



# FREE THETAN

Newsletter of the association of  
professional independent scientologists

*Preserve, Protect & Promote*

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August 2017

Volume 8 Issue 8

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**My own philosophy is that one should share what wisdom one has and should help others to help themselves. I have never seen wisdom do any good kept to oneself.  
—"The Goal of Training," THE AUDITOR 27**

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**FREE THETAN**  
**Volume 8 Issue 8 August 2017**

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## Important

**In studying Dianetics and Scientology be very, very certain you never go past a word you do not fully understand.**

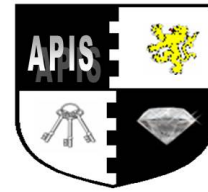
**The only reason a person gives up a study or becomes confused or unable to learn is that he or she has gone past a word or phrase that was not understood.**

**Trying to read past a misunderstood word results in mental "fogginess" and difficulty in comprehending the passages which follows. If you find yourself experiencing this, return to the last portion you understood easily, locate the misunderstood word and get it defined correctly—and then go on.**

~o0o~

<b>The FREE THETA</b>	<p>The Members Quarterly Journal of the Association of professional Independent Scientist</p> <p><i>Preserve, Protect &amp; Promote</i></p> <p><a href="http://independent-scientologists-association.net">http://independent-scientologists-association.net</a></p>	
		reservo, servo, proveho

## ~ *Editorial* ~



reservo, servo, proveho

**Dear Reader,**

Training is the answer to a continued improvement in survival. Knowledge and understanding both play a part in retaining one's awareness and certainty as a being.

It is not enough to get auditing. Even when one is at the top of the bridge (or close to it) without the knowledge and understanding of the parts of man and the universe one is likely to repeat past mistakes despite the experience one now has. A proper balance between ability and knowledge needs to be maintained and one's gains, knowledge, understanding and certainty need to be in place to ensure that one retains a stability of beingness. Even such simple matters as the first ten axioms should be integral with ones life.

The term OT means Operating Thetan. This is not BT. Being a Thetan, the emphasis is on the word OPERATING. Doing, acting, performing etc.

"...and you haven't safeguarded his future. A fellow is betrayed, then, to the degree that he is not educated and only schooled; and that is most of the protest of the young: that they are being schooled, not educated. They're not being fitted for life."

A Summary of Study

"What I have learned is that cases do not progress beyond their Scientology education level. A case hangs right at the point to which it has been educated in Scientology. Processing gains are parallel to education gains and the two balance."

Rons Journal Dec AD 13

Until next time.

arc,

Michael Moore  
Editor

## *The Aims of Scientology and APIS*

*Lafayette Ron Hubbard first issued the 'Aims of Scientology' which of course still stands. Yet, despite holding a copyright on these aims the Church of Scientology, RTC and the CST do not appear to be following these aims fully. Therefore it behooves us to take some responsibility and set out our aims, based upon the aims that Ron first envisaged as something which we can honestly strive to attain.*

*We therefore stated below:*

### **The Aims of APIS**

To contribute towards having a sane society by the promotion, expansion and application of the technology to the point where people can live their lives in peace and security and without war or insanity and where they can honestly flourish and prosper and attain higher levels of spiritual being.

APIS is non political in nature and welcomes any individual of any creed, race or nation.

APIS does not seek revolution. APIS seeks only to assist in paving the way for evolution to higher states of being for the individual and for society. After endless millennia of ignorance about himself, his mind and the universe, a breakthrough has been made for man by Lafayette Ron Hubbard with the philosophy and the technology he developed to free man from the shackles of his mind.

According to Lafayette Ron Hubbard, "The combined truths of fifty thousand years of thinking men, distilled and amplified by new discoveries about man, have made for this success."

We welcome you to APIS. We would like your help in achieving our aims and helping others and we hope to be able to help you in return.

The original working technology of Lafayette Ron Hubbard is the most vital movement on Earth today. In a troubled world, the job of promoting and applying this technology is not easy. But then, if it were, we wouldn't have to be doing it.

APIS does not owe its help not having done anything to caused it to propitiate. We are here because we want to be here and we want to assist Ron in his aims.

### **As Ron says:**

"Man suspects all offers of help. He has often been betrayed, his confidence shattered. Too frequently he has given his trust and been betrayed. We may err, for we build a world with broken straws. But we will never betray your faith in us so long as you are one of us.

The sun never sets on Scientology.

And may a new day dawn for you, for those you love and for man.

Our aims are simple, if great.

And we will succeed, and are succeeding at each new revolution of the Earth.

Your help is acceptable to us.

Our help is yours."

'The Aims of Scientology' -- Lafayette Ron Hubbard

~oo00oo~

## CERTIFIED AUDITORS & GROUPS

**This list of auditors and groups here have been ratified and certified as delivering On Source Standard Technology.**

These Auditors and groups have requested and gone through an exacting certification process that validates their abilities and expertise. See [Certification](#) for further details. They have passed stringent testing by senior technically qualified people as per the [certification process](#).

### Canada

Toronto

Chris Black. Class VIII C/S, KOT,

Delivers: Purif C/S; Life Repair To Clear Auditing & C/Sing OT reviews & C/Sing; FPRD; Debugs & more.  
[standardtechauditor@yahoo.ca](mailto:standardtechauditor@yahoo.ca)

### USA

Southern Cal tech Team

**Standard LRH Bridge**

Training, Auditing & C/Sing Specializing in OT and NOTs levels  
[scttservices@gmail.com](mailto:scttservices@gmail.com)

### Los Angeles, California

Trey Lotz Class VIII

Delivers: Standard LRH Bridge up to Clear,  
[Trey Lotztrey@relaypoint.net](mailto:TreyLotztrey@relaypoint.net)

Ian Waxler Class VIII C/S with Honors  
Auditing and C/Sing all old LRH Bridge  
[info@adcian@yahoo.com](mailto:info@adcian@yahoo.com)

Ingrid Smith

From Life repair to OT4

[ingridsmith123@yahoo.com](mailto:ingridsmith123@yahoo.com)

### Scotland

Ken Urquhart. Class IV Advance Courses Specialist. Class IX

Delivers: Internships, apprenticeships and Okay-to-Audits Class V  
[Ken Urquharturq@verizon.net](mailto:Ken_Urquharturq@verizon.net)

Non certified and pending auditors, groups and organizations can be found on the [auditors page](#). APIS offers no guarantee as to the quality of delivery of services with uncertified auditors. They are alphabetically categorized by country and region for your convenience.

~oo00oo~





## BARRIERS TO STUDY

There are three different sets of physiological and mental reactions that come from 3 different aspects of study. They are three different sets of symptoms.

(1) Education in the absence of the *mass* in which the technology will be involved is very hard on the student.

It actually makes him feel squashed. Makes him feel bent, sort of spinny, sort of dead, bored, exasperated.

If he is studying the doingness of something in which the mass is absent this will be the result. Photographs help and motion pictures would do pretty good as they are a sort of promise or hope of the mass but the printed page and the spoken word are not a substitute for a tractor if he's studying about tractors.

You have to understand this data in its purity – and that is that educating a person in a mass

that they don't have and which isn't available produces physiological reactions. That is what I am trying to teach you.

It's just a fact.

You're trying to teach this fellow all about tractors and you're not giving him any tractors – well he's going to wind up with a face that feels squashed, with headaches and with his stomach feeling funny. He's going to feel dizzy from time to time and very often his eyes are going to hurt.

It's a physiological datum that has to do with processing and the field of the mind. You could therefore expect the greatest incidence of suicide or illness in that field of education most devoted to studying absent masses.

This one of studying the something without its mass ever being around produces the most distinctly recognizable reactions.

If a child felt sick in the field of study and it were traced back to this one, the positive remedy would be to supply the mass – the object or a reasonable substitute – and it would clear it up.

(2) There is another series of physiological phenomena that exist which is based on the fact of too steep a study gradient.

That's another source of physiological study reaction because of too steep a gradient.

It is a sort of a confusion or a reelingness that goes with this one.

You've hit too steep a gradient.

There was too much of a jump because he didn't understand what he was doing and he jumped to the next thing and that was too steep and he went too fast and he will *assign* all of his difficulties to this new thing.

Now differentiate here – because gradients sounds terribly like the 3<sup>rd</sup> one of these study hang-ups, definitions – but remember that they are quite distinctly different.

Gradients are more pronounced in the field of doingness but they still hang over into the field of understanding. In gradients however it is the *actions* we are interested in. We have a plotted

course of forward motion of actions. We find he was terribly confused on the second action he was supposed to do. We must assume then that he never really got out of the first one.

The remedy for this one of too steep a gradient is cutting back. Find out when he was not confused on the gradient, then what new action he undertook to do. Find what action he understood well. Just before he was all confused what did he understand well – and then we find out that he didn't understand it well.

It's really at the tail end of what he understood and then he went over the gradient you see.

It is most recognizable and most applicable in the field of doingness.

That's the gradient barrier and one full set of phenomena accompanies that.

(3) There is this third one. An entirely different set of physiological reactions brought about through – a bypassed definition. A bypassed definition gives one a distinctly blank feeling

or a washed-out feeling. A not-there feeling and a sort of nervous hysteria will follow in the back of that.

The manifestation of "blow" stems from this 3<sup>rd</sup> aspect of study which is the misunderstood definition or the not comprehended definition, *the undefined word*.

That's the one that produces the blow.

The person doesn't necessarily blow on these other two – they are not pronouncedly blow phenomena. They are simply physiological phenomena.

This one of the misunderstood definition is so much more important. It's the make-up of human relations, the mind and subjects. It establishes aptitude and lack of aptitude and it's what psychologists have been trying to test for years without recognizing what it was.

It's the definitions of words.

The misunderstood word.

That's all it goes back to and that produces such a vast panorama of mental effects that it itself is the prime factor involved with stupidi-

ty and the prime factor involved with many other things.

If a person didn't have misunderstands his *talent* might or might not be present but his *doingness* would be present.

We can't say that Joe would paint as *well* as Bill if both were Unaberrated in the field of art, but we can say that the *inability* of Joe to paint compared with the *ability* of Joe to do the motions of painting is dependent exclusively and only upon definitions – exclusively and only upon definitions.

There is some word in the field of art that the person who is inept didn't define or understand and that is followed by an inability to act in the field of the arts.

That's very important because it tells you what happens to doingness and that the restoration of doingness depends only upon the restoration of understanding on the misunderstood word – misunderstood definition.

This is very fast processing. There is a very swift wide big result obtainable in this.

It has a technology which is a very simple technology.

It enters in at the lower levels because it has to.

This doesn't mean it is unimportant, it means it has to be at the entrance gates of Scientology.

It IS a sweepingly fantastic discovery in the field of education and don't neglect it.

You can trace back the subject a person is dumb in or any allied subject that got mixed up with it. The psychologist doesn't understand Scientology. He never understood a word in psychology so he doesn't understand Scientology.

Well that opens the gate to Education. Although I've given this one of the misunderstood definition last it is the most important one.

L. RON HUBBARD

Founder

~oo00oo~

[illegible][illegible]

and studies one may find the truth for himself. The technology is therefore not expounded as something to believe, but something to do.

**THETA:** the person himself—as both his body or his mind, the physical universe, his mind or anything else; that which is aware of being aware; the identity which is the individual. The term was coined to eliminate any possible confusion with older, invalid concepts. It comes from the Greek letter "theta" ( $\theta$ ) to which an *s* is added to make a noun in the modern style used to create words in engineering. It is also  $\theta^s$ , or "theta to the *s*th degree," meaning unlimited or vast.

**Tfs:** training regimens or routines, often referred to as training drills. Tfs are practical drills on the cycle of communication.

Designations and abbreviations such as these found in the body of this chart may also be found in the *Science Dictionary*.





## THE MISUNDERSTOOD WORD DEFINED

“**Mis-Understood**” or “**Not-Understood**” are terms used to define any error or omission in comprehension of a word, concept, symbol or status.

Most people go around thinking that a misunderstood is just something they obviously don’t know – a “not-understood.”

A “not-understood” is a misunderstood but there are additional ways a person can misunderstand a word.

**A misunderstood word or symbol is defined as a word or symbol for which the student has:**

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

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

You can’t get more wrong.

*Example:* A person sees an equals sign (=) and

thinks it means to subtract something twice.

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

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

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

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

*Example:* The person reads or hears the word “dressing” in all its meanings, as he will then “computer” and thinks it is “typewriter.”

This is an incorrect meaning for „computer” even though a typewriter and a computer are both types of machines.

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

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

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

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

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

*Example:* The person hears the sentence: “I am dressing a turkey.” The person’s understanding

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

The person will only truly understand what he is hearing when he has fully cleared the word

also have the definition that correctly applies in the context.

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

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

**DEFINITION:** A homonym is a word that is used to designate several different things which have totally different meanings; or a homonym can be one of two or more words that

have the same sound, sometimes the same spelling, but differ in meaning.

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

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

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

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

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

*Example:* Homonymic misunderstands can also occur when a person does not know the informal or slang usage of a word. The person hears someone on the radio singing: “When my Honey walks down the street.” The person

thinks a “thick, sweet, yellow or golden liquid, good to eat, that bees make out of the nectar they collect from flowers” is walking down the street! He doesn’t know the informal definition of “honey” which is: “sweet one: a pet name” which is how it is being used in the song. (Ref: Funk and Wagnalls Standard Dictionary of the English Language)

**7. A SUBSTITUTE (SYNONYM – a word which has a similar but not the same meaning) DEFINITION:** A substitute definition occurs when a person uses a synonym for the definition of a word. A synonym is not a definition. A synonym is a word having a meaning *similar* to that of another word.

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

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

**8. AN OMITTED (MISSING) DEFINITION:** An omitted definition is a definition of a word that the person is missing or is omitted from the dictionary he is using.

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

Omitted definitions can come about from using dinky dictionaries. If the person had

looked up „rich” in a small paperback dictionary, he would probably still be stuck with his

misunderstood. A dinky dictionary probably will not give him the definition he needs. In order to understand the word he would have to get a good sized dictionary to ensure it gives him the omitted definition which is: “having in a high degree qualities pleasing to the senses; luscious to the taste: often implying an unwholesome excess of butter, fats, flavoring, etc.” (Ref: Funk and Wagnalls Standard Dictionary of the English Language)

*Example:* The person reads “He estimated the light at f 5.6.” He can’t figure what this “f” is, so he looks up “f” in the American Heritage Dictionary and wonders if it is temperature or money or sports for “foul” or maybe the money “franc.” The text doesn’t refer to France so

he can’t figure it out. Omitted in the American Heritage is the photography definition of “f”

which simply means “the number which shows the width of the hole the light goes through in the lens.” The moral of this is to have enough dictionaries around.

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

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

*Example:* The person reads the sentence “The business produced no lucre.” No understanding occurs, as he has no definition for “lucre.” The word means: “money, especially as the object of greed; gain.” (Ref: Funk and Wagnalls Standard Dictionary of the English Language) It isn’t that he has the word incorrectly, unsuitable or any other way defined, he has no definition for it at all. He has never looked it up and gotten it defined. Thus he does not

understand it. The definition does not exist for him until he looks it up and gets it clearly

understood..

*Example:* The person sees a dot at the end of a word on a printed page and having no definition for “a period (.)” tends to run all of his sentences together.

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

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

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

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

Any word you come across which fits one or more of the above definitions of a misunderstood

word or symbol must be cleared up, using a good size dictionary or more than one dictionary or text book or encyclopaedia.

It is catastrophic to go on past or ignore a misunderstood word or symbol as one simply will not understand what he is studying.

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

The definitions of “misunderstood” and “not-understood” and their different types, must be clearly understood by a person seeking to clear them in himself and others. The commonest error in Word Clearing is for the person being word cleared to believe that a misunderstood is something he simply does not know. With this limited definition he cannot adequately be word cleared nor can he adequately word clear others. So these definitions of “misunderstood” and “not-understood” should be very well known as it will often be necessary to clarify them to the person being word cleared.

Good reading.

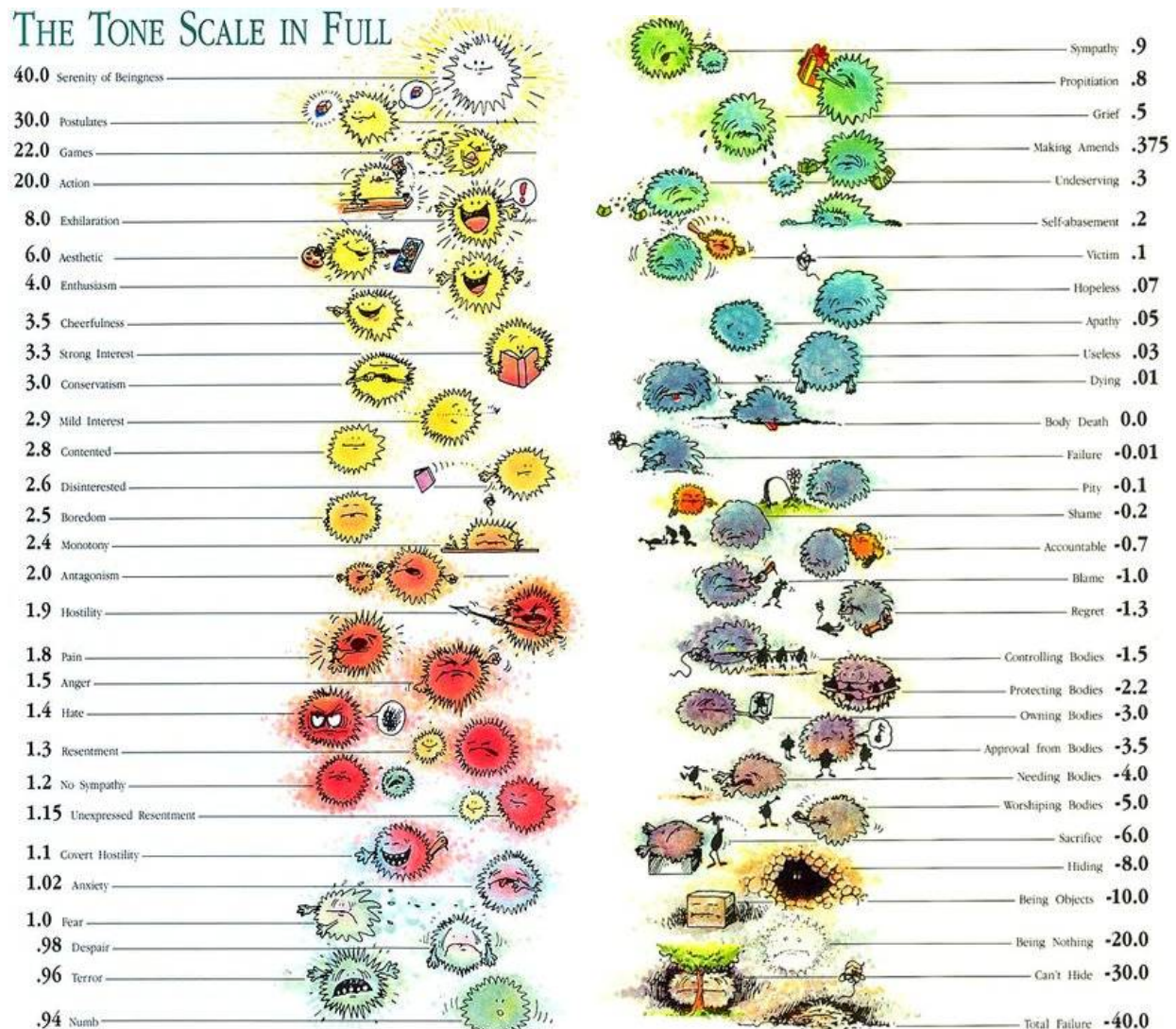
L. RON HUBBARD

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		<p>reservo, servo, proveho</p>



## The Tone Scale in Full



### The Tone Scale

Understanding is composed of Affinity, Reality and Communication. This triangle tells us that the co-existent relationship between affinity, reality and communication is such that none can be increased without a resulting increase in the other two and none can be decreased without decreasing the other two. Of the three, communication is by far the most important. Affinity and reality exist to further communication. Under the heading of affinity we have, for instance, all the varied emotions which go from apathy at 0.1 through grief, fear, anger, antagonism, boredom, enthusiasm, exhilaration and serenity in that order. It is affinity and this rising scale of the characteristics of emotion which give us the Tone Scale.

Scientology 0-8. The Book of Basics





## DEMONSTRATIONS

By L. Ron Hubbard

**Demonstration** – Showing something by examples.

**Demo** – Abbreviation for “demonstration”.

Part of Scientology study technology is the use of “demonstration” when a student is studying concepts and ideas.

The student is often asked to show such things as definitions of terms, basic principles, etc.

Two ways of demonstration that are commonly used are:

1. *Demo Kit Demonstration* – meaning the use of various small objects such as corks, caps, paper clips, batteries, etc. These objects are kept in a box or container called a “demo kit.” Each student should have one. The pieces are used while studying, to represent the things in the material being read. Demonstrating helps make concepts and ideas more real. A demo kit adds mass (physical matter), reality and doingness to the significance and so helps the student to study.

When a student is required to do a demonstration using his demo kit, he simply takes what-

ever demo kit items he wishes and has them represent the ideas he is studying.

An example of this is:

The student is reading about how a student and his twin should sit across from each other, each with a dictionary and a demo kit.

To demonstrate this, he picks a blue battery and decides that that represents the student. He picks out a red battery and decides that represents his twin. He places the batteries across from each other. He then picks out two pennies which he decides will represent the demo kits and he places a penny (demo kit) beside each of the batteries (students). He then picks out two paper clips which he decides will represent dictionaries and places them next to each of the batteries (students).

The student now has sitting in front of him some actual objects that represent what he has read and he feels much better because the information isn’t just in his head.

The demo kit pieces can be moved around by the student if he is studying about an activity or an action.

If a demo is being done for a twin or the supervisor, the student explains what the objects represent and what he is doing with them (but the idea is to actually have the *objects* showing any action, not the student’s explanations).

2. *Clay Demonstration* – meaning the use of clay in demonstrating or representing facts, ideas, procedures, add mass, reality and doingness to the significance and so help the student to study.

Clay demos give a proper balance of mass and significance. They are used to teach a student to *apply*.

The student is given a word or auditing action or situation to demonstrate. He then does this in clay, labeling each part. The clay **SHOWS** the thing. It is *not* just a blob of clay with a label on it. Use small strips of paper for labels.

The whole demonstration then has a label of

what it is.

On the checkout, the student removes the over-all label. The student must be silent. The examiner must not ask any questions. The examiner just looks and figures out what it is. He then tells the student who then shows the examiner the label. If the examiner did not see what it was, it is a flunk.

Clay table must not be reduced to significance by the student explaining or answering questions. Nor is it reduced to significance by long-winded labels of individual parts. The clay *shows* it, not the label.

The clay demonstrates it. The student must learn the difference between mass and significance.

For example, the student has to demonstrate a pencil. He makes a thin roll of clay which is surrounded by another layer of clay – the thin roll sticking slightly out of one end.

On the other end goes a small cylinder of clay. The roll is labelled “lead“. The outer layer is labelled “wood“. The small cylinder is labelled

“rubber“. Then a label is made for the whole thing: “pencil“. On checkout, the student removes “pencil“ before the examiner can see it.

If

the examiner can look at it and say, “It’s a pencil,” the student passes.


If clay table training is not brightening that student up, then the above is NOT being done. Someone is in such a rush that *real* learning is being put aside for the sake of speed.

“Demo“ on a checksheet usually refers to using a demo kit.

“Clay Demo“ on a checksheet refers to using clay to demonstrate per the procedure given above.

A well done demonstration, which actually does demonstrate, will produce a marvellous change in a student. And he will *retain* the data.

~oo00oo~



*Freedom*

Fixed on too many barriers, man yearns to be free. But launched into total freedom he is purposeless and miserable.

There is freedom amongst the barriers. If the barriers are known and the freedoms are known, there can be life, living, happiness, a game.


—SCIENTOLOGY: A NEW SLANT ON LIFE

L. Ron Hubbard

## FREE THETA

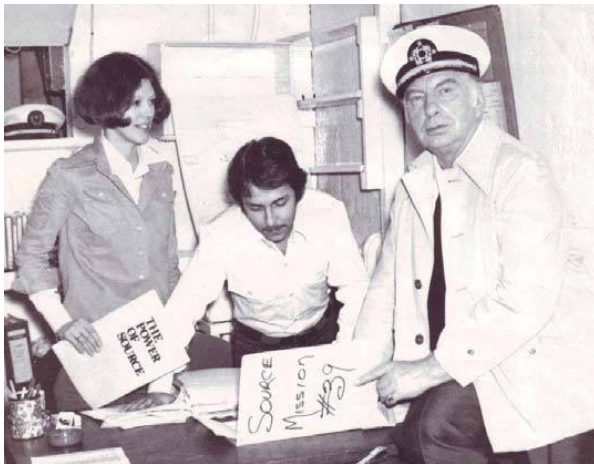
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“REALITY IS THE AGREED UPON  
APPEARANCE OF EXISTENCE”

SCIENTOLOGY 8 8008  
Lafayette Ron Hubbard



## Operating Thetan

By Michael Moore

What is an OT (Operating Thetan)?

I recall when I was at the lower end of the chart. I had many hidden standards about what an OT was. It was something of a mystery and I believed that OTs could do all sorts of mysterious things like levitate or read minds and other fascinating activities. I soaked up all the OT success stories in the Advance Magazines in those days and believed an OT was some sort of God developed from a human being.

Of course in a way I was right but now, having completed many OT levels, I have a much deeper understanding of what OT really is.

*"Your potentialities are a great deal better than anyone ever permitted you to believe."*

*Self-Analysis*

In fact we are ALL OTs. Every being or thetan is an OT to some degree. It is a matter not of being OT but the degree to which we are OT. A person who has not attained OT on the grade chart is like a person under water wearing several overcoats and with a concrete block tied securely to their feet. It is stuffy, heavy and almost impossible to move around. As a person moves up the grade chart they gradually

remove the hindrances they have been carrying around. The heavy overcoats one by one are removed helping one to become freer. One then chips away at the concrete block so it gets smaller and smaller. Eventually it is small enough to be easily removed and then at CLEAR the concrete block holding one down is finally gone. One can move around now but one is still deep under water and moving around is sluggish and hard to do. Doing OT III one finally moves out of the water into the fresh air. One feels free, more able to move around and the sluggishness is gone.

*"It is impossible to reduce an ability. About the only things you can do is reduce its exercise or the willingness to exercise it."*

*Control and the Mechanics of S.C.S*

One can then start to exercise ones 'thetanish' muscles operate as a being without the encumbrances one has had for so long. But it takes exercise. If you sit still for hours on end and then move there is a certain stiffness and inertia to overcome. A thetan that has been cramped for a millennia or more needs to exercise and practice. And the more one practices the more one becomes 'OT'.

*"There could be three things wrong with any person and these would be the inability to start, the inability to change, the inability to stop."*

*The Fundamentals of Thought*

So everyone you meet or see is basically an OT. The question is, how much are they OT? And how much are they seeped in ignorance of their true state?

So how do you become an OT? How do you increase your awareness and space around you and your understanding of yourself and the universe around you? You read some books to start with. Books such as:

The Fundamentals of Thought  
Dianetics: The Modern Science of Mental  
Health  
New Slant on Life

Are three good books to start with and are  
downloadable here ([link](#)). You can then seek  
out an auditor and start your adventure up the  
bridge to full OT. If you are in a remote area  
with no auditors available you can start using

the two books Self-Analysis, and Handbook  
for Preclears in that order. That will start you  
on the road to CLEAR and OT.

OT is not that far away. An OT can be seen in  
the nearest mirror on the wall.

~oo00oo~





## PERSONAL INTEGRITY

WHAT IS TRUE FOR YOU is what you have observed yourself  
And when you lose that you have lost everything.

What is personal integrity?

Personal integrity is knowing what you know-

What you know is what you know-

And to have the courage to know and say what you have observed.

And that is integrity

And there is no other integrity.

Of course we can talk about honor, truth, all these things,

The esoteric terms.

But I think they'd all be covered very well

If what we really observed was what we observed,

That we took care to observe what we were observing,

That we always observed to observe.

And not necessarily maintaining a sceptical attitude,

A critical attitude or an open mind.

But certainly maintaining sufficient personal integrity

And sufficient personal belief and confidence in self

And courage that we can observe what we observe

And say what we have observed.

Nothing in Dianetics and Scientology is true for you

Unless you have observed it

And it is true according to your observation.

That is all.

L. Ron Hubbard  
Founder



## Expanded Know to Mystery Scale

But you get a condensation of knowingness. A condensation of knowingness occurs down to lookingness. One has something to look at. And then this condenses and we get emotion. And this condenses and we get effort. And this condenses and we get thinkingness -you know, figure-figure. And this condenses and we get symbols. And the symbols condense and we get eating and the eating condenses and we get sex and the sex condenses and we get mystery.

Now, we could go on down south again and say, below mystery we get peering. And below peering, why, we would of course get misemotion. And below misemotion we would get horror of effort. And below horror of effort, why, we would get something on the order of a circuit instead of thinkingness, you see.

And below this circuit, why, we would get incomprehensible symbols and sciences like psychology. And below, and below this circuitry we would get indigestion. And below indigestion we'd get sterility and impotence. And below this, why, we would get unconsciousness.

**Native State  
Not Know  
Know About  
Look  
Emotion  
Effort  
Think  
Symbols  
Eat  
Sex  
Mystery  
Wait  
Unconscious**

## **A Special Quote from the Volunteer Ministers Handbook by L. Ron Hubbard**

### **Exercises One, Two and Three**

#### **Exercise One**

Look and Act Younger: Sitting somewhere near the center of a room, close your eyes and "contact" the two upper corners of the room behind you. Then, holding those corners, sit still and don't think. Remain interested only in those two corners.

You can do this for two minutes (minimum) or two hours, always with benefit. No matter what happens, simply hold the corners and don't think.

You can do this daily. It will make you look and act younger.

#### **Exercise Two**

Feel Freer: Pick out two similar objects. Then find as many differences between them as possible.

Now pick out two objects and see where they are in relation to each other and your body.

Use these two steps over and over. You will feel freer and see better.

#### **Exercise Three**

Better your memory: Go over this list many times, each time answering its questions.

"Recall a time which really seems real to you."

"Recall a time when you were in good communication with someone."

"Recall a time when you agreed to something."

"Recall a time when somebody disagreed with you."

"Recall a time when you liked somebody."

"Recall a time when someone agreed with you."

"Recall a time when someone was communicating easily to you." "Recall a time when somebody liked you."

Use this list many times. If "holding corners" (Exercise One) disturbed you, use this list. If you are tired or confused, use it.

This exercises can be done for hours.

~oo00oo~



## Wins and Successes in the Scientology Independent Field

### **Auditing Preclears**

Today I audited a very upstat Latvian/American college student, here is what he had to say about finishing his Method One Word clearing: For the first time in my career as a student and as a Scientologist I feel confident that I can really use my knowledge to the fullest and gain more of it, all thanks to Frank Davis and to Method 1 word clearing. It is truly a relief of all this crazy data that was false and was clogging up my mind.

Now I know the right way to succeed and continue to have gains in my life and on the Bridge to Total Freedom.

### **Purification Rundown**

Having completed the Purification Rundown I now know that the restimulative effects are out of the way and I can continue my handling that I came here for. Also, I am sleeping 100% better as a result of this process.

### **Method One Word Clearing**

I have completed my M1 W/C and had many cognitions along the way, one of which is that I have the self-determinism to know a subject and/or not know it. We travelled all over the time track and remembered things that were like something out of science-fiction. It was a lot of fun and very educational. Thank you auditor and thank you LRH!

### **Lower Levels**

Well, there were some things that were just sitting there in my space that were keeping me from stability. These items have now been handled. I got responsibility! I am responsible for my own actions and have blown losing because of other's actions.

I can see when a via comes up in my space and can remove the via and BE there.

I have seen how I will react to being around people, and I would almost cringe in fear. This reaction is no longer there, but I've been so used to this condition that I was expecting the cringing fear and would wait for it, but then I

would notice that it wasn't there anymore!  
I am now able to separate my game(s) from other's game(s) and fully be responsible for me without caving in because of another's game or loss.

Stable!

Stable!

Stable!

Thank you and thanks to the C/S and to Ron. RD

### **ARC Straightwire Completion**

Great experience, wonderful auditing, looking forward to what comes next. Feel lighter already, energetic, optimistic that I am on the right Path and can only get better from here on out. Thanks Frank you are an expert at what you do.

This action was great. It was my first auditing in close to 15 years. I had some really good cognitions, including realizing that I can look at my pictures without getting upset or misemotional. They are just pictures. I was amazed at how much my memory opened up, especially in their detail. Thanks to my auditor, for getting me through this level and I am excited to continue up the Bridge.

I came to Washington with the goal of fixing a few things that had not been handled previously. I felt these things were holding me back in life and if I could just fix them life would be great--the sky's the limit. After a few short sessions with Anita--which were totally!! amazing!! I feel great. I feel like I could almost burst with excitement. I am looking forward to what lies ahead for me in my life and look at it as an awesome challenge, not burdensome. This is the feeling I have been looking for. A feeling of accomplishment, courage, and self-esteem. Anita has made things so simple, it was easy for me to reach my goals here! Looking forward to a great and fulfilling life! Life is good!

### **CLEAR & CLEAR REVIEW**

Wow! What a validation! All the excuses, justifiers, and arbitrariness of the past are gone. All we're left with is my knowingness and certainty of what I originated back in November of 1995. I am CLEAR!

For nearly 14 years I have Q and A'd with this. I wanted to believe it, but without the "ack" it became a mystery sandwich that I couldn't quit chewing on. The mystery is gone. I'm free to reach for anything, move anywhere, do anything. The MEST universe absolutely glows to me now. Let the NEW games begin!

Although I was already progressing through the non-interference area, there was something unresolved for

me and something not acknowledged. This was adding much complexity and obscuring my havingness of my own beingness.

I find the actual simplicity of my being fresh, new and exciting, and yet serene.

I've waited a long time to rehabilitate this state for real and fully. To those who read this success story, I want you to know what you know about you, completely, regardless of how "solid" and "superior" any conflicting data from any source might appear to be.

### **OT Levels**

OT Review Complete

"How can I possibly put in words how incredible and free I feel right now?! I just completed a very thorough OT clean-up and review with an incredibly wonderful, high ARC, standard auditor-Pat Krenik. This is, by far, the best auditing I have ever experienced, bar none. I feel so honoured to receive such standard application of LRH tech- he would be very proud of Pat. I thank her from the bottom of my heart and soul for the results she's gotten--I thought I'd never feel OT again and I had settled for just living with all of the case restimulation I had accumulated.

I really enjoyed doing OT1. It was fast yet it gave me certainty of myself as an individual and gave me a better understanding of others as individuals. It also made other people seem really real to me. I particularly enjoyed doing these drills as they gave me a sense of my individuality as well as a different relation with others. Thanks to Les and Anita for their assistance with this level and to LRH for his brilliance.-

On OT VIII, I gained a greater awareness of "who I am." That is, I became aware of being myself in the distant past, and gained a sense on continuity of beingness. At the same time, I am less concerned with dying at the end of this life; indeed, the rise and fall of whole civilizations now seems to be events to be taken in stride, as part of the ongoing flow of time.

On this level, I surprised myself by my ability to easily spot events in the distant past in faraway places. My memory of my childhood in this life also improved, although it wasn't specifically addressed. Another realization I had was that I am creating my own identity. That is, my identity is not just something that is handed to me with my body and given to me by my parents. At the very least, it is something I agree to or not, but then decide to mock up, often with the motive of pleasing others.

Well, I've been saying the same originations for 20 years and finally was heard. It's great to get off the charge and invalidation from the last few decades. Being able to

actually be 'in session' per definition made it handle MUCH faster than I thought possible. I've shed my blame/shame/regret made and now am ready to make real Bridge progress by carrying on from where I left off last lifetime. Thanks so much to my auditor, Les. He made my auditing easy and comfortable the way it should be but hasn't been for years. Thanks to Les and Anita for putting their practice here and delivering Scientology despite all barriers. It turns out Ron didn't neglect or forget us past-lifers after all. I'm glad! And I don't feel mad at him anymore either.

--

### OT III

Massive wins on this level. Sense of relief came off my heart (literally). The blood started flowing more; I felt blood circulating again. I can perceive through my body better (as a result monitor it better), and have disconnected from my body much more. I am exterior more of the time (if not all).

I've completed Grade III today and it's been an exciting journey. I have been realizing that nothing or nobody is worth getting upset about. I realized that I absolutely don't gain anything by that. You don't need to ARC Break yourself. After all they don't ARC Break you, you ARC Break yourself. It's your own battle. I'm not interested in that. These are fun processes. I had so many cogs (cognitions – sudden realizations). I don't remember them all now, but for a week or so, a day didn't pass without some kind of cog. I was pleased and overwhelmed at the same time.

I enjoyed those processes very much. Very simple, but very powerful. I have been floating around.... many days and weeks. These processes and questions are so good that you feel you don't mind being asked forever. Ha Ha...a joke.

Life is exciting. Looking forward to the next adventure.

--

I write this testimonial to share with others the outstand-

ing auditing I experienced with Ken Urquhart. I recently disassociated myself from the Church of Scientology by asking that my unused monies be returned to me. This money was to see me through to OT III and I was still working to acquire more. I just knew that 2 intensives wasn't going to be enough. When I found out that I could get to OT III by an alternate route my whole world changed. For the first time in years I felt that getting to OT III might actually take place.

I discovered Ken's name on the internet. I e-mailed him and we set up a time to get started. Ken actually stayed at my home saving me a bundle of money. It all started with a couple sessions to run out some of the auditing I should've never received. After all, I was in the non-interference zone. After a day's training I was ready to Solo on OT II. You should realize at this point that only the training needed was given. There were no blocks, no lengthy check sheets. I was given only the training I needed to do the level. [N.B. This client had already done full solo training elsewhere.]

After Ken sat in on a few sessions with me, we were both confident that I could handle the level. It wasn't long before I was attesting to OT II. Without delay, I was reading the material on OT III. When Ken felt confident that I could audit on OT III, he went home. I continued the level and e-mailed him photocopies of my sessions. He C/S'ed from home. And though you might think there were unnecessary delays in this method, I never missed having an early session the next day. I would audit 4 to 6 sessions and have to end off as the continuous floating needle disallowed further auditing. It was only a few months later that Ken was back to act as Examiner and Success Officer. I attested to OT III. Then Ken audited me on OT IV and V. Here's where I learned how very professional Ken was. His auditing was very smooth. It was almost as if we would sit down and chat for a while and then have to end off because of the BDIing FN. I have had some really great auditors at Flag but none of them were any better than Ken.





When looking for an auditor I was concerned that I might get one that had been justifiably declared SP by the Church. I feel very fortunate that Ken was my auditor. He uses only Standard Tech and without the alterations you hear so much about these days. With Ken as my auditor, my sessions were fun, done when I felt I was ready for another, and always ended with spectacular results.

Though my goal was to get to OT III, I am now OTV and have money left over enough to do the L's and the training for OTVII. JB

**Ls**

Success L11

I have finished L11. Very good condition! During run-down I have found incidents from whole track, very interesting pictures, including implanting. A lot of unknown and not understood became obvious. This L11 gave me the most great success during all of my combined time in Scientology!

I have started new life without lie, with understanding of truth. I wish for everybody to run L11 and get such big success.

--

L11!

This was the most amazing action I have ever done.

Throughout the entire R/D I was blowing charge I didn't even know I had. With each auditing session, I found myself becoming more calm and stable. As a matter of fact, I felt myself moving more into the theta universe, becoming more spiritual, and out of the physical universe.

The shining moment came when I came upon the one missing thing that had abberated me, caused me the most grief and stress, and has caused me to create problems for others across all dynamics. When I spotted that, the charge blew and all of a sudden I felt like a new person. Actually I felt like me again, and I felt renewed across all 8 dynamics. I truly do fell like I have a new life.

The auditing during this action was fantastic, some of the best I've ever had. It is a relief also to know that this is available, so I can continue doing my Ls.

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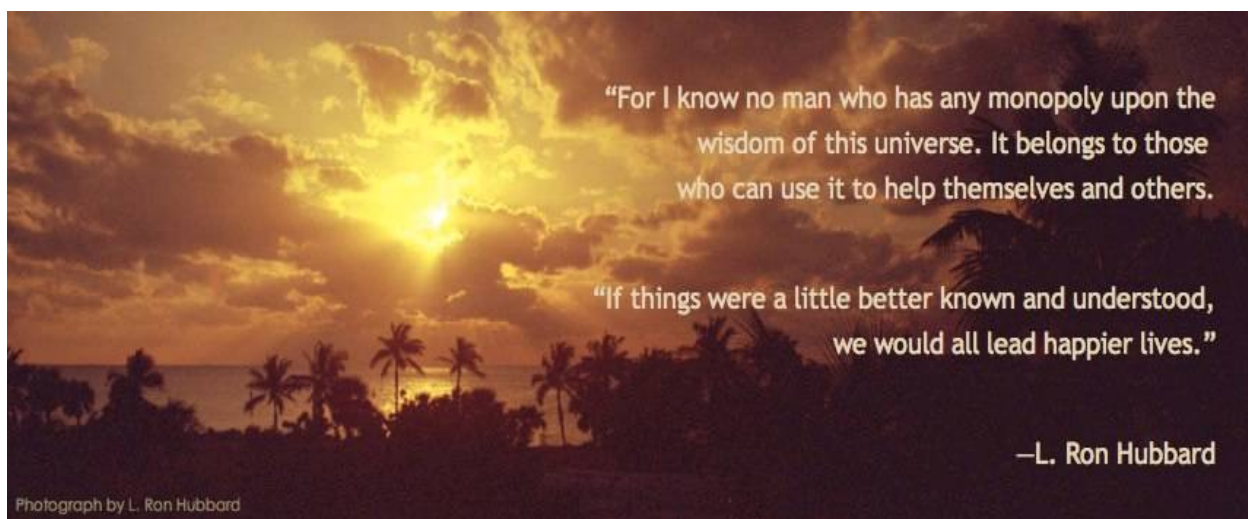
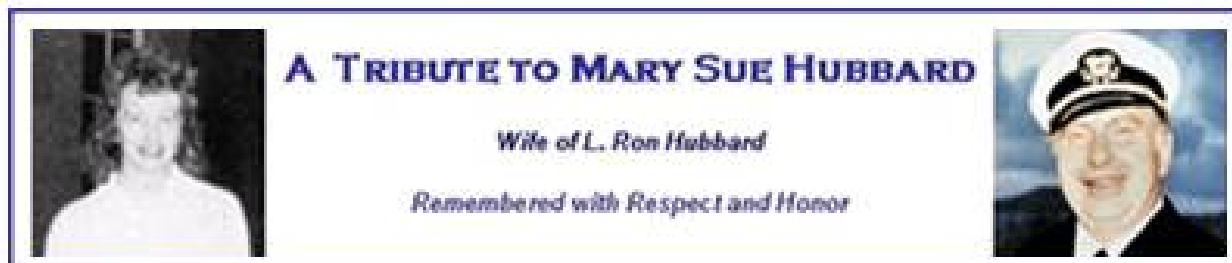
L12

I now feel very stably exterior with full perception!

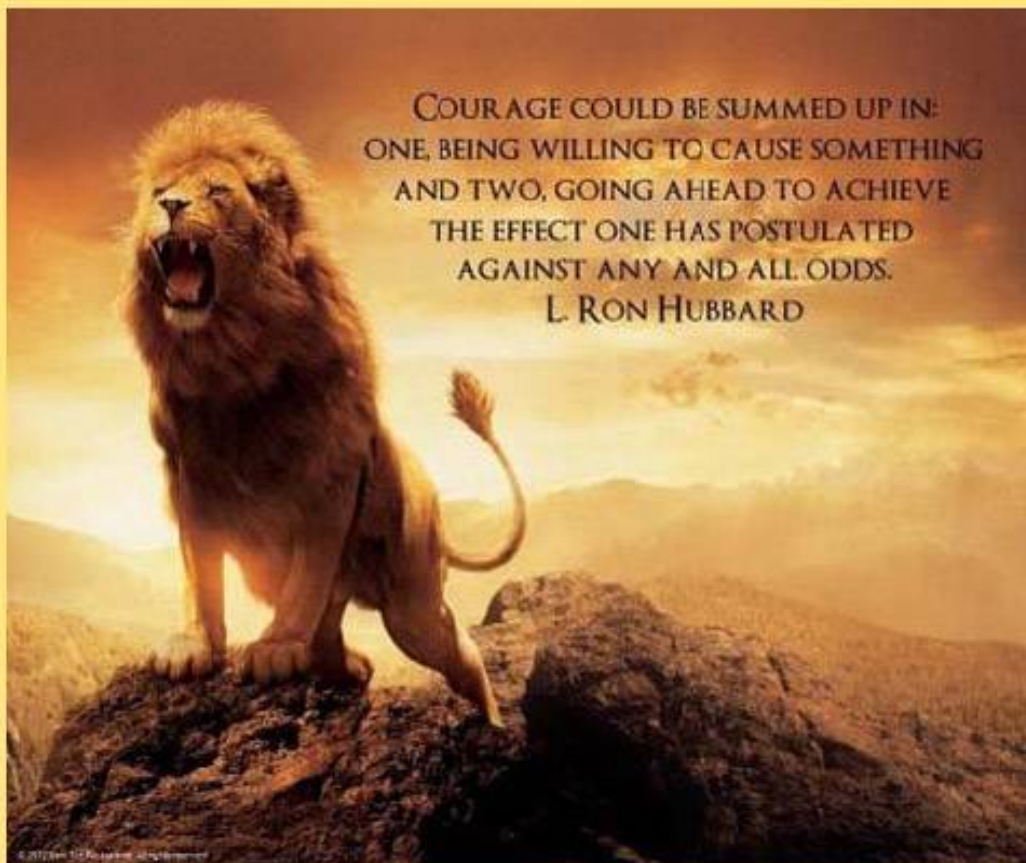
This action is done fully for YOU. It is probably the most fun I've had in all my years of auditing.

It truly is a very personal action that will be quite unique for everyone.

~oo00oo~



# Group Starter Kit for Scientologists



## A Handbook for Field Scientologists Starting up a Group

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***Quote from  
L. Ron Hubbard***

## **THE CODE OF HONOUR**

1. Never desert a comrade in need, in danger or in trouble.
2. Never withdraw allegiance once granted.
3. Never desert a group to which you owe your support.
4. Never disparage yourself or minimize your strength or power.
5. Never need praise, approval or sympathy.
6. Never compromise with your own reality.
7. Never permit your affinity to be alloyed.
8. Do not give or receive communication unless you yourself desire it.
9. Your self-determinism and your honour are more important than your immediate life.
10. Your integrity to yourself is more important than your body.
11. Never regret yesterday. Life is in you today, and you make your tomorrow.
12. Never fear to hurt another in a just cause.
13. Don't desire to be liked or admired.
14. Be your own adviser, keep your own counsel and select your own decisions.
15. Be true to your own goals.

## Daily do list from Ron

Here's a brief quote from Professional Auditor's Bulletin (PAB) No. 6, which I offer as a fair use quote for educational purposes:

"Now you happen to be using a body. Before we worry about your mind let's clean up the primary communication relay point, the body. And for two weeks, let's do these things:

1. Clean up your MEST, get done the various odd jobs you've "been meaning to do."
2. Bring yourself up to date socially and give a letter or a ring or a personal call on people you've neglected.
3. Take a one-hour walk every day, simply starting away from home very early (dawn is best) for half an hour and then walk back, a different direction every day. (If you can't walk, get out in the yard and throw things for half an hour. If you can't throw, spit at something for half an hour -- and I mean throw and spit literally.)
4. Get a physical examination and if anything is chronic get it cured.
5. Take twice a day 100 mg. of B1 (200 mg. total) and supplement it with 250 mg. of vitamin C.

If you will do these things, you will be ready in a couple of weeks for some auditing. And if you feel you're in such top condition you need no auditing, I dare you to do the above and feel the change."



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of Professional Independent  
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association.net](http://independent-scientologists-association.net)**



# **Regain your ABILITY and POWER as a Thetan**

**by L. Ron Hubbard**

**INTENTION.** The ability to intend. And intention contains in it every power the Thetan has. The ability to throw a lightening bolt. The ability to hold something in position. The ability to make some thing continue. The ability to do away with something. Strength. Accomplishment. Power. Wit. Ability. These things are all wrapped up in the one common denominator of INTENTION.

You've been able to do this in recent times. It baffles you sometimes when a piece of MEST does not instantly and immediately obey, but it's simply a matter of intention.

You intend something to happen and it happens. This is the ability to intend. And that is all there is to a thetan's power - there is no more to his power than that.

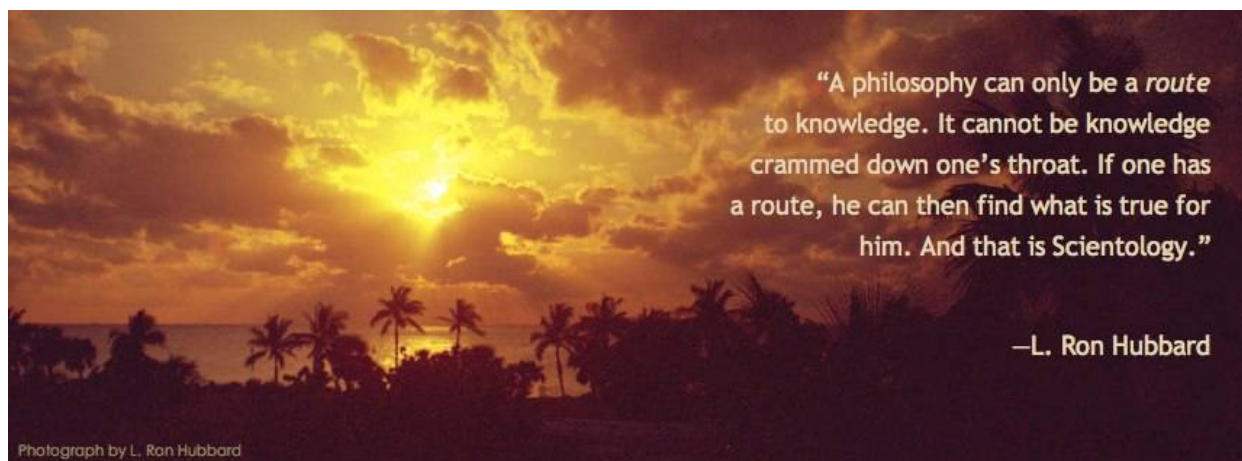
Intention is everything in case recovery. A person is as weak as his intentions are blunted. He will become as strong as his intentions are free. The greatest holder-backer of intention is the person himself. If he is regaining his power or ability or something like that, he's merely moving out of his road what blunts his intention and what has blunted his intentions, and that's all he is really doing.

Well, now he can go all the way, that is well within his grasp, and if he walks along a certain path and doesn't keep jumping off the cliff and so forth, why he will arrive.



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