

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex.

Sthil Instructors
Only
Central Orgs
Hco Sec, Assoc Sec.
D of T and Instructors

HCO POLICY LETTER OF DECEMBER 2, AD12

INSTRUCTORS' STABLE DATA

HCO AREA SEC
ORG SEC
Dir. Training
D/N HCA Theory Inst
D/N Prac. Instructor
D/N HCA Auditing Inst.

In addition to the Instructor's Code, there is a primary stable datum about all instruction:

Get the Student to accomplish auditing the preclear and then get the student to accomplish it with better form, speed and accuracy.

An Instructor must never lose sight of the PURPOSE of auditing. Auditing is for the preclear, is intended to improve the preclear's case. Auditing is not just a matter of good form.

The reason some students do not accomplish auditing is that they become so oriented on form alone that they forget the purpose of the form.

Good auditing form and correct sessioning obtains many times the result of bad form and incorrect sessioning. But total form and no effort to do something for the pc results in no auditing.

The result comes before the form in importance. Because students may use this idea to excuse lack of form, Q and A-ing, and to squirrel with their processes, the stable datum becomes unpopular with instructors.

A student should first be held responsible for the state of the pc during and after sessions and made to know that as an auditor he is there to get a fast, good result. The student should then be taught that he can get a better, faster result with better form. After that the student should be taught that Scientology results are only obtained by correct and exact duplication of Scientology processes, not by off beat variations.

This matter comes to the fore with Routines such as 2-12, a Problems Intensive, Prepchecking, Routine 3-21, 3GAXX and other powerful processes. All these are powerhouses when done for the benefit of the preclear and with perfect form and duplication of data.

However, R2-12 has the peculiar ability to produce results with the crudest of auditing. If you find anything that reads on a meter and represent it the pc feels miles better. So here is a procedure that can be done by a very green auditor and yet will produce an increased reality on Scientology in the pc. Thus the Instructor's Stable Datum above can be used with telling effect.

HOW TO GET THE BEST OUT OF 2-12

The student is just thrown into the snake-pit. He is told to get a result on the pc, not look pretty. The student is only told to GET A RESULT.

There are no check sheets, pre-training, briefing, anything. Give the student a meter, the Bulletins, LIST ONE, a pen and paper and DEMAND A RESULT.

A session is started by saying "Start of Session" and stopped by saying "End of Session". Nothing else.

The student wants to know how to do this or that. Tell him or her briefly and individually how to do the most fundamental actions, but MAKE HIM OR HER DO IT. And keep up a running refrain that you want results, results, results, on that pc.

The student will be all thumbs and faint. The Instructor may be horrified by the goofs. But don't bother with the goofs. Just demand results on the pc, results on the pc, results on the pc.

This action by the Instructor will teach the student (a) that he or she is supposed to get results in auditing and (b) that results can be obtained and (c) that he or she needs better skill.

So the first address to 2-12 in training is to teach those above three things (a), (b) and (c).

You can't teach a student who doesn't realize that results in the pc depend on the auditor and auditing and that results are expected from auditing; who believes results can't be obtained from auditing or Rockslammerlike wants to prove auditing doesn't work; and who doesn't yet know that he or she doesn't know. These are the barriers to training and a good auditor.

The gradient approach to the mind is vital. Clearing will not occur without it. But the gradient approach to auditing can be overdone to a point where the student completely loses sight of why he is auditing.

The advent of R2-12 gives us a chance to break away from too gentle a gradient and pound home the simple governing principles of auditing, and enter into an era of training in which swift students are not retarded unduly by slow students and all students learn at once the most fundamental lessons of auditing:

(1) First and foremost the auditor accomplishes something for the pc and without that there is neither sense nor purpose to auditing:

(2) Excellent form accomplishes more for the pc faster; and

(3) Exact duplication of processes alone return standard high level results on all pcs.

The student thrown in over his head learns:

(A) Results in the pc depend on the auditor and auditing and that results are expected from auditing;

(B) That results can be obtained in auditing and the better the form and duplication, the better the results; and

(C) That the student has more to learn about auditing and that the student doesn't know yet.

Therefore the Instructor must teach the student:

(a) That he or she is supposed to get results in auditing;

(b) That Scientology can obtain results; and

(c) That better form and duplication obtain better faster results.

I dare say many students learn things just because they are told to and find no relationship between form, duplication and the preclear. Let them fall on their heads and yet obtain results and this attitude will change - and you'll save us a lot of off beat nonsense and case failures in orgs. and the field.

R2-12 done before it is trained makes the student aware of lots of things and additionally puts the student in shape to learn. The check sheet in 2-12 comes after doing it. It will be wanted then. And in all other types of process it then will be possible to do the check sheet before the student does the process - the student will have seen the vital facts contained in (a), (b) and (c) for himself.

LRH:dr:tlm
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L. RON HUBBARD