LEVEL 3

INTERNSHIP HIGH CRIME REFERENCES

a) Table of Contents, in Checksheet order:

b) Table of Contents, in chronological order:

c) Table of Contents, in alphabetical order:

BOARD TECHNICAL BULLETIN
9 October 1971R
Issue V

Revised 23 February 1975
and reissued as BTB

Cancels BTB of 9 October 1971
Issue V Same Title

Remimeo
Level III Check-
 sheet
Auditors Level III
 and above
Level VI Check-
 sheet

Auditor Drills Series 5R

LEVEL III

PROCESS DRILLS

These drills match the order of processes set up for Level II in BTB 8 January 1972 Issue III Grade 3 Processes.

Most of the auditing actions on this Level fall within one of 3 types of process:

A.   Repetitive Process

B.   Alternate/Repetitive Process

C.   Bracket Process – with 3 or more commands run consecutively, in sequence.

In Section I of this bulletin, there is a simple drill pattern for each type of process. (When an action does *not* fall within one of these types of process, a separate drill is provided.) There is also a Dynamic Assessment Drill in Section I. There is also a drill covering Listing and Nulling procedure which was taken from BTB 15 Dec 74 Auditor Expertise Drills Series 2, Basic Session Actions Drill.

Section II of this bulletin lists the auditing drills for Level II. Every drill gives the LRH materials that describe the process, the commands used, and states how each process is drilled. The procedure is:

1.   Study and understand the LRH data on the process.

2.   With this understanding, drill the action using the drill indicated.

3.   Drill each process with the auditing style that applies – see HCOB 6 Nov 64 STYLES OF AUDITING.

Example on Level III:

TR 300-3 **Changing Minds Unbullbaited**

TR 300-4 **Changing Minds Bullbaited**

LRH Ref:

Book – CREATION OF HUMAN ABILITY R2-50 p. 128, 129

Commands:

"Walk over to this spot."

"Now decide you have to appear there."

"Now change your Mind and decide you have to disappear there."

"Now change your mind and decide you have to appear there."

Drill per LRH instructions given in Creation of Human Ability R2-50. Use the Bracket Drill.

If a student has trouble on a drill, find out whether the student has a misunderstood, has skipped a gradient etc., and handle with Standard Study Tech. This can lead back to out-nesses on basics such as TRs, Codes or Scales. Whatever it is, find and handle it.

Note: To avoid coach upset or restimulation, fruit words should be inserted in the place of the process *Key Words* – on bullbaited drills only.

FORMAT FOR UNBULLBAITED DRILLS

Name: Auditing on a doll unbullbaited.

Command: As for each separate process.

Purpose: To train the student to be able to co-ordinate and apply the commands and procedures of each separate auditing action with the actual doingness of auditing.

Position: Student seated at a table with E-Meter, worksheets and auditing forms as needed. In the chair opposite the student is a doll occupying the position of the pc. (During the drill the coach is seated or standing beside the Auditor. He does not take the position of the doll.)

Training Stress: This drill is coached. The student sets up the E-Meter and worksheets as in a session – as follows:

1. Set up E-Meter as for E-Meter drills.

2. Set up shield (to prevent TA and admin from being seen by pc (doll)).

3. Have extra pens under the E-Meter.

4. Have C/S face down between the bottom of the E-Meter and the table.

5. Have W/S and Lists readily available in sequence required for the session.

Auditor starts the session and runs a standard session with the particular auditing action being taken up on the doll, keeping full session admin and using all standard procedures of the auditing action. Coach watches drill and points out any outnesses noted giving a "That's it" and a re-start. Outnesses should be handled one at a time until none exist.

The drill is done on a steeper and steeper gradient until the student can very quickly do the action correctly.

The drill is passed when the student can do the drill flawlessly with excellent TRs 0-4, correct' procedure and commands without comm lags or confusion; i.e. flublessly!

FORMAT FOR BULLBAITED DRILLS

Name: Auditing _____ Bullbaited.

Commands: As for each separate auditing action.

Purpose: To train the student to be able to co-ordinate and apply the commands and procedures of each separate auditing action in a drill similar to a real auditing session and thereby become flawless in applying it.

Position: Student seated at a table with E-Meter and Auditor forms, as needed. In the chair opposite the Auditor is a doll as pc. Coach sits beside doll and is the bullbaiter and gives answers as pc, *not* about his own case.

Training Stress: The drill is the same as for auditing on a doll except that the "pc" coach bullbaits the student Auditor using "fruit", answers during the session in an attempt to throw the student off session. On any list, the coach squeezes the cans to simulate reads. He still uses "fruit" answers (six apples, blue pears) when asked to speak, but as the student Auditor reads off the list items he squeezes the cans for reads.

When bullbaiting an auditing action the coach should **throw in various signs of pc out of sessionness**. (Per HCOB 29 July 64 GOOD INDICATORS AT LOWER LEVELS and BTB 26 April 69 BAD INDICATORS.) The student. Auditor must:

1. Obnose the out of sessionness,

2. Align this to the process run,

3. Handle.

An example is, on Listing and Nulling procedure an out of sessionness is observed, the Auditor queries and follows through with an L4BR at once, (L4BR is a Repair List.)

The pc bullbaiter can throw in situations, originate troubles or gains, be tricky, etc. But he must never lose sight of HCOB 24 May 1968 "Coaching", especially the second paragraph – "Coach with reality".

Once the coach throws out a situation, etc., he must allow the student Auditor to carry it out, and handle the situation before the coach calls a new situation.

Stress is on training the student Auditor to have his TRs 0-4 in on the bullbaiter.

The coach (bullbaiter) does the "Start", flunking or "That's it". Flunks are given for any improper commands, procedure, comm lags, break in TRs or improper session admin.

Each drill is to be done thoroughly, building up the speed of Auditor commands and actions. (It's the number of auditing commands per unit of auditing time which makes gains in a session." LRH)

The drill is passed when the student can do the drill flawlessly, with excellent TRs 0-4, correct procedure and commands, without comm lags or confusion.

These are the drills that train the student Auditor to handle all the elements in a session, so coach with reality and purpose per HCOB 24 May 68 "COACHING".

SECTION I

A.   Repetitive Process Drill

1. Study and understand the LRH data referenced for the process you will be running.

2. Tell the pc you are going to run (*name of process*).

3. (The first time a pc runs this type of process, explain how a Repetitive Process is run.)

   R-Factor that this is a Repetitive Process.

4. Clear the words of the process command in backwards sequence; then clear the command. (Ref: BTB 2 May 72R CLEARING COMMANDS)

5. Say: "Start of Process." or "This is the Process.".

6. Using full TRs 0-4:

   a. Give the command to the "pc".

   b. Get the "pc's" answer.

   c. Acknowledge.

7. Continue a, b, c to EP of the process.

8. Indicate the F/N to the "pc".

B.   Alternate/Repetitive Process Drill

1. Study and understand the LRH data referenced for the process you will be running.

2. Tell the pc you are going to run (*name of process*).

3. (The first time a pc runs this type of process, explain how an Alternate/Repetitive Process is run.)

   R-Factor that this is an Alternate/Repetitive Process.

4. Clear each command of the process. Clear the words of the command in backwards sequence, then clear the command itself. (Ref: BTB 2 May 72R CLEARING COMMANDS)

5. Say: "Start of Process," or "This is the Process."

6. Using full TRs 0-4, run the 2 commands alternately, 1,2, 1,2,1,2 to EP of the process.

7. Indicate the F/N to the pc.

C. Bracket Drill

for processes with 3 or more commands run consecutively, in sequence.

1. Study and understand the LRH data referenced for the process you will be running.

2. Tell the "pc" you are going to run (*name of process*).

3. (The first time a pc runs this type of process, explain how it is run.)

    R-Factor that this process has several commands that will be run 1,2,3,4, 1,2,3,4 etc.

4   Clear each command in the series. Clear the words of the command in backwards sequence) then clear the command. (Ref: BTB 2 May 72R CLEARING COMMANDS)

5. Say: "Start of Process." or "This is the Process.".

6. Run the commands consecutively – 1,2,3,4 etc. to EP for the process.

7. Indicate the F/N to the pc.

D. Listing And Nulling Drill

Ref: HCOB 1 AUG 68, "THE LAWS OF LISTING AND NULLING"

BTB 7 NOV 72R, ISSUE III, "L&N LISTS"

BTB 20 AUG 70R, "TWO COMPLETE DIFFERENCES ASSESSMENT – LISTING AND NULLING"

Steps: (Use Basic Drill Format and Procedure.)

1. R-factor to the pc that you'll be running an L&N process.

2. Clear the procedure of L&N with the pc and make sure he understands that he is to give you *all* his answers to the question.

3. Clear words as necessary. Write pc's definitions on the worksheets.

4. Clear the question watching the meter response and noting any read.

5. If no read on clearing the question, call the question out to the pc. Note any read on the listing sheet.

6. If still no read, put in Suppress and Invalidate on the question until you get a read.

    Example: "On the question: 'What change has another caused in your life?' has anything been suppressed?"

Example: "On the question: 'What change has another caused in your life?' has anything been invalidated?"

7. If no read on checking the question with Suppress and Invalidate, do not list the question.

Note: You can also check "Not-ised" and "Abandoned" as buttons if there is no read using Suppress and Invalidate.

8. If the question or button reads, list it by asking the Listing question.

9. Coach uses fruit words for answers.

10. Write each item **verbatim**, with its reads.

11. List to a BD F/N item and indicate the item to the pc; then indicate the F/N.

12. If pc runs out of items while listing (without a BD F/N item), check the Listing question. If it reads, extend the List. If it is clean, null the list and give the pc his item. (REF: HCOB 1 AUG 68, "THE LAWS OF LISTING AND NULLING")

13. If you cannot get the item, do an L4BR Method 5, handling what you find by following each instruction for each line exactly.

14. The drill is passed when the student Auditor can do Listing and Nulling confidently and flublessly.

<div align="center">

SECTION II

LEVEL 2 DRILLS

</div>

TR 300-1 Change Process Unbullbaited
TR 300-2 Change Process Bullbaited

LRH Ref:

ABILITY MAJOR 6, 1955

Commands:

F1. "What do you want changed?"

"What do you want unchanged?"

F2. "What does another want changed?"

"What does another want unchanged?"

F3. "What do others want changed?"

"What do others want unchanged?"

Drill each flow using the Alternate/Repetitive Process. Drill.

TR 300-3   Changing Minds Unbullbaited
TR 300-4   Changing Minds Bullbaited

LRH Ref:

Book – CREATION OF HUMAN ABILITY R2-50 p. 128, 129

Commands:

"Walk over to this spot."

"Now decide you have to appear there."

"Now change your Mind and decide you have to disappear there."

"Now change your mind and decide you have to appear there."

and so on.

Drill per LRH instructions given in Creation of Human Ability R2-50. Use the Bracket Drill.

TR 300-5   R2-63 Accept-Reject Unbullbaited
TR 300-6   R2-63 Accept-Reject Bullbaited

LRH Ref:

Book – CREATION OF HUMAN ABILITY R2-63 p. 157, 158

Commands:

"Find something about yourself which you can accept."

"Find something about yourself you can reject."

"Find something in this room you can accept."

"Find something in this room you can reject."

"Find something about this Universe you can accept."

"Find something in this Universe you can reject."

Drill each command to EP per LRH instructions given in CREATION OF HUMAN ABILITY R2-63, using the Repetitive Process Drill.

TR 300-7   R2-65 Alteration Unbullbaited
TR 300-8   R2-65 Alteration Bullbaited

LRH Ref:

Book – CREATION OF HUMAN ABILITY R2-65 p. 159

Commands :

Part A: F1:   "Can you recall a time when you failed to change some energy in this Universe?"

              F2:   "Can you recall a time when another failed – to change some energy in this Universe?"

              F2:   "Can you recall a time when others failed to change some energy in this Universe?"

Part B: F1:   "Can you recall a time when you failed to change some space?"

              F2:   "Can you recall a time when another failed to change some space?"

              F3:   "Can you recall a time when others failed to change some space?"

Part C: F1:   "Can you recall a time when you failed to change a Body?"

              F2:   "Can you recall a time when another failed to change a Body?"

              F3:   "Can you recall a time when others failed to change a Body?"

Note: "He may get nothing on space at all **but** such incidents are in his recall or space would not exist for him at all." LRH

Part D: F1:   "Can you recall a time when you failed to change a memory?"

              F2:.   "Can you recall a time when another failed to change a memory?"

              F3:   "Can you recall a time when others failed to change memories?"

Part E: F1:   "Can you recall a time when you successfully changed something?"

              F2:   "Can you recall a time when another successfully changed something?"

              F3:   "Can you recall a time when others successfully changed something?"

Drill each flow in each part A-E using the repetitive process drill.

TR 300-9   R2-68 Incomprehensibility Unbullbaited
TR 300-10   R2-68 Incomprehensibility Bullbaited

LRH Ref:

Book – CREATION OF HUMAN ABILITY R2-68 p.161, 162

Commands :

"Spot something incomprehensible."

Drill per LRH instructions given in CREATION OF HUMAN ABILITY R2-68 – using the Repetitive Process Drill.

TR 300-11   HAS IV Unbullbaited
TR 300-12   HAS IV Bullbaited

LRH Ref:

HCOB 19 Jan 61 ADDITIONAL HAS PROCESSES

Commands :

F1:   "Get the idea of changing."

"Get the idea of not changing."

F2:   "Get the idea of another changing."

"Get the idea of another not changing."

F3:   "Get the idea of others changing."

"Get the idea of others not changing."

Drill each flow using the Alternate/Repetitive Process Drill.

TR 300-13   Change. No Change And Failed Change Unbullbaited
TR 300-14   Change. No Change And Failed Change Bullbaited

LRH Ref:

HCOB 30 Apr 61R CHANGE BRACKETS AND COMMANDS
Rev. 25 Nov 73 Reissued 19 Sep 74

Part A: "Sort out *'Think'* or *'Get the idea'* by Meter's reaction. Use one that produces the most fall.". LRH HCOB 30 Apr 61R Change Brackets and Commands.

Commands :

"Think (get the idea) of a change."

"Think of a no-change."

"Think of a failed change,"

Drill using the Bracket Drill.

Part B:

Commands :

> "Recall a change."
>
> "Recall a no-change."
>
> "Recall a failed change."

Drill using the Bracket Drill.

Part C:

Commands :

> F1:   "What change have you avoided"
>
> "What change have you sought?"
>
> F2:   "What change has another avoided?"
>
> "What change has another sought?"
>
> F3:   "What change have others avoided?"
>
> "What change have others sought?"

> F1:   "What no change have you avoided?"
>
> "What no change have you sought?"
>
> F2:   "What no change has another avoided?"
>
> "What no change has another sought?"
>
> F3:   "What no change have others avoided?"
>
> "What no change have others sought?"

> F1:   "What failed change have you avoided?"
>
> "What failed change have you sought?"
>
> F2:   "What failed change has another avoided?
>
> "What failed change has another sought?"
>
> F3:   "What failed change have others avoided?"
>
> "What failed change have others sought?"

Drill each flow using the Alternate/Repetitive Process Drill.

Part D: **15 Way Bracket: Change-No Change-Failed Change**

Commands :

1.   "How have you changed _____?" (something or somebody)

2.   "How has _____ tried to change you?"

3.   "How has _____ changed another?"

4.   "How has another changed _____?"

5.   "How has _____ changed (self)?

6.   "What have you not changed?"

7.   "What has not changed you?"

8.   "What has not changed _____?"

9.   "What has _____ not changed?"

10.   "What has not changed self?"

11.   "What have you failed to change?"

12.   "What has failed to change you?"

13.   "What has _____ failed to change?"

14.   "What has failed to change _____?"

15.   "What has failed to change self?"

Drill using the Bracket Drill.

TR 300-15   R3H Unbullbaited
TR 300-16   R3H Bullbaited

LRH Ref:

HCOB 6 Aug 68 R3H

HCOB 1 Aug 68 THE LAWS OF LISTING AND NULLING

Note: The commands of this process have been revised so they are "non-permissive".

Flow 1:

1.   Locate a change in life by listing to a BD F/H item "What change has another caused in your life?" Use the L&N Drill earlier in this bulletin.

2.   "Get some of the data of it (don't run as an engram) so you know what the change was.

3.   "Find out by assessment if this was a Break in

Affinity

Reality

Communication or

Understanding

and have the PC examine that briefly.

4.   "Taking the one found in (3) find out by assessment if it was:

Curious about _____

Desired   _____

Enforced   _____

Inhibited   _____

No   _____

Refused   _____   LRH HCOB 6 Aug 68 R3H

E/S ARC Break etc. to EP.

Flow 2:   Listing Question: "What change have you caused in another's life?"

Follow the procedure given for Flow 1.

Flow 3:   Listing Question! "What change has another caused in another's life?"

Follow the procedure given for Flow 1.

TR 300-17   Havingness Unbullbaited
TR 300-18   Havingness Bullbaited

Commands :

F1:   "What is unknown about that (*room object*)?"

F2:   "What doesn't another know about that (*room object*)?"

F3:   "What about that (room object) could someone make unknown to others?"

Drill each flow using the Repetitive Process Drill.

Revised "by Flag Mission 1234
2nd Molly Harlow

Approved by

L. RON HUBBARD
FOUNDER

and The Commodore's Staff Aides
and The Board of Issues

for the
BOARDS OP DIRECTORS
of the
CHURCHES OP SCIENTOLOGY

BDCS:LRH:CSA:BofI:MH-:mh

Remimeo
Franchise
Sthil Students

STYLES OF AUDITING

Note 1: Most old-time auditors, particularly Saint Hill Graduates,
have been trained at one time or another in these auditing styles. Here
they are given names and assigned to Levels so that they can be taught
more easily and so that general auditing can be improved.

(Note 2: These have not been written before because I had not deter-
mined the results vital to each Level.)

There is a Style of auditing for each class. By Style is meant a method or custom of performing actions.

A Style is not really determined by the process being run so much. A Style is how the auditor addresses his task.

Different processes carry different style requirements perhaps, but that is not the point. Clay Table Healing at Level III can be run with Level I style and still have some gains. But an auditor trained up to the style required at Level III would do a better job not only of CT Healing but of any repetitive process.

Style is how the auditor audits. The real expert can do them all, but only after he can do each one. Style is a mark of Class. It is not individual. In our meaning, it is a distinct way to handle the tools of auditing.

LEVEL ZERO

LISTEN STYLE

At *Level 0* the Style is Listen Style Auditing. Here the auditor is expected to listen to the pc. The only skill necessary is listening to another. As soon as it is ascertained that the auditor is listening (not just confronting or ignoring) the auditor can be checked out. The length of time an auditor can listen without tension or strain showing could be a factor. What the pc does is not a factor considered in judging this style. Pcs, however, talk to an auditor who is really listening.

Here we have the highest point that old-time mental therapies reached (when they did reach it), such as psychoanalysis, when they helped anyone. Mostly they were well below this, evaluating, invalidating, interrupting. These three things are what the instructor in this style should try to put across to the HAS student.

Listen Style should not be complicated by expecting more of the auditor than just this: Listen to the pc without evaluating, invalidating or interrupting.

Adding on higher skills like "Is the pc talking interestingly?" or even "Is the pc talking?" is no part of this style. When this auditor gets in trouble and the pc won't talk or isn't interested, a higher classed auditor is called in, a new question given by the supervisor, etc.

It really isn't "Itsa" to be *very* technical. Itsa is the action of the pc saying, "It's a this" or "It's a that." *Getting* the pc to Itsa is quite beyond Listen Style auditors where the pc won't. It's the supervisor or the question on the blackboard that gets the pc to Itsa.

The *ability* to listen, learned well, stays with the auditor up through the grades. One doesn't cease to use it even at Level VI. But one has to learn it somewhere and that's at Level Zero. So Listen Style Auditing is just listening. It *thereafter* adds into the other styles.

LEVEL ONE
MUZZLED AUDITING

This could also be called rote style auditing.

Muzzled Auditing has been with us many years. It is the stark total of TRs 0 to 4 and not anything else added.

It is called so because auditors too often added in comments, Qed and Aed, deviated, discussed and otherwise messed up a session. Muzzle meant a "muzzle was put on them", figuratively speaking, so they would *only* state the auditing command and ack.

Repetitive Command Auditing, using TRs 0 to 4, at Level One is done completely muzzled.

This could be called Muzzled Repetitive Auditing Style but will be called "Muzzled Style" for the sake of brevity.

It has been a matter of long experience that pcs who didn't make gains with the partially trained auditor permitted to two-way comm, did make gains the instant the auditor was muzzled: to wit, not permitted to do a thing but run the process, permitted to say nothing but the commands and acknowledge them and handle pc originations by simple acknowledgment without any other question or comment.

At Level One we don't expect the auditor to do anything but state the command (or ask the question) with no variation, acknowledge the pc's answer and handle the pc origins by understanding and acknowledging what the pc said.

Those processes used at Level One actually respond best to muzzled auditing and worst to misguided efforts to "Two-Way Comm".

Listen Style combines with Muzzled Style easily. But watch out that Level One sessions don't disintegrate to Level Zero.

Crisp, clean repetitive commands, muzzled, given and answered *often*, are the road out – not pc wanderings.

A pc at this Level is instructed in exactly what is expected of him, exactly what the auditor will do. The pc is even put through a few "do birds fly?" cycles until the pc gets the idea. Then the processing works.

An auditor trying to do Muzzled Repetitive Auditing on a pc who, through past "therapy experience", is rambling on and on is a sad sight. It means that control is out (or that the pc never got above Level Zero).

It's the number of commands given and answered in a unit of auditing time that gets gains. To that add the correctly chosen repetitive process and you have a release in short order, using the processes of this Level.

To follow limp Listen Style with crisp, controlled Muzzled Style may be a shock. But they are each the lowest of the two families of auditing styles – Totally Permissive and Totally Controlled. And they are so different each is easy to learn with no confusion. It's been the lack of difference amongst styles that confuses the student into slopping about. Well, these two are different enough – Listen Style and Muzzled Style – to set anybody straight.

LEVEL TWO

GUIDING STYLE AUDITING

An old-time auditor would have recognized this style under two separate names: (a) Two-Way Comm and (b) Formal Auditing.

We condense these two old styles under one new name: Guiding Style Auditing.

One first *guides* the pc by "two-way comm" into some subject that has to be handled or into revealing what should be handled and then the auditor handles it with formal repetitive commands.

Guiding Style Auditing becomes feasible only when a student can do Listen Style and Muzzled Style Auditing well.

Formerly the student who couldn't confront or duplicate a command took refuge in sloppy discussions with the pc and called it auditing or "Two-Way Comm".

The first thing to know about Guiding Style is that one lets the pc talk and Itsa without chop, but also gets the pc steered into the proper subject and gets the job done with repetitive commands.

We presuppose the auditor at this Level has had enough case gain to be able to occupy the viewpoint of the auditor and therefore to be able to observe the pc. We also presuppose at this Level that the auditor, being able to occupy a viewpoint, is therefore more self-determined, the two things being related. (One can only be self-determined when one can observe the actual situation before one: otherwise a being is delusion-determined or other-determined.)

Thus in Guiding Style Auditing, the auditor is there to find out what's what from the pc and then apply the needful remedy.

Most of the processes in the Book of Remedies are included in this Level (II). To use those, one has to observe the pc, discover what the pc is doing, and remedy the pc's case accordingly.

The result for the pc is a far-reaching re-orientation in Life.

Thus the essentials of Guiding Style Auditing consist of Two-Way Comm that steers the pc into revealing a difficulty followed by a repetitive process to handle what has been revealed.

One does expert TRs but one may discuss things with the pc, let the pc talk and in general one audits the pc before one, establishing what *that* pc needs and then doing it with crisp repetitive auditing, but all the while alert to changes in the pc.

One runs at this Level against Tone Arm Action, paying little or no heed to the needle except as a centering device for TA position. One even establishes what's to be done by the action of the Tone Arm. (The process of storing up things to run on the pc by seeing what fell when he was running what's being run, now belongs at this Level (II) and will be re-numbered accordingly.)

At II one expects to handle a lot of chronic PTPs, overts, ARC Breaks with Life (but not session ARC Breaks, that being a needle action, session ARC Breaks being sorted out by a higher classed auditor if they occur).

To get such things done (PTPs, overts and other remedies) in the session the auditor must have a pc "willing to talk to the auditor about his difficulties". That presupposes we have an auditor at this Level who can ask questions, not repetitive, that guide the pc into talking about the difficulty that needs to be handled.

Great command of TR 4 is the primary difference in TRs from Level I. One understands, when one doesn't, by asking more questions, and by really acknowledging only when one has really understood it.

Guided comm is the clue to control at this Level. One should *easily* guide the pc's comm in and out and around without chopping the pc or wasting session time. As soon as an auditor gets the idea of *finite result* or, that is to say, a specific and definite result expected, all this is easy. Pc has a PTP. Example: Auditor has to have the idea he is to locate and destimulate the PTP so pc is not bothered about it (and isn't being driven to do something about it) as the finite result.

The auditor at II is trained to audit the pc before him, get the pc into comm, guide the pc toward data needful to choose a process and then to run the process necessary to resolve that thing found, usually by repetitive command and always by TA.

The Book of Remedies is the key to this Level and this auditing style.

One listens but only to what one has guided the pc into. One runs repetitive commands with good TR 4. *And* one may search around for quite a while before one is satisfied he has the answer from the pc needful to resolve a certain aspect of the pc's case.

O/W can be run at Level I. But at Level II one may *guide* the pc into divulging what the pc considers a real overt act and, having that, then guide the pc through all the reasons it wasn't an overt and so eventually blow it.

Half-acknowledgment is also taught at Level II – the ways of keeping a pc talking by giving the pc the feeling he is being heard and yet not chopping with overdone TR 2.

Big or multiple acknowledgment is also taught to shut the pc off when the pc is going off the subject.

LEVEL III

ABRIDGED STYLE AUDITING

By Abridged is meant "abbreviated", shorn of extras. Any not actually needful auditing command is deleted.

For instance, at Level I the auditor *always* says, when the pc wanders off the subject, "I will repeat the auditing command" and does so. In Abridged Style the auditor omits this when it isn't necessary and just asks the command again if the pc has forgotten it.

In this style we have shifted from pure rote to a sensible use or omission as needful. We still use repetitive commands expertly, but we don't use rote that is unnecessary to the situation.

Two-Way Comm comes into its own at Level III. But with heavy use of repetitive commands.

At this Level we have as the primary process, Clay Table Healing. In this an auditor must *make sure* the commands are followed exactly. No auditing command is *ever* let go of until that actual command is answered by the pc.

But at the same time, one doesn't necessarily give every auditing command the process has in its rundown.

In Clay Table Healing one is supposed to make sure the pc is satisfied each time. This is done more often by observation than command. Yet it is done.

We suppose at III that we have an auditor who is in pretty fine shape and can observe. Thus we *see* the pc is satisfied and don't mention it. Thus we see when the pc is not certain and so we get something the pc is certain of in answering the question.

On the other hand, one gives *all* the necessary commands crisply and definitely and gets them executed.

Prepchecking and needle usage is taught at Level III as well as Clay Table Healing. Auditing by List is also taught. In Abridged Style Auditing one may find the pc (being cleaned up on a list question) giving half a dozen answers in a rush. One doesn't stop the pc from doing so, one half acknowledges, and lets the pc go on. One is in actual fact handling a bigger auditing comm cycle, that is all. The question elicits more than one answer which is really only one answer. And when that answer is given, it is acknowledged.

One sees when a needle is clean without some formula set of questions that invalidate all the pc's relief. And one sees it *isn't* clean by the continued puzzle on the pc's face.

There are tricks involved here. One asks a question of the pc with the key word in it and notes that the needle doesn't tremble, and so concludes the question about the word is flat. And so doesn't check it again. Example: "Has anything else been suppressed?" One eye on pc, one on needle, needle didn't quiver. Pc looks noncommittal. Auditor says, "All right, on " and goes on to next question, eliminating a pc's possible protest read that can be mistaken for another "suppress".

In Abridged Style Auditing one sticks to the essentials and drops rote where it impedes case advance. But that doesn't mean one wanders about. One is even more crisp and thorough with Abridged Style Auditing than in rote.

One is watching what happens and doing exactly enough to achieve the expected result.

By "Abridged" is meant getting the exact job done – the shortest way between two points – with no waste questions.

By now the student should know that he runs a process to achieve an exact result and he gets the process run in a way to achieve that result in the smallest amount of time.

The student is taught to guide rapidly, to have no time for wide excursions.

The processes at this Level are all rat-a-tat-tat processes – CT Healing, Prepchecking, Auditing by List.

Again it's the number of times the question is answered per unit of auditing time that makes for speed of result.

LEVEL IV

DIRECT STYLE AUDITING

By direct we mean straight, concentrated, intense, applied in a direct manner.

We do not mean direct in the sense of to direct somebody or to guide. We mean it is direct.

By direct, we don't mean frank or choppy. On the contrary, we put the pc's attention on his bank and anything we do is calculated only to make that attention more direct.

It could also mean that we are not auditing by vias. We are auditing straight at the things that need to be reached to make somebody clear.

Other than this the auditing attitude is *very* easy and relaxed.

At Level IV we have Clay Table Clearing and we have Assessment type processes.

These two types of process are both astonishingly *direct*. They are aimed directly at the Reactive Mind. They are done in a direct manner.

In CT Clearing we have almost total work and Itsa from pcs. From one end of a session to another, we may have only a few auditing commands. For a pc on CT Clearing does almost all the work if he is in session at all.

Thus we have another implication in the word "direct". The pc is talking directly to the auditor about what he is making and why in CT Clearing. The auditor hardly ever talks at all.

In assessment the auditor is aiming directly at the pc's bank and wants no pc in front of it thinking, speculating, maundering or Itsaing. Thus this assessment is a very *direct* action.

All this requires easy, smooth, steel-hand-in-a-velvet-glove control of the pc. It *looks* easy and relaxed as a style, it is straight as a Toledo blade.

The trick is to be direct in what's wanted and not deviate. The auditor settles what's to be done, gives the command and then the pc may work for a long time, the auditor alert, attentive, completely relaxed.

In assessment the auditor often pays no attention to the pc at all, as in ARC Breaks or assessing lists. Indeed, a pc at this level is trained to be quiet during the assessment of a list.

And in CT Clearing an auditor may be quiet for an hour at a stretch.

The tests are: Can the auditor keep the pc quiet while assessing without ARC Breaking the pc? Can the auditor order the pc to do something and then, the pc working on it, can the auditor remain quiet and attentive for an hour, understanding everything and interrupt alertly only when he doesn't understand and get the pc to make it clearer to him? Again without ARC Breaking the pc.

You could confuse this Direct Style with Listen Style if you merely glanced at a session of CT Clearing. But what a difference. In Listen Style the pc is blundering on and on and on. In Direct Style the pc wanders off the line an inch and starts to Itsa, let us say, with no clay work and after it was obvious to the auditor that this pc had forgotten the clay, you'd see the auditor, quick as a foil, look at the pc, very interestedly and say, "Let's see that in Clay." Or the pc doesn't really give an ability he wants to improve and you'd hear a quiet persuasive auditor voice, "Are you quite certain you want to improve that? Sounds like a goal to me. Just something, some ability you know, you'd like to improve."

You could call this style One-Way Auditing. When the pc is given his orders, after that it's all from the pc to the auditor, and all involved with carrying out that auditing instruction. When the auditor is assessing it is all from the auditor to the pc. Only when the assessment action hits a snag like a PTP is there any other auditing style used.

This is a very extreme auditing style. It is straightforward – direct.

But when needful, as in any Level, the styles learned below it are often also employed, but never in the actual actions of getting CT Clearing and Assessment done.

(Note: Level V would be the same style as VI below.)

LEVEL VI

ALL STYLE

So far, we have dealt with simple actions.

Now we have an auditor handling a meter and a pc who Itsa's and Cognites and gets PTPs and ARC Breaks and Line Charges and Cognites and who finds Items and lists and who must be handled, handled, handled all the way.

As auditing TA for a 2½ hour session can go to 79 or 125 divisions (compared to 10 or 15 for the lowest level), the pace of the session is greater. It is this pace that makes perfect ability at each lower level vital when they combine into All Style. For each is now faster.

So, we learn All Style by learning each of the lower styles well, and then observe and apply the style needed every time it is needed, shifting styles as often as once every minute!

The best way to learn All Style is to become expert at each lower style so that one does the style correct for the situation each time the situation requiring that style occurs.

It is less rough than it looks. But it is also very demanding.

Use the wrong style on a situation and you've had it. ARC Break! No progress!

Example: Right in the middle of an assessment the needle gets dirty. The auditor can't continue – or shouldn't. The auditor, in Direct Style, looks up to see a-puzzled frown. The auditor has to shift to Guiding Style to find out what ails the pc (who probably doesn't really know), then to Listen Style while the pc cognites on a chronic PTP that just emerged and bothered the pc, then to Direct Style to finish the Assessment that was in progress.

The only way an auditor can get confused by All Style is by not being good at one of the lower level styles.

Careful inspection will show where the student using All Style is slipping. One then gets the student to review that style that was not well learned and practice it a bit.

So All Style, when poorly done, is very easy to remedy for it will be in error on one or more of the lower level styles. And as all these can be independently taught, the whole can be co-ordinated. All Style is hard to do only when one hasn't mastered one of the lower level styles.

SUMMARY

These are the important Styles of Auditing. There have been others but they are only variations of those given in this HCO Bulletin. Tone 40 Style is the most notable one missing. It remains as a practice style at Level One to teach fearless body handling and to teach one to get his command obeyed. It is no longer used in practice.

As it was necessary to have every result and every process for each Level to finalize Styles of Auditing, I left this until last and here it is.

Please note that none of these Styles violate the auditing comm cycle or the TRs.

L. RON HUBBARD

LRH:jw.rd

ABILITY

L. RON HUBBARD

Dear Fellas —
With this issue and material under development, the goals, the rosiest ones, of Dianetics and Scientology are becoming an actuality. We can win by *commanding* the environment against a school of thought - Niceology — which only conforms to it. This is your Training Manual. We have more for your friends and students. I recommend 50 hrs of Union Station (page 26) audited or self-audited for every auditor. We're winning in Washington —
Best
Ron

[The above letter accompanied *Ability* Major 6 when it was originally sent out. The process "Union Station" referred to above as being on "page 26" of the original magazine is now on page 8. In addition to the text on the following pages, this issue contained THE AXIOMS OF SCIENTOLOGY, THE CODE OF A SCIENTOLOGIST, THE AUDITOR'S CODE, THE PRELOGICS, THE LOGICS, THE AXIOMS OF DIANETICS and THE TONE PLOTTING SCALE.]

BASIC PROCESSES

RUDIMENTS: One: Awareness of the auditor, the auditing room, that an auditing session is in progress. Two: Two-way communication on a casual basis. Three: The delivery of the question. Four: Communication lag. Five: The acknowledgement of the question. Six: The duplication of that exact question.

I

1. **I.** **Find a pc.**

2. **II.** **Establish the existence of the auditor.**

3. **III.** **Establish the existence of a session: Locational Processing.**

   "Notice a chair in this room."

   "Notice the ceiling."

   "Notice the floor."

   "Notice..., etc."

4. **IV.** **Two-Way Communication Recalling pc's secrets** (see *Dianetics, 1955!)*

5. **V.** **Discuss present time problem, if any.**

6. **VI.** **Hello's and OK's to pictures** (article 5, *Ability* Major 4, "Straight Wire – A Manual of Operation"):

   "Recall a moment."

   Hello's and OK's to and from any picture or blackness.

   Bring back the picture.

   "Recall a moment."

   Hello's and OK's any pictures or blackness.

   Bring back vanished pictures.

   (Splitting Universes)

7. **VII.** **Problems and Solutions** (R2-20, *Creation of Human Ability):*

"What problem could you be to yourself?"

"Give me another problem you could be to yourself."

"Another..., etc."

"What solution could you be to yourself?"

"Give me another solution you could be to yourself?"

"Another..., etc."

8. **VIII.** **Think a Thought:**

"Think a thought."

"Think another thought."

"... another thought, etc."

"Receive a thought."

"Receive another thought."

"... another thought, etc."

(**Assign, invent, make type processes**)

9. **IX.** **Consequences:**

"What would happen if you were apathetic?"

Repeat, etc.

"What would happen if you got angry?"

Repeat, etc.

Apply to tone scale and awareness scale.

II

X. **Elementary Straight Wire (above 1.0):**

"Give me something you wouldn't mind forgetting."

Hello's and OK's to any pictures.

Put back any pictures.

Repeat, etc.

"Give me something you wouldn't mind remembering."

Hello's and OK's to any pictures.

Put back any pictures.

Repeat, etc.

(Straight Wire on secrets, knowingness)

III

XI.   Opening Procedure of 8-C (A, B, C) (Above 1.9):

A.   "Do you see that (large object or area such as a wall)?"

"Go over to it and touch it."

"Now look at that (another large object or area)."

"Go over to it and touch it."

Repeat, etc.

Exact spots. "Do you see that black mark on the left arm of that chair?"

"Go over to it and put your finger on it."

"Take your finger off of it."

Do this with many precise spots.

B.   "Find a spot in this room."

"Go over to it and put your finger on it."

"Now let go of it."

"Find another spot."

Over and over, etc.

C.   "Find a spot in this room."

"Decide when you are going to touch it and then touch it."

"Decide when you are going to let go and let go."

Repeat, many spots, etc.

IV

XII.   Opening Procedure By Duplication (above 2.6):

Have pc become familiar with two objects.

"Go over to the (book)."

"Look at it."

"Pick it up."

"What is its color?"

"What is its temperature?"

"What is its weight?"

"Put it down in the same place."

"Go over to the (other object)."

"Look at it."

"Pick it up."

"What is its color?"

"What is its temperature?"

"What is its weight?"

"Put it down in the same place."

"Go over to the (first object)."

Etc. Repeat. Run for hours.

V

XIII. Remedy Havingness (above 3.1):

"Mock up a (planet, man, brick, boulder)."

"Make a copy of it."

Explain "copy" if unknown by pc.

"Make another copy of the original."

"Make another copy of it."

"Make another copy of it."

"Make another copy."

"Another copy."

"Another."

"Another."

Etc. as many as pc can comfortably make.

"Now push them together and push them into the body."

"Mock up a...."

"Copy it."

Many copies, as above.

Have pc push them into the body.

Repeat many times.

Have pc mock up and copy as above, and:

"Throw them away – have them disappear in the distance."

Etc. many times.

VI

1. **XIV. Spotting Spots In Space (above 3.6):**

"Spot a spot in the space of this room."

"Spot another spot."

Etc. many spots.

"Spot a spot in the space of this room."

"Walk over to it. "

"Put your finger on it."

"Let go."

Etc. many times.

Intersperse:

"How big is the spot?"

"Does it have any color?"

"Does it have any mass?"

And similar questions until spots have no mass, simply locations.

VI

2. **XV. Route One: 5, 6, 7 (for exteriorized pc):**

(5)   "What are you looking at?"

"Make a copy of it. "

As many as pc can **comfortably** make.

"Push them into yourself." (Not the body) (Alternate with "Throw them away.")

To do this, the pc will assume actually two or more locations at once.

"Can you find a nothingness somewhere around you?"

"Now make another one just like it."

Have him make many like the first nothingness.

Have pc push them into himself or throw them away.

As many as the pc can comfortably make.

(6)   "Locate the two upper back corners of the room (those behind pc's body). Hold on to them, and don't think."

Have pc do this for at least two minutes.

Alternate with:

"Find two nothingnesses."

"Hold on to them and don't think."

At least two minutes by the clock.

(7)   "Let go." "Find a place where you're not."

Many places.

Repeat 5, 6, 7, many times.

The H.A.A. should be conversant with all the following:

Assign some **intentions**.

Waste, accept, **invent**:

    Wrongnesses

    Games

    Bad conditions

Make some **time**.

Three spots in your body. Three spots in the room (will exteriorize pc).

Invent a dangerous mock-up.

What kind of a mock-up **should** you put up? What kind of a mock-up **could** you put up? What kind of a mock-up should you be able to **destroy**? What kind of a mock-up could you **destroy**?

Recall some space. All right. Is it **too much** or **too little**? (Can be used with **Hello's** and **Ok's**.)

Someone who doesn't think you're insane. Someone you don't think is insane (eases pc found worried).

If pc fails R1-4: What could you **occupy**? What could you **be**?

In what could you **participate**?

Who or what **is making all the space**?

What is **exteriorization**?

What do you want **changed**? What do you want **unchanged**?

Other People (R2-46) to be run **only** in railroad terminals, large bus terminals and airports. Use live people. Tell me something you **really know** about that person. What would you **permit that person to know about you**? (This process is known as "Union Station.")

What could you say to (papa, mama, wife, husband)?
What could (......) say to you?

Find something **comfortably real**. (Eases pc found uncomfortable.)

Use **Hello's** and **Ok's** to the spots in Change of Space.
(R1-9 *Creation of Human Ability*)

See the space in that room? **Make** it. See the space in that (another) room? **Make** it. Alternate.

What are you doing? What are you doing there?

COGNITION

Cognition is awareness of awareness. Example: An individual has been studious since age five. Preclear is run on studiousness. Preclear says, "Well, I'll be darned!" Auditor says, "What happened?" Preclear says, "I have been studious since I was five years of age! This is remarkable in view of the fact that until this very moment I never had the slightest notion that I was being studious. Remarkable."

This is an example of **cognition**. The awareness of awareness of a condition permits the lessening or vanishment of that condition. The awareness of awareness of a scarcity permits the lessening or vanishment of that scarcity.

Cognition is of the highest importance in processing. A process used, when it is the right process for the case, should normally bring about a cognition on the part of the preclear and when there has not been a cognition the process is not the correct process, or it has not been run fully.

The most important communication lag is the cognition lag. A process should not be left for the next higher process until there has been a cognition on the process or the considerations addressed in the process.

GRANTING OF BEINGNESS

A process has not been the correct process or has not been run correctly, or has not been run long enough if there has not been in the preclear an increase in his ability to grant life to others and to his environment.

ACKNOWLEDGEMENT

A. The auditor must acknowledge every answer, every command carried out, every comment, every communication, every attempt to communicate on the part of the pc. He should further invite communication wherever the preclear desires or needs to communicate.

B. The auditor must be willing to grant beingness (life) to the preclear.

C. The auditor must be alert to the pc at all times.

D. The auditor must be real to the pc at all times.

E. Cognition (awareness of awareness) is the goal of any process. The pc must be invited to impart any new cognition which he has gained during a session, or between sessions. A major cognition resulting from any process is generally a flattening of that process. The next process can then be delivered.

F.   Acknowledgement is given by the auditor by the use of: "OK," "Good," "Fine," "All right," "OK, good," "All right, fine," etc.

G.   The auditor does not use: "That's right, I agree," or "Yes, that's correct," or "Now you've got it," or any such phrases denoting validation. This is not acknowledgement, but is evaluation, either the auditor evaluating for the preclear or the preclear evaluating for the auditor, neither of which are auditing situations.

R2-50: CHANGING MINDS

The basic process of a thetan is simply getting him to change his mind. Most thetans fall below the level of mechanics. They have to be brought up to a point where they are not being handled by mechanics before they can simply change their considerations. If changing minds worked on any thetan it would then be the only process in Scientology, but it does not work on thetans who are interiorized since they are being other things than themselves, and when they start to change their minds they are simply changing something else.

When you have a thetan exteriorized, all you have to do is ask him to change his mind, and, unless he is still very badly burdened by mechanical considerations with which he has so thoroughly agreed that he cannot immediately change his mind, he will do so.

This process can be used on a non-exteriorized thetan, however, and on those who are uneasily exteriorized, by having them stand in one place with an idea that they have to appear there, and then change their minds, and disappear there. Or simply have them stand in one place until they change their mind, and then go to another place and change their mind, and go to another place and change their mind. This is done, actually, by moving the body around, as most auditing these days is done.

The auditing commands for this would be 'Walk over to this spot' (indicating a spot to the preclear), 'Now decide you have to appear there', 'Now change your mind and decide you have to disappear there', 'Now change your mind and decide you have to appear there', and so on.

This can also be worked into opening procedures by having a preclear select a spot, then change his mind about the spot, select another spot, change his mind about that spot and select another spot, until he knows that he, himself, is changing his mind.

When exteriorized, the thetan can change his mind very easily on any subject simply when told to do so. Very often he does not realize that he can change the factors of his life around simply by changing his mind, and so has to be asked to do so by the auditor.

A note of warning: this does not work on interiorized preclears with any great value.

R2-63: ACCEPT-REJECT

From acceptance we get a ten-star process. Whatever else you may do with a Preclear, he must be brought to accept the physical universe and his own and other bodies, all in every kind of condition. The way out is the way through. In Eastern practices, the goal was abandonment, desertion. Scientology's main difference from Eastern practices is this: it accepts to free. And it frees. That which one cannot accept chains one. For instance, revulsion to sex inclines at last to slavery to sex. A ruler's motto could be 'make them resist', and his people would become enslaved.

In 1870 we find capitalists resisting Marx. In 1933 we find Marx the basic text of U. S. government. Resistance and restraint are the barbed-wire of this concentration camp. Accept the barbed-wire and there is no camp.

On test this process exteriorizes the worst case if run long enough.

This process is important because it is one of the few (like R2-16) which does not have alter-isness as its operative factor. This is not, then, an altering practice, confirming somatics and aberrations, it is a freeing process.

That which one cannot accept he cannot as-is.

The commands of this process are as follows: 'Find something about yourself which you can accept', 'Something else', 'Find something else you can accept', etc., etc., until there is no comm-lag. Then: 'Find something about yourself you can reject', 'Find something else about yourself you can reject', etc., etc., until there is no comm-lag. Then: 'Find something in this room you can accept', 'Something else', 'Find something else in this room you can accept', etc., etc., 'Find something in this room you can reject', 'Find something else in this room you can reject', etc., etc. Then: 'Find something about this universe you can accept', until the comm-lag is flat. Then: 'Find something in this universe you can reject'.

Remember, this is not an altering process. It is a high value escape process. If your preclear keeps putting conditions of change into everything before he can accept it, you must persuade him to find things he can accept without changing them.

R2-65: ALTERATION

As any energy or space condition survives only because it has been and is being altered, the primary unmotivated act would be changing the condition of energy, space, and objects. The mind can change without liability. When a mind changes energy or space we get a persistence of that energy or space. As persistence or survival is good and bad only to those who desire to succumb, we do not see in alteration of energy or space, any crime. But when we alter only 'bad' conditions of space and energy we make the 'bad conditions' persist. Hence it would be of value to a case to at least straight wire out some of the times when he attempted to alter energy, spaces, or bodies of people. (To an auditor who works to exteriorize a preclear and change his mind, there is small liability and great personal advance. To an auditor who works only to change the body, the ridges, the somatics, there is failure, fixation of condition in the preclear, and restimulation occurs. Successful auditing of the thetan actually improves the auditor.) Failure is the biggest lock on alter-isness of course.

The preclear who is obsessively trying to change himself by self-auditing or whatever means, has failed many times to effect a change in the condition of this universe or in the bodies of others, or has the space and energy of this universe as a stable constant.

The commands are: 'Can you recall a time when you failed to change some energy in this universe?' etc., etc. And when this is flat, 'Can you recall a time when you failed to change some space?' Then: 'Can you recall a time when you failed to change a body?' This last question is the one you stress. He may get nothing on the space question at all but such incidents are in his recall or space would not exist at all for him.

Also, 'Can you recall a time when you failed to change a memory?' etc., etc. Wherever or however the preclear is stuck in tone or condition, there he has failed to change something or somebody.

This can also be run on the 'theta aide of the ledger' 'Can you recall a time when you successfully changed something?' until the lag is flat. Even more simply: 'Can you recall a time of change?'

R2-68: INCOMPREHENSIBILITY

A thetan is understanding. A space or mass is no understanding. A Thetan is no mass. An object is mass. Duplication is thus difficult.

A thetan must be able to be a mass or a space and to experience at will incomprehensibility in order to see spaces and masses. It is a new understanding to understand that something can be incomprehensible.

The tone scale is a study of varying degrees of ARC. Affinity, Reality and Communication comprise understanding. With knowingness at the top of the scale, we come down in 'understanding' – (Third Dynamic knowingness), then down through relative understandings and increasing incomprehensibility until at bottom scale (MEST) we have total incomprehensibility and total non-comprehension.

A 'difficult' case is simply an incomprehensible case. The processing on this is done by the command: 'Spot something incomprehensible', repeated many, many times. This 'ups' I. Q. and raises perception. This is a good process.

Franchise

ADDITIONAL HAS PROCESSES

HAS III

"Something you wouldn't mind forgetting" unlimited. Run in particular on any pc who has the goal of improving his memory. This process may also be used in the HGC where the pc has the chief goal of getting reality on the whole track or just improving memory.

HAS IV

"Get the idea of changing."

"Get the idea of not changing."

The Instructor may add "something" (HAS IVa), "somebody" (HAS IVb) or a meter selected terminal (HAS IVc) to these commands at his discretion.

HAS V

"Get the idea of solving a problem."

"Get the idea of not solving a problem."

The HAS Instructor may add a terminal if the pc complains about having lots of problems with that terminal.

HAS VI

"Communicate with (body part)."

"Don't communicate with (body part)."

For persons who come into a co-audit chronically or temporarily ill. The person is asked by the Instructor what part of the body is ill. The Instructor takes whatever body *part* the pc names, not body condition, and uses it in above process.

HAS VII

"Tell me something worse than a (body part)."

For more violent chronic or temporary illnesses assessed by Instructor exactly as above in HAS VI.

HAS VIII

"Get the idea of making people friendly."

"Get the idea of making people unfriendly."

Instructor may use a specific person or the singular "a person" at discretion.

In all HAS Co-audits, the newcomer should fill out a goals sheet once a week and the Instructor should pay attention to it in choosing processes.

Further HAS Co-audit processes will be released when checked over.

L. RON HUBBARD

LRH:jms.rd

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 30 APRIL 1961R
Revised 25 November 1973

Reissued 19 September 1974

(Only change is signature)

Remimeo

CHANGE BRACKETS AND COMMANDS

(Only changes are correction of typo errors whereby
"not" was omitted from commands 8, 9 and 10 of the
15 Way Bracket and inclusion of the terminal assessment.)

The basic commands of **Change** form a series of brackets.

The basic curve of change compares to the **Cycle of Action**.

```
                    Survive

Create                                      Destroy


                   No Change

Change                                  Failed Change
```
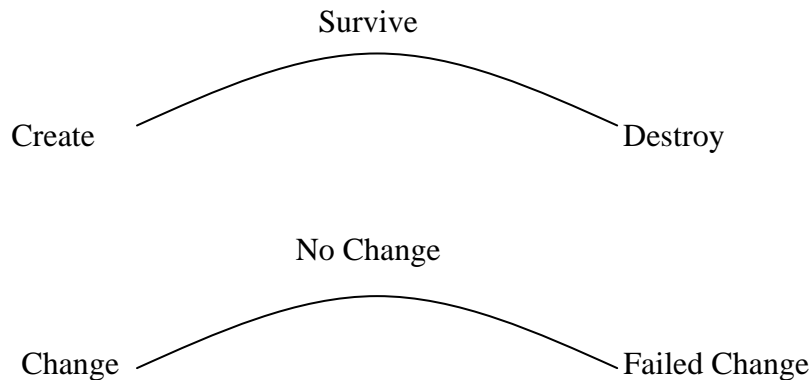
Therefore the basic versions of **Change** would consist of *Change, No Change* and *Failed Change.*

The Standard bracket is a five way bracket. The general form of this is as follows:

```
You ——————————————————— Terminal

Terminal ——————————————————— You

Terminal ——————————–————— Another

Another ——————–———————— Terminal

Terminal ————————–—————— Terminal
```

Change as a five way bracket would be somebody or something as the terminal (whichever falls most on a meter) and:

Assess: Somebody   _____

             Something   _____

5 WAY BRACKET

(Use whichever gave best read above.)

1. "How have you changed something?"

2. "How has something tried to change you?"

3. "How has something changed another?"

4. "How has another changed something?"

5. "How has something changed?"

or:

1. "How have you changed somebody?"

2. "How has somebody tried to change you?"

3. "How has somebody changed another?"

4. "How has another changed somebody?"

5. "How has somebody changed self?"

15 WAY BRACKET

(something or somebody)

1. "How have you changed something?"

2. "How has something tried to change you?"

3. "How has something changed another?"

4. "How has another changed something?"

5. "How has something changed?"

6. "What have you not changed?"

7. "What has not changed you?"

8. "What has not changed something?"

9. "What has something not changed?"

10. "What has not changed self?"

11. "What have you failed to change?"

12. "What has failed to change you?"

13. "What has something failed to change?"

14. "What has failed to change something?"

15. "What has failed to change self?"

The above commands are run consecutively as one process. This process is the basic Release Process.

———————————

Another version:

1. "What change have you avoided?"

2. "What change have you sought?"

3. "What no change have you avoided?"

4. "What no change have you sought?"

5. "What failed change have you avoided?"

6. "What failed change have you sought?"

———————————

Another version:

1. "Recall a change."

2. "Recall a no-change."

3. "Recall a failed change."

———————————

Another version:

Sort out "Think" or "Get the idea" by the meter's reaction. Use one that produces the most fall.

1. "Think (get the idea) of a change."

2. "Think of a no-change."

3. "Think of a failed change."

L. RON HUBBARD
Founder

LRH:nt.rd

Remimeo
Review Hats

Qual Division

RELEASE, REHABILITATION OF
FORMER RELEASES AND
THETAN EXTERIORS

There are probably a great many processes that will recover the state of First Stage Release or First Stage Thetan Exterior or Released OT.

Poorest but easiest of these is plain Itsa. Itsa probably will not recover a floating needle but will pull down the TA. When it's down, stop – don't press your luck too far.

The real technical job (other than Itsa) requires expert metering and a thorough knowledge of dating on a meter and a smooth comm cycle.

Best at it would be an auditor who himself was a Former Release and who had himself (or herself) recovered the state.

The technically correct procedure is unfortunately a delicate one which requires good command of tech on the subject of the Time Track and perception of the pc and meter alert enough to stop exactly when Re-Release occurs and say "That's It!" (Never say "End" in such sessions.)

Remember *all* recovery must be by Key-out, not erasure. Key-outs are done by finding Key-ins. It is de-stimulation, not re-stimulation. Therefore all must be smooth and jolly with no forcing or overrun.

The exact tech follows:

To regain a Former Release (or Thetan Exterior or Keyed-Out OT [Released OT]):

1. Loosely locate the session or time in which it occurred.

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 then return to Release or Released OT.

7. If this does not happen, find what keyed in that ended the state and repeat (1) to (6) on it.

This is all rough to communicate to the pc who is not well trained.

This datum will help (a standard datum of early Dianetics): The analytical mind when it becomes aware of a point in the Reactive Mind, makes it vanish. In other words one needs but become aware of the *actual* cause of an aberration to have it vanish.

We see this mainly in Cognitions. But it is the backbone of all auditing.

When the person was originally released he had become aware of something that caused the reactive mind to de-stimulate at that point or become weak. And so he Released. You have to find that point of sudden awareness again as in (1) to (6) above and if you miss it you can at least find (7). You *could* find both and in a lot of cases will probably do so. But if you win on (1) to (6), for heaven's sakes don't go on to (7). If you do (7) you may suddenly turn up with (5).

When you've done it realize you've done it and come off of it. Don't overrun.

When you *have* done it, tell the person to get trained so he or she can go on to actual Clear.

LIABILITY

The Liability in all this is finding the *original* thing that was keyed in (which when keyed out gave Release).

If this happens you have a *new key-in* in the session you are running right now. It is a new key-in and is handled as one.

TECH COMMENT

This tells us that finding and running out key-ins will make a First Stage Release out of someone who has never been one. Standard Grade Processing does this.

L. RON HUBBARD

LRH:ml.rd

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 19 DECEMBER 1980

Remimeo
Tech
Qual
Academies
Class III Auditors
  and above

(Cancels BTB 6 DEC 68 RELEASE,
REHABILITATION OF, not written by myself.)

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

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 unstabilize 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 misunderstoods.

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. In auditing, this means to do the series of actions in session which result in regaining a state of release for the pc. Abbreviated "Rehab".

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 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 PHENOMENAS 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.)

---

* Editor's note: Obviously a mistake. Steps 2 to 4 are meant.

The question would vary depending on the situation being rehabbed.

    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

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 an 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 quickying 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.

    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.

One has to find out what the out rud 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 ruds or handled session outnesses to F/N does not mean the rehab is finished, so complete the rehab if needed once the ruds 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

Central Orgs
Franchise

SCIENTOLOGY TWO

STAR RATED HCO BULLETIN

HOW TO DO AN ARC BREAK ASSESSMENT

(HCO Secs: Check out on all technical Executives and Personnel.
Tech Dir: Check out on HCO Secs and Assn Org Secs.)

The successful handling of an ARC Break Assessment is a skilled activity which requires:

1. Skill in handling a Meter.

2. Skill in handling the Itsa Line of the Auditing Cycle.

3. Skill in Assessment.

The lists given in HCO Bulletin of July 5, AD13 "ARC BREAK ASSESSMENTS", are used, either from that HCO Bulletin or amended.

There are several uses for ARC Break Assessments.

1. Cleaning up a session ARC Break.

2. Cleaning up auditing in general.

3. Cleaning up a pc's or student's possible ARC Breaks.

4. Cleaning up a member of the public's possible or actual ARC Breaks.

5. Regular use on a weekly basis on staff or organization members.

There are others. Those above are the chief uses.

For long time periods the standard 18 button prepcheck is faster, but an ARC Break Assessment is still useful in conjunction with it.

The drill is simple. If complicated by adding in R2H material, dating, and other additives, the ARC Break Assessment ceases to work well and may even create more ARC Breaks.

If used every time a pc gets in a little trouble in R3N or R3R the ARC Break Assessment is being used improperly. In R2H, R3N, R3R sessions it is used *only* when the pc shows definite signs of an ARC Break. To use it oftener constitutes no auditing.

Unnecessary use of an ARC Break Assessment may ARC Break the pc with the Assessment.

The ARC Break Assessment may be repaired by an 18 Button Prepcheck "On ARC Break Assessments……".

ARC BREAK ASSESSMENT BY STEPS

Step One:

Select the proper list. This is done by establishing what the pc has been audited on. If more than one type of by-passed charge is suspected, do more than one list. If the ARC Break is not completely cured by one list, do another kind of list. (All lists have been in HCOBs as "L".)

Step Two:

Inform the pc that you are about to assess for any charge that might have been restimulated or by-passed on his or her case. Do not heavily stress the ARC Break aspect. Right: "I am going to assess a list to see if any charge has been by-passed on your case." Wrong: "I'm going to try to cure (or assess) your ARC Break."

Step Three:

Without regard to pc's natter, but with quick attention for any cognition the pc may have during assessment as to by-passed charge, assess the list.

Phrase the question in regard to the reason for the Assessment – "In this session……" "During this week……" "In Scientology……" etc. Call each line once to see if it gives an instant read.

The moment a line gives a reaction, stop, and do Step Four.

Step Four:

When a line reacts on the needle, say to the pc, "The line……reacts. What can you tell me about this?"

Step Five:

Keep Itsa Line in. Do not cut the pc's line. Do not ask for more than pc has. Let pc flounder around until pc finds the charge asked for in Step Four or says there's no such charge. (If a line reacted because the pc did not understand it, or by protest or decide, make it right with the pc and continue assessing.)

Step Six:

In a session: If pc found the by-passed charge, ask pc "How do you feel now?" If pc says he or she feels OK, cease assessing for ARC Breaks and go back to session actions. If pc says there's no such charge or gets misemotional *at Auditor,* keep on assessing on down the

list for another active line, or even on to another list until the charge is found which makes pc relax.

In a routine ARC Break check (not a session but for a longer period), don't stop assessing but keep on going as in Step Five, unless pc's cognition is huge.

End of Steps

Please notice: This is not R2H. There is no dating. The auditor does not further assist the pc with the meter in any way.

If the pc blows up in your face on being given a type of charge, *keep going,* as you have not yet found the charge. Typical response to wrong charge found: Pc: "Well of course it's a cut communication! You've been cutting my communication the whole session. You ought to be retreaded… etc." Note here that pc's attention is still on auditor. Therefore the correct charge has not been found. If the by-passed charge has been found the pc will relax and look for it, attention on own case.

Several by-passed charges can exist and be found on one list. Therefore in cleaning up a week or an intensive or a career (any long period) treat a list like rudiments, cleaning everything that reacts.

Blow down of the Tone Arm is the meter reaction of having found the correct by-passed charge. Keep doing Steps One to Six until you get a blow down of the Tone Arm. The pc feeling better and being happy about the ARC Break will coincide almost always with a Tone Arm Blow Down.

You can, however, undo a session ARC Break Assessment by continuing beyond the pc's cognition of what it is. Continuing an assessment after the pc has cognited, invalidates the pc's cognition and cuts the Itsa Line and may cause a *new* ARC Break.

Rarely, but sometimes, the ARC Break is handled with no TA blow down.

PURPOSE OF ASSESSMENT

The purpose of an ARC Break Assessment is to return the pc into session or into Scientology or into an Org or course. By-passed charge can cause the person to blow out of session, or out of an Org or a course or Scientology.

With a session (formerly "in"): Is defined as **"interested in own case and willing to talk to the auditor". Against session:** Against session is defined as **"attention off own case and talking at the auditor in protest of auditor, pt auditing, environment or Scientology".**

With Scientology: With Scientology is defined as **"interested in subject and getting it used". Against scientology:** Against Scientology is defined as **"Attention off Scientology and protesting Scientology behaviour or connections".**

With Organization: With organization can be defined as **"interested in org or post and willing to communicate with or about org". Against organization:** Against organiza-

tionness is defined as **"against organization or posts and protesting at org behaviour or existence".**

The data about ARC Breaks can be expanded to marriage, companies, jobs, etc. Indeed to all dynamics – *With* Dynamic, *Against* Dynamic.

What it boils down to is this: There are only two conditions of living, but many shades of grey to each one.

These conditions are:

1. **Life: Not ARC Broken:** Capable of some affinity for, some reality about and some communication with the environment; and

2. **Death: ARC Broken:** Incapable of affinity for, reality about and communication with the environment.

Under One we have those who can disenturbulate themselves and make some progress in life.

Under Two we have those who are in such protest that they are stopped and can make little or no progress in life.

One, we consider to be in some ARC with existence.

Two, we consider to be broken in ARC with existence.

In a session or handling the living lightning we handle, people can be hit by a forceful charge of which they are only minutely aware but which swamps them. Their affinity, reality and communication (life force) is retarded or cut by this hidden charge and they react with what we call an ARC Break or have an ARC Broken aspect.

If they know what charge it is they do not ARC Break or they cease to be ARC Broken.

It is the unknown character of the charge that causes it to have such a violent effect on the person.

People do *not* ARC Break on known charge. It is always the hidden or the earlier charge that causes the ARC Break.

This makes life look different (and more understandable). People continuously explain so glibly why they are acting as badly as they are. Whereas, if they really knew, they would not act that way. When the true character of the charge (or many charges as in a full case) is known to the person the ARC Break ceases.

How much by-passed charge does it take to make a *case?* The whole sum of past by-passed charge.

This fortunately for the pc is not all of it in constant restimulation. Therefore the person stays somewhat in one piece but prey to any restimulation.

Auditing selectively restimulates, locates the charge and discharges it (as seen on the action of a moving Tone Arm).

However, accidental rekindlings of past charge unseen by pc or auditor occur and the pc "mysteriously" ARC Breaks.

Similarly people in life get restimulated also, but with nobody to locate the charge. Thus Scientologists are lucky.

In heavily restimulated circumstances the person goes **out of**. In such a condition people want to stop things, cease to act, halt life, and failing this they try to run away.

As soon as the *actual* by-passed charge is found and recognized as *the* charge by the person, up goes Affinity and Reality and Communication and life can be lived.

Therefore ARC Breaks are definite, their symptoms are known, their cure is very easy with this understanding and technology.

An ARC Break Assessment seeks to locate the charge that served, being hidden, as a whip-hand force on the person. When it is located *life* returns. Locating the actual by-passed charge is returning life to the person.

Therefore, properly handling ARC Breaks can be called, with no exaggeration "Returning Life to the person".

One further word of caution: As experience will quickly tell you, seeking to do *anything* at *all* with an *earlier* by-passed charge incident which led to the ARC Break immediately the earlier incident is found will lead to a vast mess.

Let the pc talk about it all the pc pleases. But don't otherwise try to run it, date it or seek to find what by-passed charge caused the earlier incident. In assessing for ARC Breaks, keep the Itsa Line in very well and keep the What's It out in every respect except as contained in the above Six Steps.

SUMMARY

An ARC Break Assessment is simple stuff, so simple people are almost certain to complicate it. It only works when kept simple.

Old auditors will see a similarity in an ARC Break Assessment List and old end rudiments. They can be handled much the same but only when one is covering a long time period. Otherwise assess only to cognition and drop it.

The trouble in ARC Break Assessments comes from additives by the auditor, failure to keep on with additional lists if the type of charge causing the ARC Break isn't found on the first list chosen, failure to read the meter, and failure to keep the Itsa Line in.

Doing ARC Break Assessments to cure ARC Breaks is *not* the same drill as R2H and confusing the two leads to trouble.

Handled skillfully as above, ARC Break Assessing cures the great majority of woes of auditing, registraring, training and handling organization. If you find you aren't making ARC Break Assessments work for you check yourself out on this HCO Bulletin carefully, review

your meter reading and examine your handling of the Itsa Line. If you want live people around you, learn to handle ARC Break Assessments.

Don't worry about pcs getting ARC Breaks. Worry about being able to cure them with assessment until you have confidence you can. There's nothing so uplifting as that confidence, except perhaps the ability to make any case get TA motion.

Don't *ever* be "reasonable" about an ARC Break and think the pc is perfectly right to be having one "because……". If that ARC Break exists, the pc doesn't know what's causing it and *neither do you* until you and the pc find it! If you and the pc knew what was causing it, there would be no further ARC Break.

L. RON HUBBARD

LRH:dr.cden

Remimeo
Franchise
All Auditors
Level III Checksheets

Replaces HCO Bs 22 May 65 and 23 Apr 64,
and cancels HCO B 27 July 65 all on the same subject.

SCIENTOLOGY III

AUDITING BY LISTS REVISED

(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".)

AUDITING BY LISTS

(Reference: HCO B 14 Mar 71, "F/N Everything")

Use any authorized, published **list**. (Green Form for general review, L1C for ARC Brks, L4B for listed items list errors.)

METHOD 3

Use meter at a sensitivity so meter needle is loose but it is easy to keep needle at "Set". If sensitivity is too high the needle will be in constant motion as one tries to set the TA. If too low, the instant read will not be visible. 5 is usual for upper grade cases. 16 is usual for lower grade or Dianetic cases.

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 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 non-reading 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 half way 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.

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.

GF AND METHOD 3

When a GF is taken up Method 3 (item by item, one at a time and F/Ned) 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.

This is not true of any other list.

Thus a GF is best done by Method 5 (once through for reads, then the reads handled).

L1C and L4B, L7 and other such lists are best done by Method 3.

The above steps and actions are exactly how you do Auditing by List today. Any earlier data contrary to this is cancelled. Only 2 points change – we F/N everything that reads by E/S or a process to handle (L3B requires processes, not E/S to get an F/N) 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 by-passed 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

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.

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

LRH:mes.nt.rd

Remimeo

LIST – 1 – C

L1C

(Cancels earlier L1 Lists such as HCO B 8 Aug 70)

Used by Auditors in session when an upset occurs, or as ordered by C/S. Handles ARC Broken, sad, hopeless or nattery pcs.

Questions can be prefaced with "Recently" "In this life" "On the Whole Track" or used without.

Do not use on high TA to bring it down. Use Hi-Lo TA list.

Take all reading items or volunteered answers Earlier Similar to F/N as they occur.

1. Has there been an error in listing? (If this reads change to L4B at once.)

2. Has a withhold been missed?

3. Has some emotion been rejected?

4. Has some affinity been rejected?

5. Has a reality been refused?

6. Has a communication been cut short?

7. Has a communication been ignored?

8. Has an earlier rejection of emotion been restimulated?

9. Has an earlier rejection of affinity been restimulated?

10. Has an earlier refusal of reality been restimulated?

11. Has an earlier ignored communication been restimulated?

12. Has something been misunderstood?

13. Has someone been misunderstood?

14. Has an earlier misunderstanding been restimulated?

15. Has some data been confusing?

16. Has there been a command you haven't understood?

17. Has there been some word you haven't known the meaning of?

18. Has there been some situation you haven't grasped?

19. Has there been a problem?

20. Has a wrong reason for an upset been given?

21. Has a similar incident occurred before?

22. Has something been done other than what was said?

23. Has a goal been disappointed?

24. Has some help been rejected?

25. Has a decision been made?

26. Has an engram been restimulated?

27. Has an earlier incident been restimulated?

28. Has there been a sudden shift of attention?

29. Has something startled you?

30. Has a perception been prevented?

31. Has a willingness not been acknowledged?

32. Has there been no auditing?

33. Did you go Exterior?

34. Have actions been interrupted?

35. Have actions continued too long?

36. Has data been invalidated?

37. Has someone evaluated?

38. Has something been O/Run?

39. Has an action been unnecessary?

L. RON HUBBARD
Founder

LRH:mes.rd

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 15 DECEMBER 1968RA
(Amends HCO Bulletin of 9 January 1968 List L4A)
(ITEM 6 CORRECTED 12 FEBRUARY 1969)
(Amended 8 August 1970)
(Amended 18 March 1971)
(Revised 2 June 72)
(Re-Revised 11 April 1977)

Remimeo

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 un-
      charged question was listed because it read on a misunderstood.)

30B. WAS A WORD IN THE QUESTION NOT UNDERSTOOD?   _____
      (Same as 30A.)

31.   WAS AN ITEM DIFFERENT WHEN SAID BY THE AUDITOR?   _____
      (If so, find out what the item was and give it to the pc correctly.)

31A. DID THE AUDITOR SUGGEST ITEMS TO YOU THAT WERE NOT _____
      YOURS?
      (Indicate as illegal to do so. Correct the list removing these.)

32.   WAS NULLING CARRIED ON PAST THE 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

LRH:JE:ldm.rw.dz.rr.nt.dr

Class VIII
Class III and above

(Changes not in Script)

LIST CORRECTION – THE SHORT L4
(Only valid for a list recently done)

This list is the shorter version of the standard L4BRA. 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. Its virtue is in its brevity which itself can increase results by pinpointing the error quickly, thus enabling the auditor to handle it quickly.

Assess the list M5. If the situation does not resolve completely use an L4BRA.

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, the list may have to be nulled with Suppress, the nulling question being "On (item) has anything
     been suppressed?". Rehab the item by getting the Suppress button in on the item if necessary and
     clean it up and give it to the pc again.)

5.   WAS THE ITEM INVALIDATED?   _____
     (If so, the list may have to be nulled with Invalidate, the nulling question being "On (item) has anything
     been invalidated?". Rehab the item by getting the Invalidate button in on the item if necessary and
     clean it up and give it to the pc again.)

6.   WAS THE QUESTION MEANINGLESS?   _____
     (If so, check for MUs on the question. If question still meaningless indicate it to the pc.)

7.   WAS THE LIST OVERLISTED?   _____
     (If so, indicate the list was overlisted. Get the item by nulling the list with Suppress, the nulling question
     being "On _____ has anything been suppressed?" for each item on the overlong list. Give the pc his
     item.)

8.   WERE ITEMS THOUGHT OF THAT WEREN'T PUT DOWN?   _____
     (Add them to the list. Renull the whole list and give the pc his item.)

9.   WAS IT LISTED OUT OF SESSION?   _____
     (Reconstruct the list from recall and add the items to the list. Get *the* 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 what the item is, clean it up with Suppress and Invalidate and give it to the pc.)

L. RON HUBBARD
FOUNDER

LRH:jp:de:bk

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 1 AUGUST 1968

Remimeo

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".

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

BOARD TECHNICAL BULLETIN
7 NOVEMBER 1972R
Issue III

Revised & Reissued 28 July 1974 as BTB

(Revision in this type style)

Remimeo

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 coloured pen to show what has been done – always date new uses of these lists also using the same colour pen as used for renulling or addition to them.

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

Authorized by AVU
for the
BOARDS OF DIRECTORS
of the
CHURCHES OF SCIENTOLOGY

BDCS:HE:AL:MH:MM:mh.rd.jh

All Cksheets
Class III and above

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,

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 happens.

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 nit 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.

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 misunderstoods 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.

<div style="text-align:right">

Prepared from LRH lectures,
C/Ses and HCOBs by CS-4
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

</div>

BDCS:SW:AL:MH:JR:mh

L&N AND F/Ns

You cease listing and nulling actions when a floating needle appears, and this is perfectly true. You cease listing and nulling actions when a floating needle appears. You don't cease auditing. Do you get the nuance of that? (laughter) It means what it says.

Now, always give the pc hit item and circle it plainly on the list. Wait wait wait a minute! That's auditing past listing and… Boy, you'd better. his F/N will pack right up, pc go around what was my item what was my item, what was my item. See the bank freezes before the pc speaks, so it probably went F/N before he gave you the item. You tee, he thought ragbags, F/N, and then he says ragbags and you write it down. See, there it is. Sometimes when you are nulling (snaps fingers) you get your F/N.

Now if you just sit there blankly the pc is going to go into mystery. So you always give the pc his item.

Class VIII-1

Now there's only one item reading on the list. It's just about the damnedest thing anybody ever heard of. Do you know, do you know in actual sober, sober, sober, sober fact, that this can be interpreted, that you have three items which read on the first nulling, and then you nulled it again in such a way to submerge two of them and leave only one reading, and then that fulfills the requirement of one item reading on the list. Now whatever jackass figured that one out, and whoever copied him, ought to be sad. Because it's completely bonkers. It's completely bonkers.

HCOB 20 April 72

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.

L&N SEVERAL READS

But the last one, the last auditing report is the real panic in that one folder. It is a real panic. I mean it's something to sit down and cry about or laugh uproariously about. The TA is high, so she was probably overrun on OT 1. After doing two unnecessary S and Ds, which had, each of them, at least three items on the list reading. TA was higher at the end of session. See how the, see how the rules are avoided? Now there's only one item reading on the list. It's just about the damnedest thing anybody ever heard of. Do you know, do you know in actual sober, sober, sober, sober fact, that this can be interpreted, that you have three items which read on the first nulling, and then you nutted it again in such a way to submerge two of them and leave only one reading, and then that fulfills the requirement of one item reading on the list. Now whatever jackass figured that one out, and whoever copied him, ought to be sad. Because it's completely bonkers. It's completely bonkers.

Remimeo

LEVEL III

IMPORTANT – STAR RATED

R 3 H

(Takes precedence over all other HCOBs & Tapes)

The way to handle the ARC Breaks of a case with R3H as the process for Level III is:

1. Locate a change in life by listing to a blowdown. Use that period. "What change has happened in your life" is a version of the question.

2. Get it dated.

3. Get some of the data of it (don't run as an engram) so you know what the change was.

4. Find out by assessment if this was a Break in

> Affinity
>
> Reality
>
> Communication or
>
> Understanding

and have the pc examine that briefly.

5. Taking the one found in (4) find out by assessment if it was

> Curious about
>
> Desired
>
> Enforced
>
> Inhibited

That is all there is to it.

That *was* the research process.

It works like a bomb.

To make sure it works well, get in the rudiments before you do it.

It has been said that you can do this several times on a pc beyond a floating needle on one. I have not verified this.

—————————————

Doing Know – Unknown – Curious, etc. first is definitely wrong. ARC is dominant. ARC is done first as above. *Understanding is* the composite of ARC and so is added to ARC as U in (4) above.

L. RON HUBBARD

LRH:jp.s.cden