	HUBBARD COLLIUNICATIONS OFFICE
Remimeo Class IV	Saint Hill Manor, East Grinstead, Sussex
	HCO BULLETIN OF 24 JANUARY 1969
	SUB-ZEROS - TRIPLE GRADES
	LOWER LEVELS - TRIPLE GRADES

Auditor				po Name)	
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Case Super		 •		date	ngayagilig-di trind Ballfiel	

Note: This HCO B is to be used ONE FOR EACH PC as a check sheet for that pc and belongs in his/her folder. IT IS DONE DURING session, not filled in after.

Triple Grades depends upon the three primary flows: Out-Flow, In-Flow, and Cross-Flow. These are designated respectively: Fl, F2, and F3.

Each Grade is now followed by a Havingness process. Processing deletes unwanted mass. Havingness restores the mass "desired" and eventually brings one up to not needing it. Each grade is complete when it's Havingness processes have been run to FN after all flows of all processes here listed for that grade have been run each to FN.

TRIPLE RUDS RUN in earlier session

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Rud flown this session	Auditors 'Jnitials To FN
STRAIGHT-WIRE TRIPLE	•
SW F1: Recall a time that was really real to you.	
Recall a time you were in good communication with someone.	
Recall a time you really felt affinity for someone	. To TN
Recall a timo you know you understood someono.	States Anna Anna Anna Anna Anna Anna Anna Anna
SW F2: Recall a time that was really real to another.	
Recall a time someone was in good communication wi you.	th
Recall a time someono really felt affinity for you	L. TO FN
Recall a time another knew he/she understood you.	

To FN

Juditors Initials

SW F3:	Recall a time that was really real for others.	
	Recall a time another was in good communication with others.	
	Recall a time another really felt affinity for others.	g
	Recall a time another knew he understood others.	ŧ

- Havingness: SWH F1: Look around here and find something that is really real to you.
 - SWH F2: Look around here and find something that would really be real to another.
 - SWH F3: Look around here and find something that would be really real to others.

DIANETIC SECONDARIES TRIPLE

RECALL	STEP:	SR	Fl	 Recall	losing	something.
		SR	F2	 Recall	another	losing something.
		SR	F3	 Recall anothe		losing something of

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To FN	
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INCIDENT STEPS:

IS F1: "Locate an incident where you lost something."

Havingness: (1 process) Sill Notice that

- 1. Date the incident.
- 2. Hove po to the incident with the exact command "Hove to (date)."
- 3. "What is the duration of the incident?"
- 4. "Hove to the beginning of the incident at (date)." Wait until meter flicks.
- 5. "What do you see?" (If pc's eyes are open, tell po first, "Close your eyes".)
- 6. "Nove through the incident to a point (duration) later."
- 7. Ask nothing, say nothing, do nothing (except observe meter or make <u>quiet</u> notes) while po is going through the incident. If the po says anything at all, just acknowledge and let him continue, using this exact command softly "Okay, Continue".
- 8. When the pc reaches the end of the incident say only "What happened?" When pc has finished talking, give a final acknowledgement.
- 9. Repeat exactly and only 2 through 8.
- 10. After the second and subsequent runs through an incident check "Has the incident become more solid?" with the pc.

2.

 I. Continue the above until a. The pc spots an carlier incident, or b. The pc gots no change on a run through the incident from the run just before, or c. The incident becomes more solid or fails to discharge. 12. If a, b, or c above occurs: "Locate an earlier similar incident." 13. Then 1 through 9. To FM 24. "Locate an incident of you causing another loss and misemotion." a. Date the incident. b. How to the incident with the exact dommand "How to (date)." What is the duration of the incident?" What is the duration of the incident?" What is the duration of the incident?" What is the duration of the incident?" What is the duration of the incident at (date)." What is the duration of the incident?" What is prove the incident to a yoint (duration) later." C. "How through the incident. C. When the pc reaches the end of the incident say only while pc is going through the incident. C. When the pc reaches the end of the incident say only "What happened?" When pc has finished taiking, give a final acknowledgement. Repeat eractly and only 2 through 6. 10. After the show until: a. The pc sorts an earlier incident, or b. The pc sorts an earlier incident, or c. The incident for the run just before, or c. The incident for the run just before, or c. The incident for the run just before, or c. The incident for the run just before, or c. The incident for the run just before, or c. The incident for the run just before, or 		<i>ه د</i> .		
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fails to discharge.		b. The pc gets no change on a run through the incident from the run just before,		*
		fails to discharge.		
statistic similar incident".	12	. If a, b, or c above occurs: "Locate an earlier similar incident".		
13. Then 1 through 9. To FN	13	. Then 1 through 9.	To FN	

IS

3.

To FN

- IS F3: "Locate an incident of another causing others loss and misemotion."
 - 1. Date the incident
 - 2. Move pc to the incident with the exact command "Move to (date)".
 - 3. "What is the duration of the incident?"
 - 4. "Move to the beginning of the incident at (date)." Wait until meter flicks.
 - 5. "What do you see?" (If pc's eyes are open, tell pc first, "Close your eyes".
 - 6. "Move through the incident to a point (duration) later."
 - 7. Ask nothing, say nothing, do nothing (except observe meter or make <u>quiet</u> notes) while pc is going through the incident. If the pc says anything at all, just acknowledge and let him continue, using this exact command softly "Okay, continue."
 - 8. When the pc reaches the end of the incident say only "What happened?" When pc has finished talking, give a final acknowledgement.
 - 9. Repeat exactly and only 2 through 8.
 - 10. After the second and subsequent runs through an incident check "Has the incident become more solid?" with the pc.
 - 11. Continue the above until:
 - a. The pc spots an earlier incident, or
 - b. The pc gets no change on a run through the incident from the run just before, or
 - c. The incident becomes more solid or fails to discharge.
 - 12. If a, b, or c above occurs: "Locate an earlier similar incident."
 - 13. Then 1 through 9.

If the pc drops into the underlying engram chain or any secondary flow being run, before FN on the chain, continue down the <u>angram</u> chain to FN and note the fact on this checksheet so that that engram flow will not be run again in error. After FN on that engram chain, take up the next remaining Secondary flow.

Havingness:

ISH FI:	Tell me something you could touch.	То	FN
ISH F2:	Tell me something another could touch.	To	FN
ISH F3:	Tell me something another could get others to touch.	To	FN

Juditors Initials

NO RECALL STEP

INCIDENT STEPS:

- E Fl: "Locate an incident containing pain and unconsciousness."
 - 1. Date the incident.
 - Nove pc to the incident with the exact command "Nove 2. to (date)"
 - "What is the duration of the incident?" 3.
 - "Love to the beginning of the incident at (date)." 4. Wait until meter flicks.
 - "What do you see?" (If pc's eyes are open, tell pc 5. first, "Close your eyes".)
 - "Hove through the incident to a point (duration) 6. later."
 - 7. Ask nothing, say nothing, do nothing (except observe moter or make guiet notes) while pc is going through the incident. If the pc says anything at all, just acknowledge and let him continue, using this exact command softly "Okay, continue".
 - When the pc reaches the end of the incident say only 8. "What happened?" When po has finished talking, give a final acknowledgement.
 - 9. Repeat exactly and only 2 through 8.
 - 10. After the second and subsequent runs through an incident check "Has the incident bocome more solid?" with the pc.
 - 11. Continue the above until:
 - a. The po spots an earlier incident, or a state of
 - b. The po gets no change on a run through the incident from the run just before, or
 - c. The incident becomes more solid or fails to discharge.
 - 12. If a, b, or c above occurs: "Locate an earlier" similar incident".
 - 13. Then 1 through 9.
- "Locate an incident of you causing another pain and an E F2: unconsciousness."
 - 1. Date the incident.
 - 2. Move pc to the incident with the exact command "Move to (date)."
 - "What is the duration of the incident?" 3.
 - "Move to the beginning of the incident at (date)." 4. Wait until meter flicks.

- To FN

			Auditors Initials
	5.	"What do you see?" (If po's eyes are open, tell po first, "Close your eyes".)	
	6.	"Hove through the incident to a point (duration) later."	
	-		$\mathbf{x}_{1} = \left\{ \mathbf{x}_{1}, \dots, \mathbf{x}_{n} \right\}$
	7.	Ask nothing, say nothing, do nothing (except observe meter or make quiet notes) while pc is going through the incident. If the pc says anything at all, just	n Thair an su
		acknowledge and lot him continue, using this exact a command softly "Okay, continue".	
	8.	When the po reaches the end of the incident say only "What happened?" When po has finished talking, give a final acknowledgement.	
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	10.	After the second and subsequent runs through an incident check "Has the incident become more solid?" with the pc.	
	11.	Continue the above until:	
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		b. The pc gets no change on a run through the incident from the run just before, or	and and an
		c. The incident becomes more solid or fails to discharge.	Martin Contractor
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	13.	Then 1 through 9.	To FN
E F3:		ato an incident of another causing others pain and onsciousness".	
	1.	Date the incident.	
	2.	Nove pc to the incident with the exact command "Nove to (date)."	
	3.	"What is the duration of the incident?"	
	4.	"Move to the beginning of the incident at (date)." Nait until meter flicks.	
	5.	"What do you see?" (If pc's eyes are open, tell po first, "Close your eyes".)	
	6.	"Nove through the incident te a point (duration)	
	7.	Ask nothing, say nothing, do nothing (except observe meter or make quiet notes) while pc is going through the incident. If the pc says	n an
		anything at all, just acknowledge and let him continue, using this exact command softly "Okay, continue".	
	8.	When the pc reaches the end of the incident say only "What happened?" When pc has finished	
		talking, givo a final acknowledgement.	

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Having	Dess:				
EH			FN		an gen gen gen af te ste a te ste a te
EH	F2: Look around here and find something another would	To	FN		aga ana ahaga ta Shingan Sh
EH	like.F3: Look ar und here and find semething another could get others to like.	To	FN		-
a an	LEVEL O TRIPLE	. t		•	
0-0F1	"What are you willing to talk to me about?"	_		1.0	
	"What would you like to tell me about that?"	To	FN	n an	
0-0F2		To	FN		
00F3	"What would you like him/her to tell you about that?" "What is another willing to talk to others about?" "What would he like to tell others about that?"	To	FN		
OA-F1	(Auditor chooses person by asking pc who it would be difficult to talk to.)				- -
·	"If you could talk to (chosen subject), what would you talk about?" "All right, if you were talking to about that, what would you say exactly?"	То	FM		
0 AF 2	(Auditor chooses someone pc wouldn't like to listen to)			• • • • • • •	e a construction an an a
t er weisen sig	"If could talk to you, what would he talk about?"	The second	FN		
· •	"All right, if was talking to you about that, what would he/she say exactly?"	21			and free for the second se
0 AF3	(Auditor chooses two people antagonistic to each other.)				- <u>-</u> +
,	"If another could talk to (two antagonistic persons) what would he/she talk about?"	m-	FN		
	"All right, if another was talking to (two antagonistic persons) about that, what would he/she say exactly?"	10	A W		

Auditors Initials

OB-F1 (Auditor chooses subject pc would have difficulty talking about.) "What are you willing to tell me about ____?"

"Who else could you say those things to?"

OB-F2 (Auditor chooses subject pc would find it difficult to hear another talk about.)

"What are you willing to have someone else tell you about _____?")

- "Who else could he or she say those things to?"
- OB-F3 (Auditor chooses subject pc would have difficulty having others discuss.)

"What are you willing to have someone tell others about _____?" "Who else could another say those things to?"

Havingness:

OH	Fl:	What	solid	could	you und	lerstand?	r.
OH	F2:	What	solid	could	anothe	r understand.	

OH F3: What solid could another get others to understand.

LEVEL ONE TRIPLE

- 1-F1 "What problem have you had with someone?") "What solutions have you had for that problem?"
- 1-F2 "What problem has another had with you?" "What solutions has another had for that problem?"
- 1-F3 "What problem has someone had with another?" "What solutions have they had for that problem?"

Havingness:

IH	Fl	а.	Point	out	some thing	desirabl	e	i.		~
	ssent.	•								1
Ħ	F2	a.	Point	out	some thing	another	would	find	de sirable	1
IH	F3	a.	Point desire	out	sone thing	another	could	get o	thers to	1

To FN_____

To FN

To FN_____ To FN_____

To FN_____

- To IN
- To FN

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То	FN	
		• 2.4
To	FN	
To	FN	

	LEVEL TWO TRIPLE	
HCO now be run se	B 5/8/68 "Level Two" is amended as these flows wi eparately.	.11
2-F1 "What I	have you done?"	To FN
2-F2 "What	has been done to you?"	To FN
2-F3 "What	has another done to another?"	To FN
Havingness:		
2H F. Tol.	1 me a flow you could be interested in.	To FN
2H F2 Tel	1 me a flow another would be interested in.	To FN
2H F3 Tel	1 me a flow another could get others interested in.	To FN
		e en esta de la companya de la comp
	LEVEL THREE TRIPLE	
3-F1 1. Lo	cate a change in life by listming to Blowdown: hat change has happened in your life?"	
2. Ge	t it dated.	
	t some of the data of it (don't run as an engram) you know what the change was.	
4. Fi:	nd out by assessment if this was a Break in	
	Affinity Reality Communication or Understanding	
an	d have the pc examine that briefly.	• •
	king the one found in "4" find out by assessment it was	
a secondaria de la companya	Curious about	
n a ser a ser A ser a s	Desired	
ana ang	Enforced	
	Inhibited	To FN
3-F2 1. Loo	cato a change by listeming to Blowdown: hat change has happened in another's life?"	
2. Get	t it dated.	1
	t some of the data of it (don't run as an engram) you know what the change was.	
4. Fi	nd out by assessment if this was a Break in	
	Affinity Reality Communication or Understanding	
aı	nd have the pc examine that briefly.	

			10.	l	Auditor	's Ini	tials		
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	thing the of it was	ne found in "4	" Ilna ou	t by assessme	ont		•		
		Curious about						1 - A	
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5 - 6						To FN		e Nga Nga	17 - 84 17
		nge by listing has happened				i shit		1990 - 1990 1990 - 1990 1990 - 1990 - 1990 - 1990 1990 - 1990 - 1990 - 1990 - 1990 - 1990 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 1990 - 19900 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 1990 - 19900 - 1990 - 1990 - 1990 - 1990 - 1990 - 19900 - 19900 - 19900 - 1990 - 19900 - 19900 - 19900 - 19900 - 19900 - 19900 - 19900 - 19900 - 19900 - 19900 - 19900 - 19900 - 19900 - 19900 - 1900 - 1900 - 1900	
2. Ge	et it dated.	н 1997 - Дал 1997 - Паралан Дал		en an an an Araba	•	20 20	1.11.4	· · ·	
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4, Fi	ind out by a	assessment if	this was	a Break in					
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		Roality Communication Understanding					• •. •		
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81	nd have the	pc examine th	at briefl	у.		 South State 	n an the second se		
	faki ng the of f it was	one found in "	4" find o	ut by assess	ment		1997 - A. M. 1997 - A. M.		
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Havingness	1	an an teorem ta angle. An		an an an Anna Anna Anna Anna Anna Anna	e 1.44	an a	er i Filipi		
3H F1: V	that is unkn	own about that	(room obj	ect)?	A. 1994	To FN			
3H F2: V	What doesn't	another know	about that)?	To FN			
	What about t anknown to o	hat (<u>room obje</u> thers.			1.	To FN			
	•	LEV	EL FOUR T	RIPLE	en e				
4-Fl List oth	t, "In this hers wrong?"	lifetime, wha 'Null to th	t do you e Service	use to make Fac.	1. 		2 . 		, and
Run	it in brack	30 - 96 (1 - 1 Cots:	in the spirit of			er de groene George	2004 A.C. 1		
"]	In this life make you ri	time how woul ight?" the last	.d.	(Service Fac) • • • • • • • • •		2 - 2 - 2 - 2		
*']		time how woul	a	make others	8 - 6	ter i s	•		
		time how woul	and the second	help you esc	1. 1. 24 24 1. 1. 1.		-y * 4	•	
" J	In this life others?"	time how woul	d	help you dom	inate				

Auditor's Initials

	"In this lifetime how would aid your survival?"	1
	"In this lifetime how would hinder the survival of others?"	
		To FN
4 - F2	List, "In this lifetime what does another use to make you wrong?" Null to Service Fac.	
	Run it in:	·
	"In this lifetime how would make others right?"	
	"In this lifetime how would make you wrong?"	
	"In this lifetime how would help others escape domination?"	
	"In this lifetime how would help others to dominate you?"	
	"In this lifetime how would aid their survival?"	
	"In this lifetime how would hinder your survival?"	
		To FN
4-F3	List, "In this lifetime what does another use to make other wrong?" Null to Service Fac.	rs
	Run it in:	
	Run it in: "In this lifetime how would make another make	
	Run it in: "In this lifetime how would make another make himself right?" "In this lifetime how would let another make	
	Run it in: "In this lifetime how would make another make himself right?" "In this lifetime how would let another make others wrong?" "In this lifetime how would help another cecape	
	Run it in: "In this lifetime how would make another make himself right?" "In this lifetime how would let another make others wrong?" "In this lifetime how would help another cecape aomination?" "In this lifetime how would help another dominate	
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Havin	Run it in: "In this lifetime how would make another make himself right?" let another make others wrong?" let another make others wrong?" help another cecape domination?" "In this lifetime how would help another dominate others?" "In this lifetime how would aid another's surviva "In this lifetime how would hinder the survival	1?"
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4 H	Run it in: "In this lifetime how would make another make himself right?" let another make others wrong?" let another make others wrong?" help another cecape domination?" "In this lifetime how would help another dominate others?" "In this lifetime how would aid another's surviva "In this lifetime how would hinder the survival of others?"	1?" To FN

11.

L. RON HUBBARD

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