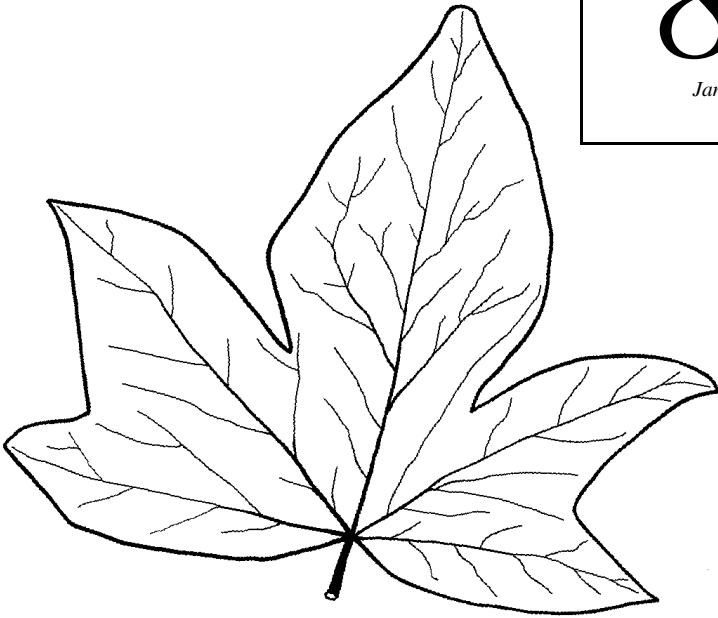


85

Jan. 2008



International Viewpoints [Lyngby]

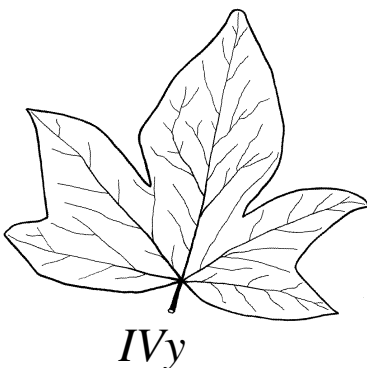


ISSN 0905-9725

*International
Viewpoints
(Lyngby)*

Number 85
Jan. 2008

*International
Viewpoints* =
I.V. = (nearly)
ivy (plant and
girl's name)



Editorial board consists of:

Antony A. Phillips. (Responsible under Danish law = ansvarshavende redaktør),
Judith Anderson, John and Deirdre Alexander, Agnes Aarajo, Tom Felts, Randy Payne.

Printed by Federiksberg Bogtrykkeri A/S

Production Team: *Lars Peter Schultz, Morten Lütken, Claus B Hansen, Ole Gerstrøm, Angel Percy, Conal Clynnch, Rolf Krause, Toni Geyer, etc.*

Address: Jernbanevej 3F 4th, 2800 Lyngby, Denmark

☎+45 45 88 88 69

Internet: ivy@post8.tele.dk ivymagweb@usa.net

<http://www.ivymag.org/>

Den Danske Bank, 5858798, Reg No. 1551

International Viewpoints is independent of any group or organization.

IVy's aim:

The aim of *International Viewpoints* is to relay communication amongst those interested in the positive use of MetaScientology. MetaScientology is defined as the many branches, groups and individuals arising from Scientology, including Nordenholz' book *Scientologie: Wissenschaft von der Beschaffenheit und der Tauglichkeit des Wissens* from 1934, what became the Church of Scientology, and the many groups which arose, especially since 1980. We have no connection with official Scientology, and wish none.

International Viewpoints deals with this large area, and we aim to promote communication within this field. We relay many viewpoints, sometimes opposing!



Contents

Rudiments and Model Session, Part Two	3
Editorial	9
Ron Hubbard's Technology	10
■ Ant's Scientology Story 1:	
Early Scientology Years	11
The Black Panther Mechanism	
Demystified	12
End Phenomena; Badly Defined!	15
Ethics — The Right Way	17
Data For Releases	19
Conferences	20
■ Regular Columns:	
A World of IVy:	
Then, Now, Forever	22
IVy Tower:	
My Scientology Story: 7	
Scientology Reformation Series 34:	
Saint Hill EU as Student and Staff	23
Outside the Box:	
Meta Tech	30
Scientology and Technology	33
GPMs and Games	35
KRC over ARC — General Principle	41
One Day	43
Sales Data	44

Welcome to the new /Vy year.

Changes are about to happen, and
we hope they are to your liking.

Remember that you can write to any living
author or to the editors. Send to:

ivy@post8.tele.dk or
/Vy, Jernbanevej 3F 4th, 2800 Lyngby, DK

Contents © 2008 *International Viewpoints (Lyngby)*

Rudiments and Model Session, Part Two

by Jack Horner

[This article has been adapted from a copyrighted lecture given by Jack Horner to students of Eductivism on November 16, 1974, in Los Angeles, California.]

THE E-METER ALMOST always will read when a person has reactivity. If the right question is asked, that reactivity will instantly appear as a read on the meter. Instantaneously. Bang! Before the guy's had time to "think about it". But if he needs time to think about it, it's probably nuts anyway, because he has these conflicting kinds of considerations I discussed earlier. That's the paradox.

If a guy is suppressing anything and he understands the word "suppress", and you say, "Are you suppressing anything?" while the needle is going "Ka-pow" he's saying "No". Now, you don't want to make a liar out of him, but on the other hand you have to get him to recognize that he is one. So you don't give him a chance, you say, "Are you suppressing anything? That reads. What was it?" Now notice there's a careful usage of language in processing. "That reads. What was it?" "Was", because more than a millisecond of time has gone by and that's a past moment now. If you say, "What is it?" he may have already stacked it away because time has gone by.

"What was that?" The word "that" has the intention of the thing he was just suppressing, which reminds him of it again and puts it right there again and makes the meter read again, and you say, "That". You find out what he was suppressing. "Are you withholding anything?" Sometimes you don't need a meter. You can tell by the person's physical indicators that he's withholding something. You learn to observe them.

Educe it

You educe¹ it. The person may be afraid to tell you. It may be a conscious or semi-conscious thing, or he may not even know what it is, but you get it, and whatever it is, it doesn't matter what it is, you get it. And when he gets done telling you whatever it is, and you get all of it, you say, "Thank you. Are you withholding anything?" "No, I told you everything!" Well, what that means is everything he can reach right now. "Are you withholding anything?" "No". "Great, that's clean. Let's go on".

A person might protest, "But I have a right to my privacy! Do I have to tell you every little thought? You frighten me with these questions. You're reaching into the depths of my most private parts. You're getting into my mental genitals".

At times, depending on the person, of course, I'll put in what's called a reality factor, by saying, "Okay, look, if you're withholding something from me and you're afraid I'm going to find it out, whatever it is, or how many things it may be composed of, you want to make sure I don't find that out, so you've got to make sure that your attention is on that to make sure I don't find that out, and every time I ask you a question or we try to do anything else, that thing is going to keep coming up and you're going to have to keep putting it away to keep from telling me what it is because you're afraid I might find out, and we're going to spin our wheels and waste a lot of energy in session worrying about it. Why don't you just tell me and I'll acknowledge it and we can both not think about it and get on with the job".

1 EDUCE:: To draw or bring out; elicit; evoke; evolve. To assume or work out from given facts; deduce. roots (out + draw). *American Heritage 1974*

No bad consequences

Now over a period of time a person who has had this way of operating in life finally gives you something and you receive and acknowledge it. "Are you withholding anything?" He thinks about it, and he thinks about it. "You sure you won't stop processing me if I tell you this?" You might feel like saying, "No, but I will stop processing you if you don't". But you don't do that. You just say, "Okay, what are you withholding? What is it?" And every time you say, "What is it?" the meter reads.

If nothing else, every time you say, "What is it?" it makes him look at it. And the more he looks at it, the more it tends to get correctly identified, and it tends to become less strong. He finally says, "Oh, well, what the hell. I kissed the cat". You may feel like saying, "Yeah, but what's the withhold?" You really shouldn't say, "Is that all?" Because this has been a very precious possession. So you receive it and you acknowledge it.

A person finds out that by presenting you with or giving you a withhold there are no bad consequences, and you continue to be interested in him or her, and that's just part of the job, and you just acknowledge those withholds. Maybe for the first time in his life he's been able to tell somebody this stuff. Wow, he can relax, because he knows no matter what he does or expresses to you in that session, it's safe! And his attention is free, then, to be put wherever you both want to put it. So by clearing up "Is there an upset? Is there a present time problem? Is there a withhold?" it makes the session very easy to do, between the two of you. The air is clear, spiritually and otherwise.

Withholds and missed withholds

There are two kinds of withholds. There's the withhold of just simply, "I don't want them to find out about this". "I don't want anybody to ever know that I enjoy smelling my toes". Or that I enjoy the sensation of picking my nose. Normal social withholds. Or "I really get a kick out of girls' heels". Whatever the person's considerations are. Those are just ordinary everyday run of the mill withholds. They're the things that he's found it's not socially desirable to communicate because then he tends to get

rejected and he doesn't want to have that happen so it's better not to talk about them.

The other type is what's called a missed withhold. That's when you say to somebody, "Did you ever steal anything out of a garbage can?" And that's the biggest sin there is. And he looks at you and says no. Now you've triggered that memory, or those memories, and he's wondering whether you know. "How did he know to ask that? Does he know that I do that? Does he know that's my hobby? I might get arrested if he found out, so I don't want to tell him". You go on, but he's still wondering, how do you know that? "Does he know or doesn't he know?" He can't find out without admitting the thing.

It's the kid stealing the cookies. He has his hand in the cookie jar and you walk by, and he wonders whether you've seen him. "Does he know or doesn't he know? Does he know or doesn't he know?" If he asks, "Hey did you see me with my hand in the cookie jar?" then he's admitted he had it in there and then he's in trouble. So he can't confirm his wondering. But he keeps wondering, and that wonder has attention that keeps him kind of stuck and he doesn't want you to find out, but he's afraid. Now if you want to write good scripts and good plots and good novels and good fiction you can use missed withholds to really stir things up and make problems for the characters involved. People do it in life.

That's the worst kind of withhold, the one where the person is afraid somebody else might know or find out. The girl who has just found out she's pregnant, and that's a very bad thing in her family, particularly if she's not married. Her mother asks how she's feeling, and then asks about her love life. "Does she know or doesn't she know?" She mustn't let her mother know. But maybe her mother does know, but she can't ask her mother, because if she does ask, the very act of asking will reveal what she doesn't want her to know. One can waste a lot of mental energy and effort and time with that kind of stuff! Well, that can be wasted in session if the person is afraid you're going to find out something about him.

Don't leave him wondering

So, if you ask for a withhold and there is one, get it. Don't leave him wondering if you know. "Is there anything you're afraid I might find out

about you?" is one of those questions that gets both kinds of withholds and clears them.

You can help a person with this process — you wouldn't do this in rudiments, but as a process: "Have you ever been in a position in this life where you wondered if somebody knew something but were afraid to ask to find out?" And you get all his memories on that, and get them un-wondered about. Because they go forever unanswered. Does he know or doesn't he know? Does he know or doesn't he know? It stays as a kind of chronic wonder until it's acknowledged.

So in terms of rudiments we don't want a situation where the guy's afraid you, the eductor, are going to find out something. If he's afraid you're going to find out, let's validate it. Find out. Sometimes it's so buried he doesn't even recognize it himself, and you have to use the meter to track it down. Sometimes when he finds it, it's something he's quite willing to tell you. "I don't mind if you know that now". But that's the point. He never had put a point of time on it. It's all right to know about, now.

Consequences of withholds

When I was about thirteen years old, I spent a summer in Connecticut. I smoked about 3 packs of cigarettes one afternoon out in the field with some friends, in the sun in about 100 degree temperature, high humidity, and ate blueberries. I was feeling quite sick later in the day, oddly enough, and my mother insisted on taking me over to the naval dispensary because I looked ill. She asked me whether I'd been smoking, which I of course denied, and I blamed it on eating too many blueberries. She took me over to the doctor. I told him I was sick from eating too many blueberries. He asked whether I'd been smoking. He must have been able to smell it 7 feet away, but of course I denied it again! The funny part of that is, for years I didn't like blueberries. I didn't quit smoking; I just didn't like blueberries!

So you can misidentify something on purpose sometimes and stick yourself with the misidentification. I went without enjoying really beautiful fresh summer blueberries for years because of that! Sometimes the other person does know, but sometimes the adults are wise enough not to say anything. And sometimes they're wise enough to say, "Who do you think you're kidding?

I can smell the smoke 7 feet away!" Sometimes the consequences of being found out are not really worse than the consequences of not being found out. Because you carry your own conscience with you. Other people don't suffer really from your withholds. You suffer from your withholds.

A guy discovers, whether it takes one session or several sessions, that it's safe to tell you anything, and there are no bad consequences, and quite often there are good consequences because whatever he tells you is part of the knowledge the eductor then has to help him make progress. Then it becomes not only safe, but it becomes something important to do, to say, "Hey, you know what's on my mind?"

It takes a while for an eductee to even come up to the point to make enough gains to be critical of the eductor! "I didn't want to say it before, but you've got awfully dirty fingernails". And then he watches to see if you're going to clobber him one, or kick him out of the session. He finds this terrible consequence occurs: The eductor says, "Okay". "My god, it really is safe to express things here". Now he can make up for all the criticality he hasn't ever been able to express before. The eductor has to really know his business and not take it personally.

Body of the session

Those are the main rudiments. Then we get into what's called the body of the session. So, what we've done here is say, "The session's begun. Is there anything you want to ask or say? What would you like to accomplish in this session? Is there an upset (or an ARC break)? Is there a present time problem? Is there something I should know about you but don't?" and we've handled those things. Now we can get on with the job. Sometimes it just takes a few moments to do that. Now we can get on with whatever procedure we've decided upon, or wherever the person is at this point, now we can get on with it. You know he's here.

Once you have completed the rudiments, you then proceed to the body of the session, and whatever procedures it may contain.

Sometimes, and this takes judgmental experience on the part of an eductor, the person sits down, you say, "The session's begun, anything you want to ask or say?" He says, "Yeah", and whatever he tells you, you know that's the subject of

the session anyway and you just get on with it. He's in session. You don't want to waste time doing something to get him in session when he's already in session. That's a fine point of developed judgment as to when to do that and when not to. So we teach you how to do this as a matter of rote, so you know what to do if it's necessary, and then you finally learn when not to do it.

One thing is always present in a session, which is not particularly specified or explicitly stated in this bulletin, and that is, whatever you're doing, it's perfectly all right almost anytime to say, "How's it going? What's happening? Everything okay? Anything you want to tell me? How are you doing?" To maintain and generate that rapport between you, and to make sure it persists. Always maintain two-way affinity, two-way reality, and two-way communication in the session.

Now if the guy is in the middle of some incident that he's busy perceiving and running, at that point you don't say, "How're you doing?" But more likely, when you complete a process, you can ask how he's doing, so that you have direct personal interchange between you before you focus on whatever process or action you're going to take next.

Reviewing the session

Other lectures cover the things you do in the body of the session. Let's say you've completed a process in the session and now you want to complete the session. You review the session with the eductee. You've written down what he said he wanted to accomplish and what happened in the session. You play back to him what happened and what you did in the session. After reviewing the session you ask, "What have we accomplished in this session?"

In a sense the review serves to remind him of everything that happened in the session, because it could be a long session, and he may have been so busy he didn't realize how much he's done, or looked at. So reviewing the session gets him to confirm, or deny for that matter, what has been accomplished. And he can now see, in terms of stating what he wanted to accomplish in the session, and in terms of what has been done, whether there's a connection between what he wanted to accomplish and what you've done.

So after reviewing the session you say, "What have we accomplished in this session?" And he tells you whatever it was, if there was anything. You begin to be suspicious if he consistently says, "Nothing". There's something out. Sometimes it's a question of defining what is accomplishment. There are people who have operating considerations that to admit that someone has assisted you to accomplish anything is somehow degrading. So they will feel great about what's happened, but they certainly don't want to acknowledge that you have helped accomplish it.

Now that gets taken care of, usually, about Class 3, but it can be kind of frustrating to the educator, who has seen this person visibly change in front of him, and the guy says, "Nothing, I don't see anything". What that tells you as an educator is that in some session you'd better deal with the definition of accomplishment.

End rudiments

Having reviewed the session, your next action is to do the end rudiments. The major ones that have been included in the last year and a half or so are a version of what are called the "Four Magic Questions", designed for sessions. The educator first asks, "In this session, have I done anything that wasn't all right?"

Everyone operates on both knowing and unknowing standards. I say that as a complete generalization. Every human being, at least, operates on a set of standards, knowing and/or unknowing. And by those standards he may think you're the most wonderful educator in the world, but he doesn't like the fact that you've got blue eyes! Or he doesn't like the way you sit, or the way you talk, or the way you cut your hair, or the clothes you wear, maybe. He may not like the way you write something down. It's just some old standard there that really is unimportant, but it becomes very important if it goes unacknowledged or unadmitted.

He doesn't want to think badly of you, but this damned standard tells him you're a jerk because you wear short socks. If you don't acknowledge those silly little standards (and some of them aren't just little silly ones) they tend to pile up and pretty soon he doesn't want to get processed by you anymore because he's got this withhold about these things that he thinks are ridiculous, but nonetheless they're

there, and they really don't leave this looking very good.

Acknowledge them

So if you acknowledge them, it handles them. "In this session have I done anything that wasn't all right?" You let him tell you and you check it on the meter. If it's clean you go on. If it's not clean you find out what that is, no matter how silly it is. When he finds it he may think it's too silly to even mention. "All right. You've got a nose like my grandfather and you pointed it my way. You wrinkled it, just like my grandfather. That's what you did that wasn't all right". He may not even recognize that it's a nose like his grandfather. He may just say, "There's something about your nose. The way you moved it at me I thought you were threatening me". It's an unknown standard. So you acknowledge it and ask the question again.

All we're seeking to do with these hidden, and sometimes known, standards, is to bring them out in the open, look at them, and acknowledge them. That handles them for all practical purposes and doesn't leave the guy with any little sticky bits about the session or what you or he did in it.

The four magic questions

There are lectures on the Four Magic Questions. I don't want to go into great detail here, but as used in end rudiments the first question is "In this session have I done anything that wasn't all right?" Then, "In this session have I failed to do anything?" Whatever he tells you, you acknowledge it. And you clean it on the meter if you're using one. If you're not using one, you look at his indicators.

"In this session have I failed to do anything?" Now he may have asked you a question earlier in the session about something technical. And you didn't want to interrupt what you were doing at that point too much to explain it to him at that time, so you said to him, "Hey, I'd be very happy to tell you about that after the session". And you get down to this point in the session and you say, "In this session have I failed to do anything?" and it reminds him that you said you were going to tell him about whatever that was. He says, "You said you were going to tell me about that and you haven't".

You probably should bridge that — if you had promised to tell him that, you could say, "I made a note here, and let's complete the session and then we'll discuss this technical point because it's not really a part of session and I don't want to have this in your session time". "Oh, okay". So that "failed to do anything" can be helpful to you the eductor, because sometimes you do forget something like that. "In this session have I failed to do anything?" Whatever it is, you acknowledge it. If it's something that should be repaired, repair it. He says, "You failed to clear me". It's his second session. At that point you say, "Thank you".

The other side

Having taken care of that we handle the other side, which is, "In this session have you done anything that wasn't all right?" "In this session is there anything you failed to do?" And we clean those questions. Sometimes he's done something that he didn't think you noticed that he didn't think was all right, and so he tells you about it. Or maybe he's feeling a little guilty because during the session he really blew his cork, and it really wasn't at you, but because you were there, he blew it in your direction, he really dramatized. He says, "I really blasted you and I really want you to understand it really wasn't at you, but you asked the question and it just came out!" You acknowledge that and go on.

These questions clean all those standards that he has about you and about himself in relation to you in the session. Therefore you don't have him nattering about his sessions out of session. Before we included these end rudiments, the students on our professional course used to spend a good portion of their time nattering to each other about things their eductors did that weren't all right or that their eductors failed to do.

They would hand these end rudiments to each other out of session as part of their social conversation. They might say something like, "That damned Joe didn't acknowledge me half the time during that session. He never acknowledges anybody when he educts them". So now the other student knows that Joe never acknowledges anybody, and when he gets in session with Joe he's waiting for Joe not to acknowledge him. And this becomes a descending operation. And this has nothing to do with truth, necessarily;

it has to do with an expression of something. So students would often get opinions about their fellow students that weren't necessarily based on anything but rudiments that hadn't been handled by the eductor in session.

These particular end rudiments handle those and since we've incorporated them we essentially don't have that problem, we've had very little of that kind of problem with the students. The eductee gets it handled in the session instead of having to instinctively try to handle it out of session.

Completing the session

So those are the end rudiments. Having done those, you ask, "Is there anything you want to ask or say before we complete this session?" If there is, you answer or acknowledge it, and say, "All right, are you ready to complete the session? Good. The session is completed".

One of the more amusing ironies of processing is, I have found that 30-40% of the time when I say, near the end of a session, "Is there anything you care to ask or say before we complete this session?" the person will say, "No, but blah blah blah". It's the funniest phenomenon. When he gets all done, I say, "Thank you". I often kiddingly, but with great affection, say, "Is there anything else you don't want to ask or say?" And we both have a laugh, and I say, "The session is completed". At the moment we say it's completed, it's completed.

We use the word "completed" because it has a specific implication that some other words don't. We don't say, "That's it". We don't say, "End of session", which was used for years, by the way. An end isn't necessarily a completion. We want to complete sessions, not just end them. Many of you, as beings, had lifetimes in which you didn't complete your purposes. You didn't complete those lifetimes, because through whatever happenstance, or circumstance, or doingness or not doingness on your part or the environment's part, those lifetimes were ended for you. Just by being alive, you've agreed to certain circumstances, so you happen to get yourself born into a body that was growing up just fine and your parents took you on a voyage in a sailing ship and the damned thing sank. You didn't complete that lifetime. It got ended.

We don't want to trigger endings, we want to trigger completions if we're going to trigger anything with this action, and we want to complete the session. So that's the reason for that exact wording of "The session is completed". The most real and viable example of that is, would you rather end your lifetime or complete it? Would you rather end a sexual act or complete it? You can see there is a little difference of implication there.

Sometimes you haven't completed a relationship; it was ended on you. Some of you have past loves, and each of those past loves are with you, and each is still with you because you never satisfactorily completed that relationship, it got ended. It probably will stay with you in your mind and emotionally until one day you can say, "Hey, you know what? That relationship is completed". After 17 thousand years it's about time!

Summary of model session

So that's a model session. It's composed of, "The session's begun. Is there anything you want to ask or say? What would you like to accomplish in this session? Is there an upset? Is there a present time problem? Is there something I should know about you but don't?" and the handling of those items. Those are the beginning rudiments. If those items are free, you get into session, handle the session, and do the procedures or processes that you set out to do. When you've completed that, then you start your end rudiments, in which you review the session, and then you say, "What have we accomplished in this session?" and get that established, if anything, and to what degree, and you write down the guy's accomplishments. Then you do the end rudiments of, "In this session have I done anything that wasn't all right?" "In this session have I failed to do anything?" "In this session have you done anything that wasn't all right?" and "In this session have you failed to do anything?" You clean all those things up, and then you say, "Is there anything you care to ask or say before we complete the session?" Whatever that is, you handle it, and then you say, "The session is completed".

That's a skeleton of a session. It's a framework. A person gets used to that, too. He knows that those are parts of a session. So he feels very comfortable and very secure in the predictability

of those items from session to session to session to session. He even has his mind ready for those questions in the order you're going to ask them in. And he can almost feel let down if you don't ask them.

So that's why we generally will consistently use those rudiments in every session with someone; that helps identify what a session is. And those are the component parts of a session. So it makes a session easy to do, easy to apply, and you have to know your job, and your business, to do that, do it correctly, and do it well.

Don't make it a ritual

One of the things you learn to do as a student here is to coach another student on a given procedure, and one of these procedures as such is model session. And you as a student will be expected sooner or later to know how to apply model session well enough to sit down and coach another student on doing it. And you'll have him go through the motions of a session in a basic exercise situation, where it's not actually a session, where you as the coach break in and help him to do this correctly until he has gained certainty and confidence on each step and how to do it, and can apply it with ease and effectiveness. So you will not only do basic exercises as a coach, but you will check your fellow student out by coaching him on certain procedures all the way through, on each of the classes of processing for instance.

One thing I think perhaps important to emphasize here is that the person you're working with, in a sense, is always more important than the procedure being used. Never let a procedure get in the way of your rapport and relationship with the other person. A model session isn't more important than the person you're processing. It's only a means by which to assist him effectively.

So don't make a ritual out of anything we do here. If you do something here, you do it because you understand it, it makes sense, it's real, and it's useful. If it isn't, then get some help to understand why it is. To do it as a ritual is to waste your time and the other person's time. I've endeavored here to explain some of the rationale behind the factors of a session so that you understand the whys and therefore

won't make a ritual out of it. I don't want to find ten years from now, somebody sitting down and doing model session rituals.

There is virtually no spiritual, emotional, or psychological difficulty or aspect that cannot be resolved with a sufficient degree of life, intention, and energy and persistence on your part and to the degree you can get it, the eductee's part. And these are only tools by which to help you do it more effectively and swiftly. But it's you and the eductee who are the force who will bring it about. Keep that in mind and you'll be successful.

Copyright 1978, 2007. All rights reserved.



Editorial

In the IVy "office" we have not been good at collecting statistics (we leave you to guess why). We do not know how old the oldest reader is, but recently we came across an 81 year old subscriber. We also do not know the average age of IVy readers. However, our guess is that the average age has become much older over the years, and we are not fully meeting the needs of new "ex-"Scientologists.

Maybe a long term reader will be able to tell us that this is the first IVy since 1996 that has had less than 48 pages (including the yearly contents), and the first time that IVy has been so late coming out. Those two things are "bad indicators" as they say in auditing parlance, indicating a need for change.

And change is on its way. From next IVy Randy Payne will be taking a major part in the production of IVy. He comes with more modern typesetting methods, and a new view of what is needed and wanted. And perhaps a magazine which meets the needs of a younger audience. He will be working to keep IVy abreast of the times.

So send a little postulate that what might be a challenging time is successfully navigated.

AntEd.

Ron Hubbard's Technology

by Britta Burtles, GB

FLEMMING FUNCH SOUNDS a bit confused in his article 'Outside the Box: — **Being Source**' in IVy 80 (p.30). The following may simplify and clarify some issues:

Perhaps LRH signed his articles with Source somewhere. So far I couldn't find it, neither in the Tech Volumes, nor in the volumes of Search and Discovery. So please tell me where he did. I only found him signing just with his name or with his name and Founder underneath. If LRH did sign his writing as 'Source', he had a good reason for it, as that is what he was: The source of what he had seen (perceived), thought about, developed and created. All those who were able to follow precisely what he advised, ended up with many wins and gains and walked away humbly, silently and happily to carry on with their lives, more certain, confident, and more able and successful. Flemming writes about 'hidden data'. There is no such thing as 'hidden data'. We all could, if we were spiritually advanced enough, see the basics of life and the universe; nobody hides them. They are there, right in front of all of us. LRH was not only able to perceive them, but he was also able and willing to construct a method so everybody, who wanted to, could advance to the state of being able to 'see' basic data, i.e. truths. Being human, he made mistakes and had shortcomings, but Ron Hubbard was a giant among geniuses. He was far ahead of his time, and I count myself immensely fortunate to have been able to take advantage of his knowledge and creation.

Truth

When I hear or read something about a certain subject that makes sense to me, I start to believe it. It becomes my truth. If I later hear or read something about that same subject which is superior to the information I had received earlier, then I change my mind and adopt that new datum as my truth. This is how we learn, grow as beings and extend our horizons. There is no such thing as 'the source of truth'. There

are data which either work or they don't. What LRH put together for us in the Auditing Tech has worked for countless numbers of people, and there is nothing more true than that which works. Likewise, I do not believe LRH thought he was the source of the truth of life and the universe. He just happened to be one of those people who 'saw' what the fundamental facts of life and the universe are. He came up with the Axioms, Factors, Logics and many other basic principles, and was able to incorporate his incredible knowledge of life and the universe into a system that would enable us to get rid of rubbish accumulated in our minds over many life-times. This not only results in us being more ourselves, but finally able to think for ourselves. He said that this had been his ultimate goal for developing the Auditing Tech, and it is one of the greatest wins I have had from it. There came a time, soon after starting OT8, when I was literally swamped by cognitions. I suddenly 'saw' a lot I had not perceived and known before. That was also the time when I started to develop a strong urge to write. Maybe Flemming had a similar experience, as he writes in his article: 'I could see what I could see' and 'I suddenly could write'.

Restoration

Cognitions appear for me from nowhere. They are totally different from those cogs I had while being audited on the Grades. Often I do not even have to look for or think about anything in particular. At times they just pop up: Suddenly I know something. Having a cognition means to me that I now see and know a bit more of truth. It is like finding a piece of the jigsaw puzzle that is called life. It all comes down to words: LRH used just the right kind of words and phrases to make me understand the basic principles and laws of life and the universe. He created the Tech from those principles, and thus told me what to do to get myself out of the hole, I had dug for myself in countless life-times. The data he was able to 'see' and the Tech he was able to

put together were the tools he gave me to do the job. So he is not only the source of the Auditing Tech, but also of my restoration and rejuvenation. Theoretically anybody could have devised the Tech. But nobody did, not even Nordenholz, the author of a book called 'Scientologie', except L. Ron Hubbard. So nobody else but he is Source of the Tech which freed me from the crippling aberrations which were pinning me down, and helped me to now stand on my own feet, so to speak, and look, see and think for myself, to find truth. I don't, anymore, have to 'get it served to me by somebody else' to use Flemming's words.

A wonderful game

And a marvellous time I had, too, playing the game of getting liberated with Ron's Tech, and

observing myself getting better and freer all the time. As for 'keeping me at effect from here on out', as Flemming bemoans — oh yes, as much as I am at the effect of our oven to cook dinner! Ron's Tech is a tool I use if and when I want to, no more no less. These days I use it mainly to clean my mind and my self. Just think of this: We clean our bodies every day, but how often do we clean our minds or our selves of the 'stuff' we collect in everyday life ? After a cleaning-up session, I feel really bright and refreshed. LRH isn't among us any more, but others are continuing where he left off, and are creating more and improved tech which Mankind sorely needs. Maybe, sometime, Ron will come back and help again with the task of clearing the planet? ☒

Ant's Scientology Story 1:

Early Scientology Years

by Antony Phillips, (now) Denmark

WE HAVE SEEN Rolf K's series about his Scientology story, which goes back to 1967, and I found it interesting as it referred to things I had almost forgotten, and especially because it referred to places where I had not been. My Scientology story goes back to 1954. I have experienced many aspects of Scientology's history which are not widely known nowadays, and yet some of them are important to a full understanding and interpretation of Scientology now. And the Scientology "Church" carefully avoids telling new members about these things.

So, if the Good Lord allows me time and health to do so, I intend to write this up in some detail. This little article is just a brief run through the period from 1954 to 1966, as I experienced it.

1954

My introduction to Scientology occurred because I had two severe problems in life, and turned to my father for advice. I was working in Cambridge (England) and when I visited my father in South East London, and told him of the problem, he gave me a brief session and turned me over to a field auditor of which there were a

few in the London area. For the next approximately one year, I travelled into London on Thursdays for extra training as an optician, and got a session of about 2 hours in the evening.

1955

The auditor decided (or rather told me) that I should get some training. It could be that he felt I was too tough a case. In the summer I went to a Scientology conference, and then (having got work in London) went on the evening HPA (Hubbard Professional Auditor) course in HASI (Hubbard Association of Scientologists, International) in Notting Hill, London. Here we listened to tapes, and audited each other. The basis was at the beginning the Chart of Processes, found on page 29 of my copy of *Creation of Human Ability*, reprinted in 1968 from the 1954 first edition. The first process was two way communication, and I remember uncertainty on what that was.

The course was supposed to last six months, three evenings a week. However when my six months was about finished, that was changed to a year, to match

Page 29

The Black Panther Mechanism Demystified

by Pierre Ethier, Canada

An old mechanism explained by more recent discoveries

IN A CELEBRATED allegory about dealing with a hypothetical Black Panther, Hubbard explained how there were five ways to deal with dangerous and threatening situations in life¹.

Called the “Black Panther Mechanism”, it is repeatedly described in 1950 in the original book, *Dianetics: the Modern Science of Mental Health*.

Hubbard goes on to say: “Let us suppose that a particularly black-tempered Black Panther is sitting on the stairs and that a man named Gus is sitting in the living room. Gus wants to go to bed. But there is the Black Panther. The problem is to get upstairs. There are five things that Gus can do.” The five alternatives are described as (1) **attack**, (2) **flee**, (3) **avoid**, (4) **neglect**, and (5) **succumb**.

While it was commented on and even criticized in the very first issue of *IVy*, this mechanism has never been analyzed adequately in view of the vast sum of Scientological knowledge that has accumulated since. This is almost surprising, as the answers are in plain sight just waiting to be extracted.

While the mechanism is primitive and even simplistic, it has nevertheless remained a useful workhorse in many Scientology applications.

It is the hope of the author that the explanations given here will satisfy both apologists and



dissenters of the original mechanism, by pointing out the fundamental principles on which it is actually based.

The simple truth of the matter is that there are two, and only two, fundamental principles in this universe: positive and negative or cause and effect. Each one of these can in turn be divided into two, three, or sometimes an infinity of alternatives or vectors.

Facing any choice, a being can adopt the fundamental viewpoint of **cause** or the fundamental viewpoint of **effect**.

Cause may be divided in Balanced/Controlled Cause, Unbalanced/Uncontrolled Cause and Inverted Cause.

The same can be said for **effect**: there can be Balanced/Controlled Effect, Unbalanced/Uncontrolled Effect and Inverted Effect.

1 There was an earlier article on this, republished in *IVy* 1, and which is available on our Home Page, <http://www.ivymag.org/blckpanth.html>. It suggests an alternative method not covered in L. Ron Hubbard's original text.

One of the corollaries of the Scientology Axioms is that the viewpoints taken by a being can manifest themselves in many different ways:

For example, in the realm of **communication**, cause manifests itself through reaching, and effect manifests itself through withdrawing. It is the principle underlying a great many Scientology processes and procedures.

When dealing with **problems** (the presence of a Black Panther in one's stairwell would for most people qualify as a problem), cause would manifest itself by facing (or in Scientologese "confronting"). Effect would be the exact opposite of confronting, that is, withdrawing, avoiding, eluding, or "preferring not to confront". Many processes are based on this principle.

As far as actions and transgressions go (including what is known in Scientologese as overts), cause would manifest itself by the commission of an action (an overt act, a confession, or most anything that one can do). Effect manifests itself by withholding and is the fundamental characteristic of a withhold.

To summarize: when one deals with problems, using the Cause to Effect Scale, the possible alternatives are:

1. **Balanced and Controlled Cause:** This means that the exact amount of force required is applied in the correct amount and in the most constructive way in order to effectively deal with a problem.

In the case of a panther, probably the most controlled approach would be to *handle* it through the use of the skills of a wild animal trainer. Failing that, weapons to subdue (*appropriately attack*), or even kill the animal would have to be used. Balanced and Controlled Cause is the main attribute of the analytical mind: it bases the actions it will dictate on impartial and intelligent calculations uninfluenced by emotions or reactive impulses. It seeks to deal head on with the problem and to unconditionally handle it to a satisfactory and permanent conclusion. The most satisfactory conclusion of all would be, of course, one which enhances the well-being (survival) of all, panther included, and allow oneself to go about his daily routines and duties, unfet-

tered by the panther. The keynote of this level is **creativity**.

2. **Unbalanced or Uncontrolled Cause:** In the case of a Black Panther, this attitude would be mostly observable in states of frenzy. Although mainly observable under more casual and far less threatening circumstances, it is yet a theoretical approach toward a panther. Possibly because anyone harboring such an attitude toward a wild animal would endure a prompt and painful demise, it may have been originally omitted as a possible alternative.

In the case of extreme dangers such as the presence of a panther in one's stairwell, it is unlikely to manifest itself except where the circumstances surrounding the presence of the panther have compounded a pre-existing condition of case overwhelm and therefore have triggered the revivification (an actual reliving of something that occurred in the past) of a past incident.

In more mundane examples, unbalanced or uncontrolled cause includes inappropriately antagonizing, attacking imaginary enemies or even friends as if they were real foes, the use of overwhelming or unwarranted deadly force, the unjustified destruction of property, and the use of sadism and revenge to subdue an enemy. It runs through the entire gamut of paranoia and is also the primary cause of violent crime. It is also the basic philosophy underlying extremism and it is where Scientology, when used in unscrupulous hands, becomes entirely subverted and degenerates into a form of advanced psychosis. The keynote of this level is destruction (**Inverted Creativity**).

3. **Inverted Cause:** In this case cause itself has become inverted. The individual still faces the threat but seeks being cause by dramatizing being effect. The person still views the problem and its danger in its entirety, but withholds all action and denies self truly being cause. While the preceding level dealt mainly with evil purposes and postulates, this level manifests itself mainly as **succumb**.
4. **Balanced and controlled effect:** If someone considers the Black Panther to be an

obstacle that is deemed to be too overwhelming to face or impossible to overcome, the most controlled approach is to *avoid* it. In other words, one will seek to circumvent it and try to function in spite of it, without truly dealing with the issue. In many cases, it may be workable, at least temporarily. It tends to be the most expedient solution.

5. **Unbalanced or uncontrolled effect:** Fleeing can simply be defined as an uncontrolled avoidance. The fears and phobias within the reactive mind cause the individual to strongly recoil (**flee**) and to seek safety by being so far away that the panther is no longer being perceived. The mechanisms behind being the adverse effect of things or people (PTS) are found at this level.
6. **Inverted effect, ignore:** Ignoring a problem is the paramount NOT-IS-NESS. The individual has become so much effect that he believes he has actually become cause, and therefore feels he can ignore the problem altogether, as it no longer truly exists. Drug addiction and the adoption of “safe solutions” are some of the most common manifestations found at this level.

Technical application

The preferred choice of action by an individual (in circumstances where a number of alternatives are possible) will denote the actual case level of the individual and his/her position on the Chart of Human Evaluation.

Obviously, circumstances may dictate that a particular course of action is preferable over others, so determining accurately the chronic tone level of an individual, by using the Black Panther Mechanism as a yardstick, can only be accurate through a statistical analysis (examining a significant number of responses by the person and making the determination accordingly). The use of any one of the six responses described above toward a single situation may turn out to be the most appropriate, depending on the circumstances.

Individuals who habitually use “Balanced and Controlled Cause” are those closest to higher spiritual development or OT.

Anyone advanced on the higher OT levels who does not instinctively use “Balanced and Controlled Cause” in dealing with situations

and life, is in serious need of repair and advanced programs to get him/her to an awareness level and chronic tone commensurate with his/her professed grade.

“Unbalanced and Uncontrolled Cause” is the main characteristic of the fear to antagonism band (1.0-2.0) of the Scientology tone scale, but is present to a lesser degree both above and below that band. Expanded Dianetics was developed mainly to address cases stuck at that level and the one below (Inverted Cause) as the later cases are on a chronic succumb.

Balanced and Controlled Effect is mainly an attribute found above the Antagonism Band (2.0), though it is also present to a degree in the Propitiation to Fear band (0.8 to 1.0).

Unbalanced and Uncontrolled Effect is the keynote of a heavily charged case and of people who are labelled as PTS. Destimulative auditing and also the “New Vitality Rundown” developed by Hubbard in Daytona Beach in late 1975, addresses those cases.

For cases that are at “Inverted Effect” many will be found to have utterly no desire to change their condition. (Change and increased awareness is something frightening to them, because their entire approach to life is based on carefully selected safe solutions used as a substitute for them when choices have to be made). Such cases best respond to Objective and Havingness-type processes.

Summary

Translated into the conditions of existence:

“Balanced and Controlled Cause” is the only attitude that shows a potential for a full AS-IS-NESS or a full resolution and an actual vanishment of a problem.

All other attitudes, contain increasing amounts of ALTER-IS-NESS, making the problem more and more unlikely to be truly resolved as one goes down.

The last level of Inverted Effect is nearing a complete degree of NOT-IS-NESS.

So here we have an old mechanism, fully explained and clarified by more modern developments.

End Phenomena; Badly Defined!

by Sophia Reynard, England.

CORRECTLY DEFINED end phenomena (EPs¹) lead to regained and expanded abilities.

Incorrectly defined End Phenomena lead to overruns², invalidating abilities and invalidating ourselves as spiritual beings.

Correctly stated EPs reflect the desired state of the client: his/her ability and reach.

Word clearing

There are three classic examples of this phenomenon: Method One Word Clearing, incident running (Dianetics, for example), and running of attached entities (NOTS and solo NOTS, for example). Let's start with a consideration of Method One. If you have done many Method Ones, going for the arbitrary and incorrect EP of an "F'ning subject list" you have probably seen this: the client reaches a point where s/he loves words, loves dictionaries and is utterly unafraid to study or investigate any subject that interests him or her. That is the true EP. Please note that it is an ability regained. If you were to stop there, that person would go happily through life, looking up words as needed (with or without help from a professional), without any back off.

What happens though, when the client is being measured against an arbitrary EP? Long, long overruns. Finally the "F'ning subject list" appears (probably an ARC break needle with the apparent good indicators just being relief that the overrun is finally going to stop). After that treatment you will find clients who avoid reading for pleasure for fear that they might get

a misunderstood word, the antithesis of what we really want as an EP.

You can do a process or type of process as needed after having gotten an EP on it *as a major action*.

Incident running

Now let's look at incident running. When you have someone going well on Dianetics or some such method, they are getting a tremendous amount of work done and are very pleased with themselves and the process and are very, very interested in the work. At some point if they are lucky enough to get all they want, they reach a point where they feel like, "But that is the past; why would anyone be interested in the past?" That is the EP of incident running *as a major action*. It doesn't mean that you can't or shouldn't run the loss if their grandmother dies, or the incident if they are in a car crash. You can and you should, provided that they are interested of course. It does mean that you should not make huge lists of items to be addressed with incident running and do hour after hour of it as you may have done earlier. (This includes any rundowns that call for lots of incident running. With a client who has had the EP on incident running as a major action, do recalls instead.)

The incident running major action EP is an entirely separate question from the question of the state of "clear". That is another whole conversation that we can leave for another time. Suffice it to say that this general incident running EP may or may not coincide with some-

- 1 In Scientology End Phenomena usually refer to phenomena in a client (often known as a preclear) which indicate the procedure being used can, or must, be ended. *Ed.*
- 2 Overrun: In Scientology this word is frequently used to describe the condition when a procedure is continued despite having passed its end phenomena. *Ed.*

thing along the lines of “clear”. If you stick to these guidelines you will not run into any of the problems associated with the “non-interference zone”¹. Those come about from significant overrun of incident running as a major action, and have come about from numerous incorrectly stated EPs for incident running, such as “no more incidents”.

Attached Beings (NOTs, OT III)

Now for the biggest, baddest overrun of them all.

The wrongly stated EP for running attached beings is that the client will have no more of these beings around when finished. Balderdash! Someone once said that if you want to live without contact with these beings you had better go to another universe, because they are *all* over this one! There is a real EP for running attached beings, and it has at least two parts. One is that the client is able to perceive beings who do not have their own bodies, correctly observe their case state, emotional level, etc., and able to handle them efficiently and in an in-ARC manner.

Another (the real payoff for this work) is a huge resurgence of cause level. This is a big high, but because of having been indoctrinated to believe that: 1. they cannot attest till no more you-know-whats, and 2. they should at least be able to walk on water by the end of such a section, people doing these levels commonly (maybe universally) overrun them. This, either because of the nature of the process, or the usual extreme length of the overrun — or both — is the worst overrun of them all. As I have seen it manifest, it is a long but rapid, sickening slide downward, down emotionally, and more profoundly, down in cause level.

All overruns do that of course. They invalidate wins, gains, realizations, abilities, the works. This one can be the most brutal of them all. It can take years to recover from fully. Just think what might happen if we stopped at the true end phenomena! Running attached beings is

very, very high gain work. Like every major action, it has its own EP. Again, after the major action EP on attached beings, one can still run the ones that pop up and need attention, just not go looking for them in wholesale lots.

Run attached beings for ever?

Great reasons to run solo NOTS forever.

No, not really. There are no great reasons. One reason that it may be so popular in the field to keep doing this is that it makes the client right. There is nothing wrong with him/her! It's those pesky attached beings. It's all their fault. It's all their case. As long as one keeps to addressing them solely, one doesn't have to face up to the fact that one has ARC breaks of one's own, occasional problems, withholds, overts, a recurring urge to be right, and even the occasional loss or trauma.

As long as we are spirits inhabiting the material world, we are very likely to keep finding ourselves with case to work on.

The most able people I know are aware of their own case and interested and willing to address it in any number of ways. This produces realizations, and expanded confront and ability, all the good stuff. The good news about that is that we can reap the benefits of continued gains. There doesn't seem to be any limit. We have such a wealth of materials, it is always possible to find something useful to do in session. If we aren't finding anything to address and are in a state something less than perfect bliss (more on that perhaps, in a future article), it is the Case Supervisor's job to find something enticing for us to try out. There is lots of good experimental stuff out there, if it comes to that.

It seems to be a big wrench for some who have been only running the cases of other beings for a long time to let go of that and come back to a focus on their own material and their own interests. The people who make that shift though, find new delight in exploring the gains to be had. ☒

1 A certain area on the Scientology Gradation Chart, where it was not permitted to run other procedures than those applicable there. *Ed.*

Ethics — The Right Way

by Mary Freeman, USA

Mary and Franklin Freeman are both Class VIII's who trained under LRH. They have been active in the Freezone since its inception. Mary developed a First Dynamic Ethics program many years ago that has produced consistent results and praise from her clients. She here outlines her basic approach to ethics, a subject that often has been overlooked as capable of producing case gains, due to less apt uses of it.

THERE HAS BEEN a lot of turmoil and controversy over the years on the subject of ethics. Thanks to the misapplication of the Ethics Conditions in the C of S, the term has become identified with punishment, power enforcement and humiliation. As a result, the validity of the subject along with its many benefits has been left largely unapplied. Rather than trying to camouflage it under a different name, I would prefer to use the original term *ethics* boldly, and re-claim its proper place on the road to freedom, a better game and the mastery thereof.

LRH defines ethics as “reason and the contemplation of optimum survival”. Of course survival implies persistence, and when we enter the realm of survival and persistence we are entering the realm of games. Outside the games playing field, ethics is no longer separated from the Theta source.

Responsibility and games

As we move higher up the Bridge and regain more knowledge of ourselves and our abilities, the application of ethics becomes more and more important. LRH teaches us that although KRC is senior to ARC¹, responsibility is always the ‘laggard’. The reason for this is in the nature of game playing. In order to play a game you have to agree to some denial of cause, otherwise you would be absolute cause and thus find your-

self in a no games condition. You have to tie a portion of your theta ability behind your back to participate in playing a game. Those who promise absolute power or a perfect existence in the game are using basic truth in an attempt to fool the player into thinking he can be absolute static while playing a game. The attempt to play a game from a no games condition (the viewpoint of absolute cause) and the consequences of that attempt, is the basic reason we end up in trouble as beings.

The essence of suppression comes in where there is an attempt to enforce the perfection of an ideal scene on an existing scene, in order to invalidate the limitations of the existing scene. This can lead to some extreme situations involving the enemy condition, the anatomy of which is covered extensively in this application of ethics

The eternal conflict that challenges theta, and the biggest lesson to learn about manifesting our creations in an interactive way, is that imperfection and limitation are the necessary and prevailing conditions to games and persistence. Part of that limitation is the denial of one's own absolute responsibility in the creation. Otherwise, per the axioms, one's view of it would cause its vanishment. This is called As-Isness, which can be used to unmock or vanish any problem or game. Of course in auditing, it is the underlying reason why the tech works. Absolute cause in session leaves us caseless. Absolute cause in the game leaves us gameless.

Question

But the eternal question is: How does an absolute, unlimited and perfect static play a game, any game, without as-ising it before it even gets started? The eternal answer is summed up in the phrase, self-imposed limitation.

1 KRC knowledge, responsibility, control; ARC — affinity reality and communication. Two very basic triangles in Scientology. *Ed.*

As we go up the Bridge, part of the mastery of the game must be to learn how to manage these two apparent extremes: unlimited perfection vs limited imperfection. Ethics is the vital ingredient to being truly and stably OT while playing a game. One who begins to approach the experience of being Absolute can become vulnerable to the same pitfalls that originally started him down the dwindling spiral of less and less responsibility, less control and less knowledge. Without ethics, there is no tool that can prevent such pitfalls.

Only on the pillars of ethics will the Bridge stand and remain intact.

This program can be done on the phone as well as in person¹. For more information please contact me at hifrequency8@earthlink.com

After approving the above Mary sent more material:

Ethics expanded

When I did the Class 8 Course LRH told us that a Class 8 could go out and put Ethics in anywhere on the planet. I guess I took that literally.

But I also took it quite a bit further, by expanding the applications on each condition. Hard to explain in a brief summary, but one example of how I expanded them is in the way I teach them:

1. The bottom four conditions (Confusion to Doubt) align to *be*, the middle four align to *do* (Liability to Emergency) and the top four (Normal to Power Change) align to *have*. Needless to say *be* is senior. If the bottom ones are out, you end up in cope.
2. You have to confront evil to put ethics in, just like you have to confront dirt to clean your house.
3. If you don't apply the formula for the condition you are in you go into the next one down, etc. In the area of an out ethics situation, where tech has never gone in or is unstable, you have probably hit confusion a long time ago. This is not to say that *you* are totally in that condition. You could be in many conditions simultaneously, depending on which hat or area of responsibility you are addressing.
4. The bottom four conditions are the most valuable and powerful of them all. If they are really in, you move out of cope and into

natural law. Ethics is natural law. It starts with the bottom conditions being in as your viewpoint or *be*. The middle ones are action, which is *do*, and the top ones from Normal up are result or *have*.

Viewpoint, Action, Result.

5. In order to do the formula correctly you have to first confront the condition. That makes a huge difference.
6. Ethics applies to the playing of the game. Outside the game there is no need for Ethics, because as a Static you are Ethics.
7. Most people are unhatted on how to be a player. I teach that as a basic principle and thoroughly hat my clients.

There is lots more, but let me tell you, the subject of Ethics as we learned it was the tip of the iceberg. Everything I teach and apply on the program is based on all the tech I learned from LRH and most of all on the Axioms. Attached is a testimonial. I have lots more.

Mary also sent this from a client:

The word "transformational" applies. What a difference this program has made, is making. I feel as though I've come out from under a huge boulder where I'd been lodged for eons, and am standing upright and in the light. More "pro me" than I've ever been in my life. I can hardly believe the magic.

I found out where I really am (thought I knew, but it wasn't me lying there), then I found out for certain that I am; and then the toughest one – who I *really* am. Not my enemy, my anti-self, but *me*. I know which voice to listen to now! Climbing out of a pit is a glorious thing. Life is wilder to me alive in it, and I feel more vulnerable, but being alive is so much better, and I find the rest of the world is more alive too; flows are stronger and colors are more vivid, streets and buildings are more solid. I've found how to unite my true self and my identity, and how to chose myself as a friend. Nothing like having goodwill and support in one's own space!

Throughout this journey I've made many very important discoveries, rising into more and more light and freedom. MJ ☒

¹ In many countries there are cheaper foreign phone rates (for example phone cards), and there is also Skype, and Internet methods. *Ed.*

Data For Releases

by Bob Ross¹

THE ORIGINAL OF THIS document was written in 1965 shortly after the first data on releases came out. Many people were coming in to the Org after being released at one level or another, caved in and needing to be further audited to be rereleased.

At that time I was Qual Sec NY and getting all the data of what was happening with them.

I sat down and wrote essentially the following data as a one page info sheet and handed it to various people who came in to be rereleased. In almost every instance, just reading this data was enough to again release the individual.

What had happened in each case was that the individual had invalidated his own release state because he did not really understand it. I hope the following information works as well for you, as it did for them.

Each release state below the level of Service Fac² release can disappear if the individual's Service Fac dictates a break in comm, the commission of overts, etc, in the area covered by that release state. It is only necessary to recognize that this has occurred for the release state to be rehabilitated. But, that will only occur after the individual is no longer in the situation which activated the Ser Fac. It will no longer occur if Ser Facs have been fully and properly run out. In 1983 I ran off about 73 Ser Fac type items. Some were big, some were tiny. None were too tiny to be run.

Communications release.

This state of release specified that an individual is able to give or receive communication on any subject and to anybody. It should have added the provision that this was to anybody who was themselves able to communicate. What was not specifically addressed and therefore handled only by accident, if at all, was communicating to someone who was unable or unwilling to give or receive a communication.

Thus, when a person freely communicating encountered a person unable to communicate, he all too often invalidated his own ability to communicate and ceased to feel and therefore to be a communication release, confident in his

FREE THETA

The Quarterly Journal of the International Freezone Association

On line version available from
<http://www.goldcenturypress.com>
or soft copy from: Ray Krenik
rkrenik@hotmail.com
PO Box 1757 Elma
WA 98541-1757 USA

¹ Ross *Standard Technical Bulletin* 23 Jan 90 Originally 1968. Bob came into Scientology (Dianetics) in 1950, took Dianetics to Israel in 1950 and has had much experience in various org positions. He lived in 'retirement' in Riverside, California, up to the time of his death in 2002 (obituary in IVy 57).

We published this article first in IVy 1 (May 1991). The first issue of IVy was especially aimed for people who had recently left the Church of Scientology. Most of the articles in early IVys are available on the Internet. You can go to: <http://www.clearing.org/cgi/archive.cgi?ivy> . files titles beginning iv-01 are all from issue one of IVy and the two files beginning "index" are list of the articles title in order of the author's surname. After IVy 20 articles are only available as back numbers, sent you from Denmark ten issues at a time, at about half the price of a years subscription. Ed

² Service Fac(simile). Essentially a condition making others wrong compulsively. Ed.

ability to communicate about anything to anybody.

The fact of the matter is that knowing that the trouble lies with the other person is often enough to enable the communications release to persist and to finally get his communication across, and doesn't invalidate himself in the process. Training as an auditor or some other specialized form of communication training is necessary to easily get someone who is unable to communicate into communication. That is not the subject of this essay.

Problems release.

The individual is able to have or not have problems by his own decision. He feels free of problems he has not decided to have. Then he runs into someone who creates a problem for him to handle and he gets involved in solving those problems, or has activated a Ser Fac. Suddenly being confronted with a problem that he did not choose to have, the individual tends to invalidate his own release state. Once he recognizes that the other person has the problem, he is able to make the decision to have or not have that problem. A person released on problems may or may not have had his own compulsive help button flattened.

Release from guilt or overts and witholds.

Similar situations occur with regard to this state. The individual may encounter someone who is expert at making others guilty and suddenly feels that he has committed an overt that he didn't intend to commit. As a consequence he invalidates his own release state. Also if a Ser Fac is activated one may start to commit overts. When the situation cools off and the person recognizes what happened, or one departs the scene the release state may be quickly reinstated.

ARC break release.

Same sort of thing. One feels free of upsets, but encounters someone who has an upset. If you misown the upset you feel upset yourself and invalidated your release state. All that needs to be done is to recognize that the other or others are upset without being upset yourself. Having the technology of an auditor to handle the upset is nice but not necessary for this purpose. Just recognizing who has the upset will often enable

one to successfully handle it with a minimum of tools.

You can quickly handle 90% of the upsets of others in life by asking these simple questions and/or making these simple remarks. Remarks:

- 1) "I'll bet that isn't the first time." (with appropriate emotion).
- 2) "It's making me sick just to hear you tell about it."
- 3) "This must have been going on for a long time." When did it start. Or, How did it start? or both. After making a few such remarks, the person will be more able to answer questions.

So you can then ask:

- 1) When did it start?
- 2) Is this the first time something like that has happened to you? (You know damn well it isn't.)
- 3) How long has this gone on?
- 4) How many time has this happened? (Then do a quick assessment five ten, a hundred, hundreds, thousands etc. till you get a laugh.)
- 5) Have you ever had anything like that with anyone else?

Ser Fac release.

If this kicks in there might be a GPM or GPM item stirred up. When it keys out the release state can be rehabbed.

To spot a GPM type item just ask yourself, "What kind of person or beingness would have ——?" Or, "What kind of person or beingness would oppose ——?"



Conferences

θ

May 9-11 2008, Multi Genius Technologies, Un-Ltd presents: **The 9 May Event**. Near Magdeburg, Germany. Host, Casper de Rijk, Class IX. Details later. Contact:

<http://www.mgtconcepts.com/mgt/events/>

θ

August 30-31 2008 /VY Denmark conference near Copenhagen. Details later, contact: ivy@post8.tele.dk

CLEARLY THE BEST!

The New Clarity AutoReset™ Meter

- Hands-off metering • Ultra-sensitive
- All the info you need about session progress
- Select "Fully Automatic" or "Reset on Demand"
- Easy-to-see displays

The Clarity AutoReset™ Meter is super-responsive and easy to use. Its high profile places its large meter display close to the line of vision, making it super-easy to read. Its strong metal housing protects the sensitive inner workings, and provides shielding from electrical interference. The design is professional and unique. It's *clearly* the professional's choice—and the student's as well!

Know Where You've Been! The Clarity AutoReset™ Meter not only displays the current range value in the Current Range Window, but also has a Previous Range Window, allowing the practitioner to easily note the size and direction of the change. The Previous Range Window is unique to the Clarity AutoReset™ meter! **\$1,195 us. Call for shipping costs.**

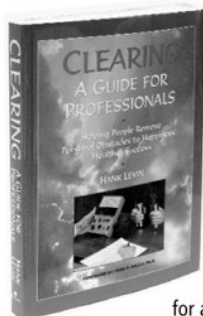


"Just want you to know my new Clarity meter is superb!" — Chris Beall, USA

"...my students have found it easier to achieve the best results in their practice." — Luis Philippe, Clearing Practitioner, Trainer, MEXICO

The Original Clarity Meter

Our original meter is still popular with traditionally trained practitioners who appreciate the sensitivity, reliability and economy of the "classic" Clarity Meter! **\$995 us. Call for shipping costs.**



CLEARING— A GUIDE FOR PROFESSIONALS

by Hank Levin

Everything you need to know to establish and run your own biomonitor-assisted Clearing practice!

Theories, practical applications, plus rundowns and procedures

for a large number of personal issues —

working with couples — addictions — full-lifetime regressions — handling difficult clients. 400 pages, 13 illus, plus index, **\$49.95us + \$10us to ship in Europe and outside US; \$5 ship in US.**

GET TRAINED AT THE CLEARING INSTITUTE!

Now Available!—On-line workshops and in-person classes

Learn under the supervision of Hank Levin, practitioner and trainer with 40 years of experience; author of 5 books on Clearing. Hands-on training in using the biomonitor and the techniques of Clearing to empower people! Start your own professional Clearing practice—or incorporate Clearing into your existing wellness practice.

Call 1-415-492-0728 and ask about our curriculum; or email info@clearinginstitute.org. Web address: www.clearinginstitute.org

**ORDERS & INFO — Phone: 1-415-492-0728 • Web: www.clearingtech.net
Email: sales@clearingtech.net • Fax: 1-415-499-8441 • skype address: musicaravan**

Regular Columns

A World of /Vy

by A Pelican, Antarctica

Then, Now, Forever

IT HAS BEEN SAID, or ascertained, or perhaps postulated, that there are three times, namely the past, the present and the future. Indeed a book has been written on the subject, which many have found much value in, called *The Importance of Now*.

However all I would like to remind you of now is that there are all these times, and while you go about your daily work and free time, it is not a bad idea to take a look now and again as to where your attention is much of the time.

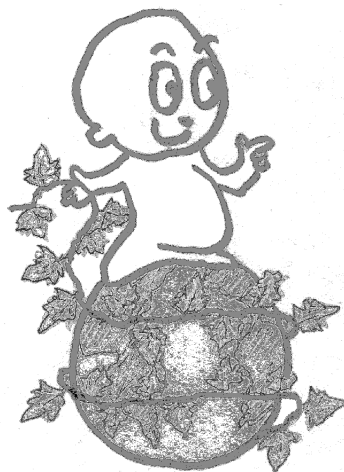
The past

One can have too much attention on the past. I suppose there are two main things you can do about it (if you want to, dwelling on past pleasures may be something you find desirable). Firstly you yourself can consciously put your attention on the present, feeling and looking at the objects around you.

The other thing, especially if there is some semi-traumatic matter in the past grabbing your attention, is to get the help of a friend or practitioner to soften up the glue that is holding your attention to the past, most simply being interested in letting you talk about it.

The present

Due to the "publicity" we may have been subjected to, you might be inclined to think that there is nothing wrong with having one's attention heavily "in present time" as the Scientology phrase goes. But think; what if you are repeating unknowingly, the same mistakes from the past, and, possibly worse, failing to prepare and



plan for inevitable changes in the future, which would vary from the society you live in changing to your friends, and your own body changing. The motto might well be: Don't get too heavily fixated on the rat-race of present time, but pause and look into the future, and with experience from the past, plan a little.

The future

When thinking of a person "stuck in the future" my thoughts come to the person thinking all the time on how lovely it will be when I win a fortune, or when the most lovely love mate comes into my life, while doing little in the present to make money or love to come into one's life.

All three

All three are important, and we seem to be faced with a continual need to adjust (control) where we put our attention. So here is a late new year Pelican greeting: All best wishes for controlling your past/present/future attention so you really flourish and prosper, according to your own standards, in 2008. ☒

Regular Column

*Scientology reformation series 34*¹

IVy Tower

by Rolf K, USA

My Scientology Story: 7

Saint Hill EU as Student and Staff

WHILE I WAS still living on board the *Athena*, I started on the Saint Hill Briefing Course ashore.

We had a Saint Hill Organization in the heart of Copenhagen now, and it was only about a 20-minute walk from the ship. The address: Jernbanegade 6. The Org was only a block away from City Hall and Copenhagen's famous Tivoli Gardens were equally close.

1971-72 was an exciting time in Scientology. We had recently got the Standard Dianetics Course (1969). Now it was the Grades' turn to get a major overhaul: The Expanded Grades.

My first introduction to Expanded Grades was a mixed experience, however. The Expanded Grades had been researched and compiled at the Flagship *Apollo* under Ron's supervision, and it was time to export them. This included, of course, having the printed materials available to students. While I was still stationed on the *Athena*, now as a qual auditor, I was assigned to a mission to assemble the packs from a checklist and have the issues printed up.

I went to DK Org, to Pubs Org, and to "the Advanced Organization & Saint Hill Organization for Europe and Africa" (AOSH, EUAf), the official name for our local Saint Hill Organization.

At each place I contacted the technical secretary, the Qualifications Secretary, and the



Senior Case Supervisor to ask for copies of issues that were on my list. I was only able to collect about a dozen of them out of the hundreds that were listed. Needless to say, this was about 7 years prior to the publishing of the *Red Volumes* (the original 10 volumes of technical bulletins). From this mission, I remember especially Nan Starkey, married to Owen Starkey. She was at the time Qualifications Secretary at our Saint Hill. She was very willing to go through everything to get the project well underway. After spending about half an hour looking for the issues near and far and shuttling in and out of her office, she disappeared out of sight for a while and finally came back with a big pile of HCOBs. It was about a foot high but in no particular order. I went through everything and found very little of any use for the project. The situation with materials was simply a mess. Flag eventually had to forward a master pack that could be copied and printed as needed.

About a year into my Sea Org contract, a personnel order arrived from *The Apollo*. It assigned me to full time training based on my record as Qual auditor onboard the *Athena* and my multi-lingual skills. I could audit fluently in

¹ Although this story was before the Scientology Reformation, it gives a picture of what things were like to give rise to a Reformation, and something of Scientology's history.. Ed.

Regular Column — IVy Tower



AOSH was situated just a few minutes walk from City Hall in the heart of downtown Copenhagen. (Shown: City Hall)

3 languages and do interviews in a couple more. This order was, of course, great news, and I couldn't wait to start on the famous Saint Hill Special Briefing Course that in those days started off with the new expanded grades academy levels. I moved shortly after from the *Athena* to a house located on Kochsvej, Frederiksberg. It had recently been acquired by the Sea Org and was under renovation.

The Briefing Course

The course room in those days was a huge room, maybe 20x60 meters (60x180 feet). It was quite full and buzzing with activity. There were about 60 students or more who attended regularly. It was not only SHBC students, but also Academy students and students from other courses. The chief supervisor was Anders Haakmar, a Swede. He sat at a big desk at one end of the course room, and at the other end were small booths which served as auditing rooms.

There was a large contingency of American students as they, at the time, had to go overseas to do advanced training and services. This was before the ASHO opened in Los Angeles, I believe, and before Flag in Clearwater. The Americans, therefore, went to Saint Hill UK or

Copenhagen to do the Briefing Course and OT levels. The exchange rate at the time favored Copenhagen.

I enrolled on "the Briefing Course", or more accurately, Academy Level 0 which covered the new expanded grades curriculum.

Co-audit scene

At that time co-auditing was very alive and well — just as envisioned in policy. None of the students had done the expanded grades, as the grades had just come out, so it wasn't difficult to find PCs or co-auditors to exchange services with. Moreover, there weren't any arbitrary rules in place. These came in later and included with whom you could work. Later on, it became a complicated puzzle as one had to match case level and training level with one's twin, which made Training Routines and co-auditing very complicated to arrange. The tech materials, in the form of HCOBs, were still a work-in-progress. Every so often a new HCOB would arrive and would apply directly to what we were doing. I remember changes in checking commands on the e-meter. First you didn't check grades commands, then you did, back and forth a few times, until it became standard to check an expanded grades process for reads before running it. Also, the very important C/S Series was a publication-in-progress. Another change I remember vividly was the introduction of Board Technical Bulletins, technical issues not written by Ron. One issue in particular stands out. This BTB listed all the commands for each grade on four flows and anything else you needed for a command sheet in session. It made it all very simple, as the original issues often only listed Flow One and had other instructions, such as "run to no communication lag" and the like, that didn't necessarily apply. This particular BTB was issued without Ron's knowledge apparently because shortly after, an LRH issue arrived that canceled the BTB in very derogative terms. There were no shortcuts for studying the original issues. Drilling processes directly from the BTB, the message indicated, was a degradation of the tech. This is a sobering comment on the current "Golden Age of Tech" where all processes and drills are spelled out at excruciating length,

Regular Column — IVy Tower

including learning large parts verbatim and delivering it all robotically. In the Golden Age of Tech, the original materials had become almost irrelevant, even “ridiculously old-fashioned”, and insufficient. Ron’s reaction to a similar attempt in 1972 was to stomp it out hard and demand auditors that think for themselves.

Who was there?

Let me drop some names here of people I remember from the course and otherwise. As mentioned, Anders Haakmar was the supervisor. His wife was Tech Sec at the AO. Anders was also in charge of student auditing and would do the C/Sing right at his supervisor’s desk. He was a very hardworking man, usually with a serious and down-to-business attitude. Besides supervising, he helped student auditors and PCs along. He arranged interviews of new PCs or of PCs needing special attention or programming (D of P interviews). He organized co-audit arrangements to get his students and PCs through their grades and levels. Among the students, I remember Bob Mezler who later went on staff and married Charlotte of British descent. They settled as civilians in Clearwater in the 1980s. Dave Walker and his buddy, Steve, were two Chicago boys in hippie valences at the time. Dave had black hair and his demeanor was dark as well. When you talked to him, he displayed all the characteristics of what I would call a cool dude. He was into rock-and-roll and other wild music and had this sub-culture written all over him. There was Chris, a student from the Virgin Islands, who was always in energetic motion doing something. Then there were several students belonging to a group called “Silent Steam”. As I understood it, they used to live as a little hippie community on a farm in upstate New York. The most prolific member was Gifford Pinchot who was a writer of some renown. His brother, Peter, later joined. Also Martin Cornelius was there, known on the web these days as Konchock Penschoy, and for his outspoken attacks on official Scientology and the promotion of his process UCP. He was a very laid-back, easy-going character back in those days. There was David Finkleday and his wife, Lucy, from New York City, I believe. Also Lucy’s little sister, Martha Bergman, was a

student. The sisters were both very outgoing and charming and would use every opportunity to speak of their Swedish inheritance. Arne Pedersen, a Dane, was already a graduate of the Briefing Course from the UK but did some additional training in Copenhagen. He later changed his name to Arne Meander (after the Greek pattern used to embellish walls) and was among the few who could draw his name. He was a great auditor back in those days but got himself into a lot of trouble later. He left official Scientology and started to give seminars and “treatments”. His claimed that he was the incarnated Paracelsus, a famous herb healer and medical writer from the Middle Ages. With this background, he didn’t worry about medical licence nor laws about malpractice as they exist today. He served a jail sentence for malpractice. He also arranged seminars in survival strategies for career-oriented people and small business. Our Nestor student was a South African man named Casper. He was originally Swiss but had spent his adult life in South Africa as a businessman and had run into Scientology there. He was 82 years old at the time but a good student as well as auditor.

Another student, still on the very beginning steps, was Bodil Mathiesen, now Class XII auditor as Bodil Tucker. She was posted as registrar most of the time we were on staff together but was a diligent part-time student who made it all the way. Hanne Nelson, another Dane, was our Qual Sec who not only supervised students in the course room but also worked on the routine business of her division. She had done the Briefing Course in the UK, then did Class VIII in Copenhagen. She was married to Jim Nelson, who was in charge of the Tech Training Corps (TTC) and my immediate senior on the org board. Mary Passmore was our Senior C/S. I think she was originally from Czechoslovakia. She was already an old timer in 1971, Saint Hill trained under Ron, Class VII and VIII auditor in the days when Power Processing was still a mainstay of the Org’s services. The Commanding Officer for most of the time was Owen Starkey, a jazz musician (saxophone) from South Africa, and brother to Norman Starkey, the head of RTC’s predecessor (Author’s Services Inc.), the

Regular Column — IVy Tower

office closest to LRH at the time of the Schism in 1982. I remember Owen, years later, had blown for a while and then decided to come back. I met him in 1982 at Flag in Clearwater. I was there as public. He was sweeping the stairs and recognized me with a silly laugh, and we had a chat about the old days. Due to his connections high up, he quickly went back up through the ranks and was posted at International Headquarters as was his wife, Nan. Margaret Chalmers was our C/S for advanced services. She was very British in her manners and appearance. After being out of the Sea Org for years and running a health food store, she rejoined around 1986 and was soon chosen to become Senior C/S aboard the *Freewinds*, a very prestigious post. On AOSH staff was also Feraj Feda (spelling may be wrong). He had been a walk-on in Tunisia, while the Flagship *Apollo* was stationed there. He had worked as a Chandler's assistant and in that capacity had done business with *Apollo*. He got so interested, he joined. He quickly rose in the ranks in tech and became Class VIII trained in short order. His claim to fame was that he had audited LRH in a time of crisis. LRH had become sick from OT III research and no one stepped up to give the Old Man a review. Finally, Feraj broke the barrier and got Ron back on his feet.

Peter Voegeding, a long-time Sea Org member, worked in our Dissemination Division. He was later transferred to the ship *Apollo* and also worked with Ron during the filming of the Tech Films. He then transferred to Clearwater and was Commanding Officer of the Hotel Fort Harrison. His girlfriend at the time was a Greek-South African woman named Helen. She was a Class VII auditor and a very charming person. She was part of maybe 5 Power Auditors who worked around the clock delivering this service. Another Power auditor was Ragnhild Weber, now Ragnhild Malnatti. In 1983 she joined David Mayo's Advanced Ability Centers and later its offspring, Sarge Gerbode's Metapsychology. Today she is one of Metapsychology's stars, running a practice near Washington DC.

Hard TRs

"The World Begins with TR Zero" is the title of a famous issue (LRH ED) of those days. The program arrived in Copenhagen while I was still on full-time training. The training routines were slammed in hard. There were two hours of blinkless TR-0 that was almost impossible to pass. But we surely had a stab at it. All students, more or less, were put on the program and did it from early morning to late at night. It was a lot of fun—especially once one got past the two hours of confronting. In the class were some master bull-baiters who not only did excellent bull-baiting, but also saw it as their mission to entertain anyone who would listen. The champion was Gifford Pinchot, the writer from the Silent Steam group. He was a master comedian with a boundless imagination when it came to bull-baiting. He would routinely stop any serious activity in the course room with his performance and make us all burst out in laughter. That sure added to the bull-baiting of the poor student in front of him.

Some students took Hard TRs to heart and wanted to handle their whole case doing them. I remember Steve, the hippie from Chicago. He did weeks on the program and loved it. He practically couldn't get enough of it and expected to go clear from it.

Working reception

The daily life as a full-time student, while on staff, was a privileged existence. At some point I had to relinquish some of my privileges and do studies all day and tend to the Org's main reception at night. That schedule suited me better actually. Studying Scientology full time in a language I still had to learn a lot about, wasn't always that easy. Word Clearing Tech was not yet part of the course scene, so I had quite a few symptoms of misunderstood words, lack of mass, and out-gradient that made life very tough and somewhat unreal.

Captain Bill

Talking of Word Clearing — that was another tech that came out, fresh off the press, in that period. I was actually posted as the first Word Clearer, full time, in Europe. Captain Bill

Regular Column — IVy Tower

Robertson, the founder of RONS Orgs, played a part in this sequence of events.

Captain Bill at the time had been appointed as Commanding Officer for Europe. In other words, he was the CO of FOLO, Eu. (Flag Org Liaison Office). He was a very dynamic top boss of the area and not afraid of rolling up his sleeves, nor was he afraid of telling his own Scientology Story in very emotional and personal lectures to an audience filled to the last seat. In one lecture, I remember, he told how he had busted his tail off to make it to the SHSBC in the UK. He had gone through hell and high water to get there, he and his girlfriend at the time. They had married before leaving the USA and arrived together. Once they were there, they realized that getting there was all they really had in common, and their marriage didn't last. (He later married Joan Robertson who was an executive at FOLO as well.) Captain Bill was a gifted lecturer, who wasn't afraid of performing, being emotional, and talkings of himself. We all loved him dearly.

Sometimes he would come to staff muster at the AOSH and give a speech. He could always motivate people and get them fired up. One day he came over in his usual mode. He told us how we had all arrived right where we were through millions of events played out over the millennia. Anything and everything had lead to this moment with the clear purpose of our joining staff and clearing the planet. He also told us news from around Europe, including Munich Org, which was expanding but struggling. To help them out, he had decided to send a tech mission there.



Captain Bill Robertson was never afraid of rolling up his sleeves and giving it his all.

At the time, I had just graduated as a Class IV auditor, now trained in delivering Expanded Grades. Since I wasn't posted yet, I was "hand-picked" by Captain Bill Robertson to go on that mission — all by myself. I was very proud of the fact but not too sure I was fully qualified. As it turned out, it was way over my head, and I failed utterly and returned a couple of weeks later in disgrace. I actually blew from the mission of handling that Org's out tech and out ethics by myself and simply took the train home. Word of this travelled faster over the telephone than I travelled by train, so I was picked up at the train station by our ethics officer, Kevin, an Australian. Well, I got a Committee of Evidence¹ convened by Captain Bill. One of its members was Ole Gerstrøm, by the way. The final verdict insisted upon by Captain Bill, was a Condition of Treason — not surprisingly. I had to apply the Ethics Conditions from Treason up. After getting through the wringer

1 Usually a few staff members, picked by an executive, to collect evidence and give a judgement on a person.
EdAnt note.

Regular Column — IVy Tower

of MEST work, writing up overts and withholds and collecting signatures of acceptance from co-workers to get through the Condition of Liability, I worked as an expeditor for a while. I also did filing in Central Files. One day, Nan Starkey came by and interviewed me informally. Shortly after, I was back in the course room, doing “The Professional Word Clearer’s Course”, first edition. It was a relatively short course and in short order I was posted as the Org’s and Europe’s first full time word clearer. This, again, was approved by Captain Bill. I was taking some staff through their Method One Word Clearing and did word clearing in Qual as well as in the course room.

Word clearing at the time had hit us all as a lightening bolt. Even eight years after the Study Lectures, it was not something students wanted to “waste time on”. Now, both tech staff as well as all the students on the various courses, were seen sweating over their dictionaries early and late.

An interesting comment on the efficiency of word clearing is the following: The student point system of that time did not give any credit for looking up words. You should have therefore expected to see total student points drop drastically now that all students spent a considerable amount of their time looking up words rather than reading and doing drills that counted as stats. However, the contrary was the case. The total student points went well up on an affluence trend over several weeks. In other words, the added work with dictionaries apparently made students study harder, look less out the window, and take fewer unauthorized breaks.

House on Kochs Road

The house on Kochsvej, Frederiksberg, was the Sea Org’s living quarters. It housed the staff from AOSH as well as staff of FOLO Eu. The house was a considerable upgrade of living conditions, although only equipped with strict essentials. Much of the staff had lived in a small rented house that was completely overfilled with bunk beds. The Kochsvej house had a nice dining area, had dormitories for singles and had separate rooms for couples. It was very rundown, all the same. I remember I inherited a

simple area rug from my grandmother. I placed it in our dormitory, and it received much attention. At one point it was “stolen” and reappeared in the PC waiting area in the org. Someone had decided it was too much for a few people to enjoy this luxury and placing it in the org was “the greater good”. A chest of drawers I had brought in from my grandmother’s belongings had to be relinquished to a woman officer, holding a high post in finance (FBO). She, the commanding officer and a couple of others, ganged up on me and “convinced” me to let her have it. I remember Barry, the FBO and her girl friend Julia Watson, who was LRH Comm. Both had a Saint Hill career behind them and were seasoned Scientologists. Despite the very primitive conditions, they would enjoy their British “Tea Time” as if they were living in a mansion. Nothing can sway an aristocratic Brit from having perfect table manners, schooled conversation and holding the Union Jack high, even under the most trying conditions. Julia Watson, I understand, became part of top management years later, holding a high post in the RTC. Less privileged were the staff in the kitchen. They were yelled at and subject to our bottled up frustrations. A young French recruit had to take his share of the flack, the cook’s helper, Guillaume Lesevre. He took it in good spirits and quickly rose in the ranks. He became Captain Bill’s replacement as CO FOLO, EU, and later rose to ED International, a post he held for decades.

At one point we got an upgrade of our personal space. To begin with, there was nowhere to put one’s personal belongings and clothes, except if one had a suitcase. At one point we got boxes that would slide under the beds, and this was promoted as though we now lived in a Hilton luxury suite. We commuted to and from the org, using the city bus, or we could walk to the org in about half an hour.

Org Services in the early 1970s were dirt cheap. As things worked out, I left staff after less than three years and had to pay my freeloader bill. I was billed \$500 for the whole SHSBC, I remember. That included the Academy Levels I trained on as staff plus Level Five which I took later as public — no extra charge. No wonder we struggled

with bringing in money to provide for everything! But back in the days, we were all Gung Ho and fired up. We wanted to help Ron “clear the planet”. The sad epilogue is that after the takeover in 1982, all this energy was cashed in on by a cynical top management. In the early

days, we had the spirit and feeling of going the extra mile so things could work out on a shoe-string budget, all in the name of helping Ron and getting the show on the road towards a New Civilization populated by Clears. ☒

From page 11

in hours to the eight week day course. My protest was expressed in my giving up my job and taking the day course, which occupied me for the first four weeks in 1956. At the end of this I underwent an exam, which involved me writing down the (then) 50 Scientology axioms word (and punctuation) perfect from memory, and answering a number of simple questions. I did not get a certificate, as that was held by the HASI until I had paid for the course.

1956

We were told that having taken the HPA course we could audit, and get preclears easily, and there were some announcements (small ads.) one could put in the local paper. So I borrowed as much money as I could from a life insurance policy my father had started when I was a babe in arms, and rented for six months a small furnished flat in Surbiton, Surrey. In six months I got nearly no preclears and left the flat.

At the December of 1956 Ron launched a new course consisting of Dummy auditing drills. I was on that course, run by Rosina Mann, and Mary Sue Hubbard (with her friend Peggy Conway) were also on that course (it was the predecessor to the TRs). It did not make much impression on me, and I can remember being nonplussed when Rosina encouraged me “to put more life” into my communication. What on earth did she mean.

I also got and paid for one or two 25 hour intensives from the HASI London (they took a week), without making much impression on my case.

1957

At the beginning of 1957 I did not have a job, so found myself painting the stairs at 37 Fitzroy Street, the HASI having bought (instead of renting) premises there, near Warren Street underground station. I had dearly wanted to come on Scientology staff, but there were no vacancies.

One day Jack Parhouse, the executive director (head of HASI, there was also a HCO, Hubbard Communications Office, manned by two people)

asked me into his office, at the basement at the foot of the stairs. Would I take the job of Director of The American College of Personal Efficiency in Dublin, Ireland. I was flabbergasted, and far below making a self determined decision. If Jack Parkhouse thought I could do it, who was I to say no?

I went to Dublin, and for me it was six months of hell, where when I sent my weekly report to Jack and Ron Hubbard, I pleaded every time for some one to releave me. I understood there was 25% unemployment in Dublin, we were in debt to the newspapers that carried adverts for us. Twice Jack sent an auditor out for a week to audit me, and generally sort the affair out. After 6 months I was relieved (in two senses of the word).

There was one highlight to this period; the running of the Personal Efficiency Course. Much will be written of that later (God willing). I will only say here that for me, getting a new group of people every week to understand ARC, cycle of action, tone scale, communication, stable data and confusion, really gave me my first reality on Scientology.

1958

When I came back from Dublin, I was found a job in HASI London (my postulate of a job in HASI realised!) I was shipping (filling postal orders for books, etc.) tapes (copying and sending out tapes for the tape library which people could belong to), and memberships (keeping records of those who paid both in USA and Great Britain, roughly the extent of the Scientology Empire at that time).

At the weekends I was unhappy. I asked someone what to do about it, and instead of his saying “get auditing” as I expected he suggested I got a weekend job at HASI London. I became Weekend Upper Indoc Instructor, as well as my weekday duties. My second big reality on Scientology was the upper Indoc, where we practiced drills on control (over and over, for over a year), and also (the

page 34

Regular Column

Outside the Box

by Flemming Funch, France

Meta¹ Tech

Tech is short for Technology², which means, what? In ordinary use it most often means computers and lasers and combustion engines, and that sort of thing. Useful hardware and the applied knowledge of how to build it and use it. It also means the applied knowledge itself. It is some kind of body of knowledge, including some tangible, practical things one can do with it, in order to achieve certain ends.

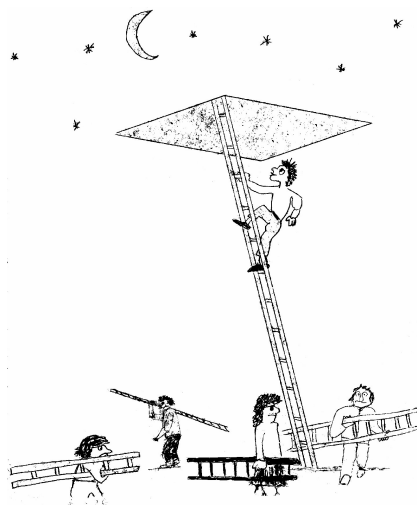
We've used it in a meaning close to that. However, we've used it in a more limiting fashion, pretending that there was one and only one technology, already finished and complete, which we could only apply, but not add to. Of course people have added to it, but the idea has always hovered around, that there's only one Tech, and that it is a somewhat scarce thing.

Talking about it as one "thing" is somewhat less than useful, except for as a vehicle for getting people to play one particular game, in a limited number of different ways. It isn't really a thing. It is many, and they aren't things, they're actions.

We're essentially talking about the fact that one can follow a certain approach, using certain models in certain ways, following certain steps, and one can make certain things happen.

Examples of tech

There is a tech for doing arithmetic. In school you learned how to do addition and multiplication. There are many ways of doing it, but you probably



learned just one approach for each type of operation. You learned some system of putting lines and symbols in certain places on a piece of paper, you learned about carry-overs, and you learned what to do in which order. And you ended up with a tool that, if you still remember how to, will work every time, even with numbers you haven't ever seen before. This is a standard tech, universally applicable, with invariably correct and useful results, as long as you follow the steps right.

If you can't get the lid off a new jar of peanut butter, what do you do? Maybe you just try harder. Maybe you stick the jar under the hot water faucet, and the heat expands the metal lid, and suddenly it can come off more easily. Or maybe you grab a coin or a screwdriver as a tool. Or maybe somebody has made a specialized, highly effective peanut-butter-jar-lid-remover, which you can find in your drawer.

Any kind of approach that contains somewhat uniform standardized elements that can be reused can be considered a technology. Usually

1 **Meta:** A prefix meaning one level of description higher. If X is some concept then meta-X is data about, or processes operating on, X. (*author's note*)

5. beyond as in meta galaxy, meta linguistics. *World Book Dictionary*

2 In certain areas of Scientology the word "technology" has come to be used as a synonym for auditing (methods), which is possibly part of the inspiration of this article. *AntEd*

Regular Column — Outside the Box

one would only bother to use a fancy word such as “technology” if one has a fairly sizable set of tools and procedures and they’ve been found to work pretty well. It would be more than one tool, it would be a system.

There are creators and users of technology. You can operate a VCR without understanding how it works. You either read the instruction booklet, or you guess at how to operate it, and if you get the desired result, that might be good enough. But, obviously, one can be a more or less skilled user, and different people with different skill levels might get more or less consistent and desirable results with the same technology.

Finding tech

If we’re all just users, we might never realize that there are better ways of accomplishing more, more easily. We don’t all have to create new technology, but somebody has to. And somebody ought to improve it, expand it, and test it.

Technology typically exists in a certain environment, within certain constraints. That means that it can be tested. You can sit a bunch of people down with different VCRs, with their respective instruction manuals, and you might learn which ones serve their purpose best, and which ones don’t work so well. A designer of technology would do well to pay attention to whether it actually works in the hands of the target audience.

Some people have little interest in exploring how well technologies work. They’re happy doing just whatever they’re doing. But some people have more of a calling, a desire to find, develop or use technologies that work the very best they can. They’re interested in producing the most desirable and viable results in the easiest possible way.

You might say that of course you want the best possible results, that’s obvious. But are you really consciously aware of exactly what results you’re trying to generate, and exactly how they’re generated, and how different alternative approaches for getting there stack up against each other? Is the result really what you want? Have you tried any other approaches? Have you tried developing better ways? Or are you just doing what you’ve learned to do, and what you’ve always done?

In games there’s a playing field, there are players, there are pieces, and sometimes there are broken pieces. At a meta level, exterior to the game, there are games makers. Those are the people who don’t just follow or break the rules, but who rather either created them in the first place, or who rewrite the rules in order to make more interesting games.

To create technology, one needs a meta perspective like that. One needs to step back, exteriorize from the situation, look at what is involved, look at what one wants to accomplish, and how one might arrange things so as to accomplish it. Then one might step back in, and actually do it. Later one can step back out and analyze how well one did, and maybe come up with something else.

It isn’t always hard work and effort that gets the best result. A tank is not necessarily better than a bicycle for transporting you when you’re delivering newspapers. Spending hours putting many layers of paint on a wall might do you no good if you forgot to clean the wall, as the paint might not stick.

Feng shui¹ is the ancient Chinese technology for arranging things so that the energy flows in desirable ways, so that one is more likely to get the results one wants. Moving your desk to another corner of the room, or moving a mirror to another wall, might drastically change what

1 Feng Shui: Feng shui is a discipline with guidelines that are compatible with many techniques of agricultural planning as well as internal furniture arrangements. Space, weather, astronomy, and geomagnetism are basic components of feng shui. Proponents claim that feng shui has an effect on health, wealth, and personal relationships. http://en.wikipedia.org/wiki/Feng_shui

 Regular Column — Outside the Box

happens in your house. If you do it right. Little effort might produce big results if you have good tech.

Expanding the playing field

Are you somebody who is a user exclusively of a particular brand of personal development technology, developed, codified, copyrighted and trademarked, some 30-40 years ago? Or are you somebody who consistently seeks, collects, and applies the most effective approaches you can find, to create the most desirable effects you can?

Those aren't the same thing. They overlap, of course. Sometimes the best tool for the job will be one you can find in that particular bag of tricks you learned, probably many years ago. But what when it isn't, and what about the many areas that it didn't cover?

Fundamental to tech is the desire, the dream, the hope, that there are effective and consistent ways of doing some things. And it is the manifestation of efforts to find and codify such ways. There's no reason in the world to limit this endeavor to meetings where two people sit down opposite of each other, and one of them says "This is the session".

There's tech for creating successful groups, for building up businesses, for communicating effectively, for inspiring others, for getting organized, for staying healthy. There's tech for conducting meetings, for resolving conflicts, for getting people to do stuff, to sell people stuff, etc.

You'll remember, of course, that a certain Mr. Hubbard occupied himself with all of those particular activities, and left behind some tech for all of them. And there are many more he didn't touch on. You would be shooting yourself in the foot if you assumed that what he did and said is the end-all of all that is to be said about tech. Not that there was anything terribly wrong with it. But there's a matter of not seeing the forest for the trees, or of forgetting the purpose because one is too busy with the means.

Making things happen

To a hammer, everything is a nail. Hammers are great for hammering nails. Not so great for hammering things that didn't need to be hammered. Sometimes you need to stop and take a look at what needs to happen, and what means you have available for making it happen, and whether you maybe should find or develop some new means.

I'm suggesting a re-framing. Tech is not Scientology. Tech is any system you apply to make something happen. If you're serious about making good things happen at an accelerated rate, you'd also need to be serious about expanding and refining your repertoire of tech all the time. And verifying and testing your techniques. What works is what works, not what was supposed to work.

Do you have any good tech for resolving global conflicts and averting wars? For reversing environmental disasters? Making large groups of people happier? Do you have any tech for rapid learning of new languages? For becoming wealthy and abundant? For having better orgasms, or for cooking the perfect spaghetti sauce?

The world is too random and confused. Some things work better than others. Organizing the body of knowledge of what those things are, and how to systematically use them — I'd say that would be a very worthwhile endeavor. ☒

FREE THETA

The Quarterly Journal of the International Freezone Association

On line version available from
<http://www.goldcenturypress.com>
 or soft copy from: Ray Krenik
 rkrenik@hotmail.com
 PO Box 1757 Elma
 WA 98541-1757 USA

Scientology and Technology

By Agnes Araujo, Canada

How is Scientology a technology?

Among Scientologists the word tech is so pervasive that it could be said to be synonymous with breathing in and out. Scientologists are “techies” in every field of the humanities and sciences, an utterly amazing phenomenon. Yet prior to 1950, the word technology referred only to the applied sciences;¹ the humanities were described as arts², or, from a scientological viewpoint, as an unevaluated conglomeration of the most popularly-held opinions in all branches of philosophy: epistemology, metaphysics, ethics, aesthetics, and politics.

Without a technology of the human mind and spirit, false ideas easily took hold, such as the theory that the earth was flat, that the sun revolved around the earth, that you have to believe or be damned, that man was made of mud and to mud he shall return.

Technology versus art

Thanks to the work of L. Ron Hubbard, today we have the technology of the human mind and spirit. This reality, i.e., that Scientology embraces all of knowledge, gains depth and certainty only with a comprehensive study of Scientology and its application over time. Anyone who has a doctorate in any field can appreciate that attaining understanding of the depth, breadth, and scope of a subject takes several years.

Yet, that Scientology is an applied philosophy, i.e. a technology, does not exclude it from art in the sense of skill. Every discipline has its basic principles, but the application of these principles varies from individual to individual according to

his or her tone level, knowledge, and ability. Hence, the quality of communication varies.

The comprehensiveness of Scientology

In a lecture titled “Elements of Auditing” (540421), LRH identifies the elements of existence as the components handled in processing. There is the person himself and the component parts of man simplified to religion, biology, and physics which are fragments of the individual or a fragment of the truth. Dianetics is identified as a biological mental study and physics refers to the objects which Man uses, handles, or associates with, and the energies he uses in order to transport himself and to communicate. These could be called his alter-ego, i.e., his possessions and the space in which he exists. In this lecture, LRH also says that once the body is subtracted from the spirit, there is nothing (meaning the static, no matter, energy, space or time, but this is not stated explicitly, but is understood). In other words, here is the THETA-MEST theory. This is the lecture which clinched for me the notion that Scientology aims at a total know as LRH asserts in his talk, “Scientology and Effective Knowledge” (570715 —18thACC-1).

Thus, a thetan who has a good grasp of the fundamentals of life or has finally gained a good orientation in life and livingness by knowing a few fundamentals, as above, can begin to enjoy life considerably better on a gradient scale. In other words, he can play a better game.

How the technology is accessed

For me to have arrived at a deep appreciation of Scientology, I did first have to acknowledge that

1 Technology: 1 the application of scientific knowledge for practical purposes. 2 the branch of knowledge concerned with applied sciences. (*Online Compact Oxford Dictionary*. www.askoxford.com/concise_oed/technology)

2 Arts: subjects of study primarily concerned with human culture (as contrasted with scientific or technical subjects). www.askoxford.com/concise_oed/technology

the studies which I had pursued prior to its discovery were dead ends. I had had long involvement with religion, psychology, the social sciences, as well as pedagogy¹. In other words, I had to arrive at the notion that I did not know before I could begin to learn. Happily I was unencumbered by the idea that I had to maintain "a state of beingness" on pain of loss of prestige or worse, death, for changing my views, i.e. become a heretic. (Recall the doctor who would rather be wrong with Galen than right with Harvey. He knew on which side his bread was buttered.) By that I mean, I did not feel compelled to hold on to the party line nor threatened by getting off the treadmill. The consequences of withdrawing from several organizations based on wrong premises were at first decreased financial security; however, contributing to the survival of those organizations would have diminished my spiritual stature which had already suffered sufficient damage.

Achieving certainty that the technology is correct

That Scientology is a correct technology of life, and thus senior to it, has to be arrived at by

oneself; otherwise one is just mindlessly following the assertions of others. Lack of examination of ideas for oneself and by oneself is irresponsibility and the road to ignorance. There is a tech on how to study which is the foundation and the entrance door to all of knowledge, i.e. Scientology. Hence, the next time you hear about squirrels and out-tech, examine your own state of knowledge.

The goal of the technology

The new civilization was launched in 1950, and it will continue to gain ground, thanks to all those who know the technology of life and apply it in their spheres of influence. That LRH gave man the *technology of life and livingness* is the *most significant breakthrough and contribution of the 20th century*. We are no longer susceptible to authorities, and even the least endowed among us, can travel on the road to truth by knowing and applying the fundamentals. Understanding of the technology will definitely result in the achievement of the goals of Scientology. ☒

¹ Pedagogy: the profession, science or theory of teaching. *Compact Oxford English Dictionary*.

from page 29 whole class together) listed to LRH's Eighteenth ACC lectures.

At the end of 1958 the 5th London ACC was held, and I relieved the Director of Training of his day instructor job so he could do the ACC.

1959

I was instructing day and weekend. The 6th London ACC came along, and the extension course instructor wanted to go on it. And I took over that work in the evenings. There had to be pairs for co-auditing on the ACC, someone came a week late, insisting on coming on the ACC, so I was asked by Nibs Hubbard (Ron's eldest son) if I would take the course for free, and receive some monetary recompense from this man. We ran overts and withholds in the "What might you have..." version, which gave me some reality on the whole track.

Afterwards (I think, chronology a bit wonky) Ron was not satisfied with the training I was in

charge of, so he swapped the lead HGC (Hubbard Guidance Centre, auditing department) with me, and I got to audit 25 hours a week, and write letters. Then became Director of the PE Foundation, I did not get the pay rise I wanted, so I left the org. I tried to get a group going in Pinner, Essex, and also worked with Ray Kemp on handicapped children (research work for Ron).

1960-69

In 1960 I was student on the 1st Saint Hill ACC. Working in a shop in London, I got marvellous auditing in the evenings at HASI London from a pretty young lady who said nothing, but held her hand behind her for a supervisor if she thought I needed help.

I got a job at Saint Hill England in August 1964, earning £2 a week more than for working in a shop in London. Please ask the Lord above that I may have time and health to tell you more (if you want more!) ☒

GPMs and Games

by Rolf K, USA

It is said, what makes organic life in this universe tick is the urge to survive and thrive. To make it worthwhile to beings, however, there must be fun and games. So having a game is right up there — and survival itself could be understood as a game. We as beings love games. Above all, it seems, there must be a game—and that's where the trouble starts...

According to the technical dictionary a game consists of freedoms, barriers and purposes. You can have simple games where you don't really have opponents. An artist can simply go out in nature, set up his scaffold and paint a picture of what he sees. His immediate purpose is to paint a pretty picture; his ultimate goal, to create beauty. The barriers are all the difficulties that have to be overcome in order to put it on a canvas. The freedoms are the many practical and artistic choices to be made before he is done.

When we talk about games we do, however, normally talk about two sides competing against each other; or about a number of competitors competing against other participants, such as in a race. Besides freedoms, barriers and purposes, we here find opposition in the form of opponents or competitors.



In soccer you have two opposing teams that fight over control of the ball to score against the opponent.

A game usually has opponents and something they fight over. In soccer you have two opposing teams that fight over control of the ball in order to score against the opponent. When we talk about a games-condition we mean a certain state of mind where the player or players have become obsessed with a game and can't take their attention off it. For instance think of an obsessive gambler who has moved well beyond a healthy state of mind. He keeps gambling because he is hooked. His eyes hang onto the roulette wheel and he is afraid to look the other way, even for a second. In games-conditions we typically have two opponents obsessed with fighting each other. It's often an "I love to hate..." type of situation. Examples of games-conditions would be the Cold War, the Israeli-Palestinian conflict or a divorced couple that always finds something to fight about, be it custody of children, visitation arrangements or their common furniture and things. They are in it for the fight. Once one problem is solved a new one is instantly found and endlessly exploited. Their family life has decayed into a family feud.

The Goals Problems Mass (GPM)

A GPM is a super problem of sorts, consisting of layers and mental mass. There are numerous GPMs stored in a person's mind. Each GPM is a collection of old conflicts and games-conditions. The basic elements of a GPM are: a goal and the identity pursuing the goal (self in some form); a counter-goal and the identity behind it (the opponent). Such a pair is called a dichotomy. A GPM, furthermore, contains a series of such similar dichotomies, one layered on top of the previous one. These conflicts are all held together by a common subject matter or theme. Big examples of GPMs in action are, as mentioned, the Cold War (theme: world supremacy); the Middle East conflict (theme: the land of Palestine) or a stormy marriage headed for divorce (theme: marriage).

The problems and conflicts in one GPM are all related as they are fights over the same subject matter, the same theme. Both sides want to win the game they are playing, be it in politics, war or in life. The super-problem of the GPM in play is constantly being added to and made even harder to resolve as these kinds of conflicts are intimate parts of living and surviving. GPMs do, however, also exist as completed matters on the track. At some point the game is declared ended. The local convenience store owner may at some point on his track have been a player in the game of “world supremacy”. It hasn’t bothered him much lately. He gave up on that theme eons ago. Once one walks away from a theme completely the GPM is “ended” or simply stored on the track as part of one’s history. Yet, even in this case it can be restimulated and come back into play; say, when the store owner plans for supremacy in the local convenience store market. A GPM, in other words, contains a wealth of experience and patterns on how to react to things and handle opposition related to its theme. It’s a recipe for how to be, do and have in that regard.

The Line Plot

The GPM forms initially step by step as the person lives through the eons. One conflict comes to an end and gets layered as sediments and fossils do at the bottom of the sea. This happens when the person stops pursuing a

certain goal and modifies it. A new conflict based on the modified goal on the same theme comes into play, only to be layered on top of the previous one in due time. It starts with a big idea and no thought of opposition. Just like the artist above who wanted to create Beauty. Over time, he may have to modify his goal time and again to stay in the art game. The goal will step by step degrade to less ambitious ones due to the opposition. From being the postulate of a free spirit it eventually becomes that of a trodden down player that, despite all, still has a passion for art and beauty. From his original dream of being the greatest artist who ever lived he has become a shy assistant in an art store sweeping the floors.

Below is a fictive example related to a woman’s marriage. It shall be noted that the “Marriage GPM” is not a record of one marriage with its ups and downs. It’s a composite of the woman’s whole-track marriage history as it’s grouped in her mind. It will thus include many different identities, periods and scenarios on both sides of the dichotomies. Yet, the woman has this blueprint that very well may determine the fate of her current marriage. It shall be noted that goals and identities have to be found individually for each person to have any value¹. The below is thus only meant as an illustration: [see the double column box]

[Girlfriend in love]	to create the perfect marriage -><-	to break up the future marriage	[Future mother-in-law]
[Wife in love]	to establish the perfect marriage -><-	to cast doubt in the perfect marriage	[Woman’s old friends]
[Realistic wife]	to sustain a good marriage -><-	to “supplement” the marriage	[Cheating husband]
[Angry wife]	to defend a challenged marriage -><-	to ignore a good marriage	[Army recruiter]
[Troubled wife]	to scrutinize the marriage -><-	to sabotage the marriage	[Drinking husband]
[Resigned wife]	to go through the motions of the marriage -><-	to “test” the marriage	[Potential lover]
[Furious wife]	to break up the marriage -><-	to save the troubled marriage	[Amendful husband]

1 This article is about Actual GPMs. In implant GPMs the goals follow the exact same pattern and wording from person to person. An example is OT-2 that is run using published lists of implanted goals. These set goal-series were implanted as a type of “brain washing” in the distant past. As a citizen, we assume, you went into a clinic and got “brain washed” by electronic means. All citizens, one could theorize, had to receive this treatment to remain in good standing. the effectiveness of these implant GPMs rested on the fact that the person had actual GPMs that were restimulated.

As you can see, countless movie scripts could be built over this GPM. When you hear people “are playing games” with each other, you often find they are operating on old goals and identities that don’t serve anyone’s interest. They are dramatizing their GPM cases. Also note, the original opposition goal was “to break up the marriage”. As the GPM came to an end it briefly became the wife’s own goal. This is the sad proof of the maxim “What you resist you become” and also why it’s such a good idea to get one’s GPM case handled. Add to the example above that the husband has his own GPM case related to marriage that can look and play out quite differently from hers and you will know why marriages can be troubled. There is another thing to note about the series of goals in the example. Each goal runs on a cycle of action. It starts with the intention to succeed doing the goal. The opposition will, at some point, make the person give up on it and decide on a change of tactics, which is the next goal down in the Line Plot. The succession of goals runs likewise on a cycle of action until “to break up the marriage” ends it all. The original Line Plot of a basic GPM is formed in chronological order. The pattern of goals is, however, repeated many times on the time track and often out of the original sequence. As it exists in the present it can best be described as a sorting system that sorts experiences and efforts related to the theme. It’s a well known observation that “history repeats itself”, be it in marriage or politics. Each time a new marriage or era is begun it starts with high hopes and high in the Line Plot. All possibilities are open. As things develop, more incidents and charge are added to the already existing goals pursued earlier. The identities behind them become more and more mired into fixed ideas and set expectations. You see the whole spectrum play out when young and visionary people rebel against the establishment run by solid citizens.

The Goals

Let’s take a step back and look at goals more philosophically. They are the reason the GPMs formed in the first place. You begin with a free being to whom all possibilities are open. He is, however, bored. So he decides it’s time for some action. He decides on something to do, decides on a goal. The basic goals on a case are lofty concepts, be it “to fight for justice”, “to create

beauty”, “to facilitate understanding”, etc. No matter how lofty a goal may be, deciding on one is an action of exclusion and individuation. Once you “fight for justice” countless other possibilities are excluded. There are many activities you can’t participate in, such as simply having a good time as you constantly have to worry about what’s going on around you. And fighting for justice will get you enemies. In other words, once you settle on a goal you have a “me and them” situation; you have created a split and a polarity that will generate charge. In order to generate power, each pole in this polarity has to be able to persist and hold its position. To accomplish this an identity is formed. It is modelled to serve the goal and be an anchor for that goal. This gives the goal persistence and the capability to generate power. Yesterday’s power plant is, however sadly, today’s reactive charge generator that can make life very unpleasant.

The good thing about goals is, once you have decided on one you have a game. You have a better chance at achieving happiness, as happiness can be defined as pursuing a goal successfully and eventually accomplishing it. Also, goals are so important to living that people without goals are considered bums. Once you pursue a goal, you have a role to play in life, you are part of existence. There is a distinct role, identity or valence connected with a certain well-defined goal. It’s a whole package of characteristics, knowledge, experience and agreements. The reason for this identity, is to be what one has to be in order to succeed.

There is another characteristic about goals that is crucial to the forming of GPMs. This is the fact that old goals don’t necessarily just fade away and disappear. This is partly because they have been anchored in solid identities. More importantly, some goals are so basic so they always are part of existence, even when not pursued actively. It also seems to be a characteristic of beings that they never totally give up on old goals. Basic goals could include “to create beauty” and the many other goals that are part of the games of being human and a spiritual being in this universe. Other goals you find in a GPM are typically abandoned goals, but they failed and their cycle never completed. They still exist as dormant intentions. Unless one at some point decided to undo the goal completely

by as-is-ing it and its anchor, it will still exist in a dormant form that can be revived as a dramatization.

A GPM, thus, could be said to be a collection of successive own incomplete goals that have accumulated charge. Each goal is anchored in an identity. The charge-mechanism of the GPM has become permanent as the goals, one by one, are hung up against the anchored opposition goals that made them fail. The effort or resistance each side executed towards the other side, and still executes when restimulated, builds up charge and mass. All goals and identities in one particular GPM are held together by a common theme.

Being tough and determined

To survive in this universe one has to be tough and determined. As Ron Hubbard said, "Only the tigers survive, and they have a hard time too". To succeed with a goal one has to be of a single mind. This has to be expressed and anchored in one's beingness to work and be recognized by others. The toughness is ensured by opinions, agreements and fixed ideas held by the individual. All this, combined with professional knowledge, forms the identity behind the goal. In any war, soldiers are taught to see the enemy as totally evil and inhuman. They are told it's a just war and God is on their side. Only in this manner can they keep fighting and killing. A whole army culture of fixed ideas, altered facts and lies will blossom. These fixed ideas, being "lies", make the identity of, say, being a "God's soldier" persist, even after the war is long over. Once a person in processing is made to find a number of these fixed ideas related to the past identity of a "God's soldier", he can undo that old identity. Needless to say, numerous past identities are highly irrational in the person's present environment.

Each profession and occupation has its own professional beingness to which a member of that occupation has to adhere. Be it a doctor, a priest, a cowboy, or a ballerina. There is a whole set of skills and agreements that go with each occupation.

The toughness, skill set and single-mindedness that go with a role in life is essential to successfully practice a profession or play a game. One has to be recognized as, say, a doctor in order to



do healing work and get a respectable job. To gain the proper recognition one may have to adapt many inexplicable habits, characteristics, opinions and points of view — their origin often lost in history.

When it comes to past games and GPMs, these solid identities (valences) are part of what is wrong with the person. The goals in the GPMs are anchored by identities and the identities are anchored by fixed ideas and old agreements. It is not enough to simply find the goals and bleed some charge off them. The "tough" identities, that are the poles that perpetuate the generation of charge, have to be found as well and the fixed ideas they operated on have to be inspected thoroughly before the whole thing can be taken apart for real. Often you will see the two identities or poles melt and sort of merge once it's done. The appearance is, they can now again talk with each other after a millennia of frozen stand off.

Processing GPMs

If it only were a matter of finding the goals the whole thing would long ago have been resolved. It seems to me, what made Ron Hubbard's GPM research of the early 1960s come out short of effective standard processes, was the fact that it was focused on mapping the whole structure of the GPMs. It was, as research, a pursuit to find the Line Plots and the sequence the themes would line themselves up in on the track. The GPMs were found to be packages containing all the better known bank elements, such as engrams, secondaries, problems, overts/withholds, ARC breaks, fixed ideas and special identities (valences). All phenomena associated with

a certain theme, would group themselves into this mega-structure known as the GPM. This mix of aberrative content is, of course, already being contacted on the grades and what can be confronted is being addressed. *What the piloting of the present Goals-ID Rundown showed was, there is much left of the GPM core structures that have hardly been touched. This is well worth pursuing as "the GPMs imitate life" as well as "life imitates the GPMs".* They are formed as records of the games of life we have been involved in since the beginning of time and are the cause of "history repeating itself". The instructions, role models and patterns they contain are followed or fought against repeatedly, over and over, more or less reactively. When processing the GPMs, the person is being re-introduced to old endeavors, to old friends and foes and all the good and hard times he had with these undertakings, people and identities in the past.

When you take a case apart on the level of GPMs, you will find whole new aspects not really touched anywhere else in processing. It is important to do it right. You have to approach the task in a very disciplined way. The most important rule in modern GPM processing is to discharge the contacted goals and identities thoroughly before doing anything else. This includes handling any out rudiments and fixed ideas the identities may have inside the dichotomy. The approach is one step at a time and confronting clear and present danger rather than trying to jump ahead and solve the whole riddle. You are walking through a booby-trapped terrain that requires all your attention and presence of mind while dealing with it. You have to remove each booby trap methodically and not try to rush things forward.

It has been found, that the restimulation you run into on any given person's GPM case is a scramble of dichotomies from many different GPMs. They were formed at very different times

of the person's time-track. Their goals and identities are now part of the reactive experience the person is operating on. Rather than working out a research map you have to follow the very basics of processing used at the lower end of the Bridge. You have to destimulate what's there before you restimulate new charge. You have to parallel what the mind is doing. You have to deal with what the person's attention is stuck on and can confront¹.

The Goals-ID Rundown takes all this into account. You start out finding a hot theme. It's an area of the person's life he/she has trouble with, is concerned about and active in. In short, it's an area of ongoing drama in the person's life. There are, of course, numerous themes in play on any given person at any given time. It reflects the many areas and subjects that make up life. Once a hot theme is established, you find a charged goal belonging to that theme. You take some charge off it. You find the opposing goal and take some charge off that. You then find the identity behind each goal. You bleed each goal for remaining charge, then bleed the identities for charge by finding the fixed ideas, lies and out rudiments they are sitting in. All these factors anchor the identities, that anchor the goals, that anchor the GPM structure.

In processing GPMs effectively, you pay no attention to the Line Plot. There are too many themes in play to concentrate on just one GPM. As the person progresses well in this processing, the Line Plots will reveal themselves at some point and can now be tracked down theme for theme, GPM for GPM. Still, it is like Dianetics, where it's more important to find the somatics and then the related incidents the person can confront and process those, rather than trying to find Basic Basic in the first session². So you process the dichotomies you can get without forcing the issue. You make a note and recheck the theme later in order to complete themes.

1 This may sound like R6-End-Words to oldtimers. The real difference is that goals and identities are completely discharged and as-is-ed in the Goals-ID Rundown and themes are eventually completed. In R6-EW restimulated goals are taken to key-out without trying to find identities or exhaust themes. R6-EW was released in 1965 where there was a great need to key out the charge research students had run into during experimental GPM processing and the process was well suited for that.

2 The somatic as an item could be compared to the special flavor of the theme found in GPM processing. The somatic holds a Dianetics chain together as the theme with its special flavor holds the GPM together.



The goals form the identity. The identity is held in place by fixed ideas including cultural and educational ones. Of special interest are arbitrariness of own rightness and superiority. A persistent identity is found to hold on to those beyond reason in a determined and ornery way to prove self right and others wrong. Since the identity has its attention on its goal and opposition, rather than self, the fixed ideas remain unseen and unsuspected. **Butlers goals:** "to serve nobility". Fixed ideas could be: "a real butler shows no emotion", "I am the best", "I am more worthy than them", "they are decadent and childish", etc.

It's a matter of unburdening the case and take up charge that offers itself to be run next. Done this way, you bring about optimum progress and an amazing amount of case change per session. Furthermore, since it's all based on the person's ability to confront and there will be things to run whether one is a retired house-wife or leader of an army, there is no particular reason to wait until the person is OT 8 or OT 14. It can be C/Sed to be run after grade 4, after Dianetics or after OT-3. It can be done once the person is in good shape. It works well, once the person has got rid of the charge processed on the grades.

Games and Games-Conditions are an intimate part of life. They lead to all kinds of aberrative incidents (out ruds, engrams, etc.) The way it all stacks up on a case over the millennia is what is described as the GPMs. The Goals-ID Rundown is a way to undo the damage of lost games, of freeing a person from living through the same mistakes and disasters over and over. The Goals-ID Rundown frees up the person to, again, be, do and have without dramatizations. ☒

Glossary for the following pages (there was not room for footnotes, but we do want to communicate to all who may not be familiar with some terms)

ARC: Affinity, reality and communication (some times expressed as CRA, as that was thought to be the order of seniority). Regarded as an interdependent triangle, where raising or lowering one point raised or lowered the others. There is extensive material on this in Hubbard's early work..

KRC: Similar triangle formed of knowledge, responsibility and control. The two triangles superimposed was the **Scientology logo**.

Havingness: Consideration of having as one's own. Ability to grasp, understand.

Tone: Scientology predicts an emotional tone scale, level on this.

Sens: short for Scientologists.

Tech: Technology, usually refereeing to Scientology theory on how to improve a person (the subject being called a **pc**, short for preclear).

Org: a Scientology organisation.

Auditor: a Scientology practitioner, using Scientology tech to improve someone, this person being called is called a **pc** (preclear).

Solo: Scientology processes which one runs on oneself without an auditor, usually after a good deal of techniques have been given by an auditor.

Service fac: A condition where a person is making others wrong and self right, dominating and avoiding domination.

VGIs: Very Good Indicators, signs that a Scientology process has reached a very good point, perhaps a final point for that process.

CoS: Church of Scientology

AAC: Advanced Ability Centre. A Scientology centre, independent of the CoS, started by David Mayo in Santa Barbara, California in 1983.

OT: The highest spiritual state obtainable in Scientology, often associated with the ability to influence matter by use of thought (called postulate).

fourth dynamic: Scientology has divided existence into eight compartments they call dynamics, the fourth is mankind as a whole (the third is groups).

KRC over ARC — General Principle

by Pen, USA

A LOOK AT THE broad field defined by ARC and KRC is germane to many of the problems many of us seem to be facing. The generally accepted norm for conversation and discussion is to pay attention to others, and at least from time to time pick up on their themes.

It's simple theory, but not always easy to do. Tones and attitudes vary, opinions are diverse and often uninformed, agendas for lower tones are hidden, service facs and attempts at domination creep in, out-reality subjects must be handled with skill to keep the flow going. Those who are quiet must be noticed and encouraged. Weak jokes must be be politely appreciated.

Amongst Scientologists

Attempts to elevate conversation may be above havingness for others, and can be met with blank stares, or can miss withholds and draw reactive attacks. It is a tribute to IVy that abilities to encompass diverse subjects of an elevated nature are broad. The study of knowledge is on elevated ground.

I've been looking at some very simple Scn tech — the ARC and KRC triangles, perhaps just trying to make much more sense out of myself and my relationship to the rest of the world, and I'd like to know if anyone sees some of the same stuff I am about to write about. I believe it is not suppressive, nor even unfairly critical, to venture the observation that many, if not most, Scientologists are somewhat "out of ARC" with the rest of the population.

Early on, the general take on Scns was that "they have funny, staring eyes". My personal observations were that many, if not most, were "tech bunnies" — capable of functioning within an org, but apparently not very connected with the rest of the world's population. An auditor should be more connected to the rest of the world than, say, a nuclear physicist or other high specialization. Yet apparently unaware of that, "tech bunnies" referred to the rest of the

world variously as "public" or less charitably as "wogs." This did not contribute to ARC.

There is also, I believe, a strong element of introversion. I do not wish to presume using the technical sense of the word there, I mean simply an awareness of one's own limitations and aberrations, and a desire to vanish these. The rest of the world does not focus on this stuff. We however, are aware of what is possible, aware of infinitely higher standards, aware of the real possibility of arriving there, and I think we focus a lot of our time and energy on actually getting there. A lot of our thought concerns our limitations. This may be especially true after solo. Even after a very well done session, VGI's in an extroverted state, we are greeted with a world that does not know what we have just done. We wish to tell everyone, to communicate a reality of knowledge. This is an outflow, which is good, but I think most may not have training or focus to notice what, exactly, we are outflowing into, and often try to outflow into someone who wishes to outflow. This does not contribute to ARC.

Obviously there are many ways to phrase all of this, but there seems to be some uncrossable line of differentiation between most Scns and the rest of the world. Either one was a Scientologist, and knew, or one was not, and did not know. There is truth that the Scientologist knows much more, but there is also, as I perceive it, truth that there was and still is an "in-or-out" mentality. Almost a service facsimile with the computation, "I am a Scientologist, therefore I am better". That does not contribute to ARC.

There were some in the CoS who seemed to have *not* fallen prey to the above attitudes or postures that I have tried to describe. The people at the AAC, and others, left, perhaps not for the above alone. No doubt, there are some still in the CoS, "sticking it out". I think the people who did not service-fac on Scn, had a better

grasp and understanding of “the tech”, and I’m going to try to describe some progress I believe I have made in moving towards what I believe is the difference between the Scn who is “blindly following instructions” (please excuse the phrase), and the Scn who has a real grasp of “what it all means”.

KRC in the world at large

In auditing, one would never refuse a pc’s reality, nor question the pc’s knowledge, doubt his responsibility, or otherwise undermine either ARC or KRC. That would not further the pc’s case. The auditor has the KRC, but that doesn’t mean the auditor undercuts or invalidates the pc’s KRC. The auditor supports and boosts the pcs ARC and KRC.

In this world, we depend upon the economic structure everyday. We go buy food at supermarkets, fill cars up at gas pumps, spend currency of the Federal Reserve, depend on banks to keep our individual checking accounts straight — and the bank (the financial kind) has hundreds of millions of accounts. All this is huge. Pick up a text on accounting and begin reading — it is a wonder of precision and organization. Try assembly language on a computer. Try reading about electronic engineering and chip design. Try a simple appendectomy. The interplays of theta and realities and MEST is amazing, staggering. We depend upon the people who bring us this to be responsible. We beneficially inflow their ARC and KRC. So it would seem that it would be nice if “we” did not refuse, discredit, or minimize, in a free capitalist society, other productive people’s realities.

Lately, I have, due to case improvement, become increasingly interested in the universes of others. I’ve been looking. There are realities in the world I cannot touch. I always knew that, and in a sense, I had been living a double life — my work packed with realities, and my knowledge of Scientology. Exchanging with others is something I knew well (I do a better than good job). I never lost contact with what I knew — my survival depended on that. But above that, I knew this Scn tech, knew it worked, applied it when and where I could, but the connection between the two “lives” wasn’t solid.

The more I looked, I found growing fascination with the individual realities and responsibilities of those around me, and with their knowledge.

Not so much those I knew and work with happily on a personal basis, but with fourth dynamic strangers — people only “known of”.

Dumping Scientology

One day recently, I found myself acknowledging (for lack of a better word) the realities of those around me. “Inflowing” might be a good word, too. It was a little scary. For years and years, I had thought of myself as “A Scientologist.” Now, for those moments, I was un-mocking myself as a Scn! Goodness! What if I get lost!

I relinquished *any* perceived superiority! Golly! I relinquished, in short, my ARC and KRC, and accepted the ARC and the KRC of those around me! I displaced Scientology, and in a sense pretended it did not exist, had no effect, did not work. Horrors! (Could it be that I was “betraying” Scientology!?) Those were heady moments.

Many things happened, many perceptions and viewpoints, and it isn’t easy to describe. I was positively thrilled to discover I had lost nothing, relinquished nothing. Instead, I stood, a full OT positively bursting at the seams with ARC and KRC. My “double lives” united. I think the energy granted beingness for 50 yards around me (I reduced it very quickly, lest I become pummelled by adoring fans :-)) For the first time, I understood what LRH wrote, that assuming someone else will grant beingness is considered more virtuous than granting beingness.

I saw each individual as a being, in a body. Few if any that I observed had consciousness of such. Yet I saw knowingness there, saw people walking past with their concerns, immersed in how to manage the sales meeting, getting the order in the right quantity, hoping dress and make-up are making an impression, some in suck-it-up moments, and so forth. All of their considerations are considerations I depend on for their accuracy and quality. (And for myself, my certainty came shining through as surely as a 30-story office building — maybe more so.)

Pure Scientology

So my conclusion, after all this explanation and prologue, is a beginning of an understanding of the humble greatness that a Scientologist can offer the world. We are onto something really, really big. And I always thought the two triangles chosen as the Scientology logo were just PR — something easy to identify and remember. Ha.



One Day

Jim Burtles, UK

In a life that is yet to come
I really want to be someone.
I could, perhaps, become a king
Or I might even learn to sing.

But first I must ensure I can
Rise up to be the sort of man,
Or woman, whatever seems best,
For pursuing that lifetime's quest.

I must be free from every trap
One so often sets for one's self
And devoid of all the other crap
Gathered on some dusty shelf.

Somehow I must clean up my act
And free the way I might react
From all the nasty things I've seen
And all the naughty things I've been.

I need to be completely clear
Before I move along from here
So I can get a flying start
Acting out my next starring part.

✕

B

International Viewpoints

In case of address change, please return to sender with note of new address. Thank you.

Sales Data

Subscriptions can be made direct to Denmark, for 315 DKr. (about 43 Euro) to Europe. Enquire for other areas **Send Danish Kroner.** *Subscription covers one calendar year, January to December.*

Distributors

We have a chain of independent distributors, who receive subscriptions in their own currency, relay the magazine to you, and sometimes add their own locally produced material. These distributors charge less than the direct-from-Denmark line, and are fully responsible for the local material sent out.

Here are the distributors. *Payment should be in the currency of the distributor.*

Denmark, 225 DKr.

Antony A Phillips
Jernbanevej 3F 4th
2800 Lyngby, Denmark
ivy@post8.tele.dk

British Isles, £25:

Anne Donaldson
28, Huxley Drive
Bramhall
Stockport, Cheshire
SK7 2PH England
annedonaldson@bramhall.
go-plus.net

USA, Canada, Mexico \$80

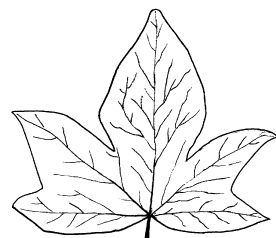
Laura West
3436 Prairie Avenue
Miami Beach FL 33140
Email: Westie2@aol.com

Australia & NZ: AU\$55

Mark Gamble, 4 Harold St.
Virginia, Qld 4014 Australia
email:
wombby@hotmail.com

Holland, Belgian

Ineke van Deursen-Nouwens
Verbermestraat 2
NL 5624 EN Eindhoven.
e-mail: p.nouwens@chello.nl



The above distributors will accept your orders and give you all information, including how to obtain **back numbers** of *International Viewpoints*, dating back to 1991. The back numbers contain much data, and also reflect changing times. They provide a valuable source of information. Nice to fill up your book shelves.



We are also very interested in receiving your articles and letters. On editorial matters, write direct to the Editor at Jernbanevej 3F 4th, DK-2800 Lyngby, Denmark
Or Internet: ivy@post8.tele.dk or
ivymagazine@usa.net

