LEVEL III COURSE

for

ALETHIOLOGY CLEARING PRACTITIONERS

ACADEMY INFORMATION BULLETIN

10 DECEMBER 1989

ALETHIOLOGY LEVEL III

ACADEMY CHECKSHEET

PROFESSIONAL CLEARING PRACTITIONER

PREREQUISITE:

Certified Clearing Practitioner CLASS II

ORGANIZATION:_____

STUDENT'S NAME: _____

DATE STARTED: _____ DATE COMPLETED: _____

      This checksheet contains vital survival knowledge and technology dealing with ARC BREAKS and CHANGE.

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 easily you will be acknowledged as a CLASS III, PROFESSIONAL CLEARING PRACTITIONER (PCP).

      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.
      The checksheet is one time through materials and practical.

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

SECTION ONE: CHARTS

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

2.   READ: LIFE EXPANSION CHART - FREEDOM LEVEL   _____

SECTION TWO: SCALES

1.   READ: SCALE OF EMOTIONS   _____

2.   READ: THE KNOW TO MYSTERY SCALE SUMMARY   _____

3.   READ: KNOW TO MYSTERY SCALE DEFINITIONS   _____

4.   READ: SCALE OF EMOTIONS IN FULL   _____

5.   OBSERVE: How the Know to Mystery Scale lines up with the

<div align="center">Scale of Emotions</div> _____

6. READ: SCALES _____

7. DISCUSS: Each scale until you understand its application _____

8. READ: CHART OF HUMAN EVALUATION _____

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

10. READ: CHART OF ATTITUDES _____

SECTION THREE: THE CLEARING BIOFEEDBACK METER

1. READ: CB METER INSTANT READS _____

2. READ: CB METER WATCHING _____

3. READ: CB METER DRILL 21 _____

4. DRILL: CB METER DRILL 21 _____

5. READ: ASSESSMENT CEs _____

6. READ: ASSESSMENT DRILLS _____

7. READ: ASSESSMENT DRILL Q 1 _____

8. DRILL: ASSESSMENT DRILL Q 1 _____

9. READ: ASSESSMENT DRILL Q 2 _____

10. DRILL: ASSESSMENT DRILL Q 2 _____

11. READ: ASSESSMENT DRILL Q 3 _____

12. DRILL: ASSESSMENT DRILL Q 3 _____

13. READ: ASSESSMENT DRILL Q 4 _____

14. DRILL: ASSESSMENT DRILL Q 4 _____

15. READ: ASSESSMENT DRILL Q 8 _____

16. DRILL: ASSESSMENT DRILL Q 8 _____

17. READ: ASSESSMENT DRILL Q 9 _____

18. DRILL: ASSESSMENT DRILL Q 9 _____

19. READ: CB METER DRILL 22 _____

20. DRILL: CB METER DRILL 22 _____

21. READ: ARC BREAK NEEDLES _____

SECTION FOUR: STYLES OF CLEARING

1.   READ: STYLES OF CLEARING - LEVEL III SECTION   _____

SECTION FIVE: CLEARING BY PREPARED LIST

1.   READ: PREPARED LISTS   _____

2.   READ: CLEARING BY LISTS   _____

3.   READ: CORRECTION LISTS, USE OF   _____

4.   READ: RUDIMENTS CHECKLIST   _____

5.   DRILL: Practice saying the lines on the RUDIMENTS
        CHECKLIST to a wall until you can say them with no
        flubs.   _____

6.   DRILL: Assess the RUDIMENTS CHECKLIST using Method 4.   _____

7.   READ: F/N EVERYTHING   _____

8.   READ: BASIC ASSESSMENT FORM   _____

9.   DRILL: BASIC ASSESSMENT FORM Method 3 and
        then Method 5   _____

10.   READ: CORRECTION LIST ADMIN   _____

11.   READ: BASIC STRESS LIST   _____

12.   DRILL: BASIC STRESS LIST Method 3   _____

SECTION SIX: TWO WAY COMMUNICATION

1.   READ: TWO WAY COMM C/Ses   _____

2.   READ: C/Sing TWO WAY COMM   _____

3.   READ: THE R 1C   _____

4.   READ: R 1C ASSESSMENT BY DYNAMIC   _____

5.   READ: TWO WAY COMM RUNDOWN   _____

6.   READ: TWO WAY COMM QUESTIONS   _____

7.   DRILL: Two Way Comm   _____

8.   READ: HOW TO GET RANGE ARM ACTION   _____

9.   TAPE: ITSA LINE   _____

10.   TAPE: ITSA MAKER LINE AND RANGE ARM   _____

11.   DEMO: How to get Range Arm action   _____

12.   READ: ADEQUATE RANGE ARM ACTION   _____

13.   READ: THE RANGE ARM   _____

14.   READ: CB METER ERRORS   _____

15.   READ: TALKING THE RANGE ARM DOWN   _____

16.   READ: TALKING THE RANGE ARM DOWN MODIFIED   _____

17.   DRILL: Talking the Range Arm down   _____

SECTION SEVEN: SUPPRESSED PERSON DATA

1.   READ: SUPPRESSION AND PROBLEMS   _____

2.   DEMO: Why the person who is PTS causes problems.   _____

3.   READ: PRELIMINARY ASSESSMENT   _____

4.   DRILL: PRELIMINARY ASSESSMENT   _____

SECTION EIGHT: PRECLEAR DATA

1.   READ: NEW PRECLEARS   _____

2.   DISCUSS: What is needed to get a Pc ready for Clearing   _____

SECTION NINE: THEORY OF ARC BREAKS

1.   READ: THE CAUSE OF ARC BREAKS   _____

2.   DEMO: All ARC Breaks are caused by By-Passed Charge   _____

3.   READ: ARC BREAKS   _____

4.   READ: THE CYCLE OF THE ARC BREAK   _____

5.   READ: Q AND A ARC BREAKS   _____

6.   TAPE: HANDLING ARC BREAKS   _____

7.   TAPE: ARC BREAKS AND THE COMM CYCLE   _____

8.   CLAY DEMO: An ARC Break   _____

9.   DEMO: What happens when you locate and indicate the
              correct BPC.   _____

10.   READ: HOW TO DO AN ARC BREAK ASSESSMENT   _____

11.   READ: PTPS, PERPETRATIONS AND ARC BREAKS   _____

12.   READ: ROUTINE 2H ARC BREAKS BY ASSESSMENT   _____

13.   READ: ARC BREAK ASSESSMENT LIST FOR R2H   _____

14.   TAPE: ROUTINE 2H FUNDAMENTALS   _____

15.   READ: R2H METHOD 3   _____

16.   DEMO: The purpose of a By-Passed Charge Assessment and
           how it is done   _____

17.   DRILL: Routine 2H   _____

SECTION TEN: RUDIMENTS

1.   READ: LEVEL III RUDIMENTS   _____

2.   DRILL: Flying ruds on a doll   _____

3.   READ: MUTUAL OUT RUDS   _____

SECTION ELEVEN: REHABILITION TECHNOLOGY

1.   READ: REHABBING SIMPLIFIED   _____

2.   READ: REHAB THEORY   _____

3.   DEMO: Rehabbing   _____

4.   READ: REHAB PROCEDURES   _____

5.   READ: END PHENOMENA   _____

6.   READ: FREE NEEDLES   _____

7.   DRILL: '65 Rehab Procedure   _____

8.   DRILL: Rehab by Counting Procedure   _____

9.   DRILL: Rehab by Counting as it's used with '65 Rehab Procedure   _____

10.   DRILL: Rehabbing Grades or Levels   _____

11.   DRILL: Rehabbing Former Releases   _____

SECTION TWELVE: THE ALETHIOLOGY DRUG RUNDOWN

1.   READ: DRUGS, ASPIRIN AND TRANQUILIZERS   _____

2.   READ: THE ALETHIOLOGY DRUG RUNDOWN THEORY   _____

3.   READ: THE ALETHIOLOGY DRUG RUNDOWN PROCEDURE   _____

4.   DRILL: The Alethiology Drug Rundown   _____

BE F/Ned   _____

14.   READ: INTEGRITY PROCESSING SERIES 11R -
           GENERALITIES WON'T DO   _____

15.   READ: INTEGRITY PROCESSING SERIES 12R -
           WITHHOLDS, MISSED AND PARTIALLY MISSED   _____

16.   READ: INTEGRITY PROCESSING SERIES 13 - HELP THE PC   _____

17.   READ: INTEGRITY PROCESSING SERIES 14 - HAVINGNESS   _____

18.   READ: PROCLAMATION - POWER TO FORGIVE   _____

19.   READ: INTEGRITY PROCESSING SERIES 15R -
           ASPECTS OF INTEGRITY PROCESSING   _____

20.   READ: INTEGRITY PROCESSING SERIES 16RA -
           INTEGRITY PROCESSING INFO   _____

21.   READ: INTEGRITY PROCESSING SERIES 17R -
           C/Sing INTEGRITY PROCESSING   _____

22.   READ: INTEGRITY PROCESSING SERIES 18 -
           FORMULATING INTEGRITY PROCESSING
           QUESTIONS   _____

23.   LOOK OVER: INTEGRITY PROCESSING FORMS 3,
           4, AND 5   _____

24.   LOOK OVER: SECURITY CHECK CHILDREN   _____

25.   EXERCISE: Formulate an integrity processing list for some
           area or profession.   _____

28.   DRILL: Integrity Processing with all the possible complications
           (for example, Pc gives motivations, etc.)   _____

SECTION FIFTEEN: STUDENT COMPLETION

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

Student Attest:_____Date:_____

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

Supervisor Attest:_____Date:_____

SECTION SIXTEEN: CLEARING SECTION FOR STUDENTS

1.   Run a basic Level III process on one Pc or your twin.   _____

2.   Assess a Prepared List on a Pc.   _____

3.   Do a Rehab on a Pc.   _____

4.   Put together and run an Integrity Processing List on a Pc.   _____

        I ATTEST THAT I HAVE COMPLETED THE ABOVE REQUIREMENTS FOR THE
        CERTIFICATE OF:

PROFESSIONAL CLEARING PRACTITIONER - CLASS III

Student Attest:_____Date:_____

Academy C/S Attest:_____Date:_____

SCALE OF EMOTIONS

29 SEPTEMBER 1988

	40.0	SERENITY OF BEINGNESS
	8.0	EXHILARATION
BEING	4.0	ENTHUSIASM
PLUS	3.0	CONSERVATISM
BODY	2.5	BOREDOM
Social	2.0	ANTAGONISM
Training and	1.8	PAIN
Education	1.5	ANGER
sole	1.2	NO SYMPATHY
guarantee of	1.1	COVERT HOSTILITY
sane conduct	1.0	FEAR
(4.0 to 0.0)	0.9	SYMPATHY
	0.8	PROPITIATION
	0.5	GRIEF
	0.375	MAKING AMENDS
	0.05	APATHY
BEING	0.0	DEATH (Being a body)
SCALE RANGE	-0.01	FAILURE
Well below	-0.2	SHAME (Being other bodies)
body death	-1.0	BLAME (Punishing other bodies)
at 0.0 down	-1.3	REGRET (Responsibility as blame)
complete	-1.5	CONTROLLING BODIES
unbeingness	-2.2	PROTECTING BODIES
as a Being	-3.0	OWNING BODIES
	-3.5	APPROVAL FROM BODIES
	-4.0	NEEDING BODIES
	-8.0	HIDING
	-10.0	BEING OBJECTS
	-20.0	BEING NOTHING
	-30.0	CAN'T HIDE
(0.0 to -40.0)	-40.0	TOTAL FAILURE

THE KNOW TO MYSTERY SCALE SUMMARY

24 SEPTEMBER 1988

KNOW TO MYSTERY SCALE

KNOW
NOT KNOW
KNOW ABOUT
LOOK
EMOTION
EFFORT
THINK
SYMBOLS
EAT
SEX
WAIT
MYSTERY
UNCONSCIOUSNESS

There are many viewpoints. The "Know To Mystery" Scale is a particular set of viewpoints and is one way of observing and understanding human behavior.

There's something you might call a Know Point. That would be senior to a viewpoint. An individual wouldn't have any dependency on space or mass or anything else - he'd simply know where he was.

Now there would be a viewpoint which is a perception point (Look Point) which would consist of look, smell, talk, hear and all other perceptions, but ordinarily we simply mean at that level of the scale, looking.

Now we go down a little bit and we would get something called an Emotion Point. It would be that point from which a person emotes and at which he is emoted.

Then there would be something else called an Effort Point. And the effort point would be that area from which a person exerted effort and that area into which a person received effort.

And we go down a little bit more than that, we'd find we had a Thinking Point, where of course, we get figure-figure-figure. The person is thinking - they're not looking.

We go down a little bit further than this and we get into a Symbol Point. And there, really properly, we get words.

And below that we get an Eating Point.

And below that we get a Sex Point.

If you considered each one of these below KNOW as an effort to make space, a greatdeal of human behavior would make sense to you.

SCALES

21 September 1988

THE FOLLOWING SCALES ARE USED IN ALETHIOLOGY:

C-D-E-I SCALE

CURIOUS
DESIRE
ENFORCE
INHIBIT

C-D-E-I SCALE EXPANDED

K   KNOW
U   UNKNOW
C   CURIOUS
D   DESIRE
E   ENFORCE
I   INHIBIT
N   ABSENCE OF (NO____)
F   FALSIFY
R   REFUSE

SCALE OF IDENTIFICATION

DIFFERENTIATE
ASSOCIATE
IDENTIFY
DISSOCIATE

SCALE OF KNOWINGNESS

KNOW
NOT-KNOW
KNOW ABOUT
FORGET
REMEMBER
OCCLUDE

EFFECT SCALE

From: CAN CAUSE OR RECEIVE ANY EFFECT   40.0
To: MUST CAUSE TOTAL EFFECT, CAN RECEIVE NONE   0.0
To: IS TOTAL EFFECT, IS HALLUCINATORY CAUSE   -8.0

EXPANDED KNOW TO MYSTERY SCALE

NATIVE STATE (KNOW)
NOT KNOW
KNOW ABOUT
LOOK
EMOTION
EFFORT
THINK
SYMBOLS
EAT
SEX

MYSTERY
WAIT
UNCONSCIOUS

HAVINGNESS SCALE

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

REALITY-SPOTTING BY CB METER

Needle characteristics plotted on scale with numerical TONE (Scale of Emotion) values, "OLD" REALITY SCALE and "NEW" REALITY SCALE.

TONE	REALITY SCALE (OLD)	REALITY SCALE (NEW)	NEEDLE CHARACTERISTICS
40 to 20	POSTULATES	PAN-DETERMINED CREATION	PRODUCES METER PHENOMENA AT WILL --
20 to 4	CONSIDERATION	SELF-DETERMINED CREATION	FREE NEEDLE
4 to 2	AGREEMENTS	EXPERIENCE	FREE NEEDLE, DROP AT WILL.
1.5	SOLID TERMINALS	CONFRONT	DROP
1.1	TERMINALS TOO SOLID LINES SOLID	ELSEWHERENESS	THETA BOP
1 to .5	NO TERMINAL SOLID LINE	INVISIBILITY	STUCK, STICKY
.5 to .1	NO TERMINAL LESS SOLID LINE	BLACKNESS	
.1	NO REAL TERMINAL NO SOLID LINE SUBSTITUTE TERMINAL	DUB-IN (NO CONFRONT, NOT-ISNESS)	RISING NEEDLE
0.0	NO TERMINAL NO LINE	UNCONSCIOUSNESS	STUCK. ALSO STAGE FOUR NEEDLE. ALL MACHINE - NO PC

THE KNOW TO SEX SCALE

VIEWPOINT 1. a point of awareness from which one can perceive (the viewpoint of the Analytical Mind is an actual point from which one perceives; the Reactive Mind does not perceive, it evaluates; thus, the Reactive Mind's "viewpoint" is an opinion based on another opinion and upon a very small amount of observation, and that observation would be formed out of uncertainties).

KNOW TO SEX SCALE:

KNOW
LOOK
EMOTION
EFFORT
THINK
SYMBOLS
EAT
SEX

There are many viewpoints. The "Know To Sex" Scale is a particular set of viewpoints and is one way of observing and understanding human behavior. The following information, originally given in a lecture in 1954, will help you to better understand the Know To Sex Scale.

If we were to take knowingness and squash it, we would find we were first getting into space, which would be perception. We have to perceive (look) to know.

If we condense that, we find out that we have to get emote to know.   A person has to emote. We squash perception and we get into emotion to know.

Now if we squash down and condense emotion, we get effort.

If we condense effort even further, we get thinkingness.

And if we condense and package thinkingness, we get symbols. As an example of this, what is a word but a package of thought.

And if we were to condense symbols, we would get, actually, the wider definition of the symbol; we would get animals. It's very strange when you think about it. You're probably thinking about in terms of the viewpoint of a body, but the definition of a symbol is a mass with meaning which is mobile. And that is a symbol, and ofcourse, that is an animal, too. An animal has a certain form which gives him certain meaning and he is mobile. And if you see that thinkingness condenses then into form, you will understand art.   You have thinkingness condensing into symbols - in other words, ideas are condensing into actually solid objects.

And when these are mobile, we have these symbols, and when these symbols are observed, they're found to line themselves up with other symbols and take and associate with one another and take things from one another. And you get eating. That's a big band we're covering in there. That's the whole business from "I have an idea about a form in this space and matter and I'm going to get it all together and I'm going to make this mass together." Well, the second we have done that, something has been created . Now don't expect that thing which has been created to create anything because it won't. So, it is a thing which isn't creating and therefore must subsist on an interchange of energy. And we get eating.

Now, we take eating and condense it down - that is to say, let's make food scarce. Let's make it very hard to get and we've got a condensation which completely escapes time

itself and you go outside of time and get sex; that is, outside of present time and you get future time, which is sex.   And the individual in eating starts to slide out of present time. Most people are terribly worried - how are they going to eat tomorrow? They get to a point of "I can't solve the problem of eating tomorrow so therefore I'd better just leave it all up to somebody else and slide in on the genetic protoplasm line and go up the line a little bit and get a form and be another form. That's the best way to solve eating is to just live tomorrow, and maybe tomorrow there will be more food."

This is such a thoroughly easy thing to perceive that a simple test will demonstrate this. Let's take a look at those countries of the world which breed faster and harder than other countries of the world. We find India and China, and we find that these two countries have the greatest food scarcity. Now we could say that they have the greatest food scarcity because they keep breeding people and that eats up all their food. No, it's the other way too. They eat up all their food so they breed like mad. And this can be tested with an animal. If you starve an animal, an animal will procreate faster. If you were, for instance, to give any family of homo sapiens a carbohydrate diet with a very low protein diet, they'll start to get very anxious about breeding. You're telling them, in essence, that they are unable to obtain enough food today and so must eat tomorrow; therefore, you get countries which are very heavily starch-dieted and you find out that these countries are the most anxious about breeding and about tomorrow.

This is just the Know to Sex Scale. You get condensed Knowingness. "I don't know how I'm going to get along today so therefore I'd better breed like mad and appear tomorrow. MaybeI'll know then" is about the last ditch. Well, if you notice this, death must come in this band above sex. A person presupposes his own death to indulge in the protoplasm line. We get people associating sex and death. We also have certain animals and insects which so closely associate sex and death that they accomplish death when they accomplish sex, such as the Black Widow Spider.

When you go down this scale, although it doesn't belong on the scale, you find death just before sex. In other words, it goes, Know, Look, Emote, Effort, Think, Symbol, Eat, Death, Sex. Only death doesn't belong there but it just shows where this mechanism comes in.

Now let's look this thing over even further and find out that there's some different kinds of viewpoints. There's something you might call a Know Point. That would be senior to a viewpoint. An individual wouldn't have any dependency on space or mass or anything else - he'd simply know where he was.

 Now there would be a viewpoint which is a perception point (Look Point) which would consist of look, smell, talk, hear and all other perceptions, but ordinarily we simply mean at that level of the scale, looking.

Now we go down a little bit and we would get something called an Emotion Point. It would be that point from which a person emotes and at which he is emoted.

Then there would be something else called an Effort Point. And the effort point would be that area from which a person exerted effort and that area into which a person received effort.

 And we go down a little bit more than that, we'd find we had a Thinking Point, where of course, we get figure-figure-figure. The person is thinking - they're not looking.

We go down a little bit further than this and we get into a Symbol Point. And there, really properly, we get words.

And below that we get an Eating Point.

And below that we get a Sex Point.

If you considered each one of these below KNOW as an effort to make space, a great deal of human behavior would make sense to you.

There's the person who's trying to make space with sex, and that's really inverted. If an individual can breed fast enough and far enough, and that sort of thing, he'd wind up with all kinds of space, he thinks. Of course, he winds up with no space. It's the mostcondensed activity you can get into. Sex.

Now let's look at another one - a person who's trying to make space with eating. That's inverted too. An individual offering things to be eaten is also trying to make space. For example, the cattleman is trying to make space with cattle. And a fat man, of course, is trying to make space with food. Part of the eating scale, the lowest part, is excreta. People will try to make space with that. Dogs are always trying to make space that way.

Then we get into making space with symbols. This is a nation trying to fly its flag all over the world. And it doesn't make much space. Let's take an individual trying to make space with words, which are symbols. Words don't make good space. And so an individual who tries to make space with words sooner or later gets in bad condition.

And now we get into the Thinking band, and people who try to make space with thinking - that is about the worst activity anybody could engage in.

Then there are people who try to make space with effort. This is the use of force; this is Ghengis Khan, riding out and slaughtering a bunch of people. He's trying to make space. There's the individual who makes space by working hard or by pushing hard or by exerting force. In other words, there's quite a little bit of band there to the Effort band.

And we go up a little higher and maybe you've known somebody who tried to make space with emotion. But that'sreal ineffective. People who try to make space with emotion don't get very far. You can't make much space with emotion. It's too condensed.

We go up a little higher and we get the way you DO make space, which is by looking. Looking is an effective way to make space. Actually you make space by Knowing. If you just knew there was some space, there would be some space.

The Know To Sex Scale was later expanded. At the top of the Scale between Know and Look were added Not Know and Know About. Below Sex the viewpoints of Mystery, Wait and Unconscious were added. As you can see, the Scale covers the total realm of existence, from Total Unconsciousness to Total Knowingness.

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.

CB METER WATCHING

21 SEPTEMBER 1988

Sometimes students wait patiently for the meter to react on assessments.

Some Clearing Practitioners believe they are doing an Analytical assessment. This is wrong.

A CB Meter reacts only on the Reactive Mind. A person reacts because he can't think without thought exciting the reactivity of the Reactive Mind.

If your Clearing was not aimed at reactivity, it would not register on a meter. Thus, you run what reacts because it reacts and is therefore part of the Reactive Mind.

The Reactive Mind responds instantaneously, even on data a billion years ago. Why is this? The Reactive Mind gives equal value to every moment in time. Now or five minutes ago or five million years ago are all given equal value in the Reactive Mind. In a sense the Reactive Mind is timeless.

What is wrong with the Pc is not known to the Pc. Therefore if a Pc knows all about it, it isn't wrong with him.

That's why you never run what the Pc says. You run only what the meter says. The meter read shows that the item, question or command is reactive and accessible and will run and release or erase.

Why are assessments wrong sometimes? Because the Clearing Practitioner is persuaded by the Pc, not the meter. If the Pc and the meter agree, you can run it. But only if the meter says so, for only then is it reactive.

Some Clearing Practitioners think the Pc must consider things before he answers, wait for the Pc to answer and wait for the question to sink in so the meter will react. This is entirely wrong, and is based on a misunderstanding of assessment, the meter and the Reactive Mind.

1. The Pc does not have to be given a chance to think before the needle responds.

2. The Pc does not have to answer or say one word to make the needle respond; however, a read occurring while the Pc is originating an item or when you are clearing a question or command is a valid read.

3. All needle response is reactive.

4. There is no time in the Reactive Mind.

5. If the Pc knew what was wrong with him, it wouldn't be wrong.

6. Only the meter knows.

7. The Clearing Practitioner has more control over the Pc's Reactive Mind than the Pc since the Pc is influenced by the Reactive Mind responses and the Clearing Practitioner is not so influenced.

The Meter responds instantly. The reaction you will get on the needle starts to occur on the needle instantly after you utter it.

There is no need to sit there afterwards waiting for the needle to respond again, for it

won't until you push that button again.

The only wait is caused by letting the needle come back at the end of a fall. This may take one second.

Therefore: TO WAIT MORE THAN ONE SECOND BEFORE UTTERING THE NEXT ITEM ON AN ASSESSMENT IS A COMPLETE WASTE OF CLEARING TIME.

All the response you want will begin to occur instantly (SEE INSTANT READS) after you utter a statement or question.

The Pc doesn't have to say a word throughout the whole assessment. You can even ask him politely not to, as breath going in and out in speech can vibrate the needle.

If you're going to get a reaction on the needle, it will come fast. No waiting. If you get a reaction, you clear that reaction, not the Pc's whole life. The moment the needle floats, you go on to the next question.

And all Clearing actions and questions are done effectively, neither frantically rushed nor slowly.

So it boils down to this. Hours can be added to assessments if you think you have to wait for a needle response.

CLEARING BIOFEEDBACK METER DRILLS

CB METER DRILL # 21

NAME: NEEDLE OBSERVATION

PURPOSE: To train the student Clearing Practitioner to observe any reaction of the needle outside the direct line of vision so as not to miss any reads of the needle.

POSITION: The coach and the student Clearing Practitioner are seated beside one another at a table with the CB Meter set up, a bulletin on the table and the coach holding the electrodes with the sensitivity neither too high nor too low for the production of a one to two inch needle read when the cans are squeezed.

COMMANDS: No set commands.

TRAINING EMPHASIS:

Step 1 - The CB Meter in this step is set up in the exact position which is usual in actual Clearing. The bulletin is beside the CB Meter in the position where the Worksheet is usually kept.

The coach is to cause the CB Meter to read by squeezing the electrodes. The student Clearing Practitioner is to call every read of the needle by saying "Then", while at the same time directing his vision in the following manner:

a.   The student Clearing Practitioner is to confront whatever is directly in front of his eye-level line of vision.

b.   The student Clearing Practitioner is to read the bulletin.

c.   The student Clearing Practitioner is to look at his left hand on the left side of the meter.

d.   The student Clearing Practitioner is to look at his lap.

e.   The student Clearing Practitioner is to look to his right.

f.   The student Clearing Practitioner is to look to his left.

Step 2 - The coach has the student Clearing Practitioner do all the above once again, only this time the coach has the student Clearing Practitioner describe to him all that he can see or tell him what he is reading in the bulletin. While the student Clearing Practitioner is doing so, the coach again causes the needle to read by squeezing the electrodes; and the student Clearing Practitioner has to call every read as it occurs with a "Then."

Step 3 - In this step the coach has the student Clearing Practitioner confront whatever is directly in front of his line of vision, while the student Clearing Practitioner holds the CB Meter in different positions. The coach again causes the needle to read by squeezing the electrodes at different times.

The student Clearing Practitioner is to hold the CB Meter in the following positions:

a.   To the right with the CB Meter face parallel to his own line of vision.

b.   To the right with the CB Meter face at a 90 degree angle to his line of vision.

c.   To the left with the CB Meter face parallel to his line of vision.

d.   To the left with the CB Meter face at a 90 degree angle to his line of vision.

e.   To the right of his forehead with the CB Meter facing him and with the CB Meter held about 10 inches from his forehead.

f.   To any other position the coach may select.

In doing this drill the coach should be careful to sit in such a position that the coach can see the meter and to place his hands in such a fashion that the student Clearing Practitioner cannot see the electrodes being squeezed.

This drill is passed when the student Clearing Practitioner can call the reads exactly on each of the three steps of this drill. Any mishandling of earlier CB Meter drills should be corrected by the supervisor, so that the drill in error can be re-passed by the student Clearing Practitioner.

ASSESSMENT CEs

21 SEPTEMBER 1988

ASSESS 1. An action of the Clearing Practitioner in calling items from a list. 2. Calling off words from a list while looking at the Clearing Biofeedback Meter in order to find out which one gives the largest read. 3. To look for an item that has charge.

ASSESSMENT 1. An action of calling off items on a prepared list or correction list to locate charge so that the charge can be released.

Assessment is one of the most powerful techniques that the Class III Clearing Practitioner has at her disposal. Using the assessment, the Clearing Practitioner can locate and pinpoint charge areas in the Pc's bank.

The right way to do an assessment is to ask the Pc the question in a questioning tone of voice.

In assessing, some Clearing Practitioners have made assessment questions into statements of fact, which of course is a cousin to evaluation.

A downcurve in voice tone at the end of an assessment question contributes to making it a statement. Questions should go up at the end.

A remedy for this is to record ordinary conversation. Ask some normal questions and make some normal statements, and you will find that the voice tone rises on a question and goes down on a statement.

Assessing with a statement tone of voice instead of a questioning tone of voice results in evaluation for the Pc. The Pc feels accused or evaluated for rather than assessed and a Clearing Practitioner can get a lot of false and protest reads.

It's all tone of voice. Clearing Practitioners have to be drilled in asking questions. Assessment questions have an up curve at the end.

ASSESSMENT DRILLS

12 OCTOBER 1988

(Note: It is required that anyone doing the following drills shall have done a CE course (0 through 9) and the CB Meter Drills.)

The make or break point of a Clearing Practitioner is his ability to get reads on a prepared list. This depends upon (a) her CE 1 and (b) her metering.

In 1978 this was further studied and in the bulletin called ASSESSMENT CEs, it was found that correct voice pitches had everything to do with assessment.

We have just developed drills which improve this ability to make lists read and to improve a Clearing Practitioner's Clearing in general.

These drills will also be found to have great value to people who do surveys.

CB METER

To begin, a Clearing Practitioner should review her CB Meter drills, if needed, and practice CB Meter Drill 21.

Being able to see and read and operate a CB Meter has everything to do with getting reads off a prepared list. Where a Clearing Practitioner misses it is simply that she has not adequately done the CB Meter Drills and has not practiced up to a point of full, easy familiarity with the CB Meter. The point of being able to make lists read is pointless unless the Clearing Practitioner can set up, handle and read the CB Meter. But the skill is easily acquired.

ASSESSMENT TRAINING DRILLS

The following drills use the letter "Q" to mean that they are used for questions. The Q is followed by a number to show that they are drilled in that sequence. Each drill will be on a separate page for easier study and use.

ASSESSMENT DRILL Q1

NAME: Pitch of the Question.

POSITION: Coach sitting at the keyboard of a piano or organ or any usable instrument, student standing beside instrument.

PURPOSE: To establish the pitch differences of statements and questions.

TRAINING PROCEDURE: If the student is a woman, the coach asks her to say "Apple" as a statement. The coach then strikes the C above middle C (as given in the data above) and thenthe G above middle C. If the student is a man, the coach asks him to say "Apple" as a statement and then strikes middle C and then the F below middle C. This is repeated - saying "apple" and striking the two notes until the pitch of a statement can be duplicated by the student. (In the event that the student has a voice pitch at variance with these notes, other notes can be found and used by the coach so long as the higher note is first and the second note is four or five whole notes below the first note. It must sound like a statement with the higher, then lower note). Once the student has grasped this and can duplicate it, have the student use other two syllable words (or single syllable words preceded by an article), using these notes

for the statement. Then, using these two notes, have the student make up sentences as statements, the bulk of the sentence said at the pitch of the higher note, but the end of the sentence at the pitch of the lower note. Once the student has this down and can easily do it and it sounds natural and he is satisfied that it does, go on to the question step.

The coach has the student say "apple" as a question. Then the coach (for a male student) strikes the F below middle C and then middle C. For a woman the coach strikes the A above middle C and then the D an octave above middle C. (In case this does not agree with the voice pitch of the student, the coach must work it out providing only that the upper note is three or four whole notes above the lower note. It must sound natural and must sound like a question). The coach has the student say "apple" as a question and then strikes the lower and higher note until the student can duplicate it. Now take other two syllable words (or single syllable words preceded by an article) and have the student say these as a question, following each one with the two instrument notes, lower to higher. When the student can do this, is satisfied that it sounds natural and doesn't have to think about doing it, go on to the next step. Here the student makes up banal questions. The first part of the question is said at the lower note and the last part is said at the higher note. At each question, the coach strikes the lower note and then the upper note. When this sounds natural and the student does not have to think to do it and is satisfied with it, the drill is ended.

END PHENOMENA: A person who can state statements and questions that sound like statements or questions.

ASSESSMENT DRILL Q 2

NAME: Walkabout Questions

POSITIONS: There is no coach. Two students separate and walk around their neighborhood and then meet and compare notes. The object is to detect personal habits in questioning.

PURPOSE: To enlighten the student as to his own communication habits and people's reactions to his questions.

COMMANDS: The most common everyday social questions such as "How's it going?" "Do you like the weather?", etc. appropriate to the activities and circumstances of the person. Only one or two questions to a separate person. The questions must be banal, social and ordinary but they must be questions.

TRAINING EMPHASIS: The two students agree on the areas they will cover and the time they will meet again. They then go off individually, not together. The student pauses next to people encountered and asks a social question, listens to his OWN voice tones and notes the reaction of the person asked. In this drill the student does not necessarily try to use Assessment Drill Q1 but is just himself, speaking as he would normally speak. The studentsthen meet and compare notes and discuss what they have discovered about themselves on the subject of asking questions. If they have not learned or observed anything, the drill must be repeated.

END PHENOMENA: A person who has detected any habits he has in handling pitch of voice in asking questions so that he can cure these in subsequent drills.

ASSESMENT DRILL Q 3

NAME: Single Word Question

POSITION: Student and coach facing each other with a table in between them. The CB Meter is not used. The Prepared Assessment Lists are used by student and another copy by the

coach.

PURPOSE: To be able to ask a question using a single word read from a list.

COMMANDS: The coach uses the usual CE directions of start, break, that's it. The student uses single words from the Prepared Assessment Lists.

TRAINING EMPHASIS: To get the student to use the pitch of his voice to deliver a question consisting of a single word. It must sound like a question per Assessment Drill Q1 and use similar pitches. The student is flunked for out CE 1, for keeping her eyes glued to the list (when the coach is originating in Part two), and for sounding unnatural. The student is also flunked for slow or comm laggy delivery or pauses. The coach designates the list to be used and changes lists. When the student can do this easily, a second part of the drill is entered and the coach begins to use the PC ORIGINATION SHEET so as to interrupt the student and make him combine his questions with CE 4. In this case the student acknowledges appropriately, uses "I'll repeat the Question." and does so.

END PHENOMENA: The ability to ask single word questions that will be responded to as questions and to be able to handle Pc originations while doing so.

ASSESSMENT DRILL Q 4

NAME: Whole Sentence Questions.

POSITION: Student and coach sit facing each other across a table. The CB Meter is set up and used. Copies of the Book of CB Meter Drills are used.

PURPOSE: To train the student to ask whole questions that sound like questions, read a CB Meter and handle a session at the same time.

COMMANDS: The usual coach commands of CE drills. The Prepared Assessment Lists are used. The questions in these drills are reworded so that the item occurs as the last word; Example: List 1 states that the Assessment Question is "Which fruit tastes the best?". This is converted, for each question, to "Do you like _____?"; Prepared List 3 is converted to "Do you dislike _____?"; etc. A whole sentence is used in every case.

TRAINING EMPHASIS: The usual CE commands are used by the coach. CB Meter Drill No.4 must be used to start. Any CE errors or Metering errors may be flunked, but special attention is paid to the student's ability to ask a question that sounds like a question in accordance to Assessment Drill Q1 and that sounds natural. The drill has three parts. In the first part, although the coach is on the meter, the ability to ask the question is concentrated upon. The second part concentrates upon the student's ability to look at the written question and then ask the coach directly without undue comm lag or hesitation. The third part is to do the first two parts and read the meter (in accordance with CB Meter Drills 21) and to keep session admin, all smoothly and accurately. If a question arises about meter accuracy, a third person who can read a meter or a video tape is employed to ensure that the student is actually not missing or dubbing in reads.

END PHENOMENA: A person who can do all the necessary actions of asking questions from a prepared list and run a session smoothly without errors or confusions and be confident he can.

ASSESSMENT DRILL Q 8

NAME: TONE 40 ASSESSMENT

POSITION: Same as CE 8 where the student is in one chair facing another chair on which sits an ashtray, the coach sitting beside the student in a third chair. A square four-cornered ashtray is used.

PURPOSE: To deliver the THOUGHT of a question into an exact position, wide or narrow at decision, that is a question, with or without words.

COMMANDS: For the first part of the drill: Are you an ashtray? Are you made of glass? Are you sitting there? Second part of drill: Same questions silently. Third part of drill: Are you a corner? to each corner of the ashtray, verbal and with intention at the same time. Fourth part of drill: Any applicable question, verbal and with intention at the same time put broad and narrow at choice into the ashtray, exact parts of it and the surroundings.

TRAINING EMPHASIS: The coach uses usual CE coaching commands. There are four stages to the drill. The first stage is to land a verbal command into the ashtray. The second stage is to put the question with full intention silently into the ashtray. The third stage is to put verbal command and silent intention at the same time into exact parts of the ashtray. The fourth stage is to put any applicable question both verbally and with intention into any narrow or any broad portion of the ashtray or its surroundings at choice and at will. At the conclusion of the whole drill imagine the ashtray saying "Yes, yes, yes, yes" in an avalanche of yeses to balance the flow (in actual life, people, Pcs and meters do respond and return the flow).

END PHENOMENA: The ability to land a question with full intention into an exact target area, broad or narrow, at will and effectively, whether verbally or silently.

ASSESSMENT DRILL Q 9

NAME: Tone 40 Assessment, Prepared List, Session Drill.

POSITION: Student and coach sitting across from each other at a table, CB Meter set up and inuse, session admin, using prepared lists.

PURPOSE: To train a student to do all the actions necessary to a full, smooth, accurate session using prepared lists and to do Tone 40 Assessment of them.

COMMANDS: Coach commands are the usual CE commands of start, break, that's it. For the student, all commands relating to starting a session, giving an R-factor, assessing a prepared list, keeping the admin, indicating any item found and ending a session. Prepared Lists as in Assessment Drill Q 4 are used. Origins for coach as per PC ORIGINATION SHEET are used. The student should be familiar with the following commands: "Squeeze the cans," "Take a deep breath and let it out," "This is the start of session," "We are going to assess a prepared list" (assessment), "Your item is _____" (indicate any F/N), "End of Assessment" and "End of Session."

TRAINING EMPHASIS: Permit the student to continue to his first error, then have him drill and correct that error and continue. Finally, to conclude, let the student go through the entire sequence of the drill beginning to end three times without error or break for a final pass. It is expected that the student will not flub any CEs or metering or session patter. Metering may by finally verified by a third student or video. All assessing must be in proper Tone 40 with full intention exactly placed. The student must not wait to see if the meter read but catch the read of the last question as he starts the next one. His vision may shift from list to Pc but at all times must embrace list, meter and Pc.

(This drill also would be the one used for tape or video passes as it includes all elements of metering and CEs).

END PHENOMENA: A person who can do a flawless and productive assessment session,

Tone 40.

SUMMARY

The purpose of these drills is to train the student to ask questions that will get answers and to assess prepared lists that will get accurate reads. If a student doing these drills has difficulty it will be traced to false data, misunderstood words or not having passed earlier CEs including CE 6 through 9 or her CB Meter Drills. If a satisfactory result is not obtained, the faults in the above items should be located and remedied and these drills repeated. If any earlier omissions are found and repaired and if these drills are honestly done, heightened success as a Clearing Practitioner is assured.

CLEARING BIOFEEDBACK METER DRILLS

CB METER DRILL # 22

NAME: THIS LIFETIME HIDDEN DATE

PURPOSE: To train a student Clearing Practitioner to locate a date on the Time Track with the CB Meter.

POSITION: The student Clearing Practitioner and the coach sit across from each other at a table. In the third step, a CB Meter is set up with the coach holding the electrodes.

COMMANDS: No set commands. "Over and under" method of questioning is used to isolate the correct number or date.

TRAINING NOTE:

Step 1. The coach writes a number between 0 and 100 on a piece of paper. The coach does not show this number to the student Clearing Practitioner. The student Clearing Practitioner guesses this number by asking the coach if the number is "greater or lesser than" a chosen number. For example: "Is it greater than 50?" The coach must answer truthfully yes or no.

Student: Is it greater than 50?

Coach: No

Student: Is it less than 50?

Coach: Yes (The student now has it narrow down to between 0 and 50)

Student: Is it greater than 25?

Coach: Yes (The student now has it narrowed down to between 25 and 50)

Student: Is it greater than 35?

Coach: No

Student: Is it less than 35?

Coach: Yes (The student now has it narrowed down to between 25 and 35)

Student: Is it greater than 30?

Coach: No

Student: Is it less than 30?

Coach: Yes (The student now has it narrowed down to between 25 and 30)

Student: Is it greater than 27?

Coach: No

Student: Is it less than 27?

Coach: No (A "No" for both questions means you have it)

Student: Is it 27?

Coach: Yes! You got it.

This procedure is called "over and under" method of questioning or bracketing. The student should be able to get the number in 10 or few questions and for sure in less than 15 questions. The student may use a piece of paper to keep track and may go quite slow at first but should build up speed so that the number is found quickly before this step is passed.

Step 2. The coach gives the student his birth date. The student writes this date down on a piece of paper along with today's date. The coach then writes down a date on a piece of paper which he does not show to the student. The secret date must be some time between the coach's birth date and the present time date. The student must now guess this date by using the "over and under" method of questioning. The student will first get the year, then the month and then the date. The questioning procedure is similar to that used in Step 1. For example: "Is it after 1960?," "Is it before 1960?," etc. Once the year is located, the student finds the month in that year and then the date in that month. The coach says only yes or no truthfully. The student uses pen and paper to keep track. The student must be able to get the exact date easily and rapidly before this step is passed.

Step 3. The student Clearing Practitioner now sets up her CB Meter, puts the coach on the cans, does a sensitivity squeeze and a breath test on the coach. The student then says to the coach, "I am going to find a hidden charged date in this life time." In this step the coach has not written down any date and, in fact, the coach does not know what this date is. The CB Meter reads only on hidden or unknown dates. If the coach consciously picks a date it will most likely not read well and it would be impossible to find with the CB Meter only.

A date is found by the process of elimination through "over and under" questioning as given in step 2. For example: "Is it before 1960?," "Is it after 1960?," etc. If the needle reacts in any way, the answer is yes. If the needle doesn't react, the answer is no. If the needle reacts on the first question, then the second question is not asked. If the needle doesn't react on the first or the second question, the student asks, "Is it 1960?" If the needle still doesn't react, the student might not have a year that is close to the charged hidden date. In this case the student can check "over and under" on other years. With repeated failure to get reads, the student might try working with other coaches (perhaps the coaches ruds are out) or get more practice with the Assessment Drills. The line of questioning must be logical so as not to come up with a year that is after 1960 and before 1950 for example. What the student finds must make sense and be logical.

After the year is found, the student locates the month of the year. For example: "Is it after June 1955?," "Is it before June 1955?," etc. After the month is found, the date is found.

Once the student gets the year, month and date, the student says to the coach, "The date of the incident is June 6, 1955," "Do you remember what happened that day?" The coach says the first thing that comes to his or her mind. The student is never wrong; the coach is never wrong.

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

This drill is passed when the student Clearing Practitioner can find a date using the CB Meter to the satisfaction of the supervisor.

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.

LEVEL III

STYLES OF CLEARING

21 SEPTEMBER 1988

There is a style of Clearing for each class. By style is meant 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 them all, 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 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: to wit, not permitted to do a thing but run the process, permitted to say nothing 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 origins 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.

LEVEL TWO - GUIDING STYLE CLEARING

An old time Clearing Practitioner would have recognized this style under two separatenames: (a) Two Way Comm and (b) Formal Clearing.

We condense these two old styles under one new name: Guiding Style Clearing.

One first guides the Pc by "two way comm" into some subject that has to be handled or into revealing what should be handled and then the Clearing Practitioner handles it with formal repetitive commands. Finding terminals to run by two way comm and then running those

terminals with formal repetitive commands is Guiding Style Clearing.

Guiding Style Clearing becomes feasible only when a student can do Listen Style and Muzzled Style Clearing well.

Formerly the student who couldn't confront or duplicate a command took refuge in sloppy discussions with the Pc and called it Clearing or "Two Way Comm".

The first thing to know about Guiding Style is that one lets the Pc talk and Itsa without chop, but also gets the Pc steered into the proper subject and then gets the job done with repetitive commands.

We pre-suppose the Clearing Practitioner at this Level has had enough case gain to be able to occupy the viewpoint of the Clearing Practitioner and therefore to be able to observe the Pc. We also pre-suppose at this level that the Clearing Practitioner, being able to occupy a viewpoint, is therefore more self-determined, the two things being related. (One can only be self-determined when one can observe the actual situation before one, otherwise a being is delusion-determined or other-determined).

Thus in Guiding Style Clearing, the Clearing Practitioner is there to find out what's what from the Pc and then apply the needful remedy.

The result for the Pc is a far-reaching re-orientation in Life.

Thus the essentials of Guiding Style Clearing consist of Two Way Comm that steers the Pc into revealing a difficulty or terminal, followed by a repetitive process to handle what has been revealed.

One does expert CEs, but one may discuss things with the Pc, let the Pc talk and in general one Clears the Pc before one, establishing what that Pc needs and then doing it with crisp repetitive Clearing, but all the while alert to changes in the Pc.

At II one expects to handle a lot of chronic PTPs, perpetrations, ARC Breaks with Life but not session ARC Breaks. Handling session ARC Breaks is an assessment by needle action. Session ARC Breaks are sorted out by a higher classed Clearing Practitioner if they occur.

To get such things done (PTPs, perpetrations and other remedies) in the session the Clearing Practitioner must have a Pc "willing to talk to the Clearing Practitioner about his difficulties." That pre-supposes we have a Clearing Practitioner at this level who can ask questions, not repetitive, that guide the Pc into talking about the difficulty that needs to be handled.

Great command of CE 4 is the primary difference in CEs from Level I. One understands, when one doesn't by asking more questions, and by really acknowledging only when one has really understood it.

Guided comm is the clue to control at this Level. One should easily guide the Pc's comm in and out and around without chopping the Pc or wasting session time. As soon as a Clearing Practitioner gets the idea of finite result or, that is to say, a specific and definite result expected, all this is easy. Example: Pc has a PTP. Clearing Practitioner has to have the idea he is to locate and deactivate the PTP so Pc is not bothered about it (and isn't being driven to do something about it) as the finite result.

The Clearing Practitioner at II is trained to Clear the Pc before him, get the Pc into comm, guide the Pc toward data needful to choose a process and then to run the process necessary to resolve that thing found, usually by repetitive command and always by needle action and range arm.

One listens, but only to what one has guided the Pc into. One runs repetitive commands with good CE4. And one may search around for quite a while before one is satisfied he has the answer from the Pc needed to resolve a certain aspect of the Pc's case.

LEVEL THREE - ABRIDGED STYLE CLEARING

By Abridged is meant "abbreviated," shorn of extras. Any not actually needed Clearing command is deleted.

For instance, at Level I the Clearing Practitioner always says when the Pc wanders off the subject, "I will repeat the Clearing command" and does so. In Abridged Style, the Clearing Practitioner omits this when it isn't necessary and just asks the command again if the Pc has forgotten it.

In this style we have shifted from pure "rote" to a sensible use or omission as needful. We still use repetitive commands expertly, but we don't use "rote" that is unnecessary to the situation.

Two Way Comm comes into its own at Level III.

We suppose at III that we have a Clearing Practitioner who is in pretty fine shape and can observe.

Needle usage is taught at Level III. Clearing by List is also taught. Clearing by List means the Clearing Practitioner reads down (assesses) a list of items looking for a reading item. When a reading item is found, the Clearing Practitioner skillfully takes the reading item to a floating needle.

In Abridged Style Clearing one may find the Pc (being cleaned up on a question from a list) giving half a dozen answers in a rush. One doesn't stop the Pc from doing so, one "half acknowledges," and lets the Pc go on. One is in actual fact handling a bigger Clearing comm cycle, that is all. The question elicits more than one answer which is really only one answer. And when that answer is given, it is acknowledged.

One sees when a needle is clean and one sees when it isn't clean.

One asks a question of the Pc with the key word in it and notes that the needle doesn't tremble, and so concludes the question about the word is flat and so doesn't check it again. Example: "Has anything else been suppressed?" One eye on Pc, one on needle, needle didn't quiver. PC looks non-committal. Clearing Practitioner says, "All right, on...." and goes on to next question, eliminating a Pc's possible protest read that can be mistaken for another "suppress."

In Abridged Style Clearing one sticks to the essentials and drops "rote" where it impedes case advance. But that doesn't mean one wanders about. One is even more crisp and thorough with Abridged Style Clearing than in rote style.

One is watching what happens and doing exactly enough to achieve the expected result.

By "Abridged" is meant getting the exact job done - the shortest way between two points - with no waste questions.

By now the student should know that she runs a process to achieve an exact result and she gets the process run in a way to achieve that result in the smallest amount of time.

The student is taught to guide rapidly, to have no time for wide excursions.

The processes at this level are all rat-a-tat-tat processes, Clearing by List.

Again it's the number of times the question is answered per unit of Clearing time that makes for speed of result.

PREPARED LISTS

22 SEPTEMBER 1988

A prepared list is a list of words, items, phrases or sentences which is prepared or made up before session. The Clearing Practitioner or Case Supervisor can make up the list or the Clearing Practitioner can use one of the standard prepared lists. The list is composed of all the things that could be wrong or could have gone wrong in a particular area of a Preclear's life or Clearing. The prepared list is called a correction list if it is used to correct something and a repair list if it is used to repair something. The Clearing Practitioner assesses the prepared list (calls off the individual lines) until she gets a reading line. The reading line is then handled by itsa earlier similar itsa to a floating needle. The Clearing Practitioner may end off at this point or continue to find more reading lines. This is called Method 3 assessment.

If the Clearing Practitioner assesses the entire list and comes back to handle each item, by longest read first, it is called Method 5. Method 3 and Method 5 are the main methods for assessing prepared lists. The other methods of handling prepared lists are given in the bulletin called CORRECTION LISTS, USE OF.

The assessment of prepared lists is a very powerful technique for the isolation of bypassed charge and for the correction of errors in life and in Clearing.

LEVEL III

CLEARING BY LIST

8 APRIL 1989

Use any authorized, published list (RUDIMENTS CHECKLIST for upsets, BASIC ASSESSMENT FORM for general repair or the SESSION CORRECTION LIST for repair of session errors).

METHOD 3

Use meter at a sensitivity so meter needle is loose but it is easy to keep needle at "Set." If sensitivity is too high the needle will be in constant motion as one tries to set the Range Arm. If too low, the instant read will not be visible. One uses a can squeeze to determine the correct sensitivity setting.

Have your meter in a position (line of sight) so you can see the list and the needle or you can see the needle and the Pc. The meter position is important.

Hold the prepared list close beside the meter. Have your worksheet more to the right. Keep a record of the session on your worksheet (W/S). Mark the Pc's name and date on it. Mark what list it is on the W/S with time. The prepared list remains in the folder stapled to the W/S.

Read the question on the list, note if it reads. Do NOT read it while looking at the Pc, do NOT read it to yourself and then say it while looking at the Pc. These are more advanced actions and are called Method 6, not Method 3. It is more important to see the Pc's cans than his face as "can fiddle" can fake or upset reads.

CE 1 must be good so the Pc clearly hears the line.

You are looking for an INSTANT READ that occurs EXACTLY at the end of the last syllable of the question.

If it does not read, mark the line X. If the list is being done through F/N and the F/N just continues, mark the question F/N.

If the question reads, do not say "that reads." Mark the read at once (tick, SF, F, LF, LFBD, R/S), transfer the number of the question to the W/S and look expectantly at the Pc. You can repeat the question by just saying it again if Pc doesn't begin to talk. He has probably already begun to answer as the question was live in his bank as noted by the meter.

Take down the Pc's remarks in shortened form on the W/S. Note any Range Arm changes on the W/S.

If the Pc's answer results in an F/N (Cog and VGIs sometimes follow, GIs always accompany a real F/N), mark it rapidly on the W/S and say, "Thank you. Your needle is floating."

Do NOT wait endlessly for the Pc to say more. If you do, he will go into doubt and find more; also, do NOT chop what he is saying. Both are CE errors.

If there is no F/N, at the first pause that looks like the Pc thinks he has said it, ask for an Earlier Similar _____ whatever the question concerned. Do NOT change the question. Do NOT fail to repeat what the question is. "Is there an Earlier Similar suppression?" This is the "E/S" part of it. You do not leave such a question merely "clean."

It does not matter now if you look at the Pc when you say it or not. But you can look at the Pc when you say it.

The Pc will answer. If he comes to a "looks like he thinks he said it" and no F/N, you ask the same "earlier similar" question as above.

You ask this question "Is there an earlier similar _____" until you finally get an F/N and GIs. You indicate the F/N.

That is the last of that particular question.

You mark "F/N" on the list and call the next question on the list. You call this and other questions without looking at the Pc.

Those that do not read, you X out.

The next question that reads, you mark it on the list, transfer the question number to the W/S.

Take the Pc's answer.

Follow the above E/S procedure as needed until you get an F/N and GIs for the question, acknowledge, indicate the F/N and return to the prepared list.

You keep this up until you have done the whole list in this fashion.

If you got no read on the list question but the Pc volunteers some answer to an unreading question, do NOT take it up. Just ack and carry on with your prepared list.

BELIEVE YOUR METER. Do not take up things that don't read. Don't get "hunches." Don't let the Pc run his own case by answering non-reading items and then take them up. Also don't let a Pc "fiddle the cans" to get a false read or to obscure a real one (very rare but these two actions have happened).

BIG WIN

If half way down a prepared list (the last part not yet done) the Pc on some question gets a wide F/N, big Cog, VGIs, the Clearing Practitioner is justified in calling the list complete and going to the next C/S action or ending the session.

There are two reasons for this: (1) the F/N will usually just persist and can't be read through (2) further action will tend to invalidate the win.

The Clearing Practitioner can also carry on to the end of the prepared list if he thinks there may be something else on it.

BASIC ASSESSMENT LIST AND METHOD 3

When a BASIC ASSESSMENT LIST is taken up Method 3 (item by item, one at a time and F/Ned) it can occur that the Range Arm will go suddenly high. The Pc feels he is being repaired, that the clearing up of the first item on the BASIC ASSESSMENT LIST handled it and protests. It is the protest that sends the Range Arm up.

This is not true of any other list.

Thus a BASIC ASSESSMENT LIST is best done by Method 5 (once through for reads, then the reads handled).

Almost all other lists are best done by Method 3.

The above steps and actions are exactly how you do Clearing by List today. Any earlier data contrary to this is cancelled. We F/N everything that reads by E/S or a process to handle (L3 requires processes, not E/S to get an F/N) and we never tell the Pc that it read or didn't read, thus putting his attention on the meter.

We still indicate F/Ns to the Pc as a form of completion.

RUDIMENTS CHECKLISTS and Method 3 are NOT used on high or very low Range Arms to get them down or up.

The purpose of these lists is to clean up by-passed charge.

A Clearing Practitioner also indicates when he has finished with the list.

A Clearing Practitioner should dummy drill this action on a doll.

Assessment of prepared lists is very successful when precisely done.

CORRECTION LISTS, USE OF

22 SEPTEMBER 1988

The various lists designed to find by-passed charge and repair a faulty Clearing action or life situation should be used heavily and thoroughly.

There are many such lists - BASIC ASSESSMENT LIST, RUDIMENTS CHECKLIST, SESSION CORRECTION LIST, etc.

They are available in bulletin form and are themselves corrected and re-issued from time to time.

There are six ways (methods) to do these prepared lists:

1. The Clearing Practitioner starts at the top and takes up each read (any change of characteristic) until he gets one to F/N. In this case the Clearing Practitioner does not do "Itsa earlier Itsa." He just cleans each read.

2. The Clearing Practitioner starts from the top and on each read (any change of characteristic) cleans it and does Itsa earlier Itsa to F/N or to a clean no-read and goes on.

3. The Clearing Practitioner assesses the list down until he gets a heavy read (small fall or better) and takes that to F/N, using itsa earlier itsa. He can sometimes go on to the next heavy read and take that line to F/N. In this case he can get several F/Ns on the same list. Usually he will end the Method 3 with the first F/N VGIs. Method 3 has a tendency to produce an overrun after the first F/N VGIs.

4. The whole list is rapidly assessed over and over until one item stays in and that is given to the Pc. If at any point in this assessment all read X, indicate all that read on the last assessment with the longest read first. Be willing to listen to any originations at any point, but don't engage in Clearing cycles as such. Just quickly assess and indicate.

5. The Clearing Practitioner assesses the entire list marking down "X" for no read and "SF," "F," "LF" or "LFBD" for a read. The Clearing Practitioner then takes each reading item to F/N (longest read first) by itsa earlier similar itsa.

6. The Clearing Practitioner reads the line or question while looking at the Preclear.

UPSET PC

When a Pc is very upset and misemotional, the action in 4 above is the only one to use as it is the safest. On a very upset or antagonistic Pc, don't engage in any chatter; just grab a list and assess it, and indicate the By-Passed Charge. The results are usually magical.

REPAIR

Repairing a case fully where the person has led an out-ruds life, Method 5 above is the one to use. Various and assorted lists can be employed.

SETTING UP

The best way to set up a Preclear for clearing on a major action is to Repair the

Preclear.

This can be necessary before the person is ever cleared at all on any major action such as Alethanetics or Grades.

Such an action can go on and on and should. The action is to bleed the list of all possible charge, using Method 5.

ERROR IN USING LISTS

The major error in using prepared lists is not to really get full use out of the list.

In using lists don't be in a great hurry or do a superficial job. The list is for the Pc, not a statistic.

RUDIMENTS CHECKLIST

22 SEPTEMBER 1988

1.   Is there a suppression?

2.   Is there something you have been careful of?

3.   Is there something you did not reveal?

4.   Is there something you have not-ised (denied)?
        (use "denied" for untrained Pcs)

5.   Has there been a suggestion?

6.   Has there been a mistake?

7.   Is there something that you have been anxious about?

8.   Has there been a protest?

9.   Has there been a decision?

10.   Is there something you did?

11.   Is there something you left unsaid?

12.   Is there a problem?

13.   Is there any objection you had to the room?

F/N EVERYTHING

22 SEPTEMBER 1988

Whenever a Clearing Practitioner gets a read on an item from Ruds or a prepared list (RUDIMENTS CHECKLIST, BASIC ASSESSMENT FORM, etc, etc) IT MUST BE CARRIED TO AN F/N. The only exception is an assess and indicate (Method 4) action on a very upset Pc.

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

When a Pc has had several reads on various lists which were none of them carried to F/N, it can occur that he will become upset or depressed without any other apparent reason. As one has DONE the lists without F/Ning each item, one now has the mystery of what is wrong?

The error is - reading items from ruds or prepared lists cleaned to no read but not carried to F/N.

If you know bank structure you know it is necessary to find an "earlier similar" if something does not release. What has been found as a read on a prepared list 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 ON A RUDIMENT OR A PREPARED LIST BEFORE YOU CARRY IT DOWN (EARLIER SIMILAR) TO AN F/N.

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

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

Example: RUDIMENTS CHECKLIST, "Has there been a suggestion?" reads. Answered. No F/N. Is there an earlier similar suggestion? Answered. F/N. Go on to next reading item on the list.

Example: BASIC ASSESSMENT FORM assessed once through for reads. The next C/S must take every item on it that read by 2w/c or other process to an F/N.

So there is a much more general rule:

EVERY ITEM THAT READS MUST F/N.

In Alethanetics you get the F/N when you run 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 a prepared list you take each read to an F/N or E/S to F/N.

On a BASIC ASSESSMENT FORM you get by whatever process an F/N.

So another rule:

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

There are NO exceptions.

Any exception leaves by-passed on the Pc.

Also, every F/N is indicated at the conclusion of the action when the EP is attained.

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

A master Clearing Practitioner could take any folder and simply write out the ruds and prepared list reading items and then Clear the Pc and carry each one to F/N and correct every list so disclosed and wind up with a very shining, cool calm Pc.

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

Using prepared lists or ruds on high or low Range Arms that are not meant for high or low Range Arm handling will get you reading items that won't F/N.

So, another rule:

NEVER TRY TO FLY RUDS OR DO A RUDIMENTS CHECKLIST ON A HIGH OR LOW RANGE ARM.

One can talk the Range Arm down (Ref: TALKING THE RANGE ARM DOWN).

About the only prepared lists one can assess are the HI-LO RANGE ARM REPAIR LIST. The biggest read will have a blowdown on it and can possibly be brought to F/N. If this occurs then one also handles all other items that read.

The most frequent errors in all this are:

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

Not using suppress and false on items.

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

Indicating an F/N before Cog.

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

A Pc cleared under tension of poor CEs has a hard time and does not F/N sometimes, inviting overrun.

The rules then to happy Pcs are:

GOOD CEs.

F/N EVERYTHING FOUND ON RUDS AND LISTS.

CLEAR WITH RANGE ARM IN NORMAL RANGE OR REPAIR IT SO IT IS IN NORMAL RANGE.

BASIC ASSESSMENT FORM

GENERAL REPAIR

22 SEPTEMBER 1988

1. Sufficient sleep?
   2W/C and end off for sleep if not sufficient.

2. Physically tired?
   2W/C and end off for sleep if insufficient.

3. Sufficient food?
   2W/C and end off for food if not sufficient.

4. Are you hungry?
   2W/C and end off for food if hungry

   (On items 1 through 4 you can indicate the BPC of the incomplete cycle of action of ending session to get food or rest. This should be said in plain English so that the Pc understands you).

5. Alcohol?

6. Aspirin/Tranquilizers?

7. Drugs or Medicine?

   (On items 5 through 7, if the Pc has drunk alcohol, the drying out period is 24 hours and for drugs it is 3 days. You can indicate the BPC of the incomplete cycle of action if you have to end off).

8. Has something distracted you?

9. Has there been an upset?

10. Do you have a persisting problem?

11. Is there a difficulty ?

12. Is there a conflict ?

13. Is there an indecision ?

    (On items 8 through 13, you can indicate and 2W/C itsa e/s itsa to F/N or you can clean up terminals mentioned with the 4MQ's).

14. Has someone nearly found out something about you?
    Find out who and handle as M/W/H.

15. Have you done something you shouldn't have done?
    Get all of it and E/S to F/N.

16. Are you unable to say something?
    2W/C itsa e/s itsa

17. Have you been ignored?

2W/C itsa e/s itsa.

18.   Have you not understood something?
       Clear it up.

19.   Is something else wrong?
       Handle.

20.   Was there nothing wrong in the first place?
       Indicate the unnecessary action.

       This is a simple list in plain English which can be used with new Pcs or relatively new Pcs who are not totally familiar with the jargon of Clearing.

       If in doubt it is always proper to take an item earlier similar to F/N.

       If you don't know how to assess or can't get reads, just go through and ask the person each line. Take up those that read where the Pc has said yes.

CORRECTION LIST ADMIN

22 SEPTEMBER 1988

A correction list or prepared list is a list of prepared questions which is used by the Clearing Practitioner for the repair of a particular situation, action or rundown.

If a correction list is used, it must be stapled at the back of the worksheets.

If the correction list is not completely handled in one session, it is not stapled as above but left free. It is stapled to the worksheets of the session in which its handling is completed.

When using a correction list or prepared list, the number of the question being handled is marked on the worksheet.

Example:

On the RUDIMENTS CHECKLIST question #2 "Is there something you have been careful of?" reads.

The Worksheet should look like this:

RUDS CHECKLIST

2. SF The city inspector came around the other day. . .
         F/N Ind GIs

The RUDIMENTS CHECKLIST is then marked to showed #2 was handled:

1. Is there a suppression? X

2. Is there something you have been careful of? SF to F/N

3. Is there something you did not reveal? X

4. etc.

BASIC STRESS LIST

19 JUNE 1988

1. Is there something that has upset you?

2. Have you experienced a loss?

3. Have you experienced a failure?

4. Is there something that has concerned you?

5. Is there something you find difficult to express?

6. Have you been unjustly criticized?

7. Has there been some type of injustice?

8. Have you been falsely accused of something?

9. Have you done something you are worried about?

10. Have you been incorrectly evaluated?

11. Is there someone that annoys you?

12. Are you having trouble getting someone to listen to you?

13. Have you had difficulty getting your ideas understood?

14. Have your ideas been rejected?

15. Has your affection been rejected?

16. Do you feel ignored by anyone?

17. Have your accomplishments been unacknowledged?

18. Have you been made less of?

19. Has something seemed confusing?

20. Is there a situation which you can't understand?

21. Is there a person you don't understand?

22. Have there been too many obstacles in the way of your projects?

23. Have your purposes been blunted?

24. Is there a problem which doesn't seem to be solvable?

25. Has someone made you wrong?

26. Is there someone who doesn't understand you?

27. Can't you get agreement about something?

28. Are you having difficulty getting something in your life under control?

29. Is there someone in your life who constantly gives you problems?

30. Is there a traumatic incident which has been on your mind?

31. Is there something you can't your attention off of?

32. Is there something you feel guilty about?

33. Has someone incorrectly made you feel guilty about something?

34. Are you suppressing your true feelings about something?

35. Are you avoiding a situation which needs attention?

36. Is there something about yourself which you can't get under control?

37. Do you feel you have reacted irrationally in some situation?

38. Is there anything else which has been bothering you?

39. Do you feel you have let yourself down in some way?

40. Are there any opinions you don't dare express?

41. Are there opinions which you find it difficult to keep to yourself?

C/S SERIES 14

C/SING TWO WAY COMM

22 SEPTEMBER 1988

The C/S is liable to make most of his C/S errors in C/Sing 2 Way Comm.

The reasons for this are:

1. 2 way comm IS Clearing.

2. The errors that can be made in any Clearing can be made in 2 way comm.

3. Untrained or poorly trained Clearing Practitioners do not always respect 2 way comm as Clearing.

4. Errors in 2 way comm become masked since the procedure is loose.

5. Earlier C/Ses on the case may have missed the easily missed 2 way comm errors.

RULES OF C/Sing 2 WAY COMM

A. The C/S must recognize that 2 way comm is Clearing. Therefore it follows all the rules of Clearing.

B. Any error that occurs in other Clearing can occur in 2 way comm Clearing. Errors in a 2 way comm session must be carefully looked for as they easily can be masked in the worksheet.

C. Clearing Practitioners must be persuaded by the C/S to make notation of Clearing essentials (such as noting reads) in 2 way comm as of senior importance to Pc's text (which is also made note of in the W/S).

D. The questions asked in 2 way comm can by very incorrect just as rote processes can be.

E. A Clearing Practitioner must be trained as a 2 way comm Clearing Practitioner (Class III). Otherwise he will Evaluate, Q and A and commit other faults.

F. If an ARC Break occurs early in a 2 way comm session and is not handled as such, the rest of the session is done over an ARC Break and can put a Pc into a sad effect.

G. A Pc with a PT problem not being handled in the 2 way comm will get no gain.

H. A Pc with a W/H in a 2 way comm session will become critical, nattery and/or get a dirty needle.

I. Two way comm processes must be flattened to F/N. If an F/N doesn't occur, then the subject didn't read in the first place or the Clearing Practitioner Qed and Aed or evaluated or changed the subject or the CEs were out or the Pc's ruds were out.

J. A two-way comm subject chosen must be tested for read in that session before being used for 2 way comm.

K. Improper 2 way comm questions can plunge the Pc into an out rud situation not then handled. "Is anything upsetting you?" or any mention of upsets by the Clearing

Practitioner is the same as asking for an ARC Break. "Has anything been troubling or worrying you lately?" is the same as asking for a PTP. "Who aren't you talking to ?" is asking for W/Hs.

L.   The subject of major processes should be kept out of 2 way comm C/Ses, Clearing Practitioners' questions and 2 way comm assessment lists (ARC Brks, Problems, perpetrations, changes or any major Clearing subject, as they are too heavy, being the buttons of the bank).

M.   The C/S should only let Class III or above Clearing Practitioners do 2 way comm sessions.

N.   A rud going out in a two way comm session must be put in by the Clearing Practitioner.

O.   A 2 way comm session should end in an F/N unless the questions are for the purpose of getting data only.

P.   Clearing Practitioners whose 2 way comm sessions do not end in F/N must be taught to check the subject for read before using, not to Q and A, not to Evaluate and given a refresher on 2 way comm materials.

Q.   In a 2 way comm session that flubs, the C/S must be careful to isolate the errors just as in any other Clearing session that flubs and put them right.

R.   A 2 way comm subject that reads on test and doesn't F/N on 2 way comm must be checked for O/R (if range arm went up) and rehabbed by the 1965 Rehab method(explained fully later in Level III), or Prepchecked or just continued.

The whole point to all of this is that a 2 way comm session IS Clearing. It is delivered by the Clearing Practitioner, C/Sed and remedied like any other session.

Also it is usually being run on a delicate Pc who is more affected by a rough communication cycle.

R-1C

23 SEPTEMBER 1988

R-1C consists of:

1.   Finding something that moves the Range Arm.

2.   Running the Range Arm out of that subject to F/N, Cognition and VGI's.

The principles of the are covered on the following tapes:

The Range Arm
The Itsa Line
The Itsa Line (Cont'd)
The Itsa Maker Line

FINDING WHAT TO RUN

Anything that moves the Range Arm down can be run.

There are two basic methods of finding what moves the Range Arm:

a).   By noting what has previously produced RA motion when the Pc mentioned it.

b).   By assessment.

ASSESSMENT BY DYNAMICS

The usual method of finding what to run in general R-1C is by assessment of dynamics.

1.   Assessment by Dynamics gives a series of questions covering each of the dynamics. This is assessed by Range Arm as given in CB Meter Drill 23.

2.   Call off the first question. Let the Pc answer briefly. Acknowledge the Pc and note if the Range Arm blew down.

3.   If no downward motion of the RA, then give the Pc the second question, etc., until you get one that does move the RA down on asking or on the Pc answering.

4.   Mark the RA change on the line beside the question on the assessment sheet.

5.   Take up that reading question by use of the following further questions on that same subject.

   a)   "What ideas have you had concerning_____(subject assessed)?"

   b)   "What decisions have you made concerning_____(same subject)?"

   c)   "What have you done about_____(same subject)?"

   d)   "What haven't you told someone concerning_____(same subject)?"

Example: The assessed question is, "Tell me about marriage." The Pc answers and

there is a RA blowdown on the meter. The Clearing Practitioner lets the Pc say whatever he wishes. When the Pc has finished answering, the Clearing Practitioner acknowledges. Then asks question a), "What ideas have you had about marriage?"

The Clearing Practitioner listens to the Pc's answer. When the Pc has finished answering, the Clearing Practitioner then asks question b).

Example: "What decisions have you made concerning marriage?"

The Clearing Practitioner listens, acknowledges and then repeats the same procedure with questions c) and d).

6. If at any time during Step 5 above the Pc has a cognition with F/N and VGI's, indicate the F/N and then continue the assessment until you find the next assessment item that moves the RA down and repeat the above procedure on that subject.

7. If no F/N, Cog and VGI's on Step 5, repeat the a) through d) questions using Earlier as follows:

   a-1) "What EARLIER ideas have you had concerning_____(same subject)?"

   b-1) "What EARLIER decisions have you made concerning_____(same subject)?"

   c-1) "Is there an EARLIER time you did something about_____(same subject)?"

   d-1) "Is there an EARLIER time you didn't tell someone something concerning_____ (same subject)?"

Usually the Pc will F/N on answering you initial question or on one of the Step 5 questions.

8. Indicate the F/N and continue the assessment, taking up each B/D item as it occurs through to the end of the assessment list.

If the Pc has a major cognition on the whole subject of a dynamic while running one question on that dynamic, do not run the remaining questions. Indicate the F/N and go to the next dynamic.

If the Pc has a major cognition with an ability regained (which the Pc states), or if the Pc goes exterior, end off the action.

Metering on this action consists only of noting BD's on assessment and recognizing the F/N on running.

Two way comm on the action consists only of asking the four a) to d) questions, acknowledging the Pc and indicating F/N's. CE's must be used throughout.

Do not overrun the Pc by asking further questions after an F/N has occurred.

If the Pc's RA is High or Low or you get into difficulty in session, the session must beended and the folder sent to the C/S for further instructions or for handling by a higher classed Clearing Practitioner.

CONSULTANT USE OF R-1C

The Consultant using R-1C in the field has a very simple method of finding what to run.

Mr. Brown hears you are a Consultant and wants your assistance on some difficulty he has. You put him on the meter and ask, "What did you want to see me about?" Then let him talk and note down on the worksheets everything that blows down. When he has finished talking, acknowledge and then take up each BD item in turn with the standard questions a) through d).

Take each subject found and run to an F/N, Cog and VGI's. Somewhere along the line the Pc will have a good win with a wide F/N, major cognition and VGI's, at which point you end off.

Let the Pc have his win.

R-1C ASSESSMENT BY DYNAMICS

23 SEPTEMBER 1988

FIRST DYNAMIC

1. Tell me about things you like to have. _____

2. Tell me about things you wouldn't want to have. _____

3. Tell me about things you have been prevented from having. _____

4. Tell me about things you must have. _____

5. Tell me about things you wanted to have but didn't get. _____

6. Tell me about things you have enjoyed having. _____

7. Tell me about what you like to do. _____

8. Tell me about things you avoid doing. _____

9. Tell me about things you have been made to do. _____

10. Tell me about things you have been made to do. _____

11. Tell me about things you have been prevented from doing. _____

12. Tell me what you have done well. _____

13. Tell me about what you have wanted to be. _____

14. Tell me about what you have been prevented from being. _____

15. Tell me what you have tried to be but failed. _____

16. Tell me what you would rather not have been. _____

17. Tell me what you have been successfully. _____

18. What have you started that you never completed. _____

19. What did you never get around to starting. _____

20. What were you made to start that you didn't want to. _____

21. What were you prevented from starting. _____

22. What have you started and successfully completed. _____

SECOND DYNAMIC

1. Tell me about your parents. _____

2. Tell me about your sisters. _____

3. Tell me about your brotthers. _____

4. Tell me about other relatives. _____

5. Tell me about your family. _____

6. Tell me about the opposite sex. _____

7. Tell me about your wife/husband/girlfriend/boyfriend. _____
   (whichever is applicable)

8. Tell me about marriage. _____

9. Tell me about babies. _____

10. Tell me about children. _____

THIRD DYNAMIC

1. Tell me about group activities. _____

2. Tell me about your job. _____

3. Tell me about jobs you have had. _____

4. Tell me about groups you belong to. _____

5. Tell me about groups you have left. _____

6. Tell me about groups you didn't really want to join. _____

7. Tell me about groups you refuse to have anything to do with. _____

8. Tell me about your current friends. _____

9. Tell me about friends you have had. _____

10. Tell me about the people in your town. _____

11. Tell me about the people in your country. _____

FOURTH DYNAMIC

1. Tell me about the evolution of Man. _____

2. Tell me about the survival of Mankind. _____

3. Tell me about the culture of Man. _____

4. Tell me about civilization. _____

5. Tell me about Man's influence on the planet. _____

6. Tell me about the cooperation of Man amongst Mankind. _____

7. Tell me about international agreements. _____

8. Tell me about the relationship of nations.   _____

9. Tell me about Man's relation to the planet.   _____

10. Tell me about Man's conquest of space.   _____

FIFTH DYNAMIC

1. Tell me about animals.   _____

2. Tell me about any pets you have had.   _____

3. Tell me about your plants.   _____

4. Tell me about growing things.   _____

5. Tell me about sea life.   _____

6. Tell me about insects.   _____

7. Tell me about bacteria.   _____

8. Tell me about birds.   _____

9. Tell me about reptiles.   _____

10. Tell me about food sources.   _____

11. Tell me about the inter-dependency of life forms.   _____

SIXTH DYNAMIC

1. Tell me about physical things.   _____

2. Tell me about the things you own.   _____

3. Tell me about property.   _____

4. Tell me about money.   _____

5. Tell me about mechanical things.   _____

6. Tell me about buildings.   _____

7. Tell me about making things.   _____

8. Tell me about types of transport.   _____

9. Tell me about energy.   _____

10. Tell me about places you have been.   _____

11. Tell me about time schedules.   _____

12. Tell me about the time it takes to get things done.   _____

13. Tell me about traveling.   _____

14. Tell me about light.   _____

15. Tell me about sound.   _____

16. Tell me about types of space.   _____

17. Tell me about the physical universe.   _____

SEVENTH DYNAMIC

1. Tell me about religion.   _____

2. Tell me about church.   _____

3. Tell me about Man as a spiritual being.   _____

4. Tell me about thought.   _____

5. Tell me about philosophy.   _____

6. Tell me about aesthetics.   _____

7. Tell me about ethics.   _____

8. Tell me about ghosts.   _____

9. Tell me about freedom.   _____

EIGHTH DYNAMIC

1. Tell me your ideas about GOD.   _____

2. Tell me about the Supreme Being.   _____

3. Tell me about infinity.   _____

4. What other ideas do you have about the Eighth Dynamic?   _____

TWO WAY COMMUNICATION RUNDOWN

23 SEPTEMBER 1988

At the end of each session (after session) the Pc is given a paragraph, a page, or chapter to read from a basic book. This is done on a gradient and the size and length of the reading is determine by how much the Pc is able to handle. If the Pc read more than was assigned, then the next assignment can be a little longer. Don't give them more than they can handle.

THE RUNDOWN

1.   Find out if the Pc read the last assignment. If not, before the start of session, have her read it to you and clear up any confusions with the data.

      If the Pc read the data, go over it briefly with her and answer any questions she might have about it. If she went on and read more than the assignment, keep this in mind for the assignment at the end of session because you can then give her a little bit bigger assignment. If she didn't read the assignment, don't make her wrong for this but remember to give her the same amount or a little less to read as an after session assignment.

2.   Before you start the session, check for food, rest, alcohol and drugs/medicines as appropriate.

3.   Do a can squeeze test and set the sensitivity.

4.   Do a metabolizism breath test and write done the result

5.   Start the session.

6.   Start out with, "Tell me what your attention is on today." Then, "Tell me about that." When the Pc finishes talking, ask, "Is there anymore you'd like to say about that?" Repeat, "Is there anything else you'd like to tell me about that?" until the Pc is complete on that subject. Then repeat, "Is there anything else that your attention is on today?" Repeat all steps until Pc has run out of subjects and all itsa on all subjects. Acknowledge everything Pc says very well and be sure to end off this step on an F/N VGI's or "ruds in."

6.   Find and run a havingness process.

7.   Using the bulletin "TWO WAY COMM QUESTIONS", clear and ask the Pc one of the Two Way Comm questions and note whether you get a read and/or interest on the question. If you get a read and/or interest, take the question to full EP using the procedure given in TWO WAY COMM QUESTIONS. Repeat until a big overall win or it is time to end session (always end on some kind of win).

8.   Run a havingness process.

9.   Do "End of Session Ruds" (4MQs using "In this session" - for example, "Did anything happen in this session that wasn't all right?") if needed.

10.   Do Say/Ask.

11.   End session.

12.   Give the Pc a short assignment from a basic book (depending on what gradient the Pc

can handle as explained above). Put a marker in the book and mark the area to be read with a pen.

13.   See the Pc off with lots of ARC, write up the session and turn the folder in to the C/S.

Note: This process is used for people who are too low or in too bad of shape to have the ruds flown on them. It is a way for people to talk and get off charge and is good to use for starting a case.

TWO WAY COMM QUESTIONS

23 SEPTEMBER 1988

The simplest question is: "Tell me about (subject)."

Then, possible causes of (subject), ideas, thoughts, considerations about (subject), stable data about (subject), solutions, attempted solutions, failed solutions, feelings, how they have solved it, alleviations, remedies, improvements, changes, get rid of, help towards, and of course, who, what where, when and how.

Listen Style Questions: These questions can be asked to start the Pc Itsa-ing and the ones above may be used to keep him Itsa-ing the subjects he brings up.

1.   What are you interested in? (Then, Tell me about that).

2.   Tell me something about yourself.

3.   What do you consider is your best quality? Tell me about that.

4.   What is your philosophy of life? Tell me about that.

5.   What rules do you live by? or What rule........? Tell me about that.

6.   What have you been successful at?

7.   What is your main interest in life?

8.   What have done to be right?

9.   What have you won?

10.   What attitude do you find it necessary to assume to be a success?

11.   To what creed do you attribute your success?

12.   What ideals do you hold?

13.   What do you feel you must do in life?

14.   What do you feel is the correct way to live?

15.   What have done to win?

16.   What are good at doing?

17.   What have observed about your family?

18.   What have observed about your work?

19.   What have you observed about your work?

20.   What activities give you the most pleasure?

21.   What simple pleasures are important to you?

22.   What does caring for another person mean to you?

23.   What does it take to make you happy?

24.   What was the last thing you discovered?

25.   How important is experience? What do you do in your life that requires experience?

26.   What determines whether a person is beautiful?

27.   How do you determine if a person is honest?

28.   What attitudes create a good male-female relationship?

When doing 2 way comm be sure to mark all reading items on the worksheets which are originated by the Pc. These reading items can be used to make up more 2 way comm questions in later sessions. Additional questions can be found in the R1C list of 2 way comm questions.

HOW TO GET RANGE ARM ACTION

23 SEPTEMBER 1988

The most vital necessity of Clearing at any level is to get Range Arm Action. Not to worry the Pc about it but just to get Range Arm action. Not to find something that will get future Range Arm but just to get Range Arm NOW.

Many Clearing Practitioners are still measuring their successes by things found or accomplished in the session. Though this is important too (mainly at Level III), it is secondary to Range Arm Action.

1.   Get good Range Arm Action.

2.   Get things done in the session to increase Range Arm Action.

Note: A Range Arm assessment is a slow assessment; a needle assessment is a fast assessment.

RANGE ARM ASSESSMENT

The Range Arm can be used in assessment actions. As the needle reacts on list items, so does the Range Arm react on things that will give Range Arm.

You don't usually needle assess in doing Levels 0, I and II. You Range Arm Assess.

The Rule is:

THAT WHICH MOVES THE RANGE ARM DOWN WILL GIVE RANGE ARM ACTION.

Conversely, another rule:

THAT WHICH MOVES ONLY THE NEEDLE SELDOM GIVES GOOD RANGE ARM.

So for Levels 0, I and II (and not Level III) you can actually paste a paper over the needle dial, leaving only the bottom of the needle shaft visible so the Range Arm can be set by it and do all assessments needed with the Range Arm. If the Range Arm moves on a subject then that subject will produce Range Arm if the Pc is permitted to talk about it (Itsa it).

This seems almost a foolish thing to stress - what is producing Range Arm will produce Range Arm. But it is the first lesson to learn. And it takes a lot of learning.

There are two things of great importance in a Clearing cycle. One is the "What's-it;" the other is the "Itsa." Confuse them and you get no Range Arm.

If the Clearing Practitioner puts in the Itsa and the Preclear the What's-it, the result is no Range Arm. The Clearing Practitioner puts in the What's-it and the Pc the Itsa, always. It is so easy to reverse the role in Clearing that most Clearing Practitioners do it at first. The Preclear is very willing to talk about his difficulties, problems and confusions. The Clearing Practitioner is so willing to Itsa (discover) what is troubling the Preclear that a Clearing Practitioner, green in this, will then work, work, work to try to Itsa something "that will givethe Pc Range Arm" that he causes the Pc to "What's-it What's-it What's-it that's wrong with me."

Listing, as in Listing and Nulling, is not really good Itsa-ing; it's Whats-iting as the Pc

is in the mood "Is it this? Is it that?" The result is poor Range Arm. But in Listing and Nulling you're not interested in getting Range Arm; you just want to find the item.

Range Arm comes from the Pc saying "It IS," not "Is it?"

Examples of Whats-it and Itsa: Clearing Practitioner: "What's here?" (Whats-it). PC: "A Clearing Practitioner, a Preclear, a meter." (Itsa).

Itsa really isn't even a Comm Line. It's what travels on a Comm Line from the Pc to the Clearing Practitioner, if that which travels is saying with certainty "It IS."

A master Clearing Practitioner can sit down with a Pc and meter, put in about three minutes "assessing" by Range Arm Action and using only Listen Style Questions (R1C) get 35 Divisions of Range Arm in 2 1/2 hours with no more work than writing down Range Arm reads and her Clearing Practitioner's report. Why? Because the Pc is not being stopped from Itsa-ing and because she doesn't lead the Pc into What's-it-ing. And also because she doesn't think Clearing is complicated.

Range Arm Action has to have been prevented if it didn't occur. Example: A Clearing Practitioner, noting a What's-it moved the Range Arm, every time, promptly changed the What's-it to a different What's-it. Actually happened. Yet in being asked what he was doing in session said: "I ask the Pc for a problem he has had and every time he comes up with one, I ask for solutions to it." He didn't add that he frantically changed the What's-it each time the Range Arm started to move. Result - 9 Divisions of Range Arm in 2 1/2 hours, Pc laden with by-passed charge.   If he had only done what he said he had he would have had Range Arm.

If it didn't occur, Range Arm Action has to have been prevented! It doesn't just "not occur."

In confirmation of Clearing Practitioners being too anxious to get in the Itsa Line themselves and not let the Pc is the fad of using the meter as an Ouiji Board. The Clearing Practitioner asks it questions continually and never asks the Pc. Up the spout go divisions of Range Arm "Is this Item a terminal?" the Clearing Practitioner asks the meter. Why not ask the Pc? If you ask the Pc, you get an Itsa, "No, I think it's a condition because........................" and the Range Arm moves.

Now to give you some idea of how crazy simple it is to get in an Itsa Line on the Pc, try this:

Start the session and just sit back and look at the Pc. Don't say anything. Just sit there looking at the Pc. The Pc will of course start talking. And if you just nod now and then and keep your Clearing Practitioner's report going unobtrusively so as not to cut the Itsa, you'll have a talking Pc and most of the time good Range Arm. At the end of 2 1/2 hours, end the session. Add up the Range Arm you've gotten and you will usually find that it was far more than in previous sessions.

Range Arm action, if absent, had to be prevented! It doesn't just fail to occur.

But this is not just a stunt. It is a vital and valuable rule in getting Range Arm.

RULE:

A SILENT CLEARING PRACTITIONER INVITES ITSA.

This is not all good, however. In doing Dichotomy Clearing the silent Clearing Practitioner lets the Pc Itsa all over the whole track and causes Over-Reactivation which locks up the Range Arm. But in lower levels of Clearing, inviting an Itsa with silence is an ordinary action.

In Levels 0, I and II, the Clearing Practitioner is usually silent much longer, proportionally in the session, than he or she is talking - about 100 of silence to 1 of talking. As soon as you get into Level III Clearing however, the Clearing Practitioner has to be crisp and busy to get Range Arm and a silent, idle Clearing Practitioner can mess up the Pc and get very little Range Arm. This is all under "controlling the Pc's attention." Each level of Clearing controls the Pc's attention a little more than the last.

Level 0 hardly controls at all. The rule above about the silent Clearing Practitioner is employed to the full.

So the higher the level the more control of the Pc's attention. But in the lower levels, as you go back down, the processes used require less and less control, less Clearing Practitioner action to get Range Arm. And if the Clearing Practitioner actions get busier than called for in the lower levels the Range Arm is cut down per session.

OVER-REACTIVATION

The thing that seizes a Range Arm up is Over-Reactivation.

THE RULE IS:

THE LESS ACTIVE THE Range Arm THE MORE OVER-REACTIVATION IS PRESENT. (THOUGH REACTIVATION CAN ALSO BE ABSENT.)

Therefore a Clearing Practitioner clearing a Pc whose Range Arm action is low (below 20 Range Arm Divisions down for a 2 1/2 hour session) must be careful not to over-reactivate the Pc (or to gently reactivate the Pc). This is true of all levels. At Level 0 this becomes "Let the Pc do the talking."

Over-Reactivation is the Clearing Practitioner's most serious problem.

Under-Reactivation is just a Clearing Practitioner not putting the Pc's attention on anything.

The sources of reactivation are:

1.   Life and Livingness Environment. This is the workaday world of the Pc. The Clearing Practitioner handles this with Itsa or Ruds and even by regulating or changing some of the Pc's life by just telling the Pc to not do this or that during an intensive or even making the Pc change residence for a while if that's a source. This is sub-divided into Past and Present.

2.   The session and its environment. This is handled by Itsa-ing the subject of session environments and other ways. This is subdivided into Past and Present.

3.   The subject matter of this technology. This is handled by assessing (by Range Arm motion) a list of things connected to Alethiology and then Itsa-ing or Prepchecking what's found.

4.   The Clearing Practitioner. This is handled by "What would you be willing to tell me", "Who would you be willing to talk to" and other such things for the Pc to Itsa. This is sub-divided into Past and Present.

5.   This lifetime. This is handled by slow assessments and lots of Itsa on what's found whenever it is found to be moving the Range Arm during slow

assessment. You see what moves the Range Arm and bleeds it of Itsa right now.

6.   Pc's Case. In Levels 0 to II this is only indirectly attacked as above.

In addition to the actions above, you can handle each one of these or what's found with a slow Prepcheck.

LIST FOR ASSESSMENT

Assess for Range Arm motion the following list:

The surroundings in which you live.

The surroundings in which you used to live.

Our surroundings here.

Past surroundings for Clearing or treatment.

Things connected with Alethiology

Myself as your Clearing Practitioner.

Past Clearing Practitioners or practitioners.

Your personal history in this lifetime.

Goals you have set for yourself.

Your case.

Whatever you assess by Range Arm, once you have it, get the Range Arm out of it before you drop it. And don't cut the Itsa.

MEASURE OF CLEARING PRACTITIONERS

The skill of a Clearing Practitioner is directly measured by the amount of Range Arm he or she can get. Pc's are not more difficult one than another. Any Pc can be made to produce Range Arm, but some Clearing Practitioners cut Range Arm more than others.

Also, in passing, a Clearing Practitioner can't falsify Range Arm. It's written all over the Pc after a session. Lots of Range Arm = Bright Pc. Small Range Arm = Dull Pc.

Any Body Motion doesn't count. Extreme Body Motion on some Pcs can produce a division of Range Arm! Some Pcs try to squirm their way to clear! A good way to cure a Range Arm conscious body moving Pc is to say, "I can't record Range Arm caused while you're moving."

THE FIRST THING TO LEARN

By slow assessment is meant letting the Pc Itsa while assessing. This consists of rapid Clearing Practitioner action, very crisp, to get something that moves the Range Arm and then immediate shift into letting the Pc Itsa during which be quiet! The slowness is overall action. It takes hours and hours to do an old Preclear History form this way but the Range Arm flies.

The actual Clearing in Level III looks like this - Clearing Practitioner going like mad

over a list or form with an eye cocked on the Range Arm. The first movement of the Range Arm (not caused by body motion), the Clearing Practitioner goes a tiny bit further, if that, and then sits back and just looks at the Pc. The Pc comes out of it, sees the Clearing Practitioner waiting and starts talking. The Clearing Practitioner unobtrusively records the Range Arm, sometimes nods. Range Arm action dies down in a couple of minutes or an hour. As soon as the Range Arm looks like it hasn't got much more action in it the Clearing Practitioner sits up, lets the Pc finish what he or she was saying and then gets busy busy again. But no action taken by the Clearing Practitioner cuts into the Range Arm action. In Levels 0 to III no assessment list is continued beyond seeing a Range Arm move until that Range Arm motion is handled.

In doing a list of questions to get Itsa and Range Arm action, one goes down the list until the Range Arm moves (not because of Body Motion). Then, because a Range Arm is not very pinpointed, the Clearing Practitioner covers the one or two above where he first saw Range Arm and watching the Pc for interest as the Pc circles around that area until he is sure he has what made the Range Arm move and then bleeds that for Range Arm by Itsa or slow Prepcheck.

Yes, you say, but doesn't the Clearing Practitioner do CEs on the Pc? One question-one answer ratio? NO!

Let the Pc finish what the Pc was saying. And let the Pc be satisfied the Pc has said it without a lot of chatter about it.

RANGE ARM NOT MOVING SIGNALS CLEARING PRACTITIONER TO ACT.

RANGE ARM MOVING SIGNALS CLEARING PRACTITIONER NOT TO ACT.

Only the Clearing Practitioner can kill the Range Arm motion. So when the Range Arm starts to move, stop acting and start listening. When the Range Arm stops moving or seems about to, stop listening and start acting again.

Only act when the Range Arm is relatively motionless. And then act just enough to start it again.

Now if you can learn just this, as given here, to act when there's no Range Arm and not act when there is Range Arm, you can make your own start on getting good Range Arm on your Preclear.

With this you buy leisure to look over what's happening. With 50 rules and your own confusion to worry about, you'll never get a beginning. So, to begin to get Range Arm on your Pc first learn the trick of silent invitation. Just start the session and sit there expectantly. You'll get some Range Arm.

When you've mastered this (and what a fight it is not to act, act, act and talk ten times as hard as the Pc) then move to the next step.

Cover the primary sources of over-reactivation listed above by asking for solutions to them.

Learn to spot Range Arm action when it occurs and note what the Pc was saying just then. Co-ordinate these two facts - Pc talking about something and Range Arm moving. That's Assessment Levels 0 to III. Just that. You see the Range Arm move and relate it to what the Pc is saying just that moment. Now you know that if the Pc talks about "Bugs" he gets Range Arm action. Note that down on your report. BUT don't otherwise call it to Pc's attention as Pc is already getting Range Arm on another subject. This Pc also gets Range Arm on Bugs. Store up 5 or 10 of these odd bits, without doing anything to the Pc but letting him

talk about things.

Now a few sessions later, the Pc will have told all concerning the prime source of over-reactivation, only getting the Pc started when he or she ran down. But you will now have a list of several other things that get Range Arm. You can now get Range Arm on this Pc at will. All you have to do is get an Itsa going on one of these things.

ANY Range Arm is the sole target of levels 0 to III. It doesn't matter what generates it.

From Levels 0 to III the Pc's happiness or recovery depends only on that waving Range Arm. How much does it wave? That's how much the case advances. Only at Level IV do you care what it waves on.

You're as good a Clearing Practitioner in Levels 0 to III as you can get Range Arm on the Pc and that's all.

Your enemy is Over-Reactivation of the Pc. As soon as the Pc goes into more charge than he or she can Itsa easily, the Range Arm slows down! And as soon as the Pc drowns in the over-reactivation, the Range Arm stops clank! Now your problem is correcting the case. And that's harder than just getting Range Arm in the first place.

Yes, you say, but how do you start "getting in an Itsa Line?" "What is an Itsa?"

All right- small child comes in room. You say, "What's troubling you?" The child says: "I'm worried about Mummy and I can't get Daddy to talk to me and ......" NO Range Arm.

This child is not saying anything, is he? This child is saying "Confusion, chaos, worry." No Range Arm.

Small child comes in room. : You say "What's in this room?" Child says, "You and couch and rug........" That's Itsa. That's Range Arm.

Clearing Practitioner says, "You've been getting Range Arm movement whenever you mention houses. In this lifetime what solutions have you had about houses?" And there's the next two sessions all laid out with plenty of Range Arm and nothing to do but record it and nod now and then.

THE THEORY OF RANGE ARM ACTION

Range Arm motion is caused by the energy contained in confusions blowing off the case. The confusion is held in place by aberrated stable data.

The aberrated (non-factual) stable datum is there to hold back a confusion but in actual factthe confusion gathered there only because of an aberrated consideration or postulate in the first place. So when you get the Pc to as-is these aberrated stable data, the confusion blows off and you get Range Arm.

So long as the aberrated stable datum is in place, the confusion (and its energy) won't flow.

Ask for confusions (worries, problems, difficulties) and you just over-reactivate the Pc because his attention is on the mass of energy, not the aberrated stable datum holding it in place.

Ask for the aberrated stable datum (considerations, postulates, even attempts or actions or any button) and the Pc as-ises them, the confusion starts flowing off as energy (not as confusion) and you get Range Arm.

Just reactivate old confusions without touching the actual stable data holding them back and the Pc gets the mass but no release of it and so no Range Arm.

The Pc has to say "It's a ...." (some consideration or postulate) to release the pent-up energy held back by it.

Thus a Clearing Practitioner's worst fault that prevents Range Arm is permitting the dwelling on confusions without getting the Pc to give up with certainty the considerations and postulates that hold the confusions in place.

And that's "Itsa." It's letting the Pc say what's there that was put there to hold back a confusion or problem.

If the Pc is unwilling to talk to the Clearing Practitioner, that's What to Itsa - "decisions you've made about Clearing Practitioners" for one example. If the Pc can't seem to be Cleared in that environment, get the old environments Itsa'ed. If the Pc has lots of PTPs at session start, get the Pc's solutions to similar problems in the past.

Or just Prepcheck, slow, the zone of upset or interest of the Pc.

And you'll get Range Arm. Lots of it.

Unless you stop it.

There's no reason at all why a truly expert Clearing Practitioner can't get plenty of Range Arm Divisions Down per 2 1/2 hour session running any old thing that crops up on a Pc.

But a truly expert Clearing Practitioner isn't trying to Itsa the Pc. He's trying to get the Pc to Itsa. And that's the difference.

The Itsa Line

The itsa line is the PC's comm line to the auditor. It is not always pursuant to the auditor's whatsit. Sometimes it is pursuant to the PC's whatsit. The auditing cycle is made up of a concatenation of comm lines. A comm line can be very faint, as with the attention line. There may be lines preceding the attention line, as the auditor gets the PC to put his attention on the auditor.

Having an attention line already extant, you convert it to an itsa line. There's the situation where the PC's attention line is on something other than the auditor. If the auditor is adroit, he can flick it over to where he wants it. For instance, the PC says, "I can't stand wild parties ... Blah! Blah! ... " It takes skill to flick the attention over to what you want the PC to talk about. This is getting the itsa line in. A PC will always follow the least-charged aberrative line with his RA action. RA exists on the least-charged aberrative line at any moment. The mind is so regulated that it will not release charges that the PC considers too dangerous. RA action ceases when you have too much charge. You could bleed it off, but you have gotten into too much charge. And no RA action equals no case advance, even if you get somatics off. You can make it even worse. By running the PC with no RA action, you can make the needle action cease too. The longer you run a case with no RA action, the more the case freezes up and the harder it will be to produce RA action.

The most likely way to get RA action on a case is to get in the itsa line. Routine-1-C (Routine-1-Comm) is the process that does this. It is a "soft touch" way of getting in the itsa line. This is the workhorse. It requires deftness, but it gets in the itsa line on a jammed, overcharged case, and it will restore RA action. [Per BTB 4Dec71R I "R1C", R1C consists of:

1. Finding something that moves the RA.

2. Running the RA out of that subject, to F/N, cog, VGI's. The usual method of finding what to run in general R1C is by assessment of dynamics. Assessment by dynamics gives a series of questions covering each of the dynamics. This is assessed by tone arm, as given in E-meter Drill 23. Take up the reading question by use of further questions on that same subject.]

The best way to restore RA action to a case that has become overcharged is to cleverly get in and handle the itsa line. Cleverness is required. You could ask the PC who comes into session talking about something else, "Did our last session have anything to do with this?" This puts his attention back into session, gently, without putting it on the auditor. This is preferable to the psychoanalytic practice of letting the PC run on and on about irrelevancies. Getting your job done and having your PC like you all the time conflict and are sometimes diametrically opposed. The crudest way to get the itsa line in is, "Tell me about it." This is functional, however. What you want to do is to move the itsa line around enough to relieve his problem, to the point where you can put the attention line on a significance that will give him case advance. It is about as skilled as building a watch: very adroit, to the point of invisibility. You duplicate what he has been talking about and pull his itsa line a bit further and put it on something you want it to be on. You can even re-use the PC's origination later, when you have run out of RA or itsa. For instance, the PC complains of headaches. You get him to examine how they are affected by what you are auditing. Then, several sessions later, you can bring the headaches up again as needed.

Unless you can handle the attention line smoothly, you can't get the itsa line established. You are split between wanting the PC to think well of you and getting your job done. In the end, they come to the same thing, but for the moment, it is a matter of making forward progress despite unavoidable, or avoidable, upsets. Be as clever and as adroit as you can, plus a little.

There are thousands of ways to shift the PC's attention. Say his attention is on something. You ask, "What have you learned about _____ ?" You get RA. Parallel what the mind is doing, and you can control it. Find what the PC's attention is on, and if you can get RA motion by having the PC locate things about what his attention is on, he will recover from any obsessive or compulsive tendencies about it or toward it. It is the RA motion that takes off the compulsion, not the significance of what he digs up. The PC way be talking about his grandma's jam-making, but if he is getting RA motion, he is getting gains. The fastest recovery comes with a combination of significance and RA motion.

The least charged aberrated area of the case is where you will get RA motion. Sometimes a direct approach to a highly-charged area may fail, until it is unburdened by getting RA off some other area first. When you work with that area [the latter area], the PC will know that processing works for him. PC's always make gains if they are getting RA motion.

RA motion only occurs when the itsa line is in. Why do we call it the "itsa line"? The itsa line is more than just a comm line. It is seeing something to describe and describing it. A person in jail can't go to anywhere to see if itsa. He can't say, "Itsa beach," or "Itsa Brighton," etc. A nightmare is the inability to itsa, followed by mocking up something that can be itsa'ed that is wrong. Itsa is the way the thetan orients himself: itsa ceiling, itsa floor, itsa wall, etc. Itsa. Therefore I'ma. [Cf. Descartes with, "I think. Therefore I am."] Hide somebody, and the itsa line is cut on himself. No one else can say, "Itsa." Disassociate somebody from his identity and he won't be able to itsa himself. he won't be able to say, "Itsa me: Joe Jones." This is the basic aberration: inability to orient, identify, declare, or recognize. It is not just the inability to solve. If itsa is so important to ability, memory, identity, and power, then we would expect the major trick on the track to be that of cutting the itsa line, one way or the other. And so it is. Implanters give you all sorts of false data. You get killed one way, and they convince you that you died another way, or that you didn't die at all. They disrupt your itsa line. This can go on to the point where people believe that they live only once. The report-back mechanism is even used by doctors, when they have insane people report back for shocks, etc.

People think that what we are doing is unreal, but we know the substance of their unreality. We know where their itsa line is out. The notion, "Man is an animal. At death there is a cessation of cellular commotion," makes nothing of everyone.

The itsa line can be out of ARC and on KUCDEIOF, the whole scale for R2H. Tell someone that something that is, isn't, and his itsa line will go out. Give someone chalk for candy; he bites into it. His itsa line is out. This is the "false" level. Nothing: Say that nothing haunts this planet; it's all natural, and anyone who thinks otherwise must be paranoid. Say something isn't that is, or that something is that isn't, like the Darwinian theory. Inhibited: Tell someone not to examine something because it is dangerous. Enforced: Know this or be shot! Desired: A want-to-know itsa. Curious: a curiosity itsa. Not just curious about. Then there's unknown itsa: You have reality on the unreality of people on this planet. The itsa is their unknowingness. A thetan's tolerance rises to where he can confront an unknown comfortably, without doing anything about it. X, in algebra, would be an example of this. A mathematician has gone overboard on the subject of unknownnesses and having to solve it all. Some auditors, likewise can't stand the PC's being in an unknown as he is working on an itsa and have to leap in and get the itsa line in themselves with the meter. Known: An itsa line can be too known. For instance, some crimes are unsolvable because they are committed in too known a fashion. The obviousness of the postman makes him the ideal murderer in a mystery. He is too known. Sometimes things are too obvious. That also includes the "Everyone knows," that never gets examined.

Itsa identifies, either individually or, if that is not possible, by classification, by type. You get a comfortable feeling from this which every now and then gets betrayed, e.g. when you find out that you are in a stage set, not a room. This gives you an ARC break from the false itsa. GPM's are full of such false itsas. The subject of itsa has to do with straightening out one's ARC with the universe. It is an interesting question why there should be this passion

for itsa.

Getting the itsa line in has nothing to do with getting the PC to auditor comm line in. The latter is more likely to be related to the PC's attention line to the auditor. Getting the itsa line in is getting the PC to identify, inspect, decide about, and differentiate things in his bank or in the physical universe, e.g., in objective processing, the room. You could probably get RA by running "What's that?" and pointing at things. This is not always workable. Itsa is familiarization, e.g. with a car or a typewriter. That is why familiarization processes like, "Touch that _____ ," work.

A person who is really itsa-ing is blowing off encysted charge caused by former confusion about an area. That is the mass aspect, the force aspect of it. When you have itsa'd on a area, the area never comes up again. Until then, the area keeps coming up -- in the future, ten years in the past, two trillion years in the past, as this, as that, etc. While the PC is looking for the itsa, what drives some auditors nuts is the extra itsas he puts in and takes out. "This ... No, that...." A lot of apparent itsas come off before you get the final itsa. But you could almost say that all the running of a case, on through to the final cognition, the final itsa, consists of conditional itsas. An auditor should never expect only permanent itsas.

It is adroit of the auditor to use the PC's attention line to get the itsa line in by steering it to areas that can be itsa'd. Put the PC's attention on things he can identify. Letting the itsa line exist is the lowest level of auditing. Putting the itsa line in is more active. The universe is full of whatsit lines, so concentrate on the itsa line. The itsa line will suffer from being too known, as in "Everyone knows." The itsa line is the PC's line to the auditor.

The Itsa Maker Line and Range Arm

Things look more complex than they actually are. Sitting somewhere in back of every thetan's bank is a tremendous insecurity, in which the thetan believes implicitly that the universe is dangerous, or that he is in danger, or that he cannot live or survive as a powerful being. The itsa line could look to you like a simple communication line on which, if you let anyone talk enough, he will get better. This is not so. If you understand the itsa line, you will see the PC go through a cycle of fishing for an itsa. If the auditor tells the PC what is there by putting in the itsa with the meter, it leaves the PC in a zone or area of insecurity, as will any interruption of the PC's itsa. The PC has to be responsible for putting in the itsa line. If the auditor does it too much, e.g. saying, "The meter reads that it is before 1850," etc., you have created a psychiatric, potentially hypnotic, evaluative set-up. It is OK to give a little help, but not to put in the whole itsa line for the PC. When you tell a person that there is hope for his case, you are putting in an itsa line, the "Hope Factor".

But what about the line plot, for instance? This puts in an itsa line for the PC, to some degree. The line plot for the GPM is the lesser of two evils. It allows the PC to identify it to his own reality, and it is less undesirable than letting the PC wrap himself around a telephone pole. It was an other-determined thing in the first place, and the most important thing is to get the charge off of it. Similarly, if the PC is trying to date something and bogs utterly, you should help him with the meter, enough to increase his ability to see what he is after by narrowing his search. Even if you get down to the hour and minute and the PC never spotted it, at least you've got it dated. But it is still a bit of a lose. The only time you totally lose is when you have to put the whole itsa line in.

Aberration is a means of perverting the itsa line. Pure evil is denial of the itsa line and aberration of it. Perversion of the itsa line has to be very direct in order to be very aberrative. Given the slightest chance, the PC will put in his itsa line. But the question is: will he put it in on anything aberrative? He won't, unless directed to it. Psychoanalysis directs the itsa line to something non-aberrative, lets him itsa, and then evaluates, putting the itsa line in totally, analyzing it for him.

Putting in a hope factor by saying that something can be done to change conditions puts in the itsa line, to a small degree. Even, "Start of session" puts in an itsa line, with the intent of putting the PC in a position to itsa. The intention makes the difference, where one puts in the itsa line for another. An evil intention, [in this respect] is one that is devoted to decreasing the person's ability to itsa. That is the way to make slaves. A good intention is an intention to improve someone's itsa. Get the person to identify, spot, and point out, and he will be in better shape than he is.

This corner of the universe is suffering from a surplus of lousy civilization. It was recently conquered, but it was set up to be conquered by the use of degrading mental technology. The civilization in this area implanted their own soldiers "to be loyal" "to be brave", etc. Such a civilization has no power, because for an implant to stick, it has to have two items: one positive and one negative, e.g. "to be a loyal soldier" and "to be a disloyal soldier". So fifty percent of the implant is in the negative. Also, the fact that the implant was done at all destroys loyalty. The Galactic Confederacy, with no implanting, lasted eighty trillion years. The Espinol Confederacy, with implants, lasted a few hundred thousand years. Rome died at the hands of her slaves, not at those of barbarians. Being a free man didn't pay, so who wanted to fight for Rome? Slavery produced a civil war. The first families of Boston made their money from slaves [and so we got a civil war, too.] It is not just a matter of sentiment. Statistically, slavery never pays off. It is dangerous. Russia is having trouble because of the slave economy, which is a hang-over from pre-revolutionary Russia. Probably the white Russian nobility came back from the between-lives area as communists.

Slavery always produces a backlash because a thetan never really gives up. He can hold the postulate that he was right all the way down to the bottom of unconsciousness. The

effort to dominate and to deny power of choice to others is the road that this universe walked towards the Hell it became. Fear stands ahead of that. The nonsense behind it is that a thetan can't do anything but survive, so for him to fear non-survival is foolish. How to kill a thetan is the biggest problem in this universe.

How can a being who cannot cease to survive get into a state of mind where he is afraid that he won't? It takes a lot of trickery. Usually it is on an extension of self into a possession, like making a minion: mocking up a mock-up, endowing it with life, and protecting it when someone attacks it. It can be a body, a state, etc. The thetan must have confused himself with it to the point where he thinks his survival can be affected. That is the first step into aberration.

The next step is elementary. One is worried about survival, so one solves the problem of survival by domination. This solution is not successful in the long run. That which is not admired tends to persist. That is one reason why domination stays around: domination is not admired. Thetan A, to protect something, dominates thetan B. In so doing, he sets himself up to be dominated in turn. Having set up a cause-effect line, the line can reverse. It is a comm line, with duplication, which makes it easy to reverse. Any custom on this planet has this reverse duplication element. You can count on its having been the reverse at some time. The duplication factor easily makes cause look like effect on this comm line, and it leads to the overt-motivator sequence. One commits overts. Then, one day, one slips into effect and gets what one caused. Running O/W frees up a vicious comm line and cures some mis-identifications, thus undoing aberration. For instance, waiters wear black tuxedos. Any custom was a reverse custom at an earlier date.

If communication is so dangerous, why does a thetan communicate at all? It is because he wants to be oriented. Once oriented, a thetan uses his best tool: communication, to dominate, to do people in and to mess up things that he tries to identify with. He mis-uses his comm line. It is there because he is lost and feels the need of orientation, hence his desire for communication. There is insecurity behind this desire, the reason for which we don't know yet. In using the itsa line, "we're using the obsession to identify, which lies back of the communication line. We are using a principle higher than communication, coupled with communication, in order to orient and rehabilitate the thetan."

All we are missing is what lies behind the insecurity that caused him to start the whole cycle. Originally, the thetan was not insecure, was not reaching, not protecting anything, and he was not communicating! How and why did anyone get to him, originally, to the point where he felt that he needed to be oriented to be comfortable? It is hard to figure this out because there was no communication at the time. But "you show me the problem, and very shortly later, I'll show you the answer."

Just as it took only one step to start down that road, so it takes only a step at the other end to go back up. The PC gradiently comes up to OT, then breaks through with a shock that may scare him. Processing is the cure for having to be familiarized with things to itsa. We are undoing the tendency to itsa by using it. Once a thetan is free of those things, he will snap back to his original lost power, at least until he rights some wrongs and slips, briefly.

Self-determinism, pan-determinism, and personal power is restored to the individual along the line of minimal help and maximal recovery of self-determinism, of self-ability to itsa, on the part of the PC. As the case goes along, its progress is measured directly by the degree to which self-determinism is returned into the PC's hands. Thus you could get a fantastic number of engrams and GPM's run and have a foggy PC, by dating everything in the bank for him or by invalidating some datum of the PC's, no matter how slightly.

An auditor has the same problem a mother has: to give enough help, but not too much. The amount of help required is not constant from one PC to the next, because PCs are at such different levels of independence and aberration. Both could be high! The problem is to determine how much help the PC needs in order to know. What you want to do is to take whatever ability you find and reduce any dependency you find. Give the PC all the help he

needs to get along, and then reduce it.

Added into all this is your flubs. You will never reduce them to zero, so don't try. You will get caught in cross-currents of communication and purposes. Since the PC's comm line is so often fogged up in session, the auditor's ability to handle it perfectly is nil. So the auditor shouldn't be afraid of mishandling the PC, because an occasional mishandling is inevitable. So, when this happens, you have to get slippy and handle the intention line, if possible.

Don't put the PC's attention on the auditor. This can happen by mistake, but watch out! E.g., don't say, "Do you want to tell me about it?" This inadvertently diverts attention to the auditor.

The PC's itsa line will get better to the degree that it is permitted to exist. Don't just let the PC talk, but direct his attention to things in the bank that he can identify. Don't tell him what he is looking at, if you can avoid it, but if you do have to tell him, let him itsa it. If you don't, his ability to identify will deteriorate, and his ability to know whether he is right will decrease. That is the effect of confirming his itsa line with the meter. If you look on what you are doing as improving the PC's ability to know that he is right, to be positive, you will make minimal mistakes. That is the chief ability that is there to be improved on a case. If you look on a case as something from which significances have to be removed, regardless of the PC's ability to be certain, the PC will still make it, but it will take much longer. The PC's case improves by removal of charge but is impeded by the auditor cutting back his ability to itsa.

An "ARC breaky PC" is probably one with a high degree of independence, perhaps swamped by charge. You can create dependency by telling him everything. There is also the point to be considered, that if you don't tell the PC when an item is finally discharged, early in running GPM's, the PC will leave items charged, and the mechanism of the bank will cause him to bounce and ARC break. So you put in the itsa line: itsa discharged. Sooner or later, the PC will start to tell you that it is. At that point, stop telling him that it is clean. Don't stop if he still can't tell. To do so would leave him with live RI's and postulates. Wean him off from the meter slowly, validating his knowingness as it develops. Give the PC all the help he needs. If a PC can't tell what is in his bank, he can't live with it. There is a certain minimal help that a PC needs to get started. He can't do it all on his own.

On the other hand, you could get a PC who hasn't been here long, who cognites on the Axioms, knocks out the bank, does change of space processing between the auditing room and the next building [See The Creation of Human Ability, pp. 37-39; 171-173. This is the "Grand Tour" process, the object of which is to get all areas into present time by directing the PC to be in a variety of places.], and says goodby and thank you. Fine. You audited him.

ARC breaky PCs sometimes get into the situation of having their concept of their own independence cut up by people putting in itsa lines for them. They dramatize. A PC who is routinely ARC breaky undoubtedly has something wrong with the itsa line, and not from auditing. He could benefit from an 18-button prepcheck on the itsa line. Those eighteen buttons are the most powerful itsas there are or ever have been in the universe. Another approach would be to handle the fact that the PC is using the ARC break to solve a problem. But the prepcheck normally gets it cleaned up.

A cut itsa line is the most colossal PTP there is. A person's itsa line to the rest of the universe is cut just by the fact of his being on earth. If he tries to leave earth, he goes to the between-lives area.

The only missing piece is: why does a thetan have a compulsion to itsa?

ADEQUATE RANGE ARM ACTION

23 SEPTEMBER 1988

Now that it has been established fully that a Pc's gain is directly and only proportional to Range Arm Action, the question of how much Range Arm Action is adequate must be answered.

These are rough answers based on direct observation of Pcs after sessions.

Range Arm action is measured by DIVISIONS DOWN per hour of session or per hour of Clearing.

Range Arm action is not counted by up and down, only down is used. Usually the decimal system is used. But fractions can also be employed. Needle falls are neglected in the computation, only actual motion of the Range Arm is used.

One can add up or approximate the TOTAL DOWN RANGE ARM MOTION. After a session, if a Clearing Practitioner is keeping good reports of Range Arm motion, one adds up all the divisions and fractions of division of Down Motion (not up) and the result is known as TOTAL RANGE ARM FOR THE SESSION.

A needle gives about a 10th of a Division of motion in one sweep across the dial but, as above, is not used in this computation. Needle action is neglected in the add-up.

Example: As noted in the Range Arm column of a Clearing Practitioner's worksheets, 4.5, 4.2, 4.8, 4.0, 3.5 gives you .3 + .8 + .5 gives you 1.6 Divisions of Range Arm action for that period of time. When this is done for a full hour session, the table on the following page gives you a rough idea of what is expected and what will happen to the Pc.

Amount per Hour	Session Rating	PC Reaction
10 Divs	Excellent	Feels wonderful
8 Divs	Good	Feels good
6 Divs	Acceptable	Feels "Better"
4 Divs	Poor	Slight Change
2 Divs	Unacceptable	No Change
0 Divs	Harmful	Gets Worse

Anything from 4 Divs to 0 Divs of Down Range Arm per hour of session is something to do something about. One gets very industrious in this range.

THE RANGE ARM

23 SEPTEMBER 1988

If you haven't got a CB Meter, you can't clear people. That has now emerged as a final datum.

For without a CB Meter you cannot tell, the way it has now developed, whether a case is really moving or not or whether a process is biting.

1.   A case which is not registering a rapidly moving Range Arm during a session is not progressing well.

2.   A case which has no wide Range Arm movement during processing has not remedied objective havingness.

3.   Extreme low arm and extreme high arm cases only have low objective havingness.

4.   A case should move 5-6 divisions of the Range Arm dial up or down in an hour of processing before it can be considered to be running well.

5.   If a Range Arm doesn't change under processing the case is not progressing.

6.   The keys to a moving Range Arm are:
      (a) Havingness
      (b) Perpetrations

7.   No case should be processed on anything else but some form of objective havingness or P/W before the Range Arm is moving freely.

8.   Extreme high and extreme low Range Arm cases alike are unable to have the room of the session.

9.   Extreme high and extreme low Range Arm cases alike cannot have the Clearing Practitioner or people.

10.   Until a case is made to read around the clear read, it should not be processed on anything but havingness, P/W, confront (or duplication) processes.

The Range Arm tells you, by its motion, the extent of case advance long before you get another APA graph. Inadequate Range Arm motion during processing means inadequate case gain.

If the case isn't gaining, try another objective havingness process.

TALKING THE RANGE ARM DOWN

5 FEBRUARY 1989

One of the hallmark an expert Clearing Practitioner of any Class is the ability to TALK THE RANGE ARM DOWN if it is high at start of session.

It is not a new technique. It has been done for many years by well-trained Clearing Practitioners.

If one understands the anatomy of the Human Mind and what is By-passed Charge he will understand this simple but important technique.

Clearing Practitioners of all levels should be able to talk the Range Arm down quickly and simply without reactivating the Pc further.

The Range Arm is NOT talked down by getting overruns, Ruds or ARC Breaks. It is not done by Rehabbing Former Releases.

It is done by the simple time honored action of ASKING THE RIGHT QUESTION, GETTING IT ANSWERED AND LETTING THE RANGE ARM BLOW DOWN.

By letting the Range Arm blow down, it is meant that the Clearing Practitioner does not have any attitudes or ridges toward the Preclear and lets him blow off charge which will bring the Range Arm down.

THE CLEARING PRACTITIONER NEVER INTERRUPTS THE PC WHILE THE RANGE ARM IS MOVING.

To ask the right question on this technique, you must first know what you are trying to accomplish.

Why do you want to bring the Range Arm down?

The answer is simply that the Range Arm being high (3.5 or above), indicates that there is some mass the Preclear's attention is on. You want that mass out of the way so that you can direct the Preclear's attention where you want it.

So what you simply do is get the Preclear to tell you what is in reactivation so that it will key out WITHOUT DRIVING THE PRECLEAR FURTHER INTO HIS BANK AND THUS REACTIVATING MORE MASS.

You must not further reactivate the Preclear's bank because it already is reactivated by something. The mass is right there. You can see it reading on the meter.

But as this is not the mass you came into session prepared to run, it would be a Q and A to change the C/S and program by running it.

So you must DEACTIVATE the Pc by having him tell you what it is that his attention is on and thus free his attention so that you can run the Major action.

Briefly, in talking the Range Arm down, you are freeing the PC's attention from where it is so that you can then DIRECT IT WHERE YOU WISH.

HOW TALKING THE RANGE ARM DOWN IS DONE

Talking the Range Arm down is simply starting the session as usual, and IF the Range Arm is high, 3.5 or above, asking the PC a question such as one of the following, using good ARC, excellent CEs, granting the PC Beingness not soppy or sugary and being there comfortably, and even pleasantly, if the PC is not upset.

Some of the questions you could ask are:

"Do you have your attention on anything?"

"Is there anything you'd care to tell me?"

"Since your last session has anything happened you'd like to tell me about?"

"How have things been going lately?"

"How have things been going since your last session?"

Or on occasion, you could ask "Have you had any wins lately?"

The question should be phrased to limit the time period to just what the Pc's attention is on and not to drive him into his bank reactivating new things.

It is LIGHTLY, LIGHTLY, with one eye on the Pc and one eye on the meter so you can see if the Range Arm blows down, and what it blows down on.

This does not get wild and complicated. There is no Q and A.

Perhaps the Pc will say "no" and the question will not have any reaction on the meter. Try another question but stick to one of the types given.

If the meter reads and the Pc says nothing and the Range Arm is not blowing down, you could ask: "What was that?" or "Did you have a thought there?"

You will also find certain subjects the Pc mentions give a blow down. These can be used by noticing them, redirecting the Pc's attention to them when the Pc changes the subject and the Range Arm starts up. Example: He says "Mother" and the Range Arm blows down. He goes on to "Father" and the Range Arm starts up. Causally ask him about his mother again and it will go on down. This is dangerously close to a Q and A except it manipulates the Range Arm. A little of this goes a long way.

When all else fails, look back on your W/S for the lowest Range Arm read and redirect the Pc's attention to that subject and you may get your F/N.

DON'T GET ACCUSATIVE OR ABUSIVE OR EVALUATIVE.

The Preclear will answer you and the Range Arm will start blowing down. Sometimesthe Preclear will not answer, but will be looking, and the Range Arm will start falling.

NEVER INTERRUPT WHILE THE RANGE ARM IS BLOWING DOWN, EVEN IF THE PRECLEAR ISN'T TALKING.

Write down on the worksheet whatever names, items, events or whatever it was that blew the Range Arm down and CIRCLE IT.

When the Range Arm has stopped blowing down you can indicate to the Pc what happened by saying: "There was charge on _____ (the subject which blew the Range Arm down)." (Warning: This may NOT be used as a substitute for a good CE 2 or to pull the

Pc out of session.)

The Pc will usually say something like: "There sure is charge on that subject!", and you'll almost certainly get F/N, Cog, VGIs.

You would, of course, indicate on the worksheet what happened and write "indicated."

You'd let the Preclear have his win on this by indicating the F/N.

Then you would go on to your C/S actions.

If your C/S stated "Fly a Rud if no F/N" you wouldn't have to fly a rud because you have your F/N.

If the Range Arm doesn't get below 3.5 - 3.2, you can break into a RUDIMENTS CHECKLIST and throw the Range Arm the rest of the way down and get your F/N.

CONCLUSION

The Clearing Practitioner observes the Preclear. By his presence alone the Clearing Practitioner can make the Preclear feel safe and willing to be in session and this alone will often bring the Range Arm down if it is high at start of Session.

Clearing Practitioners with presence have been seen to do this time after time. Clearing Practitioner presence of this caliber is not unusual even at lower levels.

It is the Clearing Practitioner who controls the session, the Pc's bank, the Pc's attention AND the Pc's Range Arm.

In talking the Range Arm down, it is the action of getting the Pc's attention off the mass and into the session which brings the Range Arm down.

When the Range Arm is down the Clearing Practitioner skillfully directs the Pc's attention off the mass and into session.

When the Range Arm is down the Clearing Practitioner skillfully directs the Pc's attention to that portion of the bank he wishes to reactivate and run in accordance with the C/S.

THE MAJOR CAUTIONS IN TALKING THE RANGE ARM DOWN ARE:

1.   Don't turn it into a major action. Use it only to get the Range Arm down and leave it.

2.   Use talking the Range Arm down only at the start of session and not in the middle of a session if the Range Arm goes higher.

A Clearing Practitioner should never start the major action with the Range Arm high.

A Clearing Practitioner with good presence, good CEs and the ability to grant the Preclear Beingness will never need more than just a few minutes to talk the Range Arm down and get into the C/S quickly.

TALKING THE RANGE ARM DOWN MODIFIED

23 SEPTEMBER 1988

The expertise of talking the Range Arm down should be preserved. It is a skill.

But we have had high and low Range Arms solved and don't have to talk them down any more as a constant action.

Clearing Practitioners SHOULD know how to do it, and then use it as a rare action.

The right way to handle a chronically high Range Arm is to:

Do a FALSE Range Arm CHECKLIST.

THEN if the Range Arm is chronically high over several sessions, don't talk it down or do unusual solutions. Do a HI LO Range Arm ASSESSMENT and handle.

As far as a C/S is concerned, when the Pc's Range Arm is seen to be high at session start, he should order as follows: "Check False Range Arm" Then if the Range Arm remains chronically high, "HI LO Range Arm ASSESSMENT and return to me." He then rapidly C/Ses the required actions.

The Case Supervisor should have a standing order with all his Clearing Practitioners:

IF RANGE ARM IS HIGH OR LOW AT SESSION START DO NOT CONTINUE THE SESSION BUT SEND FOR A C/S.

A Clearing Practitioner should not in fact talk a chronically high Range Arm down, we know now, as he may be Clearing over an Out Interiorization Rundown, either not done or botched.

It therefore saves time if other Clearing is not done when the Range Arm is high.

In general practice it will now be considered standard for a Clearing Practitioner to not start a session over a high Range Arm but to call for a C/S.

And where there is no C/S it will be considered standard for a Clearing Practitioner, seeing a chronically high Range Arm, to at once do a HI LO Range Arm ASSESSMENT Method 5 (assessing it all), and then handling.

THERE ARE EXACT REASONS FOR A RANGE ARM BEING HIGH AND THESE TODAY ARE EASILY HANDLED.

There is no need to talk a CHRONICALLY HIGH Range Arm down. It is faster to directly locate the reason it is up.

One wouldn't, of course, use the HI LO Range Arm ASSESSMENT for the occasional high Range Arm at the start of session. It is easier and faster to just talk the Range Arm down.

Smoothly handling such situations is the mark of an expert.

SUPPRESSION AND PROBLEMS

23 SEPTEMBER 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 course room 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 isbeing demanded." The latter is what suppressive persons do continually; they demand solutions 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 lead to the breakthrough. He checked into an area where he was getting nothing but problems and found

that two out 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.

PRELIMINARY ASSESSMENT FORM

25 SEPTEMBER 1988

Before doing a complete PTS handling such as the Suppressed Person Rundown, it is necessary to first find out if the PC is sufficiently PTS to warrant such a rundown. The preliminary assessment given in this bulletin is used to determine if this rundown is needed, thus preventing an unnecessary action.

A.   Fly each rud.

B.   Clear the word "problem" using the DEFINITION SHEET attachment.

C.   Clear each question on the assessment, noting any read while clearing. If there is no read on clearing, check the question. If no read and no F/N, check the buttons "suppressed" and "invalidated" and handle the line if reading. On any line that reads, establish whether the read is valid. If it is a valid read, TWC it to F/N. If it is a false or protest read, take it to F/N on false or protest.

PRELIMINARY ASSESSMENT

1.   DO YOU HAVE PROBLEMS?

2.   HAVE PEOPLE MADE PROBLEMS FOR YOU?

3.   HAVE YOU HAD PROBLEMS WITH PEOPLE?

4.   DO YOU MAKE PROBLEMS FOR YOURSELF OR OTHERS?

5.   ARE PROBLEMS HARD FOR YOU TO CONFRONT?

6.   ARE YOU CONNECTED TO PEOPLE WHO ARE AGAINST YOU?

7.   ARE YOU CONNECTED TO PEOPLE WHO WOULD LIKE TO HARM YOU?

8.   HAVE YOU LOST THE GAINS YOU GOT FROM TRAINING OR CLEARING?

9.   IS IT HARD FOR YOU TO HAVE WINS?

When the assessment is complete, a determination is made as to whether the PC will need a PTS handling.

NEW PRECLEARS

23 SEPTEMBER 1988

WORKABILITY

The "training" of a new Preclear has long been a subject of know-how among Clearing Practitioners but has not actually been covered previously.

The conditions of a new Preclear are these:

(a)   Doesn't know what is supposed to happen.

(b)   May be under the stress of being embarrassed to talk to someone.

(c)   May have preconceived ideas of how he is supposed to respond to the Clearing Practitioner (such as psycho-analytic "free association" where he just talks, etc).

(d)   May be waiting for some magical effect entirely independent of his own participation (as in getting a "shot" from a doctor).

It is too much to ask of a Being to:

1.   Talk to another intimately about himself

2.   Fumbling with a new activity while

3.   Confronting his own bank.

Possibly he has never done any of the three before and to ask him to do them all at once.....well!

All cases are started in their lowest ability level. Whereas, they may be quite well off as human beings, they do not know how well off they might become.

The wrong thing to do is to enforce their improvement with a sales talk or evaluation on how well they did in the session.

And it is wrong to go on Clearing them while they essentially remain in mystery.

The correct solution to all these difficulties is to assign the Pc to do the New Understanding Course and the Key to a Happy Life Course followed up by the Communication Course. In the Communication Course, the Preclear does CE's (Communication Exercises) 00 through 9. It is vital for a Preclears to do the CE's before any Clearing, except for introductory sessions and assists, as the CE's straighten out and improve their communication. Much better and faster gain can be expected from a Preclear who has done the CE's. We have also found from long experience that Preclears who do not get some kind of gain from the CE's are unlikely to have wins in regular processing. This is a safety factor for any Clearing Practitioner; you may want to politely off-load an individual who has no wins on the CE's in order to save yourself from future upsets and losses.

You could have a set of poster type pictures as follows:

A picture of a Clearing Practitioner with a meter in front of her, profile view, "This is a CLEARING PRACTITIONER. She does not invalidate, criticize or evaluate for the Preclear."

A picture of a CB Meter, "This is a CB METER. It is used to verify the Preclear's gain

and register when each separate Clearing action is ended."

A picture of a person, a silhouette showing no features, "This is YOU, a PRECLEAR, a spiritual being who is now on the road to becoming Clear, hence Preclear."

A picture of a Clearing Practitioner with a meter and a shadowy Preclear. "This is a SESSION. The Clearing Practitioner and the Preclear locate, step by step any mental blocks to increased ABILITY AND FREEDOM."

A picture of a down point to the left and a road going up high to the right. At the down point is SUCCUMB. At the up point is SURVIVAL. Some figures are on the line, they are the Clearing session interspersed with a small figure of somebody studying. A big arrow parallels the line pointing up. "Alethiology CLEARING and STUDY are the road to ABILITY and FREEDOM."

A picture of the LIFE EXPANSION CHART simplified to show plainly all levels up to Clear. "Freedom is reached by going up through the Levels of Clearing."

A picture of the classes of Clearing Practitioners all the way to Class VIII including the New Understanding Course, etc and where taught. "Ability and gain are achieved by TRAINING."

A series of pictures of a caved in person who gets better and better in subsequent higher pictures. "Alethiology processing produces continual IMPROVEMENT."

A picture of a body and a Being, "You are a SPIRITUAL BEING, not a body or an animal, as you will discover in processing."

A picture representation of each of the dynamics from 1 to 10 with an arrow paralleling them on a slant upwards. "There is more to LIFE than personal suffering and trouble."

A picture of a sunburst with written in its center, "Alethiology reveals the natural laws of life, You CAN know the answers."

This set prominently displayed in a center in a long panel from left to right, with a sign over it, "You have come to the right place," and a long arrow indicating the sequence, will do an awful lot to answer a Preclear's questions. At the end of the panel a sign, same size, saying "see the Registrar, Room ..." will also direct the Preclear. The above pictures could be put into book form.

The Preclear should be signed up, if he is a Preclear, and with the money paid, sent to the New Understanding Course.

If this is not feasible, he at least should be first assigned to do CE's.

A Preclear information sheet can also be compiled giving him data commonly asked.

A Preclear's dictionary which includes all terms used in processes and their definitions should also be given to him.

If the Preclear seems not to be improving even as early as the CE's, a case and health history should be very carefully done, including questions about drugs.

If he is on drugs, he must come off them and have been off them for a while (approximately six weeks), before resuming his Clearing.

If on resuming Clearing the Preclear still does not gain despite being given the resistive cases remedies (7 Resistive Cases), a careful and full medical clinical examination should be

ordered as the Preclear is medically ill in some previously unsuspected fashion. This is covered in PHYSICALLY ILL PCS.

Should this not prove to be the case, or if the Pc does not get well, then apply the Clearing assist procedures.

Above all, don't let unnecessary stops occur on this line for Pcs who just sail through.

In a recent glance over the case folders of some stalled or "chronically ill" Pcs, it was found the main fault was simply "No Clearing" occurring in the following ways:

Case 1- Case supervision directions carefully and correctly advised but NONE OF THEM DONE. No other Clearing was done either. Then a fourth case supervision direction on top ignoring the folder and advising something else but that was not done either.

Case 2- Preclear chronically doing badly. Was being "Cleared" but hadn't a clue. Was not up to talking to a Clearing Practitioner at all (A C/S ordered CE's and the Clearing Practitioner did them, the Pc bloomed and went on up the levels splendidly).

Case 3- Pc all crippled up from old injuries. In the folder, no C/Ses there had been done as ordered. Also the Pc had sneaked his folder and done some wild self Clearing before Clearing could be done. The C/S ordered Touch Assists and then medical treatment to set a long time broken back.

Case 4- Pc told the Clearing Practitioner in the session she had a secondary sitting right there and was in it. And although had bad indicators in, the Clearing Practitioner just ended the session.
Case 5- Pc ordered in for a Review, was given the cans, the Clearing Practitioner said "That's it", Pc went off in mystery.

Case 6- Pc shaking and fevered but no physical illness according to doctor. Clearing Practitioner A did a Search and Discovery to find a suppressive person. Pc still not well. A few weeks later illness recurred. A master Clearing Practitioner got hold of the Pc, asked when the shaking had begun, found an engram where the Pc had been withholding being cold, ran it, Pc totally recovered. The incident had occurred only a day before Clearing Practitioner A's session. Had Clearing Practitioner A merely asked what had been going on he would have found it at once, run it and that would have been that. It was only a Clearing assist that was needed (running the incident). That Clearing Practitioner didn't use the principle of engram running to handle a Pc who hurt.

So it adds up to the fact that just not doing Clearing is a fundamental error. That's what's meant by "no Clearing" in the 7 Resistive Cases of a Class VIII program. Clearing just wasn't used to handle the Pc. "No Clearing." "No Clearing" causes a Pc to become a resistive case.

The NEW Pc, who hasn't a clue what Clearing is, is apt to get a lot of "No Clearing." So you teach him what to expect by posters, a beginning course and CE's.

The troubled Pc who is all introverted with a real physical or mental problem should get it handled, as in the bulletin PHYSICALLY ILL PCS or with an Alethanetic Assist. You don't just sail on up the grades and throw them away.

If you ever get an area that thinks this technology doesn't work, then:

(a)   you have an area that has been infiltrated and the tech performance perverted; or

(b)   you have a person around who is terrified that it will work and others grown more powerful will now destroy him (which surrenders casewise to the

procedures presented in the bulletin called PHYSICALLY ILL PCS or the top Power Process used first followed by Life Repair); or

(c)   you have a narcotic silly area and are not making them desist before Clearing or handling their past addiction by running out its engrams; or

(d)   you have an area that just isn't Clearing at all; or

(e)   you are not handling new Pcs as we used to and as recommended in this bulletin.

As a final remark, we have seen a person get "processed all the way to the top" who wasn't ever Cleared at all. This is pretty bad, but a close check revealed that a large percent did not even know the content or action of a key grade below where they were supposed to have "arrived". They had zero orientation and education as a Pc and had not ever made even the first level on the Life Expansion Chart.

So lay this down, Case Supervisors and Clearing Practitioners all, as a firm, cast-in-concrete rule:

IF YOUR PC DOES NOT OBTAIN A TOTAL REALITY ON HAVING HAD GAINS BEYOND HIS EXPECTATIONS, CLEARING HAS NOT BEEN DONE IN THE FIRST PLACE OR THE PC IS ON DRUGS, PHYSICALLY ILL, SUPPRESSIVE OR CHRONICALLY AND PERMANENTLY IN AN EMOTION BELOW 2.0 ON THE SCALE OF EMOTIONS.

Look at it this way, Clearing is terribly simple. Turn a master loose with a CB Meter and a Pc and up the line he comes. If he doesn't or can't respond he's seriously ill. If he's that ill that he can't be Cleared he needs medical treatment. And when he's had that, back to the meter and the expert will show you a shining Pc.

You say, yes, that's a master, an expert. He knows how and can do it.

Sure, sure, sure. But anyone who has studied his meter, his books and bulletins can do it just as easily, if the Pc understands and answers his questions and IF HE DOES GET CLEARING.

THE CAUSE OF ARC BREAKS

12 FEBRUARY 1989

BY-PASSED CHARGE 1. mental energy or mass that has been reactivated in some way in an individual, and that is either partially or wholly unknown to that individual and so is capable of affecting him adversely.

The reason for ARC Breaks in Clearing actions has been narrowed down to only one source.

RULE: ALL ARC BREAKS ARE CAUSED BY BY-PASSED CHARGE.

RULE: TO TURN OFF AN ARC BREAK, FIND AND INDICATE THE CORRECT BY-PASSED CHARGE.

Charge can be by-passed by:

1.   Going later than basic on any chain without further search for basic.

        Example: Looking for the Pc's first automobile accident, finding the fifth instead and trying to run the fifth accident, as the first accident, which it isn't. The By-Passed Charge here is the first accident and all succeeding accidents up to the one selected by the Clearing Practitioner as the first one or the one to run. To a greater or lesser degree depending on the amount the earlier material was reactivated, the Pc will then ARC Break (or feel low or in "low morale"). One can run a later incident on a chain briefly but only to unburden earlier incidents, and the Pc must know this.

2.   Unknowingly ignoring the possibility of a more basic or earlier incident of the same nature as that being run after the Pc has been reactivated on it. Or bluntly refusing to admit the existence of or let the Pc "at" an earlier incident.

3.   Misinterpreting or not understanding data given to you by the Pc and/or acting on wrong data.

4.   Misinforming the Pc as to what has or has not discharged.

5.   Locating the wrong By-Passed Charge and saying it is the source of the ARC Break.

6.   Failing to follow the cycle of communication in Clearing.

These and any other charge, reactivated and left prior to where the Clearing Practitioner is working, can cause an ARC Break.

Charge left after (nearer present time) than where the Clearing Practitioner is working hardly ever causes an ARC Break.

The Pc never knows why the ARC Break is occurring. He may think he does and disclaim about it. But the moment the actual reason is spotted (the real missed area) the ARC Break ceases.

If you know you've missed, just saying so prevents any ARC Break.

An ARC Breaky Pc can always be told what has been missed and will almost always

settle down at once.

Example: Pc refuses to come to session. Clearing Practitioner on telephone says there's a more basic incident. Pc comes to session.

The trick is to find and indicate the right By-Passed Charge to the Pc and to handle it when possible but never fail to indicate it.

It is not explaining or arguing that heals the ARC Break but pointing toward the correct charge.

RULE: FINDING AND INDICATING AN INCORRECT BY-PASSED CHARGE WILL NOT TURN OFF AN ARC BREAK.

An automaticity (something one is doing but is unaware of or only partially aware of doing and therefore not in control of it) is rendered discharged by indicating the area of charge only.

This is an elementary example: Pc says, "I suppressed that." Clearing Practitioner says, "On this incident has anything suppressed?" Pc ARC Breaks. Clearing Practitioner indicates charge by saying, "I'm sorry, A moment ago I didn't acknowledge your suppression." ARC Break ceases. Why? Because the source of its charge that triggered an automaticity was itself discharged by being indicated.

Example: Clearing Practitioner asks for a perpetration. Pc gives it. Clearing Practitioner consults meter at once asking question again, which is protested by the Pc giving a new read. Pc ARC Breaks. The error is then indicated and the ARC Break ceases.

Don't be driven by ARC Breaks into unwise actions, as all you have to do is find and indicate the missing charge that was by-passed. That is what takes care of an ARC Break, not necessarily running something.

If the ARC Break does not cease, the wrong By-Passed Charge has been indicated.

The sweetest running Pc in the world can be turned into a tiger by a Clearing Practitioner who always Qs and As, never indicates charge and goes on with the session plan without indicating the correct By-Passed Charge.

Some Qs and As would be a source of laughter if not so deadly.

Example: Clearing Practitioner: "Have you ever shot anyone?" Pc: "Yes, I shot a dog." Clearing Practitioner: "What about a dog?" Pc: "It was my mother's." Clearing Practitioner: "What about your mother?" Pc: "I hated her." Clearing Practitioner: "What about hating people?" Pc: "I think I'm aberrated." Clearing Practitioner: "Have you worried about being aberrated?" Pc: "@!!*?!!."

Why did the Pc ARC Break? Because the charge has never been permitted to come off shooting a dog, his mother, hating people, and being aberrated and that's enough By-Passed Charge to blow a house apart.

This Pc will become, as this keeps up, unclearable by reason of charge missed in sessions and his resulting session dramatizations because of the perpetrations he commits on the Clearing Practitioner while he is dramatizing.

Find and indicate the actual charge by-passed. Sometimes you can't miss it, it has just happened. Sometimes you need a simple meter question since what you are doing is obvious. Sometimes you need a full dress parade assessment from a list. But however you get it, find out the exact By-Passed Charge and then INDICATE IT TO THE PC.

The violence of an ARC Break makes it seem incredible that a simple statement will vanquish it, but it will. You don't have to run another earlier engram to cure an ARC Break. You merely have to say it is there - and if it is the By-Passed Charge, that ARC Break will vanish.

Example: Pc: "I think there's an incident earlier that turned off my emotion." Clearing Practitioner: "We'd better run this one again." Pc ARC Breaks. Clearing Practitioner: (Consults meter) "Is there an earlier incident that turns off emotion? (Gets read) Say, what you just said is correct. Thank you. There is an earlier incident that turns off emotion. Thank you. Now let's run this one a few more times." Pc's ARC Break ends at once.

Don't go around shivering in terror of ARC Breaks. That's like the modern systems of government which tear up their whole constitution and honor just because some hired demonstrators howl. Soon they won't be a government at all. They bend to every ARC Break.

ARC Breaks are inevitable. They will happen. The crime is not to have a Pc ARC Break. The crime is not to be able to handle one fast when it happens. You must be able to handle an ARC Break since they are inevitable. Which means you must know the mechanism of one as given here, how to find By-Passed Charge and how to smoothly indicate it.

To leave a Pc in an ARC Break more than two or three minutes is just inept.

And be well-drilled enough that your own responding rancor and surprise doesn't take charge and you'll have pleasant Clearing.

ARC BREAK PROCESSES

The most effective ARC Break process is locating and indicating the By-Passed Charge. That really cures ARC Breaks.

A repetitive command ARC Break process based on this discovery would possibly be "What communication was not received?"

Expanding this we get a new ARC Recall Process:

"What affinity was not received?"

"What reality was not perceived (seen)?"

"What communication was not acknowledged?"

This process is not used to handle session ARC Breaks but only to clean up Clearing or the time track. If the Pc ARC Breaks don't use a process, find the missed charge.

Indeed this process may be more valuable than at first believed, as one could put "In Clearing........" on the front of each one and straighten up sessions. "In Clearing" + the three questions was wonderful on test. Two divisions of Range Arm in each 10 minutes in a very high Range Arm case.

A Repetitive Process, even though not looking for basic, implies that the process will be run until the charge is off and therefore creates no ARC Breaks unless left unflat. Therefore the process is safe if flattened.

Q AND A ARC BREAKS

Q and A causes ARC Breaks by by-passing charge.

How? The Pc says something. The Clearing Practitioner does not understand or acknowledge. Therefore, the Pc's utterance becomes a By-Passed Charge generated by whatever he or she is trying to release. As the Clearing Practitioner ignores it and the Pc re-asserts it, the original utterance's charge is built up and up.

Finally the Pc will start issuing orders in a frantic effort to get rid of the missed charge. This is the source of Pc orders to the Clearing Practitioner.

Understand and acknowledge the Pc. Take the Pc's data. Don't pester the Pc for more data when the Pc is offering data.

When the Pc goes to where the Clearing Practitioner commands, don't say "Are you there now?" as his "going" is thereby not acknowledged and the "going" built up charge. Always assume the Pc obeyed until it's obvious the Pc did not.

ECHO METERING

The Pc says, "You missed a suppress. It's............." and the Clearing Practitioner reconsults the meter asking for a suppress. That leaves the Pc's offering an undischarged charge.

NEVER ASK THE METER AFTER A PC VOLUNTEERS A BUTTON.

Example: You've declared suppress clean, Pc gives you another suppress. Take it and don't ask suppress again. That's Echo Metering.

If a Pc puts his own ruds in, don't at once jump to the meter to put his ruds in. That makes all his offerings missed charge. Echo Metering is miserable Clearing.

MISSED WITHHOLDS

Needless to say, this matter of By-Passed Charge is the explanation for the violence of missed withholds.

The Clearing Practitioner is capable of finding out. So the Pc's undisclosedperpetrations react solely because the Clearing Practitioner doesn't ask for them.

This doesn't wipe out all technology about missed withholds. It explains why they exist and how they operate.

Indication is almost as good as disclosure. Have you ever had somebody calm down when you said, "You've got missed withholds"? Well it's crude but it has worked. Much better is, "Some Clearing Practitioner failed to locate some charge on your case." Or, "We must have missed your correct item." But only a meter assessment and a statement of what has been found would operate, short of actually pulling the missed withholds.

APPARENT BAD MORALE

There is one other factor on "Bad Morale" that should be remarked.

We know so much we often discard what we know. But way back in the beginning courses and several times after, we had a Scale of Emotions up which the Pc climbed as he was processed.

The Pc rises up the emotion scale to the lower levels of the scale. He or she comes up to degradation, up to apathy.

And it often feels horrible and, unlike an ARC Break and the Sad Effect, is not cured except by more of the same processing.

People complain of their emotionlessness. Well, they have to come up a long ways before they even reach emotion.

Then suddenly they realize that they have come up to being able to feel bad. They even come up to feeling pain. And all that is a gain. They don't confuse this too much with ARC Breaks but they blame processing. And then one day they realize that they can feel apathy! And it's a win amongst wins. Before they were just like wood (no feeling).

ARC BREAKS

13 FEBRUARY 1989

As you know, only a PTP (Present Time Problem) can hold a Personality Profile graph unchanging, and only an ARC Break can lower one. Therefore, the anatomy of an ARC Break is more vital to know than the anatomy of a PTP. But both are very important and, with the perpetration data and misunderstood words in study data, form the vital four things anyone should know in clearing Pcs.

The average student has a hard time getting rid of ARC Breaks in others, mostly because he never really finds the ARC Break. One Clearing Practitioner was sure a Pc had been ARC Broken by "the last few inches of a lecture tape" and was madly calling Washington to borrow the tape so the poor Pc could "listen to it again to cure his ARC Break"! The tape never ARC Broke the Pc. The Clearing Practitioner just didn't locate the charge.

The whole trick is to keep cleaning up the ARC Break until the Pc is happy again and then quit. When you find it, that's it. You don't find it and still have an ARC Broken Pc! No, the terribly simple truth is that:

1.   The Pc is ARC Broken because something happened.

2.   The Pc will continue to be ARC Broken until the thing is found.

3.   The ARC Break will vanish magically when the source is found.

Finding the source of the ARC Break and indicating it clears the ARC Break. If it doesn't clear on what you find, then you haven't found it!

You must not continue to run a Pc on some process when the Pc is ARC Broken. You must find the ARC Break and clear it.

The Pc will go into a sad effect if you continue the process instead of finding the ARC Break. If you think you have found the ARC Break (and haven't) and then go on Clearing something else, the Pc will go into a sad effect.

ARC Broken Pcs are easy to identify. They gloom and mis-emote. They criticize and snarl. Sometimes they scream. They blow; they refuse Clearing.

If you can read a lighted neon sign at 10 feet on a dark night, you can detect a Pc who has an ARC Break. Some Clearing Practitioners can detect them sooner that others. A real pro can see one coming in a Pc 1 1/2 hours of Clearing before the Pc starts to get mis-emotional in earnest. Some newcomer in the business might not detect one until the Pc wraps a chair round the Clearing Practitioner's head. The ability to perceive one varies. The better you are, the sooner you see one. If a Clearing Practitioner's Pc isn't bright and happy, there's an ARC Break there with life or the bank or the session.

The thing to do is to find it and clean it up.

And now all is revealed. This is what makes an ARC Break occur:

AN ARC BREAK OCCURS ON A GENERALITY OR A NOT THERE.

Example of a Generality:

"They say you are cold hearted." "Everybody thinks you are too young." "The will of the masses."

Example of a Not There:

Bill wants a piece of pie. He goes into the kitchen, looks in the refrigerator and finds the pie missing (not there). His roommate has eaten it. Bill now feels ARC Broken.

CASE MANIFESTATION

Example: Little boy screaming in rage when he makes a mistake on his drawing. Teacher observes little boy is upset.

Teacher: "What are you upset about?"

Little boy: (howling) "My drawing is no good!"

Teacher: "Who said your drawing is no good?"

Little boy: (crying) "The teachers at school (plural)."

Teacher: "What teacher (singular)?"

Little boy: (sobbing) "Not the teachers, the other children (plural)!"

Teacher: "Which one of the children?"

Little boy: (suddenly quiet) "Sammy."

Teacher: "How do you feel now?"

Little boy: (cheerfully) "Can I have some ice cream?"

THE FORMULA

1.   Ask what the Pc is upset about.

2.   Ask who thought so.

3.   Repeat the generality the Pc used and

4.   Ask for the singular.

5.   Keep 3 and 4 going until the Pc is happy.

As it's a near Q and A, it should be awfully easy. They name prunes, you say, "What prune is prunes?" It's quite magical done with or without a meter.

ERRORS

You can miss in English sometimes on YOU. The Pc says YOU are mean. We have no plural or singular word YOU. Therefore a statement that "YOU are ARC Breaking me" or "YOU ARE MEAN" may not mean, as an egocentric Clearing Practitioner may take it, the Clearing Practitioner, but YOU may be being used as THE WHOLE WORLD. The above formula holds 1 to 5. Just find out "which person is meant by the word you."

The process "Look at me, who am I?" is a good repair process because it works on the

above principal.

So next time your Pc says "The Instructors are mean" don't be goofy enough to indicate the charge with "O.K., you are ARC Broken because the Instructors are mean" and then be amazed when the ARC Break continues. You didn't find out "What Instructor is Instructors?" If you ask a bit further you'll find it probably wasn't "the Instructors" but somebody else. And that somebody will be a unit, not a group.

The common response to sudden loss is to feel everything is gone or going. This is the state of anxiety explained.

The beaten and downtrodden respond well to the above technique; although, they sometimes have to be brought up through Introductory Clearing and the Communication Course first.

A very sneaky question is "Who (or what) was everything to you?"

But use it sparingly. The Pc will go Whole Track like a flash if overworked.

Remarkably that's why he rather fancies his pictures! At least he has a picture of it!

Dreams follow a sudden loss. It's an effort to orient oneself and get something back.

Main thing to know is: AN ARC BREAK OCCURS BECAUSE OF A GENERALITY OR A NOT THERE.

Fortunately an ARC Break doesn't always occur on every generality or "not there." Only sometimes. And when it does: Find the singular form of the generality.

In Administration, particularly, you save more executives that way. And in Clearing you just don't have failed cases or blows if you know it.

THE CYCLE OF THE ARC BREAK

25 SEPTEMBER 1988

STAGE ONE:

The ARC Break starts always in the same way. The Pc finds something wrong with the Clearing Practitioner, the subject, the tools of Clearing or the Clearing room. He does this in varying intensity, ARC Break to ARC Break.

STAGE TWO:

This is followed by misemotion, also directed at the Clearing Practitioner, subject, tools or the room.

STAGE THREE:

If the Clearing Practitioner continues on with Clearing the Pc will drop into grief, sadness or apathy.

This is an inevitable cycle and may be followed by the Pc with greater or lesser intensity of emotion, or loudness or lack of response.

ARC BREAK RULE 1: IF THE PC ARC BREAKS, ISSUE NO FURTHER CLEARING COMMANDS UNTIL BOTH PC AND CLEARING PRACTITIONER ARE SATISFIED THAT THE CAUSE OF THE ARC BREAK HAS BEEN LOCATED AND INDICATED.

Do not issue more orders, do not run a process, do not offer to run a process, do not sit idly letting the Pc ARC Break. Follow this rule:

ARC BREAK RULE 2: WHEN A PC ARC BREAKS OR CAN'T GO ON FOR ANY REASON, DO AN ARC BREAK ASSESSMENT AND LOCATE AND INDICATE TO THE PC THE BY-PASSED CHARGE.

If you know you've missed just saying so prevents any ARC Break. DON'T BY-PASS CHARGE UNKNOWN TO THE PC.

ARC BREAK ASSESSMENT

The trick is TO FIND AND INDICATE the RIGHT By-Passed charge to the Pc and to handle it when possible but never fail to indicate it. It is then up to the Clearing Practitioner to locate it more precisely as to character and time and indicate it to the Pc. The Pc will feel better the moment the right type of By-Passed Charge is identified by assessment and indicated by the Clearing Practitioner. If the Pc does not feel better but further ARC Breaks, then the assessment is either incomplete or incorrect.

If the Pc blows up in your face on being given a type of charge, keep going, as you have not yet found the charge.

You can, however, undo a session ARC Break Assessment by continuing beyond the Pc's cognition of what it is. Continuing an assessment after the Pc has cognited invalidates the Pc's cognition and cuts the Itsa Line and may cause a new ARC Break.

Several By-Passed Charges can exist and be found on one list.

Sometimes in trying to locate the By-Passed Charge causing an ARC Break, the Pc's

needle is so dirty that it almost can't be read.

However, there is a way to read it. When the correct By-Passed Charge is located and indicated, the needle will go beautifully clean.

But it can be done without a meter, just by letting the Pc think over each line read to him or her from the ARC Break Assessment and say whether it is or isn't and if it is, spotting the thing by-passed.

Don't ever be "reasonable" about an ARC Break and think the Pc is perfectly right to be having one "because........." If that ARC Break exists, the Pc doesn't know what's causing it and neither do you until you and the Pc find it! If you and the Pc knew what was causing it, there would be no further ARC Break.

ARC Breaks are inevitable. They will happen.

Q AND A ARC BREAKS

13 FEBRUARY 1989

Q and A causes ARC Breaks by BY-PASSING CHARGE.

How? The Pc says something. The Clearing Practitioner does not understand or acknowledge. Therefore, the Pc's utterance becomes a By-Passed Charge generated by whatever he or she is trying to release. As the Clearing Practitioner ignores it and the Pc re-asserts it, the original utterance's charge is built up and up.

Finally the Pc will start issuing orders in a frantic effort to get rid of the missed charge. This is the source of Pc orders to the Clearing Practitioner.

Understand and Acknowledge the Pc. Take the Pc's data. Don't pester the Pc for more data when the Pc is offering data.

Learn to see if the Pc has said everything he or she wants to say before the next Clearing Practitioner action, never do a new Clearing Practitioner action while or if the Pc wants to speak and you'll get superior Range Arm action. Cut the Pc off, get in more actions than the Pc is allowed to answer and you'll have a Dirty Needle, then a stuck Range Arm and then an ARC Break.

Realize that the answering of the process question is senior to the asking of another process question.

Watch the Pc's eyes. Don't take Clearing actions if the Pc is not looking at you.

Don't give acknowledgements that aren't needed. Over-acknowledgement means acknowledging before the Pc has said all.

THE SCALE OF EMOTIONS

The Pc rises up to the lower levels of the Scale of Emotions. He or she comes up to degradation, up to apathy.

And it often feels horrible and, unlike an ARC Break and the Sad Effect, is not cured except by more of the same processing.

Then suddenly they realize that they have come up to being able to feel bad. They even come up to feeling pain. And all that is a gain.

Handling ARC Breaks

LRH has discovered the common denominator to all ARC breaks: by-passed charge. An ARC break is defined as "the PC's transfer of attention from the bank to the auditor and a dramatization of the bank directed at the auditor." Charge that has been restimulated in session may provide a background booster for a session upset. When you drag the PC's attention to the auditor, the charge that has been deliberately restimulated in the session doesn't get as-ised, and the PC ARC breaks. Thus, something that, outside the session, could not cause an ARC break, may and will cause an ARC break if it happens in session. The ARC break is not caused by a social faux pas. It is caused by the sudden shift of attention, the unleashing of charge that was held back by the fact that the PC's attention was on it. As long as the PC has his attention on the bank, he is cause over its charge. "The moment his attention is flicked off of it he is ... the effect of that charge ... and the PC then dramatizes [it]."

Any tone level or know-to-mystery scale level that is higher than the chronic tone of the PC, being higher than the PC, is cause over the PC and is therefore dramatized. It should be noted that apathy is a high tone for a PC. The tone level contained in the incident is what the PC, unintentionally, dramatizes. He could dramatize anything, e.g. boredom, effort (e.g. breaking a chair), or a manic. And the auditor is a good target. The PC himself is helpless to restrain himself from dramatizing. He will be surprised at himself, amazed to react that way, etc.

An ARC break comes about whenever charge is bypassed that then puts the PC at its effect point. The PC dramatizes the charge that has been bypassed. [This charge is unknown to him and can therefore affect him adversely.] The remedy is to locate and indicate the exact bypassed charge, at which point the ARC break ceases. That is the mechanics of it. You don't have to go into a "do" and run the ARC break and run all engrams connected with it, etc. No. You only have to indicate bypassed charge. The remedy is not continuous auditing.

You know now how to turn off someone's anger by saying that someone missed his withholds. That often works, but when it doesn't, it is because you indicated the wrong bypassed charge. You could assess a number of possibilities, e.g. "missed GPM", "missed goal", "missed RI". He will stop being ARC broken when you get the right one. In session, only a few charges can be missed: goals, RI's. engrams, refutation of reality, rejection of affinity, more basic incident, failure to acknowledge. That pretty well covers it.

These things occur in life also. "Rage is an automaticity... in such a delicate balance that almost anything can make it slip." A neurosis is actually hard to maintain. That explains the simple effectiveness of correctly locating and indicating bypassed charge. The psychiatrist's failure comes about from two sources:

1. Lack of technology.

2. An interest in insanity's being very hard to solve.

ARC breaks are not hard to handle if you know the cause and handling of them. Don't back off or fear them. Just develop the skill to find and indicate the right BPC, or you will get loses in auditing and eventually give up. "Temporary or permanent conditions of misemotional stress are something that you have to face up to as an auditor, ... 0r just get out of the auditing chair. [So] I want you to get confidence that ... you can find the BPC, ... and then, by indicating it to the PC, realize the tool that is in your power!" That a PC ARC breaks is no guarantee that the PC is in poor case shape or difficult to get gains on. Just indicating the correct BPC turns off the ARC break.

You may find that the charge was bypassed two sessions ago, or the ARC break doesn't get handled because you can't find what it was until somewhat later. Then, when you indicate it, the PC calms down. But "you shouldn't let an ARC break last more than two or

three minutes," because ARC breaks multiply on a steep curve.

Governments these days are run by riot, because they are so scared of ARC breaks. England's matter-of-fact handling of the "ban the bomb" movement is an exception to this rule, like an auditor who doesn't get thrown by or governed by ARC breaks. Governments have also been run by fear of assassination. This is just a dramatization of the Helatrobus implants. You, as an auditor, could be governed by ARC breaks if you can't handle them. "You are never governed by that which you can handle with ease." So learn to handle ARC breaks until ARC breaks become just another phenomenon, like a runny nose. "Your attitude on ... ARC breaks must never be one whereby you are driven by the ARC break, because you will be driven, then, into not getting the items clean, ... into taking the PC's orders, ... [which] are the direct result of dramatizations. The orders are the significance contained in what you just put him at the effect of:" the BPC.

Don't, for instance as a registrar, get reasonable in the face of dramatization. Hunt and peck around for bypassed charge. The rage is an automaticity. Psychosis is very tenuous and easy to break.

Number of ARC breaks is not correlated with the success of auditing. ARC breaks multiply as the square of time. The greater the facility with which you handle ARC breaks, the less you are governed by them.

PC's who are continually ARC broken in session can be run on the three-way ARC break process. This process, however, is not for use every time the PC ARC breaks. For instance, for an auditor messed up with ARC breaky PCs, you could run the following:

"In auditing, what attitude has been refused?"

"In auditing, what reality has been rejected?"

"In auditing, what communication has not been acknowledged?"

This works better than mid-ruds. It is the successor to ARC break straightwire, which, in 1958, could go into engrams and even implants. It works, because what it does is directly to locate and indicate BPC.

If you let the ARC broken PC control you, you will be taking his orders, because he is dramatizing not only the emotion but also the significance contained in the BPC. This is dangerous to the PC. So you should:

1. Learn to handle ARC breaks.

2. Be good enough as an auditor never to bypass charge.

You can bypass charge by not finding any. You press on with the session in the teeth of a PC who is dramatizing apathy. Then the PC gives you a wrong goal and you take it, thereby bypassing more charge. "The harder you are driven [by ARC breaks] into doing a bad job, the more charge you bypass." It won't run well.

Bypassed charge is always prior to the charge on what you are doing. So the ARC break is a blessing in disguise, since it tells you that there is more charge, which you have bypassed. It is more accurate than the meter, in this case. ARC breaks are cumulative in their effects. You do still have to peel enough charge from later incidents to get to the earlier ones, but the PC won't ARC break if you indicate to the PC, as an R-factor, what you are doing. If you tell the PC that there is a basic on the chain, he won't ARC break, even if you don't run the basic, because you have indicated the earlier charge. Indicating that there is earlier charge also makes it possible for the PC to run the later stuff.

The PC can ARC break in the rudiments because he has out-ruds in the incident. That is just BPC, and you can indicate it. So when you chicken out of cleaning an Rl because the PC is protesty and ARC broken, you have set yourself up for more ARC breaks on subsequent items. Don't buy an RI that doesn't rocket read a full dial. If it won't, there is BPC to clean up.

Bypass the charge? ... Keep it a secret? ... You will get an ARC break. Don't bypass charge!

ARC Breaks and the Comm Cycle

Current model session is pretty short. Since-mid-ruds and pulling missed withholds is better than the previous beginning ruds. An ARC break assessment at end of session is much better than any end-ruds we had in the old model session, if all lines are cleaned up as they read. Presession stuff is the same as always. She rest of the model session goes like this:

1. Goals for the session.

2. Since-mid-ruds, if TA up or needle dirty.

3. Check for and pull any missed withholds.

4. Body of the session.

a. Use whatever is necessary to get him through.

b. Chat a little before ending the body of the session.

5. ARC break assessment, if the PC is not very happy at end of session.

The wording of this is still very fixed. The only problem is on what to do if a rud question is clean. Asking the PC if he agrees it is clean can cause an ARC break if the PC feels that it is impossible for the question to be really clean.

6. Take up each goal from (1), above. Acknowledge the PC for each one made.

7. Ask for any gains made in session. Don't milk this question.

Acknowledge these by saying "Thank you for making these gains."

8. Can squeeze.

9. End of session.

The reason for a rough needle on the PC is the auditor's out-TR-2 and TR-4. "Clean up TR-2 and TR-4, and you'll clean up more needles than you can shake a stick at. It isn't the significance of it, you see. It's the calm flow of the auditing cycle." During ARC break assessments, "you normally consider a dirty needle [to be] a withhold [or] something the PC has done." But weak or overly heavy TR-2 can do it as well.

There are two comm cycles in an auditing cycle:

1. Auditor ------------> PC.

2. PC   ------------> auditor.

These cycles can operate independently. Both have to be very acceptable before you get a good auditing cycle. The PC doesn't even have to say anything for communication to exist. Thus, from the auditor, you can get an R-factor as an independent comm cycle, and from the PC you can get a PC origination as an independent comm cycle from the PC, as in TR-4. In this case, an acknowledgment is not even really necessary. An artificial acknowledgment can knock an origination off its base. You can handle these with a head nod or a facial expression. The PC origination only needs a ghost of an acknowledgment for the PC to know that the auditor got it. If it is something that seems funny to the PC and to the auditor, it is OK for the auditor just to laugh with the PC. If you can "project your think tank", you don't need TR-2. Sometimes an acknowledgment can indicate no understanding on the

part of the auditor. The PC only needs to be sure that you understand.

A good auditor of children obeys kids' auditing commands.

In R3R, you don't have to ask the PC whether he has done the command. On "Move to the beginning of the incident," he doesn't have to tell you that he has done it. You will get a meter-flick when he is there, and you can send him through from that point. If the PC gives you gobbledygook, do not tell the PC that you didn't understand. That is a powerful phrase to use. Furthermore, by saying that, all you have done, essentially, is to ask him to repeat what he has just said. This is a peculiarity of Homo Sapiens. You just get the same words again. That doesn't help. You are just asking for a complete ARC break. You want the PC to vary the statement. What you want is an explanation or a broader statement, so you have to be able to get him to do that without invalidating him.

Here we get the basis of the ARC break: there is a bunged-up communication cycle, whatever else there is. What is bunged up about it is that the communication is not fully detected and understood. Lacking those points, there is no comm cycle. The intention of the PC is cause, distance, effect, and that cycle is interfered with so that the communication is not fully detected. This is the woof and warp of all ARC breaks: communication that is partially but not fully detected. Or, you could detect something but not receive it. For instance, say the PC says that he feels fine and doesn't need to continue. You say, "well, that's fine, but we will continue, to fill in the time." Here, the PC sees that the communication is not received, because no action is taken. You said that it should be something else before it arrived at you. Therefore there is a busted communication line. You can get a roaring ARC break on this. This is a primary cause of ARC breaks. In this case, A, R, and C are out because U is out. Actually, the communication is detected.

Expectations come into this. You can yell at a rock. Since you don't expect detection, you don't ARC break. Auditing is different because the expectations are different.

There are no other kinds of ARC breaks. All of them are based on the communication cycle. The whole definition of bypassed charge is "partially detected". It had to be partially detected, because it must have been stirred up. "A comm cycle, once begun, must go through." If it doesn't, there will be trouble, eventually.

You would think that people at cocktail parties would always be bypassing charge on each other, because they are always partially detecting that someone spoke. The only reason wog meat bodies don't explode during cocktail parties is that they are armored. "They don't expect anybody to hear them, so there's never any partially detected charge [comm]." It is very dangerous to ask for a communication and then fail to acknowledge what is received as a result of your request. You are inviting an explosion in doing that.

For instance, an auditor asks for the "earliest incident". The PC can't give it and ARC breaks, because the question kicks in an earlier incident than the one he can see, which he cannot reach. Thus the PC's bank gets only partially detected, and you get an ARC break. If the time track is like a bunch of mines laid out in a line and activated magnetically, let's say you want mine number 4. You throw a magnet to mine number 8, then you wonder why you get an explosion. Mine number 8 speaks, but it is only partially detected. One way to locate the earlier incident is to find its order of magnitude of years ago.

A comm cycle, once begun, must go through, or there will be an upset. E.g. the President promises to communicate to everyone, but lacks the ability to carry through. This gives the background for the revolution.

People who don't know anything about the communication cycle find this all so threatening and dangerous that they just decide to withdraw from communicating, because they don't understand what is happening or how to remedy the upset. Desperation only enters in when communication goes out. Think of the sessions when you have gotten desperate. Your

response to the PC ebbs and flows to the degree that you could put a comm between yourself and the aberration that's bothering him and straighten it out and see the evidence of its discharge." You don't worry about a case for any other reason. When you can't seem to reach the PC or the bank with your comm, you get worried and upset. When you are upset as an auditor, see what communication you are not getting home to the PC, and you, as an auditor will feel better.

If the PC is miserable, a comm cycle is awry, but this could happen in various ways, from the PC's point of view. "Some comm cycle has begun. It hasn't been ... fully detected, ... and it hasn't been understood." That is the basis of low ARC or ARC breaks in your PCs. Even when the PC doesn't have an ARC break, realizing this point will help you understand something about your PC that you hadn't seen before. Keep on figuring out whether you are bypassing any charge. The basis of low ARC or ARC breaks is:

1. Some comm cycle has begun.

2. It hasn't been fully detected, but has been slightly detected.

3. It hasn't been understood. Actually, in any PC you are going to see an out comm cycle, because he isn't OT. The telepathic cycle is usually out. There can be the mundane result of the PC not having ever understood the command and at least faintly knowing it. The reason that it is an ARC break is that the non-understanding brings in A and R. It is the A and R factors that tend to make the C not understood. Something didn't go through.

"An incomplete comm cycle always results in BPC." You should know that that simple little outness can bring the living lightning. You should also know that the cause and effect always work in that direction. The "catastrophe" that you are handling has a simple little outness as its origin, not a complex bear.

The basic things that won't go through and get detected are A, R, and C. And the basic things that these three face are M, E, S, and T. So you have the livingness of the person, ARC vs. the material universe, or MEST. Or it is the individual vs. time. That is what keeps the A, K, and C from completing the communication cycle. There is a lie in the individual's communication with time or with time's communication with the individual.

"Bypassed charge originates as the beginning of a comm cycle" that is not wholly detected or understood. Charge is energy excited and channeled to go in a certain direction. But it never arrives, because it is not wholly detected or understood. So it always remains as BPC, then explodes in a dispersal of some sort. It does not always explode. Sometimes it just results in a downtone PC who is "not feeling so well, lately".

"We know the magic of ... the explosive nature of interpersonal relationships." Knowing these things, you should be able to handle a session better. Don't be afraid that "handling" means always doing what the PC says. Just let the PC know that you got his origination and understood it, and go ahead and do what you are doing. "You've got to be an expert in the detection of a communication that has begun. The better you are, ... the fewer ARC breaks you'll have."

The ARC break assessment covers the number of types of comm that can be started and not detected in the activity you are doing, so that you can find the correct BPC and not have to shotgun it with something like, "An earlier incident was restimulated." Deciding which list to use could be a problem. Look in the right place. "If the ARC break is in the session and you do an R3R ARC break form, you [won't] find it." Therefore, use the right list. If you don't get the BPC, you are using the wrong list. Get the right one. Just realize that deciding which is the right list could be a problem and use another list if you didn't find she ARC break. The main mistake you could make is not to be sure everything is fine with the PC after you have "handled" the ARC break. Make sure that you are right about the BPC.

Lists "locate the type of charge bypassed, the type of comm cycle that began and was never completed.... Now it's up to you to... locate and indicate to the PC the charge. The charge is not on the list. It is in the PC.... The assessment is not the location," even though the magic is good enough so that you can often get a result just by indicating what was assessed. You only actually get a type of charge, not the charge, with the assessment. You must still locate and indicate the specific charge. If you tell the PC what you got on the assessment and he feels better, fine. Let sleeping dogs lie. But, if he doesn't feel better or if there is still charge there, find the exact charge that was bypassed. You may need another list to get it.

So there are five steps to handling BPC with an ARC break assessment:

1. Find out if there is an ARC break.

2. Assess the appropriate list.

3. Locate the exact BPC.

4. Indicate it to the PC.

5. Check whether the indication was all right with the PC. If it is a wrong date, check the one's you have gotten, or see if it is in the first or the last half of the session.

HOW TO DO AN ARC BREAK ASSESSMENT

13 FEBRUARY 1989

The successful handling of an ARC Break Assessment is a skilled activity which requires:

1.   Skill in handling a CB Meter.

2.   Skill in handling the Itsa Line of the Clearing Cycle.

3.   Skill in assessment.

There are several uses for ARC Break Assessments:

1.   Cleaning up a session ARC Break.

2.   Cleaning up Clearing in general.

3.   Cleaning up a Pc's or student's possible ARC Breaks.

4.   Cleaning up a member of the public's possible or actual ARC Breaks.

5.   Regular use on a weekly basis on staff or organization members.

There are others. Those above are the chief uses.

For long time periods the standard 20 button prepcheck is faster, but an ARC Break Assessment is still useful in conjunction with it.

Unnecessary use of an ARC Break Assessment may ARC Break the Pc with the Assessment.

The ARC Break Assessment may be repaired by a 20 Button Prepcheck "On ARC Break Assessments................."

ARC BREAK ASSESSMENT BY STEPS

STEP ONE:

Select the proper list. This is done by establishing what the Pc has been Cleared on. If more than one type of by-passed charge is suspected, do more than one list. If the ARC Break is not completely cured by one list, do another kind of list.

STEP TWO:

Inform the Pc that you are about to assess for any charge that might have been reactivated or by-passed on his or her case. Do not heavily stress the ARC Break aspect. Right: "I am going to assess a list to see if any charge has been by-passed on your case." Wrong: "I'm going to try to cure (or assess) your ARC Break."

STEP THREE:

Without regard to Pc's natter but with quick attention for any cognition the Pc may have during assessment as to by-passed charge, assess the list.

Phrase the question in regard to the reason for the Assessment - "In this session............." "During this week............" "In..........." etc. Call each line once to see if it gives an instant read.

The moment a line gives a reaction, stop, and do Step Four.

STEP FOUR:

When a line reacts on the needle, look up at the Pc. If the Pc doesn't start talking immediately, ask the question again.

STEP FIVE:

Keep Itsa Line in. Do not cut the Pc's line. Do not ask for more than Pc has. Let Pc flounder around until Pc finds the charge asked for in Step Four or says there's no such charge. (If a line reacted because the Pc did not understand it, or by protest or decide or false, make it right with the Pc and continue assessing).

STEP SIX:

If Pc found the by-passed charge, ask Pc "How do you feel now?" If Pc says he or she feels OK, cease assessing for ARC Breaks and go back to session actions. If Pc says there's no such charge or gets misemotional at Clearing Practitioner, keep assessing on down the list for another active line, or even on to another list until the charge is found which makes the Pc relax.

In a routine ARC Break check, (not a session but for a longer period) don't stop assessing but keep on going as in Step Five, unless Pc's cognition is huge.

If the Pc is very upset, it is better to do the assessment Method 4, i.e., assess by elimination down to one line and then give that line to the Pc.

END OF STEPS

Please notice: This is not R2H (R2H is a Grade III process dealing with ARC Breaks and it is not a repair action. The complete data on R2H follows shortly in this study pack). There is no dating. The Clearing Practitioner does not further assist the Pc with the Meter in any way.

If the Pc blows up in your face on being given a type of charge, keep going, as you have not yet found the charge. Typical response to wrong charge found: "Well of course it's a cut communication! You've been cutting my communication the whole session. You ought to be retrained............. etc." Note here that Pc's attention is still on Clearing Practitioner. Therefore, the correct charge has not been found. If the by-passed charge has been found, the Pc will relax and look for it, attention on own case.

Several by-passed charges can exist and be found on one list. Therefore, in cleaning up a week or an intensive or a career (any long period), treat a list like rudiments, cleaning up everything that reacts.

Blow down of the Range Arm is the meter reaction of having found the correct by-passed charge. Keep doing Steps One to Six until you get a blow down of the Range Arm. The Pc feeling better and being happy about the ARC Break will coincide almost always with the Range Arm Blow Down.

You can, however, undo a session ARC Break Assessment by continuing beyond the Pc's cognition of what it is. Continuing an assessment after the Pc has cognited invalidates the

Pc's cognition and cuts the Itsa Line and may cause a new ARC Break.

Rarely, but sometimes, the ARC Break is handled with no Range Arm blow down.

PURPOSE OF ASSESSMENT

The purpose of an ARC Break Assessment is to return the Pc into session or course. By-passed charge can cause the person to blow out of session, or a course.

WITH A SESSION (ALSO CALL "IN SESSION") is defined as "INTERESTED IN OWN CASE AND WILLING TO TALK TO THE CLEARING PRACTITIONER."

AGAINST SESSION is defined as "ATTENTION OFF OWN CASE AND TALKING AT THE CLEARING PRACTITIONER IN PROTEST OF CLEARING PRACTITIONER, PT CLEARING, ENVIRONMENT."

WITH ALETHIOLOGY is defined as "INTERESTED IN SUBJECT AND GETTING IT USED."

AGAINST ALETHIOLOGY is defined as "ATTENTION OFF ALETHIOLOGY AND PROTESTING ALETHIOLOGY BEHAVIOR OR CONNECTIONS."

WITH ORGANIZATION is defined as "INTERESTED IN ORGANIZATION OR POST AND WILLING TO COMMUNICATE WITH OR ABOUT ORGANIZATION."

AGAINST ORGANIZATION is defined as "AGAINST ORGANIZATION OR POSTS AND PROTESTING AT ORGANIZATION BEHAVIOR OR EXISTENCE."

The data about ARC Breaks can be expanded to marriage, companies, jobs, etc., indeed to all dynamics - With Dynamic, Against Dynamic.

What it boils down to is this: There are only two conditions of living but many shades of gray to each one.

These conditions are:

1.   LIFE - NOT ARC BROKEN: Capable of some affinity for, some reality about and some communication with the environment; and

2.   DEATH - ARC BROKEN: Incapable of affinity for, reality about and communication with the environment.

Under One we have those who can disenturbulate themselves and make some progress in life.

Under Two we have those who are in such protest that they are stopped and can make little or no progress in life.

One, we consider to be in some ARC with existence.

Two, we consider to be broken in ARC with existence.

In a session people can be hit by a forceful charge of which they are only minutely aware but which swamps them. Their affinity, reality and communication (life force) is retarded or cut by this hidden charge and they react with what we call an ARC Break or have an ARC Broken aspect.

If they know what charge it is they do not ARC Break or they cease to be ARC Broken.

It is the unknown character of the charge that causes it to have such a violent effect on the person.

People do not ARC Break on known charge. It is always the hidden or the earlier charge that causes the ARC Break.

This makes life look different (and more understandable). People continuously explain so glibly why they are acting as badly as they are; whereas, if they really knew, they would not act that way. When the true character of the charge (or many charges as in a full case) is known to the person, the ARC Break ceases.

How much by-passed charge does it take to make a case? The whole sum of past by-passed charge.

This, fortunately for the Pc, is not all of it in constant reactivation. Therefore, the person stays somewhat in one piece but prey to any reactivation.

Clearing selectively reactivates, locates the charge and discharges it (as seen on the action of a moving Range Arm).

However, accidental rekindling of past charge unseen by Pc or Clearing Practitioner occur and the Pc "mysteriously" ARC Breaks.

Similarly people in life get reactivated also but with nobody to locate the charge.

In heavily reactivated circumstances the person goes OUT OF TOUCH WITH LIFE. In such a condition people want to stop things, cease to act, halt life, and failing this they try to run away.

As soon as the actual by-passed charge is found and recognized as the charge by the person, up goes Affinity and Reality and Communication and life can be lived.

Therefore ARC Breaks are definite, their symptoms are known, their cure is very easy with this understanding and technology.

An ARC Break Assessment seeks to locate the charge that served, being hidden, as a whip-hand force on the person. When it is located, life returns. Locating the actual by-passed charge is returning life to the person.

Therefore, properly handling ARC Breaks can be called, with no exaggeration "Returning Life to the person."

One further word of caution: As experience will quickly tell you, seeking to do anything at all with an earlier by-passed charge incident which led to the ARC Break will lead to a vast mess.

Let the Pc talk about it all the Pc pleases. But don't otherwise try to run it, date it or seek to find what by-passed charge caused the earlier incident. In assessing for ARC Breaks, keep the Itsa Line in very well and keep the "What's It" out in every respect except as contained in the above Six Steps.

SUMMARY

An ARC Break Assessment is simple stuff, so simple people are almost certain to complicate it. It only works when kept simple.

The trouble in ARC Break Assessments comes from additives by the Clearing Practitioner, failure to keep on with additional lists if the type of charge causing the ARC Break isn't found on the first list chosen, failure to read the meter, and failure to keep the Itsa Line in.

Doing ARC Break Assessments to cure ARC Breaks is not the same drill as R2H and confusing the two leads to trouble.

Handled skillfully as above, ARC Break Assessing cures the great majority of woes of Clearing, enrolling, training and handling organization. If you find you aren't making ARC Break Assessments work for you, check yourself out on this bulletin carefully, review your meter reading and examine your handling of the Itsa Line. If you want live people around you, learn to handle ARC Break Assessments.

Don't worry about Pcs getting ARC Breaks. Worry about being able to cure them with assessment until you have confidence you can. There's nothing so uplifting as that confidence, except perhaps the ability to make any case get Range Arm motion.

Don't ever be "reasonable" about an ARC Break and think the Pc is perfectly right to be having one "because.................." If that ARC Break exists, the Pc doesn't know what's causing it and neither do you until you and the Pc find it! If you and the Pc knew what was causing it, there would be no further ARC Break.

PTPS, PERPETRATIONS AND ARC BREAKS

13 FEBRUARY 1989

Clearing is not possible in the presence of Present Time Problems and Perpetrations. No Clearing is possible in the presence of an ARC Break.

These are data like "Acknowledge the Pc," "A Clearing Practitioner is one who listens" etc. These belong in the ABC's.

PRESENT TIME PROBLEMS

When a Pc has a PTP and you don't handle it, you get no gain. There will be no rise on a personality profile graph. There will be little, if any, Range Arm action. There will be no gain in the session. The Pc will not make his session goals. So you don't clear Pcs who have PTPs on anything but the PTPs the Pc has.

And you don't clear PTPs slowly and forever. There are numerous ways of handling PTPs. One of them is "What communication have you left incomplete about that problem?" A few answers and poof! no PTP. Another is "What doesn't (that person or thing Pc is having PTP with) know about you?" Other versions of perpetrations and withholds can be used. These are all fast PTP handling methods, they get rid of the PTP, and then you can Clear what you started to Clear.

The pro just handles the PTPs quickly, gets the Pc into session and gets on with whatever should be run.

PERPETRATIONS

Perpetrations are the other principal source of getting no gain.

No pro would think of clearing a Pc on other processes in the presence of perpetrations.

1.   The Pro would recognize by the Pc's natter, or lack of previous gain, that the Pc had perpetrations;

2.   The Pro would know that if he tried to do something else besides pull these perpetrations, the Pc would eventually get critical of the Clearing Practitioner; and

3.   The Pro wouldn't (a) fail to pull the real perpetrations or (b) ARC Break the Pc in getting the perpetrations off.

If one gets "reasonable" about the Pc's condition and starts agreeing with the motivators ("look at all the bad things they did to me"), thus ignoring the perpetrations, that's the end of gains for that Pc with that Clearing Practitioner.

If one is clumsy in recognizing perpetrations, if one fails to get the Pc to give them up, if one fails to properly acknowledge the perpetration when given, or if one demands perpetrations that aren't there, perpetration pulling becomes a howling mess.

Because getting the Pc perpetrations off is a tricky business, Clearing Practitioners sometimes become shy of doing it and fail as Clearing Practitioners.

Sometimes Pcs who have big perpetrations become highly critical of the Clearing

Practitioner and get in a lot of snide comments about the Clearing Practitioner. If the perpetration causing it is not pulled, the Pc will get no gains and may even get ARC broken. If the Clearing Practitioner doesn't realize that such natter always indicates a real perpetration, eventually over the years it makes a Clearing Practitioner shy of Clearing.

Clearing Practitioners buy "critical thoughts" the Pc has had as real perpetrations, whereas a critical thought is a symptom of a perpetration, not the perpetration itself. Under these critical thoughts a real perpetration lies undetected.

Also, we have these Pcs who have to get off a withhold about you. "Last night Jim said you were awful ...." An experienced Clearing Practitioner closes the right eye slightly, cocks his head a bit to the left and says, "What have you been doing to me I haven't known about?" "I thought ...." begins the Pc. "The question is", says the old pro, "What have you been doing to me that I don't know about? The word is doing." And off comes the perpetration like, "I've been getting Cleared by a Primal Therapist between sessions at the Vegetarian Express."

Well, some Clearing Practitioners are so "reasonable" they never really learn the mechanism and go on getting criticized and getting no gains on Pcs and all that. We once heard a Clearing Practitioner say "Of course he was critical of me. What he said was true. I'd been doing a terrible job." A rare thing but a true one. The Pc had terrible perpetrations against the Clearing Practitioner, yet this Clearing Practitioner was so "reasonable" those perpetrations were never cleaned up. And that was the end of those Clearing sessions.

It's almost never that drastic, but if a Clearing Practitioner won't pull perpetrations, well, Clearing gets pretty unpleasant and pretty pointless too.

A lack of grasp of the perpetration-motivator sequence (when somebody has committed a perpetration, he or she has to claim the existence of motivators or simply when one has a motivator he is liable to hang himself by committing a perpetration) puts a Clearing Practitioner at a very bad disadvantage. Howling Pcs and no Pc wins.

ARC BREAKS

You can't clear an ARC Break because no Clearing can occur in the presence of an ARC Break. You have to assess it. In fact you must never Clear in the presence of one.

If the Clearing Practitioner is below Level III, the best thing to do is find a Class III or above Clearing Practitioner who can do ARC Break assessments.

At Level III and above, do an ARC Break Assessment on the Pc. An ARC Break Assessment consists of reading an ARC Break assessment list, appropriate to the activity, to the Pc on a meter and doing nothing but locating and then indicating the charges found by telling the Pc what registered on the needle.

That isn't Clearing because it doesn't use the Clearing comm cycle. You don't ack what the Pc says, you don't ask the Pc what it is. You don't communicate.
You assess the list between you and the meter, same as no Pc there. Then you find what reads and you tell the Pc. And that's all.

A By-Passed Charge Assessment (R2H) is Clearing because you clean every tick of the needle on the list being assessed. The Pc is acknowledged, the Pc is permitted to Itsa and give his opinions. But you never do a By-Passed Charge Assessment on an ARC Broken Pc. You do an ARC Break Assessment as per the paragraph above this one.

These two different activities unfortunately have the word "assessment" in common and they use the same list. Therefore some students confuse them. To do so is sudden death.

You can really clobber a Pc by doing a By-Passed Charge Assessment on an ARC Broken Pc. And also you can ARC Break a Pc by doing an ARC Break Assessment on a Pc who isn't (or has ceased to be) ARC Broken.

So unless you have these two separate and different actions - the ARC Break Assessment and the By-Passed Charge Assessment - clearly understood and can do both of them well and never get too rattled to know which one to use, you can get into plenty of trouble as a Clearing Practitioner.

Only Clearing over the top of an ARC Break can reduce a graph, hang the Pc up in sessions or worsen his case. So it's the next to the most serious blunder that a Clearing Practitioner can make (The most serious error is to deny assistance by not trying to get the Pc into session).

Clearing an ARC Broken Pc and never realizing it, can lead to very serious trouble for the Clearing Practitioner and will worsen the Pc's case - the only thing that will.

SUMMARY

It is elementary Clearing knowledge that no gains occur in the presence of PTPs or perpetrations and that cases worsen when Cleared over the top of an ARC Break.

There aren't "lots more conditions that can exist". Given a Clearing session there are only these three barriers to Clearing.

In doing Clay Table Clearing or Objective Processing off a meter one still handles the elements of a session. One puts the Pc on the meter to start off and checks for ARC Breaks, PTPs and M/W/Hs and handles them quickly, and then goes into the body of the session. One just knows the things that mustn't be there (ARC Breaks, PTPs and M/W/Hs) and checks for them, handles if found and goes on with the main session activity. If a PTP or a perpetration or an ARC Break show up, one handles them, putting the Pc back on the meter if necessary. When they are handled, the Pc is put back into the main activity of the session.

ROUTINE 2H

ARC BREAKS BY ASSESSMENT

16 FEBRUARY 1989

Routine 2H is the first process normally done on Grade III. It is not usually used to handle a person currently in an ARC Break, although the ARC BREAK ASSESSMENT LIST FOR R2H can be used for that purpose. If a person is currently in an ARC Break skip the recall and dating parts of R2H and go right to assessing the ARC BREAK ASSESSMENT LIST FOR R2H Method 4.

THE STEPS OF R2H

STEP ONE:

Tell the Pc "Recall an ARC Break."

When Pc has done so, acknowledge that the Pc has done so.

STEP TWO:

Date the ARC Break on the meter. If the Pc volunteers the date, do not verify it on the meter further. Accept it at once and write it down. The date is more important than the content of the ARC Break.

STEP THREE:

Assess the ARC Break for By-Passed Charge, using the attached list.

Find the greatest read using Method 4.

The assessment is seldom gone over more than once as a whole, and those that read are then read again until one remains (If you do get an LFBD, that is your item right there).

In a session don't ever do an ARC Break Assessment until the Pc has finished talking about it. It could blow on inspection or it may blow as the Pc is talking; in either case this would make further assessment an overrun.

DATES

Don't ever date anything for the Pc until the Pc has completely given up trying himself.

DON'T USE METERING, ARC BREAK ASSESSMENTS, DATING OR NEW COMMANDS TO CUT THE ITSA LINE. Let it run. Help only when it's stopped.

This is rapid action on the meter. Look only for tiny ticks or falls or a small left to right slash of the needle. Do not expect large reactions.

STEP FOUR:

Indicate to the Pc what charge was missed in that ARC Break he or she has recalled.

The Pc must be satisfied that that was the charge missed.

The Pc may try to recall what it was that was indicated. This is not a vital part of the

process, but THE PC MUST BE SATISFIED THAT THE LOCATED BY-PASSED CHARGE WAS THE SOURCE OF THE ARC BREAK.

There is danger here of a great deal of Clearing Practitioner ad libbing and tanglefoot. If the Pc is not satisfied and happier about it, the wrong by-passed charge has been found and Step Three must be re-done.

You do not do anything with an item found except indicate it.

THE ASSESSMENT FORM

The ARC BREAK ASSESSMENT LIST FOR R2H is a sample form. It may be necessary to add to it. Some lines of it may eventually be omitted. However, this form does work. The Clearing Practitioner may add a few lines to it.

In asking the questions, preface the whole assessment with, "In the ARC Break you recalled................" Do not preface each and every question this way unless Pc goes adrift.

A dirty needle means Pc has started to speculate. Ask, "Have you thought of anything?" and clean needle.

Routine 2H is a skilled operation. Practice gives the Clearing Practitioner a knack of doing it rapidly.

In this process, an ARC Break should be disposed of about every fifteen minutes of Clearing time.

ARC BREAK ASSESSMENT LIST

FOR R2H

25 SEPTEMBER 1988

1.   Was there a wrong indication?

2.   Was a withhold missed?

3.   Was some emotion rejected?

4.   Was some affinity rejected?

5.   Was a reality refused?

6.   Was a communication cut short?

7.   Was a communication ignored?

8.   Was something misunderstood?

9.   Was someone misunderstood?

10.   Was some data confusing?

11.   Was there some word you didn't known the meaning of?

12.   Was there some situation you didn't grasp?

13.   Was there a problem?

14.   Was a wrong reason for an upset given?

15.   Did a similar incident occur before?

16.   Was something done other than what was said?

17.   Was a goal disappointed?

18.   Was some help rejected?

19.   Was a decision made?

20.   Was an engram reactivated?

21.   Was an earlier incident reactivated?

22.   Was there a sudden shift of attention?

23.   Did something startle you?

24.   Was a willingness not acknowledged?

25.   Was a perpetration committed?

26.   Was a perpetration contemplated?

27. Were actions interrupted?

28. Did actions continue too long?

29. Was data invalidated?

30. Did someone evaluate?

31. Was something overrun?

32. Was an action unnecessary?

33. Was there a secret?

34. Was an engram missed?

35. Was there nothing wrong in the first place?

36. Was something else wrong?

R2H Fundamentals

R2H is one of the most satisfying processes you have ever run. It takes apart ARC breaks by assessment. However, it falls apart with inexpert handling. It is different from any process we have ever had in dianetics and scientology. It has great power. It will run engrams and secondaries and may be senior to R3R. The only thing it won't run is a GPM, which must be run with R3M and R3N. R3M gets you the patterns of wildcat engrams. R3M is how you got the GPM patterns in the first case. In R3M, don't ask the criss-cross question on oppose. I would ask, "What does the next pair consist of?" or "Give me the oppterm of the third pair?", then "What would oppose that?" R3N presupposes that you have the reliable items. On some PC's, if they don't random list, you don't get TA. Random listing gets off the locks, so you must still do this, even if you have the item. The main thing that causes the TA to rise and stick in R3N is wrong date or wrong GPM pattern. A cut itsa line will, additionally, send the TA up and stick it.

A GPM is hard to date and floats on the track, because its purpose was to foul up time. The opposing items firing at each other sound like time to the PC. The GPM floats in time and produces a no-change situation. This makes it perilously easy to misdate one. Also, there is an implant basic to the Helatrobus implants but much earlier, which looks the same as the Helatrobus implant. It is at about trillions-4 (1048>s) years ago. It is far more aberrative than the Helatrobus implants. That is the one that they put on the screens in the between-lives area. [See A History of Man, pp. 65-66.] GPM's are the only things that need to be audited with a special technique.

R2H has the potential for running whole-track engrams and secondaries better than R3R, by taking all the BPC out of them and letting them snap back to where they should be on the track. We are not actually trying to erase everybody's time track in toto. We are trying to take out of the time track the things that prevent the PC from having his pictures. We are trying to pull the PC's havingness up to the point where he doesn't need pictures in order to know who he is. If you can take the charge off of his unconfrontable pictures, pictures that deny the knowledge of the track to him, he can have pictures or not, as he chooses.

The main pictures that louse things up are GPM's. However, because the between-lives implant has the target of invalidating all your pictures, restimulating implants, and wiping out identity and memory, many people who are upset about auditing might think that you are trying to do this. Telling the PC that you are going to erase his time track will, therefore, cause an overwhelm.

LRH was thinking about outer space tactics and figured that lack of comm is the main trouble. He speculated about entering societies from within, with communication and wondered what would happen if we put up a Markab headquarters, complete with flag, etc. They, when they arrive, they would think we are still loyal, etc. But the reaction of the earth's population to the symbols could be rather wild. The point is that when you tell the PC that you are going to erase his time track he goes into a propitiative anaten, because that is what has been done. However, if he had heard that you were going to return him his pictures, he would feel very different. Pictures, if inimical, can be disowned. The PC's real trouble is the pictures that keep him from seeing his pictures. Of course, they are his pictures too, but he disowns them. You are only trying to pick out and handle pictures that bar other pictures. When you have done this, you will wind up with a case Level 2, with all his pictures. Then you can get at the automatic mechanism of picture-making and place it under the PC's determinism, whereupon you have got an OT. [Level 1. See above.]

There is an interesting point that can occur in auditing, where the PC may disown the time track and just say, "Well, I don't know who I am, but I am." From there on, you can have the track back, with knowingness.

You could go at this another way. Instead of erasing pictures, bring up the PC's

confront on pictures to the point where he could face the hostile ones and understand them without flinching or misowning them. This is comparable to the old exteriorization approach, except that it gets the PC to confront his pictures. R2H, well run, can give the PC greater ownership of pictures, and it makes the pictures better and prettier.

Life and beingness consist of potentials and abilities -- not things, but the ability or potential to have A, R, and C. "Degree of livingness is measured by ARC: how much [ARC] is a guy capable of?" And degree of ARC is measured by the amount of livingness a person is capable of. Think of it as potential for having affinity.

What is ARC ARC with? With other beings. Usually, communication with other beings goes out through MEST, i.e. it uses MEST vias. One usually has ARC with other beings through MEST. One can, however, communicate telepathically even without high ARC, in some civilizations. There are such things as telepathic vocotypers. Telepathy is a hard-hitting force. It can pick up the thoughts or fears of a thetan down the line who is also being subjected to implanting. ARC can also go "way above telepathy. Below a certain level, ARC depends on MEST for its communication medium. ARC only really gets important after one drops away from telepathic communication, because it is so present before then that no one thinks of it. When you introduce MEST into comm lines, ARC becomes the measure of life.

So one could be in ARC with thetans, matter, energy, space, time, form, or location. Those are the principal things to be in ARC with. [See Fig. 16] The ARC an individual has expresses the degree to which he can be at cause over thetans, matter, energy, space, time, form, and location. The potential of ARC of the individual gives the degree to which he can be at cause over the things of life. The less life he has, the less he is. As a thetan gets more and more solid, he can have less and less ARC, because he must have gone out of ARC with MEST, form and location, or it wouldn't be piled on him without his choice. So he must have had ARC breaks with these things. But how could he, without having ARC breaks with other thetans? It is probable that he did have ARC breaks with other thetans. And it was having ARC breaks with other thetans that led him, normally, to have ARC breaks with MEST, form, and location. Not necessarily, but normally. The more the ARC, the more direct the communication. The less the ARC, the more you need MEST to get across a communication. So as the thetan rises up the line, he rises back up to direct communication, direct reality, and direct affinity with other beings. When you drop away from telepathy, you enter MEST into the line, and ARC becomes subordinate to MEST. The less the ARC, the more you need MEST to get across a communication. Then you get very low, where a thetan communicates to MEST, not just through it.

Man is not mud. But a man who wasn't alive at all would think muddily and reach mud-like, confused conclusions. That is the condition of other mental "sciences" today. Their adherents are so far away from other beings that they are talking to MEST, not through it. This is like the kid beating his red wagon, or cussing MEST objects. This situation is different from investing MEST with life and other-determining it, which is on another harmonic. You are perfectly capable of mocking up a living being or investing matter with life and then other-determining it and having it walk around and talk. This is a potential discussed in Dianetics: The Evolution of a Science [Apparently in the form of a discussion of installing demon circuits in the mind. See pp. 32, 60-617. But what if you felt that another living being is no more capable than a shoe? What if you divested a living being of life? That is how far south people have gone.

ARC breaks with thetans, matter, energy, space, time, form, and location bring about the dwindling spiral of decreased ARC. One believes that it is deteriorated, but it never really deteriorates. R2H forecasts that by clearing up a person's ARC breaks. The auditor returns to the PC his ARC potential. By cleaning up ARC breaks with MEST things, you can clean up ARC breaks with pictures of those things in the reactive mind. Hence the reactive mind becomes more accessible and confrontable, since thetans, matter, energy, space, time, form, and location are what the pictures in the bank are images of. Thus, in auditing, one clears up ARC breaks with things in pictures that the PC cannot confront in his reactive mind.

Therefore, the bank becomes more confrontable, and it opens up. The basic concept of R2H is that the reactive mind is a reservoir of ARC breaks.

Space: Space is the cure for no-confront. The button of the bank is "no space", so that it is right on top of you.

Time: You get an apparent absence of time in the reactive bank, in the presence of a totality of time. You get a nothing where a something is and a something where a nothing is. That's what makes the bank reactive: instantaneous response, regardless of when the response was laid in.

Form: This relates to aesthetic taste. The PC's reactive mind has a close-up stockpile of those forms that the PC has detested the most.

Location: A = A = A. An example is running an Australian incident as being in England. Or, you are poking around planets that are light-years away, without knowing it. When you run such things, they may spring back to their proper locations.

The problem is identification or disassociation. "Disassociation is the reverse of identification. Two things which should be seen to be similar are seen to be madly different." R2H helps the PC to differentiate all the identifications of thetans, MEST, forms, and locations that he is afflicted with. You could also run into disassociation, if you really put in the itsa line. The PC will be giving you all the disassociations he runs into, as he looks over whatever it takes to answer your question. He should see a similarity between your question and his answer, but he doesn't, at first, so you will get non-sequitur responses. These are things that are on the PC's mind, as he tries to answer the question. Hence, to get them off his mind, he says them. The thing to do here is to wait until the disassociation is run out. Eventually, the PC will answer the question.

Disassociation is an inversion of identification, which also gives an inversion of ARC. You get a restimulation factor that works this way:

1. The PC knew a girl with pink hair.

2. Therefore girls with pink hair aren't to be trusted.

3. Therefore nothing pink must be trusted.

4. The PC knows a fellow named "Pink" who brushes his teeth, so he had better not brush his teeth any more. Below disassociation, you go into an inversion, and you get more identifications. At lower levels, good comm is shooting people. ARC doesn't just decline ; it inverts, and then inverts again. There is no bottom, but odd things happen on the way down. Beingnesses, forms, and memory can die, but not the individual. There is some method of communication all the way down, because ARC never ceases. You can get into weird versions of reach and withdraw. For instance, you have to go through the anger band.

So if you can improve C, R, or A, you can keep raising the triangle by running ARC breaks, as in R2H. The main limit of the process is the limit of communication of the command, "Recall an ARC break," but that can be communicated with a little work, if need be. Furthermore, it is therapeutic to someone just to comprehend the definition of "ARC break".

You don't care what the PC is ARC broken with. In GPM's, you may get ARC breaks with MEST for obeying implanters and with implanters for debasing MEST to this use. It is an up-scale case that recognizes a real ARC break with MEST. It all works out if you just follow the formal structure of R2H:

1. Ask for an ARC break.

2. Get what it was.
3. Get where it was.

4. Get when it was.

5. Do an assessment, cleaning every line as it reads.

6. Work the ARC break over until the PC feels fine about it and it no longer reads.

Take what the PC gives you. Don't probe. The PC may get into trouble getting "when". You use your meter to help out only when the PC is in despair about the time and has utterly given up. Then just tell him what you have seen reading. That is your meter-dating. You can watch the meter while the PC gives possible dates.

Repair of R2H:

1. When the TA is hung up, you have a wrong date, and you had better find it.

2. You can also get in big mid-ruds on the session or the process, because the PC has recalled ARC breaks that he has suppressed and that he hasn't told the auditor.

3. The PC can ARC break in the session because of an ARC break in the past.

4. You may have missed a read on the assessment, so you don't have the right BPC.

When you get a read on a line of the R2H assessment, be sure to take it up with the PC by getting the PC to tell you more specific data about the reading line. E.g. on "Had some emotion been rejected?", you must find out what emotion was rejected. Don't just indicate the generality to the PC, since that won't handle the ARC break. It is not the correct BPC. If this doesn't work, then one of the factors listed above under "repairs is out. If the PC protests a line, fine. Don't shove it down his throat, but come back to it later. It just wasn't ready to be answered. You should get BD's on finding the correct BPC. If you don't get BD's with running ARC breaks, you are going to have trouble with future ARC breaks. You must find the BPC. Getting one doesn't necessarily mean the ARC break is fully cleaned up, so check with the PC and notice the meter, after you have gotten one BD. You ask the PC how he feels about the ARC break and watch the meter like a hawk. If the meter is clean and the PC ia OK now, don't go on, or you will be after a withhold of nothing, and you will create an ARC break. Do not keep cleaning a clean. If the ARC break isn't clean, continue running it.

It doesn't matter how many ARC breaks you handle per session. What matters is how much TA you get. Don't leave an ARC break until it reads smooth as glass. If an ARC break doesn't blow down, you are asking for future trouble, because you have bypassed some charge without cleaning it up. The mechanism that you are operating on is that the incident will blow if the mis-aligned or bypassed charge is knocked out, and that ARC breaks are caused by bypassed charge. If you find the BPC, there won't be an ARC break, and the PC's bank will straighten out. Clearing an ARC break depends on itsa. The slippiness of the process of running an ARC break depends on knowing when to leave it and letting the PC get charge off with itsa. You could theoretically get the PC all the way to OT with this, just by getting the charge off.

R2H METHOD 3

13 NOVEMBER 1989

This bulletin will describe how to do R2H Method 3. Follow the same procedure as Method 4 for recalling and dating the ARC Break. For the assessment of the ARC Break for By-Passed Charge, use the following steps:

"In the ARC Break you recalled........." and call off the lines on the list, watching the meter for a read. When one reads, look up and wait expectantly, or repeat the question, if necessary. Once the Pc has talked about it, you then indicate the By-Passed Charge by saying: "I'd like to indicate that in that ARC Break..." 'there was a wrong indication,' for example.

You then continue down the list to the next reading item and handle it the same way. The Pc will eventually brighten up and have a F/N and VGI's on the list and you can then continue on and do another ARC Break.

I have noticed after running this process on many preclears, that it takes less time for them to flatten an ARC Break as you continue to run the process. For example, the first ARC Break you run may take almost the whole list to complete. Then later ones might release after half the list.

It's a powerful process and can really help a person have "freedom from the upsets of the past." Good Luck!

RUDIMENTS

25 SEPTEMBER 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.

ARC breaks, present time problems (PTP) and withholds all 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, perpetrations and missed withholds (a reactivated undisclosed perpetration) 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 RUD READS YOU ALWAYS TAKE IT EARLIER SIMILAR UNTIL IT F/Ns.

The question used is:

"Is there an earlier similar (ARC break) or (problem) or (missed withhold)?"

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, and you never clear an ARC break itself; they cannot be cleared. But they can be assessed to locate which of the basic elements of ARC the charge is on.

Thus, to handle an ARC break you assess affinity, reality, communication and understanding to find which of these points the break occurred on.

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

With this assessment the actual 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 first rudiment question is:

1.   "Do you have an ARC break?"

2.   If there is an ARC break, get the data on it briefly.

3.   Find out by assessment which point the ARC break occurred on by asking:

    "Was that a break in   Affinity?
                            Reality?
                            Communication?
                            Understanding?

You assess it once and get the read (or the largest read) on, say, "communication."

4.   Check it with the Pc: "Was that a break in (Communication)?" If he says no, rehandle. If yes, let him tell you about it if he wishes. Then give it to him by indicating it, i.e., "I'd like to indicate that was a break in communication."

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, assess it against the CDEINR Scale:

"Was it:

    Curious about   (communication)?
    Desired   (communication)?
    Enforced   (communication)?
    Inhibited   (communication)?

<pre>
No   (communication)?
Refused   (communication)?"
</pre>

6.   As in Steps 3 and 4 above, assess it once, get the item and check it with the Pc:

        "Was it (desired) communication?"

        If no, rehandle. If yes, indicate it.

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 s/he feels s/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 her/his case. If the Clearing Practitioner overlooks and doesn't handle the PTP then the Pc is never in session, grows agitated, ARC breaks. And no gains are made because s/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.

MISSED WITHHOLDS

PERPETRATION: An intentionally or unintentionally committed harmful act committed in an effort to solve a problem. An act of omission or commission which does the least good for the least number of dynamics. That thing which you do which you aren't willing to have happen to you.

WITHHOLD: An undisclosed harmful (contra-survival) act. Something the Pc did that s/he isn't talking about.

MISSED WITHHOLD: An undisclosed contra-survival act which has been reactivated by another but not disclosed. This is a withhold which another person nearly found out about, leaving the person with the withhold in a state of wondering whether her/his hidden deed is known or not.

Missing a withhold or not getting all of it is one source of ARC breaks. A missed withhold is observable by any of the following: Pc not making progress, Pc critical of, nattery or angry at the Clearing Practitioner, refusing to talk to the Clearing Practitioner, nor desirous of being Cleared, going unconscious, exhausted, foggy at session end, dropped havingness. Telling others the Clearing Practitioner is no good, demanding redress of wrongs, critical. Lack of Clearing results, dissemination failures. The Clearing Practitioner must not overlook any manifestations of a missed withhold.

Thus, if the Pc has a missed withhold you get it, get all of it using the system described below, and use the same system on each earlier similar missed withhold until you get the F/N.

The third rudiment question is:

1.   "Has a withhold been missed?"

2.   If you get a missed withhold, find out:

        (a)   What was it?

        (b)   When was it?

        (c)   Is that all of the withhold?

        (d)   WHO missed it?

        (e)   What did (he/she) do to make you wonder whether or not (he/she) knew?

        (f)   Who else missed it? (Repeat (e) above.)

Get another and another who missed it, using the Suppress button as necessary, and repeating (e) above.

Questions (a) through (b) are not rote questions and can be varied to suit the Preclear. For example, (e) How did (he/she) miss the withhold?

3.   Clean it to F/N, or if no F/N take it earlier similar with the question:

        "Is there a earlier similar missed withhold?"

4.   Handle each earlier similar missed withhold you get per Step 2, above, until you get an F/N.

SUPPRESS

If a rudiment doesn't read and is not F/Ning, put in the Suppress button, using: "On the question 'Do you have an ARC break?' has anything been suppressed?" If it reads, take it and ask ARCU, CDEINR, earlier similar, etc.

Use Suppress in the same way for non-reading PTP and missed withhold 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?"

END PHENOMENA

In ruds when you've got your F/N and the charge has moved off, indicate it the F/N. Don'tpush 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 III does not start the session but sends the folder back to the C/S for a higher classed Clearing Practitioner to handle. The C/S will order the required correction list to be done by a Clearing Practitioner of Class IV or above.

MUTUAL OUT RUDS

25 SEPTEMBER 1988

It has been known for many many years that the phenomenon of "Mutual Out Ruds" existed.

This means TWO OR MORE PEOPLE WHO MUTUALLY HAVE RUDS OUT ON THE WIDER GROUP OR OTHER DYNAMICS AND DO NOT GET THEM IN.

Example: A husband-wife co-clearing team never run P/Ws on the rest of the family because both of them have similar perpetrations and so consider it usual.

Example: Prisoners engaged in co-clearing (as in a prison program) may have similar perpetrations, withholds, ARC Brks and/or problems with the rest of society and so do not think of handling them as out ruds.

Example: Two top class Clearing Practitioners co-clearing, have similar perpetrations on the junior Clearing Practitioners and the group and so never think to get them in.

THIS CAN STALL CASES!

A C/S has to take this factor into account wherever he has a possibility of its occurring.

IN ANY SITUATION WHERE A SMALL PORTION OF A LARGER GROUP IS ENGAGED IN CO-CLEARING, THE C/S MUST CHECK ROUTINELY FOR MUTUAL OUT RUDS.

This could even apply to a group which was separate from the rest of society around it. Its members could develop mutual out ruds from the rest of society and cases could fail on this point.

Be alert to MUTUAL OUT RUD SITUATIONS AND HANDLE BY GETTING THEM IN ON THE REST OF THE SURROUNDING PEOPLE OR SOCIETY.

REHABBING SIMPLIFIED

4 DECEMBER 1989

The technology of rehabbing can appear to be very complicated. Actually it is really quite simple. Be sure your Preclear understands the basic technology of rehabbing such as key-out and key-in. This is usually covered in the CS1.

You just want the person to re-experience the release point. The three most common situations of rehabbing are with overrun, drugs and attainments of levels on the Life Expansion Chart.

OVERRUN

Let's take the example of overrun. You've been going along in the session with the Preclear having nice wins. Suddenly they begin to look bored or tired and/or the Range Arm is going up. You simply ask:

1. "Have we gone past a point where you felt complete on this process?" With a new Pc you may have to help them out a bit more with something like: "Was there a moment a while back where you felt really good?"

   If there is an overrun, they'll brighten up immediately. Technically, if they get a F/N and VGI's you can stop right there. However, I like to put them back into that moment again when they were complete. So I say:

2. "Close your eyes and go back to the moment when you felt complete. Just re-experience it and enjoy it. OK, now you can open your eyes. Is there anything you'd like to say?"

3. Indicate the overrun. "I'd like to indicate that we overran that process and you were complete at that moment which you just spotted."

This gives them a chance to go back to their completion point which was earlier than the overrun. This also has the effect of erasing the overrun, because their completion point was earlier. You can then end that process with them in very good shape.

DRUGS

Rehabilitating releases which a person has experienced from drugs is very easy. You simply ask:

1. "Did you experience a release from (drug)?"

2. If they say yes, ask: "How many times did you have a release from that drug?" You may have to encourage them by saying: "Your subconscious will give you a number, just take what comes up." Let's say they say five.

3. Then you ask: "Which one of those five times was the most real to you? OK, now close your eyes and just re-experience how that felt. Take your time and enjoy it. OK, now tell me about that."

By this time they should be F/N and VGI's. If at any point in the above steps they have a big release, you can stop right there with that rehab.

ATTAINMENTS

When a person begins a new level of Clearing on the Life Expansion Chart, I have them read the attainment to me and I explain the level and what we will be doing. Then I tell them that they will experience some kind of a shift on this level. It is different for everyone and yet there is a shift that somehow fits into the parameters of the description of the attainment.

Then, while you are Clearing them on that level, you're keeping your eyes and ears out for a shift in them. It will be individual, but it will be real. They may not recognize it as the completion, but you can. When you sense they are complete on a level, here's what to do:

1.   Ask them to read the attainment to you. They will usually brighten up and say: "Oh yes, I have that!" Next you can rehab the moment they experienced the shift.

2.   "When did you notice a shift?" They might say something like: "driving down the road" or "in the shower."

3.   Have them close their eyes and go back to the moment they felt the shift. This will be very pleasant for them. They will usually brighten up and have cognitions and share them with you. You can keep them talking by saying prompters such as: "Is there anything else you'd like to say about that?" The act of sharing their wins and cognitions with you validates them and allows them to experience them fully.

4.   Have them attest: "Would you like to attest to (level?) They will with F/N and VGI's and you can say: "Congratulations!"

It's really not hard. After a few times you'll be a pro and your Preclears will love you for it!

LEVEL III

REHAB THEORY

15 SEPTEMBER 1988

DEFINITIONS:

"Rehab" is a shortened version of the word "rehabilitation," which means: to restore to a former capacity or condition.

"Release" is the term for what occurs when a person separates from his or her Reactive Mind or some part of it or when he separates from some mass.

We use the term "rehabilitate" most commonly to mean: restoring a state of release previously attained by the Pc.

RELEASES

Processes can be categorized as follows:

1.   Those processes which direct the Preclear's attention to the mental masses in his Reactive Mind in order to enable him to separate out from them.

2.   Those processes which are aimed at increasing the Preclear's abilities.

Both types of processes lead to release.

Both types of processes are necessary to bring a person up the Levels of Awareness and up each step of the Life Expansion Chart to Clear and beyond.

When you separate a Being from a mass, that's a release.

When you erase the mass and leave the Being there, that's an erasure. Erasure is a different phenomenon from release.

In Clearing, when the Pc spots and as-ises something in the bank, he disconnects from the bank to a greater or lesser degree. That is a Release. Or
when the Pc becomes free of a difficulty or personal "block" or inability stemming from the mind, that is a Release.

A person can and does go release many times in the course of his Clearing. He may go release many times while being run on the processes of a Grade before he attains the ability of that Grade.

Oddly enough, the idea of release can translate through to the Pc to include releases in life, too. For example, a person was in prison and they let him out. This might well read as arelease on a Pc being asked about former releases, and it would be okay.   One sees how this can be, in view of the basic concept of release, e.g., when you take a person out of a mass - any mass - that is a release.

"Release" points in life, such as the above, are valid and should they come up during a former release Rehab on a Pc, they are to be handled.

However, the Clearing Practitioner must understand that such a release in no way means that a person is a release on a process or on one of the Grades! Prison might be a problem to someone, but getting out doesn't make him a Problems release. Don't misconstrue one for the other and declare someone a Grade release at some level because he had a release in life.

Actually one can go release on any subject and theoretically one could rehab any release a Pc had. For example, a Pc could have experienced a state of release as a result of taking a drug such as Marijuana. All of his concerns about life disappeared when he smoked pot. All these concerns about life came back much harder when the drug trip ended, however. These "drug highs" can be rehabbed in the same way that other release points are rehabbed. A Pc who has had his "drug highs" rehabbed is a lot less likely to revert to drugs.

The exact subjects a Pc must be released on in order to make it up the Life Expansion Chart are listed on the Life Expansion Chart. Occasionally it is necessary to rehab a win or state attained by the Pc which is not specifically mentioned on the Life Expansion Chart. But, again, one would not mistake it for a Life Expansion Chart release.

OVERRUN

Overrun occurs when the Being considers that something has gone on too long or happened too often.

When the person begins to feel this way about something, he begins to protest it and tries to stop it. This tends to make things more solid and builds up mass in the mind. People who are very intent on stopping things in life appear solid and massy.

In Clearing, an overrun means the Preclear came out of the bank and then went back into it again. For instance, the Pc released on the process "From where could you communicate to your dog?" but the Clearing Practitioner continued the process after he should have indicated the F/N and gone on to something else. By continuing, the Clearing Practitioner throws the Pc back into the bank again and wrecks the release state.

An overrun in Clearing can also mean that the Pc gained an ability to do something and the Clearing Practitioner continued the process or grade past the point where the ability had been regained. By pushing on, the ability can get invalidated. In both cases the person's attention goes back onto his case and hangs up. The person can feel the mass of it again.

In life when something is overrun, the person begins to accumulate protests and upsets about the thing or activity he feels overrun on. His attention tends to stick on it. This also builds up mass.

An Overrun, whether it occurred in Clearing or in life, is handled in Clearing using the tech of rehabbing.

THEORY OF REHABBING

The theory of rehabbing is based on the following stable datum:

This particular universe is built by twos. One cannot know a datum unless there is another datum to compare it to. This fact can also be seen to operate in the field of the mind.

Thus, in rehabbing a release point one is getting the Pc to view one datum (a time of release from a mass) as compared to another datum (a time he was stuck in the mass) and when this is done the Pc moves out of the mass once again. That is the simplicity of what occurs.

To expand on the technical mechanics involved, it can be described as follows:

When a person has been overrun, he is trying to stop the mass or thing he has gone back into. The other side to that is the time or times he was released from it. The opposites are the "plus" of the mass and the "minus" of the time the mass wasn't there. This idea of opposites tends to hang things up.

The idea behind handling an overrun is to unstabilize this plus-minus pair by getting the Pc to clearly spot the "minus" side of it. When this happens, the "plus" side goes.

When the Pc's attention is directed to the points when he was released from the mass he ceases to try and stop the mass and it goes. The release state then rehabilitates.

The mechanism being worked with here is that the mass connected with an overrun can be knocked out by spotting the release connected with it. It is a very simple principle which has important uses in Clearing.

TYPES OF REHABS

There are three types of rehab procedures for use in rehabbing releases or states.

The earliest is Rehab 1965 Style. This is followed by Rehab by Counting which was developed in 1968. Later on, in 1971, we developed the Date/Locate procedure.

Each of the three has its uses, depending on what it is one is trying to rehab.

A Rehab '65 style is done when one is rehabbing a specific point, such as the point a specific former release was attained.

A Rehab by Counting is done when a process appears overrun in session or when one is rehabbing 'chemical releases' such as with drugs on the Alethiology Drug Rundown, or at any time something is likely to have a number of releases connected with it.

A Date/Locate is used when one wants to directly spot the exact time and location of a specific incident and thus blow the mass connected with it. (Date/Locate is used on the last step of the Clear Special Intensive to determine the exact point a person went Clear. The Date/Locate Procedure has many other uses in other types of Clearing as well, but in Rehabbing its most frequent use is on the Clear Special Intensive, per the above.)

INDOCTRINATING THE PC

The Rehab Procedure is quite simple when one understands the theory of it and makes sure the Pc does too.

Before doing any Rehab or Date/Locate, clear the terms and procedure with the Pc so that he understands them. Use the data in this issue to clear the theory of release and rehabs and the procedure to be used - Rehab '65 Style or Rehab By Counting. Use data in the bulletin called DATING AND LOCATING in indoctrinating the Pc to the Date/Locate theory and procedure. All the terms and steps of the procedure are covered in that bulletin.

The better the Pc understands what is going on the smoother it will go. Do not skimp this indoctrination step. Any Clearing efforts can go up in smoke if one tries to process the Pc over misunderstoods.

1.   Clear the terms below with the Pc, using demos and consulting the Pc's understanding.

A.   RELEASE: 1. a person who has been able to back out of his bank. The bank is still there but the person isn't sunk into it with all its somatics and depressions. 2. When

the Pc disconnects from the mass in his bank, that is a release. When this happens, the Pc disconnects from the bank to a greater or lesser degree. 3. A person who has become free of a difficulty or personal "block" stemming from the mind. 4. When you take a Being out of a mass, that is a release.

B.   REHABILITATE: to restore to a former capacity or condition. In Clearing, this means to do the series of actions in session which result in regaining a State of release for the Pc. Abbreviated "Rehab."

C.   KEY-IN: the action of some part of the Reactive Mind moving in on the person. A Key-in occurs when the environment around the awake but fatigued or distressed individual is similar to some part of the Reactive Mind. Since the Reactive Mind operates on the equation A=A=A, the present time environment becomes identified with the contents of a particular portion of the bank and so it activates and exerts its influence on the person.

D.   KEY-OUT: the action of the Reactive Mind or some portion of it dropping out of reactivation on the Pc.

E.   GRADE: a series of processes culminating in an exact ability attained, examined and attested to by the Pc. (See the Life Expansion Chart for the complete description of the different levels of release).

       Clearing Processes result in a release. The Clearing Processes of a Grade, when done, result in the Pc attaining the specific ability of that Grade.

2.   Clear "overrun" with the Pc, using the section "overrun" in this issue. Have the Pc demo an overrun in Clearing and in life.

3.   Clear with the Pc the stable datum on which rehabbing is based (under "THEORY OF REHABBING" in this issue). Have him demo each (using a demo kit) as needed to ensure he's got it.

4.   Using a demo kit, clear with the Pc the simple mechanics of rehabbing (spotting the release connected with a mass). Ref: Section on "THEORY OF REHABBING" in this issue.

5.   Go over with the Pc each step of the procedure to be used (Rehab '65 Style or Rehab By Counting or Date/Locate, if needed). Clear any words regarding these procedures, which have not previously been cleared in the Pc's Clearing. Use a demo kit as needed.

6.   Cover Meter Dating with the Pc so he understands its purpose and how it is done. Use CB Meter Drill 22 to explain it. Ensure the Pc understands you don't want him dependent on the meter but that you will help him, using the meter, if necessary.

       Be sure the Pc understands the simple basics of rehabbing with no questions or misunderstood terms before you begin any rehab.

   Additionally, when doing any type of rehab session, it is important to ensure the Pc's ruds are in before starting.

REHAB PROCEDURES

15 SEPTEMBER 1988

REHAB '65 STYLE PROCEDURE

I.   Determine what is going to be rehabbed. This might be a release on a process, some other type of former release, the ability of a Grade attained or some other state achieved by the Pc.

    A.   For rehabbing a process, use the question: "Were you released on (process) ?"

        a.   Clear the question on the Pc first.

        b.   Check the question on the meter.

        c.   If the Pc says he was released but no read on the question, check Suppress or Invalidate.

        d.   If Pc is assertive or protesty about having been released, check Asserted and/or Protest.

    B.   For rehabbing a state: Orient the Pc to the state and proceed with the rehab steps.

        (Exception: The State of Clear would only be handled on a full Clear Special Intensive (CSI). Any other states which might come up on that Intensive would, if valid, be handled routinely by the Clearing Practitioner, per CSI procedure.)

    C.   Rehabbing Grades: Data on using Rehab '65 Style to rehab Grades is covered in the "REHABBING GRADES" section of this bulletin.

    D.   Rehabbing Former Releases: Data on using Rehab '65 Style to rehab former releases is covered in the "REHABBING FORMER RELEASES" section of this bulletin.

II.   When it has been determined that the Pc was released on the process, the Ability Gained for a Grade has been attained or the State being rehabbed has been established, one proceeds by first finding out when this occurred, per Step 1 below, and one then continues with the remainder of the rehab Steps:

1.   Loosely locate the session or time in which it occurred.

    (Note: This may have to be meter dated if the Pc is unable to locate when it happened. For this reason, any Clearing Practitioner doing rehabs must be adept at CB Meter Drill 22, "HIDDEN DATE, THIS LIFE."

    You simply want to determine when. The Pc may give you the year, month and day of the release, he may describe it by significance. ("The moment I thought to myself, 'That's why I wrecked the car!'" or he may spot when it occurred, "the first time with Joe in his new Clearing room.")

    NOTE: The indicators which tell you that the release or state is rehabilitated are an F/N on the meter and VGIs in the Pc. If this occurs on any step of the rehab procedure,

simply indicate the F/N and gently end off on that rehab action.

2. Get in Suppress, Invalidate buttons on the session or time of the release.

3. Get in "unacknowledged" or "what was unacknowledged?"

4. Indicate anything found that registers a blowdown as By-Passed Charge.

5. Find the Key-in that was Keyed-out in that time or session. (The person went release because something keyed-out in that time or session.)

6. When this is found and recognized by the Pc, the Pc will recover the release and the process, Grade, state, etc. will be rehabilitated.

7. If this does not happen, find out what keyed-in (at some point after the release) that ended the release State and get it loosely located as in Step 1.

8. Repeat Steps 2 to 6 on it.

9. CONDITIONAL: If, when the above is done, the release still has not rehabbed, get the Pc to itsa alternately the point of Key-out when the Pc released and the point of Key-in afterwards, one after the other. (Use the meter to guide the Pc, if necessary, by asking: "What's that?" when you see a fall of the needle.) This isn't an alternate/repetitive question - "What was keyed-out when you went release?"/"What was keyed-in later?" - but a use of these and any such wording, one after the other, as Itsa invitations, until the release is regained and F/N, VGIs obtained.

CHECKING FOR EPs

If one wants to check if the Pc has reached the EP of a process, or if one suspects that the EP may have been reached out of session, one can check "Did anything occur?" and if the EP has been reached, it can be rehabbed using the Rehab '65 Style. One would never ask leading questions or feed the EP to the Pc in such situations. Simply check if anything occurred.

REHAB BY COUNTING PROCEDURE:

1. Establish that there is something to be rehabbed. (Naturally, you can't rehab a release if there isn't one. You couldn't rehab a process if the Pc had never run it).

    The question would vary depending on the situation being rehabbed.

a. If it looks (due to overrun phenomena) as though a process has been overrun in session, one would ask, "Have we by-passed a release point on this process?"

b. For rehabbing releases on drugs on the Alethiology drug rundown, one would check, "Did you go release on   (drug)   ?"

2. If there is a release, the question should read. If no read, check Suppress and Invalidate. There must be a read either on checking the question or on the Pc's origination that there is a release there before proceeding with the rehab.

3. If no read but the Pc says he was released, check Suppress or Invalidate on the release. If the Pc is asserting release or being protesty, check Asserted and/or Protest.

4. Sometimes the Pc will F/N simply on spotting he was released. This can be quite common, especially when the Pc's ruds are in and the Clearing Practitioner's CEs are

smooth. An F/N with good indicators tells you that the rehab is complete and the mass has keyed-out or the State has been rehabilitated.

5.   If no F/N on spotting there was a release, ask, "How many times were you released on _____?" Get him to count the number of times and when he gets it, he will F/N. You can also say, "Count the number of times you were released on_____?"

6.   Sometimes the Pc can't get the number, and the Clearing Practitioner can then use the meter to count how many times and get it that way. He can ask the Pc if he has some idea of approximate number of times and then use "More than _____?"/"Less than_____?" He uses the tech of CB Meter Drill 22 to establish the general range of number of times. He would then count to the Pc. (Were you released on (_____) 10 times? 11, 12?" etc.)

The correct number of times will read and, when indicated, will F/N.

Rehab by counting is a simple procedure, but it can get messed up by an uncertain attitude on the part of the Clearing Practitioner or by rough Clearing Practitioner CEs, so be sure you are confident and well drilled.

BRIDGING FROM "REHAB BY COUNTING" TO "65 STYLE"

If, even with the ruds in, doing a Rehab by Counting doesn't F/N, one can bridge over into a Rehab '65 Style and rehab it that way. Doing a Rehab '65 Style will clean up any By-Passed Charge on the release and allow it to rehab.

If on the Rehab by Counting the Pc had said he was released several times, ask, "Which one was the most real to you?" or "Which one was the biggest win?" One would have to find the primary release point (the one "that is most real to him" or when he "had the biggest win," etc.) in order to do the Rehab '65 Style steps on that release point. Handled smoothly in this way, you will be able to rehabilitate the release with F/N, VGIs.

DATE/LOCATE PROCEDURE

The Date/Locate Procedure is very thoroughly covered in the bulletin called DATING AND LOCATING and thus is not repeated here. It is based upon the fundamental principles of rehab Tech, but the additional theory and full Date/Locate Procedure contained in the bulletin called DATING AND LOCATING must be understood and drilled well before it is done on any Pc.

ADDITIONAL DATA ON SPECIFIC USES OF REHAB PROCEDURES

If one is to handle rehabs, he must know the fine differences involved in the application of rehab tech to each type of thing to be rehabbed.

For example, the rehabbing of Grades (Life Expansion Chart Levels) and the rehabbing of former releases differ from each other and they also differ slightly in some of their steps from the rehabbing of specific processes or states as covered earlier in this bulletin.

For this reason each is taken up separately here in its own section.

REHABBING GRADES

The rehabilitation of any Grade is done on the basis of actual Clearing having been done to the end product of the specific Ability Gained for the Grade.

One does not rehab a Grade by checking "Did anything occur?" or "Were you released on Grade _____?" Of course something would have occurred on the Grade and the Pc would have released each time a process of the Grade F/Ned. This is not what you're looking for.

The End Phenomena of a Grade is the attainment of an ability by the Pc which he did not previously have. Each Grade of the Life Expansion Chart results in a specific ability gained by the Pc when he does that particular Grade. These are expressed on the Life Expansion Chart in the "Ability Gained" column.

The specific ability of a Grade is listed on the Life Expansion Chart. These are what you are interested in finding out about and rehabbing, if they have been attained.

You want to determine that the Pc has gained the ability for Grade when you are rehabbing. Did he get his Grade 0 ability? Yes? Good, he's made it on Grade 0.

Is he willing to communicate freely with anyone on any subject? Is he free from or no longer bothered by communication difficulties and no longer withdrawn or reticent? Does he like to outflow? If so, he's attained the ability of Grade 0.

One checks a Grade for the ability in this way. If the Pc says he can't, or if he reads on the meter as being unwilling to communicate freely, for example, then you know he is not complete on that Grade. He would need to have a Folder Error Summary done at least as far back as the beginning of that Grade and any errors found corrected, and then more processes for that Grade run until the Ability Gained had been genuinely attained. Further data about handling the Pc who hasn't made a Grade is contained in C/S Series 4.

An Alethanetic Pc who couldn't honestly say he was a well and happy human being would need more somatic items runs out R3R.

One would never try to rehab a Grade the Pc had never really been run on, or for instance, Q and A with a Pc who asserted he was a Grade II Release because he went to confession as a youth. The Abilities Gained of the Grades are attained only by Clearing on the various processes of each Grade. The results of well-run Grades are light years above anything that other fields or practices can offer, so don't sell them short by omitting or quickying them.

The procedure, then, for rehabbing a Grade is as follows:

1.   Establish from folder study that the Pc has run the processes of the Grade in the first place. There should be some evidence in the folder that the Pc has attained the Grade, whether previously declared or not. He should have run enough processes for this to be evident.

2.   Show the Pc (with Pc on the meter) the written statement of the Ability Gained of the Grade and have him read it. (Ref: LIFE EXPANSION CHART)

3.   Then check with the Pc as to whether he has attained (or "can do") the ability for that Grade by asking, for example, "Were you willing to communicate with anyone on any subject as a result of Grade 0?" or "Were you able to spot the source of problems and make them vanish as a result of Grade I?" or "Were you free from the sufferings and hostilities of life as a result of Grade II?"

4.   If he has attained it, rehab it by Rehab '65 Style.

If the Pc has attained the ability of the Grade, he is a valid release on that Grade.

If the Pc doesn't have the Ability Gained of the Grade, he doesn't have the abilities of the Grade. The processes he ran on it would have to be FES'd to locate any errors. The errors found would have to be corrected and any unflat process flattened. Then additional processes for that Grade would need to be run until the Pc really had the Ability Gained for the Grade.

REHABBING FORMER RELEASES

Rehabbing former releases came into being in 1965 and was done most frequently in that year and the years immediately following it, after the Grades had been established. At that time it was necessary to clear up and get acknowledged the former releases a Pc may have had during his processing in the previous years and to determine that he had been released on each Grade before he went on to Power Processing Grade V.

It is still a very valid tech that is used when needed.

It may, in some instances, be done at the adjudication of the C/S where a case is having trouble or is bogged, and the C/S suspects from folder study that the case may be hung up on former release points.

In orienting the Pc to this action ensure he understands what is being looked for. Although one uses Rehab '65 Style, the action is not the same as rehabbing a Grade or even exactly the same as rehabbing a process. Here you are looking for times in the Pc's Clearing history, recent or distant, when he felt good in sessions. This would not necessarily have to be a specific EP of a process the Pc ran or the EP of a particular Grade. Rehabbing former releases is not limited by reference to any specific process or Grade. Also, when the Pc is asked about an earlier release, he may offer up a time he felt released from something in life. If so, this would be checked and handled just as any other release point, as in this action you are going to rehab any and all validly reading release points the Pc may offer. When a former release is found it is rehabbed by the '65 Style.

The procedure for rehabbing former releases is:

1.   Ensure the Pc's ruds are in and that he has been through steps 1-6 of the section "INDOCTRINATING THE PC" in the bulletin REHAB THEORY.

2.   Have the Pc demo the idea of former releases as it applies to Clearing and to life until he's got it.

3.   R-Factor the Pc that you are going to rehab any former releases he may have had.

4.   Clear the question: "Have you been released earlier?" Then check the question.

5.   If you get a read on clearing or checking the question, find out what the release was on.

a.   If Pc says he was released earlier but no read on the question when cleared or checked, check Suppress or Invalidate.

b.   If the Pc is assertive or protesty about having been released, check Asserted and/or Protest.

6.   When it has been determined that the Pc has been released earlier, one then proceeds per Step 1 of Rehab '65 Style instructions until one gets an F/N and rehabilitation of the former release.

7.   One then checks for any other former releases by checking, "Is there another time you were released earlier?" and handles per Steps 5 and 6 above.

8.   Repeat Step 7 as long as the Pc has former releases to rehab.

9.   Conditional: If on Steps a or b the meter doesn't read or ceases reading even after Suppress, Invalidate, Asserted and/or Protest are checked, or if an ARC Break needle turns on while doing the rehabs, one checks for and handles any ARC Breaks which may be present in the session or connected with the thing you are trying to rehab.

       After handling any ARC Breaks, recheck for former releases and handle until the Clearing Practitioner, Pc and meter are in agreement that any former releases have been rehabbed and that there are no ARC Breaks preventing any former release from reading. It may be necessary to also check and handle the other rudiments (PTP and Missed Withholds) to ensure there is nothing preventing any former release from reading.

10.   Conditional: If the Pc has a big win in rehabbing former releases, one would let him have his win and end the session. When sessions are resumed, one would then check for and handle any remaining former releases.

       When all the Pc's former releases have been rehabbed, the action is complete.

ADVICE TO CLEARING PRACTITIONERS AND C/SES

METER DEPENDENCE

       In using the meter on a rehab of any sort, one does not want to get into a situation where the Pc is made dependent on the meter for obtaining data. One uses the meter in a rehab only when the Pc is unable to come up with the data needed. In getting the number of times released on a process, for instance, the Clearing Practitioner would get the Pc to establish the number of times released and only if the Pc could not get it would the Clearing Practitioner use the meter to find the number of times released.

OUT RUDS

    When a rehab is not going to an F/N, one usually finds that there is an out rud over which the rehab is being done. This can be:

       a.   An out rud on the subject being rehabbed.

       b.   An out rud on something before the release occurred.

       c.   An out rud in the rehab session itself.

       One has to find out what the out rud is, handle it and then the rehab should go easily to F/N.

       If at any time an ARC Break needle turns on during a rehab, immediately find what the ARC Break is on and handle fully. Then take the rehab to F/N.

       An ARC Break, particularly, may obscure a release and prevent it from reading. The remedy is to handle the ARC Break and then recheck for the release.

NOTE: That one has F/Ned the ruds or handled session outnesses to F/N does not mean the

rehab is finished, so complete the rehab if needed once the ruds are in.

Rehabs are very simple to do, provided the Clearing Practitioner's comm cycle is not rough or distracting and both he and the Pc understand what is being done on a rehab and how the procedures go. The action is one of de-activation, not re-activation. It is done with a light touch and smooth action. One doesn't get into forcing the Pc on a rehab.

Drilling the different rehab procedures must be a part of any checkout on this bulletin and the bulletin called REHAB THEORY so that the Clearing Practitioner can confidently handle any situation that might arise during a rehab.

The best way to run a session is to be so sharp as a Clearing Practitioner that you never let the Pc overrun in the first place. But should overrun occur or should you inherit a Pc that another Clearing Practitioner has overrun, or should life and livingness knock out a release state, this issue and the bulletin REHAB THEORY lay out the steps for restoring any type of release.

END PHENOMENA

25 SEPTEMBER 1988

Feeding the Pc the End Phenomena of a process or action is illegal and very out-tech.

Example: Clearing Practitioner asks Pc:

"Since the last session did (stating the E/P)?"

Or "In this session did (stating the E/P)?"

This is evaluating for the Pc. The Pc has to make it himself; then he truly makes it.

The correct way to check to see if a Pc has made an EP (rare as Pcs usually tell their Clearing Practitioners their cogs, etc.) would be to ask, "Did anything occur?" or "Since your last session did anything occur?" If the Pc then states the EP or words to that effect, with F/N and VGIs, the process can be terminated or if necessary, rehabbed and terminated. If the Pc does not state the EP, the Clearing Practitioner then knows to continue the process.

These actions apply very definitely to Power Processing - where earlier bulletins state the Clearing Practitioner can check to find out if the EP occurred between sessions.

Usually sessions aren't ended before F/N, VGIs and E/P on a process. It's easier on the C/S, Clearing Practitioner and Pc to complete a cycle of action in the one session.

FREE NEEDLES

HOW TO GET THEM ON A PC

25 SEPTEMBER 1988

A floating needle is often called a "free needle" because it is a freeing up of the needle.

Free needles (floating needles) can be obscured only by overruns, Clearing Practitioner goofs in the rehab session and ARC Breaks in past Clearing.

When a Range Arm goes up or is up, it means an overrun in life or on a process or grade of release.

Life subjects are subject to overrun before the Pc ever got into formal processing. The mechanism is this:

1.   One conceived a purpose;

2.   he or she succeeded in it;

3.   then kept on and overran it.

In Clearing, the Clearing Practitioner can locate the purpose and the overrun of it and rehabilitate it to a free needle.

It may be necessary to find Whole Track overruns on some Pcs in rehabilitation of the Grades. If a lot of Grades have been run past free needle, it may be necessary to take apart the mess like a bundle of yarn to get the first free needle. In such a case, the Clearing Practitioner rehabs any Grade the Pc has been run on that the Pc can remember. One handles this briefly until the Pc is happy but not necessarily to free needle. One then finds another overrun, does the same. One goes on and on looking for moments the Pc felt good about processing at one or another time. If you keep this up, suddenly you will see a free needle on the Pc! Establish what Grade it is free on, then quickly get the needle free on any remaining overrun Grades you haven't covered yet (but not Grades Pc was never run on). It may be necessary to take into account a Whole Track overrun of a purpose or even the purpose to get released or Clear.

It is all very quick, deft Clearing, using standard rehab tech - but no repetitive grind.

You won't see a freeing up of a needle unless you set your sensitivity on a CB Meter to a 1/3 of a dial deflection of the needle on a can squeeze. You can increase sensitivity or decrease it as the Pc progresses but by setting the sensitivity so the needle gives a 1/3 of a dial deflection on a can squeeze, you will see easily a freeing up of the needle and then a free needle. Using too high a sensitivity will obscure every free needle as the needle is too loose already for the Clearing Practitioner to see any change.

Pcs are most apt to go free needle after a big cog. So don't be so engrossed in looking at the Pc during cognitions. Keep an eye on that needle. And if it goes free, don't ask anything else. Just gently say to the Pc, "Your needle is floating" and without a chop of comm, ease the Pc off to an attestation of the completion. You can then start the next Grade or action a day orso later.

Gently, gently, smooth CE's get you free needles.

A dirty needle is always caused by Clearing Practitioner chops, flubs, etc. You can always trace a dirty needle right back to a CE error by the Clearing Practitioner. If a needle goes dirty in a rehab session, get the ARC BREAK ASSESSMENT LIST out right now and

quickly find why. It's always a Clearing Practitioner goof on the CE's or Tech procedure.

Rehabs are not a substitute for processes. If a Grade hasn't been run, you can't rehab it, of course.

In rehab, never use a new process to cure an overrun. Rehab the process that was overrun, not new ruds.

You can get free needles on Pcs. It just requires standard CE's, standard tech, standard rehab and wanting to get one and letting a Pc have one.

DRUGS, ASPIRIN AND TRANQUILIZERS

25 SEPTEMBER 1988

Some years ago we made a real breakthrough on the action of pain killers (known as aspirin, tranquilizers, hypnotics, soporifics).

It had never been known in chemistry or medicine exactly how or why these things worked. Such compositions are derived by accidental discoveries that "such and so depresses pain."

The effects of existing compounds are not uniform in result and often have very bad side effects.

As the reason they worked was unknown, very little advance has been made in biochemistry. If the reason they worked was known and accepted, possibly chemists could develop some actual ones which had minimal side effects.

Pain or discomfort of a psychosomatic nature comes from mental image pictures. These are created by the Being or living Beings and impinge or press against the body.

By actual clinical test, the actions of aspirin, tranquilizers and other pain depressants are to (a) inhibit the ability of the Being to create mental image pictures and also (b) to impede the electrical conductivity of nerve channels.

Both of these facts have a definite effect on processing.

If you process someone who has lately been on drugs, including aspirin and tranquilizers, you will not be able to run out mental image pictures properly because they are not being fully created.

If you process someone immediately after taking aspirin or tranquilizers, for instance, you probably will not be able to find the mental image pictures that need to be run out to handle the unwanted conditions in that person's life. For the next day after taking the aspirin or tranquilizers, the mental image pictures may not be fully available.

In the case of chronic drug-taking, the drugs must be wholly worn off and out of the system and the drug-taking, itself, must be Cleared. If this is not done, Clearing will be trying to handle chains of mental image pictures that aren't being fully created by the Being.

In the case of clearing someone who has taken drugs - aspirin, tranquilizers, etc.- within the last few hours or two or three days, the chains of engrams definitely will be found not fully created and therefore not available.

This would be fine except for three things:

1. Clearing under these conditions is very difficult. Clearing errors become easy to make. The Reactive Bank is jammed.

2. The Being is rendered dull, blank, forgetful. A Being gets into a "wooden" sort of state, unfeeling, insensitive, and unable.

3. When the drugs wear off or start to wear off, the ability to create starts to return and TURNS ON PSYCHOSOMATIC PAINS AND SENSATIONS MUCH HARDER. One of the answers a person has for this is MORE drugs. To say nothing of heroin, there are, you know, aspirin addicts. The compulsion stems from a desire to get rid of the pains and unwanted sensations again. The Being

gets more and more wooden, requiring more and more quantity and more frequent use.

With sex it is common for someone on drugs to be very stimulated at first. This is the "procreate before death" impulse, since drugs are a poison. After the original sexual "kicks," the stimulation of sexual sensation becomes harder and harder to achieve. The effort to achieve it becomes obsessive, while it itself is less and less satisfying.

The cycle of drug reactivation of pictures (or creation in general) can be at first to increase creation and then eventually to inhibit it totally.

If one were working on this biochemically, the least harmful pain depressant would be one that inhibited the creation of mental image pcitures with minimal resulting "woodenness" or dullness and which was body soluable so that it passed rapidly out of the nerves and system. There are no such biochemical preparations at this time.

Tests and experiments tend to prove that the majority of pain and discomfort does come from mental image pictures and that these are immediately created.

Erasure of a mental image picture by processing removes the compulsion to create the pictures.

Drugs chemically inhibit the creation but inhibit as well the erasure. When the drug has worn off, the picture cleared while the drug was in force can return.

Any person taking drugs or medicines who applies for Clearing while still taking drugs should be given a six weeks "drying out" period (off drugs this whole time) and then the drug taking must be run out as an early Clearing action.

A person who has taken aspirin or other drugs within the past 24 hours or the past week should be given a week to "dry out" before Clearing of any kind is given.

It is not fatal to clear over drugs. It is just difficult; the results may not be lasting and need to be verified afterwards.

Persons who are taking drugs or medicines on a regular basis and who have not had drugs specifically handled may go back to drugs after Clearing as they were too drugged during Clearing to get rid of what was bothering them and which drove them to drugs.

Drug taking can be handled. But when aspirin, that innocent seeming pain killer, can produce havoc in Clearing if not detected, the subject needs care and knowledge.

The above data will keep the Clearing Practitioner clear of the pitfalls of this hazard.

To paraphrase an old quote, we used to have iron men and wooden ships. We now have a drug society and wooden citizens.

Clearing Practitioners are advised to ask any Preclears, "Have you been taking any drugs or aspirin?"

The medical aspect is an understandable wish to handle pain. Doctors should press for better drugs to do this that do not have such lamentable side effects.

THE ALETHIOLOGY DRUG RUNDOWN

6 OCTOBER 1988

THEORY

It is very important to handle the effects of drugs, medicine and alcohol on a case. In the 60's drug use became widespread in the culture and it was discovered that charge connected to drugs needed to be cleared as a first action on Pcs. Drugs make it difficult to get stable Clearing gains. In fact, a drug history makes one a resistive case in many instances until the drugs are handled.

Handling the charge connected to drugs, alcohol and medicines requires both an objective and a subjective handling. The Purification Rundown and Communication Course are objective handlings; they don't involve or directly address the person's own thinkingness to accomplish the intended results.

Normally, the subjective handling consists of the Alethanetic Drug Rundown, wherein the Pc's engrams and mental pictures concerning drugs are erased. The total package, then, is made up of objective and subjective handlings. Both are necessary to effect the proper result. The objective handlings (Purification Rundown and Communication Course) won't do the whole job by themselves.

The Alethiology Drug Rundown which uses rehab technology and recall processing is used when a Preclear is not up to running the Alethanetic R3R process given on the Professional Alethanetic Clearing Practitioner Course (Level V). Some Preclears, because of their extensive drug history, must have a Drug Rundown before they are ready to run locks, secondaries and engrams with R3R. This happens most often with the Preclear who needs a Drug Rundown before he can finish Life Repair yet his confront is not high enough for R3R. This is one place where you can use the Alethiology Drug Rundown. Occasionally and rarely a Clear will need a Drug Rundown and because of the prohibition against running R3R on Clears, the Alethiology Drug Rundown is used.

THE LINE-UP

The Alethiology Drug Rundown handles charge on drugs with the following tools:

1. REHABBING CHEMICAL RELEASES ON DRUGS WHICH UNSTICKS THE PERSON FROM MASSES PULLED IN DURING DRUG EXPERIENCES OR "TRIPS."

2. RECALLS ON DRUGS TO HANDLE THE CHARGE ON DRUGS AND DRUG INCIDENTS.

3. A HAVINGNESS PROCESS TO EXTROVERT THE PERSON AFTER THE CHARGE IS HANDLED.

REHABS OF RELEASES ON DRUGS

DEFINITIONS:

RELEASE When the Pc disconnects from the bank that is a Release. When you take a Being out of a mass that is a Release. This is not the same as getting rid of the mass which is called Erasure. There are many Releases which normally occur in Clearing. The Life Expansion Chart explains these in detail.

REHAB (abbreviation for REHABILITATION) When the person was originally released he had become aware of something that caused the Reactive Mind to destimulate at that point or become weak. This is a release. When the sudden point of awareness is again found, the release state can be regained or rehabilitated. The procedure of regaining a Former Release State is called a Rehab.

Some years ago it was discovered that drugs can give a person the sensation of releasing from the bank while pulling in mass on the person at the same time. This is one of the factors which makes drugs as deadly as they are.

When such "chemical releases" are located and rehabbed, the person becomes unstuck from mass pulled in during "trips." This is covered in the bulletin DRUGS & TRIPPERS.

RECALL PROCESSING

One of the oldest methods of processing we have in Alethiology is the Recall Process. It has been a mainstay of Clearing techniques since 1951.

The charge a person has on drugs can be released by running charged drugs using simple recall techniques. On the Alethiology Drug Rundown this is done after the Drug Rehabs.

HAVINGNESS PROCESS

In order to extrovert the Pc's attention after the recalls, one runs a Havingness Process. This gets the Pc extroverted and in PT.

CLEARING PRACTITIONER REQUIREMENTS

In order to deliver the Alethiology Drug Rundown, any Clearing Practitioner must:

1.   Be at least a Class III Clearing Practitioner.

2.   Have studied this bulletin and drilled the procedure until he can attest he knows it cold.

3.   Have studied the bulletins REHAB THEORY AND REHAB PROCEDURE and thoroughly drilled the Rehab Procedures until expert.

PRECLEAR REQUIREMENTS

The Alethiology Drug Rundown is for cases who are stuck in the releases connected with taking drugs, alcohol or medicines and are not as yet up to running Alethanetic R3R. It isadvisable for the person to have done the Purification Rundown and the Communication Course prior to doing the Alethiology Drug Rundown.

THE ALETHIOLOGY DRUG RUNDOWN

PROCEDURE

6 OCTOBER 1988

PRELIMINARY STEPS:

1.   Fly the Pc's Ruds. He must be F/N, VGIs before starting the rundown.

2.   Clear the Pc on rehab theory and procedure by using the Language of Miracles definitions of key-out, key-in, release and rehab. Explain to the Pc using a white board exactly how and why a rehab is done.

3.   Make a list of drugs, alcohols and medicines marking down the reads as you go. If a drug list already exists, then use it and don't bother making a new one.

A. DRUGS, ALCOHOL AND MEDICINE REHABS:

1.   Clear the idea of a "chemical release" by having the Pc read the booklet called DRUGS ARE BAD FOR YOU PICTURE BOOK. Pages 13 and 15 show a chemical release. Explain to the Pc that this is what you are looking for when you ask for a release on a drug. Get the Pc to give other examples of releases on or from drugs, alcohol or medicine.

2.   Take the largest reading drug and clear the question:

"DID YOU GO RELEASE ON_____?"

For example: "Did you go release on marijuana?"

3.   If the question reads on clearing, ask:

"DID YOU GO RELEASE ON_____?"

4.   If the say "yes," then ask:

"HOW MANY TIMES DID YOU GO RELEASE ON _____?"

For example: "How many times did you go release on marijuana?"

You can ask the Pc to count the number of times he when release:

"COUNT THE NUMBER OF TIME YOU WHEN RELEASE ON_____?"

Actually counting the number of time works better with some Pcs.

Don't go at this too strenuously. It is a light action and the Pc may F/N just on spotting that he had felt released on the drug.

5.   If the Pc gives you the number of times he went release and there is no F/N, ask:

"WHICH ONE OF THESE RELEASE POINT WAS THE MOST REAL TO YOU?" or "WHICH DID LIKE THE BEST?" or "WHICH WAS THE MOST GROOVY AND FAR OUT?"

Be sure to phrase the question so that it is real to the Pc. Use whichever wording makes sense and communicates.

6.   Get the date of this release point and have the Pc tell you about it. Acknowledge the Pc liberally.

7.   If still no F/N with VGIs, ask:

"IS THERE ANOTHER RELEASE POINT WITH_____THAT WAS REALLY REAL TO YOU?" or "IS THERE ANOTHER RELEASE POINT WITH_____THAT YOU REALLY LIKED?" or "IS THERE ANOTHER THAT YOU ON_____THAT WAS GROOVY AND FAR OUT?"

There are as many ways to word this as there are Pcs, so use one of these or make up one that is appropriate.

8.   Get the date of this release point and have the Pc tell you about it. Acknowledge the Pc liberally.

9.   Repeat 7 and 8 until you get an F/N with VGIs.

10.   Repeat 1 through 9 on all reading drugs, alcohols and medicines by longest read first.

11.   When you finish all the reading drugs, alcohols and medicines go over the list and do a brief Listen Style Assessment of each non-reading item by asking:

"TELL ME ABOUT_____?"

If any now read, do steps 1 through 9 on each that read.

12.   Finally, ask:

"ARE THERE ANY DRUGS YOU WOULD LIKE TO ADD TO THIS LIST?"

If the Pc has any more to add, handle with steps 1 through 9 above.

<center>HANDLING SPECIAL PROBLEMS</center>

If no read on the original question, but the Pc says he did go release, check suppress or invalidate. (The assert or protest buttons may be checked if the pc is assertive or protesty about having gone release).

If the question reads but the pc says he didn't go release, the read is false or protest. Find which and handle.

If the Pc is upset about the drug, alcohol or medicine or turns on an ARC Break needle (looks like an F/N with Bad Indicators) while rehabbing the release, put in the ruds on the drug, alcohol or medicine:

"IN TAKING (DRUG), WAS THERE AN ARC BREAK?"

"IN TAKING (DRUG), WAS THERE A PROBLEM?"

"IN TAKING (DRUG), WAS A WITHHOLD MISSED?"

Handle by taking any reading rudiment E/S to F/N.

After the ruds have been put in on the drug/alcohol/medicine, go on to the next drug. When a drug/alcohol/medicine doesn't rehab easily, it is best to leave it alone after it F/Ns on a rud. You'll get plenty of opportunity to handle it later. There is no need to plow the Pc into something that didn't rehab easily.

Occasionally a rehab won't go to F/N because a Pc had an out-rud just before the release. If the above rud questions don't indicate to the Pc, then put in ruds on the period before the release using the following questions:

"BEFORE THE RELEASE ON (DRUG), WAS THERE AN ARC BREAK?"

"BEFORE THE RELEASE ON (DRUG), WAS THERE A PROBLEM?"

"BEFORE THE RELEASE ON (DRUG), WAS A WITHHOLD MISSED?"

Again, if one of these questions goes to an F/N with VGIs, go to the next drug/alcohol/medicine on the list.

Sometimes a Pc plows in and goes really BIs on a drug/alcohol/medicine and the rudiments approach above does not get him out of it to an F/N with VGIs. In this case you must run out the drug incident he has fallen into using Alethanetic Clearing.

THE RELEASE THAT WON'T REHAB

If you get a release that just won't rehab, yet Pc is not manifesting out-ruds, clear the following question:

"DID YOU TAKE ANYTHING EARLIER THAT WAS SIMILAR TO (DRUG)?"

When that earlier drug is found and rehabbed, the one which wouldn't rehab also releases There is no need to go back to the one which was hung up.

B. RECALLS ON DRUGS, ALCOHOL AND MEDICINES:

On this part of the Rundown each reading drug on the drug list is run out using Recall Processing.

1.   CONDITIONAL: If the drug list used is one which already existed in the folder before the person went Clear, the list would have to be slow assessed Listen Style at this point to see which items were reading in PT. It is possible that charge on some of the items would have keyed-out or blown when the person went Clear and if the list were not assessed in PT, items might get run which do not have available charge (Items added by the Pc on the Drug Rehabs section of this rundown are validly reading if they read when the Pc listed them).

2.   Take the item with largest read (sF or better) and run it in the commands below. (Clear a flow before running it for the first time).

Run each reading flow repetitively to F/N, VGIs.

Flow 1 "RECALL A TIME YOU TOOK/HAD (DRUG BEING RUN)."

Flow 2 "RECALL A TIME YOU GAVE ANOTHER (DRUG BEING RUN)."

Flow 3 "RECALL A TIME ANOTHER GAVE ANOTHER OR OTHERS (DRUG BEING RUN)."

Flow 0 "RECALL A TIME YOU GAVE YOURSELF (DRUG BEING RUN)."

 NOTE: Ensure the Pc tells you what he has recalled. A Pc may just recall the time and not tell you about it unless you ask him: ASK, "WHAT WAS IT?"

3.   Run the first reading drug selected to EP on each reading flow. Take the next best reading drug off the list, run it.

4.   Repeat until all reading drugs have been run.

C. HAVINGNESS PROCESS:

The final step of the Alethiology Drug Rundown consists of running the Pc on a Havingness Process. The purpose of this is to extrovert his attention after it has been introverted while doing the subjective parts of the Rundown. Almost any Havingness Process will do. One might very well run the Pc's Havingness Process determined by can squeeze.

Which Havingness Process gets run is not so important as the point that something must be run to extrovert the person's attention. Whichever process is run, it would be taken to a point where the Pc was cheerful, fully extroverted and in present time.

ABILITY GAINED AND EP

The Ability Gained of the Rundown is:

"FREEDOM FROM HARMFUL EFFECTS OF DRUGS, MEDICINE AND ALCOHOL AND FREE FROM THE NEED TO TAKE THEM."

There are gains to be had from this Rundown which might not be expected from such a seemingly simple set of actions. Run a Pc or two on the Rundown, and you'll see amazing results.

One thing which you may observe on Pcs is a point of sudden resurgence during or near the end of the Rundown. At this point, the Pc comes up to PT and out of drug masses or ceases to be introverted and becomes extroverted (both of the above are the same thing -- the phenomenon of the person having been parked down the track due to drugs and then snapping up to PT). This is significant and shows that the EP of the Rundown has been obtained.

Depending on the Pc, this resurgence may happen suddenly, accompanied by a big COG, dial-wide F/N and VVGIs, in which case, one would be safe to end off the Recall Steps of the Rundown. Any charge on drugs will have moved off. So you can run a Havingness process next and that would complete the Rundown.

On other cases, the resurgence may not be as sudden, i.e. it will happen gradually with the Pc rolling happily along, having his wins and cogs and feeling better session after session. He may remark that he is feeling more in PT and this is to be expected. In these cases, one continues handling reading drugs and reassesses the drug list as needed to ensure that all charged drugs and flows are run to EP. By the time this is done and the Pc has run the ending Havingness Process, he will have come up to PT and out of drug masses just the same as the Pc who achieves this as a big win and sudden resurgence. The end product is the same in both cases.

It is very important, however, that the recall step is not ended simply because the Pc has a good win which is mistaken for the EP.

If there is any question as to whether a big win the Pc has had represents the resurgence being looked for, continue the rundown after the Pc has had his win. If you continue and the Pc begins to manifest overrun of the rundown -- and not simply overrun of a process or drug -- then the EP is rehabbed and the rundown completed with the Havingness Process.

If no point of resurgence occurs in the Pc, then something is amiss with the Clearing the Pc has received. An FES (Folder Error Summary) would have to be done to locate the errors and they would have to be repaired. The FES may have to only go back a few sessions or the whole case may need to be FESed.

TIPS

Pcs often have big wins on these recall flows, followed by persistent F/Ns. When this happens it is wise to let the Pc have his win so you don't miss a reading drug or flow because of the F/N.

Occasionally the Pc may run a flow that runs much longer and deeper than other flows.

Don't be surprised if drug manifestations turn on while running certain drugs -- they blow when the process is taken to EP. And don't mistake the euphoria of a drug incident inrestim for the EP of a flow.

It is not unusual for a Pc to go through a revivification on this rundown. This isn't anything to puzzle over though, as it is simply something which may occur on this rundown. If it is does occur, don't stop the process. Carry on and the Pc will come through it.

SPECIAL NOTE

Occasionally, a Pc goes Clear in the middle of the Alethanetic Drug rundown. In such a case, the correct thing to do is a verification and rehabilitation of the attainment of the state to full EP and resurgence, per the Clear Special Intensive. After this is done, the Alethiology Drug RD Recall Steps are done on the remaining unhandled drugs which are now reading. You would have to reassess the unhandled portion of the drug list before doing any recalls to ascertain which drugs would now get run. The Drug Rehabs would not need to be done on these cases.

PREVIOUSLY RUN DRUGS

Once in a while a C/S will run across an Clear who, despite having had a Drug rundown, still has unhandled charge, incidents and masses in connection with drugs. Possible reasons for this are:

1. DRUG RESIDUES LEFT IN THE BODY WHICH PREVENTED CLEARING GAINS;

2. LACK OF A THOROUGH COMMUNICATION COURSE;

3. POORLY DONE OR QUICKIED CLEARING ON THE DRUG RUNDOWN.

Such a case might be obvious from an FES of the Drug Rundown the person had. Where such things as no Comm Course done, drug items unrun because the Pc had "no interest" in the item (which usually means the person was no longer interested in taking the drug), reading items left unrun or items not run to full EP, are obvious from folder study, the C/S may find that the case would need the Alethiology Drug rundown.

If this proved to be the case through folder study and other indicators the basic handling would be:

1.   PURIFICATION RUNDOWN

2.   COMMUNICATION COURSE

3.   END OF ENDLESS DRUG RUNDOWNS REPAIR LIST

4.   ALETHIOLOGY DRUG RUNDOWN

This battery of actions would handle any lingering unhandled drug charge or manifestations on an Clear due to botched earlier drug handling.

CAUTIONS AND REMEDIES

NEVER RUN RECALLS ON THE SAME DRUG TWICE.

NEVER RUN UNREADING DRUGS OR FLOWS.

To do so may drop the Pc into more charge than one can easily get him out of. Should such happen and not resolve by the usual means (rehabbing the overrun, indicating an uncharged drug or flow was taken up and shouldn't have been or L1 on the session) the Clearing Practitioner can assess an Alethanetic Repair List L3 and indicate any reads to key-out the charge. No engram running would be done.

DRUGS AND TRIPPERS

27 SEPTEMBER 1988

Any case that won't run or won't rehab is probably a "tripper," meaning somebody who has taken drugs.

Standard practice for anyone who has ever taken drugs or even alcohol is to rehabilitate the moments of releases in these.

Drugs (or alcohol) give an enforced moment or period of release. It is surrounded in mass.

LSD, marijuana (pot, hashish), peyote, opium. ether (in operations), nitrous oxide (laughing gas in dental operations), weird "biochemical" compounds used by "psychiatrists," Benzedrine, solid alcohol (canned heat), alcohol, turpentine, gasoline, witch herbs of various kinds, and even certain rays, in this lifetime and on the back track, could have caused a moment of release.

Death does also but it's a bit steep to rehab.

In a rehab session, or before such a this-lifetime release is cleared on grades, the moments of release should be rehabbed.

The C/S directs this to be done before a rehab of ARC Recall Processing.

Such releases usually need rehabbing only once.

Tough rehabbing and probably all heavily occluded cases probably trace to these chemical "releases."

They are deadly because they give the sensation of release while actually pulling in mass.

When "All black" reads on a Green Form, one of these chemical release periods is probably in restim.

These "Chemical releases" give us alot of trouble unless (a) detected and (b) rehabbed.

Such Pcs often withhold the fact (non-acceptable or discreditable datum) quite madly and thus make detection difficult unless directly asked for on a hard to run case.

Such persons can also be a mess on III if the chemical period rehabs aren't done.

Delusory or dub-in cases also sometimes trace to chemical "releases."

Painkillers, tranquilizers or morphine can also be explored where no "drug taking" is traced.

All the above come under the heading of forceful exteriorization and can inhibit the act of exteriorization on V.

Such Pcs are a bit blank, irresponsible or detached.

Each TYPE of chemical which produced "release" must be rehabbed and it is best to count how many times released on each type.

A POWERFUL NEW REHAB FOR DRUGS

27 SEPTEMBER 1988

A very high percentage of drug cases revert to drugs or alcohol, in spite of heroic efforts on the part of Clearing Practitioners and C/S's to clean up all drug-related charge.

There is a way to handle drug rehabs more effectively:

1. Clear "high" as: a moment of detachment, euphoria, usually accompanied by a sense of heightened perception and happiness.

2. Clear "chemical release" as: an enforced moment or period of release brought about by taking a drug or alcohol. It is surrounded by mass. It is deadly because it gives the sensation of release while actually pulling in mass.

3. Select a drug and have the Pc spot the first time he got high on it. Rehab '65 Style with this additional step:

    Ask the Pc, "Did you make any decisions or postulates Before the high?

    >   During the high?

    >   After the high?

4. Later highs on the same drug can also be rehabbed.

5. Repeat for each drug high.

    Releasing the Pc from his own postulates made under the influence of drugs should reduce any postulated tendency to revert to drugs.

    If necessary Whole Track highs can be found and rehabbed, but for most cases, this is probably not needed.

    This is based on the theory that a Being's postulates create his future and have much more power than any chemical. This also explains why certain personalities appear to be addictive and others do not - the difference is in the person's postulates.

    This has brought about an understanding by the Pc of how these postulates affect him later and can lead to a reversion of the drug use or aberrant behavior and thoughts.

    Use on the Alethanetic Drug Rundowns as 1st step.

    Use on Alethiology Drug Rundowns for heavy drug cases as 1st step.

    Use on the Upper Level Drug Rundown as 1st step as appropriate and always on heavy drug cases.

    It may be necessary to do the full rehab on a high to get the postulates off. On pilot these postulates were found to float in time and affect a Pc's life attitudes and behavior. This will probably shorten Drug Rundowns and help eliminate drug reversions.

    *It is possible to date/locate the high if it sticks or masses stick, especially on Clears who are on or above the Expanded Freedom Rundown.

    One could run the highs of particularly sticky drug incidents R3R narrative after the

rehabs - if his attention is stuck there. Clear the Pc in front of you - you may have to go E/S high or E/S postulate as needed for your Pc.

THE END OF ENDLESS DRUG RUNDOWNS

DRUG RUNDOWN REPAIR LIST

28 SEPTEMBER 1988

This Repair List is used on a Pc who has been over-Cleared on drugs, who has had an endless Drug Rundown, and/or has BPC on Clearing on drugs.

Assess it Method 5 and handle in order or largest read.

1.   WAS THE DRUG RUNDOWN CONTINUED PAST THE POINT
     WHEN YOU WERE NO LONGER AFFECTED BY DRUGS?   _____

     (Indicate. Ask the Pc if he can find that point).

2.   WAS THE DRUG RUNDOWN CONTINUED PAST THE POINT
      WHEN YOU WERE RELEASED FROM THE EFFECTS OF
      DRUGS?   _____

     (Indicate. Ask the Pc if he can find that point).

3.   ON THE DRUG RUNDOWN, WERE YOU RUN ON AN
       UNCHARGED DRUG?   _____

     (Find which drug wasn't charged and indicate it
     shouldn't have been run. May be more than one
     uncharged drug; handle each).

4.   ON THE DRUG RUNDOWN, WERE YOU RUN ON AN
     UNCHARGED INCIDENT OR ITEM?   _____

     (Find which and indicate it should have been run.
     There may be more than one; handle each).

5.   ON THE DRUG RUNDOWN, WERE YOU ASKED TO LIST
     WHOLE TRACK DRUGS?   _____

     (Indicate that this may have restimulated drugs he
     was not affected by in this lifetime).

6.   ON THE DRUG RUNDOWN, WERE YOU PREVENTED FROM
     GETTING GRADES OR OTHER CLEARING?   _____

     (Indicate).

7.   ON THE DRUG RUNDOWN, WAS AN INCIDENT OR CHAIN
     LEFT UNFLAT?   _____

     (Indicate. Flatten the incident or chain R3RA).

8.   ON THE DRUG RUNDOWN, WAS AN INCIDENT OR CHAIN
     OVERRUN?   _____

     (Indicate it. Spot the flat point).

9.   ON THE DRUG RUNDOWN, WAS A CHARGED DRUG NOT
       RUN?   _____

       (Find which and handle per Alethanetic Drug
        Rundown steps).

10.   WAS THE DRUG RUNDOWN CONTINUED PAST THE POINT
       WHEN YOU FELT THE DRUG LIST WAS F/NING?   _____

       (Indicate. Ask the Pc if he can spot that point).

11.   WERE YOU NOT ALLOWED TO DECLARE YOUR DRUG
       RUNDOWN COMPLETE?   _____

       (Indicate. Let the Pc say what he wishes on this).

12.   WERE YOU TOLD YOU WERE A DRUGGIE WHEN YOU
       WEREN'T?   _____

       (Indicate it and that the Pc isn't a druggie).

13.   WERE YOU CLEARED ON ALETHANETICS AFTER
       ALETHANETIC CLEAR?   _____

       (If so, indicate that Alethanetic Clearing should not
        have been continued past Alethanetic Clear).

14.   ON THE DRUG RUNDOWN, WAS SOMETHING ELSE
       WRONG?   _____

       (Indicate. Have Pc tell you what he thinks this was.
       If no F/N, turn it in to a C/S to handle).

CHECKING QUESTIONS ON LEVEL PROCESSES

27 SEPTEMBER 1988

EACH LEVEL PROCESS THAT IS RUN ON A METER MUST BE CHECKED FOR A READ BEFORE IT IS RUN AND IF NOT READING, IT IS NOT RUN AT THAT TIME.

A process that "doesn't read" stems from one of three sources:

a.   The process is not charged.

b.   The process is invalidated or suppressed.

c.   Ruds are out in session.

One doesn't make a big production of checking for reads because it distracts the Pc. One can say, "the next process is (state wording of the Clearing question)" and see if it reads. This does not take more than a glance. If no read but more likely, if it isn't charged, an F/N or smooth null needle, one hardly pauses and one adds, "but are you interested in it?" The Pc will consider it and if not charged and with Pc in session, it will F/N or F/N more widely.

If charged, the Pc would ordinarily put his attention on it, and you'd get a fall or just a stopped F/N, followed by a fall on the interest part of the question.

It takes pretty smooth Clearing to do this and not miss. So if in doubt, one can again check the question. But never hound or harrass the Pc about it. Inexpert checking questions for reads can result in a harrassed Pc and drive him out of session. This action, like any other, requires smooth Clearing.

CHANGE PROCESSES

27 SEPTEMBER 1988

We have been studying change processes in relation to the tendency of the Pc to alter-is commands and have found that if a Pc is bad off on change (which includes about eighty per cent of the Pcs you get), he cannot run another Clearing command cleanly as he never really runs the command but runs something else. Therefore the only thing that can be run is a change process.

DISCOVERY

What has made the change process so important is a recent discovery we made that resisted change is the basis of all mass in the physical universe. Resisted change is the basis of every stuck point on the track.

There are probably dozens of versions of change processes.

The safest way to dope out what change process to run on the Pc is to read it on the needle and get each different command of the whole process to fall properly, and then to run whatever has been figured out.

SAFE RULES FOR CHANGE PROCESS

Run at least two ways of flow.

Run positive and negative change.

Run a version that is real to the Pc, with each command cleared on the meter (to get each command to fall before actually using it). This is meter clearing the command.

Examples:

Think vs. Get the idea of can be sorted out on the meter. The right one will fall. The wrong one won't or will fall less.

Get the flows sorted out with commands.

Process Versions:

LEVEL III - 1

1. Get the idea of changing yourself.

2. Get the idea of another changing himself.

3. Get the idea of changing another.

4. Get the idea of another trying to change you.

5. Get the idea of another trying to change another.

6. Get the idea of not changing yourself.

7. Get the idea of another not changing himself.

8. Get the idea of not changing another.

9. Get the idea of another not changing you.

10. Get the idea of another not changing another.

LEVEL III - 2

1. How have you changed another?

2. How have you failed to change another?

LEVEL III - 3

1. How have you tried to change yourself?

2. How have you tried to change another?

3. How has another tried to change you?

4. How has another tried to change himself?

5. How has another tried to change another?

LEVEL III - 4

1. Think of something changing.

2. Think of something failing to change.

3. Think of changing somebody.

4. Think of failing to change somebody.

LEVEL III - 5

1. Get the idea of changing another.

2. Get the idea of failing to change another.

LEVEL III - 6

1. Recall a change.

2. Recall a failure to change.

SUMMARY

There are many versions of change. To get the best result, adapt a process to the Pc. Before leaving a change process you have been running because motion has come out of the Range Arm, try to find another change process that will get the motion going again.

Change processing does not particularly cut down havingness, but after a while you

can scout the Pc's havingness process out and use it from time to time during and at the end of a session. The reason change does wreck havingness is that resistance to change prevents the Pc from having, and as the ideas of change are sorted out, the Pc has increased havingness, similar to P/W, which is a havingness process.

CHANGE BRACKETS AND COMMANDS

27 SEPTEMBER 1988

The basic commands of CHANGE form a series of brackets.

The basic curve of change compares to the CYCLE OF ACTION.

Survive

Create   Destroy

No Change

Change   Failed Change

Therefore the basic versions of CHANGE would consist of Change, No Change and Failed Change.

The Standard Bracket is a five-way bracket. The general form of this is as follows:

```
You----------------------------- Terminal
Terminal-------------------------You
Terminal-------------------------Another
Another--------------------------Terminal
Terminal-------------------------Terminal
```

Change as a five-way bracket would be somebody or something as the terminal (whichever falls most on the meter).

Assess: Somebody   _____

        Something   _____

5-WAY BRACKET
(Use whichever gave best read above)

LEVEL III - 7

1. How have you changed something?
2. How has something tried to change you?
3. How has something changed another?
4. How has another changed something?

5. How has something changed?

LEVEL III - 8

1. How have you changed somebody?
2. How has somebody tried to change you?
3. How has somebody changed another?
4. How has another changed somebody?
5. How has somebody changed self?

15-WAY BRACKET
(something or somebody)

LEVEL III - 9

1. How have you changed something?
2. How has something tried to change you?
3. How has something changed another?
4. How has another changed something?
5. How has something changed?
6. What have you not changed?
7. What has not changed you?
8. What has not changed something?
9. What has something not changed?
10. What has not changed self?
11. What have you failed to change?
12. What has failed to change you?
13. What has something failed to change?
14. What has failed to change something?'
15. What has failed to change self?'

       The above commands are run consecutively as one process. This process is the basic
       Release Process.

LEVEL III - 10

1. What change have you avoided?
2. What change have you sought?
3. What no change have you avoided?
4. What no change have you sought?
5. What failed change have you avoided?
6. What failed change have you sought?

LEVEL III - 11

1. Recall a change.
2. Recall a no-change.
3. Recall a failed change.

LEVEL III - 12

Sort out Think or get the idea by the meter's reaction. Use one that produces the most fall.

1. Think (get the idea) of a change.
2. Think of a no-change.
3. Think of a failed change.

EXPANDED FUTURE RUNDOWN

EXPANDED GRADE III

28 SEPTEMBER 1988

Expanded Grade III (Freedom Release) is done in two parts:

1.   Upsets (ARC Breaks) to an EP for upsets.

2.   Change processing to an EP for Grade III.

The EP for Grade III is:

FREEDOM FROM UPSETS OF THE PAST & ABILITY TO FACE THE FUTURE

Handling past ARC Breaks gives us "FREEDOM FROM UPSETS OF THE PAST" and running the subject of change to an EP gives "ABILITY TO FACE THE FUTURE." We wait until the Pc is flat on change and then have her attest to both EPs at once.

I.   ROUTINE 2H - ARC BREAKS BY ASSESSMENT

STEP ONE:

Tell the Pc "Recall an ARC Break."

When Pc has done so, acknowledge that the Pc has done so.

STEP TWO:

Ask the Pc for the date of the incident. If the Pc doesn't know or can't get even close, date the ARC Break on the meter. If the Pc volunteers the date, do not verify it on the meter further. Accept it at once and write it down. The date is more important than the content of the ARC Break.

STEP THREE:

Assess the ARC Break for By-Passed charge, using the attached list.

In a session don't do an ARC Break Assessment until the Pc has given up trying to untangle it.

DATES

Don't date anything for the Pc until the Pc has completely given up trying himself.

DON'T USE METERING, ARC BREAK ASSESSMENTS, DATING, or incomprehensible or new commands to CUT THE ITSA LINE. Let it run. Help only when it's stopped.

This is rapid action on the meter. Look only for tiny ticks or falls or a small left to right slash of the needle. Do not expect large reactions.

STEP FOUR:

Indicate to the Pc what charge was missed in that ARC Break he or she has recalled.

The Pc must be satisfied that that was the charge missed.

The Pc may try to recall what it was that was indicated. This is not a vital part of the drill but THE PC MUST BE SATISFIED THAT THE LOCATED BY-PASSED CHARGE WAS THE SOURCE OF THE ARC BREAK.

If the Pc is not satisfied and happier about it, the wrong by-passed charge has been found and Step Three must be re-done.

It is no part of this process to run an engram or secondary thus located; although, if all else fails you may have to switch over to running out an incident R3R. This should be as a last resort where the Pc has dramatically fallen into a secondary or an engram.

THE ASSESSMENT FORM

This is a sample form. It may be necessary to add to it. Some lines of it may eventually be omitted. However, this form does work. The Clearing Practitioner may add a few lines to it.

In asking the questions preface the whole assessment with, "In the ARC Break you recalled.................". Do not preface each question so unless Pc goes adrift.

A dirty needle means Pc has started to speculate. Ask "Have you thought of anything?" and clean needle.

This assessment list is found on an attached separate sheet. The Clearing Practitioner should have at least 10 of these sheets to hand before beginning this process on a Pc.

ARC BREAK ASSESSMENT LIST
FOR R2H

1.   Was there a wrong indication?

2.   Was a withhold missed?

3.   Was some emotion rejected?

4.   Was some affinity rejected?

5.   Was a reality refused?

6.   Was a communication cut short?

7.   Was a communication ignored?

8.   Was something misunderstood?

9.   Was someone misunderstood?

10. Was some data confusing?

11. Was there some word you didn't known the meaning of?

12. Was there some situation you didn't grasped?

13. Was there a problem?

14. Was a wrong reason for an upset given?

15. Did a similar incident occurred before?

16. Was something done other than what was said?

17. Was a goal disappointed?

18. Was some help rejected?

19. Was a decision made?

20. Was an engram reactivated?

21. Was there a sudden shift of attention?

23. Did something startled you?

24. Was a willingness not acknowledged?

25. Was a perpetration committed?

26. Was a perpetration contemplated?

27. Were actions interrupted?

28. Did actions continued too long?

29. Was data invalidated?

30. Did someone evaluate?

31. Was something overrun?

32. Was an action unnecessary?

33. Was there a secret?

34. Was an engram missed?

35. Was there nothing wrong in the first place?

36. Was something else wrong?

Routine 2H is a skilled operation. Practice gives the Clearing Practitioner a knack of doing it rapidly.

An ARC Break should be disposed of about every fifteen minutes or less of Clearing time.

II.   ARC BREAK PROCESS

Sometimes ARC Breaks are caused by unintentional withholds. An unintentional
withhold is where the Pc wanted to say something to someone and wasn't allowed to or
had his communication cut. This is just the opposite of the intentional withhold were
the Pc didn't want tell anyone what he did. The unintentional withhold causes an ARC
Break because of the stopped or cut communication.

A repetitive command ARC Break process based on this discovery would possibly be
"What communication was not received?"

Expanding this we get a new ARC Break Recall Process:

        1.   What attitude was not received?

        2.   What reality was not perceived (seen)?

        3.   What communication was not acknowledged?

This process IS NOT USED to handle SESSION ARC BREAKS but only to clean up
Clearing or the track. If the Pc ARC Breaks, don't use a process, find the BPC.

Indeed this process may be more valuable than at first believed, as one could put "In
Clearing........" on the front of each one and straighten up sessions. Others areas of
the Pcs life could be used as a preface.

A Repetitive Process, even through not looking for basic, implies that the process will
be run until the charge is off and therefore creates no ARC Breaks unless left unflat.
Therefore the process is safe if flattened.

III.   R3H - UPSETS CAUSED BY CHANGE

R3H is the major process for Level III. It is a Listing and Nulling process. It handles
a basic ARC Break of a case.

                        R3H PROCEDURE

1.   Locate a change in life by Listing and Nulling to a BD F/N item. "What change
        has happened in your life" is a version of the question. Be sure your Listing
        and Nulling question is reading before proceeding with Listing and Nulling.

2.   Find the change and get it dated.

3.   Get some of the data of it (don't run as an engram) so you know what the
        change was.

4.   If this was a self-determined change handle as you would in the Problems
        Intensive, i.e., find problem that preceded the self-determined change, get the
        prior confusion, predate the prior confusion by one month and prepcheck
        "Since_____." (See Level II for details)

5.   If it was an other-determined change locate the ARC Break that occurred when

the Pc first heard of the change. Other-determined changes often cause ARC Breaks.

6.   Find out by assessment if this was a break in:

> Affinity
> Reality
> Communication
> Understanding

7.   Taking the one found in 6, find out by assessment if it was:

> Curious about
> Desired
> Enforced
> Inhibited
> No
> Refused

If no EP at this point, go earlier similar with the question:

"Is there an earlier similar ARC Break?"

CHANGE AND HAVINGNESS

Running change processes does not particularly cut down havingness, but after a while you can scout the Pc's havingness process out and use it from time to time during and at the end of a session. The reason change in the Preclear's does wreck havingness is that resistance to change prevents the Pc from having, and as the ideas of change are sorted out the Pc has increased havingness anyway, similar to P/W which is a havingness process.

CHANGE PROCESSES

IV.   CHANGE PROCESS

F-1

1.   What do you want changed?
2.   What do you want unchanged?

EP_____

F-2

1.   What do you think another wants changed about you?
2.   What do you think another wants unchanged about you?

EP_____

F-3

1.   What does another want changed about another or others?
2.   What does another want unchanged about another or others?

F-0

1.   What do you want changed about yourself?
2.   What do you want unchanged about yourself?

V.   R2-63 ACCEPT-REJECT

1.   Find something about yourself which you can accept.
2.   Find something about yourself you can reject.

3.   Find something in this room you can accept.
4.   Find something in this room you can reject.

5.   Find something about this Universe you can accept.
6.   Find something about this Universe you can reject.

VI.   ALTERATION

F-1

1.   Recall a time when you successfully changed something.

F-2

1.   Recall a time when another successfully changed something.

F-3

1.   Recall a time when others successfully changed something.

F-0

1.   Recall a time when you successfully changed something about yourself.

VII.   CHANGING - NOT CHANGING BRACKET

"Think" vs. "Get the idea of" can be sorted out on the meter. The right one will fall.
The wrong one won't or will fall less.

1.   Get the idea of changing yourself.
2.   Get the idea of another changing himself.

3. Get the idea of changing another.
4. Get the idea of another trying to change you.
5. Get the idea of another trying to change another.
6. Get the idea of not changing yourself.
7. Get the idea of another not changing himself.
8. Get the idea of not changing another.
9. Get the idea of another not changing you.
10. Get the idea of another not changing another.

EP_____

VIII.   FAILED CHANGE RECALL

1. Recall a change.
2. Recall a failure to change.

EP_____

IX.   ATTEMPTED CHANGE

1. How have you tried to change yourself?
2. How have you tried to change another?
3. How has another tried to change you?
4. How has another tried to change himself?
5. How has another tried to change another?

EP_____

X.   CHANGE AND FAILED CHANGE

1. How have you changed another?
2. How have you failed to change another?

EP_____

XI.   FAILED CHANGE

1. Think (Get the idea) of something changing.
2. Think of something failing to change.
3. Think of changing somebody.
4. Think of failing to change somebody.

EP_____

XII.   SEEKING AND AVOIDING CHANGE

F-1

1. What change have you avoided?
2. What change have you sought?

EP_____

F-2

1. What change has another avoided?
2. What change has another sought?

EP_____

F-3

1. What change have others avoided?
2. What change have others sought?

EP_____

F-0

1. What change in yourself have you avoided?
2. What change in yourself have you sought?

EP_____

XIII. 5-WAY CHANGE BRACKET

Assess: Somebody   _____

            Something   _____

5-WAY BRACKET
(Use whichever gave best read above.)

1. How have you changed something?
2. How has something tried to change you?
3. How has something changed another?
4. How has another changed something?
5. How has something changed?

or

1. How have you changed somebody?
2. How has somebody tried to change you?
3. How has somebody changed another?
4. How has another changed somebody?
5. How has somebody changed himself or herself?

XIV. CHANGE - NO CHANGE - FAILED CHANGE

Sort out "think" or "get the idea" by the meter's reaction. Use one that produces the most fall.

1. Think (get the idea) of a change.
2. Think of a no change.
3. Think of a failed change.

and/or

1. Recall a change.
2. Recall a no change.
3. Recall a failed change.

XV.   15-WAY CHANGE BRACKET

Clear the first couple commands to see if "something" or "somebody" reads best.

1. How have you changed something/somebody?
2. How has something/somebody tried to change you?
3. How has something/somebody changed another?
4. How has another changed something/somebody?
5. How has something/somebody changed?
6. What have you not changed?
7. What has not changed you?
8. What has not changed something/somebody?
9. What has something/somebody not changed?
10. What has not changed itself?
11. What have you failed to change?
12. What has failed to change you?
13. What has something/somebody failed to change?
14. What has failed to change something/somebody?
15. What has failed to change self?

EP_____

The above commands are run consecutively as one process. This process is the basic Release Process.

XVI.   CHANGE AND UPSETS

Clear, assess and prepcheck:

Upsets
Change
ARC Breaks
The future
The past
Freedom

INTEGRITY PROCESSING SERIES 1 R

DEFINITIONS

7 OCTOBER 1988

DEFINITIONS:

INTEGRITY PROCESSING: Processing which increases a person's personal integrity and trust in himself and others by freeing him of past perpetrations, withholds and missed withholds.

PERPETRATION: A harmful or contra-survival act. Precisely, it is an act of commission or omission that harms the greater number of dynamics.

WITHHOLD: An undisclosed contra-survival act; a no action after the fact of action, in which the individual has done or been an accessory to doing something which is a transgression against some moral or ethical code consisting of agreements to which the individual has subscribed in order to guarantee, with others, the survival of a group with which he is co-acting or has co-acted toward survival.

MISSED WITHHOLD: An undisclosed contra-survival act which has been restimulated by another but not disclosed. This is 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.

INTEGRITY is defined as:

1.   The condition of having no part or element taken away or wanting; undivided or unbroken state; wholeness.

2.   The condition of not being marred or violated; unimpaired or uncorrupted condition; soundness.

3.   Soundness of moral principle; the character of uncorrupted virtue, especially in relation to truth and fair dealing; uprightness, honesty, sincerity.

This relates to ETHICS, which is defined as "the principles of right and wrong conduct and the specific moral choices to be made by the individual in his relationship with others."

Thus we see that a person who acts against his own moral codes and the mores of the group violates his integrity and is said to be out-ethics.

Such acts are called perpetrations. A person having committed a perpetration and then withholding the fact of that perpetration, and withholding himself from committing further perpetrations, will individuate from the group. The group itself will then lose integrity as it becomes divided and lacks wholeness.

Integrity Processing is therefore that processing which enables a person, within the reality of his own moral codes and those of the group, to reveal his perpetrations so he no longer requires to withhold and so enhances his own integrity and that of the group.

DEVELOPMENT

In the early '60s the technology known as Sec Checking was developed. As issued it was used for two purposes: as a general processing tool to clean up a Pc's perpetrations and

withholds and as a security tool to detect out-ethics persons and security risks.

In 1970 this technology was refined and issued under the name of Confessionals.

In 1972 a complete update was done of basic P/W tech and the earlier procedures of Sec Checking and Confessionals. A new technology emerged - Integrity Processing.

Recently Integrity Processing has been reviewed as to its workability and most optimum usage and certain revisions have been made.

USAGE

Integrity Processing has two uses. Its basic use is as a tool for Pc case gain, increase in responsibility and case progress. As such it belongs at Expanded Grade II on the Grade Chart. You can't expect a Pc with unhandled drugs, who can't communicate because others don't really exist (Grade 0) , and who is caved in by problems (Grade 1) that he hasn't even cognited on, to have enough responsibility to answer up on P/Ws (Grade II). Therefore, Integ as a full RD goes at Expanded Grade II. It is usually programmed to be at or towards the end of the Grade and a full battery of Integ lists are used. It is not a mandatory Grade II Expanded process but is recommended.

The second use of Integrity Processing is as an ethics or security measure. It is used here as part of staff requirements or when a security clearance is needed. As such it has no case prerequisites and is not subject to such things as the Drug RD rule, as it is not being used for Pc case gain. Only one or at most two Integ lists would be used.

When used as an ethics or security measure, Integ can be done as Clearing in a session (and is therefore subject to the Clearing Practitioner's Code), or can be done as a straight security action, not "in session." In the case of the latter, the person must be informed that he isn't being cleared. The technical procedure in either case would be the same.

It is noted that use of Integ as a non-session security measure or in the case of severe out-ethics is rare, and nothing here condones misuse or abuse of Integrity Processing as a security or ethics action. Such misuse would be itself subject to immediate and severe Ethics action as it would constitute an extreme betrayal of trust.

HISTORICAL PRECEDENCE - RELIGIOUS CONFESSION

The need for a person to be able to morally cleanse himself by confession of sins has long been recognized in religion.

The Buddhist monk 2,500 years ago was permitted to confess and seek expiation for "acts of censure." The penalty for failure to confess was loss of the rights and privileges of a monk. This was enforcement of the natural law that he who commits actions against the codes or mores of the group separates himself from that group.

The Bible, in the Books of James and John, calls for the confession of sins.

Early Christian handling of confession was largely concerned with disciplinary aspects. The sinner had to wear sackcloth, make his bed in ashes, and fast. This went on for a time, proportionate to the gravity of the offence, sometimes for years.

Certain sins were previously considered too serious for forgiveness and therefore not open to confession, but a gradual leniency developed as in the case of Calixtus, Bishop of Rome 217-222, who decided to admit adulterers to exomologesis (Greek for public confession).

In the 4th Century at Rome and Constantinople we hear of "penitentiaries" - priests appointed to act for the Bishop in hearing the confession of sins and deciding whether public discipline was necessary.

Due to some misuse of public confession, individual private confession became more prominent in the 5th Century.

In 1215 the Council of the Lateran ruled that everyone must make confession at least once a year before his parish priest.

In Confession as now administered in Christian Churches the disciplinary penance is often little more than nominal, stress being laid rather on the fullness of the confession.

Thus for at least 2,500 years confession has played an important role in religious practice.

Throughout the centuries two points of question have arisen which led to some unpopularity of confession. One was the possible misuse of information disclosed in public confession, hence the development of private confession before an authorized person whose code of conduct prevented misuse. The other was the infliction of disciplinary action as atonement for the sins confessed. But the latter goes beyond the realm of personal morals and ethics into justice. Confession itself, and the need for some form of confession, has not been in question.

With Integrity Processing Alethiology follows in the tradition of religion. This processing enables the individual to confess to perpetrations without duress. It is done with a qualified Clearing Practitioner bound by the Clearing Practitioner's Code. Disciplinary action forms no part of the processing.

The technology by which Integrity Processing is delivered is new. It is not the same as any earlier technology either in Alethiology or other religion. It does however follow in the longstanding tradition of religion in providing a means for the individual to admit to and take responsibility for transgression against the mores of the group and so regain a spiritual and moral integrity.

INTEGRITY PROCESSING FORM 1

THE BASIC INTEGRITY LIST

7 OCTOBER 1988

1. Have you ever lived or worked under an assumed name?

2. Have you given me your right name?

3. Are you here for a different purpose than you say?

4. Have you ever stolen anything?

5. Have you ever forged someone else's signature?

6. Have you ever blackmailed anybody?

7. Have you ever done anything for which you could be blackmailed?

8. Have you ever smuggled anything?

9. Have you ever been in prison?

10. Have you ever indulged in drunkenness?

11. Have you ever done any reckless driving?

12. Have you ever burglared any place?

13. Have you ever embezzled money?

14. Have you ever assaulted anyone?

15. Have you ever told lies in court?

16. Have you had anything to do with pornography?

17. Have you ever committed arson?

18. Have you ever been a drug addict?

19. Have you ever peddled dope?

20. Have you had any dealings with stolen goods?

21. Do you have a police record?

22. Have you ever raped anyone?

23. Have you ever been involved in an abortion?

24. Have you ever committed adultery?

25. Have you ever practiced homosexuality?

26. Have you ever had intercourse with a member of your family?

27. Have you ever been sexually unfaithful?

28. Have you ever made a practice of sexual perversion?

29. Have you ever slept with someone you shouldn't have?

30. Have you ever committed culpable homicide?

31. Have you ever bombed anything?

32. Have you ever murdered anyone?

33. Have you ever kidnapped anyone?

34. Have you ever traded illegally?

35. Have you ever betrayed anyone for money?

36. Have you ever threatened anyone with a firearm?

37. Have you been in illegal possession of firearms?

38. Have you ever been paid for giving evidence?

39. Have you ever destroyed something belonging to someone else?

40. Have you ever been a spy for an organization?

41. Have you ever been an informer?

42. Have you ever been a member of an illegal organization?

43. Have you ever falsely reported?

44. Have you ever had intercourse while under the influence of drugs?

45. Have you ever had intercourse while under the influence of alcohol?

46. Have you ever used drugs or alcohol to procure sex?

47. Have you ever ill-treated children?

48. Have you ever taken money for giving someone sexual intercourse?

49. Have you ever had any connection with a brothel?

50. Have you ever gotten another into trouble for something you did?

51. Have you ever been a spy for the police?

52. Have you done something you are afraid the police may find out?

53. Have you ever falsified the books in any firm you worked for?

54. Have you ever disclosed confidential data?

55. Have you ever done anything your mother would be ashamed to find

out about?

56. Have you ever purposely injured yourself?

57. Have you committed any overts against yourself?

58. Have you committed any overts against your family?

59. Have you ever harmed an organization?

60. Have you ever betrayed the trust of a group?

61. Have you ever killed or maimed animals for pleasure?

62. Have you ever mistreated animals?

63. Have you ever administered electric shock?

64. Have you ever tried to make someone insane?

65. Have you ever maliciously destroyed trees or plants?

66. Have you ever destroyed or damaged another's property?

67. Have you ever taken part in sabotage?

68. Have you ever harmed a religion?

69. Have you ever persecuted another for their religious beliefs?

70. Have you ever violated the tenets of a religion to which you belonged?

71. Have you done something that should never be found out?

72. Is there something you have avoided telling me?

INTEGRITY PROCESSING SERIES 2

PROCEDURE

7 OCTOBER 1988

Integrity Processing must be done only by a well trained Clearing Practitioner, skilled in CEs, basic Clearing and metering, who can make a prepared list read and who has been fully checked out and drilled on these techniques.

As a Clearing action it is done in model session with Rudiments in.

Every reading question of an Integrity Processing Form is F/Ned. The actual form question must be taken to F/N, not some other question.

Here is the basic procedure for Integrity Processing:

1.   Set up the room, chairs, table, etc., as you would for any Clearing session with all admin to hand, worksheet paper, Integ Form you will use, etc.

2.   Make sure your Pc's hands are not too dry or moist, the cans are the correct size and the Pc knows how to hold them. Ref. False RA bulletins.

3.   Start the session and fly a Rud if no F/N. If RA high or low, do not try to fly a Rud but do a C/S Series 53RJ, assess and handle. If you are not trained in doing a C/S Series 53, end off for C/S instruction.

4.   Put in any needed R-Factor on doing Integrity Processing.

5.   Clear the procedure and the use of the buttons "suppress" and "false" etc. If necessary as an example run a non-significant question to demonstrate the procedure (e.g. Have you ever eaten an apple?).

6.   Take up the first question and clear the words backwards, then the full command, noting any read while clearing, which is valid. See "Clearing Commands", and C/S Series 24, "Metering Reading Items." Then, as needed, groove in the question further by asking for the time period the question would cover, the activities and people that would be involved, etc. This will steer the Pc to the area and bring it into view.

7.   With good CE 1 give the Pc the first question, keeping an eye on the meter and noting any instant read. Even the smallest change of characteristic is checked in Integrity Processing and that question taken up if it develops into an "SF", "F", "LF" or "LFBD."

8.   Take up each reading question getting the who, what, when and where of every perpetration, going earlier similar to F/N. Get specifics, not general or vague answers. If the Pc gives off another's perpetration, ask him if he ever did something like that. You want what the Pc has done.

9.   TAKE THE ORIGINAL READING QUESTION TO F/N, not some other question. Always repeat the original question as part of the earlier similar command to keep thePc on that question.

10.   If the question does not read and does not F/N, put in Suppress on the question (and if necessary Invalidate, Abandoned, Not-Is, etc.) asking, "On the question _____ has anything been suppressed?" and noting any instant read. If Suppress (or one of the other buttons read) has read, it means the read has transferred from the question to the

button, so take up the question as in 8 above to F/N. If there is no read on the buttons, the questions should just F/N. After the question is taken to F/N there is no need to then check Suppress. Just go on to the next question.

11. If the Pc gets critical realize you have missed a withhold and pull the MWH.

12. If an R/S occurs note it large and clear on the worksheets and then circle it in red after session with the statement or question on which it occurred. Note the fact on the Clearing Practitioner Report Form and Program Sheet with session date and W/S page.

13. If a reading question does not go to F/N and bogs or the RA goes high, take up an L1RA (Integ Repair List), assess and handle per instructions.

14. EXAMINER. All Integrity Processing sessions must be followed immediately by a standard Pc examination.

15. On any Bad Exam Report (non-F/N, BIs or non-optimum statement) after an Integ session, or on any Pc who gets sick or upset or does not do well or has a high or low RA, give an L1RA as the next action.

The 24 Hour Red Tag Rule must be strictly enforced.

In the case of a Pc requiring an L1RA the Case Supervisor would also look for evidence of questions F/Ned on something else, unflat questions, or withholds gotten off more than once.

A poor or comm lag CE 2, hidden from the view of the C/S, can also mess up a Pc on Integ as it invalidates his answers and makes him feel he hasn't gotten it off. If suspected this could be checked by D of P Interview or Pc to Exams: "What did the Clearing Practitioner do?"

16. The Integrity Form is complete when all questions on the Form have been handled as above and all reading questions taken to an F/N on that question.

SUMMARY

If this procedure is followed and the Integrity Processing done with good CEs and metering, the Pc will get great results and regain abilities.

INTEGRITY PROCESSING PRACTICE LIST

28 SEPTEMBER 1988

1. Have you ever drunk water? _____

2. Have you ever eaten food? _____

3. Have you ever lived in a house? _____

4. Have you ever given someone a present? _____

5. Have you ever ridden a bicycle? _____

6. Have you ever watched a bird fly? _____

7. Have you ever made orange juice _____

8. Have you ever opened a door? _____

9. Have you ever closed a window? _____

INTEGRITY PROCESSING SERIES 3RA

INTEGRITY PROCESSING AND P/Ws REPAIR LIST

L1RA

8 OCTOBER 1988

This is the standard correction/repair list for P/W actions such as Confessionals, Integrity Processing, P/W Write-ups, etc.

In Integrity Processing this list is used in the event of a Bad Exam Report after an Integ session, if the Pc gets sick or upset or falls on his head, or if an Integ session bogs.

This action is a 24 HOUR REPAIR PRIORITY.

The list is assessed Method 5 and all reading items fully handled to F/N per the instructions given.

Prefix the assessment with a time limiter (e.g. "In this session", "In that Integrity Processing", etc.).

0. WAS THERE SOMETHING WRONG WITH THE METER OR CANS?
    False RA handling.

1. OUT INT
    Int RD Correction List or Int RD, if Went In or Go In read.

2. LIST ERROR.
    L4BR and handle.

3. WERE YOU TIRED OR HUNGRY?
    2wc E/S to F/N.

4. HAD YOU RECENTLY TAKEN DRUGS_____ MEDICINE_____
    ALCOHOL_____?
    2wc E/S for F/N. Note for C/S.

5. DID YOU HAVE AN ARC BREAK?
    ARCU,CDEINR E/S to F/N.

6. DID YOU HAVE A PROBLEM?
    2wc E/S to F/N.

7. HAS A WITHHOLD BEEN MISSED?
    Pull it, getting who nearly found out, etc. E/S to F/N.

8. HAD YOU TOLD ALL?
    2wc E/S to F/N. Indicate it if so.

9. DID YOU HAVE TO GET THE SAME W/Hs OFF MORE THAN ONCE?
    2wc E/S to F/N.

10. SOMEONE DEMANDED A W/H YOU DIDN'T HAVE?
    2wc E/S to F/N. Indicate it if so.

11. WAS THERE A FALSE ACCUSATION?
2wc E/S to F/N.

12. WAS ANYTHING SUPPRESSED?
Clean it up E/S to F/N.

13. WAS ANYTHING INVALIDATED?
Clean it up E/S to F/N.

14. WAS ANYTHING PROTESTED?
2wc E/S to F/N.

15. WAS THERE ANY EVALUATION?
2wc E/S to F/N.

16. HAS SOMETHING BEEN MISUNDERSTODD?
Clean it up, clearing any misunderstood words, each to F/N.

17. WAS A QUESTION LEFT UNFLAT?
Find out which one, indicate it, flatten it.

18. HAS AN PERPETRATION BEEN PROTESTED?
Get what it was and get in Protest button on it, check for E/S.

19. WAS THERE A WITHHOLD THAT KEPT COMING UP?
Get who wouldn't accept it, who said it still read.
Indicate false read. 2wc the concern.

20. WAS THERE AN EARLIER PERPETRATION UNDISCLOSED?
Pull it and clean it up E/S to F/N.

21. ARE YOU WITHHOLDING ANYTHING?
Get what it is E/S to F/N.

22. WERE YOU WORRIED ABOUT REPUTATION?
Clean it up 2wc E/S to F/N.

23. ARE THERE OPINIONS YOU DON'T DARE SAY?
Get what. 2wc E/S to F/N.

24. ARE YOU HERE FOR UNDISCLOSED REASONS?
Find out why he's here, 2wc E/S to F/N.
Note for further handling.

25. WERE YOU AFRAID OF WHAT MIGHT HAPPEN?
2wc E/S to F/N.

26. WAS THERE AN INJUSTICE?
2wc E/S to F/N.

27. WAS THERE A BETRAYAL?
2wc E/S to F/N.

28. HAD SOMETHING BEEN OVERRUN?
Get what, rehab.

29. WAS SOME ACTION UNNECESSARY?

Find out what it is. Indicate it if so. E/S to F/N.

30.   WAS THERE SOMETHING ELSE WRONG?
        If so and it doesn't clean up on 2wc, GREEN FORM M5 and handle.

31.   HAS THE UPSET BEEN HANDLED?
        2wc. If so indicate it to F/N.

INTEGRITY PROCESSING SERIES 6RA

EFFECTIVENESS OF PERPETRATIONS IN PROCESSING

11 OCTOBER 1988

ARC BREAKS

The commonest cause of failure in running perpetrations is "cleaning cleans" whether or not one is using a meter. The Pc who really has more to tell doesn't ARC Break when the Clearing Practitioner continues to ask for one, but may snarl and eventually give it up.

On the other hand, leaving a perpetration touched on the case and calling it clean will cause a future ARC Break with the Clearing Practitioner.

"Have you told all?" prevents cleaning a clean. On the unmetered Pc one can see the Pc brighten up. On the meter you get a nice fall if it's true that all is told.

"Have I not found out about something?" prevents leaving a perpetration undisclosed. On the unmetered Pc the reaction is a sly flinch. On a metered Pc it gives a read.

A Pc's protest against a question will also be visible in an unmetered Pc by a reeling sort of exasperation which eventually becomes a howl of pure bafflement at why the Clearing Practitioner won't accept the answer that that's all. On a meter, protest of a question falls on being asked for: "Is this question being protested?"

There is no real excuse for ARC Breaking a Pc by:

1. Demanding more than is there or

2. Leaving a perpetration undisclosed that will later make the Pc upset with the Clearing Practitioner.

WHY PERPETRATION PROCESSING WORKS

Perpetration/withhold processing gives the highest gain in raising cause level because perpetrations are the biggest reason why a person restrains himself and withholds himself from action.

Man is basically good, but the reactive mind tends to force him into evil actions. These evil actions are instinctively regretted, and the individual tries to refrain from doing anything at all. The "best" remedy, the individual thinks, is to withhold. "If I commit evil actions, then my best guarantee for not committing more perpetrations is to do nothing whatever." Thus we have the "lazy," inactive person.

Others who try to make an individual guilty for committing evil actions only increase this tendency to laziness.

Punishment is supposed to bring about inaction, and it does in some unexpected ways.

However, there is also an inversion (a turn about) where the individual sinks below recognition of any action. The individual in such a state cannot conceive of any action and therefore cannot withhold action. And thus we have the criminal who can't act, really, but can only re-act and is without any self direction. This is why punishment does not cure criminality but in actual fact creates it; the individual is driven below withholding or any recognition of any action. A thief's hands stole the jewel, the thief was merely an innocent spectator to the action

of his own hands.

So there is a level below withholding that a Clearing Practitioner should be alert to in some Pcs, for these "have no withholds" and "have done nothing." All of which, seen through their eyes, is true. They are merely saying "I cannot restrain myself" and "I have not willed myself to do what I have done".

The road out for such a case is the same as that for any other case. It is just longer. Don't be anxious to see a sudden return of responsibility for the first owned "done" that this person knows he or she has done may be "ate breakfast". Don't disdain such answers, in Level II particularly; rather, in such people, seek such answers.

There is another type of case in all this, just one more to end the list. This is the case who never runs P/W but "seeks the explanation of what I did that made it all happen to me".

This person easily goes into past lives for answers. Their reaction to a question about what they've done is to try to find out what they did that earned all those motivators. That, of course, isn't running the process and the Clearing Practitioner should be alert for it and stop it when it is happening.

This type of case goes into the extreme on guilt. It dreams up perpetrations to explain why. After most big murders the police routinely have a dozen or more people come around and confess. You see, if they had done the murder, this would explain why they feel guilty. As a terror stomach is awfully grim to live with, one is apt to seek any explanation for it if it will only explain it.

One should be very careful not to let the Pc get off perpetrations the Pc didn't commit.

Such a Pc (recognizable by the ease with which they dive into the extreme past) when being processed off a meter, gets more and more frantic and wilder and wilder in perpetrations reported. They should get calmer under processing, of course, but the false perpetrations make them frantic and hectic in a session. On a meter one simply checks for "Have you told me anything beyond what really has occurred?" or "Have you told me any untruths?" or "Have you told me any half-truths?"

The observation and meter guides given on this level are used during a session when they apply but not systematically such as after every Pc answer. These observations and meter guides are used always at the end of every session on the Pcs to whom they apply.

INTEGRITY PROCESSING SERIES 7

FUNDAMENTALS

8 OCTOBER 1988

The most fundamental thing to know about Integrity Processing is that a case with withholds will not clear. And the next most fundamental element to know is that: A CASE WITH WITHHOLDS WILL NOT CLEAR. Perhaps, if this is repeated loud enough and long enough, not only Preclears, but perhaps even Clearing Practitioners will realize that this is an absolute, unavoidable truth, one which can not be overlooked or neglected at any time, under any circumstances.

First of all, what is a withhold? A withhold is a no action after the fact of action in which the individual has done or been an accessory to doing something which is a transgression against some moral code consisting of agreements to which the individual has subscribed in order to guarantee, with others, the survival of a group with which he is co-acting or has co-acted toward survival.

Because a withhold is a no action or a no motion after doingness, it naturally hangs up in time and floats in time due to the actions or the perpetrations which preceded the no action or no motion of the withhold. The Reactive Mind is, therefore, the combined withholds stocked up which the individual has against groups from which he feels that he is individuated but from which he has not separated due to the fact that he has these withholds in his bank and also all the combined agreements toward survival of all these groups, from which he is not separate, and which he uses reactively to solve problems now without inspection.

Example: The individual belonged at some time to the Holy Fighters. One of the mores of this group was that all should be destroyed who do not accept the Word. The Holy Fighters went out on a punitive expedition against a neighboring tribe who would not accept the Word but accepted some other belief. There was a great battle with much killing; however, during the battle, the individual took pity upon a helpless child and did not kill him, but took the child off the field of battle, gave him food and drink, and left him, returning, himself, to the battle.

After the battle was successfully won, the Holy Fighters had their usual service during which all spoke of how they had killed all non-believers. Our individual withheld from the group that he had not only failed to kill but had saved the life of a non-believer. Thus we have the no action of the withhold after the perpetration or action of saving the child, all of which added up to a transgression against the mores of the Holy Fighters.

Because of such similar transgressions, the individual finally individuated from the group of Holy Fighters and became a member of the Board of Directors of the Society for Kindness to Humans, which itself had its own agreements to survival and with which the individual agreed; however, when difficulties or problems arose, the individual, instead of treating all with kindness, tended to covertly try to destroy all who would not accept the tenets of kindness. So he reactively was solving the problems of the Society of Kindness with a survival mores of the Holy Fighters. Due to all his transgressions and withholds of his destructive impulses while a member of the Society for Kindness, he finally individuated from this group.

Now he is a member of Anti-Emotions, Incorporated, but he finds that he can't rule out all his emotions but tends to be destructive and kind at the same time. So he is still solving problems not only with the mores of the Holy Fighters but with those of the Society for Kindness to Humans. And so it goes.

Processing this individual we will find that he has all these withholds of perpetrations

against the Holy Fighters, the Society for Kindness to Humans, and Anti-Emotions, Incorporated. After we have pulled all these perpetrations, he will truly be separate from these groups and no longer reactively use their survival mechanisms as solutions to problems.

Further, the action of withholding is one point where the Preclear does what the Reactive Mind does. He withholds his own perpetrations of transgressions against the moral code of a group in order to avoid punishment, thusly enhance his own survival, and he withholds himself from the group finally in an effort to avoid committing further perpetrations. So just as the Reactive Mind contains all past survival agreements which are used to solve problems threatening the survival of the individual, so does the individual decide to withhold transgressions, in order to survive himself, and withholds himself from groups to avoid committing perpetrations.

Withholding and surviving occur at the same time. So the communication bridge between the Preclear and the Reactive Mind is the withhold.

The pulling of perpetrations which have been withheld then is the first step towards getting the Preclear to take control of the Reactive Mind. The more withholds he gives up, the more the old survival mechanisms of the Reactive Mind are destroyed.

Further, as a withhold of a perpetration creates a further perpetration act of not-know on the group with which one is co-acting toward survival along an agreed upon moral code, so we are running off all the ignorance created for others by an individual which results in ignorance to himself. In this fashion, we are processing the individual up toward Native State or Knowingness.

Therefore, in doing Integrity Processing on a Preclear, you are really attacking the whole basis of the Reactive Mind. It is an activity which the Clearing Practitioner should earnestly and effectively engage upon. In doing this the Clearing Practitioner always assumes that the Preclear can remember his perpetrations and can overwhelm the Reactive Mind. Just as with the CCHs, so with Processing Checks any objections raised by the Preclear as regards Integrity Processing are only a confusion being thrown up by the Reactive Mind, but the individual is really trying to look for what is there despite the Reactive Mind's doing this. This is why any failure to pull a perpetration has given the Reactive Mind a win and the Preclear a failure and has further given the Preclear another perpetration against the group he is now associated with, namely, that of Alethiology, because he has succeeded in withholding from it.

So in Integrity Processing the Clearing Practitioner must get the Preclear to answer the question without developing meter-dependency. This creates confidence that the Clearing Practitioner and the Preclear are really working together to overwhelm the Reactive Mind.

If the meter gives an instant read to the question, then the Clearing Practitioner uses the CB Meter to assist the Preclear in pulling all further perpetrations and takes it earlier similar to get an F/N ON THE QUESTION BEING ASKED.

A stable datum as regards this is that if the question reacts, there are withholds there ornot all about a particular withhold was pulled. Never allow a Preclear to persuade you that it is only already pulled withholds which are still reacting. A withhold pulled will not cause a question to still react; it can only be that not all about the withhold was pulled or that there are further undisclosed withholds on that question, or it is a false read (withhold of nothing) in which case the question will F/N on false.

DO NOT LEAVE AN INTEGRITY PROCESSING QUESTION UNTIL THE CLEARING PRACTITIONER, THE PRECLEAR, THE REACTIVE MIND, AND THE CB METER ARE IN ABSOLUTE AGREEMENT THAT THERE IS NOTHING MORE ON A PARTICULAR QUESTION. THIS WILL BE RECOGNIZED BY THE EP OF F/N COG VGI'S's ON THE QUESTION.

Remember the CB Meter is not bound by the Clearing Practitioner's Code. If it reacts on a question, then the Clearing Practitioner must take that question to full EP with an F/N. A question, having once read, is NOT nulled to a no-read. It is cleared to an F/N. Obtaining a read and taking the read to F/N depends on good Clearing Practitioner presence and excellence of CEs, Basic Clearing and Metering.

A Processing Check question must never be left without F/Ning. If the Preclear's intensive is terminating, you must complete that question, no matter how many extra hours you have to put in on the Preclear. Do not end session without carrying the question you are working on to EP. Any failure to pull a perpetration is a crime against that Preclear.

Eliminate all "unkind thought" questions in Integrity Processing. Use "done anything to" type questions. Unkind thoughts are merely tags telling you that the Preclear has actually done something. Unkind thoughts are merely a mechanism of lessening the perpetration.

In pulling perpetrations, be careful that you do not allow the Preclear to give you his justifications for having committed it. In allowing him to give you motivators or "reasons why," you are allowing him to lessen the perpetration.

You are only interested in what the Preclear has done, not what he has heard that others have done. So never allow a Preclear to get off withholds to you about others, except in the case where he has been an accessory to a criminal act.

"Other people's perpetrations" are handled by asking the Preclear, "Have you ever done anything like that yourself?"

Remember that your duty as a Clearing Practitioner is to simply employ your skill to obtain a greater decency, ability and integrity on the part of others. You do this by performing well your function of clearing the meter and getting off all perpetrations and withholds. A Clearing Practitioner is not an enforcer of public morals. If a Clearing Practitioner tries to make a Preclear guilty, he is violating Clause 15 of the Clearing Practitioner's Code, which says: "Never mix the processes of Alethiology with those of various other practices". Punishment is an old practice which is not part of our activities in Alethiology. Clear against the reality of the Preclear and his moral code and do not try to make him guilty. The value of any withholding is only the value the Preclear puts on it.

As a case improves, his responsibility level will increase, and if his responsibility level is increasing, he will get off further, new withholds. If a Clearing Practitioner is not getting new withholds coming off a Preclear, he had better look for gross error in his Clearing. He either is disinterested and unwilling to help the Preclear, or he is technically unskillful on hisCEs, Basic Clearing and the CB Meter, or he does not have the Preclear in session or he has withholds himself. Only a Clearing Practitioner with withholds will fail to pull them on others.

The number of withholds a Preclear has available at any given time depends upon those that are available at that given time. To clarify this point, assume that all Preclears have the same set number of withholds. Well, the number available within the realm of the Preclear's present state of reality and responsibility will naturally vary. Preclears with a high reality and responsibility level will have more withholds available for pulling than Preclears with a low reality and responsibility level. This is why it is so important that Processing Checks be continued throughout Clearing. His reality and responsibility level will increase throughout processing, bringing to light many new perpetrations. If these are not pulled, the Preclear will be forced into unintentionally withholding them and his case will bog down and not progress.

There are prepared Integrity Processing Forms to assist you in pulling withholds. In using these, a Clearing Practitioner must never, never omit a question on any of these, but he can add questions to them. Then there are specialized Integrity Processing Forms tailored to fit the professional or present activities of the Preclear, and special forms to cover the transgressions of the Preclear against the moral code of any group with which he has co-acted.

On the latter, as a person in one lifetime only has belonged to many different groups, you can see the tremendous possibility of Integrity Processing applied to the moral code of all groups on a Whole Track basis. Particular attention must be paid to the present group with whom he is currently co-acting, namely Alethiology. This is why it is important to do the last two pages* of the Basic Integrity Processing Form and others specifically related to the subject of Alethiology as applicable on all Alethiologists first, because in the first place he is expecting something to help him against which he has perpetrations and to that degree these perpetrations are perpetrations against himself as they will, if not pulled, prevent him from being helped, and in the second place perpetrations against current groups are most important, then perpetrations committed in this lifetime, and then perpetrations committed on the track, the reason being that he is still connected with these current groups and with this lifetime.

Integrity Processing is a most fruitful source of cognition because you are pulling off the Preclear's not-knows on the Third Dynamic, which have kept others in ignorance and himself in stupidity. Besides this, you tremendously increase the Preclear's ability to communicate. And on top of all this you make a Preclear much easier to clear. And if all his withholds are pulled, he can be cleared.

INTEGRITY PROCESSING SERIES 8

THE TECH AND ETHICS OF INTEGRITY PROCESSING

8 OCTOBER 1988

If you don't take an Integrity Processing question to an F/N or take it earlier to an F/N, you are going to get continuous Ethics trouble from that person from then on until it is remedied.

How come a person has been committing perpetrations for the past two-and-a-half years - the same ones - and it is still going on? Back in that earlier zone is one hell of a perpetration.

It's the earliest item available on that chain that will get the F/N. And remember that perpetrations of omission are always preceded by perpetrations of commission. So you should ask yourself, "How come all these perpetrations of omission?" There's an earlier perpetration of commission, you can be sure.

This gives us another rule:

IF YOU CANNOT F/N A QUESTION, YOU HAVEN'T GOT IT.

Now it could be the buttons are out (invalidate, protest, action unnecessary). Did you know you can beef up a RA (send it up high) by doing an unnecessary action? It acts somewhat like forcing a wrong item on a Pc. It puts him on a protest, a rejection and an effort to stop the action. That is where a lot of the unpopularity of earlier techniques stems from.

Of the rudiments ARC Break, problem, withhold, Integrity Processing specializes in perpetrations and withholds. So the full panorama of Integrity Processing buttons is Ruds plus False, Suppress, Invalidate, Evaluate, Protest,
Unnecessary. So if the RA goes up during Integrity Processingyou should check buttons. If it doesn't handle rapidly and easily revert to the L1RA (Integ Repair List).

IF YOU CAN'T GET AN F/N ON INTEGRITY PROCESSING AND HAVE TO END SESSION YOU MUST CLEAN IT UP WITHIN 24 HOURS.

Every time an Integrity Processing action won't fly, it has got to be a 24 hour urgent repair. The Integrity Processing Repair List consists of the ruds and buttons.

People ARC Break with the physical universe, with fellow men, feel wronged in some way and have to take it out on somebody and so commit perpetrations. But the somebody they attack is not the source of the upset. They misidentify the source. If their think was straight, they would be able to see what the score was and have no charge on it.

A perpetration, therefore, is preceded by an ARC Break, and you will find an ARC Break is the result of a problem.

So each time you don't take a question to F/N you run up against this. This gives another way for them to get unpopular. But if it didn't F/N you also know it was necessary to give the person Integrity Processing!

If you give a person Integrity Processing, and you see a trail of catastrophes in that person's wake afterwards, you know it didn't fly. Similarly, a person who makes huge perpetrations out of every little action, which is in essence self-invalidation, has behind that somewhere a huge perpetration - big enough to set the police of several galaxies after them!

If it doesn't F/N you haven't got it!

THE CB METER AND THE CRIMINAL

The joker in all this is that the CB Meter reads on Reality. So you can have a guy who reads on none of yourquestions, but you find out the next day he had done exactly what you asked him. Yet it didn't read! A real criminal just doesn't read on having killed his grandmother in cold blood five minutes before the Processing. Even if he admits it, it doesn't read! But a real criminal won't clear and won't F/N. Occasionally they will R/S.

You have to handle it on a gradient of reality. "Why wasn't that a perpetration?" is one way you could try. He would at first be very surprised at the very thought of it being a perpetration. But you could get a stream of justifications off. Another way is to magnify the perpetration. You can use that on a "no-perpetration" case.

Anytime Integrity Processing is done, the session reports must go into the Pc folder; otherwise, the C/S can make an error in C/Sing because of the omitted data.

One does not do Integrity Processing in the middle of other Clearing rundowns. The action therefore requires C/S clearance.

Sometimes when you give a person Integrity Processing and it doesn't produce anything and the needle is clean, you should indicate that the Integrity Processing was unnecessary. You will probably get an F/N.

ETHICS AND CASE GAIN

The percentage of people who have case gain will be proportional to the level of morale in your group. So it is of interest to Ethics to ask the C/S how many no-case-gain cases he has (Pile 4), trace them down and isolate them. The names of those not doing well (Piles 2 and 3) should also be known and the numbers so you can make sure the greater percentage is getting good case gain.

Ethics can get trouble stemming from lack of staff case progress. For instance you find an Exec giving excuses for not doing his job. It can be due to a no-case-gain under him enturbulating seniors and associates. They in turn, not recognizing him as the source of the enturbulation, buy the stops and the "can't be dones" and find some other excuse as to why not to do their job. Recognize that when someone dumps his hat on you he has perpetrations.

INTEGRITY PROCESSING SERIES 9

RUDIMENTS

9 OCTOBER 1988

All Integrity Processing must be done in Model Session form with a rud flown at start of session if no F/N.

This is because wildly out rudiments can cause the Pc to be so far out of session that the meter will not read on charged questions. This is particularly true in the presence of weak CEs.

INTEGRITY PROCESSING SERIES 10

INTEGRITY PROCESSING QUESTIONS MUST BE F/Ned

7 OCTOBER 1988

The main danger of Integrity Processing is not probing a person's past but failing to do so thoroughly.

When you leave an Integrity Processing question "live" and go on to the next one, you set up a nasty situation that will have repercussions. The person may not immediately react. But the least that will happen is that he will be more difficult to clear in the future and will go out of session more easily. More violently, a Pc who has had an Integrity Processing question left unflat may leave the session and do himself or Alethiology considerable mischief.

About the most unkind thing you could do to a person would be to leave an Integrity Processing question unflat and go on to the next one. Or to fail to obtain an F/N on withholds in the rudiments and go on with the session.

One girl, being cleared, was left unflat on a withhold question. The Clearing Practitioner blithely went on to the next question. The girl went out after session and told everyone she knew the most vicious lies she could create about the immoral conduct of Alethiologists. She wrote a stack of letters to people she knew out of town, telling gruesome tales of sexual orgies. An alert Alethiologist heard the rumors, rapidly traced them back, got hold of the girl, sat her down and checked clearing and found the unflat withhold question. The withhold? Sexual misdemeanors. Once that was pulled, the girl hastily raced about correcting all her previous efforts to discredit.

A man had been a stalled case for about a year. He was violent to clear. The special question was finally asked, "What withhold question was left unflat on you? It was found and handled. After that his case progressed again.

The mechanisms of this are many. The reactions of the Pc are many. The summation of it is, when an Integrity Processing question is left unflat on a Pc and thereafter ignored, the consequences are numerous.

THE REMEDY

The prevention of Integrity Processing being left unflat is easily accomplished:

1.   Develop excellent CE's and Basic Clearing.

2.   Know the CB Meter.

3.   Work only with an approved CB Meter.

4.   Know the various bulletins on Integrity Processing.

5.   Get off your own withholds so that you won't avoid those in others.

6.   Apply correct Integrity Processing procedure and handle each reading question to an honest F/N on that question.

GENERALITIES WON'T DO

29 SEPTEMBER 1988

The most efficient way to upset a Pc is to leave a Perpetration-Withhold question unflat. This is remedied by occasionally asking, "Has any withhold been missed on you?" and getting what was missed, flattened.

The best way to "miss" on a Perpetration-Withhold question is to let the Pc indulge in generalities or "I thought..."

A Perpetration-Withhold question should be nulled at Sensitivity 16 as a final check or taken to a standard EP.

A withhold given as "Oh, I got mad at them lots of times" should be pulled down to when and where and the first time "you got mad" and finally, "What did you do to them just before that?" Then you'll really get a null or standard EP.

The Pc who withholds somebody else's withholds and gives them as answers is a person who attracts attention by his wit. But he isn't helped when the Clearing Practitioner lets him do it.

Situation: You ask the Pc for a withhold about Joe. The Pc who says, "I heard that Joe..." should be asked right there, "what have you done to Joe? You. Just you." And it turns out he stole Joe's last girlfriend. But if the Clearing Practitioner had let this Pc go on and on about how the Pc had heard how Joe was this or that, the session would have gone on and on and the Range Arm up and up.

We have Pcs who use "withholds" to spread all manner of lies. We ask this Pc, "Have you ever done anything to the group?" The Pc says, "Well, I'm withholding that I heard..." or the Pc says, "Well, I thought some bitter thoughts about the group." Or the Pc says, "I was critical of the group when..." and we don't sail in and get WHAT THE PC DID, we can comfortably stretch a 5 minute item to a session or two.

If the Pc "heard" and the Pc "thought" and the Pc "said" in answer to a Perpetration-Withhold type question, the Pc's Reactive Bank is really saying, "I've got a crashing big withhold and if I can keep on fooling around by giving critical thoughts, rumours, and what others did, you'll never get it." And if he gets away with it, the Clearing Practitioner has missed a withhold.

We only want to know what the Pc did, when he did it, what was the first time he did it and what he did just before that, and we'll nail it every time.

THE IRRESPONSIBLE PC

If you want to get withholds off an "irresponsible Pc" you sometimes can't ask what the Pc did or withheld and get a meter reaction.

This problem has bugged us for some time. We finally got very bright and realized that no matter whether the Pc thought it was a crime or not, he or she will answer up on "don't know" versions as follows:

Situation: "What have you done to your husband?" Pc's answer, "Nothing bad". CB Meter reaction, nul. Now we know this Pc, through our noticing she is critical of her husband, has perpetrations on him. But she can take no responsibility for her own acts.

But she can take responsibility for his not knowing. She is making certain of that.

So we ask, "What have you done that your husband doesn't know about?"

And it takes an hour for her to spill it all, the quantity is so great. For the question releases the floodgates. The Meter bangs around.

And with these withholds off, her responsibility comes up and she can take responsibility on the items.

This applies to any zone or area or terminal used in Perpetration-Withhold processing.

Situation: We are getting a lot of "I thought", "I heard", "They said", "They did" in answer to a question. We take the terminal or terminals involved and put them in this blank.

"What have you done that_____(doesn't)(don't) know about?"

And we can get the major perpetrations that lay under the blanket of "How bad everyone is but me."

This prevents your missing a Perpetration-Withhold question. This will shorten the labor involved in getting every question flat.

Every session of Perpetration-Withhold processing, you should ask the Pc in the end rudiments, "Have I missed a withhold on you?" In addition to "Are you withholding anything" and "half truths, etc". If the Pc has a full EP, you would, of course, skip the end rudiments.

And if your Pc is very witholdy, you can insert this "Have I missed a withhold on you?" every few questions while doing Perpetration-Withhold processing.

Always clear up what was missed.

A Pc can be very upset by reason of a missed Perpetration-Withhold question.

INTEGRITY PROCESSING SERIES 12R

WITHHOLDS MISSED AND PARTIALLY MISSED

11 OCTOBER 1988

We don't know exactly how to get this across to you except to ask you to be brave, squint up your eyes and plunge.

We don't appeal to reason. Only to faith at the moment. When you have a reality on this, nothing will shake it and you'll no longer fail cases or fail in life. But, at the moment, it may not seem reasonable. So just try it, do it well and day will dawn at last.

What are these natterings, upsets, ARC breaks, critical tirades, lost course members and ineffective motions? They are reactivated but missed or partially missed withholds. If we could just teach you that and get you to get a good reality on that in your own Clearing, your activities would become smooth beyond belief.

It is true that ARC Breaks, present time problems and withholds all keep a session from occurring. And we must watch for them and clear them.

But behind all these is another button, applicable to each, which resolves each one. And that button is the reactivated but missed or partially missed withholds.

Life itself has imposed this button on us. It did not come into being with perpetration/withhold Clearing.

If you know about people or are supposed to know about people, then these people expect, unreasonably, that you know them through and through.

Real knowledge to the average person is only this: a knowledge of his or her withholds! That, horribly enough is the high tide of knowledge for the man in the street. If you know his withholds, if you know his crimes and acts, then you are smart. If you know his future you are moderately wise. And so we are persuaded toward mind reading and fortune telling.

All wisdom has this trap for those who would be wise.

Egocentric man believes all wisdom is wound up in knowing his misdemeanors.

IF any wise man represents himself as wise and fails to discover what a person has done, that person goes into an antagonism or other misemotion toward the wise man. So they hang those who reactivate and yet who do not find out about their withholds.

This is an incredible piece of craziness. But it is observably true.

This is the WILD ANIMAL REACTION that makes Man a cousin to the beasts.

A good Clearing Practitioner can understand this. A bad one will stay afraid of it and won't use it.

The end rudiment for withholds for any session should be worded, "Have I missed a withhold on you?"

Any ARC broken pc can be asked, "What withhold have I missed on you?" Or, "What have I failed to find out about you?" Or, "What should I have known about you?"

A Clearing Practitioner who attempts to clear perpetrations but cannot read a meter is dangerous because he or she will miss withholds and the Pc may become very upset.

Use this as a stable datum: If the person is upset, somebody failed to find out what that person was sure they would find out.

A missed withhold is a "should have known".

The one reason a person leaves a group is "people failed to find out about him."

INTEGRITY PROCESSING SERIES 13

HELP THE PC

7 OCTOBER 1988

In general, when getting rudiments in or getting off missed withholds or invalidations, help the Pc by guiding his attention against the needle.

This is quite simple. The Clearing Practitioner asks the question, the needle instantly reacts, the Pc (as he or she usually does) looks puzzled if the Clearing Practitioner says "It reacts." The Pc thinks it over. As he or she is thinking, the Clearing Practitioner will see the same reaction on the needle. Softly the Clearing Practitioner says "That" or "There" or "What's that you're looking at?" As the Pc knows what he or she is looking at at that instant, the thing can be dug up.

This is Clearing Practitioner co-operation, not triumph.

Most often the Pc does not know what it is that reacts as only unknowns react. Therefore a Clearing Practitioner's "There" when the needle twitches again, before the Pc has answered, co-ordinates with whatever the Pc is looking at and thus it can be spotted and revealed by the Pc. This is only done when the Pc comm lags for a few seconds.

Remember, the Pc is always willing to reveal. He or she doesn't know What to reveal. Therein lies the difficulty. Pcs get driven out of session when asked to reveal something, yet do not know what to reveal.

By the Clearing Practitioner's saying "There" or "What's that?" quietly each time the needle reacts newly, the Pc is led to discover what should be revealed.

Clearing Practitioners and Pcs get into a games condition in Integrity Processing and rudiments only when the Clearing Practitioner refuses this help to the Pc.

New Clearing Practitioners routinely believe that in Integrity Processing the Pc knows the answer and won't give it. This is an error. If the Pc knew all the answer, it wouldn't react on the meter.

Old-timers have found out that only if they steer by repeated meter reaction, giving the Pc "There" or "What's that?" can the Pc answer up on most rudiments questions, missed withholds and so on.

But don't use steering to harass the Pc, or cut his comm, or draw attention to the Clearing Practitioner.

This is the only use of reads other than instant reads on the CB Meter.

Help the Pc. He doesn't know. Otherwise the needle would never react.

INTEGRITY PROCESSING SERIES 14

HAVINGNESS

7 OCTOBER 1988

All valences are circuits are valences.

Circuits key out with knowingness.

This is the final definition of havingness.

Havingness is the concept of being able to reach. No-havingness is the concept of not being able to reach.

A withhold makes one feel he or she cannot reach. Therefore withholds are what cut havingness down and made runs on havingness attain unstable gains. In the presence of withholds havingness sags.

As soon as a withhold is pulled, ability to reach is potentially restored but the Pc often does not discover this. It requires that havingness be run to get the benefit of having pulled most withholds.

Therefore havingness may be run in conjunction with Integrity Processing but may NOT be used to hide or obscure the fact of failure to F/N an Integrity Form question.

PROCLAMATION

POWER TO FORGIVE

11 OCTOBER 1988

A minister who has been duly trained and certified in the Confessional procedure is invested with the power to forgive the admitted sins of an individual to whom she has administered full Confessional procedure.

Confessionals have been part and parcel of religion nearly as long as religion has existed.

It has been broadly recognized down through the ages that only when a person has owned up to his sins can he experience relief from the burden of guilt he carries because of them.

In Clearing we have had, since the early years, procedures whereby an individual is able to confess his withholds and the perpetrations underlying them. We have long known that confessing one's perpetrations is the first step toward taking responsibility for them and seeking to make things right again.

The acknowledgement that follows each confession is an assurance to the person that his confession has been heard.

Such assurance helps him to end cycle on the bad things he has done and unsticks him from a preoccupation with his guilt over them to where he can then put his attention on constructive activities.

That is the purpose of any Confessional.

There is another element that further helps the individual to accomplish this.

Thus, at the end of a Confessional, when it has been fully completed, the Clearing Pracitioner who has administered the Confessional must inform the person that he is forgiven for the sins he just confessed, and that he is cleared of these sins and free of them.

The statement that is used is:

"By the power invested in me, any perpetrations and withholds you have fully and truthfully told me are forgiven"

ON ANY ADVERSE REACTION TO THE PROCLAMATION OF FORGIVENESS, GET THE REST OF THE WITHHOLD OR REPAIR THE WITHHOLD SESSION.

When the minister doing a Confessional or Repair List acknowledges the confession and informs the person that his confessed perpetrations and withholds are forgiven, the usual response is instant relief and VGIs. Rarely the person may react adversely, such as not being able to accept forgiveness or still feeling bad. This is because something has been missed. The person is still stuck in the shame, blame and regret of the unconfessed perpetration or withhold and will not feel better until all is told. The minister encountering this in session must get the rest of the withhold or repair the withhold session. Should the person show thisreaction later, outside of session, the folder must be turned in to the C/S to handle immediately.

An incomplete confession can be due to the following errors:

(a)   Did not tell "all".

(b)   Thought of one perpetration but told a different perpetration.

(c)   Told part of a withhold but not the rest.

(d)   A perpetration or withhold was not taken earlier similar to basic.

(e)   During the session a perpetration or withhold was restimulated but not asked for or gotten off (a withhold was missed).

(f)   There have been errors in the Confessional such as withholds gotten off more than once, false reads, out-CEs, invalidation, evaluation, etc., and these must be cleaned up.

The above categories and the Confessional Repair List are useful to a C/S in correcting any adverse reaction to the Power to Forgive Proclamation by ensuring that the person gets the full relief and VGIs which invariably accompany a complete confession and forgiveness.

INTEGRITY PROCESSING SERIES 15

ASPECTS OF INTEGRITY PROCESSING

7 OCTOBER 1988

Integrity Processing is a specialized type of Clearing, and it takes a lot of skill and at times some courage to do it well. Clearing Practitioners must not be kind nor yet unkind. This does not mean that you steer a lukewarm middle course between kindness and unkindness. Neither of these two impostors have anything to do with it. You just go in and clear, you go in to find - and that means dig for - PERPETRATIONS. If you go in with Pc's needle clean and your questioning can get that needle to react, then you are winning.

The success of a Clearing Practitioner can be measured by the extent to which he can get reactions on the needle and then cleaning those reactions getting more reactions and cleaning those and so on. The skilled Clearing Practitioner gets to the root of the trouble and clears up a whole batch of perpetrations at once by handling chains of perpetrations to F/N.

Integrity Processing is done in Model Session. The beginning rudiments are put in and by the time you start the body of the session, in this case the Integrity Processing, the Pc should have an F/N. The next thing is to tell the Pc that you are going to help him to clean up, and really clean up, the questions on the Form that you are using. REMEMBER IT IS THE QUESTION YOU ARE GOING TO CLEAN - NOT THE NEEDLE. You've already got a clean needle and you could probably keep it from reading on questions by bad CE 1, failure to dig, or just sheer bad Clearing.

The next action is to announce the first question that you are going to handle, at the same time watching the meter for any read on first calling. It can be important to groove in the question. There are a variety of ways to do this, e.g., ask what the question means. What period or time the question covers. What activities would be included. Where the Pc has been that might be something to do with the question. If any other people are likely to be involved. In other words, you are steering the Pc's attention to various parts of his bank and getting him to have a preliminary look. When this has been done using very good CE 1, you give him the question again. A small tick may now have developed into a real LF or BD. You take your Pc's answer and get the specifics. If he gives you a general answer you ask him for a specific time (or a specific example). DON'T ACCEPT MOTIVATORS. If he gives you a motivator, you say, "OK, but what did you do there?" and you want something before the motivator.

Example: Pc: "I got mad at him because he kicked my foot."

CP: "What had you done before he kicked your foot?"

In this case the Pc is giving a perpetration, "I got mad at him," but in fact he is cunningly selling the motivator "He kicked me in the foot." So the rule here is, "Go earlier than the motivator." Similarly, you don't accept criticisms, unkind thoughts, explanations. You want what the Pc has done and you want the Time, Place, Form and Event.

When you have succeeded in this, you don't leave it there. You ask for an earlier time he had done something like it and you keep going earlier. What you are after is the earliest time he stole, hit somebody, got angry with a Pc or whatever is his "crime." Get the earliest oneand you will find that the others will blow off like thistledown.

Keep a sly eye on your meter and you can tell when you are in a hot area. Use it to help you to know where to dig but don't use it to steer the Pc at this stage. This encourages laziness on the part of the Pc. You want him in there foraging about and digging up his bank in the process.

Having once gotten a read on the question, the question is not further checked on the meter. One simply follows the chain back earlier similar (same chain). Use standard Integrity Processing procedure until an F/N is obtained with cognition and VGIs.

If you do this properly, you will have a well satisfied Pc. If he ARC breaks, then you have missed something, so pull your missed withholds. A rising RA is a clue to something missed or a bypassed F/N. If Pc isn't happy - very happy - at the end of a question, then you have missed something. Pcs will tell you a hundred and one things that are wrong with your Clearing, the D of P's instruction, the form of the question, etc., but they all add up to the same thing - something has been missed.

One word of warning. If you leave a question unflat, mark it on your Clearing Practitioner's Report and TELL YOUR PC it isn't flat. It is very bad practice to end session on a question without first F/Ning that question.

INTEGRITY PROCESSING SERIES 16

INTEGRITY PROCESSING INFO

7 OCTOBER 1988

1. Use the question as a guide for digging, not as a rote question.

2. Follow each non-reading question with suppress and leave each reading question only when it has been taken to EP (per Integrity Processing Series 10R, "Integrity Processing Questions Must Be F/Ned"). If suppression is found, start the cycle over with the question itself after suppress is clean. Realize that withholds exist, that they can be suppressed and that they can be restimulated and pulled. Once you have EP, however, don't recheck the question.

3. Suppress is always asked "repetitively" and not as a "fast check."

4. A ROCK SLAM means CRIMES that MUST be pulled. A sporadic R/S can be turned on full by varying the question that produced it; the R/S will become wider and more chronic as the exact crime is approached. When the crime is found, the R/S will become very pronounced and then vanish. That's CRIMES, not "failed to wash the car."

5. A DR (Dirty Read) is not an R/S but can sometimes turn into an R/S by probing if a crime is present. It is noted on the worksheet as a "DR" though, never as an R/S.

6. The specific details of each misdeed must be gotten. Don't buy generalized perpetrations, motivators and justifications.

7. You still use a comm cycle. Avoid heavy accusation.

8. ARC Breaks must be clean - you can't CLEAR over an ARC Break.

9. Check for missed withholds every few questions.

10. Clean up the Integrity Processing Form at the end with such questions as "1/2 truth" and "Have you gotten away with anything?" etc.

11. Follow questions with "Have you told me more than was there?" on a Pc who tends to dub in perpetrations or motivators.

12. Limit the Pc to this life if he takes up running track in an effort to avoid this life offenses.

13. Clean up any DN as soon as it appears by checking for a missed withhold or getting all of the one you're on.

14. Watch the Pc's indicators, e.g., for signs of missed withholds.

15. Keep track of the RA position during Integrity Processing. If a question sends theRA higher and if it then remains higher, something was missed on that question.

16. Pursue each chain to basic.

17. Pat "No's" can be handled by asking for overwhelmingly large perpetrations, e.g., "Have you robbed any banks?" (Murder technique) or by reverse questions such as, "Tell me about when you have not stolen something."

18.   A question that reads sporadically isn't quite the right one and needs to be varied.

19.   Keep aware of the needle - especially when a question is first called. Also, questions sometimes will show a need to be compartmented, e.g., "Have you ever stolen (read) anything?" Here the read on "stolen" should be pursued. A Pc with a known withhold can have a prior read and not an instant one - this is something to watch for.

20.   Keep your CE 1 in. Otherwise questions will not read due to lack of Clearing Practitioner impingement.

21.   Keep your CE 2 in. Otherwise the Pc will feel his answer has not been accepted and it can put a Pc on a withhold of nothing.

22.   Help the Pc give a withhold he's having trouble presenting. One way is by having him tell you what subject it's about or "part of it;" another is by use of the overwhelmingly large perpetration approach: "Well, did you murder someone?"

23.   Cut any natter line, pin down the critical thoughts and motivators and get the prior perpetration. The person getting Integrity Processing must not be allowed to sit and natter about a person or a group, etc.

24.   A person who has a valid EP on an Integrity Processing Form has the whole form ended off. It's the subject of the Integrity List which EPs, not just one question.

25.   Beware of a "false read," which is thinking something read which didn't. Protest can then give you a read. Clean up questions with "Protest," "Suppress," and "Inval" buttons where the Pc says there's nothing there. Then if it still reads on check, there is something there. False reads (saying something read which really didn't) can wreck a case. Can also check for demanding a withhold he doesn't have.

26.   Make sure you get the question answered - question: "Did you steal the tools from the tool shed?" is not answered by "I have a thing about keys."

INTEGRITY PROCESSING SERIES 17

C/Sing INTEGRITY PROCESSING

7 OCTOBER 1988

Integrity Processing as Clearing is C/Sed.

The C/S ensures Integrity Processing is not entered into a Pc program in the middle of another rundown or Clearing action. When required it may be entered into a program at a suitable rest point, but any current process or rundown in progress on the Pc would be completed first. The C/S should not use this to unduly delay Integrity Processing when required, as a person withholding perpetrations will not make gains until those perpetrations have been pulled.

The Clearing Practitioner must be qualified as an Integrity Processing Specialist. This is a new tech. Its practitioners must be specialist trained.

Standard C/Sing rules apply. In addition the C/S looks for the following key points.

1.   Any non-sequitur F/N on some other subject. Ensures that each question is F/Ned on the subject being asked about. This is the primary thing the C/S inspects.

2.   Check that each reading question was taken to an F/N.

3.   Check that any R/Ses were recorded clearly and noted at the front of Pc folder for future use.

4.   Ensure that an Integrity Processing Repair List (L1RA) is used if session ends with no F/N or Pc at all upset or gets sick shortly after Integrity Processing. Examiner 24 Hour Rule must be rigorously applied.

No. 1 above is of prime importance. Don't permit Clearing Practitioners to go into some unusual solution such as checking the question after it has been taken to F/N. That could wreck a case. The Clearing Practitioner simply clears, keeps the Pc on the right chain, going earlier as necessary to an F/N. It is the C/S who checks to see that it was in fact the question being asked that F/Ned. This is done by checking for any non-sequitur answers that F/Ned on some other subject.

If a person falls on his head after an Integrity Processing session an L1RA is given. However, an FES to find missing questions that F/Ned on something else is done.

The whole essence of this is contained in F/Ning every item; getting question asked to F/N, not some other; Integrity Processing Repair List L1RA; fines for missing withholds; and Expanded Alethanetics for R/Sers (revealing and recording R/Ses and R/Sing statements for later use in Expanded Alethanetics). This is what has made this a major new tech that gives fabulous case gains too.

INTEGRITY PROCESSING SERIES 18

FORMULATING INTEGRITY PROCESSING QUESTIONS

7 OCTOBER 1988

Withholds add up to perpetrations, secrecies, individuation; they add up to games conditions and a lot more things than just P/W.

Although we call them withholds, we're really asking a person to straighten out his interpersonal relationships with other terminals and groups.

Our normal Integrity Processing is addressed to the individual versus the society or his family or group because it's what people would consider reprehensible that makes a withhold. That is the basic center line of Integrity Processing, transgressions against the mores of the group.

You can have special mores between the individual and different groups, between the son and the mother, between the husband and the wife, between the staff member and the organization, or between the Clearing Practitioner and the Preclear (to which the Clearing Practitioner Integrity Processing Form is directed).

It's a moral code that you are processing, one way or the other. You're straightening out somebody on the "now I'm supposed to's" against which they have transgressed. And having so transgressed they now are individuated. If their individuation is too obsessive, they snap in and become the terminal and can assume the characteristics of that person.

In dealing with this you go straight to the person's handling of masses and changes of spaces or into his most confused motional areas (not e-motional).

A person has been a recluse and stayed inside a house ever since he was 20. You don't start running houses in his Integrity Processing. You find what area he was in before he was 20. Staying in the house is a solution to something. We find an area of considerable activity that lies prior to the difficulty and then run Integrity Processing on that area.

We find there was one boarding school he absolutely detests. That's what we handle. Every question would have to do with that boarding school. There are students and boys and instructors and coaches and headmasters and buildings and athletic equipment, etc. Write them all down (you don't ask the Pc); then work out all the types of crimes he might have been able to commit against those items. In this way you compile a whole Integrity Processing Form to suit the situation.

Most often one takes the most appropriate issued form and simply adds a few questions to cover the special situation. You can always add some questions but don't omit any. When you want to handle a specific area or activity, it can be more satisfactory to compile a special form covering all the things you think of that he could have done in that area that he is never going to tell anybody.

This is particularly so when the area has its own special tight mores he has cut upagainst and so has individuated himself from that area, cannot as-is any part of the track and of course gets trapped in that particular zone and activity.

Forget is a version of Not Know. So any sensory perceptic shut-off is an effort not to know and you have a target.

So you can do little special Integrity Processing Forms to go along with a special zone of activity and eventually you'll get a "What do you know!" There is no use telling him what

he has been doing wrong. He is too in the thing to see it. You can see it because you're outside it.

You just put "Have you ever done anything to _____" to a whole list and you've got a formulized method of getting together an Integrity Processing Form.

A cognition is totally dependent upon a freedom to know. Perpetrations and withholds are dedicated to Not Knowingness. It takes the guidance of the Integrity Processing Form list of questions to handle this.

The formula then is to just make a list of all the items you can think of that have anything to do with the target and write up a list of possible perpetrations against them or questions that call for perpetrations. Has he done anything to _____ Has he interfered with anything about _____ etc. Don't include questions that call for motivators or justifications.

The first rule is - any area or zone of life with which a person is having difficulty in life, or has had difficulty, is a fruitful area for Integrity Processing. You'll find out every time he's got withholds in that zone or area.

The second rule is to break the problem down to its most fundamental expression. Then write down those nouns associated with it and those basic doingnesses associated with this fundamental expression. Then just phrase up your processing questions on the basis of "Have you ever _____" and any other verb you want to put in. "Have you ever done _____" ".....prevented _____" etc. You don't have to get too fancy as the needle will fall when you get close to it.

That area where an individual is having difficulty he is stupid. Stupidity is Not knowingness. Not knowingness occurs through perpetrations. But the perpetration has to be hidden so it must be a perpetration which is withheld. These withholds then add up to stupidity, so of course he has trouble. There isn't anything complicated about it at all.

INTEGRITY PROCESSING SERIES

INTEGRITY PROCESSING FORM

FOR

MARRIED MEN

12 DECEMBER 1988

1. Did you ever have sex with another woman while you were married?   _____

2. Did you ever talk to another woman about having sex while you
    were married?   _____

3. Did you ever forget your wedding anniversary?   _____

4. Did you ever flirt with another woman in front of your wife?   _____

5. Did you ever lie to her about where you had been?   _____

6. Did you ever withhold money from you wife?   _____

7. Did you ever break an appointment with you wife?   _____

8. Did you ever keep your wife waiting?   _____

9. Did you ever watch sports when she wanted to do something else?   _____

10. Did you ever make an excuse for not having sex with her?   _____

11. Did you ever go out with your buddies and leave your wife
     at home?   _____

12. Did you ever fail to call you wife when you said you would?   _____

13. Did you ever have sex with her and then role over and go to
     sleep immediately?   _____

14. Did you ever do anything to cause your wife physical pain?   _____

15. Did you ever fail to acknowledge her for her wins?   _____

16. Did you ever do anything to cause your wife to worry?   _____

17. Did you ever cause your wife emotional pain?   _____

18. Did you ever masturbate instead of having sex with your wife?   _____

19. Did you ever purposely fail to satisfy your wife?   _____

20. Did you ever lust after pictures in magazines while you were
     married?   _____

21. Did you ever do anything you didn't want your wife to know about?   _____

22. Did you ever withhold part of the truth from your wife?   _____

23. Did you ever tell you wife any half-truths? _____

24. Is there anything your wife should have known about you? _____

25. In marriage, is there any thing you wouldn't do over again? _____

26. Is there anything you didn't tell your wife about yourself? _____

27. Is there anything you haven't told your wife about herself? _____

28. In marriage, is there anything that got you into trouble? _____

29. In marriage, is there anything you wouldn't do over again? _____

30. Is there anything you have done in marriage that was missed on this form? _____

INTEGRITY PROCESSING FORM 3
CLEARING PRACTITIONER INTEGRITY LIST

7 OCTOBER 1988

1. Have you ever evaluated for a Preclear?

2. Have you ever invalidated or corrected a Preclear's data?

3. Have you ever told a Preclear about his case?

4. Have you discussed a Preclear's case with others?

5. Have you disclosed a Preclear's withholds?

6. Have you made a Preclear guilty?

7. Have you altered or misapplied tech?

8. Have you failed to keep a Clearing appointment?

9. Have you cleared a Preclear who was tired or hungry?

10. Have you permitted a frequent change of Clearing Practitioners?

11. Have you sympathized with a Preclear?

12. Have you followed a Preclear's instructions?

13. Have you refused to accept a Preclear's data?

14. Have you allowed a Preclear to end session on his own determinism?

15. Have you ever walked off from a Preclear in session?

16. Have you ever refused to clear a Preclear you could have helped?

17. Have you gotten angry with a Preclear in session?

18. Have you not taken a process or rundown to full EP?

19. Have you overrun a Preclear?

20. Have you mixed practices or advised other practices?

21. Have you cut a Preclear's communication?

22. Have you failed to acknowledge a Preclear?

23. Have you failed to handle a Preclear's originations?

24. Have you harassed or distracted a Preclear?

25. Have you explained or justified Clearing errors?

26. Have you cleared without folder study?

27. Have you failed to follow C/S instructions?

28. Have you falsified Clearing reports?

29. Have you falsely called F/Ns?

30. Have you fed a Preclear cognitions or EPs?

31. Have you failed to call F/Ns or give a Pc his win?

32. Have you failed to fly a rudiment?

33. Have you left a Preclear ARC Broken?

34. Have you failed to pull a withhold?

35. Have you left a Preclear with a problem?

36. Have you failed to F/N all reading items?

37. Have you given a Preclear a wrong item?

38. Have you cleared without checking out on the materials?

39. Have you run processes above your training level?

40. Have you failed to follow the Grade Chart?

41. Have you had a 2-D involvement with a Preclear?

42. Have you falsified Clearing hours?

43. Have you not done or completed cramming orders?

44. Have you omitted vital data from worksheets?

45. Have you delayed or not handled red-tags?

46. Have you cleared without handing in worksheets?

47. Have you accepted incorrect C/S instructions?

48. Have you cleared without a program?

49. Have you falsely reported your classification level?

50. Have you failed to clear commands or all words in commands?

51. Have you neglected to handle your own misunderstoods?

52. Have you neglected to study the C/S Series Bulletins?

53. Have you given free Clearing to public Pcs?

54. Have you cleared Pcs for private gain?

55. Have you disclosed confidential data?

56. Have you been critical of Pcs to others?

57. Have you been critical of other Clearing Practitioners to Pcs?

58. Have you used tech for some other purpose?

59. Have you continued to repair a Pc doing well?

60. Have you given verbal tech data?

61. Have you failed to apply study tech?

62. Have you been insecure with materials?

63. Have you falsified Clearing Practitioner bonus claims?

64. Have you failed to study your hat?

65. Did you violate policy?

66. Have you failed to complete intensives?

67. Have you C/Sed in the chair?

68. Have you wasted Clearing time?

69. Have you assumed you knew instead of using prepared lists?

70. Have you failed to drill CEs regularly?

71. Have you ever out of curiosity allowed a Preclear to give up withholds of another?

72. Have you ever failed to improve your ability as a Clearing Practitioner?

73. Have you ever used the wrong process on a Preclear?

74. Have you ever cleared badly?

75. Have you ever done anything weird or strange with a Preclear?

76. Have you ever advised someone not to be cleared?

77. Is there anything about your Clearing activities which shouldn't be known?

78. Have you ever falsely represented your achievements as a Clearing Practitioner?

79. Have you ever made false promises to a Preclear?

80. Do you have perpetrations against the subject of Alethanetics?

81. Do you have perpetrations against the subject of Alethiology?

82. Do you have perpetrations on the subject of the mind?

83. Do you have perpetrations against a C/S?

86. Do you have perpetrations against other staff members?

87. As a Clearing Practitioner have you done anything you shouldn't have done?

88. As a Clearing Practitioner is there something you have failed to do?

89. Do you still have your attention on any of these questions?

90. Have you thought of something you haven't told me?

INTEGRITY PROCESSING FORM 4

SUPERVISOR INTEGRITY LIST

7 OCTOBER 1988

1. Have you ever given a student verbal data?

2. Have you taught a course without a checksheet?

3. Have you given students checksheets other than those officially approved?

4. Have you deleted materials from an approved checksheet?

5. Have you failed to provide course materials?

6. Have you failed to update and correct checksheets before issuing to new students?

7. Have you permitted a student to falsely attest?

8. Have you attested to a student's course completion without verifying his ability to apply the materials?

9. Have you ever permitted a student to blow?

10. Have you blamed others for poor course attendance?

11. Have you become sexually involved with a student?

12. Have you falsified statistics?

13. Have you ever gotten angry with a student?

14. Have you ever interrupted a student who was doing well?

15. Have you ever failed to handle a bogged student?

16. Have you ever made a student redo checkouts to boost stats?

17. Have you ever lied to a student?

18. As a Supervisor have you ever left a course unattended?

19. Have you ever failed to refer a student to the materials?

20. Have you ever failed to keep a course exactly on schedule?

21. Have you failed to apply Word Clearing tech?

22. When Word Clearing students have you ignored reads?

23. Have you pretended you can read a meter?

24. Have you ever used Supervisor status to obtain unusual favors?

25. Have you passed a student just to be kind?

26. Have you ever failed to correct a student's mistakes?

27. Have you done something you wouldn't like your students to know about?

28. Have you ever failed to fully apply study tech?

29. Are you pretending that you know study tech?

30. Have you failed to use Word Clearing?

31. Have you done admin or other duties during course time?

32. Have you ever allowed a course to be interrupted?

33. Have you ever permitted a student to enturbulate a class?

34. Have you ever offloaded students instead of handling?

35. Have you ever failed to recover a blown student?

36. Have you ever used your position as a Supervisor to procure students for another group?

37. Have you ever subjected a student to ridicule?

38. Have you C/Sed student sessions when not qualified to do so?

39. Have you ever flunked a student who really knew the data?

40. Is there something a student might find out about you?

41. Have you ever run a slow course?

42. Have you not studied your hat?

43. Have you pretended qualifications not attained?

44. Have you personally studied past misunderstoods?

45. Have you ever invalidated study tech?

46. Have you ever invalidated Alethiology materials?

47. As a Supervisor have you produced any perpetrative products?

48. Have you ever condoned out-tech?

49. As a Supervisor have you ever done anything you wouldn't want anyone to know about?

50. Concerning study or supervision have you committed any perpetration that hasn't been revealed?

INTEGRITY PROCESSING FORM 5

STUDENT INTEGRITY LIST

7 OCTOBER 1988

1. Are you here for some purpose other than what you say?

2. Have you falsified your qualifications?

3. Are you trying to upset or damage Clearing?

4. Have you done something you don't want this group to find out about?

5. Have you had a sexual relationship with another student?

6. Are you here to procure Pcs or students for another group?

7. Are you here to get data for someone else?

8. Have you ever cheated in an examination?

9. Have you ever upset a classroom?

10. Have you ever made trouble for a teacher?

11. Do you have perpetrations against students?

12. Have you falsely attested to passing something?

13. Have you ever given a twin a false pass?

14. Have you allowed yourself to be passed on something you didn't fully understand?

15. Have you pretended to know?

16. Have you ever falsely signed off an item on a checksheet?

17. Have you argued with a Supervisor?

18. Have you ever refused to comply with a cramming order?

19. During study have you ever failed to look up a word you didn't know?

20. Have you ever checked out a student without demanding application?

21. Have you ever flunked a student for something he really knew?

22. Have you ever interrupted a student while studying?

23. Have you ever disturbed a class?

24. Do you have perpetrations against the subject you are studying?

25. Have you done something that makes you not deserve study?

26. Have you not paid your course fees?

27. Do you have unpaid debt to this or another group?

28. Have you ever studied in order to harm others?

29. Have you ever used punishment to make others study?

30. Do you intend using what you learn here for some unworthy purpose?

31. Have you violated student rules?

32. Have you stolen anything belonging to another student?

33. Have you taken materials without authorization?

34. Have you given another student verbal tech data?

35. Have you been insecure with confidential materials?

36. Have you read classified materials?

37. Have you ever caused a student to blow?

38. Have you badly cleared a fellow student?

39. Have you done something you don't want this group to know about?

40. Do you have any perpetration connected with study that you haven't revealed?

CHILD INTEGRITY LIST

7 OCTOBER 1988

The following is a processing check for use on a child.

Be sure the child can understand the question. Rephrase it so he or she can understand it. The first question is the most potent.

Child
(Ages 6 - 12)

1.   What has somebody told you not to tell?

2.   Have you ever decided you did not like some member of your family?

3.   Have you ever taken something belonging to somebody else and never given it back?

4.   Have you ever pretended to be sick (ill)?

5.   Have you ever made yourself sick (ill), or hurt yourself to make somebody sorry?

6.   Have you ever wanted something very much, but never told anybody about it?

7.   Have you ever gotten yourself dirty on purpose?

8.   Have you ever refused to eat just to worry someone?

9.   Have you ever remembered something about yourself and not told anybody, because you thought they wouldn't believe you, or be angry at you?

10.   Have you ever refused to obey an order from someone you should obey?

11.   Have you ever told another child something that wasn't true, just to frighten or upset him?

12.   Have you ever bullied a smaller child?

13.   Have you ever deliberately got another child, or a grown-up, into trouble?

14.   Have you ever pestered older children, or grown people, who were trying to work?

15.   Have you ever been mean, or cruel, to an animal, bird or fish?

16.   Have you ever forgotten to give food or water to a pet entrusted to your care?

17.   Have you ever broken something belonging to someone else?

18.   Have you ever deliberately spoiled clothing of yours because you didn't like it?

19.   Do you have a secret?

20.   Have you ever noticed something wrong with your body that you were afraid to

tell anybody about?

21. Have you ever done anything you were very much ashamed of?

22. Is there anything about you your parents could not understand, even if you told them?

23. Have you ever failed to finish your schoolwork on time?

24. Have you ever flunked an examination at school?

25. Have you ever deliberately given a teacher trouble?

26. Have you ever tried to make others dislike some teacher?

27. Have you ever tried to make another child unpopular?

28. Have you ever broken, damaged, or taken, any school property?

29. Have you ever lied to a teacher?

30. Have you ever been late to school, or late to a class?

31. Have you ever stayed away from school, when you could have gone?

32. Have you ever cheated by copying someone else's work, taking notes into an examination, or looking up answers in a book when you weren't supposed to?

33. Have you ever spoiled things for somebody?

34. Who have you made guilty?

35. Have you ever done something you shouldn't when you were supposed to be in bed or asleep?

36. Have you ever told others bad stories about someone?

37. Have you ever tried to make others believe that your parents, or teachers, were cruel to you?

38. Have you ever offered as an excuse for something you have done wrong that you are only a child, or that you haven't grown up yet?

39. Have you ever felt that your parents and home were too good for you?

40. Have you ever felt that your parents and home weren't good enough for you?

41. Is there anything you should tell your parents, and never have?

42. Have you ever done something to your body that you shouldn't have?

43. Have you ever done anything to someone else's body that you shouldn't have?

44. Have you ever told anyone that you did something, when you hadn't really done it?

45. Have you ever told anyone that you hadn't done something which you really had done?

46. Have you ever ganged up on another child and made fun of him because he was different from the rest of you?

47. Have you ever made fun of another because of the way he looked?

48. Have you ever decided never to talk to someone again?

49. Have you ever made your parents or teachers work harder than they should?

50. Have you ever decided that you were too bright, or too smart for the other kids?

51. Have you ever annoyed an adult by something you did or said?

52. Have you ever hurt a child?

53. Have you ever made a child cry?

54. Have you ever made a child sulk?

55. Have you ever kept another child from having something that really belonged to him?

56. Have you ever found anything and failed to return it to its owner?

57. Have you ever told stories about someone behind their back?

58. Have you ever lied to escape blame?

59. Have you ever not told the whole truth about something so as to protect someone?

60. Have you ever felt ashamed of your parents?

61. Have you ever felt ashamed of your friends?

62. Have you ever disappointed your parents?

63. Have you ever run away when you should have stayed?

64. Have you ever felt sure your parents wouldn't understand something that had happened in school, so you didn't tell them?

65. Have you ever not told teachers something about your family because they wouldn't understand it?

66. Have you ever failed to keep another child's secret?

67. Have you ever felt it was just no use talking to someone?

68. Have you ever hurt someone you didn't mean to?

69. Have you ever been sloppy about your clothes or possessions?

70. Have you ever cried when you shouldn't have?

71. Have you ever been a coward?

72. Have you ever made too much fuss over a little hurt?

73. Have you ever tried to make your parents believe you were doing better in school than you were?

74. Have you ever told on anyone?

75. Have you ever teased younger children?

76. Have you ever made a mess and not helped to clean it up?

77. Have you ever broken or damaged something and never told anybody it was you who did it?

78. Have you ever let someone else get punished for something you did?

79. Have you ever cried till you got your own way?

80. Have you ever decided "Someday, when I'm grown up, I'll get even"? If so, with whom?

81. Have you ever picked on someone smaller than yourself?

82. Have you ever upset anyone by throwing a temper tantrum?

83. Have you ever hurt anyone by telling them you didn't love them any more?

84. Have you ever made out that you were more badly damaged than you were in order to make someone stop picking on you?

85. Have you ever pretended to like someone that you didn't like in order to satisfy your parents?

86. Have you ever done anything wrong according to your own religion?

87. Have you ever not understood why someone was angry with you?

88. Have you ever pretended not to understand what you had done wrong?

89. Have you ever pretended not to understand what someone wanted you to do?

90. Have you ever been in places where your parents didn't want you to go?

91. Have you ever spied on anyone?

92. Have you ever made friends with people your parents didn't approve of?

93. Have you ever thought someone was crazy?

94. Have you ever broken up a friendship?

95. Have you ever let your team, or school, or club down?

96. Have you ever tried to keep someone from making friends with another child?

97. Have you ever pretended not to hear your parents or teacher?