

Solo Auditor Training
Part - 7 - Opposition
Processing

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HCO BULLETIN OF 16 JANUARY 2019

supersede
pilot process
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THE OTHER SIDE OF THE VEIL

A THEORETICAL EXPLANATION FOR THE CREATION OF THE PHYSICAL UNIVERSE AND THE PRINCIPLE INCIDENT FOUND ON ALL CASES THAT IS RESPONSIBLE FOR THE FORMATION OF THE REACTIVE MIND

The data that is presented here is purposefully vague so that those who run into this incident or attempt to audit it out, will not have any of the detailed information that I have managed to collect on this over the last twelve months. In this way, each person can see the truth of this for themselves and independently verify more detailed information on it that is planned to release in the future in book form.

I have chosen to do this so that none of the results achieved or data collected in auditing session can be tainted or have any doubt cast upon them.

The content of this is so unbelievable and contradictory to what humankind has been taught for millennia that it may be next to impossible for someone who doesn't experience it in session to believe that it is real. It may be the actual story of how our universe was created and why we have ended up here, and this could be too much for some individuals.

But more importantly, this may change the way we audit and address individual cases forever. For with this incident we would have in our possession the first implant ever created — which we were subjected to — ultimately forming the basis of our reactive mind and everything as a result of it after that.

It further means that every difficulty, problem, or aberration that we have in PT is traceable back to this area.

The area of a case in which this took place is done so using the latest version of NEST and is a bit difficult because the area has no *time*.

So, it will be necessary to match what is going on in a session with the data that is provided here if it is suspected that the area has been reached.

It can then be dated and located because once it is experienced in PT it can then be assigned a relative time.

The whole entirety of this incident is approximately 100 quadrillion years long, and the sequence is as follows.

1. Between 750 – 800 quadrillion years all thetans were compulsively mocking things up in a state of insanity as a result of the Big Bang (creation of the universe via a white hole)
2. (The Big Bang) 800 quadrillion years ago is the approximate time in which the Big Bang took place. With a massive explosion and the feeling of traveling down either a white or black tunnel on which the other side is the universe we find ourselves in now.
3. Between 800 quadrillion (The Big Bang) and 825 quadrillion year ago contains the “emerald city” or “city in the sky” and is a giant space station/city that floats in space. There are numerous advanced humanoid and non-humanoid races, a council of

galactic senators, and a decision to put everyone through “portals” to go to the other side.

4. Between 825 and 850 there is war, destruction, and the formation of black holes all over this universe as it began to decay.

In any part of this incident or series of events can be a universal basic on a chain, but the keynote is that the last life lived or experienced before the Big Bang is the one that set the standard of all that would follow on up to PT.

It is what has defined who and what we are now.

Run it and find out for yourself.

L. RON HUBBARD

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Instructions on the following procedure

The following process is very tricky and you need to follow exactly the procedure even if it doesn't seem logical.

Take your time and be precise in writing your answers in your worksheets because in some commands, you'll need to use what you said before to include it in the blank part of the command.

It is a short process but needs to be done precisely.

When you'll audit it, you can even stop at the middle and ask the instructor if you are not sure on what to do.

Now, if you don't feel to run this one, you can skip this course and go to the next.

And if you feel confident, I included a little surprise in this course. The Grade V Opposing Processing. A very nice rundown who was a pilot. I have been one of the first guy to run this one when Ron was developing that tech, and it was totally exciting.

Didier

Instructor

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HCO BULLETIN OF 15 NOVEMBER 2018R

REVISED AND REISSUED 16 JANUARY 2019

supersede pilot
process all
auditors
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As of this date, the previous version of these commands found in HCOB 15 NOVEMBER 2018 have yet to be canceled and are considered valid.

NEW ERA SCIENTOLOGY PROCESSING COMMANDS

1) **“Who or what is opposing _____ regarding yourself?”**

(Or **“Who or what is opposing _____ regarding another?”** and **“Who or what is opposing _____ regarding others?”** when running all flows.)

Any person, place, or thing can be used here from the PC, or any item from any worksheets, lists, or even from another processing command may be incorporated as well.

a) **“How would you describe that in a few words?”**

The phrase that the PC originates is used in the next command and this repeated in all subsequent commands followed with the use of the additional question “How would you describe that in a few words.”

2) **“Who or what was opposing _____?”**

The use of this question again is used to establish *who* in an incident (discovered with step one of this procedure) is doing the opposing. If it is someone other than the PC, then get what the other person did with steps three and four because it is not the PC’s.

“How would you/they describe that in few words?”

3) **“What was done by you/them to oppose _____?”**

“How would you describe that in a few words?”

4) **“Why were you/they opposing _____?”**

“How would you/they describe that in a few words?”

5) **“Is that all of this incident?”**

6) **“Is there an earlier/similar incident regarding _____?”**

The final description from step 4a) is used here.

If the TA has risen then ask for an E/S incident but if TA is still being produced and discharged then go through additional times as necessary starting from step 1.

Only go E/S if things begin grind or the TA goes flat on step 6.

Continue until a full DIANETIC EP — including erasure and postulate gotten off — in the universal basic area is achieved.

The data on this area can be found in HCOB 16 JANUARY THE OTHER SIDE OF THE VEIL.

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HCO BULLETIN OF 20 DECEMBER 2018

forward cc
pilot processes
grade 0 and above

[As of this date these are pilot processes and are to be taken as such until either canceled or reissued by myself — LRH]

0-V EXPANDED GRADE PROCESSES – QUADS – PART D – GRADE V PROCESSES

1. Opposition Processing — Straightwire Version

- a. **Recall a time that someone or something opposed you.**
- b. **How would you word that?**

Alternately-Repetitively to EP

2. Significance Processing — Straightwire Version

- a. **Recall a time that someone or something opposed you.**
- b. **What significance could you attach to that?**

Alternately-Repetitively to EP

3. Opposition of Communication — quad flow

F1. Tell me a time another caused you to oppose a communication.

How would you word that? Alt-Rep to EP

F2. Tell me a time you caused another to oppose a communication.

How would you word that? Alt-Rep to EP

F3. Tell me a time others caused others to oppose a communication.

How would you word that? Alt-Rep to EP

F0. Tell me a time you caused yourself to oppose a communication.

How would you word that? Alt-Rep to EP

4. Opposition of Problems — quad flow

F1. Tell me a time another caused you to oppose a problem.

How would you word that? Alt-Rep to EP

F2. Tell me a time you caused another to oppose a problem.

How would you word that? Alt-Rep to EP

F3. Tell me a time others caused others to oppose a problem.

How would you word that? Alt-Rep to EP

F0. Tell me a time you caused yourself to oppose a problem.

How would you word that? Alt-Rep to EP

5. Opposition of Ethics — quad flow

F1. Tell me a time another caused you to oppose ethics.

How would you word that? Alt-Rep to EP

F2. Tell me a time you caused another to oppose ethics.

How would you word that? Alt-Rep to EP

F3. Tell me a time others caused others to oppose ethics.

How would you word that? Alt-Rep to EP

F0. Tell me a time you caused yourself to oppose ethics.

How would you word that? Alt-Rep to EP

6. Opposition of ARC — quad flow

F1. Tell me a time another caused you to oppose affinity, reality, or communication.

How would you word that? Alt-Rep to EP

F2. Tell me a time you caused another to oppose affinity, reality, or communication.

How would you word that? Alt-Rep to EP

F3. Tell me a time others caused others to oppose affinity, reality, or communication.

How would you word that? Alt-Rep to EP

F0. Tell me a time you caused yourself to oppose affinity, reality, or communication.

How would you word that? Alt-Rep to EP

7. Opposition of Fixed Conditions — quad flow

F1. Tell me a time another caused you to oppose right or wrong.

How would you word that? Alt-Rep to EP

F2. Tell me a time you caused another to oppose right or wrong.

How would you word that? Alt-Rep to EP

F3. Tell me a time others caused others to oppose right or wrong.

How would you word that? Alt-Rep to EP

F0. Tell me a time you caused yourself to oppose right or wrong.

How would you word that? Alt-Rep to EP

8. Opposition Processing by Dynamics — quad flow

F1. Is there something or someone another has caused you to oppose on the _____ Dynamic?

How would you word that?

Alt-Rep to EP

F2. Is there something or someone you have caused another to oppose on the _____ Dynamic?

How would you word that?

Alt-Rep to EP

F3. Is there something or someone others have caused others to oppose on the _____ Dynamic?

How would you word that?

Alt-Rep to EP

F0. Is there something or someone you have caused yourself to oppose on the _____ Dynamic?

How would you word that?

Alt-Rep to EP

Each flow is run Alternately-Repetitively to EP for each individual Dynamic 1 through 9 (Infinity Dynamic)

9. Grade V Havingness

F1. What would someone in this universe or another allow you to have?

How would you word that? Alt-Rep to EP

F2. What would you allow someone to have in this universe or another?

How would you word that? Alt-Rep to EP

F3. What would others allow others to have in this universe or another?

How would you word that? Alt-Rep to EP

F0. What would you allow yourself to have in this universe or another?

How would you word that? Alt-Rep to EP

9. High-Tech GPM (Goals-Problems-Mass) Process

- a. **Is there something or someone that is opposing _____?** (Any item, goal, problem, etc.)

Repeated until LFBD

- b. **Who or what is opposing _____?** (EXACT wording of item that produced a LFBD in the previous step)

Repeated until LFBD

- c. **What would you do if _____ (they/it) opposed you?**

Repeated until LFBD

- d. **Why would _____ (they/it) oppose you?**

Repeated until LFBD — F/N, COG, and V.V.G.I's

If only a LFBD occurs, and not a full EP following it, take the item that produces the LFBD in this last step and repeat from step a.

For the purposes of this selection of Grades Processes (Expanded Grade V) this last process can be continued until the PC can do so easily and comfortably or until a major win that appears to be a Grade EP is achieved. This is due to the full EP of this Grade not being completely established at this time.

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