Issue 69

Ability

HOW TO TEST FOR "CLEAR"

by L. Ron Hubbard

(This issue of ABILITY contains technical material which normally belongs in the Professional Auditors Bulletins. The importance of testing for Clear overweighs this usual arrangement. In the future most technical material will continue to appear in the PABS.)

HCO Bulletin of February 20, 1958

How To Test For Clear

There are three sections to a Clear Test. The first is Auditor Evaluation. The second is E-Meter questions. The third is written tests, such as the APA and IQ.

Auditor Evaluation

The auditor's evaluation should be based upon the fact that the individual has been able to successfully execute without further reaction on the meter, the entirety of HGC Procedure of February 6, 1958, including part 2, CCH 0 (b), Help. [HGC Procedure bulletin appears at the end of this article.] The auditor should be very careful in running this series of processes, that he also takes into account the valence problems of the preclear, and psychosomatic conditions. It should be understood that Help run in a several-way bracket on people, including father and mother and domestic relations, and parts -- or even conditions -- of the body will remove valences and psychosomatic difficulties. When the auditor is fully confident that he has his preclear in as good a condition as possible, within the meaning of Clear, he or an examiner should proceed with an E-Meter Clear Test. In view of the fact that the auditor should be using an E-Meter to run Clear Procedures, the E-Meter test, if the auditing has attained its goal, should be Nul. But there are certain additional things which are done with an E-

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Meter in testing for Clear which safeguard the possibility of somebody being declared Clear and thereafter by aberrated behavior bringing discredit to Scientology.

E-Meter Test

A Clear registers an exact number of ohms on an E-Meter according to present findings. Although this is not conclusive and is not disqualifying, it has been observed that women register around 5,000 ohms resistance on an E-Meter, and men register around 12,000 ohms. Further data will be released on this as it is further studied. However, on an old Mathison this means that the female tone registers at about 1.8 and the male tone registers about 2.5 with the sensitivity at 12 o'clock, and on those E-Meters which have Range Expanders with the Range Expander at 12 o'clock, the needle being in the center of the dial. A calibration on the new Hubbard Electrometer will be released. Through the inconsistencies of a Mathison, since these meters do not behave similarly between one meter and the next, no great reliance should be placed on tone.

The first step of the Clear Test on the E-Meter is to ask the person whether or not he is Clear. If a lie reaction is registered, of course the person is not. However, it should be understood that the meter is now registering only body resistance, relatively uninfluenced by a thetan. Therefore, the meter is liable to rock from left to right or go through certain patterns. The main thing is that the needle must be free. It must not be stuck. There must be no consistent rise of the needle. While we used to believe that Clears would be totally off the top of an E-Meter, this is found not to be the case and people who are totally off the top -- as people who are totally off the bottom of an E-Meter -- alike require many, many hours of auditing in order to get them into the middle of the E-Meter where the Clear registers, since this is the registry of a body resistance, not a thetan resistance.

In the needle reaction, one is looking for a consistency of action in the needle. The needle must be loose, fluid and must be going more or less through the same pattern. The fact of being tested for Clear should not make an enormous difference or change in the needle. It must not start to drop rapidly nor rise rapidly from the tone where the preclear is originally set.

There must be no new reactions because of discussion of the pc being Clear.

There must be no difference of reaction by reason of the Help questions, or Help on valences. One simply runs a regular bracket of Help, highly generalized, and looks for a consistency of reaction on all valences. If the needle becomes stuck on any one of these questions, the question should be re-

peated two or three times, and we have found that the needle, if the person is not Clear, will become even more thoroughly stuck. This is a demonstration of Not Clear. Throughout this series of questions on Help, the individual should continue to react on the needle in a free, similar pattern. If there is any question about this, Help should be tested on valences and it should be established whether or not this makes a difference to the needle. If it does make a difference to the needle from the pattern already assumed by the needle, then of course the person is not Clear and he needs more auditing.

A discussion should be undertaken regarding psychosomatic illnesses and the needle should be observed carefully for differences of reaction from the assumed reaction at the beginning of the test.

The preclear is asked if he has a field. The examiner should watch the needle for a lie reaction as he discusses fields or a change of pattern reaction. A change of reaction, of course, denotes a difficulty with fields.

The preclear is asked to mock up something small and keep it from going away, hold it still, and make it more solid. There should be no difference of reaction on these three things except in the case of "make it more solid". A Clear making a mockup

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more solid does get a reaction on the needle as he would be supposed to, having that much mass that close to the body. After each one of these questions the examiner should ask, "Did you?" and if the preclear did not or if he is not performing the test properly in the hopes of getting by, you will get a lie surge of one type or another.

When something small and something large have been tested on this without reaction, different than the original reaction, the individual is asked to remember a time when he was injured and is asked to mock up a facsimile of that injury. If he takes some time to find such a mockup, this is not disqualifying. However, if he mocks up a facsimile which then reacts on an injury pattern, causes wild action or unsteady action on the needle, one could suspect that he is being the effect of the facsimile and that he in effect did not mock up the facsimile at all but that the facsimile appeared when he thought of it. This, of course, denotes the presence of a reactive bank and is disqualifying.

Test for the automaticity of persistence. Ask the preclear to mock up something, then distract his attention, then ask him if it is still there. If he says it is still there, this is disqualifying because he has an automatic persistence of mockups. Part of his mocking it up did not include "was it still there". If there is any argument with this about the preclear, have him do it several times and see what the needle does.

As additional comments, there must be no small (quarter inch) theta bop, where the needle hunts to the left and to the right very stickily. However, a large theta bop is not dis - qualifying, it merely means that the person is exteriorized. A large theta bop would be a quarter of the dial to a third of the dial.

Disqualifications

1. If the needle is sticky and does not show any or much reaction, it is certain the person is not Clear. The common activities of the body, such as heartbeat, breathing, the effort to make the voice answer questions, alike produce actions on the needle and if these are totally absent, you have probably a stuck needle.

2. Small theta bop (quarter inch wide).

3. Erratic needle behavior. Not consistent from question to question. In other words, one question you have no reaction, the next question you do have a reaction, et cetera, et cetera. The needle is free on several questions and then suddenly sticks. This is disqualifying.

4. Lie reaction (down surges) which occur only when the person is pressed by questions as to whether or not he mocked something up, whether or not he is clear, whether or not he did it, et cetera. The reaction would be missing until the person is pressed about it, and if he gets a reaction on being pressed concerning this, then he probably is not clear and has a ways to go in auditing.

5. A constantly rising needle is disqualifying. A Clear is definitely between 5,000 and 12,000 ohms of resistance and an individual who is rising is actually dispersing slightly.

6. Anything below 5,000 ohms on a meter, according to present findings, and anything above 12,000 ohms on a meter should be suspect from the standpoint of Clear. You want only body resistance and this evidently is the range of body resistance.

7. A therapeutic reaction on the needle can be disqualifying, which is to say the examiner is able to free up the needle by asking, on 2-way communication concerning a psychosomatic or some such thing, and this is compounded by the fact that an individual would not be clear if the Clear Test itself gave him a tremendous change.

8. If the person gets a reaction from a recent injury on merely discussing it, that person is not clear.

9. If a person doesn't know he is making his own facsimiles, he is not clear. A Clear knows he is making his own facsimiles and actually has to mock something up in order to have a reactive bank.

10. No differences of reaction by reason of Help questions or Help on valences. If there is any concern about Help on valences, the examiner should simply ask new valences and observe the reaction of the needle.

11. A lie reaction on field questions or on the question of whether or not the person is clear.

As a further discussion of disqualification, an individual is disqualified if the test itself changes his tone appreciably with the tone arm of the E-Meter.

Settings of a Meter

The meter should be set quite sensitively, the sensitivity knob being at 12 o'clock on both the new Hubbard Electrometer and the old Mathisons. It is possible to get an electronics per-

(Cont'd. on p. 8)

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son to measure the resistance between the electrodes for the meter. A 5,000 ohms resistance can be put between the two electrodes, and this point can be marked with all the dials stabilized on the meter and with the sensitivity knob at 12 o'clock. The resulting readings must be carefully standardized and you will have then 5,000 ohms on the meter. A 12,000 ohms ,resistance can be placed between the terminals and the preclear who is at this range is at the top of what we have begun to understand as the Clear Range. Any meter can therefore be stabilized by using two resisters, one 5,000 and one 12,000 ohms. The new Hubbard Electrometer will have these points on them.

Written Tests

The APA in the United States or the OCA in England, when given to the preclear and plotted on the profile must, for Clear, read in the top third of the profile. There must be no lower reading than this.

The Intelligence Test, such as that used by the Founding Church or the H.A.S.I., must register in excess of 135 for a state of Clear to be established.

Summary

It will be found that an excellent method of learning how to test Clear is to test people who are not Clear, to give them a Clear Test as outlined above, and to note the tremendous vagaries of reaction. Those who are in very poor condition will have a consistently stuck needle or will be wildly dispersed and those who are not in such bad shape will still get consistent changes, rises, etc., on the needle. A familiarity with people who are not Clear gives one a basis of comparison with people who are clear and it will be found that that comparison is quite startling. You would never be able to take a person who was not clear and ask them the questions of a full bracket on Help, part 2, HGC Procedure of February 6, and get Nul.

Therefore, it is recommended that auditors give their preclears tests at the beginning of intensive in order to establish what their reactions are, not so much to establish the change in the preclear but to establish for the auditor the tremendous difference that occurs by reason of clearing on meter readings.



HCO BULLETIN OF FEBRUARY 6, AD 8

HGC Clear Procedure Outline of February 6, AD 8

Working with the 19th ACC and staff auditors a more easily applied clear procedure has been developed. To a large extent it ignores "fields" since what is a reactive bank but a kind of "field". Fields are too likely to be validated by the auditor. They aren't that important. They can be by-passed. They will vanish. The procedure is given here in brief.

1. CCH 0. Emphasis on PT problem and clearing Help. People with fields resist help. If preclear isn't gaining, clear help again later.

2. If preclear very low on APA, run CCH 3 & CCH 4. If preclear unconscious to begin, start with Tr 5 (bed or chair) then CCH 1, CCH 2.

3. Run Start-Change-Stop (not Stop-C-S). PC walking about, etc., as given in Mechanics of Control (Distribution Center, $1.00 book).

4. Run Connectedness, Control version, "You get the idea of making that (indicated object) connect with you."

   (a) Subjective Connectedness. "What action could you take against that (pc's) body." Make sure he is sure he could. This takes over protective automaticity (screens).

   (b) Connectedness, permissive. "You look around here and find something you might make connected with you."

5. Union Station Destroy. "You invent a way of destroying that (indicated) person." This is run outside on people chosen at random. It is done to take over destructive automaticities.

6. Encourage pc to create mockups he knows he himself has made. Use simple forms. Take care not to invalidate his mockups. Ignore fields. Get pc to make mockups he can see. Then use such mockups for running Step 6 of Clear Procedure Booklet.

It is Step Six of Clear Procedure Booklet that makes clears. Mocking an object up on 6 sides of the body having pc keep it from going away, then hold it still on 6 sides, then make it a little more solid on 6 sides of the body. Run 6 objects each on 6 sides of the body on keep it from going away. Then similarly

with same objects "hold it still", then, similarly same objects "make it a little more solid". (There is no acknowledgment by auditor after pc mocks it up and keeps it from going away or the "Did you." There is acknowledgment only after full command is executed. Otherwise acknowledgments will thin preclear's mockups.)

A Clear is nul on All mockups. He knows he is mocking up bank. He can mock up bank.

L. RON HUBBARD

HCO BULLETIN OF FEBRUARY 6, 1958
HGC Clear Procedure Outline - Part II

CCH 0 (b) - Help in full
Starting Session

After clearing any pt problem with "What part of that problem could you be responsible for?" run CCH 0 for Help. If any difficulty whatever is experienced or if pc has field, run CCH 0 (b) in full.

This is formally audited. Each command is cleared with pc word for word. And a bridge is used for every change. Run until E-Meter is flat or field vanishes, or both. This is a 9-way bracket.

How could you help yourself?
How could you help me?
How could I help you?
How could I help myself?
How could you help another person?
How could I help another person?
How could another person help you?
How could another person help me?
How could another person help another person?

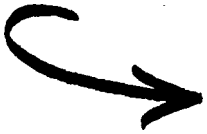
This I think pretty well does away with any difficulty with fields. Note: There went the only randomity in clearing. I nailed this in the 19th ACC where only 7 cases in 36 were not progressing. All these had fields. All these had difficulty with help. Incidentally, a black field is in reality a betrayal. A betrayal is help turned to destruction. The dichotomy of destroy is destroy-help. When help fails destruction occurs, or so goes the most basic consideration behind living. There are many ramifications of this.

L. RON HUBBARD

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