LEVEL 0 COURSE

for

ALETHIOLOGY CLEARING PRACTITIONERS

30 SEPTEMBER 1990

ALETHIOLOGY LEVEL 0

ACADEMY CHECKSHEET

(RCP) Recognized Clearing Practitioner

THIS COURSE CONTAINS KNOWLEDGE VITAL TO SUCCESSFUL LIVING.

PREREQUISITE:

1. Qualified Clearing Practitioner
2. Alethanetic Clearing Practitioner
3. Student Course

ORGANIZATION: _____

STUDENT'S NAME: _____

DATE STARTED: _____   DATE COMPLETED: _____

This checksheet contains vital survival knowledge and technology dealing with COMMUNICATION.

REQUIREMENTS:

Study Technology is to be used throughout this course.

Clearing requirements for course completion are mandatory. When you can apply the processes of the Level easily you will be acknowledged as a Recognized Clearing Practitioner (Class 0 Clearing Practitioner).

Study the data in checksheet order. Do not go past a word you do not understand. Use a dictionary and for Alethiology terms, use the LANGUAGE OF MIRACLES Dictionary.

The checksheet is one time through materials and practical.

LENGTH OF COURSE: _____
                              (Agreement between CS and Student)

SECTION ONE: STUDENT ORIENTATION

1.   READ: ON PERSONAL INTEGRITY   _____

2.   READ: THE SUPREME TEST   _____

3.   READ: WHAT IS ALETHIOLOGY   _____

4.   LOOK UP the following words in the LANGUAGE OF

MIRACLES and a regular dictionary:

Clear _____
Preclear _____
Practitioner _____
Clearing Practitioner _____
Clearing _____
Alethiology _____
Alethanetic Clearing _____

5. READ: CLEARING _____

6. READ: CLEARING PRACTITIONERS _____

7. READ: ON BECOMING A CLEARING PRACTITIONER _____

8. READ: THE BREAKTHROUGH OF TRAINING _____

9. READ: RECOGNIZING QUALITY PRECLEARS _____

10. READ: STUDENT GUIDE _____

11. READ: GUIDELINES FOR PRECLEARS _____

12. ASSIGNMENT: MAKE A LIST OF INCOMPLETE CYCLES OF ACTION (MINIMUM 10) TO BE COMPLETED BY THE END OF THIS COURSE _____

13. SHORT ESSAY: What is Alethiology? _____

SECTION TWO: CHARTS

1. READ: MASTERY OF CLEARING CHART - CLASS 0 _____

2. READ: LIFE EXPANSION CHART - COMMUNICATION _____

3. READ: THE END RESULT OF GRADE 0 _____

4. DEMO: The end result of Grade 0 _____

SECTION THREE: THE SCALE OF EMOTIONS

1. READ: THE SCALE OF EMOTIONS _____

2. READ: THE SCALE OF EMOTIONS DEFINED _____

3. DRILL: Write the SCALE OF EMOTIONS from memory _____

4. READ: SCALE OF EMOTIONS IN FULL _____

5. READ: CHART OF HUMAN EVALUATION _____

6. DISCUSS: Every aspect of this chart until a complete understanding of its use is attained. _____

7. READ: CHART OF ATTITUDES _____

8.   READ: OBNOSIS AND THE SCALE OF EMOTIONS   _____

SECTION FOUR: COMMUNICATION

1.   READ: WHAT IS COMMUNICATION?   _____

2.   DEMO: Communication   _____

3.   CLAY DEMO: Make a very large clay demo (with figures at least six inches high) of "communication", showing: two people, distance, an idea, attention, intention, duplication and understanding.   _____

4.   PRACTICAL: Observe the communication formula in life and record you observations.   _____

SECTION FIVE: ARC

1.   READ: AFFINITY, REALITY AND COMMUNICATION   _____

2.   DEMO: Affinity, Reality and Communication   _____

3.   DEMO: ARC and how it works   _____

4.   READ: INTERESTED VERSUS INTERESTING   _____

5.   PRACTICAL: Write up five examples of how you could use ARC to improve your relationships.   _____

6.   EXERCISE: OBSERVING PEOPLE IN YOUR PAST AND PRESENT   _____

SECTION SIX: FUNDAMENTALS

1.   READ: THE CLEARING PRACTITIONER'S CODE   _____

2.   DISCUSS: The Clearing Practitioner's Code   _____

3.   READ: OLDEST RULES OF CLEARING   _____

4.   READ: THE MIND'S PROTECTION   _____

SECTION SEVEN: COMMUNICATION EXERCISES

1.   READ: CONFRONT/CONFRONTING   _____

2.   DEMO: Confronting   _____

3.   READ: COMMUNICATION EXERCISES FOR CLEARING PRACTITIONERS   _____

4.   DEMO: Purpose of Communication Exercises   _____

5.   READ: PRACTICE CLEARING - THE BASIC THEORY   _____

6.   READ: ATTENTION, INTENTION & IDEA   _____

7.   READ: DUPLICATION   _____

8.   READ: ACKNOWLEDGEMENT   _____

9.   READ: TONE OF VOICE - ACKNOWLEDGEMENT   _____

10.   READ: ACKNOWLEDGEMENTS IN CLEARING   _____

11.   READ: PREMATURE ACKNOWLEDGEMENTS   _____

12.   DRILL: Premature acks and correct acks   _____

13.   READ: HANDLING ORIGINATIONS   _____

14.   READ: GRADIENTS IN COMMUNICATION EXERCISES   _____

NOTE - The student should make a recording of her Communication Exercises and compare her recording to the recorded sessions of an experienced professional Clearing Practitioner. This should be done on the final pass for CE 4.

15.   DRILL: Each of the Communication Exercises for Clearing Practitioners below:

      CE 00   _____

      CE 0   _____

16.   READ: COACHING   _____

17.   DRILL: Each of the CE's for Clearing Practitioners below:

      CE 0 BB   _____

      CE 1   _____

      CE 2   _____

      CE 2 1/2   _____

      CE 3   _____

      CE 4   _____

NOTE - The student Clearing Practitioner may have to cycle through these exercises to attain a pass.

18.   FINAL PASS ON CE 4 RECORDED   _____

19.   DISCUSS: Discuss with Course Supervisor how you could process someone very effectively, as a Clearing Practitioner, by running them many times through CE's OO to 4 with you as the coach. Why do CEs produce excellent gains in a Pc?   _____

SECTION EIGHT: THE CLEARING BIOFEEDBACK METER

1.	READ: THE CLEARING BIOFEEDBACK METER	_____
2.	READ: HISTORY OF THE CLEARING BIOFEEDBACK METER	_____
3.	SUPERVISOR DEMO: The pinch test	_____
4.	DEMO: What the CB Meter measures	_____
5.	READ: CB METER DRILL #1	_____
6.	DRILL: CB METER DRILL #1	_____
7.	READ: CB METER DRILL #2	_____
8.	DRILL: CB METER DRILL #2	_____
9.	READ: CB METER DRILL #3	_____
10.	DRILL: CB METER DRILL #3	_____
11.	READ: METER TRIM CHECK	_____
12.	DRILL: METER TRIM CHECK	_____
13.	READ: CB METER DRILL #4	_____
14.	READ: CB METER SENSITIVITY SETTING	_____
15.	DRILL: CB METER DRILL #4	_____
16.	READ: CB METER DRILL #5	_____
17.	DRILL: CB METER DRILL #5	_____
18.	READ: CB METER DRILL #6	_____
19.	DRILL: CB METER DRILL #6	_____
20.	READ: CB METER DRILL #7	_____
21.	DRILL: CB METER DRILL #7	_____
22.	READ: CB METER DRILL #8	_____
23.	DRILL: CB METER DRILL #8	_____
24.	READ: CB METER DRILL #9	_____
25.	DRILL: CB METER DRILL #9	_____
26.	READ: BLOWDOWN INTERRUPTION	_____
27.	READ: CB METER DRILL #10	_____
28.	DRILL: CB METER DRILL #10	_____
29.	READ: DEFINITIONS OF METER READS	_____

30. DEMO: Size of reads _____

31. READ: PHANTOM ROCK SLAMS _____

32. READ: CB METER DRILL #11 _____

33. DRILL: CB METER DRILL #11 _____

34. READ: METERING READING ITEMS _____

35. DEMO: When is a read valid _____

36. READ: INSTANT READS _____

37. DEMO: An instant read _____

38. READ: ARC BREAK NEEDLES _____

39. DEMO: A floating needle _____

40. READ: COMMUNICATION EXERCISES AND DIRTY NEEDLES _____

41. READ: CB METER DRILL #12 _____

42. DRILL: CB METER DRILL #12 _____

43. READ: CB METER DRILL #13 _____

44. DRILL: CB METER DRILL #13 _____

45. READ: METERING _____

46. READ: METER POSITIONING _____

47. READ: FOOTPLATES _____

48. READ: SETTING THE SENSITIVITY WITH FOOTPLATES _____

NOTE - The student Clearing Practitioner should cycle through the above CB Drills two more times to attain a pass, if needed.

49. READ: FALSE RANGE ARM _____

50. READ: FALSE RANGE ARM CHECKLIST _____

51. DRILL: FALSE RANGE ARM CHECKLIST _____

SECTION NINE: PROCESS COMPLETION DATA

1. READ: PRECLEAR INDICATORS _____

2. DRILL: The Course Supervisor reads off various good and bad indicators and the student says whether it's good or bad. _____

3. READ: FLOATING NEEDLES _____

4.   READ: RANGE ARM POSITION   _____

5.   READ: FLATTENING A PROCESS   _____

6.   READ: FLOATING NEEDLES AND END PHENOMENA   _____

7.   READ: END PHENOMENA   _____

8.   CLAY DEMO: End phenomena   _____

9.   READ: EXTERIORIZATION AND ENDING SESSION   _____

10.   READ: PERSISTENT F/N   _____

11.   READ: PROCESS CONCLUSIONS   _____

12.   DRILL: The difference between a cyclical and noncyclical
        process conclusion.   _____

SECTION TEN: THE COMMUNICATION CYCLE IN CLEARING

1.   READ: THE BASIC AXIOMS OF CLEARING

2.   DEMO: The Basic Axioms   _____

3.   READ: THE MAGIC OF THE COMMUNICATION CYCLE   _____

4.   READ: THE TWO PARTS OF CLEARING   _____

5.   READ: THE CLEARING COMMUNICATION CYCLE   _____

6.   READ: COMMUNICATION CYCLES WITHIN THE
               CLEARING CYCLE   _____

7.   READ: THE COMMUNICATION CYCLE IN CLEARING   _____

8.   DEMO: Each part of the Clearing Communication Cycle   _____

9.   READ: THE THREE IMPORTANT COMM LINES   _____

10.   DISCUSSION: THE ITSA LINE   _____

11.   READ: CLEARING PRACTITIONER FAILURE
               TO UNDERSTAND   _____

12.   READ: COMMUNICATION CYCLE ADDITIVES   _____

13.   DEMO: Communication Cycle Additives   _____

14.   CLAY DEMO: The Clearing Communication Cycle and what
        happens in the bank when it is applied.   _____

15.   LECTURE: THE LIFE EXPANSION CHART AND CLEARING   _____

16.   READ: RECOGNITION OF RIGHTNESS OF THE BEING   _____

SECTION ELEVEN: CLEARING PRACTITIONER BASICS

1.   READ: STANDARDIZED SESSIONS   _____

2.   READ: CLEARING PRACTITIONER SKILL   _____

3.   DEMO: Clearing Practitioner Skill   _____

4.   READ: THE DEFINITION OF Q & A   _____

5.   READ: ALL LEVELS Q & A   _____

6.   DEMO: Q & A   _____

7.   READ: A WELL TRAINED CLEARING PRACTITIONER   _____

8.   DEMO: The five signs of a well trained Clearing Practitioner _____

9.   READ: FORCING A PRECLEAR   _____

10.   READ: CLEARING PRACTITIONER TRUST   _____

11.   DEMO: Clearing Practitioner Trust   _____

12.   READ: CLEARING PRACTITIONER RIGHTS   _____

13.   DRILL: Ruds Going Out in Session   _____

14.   READ: THE GOAL OF CLEARING   _____

15.   DISCUSS: The Goal of Clearing   _____

SECTION TWELVE: EDUCATING THE PRECLEAR

1.   READ: GETTING THE PC SESSIONABLE   _____

2.   READ: CONCEPTUAL UNDERSTANDING   _____

3.   DEMO: Conceptual compared to Literal Understanding   _____

4.   READ: METHOD 5 WORD CLEARING   _____

5.   DRILL: Method 5 Word Clearing   _____

6.   READ: CLEARING COMMANDS   _____

7.   DRILL: Drill clearing commands   _____

8.   READ: ALETHIOLOGY C/S 1   _____

9.   READ: ALETHIOLOGY C/S 1 DEFINITION SHEET   _____

10.   DRILL: Delivering the Alethiology C/S 1   _____

SECTION THIRTEEN: ADMINISTRATION

1.   READ: ADMINISTRATION   _____

2.   READ: THE PRECLEAR FOLDER   _____

3.   READ: THE CLEARING PRACTITIONER REPORT FORM   _____

4.   LOOK OVER: A well done folder   _____

5.   DEMO: Put together a dummy PC folder including the folder,
      worksheets, Clearing Practitioner Report Form, folder summary,
      program, Personality Profile, yellow sheet for words cleared &
      the Clearing Practitioner's c/s.   _____

SECTION FOURTEEN: LISTEN STYLE CLEARING

1.   READ: LEVEL 0 STYLES OF CLEARING   _____

2.   READ: THE PRECLEAR INTERVIEW   _____

3.   DRILL: THE PRECLEAR INTERVIEW   _____

4.   READ: LISTEN STYLE CLEARING   _____

5.   READ: THE PROPERLY TRAINED CP   _____

6.   READ: QUESTIONS AND COMMANDS FOR LISTEN STYLE
      CLEARING   _____

7.   DRILL: Do Listen Style Clearing, using "TELL ME ABOUT
      BIRDS FLYING."   _____

8.   READ: THE EXPERIENCED PC INTERVIEW   _____

SECTION FIFTEEN: COMMUNICATION PROCESSES

1.   READ: LEVEL 0 PROCESSES   _____

2.   READ: ZERO - ZERO PROCESS QUESTIONS AND COMMANDS   _____

3.   DRILL: The Zero Processes   _____

SECTION SIXTEEN: MODEL SESSION

1.   READ: TIREDNESS AND CLEARING   _____

2.   DRILL: The Breath Test   _____

3.   READ: CHECKLIST FOR SETTING UP SESSIONS   _____

4.   DRILL: CHECKLIST FOR SETTING UP SESSIONS   _____

5.   READ: LISTEN STYLE ASSESSMENT DRILL   _____

6.   DRILL: Listen Style Assessment   _____

7.   READ: LISTEN STYLE ARC BREAK RUD   _____

8.   DRILL: ARC Break Rudiment   _____

9.   READ: MODEL SESSION   _____

10.   DRILL: Rudiments in Model Session clearing words as you go   _____

SECTION SEVENTEEN: CLEARING SECTION FOR STUDENTS

1.   Educate and orient one new person in the basics of Clearing and
        how to be a Preclear.   _____

2.   Do CE 0-4 on one new person   _____

3.   Do a complete Preclear Interview   _____

4.   Run basic Level 0 processes on one Pc or your twin. (LISTEN
        STYLE OR COMMUNICATION)   _____

5.   Complete your list of Cycles of Action and write out any wins
        from this exercise.   _____

6.   Course Review   _____

7.   Course Exam   _____

Student Attest:_____Date:_____

Academy C/S Attest:_____Date:_____

SECTION EIGHTEEN: STUDENT COMPLETION

I have completed the requirements of this checksheet and I know and can apply this material.

Student Attest:_____Date:_____

I have trained this student to the best of my ability and she has completed the requirements of
this checksheet and knows and can apply the checksheet data.

Supervisor Attest:_____Date:_____

ON PERSONAL INTEGRITY

12 AUGUST 1988

Personal integrity gives you the strength to hold to what you know to be true. Personal integrity is having the courage to know and say what you have observed.

With personal integrity we have the courage to observe what we observe and say what we have observed.

What is true for you is what you have observed for yourself. Nothing is true for you unless you have observed it. It is true according to your observation.

THE SUPREME TEST

12 AUGUST 1988

THE SUPREME TEST OF A BEING IS HIS ABILITY TO MAKE THINGS GO RIGHT.

This of course is a rather savage and brutal datum, for it thrusts aside all justifications, reasonableness, excuses and does not take into account the size or obstacles of the opposition.

But please note that the datum is not "are things all right around him" as this is a passive test and could mean only that he was simply sitting still.

Whether things are currently all right or not is beside the point. The Being who is making things go right may be tackling a mountain of confusion and of course things are not all right because what he is attacking is mainly wrong. It is whether or not he is making things go right in spite of "hell or high water" that is the test.

Many Beings live lives of quiet correctness without ever once making anything do anything. Things around them just happen to be orderly. The social system props them up. But someday - bang - the society gets into a turmoil which knocks out the props. THEN we see that there were too few present who could MAKE things go right and that is the end of the society. Thus died all civilizations. Their people lived in a system of correctness and things went right only so long as nothing was going wrong. Then one day things go wrong. These sophisticated but weak Beings never were able to MAKE things go right and so the whole society collapsed.

One might also ask, "WHAT IS MEANT BY RIGHT?"

This would be forwarding a purpose beneficial to the majority of the dynamics.

Aberration is by definition "a crooked line." It is from the Latin aberratio, "a wandering from" and from the Latin errare, "to wander" or to err.

A sane person thinks, looks and sees in straight lines. Black is black, white is white. The aberrated person looks toward black and wanders off in his gaze to something else and makes the error of saying it is "grey."

You can consider aberration in a passive way (supinely, of no force or action). A person is sane or not sane. He thinks straight or crookedly.

Now consider aberration in a forceful way. A person looks, then an opposing force to him pushes aside his gaze or distracts it. But the really sane, forceful person looks right on through and past the opposition and sees what is there anyway.

Let us take real action. Mr. Q rolls a ball from A toward B. En route Opposition X pushes the ball aside toward C. Mr. Q then shoves the ball toward C and says the reason it did not arrive properly at B was because . . . . .

Mr. S rolls a ball from A toward B. Opposition X diverts the ball toward C. Mr. S pulls the ball back into line and despite, over and through Opposition X the ball arrives at B anyway.

You can see that Mr. Q in the first example is willing to be aberrated or pushed aside or at least does not contest it enough. Mr. Q is aberrated.

Mr. S on the other hand was not willing to be diverted and went right on to B. Mr. S is not aberrated.

Now society, being mainly suppressive, observes that Mr. Q never has much commotion around him. True, he never arrives and he gets nothing done, but he isn't noisy so he is "okay."

Mr. S on the other hand makes an awful row and bashes Opposition X on the head and snarls his way onward toward B. Society says he is a bad fellow because he has fusses. Of course he also gets something done. But in a decadent society men are measured by how pleasant they are, not how effective they are, so Mr. S is regarded as a bit "mad." YET when trouble comes it is only the Mr. Ss who will save the day while the Mr. Qs all give up and die.

There is another point here, however. That is purpose. The difference between one Being's forward thrust and another's is PURPOSE, validity of.

A madman can go from A toward B relentlessly, where B is a totally undesirable and destructive point. But in actual practice, he only goes toward B and he never really arrives. He onlymakes everything go wrong.

B must be a desirable point not destructive to a majority of the dynamics for rightness to occur.

So here is the savage and bare datum:

THE SUPREME TEST OF A BEING IS THE ABILITY TO MAKE THINGS GO RIGHT.

CLEARING

13 AUGUST 1988

Clearing is the application of Alethiology processes and procedures to someone by a trained Clearing Practitioner.

A Clearing Practitioner is one who listens carefully to what people have to say and is one who is trained and qualified in applying Clearing processes to others for their betterment and personal advancement.

A process is a set of questions asked by a Clearing Practitioner to help a person find out things about himself and life and so improve himself and his life and the conditions around him. Therefore, a more exact definition of Clearing would be the action of: asking a Preclear a question (which he can understand and answer), getting an answer to that question and acknowledging him for that answer.

A Preclear (Pc) is a term used to describe a person who, through Clearing, is finding out more about himself and life.

Clearing gets rid of unwanted barriers that inhibit, stop or blunt a person's natural intelligence and abilities --- as well as gradiently increasing the abilities a person has so that he becomes more able and his survival, happiness and intelligence increase enormously.

To be a Clearing Practitioner you only have to be willing to guide a person's attention to an area in life that is bothering him by asking him an exact clearing question; to be willing to listen attentively to the person's answer; then to be willing to accept that answer and finally to be willing to acknowledge him for that answer.

In doing this, you must be willing to follow a Code or collection of rules (do's and don'ts) that a Clearing Practitioner follows while clearing someone. This ensures that the Preclear enjoys the greatest possible gain from the processing and that nothing occurs that can worsen the Preclear.

In working with a Pc (or being a Pc) there are certain guidelines that a Pc needs to know and follow to achieve the best results. These are:

1.   Be sure to get plenty of good food and rest. Do not consume any alcohol or drugs. Be able to put your full attention on the process.

 2.   Do not continue to think about the process and its commands in reference to yourself when not in session. It often results in the reactivation of material in the reactive mind without help to discharge it. Do Clearing when you are in session.

 3.   Do not discuss your case or sessions with any other persons or students (including family).

Occasionally, a student (who is co-clearing) may have a little trouble in Clearing which is more than can be handled by the fellow student or the Supervisor. At this time, the Pc goes to a professional Clearing Practitioner and has, what is called, a Review, where he gets special care to bring him through the confusion and back to having wins on course.

Keep these basic ideas in mind as you progress in your study of Clearing. Learn and follow the Clearing Practitioner's Code. You will find that you will be able to bring much increased happiness and ability to your own life and the lives of your friends.

CLEARING PRACTITIONERS

29 JULY 1988

Clearing Practitioners are individuals trained to help a person achieve the state of Clear and beyond.

A Clearing Practitioner is one who has been trained technically in procedures that free a Being. A Clearing Practitioner applies these technical procedures standardly to Preclears.

The Clearing Practitioner is not just another person who works with people. A Clearing Practitioner is a highly trained specialist, no matter what level of training she has completed. She enables a person to discover the truth for herself.

A Clearing Practitioner is to be respected and is very important in helping a Being know who she is. It's a big job and the Clearing Practitioner does it regularly and quietly. All Clearing Practitioners are appreciated.

ON BECOMING A CLEARING PRACTITIONER

30 SEPTEMBER 1990

BECOME: To pass from one state to another; to enter into some state or condition, by a change or by assuming or receiving new properties or qualities or a new character. To come into being.

Becoming a Clearing Practitioner happens on a gradient, gradually. It looks, sometimes, like it is a matter of completing courses, checksheets, drills, requirements. It is that, but there is an element to the process that is unseen. As we, as beings, are not of this physical universe and are not measurable, so is the quality of becoming a Clearing Practitioner. It happens by degrees and in stages.

Perhaps this is because if we were to transform instantly, the shock would be too great for ourselves and those around us. Nature gives us examples of the wisdom of day by day growth and the need for time to adapt to profound and deep changes.

For those of us who have been mothers, for example, pregnancy was one day at a time. If we'd been thrown from day one to month nine, we'd have been completely unable to cope both physically and emotionally, not to mention that the necessary growth for the baby would not have taken place.

As in Clearing, the changes you experience from your training and studying are integrated into your life day by day. But the cumulative effect can be powerful.

This path we're on, of Clearing and studying, is certainly not for everyone; it's probably not even for a majority of people. It might be only for a very small percentage. But for those people who it is truly for, it is the most exciting and satisfying course there is. It somehow takes care of a deep hunger or longing that no amount of trips, cars or vacations could eversatisfy. It solves mysteries, creates joy, heals relationships and in general creates a degree of peace, happiness and creative energy that I, personally, had almost given up on ever experiencing again.

If you are one of the small group who finds yourself on this path, be assured that like all explorers in life who have gone ahead of you, you will have moments of doubt. You may have moments where you're certain you're on the wrong path. But those will only be brief moments.

You have already rekindled a little flame within you that burns now and will never go out again. It is YOU, who you really are. And it will nourish you and inspire you and sustain you through all those times of distress.

And luckily, you will have your fellow travelers, who also will be there to cheer you on. The days or times when you feel uncertain may be when they are scaling the highest peaks with ease and call back and say: "It's really easy. Just put one foot in front of the other and follow the path right there and you'll make it.

THE BREAKTHROUGH OF TRAINING

3 August 1988

Fifty per-cent of the Clearing gains that are available come from training. You earn these gains by confronting the barriers that come up on course, and breaking through to the other side.

Think about being on course for a moment. It's more active for you than a Clearing session. You're reading, confronting new and sometimes confusing information, learning new skills, facing a meter, repetition, other people. Although course is not the place to get your "case" handled, it may come up in the form of barriers, or confusion or difficulty in an area.

Because we are actively "doing "things on course, it gives us the opportunity to stumble up against areas of the Reactive Mind that may not come up in session. It could be a reaction to another person, or to some new information. Each time something like this comes up it is an opportunity to chip away just one more piece of the "stuff" that has been running us and basically, ruining our lives.

The value in breaking through is that these areas are the same things that will stop you from being a successful Clearing Practitioner and from having relationships that really work in your life. So the good news is that being on Course is an opportunity to flatten some of those areas so that life becomes just a little easier.

Remember: "What turns it on will turn it off." Just as we wouldn't end a session with something incomplete, we need to make sure you are really through the confusion or difficulty before ending a drill. You may need to say: "I'm still stuck." Or to trust your coach to keep you going until you are VGI's.

There is no such thing as a way you are "on course" and a way you are "in life". They are one and the same. The same issues that stop you in life will come up on course. Inability to confront machines, misunderstood words, impatience with others' foibles, glibness, feelings of superiority, inferiority, you name it.

No one is going to blame you for having these things come up. It's true responsibility to confront them, keep going and get to the other side. Each moment is one more chance to break through to who you really are. That's what this game is all about, after all. Freedom for you as a Being.

It may look like we're going about Enlightenment in a rather round about way, (drills, bulletins, check-outs). But there IS a way out through this maze called life and your willingness to just stay on course and keep going will widen the path for you. Possibly shorten it too. Let's PAVE the highway out with our aliveness, certainty and lack of confusion!

15 SEPTEMBER 1990

THE HAVINGNESS SCALE

CREATE
RESPONSIBLE FOR (WILLING TO CONTROL)
CONTRIBUTE TO
CONFRONT
HAVE
WASTE
SUBSTITUTE
WASTE SUBSTITUTE
HAD
MUST BE CONFRONTED
MUST BE CONTRIBUTED TO
CREATED

One of the challenging aspects of beginning as a Clearing Practitioner is recognizing the source of the differences in the quality of Preclears. You can plainly see that some Preclears keep their appointments and some don't; some get enough food and rest and some don't; some make tremendous gains and some don't.

Let's look at the Havingness Scale and how it can help you to understand why it is that some people make better gains than others in Clearing.

If you, as a Clearing Practitioner, are in "Contribute to" or "Confront," and you are working with a Preclear who is in "Waste," you can find yourself feeling disappointed or discouraged with your work with this Preclear. This Preclear is up to the level of "wasting" Clearing. Of course you'll feel disappointed!

Below that is the Preclear who "substitutes" another practice in place of Clearing. Again lower is the Preclear who "wastes thesubstitute"; in other words, the substitute practice doesn't work for him or her either.

Even farther down the scale, a person could be at "had," "must be confronted," and "must be contributed to." Because of the low level of Havingness this far down the scale, these people would not be able to get gains from Clearing, and in the process will make your job very tough, with discouragement around every bend.

At the lowest ebb, "Created," we have the Preclear who is totally at effect. This person would probably find Clearing very unappealing from the start and would most likely disappear before you have much chance to become disappointed with him or her!

Going up the scale we find Preclears who can "have" Clearing. They follow the guidelines for successful sessions, they keep their appointments, and they make consistent gains from their Clearing.

As those Preclears continue to do Clearing, their Havingness will increase. Their "confront" comes up. They begin to "contribute to" Clearing by perhaps offering to do some work for the Clearing Practitioner - proofreading or entering data on the computer, etc. Next is "Responsible for" and you will find your Preclears at that level of Havingness helping you do logistics for the Communication Course or even presenting the Communication Course on their own. They are willing to be responsible for Clearing working.

At "create" your Preclears are creating the technology. They have new and expansive

ideas for improving the technology itself, or how it is presented, taught, promoted, etc. These Preclearsare your teammates. Their Havingness is high, and it is with them that you'll have the most success.

When you begin your endeavor to find people to work with as Preclears, it is easy to feel invalidated by people who aren't interested. The Havingness Scale is a tool you can use to help you understand the dynamics involved.

Clearing Practitioners are dedicated to freeing Beings from the traps of human existence, and there are Beings out there who want to be free. Keep studying and Clearing people - the high Havingness people will find YOU.

STUDENT GUIDE

13 AUGUST 1988

1.   Please get sufficient sleep and eat well when you are a student.

2.   When being a Preclear, be one, not a student or a Clearing Practitioner.
        When being a Clearing Practitioner, be one, not a student or a Preclear.
        When in class and in lectures, be a student not a Clearing Practitioner or a Preclear.
        (As much as possible, don't dramatize your case on course.)

3.   During the times you are a Preclear, (receiving Clearing) follow the Preclear Ground
        Rules.

4.   During the times you are being a Clearing Practitioner, follow the Clearing
        Practitioner's Code.

5.   Do not consume any alcoholic beverage 12 hours before class (24 hours before
        receiving Clearing).

6.   Students may not use any drugs whatsoever while in association with the Clearing
        Institute with the exception of prescription drugs, tobacco and coffee.

7.   Be ready, willing and able to assist your fellow man with processing at any time.

8.   Do not discuss, socially or openly, the case of a person entrusted to your care as a
        Clearing Practitioner.

9.   If you have a disagreement, take it up immediately and directly with the person
        concerned. Don't gossip or natter.

10.   Never use your position as a Clearing Practitioner to gain sexual favors from another.

11.   Keep all agreements you make with the Course Supervisor and other students and be
        careful not to make agreements you cannot keep.

12.   Be on time for classes and Clearing sessions.

GUIDELINES FOR PRECLEARS

29 SEPTEMBER 1990

Congratulations on the commitment that you have made to yourself by beginning the process of Clearing. In order to get the most out of your Clearing, the following are guidelines regarding your physical care and well being.

REST: You will find that you will get the most out of your sessions when you get at least eight hours sleep consistently. Also, if you are planning a trip, allow one day, at least, to rest up before beginning Clearing again.

FOOD: Your body is like a car: it runs best when given the proper fuel.   When your body is running properly, the success of your Clearing is greatly increased.   Make sure you are adequately fed before your session. Have a wholesome snack if your session comes a few hours after a meal. Your Clearing Practitioner will be glad to recommend books for you to read if you are interested in learning more about improving your diet.

ALCOHOL: Do not consume alcohol for at least 24 hours before a Clearing session.

DRUGS: Do not use drugs while you are receiving Clearing.

EXERCISE: Try to get out and exercise every day. Do something you really enjoy doing and that relaxes and energizes you. If you don't have something you already are used to, walking is a lightgradient Try to walk in a pleasant place where you will be able to enjoy nature and it will be relaxing and soothing for you. Walking along a busy street and breathing exhaust fumes, for example, may not be very beneficial!

STRESS: Begin to be more gentle with yourself. In Clearing, you are beginning a new relationship with yourself. You are on the path to becoming cause in your life, not effect.

Between sessions, begin to listen to what you really want to do, how you want to spend your time, who you want to be with, and follow those feelings.

Being with upsetting people, in negative environments or watching depressing entertainment, for example, can cause you to be so upset that it can diminish the good feelings you are getting from your sessions.

Be open to change and a new you emerging. You might find yourself wanting to clear out old things and junk. Go for it! The Reactive mind loves disorder, and by starting to put your physical life in order, you're taking one more step toward being cause over your Reactive mind and your life. You'll feel better too.

You may find that you are ready to let go of someone who really isn't appropriate in your life anymore. It's OK to grow and change. You may have been putting up with someone who is critical and negative, and suddenly you find you don't want to be with him or her anymore. Your time is better spent alone than with someone destructive to you.

Realize you and your Clearing Practitioner are working as partners. By taking good care of yourself, you are taking responsibility for your end of the partnership and you'll both be happy with the results.

WHAT IS ALETHIOLOGY?

25 MAY 1989

ALETHEA (pronounced all-ee-thee-a) 1. the Greek word for truth.

ALETHIOLOGY 1. the study or science of truth. 2. a system of natural laws which allow a person to discover for himself those personal truths that bring about a life of peace, abundance, success and balance. 3. The science and the study of the nature of truth and error, and of the highest laws for their discrimination. 4. The doctrine of truth, that part of logic which deals with the subject of truth. [Greek alethi- coming from alethea, truth + -ology coming from logos, study of or science of] (See THE OXFORD ENGLISH DICTIONARY, Oxford University Press, page 215, original 13 volume edition, or page 54, compact edition)

1837-8 Sir William Hamilton Logic iv. 69 "The first part of logic treats of the nature of truth and error, and of the highest laws for their discrimination, Alethiology." (Latham's edition of Todd's Johnson)

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The philosophy and technology of Alethiology provide the means for handling the six major sources of difficulty in any person's life. These are blocks and barriers involving communication, problems, hostility, upsets, ability and power. If you consider the complaints of your friends, you will find that all their troubles stem from these causes.

For example:

A college student laments, "I can't talk to my professors." He has barriers to communicating that limit his potential.

Another friend moans, "I'm so worried, I just want to give up, I don't know what to do." She is burdened with an unsolvable problem.

The harassed executive exclaims, "My employees are out to get me, they can't do anything right!" She is suffering from hostility.

A teenager cries to her friend, "Fred just dropped me; he didn't call when he said he would." This undesired emotion is the sign of an upset that might not disappear with time.

A mother complains, "I wish I knew how to handle Johnny's tantrums." Ability to handle people is unavailable to the mother and instead there is anxiety.

A young executive says, "I wish I could get this company moving and make things happen." He is expressing frustration over an inability to apply personal power.

Useful information revealing the causes and relief from these areas of human suffering is available in lectures, books, informal talks, tapes and courses.

The lectures, books, informal talks and tapes explain human behavior and offer workable solutions to many of the perplexing situations we encounter. The courses enable us to understand and handle people with confidence, to communicate effectively, to change unwanted conditions in our environment, to eliminate harmful effects from our lives, to free ourselves from upsets of the past and to regain lost abilities.

Alethiology also offers a procedure called "Clearing." Clearing is an individualized technique which allows a person to rapidly find and erase the cause of unwanted conditions.

Many couples have settled long-standing marital problems. Men and women have been able to obtain better jobs. Teenagers find studying easier. Parents learn better ways to handle theirchildren. Children become more confident in their abilities in school.

A Clearing session involves two people sitting across a table from each other. One person is a "Preclear" (one who is working toward clearing his reactive mind). The other person is the "Clearing Practitioner," a highly skilled professional, who directs the Preclear's attention to certain areas, asks questions and listens to the Preclear's answers.

The basic areas that Alethiology processes address include Communication, Problems, Relief, Freedom and Ability. As the Preclear clears away his mental debris from any of these areas he regains his ability to participate in and enjoy life. Each area has an ability gained or an attainment that occurs once a person has removed the negative mental material. This removal of negative mental material is accomplished in the process of Clearing. The following descriptions of the basic areas of Clearing can help you to recognize some of the barriers that disable Individuals and some of the breakthroughs available.

* COMMUNICATION: Releases a person from stops he has on his

* PROBLEMS: Releases a person from his problems.

* RELIEF: Relieves a person from the hostilities and suffering occuring in his life.

* FREEDOM: Gives the person freedom from the upsets of his past and freedom from generating upsets in his present.

* ABILITY: Helps a person move out of his fixed conditions and gain abilities to do new things.

Alethiology, the study and science of truth, is a path to greater ability, personal freedom and dynamic living. It is the truth that each Individual discovers for himself, from Clearing, study, application and observation, that makes Alethiology valuable to you. Alethiology is an experience that you have of you. It enables you to be in the moment-by-moment, day-to-day activities of life more fully and with more self-determinism.

THE SCALE OF EMOTIONS

20 FEBRUARY 1989

ENTHUSIASM

INTEREST

BOREDOM

ANGER

FEAR

GRIEF

APATHY

DEATHFULNESS

The SCALE OF EMOTIONS is the normal sequence of emotions for a human being. It was discovered by observing people in a variety of activities to see what happens when they change from one emotional state to another.

For example, a man opening a jar of olives for his nightly martini will approach the jar with enthusiasm (the top of the scale). If the manufacturer placed the lid on very tightly, the man will stop twisting and look at the jar with great interest (lower on the scale). Trying again and failing, he gets bored with the whole frustrating situation (still lower). Next he falls to anger (still lower) where he feels like slamming the damn thing against a wall and picking the olives out of the broken glass. At anger, he gives a rageful twist on the top, and failing this time, he will normally drop to fear. He will fear that there will be no olive in the martini tonight or perhaps fear that he is too weak for the task. Continuing fearfully and failing he will ordinarily drop to grief (sadness) and give the task up as hopeless (apathy).

At this point his helpful wife comes to the rescue after noticing her poor husband's plight. She hands him the mechanical jar opener. As he comes out of apathy to make another try at it, he will feel a little sad or griefy about his failure and then a flash of fear that this won't work either. He applies all his strength in a fierce angry effort, and as the top begins to budge, he passes through a kind of boredom into a strong interest in the job at hand. As the jar top finally gives way and comes off he feels a surge of enthusiasm at his conquest.

Normally, as we go through the day, we find ourselves moving on this scale of emotions. We might wake up in the morning with a feeling of high interest concerning a task we want to complete. Entering the children's room, we notice that little Susan has spots all over her face. This brings on a drop to fear and an immediate flash of anger at seeing that the spots were put there using mommy's lipstick. Now back to enthusiasm as the situation is handled and we finish breakfast and get back to that exciting project. As the day goes on we get a refusal of that favorite project and we drop to apathy, after shedding a few tears at grief, and then a few more tears at grief as we head for fear that we are just not going to make it in our chosen profession. Angry for a moment, we relax into boredom. Interest manifests as "let's give it another try" and final success gives us enthusiasm again.

The normal healthy person will move on this scale throughout the day, up and down. Staying in the higher range is the most pleasant and swinging wildly up and down is quite unpleasant for most people. Staying too long or being frozen at one of the lower emotions can create a most unhappy life. A person with what is called FREE EMOTION would spend most of the time above boredom and would be able to bounce back quickly from any stressful

situation which causes a drop in emotional level. A person with free emotion if angered would not stay angry for long or if frightened would not stay in fear for long. She would bounce back to interest or enthusiasm as soon as the stressful situation was over.

Unfortunately, there are people who spend alot of time in the lower emotions or are frozen at one lower chronic tone such as apathy. This is caused by a generally stressful life or by having a large amount of her subconscious engramic bank in continual reactivation. Engramic reactivation tends to push a person down this scale.

Any therapy which raises a person on this scale is considered valid. This includes, but is not limited to, moving to a new location, taking on fewer responsibilities, getting a better diet, getting more rest, exercise, education, ceasing the use of harmful drugs or alcohol, changing ones associates, ceasing to read the newspapers, ceasing to watch gory and violent motion pictures or television and, of course, good standard Clearing.

Any practice or living situation which lowers a person on this scale is considered to be destructive and harmful. This includes, but is not limited to, an upsetting living situation; too many responsibilities; a poor diet; no exercise; ignorance of the basic truths of life; the use of harmful drugs or the excessive use of alcohol; suppressive associates and friends; reading the newspapers; watching gory and violent movies and television and any mental or spiritual practice which causes you to feel down or depressed.

SCALE OF EMOTIONS DEFINED

14 AUGUST 1988

TONE	DESCRIPTION	DEFINITION
4.0	Enthusiasm (Cheerfulness)	Great interest; admiration; delight in pleasure; to be inspired.
3.5	Interest	Careful thought, reflection, consideration, attention; absorbed desire to talk about considerations.
3.0	Conservatism	Maintain existing order; resist/oppose change.
2.5	Boredom	Weariness of mind or spirit; loss of interest; vacillating back and forth; impatient.
2.0	Antagonism	Feeling of annoyance and irritation caused by advances of others. Unfriendly; mutual resistance; opposition.
1.8	Pain	Loss of position and awareness; hurt; emotional suffering; strong discomfort.
1.5	Anger	Great displeasure; rage; process of trying to hold things still; agitated negative emotion.
1.1	Covert Hostility	Bitter hatred disguised as interest or enthusiasm.
1.0	Fear	Terror; dread; alarm; fright; expectation of danger.
0.5	Grief	Intense sorrow, anguish.
0.05	Apathy	Lack of feeling; indifference.
0.0	Deathfulness	Succumbing; no longer inhabiting the body. An inability to create.

SCALE OF EMOTIONS IN FULL

EMOTION SCALE EXPANDED		KN0W TO MYSTERY SCALE
SERENITY OF BEINGNESS	40.0	KNOW
POSTULATES	30.0	NOT KNOW
GAMES	22.0	KNOW ABOUT
ACTION	20.0	LOOK
EXHILARATION	8.0	PLUS EMOTION
AESTHETIC	6.0	
ENTHUSIASM	4.0	
CHEERFULNESS	3.5	
STRONG INTEREST	3.3	
CONSERVATISM	3.0	
MILD INTEREST	2.9	
CONTENTED	2.8	
DISINTERESTED	2.6	
BOREDOM	2.5	
MONOTONY	2.4	
ANTAGONISM	2.0	MINUS EMOTION
HOSTILITY	1.9	
PAIN	1.8	
ANGER	1.5	
HATE	1.4	
RESENTMENT	1.3	
NO SYMPATHY	1.2	
UNEXPRESSED RESENTMENT	1.15	
COVERT HOSTILITY	1.1	
ANXIETY	1.02	
FEAR	1.0	
DESPAIR	.98	
TERROR	.96	
NUMB	.94	
SYMPATHY	.9	
PROPITIATION	.8	
(higher toned - selectively gives)		
GRIEF	.5	
MAKING AMENDS	.375	
(propitiation - can't W/H anything)		
UNDESERVING	.3	
SELF ABASEMENT	.2	
VICTIM	.1	
HOPELESS	.07	
APATHY	.05	
USELESS	.03	
DYING	.01	
BODY DEATH	**0.0**	
FAILURE	- 0.0	
PITY	- 0.1	
SHAME	- 0.2	
(being other bodies)		
ACCOUNTABLE	- 0.7	
BLAME	- 1.0	
(punishing other bodies)		
REGRET	- 1.3	
(responsibility as blame)		
CONTROLLING BODIES	- 1.5	EFFORT

PROTECTING BODIES	- 2.2	
OWNING BODIES	- 3.0	THINK
APPROVAL FROM BODIES	- 3.5	
NEEDING BODE:S	- 4.0	SYMBOLS
WORSHIPPING BODIES	- 5.0	EAT
SACRIFICE	- 6.0	SEX
HIDING	-8.0	MYSTERY
BEING OBJECTS	-10.0	WAIT
BEING NOTHING	-20.0	UNCONSCIOUS
CAN'T HIDE	-30.0	
TOTAL FAILURE	-40.0	UNKNOWABLE

OBNOSIS AND THE SCALE OF EMOTIONS

22 August 1990

OBNOSIS: from the phrase, "observing the obvious," the act of seeing the isness of something; seeing something exactly as it is; seeing what is actually there.

Somewhere in your possession, on your wall, in your desk, or tucked into a book are two valuable pieces of paper. They are keys to choosing and interacting with people and understanding human behavior. A Clearing Practitioner would not be without these references. They are the Scale of Emotions and the Chart of Attitudes. The information about emotional tones contained in these charts can be understood and applied by anyone interested in making better decisions about people.

The following are some examples of behavior that readily demonstrates the emotional tone of the person at a particular time:

Mary breaks into sobs and grabs
for the tissues. This is grief, 0.5

Joe loses his temper and throws a
book at the wall. This is anger, 1.5

Jim made a snide comment about Bob
and talked about him behind his back.
This is covert hostility, 1.1

Just because a person exhibits a certain emotion for a moment or moments doesn't mean that that is the person's chronic emotional tone.

Chronic: constant; habitual; continuous.

Chronic emotion is not occasional, experienced by an individual once in a while about certain things; instead, it entails the person's entire orientation to existence. It is how the person relates to all of life, all of the time.

The chronic emotional tones are those below 2.0 on the Scale of Emotions. People above 2.0 are able to move up and down the scale, always with the emotion appropriate to the circumstance.

People below 2.0 are stuck at a particular emotional tone; that tone is their chronic emotional tone. Chronic emotions are subtle and, at first, difficult to observe, because people at 2.0 and below on the Scale of Emotions go to great lengths to hide their chronic emotion with a thin veneer of social emotion.

Social: concerned with human beings in their relations to each other.

Veneer: to cover (anything) with a layer of something else to give an appearance of superior quality.

The social emotional tone is the one presented to the public. Take the example of Joe above. In the privacy of his own home, Joe can throw books, scream, jump and down and swear like a sailor to his heart's content. Out in public, if Joe gets angry about something, behavior like that could cause some uncomfortable or even serious consequences!

Anger is his chronic tone but he must prevent himself from displaying his true feelings. So what does Joe do? Hide his feelings, of course. Joe gets angry and must force himself to

smile pleasantly and pretend nothing is wrong. Perhaps as a child Joe threw tantrums openly, but he soon was persuaded by his father and the old "hickory stick" to find another way to handle his emotions.

So Joe learned to hide his true emotional tone behind afascade of social emotion and pretend he is not angry. This works so well in getting Joe out of trouble that after awhile, he forgets that he's pretending. He has learned how to appear high-toned so adeptly that he can easily fool himself and those around him into believing he is high-toned.

So it is with every person who is chronically below 2.0 on the Scale of Emotions, whether they are at Anger, Grief, Apathy, etc. They have learned that hiding their true emotions works better than showing them openly.

All of us have learned to operate in this way to one degree or another. Obviously there are times when revealing our true emotional tone wouldn't work to our advantage. The difference is that a person chronically below 2.0 on the Scale of Emotions has no choice. He is stuck at one emotion, a socially unacceptable emotion, and must make a good show of it, if nothing else.

People stuck below 2.0 on the Scale of Emotions are committed to succumbing and taking any friends or associates in their vicinity with them. They are a constant liability to any person or project with which they are connected. Therefore being able to discern chronic emotional tones from social ones would be a tremendous advantage.

This is where the ability to obnose - observe the obvious - comes in. The ability to obnose is not in any sense "inborn" or mystical. It is learned. How does an individual learn to see what is? Here is an exercise you can do to have the experience of seeing what is actually there, with nothing added, nothing taken away, nothing altered:

Get together with several students: one is the observer, one is the observed and one is the coach. The coach has the observer look at the observed and then the coach asks, "WHAT DO YOU SEE?"

The first responses may sound like this: The student says, "Well, I can see she's had a lot of experience." The coach may ask, "Oh, can you? Can you really see her experience? WHAT DO YOU SEE?" The student may reply, "Well, I can tell from the wrinkles around her eyes and mouth that she's had lots of experience." The coach persists, "All right, but WHAT DO YOU SEE?" The student may begin to see "what actually is there" at this point, "Oh, I get you. I see wrinkles around her eyes and mouth." "Good!" says the coach. The coach accepts nothing that isn't plainly visible. The student starts to catch on.

Now the coach increases the gradient. The coach again accepts nothing that isn't plainly visible. The student says, "I can really see that she's got ears." "All right" the coach responds, "but from where you're sitting can you see both ears right now as you're looking at her?" The student looks, "Well, no." The coach responds, "Okay. WHAT DO YOU SEE?" The student looks again and says, "I see she's got a left ear." "Fine!" the coach acknowledges.

No conjecture or tacit (silent) assumptions will do. Nor is the student allowed to compare "what is" with pictures she has from the past. For example: Student says, "she's got good posture." Coach would respond, "Good posture by comparison with what?" The student may defend, "Well, she's standing straighter than most people I've seen." The coach asks, "Are they here now?" The student looks thoughtfully and responds, "Well, no, but I've got pictures of them." The coach persists and asks, "Good posture in relation to what?" The student looks at the person and then at the coach and says, "Well, she's standing straighter than you are. You're a little slouched?" The coach checks the student, "Right this minute?" "Yes!" the student responds. "Very Good!" the coach acknowledges.

You see what the goal of this is?

It is to get a student to the point where she can look at another person, or an object, and see exactly what is there; not a deduction of what might be there from what she sees there; not something the reactive mind says ought to be there, but just what is there, visible and plain to the eye. It is simple!

OBNOSIS is quite important and enables a person to have a better understanding of people and their behavior. The keys to choosing people are knowing the Scale of Emotions and Chart of Attitudes and OBSERVING THE OBVIOUS.

ARC AND THE SCALE OF EMOTIONS

16 SEPTEMBER 1986

Who is the easiest person to relate to?

It is the person you like to be close to; the one you have things in common with and the one you can talk to.

There are three elements which, when inter-related, reflect the level of understanding between people. These are Affinity, Reality and Communication. They are a common denominator of all life's activities and the keystone (essential principle) of living associations. The ideas defining these elements include: Affinity - distance, duplication and affection; Reality - awareness, duplication and agreement (from an objective and/or subjective viewpoint); and Communication - perception, transmission, and duplication.

Initially, each element is defined, clarified and explored before discussing the inter-relationship.

Affinity involves distance and means love, a natural attraction for someone or something. As an example, when an individual is naturally attracted to someone, s/he duplicates and enjoys proximity to them; on the other hand, when s/he dislikes someone or something distance is established. A scale of affinity reflects the "degree of being close to" someone or something. Affinity has a wide range. Complete affinity would be the ability to occupy the same space as something else.

Affinity spans a scale of vibrations from +40 to -40. (See Expanded Scale of Emotions.) The highest level, serenity of beingness (40.0), is conceived as being oneself. Affinity, manifesting at various vibrations includes: closeness to ideas, 30.0; proximity to action, 20.0; inspiring others, 10.0; and celebrating living, 5.0. As we proceed downward toward the baser affinities there is loving others at 4.0 and friendlinessat 3.5. Affinity disappears as a positive element at 3.0, tolerance for people without much outgoing action, and continues to be expressed as a negative element at 0.05, a complete withdrawal from people. Below this affinity is replaced with solid matter.

An individual's level on the Scale of Emotions determines his/her reality. Reality involves awareness and duplication of the way something actually is. Reality refers to the individual's reality (subjective) and her/his awareness, duplication and/or agreement with the reality of others (objective). Reality breaks and disagreements with reality occur in the lower scale, 1.5 to 4.0, where reality is based on agreement and thingness. Breaks usually result from differing viewpoints and not from actual differences in reality itself.

An individual's reality at the highest level, 40.0, reflects her/his ability to create reality. Agreement is not required by this individual. S/he duplicates other's reality and things exactly as they are; there are no disagreements. From 40.0 to 10.0 on the Reality Scale the individual continues to operate without needing agreement to validate or verify her/his awareness. The individual constructs her/his own reality. At 40.0, reality of the non-material world is apparent, although it is subjective.

As we move down the scale to 30.0, reality is the awareness and use of postulates to create material from nonmaterial; at 20.0 reality is the awareness of action and creating action; at 10.0 reality is the awareness of inspiration and the ability to inspire; and at 5.0 reality is the celebration/observation of oneself as a being, an awareness of awareness unit.

Reality, from 4.0 to 3.0, is formed by agreement; and finally reality becomes solid (2.5 to 0.0). Reality as solid matter defines disagreements about reality with bullets and wars. Below this, on the negative Scale of Emotions, solid matter disappears and the individual's

reality is hidden even from him/herself.

Communication involves transmitting, perceiving and duplicating data from individual to individual, from a part ofthe universe to the individual, or from one's own memory recordings to her/himself. Communication uses all of the fifty or more perceptions, including the common ones of sight, smell, taste, touch, hearing and the extra-sensory perceptions, i.e., telepathy, clairvoyance, to experience material and nonmaterial worlds.

Communication at 40.0 on the scale is the instantaneous transmission, perception and duplication of data telepathically. Telepathic communication is not bound by matter, distance, time or energy or its physical laws. This occurs on all levels of the communication scale from 40.0 to 10.0. From 8.0 to 5.0, the individual is aware of being aware and her/his communication reflects this. At these levels on the Scale of Emotions, communication is cheerful, beauty is expressed, beauty is perceived, and the source of life is celebrated and there is an ability to withhold anything another could not experience easily.

At last the major breakthrough in an individual's communication occurs at 4.0. The individual gets her/his first glance that s/he is not the body or the mind. S/he begins to be aware of being aware.

Subsequently, communication begins to disintegrate as it becomes personal at 3.5; to solidify as it is converted into superficial chatter at 3.0; and to disappear, as communication is dismissed at 2.5. Below 2.0 force effort and deception are used in place of communication.

Affinity, Reality and Communication result in Understanding; and when there is understanding there is Ability. Stupidity, ignorance, illness, discomfort, emotional pain, incapability and other intolerable conditions disappear as understanding occurs.

"But how do these three elements equal understanding?" you ask.

The inter-relationship of these elements becomes easy to observe when I ask, "Have you ever tried to talk to an angryman?" Without a high degree of liking and a common reality there is no communication. Without communication and some affinity (ability to be close to) there is no reality. Without a common reality and communication there is no affinity.

Foremost of the elements is communication; it requires perception for it to occur; perception requires reality; and reality requires affinity (ability to get close to something or someone). Each element contributes to well being. Anytime one of these elements is missing a break in our understanding of someone or something happens. This break is accompanied by a feeling of sadness. A break is repaired by locating the break, identifying it and then spotting any earlier similar occurrences until the feeling of understanding is present again.

Understanding occurs (at 4.0 on the Scale of Emotions) when these three are present and balanced. When we understand someone or something we gain ability, experience health, enjoy happiness and feel pleasure in living.

WHAT IS COMMUNICATION?

13 AUGUST 1988

Communication is defined as:

THE INTERCHANGE OF IDEAS OR EVEN OBJECTS BETWEEN TWO PEOPLE.

To begin with, we need TWO PEOPLE and AN IDEA or something to be communicated. In addition, there is always some DISTANCE between the two people. One person has to start the communication. She is called the CAUSE-POINT because she causes the communication to start. The other person receives the communication, so she is called the RECEIPT-POINT.

The cause-point must have ATTENTION on the other person to see 'when and if' she is ready to receive the idea or object.

The cause-point, if she is going to get an idea across, has to have the INTENTION that the idea reach the other person; intention is a weak area for the shy person who is not certain and secure. It is often a weak point in communication.

Another ingredient in the formula of good communication is identified in this example: The battle commander sent back a message to headquarters from the battle, "Send reinforcements. We are going to advance." But the message had to be passed by word of mouth from the front line and by the time it got to headquarters it said, "Send three-and-fourpence. We are going to a dance."

What was the missing factor that made this an imperfect communication? DUPLICATION. Each person receiving the message didn't copy exactly what was said. This is another part of the communication formula where breakdowns occur. Because we don't get the person's attention or because our own intention to get our idea across isn't strong enough, the idea isn't duplicated; the idea isn't received the way we meant it and so misunderstandings arise. Once there is duplication, understanding can occur.

There is one more element missing from the communication formula, ACKNOWLEDGEMENT. This is the way you let another person know that you have received her answer. It could be a nod or a smile, a thank you or an okay. It simply lets the person know that you received what she said.

The anatomy of communication is:

CAUSE	DISTANCE	EFFECT
ATTENTION		ATTENTION
INTENTION		
IDEA		
		INTENTION
		DUPLICATION
		UNDERSTANDING
		IDEA
		ACKNOWLEDGEMENT

Joe is CAUSE while Cora is EFFECT with some DISTANCE between them. Joe puts his ATTENTION on Cora and gets Cora's ATTENTION. Joe's INTENTION is to get his IDEA across to Cora, whose INTENTION is to DUPLICATE the IDEA. Once the idea

isduplicated, Cora ACKNOWLEDGES Joe to let him know that she got the IDEA.

These are the ingredients in COMMUNICATION. When all of them are present communication occurs. When any of the parts are missing communication can breakdown.

Lack of acknowledgement is frequent in daily living, and is the cause of a lot of communication difficulties. Some people do not talk at all. They have long since given up the idea that anyone hears them, will listen to them or wants to listen. Similarly, the person who talks 'all of the time' is quite sure that no-one hears her/him; she tries to get through by talking compulsively. A remedy in each case is acknowledgement; let her/him know her/his communications are being received.

Also, we tire of doing things for someone who never acknowledges what we do. Acknowledgement closes the cycle of action so another knows her/his contribution is received and accepted.

Acknowledgement is not necessarily praise, just a sign that says, 'I see what you have done;' 'Thank you for ironing my shirt;' or to a child, 'Thank you for going to bed when you are told.' People become cheerful when their work and communications are acknowledged. Calling attention to mistakes, or tasks not done, prevents participation. Put in acknowledgement and observe a new level of activity and pleasure.

The formula of Communication is: CAUSE, DISTANCE, EFFECT, with ATTENTION, INTENTION, DUPLICATION, UNDERSTANDING and ACKNOWLEDGEMENT. An observation about communication is:

Communication is the consideration and action of impelling an impulse or particle from source-point across a distance to receipt-point, with the intention of bringing into being at the receipt-point a duplication and understanding of that which emanated from the source-point and an acknowledgement to close the action.

PRACTICAL DEMONSTRATION

To demonstrate the above axiom, use pieces from your demo kit. Set up a Source-Point and a Receipt-Point represented by two pieces, with a line representing Distance between them. Now take another object in your hand, call this Impulse (IDEA) or Particle (OBJECT). Push it (Action of Impelling) across the Distance from Source-Point to Receipt-Point. Repeat this demonstration, this time include the Consideration (THOUGHT) and the Intention (DESIRE) to bring about Duplication (EXACT COPY) and Understanding at the Receipt-Point of the Impulse or Particle emanating from the Source-Point. Then demonstrate Acknowledgement, the action of the cycle being closed.

FOCUS OF THE PRACTICAL DEMONSTRATION

TRAINING EMPHASIS:

1.   WAS THE COMMUNICATION RECEIVED?

2.   WAS THE COMMUNICATION RECEIVED THE SAME AS IT WAS SENT?

3.   WAS THE COMMUNICATION ACKNOWLEDGED?

POSITION: Student and coach sitting across from each other.

PURPOSE: To enable the student to clearly show the anatomy
                        of communication.

REMEDY: When the student has difficulty with any part of
            the anatomy of communication, look up the word
            in the dictionary and clear the meaning(s).

RESULTS: The student should feel good about her
            ability to demonstrate, understand and apply
            the Communication Formula.

        This drill is coached on a gradient. End the process on a win with the student looking bright.

AFFINITY, REALITY AND COMMUNICATION

20 FEBRUARY 1989

AFFINITY 1. a natural attraction to a person or liking for a thing. 2. a mutual attraction. 3. degree of liking or affection; the feeling of love or liking for something or someone. 4. a willingness to share the same space or a desire to be close to something or someone.

AGREE 1. to be in harmony or accord. 2. to be of the same opinion. 3. being or going together without conflict.

AGREEMENT 1. an agreeing; being in harmony or accord. 2. an understanding or arrangement between two or more people, countries, etc. 3. a contract.

REALITY 1. in human relationships, reality is measured by the amount of agreement between two or more people; a high reality means a high level of agreement. 2. solid objects; the real things of life.

RECEIPT POINT 1. where a communication is received. 2. the receiver of an idea, concept or object.

COMMUNICATION 1. the action of sending an idea across a distance to a receipt point (receiver) with the intention that it arrives at the receipt point; at the receipt point there must be attention and an understanding of what was received. 2. an interchange of objects or ideas between two people.

ARC 1. a word from the initial letters of Affinity, Reality, and Communication which together equate to understanding; pronounced by stating the letters: A-R-C; it has come to mean good feeling, love or friendliness: as, she was in good ARC with her friend. 2. the three things (ARC) necessary to the understanding of someone or something. (First the person must be in communication with someone or something. The most important activity in creating a relationship is communication. Then the person or thing must be real to some degree. Finally, there must be some degree of closeness or affinity. These three together (ARC) give us understanding.)

CLEARING 1. procedures designed to help an individual become successful and happy 2. the exhaustion of all the painfully unconscious moments of a person's life.

PRACTITIONER 1. a person who practices a profession, art, etc.

CLEARING PRACTITIONER 1. a person trained and qualified in applying Clearing processes and procedures to others for their betterment.

MISEMOTION 1. emotion which is irrational and inappropriate to the present time situation. 2. any emotion at or below 2.0 on the Scale of Emotions, e.g. antagonism, anger, covert hostility, fear, grief, apathy, etc.

There are three factors which are of the utmost importance in handling life. These three factors answer such questions as, "How should I talk to people?" -- "How can I sell people things?" -- "How can I give new ideas to people?" -- "How can I find out what people are thinking about?" -- "How can I handle my work better?"

These three factors are Affinity, Reality and Communication. We call this the A-R-C triangle. It is called a triangle because it has three related points. The first of these points is Affinity. The second of these points is Reality. The third of these points, and the most important, is Communication.

By Affinity we mean emotional response. We mean the feeling of affection or lack of it, the feeling of emotion or misemotion connected with life. By Reality we mean the solid objects, the real things of life. By Communication we mean an interchange of ideas between two terminals. Without affinity there is no real communication. Without reality there is no affinity or communication. Without communication there is neither affinitynor reality. Now these are sweeping statements but are nevertheless very valuable and are true.

Have you ever tried to talk to an angry man? An angry man's communication is at a level of misemotion which repels all people from him. Therefore his communication factor is very low, even though very loud. He is attempting to destroy something or some other person; therefore, his reality is very poor. Very likely what he is being angry about apparently is not what has made him mad. An angry man is not truthful; thus it could be said that his reality, even on the subject he is attempting to voice, is poor.

There must be good affinity (which is to say affection) between two people before they are very real to each other. There must be good affinity between two people before they can talk together with any truth or confidence. Before two people can be real to each other there must be some communication between them. They must at least see each other, which is in itself a form of communication. Before two people can feel any affinity for each other they must to some degree, be real.

These three terms are interdependent, one upon the other, and when one drops, the other two drop also. When one rises, the other two rise also. It is only necessary to improve one corner of this very valuable triangle in order to improve the remaining two corners. It is only necessary to improve two corners of the triangle to improve the third.

To give you some idea of a practical application of this, there is the case of the young woman who had run away from home and whose parents would no longer talk to her. The young woman, a clerk in an office, was quite despondent and was doing very bad work. A Clearing Practitioner, whose attention had been directed to her by the office manager, gave her an interview and discovered that her parents were intensely angry with her and would no longer communicate with her at all. They had been so upset at her refusal (actually her inability) to follow a career as a concert pianist for which they had her studying at greatexpense that they had "washed their hands of her" and the unpleasantness had forced her to run away to another city.

Since that time they had not communicated with her but had spoken to people she had known in her home neighborhood in very bitter terms concerning her. In such a state of mind, since she was intimately involved with her parents and wished to be on the best possible terms with them, she could not work. Her failure to perform her work was disruptive in her own office. In other words, her affinity was very low and her reality on things was quite low since she might be said to have been elsewhere most of the time and thus the communication lines which passed through her hands were equally low and successfully jammed other communication lines in the office, at which time this matter became of intense interest to the office manager.

Ordinarily, in the workaday world, the office manager would have dismissed her and found another person to replace her. But employment was critical to her at the time and this office manager knew the modern thing to do. He sent for a Clearing Practitioner.

The Clearing Practitioner, knowing well this A-R-C triangle, did a very ordinary thing-- to a Clearing Practitioner--which apparently worked magic as far as the young woman was concerned. He told the her that she must write to her parents and regardless of whether they replied or not, she must write, and she did so. Naturally there was no reply. Why was there no reply from the parents? Well, the young woman, having disobeyed them and having moved out from beneath their control, was apparently no longer in contact with them. These parents did not consider her as real. She did not actually exist as far as they were concerned. They had

actually said this to themselves. They had actually tried to wipe her out of their lives since she was such a disappointment. Therefore they had no emotion about her whatsoever except perhaps a sort of apathy. They had been unable to control her and so they were apathetic about her; she was not very real to them. As a matter of fact, to have started her on a career that she could not complete indicatesthat the young woman could not have been very real to them in the first place. Her parent's career choice was undoubtedly beyond her capabilities.

So the Clearing Practitioner had her write a letter which was entirely "good roads and good weather." The young woman said that she was working in this other city, that the weather was good, that she was getting along well, and hoped that they were both well and sent them her love. The letter did not take up any of the problems or activities immediately behind her leaving home. The A of the letter, the affinity, was quite high; the C was present. What the Clearing Practitioner was trying to do was establish R, reality; the reality of the young woman's situation, being in another city, and the actual reality of her existence in the world. He knew that she was sufficiently involved with her parents that if they did not consider her real, she was not even real to herself. Of course the parents did not answer this first letter but the Clearing Practitioner had the her write again.

After four letters, all of which said more or less the same things and entirely ignored the idea that there had been no reply, there was a sudden letter from the young woman's mother to her which was angry, but not with the young woman but with one of her old playmates. The young woman was held in line by the Clearing Practitioner and was not permitted to explode back through the communication line. Instead she was coaxed into writing a surprised, pleasant letter expressing her happiness at having heard from her mother. After this two letters came, one from the father and one from the mother. Both of them were very affectionate and hoped she was doing well. The young woman of course replied to these joyously but would have been completely propitiative if the Clearing Practitioner had permitted her to do so. Now a happy letter went back to each of them and in return two more letters came. Both letters were very congratulatory to the young woman at having found a job that she was interested in doing in life; there were requests as to where her clothes should be sent and a small draft of money to help her along in the city. The parents had already begun to plantheir daughter's new career which was in exact line with what the woman could do in life--stenographic work.

Of course the Clearing Practitioner knew exactly what was going to happen. He knew that their affinity and reality would come up and the young woman's reality, affinity and communication in the office itself would rise as soon as this situation was remedied. He remedied it with communication, expressing affinity for the young woman and this of course, as it always does, produced reality. The young woman began to progress and now that her feeling of reality was sufficiently high, actually became a very valuable office worker.

INTERESTED VERSUS INTERESTING

14 AUGUST 1988

INTEREST a feeling of wanting to know, see, do, own, share in or take part in:

INTERESTING arousing interest; holding one's attention; of interest: The sparkling diamond was very interesting.

INTERESTED feeling or showing interest, sympathy or curiosity: She was interested in the outcome of the game.

MEST is interesting. A being is interested. A person who talks on and on, without much concern as to who is listening, is making an attempt to be interesting. To the extent that he succeeds in being interesting he becomes MEST. A being who is operating at the highest levels on the Scale of Emotions is interested, interested in people, events and life in general.

A scale can be constructed with interesting at the bottom and interested at the top. At the bottom of the scale, totally interesting, we find MEST and at the top of the scale, totally interested, we find the highest attribute of a being.

INTERESTED   THE HIGHEST ATTRIBUTE OF A BEING

INTERESTING   MEST

Naturally, if a person is positioned at either end of this scale, no interactive or two way communication can occur. Only by varying his position on the interested/interesting scale can an individual engage in two way communication.

At interesting, the person talks and never asks questions and never listens to the other person. At interested, the person would only ask questions, observe and listen with no return flow. So, we see that a balance is necessary in a free, open and enjoyable interaction with another person.

In order to have a conversation with someone, it is necessary to have Affinity, Reality and Communication. The entrance point is always communication and a skillful use of the interested/interesting scale. This allows a person to get into communication and develop ARC with almost anyone. Talking about yourself and your ideas about things almost never works. This is often quite boring to the other person.

The real entrance point to communication is interest. One who asks questions is interested and one who talks or answers questions is being, at that moment, interesting. The key to having a good conversation and a happy relationship with someone is a balance of interesting and interested. The starting point is interest.

1. INTEREST
2. COMMUNICATION IN THE FORM OF QUESTIONS
3. REALITY
4. AFFINITY

To become interested in the other person, find out what is real to that person; then communicate in that area and build affinity. Even a person who is shy can be drawn out in this manner. That shy person certainly has areas of interest and if you get her talking in those areas, her shyness soon dissolves. At some point, that person will want to reverse the flow and want to find out about you.

To maintain communication and build affinity, one would communicate or direct

communication to areas of mutual reality and agreement, always from the point of interest. Eventually, one has to be willing to talk and be interesting also, but being interesting is always secondary and of lesser importance. Successful interactions depend on being more interested than interesting.

The Magic Formula for being able to talk to anyone about any subject and for being comfortable in almost any situation is:

1. Find out what the other person is interested in.
2. Try to direct her conversation with questions she will enjoy answering.
3. Then, LISTEN!

Show the other person that you are sincerely interested in what she is saying; give him or her all the eager attention and appreciation that she craves and is so hungry for, but seldom gets.

If you would be a good conversationalist, remember: "The wit of conversation consists more in finding it in others, than showing a great deal yourself."

OBSERVING PEOPLE IN YOUR PAST AND PRESENT

15 AUGUST 1988

The following exercise will assist you in seeing what effect people at various levels on the Scale of Emotions have had on you.

1.   List the persons in your present time environment who enforce affinity on you.

2.   List the persons in your present time environment who enforce agreement on you.

3.   List the persons in your present time environment who demand that you communicate with them.

4.   List persons in your present time environment who refuse your affection.

5.   List persons in your present time environment who won't let you communicate with them.

6.   List persons in your present time environment who refuse to let you agree with them.

Now go back and put a Scale of Emotions level number after each name as an estimate. Where is each one on the Scale of Emotions?

Don't worry about your accuracy. This is only to give you an estimate of the kind of reaction your environment might have on you. And to promote your understanding of these people.

Now take the first person you listed and go to the Chart of Attitudes. From the number you assigned the person, go across the chart at that level. If you assigned somebody to 2.0, follow 2.0 across the chart. Read each attitude on the 2.0 line horizontally across the chart. This should give you some understanding of that person. And it should tell you what his or her effect might be on another.

Take the next person with your assigned number across the chart. Follow on through with each person you listed.

You probably duplicated several listings with the same number.

With this exercise complete, let us delve a little into the past.

1.   List persons in the past who insisted they were your friends. This is a variety of enforced affection.

2.   List persons in the past who insisted you agree with them.

3.   List persons in the past who insisted you communicate with them.

4.   List persons in the past who would not show you affection.

5.   List persons in the past who refused to communicate with you.

6.   List persons in the past who would not let you agree on things.

INCLUDE ALL YOUR PARENTS AND RELATIVES HERE AS THEY COME INTO THESE CLASSIFICATIONS.

Assign a Scale of Emotions level number to each one.

Check each one for attitudes across the Chart of Attitudes.

What effect do you suppose all these attitudes, past and present, have on you?

THE CLEARING PRACTITIONER'S CODE

24 DECEMBER 1988

1)   I promise to not evaluate for the Preclear in session or tell her what she should think about her case.

2)   I promise to not invalidate the Preclear's case or gains in or out of session.

3)   I promise to administer only Standard Tech to a Preclear in the standard way.

4)   I promise to keep all Clearing appointments once made.

5)   I promise to process a Preclear only when she is sufficiently, physically rested.

6)   I promise to process a Preclear only when she is properly fed.

7)   I promise not to permit a frequent change of Clearing Practitioners.

8)   I promise to be effective with a Preclear and not sympathize with her case.

9)   I promise to end the session for the Preclear only after completing those cycles I have begun.

10)   I promise to remain with the Preclear throughout the session and never to walk off from a Preclear in session.

11)   I promise to never get angry with a Preclear in session.

12)   I promise to run every case action to its proper end phenomena.

13)   I promise to not overrun a Preclear.

14)   I promise to grant beingness to the Preclear.

15)   I promise to not mix the processes of Clearing with other practices.

16)   I promise to maintain communication with the Preclear and not cut her communication or permit her to overrun in session.

17)   I promise to not enter comments, expressions or turbulence into a session that distract a Preclear from her case.

18)   I promise to continue to give the Preclear the process or Clearing command when needed in the session.

19)   I promise not to let a Preclear run a wrongly understood command.

20)   I promise to not explain, justify or make excuses in session for any Clearing Practitioner mistakes whether real or imagined.

21)   I promise to estimate the current case state of a Preclear only by Standard Case Supervision data and not diverge because of some imagined difference in the case.

22)   I promise never to use the secrets of a Preclear divulged in session for punishment or personal gain.

23)	I promise never to use my power and position as a Clearing Practitioner in order to obtain sexual favors from a Preclear.

24)	I promise not to advocate Clearing only to cure illness or only to treat the mentally ill, knowing well it was intended for spiritual gain.

25)	I promise to cooperate fully with my fellow Clearing Practitioners in safeguarding the ethical use and practice of Clearing.

OLDEST RULES OF CLEARING

14 AUGUST 1988

There is an important rule in Clearing: Don't leave a Preclear in trouble just to end a session.

Clearing Practitioners always continue a session until the Preclear gets through whatever she is in.

Common decency of the Clearing Practitioner is great enough to know better than to leave a Preclear in the middle of a secondary or an engram and just coolly end the session. Ending a session with the Preclear in the middle of something is pretty cruel.

If the Clearing Practitioner is startled, afraid, freezes at the controls and then "Rabbits" (runs away by ending the session) it could park the Preclear in the incident. Of course, Preclears get into secondaries and engrams, go through misemotion and heavy somatics. This happens because things are running out. To end off a process or a session because of the fear of taking her through it is to ignore the real purpose of Clearing.

There is a rule. It is the second, oldest rule in Clearing. WHAT TURNS IT ON WILL TURN IT OFF.

The oldest rules we have are:

1) GET THE PC THROUGH IT.

2) WHAT TURNS IT ON WILL TURN IT OFF.

3) THE WAY OUT IS THE WAY THROUGH.

Follow them. Your Preclears will love you.

THE MIND'S PROTECTION

14 JUNE 1988

A Clearing Practitioner shouldn't clear Preclears with the fear that he will do some irreparable damage if he makes an error.

The mind is a self-protecting mechanism. Short of the use of drugs, as in narco-synthesis, shock, hypnosis or surgery, no mistake can be made by a Clearing Practitioner which cannot be remedied either by himself or by another Clearing Practitioner.

Any case, no matter how serious it is, no matter how unskilled the Clearing Practitioner is, is better opened than left closed.

CONFRONT/CONFRONTING

23 AUGUST1988

There are several definitions for the word CONFRONT. These definitions include two ideas:

TO FACE WITHOUT FLINCHING OR AVOIDING
and
TO STAND FACING OR OPPOSING, ESPECIALLY
IN CHALLENGE, DEFIANCE OR ACCUSATION.

These definitions, although giving meaning to the same word, do not seem related.

The word CONFRONT, originially, came from the words con, meaning TOGETHER, and fron, meaning FACE. The sources of these words have nothing to do with challenge, defiance or accusation. One theory on the disparity in the meanings may have to do with the "horror" that some person felt when he considered facing something he knew would be bad!

In essence, confronting is being able to be face to face.

Each time a person can't/doesn't face a situation or thing, or he avoids it, he loses some ability to perceive. This may not seem too important; however, the loss of perception results in the inability to take from a situation or thing that which we need. This could be the source of the definition that connotes opposition and challenge; what one can't face or take must be opposed. The underlying attitude of opposition is, "I won't take this!" or the other familiar phrase, "I don't have to take this!" Therefore, the individual has set in motion his opposition to the situation or thing rather than facing it and taking from it.

The first requisite of any subject is the ability to confront the various components (things)(parts)(divisions) ofthe subject itself. All misunderstoods, confusions, omissions and alterations of a subject begin with failures or the unwillingness to confront.

The confusions about "talent" and "native ability" are resolved when one recognizes the role played by the ability to confront. If one is able to confront a subject, he can exercise his "native ability" in that subject, however he may not have a "talent" for that subject. If a person can confront bats, balls and pitching he would certainly have ability in the area of baseball, although he may not have the talent to become a big league baseball player.

Basically, if one can just "be there" with "it," he can then communicate with whatever "it" is and handle "it." Thus the ability to communicate preceeds the ability to handle. But before one can communicate with something, one must be able to "be" in a location near "it" without upset or confusion.

As an example, you can't move a chair unless you can hold a position yourself near the chair. If you don't believe it, try it.

Amazing reactions occur when a person consciously begins to confront something. Dullness, perception trouble, fogginess, sleep, even pains and emotions can occur when one knowingly sets out to BE THERE AND COMFORTABLY PERCEIVE the various parts of a subject or a person. These reactions discharge and vanish as one continues to be there and perceive. These reactions are seen in the practice of Superior Contemplation (CE 0).

TERMS OF CONFRONTING

The word GRADIENT means a gradual increasing condition of, or a little more, or little by little.

The words SKIPPED GRADIENT mean taking on a higher degree or amount before a lesser degree of it has been handled. One has to go back and handle the missed degree or thing or he losesthe subject thereafter.

The words FLATTENING SOMETHING mean to do it until it no longer produces a reaction.

The word OVERRUN means going on too long. This is accompanied by protest, upset and a desire to stop. Anyone can do anything forever unless he begins to reactively stop it.

The word INVALIDATION means to refute or degrade or discredit or deny something someone else considers to be a fact.

CONFRONTING DRILL

POSITION: Student and coach sit facing each other across a table. Student uses a demo kit.

PURPOSE: To clear the definitions of confront and gain the ability to confront.

TRAINING EMPHASIS: The student understands and can apply the definitions of confront.

1.   Student confronts the definitions directly and demonstrates his understanding of confront and shows how he confronts situations in life.

2.   Student demonstrates the ideas of gradient, skipped gradient, flattening, overrun and invalidation and their relationship to confront.

REMEDY: If the student continues to have trouble with actual confronting of the objects, do reach and withdraw.

RESULTS: The student should feel good about his ability to confront. The student should experience success in being thereand perceiving, communicating with and handling the demo and its application. This demo is coached on a gradient.

End the process on a win with the student looking bright.

COMMUNICATION EXERCISES

FOR

CLEARING PRACTITIONERS

20 JANUARY 1989

When the processes and procedures of Clearing were first developed in the 1950's, it was found that the results of student Clearing Practitioners varied greatly. Some students would get excellent results on Preclears while other students did poorly. After doing a careful analysis of this situation, it was found that those students who performed poorly, did so with all the Preclears they worked with and those who performed excellently, did so with almost all Preclears. Since all Clearing Practitioners used the same simple commands and procedures, it was the conclusion of these original researchers that the student Clearing Practitioner's communication skills where at fault when sessions didn't run as expected.

Further investigation and observation revealed that the student Clearing Practitioners who did poorly were nervous, uncertain in their demeanor and exhibited distracting mannerisms, such as twitches and compulsive blinking, which caused their Preclears to become distracted. A Preclear who is distracted from looking at his mental image pictures in this way is not able to easily erase these pictures and often becomes upset with the Clearing Practitioner. Additionally, it was found that the student Clearing Practitioners who did poorly could not be heard by the Preclear, did not acknowledge the Preclear's statements, allowed some Preclears to wander off the subject of the session, and generally failed to exert proper control in the session. All this added up to a poor result or no result.

In order to remedy this situation, Richard and Jan Halpern developed training routines called TR's. These highly structured and patterned exercises teach the student how to effectivelyhandle a session. These exercise are now called Communication Exercises or CE's.

In the CE's, all the aspects of good session presence are broken down into simple exercises. By doing these simple exercises, also called Practice Clearing, the student Clearing Practitioner is able to learn the elements of good communication and control in sessions while, at the same, discharging the negative attitudes and feelings connected to communicating with and controlling a Preclear. In other words, the student Clearing Practitioner is given the opportunity to get all the bugs out of his communication before doing live sessions. The person acting as the "pretend Preclear" is called a coach. The coach's job is to put the student through his paces in these Practice Clearing sessions, so that the student experiences all the stress of a session and comes out the other end as a competent and successful communicator.

These Communication Exercises worked so well that the students reported great improvements in their daily lives and relationships with people outside of Practice Clearing as well as in session with Preclears. As a result, the exercises were simplified and written in a form which could be done by persons new to the subject. This beginning course is called the Communication Course.

Skill in the practice of the Communication Exercises by the Clearing Practitioner is essential to smooth and successful practice in Clearing. The student should do these exercises daily until they are easy and perfect. All the processes in the world are of no value without good CE's and the CE's alone, without any processes, can work miracles. The CE's are your most important and vital skill as a Clearing Practitioner (and in life too). That is why we often say "THE WORLD BEGINS WITH CE 0."

PRACTICE CLEARING - THE BASIC THEORY

25 AUGUST 1988

Practice Clearing is an activity a student participates in to learn to apply the cycle of action, i.e. Start, Change, Stop, to another for their improvement, using communication. The articles, Practice Clearing - the Basic Theory, present the parts of communication and the cycle of action.

To gain more control of communication, a student Clearing Practitioner studies, demonstrates, drills and applies the cycle of action using the practical communication exercises. This is the first gradient for the student who wants to have effective control of communication. Practice Clearing produces results in life, as well as in Clearing Sessions.

Before any student sits across from a Pc and delivers Clearing, the theory and essential ingredients of communication need to be studied; the student's understaning is checked out by a coach. The coach ascertains the student's grasp of the essential parts of communication and her ability to apply the theory, using clay or a demo kit. This is followed by the application of the exercises by the student.

The Communication Exercises are considered to be Practice Clearing because all of the elements contained in a Clearing session, involving communication and control, are present in each Communication Exercise.

The essential parts of communication include attention, intention, idea, duplication and acknowledgement.

PRACTICE CLEARING - THE BASIC THEORY

PART ONE: ATTENTION, INTENTION & IDEA

25 AUGUST 1988

The first part of the communication formula includes attention, intention and idea. These start communication and must be present for communication to occur.

In life, an individual intertwines these elements so tightly that often she thinks they are the same; there is no differentiation. However, as a student studies and applies each element, attention, intention and idea, she understands and can apply these effectively. Without them communication does not occur.

Observe yourself and others when talking. Do you look at the person you want to send an idea to? Do you look to see that they are paying attention to you? Is your idea clearly formed? Do you intend your idea to go over the distance to the other person?

ATTENTION means to stretch to and is the action of putting one's mind or one's observing faculties on someone. The Clearing Practitioner establishes attention with her eyes. The Clearing Practitioner waits for the Preclear to bring her attention to the Clearing Practitioner.

INTENTION means to stretch out and is the desire that forms actions and ideas. The Clearing Practitioner's intention is to get the Preclear to look at something or someone, have the Preclear get information from what she is looking at and to get the answer from that information.

IDEA means thought or picture. Ideas, as commands or questions, direct the Preclear's attention and produce answers that are, in turn, sent to the Clearing Practitioner with theintention that these answers are received.

These are the basic elements in all communication, i.e. attention, intention and idea; they start a cycle of action called communication.

PRACTICE CLEARING

PART TWO: DUPLICATION

25 AUGUST 1988

DUPLICATION is the action of making an exact copy of something.

DUPLICATION is especially important to the Clearing Practitioner when administering processes in a session. There is a pattern for a session, called a Model Session, as well as a pattern for giving each command. When these patterns vary in a session or in the statement of a Clearing command the Preclear receives a little jolt. Upsets result because of these changes.

As an example, a Clearing Practitioner, using the Clearing command "Do fish swim?" does not alter this command, even though there is a social temptation to vary the question, i.e. "By the way, do finny creatures wiggle in the water?"; and next time to say, "Say! does the finny tribe bathe?"; and the next time to say, "What brand of fish progresses from point A to point B in liquid habitats?". There is no legitimate time for this alteration in a Clearing command. The Clearing Practitioner says, "Do fish swim?" and every other time she says, "Do fish swim?". The command is duplicated newly in each new unit of time.

Communication Exercise 1, Dear Alice, is where we learn to be insistent on ONE COMMAND IN ONE MOMENT OF TIME; we don't repeat the first "Do fish swim?" another thousand times. No Clearing command should ever depend for any of its meaning on any other Clearing command ever uttered. Each one exists, theoretically and purely, in its own moment of time and is uttered itself in present time with its own intention.

Now this is quite important. Do you know that the Clearing command of a basic process, "Give me that hand" "Thank You", does not work unless each command is in a separate unit of time? If you turn it this way, "Give me that hand-thank you; give me that hand-thank you; give me that hand-thank you", it's not very helpful and nothing happens to the Preclear.

Why? It is simple. Instead of the student Clearing Practitioner being here giving the command we've got a machine which simply repeats the first command, "Give me that hand", over and over again. The result is that the command is not really being given. There's no intention there.

Do you know that if you told somebody to give you her hand with enough intention behind it, her body would respond without any habitual responses or learned social machinery. The person would just respond to the intention and move the body part. The body doesn't obey the words, the body obeys the intention to extend a hand.

Therefore, when you are asked to express a Clearing command with the same words over and over and over, each time you must express it in present time as itself with its intention. It isn't just a long duplication of it. Just repeating something over and over and over is sometimes so trying that people wonder how students ever become Clearing Practitioners at all. Nobody could sit in a chair and say "Do fish swim" for seventy-five hours. It's beyond human possibility, according to some people.

But the success and phenomenal results occur when the question is always uttered in present time, with intention. Then it could be said for a thousand and seventy-five hours, if necessary. It's only when the first command is repeatedover and over and when new intention is absent that it becomes very arduous. Only when a person makes a machine of the command is it impossible to do.

Communication is reached by duplication. At first you find that to make each utterance

of the command different in its own unit of time you use differentvoice inflections. But as you come up the line on this you find out thatyou actually canpattern the same tone and each time have it entirely new. It would be very, very incorrect to teach this, to have the Clearing Practitioner each time duplicate his own voice tones as they were the last time, because that is making a Clearing command depend on the last Clearing command. We care that each intention is new and fresh. The intention is to ask and get an answer to this question, "Do fish swim?" and, each time you utter it, it is uttered newly and in its own unit of time. Each command separate, and each command containing the words, quite incidentally, "Do fish swim?"

The duplicative factors of communication have little to do with being interesting. In the social context of life we often think that we have to be interesting in order to be liked. So to duplicate something, we think we actually lose some of the communication at first. It's just the reverse, actually. Furthermore, it is not the Clearing Practitioner's job to be interesting. Being interesting is a part of the communication formula, but to a Clearing Practitioner it is the least important part, as far as the Preclear is concerned. The student Clearing Practitioner is not there to interest and intrigue the coach or Preclear. Place two people in chairs facing each other and each one of these two people feels the compulsion to be interesting to the other. This is not Clearing, however; that's being interesting, that's being social.

When a person has any difficulty doing CE 3 or 4, "Do Fish Swim", the coach simply tells the person to sit in that chair across from some other student who isn't doing too well, and to sit there and look at each other without saying a thing or being embarrassed or anything else.

It is absolutely necessary that a Clearing Practitioner be able to duplicate. But answer this: Is a person who is saying something in present time, each time, really duplicating the last moment of time? He really isn't, is he? It's brand new.And so this duplication that we do means only the ability apparently to duplicate while being in present time.

The greatest motto of experience and the life we have lived is this: I won't ever do that again. This is the one thing your mama wanted you to promise. She wanted you to learn by experience; which is to say that when you did something wrong, or did something, you weren't ever to do it again. She hoped perhaps you would eat enough candy to make you so sick that you wouldn't "wolf" candy again; that you would eat enough ice cream so that ice cream would make you so green that you wouldn't make a pig of yourself over ice cream again;

People who are having a hard time tend to believe that all experience is painful; unfortunately, when they begin to depend upon experience and stand by this lesson of never doing it again, they can no longer duplicate. And what do you know, they can't communicate. Also, the bank jams. All sorts of interesting things occur. All moments become one moment. One moment becomes all moments. One thing looks just like another thing.

Just the action of repeating something like "Do fish swim?" as a student Clearing Practitioner, with full intention, has a tendency to unjam the whole mess. This is what duplication on CE 4 is up against. It is discharging all of that hard-won experience that you have accumulated that added up completely to NEVER DO IT AGAIN. And once discharged, you are free again to choose.

PRACTICE CLEARING

PART THREE: ACKNOWLEDGEMENT

24 APRIL 1989

ACKNOWLEDGEMENT is the third part of the communication cycle and is used by the Clearing Practitioner to end a cycle. It occurs after the Preclear says the answer to the Clearing Practitioner's question. The entire purpose of acknowledgement is to let the Preclear know that a communication cycle is complete.

Why is acknowledgement so important?

An acknowledgement is a stop, signaling the Preclear that her communication to you, the Clearing Practitioner, is received. It says, "I've heard what you said". When acknowledgement closes a cycle of communication it is a control factor; the Clearing Practitioner uses acknowledgement after the Preclear answers the question.

When a Preclear just rambles on and on because the Clearing Practitioner is essentially saying, "Keep going" or "Keep talking", there is no closure between the Preclear's answers. Insights and cognitions do not come from undirected ramblings but from directed and controlled looking. An acknowledgement achieves this. That's all there is to it.

The Clearing Practitioner puts her whole intention into a "Yes" or an "Okay" or a "Thank you" or anything else that communicates, "I have heard you" or "I got it". It isn't the word, it's the intention that ends it. Your communication is received, I see this cycle of communication is complete and I stop this cycle.

Here is an extreme example of a practical application of acknowledgement. Mrs. Plenty Bored, the wife of the executive manager of Fleabite Dustpowder or something, comes to you for Clearing and she is bored (the only thing wrong with her), and she's crazy (that's the only other thing wrong with her), and she never has anything to do, and she's just been lying around, and she has ailments.

She comes into the Clearing room and she starts to talk to you, the Clearing Practitioner. She says, "Oh, I've been to this specialist and that specialist; and it costs this much money and that much money; and I've been here and I've been there; and this is what's really wrong with me; and what you really should take up is so and so; and rah rah rah..." Soon, she begins to look more gray and less alive and in despair she leaves and decides that Clearing can't help her.

Whether in a Clearing Session or in life, you can watch these obsessive communicators, people on an obsessive outflow go straight down the Scale of Emotions if you keep on letting them talk. The longer you let such a person talk, the less havingness she has.

Obsessive communication is obsessive outflow equals no one is listening to me.

A person in this condition is generally not available to the procedures of Clearing, even with excellent acknowledgement. However, since you may have people like this in your life, your ability to put control in on such a person results in your sanity. The person on an obsessive outflow is trying to make up in quantity what she lacks in audience. There's nobody listening to her. she is in fact not talking to anyone. Then, all of a sudden you come up with an acknowledgement and say, "Hey! I heard you. I heard that. You have communicated to me, and that's it, now"; and they say, "Wow! I don't think I've ever talked to anybody before".

It's quite amazing.

If you ever find yourself with a Preclear like this and you want to start the session, you get a real clear intention to end her communication cycle and you say to them, "Good!" (being very careful not to chop and cause an upset). She'll stop talking. Your intention was clearly a stop and an "I heard you"; she knew that you received her communication.

When you can do this very well, when you can get that acknowledgement just right and when it does exactly what it is supposed to do, very often the person will look at you fixedly and say, "You know, I don't think anybody has ever heard me before". This, however, is a specialized use of acknowledgements to stop a compulsive outflow.

The general use of acknowledgement in Clearing is putting a period to the communication cycle.

This is the focus in Dear Alice, CE 2. The Coach, taking the part of the Preclear, says a line which represents an answer. You, the student, taking the part of the Clearing Practitioner, acknowledge or end cycle on each line delivered by the Coach. "Good," "Fine," "Okay", are used by the student to communicate "I heard that". The drill is passed when the Coach gets that her communications, the lines she is delivering, are received and each cycle is stopped consistently.

There is a specific way to acknowledge. That is to intend that the communication cycle ends at the appropriate time with the right amount of force so that affinity, reality and communication between the Coach and Student are maintained while the cycle of communication is stopped.

In the case of CE 2, the student Clearing Practitioner observes the coach (pretend Preclear) delivering lines of spoken communication from Alice In Wonderland The coach delivers a line, "And the Mad Hatter dipped his watch into the teapot" and the student Clearing Practitioner says, "Good". That ends that, you see.

When the Clearing Practitioner treats these lines as, "Well, read some more" or "Continue, go ahead", these are not acknowledgements at all. An acknowledgement says, "Stop"; "Whoa"; "Air brakes"; "Period"; "End"; "Heard you", "That's it".

So the student Clearing Practitioner has to say "Good", "Fine", "Okay", in such a way that the coach knows that the student Clearing Practitioner has received the communication, and that's the first gradient on which they are coached.

When acknowledgement is done with affinity and reality, communication actually occurs and each person is inspired by the experience. Learn to acknowledge people.

TONE OF VOICE—ACKNOWLEDGEMENT

Mood can be expressed by an acknowledgement. Evaluation can also be accomplished by acknowledgement, depending on the tone of voice with which it is uttered.

There is nothing bad about expressing mood by acknowledgement, except where the acknowledgement expresses criticalness, ridicule, or humor.

ACKNOWLEDGEMENTS IN CLEARING

12 JANUARY 1989

ACKNOWLEDGEMENT is used by the Clearing Practitioner to end a cycle. It occurs after the Preclear says the answer to the Clearing Practitioner's question. Acknowledgment depends entirely and completely upon making sure that the Preclear receives the Clearing Practitioner's acknowledgement. An acknowledgement signals the Preclear that a cycle has ended. This is the entire purpose of acknowledgement.

Avoidance of DOUBLE ACKNOWLEDGEMENT is vital if you ever hope to keep the Preclear in session.

Double Acknowledgement occurs when the Pc answers, the Clearing Practitioner then acknowledges, and the Pc then finishes his answer, leaving the Clearing Practitioner with another acknowledgement to do (and also leaving the Clearing Practitioner with no session).

Wrong:

Clearing Practitioner: "What could you say to your father?"

Pc: "I could say 'hello'."

Clearing Practitioner: "Fine."

Pc: "...'Father, how are you?' I could say that."

Clearing Practitioner: (weakly) "Good. What could you say to your father?"

Pc: "I could say 'Are you feeling well?' "

Clearing Practitioner: (desperate by now) "Good!"

Pc: "...'enough to go fishing?' "

Clearing Practitioner: "Well okay all right. Now..."

A Pc is not always sure he has answered the question so he often changes his mind. If the Clearing Practitioner gives any acknowledgement at all during the Preclear's reply, the Clearing Practitioner's procedure is incorrect.

You just don't "encourage" a Pc with a lot of "OK's" and "Yes's" in the middle of his answers. The Pc answers, the Pc is sure he has answered and the Clearing Practitioner then acknowledges the Pc. After all, it is the Pc that must be satisfied.

There are many ways to MIS-ACKNOWLEDGE a Pc. But any mis - acknowledgement is only and always a failure to end the cycle of a command - Clearing Practitioner asks, Pc replies and knows he has answered, Clearing Practitioner acknowledges. Pc knows Clearing Practitioner has acknowledged. That is a full clearing command cycle. Don't forget it and expect a process to work; it won't. The roughest spot for most Clearing Practitioners in CE 2 is not so much how to acknowledge but when to acknowledge.

A Clearing Practitioner running into this with a Pc should handle it this way:

Clearing Practitioner: "What could you say to your father?"

Pc: "I could say 'are you feeling well?'."

Clearing Practitioner: "Is that all?"

Pc: "Well, now. I could say, 'Are you feeling well enough to go fishing'?"

Clearing Practitioner: "Did that answer the question?"

Pc: "Yes, I guess it did. He always liked fishing and sympathy."

Clearing Practitioner: (sure Pc is through) "Good! What could you say to your father?"

If the Pc is not sure he has answered and that the Clearing Practitioner has accepted the answer, the Pc will get no benefit from the Clearing.

PREMATURE ACKNOWLEDGEMENTS

Here's a new discovery.

Do people ever explain to you long after you have understood?

Do people get cross with you when they are trying to tell you something?

If so, you are suffering from Premature Acknowledgement.

Like body odor and bad breath, it is not conductive to social happiness. But you don't use Lifebuoy soap or Listerine to cure it, you use a proper Comm formula.

When you "coax" a person to talk after he has begun with a nod or a low "yes" you ack, make him forget, then make him believe you haven't got it and then make him tell you at GREAT length He feels bad and doesn't cognite and may ARC Break.

Try it out. Have somebody tell you about something and then encourage before he has completely told you all.

THAT'S why pcs Itsa on and on and on and on with no gain. The auditor prematurely acknowledged. THAT'S why pcs get cross "for no reason". The auditor has prematurely and unwittingly acknowledged. THAT'S why one feels dull when talking to certain people. They prematurely acknowledge. That's why one thinks another is stupid—that person prematurely acknowledges.

The quickest way to become a social pariah (dog) is to prematurely acknowledge. One can do it in many ways.

The quickest way to start the longest conversation is to prematurely acknowledge for the person believes he has not been understood and so begins to explain at greater and greater length.

So this was the hidden ARC Break maker, the cognition wrecker, the stupidifier, the Itsa prolonger in sessions.

And why some people believe others are stupid or don't understand.

Any habit of agreeable noises and nods can be mistaken for acknowledgement, ends cycle on the speaker, causes him to forget, feel dull, believe the listener is stupid, get cross, get exhausted explaining and ARC Break. The missed withhold is inadvertent. One didn't get a chance to say what one was going to say because one was stopped by premature acknowledgement. Result, missed w/h in the speaker, with all its consequences.

This can be counted on to make you feel frightened of being "agreeable with noises or gestures" for a bit and then you'll get it straight.

What a piece of tech to remain incompletely explained. Fair scares one it does. And in the Comm formula too!

HANDLING ORIGINATIONS

25 AUGUST 1988

An ORIGINATION is a statement about the Preclear volunteered by the Preclear in session. It is an index that the Preclear is getting better. There is a saying among Clearing Practitioners, "The Pc is getting better; she is offering her insights and realizations to me."

The Preclear is as well as she can originate a communication. That means she can be a cause point on the communication formula. And that is a desirable point for her to reach.

"Does this apply to all of life?" you might ask.

Yes, it does. I dare say that every argument you have ever got into was because you didn't handle an origination. For example, when a person walks in and says, "Whee! I've just passed with the highest mark in the whole school", and you say, "I'm awfully hungry, shouldn't we go out and eat?" - soon you'll find yourself in a fight. she feels ignored. she originated a communication to have you prove to her that she is here and she is real. This is commonly seen with most children. They get frantic with their parents when their parents don't handle their originations properly.

Handling an origination merely tells the person, "Yes, I heard it, you're here, thank you." An origination in a Clearing Session requires that the Clearing Practitioner duplicates and acknowledges the Preclear; this participation is being cause in the communication formula. If the Clearing Practitioner fails to handle the origination, then the communication formula goes out of her control and she is an effect point, no longer a cause point. A Clearing Practitioner's job is to continue to be a cause point.

Originations come in two kinds, COMMENTS and ORIGINATIONS. A COMMENT is something that the Preclear says about her surroundings. It is never about herself/himself. An origination, as cleared earlier, is a statement volunteered by the Preclear about herself/himself.

CE 3 and CE 4 provide the student (Clearing Practitioner) with the opportunity to handle each kind of origination. Here is the gradient procedure. The coach (Preclear) is sitting in a chair and the student (Clearing Practitioner) is sitting across from her in a chair. The student (Clearing Practitioner) says, "Do fish swim?" or "Do birds fly?" The coach (Preclear) says "Yes." This is all very simple and is continued until the student (Clearing Practitioner) can deliver the question easily.

This is followed by the next gradient. The student (Clearing Practitioner) asks, "Do fish swim?" or "Do birds fly?" The coach (Preclear) doesn't answer that question 'Do fish swim?' instead, the coach (Preclear) says, "You know, your dress is on fire."

Where did this come from?

In Practice Clearing the coach uses comments to distract the student (Clearing Practitioner), gives her practice in handling comments and trains the student to differentiate between comments and originations. In an actual session everything a Preclear says is an origination, even if it is off the beam; everything the Preclear says must be handled by the Clearing Practitioner as an origination.

But how do you handle this off the wall comment, or one like it, in CE 3?

Well, you don't want the Preclear to go out of session. And you don't want to be distracted by the comment, so you:

1)   listen to the coach (Preclear);

2)   maintain affinity, reality and communication;

3)   get the Preclear back to the question by saying,
        "I'll repeat the question, 'Do birds fly?' "

One, two, three. The purpose for CE 3 is to train the student out of being distracted by comments, however in a real session, comments are originations.

What is an origination then?

In CE 4 the coach (Preclear) says, "I have a 'zorch' in my leg." This is an origination. It is volunteered by the Preclear and it is about her. The student (Clearing Practitioner) responds to this by:

1)   answering the Preclear with, "Thank You."

2)   saying, with affinity and reality,
        "Tell me about it." and listening

3)   saying, "Thank you, I'll repeat the question,
        "Do birds fly?'"

In a session there are other phrases the Clearing Practitioner uses to get into communication with the Preclear about the origination.. For example: "Is it bothering you too much to carry on with the session?" or "What in my question reminded you of that?" As you can observe, the purpose of all communication following an origination is to get the Preclear back in session.

Three steps, and as you learn how to handle these steps yourPc will always come back in session because she knows that it is safe to communicate to you and that her Clearing Practitioner knows how to handle communication with affinity and reality.

GRADIENTS IN THE COMMUNICATION EXERCISES

12 JANUARY 1989

CEs are done on a gradient. Students cycle through CE 00 to CE 9, each one to a win.

Do each days work on CEs to a big win. When resuming the CEs begin with CE 00 and CE 0. Then pick up where you left off.

Here is the way to do the CEs.

Do CE 00, eyes closed, to a win or a cognition or an improved ability to simply BE THERE. Go on to CE 0, eyes open. The student doesn't get a full pass on CE 00 or CE 0 but is familiarized with them. Fifteen minutes or so on the first round should be enough. Each exercise is stopped when the student recognizes a win that is a win for him.

Do CE 0 BB (Bullbait - to find something that distracts the student and use that item to distract him) to a win for the student that he recognizes as a win. Bullbaiting should be light. If the student is not laughing uncontrollably, the bullbaiting is too heavy.

Sometimes we have students who never laugh on CE 0 BB. Don't worry about this. Work with the student for 5 or 10 minutes and then go on. This student will most likely loosen up on the second or third time through the Communication Exercises.

Do CE 1 to a win for the student that he recognizes as a win. Don't try to cure or even necessarily mention faults. When you do give the student a "BREAK," concentrate on the student acquiring skills rather than eradicating faults.

Do CE 2 to a win for the student that he recognizes as a win.

Do CE 2 1/2 to a win for the student that he recognizes as a win. Half-acknowledgement is very light and wins occur immediately.

Do CE 3 to a win for the student that he recognizes as a win. This CE and CE 4 are designed to help the student duplicate and handle originations. The first gradient involves ease in handling basic commands and exact procedure.

Do CE 4 to a win for the student that he recognizes as a win.

At this point the student begins the upper level exercises. These produce major changes in the lives of students because the focus of CE 6 - 9 is on control and intention. The same gradient applies to CE 6 - 9 that applied to CE 00 - 4, do the CE to a win for the student that he recognizes as a win.

Now go back to CE 00. The student is better at CE 00. Go through the CEs from 00 to 9 again. Each time through, the gradient increases in difficulty. The student is coached in the direction of increasing the skills he has. It is very simple. The coach ensures that the student 1) KNOWS the communication exercise, 2) DUPLICATES the exercise, 3) DOES the exercise. Always, always, always COACH THE STUDENT TO A WIN.

There is no reason or use in making the student wrong. The job of the coach and supervisor is to make the student right. When you make the student right it shortens considerably the time it takes to learn the CEs.

In other words, approach the CEs with a gradient scale.

When this approach to CEs is applied, the student is eventually able to do a faultless 1

hour CE 00, a faultless 1 hourCE 0, an enjoyable and carefree CE 0 BB, a perfect CE 1, an incredibly good CE 2, an expert CE 2 1/2, an error-free CE 3 and an easy, satisfying, flawless CE 4. In addition, the student is masterful and controls another easily on CE 6 and 7, operates easily from intention on CE 8 and moves another body with intention alone on CE 9.

This is the way to fast, successful Communication Courses, full passes and Communication Course graduates with natural, easy, flubless communication.

THE CLEARING BIOFEEDBACK METER

20 JUNE 1988

The Clearing Biofeedback Meter was invented by the brilliant Clearing Practitioner Volney Mathison in 1950.

The Clearing Biofeedback Meter, the CB Meter, measures the electrical resistance of the skin. As the pores in the skin open, the electrical resistance of the skin decreases; as the pores in the skin close, the electrical resistance increases. This opening and closing of the pores is instantaneous and is caused by thought which is emotional in nature and which is just below the conscious awareness level of the Preclear.

The meter does not respond to material in the conscious mind of the Preclear nor does it respond to material which is totally subconscious or repressed. Neither of these conditions produces the characteristic responses (reads) on the CB Meter. The meter reads on material which is on the borderline of becoming conscious, just out of the conscious awareness of the Preclear. The material in this borderline area has actual emotional charge or mental mass connected with it, and when the Clearing Practitioner says the item to the Preclear, the skin pores respond instantaneously (opening) to produce a slight drop in skin resistance which is noted as a read (a fall) on the CB Meter.

Material which the Preclear cannot confront easily gives no read. Material which is unreal to the Preclear and which she cannot confront at all will also not read on the CB Meter, no matter what the Preclear says. Unconfrontable or unreal material can give a rise on the meter. Material which is confrontable or which could be confronted by the Preclear if it was brought to her attention and is in the borderline area between the conscious and subconscious minds and will produce responses (reads) on the CB Meter.

If the Clearing Practitioner chooses something to run in a session which does not read well on the CB Meter, the Preclear will not respond well to the Clearing and may, in fact, become upset with the practitioner. In this case, the practitioner is trying to run something which is unreal and not truly confrontable to the Preclear or something which is totally conscious and doesn't need Clearing. The case where the unreading item is unreal and not confrontable is the more likely case. Running such an item will cause the Preclear to feel heavy and out ofpresent time at the end of session. So don't run anything which doesn't read on the CB Meter.

If the Clearing Practitioner chooses an item to run which reads well on the CB Meter, the item will be real to the Preclear and confrontable, the session will run smoothly and at the end of session the Preclear will feel bright and happy. So always make sure that an item is a reading item before running it.

HISTORY OF THE CLEARING BIOFEEDBACK METER

20 JUNE 1988

It has been a proven and known fact since the earliest days of Alethanetic Clearing that the running of incidents (Locks, Secondaries and Engrams) produces actual physiological reactions and changes in the Preclear's body. These physiological changes are seen as:

1. Increased or decreased heart rate.

2. Increased or decreased breathing rate.

3. Increased or decreased body temperature.

4. Increased or decreased amount of perspiration.

5. Dilation or contraction of the pupils.

6. Involuntary movement of muscles.

These observations were made by the pioneering researchers in the period 1948 to 1950. It was observed that a "hot" incident, one that would produce maximum discharge, produced an increased or rapid pulse rate, increased or rapid rate of breathing, elevated body temperature, mental sweating (more on this later) in the form of palm and underarm perspiration and an involuntary fluttering of the eye lids.

If the Clearing Practitioner directed the Preclear's attention to a runnable and dischargeable incident, the above indicators could be used as a visible bio-feedback mechanism to let the practitioner know that he was on the right track. The Clearing Practitioner would begin to question and work with the Preclear while holding the Preclear's wrist (to follow pulse rate) and while observing the Preclear's body for other physiological indicators (breathing, eye lid fluttering, sweating, etc.) The sensitive and astute Clearing Practitioner could then steer the Preclear right into the proper incident, run and flatten the incident and eventually produce a release or a Clear.

Unfortunately, these indicators in the Preclear can be quite subtle and, as can be imagined, this technique required great sensitivity on the part of the Clearing Practitioner. As a result only a very small number of Clearing Practitioners were able to attain a level of mastery in the earliest practice of Alethanetic Clearing.

In late 1950, some of the early practitioners began looking for mechanical or electronic devises to enhance the Clearing Practitioner's ability to sense physiological changes in the Preclear. One such devise examined was the polygraph.

First developed through the efforts of W. M. Marston and John Larson in the 1920's, the polygraph records the normal reactions of a person and also the fluctuations that occur when the person lies to avoid confessing guilt. If the person is not guilty and therefore does not lie, it is assumed that only normal reactions will be shown. The polygraph, incorrectly but commonly spoken of as a lie detector, records fluctuations in blood pressure, pulse rate, respiration and the action of the sweat glands under stress. These fluctuations are recorded on a continuously moving sheet of graph paper. The polygraph only detects a lie when the person being tested has a physiological (emotional) response to lying.

The polygraph has limitations, however. Certain classes of individuals seem immune to the emotional reaction of lying, and hence their lying cannot be detected. These include the following 5 types: the person who has a very low IQ for whom lying has no significance; antisocial persons or permanent criminals who have no sense of guilt about lying; pathological

liars who cannot differentiate between truth and falsehood; persons who "forget" their crimes because they cannot accept responsibility for them; and some criminals who convince themselves by wishful thinking that they are not guilty of the offense. These individuals can be classified under the heading "emotionally unresponsive." The Clearing Practitioner will also run into these types in his practice.

Although many courts will not admit the evidence of a polygraph, the polygraph record may be used to single out the guilty person from a group of suspects. This narrows the search for admissible forms of proof.

Experimental use of the polygraph in Clearing sessions showed that it could aid the Clearing Practitioner in locating accessible incidents on the time track; however, it had several drawbacks.

1.   The polygraph is associated with police and criminal investigation work. This created a reactivating factor in session for some Preclears.

2.   It is a very expensive device costing several thousand dollars.

3.   It uses up a lot of graph paper which is also quite costly.

4.   The blood pressure, pulse rate and respiration measurements are unnecessary since it was found that the simpler measurement of sweat gland activity alone is sufficient to detect physiological changes in a Preclear.

To overcome the above difficulties with the polygraph, an electronics whiz by the name of Volney Mathieson developed what was then called an E-Meter (E standing for electro-psychometer). This early E-Meter was relatively inexpensive, recorded the response of the Preclear on a dial instead of graph paper and measured only the sweat gland activity of the Preclear. It worked wonderfully. Soon the Volney Mathieson E-Meter was being used by the majority of professional Clearing Practitioners.

The Mathieson meter was plugged into 110 volt household line which made it somewhat dangerous. Some Preclears were shocked or burned by short circuits. This was overcome in a later model developed in the mid 1950's. Six volt batteries were used instead of household current to eliminate the danger of shocks and burns and to make the meter more portable.

The relationship between emotional reactions (physiological response) and the change in the conductance of the skin was first reported by a Frenchman named Fere in 1888. His article in the French Society of Biology was titled "A Report of Observations on Some of the Changes of Electrical Resistance Under the Influence of Sensory Excitement and Emotions."

It should be mentioned here that there are two kinds of sweating. One is thermal sweating and the other is called mental sweating. Thermal sweating refers to the perspiration generated on the body surface by hot weather or physical exercise. The onset of thermal sweating is not instantaneous. Sweating from heat or exercise takes some minutes to begin. Its purpose is to cool the body through evaporation from the surface of the skin. Thermal sweating occurs more or less on all parts of the body.

Mental sweating, the other kind of response, differs considerably from thermal sweating. Mental sweating has no delayed onset; it is instantaneous and it attains a certain rate of secretion which corresponds to the intensity of stimulation, remains so as long as the stimulation lasts and subsides at once after it ends. Mental sweating is limited to the palms of the hands, the underarms and the soles of the feet.

Now you know why nervous people under stress get those large sweat marks on their shirts or blouses and why we get sweaty palms on a "first date" or during an exciting movie.

These are evidence of a special kind of sweating called "Mental Sweating or "Emotional Sweating." It should also be quite evident why the Preclear holds cans or has his feet on footplates and is not hooked up to the meter in some other way.

Mental sweating is caused by the instantaneous opening of the sweat pores in response to emotionally caused physiological changes in the body. As soon as the stimulus is removed, the pores close and sweating ceases. It should be noted here that the change in skin resistance is caused by the opening and closing of the sweat pores and not by the amount of sweat.

The response can be as large as a many division blowdown of the Range Arm or as small as a minute tick of the needle. The degree of the response is determined by the magnitude of the emotional reaction. The pores open causing a blowdown of the Range Arm when the Preclear is confronting and as-ising or Clearing material and close causing a rise in the Range Arm when the Preclear is not confronting or not-ising something.

This mental sweating response pattern is often called the "Galvanic Skin Response" or "GSR," hence we have the term "GSR Meter." This type of skin response is named after Galvany (1800's), one of the early researchers in the area of electricity, who, incidentally, had nothing to do with the discovery of the Galvanic Skin Response. It was just named after him.

Over the years since 1955 many improvements have been made in the measurement of the Galvanic Skin Response in the direction of improved sensitivity and improved reliability; however, the basic principal remains the same. And that basic principal is the utilization of the mental sweating response to guide the Preclear to accessible and runnable incidents hidden in the Reactive Mind.

CLEARING BIOFEEDBACK METER DRILLS

CB METER DRILL 1

20 JANUARY 1989

NAME: TOUCHING THE METER

PURPOSE: To familiarize the student Clearing Practitioner with the CB Meter.

POSITION: The coach and the student Clearing Practitioner sit side-by-side with the CB Meter in front of the student Clearing Practitioner. The CB Meter is on a table.

COMMANDS: "Touch the meter" and "Let go of the meter" alternately. An acknowledgement is given after each command.

TRAINING NOTE: The coach sees that the student Clearing Practitioner does the command. The coach asks from time to time, "How are you doing?" The coach handles any physical manifestation of the student by asking, "What's happening?" Always end on a win.

CLEARING BIOFEEDBACK METER DRILLS

CB METER DRILL 2

NAME: CB METER FAMILIARIZATION

PURPOSE: To familiarize the student Clearing Practitioner with the CB Meter.

POSITION: The coach and the student Clearing Practitioner sit side by side with the CB Meter in front of the student Clearing Practitioner. The CB Meter is on a table.

COMMANDS:

Touch the sensitivity knob.
Move the range arm to 5 1/2.
Plug in the electrodes.
Turn the meter to "test" for battery check.
Turn the meter to "on."
Set the sensitivity knob at 32.
Unplug the electrodes.
Adjust the needle to set by putting the range arm on 2.
Set the sensitivity knob at 8
Turn the meter to "boost."
Turn the meter back to "on."
Set the range arm at 2 1/2.
Point to the needle.
Turn the sensitivity knob to 16.
Demonstrate a range arm blowdown by moving the range arm down to 2.
Set the range arm at 3 1/2.
Point to 7 on the range arm dial.
Turn the sensitivity knob to 8.
Set the range arm at 6.
Demonstrate a range arm blowdown.
Switch the meter off.
Plug in the electrodes.
Set the range arm at 1 1/2.
Point to the electrode plug.
Turn the meter to "boost."
Unplug the electrodes.
Switch the meter on.
Set the sensitivity knob at 16.
Set the range arm at 3.
Set the range arm at 2.
Set the sensitivity knob at 1.
Set the range arm at 4 1/2.
Demonstrate an unmoving range arm.
Switch the meter off.
Move the range arm to 3 1/2.
Touch the range arm.
Touch the sensitivity knob.
Switch the meter on.
Adjust the needle to set.
Demonstrate an unmoving range arm.
Move the range arm to 5.
Switch the meter off.
Touch the sensitivity knob.
Point to the needle dial.

TRAINING NOTE: The coach reads off each line to the student, getting her to do each action. The coach acknowledges each complete action. The student may be cycled through this list until there is no hesitation in doing each action. Always end on a win.

CLEARING BIOFEEDBACK METER DRILLS

CB METER DRILL 3

22 JANUARY 1989

NAME: CB METER SET UP

PURPOSE: To familiarize the student Clearing Practitioner with setting up the CB Meter.

POSITION: The coach and the student Clearing Practitioner sit side by side with the CB Meter in front of the student Clearing Practitioner. The CB Meter is on a table.

COMMANDS: Have the student do the following actions by number and command over and over:

    1. Take the lid off the CB Meter.

    2. Set up the meter.

    3. Turn the sensitivity knob to 32.

    4. Turn knob to test for battery check.

    5. Turn knob to on.

    6. Position the range arm at 2.0.

    7. Verify that needle is on set when range arm is on 2.0.

    8. Place the electrodes, not touching each other, in a position on the table for the Preclear to pick up.

    9. String the electrode lead between the meter and the support arm, from the left of the meter to the right, and plug the jack in completely.

    10. Await the Preclear.

TRAINING NOTE: When the student is proficient at doing the above by number and command, have the student do the whole operation from memory. The drill is complete when the student can do the whole operation perfectly and rapidly without any assistance from the coach or any written material or notes. The student must have this one down cold with no mistakes or hesitation.

METER TRIM CHECK

16 JUNE 1989

CB Meters can go out of trim during a session because of temperature changes.

Thus even if the meter is properly calibrated at the beginning of a session and the Range Arm reads at 2.0 (with a 5,000 ohm resistor across the leads or at 3.0 with 12,500 ohm resistor across the leads) by the end of the session a Pc can be apparently reading below 2.0 because the meter is off trim.

The following meter procedure is followed AT THE END OF EACH SESSION (AFTER GIVING "END OF SESSION"):

1.   DON'T MOVE THE TRIM KNOB.

2.   PULL OUT THE JACK PLUG.

3.   MOVE THE RANGE ARM UNTIL THE NEEDLE IS ON 'SET' AT THE SENSITIVITY YOU WERE USING IN THE SESSION.

4.   RECORD THE RANGE ARM POSITION AT THE BOTTOM (ON THE RIGHT) OF THE CLEARING PRACTITIONER REPORT FORM AS: "RANGE ARM = ____" (RA = 2.0 for example)

CLEARING BIOFEEDBACK METER DRILLS

CB METER DRILL 4

24 JANUARY 1989

PART ONE

NAME: CAN SQUEEZE

PURPOSE: To train a student Clearing Practitioner how to get an accurate can squeeze which correctly indicates the Preclear's current state of Havingness and state of case.

POSITION: The coach and student Clearing Practitioner sit facing each other across a table with a CB Meter facing the student Clearing Practitioner. The CB Meter is already set up.

COMMANDS: "Put your hands in your lap."
                      "Thank you."
                      "Squeeze the cans, please."
                      "Thank you."

TRAINING NOTE: To give the student Clearing Practitioner a proper idea as to what a can squeeze is, the coach demonstrates the correct procedure of a can squeeze through the following drill:

1.   The coach has the student Clearing Practitioner shake his hands until the fingers are loose and floppy.

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

3.   Now the coach simply places the cans in the student Clearing Practitioner'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 coach adjusts the Range Arm so that the needle is on set.

4.   Now the coach has the student Clearing Practitioner lightly increase his grip on the cans and relax. This is a can squeeze. It is a slight flexing of the hands more than an a squeeze.

Having done the above, the coach now has the student Clearing Practitioner do the following:

1.   Have the coach pick up the cans.

2.   Check the coach's grip on the cans.

3.   (for the Mark V and VI) Adjust the sensitivity booster knob to the lowest position (16 or 32, depending upon the model).

4.   Set the sensitivity knob at 5 on the sensitivity dial.

5.   Adjust the needle to the set line on the needle dial.

6.   Give the proper commands for getting a can squeeze.

7.   Set the sensitivity so that the needle falls 1/3 of a dial when the coach squeezes the cans. (This is how you get the correct sensitivity.)

Corrections 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 and properly; for failing to notice and handle a desperate or convulsive grabbing or sudden letting go of the cans; for failing to note accurately the distance the needle fell on the can squeeze; for giving the wrong commands; and for failing to adjust the sensitivity to a 1/3 of a dial drop on the can squeeze. Lack of skill in earlier drills is handled by returning the student to the earlier drill which needs more practice.

Please note that step number 2 is not always done. In actual Clearing, the Preclear soon learns how to do a proper can squeeze.

PART TWO

NAME: BREATH TEST

PURPOSE: To train a student Clearing Practitioner how to get an accurate breath test which correctly indicates if the Preclear is fully sessionable.

POSITION: The coach and student Clearing Practitioner sit facing each other across a table with a CB Meter facing the student Clearing Practitioner. The CB Meter is already set up.

COMMANDS: "Take a very deep breath"
            "Let it out"

TRAINING NOTE: If a moment after the deep breath the needle falls half a dial (two inches or more) the Preclear has a good high *Basal Metabolism and is fully sessionable. If he or she hasn't eaten or slept well, it won't fall like that. On the second or third deep breath let out, the Basal Metabolism stops registering; so the first time is the test, not subsequent tries.

*BASAL METABOLISM: The amount of energy needed to sustain life in a resting state.

CB METER SENSITIVITY SETTING

19 JUNE 1988

A Clearing Practitioner must set the sensitivity of a CB Meter exactly right for each Pc and each session.

The setting is different for almost every Pc and can change, session to session, even for one Pc.

TOO LOW

Too low a sensitivity on some Pcs (like Sens 1) will obscure reads and make them look like ticks. It will obscure an F/N, whereas a Sens 16 will show reads and F/Ns.

A Pc can be hindered by the Clearing Practitioner not setting the sensitivity high enough to show reads and F/Ns. Items are missed as well as F/Ns.

On almost any Pc, a convulsive or incorrect can squeeze can shoot the needle across the dial and cause the Clearing Practitioner to reduce his sensitivity down and down and down until he finally sets it at a point where long falls become ticks and F/Ns don't exist. CB Meter Drill 4 tells one how to do a proper can squeeze.

TOO HIGH

Sometimes the Clearing Practitioner sets the sensitivity too high. When she does this the needle is so floppy that it is nearly impossible to read. If this happens, just turn the sensitivity down until you can get control of the needle.

A Clear who has completed some of the Advanced Courses sometimes has a full dial wide F/N at Sens 2!

A Clear sometimes has a floating Range Arm at Sens 5 or 10 instead of an F/N. He might have to be run at Sens 1 to keep him on a dial or detect F/Ns. Many lower level Pcs also have a need for lower sensitivity settings.

Sometimes an easy Pc looks very difficult just because of wrong sensitivity settings brought about by wrong can squeeze procedure.

Set the sensitivity for the Pc for 1/3 of a dial drop on a correct can squeeze per CB Meter Drill 4 (Reference: CB METER DRILL 4 CAN SQUEEZE).

FOOTPLATES

With footplates you don't have a can squeeze so you have to use your own judgement to get the right sensitivity. Usually it is 8 to 16, but you might go lower or higher depending on the Pc. Just make sure the sensitivity setting doesn't give a needle which is either too tight or to floppy to keep on the dial.

CLEARING BIOFEEDBACK METER DRILLS

CB METER DRILL 5

25 JANUARY 1989

NAME: HANDLING THE RANGE ARM AND SENSITIVITY KNOB.

PURPOSE: To train a student Clearing Practitioner to move the Range Arm and sensitivity knob without distracting the Preclear or drawing the Preclear's attention to the CB Meter. To train the student Clearing Practitioner out of over or under compensation in bringing the needle to set so as to obtain an accurate count of Range Arm action on the Range Arm counter.

POSITION: The coach and the student Clearing Practitioner sit beside each other at a table with an CB Meter in front of them.

COMMANDS: Range arm and sensitivity positions as called by the coach in Step 1.

TRAINING NOTE:

Step 1. The coach has the student Clearing Practitioner place the four fingers of the left hand behind the CB Meter, leaving the thumb free to move the Range Arm and the sensitivity knob. Then the coach calls out to the student Clearing Practitioner various Range Arm and sensitivity positions. The student Clearing Practitioner must move the Range Arm or the sensitivity knob to the correct position smoothly and fast.

Step 2. The coach squeezes and relaxes his grip on the cans to artificially produce Range Arm motion. The student Clearing Practitioner must continuously adjust the Range Arm so as to place the needle in the set position area on the needle dial.

At each new setting the student Clearing Practitioner writes the Range Arm setting on a worksheet.

Corrections are given for any obvious movement which could distract a Preclear; for any noisy actions, such as accidentally turning the meter off while moving the sensitivity knob; for slowness in adjusting the Range Arm and the sensitivity knob to the positions called; for moving his head while watching the needle; for an inability to return the needle to the set position area on the needle dial; for adjusting the needle so poorly as to cause the needle to hit the pin on either side of the needle dial; and for writing down the incorrect Range Arm setting in Step 2.

CLEARING BIOFEEDBACK METER DRILLS

CB METER DRILL 6

25 JANUARY 1989

NAME: RANGE ARM READING.

PURPOSE: To teach the student Clearing Practitioner how to read the Range Arm position on the Range Arm dial accurately and speedily.

POSITION: The coach and student Clearing Practitioner sit beside each other at a table with the CB Meter in front of them.

COMMANDS: No set commands, except the following list for Step 2 of the drills:

1.9	6.5	0.7	6.1
5.8	3.0	5.0	3.4
1.3	3.0	5.0	3.4
3.1	2.3	2.2	6.0
5.3	4.7	6.2	0.5
4.5	3.5	2.1	2.6
4.4	1.3	6.3	2.3
3.6	1.1	2.5	4.3
6.3	5.4	5.7	1.6
1.7	0.8	1.2	4.3
5.2	3.8	0.8	1.7
0.6	1.4	5.2	3.8
3.4	1.8	3.3	1.3
3.1	2.3	2.2	6.0

TRAINING NOTE:

Step 1. The coach moves the Range Arm, calling each position from 3.0 to 4.0, the positions being 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.0 and then has the student Clearing Practitioner do the same. Then the coach selects another division to work through, as from 1.0 to 2.0, doing the same thing. Do not forget to cover the half divisions from 0.5 to 1.0 and from 6.0 to 6.5 . The student Clearing Practitioner should feel confident and familiar with reading the Range Arm in this fashion before going to the next step.

Step 2. The coach calls off the Range Arm positions as listed above. The student Clearing Practitioner rapidly moves the Range Arm to the positions called. For further practice, if need be, the coach can call off the Range Arm positions listed in a different sequence. The student Clearing Practitioner should be able to move the Range Arm to the required positions with precision and speed before going on to the next step. Should the student Clearing Practitioner get confused or continue to do this step slowly, the coach should return the student Clearing Practitioner to the first step for further practice.

Step 3. The coach flicks the Range Arm to any all positions of the Range Arm dial. After this hasbeen done, the student Clearing Practitioner should read, call and write down on a worksheet the exact position of the Range Arm. The Range Arm positions are always read in tenths. The coach should continue to do this section of the drill until the student Clearing Practitioner can read, call and write down the positions accurately without hesitation. If the student Clearing Practitioner has difficulty with this step of the drill, the coach should return him to the first step of the drill for further work and then re-do the second step again.

This drill is passed when the student Clearing Practitioner, upon examination by the supervisor, can rapidly and accurately read, call and write down any Range Arm position as in the third step of this drill.

CLEARING BIOFEEDBACK METER DRILLS

CB METER DRILL 7

29 JANUARY 1989

NAME: RANGE ARM MOTION RECOGNITION.

PURPOSE: To enable the student Clearing Practitioner to recognize Range Arm motion when it occurs.

POSITION: The coach and student Clearing Practitioner sit facing each other across a table with a CB Meter facing the student Clearing Practitioner. The coach reads definitions from a dictionary while holding the electrodes or with his feet on footplates.

COMMANDS: "Read the first definition of_____."
          "What do you consider that means?"
          "Read the next definition of_____."
          "What do you consider that means?"

TRAINING NOTE: The student Clearing Practitioner has the coach read each definition of a word from either the Language of Miracles Dictionary or the Webster's Dictionary. After the coach reads a definition, the student Clearing Practitioner asks, "What do you consider that means?" The student Clearing Practitioner should silently notice when the needle falls off the dial to the left or right while the coach is talking and readjust the needle to the set line on the meter dial. When clearing a word, be sure to include its etymology. Here are some words to clear:

> doctrine
> Alethiology
> Clear
> Clearing Practitioner
> Being
> Reactive Mind
> problem
> etc.

Any other words from the subject of Clearing can be used.

The student Clearing Practitioner must not move the needle back to set on the needle dial before the needle goes off the needle dial. If the needle remains close to going off the dial, the needle can be brought back to set. Coach thestudent into being relaxed about doing this so that he isn't nervously or constantly correcting the position of the needle back to the set line before it needs to be corrected.

This drill gives the student Clearing Practitioner practice in moving the Range Arm under realistic conditions with a coach as Preclear in a non-threatening atmosphere. No "flunks" are given in this drill so that the student Clearing Practitioner can become familiar with the CB Meter in his own time. This is a natural learning process and, if given enough time, the student Clearing Practitioner will develop an affinity for the meter and become adept in its use. Give the student plenty of time on this drill. Coaching sessions should last at least 30 minutes. Corrections are put in only as needed and in some cases you might have to go back to earlier drills if the student is having a great deal of difficulty.

A pass is given when the student Clearing Practitioner can quickly and easily adjust the Range Arm after a blowdown.

CLEARING BIOFEEDBACK METER DRILLS

CB METER DRILL 8

30 JANUARY 1989

NAME: RANGE ARM MOTION AND BODY MOTION.

PURPOSE: To teach the student Clearing Practitioner to differentiate between the reaction of thought and of body motion on the CB Meter and to train a student Clearing Practitioner not to touch the Range Arm while the Preclear is moving.

POSITION: The student Clearing Practitioner and the coach are seated facing each other across a table with the CB Meter set up and the sensitivity set at 8. The coach holds the electrodes or has his feet on footplates and has a magazine article to read. The student Clearing Practitioner has pen and paper.

COMMANDS: No set commands are used. The coach, in making body motions, should do the following: sigh, yawn, breathe deeply, cough, laugh, move hands around, stretch, squirm, twist about in the chair, relax or firmly grip the electrodes, press down on the footplates, shift feet about, or any other motion of the body.

TRAINING NOTE: The student Clearing Practitioner needs to know that the Range Arm moves on thought and on body motion and that it is only the Range Arm motion of the mind that is of interest to the Clearing Practitioner.

CLEARING BIOFEEDBACK METER DRILLS

CB METER DRILL 9

30 JANUARY 1989

NAME: RANGE ARM BLOWDOWN.

PURPOSE: To train the student Clearing Practitioner to observe and note down Range Arm blowdowns. As the drill progresses the student Clearing Practitioner is instructed to note down the coach's comments and originations along with the blowdowns

POSITION: The student Clearing Practitioner and a coach are seated facing each other across a table with the CB Meter set up at the proper sensitivity for the coach. The coach holds the electrodes or is on footplates and reads the definitions of words from the Language of Miracles Dictionary or the Webster's Dictionary as in CB Meter Drill 7.

COMMANDS: "Read the first definition of_____."
 "What do you consider that means?"
 "Read the next definition of_____."
 "What do you consider that means?"

TRAINING NOTE: A Range Arm blowdown is a downward motion of the Range Arm. To be considered a Range Arm blowdown it must be at least 0.1 divisions or more.

Example:

    2.4
    2.1   Blowdown (BD)
    2.0
    2.5
    2.2   Blowdown (BD)

When a blowdown occurs, the student Clearing Practitioner marks it down and writes "Blowdown" to the right-hand side of the written line of the Range Arm action as in the example above. The abbreviation "BD" can also be used.

The student Clearing Practitioner has the coach read each definition of a word from either the Language of Miracles Dictionary or the Webster's Dictionary. After the coach reads a definition, the student Clearing Practitioner asks, "What do you consider that means?" The student Clearing Practitionershould silently notice when the needle falls off the dial to the left or right while the coach is talking and readjust the needle to the set line on the meter dial. When clearing a word, be sure to include its etymology. Any words from the subject of Clearing can be used.

The student Clearing Practitioner must not move the needle back to set on the needle dial before the needle goes off the needle dial. If the needle remains close to going off the dial, the needle can be brought back to set. Coach the student into being relaxed about doing this so that he isn't nervously or constantly correcting the position of the needle back to the set line before it needs to be corrected.

This drill gives the student Clearing Practitioner practice in moving the Range Arm while noting blowdowns and the coach's comments or originations under realistic conditions with a coach as Preclear in a non-threatening atmosphere. No "flunks" are given in this drill so that the student Clearing Practitioner can become familiar with the CB Meter in his own time. This is a natural learning process and, if given enough time, the student Clearing Practitioner will develop an affinity for the meter and become adept in its use. Give the student plenty of time on this drill.

Coaching sessions should last at least 30 minutes. Corrections are put in only as needed and in some cases you might have to go back to earlier drills if the student is having a great deal of difficulty.

A pass is given when the student Clearing Practitioner can quickly and easily adjust the Range Arm after a blowdown while noting blowdowns and the coach's comments or originations on a worksheet.

BLOWDOWN INTERRUPTION

31 JANUARY 1989

The Clearing Practitioner must not speak or move during a blowdown of the range arm.

A Blowdown is a period of relief and cognition to a Pc while it is occurring and for a moment after it stops.

Therefore, if a Clearing Practitioner speaks or moves during the blowdown or for a moment afterwards, it interferes with the release of the Pc.

A CLEARING PRACTITIONER MUST NOT SPEAK OR MOVE DURING A BLOWDOWN.

When the Clearing Practitioner has to move the range arm from right to left to keep the needle on the dial and the movement is .1 divisions or more, then a blowdown is occurring. The needle, of course, is falling to the right.

That is a period of charge blowing off the bank. It is accompanied by realizations for the Pc. Sometimes the Pc does not voice them aloud. They nevertheless happen. This moment is the goal of Clearing, so, of course, we don't want to interfere with it.

If the Clearing Practitioner speaks or moves beyond adjusting the range arm quietly with his thumb, the Pc may suppress the cognitions and stop the blowdown.

To see if a needle floats, the range arm must have stopped moving. A floating needle cannot be observed during a blowdown. When a range arm has to be moved rapidly down, the needle appears to float, but it is just falling.

If a Clearing Practitioner sat up suddenly and look surprised or pleased, or said the next command or "That's It" during a blowdown, she would have undone all the good she just did. And have a very upset Pc on her hands.

To get Clearing results one must:

1.   HAVE A GOOD COMM CYCLE,

2.   ACCEPT THE PC's ANSWERS,

3.   HANDLE THE PC's ORIGINATIONS,

4.   BE UNOBTRUSIVE WITH CLEARING ACTIONS AND ADMIN,

5.   BE VERY QUIET DURING AND JUST AFTER A RANGE ARM BLOWDOWN.

CLEARING BIOFEEDBACK METER DRILLS

CB METER DRILL 10

30 JANUARY 1989

NAME: SUPERLATIVE RANGE ARM HANDLING.

PURPOSE: To train a student Clearing Practitioner to handle the Range Arm while asking a metered question. To teach a student Clearing Practitioner that, when asking a metered question:

1.   the Preclear must be still,

2.   the needle in sight on the needle dial,

3.   and his thumb off the Range Arm before the end of a statement or question.

POSITION: The student Clearing Practitioner and the coach sit beside each other at a table with a CB Meter set up and the coach holding the electrodes or with her feet on footplates.

COMMANDS: THE PRECLEAR ORIGINATION SHEET.

TRAINING NOTE:

Step 1. The student Clearing Practitioner takes a line from the PRECLEAR ORIGINATION SHEET and reads it aloud. At the end of the line:

1.   the needle must be in sight on the needle dial and

2.   the student Clearing Practitioner must have his thumb off the Range Arm.

          Lower sensitivities are used to begin. The coach increases the sensitivity of the meter as the student Clearing Practitioner's ability increases, until the student Clearing Practitioner can do the drill with the sensitivity set at 16.

Step 2. The coach now complicates the drill by moving about, thereby causing the student Clearing Practitioner to repeat the line.

          Corrections are given for:

1.   the failure to have the needle on the dial,

2.   thumb off the Range Arm before the end of the spoken line

3.   and for failure to repeat a line, when it was interrupted with a body motion so as to render the read unreadable or invalid.

          Earlier drills in error are corrected by returning the student to the earlier drill.

          This drill is passed when the student Clearing Practitioner can handle the Range Arm, asindicated, to the satisfaction of the supervisor.

          The student should not feel frustrated if he or she does not get reads as that is not the purpose of this drill.

DEFINITIONS OF METER READS

30 JANUARY 1989

FALL: A fall is a movement of the needle to your right as you face the meter. It can take place anywhere on the dial. It can be a short movement or a long movement, even necessitating adjustment of the Range Arm. The movement can be either fast or slow. It denotes an emotional reaction, either positive or negative. A question or item giving a fall can be safely run in Clearing. Abbr. F

SIZE OF FALLS

X   Didn't read

Tick   Small jerk of needle

sF   Small fall (a quarter to half an inch)

F   Fall (about one to two inches)

LF   Long Fall (about two to three inches)

LFBD   Long fall followed by a "blowdown" or Range Arm motion
       downward.

All falls are to the right. An LFBD or "BD" is a Range Arm motion to the left made to keep the needle on the dial.

The larger the fall the better. The favored action for an item is a LFBD. If an item does not read on the meter it is beyond the Pc's level of awareness. It is very unwise and unsafe to try to run something which has not read on the meter. It will be beyond the Pc's reality and beyond his awareness and will result in overwhelming him.

RISING NEEDLE (RISE): A rising needle is exactly opposite to a "fall" -- the needle moves to your left instead of to the right. A rising needle means "no confront." The Preclear has struck an area or something he isn't confronting. One never calls his attention to this. But one knows what it is. It is a steady constant movement of the needle, rather slow, from right to left. A rising needle tells you that the Pc can't confront, therefore has lower reality, responsibility, and knowingness on whatever it's rising on. Never run anything that gives a rise.

A RISING NEEDLE (RISE)

FLOATING NEEDLE (FREE NEEDLE): A floating needle is a rhythmic sweep of the dial at a slow, even pace of the needle. It is the idle uninfluenced movement of the needle on the dial without any patterns or reactions in it. It can be as small as one inch or as large as dial wide. It does not fall or drop to the right of the dial. It moves to the left at the same speed as it moves to the right. The Preclear will always be exhibiting good or very good indicators. It can occur after a cognition, blowdown of the Range Arm or just moves into floating. The Pc may or may not voice the cognition. Floating needles and free needles are the same thing. Once you've seen one, you'll never make a mistake on one again, for it floats. It ceases to register on the Pc's bank. It just idly floats. Abbr. F/N

FLOATING RANGE ARM: A floating Range Arm happens when a floating needle is sweeping more than a dial wide and the Clearing Practitioner has to move the Range Arm back and forth (up and down) to try to keep the needle on the dial. Actually, the Preclear is so released that the needle can't be gotten onto the dial. The needle is swinging wider than the

meter dial both ways from center and appears to lay first on one side and then on the other. The Range Arm can't be moved fast enough to keep the extreme floating needle on the dial. The Clearing Practitioner always quietly ends off the session if this happens.

DIRTY NEEDLE: A dirty needle is an erratic agitation of the needle which covers less than a quarter of an inch of the CB Meter dial and tends to be persistent. It is a ragged, jerky, ticking needle, not sweeping. A dirty needle is any needle which departs from the appearance of a clean needle. Abbr. DN

CLEAN NEEDLE: A clean needle is a needle that acts when the Clearing Practitioner speaks and does nothing the rest of the time. It has a totally uniform speed. There is not the faintest tick in it. There is not the faintest speed-up. There is nothing. It is just like molasses pouring out of a barrel. It is a needle which flows, producing no pattern or erratic motions of the smallest kind with the Clearing Practitioner sitting looking at it and doing nothing. A clean needle is not just something that doesn't react to a particular question; it's a lovely slow flow, usually a rise. Abbr. CN

NO READ: Any action of the needle other than a fall. Never run anything that gives a "no read," i.e., a non-reading item or question.

STUCK NEEDLE: In a totally stuck needle the Preclear would not even register being pinched. The needle doesn't move at all and it looks stiff. You ask the Pc a question and the needle just stays stuck with no movement whatsoever.

PHANTOM ROCK SLAMS

31 JANUARY 1989

A Clearing Practitioner can be quite shocked at the presence of a continuous persistent Rock Slam (a violent slashing back and forth of the needle) when processing a Pc with a CB Meter.

Before you decide that there is something terribly wrong with your Pc or that you have done something terribly wrong, the presence of a "Phantom Rock Slam" should be checked out.

There are two known causes of "Phantom Rock Slams" and they are:

1.   PC IS WEARING A RING OR SEVERAL RINGS WHILE HOLDING THE CANS.

Check to see if the Pc is wearing a ring and if so, have her/him remove the ring(s). Better yet, have the Pc who wears rings take them off before the session starts. If the Pc is wearing a ring that cannot be taken off, place a piece of tape around the ring so that it is insulated from the surface of the can.

2.   DUST PARTICLES HAVE COLLECTED IN THE VARIABLE RESISTOR OF THE RANGE ARM.

Sometimes dust particles get into the variable resistor located under the Range Arm. You can check this out by switching to another meter to see if the Rock Slam continues. Sometimes the dust particles can be dislodged by wiggling the Range Arm up and down rapidly. If you find that your meter is producing a "Phantom Rock Slam," you must get the meter serviced and have the variable resistor replaced with a new one.

In either case above, do not distract the Pc during a session to make the corrections.

CLEARING BIOFEEDBACK METER DRILLS

CB METER DRILL 11

31 JANUARY 1989

NAME: NEEDLE ACTIONS

PURPOSE: To teach the student Clearing Practitioner to recognize the various needle actions.

POSITION: The student Clearing Practitioner and the coach stand beside each other at a white board showing a drawing of a CB Meter face. The student Clearing Practitioner demonstrates reads with a pen simulating the needle.

COMMANDS: No commands are used.

   The student Clearing Practitioner must define each type of meter action and demonstrate it with the CB Meter drawing. The following are defined and demonstrated:

   1. FALL

   2. RISING NEEDLE (RISE)

   3. FLOATING NEEDLE (FREE NEEDLE)

   4. FLOATING RANGE ARM

   5. DIRTY NEEDLE

   6. CLEAN NEEDLE

   7. NO READ

   8. STUCK NEEDLE

TRAINING NOTE:

Step 1. The student Clearing Practitioner is asked to define and demonstrate each one of the needle actions above.

Step 2. The coach then demonstrates the various needle actions above and has the student Clearing Practitioner call what each one is.

Step 3. The coach now calls off at random the above needle actions and the student Clearing Practitioner demonstrates each one as called.

        Corrections are given for mis-defining a needle action, for mis-calling a needle action, and for failing to produce the proper needle action called for.

        This drill is passed when the student Clearing Practitioner can perform the three steps of this drill accurately.

METERING READING ITEMS

31 JANUARY 1989

It can occasionally happen that a Clearing Practitioner misses a read on an item or question and does not run it as it "has not read." This can hang up a Pc badly if the item was in fact a reading item or question. It does not get handled and exists in records as "No read" when in fact it DID read.

1.   An Item or Question is said to "Read" when the needle falls. Not when it stops or slows on a rise. A tick is always noted and in some cases becomes a wide read.

2.   The read is taken when the Pc first says it or when the question is cleared. THIS occurrence of a read defines what is a reading item or question. CALLING IT BACK TO SEE IF IT READ IS NOT A VALID TEST as the surface charge may be gone, but the item or question will still run or list.

3.   An item does not have to read when the Clearing Practitioner calls it to be a valid item for running engrams or listing if it read when the Pc first said it. The test is did it read when the Pc first said it on originating it or in clearing it?

4.   That an item or question is marked as having read is sufficient reason to run it or use it or list it. Pc Interest, in Alethanetic Clearing, is also necessary to run it, but that it did not read again is no reason to not use it. If it read anytime in the past, that is good enough.

5.   When listing items the Clearing Practitioner must have an eye on the meter, NOT necessarily the Pc, and must note on the list he is making the extent of read and any blowdown. If it reads when the Pc says it, this is enough to make it a "reading item" or "reading question."

6.   In clearing a question, the Clearing Practitioner watches the meter, NOT necessarily the Pc and notes any read while clearing the question.

7.   An additional calling of the item or question to see if it read is unnecessary and not a valid action if the item or question read on origination or clearing.

8.   That an item is marked as having read on an earlier Alethanetic list is enough (also checking interest) to run it with no further read test.

9.   To miss seeing a read on an origin or clearing is a Gross Error.

10.   Failing to mark on the list or worksheet the read and any BD seen during Pc origination or clearing of the question is a Gross Error.

EYESIGHT

Clearing Practitioners who miss reads or have poor eyesight should be tested and should wear proper glasses while using the meter.

GLASSES

The rims of some glasses could obstruct seeing the meter while the Clearing Practitioner is looking at the worksheet or Pc.

If this is the case, the glasses should be changed to another type with broader vision.

WIDE VISION

A master Clearing Practitioner is expected to see his meter, Pc and work sheets all at one time. No matter what he is doing he should always notice any meter movement if the meter needle moves.

CONFUSIONS

Any and all confusions as to what is a "reading item" or "reading question" should be fully cleaned up on any Clearing Practitioner as such omissions or confusions can be responsible for case hang-ups and needless repairs.

NO READ

Actually a no-read, a non-reading item or question, means one that did not read when originated or cleared and also did not read when called.

One can still call an item or question to get a read. That it now reads is fine. But if it has never read at all, the item will not run.

It is not forbidden to call an item or question to test it for read. But it is a useless action if the item or question read on origination by the Pc or clearing it with her.

SUMMARY

THERE ARE THREE SITUATIONS WHERE AN ITEM OR QUESTION CAN BE SAID TO HAVE READ:

1.   WHEN THE PC FIRST SAYS IT OR ORIGINATES IT

2.   WHEN AN ITEM OR QUESTION IS CLEARED

3.   WHEN AN ITEM OR QUESTION IS CALLED BY THE CLEARING PRACTITIONER

INSTANT READS

31 JANUARY 1989

The definition of INSTANT READ is THAT REACTION OF THE NEEDLE WHICH OCCURS AT THE PRECISE END OF ANY MAJOR THOUGHT VOICED BY THE CLEARING PRACTITIONER.

All definitions which state it is fractions of seconds after the question is asked are cancelled.

Thus, instant reads (those which occur when the Clearing Practitioner assesses an item or calls a question) are valid and would be taken up, while latent reads (those which occur fractions of seconds after the major thought) are ignored.

Additionally, when looking for reads while clearing commands or when the Preclear is originating items, the Clearing Practitioner must note only those reads which occur at the exact moment the Pc THINKS of the item or command.

ARC BREAK NEEDLES

31 JANUARY 1989

The needle of a Preclear with an ARC Break may be dirty, stuck or sticky, but may also give the appearance of FLOATING. This is not a release point, however, as the Pc will be upset and out of communication at the same time. The Clearing Practitioner must observe the Preclear and determine which it is.

The Preclear can have a "floating needle" when ARC Broken because he has "ceased to mock up through grief." In other words, the Preclear has gone to a very low point on the Scale of Emotions where he can no longer manifest any negative reaction through his body because he is totally caved in and overwhelmed by the ARC Break. His body has ceased to create any negative signals for the CB Meter to pick up so you see what looks like a floating needle.

DIRTY NEEDLES

1 JANUARY 1989

If your Pc has a dirty needle, its cause is CUT ITSA or session ARC Break.

A Clearing Practitioner whose Basic Clearing is poor (who Qs and As, cuts Itsa, invalidates or evaluates, or who misses meter reads on rudiments or prepchecks or cleans cleans or misses withholds) can be spotted by his Pc's dirty needle. It's an invariable sign.

If the Pc has a dirty needle, the Basic Clearing of the Clearing Practitioner is bad.

That Clearing Practitioner ought to put one of his sessions on tape and listen to it and analyze it.

Oddly enough, a Clearing Practitioner could run perfect technique and yet be so poor in Basic Clearing that the Pc is always ARC Breaking. This would be spotted by the Pc's chronically dirty needle.

CLEARING BIOFEEDBACK METER DRILLS

CB METER DRILL 12

31 JANUARY 1989

NAME: NEEDLE MOTION AND NO MOTION RECOGNITION.

PURPOSE: To enable the student Clearing Practitioner to recognize reads and no reads of the meter needle.

POSITION: The student Clearing Practitioner sits in any posture with the CB Meter held in any way he wants to hold it. Another student sits silently reading a magazine holding the cans or with his feet on footplates

COMMANDS: None. This is a totally silent drill.

TRAINING NOTE: When the meter reads, the student Clearing Practitioner says to himself, "Read." When the meter does not read, the student Clearing Practitioner says to himself, "Clean."   The student Clearing Practitioner calls silently a dozen reads and then calls a dozen times when the needle is clean, no reaction, at the time he calls it. Then he calls a few more reads and more cleans to himself.

Don't get involved with significances or phenomena.

All this drill is supposed to teach is that when the meter reads, it reads and that, when it's clean, it's clean.

The supervisor should check now and then to make sure the student Clearing Practitioner is doing the drill correctly. This drill is passed when the student Clearing Practitioner can call a read or a clean without missing.

CLEARING BIOFEEDBACK METER DRILLS

CB METER DRILL 13

31 JANUARY 1989

NAME: FAMILIARIZATION WITH READING A CB METER

PURPOSE: To train the student Clearing Practitioner to recognize accurately, speedily, and with certainty when the Preclear has reacted to something said or asked.

POSITION: The coach and student Clearing Practitioner sit facing each other across a table with an CB Meter set up and the coach with her feet on footplates.

COMMANDS: THE PRECLEAR ORIGINATION SHEET

TRAINING NOTE: The student Clearing Practitioner takes a line from THE PRECLEAR ORIGINATION SHEET and, while looking at the meter, says the line to the coach.

When the student Clearing Practitioner has done this, the coach asks the following question: "What did the needle do while reading the line?" If the student Clearing Practitioner hesitates or is uncertain of what the needle did, then the coach asks the student Clearing Practitioner for the eight main needle actions, getting him to define each briefly; and then the coach has the student Clearing Practitioner repeat the line from the Preclear origination sheet and asks the above question again.

As the student Clearing Practitioner becomes proficient at observing and calling what the needle did, the coach now adds to the above question, "Where did the needle_____?", for each action of the needle reported by the student Clearing Practitioner, until the student Clearing Practitioner not only can report accurately all that the needle did, but also exactly when, in the line read to the coach, the needle did it.

Corrections are given for any previous communication exercise or meter drill error and for comm lags in answering the questions.

This training drill is passed when the student Clearing Practitioner can demonstrate to the satisfaction of the supervisor that he can observe and read accurately all actions which occur on the needle and can report precisely when all such actions occurred.

The student should not become frustrated if she does not get reads. Getting reads is not a requirement of this drill. "No read" or "Clean" are perfectly acceptable answers.

METERING

19 JUNE 1988

One does NOT tell the Pc anything about the meter or its reads ever, except to indicate an F/N.

Steering a Pc with "That-That-That" on something reading is allowable only when you see a read that exactly duplicates an earlier instant read. But that isn't putting attention on the meter but on his bank.

Definition of "In Session" is "Pc interested in own case and willing to talk to the Clearing Practitioner."

Saying "That reads", "That didn't read", "That blew down" is not standard procedure. It is no substitute for CE 2. It violates the "In Session" definition by putting the Pc's attention on the meter and can make him very unwilling to talk to the Clearing Practitioner!

METER POSITIONING

1 FEBRUARY 1989

YOU MUST NEVER HAVE YOUR METER IN A POSITION WHERE THE PRECLEAR CAN READ THE RANGE ARM.

To do so can cause the Pc to worry about her Range Arm position and to take her attention off her case.

It violates Clause 17 of the Clearing Practitioner's Code:

I promise to not enter comments, expressions or turbulence into a session that distract a Preclear from her case.

FOOTPLATES

14 JUNE 1988

There are three areas of the body that register effectively on the CB Meter:

1. The palms of the hands

2. The underarms

3. The soles of the feet

From past experience and resent research we have found that measuring the body's electrical resistance with footplates is the most effective means for Solo Clearing. The reads seem to register well and Solo Clearing Practitioner has both hands free to operate the meter and to write.

Ones makes a set of footplates by cutting two Dole pineapple juice cans on both sides of the seam with a pair of large tin snips. The cans are then flattened out as much as possible. The sharp edges are covered with white or black electrical tape. One must be very careful when doing this as the newly exposed metal edges are extremely sharp and dangerous.

For added comfort be sure to place a heating pad, set a low or medium, under the footplates.

SETTING THE SENSITIVITY WITH FOOTPLATES

18 JUNE 1988

When setting the sensitivity with cans, the Pc squeezes the cans lightly. The sensitivity is then set for a 1/3 of a dial deflection. With footplates we have not as yet found an equivalent method for determining the sensitivity setting. Perhaps pressing down on the plates would work, but this has not proved itself out as a reliable method.

It seems that a sensitivity setting of at least 8 and no more than 16 works for most Preclears on footplates. The best way is to begin with a preliminary setting somewhere between 8 and 16. Then adjust up or down so that the needle is neither too loose and floppy nor too tight and stiff. This seems to be the best way.

FALSE RANGE ARM

25 JANUARY 1989

The following are the items to be checked by a Clearing Practitioner on any Pc. It need only be done once unless the check itself is suspected false, or if conditions of the Pc's hands, etc. change.

The checklist is kept in the Pc folder and is entered on the folder summary as an action done.

The value of operating with correct can size should not be underestimated.

The Clearing Practitioner signs and answers the following points on the checklist. The Clearing Practitioner must obtain information by checking the Pc's hands herself to see if the hands are dry or wet. The cause of the false Range Arm is in the physical universe and that is where the check is done. It is not done by asking the Pc or checking the questions on the Pc for meter reads. So the Clearing Practitioner would feel the hands of the Pc to establish if they are dry or wet, would feel the Pc's hands with cream on them to see if the cream has dried up, would see if the Pc's hands cup so as to form an area that does not touch the cans and so forth. False Range Arm is not think or mental mass. It is in the physical universe and that is where it has to be handled for it to be remedied. The handling sheet is called the FALSE RANGE ARM CHECKLIST.

FALSE RANGE ARM CHECKLIST HANDLING

1.   IS THE METER FULLY CHARGED?

Handling: Keep a meter charged at least one hour for every 10 of use for 240 AC Volt charging current, or 2 hours for every 10 of use on a 110 AC Volt charging current.

Before each session snap the knob over to TEST. The needle should hit hard on the right side of the face. It can even bounce. If the needle doesn't snap on the right hard or if it doesn't quite get there on TEST, then that meter will go flat in mid-session and give false Range Arm and no reads or no Range Arm action on hot subjects.

2.   IS THE METER TRIMMED CORRECTLY?

Handling: A meter can be improperly trimmed (not set at 2.0 with the trim knob) and can give a false Range Arm position. When a meter is not left on a minute or two before trimming, it can drift in the session and give a slightly false Range Arm.

The trim can quietly be checked in mid-session by snapping out the jack where the cord goes into the box and putting the Range Arm on 2, seeing if the needle is now on SET. If not, the trim knob can be moved to adjust it. The jack is quietly slipped back in. All without distracting the Pc.

3.   ARE THE LEADS CONNECTED TO THE METER AND CANS?

Handling: A properly set up meter with cans (electrodes) fitted to a Pc who is holding them properly IS ALWAYS CORRECT. Reference for setting up a meter is covered in CB Meter Drill 3.

4.   ARE THE CANS RUSTY?

Handling: Corroded cans can falsify Range Arm. Get new ones now and then.

5.   ARE PC's HANDS EXCESSIVELY DRY REQUIRING HAND CREAM?

Handling: A quick test is have the Pc put the cans under his arm pits and you'll see if it's his calloused or chemically dried out hands. The excessively dry hand is seen as shiny or polished looking. It feels very dry. The correct treatment is to use a hand cream such as Vaseline Intensive Care Lotion (obtainable from any drug store or supermarket), not a greasy hand cream or vanishing cream. A good hand cream rubs all the way into the hand and leaves no excess grease. Hand cream is usually smeared on, rubbed in and can then be thoroughly wiped off. The hands will usually produce, then, a normal Range Arm and meter response.

6.   ARE THE PC's HANDS EXCESSIVELY WET REQUIRING POWDER?

Handling: If the Range Arm is low, check if the Pc's hands are wet. If so have him wipe them and get a new read. It is usually found that the 1.6 was really 2.0. Have the Pc wipe her hands.

Anti-perspirants can be applied to too wet hands. There are many brands of these, often a powder or spray. It can be wiped off after application and should work for two or three hours.

Another way to handle a low Range Arm from wet or sweaty hands is to have the Pc, palms open, rest her hands on the cans without gripping or holding the cans. This allows air to circulate around the hands and keeps them dry.

7.   THE PC IS NOT BEING TOLD CONTINUALLY TO WIPE HIS HANDS?

        Handling: Above per wet hands.

8.   THE PC's GRIP ON THE CANS IS NOT BEING CONTINUALLY CHECKED BY THE CLEARING PRACTITIONER IN A WAY THAT INTERRUPTS THE PC?

        Handling: Keep the Pc's hands in sight. Check the Pc's grip. Get smaller cans.

9.   RANGE ARM POSITION FOR LARGE CANS?

Handling: For a normal or large handed Pc the can size is about 4 7/8ths inches by 2 5/8ths inches or 12 1/2 cm by 7 cm. This can be altered to as big as 4 1/2 inches by 3 inches diameter or 11 cm by 8 cm. This is standard.

10.   RANGE ARM POSITION ON MEDIUM CANS?

        Handling: Covered above.

11.   RANGE ARM POSITION ON SMALL CANS?

Handling: This can should be 3 3/4 by 2 1/8th inches or 9 cm by 5 cm diameter or thereabouts.

A small child would be lost even with that can. So a small 35 mm film can could be used. This is 2 inches long by 1 3/16ths diameter or 5 cm by 3 cm. This works but watch it as these cans are aluminum. They do work but test for true read with a slightly larger can and then trim to adjust for the aluminum if any different.

Cans, of course, should be steel with a thin tin plating. Regular soup or juice cans.

Can size to match the Pc avoids slack can grip or tiring the hands into going slack, giving the Clearing Practitioner 4.2 F/Ns.

11A.   CAN SIZE FOR A CHILD IS INCORRECT?

Handling: Size can go down to photographic aluminum 35 mm film cans for a child.

11B.   IF THE ABOVE-MENTIONED CAN SIZES AREN'T CORRECT FOR THE PC's HANDS, OTHER SIZES CAN BE TRIED.

Handling: 1 1/4"tubing or 1 3/4" tubing, as well as other can sizes. Check to see which fits the Pc's hand.

12.   ARE THE CANS TOO LARGE FOR THE PC?

Handling: Can size to match the Pc avoids slack can grip or tiring the hands into going slack.

13.   ARE THE CANS TOO SMALL FOR THE PC?

Handling: Per above. Check how the Pc is holding the cans and if the entire hand is on the cans and if they are comfortable, and adjust accordingly per above.

14.   ARE THE CANS JUST RIGHT FOR THE PC?

Handling: Check the grip and see if the can size is correct for the Pc. Do the cans comfortably fit the Pc's hands with the hand touching the cans so it gets an accurate reading on the meter? If the can size is correct, then you must ensure that the grip is also correct on the cans.

15.   ARE THE CANS COLD?

Handling: Regardless of can size, cold CB Meter electrodes tend to give a much higher Range Arm reading, particularly on some Pcs.

Until the cans warm up, the reading is generally false and is false in the direction of high. Some Pcs are "cold blooded" and the shock of ice cold cans can drive the Range Arm up and it takes awhile to drift down.

A practice which gets around this is for the Clearing Practitioner to hold the cans briefly until they are warm and then give them to the Pc. A variation is for the Clearing Practitioner to put the cans under her arm pits while setting up. This warms them. There are probably many other ways to warm up cans to body temperature.

16.   ARE THE PC's HANDS DRY OR CALLOUSED?

Handling: Covered above under "Pc's hands excessively dry requiring hand cream." There are ways to apply the hand cream so that it is correct for that individual Pc and does handle the false Range Arm. You can spread it on extensively, then wipe it off and then rub a bit more in, ensuring the thumbs are included.

The point is to feel the hands with the cream on them to see if it has handled the excessively dry hand that is seen as shiny or polished looking. And it now should no longer feel dry. The correct treatment is to use a hand cream such as Vaseline Intensive Care Lotion, not greasy hand cream or vanishing creams.

A good hand cream rubs all the way into the skin and leaves no excess grease. This restores normal electrical contact. Such a hand cream would only have to be applied once per session - at session start- as it lasts for a long while.

17.   DOES THE PC HAVE ARTHRITIC HANDS?

Handling: A rare Pc is so crippled with arthritis that she doesn't make contact fully with the cans. This gives high Range Arm. Use wide wrist straps and you'll get a right read.

18.   DOES THE PC LOOSEN HER GRIP ON THE CANS?

Handling: Check the grip. Does the angle of the cans go across the palms of the Pc? Is the natural curl of the fingers sufficient to hold the cans in place, and is the placement of the cans at an angle ensuring that the maximum skin area is touching the cans? See if the palm is touching the can and not elevated off it.

19.   CHECK THE PC's GRIP, DOES SHE HOLD THE CANS CORRECTLY?

Handling: Covered in above section. Also check to see if the Pc is holding the cans so tight that it is causing the hands to sweat and read falsely low.

20.   IS THE PC HOT?

Handling: Get a fan in the room or handle the room so that it is cooler and the Pc comfortable.

21.   HAS THE PC SLEPT WELL?

Handling: Don't clear a Pc who has not had sufficient rest or is physically tired.

22.   IS THE PC COLD?

Handling: A Pc who is too cold sometimes has a falsely high Range Arm. Wrap him in a blanket or get a warmer auditing room. You can also get a small space heater and have a heating pad handy for cold feet. The session environment is the responsibility of the Clearing Practitioner.

23.   IS THE PC HUNGRY?

Handling: Get the Pc something to eat and don't clear a Pc who has not had enough to eat or is hungry.

24.   IS IT TOO LATE AT NIGHT?

Handling: Between 2 and 3 AM or late at night a Pc's Range Arm may be very high. The time depends on when he sleeps usually. This Range Arm will be found normal in regular hours.

25.   IS THE CLEARING BEING DONE NOT IN THE PC's NORMAL REGULAR AWAKE HOURS?

        Handling: Covered above.

26.   ARE THERE RINGS ON THE PC's HANDS?

Handling: Rings on the Pc's hands must always be removed. They don't influence Range Arm but they can give a false Rock slam. If the rings can't come off, use a small strip of paper around them to shield the rings touching the can.

27.   IS THE PC WEARING TIGHT SHOES?

        Handling. Remove them.

28.   IS THE PC WEARING TIGHT CLOTHES?

Handling: If it turns out that tight clothing is affecting the Range Arm ensure that the Pc doesn't wear tight clothes in future sessions. If possible have the Pc remove the tight clothing and see what the effect was that it had on the Range Arm and make sure no more tight clothes are worn in future sessions.

29.   IS THE PC USING THE WRONG HAND CREAM?

Handling: Find the right hand cream and test it on the Pc. Note Range Arm position.

30.   IS THE APPLICATION OF THE HAND CREAM CORRECT AND DOES IT COVER THE ENTIRE HAND?

Handling: Watch how the Pc puts on hand cream and see if it covers the entire hand, thumb included. If not, then have the Pc put on hand cream covering the entire hand and pick up the cans and note Range Arm position. Some Pcs may have to put cream on and wipe it off and then re-apply it.

31.   IS THE CHAIR THE PC IS SITTING IN COMFORTABLE?

Handling: Get a new chair that is comfortable for the Pc.

32.   IS IT ACTUALLY A CHRONIC HIGH OR LOW RANGE ARM CASE CONDITION?

Handling: Hi-Low Range Arm assessment. The Clearing Practitioner must be a Class IV to do this assessment.

33.   HAS THE PC GONE INTO DESPAIR OVER HIS RANGE ARM ?

Handling: Handle the false Range Arm by using this list as a guideline so that the cause of false Range Arm is found and fully handled with the Pc by the various handlings covered above.

This handling sheet is used in conjunction with THE FALSE RANGE ARM CHECKLIST. This gives you the way to handle it.

FALSE RANGE ARM CHECKLIST

20 JUNE 1988

R-Factor to Pc: "I am going to check the cans, your hands and various other things to adjust everything for best accuracy."

(See the bulletin FALSE RANGE ARM for correct procedure. Each number in the checklist is exactly represented in the bulletin FALSE RANGE ARM by the same number to make it easy to switch to the handling section of that bulletin when doing this checklist).

1.   Is the meter charged fully?   _____

2.   Is the meter trimmed correctly?   _____

3.   Are the leads connected to the meter and cans?   _____

4.   Are the cans rusty?   _____

5.   Are the Pc's hands excessively dry requiring hand cream?   _____

6.   Are the Pc's hands excessively wet requiring powder?   _____

7.   The Pc is NOT being told continually to wipe his hands?   _____

8.   The Pc's grip on the cans is NOT being continually checked by the Clearing Practitioner in a way that interrupts the Pc?   _____

9.   RANGE ARM position on large cans?   _____

        Size approx 4-3/4 inches by 2-3/8 inches

             or

        12 cm by 6 cm

10.   RANGE ARM position on medium cans?   _____

        Size approx 5-1/2 inches by 2-1/8 inches

             or

        14 cm by 5.4 cm

11.   RANGE ARM position on small cans?   _____

        Size approx 5-1/2 inches by 1-5/8 inches

             or

         13 cm by 4 cm

11A.   Can size for a child is incorrect?   _____

         Size can go down to photographic aluminum 35mm film cans for a child.

Size approx 2" by 1-3/16 inches

or

5 cm by 3 cm

Note best Range Arm position from above   _____

11B.   If the above-mentioned can sizes aren't
        correct for the Pc's hands other sizes can
        be tried.
        1-1/4" tubing
        1-3/4" tubing
        as well as other can size checked to see which fits the
        Pc's hand. Note down RANGE ARM position   _____

11C.   Footplates   _____

11D.   Take the one above that gave the lowest reading, if still
        above 3.5, and try it with hand lotion   _____

12.   Are the cans too large for the Pc?   _____

13.   Are the cans too small for the Pc?   _____

14.   Are the cans just right in size?   _____

15.   Are the cans cold?   _____

16.   Are the Pc's hands dry or calloused?   _____

17.   Does the Pc have arthritic hands?   _____

18.   Does the Pc loosen his grip on the cans?   _____

19.   Check the Pc's grip; does he hold the cans correctly?
        (See CB Meter Drill 4)   _____

20.   Is the Pc hot?   _____

21.   Has the Pc slept well?   _____

22.   Is the Pc cold?   _____

23.   Is the Pc hungry?   _____

24.   Is it too late at night?   _____

25.   Is the session being done not in the Pc's normal regular
        awake hours?   _____

26.   Are there rings on the Pc's hands? (Remove any rings)   _____

27.   Is the Pc wearing tight shoes?   _____

28.   Is the Pc wearing tight clothes?   _____

29. Is the Pc using the wrong hand cream? _____

30. Is the application of the hand cream correct and does it cover the entire hands? _____

31. Is the chair the Pc is sitting in comfortable? _____

32. Is it actually a chronic High or Low RANGE ARM case condition? _____

33. Has the Pc gone into despair over his RANGE ARM? _____

PRECLEAR INDICATORS

15 AUGUST 1988

The speedometer, oil pressure gauge and heat gauge in your car indicate how the car is doing and what is happening under the hood. Information from these gauges and dials are indicators of the car's performance. These indicators tell us whether the car is running fine or whether the engine is about to burn up from overheating.

In Clearing we have good and bad indicators which tell us how the Preclear is doing in processing. By looking at the Pc's indicators we can tell whether he is running fine and having wins or whether he is stuck and not winning. If the Pc is doing fine and winning, we just continue the processing; if the Pc is stuck and not winning, we can apply immediate remedial actions so as to get him winning again.

Below is a list of Good Indicators and a list of Bad Indicators.

GOOD INDICATORS

1.   Pc is cheerful or getting more cheerful.

2.   Pc is cogniting.

3.   Fundamental rightnesses of Pc asserting themselves.

4.   Pc giving things to Clearing Practitioner briefly and accurately.

5.   Pc finding things rapidly.

6.   Meter reading properly.

7.   What's being done is giving proper meter response.

8.   What's being found is giving proper meter response.

9.   Pc is running rapidly and flattening by range arm or cognitions.

10.   Pc is giving Clearing Practitioner information easily.

11.   Needle is cleanly swinging about.

12.   Pc is running easily and if Pc encounters somatics, they are discharging.

13.   Range arm goes down when Pc hits a cognition.

14.   Further range arm blowdown as Pc continues to talk about something.

15.   Expected meter behavior and nothing unexpected in meter behavior.

16.   Pc gets warm and stays warm in Clearing or gets hot and unheats while in Clearing.

17.   Pc has occasional somatics of brief duration.

18.   Range arm operating in the range 2.25 to 3.5.

19.   Good range arm action on spotting things.

20.   Meter reading well on what Pc and Clearing Practitioner think is wrong.

21.   Pc not much troubled with PTPs, and when they occur they are easily handled.

22.   Pc stays certain of the Clearing solution.

23.   Pc is happy and satisfied with Clearing Practitioner, regardless of what Clearing Practitioner is doing.

24.   Pc is not protesting Clearing Practitioner's actions.

25.   Pc is looking better by reason of Clearing.

26.   Pc is feeling more energetic.

27.   Pc is without pains, aches or illnesses developing during Clearing. This does not mean Pc shouldn't have somatics. It means Pc shouldn't get sick.

28.   Pc is wanting more Clearing.

29.   Pc is confident and gets more confident.

30.   Pc's Itsa is free but only covers subject.

31.   Clearing Practitioner sees easily how it was or is on Pc's case by reason of Pc's explanations.

32.   Pc's ability to Itsa and confront is improving.

33.   Pc's bank is getting straightened out.

34.   Pc is comfortable in the Clearing environment.

35.   Pc is appearing for Clearing on his own volition.

36.   Pc is on time for session and is willing and ready to be processed without anxiety about it.

37.   Pc's troubles in life are progressively lessening.

38.   Pc's attention is becoming freer and more under Pc's control.

39.   Pc is getting more interested in data and technology of clear.

40.   Pc's havingness in life and livingness is improving.

41.   Pc's environment is becoming more easily handled.

BAD INDICATORS

1.   Pc is not wanting to be cleared.

2.   Pc is protesting Clearing.

3.   Pc is looking worse after Clearing.

4. Pc is not able to locate incidents easily.

5. Pc is "not having time for Clearing."

6. Pc is less certain.

7. Pc is not doing well in life.

8. Somatics are not blowing or erasing.

9. Pc is in Ethics trouble after Clearing.

10. Pc is protesting Clearing Practitioner actions.

11. Pc is wandering all over track.

12. Pc is misemotional at session end.

13. Pc is demanding unusual solutions.

14. Skin tone is dull.

15. Eyes are dull.

16. Pc is trying to self process in or out of session.

17. Pc is continuing to complain of old somatics after they have been run.

18. Pc's dependence on medical treatment is not lessening.

19. Pc is using, or continuing to use, other treatments.

20. Pc is lethargic.

21. Pc is not becoming more cheerful.

22. Pc is wanting special Clearing.

23. No range arm action occurs on running incidents.

24. Pc is not cogniting.

25. Pc is dispersed.

26. Pc is trying to explain condition to Clearing Practitioner or others.

27. Pc is bored with Clearing.

28. Pc is not available for sessions or is chronically late for sessions.

29. Pc is tired.

30. Pc's attention is on Clearing Practitioner.

31. Pc is not wanting to run the process or incident.

32. Pc is overwhelmed.

33.   Pc is taking drugs or excessive alcohol.

34.   Pc is not sure that Clearing works for him.

35.   Pc is continuing former practices.

36.   Pc is not handling environment more easily.

37.   Pc is sick between sessions.

38.   Pc is not going on to next grade or level.

FLOATING NEEDLES

12 AUGUST 1988

A FLOATING NEEDLE (F/N) is the end phenomenon for any process or action.

It is the idle uninfluenced movement of the needle on the dial without any patterns or reactions in it. It can be as small as 1" or as large as dial wide. It does not fall or drop to the right of the dial. It moves to the left at the same speed as it moves to the right. It is observed on a Clearing Biofeedback Meter calibrated with the range arm between 2.0 and 3.0 with GIs in on the Pc. It can occur after a cognition and blowdown of the range arm or it can just move into floating. The Pc may or may not voice the cognition.

The CB Meter reads just below the awareness level of the Being, so the F/N occurs just before the Pc is aware of it. To give a "That's it" on the occurrence of the F/N can prevent the Pc from getting the cognition.

A "floating needle" occurring above 3.0 or below 2.0 on a calibrated CB Meter with the Pc on 2 cans might be an ARC Break Needle. Watch for the Pc's indicators. An ARC Break Needle is a "floating needle" where bad indicators are apparent.

One does not sit and study and be sure of an "F/N". The needle swings and the Clearing Practitioner lets the Pc cognite and then indicates the F/N to the Pc preventing overrun.

When one OVERRUNS an F/N or misses one, the range arm will start to climb. The thing to do is briefly rehabilitate it (rehab it) by indicating that a FLOATING NEEDLE has been by-passed and so regain it.

The F/N does not last very long for a release. The thing todo is end off the process NOW. Don't give another command.

It coincides with other "end phenomena" of processes but is senior to them.

An F/N can be in normal range (between 2.0 and 3.0) and still be an ARC Break Needle. The things which determine a real F/N are Good Indicators. Bad Indicators always accompany an ARC Break Needle.

On an ARC Break Needle, check for an ARC Break. If the range arm then climbs, it was a real F/N so you rehab it quickly.

A one hand electrode sometimes obscures an F/N and gives false range arm. If solo cans are used, use a higher sensitivity and get the range arm with 2 cans when needed.

RANGE ARM POSITION

18 SEPTEMBER 1988

A floating needle is a floating needle regardless of range arm position.

This changes an earlier belief that, in order to be valid, the range arm had to be between 2.0 and 3.0 for it to be called a floating needle.

Carefully examining dozens of F/Ns which occurred with the range arm well above 3.0 and looking for any troubles with the case following calling the F/N an F/N, it was found that there were no adverse consequences. Therefore, it can be safely assumed that a floating needle is a floating needle regardless of where the range arm position may be. It should be called, indicated and written as an F/N, with the range arm noted.

Palm moisture, PC grip and other factors alter the range arm position but not the F/N. The Clearing Practitioner must also be prepared to handle false range arm, but never during a session.

Range arm positions register the relative mass of the case and nothing in this bulletin changes that. There are low range arm cases and high range arm cases, and the state of the range arm remains important and all data regarding range arm positions are valid.

An ARC Break needle (an F/N accompanied by bad indicators) remains an ARC Break needle and nothing in this finding changes that. It must be handled. (One ordinarily checks for an ARC Break in this case.)

There are apparently no liabilities of any kind in calling high and low range arm F/Ns as F/Ns.

FLATTENING A PROCESS

18 SEPTEMBER 1988

A process is flat when:

1.   THERE IS THE SAME COMMUNICATION LAG FROM THE MOMENT THE COMMAND IS GIVEN UNTIL THE TIME THE PRECLEAR ANSWERS THE COMMAND FOR AT LEAST 3 TIMES IN A ROW.

2.   A COGNITION OCCURS.

3.   AN ABILITY IS REGAINED.

In all three cases above, good indicators should also be present.

FLOATING NEEDLES AND END PHENOMENA

15 AUGUST 1988

Now and then you will get a protest from Preclears about "floating needles."

The Preclear feels there is more to be done yet the Clearing Practitioner says, "Your needle is floating."

A lot of by-passed charge can be stirred up by calling the floating needle too soon. This ARC Breaks (upsets) the Preclear.

The reason the Clearing Practitioner gets into trouble on this subject of floating needles is that the Clearing Practitioner has not understood a subject called END PHENOMENA.

END PHENOMENA is defined as:

THOSE INDICATORS IN THE PRECLEAR AND THE METER WHICH SHOW THAT A CHAIN OR PROCESS IS ENDED.

An END PHENOMENA in Alethanetic Clearing shows that basic on that chain and flow has been erased and in Alethiology processing that the Pc has been released on the process being run. A new flow or a new process can be embarked upon, of course, when the END PHENOMENA of the previous process is attained.

ALETHANETIC CLEARING

Floating needles are only ONE FOURTH OF THE END PHENOMENA in all Alethanetic Clearing.

Any Alethanetic Clearing has FOUR DEFINITE REACTIONS IN THE PC WHICH SHOW THE PROCESS IS ENDED. These are:

1. FLOATING NEEDLE,
2. COGNITION AND POSTULATE,
3. VERY GOOD INDICATORS (PRECLEAR HAPPY), and
4. ERASURE OF THE FINAL PICTURE.

Clearing Practitioners get panicky about overrun. If you go past the END PHENOMENA, the F/N will pack up (cease) and the range arm will rise.

But that's if you go past all four parts of the END PHENOMENA, not past a floating needle.

If you watch a needle with care and say nothing but your Alethanetic commands, as it begins to float you will find:

1. It starts to float narrowly.
2. The Pc cognites (What do you know-so that's...) and the float widens.
3. Very good indicators come in. And the float gets almost full dial.
4. The picture, if you inquire, has erased and the needle floats full dial.

That is the full END PHENOMENA of Alethanetic Clearing.

If the Clearing Practitioner sees a float start, as in 1 and says, "Your needle is floating," she can upset the Pc's bank.

There is still charge. The Pc has not been permitted to cognite. VGIs surely won't appear and a piece of the picture is left.

By being impetuous and fearful of overrun, or just being in a hurry, the Clearing Practitioner's premature (too soon) indication to the Pc suppresses three quarters of the Pc's END PHENOMENA.

ALETHIOLOGY

All this also applies to Alethiology processing.

And all Alethiology processes have the same END PHENOMENA.

The 0 to IV Alethiology END PHENOMENA are:

1. FLOATING NEEDLE,
2. COGNITION,
3. VERY GOOD INDICATORS, and
4. RELEASE.

The Pc goes through these four steps without fail IF PERMITTED TO DO SO. The Pc may not always voice the cognition.

Alethiology processing is more delicate than Alethanetic Clearing and an overrun (F/N vanished and range arm rising, requiring "rehab") can occur more rapidly. Thus the Clearing Practitioner has to be more alert with Alethiology processing. But make sure you get all four steps of the END PHENOMENA.

The same cycle of F/N will occur if the Pc is given a chance. On 1 you get a beginning F/N, on 2 a slightly wider F/N, on 3 a still wider F/N and on 4 the needle really is floating widely.

The Clearing Practitioner saying "Your needle is floating," can be a chop if said to soon.

Preclears who leave session F/Ning and arrive at the Examiner without an F/N, or who eventually do not come to session with an F/N have been inexpertly cleared. The least visible way is the F/N chop, as described in this bulletin. The most obvious way is to overrun the process. (Running a Pc after he has exteriorized will also give a high range arm at Examiner.)

In Alethanetic Clearing, one more pass through is often required to get 1,2,3,4 END PHENOMENA above.

It says in the Clearing Practitioner's Code not to by-pass an F/N. Perhaps it should be changed to read "A real wide F/N." Here it's a question of how wide is an F/N? However, with experience, the problem is NOT difficult.

Follow this rule - never jolt or interrupt a Pc who is still looking inward. In other words, don't ever yank her attention over to the Clearing Practitioner. After all, it's her case we are handling, not your actions as a Clearing Practitioner.

When you see an F/N begin, listen for the Pc's verbal cognition or watch for the Pc looking like she has cognited silently by brightening up. If the cognition isn't there, give the next command due. If it still isn't there, give the 2nd command, etc. Then get the cognition and be quiet. The needle floats more widely, VGIs come in, the F/N goes even wider. The

real skill is involved in knowing when to say nothing more.

Then, with the Pc all bright AND all END PHENOMENA in sight (F/N, Cog, VGIs, erasure or release, depending on whether it's Alethanetic Clearing or Alethiology processing) say, as though agreeing with the Pc, "YOUR NEEDLE IS FLOATING."

END PHENOMENA

24 MARCH 1990

Different types of processing call for different handlings of End Phenomena.

The definition of END PHENOMENA is:

THOSE INDICATORS IN THE PC AND METER WHICH
SHOW THAT A CHAIN OR A PROCESS IS COMPLETE.

Misunderstanding of this definition can result in underrun and overrun of processes or actions and the Pc snarled up with BPC (by-passed-charge).

TYPES OF EPs

In Alethanetic Clearing, the EP of a chain is erasure, accompanied by an F/N, cognition, a postulate and good indicators. You wouldn't necessarily expect rave indicators on a Pc in the middle of an assist, under emotional or physical stress until the full assist was completed though. What you would expect is the chain blown with an F/N. Those two things themselves are good indicators. The cognition could simply be "the chain blew."

In Alethiology processing, End Phenomena vary with what you're processing. A Pc on Six Magic Questions will peel off charge and come up the Scale of Emotions gradually as each line is handled. Sometimes it comes in a cog and VGIs and wide F/N, but that's usually after charge has been taken off on a gradient. What's expected is an F/N as that charge being handled moves off. When you've got your F/N and that charge has moved off, indicate it. Don't push the Pc on and on for some "EP"; you've got it.

Now a major grade process will run to F/N, cog, VGIs and release. You'll have an ability regained. But that's a grade process on a set up, flying Pc.

F/N ABUSE

Rudiments are done to set a Pc up so that he can then run the process of the clearing session and have a full EP of F/N, VGIs and cognition. So on rudiments, just get your F/N with good indicators and, without chopping the Pc, indicate the F/N. You might also get a full EP on ruds, but don't push beyond the first F/N and good indicators to get it.

The bulletin FLOATING NEEDLES AND END PHENOMENA was written to cure Clearing Practitioners of chopping Preclear End Phenomena on major actions by indicating F/Ns too soon. The technique given in this bulletin could be misapplied in the direction of overrun, if a Clearing Practitioner tried to push on to a "full EP" on rudiments or other processes after the charge has blown.

CLEARS AND EPs

A Clear is particularly subject to F/N abuse as he can blow things quite rapidly. If the Clearing Practitioner misses the F/N due to too high a sensitivity setting or doesn't call it as he's waiting for a "a full EP," overrun occurs. It invalidates a Clear's ability to as-is and causes severe upsets.

Thus overruns occur and charged areas are by-passed.

This could account for cases who were flying and then fell ontheir heads with the same problems coming back again.

NEW PRECLEARS

Very often Preclears who are new to Clearing do not voice any cognitions and have only fleeting, small floating needles. The Clearing Practitioner must be sensitive to the small wins and "small EPs" of new Preclears and not overrun by pushing any one process beyond the completion point for the Preclear. Adjust the gradient of win to the Preclear in front of you. Let the Preclear have her win, no matter how small. If you let the Preclear have small wins at first, eventually you will get the big, full End Phenomena.

REMEDY

The remedy for the incorrect handling of EPs begins with thoroughly clearing all terms connected with EPs.

The next action is to get all the bulletins on the subject of EPs and also related metering bulletins fully understood and checked out. This would be followed by clay demos of various EPs of processes and actions showing the mechanics of the bank and what happens with the Pc and meter.

Exercises and meter drills on spotting F/Ns would follow, including any needed obnosis drills and correction of meter position so that the Clearing Practitioner can see the Pc, meter and his admin at a glance.

Then the Clearing Practitioner would be gradiently drilled on handling the Pc, meter and admin at increasing rates of speed, including recognizing and indicating EPs when they occurred. When the Clearing Practitioner could do all of this smoothly at a high rate of speed without fumbling, the last action would bebullbaited drilling of actual processes, on a gradient to a level of competence whereby the Clearing Practitioner could handle anything that came up at speed and do so smoothly.

Then you'd really have an expert Clearing Practitioner. And that's what you'll have to do to make an expert Clearing Practitioner.

SUMMARY

Overrun and underrun alike cause by-passed charge.

Learn to recognize and handle different types of EPs and be an expert in handling the tools of processing at full speed.

Let the Pc have her wins.

EXTERIORIZATION AND ENDING SESSION

12 AUGUST 1988

When a Pc exteriorizes on a good win in session or when the Pc has a big win, usually followed by a persistent F/N, the usual action is to end session.

When ending session in these circumstances the Clearing Practitioner must not do any other action but smoothly end session.

This includes asking Say or Ask, running Havingness or anything other than smoothly ending session.

PERSISTENT F/N

A FLOATING NEEDLE can persist.

This fact tells you at once why you cannot do three major actions in a row in the same ten minutes.

This was the bug behind "Quickie Grades" (0 to IV in one session. This also occurred in Power when it was run all in one day). The auditor would attain a bona fide full dial F/N. The pc was still cogniting, still in a big win. The auditor would "clear the next process command", he would see an F/N. He would "clear the next process command", and see an F/N.

BUT IT WAS THE SAME F/N!

Result was that processes 2 and 3 WERE NEVER RUN ON THE CASE.

This is really what is meant by "Quickie Grades".

In 1958 we got real Releases. You could not kill the F/N for days, weeks.

Several processes had this effect. Today's real Clear also goes this way. You couldn't kill the F/N with an axe.

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By running a lot of Level Zero processes for instance you can get a real swinging unkillable F/N.

It not only gets to the Examiner, it comes in at the start of the next day's session !
Now if in one session you ran all of Level Zero and went on up to Level One, you would just be auditing a persistent F/N. The pc would get no benefit at all from Level One. He's still going "Wow" on Level Zero.

If you ran Level Zero with one process that got a big wide floating F/N and the "ran" Level I, II, III and IV you would have just a Level Zero Release. The pc's bank was nowhere to be found. So next week he has problems (Level I) or a Service Facs (Level IV) and he is only a Grade Zero yet it says right there in Certs and Awards log he's a Grade IV. So now we have a "Grade IV" who has Level I, II, III and IV troubles.

A session that tries to go beyond a big dial wide drifting floating F/N only distracts the pc from his win. BIG WIN.

Any big win (F/N dial wide, Cog, VGIs), gives you this kind of persistent F/N.

You at least have to let it go until tomorrow and let the pc have his win.

That is what is meant by letting the pc have his win. When you get one of the dial wide F/Ns, Cog, VGIs WOW you may as well pack it up for the day.

GRADUAL WIDENING

In running a Dianetic chain to basic in triple you will sometimes see in one session a half dial on flow 1, 3a of a dial on flow 2 a full dial on flow 3.

Or you may have 4 subjects to two-way comm or prepcheck in one session. First action 1/3 dial F/N. Then no F/N, TA up. Second action 1/2 dial F/N. Then no F/N. Third action 3/4 dial F/N. Fourth action full dial wide floating swinging idling F/N.

You will also notice in the same session-long time for 1st action, shorter, shorter, shorter for the next three actions.

Now you have an F/N that anything. you try to clear and run will just F/N WITHOUT AFFECTING THE CASE AT ALL.

If you audit past that you are wasting your time and processes.

You have hit an "unkillable F/N", properly called a persistent F/N. It's persistent at least for that day. Do any more and it's wasted.

If an auditor has never seen this he had better get his TR0 bullbait flat for 2 hours at one unflunked go and his other TRs in and drill out the flubs. For that's what supposed to happen.

F/Ns on pcs audited up to (for that session) a persistent F/N always get it to the Examiner.

If you only have a "small F/N" it won't get to the Examiner. However, on some pcs maybe that's good enough. May take him several sessions, each one getting a final session F/N a bit wider. Then he gets an F/N that gets to the Examiner. After that, when audited on a continuing basis, the F/N lasts longer and longer.

One day the pc comes into session with a dial wide floating swinging F/N an anything you say or do does nothing whatever to disturb that F/N.

It's a real Release man. It may last weeks, months, years.

Tell him to come back when he feels he needs some auditing and chalk up the remaining hours (if sold by the hour) as undelivered. Or if sold by result, chalk up the result.

If the F/N is truly persistent he will have no objections. If it isn't, he will object. So have him come back tomorrow and carry on whatever you were doing.

SUMMARY

The technical bug back of Quickie Grades or Quickie Power was the Persistent F/N.

This is not to be confused with a Stage 4 (sweep, stick, sweep, stick) or an ARC Broke needle (pc Bad Indicators while F/Ning).

This is not to be used to refuse all further auditing to a pc.

It is to be used to determine when to end a series of major actions in a session.

PROCESS CONCLUSIONS

DECEMBER 12, 1988

All processes should be run to the correct End Phenomena as given in the bulletins FLOATING NEEDLES AND END PHENOMENA and END PHENOMENA. Occasionally, however, a process is ended before EP because of the following considerations:

1.   The process has gone on a for a while and now the Pc has another important appointment which is distracting her attention to such an extent that the Clear Practitioner must end the session.

2.   The Preclear becomes tired, hungry or has to go to the bathroom in the middle of the process and is so distracted that the Clearing Practitioner must end the session or take a break.

3.   The process has gone on a long time and the Clearing Practitioner wants to check with to the C/S to make sure everything is proceeding properly.

4.   Any other reason which requires ending off before an EP is attained.

A Non-cyclical Process (i.e. a repetitive process which does not cause the Preclear to cycle up and down the Time Track) is concluded before the EP is reached by telling the Preclear "I will give you two more commands of this process and then we will be ending session (taking a break)." Give the two more commands and then say "Is there anything you'd care to say or ask before we end the session (take a break)?" End the session and send the folder to the C/S or take a break and resume the session.

A Cyclical Process, a repetitive process which does cause the Preclear to cycle up and down the Time Track as in a Recall type processes, must be concluded in Model Session as follows:

"Where are you now on the Time Track?"

"I will continue this process until you are close to present time." (After each command ask "When?") When the Pc is in present time or very close to present time, say "We will be ending the session (taking a break) here. Is there anything you'd care to say or ask?" and end the session or take a break. Send the folder to the C/S or take a break and resume the session. In this way the Pc is not left parked down the Time Track and out of present time.

THE BASIC AXIOMS OF CLEARING

20 AUGUST 1988

AXIOM 1   The general rule of Clearing is that
ANYTHING WHICH IS UNWANTED AND YET
PERSISTS MUST BE THOROUGHLY VIEWED,
AT WHICH TIME IT VANISHES. If only
partially viewed, its intensity, at
least, decreases.

AXIOM 2   ANYTHING WHICH IS NOT DIRECTLY OBSERVED
TENDS TO PERSIST.

AXIOM 3   BRINGING THE BEING TO VIEW ANY CONDI-
TION AS-IS, DEVALUATES THAT CONDITION.

AXIOM 4   BRINGING THE BEING TO CREATE A PERFECT
DUPLICATE CAUSES THE VANISHMENT OF ANY
EXISTENCE OR PART THEREOF.

AXIOM 5   TOTAL ARC WOULD BRING ABOUT THE VANISH-
MENT OF ALL MECHANICAL CONDITIONS OF
EXISTENCE.

AXIOM 6   POSTULATES AND LIVE COMMUNICATION, NOT
BEING MEST AND BEING SENIOR TO MEST,
CAN ACCOMPLISH CHANGE IN MEST WITHOUT
BRINGING ABOUT A PERSISTENCE OF MEST.
Thus, Clearing can occur.

THE MAGIC OF THE COMMUNICATION CYCLE

1 AUGUST 1988

If you study communication, you will find that it is THE MAGIC OF COMMUNICATION that makes Clearing work.

A Being in this universe has begun to consider himself to be MEST and, therefore, has begun to consider himself to be matter. The Being who considers himself matter, of course, responds to the laws of electronics. Electronics always involves two terminals, positive and negative.

An individual considering himself to be matter has to have a second terminal. A second terminal is required to discharge the energy.

In the Clearing Communication cycle we have two poles, a Clearing Practitioner and a Pc. As long as the Clearing Practitioner asks questions and the Pc replies, we get an exchange of energy from the Pc's point of view.

Many Clearing Practitioners think they are being a second terminal to the degree that they pick up the somatics and illnesses of the Pc. Actually there is no backflow of any kind that hits the Clearing Practitioner, but if he is so convinced that he is MEST, he will turn on somatics in echo of the Pc. Actually nothing hits the Clearing Practitioner; it has to be mocked up or envisioned by him.

You have set up, in essence, a two-pole system and that will bring about an as-ising of mass for the Pc. It isn't burning the mass, it is as-ising the mass and that's why there is nothing hitting the Clearing Practitioner.

Now that is the essence of the situation. The magic involved in Clearing is contained in the Communication Cycle of Clearing. You are handling a SMOOTH INTERCHANGE BETWEEN THESE TWO POLES, the Clearing Practitioner and the Pc.

When you look over the difficulties of Clearing, realize that you are handling simply the difficulties of the Communication Cycle, and when you yourself as the Clearing Practitioner do not permit A SMOOTH FLOW BETWEEN YOU AS A TERMINAL AND THE PC AS A TERMINAL, AND THE PC AS A TERMINAL BACK TO YOU, you get a no as-ising of mass. So you don't get range arm action.

Part of the trick, of course, is knowing what has to be as-ised and how you go about it, but that we call technique (what process has to be used to as-is the charge). The person who is continuously insisting upon a new technique is neglecting the basic tool of his Clearing, which is the Communication Cycle of Clearing.

When the Communication Cycle does not exist in a Clearing session, we are then trying to get a technique to work. But the technique cannot be administered because there is no Communication Cycle to administer it . There is no Communication line for it to flow on.

Basic Clearing is called BASIC CLEARING because it goes PRIOR to the technique.

A Communication Cycle must exist before the technique can exist. The fundamental entrance to the case is not on a level of technique, but is the Communication Cycle.

Communication is simply a familiarization process based on reach and withdraw.

When you speak to a Pc, you are reaching. When you cease to speak, you are withdrawing. When he hears you, he's at that moment a bit withdrawn, but then he reaches

toward you with the answer.

You'll see him withdraw while he thinks it all over. Then he will reach toward the Clearing Practitioner with the answer.

You have made an exchange from the Pc to the Clearing Practitioner and will see it reflected on the meter because that exchange now is giving an as-ising of mental mass and Range Arm action.

IN THE ABSENCE OF THAT COMMUNICATION YOU DO NOT GET METER ACTION. THE FUNDAMENTAL OF CLEARING IS THE COMMUNICATION CYCLE.

And that is really the great discovery.

THE TWO PARTS OF CLEARING

In order to do something for somebody you have to have a communication line to that person.

Communication lines depend upon reality and communication and affinity and where an individual is too demanding the affinity tends to break down slightly.

Processing goes in two stages.

1.   To get into communication with that which you are trying to process.

2.   Do something *for* him.

There is many a pc who will go around raving about his clearor, whose clearor has not done anything for the pc. All that has happened is that a tremendous communication line has been established with the pc and this is so novel and so strange to the pc that he then considers that something miraculous has occurred.

Something miraculous *has* occurred but in this particular instance the clearor has totally neglected *why* he formed that communication line in the first place. He formed it in the first place to *do* something for the pc.

He very often mistakes the fact that he has formed a communication line, and the reaction on the pc for his having formed one, with having done something for the pc.

There are two stages.

1.   Form a communication line.

2.   Do something for the pc.

Those are the two distinct stages. It is something like (1) Walking up to the bus and (2) Driving off. If you don't drive off you don't go anyplace.

It is a very tricky and no small thing to be able to communicate to a human being who has never been communicated to before. This is quite remarkable, and is such remarkable feat that it appears to be an end- all of Scientology to some.

But you see that's just walking up to the bus. Now you have got to go someplace.

Any upset that the individual has is so poised, it is so delicately balanced that it difficult to maintain. It is very hard to remain batty. A fellow has to.work at it.

If your communication line is *very* good and *very* smooth and if your clearing discipline is *perfect* so you don't upset this communication line and if you just made foray of no more importance than saying something like- What are you doing that sensible and why is it sensible?- and kept your communication line up all the while an kept your affinity up with the pc all the while, did it with perfect discipline, you would see more aberration fall to pieces per square inch than you ever thought could exist.

Now that's what I mean when I say *do something* for the pc.

You must clear well, get *perfect* discipline and get your communication cycle in. Don't ARC break the pc, let your cycles of action *complete*.

All of that is simply an entrance. You see, the discipline of Scientology makes it

possible to do this, and one of the reasons that other fields of the mind could never get near anybody was because they couldn't communicate to anybody.

So that discipline is *important*.

That is the ladder that goes up to the door and if you can't get to the door you can't do anything.

The perfect discipline of which we speak, the perfect cleror presence, perfect meter reading—all of those things are just to get you in a state where you can do something for somebody.

So when you're real slow picking up the discipline, real slow picking up keeping in the communication cycle, when you're pokey on the subject you are still 9 miles from the door. You're not even attending yet.

What you want to be able to do is clear *perfectly*. By that we mean keep in a communication cycle, be able to approach the pc, be able to talk to the pc, and be able to *maintain* the ARC. Get the pc to give you *answers* to your questions. Be able to read a meter and get the reaction.

All of those things have to be *awfully good* because it's very difficult to get a communication line in to somebody anyway. They all have to be present and they all have to be *perfect*. If they are all present and they are all perfect, then we can *start* to process somebody. *THEN* we can start to process somebody.

I'm giving you an entrance point here of, if all your cycles were perfect, if you were able to sit there and confront the pc and meter that pc and keep your clearing report and do all these multiple various things, and keep a pleasant smile on your face and *not chop his communication*, well then there is something you do with those things.

We used to have it all backwards. We used to try and teach people what they could do for somebody. However they could never get in communication with him to do it so therefore you had failures in processing.

Your magic is getting into communication with the person. The rest is very easy to do, all you have to do is *remain* in communication with the person while you are doing this, and realize that these huge aberrations he's got are poised with the most fantastically delicate balance on little pin points. All you have to do is to phoooph and these things crash.

Now if you were a perfect cleror from the basis of your clearing basics an presence and handling somebody - what could you do. You've got to do something for the person. It takes a process now.

A process is simply a combination of mental mechanisms which when inspected will pass away. All clearing is negative gain. You never add anything to the case. All clearing is subtractive, you're *as-ising* things on the case and that's all you're doing.

An elementary procedure would be- "What do you think is sensible?"-or anything of that sort. The pc says, "Well I think *Horses sleep in beds*. That's sensible. The cleror says, "Alright. Now why is that sensible?" The pc says, "Well .... ah ... Hey! .... That's not sensible. That's nuts!" He's cognited. You've flattened it.

Now if you're *not* in communication with this person he doesn't cognite. He takes it as an accusative action. He tries to justify thinking that way. He tries to make himself look good to you and tries to put on a public front of some kind or another. He tries to hold up his status.

Anytime I see a bunch of pcs around who want to jump happily to something else

because sane people run on that and crazy people run on something else, and they never have to be run on the crazy one, I right away know their clearors are *not* in communication with them and that clearing discipline itself has broken down because the pc is trying to justify himself and trying to uphold his status. So he must be defending himself against the clearor.

The clearor couldn't possibly be in communication with him.

So we are right back at the fundamental of why didn't the clearor get into comm with the pc in the first place.

You get into communication with the DC in the first place by doing Scientology discipline.

You sit down and you start the session and you start handling the pc and his problems and that sort of thing and you DO IT BY COMPLETING YOUR COMMUNICATION CYCLES *AND* NOT CUTTING HIS COMMUNICATION AND THE VERY THINGS YOU ARE TAUGHT IN THE TRS, and you find you are in communication with the person.

Unless, having gotten into communication you do something for the person, you lose your communication line because the R-factor of why you're in communication with the pc breaks down. He doesn't think you're so good, and you go out of communication with him. That having happened, the person will be in a sort of status defensive and wonder why he is being processed.

If you have done something for the pc and he has had his cognition, and you try and go on and get more TA action out of the fact that "all horses sleep in beds"—you don't get there as you've already flattened the process.

You can over clear and you can under clear.

If you don't notice that one answer come your way, that indicates you have done something for the pc and if you keep him working on that same thing your pc will get resentful and you'll lose your communication line.

He's already had the cognition you see. You are now restimulating the pc. You have gotten your key-out destimulation factor-it has occurred right before your eyes. You have done something for the pc. One more mention of the subject and you've had it.

There are a lot of things you could do with the pc, without doing anything for him. You can turn on some very very handsome somatics on a pc at one time or another without turning them off either. You've got to do something for the pc, not to him.

Now you can be doing something (A), and the pc is doing (B), and you go on doing (A), while the pc is doing (B) then somewhere on down the line you wind up in a hell of a mess and you wonder what happened.

Well the pc never did what you said so you didn't do anything for the pc. There was in actual fact no barrier to your willingness to do something for the pc but there must have been a tremendous barrier to your understanding of what was going on.

That you could ask (A), while the pc answered (B), in itself showed the clearor observation was very poor so therefore the clearor wasn't in communication with the pc.

So again the communication factor was out and once more we weren't doing anything for the pc.

It requires of the clearor discipline to keep in his communication line. He has got to stay in communication with his pc. Those cycles have got to be perfect. He can't be distracting the

pc's attention onto the TA, e.g., "I'm not getting any TA action now." That's not staying in communication with the pc-has nothing to do with it. You're distracting the pc from his own zones and areas.

Don't put the pc's attention out of session. Keep him going and keep that communication line in. And the next requirement is to do something productive for the pc using the communication line.
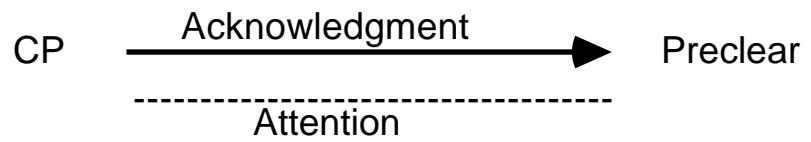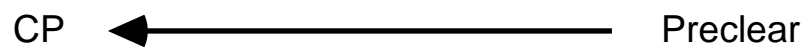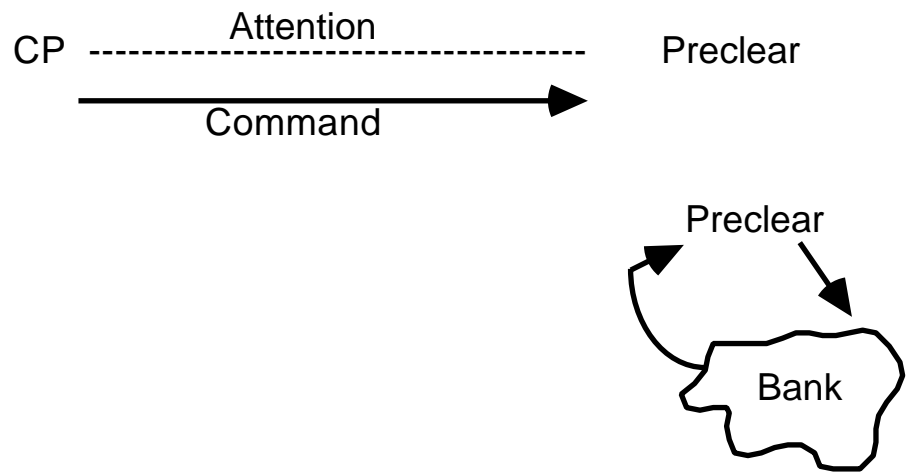
THE CLEARING COMMUNICATION CYCLE

14 JUNE 1988

A Clearing Practitioner runs the Clearing Session. She knows what to do for everything that happens. She gives the Preclear the action of the session without pulling the Preclear's attention heavily on the Clearing Practitioner. She does not leave the Preclear inactive or floundering without anything to do. The Clearing Practitioner makes the session. She does not leave it to the Preclear to make a session out of it. She doesn't wait for the Preclear to run down like a clock or just sit there after a big release.

The following steps of the CLEARING COMMUNICATION CYCLE are always in use:

1.   Clearing Practitioner looks at the Preclear; is she ready to receive the command (appearance, presence)?

2.   Clearing Practitioner gives command/question to the Preclear (cause, distance, effect).

3.   Preclear looks to the bank for the answer (Itsa maker line).

4.   Preclear receives the answer from the bank.

5.   Preclear gives the answer to the Clearing Practitioner (cause, distance, effect).

6.   Clearing Practitioner acknowledges the Preclear.

7.   Clearing Practitioner sees that the Preclear receives the acknowledgement (attention).

8.   New cycle begins with (1).

See diagram next page.

THE CLEARING COMMUNICATION CYCLE

CP - - - - - - - - - - - Attention - - - - - - - - - - - → Preclear
              Command

                                        Preclear

                                        Bank

CP ← ———————————————————— Preclear

CP ———————— Acknowledgment ————————→ Preclear
- -
              Attention

COMMUNICATION CYCLES WITHIN THE
AUDITING CYCLE

The difficulty that an Auditor gets into is normally found in his own *auditing cycle*.

There are basically two communication cycles between the Auditor and the Pc that make up the *auditing cycle*.

They are cause, distance, effect with the Auditor at cause and the Pc at effect and cause, distance, effect with the Pc at cause and the Auditor at effect.

```
        Cause ------------  Distance ----------->Effect

Auditor                                          Pc

        Effect <---------  Distance -------------Cause
```

These are completely distinct one from the other. The only thing that connects them and makes an auditing cycle, is the fact that the Auditor, on his communication cycle, has calculatingly restimulated something in the Pc which is then discharged by the Pc's communication cycle.

What the Auditor has said has caused a restimulation and then the Pc needs to answer the question to get rid of the restimulation.

If the Pc does not answer the question he doesn't get rid of the restimulation. *That is the game that is being played in an auditing cycle and that is the entirety of the game.* (Some auditing breaks down because the Auditor is unwilling to restimulate the Pc.)

There is a little extra communication cycle on here. The Auditor says, "Thank you" and you have this as the acknowledgement cycle.

```
        C ----------------- Command -------------> E

Auditor       E <--------------- Answer ----------------- C       Pc

        C ------------ Acknowledgement --------> E
```

Now there are some little inner cycles that can throw you off and make you think that there are some other things to the auditing cycle. There is another little shadow cycle: it is the observation of "Has the Pc received the auditing command?" This is such a tiny "cause" that nearly all Auditors who are having any trouble finding out what's going on with the Pc are missing this one. "Does he receive it?" *Actually there is another cause in here and you're missing that one when you're not perceiving the Pc*.

You can tell by looking at the Pc that he didn't hear or understand what you'd said or that he was doing something peculiar with the command he was receiving. *Whatever that message is in response, it rides on this line*.

```
                      Did Pc receive
        e <----------  understand and ----------- c
                     answer command?
```

```
Auditor         C ----------------- Command ------------> E          Pc

                E <--------------- Answer ---------------- C

                C ------------ Acknowledgement -------> E
```

An Auditor who isn't watching a Pc at all never notices a Pc who isn't receiving or understanding the auditing command. Then all of a sudden somewhere along the line there is an ARC Break and then we do assessments and we patch up the session and all kinds of things go wrong.

Well, they actually needn't ever have gone wrong in the first place if this line had been in. *What is the Pc doing completely aside from answering? Well, what he is doing is this other little sub-cause, distance, effect line*.

Another of these tiny lines is the cause, distance, effect line of—"Is the Pc ready to receive an auditing command?"

This is the Pc causing and it rides up the line across distance, *is received at the Auditor* and the Auditor perceives that the Pc is doing something else.

It is an important one and you find that Auditors goof that one very often; the Pc's attention is still on a prior action.

Now here's another one—"Has the Pc received the acknowledgement?' Sometimes you violate this one. You have been acknowledging but you've never seen that he didn't receive the acknowledgement. *That perception has **another** little tiny one in it that actually comes on this line; it is—"Has the Pc answered everything*?"

The Auditor is watching the Pc and the Auditor sees that the Pc has not said all that the Pc is going to say. You sometimes get into trouble with Pcs that way Everything at "cause" hasn't moved on down the line to effect and you haven't perceived all of the "effect" and you go into the acknowledgement one before this line has completed itself.

That's chopping the Pc's communication. You didn't let the communication cycle flow to its complete end. The acknowledgement takes place and of course it can't go through as it's an inflowing line and it jams right there on the Pc's incomplete outflowing answer line.

```
                        Is the Pc ready
         e <---------- for the command?---------- c

                        Did Pc receive,
         e <----------  understand and ----------- c
                        answer command?

Auditor        C ----------------- Command -------------> E          Pc

               E <---------------- Answer ----------------- C

               C ------------ Acknowledgement --------> E

                        Did Pc complete the
               e <----------- answer  and receive --------- c
                        Acknowledgement
```

So if you want to break it all down, there are six communication cycles which make up one auditing cycle. Six, not more than six unless you start running into trouble. If you violate one of these six communication lines you of course are going to get into trouble which causes a mish-mash of one kind or another.

There is *another* communication cycle inside the auditing cycle and that is at the point of the Pc. It's a little additional one and it's between the Pc and himself. *This is him talking to him. You're listening to the inside of his skull when you're examining it. It* actually can be multiple as it depends upon the complications of the mind.

This happens to be the least important of all the actions except when it isn't being, done. And of course it's the hardest to detect when it isn't being done. Pc says: "Yes. Now what has the Pc said yes to? And sometimes you are insufficiently curious. And that in essence is this internal perception of line. It includes this cause, distance, effect backflash here-"Is the Pc answering the command I gave him?"

So with this, there are seven communication cycles involved in an auditing cycle It is a multiple cycle.

A communication cycle consists of just cause, distance, effect with intention attention, duplication *and understanding*. How many of these are there in *one* auditing cycle? You'd have to answer that with how many *principal* ones there are *because some auditing cycles contain a few more*. If a Pc indicates that he didn't get the command (*cause, distance, effect*), the Auditor would give a repeat of it (*cause distance, effect*) and that would add *2* more communication cycles to the auditing cycle, *so you've got 9* - because there was a flub. So anything unusual that happens in session adds to the number of communication cycles in the auditing cycle, but they ar still all part of the auditing cycle.

Repetitive commands as an auditing cycle, is doing the same cycle over and over again.

Now there is a completely *different* cycle *inside the same pattern*. The Pc is going to originate and it's got *nothing to do* with the auditing cycle. The only thing they have in common is that they both use communication cycles. *But this is brand new*. The Pc says something that is not germane to what the Auditor is saying or doing and you actually have to be alert for this happening at any time and the way to prepare for it is just to realize that it can happen at any time and just go into the drill that handle it. Don't get it confused with the drill that you have as an auditing cycle. Consider it its own drill. *You shift gears into this drill when the pc does something unexpected.*

And, by the way, this handles such a thing as the Pc originates by throwing down the

cans. That's still an origin. It has nothing to do with the auditing cycle. Maybe the auditing cycle went to pieces and this origination cycle came in. Well, the auditing cycle can't complete because this origin cycle is now here. That doesn't mean that this origin has precedence or dominance but it can start and take place and have to be *finished off* before the auditing cycle can resume.

So this is an interruptive cycle and it is cause, distance, effect. *The Pc causes something. The Auditor now has to originate as the Auditor has to understand what the Pc is talking about—and then acknowledge. And to the degree that it is hard to, understand, you have the cause, distance, effect of the Auditor trying to clarify the, thing; and every time he asks a question, he's got a new communication cycle.*

You can't put a machine action at that point because the thing has to be **understood***. And this must be done in such a way that the Pc isn't merely repeating his same origination or the Pc will go frantic. He'll go frantic because he can't get off that line—he's stuck in time and it really upsets him. So the Auditor has to be able to understand what the devil the Pc is talking about. And there's really no substitute for simply trying to understand it.*

There is a little line where the Pc indicates he is going to say something. *This is, line (cause, distance, effect) that comes* **before** *the origination takes place so you don't run into a jam and you don't give the auditing command*. The effect at the Auditor's point is to shut up and let him. There can be another little line (cause, distance, effect) where the Auditor indicates he is listening. Then there is the origination, the Auditor's acknowledgement of it and then there is the perception of the fact that the Pc received the acknowledgement.

That's your origination cycle.

An Auditor should draw all these *communication cycles* out on a scrap of paper. *Just take a look at all these things*; mock up a session and all of a sudden it will become very straight how these things are and you won't have a couple of them jammed up. What's mainly wrong with your *auditing cycle* is that you have confused a couple of *communication cycles* to such a degree that you don't differentiate that they exist. That's why you sometimes chop a Pc who is trying to answer the question.

You know whether the Pc has answered *the* question or not. How *did* you know? Even if it's telepathy it's *cause, distance, effect*. It doesn't matter how that communication took place, you know whether he's answered the command by a communication cycle. I don't care how you sense this.

If you are nervy on the subject of handling the basic tool of auditing and if that's giving you trouble (and *if you* get into trouble *by suddenly breaking it down and analyzing it*) then it should be broken down and analyzed *at a time when you're auditing something nice and simple*.

I've given you a general pattern for an auditing cycle; maybe in working it over you can find a couple of extra communication cycles in the thing. But they are all there and if you made someone go through each one painstakingly, you would find out where his auditing cycle is jammed up. It isn't necessarily jammed up on his ability to say "Thank you". It may *very* well be jammed up in another quarter.

THE COMMUNICATION CYCLE IN CLEARING

1 AUGUST 1988

The ease with which you can handle a Communication Cycle depends on your ability to observe what the Pc is doing.

We have to add to the simplicity of the Communication Cycle OBNOSIS (observation of the obvious).

Your inspection of what you are doing should take place in your training. In session, obnosis focuses on the actions of the Pc.

Your handling of a Communication Cycle ought to be so instinctive and so good that you have no attention on what you do now.

In actual Clearing, it is your business to watch the Communication Cycle and responses of the Pc.

This is what makes the Master Clearing Practitioner who can resolve any case: Can the Clearing Practitioner observe the Communication Cycle of the Pc and repair its various lapses?

Ask a question that the Pc can answer, and then observe that the Pc answers it. Then observe that the Pc has completed the answer to it and is through answering it. Then give him an acknowledgement and observe that he's been acknowledged. Then repeat the same question or ask another question.

Asking the Pc a question he can answer involves clearing the Clearing Command. You also ask it of the Pc so that the Pc can hear it and knows what he's being asked.

When the Pc answers the question, observe that the Pc isanswering that question and not some other question.

Be sensitive to when the Pc has finished answering the question. He looks like he's finished and he feels like he's finished. It's part his vocal intonation. You can tell when the Pc has finished. It's an instinct and knowingness that you develop to know he's finished.

Then knowing he's finished answering, you tell him he's finished with an acknowledgement, "OK," "Good," etc. It's like pointing out the by-passed charge to the Pc. "You have now found and located the by-passed charge in answer to the question and you have said it." That's the magic of acknowledgement.

If you're not sensitive to when the Pc has finished answering, he'll answer and getting nothing from you, his social machinery will go into action. He 'll begin to self-Clear and you'll get no range arm action.

The degree of stop you put on your acknowledgement is important. You can acknowledge a Pc so hard that you finish the session right there. It's forgivable to do this in training, but NOT in a Clearing session.

Get your own Communication Cycle PERFECT in training so you aren't worried about it in session. Then you can BE there for the Preclear.

THE THREE IMPORTANT COMMUNICATION LINES

When you are sitting in an auditing session what are the 3 important communication lines and what is their *order of importance*?

1.   The first is the Pc's line to his bank. The *Itsa Maker* line.

2.   The second is the Pc's line to the Auditor. The *Itsa* line.

3.   The third is the Auditor's line to the Pc. The *What's-it* line.

Now the definition, "*Willing* to talk to the Auditor", is very easy to interpret as "*Talking* to the Auditor". So the Auditor *cuts the line the Pc has to the bank* in order to get the Pc to talk, because "It's the Itsa line that blows the charge," he says.

So the Auditor *cuts the Pc's communication line* with his bank in order to *bring about* an Itsa line—and then he wonders why he gets no TA action and why the Pc ARC Breaks.

This cut communication line is not perceivable to the naked eye. It's hidden because it's from the Pc—a Thetan unseen by the Auditor-to the Pc's bank—unseen by the Auditor.

The Auditor is simply there to use the What's-it line in order to get the Pc to confront his bank. The charge blows off it to the degree that it's confronted and this is represented by the Itsa line.

The Itsa line is a report on what has been as-ised, that gives it its flow.

The *sequence* of use of these lines in an auditing cycle is 3, 1, and then 2.

Where the Auditor neglects this hidden line from the Pc to the Pc's bank, where he doesn't understand that hidden line and can't integrate it or do anything with it he is going to fail.

CLEARING PRACTITIONER FAILURE TO UNDERSTAND

3 AUGUST 1988

If a Preclear says something and the Clearing Practitioner fails to understand what the Preclear said or meant, the correct response is:

"I DID NOT (HEAR YOU) (UNDERSTAND WHAT WAS SAID)
(GET THAT LAST)."

To do anything else is bad form; invalidation and evaluation result in an ARC break.

INVALIDATION

To say "You did not speak loud enough……"or any other use of "you" is an invalidation. The Preclear is also thrown out of session by having the responsibility for communication given to her him.

The Clearing Practitioner is responsible for the session. Therefore the Clearing Practitioner has to assume responsibility for all communication breakdowns in the session.

EVALUATION

Far more serious than invalidation is the accidental evaluation which occurs if the Clearing Practitioner repeats what the Preclear says.

NEVER repeat after a Preclear what the Preclear says, no matter why. Repeating not only shows the Preclear you do not listen, but makes her him feel you're not present, that you are a machine or a circuit.

Children also do this to annoy.

Essentially, the main reason you do not repeat what the Preclear said, after the Preclear, is that if you say it wrong the Preclear is thrown into protest. She must stop right there and correct the wrongness. Her his attention is thrown out of her his bank. It may take an hour to dig the Preclear out of it. Just get the Preclear to say it again or get the Preclear to point it out again. That's the correct action.

INTROVERTING THE PRECLEAR

Further, don't gesture at the Preclear to find out what she said. To say, pointing "You mean this item, then," is not only an evaluation but causes the Preclear to relook at something as-ised. Also, do not shove things at a Preclear or throw things to a her him. In each of these situations the Preclear rejects her his own answer, the Clearing Practitioner and the action of being introverted into something. These actions introvert the Preclear and suppress her him.

SUMMARY

A very high percentage of ARC breaks in session occur because of a failure to understand the Preclear.

Don't prove you didn't with gestures or erroneous repeats.

Just listen to the Preclear's communication and when it needs to be restated for you say,

"I DID NOT (HEAR YOU)(UNDERSTAND WHAT WAS SAID)
(GET THAT LAST)."

These are the correct responses.

COMM CYCLE ADDITIVES

There are no additives permitted on the Auditing Comm Cycle.

Example: Getting the pc to state the problem after the pc has said what the problem is.

Example: Asking a pc if that is the answer.

Example: Telling pc "it didn't react" on the meter.

Example: Querying the answer.

This is the WORST kind of auditing.

Processes run best MUZZLED. By muzzled is meant using ONLY TR 0, 1, 2,: and 4 by the text.

A pc's results will go to HELL on an additive comm cycle.

There are a hundred thousand tricks that could be added to the Auditing Comm Cycle. EVERY ONE of them is a GOOF.

The ONLY time you ever ask for a repeat is when you couldn't hear it.

Since 1950, I've known that all auditors talk too much in a session. The maximum talk is the standard model session and the TR 0 to 4 Auditing Comm Cycle ONLY.

It is a serious matter to get a pc to "clarify his answer". It is in fact an Ethics matter and if done habitually is a Suppressive Act, for it will wipe out all gains.

There are mannerism additives also.

Example: Waiting for the pc to look at you before you give the next command (Pcs who won't look at you are ARC Broken. You don't then twist this to mean the pc has to look at you before you give the next command.)
Example: A lifted eyebrow at an answer.

Example: A questioning sort of ack.

The Whole Message is:

GOOD AUDITING OCCURS WHEN THE COMM CYCLE ALONE IS USED AND IS MUZZLED.

Additives on the Auditing Comm Cycle are ANY ACTION, STATEMENT, QUESTION OR EXPRESSION GIVEN IN ADDITION TO TRs 0 - 4.

They are Gross Auditing Errors.

And should be regarded as such.

Auditors who add to the Auditing Comm Cycle never make Releases.

So, that's Suppressive.

Don't do it!

RECOGNITION OF THE RIGHTNESS OF THE BEING

3 AUGUST 1988

A Clearing Practitioner's tendency is to look for wrongnesses. He is trying to find what's wrong with the Pc because he is trying to delete it.

An individual is basically and routinely good, capable of many actions and considerable power.

Man is an "added-to" Being and everything that has been added to him has decreased his ability to cope. When you add something to the Being he gets worse.

We are in the business of deleting wrongnesses from the individual.

Even the Freudian Analyst realized that some additive had been added that should be deleted. So the idea of deleting something to bring about recovery is not new with us.

Because we are in the business of deleting wrongnesses from the individual, we can overlook rightnesses. We must look at the rightnesses that are present, to appreciate the degrees of truth that are present and that can be promoted into more truth.

This is an important part of Clearing: the recognition of the fact that truth is present.

We are ONLY trying to find wrongnesses in order to increase rightnesses, and that's very important.

Therefore, Processing is an action by which wrongnesses can be deleted from the case to the degree that rightnesses are present in the session. You cannot take a case that doesn't haveany rightness present and delete a wrongness.

Clearing is a contest of maintaining rightnesses so that we can delete wrongnesses. If you keep on deleting wrongnesses, all the while maintaining and increasing the rightnesses, you eventually wind up with a very right Being.

You must learn to observe a Clearing session. You want your Pc to wind up in a right state--in a more native, more capable, less overwhelmed, higher power of choice state. You want him to wind up with more rightnesses.

Therefore, Clear so that you encourage and increase rightnesses and you will wind up with a very right PC.

The degree of rightness you have present must exceed the wrongness you are going to pick up. It's a proportional action. If you've got as much wrongness in a session as you've got rightness, you're not riding on any cushion. It makes a very difficult job of Clearing. If you want to pick up this little wrongness, you have to have rightnesses present which are big enough to engulf it. That makes easy Clearing.

If the rightnesses in the session are very minor and the problem is a tiny one, there isn't enough rightness in the session to handle the problem and the Pc cannot erase it.

THE PC'S ABILITY TO AS-IS OR ERASE IN A SESSION IS DIRECTLY PROPORTIONAL TO THE NUMBER OF GOOD INDICATORS PRESENT IN THE SESSION.

And his inability to cope in a session rises proportionally to the number of bad indicators present in a session.

Any process has its own series of bad indicators. And thebad indicator moves in when the good indicator moves out. So you have to have a primary knowledge of good indicators.

Don't LOOK for bad indicators. Know your good indicators for the level you are running so well that when one of them disappears out of the session, your ears go up and you instantly correct the situation.

Remember this if you see a Pc start to bog. You've got to get the Pc's good indicators back in before you can get the Pc to handle what you want him to handle.

If all the good indicators are present, the Clearing Practitioner knows he is doing a good job of Clearing the Preclear and of recognizing the Rightness of the Being.

STANDARDIZED SESSIONS

20 AUGUST 1988

There are many reasons why sessions should be standardized and held in pattern. First of these is CONFIDENCE. The Clearing Practitioner, going over practiced ground, feels more confident, and startled by some sudden action or new development, does not lose session control by seeming incapable to the Pc. The Preclear, accustomed to repetitive session pattern, feels a security when all his sessions are predictable as to pattern of address. And if he changes Clearing Practitioners, he is still able to feel confident that he is getting real Clearing.

A second reason is DUPLICATION. Just as Old Repeater Technique done by the Clearing Practitioner to the Pc will run out a phrase or charged word, so do session patterns, well followed, tend to run out earlier sessions. Duplication does not make all things seem alike. Duplication of a session adds communication to the session and speeds up the willingness of the Pc to communicate to the Clearing Practitioner.

When he is given a "rough session," the Pc's havingness goes down. Not predicting the shifts and changes of the Clearing Practitioner, the Pc ceases to be able to have the session or its appurtenances - the Clearing Practitioner, the room, etc. The smoother the Clearing the better the Pc's havingness stays up.

The Model Session is designed to avoid unpredictable changes. Thus it is designed to retain havingness by retaining pattern, which is to say, retaining predictability by the Pc.

Clearing done smoothly, duplicatively session-by-session, as to session pattern, runs itself out, even if the Pc has a constantly changing bank.

A person gets as able as he regains confidence - and he gets as free as his Clearing is a constant, not itself a wild variable.

CLEARING PRACTITIONER SKILL

20 AUGUST 1988

Basic Clearing Practitioner Skill consists of five things. If a Clearing Practitioner can do these five, they will produce consistent and excellent results in Preclears.

Any training program, any Professional Clearing that produces results, depend on these five basics.

If you review Professional Clearing Practitioners or examine students on these basics by themselves, all Clearing would rest on solid ground and get gains. No fancy new process will cure what is wrong in a session if these things are not present.

The Basic Clearing Skills are:

1. ABILITY TO EXECUTE THE CLEARING CYCLE.

2. ABILITY TO EXECUTE THE CLEARING CYCLE REPETITIVELY.

3. ABILITY TO HANDLE A SESSION.

4. ABILITY TO READ A METER.

5. ABILITY TO STUDY AND APPLY DATA.

It takes very little to establish the presence or absence of these abilities in a Professional Clearing Practitioner or a student. Each one can be reviewed easily.

View a Clearing Practitioner's ability to clear in the light of the above only. Put her on video tape for a half hour, actual session of any Model Session he or she is trained to use, and watch 1 to 4 above. Then give her an unstudied short bulletin and see how long it takes for the Clearing Practitionerto pass a verbal exam on it.

A comparison of this data with a number of the Clearing Practitioner's Preclear folders will show direct co-ordination. To the degree that few results were obtained, the Clearing Practitioner missed on 1 to 5 above. To the degree that good results were obtained, the Clearing Practitioner could pass 1 to 5 above. Inspection of half a dozen different cases the Clearing Practitioner has done is necessary to see a complete co-ordination.

There is your training emphasis for Clearing Practitioner's training programs. Only when the above skills are polished up do you dare to go into involved processes with the Clearing Practitioner. For a more complicated process further throws out any existing errors in the above five abilities.

During such a training period, one can fall back on Clearing Practitioner confidence. What process is the Clearing Practitioner confident she will get wins with? Well, let her run it on the current Pc. And meanwhile, with training, smooth the Clearing Practitioner out and get her familiarized with higher level or more recent processes.

Without a Clearing Practitioner who is skilled in these basics, a case will not progress. And a case will progress more with a confident Clearing Practitioner than with a Clearing Practitioner who is shaky. For the shakiness will magnify any faults in the five skills.

Clearing Practitioners do a fine job. It takes a while to learn a new skill. A top Professional Clearing Practitioner can do it in one or two sessions so it's not causing them any strain. A Class IV Clearing Practitioner can get a new skill straight in about four sessions. So

nobody expects a new skill to appear magically perfect in no time at all. But the length of time it will take to learn a new skill depends on the five abilities above.

THE DEFINITION OF Q & A

12 AUGUST 1988

There are several definitions for the term Q & A.

It is often used to mean INDECISIVE, not making up one's mind.

The real definition as it applies to CEs is:

THE QUESTION PROCEEDING FROM THE LAST ANSWER.

EXAMPLE:

Question: How are you?

Answer: I'm fine.

Question: How fine?

Answer: My stomach hurts.

Question: When did your stomach begin hurting?

Answer: When I saw my mother.

Question: Do you dislike your mother? etc., etc.

The above example is a serious Clearing error. As each question is based on the last answer, it is called Q and A. It could also be called Q BASED ON THE LAST A.

It never completes any cycle. It tangles Pcs up. It violates CE 3. Don't do it.

ALL LEVELS Q AND A

24 JANUARY 1988

Some Clearing Practitioners Q and A.

This is because they have not understood what it is.

Nearly all their Clearing failures stem not from using wrong processes, but from Q and A.

The origin of the term comes from CHANGING WHEN THE PC CHANGES. A later definition was QUESTIONING THE PC'S ANSWER.

The best definition of Q AND A is this:

Q AND A IS A FAILURE TO COMPLETE A CYCLE OF ACTION ON A PRECLEAR

A Cycle of Action is defined as:

START-CONTINUE-COMPLETE

Thus a Clearing Communication Cycle is a cycle of action. It starts with the Clearing Practitioner asking a question the Preclear can understand, getting the Preclear to answer it and acknowledging that answer.

A Process Cycle is selecting a process to be run on the Preclear, clearing the commands of the process, checking to see that the process reads on the meter and running the process to end phenomena.

A Program Cycle is selecting an action to be performed,performing that action and completing it.

Thus you can see that a Clearing Practitioner who interrupts or changes a Clearing Comm Cycle before it is complete is doing a Q and A. This could be done by violating or preventing or not doing any part of the Clearing Cycle, i.e., ask the Pc a question, get an answer to a different idea, ask the different idea, thus abandoning the original question.

A Clearing Practitioner who starts a process, just gets it going, gets a new idea because of the Pc's origination, takes up the origination and abandons the original process is doing a Q and A.

When a program, such as, "Prepcheck this Pc's family," is begun and for any reason left incomplete to go chasing some new idea to prepcheck, you have a Q and A.

Unfinished cycles of action are all that louse up cases.

Since time is a continuum, a failure to carry out a cycle of action (a continuum) hangs the Pc up at that exact point.

If you don't believe it, Prepcheck INCOMPLETE ACTIONS on a Pc! "WHAT INCOMPLETE ACTION HAS BEEN SUPPRESSED?" etc, cleaning the meter on every button. And you'd have a Clear - or a Pc that would behave that way on a meter.

Understand this and you'll be about ninety times as effective as a Clearing Practitioner.

DON'T "Q AND A" means:

DON'T LEAVE CYCLES OF ACTION INCOMPLETE ON A PC.

The gains you hope to achieve on a Pc are lost when you Q and A.

A WELL TRAINED CLEARING PRACTITIONER

5 JANUARY 1989

There are five areas which must be mastered for a Clearing Practitioner to produce excellent results in sessions, time after time, with Preclears. These are:

1.   She really knows and can read a Clearing Biofeedback Meter.

2.   She knows and can apply Technical Data.

3.   She can communicate adequately enough about Clearing to enroll a Preclear for Clearing and to keep a Preclear continuing with Clearing. In a session, she can control the Preclear.

4.   She can complete a clearing cycle of action.

5.   She can complete a repetitive clearing cycle of action.

It may look as though other more mysterious things are taking place, but if a student just masters the above, she will be a busy, successful and happy Clearing Practitioner with clients who are satisfied and winning too.

All the training you are receiving is to help you to achieve the above five skills. Press on!

FORCING A PRECLEAR

21 AUGUST1988

Forcing a Preclear to go on being cleared, when the Preclear is refusing or not wishing to go on, upsets the Preclear and her case and gives the Preclear a heavy loss.

There is no excuse for it.

It invalidates the Preclear's cause.

The correct action is to either find out why she doesn't want to go on or send the Preclear to a higher classed Clearing Practitioner for a Review Clearing Session.

CLEARING PRACTITIONER TRUST

21 AUGUST 1988

TRUST: (noun) a firm belief in the honesty, truthfulness, justice, or power of a person or thing; faith. Obligation or responsibility imposed on one in whom confidence or authority is placed. Condition of one in whom trust has been placed; being relied on.

A Preclear tends to be able to confront to the degree that she feels safe. She feels safe to the degree that the Clearing Practitioner understands and carries out her responsibility to her Preclear.

If the Preclear is being cleared in a Clearing environment that is unsafe or prone to interruption her confront is greatly lowered and the result is a reduced ability to run processes, locate charge and to erase it.

If the Clearing Practitioner's CEs are rough and her manner uncertain or challenging, evaluative or invalidative, the Preclear's confront is reduced to zero or worse.

This comes from a very early set of laws called THE CLEARING PRACTITIONER'S TRUST.

CLEARING PRACTITIONER PLUS PRECLEAR
ARE GREATER THAN THE BANK.

CLEARING PRACTITIONER PLUS THE BANK
ARE GREATER THAN THE PRECLEAR.

PRECLEAR MINUS THE CLEARING PRACTITIONER
IS LESS THAN THE BANK.

(By BANK is meant the mental image picture collection of thePreclear. It comes from computer technology where all data is in a BANK.)

The difference between Clearing Practitioners is not that one has more data than another or more tricks. The difference is due to the Clearing Practitioner's TRUST: strict adherence to procedure, excellent CEs, confident manner, and close observance of the Clearing Practitioner's Code.

No "bedside manner" or sympathetic expression is required .

A Clearing Practitioner who knows her procedures and has good CEs inspires more confidence. The Preclear doesn't have to put her attention on or cope with the Clearing Practitioner and feels safe and so can confront her bank better.

This is THE CLEARING PRACTITIONER'S TRUST.

CLEARING PRACTITIONERS RIGHTS

CLEARING PRACTITIONER RESPONSIBILITY FOR C/Ses

The responsibility of a Clearing Practitioner who receives a Case Supervisor direction (C/S) of what to clear on a Pc in NOT discharged of his responsibility as an Clearing Practitioner.

THE CLEARING PRACTITIONER HAS A SERIES OF RESPONSIBILITIES THAT ARE PART OF EVERY C/S HE RECEIVES.

ACCEPTING THE PC

No Clearing Practitioner is required to accept a specific Pc just because the Pc is assigned to him.

If a Clearing Practitioner does not believe he can help that particular Pc or if he dislikes clearing that particular Pc the Clearing Practitioner has a right to refuse to clear that Pc.

The Clearing Practitioner must state why.

The Case Supervisor, may not discipline the Clearing Practitioner for refusing to clear a particular Pc.

Thus refusing to clear a particular Pc, so long as one is not refusing to clear other Pcs, is not actionable.

"I do not wish to clear this Pc because _____. I am willing to clear other Pcs", is the legal Clearing Practitioner statement in the matter.

Some Pcs get a bad name with some Clearing Practitioners, some don't appreciate the clearing, some conflict with a particular Clearing Practitioner's own personality. There are such instances. It does not mean certain Pcs cannot be helpedby others.

It is also true that a Clearing Practitioner who dislikes a Pc may not do a good job so the rule also has a practical side to it.

One Clearing Practitioner disliked young men and did a bad job on them. Another disliked old ladies and chopped them up in session. One Pc had messed up several and couldn't find anyone to clear him at all.

We are not clearing people to make amends to the world.

Thus a Clearing Practitioner has a right to reject or accept the Pcs he is given.

ACCEPTING A C/S

When the Clearing Practitioner gets a C/S to do on a case and if he thinks it is not the correct thing to do he has the right to reject the C/S for that Pc and require another one he can agree to.

The Clearing Practitioner does\not\have the right to start doing a C/S and change it during the session except as noted below.

The Clearing Practitioner may NOT C/S in the clearing chair while clearing the Pc. If

he has NO Case Supervisor at all the Clearing Practitioner still works from a C/S. He writes the C/S before session and adheres to it in session. To do something else and not follow the C/S is called "C/Sing in the chair" and is very poor form as it leads to Q and A.

STALE DATED C/S

A C/S that is a week or two old or a repair program that is a month or two old are dynamite.

This is called a "Stale Dated Program" or a "Stale DatedC/S" meaning it is too old to be valid.

It should have been done sooner. The Pc of last week when the C/S was written may have been well and happily employed but a week later may have headaches and reprimand from the boss.

It is dangerous to accept a repair Program if it is old.

The Clearing Practitioner who sees his C/S is old and sees the Pc has Bad Indicators is justified in demanding a fresh C/S giving his reasons why.

A program written in January may be completely out of date in June. Who knows what may have happened in between.

Use fresh C/Ses and fresh Programs.

ENDING THE SESSION

When the C/S he has is proving unworkable\during\the session, the Clearing Practitioner has a right to end the session and send the folder to the C/S.

Ending the session is totally up to the Clearing Practitioner.

If the Clearing Practitioner just doesn't complete an action that was producing Range Arm and could be completed it is of course a flunk. Such a case is just not running a basic engram the one more time through that would bring the RANGE ARM down and give a proper end phenomena. This and similar actions would be an Clearing Practitioner error.

The judgement here is whether or not the Clearing Practitioner's action is justified in ending the session.

Even though he may have made an error, the Clearing Practitioner cannot be blamed for the ending off of the session as that is totally up to him. He can be given a flunk for the error.

CLEARING OVER OUT RUDS

Clearing a Pc on something else whose ruds are out is a MAJOR CLEARING ERROR.

Even if the C/S omits " Fly a rud" or "Fly Ruds" this does not justify the Clearing Practitioner from clearing the Pc over out ruds.

The Clearing Practitioner can do one of two things: He can Fly all ruds or he can return the folder and request ruds be flown.

The ALETHANETIC CLEARING PRACTITIONER is not excused from clearing over

out ruds and in an HGC must be specially cautioned not to do so but return the folder for a new C/S. Better still she should learn to Fly ruds.

INABILITY TO FLY RUDS

If a Clearing Practitioner cannot get a rud to F/N, cannot get any rud to F/N, she is justified in starting a Green Form.

The Clearing Practitioner solution to no F/N on ruds is to do a G.F. whether the C/S said to or not.

This is an expected action.

It is understood the Clearing Practitioner would use Suppress and False in trying to fly ruds.

SESSIONS FAR APART

When a Pc has not had a session for some time, or when a Pc gets sessions days apart RUDS MUST BE FLOWN. Otherwise the Pc will get cleared over out-Ruds. This can develop mental mass.

Optimum session scheduling is a series of sessions or a whole program done in a block of sessions close together. This prevents the world from throwing the Pcs ruds out between sessions.

Giving sessions far apart barely keeps up with life. The clearing time is absorbed in patching life up.

Rapid gain gets above life's annoyances and keeps the Pc there.

UNREADING ITEMS

When an item the Clearing Practitioner has been told to run doesn't read on ;the meter, even when the Clearing Practitioner puts in Suppress and Invalidate on it, the Clearing Practitioner MUST NOT do anything with the item no matter what the C/S said.

It is expected he will see if it reads and use Suppress and Invalidate on it. And if it still doesn't read he will be expected NOT to run it.

LISTS

When an Clearing Practitioner whose C/S told him to list "Who or what _____ " or any list question finds that the list question does not read, the Clearing Practitioner MUST NOT list it.

When doing a list ordered by the C/S it is assumed that the Clearing Practitioner will test it for read before listing and that he will NOT list an unreading question. (A read is an actual fall, not a tick or a stop.)

LIST TROUBLE

When an Clearing Practitioner has trouble doing a list and getting an item it is expected

he will use a Prepared List like L4 to locate the trouble and handle it.

As it is very hard on a Pc to mess up a list it is expected the Clearing Practitioner will handle the situation then and there with no further C/S directions.

HIGH RANGE ARM

When the Clearing Practitioner sees the RANGE ARM is high at session start yet the C/S says to "Fly a rud" or run a chain, the CLEARING PRACTITIONER MUST NOT TRY TO FLY A RUD and he must not start on a chain.

Trying to bring a RANGE ARM down with ARC Brks or ruds is very hard on a Pc as ARC Breaks aren't the reasons Range Arms go up.

Seeing a high RANGE ARM at start the Dianetic Clearing Practitioner or Scn^ Clearing Practitioner up to Class II does\not\start the session but sends the folder back to the C/S and for a higher class Clearing Practitioner to do.

Seeing a high RANGE ARM at start the Clearing Practitioner (Class III or above) (a) checks for exteriorization in a recent session and if so the session is ended and the C/S is asked for an "Interiorization Rundown"; (b) if the Pc has had an Interiorization Rundown the Clearing Practitioner asks the C/S for permission to do a "C/S Series 53" or a Hi-Lo RANGE ARM assessment or whatever the C/S indicates. The Interiorization RD may have been (usually is) overrun and needs rehab or correction and it is usual to check it - it is included in a "C/S 53" and a Hi Lo RANGE ARM.

These actions are expected of the Clearing Practitioner even when not stated in the C/S. GOING ON HOPING

When a case is running badly session to session the LAST thing you do is go on hoping, either in clearing or C/Sing.

"Let's try _____," "Then this" "Then this" is not going to solve the case.

YOU GET DATA. You can get data by a White Form (Pc Assessment Form). You can get data from a GF^ fully assessed (Method 5). You can get data by 2 way comm on various subjects. You can have the D of P Interview and get answers. You can even ask his mother.

You look for case errors. You study the folder back to where the Pc ran well and then come forward and you'll find the error every time.

DO NOT JUST GO ON SESSION AFTER FAILED SESSION HOPING. That's pure idiocy.

You get data! from prepared lists, from life, from the Pc, from the folder.

FIND THE BUG!

Ah, good Lord, he is a Pinkerton Agent sworn to secrecy! He does yoga exercises after every session. He was tried for murder when he was 16 and nobody has run the engram of it.

Various Clearing Practitioners ran the same engram chain four times.

A Clearing Practitioner ran Interiorization RD twice.

After Power she had her baby and nobody ran the delivery.

He doesn't like to talk but is a "Grade Zero!"

A dozen dozen reasons can exist.

A Clearing Practitioner does NOT let a C/S C/S hopefully. He refuses the C/Ses until an Folder Error Summary is done and the bug found.

THINGS DONE TWICE

By carelessness the same rundowns can be called for twice and done twice or even more.

A Folder Summary inside the front cover must exist and must be kept up.

Over it there must be a program on which the case is beingcleared. But just because its covered, never neglect entering a session and what was run on the Folder Summary (FS).

If Hold it still is ordered, see if it was run before.

Don't let major Rundowns be done twice.

ALETHANETIC ITEMS must NEVER be run twice. Alethanetic lists must not be scattered through a folder. Bring them together and keep them together and being brought forward.

COPY

Don't copy Alethanetic lists or worksheets from notes or items from lists.

Keep all admin neat and in the original form.

Copying makes errors possible.

RUDS GOING OUT

When the ruds go out during the session the Clearing Practitioner recognizes the following.

Pc Critical = W/H from Clearing Practitioner
Pc Antagonistic = BPC in session
No RANGE ARM = Problem
Tired = Failed Purpose or no sleep
Sad = ARC Break
Soaring RANGE ARM = Overrun or Protest
Dope Off = By Passed F/N or not enough sleep
No Interest = Out Ruds or no interest in the first place

A Clearing Practitioner who isn't sure what it is but runs into trouble with the Pc (except on lists which he handles at once always) is smart to end off the session quickly, write down the full observation and get it to the C/S.

The Clearing Practitioner who is an old hand and knows what he is looking at as per above scale (and the C/S the C/S wouldgive) handles it promptly.

Pc Critical = W/H = pull the W/H.
Pc antagonistic = BPC = assess proper list (such as L1) and handle.
No RANGE ARM (or case gain) = Problem = locate the problem.
Tired = no sleep or failed Purpose = check which it is and handle.
Sad = ARC Brk = locate and handle, Itsa earlier Itsa.
Soaring RANGE ARM = O/R or Protest = find which and handle.
Such an O/R is usually by rehab.
Dope off = lack of sleep or BP F/N = check on sleep, or Rehab F/N.
No interest = no interest in first place or out ruds = check for interest or put in ruds.
List goes wrong = BPC = handle or do L4 or any L4 at once.
Ruds won't fly = some other error = assess GF^ and handle.

The Clearing Practitioner has no business trying to do the C/S given when it collides with and isn't designed to handle any of the above.

If the previous session disclosed such an error and this session C/S was designed to handle and doesn't, the Clearing Practitioner should end off and the next C/S should be "2 way comm for data".

CASE NOT HANDLED

When the Clearing Practitioner or the Examiner collides with a Pc who is asserting his case had not been handled, there should not be a new set of actions based on little data but the Clearing Practitioner should end off and the C/S should order a "2 way comm on what hasn't been handled".

The Clearing Practitioner should not at once take this up as part of any other C/S.

In other words an Clearing Practitioner doesn't change the C/S to a 2 way comm on something no called for by C/S.

MAJOR ACTIONS

A Clearing Practitioner should never begin a major action on a case that is not "set up" for it.

As this can occur during a session it is vital to understand the rule and follow it. Otherwise a case can be bogged down and will be hard to salvage as now a new action to repair has been added to an unrepaired action. Now, if the Clearing Practitioner starts a major action on a case not "set up" we get 2 things to repair where we only had 1 as the major action won't work either.

Repair = patching up past clearing or recent life errors. This is done by Prepared lists or completing the chain or correcting lists or even 2 way comm or prepchecks on Clearing Practitioners, sessions, etc.

Rudiments = setting the case up for the session action. This includes ARC Brks, PTPs, W/Hs, GF or O/R listing or any prepared list (such as L1, etc.).

Set up = getting an F/N showing and VGIs before starting any major action. It means just that - an F/N and VGIs before startinganymajor action. Such may require a repair action and rudiments as well.

Major Action = any - but any - action designed to change a case or general considerations or handle continual illness or improve ability. This means a Process or even a

series of processes like 3 flows. It doesn't mean a grade. It is any process the case hasn't had.

Grade = a series of processes culminating in an exact ability attained, examined and attested to by the Pc.

Program = any series of actions designed by a C/S to bring about definite results in a Pc. A program usually includes several sessions.

The vast bulk of clearing errors come about because C/Ses and Clearing Practitioners seek to use a Major Action to repaira case.

It is a responsibility of an Clearing Practitioner to reject a C/S which seeks to use one or more major actions to repair a case that isn't running well.

The Clearing Practitioner must understand this completely. He can be made to accept wrong C/S for the Pc and even more importantly can in his own session make the error and mess up the case.

Example: Pc has not been running well (no real RANGE ARM or had a grumpy Exam report). Clearing Practitioner sees C/S has ordered a major action, not a repair by prepared lists, ruds, etc. The Clearing Practitioner must reject the C/S as he will be made to fail in session by it.

Example: Clearing Practitioner gets a C/S, "(1) Fly a rud; (2) Assess LX1; (3) Run 3 way recall, 3 way secondaries, 3 way engrams on all //X items". The Clearing Practitioner can't get a rud to fly. Does the LX3. In other words he flunks by failing to SET UP the case. It could also go this way. Clearing Practitioner can't get a rud to fly, does a GF^, gets no F/N. He MUST NOT begin a major action but MUST end off right there.

It is fatal to begin any new process on the case designed to change the case if the case is not F/N VGIs.

The Pc who starts processing for the first time and is surely not F/N VGIs must beset upby repair actions! Simple rudiments, Life ruds, O/R list on life, even assessing prepared lists on life, these are repair actions. The Pc willsooner or later begin to fly. Now at session start you put in a rud, get F/N VGIs and CAN start major actions.

So the Clearing Practitioner has a responsibility not to be led up a garden path by a C/S which orders a major action on a Pc who isn't repaired or by not being able in session to get an F/N VGIs by repair.

The only exceptions are a touch assist or life ruds or the Dianetic assist all on a temporarily sick Pc. But that's repair isn't it?

PROGRAM VIOLATIONS

When an Clearing Practitioner receives a C/S and sees that it violates the Pc's program he should reject it.

The Pc, let us say, is supposed to finish his Dianetic Triples but is suddenly being given a Group Engram Intensive. That violates the program and also the grade.

If the Pc is running badly, a repair should be ordered. If not, the program should be completed.

Example: An effort is being make to get the Pc to go backtrack This is a program containing several major actions which probably consists of several sessions. Before this

program is complete and before the Pc has gone backtrack, the C/S orders "(1) Fly a rud, (2) 3 S&Ds". The Clearing Practitioner should recognize in 3 S&Ds a major action being run into the middle of a program and reject it. The correct action is of course the next backtrack process.

GRADE VIOLATIONS

A Pc who is on a grade and hasn't attained it yet must not be given major actions not part of that grade.

Example: Pc is on Grade I. C/S orders a list having to do with drinking. It is not a process on that Grade. It could be done after Grade I is attained and before Grade II is begun. The C/S is incorrect and should not be accepted.

ABILITY ATTAINED

Now and then before the full major action is complete or before all the grade processes are run, the Pc will attain the ability of the grade or the end phenomena of the action.

This is particularly true of valence shifters or Interiorization Rundowns and can happen in grades.

The Clearing Practitioner should recognize it and with the F/N VGIs always present at such moments, end off.

I know of one case who had a huge cog about Interiorization on Flow 1 Engrams and was pushed by both C/S and Clearing Practitioner to do Flows 2 and 3 who bogged so badly that it took a long while - weeks - to straighten the case out.

The ability itself gets invalidated by pushing on.

On the other hand this should never be taken as an excuse.

"I think he cogged to himself so we ended off." It must be a real "What do you know!" sort of out-loud cog with abigF/N and VVGIs and directly on the subject to end off a major action or a program or a grade before its actions are all cleared.

REVIEWING REVIEWS

A Clearing Practitioner who gets a C/S or an order to repair a case that is running well should reject doing the action.

I have seen a case ordered to repair who had Exterior Full Perception Doing great. The repair bogged the case. The case then got running well again but a second C/S ordered a new repair which of course bogged it. Then major actions were done. The case was again repaired and rehabbed and became of. Three times the Clearing Practitioner should have said NO.

FALSE REPORTS

The vilest trick that can be played on a Pc is for a Clearing Practitioner to falsify a Clearing report.

It may be thought to be "good Public Relations" (good PR) for the Clearing Practitioner with the C/S.

Actually it buries an error and puts the Pc at risk.

INTEGRITY is a hallmark of Alethanetics and Alethiology.

Just because psychiatrists were dishonest is no reason for Clearing Practitioners to be.

The results are there to be gotten.

False reports like false attests recoil badly on both the Clearing Practitioner and Pc.

PERPETRATIONS ON PC

When an Clearing Practitioner finds herself being nattery or critical of her Pcs he should get his witholds on Pcs pulled and perpetrations on them off.

A Clearing Practitioner who goes sad is clearing Pcs over her own ARC Break.

A Clearing Practitioner worried about her Pc is working over a Problem.

Getting one's ruds in on Pcs or C/Ses or the group can bring new zest to life.

CLEARING PRACTITIONERS DON'T HAVE CASES

In the chair no Clearing Practitioner has a case.

If breath show on a mirror held to his face she can clear.

Faint afterwards if you must but see that the Pc gets to the examiner with his F/N.

Then get yourself handled.

"WHAT SHE DID WRONG"

A Clearing Practitioner has a right to know what she didwrong in the session that went wrong.

Most often a sour session occurs only when the rules and data in this bulletin have been violated.

But a Clearing Practitioner's CEs can go out or her listing and nulling is in error.

After a session that went wrong somebody else (not the Clearing Practitioner) should ask the Pc what the Clearing Practitioner did. This sometimes spots a false clearing report. But it also sometimes is a false report by the Pc.

In any event, the Clearing Practitioner has a right to know. Then he can either correct his clearing or his know-how or he can advise the C/S the Pc's report is untrue and better repair can be done on the Pc.

Savage action against an Clearing Practitioner is almost never called for. He was trying to help. Some people are hard to help.

Not only does an Clearing Practitioner have the right to be told what was wrong be he must be given the exact bulletin, date and title, that she violated.

Never take a verbal or written correction that is not in a bulletin or tape.

Don't be party to a "hidden data line" that doesn't exist.

"You ruined the Pc!" is not a valid statement. "You violated bulletin_____ page_____" is the charge.

No Clearing Practitioner may be disciplined for asking "May I please have the tape or bulletin that was violated so I can read it or go to cramming."

If it isn't on a tape, a book or a bulletin, IT IS NOT TRUE and no Clearing Practitioner has to accept any criticism that is not based on the actual source data.

"If it isn't written it isn't true" is the best defense and the best way to improve your tech.

These are the rights of the Clearing Practitioner with relation to a C/S. They are all technical rights based on sound principles.

A Clearing Practitioner should know them and use them.

THE ULTIMATE GOAL OF CLEARING

21 SEPTEMBER 1989

ULTIMATE 1. beyond which it is impossible to go; farthest, most remote or distant. 2. in which a process or series comes to an end. 3. beyond which further analysis, division, etc. cannot be made; elemental, fundamental, primary. 4. greatest possible; maximum.

What is the ultimate goal of Clearing?

TOTAL FREEDOM

GETTING THE PC SESSIONABLE

6 APRIL 1989

When you start to clear a new Pc, the responsibilities are these:

1.   Show the Pc what Clearing is, so that he knows what is expected of him. Thus, he is in session, not in mystery.

2.   Educate him into what he is supposed to do when you give him a question or command, so that he may answer the question or comply with the command.

3.   The CP must be in control of the session and the Pc must permit himself to be in your control. Then, if anything goes wrong, you can handle it. This ability comes from CE 8.

COVERT CLEARING

Some people, particularly students, "covertly clear."

In "talking" to someone they also seek to process or "clear" that person "without the person knowing anything about it." This of course is nonsense, since Clearing results are best achieved in a session, and a session depends upon a self-determined agreement to be cleared.

You can achieve changes in a person with covert Clearing - we won't say you can't, since it has been done. But it is uncertain and not very popular since most "victims" of covert "clearing" dislike it very much.

 In an assist, you may have to process without agreement when the Pc is unconscious and can't respond, but only until the person regains consciousness. To make it a common practice would be foolish.

 Using good communication to handle situations in life is perfectly acceptable and isn't covert Clearing.

EXAMPLE: A person is angry; a friend locates and indicates the by-passed charge.

EXAMPLE: In the case of a person having a psychotic break, a friend arranges for the person to have a rest away from his ordinary environment and associates and forbids damaging "treatments."

EXAMPLE: Somebody seems to have lots of problems; the Alethiology student teaches him what a problem is.

EXAMPLE: By observing the anxiousness of a person to receive motivators, the student estimates the degree of perpetrations the person has committed.

EXAMPLE: One sees a difficulty in planning is not getting any better so she decides there must be a lie in the plan and locates it, at which time a good plan can emerge.

There are countless ways to use the philosophy of Clearing in direct application to life. Even hopeless physical conditions respond to just understanding more about life. For instance, there are many cases on record of a bedridden person becoming well and active after reading a book like UNDERSTANDING LIFE .

One doesn't have to "covertly clear" if any communication is possible. One can teach, advise, orient someone in existence applying the truths and knowledge of Alethiology.

The point is, when Clearing is begun, it is best done by agreement to be cleared in formal sessions. It is most successful when the Preclear understands what he is supposed to do in response to Clearing Practitioner actions, and is only disastrous when there is not enough control in the session to set things right if they start to go wrong.

Any Clearing Practitioner who just sits and lets a Pc ramble on and on with no regard to the subject being handled, even in Listen Style, is very foolish, has no session and is wasting time.

The wrong thing to do is chop the Pc up and cut his comm because he is so far adrift.

The right thing to do is to prevent it before it happens by working only with Preclears who have agreed to be cleared or who know what's expected of them.

In the hands of an unskilled "Clearing Practitioner," running a psycho-analytic type session (letting the Pc talk endlessly with no session control), a Preclear can give all the expected psycho-analytic symptoms and responses and get nowhere.

There are two ways this can be handled:

1.   Explain: This isn't psycho-analysis and then fully educate the Pc in the basic principles of Clearing.

2.   Find and clear up misunderstood words in the subject of psycho-analysis and run processes which release the Pc from charge connected to the subject of psycho-analysis.

Probably both would be necessary if educating the Pc did not handle the condition.

One of the rules of Clearing is never to let any part of any question or command be agreed upon once and never repeated.

EXAMPLE: The Clearing Practitioner tells the Pc, "When I say 'her' in this command, I mean your mother. Now what could you say to her?" The Pc is always having to think back to this agreement as to what "her" refers to in order to answer the command.

When educating a Pc, one is knocking out past response patterns, as in social actions or some earlier form of treatment. One is in effect cancelling out earlier habits of response in order to get Clearing to occur. Sometimes a Pc still wanders about before he answers the question. But the Clearing Practitioner in any case must get his question answered or the command complied with.

Only clear a Pc who has agreed to be cleared, and use a Clearing Communication Cycle, no matter how long or short that cycle may be.

CONCEPTUAL UNDERSTANDING

12 AUGUST 1988

When conceptual understanding is achieved a person can apply what she has learned without having to think about it step-by-step. Information which is understood conceptually can easily be put into action.

A literal understanding is superficial. The person is able to think about the data or information in a step-by-step fashion but has a difficult time putting it into action. With a literal understanding, a person cannot see the relationship between pieces of information in the form of similarities and differences. Literal understanding is rote and not intelligent.

A literal understanding of music might allow a person to plink out a tune on a piano, but a conceptual understanding allows a person to play a beautiful sounding piece of music or to improvise on the piano.

A mechanic who has a literal understanding of automobile engines can repair an engine by referring to manuals and by going slowly step-by-step. One who has a conceptual understanding can repair any engine directly and easily.

A Preclear who has a literal understanding of Clearing will answer your questions but will not fully participate in the process of Clearing. A Preclear with a conceptual understanding works with the Clearing Practitioner and participates fully in the process because she has a conceptual understanding of what is needed and wanted in a session and how to participate with the Clearing Practitioner so that the correct result is achieved.

A Clearing Practitioner who has a literal understanding of Clearing could read processes off a card and achieve sporadic wins with Preclears. He looks mechanical and seems uncertain attimes. A Clearing Practitioner who has a conceptual understanding could sit down with anyone under almost any circumstances, do a masterful job and produce "miracles as usual." This would not be limited to sessions, since the Clearing Practitioner with a conceptual understanding would be capable of creating miracles in all aspects of her life.

People who have no idea of "concept" get bogged down in terms and mechanics. They can't operate at the level of concept and are extremely literal.

True understanding is conceptual. One could handle things, objects and symbols endlessly without achieving understanding or real communication unless one finally was able to graduate up to conceptual comprehension.

People who are literal rather than literate simply haven't achieved conceptual understanding.

METHOD 5 WORD CLEARING

24 SEPTEMBER 1988

This is a simple method for clearing words. Ask the Preclear,

1.	"WHAT IS THE DEFINITION OF _____?"

Have the Pc say the definition out loud. If the Pc understands the word, have him use it in a sentence.

2.	If the Pc hesitates or seems to falter or is not sure of the word, then find the word in the dictionary for him. Place the dictionary in front of the Pc and point out the definitions that you want him to read.

3.	Have him read the definition(s) out loud to you.

4.	Using that definition, have the Pc define the word in his own words.

5.	Have the Pc use the word in a sentence(s) until a conceptual understanding is achieved.

CLEARING COMMANDS

24 SEPTEMBER 1988

When running a process newly or whenever the Preclear is confused about the meaning of a command, clear each word of the command with the Preclear, using the dictionary if necessary. This has long been standard procedure.

You want a Pc set up to run smoothly, to know what is expected of her and to understand exactly the question being asked or the command being given. A misunderstood word or misunderstood Clearing Command can waste hours of Clearing time and keep a whole case from moving.

Thus this preliminary step to running a process or procedure for the first time is VITAL.

The rules for clearing commands are:

1. UNDER NO CIRCUMSTANCES IS THE CLEARING PRACTITIONER TO EVALUATE FOR THE PC AND TELL HIM WHAT THE WORD OR COMMAND MEANS.

2. ALWAYS HAVE THE NECESSARY (AND GOOD) DICTIONARIES IN THE CLEARING ROOM WITH YOU.

This would include the Technical Dictionaries, the Administrative Dictionaries, a good English dictionary and a good dictionary in the Pc's native language. For a foreign language case (where the Pc's native language is not English) you will also need a dual dictionary for that language and English.

EXAMPLE: English word "apple" is looked up in an English/French dictionary and "pomme" is found. Now, look in the French dictionary to define "pomme."

The foreign language case requires two dictionaries: (1) English to foreign language (2) foreign language itself.

3. HAVE THE PC ON THE CANS THROUGHOUT THE CLEARING OF THE WORDS AND THE COMMAND.

4. CLEAR THE COMMAND (OR QUESTION OR LIST ITEM) BACKWARDS BY FIRST CLEARING IN TURN EACH WORD IN THE COMMAND IN BACKWARDS SEQUENCE.

EXAMPLE: To clear the command "DO FISH SWIM?" clear: "SWIM" first, then "FISH," then "DO."

This prevents the Pc from starting to run the process by himself while you are still clearing the words.

4A. NOTE: THE F/Ns OBTAINED ON CLEARING THE WORDS DOES NOT MEAN THE PROCESS HAS BEEN RUN.

5. NEXT, CLEAR THE COMMAND ITSELF.

Clearing Practitioner asks the Pc,

"WHAT DOES THIS COMMAND MEAN TO YOU?"

If it is evident from the Pc's answer that he has misunderstood a word as it is used in the context of the command:

(a) Re-clear the obvious word (or words) using the dictionary.

(b) Have him use the word in sentences until he has it. (The worst fault is the Pc using a new set of words in place of the actual word and answering with the alter-ised word, not the word itself. See CLEARING UP A MISUNDER STOOD WORD, Part I of the QCP.

(c) Re-clear the command.

(d) If necessary, repeat Steps a, b and c above to make sure he understands the command.

5A.   NOTE: THAT A WORD READS WHEN CLEARING A COMMAND ON AN ASSESSMENT QUESTION OR LISTING QUESTION DOES NOT MEAN THE COMMAND OR QUESTION ITSELF HAS READ NECESSARILY. MISUNDERSTOOD WORDS READ ON THE METER.

6.   WHEN CLEARING THE COMMAND, WATCH THE METER AND NOTE ANY READ ON THE COMMAND.

7.   THE COMMANDS OF ONE PROCESS ARE CLEARED JUST BEFORE THAT PROCESS IS RUN. FOR EXAMPLE, IN RUDIMENTS, CLEAR THE COMMAND OF EACH RUDIMENT, THEN RUN EACH ONE.

8.   ARC BREAKS AND LISTS SHOULD BE WORD CLEARED BEFORE A PC GETS INTO THEM AND SHOULD BE TAGGED IN THE PC'S FOLDER ON A YELLOW SHEET AS CLEARED.

The yellow sheet goes in the front of the folder behind the Folder Summary.

As it is difficult to clear all words of a correction list on a Pc over heavy by-passed charge, it is standard to clear the words of a Repair or Correction List and ruds very early in Clearing and to clear the L4 words before commencing listing processes or an L3 before running Alethanetic Clearing. Then, when the need for these correction lists arises one does not need to clear all the words as it has already been done. Thus, such correction lists can be used without delay.

It is also standard to clear the words of the Word Clearing Correction List early in Clearing and before other correction lists are cleared. This way, if the Pc bogs on subsequent Word Clearing, you have your Word Clearing Correction List ready to use.

9.   IF, HOWEVER, YOUR PC IS SITTING IN THE MIDDLE OF AN ARC BREAK (OR OTHER HEAVY CHARGE) AND THE WORDS OF THE L1 (OR OTHER CORRECTION LIST) HAVE NOT BEEN CLEARED YET, DON'T CLEAR FIRST. GO AHEAD AND ASSESS THE LIST TO HANDLE THE CHARGE. OTHERWISE YOU'LL BE DOING CLEARING OVER AN ARC BREAK.

In this case you just verify by asking afterwards if s/he had any misunderstoods on the list.

All the words of the L1 (or other correction lists) would then be cleared thoroughly at the first opportunity - per your C/S's instructions.

10.   DO NOT RE-CLEAR ALL THE WORDS OF ASSESSMENT LISTS EACH TIME THE LIST IS USED ON THE SAME PC.

Clear the words of an assessment list once, fully and properly the first time and note clearly in the folder, on the yellow sheet for future reference, which of the standard assessment lists have been cleared.

11.   THESE RULES APPLY TO ALL PROCESSES, ASSESSMENTS AND LISTING QUESTIONS.

THE ALETHIOLOGY C/S 1

24 SEPTEMBER 1988

The ALETHIOLOGY C/S 1 is called a C/S 1 because it is generally the first action which the Case Supervisor directs the Clearing Practitioner to do with a new Pc. It is the very important and vital step of EDUCATING the Pc.

The ALETHIOLOGY C/S 1 gives a Pc new to Clearing or a previously cleared Pc, as needed, the necessary data and R-Factor on basics and Clearing procedures so that he understands and is able and willing to be cleared successfully.

It is not necessary to reclear those sections of this ALETHIOLOGY C/S 1 which the Pc may have already covered in a recent and thorough ALETHANETIC C/S 1, provided the Clearing Practitioner is certain of the Pc's understanding of the terms.

The Clearing Practitioner should be fully familiar with these bulletins as well as: "GETTING THE PC SESSIONABLE" and "WHAT THE C/S IS DOING."

She will need to take a very thorough look at what has to be covered with the Pc in this C/S 1 and know her materials very well and have them ready in the C/S 1 session for reference in order to clear any misunderstoods or questions the Pc may have.

The following will be needed in the Clearing room:

LANGUAGE OF MIRACLES DICTIONARY
A good English dictionary
A good dictionary in the Pc's native language, and for a foreign language case a dual dictionary (English-to-foreign language and the foreign language itself).
ALETHIOLOGY C/S 1 DEFINITIONS SHEET
The CLEARING PRACTITIONER'S CODE
Demo Kit

The Clearing Practitioner makes full use of these as necessary while administering the following steps:

A. Have the Pc define each term, using the references.

(Note: You ask:

"WHAT IS THE DEFINITION OF _____?")

You don't ask: "Do you know what this word means?"

When he has done so, have him give you a sentence or two using the term correctly. Where it applies, have him give you examples, using his experiences where possible or those of relatives or friends and/or have him demonstrate the item, using a demo kit. Cover by exact definition all terms used.

B. Check for any questions (or misunderstoods) as you go along and to ensure that these get handled so the Pc winds up with a clear understanding of the word, item or procedure.

Don't settle for glibness that does not show understanding, but, on the other hand, don't overrun or put duress on the Pc either.

C. ALETHIOLOGY C/S 1 PROCEDURE:

1. Give Pc the R-Factor that you are going to do an action to familiarize her/him with Clearing procedures and any basic data that may require clarification (Use your own wording for this).

2. Clear the word: ALETHIOLOGY

3. Clear the words:

a) Clearing
b) Clearing session
c) Clearing Practitioner
d) Clear
e) Preclear

4. Clear the words:

a) Being
b) Mind
c) Body

Have the Pc use the demo kit as well as the references to ensure he gets the relationship between these.

5. Clear the words:

a) picture
b) mental image picture
c) reactive mind
d) bank

Have the Pc give you examples of how the Reactive Mind works on a stimulus-response basis, and have him demo it.

6. Clear with the Pc:

 a) the communication cycle.

Get the Pc to give you examples he has observed. Have him demo the communication cycle.

b) the Clearing Comm Cycle.

Get the Pc to explain the difference between a comm cycle and the Clearing comm cycle. Have him demonstrate it.

You can also ask him questions like:

"HAVE YOU EATEN DINNER?"

(or breakfast or lunch) and when he replies, ask:

"WHAT DID YOU DO WHEN I ASKED YOU THAT QUESTION?"

Then get him to point out all parts of the Clearing Communication Cycle in that question and answer cycle.

7. Go over the CEs with the Pc, demonstrating each with him, until he has a good idea

of how they are used in Clearing.

8. Clear the words:

a) charge
b) mental mass

9. Go over with the Pc what the meter does (registers charge/mental mass).

For a demonstration, you can do a "PINCH TEST." Give the Pc a pinch on the arm. Then get him to think of the pinch (while he is holding the cans), showing him the meter reaction and explaining how it registers mental mass.

10. Clear the words:

a) key-in
b) key-out

and have the Pc demo and give you examples of each.

Clear the word: release

Have the Pc demo it.

11. Clear the word: a) postulate

Have the Pc give you some examples of postulates.

12. Clear the word: cognition

Have the Pc give you some examples of a cognition.

13. Clear the words: a) floating needle

14. Give the Pc an R-Factor on rudiments and when these would be used.
Clear the words:

a) rudiment
b) affinity
c) reality
d) communication

Have the Pc give you examples of each.

Clear the terms:

a) ARC
b) ARC break

Have the Pc demo it for you.

Clear the words:

a) curious
b) desired
c) enforced
d) inhibited
e) no

f) refused

Have the Pc give examples of all the possible combinations of ARCU and CDEINR.

Clear the words:

a) problem
b) present time problem

Have the Pc demo a problem and a present time problem.

Clear the words:

a) perpetration
b) withhold
c) missed withhold

Have the Pc demo a perpetration, a withhold and a missed withhold (Use the ALETHIOLOGY DEFINITIONS SHEET, or other references as needed).

15. Clear the words:

a) similar
b) earlier
c) earlier similar

Give the Pc examples of where the words EARLIER SIMILAR would be used.

16. Clear with the Pc what a repetitive process is. Ensure he understands why and how it is done. Have the Pc demo it for you.

17. Clear the word: flow

Clear each term:

a) Flow 1
b) Flow 2
c) Flow 3
d) Flow 0

Have the Pc give you an example and demo of each.

18. Clear the words:

a) assess
b) assessment

19. Explain to the Pc that if at any time there is any difficulty in the Clearing, you (or another Clearing Practitioner) will be using a Prepared List to find and handle the exact difficulty.

Ensure he understands that when such a list is being assessed he sits quietly holding the cans while the Clearing Practitioner calls the list and takes meter reads to locate the difficulty.

20. Go over the Clearing Practitioner's Code. Check for and clear up any questions or misunderstoods the Pc may have on this.

21. Clear the word: Examiner

Give the Pc an R-Factor on the Examiner and the fact that he will go to the Examiner immediately after each Clearing Session. Ensure he understands that the Examiner says nothing to the Preclear at that time, only recording what the Pc says and noting down the Range Arm position and the state of the needle.

Also, be sure the Pc understands that the Examiner is the person he sees if he wishes to make any sort of statement regarding his case.

22. Turn the folder in to the C/S.

The C/S can also order any additional actions to the above.

The ALETHIOLOGY C/S 1 can usually be completed in one session. If it takes more than one session, the first session should be ended off at the end of a step or completion of a wordor demonstration. Never end in the middle of an action.

Make sure you do not leave your Preclear with a question or misunderstood or confusion. Know the Preclear in front of you and get your product of an educated Pc who can run Clearing Processes easily and with gain.

CLEARING COMMANDS

The ALETHIOLOGY C/S 1 does not preclude clearing the commands of each process or clearing a procedure in a session where the Pc is begun on a new process or procedure. (Ref: CLEARING COMMANDS)

This would include the first time the Pc is given a Two-way Comm Session or a Listing & Nulling Session, where the procedure would first be fully cleared on the Pc by the Clearing Practitioner.

CLEARING WORDS ON CORRECTION LISTS

In addition to the ALETHIOLOGY C/S 1, to fully prepare the Pc for his Clearing up the Grade Chart, it is standard to Clear the words on the various correction lists very early in Clearing, before the need for them arises. (Otherwise, it is difficult to clear the words of a correction list over heavy by-passed charge.) Thus, when the need for correction lists does arise the words have already been cleared and the correction list can be used without delay. CLEARING COMMANDS, Items: 7 and 8.) This would be done as ordered by the C/S.

ORIENTING THE PRECLEAR

THE ALETHANETIC C/S-1

4 JULY 1989

One of the oldest rules of Clearing is "Know before you go." This rule not only applies to the Clearing Practitioner knowing about the Pc before proceeding to clear him; it also applies to the Preclear - he has to know where he is going too!

The purpose of this orientation is to effectively prepare a person to be a Preclear. As with any new subject, a person must have some idea of the language, procedure, purpose, etc., of that subject if he is to succeed. A sane person wouldn't hop into the cockpit of an SST and try to take off without any training, although he wouldn't be in any danger because he probably would never get off the ground. And so it would be with a person new to Clearing or simply new to Alethanetics - without some kind of education and training on the subject, he wouldn't be in any danger but he might never get off the ground!

The Alethanetic C/S-1 is designed to teach a new person general (and specific) data about Clearing so that the person can have an understanding of the technology that will support him in having successful Clearing sessions.

There are five parts to the Alethanetic C/S-1 Definition Sheet, arranged to some extent on a gradient. Each Part begins on a new page so that it is a separate entity and can be used as such.

Part I   Basic Clearing Terms

Part II   Rudiments Terms

Part III Basic Alethanetic Terms

Part IV Preassessment Form Terms

Part V   L3 Correction List Terms

ALETHANETIC C/S-1

DEFINITION SHEET

PART I - BASIC CLEARING TERMS

ALETHANETICS 1. a system of exact procedures which clears wrong answers from the subconscious mind.

ALETHIOLOGY 1. the study or science of truth 2. a system of natural laws which allow aperson to discover for himself those personal truths that help the person to create the quality and content of his life such as he has always wanted. 3. The science and the study of the nature of truth and error, and of the highest laws for their discrimination. 4. The doctrine of truth, that part of logic which deals with the subject of truth. [Greek alethi- coming from alethea, truth + -ology coming from logos, study of or science of] (See THE OXFORD ENGLISH DICTIONARY, Oxford University Press, page 215, original 13 volume edition, on

page 54, compact edition).

BEING (noun) 1. the individual, himself or herself, who exists in a nonmaterial dimension, yet operates and handles a body in the material universe. 2. the person, oneself; who one is; not one's body, not one's name, not one's mind, not the physical universe (not a thing but rather, a creator of things). 3. that which is aware of being aware.

MIND (noun) 1. a control system between the Being and the physical universe. 2. a storage place for mental pictures and data; a computer.

BODY 1. a carbon-oxygen engine which runs on low combustion fuel at 98.6 degrees Fahrenheit (The Being is the engineer running this engine). 2. a solid grouping of appendages which make the person recognizable. 3. the Being's communication center with the physical universe. 4. a physical animal with basic needs for food, shelter, sleep and sex.

MY BEING

I
AM
A BODY

I
AM
A BEING

I
HAVE
A BODY

COMMONLY HELD VIEW   **ALETHANETIC & ALETHIOLOGY VIEW**

CONSCIOUS MIND 1. that portion of the mind we are most aware of in day-to-day life. 2. that portion of the mind used by the Being to control all conscious, voluntary actions of the body and to analyze data, handle language, etc. 3. that part of a Being's mind which is alert and aware, which thinks, observes data, remembers it, and resolves problems.

PICTURE (noun) 1. a visual representation of something not actually present. 2. an exact likeness of something; a copy or representation of a thing, not the thing itself. 3. an image or mental image of something.

MENTAL IMAGE PICTURES 1. pictures stored in the mind which are copies of the physical universe or imaginary images.

REACTIVE MIND 1. that material of a person's subconscious mind that works on a stimulus-response basis (given a certain stimulus, it gives a certain response); it cannot be controlled by his will and exerts force and the power of command over his awareness, purposes, thoughts, body and actions; it consists of mental pictures and decisions which are recorded during moments of pain, unconsciousness and stress. 2. the quality of the subconscious mind that, during moments of stress, shock, injury, loss or hypnosis, accepts information and later plays back the decisions made (in these moments) in the form of mental aberrations and psychosomatic illnesses.

BANK (slang) 1. a common name for the Reactive Mind.

BRAIN 1. the soft grayish and whitish mass of nerve tissue enclosed in the skull or head of vertebrate animals, consisting of nerve cells and nerve fibers. 2. a part of the nervous system

which receives and sends impulses to the body parts; it has very little to do with thinking, which takes place in the conscious mind. 3. a sort of a switchboard that you use to translate thought into action and to coordinate energy.

CHARGE 1. harmful energy or force accumulated and stored within the reactive quality of the mind, resulting from the conflicts and unpleasant experiences that a person has had.

MENTAL MASS 1. solidified mental energy which often brings about undesirable pains or sensations (charge). 2. mentally created matter and/or energy. 3. involuntarily or voluntarily created mental matter, energy, space and time. (Its proportionate weight would be terribly slight compared to the same object as it exists in the physical universe). Note: Charge is mental mass but not all mental mass is charge. For example, if you picture a chair in your mind, it does not necessarily have charge connected with it; however, it is mental mass.

CLEAR (noun) 1. a person who is free of the reactive quality of the subconscious mind. 2. an unrepressed person. 3. someone who could confront anything and everything in the past, present and future. 4. the name of a button on a calculator. (When the CLEAR button is pressed it clears all previous calculations from the memory bank of the calculator. Before a calculator can be used to solve a problem, it must be cleared of old problems, of old data and conclusions; otherwise, it will add all the old conclusions in the new one and produce an invalid answer). 5. a Clear is a person who has cleared all wrong answers from the mind that keep him from living and thinking freely. 6. a relative word applied to a person who has raised himself to a level where he has command of his thinking process.

CLEAR (verb) 1. to release all the physical pain and painful emotion from the life of the individual.

CLEAR (adjective) 1. bright; light; free from clouds or mist: as, a clear day. 2. perceptive; orderly; logical: as, a clear mind. 3. free from confusion or ambiguity; not obscure; easily understood: as, the meaning is clear. 4. certain; positive: as, I am clear on that matter. 5. free from guilt; innocent: as, a clear conscience. [Latin clarus, clear sounding, hence clear, bright.]

CLEARING 1. a making clear or being cleared. 2. the action of erasing or releasing harmful energy from the Reactive Mind, allowing the person to discover the truth for herself. 3. procedures designed to help an individual become well and happy, includes as its basic principle, the exhaustion of all the painfully unconscious moments of a person's life; returning a person to complete rationality, sanity and health through erasure of reactive material in the subconscious mind. 4. asking a person a question, getting an answer to that question and acknowledging the individual for that answer.

CLEARING PRACTITIONER 1. a person trained and qualified in applying Alethiology and/or Alethanetic Clearing processes and procedures to others for their betterment.

PRECLEAR 1. anyone who is progressing toward the state of clear; however, it is principally used to describe a person who, through Alethiology and Alethanetic processing, is finding out more about herself and life.

CLEARING SESSION 1. a safe environment free of any disturbance that is carefully and specifically set up to help a person look at and remove reactive material from his subconscious mind; it has a definite beginning, middle and end. 2. a precise period of time during which the Clearing Practitioner asks the Preclear questions and listens to the Preclear's answers

HAVINGNESS 1. a process used in a Clearing session to put the Preclear in communication with his present-time environment.

CLEARING PROCESS 1. a process that deletes or erases reactive material in the subconscious mind without adding any new data or material. 2. a subtractive process.

CLEARING BIOFEEDBACK METER (BIOFEEDBACK METER) 1. a meter used in a Clearing session. 2. a meter (measures the electrical resistance of the skin) used in a Clearing session by the Clearing Practitioner to determine which incidents and subjects (parts of the reactive subconscious) are accessible to the Clearing.

CYCLE 1. from the beginning to the conclusion of an intended action.

ATTENTION 1. observing carefully; a taking notice. 2. a readiness to respond to stimuli. 3. a person's power to notice and observe.

INTENTION 1. direction or application of one's mind toward bringing about a desired result. 2. wanting to do something. 3. purpose. 4. the activity of holding an idea, plan or purpose before the mind.

COMMUNICATION CYCLE 1. a completed communication. 2. the sequence of events that makes up communication: having attention on the person who is to receive the communication; having his attention; sending the communication across with the intention that it will be received exactly as it was sent; having it received exactly as it was sent; and getting a communication back from the receiver saying so (an acknowledgment).

CLEARING COMMUNICATION CYCLE 1. the communication cycle used in Clearing, consisting of:

a) The Clearing Practitioner observing the Preclear to see if the Preclear is ready to receive the Clearing question;

b) The Clearing Practitioner asking the Preclear the question;

c) The Clearing Practitioner observing the Preclear to see if the Preclear has received the question;

d) The Preclear looking into his bank and finding an answer to the question;

e) The Preclear telling the Clearing Practitioner (who listens attentively) the answer tothe question;

f) The Clearing Practitioner acknowledging the Preclear for answering the question;

g) The Clearing Practitioner observing the Preclear to see that the Preclear has received the acknowledgement.

POSTULATE (noun) 1. a consideration generated by the Being; a self-created truth. 2. a self-created thought which shapes, forms or creates past, present or future existence. Example: a person once bitter about the past decides to consider his past experiences as helpful and educational; this consideration or postulate literally shapes, forms or creates his past. 3. a self-created idea or consideration out of which intentions are based. Example: a person considers or has the idea (postulates) that eating meat is not good for her body. Based on this consideration, the person intends to never eat meat.

COGNITION (noun) 1. a new realization about life which results in a higher degree of awareness and consequently a greater ability to succeed with one's endeavors in life.

FLOATING NEEDLE 1. a floating needle is a rhythmic sweep of the dial at a slow, even pace of the needle; it is the idle uninfluenced movement of the needle on the dial without any patterns or reactions in it; it can be as small as one inch or as large as dial wide; it does not fall or drop to the right of the dial; it moves to the left at the same speed as it moves to the right. It is an indication that no charge is in reactivation at that time.

ALETHANETIC C/S-1

DEFINITION SHEET

PART II - RUDIMENTS TERMS

RUDIMENTARY 1. of or dealing with the simple, necessary parts to be learned first; having to do with first principles; introductory.

PRE-SESSION RUDIMENTS 1. basic elements necessary for the Preclear to have in to insure that the Preclear can successfully confront his Reactive Mind in a Clearing session; thePreclear must have eaten a sufficient amount of food prior to the Clearing session (not hungry), have had a minimum of 7 hours sleep the night before the Clearing session or a nap (not tired), not have had any alcohol for 24 hours prior to the Clearing session and not have had any drugs or medicines for 2 weeks prior to the Clearing session; the Clearing Practitioner checks all these points before starting the session.

RUDIMENTS 1. processes which are used to get the Pc in shape to be cleared in the session; they handle present time upsets and difficulties that are interfering with the Preclear being able to have his attention available for the major action of that Clearing session.

RUDS 1. slang for Rudiments.

AFFINITY 1. a natural attraction to a person or liking for a thing. 2. a mutual attraction. 3. degree of liking or affection; the feeling of love or liking for something or someone. 4. a willingness to share the same space or a desire to be close to something or someone.

REALITY 1. in human relationships, reality is measured by the amount of agreement between two or more people; a high reality means a high level of agreement. 2. the solid objects, the real things of life.

COMMUNICATION 1. the action of sending an idea across a distance to a receipt point (receiver) with the intention that it arrives at the receipt point; at the receipt point there must be attention and an understanding of what was received. 2. an interchange of objects or ideas between two people. 3. the consideration and action of impelling an impulse or particle from source-point across a distance to receipt-point, with the intention of bringing into being at the receipt-point a duplication and understanding of that which emanated from the source-point.

ARC 1. a word from the initial letters of Affinity, Reality, and Communication which together equate to understanding; pronounced by stating the letters: A-R-C; it has come to mean good feeling, love or friendliness: as, "she was in good ARC with her friend." 2. the three things (ARC) necessary to the understanding of someone or something. (First the person must be in communication with someone or something. The most important activity in creating a relationship is communication. Then the person or thing must be real to some degree. Finally, there must be some degree of closeness or affinity. These three together (ARC) give us understanding.)

ARC BREAK 1. a sudden drop or cutting of one's affinity, reality or communication with someone or something; upsets with people or things come about because of a lessening or violent breaking apart of affinity, reality, communication or understanding. (The person with an ARC break is unwilling or finds it impossible to communicate to someone or something. It is called an ARC break instead of an upset because, if one discovers which of the three points of understanding has been cut, one can bring about a rapid recovery in the person's state of mind. It is pronounced by its letters, A-R-C break.) 2. the first rudiment. [see RUDIMENTS]

CURIOUS 1. eager to learn or know; inquisitive. 2. strange, surprising, odd.

DESIRED 1. Something wished for or wanted strongly.

ENFORCED 1. imposed by force.

INHIBITED 1. stopped or checked; hindered; held back.

NO (adjective) 1. not any; none; zero: as, "He has no friends."

REFUSED 1. declined to accept; rejected; said "no" to.

COUNTER 1. opposing, as in opposing direction or opposing purpose.

PROBLEM 1. a problem has the anatomy of purposes; a problem consists of two or more purposes opposed; it does not matter what problem you face or have faced, the basic anatomy of a problem is purpose counter-purpose. 2. two or more opposing and conflicting views on the same subject. 3. an intention counter-intention (two opposing intentions) resulting in worry and indecision. 4. a situation demanding a solution.

PRESENT TIME PROBLEM 1. a particular problem that exists in the physical universe, now, on which the person has his attention fixed; it is a desire, thought, idea or purpose opposed by a counter desire, thought, idea or purpose that exists in present time. 2. something that worries the person. 3. it is a problem that so engages the person's attention that he would rather be doing something about it than be in session. 4. the second rudiment. [see RUDIMENTS]

PERPETRATION 1. an unintended bad result. 2. that thing you do to another or others which you aren't willing to have done to you. 3. an aggressive or destructive act which harms broadly. 4. an intentionally committed harmful act, committed in an effort to solve a problem; this can be done "overtly" or "covertly."

PERPETRATION OF OMISSION 1. a failure to act resulting in injury, reduction or degradation of another or others.

WITHHOLD (verb) 1. to hold back; keep back; restrain. 2. to refrain from granting, permitting; refuse. 3. to hold back knowledge; keep information from.

WITHHOLD (noun) 1. an undisclosed harmful act; for example, if a person steals from his employer, he will withhold that transgression; a withhold comes after a perpetration, hence the abbreviation of P/W. 2. an unspoken, unannounced transgression against a moral code by which the person was bound. 3. the unwillingness of the Preclear to talk to the Clearing Practitioner. 4. something the Preclear believes, that if revealed, will endanger her self-preservation.

MISSED WITHHOLD 1. an undisclosed harmful act which has been reactivated by another; a withhold which another person nearly found out about, leaving the person with the withhold wondering whether his hidden deed is known or not. 2. the third rudiment. [see RUDIMENTS]

ALETHANETIC C/S-1

DEFINITION SHEET

PART III - ALETHANETIC TERMS

ENGRAM 1. a mental image picture which is a recording of a time of physical pain and

unconsciousness.

SECONDARY 1. a mental image picture of a moment of severe and shocking loss or threat of loss which contains unpleasant emotion such as anger, fear, or grief; a mental image recording of a time of severe mental stress. It is secondary because it itself depends upon an earlier engram with similar data but physical pain.

LOCK 1. a mental image picture of a non-painful but disturbing experience where a person was knowingly or unknowingly reminded of an earlier secondary of engram. 2. a moment of severe restimulation of an engram.

INCIDENT 1. a physical experience that happened in a person's past which is recorded in mental image pictures. 2. an experience related by the same subject, location, perception or people that takes place in a short and finite period of time, such as minutes, hours or days.

CHAIN 1. a series of recordings of similar experiences; a chain is composed of engrams, secondaries and locks.

TIME TRACK 1. the consecutive record of mental image pictures which accumulates through a person's life. 2. an exactly dated and very accurate record of a person's entire past. 3. a system of filing recordings made of the environment and the person, filed according to time received.

KEY-IN 1. the moment an earlier upset or painful incident has been reactivated.

KEY-OUT 1. a release or a separation from the negative charge of one's Reactive Mind or some portion of it.

ERASURE 1. the removal of an engram from the files of the Reactive Mind. 2. the removal of all negative charge from an incident.

BLOWN 1. gone; vanished. 2. mass in the mind having suddenly dissipated with an accompanying feeling of relief. When an incident erases, it can be said that it has blown.

RUN 1. to re-experience an incident in order to erase the reactive charge connected with that incident.

RUNNING 1. the action of re-experiencing an incident in order to erase the reactive charge connected with that incident.

R3-R (Routine 3 Revised) 1. the Alethanetic process of running engrams by chains to erasure.

COMMAND 1. an order; direction.

LOCATE 1. to discover the place of. 2. to find out where something is.

TIME 1. the point or period when something occurs.

WHEN (noun) 1. the time or moment (of an event): as, I know when that incident occurred.

MOVE 1. to go from one point to another; proceed.

INCIDENT 1. a physical experience that happened in a person's past which is recorded in mental image pictures. 2. an experience related by the same subject, location, perception or people that takes place in a short and finite period of time, such as minutes, hours or days.

WHAT (pronoun) 1. which thing, event, circumstance, etc.: used interrogatively in asking for the specification of an identity, quantity, quality, etc.; specifically, a) in asking about the nature

or class of a thing: as, what is that object? b) in asking for an explanation or repetition of something previously said: as,what did you say? c) in asking about the value, importance, or effect of something: as, what do you feel? 2. that which or those which: as, I know what you want.

DURATION 1. the amount of time something lasts or continues.

BEGINNING 1. the point at which something begins or starts; first part or first action.

THERE 1. in that place.

SEE 1. to perceive by the eye; visualize; to be aware of; recognize.

THROUGH 1. from beginning to end of.

POINT (noun) 1. an exact time or moment.

LATER 1. after some time; subsequently.

CONTINUE 1. to go on with; keep on; keep up.

HAPPENED 1. took place; came about; occurred.

END 1. the last part of anything; final point; finish; completion; conclusion.

ERASE 1. to go over an incident until the harmful energy connected with the incident has vanished entirely. 2. to cause reactive material in the subconscious to refile under the heading of non-reactive experience.

ERASED 1. past tense of ERASE.

ERASING 1. a lightening up of an incident; lessening pain or sensation; becoming less intense. 2. charge dissipating from an incident.

SOLID (adjective) 1. heavy; massy; bulky and weighty.

GOING MORE SOLID 1. mass increasing and becoming heavier or more bulky and weighty; the opposite of erasing.

EARLIER 1. more distant in past time from the one at hand; farther back in time than the present moment.

SIMILAR (adjective) 1. alike in substance, structure, subject, general location, people or perception.

EARLIER SIMILAR 1. a more distant incident that is like the one currently being viewed.

RETURN 1. to go or come back, as to a former place, condition, etc.

NEW 1. now first thought of, known of, felt or discovered.

FLOW 1. a direction of energy between objects or persons.

FLOW ONE 1. something happening to self. Abbr. F-1

FLOW TWO 1. self doing something to another or others. Abbr. F-2

FLOW THREE 1. others doing things to others. Abbr. F-3

FLOW ZERO 1. self doing something to self.   Abbr. F-0

ALETHANETIC C/S-1

DEFINITION SHEET

PART IV - PREASSESSMENT FORM TERMS

ASSESS 1. the action of a Clearing Practitioner in calling out (speaking aloud) items from a prepared list of words, phrases or sentences. 2. calling off words from a prepared list while looking at the Clearing Biofeedback Meter in order to find out which one gives the largest read. 3. to look for an item that has accessible charge. 4. to look for and choose the largest reading item on an assessment list.

ASSESSMENT 1. the action of calling off items on a prepared list to locate accessible charge so that the charge can be released. (The item with the largest read is most accessible).

ATTITUDES 1. a word, usually a noun, which expresses a state of mind, emotion or mood,e.g., happiness, aggressiveness, cunning, cruelty, hopelessness, dread, panic, reluctance, indignation, etc. 2. a manner of acting, feeling or thinking that shows one's disposition, opinion, etc.: as, she has a friendly attitude toward all.

DISLIKE(S) (noun) 1. a feeling of not liking; distaste; aversion.

EMOTION(S) 1. a mental state or feeling such as apathy, grief, fear, anger, boredom or cheerfulness.

FEELING(S) (noun) 1. the power or faculty of experiencing physical sensation. 2. an awareness; consciousness; sensation: as, a feeling of pain. 3. an emotion. 4. an opinion or sentiment. 5. a premonition: as, she had a feeling the package would arrive today. 6. any of the subjective reactions, pleasurable or unpleasurable, that one may have to a situation.

MISEMOTION(S) 1. emotion which is irrational and inappropriate to the present time situation. 2. emotion which has been suppressed and which remains a part of an individual's locks and secondaries unless he is cleared.

FEAR(S) 1. a being afraid; dread; anxiety and agitation felt at the presence of danger.

SENSATION(S) 1. an uncomfortable perception, excluding pain, originating from the Reactive Mind, such as: "pressure," "motion," "dizziness," "emotion" and "misemotion."

DISCOMFORT(S) 1. absence of comfort; uneasiness hardship; distress.

INTENTION(S) 1. direction or application of one's mind toward bringing about a desired result. 2. wanting to do something. 3. purpose. 4. the activity of holding an idea, plan or purpose before the mind.

COMPULSION(S) 1. an irresistible impulse to perform some irrational act.

NUMBNESS(ES) 1. the condition or quality of having lost the power of feeling or moving; an insensibility.

TIREDNESS(ES) 1. a statement that expresses various states of exhaustion or weariness.

UNCONSCIOUSNESS(ES) 1. the state of not knowing or perceiving; the state of not being able to think; unawareness.

PRESSURE(S) 1. the continued action of a weight or force. 2. the force per unit area.

SORENESSES 1. places in and on the body that are painful, tender, etc.

ACHE(S) 1. to have or give dull, steady pain.

PAIN(S) 1. whatever one is unwilling to experience. 2. unpleasant or distressing sensations due to bodily injury or disorder. 3. acute mental or emotional distress or suffering. 4. a warning something is wrong with an organism.

L3 1. a prepared assessment used for locating and handling all errors and trouble in R3-R sessions.

ITEM 1. any one of a list of things, people, ideas, etc., given by a Preclear to the Clearing Practitioner.

CUT SHORT 1. to end suddenly; interrupt.

SOMETHING 1. a particular but unspecified thing, event, fact, etc.

FLAT (adj.) 1. no further available charge on an item being run on a Clearing process. 2. all the charge on an item being run on a Clearing process is gone.

FLATTEN (verb) 1. to run a process until it no longer produces a reaction (no more charge available or charge gone).

UNNECESSARY 1. not necessary; not needed; not required.

ACTION 1. doing of something. 2. the bringing about of an effect.

JUMP 1. to skip over to another. 2. to move or change suddenly.

ANOTHER 1. unnamed additional person or thing, different from the first or present one.

JUMP TO ANOTHER CHAIN 1. a situation in which a Preclear has been run on an Alethanetics process past a win and unknowingly has started running another chain without any new assessment.

STILL (adverb) 1. a word indicating the continuance of an action or condition at or up to the time mentioned or now.

CHARGED 1. having harmful energy or force accumulated and stored within the reactive quality of the mind.

COMPLETE 1. whole, entire or perfect.

TOO (adverb) 1. to a regrettable extent. 2. extremely; very.

HEAVILY 1. to a greater degree than usual; severely; acutely.

MISSED 1. overlooked. 2. failed to see, hear, perceive, etc.

OVERRUN (verb) 1. to continue a process past the completion point. 2. to run past; exceed;to continue a specified action beyond the point of a specific accomplishment or achievement. 3. to run a Clearing process or procedure past the completion point.

OVERRUN (noun) 1. an action or a situation that has gone on too long or happened too often.

INCOMPLETE 1. unfinished; lacking some part.

BASIC 1. the earliest incident on a chain of similar incidents. 2. underlying or supporting, causing or permitting other things to be true or exist or maintain their position.

WRONG 1. incorrect; not agreeable to a standard; not suitable or appropriate.

WRONG ITEM 1. an item taken up by a Clearing Practitioner to run when in fact it was either not a reading item or the Preclear was not interested in running it.

NO 1. not to any degree; not at all.

INTEREST 1. a feeling of wanting to know or find out about something.

NO INTEREST 1. having no feeling of wanting to know or find out about something; used in reference to a Preclear not wanting to run a particular item or or work on a particular area, etc., in a Clearing session.

DATE 1. the time at which a thing happens.

DISTRACTED 1. diverted. 2. confused; agitated. 3. having one's attention drawn away.

EXTERIOR 1. being on the outside of something. 2. the feeling and experience that one is larger than the body.

IN THE FIRST PLACE 1. to begin with; first in an order of succession.

REAL 1. authentic; genuine; actual.

REASON (noun) 1. cause, motive, ground, as: I have my own reason for doing this.

REAL REASON 1. the genuine, actual cause for an effect that has been produced.

ELSE 1. different; other: as, somebody else or something else.

ADMINISTRATION

24 SEPTEMBER 1988

Over the years much "know-how" has been developed in Clearing Practitioner Administration. There is a standard procedure that works.

ADMINISTRATION consists of the formation and handling of the lines and terminals involved in production.

CLEARING PRACTITIONER ADMINISTRATION would include:

1. The know-how of writing CP Reports.
2. The know-how of folder arrangement.
3. The know-how of all lines and terminals in the technological area of her group.
4. The know-how of other lines and terminals that directly relate to a Clearing Practitioner getting out her product.

ADMINISTRATION IS ALWAYS A COMMUNICATION

Administration is important because Administration is a piece of truth.

CLEARING PRACTITIONERS NEED TO LEARN ADMINISTRATION.

A folder is provided for each Preclear. The folder is letter size, light card, usually manila color.

The Preclear's name and grade is printed (using a fat felt pen) on the front of the folder and also along the spine. It's on the spine so you can pull it out of a stack, if they are lying in piles.

When the current folder gets too fat (approximately 2 1/2" or 6 cms) a new folder is started. The new folder is given a folder number (for example - 2) which is marked boldly on the left hand side of the front cover and along the spine.

The old folder, which already is numbered (with the folder number 1), has the dates of the contents marked against the number 1 (on the front and on the spine).

EXAMPLE: 1 - 25 Mar 71 - 4 Oct 71

The fact of the change to a new folder is noted on the Folder Summary.

NO separate folders are kept. All Clearing Practitioner Reports, of whatever type of session action, are simply filed chronologically in the current folder.

THE PRECLEAR FOLDER

25 SEPTEMBER 1988

THE WORKSHEETS

The Worksheets are the sheets on which the Clearing Practitioner writes a complete running record of the session from beginning to end, page after page, as the session goes along.

A Worksheet is always letter size, 8" X 11" written on both sides and each page is numbered, back and front, top center of page.

This is so a Clearing Practitioner can say, "Now the LFBD occurred on page 25," which saves a lot of time. Further it gives the proper number of pages of the session.

The Worksheet is written in two columns. The Clearing Practitioner writes down the left-hand column and then down the right-hand column.

The most important parts of the session to be noted are:

a. WHEN THE RANGE ARM GOES UP (AND ON WHAT?)

b. WHEN THE RANGE ARM GOES DOWN (AND ON WHAT?)

c. WHEN AN F/N OCCURS (ON WHAT, ANY COG?)

d. WHEN VGIS OCCUR (AND ON WHAT?)

On the Worksheets you note, in abbreviated form, the technical actions taken by the Clearing Practitioner, the Preclear response, time and range arm.

The Case Supervisor expects a synopsis of the incident orwhat the Preclear says, e.g., in Alethanetic Clearing the Clearing Practitioner writes down sufficient data for the Case Supervisor to see what sort of incident is being run and if it is on the correct incident.

One should not go to the other extreme by noting only the Clearing Practitioner's technical actions; this gives the C/S no means of evaluating the session.

The Clearing Practitioner who just sits and lets the Preclear roll on and on running a sort of solo session will seldom get results. The Clearing Practitioner controls the session. The Preclear's session is more important than your admin. Never hold the Preclear up while you write or the Preclear will go on to automatic.

Because he does not see the Preclear's pictures the Clearing Practitioner, in some cases, feels he cannot control them or that they do not really exist.

The pictures do exist. They respond to the Clearing Practitioner not the Preclear. Clearing Practitioner plus Preclear is greater than the bank. A stenographer is not a Clearing Practitioner. A Clearing Practitioner controls the session and gets results.

THE CLEARING PRACTITIONER REPORT FORM

A Clearing Practitioner Report Form is made out at the end of each session. It gives an outline of what actions were taken during the session.

Each report form should be filled in at the top with:

a. Preclear's name (full name) and grade (very prominent).
b. Clearing Practitioner's name (full name).
c. Date.
d. Number of intensive hours scheduled (10, 20, etc.)
e. Time length of session excludes time for
   breaks (example: 1hr. 15m.). This is determined
   by "hours in the chair."
f. Running total of scheduled hours completed to date.
g. Total range arm that has occurred for session.
   This is important as an indicator of case progress.

The body of the form is filled in with the following information:

h. Time the session is started and ended.
i. Condition the Preclear demonstrates.
j. Range arm and sensitivity setting noted at the
   beginning and end of SESSION.
k. Rudiments that were run, if any.
l. What process was run.
m. Time, range arm and sensitivity setting noted at
   the start and end of each PROCESS.
n. Whether process is flat or not.
o. Any F/Ns.
p. Range arm range.

At the bottom of the form the trim check result is noted.

THE FOLDER SUMMARY

The Folder Summary is written on sheets located on the inside of the front cover and is an adequate summary of the actions taken on a Preclear in consecutive order. It is stapled inside thefront cover of the Preclear's current folder and requires the following data:

1.   ADMIN DETAILS

Session date, length of time of session and; when a new folder is started; the total time of a series of Clearing sessions; when an Personality Profile was taken; when a Folder Error Summary was done.

2.   PROCESS DETAILS

What was run and whether it ran. Mark an EP beside each action taken, or if it was not taken to EP, mark in red UNFLAT, O/R, or whatever.

3.   EXAM REPORT

In a large organization the Preclear goes to another Clearing Practitioner after each session where he is put on a meter. The preclear can say or not say anything about his session or anything else. This is called an after session "EXAM REPORT," short for "Examiner Report." It is a quality control measure.

4.   ATTESTS

Date and what was attested. If the Preclear was sent to attest, but did NOT attest; this is

noted.

5.   MEDICAL DATA

When a Preclear reports sick. Date and brief statement of illness. Then a further entry when Preclear reports in well.

6.   ETHICS DATA

Any ethics cycles or conditions.

The Clearing Practitioner is responsible for making entries on the Folder Summary after each session. The Folder Summary sheets are letter size, divided into four columns.

When a new Preclear starts Clearing and the first folder is made up, a copy of the summary form is stapled by two staples at the top to the inside front cover.

The Folder Summary Form is printed on lightweight paper so that it is not bulky.

The Clearing Practitioner fills in the Folder Summary Form as he progresses with the Clearing.

New sheets are added as needed, earliest at the bottom to most recent at the top.

When a new folder is made up ALL Folder Summary sheets are removed from the old folder and advanced to the inside cover of the new folder so that the completed Folder Summary of the case is always in the current folder.

THE PROGRAM

A Program by definition is the sequence of actions, session-by-session, to be undertaken on a case by the C/S in his directions to the Clearing Practitioner(s) working with the Preclear, and is any series of actions designed by the C/S to bring about definite results in a Preclear.

The Program consists of the Preclear's name, the date, brief case notes of why the Program is being written, and the actions numbered 1,2,3, etc., to be done on the Preclear to bring about a definite result. The person writing the Program prints his name at the bottom.

These Program sheets are kept paper clipped on the inside of the front cover, earliest at the bottom to latest on top.

The C/S works at completing the Program that is top most. As each step of the Program is completed it is ticked off marked "DONE" with the date.

When the whole Program is done, it is marked "PROGRAM DONE (Date)."

All errors made during the Program are marked in and repaired.

If while doing a Program an extensive repair is undertaken then this is programmed on a red sheet and then this becomes the top most Program. The original Program should however be marked at the point it was left to be resumed when the red one is done.

Any Program retired because of new data about a case should be so marked with the date.

The Clearing Practitioner as C/S is responsible for marking off the Programs as above.

THE PERSONALITY PROFILE (APA) GRAPH

The Personality Profile graph is a specially prepared graph which plots 10 traits of a Preclear's personality from a personality test taken by the Preclear.

Several Personality Profile tests can be taken by a Preclear during a series of intensives. Usually one is taken before an intensive to give the C/S information as to what should be run, and one is taken after a big win, at the end of a rundown or at the completion of a grade, as an indication of what has been achieved. This can however be overdone by too frequent use.

The results of the Personality Profile are entered on an Personality Profile graph.

A series of Personality Profiles are drawn on the same graph to give an indication of the change that has occurred.

Each graph is drawn in a different color (red, blue, black, green) or in a different fashion (bold line, normal line, broken line, dotted line) so that each line of the graph can be distinguished. On the top of the graph a key is drawn that gives when each test was done. The month is written in letters so no confusion on numbers occurs.

The graph is kept paper clipped on the inside cover of the folder (on top of the Folder Summary and below the Programs), soit can be taken out and the next Personality Profile drawn in.

THE ALETHANETIC FLOW TABLE

The Alethanetic flow table is a chronological list of Alethanetic items run, from earliest to latest, with the flows that have been run.

Here is an example of the way to do it;

DATE	ITEM	F1	F2	F3	F3
2Feb62	Marijuana	EP	EP	EP	EP
3Feb62	LSD	EP	EP	EP	EP
29Sep67	Lost my bike	EP	Unflat Repaired to EP 2Oct 70 (red)	Unflat Repaired to EP 2Oct 70 (red)	EP
30Sep69	Upset with Father	EP	EP	X	EP
4Oct70	Feeling numb	EP	EP	Unflat	Unflat

Any flow that is later repaired is marked on the table in a different color with the date. A blank space means the flow was not run. An "X" means the flow did not read and was not run.

The flow table is kept at the back of the folder for reference and use.

THE CLEARING PRACTITIONER'S C/S

The Clearing Practitioner's C/S is a sheet on which the Clearing Practitioner writes the instructions for the next session which the C/S will approve or rewrite. This gives the Clearing Practitioner practice in C/Sing.

Full blank page.

Preclear's Name (red)   Date
Clearing Practitioner's Name (red)

(Session Grade)

Clearing Practitioner's comment (red) or think about the case if he wishes.

The next C/S

1. _____Blue or Black

2. _____Blue or Black

3. _____Blue or Black

Clearing Practitioner's Signature (red)

The Clearing Practitioner does not grade his own session. He leaves this blank.

STYLES OF CLEARING

12 AUGUST 1988

There is a Style of Clearing for each Level. By Style is meant a method or custom of performing actions.

A Style is not really determined by the process being run. A Style is how the Clearing Practitioner addresses his task.

Style is how the Clearing Practitioner clears the Preclear. The real expert can do them all, but only after he can do each one. Style is a mark of a Level. It is not individual. In our meaning, it is a distinct way to handle the tools of Clearing.

LEVEL ZERO - LISTEN STYLE CLEARING

At Level 0, the style is Listen Style Clearing. Here the Clearing Practitioner is expected to listen to the Pc. The only skill necessary is listening to another person. As soon as it is ascertained that the Clearing Practitioner is listening (not just confronting or ignoring) the Clearing Practitioner can be passed. The length of time a Clearing Practitioner can listen without tension or strain showing can be a factor. What the Pc does is not a factor considered in judging Listen Style Clearing. Pcs, however, talk to a Clearing Practitioner who is really listening.

Here we have the highest point that old time mental therapies reached, such as psycho-analysis, when they helped anyone. Mostly they were well below this, evaluating, invalidating and interrupting. Avoidance of these three things is what the instructor in Listen Style Clearing should try to put across to the beginning student Clearing Practitioner.

Listen Style Clearing is simply :

LISTENING TO THE PC WITHOUT EVALUATING, INVALIDATING OR INTERRUPTING.

Adding on higher skills like "Is the Pc talking interestingly?" or even "Is the Pc talking" is not part of Listen Style. When the Clearing Practitioner gets into trouble and the Pc won't talk or isn't interested, a higher classed Clearing Practitioner is called in, a new question given by the supervisor, etc.

It really isn't "Itsa" to be very technical. Itsa is the action of the Pc saying, "It's a this or It's a that." Getting the Pc to Itsa is quite beyond Listen Style Clearing Practitioners where the Pc won't. It's the Supervisor or the question given by the C/S that gets the Pc to Itsa.

The ability to listen, learned well, stays with the Clearing Practitioner up through the higher Levels. One doesn't cease to use it even at Level Four. But one has to learn it somewhere, and that's at Level Zero. Listen Style Clearing is just LISTENING. It thereafter adds into the other styles.

THE PRECLEAR INTERVIEW

25 SEPTEMBER 1988

One of the oldest rules of Clearing is:

KNOW BEFORE YOU GO.

What this means is that the Clearing Practitioner must do a thorough Preclear Interview with the Preclear before any Clearing is done.

The Preclear Interview is the first step. This is where you get to know the Preclear and the Preclear has a chance to get to know and become comfortable with the Clearing Practitioner. In the Preclear Interview the Clearing Practitioner asks the Preclear a series of questions which allow the Preclear to talk about her/his present time life. After each question is asked, the Clearing Practitioner just sits and listens until the Preclear is finished talking. The Clearing Practitioner should give an occasional half-acknowledgement to keep the Preclear talking and to let the Preclear know that you, the Clearing Practitioner, are listening and are interested in her/his case. The Preclear Interview is done with the CB meter and all answers with reads and blowdowns are recorded on the worksheets. When this is complete the Clearing Practitioner writes up the session and turns the folder into the Case Supervisor.

SESSION SCHEDULING:

1. Set up the time and place for the session.

2. Briefly go over the session Ground Rules and get the Preclear's agreement to follow them.

3. Verify the time and place for the session.

PRESESSION:

1. Get into casual two-way comm with the Pre-clear. Establish some ARC and rapport.

2. Ask: "IS IT ALL RIGHT IF I GIVE YOU A SESSION?"

3. Give a little explanation and demo of the meter and how it works. Keep it very simple with perhaps a pinch test.

4. Put the Preclear on the cans. If the range arm is above 3.0 on two cans or above 3.5 on a solo can, have him/her apply some hand lotion. If the range arm is below 2.0 have the Pc wash his/her hands before session.

5. Ask: "HAVE YOU EATEN RECENTLY?"

and "HOW MUCH SLEEP DID YOU GET LAST NIGHT?"

per the Ground Rules. If not sufficient, give an R-factor on the Ground Rules and reschedule the session.

6. Ask: "ARE YOU TAKING ANY DRUGS CURRENTLY?"

   If so, get data on what and when. If on drugs
   currently, allow a 3 to 4 day period for
   "drying out."

7. Ask: "HAVE YOU HAD ANY ALCOHOL IN THE LAST 24
   HOURS?"

   If so, get data on what and when. Reschedule
   session if Preclear has had alcohol in the
   last 24 hours.

8. Ask: "IS THE ROOM COMFORTABLE FOR YOU?"

   If not, do whatever is necessary to make the
   room comfortable.

9. Say: "SQUEEZE THE CANS PLEASE."

   to set the sensitivity.

10. Say: "TAKE A DEEP BREATH AND EXHALE IT."

    Note what the needle does.

11. If range arm is still high/low do False Range Arm
    Handling.

THE SESSION START:

1. Ask: "IS IT ALL RIGHT IF I START THE SESSION?"

2. Say: "THIS IS THE START OF SESSION."

3. Ask: "IS THERE ANYTHING YOU'D CARE TO SAY OR
   ASK BEFORE WE PROCEED?"

PRELIMINARY INTERVIEW:

NOTE - When you get a "yes" on a question, get the
       Preclear to tell you about it and note all
       reads. Use a separate worksheet to record
       the Preclear's answers.

   Tell the Preclear that you are going to do a short Interview to locate areas to work on in
Clearing.

1. How are you doing today?

2. Tell me what's going on in your life currently?

3. Tell me the things you find pleasurable.

4. What are your most successful activities?

5. What activities do you find most enjoyable?

6. What were some of the high points of your life?

7. Does anyone not like you the way you are?

8. Has anyone tried to make you change or be different?

9. Is there anyone in your life who forces things
    on you that you don't want?

10. Is there anything in your life that you are putting up with?

11. Is there anything you're trying to get rid of?

12. Is there anything in your life or surroundings that you feel
     you need to take your attention off of?

13. Is there anything in your life or surroundings
     that you feel you need to put your attention on?

14. Is there anything we have missed or omitted
     while doing this Interview?

15. Have you had Clearing in the past?

16. Is there anything in particular that you'd like to accomplish?

17. Then Ask: "IS THERE ANYTHING YOU'D CARE TO SAY
     OR ASK OR COMMENT ON BEFORE I END THE SESSION?"

18. Listen, Acknowledge and Say, "END OF SESSION."

    Schedule the next session with the Preclear, write up the session and turn the folder into the Case Supervisor.

LEVEL 0

LISTEN STYLE CLEARING

25 SEPTEMBER 1988

A Level 0 Listen Style session goes like this:

1. The Clearing Practitioner does the standard pre-session check for food, rest, alcohol and drugs. She makes sure the room is comfortable, has the Pc do a can squeeze so that she can set the sensitivity and has the Pc do a breath test to check the Pc's metabolism (see note on Breath Test, page 3). These procedures are all covered in CHECKLIST FOR SETTING UP SESSIONS.

2. The Clearing Practitioner starts the session with "START OF SESSION."

3. The Clearing Practitioner asks the Pc, "HOW ARE YOU DOING TODAY?" or some such question to get into communication. Just get the Pc to tell you how he's doing and if upset, you can do the LISTEN STYLE ARC BREAK RUDIMENT. Otherwise, just have the Pc tell you all that he wants to tell you and then acknowledge him.

4. The Clearing Practitioner tells the Pc that all she is going to do is to listen and try to understand the Pc, and all she wants the Pc to do is talk on the selected subjects the Clearing Practitioner will give him and if he veers off, the Clearing Practitioner will call it to his attention. Say all this in your own words.

5. The Clearing Practitioner gives the question or command from her 3 x 5 card (see note on Cue Cards, page 4) or a bulletin. The question or command must have something to do with telling people things or communicating, and must alsospecify a subject to talk about.

6. Further questions or commands are given only when the Pc loses track of the subject and wants to know what it is.

7. When the Pc says something and obviously expects a response, the Clearing Practitioner signifies she has heard using normal means.

8. When the Pc says something the Clearing Practitioner doesn't grasp, she asks the Pc to repeat it or amplify it so that she does hear it in the fullest sense.

9. When the Pc stops talking, the Clearing Practitioner must adjudicate whether the Pc is simply no longer interested in the subject, or has become unwilling to talk about some bit of it. If the Clearing Practitioner believes the Pc has stopped because of embarrassment or some similar reason, the Clearing Practitioner has THE PROMPTERS (given below), the only things she is allowed to use.

THE PROMPTERS

a.   HAVE YOU FOUND SOMETHING YOU THINK WOULD MAKE ME THINK LESS OF YOU?

b.   IS THERE SOMETHING YOU THOUGHT OF THAT YOU THINK I WOULDN'T UNDERSTAND?

c.   HAVE YOU SAID SOMETHING YOU FELT I DIDN'T UNDERSTAND?

If Pc says "yes", Clearing Practitioner says:

"TELL ME AGAIN."

d.   HAVE YOU FOUND SOMETHING YOU DIDN'T UNDERSTAND?

If Pc says "yes", Clearing Practitioner says;

"TELL ME ABOUT IT."

The student must have these prompters on a 3 x 5 card and must eventually learn them by heart. Use as many as needed to get the Pc talking again.

If the Pc is no longer interested in the subject, then choose another subject.

The Clearing Practitioner must not start a new subject or process just because the Pc can't bring himself to go on talking. The whole essence of Level 0 is to get the Pc up to beingwillingto talk about anything to anyone. Thus any coaxing is also allowed. Threats are forbidden. The four prompters usually handle. These are the most common reasons people cease talking. Mere forgetting is handled just by reminding the Pc of the subject.

You can add:

"IS THERE ANY OTHER REASON WHY YOU'D BE UNWILLING TO TALK ABOUT THIS SUBJECT?"

and just keep getting off the Pc's considerations until he starts talking again. If this doesn't do it, it's time to go back to the C/S.

10. New processes (or new subjects in a Routine which are, in essence, new processes) are started only when the Pc has brightened up and become quite able by reason of getting comfortable about the last one. Realizing that the whole target of Level 0 is to get peoplewillingto talk about anything to others, a regained ability on a subject governs when to start a new process. If the Clearing Practitioner can answer to herself this question in the affirmative, then she can go to a new process, "Is this Pc able to talk freely to or about (subject oflast process)?" If so, it is all right to select a new question from the same routine or a new Routine (more rarely) and ask it now. But it is never all right to prevent a Pc from talking by butting in with a new question. One never asks amplifying questions at Level 0. Commentary type questions are also out. The Clearing Practitioner listens to the question's answers and only interrupts when she truly hasn't heard or didn't grasp some point. No over and over repetitive use of commands is made, of course, as that's Level One. The questions or commands are given rarely, same question or command, but only to get the Pc going again. Staccato repetitive commands and brief Pc answers are not for Level 0.

11. Toward the end of the Clearing session, the Clearing Practitioner says, "THE SESSION TIME IS ABOUT OVER. WE'LL HAVE TO BE ENDING SHORTLY."

12. When the Pc has given an extra comment or two, the Clearing Practitioner says, "WE'RE CLOSING THE SESSION NOW. TIME IS UP. HAVE YOU MADE ANY GAINS IN THIS SESSION?"

13. The Pc's answers are quickly noted.

14. Clearing Practitioner says, "IS THERE ANYTHING YOU'D CARE TO SAY OR ASK OR COMMENT ON BEFORE WE END THIS SESSION?"

15. Clearing Practitioner listens and notes anything down or answers any questions.

16. The Clearing Practitioner says, "END OF SESSION."

The Clearing Practitioner at this and on the next level will soon become impressed with this fact:

THE MORE SHE SAYS DURING THE SESSION, THE LESS GAIN THE PC GETS.

Therefore, the Clearing Practitioner does very little in the session and is paid handsomely for it in Pc gain.

NOTE ON BREATH TEST: The meter will also read Basal Metabolism. This test tells you if the Preclear is really eating or has eaten. Have the Preclear take a very deep breath and let it out. If a moment later, the needle falls half a dial (two inches or more) the Preclear has a good high Basal Metabolism. If he or she hasn't eaten or is very tired, it won't fall like that. On the second or third deep breath let out, the Basal Metabolism stops registering, so the first time is the test, not subsequent tries. From our experience it is risky to process a Preclear who gives a poor Basal Metabolism test. Someone in very good shape will usually give an LFBD on the breath test.

NOTE ON CUE CARDS: The student or novice Clearing Practitioner should purchase a pack of 3 x 5 cards and a small file box. As the Clearing Practitioner learns new processes or procedures, these can be typed or printed neatly on a card. These cards are then filed under the appropriate heading in the file box. When one of these processes or procedures comes up in a Program or is required in a session, the Clearing Practitioner can pull out the appropriate card to insure that the correct commands are used. This makes for a very professional appearance and avoids the clumsy appearance of shuffling through bulletins to find the correct commands and procedure.

THE PROPERLY TRAINED CLEARING PRACTITIONER

6 AUGUST 1988

We have seen Clearing Practitioners let a Pc talk and talk and run down and talk and run down and talk again, wandering off the subject completely.

This is not ITSA.

The word ITSA means "IT IS A......"

A Clearing Practitioner letting a Pc talk on and on (wandering off the subject) is not getting a Pc to spot what IT is.

A Pc has been talking all his life without going Clear. Analysts had people talk for five years and they seldom got well.

The Clearing Practitioner must know the very basics of Clearing skills, the CEs, and he has to know them well in order to clear someone.

If he is letting the Pc drive all over the road and in both ditches, then this isn't Clearing.

In Clearing, a Clearing Practitioner guides. He gives the Pc something to answer. When the Pc answers, the Pc has said "IT IS A......." and that's ITSA.

If the Pc answers and the Clearing Practitioner acknowledges too soon, the Pc tends to go into an anxiety; he has been chopped. So he talks more than he wanted.

If the Pc answers and the Clearing Practitioner does not acknowledge, then the Pc talks on and on, hoping for anacknowledgement that doesn't come.

So premature, late or "never" acks result in the same thing - the Pc running on and on and on.

The proper cure is to drill the Clearing Practitioner until the Clearing Practitioner realizes:

1.   THE CLEARING PRACTITIONER ASKS THE QUESTIONS.

2.   THE PC SAYS WHAT IS THE ANSWER, "IT'S A . . . ."

3.   THE CLEARING PRACTITIONER ACKS WHEN THE PC HAS SAID IT TO THE PC'S SATISFACTION AND

4.   THE CLEARING PRACTITIONER ACKS WHEN THE PC HAS FINISHED SAYING "IT'S A........."

And that's ITSA.

Clearing is a precision skill.

1.   THE CLEARING PRACTITIONER WANTS TO KNOW.......

2.   THE PC SAYS IT IS..........

1.2.1.2.1.2. etc.

TECHNICAL KNOW HOW

A Clearing Practitioner who doesn't know his technology about the mind and his processes, of course, never knows what to ask.

A sure sign that a Clearing Practitioner doesn't know about processes is seeing a Pc "ITSA" on and on for hours (wandering way off the subject) while the Clearing Practitioner sits there just nodding.

During the Second World War, pilots in China were given so little training that they would just panic from fright during an emergency and would be unable to move or act. Naturally, many hundreds of these poorly trained pilots died in crashes. From this we get the expression - CHINESE PILOT FROZEN AT THE CONTROLS. Occasionally, you may hear this expression used to describe Clearing Practitioners who let their Pcs wander all over the place and talk on and on.

We do know what the mind is, what a Being is, what goes wrong in the mind and how to correct it.

We aren't "free association" psychoanalysts.

The data about Beings and Life is there to be learned.

Clearing is a precision subject. It has axioms. Like geometry. Two equilateral triangles aren't similar because Euclid said so. They're similar because you can look at them and see that they are similar.

Clearing puts the study of the mind into the precise, exact sciences. If one doesn't know that, one's Pcs "Itsa" by the hour for one doesn't know what he is handling.

By my definition, a Clearing Practitioner is a real Clearing Practitioner when his or her Pcs DON'T overtalk or undertalk, but answer the Clearing question and happily now and then originate.

So how do you tell if you have a competent Clearing Practitioner; how do you determine if you have trained one atlast? The answer is: DO HIS PCS ANSWER UP OR DO THEY TALK ON AND ON AND WANDER OFF THE SUBJECT?

QUESTIONS AND COMMANDS

FOR

LISTEN STYLE CLEARING

25 SEPTEMBER1988

Using the bulletin LISTEN STYLE CLEARING, clear and ask the Pc one of the questions below and note whether you get a read and/or interest on the question. If you get a read and/or interest, use the question. Repeat until a big overall win or it is time to end session (always end on some kind of win).

The simplest question is: "TELL ME ABOUT (subject)."

Listen Style Questions: These questions are asked to start the Pc ITSA-ing.

1. WHAT ARE YOU INTERESTED IN?
    When he has named it, then:
    TELL ME ABOUT THAT.

2. TELL ME SOMETHING ABOUT YOURSELF.

3. WHAT DO YOU CONSIDER IS YOUR BEST QUALITY?
    TELL ME ABOUT THAT.

4. WHAT IS YOUR PHILOSOPHY OF LIFE?
    TELL ME ABOUT THAT.

5. WHAT RULES DO YOU LIVE BY? or
    WHAT RULE DO YOU LIVE BY?
    TELL ME ABOUT THAT.

6. WHAT HAVE YOU BEEN SUCCESSFUL AT?

7. WHAT IS YOUR MAIN INTEREST IN LIFE?

8. WHAT HAVE YOU DONE TO BE RIGHT?

9. WHAT HAVE YOU WON?

10. WHAT ATTITUDE DO YOU FIND IT NECESSARY TO
    ASSUME TO BE A SUCCESS?

11. TO WHAT CREED OR CODE DO YOU ATTRIBUTE YOUR
    SUCCESS?

12. WHAT IDEALS DO YOU HOLD?

13. WHAT DO YOU FEEL YOU MUST DO IN LIFE?

14. WHAT DO YOU FEEL IS THE CORRECT WAY TO LIVE?

15. WHAT HAVE YOU DONE TO WIN?

16. WHAT ARE YOU GOOD AT DOING?

17.   WHAT HAVE YOU OBSERVED ABOUT YOUR FAMILY?

18.   WHAT HAVE YOU OBSERVED ABOUT (some aspect of Pc's life)?

19.   WHAT HAVE YOU OBSERVED ABOUT YOUR WORK?

20.   WHAT ACTIVITIES GIVE YOU THE MOST PLEASURE?

21.   WHAT SIMPLE PLEASURES ARE IMPORTANT TO YOU?

22.   WHAT DOES CARING FOR ANOTHER PERSON MEAN TO YOU?

23.   WHAT DOES IT TAKE TO MAKE YOU HAPPY?

24.   WHAT WAS THE LAST THING YOU DISCOVERED?

25.   HOW IMPORTANT IS EXPERIENCE? or
      WHAT DO YOU DO IN YOUR LIFE THAT REQUIRES EXPERIENCE?

26.   WHAT DETERMINES WHETHER A PERSON IS BEAUTIFUL?

27.   HOW DO YOU DETERMINE IF A PERSON IS HONEST?

28.   WHAT ATTITUDES CREATE A GOOD MALE-FEMALE RELATIONSHIP?

EXPERIENCED PC INTERVIEW

25 SEPTEMBER 1988

First of all, get into good communication with the Pc. Let her know that the purpose of the interview is to find out how her life is going so that the exact right Clearing process can be done. (These questions can be added on to another interview, such as a PTS Interview.)

Since your last Clearing or course:
(use for 1-6)

1.   How has your life been going?

2.   Have you had any wins you'd like to tell me about?

3.   Have you had any losses " " " " " " ?

4.   Are there any problems you're now facing?

5.   Have you had any major changes in your life or surroundings?

6.   Have you had any major changes in your ideas about life or approach to life?

7.   Is there anything else you'd like to tell me about today?

8.   Is there anything else we didn't cover in this interview?

9.   Anything you'd like to say or ask before we end this session?

After the interview, let them know that you will be discussing the information with your Case Supervisor and will be able to begin the next action shortly. They should pay you for the next intensive at the time of the interview.

LEVEL 0 PROCESSES

The whole case gain to be expected from a pc at Level 0 is an increase of ability to talk to others.

At Level 0 we do not expect or lead people to expect any sudden miracle a physical or mental recovery. Rather, we emphasize that we are getting their feet on the ladder and as they progress up through levels they will achieve all they ever hoped for and more.

Jumping to higher levels leaves the lower level disabilities untouched and while trying to audit somebody at, say, Level III, we will find ourselves struggling with thing that should have been handled at Level 0.

Further, this target is the one that beginning pcs make the most gains on in my experience; I recall one near miracle on a girl who couldn't bring herself to talk to her parents and all I did was get her to tell me what she'd say to them if she could talk to them.

Recalling is too steep for a starting pc. They can't recall well really until about Level IV when they can be cleaned up on their ARC Breaks with Life.

Here we have the whole design of Level 0:

"Recover the pc's ability to talk to others freely."

If you realize that a pc can't be in session unless he is willing to talk to his auditor, you will also realize that he can't be in life until he is able to communicate freely with others.

Thus any process that does not forward this end is not for Level 0, no matter how frantic the case may be to become clear yesterday.

The more hysterical a pc is about getting advanced processes or a case gain, the less strenuous the process administered must be. The psychiatrist erred on this one point and it wiped him out as a social benefactor. The more desperate the case, the more desperate were his measures. He was just echoing his patients. It is very important for an auditor to realize this one datum for it is the second guiding rule of Level 0. It is a very senior datum. One must not become desperate and use desperate measures just because the pc is desperate or the family or society is desperate about the pc. The worse off the pc, the lighter the approach to that pc must be.

Psychotics (real, gibbering ones) are below auditing treatment in sessions. The measure used for them should be just rest and isolation from their former environments. And the first process used should be just getting the person to realize you are safe and safe to talk to.

So, although a few cases are psychotic, this still holds good. The auditor must get the pc to realize he is safe—won't punish, scold, reprimand or betray confidences—and that the auditor will listen.

It doesn't give the auditor a withhold to not speak of another's withholds. One can only withhold what one oneself has done. What the pc did or said isn't even subject for a session on the auditor for withholding it had no aberrative value.

Even when we're Class IV, we still start all our pcs at the pc's level, which is, for a beginning pc, Level 0.

So what we are trying to do with our pcs at Level 0 is the following:

1.   Recover the pc's ability to talk to others freely;

2.   Teach the pc by example the auditor is safe to talk to and won't scold, reprimand, punish or betray, and

3.   Refuse to engage in desperate measures just because the pc is desperate; and therefore get a real, lasting gain for the pc.

ROUTINES

A routine is a standard process, designed for the best steady gain of the pc at that level. The remedy is different. It is an auditing process which is designed to handle a non-routine situation. The only real remedy at Level 0 is patching up having failed to hear or understand the pc. The rest is all done by routine. The Case Remedies are at Level II and while we all realize that every Level 0 case needs a lot of Level II remedies, we also know that no remedy will work well until the pc is able to talk to others. When you run into trouble at Level 0, there are only 3 reasons possible:

1.   The pc was not run in a direction or on a process to improve his or her ability to communicate to others;

2.   The auditor failed to understand the pc's statements, either words or meanings; or

3.   The auditor engaged in desperate measures, changed processes, or scolded or did something to lower the pc's feeling of security in the session.

That's all. As you go on up through the levels, you will find many other ways a pc can get upset. But at Level 0, the pc is not close enough to reality on his own case to even be touched by these at first. The pc is a long way off when he first starts getting audited. He can only approach his own case by degrees. So a pc, no matter how wildly he or she dramatizes at Level 0, is really only capable of a reality of the smallest kind about self. And such a pc must be able to talk before anything else can happen. Pcs can be ruined by someone who doesn't grasp that simple fact. Psychiatrists, failing to grasp it, murdered several million people—so it's no light matter. It's an important one.

A pc at Level 0 usually can't even conceive of an overt (a harmful act) done by himself. When they can, they go religiously guilty and seek to atone or some such thing. Become a monk. Or commit suicide.

The reason 33 1/3 percent of all psycho-analytic patients are said to have committed suicide in their first three months of treatment is not that they "came too late" but that a lot of wild data was thrown at them to get at their "source of guilt" and they went head on into the reactive bank, sought to demonstrate their "guilt" by making others guilty and killing themselves.

You don't want anything out of the pc but an increased ability to talk relaxedly to others without fear, embarrassment, suspicion or guilt. So all processes at Level are arranged accordingly.

WORDINGS

To give all possible wordings of routines that will accomplish the above is completely beyond need.

Once you have the idea of it straight, you can invent them by the dozens.

One doesn't even have to think of a particular pc. All Level 0 processes are good only

when they apply to all pcs.

ROUTINE 0-0 (Zero-Zero)

The starting routine is the most basic of all auditing routines. It is simply "What are you willing to talk to me about?" Pc answers. "What would you like to tell me about that?"

At Level II, the first question alone becomes a remedy. Here the two questions make a routine - and a very effective one it is!

ROUTINE 0-A

This is how the auditor puts together Routine 0-A:

1.   Make a list of people or things one can't generally talk to easily ! This includes parents, policemen, governments and God. But it's a far longer list. The auditor must do this. It must never be published as a "canned" list.

2.   Using any one of the listed items: "If you could talk to _____ (listed item) what would you say?"

All right, that's all there is to finding the commands for Routine 0-A.

One doesn't get the pc to do the list. The list isn't done in session. The auditor does it himself on his own time. And each auditor must do his own list for his pcs and add to it from time to time as he thinks of new ones.

The pc isn't necessarily given any choice of items. The auditor picks one he thinks may fit. That's easy to do after one session. The pc keeps complaining about parents. OK. Run 0-A on parents.

And flatten it!

By flatten is meant to use that one subject until the pc is darned sure he or she could now talk to the item chosen. If the pc still wants to abuse the item, it isn't flat. If the pc still wants to do something about the item, it is not flat. When the pc is cheerful about the item or no longer fascinated with it, it's flat.

Remember, there's no need to find out what the pc can't talk to. In fact, most cases you're better off just to take an item of your own for 0-A and use it. May seem strange, but you'll have a smoother time of it with the pc. Further you'll not restimulate (churn up) the pc's bank so hard.

ROUTINE 0-B

The second routine consists of things to talk about.

One puts the routine together this way:

1.   The auditor makes a list (not from the pc but himself) of everything he can think of that is banned for any reason from conversation or is not generally considered   acceptable for social communication. This includes non-social subjects like   sexual experiences, W.C. details, embarrassing experiences, thefts one has   done, etc. Things nobody would calmly discuss in mixed company.

2.   An item from the list is included in the auditing command, "What would you be

willing to tell me about _____ ?" Add the item you choose.

3.   When they have "run down" (as in clocks) ask them, "Who else could you say those things to?"

4.   Rechoose a subject on the list.

5.   Repeat 3.

6.   Continue to repeat 4. and 5.

Above all, don't be critical of the pc. And very calmly hear and seek to understand what the pc said. (You never, by the way, seek to find out why the pc reacted or responded in some way. A real blunder at Level 0 is "Why did you feel that way?" Or "Why do you think you can't say that?" You're not after the causes of things at Level 0. You will find out why at Level VI!) At Level 0, just keep them talking while you listen. And you use only the subject chosen to keep them talking.

ROUTINE 0-C

Routine 0-C is, of course, old R-l-C renamed. It is done without a meter and it has any subject under the sun included in its command. It is elsewhere covered.

In all the above routines it is vital not to alter the commands given above.

There are many more possible routines. But to be a Level Zero Routine it must have as its goal only freeing up the ability of the pc to talk freely to others.

This is not a level to be regarded with a brush-off. It takes a lot of skill to restore a pc's ability to communicate freely.

When an auditor has that skill he will succeed at all higher levels.

When a pc has that skill regained, his world will look to him to be a far, far better place.

So it is very important to get over this first hurdle. And very important not to dodge it and try to climb the hill anyway. It will become an awfully steep hill.

LEVEL 0

ZERO - ZERO PROCESS QUESTIONS AND COMMANDS

25 SEPTEMBER 1988

Here are some great questions and commands for Process 0 - 0. They are not in any particular order and the Clearing Practitioner can make up additional ones.

1a.   WHAT WOULD YOU LIKE TO TALK ABOUT?

1b.   WHAT DO YOU LIKE TO TALK ABOUT?

1c.   WHAT HAVE YOU ENJOYED TALKING ABOUT?

1d.   WHAT DO YOU PREFER TALKING ABOUT?

1e.   TELL ME SOME THINGS YOU LIKE TO TALK ABOUT?

1f.   TELL ME SOME OF YOUR FAVORITE AREAS OF CONVERSATION.

1g.   TELL ME SOMETHING YOU'D BE COMFORTABLE TALKING ABOUT.

1h.   WHAT IS EASY FOR YOU TO TALK ABOUT?

1j.   WHAT FASCINATES YOU?

1k.   WHAT IS YOUR FAVORITE ACTIVITY?

        Follow these up with:

2.   WHAT WOULD YOU LIKE TO TELL ME ABOUT THAT?
            or
        TELL ME ABOUT THAT.

3.   ANYTHING ELSE (TO PROMPT)?

        This is run: 1a, 2, 3; 1a, 2, 3, etc. for example. Then choose another question or command from 1b, 1c, etc. Choose a question or command you feel comfortable with. There is no particular order.

        Run each question or command sequence until the Pc runs out of answers or the needle floats or a win occurs or the Pc has a cognition.

        Don't make up questions like: "What are you unwilling to talk to me about?" This type of question is asking for withholds and it belongs on Level II.

EXPANDED COMMUNICATION RUNDOWN

EXPANDED GRADE 0 SHORT

14 SEPTEMBER 1987

THE END RESULT OF GRADE 0

The end result of Grade 0 can be different for each individual.

The common denominator of a Grade 0 completion is WILLINGNESS.

The definition of the word WILLING is:

1. Wanting or ready to. 2. not opposed in mind. 3. not choosing to refuse.

For example:

Tom is willing to do any job if it would help the project to be a success.

Now this does not mean that he is able to do any job, he is just willing.

If Tom is asked to make up a legal contract, he may not be able to do this since he has had no legal training; however, he is willing.

So there is a difference between absolute "ability" and a "willingness."

The end result of Grade 0 (Communication) is:

THE WILLINGNESS TO COMMUNICATE FREELY WITH ANYONE ON ANY SUBJECT.

This does not say anything about "skill" or "ability." People have different skills and abilities. Skill and ability are developed through experience and practice. One person may have more skill and ability in talking to groups of people and in giving lectures while another person might have no ability or skill or even talent in that area.

On Grade 0, we are interested in "willingness" and not ability, skill or talent. Ability and skill are developed by the person through experience and practice. A person may have to practice and get years of experience in talking to groups before he can give good, successful talks and lectures in front of groups. Also, some people have more natural talent than others.

Grade 0 handles the first step which is WILLINGNESS.

THE WILLINGNESS TO COMMUNICATE FREELY WITH ANYONE ON ANY SUBJECT.

1.   ROUTINE 0-0 (ZERO-ZERO)

F-1
1.   What are you willing for me to talk to you about?
2.   What would you like me to tell you about that?

F-2
1.   What are you willing to talk to me about?

2.   What would you like to tell me about that?

F-3
1.   What are you willing for me to talk to others about?
2.   What would you like me to tell others about that?

F-0
1.   What are you willing to tell me about yourself?
2.   What would you like to say about that?

Run each flow about alternate repetitive to EP.

2.   ADDITIONAL ZERO - ZERO QUESTIONS AND COMMANDS

Here are some great questions and commands for Process 0 - 0. They are not in any particular order and the Clearing Practitioner can make up additional ones. These questions are used if the Pc is glibly saying "anything" on flow 2 of ROUTINE 0-0.

1a.   WHAT WOULD YOU LIKE TO TALK ABOUT?

1b.   WHAT DO YOU LIKE TO TALK ABOUT?

1c.   WHAT HAVE YOU ENJOYED TALKING ABOUT?

1d.   WHAT DO YOU PREFER TALKING ABOUT?

1e.   TELL ME SOME THINGS YOU LIKE TO TALK ABOUT?

1f.   TELL ME SOME OF YOUR FAVORITE AREAS OF CONVERSATION.

1g.   TELL ME SOMETHING YOU'D BE COMFORTABLE TALKING ABOUT.

1h.   WHAT IS EASY FOR YOU TO TALK ABOUT?

1j.   WHAT FASCINATES YOU?

1k.   WHAT IS YOUR FAVORITE ACTIVITY?

Follow these up with:

2.   WHAT WOULD YOU LIKE TO TELL ME ABOUT THAT?

        or

        TELL ME ABOUT THAT.

3.   ANYTHING ELSE (TO PROMPT)?

This is run: 1a, 2, 3; 1a, 2, 3, etc. for example. Then choose another question or command from 1b, 1c, etc. Choose a question or command you feel comfortable with. There is no particular order.

Run each question or command sequence until the Pc runs out of answers or the needle floats or a win occurs or the Pc has a cognition.

Don't make up questions like: "What are you unwilling to talk to me about?" This type

of question is asking for withholds and it belongs on Level II.

3.   ROUTINE 0-0 EXPANDED

F-1
        1.   What are you willing for another to talk to you about?
        2.   What would you like him/her to tell you about that?

F-2
        1.   What are you willing to talk to another about?
        2.   What would you like to tell another about that?

F-3
        1.   What are willing for another to talk to others about?
        2.   What would you like him/her to tell others about that?

F-0
        1.   What are you willing to let yourself talk about?
        2.   What would you like to say about that?

        Run the above flows alternate repetitive to EP.

4.   ROUTINE 0-A

        1.   If you could talk to _____ what would you say?
        2.   If you were talking to _____ about that what would you
                say, exactly?

        Run items chosen from a canned list of things people generally can't talk to easily, e.g.,
parents, policemen, governments and God. Run each chosen thing until it is flat. Run many
items to an overall EP on the process.

5.   ROUTINE 0-B

        1.   What would you be willing to tell me about_____?
        2.   Who else could you say those things to?

        Clearing Practitioner uses a list of everything he can think of that is banned from
conversation or is not generally considered acceptable for social communication, e.g.,
bathroom details, embarrassing experiences, thefts one has done, etc. Choose a subject and
use it in question 1. When pc has "run down" ask question 2. Then choose a different subject
for 1, let the pc "run down" and ask question 2. Repeat 1, 2, 1, 2, etc. choosing a different
subject for each cycle of questions 1 and 2. The EP is a floating needle and with Pc talking
about these subjects freely.

EXPANDED COMMUNICATION RUNDOWN

EXPANDED GRADE 0

2 NOVEMBER 1988

THE END RESULT OF GRADE 0

The end result of Grade 0 can be different for each individual.

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1. Wanting or ready to. 2. not opposed in mind. 3. not choosing to refuse.

For example:

Tom is willing to do any job if it would help the project to be a success.

Now this does not mean that he is able to do any job, he is just willing.

If Tom is asked to make up a legal contract, he may not be able to do this since he has had no legal training; however, he\is\willing.

So there is a difference between absolute "ability" and a "willingness."

The end result of Grade 0 (Communication) is:

THE WILLINGNESS TO COMMUNICATE FREELY WITH ANYONEON ANY SUBJECT.

This does not say anything about "skill" or "ability." People have different skills and abilities. Skill and ability are developed through experience and practice. One person may have more skill and ability in talking to groups of people and in giving lectures while another person might have no ability or skill or even talent in that area.

On Grade 0, we are interested in "willingness" and not ability, skill or talent. Ability and skill are developed by the person through experience and practice. A person may have to practice and get years of experience in talking to groups before he can give good, successful talks and lectures in front of groups. Also, some people have more natural talent than others.

Grade 0 handles the first step which is WILLINGNESS.

THE WILLINGNESS TO COMMUNICATE FREELY WITH ANYONE ON ANY SUBJECT.

THE PROMPTERS

If the Pc stops talking or doesn't want to tell you something, the following Prompters can be used to get her going again.

(a)   Have you found something you think would make me think less of you?

(b)   Is there something you thought of that you think I wouldn't understand?

(c)   Have you said something you felt I didn't understand? If so, tell me about it.

(d)   Have you found something\you\haven't understood? If so, tell me about it.

The Clearing Practitioner uses as many as needed, in the sequence given, to start the Pc talking again.

1.   ROUTINE 0-0 (ZERO-ZERO)

F-1
    1.   What are you willing for me to talk to you about?
    2.   What would you like me to tell you about that?

F-2
    1.   What are you willing to talk to me about?
    2.   What would you like to tell me about that?

F-3
    1.   What are you willing for me to talk with others about?
    2.   What would you like me to tell others about that?
    3.   What would you like others to tell me about that?

F-0
    1.   What are you willing to tell me about yourself?
    2.   What would you like to say about that?

Run each flow about alternate repetitive to EP.

2.   ADDITIONAL ZERO - ZERO QUESTIONS AND COMMANDS

Here are some great questions and commands for Process 0 - 0. They are not in any particular order and the Clearing Practitioner can make up additional ones. These questions are used if the Pc is glibly saying "anything" on flow 2 of ROUTINE 0-0.

    1a.   WHAT WOULD YOU LIKE TO TALK ABOUT?

    1b.   WHAT DO YOU LIKE TO TALK ABOUT?

    1c.   WHAT HAVE YOU ENJOYED TALKING ABOUT?

    1d.   WHAT DO YOU PREFER TALKING ABOUT?

    1e.   TELL ME SOME THINGS YOU LIKE TO TALK ABOUT?

    1f.   TELL ME SOME OF YOUR FAVORITE AREAS OF CONVERSATION.

    1g.   TELL ME SOMETHING YOU'D BE COMFORTABLE TALKING ABOUT.

    1h.   WHAT IS EASY FOR YOU TO TALK ABOUT?

    1j.   WHAT FASCINATES YOU?

    1k.   WHAT IS YOUR FAVORITE ACTIVITY?

Follow these up with:

    2.   WHAT WOULD YOU LIKE TO TELL ME ABOUT THAT?

or

TELL ME ABOUT THAT.

3.   ANYTHING ELSE (TO PROMPT)?

This is run: 1a, 2, 3; 1a, 2, 3, etc. for example. Then choose another question or command from 1b, 1c, etc. Choose a question or command you feel comfortable with. There is no particular order.

Run each question or command sequence until the Pc runs out of answers or the needle floats or a win occurs or the Pc has a cognition.

Don't make up questions like: "What are you unwilling totalk to me about?" This type of question is asking for withholds and it belongs on Level II.

3.   ROUTINE 0-0 EXPANDED

F-1
     1.   What are you willing for another to talk to you about?
     2.   What would you like him/her to tell you about that?

F-2
     1.   What are you willing to talk to another about?
     2.   What would you like to tell another about that?

F-3
     1.   What are you willing for another to talk to others about?
     2.   What would you like him/her to tell others about that?

F-0
     1.   What are you willing to let yourself talk about?
     2.   What would you like to say about that?

Run the above flows alternate repetitive to EP.

4.   ROUTINE 0-A

F-1
1.   If_____could talk to you what would it be all right for him/her to say?
2.   If_____were talking to you about that what would you like him/her to say, exactly?

F-2
1.   If you could talk to_____what would it be all right for you to say?
2.   If you were talking to_____about that what would you like to say, exactly?

F-3A
1.   If_____could talk to another what would it be all right for him/her to say?
2.   If_____were talking to another about that what would another like him/her to say, exactly?

F-3B
1.   If another could talk to_____what would it be all right for him/her to say?
2.   If another were talking to_____about that what would_____like him/her to say, exactly?

F-0
1.   If you were_____what would it be all right for you to say about yourself?
2.   If_____was talking about that what would he/she like to say, exactly?

Run items chosen from a canned list of things people generally can't talk to easily, e.g., parents, policemen, governments and God. Run each chosen thing until it is flat. Run many items to an overall EP on the process.

5.   ROUTINE 0-B

F-1
1.   What are you willing to have someone else tell you about_____?
2.   Who else could he/she say those things to?

F-2
1.   What would you be willing to tell me about_____?
2.   Who else could you say those things to?

F-3
1.   What are you willing to have someone tell others about_____?
2.   Who else could another say those things to?

F-0
1.   What should a person let himself/herself say about_____?
2.   Who else could he/she say those things to?

Clearing Practitioner uses a list of everything he can think of that is banned from conversation or is not generally considered acceptable for social communication, e.g., bathroom details, embarrassing experiences, thefts one has done, etc. Choose a subject and use it in question 1. When pc has "run down" ask question 2. Then choose a different subject for 1, let the pc "run down" and ask question 2. Repeat 1, 2, 1, 2, etc. choosing a different subject for each cycle of questions 1 and 2. The EP is a floating needle and with Pc talking about these subjects freely.

7.   CLEARING COMMUNICATION

A.   Have the Pc read the definition of the word communication. Clearing first the following words:

Source point

Receipt point

Duplication

Duplicate

THE DEFINITION OF COMMUNICATION

1.   COMMUNICATION IS THE ACTION OF SENDING AN IDEA FROM A SOURCE POINT ACROSS A DISTANCE TO A RECEIPT POINT.

2.   THE PERSON SENDING THE IDEA MUST WANT THE PERSON AT THERECEIPT POINT TO DUPLICATE AND UNDERSTAND THE IDEA. IN OTHER WORDS, THE PERSON SENDING THE IDEA MUST HAVE THE INTENTION TO BRING INTO BEING AT THE RECEIPT POINT A DUPLICATION AND

UNDERSTANDING OF HIS IDEA.

3.	THE PERSON SENDING THE IDEA MUST HAVE HIS ATTENTION ON THE PERSON AT THE RECEIPT POINT. THE PERSON SENDING THE IDEA MUST MAKE SURE THAT THE PERSON ON THE OTHER SIDE IS PAYING ATTENTION AND IS LISTENING.

B.	Clear the definition of the word communication to a floating needle having the Preclear use the word in his own made up sentences. Use the Creative Definition Procedure if needed.

C.	Demo the word communication.

D.	Use the following false data stripping questions as needed:

1.	Have you been told or taught that the word communication meant something different?

2.	Do you have any rules or ideas about communication that are contrary to the definition of the word?

3.	Have you been given any beliefs on the subject of communication that don't make sense?

4.	Do you have any false data on the subject of communication?

5.	Tell me your ideas about the word communication.

If you get a yes on questions 1 through 5 follow up with standard false data stripping questions.

8.	INVENT A PERSON PROCESS

1.	Invent a person.

2.	What would be that person's idea of good communication?

Run this process alternate repetitive to EP

9.	COMMUNICATION BRACKET

1.	What could I say to you?
2.	What could you say to me?
3.	What could you say to another?
4.	What would you find difficult to say to another?
5.	What could another say to you?
6.	What would another find difficult to say to you?
7.	What would it be all right for another person to say to another person?
8.	What would it be difficult for another person to say to another person?

10.	COMMUNICATION AND VALENCES

1.	What could you say to your father?

Have the Preclear say it and get an OK from his father. And when this was flat:

2.	What could your father say to you?

Now give your father an OK.

This process could be run on any number of terminals or valences.

1. What could you say to_____?
2. What could_____say to you?

11. DESIRED AND INHIBITED COMMUNICATION BRACKET

1. What have you wanted to say to another?
2. What haven't you wanted to say to another?
3. What should you say to another?
4. What shouldn't you say to another?
5. What would you say to another?
6. What wouldn't you say to another?

12. INTEREST

1. What other person could you be interested in?
2. Now another one.
3. And another one.

    then

1. Let's find something in which you could be interested.
2. Find some more things in which you could be interested.

13. PREPCHECK:

    Communication

14. HARM AND HELP IN COMMUNICATION

1. What communication would harm you?
2. What communication would help you?

15. WILLINGNESS AND UNWILLINGNESS IN COMMUNICATION

1. What are you willing to talk about?
2. What are you unwilling to talk about?
3. What person are you willing to talk to?
4. What person are you unwilling to talk to?

16. HAPPINESS RUNDOWN STEPS ON THE TWO RULES FOR HAPPY LIVING

17. SHOULD AND SHOULDN'T SAY

1. What are some things a person shouldn't say?
2. What are some things a person should say?

18.   JUSTIFICATION

F-1
1.   Has another ever upset you with a communication?
2.   How did he/she justify it?

F-2
1.   Have you ever upset another with a communication?
2.   Have have you justified it?

F-3
1.   Has another ever upset another or others with a communication?
2.   How did he/she justify it?

F-0
1.   Have ever upset yourself by communicating something?
2.   How have you justified it?

      Run the above processes 12222, 122222, etc. to get off all the justifications.

19.   COMMUNICATION AND TROUBLE

      1.   What are some things you've said that got you into trouble?

20.   SAFE AND DANGEROUS COMMUNICATION

1.   What communication would be safe
2.   What communication would be dangerous

21.   GOOD AND BAD COMMUNICATION

1.   What is good communication?
2.   Give me an example.
3.   What is bad communication
4.   Give me an example.

22.   HELP AND COMMUNICATION

1.   How could another help you to communicate?
2.   How could you help another to communicate?
3.   How could another help another or others to communicate?
4.   How could you help yourself to communicate?
5.   How could another help himself/herself to communicate?

23.   BUYING OTHER PEOPLES STORIES

1.   What has buying other people's stories gotten you into?
2.   What has buying other peoples's stories gotten you out of?

24.   FREEDOM OF COMMUNICATION

1.   What are you free to talk about?
2.   What are you free not to talk about?
3.   What are you not free not to talk about?

25.   PROBLEMS WITH COMMUNICATION

F-1
1.   What problem have you had communicating with others?
2.   What solutions have had for that problem?

F-2
1.   What problem has another had in communicating with you?
2.   What solutions has he/she had for that problem?

F-3
1.   What problem has another had in communication with others?
2.   What solutions has he/she had for that problem?

F-0
1.   What communication problems have caused yourself?
2.   What solutions have you had for that problem?

      Run these flows 122222, 12222, etc. to get off all the attempted solutions.

26.   EFFECTIVE COMMUNICATION

1.   What is effective communication?
2.   Give me an example.
3.   What is ineffective communication?
4.   Give me an example.

27.   INTEGRITY

1.   What is integrity?
2.   Give me an example.
3.   What isn't integrity?
4.   Give me an example.

28. CERTAINTY

1.   Recall a moment of certainty
2.   Recall a moment of pretended certainty.

29. AGREEMENT

1.   Recall a moment of agreement.
2.   Recall a moment of pretended agreement.

30. COMMITTMENT

1.   Recall a moment of committment.
2.   Recall a moment of pretended committment.

31. CRITICISM RECALL PROCESS

1.   Recall being critical.
2.   Recall withholding criticism.

32. SECRETS

     1.   Recall a secret.

33. COMMUNICATION AND CHANGE

F-1
1.   What do you want changed about your communication?
2.   What do you want unchanged about your communication?

F-2
1.   What do you want changed about another's communication?
2.   What do you want unchanged about another's communication?

34.   CONSEQUENCES OF COMMUNICATION

1.   What has communication gotten you into?
2.   What has communication gotten you out of?

35.   CDEI COMMUNICATION

Clear and Assess:

Desired Communication
Enforced Communication
Inhibited Communication
Refused Communication

     Take the longest reading phrase and run it recall flow one:

     Recall desiring communication from another.

     Run this recall until you get an EP. If the Pc runs out of answers, find the earliest and have the Pc lock scan it as a chain to EP.

     Then do flow two:

     Recall another desiring your communication.

     Run this recall until you get an EP. If the Pc runs out of answers, find the earliest and have the Pc lock scan it as a chain to EP.

     Repeat this action with the remaining items on the above list.

36.   PERSON, PLACES AND SUBJECTS COMM PROCESS

AREA ASSESSMENT

Assess the following Persons, Places and Subjects list and run what you find in the bracket below.

Persons	Places	Subjects
A Friend	A Home	Work
A Man	A Store	Marriage
A Woman	A Supermarket	Sex
A Child	A Restaurant	Exercise
An Older Person	A Dance	The Meaning of Life
A Beautiful Woman	A Party	What Makes People Happy
A Date	A Show	Clearing
A Boss	A Bar	Success
A Famous Person	While Driving	The Future

1.   What are you willing to talk about with (Person List Item) in (at) (Location List Item) about (Subject List Item)?

2.   What could you say to_____in (at)_____about_____?

3.   What have you said to_____in (at)_____about_____?

4.   What would you be willing to talk about with_____in (at)_____about_____?

5.   What would you be reluctant to talk about with_____in (at)_____about_____?

TIREDNESS AND CLEARING

4 FEBRUARY 1989

BASAL (adj) 1. of the base; at the base; forming the base: a sky scraper built on basal rock. 2. fundamental; basic 3. Physiology. a. of or designating the minimum level at which vital activity or an organism continues (a state of rest). b. of an amount sufficient to maintain this level.

METABOLISM (noun) 1. the chemical and physical processes continuously going on in living organisms and cells.

BASAL METABOLISM 1. the amount of energy used by a plant or animal at rest. [The basal metabolism for an average man 30 years old is between 1,400 and 1,500 calories per day. It is measured in terms of the rate (basal metabolic rate) at which oxygen is taken in.] 2. the quantity of energy used by any organism at rest; amount of heat produced by the human organism fourteen to eighteen hours after eating and when at rest for thirty to sixty minutes but not asleep. [The basal metabolism is measure by the rate (basal metabolic rate) at which heat is given off, and is expressed in calories per hour per square meter of skin surface.]

The first commentary on the "breath test" given in 1961 states:

"The meter will also read Basal Metabolism. It tells you if the Preclear really is eating, or has eaten breakfast. Have the Preclear, on the cans, take a very deep break. If a moment later the needle falls half a dial (two inches or more) the Preclear has a good high Basal Metabolism. If he hasn't eaten breakfast, it won't fall like that. On the second or third deep breath let out, the Basal Metabolism stops registering, so first time is the test, not subsequent tries."

We have found from further hard won experience that if a Preclear can't "breathe the needle down" on a Breath Test before the Start of Session, continuing with the session can be highly risky. The Preclear should be able to produce at least a Long, Long Fall (almost off the dial starting at the "set" point) or preferably a Long Fall Blow Down of 0.2 or more on the Range Arm. A person in excellent shape can breathe the needle down repetitively many times (many long fall blowdowns).

If the Preclear gets a Rise, No Read, Small Fall or even a Fall on the Breath Test, the Preclear's metabolism is not working sufficiently well to be able to handle a major action like Alethanetic Clearing or Alethiology Grades. In the case of the Preclear who needs an Emergency Assist, the Clearing Practitioner might be able to carry it off successfully even though the Preclear is not sufficiently fed or rested. However, on a major action, even when the Preclear is apparently well rested and has eaten, if he cannot breathe the needle down on the breath test the session is destined to fail.

A major action, like Grade II, is going to create a drain on the Preclear's energy reserves. If the Preclear's metabolism isn't working well enough to produce a Long, Long Fall or an LFBD on the meter during the Breath Test then the Preclear's body won't be able to metabolize food fast enough to keep up with the energy drain created by a major action. This could lead to a poor session result or an after session let down.

Apparently, four factors cause a failure of the Breath Test and these are:

1.   INSUFFICIENT FOOD: The Preclear simply hasn't eaten for a while.

REMEDY: Have the Preclear eat the normal breakfast, lunch or dinner, or have the Preclear eat a wholesome snack.

2.   INSUFFICIENT SLEEP: The Preclear hasn't slept at least seven full hours the night before the session.

        REMEDY: Have the Preclear get a good night's sleep of at least 8 hours or take a nap before the session. Sometimes a Preclear needs more than 8 hours ofsleep in order to be sessionable.

3.   A HECTIC AND STRESSFUL LIFESTYLE: The Preclear is "burned out."

        REMEDY: Have the Preclear cut back on meetings and other activities or take a vacation from his or her hectic existence.

4.   A POOR OR INHIBITED METABOLISM: The Preclear is physically tired or exhausted.

        REMEDY: Have the Preclear follow the remedies given in 1, 2, and 3 above along with daily exercise on a gradient. The exercise should be aerobic in nature but not overdone so that the Preclear becomes even more exhausted. Jumping fifteen to thirty minutes a day on a rebounder, taking a brisk thirty minute walk, or swimming for fifteen minutes a day are excellent aerobic activities.

        Sometimes a Preclear appears to be eating well and still does not get a good breath test. In this case investigate the Preclears diet very carefully and you might find that he or she is on a fruit or vegetarian diet. Getting the person to eat some meat daily might be the cure. With a "hard core" vegetarian this is sometimes easier said than done.

        When a Preclear is not sleeping well have him take a long walk until he feels tired, then turn around and walk back to his starting point. He should now be able to sleep.

CHECKLIST FOR SETTING UP SESSIONS

25 SEPTEMBER 1988

In order to prevent constant interruptions of a session to get dictionaries, prepared lists, etc., and in the vital interest of keeping the Pc smoothly in session, interested in own case and willing to talk to the Clearing Practitioner, the following Checklist has been made.

A Clearing Practitioner should drill the Session Checklist until he has it down thoroughly, without reference to it.

A. PRE-APPOINTMENT:

1.	Paid invoice slip of Pc if needed	_____
2.	Pc's folders	
	2A. Current	_____
	2B. Old	_____
3.	Pc's folder studied by Clearing Practitioner	_____
4.	Folder Error Summary if needed	_____
5.	A c/s for the session	_____
6.	Any checkout or clarification of the c/s	_____

B. SCHEDULING:

7.	Establish ample time to do the session	_____
8.	APPOINTMENT (made by Clearing Practitioner)	_____
9.	Scheduling of session location	_____

C. ROOM READINESS:

10.	Clean up the room	_____
11.	Remove smells, freshen the air	_____
12.	Set a comfortable room temperature	_____
13.	Area and Hall Silence Signs made	_____
14.	Silence signs put in place	_____
15.	Know the location of the bathroom	_____
16.	Right sized table, sturdy, doesn't squeak	_____
17.	Side table for materials	_____
18.	Adequate light if room gets dark	_____
19.	Flashlight in case power fails	_____
20.	Quiet clock or watch	_____
21.	Blanket for Pc and heating pad for Pc's feet	_____
22.	Fan or A/C in case Pc gets too hot	_____

D. CLEARING MATERIAL:

23.	Paper for W/Ss and Lists	_____
24.	Ballpoint pens, rollerball pens or pencils	_____
25.	Kleenex	_____
26.	Anti-perspirant for sweaty palms	_____
27.	Hand cream for dry palms	_____
28.	Dictionaries	_____
29.	Grammar Reference	_____

30.	Clearing material, forms, prepared lists including those that might be called for on other prepared lists	_____
31.	Fully charged CB Meter	_____
32.	Spare Meter	_____
33.	Preliminary Meter check for charge and operational condition	_____
34.	Meter shield (to obscure meter from Pc)	_____
35.	"In Session" sign for door	_____
36.	Extra meter leads	_____
37.	Different sized cans	_____
38.	A plastic bag to cover one can for Pcs who knock cans together	_____
39.	Finalize setting up room for session	_____

E. PC's ENTRANCE TO CLEARING ROOM:

40.	"In Session" sign on door	_____
41.	Phone shut off	_____
42.	Putting Pc in chair	_____
43.	Comfort of chair, check with Pc and handle	_____
44.	Adjusting Pc's chair	_____
45.	Check Pc's clothes, shoes for tightness and handle	_____
46.	Check with Pc if room is all right or handle	_____

F. METER SET UP FOR SESSION:

47.	Check Test (for adequate meter charge)	_____
48.	See that needle is not dancing by itself	_____
49.	Check trim	_____
50.	Snap in leads jack	_____
51.	Verify trim by calibration resistor onto alligator clips if needed	_____
52.	Put Pc on cans	_____
53.	Put needle on Set	_____
54.	Adjust Pc sensitivity for 1/3 dial drop by Pc can squeeze	_____
55.	Go through False Range Arm Correction as needed including change of cans, cream.	_____
56.	Have Pc take a deep breath and let it out and see if needle gives a latent Fall (which it should)	_____
57.	Check to be sure Pc has eaten and is not hungry	_____
58.	Check for adequate sleep	_____
59.	Check for any alcohol in the last 24 hours	_____
60.	Check for any drugs or medicines recently	_____
61.	Check to see if the room is comfortable	_____
62.	Ask "IS IT ALL RIGHT IF I GIVE YOU A SESSION?	_____

START THE SESSION with "Start of Session"

LEVEL 0

LISTEN STYLE ASSESSMENT DRILL

26 SEPTEMBER 1988

PURPOSE: To train the student Clearing Practitioner to Slow Assess (Listen Style) a list accurately by selecting that item which, upon brief discussion, produces the biggest read or the most movement of the Range Arm.

POSITION: The coach and the student Clearing Practitioner sit facing each other across a table with a CB Meter set up and the coach holding the electrodes or on footplates.

COMMANDS: The student picks an item off one of a Prepared List (CB METER DRILL PREPARED ASSESSMENT LISTS) and says:

TELL ME ABOUT_____.

(PUT THE ITEM IN THE BLANK.)

She lets the coach finish and then repeats this procedure on down the list for at least 10 items. Note any reads or Range Arm movement upon giving the command or while the coach is talking about the subject.

TRAINING EMPHASIS: The student Clearing Practitioner is to assess as many lists on as any coaches as possible, keeping a written record of each coach checked out. The student Clearing Practitioner is to assess Prepared Lists, keeping an accurate record of the reads or Range Arm motion on each item.

To do this drill the student Clearing Practitioner gets the coach to discuss briefly each item on the list while the student Clearing Practitioner listens, to mark accurately the reads or Range Arm motion gotten on each item, and to acknowledge thecoach.

When the list is completed, the student Clearing Practitioner immediately hands the coach the assessment list and informs the coach which item produced the biggest reads or most Range Arm motion. The coach then checks the Range Arm motion of each item to ascertain if the student Clearing Practitioner has selected the correct item. If the student Clearing Practitioner has selected the wrong item, the same list is done again. The student Clearing Practitioner should learn to spot accurately reads and Range Arm motion on a given subject.

NOTE: All assessment drills are done with Prepared Lists. The coach should never be asked actually to list.

The student Clearing Practitioner is given breaks for: an error in any previous training drill; taking an excessive amount of time in doing the assessment; putting his attention on the Prepared List in an effort to add up the Range Arm; selecting the wrong items.

This Training Drill is passed when the student Clearing Practitioner can accurately and smoothly Slow Assess (Listen Style) a list by read or Range Arm.

LEVEL 0

LISTEN STYLE ARC BREAK RUDIMENT

26 SEPTEMBER 1988

A Rudiment is that process which is used to get the Pc in shape to be cleared in that session.

For Clearing to take place at all the Pc must be in session which means:

1.   WILLING TO TALK TO THE CLEARING PRACTITIONER;

2.   INTERESTED IN OWN CASE.

That is what you want to accomplish with Rudiments. You want to set up the case to run by getting the Rudiments in, not use the Rudiments to run the case.

ARC Breaks keep a session from occurring. It is elementary Clearing knowledge that clearing over the top of an ARC Break can reduce an Personality Profile Graph, hang the Pc up in sessions or worsen his case. Thus this is the Rudiment we are most concerned with getting in at the beginning of a session so that Clearing with gains can occur.

GETTING THE F/N

If you know bank structure, you know it is necessary to find an EARLIER SIMILAR ITEM if something does not release.

If a Rud doesn't F/N, then there is an EARLIER SIMILAR (or an earlier or an earlier) LOCK which is preventing it from F/Ning.

Thus we have the procedure and the rule:

IF A RUDIMENT READS YOU ALWAYS TAKE IT EARLIER SIMILAR UNTIL IT F/Ns.

The question used is: IS THERE AN EARLIER SIMILAR ARC BREAK?

If at the beginning of a session the Rudiments are in (the needle is floating and the Pc is VGIs), the Clearing Practitioner goes directly into the major actions of the session. If not, the Clearing Practitioner must fly a Rud or Ruds, as ordered by the C/S. Even if the C/S does not order Ruds to be flown, the Clearing Practitioner must "Fly a Rud" if needed.

ARC BREAKS

ARC: A word from the initial letters of Affinity, Reality and Communication which together equate to Understanding.

ARC BREAK: A sudden drop or cutting of one's Affinity, Reality or Communication with someone or something. Upsets with people or things come about because of a lessening or violent breaking apart of Affinity, Reality, Communication or Understanding.

While the Earlier Similar Rule fully applies to ARC Breaks, there is an additional action taken in handling ARC Breaks that enables the Pc to spot precisely what happened that resulted in the upset.

An ARC Break is called an A-R-C BREAK, instead of an upset, because if one discovers which of the three points of Understanding has been cut, one can bring about a rapid recoveryin the person's state of mind.

You never clear over the top of an ARC Break. But they can be Slow Assessed (Listen Style) to locate which of the basic elements of ARC the charge is on.

Thus to handle an ARC Break, you assess Affinity, Reality, Communication and Understanding to find which of these points the Break occurred on.

Having determined that, you assess the item found (A or R or C or U) against the CDEINR Scale (curious, desired, enforced, inhibited, no and refused).

With this assessment the actual by-passed charge can be located and indicated even more accurately, thus enabling the Pc to release the charge.

The assessment is done on every ARC Break as you go EARLIER SIMILAR until the Rudiment is in with F/N and VGIs. The Pc must be thoroughly educated on this procedure before it is attempted.

The first Rudiment question is:

1.   DO YOU HAVE AN ARC BREAK?

        If there is an ARC Break, get the data on it by saying:

2.   TELL ME ABOUT IT.

        Find out by assessment which point the ARC Break
        occurred on:

3.   WAS THAT A BREAK IN AFFINITY?
        WAS THAT A BREAK IN REALITY?
        WAS THAT A BREAK IN COMMUNICATION?
        WAS THAT A BREAK IN UNDERSTANDING?

        Slow Assess it Listen Style once by asking the Pc
        each line (watch the meter). Let the Pc answer
        and get the read (or the largest read) on, say,
        Communication.

        On each line that reads or gives a Blowdown,
        check it with the Pc by asking:

4.   HOW WAS IT A BREAK IN(Communication)?

        Let him tell you about it. Now determine which
        line gave the biggest read or most Range Arm ac-
        tion (Blowdown). Then give it to him by indicating
        it, i.e.

        I'D LIKE TO INDICATE THAT WAS A BREAK IN
        (Communication).

        If the Pc doesn't buy it, then find one that reads
        that he will accept. This is all being done Listen
        Style, so encourage the Pc to talk about it.

PROVIDED THE RIGHT ITEM HAS BEEN GOTTEN, the Pc
will brighten up, even if ever so slightly, on the very first assessment.

NOTE: On Step 4 the Pc may originate: "Yes, I guess
it was Communication but to me it's really
more like a Break in Reality." The wise
Clearing Practitioner then acknowledges and
indicates it was a BREAK IN REALITY.

Taking the item found in Step 4 above, Slow Assess
it Listen Style against the CDEINR Scale by asking
the Pc directly:

5.   WAS IT:

CURIOUS ABOUT (Communication)?
DESIRED   "   ?
ENFORCED   "   ?
INHIBITED   "   ?
NO   "   ?
REFUSED   "   ?

As in Steps 3 and 4 above, Slow Assess it once, get
the biggest reading item (items) and check with the
Pc:

6.   HOW WAS IT (desired) (Communication)?

on each reading line. Indicate the biggest reading
item to the Pc. If the Pc doesn't buy it, give him
another one that reads.

If no F/N at this point you follow it EARLIER SIMILAR
with the question:

7.   IS THERE AN EARLIER SIMILAR ARC BREAK?

8.   Get the EARLIER SIMILAR ARC Break, get in ARCU,
CDEINR, indicate. If no F/N, repeat Step 7, continue
to go earlier, always using ARCU, CDEINR until you
get an F/N.

When you get the F/N and VGIs you have it.

SUPPRESS

If a Rudiment doesn't read and is not F/Ning, put
in the Suppress Button, asking the Pc:

ON THE QUESTION 'DO YOU HAVE AN ARC BREAK?' HAS
ANYTHING BEEN SUPPRESSED?

If it reads, take it and ask ARCU, CDEINR, EARLIER
SIMILAR, etc.

FALSE

If the Pc protests, comments, or seems bewildered put in the False Button. The question used is:

HAS ANYONE SAID YOU HAD A _____ WHEN YOU DIDN'T HAVE ONE?

Get WHO, WHAT, WHEN and take it EARLIER SIMILAR if necessary, to F/N.

The FALSE QUESTION is not rote and can be varied to suit the Pc. For example:

DID MY ASKING YOU ABOUT ARC BREAKS CAUSE YOU TO THINK THAT YOU HAD AN ARC BREAK WHEN YOU REALLY DIDN'T?

As a Level 0 Clearing Practitioner, this is the only Rudiment you will handle. If this doesn't do it, then the Pc must go to a higher classed Clearing Practitioner and then back to you. As you go up the Levels of Training, you will learn how to do additional Rudiments.

END PHENOMENA

In Ruds when you've got your F/N and the charge has moved off, indicate the F/N. Don't push the Pc on for some other "EP."

When the Pc F/Ns with VGIs, you've got it.

HIGH OR LOW RANGE ARM

Never try to fly Ruds on a High or Low Range Arm.

Seeing a High or Low Range Arm at session start, the Clearing Practitioner up to and including Class II does not start the session but sends the folder back to the C/S for a higher classed Clearing Practitioner to handle (after checking for and handling any False Range Arm). The C/S will order the required correction list to be done by a Clearing Practitioner of Class III or above.

MODEL SESSION

The first thing the Auditor does is to make sure the room and session are set up. This means, in other words, that the room is as comfortable as possible and free from interruptions and distractions, that the Auditor's meter is set up and that the auditor's report form and work sheets are ready, that any correction lists, forms, or references that might be needed are at hand.

The PC is seated in the chair further from the door and is asked to pick up the cans (from now until the session ends the PC stays on the cans).

The Auditor says: **"This is the session".** (Tone 40).

If the needle is floating and the PC has VGIs, the Auditor goes directly into the major action of the session. If not, the Auditor must fly a Rud.

The first Rudiment question is:
"Do you have an ARC Break?"

"If there is an ARC Break you get it, use ARCU and CDEINR, indicate, then if no F/N you follow it earlier, get ARCU CDEINR, indicate, if no F/N you get an earlier one on and on, always with ARCU CDINR until you get an F/N." LRH

The second Rudiment question is:
"Do you have a Present Time Problem?"

"If you get a PTP you follow it earlier earlier earlier until you get an F/N. " LRH

The third Rudiment question is:
"Has a Withold been missed?"

"If you get a withold you find out WHO missed it and what he/she did to make the PC think he/she knew - or nearly found out, then another and another using suppress."

If protest you put in False. You will find these W/Hs also
go earlier like any other chain but they don't have to." LRH

On any Rud "If it didn't read you check suppress.

If it read but is in any way protested you clean <u>False</u>" LRH

<u>FALSE</u>

"Has anyone said you had a . . . . . when you didn't have one?" is the answer to protested Ruds.

If he can't get a Rud to fly, the Dianetic - Class III Auditor ends session and sends the PC folder to the C/S . Class III Auditors and above may do a Green Form.

When the PC has F/N, VGI's you can go into the major action of the session.

The Auditor says: "Now we are going to handle . . . . "

The Auditor clears the commands per BTB 2 May 1972 "Clearing Commands" .

After completing C/S Instructions to EP, or when EP occurs on the major action, the

Dianetic auditor allows the PC to finish what he was saying, gives the R-factor that he will be ending the session, and then gives the PC a **"That 's it . "** (Tone 40) .

For Auditors Class 0 and above, when the Auditor is ready to end session, he gives the R-factor that he will be ending the session.

Then he asks:
"Is there anything you would care to say or ask before I end this session?"

PC answers.

Auditor acks and notes down the answer.

If the PC asks a question, acknowledge and say:
"I will note that down for the C/S"

Then the Auditor gives a **"That's it."** (Tone 40). The data that the C/S will get from this patter will help the C/S in paralleling the mind.