.
3. Set up the card table (auditing table) and chair.
4. Set up the Mark VI on the table.
5. Place a paper stack of legal length paper on the right back corner of the table (parallel with the meter and back edge of the table).
6. Place a couple of sheets of paper alongside the meter in an easy writing position (to use as worksheets).
7. Put two ball-points on the table within easy reach (one of these is a spare).
8. Place a pocket stapler on the paper stack.
9. Place correction lists and materials on the table behind the meter, parallel with the far edge of the table.
10. Sit down.
11. Check the meter charge by turning the knob to „Test”.
12. If it is not charged, plug in the charging lead to the meter and mains. Note that the charging light comes on showing that current is flowing.
13. Press the date button (below the clock dial) to get the date.
14. Write the date and year across the top center of the worksheet.
15. Make a small vertical bar down from the center of the date to divide the worksheet into two columns (the bar should be about 2 inches long).
16. Turn the meter on (if not already on).



17. Make sure the can jack is disconnected.
18. Put the TA at 2.0 exactly.
19. Put the needle on „Set” with the Trim knob.
20. Write the Trim check on the worksheet ($2.0 = 2.0$) at the top of column 1 of the worksheet.
21. Note the time on the worksheet, under „ $2.0 = 2.0$ ” and to the left (time includes A for AM., P for PM.).
22. Push in the can jack.
23. Take up the cans. (Separated, insulator in left can top.)
24. With your knuckle and without letting go of the cans, move the TA up until the needle is at „Set”.
25. Write the two can TA read in the right edge of the column (opposite the time) with a (2) after it (e.g. 2.5(2)).
26. Put the right hand can together with the left hand can to make it a one hand electrode.
27. Grasp the one hand electrode so your hand area is equal on both cans.
28. Put an insulator (such as a sheet of plastic) on your left knee.
29. Put your left hand holding the cans on your left knee (knuckles down, cans up).
30. With the TA put the needle at „Set”.
31. Write the one hand electrode TA read on the worksheet (in the right edge of column), with a (1) after it (e.g. 3.4(1)).
32. Squeeze the cans for Sensitivity setting, and adjust it until the needle goes from „Set” to approximately the left hand line of „Test” on can squeeze.
33. Write down the Sensitivity setting on the worksheet just below the time (e.g. Sens. 3.8).
34. Press the button to set the TA counter at zero, and write down 0 TA just under the TA read for one hand electrode.
35. Metabolism test: Take a deep breath and let it out through your mouth. Write down the Metabolism test in the left side of the column (about opposite 0 TA), in inches, e.g. „Metab 1”, which would mean that the Metabolism test gave a one inch fall (and the Metabolism test should be at least a one inch fall in order to audit).

The Solo Auditor is now set up to audit and would begin with „Start of Session”, written S of S on the worksheet under the Metabolism test and „0 TA” notations.

The rest of this checklist gives the procedure for ending off a Solo session.

36. Write the time at the left side of the column (time includes A for AM., P for PM.).
37. Write the TA counter reading at the right edge of column, e.g. 1.3 TA (which means 1.3 divisions of TA action).
38. Write the TA read for one hand electrode in the right edge of the column (e.g. 2.9(1)).



SOLO COURSE - PART I

39. Take the cans apart and get a two can read, by adjusting the TA so the needle comes to „Set” using your knuckle (as in #24).
40. Write the two can TA read in the right edge of the column under the one hand electrode read (e.g. 2.3))
41. Unplug your can Jack.
42. Bring the needle to set using the TA. (Note that the TA counter reading is taken before going back to two cans, or you would get a false TA action count.)
43. Note the Trim check in the worksheet. (It should be 2.0 - 2.0, as before. But whatever the TA read is note it, as it would show that the Trim had gone off during the session, giving false TA reads.) The Trim check is written in the center of the worksheet column.
44. Turn the meter off and write „M off” under the Trim check (otherwise you could leave the meter on and come back to a flat meter).
45. End of with „End of Session” and write E of S at the bottom of the worksheet column.
46. If you used more than one sheet of worksheet paper, staple them together.
47. Put the worksheets in your Solo folder. (The latest session always goes on top.)
48. Put the folder in an envelope flash marked for Advanced Courses.
49. Take down the „In-session” sign.
50. Get an after session exam and put it in your folder.
51. Send the folder to the Case Supervisor (or store it securely if the C/S has okayed you to run several sessions between submissions).

Drill this checklist to accurate rapidity.

L. RON HUBBARD

FOUNDER

LRH:dr



SOLO COURSE - PART I

Attachment No. 1

This is a sample Solo worksheet, showing only the beginning and ending of the session:

9 July 80



SOLO COURSE - PART I

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East, Sussex

HCO BULLETIN OF 6 DECEMBER 1979R

REVISED 22 SEPTEMBER 1980

Remimeo (Cancels and replaces BTB Course 12 Dec 71R, Rev. 12.3.72,
AOs ONLY Reiss 25.7.74 as BTB „Solo Auditors TRs 1-4 Revised”,
Solo Auditors and BTB 12 Dec 71R, Amended & Reiss as
BTB 28.6.75, III, „Solo Meter Drills”.)

SOLO AUDITOR DRILLS

(Reference: The Book of E-Meter Drills
HCOB 9 Jul 80 CHECKLIST FOR SETTING UP A SOLO SESSION.)

These Solo Auditor Drills replace what was formerly called „Solo Auditors TRs”, which tended to train a Solo auditor into the idea of „talking to himself” or verbalizing everything in Solo auditing and that is incorrect.

These drills are to train a Solo auditor to be able to do the Solo auditing actions he will encounter on Solo levels. These do not teach one to be able to audit pcs, nor do they try to teach Auditor’s TRs, (If you want to learn to be an auditor, take the Auditor’s Hard TRs Course and Academy and SHSBC training.) If done thoroughly and until you can do each drill easily, you will be able to Solo audit very successfully.

These Solo Drills are done with a meter, worksheets, auditing table and Solo can set-up as these would be in a Solo session.

SOLO AUDITOR DRILL 1

NAME: SOLO CAN DRILL

PURPOSE: To train a Solo auditor to take Tone Arm readings with two cans and with Solo can, and do a proper can squeeze on a one-hand electrode.

POSITION: Solo auditor seated at an auditing table with meter, cans and a copy of HCOB 9 Jul 80 CHECKLIST FOR SETTING UP A SOLO SESSION and HCOB 14 Jul 70 SOLO CANS. The coach sits beside the student.

TRAINING STRESS: HCOB 9 Jul 80 CHECKLIST FOR SETTING UP A SOLO SESSION and HCOB 14 Jul 70 SOLO CANS are used as references. The coach has the student set up the meter, measure his TA reading with two cans and note it on the worksheets per HCOB 14 Jul 70 SOLO CANS. The coach then has the student change over to a Solo can set up and adjust TA and note it on the worksheet. (TA notations are to be done as shown in HCOB 14 Jul 70 to differentiate between 2 can and Solo can readings.) The coach has the student do this part of the drill until the student can do it easily and rapidly.

The coach then has the student squeeze the can for sensitivity setting, and adjust the sensitivity knob until the needle goes from „set” to the left hand line of „Test” on can squeeze. Do this drill until the student can do it easily and without flub.



SOLO AUDITOR DRILL 2

NAME: SETTING UP A SOLO SESSION

PURPOSE: To train a Solo auditor to be able to set up for, and end off a Solo session.

POSITION: Coach and student beside a card table (auditing table) with a chair, legal length paper, Mark VI E-Meter, cans, two ball-points, pocket stapler, correction lists and materials and an insulator (such as a sheet of plastic) handy.

TRAINING STRESS: HCOB 9 Jul 80 CHECKLIST FOR SETTING UP A SOLO SESSION is used as a reference. The coach has the student set up a solo session exactly per HCOB 9 Jul 80. Steps 1-51 of the checklist are drilled until the student can easily and rapidly set up a solo session, and end off a solo session. (NOTE: The student Solo auditor is to set up the materials for the session and use these in the remaining drills.)

SOLO AUDITOR DRILL 3

NAME: SOLO METERING

PURPOSE: To train a Solo auditor to read written material and note whether the meter read.

POSITION: The student Solo auditor seated at a table set up for a Solo session, with a copy of Book of E-Meter Drills. The coach is seated beside the student where the coach can also see the meter and worksheet.

TRAINING STRESS: The student Solo auditor sets up the meter and Solo can and keeps a worksheet as in Solo Drill 1. Then turns to one of the Prepared Assessment Lists in the back of the Book of E-Meter Drills. He then places the list where he can see the list and the needle. He places a blank piece of paper over the list covering everything but the first item on the list. The Solo auditor then reads the first item on the list and notices if the meter reads on the item. He continues down the list moving the blank piece of paper as he goes. When a read occurs, the Solo auditor informs the coach of the item that read and what the read was. He then writes the item and its read on the worksheet. He also notes the time and TA position. The coach verifies that the student has done all of this correctly. Then the coach has the student continue doing the drill. Various assessment lists are used in this manner until the student can perform the actions of reading written material and noting if it reads and recording this on a worksheet. The coach's job is to encourage the student and keep him at it until he can do it easily.

SOLO AUDITOR DRILL 4

NAME: CLEARING WORDS

PURPOSE: To train the Solo auditor to clear the meanings of words in auditing questions or commands.

POSITION: The student Solo auditor seated at a Solo auditing session set-up (per Solo Drill 2), and the coach seated beside the student so that the coach can also see the meter and worksheets. A copy of HCOB 13 Oct 79 CONCEPTUAL UNDERSTANDING is placed on the table where the student Solo auditor can read it, and see the meter needle.

TRAINING STRESS: The student Solo auditor is to read the HCOB and note when the meter reads, find and clear the misunderstood word to F/N and keep worksheets. The Solo can and Solo session set-up is used. The coach ensures that the student Solo auditor does all of these actions. After this HCOB is word cleared, another bulletin is used (it doesn't matter which bulletin). This drill is done until the Solo auditor can do it easily, and keep worksheets and operate the meter. (Although the



SOLO COURSE - PART I

student may be fumbly at first, the coach helps the student and encourages him until the student has mastered it.)

SOLO AUDITOR DRILL 5

NAME: SOLO CYCLE OF ACTION

PURPOSE: To train a Solo auditor in carrying out cycles of action in Solo auditing to completion of that cycle, and to end cycle on it.

POSITION: The Solo auditor seated at a table set up for a Solo session with the coach seated beside him. The student has a copy of the Book of E-Meter Drills opened to E~20.

TRAINING STRESS: The student Solo auditor uses the list of questions given in EM-20. (The word „your” in the questions is changed to „my”, and the word „you” is changed to „I”.) The student Solo auditor writes the question down on the worksheet, changing the wording as above, and notes whether the question read on the meter. Then he silently answers the question and writes down the answer. Then he acknowledges that that cycle is complete. The coach then verifies that the student did each step and whether the student is satisfied that he has done so. This drill is passed when the student can carry out this cycle without being distracted or Q & Aing, does complete the cycle started and ends the cycle. (The questions, answers and acknowledgments are done silently and conceptually, not verbalized.)

The student Solo auditor now does the following Solo E-Meter drills. The Solo session set-up, Solo cans are all used as in preceding drills, and the student writes on a worksheet. This is to keep familiarizing the Solo auditor with the tools he will be using in Solo auditing. The student must have completed the regular drills per the Book of E-Meter Drills before attempting these drills. If the student Solo auditor has difficulty with a drill done Solo, he should return to the appropriate Solo Auditor drill, or to the regular meter drill until he can do it easily. The numbers within the drills are the numbers from the Book of E-Meter Drills. The Solo E-Meter Drills are done silently.

Drills 1 to 7 are exactly as given in the Book of E-Meter Drills and are not repeated here as a Solo action.

Also use HCOB 14 Jul 70 SOLO CANS for proper use of Solo cans.

SOLO E-METER DRILL 8: As for EM-8 except that student has the bulletin on the table beside the meter. He holds the electrodes (Solo cans) himself and observes the meter while reading the bulletin.

SOLO E-METER DRILL 9: As for EM-9 except that student auditor holds Solo cans and reads bulletin. Considerable emphasis is on correct positioning of the meter, worksheets, and reading material early in this drill. The student should experiment with these positions for optimum placement so as to see the meter at the same time as reading and to avoid session distractions.

SOLO E-METER DRILL 10: As for EM-10. Additional notes as for previous drill.

SOLO E-METER DRILL 11: As for EM-11 with student holding Solo cans and reading silently from origination sheet.



E-METER DRILL 12: Omitted as a Solo drill.

E-METER DRILL 13: Omitted as a Solo drill.

SOLO E-METER DRILL 14: As for EM-14 but with student holding Solo cans and reading bulletin.

SOLO E-METER DRILL 15: As for EM-15 but the student holding the Solo cans and reading origination's to himself and thinking the meaning of the origination conceptually. Coach asks: „What did the needle do while reading the line?” etc., as in the basic drill.

In this drill the student learns that the meter read will occur when he reads the line and gets the concept, and trains the student to be able to read a line and note the meter reaction or lack of it, at the same time. Not read the line and then look at the meter later. It also trains the student that if he has his attention locked on the meter and doesn't actually think the meaning of the line, the meter won't read.

SOLO E-METER DRILL 16: Omitted as a Solo drill.

SOLO E-METER DRILL 17: Omitted as a Solo drill.

SOLO E-METER DRILL 18: Omitted as a Solo drill.

SOLO E-METER DRILL 19: As for EM-19, but with the student Solo auditor holding the solo cans and the coach seated beside him, observing. The drill is done silently. The coach is to keep the student at it and asks commands as per EM-19 until the student can do it easily and with certainty.

SOLO E-METER DRILL 20: Omitted as a Solo drill.

SOLO E-METER DRILL 21: As for EM-21 but student auditor holding Solo cans.

In this drill done Solo the student auditor will of course already know what he was thinking when the meter read. However, the drill is done as given to show the Solo student auditor that his thought will again produce the same read when he again thinks the same thought.

It also illustrates the necessity for the Solo auditor to keep his attention on the reading item or subject in order to keep that item reading and further, when the thought is repeated it shows how the read on that thought will diminish and vanish as the charge is reduced by re-spotting the original thought.

Therefore in the Solo drill there is a second step where the student is required to repeatedly think the same thought until the read no longer occurs and to note the reads on a worksheet as they occur.

As this is an auditing technique used in certain Solo levels when discharging items the drill must be well done and continued to a high level of competence.

SOLO E-METER DRILL 22: Omitted as a Solo drill.



SOLO COURSE - PART I

SOLO E-METER DRILL 23: Omitted as a Solo drill.

SOLO E-METER DRILL 24: As for EM-24 but the student holding Solo cans and does the assessments on himself. (Only use the assessments given in the Book of E-Meter Drills.)

SOLO E-METER DRILL 25: Omitted as a Solo drill.

SOLO E-METER DRILL 26: As for EM-26 but student holding Solo cans.

SOLO E-METER DRILL 27: Omitted as a Solo drill.

L. RON HUBBARD
FOUNDER

As assisted by Snr C/S Int

LRH:DM:dr:kjm



SECTION ELEVEN - SOLO E-METER AND TR 8-Q DRILLS

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 22 APRIL 1980

Remimeo
Auditors
Surveyors
Examiners
Ethics Officers

ASSESSMENT DRILLS

Refs:	HCOB 6 Dec. 73	C/S Series 90	THE PRIMARY FAILURE
	HCOB 28 Feb. 71	C/S Series 24	METERING READING ITEMS
	HCOB 15 Oct. 73	C/S Series 87	NULLING AND F/Ning PREPARED LISTS
	HCOB 22 July 78 ASSESSMENT TRs		
Book:	The Book of E-Meter Drills		

(Note: It is required that anyone doing the following drills shall have done a TR course, an Upper Indoc course and the drills of the E-Meter Drill Book.)

According to HCOB 6 Dec. 73, the make or break point of an auditor was his ability to get reads on a prepared list. This depended upon (a) his TR 1 and (b) his metering.

In 1978 this was further studied, and in HCOB 22 July 78, ASSESSMENT TRs, it was found that correct voice pitches had everything to do with assessment.

I have just developed drills which improve this ability to make lists read and to improve an auditor's auditing in general.

These drills will also be found to have great value to people who do surveys, to Examiners and to Ethics Officers.

E-METER

To begin, an auditor should review his E-Meter drills and practice E-Meter Drill 27 on page 52 of the Book of E-Meter Drills, E-Meter Drill CR0000-4 and, if found necessary, E-Meter Drill CR0000-3. It is called to attention that E-Meter Drill 5 of the Book of E-Meter Drills has been replaced with E-Meter Drill 5RA and if not done, should be done. This E-Meter Drill 5RA is the only change in the original book. Further, it applies to the Mark VI just as well as it applied to the Mark V for which the book was written - the controls and actions of the Mark V and Mark VI are practically identical, though the Mark VI moves up to higher level cases.

Being able to see and read and operate an E-Meter has everything to do with getting reads off a prepared list. Where an auditor misses it is simply that he has not adequately done the drills in the Book of E-Meter Drills and has not practiced up to a point of full, easy familiarity with the E-Meter.



The point of being able to make lists read is pointless unless the auditor can set up, handle and read an E-Meter. But the skill is easily acquired.

ASSESSMENT TRAINING DRILLS

The following drills have the letter "Q" after them to mean that they are used for QUESTIONS. The Q is followed by a number to show that they are drilled in that sequence.

In these Q drills, the practice of twinning and any other TR tech normal to TRs is followed.

TR 1-Q1

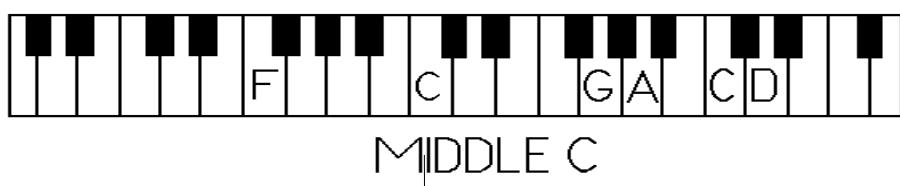
NUMBER: TR 1-Q1

NAME: Pitch of the Question.

POSITION: Coach sitting at the keyboard of a piano or organ or any usable instrument, student standing beside instrument.

PURPOSE: To establish the pitch differences of statements and questions.

DATA:



TRAINING PROCEDURE: If the student is a girl, the coach asks her to say "Apple" as a statement. The coach then strikes the C above middle C (as given in the data above) and then the G above middle C. If the student is a man, the coach asks him to say "Apple" as a statement and then strikes middle C and then the F below middle C. This is repeated - saying "apple" and striking the two notes until the pitch of a statement can be duplicated by the student. In the event, the student has a voice pitch at variance with these notes, other notes can be found and used by the coach so long as the higher note is first and the second note is four or five whole notes below the first note. It must sound like a statement with the higher, then lower note.) Once the student has grasped this and can duplicate it, have the student use other two syllable words (or single syllable words preceded by an article), using these notes of the statement. Then, using these two notes, have the student make up sentences as statements, the bulk of the sentence said at the pitch of the higher note, but the end of the sentence at the pitch of the lower note. Once the student has this down and can easily do it and it sounds natural and he is satisfied that it does, go on to the question step.

The coach has the student say "apple" as a question. Then the coach (for a male student) strikes the F below middle C and then middle C. For a woman the coach strikes the A above middle C and then the D an octave above middle C. (In case this does not agree with the voice pitch of the student, the coach must work it out providing only that the upper note is three or four whole notes above the lower note. It must sound natural and must sound like a question.) The coach has the student say "apple" as a question and then strikes the lower and higher note until the student can duplicate it. Now take other two syllable words (or single syllable words preceded by an article) and have the student say these as a question, following each one with the two instrument notes, lower to higher. When the student can do this, is satisfied that it sounds natural and doesn't have to think about drolling it, go on to the next step. Here the student makes up banal questions. The first part of the question is said at the lower note and the last part is said at the higher note. At each question, the coach strikes



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the lower note and then the upper note. When this sounds natural and the student does not have to think to do it and is satisfied with it, the drill is ended.

END PHENOMENA: A person who can state statements and questions that sound like statements or questions.

HISTORY: Developed by L. Ron Hubbard, April 1980, while doing the script for the soon to be produced training film "Tone 40 Assessment".

TR 1-Q2

NUMBER: TR 1-Q2

NAME: Walkabout Questions.

POSITION: There is no coach. Two students separate and walk around their neighborhood and then meet and compare notes. The object is to detect personal *habits* in questioning.

PURPOSE: To enlighten the student as to his own communication habits and people's reactions to his questions.

COMMANDS: The most common everyday social questions such as "How's it going?" "Do you like the weather?", etc. *appropriate* to the activities and circumstances of the person. Only one or two questions to a separate person. The questions must be banal, social and ordinary but they must be questions.

TRAINING STRESS: The two students agree on the areas they will cover next time they will meet again. They then go over individually, not together. The student pauses next to people encountered and asks a social question, *listens to his OWN voice tones* and notes the reaction of the person asked. In this drill the student does not necessarily try to use TR 1-Q1 but is just himself, speaking as he would normally speak. The students then meet and compare notes and discuss what they have discovered about themselves on the subject of asking questions. If they have not learned or observed anything, the drill must be repeated.

END PHENOMENA: A person who has detected any habits he has in handling pitch of voice in asking questions so that he can cure these in subsequent drills.

HISTORY: Recommended by L. Ron Hubbard in February 1978, in the pilot for HCOB 22 Jul 78 ASSESSMENT TRs. Developed into a TR in April 1980, by L. Ron Hubbard.

TR 1-Q3

NUMBER: TR 1-Q3

NAME: Single Word Question.

POSITION: Student and coach facing each other with a table in between them. The E-Meter is not used. The Book of E-Meter Drills used by student and another copy by coach.

PURPOSE: To be able to ask questions using a single word read from a list.

COMMANDS: The coach uses the usual TR directions of start, flunk, that's it. The student uses single words from the prepared lists of the Book of E-Meter Drills, pages 66 to 72 of the Appendix.

TRAINING STRESS: To get the student to use the pitch of his voice to deliver a question consisting of a single word. It must sound like a question per TR 1-Q1 and use similar pitch's to TR 1-Q1. The student is flunked for out TR-1, for keeping his eyes glued to the list, for sounding unnatural. The student is also flunked for slow or comm laggy delivery or pauses. The coach designates the list to be used, changes lists. When the student can do this easily, a second part of the drill is entered and the coach begins to use the PC Origination List on Page 58 so as to interrupt the student and make him



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combine his questions with TR 4. In this case the student acknowledges appropriately, uses "I will repeat the Question." and does so.

END PHENOMENA: The ability to ask single word questions that will be responded to as questions and to be able to handle pc origins while doing so.

HISTORY: Developed in April 1980, by L. Ron Hubbard.

TR 1-Q4

NUMBER: TR 1-Q4

NAME: Whole Sentence Questions.

POSITION: Student and coach sit facing each other across a table. The E-Meter is set up and used. Copies of the Book of E-Meter Drills are used.

PURPOSE: To train the student to ask whole questions that sound like questions, read an E-Meter and handle a session at the same time.

COMMANDS: The usual coach commands of TR drills. The Prepared Lists of the Appendix of the Book of E-Meter Drills; the questions in these drills are reworded so that the item occurs as the last word; Example: List 2, pg. 65 or the Book of E-Meter Drills states that the Assessment Question is "Which tree do you like best?". This is converted, for each question, to "Do you like _____?"; Prepared List 4 is converted to "Do you dislike _____?"; etc. A whole sentence is used in every case.

TRAINING STRESS: The usual TR commands are used by the coach. E-Meter Drill #5RA must be used to start. Any TR errors or Metering errors may be flunked, but special attention is paid to the student's ability to ask a question that sounds like a question in accordance to TR 1-Q1 and that sounds natural. The drill has three parts. In the first part, although the coach is on the meter, the ability to ask the question is concentrated upon. The second part concentrates upon the student's ability to look at the written question and then ask the coach directly without undue comm lag or hesitation. The third part is to do the first two parts and read the meter (in accordance with E-Meter Drills 27 and CR0000-4 which may have to be reviewed if flubby) and to keep session admin, all smoothly and accurately. If a question arises about meter accuracy, a third person who can read a meter or a video tape is employed to ensure that the student is actually not missing or dubbing in reads.

END PHENOMENA: A person who can do all the necessary actions of asking questions from a prepared list and run a session smoothly without errors or confusion's and be confident he can.

HISTORY: Developed by L. Ron Hubbard in April 1980.

TR 8-Q

NUMBER: TR 8-Q

NAME: TONE 40 ASSESSMENT

POSITION: Same as TR 8 where the student is in one chair facing another chair on which sits an ashtray, the coach sitting beside the student in a third chair. A square four-cornered ashtray is used.

PURPOSE: To deliver the THOUGHT of a question into an exact position, wide or narrow at decision, that is a question, with or without words.

COMMANDS: For the first part of the drill: Are you an ashtray? Are you made of glass? Are you sitting there? Second part of drill: same questions silently. Third part of drill: Are you a corner? to each corner of the ashtray, verbal and with intention at the same time. Fourth part of drill: Any applicable question, verbal and with intention at the same time put broad and narrow at choice into the ashtray, exact parts of it and the surroundings.



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TRAINING STRESS: The coach uses usual TR coaching commands. There are four stages to the drill. The first stage is to land a verbal command into the ashtray. The second stage is to put the question with full intention silently into the ashtray. The third stage is to put verbal command and silent intention at the same time into exact parts of the ashtrays. The fourth stage is to put any applicable question both verbally and with intention into any narrow or any broad portion of the ashtray or its surrounds at choice and at will. At the conclusion of the whole drill imagine the ashtray saying “Yes, yes, yes, yes” in an avalanche of yeses to balance the flow (in actual life, people, pcs and meters do respond and return the flow).

END PHENOMENA: The ability to land a question with full intention into an exact target area, broad or narrow, at will and effectively, whether verbally or silently.

HISTORY: Developed by L. Ron Hubbard in April 1980, as an extension of all earlier work on intention and Tone 40, as now applied to questions and assessments.

TR 4/8-Q1

NUMBER: TR 4/8-Q1 (TR 4 for Pc Origin, TR 8 Intention + Q for Question, 1 for first part.)

NAME: Tone 40 Assessment Prepared List Session Drill.

POSITION: Student and coach sitting across from each other at a table, E-Meter set up and in use, session admin, using prepared lists.

PURPOSE: To train a student to do all the actions necessary to a full, smooth, accurate session using prepared lists and to do Tone 40 Assessment of them.

COMMANDS: Coach commands are the usual TR commands of start, flunk, that's it. For the student, all commands relating to starting a session, giving an R factor, assessing a prepared list, keeping -the admin, indicating any item found and ending a session. The Book of E-Meter Drills for Prepared Lists as in TR 1-Q4. Origins for coach as per pages 58, 59 and 60 of that book. “Squeeze the cans”, “Take a deep breath and let it out”, “This is the session”, “We are going to assess a prepared list” (assessment), “Your item is _____” (indicate any F/N) “End of Assessment” “End of Session”.

TRAINING STRESS: Permit the student to continue to his first error, then have him drill and correct that error and continue. Finally, to conclude, let the student go through the entire sequence of the drill beginning to end three times without error or flunk for a final pass. It is expected that the student will not flub any TRs or metering or session patter. Metering may be finally verified by a third student or video. All assessing must be in proper tone 40 with full intention exactly placed. The student must not wait to see if the meter read but catch the read of the last question as he starts the next one. His vision may shift from list to pc but at all times must embrace list, meter and pc. (This drill also would be the one used for tape or video passes as it includes all elements of metering and TRs.)

END PHENOMENA: A person who can do a flawless and productive assessment session, Tone 40.

HISTORY: Developed by L. Ron Hubbard, April 1980.

TR 4/8-Q2

NUMBER: TR 4/8-Q2

NAME: Listing and Nulling Tone 40 Assessment.

POSITION: Same as TR 4/8-Q1.

PURPOSE: To teach a student to do the action of Listing and Nulling with all metering and admin, using Tone 40 Assessment.



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COMMANDS: The usual coach TR commands. Two copies of the Book of E-Meter Drills. A prepared list is chosen by the coach and both use the same prepared list. The student reads the question and asks it and the coach reads the replies from the same list but in his own copy. The student must write down the answers in a proper session worksheet and note and write down any reads. (An F/N terminates the listing if it occurs.) The coach need not use the whole list of replies but only half a dozen chosen at random. The sequence of commands is the same as TR 4/8-Q1 except that the R factor is "We are going to list a question." And, if no item F/Ns and no significant read has occurred, the additional action of nulling the list is undertaken with the command, "I will now assess the list."

TRAINING STRESS: The laws of Listing and Nulling HCOB 1 Aug 68 apply in full as these are very important laws and ignoring them can result in severe ARC breaks not so much in this drill but in actual sessions. The coach may also require suppress and invalidate buttons be put in on the whole list. All errors, omissions, hesitations and lapses from Tone 40 on the part of the student are flunked. Coach similarly to TR 4/8-Q1. Pass when the student can do it flawlessly three consecutive times. (This drill may be used for internship tapes and videos for assessing and metering passes.)

END PHENOMENA: A person able to do a flawless L & N list as the session or as part of a session, with all TRs in, with perfect metering and proper admin and using Tone 40 in his listing and assessing.

HISTORY: Developed by L. Ron Hubbard in April, 1980.

SUMMARY

The purpose of these drills is to train the student to ask questions that will get answers and to assess prepared lists that will get accurate reads. If a student dallying these drills has difficulty it will be traced to false data, misunderstood words or not having passed earlier TRs including Upper Indoc or his metering drills as contained in the Book of E-Meter Drills. If a satisfactory result is not obtained, the faults in the above items should be located and remedied and these drills repeated. If any earlier omissions are found and repaired and if these drills are honestly done, heightened success as an auditor (or a surveyor or examiner or ethics officer) is assured.

L. RON HUBBARD

FOUNDER

LRH:dr



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