

## HCG TRAINING BULLETIN

February 6, 1957

The following procedure is not for general release to the field, and is to be released only to organizational staff. The reason it is not being generally released to the field is that very few auditors have the skill necessary to run these techniques. The entirety of this will be released, somewhat modified, and much more expanded, some time in the future, and forms the backbone of a book. Therefore, I will appreciate your courtesy in not releasing these techniques to anyone, but keeping them in the Clinic until the book can be written, since you will scoop me if you do not, and the book will have that much less meaningfulness and appeal. The reason I am releasing these at this moment is that we need them, and we have every right to use them, but I do not wish them to be generally released, since they are actually so powerful that an auditor who is badly schooled would not be able to handle them at all on preclears. He is better off using that in which he has been trained. It will take a book to get him totally oriented on this subject.

### PROCEDURE CCH.

This procedure has two forms, it has the long form and the short form. The long form is omitted here since it is not necessary in any broad number of cases, and the short form is entirely right out through the top.

The name, "CCH", is taken from Communication-Control-Havingness. These are the immediate exercise targets of this procedure.

The goal of this procedure is to take the preclear from as far south as preclears can be reached, straight on through as far north as a preclear can be pushed. Therefore, the breadth of Procedure CCH is much greater than any other auditing procedure ever released.

This procedure is covered rather adequately in the long series of lectures of the 16th ACC which specifically cover technique. This does not mean the entirety of the 16th ACC lectures it means that section of the 16th ACC lectures which was immediately addressed to technique. A study of these lectures is recommended before extensive use of Procedure CCH is engaged upon in the Clinics. Copies of these lectures are being made available to Washington and London.

The goal of the Auditor is to discover an ability in the preclear and improve it.

The first discoverable ability of a preclear is communication in one form or another. This even applies to a person in a comatose state. Such a person quite ordinarily responds to tactile if you do not expect him to acknowledge. He is not able to acknowledge our communication to him by tactile since he at first cannot sufficiently or adequately control the body in order to make the reply.

### HPA/HCA PROCESSES

Group 1: Communication Processes, taught in Indoctrination

\* Parts of Communication

- \* A. "Look at me. Who am I?"
- \* B. Hand contact mimicry. Commands "Put your hands against mine", then mimic and contribute to the motion of my hands." Acknowledge when the preclear has completed the command. Then say "Put your hands in your lap." Then the auditor does the same. Repeat this process.
- \* C. Hand mimicry (gradient scale of spaces). Hand mimicry is run the same as hand contact mimicry, with the following changes in the commands: "Put your hands up facing mine, with about one inch distance between your hands and mine." Then, "Mimic and contribute to the motions of my hands, while maintaining the same distance between our hands." Acknowledge. Then, "Put your hands in your lap". Auditor then puts his hands in his lap. When this level of the process is flat, the auditor then puts more space between himself and the preclear, on a gradient scale, and changes the distance part of the command accordingly. Use a gradient scale to a limit of 3 feet.
- \* D. Mirror image hand mimicry. The commands are "Put your hands up facing mine". "Mimic my commands mirror-wise, that is, when I move my hand back, you move your hand back on the same side of the body, and when I move my hands forward, you move your hands forward correspondingly." "Good." "Put your hands in your lap".
- E. Full body mimicry. The auditor picks two spaces in the auditing room, marking them out with chairs or other objects, or using the rug. One space is for the preclear, and the other for the auditor. The auditor explains to the preclear as follows: "I am going to step into my space and deliver a command to you which will consist of a series of body positions. When I have finished executing this command I will step out of the space. You are then, without any further command on my part, to step into your space and mimic the command I have given. When you have finished doing that, then you step out of that space and that will be the end of that command." The process is then repeated. If the preclear is not doing a good job of mimicing the auditor or is thrown into inordinately long communication lags, the process may be run with the auditor stepping into his space and giving the command while at the same time, the preclear steps into his space and mimics the command. That is to say, the command is executed simultaneously by the auditor and the preclear instead of the auditor first executing it and then the preclear following it, with a mimic.

## Group II. Location Control Processes:

### Parts of Control

- A. Locational. "Locate the \_\_\_\_\_." The auditor has the preclear locate the floor, the ceiling, the walls, the furniture in the room, and other objects and bodies.
- \* B. Connectedness. "Look around here and find something you wouldn't mind making connect with you." Make sure while running this process that the preclear is making (causing) things to connect with him rather than he connecting with the things. If he connects with the things, it is a no-games condition. It is important that this be stressed in the session.

\*C. B-C Solids. "Do you see that \_\_\_\_\_ over there?" "Good" Walk over to it" "Good" "Touch it." "Good". "Now, make it a little more solid." "Good" "Let go of \_\_\_\_\_." "Good" The process is then repeated, with the auditor selecting the object each time.

D. S-C-S. "I am going to tell you to start the body. Then I want you to start the body." "All right". "Start the body". If the pre-clear has started the body, he acknowledges the execution of the command. The auditor then repeats this process. Note. These commands must be used exactly, and be duplicated by the auditor. You should also get the pre-clear's agreement to do it each time. The change portion of S-C-S is run as follows: The auditor picks and arranges with the pre-clear the location of three spots in the room. The auditor then designates these spots as Spot A, Spot B, and Spot C, and has the pre-clear stand in one of them. The command, duplicated each time, is as follows: "I am going to tell you to change the body from Spot to Spot \_\_\_\_\_. Then you change the body from \_\_\_\_\_ to \_\_\_\_\_. Okay?" When the pre-clear indicates that he has heard this and understood, the auditor then gives the command, "Change the body from \_\_\_\_\_ to \_\_\_\_\_." Spots A, B, and C may be chosen by the auditor in any order. The Stop portion of S-C-S is run as follows: "I'm going to tell you to get the body moving in that direction". The auditor indicates a direction across the room. "I then want you to get the body moving, and somewhere along the line I'll tell you to stop. I then want you to stop the body." When the pre-clear has stopped his body, the auditor then acknowledges and repeats the process and commands. As in the previous two, the auditor always duplicates the commands and gets the agreement of the pre-clear to make sure that he has started, changed, and stopped the body himself, while running the above three processes.

### Group III. Duplication Processes:

A. Opening Procedure by Duplication. "Go over to the \_\_\_\_\_." "Look at it." "Pick it up". "What is its colour?" "What is its temperature?" "What is its weight?" "Put it down in exactly the same place." The pre-clear obeys each command and answers each question in turn. The auditor then says, indicating the other object. "Go over to the \_\_\_\_\_." "Look at it." "Pick it up." "What is its colour?" "What is its temperature?" "What is its weight?" "Put it down in exactly the same place." The auditor using the same words, same objects, and the same formula over and over again. This process must be run with good ARC at all times, and with a good duplication of the commands, and with good control.

\*B Keep it from going away. The auditor asks the pre-clear to select a number of objects in the room which appear real to the pre-clear. The auditor then selects two of these objects. These objects should be of a size that are easy to handle with the hands, and of a significance as non-stimulative as possible to the pre-clear. The auditor then selects two of these objects and places them either on a table in front of the pre-clear within easy reach and with some distance between them, or else on the arms of the pre-clear's chair, one object on each arm. The commands of the process are: "Pick up the \_\_\_\_\_." "Good" "Keep it from going away." "Good" When the pre-clear has kept it from going away for at least an instant and with certainty, the auditor then says. "Put it back exactly where you found it." "Good" The auditor then says, indicating the other object, "Pick up the \_\_\_\_\_." "Good" "Keep it from going away." "Good" "Put it back exactly where you found it." "Good" The process is repeated.



\* C. Hold it still. The commands for this process and the execution of it are the same as the process "Keep it from going away", with the following exceptions: The command "Hold it still" is used in place of the command "Keep it from going away."

Group IV. Havingness Processes:

Objective Havingness

A. Terrible Trio. "Look around here and find something you would be willing to have." "Look around here and find something you would be willing to permit to remain where it is." "Look around here and find something you would be willing to dispense with."

B. Trio on Valences. "Look around here and find something \_\_\_\_\_ can't have." Run this command until flat - then run "Look around here and find something you can have." (NOTE: \_\_\_\_\_ should be a person, such as mother, father, sister, etc.)

C. Objective Solids. "Look around here and find something." "Okay" "Make it a little more solid."

Group V. Subjective Havingness:

A. Subjective Havingness. "Mock up \_\_\_\_\_." "Make it a little more solid." "Do what you like with the mockup."

1. Confusions; 2. Wasting havingness.

B. Straight Wire. "Tell me something you would be willing to forget". Preclear answers, auditor acknowledges. Repeat until flat.

\* C. Then and Now Solids. "Get a facsimile." Make it a little more solid." "Look at the environment." "Make it a little more solid." Repeat this process.

Group VI. Thought Processes:

A. Rising Scale. This run on emotion and/or attitude charts, by running from the lowest to the top of the respective scale. "Put \_\_\_\_\_ into the wall." Preclear answers, auditor acknowledges. (Example, "Put apathy into the wall," etc.)

\* B. Present-time problem. "Invent a problem of Comparable Magnitude to \_\_\_\_\_." "How could that be a problem to you?" The blank in this case being a terminal; best to use a single terminal with a minimum of condition.

C. Find a spot. "Look around here and find a place you could light." Preclear answers, auditor acknowledges. "Invent a consequence of your having lighted." Preclear answers, auditor acknowledges.

\* D. Thought in Walls.

(1) "Have the front wall say to you "This means go to \_\_\_\_\_." Preclear supplies the blank, the blank being a location. This is run on front, back, right, left, ceiling, and floor - use same order throughout. After one round. you alternate "Have the front wall say to you "This means don't go to \_\_\_\_\_". When these alternates are flat, run:

(2) "Have the front wall say to you 'This means stay in \_\_\_\_\_'", which is alternated with "Have the front wall say to you 'This means don't stay in \_\_\_\_\_'".  
Run pairs (1) and (2) comparatively flat - this is the only process for terror stomach.

E. Objective Not Know. "Look around here and find something you wouldn't mind not knowing."

L. RON HUBBARD

This Bulletin subject to  
correction

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