

# LEVEL IV COURSE

for

ALETHIOLOGY  
CLEARING  
PRACTITIONERS

**ALETHIOLOGY LEVEL IV CHECKSHEET**  
**ADVANCED CLEARING PRACTITIONER**

20 DECEMBER 1988

**PREREQUISITE:**

1. Qualified Clearing Practitioner
2. Alethanetic Practitioner
3. Student Course
4. Professional Clearing Practitioner CLASS III

**ORGANIZATION:** \_\_\_\_\_

**STUDENT'S NAME:** \_\_\_\_\_

**DATE STARTED:** \_\_\_\_\_ **DATE COMPLETED:** \_\_\_\_\_

This checksheet contains vital survival knowledge and technology dealing with **FIXED IDEAS**.

**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 IV, ADVANCED CLEARING PRACTITIONER (ACP)**

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

The checksheet is one time through materials and practical.

**LENGTH OF COURSE:** \_\_\_\_\_  
(Agreement between CS and Student)

**BOOK: ADVANCED PROCEDURES AND AXIOMS** - Chapters on **POSTULATES**, page 33 and **TYPES OF CASES**, page 37. (These chapters are to be read during the course and are to be completed before the end of the course.)

**SECTION ONE: CHARTS**

1. READ: MASTERY OF CLEARING CHART - CLASS IV \_\_\_\_\_
2. READ: LIFE EXPANSION CHART - ABILITY LEVEL \_\_\_\_\_

**SECTION TWO: SCALES**

1. READ: OLD AND NEW REALITY SCALE \_\_\_\_\_
2. DISCUSS: Every aspect of this scale until a complete understanding of its use is attained \_\_\_\_\_

3. READ: HAVINGNESS SCALE \_\_\_\_\_
4. EXERCISE: With the help of your Course Supervisor place all the people in your life on this scale \_\_\_\_\_

SECTION THREE: METER DATA

1. READ: LOW RANGE ARM HANDLING \_\_\_\_\_

SECTION FOUR: LISTING

1. READ: LISTING \_\_\_\_\_
2. LECTURE: Listing and Nulling \_\_\_\_\_
3. READ: WRONG ITEMS \_\_\_\_\_
4. DEMO: Listing and Nulling and Wrong Items \_\_\_\_\_
5. READ: THE LAWS OF LISTING AND NULLING \_\_\_\_\_
6. EXERCISE: Memorize and recite each Law of Listing and Nulling \_\_\_\_\_
7. READ: ASSESSMENT - LISTING AND NULLING \_\_\_\_\_
8. TAPE: LISTING AND NULLING \_\_\_\_\_
9. DRILL: Listing and Nulling \_\_\_\_\_
10. READ: OTHER KINDS OF LISTING ERRORS \_\_\_\_\_
11. READ: FLOATING NEEDLES ON LISTING \_\_\_\_\_
12. READ: AN INSTANT F/N IS A READ \_\_\_\_\_
13. READ: UNREADING QUESTIONS AND ITEMS \_\_\_\_\_
14. DEMO: What happens when you list from an unreading listing question \_\_\_\_\_
15. DRILL: Checking Suppressed and Invalidated on a listing question \_\_\_\_\_
16. READ: LISTING TO A COMM LAG \_\_\_\_\_
17. READ: THE KEY RULES OF LISTING AND NULLING \_\_\_\_\_
18. DRILL: Nulling with Suppressed \_\_\_\_\_
19. READ: LISTING AND NULLING ADMIN \_\_\_\_\_
20. READ: LISTING AND NULLING DRILL \_\_\_\_\_
21. DRILL: LISTING AND NULLING DRILL \_\_\_\_\_

22. READ: USING WRONG QUESTIONS ON TWO WAY COMM \_\_\_\_\_
23. READ: THE BASICS OF LISTING AND NULLING \_\_\_\_\_
24. READ: CORRECTION OF LIST ERRORS \_\_\_\_\_
25. READ: L4 \_\_\_\_\_
26. CLEARING: With a Clearing Practitioner, clear each line  
of the L4 \_\_\_\_\_
27. DISCUSS: The handling of each line of the L4 with the Course  
Supervisor. \_\_\_\_\_
28. DRILL: Recite the L4 to no flubs \_\_\_\_\_
29. READ: LIST CORRECTION - THE SHORT L4 \_\_\_\_\_
30. DRILL: Each line of the Short L4 \_\_\_\_\_
31. READ: REPAIR ASSESSMENT L1 \_\_\_\_\_
32. DRILL: Recite the L1 \_\_\_\_\_
33. READ: ALETHANETIC LIST ERRORS \_\_\_\_\_
34. READ: L4L \_\_\_\_\_
35. DEMO: A right item \_\_\_\_\_
36. DEMO: A wrong item \_\_\_\_\_
37. DEMO: An incomplete list \_\_\_\_\_
38. DEMO: An overlisted list \_\_\_\_\_
39. EXERCISE: Give a short lecture on the subject of Listing and  
Nulling to the Course Supervisor or other students \_\_\_\_\_

#### SECTION FIVE: STYLES OF CLEARING

1. READ: STYLES OF CLEARING - LEVEL IV SECTION \_\_\_\_\_

#### SECTION SIX: RIGHT AND WRONG

1. READ: YOU CAN BE RIGHT \_\_\_\_\_
2. DEMO: "All wrong actions are the result of an error followed  
by an insistence on having been right." \_\_\_\_\_
3. DRILL: Handling a person who is repeating a wrong action. \_\_\_\_\_
4. TAPE: RIGHTNESS AND WRONGNESS \_\_\_\_\_
5. READ: GRADE IV - THE SERVICE FACSIMILE \_\_\_\_\_

6. READ: ANATOMY OF A SERVICE FACSIMILE \_\_\_\_\_
7. DEMO: Service Facsimile \_\_\_\_\_
8. READ: FAILURES AND SERVICE FACSIMILES \_\_\_\_\_
9. READ: COMPUTATIONS \_\_\_\_\_
10. EXERCISE: Make up 10 examples of contradictory statements \_\_\_\_\_
11. CLAY DEMO: Computation \_\_\_\_\_
12. READ: SERVICE FACSIMILE \_\_\_\_\_
13. READ: LIFE AND THE SERVICE FACSIMILE \_\_\_\_\_
14. CLAY DEMO: The Service Facsimile and how the person uses it \_\_\_\_\_
15. TAPE: R3SC \_\_\_\_\_
16. TAPE: HOW TO FIND A SERVICE FACSIMILE \_\_\_\_\_
17. TAPE: SERVICE FACSIMILE ASSESSMENT \_\_\_\_\_
18. TAPE: SERVICE FACSIMILES \_\_\_\_\_
19. TAPE: SAINT HILL SERVICE FACSIMILE HANDLING \_\_\_\_\_
20. DEMO: Clearing Service Facsimiles \_\_\_\_\_
21. DRILL: Clearing Service Facsimiles \_\_\_\_\_
22. READ: ROUTINE THREE SC-A FULL SERVICE  
FACSIMILE HANDLING \_\_\_\_\_
23. DRILL: Full Service Facsimile Handling \_\_\_\_\_
24. READ: SLOW ASSESSMENT \_\_\_\_\_
25. READ: DEFINITION OF A ROCK SLAM \_\_\_\_\_
26. READ: SERVICE FACSIMILES AND ROCK SLAMS \_\_\_\_\_
27. DEMO: The relationship between a Service Facsimile and a  
Rock Slam \_\_\_\_\_

#### SECTION SEVEN: WORD CLEARING

1. READ: THE MISUNDERSTOOD WORD DEFINED \_\_\_\_\_
2. READ: FALSE DATA STRIPPING \_\_\_\_\_
3. READ: FALSE DATA STRIPPING WORDS \_\_\_\_\_
4. DRILL: Strip a word of false data \_\_\_\_\_

5. READ: THE CREATIVE DEFINITION PROCEDURE \_\_\_\_\_
6. DRILL: The Creative Definition Procedure \_\_\_\_\_

#### SECTION EIGHT: HANDLING SUPPRESSION

1. READ: CASE REMEDIES \_\_\_\_\_
2. READ: REMEDY B \_\_\_\_\_
3. READ: S & Ds \_\_\_\_\_
4. READ: THE MAIN TROUBLE IN S & D \_\_\_\_\_
5. READ: S & D ERRORS \_\_\_\_\_
6. READ: HOW A SUPPRESSIVE BECOMES ONE \_\_\_\_\_
7. DRILL: 3 S & Ds \_\_\_\_\_
8. READ: "MYSELF" AS AN ITEM \_\_\_\_\_
9. READ: S & D BY BUTTON \_\_\_\_\_
10. READ: EVIDENCES OF AN ABERRATED AREA \_\_\_\_\_
11. READ: THE THIRD PART LAW \_\_\_\_\_
12. READ: ALTER-IS AND DEGRADED BEINGS \_\_\_\_\_
13. READ: THE CONTINUOUS MISSED WITHHOLD \_\_\_\_\_
14. DRILL: List to find a Continuous Missed W/H \_\_\_\_\_

#### SECTION NINE: CLEARING PRACTITIONER DATA

1. READ: CLEARING PRACTITIONER RIGHTS \_\_\_\_\_
2. EXERCISE: Make up a cue card for "RUDS GOING OUT"  
page7 \_\_\_\_\_
3. DRILL: Ruds going out \_\_\_\_\_
4. READ: A NEW TRIANGLE \_\_\_\_\_
5. DISCUSS: Case Analysis Steps from page 3 \_\_\_\_\_
6. READ: F/N WHAT YOU ASK OR PROGRAM \_\_\_\_\_
7. READ: REHAB AND CORRECTION \_\_\_\_\_
8. READ: ARBITRARIES \_\_\_\_\_
9. READ: CEs AND COGNITIONS \_\_\_\_\_
10. READ: THE "DANGEROUS CLEARING PRACTITIONER" \_\_\_\_\_

SECTION TEN: THE INTERIORIZATION RUNDOWN

1. READ: EXTERIORIZATION \_\_\_\_\_
2. READ: INTERIORIZATION RUNDOWN STEPS \_\_\_\_\_
3. READ: INTERIORIZATION BUTTONS \_\_\_\_\_
4. READ: INTERIORIZATION RECALL PROCESSES \_\_\_\_\_
5. DRILL: The Interiorization Rundown \_\_\_\_\_
6. READ: THE INTERIORIZATION RUNDOWN  
CORRECTION LIST \_\_\_\_\_
7. DRILL: The Interiorization Rundown Correction List \_\_\_\_\_

SECTION ELEVEN: THE INTROSPECTION RUNDOWN

1. READ: THE INTROSPECTION RUNDOWN \_\_\_\_\_
2. READ: LABELLING THE WRONG INDICATION \_\_\_\_\_
3. DRILL: Practice labelling wrong indications. \_\_\_\_\_
4. READ: INTROSPECTION RUNDOWN CHART \_\_\_\_\_
5. READ: INTROSPECTION RUNDOWN STEPS \_\_\_\_\_
6. DRILL: The Introspection Rundown \_\_\_\_\_
7. READ: SESSION CORRECTION LIST \_\_\_\_\_
8. DRILL: Say the items on the Session Correction List with  
no flubs. \_\_\_\_\_

SECTION TWELVE: LEVEL IV PROCESSES

1. READ: CHECKING QUESTIONS ON GRADE PROCESSES \_\_\_\_\_
2. READ: JUSTIFICATION \_\_\_\_\_
3. READ: SOME FAMOUS JUSTIFICATIONS \_\_\_\_\_
4. READ: THE JUSTIFICATION PROCESS \_\_\_\_\_
5. DRILL: The Justification Process \_\_\_\_\_
6. READ: THE RISING SCALE PROCESS \_\_\_\_\_
7. DRILL: The Rising Scale Process \_\_\_\_\_
8. READ: A SUMMARY OF THE BEST PROCESSES FOR  
GRADE IV \_\_\_\_\_

SECTION THIRTEEN: ADDITIONAL LEVEL III DATA

- 1. READ: THE ARC PROCESS \_\_\_\_\_
- 2. READ: R3H \_\_\_\_\_
- 3. DRILL: R3H \_\_\_\_\_

SECTION FOURTEEN: 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 FIFTEEN: CLEARING SECTION FOR STUDENTS

CLEARING REQUIREMENTS:

- 1. Run a basic Level IV process on one Pc or your twin. \_\_\_\_\_

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

ADVANCED CLEARING PRACTITIONER - CLASS IV

Student Attest: \_\_\_\_\_ Date: \_\_\_\_\_

Academy C/S Attest: \_\_\_\_\_ Date: \_\_\_\_\_



## 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	PRODUCES METER	POSTULATES CREATION	PAN-DETERMINED PHENOMENA AT WILL --
20 to 4	FREE NEEDLE	CONSIDERATION CREATION	SELF-DETERMINED
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

## HAVINGNESS SCALE

13 DECEMBER 1988

CREATE

RESPONSIBLE FOR (WILLING TO CONTROL)

CONTRIBUTE TO

CONFRONT

HAVE

WASTE

SUBSTITUTE

WASTE SUBSTITUTE

HAD

MUST BE CONFRONTED

MUST BE CONTRIBUTED TO

CREATED

## LOW RANGE ARM HANDLING

8 DECEMBER 1988

A person with a low Range Arm is in a state of overwhelm.

A Range Arm below 2.0 is considered to be a low Range Arm on a calibrated meter (providing it is not false Range Arm caused by excessive perspiration).

Poor Clearing Practitioner CEs or rough Clearing can drive the Preclear's Range Arm down.

A Range Arm can go low during the running of a process as in running an engram. The Range Arm normally comes up when erasure occurs.

Heavy processes sometimes cause a low Range Arm.

An invalidative look can drive the Range Arm down a bit.

Lack of rest or time of day gives some Pcs a low or high Range Arm. At 2:00 A.M. Range Arms are often very high, for instance.

Persons with low Range Arms tend to be somewhat inactive in life and non-causative.

Life repairs and repairs of past Clearing, light processes and no goof Clearing are the proper action for low Range Arm Pcs.

If a Clearing Practitioner has a Pc whose Range Arm tends to go below 2.0, that Clearing Practitioner should have flawless Clearing procedure, smooth CEs and refuse any heavy overwhelm type C/Ses for such a Pc.

Good Two-way Comm on troubled subjects, use of prepared assessments on life, mild objective processes, no forcing over protest (you would never force any Pc over protest), never running processes that don't read first, getting the Pc out of being effect and toward being cause, extroverting the Pc's attention with objective processes and touch assists all work well on a low Range Arm Pc.

## LISTING

28 JANUARY 1989

Listing is an action whereby the Preclear gives items in answer to the Clearing Practitioner's listing question. The Clearing Practitioner asks the Preclear a question and the Preclear gives the Clearing Practitioner a list of items in answer to the question. The Clearing Practitioner writes these answers down on a separate sheet of paper.

The Clearing Practitioner clears the listing question; if it reads he asks the Preclear the question, the Preclear answers, item, item, item, item. The Clearing Practitioner writes the items down exactly, noting the reads or no reads as the Preclear gives each item.

In Listing, the Clearing Practitioner is looking for one item. That one item is the Preclear's item and is the one and only item for that list. When this one item is found and indicated to the Preclear, all the charge connected with the listing question and the charge connected with the other items on the list discharges and blows. For this reason, Listing is a very powerful Clearing technique.

In its finest form, the item gives a big blow down on the meter and then a floating needle. This is called a Long Fall Blowdown F/N or LFBD F/N.

The Clearing Practitioner clears the listing question with the Preclear, checks to see if it reads and notes the read. The Clearing Practitioner asks the question once and then writes down all the answers given by the Preclear.

Ideally, the following would happen:

The Clearing Practitioner clears and checks the question "Who got shot?" It gets a long fall, so it is reading well. Clearing Practitioner writes the read beside the question. Then the Clearing Practitioner gives the Preclear the question, and the Preclear gives items. The Clearing Practitioner writes the Preclear's items down, noting whether the item read, and the read, as the Preclear gives it:

"WHO GOT SHOT?" LF

Me X

Joe X

Bearers F

Elephants X

Tigers F

The Buffalo X

The White Hunter LFBD F/N (indicate)

The list could be shorter or longer, but ideally, the above would happen - THE item will give an LFBD F/N on listing, and that is the item. It is given to the Preclear by saying "I'd like to indicate your item is The White Hunter." The Preclear will have cognitions and look very bright and happy.

This is the best kind of listing. THE item gets an LFBD F/N on listing. This is the sign of the real professional Clearing Practitioner. This is the kind of listing we want.

Or the following could happen, which is not as fine as the above, but which is also well done Listing.

The listing question is checked, it reads well and the Clearing Practitioner gives the Preclear the listing question:

“WHO GOT SHOT?” LF

Me X

Joe X

Bearers F

Elephants X

Tigers F

The Buffalo X

The Preclear says “that’s all.” The Clearing Practitioner notes the Preclear’s rudiments are in and the Preclear is in good communication.

The Clearing Practitioner pleasantly says: “Thank you. I’ll check the listing question.” (checking the question at this point is optional and at the discretion of the Clearing Practitioner. If the list is long and it looks like the Pc has said all, go directly to nulling the list. If the Pc has given just a few items, you may check the question and then proceed as per next paragraph. (If the Clearing Practitioner does check the question and it reads, the Clearing Practitioner notes down this action).

If the Clearing Practitioner gets a read, he says: “We’ll extend the list.” The Clearing Practitioner extends the list. He asks the listing question and the Preclear willingly answers:

EXTEND

The Dog X

The White Hunter LFBD

The Preclear says she has no more items.

Now you have an LFBD item, but no F/N, so the Clearing Practitioner calls off the whole list, from the top, one item at a time. This is called nulling the list.

The Clearing Practitioner nulls the WHOLE list - and the one list looks like the following:

“WHO GOT SHOT?” LF

Me X X

Joe X X

Bearers F X

Elephants F X

Tigers F X

The Buffalo X X

#### EXTEND

The Dog X X

The White Hunter LFBD LFBD F/N (indicated)

The White Hunter will LFBD F/N because it is THE item. The Clearing Practitioner gives the item to the Preclear. The Preclear will have cognitions and Very Good Indicators (VGIs). It might happen that the Preclear tells the Clearing Practitioner that this is the item, at which point the Clearing Practitioner would pleasantly say, "Thank you. The White Hunter is your item." Or he could just smile and say "Thank you", in acknowledgement. But the point is that he would never chop the Preclear's cognition or enforce his presence on the Preclear while this is happening.

This is the way you do Listing and Nulling.

You should extend the list if more than one item is reading on nulling.

You don't go over and over the reading items by a process of elimination.

You get an LFBD F/N while Listing or while Nulling, if you're a flubless Clearing Practitioner. It is the finest hand that gets it while Listing and never has to get to the Nulling stage. However, both are excellent. A list that has to be nulled to an LFBD item is acceptable.

There is of course one other place where you could get an LFBD F/N in Listing and Nulling - which is while checking the listing question for read before listing. You could get an F/N on checking the question, and the Preclear could start cogniting and blow the whole subject. When that happens, the subject has blown. Don't do anything more with it. Indicate the F/N and let the Preclear have her cognitions and Very Good Indicators.

Most of the time the Preclear gives you just one item and that is her item. Don't force the Preclear to go on and overrun the listing question.

Listing and Nulling is so simple.

As a matter of fact, Listing and Nulling is a breeze - and don't let anyone try to tell you otherwise.

## WRONG ITEMS

8 DECEMBER 1988

In Listing it is vitally important that the right item is given to the Preclear. Not finding the right item for the Preclear or giving the Preclear a wrong item can lead to severe upsets and sometimes violent behavior.

The most common reason for wrong items in Listing, or in Clearing in general, is Clearing Practitioner error. The Preclear's correct item is "The White Hunter." Because of some error, the Clearing Practitioner says, "Your item is 'The Dog'." The Preclear will have an upset, either mild or violent. The Preclear might even say, "Well, I guess it is if you say so." But sooner or later that Preclear is going to get very angry or perhaps very sad and nothing short of correcting the wrong item is going to handle the upset. No other process or Clearing will handle a wrong item. The only thing that will handle the presence of a wrong item is correction of the error by indicating (pointing out) it is a wrong item and then finding and indicating the correct item to the Preclear. Surprisingly, there are about 50 different things that can go wrong with Listing to produce a wrong item. That's why we have a correction sheet called an "L4." The L4 has all these possible errors enumerated, one after the other. If, during or after a Listing action, the Preclear becomes upset, confused or just can't find the item, the Clearing Practitioner uses the L4 to find out what has gone wrong. A short L4 (sometimes called the "Short Four") contains the 11 most common errors and is usually enough to sort out most Listing errors which result in wrong items. In the practice of Clearing, if we ever suspect a Listing-type error, the L4 correction sheet is used immediately. The Clearing Practitioner calls off the lines of the L4 until she finds one that reads on the meter. This is usually the error which caused the wrong item and usually leads to the correction of the List and location of the right item.

What are some of these possible errors?

A List can be overlisted which means the right item is on the list but, for some reason, the correct item was not noticed or found. In this case the Listing action goes on without finding the correct item. The item has been by-passed and the List gets over listed, gets too long, gets overrun.

The list can be underlisted. Underlisted means the list is incomplete and too short and the correct item has not been given yet. In this case, the Clearing Practitioner can just extend the List and get the correct item.

Sometimes the Preclear can think of items and not say them. So, if you're a Preclear doing a List, say all the items you think of.

Any one of these errors constitutes what is called an "OUT-list" and produces what is called "out-list phenomena."

If the Preclear thinks it is a wrong item, it is a wrong item. This is true no matter what some independent observer might think.

These are some of the possible errors. There are many more and they can be found on the L4 and the Short L4.

## WRONG ITEMS IN LIFE

In a life situation, wrong items can be as disastrous as they are in a Clearing session. For example, you call someone a "jerk" and he gets upset and violent; that's a wrong item. You call someone else a "genius" and he laughs and looks relieved; that's a correct item. A wrong item is a wrong item when the person sees it as something he must reject. If it is a



wrong item for the receiver it is a wrong item. What is correct for one can be totally incorrect for another.

If you point out something to someone, no matter how correct you think it might be, and that person gets upset, reacts with violence or becomes depressed or sad, he has been given a wrong item. For example, a mother tells her son "You're just like your father." and the youngster has a temper tantrum. This mother has given her son a wrong item. We can safely say that almost all violent responses in life are the result of wrong items. Correct items lead to happy people and wrong items lead to upset ones. And if the wrong item is heavily enforced, the result is deep sadness for those who submit or have to submit. And sometimes the person will even rebel with incredible violence.

Sometimes a person will go around in life trying to figure something out and makes a "self-list." She gets a wrong item, an underlisted list or an overlisted list. Next we see the person very caved-in or upset. Self-lists like "Why is life so hard?" or "What's wrong with me?" or "What am I going to do with my life?" usually lead nowhere. These are good examples of self-listing. You get a wrong item or no item and are left with lots of reactivated charge. Sometimes a person gets lucky with one of these self-lists and comes up with a correct item. But there is a one-in-a-hundred chance of coming up with a correct item on a self-list and the other 99 wrong items will bury the person in reactivated charge.

More frequently, one person will get another person to self-list by giving her a wrong item or asking her an unanswerable question. Phil says to Mary "Mary, you're such a klutz." and Mary says "No! I'm not." Then Mary starts to list to herself to find out what she is - I'm a good person, I'm a happy person, I'm a likable person, etc. - on and on for days. The wrong item of "klutz" sticks with her reactively and she just keeps on listing while wondering why she feels so sad. Mary says to Phil "Why are you so mean to me?" and Phil looks to see "why he is so mean to her" and starts his own self-list: I'm so mean to Mary because my mother hit me, I'm so mean to Mary because I'm crazy, etc. He never gets the right answer that feels good and so can accept no answer or accepts a wrong item. Phil feels terrible. Phil and Mary finally get a divorce to escape from this madness.

Julia goes up to her grandfather and says "Grandfather, you're such a wonderful person!" Grandfather says "Why don't you mind your own business!" Wrong item. Julia replies "You old bastard!" Grandfather laughs, looks bright and happy and says "Now you got it." Correct item. Whatever the person feels is a wrong item is a wrong item.

Fortunately for those who have access to Clearing, wrong items or out-lists from life can be quickly and magically handled with the "L4 Life." The "L4 Life" or L4L spots and handles out-list phenomena in everyday life.

## THE LAWS OF LISTING AND NULLING

17 OCTOBER 1988

The following laws are the ONLY important rules of listing and nulling. If a Clearing Practitioner doesn't know these she will mess up Pcs thoroughly and awfully. A Clearing Practitioner who doesn't know and can't apply these is not a Class IV Clearing Practitioner.

### LAWS

1. When listing, the correct item gives an LFBD F/N.
2. When nulling, the definition of a complete list is a list which has only one reading item on the list.
3. A Range Arm rising means the list is being overlisted (too long).
4. A list can be underlisted in which case nothing can be found on nulling.
5. If more than one item reads on nulling, the list must be extended.
6. If after a session the Range Arm is still high or goes up, a wrong item has been found.
7. If the Pc says it is a wrong item it is a wrong item.
8. The question must be checked and must read as a question before it is listed. Items listed from a non-reading question will give you a "Dead Horse," (no item).
9. If the item is on the list and nothing read on nulling, the item is suppressed or invalidated.
10. On a suppressed list, it must be nulled with suppressed. "On ..... has anything been suppressed?"
11. On an invalidated list, it must be nulled with invalidated. "On ..... has anything been invalidated?"
12. On an item that is suppressed or invalidated the read will transfer exactly from the item to the button and when the button is gotten in the item will again read.
13. An item from an overlisted list is often suppressed.
14. On occasion when you pass the item in nulling, all subsequent items will read to a point where everything on the list will then read. In this case take the first which read on first nulling.
15. An underlisted or overlisted list will ARC Break the Pc and he may refuse to be Cleared until the list is corrected, and may become furious with the Clearing Practitioner and will remain so till the list is corrected.
16. Listing and nulling or any Clearing at all beyond an ARC Break without handling the ARC Break first, such as correcting the list or otherwise locating the BPC, will put a Pc into a "sad effect."
17. A Pc whose attention is on something else won't list easily. (List and null only with the rudiments in on the Pc).

18. A Clearing Practitioner whose CEs are out has difficulty in listing and nulling and in finding items.
19. Listing and nulling errors in the presence of Clearing Practitioner's Code violations can destabilize a Pc.
20. The lack of a specific listing question or an incorrect non-standard listing question which doesn't really call for an item will give you more than one item reading on a nulled list.
21. You cease listing and nulling actions when a floating needle appears.
22. Always give a Pc his item and circle it plainly on the list.
23. Listing and nulling are highly precise Clearing actions and if not done exactly by the laws may bring about a down emotional level and slow case gain, but if done correctly exactly by the laws and with good Clearing in general will produce the highest gains attainable.

**ASSESSMENT**  
**LISTING AND NULLING**

8 DECEMBER 1988

ASSESSMENT IS AN ENTIRELY DIFFERENT SUBJECT FROM LISTING AND NULLING.

LISTING AND NULLING IS AN ENTIRELY DIFFERENT SUBJECT FROM ASSESSMENT.

Please get these differences very clearly. They are completely different actions. They are even years apart in development. They have nothing to do with each other.

**ASSESSMENT**

Assessment is an action done from a prepared list. A PREPARED list.

The list is prepared by the Clearing Practitioner or the C/S or it is one of the standard prepared lists which are called Repair Assessments or Correction Assessments. It is done by someone other than the Preclear.

The prepared list for an Assessment is not made up by the Preclear.

Assessment is done exactly per the CB Meter Drills.

Assessment is NOT done by the Laws of Listing and Nulling.

Assessment has nothing to do with S & Ds, Remedy A or Remedy B (which are Listing and Nulling actions).

Assessment is used to simply locate something to Clear.

In assessment by elimination, you say the words on the prepared list right to the Preclear's bank, in a questioning tone of voice, marking the reads, and go through the list of reading items over and over until you are left with one reading item. That is the item.

To get a clue as to what is happening with the Preclear, the C/S prepares a list, and the Clearing Practitioner starts assessing with the list already written out.

The Clearing Practitioner calls out each item and notes its read as follows:

Lions X

Big Game SF

Cats X

Felines SF

Tigers X

Bearers X

Trucks X

Elephants X

Killing F

Camping X

Three items are now reading after the first assessment. The Clearing Practitioner continues to assess the reading items on the list by elimination down to ONE item.

On the second assessment the list looks like this:

Lions X

Big Game SF X

Cats X

Felines SF X

Tigers X

Bearers X

Trucks X

Elephants X

Killing F LFBD

Camping X

Now the item left in is “killing.” It is circled. That is the item. The C/S now knows where the charge lies.

This item is prechecked or done on an L1 as a subject or otherwise handled as directed by the C/S.

Sometimes some items will read three or four times, but the action is the same. The Clearing Practitioner assesses the reading items by elimination down to one item. And that is all there is to it. If the item “killing” also had an F/N, the item would not be handled further as the charge will have blown.

## LISTING AND NULLING

Listing is an action whereby the Preclear gives items in answer to the Clearing Practitioner’s listing question.

It is the Preclear who lists. In Listing and Nulling (L&N) the items are listed by the Preclear. This is done precisely per the Laws of Listing and Nulling.

There is no Listing and Nulling drill in the Book of CB Meter Drills.

Listing is an action whereby the Preclear gives items in answer to the Clearing Practitioner’s listing question. The Clearing Practitioner asks the Preclear a question and the Preclear gives the Clearing Practitioner a list of items in answer to the question. The Clearing

Practitioner writes these answers down on a separate sheet of paper.

In Listing, the Clearing Practitioner is looking for one item. That one item is the Preclear's item and is the one and only item for that list. When this one item is found and indicated to the Preclear, all the charge connected with the listing question and the charge connected with the other items on the list discharges and blows. For this reason, Listing is a very powerful Clearing technique.

The Clearing Practitioner clears the listing question with the Preclear, checks to see if it reads and notes the read (What does this question mean to you?). If the question reads on clearing, the Clearing Practitioner asks the question once and then writes down all the answers given by the Preclear. The Preclear answers, item, item, item, item. The Clearing Practitioner writes the items down as the Preclear gives them, noting the read or no read as the Preclear gives each item.

If the listing question doesn't read on clearing, the Clearing Practitioner calls off the question in a questioning tone of voice to see if it now reads. If no read, the Clearing Practitioner puts in Suppressed and Invalidated ("On the question\_\_\_\_\_has anything been suppressed?" or "On the question\_\_\_\_\_has anything been invalidated?"). If a read is obtained on either the Suppressed or Invalidated questions, the Clearing Practitioner checks to see if it is a valid read by repeating the question to the Preclear to get a verbal answer. If the read on Suppressed or Invalidated is valid, the Clearing Practitioner asks the listing question to get the Preclear to list answers. No further testing for reads is needed.

In its finest form, Listing is done to an LFBD F/N item. That is the item.

If an LFBD F/N item is not obtained on listing, the Clearing Practitioner then nulls the list per the Laws of Listing and Nulling. Nulling means the Clearing Practitioner calls off all of the items on the list of items given by the Preclear one after the other in a questioning tone of voice.

In Listing and Nulling, there should be ONLY ONE reading item on the list after nulling. That is the item.

You don't go over and over the reading items by a process of elimination. You may extend the list if more than one item is reading on nulling.

Ideally, the following would happen:

The Clearing Practitioner clears and checks the question "Who got shot?" It gets a long fall, so it is reading well. Clearing Practitioner writes the read beside the question. Then the Clearing Practitioner gives the Preclear the question, and Preclear gives items. The Clearing Practitioner writes the Preclear's items down, noting whether the item read and the read as the Preclear gives it. The first read, therefore, is always the read the item gave as the Preclear said it.

"Who got shot?" LF

Me X

Joe X

Bearers F

Elephants X

Tigers F

The Buffalo X

The White Hunter LFBD F/N (indicate)

The list could be shorter or longer, but ideally, the above would happen - THE item will give an LFBD F/N on listing, and that is the item. It is given to the Preclear. The Preclear will have cognitions and VGIs.

In its finest form, the item gives a big blow down on the meter and then a floating needle. This is called a Long Fall Blowdown F/N or LFBD F/N.

This is the best kind of listing - which never has to get as far as the nulling stage. THE item gets an LFBD F/N on listing. This is the sign of the real professional Clearing Practitioner. This is the kind of listing we want.

Or the following could happen, which is not as fine as the above, but which is also well done Listing and Nulling.

The listing question is checked, it reads well and the Clearing Practitioner gives the Preclear the listing question:

“WHO GOT SHOT?” LF

Me X

Joe X

Bearers F

Elephants X

Tigers F

The Buffalo X

The Preclear says “that’s all.” The Clearing Practitioner notes the Preclear’s rudiments are in and the Preclear is in good communication.

The Clearing Practitioner pleasantly says: “Thank you. I’ll check the listing question.” (checking the question at this point is optional and at the discretion of the Clearing Practitioner. If the list is long and it looks like the Pc has said all, go directly to nulling the list. If the Pc has given just a few items, you may check the question and then proceed as per next paragraph. (If the Clearing Practitioner does check the question and it reads, the Clearing Practitioner notes down this action)

If the Clearing Practitioner gets a read, he says: “We’ll extend the list.” and the Clearing Practitioner extends the list. He asks the listing question and the Preclear willingly answers:

EXTEND

The Dog X

The White Hunter LF

The Preclear indicates she has no more items.

Now you have an LF item, but no LFBD F/N, so the list must be nulled.

The Clearing Practitioner nulls the WHOLE list - and the one list looks like the following:

“Who got shot?” LF

Me X X

Joe X X

Bearers F X

Elephants F X

Tigers F X

The Buffalo X X

rechecked question - F

EXTEND

The Dog X X

The White Hunter LF F (indicated) LFBD F/N

The list now has only one reading item on nulling. The list is complete and that is the item. The Clearing Practitioner gives the item to the Preclear. The White Hunter will now LFBD F/N because it is the item. The Preclear will have cognitions and VGIs.

You may extend the list if more than one item is reading on nulling.

You don't go over and over the reading items by a process of elimination.

It might happen that the Preclear tells the Clearing Practitioner that this is the item, at which point the Clearing Practitioner would pleasantly say, “Thank you. ‘The White Hunter’ is your item.” Or he could just smile and say “Thank you”, in acknowledgement. But the point is that he would never chop the Preclear's cognition or enforce his presence on the Preclear while this is happening.

This is the way you do Listing and Nulling.

You get an LFBD F/N while Listing or after Nulling if you're a flubless Clearing Practitioner. It is the finest hand that gets it while Listing and never has to get to the Nulling stage. However, both are excellent. A list that has to be nulled to an item is acceptable, but not worthy of praise.

Most of the time the Preclear gives you just one item with an LFBD F/N and that is her item. Don't force the Preclear to go on and overrun the listing question.

You could get an LFBD F/N item while checking the listing question for a read before listing. If this happens, give the Preclear his item and indicate the F/N.

You could get an F/N on checking the question, and the Preclear could start cogging and blow the whole subject without giving you an item. When that happens, the subject has blown. Don't do anything more with it. Indicate the F/N and let the Preclear have his cognitions and VGIs.



Listing and Nulling is so simple.

Any Clearing Practitioner who consistently cannot get an LFBD F/N while Listing and Nulling should retrain on Listing and Nulling. It is more than likely he'll find he had bought someone else's misunderstandings or considerations on the subject.

As a matter of fact, Listing and Nulling is a breeze - and don't let anyone try to tell you otherwise.

## OTHER KINDS OF LISTING ERRORS

8 DECEMBER 1988

Any item found out of session or by a non-Clearing Practitioner is suspect of being a Listing and Nulling (L&N) error even though no list was made.

A CORRECT L&N ITEM MUST BE BD AND F/N.

So treat such items as you would list errors and try to reconstruct the list and either confirm the item or locate the real item (may have been invalidated and/or suppressed) or extend the list and get the right item.

The right item will BE F/N.

One can establish what the situation is by doing an L4 correction assessment.

## SELF CLEARING

The commonest reason for self Clearing is a wrong or unfound L&N item.

People can go around and self list or self Clear trying to get at the right item after an error has been made.

## REACTION

NOTHING PRODUCES AS MUCH CASE UPSET AS A WRONG LIST ITEM OR A WRONG LIST.

Even, rarely, an ALETHANETIC LIST can produce wrong list reactions. Ask the Pc for his somatics and he blows up or goes into apathy or blows. Or he attacks the Clearing Practitioner.

ALL of the more violent or bad reactions on the part of the Pc come from out-lists.

Nothing else produces such a sharp deterioration in a case or even illness.

## OUT LISTS

Therefore when one gets a sharp change in a case (like lowered emotional level, violence, blows, long notes from the Pcs, self C/Sing, etc. etc.) the C/S SUSPECTS AN OUT LIST.

This outness can occur in regular sessions even when the item was said to BE F/N.

It can occur in "Coffee Shop" (out of session Clearing of someone) or poorly trained or untrained staff members or even in life.

## PTS

When such actions as finding items by non-Clearing Practitioners are done on people the situation can be bad, so one also suspects the person to be PTS to someone or something.

"PTS" does not communicate well in an assessment question (it would be incorrect to say, "Are you PTS to someone or something?") so one says, "Is someone or something hostile

to you?” or “Are you connected to someone or something that doesn’t agree with you?”

## REPAIRS

The main things to know when doing such repairs are (a) that such situations as wrong lists or upset people can occur in an group where untrained people are also using meters and (b) THAT IT IS UP TO THE C/S TO SUSPECT, DETECT AND GET THEM HANDLED IN REGULAR SESSION.

Do not ignore the possible bad influence.

As the good outweighs the bad in such cases, it is not a correct answer to forbid such actions.

It is a correct answer to require all such actions and worksheets become part of the folder.

And do not ignore the effect such actions can have on cases and do not neglect to include them in C/Ses before going on with the regular program.

They can all be repaired.

## FLOATING NEEDLES ON LISTING

5 JANUARY 1989

In sessions where the process being run on a Pc involves a listing question, please note that after the listing question has been thoroughly cleared with the Preclear and then given to the Pc that the process is being run.

Should it happen, then, that while the Pc is actually listing off the question, and has not gone momentarily out of session, and the needle floats, this is the flat point or end phenomenon of the process and the whole subject and all further steps of it are dropped at once even though an item has not been found.

Whatever charge was on the listing question has blown, either with or without the Preclear being analytically aware of it.

To continue the process beyond this point is an overrun.

If the needle floats while the Pc is in session listing off a question, then there is no charge left on that question and there will be no item to fit into the second leg of the process.

The process has served its purpose which was to blow the charge on the subject of the reading question.

With training as immaculately precise as it is and Clearing Practitioners' comm cycles becoming effortlessly superlative, the gradients of our technology are so fine that the results of each process on each level will be achieved faster and faster.

Sometimes the velocity of the processing is such that the end phenomenon will occur on the process without the Preclear being aware of what has happened. Ending the process at this point then gives the Preclear the chance to move into the velocity of the process.

## AN INSTANT F/N IS A READ

8 DECEMBER 1988

An instant F/N is an F/N which occurs instantly at the end of the major thought voiced by the Clearing Practitioner or at the end of the major thought voiced by the Pc (when he originates items or tells what the command means).

It will most usually be seen as a LFBD/F/N or a LF/F/N.

So what does this mean, "An instant F/N is a read"?

A read means there's charge there to handle. It means there is force connected with that significance which is available to the Pc to view and run. It means that item is real to the Pc.

An F/N means something has keyed-out.

Now a key-out is what we are looking for on many processes which are run. It means "Stop. End of process, end of rud, end of action." So an instant F/N does not always mean you should take up that item.

To sort this out, you will have to understand the basic mechanics of key-out, key-in and erasure. It will then become clear why an F/N is a read and when it is taken up.

For example, on ruds, Prepcheck questions, protest, overrun, rehabs, to name a few, an instant F/N would not be taken up. The EP of charge keyed-out has been attained.

But to ignore an instant F/N on Alethanetic items and certain correction assessments, etc., will leave the Pc with bypassed charge and major areas of case unhandled. The key is, "Is a handling required on the item or is an F/N the legitimate EP?"

You will also have to understand that we are talking about INSTANT F/Ns. An F/N which continues to F/N through an assessment means "No Charge."

An instant F/N on an item means charge has just keyed-out on that item, and that it can key back in again. There are actions, as in Alethanetic Clearing, where a key-out is not what you are going for. You want the postulate off the basic incident of the chain, which indicates you have an erasure.

In Alethanetic Clearing an instant F/N takes precedence over all other reads. This is because, the Pc, having just keyed-out the charge on that item, will find it most real. It will be the most runnable item. An instantly F/Ning item is taken up first. LFBD, LF, F and sF follow in their usual order.

The use of this thing is mainly a C/S use. A C/S can look down a column of two-way comm or look down a Listing and Nulling list and spot what F/Ned. If the C/S doesn't realize that this was the item he can then take erroneously some LFBD item or F item out of the columns of two-way comm as the resulting item for that subject.

The use of an F/N as a read is almost entirely relegated to the next C/S except when used in Alethanetic Clearing.

Example: A C/S is looking for the actual service facsimile in two-way comm. (You usually L and N to find service facsimiles but you may have an instance where you found one in two-way comm). The Pc mentions several and finally one F/Ns. The C/S knows at once it is the service facsimile.

Example: A two-way comm has operated as a list and the C/S is trying to reconstruct it. Unless he knows that an F/N is a read he might overlook the actual item on that list which is the one which occurred immediately before the F/N. This is the item.

When used in the session itself the Clearing Practitioner has to know that an F/N is a read in doing Listing and Nulling. The item which F/Ned is, of course, the item.

In an Alethanetic session it is not uncommon to find a brief F/N occurring on a list or a preassessment. In Alethanetic Clearing we are not interested in key-outs. We are interested in chains and erasures. So the “hottest reading item” on the list is the one that gave an F/N. Usually it will be a BD F/N. If the Alethanetic Clearing Practitioner does not know that an instant F/N is a read, he is likely to ignore the item that F/Ned.

In Alethanetic Clearing, you will find that an F/N taken up again, will immediately key-in but this is what the Alethanetic Clearing Practitioner wants.

The Alethiology Clearing Practitioner, running Levels and repairs, is usually handling other phenomena and if he bypassed an F/N and kept on going, the Range Arm would go up and he would have trouble.

So the use of this principle is a very touchy thing and has to be understood.

Of course the first thing you have to know about is what an F/N looks like.

This tech fully understood and applied will mean the difference between a case being fully handled and “just doing better.” Understand it and use it. You’ll see the difference in your results.

## UNREADING QUESTIONS AND ITEMS

8 DECEMBER 1988

Never list a listing question that doesn't read.

Never prepcheck an item that doesn't read.

These rules hold good for all lists, all items, all flows, including Alethanetic Clearing.

A "tick" or a "stop" is not a read. Reads are small falls or falls or long falls or long fall blowdown (of the Range Arm).

A Preclear's case can be gotten into serious trouble by listing a list that doesn't read or prepchecking an item that doesn't read or running an item or flow that doesn't read.

On a list, this is the sort of thing that happens:

The list is "Who or what would fly kites?" The C/S has said to "List this to a BD F/N item." So the Clearing Practitioner does list it without checking for a read on the listing question. The list can go on 99 pages with the Pc protesting, getting upset. This is called a "Dead Horse List" because it gave no item. The reason it didn't was that the list question itself didn't read. One does an L4 on the Pc to correct the situation and gets "unnecessary action."

On a list that is getting no item you don't extend. You correctly use L4 or any subsequent issue of it. If you extend a "dead horse list," you just make things worse. Use an L4 and it will set it right.

This weird thing can also happen. C/S says to list "Who or what would kill buffaloes?" The Clearing Practitioner does, gets a BD F/N item "A hunter." The C/S also says to list a second action "Who or what would feel tough?" The Clearing Practitioner fails to test the question for read and lists it. Had he tested it, the list would not have read. But the list comes up with an item, "A mean hunter." It has stirred up charge from the first question and the item "A mean hunter" is a wrong item as it is a misworded variation of the first list's item! Now we have an unnecessary action and a wrong item. We do an L4 and the Pc is still upset as maybe only one or the other of the two errors read.

In an Alethanetic "list" one is not doing a listing action. One is only trying to find a somatic or sensation, etc. that will run. The item must read well or it won't produce a chain to run. In actual fact the Alethanetic list question does usually read but one doesn't bother to test it.

But an item or flow that doesn't read will produce no chain, no basic and the Pc will jump around the track trying but just jamming up his bank.

The moral of this story is:

**ALWAYS TEST A LISTING QUESTION BEFORE LETTING THE PC LIST.**

**ALWAYS MARK THE READ IT GAVE (SF, F, LF, LFBD) ON THE WORKSHEET.**

**ALWAYS TEST AN ITEM FOR READ BEFORE PREPCHECKING AND ALWAYS CHECK AN ITEM AND FLOW BEFORE RUNNING RECALLS OR ENGRAMS.**

**ALWAYS MARK THE READ AN ITEM GAVE (SF, F, LF, LFBD) ON THE WORKSHEET.**

## CHARGE

The whole subject of “charge” is based on this. “Charge” is the electrical impulse on the case that activates the meter.

“Charge” shows not only that an area has something in it. It also shows that the Pc has possible reality on it.

A Pc can have a broken leg, yet it might not read on a meter. It would be “inaccessible” charge and below the Pc’s reality. So it won’t read.

### THINGS THAT DON’T READ WON’T RUN.

The Case Supervisor always counts on the CLEARING PRACTITIONER to test questions and items and flows for read before running them.

The Clearing Practitioner, when a question or item or flow doesn’t read, can and should always put in “Suppress” and “Invalidate.” “On this (question) (item) (flow), has anything been suppressed?” “On this (question) (item) (flow) has anything been invalidated?” If either one read, the question or item or flow will also read. The Case Supervisor counts on the CLEARING PRACTITIONER to use Suppress and Invalidate on a question or item or flow. If after this there is still no read on the question or item or flow, that’s it. Don’t use it, don’t list it. Go to the next action on the C/S or end off.



## LISTING TO A COMM LAG

8 DECEMBER 1988

The reason some Pcs have excellent results on listing and the reason some don't, lies entirely with the Clearing Practitioner.

The dominant rules are two:

1. Don't force the Pc to list more items than she has and,
2. Don't prevent the Pc from giving items.

The listing question is asked. The Pc answers until he or she comm lags. The Clearing Practitioner then acknowledges and goes instantly to checking to see if the listing question is still reading or to nulling the list, at the Clearing Practitioner's discretion. If the listing question is still reading, he extends the list; if the listing question is not reading, he immediately nulls the list.

A LISTING QUESTION IS RUN TO FIRST COMM LAG. How long is a comm lag? It is the pause before the strained grope.

A Pc's decline in answering goes as follows:

1. Bright rapid giving.
2. Comm lag while looking.
3. Groping for more.
4. Comm lag while groping.
5. Can't quite say it.
6. Starts picking up and rejecting.

From number 3. above onward the Clearing Practitioner is at fault. Right at the end of number 2. above the Clearing Practitioner acks and checks the listing question for a read.

However, never interrupt if the Pc is still looking inward. Wait until the Pc looks up at you.

The Clearing Practitioner takes only the bright, easily-gotten answers.

Listing is a rapid action. The way to keep it rapid is to deftly see that the Pc has given all and then get out of there!

Clearing Practitioners whose Pcs dope and grope will soon have Pcs that mope.

The Clearing Practitioner avoids Q and A. The Clearing Practitioner never repeats an item back to the Pc or asks if it fits on the listing question. The Clearing Practitioner's role is permissive with good presence.

If the Clearing Practitioner does not understand an item, he or she says so but does not include any repeat of the item in saying so. That's evaluation.

Listing is slightly contrary to regular Clearing where you always wait through the

comm lag for the Pc to answer. As in CE 4, if the Pc stops giving answers, the Clearing Practitioner encouraged the Pc to give more answers. In listing this is never done.

Then, if the Pc comm lagged, the Clearing Practitioner flattened it. In listing one never flattens a comm lag. One shifts the moment the first comm lag appears but without startling the Pc.

Listing is different. The Pc is always right. In listing if you get a Pc to give more items or prevent the Pc from giving those items he has readily at hand, the whole case may have to be patched up before it will Clear.

## THE KEY RULES OF LISTING AND NULLING

8 DECEMBER 1988

**LISTING:** The Clearing Practitioner's action in writing down items said by the Pc in response to a question by the Clearing Practitioner.

**NULLING:** The Clearing Practitioner's action in saying items from a list to a Pc and noting the reaction of the Pc by use of a CB Meter.

A Clean Needle is a flowing and unchanging uniform needle, usually seen as a beautiful smooth rise. Anything else is a dirty needle.

List only from questions that instant read on the needle.

Listing is Clearing - writing the item is the acknowledgement.

In listing, as anywhere else, the Pc must answer the question and not do something else. The "R-factor" consists of telling the Pc what's to be run and in general what's expected of him, e.g. "You can give as many items as you want in response to a single question." Clearing the command still is limited to a dictionary and "What does this command mean to you?" There exists no license to evaluate what answers the Pc may give.

An ARC Break with the Clearing Practitioner, missed withholds or a PTP will prevent valid listing and nulling until handled. The ruds must be in before you start listing and nulling. If ruds go out during listing and nulling use only the L4 assessment to get them back in.

Never steer the Pc to items while listing using needle reads.

One doesn't always automatically check the listing question for a read before nulling. Do this only as needed if you suspect that the Pc might have more items to list, e.g. if the list is short or there has been a lot of needle or Range Arm action on listing with no rising Range Arm. If you do check the listing question and it reads, you can say to the Pc, "The listing question is still reading; so it is safe to list more items." Then ask the listing question again and get the Pc to list more items. Once the Pc finishes giving more items, go immediately to the nulling step.

Rapidly null, calling each item once with good, unvarying CE 1. As in assessment, use a questioning tone of voice. If necessary an item can be called a second time if you completely missed seeing what happened on the first call - but repeatedly calling an item can well null out an existing read.

It's best to just be quiet as the Pc lists items.

Write down all the items the Pc says and never cross any off the list.

Never repeat items back to the Pc after s/he says them - if you don't understand, ask him/her to spell it or if it's singular or plural. Don't fake an understanding as an inaccurate list will foul up the list on nulling. And write legibly - as some day someone else may have to call those items.

List a question until the meter goes suddenly flat - needle loose and clean and items being given are not reading. Of course, don't say anything until the Pc comm lags on giving items. Don't check the listing question for a read or cleanness until the meter has gone flat and be careful with the check. The flat meter is your main indicator that the item is on the list and "protest" can produce a dandy read. The "protest" read can make it seem like the listing question is still reading.

While nulling a complete list, the needle should stay flat (except on the item itself). Besides not having several items instant reading, you also shouldn't have lots of latent and prior surges or BD's on the Pc's thoughts about the items as you call them. If these are present the list is still charged, is incomplete and needs to be extended. Pc cogniting, sure it's his item, face lighter in color, BD (not always present on Clears), feels more cheerful, no appearance of new mass - all are standard "right item" indicators.

A properly nulled list has only one item reading. For example, if there are 30 items on the list, after nulling once through it you should have 29 "X's" and one "sF, F, LF or LFBD."

Null in a questioning tone of voice.

Good indicators should appear at once as the correct item is given.

The Pc must be in session and doing the process for you to stop the process on an F/N. Remember to watch his indicators; a ghastly error would be to, say, stop the process because of an ARC Break needle produced by an attempt to null an incomplete list.

The Pc must know without doubt that the final item is his.

Expect spectacular results.

Expect the item early on the list, commonly the first item given, although it may require a comparatively long list to get sufficient charge off for the item to fire.

A complete list is one that has discharged the charge. The charge on a listing question and on all items on that list actually comes from the item for the list, alone. When the list is complete, the charge will settle to that item and all the other items on the list will read flat as a pancake; the Pc has now differentiated the items one from another and can now spot source. (This completely aside from the fact that some of the items named on the list may independently have charge in some entirely different context and might well read if taken off the list and called).

Suppress and invalidate are still the list (item) buttons. But properly done listing and nulling give virtually no need for them. If the rudiments go out, you'll have to put them in with an L4. But use good Basic Clearing and proper Listing and Nulling Technique and they won't go out.

No matter how beautifully the list nulled, the only final test of the correct item is the Pc's indicators when given the item and what changed conditions result. Neither the meter nor the technique will ever substitute for the Clearing Practitioner's ability to observe. Give the Pc a wrong item and she'll dramatize it more; give her a right one and she'll dramatize it less.

## TROUBLE

If the Pc doesn't list brightly and easily on any list, the Pc has missed withholds, or has protested or decided something about the list and gone "out of session," or is being listed from a wrong question or a wrong item, or is overlisted. If in doubt, use the L4 to find out.

If the rules suddenly don't seem to apply, get a new C/S; don't keep on in haggard hope.

The basic difficulties in listing as a technique are from a wrong question, incomplete list, or an overlisted list.

## WRONG QUESTION

Mainly, list only from questions and items that read (instantly). If it reads (not a protest or ARC Break) then there is an Item for the list and the question is answerable.

If the Pc invalidates or questions items as he gives them near the start of the list, it indicates an incorrect nonstandard listing question.

On a proper list, when you start to list the needle gets looser, not tighter. No range arm on listing? No cogs? No interest? . . .Incorrect list!

If you have an incorrect question for your list, the list never becomes nullable. It will list DN (Dirty Needle), somewhat clean, DN, somewhat clean, cyclicly. Attempts to null it will produce a DN.

Never null lists taken from an incorrect question. Handle the BPC with an L4 before you abandon them.

## INCOMPLETE LIST

Never coax an item to read. List until you can find something that gives a big blow down to an F/N.

Don't force the Pc to list if she's unwilling to - handle what's in the way with an L4.

If you get two items reading on the list when nulling - the list is incomplete! However, if everything is reading as you null - you've by-passed the correct item on the list above the reading items; give the Pc the first item that read on first nulling.

If the needle gets dirty while nulling you can briefly check for any thoughts he's had on the recent items.

The main reason you don't null through a DN (except in an ARC Break assessment) is not that you can't read the needle. In the presence of an ARC Break, or cut comm, or incomplete list or out rudiments etc. the needle will frequently read where it shouldn't and not read when it should.

## OVERLIST

Pc's sometimes continue the list out of session - this must be checked for and the additional items gotten on to your list. Otherwise you can make him list forever and still not get the item, as he's already "given it." It is best to List and Null a list to a correct item all in one session.

On listing, when the meter goes flat, smoothly shift over to the nulling portion of the session, i.e. the Pc does not have to announce "this list is complete" before you act. In fact, when the list is complete the Pc usually will happily list on, for a while!

Overlisting produces unreality.

If the Pc is groping for a word, you've overlisted, e.g. "Ah . . .it should be Tigers. Or maybe Tigresses . . .ah. . .Leopards might be better . . ."

During listing, if after a while the Pc takes up invalidating the list or is dopping off - you have over-listed. Go before the point where he started invalidating and see if that portion of the list is nullable.

If you can't get the item on the list, it was given earlier. It's already been found. The

missed item may be on an old list, but don't start digging through ancient lists until you have difficulty with the present action.

The first item on the list is the dangerous one, better call it more than once as you seldom have the Pc's attention and it often is the item. The first item on the list often the correct item.

#### ADDITIONAL NOTES

A list with the item suppressed on it (eg. by simply missing it, or by vast over-list) can be nulled by asking on each item "On \_\_\_\_\_ has anything been suppressed?" The correct item should read.



## **LISTING AND NULLING DRILL**

23 DECEMBER 1988

**NAME:** Listing and Nulling Drill

**POSITION:** Student and coach sitting across from each other at a table, CB Meter set up and in use.

**PURPOSE:** To teach a student to do the action of Listing and Nulling with all metering and admin.

**COMMANDS:** The usual coach CE commands. A prepared list is chosen by the coach and both use the same prepared list. The student reads the question and asks it and the coach reads the replies from the same list but in his own copy. The coach must not list from his own mind. The student must write down the answers in a proper session worksheet and note and write down any reads. (An F/N terminates the listing if it occurs.) The coach need not use the whole list of replies but only half a dozen chosen at random. The R factor is "We are going to list a question." And, if no item BD F/Ns, the additional action of nulling the list is undertaken with the command, "I will now null the list."

**TRAINING EMPHASIS:** The laws of Listing and Nulling apply in full as these are very important laws and ignoring them can result in severe ARC breaks not so much in this drill but in actual sessions. The coach may also require suppress and invalidate buttons be put in on the whole list if needed. All errors, omissions, hesitations and lapses on the part of the student are given a "Break." Pass when the student can do it flawlessly.

**END PHENOMENA:** A person able to do a flawless L & N list as the session or as part of a session, with all CEs in, with perfect metering and proper admin.



## USING WRONG QUESTIONS ON TWO WAY COMM

8 DECEMBER 1988

Two Way Comm (TWC) is not an art. It is a science which has exact rules.

Foremost in the rules is:

**DON'T USE A LISTING QUESTION IN TWO WAY COMM.**

By a "listing question" is meant any question which directly or indirectly calls for items in the Pc's answer.

Use of "who", "what" "which" instantly turn a TWC into a listing question.

Listing questions are governed by the rules of Listing and Nulling.

If you use a listing question accidentally in TWC you can get the same bad reactions from a Pc that you would get on a wrongly done list.

The reason for Pc upsets in TWC is hidden as it is not apparently a listing process, rarely gets the correction a bad list would get.

Asking "who" or "what" or "which" during a TWC after the main question can also turn it into a Listing and Nulling process.

TWC questions **MUST** be limited to feelings, reactions, significances. They must **NEVER** ask for terminals or locations.

**EXAMPLE:** "Who upset you?" in TWC causes the Pc to give items. This is a LIST. "What are you upset about?" does the same thing. "Which town were you the happiest in?" is also a LISTING question, NOT a TWC question. Any of these result in the Pc giving items. They are not then nulled or correctly indicated. The Pc can get **VERY** upset just as he would with a wrong list. Yet the session is not a "listing session" so never gets corrected.

**EXAMPLE:** "How are you doing lately?" is an example of a correct TWC question. It gets off charge and gets no list items. "Are you better these days than you used to be?" "How have you been since the last session?" are also good TWC questions.

"What happened" is different than "What illness," "What person," "What town," which are listing questions.

### REPAIR

When other things fail to locate the upset of a Pc, look into TWC processes in the folder and treat them as L&N processes where the Pc has answered with items. The relief is magical.

## THE BASICS OF LISTING AND NULLING

31 OCTOBER 1988

Rudiments (ARC Breaks, PTPs, M/W/Hs) are not necessary in correcting a list as a wrong list is the ARC Break and PTP.

The most common reasons for an out-list are given here as an assessment:

1. "Was it the first item on the list?" If so, indicate item to Pc.
2. "Is it an incomplete list?" If it is, extend it and find the item.
3. "Was it an unnecessary action?" (Dead horse). If so, indicate it.
4. "Had you not answered the listing question?" If so, re-clear question and if it reads, list it.

The 4 basic reasons for an out-list are:

1. It was the first item.
2. It is not a complete list.
3. The question didn't read (which causes a dead horse).
4. The Pc didn't answer the question.

## **CORRECTION OF LIST ERRORS**

8 DECEMBER 1988

Correcting a list really is simple if you know your Laws of Listing & Nulling.

### **VERIFYING A LIST**

The correct procedure for verifying/correcting past L & Ns is to check the items as to whether or not they are correct. Then do an L4 on each list where the item is found to be incorrect. You would have to orient the Pc to the listing question and the item. You do not check the question to see if it read. And don't just do an L4 and then not find the right item for the Pc as part of the handling (unless the question proves to be uncharged or some such).

### **NULLING A LIST**

One nulls a list when she doesn't get a BD F/N item on listing. The Laws of Listing & Nulling strictly apply. An L4 would be used if the action bogs with still no item found. One would also null lists the Pc made where no item had been found, such as a 2WC which turned into a listing action with the Pc giving off items or a list the Pc somehow made while not on a meter. In these cases there is no item to verify with the Pc as correct. Just cull the items into a list, work out with the Pc what the question was if it's not already noted, and null the list.

### **RECONSTRUCTING A LIST**

Sometimes you just don't have the list and can't get it or it's an old "Why Finding" or PTS interview for which there are no worksheets. In this case you get from the Pc what the question was and then get him to give you the items that were already on the list or probably were already on the list. You don't want the Pc to get into newly listing the question in PT and then getting into an overlisting situation. Just get him to give you the items he had already put on the list and more often than not you will get a BD F/N item. If you don't get the item that way then you can extend the list.

### **SELF-LISTING**

Watch it on these as every random stray thought a person has about "why this or that" does not mean it's a self-list. But do look for it on a person who is manifesting the horrendous BPC an out list can generate, who is introspected or has been trying to figure out who is doing him in after just having seen the Ethics Officer. Just don't get into trying to make a list out of some non-standard listing question that won't give you an item. And actually the usual reason for self-listing is a prior wrong L & N item or an item not found. People will self-list to try to find the right item. So find and correct the earlier out list.

### **LIST CORRECTION BLOW-UP**

When you are going along correcting lists and suddenly you get a big Pc blow-up and it is not resolving on the list you are correcting you had better quickly realize that you probably are not correcting the list that is out and you'd better find out which list it is. There is usually an earlier out-list to be found, if the list you are correcting does not resolve the upset.

### **LISTS NOT READING**

When you start getting key lists such as Grades III and IV not reading and no items found, it's time for that Clearing Practitioner to get a thorough overhaul on his metering, check of his eyesight and to get off all his MUs on L & N handled. You also could be setting the Pc up for a self-listing situation as he has been given the listing question but no item has been found. So be very sure the question did not read even with Suppress and Inval before getting off a key L & N process.

#### USE OF L4

The prepared assessment L4 corrects L & N lists. It can be run on old lists, current lists or general listing. When a Pc is ill after a listing and nulling session or up to 3 days after, always suspect that a listing action done on the Pc had an error in it and get those lists corrected.

Sometimes it is obvious what the error was per the Laws of Listing and Nulling. For example there could be two reading items left on the list in which case you would know to extend the list as it has been underlisted. If this didn't go, then an L4 would be done on the list.

#### HANDLING AN L4

You handle reading questions on the L4 by the directions under the question that read. You don't just 2WC these questions. For example say question 4 read on the L4, "Is a list incomplete? SF." You then ask the Pc, "What list is incomplete?" Locate it and get it completed to a BD F/N item. You don't just 2WC "incomplete lists" to an F/N and leave it at that.

#### DO IT RIGHT

An out-list can create more concentrated hell with a Pc than any other single Clearing error. So it's imperative that listing errors get properly corrected.

The best thing to do is to have the Laws of Listing and Nulling drilled line by line and down cold and just do it right in the first place. Then you will also see at once where old lists violated these laws and you will not be yourself doing lists that have to be corrected later.

## **LIST CORRECTION - THE SHORT L4**

**(Only valid for a list recently done)**

8 DECEMBER 1988

This list is the shorter version of the standard L4. Its use is for sorting out the error in a current listing and nulling action or on a recently done L&N list. It contains the most common errors that foul up L&N actions. Its virtue is in its brevity which can increase results by pinpointing the error quickly, thus enabling the Clearing Practitioner to handle it quickly.

Assess the Method 5.

If the situation does not resolve completely, use an L4.

1. **WAS IT THE FIRST ITEM ON THE LIST?**  
(Indicate and give Pc his item.)
2. **WAS THE LIST INCOMPLETE?**  
(Complete the list and give the Pc his item.)
3. **WAS THE ITEM BYPASSED?**  
(Locate which one and indicate it.)
4. **WAS THE ITEM SUPPRESSED?**  
(If so, the list may have to be nulled with Suppress, the nulling question being "On (item) has anything been suppressed?". Rehab the item by getting the Suppress button in on the item if necessary and clean it up and give it to the Pc again.)
5. **WAS THE ITEM INVALIDATED?**  
(If so, the list may have to be nulled with Invalidate, the nulling question being "On (item) has anything been invalidated?". Rehab the item by getting the Invalidate button in on the item if necessary and clean it up and give it to the Pc again.)
6. **WAS THE QUESTION MEANINGLESS?**  
(If so, check for MUs on the question. If question still meaningless indicate it to the Pc.)
7. **WAS THE LIST OVERLISTED?**  
(If so, indicate the list was overlisted. Get the item by nulling the list with Suppress, the nulling question being "On \_\_\_\_\_ has anything been suppressed?" for each item on the overlong list. Give the Pc his item.)
8. **WERE ITEMS THOUGHT OF THAT WEREN'T PUT DOWN?**  
(Add them to the list. Renuall the whole list and give the Pc his item.)
9. **WAS IT LISTED OUT OF SESSION?**  
(Reconstruct the list from recall and add the items to the list. Get the item and give it to the Pc.)
10. **WAS THE ITEM DIFFERENT WHEN SAID BY THE CLEARING PRACTITIONER?**  
(Find out what the item was and give it to the Pc correctly.)
11. **WAS THE ITEM NOT GIVEN TO YOU?**  
(Find what the item is, clean it up with Suppress and Invalidate and give it to the Pc.)

12. WAS THE ACTION UNNECESSARY?  
(Indicate this to the Pc. Go earlier similar if needed.)
13. WAS A RELEASE POINT BYPASSED?  
(Rehab)
14. IS THERE SOMETHING ELSE WRONG?  
(Find out what it is and handle.)

## **REPAIR ASSESSMENT L1**

8 DECEMBER 1988

Used by Clearing Practitioners in session when an upset occurs, or as ordered by C/S. Handles ARC Broken, Sad, hopeless or nattery Pcs.

Questions can be prefaced with "Recently," "In this life," "On the Whole Track," or used without preface.

**DO NOT USE ON HIGH RANGE ARM TO BRING IT DOWN. USE THE HI-LO RANGE ARM ASSESSMENT.**

**TAKE ALL READING ITEMS OR VOLUNTEERED ANSWERS Earlier Similar to F/N as they occur.**

0. Has there been a wrong indication?
1. Has there been an error in listing?  
(If this reads change to L4 at once.)
2. Has a withhold been missed?
3. Has some emotion been rejected?
4. Has some affinity been rejected?
5. Has a reality been refused?
6. Has a communication been cut short?
7. Has a communication been ignored?
8. Has something been misunderstood?
9. Has someone been misunderstood?
10. Has some data been confusing?
11. Has there been some word you haven't known the meaning of?
12. Has there been some situation you haven't grasped?
13. Has there been a problem?
14. Has a wrong reason for an upset been given?
15. Has a similar incident occurred before?
16. Has something been done other than what was said?
17. Has a goal been disappointed?
18. Has some help been rejected?
19. Has a decision been made?

20. Has an engram been reactivated?
21. Has an earlier incident been reactivated?
22. Has there been a sudden shift of attention?
23. Has something startled you?
24. Has a willingness not been acknowledged?
25. Has there been no Clearing?
26. Did you go Exterior?
27. Have actions been interrupted?
28. Have actions continued too long?
29. Has data been invalidated?
30. Has someone evaluated?
31. Has something been Overrun?
32. Has an action been unnecessary?



## ALETHANETIC LIST ERRORS

8 DECEMBER 1988

An Alethanetic list of somatics, pains, emotions or attitudes is not a Listing and Nulling list. The Clearing Practitioner simply lists out somatics and runs all the reading items in order of largest read first. He is not looking for the one big LFBD F/N item.

It can happen that an Alethanetic list of somatics, pains, emotions and attitudes can act as a list under the meaning of the Laws of Listing and Nulling. If the Clearing Practitioner gets an LFBD F/N item, it will turn out to be a very hot running item for R3R. There is, however, an additional liability. If the Clearing Practitioner flubs on such a list he can wind up with a Listing and Nulling error.

The most violent session ARC Breaks occur because of list errors under the meaning of Listing and Nulling. Other session ARC Breaks, even under withholds, are not as violent as those occurring because of listing errors.

Therefore when a violent or even a “total-apathy-won’t-answer” session upset has occurred in Alethanetic Clearing, one must suspect that the Preclear is reacting under the Laws of Listing and Nulling and that he conceives such an error to have been made.

The repair action is to assess the prepared assessment which corrects listing errors. This is the L4.

The L4 is prefaced with “On Alethanetic lists \_\_\_\_\_” as the start of each of its questions when employed for this purpose.

When a Pc has not done well on Alethanetic Clearing and when no other reason can be found, the C/S should suspect some listing error and order an L4 to be done “On Alethanetic lists \_\_\_\_\_” at the start of each question.

Each read obtained on the assessment is carried to an F/N as per the bulletin “F/N Everything” or, preferably, the list is found in the folder and properly handled in accordance with what read on the L4.

Alethanetic lists can be carried to an item that blows down and F/Ns. This does not mean the item found is now wholly clean. Even though it F/Ned it will in most cases need to be run on secondaries and/or engrams (R3R Quad) to erasure and full Alethanetic End Phenomena.

A C/S must be alert to the fact that:

- (a) Extreme upsets and deep apathies are almost always list errors.
- (b) That an Alethanetic List can be conceived to be a formal list and can behave that way.
- (c) L4 is the correction assessment used in such cases.
- (d) Laws of Listing and Nulling can sometimes apply to Alethanetic lists.

Very few Alethanetic lists behave this way but when they do, they must be handled as above.

## L4L

8 DECEMBER 1988

This correction list is designed to find listing and nulling type errors in life, e.g., wrong items. The list is done Method 3 and can be done by assessing and indicating if the person is very upset.

USE THIS LIST WITH PEOPLE WHO HAVE BECOME VERY REACTIVATED OR VIOLENTLY UPSET IN LIFE. USE THE L4 FOR SESSION OUT LISTS.

1. HAVE YOU INTERIORIZED INTO SOMETHING? \_\_\_\_\_
2. HAS SOMEONE GIVEN YOU A WRONG ITEM? \_\_\_\_\_
3. HAVE YOU FOUND A WRONG ITEM? \_\_\_\_\_
4. HAVE YOU ACCEPTED A WRONG ITEM? \_\_\_\_\_
5. WAS THERE A WRONG INDICATION? \_\_\_\_\_
6. WAS THE FIRST ITEM CORRECT? \_\_\_\_\_
7. WAS YOUR FIRST IDEA CORRECT? \_\_\_\_\_
8. DID YOU FAIL TO ANSWER A QUESTION? \_\_\_\_\_
9. WAS SOMETHING UNNECESSARY? \_\_\_\_\_
10. HAS SOMEONE ACCUSED YOU OF SOMETHING YOU DIDN'T DO? \_\_\_\_\_
11. WAS THERE NO INTEREST IN A SUBJECT? \_\_\_\_\_
12. WERE YOU AFRAID TO CAUSE AN UPSET? \_\_\_\_\_
13. WERE YOU ASHAMED TO CAUSE AN UPSET? \_\_\_\_\_
14. WERE YOU AMAZED TO REACT THAT WAY? \_\_\_\_\_
15. WAS THE WRONG REASON FOR AN UPSET GIVEN? \_\_\_\_\_
16. DID SOMEONE SAY SOMETHING THAT WAS UNTRUE? \_\_\_\_\_
17. HAVE YOU FOUND THE RIGHT ANSWER PREVIOUSLY? \_\_\_\_\_
18. WAS YOUR RIGHT ANSWER REJECTED? \_\_\_\_\_
19. HAVE YOU BEEN TRYING TO FIGURE IT OUT? \_\_\_\_\_
20. DID SOMEONE SAY SOMETHING WAS TRUE WHEN IT WASN'T? \_\_\_\_\_
21. DID SOMEONE SAY SOMETHING WASN'T TRUE WHEN IT WAS? \_\_\_\_\_
22. HAS THERE BEEN AN UNNECESSARY ACTION? \_\_\_\_\_
23. HAVE YOU INVALIDATED YOU OWN IDEAS? \_\_\_\_\_

24. WAS IT UNSAFE TO EXPRESS AN OPINION? \_\_\_\_\_
25. WERE YOU AFRAID TO DISAGREE? \_\_\_\_\_
26. DID SOMEONE SAY SOMETHING YOU DIDN'T LIKE? \_\_\_\_\_
27. WERE YOU FORCED TO BELIEVE SOMETHING? \_\_\_\_\_
28. WERE YOU FORCED TO ACCEPT AN IDEA? \_\_\_\_\_
29. WAS SOMEONE'S IDEA ABOUT YOU INCORRECT? \_\_\_\_\_
30. DID SOMEONE FORCE THEIR VIEWPOINT ON YOU? \_\_\_\_\_
31. DID YOU ACCEPT SOMETHING SO AS NOT TO CAUSE AN UPSET? \_\_\_\_\_
32. DID YOU JUST GO ALONG WITH WHAT WAS SAID? \_\_\_\_\_
33. DID YOU AGREE JUST TO GET THEM OFF YOUR BACK? \_\_\_\_\_
34. HAVE YOU THOUGHT OF SOMETHING YOU DID NOT SAY? \_\_\_\_\_
35. WERE YOU AFRAID TO EXPRESS YOUR VIEWPOINT? \_\_\_\_\_
36. HAVE YOU WITHHELD SAYING SOMETHING? \_\_\_\_\_
37. WOULD IT HURT SOMEONE IF YOU SPOKE FREELY? \_\_\_\_\_
38. DID YOU WITHHOLD AN IDEA? \_\_\_\_\_
39. DID SOMEONE FAIL TO TELL YOU WHAT YOU WANTED TO HEAR? \_\_\_\_\_
40. HAVE YOU BEEN LISTING TO YOURSELF OUT OF SESSION? \_\_\_\_\_
41. WAS IT TOO DANGEROUS TO SPEAK UP? \_\_\_\_\_
42. HAS SOMEONE NEARLY FOUND OUT SOMETHING ABOUT YOU? \_\_\_\_\_
43. WAS SOMETHING DONE UNDER PROTEST? \_\_\_\_\_
44. DID HEARING SOMETHING UPSET YOU? \_\_\_\_\_
45. SOMETHING WENT ON TOO LONG? \_\_\_\_\_
46. HAVE YOU BEEN DENIED YOUR RIGHT ITEM? \_\_\_\_\_
47. HAVE YOU INVALIDATED SOMETHING THAT WAS CORRECT? \_\_\_\_\_
48. HAS AN ITEM BEEN BYPASSED? \_\_\_\_\_
49. WAS SOMETHING MEANINGLESS? \_\_\_\_\_
50. HAS ANYTHING BEEN SUGGESTED? \_\_\_\_\_
51. HAS SOMETHING THAT YOU SAID BEEN REFUSED? \_\_\_\_\_
52. WAS AN ITEM DIFFERENT WHEN SAID BY ANOTHER? \_\_\_\_\_

52. HAS THERE BEEN AN EVALUATION? \_\_\_\_\_
53. DID SOMEONE IMPOSE THEIR IDEAS ON YOU? \_\_\_\_\_
54. HAS SOMETHING STARTLED YOU? \_\_\_\_\_
55. HAVE YOU ACCEPTED SOMEONE'S WRONG IDEA? \_\_\_\_\_
56. WAS THERE AN INVALIDATION? \_\_\_\_\_
57. HAS SOMETHING BEEN ASSERTED? \_\_\_\_\_
58. HAS AN IDEA BEEN ABANDONED? \_\_\_\_\_
59. HAS THERE BEEN A PROTEST? \_\_\_\_\_
60. WAS SOMETHING NOT UNDERSTOOD? \_\_\_\_\_
61. WAS IT ANOTHER'S CHARGE? \_\_\_\_\_
62. HAS AN IDEA BEEN VOLUNTEERED BY YOU AND NOT ACCEPTED? \_\_\_\_\_
63. DID SOMEONE MISUNDERSTAND YOUR INTENTION? \_\_\_\_\_
64. IS THERE AN ARC BREAK? \_\_\_\_\_
65. DID SOMEONE GIVE YOU AN UNSOLVABLE PROBLEM? \_\_\_\_\_
66. HAVE YOU GIVEN UP TRYING TO BE UNDERSTOOD? \_\_\_\_\_
67. HAVE YOU GONE IN TO SELF-DOUBT? \_\_\_\_\_
68. HAVE YOU BEEN RIGHT ALL ALONG? \_\_\_\_\_
69. HAVE YOU GONE EXTERIOR? \_\_\_\_\_
70. COULDN'T YOU UNDERSTAND WHAT WAS BEING DONE? \_\_\_\_\_
71. HAS THE UPSET BEEN HANDLED? \_\_\_\_\_
72. IS SOMETHING ELSE WRONG? \_\_\_\_\_
73. WAS THERE NOTHING WRONG IN THE FIRST PLACE? \_\_\_\_\_

## **LEVEL IV**

### **STYLES OF CLEARING**

24 DECEMBER 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 or repetitive style Clearing.

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

It is called so because Clearing Practitioners too often added in comments, Qed and Aed, deviated, discussed and otherwise messed up a session. Muzzle meant a "muzzle was put

on them,” figuratively speaking, so they would only state the Clearing command and acknowledge.

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

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

It has been a matter of long experience that Pcs who didn’t make gains with the partially trained Clearing Practitioner who was permitted to “two way comm,” did make gains the instant the Clearing Practitioner was muzzled: 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 separate names: (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 clear 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.

#### LEVEL IV - DIRECT STYLE CLEARING

By direct we mean straight, concentrated, intense, applied in a direct manner.

We do not mean direct in the sense of to direct somebody or to guide. We mean it is direct.

By direct, we don't mean frank or choppy. On the contrary, we put the Pc's attention on his bank and anything we do is calculated only to make that attention more direct.

It could also mean that we are not Clearing by vias. We are Clearing straight at the things that need to be reached to make somebody Clear.

Other than this the Clearing attitude is very easy and relaxed.

At Level IV we have Assessment type processes and Listing and Nulling.

These two types of process are both astonishingly direct. They are aimed directly at the Reactive Mind. They are done in a direct manner.

In assessment the Clearing Practitioner is aiming directly at the Pc's bank and wants no Pc in front of it thinking, speculating, maundering or Itsaing. Thus this assessment is a very direct action.

In Listing and Nulling (L&N) the Clearing Practitioner goes directly for the item.

All this requires easy, smooth, steel hand in a velvet glove control of the Pc. It looks easy and relaxed as a style; it is straight as a toledo blade.

The trick is to be direct in what's wanted and not deviate. The Clearing Practitioner settles what's to be done, gives the command and then the Pc may work for a long time, the Clearing Practitioner alert, attentive, completely relaxed.

In assessment the Clearing Practitioner often pays no attention to the Pc at all, as in ARC Breaks or assessing lists. Indeed, a Pc at this level is trained to be quiet during the assessment of a list.

The tests are: Can the Clearing Practitioner keep the Pc quiet while assessing without ARC Breaking the Pc? Can the Clearing Practitioner order the Pc to do something and then, the Pc working on it, can the Clearing Practitioner remain quiet and attentive for an hour, understanding everything and interrupt alertly only when he doesn't understand and get the Pc to make it clearer to him? Again without ARC Breaking the Pc.

You could call this style One Way Clearing. When the Pc is given his orders, after that it's all from the Pc to the Clearing Practitioner, and all involved with carrying out that Clearing instruction. When the Clearing Practitioner is assessing, it is all from the Clearing Practitioner to the Pc. Only when the assessment action hits a snag like a PTP is there any other Clearing style used.

This is a very extreme Clearing style. It is straight forward - direct.

But when needful, as in any level, the styles learned below it are often also employed, but never in the actual actions of getting an Assessment or L&N done.

## LEVEL VI - ALL STYLE

So far, we have dealt with simple actions.

Now we have a Clearing Practitioner handling a meter and a Pc who It'sa's and cognites and gets PTPs and ARC Breaks and Line Charges and Cognites and who finds Items and lists and who must be handled, handled, handled all the way.

As Clearing Range Arm for a 2 1/2 hours session can go to 79 or 125 divisions (compared to 10 or 15 for the lowest level), the pace of the session is greater. It is this pace that makes perfect ability at each lower level vital when they combine into All Style. For each is now faster.

So, we learn All Style by learning each of the lower styles well, and then observe and apply the style needed every time it is needed, shifting styles as often as once every minute!

The best way to learn All Style is to become expert at each lower style so that one does the style correct for the situation each time the situation requiring that style occurs.

It is less rough than it looks. But it is also very demanding.

Use the wrong style on a situation and you've had it. ARC Break! No progress!

Example: Right in the middle of an assessment the needle gets dirty. The Clearing Practitioner can't continue - or shouldn't. The Clearing Practitioner, in Direct Style, looks up to see a puzzled frown. The Clearing Practitioner has to shift to Guiding Style to find out what ails the Pc (who probably doesn't really know), then to Listen Style while the Pc cognites on a chronic PTP that just emerged and bothered the Pc, then to Direct Style to finish the Assessment that was in progress.

The only way a Clearing Practitioner can get confused by All Style is by not being good at one of the lower level styles.

Careful inspection will show where the student using All Style is slipping. One then gets the student to review that style that was not well learned and practice it a bit.

So All Style, when poorly done, is very easy to remedy for it will be in error on one or more of the lower level styles. And as all these can be independently taught, the whole can be co-ordinated. All Style is hard to do only when one hasn't mastered one of the lower level styles.

## YOU CAN BE RIGHT

29 SEPTEMBER 1988

Rightness and wrongness form a common source of argument and struggle.

The concept of rightness reaches very high and very low on the Scale of Emotions.

And the effort to be right is the last conscious striving of an individual on the way out. I am-right-and-they-are-wrong is the lowest concept that can be formulated by an unaware person.

What is right and what is wrong are not necessarily definable for everyone. These vary according to existing moral codes and disciplines, and despite their use in law as a test of "sanity," have no basis in fact but only in opinion.

A more precise definition arose. And the definition became as well the true definition of the perpetration. A perpetration is not just injuring someone or something: a perpetration is an act of omission or commission which does the least good for the least number of dynamics or the most harm to the greatest number of dynamics. (See the Eight Dynamics.)

Thus a wrong action is wrong to the degree that it harms the greatest number of dynamics. And a right action is right to the degree that it benefits the greatest number of dynamics.

Many people think that an action is a perpetration simply because it is destructive. To them all destructive actions or omissions are perpetrations. This is not true. For an act of commission or omission to be a perpetration, it must harm the greater number of dynamics. A failure to destroy can be, therefore, a perpetration. Assistance to something that would harm a greater number of dynamics can also be a perpetration.

A perpetration is something that harms broadly. A beneficial act is something that helps broadly. It can be a beneficial act to harm something that would be harmful to the greater number of dynamics.

Harming everything and helping everything alike can be perpetrations. Helping certain things and harming certain things alike can be beneficial acts.

The idea of not harming anything and helping everything are alike rather mad. It is doubtful if you would think helping enslavers was a beneficial action and equally doubtful if you would consider the destruction of a disease a perpetration.

There is an irrationality about "being right" which not only throws out the validity of the legal test of sanity but also explains why some people do very wrong things and insist they are doing right.

The answer lies in an impulse, inborn in everyone, to try to be right. This is an insistence which rapidly becomes divorced from right action. And it is accompanied by an effort to make others wrong, as we see in hypercritical persons. A Being who is apparently unconscious is still being right and making others wrong. It is the last criticism.

We have seen a "defensive person" explaining away the most flagrant wrongnesses. This is "justification" as well. Most explanations of conduct, no matter how far fetched, seem perfectly right to the person making them since he or she is only asserting self-rightness and other-wrongness.

We have long said that which is not admired tends to persist. If no one admires a

person for being right, then that person's "brand of being right" will persist, no matter how mad it sounds. Scientists who are aberrated cannot seem to get many new theories. They do not because they are more interested in insisting on their own odd rightnesses than they are in finding truth. Thus we get strange "scientific truths" from men who should know better. Truth is built by those who have the breadth and balance to see also where they're wrong.

You have heard some very absurd arguments out among the crowd. Realize that the speaker was more interested in asserting his or her own rightness than in being right.

A Being tries to be right and fights being wrong. This is without regard to being right about something or to do actual right. It is an insistence which has no concern with a rightness of conduct.

One tries to be right always, right down to the last spark.

How then, is one ever wrong?

It is this way:

One does a wrong action, accidentally or through oversight. The wrongness of the action or inaction is then in conflict with one's necessity to be right. So one then may continue and repeat the wrong action to prove it is right.

This is a fundamental of aberration. All wrong actions are the result of an error (an unintended bad result) followed by an insistence on having been right. Instead of righting the error (which would involve being wrong) one insists the error was a right action and so repeats it.

As a Being goes down scale it is harder and harder to admit having been wrong. Nay, such an admission could well be disastrous to any remaining ability or sanity.

For rightness is the stuff of which survival is made. And as one approaches the last ebb of survival one can only insist on having been right, for to believe for a moment one has been wrong is to court oblivion.

The last defense of any Being is "I was right." That applies to anyone. When that defense crumbles, the lights go out.

So we are faced with the unlovely picture of asserted rightness in the face of flagrant wrongness. And any success in making the Being realize his or her wrongness results in an immediate degradation, unconsciousness, or at best a loss of personality. Justice systems never grasped the delicacy of these facts and so evaluated and punished the criminal and insane into further criminality and insanity.

But all this would be a hopeless impasse leading to highly chaotic social conditions were it not for one saving fact:

All repeated and "incurable" wrongness stem from the exercise of a last defense: "trying to be right." Therefore the compulsive wrongness can be cured no matter how mad it may seem or how thoroughly its rightness is insisted upon.

By getting the offender to admit his or her wrongness is to court further degradation and even unconsciousness or the destruction of a Being. Therefore the purpose of punishment is defeated and punishment has minimal workability.

But by getting the offender off the compulsive repetition of the wrongness, one then cures it.

But how?

By rehabilitating the ability to be right!

This has a limitless application - in training, in social skills, in marriage, in law, in life.

Example: A wife is always burning dinner. Despite scolding, threats of divorce, anything, the compulsion continues. One can wipe this wrongness out by getting her to explain what is right about her cooking. This may well evoke a raging tirade in some extreme cases, but if one flattens the question, that all dies away and she happily ceases to burn dinners. Carried to classic proportions, but not entirely necessary to end the compulsion, a moment in the past will be recovered when she accidentally burned a dinner and could not face up to having done a wrong action. To be right she thereafter had to burn dinners.

Go into a prison and find one sane prisoner who says he did wrong. You won't find one. Only the broken wrecks will say so out of terror of being hurt. But even they don't believe they did wrong.

A judge on a bench, sentencing criminals, would be given pause to realize that not one malefactor sentenced really thought he had done wrong and will never believe it in fact, though he may seek to avert wrath by saying so.

The do-gooder crashes into this continually and is given his losses by it.

But marriage, law and crime do not constitute all the spheres of living where this applies. These facts embrace all of life. The student who can't learn, the worker who can't work, the boss who can't boss are all caught on one side of the right-wrong question. They are being completely one-sided. They are being "last-ditch-right." And opposing them, those who would teach them are fixed on the other side "admit-you-are-wrong." And out of this we get not only no-change but actual degradation where it "wins." But there are no wins in this imbalance, only losses for both.

Beings on the way down don't believe they are wrong because they don't dare believe it. And so they do not change.

Many a Preclear in processing is only trying to prove himself right and the Clearing Practitioner wrong, particularly the lower case levels, and so we sometimes get no-change sessions.

You can be right. How? By getting another to explain how he or she is right - until he or she, being less defensive now, can take a less compulsive point of view. You don't have to agree with what they think. You only have to acknowledge what they say. And suddenly they can be right.

A lot of things can be done by understanding and using this mechanism. It will take, however, some study of this article before it can be gracefully applied - for all of us are reactive to some degree on this subject.

You can make yourself right, amongst other ways, by making others right enough to afford to change their minds. Then a lot more of us will arrive.

## Rightness and Wrongness

People use mental technology the way they do, in this universe, because they don't know what they are doing. The purpose of mental technology must be one of survival, with a consequent necessity to dominate, so it must consist of being right and [making others] wrong. Survival, rightness and wrongness, and domination fit together. Apparent contra-survival actions are the thetan's effort to be right. This is the lowest ebb of aberration, because the thetan can't do anything else but survive. In order to survive, you have to be more right than wrong, so you get obsessed with being right. The beginning of succumb is the recognition that you are wrong. This is not sensible, but it is the way a thetan behaves. Therefore, if an individual is surviving at all, he must be right, even if it is only an insistence on being right.  $A = A = A$ . If an individual is undertaking an action and is surviving, then it must be a right action. A thetan has to enter a basic lie on the scene to worry about his survival. This is idiocy, because there is no reason for a thetan to worry about survival. A thetan first worries about the survival of something else -- something that can be threatened with non-survival. Then the thetan identifies himself with that thing. This is the first lie. When he starts worrying about his own survival, because he has taken the idiotic step of identifying himself with his creations, he enters into the necessity to dominate to ensure his own survival. There is no reason why, if you are protecting sand castles, you have to take the idiot step of becoming a sand castle, and you can go on protecting them indefinitely without doing this. But once you have identified yourself with a sand-castle and are worried about your own survival, you enter into the necessity to dominate to continue your own survival, to be tougher than the other tough boys on the beach.

You don't even have to become a sand-castle to start the game of domination, if that is what you want to do. The game of domination consists of being right and making the other fellow wrong. That is all there is to it. It's a silly game, really. For instance, Russia and the U.S. are each devoting so much of their production capacity to defend themselves from each other that they are failing, economically. People justify all sorts of insanity on the basis of rightness and wrongness. Even a skid-row bum is being a bum in order to be right. Everyone has tried to make him wrong for what he does, so he has to continue to be right. If he admits he is wrong, [he feels] he will die. You may be confused, just watching what is being done, because some of it could have good results, but the basis can still be a nutty rightness. People assert nutty rightness, because everyone is always making them wrong for the nuttiness. If someone agrees that he has been doing something wrong, he is liable to collapse, since he has identified wrongness with succumbing.

Behavior doesn't necessarily have everything to do with the whole track. Behavior is behavior. People have tried to aberrate it one way or another. They have tried to make people behave some other way, but the science of life still remains the science of life. The factors of life still remain the factors of life, and if you were to delete all the GPM's and incidents and everything else, you would not have removed the basic laws on which scientology is built. GPM's, etc., merely use the existing laws of life to enslave people. They simply enforce, exaggerate, and destroy freedom of choice over the exercise of the ability to be happy, powerful, etc. They destroy the ability to be self- or pan-determined. They make people one-sided about everything. They use basic laws, unwittingly, to exaggerate certain things, which then lead a person to enslave himself. The basic mechanism of enslavement is:

1. Insistence upon surviving, followed by
2. The necessity to dominate, followed by
3. The necessity to be right or wrong,
4. Which then becomes as irrational as the original postulate to survive, and then
5. The person becomes more and more degraded. The postulates made by the

individual go downhill to the point where you would be amazed at what the individual is doing to be right.

When you get down to very aberrated rightness, you are dealing with death, because at that level, cessation of survival is so imminent that it gets dramatized before it happens. In that way, the individual is still right by succumbing. Currently, there are three organizations under attack:

1. Scientology.
2. Buddhism.
3. Theosophy.

The U.S. government is supporting the Vietnamese government in its attacks on Buddhists; it has attacked the Theosophists recently, and it launched a raid, via the FDA, on the FCDC, in Washington. But these are the only three groups that believe in reincarnation, i.e. they are the only groups that don't believe in death forever. In attacking them, the U.S. government is asserting a rightness about death.

To get some sort of aberrated behavior of this kind straightened out with someone, you would have to get him to tell you how the behavior makes him right. You would get an automaticity for starters, which would finally run out. Then you could see how it makes someone else wrong. When that is all run out, the individual will have far less inclination to do the behavior that he previously had to do to be right. The strongest intention in the universe is the intention to be right. The diagnosis of how you could make a person wrong depends on what that person most insists upon. That is what you can make him wrong on. [This would be getting a person's goat.] Behavior doesn't consist of an aberration that someone is dramatizing. It consists of an aberration that a person dredges up in order to make someone else wrong. That's behavior: It works, too. Making someone wrong all the time does worry him. Furthermore, one can be made wrong to the point where one inverts, goes into agreement with what is being said by the person who is making him wrong, and now makes the former wrongness an obsessive rightness. The "right" label gets identified with the wrong action. A government may be made wrong about bringing in law and order, to the point where it now exercises criminality, using the label of law and order.

The issue of rightness and wrongness has been further booby-trapped by guys on the whole track who implanted people with GPM's that contain the words, "right" and "wrong". However, when making himself right and others wrong, an individual is not acting because of the GPM. That just intensifies the action. If you try just simply to run someone on right and wrong for very long, you run into the GPM and can't keep on in that line, ordinarily. Getting in an itsa line on the aberration will de-intensify its power, however.

If a guy has accidents frequently:

1. Find out what he is having (wrecks, accidents, injuries, etc.). This doesn't take very long. You have to isolate what it is that the guy is doing. The obvious action may not be his intention. Maybe it is not his automobile accidents that are making him right. Maybe it is getting injured. When you have the right thing, he will run easily.

2. Ask the PC how (an auto accident) makes him right. You will get an easy itsa line.

3. Ask him how (an auto accident) would make them (or another) wrong. You will get another avalanche.

4. Ask (2) again, then (3), etc. Keep it balanced, and you will avoid bumping the GPM as hard.

This process is below the level of recognition or cognition. It undermines neurosis. Neurosis is defined as an anti-survival action that is compulsively undertaken by the individual. The only qualification to this process is that we have to be capable of communicating with the person and listening to him. And we have to get our hands on him first. But on a cold-bloodedly practical basis, service fac processes are a more practical mental technology than the alternatives: implants, drugs, electric shock treatments, etc., just because of the backlash from angry thetans who want revenge on implanters. The hole in implanter tech is that the survival of the implanter can, in the future, be threatened. Implants can be undone. Many implant set-ups have been destroyed. Implanters do implanting because they are trying to be right and to make others wrong. That's all. It is a mere dramatization. When you see someone acting simply to be right and to make others wrong, you will see a worsening condition. You are looking at the last dregs of domination. The person who is being "right" is, in fact, getting worse, as are the people in his vicinity. Implanting works only over a short-term period, e.g. 100,000 years, which is short-term, on a galactic scale. Implanting worsens not only the people implanted, but also the implanter and everyone in the vicinity of these people.

What is true of neurosis is also true of psychosis. Psychosis has the same mechanism at a lower level, and it gets treatment from psychiatrists at the same low level of make-wrong and Q and A.

The overt-motivator sequence also fits into this effort to dominate and be right. When you get two people, each insisting on his own rightness, their ideas eventually commingle, and they can't tell who is doing what. This is because both are saying, "I'm right and you're wrong."

If a "science" is dramatizing an unknown one of its parts, it is not a complete technology. It is impossible to have a science of life under these circumstances because you can't fully understand something that you are dramatizing a part of. A science of life should be a complete understanding, and since one is dramatizing at least a part of living, one can't have a total understanding of it. [In other words, "being right" should be one of the parts of a mental technology. However, if "being right" is being dramatized by the practitioners of a mental technology, then clearly they don't have full understanding of the mind.] This is a particular problem with the science of life. Hence there is a tendency to withdraw from life. A total cessation of the dramatization of the game called "life" would put one in a confused state of thinking that the way to do it is to separate oneself from life by going off to a cave and meditating.

But a person that can't experience easily has to experience, compulsively. The final challenge of a science of life is, "Does it produce life?", not "Does it produce death?" If you know all the answers, you can live. It is remarkable to be in a situation where this can be sorted out. As one goes along, getting more understanding, one doesn't have to work so hard to experience existence; one doesn't have to be convinced that one is surviving, being right, dominating, etc. When a person is no longer able to select his own behavior, he must obsessively be right by doing something wrong. It is OK to be right, if you are being analytical.

However, there is a level at which rightness and wrongness cease to be analytical and become obsessive. It is below that level that we speak of aberration. You can find what the person is doing that he doesn't like to do, then ask the person how that makes him right. Everyone has a few of these actions. They generally arise from some overwhelm of the person's self-determinism, where he has accepted another's rightness. The person is out of valence and dramatizing someone else's aberrations. [You could perhaps pick this up on Flow One of Level 4 triples.] But we aren't interested in other people's aberrations. The dwindling spiral is really entered where the person accepts inability, weakness, stupidity, etc., as a way to be right. Any dramatization of mental science that brings about further disability is wrong for the civilization that uses it. Anything that brings about more life, livingness, and beingness is right for that person or society.



Anything that is crazy in a person was OK at some higher level. All madness is an exaggeration of some ability or capability. For instance sexual misbehavior is a lower-scale dramatization of the ability to create. It becomes aberrated in the following way:

1. It was really right.
2. It was a method of survival.
3. It was a method of domination.
4. It was a method of being right in order to make others wrong.

5. Then one got enough overts such that the communication line switched around. What was right about it is now wrong about it, and vice versa. The sexual misbehavior or other aberrated behavior is practically unrecognizable from its [original] state, as far as the person's behavior is concerned. When you understand this, you understand much of the nonsense that you previously only protested against. The explanation for the behavior that is offered by the individual so obscures what he is really doing that it gets confusing. The main line of human behavior is along the lines of:

1. Survival.
2. Domination
3. Rightness and wrongness.

However, when an auditor invalidates another's assertion of rightness, it only drives the PC downscale and cuts the only communication line that can help the PC. "A dramatization of rightness and wrongness is not the answer to a dramatization of rightness and wrongness."

## GRADE IV

### THE SERVICE FACSIMILE

26 FEBRUARY 1988

**FACSIMILE:** A mental picture unknowingly created; a copy of the physical universe environment, complete with all the perceptions, recorded at some time in the past.

**SERVICE:** A method of providing a person with the use of something; the action or result of giving assistance or advantage; work done; duty performed.

**A CONTRADICTIONARY IDEA:** A false idea which makes living more difficult. Examples: "I have to suffer in order to enjoy life." "If I hurt people they will love me." "You have to be crazy in order to be creative."

**SERVICE FACSIMILE:** A contradictory idea subconsciously held by a person which is used to make self right and others wrong, to dominate or escape domination or enhance own survival and injure survival of others.

On Grade IV, the main goal of the Clearing Practitioner is to locate and release Service Facsimiles.

A Service Facsimile is that facsimile which the Preclear uses to apologize for his failures. In other words, it is used to make others wrong and procure their cooperation in his own survival.

If a person cannot achieve survival as a well and happy person, he attempts an illness or disability by using a contradictory idea, e.g., "If I'm sick, everyone will love me more." He uses this contradictory idea to make himself right, to make others wrong, to dominate others, to escape domination and, he thinks, to aid his own survival. This subconsciously generated contradictory idea is used to keep the illness or disability in place. We know this to be true because as soon as this contradictory idea is seen consciously, it is discharged with laughter and the unwanted condition disappears.

Hysterical deafness, blindness, colds, any chronic somatic, or any aberrated behavior pattern often come from Service Facsimiles.

Every person has and uses a Service Facsimile.

Every time he fails, he picks up this facsimile containing the contradictory idea and becomes sick or sadly noble.

It's his explanation to himself and the world as to how and why he failed. It once got him sympathy. Sympathy will turn it on again.

It may contain the basic aberrated condition of his existence, which could be a common cold or sinusitis or a bad leg.

He fails at something, then he uses the facsimile to get sympathy. And he gets sympathy from somebody so he continues to use it.

Heaven help him if he is around somebody who doesn't get the signals. He uses the facsimile and the other person doesn't sympathize. He uses the facsimile harder. And they are still stone cold. Then he really turns it on. Maybe it was measles that started this mode of behavior. Maybe it was when he broke his leg. Well, he'll use it to a point where he'll get all the symptoms again if he doesn't get the sympathy he wants.

He has two choices: Run out this Service Facsimile and the reasons for its use or get a new associate or partner, for that Service Facsimile will get him eventually. He didn't believe it himself the first time he decided to use it. Then the use of it became automatic. And now he "wonders what caused it." He did!

We remark on the Service Facsimile to acquaint you with its existence. For you may hit it in running an incident and be very reluctant to part with it. It is simply a time when you tried to do something and were hurt or failed and got sympathy for it. Then afterwards when you were hurt or failed and wanted an explanation, you used it. And if you didn't succeed in getting sympathy for it, you used it so hard it became a psychosomatic illness.

The EP of Grade IV is:

MOVING OUT OF FIXED CONDITIONS

THE RECOGNITION OF ONE'S ABILITY TO DO NEW THINGS

Fixed conditions are created by fixed ideas, opinions and considerations. These in turn are the products of a person's Service Facsimiles. Since "Considerations are senior to the mechanics of space, time and energy," these Service Facsimiles have great power to limit him in every aspect of his life. Once they are found and run out, he experiences a great upsurge in ability.

This Expanded Grade IV Rundown (Ability Rundown) is composed of processes which directly and indirectly ask for and find Service Facsimiles. Since Service Facsimiles seem to the individual to be of great value in his survival, those processes which go after the Service Fac in an indirect fashion are usually more successful. In this "Back Door" type of process neither the Preclear nor the Bank can see what you are after until the Service Facsimile is actually uncovered.

## ANATOMY OF A SERVICE FACSIMILE

10 FEBRUARY 1988

**FACSIMILE:** A mental picture unknowingly created; a copy of the physical universe environment, complete with all the perceptions, recorded at some time in the past.

**SERVICE:** A method of providing a person with the use of something; the action or result of giving assistance or advantage; work done; duty performed.

**COMPUTATION:** That aberrated evaluation and postulate that one must be in a certain state in order to succeed.

**SERVICE FACSIMILE:** THE SERVICE FACSIMILE IS THAT COMPUTATION GENERATED BY THE PRECLEAR (NOT THE BANK) TO MAKE SELF RIGHT AND OTHERS WRONG, TO DOMINATE AND ESCAPE DOMINATION OR ENHANCE OWN SURVIVAL AND INJURE THAT OF OTHERS.

Note that it is a computation, not a doingness, beingness or havingness. We could call this a "service computation" but we will maintain the term we have used to describe this phenomenon throughout the technology: "service facsimile."

It is a computation that the Pc adopted when, in an extreme situation, he felt endangered by something but could not itsa it.

It is called a service facsimile because he uses it; it is "of service" to him.

Aberration, anybody's aberration on any subject, has been of some use to them at some time or other. You can trace it back. It's been of some use, otherwise they wouldn't keep mocking it up. But now, if you put it up against survival standards, you'd find it very non-survival.

The Pc adopted this because he couldn't stand the confusion in a situation. So he adopted a safe solution. A safe solution is always adopted as a retreat from the environmental reactivation. He adopted a safe solution in that instance and he survived. His safe solution became his stable datum. He has hung onto it ever since. It is the computation, the fixed idea, he uses to handle life, his service facsimile.

### HOW THE SERVICE FACSIMILE BECOMES FIXED

An idea is the thing most easily substituted for a Being. An idea doesn't have any mass connected with it, basically. And it appears to have some wisdom in it so it's very easily substituted for a Being. Thus the idea, the stable datum he has adopted, is substituted for the Being.

How does this stable datum become so fixed? It gets fixed, and more and more firmly as time goes on, by the confusion it is supposed to handle but doesn't.

The stable datum was adopted in lieu of inspection. The person ceased to inspect, he fell back from inspecting, he fell back from living. He put the datum there to substitute for his own observation and his own coping with life, and at that moment he started an accumulation of confusion.

That which is not confronted and inspected tends to persist. Thus in the absence of his own confronting, mass collects. The stable datum forbids inspection. It's an automatic solution. It's "safe". It solves everything. He no longer has to inspect to solve, so he never

as-is the mass. He gets caught in the middle of the mass. And it collects more and more confusion and his ability to inspect becomes less and less. The more he isn't confronting, the less he can confront. This becomes a dwindling spiral.

So the thing he has adopted to handle his environment for him is the thing which reduces his ability to handle his environment.

Those things which do not respond to routine Clearing, that routine Clearing won't change, are rooted in this mechanism.

Therefore, it is important to find the idea on which he is so fixed. Pull the fixed idea and you free the individual for a broader perimeter of inspection.

In service facsimile handling the reason you get Range Arm action when the fixed idea has been pulled is that the confusion which has been amassed and dammed up for so long is now running off.

### RIGHT/WRONG, DOMINATE AND SURVIVE

Right and wrong are the tools of survival. In order to survive you have to be right. There is a level at which true rightness is analytical, and there is a level at which rightness and wrongness cease to be analytical or comprehensible. When it drops below that point it's aberration.

The moment one becomes worried about his own survival he enters into the necessity to dominate in order to survive.

It goes: the insistence upon survival, followed by the necessity to dominate, followed then by the necessity to be right. These postulates go downhill. So you get an aberrated rightness or wrongness. The game of domination consists of making the other fellow wrong in order to be right.

That is the essence of the service facsimile.

The reason the service facsimile isn't rational is because you have A=A=As along the whole line. Coming down the line it works itself back and forth in an aberrated A=A=A. If the individual is surviving he must be right. And people will defend the most fantastic wrongnesses on the basis they are being right.

In PT and at any point along the track, the fellow is trying to be right, trying to be right, trying to be right. Whatever he's doing he's trying to be right. In order to survive you have to be right more than you're wrong, so you get the obsession to be right in order to survive. The lie is that he, a Being, can do anything else except survive.

It isn't that trying to be right is wrong - it's obsessively being right about something that's obviously wrong. That's when the individual is no longer able to select his own course of behavior. When he is obsessively following courses of behavior which are uninspected in order to be right.

There is nothing sane about a service facsimile, there is no rationality to it. The computation does not fit the incident or event occurring. It simply enforces, exaggerates and destroys freedom of choice over the exercise of ability to be happy or powerful or normal or active. It destroys power, destroys freedom of choice.

Wherever that zone or area is, you'll see the individual worsening. He is on a dwindling spiral. But he himself is generating it.

The intention to be right is the strongest intention in the universe. Above it you have

the effort to dominate and above that you have the effort to survive. These things are strong.

A Service Facsimile is always an aberrated solution. It always exists in PT and is part of the environment of the Pc. He's generating it. It's aberrated because it's an uninspected solution. And it is something that everyone unintentionally or otherwise is telling the Pc is wrong and causing him to assert that it is right. The perfect solution when he first got hold of it, now it monitors his life; it's living his life for him. And it doesn't even vaguely begin to take care of his life.

This is the anatomy of the service facsimile.

You are going to find these on any Pc you clear. A service facsimile is the clue, the key to a Pc's case. The route to succumb which he blindly asserts is his route to survival. And every Pc has more than one of these.

Fortunately, we have the tech to salvage ourselves.

## **FAILURES AND SERVICE FACSIMILES**

22 NOVEMBER 1988

Every person has and uses what is known as a SERVICE FACSIMILE.

Every time he fails, he picks up this facsimile and becomes sick or sadly noble.

It's his explanation to himself and the world as to how and why he failed. It once got him sympathy. Sympathy will turn it on again.

It may contain the basic aberrated condition of his existence, which could be a common cold or sinusitis or a bad leg.

He fails at something, then he uses the facsimile to get sympathy. And he gets sympathy from somebody.

Heaven help him if he is around somebody who doesn't get the signals. He uses the facsimile and the other person doesn't sympathize. He uses the facsimile harder. And they are still stone cold. Then he really turns it on. Maybe it was measles that founded this facsimile. Maybe it was when he broke his leg. Well, he'll use it to a point where he'll get all the symptoms again if he doesn't get the sympathy he wants.

He has two choices: Run out this service facsimile and the reasons for its use or get a new associate or partner. For that service facsimile will get him by and by. He didn't believe it himself the first time he decided to use it. Then the use of it became automatic. And now he "wonders what caused it." He did!

We remark on the SERVICE FACSIMILE to acquaint you with its existence. For you may hit it in running a secondary and be very loath to part with it. It is simply a time when you tried to do something and were hurt or failed and got sympathy for it. Then afterwards when you were hurt or failed and wanted an explanation you used it. And if you didn't succeed in getting sympathy for it, you used it so hard it became a psychosomatic illness.

## COMPUTATIONS

22 NOVEMBER 1988

Every homo sapiens is running on aberrated computations.

The computation technically is - that aberrated evaluation and postulate that one must be consistently in a certain state in order to succeed. The computation thus may mean that one must entertain in order to be alive or that one must be dignified in order to succeed or that one must own much in order to live or that one must be silent in order to communicate.

A computation is simply stated. It is always aberrated.

A computation is generally a present lifetime affair, and it is intimately concerned with the service facsimiles of this lifetime.

Some computations are so thoroughly irrational that they vanish at a glance. These include "I have to be late to be early," "I have to be angry to people to be liked." They are contradictory.

A computation is as insidious as it pretends to align with survival or, in other words, as it seems to match the environment.

No computation is compatible with skill and data. A computation compatible with skill and data is basic goal, e.g., "I have to speak well in order to communicate."

A man whose every ability lies in a dignified and smooth area may yet have a computation that he must be a clown. One with the basic goal of entertaining may yet feel he must be dignified. Contradictoriness is essential in computations.

All computations are non-survival.

The computation lies in earlier postulates of this lifetime.

Computations are established by noting activities or ideas of the Preclear out of agreement with his skills and abilities. Computations clarify by address to service facsimiles. Computations are held in place wholly to invalidate others.



## SERVICE FACSIMILE

22 NOVEMBER 1988

A Service Facsimile is in the form of a computation generated by the Being, not the bank. An example of this is:

“All horses sleep in beds.”

Such a computation locked away in the mind will obviously precipitate many compulsive doingnesses, beingnesses and havingnesses.

An example of a doingness precipitated by the above computation would be:

“Making beds for horses.”

If on listing for a Service Facsimile you get “Making beds for horses” as the service facsimile, please note that it is a doingness and not a computation, so you fit the doingness into the bracket of Service Facsimile Commands, i.e.:

How does “Making beds for horses” make you right?

How does “Making beds for horses” make others wrong? etc.,

Then observe very carefully exactly what the Preclear says, because he might give the EXACT WORDS OF THE ACTUAL SERVICE FACSIMILE COMPUTATION - “ALL HORSES SLEEP IN BEDS.” Observe very carefully and note all meter reaction to what he or she says.

If the Pc says the actual service facsimile computation while running the brackets, cease running the bracket as this is the EP of the process. Just as in running R3R, if you get the postulate that is the EP of that chain; in running Service Facsimiles, if you get the computation the compulsion to use the Service Facsimile is gone.

If the Pc gives you a computation and you feel that he has not blown it completely (not fully F/N VGIs) you can run the computation through the brackets to get it fully blown.

## LIFE AND SERVICE FACSIMILES

9 DECEMBER 1988

On Level IV, the main goal of the Clearing Practitioner is to locate and release service facsimiles for this lifetime.

A service facsimile is that facsimile which the Preclear uses to apologize for his failures. In other words, it is used to make others wrong and procure their cooperation in the survival of the Preclear.

If the Preclear cannot achieve survival as a well and happy person, he attempts an illness or disability as a survival computation, e.g., "If I'm sick, people won't hurt me."

The workability and necessity of the service facsimile is only superficially useful.

The service facsimile is an action method of withdrawing from a state of beingness to a state of not beingness and is intended to persuade others to coax the individual back into a state of beingness.

The service facsimile has a complete and explicit anatomy. It begins with an effort to control along any dynamic, with a failure to control, with a recognition of the failure, with a postulate to be ill, injured or unable, continues with an illness, injury or inability and may or may not end (short of processing) in days, weeks, years or an entire lifetime.

Hysterical deafness, blindness, colds, any chronic somatic, any aberrated behavior pattern are the content of service facsimiles.

The inception of the earliest service facsimile for this lifetime is usually between six months and three years of age. It has many locks.

All that is wrong with any Pc at Level IV is a service facsimile.

Discover and reduce the service facsimile and its chain, and the Clearing Practitioner changes the nature of man and promotes him. An individual who has no service facsimile will not accumulate facsimiles to his harm or become reactivated by others.

The heart of Level IV Clearing is the service facsimile.

## DRAMATIZATIONS

The individual still possessed of service facsimiles dramatizes them.

A dramatization is like a record which can be played over and over.

Dramatizing a service facsimile is an apology for failure.

## R3SC

The reason a person doesn't recover under auditing has been a subject of investigation, off and on, since 1949. It was most recently looked at with regard to R2-12. It has now come up again with the discovery that to get case gain a PC had to have TA motion. The fact that you are getting TA action doesn't guarantee that the PC will feel better, but no TA action does guarantee that the PC will feel worse. A PC could feel no better, despite getting TA action, because he is getting somewhat over-restimulated, while still getting some charge off.

By classes of auditors, here is what should happen with TA motion:

Class I: He may or may not be able to get TA; it's mostly chance that determines it.

Class II: The auditor has to be able to direct attention enough to be able to get TA action while he listens. It is very light attention-directing.

Class III: The auditor directs the PC's attention towards service facs and clearing. The itsa line is controlled more firmly, to limit the PC's attention to this lifetime and to what you are trying to run, using mid-ruds, etc., to do it.

Class IV: At this level, you are dealing with living lightning: backtrack stuff, GPM's, slippery track, etc. If you see the various classes of auditors arranged in order of increasing control of the PC's attention, rather than by degree of complexity of material studied, it is all quite clear.

By overwhumping the PC, by restimulating more on the backtrack than you can discharge, and by not controlling the PC's attention and letting him skid around restimulating things, you get get the PC into a condition where restimulation is too great even to permit. the discharge of the key-in. This is quite a problem. The resolution of this problem comes with running the service facsimile.

A service facsimile is a solution that the person himself has so restimulated that it won't discharge, and nothing will discharge past it. It is so valuable as a solution that the PC feels he would perish if he got rid of it. It's an overcharged solution which the PC himself is keeping charged up. It sits there, and no charge is permitted to flow by it. Unfortunately for the being, it has a weird sort of workability. It is a non-survival solution that has become survival. It appears to make sense until it is inspected. It has lots of  $A = A = A$  in it.

When you start to run a service fac by running engrams of the thing, it will grind, and it won't erase. This is another odd datum. The service fac is mainly diagnosed by the fact that the TA hangs up, not by how the person acts in life. The low TA or dead thetan case always has a service fac. The dead thetan case is sometimes hard to spot. Sometimes he is just sitting in something, and when you ask a question, you get an F/N. A high TA case probably has a service fac, although it is questionable. A case whose TA is between 3.5 and 3.75, with a responsive needle, has a good chance of having a service fac, but doesn't necessarily have one. A person who tends to be out of control on the backtrack is over-restimulated. You might even try to find a service fac on him.

When a PC has a service fac, the normal river of discharge is blocked by a stable datum that the PC feels is vital to his survival: the service fac. The hallmark of a service fac is that sometimes, when it is being run out or between sessions, the PC questions the wisdom of getting rid of it. A service fac is present where life has done so much overwhelming and the PC has done so much overwhelming that life makes no more sense. He has abandoned it, and in lieu of it, he has erected this insane stable datum: the service fac.

It might be better to call the service fac a "service computation" or a "survival computation", since it isn't actually a single facsimile at all. It is the person himself keeping the

facsimile in restimulation because he knows it is best. There are also third dynamic service facs, such as the current prison system. Penologists know very well that the current prison system does nothing to handle crime. It only increases crime. This system, which was adopted in 1835, was intended, not to rehabilitate criminals, but to dramatize making criminals wrong. Prisons are actually universities of crime, maintained at public expense. Similarly, the FDA's actions are the result of a basically good idea, namely that the public should be protected against noxious food and drug products. But this idea has gone bonkers. It was a good solution that has been plowed in, so that it appears lower and lower of the tone scale and becomes an aberration. [The legal system of precedent is based on the same principle as the service fac, in that it involves maintaining old solutions without necessarily inspecting them.]

It is not true that every solution becomes a service fac. A service fac is a solution that is insisted upon but won't itsa. A solution, to be a real solution, leads to a further ability to itsa. If a solution reduces the ability to itsa, it is a potential service fac. The FDA is taking over the public's ability to inspect goodness of food and denying the public an analytical attitude towards products, thereby reducing the public's itsa. The public no longer inspects and decides. The FDA can now go in and can pass stuff as good that isn't, because of politics, corruption, etc. The public can now be caved in by it.

You would never look to travel agencies as a source of social aberration, because their business is to increase itsa. It can occasionally occur that they do, though there can sometimes be problems associated with this, e.g. British West Indies immigrants flooding the U.K. However, it is reducing itsa that has a bad effect on society. Generally, those things that result in or produce a solution without inspection that is too broadly applied generate service facs. The service fac prevents itsa of charge that comes up, thus causing the accumulation of mass. This mass gets restimulated when you prepcheck something that nicks the area. Lack of itsa also causes lack of TA action, since without itsa outflowed, there is no discharge of charge. Families can get into a no-itsa of their individual members. Lack of itsa results in a failure to handle a situation in its own zone of reality, which is all that aberration is. A service fac makes it [apparently] unnecessary to cope with anything in its own sphere of reality. That is the "service" that a service fac performs. The resultant accumulated mass causes no TA in the area, no result in prepchecking or other processing. The more service facs the PC has, the harder it is for you to get TA action on him.

In some cases, there are definite advantages to getting service facs out of the way before proceeding to running back track. You can save time and stabilize clears by destimulating what could key in. R3SC is a very workable process. Just inspect the folder, past assessments, etc., looking especially for periods when the TA shut down, i.e. where TA motion stopped for awhile. Whatever TA motion stopped on will be a likely candidate for R3SC. Don't overrun it. If the PC has trouble answering it, come off that particular subject. The right subject gives very good action. The faster you get the real service fac, the sooner TA action is restored.

So this makes R2-12-type processes unnecessary. It solves the problem of rockslammers, chronic PTP's, hidden standards, and body masses. Mainly, it restores TA action. R3SC, run on a few service facs, advances the case to clear. It is a Level III process because it is a clearing process. Current Routine Threes that actually produce OT's, e.g. R3N, will be renumbered as Level IV processes.

## How to Find a Service Facsimile

Apparently, there is more to know about service facs than has been relayed, probably because it is so simple. PCs don't defend their service facs against discovery. If you point the PC in the right direction, he will go right to the service fac, unless you prevent it. So don't prevent it!

In assessing for service facs, there is no substitute for knowing what a service fac is. A service fac is, first, a tremendous solution, always aberrated, in PT, as part of the PC's environment, which, the PC believes, would result in his survival being threatened if it were disturbed. It is something which others keep telling the PC is wrong, causing him to assert that it is right. This assertion of rightness is very integral and important to the service fac. It makes the PC unauditible to the degree that he is getting auditing only to prove that it is right. It sticks out like a sore thumb. One could have more trouble labeling it than finding it.

The human body is a service fac, but if we used that, we would be going for OT, and we aren't shooting for that. We are just using the service fac on this lifetime, to get the PC auditible. So the body isn't the service fac that we are trying to target. Having found a service fac, we don't use it to make an OT. We are only trying to get someone auditible and to get the constantly restimulated solutions out of the way, to clear this lifetime. On the whole track, obviously, having a bank is a service facsimile. That accounts for the reluctance to go clear noticed earlier, while finding goals. "Being incapable" could still be a service fac at an OT level, if, say, the OT couldn't tilt a planet.

But attacking this kind of service fac directly is too steep a gradient. You could run service facs at all different levels. The concept of a service fac is based on confusion and stable datum theory. In running a service fac, we are attacking a solution that is a barrier to getting rid of a confusion. You can pluck the stable datum out of the center of a confusion and thus get a discharge of the energy of the confusion. A stable datum holds a confusion in place. This is the reverse of using a stable datum to handle a confusion. Charge is an electrical confusion. As long as a stable datum holds a confusion in place, the confusion will not discharge.

Confusions are tolerable and are not always aberrative. Most have no aberrative value, e.g. in a card game. Life is not, in itself, an aberrative action. There has to be some force and violence involved in the confusion, or at least a fairly real threat to survival, for it to be aberrative. The thetan "knows" that if he ceases to dramatize a service fac, he will die. The immediate thing someone is worried about may not be the service facsimile itself. It could be the consequence of something else that is a service fac. The consequence could be very hidden; the two things could have at best a faint connection. As you take off service facs, the central one on which they all lean eventually comes off. As you audit the case, you could get off several before the central one comes to view. The apparent service facs lean on the main service fac.

A rote procedure to apply to this would be a logical solution to a very illogical area, but it is better to understand what you are doing. If the case has been audited, you could collect a list of things that have been found on the PC, e.g. old lists, R2-12 assessments, etc. By discussing them with the PC and following the PC's interest, you could find some service facs. You might have to reword some of the things you come up with, The right-wrong bracket is always the same. The question is, "How would (the condition or thing found) make you right and make others wrong?" The service fac is the PC; it is something he has; it is not like an opterm. It is something he has, to make him right and others wrong. The PC will stop, on the auditing command. E.g. the PC may misduplicate the auditing command as, "What would be made wrong by it?" You don't worry about this. Let the automaticity run out. Then re-ask your original question and get it answered.

A service facsimile is not an action. An action would be the result of a service fac. The service fac turns on automaticities because it is an automatic, unanalyzed solution. For this

reason, you don't run it as a repetitive process. "Automaticity" means that more answers than the PC can articulate are arriving from the bank. When this happens, when words are coming too fast, you know that you are getting the service fac. Throw the question in and let the lions tear at it for awhile; let the automaticity run out. Let "er buck when the PC starts to run. Then, when he runs out of answers, turn it around and run it the other way, if he hasn't already done it himself. You are trying to get rid of the avalanche of automaticity and get TA. Also, don't overrun by insisting on more answers than the PC has, or you can get a stuck flow. Run it permissively. It is sometimes difficult to keep the PC answering the question, just because he is in a dissociated area. The solution is holding back a tremendous amount of aberration, which won't as-is as long as the solution is there. The solution just keeps accumulating mass.

The solution is always below 2.0 on the tone scale, because it is perforce a substitute for an itsa line. The PC felt that he could not itsa the object that he was trying to make wrong, so he dreamed up this solution as a final solution, and that is a substitute for an itsa line. Then there is no as-isness or itsa on the environment. Since there is no as-isness, you get an accumulation of mass. Since it is a substitute for an itsa line, the service fac is referred to whenever the PC refers to anything. When the solution is below 2.0, it propounds the idea that to survive, it is necessary to succumb. That is what it boils down to, aberrated though that is. For instance, the solution may be not eating [as in anorexia nervosa].

The service fac doesn't even have to fit in with the guy's environment. It is often totally hidden. You can't necessarily spot the service fac by what the person is doing. It often goes underground, especially the very hidden ones. Some are very obvious, too, sometimes so obvious that you miss them. You could ask, as an L and N question, "What do you think your service fac is?" Interest is the keynote.

The service fac is not a deliberate solution. It is a sub-awareness automatic solution, which the person is on the verge of all the time. That is what makes service facs easy to spot. If you've got the service fac, the PC can't stay out of it. It has to be specific enough. You can use a "represent" on something that is too general. You can assess the list according to interest. The PC tends to fall into the whirlpool of the service fac.

If the PC has a fragile tone arm, easily stuck, then you've got a service fac, a solution there that is preventing the charge from running off. The PC doesn't have to look at things; he's got it solved. Once you have the service fac, get the PC to tell you how, in this lifetime, it would make him right, etc. Don't go for the backtrack. This improves the PC's ability to get TA action. The peculiarity of the action you are looking for is not particularly great, compared with the peculiarity of social mores, but it is posing as survival when it clearly isn't pro-survival. The PC will be interested in it, and it will get TA, because it is a fixed solution. Your main interest is TA action. Just get the mass flowing that was hanging up.

A service fac is a fixed, contra-survival solution which the person hasn't inspected. It could even be a fixed survival solution, but then that wouldn't interfere with auditing. However, using conduct as a criterion makes anyone liable to be put away. A service fac is batty when compared, not to the mores of society, but to actual survival. So you could say the following about a service fac:

1. It is contra-survival, but poses as survival.
2. It has the PC's interest.
3. It sticks the tone arm.
4. It is always protruded into PT. Thus any constant PTP can contain a service fac. For instance, you could ask, "What did you come into scientology to resolve?" That is one reason that service fac processing is beneficial. However, it is dangerous to list too many problems on a PC, because you are giving the PC too much whatsit, while an incomplete list will ARC break the PC. So you had better two-way comm it. Use a friendly discussion, so

you can move out of it if it gets sticky. Don't list it. When you find an appropriate problem, find the solution in back of it, and that fixed solution will give you the service fac. If the discussion does get sticky, you could free up the TA again by asking for a solution that the PC has had to each problem he mentions. Getting a fixed solution means that you've got the service fac.

Notice that R1C and R2C are designed to strip away solutions and stable data. Therefore, they are not likely to freeze up the TA. Find out if the PC has run R1C and R2C. You can use this for data. You can ask what the PC found interesting. Don't ask, "What problems would that solve?" That sticks the TA. Assess it. Then you can get the service fac. The R3R preliminary assessment is almost a dead-center pitch at the service fac, providing it winds up with a stable solution. This solution should be something that makes sense to you and the PC. Getting the item with the PC's interest will give you the service fac. The level assessed will be too broad. The service fac is a magnet. You are asking for right answers, and the PC is giving you the rightest answer of all. You can even get the service fac as a non-sequitur item on a list. So watch for service facs on any list. The fact that the item that is a service fac is dissociated gives you a clue.

The PC will handle your session with his service fac. Eventually it downs on you what he has been doing. Keep running service facs until you get change in the PC and a free needle and good TA. The service fac is the source of the PTP that the PC keeps coming to session with, so getting it saves you all sorts of time and trouble, when you get it out of the way. Get rid of the service fac, and over-restimulation of the case ends. This would reduce by 50% the total restimulation on the case, so cases wouldn't keep dropping between sessions because of environmental restimulation.

Having the PC's attention on disabilities keeps his attention off the bank. Thus a good handling of service facs increases by a hundred to one the runability of the case. So you can now run him on a steeper gradient.

## Service Facsimile Assessment

We have been walking around the edges of the field of psychotherapy for some time. There is a third dynamic service fac in this field, in that medical doctors, who have no training for and have no business in the field of mental healing, are attempting to take dominance over this field. They have no understanding of the mind; only an understanding of the brain. All you would have to do is to get legislatures to pass laws that would only allow those trained in the field of the mind to practice in that field, and you would have secured the field. There are only 272 mental practitioners in England, so we have mocked up our own opposition, our own extra item. So people qualified at Level III will soon have a certificate as a psychiatric consultant. There is no legal patent on the name.

Level III is expected to be able to clear. It also, incidentally, takes in the ability to treat insanity: neurosis and psychosis. These are just a different degree of what is wrong with the mind. The person who can't even manage himself and the environment, we call insane. What is wrong with him is that he has got the final solution: some solution that is so all-pervading that he doesn't have to do anything. After that, he never has to look, so he just disappears in a mound of un-as-is-ed mass.

In processing, a certain amount of introversion takes place, for the purpose of bringing about extroversion. The only time introversion and erasure do not bring about greater reach and greater ARC is when over-stimulation is brought about. That factor still exists in Class IV, but there it is whole track that is most likely to get a PC into an over-stimulated condition, not just itsa on this lifetime. At Level III, you could over-stimulate someone who was already batty. The worse off a case is, the more careful you have to be of over-stimulation. For instance, someone who had been running on a conceptual basis, who did not have much reach and not much ARC with the environment, might get over-stimulated if you got them to contact the pain in the thing that they are running.

To clear somebody, you will stay in this lifetime. Only at Level IV do you leave this lifetime, and that is when someone has an active TA that doesn't go high or low. With any PC on this planet, it is environmental restimulation that is the straw that breaks the PC's back. You can go backtrack, but it is rough. It can make the PC unauditible. An HGC, operating with raw public, or even with scientologists, has to battle with environmental restimulation, not with the bank. Neurotic and psychotic states are caused by environmental restimulation. The two factors involved are:

1. The amount of environmental restimulation.

2. The inherent susceptibility of the individual. Therefore, if all you did was to try to reduce environmental restimulation, some people would go sane and others would go mad with boredom. It is a question of acceptable randomness. Do-gooders end up reducing randomness, and things can get pretty boring. An acceptable level of randomness equals the amount of environmental restimulation divided by the amount of restimulation the individual can withstand: this being equal to some constant. PCs usually audit only what they consider safe. The mind starts to shut off any restimulation that would overwhelm it [Cf. "the mind's protection"]. The PC's ability to resist restimulation is too low for him to face up to track. So how are you going to get anything done?

There are three types of cases:

1. Normal confront of bank: those which audit easily.

2. No confront of bank: those who refuse to approach the bank.

3. Suicidal confront: those whose eyes are bigger than their stomachs, so that they go in over their heads all the time. We want to convert the two latter sorts of cases into the former.



All cases tend towards the safe solution. Some cases also adopt a vengeful solution, like getting even with people by dying. Even a dangerous solution seems like the safe solution to the PC. All cases, when they become more auditable, do so along the channel of the safe solution. A safe solution is a safe decision, a safe environment, a safe assumption, etc. All human rights disappear down the channel of the safe solution. That is the hole in the bathtub. It is actually very dangerous to have a safe solution -- it inhibits observation, and anything that inhibits observation, destroys. Someone who is very neurotic or psychotic is so to the degree that they have adopted a safe solution.

This datum underlies mental healing as sweepingly as the datum that "survival is the common denominator". It is another way of saying the same thing. People adopt survival solutions, when then become so "safe" that they become contra-survival. The safe solution makes the person right and others wrong, enhancing the person's survival by putting him in a position of dominance and letting him escape domination by others. It lets him survive and causes others to succumb, he thinks. This reaches extremes of craziness, e.g. the miser who starves in a household of \$100 bills. His method of survival is to have lots of money. It is a very safe solution, but in his obsession with this safe solution, he has neglected to spend any of it to live. So his attention becomes more and more concentrated and less and less sensible.

For someone to be wise, he must be able to observe his environment; he must be able to reach. It is not good enough to have maxims tucked away, to which you can refer in times of stress. Philosophy becomes, not wisdom, but a study of safe solutions.

The safe solution is the service facsimile. There are times when you will have to be very clever to find just what it is. In the PC, it is complicated, alter-ised, and not believable. There could be thousands of them. You want to get the One. The test is, "Did it resolve the case?" In the first ones you find, the most you can hope for is to find something that moves the TA and brings you closer to resolving the PC's case. When you have found the service fac on the case, the needle will be looser, and the TA will be in a more reasonable state, acting better.

When something you have found doesn't run on the right/wrong bracket, you prepcheck. This is an invariable rule. You could fix the PC up by taking anything that has been found charged on old assessments and prepchecking it. That which you couldn't prepcheck with TA, you could run on "right/wrong". If it goes nowhere on that, OK. There is no harm done. All this will eventually reveal the service fac.

One way in which you could be too clever with this would be to get over-ambitious and throw the PC in over his head, as follows: You are pulling the stable datum out of the confusion. Therefore, the PC may be thrown into the confusion, which makes him feel weird. If you run R3SC on the stable datum until it is flat, it will make it all right for the PC.

One of the tests of the service fac is that the PC is likely to say, or at least think, that he is not sure that it is wise to get rid of it. Be very sure, if you are working with someone who is already shaky, that you unburden the case gradually, even though he is standing there saying his service fac. Environmental restimulation has to be reduced on such a case before you add any processing restimulation.

The better the assessment and the less gradient there had been, the greater the shock to the person. Remember: the PC adopted the safe solution because he couldn't stand the environmental restimulation. So you don't necessarily want to get the big stable data first. It is better to start off with R1C or 2WC on solutions that he has had to his problems. The more solutions he has had to a problem, the more it will stick.

How do you raise someone's ability to withstand environmental restimulation? You pull his service fac, since that is what reduces his ability to see his environment. The more safe solutions he has adopted, the more environmental restimulation he isn't as-ising, the less he is confronting, etc. Oddly enough, or not so oddly, the thing that reduces his ability to handle his

environment is the thing that he has adopted to handle his environment for him. When you remove that thing, he can now confront and inspect the environment and handle it.

When you get the environmental restimulation out of the way, the PC can confront the backtrack. We have gone into this line because we want a faster run to OT. "I don't care anything much about clearing or whether he gets clear or not." We are not trying to make a happy persons we are trying to make an able person. You can make a clear by getting off enough service facs. It makes a better human being, but the point is to cut down the time spent at Level IV, which is already a sizable amount.

At Level III, then, we can handle environmental restimulation. By knocking out the service facsimile, which is what encourages environmental restimulation, we have enough attention free so that We can go whole-track and erase things faster, and we are not held up by low TA's and high TA's. [So we don't have this situation:] "W started to do a GPM; we got a little bit mixed up; we got into the Bear goals; then we got into the Helatrobis -- didn't realize it, but we were into the Invisible Picture Goals all the time...." By knocking out the service fac, session restimulation also drops, because the session is part of the environment.

The assessment for R3SC is a simple one. It is L and N. The lists don't have to be super-long. In fact, they should not be longer than eight to ten pages, with twenty items per page, unless it is just safe to keep on listing. A list should be only as long as it has to be to keep the PC from ARC breaking because it is incomplete.

Here is the R3SC procedure:

1. You do a Parts of Existence list and null it down to some one item that the PC doesn't object to, say "peanuts". It doesn't matter if the item is right, so long as the PC doesn't argue about it. If, say, four items are left in and the list isn't complete, we will just do step (2) to all four of the levels left in, as long as the PC isn't protesting. PCs dramatize doing only what is safe, so they move in towards the service fac, so you may need to do this assessment several times.

2. Take the item found and list safe solutions to it, safe assumptions about it, or safe decisions about it, whatever clears with the PC. The item you get, e.g. "not eat them", is probably either as close as you can get to the service fac at this time or the service fac itself.

3. Take the item and work it over until it is a solution to more than just that one dynamic, e.g. a solution to more than just "peanuts". You could ask, "How could that apply to other dynamics?", etc. We want a broader version of the safe assumption, to get closer to the real service fac.

4. In any case, take whatever you get from (3) and run R3SC brackets or prepcheck on it.

5. Repeat the entire procedure, starting with a new Parts of Existence list.

6. Run it to free needle.

If you run something and you still have some charge on it, list for safe assumptions about that topic. Look for identifications. PC's will mention assumptions that don't make sense. Such an identification is a cousin to one or more service facs. Note them when you find them. This whole operation does take some genius.

## Service Facs

The difficulty with getting a PC's case forward is that the PC has a hidden standard, which is that by which he measures his progress. It is often unknown, even to the PC. That is why it is "hidden".

An aberration is an out-of-control exaggeration of the positive or negative of anything a thetan can do. [Hence Aristotle's doctrine of the Golden Mean.] The fact that something is normal doesn't mean that it isn't aberrated. For instance, the difficulty of exteriorization is accepted, but it is not anything much in line with the thetan's abilities. So departure from the normal is no particular index of case state. Auditors sometimes have trouble because a PC runs too easily. So in judging case level, don't use the PC's behavior as an index. Use the amount of TA motion.

By running service facs, the case can change very quickly. So worrying about the PC's "normal" behavior is unnecessary and irrelevant. It is easier to measure a person's case against some scales of abilities than against behavior, and it is more accurate. The condition of restimulation of the case has more to do with understanding the PC and handling him effectively than does the PC's behavior. The only things you worry about with a PC are:

1. Can he do the process?
2. Is he getting any gains?
3. Is he getting TA motion?

The fact that someone has a hidden standard merely means that he has a chronic restimulation that is throwing extra charge on the case. It is some facsimile, or whatever, in chronic restimulation. If it was changed in the session, the PC had a gain. If you got TA, some of the chronic restimulation will have gone, so the PC will have had a gain and will probably say so. That, unfortunately, isn't all that happens with a hidden standard. The PC is also trying to fit every process to this thing, to resolve it. He is so introverted in session as a result that he doesn't as-is anything, and you don't get TA action. Time and the TA fit together, and the PC drags his hidden standard facsimile up into every incident, or whatever, in order to evaluate it. Therefore, the PC is always misdating something. The hidden standard isn't the date of it, whatever date he is in. That is why it is the most effective TA stopper.

There is a way of getting rid of the hidden standard: a process called R3T, now called R4T. In this process, one simply asks the PC for his chronic psychosomatic -- what he is experiencing and what is always present. He answers, and you date it, whatever it is. Then you get the itsa line in on it. In most cases, that is the end of the hidden standard.

The hidden standard always expresses itself physiologically. It is never hidden physically. It will be what the PC complains about. Sometimes it will take you an hour or so of itsa to find out what it is. When the PC spots it, he will feel better, and you will have been getting TA. Don't let him start giving you problems, or you have had it, since problems are not itsa. So perhaps you should stick to, "What physical condition are you trying to solve?"

He will finally itsa it out, if he doesn't tell you all at once. If he gives it to you right off the bat, you might get some TA with, "When has this troubled you in auditing?" or "... in this lifetime?" You can take it up with R3T and date it, taking it back as far as need be. Sometimes dating it will cause it to blow on the spot, especially if you don't get it so narrowed down that you get the PC into an engram and have to run it with R3R, or, if he gets stuck in his own GPM, with R3M2, or if in another GPM, with R3N. [R3T seems to be the precursor to the date portion of the date/locate, for handling intractable pressure somatics.] R3T is commonly overrun. You've got to watch the PC. When you first start using R3T, you are likely to overrun it roughly 80% of the time. Eventually you get slippy and stop overrunning it.

Not every PC has a hidden standard, to the point where it ruins the auditing. But a hidden standard exists in every case that has a difficult or delicate TA, that the auditor has to worry about. So R3T is the weapon to use to get the TA moving again, when all else has failed. R3T can fix it, but a little goes a long way. Don't try to run the whole case with R3T, since if you tried to do this, you could end up with a messed-up PC. However, you could do R3T on everything the PC is worried about in PT. You could clear somebody with R3T, as long as you kept good control over the PC and just dated all his PT hidden standards.

The service fac has to be severely located on the time track in this lifetime, so that it will key out. Handle every hidden standard that the PC could dream up. But don't let him pull anything up from the back track in the meantime. Use TR-2. If R3SC goes nowhere, you can still clear the PC using R3T. The tough case is the PC whose service fac is his hidden standard. The only workable handling is carefully to get it dated.

This is all destimulation, so you have to be careful not to run anything. The reason you are trying to destimulate the case is so that the PC doesn't have PTP's, so that he can put his attention on the session. If you start a destimulating action and then go backtrack and start running something, the PC will get restimulated. And if the PC's service fac includes making you wrong, that is the first thing he will do. He will try to restimulate more than he can handle. How do you keep the itsa line in on a PC that wants to restimulate more? Be awful damn careful of your whatsits. Remove all social actions and chit-chat from your auditing. Avoid all violent attention shifts, and attention shifts directed by a whatsit, and don't direct the PC's attention in a way that ARC breaks him, so that he has to get even with you by whatsiting.

The type of model session to use on a case that isn't getting much TA is your W-unit type model session: no social frills. [W unit was next after the V unit, which was heavily supervised R2-10 and R2-12 on a co-audit basis. W unit contained ruds, havingness, CCH's, and assists. It used "GF model session" or "goal finders model session". See HCOPL 8Dec62 "Training -- Saint Hill Special Briefing Course: Summary of Subjects by Units" for a description of W, X, Y, and Z units. GF model session is given in HCOB 15Oct 2 "Goal Finders Model Session". This bulletin is not on the SHSBC.] Over-restimulation leads to self-invalidation and invalidation of scientology and other dynamics. The PC invalidates his own case, chews himself up all the time, and he doesn't know. So let that be a warning sign to you.

The case, minus the service fac, is subject to less restimulation because he pulls in fewer PTP's in his environment. A case without good processing gains has PTP's. The way to handle them is by handling service facs. There is a way of listing for service facs that nails PTP's:

1. "What's a safe assumption about your environment?"
2. "What would be a safe method of handling your problems, here and now in life?"

This is only one of many solutions to this situation. Such a question will drop into your lap the stable datum that the person is using to hold at bay various sectors of his existence. So in that respect, it becomes a method of destimulating the environment. You wind up with what he uses to handle his family, his job, etc. Take the PC's whole environment to pieces. Find out where his life is in conflict and what it is in conflict with, in PT. Get what PT consists of. This orients the PC and is good Scientology I. [See above, for a description of Scientology I. Note also the similarity to the PT environment list in expanded dianetics.] You should both categorize things and locate them spatially. This is good for the PC's itsa. After you have all of PT, use the above process on it. You could plot the PT environment out and find where most of the PC's problems are. The PC gets gloomiest when talking about this area. The TA dies down as you keep talking about it, indicating that there are more problems there than the PC can confront. He can't put any itsa into the vicinity.

As the PC looks at the stable datum that he is using to hold sectors of existence at bay, and as he finds out more about it, you will get his confront on the environment increasing and increasing, as his ability to differentiate comes up. This is a terrific HGC approach.

Now that you know about the hot spots and fixated areas in the PC's environment, you have subjects where he can't itsa. You can assess by rising TA to get a zone where there is a service fac in operation. As long as one can't itsa something, he will continue to have PTP's with it, so since the PC can't confront the areas of rising TA, he will have PTP's there, make mistakes, etc. The frequency of PTP's is the measure of no-confront. No-confront is caused by a substitute confront, which is a service facsimile. It isn't that the thetan can't confront. It is that as long as the PC has the service fac, the things he is not-confronting can keep caving him in and restimulating him. Here is a lesson that you should learn about life: Don't stay in places that you don't want to keep confronting, because your non-confronting will lead you to pick up a stable datum to do your confronting for you in that vicinity, and the next thing you know, this is going to be a gorgeous piece of mass and will give you more PTP's than you can ordinarily count, and your life will become very restimulative. The rising TA is less observable than the PC's attitude. If the PC hasn't got anything to say about something, he isn't observing it. Something is observing it for him, and that something is a service fac. Find this and run R3SC steps on it.

If you are having trouble with R3SC, you have collided with the RI of the PC's ongoing GPM. It will still handle with R3SC, if with some difficulty.

You use several assessments to get something to run on R3SC. You can use a scientology List One assessment or a discussion of PT doingness and environment, with observation of where the PC goes downtone and where the TA rises, indicating areas where the PC can't confront and itsa. When you run the brackets step of R3SC, you will get TA by as-ising stable data and letting confusion fly off. Do a thorough PC Assessment Sheet. You can use the PC Assessment Sheet to find out about the PC's PT, if you treat it as a leisurely 2WC activity, looking for TA action, not data, i.e. doing it as an R3SC assessment. When dealing with this lifetime, let the itsa run free. When dealing with past track, control the itsa line very closely. An assessment at Scientology IV is a rapid, bang-bang assessment.

## **Saint Hill Service Fac Handling**

It is adventurous to go in to handle something, like the mind, without knowing what you are doing. Every case and every practitioner in the field of the mind has been concentrated on one aspect of existence and dedicated to observing existence only through that aspect. So no wonder little has been discovered, and less applied. Knowledge about the mind means freedom for life and beings in this universe. Therefore, anyone who is after enslavement is also in favor of ignorance about the mind. There are two ways to make people ignorant:

1. Deny any information at all.
2. Substitute false data. This is an easier and more effective way. Add to this the fact that:
3. Everyone is mired in his own favorite data and you've got a good trap.

The way to overcome ignorance is to find the precise mechanics that apply to all minds, because this will be a broader truth that overrides all the minor data on which people are fixated. False relay of the basic truth, dropping out bits, could again make a slavery, because it would deviate enough from the generally recognized broad truth and degenerate into opinion and fixed data. This is the difficulty that scientology has had to deal with over the years. The solution is results, because once the technology is producing results, you get no arguments. So the whole contest has not been for the achievement of certain truths. We have had these for years. Rather, the contest has been for workability, so that we can get an application of those truths, so that we can get a rapid release of attention from "favorite data" and so that there is a demonstration that by using the truth, a greater freedom is attained.

The one reason why you can't get a PC to see that he can get a release of attention by virtue of applying general truths is because of his favorite data, his fixed idea. He considers that any other truths have to agree with this favorite idea in order to be true. He is sure that all horses sleep in beds. This is not only his fixed data; it is his total data. Any data that doesn't contribute to it, he will discard. To a person with a service fac, his idea of truth is whether something fits his idee fixe. A person may have his attention fixed to a varying extent. So a person whose attention is not totally fixed may obtain fringe benefits from studying scientology. To the degree that a person's attention is fixed, he is not able to explore the perimeter of his ideas and therefore cannot see a greater truth. So he is more entrapped than someone who is less fixed. The greater the fixation, the closer to psychosis. Psychosis is the state in which the individual has only the idee fixe. The degree of enslavement is the degree to which the individual is fixated on the fixed idea.

If you try to communicate a datum to someone with a very fixed idea, the datum will be received as false, unless you indicate the fixed idea. If you communicate some idea that fits with the fixed idea, it will be accepted as true. It could be that any other datum you then communicate will be taken as true. But these data will not be inspected.

False data is worse than none, as far as entrapment is concerned. It is like putting up a sign pointing over a cliff and saying, "This way lies freedom." One can only get fixated on falsehood, never on truth. Truth is an all-freeing mechanism. If freedom is not obtained, the truth in question must be to some degree limited, either in conception, reception, or application. Therefore, anything you are worried about must have a falsehood connected with it. There is always a lie connected to anything that you are having trouble with.

A session goes well if and only if you get TA action. The discovery that a PC's case gain can be measured directly by TA action seems simple, but it is an advance in technology beyond anything in the past fifty thousand years, since it takes judgement of improvement out of the realm of opinion and possible inability to observe, on the part of the auditor or the PC.

All confusions and masses must be there because they are held in abeyance, so far as observation is concerned, and will not as-is, because of a stable datum. A stable datum prevents observation of the environment or these masses, and therefore accumulates masses. What is wrong with a mind is that a stable datum is a substitute for observation. A person:

1. Ceased to inspect.
2. Fell back from living.
3. Let everything go to pieces.
4. Chose a stable datum instead of inspecting.
5. Got an accumulation of mass and confusion. When you shake up the stable datum by taking apart some of its ramifications, confusion can start to flow off.

The amount of TA determines whether or not the PC had a good session, no matter what the PC says. There is no opinion about it at all. Good TA means that the PC will feel better. Bad TA means almost invariably that the PC won't feel good.

"A stable datum is held in place by the confusion it's supposed to confront and doesn't." Instead of remedying the confusion, as it was supposed to do, and as inspection would have done, it collects more confusion. Like a dam, the more confusion it is supposed to hold in place, the more confusion batters at it, so the more confusion accumulates around it, like twisting a fork in a bowl of taffy. Modern science and other mental technologies have taken a stable datum that Man is an animal and that the mind is a brain. The idea that Man is mass is a stable datum in a confusion, that is persistently dramatized. Try to tell the modern scientist about stuck flows, and he will think that you are giving him a lecture on blood and the causes of coronary thrombosis. They can't be taught until you get them to inspect some thoughts that they have had about brains. Modern science has "Man equals the brain" as a stable datum.

What can you do for someone who is totally bound in and fixated, to the point where he is being a stable datum? You could take a datum of enormous magnitude and hold a gun on this person and say, "Believe it, or we shoot you!" That substitutes a force-datum for inspection. Ultimately, it fails, because it is just another stable datum with an associated confusion. That is why I.Q. usually deteriorates with years of schooling, since "modern education" is usually just laying in more and more uninspected stable data. You would have a whole new area of education if you said, "Look over this data and sort out what is true in it." You should have the student inspect data and find what is right or wrong about it.

This is of limited usefulness as long as everyone has his own fixed idea by which to tell rightness from wrongness. Another way to go about it would be to free up people's ideas, so that their perimeter of inspection increases, so that they can inspect the data that lies before them. You lead them up with a disciplined action that leads them to their fixed idea. When they have spotted and disposed of that, they are free to inspect and move up to higher levels of truth.

Therefore it is important to find the PC's central fixed idea as soon as possible, thus freeing him to inspect more broadly. You free a being by freeing him, not by making him wiser. Exteriorization and even the state of OT depends on getting greater freedom, not more wisdom, because with the freedom, wisdom will be attainable and will take place anyway. By concentrating on the wisdom, you are all too likely to fall into the idea of the implanted stable datum. Freeing attention leads to freeing the being, since all that can trap a being is his attention. A thetan can only trap himself by:

1. Being unwilling to confront things that are not interesting to him.

2. Being unwilling to back out of situations in which he has lost interest.

3. Being unwilling to move off and go his way but still, somehow, be responsible for where he was. Various combinations of the above lead to the individual trapping himself by leaving some inanimate postulate in his place, to confront confusions for him. E.g. "I have an unconscious mind that does all that." The unconscious mind is that totality of stable data that is holding back that totality of confusion that the individual is no longer aware of but is still doing.

So when you are looking for the PC's service fac, you will be looking for that on which his attention is most fixated in PT. Fetish objects are just things associated in some way with a person's service fac. Any cousin to the service fac that you find will give you TA, as the confusion can flow. The service fac is the last pair of RI's, formed at the top of the last (truncated) GPM postulated. It has a lot of locks and "cousins" which you will be able to pick up first. It is actually impossible to find the exact pair of items as the service fac. The PC has to know that they are part of that GPM before he will recognize them. They must be seen as part of the bank, before they are recognizable to the PC. They have to be related to the last goal and to the last two RI's. You need these three data in addition. You won't find the service fac, but try anyway, because that is where you will find the last actual GPM. It is those two top RI's that have the PC so restimulated that PT is restimulative and his TA won't move. So you have no choice but to find the PT goal of the PC.

Having found the goal, find the top oppterm of its GPM by asking, "Who or what would be the latest idea formed, concerning this goal, 'to catch catfish'?" Make a reasonable-sized list. List it to clean needle and null to a reading item. Prepcheck it after the PC has cognited for awhile. Then you might see it rocket read. The difficulty in finding PCs' goals has always been in getting them to rocket read. You can do this whole operation with only ticks and no RR, until you have prepchecked the top oppterm.

Here is how to do it:

1. Find what you hope is his service fac. This gives you enough TA so some charge is off. Hunt and punch around until you know you've got something that will get good TA action, either on "right/wrong", prepcheck, or something. Don't do anything with it. It is not the real service fac. This keeps the PC's tone and morale up, by virtue of getting some TA off it, or by having the promise of getting TA off it.

2. Start looking for the GPM. If things bog down while looking for his goal, you can still run the item from (1) for awhile and give him some TA.

3. This could go on for a couple of sessions, until you get a goal that ticks and that keeps going, "Tick!", which reads as an actual goal, probably from the past track. It is not likely to be the PT goal.

So:

4. Use goal-oppose to get up to PT. So you oppose the goal, do the same check on it, then oppose that goal and get another one. Check each new goal found as being for sure an actual goal. Check if it is the PT goal. The PC will be very interested in what you find, since they are his actual goals. Keep doing this until, eventually, you will reach his PT goal.

5. When you reach his PT goal and you oppose it, the list goes nowhere.

It keeps developing more and more TA. The PC won't ARC break, because you are listing towards his future postulates, and unburdening the PT goal. By the above phenomena, you know that you have the PT goal.

6. You check this; make sure it is the PT goal.



7. List for the top oppterm, which may or may not be opposed yet. You could find out where the PC is on the GPM by asking him if he has started to oppose the goal yet. List to a clean needle, null it.

Don't have two RR's on the list, etc. Don't be too concerned with whether or not it is really the top oppterm. The top oppterm will most likely give lots of needle action. When you hit the top oppterm, the needle goes mad.

8. After you have given the PC his item, you sit still and let him cogitate.

9. Put in big-mid-ruds on the item, as far as you can.

10. Call the item; you will probably see it rocket read. That is a fast, slippery way to get into the PC's current actual GPM, starting with R3SC. When you are on the goals finding step, check over any goals that the PC may have mentioned earlier, that were seen to fire then.

Having found the PT goal, you are ready to take the bank apart. That first RI accounts for all PT restimulation. The reason why we haven't been able to find goals on PCs is the overburden of the top terminal and oppterm accumulating all the debris of PT and masking the top GPM, or any GPM, for that matter. Because of this masking action, we used to have to find goals with ticks, instead of rocket reads. When the top RI's and their accumulated mass are gone, you are ready to roll right down the bank and back up again. The PC gets TA, TA, TA: Now he's got a new problem: We are in a new GPM and can go get it in the same way.

## **ROUTINE THREE SC-A**

### **FULL SERVICE FACSIMILE HANDLING**

10 FEBRUARY 1989

A Service Facsimile is a computation used by the Preclear to make himself right and others wrong, to escape domination and to dominate others, and to enhance his own survival and hinder the survival of others. Follow the steps given in this bulletin until the Pc gives this computation along with F/N VGIs. You may not need to do all of the steps.

#### **FULL SERVICE FACSIMILE PROCEDURE**

##### **PRELIMINARY STEPS:**

0a. Put in the R(Reality) Factor with the Pc, telling him briefly what is going to be done in the session.

0b. Clear "computation" very thoroughly with the Pc using the bulletin called "COMPUTATIONS." Use the bulletin called "GRADE IV - THE SERVICE FACSIMILE," and any other reference you feel the Pc may need. Have him demo it until you are certain he fully understands it.

0c. Clear the bracket commands (right/wrong, dominate, survival) first, using "Apples" in the blank. Clearing the bracket commands is done at this point so you will be able to use these questions immediately when the service facsimile is found without putting stops on the Pc's first rush of automaticities coming off.

0d. Then, clear the listing question.

##### **STEPS OF THE PROCEDURE:**

A. List and null using the question:

"In this lifetime, what do you use to make others wrong?"

You want a BD F/N item that is a computation, but you will probably get a doingness, beingness or havingness.

Indicate the item. Then indicate the F/N. Then go on to the next step of the handling if the Pc gives you a doingness, beingness or havingness. If the Pc gives you a computation with full Cog, F/N VGIs, that's the EP. If the Pc gives you a computation and yet doesn't totally get it, you can run the computation through the Service Fac Bracket to get the full EP.

If the Pc gives you an LFBD F/N that is not a computation, take it and run it in the brackets. As you run the brackets, listen for a computation. If the Pc comes up with the actual computation along with F/N VGIs while running the brackets, cease running the item, as you've got the EP of the process.

B. Run the L & N item in the Service Facsimile Bracket:

1. In this lifetime, how would (L & N item) make you right?

2. In this lifetime, how would (L & N item) make others wrong?

3. In this lifetime, how would (L & N item) help you escape domination?
4. In this lifetime, how would (L & N item) help you to dominate others?
5. In this lifetime, how would (L & N item) aid your survival?
6. In this lifetime, how would (L & N item) hinder the survival of others?

These are run as follows:

Give the Pc the first question, “In this lifetime, how would (L & N item) make you right?” and let him run with it. He will have a rush of answers, answers coming too fast to be said easily, at this stage. Don’t repeat the question unless the Pc needs it. Just let him answer 1-1-1-1-1-1 (he may give you as many as 50 answers) until he comes to a cognition or runs out of answers or inadvertently answers Question 2.

Then switch to Question 2: “In this lifetime how would (L & N item) make others wrong?” Treat this the same way, i.e., let him answer 2-2-2-2-2-2-2 until he cognites or runs out of answers or starts to answer Question 1. Then switch back to Question 1, same handling, back to Question 2, same handling, as long as Pc has answers coming easily. Upon cognition and F/N, acknowledge, indicate the F/N and end off on 1 and 2.

Now give him Question 3: “In this lifetime how would (L & N item) help you escape domination?” and let it run by the same method as above. When this seems cooled off, use Question 4: “In this lifetime, how would (L & N item) help you to dominate others?” Use Questions 3 and 4 as above, as long as Pc has answers coming easily. Upon cognition and F/N, acknowledge, indicate the F/N and go on to the next bracket.

Using the same method as above, give him Question 5: “In this lifetime, how would (L & N item) aid your survival?” When he’s run out on 5-5-5-5-5-5-5, switch to Question 6: “In this lifetime, how would (L & N item) hinder the survival of others?” Use Questions 5 and 6 as above as long as Pc has answers coming easily. Let him get off all the automaticities and come to a cognition and F/N. Acknowledge and indicate the F/N.

At this point it is safe to end off on running the brackets. The idea is not to beat the process to death. The Pc will have automaticities coming off thick and fast early in the run. These must be gone and the Pc bright, F/Ning and VGIs when you end off. You are only trying to end the compulsive character of the Service Facsimile and get it off automatic and get the Pc to see it better at this stage, not to bleed the process of every bit of Range Arm action.

Running the L & N item in the brackets can result in a major cognition along with the voicing of the actual Service Facsimile computation, which could occur at any point during this running. When it does occur, it is the EP of this step. You can now go on to the second L & N question given on page 4.

NOTE: If the L & N item found on any Pc did not run well on the brackets, it would need to be prechecked. See sections “WHEN RUNNING OFF THE AUTOMATICITIES” and “WHEN TO PREPCHECK” below.)

C. Run the L & N item R3R Quad if the Preclear did not find the computation by running the Service Fac Bracket, each flow to EP. It is not run narrative and it is not preassessed; otherwise full Alethanetic procedure is used, per the bulletin ROUTINE 3R, ENGRAM RUNNING BY CHAINS.

The commands for running the L & N item on R3R Quad Flows are:

FLOW 1: "Locate an incident when another used (L & N item) to make you wrong."

(Example: "Locate a time when another used anger to make you wrong.")

FLOW 2: "Locate an incident when you used (L & N item) to make another or others wrong."

FLOW 3: "Locate an incident when another used (L & N item) to make another or others wrong."

FLOW 0: "Locate an incident when you intentionally caused yourself to use (L & N item) to make another or others wrong."

Take each flow down its chain of incidents to the basic and full Alethanetic EP: F/N, postulate (postulate off = erasure), and VGIs. Again, as soon as you get the Service Facsimile computation you can end off. This computation may show up as the postulate at the bottom of one of these chains.

D. List for another L & N item on the Pc, using the listing question:

"In this lifetime, what do you use to dominate others?"

When you have the L & N item, repeat Steps B and C above.

E. Find another L & N item on the Pc with the listing question:

"In this lifetime, what do you use to aid your own survival?"

Handle the L & N item per Steps B and C above.

F. Continue to find and handle L & N items on the Pc, using, in order, the following listing questions:

1. "In this lifetime, what do you use to make yourself right?"

2. "In this lifetime, what do you use to escape domination?"

3. "In this lifetime, what do you use to hinder the survival of others?"

You will need to find and handle several L & N items on the Pc which will eventually add up to one big Service Facsimile computation.

#### WHEN LISTING FOR THE SERVICE FACSIMILE

At any time during the above procedure, if the Pc gives you a computation write it down exactly as he states it, VERBATIM, with its read, no matter how improbable, non sequitur or inane it may sound.

The L & N item operates like a magnet as you're listing. You've given the Pc the question, and as the question is in the vicinity of the Service Facsimile, you've already ticked it. It draws the Pc's attention to it. He's listing along and suddenly he'll put a non sequitur item on the list. It doesn't make sense. It doesn't even answer the question, but there it is. Because his attention is being pulled to this inevitably. You're asking him for answers and he

gives you the rightest answer he knows - "People always jump off the Empire State Building so that they can live longer." That's the solution. That solves everything. It blows the Range Arm down. That's the Service Facsimile. Indicate the item to the Pc; then indicate the F/N.

### WHEN RUNNING OFF THE AUTOMATICITIES

If you're in the vicinity of the Service Facsimile, the Pc won't be able to stay out of it, we guarantee you.

The first question in the bracket is always how would it make him right. (Never how would it make him wrong. Never, never, never.) The automaticities should start with the first question. If not, ask him how it would make others wrong. You almost always enter it at the level of right/wrong. But don't make the blunder of thinking that there can't be a Service Fac there if it doesn't enter at that level. Try it on the other bracket questions. It can enter at the level of dominate; it might enter at the level of survival.

But if - on one of those - the Pc doesn't immediately jump in and swim into the whirlpool, it's not it. If he tells you, "Well, let's see ... make me right, no, hmmmmmmmm...." or ".....escape domination ..... no, doesn't make sense" that's not it. If he says that isn't it, then that isn't it.

If he hasn't jumped in and swum madly to the center of the whirlpool and gotten embroiled in this thing, it's not it. Because that's the first thing they want to do with a Service Fac - drown.

When you get close to the Service Fac, you'll get the automaticities coming off thick and fast. Don't stop the avalanche with acknowledgements. Don't stop it with a new question. Let it run out.

It's not one Clearing question for one answer. It's one question for one waterfall.

### WHEN TO PREPCHECK

When the L & N item won't run on any of the brackets or doesn't produce a computation, even after going all the way through the R3R steps, you prepcheck it to EP (F/N, cog, VGIs). Ref: F/N EVERYTHING.

When an item doesn't surrender to normal Clearing (like Prepchecking) it is because it has a Service Facsimile behind it. The Pc has a vested interest in holding onto it. He won't be able to itsa the item on a Prepcheck. Thus, a Service Facsimile, if present, will turn on mass on a Prepcheck.

If you Prepcheck "anger" and get a normal EP, then there is no Service Facsimile computation driving the anger. It's just anger. If you Prepcheck "anger" and it turns on mass (you get no EP), then you know that anger is driven by a Service Facsimile computation. The Pc has a vested interest in keeping that anger and he will turn on mass rather than give it up. You then run "anger" through the Service Facsimile Bracket and you get lots of Range Arm action and a computation with F/N VGIs as the EP. Conversely, if you run an item through the Service Facsimile Bracket and get no computation or you find out that the Preclear doesn't use the item to make others wrong or to make himself right, etc., then you know the item is not driven by an underlying Service Facsimile computation. In that case you Prepcheck the item to EP.

The Prepcheck is a series of types of decisions Beings make about things. So if it doesn't prepcheck, the Prepcheck must be in conflict with the rightness and wrongness.

Reversely, if it's not a Service Facsimile it will prepcheck, and you polish it off by that method to EP.

Then find another L & N item that will run on the Service Facsimile brackets.

### ENDING SERVICE FACSIMILE RUNNING

Service facsimile running can be ended off when you have fully run many L & N items (which will lead to the main Service Facsimile). When the main Service Facsimile computation has blown, Service Facsimile handling is complete.

NOTE: It might happen (rarely) that you get the main Service Facsimile on the Pc on your first listing and nulling. It will be rare because the main one does not usually come to view until the others have been taken off. Any Service Facsimile cleared produces change, but on this one you will see the Pc changing character before your eyes. The results are quite astounding.

But realize that other, lesser Service Facsimiles simply dissolve when the main core Service Facsimile is gone. They have been leaning upon it.

The main core Service Facsimile will be the one the Pc has used as a solution to all of life. When found it will be unmistakable to both the Pc and the Clearing Practitioner. When this one has been completed, you will have attained the EP on Service Facsimile running. You will have brought about a complete character change in the individual, returned his freedom of choice and his freedom to inspect and enabled him to be truly right.

## SLOW ASSESSMENT

8 FEBRUARY 1989

### REFERENCE: HOW TO GET RANGE ARM ACTION

In a Slow Assessment the idea is to keep the Pc talking (Itsa-ing) about his present time environment, getting as much Range Arm action as possible, for as long as possible, without finding and trying to run a "glum area" that makes the Range Arm rise.

To do this a Clearing Practitioner should be aware of and able to use the following definitions:

Pc "Itsa-ing": Pc saying what is, what is there, who is there, where it is, what it looks like, ideas about, decisions about, solutions to, things in his environment. The Pc talking continuously about problems or puzzlements or wondering about things in his environment is not "Itsa-ing." (See page 8 of the bulletin HOW TO GET RANGE ARM ACTION under the heading THE THEORY OF RANGE ARM ACTION)

Present Time Environment: The whole area covering the Pc's life and livingness over a definite period. It may be the last day, the last week, the last year, depending on the Pc.

A Glum Area: That area which when the Pc is supposedly "Itsa-ing" about it, makes him glum and the Range Arm rise, indicating that a Service Facsimile is doing the confronting on that area and not the Pc.

The following diagram and the explanation below illustrate just what is taking place in a Slow Assessment and how the definitions given above apply.

While the Pc is talking about football he can say Itsa game, Itsa played by two teams, Itsa played on a field, etc., etc., etc. The same applies to the areas TV, Work, Wife, Club, Garden, House and Mountains. All this will give nice Range Arm action and good gains for the Pc.

Now, when he starts talking about cars he will say, "I often have punctures," "I wonder why my car will only do 100 mph" etc., etc. While he's talking like this there will be no Range Arm action or a rising Range Arm, and if the Clearing Practitioner lets the Pc continue, he will get steadily worse. So, the Clearing Practitioner must put in an Itsa line - e.g., "What have you done about this?," and the Range Arm will start moving again and the Pc will get brighter as now he is "Itsa-ing," before he wasn't.

Later, or earlier, the Pc will start talking about Taxes, his problems, worries, puzzlements, wonders about Taxes - the Range Arm will rise and the Pc will become glum. Then, even though the Clearing Practitioner puts in an Itsa line as with the subject of cars, the Range Arm continues to rise and the Pc remains glum. This is because the Pc can't Itsa this area - he's "got it all made" - "IGNORE THEM" and this does all his confronting for him.

In other words, the Service Facsimile is a substitute confront and so the Range Arm rises (Note the old rule about rising needle equals no confront!) This is a glum area (indicating a Service Fac) so the Clearing Practitioner lists "In this lifetime what would be a safe solution (or safe assumption) regarding Taxes?," completes the list, nulls it, gets the Service Facsimile "Ignore them," runs it on R3SCA (the Service Fac Bracket) and soon the Pc will be able to itsa on the subject of Taxes. This area could be found in the first 5 minutes, in which case it may be possible to just note it down and get the Pc on to areas he can confront and come back to this one later after consulting with the C/S.

The Slow Assessment should go on for hours and hours and hours with excellent Range Arm action and the Pc gaining in his ability to Itsa all the time. However it won't go that way if the Clearing Practitioner doesn't get the Pc to really Itsa what is in his environment, e.g., the Clearing Practitioner shouldn't be content to have the Pc say he lives "out in the suburbs;" he wants the address, its distance from the city, the city, the type of house, how many rooms, what the street looks like, the names of the houses, occupants, who the neighbors are, etc, etc, etc. Itsa! Itsa! Itsa! Also, it won't go that way if the Clearing Practitioner tries to list safe solutions just because the Pc starts talking about his problems in an area as in the example given above with the car. Use the "safe solution" only when the Pc has hit a glum area, the Range Arm has stopped and asking for "solutions," "done about," etc. hasn't gotten the Range Arm moving again. That's when you list for "safe solutions."

Itsa! Itsa! Itsa! Equals Range Arm action! Range Arm action! Range Arm action!  
Equals Pc better! Pc better! Pc better! Good gains!!



## THE EXPANDED SERVICE FACSIMILIE RUNDOWN

28 OCTOBER 1985

Over the years we have been using a direct listing and nulling question to get a Preclear's service facsimilie, e.g. "In this lifetime, what do you use to make others wrong?" This question theoretically leads the Preclear to give his service facsimilie computation as the LFBD F/N item. The computation is then run in the service facsimilie bracket to fully discharge that service facsimilie. Additionally, the computation can be run R3R Quad to a full erasure of the basic incident that is the source of the service facsimilie. The full procedure is given in the service facsimilie section of Level IV.

Clearing Practitioners who have used this technique over the last 10 years have noted some difficulties. These difficulties and a breakthrough concerning the subject of running service facsimilies are presented in this bulletin.

Such listing and nulling questions as the one above do not specifically ask for a computation and most Preclears, even after extensive education on the subject of service facsimilies, do not give computations in answer to the service facsimilie listing and nulling question. In answer to the listing question, "In this lifetime, what do you use to make others wrong?" most Preclears gives answers like "my anger," "stubbornness," "making myself right," etc. These, of course, are not computations. In theory, if you run one of these items, the Preclear will give up the computation during the running of the brackets; however, this does not always happen. If you don't get the service fac computation with these questions you are reactivating and not discharging the Preclear's service facsimilies, thereby, leaving tremendous by-passed charge on a case. This is very bad because now the Preclear will dramatize being right and making others wrong more than ever as a "Grade IV" release.

Some Clearing Practitioners have handled this difficulty by telling the Preclear before each listing question that he wants "computations" or by reminding the Preclear during the listing process that he wants "computations." This is really poor form for a Clearing Practitioner because it is an evaluation and creates a situation where the Preclear has to alter the question to come up with the answer needed to satisfy the Clearing Practitioner.

Disrupting the listing process often leads to outlist phenomena, such as a wrong item, since the Preclear is in a slightly distracted frame of mind. The Preclear is looking for an answer which is not explicitly stated in the question.

The question, "In this lifetime, what computation do you use to make others wrong?" could be used. But to ask specifically for computations does not always make this a more workable procedure.

Our exploration of service facsimilies and workable techniques for finding them has led us to a startling breakthrough.

Often, when asking for a service facsimilie with the question, "In this lifetime, what do you use to make others wrong?", the Preclear will simply answer, "Nothing," "I never make people wrong," etc. with a floating needle. Some of us thought, "The Pc can't confront his service facs." or "The Pc is just 'water bugging' (skimming over the top of the process as a waterbug skims over the top of a pond)." We have held on to this idea about the "no ser fac case" for a long time. When we began to investigate this "no ser fac case" and the other difficulties encountered in running service facsimilies we came up with a startling conclusion:

**BEINGS DON'T MAKE PEOPLE WRONG**

**ONLY A BEING WHO IS IN A VALENCE MAKES OTHERS WRONG**

A person himself or herself as a Being has no desire or inclination to make self right by making others wrong; however, when that Being is stuck in a valence (mother, father, boss, teacher, etc.) he or she is inclined to dramatize the service facsimilie of that valence as part of a package of characteristics. The Being uses the computation of the valence, or what he thinks the computation is, as a “make wrong” mechanism. A Being who is “in-valence” would have no need to make others wrong. Answers like “nothing” or “I\ (as a Being) don’t make people wrong” to the question, “What do you\ (as a Being) use to make others wrong?” are totally valid and correct answers, perhaps the only valid and correct answers to a standard service facsimilie question. A Being doesn’t make others wrong; only a Being in a valence makes others wrong.

What we are really asking for in the “SIMPLE” service facsimilie question, [“IN THIS LIFETIME, WHAT DO YOU USE TO MAKE OTHERS WRONG?”] is, [“IN THIS LIFETIME, WHEN YOU ARE OUT OF VALENCE AND DRAMATIZING SOME DOMINANT VALENCE OR IDENTITY OUT OF YOUR PAST, WHAT COMPUTATION OF THAT VALENCE OR IDENTITY DO YOU USE TO MAKE OTHERS WRONG?”] Of course this question is far too complicated and would most likely cause a Pc to spin. It is really two questions in one, e.g. “What valence or identity would make others wrong” and “What computation does that valence or identity use to make others wrong?” Get the answer to those two questions and you’ve got the valence and the service facsimilie. If the valence blows, you may not have to run the service facsimilie.

If you use the “simple” service facsimilie question, “In this lifetime, what do you use to make others wrong?” on a bright, well trained Preclear, he is going to have to go through the steps of finding the valence or the identity first and then find the computation of that valence or identity. This puts the bright, well trained Pc on a “self-processing” cycle and if you are extremely lucky, you will get a hot computation. More than likely, he will just go “out of session” and get a slightly wrong or completely wrong item. For the untrained, average Pc, you will miss the service facsimilie entirely. The average, untrained Pc just isn’t bright enough to break the question down and figure out the correct computation. More than likely, this will show up as a “nothing” answer and if you push the idea that he does have service facsimilies, he’ll get into overrun because he\ (as a Being) does not use service facsimilies. Now you do a rehab; it is difficult because he\ (as a Being) never had any service fac computations in the first place. He attests to Grade IV while being completely loaded with the service facs of valences and identities which have now been stirred up and not released (by-passed charge) with your wrong service facsimilie question. Now you’ve got a guy who really makes himself right and others wrong while claiming to be a Grade IV release.

Getting service facsimilies off a case is really quite simple and involves two listing and nulling questions:

1. What valence or identity would make others wrong (dominate others, etc.)?
2. What computation does (valence or identity found in 1) use to make others wrong (dominates others, etc.)
3. Run the service facsimilie computation in the brackets and R3R Quad.

Now you’re really going to clean up service facs and have a true Grade IV release.

For the complete procedure, see the the Bulletin called EXPANDED SERVICE FACSIMILIE RUNDOWN.

## ASSESSMENT BY BUTTONS

6 JULY 1988

The key sentence in assessing is:

In this lifetime have you mainly \_\_\_\_\_ ?

SUPPRESSED  
FAILED TO SUPPRESS  
NOT SUPPRESSED

INVALIDATED  
FAILED TO INVALIDATE  
NOT INVALIDATED

CONTROLLED  
FAILED TO CONTROL  
NOT CONTROLLED

JUSTIFIED  
FAILED TO JUSTIFY  
NOT JUSTIFIED

PROTECTED  
FAILED TO PROTECT  
NOT PROTECTED

BLOCKED  
FAILED TO BLOCK  
NOT BLOCKED

CONFRONTED  
FAILED TO CONFRONT  
NOT CONFRONTED

STOPPED  
FAILED TO STOPPED  
NOT STOPPED

FEARED  
FAILED TO FEAR  
NOT FEARED

DESIRED  
FAILED TO DESIRE  
NOT DESIRED

ENDURED  
FAILED TO ENDURE  
NOT ENDURED

PROVEN  
FAILED TO PROVE  
NOT PROVEN

WITHHELD  
FAILED TO WITHHOLD  
NOT WITHHELD

PROTESTED  
FAILED TO PROTEST  
NOT PROTESTED

SUGGESTED  
FAILED TO SUGGEST  
NOT SUGGESTED

DENIED  
FAILED TO DENY  
NOT DENIED

SURVIVED  
FAILED TO SURVIVE  
NOT SURVIVED

ATTACKED  
FAILED TO ATTACK  
NOT ATTACKED

GIVEN UP  
FAILED TO GIVE UP  
NOT GIVEN UP

HAD  
FAILED TO HAVE  
NOT HAD

RESENTED  
FAILED TO RESENT  
NOT RESENTED

INHIBITED  
FAILED TO INHIBIT  
NOT INHIBITED

ENFORCED  
FAILED TO ENFORCE  
NOT ENFORCED

HIDDEN  
FAILED TO HIDE  
NOT HIDDEN

REVEALED  
FAILED TO REVEAL  
NOT REVEALED

ASSERTED  
FAILED TO ASSERT  
NOT ASSERTED

CHANGED  
FAILED TO CHANGE  
NOT CHANGED

DAMAGED  
FAILED TO DAMAGE  
NOT DAMAGED

PREVENTED  
FAILED TO PREVENT  
NOT PREVENTED

IGNORED  
FAILED TO IGNORE  
NOT IGNORED

DECIDED  
FAILED TO DECIDE  
NOT DECIDED

HELD OFF  
FAILED TO HOLD OFF  
NOT HELD OFF

PULLED IN  
FAILED TO PULL IN  
NOT PULLED IN

HELPED  
FAILED TO HELP  
NOT HELPED

BELIEVED  
FAILED TO BELIEVE  
NOT BELIEVED

AVOIDED  
FAILED TO AVOID  
NOT AVOIDED

CAUSED  
FAILED TO CAUSE  
NOT CAUSED

ABANDONED  
FAILED TO ABANDON  
NOT ABANDONED

WASTED  
FAILED TO WASTE  
NOT WASTED

EVADED  
FAILED TO EVADE  
NOT EVADED

CREATED  
FAILED TO CREATE  
NOT CREATED

DESTROYED  
FAILED TO DESTROY  
NOT DESTROYED

Make up an L&N question:

In this lifetime what have you.....(level found).

Then combine the level and the LFB item and run that in the Serfac bracket. If the level was “failed to control” and the item “my emotion,” then the phrase run the brackets would be “failing to control your emotions.”

Run the service facsimile computation in the brackets:

1. In this lifetime, how would (service facsimile) make you right?
2. In this lifetime, how would (service facsimile) make others wrong?
3. In this lifetime, how would (service facsimile) help you escape domination?
4. In this lifetime, how would (service facsimile) help you to dominate others?
5. In this lifetime, how would (service facsimile) aid your survival?
6. In this lifetime, how would (service facsimile) hinder the survival of others?

## DEFINITION OF A ROCK SLAM

22 NOVEMBER 1988

The following is the only valid definition of an R/S:

ROCK SLAM: THE CRAZY, IRREGULAR, LEFT-RIGHT SLASHING MOTION OF THE NEEDLE ON THE CB METER DIAL. R/SES REPEAT LEFT AND RIGHT SLASHES UNEVENLY AND SAVAGELY, FASTER THAN THE EYE EASILY FOLLOWS. THE NEEDLE IS FRANTIC. THE WIDTH OF AN R/S DEPENDS LARGELY ON SENSITIVITY SETTING. IT GOES FROM ONE-FOURTH INCH TO WHOLE DIAL BUT IT SLAMS BACK AND FORTH.

A ROCK SLAM (R/S) MEANS A HIDDEN EVIL INTENTION ON THE SUBJECT OR QUESTION UNDER CLEARING OR DISCUSSION.

VALID R/SES ARE NOT ALWAYS INSTANT READS. AN R/S CAN READ PRIOR OR LATENTLY.

## DEFINITION OF A DIRTY NEEDLE

The following is the only valid definition of a dirty needle:

DIRTY NEEDLE: AN ERRATIC AGITATION OF THE NEEDLE WHICH IS RAGGED, JERKY, TICKING, NOT SWEEPING, AND TENDS TO BE PERSISTENT. AN INCONSISTENT DISHARMONIOUS VIBRATION OF THE NEEDLE. IT IS NOT LIMITED IN SIZE.

A DIRTY NEEDLE IS CAUSED BY ONE OF THREE THINGS:

1. THE CLEARING PRACTITIONER'S CE<sub>s</sub> ARE BAD.
2. THE CLEARING PRACTITIONER IS BREAKING THE CLEARING PRACTITIONER'S CODE.
3. THE PC HAS WITHHOLDS HE DOES NOT WISH KNOWN.

The definitions of a dirty needle as "a small rock slam" and "a smaller edition of the rock slam" are CANCELLED. The definition of a dirty needle as "a minute rock slam" is CANCELLED.

All definitions which limit the size of a dirty needle to "one quarter of an inch" or "less than one quarter of an inch" are CANCELLED.

A dirty needle is NOT TO BE CONFUSED with an R/S. They are distinctly different reads. You never mistake an R/S if you have ever seen one. A dirty needle is far less frantic.

THE DIFFERENCE BETWEEN A ROCK SLAM AND A DIRTY NEEDLE IS IN THE CHARACTER OF THE READ, NOT THE SIZE.

Persistent use of "fish and fumble" can sometimes turn a dirty needle into a rock slam. However, until it does, it is simply a dirty needle.

CLEARING PRACTITIONERS, C/SES, SUPERVISORS MUST KNOW THE DIFFERENCE BETWEEN THESE TWO TYPES OF READS.

## SERVICE FACSIMILES AND ROCK SLAMS

22 NOVEMBER 1988

A Service Facsimile is a brother to R/Ses and evil intentions.

This is easily seen when one understands the anatomy of the Service Facsimile and the right/wrong, dominate and survive computations that enter into it; and when one understands that an R/S always means a hidden evil intention and that the total reason for an R/S is to make wrong. In order to get someone to succumb, they have to be wrong.

Way back up there the idea preceding the Service Facsimile was right, really right. Then it came down a bit and was a method of survival and then it was a method of dominating and then it was a method of being right in order to make others wrong.

And in that contest one did enough perpetrations so that the communication line took a swithcheroo. What was right about it is now wrong about it and what was once wrong is now right. A=A=A enters into the situation where rightness becomes wrongness. All of his perpetrations get piled up on one of these fixed ideas, or what we call a Service Facsimile.

It isn't actually a facsimile at all. It's the guy himself keeping facsimile in reactivation because he "knows" what's best. The person himself is generating the fixed idea with his conscious mind; it is not the reactive bank.

It isn't what aberration the individual is dramatizing. It's what aberration does the individual dredge up in order to make somebody wrong. It isn't the accidental thing you think it is. It's intended.

The intention is to be right and make others wrong, to dominate others and escape domination oneself, to aid own survival and hinder the survival of others. That is the Service Facsimile - blood brother to the hidden, evil intention that is behind the rock slam.

This does not mean you will necessarily see R/Ses on every Service Facsimile you run. It does mean that WHERE A PC IS R/SING IN AN AREA YOU HAVE AN AREA OF A HEAVY, A SEVERE, SERVICE FACSIMILE.

Know when you see an R/S that the individual is in the grip of an evil intention which he himself is generating. He intends that area or subject on which he is R/Sing nothing but harm. Calculatingly, covertly, he will go to great lengths to carry his intentions out, at all times carefully concealing the fact.

The evil intention is not limited to terminals. He's not R/Sing on a terminal; he's R/Sing on the evil intention. The evil intention can associate with many terminals.

The R/S dominates the individual; it is the person. He has been overwhelmed by it. In that area he has no ability to reason; he has no freedom to choose. The evil intention is substituted for livingness. It is his safe solution to life, his Service Facsimile.

The Service Facsimile does not respond to ordinary Clearing because in the course of ordinary Clearing it does not get inspected. It, by its nature, forbids inspection. But when addressed at the right/wrong level the Pc gives it up easily because in that area he has no power of choice.

### MORE THAN ONE SERVICE FACSIMILE PER PC

We have had, for many years, Service Facsimile processing with which to handle these obsessions, and thus to handle the person who R/Ses.

But it is not just finding one Service Facsimile. You find many Service Facsimiles which then add up to the big one.

It was what the Pc had done with the Service Facsimile to make others wrong which was important, not just finding it. The tech includes Clearing them out with Alethanetic Clearing. And you find many, many more than one on each Pc. We get complete character changes with this.

So we not only have a more thorough means of handling Service Facsimiles than ever before - we also have a more reliable route to the handling of an R/Ser.

#### BUT IT'S MORE THAN ONE SERVICE FACSIMILE PER PC.

You may Clear off one, two or three apparent Service Facsimiles that all answer up to the complete description of a Service Facsimile. And they will run. But all are actually leaning on the central Service Facsimile that is in reactivation in PT. As you take these lesser Service Facsimiles off, the central one comes to view.

On the first ones you find, the most you can hope for is you found something that blew down and moved you closer to finding the main Service Facsimile. So you take them.

If you've found a Service Facsimile, the needle will be looser and the Range Arm in reasonable range. And it will run on the right/wrong, etc. brackets and the Pc will get off automaticities. When you've finally found several and walked it all the way through to the Service Facsimile, it's as if all the other Service Facsimiles you've been peeling off are like the bands of trees and sod that lie up against the mountain peak. So you take the Service Facsimiles and run them as you find them. You unburden the cliffs before you pull the mountain out by the roots.

As you're running out the first Service Facsimiles, you're reversing the dwindling spiral, you're restoring the individual's ability to handle his environment because he's now seeing it, he's now beginning to confront it.

And by the time you've pulled the main one - the mountain - out by its roots you've returned him to sanity. He is now able to inspect; he no longer needs a "safe solution."

It is the most dangerous thing in the world to have a safe solution, because that is the hole out of which sanity drains.

# THE MISUNDERSTOOD WORD

## DEFINED

9 DECEMBER 1988

“MISUNDERSTOOD” or “NOT-UNDERSTOOD” are words used to identify any error or omission in comprehension of a word, concept or symbol. Some people go around thinking that a misunderstood is just something they obviously don’t know - a “not-understood.” A “not-understood” is a misunderstood. There are additional ways a person can misunderstand a word.

**A MISUNDERSTOOD WORD OR SYMBOL IS A WORD OR SYMBOL FOR WHICH THE STUDENT HAS:**

1. **A FALSE (TOTALLY WRONG) DEFINITION:** A definition that has no relationship to the actual meaning of the word or symbol whatsoever.

Example: The person reads or hears the word “cat” and thinks that “cat” means “box.”

Example: A person sees an equals sign (=) and thinks it means to subtract something twice.

2. **AN INVENTED DEFINITION:** An invented definition is a version of a false definition. The person has made it up himself or has been given an invented definition. Not knowing the actual definition he invents one for it. This is sometimes difficult to detect because he is certain he knows it, after all he invented it himself. There is enough protest preceding his invention of it to make it read on a meter. In such a case he will be certain he knows the definition of the word or symbol.

Example: The person when very young was always called a “girl” by his pals when he refused to do anything daring. He invents the definition of “girl” to be “a cowardly person.”

Example: A person never knew the meaning of the symbol for an exclamation point (!) but seeing it in comic strips as representing swear words, invents the definition “a foul curse” for it and regards it accordingly in everything he reads.

3. **AN INCORRECT DEFINITION:** A definition that is not right but may have some relationship to the word or symbol or be in a similar category.

Example: The person reads or hears the word “computer” and thinks it is “typewriter.” This is an incorrect meaning for “computer” even though a typewriter and a computer are both types of machines with keyboards.

Example: A person thinks a period (.) after an abbreviation means that you halt in reading at that point.

4. **AN INCOMPLETE DEFINITION:** A definition that is inadequate.

Example: The person reads the word “office” and thinks it means “room.” The definition of the word “office” is: “A room or building in which a person transacts his business or carries on his stated occupation.” (Ref: Funk and Wagnalls Standard Dictionary of the English Language.) The person’s definition is incomplete for the word “office.”



Example: The person sees an apostrophe (‘) and knows that it means that something is owned (‘s) but does not know that it also is used to show that a letter has been left out of a word. He sees the word “can’t” and immediately tries to figure out who “can” is.

5. AN UNSUITABLE DEFINITION: A definition that does not fit the word as it is not used in the context of the sentence one has heard or read.

Example: The person hears the sentence: “I am dressing a turkey.” The person’s understanding of “dressing” is “putting clothes on.” That is one definition of “dressing” but it is an unsuitable definition for the word as it is used in the sentence he has heard. Because he has an unsuitable definition he thinks someone is putting clothes on a turkey. As a result the sentence he has heard doesn’t really make sense to him. The definition of “dressing” that correctly applies in the sentence he has heard is: “to prepare for use as food, by making ready to cook, or by cooking.” (Ref: The Oxford English Dictionary.)

The person will only truly understand what he is hearing when he has fully cleared the word “dressing” in all its meanings, as he will then also have the definition that correctly applies in the context.

Example: The person sees a dash (-) in the sentence: I finished numbers 3-7 today. He thinks a dash is a minus sign, realizes you cannot subtract 7 from 3 and so cannot understand it.

6. A HOMONYMIC (one word which has two or more distinctly separate meanings)

DEFINITION: A homonym is a word that is used to designate several different things which have totally different meanings; or a homonym can be one of two or more words that have the same sound, sometimes the same spelling, but differ in meaning.

Example: The person reads the sentence: “I like to box.” The person understands this sentence to mean that someone likes to put things in “containers.”

The person has the right meaning for the word “box,” but he has the wrong word! There is another word “box” which is being used in the sentence he has just read and means: “to fight another in a boxing match.” (Ref: Funk and Wagnalls Standard Dictionary of the English Language.)

The person has a misunderstood because he has a homonymic definition for the word “box” and will have to clear the second word “box” before he understands the sentence.

Example: The person sees a plus sign (+) and as it resembles a cross he thinks it is something religious.

Example: The person hears the word “period” in the sentence: “It was a disorderly period in history,” and knowing that “period” comes at the end of a sentence and means stop, supposes that the world ended at that point.

Example: Homonymic misunderstands can also occur when a person does not know the informal or slang usage of a word. The person hears someone on the radio singing: “When my Honey walks down the street.” The person thinks a “thick, sweet, yellow or golden liquid, good to eat, that bees make out of the nectar they collect from flowers” is walking down the street! He doesn’t know the informal definition of “honey” which is “sweet one; a pet name,” which is how it is being used in the song.

(Ref: Funk and Wagnalls Standard Dictionary of the English Language.)

7. A SUBSTITUTE (SYNONYM - a word which has a similar but not the same meaning)

DEFINITION: A substitute definition occurs when a person uses a synonym for the definition of a word. A synonym is not a definition. A synonym is a word having a meaning similar to that of another word.

Example: The person reads the word “portly” and thinks the definition of the word is “fat.” “Fat” is a synonym for the word “portly.” The person has a misunderstanding because the word “portly” means: “of a stately appearance and carriage; impressive, especially on account of size.” (Ref: Funk and Wagnalls Standard Dictionary of the English Language.) The person does not have the full meaning of “portly” and he thinks it just means “fat.”

Knowing synonyms for words increases your vocabulary but it does not mean you understand the meaning of a word. Learn the full definition for a word as well as its synonyms.

8. AN OMITTED (MISSING) DEFINITION

DEFINITION: An omitted definition is a definition of a word that the person is missing or has been omitted from the dictionary he is using.

Example: A person hears the line, “The food here is too rich.” This person knows two definitions for the word “rich.” He knows that “rich” means “having much money, land, goods, etc.” and “wealthy people.” Neither of these definitions make much sense to him in the sentence he has just heard. He cannot understand what food could have to do with having a lot of money.

Omitted definitions can come about from using dinky dictionaries. If the person had looked up “rich” in a small paperback dictionary, he would probably still be stuck with his misunderstanding. A dinky dictionary probably will not give him all of the definitions he needs. In order to understand the word, he has to get a good sized dictionary to ensure he gets the omitted definition which is: “having in a high degree, qualities pleasing to the senses; luscious to the taste: often implying an unwholesome excess of butter, fats, flavoring, etc.” (Ref: Funk and Wagnalls Standard Dictionary of the English Language.)

Example: The person reads, “He estimated the light at f 5.6.” He can’t figure what this “f” is, so he looks up “f” in the American Heritage Dictionary and wonders if it is “f” for fahrenheit, “f” for franc or “f” for foul. The text doesn’t refer to France so he can not figure it out. Omitted in the American Heritage is the photography definition of “f” which means “the number which shows the width of the hole the light goes in the lens.” The moral of this is to have enough dictionaries around.

NOTE: It can occur that an accurate definition for a word is not given in any dictionary which is an error in the language itself.

9. A NO DEFINITION: A no-definition is a “not-understood” word or symbol.

Example: The person reads the sentence, “The business produced no lucre.” No understanding occurs; he has no definition for “lucre.” The word means: “money, especially as the object of greed; gain.” (Ref: Funk and Wagnalls Standard Dictionary of the English Language.) He doesn’t have the word incorrectly, unsuitably defined, he has no definition for it

at all. He has never looked up and gotten it defined. Thus he does not understand it. The definition does not exist for him until he looks it up and gets it clearly understood.

10. **A REJECTED DEFINITION:** A rejected definition is a definition of a word which the person will not accept. The reasons why he will not accept it are usually based on emotional reactions connected with it. The person finds the definition degrading to himself or his friends or group in some imagined or reactive way. Although he may have a total misunderstanding on the word he may refuse to have it explained or look it up.

Example: The person refuses to look up the word “mathematics.” He doesn’t know what it means, he doesn’t want to know what it means, and he won’t have anything to do with it. A discussion of why he refuses to look it up discloses that he was expelled from school because he flunked his first course in mathematics. If he were to realize that he flunked because he didn’t know what he was supposed to study he would then be willing to look the word up.

Example: The person refuses to look up the definition of asterisk (\*). On discussion it turns out that every time he sees an asterisk on the page he knows the material will be “very hard to read” and is “literary,” “difficult” and “highbrow.”

Discussion of why he won’t look it up usually reveals and releases the emotional charge connected with it. He may never have looked at this charge before. Properly handled he will now want to look it up, having gained an insight into why he wouldn’t.

Any word you come across which fits one or more of the above definitions of a misunderstood word or symbol must be cleared up, using a good size dictionary or more than one dictionary or text book or encyclopedia. It is catastrophic to go on past or ignore a misunderstood word or symbol as one simply will not understand what he is studying.

A student must discipline himself not to go past misunderstood words. He should learn to recognize from his reaction to what he is reading, especially the mental blankness which usually ensues right after one, that he has gone by a misunderstood. He should look them up and get them fully defined before going on with his reading. Students must develop the self-discipline of recognizing, locating and clearing away misunderstandings.

The definitions of “misunderstood” and “not-understood” and their different types, must be clearly understood by a person seeking to clear these in others. The most common error in clearing a word is the belief that a misunderstood is a word that a student simply does not know. This limited definition prevents word clearing. So these definitions of “misunderstood” and “not-understood” must be understood and applied.

## FALSE DATA STRIPPING

10 FEBRUARY 1989

When a person is not functioning well on his job or in life, at the bottom of his difficulties will often be found unknown basic definitions and laws or false definitions, false data and false laws, resulting in an inability to think with the words and rules of that activity and an inability to perform the simplest required functions. The person will remain unfamiliar with the fundamentals of his activity, at times appearing idiotic, because of these not-defined and falsely defined words.

Verbal instruction is the main source of false definitions and false data. Someone who "knows" tells someone else a definition or a datum. The person now thinks he knows the definition (even though nothing in the field makes any sense to him). The word may not even read on the meter during misunderstood checks because the person "thinks he knows."

A politician is told by an advisor, "It doesn't matter how much money the government spends. It is good for the society." The politician uses this "rule" and the next thing you know, inflation is driving everybody to starvation and the government to bankruptcy. The politician, knowing he was told this on the very best authority, does not spot it as false data, but continues to use it right up to the point where the angry mobs stand him up in front of a firing squad and shoot him down. And the pity of it is that the politician never once suspected that there was anything false about the data, even though he couldn't work with it.

There is no field in all the society where false data is not rampant. "Experts," "Advisors," "Friends," "Families" seldom go and look at the basic texts on subjects, even when these are known to exist, but indulge in all manner of interpretations and even outright lies to seem wise or expert. They pretend to know when they don't know. Some individuals are very expert at this pretending, so it is often hard to spot until it is too late. The cost, in terms of lost production and damaged equipment is enormous. You will see it in all sectors of society. People cannot think with the fundamentals of their work. They goof. They ruin things. They have to redo what they have already done.

You'll find people whose estimate of the environment is totally perverted to the point they're walking around literally in a fog. The guy looks at a tree and the reality of the tree is blurred by the "fact" that "trees are made by God" so he won't take care of the tree because he is convinced.

What we're trying to cure in people is the inability to think with data. This was traced to false data as a phenomenon additional to misunderstood words, although the misunderstood word plays a role in it and will have to be allowed for.

When a person is having difficulty in an area or on a job, when he can't seem to apply what he has "learned" or what he is studying, when he can't get through a specific drill or exercise in his training materials or can't a word cleared, you would suspect he has false data in that area or on those materials. If he is to use the information at all effectively he must first sort out the true facts regarding it from the conflicting bits and pieces of information or opinions he has acquired. This eliminates the false data and lets him get on with it.

## INABILITY

We are looking here at a brand new discovery which is that it can be nearly impossible to train anyone who is sitting on false data on the subject you are trying to train him on. This is the primary reason people cannot be trained and False Data Stripping therefore enables a person to be trained, even though other approaches have failed. This is a very valuable discovery - it solves the problem of inability to educate or train someone.

## SOURCES

False data on a subject can come from any number of sources. In the process of day-to-day living people encounter and often accept without inspection all sorts of ideas which may seem to make sense but don't. Advertising, newspapers, TV and other media are packed with such material. The most profound false data can come out of texts such as Stanislavsky (a Russian actor and director) and even mothers have a hand in it, such as "children should be seen and not heard."

Where a subject, such as art, contains innumerable authorities and voluminous opinions you may find that any and all textbooks under that heading reek with false data. Those who have studied study tech will recall that the validity of texts is an important factor in study. Therefore it is important that any supervisor or teacher seeking to use False Data Stripping must utilize basic workable texts. These are most often found to have been written by the original discoverer of the subject and when in doubt avoid texts which are interpretations of somebody else's work. In short, choose only textual material which is closest to the basic facts of the subject and avoid those which embroider upon them.

It can happen, if you do false data stripping well and expertly, without enforcing your own data on the person, that he can find a whole textbook false - much to his amazement. In such a case, locate a more fundamental text on the subject. (Examples of false texts: Lord Keynes treatises on economics; John Dewey's texts on education; Sigmund Freud's texts on the mind; and a textbook on "Proper Conduct for Sheep" written by A. Wolf.)

## USE OF FALSE DATA STRIPPING

False Data Stripping should be used extensively in all educational and training activities. Current society is riddled with false data and these must be cleared away so that we can educate and train people. Then they will be able to learn useful data which will enable them to understand things and produce valuable products in life.

False Data Stripping can be done on or off the meter. It can be done by a Clearing Practitioner in session, by a Course Supervisor, Teacher, Instructor or Word Clearer or by an executive, or any administrator. Students and staff can be trained to do it on each other.

Not a lot of training is required to deliver this procedure but anyone administering it must have checked out on this bulletin and have demonstrated and drilled the procedure. If it is going to be done on the meter (which is preferable) the person doing it must have completed a basic course containing meter training.

## GRADIENTS

It will be found that false data actually comes off in gradients.

For example, a student handled initially on false data on a particular drill will appear to be complete on it. He goes on with his studies and makes progress for a while and then sometimes he will hit a bog or slow in his progress. This is usually an indication that more false data has been flushed up (reactivated or remembered as a result of actually doing studies or drills). At that point more basic false data will come off when asked for. The reason for this is: when you first give a student false data handling he doesn't know enough about the subject to know false data from the true. When he has learned a bit more about the subject he then collides with more false data hitherto buried. This can happen several times, as he is getting more and more expert on the subject.

Thus the action of stripping off false data can and must be checked for and used in any training. The rundown has to be given again and again at later and later periods, as a student or staff member may come up against additional faulty data that has been not-ised. It can be repeated as often as necessary in any specific area of training until the person is finally duplicating and is able to use the correct technology and only the correct technology exactly.

## THEORY

There is a philosophic background as to why getting off false data on a subject works, and why trying to teach a correct datum over a false datum on the subject does not work. It is based on the Socratic thesis-antithesis-synthesis philosophical equation.

Socrates: 470 B.C. - 399 B.C. A great Greek philosopher.

A thesis is a statement or assertion.

An antithesis is an opposing statement or assertion.

The Socratic equation is mainly used in debate where one debater asserts one thing and the other debater asserts the opposite. It was the contention of Socrates and others that when two forces came into collision a new idea was born. This was the use of the equation in logic and debate. However, had they looked further they would have seen that other effects were brought into play. It has very disastrous effects when it appears in the field of education and training.

Where the person has acquired a false thesis (or datum), the true datum you are trying to teach him becomes an antithesis. The true datum comes smack up against the false datum he is hanging on to, as it is counter to it.

In other words, these two things collide, and neither one will then make sense to him. At this point he can try to make sense out of the collision and form what is called a synthesis, or his wits simply don't function. (Synthesis: a unified whole in which opposites, thesis and antithesis, are reconciled.)

So you wind up with a person either:

- (a) attempting to use a false, unworkable syntheses he has formed, or
- (b) his thinkingness locks up on the subject.

In either case you get an impossible-to-train, impossible-to-educate situation.

## GLIBNESS

Probably we have here the basic anatomy of the "glib student" who can parrot off whole chapters on an examination paper and yet in practice uses his tools as a door stop. This student has been a mystery to the world of education for eons. What he has probably done in order to get by, is set up a circuit which is purely memory. The truth of it is his understanding or participation is barred off by considerations such as "nothing works anyway but one has to please the professor somehow."

The less a person can confront, the more false data he has accumulated and will accumulate. These additives and complexities make the person complicate the subject beyond belief. Or the collision of false data and true data, without the person knowing which is which, makes him look dumb.

Therefore, in order to cure him of his additives, complexities, apathy and apparent stupidity on a subject, in addition to cleaning up misunderstood words, it is necessary to strip the false data off the subject. Most of the time this is prior to the true data and so is basic on the chain. Where this is the case, when that basic false data is located and stripped, the whole subject clears up more easily.

### FALSE DATA PRONE

Some people are prone to accepting false data. This stems from perpetrations committed prior to the false data being accepted. The false data then acts as a justifier for the perpetration.

An example of this would be a student studying past misunderstood words on a subject, cheating in the exam and eventually dropping the subject entirely. Then someone comes along and tells him that the subject is useless and destructive. Well, he will immediately grab hold of this datum and believe it as he needs something to justify his earlier perpetrations.

This actually gets into service facsimiles as the person will use the false data to make the subject or other people wrong.

So if you see someone who is very prone to accepting false data on a particular subject or in general, the answer is to get the prior perpetrations pulled. Then the person will not need to justify his perpetrations by accepting any false data that comes his way.

### PROCEDURE

You may not easily be able to detect a false datum because the person believes it to be true. When False Data Stripping is done on a meter, the false datum won't necessarily read for the same reason.

You therefore ask the person if there is anything he has run across on the subject under discussion which he couldn't think with, which didn't seem to add up or seems to be in conflict with the material one is trying to teach him.

The false datum buries itself and the procedure itself handles this phenomenon.

When the false datum is located it is handled with elementary recall. Straight memory technique was developed originally in 1950 as a lighter process than engram running. Cleverly used, Straight memory (recall processing) removed locks and released illnesses without the Pc ever having run an engram.

Once one had determined whatever it was that was going to be run with Straight memory, one would have the Pc recall where and when it happened, who was involved, what were they doing, what was the Pc doing, etc. until the lock blew or the illness keyed out.

Straight memory works at a lock level. When overdone it can key in underlying engrams. When properly done it can be quite miraculous.

### STEPS

- A. Determine whether or not the person needs this procedure by checking the following:
  1. The person cannot be trained or educated on a subject.
  2. No misunderstood words can be found on a subject yet it is obvious they exist.

3. The person is not duplicating the material he has studied as he is incorrectly applying it or only applying part of it, despite Word Clearing.
  4. He is rejecting the material he is reading or the definition of the word he is clearing.
  5. You suspect or the person originates earlier data he has encountered on the materials that could contain false data.
  6. The person talks about or quotes strange sources or obviously incorrect sources.
  7. He is glib.
  8. The person is backing off from actually applying the data he is studying despite standard Word Clearing.
  9. He is bogged.
  10. He cannot think with the data and it does not seem to apply.
- B. Establish the difficulty the person is having - i.e. what are the materials he can't duplicate or apply? These materials must be at hand and the person must be familiar with the basic true data on the subject being addressed.
- C. If the action is being done metered, put the person on the meter and properly adjust the sensitivity with a proper can squeeze.
- D. Thoroughly clear the concept of false data with the person. Have him give you examples to show he gets it. (This would be done if the person was receiving False Data Stripping for the first time.)
- E. The following questions are used to detect and uncover the false data. These questions are cleared before they are used for the first time on anyone. They do not have to read on a meter and may not do so as the person will not necessarily read on something that he believes to be true.
1. "Is there anything you have run across in (subject under discussion) which you couldn't think with?"
  2. "Is there anything you have encountered in (subject under discussion) which didn't seem to add up?"
  3. "Is there something you have come across in (subject under discussion) that seems to be in conflict with the material you are trying to learn?"
  4. "Is there something in (subject under discussion) which never made any sense to you?"
  5. "Did you come across any data in (subject under discussion) that you had no use for?"
  6. "Was there any data you came across in (subject under discussion) that never seemed to fit in?"
  7. "Do you know of any datum that makes it unnecessary for you to do a good job on this subject?"



8. "Do you know of any reason why a bad product is all right?"
9. "Would you be made wrong if you really learned this subject?"
10. "Did anyone ever explain this subject to you verbally?"
11. "Do you know of any datum that conflicts with standard texts on this subject?"
12. "Do you consider you really know best about this subject?"
13. "Would it make somebody else wrong for you not to learn this subject?"
14. "Is this subject not worth learning?"

The questions are asked in the above sequence. When an area of false data is uncovered by one of these questions, one goes straight on to Step F.

- F. When the person comes up with an answer to one of the above questions locate the false datum as follows:
1. Ask: "Have you been given any false data regarding this?" and help him locate the false datum. If this is being done on the meter, one can use any meter reads one does get to steer the person. This may require a bit of work as the person may believe the false data he has to be true. Keep at it until you get the false datum.

If the person has given you the false datum in Step E then this step will not be needed: just go straight on to Step G.

- G. When the false datum has been located, handle as follows:
1. Ask: "Where did this datum come from?" (This could be a person, a book, TV, etc.)
  2. "When was this?"
  3. "Where exactly were you at this time?"
  4. "Where was (the person, book, etc.) at the time?"
  5. "What were you doing at the time?"
  6. If the false datum came from a person ask: "What was (the person) doing at the time?"
  7. "How did (the person, book, etc.) look at the time?"
  8. If the datum has not blown with the above questions ask: "Is there an earlier similar false datum or incident on (the subject under discussion)?" and handle per Steps 1-7.

Continue as above until the false datum has blown. On the meter you will have a floating needle and very good indicators.

**DO NOT CONTINUE PAST A POINT WHERE THE FALSE DATUM HAS BLOWN.**

If you suspect the datum may have blown but the person has not originated, then ask: "How does that datum seem to you now?" and either continue if it hasn't blown or end off on that datum if it has blown.

H. When you have handled a particular false datum to a blow, going earlier similar as necessary, you would then go back and repeat the question from E (the detection step) that uncovered the false datum. If there are any more answers to the question, they are handled exactly as in Step F (location) and Step G (handling).

That particular question is considered complete when the person has no more answers. Then, if the person is not totally handled on the subject under discussion, one would use the other questions from Step E and handle them in the same way. All the questions can be asked and handled as above but one would not continue past a point where the whole subject has been cleared up and the person can now duplicate and apply the data he has been having trouble with.

I. Have the person study or restudy the true data on the subject you have been handling.

#### END PHENOMENA

When the above procedure is done correctly and fully on an area the person is actually having difficulty with he will end up able to duplicate, understand and apply and think with the data that he could not previously grasp. The false data that was standing in the road of duplication will have been cleared away and the person's thinking will have been freed up. When this occurs, no matter where in the procedure, one ends off the False Data Stripping on that subject and sends the person to the Examiner. He will have cognitions and VGIs and on the meter you will have an F/N. This is not the end of all False Data Stripping for that person. It is the end of that False Data Stripping on that person at that particular time. As the person continues to work with and study the subject in question, he will learn more about it and may again collide with false data at which time one repeats the above process.

#### NOTE

False data buries itself as the person may firmly believe that it is true. Sometimes the person will have such faith in a particular person, book, etc. that he cannot conceive that any data from that particular source might be false. One artist being false data stripped had received some false data from a very famous painter. Even though the data didn't really add up and actually caused the artist tremendous problems, he tended to believe it because of where it came from. It took persistence on the part of the person administering the False Data Stripping to eventually blow this false datum with a resulting freeing up of the artist's ability to think and produce in the area.

#### MISUNDERSTOOD WORDS

Misunderstood words often come up during False Data Stripping and should be cleared when they do. One would then continue with the False Data Stripping. One person being false data stripped knew he had some false data from a particular source but the false data was a complete blank - he couldn't remember it at all. It was discovered that he had a Misunderstood word just before he received the false data and as soon as this was cleared up, he recalled the false data and it blew. This is just one example of how Word Clearing can tie in with False Data Stripping.

#### REPEATED USE

False Data Stripping can be done over and over as it will come off in layers as mentioned before. If False Data Stripping has been done on a specific thing and at some later

point the person is having difficulty with a drill or the materials, the stripping of false data should be done on him again. In such a case it will be seen that the person recognizes or remembers more false or contrary data he has accumulated on the subject that was not in view earlier. As he duplicates a drill or his materials more and more exactly, former "interpretations" he had not-ised, incorrect past flunks that acted as invalidation or evaluation, etc., may crop up to be stripped off.

## CAUTIONS

**CODE.** False Data Stripping is done under the discipline of the Clearing Practitioner's Code. Evaluation and invalidation can be particularly harmful and must be avoided. All points of the code apply.

**RUDIMENTS.** One would not begin False Data Stripping on someone who already has out-ruds. If the person is upset or worried about something or is critical or nattery, then you should fly his ruds or get them flown before you start False Data Stripping.

**OVERRUN.** One must be particularly careful not to overrun the person past a blow of the false datum. The stress in recall is that it is a light action which does not get the person into engrams or heavy charge. Keep it light. If you overrun someone past the point of a blow, he may drop into engrams or heavy charge. Just take the recall step to a blow and don't push him beyond it.

**DATE/LOCATE.** Date/Locate is another way of getting something to blow. If a false datum does not blow on the recall steps despite going earlier similar, then it could be handled with Date/Locate in session as ordered by the C/S. This would normally be done as part of a False Data Stripping Repair List. Date/Locating false data would never be done except in session as ordered by the C/S or as directed by the False Data Stripping Repair List. The Clearing Practitioner must be checked out on Dating and Locating and practiced in it before he attempts it.

**FALSE DATA STRIPPING REPAIR LIST.** The False Data Stripping Repair List is used in session by a Clearing Practitioner when False Data Stripping bogs inextricably or the person is not F/N GIs at exams or gets in trouble after False Data Stripping has been done. A bogged False Data Stripping session must be handled within 24 hours

**NEW STUDENTS.** Students who are new to Alethiology should not use this procedure on each other as they may be insufficiently experienced to deliver it competently. In this case the Supervisor or someone qualified would administer False Data Stripping to those students who need it.

## SUMMARY

The problem of the person who is unable to learn or who is unable to apply what he learns has never been fully resolved before. Misunderstood were and are a major factor and Word Clearing must be used liberally. Now, however, we have made a major breakthrough which finally explains and handles the problem of inability to learn and apply.

Man's texts and education systems are strewn with false data. These false data effectively block someone's understanding of the true data. The handling given in this bulletin makes it possible to remove that block and enable people to learn data so they can apply it.

With the ability to learn comes stability and the production of valuable products. With stability and the production of valuable products comes the achievement of one's purposes and goals, high morale and happiness.

So let's get to work on stripping away the false data which plagues Man, clogs up his ability to think and learn and reduces his competence and effectiveness. Let's increase the ability of individuals and the human race.

## THE CREATIVE DEFINITION PROCEDURE

10 FEBRUARY 1989

The Creative Definition Procedure (CDP) is an extremely valuable process when you find that the student or Pc you are working with has a fixed idea about the definition of a word. They've got some idea about the definition of a word and they are not going to give it up, ever. You want to clear the word to use in a certain context in a process and you get stopped right there. That is where the CDP comes in.

A person has fixed or stuck ideas about words for three reasons:

1. A definition has been implanted under duress.
2. Bad associations have been made with the word.
3. Any other definition makes them wrong.

A good example of this is the definitions of the words "help" and "assist" as given in the est Training. While the words are synonyms, this training implants the idea that "help" is bad and "assist" is good. This distinction is found nowhere else in the English language and is further complicated by the fact that the est organization published no dictionary for their definitions of words. Further, this distorted idea plays on the individual's prior bad experiences with the subject of help. The training is given under duress for most people, e.g., long hours, little sleep, rest, or food and overwhelm-type processes. This leads to a situation where words are implanted just like in an engram. Here we have a word, "help," implanted under duress. If the person also has had bad associations with the word "help" prior to the training, he or she may now feel "made wrong" by attempts to fully clear all the standard definitions of the word which have nothing to do with the goodness or badness of the word help. You could just use the word "assist" in the commands, but the goal is a person who is free of fixed ideas about words caused by implants and bad associations.

You might be inclined to say, "Now, look-a-here, you've got a wrong definition and I'm gonna straighten you out on this. It's not in any dictionary that way. I want you to use the correct definition or else." This further overwhelms an already overwhelmed person. This is just like saying, "Now stop dramatizing that engram so I can Clear you." What you do is run out the engram. In this case, the person is dramatizing a definition of a word. The correct action is to run out the definition of the word and discharge it so that the person can now think clearly on the subject and be one step closer to being Clear. Use these implanted definitions and bad associations as opportunities to get the person one step closer to Clear. Don't make the person wrong.

The way to handle this is the Creative Definition Procedure (CDP). The CDP runs out the bad associations on a word and frees up implanted definitions. The CDP is followed by False Data Stripping Words if needed.

## THE CREATIVE DEFINITION PROCEDURE

- A. Have the person read the definition in a good standard dictionary like Webster's or the World Book Dictionary.
- B. Put the word in the following commands:
  1. What does the word\_\_\_\_\_mean or imply?
  2. Tell me some things the word\_\_\_\_\_doesn't mean.

3. Tell me some things the word\_\_\_\_\_can be used to describe.
4. Tell me some things the word\_\_\_\_\_cannot be used to describe.
5. What is the word\_\_\_\_\_associated with?
6. What is the word\_\_\_\_\_not associated with?
7. What is the word\_\_\_\_\_similar to?
8. What is the word\_\_\_\_\_different from?  
(Find out in what way it is different)
9. Is there anything that has influenced your understanding of the word\_\_\_\_\_?
10. Are there any beliefs that are necessary to give meaning to the word\_\_\_\_\_?
11. Give me a deliberately misunderstood example of the word\_\_\_\_\_.
12. Exactly how could you convey your understanding of the word\_\_\_\_\_ to another?
13. How does the word\_\_\_\_\_seem to you now?

If needed, add:

14. What's right about your definition of the word\_\_\_\_\_?
15. How does your definition of the word\_\_\_\_\_help you to be free?
16. How does your definition of the word\_\_\_\_\_help you get along better in life?

If necessary, you can cycle through the above commands to a big win. Also, you can repeat any one command more than once to get all the answers.

After completing The Creative Definition Procedure, the next step is False Data Stripping the word.

If the person still wants to hold on to his or her definition, leave the word alone or work around it by, for example, using "assist" in the commands instead of "help." If the person is that stuck on a definition, it's going to take many more hours of repair and grade processing, training, CEs and Alethanetic Clearing to free up his or her thinking.

The CDP and False Data Stripping words can be used with any person at any time. These processes are not limited to the tough cases. In fact, a person in very good shape will love these processes and get huge wins from them.

## CASE REMEDIES

12 OCTOBER 1988

### REMEDY A

Remedy A locates the misunderstands a person has in the technology of Clearing. Originally it read "misunderstood words." Words, of course, will emerge in the general run of "misunderstood" without specifically saying "misunderstood words."

As a Level IV process, Remedy A is done by Listing and Nulling. It can also be done with 2 W/C as given in the bulletin on Level II called DEFINITION PROCESSES.

The listing question is:

"In (the subject of) Clearing technology who or what has been misunderstood?"

The item is found on the list and given to the Pc. If needed, it can be looked up in a dictionary.

The laws of Listing and Nulling all apply.

If the Pc won't have the item, it is not correct and the list must be straightened up with an L4 repair assessment.

### REMEDY B

Remedy B locates misunderstood words in an earlier subject. It is done by three lists. These three may only be done by formal Listing and the general tech of listing as governed by Level IV tech. Also see the 2 W/C version of Remedy B as given in the bulletin on Level II called DEFINITION PROCESSES.

The lists make the form of an I: SEE REMEDY B DIAGRAM

#### LIST 1B

This is done to locate what in present time (PT) is giving the Pc trouble. It is done as a list and the item is found.

The listing question is:

"In your studies of Clearing technology who or what are you having trouble with?"

The item is found and given to the Pc. This step is governed by all the tech of listing.

#### LIST 2B

The item found on List 1B is now listed in order to find the past track subject similar to what is giving trouble in present time.

The listing question is:

"In your past, who or what was similar to .....(item found in List 1B)?"

It is highly illegal to limit the question to this lifetime.

All the rules of listing apply. The item is found and given to the Pc.

### LIST 3B

The third list of the process is now done.

The listing question is:

“Who or what was misunderstood in .....(the item found on list 2B)?”

Listing is governed by the general tech of listing as found in Level IV. The item is found and given to the Pc.

This completes Remedy B.

If an F/N and Cognition occurs any time during the process with very good indicators thoroughly visible in the Pc, the process is concluded at that point.

The process is used on anyone having trouble studying the technology of Clearing. The trouble, as it doesn't clear up with Remedy A, is coming from some prior subject.

More than one of these can be done if all steps are done for each one.

### S & D

Search and Discovery of Suppression is called an “S & D.” It locates the suppressives on the case.

The earliest S & D process asked merely who might have been suppressive to the Pc. This is still valid but there are two flaws in it:

1. The Clearing Practitioner does not do a listing type S & D at all but just chattily brushes it off.
2. The list from this question contains an actual suppressive that is passed right over many times.

Therefore, an undercut for this question was developed which obtained much better results because the new question reached deeper.

The new question was:

“Who or what might have suppressed you?”

Then an even deeper question was found. This was:

“What purpose has been suppressed?”

This “Purpose S & D” would have 2 lists. The first is for the purpose as above and the second would be “Who or what suppressed.....(purpose found)?”

Then researchers developed what we will now use as an S & D.

It is one of those killer processes. It is VERY strong. So it isn't to be carelessly done.

If you get a wrong item on an S & D, you can make the Pc ill. So one has to do an S & D right and follow all the rules of listing as given in Level IV tech.

The real question for an S & D was established only when a purpose all Suppressives have in common, a very fundamental effort in suppressives, was found.

The key S & D question is:

“Who or what has attempted to unmock you?”

Unmocking (an effort to reduce or make disappear) is the primary effort of suppressives.

Therefore the listing question on test delivers up items totally overlooked by the earlier types of S & D.

The question needs to be cleared carefully for Preclears new to Clearing. If it has to be re-phrased, watch out as the meaning may vanish. “Tried to make nothing of you” will work.

This S & D question must be done by LISTING only and with great care to follow Level IV Listing tech as it, being powerful, will backfire on the Pc if done carelessly and a wrong item is found.

The item is found by listing and then given to the Pc. The steps of the Suppressed Person Rundown and the PTS Rundown may be used to run out the charge on the item.

When a list item found is a generality (multiple subject, not specific such as “dogs” or “the public”), the item should be given to the Pc and then represented:

Who or what would represent “the public”?

This gives a specific item such as “Tom Jones.” A general must not be given to the Pc as the final result of an S & D.



## **REMEDY B**

1 NOVEMBER 1988

Remedy B must not be run to limit the Pc to this lifetime.

The best way to do Remedy B is by Listing and Nulling. Done by Listing and Nulling, it is a Level IV process.

One asks for subjects or practices similar to Clearing technology. The Pc lists the answers. The Clearing Practitioner gets a complete list, not too short, not too long with the item on the list. Then he nulls. Usually the correct subject or practice gives an LFBD F/N on listing. The Pc sometimes cognites at this point and good indicators come in strongly.

If this does not spectacularly occur, one asks for the misunderstands the Pc might have on this subject (you don't ask for misunderstood words in the found subject because these could be in Hottentot [a South African language], Arabic, lingua spacia or some outlandish tongue the Pc has no memory of). This probably cleans it all up if you've got the right item on the list.

Remedy B was run in the past in a manner to limit it to this lifetime. That was an error. The Pc has never done anything in this life that aberrated him. The past subject which is hanging up the present study of Clearing technology is almost always in a past life. Hence, it is reached only by generalized listing.

Remedy B is a vital process and if run correctly as above it cures the slow Academy student.

## S & Ds

12 OCTOBER 1988

There are three types of S & D (Search and Discovery). These are used to nullify the influence of Suppressive persons or things on a case so the person will be able to be processed and will no longer be PTS (a Potential Trouble Source). People who are PTS became that way because of suppression by persons or objects. Insanity is also remediable by S & Ds in cases where the person can be processed.

These are all Listing and Nulling processes and if the Clearing Practitioner is not well-trained and good at the technology of listing, not only will no good result occur but the Pc (given a wrong item, overlisted or underlisted, or cleared over an ARC Break or PTP) can be made ill.

Pcs who become ill are always to a greater or lesser degree PTS.

These questions should not be shown to a Pc as they may start him self-listing.

The "type" of S & D is determined by the first letter of the key word in the listing question (see below).

### S & D TYPE U (Unmock)

"Who or what has attempted to unmock you?"

Where this does not communicate, use "Who or what has tried to make nothing out of you?" A very bad off case may respond best to "Who or what has unmocked you?"

"Type U" is the standard and most used S & D.

### S & D TYPE S (Stop)

"Who or what are you trying to stop?"

This works on all cases to a greater or lesser degree. It is particularly useful on a case that is giving a great deal of trouble, gets small reads or is rather suppressive. This should work on the insane also as the point where a Being becomes insane is the point where he begins to generally stop things. The exact point where a Being ceases to be sane and becomes insane on any given subject is the exact moment he becomes dedicated to trying to stop people, things or ideas.

### S & D TYPE W (Withdraw)

"Who or what are you trying to withdraw from?"

This is the action after a failure to stop has occurred.

In administering these, the best order would be Type W, Type S and then Type U, if you are going to give them all to the same Pc in a row.

The first thing a suppressive tries to do is "unmock" the Pc. The Pc then tries to "stop" the suppressive. Failing to stop the suppressive, the Pc "withdraws." "Unmock" is earliest on the Time Track, "stop" is next and "withdraw" is closest to present time. That is why we list Type W, "withdraw," first as it is closest to present time and, therefore, the easiest to confront. Next we do Type S, "stop," and then Type U, "unmock." You can remember this by thinking

of your favorite state university that starts with a “W” like “Washington State University” which is “WSU.”

Any or all can be given to the same Pc.

S & Ds can be given more than once to the same Pc.

Properly listed, the results are magical. If they are not magical, then listing tech is badly out and should be restudied from ALL materials and tapes on the subject.

Errors are located and repaired by the L4.

## THE MAIN TROUBLE IN S & D

The main trouble in S & D is simply the Clearing Practitioner's inability to do Listing and Nulling smoothly. They have two troubles in Listing and Nulling. They underlist or they overlist.

If they do either one of these things, they are going to ARC Break the Pc and then the list isn't going to be nullable because the Pc is not responding to the Clearing Practitioner's voice as well. It quite often was the first one on the list which is where they never looked. More fundamental than that is simply the problem of reading a CB Meter. Those technical facts are in the road of S & D.

Some Clearing Practitioners haven't learned how the Meter reacts when you've got a complete list. (A Meter just falls flat when you've got a complete list. The needle goes clean). Some Clearing Practitioners aren't sure that they've got any SP, and they just didn't see that the Meter did a surge on one of them. Some have overlisted the Pc and just plowed the guy in, so he can't assess it back easily.

Then you get the fellow who had four items fall on nulling. Certainly if you've got four falling, there's two things that can be wrong at this point. In one you have passed it. It's above the four which are falling. You've missed it, and the Pc is simply discharging on it. Actually you can ask the Pc which one was it, and he'll say, "Well, it was Joe, of course." That's above the four. Practically every one after the right one will read, because it's actually blowing down all the time. He's no longer paying any attention to the Clearing Practitioner. Then the other thing is you just haven't completed the list.

You have to make an opinion as to whether or not you've overlisted or underlisted. You can also pick up a dirty needle and an ARC Broken Pc or protesty Pc if you've gone by the right one.

Here are the evils of listing, and here are the evils of nulling showing up on S & D. They are simply Clearing Practitioner goofs - it's just lack of experience on the part of the Clearing Practitioner and lack of understanding of what he's supposed to be doing. But a Clearing Practitioner who can really assess can knock these things off. I'd spot what Clearing Practitioners can assess reliably, and I'd give them specialized jobs of that character that require listing. This is a very, very highly skilled action. You save a lot of time by pulling such a Clearing Practitioner back into specialty.

## REPAIR ACTIONS

"How do you patch up an assessment that's already been goofed?" And "Where is the list that was lost?" You've got the problem of the list that was completed out of session. "And I got home and was lying in bed..." and so forth. So in repair you always assume the Pc continued the list after the session. If the Pc is there in need of repair, you just automatically assume the Pc thought of it afterwards or something. Of course, your main tool is always the L4 or the Short L4.

If you assume automatically that standard technology has not been applied, as your first gambit, in anybody that you're putting back together again, you'll about 99% be right. Somehow or other it slipped by in Tech. It slipped by. Somebody thought he did it. Somebody thought it was on the report. And therefore it looked like it didn't work or something.

Technically, what you have to do doesn't mean that you have to invent technology because there are very standard answers to all these things.

## **SEARCH AND DISCOVERY**

### **S & D ERRORS**

30 DECEMBER 1988

When you have a failed Search and Discovery, the following are incorrect or have been omitted:

1. Incorrect item (errors in listing or nulling, over or under listing, bad metering, poor question).
2. Person has not actually been made to disconnect from the SP by declaration in writing.
3. It was really an ARC Break, not an SP, and ARC Breaks should have been looked for instead of SPs.
4. The SP found was refused by the Clearing Practitioner or Ethics.

The golden rule of S & D also applies - if it isn't the correct person or group that was "found," the good indicators won't come in.

So any incorrectly done S & D (as above) will not result in a Pc bright-eyed and bushy-tailed. All S & Ds correctly done on a Pc that is PTS result in remarkable recoveries magical to see. So don't blame S & D if it "fails." Blame the lack of skill in using it and the person who ordered it.

## **HOW A SUPPRESSIVE BECOMES ONE**

12 OCTOBER 1988

After a person is totally overwhelmed by a Suppressive, he assumes the valence of the Suppressive. And a person you would find that on has actually been pretty suppressive himself.

What you're doing is, you are pushing S & D to a point where you are Clearing suppression. You are clearing people who are actually dramatizing being suppressives as well as people who are PTS. It wasn't intended to go that far.

Going into the valence of the Suppressive Person is the mechanism of suppression overwhelming a person. Oddly enough, you will only find it on persons who are suppressive, and of course, you've walked into the real mechanism of how does a Suppressive become a Suppressive? He becomes a Suppressive by taking over the valence of a Suppressive.

## **“MYSELF” AS AN ITEM**

When a Search and Discovery is done, Clearing Practitioners can find on some Preclears the item, “Myself.” It is very dangerous to list beyond the “Myself” or “Me” answer. This gives us some new rules:

**RULE: THE ITEM “MYSELF” OR “ME” OR ANY FORM OF THESE MUST BE ACCEPTED ON ANY S & D LIST OR ANY OTHER LIST.**

**RULE: THE ITEM “MYSELF” OR “ME” OR ANY FORM OR THESE MUST NEVER BE REPRESENTED.**

The item “Myself” or “Me” or any forms of these on an L & N list must be accepted as the item, as it is basically the only right item there could be for an identity or valence list.

The item “Me” often appears on S & D lists, or similar L & N lists which ask for an identity or valence. If it is not accepted, or if it represented (i.e., Who or what represents “Me”?), it will really mess up the case. This includes the pronouns, “myself” and “I.”

The right thing to do when the Pc gives this item is to accept it as the item for the list. Do not continue that list or take any further action with that item.

## S & Ds BY BUTTON

12 OCTOBER 1988

The most certain way to handle a Pc with an S & D is to first assess for the type of S & D to give.

With the Pc on the meter, clear "Unmock" (or "Make nothing of"), "Stop," "Withdraw from," "Suppress," "Invalidate" (or any of the Prepcheck buttons). Then take the one that read largest and put it in the question, "Who or what has attempted to \_\_\_\_\_ you?" or "Who or what are you trying to \_\_\_\_\_?"

When you have listed the question and found the item and given it to the Pc, take the next largest reading item and put that item in the question and use it to list for the next item.

So long as you can get one of the buttons to read, you can get an item by doing an S & D with it.

CAUTION: Do not continue to do S & Ds beyond a floating needle.

CAUTION: Do not list an S & D button if the question for the list does not read.

## S & Ds BY ASSESSMENT FOR QUESTION

You can also do an S & D by listing for a button to use in an S & D question.

This is done by asking the question:

"What are they trying to do to you?"

Get the Pc to list it, find the item and then use it in an S & D question.

This works on any case but always works best on cases that haven't responded to S & Ds previously.

Fit the resulting item in the question, "Who or what is trying to \_\_\_\_\_ you?"

## PURPOSE S & Ds

Clear the following two questions to see which one reads the best:

1. What are you trying to do?
2. What have you tried to do?

List and null to an LFBD F/N item with the one that reads best.

When you have the item for "What are you trying to do" or "What have you tried to do," you fit it into the S & D Questions below. Test these questions for largest read and then list for an LFBD F/N item. While clearing these questions, if you get a good, clear, distinct read, go ahead and List and Null from that question even if you haven't finished clearing all the questions.

W/W has made you fail at \_\_\_\_\_?



W/W has attempted to stop you from\_\_\_\_\_?

W/W has unmocked your purpose to\_\_\_\_\_?

W/W has tried to unmock your purpose to\_\_\_\_\_?

W/W has suppressed your purpose to\_\_\_\_\_?

W/W has prevented your\_\_\_\_\_?

W/W would oppose\_\_\_\_\_?

W/W has opposed\_\_\_\_\_?

CAUTION: The question must make sense and be answerable. Don't change the wording of the item. Change the question into a sensible one.

Example:

1. What are you trying to do? SF

2. What have you tried to do? LF

On listing you find as the purpose:

Ride horses LFBD F/N

Now you find that the question "W/W has made you fail at riding horses?" reads best. List and null this question to an LFBD F/N item. You now have the person who has suppressed the Preclear's purpose to ride horses.

If the Preclear gives an evil or destructive purpose, don't list it in the W/W question. For example, if the Preclear give you the purpose item "killing horses," you will not get a Suppressive Person from listing "W/W has made you fail at killing horses?" You will most likely get a Social Personality. The best handling is to run the destructive purpose R3R Quad to erasure.

#### PURPOSE OF THE PURPOSE S & D

The whole attempt of this S & D is to find the person or thing that has blunted the purpose of the Pc.

The Purpose S & D is from earlier research and is very magical on Artists. It has the liability of having to be done sensibly, being a sort of goals assessment plus an S & D. Sometimes the goals assessment ("What are you trying to do") is magical enough to produce a floating needle. If so, don't ever go past it to the second question that finds who or what has suppressed the Preclear in his pursue of the goal.

All these S & Ds do not set aside the standard S & D Types W, S and U. "Type U" is the basic S & D. They are for use mainly when the Pc has had a long repair history or a bad Ethics history, or is insane or suppressive. But using them does not evaluate the Pc as down tone. They give rather magical effects on anyone.

## EVIDENCES OF AN ABERRATED AREA

9 DECEMBER 1988

1. Bad memory in that area.
2. Comes up with wrong answers for that area which give
3. PTP's on that subject (since one's answers are wrong).
4. ARC Breaks on that subject (as the trauma gives the opportunity for By Passed Charge).
5. Is emotional on the subject (continuous By Passed Charge).
6. Can't confront its subject matter (as it represents painful experience).
7. Is ill in the body part or part of existence which was injured.
8. His MEST in that area is "sick" (enmested), as degraded by trauma.
9. Is inattentive on that subject.
10. Has perception lapses on things similar to the objects in the traumatic area.
11. Detests or ignores or can't have the objects similar to those in the traumatic experience.
12. Acts irrationally on the subject that is uncleared.
13. Is regarded as odd on that subject (not normal behavior).
14. Resents any criticism of self regarding the subject or area.
15. Ridicules the subject or object.
16. Cannot understand similar objects or experiences.
17. Commits perpetrations on the subject or object.
18. Justifies any perpetration committed.
19. Thinks critical thoughts of the subject or object.
20. Dwells on the subject or object continuously.
21. Desires to get subject or object out of mind.
22. Wants processing for the subject, area or object.
23. Reacts on the needle when any near subject word is mentioned.
24. Reacts on the Range Arm when any close version of the word is mentioned.
25. Becomes ill when invalidating the subject or object.
26. Has withholds concerning subject or object.
27. Doesn't want to discuss subject or object.

28. Alters data about the subject or object.
29. Tells lies concerning the subject or object.
30. Subjects Pc got low grades on, can't understand.
31. And most important of all, attempts to stop things in that area and uses innumerable methods, covert and overt to do so.

## **THE THIRD PARTY LAW**

12 OCTOBER 1988

This bulletin will help you to understand the causes of violence and conflict amongst individuals and nations.

If Chaldea could vanish, if Babylon could turn to dust, if Egypt could become a badlands, if Sicily could have 160 prosperous cities and be a looted ruin before the year zero and a near desert ever since - and all this in SPITE of all the work and wisdom and good wishes and intent of human beings, then it must follow as the dark follows sunset that something must be unknown to Man concerning all his works and ways. And that this something must be so deadly and so pervasive as to destroy all his ambitions and his chances long before their time.

Such a thing would have to be some natural law unguessed at by himself.

And there is such a law, apparently, that answers these conditions of being deadly, unknown and embracing all activities.

The law would seem to be:

**A THIRD PARTY MUST BE PRESENT AND UNKNOWN IN EVERY QUARREL FOR A CONFLICT TO EXIST.**

or

**FOR A QUARREL TO OCCUR, AN UNKNOWN THIRD PARTY MUST BE ACTIVE IN PRODUCING IT BETWEEN TWO POTENTIAL OPPONENTS.**

or

**WHILE IT IS COMMONLY BELIEVED TO TAKE TWO TO MAKE A FIGHT, A THIRD PARTY MUST EXIST AND MUST DEVELOP IT FOR ACTUAL CONFLICT TO OCCUR.**

It is very easy to see that two in conflict are fighting. They are very visible. What is harder to see or suspect is that a third party existed and actively promoted the quarrel.

The usually unsuspected and "reasonable" third party, the bystander who denies any part of it, is the one that brought the conflict into existence in the first place.

The hidden third party, seeming at times to be a supporter of only one side, is to be found as the instigator.

This is a useful law on many dynamics.

It is the cause of war.

One sees two fellows shouting bad names at each other, sees them come to blows. No one else is around. So they, of course, "caused the fight." But there was a third party.

Tracing these down, one comes upon incredible data. That is the trouble. The incredible is too easily rejected. One way to hide things is to make them incredible.

Clerk A and Messenger B have been arguing. They blaze into direct conflict. Each blames the other. **NEITHER ONE IS CORRECT AND SO THE QUARREL DOES NOT**

RESOLVE SINCE ITS TRUE CAUSE IS NOT ESTABLISHED.

One looks into such a case THOROUGHLY. He finds the incredible. The wife of Clerk A has been sleeping with Messenger B and complaining alike to both about the other.

Farmer J and Rancher K have been tearing each other to pieces for years in continual conflict. There are obvious, logical reasons for the fight. Yet it continues and does not resolve. A close search finds Banker L who, due to their losses in the fighting, is able to loan each side money, while keeping the quarrel going, and who will get their lands completely if both lose.

It goes larger. The revolutionary forces and the Russian government were in conflict in 1917. The reasons are so many the attention easily sticks on them. But only when Germany's official state papers were captured in World War II was it revealed that Germany had promoted the revolt and financed LENIN to spark it off, even sending him into Russia in a blacked out train!

One looks over "personal" quarrels, group conflicts, national battles and one finds, if he searches, the third party, unsuspected by both combatants or if suspected at all, brushed off as "fantastic." Yet careful documentation finally affirms it.

This datum is fabulously useful.

In marital quarrels, the correct approach of anyone counseling is to get both parties to carefully search out the third party. They may come to many reasons at first. These reasons are not Beings. One is looking for a third party, an actual Being. When both find the third party and establish proof, that will be the end of the quarrel.

Sometimes two parties, quarreling, suddenly decide to elect a Being to blame. This stops the quarrel. Sometimes it is not the right Being and more quarrels thereafter occur.

Two nations at each other's throats should each seek conference with the other to sift out and locate the actual third party. They will always find one if they look, and they can find the right one, as it will be found to exist in fact.

There are probably many technical approaches one could develop and outline in this matter.

There are many odd phenomena connected with it. An accurately spotted third party is usually not fought at all by either party but only shunned.

Marital conflicts are common. Marriages can be saved by both parties really sorting out who caused the conflicts. There may have been, in the whole history of the marriage, several, but only one at a time.

Quarrels between an individual and an organization are nearly always caused by an individual third party or a third group. The organization and the individual should get together and isolate the third party by displaying to each other all the data they each have been fed.

Rioters and governments alike could be brought back to agreement, could one get representatives of both to give each other what they have been told by whom.

**SUCH CONFERENCES HAVE TENDED TO DEAL ONLY IN RECRIMINATIONS OR CONDITIONS OR ABUSES. THEY MUST DEAL IN BEINGS ONLY IN ORDER TO SUCCEED.**

This theory might be thought to assert also that there are no bad conditions that cause conflict. There are. But these are usually REMEDIAL BY CONFERENCE UNLESS A

### THIRD PARTY IS PROMOTING CONFLICT.

In history we have a very foul opinion of the past because it is related by recriminations of two opponents and has not spotted the third party.

“Underlying causes” of war should read “hidden promoters.”

There are no conflicts which cannot be resolved unless the true promoters of them remain hidden.

This is the natural law the ancients and moderns alike did not know.

And not knowing it, being led off into “reasons,” whole civilizations have died.

It is worth knowing.

It is worth working with in any situation where one is trying to bring peace.

## ALTER-IS AND DEGRADED BEINGS

31 OCTOBER 1988

Alteration of orders and technology is worse than non-compliance.

Alter-is is a covert avoidance of an order. Although it is apparently often brought about by non-comprehension, the non-comprehension itself and failure to mention it, is an avoidance of orders.

Very degraded Beings alter-is. Degraded ones refuse to comply without mentioning it. Beings in fair condition try to comply but remark about their troubles to get help when needed. Competent higher-toned Beings understand orders and comply if possible but mainly do their job without needing lots of special orders.

Degraded Beings find any instruction painful as they have been painfully indoctrinated with violent measures in the past. They therefore alter-is any order or don't comply.

Thus in Clearing or in organizations where you find alter-is (covert non-compliance) and non-compliance, given sensible and correct technology or instructions, you are dealing with a degraded low level Being and should act accordingly.

One uses very simple low level processes on a degraded Being, gently.

In administration and organization where a staff member alter-ises or fails to comply you are also dealing with a degraded Being. He cannot be at cause and staff members must be at cause. So he or she should not be on staff.

This is a primary senior datum regulating all handling of Preclears and staff members.

A degraded Being is not a suppressive as he can have case gain. But he is so PTS that he works for suppressives only. He is sort of a super-continual PTS beyond the reach, really, of a simple S & D and handled only by advanced Clearing techniques.

Degraded Beings, taking a cue from SP associates, instinctively resent, hate and seek to obstruct any person in charge of anything or any Big Being.

Anyone issuing sensible orders is the first one resented by a degraded Being.

A degraded Being lies to his seniors, avoids orders covertly by alter-is, fails to comply, supplies only complex ideas that can't ever work (obstructive) and is a general area of enturbulance, often mild-seeming or even "cooperative," often even flattering, sometimes merely dull but consistently alter-ising or non-complying.

This datum appeared during higher level research and is highly revelatory of earlier unexplained phenomena - the Preclear who changes commands or doesn't do them; the worker who can't get it straight and who is always on a tea break.

In an area where suppression has been very heavy for long periods people become degraded Beings. However, they must have been so before already, due to whole trackincidents.

Some Beings are bigger than others. None are truly equal. But the degraded Being is not necessarily a natively bad Being. He is simply so PTS and has been for so long that it requires our highest level technology to finally undo it after he has scaled up all our Grades.

Degraded Beings are about 18 to 1 over Big Beings in the human race (minimum ratio).

So those who keep things going are few. At the same time, we can't have a world full of them and still make it. So we have no choice.

And we can handle them even when they cannot serve at higher levels.



## THE CONTINUOUS MISSED WITHHOLD

20 DECEMBER 1988

There are two special cases of withholds and perpetrations. They do not occur in all cases by a long ways. But they do occur on a few cases. These are CONTINUOUS MISSED WITHHOLDS and CONTINUOUS PERPETRATIONS.

This is not quite the same as "The Continuing Perpetration Act." In that type the person is repeating perpetrations against something usually named.

### THE CONTINUOUS MISSED W/H

A Continuous Missed Withhold occurs when a person feels some way and anyone who sees him misses it or reactivates it.

Example: A doctor feels very unconfident of his skill. Every patient who sees him misses or reactivates the fact that he is not confident.

This reacts as a missed withhold.

It is of course based upon some bad incident that destroyed his confidence (usually of an engramic intensity).

But as the person actively withholds this, then those seeing him miss or reactivate the withhold.

This could work in thousands of variations. A woman feels continuous disdain for her child but withholds it. The child therefore continuously misses a withhold. All the phenomena of the missed w/h would continuously react against the child.

Probably all dishonest social conduct brings about a Continuous Missed Withhold. The politician who hates people, the minister who no longer believes in God, the mechanic who privately believes he is a jinx on machinery - these all then set up the phenomena of missed withholds on themselves and can dramatize the missed withhold in their conduct.

### THE CONTINUOUS PERPETRATION

A person who believes he is harmful to others may also believe that many of his common ordinary actions are harmful. He may feel he is committing a Continuous Perpetration on others.

Example: A clothing model believes she is committing a fraud on older women by displaying clothing to them in which they will look poorly. In her estimation this is a Continuous Perpetration.

Of course all older women miss it or reactivate it in her.

Appearance, just being alive, can be considered by some as a perpetration.

Missed withhold phenomena will result.

### DEGRADED BEINGS

The Continuous Withhold and Continuous Perpetration are probably a basis of feeling degraded.

Degraded Beings, as described in the bulletin, "ALTER-IS AND DEGRADED BEINGS," are that way at least in part because they have some Continuous Missed Withhold or a fancied Continuous Perpetration.

This makes them feel degraded and act that way.

## HANDLING

One can add to any program a check for a Continuous Missed Withhold or Continuous Perpetration as an additional version of rudiments.

A master question, which could be broken down into three lists which would have to be done by the laws of L & N, would be, "When anyone looks at you what feeling (action, attitude) of yours do they miss?" Then "When was it missed?" "Who missed it?" and "What did he or she do that reactivated that withhold?"

Another approach, less dangerous in that lists aren't made, would be to use 2 W/C questions.

For Continuous Missed Withholds the question could be, "Is there some way you feel that others don't realize?" And with 2 W/C, uncover it. Then ask, "Who misses this?" with answer, followed by "When did they miss it?" Followed by "What did he (or she) do that made you think he (or she) knew?" or "What did he or she do to miss that withhold?" This will key it out and can change behavior.

For Continuous Perpetrations it would be, "Is there something you do that others do not know about?," with 2 W/C to cover it and get what it is. Then ask, "Who has not found out about it?," with an answer. And then, "When did someone almost find out?" "What did he (or she) do that make you think he (or she) knew?"

## MOTION

People who have Continuous Withholds or Perpetrations tend to be very slow, flabby and impositive. They have to be very careful. And they make mistakes. Slowness or robotness are keys to the presence of Continuous Missed Withholds or Perpetrations.

## PTS

Quite often a case is FALSELY LABELED PTS when in fact it is really a matter of Continuous Missed Withholds and Continuous Perpetrations.

When a "PTS" person does not respond to PTS handling easily, then you know you are dealing with Continuous Missed Withholds and/or Continuous Perpetrations.

## SUMMARY

These conditions are not present in all cases. When they are, you have a Degraded Being. When a "PTS" person does not respond to PTS handling, try Continuous Missed Withholds and Continuous Perpetrations. You can prevent blows, handle much Human Emotion and Reaction (HE and R) and change character in this way.

## CLEARING PRACTITIONER RIGHTS

26 DECEMBER 1988

### CLEARING PRACTITIONER RESPONSIBILITY FOR C/Ses

The responsibility of a Clearing Practitioner who receives a Case Supervisor direction (C/S) of what to Clear on a Pc is NOT discharged of his responsibility as a Clearing Practitioner.

THE CLEARING PRACTITIONER HAS A SERIES OF RESPONSIBILITIES THAT ARE PART OF EVERY C/S HE RECEIVES.

### ACCEPTING THE PC

No Clearing Practitioner is required to accept a specific Pc just because the Pc is assigned to him.

If a Clearing Practitioner does not believe he can help that particular Pc or if he dislikes Clearing that particular Pc the Clearing Practitioner has a right to refuse to Clear that Pc.

The Clearing Practitioner must state why.

The Case Supervisor, may not discipline the Clearing Practitioner for refusing to Clear a particular Pc.

Thus refusing to Clear a particular Pc, so long as one is not refusing to Clear other Pcs, is not actionable.

"I do not wish to Clear this Pc because \_\_\_\_\_. I am willing to Clear other Pcs", is the legal Clearing Practitioner statement in the matter.

Some Pcs get a bad name with some Clearing Practitioners, some don't appreciate the Clearing, some conflict with a particular Clearing Practitioner's own personality. There are such instances. It does not mean certain Pcs cannot be helped by others.

It is also true that a Clearing Practitioner who dislikes a Pc may not do a good job so the rule also has a practical side to it.

One Clearing Practitioner disliked young men and did a bad job on them. Another disliked old ladies and chopped them up in session. One Pc had messed up several and couldn't find anyone to Clear him at all.

We are not Clearing people to make amends to the world.

Thus a Clearing Practitioner has a right to reject or accept the Pcs he is given.

### ACCEPTING A C/S

When the Clearing Practitioner gets a C/S to do on a case and if he thinks it is not the correct thing to do he has the right to reject the C/S for that Pc and require another one he can agree to.

The Clearing Practitioner does not have the right to start doing a C/S and change it during the session except as noted below.

The Clearing Practitioner may NOT C/S in the Clearing chair while Clearing the Pc. If he has NO Case Supervisor at all the Clearing Practitioner still works from a C/S. He writes the C/S before session and adheres to it in session. To do something else and not follow the C/S is called "C/Sing in the chair" and is very poor form as it leads to Q and A.

### STALE DATED C/S

A C/S that is a week or two old or a repair program that is a month or two old are dynamite.

This is called a "Stale Dated Program" or a "Stale Dated C/S" meaning it is too old to be valid.

It should have been done sooner. The Pc of last week when the C/S was written may have been well and happily employed but a week later may have headaches and reprimand from the boss.

It is dangerous to accept a repair Program if it is old. The Clearing Practitioner who sees his C/S is old and sees the Pc has Bad Indicators is justified in demanding a fresh C/S giving his reasons why.

A program written in January may be completely out of date in June. Who knows what may have happened in between.

Use fresh C/Ss and fresh Programs.

### ENDING THE SESSION

When the C/S he has is proving unworkable during the session, the Clearing Practitioner has a right to end the session and send the folder to the C/S.

Ending the session is totally up to the Clearing Practitioner.

If the Clearing Practitioner just doesn't complete an action that was producing Range Arm and could be completed, it is of course a flunk. Such a case is just not running a basic engram the one more time through that would bring the Range Arm down and give a proper end phenomena. This and similar actions would be a Clearing Practitioner error.

The judgment here is whether or not the Clearing Practitioner's action is justified in ending the session.

Even though he may have made an error, the Clearing Practitioner cannot be blamed for the ending off of the session as that is totally up to him. He can be given a flunk for the error.

### CLEARING OVER OUT RUDS

Clearing a Pc on something else whose ruds are out is a MAJOR CLEARING ERROR. Even if the C/S omits "Fly a rud" or "Fly Ruds," this does not justify the Clearing Practitioner Clearing the Pc over out ruds.

The Clearing Practitioner can do one of two things: He can fly all ruds or he can return the folder and request ruds be flown.

The ALETHANETIC CLEARING PRACTITIONER is not excused from Clearing

over out ruds and must be specifically cautioned not to do so but return the folder for a new C/S. Better still he should learn to fly ruds.

### INABILITY TO FLY RUDS

If a Clearing Practitioner cannot get a rud to F/N, cannot get any rud to F/N, he is justified in starting a BASIC ASSESSMENT FORM.

The Clearing Practitioner solution to no F/N on ruds is to do a BASIC ASSESSMENT FORM whether the C/S said to or not.

This is an expected action.

It is understood the Clearing Practitioner would use Suppress and False in trying to fly ruds.

### SESSIONS FAR APART

When a Pc has not had a session for some time, or when a Pc gets sessions days apart RUDS MUST BE FLOWN. Otherwise the Pc will get Cleared over out-Ruds. This can develop mental mass.

Optimum session scheduling is a series of sessions or a whole program done in a block of sessions close together. This prevents the world from throwing the Pc's ruds out between sessions.

Giving sessions far apart barely keeps up with life. The Clearing time is absorbed in patching life up.

Rapid gain gets above life's annoyances and keeps the Pc there.

### UNREADING ITEMS

When an item the Clearing Practitioner has been told to run doesn't read on the meter, even when the Clearing Practitioner puts in Suppress and Invalidate on it, the Clearing Practitioner MUST NOT do anything with the item no matter what the C/S said.

It is expected he will see if it reads and use Suppress and Invalidate on it. And if it still doesn't read he will be expected NOT to run it.

### LISTS

When a Clearing Practitioner whose C/S told him to list "Who or what \_\_\_\_\_" or any list question finds that the list question does not read, the Clearing Practitioner MUST NOT list it.

When doing a list ordered by the C/S it is assumed that the Clearing Practitioner will test it for read before listing and that he will NOT list an unreading question. (A read is an actual fall, not a tick or a stop.)

### LIST TROUBLE

When a Clearing Practitioner has trouble doing a list and getting an item it is expected he will use a prepared assessment like the L4 to locate the trouble and handle it.

As it is very hard on a Pc to mess up a list, it is expected the Clearing Practitioner will handle the situation then and there with no further C/S directions.

### HIGH RANGE ARM

When the Clearing Practitioner sees the Range Arm is high at session start yet the C/S says to “Fly a rud” or run a chain, the CLEARING PRACTITIONER MUST NOT TRY TO FLY A RUD and he must not start on a chain.

Trying to bring a Range Arm down with ARC Brks or ruds is very hard on a Pc, as ARC Breaks aren’t the reasons Range Arms go up.

Seeing a high Range Arm at start the Clearing Practitioner up to Class II does not start the session. She first checks for False Range Arm. If that doesn’t handle it, sends the folder back to the C/S and for a higher classed Clearing Practitioner to handle.

Seeing a high Range Arm at start, after checking for False Range Arm, the Clearing Practitioner (Class III or above) (a) checks for exteriorization in a recent session and if so the session is ended and the C/S is asked for an “Interiorization Rundown”; (b) if the Pc has had an Interiorization Rundown the Clearing Practitioner asks the C/S for permission to do a Hi-Lo Range Arm assessment or whatever the C/S indicates. The Int RD may have been (usually is) overrun and needs rehab or correction and it is usual to check it - it is included in a Hi-Lo Range Arm assessment.

These actions are expected of the Clearing Practitioner even when not stated in the C/S.

### GOING ON HOPING

When a case is running badly session to session the LAST thing you do is go onhoping, either in Clearing or C/Sing.

“Let’s try \_\_\_\_\_,” “Then this,” “Then this” is not going to solve the case.

YOU GET DATA. You can get data by an Original Assessment Form. You can get data from a REPAIR ASSESSMENT FORM fully assessed (Method 5). You can get data by 2 way comm on various subjects. You can have the D of P Interview and get answers. You can even ask his mother.

You look for case errors. You study the folder back to where the Pc ran well and then come forward and you’ll find the error every time.

DO NOT JUST GO ON SESSION AFTER FAILED SESSION HOPING. That’s pure idiocy.

You get data from prepared lists, from life, from the Pc, from the folder.

FIND THE BUG!

Ah, good Lord, he is a Pinkerton Agent sworn to secrecy! He does yoga exercises after every session. He was tried for murder when he was 16 and nobody has run the incident.

Various Clearing Practitioners ran the same engram chain four times.

A Clearing Practitioner ran Int RD twice.

After Power she had her baby and nobody ran the delivery.

He doesn't like to talk but is a "Grade Zero!"

A dozen reasons can exist.

A Clearing Practitioner does NOT let a C/S C/S hopefully. He refuses the C/Ss until an Folder Error Summary is done and the bug found.

### THINGS DONE TWICE

By carelessness the same rundowns can be called for twice and done twice or even more.

A Folder Summary inside the front cover must exist and must be kept up.

Over it there must be a program on which the case is being Cleared. But just because its covered, never neglect entering a session and what was run on the Folder Summary (FS).

If "Hold It Still" is ordered, see if it was run before.

Don't let major Rundowns be done twice.

ALETHANETIC ITEMS must NEVER be run twice. Alethanetic lists must not be scattered through a folder. Bring them together and keep them together and being brought forward.

### COPY

Don't copy Alethanetic lists or worksheets from notes or items from lists.

Keep all admin neat and in the original form.

Copying makes errors possible.

### RUDS GOING OUT

When the ruds go out during the session, the Clearing Practitioner recognizes the following:

Pc Critical = W/H from Clearing Practitioner

Pc Antagonistic = BPC in session

No Range Arm = Problem

Tired = Failed Purpose or no sleep

Sad = ARC Break

Soaring Range Arm = Overrun or Protest

Dope Off = By Passed F/N or not enough sleep

No Interest = Out Ruds or no interest in the first place

A Clearing Practitioner who isn't sure what it is but runs into trouble with the Pc (except on lists which he handles at once always with an L4) is smart to end off the session quickly, write down the full observation and get it to the C/S.

The Clearing Practitioner who is an old hand and knows what he is looking at as per the above scale (and the C/S the C/S would give) handles it promptly.

Pc Critical = W/H = pull the W/H.

Pc antagonistic = BPC = assess proper list (such as L1) and handle.

No Range Arm (or case gain) = Problem = locate the problem.

Tired = no sleep or failed Purpose = check which it is and handle.

Sad = ARC Brk = locate and handle, Itsa earlier Itsa.

Soaring Range Arm = O/R or Protest = find which and handle. An O/R is usually handled by rehab.

Dope off = lack of sleep or BP F/N = check on sleep, or Rehab F/N.

No interest = no interest in first place or out ruds = check for interest or put in ruds.

List goes wrong = BPC = handle or do an L4 at once.

Ruds won't fly = some other error = assess BASIC ASSESSMENT FORM and handle.

The Clearing Practitioner has no business trying to do the C/S given when it collides with and isn't designed to handle any of the above.

If the previous session disclosed such an error and this session C/S was designed to handle and doesn't, the Clearing Practitioner should end off and the next C/S should be "2 way comm for data".

#### CASE NOT HANDLED

When the Clearing Practitioner collides with a Pc who is asserting his case had not been handled, there should not be a new set of actions based on little data but the Clearing Practitioner should end off and the C/S should order a "2 way comm on what hasn't been handled".

The Clearing Practitioner should not at once take this up as part of any other C/S.

In other words a Clearing Practitioner doesn't change the C/S to a 2 way comm on something not called for by C/S.

#### MAJOR ACTIONS

A Clearing Practitioner should never begin a major action on a case that is not "set up" for it.

As this can occur during a session it is vital to understand the rule and follow it. Otherwise a case can be bogged down and will be hard to salvage as now a new action to repair has been added to an unrepaired action. Now, if the Clearing Practitioner starts a major action on a case not "set up," we get two things to repair where we only had one as the major action won't work either.



Repair = patching up past Clearing or recent life errors. This is done by prepared assessments or completing the chain or correcting lists or even 2 way comm or prepchecks on Clearing Practitioners, sessions, etc.

Rudiments = setting the case up for the session action. This includes ARC Brks, PTPs, W/Hs, BASIC ASSESSMENT LIST or any prepared assessment (such as L1, etc.).

Set up = getting an F/N showing and VGIs before starting any major action. It means just that - an F/N and VGIs before starting any major action. Such may require a repair action and rudiments as well.

Major Action = any - but any - action designed to change a case or general considerations or handle continual illness or improve ability. This means a process or even a series of processes. It is any process the case hasn't had.

Grade = a series of processes culminating in an exact ability attained, examined and attested to by the Pc.

Program = any series of actions designed by a C/S to bring about definite results in a Pc. A program usually includes several sessions.

The vast bulk of Clearing errors come about because C/Ses and Clearing Practitioners seek to use a Major Action to repair a case. The case is first repaired and then the Major Action is done.

It is a responsibility of a Clearing Practitioner to reject a C/S which seeks to use one or more major actions to repair a case that isn't running well.

The Clearing Practitioner must understand this completely. He can be made to accept a wrong C/S for the Pc and even more importantly can in his own session make the error and mess up the case.

Example: Pc has not been running well (no real Range Arm or had a grumpy Exam report after a session). Clearing Practitioner sees C/S has ordered a major action, not a repair by prepared assessment, ruds, etc. The Clearing Practitioner must reject the C/S as he will be made to fail in session by it.

Example: Clearing Practitioner gets a C/S, "(1) Fly a rud; (2) Run Grade IV. The Clearing Practitioner can't get a rud to fly. Tries to run Grade IV and bogs the session. In other words he flunks by failing to SET UP the case. It could also go this way. Clearing Practitioner can't get a rud to fly, does a BASIC ASSESSMENT FORM, gets no F/N. He MUST NOT begin a major action but MUST end off right there.

It is fatal to begin any new process on the case designed to change the case if the case is not F/N VGIs.

The Pc who starts processing for the first time and is surely not F/N VGIs must be set up by repair actions! Education and orientation to Clearing come first. Simple rudiments, Life ruds, even assessing prepared assessments on life, these are repair actions. The Pc will sooner or later begin to fly. Now at session start you put in a rud, get F/N VGIs and CAN start major actions.

So the Clearing Practitioner has a responsibility not to be led up a garden path by a C/S which orders a major action on a Pc who isn't repaired or by not being able in session to get an F/N VGIs by repair.

The only exceptions are a touch assist or life ruds or the Alethanetic assist all on a

temporarily sick Pc. But that's repair isn't it?

### PROGRAM VIOLATIONS

When a Clearing Practitioner receives a C/S and sees that it violates the Pc's program he should reject it.

The Pc, let us say, is supposed to finish his Alethanetic Clearing but is suddenly being given Grade III. That violates the program and also the grade.

If the Pc is running badly, a repair should be ordered. If not, the program should be completed.

Example: An effort is being made to get the Pc to go backtrack. This is a program containing several major actions which probably consists of several sessions. Before this program is complete and before the Pc has gone backtrack, the C/S orders "(1) Fly a rud, (2) 3 S&Ds." The Clearing Practitioner should recognize in 3 S&Ds a major action being run into the middle of a program and reject it. The correct action is of course the next backtrack process.

### GRADE VIOLATIONS

A Pc who is on a grade and hasn't attained it yet must not be given major actions not part of that grade.

Example: Pc is on Grade I. C/S orders an assessment having to do with drinking. It is not a process on that Grade. It could be done after Grade I is attained and before Grade II is begun. The C/S is incorrect and should not be accepted.

### ABILITY ATTAINED

Now and then before the full major action is complete or before all the grade processes are run, the Pc will attain the ability of the grade or the end phenomena of the action.

This is particularly true of valence shifters or Interiorization Rundowns and can happen in grades.

The Clearing Practitioner should recognize it and with the F/N VGIs always present at such moments, end off.

We know of one case who had a huge cog about Interiorization on Flow 1 Engrams and was pushed by both C/S and Clearing Practitioner to do Flows 2 and 3 and who bogged so badly that it took a long while - weeks - to straighten the case out.

The ability itself gets invalidated by pushing on.

On the other hand this should never be taken as an excuse.

"I think he clogged to himself so we ended off." It must be a real "What do you know!" sort of out-loud cog with a big F/N and VVGIs and directly on the subject to end off a major action or a program or a grade before its actions are all Cleared.

### UNNECESSARY REPAIR

A Clearing Practitioner who gets a C/S or an order to repair a case that is running well

should reject doing the action.

We have seen a case ordered to repair who had Exterior with Full Perception and doing great. The repair bogged the case. The case then got running well again but a second C/S ordered a new repair which of course bogged it. Then major actions were done. The case was again repaired and rehabbed and became ill. Three times the Clearing Practitioner should have said NO.

### FALSE REPORTS

The vilest trick that can be played on a Pc is for a Clearing Practitioner to falsify a Clearing report.

It may be thought to be “good Public Relations” (good PR) for the Clearing Practitioner with the C/S.

Actually it buries an error and puts the Pc at risk.

INTEGRITY is a hallmark of Alethanetics and Alethiology.

Just because other mental practitioners were dishonest is no reason for Clearing Practitioners to be.

The results are there to be gotten.

False reports like false attests recoil badly on both the Clearing Practitioner and Pc.

### PERPETRATIONS ON PCS

When a Clearing Practitioner finds himself being nattery or critical of his Pcs he should get his withholds on Pcs pulled and perpetrations on them off.

A Clearing Practitioner who goes sad is Clearing Pcs over his own ARC Break.

A Clearing Practitioner worried about his Pc is working over a Problem.

Getting one's ruds in on Pcs or C/Ses or the group can bring new zest to life.

### CLEARING PRACTITIONERS DON'T HAVE CASES

In the chair no Clearing Practitioner has a case.

If breath shows on a mirror held to his face he can Clear.

Faint afterwards if you must but see that the Pc gets to the Examiner with his F/N.

Then get yourself handled.

### “WHAT HE DID WRONG”

A Clearing Practitioner has a right to know what he did wrong in the session that went wrong.

Most often a sour session occurs only when the rules and data in this Bulletin have been violated.

But a Clearing Practitioner's CEs can go out or his listing and nulling is in error.

After a session that went wrong somebody else (not the Clearing Practitioner) should ask the Pc what the Clearing Practitioner did. This sometimes spots a false Clearing report. But it also sometimes is a false report by the Pc.

In any event, the Clearing Practitioner has a right to know. Then he can either correct his Clearing or his know-how or he can advise the C/S the Pc's report is untrue and better repair can be done on the Pc.

Savage action against a Clearing Practitioner is almost never called for. He was trying to help. Some people are hard to help.

Not only does a Clearing Practitioner have the right to be told what was wrong but he must be given the exact Bulletin, date and title that he violated.

Never take a verbal or written correction that is not in a Bulletin or tape.

Don't be party to a "hidden data line" that doesn't exist.

"You ruined the Pc!" is not a valid statement. "You violated Bulletin \_\_\_\_\_ page \_\_\_\_\_" is the charge.

No Clearing Practitioner may be disciplined for asking "May I please have the tape or Bulletin that was violated so I can read it or go to cramming."

If it isn't on a tape, a book or a Bulletin IT IS NOT TRUE and no Clearing Practitioner has to accept any criticism that is not based on the actual source data.

"If it isn't written it isn't true" is the best defense and the best way to improve your tech.

These are the rights of the Clearing Practitioner with relation to a C/S. They are all technical rights based on sound principles.

A Clearing Practitioner should know them and use them.

# **A NEW TRIANGLE**

## **BASIC CLEARING - TECHNIQUE - CASE ANALYSIS**

26 DECEMBER 1988

All processing can be broken down into three separate parts for any level of Clearing.

These three parts are: (1) BASIC CLEARING (2) TECHNIQUE and (3) CASE ANALYSIS.

### **BASIC CLEARING**

The handling of the Pc as a Being, the Clearing cycle and the meter comprise the segment of processing known as Basic Clearing.

If a Clearing Practitioner cannot handle this segment or any part of it well, trouble will develop in the other two segments (Technique and Case Analysis). When Technique and Case Analysis seem to fail "even when done by the book," the fault commonly lies in Basic Clearing. One or more of the five faults (Gross Clearing Errors) elsewhere listed will be present and these faults effectively prevent any Technique or Case Analysis from working.

Where something "isn't working," the wrong first places to look are Technique and Case Analysis. The right place to first look is Basic Clearing.

Until a Clearing Practitioner can handle a Pc in session easily, handle a meter smoothly and accurately and is flawless in his Clearing cycle, he or she should have no hope of making any technique work or of analyzing any case for anything.

In smooth Basic Clearing lies the "open sesame" to all cases, for only then do Technique and Case Analysis function. The gun barrel is Basic Clearing. Technique and Case Analysis form the ammunition and sight. A poor basic Clearing Practitioner using a fine Technique is firing ammunition with no gun. It doesn't go anywhere.

There is a level of Basic Clearing for every level. At the lowest level it is only the ability to sit and listen. It grows in complexity from there up to the fabulous co-ordination of Pc, Clearing cycle and meter so flawless that neither Clearing Practitioner nor Pc are aware of the presence of Basic Clearing at all but only the actions of the Technique and the guidance of Case Analysis. And between those two practices of Basic Clearing lie many gradients.

Basic Clearing is the rock on which all gains are built.

### **TECHNIQUE**

The Techniques are many, spread out over 13 years of development.

A Technique is a process or some action that is done by Clearing Practitioner and Pc under the Clearing Practitioner's direction.

The lowest Technique is the single question given by the supervisor to let the Pc Itsa. The highest is listing (L&N).

A Technique is a patterned action, invariable and unchanging, composed of certain steps or actions calculated to bring about Range Arm action and thus better or free a Being.

There have been thousands of Techniques. Less than a hundred, at a guess, are in

common recommended use for the various levels of Clearing.

Techniques have their place in various levels of Clearing today rather than various differences of case.

As cases may be processed only at the level in which they are trained by modern ruling, and as several Techniques exist at each level for choice out of Case Analysis, it will be found quite simple to select a Technique and get results with it. Safe Clearing and good sense dictates such selection and classing of Techniques, and trouble only results when someone sells himself out of his level to a high fast flounder.

Techniques exist in tables and texts for the various levels, and it will be found that these give the best case results when applied in that way.

## CASE ANALYSIS

Case Analysis establishes two things: (a) What is going on with the case and (b) What should be done with it.

Case Analysis is a new subject to Clearing Practitioners at this time. It is commonly confused with Techniques and the gravest fault is treating Case Analysis as only another assessment technique.

There is a level of Case Analysis for every level or class to compare with the Basic Clearing and Technique of that class.

The first development in this new segment of processing was Programming. This is the consecutive techniques or actions a case should have to get adequate Range Arm action and achieve a new plateau of ability.

But Case Analysis itself has steps like (a) and (b) above.

There is also an invariable sequence of application in a more advanced Case Analysis. These steps should be very well known by a trained Clearing Practitioner since all Case Analysis fits into them:

1. Discover what the Pc is "sitting in."
2. Have the Pc detail what assumptions and considerations he or she has had about it; and
3. Identify it fully and correctly.

The "it" above can be as slight as a worry, as bothersome as a Present Time Problem, or as overwhelming as a physical illness. Whatever "it" is, the Case Analysis steps would be the same.

In the first step the survey may be very brief. It should certainly have certainty in it for the Pc. It can be very general. It can be a part of a case or a geographical location. The Pc could be Clear or not. The sequence of the 3 steps would be the same.

The next step (2) gets the lies off, giving Range Arm action and thus clearing away charge for a more accurate assault in (3). This second step can be very lengthy or very brief. But it must exist whether short or long. Otherwise the analysis is heavily hindered by the lies, and these will read on the meter and upset the analysis or they will cloud the Pc's perception on which all Itsa depends. So the lies must come off in any Case Analysis. Usually this is quite permissive and gently done. But it can amount to also pulling missed withholds. It all

depends on the level on which the analysis is being done and what is being analyzed. This step (2) becomes itself a Technique at lower levels. It is just a spatter and promise at high level Clearing.

The third step can be long or short but must always be there. Here, with the charge gone in (2), the Clearing Practitioner and Pc can now identify the thing much better, and the Pc can have a final certainty on it. Usually at lower levels the certainty is only that it is gone. The familiar “How do you feel about that problem now? “What problem?” is a lower level result of Case Analysis. At the highest level, “On checking the meter, I find that is a wrong Item” would be the Clearing Practitioner’s final (3) statement.

So Case Analysis at any level has as its action establishing what the Pc is in, what it has been supposed to be and what it now is (or isn’t).

Anything from a habit to a headache could be analyzed in this way. At the lowest levels it could occupy an intensive, at the highest levels five minutes.

ARC Break handling has been the most familiar tool of Case Analysis.

Case Analysis handles the momentary or prolonged problem, determines the Technique to be used and is always done with Basic Clearing.

A Clearing Practitioner has three hats. One is his Basic Clearing Practitioner’s hat. This he never takes off. The other two are his Technique hat and his Case Analysis hat and these he switches back and forth at need.

These are the three segments. Put together well, they make successful Clearing.

## F/N WHAT YOU ASK OR PROGRAM

26 DECEMBER 1988

When a Clearing Practitioner asks one question but F/Ns something else, it is simply a version of Q and A.

Example:

CLEARING PRACTITIONER: Do you have a problem?

Pc: (ramble-ramble) I was thinking of last night's dinner.

CLEARING PRACTITIONER: That F/Ns.

When the Clearing Practitioner starts something (such as a question or process) he MUST F/N what he started EVEN THOUGH HE DID SOMETHING ELSE DURING IT AND GOT AN F/N ON SOMETHING ELSE. HE MUST F/N THE ORIGINAL ACTION.

The result of not completing things to F/N can be:

- (a) Missed W/H phenomena.
- (b) High or low Range Arm an hour after the Pc "F/Ned at Examiner."
- (c) A stalled case.
- (d) An undone program.
- (e) An unhandled Pc.
- (f) Continual need for repair programs.

## C/S Q AND A

C/Ses can also Q and A. They simply handle whatever the Pc originates to the Examiner or Clearing Practitioner, over and over and on and on, and never complete programs or levels.

The result is:

- A. Incomplete Programs.
- B. Tripled or quadrupled C/S effort as the case never seems to get solved.
- C. Loads of repair programs.

Yet a C/S who does it will never look for it as THE primary error being committed.

The remedy is to have the C/S do an Anti-Q and A program.



## REHAB & CORRECTION

10 OCTOBER 1988

You can correct a Pc half to death.

For instance, the practice of rehabbing up to Grade II, if it has been a week or two or more since the Pc made Grade II, in order to run III is a bit bonkers and serves as an Invalidation. You're going to get any upset anyway in the rudiments, so why the rehab?

At SH lower grades are rehabbed before Power only when the Pc had the lower grades elsewhere, as the grades aren't to be trusted and that's for Power only. And only when there's no good report available.

Doing a Green Form "every day" on a Pc may shove up Qual stats but it's actually an overrun of Green Forms. They go to F/N on the Green Form and to do another WITHOUT ANY REAL TROUBLE having occurred is asking for it.

Sec Checks can be overrun and overdone. By-passing 2 or 3 Floating Needles on a Sec Check is bad business.

Doing Disagreements Checks and S & Ds wholesale on Pcs eventually winds them up in a ball.

Outnesses can usually be spotted by folder inspection by a good Case Supervisor.

When Remedy Bs and S & Ds are done by Clearing Practitioners who haven't got the Laws of Listing bulletin down by heart and use it will generally mess up more Pcs than they will help.

Qual corrects. But it can get into over-correction and then invalidate the Pc's or Pre OT's levels, fill his folder with bad lists, etc.

If any organization, any Qual, at this writing had its folders fully gone over by a competent Case Supervisor who KNEW his Laws of Listing, knew his Clearing, I guarantee that Org's stats would soar, not just Qual's. And having for once and all straightened out the folder, then cease to correct things that would better be handled by the next Grade or Section.

When over-correction has been present **YOU STRAIGHTEN OUT THE BLUNDERS IN THE FOLDER**, not just maul the Pc around some more. And when you have the folder straight, you mark it up to that point as remedied and after that only handle the Pc when there's something really gone wrong with him.

At the present writing I am organizing the Class VIII Course to make Class VIII Clearing Practitioners. These are essentially Case Supervisors and crack standard tech people who can straighten out folders and Pcs. Looking over old Qual case folders, I see they are desperately needed.

But keep the fact in view, don't correct a Pc who needs no correction. Don't rehab and remedy him to death. Get him onto the next level or section and let him have his wins.

## **ARBITRARIES**

26 DECEMBER 1988

Any arbitrary entered into any line is a way to stop that line.

A Clearing Practitioner doing a job of Clearing suddenly enters an arbitrary such as, "The Pc has a grief charge so he must have a withhold as I've just cleaned up ARC Breaks." Or any such wild thing. This arbitrary would stop that Pc's case right now.

You get all there is to know about tech from bulletins, tapes, books.

This is all.

Here's one - when the needle on a CB Meter read in response to a Clearing Practitioner's question, all you know is that the needle on the CB Meter read. That's all you know. Now in the next few seconds you will prove out, as to whether the read was to the question or to something else like a protest. To assume anything else in regard to meter reads is an arbitrary and will close up that Pc with a bang.

Standard tech is that tech which has absolutely no arbitraries.

## CEs AND COGNITIONS

14 JUNE 1988

In the presence of rough CEs cognitions do not occur.

Cognitions are the milestones of case gain.

Rough CEs, rough metering, Out Code and a distractive Clearing Practitioner add up to no case gain for the Preclear.

When a Clearing Practitioner has smooth, usual CEs, does his metering expertly and without attracting the Pc's attention, when he follows the Clearing Practitioner's Code (particularly regarding Evaluation and Invalidation) and when he is interested, not interesting, as a Clearing Practitioner, the Pc cognites and makes case gains.

Further, according to the axioms, a bank straightens out by AS-ISING its content. If the Pc's attention is distracted to the Clearing Practitioner and meter, his attention is not on his bank so AS-ISING cannot occur.

The definition of In Session is INTERESTED IN OWN CASE AND WILLING TO TALK TO THE CLEARING PRACTITIONER. When this definition describes the session in progress, then of course the Pc will be able to AS-IS and will cognite.

The Clearing Practitioner plus the Pc is greater than the Pc's bank. When the Clearing Practitioner plus the bank are both overwhelming the Pc, then the bank seems greater than the Pc. It is this situation which gives a Pc a low Range Arm, i.e., below 2.0.

A Clearing Practitioner who can't be heard, doesn't ack, doesn't give the Pc the next command, fails to handle originations, etc., simply has OUT-CEs.

The Clearing Practitioner who is trying to be interesting to the Pc, who over-acks, who laughs loudly, is putting the Pc's attention onto himself. So the Pc's attention, not being on his bank, doesn't as-is or cognite.

The Clearing Practitioner whose metering by-passes F/Ns or calls F/Ns at wrong points, or who tells the Pc "That reads" "That blew down" etc., or who in any other way uses the meter distractingly (the Pc knows when he is being under or overrun and knows when he is being mismetered), is of course violating the definition of IN-SESSION. The Pc's attention goes to the meter, not his bank, so he doesn't AS-IS or cognite.

Clearing Practitioner Invalidation and Evaluation are just plain bad form. They interfere with Pc cognitions. Other Code breaks are similarly distractive.

## A PERFECT SESSION

If you understand the exact definition of IN-SESSION, if you understand the Pc's necessity to have his attention on his bank so as to AS-IS it and work out what is really going on in a session that brings about a cognition (as-ising aberration with a realization about life), you will then be able to spot all the things in CEs, metering and the Code that would prevent case gain.

Once you see what out-CEs, mis-metering and Code breaks would PREVENT the IN-SESSION definition, you will see what would impede a Pc from AS-ISing and cogniting.

When you have this figured out, you will then be able to see clearly what are IN-CEs,

**CORRECT METERING and CORRECT CODE APPLICATION.**

Recognition of Right CEs, right Metering and right Code use depend only on:

- (a) Understanding the principles in this bulletin, and
- (b) Their practice so as to establish habit.

This mastered, one's Pcs will get cognitions and case gain and swear by "their Clearing Practitioner"!

## THE “DANGEROUS CLEARING PRACTITIONER”

1 NOVEMBER 1988

We long have had a term for a Clearing Practitioner who consistently did things that were upsetting to a Pc’s case. We call this a “dangerous Clearing Practitioner.”

There are certain exact specific actions or omissions that make such a Clearing Practitioner dangerous.

These are:

1. Breaks the Clearing Practitioner’s Code or ignores it as “only applying in certain cases.”
2. Clears past floating needles or directs additional clearing on that process when a floating needle has occurred.
3. Ceases running a process before the needle has gone free.
4. Starts a new grade of release without rehabilitation of earlier grades or making sure, at least by record, that an earlier grade has been rehabbed and was not overrun.
5. Does not locate the right SP on an S & D but over or under lists or misses while nulling.
6. Goes on clearing the Pc after an ARC Break without caring for the ARC Break (and believes it possible or usual to continue past one).
7. Consistently has hostile and derogatory opinions about his Pcs.

These are the really dangerous points that make a Clearing Practitioner who does them dangerous.

(This list was composed by tracing back upset cases to the errors which made the upset).

A Clearing Practitioner who merely makes the five Gross Clearing Errors is just a bad Clearing Practitioner.

A dangerous Clearing Practitioner often seems to be quite accomplished but does the above. On some Pcs he seems to get away with it and so will argue the virtue of his approach or violations. But on the next Pc he doesn’t and has a mess on his hands.

A “careful” Clearing Practitioner is not necessarily not dangerous. One doesn’t clear carefully. One clears with a relaxed competence that follows the rules and avoids the errors listed above.

There is no compromise for knowing one’s business.

Most Clearing Practitioners, when they are trained and no longer make the 5 Gross Clearing Errors, become very excellent Clearing Practitioners and do a fine job.

## EXTERIORIZATION

8 MARCH 1989

**EXTERIOR** 1. being on the outside of something. 2. the feeling and experience that one is larger than the body; the experience of being expanded beyond the limits of the body. 3. being out of and separate from the body.

**EXTERIORIZATION** 1. the state of being outside the body or being bigger than the body. (When this is done, the person achieves a certainty that he is himself and not his body.) 2. the feeling or experience of being larger than or expanding beyond the limits of the body (This feeling is commonly experienced in Clearing and sometimes in “awareness expansion seminars”). 3. the action of moving out of the body or the feeling of expanding beyond the limits of the body.

**INTERIORIZE** 1. to move into something.

**INTERIORIZATION** 1. the action of moving into something.

**INTERIORIZATION RUNDOWN** 1. a remedy designed to release a person from bad effects of interiorization after he has gone exterior and re-interiorized.

The ultimate goal of Clearing is exteriorization and the ability to exteriorize and interiorize from a body at will. Whenever an exteriorization occurs in a session with the Preclear looking and feeling good, the Clearing Practitioner quietly ends the session as the ultimate goal of Clearing has been achieved.

Exteriorization is a desired state. It demonstrates that an individual is not a body. The goal of Clearing is to exteriorize an individual from his or her body. This occurs at any level of Clearing. Exteriorization and being exterior are very enjoyable and pleasant states of existence; the individual feels more at cause over her surroundings. The individual feels expanded and powerful while losing the fear connected with being in a body.

Sometimes after a person has Exteriorized, as the result of Clearing or some other awareness-expanding practice, he or she may later Interiorize into the body with dire consequences. This Interiorization can reactively trigger earlier times of Interiorization where the person was hurt or injured and Interiorized.

Interiorization, after Exteriorizing, can be a reactive reminder of earlier, painful and unpleasant Interiorizations. This type of Interiorization can result in headaches, body aches and pains, a feeling of effort in life and a feeling of pressure from the environment. A person does not always react adversely to Interiorization, but when he does these are the clues.

After several unpleasant Interiorizations have occurred, the act of Exteriorizing may get reactively identified with Interiorization. Now the person may fear Exteriorization in further sessions as she knows now that this good feeling of Exteriorization leads to the bad feeling of Interiorization (i.e. pain = Interiorization = Exteriorization = Clearing). At this point Clearing can become a painful experience.

When unpleasant Interiorizations are not handled, an individual may feel it is necessary to leave or she may feel that she doesn't want more Clearing. After having been Exterior and now Interiorizing, she may feel that the only way to Exteriorize again is to take herself and her body out of the Clearing environment. This dramatization of Exteriorization/Interiorization contains these basics:

1. First Exteriorization is not acknowledged by the Clearing Practitioner. This invalidates the act and the state of Exteriorization.

2. The individual Interiorizes. Some or all of the unpleasant symptoms may occur.
3. The individual, wanting to be Exterior, leaves the Clearing scene because the Clearing environment has now been painfully and reactively identified with Interiorization.

The first step is to ACKNOWLEDGE EXTERIORIZATION.

This does not completely resolve the situation for the individual, since it is this current Interiorization (going in) which reactively triggers earlier unpleasant Interiorizations in the first place. Difficulty with Interiorization is cleared up by locating and running out Interiorizations. Interiorization, remember, is the act of going into something. If an individual is IN something, she must have gotten into it. The beginning of an Exteriorization is INTERIORIZATION in the first place. Interiorization is the more basic action.

The Being went INTO something before she went out of it. Exteriorization occurs at death. This is an engram. Interiorization occurs at birth. This is an engram. When somebody goes Exterior she is liable to key-in going Interior in the first place. But Interiorization always occurs earlier and is more basic than Exteriorization. You have to 'go into' something before you can 'go out' of it. That is why we Clear Interiorization and not Exteriorization. If we handle the earlier difficulty with Interiorization, the later difficulty with Exteriorization resolves spontaneously.

When an individual Exteriorizes during Clearing she can later painfully Interiorize; until the earlier INTERIORIZATIONS are cleared, she is put in the last part (Exteriorization) of an incident which began with Interiorization. The act of Exteriorization is late on a chain (which has hundreds of billions of like incidents earlier than it) and begins with Interiorization.

The individual with Interiorizations keyed-in and an unacknowledged Exteriorization, accompanied by one or all of the symptoms, has an OUT-INT (OUT-INTERiorization). OUT-INT means that a person, when she Interiorized, keyed-in all of the past Interiorizations with all of the accompanying MASS. The remedy for OUT-INT is to Clear INTERIORIZATIONS with the Interiorization (Int) Rundown. The goal of the Interiorization Rundown is an individual who can Exteriorize or Interiorize without keying-in the mass of past Interiorizations. When Int is "IN" the individual can go IN or OUT without reactivating mass. When this individual goes IN he or she can go OUT just by noticing that she is IN. Going IN or OUT are no longer traps.

A person may Interiorize with no bad consequences and Exteriorize at a later time in life or in another session. In fact, an individual may never experience any bad consequences from going in and out the body. However, if a Preclear has Exteriorized in Clearing or it is suspected that she has Exteriorized in Clearing and develops aches and pains or mental mass and pressure, the Interiorization Rundown is applied.

## INTERIORIZATION RUNDOWN

### STEPS

8 MARCH 1989

The symptoms of an out-int are:

1. Headaches and other bodily aches and pains (Interiorization has keyed-in earlier painful moments of interiorization).
2. High Range Arm, say above 4.0 (This is a manifestation of the mass resulting from the key-in of earlier similar painful moments of interiorization).
3. A case which was running well and is now difficult or impossible to Clear. (Occasionally, the new Pc manifesting 1 and 2 above will need an Int Rundown. One should look to see if the Pc was involved with earlier practices that could have caused him to exteriorize).
4. Sometimes, but not always, a tendency to be blowy (The Clearing environment has now become an A=A with the painful interiorizations and the Pc now wants to get away from this painful reminder. Also the Pc is dramatizing Exteriorization by trying to "exteriorize" physically from the Clearing environment by taking his body away from it).

These are the symptoms of out-int. You may not see all of them, but if the bypassed charge that is making Clearing difficult or impossible is an out-interiorization, then no other Clearing will handle the difficulty. No other Clearing or repair or correction will work over the top of an out-int. That is why we always say that "out-int" is checked and repaired before any other repair is attempted. One checks for "out-int" by noting the four symptoms above and additionally by assessing for reads on the Interiorization Buttons given below. Be sure one or more of these buttons read before proceeding with an Interiorization Rundown. An unnecessary Int Rundown can create more Bypassed Charge as does any unnecessary action. Also processing a Pc on the Interiorization Rundown over misunderstands can lead to the failure of this rundown. Be sure the Pc understands thoroughly the purpose and basic technology of the rundown.

### STEPS OF THE RUNDOWN

1. Omit ruds of any kind and do not attempt an L1. If the Pc has an out-int these action will cause the Range Arm to go up. Simply start the session and go on to the following steps.
2. With the Pc on the meter, have him read the bulletin called EXTERIORIZATION. Clear up any confusion. Handle any misunderstood words. Help the Pc do a simple demo of the theory that: "In" is the earlier beginning of the earlier similar incident of "Out."
3. Check for having been Cleared after exteriorization. The Range Arm should come down with F/N VGIs and perhaps a cognition. If the exteriorization and subsequent difficulty with interiorization occurred in an earlier practice you have to change the wording to fit the earlier practice and what happened in that practice. For example: Did you exteriorize in the training? Did you then do further training or processing after that exteriorization (or those exteriorizations).
4. Rehab this condition by getting or counting the number of times exteriorized. You should get an F/N VGIs and perhaps a cognition.



5. Clear and assess the following Interiorization Buttons:
 

GO IN	KICKED OUT OF SPACES
WENT IN	CAN'T GO IN
PUT IN	BEING TRAPPED
INTERIORIZED INTO SOMETHING	FORCED IN
WANT TO GO IN	PULLED IN
WANT TO GET OUT	PUSHED IN
6. Take the largest reading button and use the process for that button as given in the bulletin call INTERIORIZATION RECALL PROCESSES.
7. When you have finished the first button, take the next longest reading button and run the processes for it. Run all reading buttons and then reassess and run any that are now reading. At some point, perhaps on the first button, the Pc will EP on this rundown with VGIs and an F/N. Don't go past this point, i.e., the point where the Pc is flat on the subject of interiorization.

The signal to do above steps is: Pc went exterior in Clearing or has been found to have gone exterior. It is better to do the rundown before the Pc develops all the symptoms of out-int like high Range Arm and somatics. Clearing will not run well when the Pc is Cleared past or after exteriorization. Have the Pc read the bulletin called EXTERIORIZATION and then clear and check the buttons for reads. If one or more buttons read, do the rundown. Do not, under any circumstance, give the rundown if none of the buttons read.

#### INT RD END PHENOMENA

Exteriorization is not the EP of the Int Rundown. If it happens that the Pc goes exterior during the rundown, end off gently as in any other Clearing. That is not the EP of the rundown. Normally you would continue the rundown in the next session.

**THE EP OF THE INT RUNDOWN IS NO MORE CONCERN OR TROUBLE WITH EXTERIORIZATION OR INTERIORIZATION.**

This is generally accomplished by Clearing the Pc to an F/Ning Int button list.

But there is another phenomenon that can occur while running the Int Rundown. It is vital that the Clearing Practitioner does not miss this should it happen.

It goes like this: You're going along and suddenly some mass discharges, down comes the Range Arm, you suddenly have a floating Range Arm, and that's it. The Pc has hit the EP.

If you proceed past that point you're in trouble. You don't then reassess the Int buttonlist and you don't continue running the Quad Flows, even if all the flows have not yet been run on one reading button.

You do nothing put take you hands off the meter and gently end the session. If you do otherwise you can mess up a case.

It isn't necessarily exteriorization. Exteriorization could occur at the same time; however, we could not care less because exteriorization is not the EP of the rundown.

But at any point at which the above phenomenon occurs on the Int RD - mass moves off, the Range Arm comes crashing down and you can't keep the needle on the dial because the Range Arm itself is floating - you end off the rundown because you have the EP.

What has happened here is that you have blown the stuck flow of "going in."

Int sends the Range Arm up because the person has plowed deeper into more and more mass and come out of less and less mass. You have been Clearing the Pc on what has been for, for eons, a stuck flow of obsessively going in. At any point in the Clearing that stuck flow can suddenly give way. It heaves in the opposite direction, and the stuck flow of "going in" vanishes.

When that happens it's the end of the process, as that is all you want to accomplish with the Int RD.

If you were then to check the Int buttons (which you do not do at this point) you would find the Int buttons all F/Ning.

### FUTURE CLEARING

When the Pc has attained the EP of Int, either on the above phenomenon or by reassessing the Int buttons and running them on the flows to an F/Ning Int button list, one should now be able to Clear the Pc even after exteriorization. However, the bulletin EXT AND ENDING SESSION would still be applied.

### INTERIORIZATION TWO WAY COMM

The Interiorization Rundown is always followed by a final session with "2 way comm on interiorization-exteriorization."

If the interiorization Clearing has to be repaired, that is done first.

An Interiorization Rundown is never complete until an additional later session is given to 2 way comm on interior-exterior.

It is usually the case that the Pc did not fully cognite when he had the Int Rundown. His Range Arm may still be high after an Int RD session. What is needed is an additional 2 way comm session where the Pc usually cognites and completes the rundown. This 2 way comm session should be scheduled for at least 24 hours after the completion of the Int RD steps. It certainly shouldn't be scheduled any more than 4 or 5 days later. It must be another session preferably on another later day.

In the 2 way comm session the Clearing Practitioner gives the Pc the R-factor that he is going to ask some questions about interiorization and exteriorization.

The Clearing Practitioner then asks the Pc how he feels about interiorization, based on the Int button(s) that was assessed and run, and then asks him how he feels about exteriorization. The Clearing Practitioner can also 2 way comm the subject of Interiorization in general. It is pretty flexible; just keep the Pc talking about the subject of the rundown until he completes any incomplete cognitions and get the requisite F/N VGIs.

This should complete the rundown and now the Pc can continue on up the Life Expansion Chart to Clear and beyond.

## THE INTERIORIZATION BUTTONS

3 OCTOBER 1988

GO IN

KICKED OUT OF SPACES

WENT IN

CAN'T GO IN

PUT IN

BEING TRAPPED

INTERIORIZED INTO SOMETHING

FORCED IN

WANT TO GO IN

PULLED IN

WANT TO GET OUT

PUSHED IN

## INTERIORIZATION RECALL PROCESSES

8 MARCH 1989

The following are the Recall Quad Flows for each of the Interiorization buttons.

1. GO IN/WENT IN:

RF 1: Recall a time when you went in.

RF 2: Recall a time when you caused another to go in.

RF 3: Recall a time when another caused another or others to go in.

RF 0: Recall a time when you caused yourself to go in.

2. PUT IN:

RF 1: Recall a time when you were put in something.

RF 2: Recall a time when you put another in something.

RF 3: Recall a time when another put another or others in something.

RF 0: Recall a time when you put yourself in something.

3. INTERIORIZED INTO SOMETHING:

RF 1: Recall a time when you interiorized into something.

RF 2: Recall a time when you interiorized another into something.

RF 3: Recall a time when another interiorized another or others  
into something.

RF 0: Recall a time when you interiorized yourself into something.

4. WANT TO GO IN:

RF 1: Recall a time when you wanted to go into something.

RF 2: Recall a time when you caused another to want to go into something.

RF 3: Recall a time when another caused another or others to want to go  
into something.

RF 0: Recall a time when you caused yourself to want to go into something.

5. CAN'T GET IN:

RF 1: Recall a time when you couldn't get in.

RF 2: Recall a time when you caused another to be unable to get in.

RF 3: Recall a time when another caused another or others to be unable to get in.

RF0: Recall a time when you caused yourself to be unable to get in.

6. KICKED OUT OF SPACES:

RF 1: Recall a time when you were kicked out of spaces.

RF 2: Recall a time when you caused another to be kicked out of spaces.

RF 3: Recall a time when another caused another or others to be kicked out of spaces.

RF 0: Recall a time when you caused yourself to be kicked out of spaces.

7. CAN'T GO IN:

RF 1: Recall a time when you couldn't go in.

RF 2: Recall a time when you caused another to be unable to go in.

RF 3: Recall a time when another caused another or others to be unable to go in.

RF 0: Recall a time when you caused yourself to be unable to go in.

8. BEING TRAPPED:

RF 1: Recall a time when you were being trapped.

RF 2: Recall a time when you were trapping another.

RF 3: Recall a time when another was trapping another or others.

RF 0: Recall a time when you were trapping yourself.

9. FORCED IN:

RF 1: Recall a time when you were forced in.

RF 2: Recall a time when you forced another in.

RF 3: Recall a time when another forced another or others in.

RF 0: Recall a time when you forced yourself in.

10. PULLED IN:

RF 1: Recall a time when you were pulled in.

RF 2: Recall a time when you pulled another in.

RF 3: Recall a time when another pulled another or others in.

RF 0: Recall a time when you pulled yourself in.

11. WANT TO GET OUT:

RF 1: Recall a time when you wanted to get out.

RF 2: Recall a time when you caused another to want to get out.

RF 3: Recall a time when another caused another or others to want to get out.

RF 0: Recall a time when you caused yourself to want to get out.

12. PUSHED IN:

RF 1: Recall a time when you were pushed in.

RF 2: Recall a time when you caused another to get pushed in.

RF 3: Recall a time when another caused another or others to get pushed in.

RF 0: Recall a time when you caused yourself to be pushed in.

## INTERIORIZATION RUNDOWN

### CORRECTION LIST

13 NOVEMBER 1988

This list can be assessed method 3 or method 5, depending on the situation. The Clearing Practitioner can switch to more specialized correction lists such as the L3 or L4, etc. as needed.

1. WAS THERE A WRONG INDICATION? \_\_\_\_\_
2. DID YOU NOT GO EXTERIOR IN THE FIRST PLACE? \_\_\_\_\_
3. DID YOU FEEL FINE ABOUT INTERIORIZATION? \_\_\_\_\_
4. HAVE YOU BEEN CLEARED OVER AN ARC BREAK? \_\_\_\_\_
5. HAVE YOU BEEN CLEARED OVER A PROBLEM? \_\_\_\_\_
6. HAVE YOU BEEN CLEARED OVER A WITHHOLD? \_\_\_\_\_
7. HAS SOMETHING BEEN OVERRUN? \_\_\_\_\_
8. HAVE WE GONE PAST A BIG WIN? \_\_\_\_\_
9. HAS SOMETHING BEEN LEFT UNFLAT? \_\_\_\_\_
10. HAS ANYTHING BEEN CUT SHORT? \_\_\_\_\_
11. WAS THERE A MISUNDERSTOOD? \_\_\_\_\_
12. WAS SOMETHING NOT FULLY UNDERSTOOD? \_\_\_\_\_
13. WERE YOU CONFUSED ABOUT SOMETHING? \_\_\_\_\_
14. WERE YOU THINKING OF LEAVING? \_\_\_\_\_
15. ARE YOU AFRAID THAT IF YOU GET OUT YOU WILL CAUSE DAMAGE? \_\_\_\_\_
16. WOULD LETTING YOU OUT BE A PERPETRATION \_\_\_\_\_
17. HAVE YOU FAILED TO GET OUT IN AN EARLIER PRACTICE OR RELIGION? \_\_\_\_\_
18. DO YOU JUST MOVE BACK INTO THE BODY AND PUSH AGAINST IT? \_\_\_\_\_
19. HAS ANYTHING BEEN MISSED? \_\_\_\_\_
20. IS SOMETHING ELSE WRONG? \_\_\_\_\_
21. HAS THERE BEEN AN UNNECESSARY ACTION? \_\_\_\_\_
22. WAS THE REAL REASON MISSED? \_\_\_\_\_

## THE INTROSPECTION RUNDOWN

8 MARCH 1989

**INTROSPECT** 1. To look inward in a worried and anxious fashion because of some upsetting experience. [Latin introspectus coming from intro, into + specere, to look]

**INTROSPECTION** 1. A looking into one's own mind, feelings, reactions, etc.; observation and analysis of oneself.

**INTROVERTED** 1. having one's attention fixed inward. [coming from intro- + Latin vertere, to turn]

**INTROVERSION** 1. to have one's attention fixed inward. 2. a tendency to direct one's interest upon oneself instead of upon external objects or events.

**INDICATION** 1. a pointing out of something to another person.

### WRONG INDICATIONS IN LIFE

In a life situation, wrong indications can be as disastrous as they are in a Clearing session. For example, you call someone a "jerk" and he gets upset and violent; that's a wrong indication. You call someone else a "genius" and he laughs and looks relieved; that's a correct indication. A wrong indication is a wrong indication when the person sees it as something he must reject. If it is a wrong indication for the receiver it is a wrong indication. What is correct for one can be totally incorrect for another.

If you point out something to someone, no matter how correct you think it might be, and that person gets upset, reacts with violence or becomes depressed or sad, he has been given a wrong indication. For example, a mother tells her son "You're just like your father." And the youngster has a temper tantrum. This mother has given her son a wrong indication. We can safely say that almost all violent responses in life are the result of wrong indications. Correct indications lead to happy people and wrong indications lead to upset ones. And if the wrong indication is heavily enforced, the result is deep sadness for those who submit or have to submit. And sometimes the person will even rebel with incredible violence.

More frequently, one person will get another person to self-list by giving her a wrong indication or asking her an unanswerable question. Phil says to Mary "Mary, you're such a klutz." And Mary says "No! I'm not." Then Mary starts to list to herself to find out what she is - I'm a good person, I'm a happy person, I'm a likable person, etc. - on and on for days. The wrong indication of "klutz" sticks with her reactively and she just keeps on listing while wondering why she feels so sad. Mary says to Phil "Why are you so mean to me?" And Phil looks to see "why he is so mean to her" and starts his own self-list: I'm so mean to Mary because my mother hit me, I'm so mean to Mary because I'm crazy, etc. He never gets the right answer that feels good and so can accept no answer or accepts a wrong indication. Phil feels terrible. Phil and Mary finally get a divorce to escape from this madness.

Julia goes to her grandfather and says "Grandfather, you're such a wonderful person!" Grandfather says "Why don't you mind your own business!" Wrong indication. Julia replies "You old bastard!" Grandfather laughs, looks bright and happy and says "Now you got it." Correct indication. Whatever the person feels is a wrong indication is a wrong indication.

Given a wrong indication, a person's attention will introvert and he or she will begin a process of introspection that can last for seconds or years. The outward manifestation can range from sadness and depression to incredible violence and rage. In a normal person this



results in diminished activity, unhappiness and illness. In its most extreme form it results in a severe reality break where the person appears cut off from reality. In a mild form it results in a life of mild or chronic illness and a greatly reduced ability to cope with everyday problems; this manifests as chronic worrying. It also manifests as deep concern and a loss of happiness and joy in life.

The key is: WHAT MADE THE PERSON TO INTROSPECT BEFORE THE MENTAL AND EMOTIONAL DECLINE?

The breakthrough was made on a person who, after a series of wrong indications, went into a full-blown mental and emotional breakdown - violence, destruction and all.

A Clearing Practitioner went into the room, sat down with the person and corrected the last severe point of wrong indication. When later times of wrong indication in his life were cleared up, the person came out of his severe upset and into present time.

The essence of the Introspection Rundown is looking for and correcting all those things which made the person to look inward worriedly and wrestle with the mystery of some incorrectly designated error that resulted in a continual inward looking without relief or end.

The Introspection Rundown is most effective when the person is well rested, well fed and is not currently on any drugs or medications. This is best but not always possible. It is also best to build the person up with vitamins first. It is important to talk too much around a person who is in a severe upset as you may trigger a state of deep apathy or violence.

The Clearing Practitioner will find by study or research of the person's case or by interview of the person the last severe point of introversion just before the current mental breakdown or illness. There may be several severe points of introversion, prior or after the one that triggered the break or illness. These points are identified by their upsetting or worrisome effect on the person. Each is noted down for handling. On each point, the substance of it as a point of introversion is indicated to the person to release the charge. Other points are also indicated.

These are the beginning steps. After these beginning steps, many additional steps are done to further stabilize the person.

## INTROSPECTION RUNDOWN

### LABELLING THE WRONG INDICATION

8 MARCH 1989

Getting the wording of each point of introspection stated by the Preclear as a general running item (e.g., "What would you call such an incident?") is the most crucial part of the Introspection Rundown. For example: If the wrong indication came from the Preclear's brother Harry saying "You're too dumb to go to college," the general description of this wrong indication might be "Telling somebody that they are too dumb to do something." This is called labelling the wrong indication as a label is put on it.

**LABEL (noun)** 1. a card, strip of paper, etc. marked and attached to an object to indicate its nature, contents, ownership, destination, etc. 2. a descriptive word or phrase applied to a person, object, ideas, belief, etc. as a convenient generalized classification.

**LABEL (verb)** 1. to attach a label to; mark with a label. 2. to classify as; call; name; describe.

The 2 W/C questions for the flows are then:

Flow One: Tell me about people telling you that you're too dumb to do something.

Flow Two: Have you ever told another that he or she was too dumb to do something?

Flow Three: Have you ever seen or heard of another telling another or others that they were too dumb to do something?

Flow Zero: Have you ever thought that you were too dumb to do something?

Notice that Flows 2, 3 and 0 are non-assumptive questions. Make sure that the questions you use read on the meter or you might bog the Preclear.

These can be easily put into the form of R3R questions as follows:

Flow One: Locate an incident of another telling you that you're too dumb to do something.

Earlier: Is there an earlier incident of another telling you that you're too dumb to do something?

Flow Two: Locate an incident of your telling another that he or she is too dumb to do something.

Earlier: Is there an earlier incident of your telling another that he or she is too dumb to do something?

Flow Three: Have you ever seen or heard of another telling another or others that they are too dumb to do something?

Earlier: Is there an earlier incident of another telling another or others that they are too dumb to do something?

Flow Zero: Locate an incident where you thought that you were too dumb to do something.

Earlier: Is there an earlier incident where you thought you were too dumb to do something?

Finding the evil purpose or intention by L&N is done as follows:

“What would be the intention behind telling someone he or she is too dumb to do something?”

List to one item such as “to dominate someone” and then place this item in the following R3R commands:

Flow One: Locate an incident when you had the intention to dominate someone.

Earlier: Is there an earlier incident when you had the intention to dominate someone?

Flow Two: Locate an incident when you caused another to take the intention to dominate someone.

Earlier: Is there an earlier incident when you caused another to take the intention to dominate someone?

Flow Three: Locate an incident when another caused another or other to take the intention to dominate someone.

Earlier: Is there an earlier incident where another caused another or others to take the intention to dominate others?

Flow Zero: Locate an incident when you caused yourself to take the intention to dominate others.

Earlier: Is there an earlier incident when you caused yourself to take the intention to dominate others?

This would then complete the handling of any one introspection (wrong indication) item to full EP. All commands and questions, except the “Earlier” question on R3R must be checked for and must read in order to be run. Otherwise normal 2 W/C procedure from Class III and normal R3R procedure from Class V are followed.

Here are some examples of wrong indications and how they could be labelled:

THE WRONG INDICATION	WHAT THE PC CALLED IT
you're crazy	being negatively evaluated
you're dumb	telling somebody they're dumb
you lack ambition	an attack for no reason
you're not wanted	missing out
that I was beautiful when I wasn't	joking about my appearance
you're a homosexual	analyzing another
you're callous and cold	invalidation
you're fat and ugly	incorrect assessment

you're too slow

domination

you'll never be a success

a heavy evaluation

you're going to fail

manipulation

Here are a couple of examples of what the Quad flow 2 W/C would look like:

#### JOKING ABOUT MY APPEARANCE

Flow One: Tell me about others joking about your appearance.

Flow Two: Have you ever joked about another's appearance?

Flow Three: Have others joked about another's appearance?

Flow Zero: Have you ever joked about your own appearance?

The R3R command would then follow the same pattern.

#### INCORRECT ASSESSMENT

Flow One: Tell me about others making incorrect assessments of you.

Flow Two: Have you ever made an incorrect assessment of another?

Flow Three: Have others made incorrect assessments of others?

Flow Zero: Have you ever made an incorrect assessment of yourself?

#### DOMINATION

Flow One: Tell me about other people trying to dominate you.

Flow Two: Have you ever tried to dominate another?

Flow Three: Have others tried to dominate others?

Flow Zero: Have you ever wanted to be dominated?

You have to work the command over with the Preclear to get the correct wording that reads on each flow. It is somewhat of an art, and after some practice, it is quite easy.

## INTROSPECTION RUNDOWN

### QUESTIONS

8 JULY 1989

1. Locate a recent point of illness, emotional decline, sudden disturbance or severe upset. Locate this point either by folder study or by 2W/C with the Preclear.
2. Find out what triggered the illness, emotional decline, etc. as found in step #1. Get the incident that trigger the illness, emotional decline, etc. and the person or persons involved.
3. Find out what happened in the incident and what was said.
4. Locate the introverting comments or statement said to the Preclear by using questions like the ones below:
  1. Were you given a wrong indication?
  2. Did someone say something that was untrue?
  3. Did someone say something was true when it wasn't?
  4. Did someone say something wasn't true when it was?
  5. Did someone say something you didn't like?
  6. Were you forced to believe something?
  7. Were you forced to accept an idea?
  8. Was someone's idea about you incorrect?
  9. Did someone force their viewpoint on you?
  10. Did you agree just to get them off your back?
  11. Have you accepted someone's wrong idea?
5. If the Preclear doesn't volunteer it, ask "What was it?" Example: "Suzy said I was stupid."
6. Indicate the BPC to the person using all your intention with good CE 8. For example: "I'd like to indicate that when Suzy said you were stupid, that was a wrong indication." or "I'd like to indicated that when Suzy said you were fat, that was untrue." They will show relief, good indicators and perhaps an F/N.
7. Work over the recent incident until you get all of the wrong indications, etc. and stated and indicated.
8. At this point go on to the Labelling and Two Way Comm section of the IntrospectionRundown.

Note: Circle the Wrong Indications on the worksheet and then after session make a list of them for use in the rest of the rundown.

# THE INTROSPECTION RUNDOWN

## STEPS

19 JULY 1988

The key is: WHAT CAUSED THE PERSON TO INTROSPECT BEFORE THE MENTAL AND EMOTIONAL DECLINE?

A Clearing Practitioner corrects the last severe point of wrong indication. Then subsequent times of wrong indication are cleared up.

The essence of the Introspection Rundown is looking for and correcting all those things which caused the person to look inward worriedly and wrestle with the mystery of some incorrectly designated error that resulted in a continual inward looking without relief or end.

The Introspection Rundown is most effective when the person is well rested, well fed and is not currently on any drugs or medications. This is optimum but not always possible. It is also optimum to build the person up with vitamins first. It is important to not talk too much around a person who is in a severe upset as you may trigger a state of deep apathy or violence.

The Clearing Practitioner locates by study or research of the person's case or by interview of the person the last severe point of introversion just prior to the current mental breakdown or illness. There may be several severe points of introversion, prior or subsequent to the one that triggered the break or illness. These points are identified by their upsetting or worrisome effect on the person. Each is noted down for handling. On each point, the substance of it as a point of introversion is indicated to the person to release the charge. All other points are likewise indicated.

Use this bulletin as a checklist and keep a copy of it in the front of the Preclear's folder. Sign off the steps as you go along.

Here are the steps of the rundown:

1. The Preclear is off all drugs and medicines for a period of at least 6 weeks \_\_\_\_\_
2. All medical and dental work has been done if needed \_\_\_\_\_
3. Preclear is taking all the necessary nutritional supplements \_\_\_\_\_
4. Preclear is getting a proper nutritionally balanced diet \_\_\_\_\_
5. Preclear is sleeping 7 1/2 to 8 hours or more per night \_\_\_\_\_
6. Preclear is living in a safe environment and is not constantly or continually enturbulated \_\_\_\_\_
7. Preclear has read and cleared the bulletin called LISTING \_\_\_\_\_
8. Preclear has read and cleared the bulletin called THE INTROSPECTION RUNDOWN \_\_\_\_\_

The above steps must be complete before beginning or you will be wasting a very powerful rundown. If you must do it in a desperate situation as an assist action, at least make sure the Preclear is well fed and rested.

1. The Clearing Practitioner locates by study or research of the person's case or by interview of the person the last severe point of introversion just prior to the current mental breakdown or illness. For a person who is not ill or in a current mental breakdown, the Clearing Practitioner finds the last severe point of introversion just prior to the most recent illness or upset. There may be several severe points of introversion, prior or subsequent to the one that triggered the break or illness. These points are identified by their upsetting or worrisome effect on the person. Each is noted down on the INTROSPECTION RUNDOWN CHART for handling.
2. On each point, the substance of it as a point of introversion is indicated to the person to release the charge. All other points are likewise indicated. Each point should BD and F/N. For example: I'd like to indicate that when your brother Harry said, "You're too dumb to go to college," it caused you to introspect because it was a wrong indication! This or a similar wording can be used. There is no set wording. You might have to work with it a bit to get the correct BPC.
  - 2A. First point indicated to F/N \_\_\_\_\_
  - 2B. Second point indicated to F/N \_\_\_\_\_
  - 2C. Third point indicated to F/N \_\_\_\_\_
  - 2D. Fourth point indicated to F/N \_\_\_\_\_

In the case of an out-list, the fact of a wrong item would be indicated and the list corrected with an L4 or directly with the Laws of Listing and Nulling.

3. Get the wording of each point stated by the Preclear as a general running item (e.g., "What would you call such an incident?") and its read and handle by 2W/C each flow E/Sim to F/N. For example: If the wrong indication came from the Preclear's brother Harry saying "You're too dumb to go to college," the general description of this wrong indication might be "Telling somebody that they are too dumb to do something." This is called labelling the wrong indication as a label is put on it.

**LABEL (noun)** 1. a card, strip of paper, etc. marked and attached to an object to indicate its nature, contents, ownership, destination, etc. 2. a descriptive word or phrase applied to a person, object, ideas, belief, etc., as a convenient generalized classification.

**LABEL (verb)** 1. to attach a label to; mark with a label. 2. to classify as; call; name; describe.

The 2 W/C questions for the flows are then:

- Flow One: Tell me about people telling you that you're too dumb to do something.
- Flow Two: Have you ever told another that he or she was too dumb to do something?
- Flow Three: Have you ever seen or heard of another telling another or others that they were too dumb to do something?
- Flow Zero: Have you ever thought that you were too dumb to do something?

Notice that Flows 2, 3 and 0 are non-assumptive questions. Make sure that the questions you use read on the meter or you might bog the Preclear.

- 3A. First point labeled, written down on the INTROSPECTION RUNDOWN CHART and 2 W/C'd Quad flow to F/N on each flow \_\_\_\_\_

- 3B. Second point labeled, written down on the INTROSPECTION RUNDOWN CHART and 2 W/C'd Quad flow to F/N on each flow \_\_\_\_\_
- 3C. Third point labeled, written down on the INTROSPECTION RUNDOWN CHART and 2 W/C'd Quad flow to F/N on each flow \_\_\_\_\_
- 3D. Fourth point labeled, written down on the INTROSPECTION RUNDOWN CHART and 2 W/C'd Quad flow to F/N on each flow \_\_\_\_\_
- 4. Verify/Correct all L&N lists \_\_\_\_\_
- 5. Verify/Correct any "Why" finding or PTS Interviews, etc \_\_\_\_\_
- 6. R3R Quad first running item in "WHAT YOU CALL IT" column of INTROSPECTION RUNDOWN CHART \_\_\_\_\_
- 6A. L&N for the intention behind the perpetration flow of the subject run in No. 6. Make sure L&N question reads before listing. For example: "What is the intention behind telling someone that he or she is too dumb to do something?" \_\_\_\_\_
- 6B. R3R Quad the intention found in 6A. \_\_\_\_\_
- 7. R3R Quad second running item in "WHAT YOU CALL IT" column of INTROSPECTION RUNDOWN CHART \_\_\_\_\_
- 7A. L&N for the intention behind the perpetration flow of the subject run in No. 7. Make sure L&N question reads before listing. For example: "What is the intention behind telling someone that he or she is too dumb to do something?" \_\_\_\_\_
- 7B. R3R Quad the intention found in 7A. \_\_\_\_\_
- 8. R3R Quad third running item in "WHAT YOU CALL IT" column of INTROSPECTION RUNDOWN CHART \_\_\_\_\_
- 8A. L&N for the intention behind the perpetration flow of the subject run in No. 8. Make sure L&N question reads before listing. For example: "What is the intention behind telling someone that he or she is too dumb to do something?" \_\_\_\_\_
- 8B. R3R Quad the intention found in 8A. \_\_\_\_\_
- 9. R3R Quad fourth running item in "WHAT YOU CALL IT" column of INTROSPECTION RUNDOWN CHART \_\_\_\_\_
- 9A. L&N for the intention behind the perpetration flow of the subject run in No. 9. Make sure L&N question reads before listing. For example: "What is the intention behind telling someone that he or she is too dumb to do something?" \_\_\_\_\_
- 9B. R3R Quad the intention found in 9A. \_\_\_\_\_

You find many more than four wrong indications to take through the above steps. If you do these can be noted on as complete on a separate sheet of paper. The INTROSPECTION RUNDOWN CHART will help you keep track of these additional wrong indications.



## SESSION CORRECTION LIST

17 NOVEMBER 1988

This correction list can be used on any rundown or grade to correct any errors. The list can be assessed method 3 or method 5, depending on the situation. The Clearing Practitioner can switch to more specialized correction lists such as the L4, etc. as needed.

1. DID YOU GO EXTERIOR? \_\_\_\_\_
2. HAVE WE FOUND A WRONG ITEM? \_\_\_\_\_
3. WAS IT NOT YOUR ITEM? \_\_\_\_\_
4. HAS THERE BEEN A WRONG INDICATION? \_\_\_\_\_
5. HAVE YOU BEEN CLEARED OVER AN ARC BREAK? \_\_\_\_\_
6. HAVE YOU BEEN CLEARED OVER A PROBLEM? \_\_\_\_\_
7. HAVE YOU BEEN CLEARED OVER A WITHHOLD? \_\_\_\_\_
8. WAS THERE A WITHHOLD THAT KEPT COMING UP? \_\_\_\_\_
9. IS THERE AN UNDISCLOSED PERPETRATION? \_\_\_\_\_
10. HAS SOMETHING BEEN OVERRUN? \_\_\_\_\_
11. HAVE WE GONE PAST A BIG WIN? \_\_\_\_\_
12. HAS SOMETHING BEEN LEFT UNFLAT? \_\_\_\_\_
13. HAS ANYTHING BEEN CUT SHORT? \_\_\_\_\_
14. WAS THERE A MISUNDERSTOOD? \_\_\_\_\_
15. DID SOMETHING DISTRACT YOU? \_\_\_\_\_
16. WERE YOU DISTRACTED BY THE CLEARING PRACTITIONER? \_\_\_\_\_
17. HAS SOMETHING FLATTENED OUT OF SESSION? \_\_\_\_\_
18. HAS SOMEONE UPSET YOU? \_\_\_\_\_
19. WAS SOMETHING NOT FULLY UNDERSTOOD? \_\_\_\_\_
20. HAS ANYTHING BEEN MISSED? \_\_\_\_\_
21. IS SOMETHING ELSE WRONG? \_\_\_\_\_
22. HAS THERE BEEN AN UNNECESSARY ACTION? \_\_\_\_\_
23. WAS THE REAL REASON MISSED? \_\_\_\_\_
24. WAS THERE NOTHING WRONG IN THE FIRST PLACE? \_\_\_\_\_

## CHECKING QUESTIONS ON GRADE PROCESSES

27 SEPTEMBER 1988

EACH GRADE 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.

## JUSTIFICATION

13 DECEMBER 1988

When a person has committed a perpetration and then withholds it, he or she usually employs the social mechanism of justification.

We have all heard people attempt to justify their actions, and all of us have known instinctively that justification was tantamount to a confession of guilt. But not until now have we understood the exact mechanism behind justification.

Short of Clearing there was no means by which a person could relieve himself of consciousness of having done a perpetration except to try to lessen the perpetration.

Some churches used a mechanism of confession. This was a limited effort to relieve a person of the pressure of his perpetrations. Later the mechanism of confession was employed as a kind of blackmail by which increased contribution could be obtained from the person confessing. Factually this is a limited mechanism to such an extent that it can be extremely dangerous. Religious confession does not carry with it any real stress of responsibility for the individual. Religion as religion is fairly natural. Confession, to be non-dangerous and effective, must be accompanied by a full acceptance of responsibility. All perpetrations are the product of irresponsibility on one or more of the dynamics.

Withholds are a sort of perpetration in themselves but have a different source. Oddly enough we have just proven conclusively that man is basically good - a fact which flies in the teeth of old religious beliefs that man is basically evil. Man is good to such an extent that when he realizes he is being very dangerous and in error he seeks to minimize his power, and if that doesn't work and he still finds himself committing perpetrations, he then seeks to dispose of himself either by leaving or by getting caught and executed. Without this computation Police would be powerless to detect crime - the criminal always assists himself to be caught. Why Police punish the caught criminal is the mystery. The caught criminal wants to be rendered less harmful to the society and wants rehabilitation. Well, if this is true then why does he not unburden himself? The fact is this: unburdening is considered by him to be a perpetration. People withhold perpetrations because they conceive that telling them would be another perpetration. It is as though Beings are trying to absorb and hold out of sight all the evil of the world. This is wrong-headed; by withholding perpetrations these are kept afloat in the universe and are themselves as withholds entirely the cause of continued evil. Man is basically good but he could not attain expression of this until now. Nobody but the individual could die for his own sins - to arrange things otherwise was to keep man in chains.

In view of these mechanisms, when the burden became too great, man was driven to another mechanism - the effort to lessen the size and pressure of the perpetration. He or she could only do this by attempting to reduce the size and repute of the terminal. Hence, not-ness. Hence when a man or a woman has done a perpetration there usually follows an effort to reduce the goodness or importance of the target of the perpetration. Hence the husband who betrays his wife must then state that the wife was no good in some way. Thus the wife who betrayed her husband had to reduce the husband to reduce the perpetration. This works on all dynamics. In this light most criticism is justification of having done a perpetration.

This does not say that all things are right and that no criticism anywhere is ever merited. Man is not happy. He is faced with total destruction unless we toughen up our postulates. And the perpetration mechanism is simply a sordid games condition man has slipped into without knowing where he was going. So there are rightnesses and wrongnesses in conduct and society and life at large, but random, carping criticism when not born out in fact is only an effort to reduce the size of the target of the perpetration so that one can live (he hopes) with the perpetration. Of course to criticize unjustly and lower repute is itself a perpetration and so this mechanism is not, in fact, workable.

Here we have the source of the dwindling spiral. One commits perpetrations unwittingly. He seeks to justify them by finding fault or displacing blame. This leads him into further perpetrations against the same terminals which leads to a degradation of himself and sometimes those terminals.

Punishment is just another worsening of the perpetration sequence and degrades the punisher. But people who are guilty of perpetrations demand punishment. They use it to help restrain themselves from (they hope) further violation of the dynamics. It is the victim who demands punishment and it is wrong-headed society that awards it. People get right down and beg to be executed. And when you don't oblige, the woman scorned is sweet tempered by comparison. And many a Preclear who sits down in your chair for a session is there just to be executed and when you insist on making such a Pc better, why you've had it, for they start on this desire for execution as a new perpetration chain and seek to justify it by telling people you're a bad Clearing Practitioner.

When you hear scathing and brutal criticism of someone which sounds just a bit strained, know that you have your eye on perpetrations against that criticized person and next chance you get, pull the perpetrations and remove just that much evil from the world.

## SOME FAMOUS JUSTIFICATIONS

26 DECEMBER 1988

It really wasn't a perpetration because.....

It wasn't me; it was just my bank

You can't hurt a Being

He was asking for a motivator

He's got perpetrations on me

I've got a service facsimile on that

His perpetrations are bigger than mine

My intentions were good

He's a victim anyway

I had a by-passed charge

I was just being self-determined

I've come up to being overt

It's better than suppressing

I'll straighten it out next lifetime

He must have done something to deserve it

He was pulling it in

I was in an ARC Break

He needed a lesson

He'll have another life-time anyway

It's only a consideration anyhow

It's not against my moral code

Codes are only considerations

They couldn't have it

They weren't willing to experience it

I don't see why I have to be the only one to take responsibility

It's about time I was overt

They are only degraded Beings anyhow

They are so way out they wouldn't realize it

He's such a victim already, one more motivator won't make any difference

They just can't have control

I can't help it if he reacts

He's too critical

He must have missed W/Hs

He's a no-effect case anyhow

I'm above moral codes

Why should I limit my causativeness

Just because others can't take it

It was my duty to tell the truth

You wouldn't want me to withhold

He must have postulated it first

He never would have cognited if I hadn't told him

I'll run it out later

He'll be getting more Clearing

## THE JUSTIFICATION PROCESS

15 MARCH 1989

People can't/don't take responsibility for their perpetrations because they justify them.

If you ask a Pc what perpetration he has committed, and then ask him why it wasn't a perpetration, you will find that it wasn't a perpetration and therefore didn't relieve as an answer because it was all justified.

One of the powerful perpetration processes is:

1. In this lifetime what perpetration have you committed?
2. How have you justified it?

Number 2 is run until the Pc runs out of answers. Then a new perpetration is found and 2 is done thoroughly and repetitively on it.

Note it is not an alternate command. Note that a cycle of action is completed when the Pc runs out of answers on question 2. Then ask question 1 again.

This cracks the general irresponsibility the Clearing Practitioner is met with in trying to get P/W to benefit the irresponsible case.

"In this lifetime" is added because the Pc who can't face his perpetrations not only justifies them but goes way back into his past lives to find perpetrations instead of getting off the simple this lifetime ones.

This is not the same process as plain "what have you done?" in which any action done by the Pc is accepted as the answer.

Sometimes in simple general P/W you will find the Pc is not answering the Clearing question but is answering "What have I done that caused my trouble?" The Pc is running "What action that I have done explains what has happened to me?" These are altered forms of the actual question which is simply "What have you done?"

Therefore running justifications undercuts any earlier version of P/W and is very effective in raising the Cause Level of the Pc.

## RISING SCALE PROCESSING

26 DECEMBER 1988

The scale used in Rising Scale Processing is taken from the Chart of Attitudes, the bottom and top buttons being employed in the process.

The scale is:

FULLY ALIVE DEAD	RIGHT WRONG	FULLY RESPONSIBLE NO RESPONSIBILITY
OWNS ALL OWNS NOTHING	EVERYONE NOBODY	ALWAYS NEVER
MOTION SOURCE STOPPED	TRUTH HALLUCINATION	FAITH DISTRUST
I KNOW I KNOW NOT	CAUSE EFFECT	I AM I AM NOT

The process drills the Pc in changing his mind and demonstrates to him that he can maintain higher levels of certainty and that he can alter his considerations.

The commands are:

1. "Get the idea of(bottom of scale, e.g., dead)."
2. "Do you have that idea?"
3. "Alright. Now change that idea as nearly as you can to(top of scale, e.g., fully alive)."
4. "OK. How close did you come?"
5. "Thank you."

These commands are run repetitively 1-5, 1-5, on the same pair (e.g., dead-fully alive) until the end phenomena of F/N, Cog, VGIs on the pair being run is reached.

Example:

1. Commands for the pair (dead - fully alive) are cleared.
2. Commands are run 1-5, 1-5, 1-5, 1-5 F/N, Cog, VGIs.
3. Commands for next pair (wrong - right) are cleared.
4. Commands are run 1-5, 1-5 to F/N, Cog, VGIs on that pair, and so on until all twelve pairs have each been run to F/N, Cog, VGIs which gives twelve F/Ns on the process.

Note: All twelve pairs are run each to its own EP. One never runs a few pairs and leaves it there. Once Rising Scale is started, all twelve pairs must be run unless the full EP of Rising Scale is reached before all twelve are run.



# A SUMMARY OF THE BEST PROCESSES FOR GRADE IV

31 DECEMBER 1988

The EP of Grade IV is:

MOVING OUT OF FIXED CONDITIONS

THE RECOGNITION OF ONE'S ABILITY TO DO NEW THINGS

Fixed conditions are created by fixed ideas, opinions and considerations. These in turn are the products of the Pc's Service Facsimiles. Since "Considerations are senior to the mechanics of space, time and energy," these Service Facsimiles have great power to limit the Pc in every aspect of his life. Once they are found and run out, the Pc experiences a great upsurge in ability.

This Expanded Grade IV Rundown (Ability Rundown) is composed of processes which directly and indirectly ask for and find Service Facsimiles. Since Service Facsimiles seem to the individual to be of great value in his survival, those processes which go after the Service Fac in an indirect fashion are usually more successful. In this "Back Door" type of process neither the Preclear nor the Bank can see what you are after until the Service Facsimiles is actually uncovered.

## I. R2-44 MUST AND MUST NOT HAPPEN AGAIN

F-1

1. Tell me some things you wouldn't want to have happen again.
2. Tell me some things you would like to have happen again.

EP \_\_\_\_\_

F-2

1. Tell me some things another wouldn't want to have happen again.
2. Tell me some things another would like to have happen again.

EP \_\_\_\_\_

F-3

1. Tell me some things others wouldn't want to have happen again.
2. Tell me some things others would like to have happen again.

EP \_\_\_\_\_

F-0

1. Tell me some things you wouldn't want to do to yourself again.
2. Tell me some things you would like to create for yourself again.

EP \_\_\_\_\_

## II. PERPETRATION JUSTIFICATION PROCESS

If this process was not run on Grade II, it can be at this point on Grade IV. If it was done on Grade II, skip it.

F-1

1. In this lifetime what perpetration has another committed against you?
2. How has he/she justified it?

Run these processes 12222..., 12222..., 12222..., etc.

EP\_\_\_\_\_

F-2

1. In this lifetime what perpetration have you committed against someone?
2. How have you justified it?

EP\_\_\_\_\_

F-3

1. In this lifetime what perpetration has another committed against another or others?
2. How have he/she/they justified it?

EP\_\_\_\_\_

F-0

1. In this lifetime what perpetration have you committed against yourself?
2. How have you justified it?

EP\_\_\_\_\_

### III. RISING SCALE PROCESSING

The scale used in Rising Scale Processing is taken from the Chart of Attitudes, the bottom and top buttons being employed in the process. Other dichotomies can be added to this list, e.g. SUCCESS - FAILURE, etc.

The scale is:

FULLY ALIVE DEAD	RIGHT WRONG	FULLY RESPONSIBLE NO RESPONSIBILITY
OWNS ALL OWNS NOTHING	EVERYONE NOBODY	ALWAYS NEVER
MOTION SOURCE STOPPED	TRUTH HALLUCINATION	FAITH DISTRUST
I KNOW I KNOW NOT	CAUSE EFFECT	I AM I AM NOT

The process drills the Pc in changing his mind and demonstrates to him that he can maintain higher levels of certainty and that he can alter his considerations.

The commands are:

1. Get the idea of(bottom of scale, e.g. dead).
2. Do you have that idea?
3. Alright. Now change that idea as nearly as you can to(top of scale, e.g. fully alive).
4. OK. How close did you come?
5. Thank you.

These commands are run repetitively 1-5, 1-5, on the same pair (e.g. dead-fully alive) until the end phenomena of F/N, Cog, VGIs on the pair being run is reached.

Note: All twelve pairs are run each to its own EP. One never runs a few pairs and leaves it there. Once Rising Scale is started, all twelve pairs must be run unless the full EP of Rising Scale is reached before all twelve are run.

#### IV. LIFE VIEWING PROCESS

1. What are you doing?
2. What did you assume or decide that led you to that doing?
3. What are you being?
4. What did you assume or decide that led you to that being?
5. What are you having?
6. What did you assume or decide that led you to that having?
7. What are you knowing?
8. What did you assume or decide that led you to that knowing?

EP\_\_\_\_\_

#### V. CLEARING THE SERVICE FACSIMILE DATA

Clear the data on computations and service facs using the bulletin called GRADE IV - THE SERVICE FACSIMILE.

Give the Pc this bulletin to take home and read or have the Pc read the bulletin aloud and after each paragraph ask, What do you consider that means? Clear up any confusions or misunderstood words.

#### VI. THE DISABILITY RUNDOWN

At this point you can use your knowledge of the Preclear's history or 2 W/C questions to locate unhandled conditions which might now surrender to Service Facsimile handling. This is one of the few places in Clearing where we want to find conditions and not terminals. Here are some sample 2 W/C questions:

1. Do you have any disabilities?
2. Are there any conditions that haven't surrendered to previous Clearing?

3. Are there any conditions you've been trying to solve with Clearing?
4. Do you have any persisting handicap?
5. Do you have a persisting injury?
6. Do you have a persisting illness?
7. Are there any conditions that keep you from a full enjoyment of life?

Add any other questions you can think of.

If the Pc gives you a generalized terminal (men, women, policemen), a subject (chemistry, religion, politics) or an area or activity (growing flowers, raising children, going camping), note it down with the read and save it for Section XI. Safe Solutions.

Note: A general terminal would be "a man" while a generalized terminal would be "men."

Find a condition and run it in the following processes:

#### PROCESS ONE:

1. In this lifetime, how would (the condition) make you right?

Ask until the Pc runs out of answers.

2. In this lifetime, how would (the condition) make others wrong?

Ask until the Pc runs out of answers.

Repeat 1 and 2 until Pc runs out of answers or you get some resolution or EP. An F/N is quite adequate. Then go on to 3 and 4.

3. In this lifetime, how would (the condition) help you to escape domination?

4. In this lifetime, how would (the condition) help you to dominate another or others?

Handle 3 and 4 the same way you did 1 and 2. Then go on to 5 and 6.

5. In this lifetime, how would (the condition) aid your survival?

6. In this lifetime, how would (the condition) hinder the survival of another or others?

Handle 5 and 6 same way you did 1 and 2. The EP for this process is the voicing by the Pc of the underlying computation. Once you get the computation with an F/N and VGIs, you've got the EP for this process. That could occur the first time you ask command number one. Watch for it. It must sound totally crazy or irrational.

Note: The purpose of the above Service Fac Bracket is to get the computation. Once you get the computation you've got the total EP.

#### PROCESS TWO:

1. What has (the condition) gotten you out of?
2. What has (the condition) gotten you into?

PROCESS THREE (OPTIONAL):

If this condition hasn't blown by now, Prepcheck it to EP.

VII. SERVICE FAC INTERVIEW

Use the following interview questions to determine if the Pc has any other Service Fac areas to handle:

1. Is there anything you have done to show that you are different?
2. How have you tried to prove that you are different?
- 3a. Has anyone really made you feel wrong?
- 3b. What were you doing just before they got you to feel wrong?
- 3c. What were you being just before they got you to feel wrong?
- 4a. Have you ever (emotionally) defended yourself and/or your point of view its correctness even though you knew inside that you were wrong?
- 4b. How did you do that?
- 4c. What were you being or trying to be?
5. What basic ideas about life guarantee your personal survival?
6. When you really want to drive your point home, how do you do that?
7. What do you show to make people feel sorry for you?
8. What qualities do you have to have to survive?
9. What qualities do you have to have to make life worthwhile?
10. What weaknesses (illnesses) have you presented to get people to do things for you?
11. What have you presented that proves that you don't need any help?
12. What have you presented that proves that you need help?
13. What must people think of you for you to feel alright about yourself?
14. What have you done to get people to just "let you alone"?
15. What have done that forced people to pay attention to you?
16. What have you been that forced people to pay attention to you?

Use the answers to these questions in the Service Fac Bracket or to list Safe Solutions.

Some Preclears by this time in the rundown can just give you the computation directly. This should be encouraged.

## VIII. LISTING AND NULLING

Clearing the data on listing and nulling. Use the following bulletins:

1. LISTING
2. WRONG ITEMS
3. ASSESSMENT LISTING AND NULLING
4. OTHER KINDS OF LISTING ERRORS

Have the Pc read these aloud and after each paragraph ask, "What do you consider that means?" Clear up any confusions or misunderstood words.

Clear the L4 correction assessment line by line. Have the Pc read a line and then ask, "What do you consider that means?" Clear up any confusions or misunderstandings. Pc might originate that one of the lines happened to her. If the line reads or blows down, indicate as bypassed charge and note it down and the read. Don't attempt to handle it otherwise.

## IX. A SIMPLE SERVICE FACSIMILE PROCESS

List and Null or 2W/C the question: "What do you think your Service Facsimile is?" Run what is found in the Service Facsimile Bracket.

### X. ROUTINE THREE SC-A

#### A. List and null using the question:

"In this lifetime, what do you use to make others wrong?"

You want a BD F/N item that is a computation, but you will probably get a doingness, beingness or havingness.

Indicate the item. Then indicate the F/N. Then go on to the next step of the handling if the Pc gives you a doingness, beingness or havingness. If the Pc gives you a computation with full Cog, F/N VGIs, that's the EP. If the Pc gives you a computation and yet doesn't totally get it, you can run the computation through the Service Fac Bracket to get the full EP.

If the Pc gives you an LFBD F/N that is not a computation, take it and run it in the brackets. As you run the brackets, listen for a computation. If the Pc comes up with the actual computation along with F/N VGIs while running the brackets, cease running the item, as you've got the EP of the process.

#### B. Run the L & N item in the Service Facsimile Bracket:

1. In this lifetime, how would (L & N item) make you right?

2. In this lifetime, how would (L & N item) make others wrong?
3. In this lifetime, how would (L & N item) help you escape domination?
4. In this lifetime, how would (L & N item) help you to dominate others?
5. In this lifetime, how would (L & N item) aid your survival?
6. In this lifetime, how would (L & N item) hinder the survival of others?

C. List for another L & N item on the Pc, using the listing question:

“In this lifetime, what do you use to dominate others?”

When you have the L & N item, repeat Steps B and C above.

D. Find another L & N item on the Pc with the listing question:

“In this lifetime, what do you use to aid your own survival?”

Handle the L & N item per Steps B and C above.

E. Continue to find and handle L & N items on the Pc, using, in order, the following listing questions:

1. “In this lifetime, what do you use to make yourself right?”
2. “In this lifetime, what do you use to escape domination?”
3. “In this lifetime, what do you use to hinder the survival of others?”

When the L & N item won't run on any of the brackets or doesn't produce a computation, even after going all the way through the R3R steps, you prepcheck it to EP (F/N, cog, VGIs). Ref: F/N EVERYTHING.

## XI. SAFE SOLUTIONS

This section handles generalized terminals (men, women, policemen), subjects (chemistry, religion, politics) and areas or activities (growing flowers, raising children, going camping).

Note: A general terminal would be “a man” while a generalized terminal would be “men.”

The basic Listing and Nulling questions are:

What would be a safe solution to your problem about\_\_\_\_\_?

or

What would be a safe assumption about\_\_\_\_\_?

or

In the area of \_\_\_\_\_ what would be a safe solution?

or

In the area of \_\_\_\_\_ what would be a safe assumption?

Use the form of the question that reads best or communicates best to your Pc.

If you get a computation with an LFBD F/N, that's the EP. Otherwise, run the "safe solution" through the Service Fac Bracket below to get the computation:

1. In this lifetime, how would (the safe solution) make you right?

Ask until the Pc runs out of answers.

2. In this lifetime, how would (the safe solution) make others wrong?

Ask until the Pc runs out of answers.

Repeat 1 and 2 until Pc runs out of answers or you get some resolution or EP. An F/N is quite adequate. Then go on to 3 and 4.

3. In this lifetime, how would (the safe solution) help you to escape domination?

4. In this lifetime, how would (the safe solution) help you to dominate another or others?

Handle 3 and 4 the same way you did 1 and 2. Then go on to 5 and 6.

5. In this lifetime, how would (the safe solution) aid your survival?

6. In this lifetime, how would (the safe solution) hinder the survival of another or others?

Handle 5 and 6 same way you did 1 and 2. Prepcheck the safe solution if you get no big EP by now. The EP for this process is the voicing by the Pc of the underlying computation. Once you get the computation with an F/N and VGIs, you've got the EP for this process. That could occur the first time you ask command number one. Watch for it. It must sound totally crazy or irrational.

Note: The purpose of the above Service Fac Bracket is to get the computation. Once you get the computation you've got the total EP.

## XII. SERVICE FAC COMPLETION PROCESS

1. Tell me something that's all right the way it is.
2. Tell me something that's all right if it persisted.
3. Tell me something that's all right if it disappeared.

EP \_\_\_\_\_

## XIII. THE PRECLEAR'S HAVINGNESS PROCESS

Find and run the Preclear's havingness process.

EP \_\_\_\_\_



**L10 SERVICE FACSIMILIE RUNDOWN  
ASSESSMENT LIST**

RIGHTEOUS  
NOBLE  
HIGH MINDED  
INFALLIBLE  
PERFECT  
FAULTLESS  
OPPRESSIVE  
REPRESSIVE  
SUPPRESSIVE  
INVALIDATIVE  
POWERFUL  
RIGID  
FIXED  
UNBENDING  
UNYIELDING  
INFLEXIBLE  
UNCHANGABLE  
UNRELENTING  
RELENTLESS

**SUPLIMENTAL ITEM LIST**

OUTSMARTED OTHERS  
TRICKED OTHERS  
EXPLOITED OTHERS  
SUBDUED OTHERS  
OVERPOWERED OTHERS  
RESPRESSED OTHERS  
OPPRESSED OTHERS  
SUPPRESSED OTHERS  
CRUSHED OTHERS  
SUBJUGATED OTHERS  
ENSLAVED OTHERS  
OVERRULED OTHERS  
OUTDID OTHERS

## L10

### THE EXPANDED SERVICE FACSIMILIE RUNDOWN

1 NOVEMBER 1985

This part of the L10 Rundown consists of L&N actions to be listed per the Laws of Listing and Nulling to a BD F/N item. They are done in the order listed. On the purpose/intention list, if you get VVGI's BD F/N and major case cognition or valence shift, that's it on that step. If it goes to BD F/N VGI's, not a real blow out, then run the item R3RA quad or run recall on it or D/L OR Quad Recalls for Clear or above. Be sure not to Clear over a persistent F/N. You may only be able to do one list each session. This blows off valences, overwhelm, confusion to undercut service facsimilie running and increases reach vastly.

The basic L&N questions are:

Who or What(W/W) was\ (Item from list)\?

or

Who or What would have been\ (Item from list)\?

or

What past identity was\ (Item from list)\?

or

What past identity would have been\ (Item from list)\?

Use the question which communicates best to the Pc and gives the biggest read.

Clear the L&N question with the word to be used such as:

W/W was rigid? LF

List and Null to one item such as:

a domineering king LFBD F/N

Whenever you get an item, find the service fac computation of the identity or valence per the instructions in THE EXPANDED SERVICE FAC RUNDOWN and/or find and run the basic purpose of the identity per TECHNICAL BULLETIN 29 JULY 1984 ISSUE III L RUNDOWN TERMINAL PROCEDURE.

Take the next word off the item list and repeat procedure.

End off this step on a major case change, valence shift and/or ability gained with VVGIs, Floating RA and Cognition.

SUPPLIMENTAL ITEM LIST

The above list is cleared and assessed and the longest reading item is placed in one of the questions:

Who or What (Item from list)?

or

What past identity (Item from list) ?

For example:

Who or What outsmarted other?

The conditional sense (using “would”) often works better with some Pcs. For the conditional sense put the item in the present tense:

Who or what would outsmart others?

or

What past identity would outsmart others?

Find the question and/or tense that reads best and communicates what you want to the Pc.

Find the service fac computation of the identity or valence per the instructions in THE EXPANDED SERVICE FAC RUNDOWN and/or find and run the basic purpose of the identity per L RUNDOWN TERMINAL PROCEDURE.

# L RUNDOWN TERMINAL HANDLING PROCEDURE

30 JUNE 1988

When an item is found on any of the L&N list questions, the C/S and/or Clearing Practitioner observes one of the following eight (A through H) possibilities:

- A. The item found on the L&N question is an identity. The identity can be either:
  - 1. A Terminal (Term)
  - 2. An Opposition Terminal (Oppterm)
- B. The item found on the L&N is a valence. This is another Being who the Pc has known as with the VA Power Plus "Person" list item. For example, "John Smith" or "my father" are people who the Pc has known.
- C. The item found on the L&N is a plural item (group or generalized or nonspecific item) such as "The United Nations" or "The League of Women Voters," etc.
- D. The item found on the L&N is a noun or nounal word expressing a quality. These noun can be "poverty," "success," "happiness," "slowness," etc.
- E. The item found on the L&N is a noun or nounal word expressing a "person," "place" or "thing." For example: "An Army Captain," "Philadelphia" or "A Mercedes Benz."
- F. The item found on the L&N is a verb, adverb, adjective or some other part of speech like "defend" or "badly" or "defenseless," etc.
- G. The item found on the L&N is a condition or malady such as "headaches" or "poor eyesight" or "flat feet."
- H. The item found on the L&N is a significance of some kind like "help" or "problem."

The C/S or Clearing Practitioner has to observe which category the item fits into (A through F). The next part of this bulletin gives the detailed handling for each category A through F.

## A. IDENTITY HANDLING

First we must determine whether the item is a terminal (Term) or an opposition terminal (Oppterm). There are 3 ways to do this:

- 1. Clear the two questions:
  - a. Who or What would (item) oppose?

If this question (question a) reads the original item is a terminal and the new list will yield an opposition terminal.

- b. Who or What would oppose (item)?

If this question (question b) reads the original item is an opposition terminal and the new list will yield a terminal.

This is probably the most reliable method for determining whether the item is a terminal

or opposition terminal.

2. Have the Pc talk about the item or items one at a time and see whether he turns on a somatic (pain, etc) or sensation (feeling, emotion, misemotion, etc). The stable datum here is:

PAIN = TERMINAL

SENSATION = OPPOSITION TERMINAL

3. Ask the Pc his feelings about the item. Look at his emotional response to the item. If he feels he would like to “do it in” if given half a chance, it is most likely an opposition terminal. Although, this is the least reliable method as you are relying on the Pc’s analytical think and he may be wrong, especially if his ideas disagree with the reads on 1 and the body reactions on 2.

At this point you should have the terminal and the opposition terminal and know which is which. If your first item was an opposition terminal and your first oppose list gave you a terminal then you should oppose the terminal one more time so you wind up with an opposition terminal as the last item found. If your first item was a terminal and your first oppose list gave you an opposition term, you then stop. You always stop with an opposition terminal rather than a terminal. This is a safety measure because if you have to end off before both sides are flat, you want to leave the Pc with a known opposition terminal as the last item found; otherwise, the Pc could go around between sessions dramatizing the known terminal which is easy to do and not very pleasant sometimes. It is easy because the Pc was this identity at one time; therefore, it is easy for him to fall into being it again. When you leave off with an opposition terminal you avoid the situation where the Pc is running around being a gangster or a sex fiend or something like that. So always end off with an opposition terminal as shown below and that shuts off the charge.

#### TERMINAL HANDLING:

##### STEP ONE:

Handle the terminal first. Place the item in the following commands and run to EP:

1. What has (a) \_\_\_\_\_ done?
2. What has (a) \_\_\_\_\_ withheld?

For example:

1. What has Fairy Princess done?
2. What has Fairy Princess withheld?

##### STEP TWO:

Then use the L&N the question:

What would be the basic intention/purpose of (a) (terminal)?

For example:

What would be the basic intention/purpose of a Fairy Princess?

Use intention or purpose, whichever communicates or reads best. For some Pc’s evil intention or evil purpose might read best.

Take the LFBD F/N item found and run it Quad R3R.

The Flow 1 command is:

Locate an incident containing the intention/purpose\_\_\_\_\_.

For example:

“to dominate others”

Locate an incident containing the intention/purpose to dominate others.

Be sure it is an evil intention or purpose.

Run the item Quad R3R to full erasure.

If it is a good or positive intention, rehab it by 2 W/C - “What progress have you made in achieving that purpose?”

#### OPPTERM HANDLING:

The Oppterm is handled as an opposition terminal, i.e., as something the Pc hated and likely committed perpetrations against. There are many different approaches. These are:

1. Full PTS R/D steps along with the Suppressed Person R/D
2. The Multiprocess Terminal Rundown
3. A Quad Flow P/W process from Expanded Grade II

Use the one which best fits the Pc’s reality level and experience.

If you have two Oppterm, then run these processes on both of them.

This should flatten this Term - Oppterm pair. If not, you can run a double Service Facsimile bracket as given in the bulletin called DOUBLE BRACKETS.

#### **B. VALENCE HANDLING**

##### STEP ONE:

If the item turns out to be a valence, i.e., another Being or person who the Pc has known in the past or is currently associated with, handle using one or all of the following:

1. Full PTS R/D steps along with the Suppressed Person R/D
2. The Multiprocess Terminal Rundown
3. A Quad Flow P/W process from Expanded Grade II

Use the one which best fits the Pc’s reality level and experience.

##### STEP TWO:

Run:

1. Tell me a similarity between you and (valence) .

2. Tell me a difference between you and (valence).

#### STEP THREE:

If, as yet, no valence separation:  
2W/C "Is there a time when you wanted to be like (valence)?  
When Pc has found one, say: "Tell me about it."  
Repeat to a valence separation.

#### STEP FOUR:

Date/locate the first time the Pc ever met that Being or person. If the D/L was only of a meeting of a human composite, recent life, go earlier to find the first encounter with that Being or person and D/L to a blow on that Being or person.

This should take care of the valence. If the above does not handle it, List and Null the following question:

Who or What does/did (valence) remind you of?

Then handle by using A, B, C, D, E, F, G or H above (which ever applies to the new item).

### **C. PLURAL ITEM HANDLING**

An example of plural items would be: "The Red Sox," "The Elks Club" or "The Spanish Inquisition."

Prepcheck it first and then do a represent list as follows:

Who or What represents (plural item)?

OR

Who or What would represent (plural item)?

This should give you a singular, specific item. Then handle by using A, B, C, D, E, F, G or H above (which ever applies to the new item).

### **D. NOUNAL WORD - QUALITY NOUN HANDLING**

This is handled the same as Grade VI. These are called End Words. You simply use an antonym dictionary to find the reading opposite and proceed as with the Grade VI materials in the Class VII pack.

### **E. NOUNAL WORD - PERSON, PLACE OR THING HANDLING**

With a person you can use the handling for identity or valence. With a place it can be Prepchecked, followed by the Grade VA process for places. For a thing just place it in one of the categories A through H.

### **F. VERB, ADVERB OR ADJECTIVE HANDLING**

This shouldn't happen. If it does, just convert it to a noun, find the opposite and handle as in D.

### **G. CONDITION OR MALADY HANDLING**

First run the process:

Tell a problem you could have with another for which (condition or malady) is the answer.

Then L&N:

Who or what would (have) (condition or malady)?

Then handle by using A, B, C, D, E, F, G or H above (which ever applies to the new item).

### **H. SIGNIFICANCE HANDLING**

Either relist it as:

Who or what would (have) (significance)?

or use one of the categories A, B, C, D, E, F, G or H above (which ever applies to the new item).

That should handle every possible item you'll get on the Listing and Nulling questions.



## EXPANDED TERMINAL HANDLING

12 JULY 1988

REFERENCE: TERMINAL HANDLING PROCEDURE

The following procedure is given for terminal handling starting at the bottom of TERMINAL HANDLING PROCEDURE.

### TERMINAL HANDLING:

#### STEP ONE:

Handle the terminal first. Place the item in the following commands and run to EP:

1. What has (a) \_\_\_\_\_ done?
2. What has (a) \_\_\_\_\_ withheld?

For example:

1. What has Fairy Princess done?
2. What has Fairy Princess withheld?

It must be remember that P/W is run "as terminal" and not "on the terminal" as in normal P/W processing. He or she did not commit perpetrations on the terminal; rather, he or she was the terminal committing perpetrations on others.

This can be further expanded to include all flows as follows:

#### Flow One

1. As a (terminal), what has another done to you?
2. As a (terminal), what has another withheld from you?

#### Flow Two

1. As a (terminal), what have you done?
2. As a (terminal), what have you withheld?

#### Flow Three

1. As a (terminal), what have you seen another do to another?
2. As a (terminal), what have you seen another withhold from another?

OR

1. As a (terminal), what has another done to another or others?
2. As a (terminal), what has another withheld from another or others?

## Flow Zero

1. As a (terminal), what have you done to yourself?
2. As a (terminal), what have you withheld from yourself?

## THE ARC PROCESS

15 MARCH 1989

The CB Meter has a frailty. It operates only if the Clearing Practitioner has some, even small, command value over the Pc, and operates hardly at all when the Clearing Practitioner has no command value over the Pc. The Clearing Practitioner loses this command value in the presence of an ARC Break. Thus the CB meter knows best on everything except when there is an ARC break.

When there is an ARC Break present in the session, nothing registers on the CB Meter, including a casual question about an ARC break. Thus the CB Meter must be supplanted by a Clearing Practitioner's ability to recognize the existence of an ARC break. But once the ARC Break is out of the way, the CB Meter is superior to any "knowingness" on the part of the Clearing Practitioner.

With this reservation concerning registry of ARC breaks, the meter knows best, and Clearing Practitioners who think they know more than the CB Meter do nothing but get Pcs in trouble. But conversely, the Clearing Practitioner who, on asking for ARC breaks (alone), thinks that the CB Meter knows more than he or she does will also err.

WHEN THE PC HAS A SEVERE ARC BREAK IT WILL NOT REGISTER WHEN ASKED FOR ON THE CB METER, AND NOTHING ELSE WILL REGISTER EITHER. SO BE SURE THE PC IS WILLING AND ABLE TO TALK TO THE CLEARING PRACTITIONER.

The Clearing Practitioner has to be able to obnosc an ARC Break in a Preclear and then handle with the ARC Break rudiment or an ARC Break assessment such as the L1.  
THE ARC PROCESS

FLATTEN THIS PROCESS ON ALL NEW PRECLEARS, BEFORE DOING ANYTHING ELSE IN ORDER TO KEEP THEM MORE EASILY IN SESSION AND TO GET YOUR CB METER TO READ BETTER.

Do each question several times by itself in order to get off any triggered automaticities and to let the Pc get through any misemotion. Then do the whole sequence one time each, over and over consecutively.

1. WHO HAVEN'T YOU BEEN WILLING OR ABLE TO TALK TO ABOUT YOUR DIFFICULTIES?
2. WHO COULD YOU HAVE TALKED TO ABOUT YOUR DIFFICULTIES?
3. WHOSE DIFFICULTIES HAVEN'T YOU WANTED TO HEAR ABOUT?
4. WHOSE DIFFICULTIES HAVE YOU BEEN WILLING TO LISTEN TO?

RUDIMENTS QUESTION THAT BY-PASSES THE CB METER DIFFICULTY IN PICKING UP ARC BREAKS:

"DO YOU FEEL WILLING TO TALK TO ME ABOUT YOUR CASE?"

If negative, run above.

## R3H

28 SEPTEMBER 1988

R3H is the major process for Level III. It handles a basic ARC Break of a case.

### R3H PROCEDURE

1. Locate a change in life by Listing and Nulling. "What change has happened in your life" is a version of the question.
2. 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. Locate the ARC Break connected with this change.
5. Find out by assessment if this was a Break in

Affinity  
Reality  
Communication  
Understanding

6. Taking the one found in (5) and 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?"

