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Remimeo
OK to Operate E-Meter
checksheet
All Auditors
Tech
Qual
C/Ses
Cramming Officers

**E-METER DRILL 5RA
CAN SQUEEZE**

The following E-Meter Drill immediately revises and replaces E-Meter Drill 5, as it appears in The Book of E-Meter Drills and modifies any data to the contrary in E-Meter Essentials.

NUMBER: EM-5RA

NAME: CAN SQUEEZE

PURPOSE:

- I.** To demonstrate to the student how an incorrect can squeeze gives an inaccurate, unreliable needle reaction.
- II.** To train a student auditor how to get a pc to do an accurate can squeeze.
- III.** To train a student auditor how to determine the sensitivity setting to get 1/3 of a dial drop of the needle on the can squeeze, for use in setting the correct sensitivity for each preclear in an auditing session.
- IV.** To convince a student auditor that he has to use a correct sensitivity setting for 1/3 of a dial drop of the can squeeze to have a workable and readable E-Meter.

POSITION: The coach and the student auditor sit facing each other across a table with an E-Meter facing the student auditor. The E-Meter is already set up.

TRAINING STRESS:

SECTION 1: To give the student auditor a reality on how a can squeeze can be done *incorrectly* so he will know all the points he may have to correct to ensure he gets an accurate can squeeze.

1. Coach picks up the cans and holds his hands on the table so the student can clearly see them.
2. Coach has student set sensitivity booster knob to lowest position and the sensitivity at 1 on the sensitivity knob.
3. Coach has student adjust the needle to the set line on the needle dial. The coach will have the student readjust the needle to set as necessary at the beginning of each demonstration of the can squeeze.
4. The coach gives the cans a squeeze with an even pressure. If there is no read or a very small one, less than an inch, at sensitivity 1, the student auditor moves the sensitivity knob to 5, and gets another can squeeze. If still no read or it's smaller than an inch, student moves sensitivity to 16 and gets another squeeze. For purposes of the following demonstration, you want to set the sensitivity so that you can obviously see a movement of the needle on the can squeeze of about an inch. So the sensitivity could be set lower than 5 or higher than 5, so long as you get a fall of about an inch on the squeeze.
5. With the sensitivity setting determined in 4 above, the coach will then squeeze the cans incorrectly, each time in a different way. The coach shows the student what particular thing he's doing with his hands, and then has the student observe what happens on the meter and the distance the needle falls on the dial when he does each version of an incorrect can squeeze as follows:

A. Coach holds the cans with cups of palms and all fingers and both thumbs in complete contact with the cans. As he squeezes the cans, he lifts one finger off and then puts the finger back on after relaxing the squeeze. This is an incorrect can squeeze.

B. Coach holds the cans as in A. This time he gives the cans a very fast light squeeze. This is an incorrect can squeeze.

C. Coach holds the cans as in A, squeezes them with a gradual pressure and then when he releases the squeeze he relaxes his grip on the cans so it is much looser than before the can squeeze. This is an incorrect can squeeze.

D. Coach holds the cans as in A, and this time gives a hard fast squeeze. This is an incorrect can squeeze.

E. Coach holds the cans as in A, squeezes them firmly and only partially releases the squeeze. This is an incorrect can squeeze.

F. Coach holds the cans as in A, but gives a squeeze in 2 stages. first a little squeeze, then suddenly a harder one. This is an incorrect can squeeze.

G. Coach holds the cans as in A, gives a hard fast squeeze, and holds the grip. The student should notice that the needle swings way over to the right due to the sudden motion, and that it returns only part of the way with the coach still maintaining the squeeze, thus giving an incorrect measurement of the can squeeze. Student should see that the distance between the first needle position at set and the final needle position with the coach still maintaining the squeeze is the actual meas-

urement of the can squeeze fall. It is not the distance between the first needle position of set and the needle position at the far swing to the right. A hard, fast can squeeze is an incorrect can squeeze.

H. Coach holds the cans so they are not in contact with the cups of his palms and squeezes them. This is an incorrect can squeeze.

I. Coach holds the cans with the thumbs going up the sides and sticking out over the top edge of the cans and squeezes them. This is an incorrect can squeeze.

J. Coach holds the cans in a fairly tight grip and squeezes the cans. This is an incorrect can squeeze.

K. Coach holds the cans with the forefingers lifted slightly off and puts the forefingers on the cans during the squeeze. This is an incorrect can squeeze.

The drill is continued until the student auditor gets the idea that an incorrect can squeeze gives inaccurate, unreliable needle reactions.

SECTION II: To give the student auditor a proper idea as to what a correct can squeeze is, and to train him how to get a correct can squeeze.

1. The following drill should be done first by the coach to demonstrate to the student auditor what a correct can squeeze is:

A. The coach has the student auditor shake his hands until the fingers are loose and floppy.

B. Then the coach has the student auditor put his hands on the table, palms up, exerting no control on his fingers. The student auditor's fingers will curl in toward the palm.

C. Now the coach simply places the cans in the student auditor's hands at an angle across the palms. The natural curl of the fingers is sufficient to hold the cans in place, and the placement of the cans at an angle ensures that the maximum skin area is touching the cans. The cups of the student auditor's palms and all the fingers and both thumbs must be touching the cans. Ensure the thumbs go around the cans and not up the sides.

D. Now the coach has the student auditor gradually increase the pressure of his grip on the cans until a light squeeze is achieved, and then relax it. This is a correct can squeeze.

E. NOTE: Ensure when the student auditor relaxes his grip that he does not take a finger or thumb or his palms off the cans. He should have about the same contact he had at the start as in C above.

2. Having done the above, the coach now has the student auditor do the drill as follows:

A. Have the coach pick up the cans and keep his hands on the table so the student can see them throughout the can squeeze.

B. Check the coach's grip on the cans to ensure it is correct as in B and C above. The student may have to try out different sizes of cans, small, medium or large, depending on the size of the coach's hands, to obtain the correct size can which he can hold comfortably without strain and that fits into the cup of his palm, with maximum skin contact.

C. Adjust the sensitivity booster knob to the lowest position.

D. (a) Set the sensitivity knob at 1 on the sensitivity dial.

(b) Adjust the needle to the set line on the needle dial.

(c) Give the proper commands for getting a can squeeze as follows:

“Squeeze the cans, please.”

“Thank you.”

The student must ensure the coach gradually increases the pressure of his grip on the cans and relaxes it.

(d) Note the distance the needle fell when the coach squeezed the cans.

E. Now increase the sensitivity setting to 2 and repeat steps D (b), (c) and (d) above, again noting the distance the needle fell when the coach squeezed the cans.

F. Repeat steps D (b), (c) and (d) for sensitivity setting at 3, then sensitivity setting 4, then 5, then 6, and on up until you have the needle hitting the pin on the can squeeze. With the needle hitting the pin on the can squeeze, you wouldn't be able to note the length of the needle fall.

Flunks are given for not having the coach remove all rings or finger jewelry, as they can cause the needle to give unusual reads; for not checking that there is maximum skin contact on the cans; for failing to see that the thumbs go around the can and not up the sides; for failing to set the meter and needle up properly; for failing to notice and handle a sudden or hard or jerky or convulsive can squeeze instead of an even increase of pressure on the cans or sudden letting go of the cans; for not making sure the coach doesn't take a finger or thumb or palm off the cans when he releases the contact; for failing to note accurately the distance the needle fell on the can squeeze; and for giving the wrong commands. Lack of skill in earlier drills is corrected by pink sheet.

SECTION III: To give the student auditor a reality on setting the sensitivity for a 1/3 of a dial drop of the needle on the can squeeze.

The student auditor should know that setting the sensitivity for 1/3 of a dial drop on the can squeeze is an integral part of setting up each and every session he does. It is the sensitivity he will be using during the session. It is vitally important he gets the correct sensitivity setting for each preclear at each session, so that he will not miss reads or F/Ns. A sensitivity setting which is too low or too high for that particular preclear in the particular session will obscure reads and F/Ns, thus upsetting the preclear's case. Therefore, the student auditor must be proficient on this drill.

- A. Have the coach pick up the cans and keep his hands on the table so the student can see them throughout the can squeeze.
- B. Check the coach's grip to ensure it is correct, also ensuring you have the correct can size.
- C. Adjust the sensitivity booster knob to the lowest position.
- D. (a) Set the sensitivity knob at 5 on the sensitivity dial.
 - (b) Adjust the needle to set line on the dial.
 - (c) Get the coach squeeze the cans ensuring he does it properly.
 - (d) Note the distance the needle fell when the coach squeezed the cans.
- E. On Step D (d) the needle will have fallen a distance of either
 - (a) LESS than 1/3 of a dial drop,
 - or
 - (b) MORE than 1/3 of a dial drop.

If it's (a) raise the sensitivity a bit and repeat steps D (b), (c) and (d) and continue to do this until you have 1/3 dial drop. If it's (b) lower the sensitivity a bit and repeat steps D (b), (c) and (d) and continue to do this until you have 1/3 dial drop.

In other words, keep adjusting your sensitivity lower or higher according to whether the drop is more or less than 1/3 of a dial drop, until you get the correct sensitivity setting.

Each time a new can squeeze is asked for, the student auditor is to make sure the coach is holding the cans properly and is giving a correct can squeeze.

- F. The student then notes the exact sensitivity setting at which he got the 1/3 dial drop. Flunks are given for errors as in Section II above and for failing to recognize when a 1/3 dial drop of the needle on the can squeeze has been obtained; for failing to recognize if the coach is giving a considerably harder or lighter can squeeze than he was giving at sensitivity 5, and for failing to establish the correct sensitivity setting for 1/3 of a dial drop on the coach.

2. Now the coach has the student auditor do the drill on a number of other students, with the coach watching, until he is satisfied that the student can easily and accurately establish the correct sensitivity setting for a 1/3 dial drop can squeeze.

SECTION IV: To give the student auditor a reality on how a correct sensitivity setting for 1/3 of a dial drop on the can squeeze gives a readable and workable meter and how an incorrect sensitivity setting gives an unreadable and unworkable meter, so the student will understand why he has to use a sensitivity setting that gives 1/3 of a dial drop.

1. Coach has the student auditor set the sensitivity accurately on a correct can squeeze for 1/3 dial drop as in Section III.

2. The student auditor does a “pinch test” as follows: student pinches the coach's arm, hard enough to hurt a little bit.

3. Now, while watching the meter, the student says to the coach:

“Recall that pinch I just gave you.”

“Thank you.”

4. Student notes the reaction of the needle to his command and the distance the needle fell.

5. Coach has the student do steps 2, 3, and 4 several times, each time noting what the needle does in response to “Recall that pinch.”

6. Coach now has the student set the sensitivity at 1. Student has coach squeeze the cans and notes whether there's a read, or not. If there is a read, note size of read and leave the sensitivity at 1. If there's no read on the squeeze, the student still leaves the sensitivity at 1.

7. The student auditor does a new “pinch test” as in 2, 3, 4 and 5 above, noting the difference in needle response to the command “Recall that pinch” as compared to what it was in Step 5 at the correct sensitivity setting. There may be no read at all and the student should notice that.

8. Coach now has student set the sensitivity at 32, and coach squeezes the cans.

9. Student does the pinch test again and notes the reaction of the needle to his command “Recall that pinch.”

10. Coach has the student then set the sensitivity correctly for 1/3 of a dial drop on a correct can squeeze and does the pinch test again.

11. The student should observe from these pinch tests that an accurate sensitivity setting determined from a correct can squeeze gives a readable and workable meter and that an incorrect sensitivity setting gives an unreadable and unworkable meter. If he does

not see this clearly, then the coach would have the student redo steps 7 through 10 until the student sees why the sensitivity must be set for 1/3 of a dial drop determined by a correct can squeeze.

Flunks are given for failing to note what the needle did and size of read in response to student telling coach to recall the pinch and for errors in setting sensitivity accurately and getting a correct can squeeze when called for in the drill.

HISTORY: Developed as a training drill by L. Ron Hubbard at Saint Hill in December, 1963 and revised by L. Ron Hubbard in February, 1979.

L. RON HUBBARD
Founder

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