



*Prerequisites: THE NEW HUBBARD SOLO AUDITOR COURSE,
PART II*



*I will not always be here on guard.
The stars twinkle in the Milky Way
And the wind sighs for songs
Across the empty fields of a planet
A Galaxy away.
You won't always be here.
But before you go,
Whisper this to your sons
And their sons —
“The work was free.
Keep it so.”*

L. RON HUBBARD

Knights of Eternity



CLEARING COURSE CHECKSHEET

CONFIDENTIAL

Name _____

Date started _____

Place : _____

Prerequisite: Solo Auditor

Finished R6EW

Sequence: The materials contained in this checksheet include necessary data for you to be able to audit the Clearing Course Implant.

The checksheet is divided into 2 parts:

1. Study of the Materials.
2. Auditing of the CC implant.

Materials by this order. Don't pass by a word you do not fully understand.

Product: Clear

For students not super-literate each entry of the checksheet must be examined by the supervisor.

PART ONE

1. PL 7 FEB. 65 **KEEPING SCIENTOLOGY WORKING** _____
2. PL 17 JUN. 70 **TECHNICAL DEGRADES** _____
5. B 20 ABR. 67 **THE STATE OF CLEAR.** _____
6. B 14 DEZ. 81 **THE STATE OF CLEAR.** _____
7. **THE ROAD TO CLEAR** _____
- 8 **CLEARING COURSE INSTRUCTION BOOKLET** _____

9 Demo Kits:

- A) How the Instructions of the CC Booklet are applied _____

10 Clay Demos:

- A) The structure of the CC implant (5 Parts, 10 Runs) _____
- B) Move 10 Beings through the structure of the implant and make them go out the other way. (10 is an arbitrary example.) _____



11 Make some worksheets so that you familiarize yourself with the CC session admin. _____

12. LIST 7 CORRECTED (ISOLATED)

13 Supervisor spot checks the materials. _____

ATTEST

Attest that I completed all the requisites of this checksheet, that I know and can apply the materials to the Solo CC auditing.

STUDENT _____

DATE _____

I Attest that this student knows and can apply the materials on this course to the Solo CC Auditing,

SUPERVISOR _____

DATE _____

PART TWO

PRACTICAL SECTION

You will now have an interview with the Director of SOLO Processing.

You are ready to receive the Clearing Course Materials and start your work in Solo.

You will be under the direct supervision of the Solo C/S and of the Solo Director of Processing while you are on the CC auditing,

GOOD LUCK!

- (1) Ask for your first C/S and **PLATENS OF THE CC.** _____
- (2) Ask your supervisor to show you how to cover the lower items on the platens with a white paper so that, in session, you can only see the one you are running. _____
- (3) Start of Session! _____

The student completed all requisites above and has attested CLEAR at exams.

SOLO C/S _____

DATE _____

END OF CHECKSHEET



PART ONE

HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 7 FEBRUARY 1965

REISSUED 15 JUNE 1970

Remimeo

Sthil Students

Assn/Org Sec Hat

Case Sup Hat

Ds of P Hat

Ds of T Hat

Staff Member Hat

Franchise

(issued May 1965)

Note. Neglect of this Pol Ltr has caused great hardship on staffs, has cost countless millions and made it necessary in 1970 to engage in an all out International effort to restore basic Scientology over the world. Within 5 years after the issue of this PL with me off the lines, violation had almost destroyed orgs. "Quickie grades" entered in and denied gain to tens of thousands of cases. Therefore actions which neglect or violate this Policy Letter are HIGH CRIMES resulting in Comm Evs on ADMINISTRATORS and EXECUTIVES. It is not "entirely a tech matter" as its neglect destroys orgs and caused a two-year slump. IT IS THE BUSINESS OF EVERY STAFF MEMBER to enforce it.

ALL LEVELS

KEEPING SCIENTOLOGY WORKING

HCO Sec or Communicator Hat Check on all personnel and new personnel as taken on.

We have some time since passed the point of achieving uniformly workable technology.

The only thing now is getting the technology applied.

If you can't get the technology applied then you can't deliver what's promised. It's as simple as that. If you can get the technology applied, you can deliver what's promised.

The only thing you can be upbraided for by students or pcs is "no results". Trouble spots occur only where there are "no results". Attacks from governments or monopolies occur only where there are "no results" or "bad results".



Therefore the road before Scientology is clear and its ultimate success is assured if the technology is applied.

So it is the task of the Assn or Org Sec, the HCO Sec, the Case Supervisor, the D of P, the D of T and all staff members to get the correct technology applied.

Getting the correct technology applied consists of:

- One: Having the correct technology.
- Two: Knowing the technology.
- Three: Knowing it is correct.
- Four: Teaching correctly the correct technology.
- Five: Applying the technology.
- Six: Seeing that the technology is correctly applied.
- Seven: Hammering out of existence incorrect technology.
- Eight: Knocking out incorrect applications.
- Nine: Closing the door on any possibility of incorrect technology.
- Ten: Closing the door on incorrect application.

One above has been done.

Two has been achieved by many.

Three is achieved by the individual applying the correct technology in a proper manner and observing that it works that way.

Four is being done daily successfully in most parts of the world.

Five is consistently accomplished daily.

Six is achieved by instructors and supervisors consistently.

Seven is done by a few but is a weak point.

Eight is not worked on hard enough.

Nine is impeded by the “reasonable” attitude of the not quite bright.

Ten is seldom done with enough ferocity.

Seven, Eight, Nine and Ten are the only places Scientology can bog down in any area.

The reasons for this are not hard to find. (a) A weak certainty that it works in Three above can lead to weakness in Seven, Eight, Nine and Ten. (b) Further, the not-too-bright have a bad point on the button Self-Importance. (c) The lower the IQ, the more the individual is shut off from the fruits of observation. (d) The service facets of people make them defend themselves against anything they confront, good or bad, and seek to make it wrong. (e) The bank seeks to knock out the good and perpetuate the bad.

Thus, we as Scientologists and as an organization must be very alert to Seven, Eight, Nine and Ten.

In all the years I have been engaged in research I have kept my comm lines wide open for research data. I once had the idea that a group could evolve truth. A third of a century has thoroughly disabused me of that idea. Willing as I was to accept suggestions and data, only a handful of



suggestions (less than twenty) had long-run value and none were major or basic; and when I did accept major or basic suggestions and used them, we went astray and I repented and eventually had to “eat crow”.

On the other hand there have been thousands and thousands of suggestions and writings which, if accepted and acted upon, would have resulted in the complete destruction of all our work as well as the sanity of pcs. So I know what a group of people will do and how insane they will go in accepting unworkable “technology”. By actual record the percentages are about twenty to 100,000 that a group of human beings will dream up bad technology to destroy good technology. As we could have gotten along without suggestions, then, we had better steel ourselves to continue to do so now that we have made it. This point will, of course, be attacked as “unpopular”, “egotistical” and “undemocratic”. It very well may be. But it is also a survival point. And I don’t see that popular measures, self-abnegation and democracy have done anything for Man but push him further into the mud. Currently, popularity endorses degraded novels, self-abnegation has filled the South East Asian jungles with stone idols and corpses, and democracy has given us inflation and income tax.

Our technology has not been discovered by a group. True, if the group had not supported me in many ways I could not have discovered it either. But it remains that if in its formative stages it was not discovered by a group, then group efforts, one can safely assume, will not add to it or successfully alter it in the future. I can only say this now that it is done. There remains, of course, group tabulation or co-ordination of what has been done, which will be valuable – only so long as it does not seek to alter basic principles and successful applications.

The contributions that were worthwhile in this period of forming the technology were help in the form of friendship, of defence, of organization, of dissemination, of application, of advices on results and of finance. These were great contributions and were, and are, appreciated. Many thousands contributed in this way and made us what we are. Discovery contribution was not however part of the broad picture.

We will not speculate here on why this was so or how I came to rise above the bank. We are dealing only in facts and the above is a fact – the group left to its own devices would not have evolved Scientology but with wild dramatization of the bank called “new ideas” would have wiped it out. Supporting this is the fact that Man has never before evolved workable mental technology and emphasizing it is the vicious technology he did evolve – psychiatry, psychology, surgery, shock treatment, whips, duress, punishment, etc, ad infinitum.

So realize that we have climbed out of the mud by whatever good luck and good sense, and refuse to sink back into it again. See that Seven, Eight, Nine and Ten above are ruthlessly followed and we will never be stopped. Relax them, get reasonable about it and we will perish.

So far, while keeping myself in complete communication with all suggestions, I have not failed on Seven, Eight, Nine and Ten in areas I could supervise closely. But it’s not good enough for just myself and a few others to work at this.

Whenever this control as per Seven, Eight, Nine and Ten has been relaxed the whole organizational area has failed. Witness Elizabeth, N.J., Wichita, the early organizations and groups. They crashed only because I no longer did Seven, Eight, Nine and Ten. Then, when they were all messed up, you saw the obvious “reasons” for failure. But ahead of that they ceased to deliver and that involved them in other reasons.

The common denominator of a group is the reactive bank. Thetans without banks have different responses. They only have their banks in common. They agree then only on bank principles. Person to person the bank is identical. So constructive ideas are individual and seldom get broad agreement in a human group. An individual must rise above an avid craving for agreement from a humanoid group to get anything decent done. The bank-agreement has been what has made Earth a Hell – and if you were looking for Hell and found Earth, it would certainly serve. War, famine, agony



and disease has been the lot of Man. Right now the great governments of Earth have developed the means of frying every Man, Woman and Child on the planet. That is Bank. That is the result of Collective Thought Agreement. The decent, pleasant things on this planet come from individual actions and ideas that have somehow gotten by the Group Idea. For that matter, look how we ourselves are attacked by “public opinion” media. Yet there is no more ethical group on this planet than ourselves.

Thus each one of us can rise above the domination of the bank and then, as a group of freed beings, achieve freedom and reason. It is only the aberrated group, the mob, that is destructive.

When you don’t do Seven, Eight, Nine and Ten actively, you are working for the Bank dominated mob. For it will surely, surely (a) introduce incorrect technology and swear by it, (b) apply technology as incorrectly as possible, (c) open the door to any destructive idea, and (d) encourage incorrect application. It’s the Bank that says the group is all and the individual nothing. It’s the Bank that says we must fail.

So just don’t play that game. Do Seven, Eight, Nine and Ten and you will knock out of your road all the future thorns.

Here’s an actual example in which a senior executive had to interfere because of a pc spin: A Case Supervisor told Instructor A to have Auditor B run Process X on Preclear C. Auditor B afterwards told Instructor A that “It didn’t work.” Instructor A was weak on Three above and didn’t really believe in Seven, Eight, Nine and Ten. So Instructor A told the Case Supervisor “Process X didn’t work on Preclear C.” Now this strikes directly at each of One to Six above in Preclear C, Auditor B, Instructor A and the Case Supervisor. It opens the door to the introduction of “new technology” and to failure.

What happened here? Instructor A didn’t jump down Auditor B’s throat, that’s all that happened. This is what he should have done: grabbed the auditor’s report and looked it over. When a higher executive on this case did so she found what the Case Supervisor and the rest missed: that Process X increased Preclear C’s TA to 25 TA divisions for the session but that near session end Auditor B Qed and Aed with a cognition and abandoned Process X while it still gave high TA and went off running one of Auditor B’s own manufacture, which nearly spun Preclear C. Auditor B’s IQ on examination turned out to be about 75. Instructor A was found to have huge ideas of how you must never invalidate anyone, even a lunatic. The Case Supervisor was found to be “too busy with admin to have any time for actual cases”.

All right, there’s an all too typical example. The Instructor should have done Seven, Eight, Nine and Ten. This would have begun this way. Auditor B: “That Process X didn’t work.” Instructor A: “What exactly did you do wrong?” Instant attack. “Where’s your auditor’s report for the session? Good. Look here, you were getting a lot of TA when you stopped Process X. What did you do?” Then the Pc wouldn’t have come close to a spin and all four of these would have retained certainty.

In a year, I had four instances in one small group where the correct process recommended was reported not to have worked. But on review found that each one (a) had increased the TA, (b) had been abandoned, and (c) had been falsely reported as unworkable. Also, despite this abuse, in each of these four cases the recommended, correct process cracked the case. Yet they were reported as not having worked!

Similar examples exist in instruction and these are all the more deadly as every time instruction in correct technology is flubbed, then the resulting error, uncorrected in the auditor, is perpetuated on every pc that auditor audits thereafter. So Seven, Eight, Nine and Ten are even more important in a course than in supervision of cases.

Here’s an example: A rave recommendation is given a graduating student “because he gets more TA on pcs than any other student on the course!” Figures of 435 TA divisions a session are



reported. “Of course his model session is poor but it’s just a knack he has” is also included in the recommendation. A careful review is undertaken because nobody at Levels 0 to IV is going to get that much TA on pcs. It is found that this student was never taught to read an E-Meter TA dial! And no instructor observed his handling of a meter and it was not discovered that he “overcompensated” nervously, swinging the TA 2 or 3 divisions beyond where it needed to go to place the needle at “set”. So everyone was about to throw away standard processes and model session because this one student “got such remarkable TA”. They only read the reports and listened to the brags and never looked at this student. The pcs in actual fact were making slightly less than average gain, impeded by a rough model session and misworded processes. Thus, what was making the pcs win (actual Scientology) was hidden under a lot of departures and errors.

I recall one student who was squirreling on an Academy course and running a lot of off-beat whole track on other students after course hours. The Academy students were in a state of electrification on all these new experiences and weren’t quickly brought under control and the student himself never was given the works on Seven, Eight, Nine and Ten so they stuck. Subsequently, this student prevented another squirrel from being straightened out and his wife died of cancer resulting from physical abuse. A hard, tough Instructor at that moment could have salvaged two squirrels and saved the life of a girl. But no, students had a right to do whatever they pleased.

Squirreling (going off into weird practices or altering Scientology) only comes about from non-comprehension. Usually the non-comprehension is not of Scientology but some earlier contact with an off-beat humanoid practice which in its turn was not understood.

When people can’t get results from what they think is standard practice, they can be counted upon to squirrel to some degree. The most trouble in the past two years came from orgs where an executive in each could not assimilate straight Scientology. Under instruction in Scientology they were unable to define terms or demonstrate examples of principles. And the orgs where they were got into plenty of trouble. And worse, it could not be straightened out easily because neither one of these people could or would duplicate instructions. Hence, a debacle resulted in two places, directly traced to failures of instruction earlier. So proper instruction is vital. The D of T and his Instructors and all Scientology Instructors must be merciless in getting Four, Seven, Eight, Nine and Ten into effective action. That one student, dumb and impossible though he may seem and of no use to anyone, may yet some day be the cause of untold upset because nobody was interested enough to make sure Scientology got home to him.

With what we know now, there is no student we enroll who cannot be properly trained. As an Instructor, one should be very alert to slow progress and should turn the sluggards inside out personally. No system will do it, only you or me with our sleeves rolled up can crack the back of bad studenting and we can only do it on an individual student, never on a whole class only. He’s slow = something is awful wrong. Take fast action to correct it. Don’t wait until next week. By then he’s got other messes stuck to him. If you can’t graduate them with their good sense appealed to and wisdom shining, graduate them in such a state of shock they’ll have nightmares if they contemplate squirreling. Then experience will gradually bring about Three in them and they’ll know better than to chase butterflies when they should be auditing.

When somebody enrolls, consider he or she has joined up for the duration of the universe – never permit an “open-minded” approach. If they’re going to quit let them quit fast. If they enrolled, they’re aboard, and if they’re aboard, they’re here on the same terms as the rest of us – win or die in the attempt. Never let them be half-minded about being Scientologists. The finest organizations in history have been tough, dedicated organizations. Not one namby-pamby bunch of panty-waist dilettantes have ever made anything. It’s a tough universe. The social veneer makes it seem mild. But only the tigers survive – and even they have a hard time. We’ll survive because we are tough and are dedicated. When we do instruct somebody properly he becomes more and more tiger. When we instruct half-mindedly and are afraid to offend, scared to enforce, we don’t make students into good



Scientologists and that lets everybody down. When Mrs. Pattycake comes to us to be taught, turn that wandering doubt in her eye into a fixed, dedicated glare and she'll win and we'll all win. Humour her and we all die a little. The proper instruction attitude is, "You're here so you're a Scientologist. Now we're going to make you into an expert auditor no matter what happens. We'd rather have you dead than incapable."

Fit that into the economics of the situation and lack of adequate time and you see the cross we have to bear.

But we won't have to bear it forever. The bigger we get the more economics and time we will have to do our job. And the only things which can prevent us from getting that big fast are areas in from One to Ten. Keep those in mind and we'll be able to grow. Fast. And as we grow our shackles will be less and less. Failing to keep One to Ten, will make us grow less.

So the ogre which might eat us up is not the government or the High Priests. It's our possible failure to retain and practise our technology.

An Instructor or Supervisor or Executive must challenge with ferocity instances of "unworkability". They must uncover what did happen, what was run and what was done or not done.

If you have One and Two, you can only acquire Three for all by making sure of all the rest.

We're not playing some minor game in Scientology. It isn't cute or something to do for lack of something better.

The whole agonized future of this planet, every Man, Woman and Child on it, and your own destiny for the next endless trillions of years depend on what you do here and now with and in Scientology.

This is a deadly serious activity. And if we miss getting out of the trap now, we may never again have another chance.

Remember, this is our first chance to do so in all the endless trillions of years of the past. Don't muff it now because it seems unpleasant or unsocial to do Seven, Eight, Nine and Ten.

Do them and we'll win.

L. RON HUBBARD

Founder

LRH:jw.rr.nt.ka.mes.rd



HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO POLICY LETTER OF 17 JUNE 1970RA

RE-REVISED 27 APRIL 1981

(Revision in this type style)

Remimeo

Applies to all SHs and

Academies

HGCs

Franchises

URGENT AND IMPORTANT

TECHNICAL DEGRADES

(This PL and HCO PL Feb 7, 1965 must be made part of every study pack as the first items and must be listed on checksheets.)

Any checksheet in use or in stock which carries on it any degrading statement must be destroyed and issued without qualifying statements.

Example: Level 0 to IV Checksheets SH carry “A. Background Material – This section is included as an historical background, but has much interest and value to the student. Most of the processes are no longer used, having been replaced by more modern technology. The student is only required to read this material and ensure he leaves no misunderstood.” This heading covers such vital things as TRs, Op Pro by Dup! The statement is a falsehood.

These checksheets were not approved by myself, all the material of the academy and SH courses IS in use.

Such actions as this gave us “Quickie Grades”, ARC broke the field and downgraded the academy and SH courses.

A condition of TREASON or cancellation of certificates or dismissal and a full investigation of the background of any person found guilty, will be activated in the case of anyone committing the following HIGH CRIMES.

1. Abbreviating an official course in Dianetics and Scientology so as to lose the full theory, processes and effectiveness of the subjects.



2. Adding comments to checksheets or instructions labeling any material “background” or “not used now” or “old” or any similar action which will result in the student not knowing, using, and applying the data in which he is being trained.
3. Employing after 1 Sept 1970 any checksheet for any course not written by myself or authorized by the Authority, Verification and Correction Unit International and accepted by the Board of Directors.

Checksheet for Dept. 17 Courses have their own approval lines as issued in HCO PL 2 Jan 80R rev. 31 Dec 80 Department 17 Course Checksheets Approval Line.

(Note: This does not apply to hat checksheets. A hat checksheet may be given Issue Authority by an org LRH Comm and issued as local ED where no senior authorized hat checksheet exists already. HCO PL 30 Sep 70 Checksheet Format)

4. Failing to strike from any checksheet remaining in use meanwhile any such comments as “historical”, “background”, “not used”, “old”, etc. or VERBALLY STATING IT TO STUDENTS.
5. Permitting a pc to attest to more than one grade at a time on the pc’s own determinism without hint or evaluation.
6. Running only one process for a lower grade between 0 to IV, where the grade EP has not been attained.
7. Failing to use all processes for a level where the EP has not been attained.
8. Boasting as to speed of delivery in a session, such as “I put in grade zero in three minutes.” etc.
9. Shortening time of application of auditing for financial or laborsaving considerations.
10. Acting in any way calculated to lose the technology of Dianetics and Scientology to use or impede its use or shorten its materials or its application.

REASON: The effort to get students through courses and get pcs processed in orgs was considered best handled by reducing materials or deleting processes from grades. The pressure exerted to speed up student completions and auditing completions was mistakenly answered by just not delivering.

The correct way to speed up a student’s progress is by using two way comm and applying the study materials to students.

The best way to really handle pcs is to ensure they make each level fully before going on to the next and repairing them when they do not.



The puzzle of the decline of the entire Scientology network in the late 60s is entirely answered by the actions taken to shorten time in study and in processing by deleting materials and actions.

Reinstituting full use and delivery of Dianetics and Scientology is the answer to any recovery.

The product of an org is well taught students and thoroughly audited pcs. When the product vanishes, so does the org. The orgs must survive for the sake of this planet.

L. RON HUBBARD

Founder

LRH:nt.rd



ADVANCED COURSES GENERAL ISSUE

To: SECTION II OT.
Course Students

28 April 1967

Revised 15 August 71

CONFIDENTIAL

THE STATE OF CLEAR

What happens on the Clearing Course is that the individual himself becomes clear on the first dynamic. He himself becomes clear. He has separated out - cleared out and away from certain other complexities. It does not mean that he is without bank. But he will find that his recognition of the first dynamic has improved enormously.

The state of clear is terrific. We have waited on this state for a very long time. When an individual goes clear, he goes over a bump. He goes high as clear and he would probably remain clear till the end of time unless something else keyed in.

So a clear, having moved and separated out from the material, must then get all available charge off the Section II OT. materials.

These must be run properly, using the same technical rules as on the Clearing Course. They must not be skimped. Good tech calmly applied is the keynote of this.

You are now moving along the road from clear to OT. By the end of Section III, you will be very much in the realm of OT. but only if you do these lower levels of OT. properly. You have a lot of auditing hours to log up before OT., but the end result will be worth every second of it. And it is probably closer than you think if you audit regularly each day and do the job well.

Flag Adv. Courses Supervisor for
Training and Services Aide
for
L. RON HUBBARD
FOUNDER

LRH:BW:BC:dz:ip



HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex
HCO BULLETIN OF 14 DECEMBER 1981

All C/Ses
All Auditors
Tech/Qual
Registrars
Dissem
Orgs and
Missions
The Auditor
BPI

THE STATE OF CLEAR

There has been some confusion lately on exactly what is the state of Clear.

The confusion was introduced by a statement, not mine, that the state of Clear had harmonics, which is to say there were different states of Clear.

This is not true. Although it is quite impossible to obtain an absolute in this universe, the state of Clear is, actually, about as close as one can come to it.

I have given some time to it, lately, and have come up with a definition which fits all cases. It is as follows:

A CLEAR IS A BEING WHO NO LONGER HAS HIS OWN REACTIVE MIND.

The only exception, very, very, very rare, is one who didn't have a reactive mind in the first place.

The Book One definition of Clear is valid.

I believe I know what has been happening that caused the confusion.

Without invalidating the case gain of anyone (and NED for quite some time now has been making true and valid Clears) - a few pcs and technical personnel have been mistaking the state of RELEASE for that of CLEAR.

You see, there are an awful lot of gains that can be made with auditing. Few people, walking on the street, have any idea whatever of how much better they can get. It is really a question of how much better is better.

A person hits a floating TA that simply won't turn off, his wife and girl friend ooh and aah on how much better he looks, he hasn't kicked the cat for days and is no longer coughing. He says, "By golly, I must be Clear!" even though he really can't pass the test. So the technical people, seeing him glow, say, "I don't want to invalidate this guy," and they let him declare and he goes to an SH or AO and falls on his head when he starts to climb the next ten light-years to OT. He was just a RELEASE.

There are MANY levels of release. It means simply that one has lost a fixation or an aberration of one kind or another. One should get a reality on the light-years of gain obtainable between the guy on the street and the state of Clear.

It's simply that we are too good at making Releases today.

So I looked over this problem and found an outness in the lineup which I have described more fully in HCOB 12 Dec. 81, THE THEORY OF THE NEW GRADE CHART.

There has just been a change in the Grade Chart (HCOB 12 Nov. 81 which has been reissued as HCOB 12 Nov. 81R, Rev. 14.12.81, to correct an error in it where someone else redefined Clear).



This change in the Grade Chart will go far to handling personal misconceptions. Scientology lower grades can produce an abundance of wins. These releases go far to straightening out one's environment and life and set one up to have, most usually, a far easier run of it in New Era Dianetics.

Scientology lower grades sometimes exteriorize a person but to date, to my knowledge, have never produced a Clear: That was not their purpose. Remember that with Dianetics Book One techniques I could produce Clears. But it took decades of development of auditor training skills and precise statements of processes to bring it up to where others could. That point has now been with us for some time in developed training technology and New Era Dianetics.

We are making Clears today with NED, make no mistake about it. But it should prove even easier to do so once the pc's own life and environment have been straightened out with all those releases available lower on the new chart. There is even another chance at Clear if the person misses it in NED. He still can go on to an SH for his Solo Auditor's Course and an AO for the old Clearing Course. It is even being worked out now so that he can begin his Solo Auditor's Course right in his local org—he'll need it to go on to OT.

A tiny percentage of people, who haven't made it, want to declare themselves Clear as a status symbol, but when they try to go on to OT, it catches up with them, and in any event can be handled. The releases, given good auditing and a cooperative pc, are there to be had, and in cases that have not been wiped out by the psychs or who can be gotten into communication by an auditor and cooperate, the state of Clear is there to be had.

And it is just as worthwhile as it ever was.

L. RON HUBBARD
Founder



THE ROAD TO CLEAR

by L. Ron Hubbard

A Release is a person who has been able to back out of his Reactive Mind. The Reactive mind is still there but the person is not sunk into it with all its discomforts and depressions. The person has been released from his Reactive Mind. He still has it, but he's not in it. His IQ and ability rises and he is far more effective in changing his environment into a better one.

Above Release lies Clear.

“Clear” is the name of a button on an adding machine. When you push it, all the hidden answers in the machine clear and the machine can be used for proper computation.

So long as the button is not pressed the machine adds all old answers to all new efforts to compute and wrong answers result. Really, that's all a Clear is. Clears are beings who have been cleared of wrong answers or useless answers which keep them from living or thinking.

The Reactive Mind in its entirety is known territory today.

It contains false purposes and makes people lose their own basic purpose. An uncleared person is making himself the unknowing and unwilling effect of his own Reactive Mind.

A Reactive Mind is an unknowing, unwanted series of aberrated computations which bring about an effect on the individual and those around him. It is also an obsessive strata of unknown, unseen, uninspected data, which is forcing solutions, unknown and unsuspected, on the individual. It is a sub-awareness activity. That is, below the knowing awareness of the individual.

The Reactive Mind opposes the individual. Now the way you handle the Reactive Mind is simply to increase the individual's awareness. By increasing his awareness, he becomes aware of this thing and so it's now under inspection, and as he goes along, he can then handle it and it's under his control and ceases to be reactive, no matter what's in it.

Life is quite an adversary and the Reactive Mind is quite an adversary. You shouldn't ever undervalue these things, and therefore you can't really overvalue the State of Clear. It has never been achieved before.

The last big stumbling block to freedom—the Reactive Mind itself—has been found out, explored and conquered. The technology to reach these states is in practice in your nearest Church of Scientology this minute.

All you have to do is obtain the auditing and skill available.

The thing to do is keep going up. Get your Grades of Release, one by one. Keep taking the next step up.

Release and Clear are reached by small certain steps, not by huge leaps.

Now is the time to start.

You can make it.



CLEARING COURSE INSTRUCTION BOOKLET

READ, STUDY AND KNOW THESE INSTRUCTIONS BEFORE DOING ANY AUDITING.

MECHANICS OF THE BANK

Anything in the bank that occurs several times will not erase unless it's the earliest time it occurred. This is known as the basic on the "chain". A number of similar things, early to late in different points of time make a chain.

When you have the earliest erased, the rest erases easily. However, when the earliest one is erased the next to last is the new "basic" and must be erased in its turn. And so on. As this goes on, the items of the chain eventually begin to "blow" (erase) very easily.

Therefore, if Items cease to erase easily, you have not properly handled the Item just before it. And may not have handled the same item in the earlier run.

Even if you get reads out of a later run than the one you are supposed to be in, you will find the later one still reads when you get to it properly and will then erase nicely.

The real sneaker in the R6 bank is "the person himself at the time". This we call "the thetan" in the Item. Each Item has an impression of the being as he was at the moment of the item long ago. If one does not spot this each time, it will not erase and mass builds up as we go along. This means look at or locate yourself as a thetan at the time of the incident. It is not the light. It is right where you are in the auditing chair, but of course, ages past. Spot means "glance at". θ = Greek letter theta. θ n is a trick way of saying theta-n. If, as you read this, you can glance at the wall, you can spot. It reads well.

One then has to get the earliest moment of one's own beingness in the bank and "spot" it.

Then one has to spot it for each Item one runs.

One "spots the thetan" and the Item or (in the Objects) the Items, at the same time. This is a bit of a trick. It is "simultaneous spotting". Spotting the thetan in a called (verbal) Item can be done at the same time as the Item is called.

Ordinarily, one calls or spots the Item a few times and then also calls and spots the thetan.

The thetan can also then be spotted without calling or spotting the item. The right way is the way you get the most reads.

Soon one begins to be expert at it, but then one must be expert at it with Item 1, Part 1, Run 1 or it builds up.

One had a tiny bit of mass on him right at the start, as he was protesting. This is (slight as it is) enough to tie down the chain by leaving it with a basic.

So "spot the thetan" each time. Spotting the environment at the time is also possible.

DURATION OF AUDITING

Find a quiet place in which to audit. Audit an hour or two at a time, preferably the same time each day. A day you don't audit is a session lost. Trying to make up a session is useless. Audit daily. When you don't you lose sessions. It isn't how much you get done in a session, it's the getting on, bit by bit, that comes. It's like digging a long ditch. What you don't dig isn't dug.



The bank contains less than was first thought but it contains enough. In three or four months you will have make it if you do a good job on each Item. And don't fool about with the bank. It goes into restimulation if you stir it up.

And don't decide a lot of things. Your ability to postulate is increasing and you can decide a run is "flat" or doesn't need to be run and have it behaved that way. But it will still be there to knock you down.

THE CAUSE OF TROUBLE

The only way one can get ill, or in trouble, is not auditing, in trying to "correct" the Items given, or, in not following instructions.

What doesn't make Items read properly:

- Load shouting.
- Body movement while calling.
- Fiddling the one-hand electrode.
- Tensing muscles.
- Getting angry with the lack of a read.
- Gritting teeth.
- Auditing past an ARC break.
- Doing a List 7 every time you don't get a read or feel odd.

What makes Items read properly:

- Doing regular sessions.
- Not self-auditing out of session.
- Staying calm.
- Keeping calm.
- Keeping the Auditor's Code on the pc (you).
- Following directions exactly.
- Adding nothing.
- Finding ARC breaks (when they happen) with a List 7.

(List 7 run as an assessment for ARC Break will run easily. Locate and indicate the by-passed charge as it shows up. If you are not a classed auditor, get this done in a Qual Division that has a classed auditor either on or through the Clearing Course. If you really bog down, Auditing by List 7 will give you the relief sought.)

- Auditing in a place you feel secure and where you won't be disturbed.
- Audit daily.
- Not auditing too long at one time, 1 to 2 hours is optimum, closer to 1 than 2.
- Not trying to get rid of it all at once.



Considering it a routine piece of ditch digging.

Not expecting to fly suddenly.

Not dwelling on your case out of session.

When you end a session, end it.

Being plodding and methodical.

Just getting on with it, getting all the reads off by calling or spotting, going on to the next item, if it doesn't read, get more off last item and return to the one that wouldn't read.

Getting in the buttons Supp., Inval. Protest, when needed only.

Checking for earlier or later runs only when in trouble.

Only handle trouble when it arrives. Don't try to handle it before it does.

The best way to stay out of trouble is READ, STUDY AND UNDERSTAND THESE INSTRUCTIONS BEFORE BEGINNING.

BASIC BASIC

The first (earliest) bit in the bank is not an Item but a light.

It appears to the left front of the face, some distance away (look ahead and to the left a bit and you spot it).

It is the source of unconsciousness and produces it when contacted.

There is a light before each Run, in the middle of each 7's GPM (every 4 pairs), at the start of Basic End Words, at the start of Confusion GPM, and at the start of the Objects and at the end of each type of Item in the Objects (every 8 Items). Each time you feel groggy, it's a light doing it. Each major change, then, is preceded by the light. Mark these in on your platens if they are not there. Flatten each one by spotting it, and it and thetan.

Anaten (unconsciousness) can be spotted away.

It is part of the light. When the light went on, the thetan went anaten. Instead of a Solo Auditor going anaten in his session, it is only necessary to spot the anaten in the thetan when running the light.

When you spot a light or object or combination of objects, you should get a read on the needle. By spotting the same thing again, you get another read. By spotting it again, you get another read. And so you continue to spot it, time after time, until no more reads occur by reason of spotting.

You repeat verbal items aloud, getting a read each time you repeat until it has no more reads. Verbal items are found in the "7's", "Basic End Words" and "Confusion GPM".

But you silently spot lights, objects, combinations of objects repeatedly (same one) until you have no more reads.

You should get as many falls, etc. from spotting a light as you do from calling an Item.

Spotting the thetan follows the same rules. You spot repeatedly until there are no more reads on the needle by reason of spotting the thetan (self) at that instant and place.

You don't have to see the light to spot it or see the thetan or see the object or objects. You only need to spot the place where they are with the idea of what should be there.

Of course, seen at first or not, continued spotting makes it blow.



In order to save paper bulk, continue down your piece of foolscap paper from session to session, dating each new session start

PATTERN OF THE BANK

The apparent pattern of the bank is as follows.

(Earliest)	Part A - The "7's" Part B - The Basic End Words Part C - The Confusion GPM Part D - The Objects – hollow Part E - The Objects - solid
Run 1	Part A - The "7's" Part B - The Basic End Words Part C - The Confusion GPM Part D - The Objects – hollow Part E - The Objects - solid
Run 2	Part A - The "7's" Part B - The Basic End Words Part C - The Confusion GPM Part D - The Objects – hollow Part E - The Objects - solid
Run 3	Part A - The "7's" Part B - The Basic End Words Part C - The Confusion GPM Part D - The Objects – hollow Part E - The Objects - solid
Run 4	Part A - The "7's" Part B - The Basic End Words Part C - The Confusion GPM Part D - The Objects – hollow Part E - The Objects - solid
	etc. for 10 "runs", total.

There are five PARTS. These occur in a row. This row of 5 parts is called a RUN.

The first, earliest, of these is the "7's".

The second, just above the "7's" is the Basic End Words.

The third, just above the Basic End Words, is the Confusion GPM.

The fourth, just above the Confusion GPM, is the Objects -- hollow.

The fifth, just above the Objects - hollow is the Objects - solid.

After a RUN of A, B, C, D, and E we begin again with the "7's" for the next RUN. The parts go as they do in the first RUN. (" 7 s", then Basic End Words, then Confusion GPM, then the Objects - hollow, then the Objects - solid.)

Therefore, the trick is always to run only the earliest run available and not get into later runs.

The bank has 10 runs or 50 parts.



None of these use a GPM Line Plot.

They only contain what is give on the platen you are issued.

The proper way to run it all is to get on with it. After 10 runs, you may have to go from Run 1 to Run 10 all over again anyway, to get any final bits. So your first running of the whole 10 runs may not be your final run.

HOW TO USE A PLATEN

Each student must supply himself with foolscap paper.

The platen is then laid aside the foolscap paper and you repeat the number on the actual foolscap paper. Across the top of the foolscap paper is written the student's name, the name of the part being run, the number of the run, and the date.

The reads on the items are written on the foolscap paper alongside the number of the item.

To keep from cramping your reads and have enough paper on all parts, just take Legal (foolscap) size paper and use the items consecutively numbered and go down the page as far as necessary to record all reads, then leave a space and write the next number. It is too hard to keep the numbers even on the platen and worksheet.

**PLATEN**

Page 1
1.....
2.....
3.....
4.....
5.....

WORKSHEET

Page 1a
1.....
.....
.....
....
.....
....
2.....
.....

WORKSHEET

Page 1b
3.....
.....
....
.....
....
4-----
-
.....

Number work sheet by page number of platen + consecutive letter. Page 1 of platen becomes Page 1A+ B + C of worksheet.

Label each worksheet well.

In order to save paper bulk, continue down your piece of foolscap paper from session to session, dating each new session start.

Use both sides of your foolscap paper, but use separate Auditor Reports for each session, of course.

Any comments that need to be written down must be put on another sheet of paper. Only the actual reads, including any buttons that are used, and any cognitions, should be written on your foolscap paper. Do not write the name of the items, only the pair number and item number.

Leave some space on your foolscap paper when you complete an item, so that if the next item does not read, you then have sufficient space to go back and add more in if necessary to the previous item.

Do not write anything on the platen.

When you return your auditor's reports and worksheets always use paper clips. Never use a stapler on this course.



JOE BLOGGS	RUN	PART	8.5.65
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Page 1A

Light.....

Pair 1 (1).....

(2).....

Pair 2 (1).....

(2).....

9.5.66

Pair 3 (1).....

(2).....

Pair 4 (1).....

(2).....

RUNNING ITEMS

Always run the earliest Item first, flatten it and go on to next item. Complete the part. Go to first Item in next part, etc.

One calls the Item and marks it's reads until one no longer gets reads. Then one calls the next Item and marks it's reads, until it no longer reads. Then one can call the first item of the pair again and second Item, calling them as a pair until they no longer read. The reads obtained on an item by calling as a pair are put under the appropriate item number. All the reads for any one item are recorded in the same place on the worksheet regardless of when the item is called. (Such as calling as a pair or in rerunning). Space should be left after each item so that reads can be added when calling the pair or in the case of having to go back and get more charge off an item.



Whenever you move the Tone Arm down mark on your worksheet (BD --) and put the new TA. position in the Blank Space, e.g. (BD 3.0).

If an item does not read the moment it is called, then you have left the Item just before it charged. So call the earlier Item again and get the read or reads off it, making sure you don't go into a later run. Then call the item that didn't read the first time and you will find it instantly reads.

When you leave an item to go back to a previous one, put a / on the item you leave and a - at the item you go back to. If you go back more than one item, put a / for as many items as you go back. I.e. if you go back three items, you put /// on the item left and - on each item gone back over. Each item must be called in turn up to the place where you went back from.

NOTE: This can easily be overdone (getting all reads off earlier items) as you can put yourself into later runs, so moderation in this goes a long way.

But never ignore the fact that a new item didn't read the first time it was called. It always means you didn't get all reads off the Item immediately before, or that you failed to spot the theta at the moment NEVER go past a non-reading item.

When running Clearing Course material, you find you get a certain amount of reads on an Item (correct 'run' type reads are Fs, LFs, sBDs, BDs) then the following Item in the same session will get approximately the same amount of reads - if not and you get only a few reads, then go back to the previous Item that read well and you will find there is more charge on it. After that the next Item will read with approximately the same number of reads as the previous one.

One doesn't muck about with concepts or other maulderings. The Item is the Item and cognitions do or don't appear. The Item is the thing and calling it is what makes it read.

If the Items go on reading don't try to suppress them. Items read big and many times. You may get as many as 25 or more large reads on every Item. The main thing is to dear (get all the charge off) each Item for the run you are in. Be sure to keep in the correct run. Remember, if you get bored with so many reads to take the boredom off as a button. You can just throw away reads because you get tired of seeing it read. Your purpose is to clean each Item, not make yourself interested or happy or entertained. A lot of it is just hard, slogging work. If you clean them up as you go, all will be well.

You can sometimes erase an Item and have it then read as a lock or a lock Item. Test it for a lock if it reads too long.

If you find you are getting small reads, i.e. ticks, small falls, check to see if there is any charge left on the previous item, and check to see if you are in the correct run. Falls and blowdowns are expected on each Item, not just small reads. Don't go on calling the item if you are getting small reads. Find the outness and correct it. Keep Auditor's Reports for each session.

Don't try to run the same Item out of all runs at one time. Just proceed from bottom up, run by run, in order, Item by Item, part by part. Take care to stay in the correct run.

It is now a proved fact that none of the Basic Bank will erase on a pre-clear until all the lower grades are properly established on a pre-clear and then the Basic Bank confronted in its exactness, item by item in sequence and in its exact relationship to the rest of the Bank.

Know then that:

- (1) there is no haphazard blowing of Bank
- (2) no item blows out of context
- (3) there are no prior holes blown in the Bank for anyone, no matter what the nature of any prior auditing might have been, until the item has actually been run.



PAIN	Pain (pn) occurs only when you left something charged behind you. (earlier).
SICKNESS	Sickness is part of the somatic. It runs out.
FLATTEN	Flatten every Item thoroughly.
ERASURE	You are not seeking Release from the bank at this level. You are erasing. Therefore "the bank has blown" is nonsense - one has blown from the bank, so get back in it and ran it. Total erasure is the aim.
NO READ	No read on anew item is always followed by long falls and blowdowns. Never by-pass an Item just because it didn't read. Sure passport to upset is to leave Items alive and go on or to skip an Item because it didn't read. They all will read.
RERUN	If you start getting pain or sickness, you got into a Later run or you bypassed some charge and must rerun the earlier area you just did. Something is still alive. If in doubt, re-ran the lot from the stat of the part. Erase thoroughly. But if it is a later run, get back into the correct one.
NEGLECT	If you ran upwards getting no reads at all on several Items and still go on, you will become quite upset. Do not go past non-reading items. Find out what is wrong immediately and remedy it.
BY-PASSED CHARGE:	Use L7 on yourself if you don't quietly find reasons for pain or upset.
READS	Write down, using the code, every read you get after the Item that it occurred on. Write "no" for Item that didn't read afire read, even when it then reads. Example: "No LFsBDFFFFsBD".
RELEASE	You'll go Release a lot of times. Ignore it. We are erasing in R6. Release can be ignored because the R6 bank is vanishing. Not true of Lower Grades.
TA UP	The TA goes up between sessions. IT cleans up and goes down on beginning rudiments or on the first couple of Items or both.
REPEATER TECHNIQUE:	The Items are flattened by repeater technique. Just repeat them until they no longer read. Get your own reaction off. Repeat again. Repeat to no read. Beware of session Suppress and Invalidate.
PART B	Is nouns. Be careful of first one because it is used in the sense of a noun. Don't run it otherwise than as a pure noun.
READS	It is not unusual for an Item not to read at first call. Read the one just before it again. Try the Item once more. If still no read, call several just before it. Then call it again. It will read. Items read many times in most cases. Don't leave anything reading behind you. Sometimes you will find a pair you just left are still very alive. Flatten them. Mark ALL reads or lack of them.
WOODEN FACE:	A wooden feeling in the face is caused by pulling later items that are also pulled in out of arrangement. If you pull in from later bank (runs) X and Y you will not get a wooden feeling in your face. But if you pull them in Y X you will.

CODE (USED IN NOTING READS)



F = 1" to 2" fall (needle left to right motion)
LF = long fall 2" or more
sF = small fall 1/2 to 1"
ht = heat experienced
pn = pain
som = somatic
sen = sensation
corr = correct
supp = suppress
inval = invalidate
no rd = no read
sBD = small blowdown of TA..2 div. or .1 (right to left motion) (needle sticks over to right -- TA does not necessarily have to be moved.)
BD = 1/4 division blow down of TA or more (right to left motion) (TA has to be moved)
Div = division of tone arm
TA = tone arm of meter, scale of
anaten = analytical attenuation (going unconscious)

PARTS D & E

THE OBJECTS - HOLLOW AND SOLID

These parts are silent.

There are no words in them, only objects.

They run in a pattern.

The position of the objects relative to the theta are:

<u>1 OBJECT</u> θ THETAN * In front of face	<u>2 OBJECTS</u> * Left Side θ THETAN * Right Side
<u>3 OBJECTS</u> * Left Side θ THETAN * In front of face * Right Side	<u>4 OBJECTS</u> Behind Head * * Left Side θ THETAN * Front Face * Right Side



The Objects appear about an arm's length away.

On coming in or going away, the location is the same.

For 1 Object, it appears a few feet in front of one's face.

For 2 Objects, they appear to right and left of one at same height as the front one.

For 3 Objects, they appear combined as 1 and 2 Objects positions (in front face and to right and left).

For 4 Objects, they appear as the 3 plus one behind the head about the same distance back as the one in front is.

They move.

Learn to perceive the number given all in the same instant, doing the action of going away or coming in. Spot the thetan at the same moment.

Seek to perceive the object or objects, don't call them. Perceive them as going away or as coming in, as given.

If the mass stacks up, you are missing spotting the thetan. Go back and spot it. (yourself at the time). It is an easy run. If you grind ac it too hard you will get into the same run repeating as a later run.

If you have pain, you have missed a read. Or you went into a later run. If you have severe pains, you've gotten into a later run.

If your eyes burn, you have invalidated something.

MISTAKES AND ILLNESS

About the only thing that can make you ill on the Clearing Course is your own error, losing your place on the plot, skipping or re-running.

Between sessions, little can happen you cannot repair.

But, at the start of a session, you may pick up, in error, something you have already run, or skip and pick up late. (i.e. you have done 133, you start at 129 the next session. More seriously, you have not done 141 to 144, bat begin the next session at 145.)

If you skip 4 items and do a light, you will surely become ill. By illness is meant, "colds", "flu", "dysentery", etc.

To prevent becoming ill, be very careful of your place, very careful to pick up where you left off, very careful not to skip. And you will do very well.

If you do become physically ill, down in bed, it is almost certain you missed items and did a skip.

And further, you must have been PTS at the time (connected to an SP).

No Clearing Course auditing may take place during pregnancy.

If pregnancy occurs, send your folder to the Clearing Course Supervisor who will keep it until after the birth of the baby.



HUBBARD COMMUNICATIONS OFFICE

Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 2 AUGUST 1966

(Amends HCOB of 18 April, 1966)

Clearing Course Students

and Supervisors

CONFIDENTIAL

SOLO AUDITING: L7 CORRECTED

The following list is the List for use on students solo auditing on Grade VII materials or by Class VI Grade VII (in progress) auditors in Review actions to straighten up solo audit errors in Grade VII or OT II.

LIST 7

1. By passed some charge?
2. Left an item charged?
3. Overran and restimulated next run?
4. By passed an item?
5. Used incorrect form?
6. By passed a part?
7. Skipped a run?
8. Asserted something was there that wasn't
9. Got two or more items reversed?
10. Got two parts reversed?
11. Made an unnecessary correction?
12. Got into the wrong run?
13. Left an earlier run charged?
14. Used wrong pattern?
15. Called an item incorrectly?
16. Missed seeing a read?
17. Conceived something would never erase?
18. Explored the bank?
19. Conceived you had contrary data?
20. Neglected suppress?



21. Protest in the sessions?
22. Protest in the incident?
23. False student report?
24. False auditing report?
25. ARC break in the incident?
26. ARC break on course?
27. Lack of reply?
28. Delay of materials?
29. Error in materials?
30. Didn't get down to auditing?
31. Turned on somatics?
32. Didn't understand a word?
33. Didn't understand an item?
34. Didn't understand a form?
35. Refused advice?
36. Worried about progress?
37. Anxious to get through?
38. Invalidatation of self?
39. Illegal use of materials?
40. Dissemination of materials?
41. ARC break with auditor?
42. Session ARC break?
43. Other by passed charge?
44. Upsetting auditing environment?
45. ARC break with meter?
46. Not getting off all the reads?
47. Concerned about tone arm position or action?
48. Protesting reads?
49. Assertions about reads?
50. Bored with reads?
51. Jumping about on items?
52. Impatient with items?
53. Assertions of not there?
54. Assertions of flatness?



55. Suppression of part?
56. Suppression of run?
57. False reports?
58. Falsifying reads?
59. False assigning charge?
60. False auditing reports?
61. Untrue assertions of state of case?
62. Untrue assertions?
63. Breach of auditors code?
64. Failing to get in buttons?
65. Unnecessary corrections?
66. Running other processes?
67. Suppressions out of session?
68. Explaining things incorrectly?
69. Looking for things not there?
70. Illegal use of materials?
71. Illegal issue?
72. Use of materials to restimulate?
73. Withholding materials?
74. No auditing?
75. Using other remedies?
76. Unworthy intentions?
77. Ingratitude?
78. Invalidation of activity?
79. Overrunning ARC breaks?
80. Invalidation of clearing?
81. Invalidation of clear?
82. Upset from auditing directives?
83. Misunderstood word?
84. Running with no reads?
85. Knowing best?
86. Suppression from environment?
87. Invalidating source of ARC break?
88. Protesting assertions of this list?



89. Assertions of this list?
90. Suppressing this list?
91. ARC break on doing this list?
92. Upset handled?
93. Made a mistake?
94. Made trouble where there was none?
95. Invalidating correct actions?
96. Invalidating the success of your auditing?
97. Dragging an unrun item up through others?
98. Not erasing when spotting?
99. Not spotting more than once?
100. Not calling an item more than once?
101. Calling lights and objects aloud instead of spotting?
102. Not spotting objects simultaneously?
103. Missed a light?
104. Missed more than one light?
105. Not spotting the theta?
106. A decision been made?
107. Blown from the bank?
108. Is anything or anyone suppressing reads?
109. Is anything or anyone suppressing this meter?

L. RON HUBBARD

LRH:lb-rmr;al;mb;lk;me;ean;aw;yh