

LEVEL I COURSE

for

ALETHIOLOGY
CLEARING
PRACTITIONERS

ALETHIOLOGY LEVEL I COURSE

CHECKSHEET

1 FEBRUARY 1989

PREREQUISITE: Recognized Clearing Practitioner CLASS 0

ORGANIZATION: _____

STUDENT'S NAME: _____

DATE STARTED: _____ DATE COMPLETED: _____

This checksheet contains vital survival knowledge and technology dealing with help and problems.

REQUIREMENTS:

Study Technology is to be used throughout this course.

Processing requirements for course completion are mandatory. When you can apply the processes of the level you will be acknowledged as a CLASS I, TRAINED 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)

BOOKS: PROBLEMS OF WORK, Chapters Two, Four and Five. (These chapters are to be read during the course and are to be completed before the end of the course.)

SECTION ONE: COMMUNICATION EXERCISES

The Communication Exercises (CE 0-9) are vitally important in the training of a Clearing Practitioner. The Academy student must begin accumulating CE 0 hours so that by the time he completes Class V he has accumulated at least 75 hours of CE 0. There is a very good reason for this requirement. The Class V Clearing Practitioner runs a Preclear on basic Whole Track engrams for the purpose of producing a First Stage Clear. These basic engrams can be quite reactivating for the Clearing Practitioner who does not have a completely flat CE 0. If the Clearing Practitioner goes, even the least little bit, out of present time when hearing about these incidents and seeing the Preclear dramatize them during an Alethanetic session he or she will fail in the goal of producing a Clear. The only remedy is hours and hours of CE 0.

A Preclear's time track will not respond accurately to a Clearing Practitioner whose intention is less than perfect and if the time track does not respond perfectly, the Preclear is left burdened with by-passed charge and falls short of the goal of Clear. The CE's 8 and 9 handle this difficulty and give the Clearing Practitioner the ability to command the time track.

CE 0 is done throughout the duration of the Class I Course at the rate of 1 hour per week. When the student reaches Section Fifteen, the remaining CEs are completed to a high level of ability.

1. READ: COMMUNICATION EXERCISES FOR CLEARING PRACTITIONERS _____
2. READ: COMMUNICATION EXERCISE ZERO _____
3. DEMO: What happens if the Clearing Practitioner is reactivated by what a Pc is running. _____
4. DEMO: What happens if the Clearing Practitioner is not reactivated by what a Pc is running. _____
5. READ: COMMUNICATION EXERCISE ZERO LOG _____
6. EXERCISE: Begin doing CE 0 at the rate of 1 hour per week. Keep track of your time in the Communication Exercise Zero Log and sign off as complete when you reach Section Fifteen. _____

SECTION TWO: CHARTS

1. READ: MASTERY OF CLEARING CHART - CLASS I _____
2. READ: LIFE EXPANSION CHART - PROBLEMS LEVEL _____

SECTION THREE: STUDENT ORIENTATION

1. READ: ON BECOMING A CLEARING PRACTITIONER _____
2. READ: MASTERY OF LIFE _____
3. READ: THE BREAKTHROUGH OF TRAINING _____
4. READ: THE DIAMOND MINE _____
5. READ: THE NEW FRONTIER _____
6. READ: MASTERING CLEARING _____

SECTION FOUR: THE SCALE OF EMOTIONS

1. TAPE: HOW TO CHOOSE YOUR PEOPLE _____
2. DISCUSSION: Applying the Scale of Emotions to life _____

SECTION FIVE: CODES

1. READ: THE CLEARING PRACTITIONER'S CODE _____
2. DRILL: Another student or the Course Supervisor chooses 6 sections of THE CLEARING PRACTITIONER'S CODE randomly and has student invent reasons why it is OK to ignore this section or why it really isn't important. These

should be obviously outrageous and mostly comical. _____

SECTION SIX: FLOATING NEEDLE DATA

1. READ: FLOATING NEEDLES AND END PHENOMENA _____
2. READ: COMPLETING CYCLES IN CLEARING _____
3. READ: END PHENOMENA _____
4. CLAY DEMO: The basic end phenomena _____
5. READ: EXTERIORIZATION AND ENDING SESSION _____
6. READ: FLATTENING A PROCESS _____
7. READ: PROCESS CONCLUSIONS _____
8. DRILL: The difference between a cyclical and noncyclical process conclusion. _____

SECTION SEVEN: THE CLEARING BIOFEEDBACK METER

1. READ: THE CLEARING BIOFEEDBACK METER _____
2. READ: THE HISTORY OF THE CB METER _____
3. DEMO: What the CB Meter measures _____
4. READ: COACHING METER DRILLS _____
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: CB METER SENSITIVITY SETTING _____
12. READ: CB METER DRILL #4 _____
13. DRILL: CB METER DRILL #4 _____
14. READ: CB METER DRILL #5 _____
15. DRILL: CB METER DRILL #5 _____
16. READ: CB METER DRILL #6 _____
17. DRILL: CB METER DRILL #6 _____

18. READ: CB METER DRILL #7 _____
19. DRILL: CB METER DRILL #7 _____
20. READ: CB METER DRILL #8 _____
21. DRILL: CB METER DRILL #8 _____
22. READ: CB METER DRILL #9 _____
23. DRILL: CB METER DRILL #9 _____
24. LOOK OVER: PRECLEAR ORIGINATION SHEET _____
25. READ: CB METER DRILL #10 _____
26. DRILL: CB METER DRILL #10 _____
27. READ: DEFINITIONS OF METER READS _____
28. DEMO: Size of reads _____
29. READ: CB METER DRILL #11 _____
30. DRILL: CB METER DRILL #11 _____
31. READ: METERING READING ITEMS _____
32. DEMO: When is a read valid _____
33. READ: INSTANT READS _____
34. DEMO: An instant read _____
35. READ: ARC BREAK NEEDLES _____
36. DEMO: A floating needle _____
37. READ: CB METER DRILL #12 _____
38. DRILL: CB METER DRILL #12 _____
39. READ: METERING _____
40. READ: COMMUNICATION EXERCISES AND
DIRTY NEEDLES _____
41. READ: CB METER DRILL #13 _____
42. DRILL: CB METER DRILL #13 _____

SECTION EIGHT: LECTURES

1. LECTURE: STABLE DATUM _____
2. DEMO: Stable datum. _____

3. LECTURE: BASICS OF CLEARING _____
4. DEMO: Session control vs no control _____

SECTION NINE: CLEARING PRACTITIONER MUST NOTS

1. READ: ALL LEVELS Q AND A _____
2. READ: A WELL TRAINED CLEARING PRACTITIONER _____

SECTION TEN: PRECLEAR DATA

1. READ: COMPLETING LEVELS _____
2. READ: CLEARING PRACTITIONER TRUST _____

SECTION ELEVEN: LEVEL I DATA

1. READ: WHAT IS A PROBLEM? _____
2. READ: WHAT A PROBLEM IS _____
3. CLAY DEMO: Problem _____
4. READ: LIFE EXPANSION CHART - PROBLEMS _____
5. DEMO: The end phenomenon of the problems level _____
6. READ: STYLES OF CLEARING - LEVEL I SECTION _____
7. READ: MUTTER CE _____
8. DRILL: Mutter CE _____

SECTION TWELVE: MODEL SESSION

1. READ: LEVEL I - CLEARING COMMANDS _____
2. DRILL: Drill clearing commands _____
3. READ: LEVEL I - RUDIMENTS _____
4. READ: MODEL SESSION _____
5. DRILL: Rudiments in Model Session clearing words as you go _____

SECTION THIRTEEN: RECALL PROCESSING

Recall Processes are studied and drilled on Class I because they are done Muzzled Style. For the Preclear, the position of Recall Processing or Recall Clearing is shown on the Life Expansion Chart. Recall Processes, however, are used from time to time on every level on the Chart.

1. READ: INTRODUCTION TO RECALL CLEARING _____
2. READ: RECALL LIST MODEL SESSION _____
3. READ: PERCEPTIONS FOR RECALL LISTS _____
4. LOOK OVER: RECALL LISTS I - VI _____
5. READ: PERCEPTION RECALL LISTS _____
6. DRILL: Recall Lists _____
7. READ: EXPANDED RECALL RUNDOWN _____
8. DRILL: Repetitive Recall Processes _____

SECTION FOURTEEN: HELP PROCESSING

1. READ: HELP _____
2. DEMO: Why help is run as part of the problems level _____
3. READ: HELP PROCESSES _____
4. DRILL: The help processes. _____

SECTION FIFTEEN: PROBLEMS

1. READ: THE PRIOR CONFUSION _____
2. DEMO: The prior confusion and the problem. _____
3. READ: PROBLEMS AND SOLUTIONS _____
4. READ: THE REAL PROBLEM _____
5. READ: THE DUAL UNIVERSE _____
6. READ: THE PERSISTENT PROBLEM PROCESS _____
7. DRILL: THE PERSISTENT PROBLEM PROCESS _____
8. READ: PROBLEM PROCESSES _____
9. DRILL: The problem processes. _____

SECTION SIXTEEN: COMMUNICATION EXERCISES

By the time the student reaches this point in the checksheet, he or she should have completed at least 10 hours of CE 0 (CE 0) and experienced a major stable win.

1. ATTESTATION TO CE 0 COMPLETE _____
- NUMBER OF HOURS _____

At this point in the checksheet the student cycles through CE 0-9 to a major stable win on each CE. Bull baiting should be done until all buttons are flat. This could take several hours. Also the student should experience bull baiting from two or more coaches (not at the same time) to get a variety of buttons.

The student makes a recording of his Communication Exercise Four and compares his recording to the recorded sessions of an experienced professional Clearing Practitioner. This should be done on the final pass for CE 4.

- 2. READ: COACHING _____
- 3. DRILL: Each of the Communication Exercises for Clearing Practitioners below:
 - CE 0 BB _____
 - CE 1 _____
 - CE 2 _____
 - CE 2 1/2 _____
 - CE 3 _____
 - CE 4 _____
 - CE 6 _____
 - CE 7 _____
 - CE 8 _____
 - CE 9 _____
- 4. FINAL PASS ON CE 4 RECORDED _____

SECTION SEVENTEEN: STABILIZATION

- 1. READ: STABILIZATION _____
- 2. DEMO: A stable life _____
- 3. READ: THE ANTI-SOCIAL PERSONALITY _____
- 4. READ: MENTAL ILLNESS _____
- 5. READ: PSYCHOSIS _____
- 6. DEMO: How to detect an insane person _____
- 7. READ: ELEMENTS OF SUPPRESSION _____
- 8. DEMO: The three types of PTS and how to handle each _____
- 9. READ: ON HUMAN BEHAVIOR _____

10. READ: THE NO GAIN CASE _____
11. CLAY DEMO: A suppressive person _____
12. READ: PTS HANDLING _____
13. READ: EDUCATING THE SUPPRESSED PERSON _____
14. READ: PTS INTERVIEWS _____
15. READ: THE SUPPRESSED PERSON (PTS) INTERVIEW _____
16. READ: MISTAKES AND ILLNESS _____
17. CLAY DEMO: PTS _____
18. READ: AFFINITY, REALITY AND COMMUNICATION _____
19. READ: HANDLING PTS SITUATIONS _____
20. READ: THE SOLUTION TO SUPPRESSION _____
21. READ: LIFE STABILIZATION DEFINITION SHEET _____
22. READ: COMPLETE PTS HANDLING STEP BY STEP _____
23. DISCUSS: The complete handling of a person who is PTS _____
24. READ: THE HIDDEN STANDARD _____
25. DEMO: A hidden standard _____
26. READ: SUPPRESSIVES AND HIDDEN STANDARDS _____
27. DEMO: How to find a suppressive person by tracing back a
hidden standard _____
28. READ: THE SCALE OF EMOTIONS AND SUPPRESSION _____
29. READ: HOW TO SPOT A 1.1 _____
30. EXERCISE: Look up and clear the word “valence.” _____
31. READ: SUPPRESSION AND PROBLEMS _____
32. CLAY DEMO: People who become PTS are in the valence of
those who caused them unsolvable problems -
PTS people dramatize this by causing problems
for others _____
33. READ: CLEARING PRACTITIONER ABILITY _____
34. DEMO: What happens when PTSness goes unhandled _____

SECTION EIGHTEEN: STUDENT THEORY COMPLETION

1. COURSE REVIEW _____

2. COURSE EXAM _____

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 s/he has completed the requirements of this checksheet and knows and can apply the checksheet data.

Supervisor Attest: _____ Date: _____

SECTION NINETEEN: PRACTICAL CLEARING

COMMUNICATION EXERCISE REQUIREMENTS:

- 1. At least 10 hours of CE 0 _____
- 2. At least one hour of CE 0 Bull baited _____
- 3. CEs done with two or more coaches and all buttons flat _____
- 4. All CEs to a major stable win and flat _____

CLEARING REQUIREMENTS:

- 1. Find one person who is PTS and administer the PTS C/S-1 and then do a simple PTS handling with that person. _____
- 2. Run one or more Recall Lists _____
- 3. Run one or more ARC Recall Processes muzzled style. _____
- 4. Run one or more Help or Problems processes muzzled style. _____
- 5.. A taped session submitted and approved by Academy C/S _____

I ATTEST THAT I HAVE COMPLETE THE ABOVE REQUIREMENTS FOR THE CERTIFICATE OF CLASS I, TRAINED CLEARING PRACTITIONER

Student Attest: _____ Date: _____

Academy C/S Attest: _____ Date: _____

COMMUNICATION EXERCISES FOR CLEARING PRACTITIONERS

13 NOVEMBER 1987

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 were 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 her 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 effectively handle a session. These exercises 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 time, 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 her 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 her 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."

COMMUNICATION EXERCISE ZERO

24 DECEMBER 1988

In the practice of Communication Exercise Zero (CE 0) students sit facing one another, a comfortable distance apart -- about three feet -- with eyes open. There is no conversation or effort on the part of the students to be interesting. This exercise is silent. The students sit and look directly at one another. They say and do nothing. The students must not speak, fidget or move. There is no moving, wiggling or scratching. There is no "system" used to confront, such as counting or thinking certain thoughts. Nothing is added to just being here.

The purpose of CE 0 is to accustom the student Clearing Practitioner to just being there; to get the student to be there comfortably in a position three feet in front of another person with eyes open -- to be there and to do nothing else but be there.

The whole action is to accustom the student to just be here three feet in front of another person without apologizing or moving or defending self.

Naturally as soon as the student begins this exercise, all the barriers to being here with people begin to surface. All kinds of thoughts, feelings, and sensations occur. The student may even go totally unconscious. The student must not resist this. The student shouldn't think certain thoughts nor resist those thoughts that do arise. As the student continues the exercise, all of these uncomfortable perceptions disappear, in the exercise, in life and while giving Clearing sessions as a Clearing Practitioner.

If the student begins to laugh, he or she must not turn or look away from his or her partner. If the student becomes embarrassed or warm, he or she must not turn or look away. Even if the student's eyes begin to tear and tears are dripping off the end of his or her chin, the student does not turn or look away.

If the student starts to go unconscious or fall asleep, he or she must not try to resist going unconscious. Resisting will only prolong his or her suffering. He or she should just surrender to the unconsciousness or the urge to sleep and when it has passed, resume the direct, eyes open, confront.

Anything that CE 0 "turns on" will "turn off" if the exercise is continued.

ALWAYS END CE 0 ON A WIN IF POSSIBLE.

THE THEORY OF CE 0

There are two general classes of processes in this physical universe, one is called subtractive and the other is called additive. Simply stated, you can either take something out of (remove something from) a Being's mind or you can add something to it. The subtractive class of processing is called Clearing and the additive class of processing is called Creative Processing.

The basic axiom of Clearing is:

ANYTHING WHICH IS UNWANTED AND YET PERSISTS IF THOROUGHLY VIEWED WILL VANISH OR DISAPPEAR

The basic axiom of Creative Processing is:

THOUGHT IS CREATIVE

Almost all education, meditation, hypnosis and affirmation are forms of Creative Processing and are intended to add something to the Being's mental storage banks. There is nothing wrong with Creative Processing except that the individual Being never gets a chance to get rid of anything. He just keeps adding more "stuff" to his warehouse of mental pictures. And since early data tends to take precedence over later data, we wind up with a situation where later, positive, corrective ideas and postulates lose out to earlier negative ideas and postulates, hence the result is no change.

CE 0 is different from other forms of mental and spiritual practice because it is a Clearing process. In CE 0 we are not trying to teach anyone anything or add anything to a Being's mind. We are using CE 0 to Clear unwanted attitudes, emotions, sensations and pains from the reactive mind.

A Clearing process works by reactivating a small, controllable amount of charge from the reactive mind. This small reactive charge can then be viewed by the Being and dissipated. If the reactive charge is too large, the Being is overwhelmed and no dissipation or Clearing results.

A process is then "a physical or mental action or situation which reactivates a Being's reactive mind without overwhelming him." That same action or situation that reactivates, if continued, will cause the original reactivation to dissipate and disappear. That's all there is to Clearing; it's just as simple as that. If a person is instructed to touch a bottle of shaving lotion and for some reason he turns on a feeling of fear and a pain in his elbow, the continued, repetitive touching of that shaving lotion bottle will cause the feeling of fear and the pain in the elbow to dissipate and disappear. Those feelings, pains, etc. that discharged in this manner are gone forever and will not return later. Additionally, the person is now more "at cause," more powerful, less likely to get reactivated in any situation where there is a shaving lotion bottle, e.g. shaving in the morning, etc.

Generally, the most reactivating thing for a person is another person (another Being). Why so? Well this universe has had a bloody history of treachery and betrayal between Beings resulting in anger, grief, despair, etc. This history has left many scars in the reactive mind and all that pain is associated with other people. Eventually, just looking at another person reactivates charge and brings about some degree of unconsciousness and a generally lowered confront. One person looks at another person and he starts to go unconscious. He can't really be there so he uses all manner of pretense to try to stay in present time or he covertly attacks the other to maintain a feeling of superiority. This means that the person is a bit unconscious most of the time; he can't really observe what is going on in life. He just reacts and pretends to be alive and conscious. The result of pretense, upset, chronic lying and confusion is stress and an unhappy life. Mostly this unhappy state of affairs gets covered up by more pretense and what is called "Social Machinery." In other words because of the reactivation caused by the unpleasant associations connected to people and bodies, the individual Being becomes an unfeeling robot who just goes through the motions of life in a very unhappy state.

In the practice of CE 0 we put this individual Being in front of another Being in a live body, somewhere between sword fighting and punching/hitting distance. When we do this, he or she is going to become mildly or very uncomfortable. Some people go unconscious. Some will start blowing off charge by laughing and some will become very embarrassed. One way or another they are going to get reactivated by this situation. And according to the axioms and laws of Clearing, if we continue the process all the unpleasant feelings, etc. will dissipate and disappear if the process is continued long enough. Now with all this cruel charge gone, the person can be in present time in life and not get reactivated by all the situations and actions connected with other people. More importantly, a Clearing Practitioner can be there with a Preclear in session and not be thrown off or reactivated by the Preclear's incidents or dramatizations.

SUPERIOR CONTEMPLATION LOG

5 JANUARY 1986

This log is used by the student Clearing Practitioner to keep track of his or her time in Superior Contemplation.

DATE AMOUNT OF TIME

DATE AMOUNT OF TIME

SUBTOTAL TIME:

SUBTOTAL TIME:

COMPLETION DATE_____

TOTAL TIME_____

ON BECOMING A CLEARING PRACTITIONER

14 AUGUST 1989

A Clearing Practitioner's ability to handle PTS students and Preclears will either make or break that Clearing Practitioner. The reason for this is that almost all the people you have on your lines as students or Preclears are going to be to some degree PTS at some point. And if you're not an expert at handling it, you and your practice will go right down the drain.

PTSness is unavoidable in this universe. People probably have to be to some degree PTS to be here in the first place. Check out any history book and you will see that history is just one unending stream of oppression, treachery, suppression and domination. So the brutal, cold truth is: a Clearing Practitioner who can't spot and handle PTS people and situations is simply not going to survive as a Clearing Practitioner. He must know the PTS tech at a conceptual level. He must instinctively know what to do.

In the absence of PTSness, training students and processing Preclears is a breeze and anyone could do it with total success. You just put students through checksheets and process Preclears by running one grade after another to the state of Clear and beyond. There is just nothing to it; it's so simple and easy that anyone could do it. When it isn't simple and easy, it is always PTSness (or you have an actual suppressive person or psychotic on your hands).

Let's say you're a trained Clearing Practitioner and you've given some very successful sessions to even one or two Preclears with some rave success stories and some real tangible, observable gain. You feel good and you can see that those Preclears feel good about your Clearing procedure and your basic tech. We can say from this small amount of experience that you are good a Clearing Practitioner capable of producing results and "miracles as usual." You feel good and you're ready to take on the whole aberrated planet and Clear everybody.

Now some guy or gal comes along and gives you nothing but trouble. You try to teach them some basic tech on a simple course and they just argue with you and fight against your help. You give them an introductory session and after session they want to know if they're supposed to feel any different or how this is supposed to help them. Perhaps they sabotage your efforts by not getting enough sleep, coming to course or session without eating breakfast or by sniffing Cocaine or smoking Marijuana. You get all caved in and forget about all the gains you got out of training and Clearing and you also forget about all the wins you've seen other people get. You feel terrible that you can't help them and forget about all the easy and good results of the past. Just one of these guys can ruin your whole day or your whole practice. Never underestimate the damaging effect of just one of these PTS or SP people in your environment. They can "kill the space" by their presence alone.

It is so easy to do the wrong thing with a situation like this. The wrong thing to do is to go into doubt about your ability to help people and to go into doubt about the simple, basic technology and processes. After all, a simple touch assist will produce a miracle on a normal healthy person. So don't get into unusual solutions like thinking they need more advanced processes or heavier processes or "Rebirthing" or Acupuncture. Don't invent special processes or new tech to handle them. None of these unusual solutions will handle the situation. In groups and practices where heavy or hypnotic techniques are used, these techniques just push the person down scale to apathy where they become a smiling, gleeful, compliant robot. And that is not our goal and that is why we do not get into unusual solutions.

The thing to do is to immediately recognize the PTS situation, take them off course or cease Clearing and begin PTS handling. Don't wait, wonder or delay; begin PTS handling immediately.

Here's what to do:

1. Put in a mild gradient of ethics by getting the person get proper rest and food. Also make sure they cut out the drugs and not drink alcohol 24 hours before they come in to see you.
2. Do the Life Stabilization Course.

That may handle the situation for most people right there. Now here's how you tell the difference between a PTS person and a Suppressive Person (a psychotic). The PTS person will begin to have cognitions and brighten up on reading the material on the Life Stabilization Course. She'll say, "Rollercoaster! That's me for sure; I do that all the time. Wow! So that's the reason." You'll see charge blowing off the person right before your eyes. The Suppressive Person will fight and argue with the data. She will continue to make you and the data wrong. The PTS data will not indicate to the Suppressive Person because they are basically psychotic and bent on destruction. The data will just remind them of all the perpetrations they are committing in life and they won't like it at all. So just politely, if possible, and quickly get rid of this type of person. Get them out of the space.

For some the data just doesn't indicate and they will not keep their agreements to get sufficient food and rest or they will continue taking drugs, etc. In this case you've got someone who is below 2.0 on the Scale of Emotions (probably at apathy or grief). No amount of training or processing is going to help this person so you might as well shuffle them off to some drug rehabilitation group or some kind of group therapy. Don't waste you time with them.

With a person who has realizations and who brightens up on the Life Stabilization Course, the next step would be the various PTS interviews and further handlings. The person might just blow out of their PTSness on the Life Stabilization Course with a valence shift and become stable and cooperative. In this case just return them to where they left off in their training or processing.

Remember, don't continue to train or process a person who is a Potential Trouble Source (PTS). They will be potentially and actually a source of trouble until the condition is handled.

Also, don't attempt PTS handling on a person who is just out ruds or who needs an Interiorization Rundown as they will rebel and you will think you have a Suppressive Person on your hands when you don't have one.

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!

THE DIAMOND MINE

SEPTEMBER 7, 1988

The data from which we study Clearing could be compared to a diamond mine.

Imagine you are facing a huge mountain, a solid mass of earth. Inside you know lie a lot of diamonds. Not just any old diamonds, but the absolute best on this planet and on any other, possibly. We know they're in there. We've seen them, held them, had a real experience of their beauty and clarity.

The job in front of us is to extract them from the tons of earth around them. This is obviously a very big job and requires patience, care and know-how to accomplish. There may be long hot hours ahead, the prospect of becoming very dirty and sometimes discouraged.

But the rewards which we face at the other end are tremendously exciting. We are going to be able to enjoy the end product of a shining, polished technology that is the most valuable asset on the planet; it is the only technology which, step by step, can take a Being to the State of Clear and beyond.

In our hands, this technology can be used to help all the people who have been searching for personal freedom. By extracting it and polishing it, we are making it available to others who could never see it in its original state. Or maybe they could see it, but they couldn't confront the idea of getting it out of all that surrounding earth.

There are benefits to us for being willing to face this massive job. The excitement of discovery, the fun of working together toward a common goal which will benefit all dynamics, the satisfaction of a job well done.

The most important benefit lies, however, in the process of grappling with the material to get at its very essence. This job requires a journey deep into what you really know and who you really are and then bringing that clarity back to the material. That is the real gem. Or perhaps, that is what transforms the raw carbon into shining precious gems of great brilliance which everyone can see the value of. And that process allows you to rediscover and express your own true essence instead of someone else's idea of what and who you really are.

Diamonds are the hardest natural substance known. Even the flawed stones are useful for cutting. Let's mine every bit of useful data out of this technology that we possibly can and recognize that even now, in its present form, we already have some brilliant multi-faceted diamonds that make it worth all the effort.

THE NEW FRONTIER

17 SEPTEMBER 1988

FRONTIER: 1. the border between two countries. 2. that part of a settled, civilized country which lies next to an unexplored or undeveloped region. 3. any new field of learning, thought, etc. or any part of a field that is still incompletely investigated.

PIONEER: n. 1. a person who goes before, preparing the way for others, as an early settler or a scientist doing exploratory work. adj. 1. being one of the first of its kind. vt. 1. to prepare or open (a way, etc.)

Studying Clearing and being a Clearing Practitioner in the late 20th century is not necessarily an easy road to be on. We're a little ahead of our time and there's very little agreement out in the world that what we're up to makes much sense. We have to be willing to be true to our own reality while the reality of the rest of the world catches up.

We face challenges that are similar to those faced by the first pioneers who came west in the covered wagons about a century ago. Most people thought they were crazy to set out by wagon and foot across the country. They faced the complete unknown in terms of where they would end up and what would happen on the way there. The known that they faced was the possibility of starvation, Indian attack and exhaustion from the sheer physical stress of the trip. Possibly what motivated these early settlers was the excitement of going to a new place, beginning a new life and discovering new strengths within themselves in the process. And of course, freedom.

For women during this era, being a pioneer meant having the opportunity of being freer from the suppression of the late 19th century. In the East, for example, it was considered shocking for a well-bred woman to sit on the floor in front of the fireplace. Women were anything but equals, usually sitting in big uncomfortable dresses, contributing relatively little.

Going west allowed women to express themselves in new ways. They built houses, farmed, were allowed to vote, got divorces--basically were freed from many of the ideological and societal constraints of the time because of the necessity of their contribution, their work. It was laughable to think a woman shouldn't sit in front of a fireplace on the floor when you didn't even have a floor or a fireplace. People were required to see things in a new way in order to survive.

The freedom available was possibly the motivating factor for many of the pioneers. It encouraged and inspired them to persist through tremendously difficult ordeals and to come out the other side victorious.

As those who go first, or open the way for others, there may be times when we are discouraged or feel that we'd have been better off if we'd stayed behind with the others who are constrained but comfortable in their settled ways. The arrows we face are not from Indians, but the more covert slings of people who are not yet ready for the technology we have.

If we can just keep moving through these times, the rewards will be well worth the effort of the journey. Just like the pioneers, the new inner freedom we've found from studying and receiving Clearing can inspire us to persist through our difficulties. Perhaps this is the last frontier. We've run out of "West" to go, but the inner frontier remains ready for our exploration and conquest.

Just as there are now highways where the first wagons traveled, those who come along behind us will find the way easier. We will make it possible for many to make it who could

never have braved the challenges we're facing. Our own growth and strength and freedom are the best rewards of just "keeping those wagons rollin", no matter what.

Westward HO!

MASTERING CLEARING

1 FEBRUARY 1989

As a child, I watched in wonder as the baton twirlers on TV and in parades would prance down the street in front of the bands and do wondrous things with their batons. I got myself a baton and was tremendously disappointed when my baton wouldn't do those tricks all by itself and certainly wouldn't do it with me holding onto the other end.

Those baton twirlers made it all look so easy. What I didn't see was the hours and hours they'd spent to get to the point where they could even twirl it without hitting themselves in the elbow. I never got past that point. Then the hours and hours they spent daily to improve and keep up their skill. The many times they dropped their baton and were discouraged. I only saw the razzle-dazzle.

At the end of a particularly exciting Clearing session the other day, I thought about my feelings about being a Clearing Practitioner. I realized that I know how to deliver an excellent session, hour after hour, day after day, client after client. And how wondrous and exciting that is. Then I thought of the baton twirling and my failure at that. I realized that I just never got past hitting myself in the knee and that if I had persisted with it, just as I have with Clearing, I'd have been able to do it.

For me, being a Class VIII feels like being the best baton twirler in the world, being able to stand up in front of the largest crowd and do the fanciest tricks and never drop the baton. All the studying, drilling check-outs and grappling with the material allow you to have confidence with your Preclears so that you know how to help them, no matter what happens in a session. That is exciting!

Giving a really good session comes from actually applying your skills with Preclears. You have to practice with clients, hour after hour, mastering your meter, the processes, the CE's. You'll also find, then, that your studying will become more interesting.

Clearing may not have as much razzle-dazzle as baton twirling, but there's a satisfaction that comes from giving a good session that is hard to describe. It must feel like facing the cheering crowd, knowing you're good and doing great.

As a Clearing Practitioner, the insights and benefits that go along with helping someone else go free are deeply rewarding. Mastering the skill of Clearing is worth the effort. Keep on practicing!

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.

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."

COMPLETING CYCLES IN CLEARING

LEVEL I

21 NOVEMBER 1988

Whenever a Clearing Practitioner gets a read on an item or process question, IT MUST BE CARRIED TO A FLOATING NEEDLE.

To fail to do so is to leave the Pc with by-passed charge.

When a Pc has had several reads on various items or processes which were not carried to F/N, he will become upset or depressed without any other apparent reason. As one has DONE a process without F/Ning it, one now has the mystery of what is wrong?

The error is that reading items, processes or rudiments were cleaned to no read, but not carried to a floating needle.

If you know bank structure, you know it is necessary to find an earlier item if something does not release. What has been found as a read on a rudiment would F/N if it were the basic lock. So if it doesn't F/N, then there is an earlier (or an earlier or an earlier) lock which is preventing it from F/Ning.

So the RULE:

NEVER WALK OFF FROM A READING ITEM OR RUDIMENT BEFORE YOU CARRY IT DOWN (EARLIER SIMILAR) TO AN F/N.

NEVER WALK OFF FROM A READING PROCESS UNTIL YOU RUN IT REPETITIVELY TO AN F/N.

Example: ARC Break reads. Preclear says what it is, Clearing Practitioner assesses ARCU CDEINR. If no F/N, Clearing Practitioner asks for an earlier similar ARC Break, gets it, assesses ARCU CDEINR, etc until he gets an F/N.

Example: PTP reads. Carry it E/S (earlier similar) until a PTP F/Ns.

Example: Rudiments Assessment: "Has something been decided?" reads. Answered. No F/N. "Is there an earlier similar decision?" Answered. F/N. Go on to next reading item on the assessment.

Example: Rudiments Assessment assessed once through for reads. The next C/S must take every item on it that read to an F/N.

So there is a much more general rule:

EVERY ITEM, QUESTION OR PROCESS THAT READS MUST F/N.

When running Alethiology repetitive grade processes, the process must read either on clearing the question or when the Clearing Practitioner says it to the Preclear. If the question reads, it must be run repetitive style to a floating needle.

Example: The Clearing Practitioner clears the question "What are you willing to talk to me about?" The question reads. The Clearing Practitioner asks the question, alternate repetitive, with "What would you like to tell me about that?" to a floating needle.

In Alethanetic Clearing you get the F/N when you run earlier similar (E/S) secondaries or engrams to an erasure, F/N, Cog and VGIs.

In Rudiments, every out rud you get a read on is run E/S to F/N.

On assessments you take each read to an F/N or E/S to F/N.

So another rule:

EVERY MAJOR AND MINOR ACTION MUST BE CARRIED TO AN F/N.

That means every process which reads must be carried to a floating needle.

There are NO exceptions.

Any exception leaves by-passed charge on the Pc.

Also, every F/N is indicated at the conclusion of the action when the cognition is obtained. Preclears don't always voice cognitions, but the expert Clearing Practitioner can observe when the Preclear has had a cognition even if it is not voiced. However, the Clearing Practitioner never questions the Preclear about this, she just indicates the floating needle.

If you take too soon an F/N (first twitch), you cut the cognition and leave by-passed charge (a withheld cognition).

One could take any folder and simply write out the ruds and assessment reading items that were not F/Ned, carry each one to F/N and wind up with a very shining, cool calm Pc.

So "have reading items (or processes) been left charged"? would be a key question on a case.

The most frequent errors in all this are:

Not taking a read earlier similar to a floating needle, but just checking it and leaving it as "clean."

Not using "suppress" and "false" on items and rudiments.

And of course leaving a Pc thinking things are still charged by failing to indicate the F/N.

Indicating an F/N before the cognition.

Not going back through the folder to handle ruds and items that read but were called "clean" or were simply abandoned.

A Preclear processed by a Clearing Practitioner whose Communication Exercises (CEs) are unflat has a hard time and does not F/N sometimes, inviting overrun.

The rules then to happy Pcs are:

THE CLEARING PRACTITIONER HAVING HIS COMMUNICATION EXERCISES FLAT AND COMPLETE.

F/N EVERYTHING FOUND ON RUDS AND ASSESSMENTS.

RUN EVERY READING QUESTION OR PROCESS TO F/N.

END PHENOMENA

12 AUGUST 1988

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 up Pc 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 "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 then fell on their heads with the same problems that came 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 be bull baited 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.

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.

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 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 of present 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 devices to enhance the Clearing Practitioner's ability to sense physiological changes in the Preclear. One such device 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 Galvani (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.

COACHING METER DRILLS

27 FEBRUARY 1989

The coach plays a very important role during meter drills. It looks as though the student doing the drill is the one who is getting the gain. But there is an opportunity for the coach to learn and grow as a Clearing Practitioner.

The meter drills are another form of CE's. When you are the coach, your job is to be the Clearing Practitioner for the student as she flattens areas of difficulty. You are being there with the student, observing, coaching, ending on a win.

Your commands are: "Start," "Break" and "That's a Pass." You can also say to the student, after "that's it," "Is there anything you'd like to say about that." Then you simply listen and acknowledge. You are training to be a Clearing Practitioner, so you don't evaluate for the student. Just listen and acknowledge.

If you take your role as the coach seriously, you will find not only your skills as a Clearing Practitioner increasing, but your reality of yourself as a Clearing Practitioner increasing also. Since we have to have something real in our own universe before it can become real to others, this last point is especially important.

It really boils down to the fact that the drills are about the meter and they aren't at the same time. They are about increasing confront, staying present and conscious, focusing your attention on another and not just on yourself, helping, not being thrown off easily or at all. When you look at it from this context, you can see why anyone doing the drills can benefit, even if they feel they don't want to be a Clearing Practitioner professionally.

So the best way to coach is to imagine you are in a session with a Preclear, you are the Clearing Practitioner, your CE's are IN, you're being there 100% with the intention to help the other person, you listen and acknowledge. You'll find you'll both win and fly through the drills and LIFE!

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.

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 too floppy to keep on the dial.

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.

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 has been 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 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 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 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. 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.

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, as indicated, 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.

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.

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.

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!

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 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.

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!

COMPLETING LEVELS

23 NOVEMBER 1988

ANY LEVEL (GRADE) ON THE LIFE EXPANSION CHART IS, ITSELF, CAPABLE OF PRODUCING STABLE CASE GAIN. If a level does not THEN THE CASE IS INCOMPLETE ON EARLIER LEVELS.

This is true of lower levels and upper levels.

The rule holds.

Any level (grade) is capable of giving a stable case gain and if it does not THERE IS SOMETHING VERY WRONG with the way it or an earlier level (grade) was run.

To chase a Pc on up the levels to cure an outness on earlier levels is an incorrect procedure. It is WASTING CLEARING. It is a shabby excuse for not setting a case up to be Cleared or Clearing badly.

To solve an earlier out tech situation one does not "give the next level."

If a Pc ends up at Level II without a stable gain attained, then the set up of the case or the handling of it is incorrect.

This is the most elementary situation in case repair.

ANY LEVEL is capable of case gain and of being stable, the Pc feeling good, etc. The drive to get the next level is very natural, but when it becomes obsessive to get a case gain then it isn't the next level that's needed.

Recall Clearing is more tech than Man ever had before. It produces a stable gain. This is true of every level on up.

There is the example of the "Clear" whose case at every level "was going to be solved by the next level." People kept saying he "needed the next level" to solve his case. Not so.

That case probably never completed Recall Clearing or some other level. Could be that he needs a good repair or resistive cases handling.

If you now let him go on to the levels above Clear, he'll never make it.

The tech you are handling is capable of giving spectacular gains at every level. If it does not then the case has missed somewhere, comes under resistive cases or out ruds or one or more missed or overrun levels.

This is one of those things which seems to have been going around ("needs the next level to solve his case") for some time. Sure they need their next level. But do they have their levels up to where they are? If they aren't in good shape at the end of any one level then there's a miss on the case and it must be repaired by standard tech before they go on.

CLEARING PRACTITIONER TRUST

21 AUGUST 1988

TRUST (noun) 1. a firm belief in the honesty, truthfulness, justice, or power of a person or thing; faith. 2. obligation or responsibility imposed on one in whom confidence or authority is placed. 3. 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 the Preclear. 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.

WHAT IS A PROBLEM?

14 NOVEMBER 1988

The word problem is from the Greek *problema*; literally, a thing thrown forward, especially for the mind to solve [Greek *pro*, forward + *blema*, a throwing, something thrown, from *ballo*, I throw]. In school, problems are things the teacher puts in your way; in real life, a problem is thrown in front of you, and you must work your way past. A problem is a situation demanding a solution.

This is the external view of a problem which doesn't get us anywhere, particularly as far as Clearing is concerned. What we really need is an internal view of the actual mechanics of problems.

What is the definition of a problem that gives us a real understanding of the mechanics of problems?

A problem is a difficulty caused by holding two opposing and conflicting viewpoints on the same subject. In a problem one viewpoint is going counter to another viewpoint, where both viewpoints are being held by one individual. It is not the viewpoint held by one person counter to or opposing the viewpoint of another person. Both sides are held by one individual. When it looks like two people are creating the problem by opposing each other, we have at best an "apparent problem" but not the real problem.

For example, if Clara is married to a man who is having random promiscuous relationships with other women, she might feel that the problem is her intention to have a stable monogamous relationship with her husband opposed to or conflicting with her husband's intention to be unfaithful. This is the "apparent problem." It will be noticed that if she continues to hold on to the idea that this is the real problem, no resolution of her difficulty will occur. She can worry about it, fight with her husband about it or talk to a Clearing Practitioner endlessly about it, but no resolution of that problem is going to occur because it is only the "apparent problem." It is a condition or situation and not the real problem.

The fact that she has one purpose and her husband has another purpose is the apparent problem. The reality, the real problem, is her own war of purposes. The war of purposes gives us what we call problems. 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. The sides must be equally balanced and there must be a lie or some other false data that keeps the problem from as-ising.

A problem, to be a problem, must contain a lie; otherwise, it would not persist.

Normally, what happens is the person is confronted with a personal indecision which holds the problem in place. In Clara's situation with her husband, it may be that she cannot decide whether or not to stay with her husband or leave him. On the one hand staying with him means putting up with the emotional turmoil which his sexual behavior causes her and on the other hand is the prospect of losing a comfortable living situation and facing the emotional pain of being alone and starting over. This indecision or some such indecision is the real problem. In addition, in order for the problem to persist, the two sides or two ways to go must be equally balanced and equal in force. The pain of going in one direction must be equal to or nearly equal to the pain of going in the other direction. The benefit or advantage of going in one direction must be equal to the benefit or advantage of going in the other direction. This balance of intention counter intention, force counter force, idea counter idea is what makes the problem persist and keeps her squarely in the middle, not knowing which way to go. This is a situation demanding a solution and both solutions seem equally bad. If you try to clear the "apparent problem" it will just persist and never as-is and flatten because it is based on a lie. If you find the "real problem" it will easily as-is and flatten.

WHAT A PROBLEM IS

25 DECEMBER 1988

The word problem is from the Greek problema; literally, a thing thrown forward, especially for the mind to solve [Greek pro, forward + blema, a throwing, something thrown, from ballo, I throw]. In school, problems are things the teacher puts in your way; in real life, a problem is thrown in front of you, and you must work your way past. A problem is a situation demanding solution.

But this idea of a problem doesn't get us anywhere, particularly as far as Clearing is concerned. What we really need is an inside view of what a problem is.

A problem is a difficulty that is caused by a person having two conflicting or opposing ideas on the same subject.

In a problem, one idea is going against another idea - and BOTH ideas are held by the same person.

It is not an idea held by one person that goes against an idea held by another person. It is actually one person holding both ideas.

And both of these ideas are equally important to the person. In other words, he can't give either idea up. He likes them both the same and wants to keep them both.

This is not the way most people think about problems, is it?

Let's take an example to show what most people think a problem is.

Let's say that Joey is a teenager who wants to stay out with the guys playing video games past 10:00 on Friday night and Joey's Mother says, "NO WAY!" It looks like Joey's problem is caused by his Mother saying "no" to what he wants.

Let's look at the "problem" using our definition. Joey actually has a problem because he has two opposing ideas on the same subject. The subject is going out with his friends Friday night and playing the video games past 10:00.

His two opposing ideas are: (1) He wants to go. (2) He does not want to disobey his Mother or get in trouble.

Can you see the difference? His problem is caused by his own two ideas on the subject, and both ideas are important to him. He wants to go very much and he doesn't want to disobey his Mother very much. If he doesn't go, it will be painful for him. If he disobeys his Mother and goes, it will be equally as painful.

So, Joey really is stuck with his problem. He can't decide what to do.

Now let's take one of his ideas away. Let's say he changes his mind and does not want to go. Does he have the problem now? No, he doesn't. Isn't that "magical" how his problem just went POOF and disappeared?!

Ok, let's take away his other idea. Let's say he wants to go, and he doesn't care about disobeying his Mother. Does he have the problem? No, because he will just go out with his friends and stay out as long as he wants.

So, there is such a thing as the real problem and there is such a thing as what the problem seems to be.

In the example above, the problem seems to be caused by Joey's Mother saying "no" to his request. Then we have the real problem - which is Joey's two opposing ideas.

You can see how people who don't know this struggle and struggle to solve their problems. And they never manage to solve them. Why? Because they are not dealing with the real problems, so they have no way to find the real solutions!

You can look at any problem you have or have ever had, and you will see that it was caused by two conflicting ideas about it that you had. Other people are often involved with your problem but they are not the CAUSE of it.

Why is it good to see this? So we can blame ourselves and feel bad about it?! No, it is great to see this because then we can see how to solve our problems fast!

All you have to do is look and see what your opposing ideas are! Then you are really able to DO something about it!

STYLES OF CLEARING

25 DECEMBER 1988

STYLE (noun) 1. manner or mode of expression in language; way of putting thoughts into words. 2. specific or characteristic manner of expression, execution, construction or design, in any art, work or employment. 3. the way in which anything is made or done; manner. 4. sort; kind; variety; type. [Middle English stil, stile; Old French stile, style; Latin stilus, a sharp pointed instrument used by the ancients in writing on wax tablets (a person was recognized by type of pointed instrument used or the manner in which it was used).]

There is a style of Clearing for each class of Clearing Practitioner. Style means a method or custom of performing actions.

A style is not really determined by the process being run so much. A style is how the Clearing Practitioner addresses his task.

Style is how the Clearing Practitioner Clears. The real expert can do all the various styles, but only after he can do each one. Style is a mark of Class. 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 checked out. 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 this style. Pcs, however, talk to a Clearing Practitioner who is really listening.

Here we have the highest point that old time mental therapies reached (when they did reach it), such as psycho-analysis, when they helped anyone. Mostly they were well below this, evaluating, invalidating, interrupting. Avoidance of these three things is what the instructor in this style should try to put across to the beginning student.

Listen Style should not be complicated by expecting more of the Clearing Practitioner than just this: Listen 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 no part of this style. When this Clearing Practitioner gets in 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 levels. One doesn't cease to use it even at Level IV. But one has to learn it somewhere and that's at Level Zero. So Listen Style Clearing is just listening. It thereafter adds into the other styles.

LEVEL ONE - MUZZLED STYLE CLEARING

This could also be called rote or repetitive style Clearing.

Muzzled Clearing has been with us many years. It is the stark total of CEs 0 to 4 and not anything else added.

It is called so because Clearing Practitioners too often added in comments, Qed and Aed, deviated, discussed and otherwise messed up a session. Muzzle meant a “muzzle was put on them,” figuratively speaking, so they would only state the Clearing command and acknowledge.

Repetitive Command Clearing, using CEs 0 to 4, at Level One is done completely muzzled.

This could be called Muzzled Repetitive Clearing Style but will be called “Muzzled Style” for the sake of brevity.

It has been a matter of long experience that Pcs who didn't make gains with the partially trained Clearing Practitioner who was permitted to “two way comm,” did make gains the instant the Clearing Practitioner was muzzled. The muzzled Clearing Practitioner was not permitted to do a thing but run the process. He was not permitted to say anything but the commands and acknowledge them and handle Pc originations by simple acknowledgement without any other question or comment.

At Level One we don't expect the Clearing Practitioner to do anything but state the command (or ask the question) with no variation, acknowledge the Pc's answer and handle the Pc originations by understanding and acknowledging what the Pc said.

Those processes used at Level One actually respond best to muzzled Clearing and worst to misguided efforts to “Two Way Comm.”

Listen Style combines with Muzzled Style easily. But watch out that Level One sessions don't disintegrate to Level Zero.

Crisp, clean repetitive commands, muzzled, given and answered often are the road out - not Pc wanderings.

A Pc at this Level is instructed in exactly what is expected of him, exactly what the Clearing Practitioner will do. The Pc is even put through a few “do birds fly?” cycles until the Pc gets the idea. Then the processing works.

A Clearing Practitioner trying to do muzzled repetitive Clearing on a Pc who, through past “therapy experience” is rambling on and on is a sad sight. It means that control is out (or that the Pc never got above Level Zero).

It's the number of commands given and answered in a unit of Clearing time that gets gains. To that add the correctly chosen repetitive process and you have a release in short order, using the processes of this Level.

To follow limp Listen Style with crisp, controlled Muzzled Style may be a shock. But they are each the lowest of the two families of Clearing styles - Totally Permissive and Totally Controlled. And they are so different that each is easy to learn with no confusion. It's been the lack of difference amongst styles that confuse the student into slopping about. Well, these two are different enough - Listen Style and Muzzled Style - to set anybody straight.

MUTTER CE

12 DECEMBER 1988

NAME: Mutter CE

PURPOSE: To perfect muzzled Clearing communication cycle.

COMMANDS: "Do fish swim?" "Do birds fly?"

POSITION: Student and coach sit facing each other a comfortable distance apart.

TRAINING EMPHASIS:

1. Coach has student give command.
2. Coach mutters an unintelligible answer at different times.
3. Student acknowledges.
4. Coach flunks if student does anything else but acknowledge. (Note: This is the entirety of this exercise. It is not to be confused with any other Communication Exercise.)

Note: In CE 2 and CE 4 one understands that the Pc has said something or has answered. There is no demand the Clearing Practitioner understand the meaning in the Pc's answer in muzzled Clearing. In the above drill the coach just mutters or nods and looks wise instead of saying anything comprehensible. The only kind of Clearing where you must grab the actual sense of the answer is in Class III and Class IV Clearing or in looking for something that will blowdown or trying to find out what the Pc thinks is wrong.

If the Pc has said something he wants the Clearing Practitioner to really grasp, let him explain and of course, if the Pc insists, grasp it. But this is rare and happens only when the Pc is already ARC Broken. Otherwise the above is the right way to do it.

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 MISUNDERSTOOD 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 misunderstands 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.

LEVEL I

RUDIMENTS

25 DECEMBER 1988

A rudiment is that 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.

There are three rudiments. At Level I the Clearing Practitioner is trained to handle two of them, the ARC Break and the present time problem (PTP).

ARC breaks and present time problems (PTPs) 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. In the presence of PTPs no gains can occur. Thus these are the rudiments 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 item if something does not release.

If a rud doesn't F/N, then there is an earlier (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) or (problem)?”

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 a 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 that 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 recovery in the person’s state of mind.

You never Clear over the top of an ARC break. But an ARC Break 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 slow assess affinity, reality, communication and understanding to find which of these points the break occurred on.

Having determined that, you slow assess the item found (A or R or C or U) with the CDEINR Scale (curious, desired, enforced, inhibited, no and refused).

With this assessment the actual bypassed charge can be located and indicated even more accurately, thus enabling the Pc to blow it.

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?”
2. If there is an ARC break, get the data on it by saying, “Tell me about it.”
3. Find out by slow assessment which point the ARC break occurred on: “Was that a break in
Affinity?
Reality?
Communication?
Understanding?”

You slow assess it Listen Style once (watching the meter) by asking the Pc each line. Let the Pc answer and get the read (or the largest read) on, say, communication.

4. On each line that reads or gives a blowdown, check it with the Pc by asking: “How was it a break in(Communication)?”, etc. Let him tell you about it. Now determine which line gave the biggest read or most range arm action (blow down). 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,” for example. The wise Clearing Practitioner then acknowledges and indicates it was a break in “reality.”

5. Taking the item found in Step 4 above, slow assess it Listen Style against the

CDEINR Scale by asking the Pc directly:

Was it:

Curious about (communication)?
Desired (communication)?
Enforced (communication)?
Inhibited (communication)?
No (communication)?
Refused (communication)?

6. As in Steps 3 and 4 above, slow assess it once, get the biggest reading item (items) and check with the Pc:

“How was it desired communication?”, etc. 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.

7. If no F/N at this point you follow it earlier with the question: “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.

PRESENT TIME PROBLEM

PROBLEM: A conflict arising from two opposing intentions. It's one thing versus another thing; an intention-counter-intention that worries the Preclear.

PRESENT TIME PROBLEM: A special problem that exists in the physical universe now, on which the Pc has his attention fixed. Any set of circumstances that so engages the attention of the Preclear that he feels he should be doing something about it instead of being Cleared.

A violation of “in session-ness” occurs when the Pc's attention is fixed on some concern that is “right now” in the physical universe. The Pc's attention is “over there” and not on his case. If the Clearing Practitioner overlooks and doesn't handle the PTP then the Pc is never in session, grows agitated, and eventually ARC breaks. And no gains are made because he is not in session.

The second rudiment question is :

1. “Do you have a present time problem?”
2. If there is a PTP, have the Pc tell you about it.
3. If no F/N take it earlier with the question:
“Is there and earlier similar problem?”
4. Get the earlier problem and if no F/N, follow it earlier similar, earlier similar to F/N.

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, get the ARC Break and ask ARCU, CDEINR, earlier similar, etc.

Use Suppress in the same way for non-reading, not F/Ning PTP rudiments.

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, 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?"

Use the false button in the same way for PTP 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.

LEVEL 1
MODEL SESSION
25 SEPTEMBER 1988

If a Level I Clearing Practitioner is not trained in Flying Rudiments, he would have to get a Level III (or above) Clearing Practitioner to fly the Pc's Ruds before starting the major action of the session.

1. **SETTING UP FOR THE SESSION**

Prior to the session the Clearing Practitioner is to make sure the room and session are set up, to ensure a smooth session with no interruptions or distractions.

Use CHECKLIST FOR SETTING UP SESSIONS, getting in every point of the Checklist.

The Pc is seated in a comfortable chair. From the time he is asked to pick up the cans he remains on the meter until the end of the session.

When it is established there is no reason not to begin the session the Clearing Practitioner starts the session.

2. **START OF SESSION**

The Clearing Practitioner says: **START OF SESSION**

If the needle is Floating and the Pc has VGIs, the Clearing Practitioner goes directly into the major action of the session. If not, the Clearing Practitioner must fly a Rud.

a) The Clearing Practitioner asks:

IS THERE ANYTHING YOU CARE TO SAY, ASK OR COMMENT ON BEFORE WE CONTINUE?

3. **RUDIMENTS**

Rudiments are handled per the bulletin called **LEVEL I RUDIMENTS**.

(If the Range Arm is high or low at session start, or if the Clearing Practitioner cannot get a Rud to fly, he ends off and sends the Pc's folder to the C/S.

When the Pc has an F/N and VGIs, the Clearing Practitioner goes into the major action of the session.

4. MAJOR ACTION OF THE SESSION

a) R-FACTOR TO THE PC.

The Clearing Practitioner informs the Pc what is going to be done in the session with:

NOW WE ARE GOING TO HANDLE _____.

b) CLEARING COMMANDS.

The commands of the process are cleared per the bulletin called CLEARING COMMANDS.

c) THE PROCESS.

The Clearing Practitioner runs the process or completes the C/S's instructions for the session to End Phenomena. The End Phenomena would be:

F/N, COGNITION AND VGIs.

5. HAVINGNESS

When Havingness is indicated or included in the C/S's instructions, the Clearing Practitioner runs approximately 10 to 12 commands of the Pc's Havingness Process to where the Pc is bright, F/Ning and in PT.

NOTE: Havingness is never run to obscure or hide the fact off failure to F/N the main process or a Clearing Question.)

6. END OF SESSION

a) When the Clearing Practitioner is ready to end the session he gives the R-Factor that he will be ending the session.

b) Then he asks:

IS THERE ANYTHING YOU WOULD CARE TO SAY OR ASK BEFORE I END THIS SESSION?

Pc answers. The Clearing Practitioner acknowledges and notes down the answer.

c) If the Pc asks a question, answer it if you can or acknowledge and say:

I WILL NOTE THAT DOWN FOR THE C/S.

d) Clearing Practitioner ends the session with: END OF SESSION.

NOTE: The phrase "That 's it" is incorrect for the purpose of ending a session and is not used. The correct words are END OF SESSION.) Immediately after the end of session the Clearing Practitioner takes the Pc to the Pc Examiner.

INTRODUCTION TO RECALL CLEARING

25 DECEMBER 1988

Recalling memories from the past develops a Preclear's ability to access memories stored in the mind. This is an essential skill in more advanced Clearing such as Alethanetic Clearing.

In Recall Clearing the Preclear develops the ability to know what experiences to look for, to bring the experiences out and to communicate those experiences to the Clearing Practitioner.

The process is really very simple. Recall Clearing is always done with the Preclear's eyes open. If the Preclear really protests having her eyes open then have her close her eyes. But never ask a Preclear to close her eyes on Recall Clearing. The Preclear is given an experience to look for, goes into the mind, finds an experience that fits the one requested, brings it out and relates the experience to the Clearing Practitioner.

Recall Clearing is normally run after Life Repair and before Alethanetic Clearing (See Life Expansion Chart). In order to run Recall Clearing the Preclear must be at or above 1.1 on the Scale of Emotions. A Preclear will certainly be above 1.0 on the Scale of Emotions, and probably above 2.0, if he has just attested to Life Repair. Recall Clearing is most effective in the 1.1 to 2.0 band of the Scale of Emotions, but certainly anyone above 2.0 on the Scale of Emotions will get gains from doing Recall Clearing. The Clearing Practitioner must not run Recall Clearing on a Preclear below 1.1 on the Scale of Emotions as this will worsen the case. Below 1.1 the Clearing Practitioner is limited to two-way communication, which is covered fully on Level III.

Sometimes Recall Clearing (particularly Recall Lists) is used on Introductory Clearing or on Life Repair to raise the tone level of the Preclear. Sometimes 20 or so hours of Recall Clearing done at the Introductory Clearing or Life Repair levels will accomplish a rise in the tone level of the Preclear when other techniques have failed. This is only true of the Preclear in the 1.1 to 2.0 band. If the Preclear is below 1.1 two-way communication is the only possible process. One way to test this is to run some Recall Lists on a Preclear and observe what happens. If the Preclear cannot run Recall Lists, i.e., finds them difficult, gives you all talk and no pictures or can't remember, then he is below 1.1 and should be given only two-way communication as taught on Level III. Don't be fooled into thinking that the Preclear who doesn't enjoy and get gains out of Recall Clearing is "too high" or "too good" or "too evolved" for these processes. They are always too low; they are never too high. Some of these apathy people (0.05) are really brilliant and look so good physically that the Clearing Practitioner can be fooled by their outward appearance. Don't be!

The Scale of Processing below shows at what tone levels various processes are effective. The Preclear can be run on processes below his level, e.g., the Preclear in the 1.1 to 2.0 band can be run on two-way communication, but the Preclear below 1.1 cannot handle Recall Processing.

SCALE OF PROCESSING

TYPE OF PROCESS	TONE
ALETHANETIC CLEARING.....	4.0
ALETHANETIC CLEARING.....	3.5
PLEASURE MOMENT CLEARING.....	3.0
PLEASURE MOMENT CLEARING.....	2.5

RECALL CLEARING.....	2.0
RECALL CLEARING.....	1.1
TWO-WAY COMMUNICATION.....	1.0
TWO-WAY COMMUNICATION.....	-8.0

If in doubt, do Recall Clearing and you will find out right away if your Preclear is below 1.1 on the scale.

RECALL LIST MODEL SESSION

26 DECEMBER 1988

In Recall Lists, the lowest gradient of recalling, we don't want to stay on one type of memory for too long; therefore, each question is directed to a different kind of memory. We do no more than three repetitions of each recall. The questions can be phrased in groups to ask for ordinary memories, memories of rational activity, memories of successes, or pleasant memories, roughly in that order as the Pc's ability to remember improves.

Unless the change of topic is followed, incidents remembered may turn out to be (or lead into) incidents of severe tension which are more than the Pc is able to evaluate at the time. In that case, free attention will become bogged, requiring beginning over with lighter techniques.

With each recall the Clearing Practitioner has the Preclear focus on a specific perception in the recall. This helps the Preclear contact the recall and greatly enhances the effectiveness of the process.

COMMANDS:

1. "Recall a time when___(Item from Recall List)___ and tell me ___(Perception)___?"
2. "Recall another time when___(Item from Recall List)___ and tell me ___(Perception)___?"
3. "Recall another time when___(Item from Recall List)___ and tell me ___(Perception)___?"

Item from Recall List: "you were happy," "you drove fast," "you ate some good food," "you felt energetic," etc. See Recall Lists.

Perception: "what you see," "what colors you see," "what sounds you hear" "about the tone of the sound," "about the loudness of the sound," "about the smells in that recall," "what you were touching," "about the sense of weight," "about the motion of your body," "about the motion of around you," "about your body's position," "about your emotional feelings," etc.

STEPS FOR RECALL LISTS:

1. Set up the Clearing space so that there are no interruptions. Have a copy of the recall list you will be taking items from.
2. Set up your meter and meter shield.
3. Read over the C/S for the session.
4. Welcome the Pc and direct him to sit on his chair. Then sit down across from the Pc. Do a breath test. Check food, rest, alcohol and drugs.
5. Ask the Pc, "Are you comfortable in the room?" If "no," then make necessary adjustments. Then ask the Pc, "Is it all right if I give you a Clearing Session?" (If "no," find out what the Pc has his attention on, then re-ask the Pc, "Is it all right if I give you a Clearing Session?" If "no" is the answer, end off and report to the Course Supervisor).
6. To start the session, tell the Pc "Start of Session" and start your worksheet. (These will be kept throughout the entire session). Do rudiments or 6 Magic Questions if

needed.

7. Tell the Pc the purpose of the Recall Lists (Reality Factor) - "These recalls improve your ability to look at pleasant mental pictures from the past. There is positive mental energy in these pictures. It becomes available to you when you view them. This experience can improve your ability to create mental pictures of the future, helping you to visualize more clearly what you want to be, do and have." Say this in your own words.

An hour is a good, approximate length for a session. When the End Phenomena occurs before that, end off the session.

8. Clear the "perceptions" one at a time by asking the Pc, "What does (perception) mean to you?" Use the dictionary and the definitions as given below; have the Pc make up sentences to clear any words until the Pc understands all of the perceptions. These are the perception you can start out with. As you become more experienced you can make up you own list of perceptions or vary that list depending on what perceptions the Preclear likes the most.

Clear these perceptions:

SIGHT is what the person actually saw at the time of the recall.

COLOR is the perception of reflected light emitted by something in the recall.

SOUND is the presence of sound in the recall.

TONE is the quality of the sound present in the recall.

LOUDNESS is the volume of the sound in the recall.

SMELL is the odor or fragrance present during the recall.

TOUCH is anything the body was actually touching at the time.

WEIGHT is the heaviness of the things, including the pull of gravity on the Pc's body and the weight of anything his body may actually be supporting in the recall such as his clothes, a ball, etc.

PERSONAL MOTION is the person's body movement in the recall.

EXTERNAL MOTION is the movement of other people, objects or of energy.

BODY POSITION is the person's body posture or stance in the recall.

EMOTION is the emotional feeling the person had in the recall.

NOTE: During the session keep your worksheets as you go along. The commands you give can be indicated by numbers. Note briefly what the Pc says and any changes that occur.

9. Give the Pc the command: "Recall a time when ___(Item from Recall List)___ and tell me ___(Perception)___?"
10. Listen to the Pc's answer and then acknowledge his answer. (If Pc answers only "Yes" or "I did it," find out what "it" was by asking "What was it?." Acknowledge his answer when he completes answering the question).
11. Ask the Pc: "What ___(Perception)___ did you get in the recall?" if the Preclear didn't

tell you.

12. Listen to the Pc's answer and acknowledge his answer.
13. Give the Pc the next command: "Recall another time when____(Item from Recall List)____ and tell me ____ (Perception)____?"
19. Listen to the Pc's answer and then acknowledge his answer.
20. Ask the Pc: "What____(Perception)____did you get in the recall?" if the Preclear didn't tell you.
21. Listen to the Pc's answer and acknowledge his answer.
22. Give the Pc the next command: "Recall another time when____(Item from Recall List)____ and tell me ____ (Perception)____?"
23. Listen to the Pc's answer and acknowledge his answer.
24. Ask the Pc: "What____(perception)____did you get in the recall?" if the Preclear didn't tell you.
25. Listen to the Pc's answer and acknowledge his answer.
26. Continue down the list in the same pattern used in 9 through 25. Each time you go on to the next recall item, use the next perception on your list. Use one perception for each recall (per set of 3 questions).

Clear words, commands and questions only as needed when it is obvious that the Preclear does not understand a word, command or question.

If the Pc says something that you don't grasp, tell the Pc, "Would you please repeat that" or "I'm sorry, I didn't hear what you said."

If the Pc says, "I can't recall anything on that item," acknowledge him and go on to the next recall item.

Continue down the list until the Pc has the EP (Cognition and VGIs or a nice win and VGIs, depending on the level of the Preclear). End off the Recall List Process by indicating the F/N.

If the time to end session comes up before the EP (end phenomena) of the process, do the following:

- A. Make sure the process is at a flat point and say, "We'll be ending session shortly."
- B. Ask the Pc, "Is there anything that you'd care to say or ask before I end the session?"

Listen to the Pc. When the Pc has stopped communicating, acknowledge and then say, "This is the end of session." (End on a completed cycle, after the third command and perception on an item has been answered).

You may not have to go through the entire list before the Pc has an EP. In other cases, if the Pc doesn't get an EP on the process by the end of a recall list, go back to the beginning of the same list and go through it again.

All recall lists are done in the same pattern, each is run to EP.

If the Pc has a big win with an ability regained, it is not necessary to run any remaining lists. That may be considered a completion for Recall Lists.

PERCEPTION LIST

30 MARCH 1989

Here is a list of the standard perceptions used in Recall List Clearing. The Clearing Practitioner uses this list in session along with the Recall Lists.

SIGHT

COLOR

SOUND

TEMPERATURE

LOUDNESS

SMELL

TOUCH

WEIGHT

PERSONAL MOTION

EXTERNAL MOTION

BODY POSITION

EMOTION

PERCEPTION RECALL LISTS

27 DECEMBER 1988

Perceptions are the key to our awareness of the physical universe and although individuals compensate for lost perceptions, generally they cannot be replaced or substituted. We are conscious of five perceptions; however, there are approximately fifty-two perceptions that we can develop and use to sense and know the physical, material universe. The twelve perceptions we use in Recall Lists are SMELL, TOUCH, TASTE, SIGHT, COLOR, HEARING, TONE, LOUDNESS, EMOTION, PERSONAL MOTION, EXTERNAL MOTION and BODY POSITION.

These twelve perceptions are vital to our existence in the physical universe. Through Recall Clearing our ability to perceive through our senses is re-established and our ability to know what is true is awakened.

Each of these Recall Lists develops the Preclear's ability to perceive through a particular perception. Ordinary Items are used in all lists.

RECALL LIST VII SMELL:

The sense of SMELL is stimulated when particles from an object escape and travel through space and meet the nose. Smells include categories such as, fresh, sweet, damp, oily, musky, sharp, pungent. The sense of taste is closely associated with the sense of smell.

1. You smelled a good person.
2. You smelled a friendly animal.
3. You smelled the first day of Spring.
4. You smelled something cooking.
5. You smelled something you wanted.
6. You smelled cut grass.
7. You smelled clean hair.
8. You smelled the salt air.
9. You smelled fresh clothes.
10. You smelled a new book.
11. You smelled a newspaper.
12. You smelled new clothes.
13. You smelled a house.
14. You smelled a friend.
15. You smelled something you liked.

RECALL LIST VIII TOUCH:

TOUCH refers primarily to putting the fingers or hands on or into contact with a thing so as to feel it. More generally, it means to come into contact with something. The sense of touch is the most basic communication channel for the body's central nervous system. The several categories of touch include: PRESSURE, FRICTION, HEAT or COLD and OILINESS.

Touch always involves close proximity to a thing.

1. You held onto something tightly.
2. You patted something softly.
3. You stroked something.
4. You touched something that was rough.
5. You picked up something hot.
6. You put your body in cool water.
7. You rubbed a muscle.
8. You put your body close to the heat.
9. You touched something oily.
10. You picked up something heavy.
11. You touched a cold floor with bare feet.
12. You touched something smooth.
13. You slapped something.
14. You touched a cat.

RECALL LIST IX TASTE:

TASTE is a general word referring to the detection of something in the mouth, while flavor refers to the experience. Flavors include sweet, sour, bitter, salty, bland, savory, hot, spicy.

1. You savored hot chocolate.
2. You tasted coffee.
3. You tasted chicken.
4. You tasted something good.
5. You tasted ice cream.

6. You savored something warm.
7. You tasted a salad.
8. You experienced something salty.
9. You experienced something sour.
10. You tasted something you had to chew.
11. You tasted creamy soup.
12. You savored something sweet.
13. You experienced something bitter.
14. You tasted milk.
15. You tasted lemonade.

RECALL LIST X SIGHT:

SIGHT is the power or faculty of seeing; it involves the eyes.

1. You saw children.
2. You saw something move.
3. You saw something flat.
4. You saw a vast scene.
5. You saw water.
6. You saw something pleasant.
7. You saw something desirable.
8. You saw a door.
9. You saw a car.
10. You saw a fire.
11. You saw a sunset.
12. You saw someone who was cheerful.
13. You saw a joyful sight.
14. You saw a statue.
15. You saw food.
16. You saw a dessert.

RECALL LIST XI COLOR:

COLOR perception is the ability to sense the hue, saturation and brightness of the reflected light from an object or substance.

1. You saw something green.
2. You saw something yellow.
3. You saw something red.
4. You saw something brown.
5. You saw something blue.
6. You saw something white.
7. You saw something pink.
8. You saw something purple.
9. You saw something orange.
10. You saw something black.
11. You saw something bright red.
12. You saw something grey.
13. You saw something gold.
14. You saw something silver.
15. You saw something violet.

RECALL LISTS XII HEARING:

HEARING is the ability to perceive sound vibrations.

1. You heard music.
2. You heard a discussion.
3. You heard a speech.
4. You heard a car start.
5. You heard a ball rolling.
6. You heard the shower.
7. You heard something being poured.
8. You heard water running.

9. You heard a telephone ring.
10. You heard an engine.
11. You heard someone swallow.
12. You heard the rustle of papers.
13. You heard a gentle wind.
14. You heard a quiet voice.
15. You heard a pleasant sound.
16. You heard a cheerful voice.
17. You heard food cooking.
18. You heard a kiss.

RECALL LIST XIII TONE:

TONE refers to the pitch, quality and strength of a sound or the tint, shade of a color. The perceptions of sight and hearing are used in these recalls.

1. You saw a soft color.
2. You saw a bright color.
3. You heard a low sound.
4. You heard a high pitched sound.
5. You heard a lot of sounds at once.
6. You heard no sound at all.
7. You saw a rosy light.
8. You saw harsh light.
9. You saw a rich brown.
10. You heard a full sound.
11. You heard a roaring fire.
12. You heard a single sound.
13. You saw a dull color.
14. You saw a brilliant yellow.
15. You saw a soft texture.

RECALL LIST XIV LOUDNESS:

LOUDNESS involves volume of sound or garish, conspicuous colors, patterns, manners. heard and seeing are also relevant to this perception category.

1. You heard loud music.
2. You heard noisy people.
3. You saw loud clothes.
4. You heard a loud ring.
5. You saw something flashy.
6. You heard someone sing loudly.
7. You saw a loud pattern.
8. You heard a belch.
9. You heard a loud horn.
10. You saw flashy makeup.
11. You heard a loud surf.
12. You saw a flashy car.

RECALL LIST XV EMOTION:

EMOTIONS range from apathy to being happy; it is basically the excitation of the mind. Emotion, which effects the endocrine system, is the Preclear's response to various situations in the environment. A Preclear, chronically in motion at a particular level, has poor health while a person who can move freely up and down the range of emotions is healthy.

1. You liked listening to music.
2. You were excited while with a friend.
3. You were agitated.
4. You were disturbed.
5. You were excited.
6. You were cheerful.
7. You were enthusiastic.
8. You were opposed to someone.
9. You were devoted to someone.

10. You were moved to tears.
11. You were moved to laughter.
12. You were happy.
13. You were shaken.
14. You were worried.
15. You were relieved.

RECALL LIST XVI PERSONAL MOTION:

PERSONAL MOTION has to do with the action or process of changing the position or location of one's body. Although it may seem that there are other perceptions involved, these recalls focus a Preclear's attention on the perception of actual body motion.

1. You lifted your leg.
2. You raised your arm.
3. You jumped up and down.
4. You walked.
5. You folded your arms.
6. You made a gesture.
7. You changed your posture.
8. You made a signal.
9. You moved.
10. You changed your position.
11. You felt your heart beat.
12. You were aware of breathing.
13. You made a shrewd move.
14. You made a wise move.
15. You made a dumb move.
16. You were in motion.

RECALL LIST XVII EXTERNAL MOTION:

EXTERNAL MOTION is the movement of other people, objects or of energy. There are several sense channels that gather this vital data including the eyes, ears, eustasian canal (balance center), touch and emotion.

1. You saw someone in motion.
2. You felt the motion of a vehicle.
3. You watched a race.
4. You heard the waves pound the rocks.
5. You tried to catch another person.
6. You felt something take off.
7. You felt something stop.
8. You saw someone raise their hand.
9. You watched a crowd of people move.
10. You felt the wind in your hair.
11. You felt the rush of a wave on your body.
12. You felt the ground shake.
13. You watched the rain.
14. You heard the shower.
15. You felt the tub fill with water.

RECALL LIST XVIII BODY POSITION:

BODY POSITION is the Preclear's posture or stance in a location or place at a given moment. Recalling postures or stances develops an awareness of the body's joints.

1. You took a nap.
2. You sat up.
3. You folded your arms.
4. You crossed your legs.
5. You held your head.
6. You bent down.
7. You sat down.
8. You climbed.
9. You lifted something.
10. You squatted down

11. You were standing tall.
12. You applauded.
13. You stretched out.
14. You reached for something.
15. You took a position.

EXPANDED RECALL RUNDOWN

25 DECEMBER 1988

Recall Clearing is done in two parts:

1. Recall lists to an EP for Recall lists
2. Repetitive Recall Clearing to the standard EP for Recall Clearing.

The original EP for Recall Clearing is:

KNOWS HE OR SHE WON'T GET ANY WORSE

This EP is totally valid, but it was found that it did not always communicate well to every Pc. It tended to make the Pc introvert and Q&A with himself to see if he really had this or not and whether it would be true in the future. It can still be used on any Pc who is not a "figure-figure" case. To simplify matters the above EP was translated into the following two statements:

IMPROVED MEMORY

RENEWED SELF-CONFIDENCE

Run Recall Lists until the Pc experiences "IMPROVED MEMORY." This should be a real boost in memory experienced as a dramatic shift in the ability to recall past experiences. Then run Repetitive Recall Clearing until the Pc achieves "RENEWED SELF-CONFIDENCE." The Pc can attest to both EPs at once; however, if the first one is really dramatic she can attest to "IMPROVED MEMORY" right when it happens. It is also possible for the Pc to get both EPs on Recall Lists and attest to both without ever getting to the Repetitive Recall processes.

PART I

RECALL LISTS

In Recall Lists, the lowest gradient of recalling, we don't want to stay on one type of memory for too long; therefore, each question is directed to a different kind of memory. We do no more than three repetitions of each recall. The questions can be phrased in groups to ask for ordinary memories, memories of rational activity, memories of successes, or pleasant memories, roughly in that order as the Pc's ability to remember improves.

Unless the change of topic is followed, incidents remembered may turn out to be (or lead into) incidents of severe tension which are more than the Pc is able to evaluate at the time. In that case, free attention will become bogged, requiring beginning over with lighter techniques.

RECALL LIST I - ORDINARY ITEMS EP _____

RECALL LIST II - RATIONAL ITEMS EP _____

RECALL LIST III - SUCCESSFUL ITEMS EP _____

RECALL LIST IV - PLEASURABLE ITEMS EP _____

RECALL LIST V - SURVIVAL ITEMS	EP_____
RECALL LIST VI - IMAGINATION ITEMS	EP_____
RECALL LIST VII - SMELL	EP_____
RECALL LIST VIII - TOUCH	EP_____
RECALL LIST IX - TASTE	EP_____
RECALL LIST X - SIGHT	EP_____
RECALL LIST XI - COLOR	EP_____
RECALL LIST XII - HEARING	EP_____
RECALL LIST XIII - TONE	EP_____
RECALL LIST XIV - LOUDNESS	EP_____
RECALL LIST XV - EMOTION	EP_____
RECALL LIST XVI - PERSONAL MOTION	EP_____
RECALL LIST XVII - EXTERNAL MOTION	EP_____
RECALL LIST XVIII - BODY POSITION	EP_____

PART II

REPETITIVE RECALL PROCESSES

I. REMEMBER SOMETHING

1. Remember something. EP_____

II. COMM RECALL PROCESS

1. Recall a communication. EP_____

III. THE ONLY BASIC AFFINITY PROCESS

F-1

1. What would you like to confront? EP_____

F-2

What would another like to confront? EP_____

F-3

What would others like to confront? EP_____

F-0

What would you like to confront in yourself? EP_____

IV. PAST AND FUTURE EXPERIENCE

- 1. What part of your life would you be willing to re-experience?
- 2. What part of the future would you be willing to experience? EP_____

V. FORGETTING - 6-WAY BRACKET

Recall (or think of) something you wouldn't mind:

- 1. Forgetting.
- 2. Another person forgetting.
- 3. Forgetting about another.
- 4. Another forgetting about you.
- 5. Other people forgetting.
- 6. Another person forgetting about another person.

Run as a bracket in sequence to EP_____

OR

- 1. Tell me something you wouldn't mind remembering
- 2. Tell me something you wouldn't mind forgetting EP_____

VI. DUPLICATION RECALL PROCESS

F-1

- 1. What would you permit to have happen again.? EP_____

F-2

- 1. What would another permit to have happen again? EP_____

F-3

- 1. What would others permit to have happen again? EP_____

F-0

- 1. What would you permit to have happen to yourself again?EP_____

VII. KNOW TO MYSTERY RECALL PROCESS

Recall a mystery. EP_____

Recall sex. EP_____

Recall eating. EP_____

- Recall a symbol. EP_____
- Recall thinking. EP_____
- Recall an effort. EP_____
- Recall an emotion. EP_____
- Recall looking. EP_____
- Recall knowing about. EP_____
- Recall not knowing. EP_____
- Recall knowing. EP_____

VIII. ARC RECALL PROCESS QUADRUPLE FLOW

F-1

- 1. Recall a time that was really real to you.
- 2. Recall a time someone was in good communication with you.
- 3. Recall a time someone really felt affinity for you.
- 4. Recall a time another knew he/she understood you. EP_____

F-2

- 1. Recall a time you caused another to have an experience that was really real.
- 2. Recall a time you were in good communication with someone.
- 3. Recall a time you really felt affinity for someone.
- 4. Recall a time you knew you understood someone. EP_____

F-3

- 1. Recall a time that was really real for others.
- 2. Recall a time another was in good communication with others.
- 3. Recall a time another really felt affinity for others.
- 4. Recall a time another knew he/she understood others. EP_____

F-0

- 1. Recall a time you caused yourself to have an experience that was really real.
- 2. Recall a time you were in good communication with yourself.
- 3. Recall a time you really felt affinity for yourself.
- 4. Recall a time you knew you understood yourself. EP_____

IX. HAVINGNESS

- 1. Look around here and find something that is really real to you. EP_____

HELP

7 DECEMBER 1988

When help is straightened out in an individual, not only does his IQ go up, but his freedom, and belief and confidence in himself increase.

A person basically intends to help. Any difficulty he's in right now began with an effort to help. And also, the only reason he's alive and happy right now, is help. This is a two edged thing, a double sided coin.

If you think of somebody you hate, you can probably remember a time when you tried to help him or a person like him. Your hate is actually based on the fact that you flopped. You failed you and you failed him.

The degree to which one succeeds in life is determined by how much one feels his activity is helping others. A person is a real goner when he can no longer help anyone, including himself. This happens at the lower end of the SCALE OF EMOTIONS. When the person can no longer help anyone, he is dead even if he is still breathing.

Apparently, the reason we're alive is to help. That might sound like a silly answer, but that's what life is all about. But people actually run on this basis, and when they can no longer help people, they're dead. You take somebody who is on the verge of committing suicide, and you say, "What's the matter bub, can't you help anybody?" You're liable to hit right into the middle of it and save his life.

We have known for some time the importance of the button Help. It is first and foremost amongst the key buttons. Thoroughly Clearing Help alone, and on backtrack terminals, has made Clears.

Unless the Preclear and the Clearing Practitioner have Help straightened out they are not likely to make very much progress. Help is the key button which admits Clearing. The remaining buttons of Control, Communication and Interest, give us a session. But Help is the basic button and must be handled before any Clearing can be done.

It now appears that Help is the make-break point between sanity and insanity. That a person cannot accept help along some minor line does not mean that he is insane, but it certainly means he has some neurotic traits.

Aberration on the subject of Help would be a fear of dependency. This means that Help has already gone wrong with the person. We see in children occasionally an enormous striving to be self-reliant. We ordinarily applaud this but if we inspect the child carefully we will find that resistance to being helped goes along with an obsession to help. (A Preclear who is obsessed with helping others is very difficult to Clear because he is resistant to being helped.) Parents themselves, disbelieving that the child can help them, usually inhibit the child's help and thus worsen the condition. A child goes downhill to "normal" by reason of a thwarting of help by the parents.

Research has now led us to the conclusion that a person has a make-break point of sanity on any given subject. This is true of help. On the SCALE OF EMOTIONS it would be at 2.0 for any area. The whole index of a personality could be adjudicated by an examination of the person's reactions to various types of help. Above 2.0 a person can help and can be helped, providing, of course, the help is sincere, and really is help. Below 2.0 help becomes betrayal.

Help is always betrayal to a thoroughly aberrated person. This explains a great deal to us when we understand it. The first example that comes readily to notice is the reaction of a

very low scale Pc undergoing Clearing. He invariably thinks, and may even sometimes tell the Clearing Practitioner, that the Clearing Practitioner has not helped him but betrayed him.

All Clearing protests except those against flagrant breaches of code denote a breakdown of the Help button in the Clearing session. While it does no good to run Help on a Preclear and continue while running it to repeat flagrant code breaks, it does do a great deal of good to clarify the whole subject of help if a session seems to be full of ARC breaks, no matter what the Clearing Practitioner tries to do to patch them up.

It is unfortunately true that help can be as wrong with the Clearing Practitioner as it can be with the Preclear where we have uncleared people doing Clearing. However, it has been our experience that even while some of their efforts were completely knuckle-headed, practically no Clearing Practitioner exists who is not sincerely trying to help the Preclear. The trouble comes about when the Preclear puts the effort of the Clearing Practitioner into the category of betrayal. This makes the Clearing Practitioner react against the Preclear and the situation deteriorates.

CLEARING HELP

There are many ways to clear the Help button.

Discuss help with the Preclear, and note the needle reactions. If the needle tends to stiffen and stick on any discussion of help, then you have your work set out for you. If the needle remains free and continues to be free on the subject of help, no matter what you run or how you discuss it, of course the button remains free.

It is important that any attack you make upon this button be continued as a session activity for session after session, if necessary, until the meter needle is free on this subject. There is no need to go on, in fact there is no point in going on, if the Preclear thinks that you are going to betray. Somewhere this "help is betrayal" idea will manifest itself as ARC breaks, the whole Clearing program will go to pieces, and you will wind up without a Preclear, as well as an unfinished cycle of action. Work with help and nothing but help until the needle is free on the subject.

What process should you run? The first process, of course, is ordinary two-way communication. One discusses the Preclear helping others and others helping the Preclear. One gets the Preclear's views on the subject of help, and without evaluating for the Preclear, lets the Preclear express these views.

The next process is Help on a two-way bracket. This is, "How could you help me?", alternated with "How could I help you?"

The old five-way bracket on help can then be employed "How could you help another person?" "How could another person help another person?" "How could another person help you?" "How could you help me?" "How could I help you?"

The general formula is to take the button one wants to clear and ask the Pc what problem a certain solution could be to him. The reason for this is that in an aberrated state any solution becomes a problem. Sounds crazy and it is. People can't just have a solution and leave it at that; solutions just become new problems. A single guy solves the problems of loneliness by getting married and the next thing you know, marriage, the solution, is now the problem.

Help is the greatest and best solution in the world. Help is a solution so it is also a big problem.

Applying this to help, one would repetitively ask the Pc, "What problem could help be to you?"

If the Preclear is inventing answers rather than picking them up off the track, you might do better to ask him the following version, "What problem has help been to you?" If invention was present one always has the remedy, in spite of the fact that no terminal is apparently present, of running, "What help could you confront? "What help would you rather not confront?"

Then go back and finish off "What problem has help been to you?"

Unfortunately, none of these processes reach an unconscious or insane person. Of course, when we say unconscious, we mean somebody with his eyes shut, and when we say insane, we mean somebody who is institutionalized, or should be. In the matter of the unconscious person, you have the Objective Processes and you have Communication Course with the insane person to some extent. However, the best thing for an insane person is not processing, but rest and proper nutritional support, and when the person has had considerable rest, still processing is not yet the answer, exercise is. And when the person has had some exercise over a period of time, you will find that group processing where they can discuss their difficulties in a group, free from evaluation and invalidation, with other insane persons is still better than individual Clearing. Only in this way is it possible to do very much for the insane. The first reason, of course, that one takes this approach is for the benefit of the Clearing Practitioner. A Clearing Practitioner will go down scale pretty fast if she works with the insane in individual sessions. Why attack large numbers of insane cases with individual Clearing when other methods are far more economical and efficacious, so long as those other methods are only rest, nutrition, exercise, group processing, hobby work, and such.

Efforts to reach the insane with help, of course simply reactivate the insane person's idea that help is betrayal. This is why psychiatry resorted to such savage and bestial "treatments" as shock and surgery. They were up against people who apparently would not be helped. Thus psychiatry went into total effect. This is why psychiatry failed in many cases, and is in a failed state today and has lost all of its public repute. It tried to help people who could not be helped and, of course, it failed.

People have been betrayed so often on the whole track that it is no wonder they get help mixed up with betrayal, but help became betrayal only at those periods of the track where the dwindling spiral had been reached for any civilization. Even the upstanding Roman by the third century A.D. was using the political mechanism of inviting all the Germanic chiefs, that would accept, to feasts and then poisoning them, after vast assurances that Rome was about to help the chief's country. A deterioration of help can occur on any dynamic and in any area, but it occurs at and below the make-break point of sanity-insanity which is at 2.0 on the SCALE OF EMOTIONS.

The Preclear may be sane analytically and still react violently at times in session. Remember that he is reacting in session because he has been thrown into the area of his reactive mind. In reactive zones and areas help is almost always betrayal. Thus when running a rough engram do not be amazed to find the Pc (whom you have carefully cleared on the subject of help) getting rabid about betrayal. He is in the middle of an engram and, of course, the hard core of any engram is betrayal. Don't break off and start running help on him, just run him on through the engram. He will come out of it all right, if you do your job.

Help should be handled as a priority process in sessions and should be handled well and thoroughly and if in any series of sessions the Preclear's idea of help apparently deteriorates, you have gotten him into a series of incidents where help is betrayal. He should be Cleared once more in some later session on the subject of help.

There are many possible processes; there are many possible approaches to the subject of help. Understanding this, you should not permit yourself too far into the frame of mind of believing a Pc is evil or cannot be helped, simply because he apparently will not be helped. All Pcs can be helped. Most Pcs have aberrated ideas on the subject. It's up to you to take hold of

these as a first order of business and clean them up, at least until the meter needle is free on the subject, no matter how many hours that takes.

HELP PROCESSES

4 DECEMBER 1988

The first thing to do in the area of Help Processing is to find out if the Preclear needs Help Processing. This is done by clearing the word help and getting the Preclear to discuss how she feels about being helped and helping others. If help is a reading item when cleared or when talked about by the Preclear, the charge should be released with some help processes before you continue. If the subject of help is clean on the meter and the Preclear feels great about being helped and helping, you, of course, would just indicate the floating needle at the appropriate point and proceed with the next area of processing.

- I. Clear the word "Help" using a dictionary.
- II. Ask the Preclear:
 - A. How do you feel about receiving help?
 - B. How do you feel about helping others?
 - C. Do you have any other ideas about help?
 - D. Do you have any other thoughts about help?
 - E. Is there any thing else you'd like to say about help?

These questions are cleared and asked to give you an idea of where the Preclear stands on the subject of help. They do not have to be carried to a floating needle. Be sure to let the Preclear talk as much as she want to on these questions with some prompting and half acknowledgements. If a floating needle occurs, be sure to indicate it. From the above questions, decide whether or not the Preclear needs to be Cleared on the subject of help. If so, do the following processes. Note - Sometimes a Preclear will protest using the word help because it has a bad connotation. If this difficulty stands in the way of processing, clear the words "assist," "empower" and "aid." If the Preclear has a good reality on one of these words and it reads, you can substitute it for the word help in any of the help processes.

- III. Clear and run the following process:
 1. Think of a way that I could help you.
 2. Tell me about it.
 3. Think of a way that you could help me.
 4. Tell me about it. EP _____ 1234, 1234, 1234 . . .
- IV. Clear and run the following process:
 1. Get the idea of helping another.
 2. Tell me about it.
 3. Get the idea of not helping another.
 4. Tell me about it. EP _____ 1234, 1234, 1234 . . .
- V. Clear and run the following process:
 1. Define helping.
 2. Give me an example of that.
 3. Define not helping.
 4. Give me an example of that. EP _____ 1234, 1234, 1234 . . .
- VI. Clear and run the following process:
 1. Invent a person.
 2. Tell me that person's idea of help. EP _____ 12, 12, 12 . . .

VII. Clear and run the following process:

1. How could I help you?
2. How could you help me?
3. How could another person help you?
4. How could you help another person?
5. How could another person help another person?
6. How could another person help herself/himself?
7. How could you help yourself? EP_____ 1234567, 1234567, 1234567 . . .

VII. To finish off the area of help, ask the following questions. Listen and acknowledge and indicate any floating needles.

- A. How do you feel about the subject of help now?
- B. Have you gotten any new ideas about help?
- C. Is there anything else you'd like to say or ask about the area of help?

The Preclear will either be released with a floating needle on the subject of help or need further Help processing. If the Preclear is released and floating on help, indicate the floating needle and do the standard end of session procedure per model session. If it is evident that the Preclear needs further processing on the subject of help, end off the session, write up your report with all the details and turn the folder into the C/S.

THE PRIOR CONFUSION

5 DECEMBER 1988

ALL PROBLEMS ARE PRECEDED BY A PRIOR CONFUSION.

To confuse means to throw into disorder, to perplex, to disconcert or to cause to lose self-possession according to Webster's Unabridged Dictionary. Confuse also means to confound which comes from the Latin confundere (con, together and fundere, to pour) pour together. A confusion is then a period of mixed up disorder where the Preclear lost the ability to distinguish one thing from another. One thing equaled another or $A=A=A$, consequently, reactive material was formed in the subconscious mind.

All problems are preceded by a period of time when the Preclear was confused about something and was unable to clearly see what was going on. The result of this confused state of mind is a problem.

For example, if a person is suddenly overloaded with too many things to handle connected with her job and is fired because she is making too many mistakes, she may have a problem connected with the condition of being unemployed. Further, she may be forced into marrying someone with whom she is not truly happy to solve her financial problems, resulting in a problem connected with the condition called an unhappy marriage. In all cases these problems can always be traced back to the earlier or prior confusion connected with her job or some other earlier confusion.

If the Clearing Practitioner locates and Clears this period of confusion prior to the problem, the problem will as-is and Clear because the confusion is earlier and more basic than the problem itself. Get the prior confusion and you blow the problem.

On the Level II Clearing Practitioner's course you will study a technique called The Problems Intensive which will allow you to process and release prior confusions for any Preclear. The Problems Intensive is a very powerful technique for undercutting and Clearing problems, but it involves a more advanced Clearing Style which is more appropriate to Level II.

PROBLEMS AND SOLUTIONS

27 DECEMBER 1988

There is a broad spectrum of ideas about the word problem. One's reality on problems depends on one's level on the Scale of Emotions. For someone low on the scale "mountains are made out of mole hills" and the person is swamped by even the smallest and most insignificant problem. Higher on the scale, at 3.5 and above, the person actually enjoys having problems. Low on the scale problems are a negative challenge and high on the scale problems are positive challenge. The person high on the scale can have big problems and handle them with ease. The person low on the scale is overwhelmed by small difficulties.

For the purposes of Level I, a problem is something that bothers a person that she can't resolve. It is a situation demanding a solution. A problem is caused by a person holding two opposing and conflicting viewpoints on the same subject. There is a postulate and counter-postulate of equal value or force, keeping the person stuck in indecision.

Worry is the primary outward manifestation of a problem. A present time problem would be one that so engages the attention of the Preclear that she would rather be doing something about the problem than be in a Clearing Session. A present time problem stops any gain from occurring in a session and unless it is Cleared first no benefit will result from the session or the Clearing in general. The Preclear will not worsen as a result of being processed over a present time problem; she will just receive no gain from the processing. The Personality Profile will not change.

When a person has a problem, she will hunt for or work toward a solution. She thinks, "Find a solution and all will be well again."

The words solution, solve, dissolve and resolve all come from same Latin root word "solvere." The word "solvere" in Latin means literally to loosen or relax where so means "apart" and lvere means to loosen. The root lvere can be traced back to Greek where it had the meaning "to set free." So, literally, solution is a loosening apart or a setting free.

According to Webster's Unabridged Dictionary, solution means the disentanglement of any intricate problem or question, the state of being solved or disintegrated. The word "solve" means to dissipate or to clear up. Solve is also very close to "dissolve" which is "to destroy the power of," "to deprive of force," "to bring to an end by separating the parts of or dispersing the members of," "to terminate" or "to cause to disappear." Solve is also close to "resolve" which means "to cause to perceive or understand."

The steps, therefore, to the solution of any problem are to look, to observe, to perceive and to understand. This comes down to viewing the problem exactly as it is without any distortions or lies, at which moment it will vanish and cease to exist.

As-is means to see something exactly as it is without any lies, distortions or alterations at which moment it will vanish and cease to exist. Now, anything to persist must avoid As-is-ness, and thus anything to persist, really to persist, must contain a lie.

Any problem, to be a problem, must contain a lie. If the truth is discovered and seen, the problem vanishes. It's just as simple as that. The person doesn't have to do anything about the problem, it just vanishes when the as-is-ness is found.

Alter-is means to change or falsify the way something actually is. To make a problem one must alter-is. An "unsolvable problem" would have the greatest persistence. It would also contain the greatest number of altered facts. That area of life or subject into which alter-is-ness is introduced becomes a problem. Anytime you alter something, you've got a problem on your hands.

As-is-ness or vanishment of a problem comes about as a result of seeing the exact truth in a situation where truth is the exact consideration or the exact time, place, form and event. Time and place mean the actual time and location of where the event happened. Form means the shape of something; was it a "Big Mac" or a ham sandwich. Event means what actually happened or is happening. So the exact truth would be something like: At 3:15 pm (time) in the MacDonald's Restaurant at 5th and Main Street (place) a young lady named Alice (form) ate three (event) Big Macs (form). The exact consideration might be: She enjoyed this experience very much, but later regretted going off her diet. Seeing the truth in a situation causes an as-is-ness or vanishment to occur.

On a reactive level, a solution is something that permits one to escape from a problem without as-ising the problem itself. Now, the "solution" becomes the new problem. This new problem is "solved" by a nonconfront and escape and the new "solution" becomes the new problem. This is problem, solution, problem, solution, problem, solution, ad infinitum. The solution becomes the problem and these pile up on top of each other on down the time track and obscure any as-is-ness of the actual basic problem which began long ago.

An example of this would be the case of a young person who has the problem of living at home and not getting along with her parents. She "solves" this problem by getting married and having a family of her own without ever really confronting the real problem of her life. She now has the problem of again not being able to live her own life and perhaps she "solves" this problem by turning to drugs or by getting a divorce. Still the basic problem goes unobserved and unfronted and the reactive solutions just pile up to further obscure the real problem.

Through Clearing and particularly Clearing on the Problems Level, the Clearing Practitioner utilizes processes which gradiently strip off these false solutions and compulsive alter-is so that the Preclear can see, confront and as-is the true basic problems. Once this is done the Preclear is free of this reactive problem and solution pattern and is able to recognize the true source of problems. At this point we have a Problems Release.

THE REAL PROBLEM

27 DECEMBER 1988

The general rule of Clearing is that anything which is unwanted and yet persists must be thoroughly viewed, at which time it will vanish. If only partially viewed, its intensity, at least, will decrease.

According to this general rule of Clearing, a problem will as-is and vanish completely if the intention and counter-intention in the problem are stated exactly.

Also, a problem to be a problem must contain a lie otherwise it would unmock and vanish.

Suppose a Preclear gives you a problem in session and you work it over with buttons and problems processes and find that the problem is still there in full force.

You can tell right away that the problem that the Preclear has given you is not the real or actual problem. If it were, then the problem would promptly as-is. The problem in this case is an "illusory problem." Until the real or underlying problem is found, no as-iness is going to occur. This illusory problem in fact is held in place by the real or underlying problem and you are not going to get any where until you get this underlying problem and cause it to as-is. That's why going earlier similar on a present time problem rudiment is often successful. Of course with a new Pc who is loaded with charge (over-reactivated as most are) you are not going to get very far with the earlier similar approach until he is at least a Recall Processing release.

The Preclear's attention is fixated on and distracted by this illusory problem to the extent that he is unable to look at the underlying problem. Additionally, he may not be up to confronting the actual, underlying problem and holds onto that illusory problem to satisfy a low havingness in the area of problems in general. Any problem is better than none!

For example the Preclear has a job tightening bolts in a bolt factory. He tells you all about these terrible problems connected with his work. You do a thorough interview and come with all sorts of reading items to run connected with his job. You run all these by Prepclear, Four Magic Questions and Problems Processes. Afterwards, the Pc tells you that he feels "a little better" about the problem, but it's mostly still there. It really hasn't changed at all; the Pc is just being polite.

Sometimes this approach works because you strip off this illusory problem and cause the real problem to come to view. The Pc sees the real problem and "zip" it as-ises and is gone.

When the Pc gives you problems or a problem that doesn't as-is, you know one thing for sure: The Pc has a low confront in this area and probably low confront in general in life. That is why he has problems. He can't confront the truth about them, is somewhat overwhelmed and, therefore, can't as-is his undesirable problems.

The way you handle this situation is very simple. Bring the Preclear's confront up with general processes given in the proper sequence of The Life Expansion Chart. Notice that Grade I, Problems is way up there. The Pc needs to be brought up to being able to see what the real problems are. This is done through processing and education.

The most basic and best approach is to do Laughter and Enlightenment. With Laughter and Enlightenment your going to bring the Preclear's confront up and blow off a lot of the lies which constitute the illusory problems. Laughter and Enlightenment isn't going to give you a Clear but it is a start in the right direction.

The Preclear, particularly the new Preclear, is most likely going to fixate on and want to run the illusory problem. That is why the general process approach is always better because the Pc isn't given a chance to choose the subject of the processing. Remember, if the Preclear knew what the problem was it would as-is and he wouldn't need processing to handle it.

THE DUAL UNIVERSE

21 NOVEMBER 1988

The basic unit of this universe is two not one. This is well stated in the second chapter of the Tao Teh Ching by Lao Tzu.

As soon as the world regards something as beautiful, ugliness simultaneously becomes apparent.

As soon as the world regards something as good, evil simultaneously becomes apparent.

In exactly the same manner, existence and non-existence give birth to each other.

Difficult and easy define each other.

Long and short form each other.

High and Low make each other conspicuous.

Front and back connect each other.

The less a Pc can confront two things, the more he fixes on one. The source of problems for an individual is the inability to confront two things, two people, two postulates, two intentions, etc.

This is probably the basic trap for a Being. She is a single unit that has not cared to confront dual units and is therefore subject to the persistence of all dual things. As she does not seem to care as much for two as she does for one, that which is not admired tends to persist and we have a persisting dual universe.

This is what keeps a problem in place and prevents a Being from confronting the two sides of a problem to uncover the lies and bring about an as-isness. Any process that rehabilitates a Being's ability to confront is useful in bringing about a resolution of the personal problems of life. For example, objective processes or reach and withdraw processes done on the physical environment are very helpful in the resolution of problems because these processes improve a Being's ability to confront. Here also, we have the reason for the miraculous workability of CE 0. CE 0 improves a person's ability to confront. Also, when she is with somebody else, she tends to confront the other person but not to confront herself. After 15 to 20 hours of CE 0 this situation is remedied and the person becomes more comfortable in present time and able to confront and as-is the problems in her life.

Another process that handles the non-confront of self is:

1. What about you could you confront?

A murderous process. It is all right to run. It picks up the times when her attention was off self and yet self was creating. This is the source of the reactive bank.

However, a better and more spectacular process that demonstrates this and gets to the heart of problems is:

1. What two things can you confront?

This increases ability and reduces one's liability to problems. One could go gradually up in number and have at last a Pc who could tolerate any motion or number.

THE PERSISTENT PROBLEM PROCESS

6 DECEMBER 1988

REFERENCE: THE REAL PROBLEM

Here is a process to use with a Pc who has a persistent present time problem.

- A. Clear the word “problem” and “present time problem” thoroughly.
- B. Run the following process cycling through two or more times until the Pc is willing and able to have any problem he has.

- 1. What is the problem?

You can also use the words “concern,” “conflict,” “difficulty,” “indecision” or “confusion” if one of these words communicates better than the word “problem.” Be sure to R-factor the Pc that all the other questions relate specifically to the problem he has just given you; otherwise, the Pc may slip off this problem and wander all over the track and never get an as-isness of the problem.

- 2. Concerning that problem, what do you want that you don’t have?

- 3. Concerning that problem, what do you have that you don’t want?

Questions 2 and 3 can be repeated to get all the answers, but be careful because this could cause the Pc to wander off from the problem at hand. Asking questions 2 and 3 just once is actually preferable in most cases where the Pc is new to Clearing.

- 4. Exactly how have you participated in that problem?

- 5. How have you tried to solve that problem?

- 6. Concerning that problem, what has been assumed?

- 7. Concerning that problem, has anything been decided?

- 8. What part of that problem is easy to look at?

- 9. What part of that problem is more difficult to look at?

- 10. How does it seem to you now?

At this point go back to question 1. The problem should have shifted at this point and it is Ok to let the Pc know that this might happen. Then continue with question 2 through 10.

Keep cycling through 1 to 10 until the Pc has an EP. For an experienced Pc in good shape this should be a complete as-isness of the problem. It is gone with the Pc saying something like “What problem? I don’t have any problem!” With a beginning Pc you might get only VGIs and a wide F/N.

This is a wonderful process but it sometimes reduces havingness. Be sure to runhavingness and perhaps havingness and confront after the EP. Occasionally, you may need to run havingness during the process, but this is rare.

PROBLEM PROCESSES

5 DECEMBER 1988

1. Clear the word problem using the LANGUAGE OF MIRACLES dictionary.
2. Clear and run the following process:
 1. Get the idea of solving a problem.
 2. Get the idea of not solving a problem. EP_____

12, 12, 12 . . .

3. Clear and run the following process:
 1. Tell me a problem you could be to another.
 2. Tell me a problem you could be to yourself.
 3. Tell me a solution you could be for another.
 4. Tell me a solution you could be for yourself. EP_____

Run each command until the Preclear runs out of answers or the needle floats. Cycle through 1234 leaving out any command that F/Ned, until all have F/Ned or you get a general EP on the whole process of Cog, VGIs and F/N.

4. Clear and run the following process:
 1. Invent a person.
 2. What is that person's idea of a problem? EP_____
5. Clear and run the following process:
 1. Tell me a problem that you've had with another.
 2. What solutions have you had for that problem? EP_____

12222 . . . , 1222 . . . , etc.

One gets the Pc to give a problem, then runs range arm off solutions. Then a new statement of the problem and more questions about solutions. In other words, give command number 1 and then ask question number 2 until the Pc runs out of answers, then go back to command number 1.

These commands are run in very strict muzzled style - no additives or diversions whatsoever.

ADDITIONAL FLOWS FOR PROBLEMS AND SOLUTIONS

Run these 122222...1222222...etc.

F-2

1. Tell me a problem another has had with you.
2. What solutions have they had for that problem? EP_____

F-3

1. Tell me a problem another has had with another.
2. What solutions have they had for that problem? EP_____

F-0

1. Tell me a problem you've had with yourself.
2. What solutions have you had for that problem? EP_____

6. INVENT A PROBLEM

Two way comm to find something to put in the blank. Be sure it reads well. Don't be afraid to tell her all about the process and the suggested items below to get her to come up with the appropriate thing to put in the blank.

1. Invent a problem for which (Pc's worry or malady) is the answer.

Examples-bad leg, old age, wrinkles, bad heart, obsession about sex, pt illness, inability to work, etc.

7. ROUTINE 1A

Routine 1A has two steps:

A.

1. Recall a problem EP_____

B.

1. What problem could you confront?
2. What problem don't you have to confront?
3. What problem should another confront?
(What problem could another confront?)
4. What problem wouldn't another confront?
5. What problem could be confronted by others?
6. What problem wouldn't others confront? EP_____

Run 1 until Pc runs out of answers or F/N, then 2 until Pc runs out of answers or F/N, etc. Continue to an overall good EP on the subject of problems.

At this point the Pc should be released on the subject of problems. This is a good place to end session and send the folder to the C/S.

STABILIZATION

27 DECEMBER 1988

STABLE (adjective) 1. not easily moved or thrown off balance; not likely to break down, fall apart or give way; firm, steady. 2. firm in character, purpose or resolution; steadfast. 3. capable of returning to equilibrium or original position after having been displaced. [Middle English; Old French stable; Latin stabilis coming from stare, to stand firm or firmly placed]

STABILIZATION (noun) 1. a stabilizing or being stabilized.

Extreme forms of mood swing have long been recognized in the field of mental health. Patients who cycle between wild, talkative elation and deep, suicidal depression are called manic depressives.

Countless people, however, experience more subtle ups and downs they cannot explain. On the upside, they are cheerful and confident. During the emotional downturns they are plagued by anxiety, irritability or vague discontent. This is sometimes called the emotional rollercoaster or simply the ups and downs of life.

When a person rollercoasters heavily, not only does he get upset, but he gets upset about being upset and starts fighting with and blaming all the wrong people and things for his condition. This aggravates the condition and tends to make the down periods longer and much more difficult.

Sometimes these ups and downs of life can become so severe that they interfere with Clearing. The person gets a win one day and then comes in the next day all caved in.

This symptom of life was recognized in the early days of Clearing in the 1950's. As the development of Clearing progressed through the 60's and 70's, a specialized technology was developed to deal with this unwanted condition called rollercoastering.

It was found in the 70's that if a person understood the mechanism and cause of his unstable life, his life became more stable. He could then benefit to a much greater degree from Clearing. Also, his life became a much more pleasant and enjoyable experience.

The program that brings stability to a person's life is called the Life Stabilization Course. A happy and stable life is its goal.

Through the Life Stabilization Course the person gains a stability in life by eliminating those factors which cause up and downs or rollercoastering. Additionally, when something does come along that is big enough to destabilize his emotions, he regains his equilibrium easily and quickly without getting upset about his condition and blaming the wrong targets for his condition. Now he is able to receive and hold on to the full benefits of Clearing.

THE ANTISOCIAL PERSONALITY

27 DECEMBER 1988

There are certain characteristics and mental attitudes which cause about 20% of a race to oppose violently any betterment activity or group.

Such people are known to have antisocial tendencies.

When the legal or political structure of a country becomes such as to favor such personalities in positions of trust, then all the civilizing organizations of the country become suppressed and a barbarism of criminality and economic duress ensues.

Crime and criminal acts are perpetuated by antisocial personalities. Inmates of institutions commonly trace their state back to contact with such personalities.

Thus, in the fields of government, police activities and mental health, to name a few, we see that it is important to be able to detect and isolate this personality type so as to protect society and individuals from the destructive consequences attendant upon letting such have free rein to injure others.

As they only comprise 20% of the population and as only 2-1/2% of this 20% are truly dangerous, we see that with a very small amount of effort we could considerably better the state of the society.

Well known, even stellar examples of such a personality are, of course, Napoleon, Hitler, Dillinger, Pretty Boy Floyd, Christies and other famous criminals. But with such a cast of characters in history, we neglect the less stellar examples and do not perceive that such personalities exist in current life, very common, often undetected.

When we trace the cause of a failing business, we will inevitably discover somewhere in its ranks the antisocial personality hard at work.

In families which are breaking up, we commonly find one or the other of the persons involved to have such a personality.

Where life has become rough and is failing, a careful review of the area by a trained observer will detect one or more such personalities at work.

As there are 80% of us trying to get along and only 20% trying to prevent us, our lives would be much easier to live were we well informed as to the exact manifestations of such a personality. Thus we could detect it and save ourselves much failure and heartbreak.

It is important then to examine and list the attributes of the antisocial personality. Influencing as it does the daily lives of so many, it well behooves decent people to become better informed on this subject.

The antisocial personality has the following attributes:

1. He or she speaks only in very broad generalities. "They say. .," "Everybody thinks . .," "Everyone knows . .," and such expressions are in continual use, particularly when imparting rumor. When asked, "Who is everybody . . ?" it normally turns out to be one source and from this source the antisocial person has manufactured what he or she pretends is the whole opinion of the whole society.

This is natural to them since to them all society is a large hostile generality, against the antisocial person in particular.

2. Such a person deals mainly in bad news, critical or hostile remarks, invalidation and general suppression.

“Gossip” or “harbinger of evil tidings” or “rumor monger” once described such persons.

It is notable that there is no good news or complimentary remark passed on by such a person.

3. The antisocial personality alters, to worsen, communication when he or she relays a message or news. Good news is stopped and only bad news, often embellished, is passed along.

Such a person also pretends to pass on “bad news” which is in actual fact invented.

4. A characteristic, and one of the sad things about an antisocial personality, is that it does not respond to treatment or reform or psychotherapy.

5. Surrounding such a personality we find cowed or ill associated or friends who, when not driven actually insane, are yet behaving in a crippled manner in life, failing, not succeeding.

Such people make trouble for others. They continually create unsolvable problems for others.

When treated or educated, the near associate of the antisocial personality has no stability of gain but promptly relapses or loses his advantages of knowledge, being under the suppressive influence of the other.

Physically treated, such associates commonly do not recover in the expected time but worsen and have poor convalescence.

It is quite useless to treat or help or train such persons so long as they remain under the influence of the antisocial connection.

The largest number of insane are insane because of such antisocial connections and do not recover easily for the same reason.

Unjustly, we seldom see the antisocial personality actually in an institution. Only his “friends” and family are there.

6. The antisocial personality habitually selects the wrong target.

If a tire is flat from driving over nails, he or she curses a companion or a non-causative source of the trouble. If the radio next door is too loud, he or she kicks the cat.

If A is the obvious cause, the antisocial personality inevitably blames B or C or D.

7. The antisocial cannot finish a cycle of action.

Such become surrounded with incomplete projects.

8. Many antisocial persons will freely confess to the most alarming crimes when forced to do so, but will have no sense of responsibility for them.

Their actions have little or nothing to do with their own volition. Things “just happened.”

They have no sense of correct causation and particularly cannot feel any sense of remorse or shame therefore.

9. The antisocial personality supports only destructive groups and rages against and attacks any constructive or betterment group.
10. This type of personality approves only of destructive actions and fights against constructive or helpful actions or activities.

The artist in particular is often found as a magnet for persons with antisocial personalities who see in his art something which must be destroyed and covertly, "as a friend," proceed to try.

11. Helping others is an activity which drives the antisocial personality nearly berserk. Activities, however, which destroy in the name of help are closely supported.
12. The antisocial personality has a bad sense of property and conceives that the idea that anyone owns anything is a pretense made up to fool people. Nothing is ever really owned.

THE BASIC REASON

The basic reason the antisocial personality behaves as he or she does lies in a hidden terror of others.

To such a person, every other Being is an enemy, an enemy to be covertly or overtly destroyed.

The fixation is that the survival itself depends on "keeping others down" or "keeping people ignorant."

If anyone were to promise to make others stronger or brighter, the antisocial personality suffers the utmost agony of personal danger.

They reason that if they are in this much trouble with people around them weak or stupid, they would perish should anyone become strong and bright.

Such a person has no trust to a point of terror. This is usually masked and unrevealed.

When such a personality goes insane, the world is full of Martians or the FBI and each person met is really a Martian or FBI agent.

But the bulk of such people exhibit no outward signs of insanity. They appear quite rational. They can be very convincing.

However, the list given above consists of things which such a personality cannot detect in himself or herself. This is so true that if you thought you found yourself in one of the above, you most certainly are not antisocial. Self-criticism is a luxury the antisocial cannot afford. They must be right because they are in continual danger in their own estimation. If you proved one wrong, you might even send him or her into a severe illness.

Only the sane, well-balanced person tries to correct his conduct.

RELIEF

If you were to weed out of your past by proper interview or processing, if necessary, those antisocial persons you have known and if you then handle, you might experience great relief.

Similarly, if society were to recognize this personality type as a sick Being as they now isolate people with smallpox, both social and economic recoveries could occur.

Things are not likely to get much better as long as 20% of the population is permitted to dominate and injure the lives and enterprise of the remaining 80%.

As majority rule is the political manner of the day, so should majority sanity express itself in our daily lives without the interference and destruction of the socially unwell.

The pity of it is, they will not permit themselves to be helped and would not respond to treatment if help were attempted.

An understanding and ability to recognize such personalities could bring a major change in society and our lives.

THE SOCIAL PERSONALITY

Man in his anxieties is prone to witch hunts.

All one has to do is designate "people wearing black caps" as the villains and one can start a slaughter of people in black caps.

This characteristic makes it very easy for the antisocial personality to bring about a chaotic or dangerous environment.

Man is not naturally brave or calm in his human state. And he is not necessarily villainous.

Even the antisocial personality, in his warped way, is quite certain that he is acting for the best and commonly sees himself as the only good person around, doing all for the good of everyone, the only flaw in his reasoning being that if one kills everyone else, none are left to be protected from the imagined evils. His conduct in his environment and toward his fellows is the only method of detecting either the antisocial or the social personalities. Their motives for self are similar -- self preservation and survival. They simply go about achieving these in different ways.

Thus, as Man is naturally neither calm nor brave, anyone to some degree tends to be alert to dangerous persons and hence, witch hunts can begin.

It is therefore even more important to identify the social personality than the antisocial personality. One then avoids shooting the innocent out of mere prejudice or dislike or because of some momentary misconduct.

The social personality can be defined most easily by comparison with his opposite, the antisocial personality.

This differentiation is easily done and no test should ever be constructed which isolates only the antisocial. On the same test must appear the upper as well as lower ranges of Man's actions.

A test that declares only antisocial personalities without also being able to identify the

social personality would be itself a suppressive test. It would be like answering “Yes” or “No” to the question, “Do you still beat your wife?” Anyone who took it could be found guilty. While this mechanism might have suited the times of the Inquisition, it would not suit modern times.

As the society runs, prospers and lives solely through the efforts of social personalities, one must know them as they, not the antisocial, are the worthwhile people. These are the people who must have rights and freedom. Attention is given to the antisocial solely to protect and assist the social personalities in the society.

All majority rules, civilizing intentions and even the human race will fail unless one can identify and thwart the antisocial personalities and help and forward the social personalities in the society. For the very word “society” implies social conduct and without it there is not society at all -- only a barbarism with all men, good or bad, at risk.

The frailty of showing how the harmful people can be known is that these then apply the characteristics to decent people to get them hunted down and eradicated.

The swan song of every great civilization is the tune played by arrows, axes or bullets used by the antisocial to slay the last decent men.

Government is only dangerous when it can be employed by and for antisocial personalities. The end result is the eradication of all social personalities and the resultant collapse of Egypt, Babylon, Rome, Russia or the West.

You will note in the characteristics of the antisocial personality that intelligence is not a clue to the antisocial. They are bright or stupid or average. Thus, those who are extremely intelligent can rise to considerable, even head-of-state heights.

Importance and ability or wish to rise above others are likewise not indexes to the antisocial. When they do become important or rise, they are, however, rather visible by the broad consequences of their acts. But they are as likely to be unimportant people or hold very lowly stations and wish for nothing better.

Thus it is the twelve given characteristics alone which identify the antisocial personality. And these same twelve reversed are the sole criteria for the social personality if one wished to be truthful about them.

The identification or labeling of an antisocial personality cannot be done honestly and accurately unless one also, in the same examination of the person, reviews the positive side of his life.

All persons under stress can react with momentary flashes of antisocial conduct. This does not make them antisocial personalities.

The true antisocial person has a majority of antisocial characteristics.

Thus one must examine the good with the bad before one can truly label the antisocial or the social.

In reviewing such matters, very broad testimony and evidence are best. One or two isolated instances determine nothing. One should search all twelve social and all twelve antisocial characteristics and decide on the basis of actual evidence, not opinion.

The twelve primary characteristics of the social personality are as follows:

1. The social personality is specific in relating circumstances -- “Joe Jones said . . .” “The Star Newspaper reported . . .” and gives sources of data where important or

possible.

He may use the generality of “they” or “people” but seldom in connection with attributing statements or opinions of an alarming nature.

2. The social personality is eager to relay good news and reluctant to relay bad. He may not even bother to pass along criticism when it doesn't matter.

He is more interested in making another feel liked or wanted than disliked by others and tends to err toward reassurance rather than toward criticism.

3. A social personality passes communication without much alteration and if deleting anything tends to delete injurious matters.

He does not like to hurt people's feelings. He sometimes errs in holding back bad news or orders which seem critical or harsh.

4. Treatment, reform and psychotherapy, particularly of a mild nature, work very well on the social personality.

Whereas antisocial people sometimes promise to reform, they do not: Only the social personality can change or improve easily.

It is often enough to point out unwanted conduct to a social personality to completely alter it for the better.

Criminal codes and violent punishment are not needed to regulate social personalities.

5. The friends and associates of a social personality tend to be well, happy and of good morale.

A truly social personality quite often produces betterment in health or fortune by his mere presence on the scene.

At the very least, he does not reduce the existing levels of health or morale in his associates.

When ill, the social personality heals or recovers in an expected manner, is found open to successful treatment.

6. The social personality tends to select correct targets for correction. He fixes the tire that is flat rather than attack the windshield. In the mechanical arts, he can therefore repair things and make them work.

7. Cycles of action begun are ordinarily completed by the social personality, if possible.

8. The social personality is ashamed of his misdeeds and reluctant to confess them. He takes responsibility for his errors.

9. The social personality supports constructive groups and tends to protest or resist destructive groups.

10. Destructive actions are protested by the social personality. He assists constructive or helpful actions.

11. The social personality helps others and actively resists acts which harm others.

12. Property is property of someone to the social personality and its theft or misuse is

prevented or frowned upon.

THE BASIC MOTIVATION

The social personality naturally operates on the basis of the greatest good.

He is not haunted by imagined enemies but he does recognize real enemies when they exist.

The social personality wants to survive and wants others to survive, whereas the antisocial personality really and covertly wants others to succumb.

Basically the social personality wants others to be happy and do well, whereas the antisocial personality is very clever in making others do very badly indeed.

A basic clue to the social personality is not really his successes but his motivations. The social personality when successful is often a target for the antisocial and by this reason he may fail. But his intentions included others in his success, whereas the antisocial only appreciate the doom of others.

Unless we can detect the social personality and hold him safe from undue restraint and detect also the antisocial and restrain him, our society will go on suffering from insanity, criminality and war and Man and civilization will not endure.

Of all our technical skills, such differentiation ranks the highest since, failing, no other skill can continue, as the base on which it operates -- civilization -- will not be here to continue it.

Do not smash the social personality -- and do not fail to render powerless the antisocial personality in their efforts to harm the rest of us.

Unless we realize and apply the true characteristics of the two types of personality, we will continue to live in a quandary of who our enemies are and, in doing so, victimize our friends.

All men have committed acts of violence or omission for which they could be censured. In all Mankind, there is not one single, perfect human being.

But there are those who try to do right and those who specialize in wrong and upon these facts and characteristics you can know them.

MENTAL ILLNESS

27 DECEMBER 1988

The most dangerous mentally ill people do not necessarily act insane visibly. They are not the psychiatric, obvious cases who go rigid for years or scream for days. This is observed only in the last stages or during temporary stress.

A person who is severely mentally ill will exhibit a number of the following characteristics:

1. They pretend to do a job, but the real consistent result is destructive to the group in terms of breakage, lost items, injured business, etc.
2. They nearly always have a fixed emotional state. It does not vary in nearly all insane people. In a very few, it is cyclic -- high then low.
3. They are usually chronically physically ill.
4. They have a deep but carefully masked hatred of anyone who seeks to help them and will sometimes attack the source of help.
5. The result of their "help" is actually injurious.
6. They often seek transfers or wish to leave.
7. They are involved in warfare with conflicts around them which are invisible to others. One wonders how they can be so involved or get so involved in so much hostility.
8. They have a constant, unconscious determination to harm others. Sometimes this determination to harm is quite conscious.
9. Their insane actions are entirely justified and seem wholly rational to them.

Not all severely mentally ill people are suppressive. On the other hand, all Suppressive Persons are mentally ill and show many of the characteristics of the Antisocial Person.

PSYCHOSIS

27 DECEMBER 1988

About 15% to 20% of the human race, apparently, is insane or certainly a much higher per cent than was estimated by many authorities on the subject.

The truly insane do not necessarily act insane visibly. They are not the psychiatric obvious cases who go rigid for years or scream for days. This is observed only in the last stages or during temporary stress.

Under apparent social behavior, the continual crimes knowingly committed by the insane are much more vicious than ever has been catalogued in psychiatric texts.

All insane actions are entirely justified and seem wholly rational to them.

The product of their job duties is destructive but is excused as ignorance or errors.

They nearly always have a fixed emotional state. It does not vary in nearly all insane people. In a very few, it is cyclic -- high then low.

All characteristics classified as those of the "suppressive person" are in fact those of an insane person.

The easiest ways to detect the insane are:

1. Pretending to do a job or duties, the real consistent result is destructive to the group in terms of breakage, lost items, injured business, etc.
2. The case is no gain or rollercoaster and is covered under PTS symptoms.
3. They are usually chronically physically ill.
4. They have a deep but carefully masked hatred of anyone who seeks to help them.
5. The result of their "help" is actually injurious.
6. They often seek transfers or wish to leave.
7. They are involved in warfare with conflicts around them which are invisible to others. One wonders how they can be so involved or get so involved in so much hostility.

TYPES

The German psychiatric 1500 or so "different types of insanity" are just different symptoms of the same cause. There is only one insanity and from it spring different manifestations. Psychiatry erred in calling these different types and trying to invent different treatments.

DEFINITION

Insanity can now be precisely defined.

The definition is:

INSANITY IS THE OVERT OR COVERT BUT ALWAYS COMPLEX AND CONTINUOUS DETERMINATION TO HARM OR DESTROY.

Possibly the only frightening thing about it is the cleverness with which it can be hidden.

Whereas a sane person can become angry or upset and a bit destructive for short periods, he or she recovers. The insane mask it, are misemotional continuously and do not recover.

THE NATURE OF HUMANKIND

Man is basically good. This is obvious. For when he begins to do evil, he seeks to destroy his memory in order to change and seeks to destroy his body. He seeks to check his evil impulses by inhibiting his own skill and strength.

He can act in a very evil fashion, but his basic nature then makes it mandatory that he lessen himself in many ways.

The towering "strength" of a madman is a rarity and is compensated by efforts at self-destruction.

Man's mortality, his "one life" fixation, all stem from his efforts to check himself, obliterate his memory in a fruitless effort to change his conduct and his self-destructive habits and impulses. Thus, he loses his skills and abilities.

As this rationale proves out completely in processing and fits all cases observed, we have for the first time proof of his actual nature.

As only around 20% are insane, and as those who previously worked in the mental field were themselves sometimes insane, Humankind as a whole has been assigned an evil repute. Governments, where such personalities exist, listen to the opinion of the insane and apply the characteristics of 20% to the entire hundred per cent. This gives an 80% wrong diagnosis, which is why mental science itself was destructive when used by suppressive governments.

It was once thought that the technology of Grade II (Perpetration/Withhold Clearing) would help the insane. Since the insane person (the psychotic) is never "in session" (interested in own case and willing to talk to the Clearing Practitioner), he has difficulty benefiting from any level of processing. That is the barrier to their being healed by Clearing. All the technology of Level II applies to the insane, but they are usually never calm enough or rested enough to be able to benefit from that technology. The greatest value of Level II for the Clearing Practitioner is its use in spotting the insane person so they can be totally avoided. Stay away from the insane and you will have a happy life as a Clearing Practitioner. Always refer anyone who fits the description in this bulletin to a certified therapist or psychiatrist or just send them away. Believe us, the insane are deadly and dangerous to the Clearing Practitioner.

PATTERN OF BEHAVIOR

The apparent pattern of insane behavior is to "come in" (ask for processing, go on staff, etc.) with the advertised intention of being helped or helping, then mess up either as a Preclear or on a job, then state how bad it all is and leave. It looks obvious enough. He came, found it bad, left.

This is only the apparent behavior. Apparent reasons.

Based on numerous cases, this is the real cycle. Hearing of something good that might help these hateful, awful, rotten, nasty people, the psychotic comes in, wrecks this, upsets that, caves in this one, chops up that one and when somebody says, "No!" the psychotic either:

1. Caves himself in physically (gets ill) or
2. Runs away.

The psychotic is motivated by intent to harm.

If he realizes he is harming things he shouldn't, he caves himself in. If he is afraid he will be found out, he runs.

In the psychotic, the impulse is quite conscious.

CONCLUSION

None of this is very nice. It is hard to confront Freud thought all men had a hidden monster in them for he dealt mainly with the psychotic and their behavior was what he saw.

All men are not like this. The percentage that are is greater than we supposed but is a long way from all men.

Artists, writers often have these types hanging around them as there is someone or something there to be destroyed. When success, or failure to destroy, or possible detection appears on the scene, they blow, often as destructively as possible.

Organizations are subjected to a lot of this. A psychotic sometimes succeeds in blowing off good staff. And then sooner or later realizes how evil he is acting and sickens or leaves.

The society is not geared to any of this at all. The insane walk around wrecking the place and decent people think it's "human nature" or "inevitable" or a "bad childhood".

ELEMENTS OF SUPPRESSION

27 DECEMBER 1988

In the presence of suppression, one makes mistakes.

People making mistakes or doing stupid things is evidence that a suppressive person exists in that vicinity.

A suppressive person (SP) is one who weaves a dangerous environment around the person who is the victim of suppression.

The difference between a safe environment and a dangerous environment is only that a person is willing to reach and expand in a safe environment and reaches less and contracts in a dangerous environment.

The SP persuades or causes the person to believe that the environment is dangerous and that it was always dangerous and so makes the person pull in and occupy less space and reach less.

An SP wants the other person to reach less. Sometimes this is done by forcing the person to reach into danger and get hurt so that the person will thereafter reach less. The SP wants smaller, less powerful Beings. The SP thinks that if another becomes powerful, that one would attack the SP.

The SP is totally insecure and is battling constantly in covert ways to make others less powerful and less able.

When we trace the cause of a failing business, we will inevitably discover somewhere in its ranks the suppressive personality hard at work.

In families which are breaking apart, we commonly find one or the other of the persons involved to have such a personality.

Where life has become rough and is failing, a careful review of the area by a trained observer will detect one or more such personalities at work.

The basic reason the suppressive person behaves as he does lies in a hidden terror of others.

The suppressive person is fighting a battle once fought and has never stopped fighting. Attention is stuck in some past incident. Present time people are mistaken for past, long gone enemies.

Therefore, the suppressive person never really knows what he is fighting in present time -- so he just keeps fighting.

To such a person, every other being is an enemy, an enemy to be covertly or overtly destroyed.

The fixation is that survival itself depends upon "keeping others down" or "keeping people ignorant."

If anyone were to promise to make others stronger or brighter, the suppressive personality suffers the utmost agony or personal danger.

They reason that if they are in this much trouble with people around them weak or

stupid, they would perish should anyone become strong or bright.

A suppressive person can get into one solid dispassionate state of damaging things. Here is the cause behind a person being accident prone. Here is the home wrecker, the group wrecker.

One must realize something: The suppressive person finds outlet for unexpressed rage by carefully needling those they are connected with into howling anger.

So, be careful who you call the suppressive person. The person connected with the suppressive person is liable to be the only visible rage in sight.

You may have had some experience with this -- the mousy little woman who rarely changes expression and is so "righteously" connected to somebody who now and then goes into a frenzy. The person going into a frenzy is probably the Suppressed Person and the quiet one is probably the Suppressive Person.

A person who is connected to a suppressive person is called a Suppressed Person and sometimes a Potential Trouble Source. He will get better, then get worse, better, worse, better, worse, over and over. He is connected to a suppressive person who is invalidating and upsetting him. He's a trouble source because he's going to get upset, and he's going to make trouble. He is trouble for his family, his friends, his group -- and himself.

There are three types of Potential Trouble Sources:

- * Type One is the easy one. The suppressive is right now actively suppressing the person.
- * Type Two is harder to handle because the apparent suppressive person is actually only a reminder of the actual suppression which occurred earlier.
- * Type Three is severely disturbed, very unstable and madly fighting something or someone in the past.

The Type One situation is normally handled by a Clearing Practitioner. The person is asked if anyone is invalidating him or upsetting him. If the SP is truly an SP and is in the present time environment of the person, then a disconnection will be certain and easy. In this case the SP might be a known criminal, drug dealer, wife beater, etc. and the person will say "Gee, I better not see Jake anymore." So with a Type One situation it is really easy to disconnect because the SP is really an SP and is totally "bad news."

In one case a Pc found out that her husband was a Suppressive Person. She went directly home, packed up her belongings and moved out leaving the husband a terse farewell note. This is an extreme case, but it must be noted that her life improved dramatically (she lost 15 pounds) and she is now with the man of her dreams and very happy.

Sometimes a bad relationship with even a slightly suppressive mate can drain off a tremendous amount of life energy and cause illness, overweight, mental problems, etc. The Suppressed Person starts to think that she can't make it on her own. But once she is free of the suppression she has so much more life energy, better health and mental stability that she often wonders why she didn't leave the Suppressive Person sooner. When relieved of suppressive influences life becomes enjoyable once again.

If the person doesn't want to or can't disconnect easily, then you know you are faced with a Type Two situation. The present "Suppressive Person" is only an apparent SP and the real SP is somewhere in the past. The apparent SP is only a reminder of the past real SP.

A Type Two individual is helped by a Clearing Practitioner who assists the person to

locate the Suppressive Person in the past. The past SP is now Cleared with the 4 Magic Questions and similar processes to the point where the Preclear is no longer upset or affected by that person. Now the current apparent SP is run on the same series of processes to the point where the Preclear is no longer upset about that person. Sometimes there is more than one apparent SP.

Then, with the assistance of the Clearing Practitioner, he finds the “Why” (the real reason) for the upset or antagonism with the apparent SP and sets about actually handling the situation.

The Why could be that his father wanted him to be a lawyer and so blames the his present activity, rather than the fact that he flunked out of law school and couldn’t stand the thought of being a lawyer.

The Why is found and the PTS individual does whatever is necessary to handle. The handling could be as simple as writing to one’s father and saying, “I do not complain that you are a janitor, so please do not complain about what I am doing. The important thing is that I am your son and that I love and respect you. I know you love me, but please learn to respect me as an adult individual who knows what he wants in life.” Or it could be as follows: “I am writing to you Daddy, because Mother keeps sending me these dreadful letters and they are upsetting to me because I know they are not true. You do not do this and so it is easier for me to write to you.”

Again, there are as many ways of handling as there Why’s found. Each case is individual.

The Type Three person is severely reactivated to the point where everyone in his environment is an apparent SP. These people are recognized by their inability to eat and sleep normally. “Can’t eat” and “Can’t sleep” are the common denominators of mental illness.

The Clearing Practitioner is cautioned not to attempt to treat the mentally ill. Refer them to a safe licensed therapist or hospital.

The task with a Type Three is not treatment as such. It is to provide a relatively safe environment, and quiet and rest and no treatment of a mental nature at all. Giving him a quiet courtyard with a motionless object in it might do the trick, if he is permitted to sit there unmolested.

An unsafe mental hospital with its brutality and suppressive treatments (electric shock, etc.) is not the way to give a severely disturbed person quiet and rest. Before anything effective can be done in this field, a proper institution would have to be provided, offering only rest, quiet, and medical assistance of intravenous feedings and mild sedatives where necessary, but not as “treatment.” No treatment is attempted until the person looks recovered and only then could mild mental treatment such as group therapy be attempted.

Actually, the mentally unstable individual responds best to group therapy of a mild form. This would be limited to individuals sharing their difficulties without any evaluation or invalidation from other patients or staff. Since treatment of the mentally unstable is beyond the legal and practical limits of the Clearing Practitioner, it is advisable to have a good comm line with a licensed psychotherapist and a good safe mental hospital. Then if someone comes to you who is unstable and mentally disturbed you can refer that person to a safe haven.

ON HUMAN BEHAVIOR

27 DECEMBER 1988

What we call the Suppressive Person does the following things:

1. Everything bad that happened to you was (a) ridiculous, (b) unimportant, (c) deserved.
2. Everything you and others did to the Suppressive Person was (a) very important, (b) very bad, (c) irremediable.
3. Those things which you could do (a) were without real value, (b) were better done by the Suppressive Person or others.
4. Sexual restraint (such as punishment for masturbation) or perversion (such as incest).
5. Inhibition of eating (such as heavy enforcement of manners or slapping children at the dinner table).

THE NO GAIN CASE

28 DECEMBER 1988

The suppressive person is a no-gain-case. That's how you spot one.

So avid is the suppressive person for the smashing of others by covert or overt means that his case is bogged and won't move under routine processing.

The technical fact is that he has a huge problem, long gone and no longer known even to himself and he uses hidden or forthright vicious acts continually to try to "handle" that problem. He does not act to solve the problems in the environment he is in; he is solving a problem in an environment, yesterday's, in which he is stuck.

The only reason the insane are hard to understand is that they are handling situations that no longer exist. The situation probably existed at one time. They think they have to hold their own by committing perpetrations against a non-existent enemy to solve a non-existent problem.

Because their perpetrations are continuous they have many withholds.

Since such a person has withholds, he or she can't communicate freely to as-is the block on the track that keeps him or her stuck in some yesterday. Hence, a "no-case-gain."

That alone is the way to locate a suppressive person. By viewing the case. Never judge such a person by their conduct. That is too difficult. Judge by no-case-gain. Don't ever use tests.

One asks these questions:

1. Will the person permit Clearing at all? or
2. Does his or her history of routine Clearing reveal any gains?

If (1) is present one is safe to treat the person as suppressive. It is not always correct but it is always safe. Some errors will be made but it is better to make them than to take a chance on it. When people refuse Clearing they are (a) a potential trouble source (connected to a suppressive person) (b) a person with a big discreditable withhold (c) a suppressive person (d) have had the misfortune to be "Cleared" too often by a suppressive person or (e) have been processed by an untrained Clearing Practitioner or one "trained" by a suppressive person.

The last category (e) - untrained Clearing Practitioner - is rather slight in the amount of damage caused to the individual but (d) - processed by a suppressive person - can be pretty serious, resulting in continual ARC breaks during which Clearing was pressed on without regard to the ARC break.

The best handling for any of these situations is a correction or repair assessment done by a Class IV Clearing Practitioner.

As for (2) above, here is the real test and the only valid test: Does his or her history of routine Clearing reveal any gains?

If the answer is no then there is your suppressive person. That is the test.

There are several ways of detecting this. When fair Clearing Practitioners or good ones have had to vary routine procedures or do unusual things on this case in an effort to make it gain (and of course have failed), when there are lots of notes in the folder from various people

saying do this, do that, you know that this case was trouble.

This means it was one of three things: 1. a potential trouble source 2. a person with a big withhold 3. a suppressive person.

This person, the suppressive, performs continued calculated covert hostile acts damaging to others.

The cyclic case (gains and collapses routinely) is connected to a suppressive person.

The person who is continually ARC broken is just somebody with a big withhold, not an ARC break.

Remember, the true test for a suppressive person is: no case gain by routine Clearing over a longish period of time.

PTS HANDLING

28 DECEMBER 1988

A great shock was the discovery that PTS conditions were going unhandled across the world and had been for some time.

“PTS” means Potential Trouble Source and means the person is affected adversely by a suppressive in his life. A PTS person can be a lot of trouble to himself and to others. The condition is not too difficult to handle and to find that all the tech of handling it was in disuse explained why there had been a lot of trouble and upset.

After a great deal of searching, it was found that PTS handling had been restricted only to Upper Level Alethanetic Clearing which is done after Grade IV. Thus one would find on Preclears programs that they were supposed to go all the way through Alethanetic Clearing and their grades before their PTS condition was handled. In actual fact a person who is PTS cannot be Cleared on anything else until the PTSness has been straightened out. This was operating as an effective barrier to cases.

The first thing you do for a Pc on any grade or without grades is handle his PTSness.

EDUCATING THE SUPPRESSED PERSON

28 DECEMBER 1988

In actual fact a person who is a Suppressed Person cannot be Cleared on anything else until the suppression has been straightened out.

When you find that you are trying to Clear a Suppressed Person, the very first thing you must do is to educate him on the fundamentals of the Stabilization Technology. The very first step handling is always education.

DO NOT begin any other Stabilization handling on any Suppressed Person until he has completed the basic education steps.

In the absence of education into the basics of the Stabilization tech, you will have failures in trying to help Preclears and students overcome past and present suppression. If you do a very thorough job on the education step you most likely won't have to go any farther because the person will see what is going on in her life and the whole situation will clear up magically.

For the purposes of training a Clearing Practitioner we will use the phrases "Suppressed Person" and "Potential Trouble Source" (PTS) interchangeably. However, when you are working with a Preclear use the phrase "Suppressed Person" as this is easier for the Preclear to confront and less likely to be a wrong indication to the Preclear. After all, who wants to be accused of being a "Source of Trouble?" That is a pretty heavy indictment

PTS situations can arise at any time during a person's Clearing or training program and must be handled speedily and well to get the person back on his course of Clearing or training. Many Preclears new to Clearing require PTS handling as one of their first actions.

Clearing or training must not be continued over an unhandled PTS situation as processing or study under the duress of suppression will not produce results.

You do not go on hoping or ignore it or call it something else or do any other action except handle. Handling PTSness is too easy to allow for any justification or excuse for not doing so, and the materials on Stabilization lay out the many handlings which can be used to bring about a full resolution of all PTSness in all people.

EDUCATION

A person who is PTS is often the last person to suspect it. He may have become temporarily or momentarily so. And he may become so very slightly. Or he may be very PTS and have been so for a long time. But he is nevertheless PTS and we must educate him into the subject.

Education sets a person up to understand his PTS situation and the mechanics of it. A thorough education is the basis of all successful PTS handling.

The following the Life Stabilization Course is not a long action and can and should be accomplished speedily. Its purpose is to give to any PTS student or Preclear the necessary data on the basics of PTS/SP tech so that he understands and is able and willing to successfully handle his or her PTS situation.

A possible procedure would be the following:

1. The student proceeds to the Life Stabilization Definition Sheet part of the Life

Stabilization Course. Someone should be around to help him get through any misunderstandings or other difficulties. In this step he can become familiar with the material at his own pace. During this step and in the subsequent steps, the student is going to be having realizations about the data and how it relates to his life. Be ready and willing to listen and acknowledge what he says.

2. Theory Coach the definition sheet in the course room sentence-by-sentence or paragraph-by-paragraph, depending on the literacy level of the student. After each part read, ask, "What do you consider that means?" If the student is getting it wrong or is having difficulty understanding, check for misunderstood words, get any words cleared and have the student reread that part. Then repeat, "What do you consider that means?", etc. until the student has duplicated what he just read.

3. After each definition is fully duplicated, discuss the definition with the student to get some actual examples of what this definition looks like in real life situations (from the experience of the student or others). If the student has trouble coming up with examples, make up a few of your own to get him started. Also answer any questions that come up.

4. After each definition is clear as above, have the student demonstrate the definition or concept with a demo kit or by drawing with color pens and paper. A white board (3 x 6 feet) or large drawing pad (2 x 3 ft) and colored marking pens are also valuable tools at this stage. You also might give short talks at the board and demo things for the student. If the student is giving demos that are too wordy or too full of significance, you can do a couple of demos to show him exactly what you want in a demo. The best demo is one that tells a story. Don't be afraid to roll up your sleeves to teach, instruct and interact with the student to get the data across to him.

5. Once you've gotten through all the definitions, ask the student what each word or phrase means by saying, "What is the definition of _____?" If you've done a good job on steps 1 through 4, the student should know all the definitions easily. The main thing is that the student knows these basic definitions at a conceptual level. If the student is still having trouble with a definition, find the misunderstood and get it cleared to a conceptual understanding. You might have to go back to the classroom situation and repeat steps 1 through 4 for one or more definitions. The main thing is to make sure the student understands all the definitions at a conceptual level.

LIST OF STABILIZATION WORDS

Here is a list of the words on the Stabilization Definition Sheet and some suggestions for clearing certain words.

AFFINITY

REALITY

COMMUNICATION

ARC

ARC BREAK

POSTULATE

Ask if he ever postulated anything. Have him tell you about it.

COUNTER (prefix)

Have the student give and demo several examples of postulate and counter-postulate.

PROBLEM

PRESENT TIME PROBLEM

PERPETRATION

WITHHOLD

MISSED WITHHOLD

HOSTILE

ANTAGONISM

SUPPRESS

Have the student give and demo several different examples of how someone or something could be suppressed.

SUPPRESSION

Have the student give you examples of suppression from movies he's seen or books he's read or suppression he's seen or experienced.

SUPPRESSIVE PERSON

SUPPRESSIVE GROUPS

ROLLERCOASTER

Ask him if he's ever been around anyone who rollercoastered. Let him tell you about it if he wishes.

SUPPRESSED PERSON

SEARCH AND DISCOVERY

This completes the definitions. The student now moves on to studying the key bulletins that clarify the PTS/SP phenomenon.

STUDY SECTION

The student reads and is checked out on the following bulletins as part of the Life Stabilization Course. To ensure a thorough understanding you might want to have another student Theory Coach the student through these bulletins or do it yourself if time permits. Remember the time spent on this material will save you hours and hours of wasted time due to upsets and rollercoastering. Remember to use the simplified versions of these bulletins found in the Life Stabilization Course.

THE ANTISOCIAL PERSONALITY PICTURE BOOK

MENTAL ILLNESS

ON HUMAN BEHAVIOR

ELEMENTS OF SUPPRESSION

THE SCALE OF EMOTIONS

THE SCALE OF EMOTIONS DEFINED

THE SCALE OF EMOTIONS AND SUPPRESSION

HOW TO SPOT A 1.1

AFFINITY, REALITY AND COMMUNICATION

CHART OF ATTITUDES

OBSERVING PEOPLE IN YOUR PAST AND PRESENT

Educating a Suppressed Person (PTS) person is the key to putting him at ease over the PTS situation. Do the Life Stabilization Course thoroughly and well; it will set up the PTS student or Preclear for a highly successful PTS handling. Stabilization tech is highly effective and powerful. Get the most out of it by applying it properly, with EDUCATION as the first step.

PTS INTERVIEWS

28 DECEMBER 1988

Interviews to discover a PTS condition are done on a meter.

The interviewer asks about:

1. Persons who are hostile or antagonistic to the Preclear.
2. Groups that are against mental or spiritual practices.
3. People who have harmed the Preclear.
4. Things that the Preclear thinks are suppressive to the Preclear.
5. Locations that are suppressive to the Preclear.
6. Past life things and Beings suppressive to the Preclear.

The above is a guideline for questioning, and questions are made up from the above 6 categories. The PTS interview is not rote. Also other questions can be made up that inquire about suppression in the life of the Preclear, for example, "Do you have a continuing upset with anyone?" See the bulletin called THE SUPPRESSED PERSON (PTS) INTERVIEW for other examples. You can make them up by the dozen.

In performing the interview, the interviewer must realize that a sick person is PTS. There are no sick people who are not PTS to someone or a group or something somewhere.

A somewhat suppressive Preclear will find the good people suppressive. This does not relieve his condition. He is PTS to SP people, groups, things or locations, no matter how SP he is.

Some PTS people will make trouble for good people because that is what PTS means (Potential Trouble Source). So do not believe that all the people he claims are suppressive people really are.

Further, when you do get the person or group or thing or location, the PTS person will begin to get well.

The PTS condition is actually a problem and a mystery and a withdrawal, so it is sometimes hard to find and has to be specially processed to locate it.

Usually it is quite visible.

Don't have a sick, rollercoaster Preclear appear for an interview and then say "not PTS." It's a false report. It only means the interviewer did not find it by asking enough of the right questions.

Those reading terminals found can be run and flattened with the MULTI-PROCESS TERMINAL RUNDOWN or THE SUPPRESSED PERSON RUNDOWN as given on the Level II course.

THE SUPPRESSED PERSON (PTS) INTERVIEW

28 DECEMBER 1988

Ask the following as an interview. Listen to the Pc carefully and write down what he or she says on worksheets. Write it up as a session and hand it in to your Case Supervisor (C/S) as you would any other session.

1. Are there any people who are hostile or antagonistic to you?
2. Does anyone disagree with what you are doing?
3. Does anyone not like your lifestyle?
4. Does anyone not like you the way you are?
5. Is anyone trying to make you change or be different?
6. Is there anyone who you have continual upsets with?
7. Is there anyone or anything that is suppressing you?
8. Are you unable to express yourself around certain people?
9. Are there any locations that are suppressive to you?
10. Is there anyone who has harmed you?
11. Did you think of someone and then decide not mention him or her?
12. Did any other person come to mind during this interview?

MISTAKES AND ILLNESS

28 DECEMBER 1988

In the presence of suppression, one makes mistakes. People making mistakes or doing stupid things is evidence that a Suppressive Person (SP) exists in that vicinity.

PTS HANDLING

There are two stable data which anyone has to have, understand and know are true in order to obtain results in handling the person connected to suppressives.

These data are:

1. That all illness in greater or lesser degree and all foul-ups stem directly and only from a Potential Trouble Source (PTS) condition.
2. That getting rid of the condition requires two basic actions:
 - A. Discover
 - B. Handle or Disconnect

Persons called upon to handle PTS people can do so very easily -- far more easily than they believe. Their basic stumbling block is thinking that there are exceptions or that there is other technology or that the two above data have modifiers or are not sweeping. The moment a person who is trying to handle PTSes gets persuaded there are other conditions or reasons or technology, he is at once lost and will lose the game and not obtain results. And this is too bad because it is not difficult and the results are there to be obtained.

To turn someone who may be PTS over to a Clearing Practitioner just to have him mechanically Cleared may not be enough. In the first place, this person may not have a clue as to what is meant by PTS and may be missing all manner of technical data on life. He may be so overwhelmed by a suppressive person or group that he is quite incoherent. Thus, just mechanically doing a process may miss the whole show as it misses the person's understanding of why it is being done. That is why an educational step, called the LIFE STABILIZATION COURSE, is done first.

A PTS person is rarely psychotic. But all psychotics are PTS, if only to themselves. A PTS person may be in a state of deficiency or pathology which prevents a ready recovery, but at the same time he will not fully recover unless the PTS condition is also handled for he became prone to deficiency or illness because he was PTS. Unless the condition is relieved, no matter what medication or nutrition he may be given, he might not recover and certainly will not recover permanently. This seems to indicate that there are "other illnesses or reasons for illness besides being PTS."

To be sure, there are deficiencies and illnesses just as there are accidents and injuries. But strangely enough, the person himself precipitates them because being PTS predisposes him to them. In a more garbled way, the doctors and nutritionists are always talking about "stress" causing illness. Lacking full technology, they yet have an inkling that this is so because they see it is somehow true. They do not understand the source of stress and, therefore, they cannot handle it. Yet they recognize it and they state that it is a senior situation to various illnesses and accidents.

What is this thing called "stress?" It is more than doctors define it -- they usually say it comes from operational or physical shock -- and thus they have too limited a view.

A person under stress is actually under a suppression on one or more major areas (dynamics) of his life.

If that suppression is located and the person handles and disconnects, the condition diminishes. If he also has all the past material Cleared and if all such areas of suppression are thus handled, the person would recover from anything caused by "stress."

Usually the person has insufficient understanding of life to grasp his own situation. He is confused. He believes all his illnesses are true because they occur in such heavy books!

At some time, he was predisposed to illness or accidents. When a serious suppression then occurred, he suffered a precipitation or occurrence of the accident or illness. Then with repeated similar suppressions, the illness or tendency to accidents became prolonged or chronic.

To say that a person is PTS to his current environment would be very limited as a diagnosis. If he continues to do or be something to which the suppressive person or group objected, he may become or continue to be ill or have accidents.

Actually, the problem of PTS is not very complicated. Once you have grasped the two data first given at the beginning of this bulletin, the rest of it becomes simply an analysis of how data apply to this particular person.

A PTS person can be markedly helped in three ways:

1. Gaining an understanding of the technology of the condition.
2. Discovering to what or to whom he is PTS.
3. Handling or disconnecting.

Someone with the wish or duty to find and handle PTSes has an additional prior step: He must know how to recognize a PTS and how to handle one when recognized. Thus it is rather a waste of time to engage in this hunt unless one has studied the material on suppressives and PTSes and grasps it without misunderstandings. In other words, the first step of the person is to get a grasp on the subject and its technology. This is not difficult to do if you study well and understand what is written. This step is called the LIFE STABILIZATION COURSE.

With this step done, a person has no real trouble recognizing PTS people and can have success in handling them and himself.

Let us consider the easiest level of approach:

1. Show the person the simpler SP/PTS materials and let him study them so that he knows the elements like "PTS" and "suppressive." He may just cognite right there and be much better. It has happened.
2. Have him discuss the illness or accident or condition, without much prodding or probing, which he thinks may now be the result of suppression. He will usually tell you it is right here and now or was a short time ago and will be all set to explain it (without any relief) as stemming from his current environment or a recent one. If you let it go at that, he would simply be a bit unhappy and not get well as he is discussing usually a late incident that has a lot of earlier incidents below it.
3. Ask when he recalls first having that illness or having such accidents. He will at once begin to roll this back and realize that it has happened before. You don't have to be processing him as he is all too willing to talk about this in a most informal manner. He will get back to some early this lifetime point usually.
4. Now ask him who it was. ("Who was suppressing you?" "Who was making life

miserable for you?", etc.) He will usually tell you promptly. And, as you are not really processing him and he isn't going into past lives and you are not trying to do more than key him out, you don't probe any further.

5. You will usually find that he has named a person to whom he is still connected! So you ask him whether he wants to handle or disconnect. If he can't disconnect or see how he can handle, you persuade him to begin to handle on a gradient scale. This may consist of imposing some slight discipline on him such as requiring him to actually answer his mail or write the person a pleasant "good roads/fair weather" note or to realistically look at how he estranged them. In short, what is required in the handling is a low gradient. All you are trying to do is move the PTS person from effect over to slight gentle cause. You then check with him from time to time to make sure that he is continuing his handling.

The above procedure (1 through 5) is called a 10 August 1973 Handling or "Ten Aug" as it was first published on that date.

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 affinity nor 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 great expense 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 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 indicates that 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 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 plan their 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.

HANDLING PTS SITUATIONS

28 DECEMBER 1988

The majority of the technology on how to handle PTS persons is already covered in the Life Stabilization Course. The following tips on handling PTS situations have been excerpted from a lecture by a master Clearing Practitioner as additional data for your use.

Here's what he has to say:

I coached a student one time as to how to talk to his parents. I coached him very, very carefully. I made him repeat everything to me, very carefully. "And when your mother says to you so-and-so, what are you going to say?" It was just good roads and good weather. I encouraged him to follow this exact patten with his parents. "Hello, Mama, how are you? How's Papa?" etc., simply good roads and good weather. And she says, "Yeow, yeow, yeow, yeow, yeow, yeow and you, . . .whawha, whawha wha." Why just say, "Well, alright, alright," and don't answer back and don't engage in any argument of any kind whatsoever. Give it an acknowledgement. I told him, "You are calling them up just because you're passing through and you were interested in how they are -- and that is your whole story." And he did, and that was the end of the whole situation. The student recovered. His relationship with the parents went totally normal. In other words, he was keeping it going by his worry, his upset, his letters, trying to answer their questions, his conversation with them. Whereas, I cut it all into just the pattern of something on the order of about a conservative emotional tone straight across. That was the end of the PTS condition.

A PTS condition also has outside handling steps. Just get hold of the guy, coach him in exactly what he's going to say. "Oh, but no, she'd never listen. She won't. She hasn't talked to me for seven years. She won't talk to me in any way, shape or form." Well, alright, alright, alright, that's fine, good. "Well, when is her birthday?" or something like that and the student says, "Well, as a matter of fact, it was a month or so ago," and you say, "Well, alright, why don't you send her a birthday card and tell her it's a belated birthday card and that you remembered her birthday and always had kind thoughts of her?" Now the incoming communication may blow his head off, and you just cool him off. Don't engage in any corner of this. This is not the game you're playing. You simply acknowledge any nice part that you can find. "Papa went hunting, and you're a dirty dog, and I've never seen the likes of you, and you're an ungrateful brat, and so on . . . and why don't you be like your Great Uncle Oscar who is now doing time in Sing Sing and will be executed next week?" And so forth, and you say, "I hope Daddy had a fine hunting trip." It's the only part of it you answer. You coach him into a two-way communication that is well above antagonism on the tone scale. That mostly consists of acknowledgements and mild interest in what's going on. You will find out these conditions will evaporate if you can prevent the backlash from being responded to by the PTS person. In other words, there are ways to handle this in real life.

You will find a great many people who are antagonizing other people. They're antagonizing them beyond belief, and they're telling them what's wrong with them, and they're telling them this and they're telling them that . . . and so on . . . and the person eventually gets very resentful. You cool off the present time scene sufficiently, one way or the other, so that the person can sit in a Clearing session without being distracted.

THE SOLUTION TO SUPPRESSION

28 DECEMBER 1988

THE GOAL

1. The elimination of the obviously suppressive people, places and things from your life.
2. Stop creating those actions which bring out suppressive behavior in others.

WHAT TO DO

1. List people who are hostile or antagonistic to you.
2. List people who have harmed you.
3. List people or groups who are opposed to mental or spiritual treatment.
4. List things and people who you think are suppressive to you.
5. List locations that are suppressive to you.
6. List all the things, people, situations, and places that you want to eliminate from your life.

Now go over the lists and see if there are people you could easily stop seeing and could easily eliminate from your life without any upset or dire consequences, such as a store clerk or an "old friend." Also check for suppressive things or locations that you could just as easily avoid. Draw a clean straight line through the above items.

For the remaining items on your lists, you will have to learn how to handle the situations in order to cool off the hostility and antagonism (as with parents, a spouse, boss or co-worker). This can be done by:

1. Seeing if you create antagonism in the first place with the person.
2. Seeing if you make yourself right by making them wrong.
3. Seeing if you have broken agreements or unkept agreements with them.
4. Seeing if you aren't communicating with them fully in a positive way and are communicating negatively with them.

This is handled by:

1. Stop antagonizing.
2. Stop making them wrong.
3. Start keeping your agreements.
4. Communicate positively.

Write them a nice, bright, positive letter filled with "good roads and good weather." Communicate in a positive way and omit the negativity. Understand that this may take awhile to do. At first, they may just jump all over you seeking revenge, but if you persist, all will go well -- leaving you well and happy!

LIFE STABILIZATION

DEFINITION SHEET

28 DECEMBER 1988

AFFINITY 1. the degree of attraction to a person or thing. 2. a feeling of affection. 3. a willingness to share the same space or be close to someone or something.

REALITY 1. the amount of agreement between two or more people. 2. the solid objects, the real things of life.

COMMUNICATION 1. the interchange of ideas or objects between two people.

UNDERSTANDING 1. knowing what is meant by someone or something. 2. the ability to think, learn, judge, etc.; intelligence.

ARC (TRIANGLE) 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. 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. (It is called an ARC break because if one discovers which of the three points of understanding have 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).

POSTULATE (noun) 1. a self-created conclusion or decision about something which shapes, forms or creates past, present or future existence; an example would be if a person held the postulate, "I am a well and happy person," then most or all of the individual's existence would be well and happy.

POSTULATE (verb) 1. to draw a conclusion or make a decision about something. 2. to claim; to demand; to require. 3. to assume without proof to be true, real or necessary. 4. to assume; to take as self-evident.

COUNTER- (prefix) 1. Opposition, as in direction or purpose; for example counter-act.

PROBLEM 1. a difficulty a person has that is caused by his holding two or more contradictory viewpoints on the same subject. 2. a conflict containing a postulate and counter-postulate of equal force or value. 3. a situation demanding a solution.

NOTE: For a problem to be a problem, it must contain a lie; otherwise it would not persist. Commonly we consider other people and their viewpoints to be the cause of our problems. That lie in itself keeps our problems squarely in place.

PRESENT TIME PROBLEM 1. a problem that exists in the physical universe NOW on which the person has his attention rigidly fixed. 2. something worrying a person so much that he would rather be off doing something about it than be in session.

PERPETRATION 1. an unintended bad result. 2. something you do that you wouldn't want 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.

WITHHOLD (noun) 1. a perpetration that a person deliberately conceals for fear of retaliation or punishment if it were known or found out by another. 2. something a person has done that he is afraid to talk about. 3. an unspoken, unannounced violation of the moral code by which a person is bound.

WITHHOLD (verb) 1. to hold back; keep back; restrain.

MISSED WITHHOLD 1. a concealed perpetration which the person suddenly suspects has been found out by another; a withhold which another person nearly found out about, leaving the person with the withhold in a state of wondering whether his hidden deed is known or not.

HOSTILE 1. unfriendly opposition or resistance in thought or action.

ANTAGONISM 1. mutual resistance; opposition; hostility. 2. the condition of being an opposing principle, force or factor.

SUPPRESS 1. to squash, to sit on, to make smaller, to refuse to let reach, to make uncertain about reaching, to render or lessen in any way possible by any means possible.

SUPPRESSION 1. a harmful intention or action against which one cannot fight back. (Thus, when one can do anything about it, it is less suppressive.)

SUPPRESSIVE PERSON 1. a person who suppresses other people. 2. a person who is hostile, or antagonistic to another individual, and who has a counter-postulate to that individual. 3. a person who actively seeks to suppress or damage others either consciously or unconsciously.

SUPPRESSIVE GROUP 1. a group which suppresses or damages people. 2. a group that dominates the lives and thoughts of its individual members by the use of brainwashing techniques; a rigid, authoritarian group where individual will and personal integrity are subjugated in unquestioning allegiance to a leader who is considered to be the only source of the only solution to life.

ROLLERCOASTER 1. a person who gets better, then worse, then better, then worse as a result of being suppressed by someone in her present or past.

SUPPRESSED PERSON 1. someone who is connected to a suppressive person or has been connected to a suppressive person sometime in the past. 2. someone who is connected to a person or group opposed to his life style. (The suppressive person is invalidating the individual, his way of being, the individual's progress and his life in general.) 3. someone on an emotional rollercoaster who is way up today and way down tomorrow. 4. a person who gets a beautiful session and then caves in or gets terribly ill. (Being suppressed results in illness and rollercoaster and is the cause of illness and rollercoaster.) 5. a "Potential Trouble Source" (PTS) who is accident prone, gets ill easily, has emotional ups and downs and who generally causes trouble in a family or group.

Note: For a person to remain suppressed there must be a menace in the environment that keeps the person continually reactivated. This gives recurring unpleasant feelings, unrelieved by usual Clearing. Actions can be taken which give relief, but if the menace is actual and persists, the unpleasant feelings will just come back.

SEARCH AND DISCOVERY (S and D) 1. The procedure used to locate sources of suppression in a person's life; locates the suppressive person or persons.

COMPLETE PTS HANDLING - STEP BY STEP

28 DECEMBER 1988

THE GOAL OF THIS HANDLING: A person who can be in session, look at her own case without too much difficulty, talk to the Clearing Practitioner, get gains from Clearing and hold on to those gains reasonably well.

A. Have the student or Preclear complete Section One of the Life Stabilization Course.

B. Interview the student or Preclear using the Suppressed Person (PTS) Interview.

A PTS interview will, in most cases, assist the person in spotting the antagonistic or SP element. Once spotted, the PTS person can be assisted in working out a handling for that person or in deciding to disconnect from that person.

C. Have the student or Preclear study Section Two and Section Three of the Life Stabilization Course.

If the student or Preclear is literate she can take them home to read. If the student or Preclear has difficulty reading and comprehending written data then you might have to Theory Coach all bulletins.

D. Have the student or Preclear fill out and complete the bulletin called **OBSERVING PEOPLE IN YOUR PAST AND PRESENT**. This can be done interview style with the Clearing Practitioner asking the questions and assisting in locating where people are on the Scale of Emotions and the Chart of Attitudes. You can also have the student or Preclear do it solo and read through it with her later. Giving someone more attention and help will yield better results.

By this point or earlier the whole PTS situation might just clear up. Don't push the person beyond the point where she is no longer PTS. If it hasn't cleared up, now is a good time to turn the information you have in to your Case Supervisor (C/S) for review. Remember each case is different and needs its own special handling. Here are some possible ways to proceed:

CLEARLY TYPE ONE: Encourage the person to disconnect from, not see anymore, leave, etc. the source of the suppression. If this works, great! If any difficulty is encountered on this step, or if the SP cannot be easily found, the Preclear or student is probably not PTS Type One and could be turned over to a Clearing Practitioner qualified to handle Type Two PTS situations. But go ahead if you feel up to it. Your Case Supervisor can help.

TYPE TWO: If there is no real SP in present time, then you have to go earlier to find the real SP. If the Pc has a definite symptom or complaint you can do a 10 August 1973 Handling:

1. Clear the simpler SP/PTS materials as given in the Life Stabilization Course if not already done. Let him study data so that he knows the elements like "PTS" and "suppressive." He may just cognite right there and be much better. It has happened.
2. Have him discuss the illness or accident or condition, without much prodding or probing, which he thinks may now be the result of suppression. He will usually tell you it is right here and now or was a short time ago and will be all set to explain it (without any relief) as stemming from his current environment

or a recent one. If you let it go at that, he would simply be a bit unhappy and not get well as he is discussing usually a late incident that has a lot of earlier incidents below it.

3. Ask when he recalls first having that illness or having such accidents. He will at once begin to roll this back and realize that it has happened before. You don't have to be processing him as he is all too willing to talk about this in a most informal manner. He will get back to some early this lifetime point usually.
4. Now ask him who it was. ("Who was suppressing you?" "Who was making life miserable for you?", etc.) He will usually tell you promptly. And, as you are not really processing him and he isn't going into past lives and you are not trying to do more than key him out, you don't probe any further.
5. You will usually find that he has named a person to whom he is still connected! Run this "real" SP in the 4 Magic Questions. Then run the current "apparent" SP in the 4 Magic Questions. Ask him whether he wants to handle or disconnect. If it is a definite disconnect all you have to do is make sure he does it. If he can't disconnect or see how he can handle, you persuade him to begin to handle on a gradient scale. This handling will include whatever is needed to accomplish the result, and will, of course, vary depending on the person and his circumstances. This may consist of imposing some slight discipline on him such as requiring him to actually answer his mail or write the person a pleasant "good roads/fair weather" note or to realistically look at how he estranged them. A good roads, fair weather approach to the antagonistic person as given in the bulletin called AFFINITY, REALITY AND COMMUNICATION is usually what is needed. The handling must be agreed upon by the PTS person and the person assisting him and must be tailored to put the person at cause over his particular situation. Handling may include coaching him along to see how he himself actually precipitated the PTS condition in the first place by not applying or by misapplying Clearing basics to his life and relationship with the now antagonistic terminal. In short, what is required in the handling is a low gradient. All you are trying to do is move the PTS person from effect over to slight gentle cause. You then check with him from time to time to make sure that he is continuing his handling.

The above procedure (1 through 5) is called a 10 August 1973 Handling or "Ten Aug" as it was first published on that date.

Note: If there is no current definite symptom or complaint find out who the current apparent SP reminds the Pc of, "Who does your boss remind you of?" Then do the 4 Magic Questions on the earlier real SP and then the boss.

IF NONE OF THIS WORKS

If none of the above steps are producing the end result of someone who can be in session and get gains then you are probably looking at a Type III PTS situation or the person is an SP. The person could be on drugs, medicines or alcohol. Drug handling is the subject of Part II of the Life Expansion Consultant Course.

The Type III Suppressed Person can be recognized by wild and extreme rollercoastering. This person looks and acts "burned out." She can't sleep well and/or has some problem with eating. She may also be chronically late for session or cancel frequently. At the first hint of "Type III" get the person on to a licensed psychotherapist or simply send them away. You should have a comm line with a therapist who is sympathetic to Clearing. Again, as a Clearing Practitioner never attempt to handle a Type III.

You might ask the question “Why would a Suppressive Person ever go to a Clearing Practitioner?” Usually at the point one of these guys gets a fatal illness or gets into chronic intractable pain he will come to Clearing as a last ditch effort to save himself. However, the SP does not respond to Clearing at any time and efforts to bring him back to health will be futile. That is the definition of an SP - NO GAINS IN CLEARING. This seems so hard to believe that many a Clearing Practitioner will attempt to help and fail. And the SP will subtly or openly blame you for not getting him well again. It is really a pathetic thing to watch since you know this guy has committed a lifetime of perpetrations to the point where he now sits in irreversible mental and spiritual darkness. The rule here is: If a person is not getting immediate results with the lightest processes, then do not go on hoping. Send the person on to some other mental or physical therapy. This may sound a bit cruel, but if you ever have the misfortune of dealing with a “no gain case” and then have to watch him suffer and slowly die you will know what we are talking about.

Remember the purpose of Clearing is to make the able more able. The lightest processes in the world work immediate miracles on the Social Personality. Be a successful Clearing Practitioner by finding able people and helping them to become more able. If a person’s PTSness is not clearing up rapidly and easily with the above techniques then you are in over your head as a Clearing Practitioner and you should send them on to some other mental or physical therapy.

THE HIDDEN STANDARD

28 DECEMBER 1988

STANDARD (noun) 1. something established for use as a rule or basis of comparison in measuring or judging capacity, quantity, content, extent, value, quality, etc. 2. something used by general agreement to determine whether or not a thing is as it should be. 3. a level or grade of excellence, attainment, etc., regarded as a goal or measure of adequacy. 4. some measure, principle, model, etc. with which things of the same class are compared in order to determine their quantity, value, quality, etc. [Middle English; Old French *estandard*; probably from Germanic *standan*, to stand + *ort*, a place; hence, a standing place]

HIDDEN (adjective) 1. concealed; obscure; not seen or known; secret; mysterious. [Anglo Saxon *hydan*, hide or skin of an animal; literally, that which is hidden under animal skin so that it cannot be seen]

A Hidden Standard is an undisclosed opinion, decision or consideration which an individual formed sometime in the past of how things should be which has never been acknowledged or accepted by others, and which the individual uses automatically to judge and measure his own progress as well as the propriety of the actions and behavior of others. Usually the person is not even aware of his hidden standard; he uses it unconsciously.

Usually someone wanted to attain an improvement when he or she started Clearing. This wished-for improvement, until achieved, remains as a hidden standard (by which one judges whether or not he has improved). If the wish is attained, then one “knows Clearing works.” If the wish is not attained, then one isn’t sure Clearing works.

The hidden standard is a mental or physical difficulty which the Preclear uses to measure his case gain. The hidden standard is a case improvement measurement used secretly by the Preclear. More specifically, it is the problem the person thinks must be resolved before Clearing can be seen to have worked. It is a standard by which to judge Alethiology or Clearing or the Clearing Practitioner. The hidden standard is always an old problem of long duration.

Like all other problems it is preceded by and is the result of a prior confusion. The hidden standard has an NCG (a no case gain) aspect as it is a persistent and often present time problem. Since it is hidden and has never been fully verbalized by the Preclear, it doesn’t as-is or begin to clear up. The Preclear is more or less unaware of his hidden standard and applies it unconsciously to the world around him and his Clearing. It’s that “fear of people feeling” or that “pain the neck” that is used to measure whether Clearing is working or not. Clearing is done over this problem and a Pc Cleared over the top of a problem will not make case gain. The hidden standard, therefore, can be a barrier to all case gain since it is a problem. Sometimes just getting it verbalized and stated exactly will cause it to as-is and blow. Often this hidden problem will blow early in a person’s Clearing, but in some cases it does not get handled. It just rides along as a barrier to any case gain.

The hidden standard causes a fixation of attention. When attention is fixed we have an unawareness of other things than the object or subject of fixation and a lessening of Self-Determinism to a point of Other-Determinism. For example: The Pc is always bringing upcars. He has trouble with cars, has ARC Breaks about cars, withholds about cars, commits perpetrations on cars. It worries him all the time; it is a constant, persistent problem.

The Pc whose attention is fixed manifests it in several ways. He will be continuously introverted on the area, will bring it up often in session but it doesn’t seem to blow. It shows up in correspondence, frequent originations, a fixed vague stare, all evidence of introversion. The Pc may not originate it. This fixation shows up as a problem but is usually a hidden

standard.

The techniques for handling the hidden standard are beyond the scope of Level I Muzzled Style Clearing, but the key question is: “What would have to happen for you to know that Clearing works?” Further tech for handling the hidden standard is found on Level II. The full technology for handling the hidden standard is found on Level IV.

SUPPRESSIVES AND HIDDEN STANDARDS

28 DECEMBER 1988

If you find a suppressive in a person's life, you will also find a chronic problem.

A problem is a postulate-counter-postulate.

When a person is faced with suppression, he is facing a counter-postulate.

A hidden standard is a problem a person thinks must be resolved before Clearing can be seen to have worked. It's a standard by which to judge Clearing or the Clearing Practitioner.

This hidden standard is always an old problem of long duration. It is a postulate-counter-postulate situation -- the source of the counter-postulate was suppressive to the person.

Therefore, you can always find a suppressive by finding a person's hidden standard and following it back to when it began. You will find there a suppressive to the person.

Similarly if you trace back the persons and groups who have been suppressive to the individual, you will find a hidden standard popping into view.

The datum is: a case that betters, then worsens (a "rollercoaster case" or a "rollercoaster") is always connected to a suppressive person.

The rollercoaster is caused by the hidden standard going into action. "My eyesight didn't get better." Locate a present time suppressive on the case and trace that suppressive back to others earlier and you suddenly see the Pc brighten up and (apparently for no reason) state that his eyesight suddenly improved.

A case that betters and worsens (a rollercoaster) is always connected to a suppressive person and will not get steady gain until the suppressive is found or the basic suppressive person earlier.

Because the case doesn't get well, he or she is a potential trouble source (PTS). To us, to others, to himself. It makes the person think he is no better. Suppressives suppress the Pc just like that, so long as a hidden standard is present. You can't successfully Clear the person because there is a hidden standard.

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 grieved 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 a lot 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 one's 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.

HOW TO SPOT A 1.1

28 DECEMBER 1988

REFERENCE: THE SCALE OF EMOTIONS DEFINED

The main difficulty with a 1.1 is that she is difficult to spot. She may come up to you and say something really obvious like, "My dear, what a lovely dress! I was taking a short cut through Penny's the other day on my way to Nordstrom's and I saw that same dress. My! You do have an eye for bargains." And then she may not be so obvious. You'll have to look for some of the tell-tale signs that show up because many of the characteristics of the 1.1 will be carefully concealed at first. The 1.1 maintains a carefully contrived act, a social front, which covers up his or her true hostility. This may often lead you to believe that the 1.1 is much higher on the scale. So don't be distracted by a person's words; instead, observe his or her behavior. The 1.1 always puts on a good show.

Every person learns early in life to stage a show called "Look what a wonderful person I am." We are all forced to do this to some extent. If we always displayed our true feelings we might find it difficult to hold a job or to get a job or to get on in the world. The problem here is that those below 2.0 on the Scale of Emotions have to maintain this front almost all of the time or they would wind up in jail or in a mental institution. And no one wants that. So the person below 2.0 puts on a continuous stage show for us and the 1.1 is the master thespian. We are captivated by the performance on center stage. Here on center stage we see a light drama of highly ethical conduct and perfect manners where all the characters behave perfectly. Suddenly a breeze blows through the stage area from an opened door. The backstage curtains blow aside for a moment and for a split-second we see a rape or an axe murder or some other nasty scene. This is highly disturbing for an instant; then the curtain is back in place and our attention is back on center stage and the wonderful, light performance going on there. We put what we saw for an instant out of our mind and continue to be captivated by the performance. This is analogous to what we are doing when we want to place someone on the Scale of Emotions; we pay attention to what we saw when the curtain blew aside for an instant. To spot a 1.1 you must be able to watch for tell-tale signs and not be captivated by his or her performance. If you are captivated by the performance you will think everyone is above 2.0 on the Scale of Emotions. This is okay, but you should expect to be sold a lot more "Snake Oil" this lifetime. If you want to live a more successful, happier life learn to be observant when those curtains blow aside for an instant. We want to note and confront the ugly little things we see. Now the 1.1 is going to explain away what you saw for an instant in some highly "logical" way, but you just pay attention to what you saw and don't let the 1.1 explain away what you actually observed.

Here are some of characteristics to look for:

PROMISCUITY: Not every 1.1 is promiscuous, but, be warned, this is a common trait of the 1.1. Why so? This type of behavior causes a lot of pain to those affected. Here the 1.1's hatred of and hostility toward others can be covered over by pleas for honesty and openness in the sexual area. Only the apathy person at 0.05 is more promiscuous than the 1.1. The 1.1 is promiscuous simply because it causes so much pain to so many people and the 1.1 knows how to inflict emotional pain. It's just as simple as that. The essence of the 1.1 is contrariness; therefore, we might go so far as to say that if the 1.1 were to live in a society where promiscuity was moral and monogamy inflicted emotional pain, then the 1.1 would probably be monogamous.

ENERGY AND BRILLIANCE: The 1.1 is often brilliant, intelligent and energetic beyond the norm. He has to be because he's so afraid of everyone and everything that he has to compensate with tremendous drive and intelligence. Notice that 1.1 is between fear (1.0) and anger (1.5) and much closer to fear than anger. At fear is "flight" and at anger is "fight." The 1.1 is stuck between the classic flight or fight alternatives and actually vibrates between these

two choices at 20 to 60 cycles per second, beta brain wave frequencies, giving him a kind of buzzy or compulsive energy. This gives him a late to bed-early to rise pattern and an inability to rest properly. This is very stressful to the body and eventually his endocrine and nervous systems break down from this vibratory stress. This gives us the next tip-off to a 1.1.

ENDOCRINE AND NEUROLOGICAL ILLNESSES: With the 1.1 these are the systems of the body that burn out first. This is a pretty good indicator of the 1.1 personality. Again not every person who develops an endocrine or neurological illness is a 1.1, it is just an indicator that one should investigate further.

IRRESPONSIBILITY: Remember all below 2.0 on the Scale of Emotions are seeking to succumb. The 1.1 will often promote very unethical methods of operating in life while screening these propositions with “principles” which sound ethical. An example of this would be the minister who preaches, “get rich quick with no work by positive thinking” while he or she lives lavishly on the donations of the unwary. Here is the con-artist, the clever liar, the quick, glib promoter who promises the universe and delivers nothing. This type of person always covers his or her lies with the highest sounding ethical rhetoric. An example in the 1980’s was the “Air Plane” [see (1) below] games where all the rhetoric of the 1970’s New Age was used as a cover for a very ordinary “Ponzi scheme” [see (2) below]. Watch out. When you hear some glib, fast talking, slick promoter talking about an easy buck, you are listening to a 1.1 whose pseudo-ethical talk is a smoke screen for some unethical idea. Don’t give him or her any money; just walk away.

THE QUICK COME-BACK: Most of all, watch how you feel around a 1.1. They have a way of making others feel “not quite cool enough.” They are masters of the pun and the quick “come-back” and the playful tease. If you constantly feel embarrassed, “uncool” or not quite bright enough around someone, you’ve got yourself a 1.1; no doubt. She’s fast, she’s cool, she’s part of the “in crowd” and you’re not.

This should give you a good start in spotting the 1.1. There is probably enough to fill volumes, but this should help out for now.

(1) This is a game that operates much like an endless chain letter. The new participant buys in for \$1500.00 and becomes a passenger on the airplane. He finally moves forward to the captain’s chair and collects thousands of dollars from incoming passengers. When the scheme finally collapses, as they always do, the last people into the game always lose their money.

(2) “Ponzi scheme” is named after an Italian named Ponzi who first used it widely in modern times. Ponzi collected money from investors and began paying them a very high interest rate like 40 or 50 per cent. Naturally all the friends of these lucky investors wanted in on the action. They also received this very high interest which attracted even more investors. What these unfortunate people didn’t know or realized was that Ponzi was using part of the money from the new investors to pay interest to the old investors. There were no valid investments. J. David and Company used that very scheme to bilk investors here in San Diego out of millions of dollars.

SUPPRESSION AND PROBLEMS

28 DECEMBER 1988

The Potential Trouble Source phenomenon has troubled Beings as long as there have been civilizations. This phenomenon was first researched in the 1960's and a great deal of technology has been developed since then to identify and handle the PTS condition.

In researching advanced levels of Clearing in the late 1970's, more fundamental basics were discovered.

These new discoveries are:

PEOPLE WHO BECOME PTS ARE IN THE VALENCE OF THOSE WHO CAUSED THEM UNSOLVABLE PROBLEMS.

PTS PEOPLE CAN DRAMATIZE THIS BY CAUSING PROBLEMS FOR OTHERS.

Therefore, any PTSness should be handled before other courses and Clearing are done, otherwise the student or Preclear may make problems out of the rest of the course or Clearing.

Surveys have found that in modern society even parents sometimes make enormous problems for their children. This has been a factor that has affected courses and Clearing for some people.

Someone who is PTS is liable to make problems out of things and situations that would not be problems to someone who isn't PTS.

On courses and in classrooms, the problems created by such students can multiply like an epidemic throughout a courseroom or classroom. When this occurs - and it will occur frequently - the supervisor or teacher finds himself teaching an endless course or is stopped altogether by such students in a classroom. When this happens nobody gets through the course. The supervisor's time is spent fruitlessly trying to "solve" these problems created by the PTS student. But, of course, they never really get solved. As soon as one problem is handled, another one pops up. A winning student today becomes a losing student tomorrow. Students have "tremendous wins" and then promptly lose them. This is the rollercoaster side of PTSness showing up.

THEORY

The basic discovery is that a person who is creating problems has gone into the valence of a Suppressive Person who created problems for him.

There is a very subtle aspect to PTSness and that is that the PTS person will create problems out of everything he does; and when you handle one "unsolvable" problem for him and you think you have it all nicely solved, up he comes with another equally "unsolvable" problem. All these people produce is problems - they don't produce products, they produce problems.

This actually gives us two new definitions for "problem." The first would be "any situation demanding solution" and the second would be "an unsolvable situation for which a solution is being demanded." The latter is what suppressive persons do continually; they demandsolutions while posing unsolvable problems.

A course supervisor actually discovered this "problem factory" phenomenon while working with a group of students. He kept getting problems and he would solve them all very

neatly, only to find that he was given a whole new set of problems and this is what led to the breakthrough. He checked into an area where he was getting nothing but problems and found that two out of the seven people in that area were wildly PTS! They were spraying problems all over the place and even affecting neighboring areas. And to make the thing really complicated, the five other people there had gone PTS to the two PTS people.

The basic theory is that the first person started out by making a problem for another (who was probably PTS himself) and then the second person made plenty of problems back. The second person got overwhelmed by all these problems to such a degree that he went into the "SP's" valence. Now he will act according to his idea of that valence - you see the valence and his idea of the valence are not necessarily the same thing. His idea of the valence is that it creates a lot of problems so that's exactly what he will do - create problems. Now because you're dealing with an SP valence the problems become a generality and you get an A=A=A of problems: all problems = all problems, and this guy will just create problems all over the place. Because all these problems are now flying around the area, the remainder of the people in such a place are liable to become mildly or grossly PTS.

Could it be possible we are talking about our modern "civilization?"

The impulse to create problems instead of solve them happens to be contrary to the basic purpose of the mind. As you will find in our basic books, the mind is supposed to solve problems relating to survival. A suppressive person, or one who is PTS and in a suppressive valence, is therefore trying to put out a succumb message. While he may be demanding that people use their minds, this is just a cover for the fact that he is showing them conclusively that they can't. This is done by creating problems which are unsolvable. When you find PTSness, you will find that many of a person's solutions are destructive when they exist at all. Incidentally, this undoubtedly affects a person's IQ. So a person who is PTS can appear to be very stupid indeed. Furthermore, when you try to give such a person some wins, you are not likely to succeed. He'll just make further problems out of your attempt to help.

As long as he's in that valence, his solutions are going to be psychotic; they're not solutions, just more problems.

We have now gotten down to the reason people rollercoaster. Of course they rollercoaster. They're just creating problems. That is why a PTS person rollercoasters.

CLEARING PRACTITIONER ABILITY

14 AUGUST 1989

A Clearing Practitioner's ability to handle PTS students and Preclears will either make or break that Clearing Practitioner. The reason for this is that almost all the people you have on your lines as students or Preclears are going to be to some degree PTS at some point. And if you're not an expert at handling it, you and your practice will go right down the drain.

PTSness is unavoidable in this universe. People probably have to be to some degree PTS to be here in the first place. Check out any history book and you will see that history is just one unending stream of oppression, treachery, suppression and domination. So the brutal, cold truth is: a Clearing Practitioner who can't spot and handle PTS people and situations is simply not going to survive as a Clearing Practitioner. He must know the PTS tech at a conceptual level. He must instinctively know what to do.

In the absence of PTSness, training students and processing Preclears is a breeze and anyone could do it with total success. You just put students through checksheets and process Preclears by running one grade after another to the state of Clear and beyond. There is just nothing to it; it's so simple and easy that anyone could do it. When it isn't simple and easy, it is always PTSness (or you have an actual suppressive person or psychotic on your hands).

Let's say you're a trained Clearing Practitioner and you've given some very successful sessions to even one or two Preclears with some rave success stories and some real tangible, observable gain. You feel good and you can see that those Preclears feel good about your Clearing procedure and your basic tech. We can say from this small amount of experience that you are good a Clearing Practitioner capable of producing results and "miracles as usual." You feel good and you're ready to take on the whole aberrated planet and Clear everybody.

Now some guy or gal comes along and gives you nothing but trouble. You try to teach them some basic tech on a simple course and they just argue with you and fight against your help. You give them an introductory session and after session they want to know if they're supposed to feel any different or how this is supposed to help them. Perhaps they sabotage your efforts by not getting enough sleep, coming to course or session without eating breakfast or by sniffing Cocaine or smoking Marijuana. You get all caved in and forget about all the gains you got out of training and Clearing and you also forget about all the wins you've seen other people get. You feel terrible that you can't help them and forget about all the easy and good results of the past. Just one of these guys can ruin your whole day or your whole practice. Never underestimate the damaging effect of just one of these PTS or SP people in your environment. They can "kill the space" by their presence alone.

It is so easy to do the wrong thing with a situation like this. The wrong thing to do is to go into doubt about your ability to help people and to go into doubt about the simple, basic technology and processes. After all, a simple touch assist will produce a miracle on a normal healthy person. So don't get into unusual solutions like thinking they need more advanced processes or heavier processes or "Rebirthing" or Acupuncture. Don't invent special processes or new tech to handle them. None of these unusual solutions will handle the situation. In groups and practices where heavy or hypnotic techniques are used, these techniques just push the person down scale to apathy where they become a smiling, gleeful, compliant robot. And that is not our goal and that is why we do not get into unusual solutions.

The thing to do is to immediately recognize the PTS situation, take them off course or cease Clearing and begin PTS handling. Don't wait, wonder or delay; begin PTS handling immediately.

Here's what to do:

1. Put in a mild gradient of ethics by getting the person get proper rest and food. Also make sure they cut out the drugs and not drink alcohol 24 hours before they come in to see you.
2. Do the Life Stabilization Course.

That may handle the situation for most people right there. Now here's how you tell the difference between a PTS person and a Suppressive Person (a psychotic). The PTS person will begin to have cognitions and brighten up on reading the material on the Life Stabilization Course. She'll say, "Rollercoaster! That's me for sure; I do that all the time. Wow! So that's the reason." You'll see charge blowing off the person right before your eyes. The Suppressive Person will fight and argue with the data. She will continue to make you and the data wrong. The PTS data will not indicate to the Suppressive Person because they are basically psychotic and bent on destruction. The data will just remind them of all the perpetrations they are committing in life and they won't like it at all. So just politely, if possible, and quickly get rid of this type of person. Get them out of the space.

For some the data just doesn't indicate and they will not keep their agreements to get sufficient food and rest or they will continue taking drugs, etc. In this case you've got someone who is below 2.0 on the Scale of Emotions (probably at apathy or grief). No amount of training or processing is going to help this person so you might as well shuffle them off to some drug rehabilitation group or some kind of group therapy. Don't waste you time with them.

With a person who has realizations and who brightens up on the Life Stabilization Course, the next step would be the various PTS interviews and further handlings. The person might just blow out of their PTSness on the Life Stabilization Course with a valence shift and become stable and cooperative. In this case just return them to where they left off in their training or processing.

Remember, don't continue to train or process a person who is a Potential Trouble Source (PTS). They will be potentially and actually a source of trouble until the condition is handled.

Also, don't attempt PTS handling on a person who is just out ruds or who needs an Interiorization Rundown as they will rebel and you will think you have a Suppressive Person on your hands when you don't have one.

